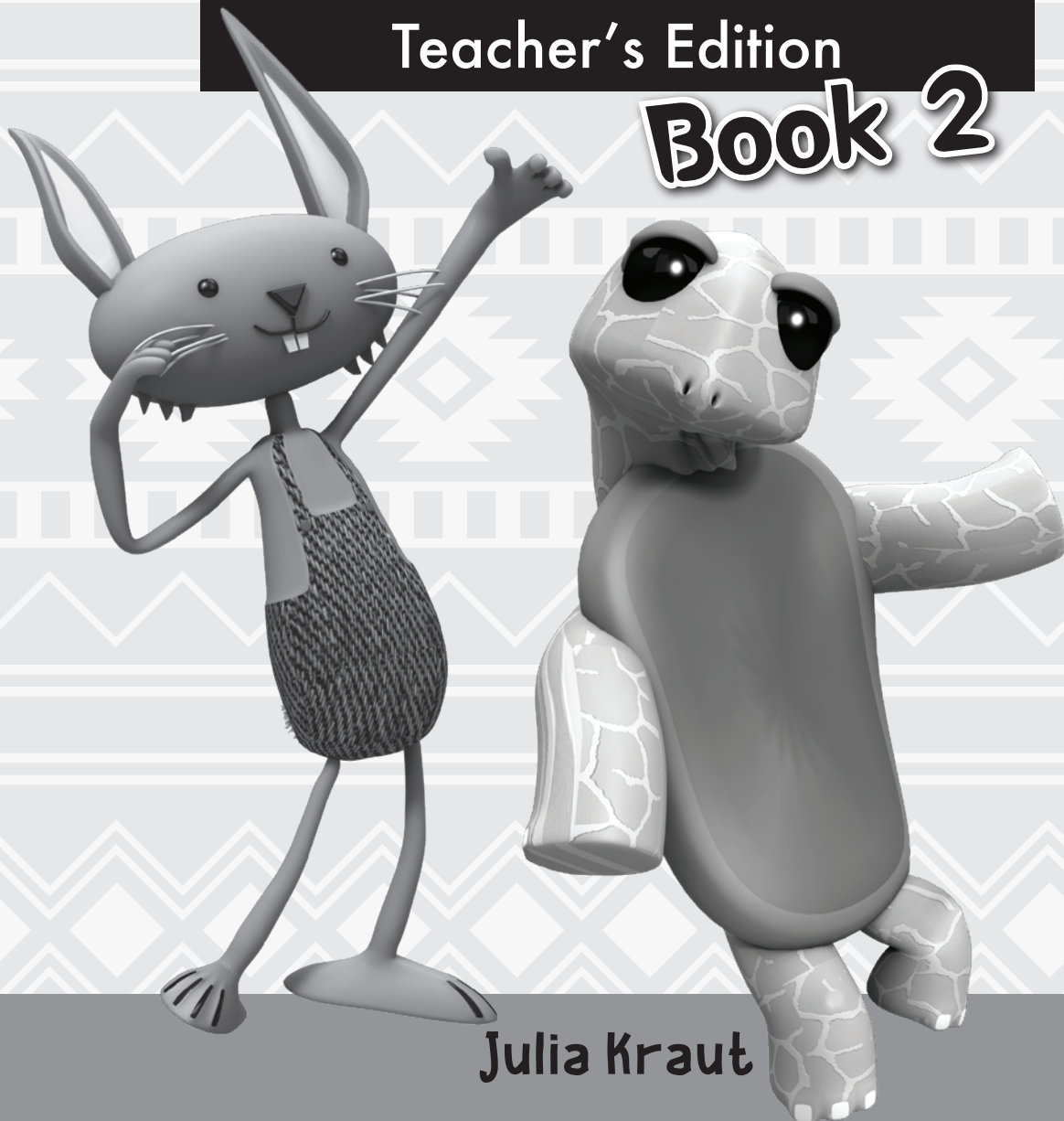


Classical Subjects Creatively Taught™

SongSchool SPANISH

Teacher's Edition

Book 2



Julia Kraut



Song School Spanish Book 2 Teacher's Edition
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Introduction

to the Teacher's Edition

Welcome to *Song School Spanish Book 2 (SSS2)*!

This book is designed to guide your students into Spanish in a fun way that will stick with them as they grow. Now that they have a foundation of vocabulary built up from *Song School Spanish Book 1*, we expand our focus.

How to Use This Book

This teacher's edition (TE) contains the complete text of the student edition as well as the following:

- **Answer Key:** Answers to all activities are provided in the TE on the same pages as in the student edition for easy and quick assessment.
- **Conversation Activities:** For each content chapter, the TE provides activities that will get your students speaking Spanish with each other.
- **Gross Motor Activities:** The TE provides an activity for each chapter that will get your students moving and help accommodate diverse learning styles. (See Our Approach to Language Teaching on page page 5 for more information!)
- **Teaching Tips:** Suggestions, guidance, and ideas for how to use the text are provided throughout the TE.

Suggested Schedule

As you will remember from *Song School Spanish Book 1*, the songs and chants are the backbone of the Song School method. You can ask students to listen to the audio files at home, in the car, and wherever they can. If you are a classroom teacher, you could review the week's songs every day with your class. You might also reach out to other teachers at your school and see if they might be able to incorporate listening to the audio files into their classes—a music teacher might have the students sing through the songs, or a gym teacher might be interested in playing the music in the background while students are in gym class.

The other elements of the Song School method are designed for you to use however works best for your students. If you have a weekly 45- to 60-minute Spanish class, you might begin class by teaching the songs (ten minutes), play a simple game to help students memorize the vocabulary words (ten minutes), and then use the Small Group Activity and/or Active Game. For a class with strong reading skills, you could end with the writing activities in the workbook, or send the written work home for extra practice.*

*Since schools start Spanish instruction at different grade levels, and homeschool families often have students of several ages, the series is designed in such a way that prereaders can learn alongside students with more advanced reading skills.

If you are able to spread out your Spanish class time over a week, you might take twenty minutes the first day to introduce the songs and play a vocabulary memorization game, and then do the student edition written work, Small Group Activity, and the Active Game on different days.

Target Readership of Song School Spanish

Song School Spanish 2 is intended for students in grades 1–3 who have already completed *Song School Spanish Book 1*. If you are leading a group of students through this book and have a few newcomers, you could ask that the new students listen to the audio files from *Song School Spanish Book 1* on their own for extra practice, and then regularly schedule review of *SSS1* for the whole class—for example, you might ask that the new students spend two weeks listening to the songs for the first unit of *SSS1*, and then add a vocabulary review game for the whole class to your Spanish time at the end of those two weeks.

Our Approach to Language Teaching

Conversation and Physical Activity

In *SSS2*, we are working on vocabulary mastery as well as speaking and listening skills. In this teacher's edition, you will find an Active Game and a Small Group Activity for every content chapter.

Small Group Activity: Occasionally the Small Group Activity is designed for simple vocabulary practice, but most of these activities are constructed to get your students using Spanish for a real task, such as asking a partner where he's hidden a game piece, or conducting a survey of their classmates' interests. We recommend that you make the Small Group Activities a priority in your lesson planning, as they will provide your students invaluable time to practice conversational Spanish.

Active Games: The Active Games are an opportunity to combine language acquisition with gross motor movement, which studies have shown leads to enhanced learning in pre-school and elementary students. They are mostly versions of classic playground games that will require your students to use the lesson's vocabulary.

Review Chapters: During review weeks, we recommend that you reuse a game or activity that your students particularly liked, or one that will provide extra practice for a lesson they have not yet mastered.

Gentle Grammar

As in *Song School Spanish Book 1*, we draw students' attention to grammar, not because we think that by knowing the rules they will be able to produce perfect Spanish utterances, but because we want to open their eyes to seeing patterns in this very regular and predictable language. The recommended way to correct a student who makes a speaking error is

to give a big, encouraging smile and a nod, to show that you value the students' efforts and understand her attempt at communication, and then to repeat what she is saying using the correct words and forms.

In this book, we continue emphasis on gender and number agreement, and introduce conjugation as well. The lessons are designed to point out patterns in Spanish to your students. For example, you will notice that in this book, your students will be using both **ser** and **estar**, but we do not discuss the grammar rules that govern these verbs in any of the Chapter Lessons. For this topic, which can be frustrating for English speakers learning Spanish, our approach is to give your students a significant amount of time to intuitively “collect data” on these words before they try to explicitly identify patterns and rules. If your students ask you why there are two words in Spanish that seem to mean “is,” you can tell them that, yes, there are two words for “is” in Spanish, and ask them to identify times they have seen each one used.

As we did in *Song School Spanish Book 1*, we are focusing on the informal “you” forms (**tú**, **¿Cómo estás?**, etc.) rather than including the formal “you” forms (**Usted**, **¿Cómo está?**, etc.). Students in a school setting would use the informal forms with their classmates, and homeschooled children would use the informal forms with their parent, so for the sake of simplicity we teach those exclusively.

Spanish Classroom Culture

Very early in this book, we cover telling the date and talking about the weather. You can work Spanish into your daily classroom routine by noting the date and weather in Spanish each day. We have decided not to teach numbers beyond ten in any of the chapters of this book, because you can help your students learn these numbers by counting each day as part of this routine. Labeling your classroom with Spanish words and finding other parts of your daily routine that can be done in Spanish will also bolster your students' language acquisition. Incorporating the week's songs into your daily routine will also help your students get more practice with their new Spanish vocabulary.

Aprender es divertido

This book has been designed to maximize your students' enjoyment as they continue to learn Spanish. ¡**Mucho ánimo!**, and have a great year!

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Audio File/CD Track Information

Track #	Title	Chapter	Page	Time
1	Bienvenidos, amigos (Welcome, Friends)	1	1	0:49
2	La semana (The Week)	2	6	1:16
3	Days of the Week Song	2	6	1:15
4	Los meses (The Months)	3	10	1:17
5	¿Cuántos años tienes? (How Old Are You?)	4	13	1:08
6	Cumpleaños feliz (Happy Birthday)	4	14	0:34
7	El tiempo (The Weather)	6	23	2:18
8	Tengo Song ("I Have" Song)	7	27	0:51
9	El dormitorio (The Bedroom)	8	30	1:05
10	Good Night, mi dormitorio (Good Night, My Bedroom)	9	35	1:10
11	Hay Animales (There Are Animals)	11	45	1:01
12	The Gotta Go Song	12	49	0:33
13	En mi casa Song	12	50	1:26
14	Tengo un juego (I Have a Game)	13	54	1:52
15	Oso de peluche Song (Teddy Bear Song)	14	57	1:26
16	Mi familia (My Family)	16	68	1:36
17	The Getting Dressed Song	17	72	1:40
18	Actions Song	18	76	1:14
19	Actions March (Part 1)	18	76	1:09
20	Me gusta , I Like	19	80	1:25
21	Actions March (Part 2)	21	93	1:53
22	Walking Song	22	98	1:56
23	Going to the Mountains	23	101	1:19
24	Ir Chant	23	102	0:31
25	Mi ciudad (My City)	24	106	1:35
26	Viajar (To Travel)	26	116	0:43
27	Voy a Cantar (I'm Going to Sing)	27	120	1:16
28	Actions March (Part 3)	28	124	1:18
29	El cuento (The Story Song)	29	128	1:00

Note to Students

Welcome to Song School Spanish 2!

I am so glad that you are continuing to study Spanish. As you may have discovered already, learning to speak a second language is about more than just memorizing words and phrases. Learning to have fun and be creative when you don't know how to say something can be just as important.

Have you ever played word-guessing games, or games in which you have to get your team to say a word without saying it yourself first? After I had been studying Spanish for several years, I traveled to Spain and lived with a Spanish-speaking family. There were still many everyday words in Spanish that I didn't know. I felt like I was playing word-guessing games all the time!

I want you to be ready to use your Spanish when you meet Spanish speakers and want to talk to them. In every chapter of this book, you will learn a song that teaches you some new words. You will learn ways that you can use those words when you talk to people in Spanish. And you will also practice having fun with your new words, because that is one of the most important parts of speaking a new language!

¡Mucho ánimo! (Good luck!)

Julia Kraut

Pronunciation Guide

Note to Teachers/Parents

Did you know that your students have an advantage over you? Because their young brains are still learning new sounds, it is much easier for them to learn the sounds associated with a different language. You should encourage your students to employ this natural ability by trying to mimic the sounds of the native Spanish speakers on the CD as a fun and organic way to learn Spanish pronunciation. The following guide is a great supplement to the CD and also an excellent reference for anyone who may want the differences in pronunciation made more explicit.

Spanish Consonants

The Spanish alphabet (the **abecedario**) has twenty-nine letters—twenty-four consonants and five vowels. The letters **ch**, **ll**, and **ñ** are the additional consonants that don't appear in the English alphabet. Some Spanish speakers also consider **rr** a letter (which would bring the count of letters in the **abecedario** from twenty-nine to thirty). Many sounds in Spanish are similar to the sounds made by the same letter in English, but are articulated in a slightly different way. The exceptions—letters pronounced differently—are listed below. (Note: A textbook or website discussing Spanish phonetics may be of use to anyone interested in a more in-depth look at how sounds are formed in Spanish.)*

Letter	Pronunciation	Example	Sound
c	like an English <i>k</i> in front of <i>a</i> , <i>o</i> , and <i>u</i> ; like an English <i>s</i> in front of <i>i</i> and <i>e</i>	casa (house) cena (dinner)	ka-sa se-na
ch	like the <i>ch</i> in cheese	leche (milk)	le-che
g	like an English <i>g</i> in front of <i>a</i> , <i>o</i> , and <i>u</i> ; like an English <i>h</i> in front of <i>e</i> and <i>i</i>	gato (cat) girar (to spin)	ga-to hee-rar
h	silent	horno (oven)	or-no
j	like an English <i>b</i>	pájaro (bird)	pa-ha-ro
ll	very similar to the English <i>y</i>	llama (flame, llama, he/she calls)	ya-ma
ñ	like the <i>ny</i> in canyon	niño (boy)	nee-nyo

*The pronunciation of **casa** in this chart is spelled differently than it is in the consonant chart because the focus here is on the sound the Spanish **a** makes.

Letter	Pronunciation	Example	Sound
<i>v</i>	similar to an English <i>b</i>	vaca (cow)	ba-ca
<i>z</i>	in the Western Hemisphere, a z makes the sound of an English <i>s</i> ; in Spain, it makes a <i>th</i> sound such as in the word “think”	zorro (fox)	so-rro (Americas) tho-rro (Spain)

The Spanish R

In Spanish, both the double **r** and the single **r** are rolled at the beginning of a word. A single **r** in the middle of a word is a single tongue-tap, almost like an English *d*, and the rolled **r** is a bit like at least three *d*'s in rapid succession. The sound can be made by holding your tongue to the roof of your mouth and exhaling forcefully.

Spanish Vowels

Letter	Pronunciation	Example	Sound
a	like the <i>a</i> in father	casa (house)	kah-sah*
e	see below		
i	like the <i>ee</i> in keep	niño (boy)	nee-nyo
o	like the long <i>o</i> in open	ocho (eight)	o-cho
u	like the <i>oo</i> in boots	uno (one)	oo-no

The **e** sound in Spanish is like a cross between the English *e* in *pet* and the *ay* in *say*. If an English speaker makes the sound in the word “say” and then draws it out very slowly, he or she will hear that the “ay” is actually two sounds—an “eh” sound (close to the sound in “pet,” but also a bit like a long “a” sound) followed by an “eeee” sound. The Spanish **e** is the English “ay” in “say” *without* the “eee” sound on the end. For more information, one of the many phonetics websites with audio examples may be helpful.

Accents

When there is an accent mark on a vowel, the syllable containing that accented vowel is the emphasized syllable. In Spanish words, the second-to-last syllable without an accent mark is emphasized when it ends in a vowel, **s**, or **n**. The last syllable is emphasized in unaccented Spanish words that end in consonants other than **s** and **n**. There are occasionally accent marks in Spanish that are on the syllable that would be accented naturally; these distinguish between homographs—words spelled the same but with different meanings (for example, **si**, which means “if,” and **sí** with an accent, which means “yes”).

Accented Syllable	Last Letter of Word	Example	Sound
Second-to-last	vowels, n , or s	casa (house) niños (boys)	KAH-sah NEE-nyos
Last	consonants other than n or s	comer (to eat) feliz (happy)	co-MER fe-LEES
Any accented syllable	any	pájaro (bird)	PAH-hah-ro

Diphthongs

In Spanish, the vowels **i** and **u** form diphthongs with other vowels. In other words, the sounds blend together into one syllable. Next to another vowel, **i** will make a *y* sound, such as in the English word “yellow,” and **u** will make a *w* sound, as in the English word “water.” The exception is when the **i** or **u** is accented. In that case, the accented letter does not blend into the other vowel and is pronounced as a separate syllable.

Examples: Diphthongs	adiós (good-bye)	viento (wind)	familia (family)	nueve (nine)
Sound	ah-DYOS	BYEN-to	fa-MEE-lyah	NWE-be
Examples: No Diphthongs	maestra (teacher)	día (day)		
Sound	mah-E-strá	DEE-ah		

Bienvenidos (Welcome) Chapter 1

New Vocabulary^A

bienvenido	welcome
amigo/amiga	friend

Review Vocabulary^B

hola	hello
¿Cómo estás?	How are you?
¡Buenos días!	Good morning!
¡Buenas tardes!	Good afternoon!
¡Buenas noches!	Good evening!, Good night!

Chapter Song

Bienvenidos, amigos (Welcome, Friends) [Track 1] ^C

Buenos días
Good morning!

Hola, amigos
Hello, friends!

Bienvenidos
Welcome!

¿Cómo estás?

Buenas tardes
Good afternoon!

Hola, amigos
Hello, friends!

Bienvenidos
Welcome!

¿Cómo estás?

Buenas noches
Good night!

Adiós, amigos
Good-bye, friends!

Buenas noches
Good night!
¡Shhhhhhhhhhh!



Unit 1

Chapter Lesson

Welcome back! ¡Bienvenidos de nuevo! We're glad to see you again for *Song School Spanish Book 2*.

Let's look at something interesting you might remember from our last Spanish book. Check out the word **amigo**. An **amigo** is a friend. If the friend is a boy, or if you don't know whether the friend is a boy or a girl, a Spanish speaker would say **amigo**. If you are certain the friend is a girl, you say **amiga**.

Two or more friends that are girls are called **amigas**, and two or more friends that are boys or boys and girls are called **amigos**.

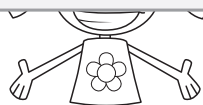
When Spanish speakers tell their **amigos** that they are **bienvenidos**—or when they tell their **amigas** that they are **bienvenidas**—they make the last letters of the words match. ^D

Practice Your Spanish

1. Practice writing your vocabulary words by tracing the dots.

¡Bienvenido, a
¡Bienvenida, amiga!

^D Here we touch briefly on concepts introduced (sometimes implicitly) in *Song School Spanish Book 1*: gender, number, and agreement. If you yourself are new to learning and teaching Spanish, you might want to read more about these concepts in a book that covers grammar more extensively—*Spanish for Children Primer*. A covers this topic in chapters 3, 8, and 11.



2. Fill in the blanks. What do you say when ...

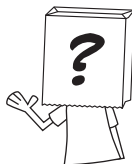
- ... you want to know how someone is? ¿Cómo estás?
- ... you are welcoming someone into your home? bienvenido(s)
- ... you see a friend? hola / hola, amigo /buenos días, etc.
- ... it's bedtime? buenas noches
- ... you wake up and see your family? hola/buenos días

Find the Friends

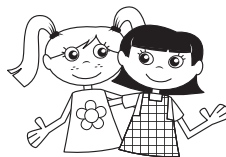
1. Look at each group of **amigos** and fill in the last letter or letters of the word.



a. amig o



b. amig o



c. amig a s



d. amig a



e. amig o s

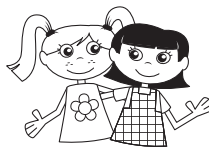


f. amig o s

2. Now fill in the missing letters to welcome your friends to your home!



a. ¡Bienvenid o!, amigo!



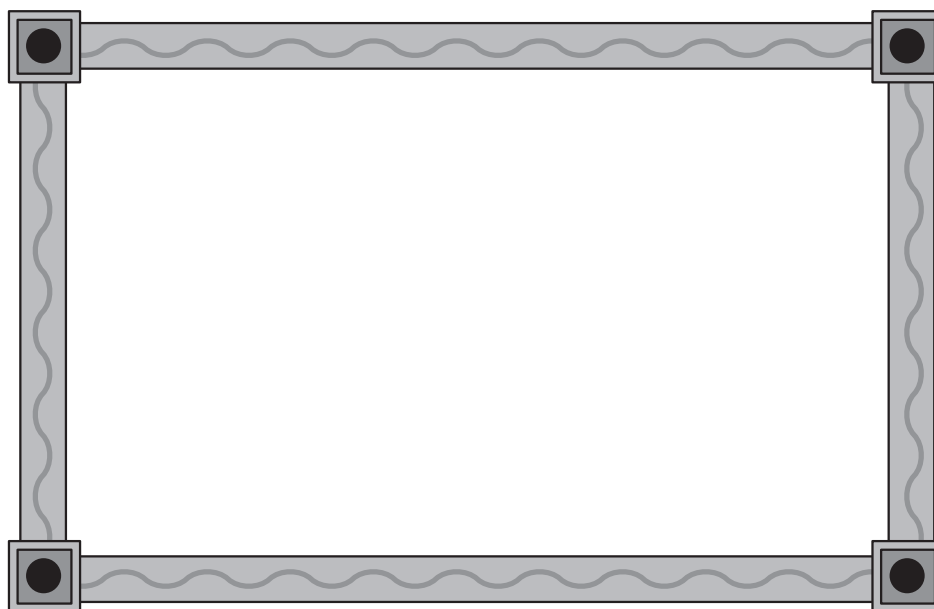
b. ¡Bienvenid a s!, amigas!

Chapter 1: Bienvenidos (Welcome)

Unit 1

Un retrato

Draw **un retrato** (a portrait) of some of your **amigos**. If you draw all boys, or a mix of boys and girls, label it **amigos**. If you draw all girls, label it **amigas**.



Unit 1
4

Chapter 1: Bienvenidos (Welcome)

Chapter 1 Extra Activities

Active Game: **Amigo** Race

Copy the four **amigo** signs from the chapter 1 section of Appendix E: Activity Pages, which begins on page 135. (You can also print any of the activity pages from the downloadable PDF available on the Support tab of the *Song School Spanish Book 2* product page on our website, ClassicalAcademicPress.com.) Post the signs in various easily accessible places in the front of your classroom, or at one end of a large playing space. Divide your class into two teams. Have each team form a line at the opposite end of the room from the signs. You will call out “**amigos**,” “**amigas**,” “**amigo**,” or “**amiga**,” and the two students at the head of each line will race to reach that sign first. You can award a point to the team just for reaching the correct sign first, or you can require that the student welcome the “guests” in the picture to the classroom by using the right ending on the word **bienvenido**.

Homeschool Version

For a single-child homeschool, you could time your student as he races to the signs, to see if he can beat a designated time, or decrease his time.

Small Group Activity: Paper Doll Party

Assemble paper dolls cut from magazines, dollhouse dolls, action figures, etc., or for each child print a copy of the Small Group Activity page in the chapter 1 section of Appendix E: Activity Pages, and have the children cut out the figures. Each child will need four or five figures and should have at least two of each gender. Divide the class into smaller groups.

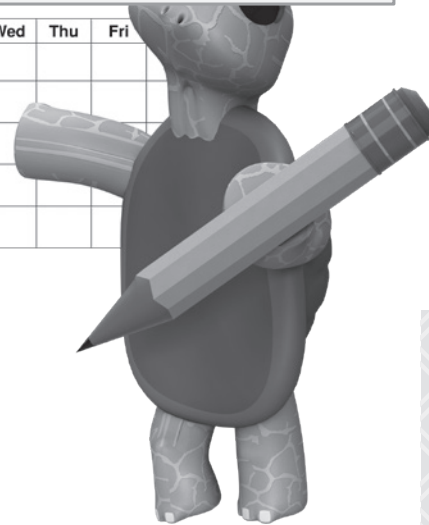
Let the students take turns assembling a group from their figures that will be arriving at an imaginary party. They can hide this group behind a folder as they choose who is in it. Then, when they have assembled their characters, they move the folder and reveal them. The other children in their group should greet the revealed characters by saying “**Bienvenido, amigo**” for a single male, “**Bienvenidos, amigos**” for a mixed group or a group of boys/men, “**Bienvenida, amiga**” for a single female, etc.

New Vocabulary^A

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
Hoy es . . .	Today is . . .
¿Qué día es hoy?	What day is it today?

A Your students will have an easier time learning the days of the week in Spanish if you can connect the new vocabulary to what happens in your classroom or in your students' lives. For example, if students have gym class on Tuesdays, you might teach your students that **martes** is gym day. This vocabulary can be used daily, perhaps as part of your classroom routines. If you say the date or write it on the board each day, you could do it in Spanish as well, or if you only see your students once a week, you might want to have a time each class in which you ask them what they've done the other days that week ("What did you do on **martes** this week?" etc.).

Sun	Mon	Tue	Wed	Thu	Fri



Review Vocabulary^B

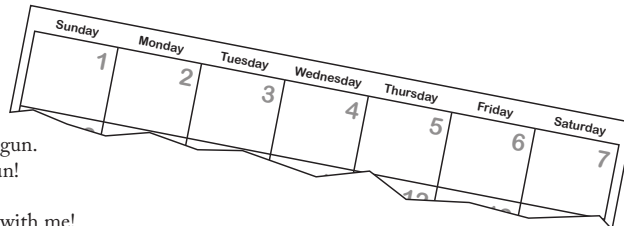
el día	day
¿Cómo estás?	How are you?
Estoy . . .	I'm . . .
bien	well, fine
triste	sad
feliz	happy

B To review these words, you can use the **¿Cómo estás?** Song (track 8) from *Song School Spanish Book 1*.

Chapter Songs

La semana (The Week) [Track 2]

¿Qué día es hoy? What day is today? (x2)*
 Hoy es lunes, *Monday*,** my week has just begun.
 Hoy es martes, *Tuesday*, let's go have some fun!
 ¿Qué día es hoy? What day is today? (x2)
 Hoy es miércoles, *Wednesday*, come and play with me!
 Hoy es jueves, *Thursday*, there's places to be!
 Hoy es viernes, *Friday*, the weekend starts, hooray!
 Hoy es sábado, *Saturday*, we can play all day!
 ¿Qué día es hoy? What day is today? (x2)
 Hoy es domingo, *Sunday*, last day of the week!



Days of the Week Song [Track 3]

Monday, **lunes**
 Tuesday, **martes**
 Wednesday, **miércoles**
 Thursday, **jueves**
 Friday, **viernes**
 Saturday, **sábado**
 Sunday, **domingo**.

*That number at the end of the verse is there to tell you how many times you should sing the verse.
 **The italic text means the word or words should be chanted/shouted.

Chapter Lesson

You have probably learned the days of the week in English starting with Sunday. And if you look at a calendar made for English-speaking people, each week on the calendar probably starts with Sunday too. But if you bought a calendar in a Spanish-speaking country, it would start with Monday! You might also notice that in English, we capitalize the names of the days, but in Spanish, we write them in lowercase. Sometimes people in different countries do things in different ways.

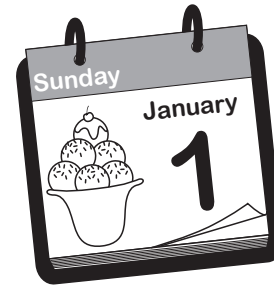
Practice Your Spanish

1. Trace the dots to write your new Spanish vocabulary words.

lunes miércoles sábado
¿Qué día es hoy?

2. Match the Spanish days of the week to the English days of the week.

- | | |
|---------------------|-----------|
| a. jueves | Monday |
| b. martes | Tuesday |
| c. lunes | Wednesday |
| d. domingo | Thursday |
| e. sábado | Friday |
| f. miércoles | Saturday |
| g. viernes | Sunday |



Chapter 2: Los días de la semana (The Days of the Week)

Unit 1
7

3. How do you say "What day is it today?" Circle one.

¿Cómo te llamas? **¿Qué día es hoy?** ¿Cómo estás?

4. How do you ask a friend how she is? Circle one.

¿Cómo te llamas? ¿Qué día es hoy? **¿Cómo estás?**

5. How do you ask someone her name? Circle one.

¿Cómo te llamas? ¿Qué día es hoy? ¿Cómo estás?

Illustrate Your Favorite Day

Which day of the week is your favorite? Draw a picture and write the name of that day in Spanish. Then write a sentence to say how you feel on that day. You will probably say "Estoy bien" or "Estoy feliz." If you say "Estoy triste," it probably isn't your favorite day of the week!



Unit 1
8

Chapter 2: Los días de la semana (The Days of the Week)

Chapter 2 Extra Activities

Active Game: “What Day Is It, **Señor Lobo**?”

Print out a sign with the English name of each day of the week on cardstock. Affix the signs around a large playing space (a playground, empty classroom, or gym). Line the students up along one side of the space. One student is chosen to be **Señor Lobo** (Mr. Wolf) and stands at the opposite side of the playing area (students can take turns being **Señor Lobo**). The students in line take turns asking, “¿Qué día es hoy, **Señor Lobo**?” **Señor Lobo** answers by saying, “**Hoy es . . .**” and one of the days in Spanish. The student must run to the coordinating sign without being tagged by **Señor Lobo**. If the student chooses the wrong sign, or if she is tagged by **Señor Lobo**, she must sit in **la caserola**—the soup pot—to be **Señor Lobo**’s dinner. Play until all of the students have had several turns. If your students are fairly autonomous, and you have a larger group and enough space, you could have two games running simultaneously to give each child more turns.

Homeschool Version

You could play this game by being the wolf yourself and trying to catch your child before he reaches the proper sign. You might say that your child can be the wolf for a turn if he reaches the sign without being “eaten.”

Small Group Activity: Be the Personal Assistant

Print each student a copy of the Small Group Activity page for this chapter (it looks like a calendar). Put students in groups of two (in boy/girl pairs if possible). Have them take turns being the boss and the personal assistant. This sheet is the boss’s calendar. He tells his personal assistant who he’s having dinner with (in case your students don’t remember all the animal names, they’re written on the calendar), and asks what day it is. The personal assistant checks the calendar and answers. The exchange will go like this:

Boss. **León, elefante. ¿Qué día es hoy?**

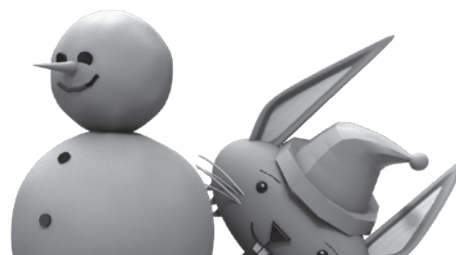
PA. **Hoy es lunes.**

You will most likely need to model this for them before they can do it independently. It may help to write a script up on the board.

Los meses (The Months) ^A Chapter 3

New Vocabulary

y	and
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December



A There is a significant amount of vocabulary in this chapter, since we cover all twelve months in one week. For both this chapter and chapter 6 (weather), we present more vocabulary than usual, expecting that you will be able to incorporate these words into your classroom routines throughout the year, by reviewing the date each day and by discussing the weather as time permits. If you can implement this practice in your classroom, encourage your students to have fun getting used to the words in these chapters, and to be ready to hear them over and over again through the course of the year. Otherwise, you may want to devote extra time to these chapters if your students seem to be having difficulties.

B To review these words, you can use the Counting Song (track 27) from *Song School Spanish Book 1*.

Review Vocabulary ^B

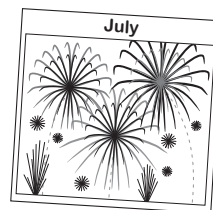
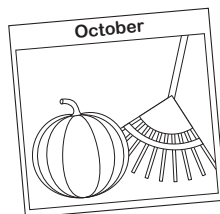
uno	one	seis	six
dos	two	siete	seven
tres	three	ocho	eight
cuatro	four	nueve	nine
cinco	five	diez	ten

Unit 1 6

Chapter Song

Los meses (The Months) [Track 4]

Brr! **Enero**, January's cold!
Febrero, February! The year is two months old.
 In **marzo**, March, the snow melts away.
Abril, April showers come to play.
 It's **mayo**, May, the mayflowers bloom.
 It's lovely and warm in **junio**, June.
 We love the summer sun in **julio**, July.
Agosto, August, hot days drift by.
 In **septiembre**, September, we're all back at school.
Octubre, October, there's pumpkins and it's feeling cool.
 In November, **noviembre**, all the colored leaves fall,
 and December, **diciembre** is the last month of them all.



Chapter Lesson

There are Spanish-speaking countries (and countries in general) where it's hot in **enero** and cold in **julio**. There are also Spanish-speaking countries where it is hot all year long!

Now that you know the months of the year, you can tell what date it is in Spanish. In American English, we usually say "January first"—not "January one"—and "January second," "January third," and so on. But in Spanish, we say "first" instead of "one" only for the first day of the month—**el primero de enero**, **el primero de febrero**, **el primero de marzo**, and so on. All the other days are numbers like you would use to count: **el dos de enero**, **el tres de enero**, **el cuatro de enero**. Now that you know the way to say the date, you can write down the answer to the question **¿Qué día es hoy?**

¿Qué día es hoy?

Hoy es (day of the week), el (number of the day) de (month).

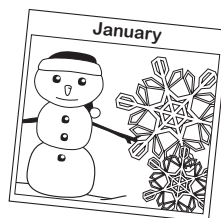
Practice Your Spanish

1. Trace the dots to write your new Spanish vocabulary words

y diciembre agosto octubre

2. In this chapter, you learned the word for “and”—y. Here are some questions about the months of the year, and each question has more than one answer. One month is listed for each answer—use y to add a second month.

- In which months is it **hot** in North America? julio y agosto, or any months that are hot in your region
- In which months is it **cold** in North America? enero y febrero, or any months that are cold in your region
- In which months do you get a break from school? diciembre y julio, or any months in which you have days off of school
- Which two months start with “m”? marzo y mayo
- Which two months start with “j”? junio y julio



Chapter 3: Los meses (The Months)

Unit 1 =

Match the Months

Draw lines from the names of the months to match them to the correct season. **C**

C Which months fall in which seasons will depend on where you live, so you and your students can decide which answers to this activity are best for your class.

febrero

mayo

abril

diciembre

julio

septiembre



noviembre

marzo

agosto

enero

octubre

junio

Unit 1
12

Chapter 3: Los meses (The Months)

Chapter 3 Extra Activities

Active Game: Musical Months

You will need a large space to play this game. Put signs up around the perimeter of the space with the names of the months in Spanish. Have the students jog or walk around the perimeter of the space (passing the months) while you play music. When you stop the music, call out an activity. The students should all run to a sign representing a month in which they might do that activity (there are a few answers possible for most activities). You can decide to make the game competitive (“wrong” answers result in sitting out a round) or just an opportunity to gently review the material by discussing any surprising answers. Activities that would be good options:

building a snowman	decorating a Christmas tree
eating turkey	shoveling snow
sledding	wearing mittens
going to the first day of school	camping
playing baseball	flying a kite
swimming	picking flowers
watching football	wearing a rain coat
picking a pumpkin	raking leaves
picking apples	learning about pilgrims
going to the beach	celebrating Mother’s Day
unwrapping Christmas presents	decorating Easter eggs

Homeschool Version

Help your student write the names of the months in Spanish on a poster and hang it on the wall or lay it on the floor. Take turns thinking of an activity (or saying one from the list above) and hitting a month in which you could do that activity. Whichever person’s hand touches a correct month first earns a point.

Small Group Activity: Reading the Calendar

Print off a copy of the Small Group Activity calendar (page 143) for each pair of students. Print off a set of cards (page 144) on cardstock for each pair and cut them up so they make a small card deck. If you’d like to add a writing component of the game, print a copy of activity pages 145 and 146 for each student as well.

Have the students take turns flipping over a card and asking their partner, “¿Qué día es hoy?” Their partner must find the symbol on the calendar and read the date. If you’d like, you can use activity pages 145 and 146 and have the students write all the dates down as they find them.

New Vocabulary

¿Cuántos años tienes?	How old are you?
Tengo ____ años.	I'm ____ years old.
el cumpleaños	birthday
¿Cuándo es tu cumpleaños?	What's your birthday?
Mi cumpleaños es ...	My birthday is ...
¡Feliz cumpleaños!	Happy birthday!

Review Vocabulary ^A

tengo ...	I have ...
tienes	you have
¿Tienes ...?	Do you have ...?

A To review these words, you can use the My Pets song (track 26) from *Song School Spanish Book 1*.

Chapter Songs

¿Cuántos años tienes? (How Old Are You?) [Track 5]

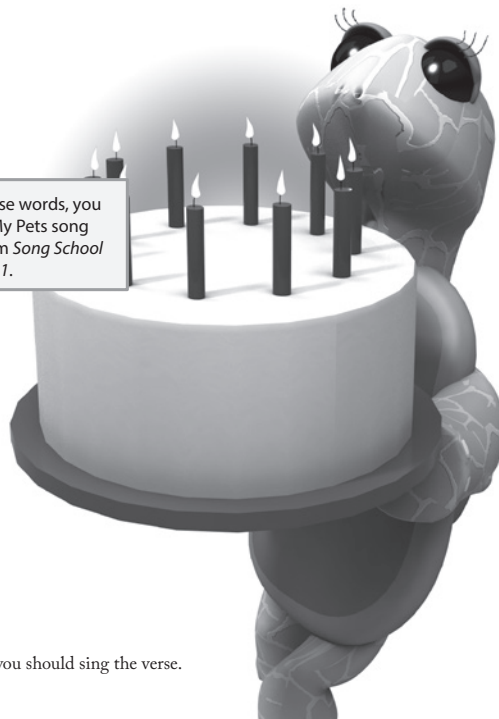
¿Cuántos años tienes?	Feliz cumpleaños!
How old are you? (x2)*	Happy Birthday! (x2)

Tengo ____ años
I'm ____ years old. (x2)

¿Cuándo es tu cumpleaños?
What's your birthday? (x2)

Mi cumpleaños es ... (x2)

*That number at the end of the verse is there to tell you how many times you should sing the verse.



Unit 1
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Cumpleaños feliz (Happy Birthday) [Track 6] ^B

Feliz cumpleaños a ti,
Feliz cumpleaños a ti,
Feliz cumpleaños a _____,
¡Feliz cumpleaños a ti! (x2)

B There are many different translations of the Happy Birthday song in the hispanophone world, and there are also other birthday traditions (like **las mañanitas** in Mexico). We've selected one that is the best fit with the vocabulary and grammar taught in this book. Feel free to use a different version with your class if you prefer.

You could begin using the birthday song in Spanish for classroom birthdays. Another extension activity for this unit would be to have students learn about birthday traditions in other cultures (starting with **las mañanitas** in Mexico) and promote awareness of cultural diversity.

If you have any students in your class from other countries, this would be a good opportunity to learn about their experiences.

Chapter Lesson

Sometimes when you learn to say something in Spanish, you don't say it exactly the same way as we do in English. You might have been surprised to learn to say "**tengo hambre**," "I have hunger" when you want to eat something. In this chapter, you're learning another phrase that might surprise you a little bit: using **tengo** to tell how old you are. In English, we celebrate the day you were born, your birthday, but in Spanish, you complete (**cumplir**) another year (**un año**) on your **cumpleaños**!

Practice Your Spanish

1. Trace the dots to write your new Spanish phrases.

¿Cuándo es tu cumpleaños?
Mi cumpleaños es ...



Unit 1
14

Appendix E

Activity Pages

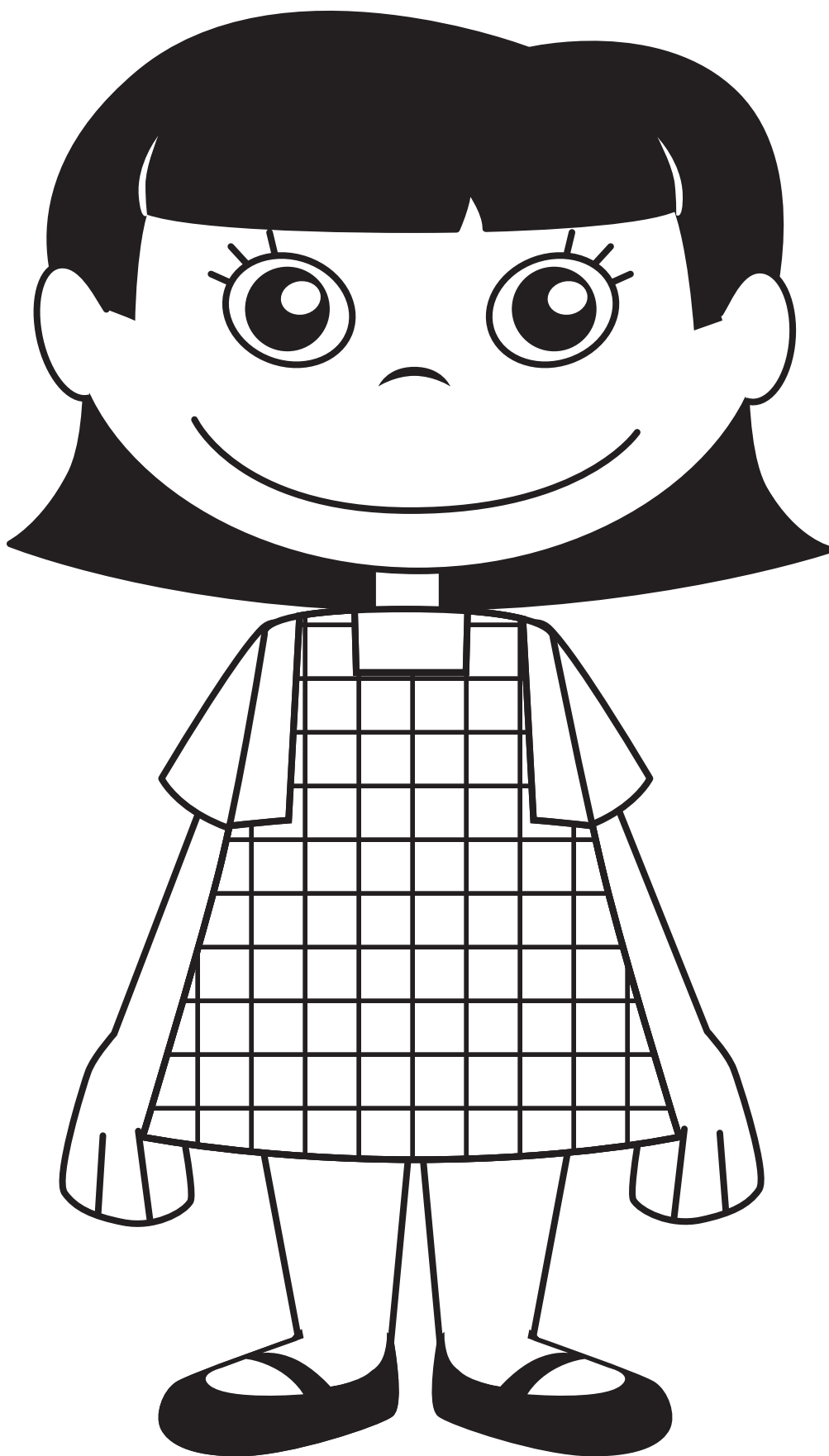
Pages 137 to 262 contain the activity pages that correspond with the Small Group Activities and Active Games that are mentioned throughout the teacher's edition.

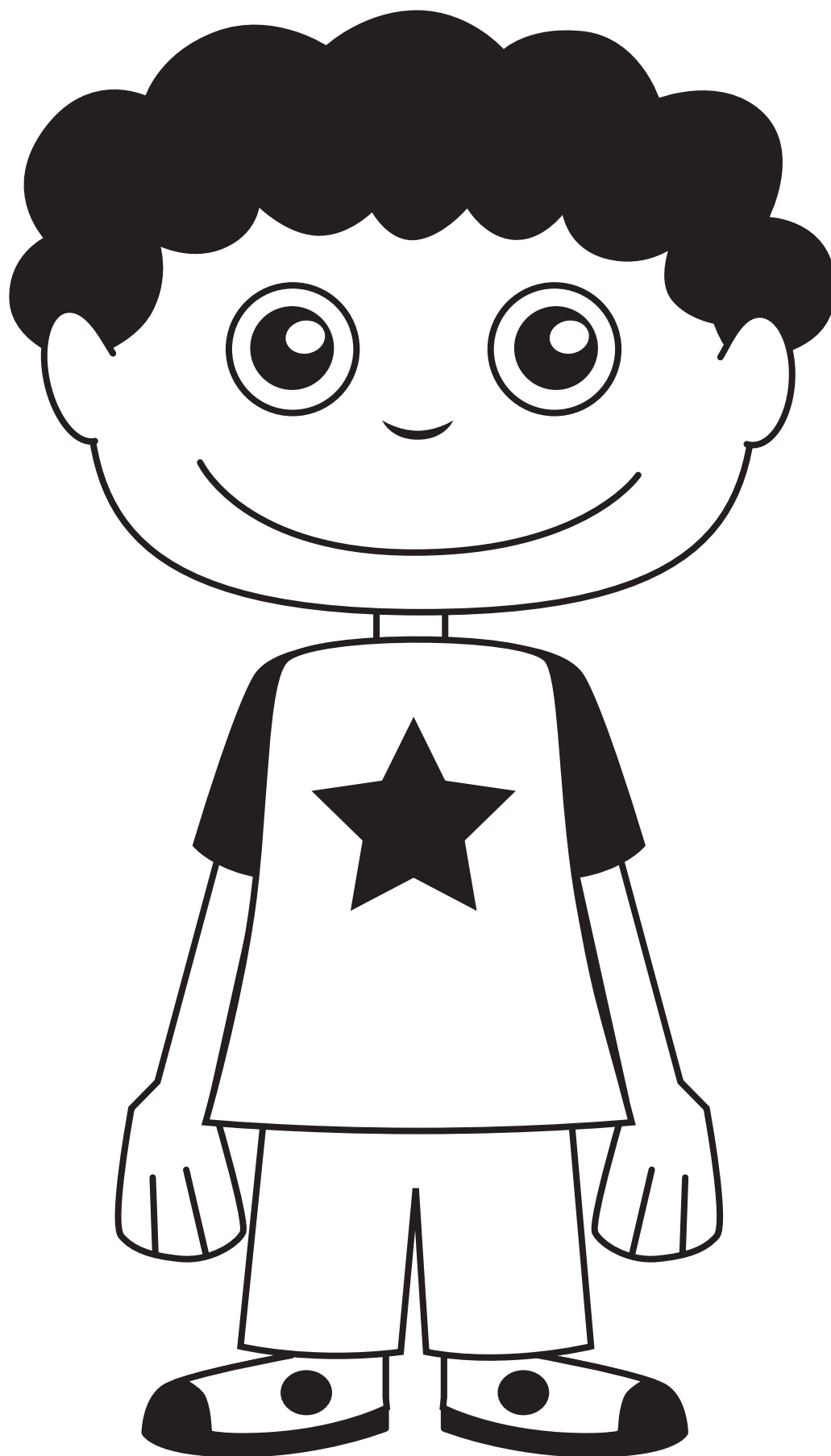
If you'd like more activities for your students, make sure you check out Classical Academic Press's online activities at www.HeadventureLand.com!

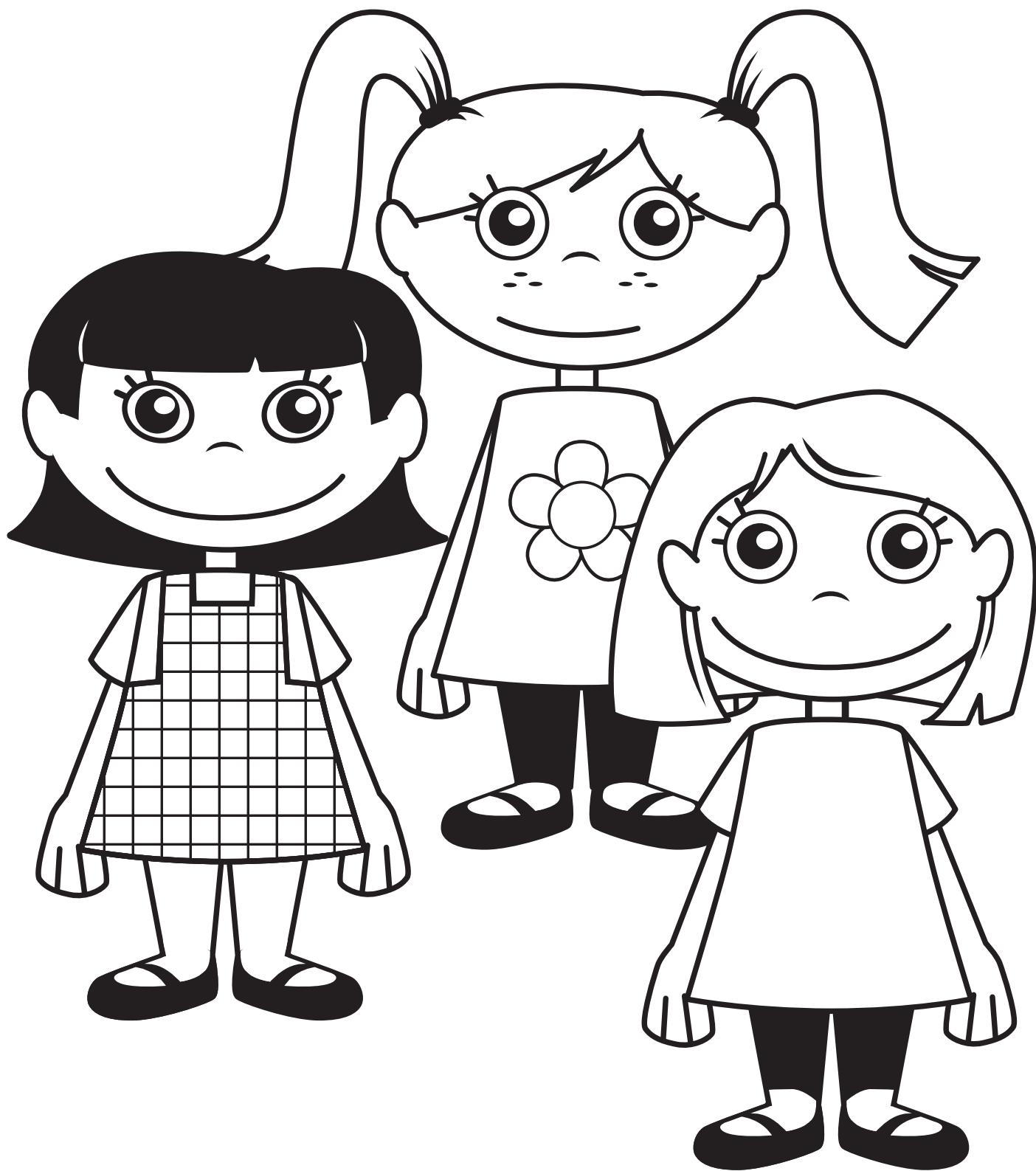
You can also print any of the activity pages from the downloadable PDF available on the Support tab of the *Song School Spanish Book 2* product page on our website (ClassicalAcademicPress.com).

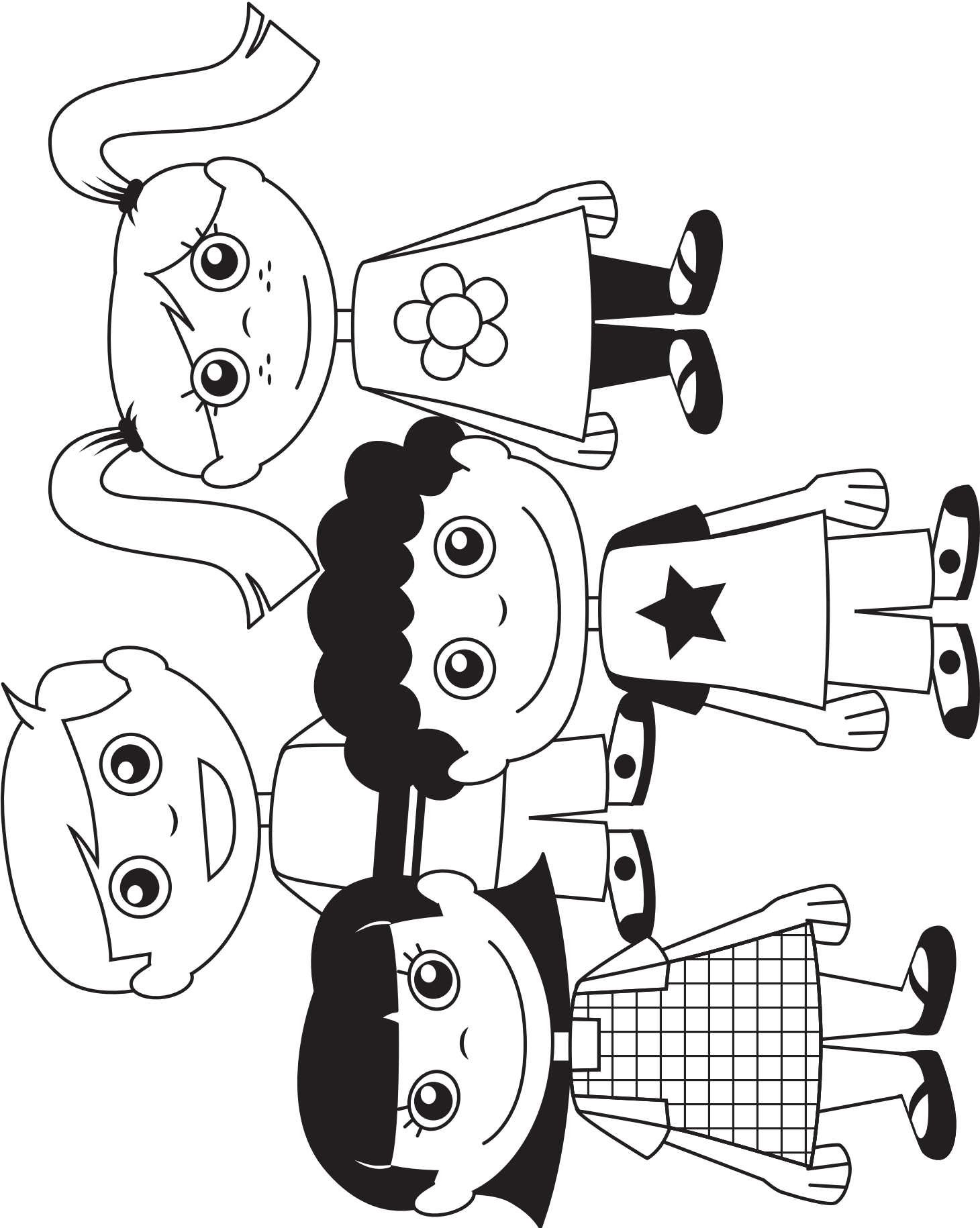
Permission to photocopy the *Song School Spanish Book 2 Teacher's Edition* Appendix E: Activity Pages (pages 137–262) is granted as long as copies are not used for resale, for use with more than one classroom of students, or for reworking into another game.

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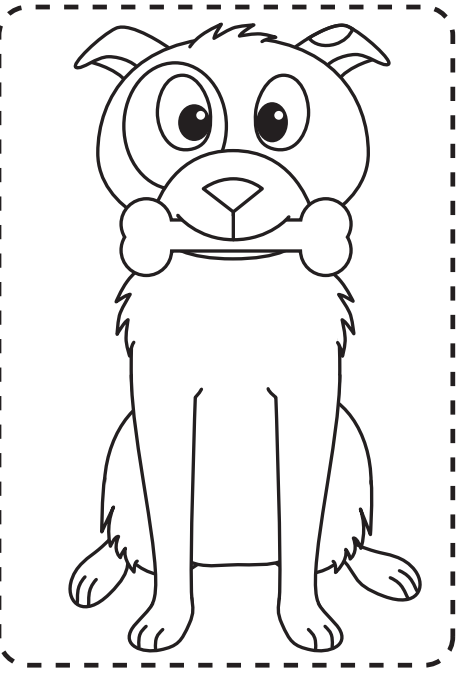
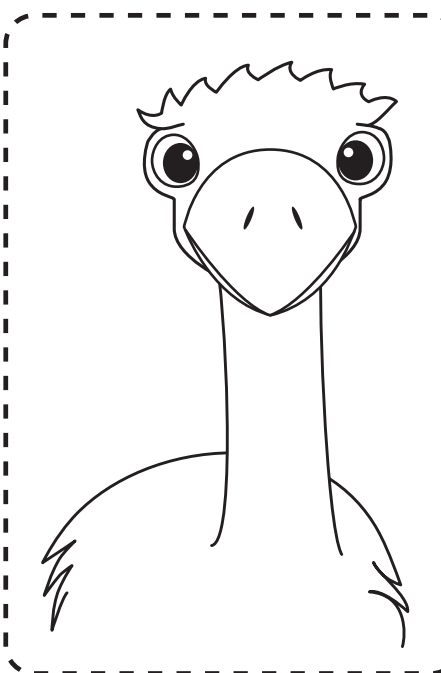
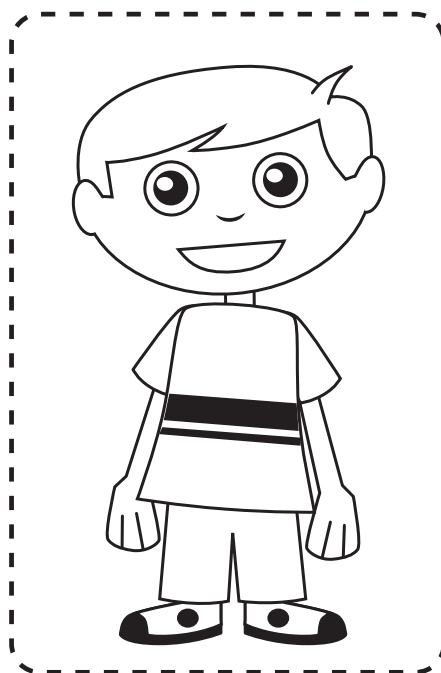
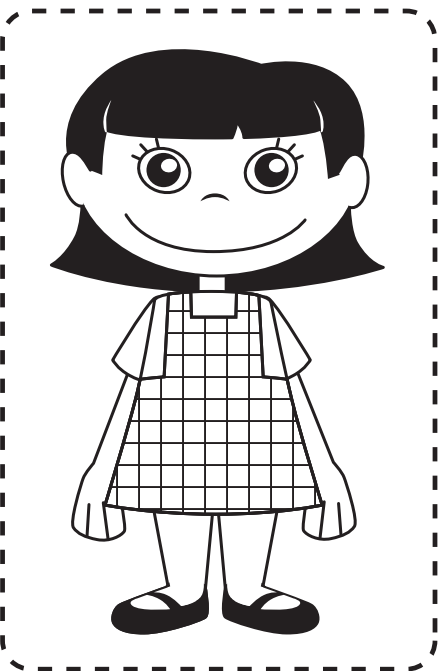
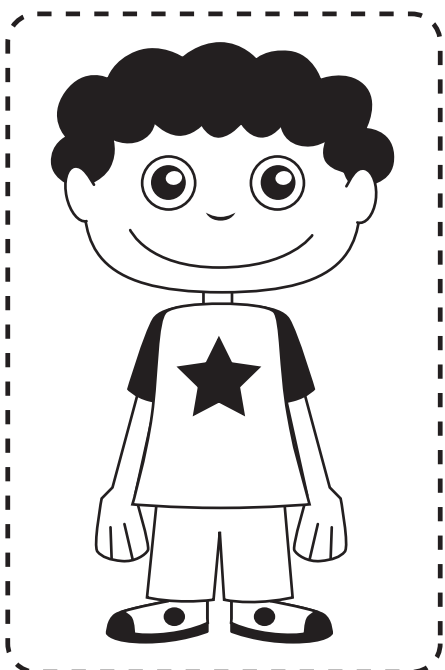
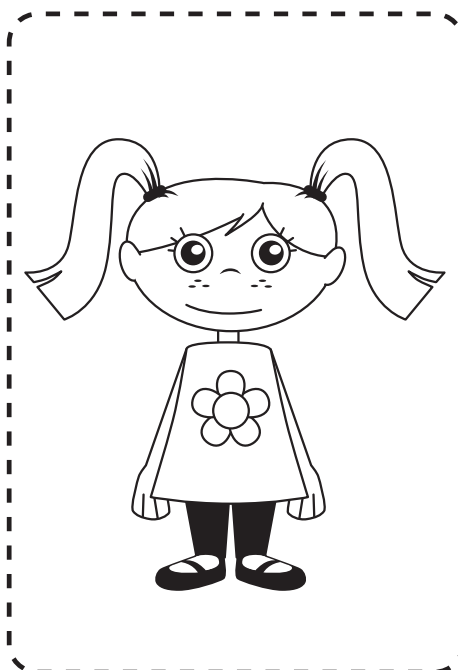




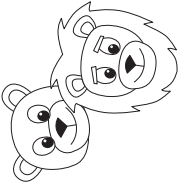

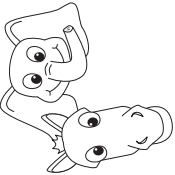

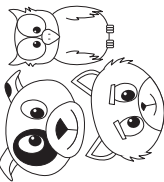
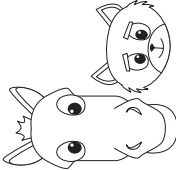
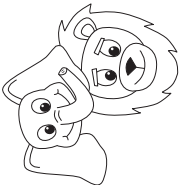




Chapter 1: Small Group Activity



Chapter 2: Small Group Activity

lunes	martes	miércoles	jueves	viernes	sábado	domingo
	 oso, león		 perro, gato, pez			 caballo, elefante
					 pez, oso, perro	
		 pájaro, perro, gato		 caballo, gato		
 león, elefante						

Chapter 3: Small Group Activity

enero						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
1	2	3	★ 4	5	6	7
8	9	10	11	12	13	14

julio						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
						1
2	3	🌸 4	5	6	7	8

febrero						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
			1	2	3	☁ 4
5	6	🎁 7	8	9	10	11

agosto						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
		1	✚ 2	3	4	5
6	🌻 7	8	9	10	11	12

marzo						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
			1	🏆 2	3	4
5	6	🍪 7	8	9	10	11

septiembre						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
					1	2
🏐 3	4	5	6	🎱 7	8	9

abril						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
🚫						1
2	3	4	5	6	7	🌿 8

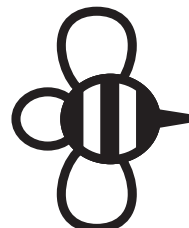
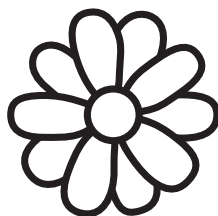
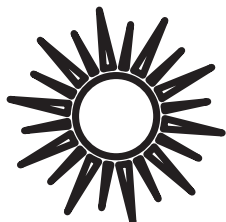
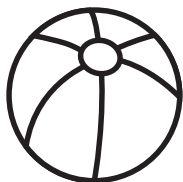
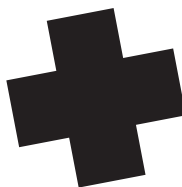
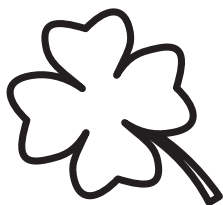
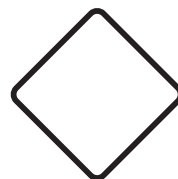
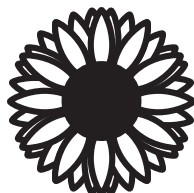
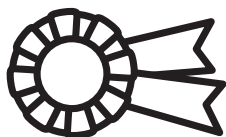
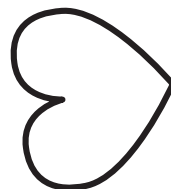
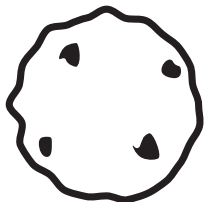
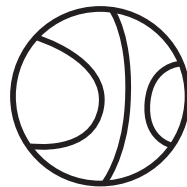
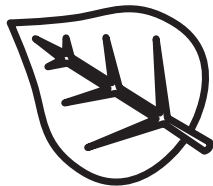
octubre						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
1	2	🍏 3	4	5	6	7
8	9	10	11	12	13	14

mayo						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
	1	2	★ 3	4	5	6
7	8	9	10	11	🐝 12	13

noviembre						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
			1	2	3	☀ 4
🌕 5	6	7	8	9	10	11

junio						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
				❄ 1	2	3
4	5	💖 6	7	8	9	10

diciembre						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
					1	2
3	4	5	6	🌸 7	8	9





Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.



Hoy es _____, el _____ de _____.




Hoy es _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

 Hoyes _____, el _____ de _____.

Chapter 4: Active Game

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10