

The illustration features several pairs of maracas in various colors: blue, purple, red, and dark blue. At the bottom center is a colorful sombrero with a blue band and a red and purple body. The background is white with a faint watermark that reads 'Brookdale House'.

# *The Fun Spanish*

LEARNING SPANISH  
ONE PHRASE AT A TIME

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# Acknowledgements

Thank you to my dear husband  
and my wonderful father-in-law.

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## *Introduction*

*The Fun Spanish* is designed for the student that can read and write comfortably in English. It uses everyday vocabulary that is common in a child's life. To get the most from *The Fun Spanish* or any Spanish curriculum, students need exposure to Spanish via many avenues. I recommend Spanish audio tapes with songs and poems, Spanish picture books, and time with a native speaker. If the student doesn't have access to a Spanish speaking tutor, an auditory program such as *The Learnables* or *Puertas Abiertas* would be very helpful.

*The Fun Spanish* has been patterned after the principles taught by Ms. Charlotte Mason. She believed that the best way to learn a foreign language was one phrase at a time, introducing five or six new words every day, thereby learning the target language as one learns the primary language. *The Fun Spanish* does similar in a way that I think children will find fun and delightful.

In trying to teach my own children Spanish, I noticed that although we were trying many programs and learning lots of vocabulary, my children were not understanding the Spanish language. As we continued our studies through various programs, I happened to notice that the sillier the Spanish sentences were the more likely my children were to repeat them over the course of the day and the more likely they were to understand them. I took this idea and incorporated it into *The Fun Spanish*.

*The Fun Spanish* introduces an average of five new words daily in the context of a "fun" sentence that is to be copied, illustrated, and memorized. To understand the sentence, the students must use the vocabulary section on the left page to translate the sentence. While the right page is for copying the Spanish sentence and drawing the picture, the left side contains verb conjugation copywork and a translation exercise. All of the verb copywork is in the present indicative tense; however, the present progressive tense is introduced throughout. This is the English equivalent of the -ing form of the verb.

It is extremely important that students complete all of the copywork and the illustrations. The copywork reinforces vocabulary, while the illustrations help with recall of the fun sentences. Because the sentences are so unusual, the illustrations are crucial.

I have purposely built in repetition of some of the words that are more commonly used such as “querer-to want” and “tener-to have”. I have also repeated the use of those words that are more commonly confused by individuals learning Spanish, for example ser and estar which both mean “to be”. Ser is a state of being or essence. Estar is a state of temporary condition.

In the text, you will find that *él* and *tú* are accented. This is not the case in all Spanish programs. Because Spanish is a living language, grammatical rules are not consistent across all cultures. And since most beginning children’s readers have the *él* and *tú* accented, they are accented here as well.

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## *Schedule for a One Semester Curriculum*

Spend the first week reviewing the pronunciation review page and the grammar review page. Refer back to these at any time. For each week thereafter, follow the guidelines below.

### **For Each Lesson**

#### **Day 1**

1. Review and memorize the verb in I. Verb Conjugation
2. Copy the underlined words
3. Review vocabulary in II. Vocabulary
4. Skip to Model 1 on the next page and read the fun Spanish sentence
5. Translate the sentence
6. Copy and memorize the day's Spanish sentence
7. Complete the illustration
8. Orally translate the sentence in III. Translation Practice

#### **Day 2**

1. Review and memorize the Spanish sentence from Day 1
2. Complete steps 1-8 from day 1 for Model 2

#### **Day 3**

1. Review and memorize the Spanish sentences from Days 1 and 2
2. Complete steps 1-8 from day 1 for Model 3

#### **Day 4**

1. Review and memorize the Spanish sentences from Days 1, 2, and 3
2. Complete steps 1-8 from day 1 for Model 4

#### **Day 5**

1. Complete the Verb Conjugation Review
2. Complete the Vocabulary Review
3. Read the fun Spanish sentences on the next page, numbers 1 through 4
4. Translate one or more of the fun Spanish sentences into English
5. Review the fun sentences for all lessons to date.

## *Suggested Schedule for a Year Long Curriculum*

**Spend two weeks per lesson, rather than one.** To accomplish this, add a day of review between each model Spanish sentence to be studied, translated, and memorized. This allows for more memorization time.

### *Answer Key*

- At the end of each lesson, translation solutions are included.
- Refer to the pronunciation or the grammar review section whenever needed.

## *Memorization Suggestions*

- At least once per week, review ALL sentences learned to date.
- If your student cannot recall a sentence, let him see the illustration or say the sentence in English and have him translate it into Spanish.
- If the pace of the material is frustrating for your student, stretch the material over two weeks. He may do half of the illustrations one week and finish the second. Or you may opt to have him complete all illustrations on the first week and cover the day five review material, as well as a complete review of all sentences learned to date, on the second week.
- Feel free to change, adjust, or completely modify the schedule to best fit your student's needs.

**Good luck and have fun with *The Fun Spanish*.**

# Pronunciation Review

<u>Letter</u>	<u>Sound</u>	<u>Example</u>
a	ah (father)	<u>c</u> asa
e	ay (say)	fe <u>l</u> iz
i	ee (feet)	am <u>i</u> go
o	oh (so)	no <u>l</u> yela
u	oo (smooth)	hasta <u>l</u> uego
c	s (ce, ci)	<u>c</u> ena
c	k (all others)	<u>co</u> mo
g	h (ge, gi)	<u>g</u> eneral
g	g (all others)	<u>g</u> ato
h	silent	<u>h</u> asta lavista
ll	y (yes)	<u>ll</u> amo
q	k (key)	<u>q</u> ue
rr	r (roll the r's)	<u>cor</u> rer
y	ee(feet)	<u>mu</u> y

There are many sites available that will allow you to hear the sound of the alphabet as well as common vocabulary at no charge. To find these websites, search on “Spanish pronunciation guide”.

# Grammar Review

If your student is not become familiar with these concepts, it will be helpful to cover this material before beginning the program. Review this material as often as necessary.

## Nouns

- every noun has gender and number
- masculine nouns usually end with **-o**  
**el libro**
- feminine nouns usually end with **-a**  
**la casa**
- some irregular nouns  
**la mano is feminine, el mapa is masculine**

## Articles

Use of **definite articles** which correspond to the English “**the**”

Many nouns follow the example in the table below:

singular masculine	<b>el</b> oso	the boy bear
plural masculine	<b>los</b> osos	the bears (boys or boys and girls)
singular feminine	<b>la</b> osa	the girl bear
plural feminine	<b>las</b> osas	the girl bears

However, not all nouns follow the pattern:

singular masculine	<b>la</b> rata	the boy rat
plural masculine	<b>las</b> ratas	the boy rats
singular feminine	<b>la</b> rata	the girl rat
plural feminine	<b>las</b> ratas	the girl rats

Use of **indefinite articles** which correspond with “**a**”, “**an**”, and “**some**”.

singular masculine	<b>un</b> oso	a boy bear
plural masculine	<b>unos</b> osos	some bears male or (male & female)
singular feminine	<b>una</b> osa	a girl bear
plural feminine	<b>unas</b> osas	some girl bears

# Verbs

- Verb tense used in this book is **Present Indicative** (action occurring)
- three types of verb endings

-ar	habl <u>ar</u>
-er	corr <u>er</u>
-ir	viv <u>ir</u>

- to form the progressive tense (is running) for infinitives with -ar, drop the ar and add -ando and use the correct form of estar.

play (jugar)	I am (estoy)	I am playing. (Yo estoy jugando.)
sing (cantar)	he is (está)	He is singing. (Él está cantando.)

- for infinitives with -er and -ir, drop the er or ir and add -iendo.

eat (comer)	she is (ella está)	She is eating. (Ella está comiendo.)
vivir (live)	you are (tú estás)	You are living. (Tú estás viviendo.)

- the subject pronoun is often omitted in Spanish, however I have included them for this beginning level book

## Subject Pronouns

I	yo
You (informal)	tú
He/She	él/ella//Usted
We	nosotros/nosotras
You (all)	vosotros/vosotras
They	Ustedes/ellos/ellas

- Usted, abbreviated Ud., is the formal you. Ustedes, abbreviated Uds., is the plural you.
- From here on the masculine and feminine are abbreviated as follows:  
nosotros/nosotras                      nosotros/(as)
- Although the vosotros form of you is used mostly in Spain, I have included in the verb conjugation copywork for familiarization.

# Adjectives

- adjectives typically follow the noun

**el gato flaco**

**the skinny cat**

**el oso verde**

**the green bear**

- agree in gender and number with a noun

**los perros azules**

**the blue dogs**

**las osas rosadas**

**the pink bears**

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# *LESSON 1*

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

---

## II. Vocabulary

yo.....I	soy.....I am
un gato....a cat	grande....big
y.....and	verde....green
con....with	(las) piernas....legs
largas....long	

---

## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

I am a cat.

*Model 1 Copy the Spanish sentence(s). Draw a picture.*

Lesson 1

Yo soy un gato grande y verde con piernas largas.



## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

---

## II. Vocabulary

él....he	es....is
una rata....a rat	naranja....orange
con....with	ocho....eight
(los) pelos....hairs	

---

## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

He is a rat.

*Model 2 Copy the Spanish sentence(s). Draw a picture.*

Lesson 1

Él es una rata naranja con ocho pelos.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

---

## II. Vocabulary

ella... ..she	es... ..is
una osa... ..a bear	rosada... ..pink
con... ..with	tres... ..three
(las) orejas... ..ears	

---

## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

She is a bear.

*Model 3 Copy the Spanish sentence(s). Draw a picture.*

Lesson 1

Ella es una osa rosada con tres orejas.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

---

## II. Vocabulary

nosotros... ..we	somos... ..we are (state of being)
(los) amigos... ..friends	estamos... ..we are (temporary condition)
jugando... ..playing	en... ..in
el jardín... ..the garden	(jugar... ..play)

---

## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

We are in the garden.

*Model 4 Copy the Spanish sentence(s). Draw a picture.*

Lesson 1

Nosotros somos amigos. Nosotros estamos jugando en el jardín.

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# Verb Conjugation Review

Write the conjugation of the verb ser. Use the previous page for help, if needed.

yo \_\_\_\_\_

nosotros/(as) \_\_\_\_\_

tú \_\_\_\_\_

vosotros/(as) \_\_\_\_\_

él/ella/Ud. \_\_\_\_\_

Uds./ellos/ellas \_\_\_\_\_

# Vocabulary Review

Translate the following words. Remember to add the appropriate article, el, la, los, or las. Use the vocabulary from the previous pages for help, if needed.

rat

\_\_\_\_\_

eight

\_\_\_\_\_

cat

\_\_\_\_\_

bear

\_\_\_\_\_

ear

\_\_\_\_\_

pink

\_\_\_\_\_

garden

\_\_\_\_\_

playing

\_\_\_\_\_



# Lesson 1 Translations

## Fun Spanish Sentences (Model Work)

1. Yo soy un gato grande y verde con piernas largas.
2. Él es una rata naranja con ocho pelos.
3. Ella es una osa rosada con tres orejas.
4. Nosotros somos amigos. Nosotros estamos jugando en el jardín.

1. I am a big green cat with long legs.
2. He is an orange rat with eight hairs.
3. She is a pink bear with three ears.
4. We are friends. We are playing in the garden.

## Translation Practice (Days 1-4)

I am a cat.	Yo soy un gato.
He is a rat.	Él es una rata.
She is a bear.	Ella es una osa.
We are in the garden.	Estamos en el jardín.

## Vocabulary Review (Day 5)

rat	la rata
eight	ocho
cat	el gato
bear	el oso
ear	la oreja
pink	rosado
garden	el jardín
playing	jugando