

Classical Subjects Creatively Taught™

# SongSchool SPANISH

Teacher's Edition



Julia Kraut with Grant Durrell



*Song School Spanish, Teacher's Edition*

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Version 1.0

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# Table of Contents

## for Teacher's Edition

Introduction to the Teacher's Edition . . . . .	4
<b>Song School Spanish <i>student book with answers</i></b>	
Table of Contents . . . . .	7
CD Track Information . . . . .	7
Introduction . . . . .	8
Pronunciation Guide . . . . .	9
Chapter 1: Greeting Words . . . . .	11
Chapter 2: Making Friends . . . . .	13
Chapter 3: How Are You? . . . . .	15
Chapter 4: Review . . . . .	17
Chapter 5: Family . . . . .	21
Chapter 6: People . . . . .	22
Chapter 7: In the Classroom . . . . .	24
Chapter 8: <b>La casa</b> . . . . .	26
Chapter 9: Who and What . . . . .	27
Chapter 10: Review . . . . .	29
Chapter 11: Classroom Commands . . . . .	32
Chapter 12: More Classroom Commands . . . . .	34
Chapter 13: Manners . . . . .	36
Chapter 14: Review . . . . .	38
Chapter 15: Pets . . . . .	41
Chapter 16: Animals . . . . .	43
Chapter 17: Colors . . . . .	45
Chapter 18: My Pets . . . . .	47
Chapter 19: Numbers . . . . .	49
Chapter 20: Review . . . . .	52
Chapter 21: The Body . . . . .	56
Chapter 22: The Face . . . . .	58
Chapter 23: Food . . . . .	60
Chapter 24: More Food . . . . .	62
Chapter 25: Review . . . . .	64
Chapter 26: Time to Eat . . . . .	69
Chapter 27: Weather . . . . .	70
Chapter 28: Seasons . . . . .	72
Chapter 29: All Day . . . . .	74
Chapter 30: Greetings All Day Long . . . . .	75
Chapter 31: Review . . . . .	77
Appendix A: Chapter-by-Chapter Glossary . . . . .	81
Appendix B: Alphabetical Glossary . . . . .	83
<b>Song School Spanish Activities . . . . .</b>	<b>85</b>
<b>Song School Spanish Activity Answers . . . . .</b>	<b>127</b>

# Introduction

## to the Teacher's Edition

In addition to this introduction, we encourage you to also read the introduction to the student edition of *Song School Spanish*, which you will find on page 8 of this book.

Welcome to *Song School Spanish*!

This teacher's edition (TE) has been designed to help you easily and effectively use *Song School Spanish* to introduce young students to the Spanish language. The TE contains the complete text of the student edition (SE) but also contains several other important elements, including:

- **Answer Key:** Answers to all questions, exercises, puzzles, and activities are provided in the TE on the same pages as the SE for easy and quick assessment.
- **Teaching Tips:** Suggestions, guidance, and ideas for how to use the text are provided throughout the TE.
- **Additional Activities and Practice:** This TE contains over forty pages of additional activities and exercises corresponding to each chapter in the SE. These extra activities can be assigned as supplemental work for older or advanced students or for enthusiastic learners who simply want more Spanish study. See pages 85-126 to review these activities and pages 127 and following for the answer key to these activities. The activity pages may be photocopied for use in a class or family.

## Target Grade Range of *Song School Spanish*

*Song School Spanish* has been designed for use by students in grades K-2. Kindergarten students can successfully use this curriculum, but will rely more on the audio CD (included in the SE) than they will the workbook, as their reading and writing skills are just emerging. First-grade students will need moderate writing and reading help, depending on their ability level. Most second-grade students should be able to work quite independently with the book.

## The Teaching Method of *Song School Spanish*

Classical Academic Press has designed our *Song School* line of curricula to take advantage of the natural capacity of young children to learn and master language by song and chant as well as by reading, writing, listening, and speaking. The audio CD, therefore, is a key means to teaching the course, and the songs and chants should be played and sung/chanted frequently. *Song School Spanish* contains at least one song/chant per chapter that teaches Spanish vocabulary and some conversational phrases in a way that children will enjoy and mimic. For a language to be learned well, it is best to study it regularly in shorter segments of time rather than occasionally in longer segments. We encourage you, therefore, to have students review Spanish vocabulary and phrases frequently and to play the audio CD at home and even while traveling in the car. Soon students will be singing the catchy songs throughout the day—and so will you!

## Additional Resources

Classical Academic Press has designed several resources that supplement *Song School Spanish*. Please review and consider using the following:

- **HeadventureLand.com:** This is a free student-support website where students can practice their Spanish vocabulary using an online game called FlashDash: *Song School Spanish*. The game provides a chapter-by-chapter review of *Song School Spanish* vocabulary and gives students the opportunity to compete for monthly high scores with other students from around the world. We highly recommend this site as another means of aiding students in mastering Spanish vocabulary.
- **Spanish Amigo Match:** These cards, which contain all of the vocabulary from *Song School Spanish*, play like the Memory Game in which students seek to match one Spanish card with its English twin. The cards can also be used as typical vocabulary flash cards. You may see a sample of these cards on the product page for *Song School Spanish* at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com).
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- **Extra Songs:** In addition to the audio CD bound into the SE, you can also find more downloadable Spanish songs on the *Song School Spanish* product page of [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com).
- **Ask the Magister/Maestro:** Parents and teachers may ask questions about this text and seek guidance from other Spanish teachers by clicking the “Ask the Magister” link on the front page of [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com).

## Other Song School Products from Classical Academic Press

If your students enjoy *Song School Spanish*, we encourage you also to review our other Song School curricula, including *Song School Latin, Book 1*, *Song School Latin, Book 2* (forthcoming, Fall 2012), and *Song School Greek*.

## A Suggested Schedule for Teaching *Song School Spanish*

*Song School Spanish* was designed to be flexible and easy to teach in various settings. It can be taught once a week in a gathered class (for about forty-five to sixty minutes) with students doing some workbook activities at home (with parental guidance) and listening to the audio CD between sessions. However, our suggested method consists of more frequent study in shorter time segments. Therefore, we generally recommend a three-to-four day rhythm with the student doing some of the workbook exercises and singing/chanting along with the audio CD during each session. Each of these sessions should only take ten to twenty

minutes. We also recommend that students play the audio CD around the home, in the classroom, and in the car, which will aid them in learning much even without the workbook. What follows is a generic, three-day (or three-session) schedule that teachers and parents can easily adapt to other rhythms and patterns.

**Day One:** Have students study the first page and read out loud all the new Spanish words/phrases for the week. For proper pronunciation, students should listen to the audio file of the Spanish words/phrases being spoken. These files can be downloaded from the *Song School Spanish* page of [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com). Then students should listen to the chapter song(s)/chant(s) on the audio CD. The songs and chants will help them to remember the words and pronounce them correctly.

**Day Two:** Have students review the chapter's Spanish words/phrases once more and practice speaking them, both by reading them out loud and by speaking them from memory. Have students practice speaking the words to another student or to you or a parent. Next, students should sing/chant along with the CD and also see if they can sing/chant from memory. Students should then read the chapter lesson in the book and do any exercises that follow it, being sure to stop when they reach the Show What You Know section—they'll do that section during the third lesson. End the lesson by having students recite from memory all the Spanish words/phrases in the chapter and having them sing/chant the song(s)/chant(s) from memory, too.

**Day Three:** Have the students, from memory, say out loud all of the chapter's Spanish words/phrases. Next they should sing/chant the song(s)/chant(s) from memory and then sing/chant along with the audio CD a couple of times. It is also a good idea to have them review the songs/chants from past chapters, an activity students should find enjoyable. Finally, have students do the Show What You Know section and finish the chapter.

Enjoy your journey with *Song School Spanish*!

**Gracias,**



Christopher A. Perrin, Ph.D.

Publisher



# Table of Contents

CD Track Information . . . . .	4	Chapter 16: Animals . . . . .	75
Introduction . . . . .	5	Chapter 17: Colors . . . . .	79
Pronunciation Guide . . . . .	8	Chapter 18: My Pets . . . . .	84
Chapter 1: Greeting Words . . . . .	11	Chapter 19: Numbers . . . . .	88
Chapter 2: Making Friends . . . . .	16	Chapter 20: Review . . . . .	93
Chapter 3: How Are You? . . . . .	20	Chapter 21: The Body . . . . .	102
Chapter 4: Review . . . . .	24	Chapter 22: The Face . . . . .	106
Chapter 5: Family . . . . .	31	Chapter 23: Food . . . . .	110
Chapter 6: People . . . . .	34	Chapter 24: More Food . . . . .	114
Chapter 7: In the Classroom . . . . .	38	Chapter 25: Review . . . . .	117
Chapter 8: La casa . . . . .	41	Chapter 26: Time to Eat . . . . .	127
Chapter 9: Who and What . . . . .	44	Chapter 27: Weather . . . . .	130
Chapter 10: Review . . . . .	47	Chapter 28: Seasons . . . . .	134
Chapter 11: Classroom Commands . . . . .	54	Chapter 29: All Day . . . . .	137
Chapter 12: More Classroom Commands . . . . .	58	Chapter 30: Greetings All Day Long . . . . .	140
Chapter 13: Manners . . . . .	61	Chapter 31: Review . . . . .	143
Chapter 14: Review . . . . .	65	Appendix A: Chapter-by-Chapter Glossary . . . .	151
Chapter 15: Pets . . . . .	72	Appendix B: Alphabetical Glossary . . . . .	155

## CD Track Information

Track Number & Name	Chapter	Page	Time	Track Number & Name	Chapter	Page	Time
1. <b>Hola maestra</b> Song	1	11	1:11	24. Animal Song, Part II	16	75	1:20
2. Greetings Song	1	11	1:18	25. Color Song	17	79	1:05
3. Alphabet Chant	1	12	1:58	26. My Pets	18	84	3:00
4. Where's <b>Tortuga</b> ?	1	12	3:08	27. Counting Song	19	88	2:44
5. <b>Yo me llamo</b> Song	2	16	0:47	28. The <b>Pájaro</b> Puppet Song	19	89	2:26
6. <b>Yo me llamo</b> Song (with Student Sing-Along)	2	18	0:42	29. Bonus Song: <b>Madre padre</b> Song	20	99	1:20
7. Spanish Vowels Chant	2	16	0:34	30. <b>Mi cuerpo</b> Song, Part I	21	102	1:28
8. <b>¿Cómo estás?</b> Song	3	20	1:36	31. If You're <b>Feliz</b> and You Know It, <b>Cuerpo</b> Version, Part I	21	103	1:32
9. If You're <b>Feliz</b> and You Know It	3	21	1:37	32. <b>Mi cuerpo</b> Song, Parts I & II	22	106	1:18
10. <b>¿Cómo estás?</b> Chant	3	21	0:36	33. If You're <b>Feliz</b> and You Know It, <b>Cuerpo</b> Version, Part II	22	107	1:32
11. Family Song	5	31	1:58	34. <b>Quiero, quieres</b> Song	23	110	1:21
12. <b>Hola mi familia</b> Song	5	31	2:03	35. <b>Como</b> Song	23	111	0:54
13. <b>Niño, niña</b> Song	6	34	2:11	36. <b>Comida</b> Chant	24	114	0:28
14. <b>Hola niños</b> Song	6	35	1:02	37. <b>Quiero comida</b> Song	24	114	0:51
15. Sit on Your <b>Silla</b> Song	7	38	1:00	38. Bonus Song: Darlin' Dearest: The Dinner Song	25	123	1:58
16. Silly Sally Chant	7	38	0:27	39. Hungry/Thirsty Song	26	127	2:27
17. Build a <b>Casa</b>	8	41	1:36	40. Weather Song	27	130	1:31
18. Who and What Chant	9	44	0:41	41. Seasons Song	28	134	1:00
19. Classroom Commands Song, Part I	11	54	2:11	42. The Daytime Song	29	137	1:03
20. Classroom Commands Song, Part II	12	58	2:11	43. Greetings Song	30	140	1:25
21. Shoelace Chant	13	61	0:30	44. Bonus Song: Weather and Seasons Song	31	147	1:32
22. Manners Song	13	61	2:04				
23. Animal Song, Part I	15	72	1:09				

## Introduction

**Bienvenidos** a “Song School,” a place for you and your students to have fun acquiring Spanish vocabulary and learning the basics of language acquisition. This book is designed to lay the foundation of a strong vocabulary in Spanish, taking advantage of young children’s incredible capacity for memorization and the fun they can have singing and chanting. Through songs, games, and simple workbook activities, students will learn 106 vocabulary words as well as some conversational Spanish.

### Schedule and Pacing

The book is designed for your class to cover one chapter a week, completing thirty-one chapters during a September-May school year. Review chapters are built in every few weeks to help students master the content before moving on, and most chapters end with a small review of words from earlier in the text. Memorizing the songs works well as part of a daily classroom routine, and students should be encouraged to listen to the CD in the car and at home. The workbook pages can be completed in one class period (for Spanish teachers who see their classes once a week for a full school period) or with 10-15 minutes per day, spread over the school week.

### Chapter Lessons & Grammar

A secondary goal of this text is to gently open children’s eyes to the process of language learning. The chapter lessons address some of the frustrations students have when they first begin studying a language—for example, dismay at encountering a phrase in Spanish that has fewer words than its English translation. Many students are surprised to find that foreign languages have different rules than English does—some are even surprised to find that language has rules at all. Our hope is that your students will find these new rules exotic and intriguing, rather than an obstacle to surmount.

To create this level of comfort and interest in studying grammar, the few “rules” that are touched on here are treated very generally. We’ve chosen to focus on gender agreement, an aspect of Spanish grammar that will be new for native speakers of English. Students will also see some of their vocabulary words manipulated within the contexts of the songs to implicitly provide information about how those words are used. For example, some words will be taught in the singular form, and then pluralized within a song.

5

### A Note About Code Switching

Code switching is the linguistic term for changing languages mid-speech. In recent years, code switching has been discouraged in the language classroom, where teachers aim for a “full immersion” situation, and ask their students not to speak their native language. At Classical Academic Press, we believe in using a child’s native language as a scaffold to facilitate a more rapid acquisition of grammar concepts and vocabulary.

There is a significant amount of research on the phenomenon of code switching, establishing it as a common, and “natural,” occurrence in bilingual communities. In the songs and exercises in this book, we have attempted to respect the patterns of native-speaker code switching as much as possible, providing students with extra contextual information about how words are used in Spanish.

We hope you and your students have a great experience with *Song School Spanish*. Feel free to contact us at [info@ClassicalAcademicPress.com](mailto:info@ClassicalAcademicPress.com) with any questions about the text or the album.

### Additional Resources

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6

Introduction



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Once again, **bienvenidos a *Song School Spanish*!**

**Gracias,**

Julia Kraut and Grant Durrell

Introduction

7

## 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. The "Alphabet Song" (chapter 1) and "Spanish Vowels Song" (chapter 2) will give your students an opportunity to hear each letter's sound separately as well.

### 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
<b>c</b>	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>	<b>casa</b> (house) <b>cena</b> (dinner)	ka-sa se-na
<b>ch</b>	like the <i>ch</i> in <i>cheese</i>	<b>leche</b> (milk)	le-che
<b>g</b>	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>	<b>gato</b> (cat) <b>girar</b> (to spin)	ga-to hee-rar
<b>h</b>	silent	<b>horno</b> (oven)	or-no
<b>j</b>	like an English <i>h</i>	<b>pájaro</b> (bird)	pa-ha-ro

\*As of the printing of this book, the University of Iowa's phonetics website (<<http://www.uiowa.edu/~acadtech/phonetics/>>) is an excellent resource, with videos, sound, and animated diagrams of how the mouth makes different sounds. It covers Spanish and English (as well as German), which makes it helpful in explaining the differences in sounds between the languages.

Letter	Pronunciation	Example	Sound
<i>ll</i>	very similar to the English <i>y</i>	<b>llama</b> (flame, llama, he/she calls)	ya-ma
<i>ñ</i>	like the <i>ny</i> in <i>canyon</i>	<b>niño</b> (boy)	nee-nyo
<i>v</i>	similar to an English <i>b</i>	<b>vaca</b> (cow)	ba-ca
<i>z</i>	in the Western Hemisphere, a <b>z</b> makes the sound of an English <i>s</i> ; in Spain, it makes a <i>th</i> sound such as in the word “think”	<b>zorro</b> (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
<b>a</b>	like the <i>a</i> in <i>father</i>	<b>casa</b> (house)	kah-sah*
<b>e</b>	see below		
<b>i</b>	like the <i>ee</i> in <i>keep</i>	<b>niño</b> (boy)	nee-nyo
<b>o</b>	like the long <i>o</i> in <i>open</i>	<b>ocho</b> (eight)	o-cho
<b>u</b>	like the <i>oo</i> in <i>boots</i>	<b>uno</b> (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.

\*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.

Pronunciation Guide

9

## 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
<b>Second-to-last</b>	vowels, <b>n</b> , or <b>s</b>	<b>casa</b> (house) <b>niños</b> (boys)	KAH-sah NEE-nyos
<b>Last</b>	consonants other than <b>n</b> or <b>s</b>	<b>comer</b> (to eat) <b>feliz</b> (happy)	co-MER fe-LEES
<b>Any accented syllable</b>	any	<b>pájaro</b> (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.

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

## Words to Learn

<b>hola</b>	hello
<b>adiós</b>	good-bye
<b>el maestro</b> ◊	male teacher
<b>la maestra</b>	female teacher
<b>el estudiante</b> ◊◊	student
<b>los estudiantes</b>	students

◊ Typically, Spanish teaching materials for English speakers list the Spanish definite articles (**el, la, los, las**) with Spanish nouns, but not with the English translations. Definite articles are used considerably more in Spanish than they are in English, and are often dropped in translation. So, it's acceptable to say that "family" is a translation for **la familia**. Definite articles are helpful in Spanish vocabulary lists, where they indicate the gender and number of the noun they modify. However, they can be unnecessary, and even cumbersome, in English, so we have chosen to adhere to the standard practice and only include the Spanish articles. Your students will see the disjunct between Spanish and English articles again, for example, in the "Como Song" in chapter 23. In that song, they will hear **bebo el agua**, which literally means "I drink the water," but is better translated as "I drink water."

◊◊ **Estudiante**, like many nouns in Spanish describing professions (such as **artista**—artist—and **dentista**—dentist) can be either masculine or feminine, depending on the gender of the person being described. We've listed **estudiante** with the masculine article (rather than listing **el estudiante**—boy student—and **la estudiante**—girl student) to avoid overwhelming younger students who are just getting their bearings as foreign-language learners. Once your students have learned about noun-article agreement (in chapter 16), you may want to review this word and point out that they can use **la** with **estudiante** when they're talking about a girl student.

## Chapter Songs

### Hola maestra Song [Track 1]

Here comes **maestra**,  
¡**Hola, hola!**

Teach **los estudiantes**,  
Students!

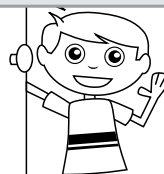
Away goes **maestra**,  
¡**Adiós!**

Good-bye, **estudiantes**,  
Good-bye, students!

### Greetings Song [Track 2]

¡**Adiós, adiós!** ¡**Adiós, adiós!**  
I'll see you soon! (x2)\*

¡**Hola, hola!** ¡**Hola, hola!**  
Glad that you came back! (x2)



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

11

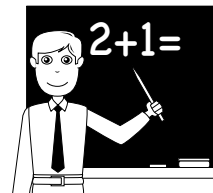
### Alphabet Chant [Track 3]

#### LYRICS

A, B, C, CH  
D, E, F, G,  
H, I, and J,  
K and then we say  
L, LL, M, N,  
Ñ with a squiggle,  
O, P, Q, and R  
gives your tongue a tickle,  
S, T, and U says "oo"  
V, W,  
X, and Y,  
Z—now let's play!

#### PRONUNCIATION

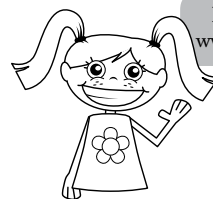
*a, be, ce, che,  
de, e, efe, ge  
hache, i, and jota,  
ka, and then we say  
ele, elle, eme, ene,  
eñe with a squiggle,  
o, pe, cu, and erre  
gives your tongue a tickle,  
ese, te, and u says "oo"  
uve, uve doble,  
equis, and i griega,  
zeta—now let's play!*



### "Where's Tortuga?" [Track 4]

¿Dónde está Tortuga? ¿Dónde está Conejo?  
Here I am! Here I am!

¡**Ho-ola Tortuga!** ¡**Ho-ola Conejo!**  
¡**Adiós, adiós!**



Enjoy fun, free practice at  
[www.HeadventureLand.com!](http://www.HeadventureLand.com!)

## Chapter Lesson

Take a look at the letters of the Spanish alphabet in the “Alphabet Chant.” The Spanish alphabet looks a lot like the English alphabet, doesn't it? They are very similar, but in Spanish, there are three letters that we don't have in English: **ch**, **ll**, and **ñ**. That means that the Spanish alphabet has twenty-nine letters and the English alphabet only has twenty-six. Sometimes letters in Spanish make different sounds than they do in English. How will you know what sounds the letters make? You will know by listening to your teacher and to your songs! ♦♦♦

## Practice Your Spanish

1. Practice writing **hola** and **maestra** by tracing the dots.

hola  
maestra

2. Practice writing the letters **A** through **I** by tracing the dots.

A B C CH D  
E F G H I

3. In the box, draw a picture of your **maestro** or **maestra**.

♦♦♦The question of which letters are considered a part of the Spanish alphabet is a tricky one, with various authorities making different pronouncements on the subject. This text follows the *Diccionario panhispánico de dudas*, produced by the prestigious **Real Academia Española** and the **Asociación de Academias de la Lengua Española** as an attempt to codify a worldwide version of the Spanish language. This dictionary includes **ch** and **ll** as single letters because there is a one-to-one relationship between the written symbol and the spoken sound. However, it omits the **rr** as a letter because its sound (the rolled *r*) is also made by an **r** at the beginning of a word. If you prefer to teach the alphabet with the **rr** included, you could still use the song in this text, and explain to your students that there is a worldwide debate over which letters are in the Spanish alphabet. (Although the various language academies usually agree to a standard alphabet without the **ch**, **ll**, and **rr**, they continue to be used and taught.) If you choose to teach the **rr** as well, your students might even enjoy shouting it at the CD player at the point in the song where it “belongs” (right after the **r**). This may be a good opportunity to introduce them to the idea that there are often many different “correct” variations within a language. It can be particularly helpful for students of Spanish to be aware of this linguistic diversity, since some of the learning materials they come across may otherwise seem contradictory.

Your **maestro/maestra**

Chapter 1: Greeting Words

13

## Play a Game

Find a friend to play this game with you. Stand near a door, a table, or a chair—something your friend can hide behind. Sing the first part of the “Greetings Song” to your friend:

“¡Adiós, adiós!  
¡Adiós, adiós!  
I'll see you soon!”

Since you have just said good-bye, your friend should hide. Then he or she can pop out again and try to surprise you. As soon as she does, sing,

“¡Hola, hola!  
¡Hola, hola!  
Glad that you came back!”

Take turns hiding and singing!

## Chapter Story

Listen to your teacher read the story and fill in the blanks with either **hola** or **adiós**.

This is **Conejo**. ¡\_\_\_\_\_**Hola**\_\_\_\_\_, Conejo! He is fast and likes to run races. One day, he challenged big, slow **Tortuga** to a race. This is **Tortuga**. ¡\_\_\_\_\_**Hola**\_\_\_\_\_, **Tortuga**! As they began, **Conejo** ran far away into the distance. ¡\_\_\_\_\_**Adiós**\_\_\_\_\_, **Conejo**! After running so hard, **Conejo** got tired and took a nap. While he slept, slow **Tortuga** caught up to him. ¡\_\_\_\_\_**Hola**\_\_\_\_\_, **Tortuga**! But **Tortuga** didn't stop. She kept going. Soon she was far away. ¡\_\_\_\_\_**Adiós**\_\_\_\_\_, **Tortuga**! When **Conejo** woke up, he ran after **Tortuga**, but it was too late. All of the animals watched **Tortuga** come toward the finish line and shouted, “\_\_\_\_\_**Hola**\_\_\_\_\_, **Tortuga**!” **Conejo** was very sad that he lost and scurried down into his hole to hide. ¡\_\_\_\_\_**Adiós**\_\_\_\_\_, **Conejo**!

14

Chapter 1: Greeting Words

## Put On a Puppet Show

Cut out the **Tortuga** and **Conejo** puppets from page 159 in the back of the book. Sing the “Where’s **Tortuga**?” song and use the puppets to act it out as you sing! Here is a script:

**You:** ¿Dónde está Tortuga? ¿Dónde está Conejo?

**Conejo:** Here I am!

**Tortuga:** Here I am!

**Conejo:** ¡Ho-ola Tortuga!

**Tortuga:** ¡Ho-ola Conejo!

**Conejo:** Adiós

**Tortuga:** ¡Adiós! ♦♦♦

♦♦♦♦This song can be done the same way as “Where Is Thumbkin?” (“Frère Jacques”). Students can hold a puppet in each hand and put their hands behind their backs. As they sing the song, they should wave the puppet that is “speaking.”



## Show What You Know

1. How do you say “hello” in Spanish? hola
2. How do you say “good-bye” in Spanish? adiós
3. What is the word for “male teacher” in Spanish? maestro
4. What is the word for “female teacher” in Spanish? maestra
5. What is the word for “student” in Spanish? estudiante
6. What letters are in the Spanish alphabet but not in the English alphabet? ch, ll, ñ

## Chapter 2

### Making Friends

#### Phrases to Learn

¿Cómo te llamas? What’s your name?

Yo me llamo . . . My name is . . .

#### Chapter Songs

**Yo me llamo Song [Track 5]**

**Yo me llamo** (clap-clap-clap), ♦

(clap-clap-clap),

(clap-clap-clap),

**Yo me llamo** (clap-clap-clap)

¿Cómo te llamas?

**Spanish Vowels Chant [Track 7]**

**A** says “a”—**hola, hola**

**E** says “e”—**estudiante**

**I** says “i” like happy: **feliz**

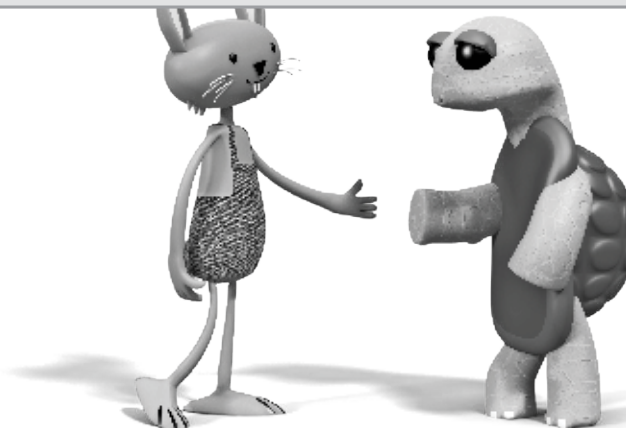
**O** says “o”—**hola, hola**

**U** says “u”—**estudiante**

#### Chapter Lesson

By now you are probably noticing some things in Spanish that are different from English. For instance, you know that some letters make different sounds in Spanish than they do in English. Spanish vowels make different sounds than English vowels do, which is why this week you have a song that will help you practice Spanish vowel sounds.

♦Have the whole class learn the song by clapping for the name, as indicated in the lyrics. Then, once students have mastered the song, have them sing it through again, but this time you will substitute your name for the clapping while the rest of the class still sings and claps. Then when you sing, “¿Cómo te llamas?” point to one of the students. When the class sings, “¿Cómo te llamas?” again, that student points to a classmate and the song is sung again, with the classmate saying his or her name. The song is repeated until everyone has had a chance to fill in his or her name and ask someone else, “¿Cómo te llamas?”



You may have noticed something else about Spanish. Sometimes there is a little line over one of the vowels in a Spanish word. You can see an example of this in the question **¿Cómo te llamas?** from the Words to Learn section of this chapter. Do you see the little line over the **o** in **cómo**? That little line is called an accent. In Spanish, an accent tells you which vowel to say the loudest. That means that the word **adiós** is pronounced “a-DYOS.” Accent marks are very important. If you forget to include them on accented words, you are not spelling those words properly!

## Practice Your Spanish

1. Practice writing your new words by tracing the dots. Finish the sentence “**Yo me llamo . . .**” by writing your name in the blank provided.

¿Cómo te llamas?  
Yo me llamo \_\_\_\_\_.

2. Practice writing the Spanish letters **J** through **Q** by tracing the dots.

J K L M N Ñ O P Q

3. Write an accent mark over each vowel by tracing the dots.

A a E e I i O o U u

4. Circle the words that have accent marks.

cómo hola adiós llamo maestra

5. Draw lines to match each English word/phrase to the corresponding Spanish word/phrase.

a. teacher	estudiantes
b. students	Yo me llamo . . .
c. hello	adiós
d. good-bye	maestra/maestro
e. What's your name?	hola
f. My name is . . .	¿Cómo te llamas?

## Sing and Play

Get your **Tortuga** and **Conejo** puppets ready! It's time for them to sing the “**Yo me llamo** Song” (Track 6).

**Tortuga:** Yo me llamo Tortuga, Tortuga, Tortuga,  
Yo me llamo Tortuga,  
¿Cómo te llamas?

**Conejo:** Yo me llamo Conejo, Conejo, Conejo,  
Yo me llamo Conejo,  
¿Cómo te llamas?

**You:** Yo me llamo \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
Yo me llamo \_\_\_\_\_,  
¿Cómo te llamas?

When you're done singing with **Conejo** and **Tortuga**, sing with your friends! You'll need a ball to play this game. The first person starts out holding the ball and that person sings the song and puts in his or her name. When he sings, “**¿Cómo te llamas?**” he passes the ball to a friend. Then it's his friend's turn to sing the song and put her name in.



## Show What You Know

For questions 1 to 4, circle the correct answer.

1. How do you say "What's your name?" in Spanish?

Yo me llamo ... ☒ ¿Cómo te llamas?

2. How do you say "My name is ..." in Spanish?

☒ Yo me llamo ... ☐ ¿Cómo te llamas?

3. When you leave, you say:

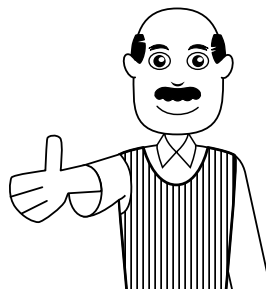
☐ hola ☒ adiós

4. When you come back, you say:

☒ hola ☐ adiós

5. Fill in the blanks with the letters that are in the Spanish alphabet but not in the English alphabet.

\_\_\_\_\_ ch \_\_\_\_\_, \_\_\_\_\_ ll \_\_\_\_\_, and \_\_\_\_\_ ñ \_\_\_\_\_



## Chapter 3

### How Are You?

#### Words/Phrases to Learn

¿Cómo estás?	How are you?
estoy	I am
bien	well, fine
feliz	happy
triste	sad

#### Chapter Songs

¿Cómo estás? Song [Track 8]

Hola, amigo, ¿cómo estás?

How are you friend, ¿cómo estás?

Gracias, amigo, estoy bien.

Thank you, friend, I'm doin' fine. (x2)

Hola, amigo, ¿cómo estás?

How are you, friend, ¿cómo estás?

Gracias, amigo, estoy triste.

Thank you, friend, I'm feelin' sad.

Hola, amigo, ¿cómo estás?

How are you, friend, ¿cómo estás?

Gracias, amigo, estoy feliz.

Thank you, friend, I'm feelin' happy.

Estoy feliz, feelin' happy. (x4)



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### If You're Feliz and You Know It [Track 9]

If you're **feliz** and you know it, clap your hands!  
 If you're **feliz** and you know it, clap your hands!  
 If you're **feliz** and you know it, then your face should surely show it.  
 If you're **feliz** and you know it, clap your hands!

If you're **triste** and you know it, cry out loud! (boo-hoo!)  
 If you're **triste** and you know it, cry out loud! (boo-hoo!)  
 If you're **triste** and you know it, then your face should surely show it.  
 If you're **triste** and you know it, cry out loud! (boo-hoo!)

If you're **feliz** and you know it, clap your hands!  
 If you're **feliz** and you know it, clap your hands!  
 If you're **feliz** and you know it, then your face should surely show it.  
 If you're **feliz** and you know it, clap your hands! (x2)

### ¿Cómo estás? Chant [Track 10]

Hey, HEY! ¿Cómo estás?  
 Tell me how you are, friend.  
**Estoy, estoy, ¡estoy bien!**  
 I am doing fine, fine!

Hey, HEY! ¿Cómo estás?  
 Tell me how *you* are, friend.  
**Estoy, estoy, ¡estoy feliz!**  
 I am feeling happy, happy!

Hey, HEY! ¿Cómo estás?  
 Tell me how you are, friend.  
**Estoy, estoy, ¡estoy triste!**  
 I am feeling sad, sad!

## Chapter Lesson

Do you know how question marks and exclamation marks work in English? A question mark (?) is what you put at the end of a sentence that is a question. An exclamation point (!) is what you put at the end of a sentence that is an exclamation. An exclamation is something you say in an excited way.

In Spanish, we don't just put question marks and exclamation points at the *end* of a sentence. We put them at the beginning, too. That way, you'll know if a sentence is an exclamation or a question before you get to the end. In Spanish, the question marks and exclamation points at the beginning of a sentence are written upside-down, like this: ¿Cómo estás?<sup>0</sup>

0 If there are computers available for your class to use, you may want to teach your students how to type the Spanish punctuation and ñ. A quick Internet search should show you how it's done on the computers you are using.

## Practice Your Spanish

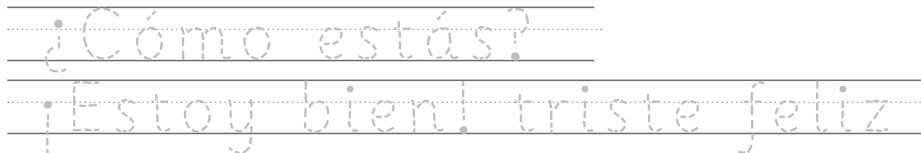
1. Practice writing upside-down question marks by tracing the dots.



2. Practice writing upside-down exclamation points by tracing the dots.



3. Now practice your new Spanish phrases by tracing the dots. Make sure you remember the question marks, exclamation points, and accents.



4. Practice writing the Spanish letters R through Z by tracing the dots.



5. Look at the pictures and write the Spanish word that describes how each person feels.



a. She looks like she feels feliz.



b. She looks like she feels triste.

6. Draw a picture of your face and complete the sentence.

Estoy Answers will vary.

7. Fill in the Spanish word that fits best.

a. How do you feel when you get an ice-cream cone? feliz

b. How do you feel when you fall down and scrape your knee? triste



### Ask a Friend

Ask three people how they are in Spanish and circle their responses. Ask them the question, “¿Cómo estás?”

Person 1: **bien** **feliz** **triste**

Person 2: **bien** **feliz** **triste**

Person 3: **bien** **feliz** **triste**

Answers will vary.

### Show What You Know

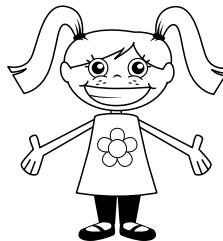
In the following sentence, circle the correct Spanish word.

1. When you leave, you say: **hola** **adiós**

2. When you arrive, you say: **hola** **adiós**

3. The person who teaches you Spanish is a/an: **maestro** **maestra** **estudiante**

Answers will vary, but should be either maestro (male teacher) or maestra (female teacher).



## Chapter 4

### Review

#### Master Your Words

Well, **estudiantes**, you have learned quite a bit of Spanish! Let's take **una semana** (a week) and make sure you remember everything we've done so far. Can you fill in the correct English word for every Spanish word below?

#### Chapter 1 Words

**hola** hello

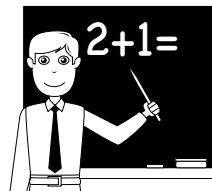
**adiós** good-bye

**el maestro** male teacher

**la maestra** female teacher

**el estudiante** student

**los estudiantes** students



#### Chapter 2 Phrases

¿Cómo te llamas? What's your name?

Yo me llamo... My name is...

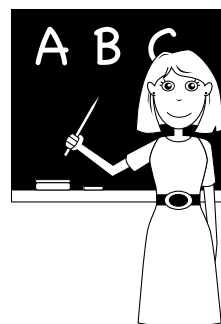
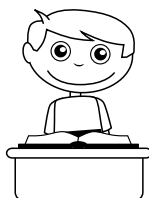
## Chapter 3 Words/Phrases

¿Cómo estás?	How are you?
estoy	I am
bien	well, fine
feliz	happy
triste	sad

## Master Your Songs

### Hola maestra Song [Track 1]

Here comes **maestra**,  
**¡Hola, hola!**  
 Teach **los estudiantes**,  
 Students!  
 Away goes **maestra**,  
**¡Adiós!**  
 Good-bye, **estudiantes**,  
 Good-bye, students!



Chapter 4: Review

25

### Greetings Song [Track 2]

**¡Adiós, adiós!**  
**¡Adiós, adiós!**  
 I'll see you soon! (x2)  
**¡Hola, hola!**  
**¡Hola, hola!**  
 Glad that you came back! (x2)

### Alphabet Chant [Track 3]

LYRICS	PRONUNCIATION
A, B, C, CH	<i>a, be, ce, che,</i>
D, E, F, G,	<i>de, e, efe, ge</i>
H, I, and J,	<i>hache, i, and jota,</i>
K and then we say	<i>ka, and then we say</i>
L, LL, M, N,	<i>ele, elle, eme, ene,</i>
Ñ with a squiggle,	<i>eñe with a squiggle,</i>
O, P, Q, and R	<i>o, pe, cu, and erre</i>
gives your tongue a tickle,	<i>gives your tongue a tickle,</i>
S, T, and U says "oo"	<i>ese, te, and u says "oo"</i>
V, W,	<i>uve, uve doble,</i>
X, and Y,	<i>equis, and i griega,</i>
Z—now let's play!	<i>zeta—now let's play!</i>

### "Where's Tortuga?" [Track 4]

¿Dónde está Tortuga? ¿Dónde está Conejo?  
 Here I am! Here I am!  
**¡Ho-ola Tortuga! ¡Ho-ola Conejo!**  
**¡Adiós, adiós!**



26

Chapter 4: Review

### Yo me llamo Song [Track 5]

**Yo me llamo** (clap-clap-clap),  
(clap-clap-clap),  
(clap-clap-clap),  
**Yo me llamo** (clap-clap-clap)  
**¿Cómo te llamas?**

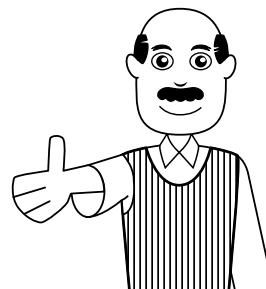
### Spanish Vowels Chant [Track 7]

**A** says “a”—**hola, hola**  
**E** says “e”—**estudiante**  
**I** says “i” like happy: **feliz**  
**O** says “o”—**hola, hola**  
**U** says “u”—**estudiante**



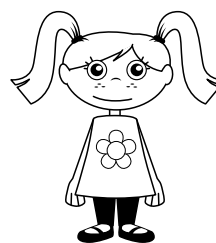
### ¿Cómo estás? Song [Track 8]

**Hola, amigo, ¿cómo estás?**  
How are you friend, **¿cómo estás?**  
**Gracias, amigo, estoy bien.**  
Thank you, friend, I'm doin' fine. (x2)  
**Hola, amigo, ¿cómo estás?**  
How are you, friend, **¿cómo estás?**  
**Gracias, amigo, estoy triste.**  
Thank you, friend, I'm feelin' sad.  
**Hola, amigo, ¿cómo estás?**  
How are you, friend, **¿cómo estás?**  
**Gracias, amigo, estoy feliz.**  
Thank you, friend, I'm feelin' happy.  
**Estoy feliz,** feelin' happy. (x4)



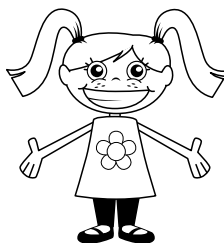
### If You're Feliz and You Know It [Track 9]

If you're **feliz** and you know it, clap your hands!  
If you're **feliz** and you know it, clap your hands!  
If you're **feliz** and you know it, then your face should surely show it.  
If you're **feliz** and you know it, clap your hands!  
If you're **triste** and you know it, cry out loud! (boo-hoo!)  
If you're **triste** and you know it, cry out loud! (boo-hoo!)  
If you're **triste** and you know it, then your face should surely show it.  
If you're **triste** and you know it, cry out loud! (boo-hoo!)  
If you're **feliz** and you know it, clap your hands!  
If you're **feliz** and you know it, clap your hands!  
If you're **feliz** and you know it, then your face should surely show it.  
If you're **feliz** and you know it, clap your hands! (x2)



### ¿Cómo estás? Chant [Track 10]

Hey, HEY! **¿Cómo estás?**  
Tell me how you are, friend.  
**Estoy, estoy, ¡estoy bien!**  
I am doing fine, fine!  
Hey, HEY! **¿Cómo estás?**  
Tell me how *you* are, friend.  
**Estoy, estoy, ¡estoy feliz!**  
I am feeling happy, happy!  
Hey, HEY! **¿Cómo estás?**  
Tell me how you are, friend.  
**Estoy, estoy, ¡estoy triste!**  
I am feeling sad, sad!



## Put On a Play

**Tortuga** is walking along the road one day when **Conejo** goes hopping by. **Conejo** stops just long enough to have this quick conversation with **Tortuga**. Get your puppets and act out the conversation! If you really learned your lessons, you may even be able to put on the whole puppet show by yourself!

**Conejo:** ¡Hola!

**Tortuga:** ¡Hola!

**Conejo:** ¿Cómo te llamas?

**Tortuga:** Yo me llamo Tortuga. ¿Cómo te llamas?

**Conejo:** Yo me llamo Conejo. ¿Cómo estás?

**Tortuga:** Estoy bien, gracias. ¿Cómo estás?

**Conejo:** Estoy feliz. ¡Adiós!

**Tortuga:** ¡Adiós!

There are a number of ways you could use the dialogue in class. With earlier readers, you could read the dialogue aloud yourself and act it out with your own puppets, and then have the students use their puppets while they listen to you read. You could also divide the class into two groups, and have one group say **Conejo's** lines and one group say **Tortuga's** lines. It would probably be easiest to teach one line at a time, and once the students have memorized that line, repeat the dialogue from the beginning, stopping at the end of the memorized section. Once the whole class has memorized the dialogue, you could call students up in groups of two to put on the puppet show. This is a good activity to review from time to time when you have a few extra minutes at the end of class. For homeschoolers, you and your child can act the dialogue out together, or your child can be coached to speak quickly for **Conejo** and slowly for **Tortuga** to show the difference in voices, and put the puppet show on by him- or herself.

## Chapter Story

### The Three Little Pigs

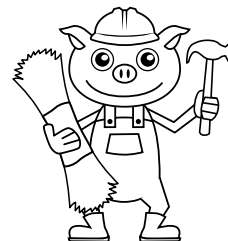
As your **maestro** or **maestra** reads this story to you, listen for the Spanish words and circle them.

Once upon a time, there were three little pigs. When they grew up, they left home to build their own houses. **Adiós**, little pigs!

The first little **cerdo** (pig) met a girl who was carrying a bundle of straw. **¡Hola!** said the little **cerdo**. **¿Cómo te llamas?**

The girl answered, **Yo me llamo** Susi."

The little **cerdo** said, "Would you please give me some straw so that I can build a house?" So Susi gave him some straw and the little **cerdo** started building his house. When he was finished, he heard a



Chapter 4: Review

29

knock at the door. "Who is it? **¿Cómo te llamas?**" he asked.

**Yo me llamo** Wolf," said the wolf. **¿Cómo estás?**

**¡Estoy bien!**" said the little **cerdo**.

"May I come in?" asked the wolf.

But the little **cerdo** knew the wolf was bad, so he said, "Not by the hair of my chinny-chin-chin!"

"Then I will huff and puff and blow your house in!" said the wolf. And he did.

The second little **cerdo** met a boy who was carrying a load of sticks. **¡Hola!** said the little **cerdo**. **¿Cómo estás?**

**Estoy bien,** the boy replied.

"I would like to have some sticks to build a house," said the little **cerdo**. So the boy gave him the sticks. When the **cerdo** finished building the house, guess who knocked on his door? The big bad wolf!

"Who's there? **¿Cómo te llamas?**" asked the second **cerdo**.

**Yo me llamo** Wolf."

"You can't come in!" said the **cerdo**. "Not by the hair of my chinny-chin-chin!"

"Then I will huff and puff and blow your house in!" the wolf howled. And he did!

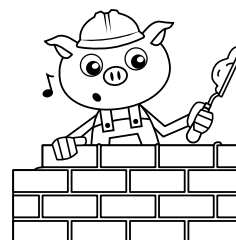
The third little **cerdo** wanted a strong house. So, when he met a boy who was carrying a load of bricks, he said, **¡Hola!**

**¿Cómo estás?**

**¡Estoy triste!** The boy said. "These bricks are too heavy for me! I do not want to carry them! Would you like to have some?" So the third little **cerdo** built his house of bricks.

Then the big bad wolf came along and knocked on his door. "Let me come in, little **cerdo**" he said.

"Not by the hair of my chinny-chin-chin!" said the little **cerdo**. "Then I will huff and puff and blow your house in!" said the wolf. And he huffed and he puffed and he huffed and he puffed, but he could not blow that house in. He went away, and the little **cerdo** was safe in his house. **Adiós**, Wolf!



30

Chapter 4: Review



### Looking for more practice?

Look no further! Pages 86 to 126 contain activities for each chapter in *Song School Spanish*. These are great resources for students who need more practice, have extra time, learn better through games and activities, or simply enjoy Spanish. There is one activity page for each chapter, two pages for the review chapters, and a four-page, end-of-book review. You can find the answers to each activity in the answer section that starts on page 127.

If you'd like more activities for your students, make sure you check out Classical Academic Press's online activities at [www.HeadventureLand.com](http://www.HeadventureLand.com)!

Permission to photocopy the *Song School Spanish Teacher's Edition* activities (pages 86–126) 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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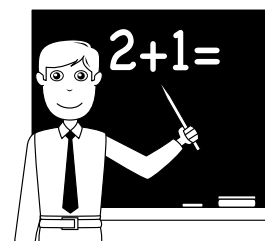


## CHAPTER 1: Greeting Words

1. Translate the English into Spanish and then draw lines to match the words to the correct pictures!

a. hello

\_\_\_\_\_



b. good-bye

\_\_\_\_\_

c. male teacher

\_\_\_\_\_

d. female teacher

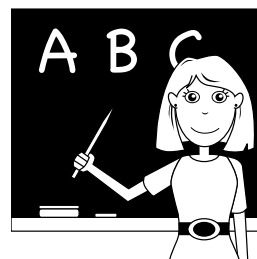
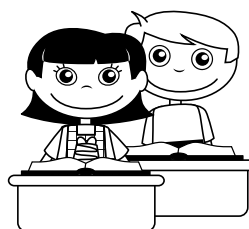
\_\_\_\_\_

e. student

\_\_\_\_\_

f. students

\_\_\_\_\_

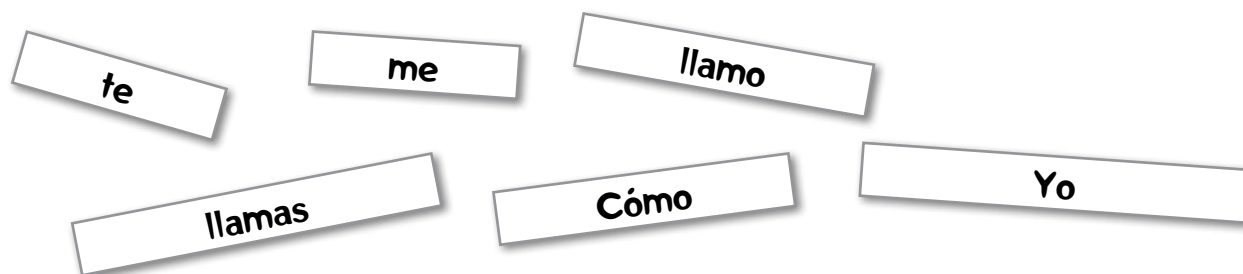


2. Sing the Spanish “Alphabet Chant” and write the letters in the boxes as you sing!


3. Look again at the letters you just wrote in the boxes. Circle the letters that are not in the English alphabet.

## CHAPTER 2: Making Friends

1. The chapter 2 phrases got mixed up! See if you can put them back together by using the word bank below.



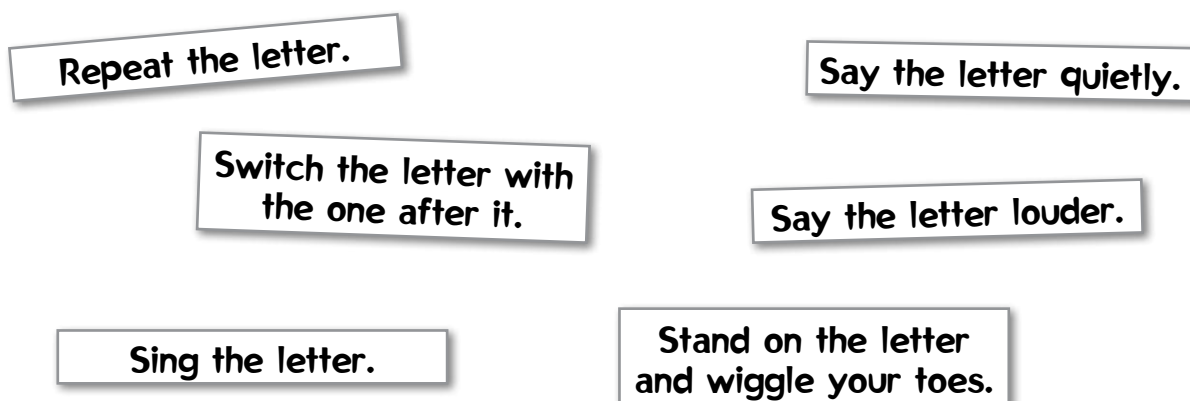
¿ \_\_\_\_\_ ?  
\_\_\_\_\_ ...

2. Now translate the phrases into English!

\_\_\_\_\_  
\_\_\_\_\_

3. What do we call the line above the “o” in “adiós”?

4. What does that line tell you to do with the letter below it? Circle the correct answer.



E	N	R	H	T	F	B	I	E	N
M	D	G	A	O	Y	N	D	S	I
A	B	I	U	C	L	R	I	T	J
E	P	M	E	S	E	A	Y	U	H
S	Z	A	U	T	S	E	C	D	B
T	I	E	N	R	T	S	F	I	N
R	C	S	B	S	O	Z	E	A	U
O	Y	T	I	A	Y	B	L	N	A
D	Z	R	S	C	G	D	I	T	E
L	T	A	X	H	U	A	Z	E	K

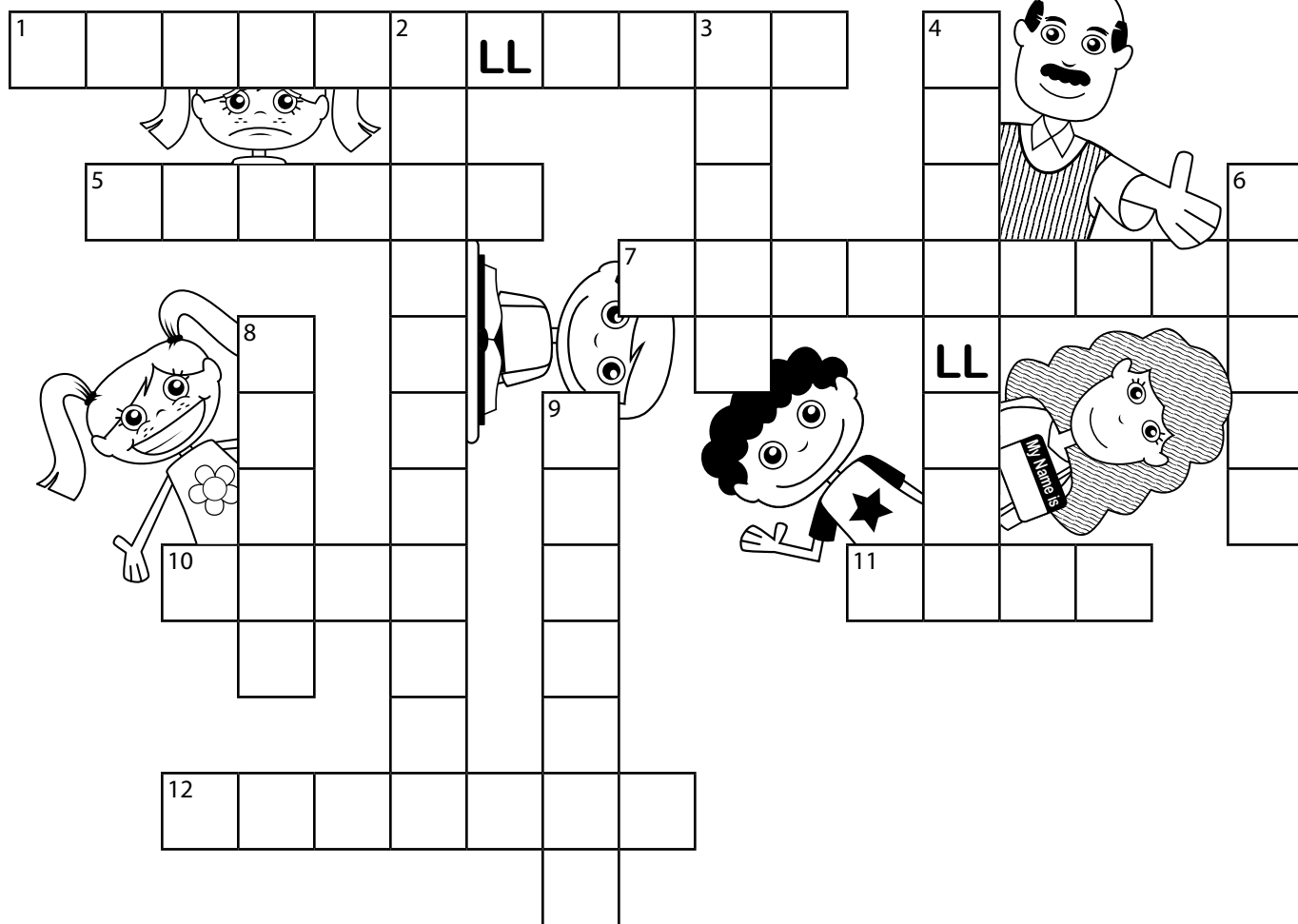
1. Translate the English words or phrases below into Spanish and then find the Spanish words in the word search above.

- a. I am \_\_\_\_\_
- b. well, fine \_\_\_\_\_
- c. happy \_\_\_\_\_
- d. sad \_\_\_\_\_

**Double Points** if you can find *hola*, *maestra*, *maestro*, and *estudiante*!  
Make sure you look for diagonals!

## CHAPTER 4: Review

1. Translate the English words into Spanish and fill in the crossword puzzle! Remember to include accents where appropriate.



### Across

1. What's your name? \_\_\_\_\_
5. sad \_\_\_\_\_
7. How are you? \_\_\_\_\_
10. well, fine \_\_\_\_\_
11. hello \_\_\_\_\_
12. female teacher \_\_\_\_\_

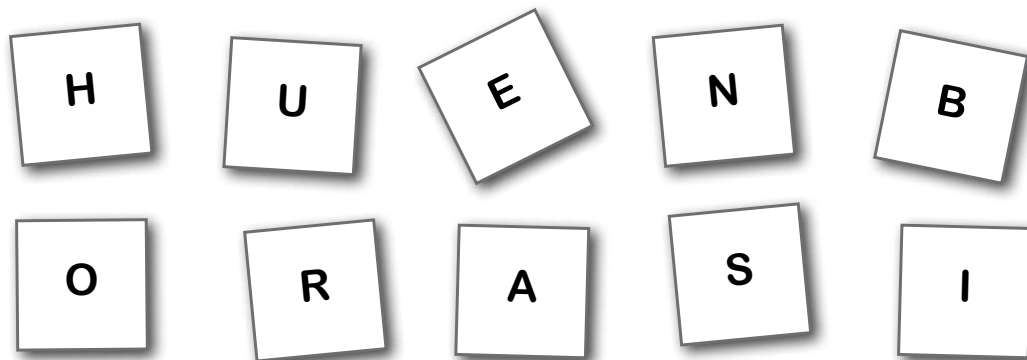
### Down

2. students \_\_\_\_\_
3. good-bye \_\_\_\_\_
4. My name is ... \_\_\_\_\_
6. I am \_\_\_\_\_
8. happy \_\_\_\_\_
9. male teacher \_\_\_\_\_

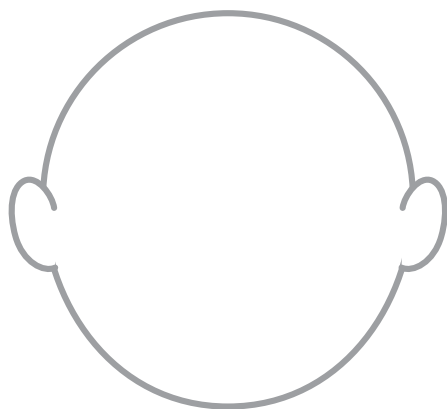


## CHAPTER 4: Review

2. Chant the “Spanish Vowels Chant” and color in the vowels as you chant! Be careful; they are not all vowels!



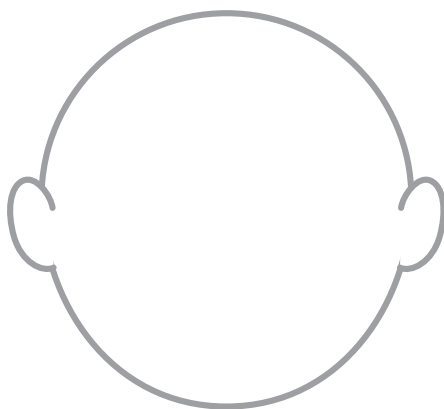
3. On each of the heads below, draw a face that shows how each person feels.



**¡Estoy feliz!**

Now translate:

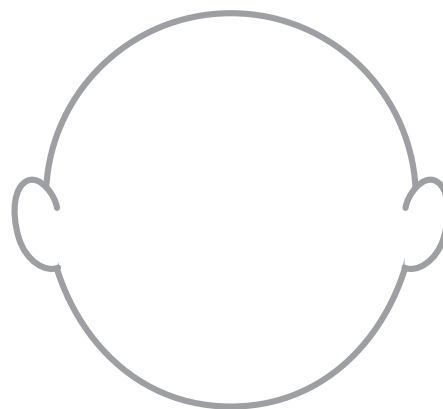
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**¡Estoy triste!**

Now translate:

---



**¡Estoy bien!**

Now translate:

---

4. Now draw hair and hats on the heads above!





# Song School Spanish Activity Answers

Pages 127-147 contain the answers for the previous activities. These are most easily viewed if you turn the book 90 degrees clockwise (as if it were a calendar.)

## CHAPTER 1: Greeting Words

1. Translate the English into Spanish and then draw lines to match the words to the correct pictures!

hola

adiós

el maestro

la maestra

el estudiante

los estudiantes

a. hello

b. good-bye

c. male teacher

d. female teacher

e. student

f. students

2. Sing the Spanish "Alphabet Chant" and write the letters in the boxes as you sing!

3. Look again at the letters you just wrote in the boxes. Circle the letters that are not in the English alphabet.

## CHAPTER 2: Making Friends

1. The chapter 2 phrases got mixed up! See if you can put them back together by using the word bank below.

te

me

llamas

llamo

Cómo

Yo

Cómo

te

llamas

Yo

me

llamo

2. Now translate the phrases into English!

What's your name?

My name is . . .

3. What do we call the line above the "o" in "adiós"?

an accent mark

4. What does that line tell you to do with the letter below it? Circle the correct answer.

Repeat the letter.

Say the letter quietly.

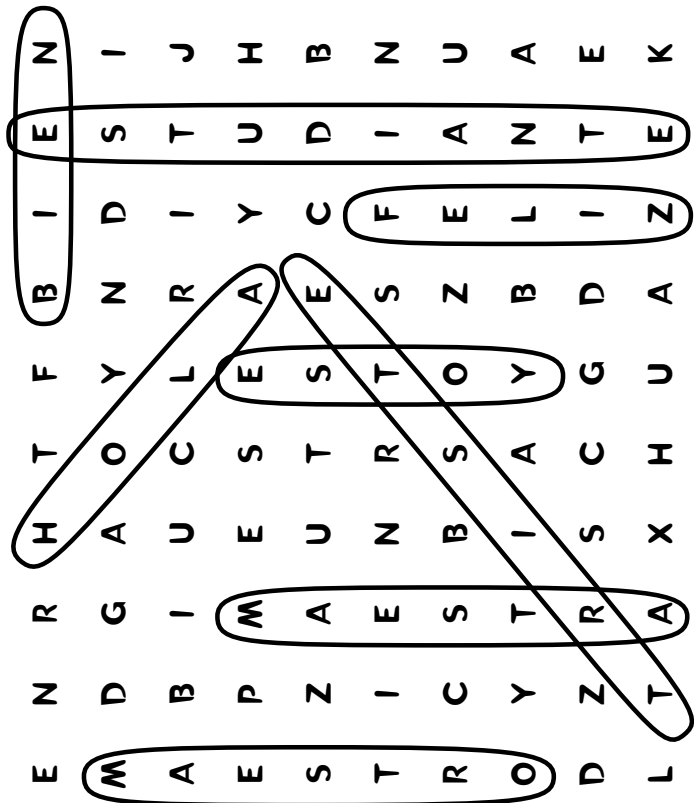
Switch the letter with the one after it.

Say the letter louder.

Sing the letter.

Stand on the letter and wiggle your toes.

CHAPTER 3: How Are You?



1. Translate the English words or phrases below into Spanish and then find the Spanish words in the word search above.

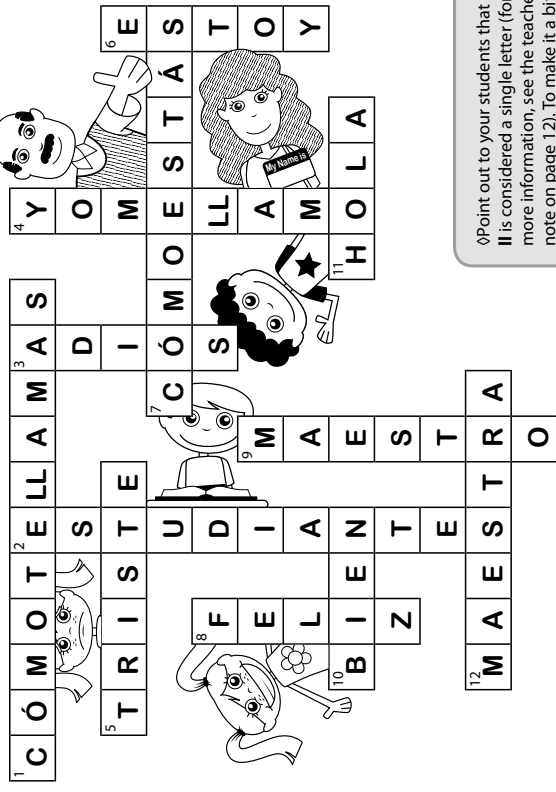
- a. I am estoy
- b. well, fine bien
- c. happy feliz
- d. sad triste

**Double Points** if you can find *bola*, *maestra*, *maestro*, and *estudiante*!  
Make sure you look for diagonals!

2. Add the correct punctuation to this phrase: ¿Cómo estas?

CHAPTER 4: Review

1. Translate the English words into Spanish and fill in the crossword puzzle! Remember to include accents where appropriate.



Point out to your students that **ll** is considered a single letter (for more information, see the teacher's note on page 12). To make it a bit easier for them, the **ll**'s have been filled in.

Across

- 1. What's your name? triste
- 5. sad ¿Cómo estas?
- 7. How are you? bien
- 10. well, fine hola
- 11. hello maestra
- 12. female teacher

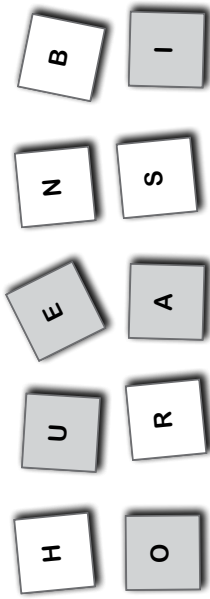
Down

- 2. students estudiantes
- 3. good-bye adiós
- 4. My name is ... Yo me llamo
- 6. I am estoy
- 8. happy feliz
- 9. male teacher maestro

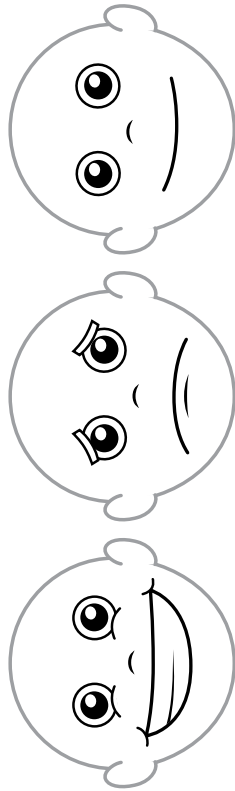


## CHAPTER 4: Review

2. Chant the "Spanish Vowels Chant" and color in the vowels as you chant! Be careful! Be careful! they are not all vowels!



3. On each of the heads below, draw a face that shows how each person feels.



iEstoy feliz!

Now translate:

I am happy!

iEstoy triste!

Now translate:

I am sad!

iEstoy bien!

Now translate:

I am well/fine!

4. Now draw hair and hats on the heads above!

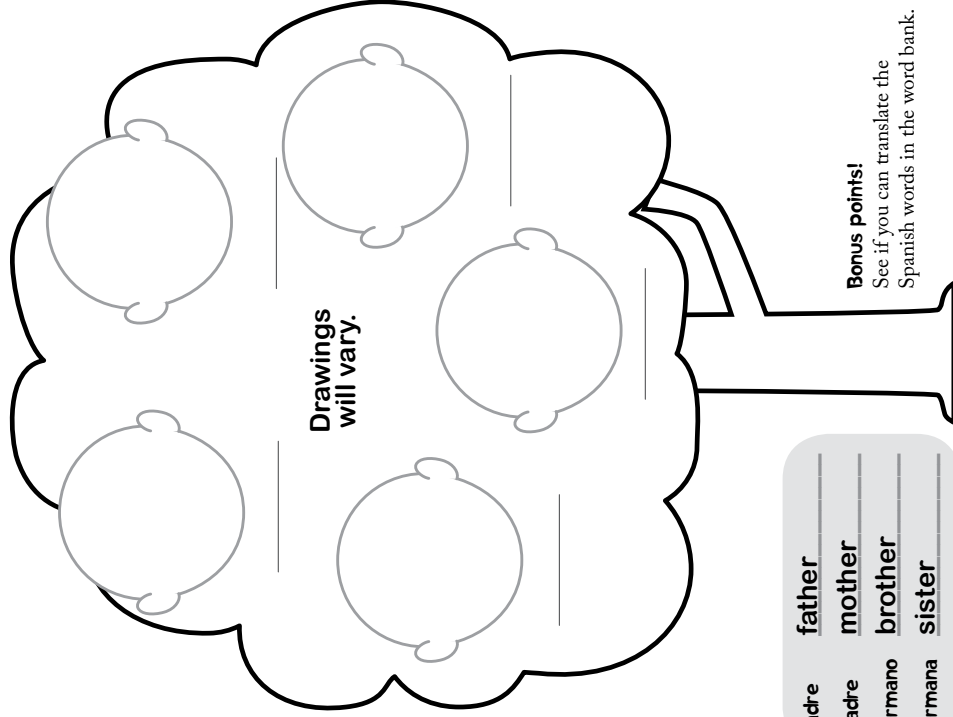
Drawings will vary.



90

## CHAPTER 5: Family

Create a tree of your *familia*! Draw the faces of your family and label each one with the correct Spanish word (see the word bank below). You can add faces if you have more than five people in your family. You can even add your *perro* or *gato*!



Drawings will vary.

padre	father
madre	mother
hermano	brother
hermana	sister

**Bonus points!**

See if you can translate the Spanish words in the word bank.



91