

Spanish One: Unit I

Los Materiales Escolares * School Supplies

El Contenido * Contents

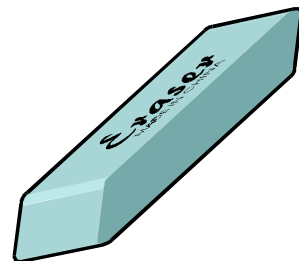
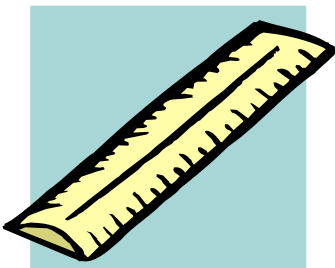
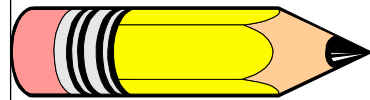
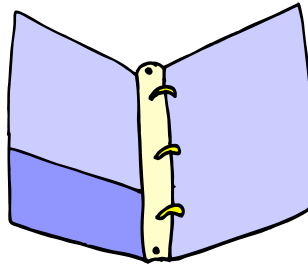
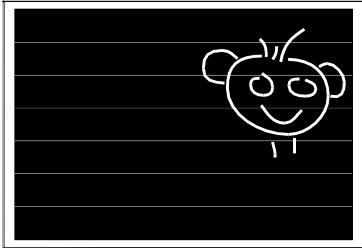
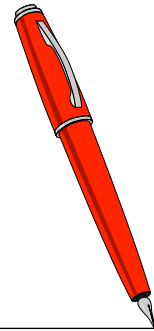
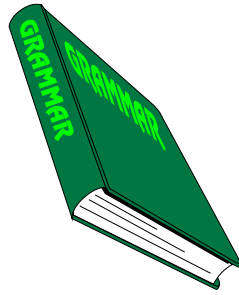
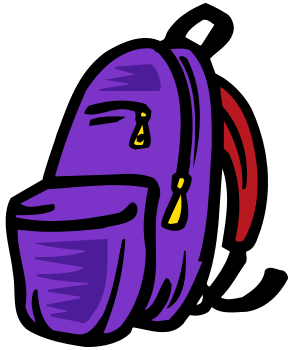
1. Spanish-English School Supplies
2. Picture Tic Tac Toe Board
3. Spanish Writing Activity
4. Activities- Card games and other games
5. Mini-Unit: More School Supplies, Indefinite and Definite Articles, Gender & Hay-there is or are with writing activities
6. Conversational Activities for Partners and the Class
7. Spanish School Supplies Mini-Story Unit

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School Supplies * Materiales Escolares

el material escolar	school supply
el lápiz	the pencil
el papel	the paper
el bolígrafo	the pen
los carpeta	the binder
la mochila	the backpack
la goma	the eraser
la regla	the ruler
el pizarón	the board

Los Materiales Tic Tac Toe



See the Spanish Verb Meanings on the Right

1. Yo tengo unos materiales escolares.
2. Yo saco una hoja de papel.
4. Yo escribo mi nombre con mi lápiz.
5. Yo dibujo a Chico el perro con mi lápiz.
6. Yo coloreo a Chico con el crayón del color café.
7. Yo recorto a Chico con las tijeras.

Spanish Verbs

tengo= I have
saco= take out
escribo= I write
dibujo= I draw
coloreo= I color
recorto= I cut out
(as in paper)

Fill in the blanks below with the correct school supplies according to the Action Series above.

tijeras	crayón	lápiz	materiales
	papel	lápiz	

1. Yo tengo unos _____ escolares.
2. Yo saco una hoja de _____.
3. Yo escribo mi nombre con mi _____.
4. Yo dibujo a Chico el _____ con mi _____.
5. Yo coloreo a Chico con el _____ del color café.
6. Yo recorto a Chico con las _____.

Nombre: _____

Los Materials Escolares

School Supplies

1. The school	La escuela
2. The classroom	El salón de clase
3. The teacher	La maestra /el maestro
4. The student	El alumno/ la alumna
5. The pencil	El lápiz
6. The pen	El bolígrafo/ la pluma
7. The crayons	Los crayones
8. The bookbag - backpack	La mochila
9. The door	La puerta
10. The window	La ventana
11. The whiteboard	El pizarrón
12. The eraser (for the board)	El borrador
13. The book	El libro
14. A sheet of paper	Una hoja de papel
15. The scissors	Las tijeras
16. The homework	La tarea
17. The computer	La computadora
18. Recess/ break	El recreo

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Learning About Spanish

You have probably noticed that nouns in Spanish begin with *el or la*. **Los** comes in front of more than one thing like *los libros*. **Las** comes in front of more than one thing that is feminine like *las carpetas*.

- A noun such as a school supply that has a *la* in front of it is **feminine**.
- A noun such as a school supply that has an *el* in front of it is **masculine**.

You can't change an *el* or a *la*; it's a permanent partner of the noun.

Fill in the blanks below with your teacher:

All Spanish documents are _____ or _____.
You can tell if it a girl or boy word by looking at *el* or *la*. When the word is masculine, the word "the" is _____. When the word is feminine, the word "the" is _____. When you are talking about more than one thing, the word for "the" is _____ or _____.

In Spanish, you always need **el/la/los/las** before a person, place, or thing. For example, in English we can simply say "book", but in Spanish we must say THE book (*el libro*.) However, you don't have to say "the" all of the time. You could say "my" book, "three" books, "this" book . . . the important thing to remember is that something must come in front of the noun.

The words **UN, UNO, UNA, AND UNAS** are called *indefinite articles*, AND THEY MEAN **A OR SOME**.

Re-write the following words, replacing the *definite article* with an *indefinite article* such as *un* or *una*. Follow the example.

1. **el crayon** _____ *un crayon*
2. **el libro** _____
3. **la escuela** _____
4. **la tarea** _____

5. **la goma** _____
6. **el bolígrafo** _____
7. **el papel** _____
8. **la carpeta** _____

Nombre: _____

¿Qué es esto? What is it? Your teacher will hold up a picture of a **material escolar**, a school supply, and ask, "¿Qué es esto?" Write down the answer. Begin with "Es un. . ." or "Es una . . ."

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Mundo. Around the World. Your teacher will show you a picture of a classroom object. Be the first to identify it using the article of your choice.

Carreras. Relays. Your teacher will line you up by teams behind a basket. The first person in line will remove a classroom object, identify it in Spanish, and pass it to the next person in line. That person repeats the word and passes to the next person. Continue. The last person in line will name the object, and then must put it in the basket at the end of the line and run to the front of the line to choose a new item. Continue until all of the items from the first basket arrive in the second basket. Sit down when your team is done. The first team to finish wins!

Adivina. Guessing Game. See the pictures below. In the boxes, secretly draw four items that are in your backpack. (You must use vocabulary words.) Take turns guessing your partner's items by asking "¿Hay un or una . . .?" (Is there a . . .?) The first person who guesses all four items wins.

¿Hay . . . ?



CARD GAMES- USE THE TIC TAC TOE PICTURES
On Page 7

Pégalo. Tócalo. Indícalo. Hit it, Touch it, or Point to it.

Use flashcards as playing cards.

1. You have a set of flashcards with either pictures, or Spanish words (vocabulary, pronouns, articles, conjugations)
2. The teacher calls out in Spanish: **Indícalo** (point to) for all cards, then **tócalo** (touch) for all cards, then **pégalo** (hit) for all cards.

Partners or Groups:

1. Student partners or groups use only 1 set of cards.
2. Teacher then says 1, 2, 3, + point in Spanish. The first person to point to the correct card wins the point, and takes up the card.
3. Teacher then goes through the same 1, 2, 3, process with Point and then Hit, or groups are allowed to do this independently
4. The player with the most cards wins.

1 * 2* 3* Play with a regular deck of cards. Deal the entire deck. The object is to get rid of all of your cards. Hold your cards face down in a pile.

Using Spanish school supplies as an example--- Each person in the group chooses a fruit and tells it to the other players. Together, everyone says, « ¡1, 2, 3, materiales ! » On *materiales*, everyone will turn over their first card. If there is a duplicate, be the first person to name the other person's school supply. If you are successful, the other person must take your card. If not, you must take theirs. Whenever you run out of cards, pick up the cards you already played, turn them over, and begin again. The first person to run out of all of their cards wins.

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Nombre: _____

¿Qué hay en el salón de clase? What is in your classroom? Write ten complete sentences. Begin with "Hay . . ." (there is), and then complete the sentence with an indefinite article and a noun. Follow the modelo

Modelo: Hay un pizarón.

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

Extension Activities

1. Re-write each sentence in Spanish describing a school supply using "el" or "la" and a Spanish color.
- 2.
3. Create simple Spanish questions with each sentence. Start with "¿Es un/una . . ." and add in the Spanish school supply.

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Combining School Supplies with Numbers and Colors

Partner Conversational Activities

¿Tienes ?

1. Partner A asks the question **¿Tienes un/una . . . ?** about school supplies to Partner B.
2. Partner B answers and Partner A writes the Spanish number-word + the Spanish school supply in the square.
3. If Partner B doesn't have the school supply, Partner A write 0, cero in the far right column.
4. Your teacher will then ask how many school supplies different students have randomly so look at your chart.

Model: ¿Tienes una carpeta?	dos carpetas.	
¿Tienes una carpeta?		
¿Tienes un lapiz?		
¿Tienes unos marcadores?		
¿Tienes unos libros?		
¿Tienes una goma?		
¿Tienes papel?		
¿Tienes un boligrafo?		

Circulating Activity

¿Cuántos tienes?

Use the question above to ask you classmates how many school supplies they have. Write the number-word in the correct box in the chart below.

Nombre/ name	lápices	bolígrafos	carpetas	libros de texto	mochilas	gomas
1						
2						
3						
4						
5						

Actividades

1. Your teacher will then ask how many school supplies different students have randomly so look at your chart. Call out the correct Spanish number!
2. Your teacher will describe the color and shape of a school supply. He or she will also use the phrase **El bolígrafo es para** and use the verb or action. Guess what it is and be ready to answer in Spanish.

Writing Activity

You're ready to write complete sentences in Spanish! Follow the model below:

Model: Marco tiene cinco lápices. Marco has five pencils.

Write a different sentence for a different person and a different school supply en español.

1. _____
2. _____
3. _____
4. _____
5. _____

Nombre: _____

Los materiales escolares **School Supplies**

Let's Review School Supplies. Repasemos los materiales escolares.

*You will be able to talk about school supplies and the many ways you use them, and you will read an action series and a story about a student & school supplies-**¡totalmente en español!***

Here is a bilingual vocabulary list to get you started. Practice with a partner.

Vocabulario	
El cuaderno	the notebook
El armario	the locker
La agenda	the planner
La goma	the eraser (paper)
El libro	the book
Unos lápices	some pencils
Unos bolígrafos	some pens
Los marcadores	the markers
Los crayones	the crayons
El pegamento	the glue
La regla	the ruler
Una hoja de papel	a piece of paper
La grapadora	the stapler

I. Matching. Match the school supply with its English meaning.

****Write the letter in the space next to the number**

- | | | |
|----|-----------------|------------------|
| 1. | un libro | A. some scissors |
| 2. | unos lápices | B. some markers |
| 3. | una carpeta | C. a calculator |
| 4. | un bolígrafo | D. some pencils |
| 5. | unos marcadores | E. a book |
| 6. | una calculadora | F. an eraser |
| 7. | unas tijeras | G. a pen |
| 8. | una goma | H. a binder |

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Nombre: _____

II. Action Series. Read the simple, logical set of sentences below several ways: listening to the teacher read it, silently, out loud to a partner, or with your class out loud.

1. Yo **necesito** unos materiales escolares.
2. Yo **voy** a la papelería con mi amigo
3. Yo **miro** unos materiales escolares.
4. Yo **busco** unas carpetas, lápices, y bolígrafos en la papelería.
5. Yo **compro** los materiales escolares con efectivo.
6. Después de comprar, Yo **voy** al café con mi amigo.

<u>Verbs</u>
Necesito- I need
Voy= I go
Miro= I look
Busco= I search
Compro= I buy

III. Fill in the blanks below with the correct verbs according to the Action Series above.

Busco	compro	voy	miro	voy	necesito
-------	--------	-----	------	-----	----------

1. Yo _____ unos materiales escolares.
2. Yo _____ a la papelería con mi amigo
3. Yo _____ unos materiales escolares.
4. Yo _____ unas carpetas, unos lápices, y unos bolígrafos en la papelería.
5. Yo _____ los materiales escolares con efectivo.
6. Después de comprar, Yo _____ al café con mi amigo.

****Extensión Activities:** Change the first pronoun, YO, to another pronoun. Then change the verb conjugations.

Nombre: _____

Juan Pablo y los materiales escolares . . .

Learn these verbs from your teacher. Try to use a gesture for each verb.

está abre saca mira escucha retira

Juan Pablo **está** en la clase de español. Juan Pablo **abre** la carpeta grande. Juan Pablo **saca** un bolígrafo. Juan Pablo **saca** un lápiz. Juan Pablo **saca** una hoja de papel. Juan Pablo **mira** el pizarron. Juan Pablo **escucha** a la maestra.

-Por favor, alumnos, abran el libro.

Juan Pablo **retira** el libro de texto. Juan Pablo **abre** el libro. ¡Qué buen niño!

DRAW A PICTURE OF THE MISSING WORD IN THE BLANK.

Juan Pablo **está** en la clase de español. Juan Pablo **abre** el _____. Juan Pablo **saca** _____.

Juan Pablo **saca** _____. Juan Pablo **saca** una _____.
Juan Pablo **mira** _____.

Juan Pablo **escucha** a la maestra.
-Por favor, alumnos, abran el _____.

Juan Pablo **retira** el libro de texto. Juan Pablo **abre** _____.
¡Qué buen niño!

WRITE THE MISSING WORD IN THE BLANKS:

(Look up at the story above if you need to.)

Juan Pablo _____ en la clase de español. Juan Pablo
* _____ la carpeta grande. Juan Pablo _____ un bolígrafo. Juan Pablo _____
_____ un lápiz. Juan Pablo _____ una hoja de papel. Juan Pablo _____ el
pizaron.. Juan Pablo _____ a la maestra.

-Por favor, alumnos, abran el libro.

Juan Pablo _____ el libro de texto. Juan Pablo _____ el libro.
¡Qué buen niño!

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Nombre: _____

Cierto u Falso. True or False

1. Juan Pablo está en New York.
2. Juan Pablo come la carpeta grande
3. Juan Pablo saca un bolígrafo
4. Juan Pablo pega una hoja de papel.
5. Juan Pablo mira el pizarrón.

Sequence the Story Events

Starting with the number 1, order the sentences below correctly 1-7

Juan Pablo abre el libro

Juan Pablo está en la clase de español

Juan Pablo saca una hoja de papel.

Juan Pablo mira el pizarrón

Juan Pablo saca un bolígrafo

Juan Pablo retira el libro de texto.

Juan Pablo escucha a la maestra.

Preguntas de Comprensión. Comprehension Questions. Write complete sentence answers in Spanish to the questions below.

1. ¿Dónde está Juan Pablo?
2. ¿Qué saca Juan Pablo?
3. ¿Qué abre Juan Pablo?
4. ¿Qué mira Juan Pablo?
5. ¿A quién escucha Juan Pablo?