Next Step Español

Foreign Language Steps
SPANISH

Teacher Guide
Introduction

**First Step, Next Step and Another Step** in three world languages
10 fifteen-minute lessons in each series (three different levels that must be used in sequence: First, Next and then Another)

The goal of the STEP series is to provide students with an exciting and positive first experience with a world language and its culture.

Produced in French, Spanish and German, the STEP series is communication based using a thematic center that allows a balance among the basic goals of culture, subject content and language use. The content-based approach draws from and reinforces the goals of the general elementary school curriculum. Learning occurs in meaningful, communication contexts that carry significance to the student. Culture is integrated into all the learning.

Students hear the language spoken then they begin to speak the language. Comprehension is emphasized rather than speaking at the beginning stages of the series, shadowing the process of first-language acquisition. Grammar is presented in context for usage rather than analysis.

In keeping with elementary foreign language standards, target language instruction is consistently conducted in the target language. The learner’s native language is used sometimes for instructions, directions or connectivity. This allows the learners to be active constructors of meaning rather than just passive learners.

Each of the fifteen-minute lessons include several segments:

- the storyline of the visitor from the native country who is teaching his/her native language to some young neighbors
- songs which review vocabulary
- visits to actual places in the storyline
- classroom scene with children using the language
- graphics
- repetition/review sequences

**AGAIN** lessons – Review lessons for each main lesson
10 nine to fifteen-minute lessons in each series
In addition to the main STEP lessons, there is a review lesson for each STEP lesson, which are entitled AGAINS. For example, Lesson 2 in First Step Espanol is Welcome to My House. The follow-up/review lesson, which is presented by a foreign language teacher, is entitled First Step Espanol AGAIN – Welcome to My House. The AGAIN lessons are between 9 and 15 minutes in duration. It is recommended that teachers use the initial main lesson and then follow it with the review lesson for the entire series.

**NOTE**: These series MUST be used in sequence for continuity of instruction.

First Step comes first, then Next Step, then Another Step in all three languages.

Lesson order should also be used in sequence.

In addition, it is recommended that the AGAIN lessons be used also for the most effective usage of these resources.
Next Step Español

Next Step en Español 201: Meeting Again
What to say in Spanish when you meet someone for the second time. Also includes vocabulary for family members.
(00:15:10)

Next Step en Español 202: Visiting My House
A variety of Spanish vocabulary words around the house including rooms and furniture as well as prepositions of location.
(00:15:05)

Next Step en Español 203: Buying Groceries
A trip to the grocery store teaches students a variety of food-related vocabulary words, such as food, silverware pieces, and numbers and colors.
(00:15:07)

Next Step en Español 204: Growing Up Healthy
Tips on how to grow up healthy -- in Spanish. Includes action verbs and parts of the body.
(00:15:00)

Next Step en Español 205: Choosing a Present
Spanish vocabulary describing how to select a gift for a friend. Teaches shapes and activities.
(00:15:27)

Next Step en Español 206: Playing with Animals
Improve your Spanish vocabulary with words related to pets and farm animals.
Next Step en Español 207: Learning at My School
Spanish words in the classroom and around the school.

Next Step en Español 208: Places in My Town
Directions, landmarks, and other necessary Spanish words to find your way around town.

Next Step en Español 209: Looking at Zoo Animals
A variety of vocabulary words in the context of the zoo. Also includes vocabulary regarding geography.

Next Step en Español 210: Celebrating with Friends
How to speak Spanish at any event or party.
Lesson 1

Meeting Again

Objectives:

1. Review and expand vocabulary related to family members.
2. Use descriptive adjectives to describe family members.
3. Say the days of the week in sequence and out of sequence.

Vocabulary:

Family Members

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>mother</td>
<td>mamá</td>
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<tr>
<td>father</td>
<td>papá</td>
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<tr>
<td>grandmother</td>
<td>abuela</td>
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<td>grandfather</td>
<td>abuelo</td>
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<tr>
<td>young</td>
<td>jóvenes</td>
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<tr>
<td>old</td>
<td>viejos</td>
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<tr>
<td>large</td>
<td>grande</td>
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<td>aunt</td>
<td>tía</td>
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<td>uncle</td>
<td>tío</td>
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<tr>
<td>cousin</td>
<td>primo</td>
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<td>daughter</td>
<td>hija</td>
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<tr>
<td>son</td>
<td>hijo</td>
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<tr>
<td>husband</td>
<td>esposo</td>
</tr>
</tbody>
</table>
wife  esposa
pretty  lindo
ugly  feo
sister  hermana
brother  hermano
next to  al lado

**Numbers**

one (1)  uno
two (2)  dos
three (3)  tres
four (4)  cuatro
five (5)  cinco
six (6)  seis
seven (7)  siete
eight (8)  ocho
nine (9)  nueve
ten (10)  diez

**Days of the Week**

Monday  lunes
Tuesday  martes
Wednesday  miercoles
Thursday  jueves
Information for the Teacher

**Before Viewing the Video Lesson:**

1. Do the general introductory activities for the series if you have not already done so.

2. Remind the students that they will not understand everything that is said on the video lesson and that this is not important because they are being immersed in the language. Hearing the
language being used is very important and that only certain words and phrases will be learned from the program.

Description of the Video Lesson

The children enter and Señora Carnes asks how their summers were. Kevin brought a picture of his mother (mamá) and father (papá) as well as pictures of his grandmother (abuela) and grandfather (abuelo). Sra. Carnes says that his parents are young (jóvenes) and his grandparents are old (viejos). Grayson’s family is large (grande). Grayson learns the word for aunt (tía), uncle (tío), and male cousin (primo). Then discussing Sra. Carnes’ family they learn daughter (hija) and husband (esposo).

Review lindo, feo, mamá, hijo, papá, hija, abuelo, abuela, hermana, hermano

Classroom skits kids introducing siblings

After Sra. Carnes chides Kevin for making an ugly (cara fea) face, other children arrive. Sra. Carnes introduces herself to Jordan and Racheal, but Anna and Grayson already know each other. Jordan and Grayson live next to (al lado) one another.

At a birthday party There were seven candles, gifts, the mom taking pictures, the aunt cutting the cake while the uncle eats it

Review mamá, papá, tía, tío, abuela, abuelo

Reviewing the days of the week (días de la semana: lunes, martes, miércoles, jueves, viernes, sábado, domingo) by putting together puzzle pieces with the words on them, Sra. Carnes reinforces that in Spanish countries Monday comes first in the week and asks what comes after (después) it and so on. After the puzzle is put together she asks what comes before (antes) Wednesday.

Song Días de semana: lunes, martes, miércoles, jueves, viernes, sábado, domingo

Review antes, después

In the garden there is... review of colors by flowers

Lindo/ Feo

Una flor morada
Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Review vocabulary words related to the family and days of the week.
3. Show the children pictures of various people. Let the children guess who they are in a family ie: abuelo, abuela, mamá, papá, hija, hijo, hermano or hermana.
4. Post a Spanish calendar on the wall. Remember to start with Monday. The days are Lunes, Martes, Miercoles, Jueves, Viernes, Sábado, Domingo. You do not need to start with Caps. Ask the children ¿Qué día es hoy? (What day is today?) Let the children tell you the day and the number ie: Lunes 5 de agosto. The months are enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. The “j” in junio and julio have an English “h” sound. The “z” in marzo has an “s” sound.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Make a suitcase type folder from construction paper or a center cut manila file folder. Write Next Step Español on the suitcase like that on the series opening logo. Do luggage type name tags for student names. Keep copies of students’ work in this suitcase.
2. Create a Spanish family tree. Include grandparents, aunts, uncles, and cousins.
3. Re-create or talk about Spanish birthday parties. They include all age groups from infants to grandparents. There is food, music, games, dancing, piñatas, gifts, and surprises. Children dance with each other, their parents and grandparents. In the evening when the children go to sleep or to their rooms, the adults stay late dancing and partying. Foods at birthday parties include many of the same things as here: cake, soft drinks, ice cream, candy, but also foods such as chicken and rice, empañadas (fried pastries with meat or cheese).
4. Let the children draw something pretty (lindo) and something ugly (feo). Have them color the picture and tell you which colors they are using.
5. Introduce yourself using your Spanish name. Say your first name followed by your dad’s last name and then your mother’s maiden name. Middle names have little importance in Spanish culture, unless your name includes your middle name. For example, the name Maria is extremely popular because of the Catholic belief and respect of the Virgin Mary. Therefore, you
have many double names with María, such as María Fernanda, María Sol, María José, Ana María etc. Even though Spanish people use both parents’ last names, the last name that counts is the father’s name. When a woman marries, she drops her mother’s maiden name and adds her husband’s name to her father’s last name.

6. Teach the children

"Cumpleaños Feliz" (same tune as Happy Birthday).

Cumpleaños Feliz (z)

Cumpleaños Feliz (z)

Feliz Cumpleaños (child's name)

Cumpleaños Feliz.

Have them sing it to their classmates who are having a birthday.

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words of greetings and introductions, questions and answers about how are you, and polite words.
Lesson 2

Visiting My House

Objectives:

1. Review vocabulary related to places in the house.
2. Use prepositions of place to describe object placement.
3. Use descriptive adjectives to describe a house.

Vocabulary:

big
small
one level
two levels
windows
medium
above
below
patio
inside
outside
new
over
under

grande
pequeño
un piso
dos pisos
ventanas
mediano/mediana (depending on subject)
arriba
abajo
patio
adentro
afuera
nuevo
sobre
debajo
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<th>English</th>
<th>Spanish</th>
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<td>in</td>
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<td>behind</td>
<td>detrás</td>
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<tr>
<td>between</td>
<td>entre</td>
</tr>
<tr>
<td>in front</td>
<td>delante</td>
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<tr>
<td>next to</td>
<td>al lado</td>
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<tr>
<td>sit</td>
<td>síéntense</td>
</tr>
<tr>
<td>stand</td>
<td>párense</td>
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<tr>
<td>baby</td>
<td>bebé</td>
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<tr>
<td>bedroom</td>
<td>dormitorio</td>
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<tr>
<td>bed</td>
<td>cama</td>
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<tr>
<td>woman</td>
<td>mujer</td>
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<tr>
<td>chair</td>
<td>silla</td>
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<tr>
<td>living room</td>
<td>sala</td>
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<tr>
<td>man</td>
<td>hombre</td>
</tr>
<tr>
<td>car</td>
<td>automóvil</td>
</tr>
<tr>
<td>garage</td>
<td>garaje</td>
</tr>
<tr>
<td>girl</td>
<td>niña</td>
</tr>
<tr>
<td>dining room</td>
<td>comedor</td>
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<td>table</td>
<td>mesa</td>
</tr>
<tr>
<td>boy</td>
<td>niño</td>
</tr>
<tr>
<td>outside</td>
<td>afuera</td>
</tr>
<tr>
<td>house</td>
<td>casa</td>
</tr>
</tbody>
</table>
bathroom  baño
kitchen  cocina

I have a new shoe.  Tengo un zapato nuevo.

mobile home  casa rodante

**Culture:**

The concept of the extended family extends to living arrangements. Most grandparents live with one of their children and thus grandchildren. Families (extended) also tend to live close to each other and visit each other a lot. Grandparents very often take care of grandchildren. The whole family gets together for meal times and daily family events.

**Before Viewing the Video Lesson:**

1. Review the vocabulary words from lesson 1.
2. Ask students previously to bring pictures of their houses or apartments and talk about them (English is appropriate here). Discuss how many floors the house has or which floor in a building they live in. How many people live in their house? What color is their house? What size is their house?

**Description of the Video Lesson:**

The group looks at photos of houses. One house is big (casa grande) and other is small (casa pequeña). They learn that one house has one level (un piso) and two levels (dos pisos). They describe one house. It is two levels, yellow, and the windows (ventanas) are blue. It is medium size (casa mediana). They point out the above/upstairs (arriba) and below/downstairs (abajo) levels of another house. It has a patio (patio).

Review adentro, afuera, pequeña, grande, viejo, nuevo, sobre, debajo

Sra. Carnes says to play, “Do what Señora Carnes says.” Monica must sit in (en) the chair. Marcus must stand behind (detrás) the sofa. Grayson must stand between (entre) the sofa and the chair. ___________ must stand in front of (delante) the table. Marcus must put his hand over (sobre) the lamp. ___________ must stand next to (al lado) Marcus. Grayson must take off her shoe and put it under (debajo) the chair.

Searching the house  Where is the shoe?
Review siéntense, párense, en, detrás, al lado, sobre entre

Sra. Carnes shows a plan of a house. They have a miniature family they place randomly in the house. The baby (bebé) is in the bedroom (dormitorio) in the bed (cama). The woman (mujer) is next to (al lado) the chair (silla) in the living room (sala). The man (hombre) is behind (detrás) the car (automóvil) in the garage (garaje). The girl (niña) is in the dining room (comedor) between (entre) the chair (silla) and the table (mesa). The boy (niño) is outside (afuera) the house (casa). But then he runs inside (adentro) and runs into the bathroom (baño).

Song                        Casa Feliz
Review                      al lado, entre
Magician’s Trick            Where is the rabbit?

Review el comedor, el garaje, la sala, la cocina, la casa, la mesa, una silla, una cama

Tengo un zapato nuevo.

El automóvil es viejo.

La casa es grande.

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Play a “hide the shoes” game. Take a few shoes and put them under a chair (debajo de la silla), on top of a table or desk (encima de la mesa), next to someone (al lado de ______), in between two chairs (entre las sillas). Have students help you find them and tell you the place in Spanish.
3. Draw your house, apartment, mobile home, etc. Label each room in Spanish. Child can then say "My house has _____ bathrooms."

   Mi casa tiene_____ baños.

   Mi casa tiene_____ dormitorios (bedrooms)

   Mi casa tiene un (one) garaje.
Mi casa tiene una (one) cocina (kitchen).

Mi casa tiene una sala (living room)

Mi casa tiene un comedor (dining room)

4. Watch the second scene again. Then if teacher fells comfortable she could ask the children "Dónde está (child's name). Write the prepositions of place on board or on sentence strips. Also put pictures or draw some objects such as table and chairs. We strongly recommend not using English translation. Instead watch the video activities involving prepositions of place until all fell pretty comfortable they know its meaning. Then have a few children stand in a specific place behind a chair next to ____ in front of _____. Teacher asks ¿"Dónde está ____? . Kids respond with preposition of place and object.

5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Play “What is it” games with rooms and furniture? ¿Qué es? (What is this?) If plural, ask ¿Qué son? (What are these?) The students would answer Es ____ (It is ____) or Son ____ (They are ____). Use pictures of rooms and furniture, or use a dollhouse and furniture.

2. Play similar games as was done in the lesson where a student pretends to do an activity that would take place in a particular room and let other students guess which room.

3. You can do the magic box. Have any object kids know in Spanish and ask "Donde esta ____?" Let kids answer you above (arriba), below (abajo), inside (dentro), outside (afuera) followed by "de la caja" (to the box).

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy with the number and color words. Add work to the Next Step Español suitcase folders.
Lesson 3

Buying Groceries

Objectives:


2. Use descriptive adjectives to describe tastes.

3. To use weather expressions in connection with seasonal fruits

Vocabulary:

bad mal
more más
ten diez
eleven once
twelve doce
thirteen trece
fourteen catorce
fifteen quince
apples manzanas
milk leche
clean limpio
dirty sucio
plates platos
napkins servilletas
spoon  cuchara
fork  tenedor
knife  cuchillo
triangular  triángulo
sweet  dulce
sour  agrio
very pretty  muy lindo
drinks  bebidas
very hungry  mucha hambre
pizza cut in eight parts  pizza cortada en ocho partes
month  mes
January  enero
February  febrero
March  marzo
April  abril
May  mayo
June  junio
July  julio
August  agosto
September  septiembre
October  octubre
November  noviembre
December  diciembre
spring       primavera
summer      verano
fall         otōno
winter       invierno
It’s sunny.     Hace sol.
It’s cloudy/overcast.   Está nublado.
It’s raining.    Está lloviendo.
It’s snowing.    Está nevando.
It’s windy.     Hace viento.
It’s hot.       Hace calor.
It’s cold.      Hace frio.
hot           caliente
cold          frio
It’s delicious.  Está rico.
I don’t like... No me gusta...
The girl cooks the pastry.   La niña cocina el pastel.
The girl eats the pastry.    La niña se come el pastel.

Culture:

Table manners: In Latin America/Spanish culture people use the same eating utensils we use in the United States. However, there are certain foods that also "double" as eating utensils. In Spain, bread is used to scoop up the juice or gravy left on the plate. In Mexico and Central America much of the food is rolled into tortillas and eaten that way. Another cultural difference
is that it is extremely impolite to keep one hand under the table. Both hands remain on the table throughout the meal, elbows are off the table and no talking with your mouth full.

Meals take approximately two hours, especially lunch. Generally there are several dishes such as soup, salad, the main dish, fruit for dessert and then coffee. Family and friends linger for over an hour over coffee talking and visiting with each other. It is consider bad manners to “eat and run”. However, even this custom is slowly changing as fast food restaurants become more popular in Spanish speaking countries.

In some South American countries and schools, children have a snack for lunch at school and then come home to eat lunch in the middle of the afternoon. In many countries, children break for lunch in the middle of the day. Their parents also take a long lunch break from work and come home to eat lunch with the rest of the family. Everybody goes back to school or work. In Spain, many parents don’t get out of work until 7:30 or 8:00 PM.

In Spanish countries most children are home in the evenings. This means that the family eats supper together most every night. The upper class children do participate in after school curriculum such as ballet or piano for the girls and group sports for the boys. American kids have an overabundance of activities after school so most kids don’t get to have supper as a family.

Before Viewing the Video Lesson:

1. Have apple cut outs or real apples. Do addition and subtraction activities with the apples. You would say dos y dos es cuatro (two and two is four) or cuatro menos dos es dos (four minus two is two). If this is too complicated for you to do in Spanish, you can do it in English, but don’t mix the languages.
2. Take an apple and split it into ½, then ¼ and put it back together.

Description of the Video Lesson:

Looking at apples, they decide one apple is bad (la manzana está mala). They also count the apples and say their colors as well as discuss their preference. Sra. Carnes needs more (más leche y mantequilla) milk and butter. The children count her grocery money (diez, once, doce, trece, catorce, quince dólares).

Song Manzanas rojas, manzanas verde, manzanas grandes, manzanas pequeñas

Counting apples once, doce, trece, catorce, quince
Mother serves kids needs manzanas y leche

While cleaning the counter the kids learn clean (la cocina está limpia). Marcus was dirty (Marcus está sucio) with flour. The kids learn plates (los platos), napkins (las servilletas), spoon (la cuchara), fork (el tenedor), and knife (el cuchillo). She cuts the pie in triangular (triángulo) shapes. Sra. Carnes asks Anna if she prefers sweet (dulce) or sour (agrio).

In the restaurant muy lindo, bebidas, mucha hambre, pizza cortada en ocho partes

The children learn the months (enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre). They name the seasons (spring – primavera, summer – verano, fall – otoño, winter – invierno) and the weather (It’s cloudy – Está nublado, It’s raining – Está lloviendo, It’s snowing – Está nevando, It’s windy.– Hace viento, It’s cold.– Hace frío, It’s hot.–Hace calor).

Review caliente, frío, dulce, agrio, sucio, limpio,
está rico, no me gusta

La niña cocina el pastel.

La niña se come el pastel.

**Follow-up Activities:**

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Go over the culture section. Make comparisons between meal customs in the US and Spanish speaking countries. You may want to make a Venn Diagram and compare meal customs, schedules and briefly touch on the number of after school activities.
3. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

**Supplemental Activities:**

1. When eating at the cafeteria you could have kids dip their rolls in gravy or juices from their food and scoop it up to their mouths. You could check the cafeteria calendar ahead of time so that you don’t have to prepare anything extra. Have all kids eat with proper "Spanish manners." This means both hands on the table at all times, no elbows on the table and chewing with their mouths closed.
2. You could role-play an eating situation. Have 3 or 4 children up front sitting at a table with some eating utensils but missing others. The child would say "Necesito un cuchillo (knife); Necesito un plato (plate); Necesito un tenedor (fork); Necesito una cuchara (tablespoon); Necesito una cucharita (teaspoon); Necesito una servilleta (napkin). Another child gives it to them. If they want to say "Here" Ask them to say "Aqui está." Then the “customer” would say “Muchas gracias”.

3. Create a big graph on the board with a row for each month of the year. Give each child a post-it note and have them write in the number and month when they were born (or their birthday). Then have them come to board and stick their post-it note under the right month. The teacher could ask the children ¿Cuántos niños hay en _____? (How many children are in ____?) the children can count them and give you the answers.

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since these are words related to foods and colors. Add to the Next Step Español suitcase folders.
Lesson 4

Growing Up Healthy

Objectives:
1. Describe the movements children do every day.
2. Review body parts
3. Use prepositions of place to indicate object placement.

Vocabulary:
- left: izquierda
- right: derecha
- sit: siéntense
- stand: párense
- slow: despacio
- fast: rápido
- forward: adelante
- back: atrás
- up: arriba
- down: abajo
- I am walking: Yo estoy caminando.
- I am running: Yo estoy corriendo.
- I am marching: Yo estoy marchando.
- I am dancing: Yo estoy bailando.
I throw the ball.  Yo tiro la pelota.
I kick the ball.  Yo pateo la pelota.
I am jumping.  Yo estoy saltando.
I am riding my bike.  Yo ando en mi bicicleta.

soccer  fútbol
basketball  basketball
football  fútbol americano
behind  detrás
in front  delante/enfrente
next to  al lado
over  sobre
in  en
under  debajo
between  entre
head  la cabeza
shoulders  los hombros
legs  las piernas
feet  los pies
eyes  los ojos
ears  las orejas
mouth  la boca
nose  la nariz
I open the drawer  Yo abro el cajón
I shut the drawer  Yo cierro el cajón
I open the window  Yo abro la ventana
I shut the window  Yo cierro la ventana
I open the door  Yo abro la puerta
I shut the door  Yo cierro la puerta
under  subo
short  bajo
I go to the left  voy a la izquierda
I go to the right  voy a la derecha

Culture:
Soccer is such a popular sport in Spanish speaking countries that all boys and some girls know how to play it without having formal training. It is the game boys play every single day in playgrounds at school. Every weekend, streets are blocked throughout Latin America and the men who live in that neighborhood play impromptu pick up soccer games. Companies also have soccer clubs where their employees can play the game on weekends. When someone scores a goal, the player who scored the goal takes off his shirt and waves it over his head while screaming goooooooool. (Note: for the teacher only. This is why Brandi Chastain the soccer player took off her shirt in the previous Olympics raising eyebrows in the U.S. She was doing what millions of other soccer players do around the world.)

Description of the Video Lesson:
The children try to throw balls in a basket. They ask where Jordan is and she is in a ballet class. Sra. Carnes teaches Marcus to march left (a la izquierda) and right (a la derecha), tells them to sit (siéntense) and stand (párense). She has the children dance slowly (bailen despacio) and quickly (bailen rápido). Then march forward (marchen hacia adelante) and back (marchen hacia atrás). Then jump up (salten hacia arriba) and down (salten hacia abajo).
In ballet class... arriba, abajo


Each of the kids has balls (pelotas) and tells her what kind: Jordan – fútbol, Racheal – basketball or baloncesto, Marcus – fútbol americano. The kids then must tell her where they are holding the ball: detrás, delante, enfrente, al lado, sobre, en, debajo, entre. Then they all stand and sing a version of head, shoulders, knees and toes (cabeza, hombros, piernas, y pies). Eyes, ears, mouth and nose (ojos, orejas, boca, y nariz).

Review: Yo abro el cajón. Yo cierro el cajón.

Yo abro la ventana. Yo cierrro la ventana. Yo abro la puerta. Yo cierro la puerta.

a la izquierda, a la derecha

Starting to play a game the kids review sports and body parts. They tell what parts of the body each sport uses and place markers in each corresponding spot.

Song arriba, abajo, izquierda, derecha

Review: subo, bajo, voy a la izquierda, voy a la derecha

Kids’ skits they tell body parts corresponding to sports

Kids dance performance reviews different movements and directions

Yo abro el cajón.

Yo cierro el cajón.

a la izquierda

a la derecha

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Have children draw themselves and label the body parts that they have learned.
3. Teacher could play "Simon Says" by using the vocabulary words. She would say "Simon dice Párense (stand up), siéntense (sit), adelante (forward), atrás (backward), manos arriba (hands up), manos abajo (hands down).

4. Pick 4 action phrases from the following list. Yo estoy caminando (I’m walking), Yo estoy corriendo (I’m running), Yo estoy marchando (I’m marching), Yo estoy bailando (I’m dancing), Yo tiro la pelota (I throw the ball), Yo pateo la pelota (I kick the ball), Yo estoy saltando (I’m jumping), Yo ando en bicicleta (I ride a bike). Fold paper in grids of 4-6 boxes. Write one sentence on each grid. (Note: 4th and 5th grade students should be able to copy the phrases themselves) Run copies for kids. Have them draw themselves in each box drawing the appropriate action. Again we recommend no English translations. Watch show until you’re comfortable with the phrases.

5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Speak to the PE teacher about letting the kids play a soccer game. Make sure that the girls are involved in the game as well. Have him do a little research on why it is called soccer in the US and England but football everywhere else in the world.

2. Have a child familiar with soccer narrate the soccer (fútbol) game. When somebody scores he needs to yell “GOOOOOOOOOOOOOOOOOOOOOOOOL!” Spanish people get so excited about this game that they say the word “gol” for a long, long time until they are out of air and need to take a breath.

3. Ask the children to name Hispanic baseball players. Tell them that many of these players come from the Dominican Republic or Cuba. Baseball is very popular in the Caribbean countries and some countries in Central America. Talk about Sammy Sosa from Dominican Republic and the fact that he went bat for bat with Mark McGuire in the homerun contest. Sammy did not forget his people in Dominican Republic. When that country was hit by a hurricane and flooding, he went there and brought many supplies and money to help them out.

Remember to use the vocabulary words in context as much as possible in class during the next week. Use other vocabulary words from previous lessons. When you remind students to raise their hand, say La mano, etc. Continue to add to the Next Step Español suitcase folder.
Lesson 5

Choosing a Present

Objectives:

1. Describe several objects by using descriptive adjectives.
2. Discuss weather in relation to seasons and months of the year.
3. Describe clothing items worn while playing sports.

Vocabulary:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>shape</td>
<td>la forma</td>
</tr>
<tr>
<td>box</td>
<td>la caja</td>
</tr>
<tr>
<td>square</td>
<td>el cuadrado</td>
</tr>
<tr>
<td>yellow</td>
<td>amarillo</td>
</tr>
<tr>
<td>blue</td>
<td>azul</td>
</tr>
<tr>
<td>inside</td>
<td>adentro</td>
</tr>
<tr>
<td>paper</td>
<td>el papel</td>
</tr>
<tr>
<td>eraser</td>
<td>el borrador</td>
</tr>
<tr>
<td>grey</td>
<td>gris</td>
</tr>
<tr>
<td>silver</td>
<td>plateado</td>
</tr>
<tr>
<td>triangular</td>
<td>el triángulo</td>
</tr>
<tr>
<td>gift</td>
<td>el regalo</td>
</tr>
<tr>
<td>red</td>
<td>rojo</td>
</tr>
<tr>
<td>green</td>
<td>verde</td>
</tr>
</tbody>
</table>
rectangular  el rectángulo
soccer ball  la pelota de fútbol
round  redondo
circular  el círculo
white  blanco
black  negro
6:30  seis y media
fall  el otoño
spring  la primavera
shirt  la camiseta
soccer shoes  los zapatos de fútbol
soccer  el fútbol
football  el fútbol americano
baseball  el béisbol
summer  el verano
basketball  el baloncesto
winter  el invierno
It’s sunny.  Hace sol.
It’s cloudy.  Está nublado.
It’s raining.  Está lloviendo.
It’s snowing.  Está nevando.
It’s windy.  Hace viento.
January  enero
February  febrero
March  marzo
The girl puts on the hat.  La niña se pone el sombrero.
The girl removes the hat.  La niña se quita el sombrero.
The girl puts on the overcoat.  La niña se pone el abrigo.
The girl removes the overcoat.  La niña se quita el abrigo.
The girl puts on the shoes.  La niña se pone los zapatos.
The girl removes the shoes.  La niña se quita los zapatos.
We skate in the street.  Patinamos en la calle.
We swing in the swings.  Nos mecemos en los columpios.
We play in the park.  Jugamos en el parque.
We swim in the pool.  Nadamos en la piscina.
sixteen  dieciseis
seventeen  diecisiete
eighteen  dieciocho
nineteen  diecinueve
twenty  veinte
ugly  feo
short  corto
long  largo
big  grande
pretty  bonito
small  pequeño
to skate  patinar
to play  jugar
to swim  nadar
April  abril
May  mayo
June  junio

Description of the Video Lesson:

Sra. Carnes went shopping and showed the children what she bought. Then she has each child describe each item to her. The shape (la forma) of the box (la caja) is square (es cuadrada). It is yellow (amarilla) and blue (azul). Inside (adentro) there is paper (papel) and an eraser (borrador). The item Gene is holding is not gray (gris), but silver (plateado) and triangular. One child has a gift (un regalo) that is red (rojo) and green (verde). It is rectangular. Emily holds a soccer ball (pelota de fútbol), which is round (redonda), white (blanca) and black (negra). She has a game at 6:30 (seis y media). Futbol is discussed as played in the fall (el otoño) and the spring (la primavera). They all discuss what one wears to play fútbol – shirt (camiseta) and soccer shoes (zapatos de fútbol).

Playing futbol practice for the game, play futbol on Saturdays, kick the ball as parents watch

What season sports are played in fútbol –primavera y otoño, fútbol americano – otoño, béisbol – primavera, verano, otoño, baloncesto- invierno


Review enero, febrero, marzo, el triángulo, el círculo, el cuadrado, el rectángulo

In the sports store... What sports equipment should I buy?

Review La niña se pone el sombrero. La niña se quita el sombrero. La niña se pone el abrigo. La niña se quita el abrigo. La niña se pone los zapatos. La niña se quita los zapatos
Giving a present for a birthday Two girls go over Ecuadorian doll’s clothing


Counting apples dieciséis, diecisiete, dieciocho, diecinueve, veinte

Emily leaves for soccer. The children play a game where they must use descriptive words to find the clothing that matches to the description (feo, corto, largo, grande, bonito, pequeño). Afterwards, the children go back and pick opposites from one another: bonito/feo, largo/corto, grande/pequeño.

Song patinar, jugar, nadar

Review abril, mayo, junio

Hace sol.

Está lloviendo.

Hace viento.

Follow Up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Group months of the year according to season. Then put a picture of each season in a corner of the room. Have kids stand under the season when they were born.
3. Ask kids ¿Qué tiempo hace en la primavera (spring), el otoño (fall), el verano (summer), el invierno (winter)? Kids will tell you the weather for each. Hace frio (it’s cold), hace calor (it’s hot), llueve (rains), nieva (snows), hace viento (it’s windy).

Supplemental Activities:

1. Talk about the difference in seasons between northern and southern hemispheres. It is the opposite. Many countries in Latin America only have two seasons – hot and rainy and hot and dry. Make comparisons with cities that are like that in United States.
2. Show a map of the world. Find Chile and Argentina in the map. In the southern part of those countries it is always freezing or cold. In fact, ships can only sail around that area in the summer (around December). During the summer the sun comes out at 4:00 AM and stays up until 1:00 AM. In winter the opposite is true. There are only 3 or 4 hours of light each day. Ask kids why they think this is. The correct answer is because the southern tip of South America is very close to Antarctica. Ask kids which state in the U.S. resembles Chile and Argentina in its weather and seasons (Alaska).

3. Show kids a ball or pictures of several sports. The children will tell you what season the sport is played in.

Remember to use the vocabulary words in context as much as possible in class during the next week. Review as many words as possible from the first five lessons. Whenever there is a spare minute, even while waiting in line review vocabulary words in fun ways. Continue to add to the Next Step Español suitcase folders.
Lesson 6

Playing with Animals

Objectives:

1. Name a favorite pet.
2. Describe how animals move.
3. Sing about a day in the life of a cat.

Vocabulary:

- fish: pez
- fins: aletas
- tail: cola
- water: agua
- forward: adelante
- back: atrás
- up: arriba
- down: abajo
- tortoise: la tortuga
- hare: la liebre
- walk: caminar
- slow: despacio
- jumps: salta
- fast: rápido
finish  el fin

cat  el gato

My cat eats.  Mi gato come.

My cat drinks water.  Mi gato toma agua.

My cat plays a lot.  Mi gato juega mucho.

My cat walks.  Mi gato camina.

My cat jumps.  Mi gato salta.

My cat cleans himself.  Mi gato se limpia.

My cat sleeps.  Mi gato duerme.

dog  el perro

bird  el pájaro

rabbit  el conejo

iguana  la iguana

ferret  el hurón

Sultan is wet.  Sultán está mojado.

Now he is dry.  Ahora está seco.

run  correr

swim  nadar

fly  volar

insect  el insecto

ugly  feo

wings  las alas
rooster  
el gallo

horse  
el caballo

cow  
la vaca

bull  
el toro

frog  
la rana

The snake slithers.  
La culebra se arrastra.

The iguana climbs the tree.  
La iguana se trepá al árbol.

move  
mover

**Before Viewing the Video Lesson:**

1. Take a poll of the students as to the types of pets they have. Do a graph of this information on the board.

**Description of the Video Lesson:**

Sra. Carnes has two fish (peces). They discuss the colors of the fish. The fish swims and has fins (aletas) and a tail (cola). It swims forward (hacia adelante) and back (hacia atrás) as well as up (hacia arriba) and down (hacia abajo). Sra. Carnes asks the children if they remember the story of the tortoise and the hare (la tortuga y la liebre). The tortoise walks (camina) slow (despacio) and the hare jumps (salta) fast (rápido). But in the race the hare is distracted, “Peces! Ninos!” The hare notices too late how close the tortoise is to the finish line (el fin) and the tortoise wins the race. She asks which animal the children prefer... the tortoise, hare, fish or cat (el gato).

Song Mi gato come. Mi gato toma agua. Mi gato juega mucho. Mi gato camina. Mi gato salta. Mi gato se limpia. Mi gato duerme.

What is your favorite pet/mascot? el perro, la tortuga, el pájaro, los peces, el conejo, la iguana, el hurón

Review Sultán está mojado, ahora está seco, corre rápido, camina despacio

Sra. Carnes discusses with the children how animals move. They walk (los animales caminan), run (corren), jump (saltan), swim (nadan), and fly (vuelan). They discuss that the insect (el
insecto) is ugly (feo) and can fly (vuela). It has two wings (alas). The rooster (el gallo) flies and has wings. The horse (el caballo) jumps, walks, and runs. The fish swims (nada). The rabbit (conejo) jumps and runs. The cow (la vaca) walks. The bull (el toro) runs. The frog (la rana) swims and jumps. The turtle (la tortuga) walks slowly.

Review La culebra se arrastra. El hurón corre. El pez nada. La iguana se trepa al árbol. El pájaro vuela. adelante, atrás

I like all animals... pets delight me, I feed them everyday, wash the dog, the turtle is small, the fish swim, the rabbit jumps on the patio, I train the dog, the cat is content

The group decides to play Permiso Señora, where they move forward doing the action and sound of the specified animal.

Describe  Kids pull animals from bag

El pájaro vuela.
El pez nada.

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Review vocabulary words related to pets. Use pictures, toys or stuffed animals to represent the vocabulary words. Encourage the use of “I like”... (Me gusta for singular or Me gustan for plural).
3. Review vocabulary words related locomotion – the way animals move. Show an animal and the children will give you the word for the movement the animal makes. Nada (swims), corre (runs), camina (walks), salta (hops), se arrastra (slithers), vuela (flies). If your children are ready to say sentences they can add the subject to the acting verb, i.e: El pez nada.
4. Using pictures, toys or stuffed animals let students tell the color of each animal. For example: El conejo es blanco (the rabbit is white).
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson. Write sentences in Spanish.
Supplemental Activities:

1. Create a grid with 6 blocks. In each box put the following phrases. Have children illustrate story.

   i. La Liebre y la tortuga.
      (The Turtle and the Hare.)

   ii. La liebre y la tortuga estaban en una carrera.
      (The turtle and hare were in a race.)

   iii. La liebre saltaba rápido.
      (The hare jumped fast.)

   iv. La tortuga caminaba despacio.
      (The turtle walked slow.)

   v. La tortuga ganó la carrera.
      (The turtle won the race.)

   vi. La liebre estaba triste.
      (The hare was sad.)

2. Have kids draw their favorite pet. Then write "Mi perro (dog), gato (cat), pájaro (bird), conejo (rabbit), pez (fish), se llama (name is)."

3. Draw a line from action to animal.

   pez       vuelo
   conejo    nada
   perro     salta
   gato      corre
   pájaro    camina
4. Create a booklet of the cat song. First, write the lyrics in sequence. Then, illustrate it and have the children sing it by following the words in their booklets. The lyrics are the following.

My cat eats. Mi gato come.

My cat drinks water. Mi gato toma agua.

My cat plays a lot. Mi gato juega mucho.

My cat walks. Mi gato camina.

My cat jumps. Mi gato salta.

My cat cleans himself. Mi gato se limpia.

My cat sleeps. Mi gato duerme.

Remember to use the vocabulary words as much as possible in class during the next week. Always review previous vocabulary words whenever possible. Continue to add the Next Step Español suitcase folders.
Lesson 7

Learning at My School

Objectives:

1. Review and use classroom items vocabulary.
2. Put class subjects into a schedule.
3. Measure items in centimeters.

Vocabulary:

- win: gano
- lose: pierdo
- draw: dibujo
- I read: leo
- book: el libro
- I measure: mido
- ruler: la regla
- I write: escribo
- pencil: el lápiz
- I cut: corto
- scissors: las tijeras
- I draw: dibujo
- crayon: la crayola
- I erase: borro
eraser   el borrador
I glue    pego
glue      la goma
Monday    lunes
Tuesday   martes
Wednesday miércoles
Thursday  jueves
Friday    viernes
art       el arte
music     la música
soccer    el fútbol
physical education educación física
math      matemáticas
centimeters centímetros
ten       diez
twenty-one veintiuno
fifteen   quince
twenty-five veinticinco
twenty-three veintitres
knee      la rodilla
July      julio
August    agosto
September  septiembre
over       sobre
under      debajo
very small  más pequeño
very big    más grande
medium     mediano
tall       alto
short      bajo
equal      igual
long       largo
short      corto
twenty-two veintidos
twenty-four veinticuatro
School delights us. Nos encanta la escuela.
entire pizza una pizza entera
a half pizza media pizza
quarter of pizza un cuarto de pizza
October    octubre
November   noviembre
December   diciembre
Description of the Video Lesson:

Sra. Carnes says they are going to play win (gano), lose (pierdo), or draw (dibujo): Leo con el libro, mido con la regla, escribo con el lápiz, corto con las tijeras, dibujo con la crayon, borro con el borrador, pego con la goma.

What do you do in school? write, glue, cut, erase, draw, measure, count, go to class

What class do you take? lunes-arte, martes-música, miércoles-computación, jueves-educación física, viernes-español

Sra. Carnes discusses the children’s favorite classes with them, one likes to draw (dibujar) so they like art (arte), one likes soccer (fútbol) so they like physical education (educación física), others like math (matemáticas) and music (música). Then they all participate in an activity in which they measure in centimeters (centímetros). Caja de crayolas –10 cms. (diez), libros – 21 cms. (veintiún), manos –15 cms. (quince), pies –25 cms. (veinticinco), rodilla –23 cms. (veintitres).

In school love to read, draw in art, in class write stories, sing in chorus in music class, solve problems in math

Review julio, agosto, septiembre, sobre, debajo

When comparing the measurements the class took, they concluded the hand is the smallest (más pequeña), the foot is the biggest (más grande), and the knee is medium (mediana). In comparison of height between Grayson, Marcus, and Señora Carnes, Sra. Carnes is the tallest (la más alta) and Marcus is the shortest (el más bajo). Between the three though, the hands are equal (iguales). Comparing hair length, Grayson has long hair (pelo largo) and Marcus has short (pelo corto) hair. But when deciding who has the biggest mouth (la boca más grande) there is a unanimous laughing decision that Sra. Carnes is the winner.

Comparision niña pelo largo/niño pelo corto, niños bajos/niños altos

Counting apples veintiuno, veintidos, veintitres, veinticuatro, veinticinco

Song Nos encanta la escuela

Review una pizza entera, media pizza, un cuarto de pizza, octubre, noviembre, diciembre

septiembre, octubre, noviembre, diciembre
Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Create cut outs with the name of each month. Then scramble them and have the students put them back in order.
3. Have the kids make a classroom 12-month calendar in Spanish. Depending on the size of your class, assign one month to a pair of children. They need to illustrate each month with something representative of that month. After the children are done with their month, you can either tape the 12 months separately on the wall or staple them together to create a calendar.
4. Using the calendar the children made, go over the date every day, in Spanish. You will ask ¿Cuál es la fecha? The children will say “Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo, (number) de (month). The months are: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children in the lesson.

Supplemental Activities:

1. Each child creates a weekly calendar. Children fill it in with their weekly school schedule. Have them put art, music, PE, computer, Math, Spanish (in Spanish).

2. Teacher or children can ask each other Qué tienes el lunes - viernes (What do you have on ______?). Student responds Tengo arte, música, educación física, computación, español, or matemáticas.

3. Have children measure classroom objects in centimeters and tell you in Spanish how many centimeters the object measures.

4. Group several classroom objects (books, pencils, rulers, crayons). Ask Cuántos ______ hay? (How many _____ are there?) Students tell you in Spanish.

5. Have a grid with removable numbers. Take one number out at the time. Ask which number is missing or ¿Qué número falta?

6. Roll 2 or 3 dice. Have kids tell you total number was rolled.
Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words related to school and school supplies. Continue to add to the Next Step Español suitcase folder.
Lesson 8

Finding Places in my Town

Objectives:

1. Match professions of people in the community with the jobs they do.
2. Indicate where buildings are in the city by using prepositions of place.
3 Using directions, tell someone how to get to a specific place.

Vocabulary:

Who am I? ¿Quién soy?
pastry maker el pastelero
I cook pies. Cocino pasteles.
I test. Pruebo.
doctor el doctor
I give medicine. Doy medicina.
firefighter el bombero
I put out fires. Apago incendios.
librarian la bibliotecaria
I read books. Leo libros.
works trabajar
hospital el hospital
pastry shop la pastelería
library  la biblioteca
next to  al lado
between  entre
school  la escuela
cafe  el café
above  arriba
supermarket  el supermercado
far  lejos
near  cerca
store  la tienda
inside  adentro
apples  manzanas
outside  afuera
north  norte
south  sur
east  este
west  oeste

**Culture:**

Firefighters in most South American countries only put out fires. They are not first aid and rescue personnel. They are only called when there is a fire. Firefighters in the US serve a variety of purposes from being first at the scene of an accident to rescuing a kitty cat which can’t get down from a tree. Firefighters in the U.S. are very visible and loved in their communities. They visit schools, have mascots, encourage children to visit the fire station etc. This is not the case in most Hispanic countries.
Likewise, librarians are still seen as very stern and unapproachable. This was also true many years ago in the U.S. Today, media specialists are children’s best resource in schools, after their teacher. They read children stories, help them to use the computer and find information they need.

Doctors work differently as well. Most pediatricians are in practice by themselves and not in group practice. There are several pediatricians who have their offices in their homes. Most people don’t have health insurance, so they have to pay for the full amount themselves. Poor children have very little access to medical care. You basically get the care you pay for. Nurses dress the “old fashion way” with white starched uniforms and the white hat.

Bakeries are very popular in Latin America. There are bakeries on almost every corner of every street. They sell freshly made bread. Some bigger bakeries also sell sweets. Many people buy their bread every day before breakfast because they like to eat it warm and fresh out of the oven. Sliced sandwich bread is considered boring and stale and is only used for sandwiches.

Information for the Teacher:

One major difference in language to point out to the students is that la libreria is the Spanish word for bookstore. The Spanish word for library is la biblioteca. This seems opposite to the English words and can cause confusion.

Before Viewing the Video Lesson:

1. Review previous vocabulary words.

2. Listen to the audio cassette tape of lesson 8 vocabulary words. You may choose to give the students a copy of this lesson’s vocabulary words found at the back of the teacher’s guide.

Description of the Video Lesson:

The group decides to play a game called, “¿Quién soy?” (Who am I?). They are assigned different clothing articles and describe themselves so the group guesses: Pastry maker (el pastelero) – I cook pastries (cocino pasteles), and test (pruebo) them; Doctor (el doctor) – I give medicine (doy medicina); Firefighter (el bombero) – I put out fires (apago incendios); Librarian (la bibliotecaria) – I read books (leo libros) and I say, “Shhh! Silence!” (digo, “Shhh! Silencio!”).

Review el bombero, el doctor, la bibliotecaria, el pastelero
At the pastry store... I like to eat sweets, go to pastry store, the pastry maker says “Hello”,
doughnuts are delicious

The doctor works in the hospital (trabaja en el hospital). The pastry maker works in the pastry
shop (la pastelería). The librarian works in the library (biblioteca). The children look at a map
of a city and discuss where everything is in relation to each other. The hospital is next to (al
lado) the library. The library is between (entre) the school (la escuela) and the hospital. The
cafe (el café) is above (arriba) the supermarket (del supermercado). The supermarket is far
from (lejos del hospital) the hospital. But the supermarket is near (cerca de la tienda) the store.
Pastries are inside (adentro de la pastelería) the pastry shop. Apples (manzanas) are outside
(afuera del supermercado) the supermarket.

Review la biblioteca, el café, el museo, el banco, cerca, lejos

Song going places on bicycle

Playing another game, Sra. Carnes and the children learn directions: north (norte), south (sur),
east (este) and west (oeste). They learn a song with the directions to begin with. Then after
being given directions they move little toy cars to see if they get them to the right place.

Review norte, sur, este, oeste

Counting dogs dos, cuatro, seis, ocho, diez, doce, catorce, dieciseis, dieciocho, veinte

Kids’ skits Where to go for certain things....

norte

sur

este

oeste

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and
   conversations.
2. In English practice giving directions using left, right, north, south, east and west.
3. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

**Supplemental Activities:**

1. Talk about comparisons/differences between United States libraries, bakeries, doctors and firefighters. You may want to draw a Venn Diagram to point out the differences.

2. Draw your city or an imaginary town area or pull the one you drew for Level I. Find the bakery (pastelería), hospital, fire station (la estación de bomberos) (you may have to label one of the buildings) and the library (la biblioteca).

3. Ask children ¿Dónde está _______? The children will respond with preposition of place: al lado de (next to), arriba de (above), abajo de (below), entre (in between), cerca de (near), lejos de (far).

4. Show kids a map. Ask them where a certain country is. They will respond by saying norte, sur, este, oeste.

**Remember to use the vocabulary words in context as much as possible in class during the next week. Add words and materials to the Next Step Español suitcase folder.**
Lesson 9

Looking at Zoo Animals

Objectives:

1. Place animals in their geographic region of the world.
2. Match zoo animals with their locomotion.
3. Describe zoo animals by using animal body parts.

Vocabulary:

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>zebra</td>
<td>la cebra</td>
</tr>
<tr>
<td>lion</td>
<td>el león</td>
</tr>
<tr>
<td>giraffe</td>
<td>la jirafa</td>
</tr>
<tr>
<td>elephant</td>
<td>el elefante</td>
</tr>
<tr>
<td>monkey</td>
<td>el mono</td>
</tr>
<tr>
<td>live (s)</td>
<td>vive (n)</td>
</tr>
<tr>
<td>tiger</td>
<td>el tigre</td>
</tr>
<tr>
<td>flamingo</td>
<td>el flamenco</td>
</tr>
<tr>
<td>penguin</td>
<td>el pinguino</td>
</tr>
<tr>
<td>polar bear</td>
<td>el oso polar</td>
</tr>
<tr>
<td>north</td>
<td>norte</td>
</tr>
<tr>
<td>seal</td>
<td>la foca</td>
</tr>
<tr>
<td>octopus</td>
<td>el pulpo</td>
</tr>
<tr>
<td>ocean</td>
<td>océano</td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>long neck</td>
<td>cuello largo</td>
</tr>
<tr>
<td>long legs</td>
<td>piernas largas</td>
</tr>
<tr>
<td>long arms</td>
<td>brazos largos</td>
</tr>
<tr>
<td>long tail</td>
<td>cola larga</td>
</tr>
<tr>
<td>mane</td>
<td>la melena</td>
</tr>
<tr>
<td>stripes</td>
<td>las rayas</td>
</tr>
<tr>
<td>big ears</td>
<td>las orejas grandes</td>
</tr>
<tr>
<td>long nose</td>
<td>la nariz larga</td>
</tr>
<tr>
<td>trunk</td>
<td>la trompa</td>
</tr>
<tr>
<td>run</td>
<td>correr</td>
</tr>
<tr>
<td>fly</td>
<td>volar</td>
</tr>
<tr>
<td>swim</td>
<td>nadar</td>
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<tr>
<td>climb</td>
<td>trepar</td>
</tr>
<tr>
<td>sleep</td>
<td>dormir</td>
</tr>
<tr>
<td>wild boar</td>
<td>el jabalí</td>
</tr>
<tr>
<td>ugly</td>
<td>feo</td>
</tr>
<tr>
<td>short</td>
<td>bajo</td>
</tr>
<tr>
<td>tall</td>
<td>alto</td>
</tr>
<tr>
<td>pretty</td>
<td>lindo</td>
</tr>
<tr>
<td>ferocious/fierce</td>
<td>feroz</td>
</tr>
<tr>
<td>wet</td>
<td>mojado</td>
</tr>
<tr>
<td>old</td>
<td>viejo</td>
</tr>
</tbody>
</table>
Description of the Video Lesson:

The group is gathered around a world map on the table with a bunch of stuffed little zoo animals. They discuss the continents where each of the animals live naturally. The zebra (la cebra), lion (el león), giraffe (la jirafa), elephant (el elefante), and the monkey (el mono) live (viven) in Africa. The tiger (el tigre), the elephant, and the monkey live in Asia. The flamingo (el flamenco) lives in North America. In South America live the monkey and the penguin (el pingüino). The polar bear (el oso polar) lives in the north (El Polo Norte). The penguin also lives in Antarctica. The seal (la foca) and the octopus (el pulpo) live in the ocean (océano).

Review la cebra, el león, la jirafa, el elefante, el mono, el tigre, el oso polar

At the zoo... Hello monkey, two lions, look at birds, goats climb rocks, seals swim, tiger walks slow

Then the group discusses different distinctive features each of the animals have. The flamingo and the giraffe both have a long neck (cuello largo) and long legs (piernas largas). The monkey also has long legs, but he has long arms (brazos largos) and a long tail ( cola larga) too. Other animals that have tails are the zebra, tiger, giraffe, elephant, monkey, and lion. The lion has a mane (la melena). Both the zebra and the tiger have stripes (las rayas). The elephant has big ears (orejas grandes) and a big nose called a trunk (la trompa). The elephant, monkey, giraffe, polar bear, tiger, zebra and lion run (corren). But the flamingo can fly (vuela). The penguin and seal have fins (aletas) but they are not the only ones who can swim (nadan). So can the polar bear and octopus.


After learning so much about all the animals, the children pull each of the animals from a bag, describe them, and place them where they belong.

Song   el zoológico, vamos al zoologico

Kids’ skit Guess from description which animal the child has.
Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Have pictures of zoo animals. Group them by physical characteristics. You could write “Cuatro patas” (four legs) “dos patas (two legs), “Tiene rayas” (has stripes), “cuello largo” (long neck).
3. Using the same pictures as activity two. Group animals by the way they move.
4. Create a graph of animal locomotion. Put the actions on the top “corren, caminan, saltan, se arrastran, nadan” (run, walk, jump, crawl and swim). Put pictures of the animals in the appropriate graph square.
5. Have students draw 1-2 animals. Have them label animal body parts.
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Have a global map. Have cut-out pictures of animals. Show animal. Student names it in Spanish and puts it on right continent on the board.

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since the words relate to the days of the week. Every morning ask the students in Spanish what day is today (Qué día es hoy?) and they should answer with Hoy es el __________.
Lesson 10

Celebrating with Friends

Objectives:

1. Review previously learned concepts.

Vocabulary:

The flamingos are pretty. Los flamencos son lindos.
The wild boar is ugly. El jabalí es feo.
The house is small. La casa es pequeña.
The house is big. La casa es grande.
The car is old. El automóvil es viejo.
The car is new. El automóvil es nuevo.
over sobre
under debajo
I am in the living room. Estoy en la sala.
I am next to the lamp. Estoy al lado de la lámpara.
I am between the couch and the table. Estoy entre el sofá y la mesa.
I am behind the chair. Estoy detrás de la silla.
apples las manzanas
red rojo
green verde
under subo
short bajo
I am going to the left. Voy a la izquierda.
I am going to the right. Voy a la derecha.
It’s sunny. Hace sol.
It’s cloudy. Está nublado.
It’s raining. Está lloviendo.
It’s snowing. Está nevando.
It’s windy. Hace viento.
My cat eats. Mi gato come.
My cat drinks water. Mi gato toma agua.
My cat plays a lot. Mi gato juega mucho.
My cat walks. Mi gato camina.
My cat jumps. Mi gato salta.
My cat cleans himself. Mi gato se limpia.
My cat sleeps. Mi gato duerme.
Sultan is wet. Sultán está mojado.
Now he is dry. Ahora está seco.
He runs quickly. Corre rápido.
He walks slowly. Él camina despacio.
Monday lunes
art arte
Tuesday          martes
music            música
Wednesday        miércoles
Thursday         jueves
physical education  educación física
Friday           viernes
Spanish          español
north            norte
south            sur
east             este
west             oeste

The monkey climbs the tree. El mono se trepa a un árbol.
The polar bear swims in the water. El oso polar nada en el agua.
The elephant walks slowly. El elefante camina despacio.
The tiger has sleep. El tigre tiene sueño.
The wild boar is short. El jabalí es bajo.
The giraffe is tall. La jirafa es alta.
The wild boar is ugly. El jabalí es feo.
The flamingos are pretty. Los flamencos son lindos.
The tiger is fierce. El tigre es feroz.
The lions are fierce. Los leones son feroces.
The elephant is big. El elefante es grande.
The polar bear is wet.  El oso polar está mojado.
The tortoise is old.  La tortuga es vieja.
husband  el esposo
daughter  la hija

**Before Viewing the Video Lesson:**

1. Tell the students that this is the last program in the Next Step Español series. Review with them the things they have learned this year.

**Description of the Video Lesson:**

There is a welcoming party going on. New neighbors moved in by Sra. Carnes’ house. They are from Colombia, South America. She introduces them to everyone at the party. They play a game of pin the tail on the donkey, and the new neighbor little girl Natalie won the game.


Song manzanas rojas, manzanas verdes, manzanas grande, manzanas pequeñas

Review subo, bajo, voy a la izquierda, voy a la derecha, hace sol, está nublado, está lloviendo, está nevando, hace viento

Song Mi gato come. Mi gato toma agua. Mi gato juega mucho. Mi gato camina. Mi gato salta. Mi gato se limpia. Mi gato duerme.

Review Sultán está mojado ahora esta seco, corre rápido, camina despacio


Review  norte, sur, este, oeste


Larry, Sra. Carnes’ husband (esposo) and Lauren, her daughter (hija) arrive at the party and everyone is happy to see them. Hellos are everywhere and then they decide to play Chequi Molina Chequi (a native Latin American game), which Natalie gets picked to be in the center!

**Follow-up Activities:**

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Who had a birthday party in the program? What kind of party was it? Review the words related to a birthday party. Feliz Cumpleaños is Happy Birthday in Spanish.
3. Discuss in Spanish the words related to sports by using different types of balls. Refer back to the graph made before viewing the program and change the sports names to Spanish names for those sports.
4. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

**Supplemental Activities:**

1. In PE play the different sports learned in the program. Ask the PE teacher to explain the differences in sports in the United States and in other countries of the world.
2. Invite a high school soccer coach to your class to explain the popularity of soccer throughout the world. Ask them to talk about some of the players who are known the world over. Why would soccer be so popular in other countries and just growing in popularity here?
3. In music sing the Happy Birthday song as it is done in Spanish-speaking countries. Listen to Spanish music and talk about the rhythm and the types of instruments used.
4. Have a party to celebrate learning Spanish. Use a piñata as a part of the celebration. It may be best to hang the piñata from a basketball goal in the gym and let someone raise and lower it as students hit at it. This would make the activity last longer and hopefully give everyone a chance before the piñata is broken. Have Spanish foods as part of the celebration and afterwards play a game of soccer.
Credits

The foreign language Step series was created by SCETV in cooperation with Instructional Television of the South Carolina Department of Education.

Funding for Knowitall.org was provided by the S. C. General Assembly through the K-12 Technology Initiative.

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