

Lower Spanish

Picture Study
Picture Study Extension + Grammar (4th+)
Literature
Literature Extension (4th+)
Songs, Rhymes, & Conversations





About the Course

Alveary Modern Language Lessons are designed to mirror the way children acquire their first language, using methods like gestures, picture recognition, songs, repeated phrases, and storytelling to create meaningful connections and context. These foundational approaches are seamlessly adapted to teach school-age children a second language.

The lessons are designed to be open-and-go with optional video/audio file support. They do not require any background in the target language for the parent/teacher or students. They only take about 15-20 min a day and can be easily adjusted to meet a variety of grade ranges from 1st to 6th grades.



Placement & Combining Tips

Three lessons each week are shared between Grades 1-6, but students in Grades 4-6 add two additional extension day lessons. This course is on a six-year rotation of lessons, so it is suitable for students who took Lower Spanish last year or students just starting their studies.

Students in grades 4+ who feel anxious about speaking a new language may benefit from taking a year without the added extension days. This approach allows them to build confidence and comfort before focusing on speaking and writing.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1-6	Lower Spanish: Grades 1-6 3 times/week 20 min 5 times/week 20 min	Spanish: Student Notebook Fábulas de Esopo: Edición Clásica Family Pictures/Cuadros de familia Diez Deditos and Other Play Rhymes and Action Songs from Latin America Diez Deditos (Audio mp3)

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Lower Spanish: Grades 1-6				
Lower Spanish: Grades 1-6	Lower Spanish: Grades 1-6	Lower Spanish: Grades 1-6	Lower Spanish: Grades 1-6	Lower Spanish: Grades 1-6



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Lower Spanish: Grades 1-6



Spanish: Student Notebook



Fábulas de Esopo: Edición Clásica



Family Pictures/Cuadros de familia



Diez Deditos and Other Play Rhymes and Action Songs from Latin America



Diez Deditos (Audio mp3)



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Lower Spanish: Grades 1-6

- ∞ [Lower Spanish: Grades 1-3 only](#)
- ∞ [Lower Spanish: Picture Study only](#)
- ∞ [Lower Spanish: Literature only](#)
- ∞ [Lower Spanish: Songs, Rhymes, & Conversations only](#)
- ∞ [Lower Spanish: Picture Study Extension + Grammar only \(Grades 4+\)](#)
- ∞ [Lower Spanish: Lit. Extension only \(Grades 4+\)](#)
- ∞ [Spanish: Student Notebook \(Student Work + References\)](#)
- ∞ [Spanish: Student Notebook \(Student Work only\)](#)
- ∞ [Spanish: References](#)
- ∞ [Spanish: Songs & Rhymes Reference only](#)
- ∞ [Spanish: Storylines Reference only](#)
- ∞ [Spanish: Picture Study Vocab Reference only](#)
- ∞ [Spanish: Literature Vocab Reference only](#)
- ∞ [Spanish: Conversation Lines & Phrases only](#)

Click THIS text or scan the QR code for links.



SAMPLE

Lower Spanish: Grades 1-6

How To Teach



Introduction to Picture Study

Students will complete a picture study lesson each week. Students will spend two weeks with the same vocabulary and narration sentences. Each lesson has an accompanying video to follow along with the lesson. In these lessons, students will be focused on beginning the skill of narration in another language within the context of discussing a picture from the assigned picture study book. They will use vocabulary and narration series sentences to help them describe what they see. Narration in another language generally follows this progression:

- Recall - When given the Spanish word, students should be able to identify the given word or phrase by pointing to a picture or making a gesture that demonstrates the word or phrase.

- Recite - When given a prompt students will learn to respond in Spanish. At this stage, students can be asked to say the narration series as they point to the corresponding image. Likewise they will practice saying the Spanish word for a given image or gesture.

- Compose - As understanding grows, students may begin to notice objects in a picture or in the world around them and be able to describe them using Spanish. Beginning Spanish will be broken, often with improper grammar. That is ok. Much in the same way that children learn how to use proper tense and grammatical structure in speaking their first language, they will develop that here too, but at this stage it should be a byproduct of their learning, rather than the primary focus.

NOTE: While using these lessons and tools, keep the end goal in mind. Students should be working toward using the language to describe pictures in books and the world around them.



Extension Days (4+)

In grades 4-6, students are given the option of an additional extension day for picture study lessons. On these extension days, students will review the picture study lessons from the previous day. Students will also receive a gentle introduction to new grammar concepts every other week. Each lesson has an accompanying video to follow along.



Flow of a Lesson

Below is what you can expect for the general flow of a lesson:

- Read/watch any preparatory material and look over any student notebook pages or resources that will be used in the lesson.
- Review the order of the lesson, and pull up any links that will be used in the lesson.
- Practice the Phrase of the Week.
- Ask students what they recall from the previous lesson.
- Play the video/audio links provided using the QR code or links page.
- Introduce and practice new vocabulary using TPR (Total Physical Response - using gestures and pointing) and picture recognition.
- Introduce and practice narration sentences, pointing to corresponding images.



Student Notebook

For picture study lessons, students can find a Vocabulary Glossary in the reference section of their Student Notebook to follow along as new words are being introduced and for review.

Lower Spanish: Grades 1-6

How To Teach



Introduction to Literature

Students will complete one literature lesson per week. In these lessons, students will focus on building listening comprehension. When learning a new language, it can be hard to hear it and understand it at the same time. Students are encouraged to infer the meaning of a phrase or sentence without needing to memorize every word. As vocabulary is introduced, the goal is to build comprehension in context. The literature lessons have more difficult words and sentence structures, but students will begin to recognize the vocabulary words and how they are used through repetition.



Extension Days (4+)

In grades 4-6, students are given the option of an additional extension day for literature lessons. These extension days give additional time for students to practice listening to and comprehending the story, repeating what they recall aloud while using TPR, writing the story lines through copywork to become more familiar with the target language in written form, as well as drawing their own storyboards to accompany the story lines.



Flow of a Lesson

Below is what you can expect for the general flow of a lesson:

- Read/watch any preparatory material and look over any student notebook pages to familiarize yourself.
- Choose a few sentences or vocabulary words to review at the beginning of each lesson.
- Press play on the video/audio link provided in the QR link page.
- Introduce new vocabulary.
- Practice vocabulary using TPR/point and tell methods.
- Read the story.
- Practice storyline recognition and building.
- Work on storyboards or copywork.



Student Notebook

On the literature pages of the student notebook, you will find storyboard boxes for students to draw their narrations as well as copywork lines for students to write the story lines on extension days. Copywork extension days are only scheduled for Grades 4-6.

Lower Spanish: Grades 1-6

How To Teach



Introduction to Songs, Rhymes, & Conversations

Students will complete one Songs, Rhymes, & Conversations lesson per week. In these lessons, students are exposed to cultural songs and rhymes and also given the opportunity to practice singing or saying the language out loud in a fun and engaging way. Students may sometimes feel self-conscious or silly when trying to speak a new language. Singing songs or chanting rhymes can help students overcome these insecurities. Each lesson will include an audio or video file to follow as students learn the song or rhyme. In these lessons, students will also be introduced to simple conversational phrases they can use in the target language.



Flow of a Lesson

Below is what you can expect for the general flow of a lesson:

- Read/watch any preparatory material and look over any related student notebook pages.
- Choose a few lines from the song or rhyme being studied, or a conversation phrase or two to review at the beginning of each lesson.
- Open to the current song/rhyme.
- Play the video/audio link provided in the QR link page.
- Practice reciting/singing the passage.
- Introduce the new conversation phrases, following along with any provided audio/video materials and pausing as needed.
- Practice conversation sentences with students or have them practice amongst themselves (or with puppets, props or stuffed animals).



Student Notebook

All of the songs, rhymes and conversation sentences or phrases have been provided in the Student Notebook for student and teacher reference.

Lower Spanish: Grades 1-6

Term 1

Week 1

20m Spanish Picture Study – Lesson 1

SPANISH PICTURE STUDY

WEEK 1

Picture 1: La Feria de Reynoso

Materials: Cuadros de Familia p.4-5, Student Notebook

→ PREP

- Review instructions on teaching Picture Study Lessons.
- Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

¡Hola, amigos! - *Hello friends!*

→ RECAP

- Recall what you learned in the previous lesson.

→ LESSON

- Play Audio/Video Links & Follow Along
- Introduce/Practice Picture Study Vocabulary
- Introduce/Practice Narration Sentences



[Lesson Links](#)

Picture Study Vocab - Set 1

la feria	<i>the fair</i>	los puestos	<i>the stalls</i>
la muñeca	<i>the doll</i>	la comida	<i>the food</i>
el barro	<i>the clay</i>	la gente	<i>the people</i>

Narration Sentences - Set 1

¡Vamos a la feria!	<i>Let's go to the fair!</i>
La gente compra muñecas y comida.	<i>The people buy dolls and food.</i>

20m Spanish Picture Study Ext. + Grammar – Lesson 1

SPANISH PICTURE STUDY EXT. +

GRAMMAR

WEEK 1

Grammar Concept: Nouns & Gender

Materials: Cuadros de Familia p.4-5, Student Notebook

→ PREP

- Review instructions on teaching Picture Study and Grammar Lessons
- Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

¡Hola, amigos! - *Hello friends!*

→ RECAP

- Recall what you learned in the previous lesson.

→ LESSON

- Play Audio/Video Links & Follow Along



[Lesson Links](#)

- ☐ Review Picture Study Vocabulary & Narration Sentences
- ☐ Introduce Grammar Concept
- ☐ Practice Sentences

→ GRAMMAR

Grammar Concept: Nouns & Gender

In Spanish, nouns are either “masculine (el/the)” or “feminine (la/the).”

Masculine nouns typically end in “o,” while feminine nouns typically end in “a.” (There are exceptions.)

→ EXAMPLES

Masculine	Feminine
el barro <i>the clay</i>	la comida <i>the food</i>
el niño <i>the boy</i>	la feria <i>the fair</i>
el lobo <i>the wolf</i>	la niña <i>the girl</i>

→ PRACTICE

Grammar Concept: Nouns & Gender

Make two columns, label one masculine the other feminine. Using this week's vocabulary words, sort the nouns into the correct column.

→ PRACTICE SENTENCES

Present Tense	Past Tense
Yo voy a la feria. <i>I go to the fair.</i>	Yo fui a la feria. <i>I went to the fair.</i>
Yo compro juguetes en la feria. <i>I buy toys at the fair.</i>	Yo compré juguetes en la feria. <i>I bought toys at the fair.</i>
Yo como comida en la feria. <i>I eat food at the fair.</i>	Yo comí en la feria. <i>I ate at the fair.</i>

☐ 20m Spanish Literature – Lesson 1

SPANISH LITERATURE
WEEK 1

Fábulas de Esopo, "El zorro y las uvas"

☐ Materials: Fábulas de Esopo p.31, Student Notebook

→ PREP

- ☐ Review instructions on how to teach Literature Lessons.
- ☐ Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

¡Hola, amigos! - *Hello friends!*

→ RECAP

- ☐ Recall what you learned in the previous lesson.

→ LESSON

- ☐ Play Audio/Video Links & Follow Along
 - Grades 1-3: Listen & Narrate
 - Grades 4+: Listen, Read Along & Narrate
- ☐ Introduce/Practice Literature Vocabulary
- ☐ Listen to/Practice Story Lines



[Lesson Links](#)

- ☐ Storyboard - Draw pictures related to the story lines (optional for Grades 1-3)
- ☐ Copywork - Practice Writing Story Lines (optional for Grades 1-3)

Literature Vocab - Set 1			
el zorro	<i>the fox</i>	la uva	<i>the grape</i>
la vid	<i>the vine</i>	castaño	<i>auburn</i>
el tronco	<i>the trunk</i>	la ramita	<i>the twig</i>

Story Lines - Set 1	
Un zorro hambriento vio unas	<i>A hungry fox saw some</i>
hermosas racimos de uvas	<i>beautiful bunches of grapes</i>
colgando de una vid que estaba	<i>hanging from a vine that was</i>

☐ 20m Spanish Literature Extension – Lesson 1

SPANISH LITERATURE EXTENSION

WEEK 1

Fábulas de Esopo, "El zorro y las uvas"

☐ Materials: Fábulas de Esopo p.31, Student Notebook

→ PREP

- ☐ Review instructions on how to teach Literature Lessons.
- ☐ Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

¡Hola, amigos! - *Hello friends!*

→ RECAP

- ☐ What do you recall from the previous lesson?

→ LESSON

- ☐ Play Audio/Video Links & Follow Along
- ☐ Practice Literature Vocabulary
- ☐ Practice Reading/Reciting Story Lines
- ☐ Storyboard - Continue drawing pictures related to the story lines
- ☐ Copywork - Continue writing story lines



[Lesson Links](#)

Literature Vocab - Set 1			
el zorro	<i>the fox</i>	la uva	<i>the grape</i>
la vid	<i>the vine</i>	castaño	<i>auburn</i>
el tronco	<i>the trunk</i>	la ramita	<i>the twig</i>

Story Lines - Set 1	
Un zorro hambriento vio unas	<i>A hungry fox saw some</i>
hermosas racimos de uvas	<i>beautiful bunches of grapes</i>
colgando de una vid que estaba	<i>hanging from a vine that was</i>

20m Spanish Songs, Rhymes & Conversations – Lesson 1

Diez Deditos, Juanito

Materials: Diez Deditos p.18-19, Student Notebook

→ PREP

- Review instructions on teaching Song, Rhyme & Conversation Lessons
- Preview Lesson and Links

→ PHRASE OF THE WEEK

¡Hola, amigos! - *Hello friends!*

→ LESSON

- Introduce Song or Rhyme
- Play Audio Links & follow along
- Practice Reciting or Singing Along with the recording

→ CONVERSATION

- Play Audio Links
- Practice Conversation Sentences



[Lesson Links](#)

Conversation Lines & Phrases - Set 1

¡Hola, amigos!	<i>Hello friends!</i>
¿Cómo están?	<i>How are you?</i>
Muy bien, gracias.	<i>Very well, thank you.</i>

Term 1

Week 2

20m Spanish Picture Study – Lesson 2

Picture 1: La Feria de Reynoso

Materials: Cuadros de Familia p.4-5, Student Notebook

→ PREP

- Review instructions on teaching Picture Study Lessons.
- Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenos días, maestra. - *Good morning, teacher.*

→ RECAP

- Recall what you learned in the previous lesson.

→ LESSON

- Play Audio/Video Links & Follow Along
- Review & Practice Picture Study Vocabulary
- Review & Practice Narration Sentences



[Lesson Links](#)

Picture Study Vocab - Set 1

la feria	<i>the fair</i>	los puestos	<i>the stalls</i>
la muñeca	<i>the doll</i>	la comida	<i>the food</i>
el barro	<i>the clay</i>	la gente	<i>the people</i>

Narration Sentences - Set 1

¡Vamos a la feria!

Let's go to the fair!

La gente compra muñecas y comida.

The people buy dolls and food.

20m Spanish Picture Study Ext. + Grammar – Lesson 2

SPANISH PICTURE STUDY EXT. + GRAMMAR
WEEK 2

Grammar Concept: Nouns & Gender

Materials: Cuadros de Familia p.4-5, Student Notebook



[Lesson Links](#)

→ PREP

- ☐ Review instructions on teaching Picture Study and Grammar Lessons.
- ☐ Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenos días, maestra. - *Good morning, teacher.*

→ RECAP

- ☐ Recall what you learned in the previous lesson.

→ LESSON

- ☐ Play Audio/Video Links & Follow Along
- ☐ Review Picture Study Vocabulary & Narration Sentences
- ☐ Review Grammar Concept (from previous week)
- ☐ Practice Sentences

→ GRAMMAR

Grammar Concept: Nouns & Gender

In Spanish, nouns are either “masculine (el/the)” or “feminine (la/the).”

Masculine nouns typically end in “o,” while feminine nouns typically end in “a.” (There are exceptions.)

→ EXAMPLES

Masculine	Feminine
el barro <i>the clay</i>	la comida <i>the food</i>
el niño <i>the boy</i>	la feria <i>the fair</i>
el lobo <i>the wolf</i>	la niña <i>the girl</i>

→ PRACTICE

Grammar Concept: Nouns & Gender

Make two columns, label one masculine the other feminine. Using this week's vocabulary words, sort the nouns into the correct column.

→ PRACTICE SENTENCES

Present Tense	Past Tense
Yo voy a la feria. <i>I go to the fair.</i>	Yo fui a la feria. <i>I went to the fair.</i>
Yo compro juguetes en la feria. <i>I buy toys at the fair.</i>	Yo compré juguetes en la feria. <i>I bought toys at the fair.</i>
Yo como comida en la feria. <i>I eat food at the fair.</i>	Yo comí en la feria. <i>I ate at the fair.</i>

20m Spanish Literature – Lesson 2

SPANISH LITERATURE

WEEK 2

Fábulas de Esopo, "El zorro y las uvas"

Materials: Fábulas de Esopo p.31, Student Notebook



Lesson Links

→ PREP

- ☐ Review instructions on TPR Modeling and teaching Literature Lessons.
- ☐ Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenos días, maestra. - *Good morning, teacher.*

→ RECAP

- ☐ Recall what you learned in the previous lesson.

→ LESSON

- ☐ Play Audio/Video Links & Follow Along
 - Grades 1-3: Listen & Narrate
 - Grades 4+: Listen, Read Along & Narrate
- ☐ Introduce/Practice Literature Vocabulary
- ☐ Listen to/Practice Story Lines
- ☐ Storyboard - Draw pictures related to the story lines (optional for Grades 1-3)
- ☐ Copywork - Practice Writing Story Lines (optional for Grades 1-3)

Literature Vocab - Set 1

el zorro	<i>the fox</i>	la uva	<i>the grape</i>
la vid	<i>the vine</i>	castaño	<i>auburn</i>
el tronco	<i>the trunk</i>	la ramita	<i>the twig</i>

Story Lines - Set 2

enredada en un árbol alto e hizo	<i>tangled in a tall tree and did</i>
todo lo posible por alcanzarlas.	<i>everything possible to reach them.</i>
Saltó una y otra vez, pero fue	<i>He jumped again and again, but it was</i>

20m Spanish Literature Extension – Lesson 2

Fábulas de Esopo, "El zorro y las uvas"

Materials: Fábulas de Esopo p.31, Student Notebook

→ PREP

- Review instructions on TPR Modeling and teaching Literature Lessons.
- Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenos días, maestra. - *Good morning, teacher.*

→ RECAP

- What do you recall from the previous lesson?

→ LESSON

- Play Audio/Video Links & Follow Along
- Practice Literature Vocabulary
- Practice Reading/Reciting Story Lines
- Storyboard - Continue drawing pictures related to the story lines
- Copywork - Continue writing story lines

Literature Vocab - Set 1

el zorro	the fox	la uva	the grape
la vid	the vine	castaño	auburn
el tronco	the trunk	la ramita	the twig

Story Lines - Set 2

enredada en un árbol alto e hizo	tangled in a tall tree and did
todo lo posible por alcanzarlas.	everything possible to reach them.
Saltó una y otra vez, pero fue	He jumped again and again, but it was

20m Spanish Songs, Rhymes & Conversations – Lesson 2

Diez Deditos, Juanito

Materials: Diez Deditos p.18-19, Student Notebook

→ PREP

- Review instructions on teaching Song, Rhyme & Conversation Lessons
- Preview Lesson and Links

→ PHRASE OF THE WEEK

Buenos días, maestra. - *Good morning, teacher.*

→ RECAP

- What do you recall from the previous lesson?

→ LESSON

- Introduce Song or Rhyme
- Play Audio Links & follow along
- Practice Reciting or Singing Along with the recording

→ CONVERSATION



[Lesson Links](#)



[Lesson Links](#)

- Play Audio Links
- Practice Conversation Sentences

Conversation Lines & Phrases - Set 1

¡Hola, amigos!	<i>Hello friends!</i>
¿Cómo están?	<i>How are you?</i>
Muy bien, gracias.	<i>Very well, thank you.</i>

Term 1

Week 3

20m Spanish Picture Study – Lesson 3

SPANISH PICTURE STUDY
WEEK 3

Picture 1: La Feria de Reynoso

Materials: Cuadros de Familia p.4-5, Student Notebook

→ PREP

- Review instructions on teaching Picture Study Lessons.
- Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenas noches, mamá. - *Good night, mom.*

→ RECAP

- Recall what you learned in the previous lesson.

→ LESSON

- Play Audio/Video Links & Follow Along
- Introduce/Practice Picture Study Vocabulary
- Introduce/Practice Narration Sentences



[Lesson Links](#)

Picture Study Vocab - Set 2

las bolsas	<i>the bags</i>	las botellas	<i>the bottles</i>
amarillo	<i>yellow</i>	la mujer	<i>the woman</i>
el hombre	<i>the man</i>	el dinero	<i>the money</i>

Narration Sentences - Set 2

La mujer tiene una bolsa.	<i>The woman has a purse.</i>
El hombre tiene dinero.	<i>The man has money.</i>

20m Spanish Picture Study Ext. + Grammar – Lesson 3

SPANISH PICTURE STUDY EXT. +
GRAMMAR
WEEK 3

Grammar Concept: Plural Nouns

Materials: Cuadros de Familia p.4-5, Student Notebook

→ PREP

- Review instructions on teaching Picture Study and Grammar Lessons
- Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenas noches, mamá. - *Good night, mom.*



[Lesson Links](#)

→ RECAP

- ☐ Recall what you learned in the previous lesson.

→ LESSON

- ☐ Play Audio/Video Links & Follow Along
- ☐ Review Picture Study Vocabulary & Narration Sentences
- ☐ Introduce Grammar Concept
- ☐ Practice Sentences

→ GRAMMAR

Grammar Concept: Plural Nouns

Spanish plural nouns are formed based on the word's final letter, generally by adding -s (for vowels) or -es (for consonants). Special rule for -z: change to -c and add -es.

→ EXAMPLES

Plural Nouns	
muñeca → muñecas <i>doll → dolls</i>	botella → botellas <i>bottle → bottles</i>
flor → flores <i>flower → flowers</i>	árbol → arboles <i>tree → trees</i>
lápiz → lápices <i>pencil → pencils</i>	pez → peces <i>fish → fish</i>

→ PRACTICE

Grammar Concept: Plural Nouns

Choose three vocabulary words from this week and change the singular words to plural.

→ PRACTICE SENTENCES

Single Noun	Plural Noun
La botella está llena de soda. <i>The bottle is full of soda.</i>	Las botellas están llenas de soda. <i>The bottles are full of soda.</i>
El hombre tiene dinero. <i>The man has money.</i>	Los hombres tienen dinero. <i>The men have money.</i>
La bolsa es amarilla. <i>The bag is yellow.</i>	Las bolsas son amarillas. <i>The bags are yellow.</i>

☐ 20m Spanish Literature – Lesson 3

Fábulas de Esopo, "El zorro y las uvas"

☐ Materials: Fábulas de Esopo p.31, Student Notebook

→ PREP

- ☐ Review instructions on how to teach Literature Lessons.
- ☐ Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenas noches, mamá. - *Good night, mom.*

→ RECAP

- ☐ Recall what you learned in the previous lesson.

→ LESSON

- ☐ Play Audio/Video Links & Follow Along
- Grades 1-3: Listen & Narrate

SPANISH LITERATURE

WEEK 3



[Lesson Links](#)

- Grades 4+: Listen, Read Along & Narrate
- Introduce/Practice Literature Vocabulary
- Listen to/Practice Story Lines
- Storyboard - Draw pictures related to the story lines (optional for Grades 1-3)
- Copywork - Practice Writing Story Lines (optional for Grades 1-3)

Literature Vocab - Set 2

la sombra	<i>the shadow</i>	el camino	<i>the path</i>
la fila	<i>the row</i>	la cola	<i>the tail</i>
los dientes	<i>the teeth</i>	la colina	<i>the hill</i>

Story Lines - Set 3

en vano porque las uvas	<i>in vain because the grapes</i>
estaban fuera de su alcance.	<i>were beyond his reach.</i>
Después de un rato, dejó de	<i>After a while, he stopped</i>

20m Spanish Literature Extension – Lesson 3

SPANISH LITERATURE EXTENSION

WEEK 3

Fábulas de Esopo, "El zorro y las uvas"

Materials: Fábulas de Esopo p.31, Student Notebook

→ PREP

- Review instructions on how to teach Literature Lessons.
- Preview Lesson & Audio/Video Links

→ PHRASE OF THE WEEK

Buenas noches, mamá. - *Good night, mom.*

→ RECAP

- What do you recall from the previous lesson?

→ LESSON

- Play Audio/Video Links & Follow Along
- Practice Literature Vocabulary
- Practice Reading/Reciting Story Lines
- Storyboard - Continue drawing pictures related to the story lines
- Copywork - Continue writing story lines



[Lesson Links](#)

Literature Vocab - Set 2

la sombra	<i>the shadow</i>	el camino	<i>the path</i>
la fila	<i>the row</i>	la cola	<i>the tail</i>
los dientes	<i>the teeth</i>	la colina	<i>the hill</i>

Story Lines - Set 3

en vano porque las uvas	<i>in vain because the grapes</i>
estaban fuera de su alcance.	<i>were beyond his reach.</i>
Después de un rato, dejó de	<i>After a while, he stopped</i>

20m Spanish Songs, Rhymes & Conversations – Lesson 3

Diez Deditos, Juanito

Materials: Diez Deditos p.18-19, Student Notebook

→ PREP

- Review instructions on teaching Song, Rhyme & Conversation Lessons
- Preview Lesson and Links

→ PHRASE OF THE WEEK

Buenas noches, mamá. - *Good night, mom.*

→ LESSON

- Introduce Song or Rhyme
- Play Audio Links & follow along
- Practice Reciting or Singing Along with the recording

→ CONVERSATION

- Play Audio Links
- Practice Conversation Sentences



[Lesson Links](#)

Conversation Lines & Phrases - Set 2

Buenas noches, mamá.	<i>Goodnight mom.</i>
Buenas noches, papá.	<i>Goodnight dad.</i>
Buenas noches.	<i>Goodnight.</i>

Student Work

SAMPLE

--	--	--

1 Un zorro hambriento vio unas

.....

.....

2 hermosas racimos de uvas

.....

.....

3 colgando de una vid que estaba

.....

.....

SAMPLE

--	--	--

4 enredada en un árbol alto e hizo

5 todo lo posible por alcanzarlas.

6 Saltó una y otra vez, pero fue

--	--	--

7 en vano porque las uvas

.....

.....

8 estaban fuera de su alcance.

.....

.....

9 Después de un rato, dejó de

.....

.....

SAMPLE

References

Songs & Rhymes

Diez Deditos, Cuando Vayas al Mercado

TERM 3

SPANISH

Cuando vayas al mercado,
no compres carne de aquí.
ni de aquí,
ni de aquí,
ni de aquí,
Sólo de aquí.
(repetir la rima varias veces)

ENGLISH

When you go to the marketplace,
don't buy meat from here
nor here
nor here
nor here
Only from here.
(repeat the verse several times)

SAMPLE

Storylines

Fábulas de Esopo, "El zorro y las uvas"

TERM 1

WEEK 1

1	Un zorro hambriento vio unas	<i>A hungry fox saw some</i>
2	hermosas racimos de uvas	<i>beautiful bunches of grapes</i>
3	colgando de una vid que estaba	<i>hanging from a vine that was</i>

WEEK 2

4	enredada en un árbol alto e hizo	<i>tangled in a tall tree and did</i>
5	todo lo posible por alcanzarlas.	<i>everything possible to reach them.</i>
6	Saltó una y otra vez, pero fue	<i>He jumped again and again, but it was</i>

WEEK 3

7	en vano porque las uvas	<i>in vain because the grapes</i>
8	estaban fuera de su alcance.	<i>were beyond his reach.</i>
9	Después de un rato, dejó de	<i>After a while, he stopped</i>

Picture Study Vocab

SET 1

la feria	<i>the fair</i>	los puestos	<i>the stalls</i>
la muñeca	<i>the doll</i>	la comida	<i>the food</i>
el barro	<i>the clay</i>	la gente	<i>the people</i>

SET 2

las bolsas	<i>the bags</i>	las botellas	<i>the bottles</i>
amarillo	<i>yellow</i>	la mujer	<i>the woman</i>
el hombre	<i>the man</i>	el dinero	<i>the money</i>

SAMPLE

Literature Vocab

SET 1

el zorro	<i>the fox</i>	la uva	<i>the grape</i>
la vid	<i>the vine</i>	castaño	<i>auburn</i>
el tronco	<i>the trunk</i>	la ramita	<i>the twig</i>

SET 2

la sombra	<i>the shadow</i>	el camino	<i>the path</i>
la fila	<i>the row</i>	la cola	<i>the tail</i>
los dientes	<i>the teeth</i>	la colina	<i>the hill</i>

SET 3

la oveja	<i>the lamb</i>	las piedras	<i>the rocks</i>
el pastor	<i>the shepherd</i>	la lana	<i>the wool</i>
gris	<i>grey</i>	los ojos	<i>the eyes</i>

Conversation Lines & Phrases

SET 1

¡Hola, amigos!	<i>Hello friends!</i>
¿Cómo están?	<i>How are you?</i>
Muy bien, gracias.	<i>Very well, thank you.</i>

SET 2

Buenas noches, mamá.	<i>Goodnight mom.</i>
Buenas noches, papá.	<i>Goodnight dad.</i>
Buenas noches.	<i>Goodnight.</i>

SAMPLE