

Elementary Spanish

Instructor Handbook

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Welcome to the Elementary Spanish vocabulary lists from Transparent Language!

This three-level set of vocabulary resources is intended for students in grades 3-5, with one level planned per academic year. The course focuses on essential communicative phrases for students to use with their families, their teachers, and their friends.

The Elementary Spanish content was designed as a companion piece for the classroom. Learners in traditional brick-and-mortar schools or those who are homeschooled will find relevant and engaging phrases, specifically developed for elementary school-age kids.

These vocabulary lists are meant to be used by students at various language proficiencies from 0+ to 1+ (low beginner to low intermediate). There are two major components per level:

1. **Vocabulary:** The Elementary Spanish vocabulary is aimed at a 0+ to 1+ proficiency level. These lists contain approximately 950 words and phrases (10-15 vocabulary words/phrases per list). The vocabulary also weaves in information about Spanish grammar and culture.
2. **Learned Items:** Refreshing “Learned Items” in Transparent Language Online will be critical to maintaining a student’s lexical reservoir.

Level Specifics

- Each **level** of the Elementary Spanish lists requires approximately **25 hours of independent study**. Teachers can also work the in-class activities suggested in this document into classroom time to round out their curriculum.
 - Level 1 – 23 lists, plus Alphabet Course and “About Spanish” reference module
 - Level 2 – 25 lists, plus Alphabet Review
 - Level 3 – 26 lists
- In each level, students learn a list, then practice that list in the Transparent Language courseware to master the contents.

NOTE: Teachers should review the list contents before assigning for the amount and difficulty of the material as well as alignment with planned classroom activities.

List Topics Overview

The following table provides an overview of the Elementary Spanish vocabulary for three different school years and age groups of students. It's based on the following premises:

- The academic year is 40 weeks long.
- Students should refresh Learned Items on a regular basis, with refresh and review time built into the schedule whenever possible.
 - Younger students should refresh more often.
- Students meet in person to do communicative activities, after having completed the online pre-assignments listed below.
- When making recommendations, these lists have taken age-appropriateness into account.
 - For example, make sure students have mastered telling time in their own language before introducing it in Spanish.
- Students at the lowest level will need longer to complete assignments while students in the higher grades will be able to move faster.

Week	Level 1	Level 2	Level 3
1	Learn: About Latin American Spanish	Learn: Welcome! Learn: Alphabet Review	Learn: Getting to Know You
2	Learn: Alphabet	Learn: Spanish Names for Boys Learn: Spanish Names for Girls	Learn: How Are You Today?
3	Practice: Alphabet	Learn: Numbers 0-20	Practice: Getting to Know You Practice: How Are You Today?
4	Learn: Hello Learn: Spanish Names for Boys Learn: Spanish Names for Girls	Learn: Higher Numbers	Learn: Making Friends and Sharing Digits
5	Practice: Hello Practice: Spanish Names	Practice: Welcome! Practice: Alphabet Practice: Numbers 0-20 Practice: Higher Numbers	Learn: Do You Like School?
6	Learn: Introducing Myself in Spanish	Learn: Nice to Meet You Too!	Practice: Making Friends and Sharing Digits Practice: Do You Like School?
7	Practice: Introducing Myself in Spanish	Practice: Nice to Meet You Too!	Learn: My School Supplies
8	Learn: How Are You Today?	Learn: Meeting Others	Practice: My School Supplies
9	Practice: How Are You Today?	Practice: Meeting Others	Learn: Describing People with Ser
10	Learn: Meet and Greet	Learn: How Are You Today?	Practice: Describing People with Ser
11	Practice: Meet and Greet	Practice: Nice to Meet You Too! Practice: Meeting Others	Learn: Tener (to have)
12	Learn: Who Is It?	Learn: My Classes	Learn: Describing People with Tener
13	Practice: Who is it?	Practice: My Classes Practice: My Schedule	Practice: Tener (to have) Practice: Describing People with Tener
14	Learn: Numbers 0-10	Learn: My Schedule	Learn: Comer (to eat)
15	Learn: Numbers 11-20	Practice: My Classes Practice: My Schedule	Learn: Daily Foods
16	Practice: Numbers 0-20	Learn: At What Time?	Practice: Comer (to eat) Practice: Daily Foods
17	Learn: How Old Are You?	Practice: At What Time?	Learn: Fruits and Vegetables

Week	Level 1	Level 2	Level 3
18	Practice: How Old Are You?	Learn: Making Friends in Spanish	Learn: Grains and Meats
19	Learn: What Is Your Phone Number?	Practice: Making Friends in Spanish	Learn: Dairy
20	Practice: What Is Your Phone Number?	Learn: My Classroom	Practice: Fruits and Vegetables Practice: Grains and Meats Practice: Dairy
21	Learn: At School	Practice: My Classroom	Learn: Beber (to drink)
22	Practice: At School	Learn: Where Are My Things?	Learn: Drinks
23	Learn: In My Backpack	Practice: Where Are My Things?	Practice: Beber (to drink) Practice: Drinks
24	Practice: In My Backpack	Learn: Holidays	Learn: Places in Town
25	Learn: Days of the Week	Practice: Holidays	Learn: Prepositions of Location
26	Practice: Days of the Week	Learn: My Birthday Party	Practice: Places in Town Practice: Prepositions of Location
27	Learn: Months	Practice: My Birthday Party	Learn: At Home
28	Learn: Seasons and Holidays	Learn: My Family	Learn: In My Living Room
29	Practice: Months Practice: Seasons and Holidays	Practice: My Family	Learn: My Room
30	Learn: Weather	Learn: I'm Sick!	Practice: At Home Practice: In My Living Room Practice: My Room
31	Practice: Weather	Practice: I'm Sick!	Learn: My Free Time
32	Learn: Meals	Learn: Weather	Practice: My Free Time
33	Practice: Meals	Practice: Weather	Learn: The Party!
34	Learn: Common Foods	Learn: Let's Eat!	Practice: The Party!
35	Practice: Common Foods	Practice: Let's Eat!	Learn: Change of Plans!
36	Learn: Drinks	Learn: My Free Time	Learn: Body Parts
37	Practice: Drinks	Practice: My Free Time	Practice: Change of Plans! Practice: Body Parts
38	Learn: Family	Learn: What Are You Wearing?	Learn: Vacation
39	Practice: Family	Practice: What Are You Wearing?	Practice: Vacation
40	Master Refresh	Master Refresh	Master Refresh

To Prepare for Class

1. Review this Instructor Handbook and the Scope and Sequence document.
2. Review the vocabulary students have been assigned and practiced in previous classes. They will know how to use these phrases.
3. Review suggested classroom activities in this Instructor Handbook and add any others that you want to plan for the group.

General Teaching Exercises and Suggested Activities

While every class is different, the strategies suggested here can be useful in a variety of situations. Most classes will follow the same general pattern:

- Ice-breaker activities
- Main exercises: skill-targeted, topic-specific, and/or discussion exercises
- Review and conclusion

Each of these sections is covered in more detail below.

It's also important to provide opportunities for all students to contribute and interact, both with you and with each other.

This balance may be accomplished by including activities which require students to work in pairs or groups, as well as those that require individual effort.

Ice-breaker Activities

It is often a good idea to begin the class with one or more quick ice-breaker activities to get students into the right mindset and to assess whether students have actually done the required preparations. If you use more than one ice-breaker activity, organize them from least cognitively burdensome to the most (easiest to most difficult). Try to keep the activities quick and fun.

Some suggested ice-breaker activities:

- Have students identify vocabulary from images related to the lesson they studied before class, or have them match images to word clusters or phrases.
- Have students practice vocabulary usage by producing meaningful sentences using words from the lesson.
- Ask students to make a mind map of main themes of the lesson they studied.
- Show students a series of pictures or a short video without sound and ask them to tell you what the presentation was about in the language they are learning.

Skill-targeted Teaching Exercises

These activities focus on the four main skills related to language learning: listening, speaking, reading, and writing.

The material used in them may or may not be directly related to the main subject of your lesson, but these exercises can help students practice and hone their abilities. Depending on the needs of your students, you may choose one or more of these skills to focus on in each class.

Listening

Listening activities help students hone their comprehension, build vocabulary, and increase their understanding.

Possible listening activities include:

- **Follow along:** Read a passage aloud to your students, and have them follow along. Pick a subject and a level of difficulty that is appropriate for your class. For example, you might choose a topic related to the main theme of your lesson, or you may choose an article that deals with an issue in current events.
- **Pre-recorded Sound:** Play a pre-recorded sound file, either from a different Transparent Language lesson or from another source, such as SoundCloud (<https://soundcloud.com/>). Again, pick a passage or a video which is interesting and relevant to your students. Lesson Authoring can be used to provide audio sounds both for live classes as well as asynchronous courses.
- **Video:** Play a video with foreign language sound from YouTube or any other source. Ask questions afterwards to confirm the students' understanding of the subject.
- **True/False:** Show your students a visual (or series of visuals), then make statements in the target language. Students must then indicate whether the statements they hear are true or false.
- **Choice:** Show your students a visual representation (authentic documents, images, etc.), then say several descriptive sentences in the foreign language. Students must choose the correct item based on the information given in the descriptive sentence.
- **Information Gap:** Show a passage in the foreign language with some of the key words omitted. Read the passage out loud so that students can listen for and fill in the missing words.

Speaking

Speaking skills are critical to practice during class time. The more chances students get to speak aloud, the more confidence they will gain and the better their pronunciation will become.

Some suggested general speaking activities:

- **Modeling:** The goal of this activity is correct pronunciation. You model the pronunciation of words or phrases, and each student repeats it in succession.
- **Picture Identification/Description:** Show your students a visual (or series of visuals), then have them practice vocabulary by identifying each object out loud in the foreign language.
- **Ranking:** Provide your students with chunks of information in the target language (for example, job ads), then have students manipulate them on the whiteboard and discuss the ranking of the items.
- **Round Robin:** This activity has several variations, but the main objective is to have each student say one thing (or phrase) in the target language. The next person builds upon that and the flow continues until everyone has participated. For example, you might present a category (such as “Names of Mammals”) for discussion, then have students take turns going around the group and naming items that fit the category.
- **Compare & Contrast:** Give your students two similar documents or images, then have them state the differences in the target language.
- **Images:** Two students each hold an image. Student A explains the image in target language while student B draws the likeness on a white board and vice versa. Instructors might consider finding images in advance that are relevant to the topic taught during that class session.
- **Line Dance:** Have your students form two concentric circles or two lines facing each other. Ask a question (on any content) and have students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners, and you then pose a second question for them to discuss. Continue with five or more questions.
- **Numbered Heads Together:** Group students into four-person teams, and ask the students in each group to number off from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through discussions.

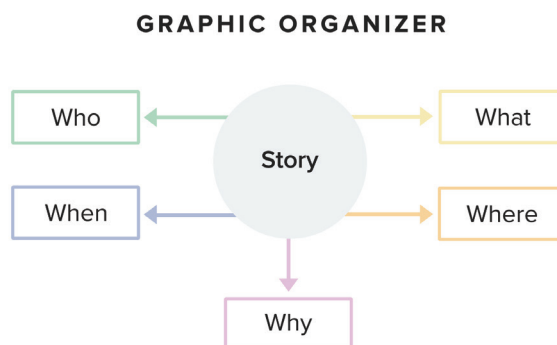
- **News Reports:** Ask your students to read a newspaper or magazine before coming to class, then report to the class in the foreign language what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- **Interviews:** Students are given a topic on which to find an expert to interview or they are given a type of person to interview. An alternative is the 'pretend' interview, in which the student writes up what it might be like to interview a famous person in the target culture.
- **Comic Strip:** One student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing 'distractors,' images that don't belong to the storyline. Thus, the listener must determine which events (images) belong to the story, manipulate them, and arrange them in the proper order in which they occur.
- **Role Play:** Set up a scenario and have students take turns acting out different roles in the dialogue. Depending on the level of your students, you may or may not decide whether to provide a full or limited text of the conversation as support.
- **Debates:** Pose a topic and have students conduct a debate about the issue. You can have individual students present their opinions, or organize the class into teams assigned to specific sides.

Reading

Reading activities help students practice comprehension, familiarize themselves with spelling conventions, and prepare to write their own thoughts. They also open up vast new worlds of information, from traditional literature to modern websites and text messages.

Ideas for reading activities might be:

- **Read Aloud:** Give your students a simple passage in the target language, and have them read aloud to the class. Additionally, have students take turns identifying key words and phrases.
- **Forms:** Given authentic text (forms, signs, headlines, etc.), students will read aloud key words and main ideas. Additionally, students should be encouraged to fill out the forms.
- **Tweet Analysis:** Show students a list of Twitter tweets and have them rate them from favorite to least favorite and give reasons why. Alternatively, have them verbally compare and contrast two Twitter tweets on the same topic. Remember that you can use Twitter to find real time conversational phrases. <https://twitter.com/search-home>
- **Text Analysis:** Have students read a short text (such as an advertisement or a set of news headlines), then have them verbally identify key vocabulary, summarize the main ideas, or pick out the strongest and weakest statements, depending on their level and experience.
- **Authentic Document Analysis:** Give your students an authentic document in the target language, then have them ask and answer questions in the target language about it. Alternatively, have them come up with synonyms/antonyms for the vocabulary in the document.
- **Jigsaw:** Organize students into teams of four, and then assign each student one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.
- **Graphic Organizer:** Ask your students to read a text, then fill out a graphic organizer based on it, similar to the one shown below.



Writing

Writing exercises are often done as homework, but can also be done in class, particularly when combined with speaking or listening activities. Some writing activities work well for individuals, while others lend themselves to group interactions.

Possible writing exercises could include:

- **Information Gap:** Students are given a written task to accomplish, such as filling out a chart or a family tree, but each group member only has part of the necessary information. The students must combine and synthesize their individual bits of information in order to solve a problem or make a decision.
- **Binomials:** Write or type the first half of a common pair of words, such as “Bread and...” Have your students quickly write the first word that comes into their heads (in this case, “butter”). Continue with other “halves” of binomials, but slowly widen the scope so that there may be more than one choice.
- **Stories:** Show students an image or series of images, and have them write short stories based on the pictures. Encourage them to incorporate the vocabulary and grammar that they have been studying. For example, you might ask them to write the story in a specific tense, or include a certain number of words from their vocabulary list.
- **Brainstorming:** Give your students a topic, set of topics, graphic organizer or chart, and have them write in vocabulary words related to each subject, as shown in the example chart below.

Fruit	Vegetables	Meat	Dairy Products	<i>Some or Any</i>
cherries	onion	fish	yogurt	pasta
apples	beans	hot dogs	milk	turkey
fruit	chili pepper	beef	butter	green beans
orange	potato	chicken	ice cream	rice
banana	squash	sausage	cheese	hamburgers

Review and Conclusion

Just like we warm up before a workout, it's a good idea to incorporate some "cool down" exercises into your classroom routine. For you, these activities help check understanding and confirm the students have learned what you intended to teach in that day's lesson. Creating closure at the end of class helps connect ideas and build a bridge between today and tomorrow's learning.

Ideas for some summative activities could include:

- **What Have You Learned Today?:** In the last few minutes of class, pose the open-ended question "What have you learned today?". Students may respond with specific words or phrases, their communicative goals, or a theme that resonated with them personally.
- **Sharing Time:** Ask students to share something they worked on today with a partner or in front of the group. This can be an art project, a quick doodle that captures a theme the class discussed, a homework assignment, or something they've written in class.
- **Exit Ticket:** Students write their name, what they've learned, and any open questions they still have on an index card. They can drop the card in pre-labeled containers for "Green Light - Got It!", "Yellow Light - Let's Review!", "Red Light – Stop and Help!", based on how they feel about the day's learning experience.
- **Seeing Similarities:** Students fill in the blank in the following sentence: "This [word, idea, topic, skill] is like _____ because _____."
- **Journal:** At the end of each lesson, students can write a journal entry. This can be free writing on two things of their choice that they learned. You can also suggest the following three prompts: 1. What did I learn today? 2. So what? (What does this help me do? Why is it relevant and useful? Has it changed my thinking or surprised me?) 3. Now what? (How does this fit into what we've learned so far? Can I guess or predict where we'll be going from here?). When the course is over, students can look back through their journals at the measurable progress they've made.