

# THE SPANISH FOR KIDS STARTER KIT



by Elisabeth Alvarado

# TERMS OF USE



A teacher and mom of 2, Elisabeth currently lives in Peru. She has a B.S. in Elementary Education from UNC-Chapel Hill and has taught grades K-12 over the past 11 years.

Elisabeth created Spanish Mama for language teachers and Spanglish families.. She is passionate about putting students and readers in touch with living language and culture. Spanish Mama is now a virtual library of Spanish resources and ideas, for both parents and teachers.

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**Lesson 4:** Family Members + SER

**Lesson 5:** Adjectives & Colors + GUSTAR

**Lesson 6:** Activities & Hobbies + PODER





# Teaching Tips

## CREATE A FAMILY PLAN

Take a minute to decide how you will work Spanish into your schedule.

- Will you try to study together for 15 minutes every day? Do you need to schedule a time twice per week?
- How can your kids hear Spanish naturally, throughout the week?

(Hang up posters and label things?  
Put a book into the bedtime basket?)

- Can you separate one time a week for Spanish-only? (Saturday mornings are for Spanish music, cartoons, speaking at breakfast, etc.?)
- Do you have Spanish-speakers family members? Do they have time for a once a month to chat?

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## PROVIDE VARIETY IN EACH LESSON

If you are new to teaching, you might be unsure of how to set up your Spanish learning time. For a 30-minute lesson, something like this outline could work:

1. Review. Review songs, commands or words with gestures (stand up, sit down, listen), finding colors in the room, counting, etc. (5-10 minutes)
2. New words. Introduce new words for the week or lesson. You might keep a little notebook together and write them down, show a picture, or repeat the words out loud.

If you can, listen to or read the new phrases in context.

If you don't speak Spanish confidently, try to listen to a song, video, or read a mini-book together. (10 minutes)

3. Play a game. Here are some favorites for practicing vocabulary and when working with younger kids. (10 minutes)

4. Close with review. This could be something to color, or a simple routine like a good-bye song and saying thank you. (5 minutes)

That's just a suggestion, of course! The main point is to always incorporate review, movement, songs, and games or hands-on activities.



# Teaching Tips

## KNOW THAT INPUT IS KEY

Your big goal as language teacher is giving your kids lots of Spanish they understand. We don't want to just flood them with Spanish; it should always be comprehensible. Every lesson, they should hear language in context, and speak when they are ready.

If your kids are resisting speaking, don't stress. Focus on providing reading and listening. Ask yes or no questions, either/or questions, or questions with one-word answers.

It's really important to create a feeling of fun and warmth around

Spanish for long-term success! This also means two things for you, as the parent-teacher:

- You need some input yourself, to stay a bit ahead of your kids and provide input for them.
- You need to find outside sources of good input (language in context) for the whole family, if you aren't a native speaker.

Input can be just about anything, as long as it's comprehensible. Spanish songs, cartoons, movies, books, stories, social media, podcasts, and videos in Spanish can help provide the language you need.

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## DON'T STRESS OVER GRAMMAR

Although there's a place for grammar, I don't recommend focusing on it as beginning or intermediate Spanish learners.

Instead, focus on communication through everyday language.

## GETTING STARTED!

The following pages include more information on my other tips:

- Kick off with the Alphabet
- Get familiar with questions words
- Learn some common phrases
- Focus on high-frequency verbs

# The Spanish Alphabet

The alphabet is a good place to start, as you get a feel for the Spanish language and sounds. Accents vary across the Spanish-speaking world, but here's a quick guide to the alphabet (based on Latin American pronunciation).

## The Spanish Alphabet



ah beh seh deh eh eh-feh heh



ah-cheh ee ho-tah kah eh-leh eh-meh eh-neh



en-neh oh peh koo er-reh eh-seh teh



oo oo-veh doh-bleh eh- yeh seh-tah  
oo-veh kees

Try learning an alphabet song, or use audio to guide you as you learn the letters.

Here are some helpful resources:

[ABC songs in Spanish](#)

[Alfabeto from Study.com](#)

[SpanishDict Pronunciation Guide\)](#)

# Asking Questions

This is probably something you did naturally, when your own children were little! As you rode in the car or walked around town, conversations probably sounded like this:

"What's that? Do you see it? Is is a train? What does the train say? Yes, it says choo-choo! Do you love trains? Me too!"

If you learn the main question words in Spanish, you'll be able to expand your conversations. While you read books, look at pictures, or play games, you can ask the same little questions that helped your kids learn their first language.

Here are some basic questions phrases:



## QUESTION PHRASES



¿QUÉ/CUÁL ES?  
WHAT/WHICH IS IT?



¿QUIÉN ES?  
WHO IS IT?



¿CÓMO?  
HOW?

¿CUÁNDO ES...?  
WHEN IS...?



¿CUÁNTOS/AS?  
HOW MANY?

¿POR QUÉ?  
WHY?



¿DÓNDE ESTÁ?  
WHERE IS IT?



# Daily Phrases

Here are some phrases that parents say all the time! Try to work them into conversations, and your kids will always remember them.

In general, lessons will be most successful if when Spanish becomes part of your family life, not just "lesson time."

Consider switching some of your family's music, screen time, books, etc. to Spanish to reinforce this mini-course.

Here are some helpful supplemental resources from Bilingual Kidspot::

[Spanish Language Learning Resources](#)

and from Spanish Mama:

[Spanish Resources Page](#)

## PHRASES FOR PARENTS



**TE QUIERO**  
**I LOVE YOU**

**¡ESCUCHA!**  
**LISTEN!**



**¡MIRA!**  
**LOOK!**

**¡SIÉNTATE!**  
**SIT DOWN!**



**¡VEN AQUÍ!**  
**COME HERE!**

**¡NO HAGAS ESO!**  
**DON'T DO THAT!**



**¡TEN CUIDADO!**  
**BE CAREFUL!**

# THE MOST COMMON SPANISH VERBS YOU NEED TO KNOW



## Common Verbs

Though most languages have extensive dictionaries, we only use a fraction of use in everyday life. That fraction is key to communication!

Es, está, tiene, puede, hay, and le gusta are at the heart of this Spanish mini-course. Once you know those, you can talk about many topics.

As the parent, you will find that learning these verbs helps you teach more fluidly. If you are trying to learn on your own, to say ahead of your kids, start here!

Here are the 12 most common verbs in Spanish.

I created a quizlet set to help you with pronunciation and exposure:

[Common Verbs in Spanish](#)

**ES**  
IS

soy - I am  
eres - you are  
(permanent)

**ESTÁ**  
IS

estoy - I am  
estás - you are  
(temporary)

**TIENE**  
HAS

tengo - I have  
tienes - you have

**HACE**  
DOES/  
MAKES

hago - I do  
haces - you do

**PUEDE**  
CAN/ IS  
ABLE TO

puedo - I can  
puedes - you can

**DICE**  
SAYS/  
TELLS

digo - I say  
dices - you say

**VA A**  
GOES

voy - I go  
vas - you go

**VE**  
SEES

veo - I see  
ves - you see

**HAY**  
THERE  
IS/  
ARE

**SABE**  
KNOWS

sé - I know  
sabes - you know

**QUIERE**  
WANTS

quiero - I want  
quieres - you want

**LE**  
GUSTA  
LIKES

me gusta - I like  
te gusta - you like

# LESSON 1:

# GREETINGS & ESTAR

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Lesson 1 Vocabulary .....	3
Conversation Script & Cartoon .....	5
Me Llamo Coloring Sheet .....	7
Aquí vs. Allá Picture .....	8
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# For Parents

Greeting are very important in Hispanic culture.. Even young kids learn to greets people with a kiss on the cheek.

In this starter kit, I am only teaching informal greetings and introductions, to stick with our goal of focusing on high-frequency.

Rules about formality from country to country, and if you would like to know more, you can [check out this site..](#)

Spanish has two verbs for expressing "to be." Estar is mostly used for location and feelings.

Be sure to look back to the eBook preface for some extra vocabulary and tips as you teach these lessons.

## ESTAR (TO BE) Feelings + Location



**YO ESTOY**  
(I AM)

**TÚ ESTÁS**  
(YOU ARE)



**USTED ESTÁ**  
(YOU ARE)



**ÉL, ELLA ESTÁ**  
(HE, SHE IS)



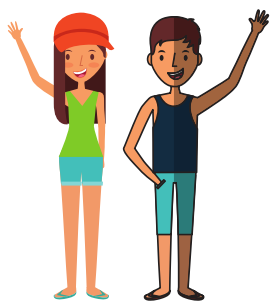
**NOSOTROS/AS**  
**ESTAMOS**  
(WE ARE)

**ELLOS/AS ESTÁN**  
(THEY ARE)



**USTEDES ESTÁN**  
(YOU ALL ARE)

# Greetings Vocabulary



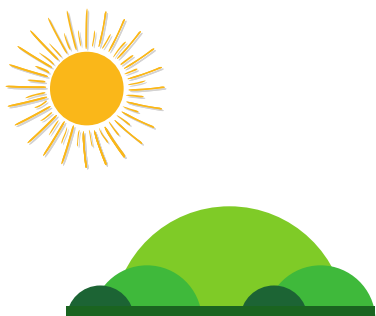
**hola**  
hello



**adiós**  
good-bye



**buenos días**  
good morning



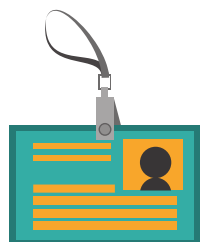
**buenas tardes**  
good afternoon



**buenas noches**  
good evening/night



**¿Cómo te llamas?**  
What's your name?



**Me llamo...**  
I'm called..



**Mucho gusto.**  
Nice to meet you.



**Igualmente.**  
Same to you.

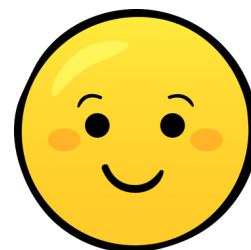
# ESTAR Vocabulary



**¿Cómo estás?**  
How are you?



**Estoy...**  
I am...



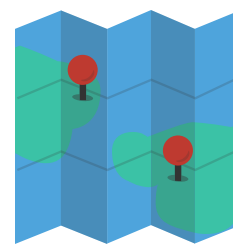
**muy bien, gracias**  
very well, thank you



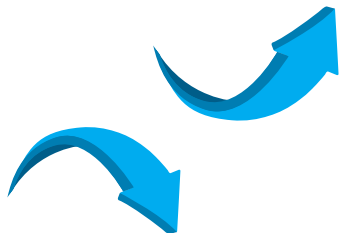
**mal**  
not well



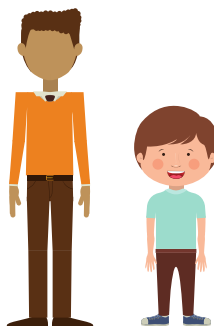
**¿Dónde está?**  
Where is...?



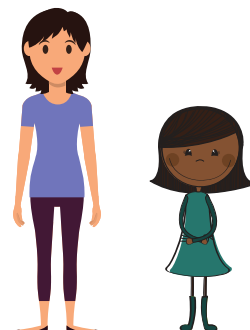
**Está...**  
He/she/it is...



**aquí/allá**  
here/over there



**el hombre/niño**  
the man/boy



**la mujer/niña**  
the woman/girl



### Conversación 1:

- ¡Hola!
- ¡Hola!
- ¿Cómo te llamas?
- Me llamo Paco.
- Mucho gusto, Paco.
- ¿Cómo te llamas?
- Me llamo Sonia.
- Mucho gusto, Sonia.

### Conversación 2:

- ¡Buenos días!
- ¡Buenos días!
- ¿Cómo estás?
- Muy bien, gracias.  
¿Y tú?
- Muy bien. ¡Adiós!
- ¡Adiós!



Create cartoons to show two dialogues in Spanish



¿Cómo te llamas?

Me llamo \_\_\_\_\_

A large rectangular box with a dashed border, intended for a drawing or a longer written response.

¿Cómo estás?

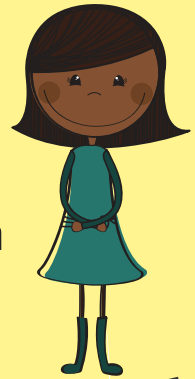
Estoy \_\_\_\_\_



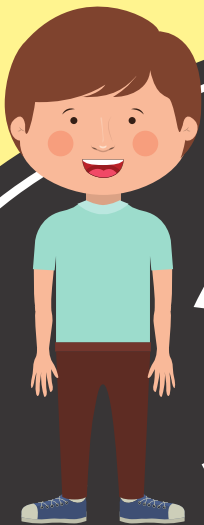
# ¿Está aquí o allá?



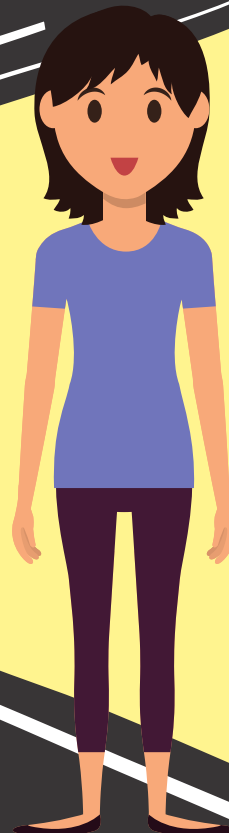
el hombre



la niña



el niño



la mujer

Un niño y una niña  
están en el parque.

1

La niña dice: -  
¡Hola! ¿Cómo te llamas?

2

El niño dice:  
- Me llamo Miguel. ¿Cómo te llamas?

3

La niña dice:  
- Me llamo Rosa. ¡Mucho gusto!

4

¡Miguel está al revés!

5

Rosa dice: - Miguel, ¡estás al revés!  
¿Estás bien?

6

Miguel no está bien.  
Miguel está mal.

7

Miguel dice: - ¡Adiós!

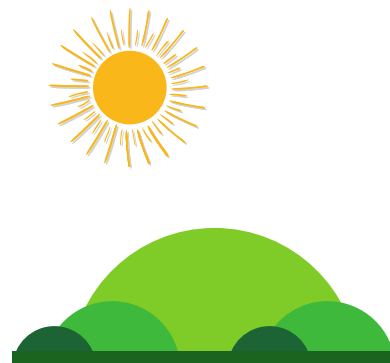
8

# Game Cards for Memory

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buenos  
días



buenas  
tardes



buenas  
noches



La mujer  
está aquí.



# Game Cards for Memory

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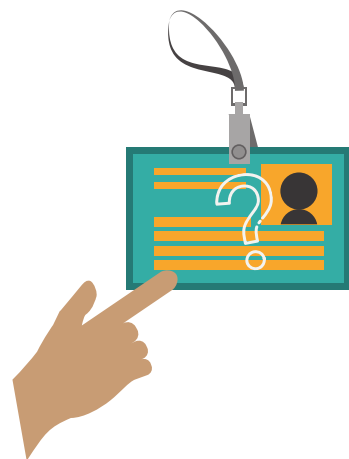
El hombre  
está allá.



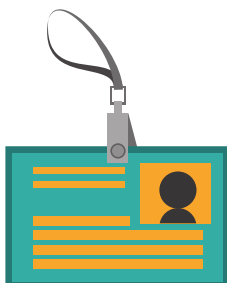
El niño  
está bien.



La niña  
está mal.



¿Cómo  
te llamas?



Me  
llamo...

# LESSON 2:

## OBJECTS, BODY & TENER

Note to Parents .....	2
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# For Parents

There are LOTS of words and games in this lesson. Refer to the blog post on Bilingual Kidspot for Lesson 2, to see the explanations of each activity..

Many of the actions on p. 3 can also double as commands. These are great to use as warm-ups or wiggle breaks in future lessons. You can use them in daily life too!

Just a few need adjustments:

get up - levántate  
sit down - siéntate  
go (away) - ve(te)

Be sure to keep reviewing the games and words from Lesson 1!

More notes:

\*\* "Las orejas" technically refers to the outer ears. "Los oídos" is used for the inner organ that hears.

## TENER



**YO TENGO**  
(I HAVE)

**TÚ TIENES**  
(YOU HAVE)



**USTED TIENE**  
(YOU HAVE)



**ÉL, ELLA TIENE**  
(HE, SHE HAS)



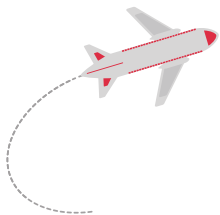
**NOSOTROS/AS**  
**TENEMOS**  
(WE HAVE)

**ELLOS/AS TIENEN**  
(THEY HAVE)



**USTEDES**  
**TIENEN**  
(YOU ALL HAVE)

# Common Actions



**va a...**  
goes to...



**escribe**  
write(s)



**escucha**  
listen(s)



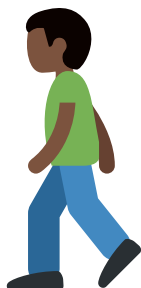
**se sienta**  
sits down



**se levanta**  
gets up



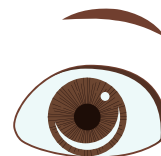
**habla**  
talk(s)



**camina**  
walk(s)



**corre**  
run(s)



**mira**  
look(s)

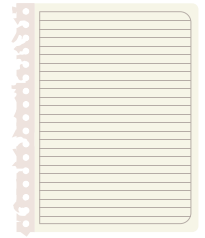
# Common Objects



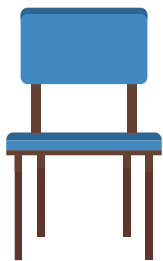
**la escuela**  
the school



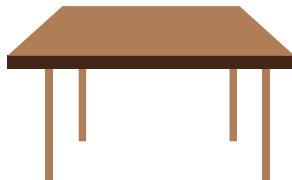
**el lápiz**  
the pen



**el papel**  
the paper



**la silla**  
the chair



**la mesa**  
the table



**el libro**  
the book



**la puerta**  
the door



**los crayones**  
the crayons



**las tijeras**  
the scissors

# Body Parts



los ojos  
eyes



la nariz  
nose



las orejas  
ears



la boca  
mouth



las manos  
hands



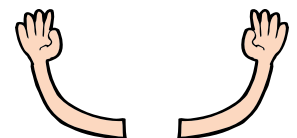
los pies  
feet



el cabello  
hair



las piernas  
legs



los brazos  
arms

# Game Cards: I Have, Who Has?

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Yo tengo la...



¿Quién tiene  
los ojos?

Yo tengo los...



¿Quién tiene  
el papel?

Yo tengo el...



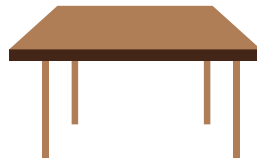
¿Quién tiene  
la boca?

Yo tengo la...



¿Quién tiene  
la mesa?

Yo tengo la...



¿Quién tiene  
las manos?

Yo tengo las...



¿Quién tiene  
la puerta?

Yo tengo la...



¿Quién tiene  
las piernas?

Yo tengo las...



¿Quién tiene  
las tijeras?

Yo tengo las...



¿Quién tiene  
las orejas?

# Game Cards: I Have, Who Has?

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Yo tengo las...



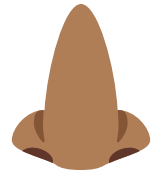
¿Quién tiene  
el lápiz?

Yo tengo el...



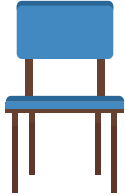
¿Quién tiene  
la nariz?

Yo tengo la...



¿Quién tiene  
la silla?

Yo tengo la...



¿Quién tiene  
los pies?

Yo tengo los...



¿Quién tiene  
el libro?

Yo tengo el...



¿Quién tiene  
el cabello?

Yo tengo el...



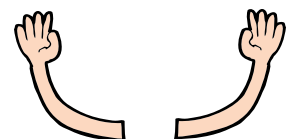
¿Quién tiene  
los crayones?

Yo tengo los...



¿Quién tiene  
los brazos?

Yo tengo los...



¿Quién tiene  
la escuela?



# Game Cards for Memory/Go Fish

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la  
puerta



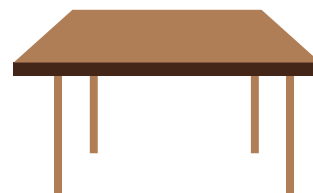
los  
crayones



las  
tijeras



el  
libro



# Game Cards for Memory/Go Fish

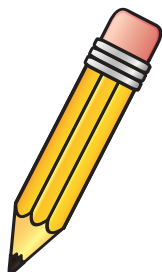
WWW.SPANISHMAMA.COM



la  
mesa



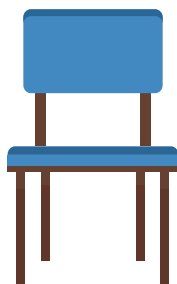
la  
escuela



el  
lápiz



el  
papel



la  
silla

# Game Cards for Memory/Go Fish

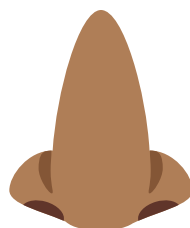
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los  
ojos



las  
orejas



la  
nariz



la  
boca



# Game Cards for Memory/Go Fish

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las  
manos



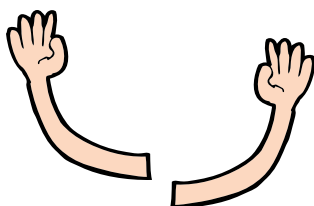
los  
pies



el  
cabello



las  
piernas



los  
brazos

# LABEL THE PARTS OF THE BODY

Me llamo \_\_\_\_\_



# OBJECT LABELS

**la  
mesa**

**la  
silla**

**el  
libro**

**la  
puerta**

**el  
lápiz**

**las  
tijeras**

**el  
papel**

**los  
crayones**



# CREDITS & RESOURCES

For Families:



Parts of the Body  
Songs



# LESSON 3:

## NUMBERS AND HAY

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# For Parents

In lesson 2, we had lots of new words! This lesson only adds in the numbers and 'hay.'

:

You can play the new numbers game here in Lesson 3, and then most of the activities review,, building on Lesson 1-2.

Make sure you are continually recycling the games and concepts too.

If you would like some guidance on games and storytelling, you might want to watch these FB Lives. It's geared toward preschool but the concepts still apply!

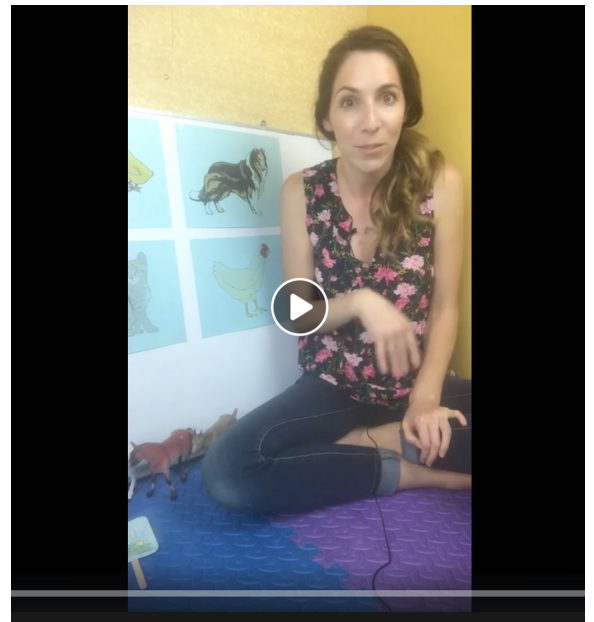
[Games for Kids to Learn Spanish](#)

[Storytelling for Spanish Learners](#)

And don't miss my [FAVORITE card game for learning numbers, Mano Nerviosa](#). It's linked in the blog post too!

HAY

THERE IS  
THERE ARE



# Numbers 0-15



cero



uno



dos



tres



cuatro



cinco



seis



siete



ocho

# Numbers 0-15

9

nueve

10

diez

11

once

12

doce

13

trece

14

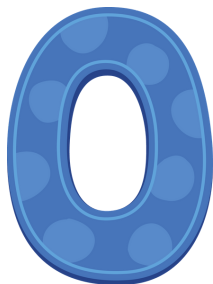
catorce

15

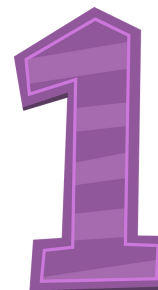
quince

# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



cero



uno



dos



tres





# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



cuatro

5

cinco

6

seis

7

siete

8

ocho

# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



9

nueve

10

diez

11

once

12

doce

13

# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



trece

14

catorce

15

quince

# Bingo

0

3

15

4

9

12

2

1

14

13

10

7

8

5

6

11

# Bingo

2

6

13

8

10

14

4

12

7

9

5

0

11

1

3

15

# Bingo

2

1

9

7

6

11

5

13

10

3

4

12

8

0

15

14

# Bingo

14

6

13

9

8

4

2

0

1

3

10

11

5

15

7

12

# Bingo

5

15

12

13

3

7

2

9

11

10

4

0

8

14

6

1



# Bingo

4

2

9

0

14

8

5

13

12

3

10

6

7

1

15

11

# Bingo

4

15

11

6

13

7

5

10

14

3

2

12

9

0

1

8

# Bingo

10

11

9

6

12

4

5

0

2

15

13

3

8

14

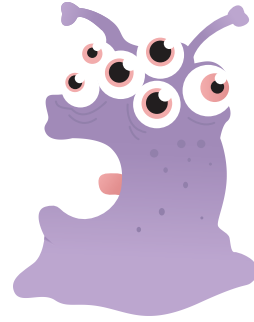
1

7

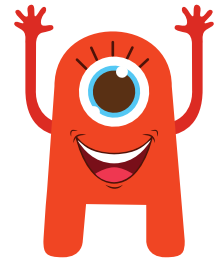
# MONSTER MATCHING

Me llamo \_\_\_\_\_

Hay un monstruo. Tiene un ojo, una boca, dos brazos, dos manos, y dos piernas. No tiene pies.



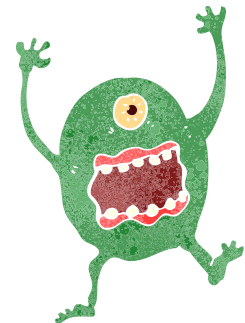
Hay un monstruo. Tiene un ojo, una boca, dos brazos, dos manos, y dos piernas. No tiene una nariz.



Hay un monstruo. Tiene una boca y seis ojos. No tiene brazos y no tiene piernas.



Hay un monstruo. Tiene cabello, tres ojos, cuatro brazos, y cuatro manos. Tiene pies, pero no tiene piernas.



Hay un monstruo. Tiene un ojo, una boca, cuatro piernas, y cuatro pies. No tiene brazos.

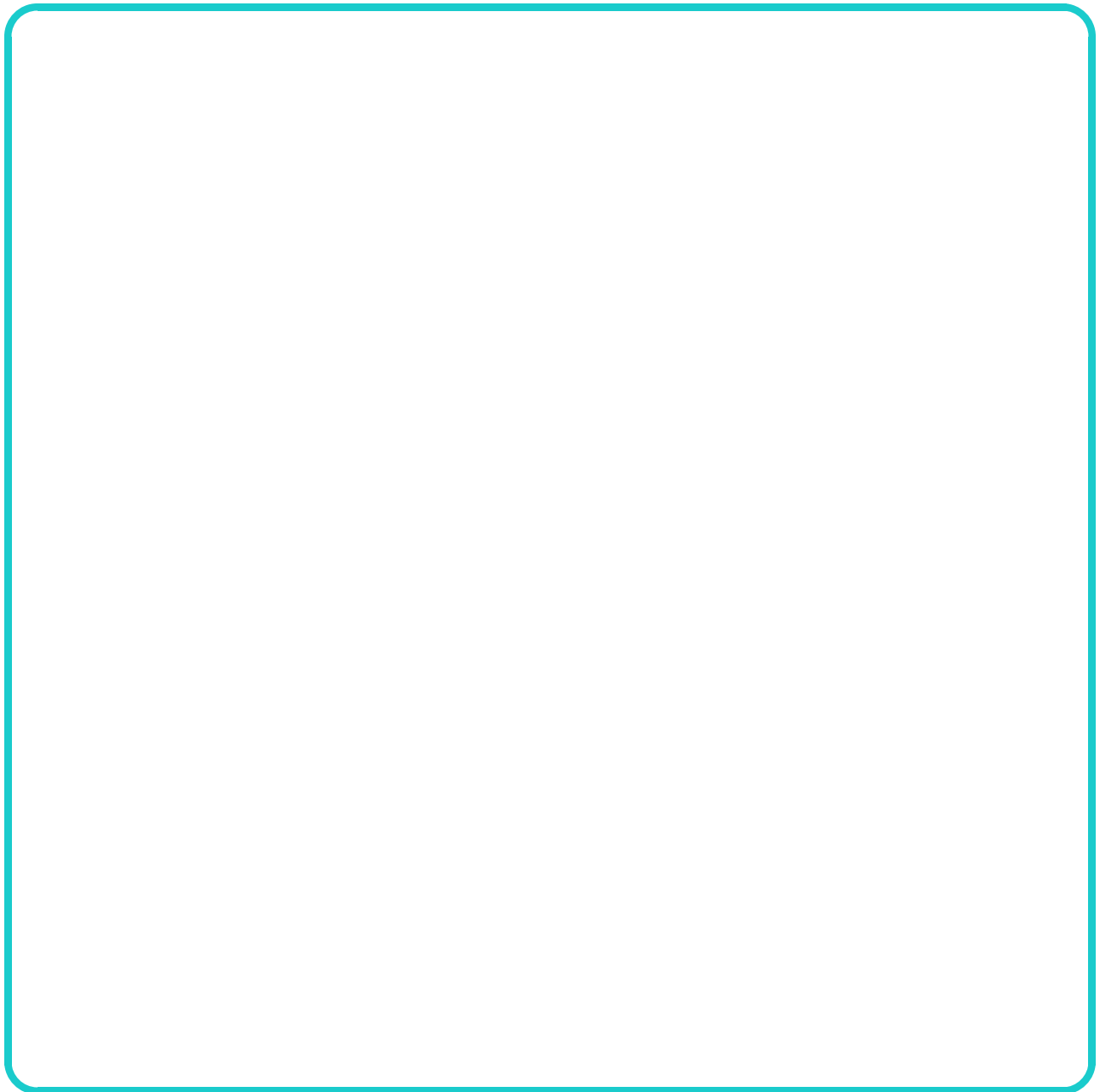


# DIBUJA UN MONSTRUO

Me llamo \_\_\_\_\_

Draw a monster following this description:

Hay un monstruo. Tiene cabello. Tiene cuatro ojos, una nariz, y dos bocas. El monstruo tiene cuatro brazos y cuatro manos. Tiene tres piernas y tres pies.



# CREDITS & RESOURCES

For Parents:



Greetings Songs



# LESSON 4:

## FAMILY AND SER

Note to Parents .....	2
Lesson 4 Vocabulary .....	3
Family Tree Poster .....	4
Go Fish / Memory Cards .....	5
Family Matching .....	7
Make Your Own Family Tree .....	9
Talking About Ages .....	10
Telling Time.....	11
Spot the Differences .....	14
Credits and Further Resources .....	16

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# For Parents

In lesson 4, we learn about the family and ser. Ser is another way to express "to be," in addition to estar. Unless you're talking about feelings or location, use ser.

If you would like some guidance on games and storytelling, you might want to watch these FB Lives. It's geared toward preschool but the concepts still apply!

And don't miss my [FAVORITE card game for learning numbers](#), [Mano y Pies](#). It's linked in the [Games for Kids to Learn Spanish](#) blog post too! [Storytelling for Spanish Learners](#)

## SER



**YO SOY**  
(I AM)

**TÚ ERES**  
(YOU ARE)



**USTED ES**  
(YOU ARE)



**ÉL, ELLA ES**  
(HE, SHE IS)



**NOSOTROS/AS SOMOS**  
(WE ARE)

**ELLOS/AS SON**  
(THEY ARE)



**USTEDES SON**  
(YOU ALL ARE)



# Family Members



la mamá  
mom



el papá  
dad



la hija/ hermana  
daughter/sister



el hijo/ hermano  
son/brother



la abuela  
grandma



el abuelo  
grandpa



la tía  
aunt

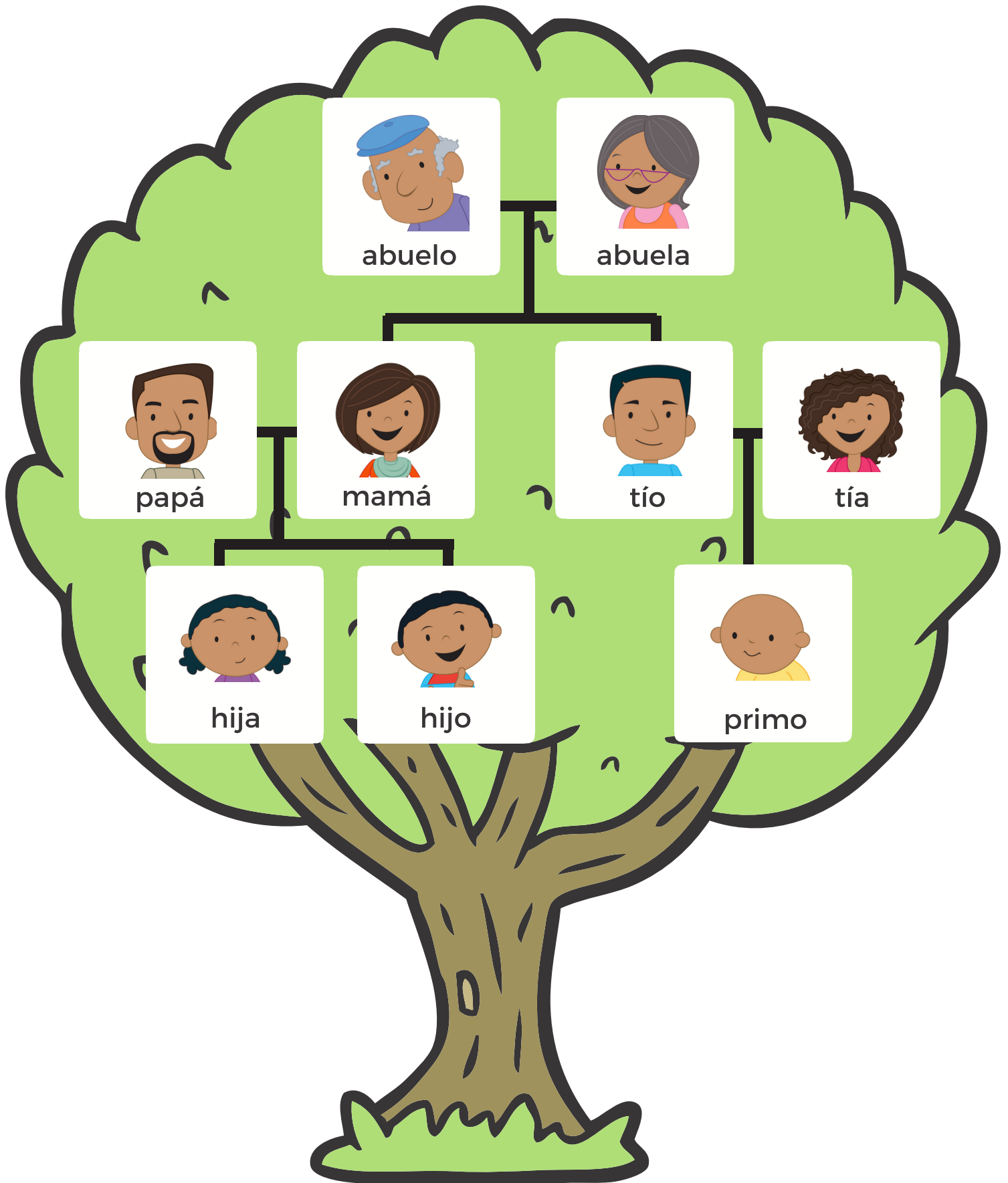


el tío  
uncle



el primo/ la prima  
cousin

# La Familia



# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



mamá



papá



hija  
hermana



hijo  
hermano



# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



abuela



abuelo



tía



tío



primo

# FAMILY PUZZLES

Me llamo \_\_\_\_\_

Hay un chico. Se llama Alex.

Below are 4 descriptions of Alex's family members. Read the clues and match to the pictures. .



Hay un hombre. Es el papá de la mamá de Alex.



Hay una mujer. Es la hija de la abuela de Alex. Es la mamá de la hermana de Alex..



Hay un hombre. Es el hermano de la mamá de Alex..



Hay una niña. Es la hija del papá de Alex.



# FAMILY PUZZLES

Me llamo \_\_\_\_\_

Hay un chico. Se llama Alex.

Below are 4 descriptions of Alex's family members. Read the clues and match to the pictures. .



Hay un hombre. Es el papá de la mamá de Alex.

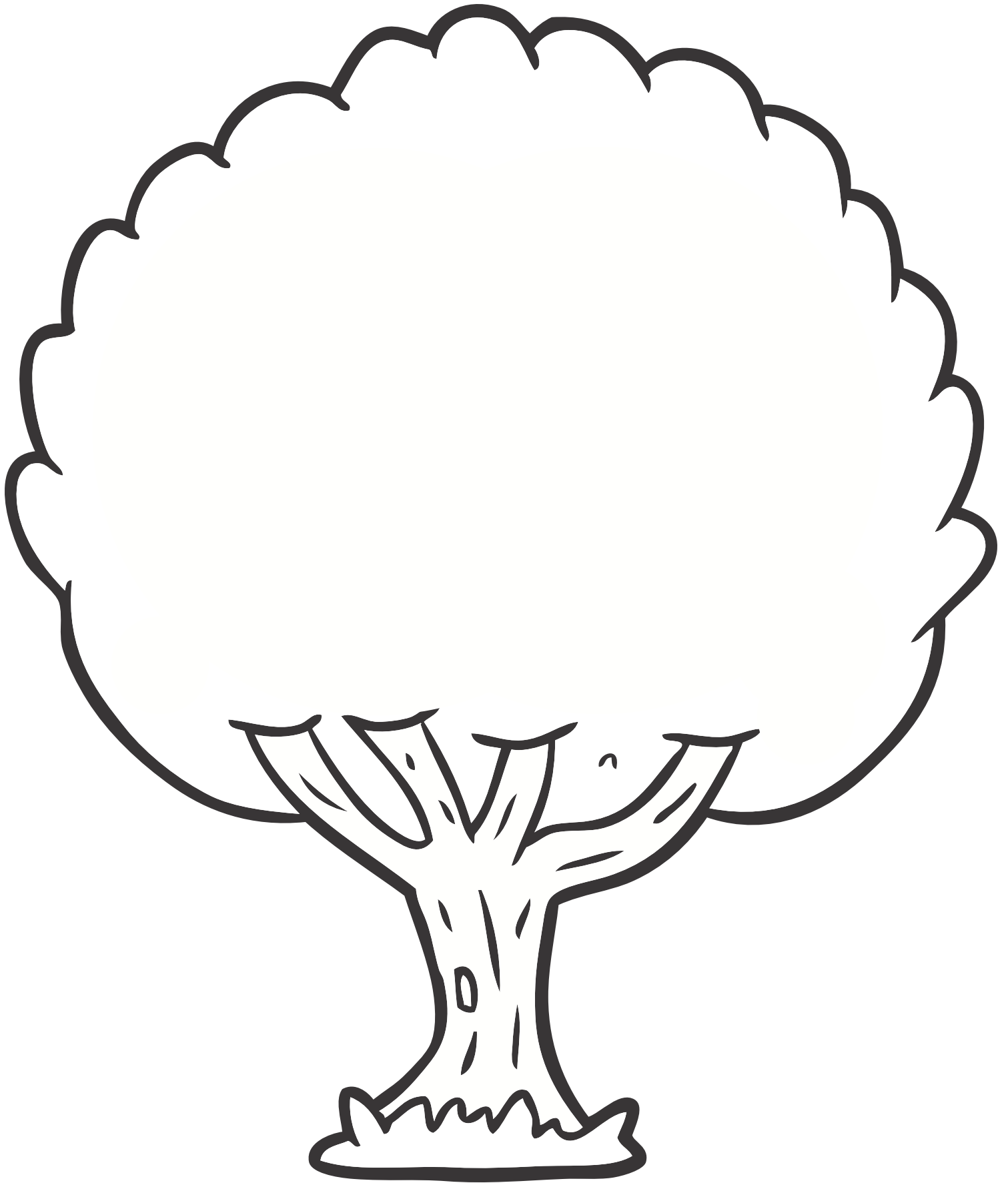
Hay una mujer. Es la hija de la abuela de Alex. Es la mamá de la hermana de Alex..

Hay un hombre. Es el hermano de la mamá de Alex..

Hay una niña. Es la hija del papá de Alex.

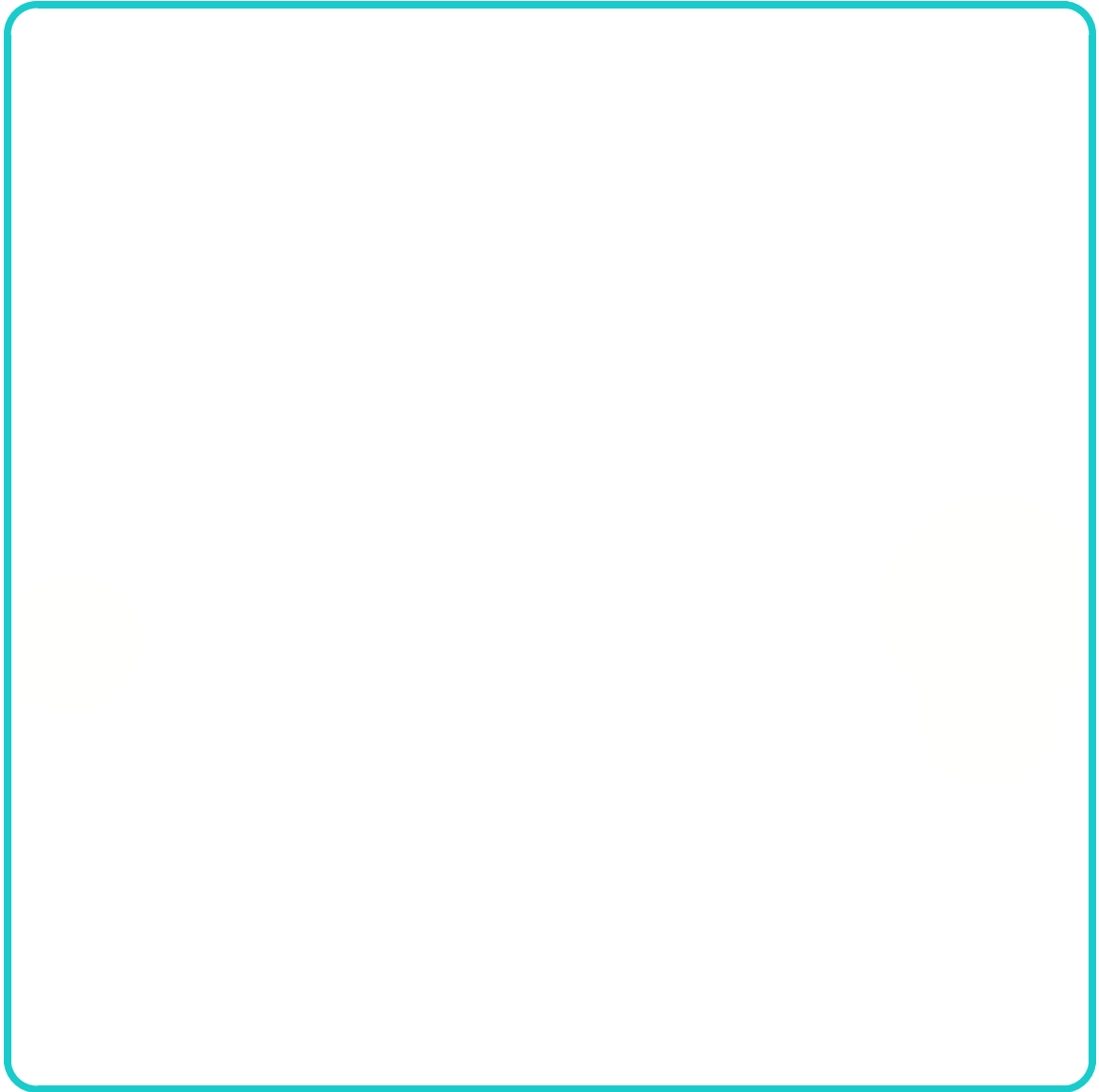


# Mi Familia



# ¿Cuántos años tienes?

¿Cuántos años tienes? means How old are you?  
You answer by saying "Yo tengo \_\_\_\_ años. Draw a picture of yourself, and write how old you are.



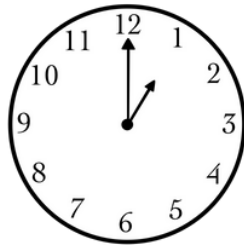
Yo tengo \_\_\_\_\_ años.



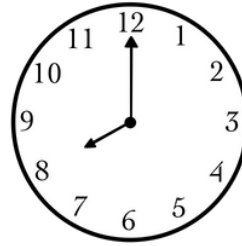
# ¿Qué hora es?

Now that you know numbers and es, you can learn to tell the time. Here are simple examples of how to tell the time in Spanish.

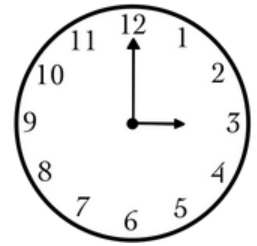
To tell the time to the hour, use "es la" for 1:00, and "son las" for 2:00-12:00.



Es la una.

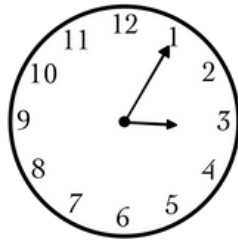


Son las ocho.

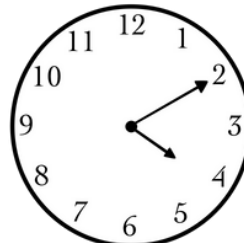


Son las tres.

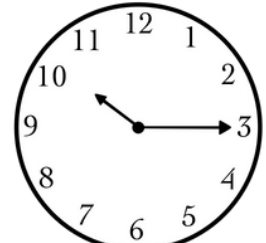
To tell the time to the minute, simply say the hour and add the minutes.



Son las tres y cinco.



Son las cuatro y diez.



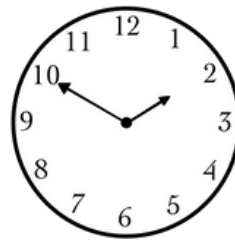
Son las diez y quince.

We've learned numbers 0-15.

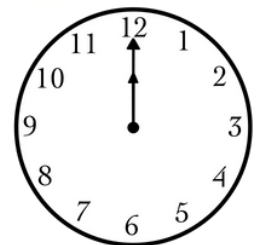
You might want to learn 16-60 too! You can say "y media" for the half hour. Use "para" to say "until."



Son las siete y media.



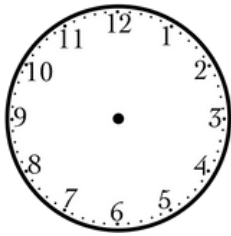
Son diez para las dos.



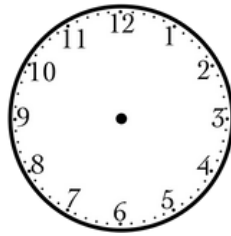
Son las doce.  
Es la medianoche

# ¿Qué hora es?

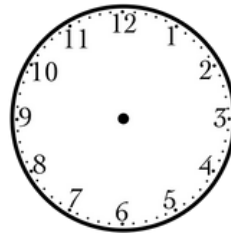
Try it yourself! Read, and then draw the correct times.



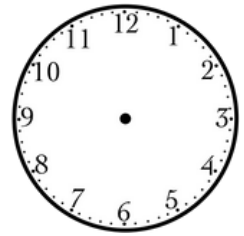
Es la una.



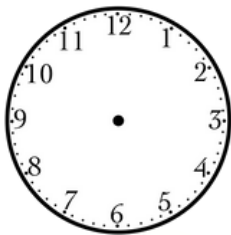
Es la  
medianoche.



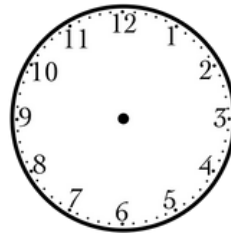
Son las tres y  
seis.



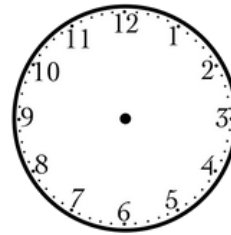
Son las cuatro  
y media.



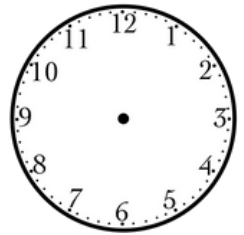
Son las cinco  
y diez.



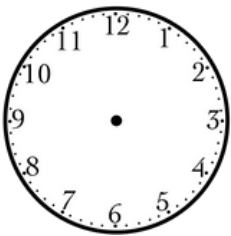
Son las seis y  
media.



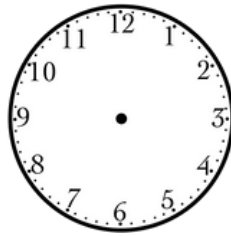
Es la una.



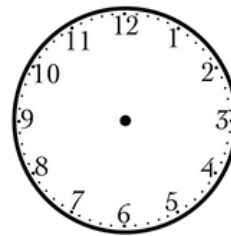
Son las ocho y  
cinco.



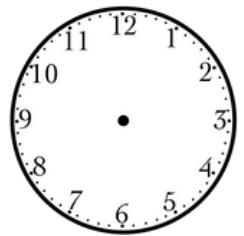
Son las nueve.



Son las diez y  
media.

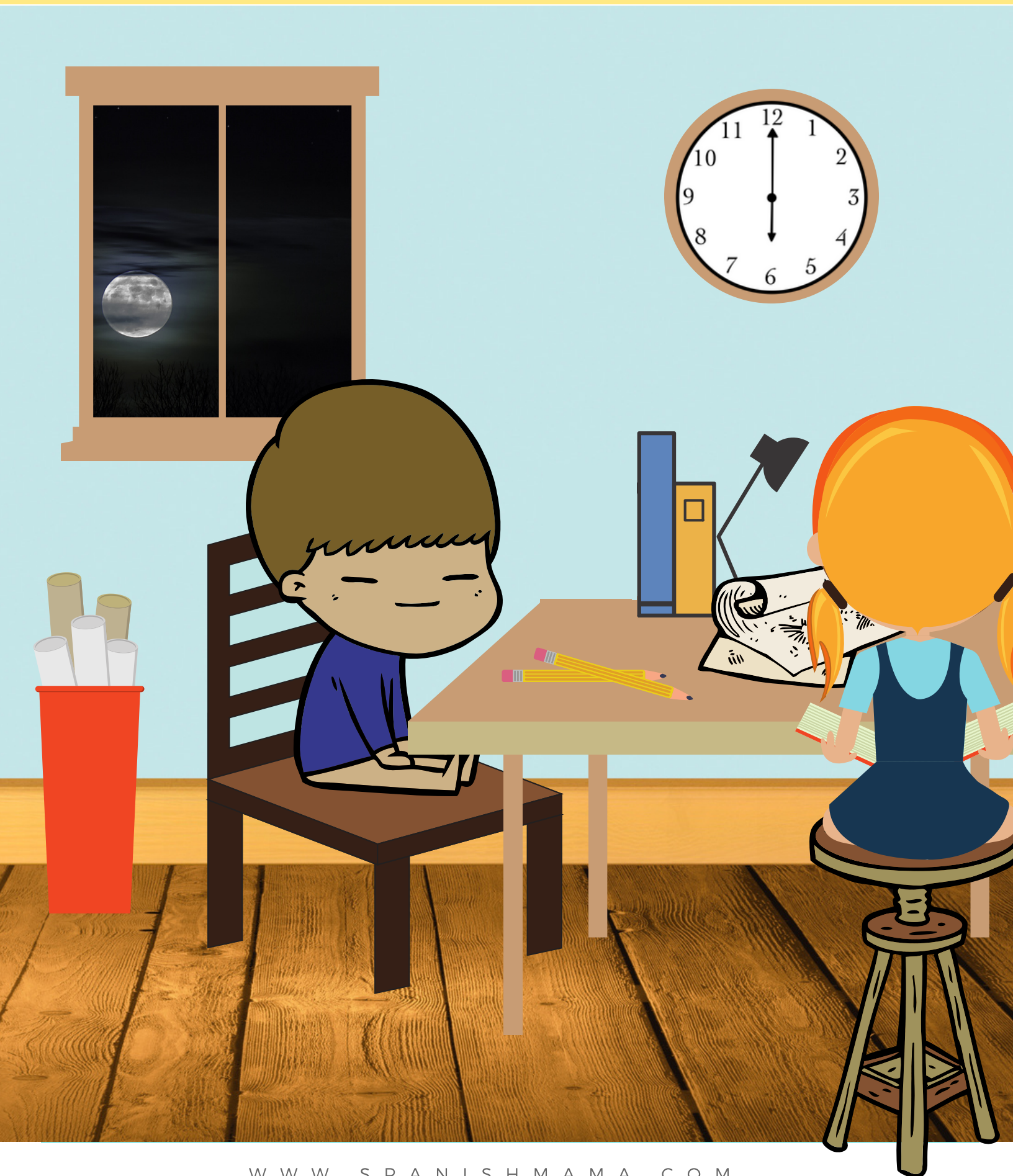


Son las once y  
quince.



Son las doce.

# Spot the Differences!



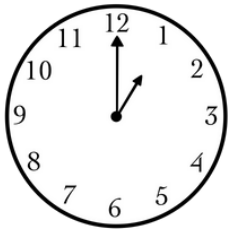


# Spot the Differences!

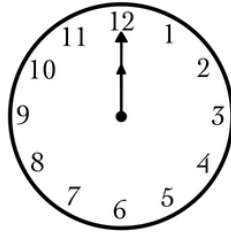


# ¿Qué hora es? Answers

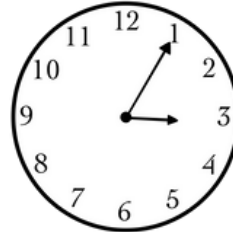
Try it yourself! Read, and then draw the correct times.



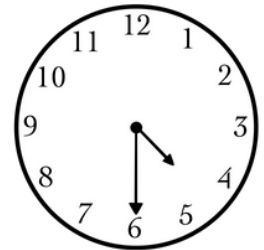
Es la una.



Es la  
medianoche.



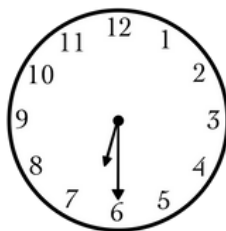
Son las tres y  
cinco.



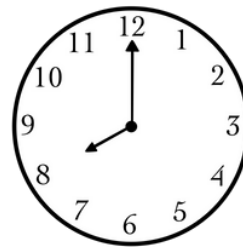
Son las cuatro  
y media.



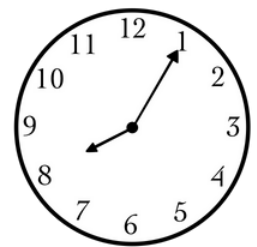
Son las cinco  
y diez.



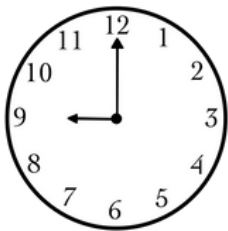
Son las seis y  
media.



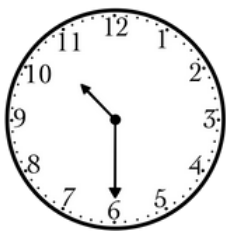
Es las ocho.



Son las ocho y  
cinco.



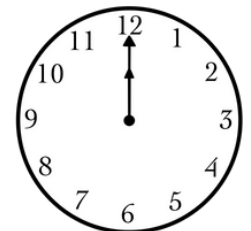
Son las nueve.



Son las diez y  
media.



Son las once y  
quince.



Son las doce.

# CREDITS & RESOURCES

For Families:



Parts of the Body  
Songs

KariBolt  
children's illustrator



# LESSON 5:

# ADJECTIVES AND COLORS

Note to Parents .....	2
Lesson 5 Vocabulary .....	3
Go Fish / Memory Cards .....	5
Adjective Categories .....	9
Favorite Colors Graph .....	11
All About Me Pages .....	12
Credits and Further Resources .....	14

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# For Parents

In lesson five, we introduce adjectives. You'll need to know that in Spanish, adjectives usually go after the noun.

el libro grande (the book big)  
los ojos azules (the blue eyes)

Gustar works a little differently too. It literally means: "\_\_\_\_\_ is pleasing to \_\_\_\_\_." You can use it like this:

¿Te gusta el color rojo?  
No, me gusta el color rosado.

If you are talking about something plural, it looks like this:

¿Te gustan los libros rojos?  
No, me gustan los libros rosados.

I have lots of extra resources related to this lesson, linked on the last page!

## GUSTAR



**ME GUSTA**  
**(I LIKE)**

**TE GUSTA**  
**(YOU LIKE)**



**LE GUSTA**  
**(YOU LIKE)**



**LE GUSTA**  
**(HE, SHE LIKES)**



**NOS GUSTA**  
**(WE LIKE)**

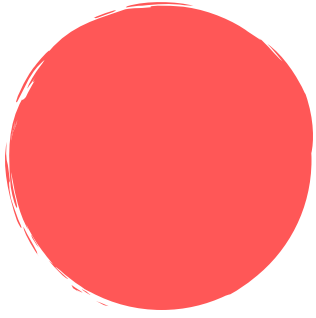
**LES GUSTA**  
**(THEY LIKE)**



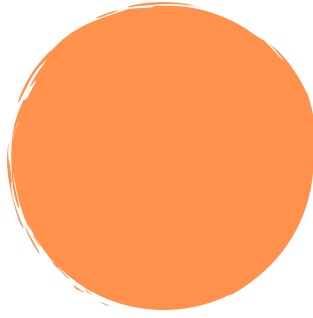
**LES GUSTA**  
**(YOU ALL LIKE)**



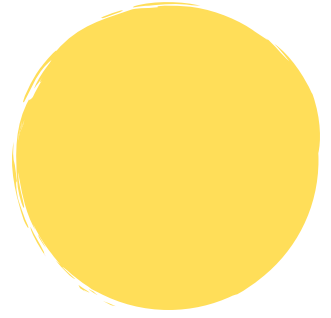
# Colors in Spanish



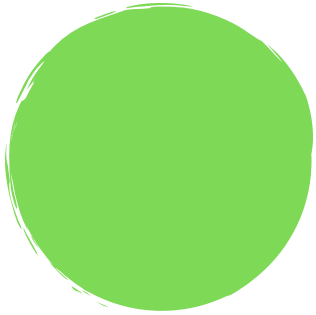
rojo



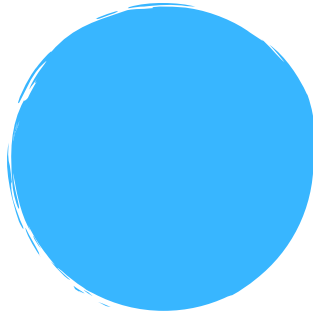
anaranjado/  
naranja



amarillo



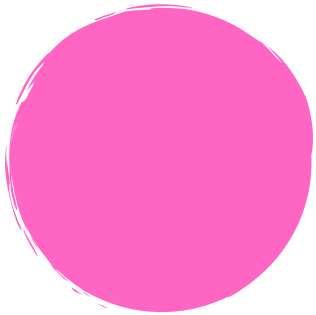
verde



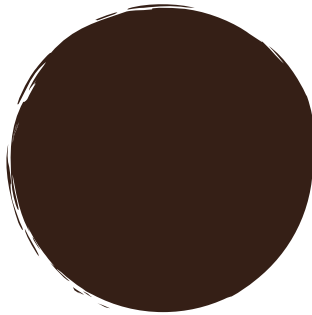
azul



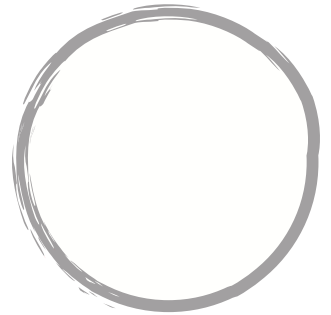
morado/  
violeta



rosado/  
rosa

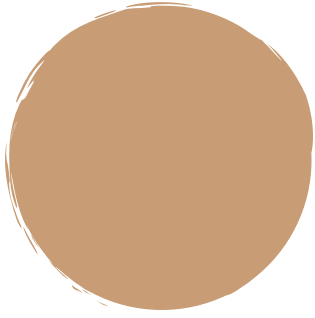


negro

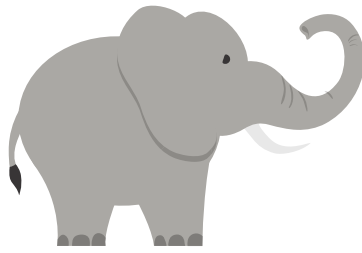


blanco

# Adjectives in Spanish



marrón/  
café



grande  
big



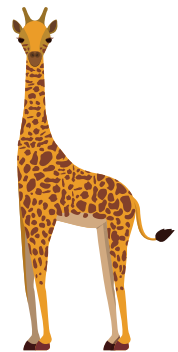
pequeño/a  
small



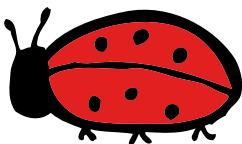
joven  
young



viejo/a  
old



alto/a  
tall



bajo/a  
short



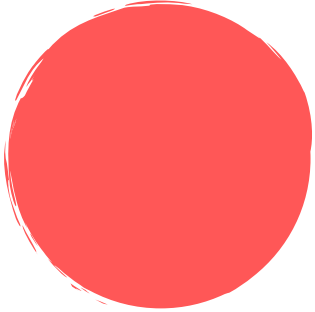
bueno  
good



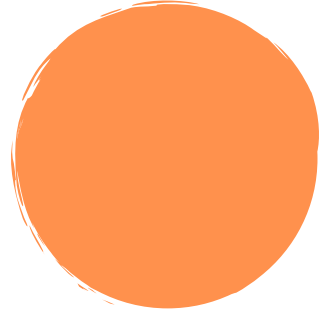
malo  
bad

# Game Cards for Memory/Go Fish

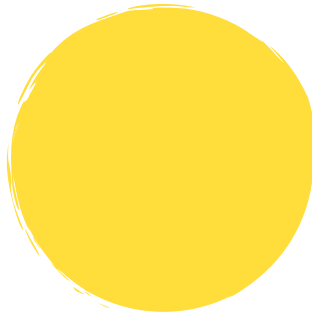
WWW.SPANISHMAMA.COM



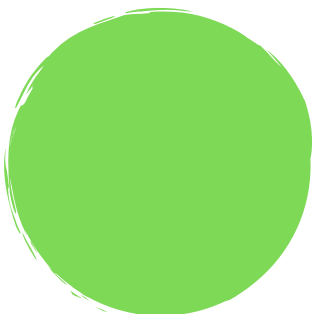
rojo



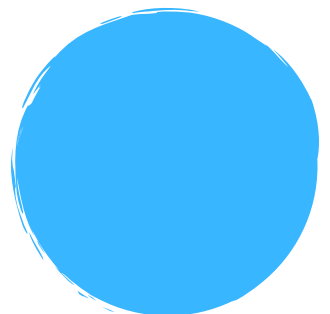
anaranjado



amarillo



verde

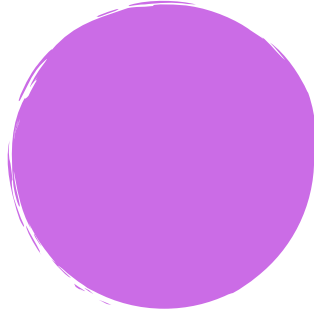


# Game Cards for Memory/Go Fish

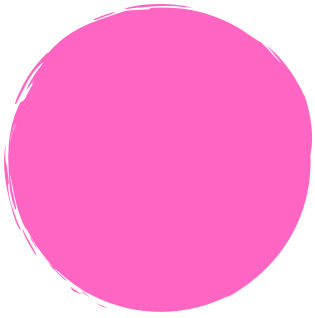
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azul



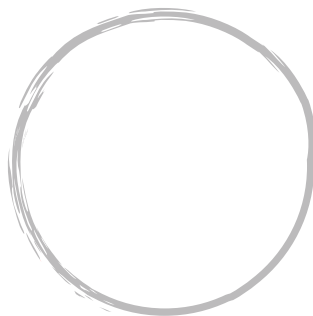
morado



rosado



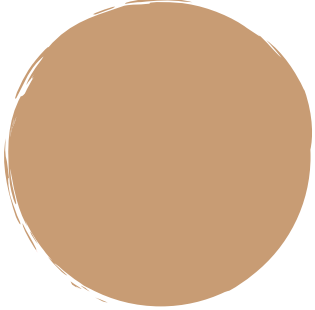
negro



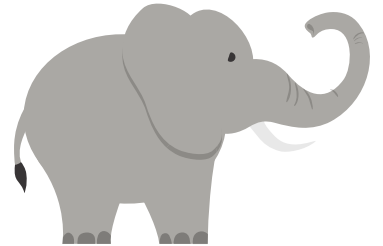
blanco

# Game Cards for Memory/Go Fish

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marrón



grande



pequeño



joven

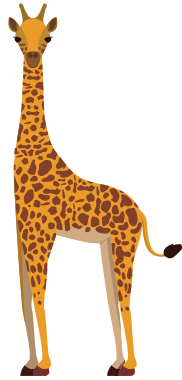


# Game Cards for Memory/Go Fish

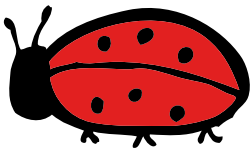
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viejo



alto



bajo



bueno



malo

# Sorting with Adjectives

Draw or list words that show your likes and dislikes!

**Me gusta...** 

**No me gusta...** 

# Sorting with Adjectives

Draw or list words associated with each description.

**alto** >

**bajo** >

**malo** >

**bueno** >

**grande** >

**pequeño** >



# Favorite Colors

Survey your friends and family about their favorite colors in Spanish.

¿Cuál es tu color favorito?


rojo

anaranjado

amarillo

verde

azul

morado

morado

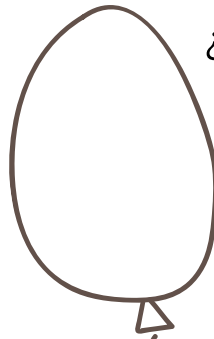
# All About Me

Look at all the questions you know how to answer now!



¿Cómo te llamas?

\_\_\_\_\_



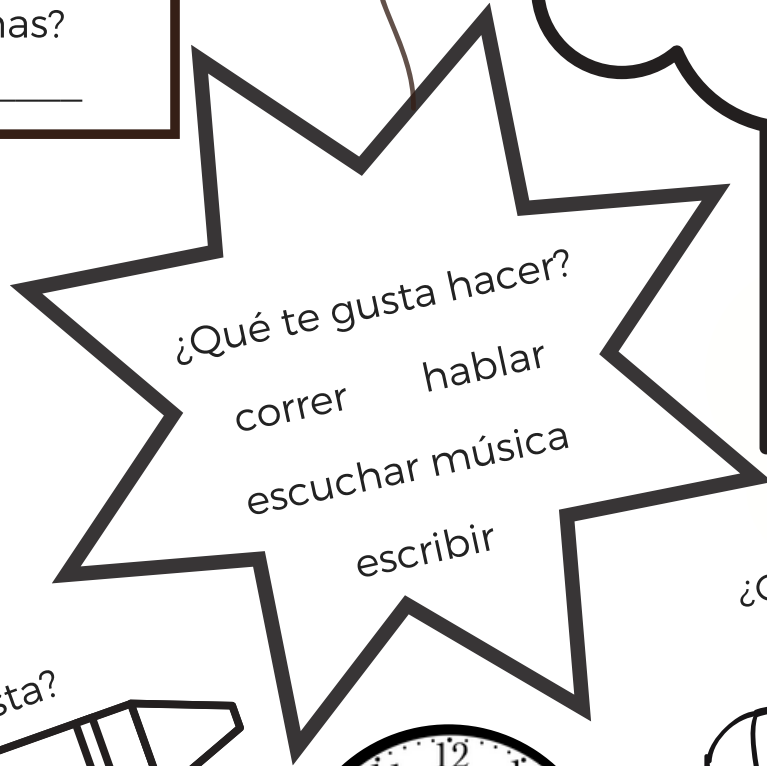
¿Cuántos  
años  
tienes?



¿Quién hay  
en tu  
familia?

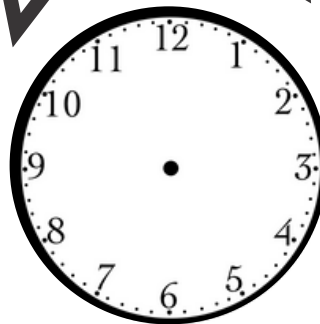
¿Eres....?

alto	bajo/a
joven	viejo/a
niño	adulto



¿Qué te gusta hacer?

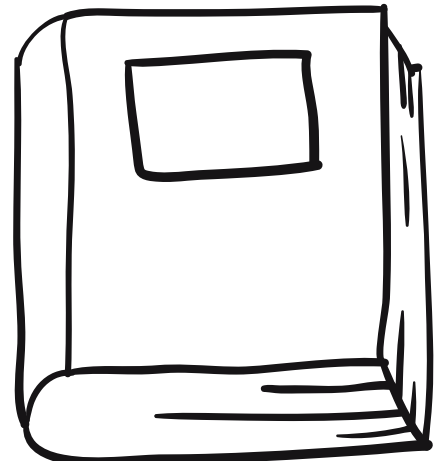
correr    hablar  
escuchar música  
escribir



¿Qué hora es?


\_\_\_\_\_

¿Cómo se llama tu  
libro favorito?



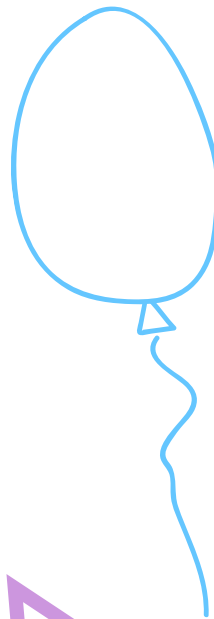
# All About Me

Look at all the questions you know how to answer now!

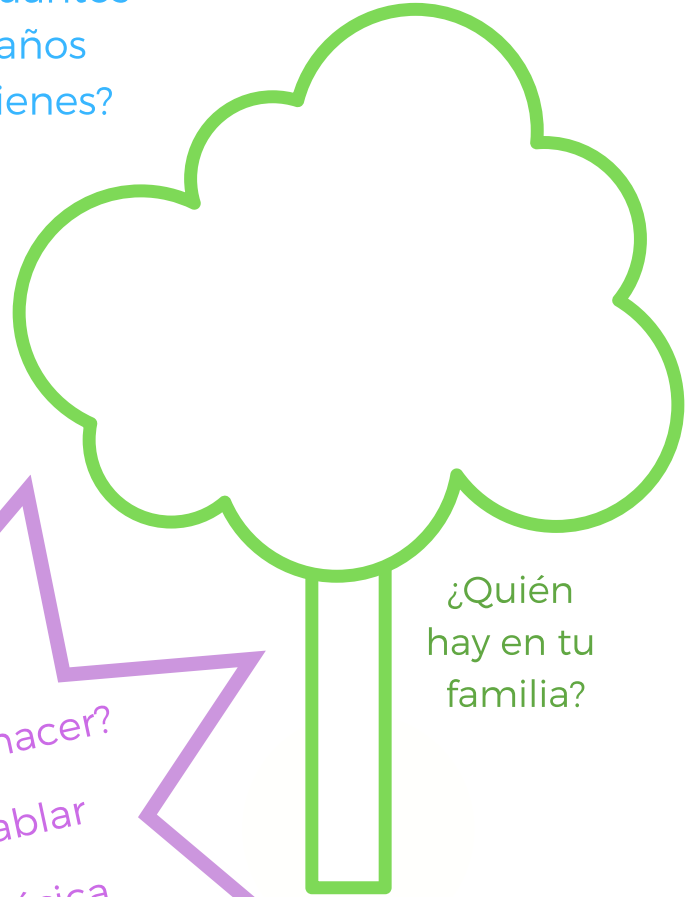


¿Cómo te llamas?

---



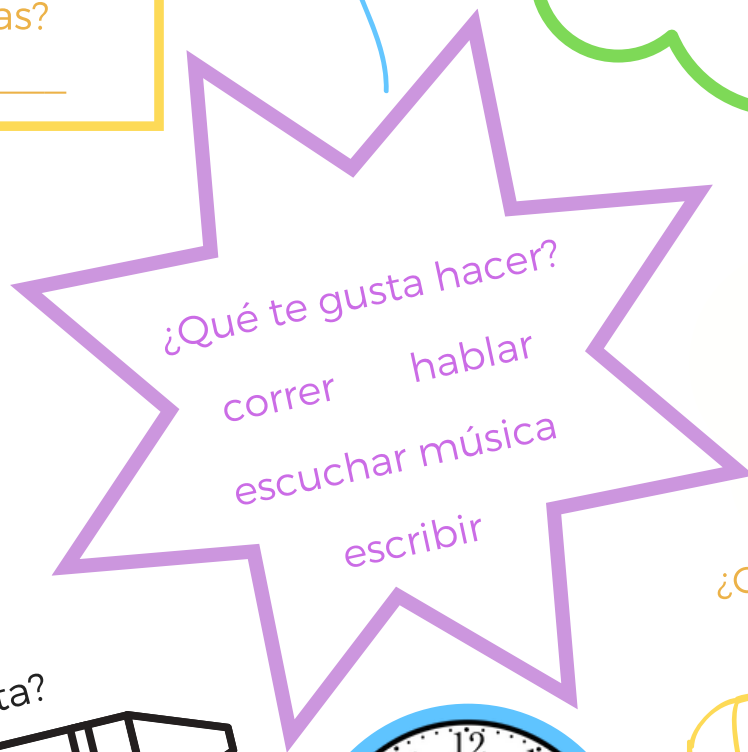
¿Cuántos  
años  
tienes?



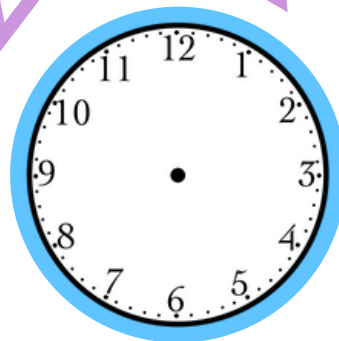
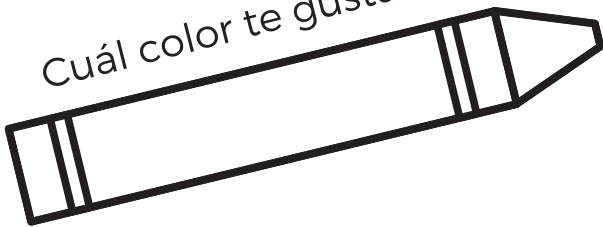
¿Quién  
hay en tu  
familia?

¿Eres....?

alto	bajo/a
joven	viejo/a
niño	adulto



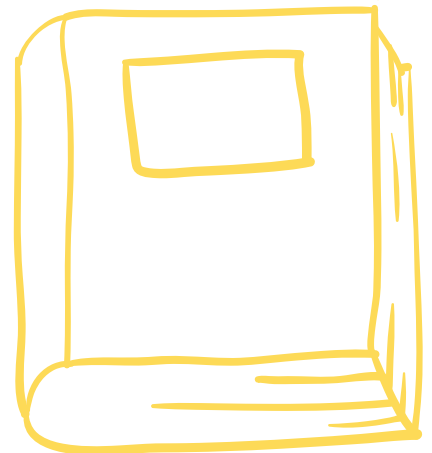
Cuál color te gusta?



¿Qué hora es?

---

¿Cómo se llama tu  
libro favorito?



# CREDITS & RESOURCES



## Colors Songs

### Related Online Books with Audio:

¿Qué colores comes?

Yo veo colores

¿Qué es naranja?



# LESSON 6:

## ACTIVITIES & HOBBIES

Note to Parents .....	2
Lesson 6 Vocabulary .....	3
Go Fish / Memory Cards .....	5
Who Is It? .....	9
Sorting Activities .....	10
Favorite Activities Graph .....	12
Credits and Further Resources .....	13

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# For Parents

In lesson six, students can learn how to express things they can and can't do. There are also lots of opportunities to recycle "me gusta" and "¿Te gusta?" with vocabulary for activities and hobbies.

When you do that, you'll be combining two verbs in a sentence. This means that you conjugate the first verb (make it match the pronoun), and leave the second verb with its original ending. Verbs in Spanish end in -ar, -er, or -ir.

Here are some examples:

¿Te gusta correr? (Do you like to run?)  
Sí, me gusta correr. (Yes, I like to run.)

Puedes bailar? (Can you dance?)  
No, no puedo bailar. (No, I can't dance.)

Puedo nadar. (I can swim).  
Él puede escribir. (He can write.)

Check the end of this PDF for more resources!

## PODER



**YO PUEDO**  
(I CAN)

**TÚ PUEDES**  
(YOU CAN)



**USTED PUEDE**  
(YOU CAN)



**ÉL, ELLA PUEDE**  
(HE, SHE CAN)



**NOSOTROS/AS  
PODEMOS**  
(WE CAN)

**ELLOS/AS PUEDEN**  
(THEY CAN)



**USTEDES  
PUEDEN**  
(YOU ALL CAN)



# Activities and Hobbies in Spanish



**leer**  
to read



**escuchar música**  
to listen to music



**pintar**  
to paint/color



**correr**  
to run



**cantar**  
to sing



**jugar al \_\_\_\_\_**  
to play \_\_\_\_\_



**cocinar**  
to cook



**escribir**  
to write



**comer**  
to eat

# Activities and Hobbies in Spanish



**dibujar**  
to draw



**dormir**  
to sleep



**jugar**  
to play



**hablar**  
to talk/speak



**cuidar**  
to take care of



**montar en bicicleta**  
to ride a bike



**bailar**  
to dance



**nadar**  
to swim



**tocar un instrumento**  
to play an instrument



# Game Cards for Memory/Go Fish

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leer



escuchar  
música



pintar



correr



# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



cantar



jugar al  
\_\_\_\_\_  
(fútbol)



cocinar



escribir



comer

# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



dibujar



dormir



jugar



hablar



# Game Cards for Memory/Go Fish

WWW.SPANISHMAMA.COM



cuidar una  
mascota  
(un gato)



manejar  
bicicleta



bailar



nadar

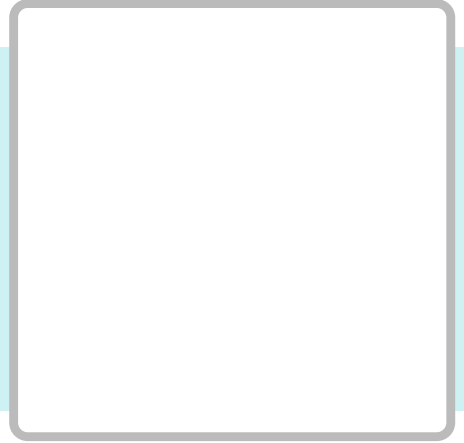
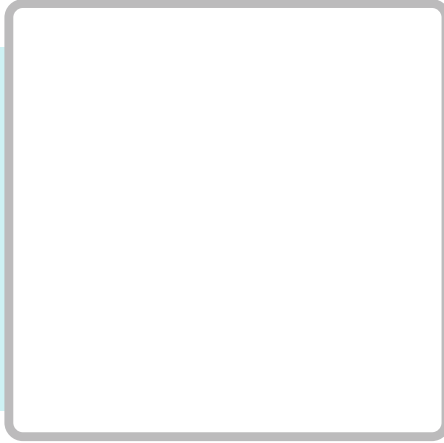
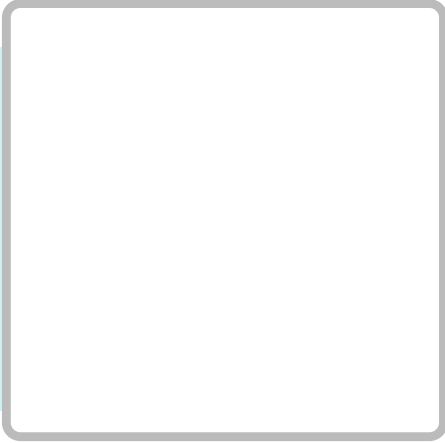


tocar un  
instrumento

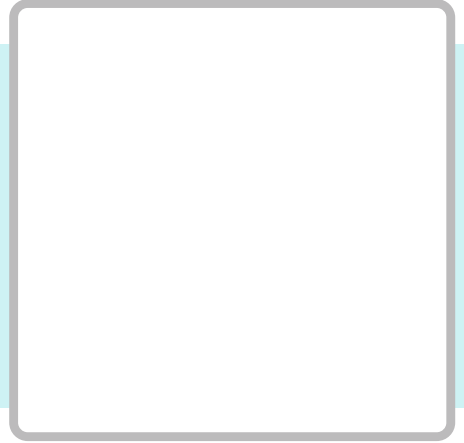
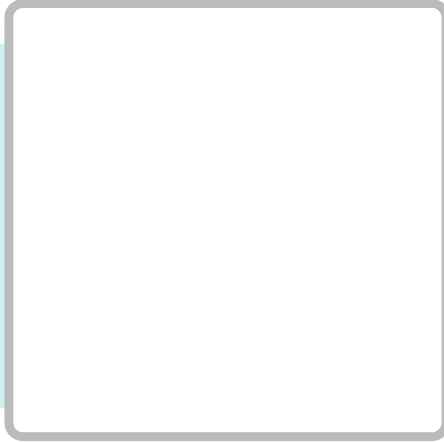
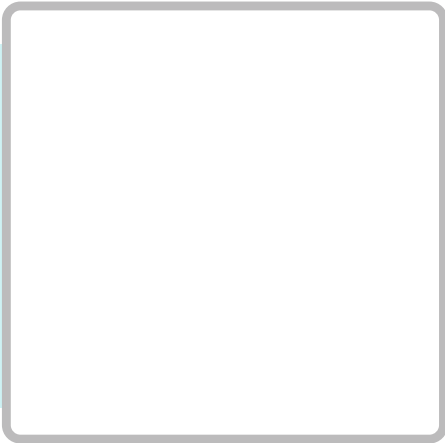
# Who Is It?

In each box, write and then draw an activity that goes with the words on the left. .  
Don't let anyone see what you've written! When everyone is done, give all the papers  
to your parent or teacher. He/she should look at all the info and guess which paper  
belongs to which student, based on your answer..

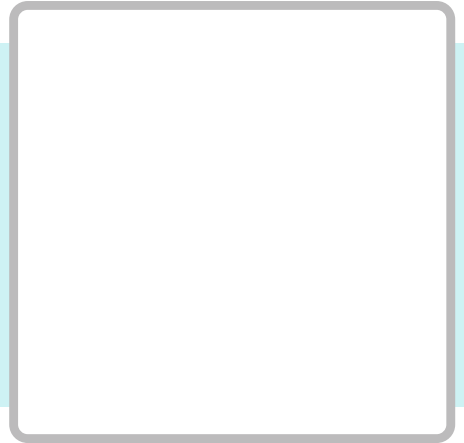
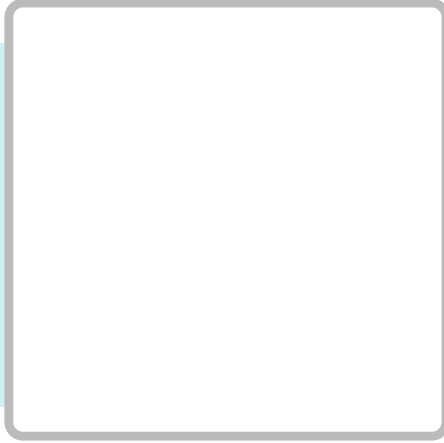
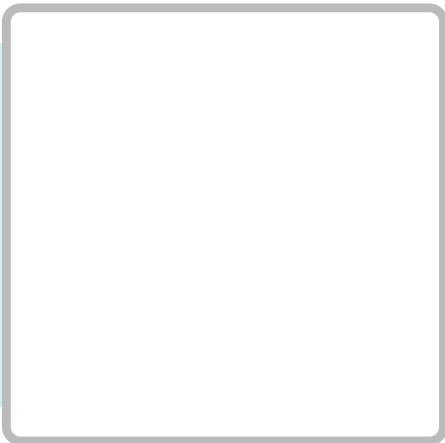
**Me gusta...**



**No me gusta...**



**Puedo...**



# Sorting Activities

Draw or list words that show what you like and don't like to do.

**Me gusta...** 

**No me gusta...** 

# Sorting Activities

Draw or list words that show what you like and don't like to do.

**Puedo...** 

**No puedo...** 

# Favorite Activities

Survey your friends and family about their favorite activities in Spanish.  
They should vote for their favorite.

¿Cuál es tu favorito?


bailar

escuchar música

leer

jugar

pintar

correr

cantar



# CREDITS & RESOURCES



## Related Online Resources:

[Practice the verb "leer."](#)

[Talk about favorite activities.](#)

[Hobbies in Spanish](#)

[What sports do you like?](#)

[What sports do you like? - song](#)

