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# *The Fun Spanish*

## *Level 1*

Two Week Download



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# *The Fun Spanish*

## *A Beginning Spanish Workbook*

### *Level 1*

Following the Principles of Charlotte Mason  
Learning Spanish One Phrase at a time

Kimberly D. Garcia

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# Acknowledgements

Thank you to my dear husband and my wonderful father-in-law.



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## *Introduction*

*The Fun Spanish* is designed for the student that can read and write comfortably in English. It uses everyday vocabulary that is common in a child's life. To get the most from *The Fun Spanish* or any Spanish curriculum, students need exposure to Spanish via many avenues. I recommend Spanish audio tapes with songs and poems, Spanish picture books, and time with a native speaker. If the student doesn't have access to a Spanish speaking tutor, an auditory program such as The Learnables or Puertas Abiertas would be very helpful.

*The Fun Spanish* has been patterned after the principles taught by Ms. Charlotte Mason. She believed that the best way to learn a foreign language was one phrase at a time, introducing five or six new words every day, thereby learning the target language as one learns the primary language. *The Fun Spanish* does similar in a way that I think children will find fun and delightful.

In trying to teach my own children Spanish, I noticed that although we were trying many programs and learning lots of vocabulary, Spanish was not being spoken in our home. I happened to notice through the use of one particular program that the sillier the Spanish sentences were the more likely my children were to repeat it over the course of the day. I took this idea and incorporated it into *The Fun Spanish*.

*The Fun Spanish* introduces an average of five new words daily in the context of a "fun" sentence that is to be copied, illustrated, and memorized. To understand the sentence, the students must use the Vocabulary section on the left page to translate the sentence. While the right page is for copying the Spanish sentence and drawing the picture, the left side contains verb conjugation copywork and a translation exercise. All of the verb copywork is in the present indicative tense; however, the present progressive tense is introduced throughout. This is the English equivalent of the -ing form of the verb.

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It is extremely important that students complete all of the copywork and the illustrations. The copywork reinforces vocabulary, while the illustrations help with recall of the fun sentences. Because the sentences are so unusual, the illustrations are crucial.

I have purposely built in repetition of some of the words that are more commonly used such as “querer-to want” and “tener-to have”. I have also repeated the use of those words that are more commonly confused by individuals learning Spanish, for example ser and estar which both mean “to be”. Ser is a state of being or essence. Estar is a state of temporary condition.

In the text, you will find that *é/*and *ú* are accented. This is not the case in all Spanish programs. Because Spanish is a living language, grammatical rules are not consistent across all cultures. And since most beginning children’s readers have the *é/*and *ú* accented, they are accented here as well.

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# *Suggested Weekly Schedule*

Spend the first week reviewing pronunciation review page and the grammar review page. Refer back to these at any time.

## **Day 1**

1. Review and memorize the verb in I. Verb Conjugation
2. Copy the underlined words
3. Review vocabulary in II. Vocabulary
4. Skip to Model 1 and read the fun Spanish sentence
5. Translate the sentence
6. Copy and memorize the day's Spanish sentence
7. Complete the illustration
8. Orally translate the sentence in III. Translation Practice

## **Day 2**

1. Review and memorize the Spanish sentence from Day 1
2. Complete steps 1-8 from day 1

## **Day 3**

1. Review the memorize the Spanish sentences from Days 1 and 2
2. Complete steps 1-8 from day 1

## **Day 4**

1. Review and memorize the Spanish sentences from Days 1, 2, and 3
2. Complete steps 1-8 from day 1

## **Day 5**

1. Complete the Verb Conjugation Review
2. Complete the Vocabulary Review
3. Read the fun Spanish sentences, 1 through 4
4. Translate one or more of the fun Spanish sentences into English
5. Review memorization of this week's fun sentences.

- **At the end of each week, translation solutions are included.**
- **Refer to the pronunciation or the grammar review section whenever needed.**

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## *Memorization Suggestions*

- At least once per week, review ALL sentences learned to date.
- If your student cannot recall a sentence, let him see the illustration or say the sentence in English and have him translate it into Spanish.
- If the pace of the material is frustrating to your student, stretch the material over two weeks. He may do half of the illustrations one week and finish the second. Or you may opt to have him complete all illustrations on the first week and cover the day five review material (Verb conjugation review, vocabulary review, and sentence translations) on week two.
- Feel free to change, adjust, or completely modify the schedule to best fit your student's needs.

**Good luck and have fun with *The Fun Spanish*.**

# Pronunciation Review

<u>Letter</u>	<u>Sound</u>	<u>Example</u>
a	ah (father)	<u>c</u> asa
e	ay (say)	fel <u>i</u> z
i	ee (feet)	am <u>i</u> go
o	oh (so)	<u>n</u> ovela
u	oo (smooth)	hasta <u>l</u> uego
c	s (ce, ci)	<u>c</u> ena
c	k (all others)	<u>co</u> mo
g	h (ge, gi)	<u>g</u> eneral
g	g (all others)	<u>g</u> ato
h	silent	<u>h</u> asta lavista
ll	y (yes)	<u>ll</u> amo
q	k (key)	<u>q</u> ue
rr	r (roll the r's)	<u>corr</u> er
y	ee(feet)	<u>mu</u> y

There are many sites available that will allow you to hear the sound of the alphabet as well as common vocabulary at no charge. To find these websites, search on “Spanish pronunciation guide”.

# Grammar Review

If your student is not become familiar with these concepts, it will be helpful to cover this material before beginning the WEEK 1 material. Review this material as often as necessary.

## Nouns

- every noun has gender and number
- masculine nouns usually end with **-o**  
**el libro**
- feminine nouns usually end with **-a**  
**la casa**
- some irregular nouns  
**la mano is feminine, el mapa is masculine**

## Articles

Use of **definite articles** which correspond to the English “**the**”

Many nouns follow the example in the table below:

singular masculine	<b>el</b> oso	the boy bear
plural masculine	<b>los</b> osos	the bears (boys or boys and girls)
singular feminine	<b>la</b> osa	the girl bear
plural feminine	<b>las</b> osas	the girl bears

However, not all nouns follow the pattern:

singular masculine	<b>la</b> rata	the boy rat
plural masculine	<b>las</b> ratas	the boy rats
singular feminine	<b>la</b> rata	the girl rat
plural feminine	<b>las</b> ratas	the girl rats

Use of **indefinite articles** which correspond with “**a**”, “**an**”, and “**some**”.

singular masculine	<b>un</b> oso	a boy bear
plural masculine	<b>unos</b> osos	some bears male or (male & female)
singular feminine	<b>una</b> osa	a girl bear
plural feminine	<b>unas</b> osas	some girl bears

# Verbs

- Verb tense used in this book is **Present Indicative** (action occurring)
- three types of verb endings

-ar	habl <u>ar</u>
-er	corr <u>er</u>
-ir	viv <u>ir</u>

- to form the progressive tense (is running) for infinitives with -ar, drop the ar and add -ando and use the correct form of estar.

play (jugar)	I am (estoy)	I am playing. (Yo estoy jugando.)
sing (cantar)	he is (está)	He is singing. (Él está cantando.)

- for infinitives with -er and -ir, drop the er or ir and add -iendo.

eat (comer)	she is (ella está)	She is eating. (Ella está comiendo.)
vivir (live)	you are (tú estás)	You are living. (Tú estás viviendo.)

- the subject pronoun is often omitted in Spanish, however I have included them for this beginning level book

# Subject Pronouns

I	yo
You (informal)	tú
He/She	él/ella//Usted
We	nosotros/nosotras
You (all)	vosotros/vosotras
They	Ustedes/ellos/ellas

- Usted, abbreviated Ud., is the formal you. Ustedes, abbreviated Uds., is the plural you.
- From here on the masculine and feminine are abbreviated as follows:  
nosotros/nosotras                      nosotros/(as)
- Although the vosotros form of you is used mostly in Spain, I have included in the verb conjugation copywork for familiarization.

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# Adjectives

- adjectives typically follow the noun

**el gato flaco**

**the skinny cat**

**el oso verde**

**the green bear**

- agree in gender and number with a noun

**los perros azules**

**the blue dogs**

**las osas rosadas**

**the pink bears**



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*WEEK 1*

## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

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## II. Vocabulary

yo.....I  
un gato....a cat  
y.....and  
con.....with  
largas....long

soy.....I am  
grande....big  
verde....green  
(las) piernas....legs

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## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

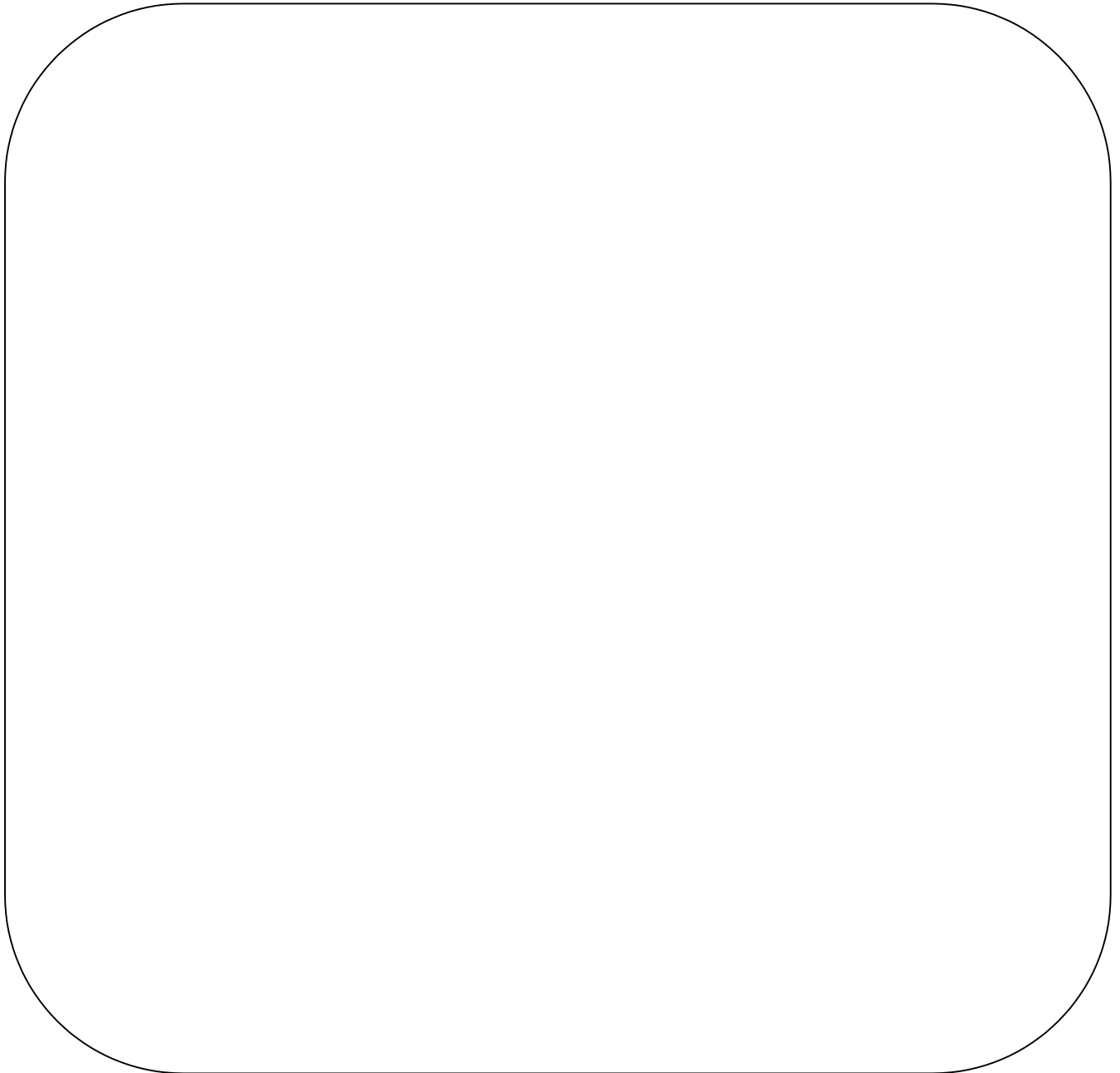
I am a cat.

*Model 1 Copy the Spanish sentence(s). Draw a picture.*

Yo soy un gato grande y verde con piernas largas.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

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## II. Vocabulary

él....he	es....is
una rata....a rat	naranja....orange
con....with	ocho....eight
(los) pelos....hairs	

---

## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

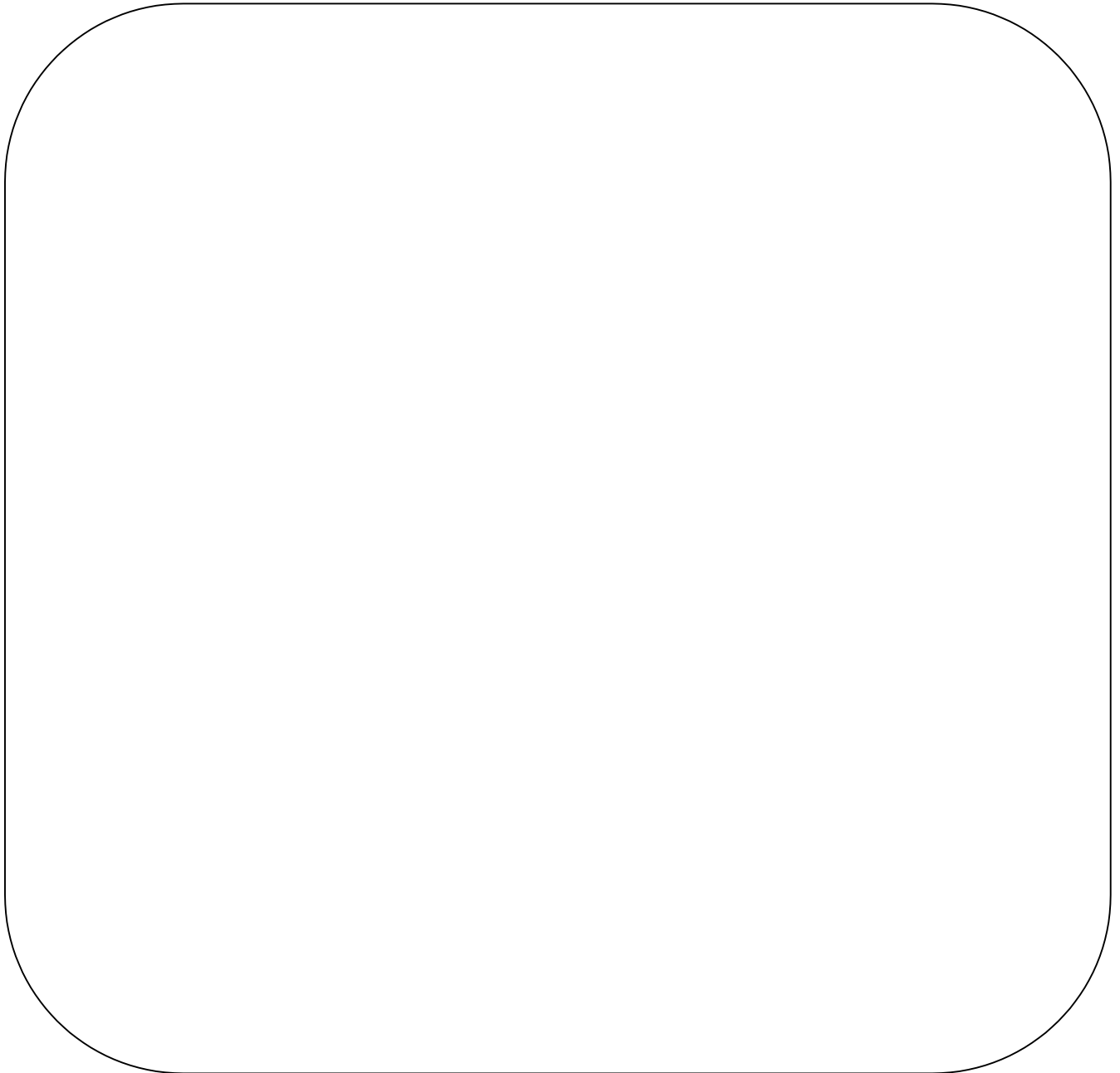
He is a rat.

*Model 2 Copy the Spanish sentence(s). Draw a picture.*

Él es una rata naranja con ocho pelos.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

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## II. Vocabulary

ella.....she	es.....is
una osa.....a bear	rosada.....pink
con.....with	tres.....three
(las) orejas.....ears	

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## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

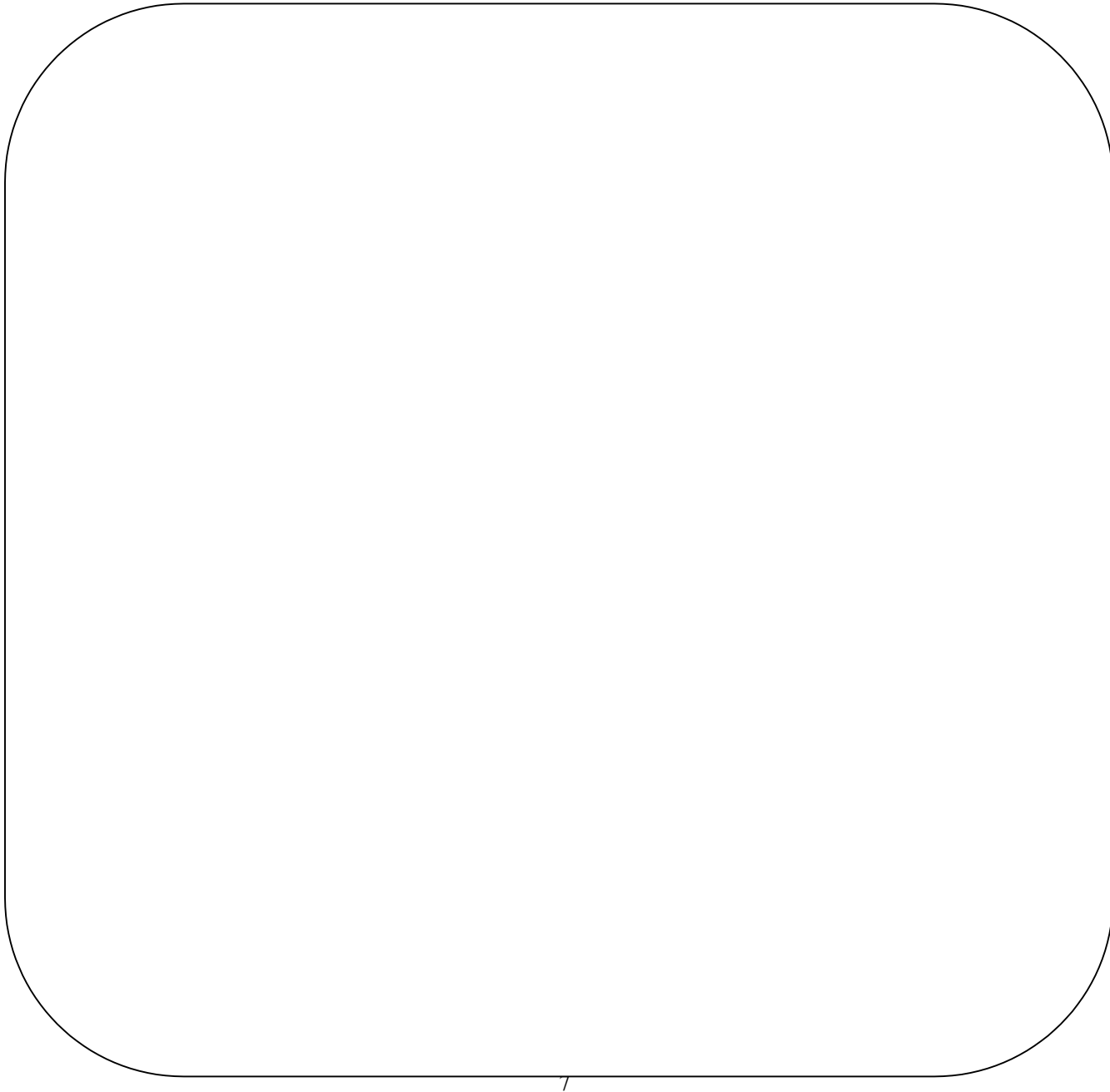
She is a bear.

*Model 3 Copy the Spanish sentence(s). Draw a picture.*

Ella es una osa rosada con tres orejas.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	ser (to be)	
I am	yo <u>soy</u>	_____
You are	tú <u>eres</u>	_____
He/She is	él/ella/Ud. <u>es</u>	_____
We are	nosotros/(as) <u>somos</u>	_____
You (all)	vosotros/(as) <u>sois</u>	_____
They are	Uds./ellos/ellas <u>son</u>	_____

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## II. Vocabulary

nosotros... ..we	somos... ..we are (state of being)
(los) amigos... ..friends	estamos... ..we are (temporary condition)
jugando... ..playing	en... ..in
el jardín... ..the garden	(jugar... ..play)

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## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

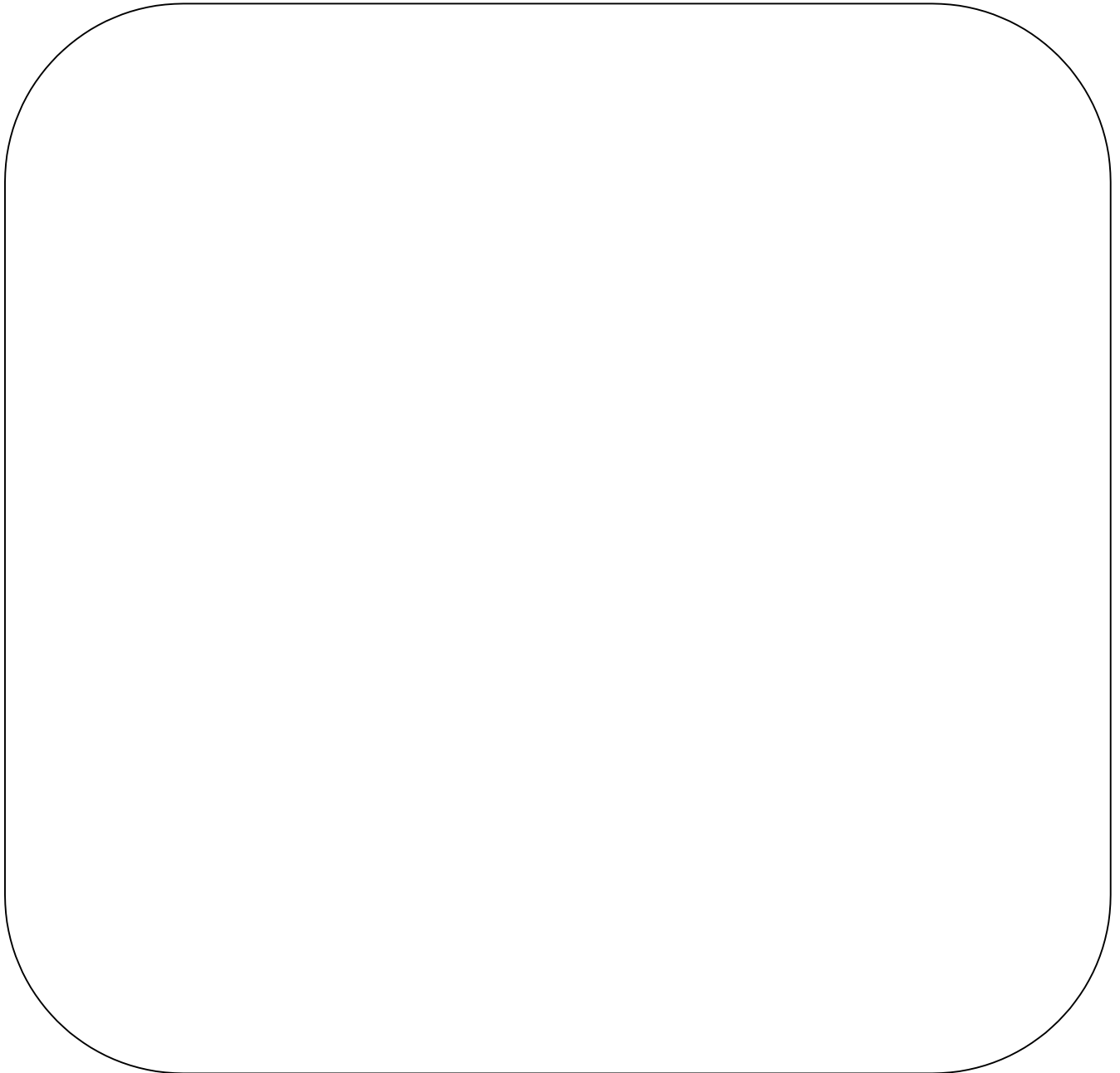
We are in the garden.

*Model 4 Copy the Spanish sentence(s). Draw a picture.*

Nosotros somos amigos. Nosotros estamos jugando en el jardín.

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## Verb Conjugation Review

Write the conjugation of the verb ser. Use the previous page for help, if needed.

yo \_\_\_\_\_

nosotros/(as) \_\_\_\_\_

tú \_\_\_\_\_

vosotros/(as) \_\_\_\_\_

él/ella/Ud. \_\_\_\_\_

Uds./ellos/ellas \_\_\_\_\_

## Vocabulary Review

Translate the following words. Remember to add the appropriate article, el, la, los, or las. Use the vocabulary from the previous pages for help, if needed.

rat

\_\_\_\_\_

eight

\_\_\_\_\_

cat

\_\_\_\_\_

bear

\_\_\_\_\_

ear

\_\_\_\_\_

pink

\_\_\_\_\_

garden

\_\_\_\_\_

playing

\_\_\_\_\_



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# Week 1 Translations

## Fun Spanish Sentences (Model Work)

1. Yo soy un gato grande y verde con piernas largas.
2. Él es una rata naranja con ocho pelos.
3. Ella es una osa rosada con tres orejas.
4. Nosotros somos amigos. Nosotros estamos jugando en el jardín.

1. I am a big green cat with long legs.
2. He is a little orange rat with eight hairs.
3. She is a pink bear with three ears.
4. We are friends. We are playing in the garden.

## Translation Practice (Days 1-4)

I am a cat.

He is rat.

She is a bear.

We are in the garden.

Yo soy un gato.

Él es una rata.

Ella es una osa.

Estamos en el jardín.

## Vocabulary Review (Day 5)

rat

eight

cat

bear

ear

pink

garden

playing

la rata

ocho

el gato

el oso

la oreja

rosado

el jardín

jugando

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# *WEEK 2*

## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	tener (to have)	
I have	yo <u>tengo</u>	_____
You have	tú <u>tienes</u>	_____
He/She has	él/ella/Ud. <u>tiene</u>	_____
We have	nosotros/(as) <u>tenemos</u>	_____
You (all) have	vosotros/(as) <u>teneis</u>	_____
They have	Uds./ellos/ellas <u>tienen</u>	_____

---

## II. Vocabulary

yo... ..I	soy... ..I am	un gato... ..a cat
flaco... ..skinny	y... ..and	verde... ..green
tengo... ..I have		cuatro... ..four
(los) dientes... ..teeth		negros... ..black

---

## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

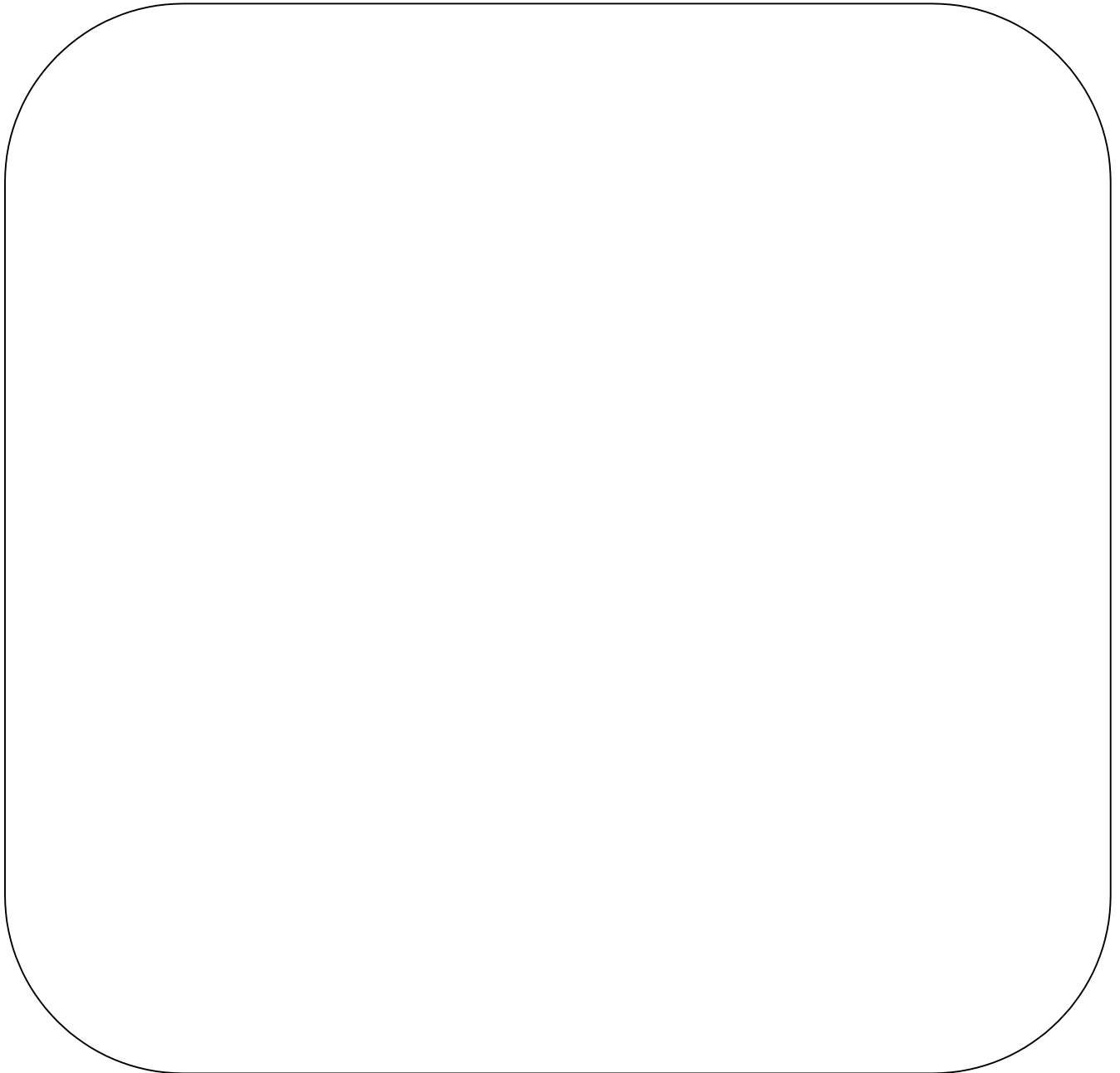
I have four teeth.

*Model 1 Copy the Spanish sentence(s). Draw a picture.*

Yo soy un gato flaco y verde. Yo tengo cuatro  
dientes negros.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	tener (to have)	
I have	yo <u>tengo</u>	_____
You have	tú <u> tienes</u>	_____
He/She has	él/ella/Ud. <u> tiene</u>	_____
We have	nosotros/(as) <u> tenemos</u>	_____
You (all) have	vosotros/(as) <u> teneis</u>	_____
They have	Uds./ellos/ellas <u> tienen</u>	_____

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## II. Vocabulary

tú... ..you	eres... ..are
una rata... ..a rat	naranja... ..orange
tú... ..you	tienes... ..have
una cabeza... ..a head	grande... ..big

---

## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

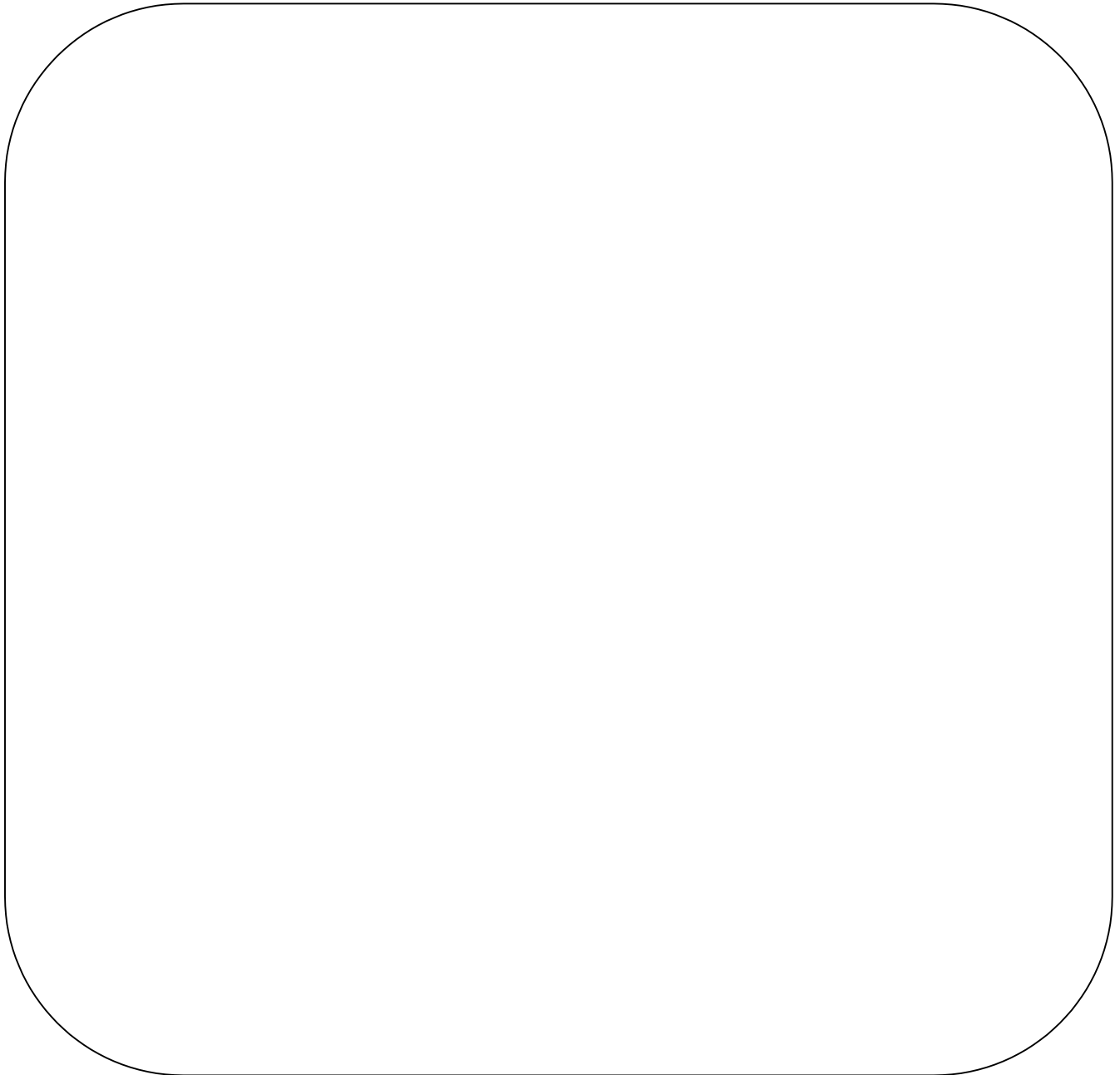
You have a head.

*Model 2 Copy the Spanish sentence(s). Draw a picture.*

Tú eres una rata naranja. Tú tienes una cabeza grande.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	tener (to have)	
I have	yo <u>tengo</u>	_____
You have	tú <u>tienes</u>	_____
He/She has	él/ella/Ud. <u>tiene</u>	_____
We have	nosotros/(as) <u>tenemos</u>	_____
You (all) have	vosotros/(as) <u>teneis</u>	_____
They have	Uds./ellos/ellas <u>tienen</u>	_____

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## II. Vocabulary

él... ..he	es... ..is
una jirafa... ..a giraffe	él... ..he
tiene... ..has	un pescuezo... ..a neck
corto... ..short	

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## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

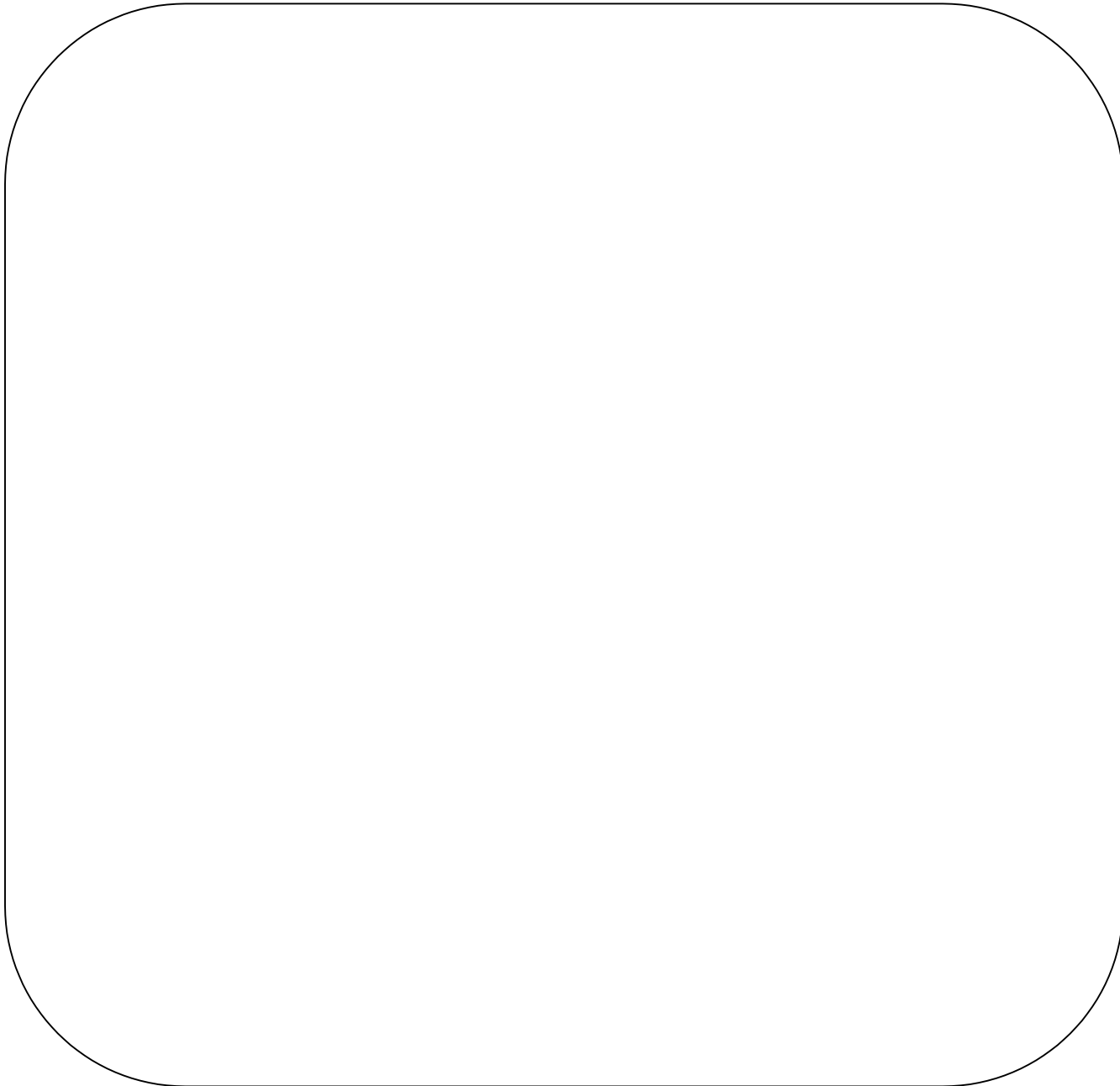
He has a neck.

*Model 3 Copy the Spanish sentence(s). Draw a picture.*

Él es una jirafa. Él tiene un pescuezo corto.

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## I. Verb Conjugation

*Read, memorize, and copy the underlined words on the lines provided.*

	tener (to have)	
I have	yo <u>tengo</u>	_____
You have	tú <u> tienes</u>	_____
He/She has	él/ella/Ud. <u> tiene</u>	_____
We have	nosotros/(as) <u> tenemos</u>	_____
You (all) have	vosotros/(as) <u> teneis</u>	_____
They have	Uds./ellos/ellas <u> tienen</u>	_____

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## II. Vocabulary

nosotros... ..we  
(los) elefantes... ..elephants  
tenemos... ..we have

somos... ..we are  
nosotros... ..we  
pequeños... ..little  
(los) cuerpos... ..bodies

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## III. Translation Practice

*Read the sentence below and repeat in Spanish. Use the vocabulary above for help.*

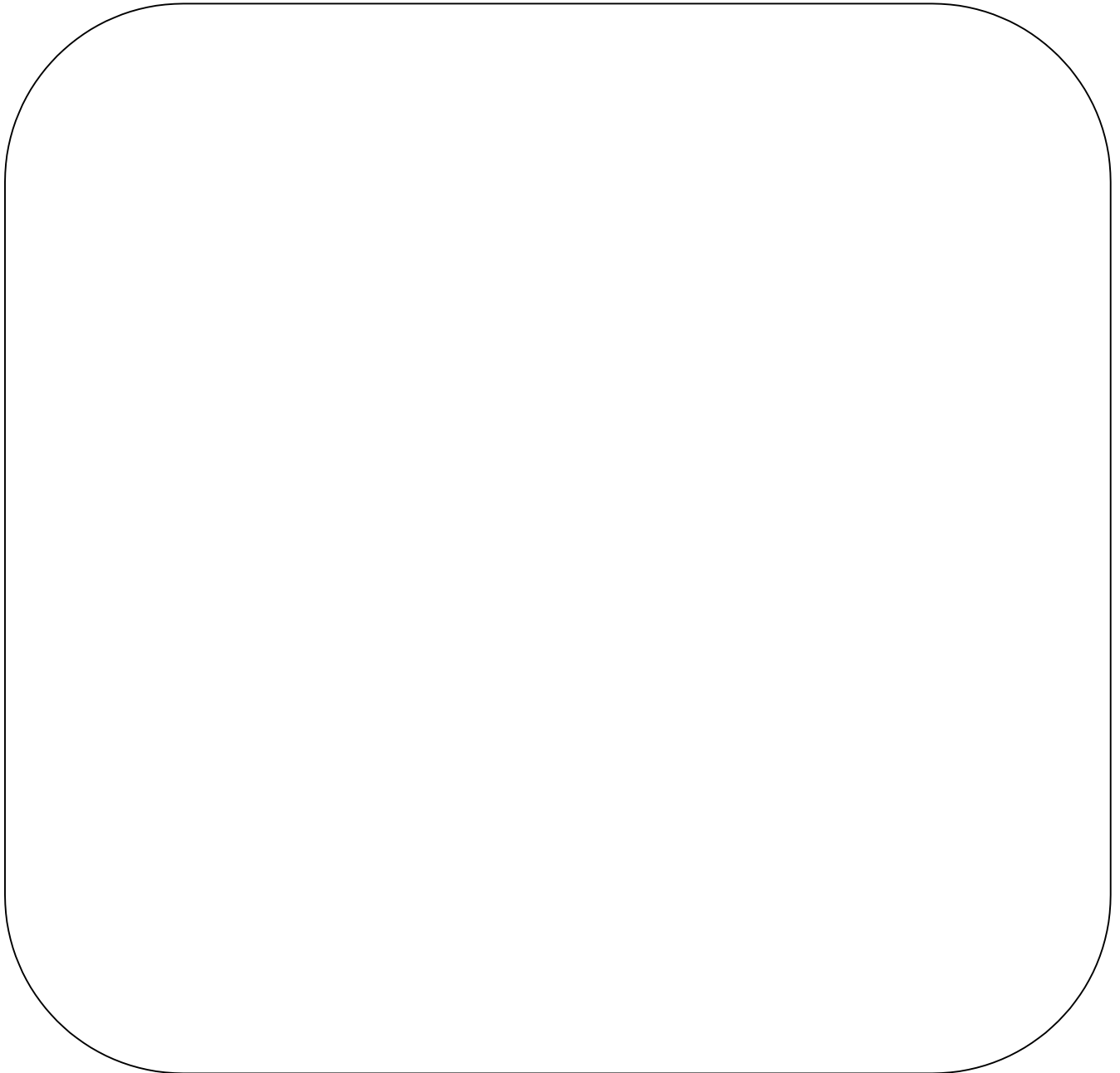
We have elephants.

*Model 4 Copy the Spanish sentence(s). Draw a picture.*

Nosotros somos elefantes. Nosotros tenemos cuerpos pequeños.

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## Verb Conjugation Review

Write the conjugation of the verb tener. Use the previous page for help, if needed.

yo \_\_\_\_\_

nosotros/(as) \_\_\_\_\_

tú \_\_\_\_\_

vosotros/(as) \_\_\_\_\_

él/ella/Ud. \_\_\_\_\_

Uds./ellos/ellas \_\_\_\_\_

## Vocabulary Review

Translate the following words. Remember to add the appropriate article, el, la, los, or las. Use the vocabulary from the previous pages for help, if needed.

skinny

\_\_\_\_\_

head

\_\_\_\_\_

neck

\_\_\_\_\_

short

\_\_\_\_\_

giraffe

\_\_\_\_\_

green

\_\_\_\_\_

elephant

\_\_\_\_\_

black

\_\_\_\_\_

bodies

\_\_\_\_\_

teeth

\_\_\_\_\_

*Model 5      Read these sentences.*

1. Yo soy un gato flaco y verde. Yo tengo cuatro dientes negros.
2. Tú eres una rata naranja. Tú tienes una cabeza grande.
3. Él es una jirafa. Él tiene un pescuezo corto.
4. Nosotros somos elefantes. Nosotros tenemos cuerpos pequeños.

*Translate one or more into English.*

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## Week 2 Translations

### Fun Spanish Sentences (Model Work)

1. Yo soy un gato flaco y verde. Yo tengo cuatro dientes negros.
2. Tú eres una rata naranja. Tú tienes una cabeza grande.
3. Él es una jirafa. Él tiene un pescuezo corto.
4. Nosotros somos elefantes. Nosotros tenemos cuerpos pequeños.

1. I am a skinny green cat. I have four black teeth.
2. You are an orange rat. You have a big head.
3. He is a giraffe. He has a short neck.
4. We are elephants. We have little bodies.

### Oral Translation Practice (Days 1-4)

I have four teeth.	Yo tengo cuatro dientes.
You have a head.	Tú tienes una cabeza.
He has a neck.	Él tiene un pescuezo.
We have elephants.	Nosotros tenemos elefantes.

### Vocabulary Review (Day 5)

skinny	flaco	
head	la cabeza	
neck	el pescuezo	(in humans only “el cuello”)
short	corta	
giraffe	la jirafa	
green	verde	
elephant	el elefante	
black	negro	
bodies	los cuerpos	
teeth	los dientes	