¡Hola, Pedro y Carmen!



Ηαρργ Language Learning



Spanish Parent Guide

PARENTS' GUIDE

Welcome to La Jolie Ronde – the happy way to learn! Whether a Spanish speaker or not, there is a great deal that you can do to help your child learn Spanish. Many parents are learning with their children! Here are some guidelines we've put together for each lesson.

Please be aware that it is very important that some activities are done in class with the teacher, therefore do not help your child to complete exercises in advance and wait for communication from the teacher.

The more your child can practise at home, the more he/she will get from the lessons and the quicker he/she will learn! It is very important for your child's language development to complete their homework in conjunction with the Audio/CD. All the voices are native Spanish speakers and listening to the correct pronunciation will ensure that your child always speaks with the right accent. The activity books and Audio/CDs have been specially created to help your child listen, speak, read and write Spanish in a fun way.

GENERAL GUIDELINES

Map: The map on page 2 is for reference and clearly shows each child the position of Spain in Europe. Madrid is marked on the map, along with two other towns/cities which appear in the song learnt in the early stages of the programme.

Numbering the pages: At the bottom of each page, there is a square to write in the page number so that children can associate the correct spelling of each number with the same number in figures. Spelling of numbers is also listed at the back of the book on page 44.

Numbering each lesson: Children copy the correct spelling for the number of each lesson at the top of the page on the dotted lines.

Weather box: For the first four lessons, children can stick in pictures of the day's weather, (which the teacher will give out), or draw a picture. From lesson 5 to lesson 8 inclusive, children tick or circle or highlight which of the seven weather conditions are relevant to the day on which they do their homework. From lesson 9 onwards, children are encouraged to write in the day's weather themselves, checking their spellings carefully with the weather conditions listed on page 44.

Layout: Each activity is marked with a little cat (*gato*). When the cat is wearing headphones, there is something for your child to listen to. Cats without headphones indicate a writing activity only. The Spanish alphabet is not taught until lesson 4, but the children will hear the first ten letters of the alphabet as receptive language over the first three lessons. You will find the track numbers of the Audio written in tiny dark blue rectangles under each of the cats wearing headphones.

Pedro and Carmen: These are the names of the two Spanish children who will help your child to learn Spanish. For self- assessment purposes, wherever their faces appear throughout the book by the side of a little cat, the children are invited to draw their mouths (which are deliberately missing): either a smiling face for (for example) completing the activity or a wide smile depending on the way the children feel about the activity or the way they think they have performed.

Key vocabulary: Children are taught a group of nouns in each lesson and they are presented inside a red 'puddle' shape. Children link each picture to the correct word, thereby learning to read Spanish without realising it!

Songs: All the Spanish words to the songs (*canciones*) are written on pages 42 and 43 and can also be found in this Parents' Guide, along with the English translation.

Role plays: There are four little role plays (*diálogos*) in *¡Hola, Pedro y Carmen!* and the Spanish for these is found on page 43, as well as in this Parents' Guide, along with the English translation.

Final two pages: ¿Qué tiempo hace? ¡Todo sobre mí!: These can be filled in at the teacher's and/or parents' discretion. Days of the week are not learnt until lesson 6 and so this is an ideal time to fill in the weather chart. In lesson 6, children also learn the word for favourite – preferid(o)/(a - and then page 46 can be filled in gradually, as your child's vocabulary increases.

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LESSON I

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only</u> <u>consolidate the language they have already learnt</u> in their lessons.

The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines.

Cat A, Track I: At home you could keep playing this track and sing along with your child until he/she is confident of asking someone's name ¿Cómo te llamas? and saying their own: Me llamo... (child's firstname)

Song: Uno, dos, tres, ¿cómo te llamas? Uno, dos, tres, ¿cómo te llamas? Me llamo Pedro. Cuatro, cinco, seis, ¿cómo te llamas? Me llamo Carmen. Siete, ocho, nueve, diez, ¿cómo te llamas? (Repeated) One, two, three, what's your name? One, two, three, what's your name? My name is Pedro. Four, five, six, what's your name? My name is Carmen. Seven, eight, nine, ten, what's your name?

Cat B, Track 2: Play this track again and again until your child is confident of asking someone where they live *¿Dónde vives?* and saying where they live *Vivo en...* (name of village/town/city). You might like to point out the position of *Madrid*, *Sevilla* and *Málaga* on the map on page 2.

Song: Uno, dos, tres, ¿dónde vives? Uno, dos, tres, ¿dónde vives? Vivo en Madrid. Cuatro, cinco, seis, ¿dónde vives? Vivo en Sevilla. Siete, ocho, nueve, ¿dónde vives? Vivo en Málaga. (Repeated) One, two, three, where do you live? One, two, three, where do you live? I live in Madrid. Four, five, six, where do you live? I live in Seville. Seven, eight, nine, where do you live? I live in Málaga.

Cat C, Track 3: The children listen carefully to the five nouns on the Audio and point to the correct picture in the book. They are asked to draw a line to link each word with the correct picture.

Un coche, un barco, un avión, un tren, un autobús.

A car, a boat, a plane, a train, a bus.

Cat D, Track 4: *Cuento* = I count. At home you could practise counting up to ten with your child. Count everyday objects around the home in Spanish.

¡Cuenta! Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.

Count! One, two, three, four, five, six, seven, eight, nine, ten.

Cat E: The children refer to page 3 and fill in *Carmen's* and *Pedro's* names and where they live. You might like to show your child the position of *Madrid* on page 2.

Cat F, Track 5: *Escucho y rodeo* = I listen and circle. The children are asked to listen to the Audio and circle the correct number of boats, aeroplanes, buses, cars and trains. They write the numbers in figures in the box provided and then fill in the blanks to spell the words correctly, checking carefully with the spelling of the words inside the 'puddle' on page 4.

Cinco barcos, un avión, cuatro autobuses, tres coches, dos trenes.

Five boats, one plane, four buses, three cars, two trains.

¡Hola, Pedro y Carmen!

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Cat G, Track 6: The children are invited to listen to the various ways the characters greet each other. *Hola* is general greeting whereas *Buenos días* can be used only in the morning before you eat lunch. You could help your child to practise saying both.

- I. Pedro: ¡Hola, Carmen!
- Carmen: ¡Hola, Pedro!
- 2. Señor Gómez: ¡Hola, Pedro!
- Pedro: ¡Hola, señor Gómez!
- **3.** Señora Martínez: ¡Hola, Carmen!
- Carmen: ¡Hola, señora Martínez!
- **4.** Señorita Herrero: ¡Buenos días, Carmen y Pedro!
- Carmen y Pedro: ¡Buenos días, señorita Herrero!

- Pedro: Hi, Carmen!
- Carmen: Hi, Pedro!
- Mr Gómez: Hello, Pedro!
- Pedro: Hello, Mr Gómez!
- Mrs Martínez: Hello, Carmen!
- Carmen: Hello, Mrs Martínez!
- Miss Herrero: Good morning, Carmen and Pedro!
- Carmen & Pedro: Good morning, Miss Herrero!

Cat H, Track 7: At home you could listen to the 'weather rap' again and again and point to each weather condition in turn. At first, children will only be able to recognise the Spanish for each of the weather conditions, but as their confidence increases, the goal is for them to be able to point to each picture and say themselves what the weather is in Spanish.

Hace frío, hace calor. Hace mal tiempo, hace buen tiempo. Nieva, llueve, hace viento. ¡Cómo cambia el tiempo! (Repeated x3) It's cold, it's hot. It's a horrible day, it's a lovely day. It's snowing, it's raining, it's windy. How the weather changes!

Cat I: If these spaces have already been filled in during the lesson, make up your own lotto game at home or adapt any numbers game (e.g. Uno) to help your child learn numbers up to 10 in a random order.

LESSON 2

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The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines.

Cat A, track 8: The children are asked to listen to the Audio and write in the box the last number spoken. They are asked to write this number in figures on the dotted lines, referring to the correct spelling on page 44 (answer: *cinco* – five).

¡Cuenta! Uno, dos, tres, cuatro, cinco. Count! One, two, three, four, five.

Cat B: The children can hear the correct pronunciation of these words on track I2. Here they are just required to draw a line from *pequeño* to the small bus and from *grande* to the large bus.

Cat C, track 9: The children are asked to listen carefully to the pronunciation of the five new nouns. They will point to the correct picture as each word is spoken and draw lines to connect the two. At home you can help your child to practise saying these words.

Una señora, un bebé, un chico, un señor, una chica. Un señor, una chica, una señora, un bebé, un chico. A woman/lady, a baby, a boy, a man/gentleman, a girl. A man/gentleman, a girl, a woman/lady, a baby, a boy.

Cat D: Children will look at the line of words and underline the word barco each time they recognise it.

Cat E: This is a space for children to draw their own families.

Cat F, track 10: *El señor don Gato*. At this stage it is not important that children learn every word in the song, but it would be helpful for them to learn the key words – *señor* (sir) and *señora* (lady), *tejado* (roof), *sentadito* (sitting down), *gato* (cat). Maybe you could think up some actions with your child, or if they have learnt some in the lesson, they could show you!

Song: El señor don Gato

Estaba el señor don Gato Sentadito en su tejado. Maramamiau, miau, miau, Sentadito en su tejado.

Ha recibido una carta Si quería casarse, Maramamiau, miau, miau, Si quería casarse.

Con la señora Gata Sobrina de un gato blanco, Maramamiau, miau, miau, Sobrina de un gato blanco.

El señor don Gato por verla Se ha caído del tejado. Maramamiau, miau, miau. Se ha caído del tejado. Mr. Cat

Mr. Cat was Sitting on the roof. Meow, meow, meow. Sitting on the roof.

He received a letter Asking if he wanted to get married. Meow, meow, meow Asking if he wanted to get married.

To Mrs. Cat, Niece of a white cat. Meow, meow, meow. Niece of a white cat.

Mr. Cat in order to see her Has fallen from the roof. Meow, meow, meow. Has fallen from the roof.

Cat G, track II: La familia tortuga – Another popular song and one which the children love miming. The children can shout out or mime the words tortuga (tortoise), gatos (cats), papá (daddy), mamá (mummy) and niños (children).

Song: La familia Tortuga Jamás se ha visto, y jamás se verá, La familia Tortuga tras los gatos va. El papá Tortuga, la mamá Tortuga, los niños Tortuga siempre al paso van. (Repeated with instrumental) It has never been seen and it will never be seen, The Tortoise family running after the cats. Daddy Tortoise, mummy Tortoise, the Tortoise children Will always walk in step.

Cat H, track 12: Listen to the track, stopping after each sentence. Encourage your child to repeat what he/she hears. The children are asked to draw a small and big train and a small and big boat in the appropriate squares.

Un tren pequeño, un tren grande, un barco pequeño, un barco grande.

A small train, a big train, a small boat, a big boat.

Cat I: Join the dots to complete the pictures.

Cat J, track 13: Here are two different conversations to practise recognising the questions and answers introduced in lesson I. Each of the little pictures represents a word or phrase. Listen to the Audio/CD several times, asking your child to repeat after hearing the different voices. You could then practise the role play at home, following the pictures until your child can ask (and reply to) the questions confidently.

- I. Señora Martínez: ¡Hola! ¿Cómo te llamas?
- Carmen: Me llamo Carmen.
- Señora Martínez: ¿Dónde vives?
- Carmen: Vivo en Madrid.
- **2.** Señor Gómez: ¡Hola!, ¿Cómo te llamas?
- Pedro: Me llamo Pedro.
- Señor Gómez: ¿Dónde vives?
- Pedro: Vivo en España.

- Mrs Martínez: Hello, what's your name?
- Carmen: My name is Carmen.
- Mrs Martínez: Where do you live?
- Carmen: I live in Madrid.
- Mr Gómez: Hello, what's your name?
- Pedro: My name is Pedro.
- Mr Gómez: Where do you live?
- Pedro: I live in Spain.

LESSON 3

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

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Cat A, track 14: *Cuento hasta* = I count up to. The children are asked to listen to the voice on the Audio/CD and write down the last number they hear in the box provided (answer: *siete* – seven).

¡Cuenta! Uno, dos, tres, cuatro, cinco, seis, siete. Count! One, two, three, four, five, six, seven.

Cat B, track 15: The children listen carefully to the five nouns on the Audio/CD and point to the correct picture in the book. They are asked to draw a line to link each word with the correct picture. You can help your child to practise these words at home.

Una casa, una puerta, un jardín, una ventana, una flor. A house, a door, a garden, a window, a flower.

Cat C, track 16: ¿Cuántos años tienes? = How old are you? (Literally 'How many years do you have?') If children have not already done so in class, they might like to draw the appropriate number of candles on the cake according to their age and write their age in figures underneath in the space provided. *Tengo 7 años* = I'm 7 years old (literally: I have 7 years).

¿Cuántos años tienes? Tengo siete años. ¿Cuántos años tienes? Tengo ocho años. ¿Y tú?, ¿cuántos años tienes?... (the child to answer) How old are you? I am seven. How old are you? I am eight. And you, how old are you?...

Cat D, track 17: Your child can listen to the Audio/CD at home and practise saying "Abre la puerta" (open the door) and "Cierra la puerta" (close the door).

¡Abre la puerta! ¡Cierra la puerta!

Open the door! Close the door!

Cat E, track 18: This is a song which helps the children remember some of the words and phrases they have learnt already. Your child should be encouraged to play the song and sing along as often as possible! Perhaps he/ she could make up some actions to accompany the song.

Song: Toc, toc, ¡buenos días!	Knock, knock, good morning!
Toc, toc, ¡buenos días!	Knock, knock, good morning!
Abre la puerta.	Open the door.
Entra en el círculo.	Enter the circle.
Cierra la puerta.	Close the door.
Adiós y hasta pronto.	Goodbye and see you soon.
(Repeated and instrumental)	

Cat F: The children are invited to fill in the squares with six random numbers from 1-10, to play lotto in class. It is always very helpful when parents practise numbers with their children out of sequence, both from Spanish to English and vice versa. (Just numbers from 1-10 for now!)

Cat G: Dibujo una casa y un jardín = I draw a house and a garden. A space is provided here for children to draw a beautiful picture. Some children may like to label their pictures with the words in the 'puddle' on the opposite page. Cuento las ventanas de mi casa = I count the windows of my house. Cuento las puertas de mi casa = I count the doors of my house. The children count how many windows and doors they have drawn and write down the appropriate numbers (in figures) in the little squares provided.

Cat H, track 19: *Escucho y uno* = I listen and link up. The children are invited to listen to the four commands on the Audio/CD and see if they can do the right action at the right time. They are also asked to draw a line linking each word with the right picture. (Note the order of the words is different in the book!)

Anda, corre, salta, baila.

Walk, run, jump, dance.

LESSON 4

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines above.

Continue to reinforce and practise all the Spanish your child has learnt in previous lessons so far.

Cat A, track 20: *Cuento hasta* = I count up to. The children listen to the voice on the Audio/CD and write down the last number they hear in the box (answer: nueve - nine). Please help your child to become confident with numbers from 0-10 by playing lots of number games at home, so that they can recognise numbers out of sequence.

¡Cuenta! Count! Count! One, two, three, four, five, six, seven, eight, nine.

Cat B, track 21: As in previous lessons, children listen to the correct pronunciation of the five new key words on the Audio/CD and point to the right picture. They are also asked to link up the correct word with each picture. Parents can help their children both to practise saying these words correctly and also to identify them correctly.

Un parque, un árbol, una granja, un bosque, una playa. A park, a tree, a farm, a forest, a beach.

Cat C, track 22: There are two words for the indefinite article (a/an) in Spanish – un (masculine) and una (feminine). Here the children are invited to listen to ten words being read on the Audio/CD and to see if they can point to each word as it is read out. The children are then asked in class to highlight each of these words in blue or red, depending on whether the word is masculine or feminine. If they wish, the children can then highlight appropriately all the words in the 'puddles' up to and including page 10. You can help your child to learn which words are 'un' words and which words are 'una' words.

Una ventana, un barco, una chica, una playa, un árbol, una casa, un chico, un tren, una puerta, una flor. A window, a boat, a girl, a beach, a tree, a house, a boy, a train, a door, a flower.

Cat D: The children can follow the strings to see if the words in the white balloons are 'un' words (blue) or 'una' words (red). They can then fill in the blanks and colour the balloons appropriately.

Cat E, tracks 23 & 24: The children listen to the alphabet and point to each letter in turn. This can be repeated at home again and again! The children might find learning the alphabet easier to music. Please play the alphabet song as often as possible and encourage your child to spell their own name in Spanish. Note: 'ch', 'll' and 'rr' have been included in the alphabet. They are not separate letters, but very common sounds in Spanish.

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¡Hola, Pedro y Carmen!

Song: El alfabeto A B C CH D E F G H I J K L LL M N Ñ O P Q R RR S T U V W X Y Z Cat F: Dibujo un bosque o una playa = Draw a forest or a beach. The children are invited to read and recognise the words bosque and playa. This is a space for children to draw another beautiful picture. This time they can choose to draw a forest or a beach.

Cat G, track 25: Uno, dos, tres, ven a jugar conmigo = One, two, three, come and play with me. This is a song that reinforces some of the key words learnt in this lesson as well as some useful phrases. Encourage your child to listen to the song at home and listen out for parque, bosque and jardín and to join in with Uno, dos, tres.

Song: Uno, dos, tres, ven a jugar conmigo

Uno, dos, tres, Ven a jugar conmigo En el jardín De Joaquín. Uno, dos, tres, Yo no puedo Jugar contigo. Uno, dos, tres, Ven a jugar conmigo En el gran parque Cerca del Duque. Uno, dos, tres, Sí, yo puedo lugar contigo. Uno, dos, tres, Ven a jugar conmigo, En el bosque, Ven rápido, Enrique. Uno, dos, tres Yo no puedo Jugar contigo. Uno, dos... Ven a jugar con... En el jardín De... Uno, dos, tres Jugar contigo.

One, two, three, come and play with me

One, two, three Come and play with me In Joaquín's garden.

One, two, three I cannot play with you.

One, two, three Come and play with me In the big park Near the Duke. One, two, three Yes, I can play with you.

One, two, three Come and play with me In the forest. Come on quickly, Henry! One, two, three I cannot play with you.

One, two... Come and play with... In the garden Of... One, two, three Play with you.

LESSON 5

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to reinforce and practise all the Spanish your child has learnt in lessons 1-4. This week the children are starting a new theme – animals!

For the first time in the weather box, all seven weather conditions are listed. Hopefully children will be familiar with them all by now, but if not, they can refresh their memories by listening to track 7 and looking at the little pictures (page 5, cat H). Children decide which weather condition/s best describe/s the day on which they are doing their homework and either tick it, circle it or highlight it in a colour of their choosing.

Cat A, track 26: The children listen to the Audio/CD, paying particular attention to the new numbers they hear; 11-15. They are then encouraged to write in the missing numbers in their books and after listening to track 26 a few more times, see if they can count up to 15 in Spanish (*once, doce, trece, catorce, quince*).

¡Cuento! Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, guince.

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.

Cat B, track 27: The children will be asked to listen to the six new words being read on the Audio/CD and to point to each picture and/or word in turn. They will then be asked to draw a line linking up each word with the corresponding pictures. Your child can practise pronouncing the words correctly at home and also learning which picture goes with which word.

Count!

Un cerdo, una mariposa, un perro, un pato, un gato, una gallina.

A pig, a butterfly, a dog, a duck, a cat, a hen.

Cat C, track 28: Song: *Me gustan los gatos* (I like cats). This is a popular song which features all six animals introduced in Cat B above. The children really do learn very quickly through song and so the more times they listen to this song, the quicker they will remember all the key animal words! Maybe they could make up their own actions.

Song: Me gustan los gatos	l like cats
Me gustan los gatos, me gustan los perros,	l like cats, l like dogs.
Los cerdos, los patos y las gallinas.	Pigs, ducks and hens.
Me gustan los gatos, me gustan los perros,	l like cats, l like dogs.
Los cerdos, los patos y las mariposas bonitas.	Pigs, ducks and beautiful butterflies.
(Repeated and instrumental)	

Cat D, track 29: Rodeo la respuesta correcta = I circle the right answer. In this exercise, children read the questions (iEs...? = Is it...?), look at the pictures and decide whether to circle Si (yes) or No (no). (Answers: no, no. si.) The children can check their answers by listening to Audio/CD track 29.

– ¿Es un tren?… ¡No!	 Is it a train? No!
– ¿Es una chica?… ¡No!	 Is it a girl? No!
 – ¿Es un gato?… ¡No! 	 Is it a cat? No!
– ¿Es una flor? ¡Sí!	 Is it a flower? Yes!

Cat E: Dibujo una mariposa bonita = I draw a beautiful butterfly. A space is provided here for children to draw the most beautiful and most colourful butterfly they can. Pencils or crayons are encouraged, since felt tips and gel pens tend to soak through the paper and make a mess!

Cat F, track 30: On the Audio/CD, the children listen to *Carmen* and *Pedro* introduce themselves. They should by this stage be able to say what their names are (*Me llamo...*), where they live (*vivo en...*) and how old they are (*tengo 7/8 años*) in Spanish. If they have forgotten, they are encouraged to keep playing this track whilst looking at the little pictures, until they are confident to have a go at introducing themselves. 2Y t u? = And you? The children can fill in their own names, home town/city/village, and age in the blank speech balloons. They can also draw in the right number of candles on the little birthday cake. Ask your child to introduce himself/herself several times a day until fluent!

 Carmen: Hola, me Ilamo Carmen. Vivo en Madrid. Tengo siete años.
 Pedro: Hola, me Ilamo Pedro. Vivo en Madrid. Tengo ocho años.
 Carmen: Hello, my name is Carmen. I live in Madrid. I am seven years old.
 Pedro: Hello, my name is Pedro. I live in Madrid. I am eight years old.

Cat G: Rodeo las letras de mi nombre = I circle the letters of my name.

Cat H: Rodeo la palabra correcta = I circle the right word. The children look at the three pictures and circle the word that describes it (answers: *un avión, una flor, un gato*).

Cat I: The children will be asked to fill in one number between I and I5 in each of the squares for a game of lotto in class. This game can be repeated any number of times at home with members of the family! It is an excellent way of helping your child to remember numbers in Spanish.



LESSON 6

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Continue to reinforce and practise all the Spanish your child has learnt in previous lessons so far.

Weather box: See instructions in Lesson 5. After learning the days of the week (see tracks 34 & 35 below), children may like to fill in the weather chart on page 45 over a one week or two week period. They simply tick the relevant box or boxes for each day of the week. If a pencil is used, ticks can be erased and the chart can be used again and again.

Cat A, track 31: *Cuento hasta* = I count up to. The children listen to the voice on the Audio/CD and write down the last number they hear in the box (answer: doce - twelve). Please help your child to become confident with numbers from 0 to 15 by playing lots of number games and counting items around the home, so that they can recognise numbers out of sequence as well as in chronological order.

Count!

¡Cuenta! Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce.

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Cat B, track 32: Here are six more key animal words for the children to learn. The children will have linked each picture to its corresponding word in class. They will then have listened very carefully to the correct pronunciation of each word and pointed to the right pictures in turn. This exercise can be repeated at home along with the Audio/CD. You can help your child to learn the new words by listening carefully to the Audio/CD, pausing after each word, and saying it out loud together.

Un pájaro, una vaca, un caballo, una tortuga, un caracol, un conejo.

A bird, a cow, a horse, a tortoise, a snail, a rabbit.

Cat C, track 33: Song: *El caballo hace* = (literally) The horse makes (we would say "The horse says" or "goes"). This song is a great way for the children to remember all the nouns in Cat B above; however some Spanish animals seem to make slightly different sounds to their English counterparts, as you will discover! Ask your child if he/she can tell you which four animals *no hace ruido* (don't make a sound). Answers: a snail, a rabbit, a butterfly and a tortoise. Play the song as often as possible until your child knows it off by heart.

Song: El caballo hace The horse says El caballo hace hii. The horse says neigh, And the cow says moo, Y la vaca hace mu, La gatita hace miau, miau, The little cat says meow, meow, And the dog says woof, woof, Y el perro hace guau guau, The bird says tweet, tweet, El pájaro hace pío, pío, El pato hace cuac, cuac, The duck says quack, quack, El cerdo hace hoin, hoin, The pig says oink, oink, Pero el caracol no hace ruido. But the snail does not make a noise. El conejo no hace ruido. The rabbit does not make a noise. La mariposa no hace ruido. The butterfly does not make a noise. La tortuga no hace ruido. The tortoise does not make a noise. (Repeated).

Cat D, track 34: Parents, please note that days of the week are written in lower case in Spanish. Help your child to learn the days of the week with the help of the Audio/CD. ¿Cuál es tu día preferido? = What is your favourite day? The children write in their own answers in the space provided, copying their spelling carefully from the words written inside the rockets.

¡Lunes, martes, miércoles, jueves, viernes, sábado, domingo!

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday!

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Cat E, track 35: Song: Los días de la semana = the days. This is a very easy tune and children will soon learn the days of the week if they regularly sing along to this song. To begin with, they can listen and point to the words in turn and then they can try to join in – until they are word perfect! Please notice that days are not written with capital letters in Spanish unless they are the at the start of a sentence.

Song: Los días de la semana Lunes, martes, miércoles, Jueves, viernes, sábado, domingo. Lunes, martes, miércoles, Jueves, viernes, sábado, domingo. Jueves, viernes, sábado, domingo. (Repeated) The days Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Thursday, Friday, Saturday, Sunday.

Cat F: Uno la silueta a la palabra = I link the silhouette to the word. The children are invited to read each word and link it to the correct picture.

Cat G, track 36: Completo las palabras = I complete the words. The children listen to Carmen and Pedro saying what their favourite animals are. They then complete the words in the speech bubbles (answers: *el gato, la tortuga* – different order on the Audio/CD). The children are then asked to listen carefully to the Audio/CD and identify the favourite animals of three more characters (answers: butterfly, dog and horse).

_	Pedro,	¿cuál	es	tu	animal	þre	ferido)?
---	--------	-------	----	----	--------	-----	--------	----

- El gato.
- Carmen, ¿cuál es tu animal preferido?
- La tortuga.
- ¿Cuál es tu animal preferido?
- La mariposa.
- ¿Cuál es tu animal preferido?
- El perro.
- ¿Cuál es tu animal preferido?
- El caballo.

- Pedro, what's your favourite animal?
- The cat.
- Carmen, what's your favourite animal?
- The tortoise.
- What's your favourite animal?
- The butterfly.
- What's your favourite animal?
- The dog.
- What's your favourite animal?

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¡Hola, Pedro y Carmen!

- The horse.

Palabras desordenadas = scrambled words. The children are asked to look at the words inside the puddles in lesson 5 and lesson 6 and see if they can identify these mixed up words. If this activity has not been performed in class, some children will find this activity tricky, so assistance from parents here will be very welcome! (Answers: *mariposa, perro, caballo.*)

Cat H: Rodeo lo que hay en mi jardín = l circle what there is in my garden. The children are invited to look at words and identify which things they could find in their garden and circle them (answers: $un \ arbol - a \ tree$, $una \ mariposa - a \ butterfly$, $un \ caracol - a \ snail$, $una \ flor - a \ flower$, $un \ pajaro - a \ bird$). Encourage your child to tell you what all the words mean if they can. Are they able to pronounce them correctly?

LESSON 7

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to reinforce all the Spanish that your child has learnt in lessons 1-6.

Weather box: As for the previous two lessons. Encourage your child to highlight as many weather conditions as appropriate.

Cat A, track 37: *Cuento hasta* = I count up to. As in the previous lessons, the children are invited to listen to the Audio/CD and write the last number they hear in the box. This time the number is *catorce* (fourteen). The children are always encouraged to look for the spelling of numbers in Spanish at the bottom of each page.

Count!

¡Cuenta!

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce.

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen.

Cat B, track 38: The children are asked in class to listen to the correct pronunciation of the five new key words and as in previous lessons, to draw lines linking each word to the correct picture. When helping your child to remember these words, it is very important to listen to the Audio/CD so children learn to speak Spanish correctly and with the right accent from the beginning. They can also point to the right pictures as they listen. If you have a pet, encourage your child to say what the animal is called in Spanish and if you have more than one of the same animal to give the number in Spanish too!

un þez	a fish
un ratón	a mouse
un conejillo de Indias	a guinea pig
una serpiente	a snake
un hámster	a hamster

Cat C, track 39: *Coloreo* = I colour. The children listen to the three colours being read on the Audio/CD and repeat after the voice. They then colour the rectangles appropriately.

Rojo, azul, amarillo.

Red, blue, yellow.

Cat D, track 40: Song: Si tú llevas algo azul = If you have blue on you or if you are wearing something blue. The children will be taught this song in class and learn the actions. They can practise this song at home and teach it to all the family. Those wearing blue are asked to sit down. (Siéntate en el baúl = sit down on the trunk.) Those wearing red are required to run before I catch you! (Corre que te cojo.) Those wearing yellow have to make a line pretending to be in a corridor. (Quédate en el pasillo = Stay in the corridor.) Parents can practise asking children, "¿Llevas algo azul/rojo/amarillo?" to initiate the response "Sí" or "No".

Song: Si tú llevas algo azul Si tú llevas algo azul, Siéntate en el baúl. Si tú llevas algo rojo, Corre que te cojo. Y si llevas algo amarillo, Quédate en el pasillo. (Repeated) If you're wearing something blue If you're wearing something blue, Sit down on the trunk. If you're wearing something red Run before I catch you And if you're wearing something yellow Stay in the corridor. Cat E, track 41: *Dibujo* = 1 draw. If this activity has not been performed in class, children are first invited to listen to the Audio/CD and repeat after the voice. They can follow the words spoken in their books (*Un pájaro pequeño y azul* = a little blue bird, *Una casa grande y roja* = a big red house, *Un barco pequeño y amarillo* = a little yellow boat). They then draw the items mentioned in the blank squares provided. Try to encourage your child to make sure the bird and the boat are drawn very small compared with the house to emphasise *pequeño* and *grande*. The children are taught that in Spanish, colours come AFTER the noun. Parents can help their child remember this by giving them an animal word and colour in English and asking them to put it into Spanish – the funnier, the better!

Un pájaro pequeño y azul. Una casa grande y roja. Un barco pequeño y amarillo. A little blue bird. A large red house. A little yellow boat.

Cat F, track 42: This exercise teaches the children that there are two different ways of asking someone "How are you?" in Spanish – an informal way for friends and family, ¿Cómo estás?, and a formal way for those we know less well, ¿Cómo está usted? The response "I am very well, thank you" is *Bien, gracias. Pedro* is saying that he doesn't feel well: *No estoy bien.* The children listen to the Audio/CD and follow the words and pictures/symbols in their books. It is helpful for future reference if they can remember the Spanish that is represented by these little pictures!

- I. Pedro: Hola, Carmen, ¿cómo estás?
- Carmen: Bien, gracias.
- 2. Carmen: Hola, Pedro, ¿cómo estás?
- Pedro: No estoy bien.
- 3. Carmen: Buenos días, señora, ¿cómo está usted?
- Señora: Bien, gracias.

- I Hello, Carmen, how are you? (Informal)
- I am well/fine, thank you.
- 2 Hello, Pedro, how are you? (Informal)
- I am not well.
- 3 Good morning, madam, how are you? (Formal)
- I am well/fine, thank you. (Formal)

Cat G, track 43: Song: ¿Cómo está usted, señora? = How are you, madam? This song reinforces the dialogues found on the previous track and is a great way for children to practise the questions they have just learnt. Please encourage your child to listen to and sing the song as often as possible!

Song: ¿Cómo está usted, señora?	How are you, madam?
¿Cómo está usted, señora?	How are you, madam? (formal)
¿Cómo está usted?	How are you?
¿Cómo está usted, señora?	How are you, madam?
¡Buenos días!	Good morning.
¿Cómo estás, Julián?	How are you, Julian? (informal)
¿Cómo estás?	How are you?
¿Cómo estás, Julián?	How are you, Julian?
¿Cómo estás?	How are you?
¿Cómo está usted, señora?	How are you, madam?
¿Cómo está usted?	How are you?
¿Cómo está usted, señora?	How are you, madam?
¡Buenos días!	Good morning.

Cat H: Rodeo al intruso = I circle the odd one out. This is a reading/comprehension exercise. The children look at the two rows of words and see if they can pick the odd one out or the one that is different. Answers: top row - casa (house). All other words are people! Bottom row - bebé (baby). All other words are modes of transport!

Cat I: This is another opportunity for children to play lotto in class or at home.

Cat J: Another reading and comprehension activity. The children follow the strings of the balloons on the left-hand side and write *un* or *una* appropriately on the lines provided. They then look at the words on the right-hand side and draw the strings to link up with either the blue or red balloon in the middle. To ensure that they connect each balloon correctly, they will need to refer back to the 'puddles' on pages 8, 12, 14, 6, and 14 respectively. The children can then colour all the balloons in blue and red according to whether the words are masculine or feminine.

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¡Hola, Pedro y Carmen!

LESSON 8

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to revise all the Spanish that your child has learnt in lessons I-7. This is the last lesson on the theme of animals and children will be given their second sticker when all the work on these two pages has been completed!

Weather box: As for the previous three lessons. Encourage your child to highlight as many weather conditions as appropriate.

Cat A, track 44: *Cuento* = I count. The children will have learnt numbers up to 20 in class and parents may like to help reinforce these numbers by practising with the Audio/CD. Children write the missing numbers in the blank circles in their books and then try to say all the numbers as they point to each circle.

¡Cuenta!

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte. Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Cat B, track 45: As in previous lessons, children are taught the correct pronunciation of each word in class and will have linked each picture with its corresponding word. At home children are encouraged to repeat the exercise by listening to the Audio/CD and pointing to the correct picture in turn. When out and about with your children, encourage them to say (or even shout out!) the Spanish for any animals or insects they see.

una mosca	a fly
una araña	a spider
una abeja	a bee
un gusano	a worm
una rana	a frog

Cat C: Rodeo las palabras femeninas (una) = I circle the feminine (una) words. If this exercise has not been completed in class, children are required to look carefully at the nine words here and circle each of the feminine (una) ones. They could also highlight these words in red and the masculine ones in blue for further reinforcement.

Cat D: Uno las imágenes y las palabras = I link the pictures to the words. The children draw lines to link the flower with una flor and the picture of the garden, the fish with un pez and the picture of the river, the bird with un pájaro and the picture of the tree and the pig with un cerdo and the picture of the farm. The children have not been taught the word for a river but they should be able to tell you what farm, garden, house and tree are in Spanish.

Cat E: *Coloreo* = I colour. This is a simple colouring by letter code activity – *amarillo* (yellow), *rojo* (red), *azul* (blue). Anything other than pencils or crayons are not encouraged due to the density of the paper.

Cat F: *Miro gato E y cuento* = I look at cat E and I count. The children look at the picture they have just coloured and count in Spanish the number of *ventanas* (windows), *flores* (flowers), *puertas* (doors) and *patos* (ducks) and write the numbers on the dashes provided. They are encouraged to check their spelling (*siete, cuatro, dos, dos*) with the relevant page numbers as before.

Cat G, track 46: Song: iQué es? = What is it? Es un perro = It's a dog. The children should be familiar with the Spanish for "What is it?" Children, having learnt this song in their class, can play it again at home, pointing to the pictures at the same time. Note the order of animals in the song (un perro – a dog, una mosca – a fly, un gato – a cat, una vaca – a cow) is different from the book. After familiarising themselves with the song and hopefully having taught it to their families, the children write the relevant words on the dashes provided, checking their spellings carefully as before. For the last line they search in the activity book for the words una abeja.

Song: ¿Qué es? ¿Qué es? ¡Es un perro! La chica: "¡Sí, sí, sí!" El chico: "¡No, no, no!" ¿Qué es? ¡Es una mosca! La chica: "¡Sí, sí, sí!" El chico: "¡No, no, no!" ¿Qué es? ¡Es un gato! La chica: "Sí, sí, sí!" El chico: "¡No, no, no!" ;Qué es? ¡Es una vaca! La chica: "¡Sí, sí, sí!" El chico: "¡No, no, no!" What is it? What is it? It's a dog! The girl: Yes, yes, yes! The boy: No, no, no! What is it? It's a fly! The girl: Yes, yes, yes! The boy: No, no, no! What is it? It's a cat! The girl: Yes, yes, yes! The boy: No, no, no! What is it? It's a cow! The girl: Yes, yes, yes! The boy: No, no, no!

Cat H: The children are asked to write in one number between 10 and 20 (or 0 and 20 for a longer game) in each square. Whether or not lotto has been played in lesson time, it is a very easy way for parents to practise numbers with their children.

Cat I, track 47: Escucho la historia: Mosca, Rana y Serpiente = I listen to the story: Frog, Fly and Snake. It is not important that your child understands every single word of the story but enjoys the fact that he/she understands what the story, entirely in Spanish, is about. The children will listen to the story in class and some will have even acted it out. The story revises four nouns (frog, river, fly, snake), four phrases/expressions (how are you?, I'm not feeling well, open your mouth, goodbye) and one colour (red), as well as some 'passive vocabulary' (*la garganta* = my throat). Note: Spanish people say "the mouth/throat", as in Spanish when we refer to parts of the body we always use the article "the". Parents can encourage their children to listen many times to the story, repeating the Spanish after the voice, and helping them to take the part of the frog, fly or snake at home.

Mosca, Rana y Serpiente Un día, Rana está sentada cerca del río. Mosca llega. Mosca: Buenos días, Rana. ¿Cómo estás? Rana: Ah. No estoy bien. Mírame la garganta. Está roja. Mosca: ¿Ah, sí? Abre la boca. Rana: (snaps mouth closed) Mmm. Adiós, Mosca. Otro día, Serpiente está sentada cerca del río. Rana llega. Rana: Buenos días, Serpiente. ¿Cómo está usted? Serpiente: Sss. No me siento bien. Mírame la garganta. Está roja. Rana: ¿Ah sí? Abra la boca.

Serpiente: (snaps mouth closed) Mmm. Adiós, Rana.

Fly, Frog and Snake One day frog is sitting next to the river. Fly arrives. Fly: Hello, Frog. How are you? Frog: I am not well; look at my throat. It is red. Fly: Oh yes? Open your mouth. Frog: Mmm. Goodbye, Fly. Another day, Snake is sitting next to the river. Frog arrives. Frog: Hello, Snake, how are you? Snake: I am not well. Look at my throat. It is red. Frog: Oh yes? Open your mouth. Snake: Mmm. Goodbye, Frog.

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Hola. Pedro v Carmen!

LESSON 9

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to revise all the Spanish that your child has learnt in lessons I-8. The theme of the next two lessons is parts of the face and body.

Weather box: From this point onwards, the children are asked to write in the day's weather themselves, copying the correct spelling from the weather box in Lesson 8.

Cat A, track 48: *Cuento hasta* = I count up to. As in previous lessons, the children are invited to listen to the Audio/CD and write the last number they hear in the box. This time the number is *dieciséis* (sixteen). The children are asked to write this number on the dashes provided. If this has not been completed in class, please continue to encourage your child to find page 16 and to accurately copy the correct spelling in Spanish.

¡Cuenta!

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen.

Cat B, track 49: As before, children listen to the correct pronunciation of these words on the Audio/CD and point to the right pictures after linking each one with its corresponding picture. Parents can help their children remember these words by playing the Audio/CD, or by speaking the words if they know Spanish, and asking their child to point to the right part of their face. When they are confident, try doing it in a random order! The children will probably recognise the words correctly before they remember how to say them in Spanish!

La cabeza, los ojos, la nariz, la boca, el pelo, las orejas, el cuello. The head, the eyes, the nose, the mouth, the hair, the ears, the neck.

Cat C, track 50: Dibujo una cabeza = I draw a head. This is an opportunity for children to draw a head and a face without looking! If this has been done in class, they can always repeat the exercise at home on a blank sheet of paper. The children close their eyes (*¡Cerrad los ojos!*), listen to the Audio/CD and follow the instructions. As the instructions are repeated, Mum or Dad can have a go and then the drawings can be compared! Un monstruo = a monster. The children can either use the blank square in their books for this exercise or use the blank square to draw a somewhat 'neater' face and to label it with the words in Cat B.

Los ojos, la nariz, la boca, las orejas, el pelo, el cuello. ¡Otra vez!

Los ojos, la nariz, la boca, las orejas, el pelo, el cuello. ¡Cierra los ojos! Dibuja una cabeza. ¡Escucha!

Los ojos, la nariz, la boca, las orejas, el pelo, el cuello. ¡Es mi turno, es mi turno!... Cierra los ojos y dibuja una cabeza.

Los ojos, la nariz, la boca, las orejas, el pelo, jel cuello! ¡Ah!, ¡mira! ¡Es un monstruo! The eyes, the nose, the mouth, the ears, the hair, the neck. Again!

Close your eyes! Draw a head. Listen!

The eyes, the nose, the mouth, the ears, the hair, the neck... My turn, my turn! Close your eyes and draw a head: The eyes, the nose, the mouth, the ears, the hair, the neck!

Ah, look! It is a monster!

Cat D, track 51: Song: *Tócate los ojos* = Touch your eyes (parents, note – the Spanish say 'touch the eyes'). This is a fun way for children to practise the words for parts of the face. A very easy song for the whole family to learn.

Song: Tócate los ojos	Touch your eyes
Tócate los ojos.	Touch your eyes.
Tócate la nariz.	Touch your nose.
Tócate la boca.	Touch your mouth.
Las orejas también.	Your ears as well.
Tócate el pelo.	Touch your hair.
Tócate el cuello	Touch your neck.
(Repeated)	

Cat E: Some children find word searches easy, some do not! All the words are written vertically and none of the words are written upside down or backwards. This might help! Encourage your child to read the words on the right-hand side and to tell you what they mean in English. Give lots of praise!

Cat F, track 52: Las vocales = The vowels. All children love a good rap and this is a popular way to learn the vowels in Spanish. Encourage your child to listen to this track repeatedly and point to the right letters.

Rap: Las vocales	The vowels
A, e, i, o, u.	A, e.
A, e, i, o, u.	A, e, i.
A, e, i, o, u.	A, e, i, o, u.
A, e, i, o, u.	A, e.
	A, e, i.
	A, e, i, o, u.

Cat G, track 53: Completo las palabras con la letra correcta = I complete the words with the right letter. This is an activity on many different levels. The children are asked as a group to see if they can spot the missing letter and to say it in Spanish. (The missing letters are all vowels!) They complete the words accordingly. If this exercise is completed at home and children find it too difficult, they can listen to the Audio/CD to help them. They can extend this activity by saying quickly all the vowels which have been left out and make up their own rap.

Un autobús, un árbol, una vaca, un gato, una señora,	A bus, a tree, a cow, a cat, a lady,
una ventana, un þez, un avión.	a window, a fish, a plane.

Cat H, track 54: Rodeo la respuesta correcta = I circle the right reply. The children listen to the Audio/CD, look at the pictures and circle sí or no as appropriate. (Answers: no, sí, no, sí, no.)

— ¿Es una señora? ¿Sí? / ¿no?	ls it a lady? Yes? No?
– ¿Es un coche? ¿Sí? / ¿no?	Is it a car? Yes? No?
– ¿Es una mariposa? ¿Sí? / ¿no?	Is it a butterfly? Yes? No?
– ¿Es un árbol? ¿Sí? / ¿no?	Is it a tree? Yes? No?
– ¿Es un pez? ¿Sí? / ¿no?	Is it a fish? Yes? No?

Cat I, track 55: *Dibujo* = I draw. The children read the Spanish sentences, understand and draw accordingly. Encourage your child to repeat the instructions after listening to them on the Audio/CD and also to read the sentences in the book.

- Un chico con una boca grande.
- Un bebé con un cuello pequeño.
- Una señora con una nariz pequeña.
- Una chica con los ojos grandes.

A boy with a big mouth. A baby with a little neck. A lady with a little nose. A girl with big eyes.



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LESSON 10

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Cat A, track 56: *Cuento hasta* = I count up to. Once again, the children are asked to listen to the Audio/CD and write in the square the last number they hear. This time the number is *diecinueve* (nineteen.) The children will need to turn back three pages to accurately copy the right spelling from the bottom of the page.

¡Cuenta!	Count!
Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez,	One, two, three, four, five, six, seven, eight, nine, ten,
once, doce, trece, catorce, quince, dieciséis, diecisiete,	eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen,
dieciocho, diecinueve.	eighteen, nineteen.

Cat B, track 57: As before, the children will have drawn lines to link the pictures with the right words and they listen to the Audio/CD and point to each picture as each word is said. At home children can listen to the Audio/CD again and try to point to the correct part of their body in turn.

Las manos, los brazos, los codos, la barriga, las piernas,	Hands, arms, elbows, tummy, legs,
los pies.	feet.

Cat C, track 58: Song: This traditional Spanish song will help children to learn the words related to the body. You can pretend that you are having a bath and washing each part of the body as the song is sung. Note: He washes his head – in Spanish 'the head', etc.

Song: Pin Pon

Pin Pon es un muñeco Muy guapo y de cartón. Se lava la cabeza Con agua y con jabón.

Se lava las manos. Se lava los brazos. Se lava la barriga. Se lava las piernas. Se lava los pies. Con agua y jabón.

Pin Pon es un muñeco Muy guapo y de cartón. Se lava la cabeza Con agua y con jabón. Pin Pon

Pin pon is a very handsome Cardboard doll. He washes his head With water and soap.

He washes his hands. Washes his arms. Washes his tummy. Washes his legs. Washes his feet. With water and soap.

Pin pon is a very handsome Cardboard doll. He washes his head With water and soap. Cat D, track 59: The children listen to the Audio/CD and follow the pictures in their books, each of which represents a phrase they have learnt. The aim of this exercise is that after listening several times, children will be confident enough (with the help of the pictures) to ask each one of the five questions represented.

- I. Hola, ¿cómo te llamas?
- **2.** ¿Dónde vives?
- 3. ¿Cuántos años tienes?
- 4. ¿Cómo estás?
- 5. ¿Cómo está usted?

- I Hello, what's your name?
- 2 Where do you live?
- 3 How old are you?
- 4 How are you? (informal)
- 5 How are you? (formal)

Cat E: iY tú? iDonde vives? = And you? Where do you live? For this activity, children read the eleven words and identify which best describes where they live. Un piso (a flat) and un castillo (a castle) are new words for the children. See if your child can remember what all the other words mean. The children then write down una casa or un piso or una granja in the space provided (or un castillo!)

Cat F: *¡Dibujo un monstruo!* = I draw a monster! The children use the space to draw a monster according to the instructions given: *una cabeza grande y roja* (a large red head), *unos ojos pequeños y amarillos* (small yellow eyes), *una boca grande* (a large mouth), *una nariz grande* (a big nose), *dos orejas pequeñas* (small ears), *dos brazos grandes* (two large arms), *dos piernas pequeñas* (two small legs), *dos pies grandes* (two big feet).

Cat G, track 60: Song: *Izquierda, derecha* = Left, right. This is a traditional Spanish song and it is great fun for Spanish and English children alike! Follow the actions in the song by moving two steps to the left and then to the right in a line – not to get confused with your right and your child's right. Then you can step backwards and forward and count up to 3 with your fingers as you say it. To make it more lively, instead of moving in steps, you can jump.

Song: Izquierda, derecha Izquierda, izquierda, derecha, derecha. Delante, detrás.

Izquierda, izquierda, derecha, derecha. Delante, detrás. Uno, dos, tres. (repeated)

Uno, dos, tres.

Left, right

Left, left, right, right forward, back One, two, three

(repeat four times)

Izquierda, izquierda, derecha, derecha. Delante, detrás. Uno, dos, tres.

Izquierda, izquierda, derecha, derecha. Delante, detrás. Uno, dos, tres. (repeated)

Cat H: An exercise for the children to practise masculine and feminine words. In this activity they highlight all the masculine (*un*) words in blue and all the feminine (*una*) words in red. They can then choose one of each to copy into the appropriate houses.

Cat I: Another chance for children to play lotto/bingo. They are asked to write down one number between I and 20 in each square for a game which will be played in class. Perhaps they can tell you what the numbers they have chosen are in Spanish!



LESSON II

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to reinforce key vocabulary and expressions taught so far. For the next few lessons, the theme will be food and shopping, items to go on the table and drinks.

Cat A: The children count together in class and write in the box the number they can count up to.

Cat B, track 61: As in previous lessons children listen to the Audio/CD and repeat the correct pronunciation of each word. At home they can keep repeating this exercise as well as pointing to the correct pictures in their books as they hear each word read out. At home the children can practise asking for the above items in Spanish until they are confident of getting them right!

una manzana	an apple
una þera	a pear
un queso	a cheese
un tomate	a tomato
un huevo	an egg
un plátano	a banana
una barra de pan	a loaf of bread

Cat C, track 62: *Coloreo* = I colour. The children are asked to listen to the correct pronunciation of these colours. They then colour the rectangles in the appropriate colours, leaving the white one blank. At home the children can point to different items around the house and say what colour they are in Spanish.

Verde, negro, blanco.

Green, black, white.

Cat D: *Coloreo* = I colour. A reading comprehension. The children are asked to see if they can recognise the instructions on the left and they then colour the required number of pictures in the correct colours (answers: three green apples, four black cats, two yellow ducks and five red fish).

Cat E: iCuál es tu palabra preferida en español? What is your favourite Spanish word? The children are invited to think about all the Spanish they have learnt so far – not just the nouns, but also numbers, colours, phrases etc. Is there one word they enjoy saying more than any other? There is a space here for them to write it down.

Cat F: iQué es? = What is it? The children look at the pictures and complete the words with the missing letter (answers: *una nariz, un bosque, un queso, una tortuga*). They should be encouraged to check the spelling of each word in their books to ensure accuracy.

Cat G: Coloreo = I colour. A revision of the six colours the children have learnt: *amarillo* (yellow), *rojo* (red), *azul* (blue), *negro* (black), *blanco* (white), *verde* (green). The children colour the picture according to the 'code'.

Cat H, track 63-64: ¿Cuál es tu color preferido? = What is your favourite colour? Prefiero el... = I prefer the... (Note that in Spanish the definite article precedes the colour.) First of all, children listen to the above question on the Audio/CD and the three different replies. They then choose one of the six colours in Cat G above to write down as their favourite colour, accurately copying the spelling. The song on track 64 with the same title as the above question is a great way to help children remember all the colours. Parents can keep pausing the Audio/CD and asking their children how many nouns they can identify as well as all the colours.

Salut Céline et Antoine !

¡Escucha!

¿Cuál es tu color preferido? Yo prefiero el rojo. ¿Cuál es tu color preferido? Yo prefiero el amarillo. ¿Cuál es tu color preferido? Yo prefiero el azul.

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Listen!

What is your favourite colour? I prefer red. What is your favourite colour? I prefer yellow. What is your favourite colour? I prefer blue.

Song: ¿Cuál es tu color preferido? ¿Cuál es tu color preferido? ;Rojo, azul o blanco? ¿Verde, negro, amarillo? ¿Cuál es tu color preferido?

Yo prefiero el rojo Como el fuego rojo. A mí me gusta el blanco. Como el algodón.

¿Cuál es tu color preferido? ¿Rojo, azul o blanco? ¿Verde, negro, amarillo? ¿Cuál es tu color preferido?

Yo prefiero el amarillo Como el sol. A mí me gusta el verde Como la hierba.

¿Cuál es tu color preferido? ¿Rojo, azul o blanco? ¿Verde, negro, amarillo? ¿Cuál es tu color preferido?

Prefiero el azul Como el cielo azul. A mí me gusta el negro Como el carbón.

¿Cuál es tu color preferido? ¿Rojo, azul o blanco? ¿Verde, negro, amarillo? ¿Cuál es tu color preferido? What is your favourite colour? What is your favourite colour? Red, blue or white? Green, black, yellow? What is your favourite colour?

I prefer red Like red fire. l like white Like cotton.

What is your favourite colour? Red, blue or white? Green, black, yellow? What is your favourite colour?

I prefer yellow Like the sun. I like green Like grass.

What is your favourite colour? Red, blue or white? Green, black, yellow? What is your favourite colour?

I prefer blue Like the blue sky. I like black Like coal.

What is your favourite colour? Red, blue or white? Green, black, yellow? What is your favourite colour?

Cat I: Uno las preguntas y las respuestas = I link the questions to the replies. Answers: el pájaro (the bird) lives en el árbol (in the tree), el cerdo (the pig) lives en la granja (on the farm) and el caracol (the snail) lives en el jardín (in the garden).

LESSON 12

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to only consolidate the language they have already learnt in their lessons.

Continue to revise the food vocabulary in the previous lesson.

Cat A, track 65: Cuento desde...hasta cero = I count from... to zero. The children are asked to listen to the Audio/CD and write down the first number they hear in the first box and the last number they hear in the second box. (Answers: 10 - diez and 0 - cero.)

¡Cuenta! ¡Diez, nueve, ocho, siete, seis, cinco, cuatro, tres, dos, uno, Ten, nine, eight, seven, six, five, four, three, two, one, cero!

Count! zero!

:Hola, Pedro y Carmen!

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Cat B, track 66: Some more food words for the children to learn. Please see the guidelines in previous lessons.

una salchicha	a sausage
una þatata	a potato
un pollo	a chicken
una zanahoria	a carrot
una cebolla	an onion
una patata frita	a chip
una col	a cabbage
una tortilla	a Spanish omelette

Cat C: ¿Qué es? = What is it? The children fill in the blanks to spell the words correctly (answers: *una patata frita, un huevo, un queso*). They should be encouraged to look up the spelling of each word in their books. They can then circle which of the four items they like best.

Cat D, track 67: Song: ¿Cómo plantas las cebollas? = Do you know how to plant onions? This is a traditional song which practises the word cebollas (here in its plural form – note the 'x' instead of an 's' reinforcing the sounds ce -th- and lla -y), plus various parts of the body: mano (hand), nariz (nose), codo (elbow) and pie (foot). Children will learn this song in class accompanied by lots of actions. Try to encourage your child to teach them to all the family and play the song as often as possible.

Song: ¿Cómo plantas las cebollas?	How do you plant onions?
¿Cómo plantas las cebollas? A la moda, a la moda.	How do you plant onions? In the fashionable way x2
¿Cómo plantas las cebollas?	How do you plant onions?
Como en Ronda, como en Ronda.	The way they do in Ronda.
Yo las planto con la mano.	l plant them with (my) hand. (repeat)
Yo las planto con la nariz.	l plant them with (my) nose. (repeat)
Yo las planto con el codo.	l plant them with (my) elbow. (repeat)
Yo las planto con el pie.	l plant them with (my) foot. (repeat)

Cat E: Another chance to colour a picture using a code.

Cat F, track 68: Quiero = I would like. The idea of these 'cue cards' is for the children to eventually be able to 'read' entirely in Spanish by using the pictures as prompts. Please encourage your child to listen to track 68 several times until he/she is confident and then to have a go 'reading' through each sketch. At home please help your child to remember how to say quiero, (I would like), ¿Cuánto es? (how much is it?), por favor (please), and gracias (thank you). Help your child to practise going shopping for meat en la carnicería (at the butcher's), for vegetables en el mercado (at the market) and for bread en la panadería (at the baker's).

 I. Buenos días, señor, quiero una barra de pan, por favor. Aquí tienes. ¿Cuánto es? Un euro. 	Good morning sir, I'd like a loaf of bread, please. Here it is. How much is it? One euro.
– Gracias, adiós	Thank you, goodbye.
 2. Buenos días, señora, quiero un pollo, por favor. Aquí tienes. ¿Cuánto es? Seis euros. Gracias, adiós. 	Good morning madam, I'd like a chicken, please. Here it is. How much is it? Six euros. Thank you, goodbye.
 3. Buenos días, señora, quiero un tomate y un plátano, por favor. Aquí tienes. ¿Cuánto es? Dos euros. Gracias, adiós. 	Good morning madam, I'd like a tomato and a banana, please. Here they are. How much are they? Two euros. Thank you, goodbye.

Cat G, track 69: Song: Quiero un pastel = I want a cake. This is a very easy song which can be played over and over at home. The only new word is *elija* (choose). Can your child work out which are the two pairs of rhyming words?

Song: Quiero un pastel Por favor, quiero un pastel. ¿Uno pequeño o grande? Elija usted, Don Miguel. Por favor, quiero un piano. ¿Uno blanco o negro? Elija, Señora Flor. (Repeated) I want* a cake I want a cake please. A small or large one? Choose, Don Miguel! I want a piano please. A black or a white one? Choose, Mrs. Flor!

*Note that the direct translation for *quiero* is 'I want'. However 'I would like' would be more appropriate in English. Spanish people are more direct and will use '*quiero*' instead of '*quisiera*' (I would like) to order or buy something.

Chat H: Dibujo un pez bonito: I draw a beautiful fish. The children should be reminded that beautiful fish are colourful fish. Encourage your child to talk in Spanish about the colours he/she is using.

LESSON 13

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to encourage your child to ask for as many food items in Spanish as possible. Keep revising all the key words learnt so far.

Cat A, track 70: *Cuento desde... hasta cero* = I count from... to zero. The children are asked to listen to the Audio/CD and write down the first number they hear in the first box and the last number they hear in the second box. Answers: 15 (quince) and 0 (cero).

¡Cuenta! ¡Quince, catorce, trece, doce, once, diez, nueve, ocho, siete, seis, cinco, cuatro, tres, dos, uno, cero!

Count!

Fifteen, fourteen, thirteen, twelve, eleven, ten, nine, eight, seven, six, five, four, three, two, one, zero!

Cat B, track 71: Seven further food items. Please see the guidelines in previous lessons for how to help your child learn the key words.

un polo	an ice lolly
un caramelo	a sweet
un pastel	a cake
un helado	an ice cream
una magdalena	a cupcake
un churro	a churro

Cat C, track 72: Escucho y rodeo las imágenes: I listen and circle the pictures. The children are asked in teams, pairs or as individuals to listen to the Audio/CD and to circle every item they hear mentioned. There should be five items left on the table which have not been circled (cabbage, onion, tomato, sausages, egg). See if you can get your child to name these five items left over in Spanish.

¡Ay! ¡Tengo hambre! ¡Mira! Hay pollo, patatas, zanahorias, caramelos, una magdalena, un churro, una barra de pan y un pastel de chocolate de postre. Oh! I am hungry! Look! There's chicken, potatoes, carrots, sweets, a cupcake, a churro, a loaf of bread and there's a chocolate cake for dessert. Cat D: More practice with masculine and feminine words. Please see instructions as for Lesson 7, Cat J, page 12.

Cat E, track 73: Song: *¡Están buenos!* = They're good! The children will be asked to listen to the Audio/CD and listen out for all the words they recognise. This exercise can be repeated many times at home! They then point to the pictures illustrating the first verse which should help your child to remember the lyrics. Even if this is hard for them, all children enjoy singing out están buenos, buenos (they're good, they're good). On the right-hand side of the page, the children can draw in four items of food they like, choosing from Spanish words they have been taught and fill in están buenos on the spaces provided. They are then invited to sing their own version of the first verse to their families. As with all the other songs in the programme, please play as often as possible. A great way to consolidate nine key nouns!

Song: Están buenos Los pasteles y el chocolate Están buenos, buenos. Las magdalenas y los caramelos, Están buenos, buenos.

Pero tienes que comer también Tomates y manzanas, Pescado, zanahorias Y queso blanco.

Los pasteles y el chocolate Están buenos, buenos. Las magdalenas y los caramelos, Están buenos, buenos.

Pero tienes que comer también Tomates y manzanas, Pescado, zanahorias Y queso blanco.

Los pasteles y el chocolate Están buenos, buenos. Las magdalenas y los caramelos, Están buenos, buenos. They are good Cakes and chocolate Are good, good. Cupcakes and sweets, Are good, good.

But you also need to eat Tomatoes and apples, Fish, carrots And white cheese.

Cat F, track 74: *Hola, quiero* = Hello, I would like. This is an excellent activity for developing accurate spelling. The children are asked to complete the shopping list according to the pictures given. They listen to the Audio/ CD and follow the pictures in their books. They then fill in the list copying the spelling of numbers from the bottom of the relevant pages or from the list of numbers on page 44. The number in a blue circle next to each item on the shopping list indicates the page number on which that item can be found, so that the children can correctly copy the Spanish for apples, onions, tomatoes and bananas. *¿Cuánto es?* = How much is it? *Once euros* = eleven euros.

- Hola, quiero tres manzanas, seis cebollas, cuatro tomates, ocho plátanos y dos pasteles, por favor.
- Hello/Hi, I want* three apples, six onions, four tomatoes, eight bananas and two cakes, please.

- ¿Cuánto es?
- Once euros.

- How much is it?
- Eleven euros.

*Note that the direct translation for *quiero* is 'I want'. However 'I would like' would be more appropriate in English. Spanish people are more direct and will use '*quiero*' instead of '*quisiera*' (I would like) to order or buy something.

LESSON 14

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to practise all the food words taught in the last three lessons with your child and practise counting and the Spanish alphabet. Encourage your child to check that the numbers of each lesson have been written in all the white rectangles at the top of each page and also that page numbers are up to date!

Remind your child of the seven weather conditions he/she has learnt. Can they point to each picture in turn on page 45 and say what they are? Encourage your child to say the day's weather every day.

Cat A: *Cuento hasta* = I count up to. The children have been taught numbers up to twenty (*veinte*); however some children may be able to count up to more than this. The children write here in Spanish the number they can confidently count up to on their own. They can copy the spelling from the numbers written on page 44. (If by any chance they can count higher than 50, they will need some help).

Cat B, track 75: *un cuchillo* (a knife), *un tenedor* (a fork), *un vaso* (a glass), *una silla* (a chair), *un plato* (a plate), *una mesa* (a table), *una taza* (a cup), *una cuchara* (a spoon). As before the children listen carefully to the pronunciation of each word on the Audio/CD and point to the right picture in turn. Parents can encourage their children to set the table in Spanish at home and then to count the numbers of knives, forks, spoons etc!

Un cuchillo, un tenedor, un vaso, una silla, un plato, una mesa, una taza, una cuchara. A knife, a fork, a glass, a chair, a plate, a table, a cup, a spoon.

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¡Hola, Pedro y Carmen!

Cat C, track 76: Song/rap: Uno, dos, tres, yo viajo en tren = One, two, three, I travel by train. This is a great way of practising numbers up to twenty. Ask your child to teach you the actions which accompany this rap, if they have learnt some in class. Otherwise, perhaps they could make up actions/mimes of their own at home! Parents can ask children if they can remember which word rhymes with tres (tren), nueve (mueve), doce (coche), dieciséis (deis) and veinte (gente).

Rap: Uno, dos, tres, yo viajo en tren One, two, three, I travel by train Uno, dos, tres One, two, three, I travel by train. Yo viajo en tren. Cuatro, cinco, seis Four, five, six, Dibuja un seis. Draw a six. Siete, ocho, nueve Seven, eight, nine, Todo se mueve. Everything moves. Ten, eleven, twelve, Diez, once, doce Yo viajo en coche. I travel by car. Trece, catorce, quince, dieciséis, Thirteen, fourteen, fifteen, sixteen, Un gran salto quiero que deis. I want you to do a big jump. Diecisiete, dieciocho, diecinueve, veinte, Seventeen, eighteen, nineteen, twenty, Wave to people. Saluda a la gente. (Repeated)

Cat D, track 77: Rodeo la respuesta correcta = I circle the right answer. This exercise can be used as a reading or a listening comprehension or both! However if used as a reading exercise, and even if this has been filled in during the lesson, listening to the Spanish voice on the Audio/CD at a later stage is always a good idea. (Answers: sí, no, no, sí, no, no, sí, no, sí.)

¿Es una manzana? Sí. ¿Es un pollo? No. ¿Es un polo? No. ¿Es un tenedor? Sí. ¿Es una pera? No. ¿Es un cuchillo? No. ¿Es un helado? Sí. ¿Es una cebolla? No. ¿Es un huevo? Sí. Is it an apple? Yes. Is it a chicken? No. Is it an ice lolly? No. Is it a fork? Yes. Is it a pear? No. Is it a knife? No. Is it an ice cream? Yes. Is it an onion? No. Is it an egg? Yes.

Cat E: He terminado de poner la mesa = l've finished setting the table. The children are invited to draw the missing items on the table, so that all the place settings are complete. Ask your child to tell you in Spanish which items they have drawn (un cuchillo = a knife, un vaso = a glass, un tenedor = a fork and un plato = a plate).

Cat F: Lotto. The children are asked, as in previous lessons, to write down one number between I and 20 in each of the squares for a game of lotto/bingo in class.

Cat G: Subrayo lo que es mio = I underline the things belonging to me. The children are asked to see if they can read all of the words in the list and underline those which they have (una serpiente = a snake, una rana = a frog, un perro = a dog, un conejillo de Indias = a guinea pig, un pez = a fish, un conejo = a rabbit, una casa = a house, un tren = a train, una boca = a mouth, una mariposa = a butterfly, una nariz = a nose, un codo = an elbow, un coche = a car, un árbol = a tree, un gato = a cat). To extend this activity, parents could then ask their children to name all the animal words, all the words describing parts of the face and the two transport words.

Cat H, track 78: Hola = hello, quiero = I would like, y = and, por favor = please. The children listen to their Audio/CD where *Carmen* is asking for four items in a shop. This is also illustrated in the little picture. They then write *un helado*, *una barra de pan* and *dos churros* on the dashes provided. If this exercise has not been completed in class, please encourage your child to look up the correct spellings in their books. ¿Cuánto es? = how much is it? The children listen to how much *Carmen*'s shopping comes to and write in the correct number of euros. Answer: *cuatro* (four).

- Hola, quiero un helado, una barra de pan y dos churros, por favor. ¿Cuánto es?
- Hello, I would like an ice cream, a loaf of bread and two churros, please. How much is it?

- Cuatro euros.

- Four euros.

LESSON 15

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

This is the last lesson in the food and drink section.

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Cat A, track 79: *Cuento hasta* = I count up to. Here the children listen to numbers from twenty to thirty and they write the number 30 in figures in the little square and *treinta* (thirty) on the dashes provided. Please help your child to practise counting and if possible, to remember numbers out of sequence: try saying a number in Spanish and see if they can say it back in English and vice versa (only up to 30 at this stage!)

Salut Céline et Antoine !

¡Cuenta!	Count!
Veinte, veintiuno, veintidós, veintitrés,	20, 21, 22, 23,
veinticuatro, veinticinco, veintiséis, veintisiete,	24, 25, 26, 27,
veintiocho, veintinueve, treinta.	28, 29, 30.

Cat B, track 80: Seven drinks. As before, it is very important that children listen to their Audio/CDs at home, so they can practise the correct pronunciation of all the new words week by week. Ask your child to tell you in Spanish which of these drinks he/she likes best and which one he/she thinks you like best. Make sure that every time they drink one of these drinks at home, they ask for it in Spanish. Pretend that you are in a café and that your child is responsible for ordering drinks for the whole family. Write down in English what you want them to order and see if they can order correctly in Spanish without peeping at the book.

una limonada	a lemonade
leche	some milk
un café	a coffee
un té	a tea
un zumo de naranja	an orange juice
un chocolate	a hot chocolate
agua	water

Cat C, track 81: Relaciono las imágenes con las palabras = I link the pictures with the words. This exercise teaches children the difference between está bueno (it's good) and está malo (it's bad). They listen to the Audio/ CD at the same time as looking at the pictures. They have to decide whether each item is good or bad and draw lines linking each picture to the correct phrase.

Un plátano negro, ¿Está bueno? ¿Está malo?	A black banana, is it good or bad?
Un plátano amarillo, ¿Está bueno? ¿Está malo?	A yellow banana, is it good or bad?
Un queso, ¿Está bueno? ¿Está malo?	A cheese, is it good or bad?
Un queso amarillo y negro, ¿Está bueno? ¿Está malo?	A yellow and black cheese, is it good or bad?
Una manzana con un gusano, ¿Está buena? ¿Está mala?	An apple with a worm, is it good or bad?
Una manzana roja, ¿Está buena? ¿Está mala?	A red apple, is it good or bad?
Un pollo, ¿Está bueno? ¿Está malo?	A chicken, is it good or bad?
Un pollo verde, ¿Está bueno? ¿Está malo?	A green chicken, is it good or bad?

Cat D, track 82: Tengo hambre = I'm hungry, tengo sed = I'm thirsty. Encourage your child to repeat these phrases at home every time they are hungry or thirsty! The children listen to the Audio/CD and draw in the box what *Carmen* says she would like to eat and what *Pedro* says he would like to drink (answers: a chicken and tomato sandwich and an orange juice). The children may like to draw in another food item they think *Carmen* would like, choosing from one of the nouns they have learnt in Spanish of course, and similarly draw in another drink for *Pedro*. If your children would like to write in the words to accompany their pictures, please encourage them to look up the correct spellings in their books.

– Carmen: ¡Tengo hambre! Quiero un bocadillo de pollo	 Carmen: I'm hungry! I would like a chicken
y tomate.	and tomato sandwich.
 Pedro: ¡Tengo sed! Quiero un zumo de naranja. 	 Pedro: I'm thirsty! I would like an orange juice.

Cat E, track 83: A listening, looking, reading and writing comprehension. On the Audio/CD the children will hear a detailed shopping list. They are asked to firstly link the correct number in the left-hand column with the item in the middle column. The first three items have been illustrated in full, although the next five all appear as single items whereas in fact they are numerous! The children can draw in six more potatoes, one more cheese, three more bananas, five more tomatoes and two more pears if they wish, to make the numbers of food items correct. In the third column, children write the correct number in the box and then complete the words on the dashes provided, copying their spellings carefully from the words in the box on the far right of the page. Please help your child to remember that plurals in Spanish have an 's', just as they do in English. Plurals of nouns ending in a consonant usually add 'es'. Nouns ending in a vowel normally just add 's'.

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¡Hola, Pedro y Carmen!

¿Un þastel? Sí, un þastel.	One cake? Yes, one cake.
¿Ocho manzanas? Sí, ocho manzanas.	Eight apples? Yes, eight apples.
¿Cinco limonadas? Sí, cinco limonadas.	Five lemonades? Yes, five lemonades.
¿Siete patatas? Sí, siete patatas.	Seven potatoes? Yes, seven potatoes.
¿Dos quesos? Sí, dos quesos.	Two cheeses? Yes, two cheeses.
¿Cuatro plátanos? Sí, cuatro plátanos.	Four bananas? Yes, four bananas.
¿Seis tomates? Sí, seis tomates.	Six tomatoes? Yes, six tomatoes.
Y ¿Tres peras? Sí, tres peras.	And three pears? Yes, three pears.

Cat F: Rodeo el intruso = I circle the odd one out (answers: top row -pollo - this is the only thing that is edible!Bottom row <math>-mesa -this is the only thing that is inedible!) Encourage your child to read all of these words out loud and to say what they mean in English.

Cat G: Palabras desordenadas = scrambled-up words. All of these words appear in Cat F above. Answers: (reading across) tenedor (fork), salchicha (sausage), pollo (chicken), queso (cheese).

LESSON 16

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Keep encouraging your children by telling them how clever they are to know and remember so many Spanish words! In this lesson your child will have an opportunity to use their imagination and make up their own very simple sentences!

Cat A, track 84: *cuento desde... hasta* = I count from... to... The children listen to their Audio/CD and write down the correct numbers in figures in the boxes (30 and 40 respectively) and the word *treinta* (thirty) on the dashes provided. Please keep encouraging your child to practise counting as often as possible – in twos, threes, fives, tens, in odd numbers and even numbers and whenever and wherever they can!

¡Cuenta!	Count!
Treinta, treinta y uno, treinta y dos, treinta y tres,	30, 31, 32, 33,
treinta y cuatro, treinta y cinco, treinta y seis,	34, 35, 36, 37,
treinta y siete, treinta y ocho, treinta y nueve, cuarenta.	38, 39, 40.

Cat B, track 85: The numbers inside the blue circles indicate the page numbers where the Spanish words required can be found, so that the children can copy the spellings correctly for this activity. They are encouraged in class to think up silly sentences and at this point, having looked at the pictures in Cat B. After writing in the missing words for the first four pictures (*taza, silla, helado, casa*), the children are invited to think of the most ridiculous thing that a pig could be on top of (*sobre*). Look back through the book with your child and help him/her to make up lots of different possibilities as you look at all the words and pictures together. You could then help your child to choose which is the most *raro* to write in the book!

Una taza sobre la cabeza. Una silla sobre un árbol. Un helado sobre la nariz. Una manzana sobre una casa. Un cerdo sobre... A cup on the head. A chair on a tree. An ice cream on the nose. An apple on a house. A pig on...

Cat C: Rodeo la palabra correcta = I circle the right word. Which of the two words under the picture is the right one? Can your child tell you what the other word means?

Cat D: Relaciono las imágenes con las palabras = I link the pictures with the words. By now the children should be familiar with what is bought in which shops, but if not, they can refresh their memories by looking at the pictures on page 27 and Cat E, page 35. Answers: *panadería* (bread and cake shop), *mercado* (market), *carnicería* (butcher's). Encourage your child to tell you what all of the items are in Spanish, as you point to each one.

Cat E: ¿Dónde está la panadería? = where is the baker's? The children find their way through the maze. Can they also find their way to el mercado and la carnicería?

Cat F: *palabras desordenadas* = scrambled-up words. Here the Spanish for butcher's, baker's and market are all mixed up. The children are invited to 'unscramble' each word and put the letters in the right order.

Cat G, track 86: Song: Me gustan el pan, el zumo = I like bread, juice; track 87: Song: No me gustan las peras = I don't like pears. These two songs really help the children to remember a lot of the food items they have already learnt in Spanish, as well as new ones – las natillas – custard and – la sopa – soup. As they listen to the first song, the children are asked to draw and/or write in Spanish one or more of the food items the singer likes in the first box and then underneath to add a food item they themselves like – either something mentioned in the song or another word they have learnt. iY a ti? = And you? (Me gusta/n = I like). Similarly with the second song, the children are asked to choose one of the four things the singer doesn't like and draw and/or write it in the second box and underneath to write what they themselves don't like to eat, choosing from one of the words they have learnt in Spanish (no me gusta/n = I don't like). Help your child to think of (and say in Spanish) as many things as they can that they like eating and the same with things they don't like eating. (Hopefully this list will be a lot shorter!)

Song: Me gustan el pan, el zumo Me gustan el pan, el zumo, La leche, el pollo Y las natillas. Me gustan el pan, el zumo, La leche, el pollo Y el helado también. (Repeated)

Song: No me gustan las peras No me gustan las peras. No me gusta el queso. No me gustan las coles Ni las cebollas. Me gustan mucho más Las patatas fritas, Las manzanas, La sopa Y las salchichas (Repeated) I like bread, juice I like bread, juice, Milk, chicken And custard. I like bread, juice, Milk, chicken And ice cream too.

I don't like pears I don't like pears. I don't like cheese. I don't like cabbages Or onions. I like much more Chips, Apples, Soup And sausages. Cat H: Here the children will be asked to write in one number between 30 and 40 or (for a longer game!) between 20 and 40 in each of the pink squares for another game of lotto/bingo in class.

LESSON 17

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Continue to practise numbers and counting with your child. See if he/she can count backwards from 40 to 0!

Cat A: *Cuento hasta*... = I count up to. The children write in figures and words which number they can confidently count up to in Spanish. Hopefully this will be as much as 40 by now!

Cat B, track 88: Help your child to learn these words with the help of the Audio/CD. Note: *una bota* = a boot (this is any sort of boot, not just a wellington boot). Perhaps he/she could practise saying each of the words in Spanish every time he/she puts on one of these items and also tell you what colour it is in Spanish!

una mochilaa backpackuna botaa bootun abrigoa coatun zapatoa shoeun gorroa woolly hat

Cat C, track 89: Song: *Los meses* = the months. This is a very easy song which will help children to learn the months of the year. Please play it as often as possible. To begin with, children can point to each month in chronological order (written in little blue letters) as each month appears in the song. Once they are more confident, they might like the challenge of trying to point to the correct month set out in random order inside the oval. Please notice that months are not written with capital letters in Spanish unless they are at the start of a sentence.

Song: Los meses	The months
Enero, febrero,	January, February.
Marzo y abril,	March, April.
Mayo, junio, julio y agosto,	May, June, July, August.
Septiembre, octubre, noviembre, diciembre.	September, October, November, December.
Enero, febrero,	January, February.
Marzo y abril,	March, April.
Mayo, junio, julio y agosto,	May, June, July, August.
Septiembre, octubre, noviembre, diciembre.	September, October, November, December.

Cat D, track 90: Song: *¡Cumpleaños feliz!* = happy birthday. The children will quickly learn this song and will sing it regularly in class when someone has a birthday. *Mi cumpleaños es el...* = my birthday is the... The children fill in their own birthdays on the line provided. (In Spanish, dates are just the definite article + number, followed by de (of) month, e.g. 9th July = el 9 de julio.) The children then write down their own age on the line provided and draw in the relevant number of candles on the cake.

Song: ¡Cumpleaños feliz!	
¡Cumpleaños feliz!	
¡Cumpleaños feliz!	
¡Te deseamos todos!	
¡Cumpleaños feliz!	

Happy birthday! Happy birthday! Happy birthday! We all wish you! Happy birthday!

Cat E: A reading comprehension and colouring exercise. *Coloreo* = I colour. The children read *Carmen's* shopping list and colour in the correct number of each item listed.

Cat F: Subrayo plato cada vez que lo veo = I underline plato (plate) every time I see it.

Cat G, track 91: As before with similar exercises, the children follow the strings of the balloons to find out if each of the words on the left-hand side of the page are masculine or feminine. They then write either *un* or *una* in each balloon. The children then look up the words on the right-hand side of the page in their books to see if these words are masculine or feminine and draw in the strings accordingly and write in the indefinite article. All the balloons can then be coloured in red or blue as appropriate. Answers can be checked with the Audio/CD.

¡Escucha!

Una cebolla, una mesa, una pera, un vaso, una cuchara Una tortilla, un helado, un huevo, un plato, un cuchillo. Listen! An onion, a table, a pear, a glass, a spoon. A Spanish omelette, an ice cream, an egg, a plate, a knife.

Cat H: una tortuga = a tortoise, un polo = a lollipop, una mariposa = a butterfly, una zanahoria = a carrot, un tomate = a tomato, una mosca = a fly, un pastel = a cake, un perro = a dog. The children decide whether each of these words would be more likely to be found in a market (un mercado) or in a garden (un jardín). They link them to the right picture.

LESSON 18

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Look at the songs, pages 42 and 43, with your child and ask which are his/her favourites. Can he/she tell you why? Play these songs again and see if your child can sing along with the CD. Play a few more, revising the vocabulary as you go along.

Cat A, track 92: *Cuento desde... hasta* = I count from... to... In class your child will learn the numbers from 40 to 50. These appear on the Audio/CD. Please listen to them with your child and help him/her to practise counting, before filling in the blank squares in the book with 40 and 50 respectively and writing *cuarenta* (forty) in full on the dashes provided.

¡Cuenta!	Count!
Cuarenta, cuarenta y uno, cuarenta y dos,	40, 41, 42,
cuarenta y tres, cuarenta y cuatro, cuarenta y cinco,	43, 44, 45,
cuarenta y seis, cuarenta y siete, cuarenta y ocho,	46, 47, 48,
cuarenta y nueve, cincuenta.	49, 50.

Cat B, track 93: As written in the guidelines previously, the importance of listening to the correct pronunciation of key words is paramount. Ask your child to tell you in Spanish what one or more members of family are wearing. Can they also say the right colour? Help them to learn any words they find difficult!

una falda	a skirt
un calcetín	a sock
una camisa	a shirt
unos pantalones	trousers
un vestido	a dress

Cat C: There are ten words to find in the wordsearch. (All the words apart from *abrigo* and *cuchillo* are written in a vertical position!) Can your child tell you what all the words mean in English?

Cat D: Coloreo = I colour. The children follow the instructions to colour the clothes (answers: *El calcetín es rojo* = the sock is red, *Los pantalones son verdes* = the trousers are green, *El zapato* es *azul* = the shoe is blue, *El abrigo* es *negro* = the coat is black).



Cat E, track 94: *¡Escucho!* = I listen! This is a listening comprehension. At home the children can listen to the conversation between the two characters again, pausing the Audio/CD and telling their families what is being said at the end of each line. They can then play the Audio/CD a second time and this time pause to insert their own answers.

- Buenos días, ¿cómo te llamas?
- Me llamo Sofía.
- ¿Dónde vives?
- Vivo en Madrid.
- ¿Te gustan los pasteles de chocolate?
- Sí.
- ¿Te gustan las cebollas?
- ¡Ah, no!
- ¿Te gusta el queso?
- Sí.

- Hello, what's your name?
- My name is Sofía.
- Where do you live?
- I live in Madrid.
- Do you like chocolate cakes?
- Yes.
- Do you like onions?
- Ah, no!
- Do you like cheese?
- Yes.

Cat F: *Rodeo la respuesta correcta* = I circle the correct reply. This is a reading comprehension where children read out each question and then circle *si* or *no* as appropriate. (*Te gusta/n...* = do you like ice lollies/cheese/ chicken/onions/carrots/ice-cream/chocolate cake/beautiful butterflies.) Please help your child to learn any words they have forgotten.

Cat G, track 95: Dibujo y coloreo = I draw and I colour. Un plato grande y verde = a big green plate, Una falda pequeña y azul = a little blue skirt, Un polo grande y rojo = a large red ice lolly, Una casa pequeña y amarilla = a little yellow house. The children need to show here that they have understood the differentiation between grande and pequeño and so the small items should really be a lot smaller than the large ones. They listen to the Audio/CD to perfect their pronunciation.

Un plato grande y verde. Una falda pequeña y azul. Un polo grande y rojo. Una casa pequeña y amarilla. A big green plate. A small blue skirt. A big red ice lolly. A small yellow house.

Cat H: The children will use these squares to play lotto in class between 40 and 50. Ask your child to tell you in Spanish which numbers he/she has chosen.

Cat I: Which of these things would be found in a shopping basket? The children can draw arrows as per the example or highlight or circle their answers: *agua* (water – already shown), *una pera* (a pear), *una tortilla* (a Spanish omelette), *una barra de pan* (a loaf of Spanish bread), *una salchicha* (a sausage), *un pollo* (a chicken). Can your child remember what all the other words mean? Un tren = a train (!), *un señor* = a gentleman, *una ventana* = a window, *una playa* = a beach, *una casa* = a house, *un avión* = an aeroplane, *un árbol* = a tree.

LESSON 19

Parents, please note: the amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your children to <u>only consolidate the language they have already learnt</u> in their lessons.

Cat A, track 96: Cuento desde cincuenta hasta... = I count from fifty to... In this final lesson, the children are helped by the Audio/CD to count backwards from fifty to zero and here they write 50 in the first box and cero on the dashes provided. Continue to help your child recognise numbers up to 50 out of sequence by lots of practice counting things around the home.

Salut Céline et Antoine !

¡Cuenta! ¡Cincuenta, cuarenta, treinta, veinte, diez, cero!

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Count! 50, 40, 30, 20, 10, zero! Cat B, track 97: These are the last key words in the book. Give lots of praise to your child for learning 106 nouns! Encourage your child to tell you in Spanish how many pairs of shorts and T-shirts they have. Ask them if they have *una gorra* or *un sombrero* or both for the summer months? What colour are they? Look at some pictures of people in magazines or books or comics. Can your child tell you in Spanish what everyone is wearing? Remind your child that colours come after the noun in Spanish.

una gorraa capunas gafas de solsunglassesunos pantalones cortosshortsuna camisetaa T-shirtun sombreroa hat

Cat C, track 98: Rodeo la respuesta correcta = I circle the correct answer. The children are asked to listen to the Audio/CD at the same time as looking at the words and pictures in their books and then circle si or no as appropriate (answers: no, si, no, no, si). In the case of no, can your child tell you what the items are? (Answers: unas gafas de sol, un zapato, una gorra.)

¿Es una falda? No.	ls it a skirt? No.
¿Son unos pantalones? Sí.	Are these trousers? Yes.
¿Es un calcetín? No.	ls it a sock? No.
¿Es una mochila? No.	ls it a backpack? No.
¿Es un abrigo? Sí.	ls it a coat? Yes.

Cat D: Subrayo camiseta cada vez que lo veo = I underline camiseta (T-shirt) every time I see it. Camiseta appears three times. Encourage your child to read and translate the other words in the line (answers: camisa (shirt), caballo (horse), calcetín (sock), casa (house).

Cat E: Dibujo y coloreo = I draw and I colour. Another opportunity for children to draw and colour according to the instructions. Una camisa azul = a blue shirt, unos pantalones verdes = green trousers, unos zapatos rojos = red shoes, unas gafas de sol negras = black sunglasses. Hopefully by now children will remember that colours come after the noun in Spanish! Ask your child if he/she can remember the six colours they have been taught in this programme.

Cat F: ¿Quién lleva? = who is wearing? The children look at the picture and decide who is wearing unos pantalones (trousers), un sombrero (a hat), una gorra (a cap), una camiseta (a T-shirt), un vestido (a dress), una mochila (a rucksack) and unas gafas de sol (glasses). They write Carmen or Pedro on the lines provided. ¿Y tú? = And you? Llevo = I'm wearing. The children are asked to write down two or three things that they are wearing, using the words they have recently learnt in Spanish. Please encourage your child to copy the spelling of their chosen items carefully from the relevant page/s in their books.

Cat G, track 99: Song: Yo soy un campeón = I am a champion. The children will have learnt this song in class and should find it quite easy, since so many sports in English are the same in Spanish, except with a slightly different pronunciation! Ask your child to show you the various mimes to the song they have learnt – or make up some of your own! Ask your child to point to the right pictures as he/she follows the song on the Audio/CD. (*Natación* = swimming, equitación = horse riding, baloncesto = basketball, baile = dance, esquí = skiing.) Can your child say which sport he/she likes best?

Song: Yo soy un campeón Yo soy un campeón. Yo soy un campeón De rugby, fútbol, Tenis, baloncesto, Judo, esquí, natación, Baile, equitación. Yo soy un campeón, El deporte es lo mejor. (Repeated) I am a champion I am a champion, I am a champion Of rugby, football, Tennis, basketball, Judo, skiing, swimming, Dance, horse riding I am a champion. Sport is the best!

Cat H: A final opportunity to play lotto.

On page 46 there is an opportunity for children to write in details about themselves. *jTodo sobre mí!* = everything about me! After filling in their names, where they live and how old they are, children are invited to write down (in Spanish of course) their favourite animal, day, means of transport, insect, colour, song, menu, fruit, sandwich, drink, Spanish word and sport. This is a page which the children may have been completing throughout the course of the programme, but if not, it is an ideal time for a spot of revision of key words. They should be encouraged to look up the Spanish spelling on the relevant pages. Perhaps the children could help their parents to think of their favourite things too!

¡Bien! Well done! Give lots of praise. Now onto ¡Buenos días, España!



Happy Language Learning

La Jolie Ronde Ltd., 43 Long Acre, Bingham, Nottingham, NG13 8AG, UK. Tel: +44 (0)1949 839715 Fax: +44 (0)1949 836389 E-mail: info@lajolieronde.co.uk