



## Vocabulario *Vocabulary*



rojo	<i>red</i>
verde	<i>green</i>
anaranjado	<i>orange</i>
rosado	<i>pink</i>
amarillo	<i>yellow</i>
negro	<i>black</i>
morado	<i>purple</i>
blanco	<i>white</i>
azul	<i>blue</i>
café	<i>brown</i>

## Frases *Phrases*



¿Qué color es? Es _____.	<i>What color is it? It's _____.</i>
¿Qué color te gusta más? ¿Azul?	<i>What color do you like best? Blue?</i>
No, no me gusta el azul. Me gusta el amarillo.	<i>No, I don't like blue. I like yellow.</i>

## Tips to the home educator.

To introduce the new color vocabulary, start with something obvious, like crayons, markers or construction paper. For the first session, start with the question, "¿Qué color es?" "What color is it?". Prompt the child with the correct answer ("Es azul." "It's blue.") until he/she can answer on her own. The question (¿Qué color te gusta más?) could be used in subsequent learning sessions. Of course, if your child is receptive to the new phrases, try it out! You might be surprised.

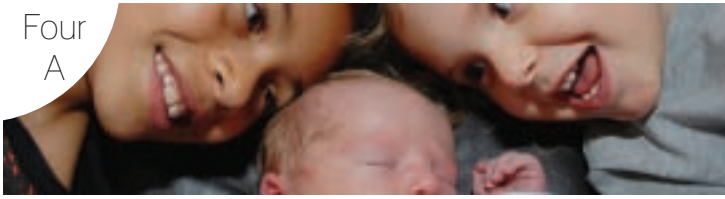
Try simple games at first. For example, place a few colors your child has learned relatively well on a table. Tell him/her to close his/her eyes and remove one. Have your child tell you in Spanish which one was removed.

If your child is very young, perhaps under eight years old, do not insist on using the article. With lots of repetition, he/she will learn to use it. If you ask, "¿Te gusta el azul?" "Do you like blue?", and your child answers, "Sí, me gusta azul," that's great. He/she has understood and tried to answer. You could gently prompt her with, "Oh, te gusta el azul," "Oh, you like blue."

Some language learners resist using the language at first. Your child might insist on answering with simple words. Again, try not to insist on his/her using more words. Let him/her stay in his/her comfort zone at first. Try to focus on the positive language learning that has taken place. Your child has been listening to your Spanish and understanding and has communicated in his/her own way. When he/she knows colors better, he/she might attempt whole sentences. Of course, there are those children who show no restraint and are quick to respond with lots of the Spanish they have been learning. That's great too. Let them take off and gently remind them of correct usage by using the Spanish yourself. You know your child better than anyone and can judge what is or isn't working for him/her. Be flexible. Be patient.

**See the Idea section for Unit Two.  
Check out the Activity Book!**

**Don't forget your vocabulary cards!**



# Family

## La familia



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la abuela	<i>grandmother</i>
la madre	<i>mother</i>
el hijo	<i>son</i>
el hermano	<i>brother</i>
el primo	<i>cousin (male)</i>
el abuelo	<i>grandfather</i>
el padre	<i>father</i>
la hija	<i>daughter</i>
la hermana	<i>sister</i>
la prima	<i>cousin (female)</i>

### Tips to the home educator.

It's fun to work with family pictures—old ones, new ones, antique ones. Start by naming family members. In this way, your child can try to guess what the vocabulary word means without having to always resort to English. "Tu padre se llama John." (Your father's name is John) or just "Es tu padre." (It's your father). When your child is familiar with the new vocabulary, begin to ask a few of the questions in the vocabulary list. Start out with "¿Cómo se llama tu ...?" "What is your \_\_\_\_\_'s name?" Practice this for a while and later ask "¿Cuántos/as (hermanos, tías, primos, etc.) tienes?" "How many (brothers, aunts, cousins, etc.) do you have?" If you have a small family, have fun with your child drawing a huge imaginary family--real families, fabricated families, monster families, animal families, silly families, whatever strikes your child's fancy. Then have your child tell who everyone is. "Esta persona es mi..." and you ask as if you didn't hear on some of them, "¿Cómo se llama esta persona? Don't forget to ask your child's name, "¿Cómo te llamas?" (What's your name?). "Me llamo Karyn." (My name is Karyn).

See the Idea Section for Unit Four  
Check out the Activity Book!



### Frases *Phrases*

¿Cómo se llama tu abuela?	<i>What is your grandmother's name?</i>
Mi abuela se llama...	<i>My grandmother's name is...</i>
¿Cómo se llama tu...?	<i>What is your ...'s name?</i>
Mi ... se llama ...	<i>My ...'s name is ...</i>
¿Cómo te llamas?	<i>What's your name?</i>
Me llamo...	<i>My name is ...</i>
¿Cuántas hermanas tienes?	<i>How many sisters do you have?</i>
Tengo ... hermanas.	<i>I have ... sisters.</i>
No tengo hermanas.	<i>I don't have sisters.</i>
¿Cuántos hermanos tienes?	<i>How many brothers do you have?</i>
Tengo ... hermanos.	<i>I have ... brothers.</i>
No tengo hermanos.	<i>I don't have brothers.</i>
¿Cuántos (masculine word) tienes?	<i>How many (male family word - hijos, hermanos, tíos, primos, etc.) do you have?</i>
¿Cuántas (feminine word) tienes?	<i>How many (female family word - primas, hermanas, tías, hijas, etc.) do you have?</i>
¿Quién es?	<i>Who is it?</i>
Es mi mamá.	<i>It's my Mom.*</i>
Esta persona es mi ...	<i>This person is my ...</i>

\*see Grammar Tidbit Unit Four for information about possessive adjectives, my, yours, his, hers.



# Adjectives

## Los adjetivos

### Vocabulario

### Vocabulary



alto/alta	<i>tall</i>
moreno/morena	<i>dark-haired</i>
delgado/delgada	<i>skinny</i>
divertido/divertida	<i>funny</i>
rico/rica	<i>rich (also, delicious)</i>
atlético/atlética	<i>athletic</i>
tímido/tímida	<i>shy</i>
bajo/baja	<i>short</i>
rubio/rubia	<i>blond</i>
gordo/gorda	<i>fat</i>
aburrido/aburrida	<i>boring</i>
pobre/pobre	<i>poor</i>
fuerte/fuerte	<i>strong</i>
extrovertido/extrovertida	<i>outgoing</i>

### Frases

### Phrases



Es mi hermana, es alta.	<i>It's my sister, she's tall.</i>
Mi tío es fuerte.	<i>My uncle is strong.</i>
Es el tío de mi primo, es rubio.	<i>It's my cousin's uncle, he's blond.</i>
Es ...	<i>He/she's ... (add any adjective) ...</i>
¿Cómo es?	<i>What is he/she like? (as in "describe him/her")</i>
¿Cómo es tu hermano? Es atlético y moreno.	<i>What is your brother like? He's athletic and dark-haired.</i>
¿Cómo es tu abuela? Es divertida y baja.	<i>What's your grandmother like? She's funny and short.</i>
¿Cómo eres? Soy alto. Soy atlética.	<i>What are you like? I'm tall (male). I'm athletic. (female)</i>

## Tips to the home educator.

Show magazine pictures, pictures you've drawn or pictures of family and describe the picture with adjectives. It might be nice to get away from the family pictures for a small break if you've used them a lot to introduce family. Have your child repeat. Always try to use as little English as possible in the presentations of new vocabulary. It's important for the language learner not to always rely on English as a crutch or to be afraid of new words without hearing the English first. Listening to a foreign language is a skill that your child will acquire. The more he/she is open to new words and not afraid of not understanding everything of what is being said, he/she will gain healthy listening skills to understand Spanish.

Showing or drawing opposites works really well when you are trying not to use English. You could draw two exaggerated houses, one being huge and the other tiny. Say "es grande" "it's big" (in a deeply exaggerated low voice) and "es pequeña" "it's small" (in a squeaky high voice). Your child will understand. Have him/her repeat.

After your child learns many adjectives, you can graduate to asking the simple question "¿Cómo es?" "What is he/she/it like? If this seems frustrating to your child, give choices for an answer. Ask "¿Cómo es?", ¿Es alto/a o bajo/a?" (What is he/she/it like? Tall or short?)

See the Idea Section for Unit Four  
Check out the Activity Book?