

Nombre \_\_\_\_\_ per \_\_\_\_\_

6<sup>th</sup> grade Spanish Introduction Unit Learning Targets. Quiz on \_\_\_\_\_

I can do the following in Spanish out loud and in writing:

☐ Count to 10

Try counting to a parent or family member. See how fast you can go

☐ Recognize and Pronounce the alphabet as well as use the alphabet to spell words

Practice saying the alphabet aloud. Spell words using the Spanish names of the alphabet.

☐ Pronounce and spell common Spanish names

Give your family members or pets names in Spanish and practice saying and spelling them.

☐ Meet and greet people in Spanish

Do it all the time to all your friends and family!

☐ Recognize, pronounce, and spell colors in Spanish

Review your colors sheet! Call out colors in Spanish as you see them.





Assignments for Introduction Unit

Stamp (credit)

1. Parent Signature on Course Letter	
2. Introduction to Spanish 6	
3. Illustrate Classroom Phrases	
4. Dictado Alphabet Listening Practice	
5. A/B Spelling practice	
6. Yearly Ups and Downs (Months Crossword)	
7. Birds of Color	
8. Greetings and Goodbyes Packet	
9. Review for Quiz (Repaso)	
10. Extra Credit	



# Unit 1, Assignment 1

6<sup>th</sup> Grade Spanish

Winter/Spring 2017

Dear Students and Parents,

Bienvenidos a español. I would like to introduce myself and share some important information about the class. My name is Jeanne Beko and I am very excited to be teaching Spanish at Athey Creek. I learned Spanish in Mexico, Spain, Guatemala, Peru, and Chile! Speaking and learning Spanish has given me the opportunity to attend school in Granada, Spain and Puebla, Mexico as well as volunteer at an orphanage in Oaxaca, travel, and even bike tour Spain! I hope the class gets your students excited about Spanish and exposes them to the many opportunities and benefits of learning another language.

Spanish at Athey Creek is a one semester class. We do not have textbooks or workbooks so there are a lot of handouts and worksheets that students will need to hold onto for reference and practice. After feedback and observation of students, the best way to do this is for students to have a separate 3-ring binder for Spanish. (It doesn't have to be huge, one inch width is perfect!) Students can keep all of their vocabulary lists, handouts, and assignments together in a binder. It is also important that students bring a pencil every day! Just to be clear, students need to bring their binder and a pencil to class EVERY DAY!

My grading is weighted in the following categories: Participation (includes daily work and assignments): 40%, Assessment: 40%, Projects 20%.

I use participation to assess both written and oral skills. Daily practice is a part of this category. I try to provide students with plenty of opportunity to practice. These scores can also help bump up grades if a student is not a strong test-taker. Students will do daily warm-ups and turn them in for credit about every two weeks. I will provide students with a paper for warm-ups. Each unit students will receive a Learning Targets and Assignments page. (This page along with printable versions of the assignments will be posted on my website by grade level.) Learning targets explain what students should be able to do in Spanish at the end of the unit. Reviewing them is a good way to study for the unit quiz. On the back of the Learning Targets page is a grid where I give credit for assignments for each unit. **Students are responsible for showing me their completed work and I look over it and give them a completion stamp. At the end of the unit they need to turn in this paper to receive credit. It is important not to lose this paper.** I want students to keep the actual assignments as references as there is no text or workbook. If you see on my website that the quiz is approaching and your student doesn't have any stamps they should be doing some catch-up at home. I do not give assignments specifically for homework but students work at different speeds and may need to finish some work at home or make-up work if they are absent.

Students can expect an oral quiz and a vocabulary quiz about every two weeks. For each unit we practice about four essential speaking tasks (oral questions). As a summative assessment, students answer the questions in Spanish with me. You can see these questions on their Speaking Tasks sheet. I also give short written quizzes to help build vocabulary.

There will also be a few skits and projects which allow students to pull together multiple skills and create original expression.

Students and parents are encouraged to contact me with any concerns. My email is [bekoj@wlwv.k12.or.us](mailto:bekoj@wlwv.k12.or.us). Students can also check my website on the school website for quiz dates and extra copies of assignments. If students are absent, a good way to check in is to check my website and click on the link **Schedule/Assignments**. This is a google doc that lists what we have done each day. There is also a link on my website **Learning Targets and Printable Assignments** where students can print out assignments they may have missed. I accept make-up and late work (up to one whole unit late. For example, if we are on unit 5 I will take any unit 4 work, but not unit 3). Quiz-retakes (both oral and written) can also be scheduled before school. My office hours are between 8:45 and 9:15 except Thursdays. Gracias y buena suerte,

Jeanne Beko

Please have a parent or guardian sign here so I know they have seen this letter! (Firma aquí)

---

¡Muéstrame lo!  
Show me this letter,  
signed for your first  
assignment stamp. →



Student signature:

\_\_\_\_\_  
(Please sign also after you have  
read through!)



MY ORAL QUIZ IS \_\_\_\_\_

1. TELL YOUR NAME

¿Cómo te llamas?

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

2. TELL WHERE YOU ARE FROM

¿De dónde eres?

Soy de \_\_\_\_\_

3. TELL YOUR FAVORITE COLOR

¿Cuál es tu color favorito?

Mi color favorito es \_\_\_\_\_

4. PRONOUNCE LETTERS OF THE ALPHABET IN SPANISH





# Self-Assessment for Unit Oral Practice and Assessment

Unit # \_\_\_\_\_

Nombre \_\_\_\_\_ per. \_\_\_\_\_

Attempt: 1      2      3      4      5      6      Summative  
(filled in by teacher)

Task 1							
Task 2							
Task 3							
Task 4							

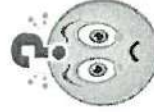
Rate how you did on each speaking task.



Nailed it!



Weak



No response

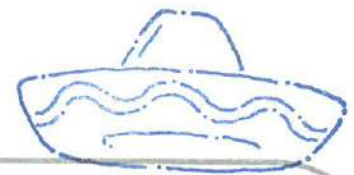


Almost there

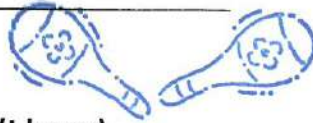


1/2 correct





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

**En la clase de español, oigo (I hear)...**

Escuchen \_\_\_\_\_

Repitan \_\_\_\_\_

Escriban \_\_\_\_\_

Levántense \_\_\_\_\_

Siéntense \_\_\_\_\_

Levántate la mano \_\_\_\_\_

Habla con tu pareja/compañero \_\_\_\_\_

Ojos aquí \_\_\_\_\_

Listos \_\_\_\_\_

Bocas cerradas / Silencio \_\_\_\_\_

Saca un lápiz \_\_\_\_\_

Saca tu cuaderno \_\_\_\_\_

**En la clase digo (I say)...**

Por favor \_\_\_\_\_ Gracias \_\_\_\_\_

Con permiso \_\_\_\_\_ De nada \_\_\_\_\_

¿Cómo se dice...? \_\_\_\_\_ ¿Qué significa....? \_\_\_\_\_

Discúlpame \_\_\_\_\_ Hola \_\_\_\_\_ Adiós \_\_\_\_\_

Tengo una pregunta \_\_\_\_\_ Necesito ayuda \_\_\_\_\_

No comprendo \_\_\_\_\_ No sé \_\_\_\_\_

**SIEMPRE en español:**

¿Me permite usar el baño? \_\_\_\_\_

¿Puedo ir a mi casillero? \_\_\_\_\_

¿Puedo tomar agua? \_\_\_\_\_

¿Me presta un lápiz? \_\_\_\_\_ ¿Me presta una goma? \_\_\_\_\_





Nombre \_\_\_\_\_

# Yearly Ups and Downs

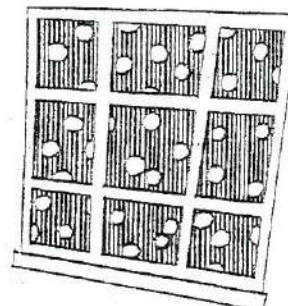
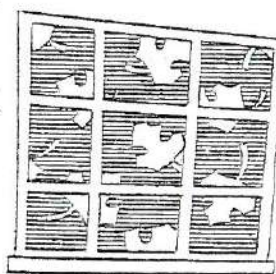
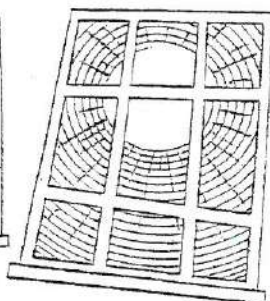
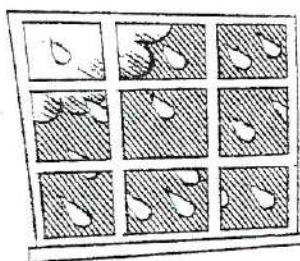
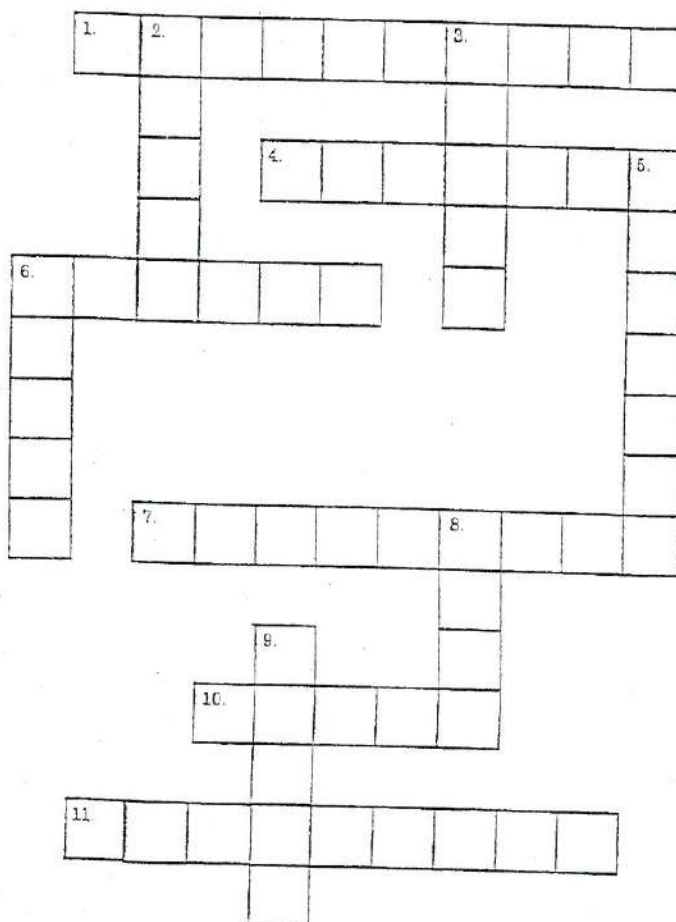
## Assignment #6, Unit 1

### Horizontales

1. September
4. February
6. August
7. December
10. July
11. November

### Verticales

2. January
3. March
5. October
6. April
8. May
9. June





Nombre \_\_\_\_\_

# Writing Practice

Write each date below in Spanish.

January 13

April 9

July 29

December 25

February 19

May 12

August 27

October 14

March 2

June 25

September 4

November 30

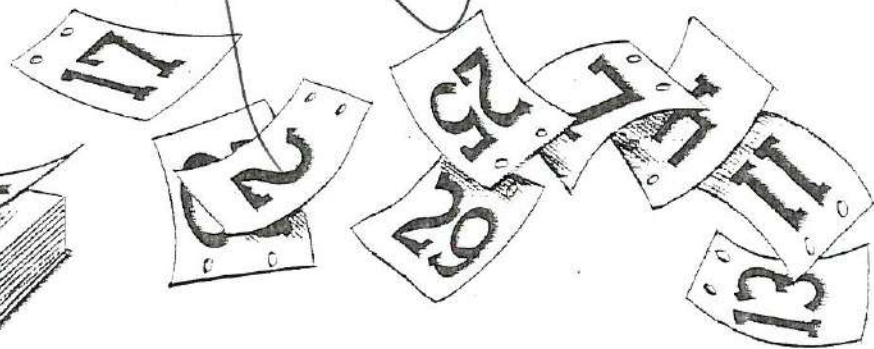
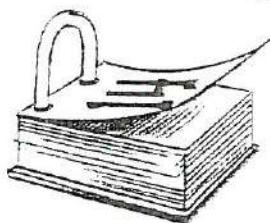
December 20

November 7

September 17

January 11

no copy





6th Draw the meaning of each classroom phrase  
Dibuje lo que significa

6th Unit 1  
#3

Nombre \_\_\_\_\_ Per \_\_\_\_\_

¿Me permite  
ir al baño?

¿Puedo tomar  
agua?

¿Me permite  
ir a mi casillero?

Préstame un  
lápiz

Saca un  
lápiz

¡Escuchen!

Repitan

¡Levántense!

¡Siéntense!





Levántate  
la mano

Habla con tu  
pareja

Disculpame

¡Ojos aquí!

¡Listos!

Bocas cerradas

No comprendo

Por favor

Escriban



# Etapa Preliminar

## Unit 1 Notes

- Español -

Vocabulario nuevo

1<sup>er</sup>

verbs  
escribir  
escuchar  
hablar  
leer

Do a list of new words in this chapter, write their meanings in English. Later on, use this list to create flashcards.

Nombre: Juan  
Apellido: Valdez

los  
números

¿Qué día  
es hoy?

la  
semana

los  
días

Palabras en español	Words in English	Palabras en español	Words in English
1. Cero		21. Buenos días	
2. uno		22. Buenas tardes	
3. dos		23. Buenas noches	
4. tres		24. hola	
5. cuatro		25. mucho gusto	
6. cinco		26. el gusto es mío	
7. seis		27. Es un placer	
8. siete		28. igualmente	
9. ocho		29. Encantado(a)	
10. nueve		30. adiós	
11. diez		31. hasta luego	
12. lunes		32. hasta mañana	
13. martes		33. nos vemos	
14. miércoles		34. chao	
15. jueves		35. ¿cómo te llamas?	
16. viernes		36. ¿cómo se llama?	
17. sábado		37. Me gusta	
18. domingo		38. Hoy	
19. no		39. mañana	
20. <del>no</del> sí		40. es	is, it is

- ¿De dónde eres? - Soy de \_\_\_\_\_  
- ¿De dónde es? - Es de \_\_\_\_\_

¿Cuál es tu (número de) teléfono?

Nombre \_\_\_\_\_

per. \_\_\_\_\_

# EL Alfabeto

Unit 1  
Notes

(be grande) — B- be (de burro)

A- a

C- ce

Ch- che

D- de

E- e

F- efe

G- ge

H- hache

I- i

J- jota — Juan, Juana

K- ka

L- ele

LL- elle → [y]

M- eme

N- ene

Ñ- ñe

O- o

P- pe

Q- ku

R- ere

RR- erre → perro, pe/rro

S- ese

T- te

U- u

(be corto) — V- ve (de vaca)

W- doble ve, "doble u"

X- equis

Y- i griega

Z- zeta

Newer pronounce

an H

→ [hey]

only used  
in words  
that come  
from another  
language

señora  
español

"n"

ladder  
butter

practice

a e i o u

father

may

eeek!

boat

shoe

b (grande)  
de burro  
v de vaca  
(chica)



# Assignment #4

## El abecedario Unit 1



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

La fecha \_\_\_\_\_

Each alphabet letter is shown below with the Spanish letter name.

a a

b be

c ce

d de

e e

f efe

g ge

h hache

i i

j jota

k ka

l ele

m eme

n ene

ñ eñe

o o

p pe

q cu

r ere

rr erre

s ese

t te

u u

v ve

w doble ve

x equis

y i griega

z zeta

## Listening Practice

Listen to your teacher spell words aloud in Spanish. Write the words below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

Nombre \_\_\_\_\_

# Writing Practice

Write each date below in Spanish.

January 13

April 9

July 29

December 25

February 19

May 12

August 27

October 14

March 2

June 25

September 4

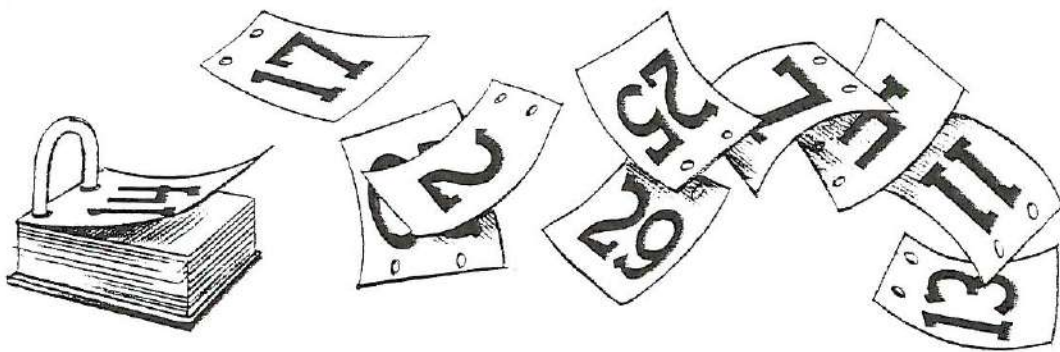
November 30

December 20

November 7

September 17

January 11





A. Práctica con el alfabeto:

# Assignment #5 unit 1

Take turns telling your partner how to spell in Spanish. Check their work after you have read them the sounds by seeing if the word they spelled matches the word you have in parenthesis. If you have a black space, it is your turn to listen and spell the word.

1. ge - a - te - o (gato)
2. \_\_\_\_\_
3. e - ese - te - u - de - i - a - ene - te - e (estudiante)
4. \_\_\_\_\_
5. eme - a - de - ere - e (madre)
6. \_\_\_\_\_

nombre

per

B. Práctica con el alfabeto:

# Assignment #5 unit 1

Take turns telling your partner how to spell in Spanish. Check their work after you have read them the sounds by seeing if the word they spelled matches the word you have in parenthesis. If you have a black space, it is your turn to listen and spell the word.

1. \_\_\_\_\_
2. pe - e - ere - ere - o (perro)
3. \_\_\_\_\_
4. pe - ere - o - efe - e - ese - o - ere - a (profesora)
5. \_\_\_\_\_
6. hache - e - ere - eme - a - ene - o

nombre

per



# Birds of Color

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

Tengo \_\_\_\_\_ años.



Color the birds according to the words listed.

A collection of ten line drawings of birds, each on a separate card with a color label in Spanish. The cards are arranged in a cluster:

- azul**: A small bird perched on a branch.
- café**: A rooster.
- morado**: A bird in flight.
- rojo**: A cardinal.
- verde**: A bird in flight.
- negro**: A small bird perched on a branch.
- anaranjado**: A bird in flight.
- rosado**: A large, long-necked bird (like a flamingo).
- amarillo**: A parrot perched on a branch.





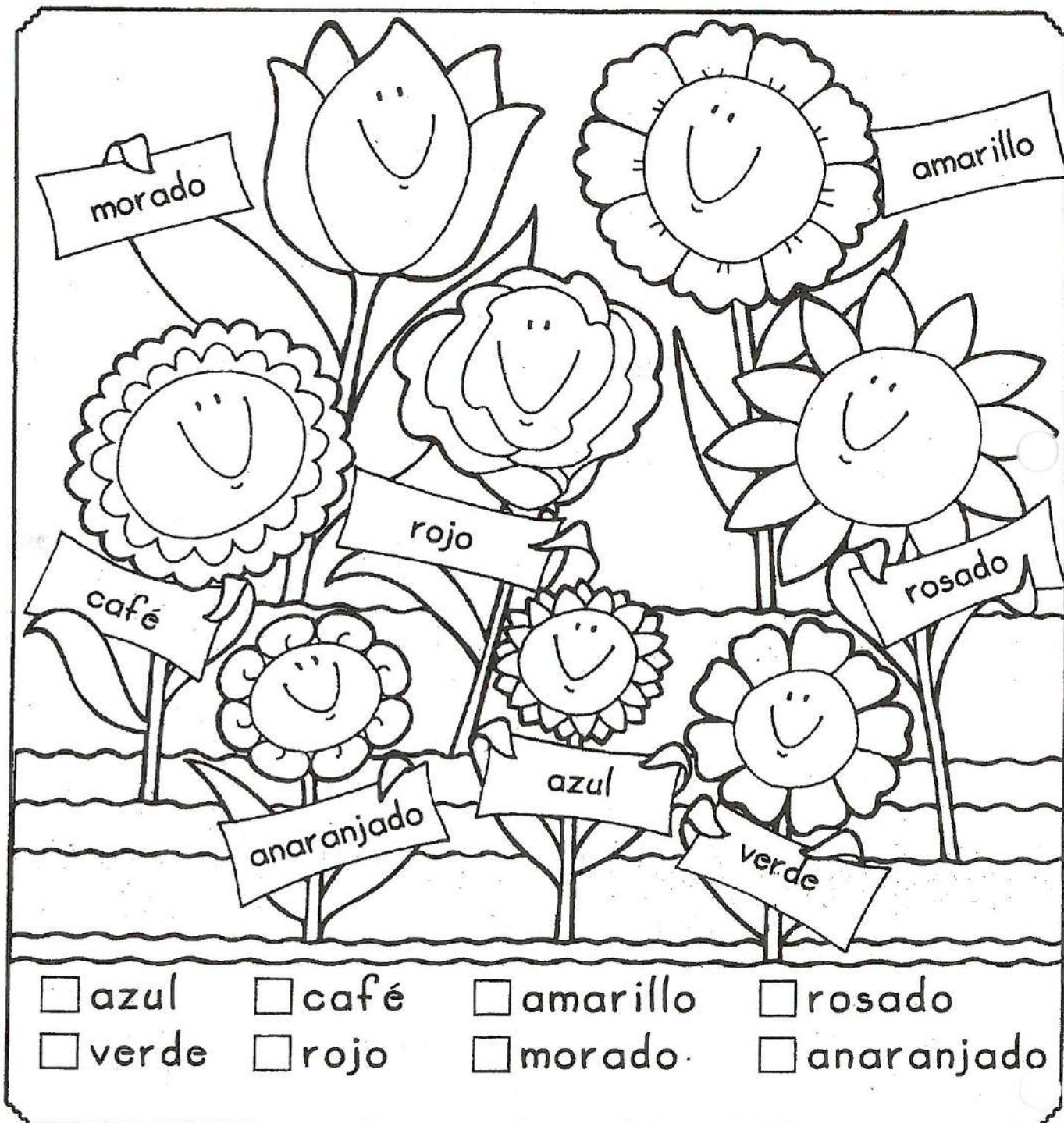
# Flores y colores

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

Tengo \_\_\_\_\_ años.



Color each flower with the correct color for the Spanish word.





# GREETINGS AND EXPRESSIONS OF COURTESY

## Saludos y expresiones de cortesía

Buenos días.  
Good morning.  
Buenas tardes.  
Good afternoon.  
Buenas noches.  
Good night.

### Expresiones de cortesía

Por favor. — Please.  
Gracias. — Thank you.  
De nada. — You're welcome.  
Perdón. — Excuse me.  
Lo siento — I'm sorry.

Hola. — Hello. Hi.  
Adiós. — Good-bye.  
Hasta luego. — See you later.  
Hasta mañana. — See you tomorrow.  
Chao — Bye



¿Cómo te llamas?  
What's your name?

Me llamo Pedro.  
My name is Pedro.

Hablas español, ¿no?  
You speak Spanish, don't you?

Sí, hablo español.  
Yes, I speak Spanish.

Encantado.  
I'm delighted to meet you.

¿Cómo estás?  
How are you?

Bien, gracias.  
¿Y tu?  
Fine, thanks. And you?

No muy bien.  
Not very well.

Así, así.  
So-so.

¿Hablas español?  
Do you speak Spanish?

No, no hablo español.  
No, I don't speak Spanish.



Mucho gusto. — I'm pleased to meet you.  
alemán (German), francés (French), inglés (English), italiano (Italian), ruso (Russian).



La cortesía mucho vale y poco cuesta.

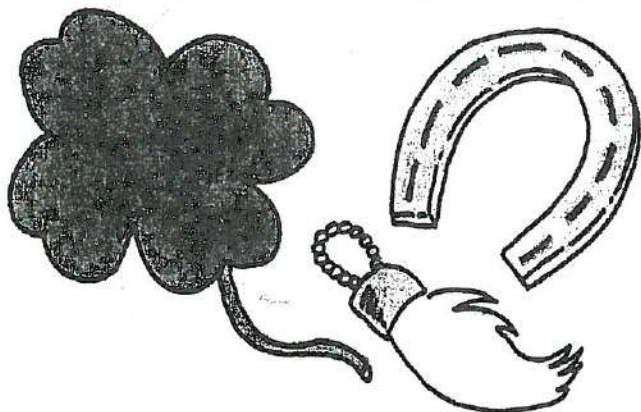
Politeness is worth a lot and costs little.

is worth

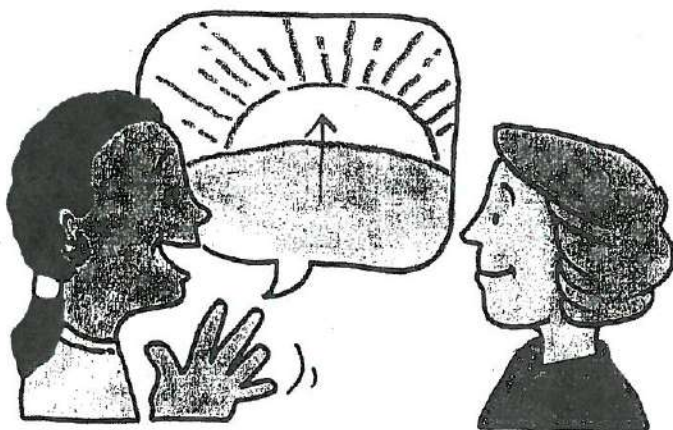
costs



Escribe al lado del dibujo la expresión española que pertenece. Write next to each picture the Spanish expression that fits.



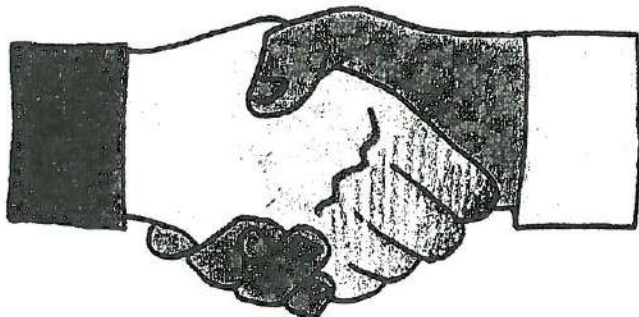
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_





Short answers. (En español, por favor.)

1. How do you greet someone in the morning?  
\_\_\_\_\_
2. How do you greet someone in the evening?  
\_\_\_\_\_
3. Two expressions at an introduction are:  
\_\_\_\_\_
4. How do you wish someone "good luck"?  
\_\_\_\_\_
5. Finish this sentence:  
Hablo \_\_\_\_\_
6. "Hola!" is used when addressing: (a) Paco (b) Señor González  
\_\_\_\_\_
7. Spanish speakers tend to shake hands more frequently than Americans. (a) Sí. (b) No.  
\_\_\_\_\_
8. Answer this question: "¿Cómo te llamas?"  
\_\_\_\_\_
9. "Good-bye" means  
\_\_\_\_\_
10. "Sí" is the opposite of  
\_\_\_\_\_

**F** Contesta en español. Escribe tus respuestas. *Answer in Spanish. Write your answers.*

1. Evita: Hola. Me llamo Evita. ¿Y tú?  
Adán: \_\_\_\_\_
2. Juan Carlos: Buenos días, Francisca. ¿Cómo estás?  
Francisca: \_\_\_\_\_
3. Juanita: ¿Hablas español?  
Patricio: Sí, \_\_\_\_\_



# Unit 1, Assignment #9

## REPASO

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

### TRANSLATE TO SPANISH AND PRACTICE PRONOUNCING

Inglés	Español
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
What's your name?	
My name is Javier.	
Nice to meet you.	
How are you?	
Very good	
Average	
Bad	
What's your favorite color?	
My favorite color is green.	
Where are you from?	
I am from West Linn.	
yellow	
green	
blue	
purple	
pink	
black	
red	
white	
orange	



Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
a	
b	
c	
d	
e	
f	
g	
h	
i	
j	
l	
m	
n	
ñ	
o	
p	
q	
r	
rr	
s	
t	
u	
v	
w	
x	
y	
z	
ll	

