

Lesson 2

La Familia

The Notebook

In this lesson you will set up the notebook with your child. This will be a permanent place to put all the lessons and activities that you do together. Set up a 2" binder for *¡El Español Fácil!* On the spine write *¡El Español Fácil!* On the front of the binder write the child's name, age, Level I and the year. Many binders have a plastic covering on the front and spine. This is the easiest to buy. Make the front cover as plain as possible for now. We will add to it in later lessons. You can do up the notebook before hand.

Start each page with the lesson clearly marked on the top of the page. This helps children with self-government and organization.

Independent Learner please see your lesson planner for directions found on page 43.

Follow the **Notebook** directions above, and add a second section and label it "Vocabulary Words." This second section should have one page per letter. For example, one page for "a," one page for "b," one page for "c," etc. When you are writing out your vocabulary per lesson, you do not have to write a word down twice if it is being used in subsequent lessons. Your third section will be for reference (please see the full explanation in the introduction).

La Familia (Disc 1 Track 3)

Belicia has brought *Marita* into the house to introduce her to her family. Prepare the children by telling them that *Marita* is being introduced to her uncle, aunt and cousins. Let's listen in.



Belicia: *¡Hola a todos!* Hello everyone!

Everyone: *¡Hola Belicia!*



Belicia: *Marita, this is mi padre, tu tío, Señor Enrique Cordero Paco Fernández.*



Marita: *¡Hola tío Enrique!* Hello, uncle *Enrique*.



**Señor
Fernández:** *¡Hola Marita!*



Belicia: *Marita, this is mi madre, tu tía, Señora Isabel Charo Viaña Fernández.*



Marita: *¡Hola tía Isabel!* Hello, aunt *Isabel*.



**Señora
Fernández:** *¡Hola Marita!*



Belicia: *Marita, this is mi hermana menor, tu prima Señorita Juanita Isabel Ramona Fernández.*



Marita: *¡Hola Juanita!* Hello *Juanita*.



Juanita: *¡Hola Marita!*



Belicia: *Marita, este es mi hermano mayor, tu primo Carlos Enrique José Fernández.*



Marita: *¡Hola Carlos!*



Carlos: *¿Qué pasa Marita? What's happening Marita?*



Belicia: *Marita, este es mi pequeño hermano, tu primo Tiago Cordero Lorenzo Fernández.*



Marita: *¡Hola pequeño hermano Tiago!*

Everyone laughs.



Marita: I hope they were not laughing at my pronunciation.



Belicia: No, your pronunciation is very good. We are laughing because you are *graciosa*.



Marita: Is that good?

More laughing.



Belicia: *Sí, graciosa means funny.*



Marita: *¡Muy bien!*



Belicia: *Marita, tú eres graciosa.*



Vocabulary: (Disc 1 Track 4)

Listen to the audio and follow along.

Spanish

¡Hola a todos!

mi padre

y

tu tío

Señor

mi madre

tu tía

Señora

mi hermana

mi hermana menor

tu prima

Señorita

mi hermano

hermano mayor

tu primo

pequeño(m) pequeña(f)

este es

¿Qué pasa Marita?

Sí

¡Muy bien!

gracioso (m) graciosa (f)

English

Hello everyone!

my father

and

your uncle

mister

my mother

your aunt

Mrs.

my sister

my younger sister

your cousin

miss

my brother

big brother

your cousin

little

this is

What's happening, Marita?

yes

Very good

funny



Note: Pick the activities that you would like to do, not necessarily all the activities. This curriculum was designed for you, not you for the curriculum!

Activity:

Male and female

Please notice how nouns and adjectives are written and said differently for males and females. For example,

<i>gracioso (m) graciosa (f)</i>	funny	
<i>primo (m) prima (f)</i>	cousin	
<i>pequeño(m) pequeña(f)</i>	little	
<i>hermano (m) hermana (f)</i>	brother	sister
<i>tío (m) tía (f)</i>	uncle	aunt

Please do the **activity sheet** entitled Male and female that is located on Disc 1. These are the sheets that you would have printed out at the beginning of the semester.

O and a

Get your child(ren) to look at the list of words in the above activity. See if they can tell you the difference between the masculine and feminine word. Try to draw it out of them. If they figure it out, it is more likely that they will remember it.

Family Tree

Use the activity sheet to fill in *Belicia's* family tree.

Family Tree -2

Use the activity sheet to fill in your family tree. If you have too many aunts, uncles, sisters and brothers make up your own activity sheet. Try to get the child(ren) to introduce each family member using the vocabulary from the lesson.

¿Qué pasa?

This is a fun saying that you will hear quite often if you are around Spanish people. Try using it around the house. The more language that you can incorporate into your everyday lives the better. This is the essence of true language acquisition.

Character Sketches

Use the character sketches that you printed out for *Belicia y Marita*. Do each on a separate day. You can also use one of the generic character sketches in the front of the handouts for other subjects.

Me llamo

The Spanish people tend to have more than one middle name. Look up different Spanish names. Try to find the equivalent to your child(ren)'s name(s). Introduce yourselves using *Me llamo Señorita, Señora, o Señor*. This practices some of the skills learned in Lesson 1.

Narration:

This section follows Charlotte Mason's theories for foreign language. Narration occurs when a child recounts a story they have just heard or read. With foreign language this may take on three forms: oral, pictorial or written. I suggest that every Friday you ask your child to tell you (in their own English words) what happened in the story. This section is not for the Independent Learner, but for all other learners. How that information is passed on is up to the parent. I have included an activity sheet for this purpose.

iSoy yo! It's me!

This activity is designed for the student to complete a project that will take all year. These activity sheets can be found on disc 1 under *iSoy yo! It's me!* Activity sheets.

See the activity sheet for *Mi Familia* activity. This works toward the construction of a little book that will describe your child in Spanish.

CM Activity:

This section has been added to fully employ the methods outlined by François Gouin, which were recommended by Miss Charlotte Mason. Monsieur Gouin was a Latin professor from Paris. His methods for language acquisition have been used throughout this curriculum, but this section is specific in using his Language Series, which have been called Gouin Series.

This section is primarily for the Independent Learner. Monsieur Gouin suggested these activities for the teenager. He had other methods for younger children, as we have employed in the curriculum.

The goal in this section is to visualize yourself doing an activity, or to think intensely while actually doing the activity. In this section we concentrate on verbs only. One of the verbs we introduce in this lesson is *ser*. If you look up in your Big Red Book of Spanish Verbs you will see it means "to be." Please check **Appendix C** under The difference between *estar* y *ser*. We will be discussing these differences in future lessons.

Activity:

Think about what the word means and finish the following sentence:

Este es _____.

Use the words that you have put in your vocabulary section. Check the story to see how this expression is used. Try to do at least 5 sentences.



Teacher Helps:

Please notice how nouns and adjectives are written and said differently for males and females. For example,

<i>gracioso (m) graciosa (f)</i>	funny	
<i>primo (m) prima (f)</i>	cousin	
<i>hermano (m) hermana (f)</i>	brother	sister
<i>tío (m) tía (f)</i>	uncle	aunt

Descriptive adjectives are placed after the noun. For example, *mi hermano mayor*, which means my big brother, has "big" after the word "brother."

Independent Learner, please put this rule into the reference section of your notebook.

The following sentence was not directly translated in the story:

Marita, este es mi pequeño hermano, tu primo Tiago Cordero Lorenzo Fernández.

Make sure the child(ren) figure out the meaning through the storyline and/or vocabulary. This is an important sentence to know in order to understand why *Belicia* and her family think that *Marita* is funny.



Scripture Memory Work:

In the activity sheet there is a printout of a scroll. This scroll is for copy work for the following scripture verse.

Eclesiastés 3:11
Todo lo hizo hermoso.

Do the copy work the first day and listen to the audio of the verse every day of the week, if possible. Make sure your child is familiar with this verse in English.



Cultural Note:

It is a great honor to name a daughter or son after a relative. Many children are given more than one middle name to avoid offending certain relatives.

¿Qué pasa?

¿Qué pasa? can also be expressed as *¿Qué hay?* or *¿Qué tal?* or *¿Qué onda?*
The expression will vary depending on the region and country.

Trivia

Traditionally men in Latin America carry their mother's maiden name after the father's last name, although only the father's last name is used in addressing the person.



Independent Learner:

Please see your lesson planner that you printed out (there were directions for Independent Learner in the introduction: if you have not done these instructions, please go back and prepare) and put in the reference section of your notebook.

You should have photocopied the Spanish Phonograms for Audio Practice and placed it into your reference section as you were instructed in the introduction. Listen to the audio using the sheet on a daily basis. This will also help you learn your numbers.

Take the phonogram cards and see if you can visually recognize the phonogram and be able to produce the sound(s). Start with 4 phonogram cards, add four cards per day until you have included the forty eight phonograms that you will learn this year. The Spanish phonograms are easier than the English phonograms. Spanish has less sounds per phonogram and in the language itself.

Divide the cards into phonograms that you know and the ones that are giving you a hard time. Practice about 12 of the difficult ones daily, putting them into the learned pile as you know them. Every month review all the phonograms to make sure you still remember the others.

As you are practicing the phonograms with the phonogram cards, start reading the rules that are written on the back of the cards. The Spelling, Pronunciation, and Language Rules are in **Appendix B**. At this stage you are familiarizing yourself with the rules and not memorizing them.

Write the vocabulary out in your notebook. Practice the vocabulary by listening to the audio on a daily basis. At first, you want to focus on hearing the sounds. The meanings of the words will be learned as you practice; don't stress out about memorizing them for now.

The verb that we introduce in this lesson is *pasar* (to pass, happen or spend time). Please look it up in your *Big Red Book of Spanish Verbs* and copy the present tense into the -ar Verb Section of your notebook. Please see Appendix C for chart on how to conjugate -ar verbs. Please insert this under verbs in the reference section of your notebook.

Lesson 2

By the end of the 2nd quarter you will be expected to know the Interrogative Pronouns. They are in the chart below and also in **Appendix C**. Please copy this chart into the reference section of your notebook. Notice that we use *Qué* in the story. *¿Qué pasa?* is a popular saying and one that should be learned.

Interrogative Pronouns

Singular	plural	
<i>¿Quién?</i>	<i>¿Quiénes?</i>	Who?
<i>¿A quién?</i>	<i>¿A quiénes?</i>	(To) Whom?
<i>¿De quién?</i>	<i>¿De quiénes?</i>	Whose?
<i>¿Qué?</i>	<i>¿Qué?</i>	What? (Which?)
<i>¿Cuál?</i>	<i>¿Cuáles?</i>	Which? (What?)
<i>¿Dónde?</i>	<i>¿Dónde?</i>	Where?

Journal:

This section is only for the high school student and advanced students (students with previous knowledge of Spanish). It is simply the keeping of a personal journal written in Spanish. As Monsieur Gouin stated on page 74 in his book *L'art d'enseigner et d'étudier les langues* (1880), "To learn a given language is to translate into this language the whole of our individuality." He did not say translate sentences, but translate the whole of your individuality. The translation of our actions, manner and culture into that language is the key in understanding how the language works and how we work in that language. This is part of what will be accomplished in keeping a Spanish journal. Write about your everyday life. Use the vocabulary, words and lessons you have learned and apply them in your journal. Keep the journal light and do not worry if you only get a couple of sentences out at first. You will do fine, just keep writing!