

iHOLA!

Spanish for Kids

Activity Book



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DAYMark Distributors Ltd.

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Art Direction and Illustration:
Tammy Malabre of White Ink.

Activity Key:

Listening



Reading



Writing



Speaking

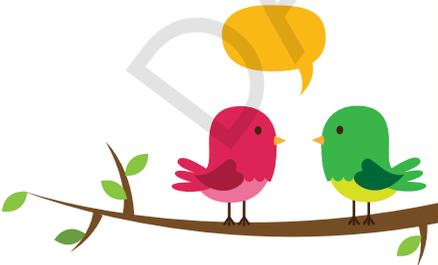


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Audio tracks
available online.
Visit
daymarkdistributors.com

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REPASO





Introduction

Spanish is fast becoming the official second language of Trinidad and Tobago, and as such, the Government has taken the initiative to begin learning at the infants level.

Consequently the presentation of each lesson in this book has been designed to help children build a solid foundation which is a fundamental key to success in learning to communicate in a foreign language.

Taking into consideration the many different learning styles of students today and the availability of technological support for learning, this text is a compilation of high-interest, student-centred lessons to create and encourage the desire to learn using colorful and vibrant illustrations throughout.

Recognizing also that need to develop independent study via the development of aptitude in the subject, it presents challenging, but suitable to the level and ability of students, concepts and activities to motivate a hands-on, independent approach to learning. This strategy serves to make their introduction to Spanish varied, communicative and fun for early learning.

The objective of the techniques employed in this book is one where the student is fully engaged through auditory and visual prompts. This makes learning more enjoyable and stimulates long-term memory of themes presented as well as the drive to succeed. It aims to spark intrinsic interest as well as functional communication in language at an early age, even for students with a short attention span.

I myself being a teacher of Spanish for the past 10 years, have experimented with different techniques geared at facilitating, improving and developing a keen love for Spanish. This book shares some of these techniques with you, lessons easy enough to teach at school and at home, to reinforce and to review Spanish without warranting overwhelming teacher intervention. Students will not only be introduced to everyday vocabulary and expressions, but will be encouraged to test themselves through many reinforcement exercises.

This book delivers to you the start of a journey committed to developing a love of learning Spanish as a foreign language.

Chapter 1

¡Hola!

In this chapter you will
learn how to introduce yourself.

**Vocabulario:****Hola** – Hello**Soy** – I am...

¡Hola! Soy Rivaldo.

.....

**Chapter 1:**
¡Hola!**Lesson A**

Listen to the
children's
introductions.



Chapter 1
¡Hola!
Lesson A



¡Hola! Soy Ana.

.....





Vocabulario:
Hola - Hello
Me llamo... My name is...

Chapter 1
¡Hola!
Lesson A



¡Hola! Me llamo Juan.



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Chapter 1
¡Hola!
Lesson A



Vocabulario:
Hola – Hello
Me llamo... My name is...

¡Hola! Me llamo Elena.

.....



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Chapter 1
Lesson A

ACTIVIDAD:

Make a drawing of yourself in the space provided and write your own introduction.

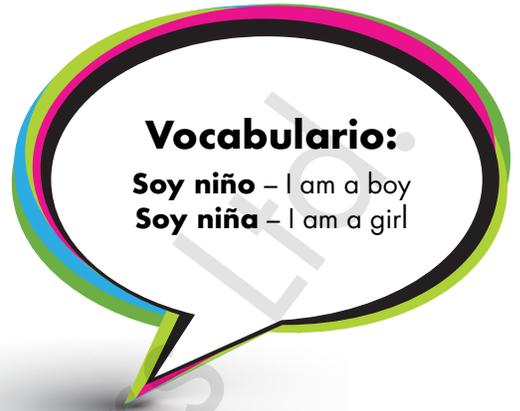


Soy  _____.

Chapter 1
¡Hola!

Lesson B

Read what
Rivaldo and
Ana say about
themselves.



Soy niño.



Soy niña.



Chapter 1
Lesson B

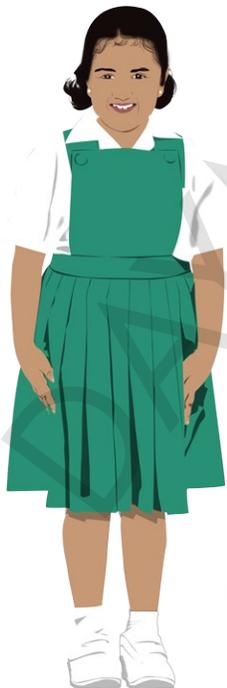
ACTIVIDAD:

Fill in the blanks
with **niño** or **niña**.



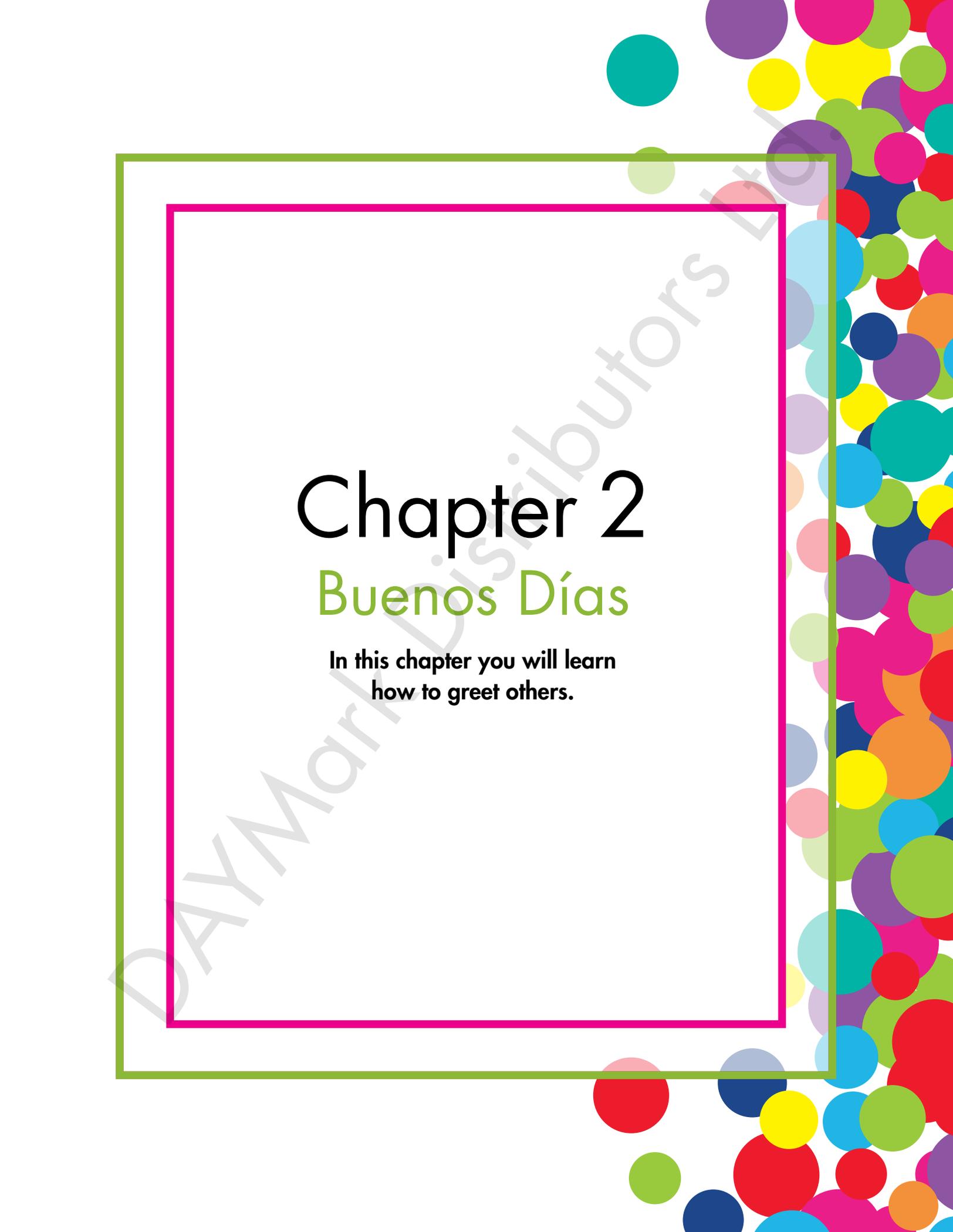
¡Hola! Soy Juan.

Soy _____.



¡Hola! Me llamo Elena.

Soy _____.

The page features a decorative background of colorful circles in shades of purple, yellow, green, blue, red, and orange, primarily concentrated on the right side. A large, faint watermark reading "DAYMARK Distributors Ltd" is oriented diagonally across the page. The main content is enclosed in a double-line border, with an inner pink border and an outer green border.

Chapter 2

Buenos Días

**In this chapter you will learn
how to greet others.**

Vocabulario:

Buenos días – Good morning
Buenas tardes – Good afternoon



¡Buenos días!



¡Buenas tardes!

Chapter 2: Buenos Días

Lesson A

Look at the pictures and listen to the greetings Ana uses at different times of the day.



Chapter 2

Lesson B

Look at the pictures and listen to the greetings Ana uses at different times of the day.



ACTIVIDAD:

Listen to the song and then sing along!



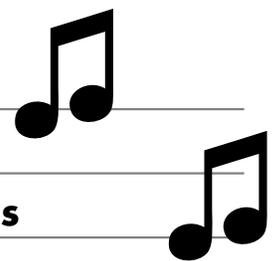
Buenos días, Buenos días

Buenas tardes, Buenas tardes

Buenas noches, Buenas noches

That is what we sing

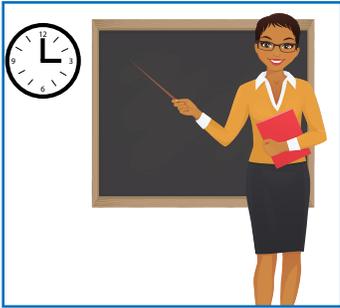
That is what we sing



Chapter 2

ACTIVIDAD:

Match the pictures with the correct greetings.



Buenas tardes



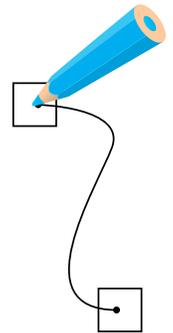
Buenos días

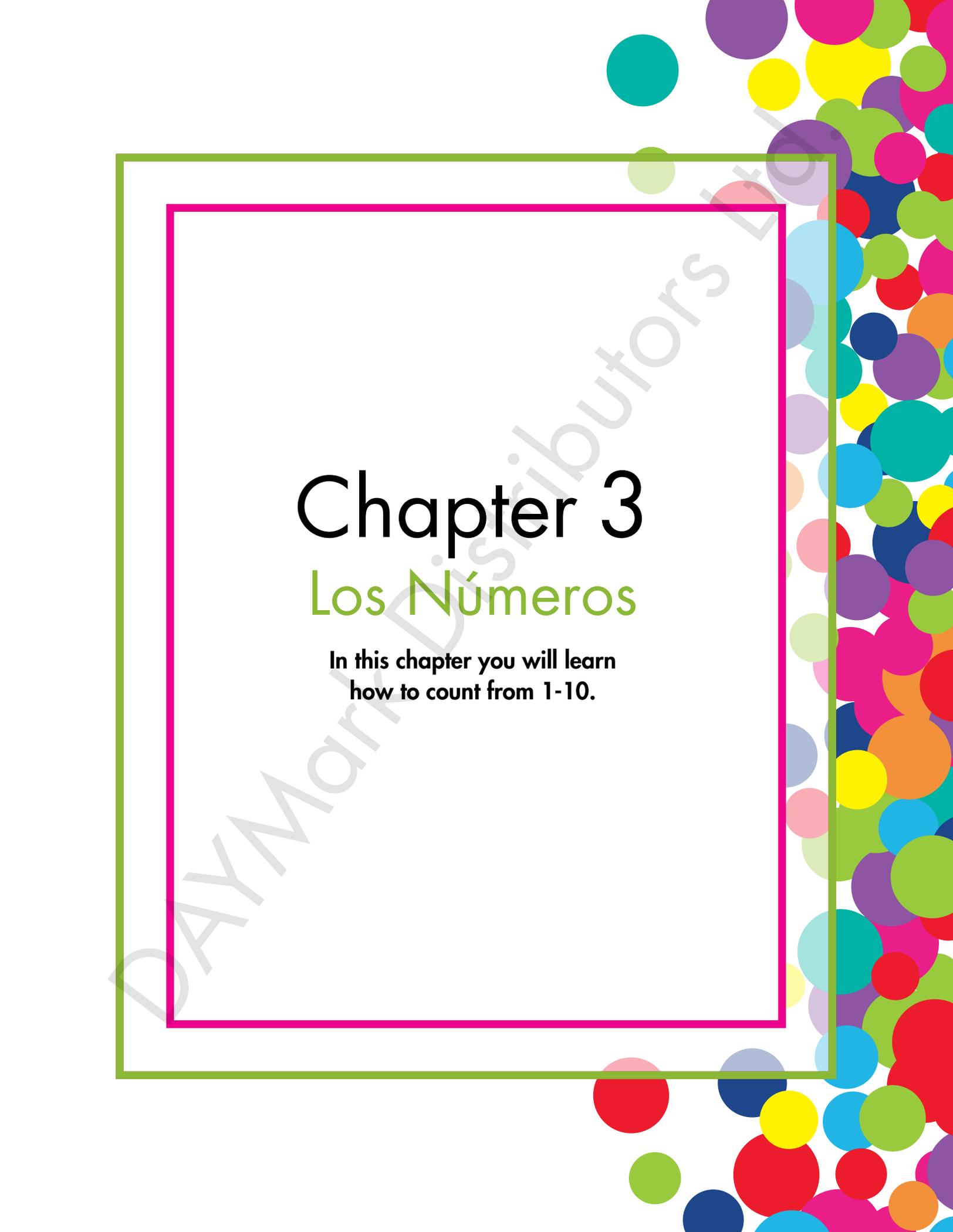


Adiós



Buenas noches



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Chapter 3

Los Números

**In this chapter you will learn
how to count from 1-10.**



Vocabulario:

¿Cuántos hay?
- How many are there?

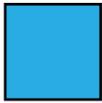
Chapter 3: Los Números

Lesson A

Listen to the
numbers 1 – 5.



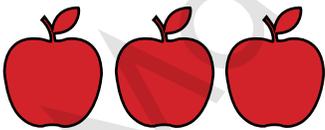
1 uno



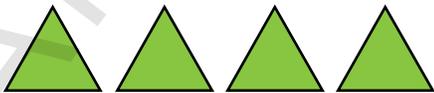
2 dos



3 tres



4 cuatro



5 cinco



Chapter 3

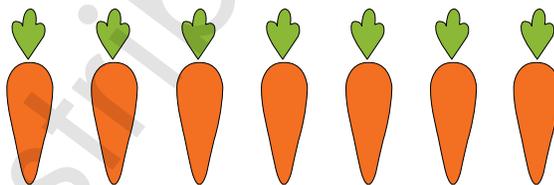
Lesson B

Listen to the numbers 6 – 10.

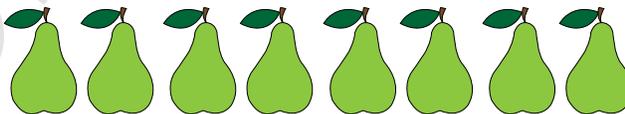


6 seis 

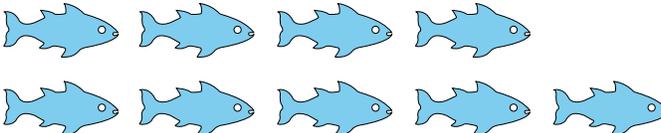


7 siete 



8 ocho 



9 nueve 



10 diez 



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uno
 dos
 tres

cuatro
 cinco
 seis

siete
 ocho
 nueve

diez

Chapter 3

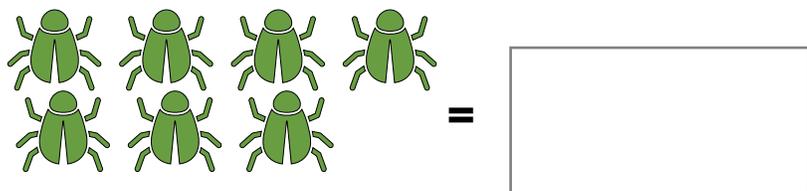
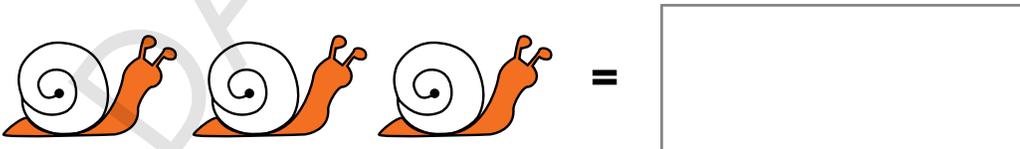
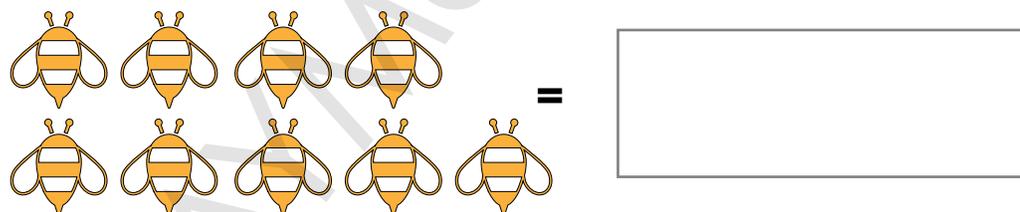
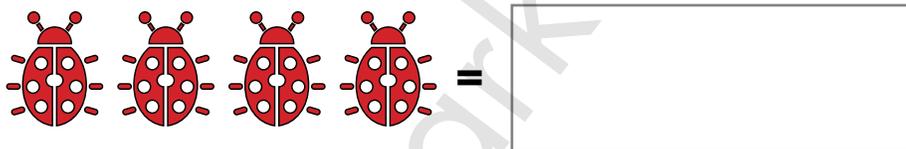
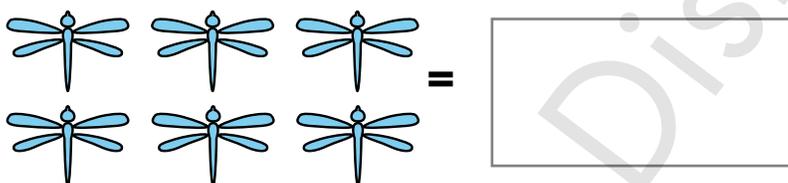
ACTIVIDAD:

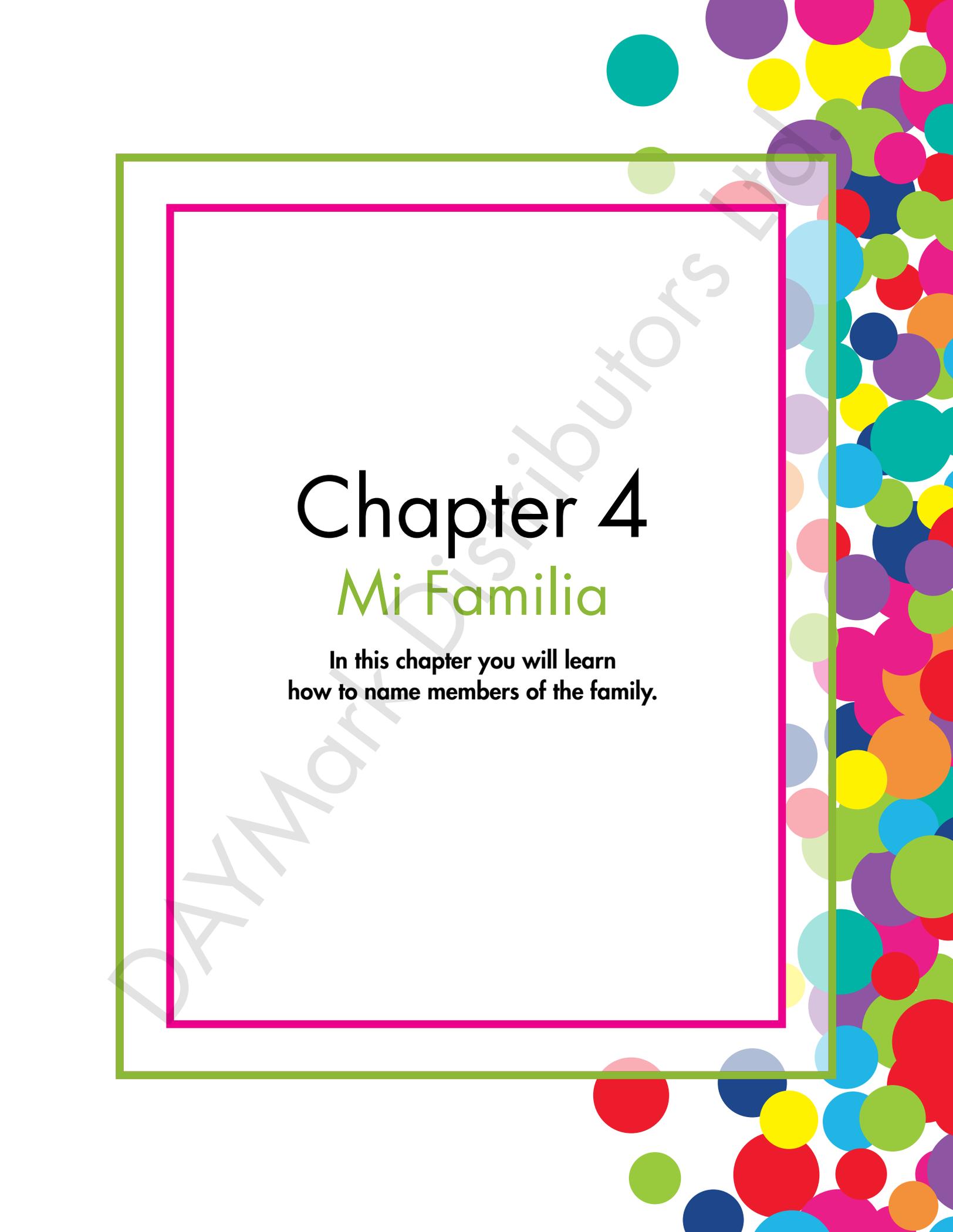
Listen to the song and then sing along!



ACTIVIDAD:

Count the shapes and write the number in Spanish in the spaces provided.



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Chapter 4

Mi Familia

**In this chapter you will learn
how to name members of the family.**

Vocabulario:

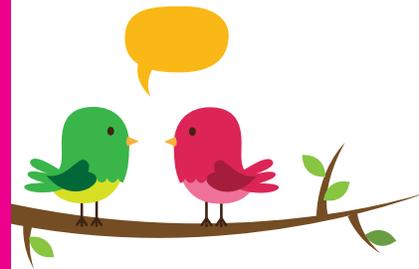
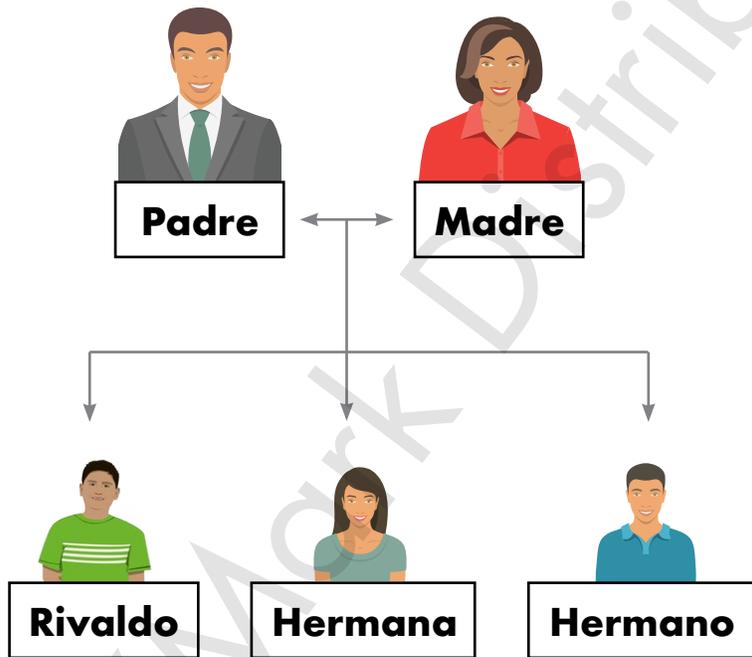
el padre – father
la madre – mother
el hermano – brother
la hermana – sister

Chapter 4: Mi Familia

Lesson A

Look at the picture. It is Rivaldo's family tree.

Practise saying the name of each relative.



Teacher's Note:

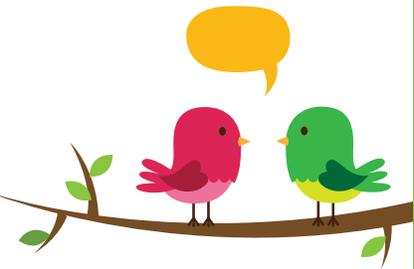
The articles **el** and **la** accompany nouns. "**El**" is used with **masculine singular nouns**. "**La**" is used with **feminine singular nouns**. Their plural forms are "**los**" and "**las**" respectively.

Chapter 4

Lesson B

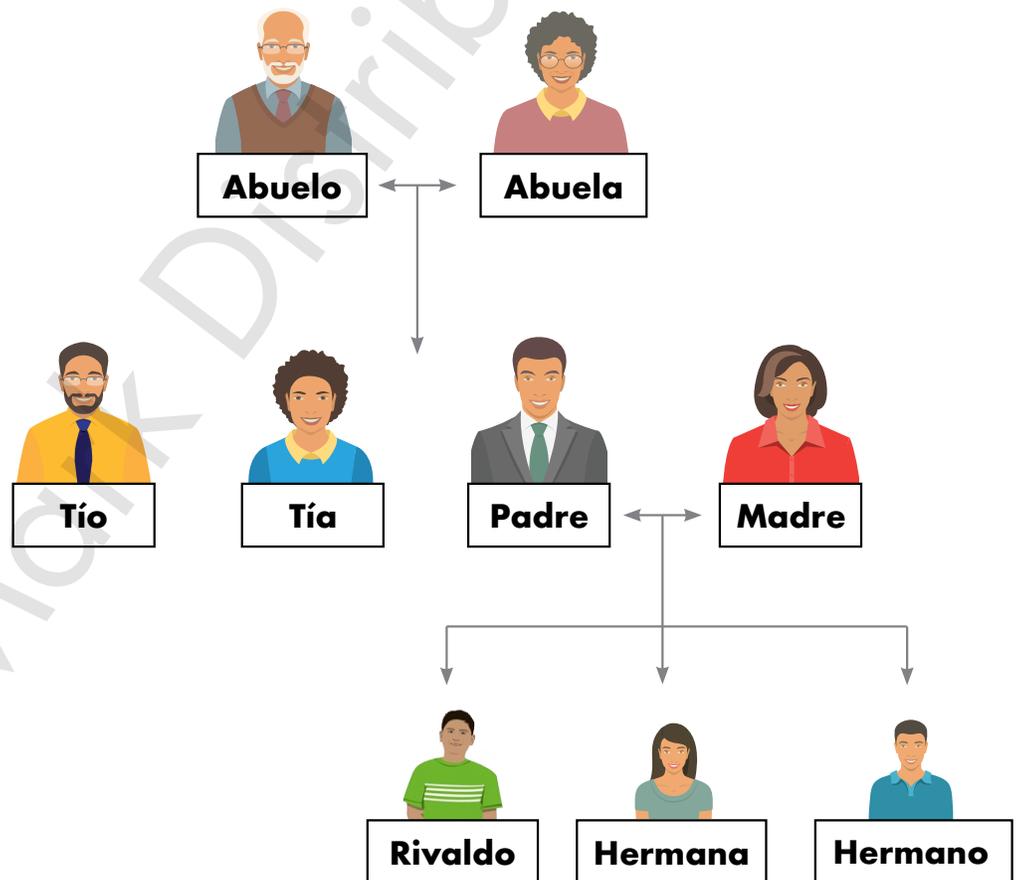
Look at the members of Rivaldo's extended family.

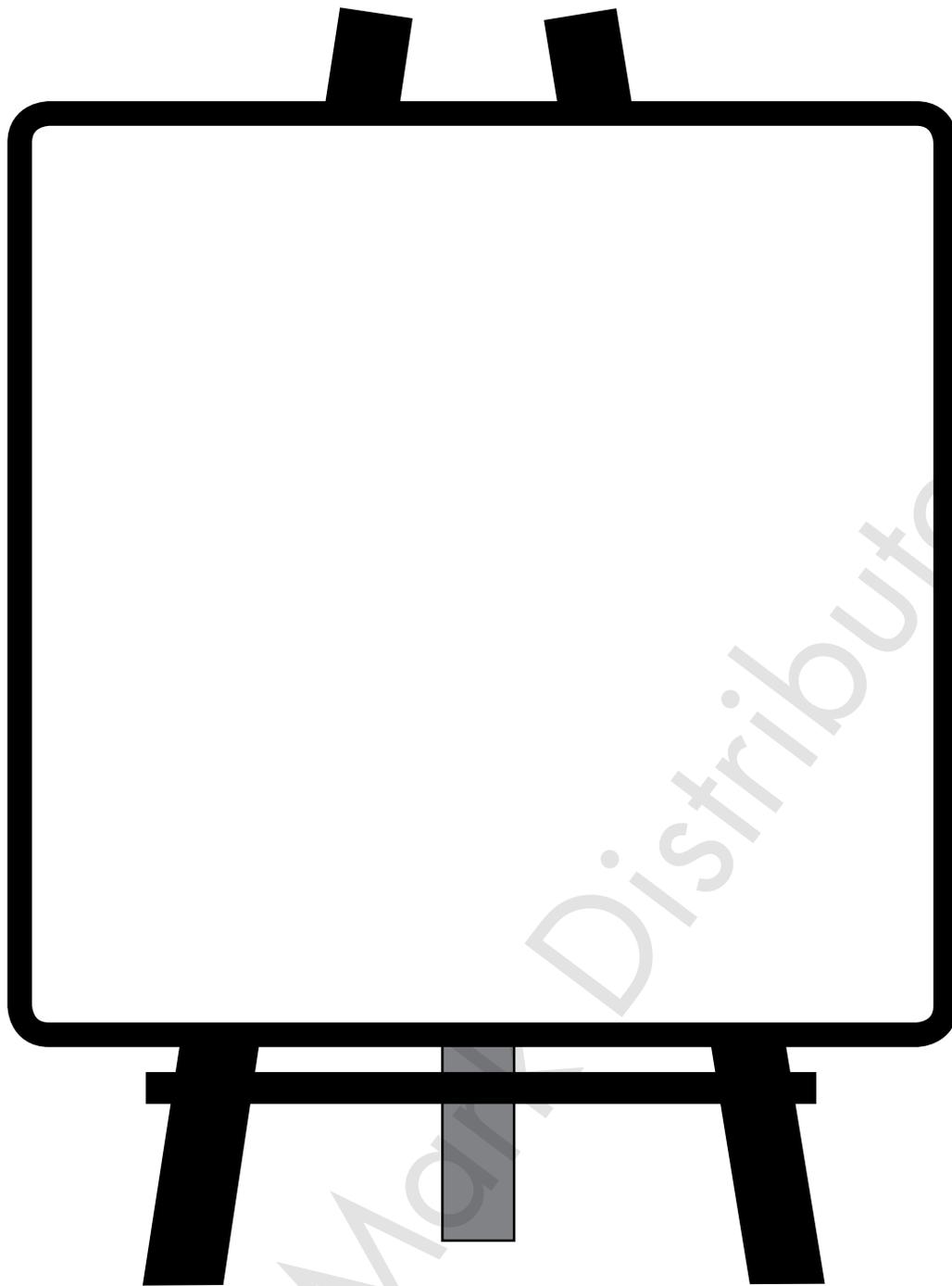
Practise saying the name of each relative.



Vocabulario:

el tío – uncle
la tía – aunt
el abuelo – grandfather
la abuela – grandmother





Chapter 4

ACTIVIDAD:

Make a simple drawing of your family and label your relatives in Spanish.



Track 8

ACTIVIDAD:

Listen to the song, then sing and point to each family member on your family tree.

Song Tune:

The Farmer in the Dell.



REPASO
– Revision Exercises



EXERCISE 1

This is **Leonardo**. What would he say to introduce himself? Write his introduction in the space provided.



¡Hola! _____



This is **Cristina**. What would she say to introduce herself? Write her introduction in the space provided.



EXERCISE 2

Fill in the blanks with letters to **complete the names** of each relative given.

REPASO

– Revision Exercises

M D E



H R A O



B E L



Í A



P D E



T O



A B L



E M A



REPASO
– Revision
Exercises



EXERCISE 3

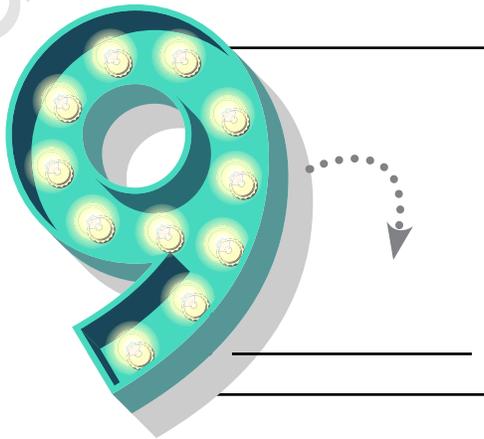
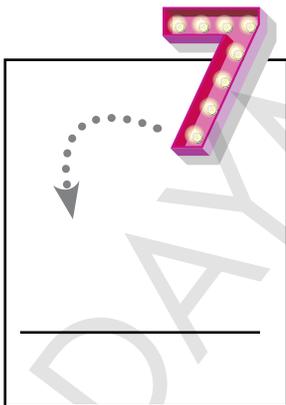
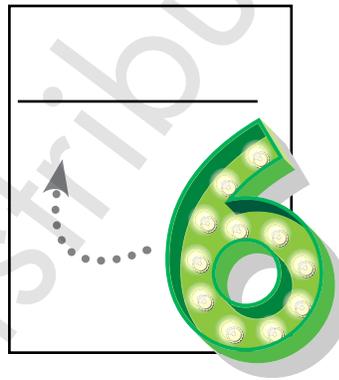
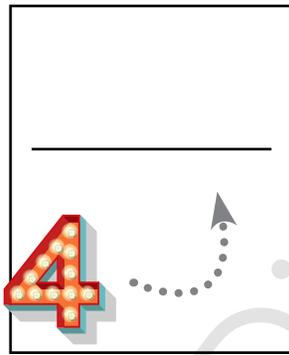
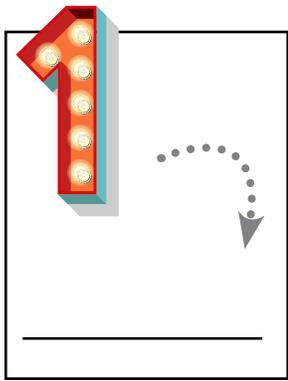
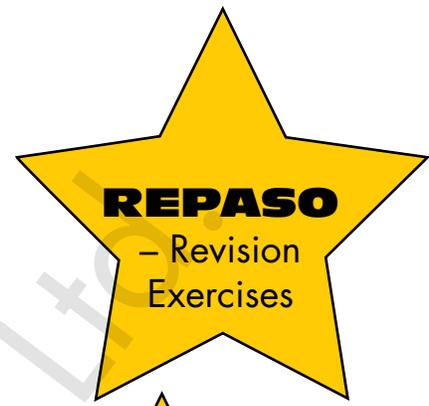
Look at the pictures. Which greeting would you use at these **times of the day**? Write your answer in the spaces provided.

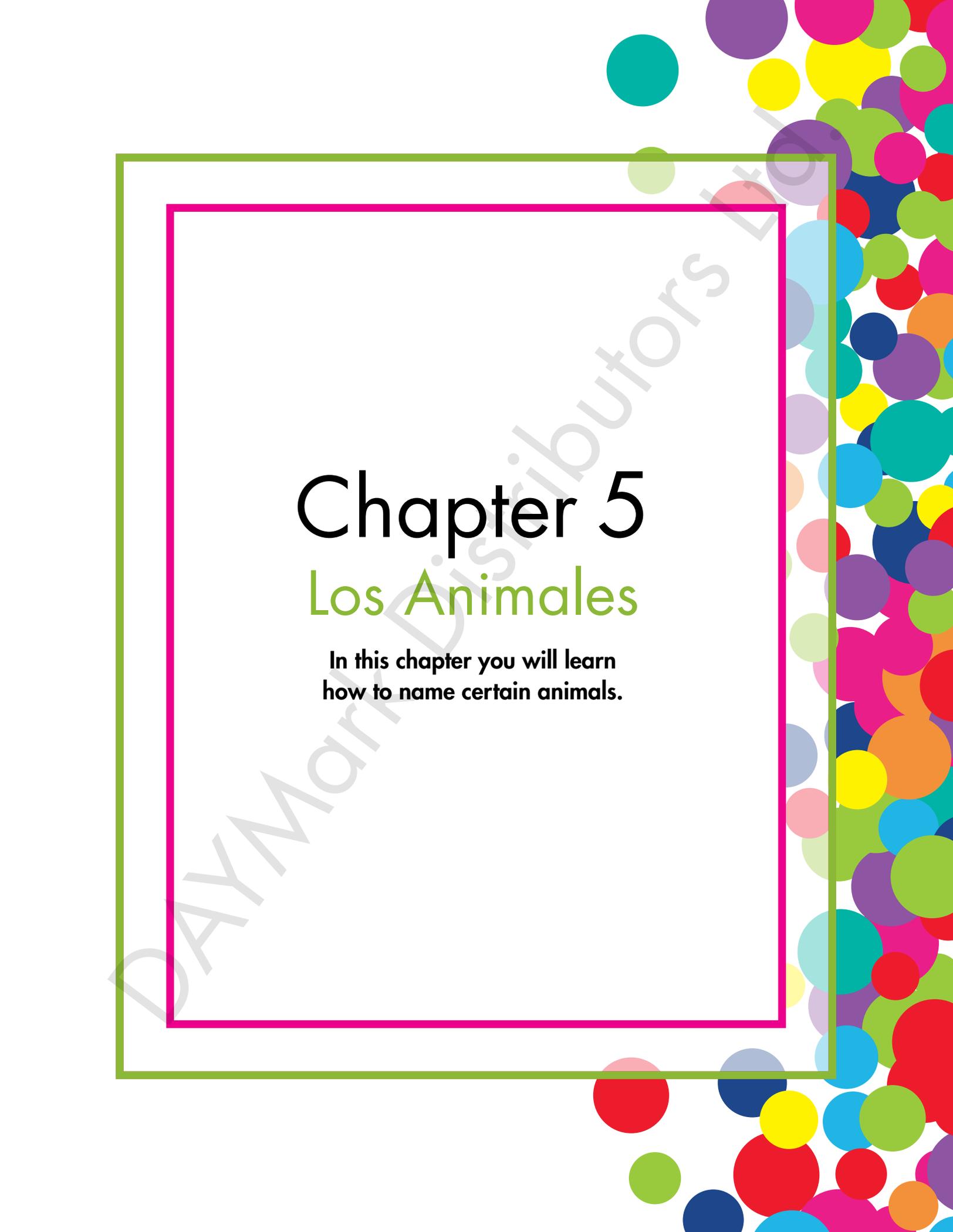




EXERCISE 4

Write the **numbers in Spanish** in the spaces below.



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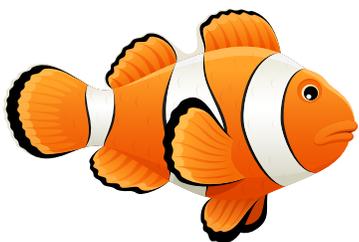
Chapter 5

Los Animales

**In this chapter you will learn
how to name certain animals.**

Vocabulario:**¿Qué animal es?**

- What animal is it?

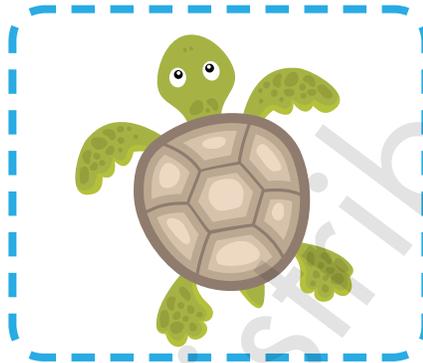
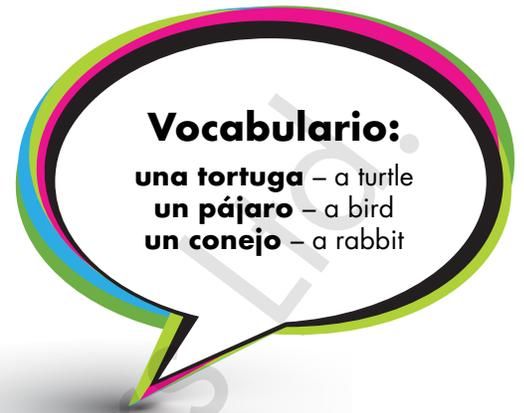
un pez - a fish**un gato** - a cat**un perro** - a dog= **un pez**= **un gato**= **un perro****Chapter 5:
Los Animales****Lesson A**Listen to the name
of each animal.**Teacher's Note:**

The indefinite articles used here are **un** and **una**. **Un** is used with **masculine singular nouns**. **Una** is used with **feminine singular nouns**. Their plural forms are **unos** and **unas**.

Chapter 5
Los Animales

Lesson B

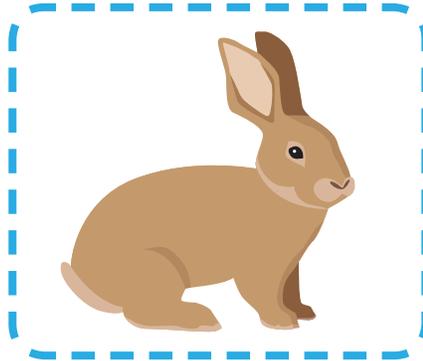
Listen to the name
of each animal.



= una tortuga



= un pájaro

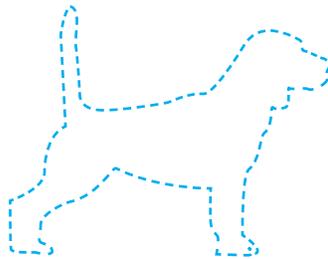
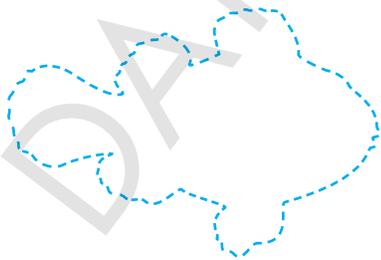
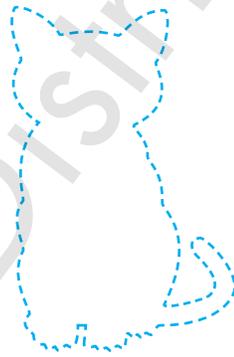
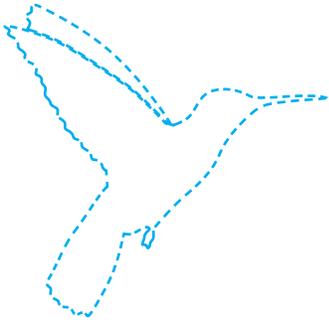
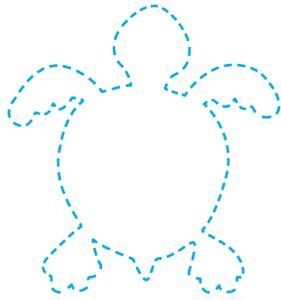
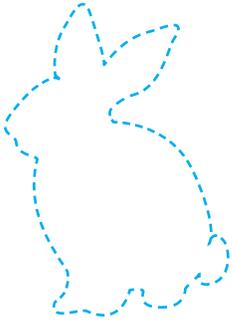


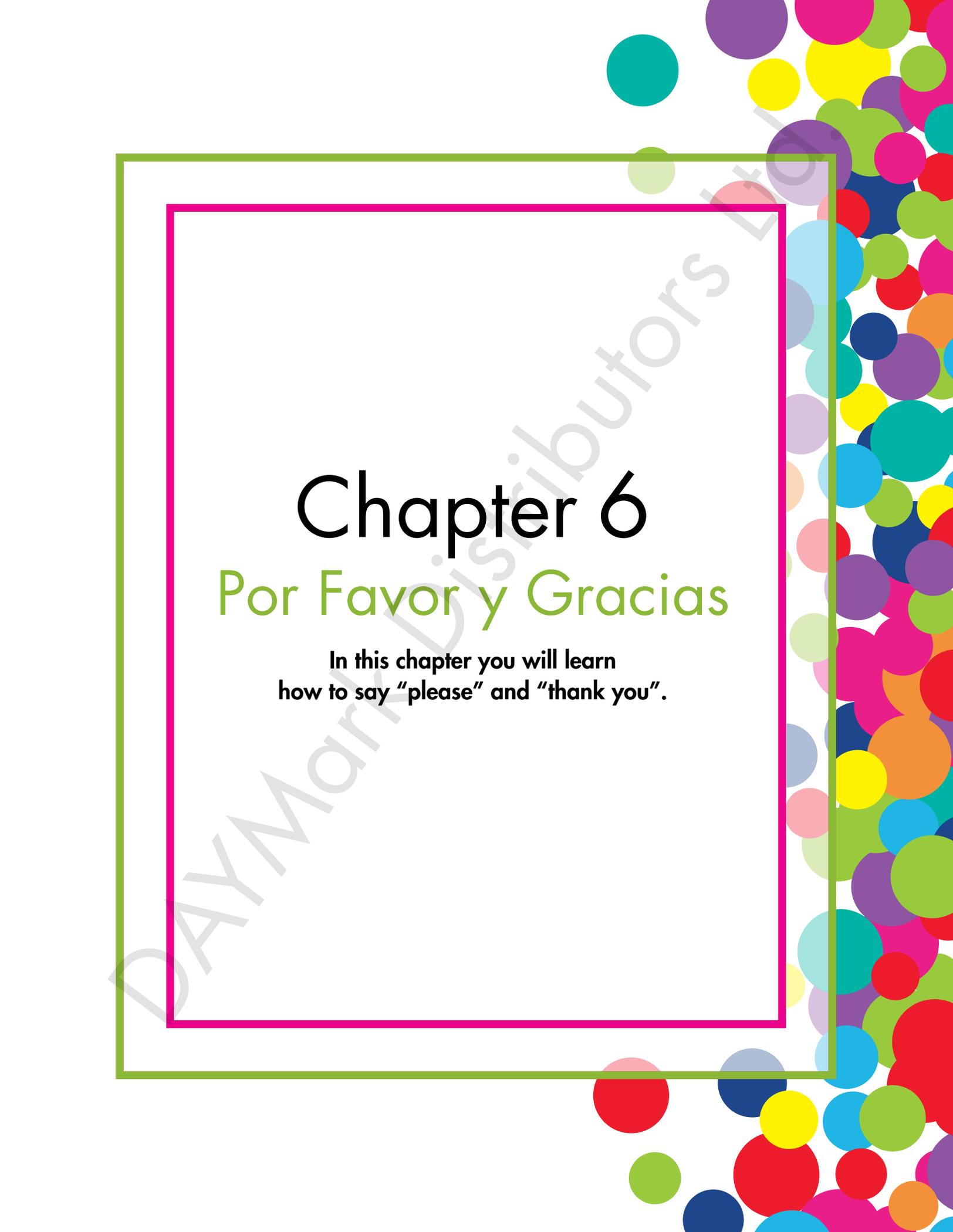
= un conejo

Chapter 5

ACTIVIDAD:

Trace each animal and write their Spanish names below.



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Chapter 6

Por Favor y Gracias

**In this chapter you will learn
how to say "please" and "thank you".**



Vocabulario:

Necesito – I need
una goma – an eraser
por favor – please
Aquí está – Here it is
gracias – thank you

Chapter 6: Por Favor y Gracias

Lesson A

Listen to the conversation between Rivaldo and Ana.



Read what the children say.



Necesito una goma, por favor.

Aquí está.

Gracias.



Chapter 6

Lesson B

Listen to the conversation between Elena and Ana.



Read what the children say.



Teacher's Note:

Situation responses for oral practice:

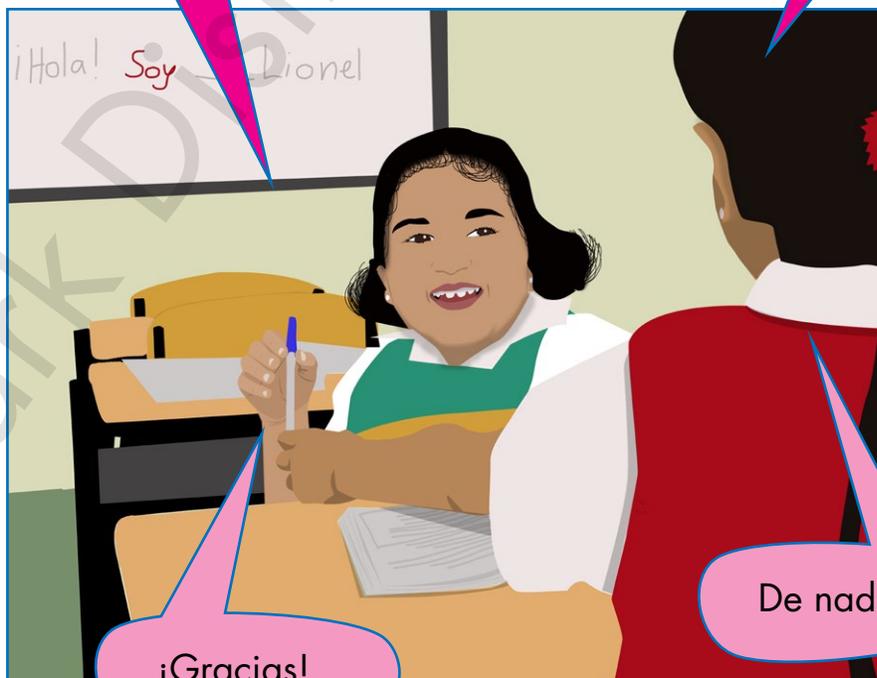
1. Your friend has just given you a birthday present. How do you respond?
2. You must be polite when asking your teacher to go to the bathroom. What do you say?
3. Your friend thanks you for lending him/her a pencil. How do you reply?

Vocabulario:

un bolígrafo – a pen
De nada – You're welcome

Necesito un bolígrafo, por favor.

Aquí está, Elena.



¡Gracias!

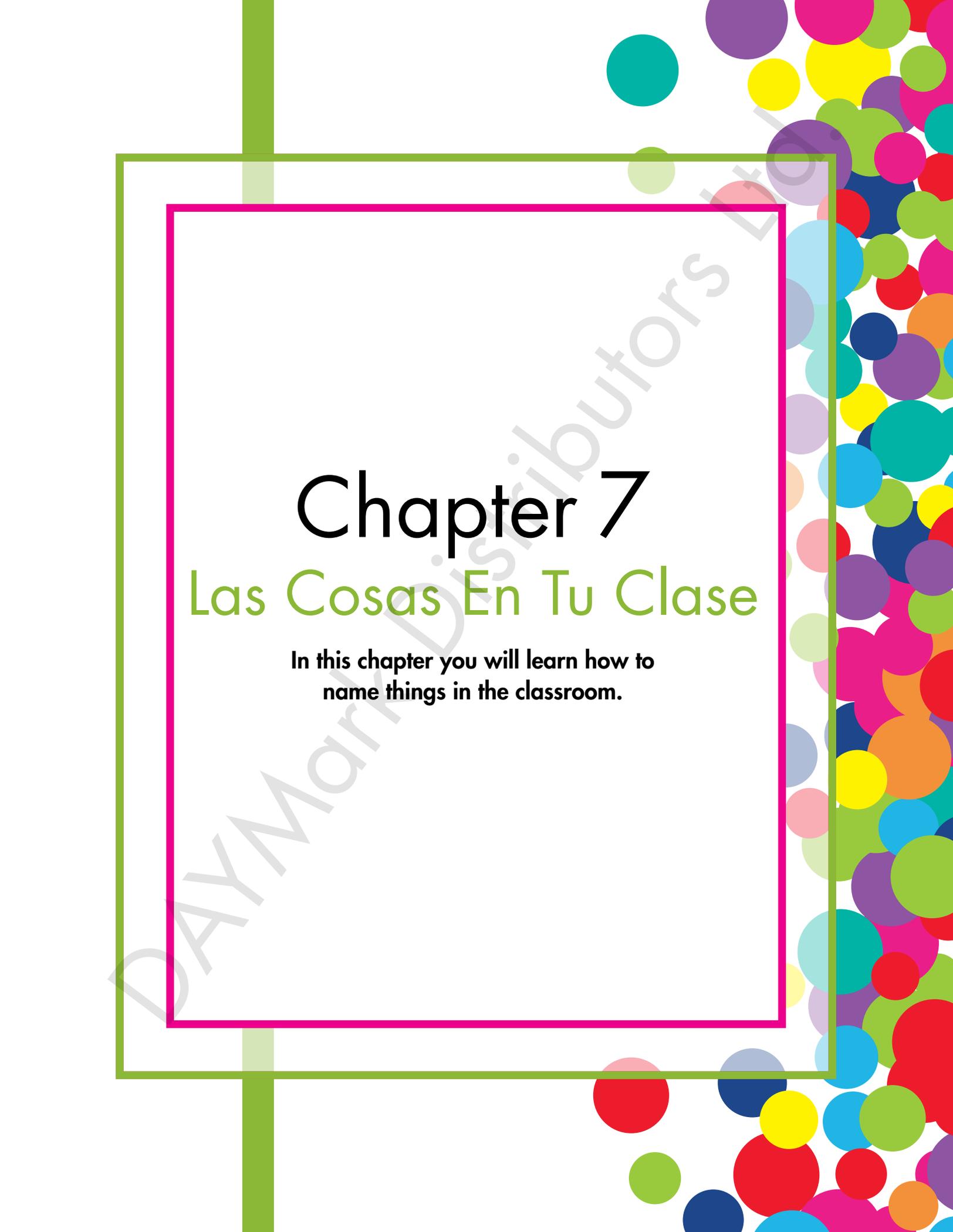
De nada.

Chapter 6

ACTIVIDAD:

Fill in the blanks with **por favor**, **gracias** or **de nada**.





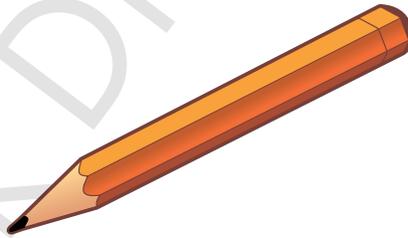
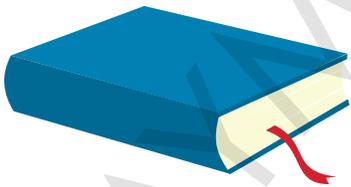
Chapter 7

Las Cosas En Tu Clase

**In this chapter you will learn how to
name things in the classroom.**

Vocabulario:

¿Qué es? – What is it?

un cuaderno – an exercise book**un lápiz** – a pencil**un libro** – a book**un pupitre** – a desk= **un cuaderno****un lápiz** == **un libro****un pupitre** =**Chapter 7:
Las Cosas****Lesson A**

Listen to the names
of the classroom
objects.



Chapter 7 Las Cosas

Lesson B

Listen to the names of the classroom objects.



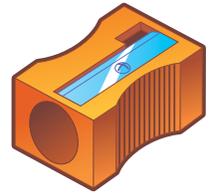
Vocabulario:

- una mesa – a table
- un sacapuntas – a sharpener
- una silla – a chair
- un bolígrafo – a pen



= una mesa

un sacapuntas =



= una silla

un bolígrafo =





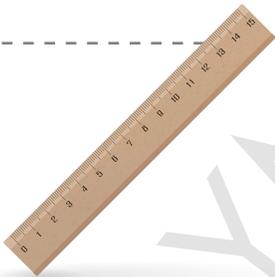
Vocabulario:

- una goma** – an eraser
una pizarra – a blackboard
una regla – a ruler
una mochila – a bookbag



= **una goma**

una pizarra =



= **una regla**

una mochila =



Chapter 7 Las Cosas

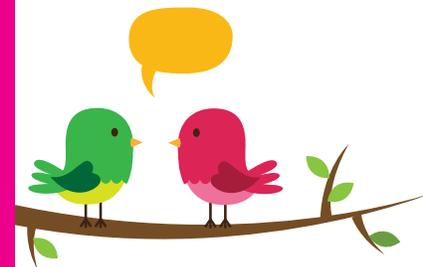
Lesson C

Listen to the names of the classroom objects.



Teacher's Note:

Let children form a circle. Choose one stationery item e.g. a ruler to be passed from one to the other. Give the ruler to a child, and model asking for it by saying "La regla, por favor" and when the child hands it to you, say "gracias". Encourage the child to respond "de nada." The next person asks for the ruler and it moves around the circle. When it has gone all the way around, start another item.

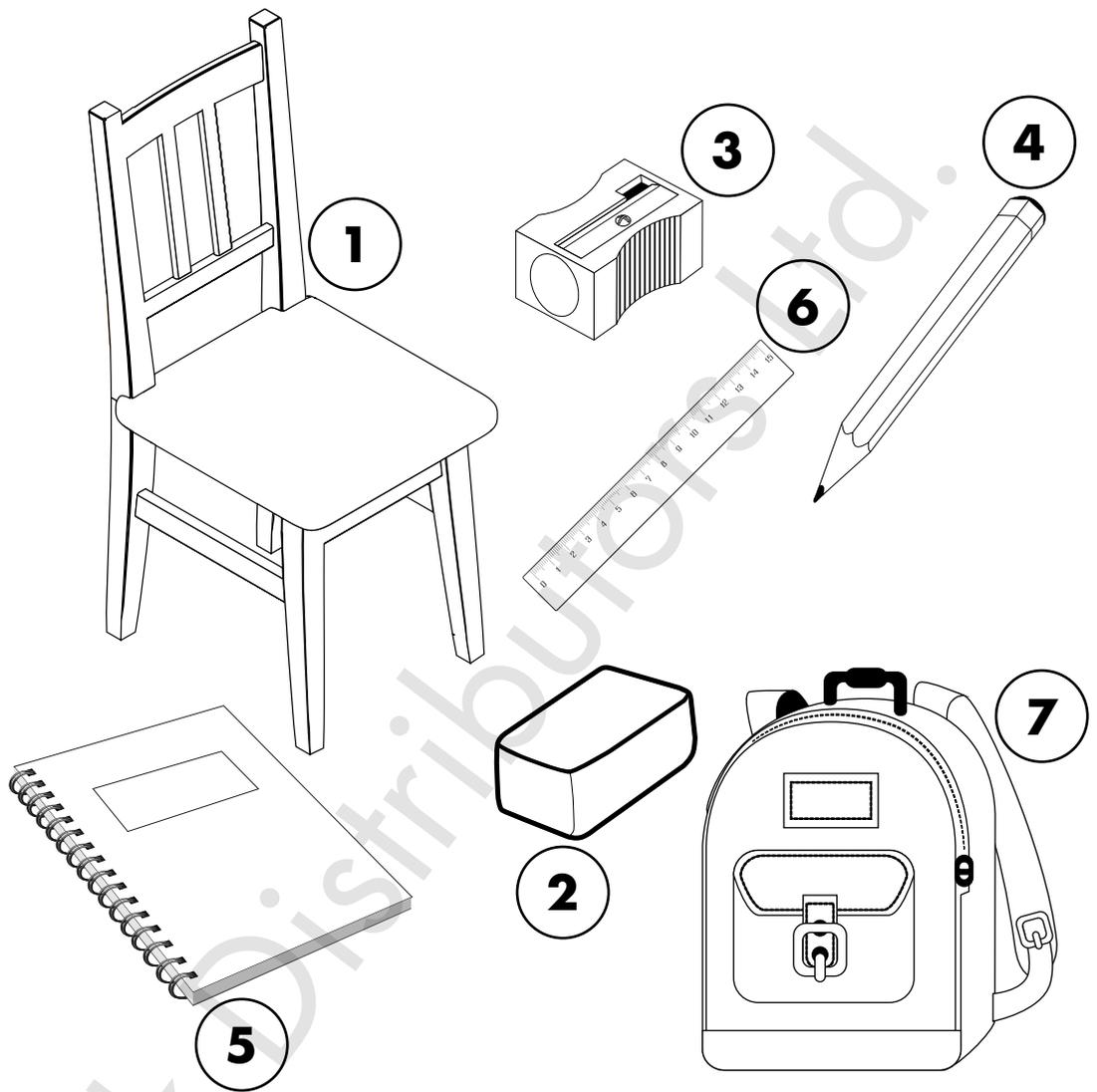


Chapter 7 Las Cosas

ACTIVIDAD:

Match the classroom objects with their Spanish names below by writing the corresponding number in the space next to each one.

Colour all of the classroom objects when you are finished.



una mochila = _____

un sacapuntas = _____

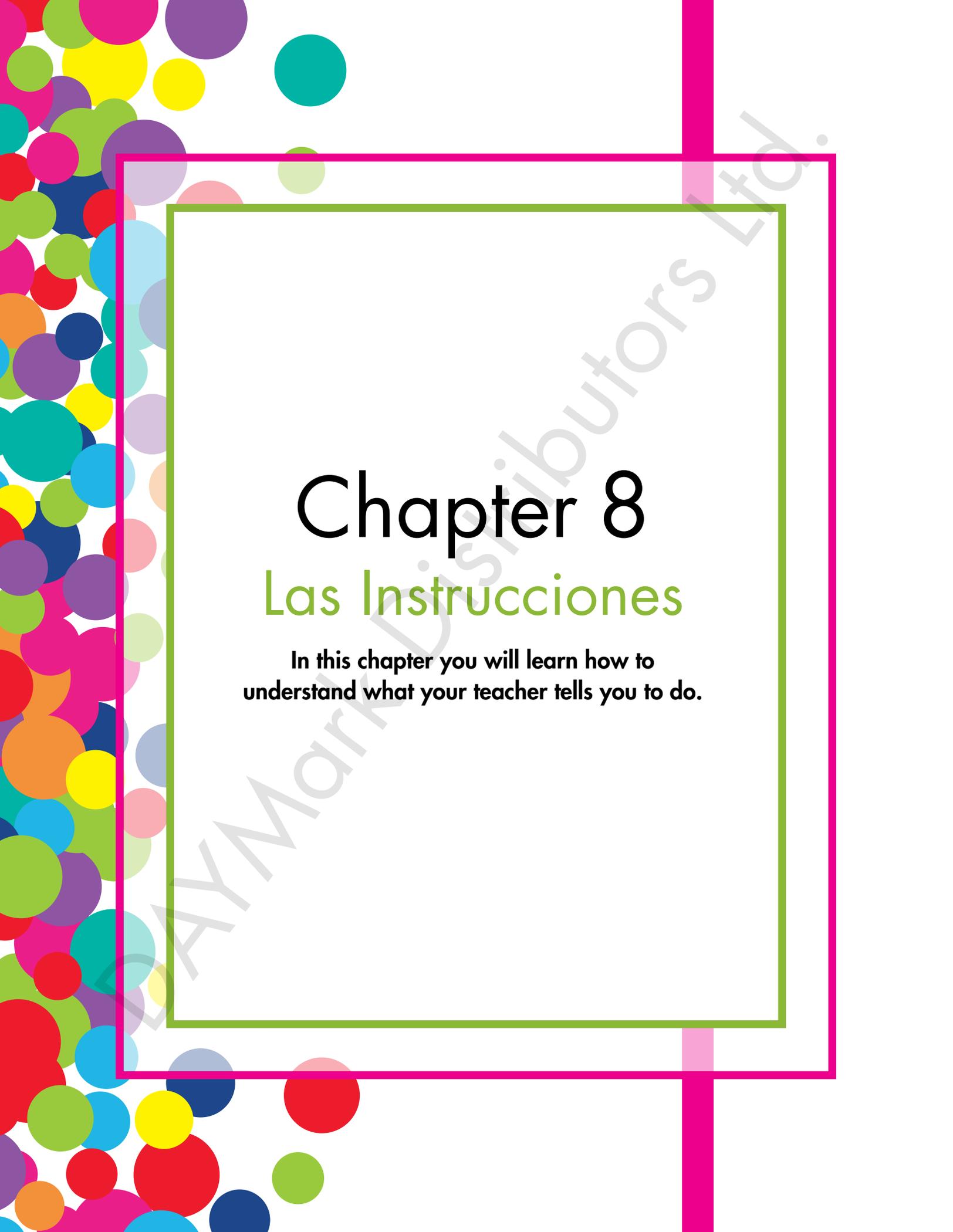
una regla = _____

un lápiz = _____

una goma = _____

un cuaderno = _____

una silla = _____

The page features a decorative background with a dense cluster of colorful circles in shades of red, yellow, green, blue, and purple on the left side. A thick pink border frames the central content area. A faint watermark reading 'LAY Mark Distributors Ltd.' is visible across the page.

Chapter 8

Las Instrucciones

In this chapter you will learn how to understand what your teacher tells you to do.

Chapter 8: Las Instrucciones

Lesson A

Listen to what your teacher tells you to do.

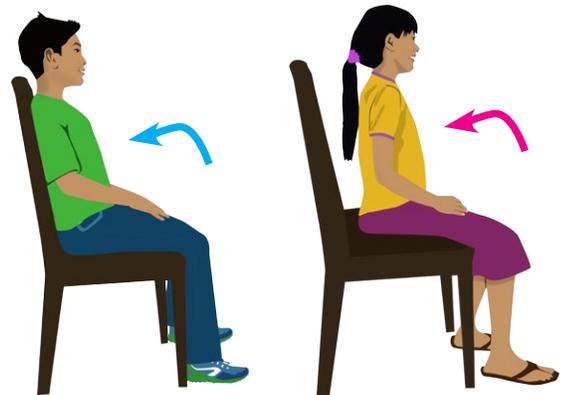


Vocabulario:
Levántense – Stand up
Siéntense – Sit down

¡Levántense!



¡Siéntense!





Vocabulario:

Atención – Pay attention
Vamos a trabajar – Let's work

¡Atención!



¡Vamos a trabajar!



Chapter 8 Las Instrucciones

Lesson B

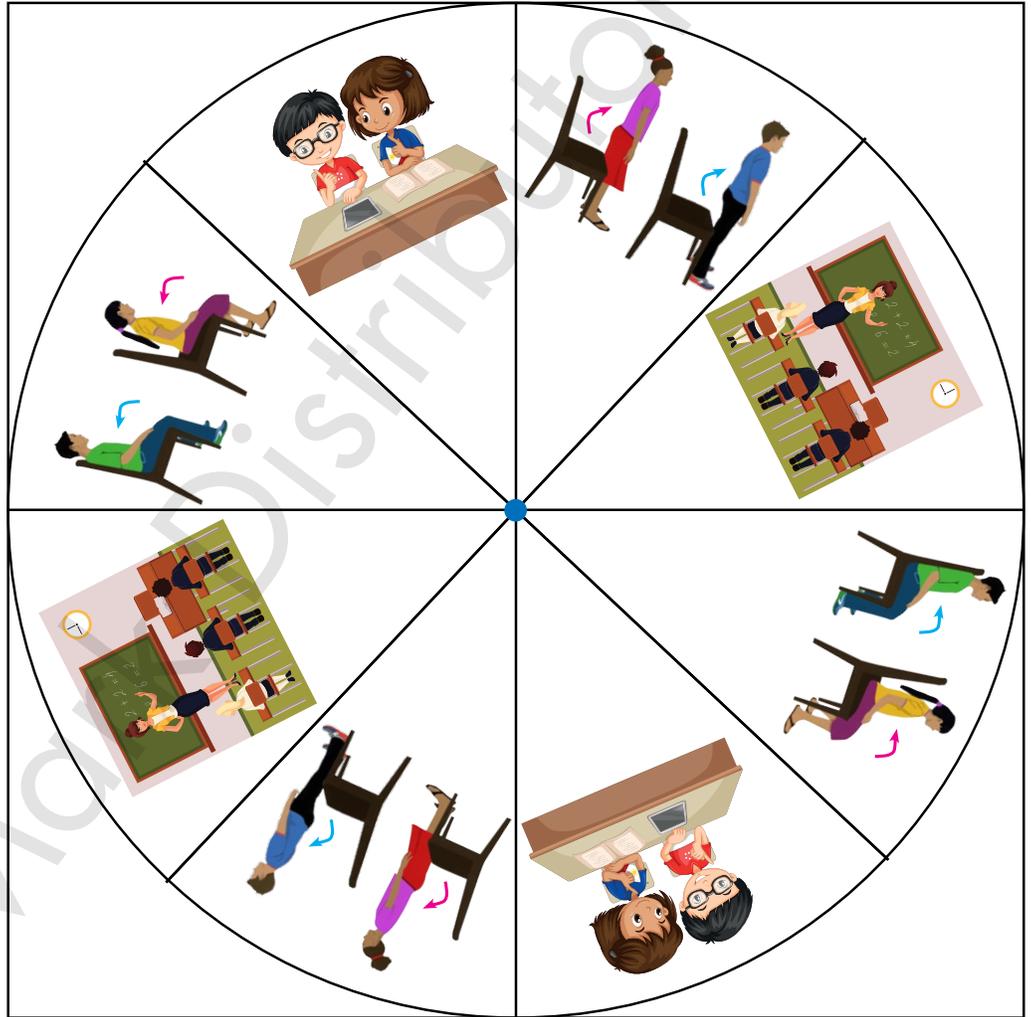
Listen to what your teacher tells you to do.



Chapter 8 Las Instrucciones

ACTIVIDAD:

Look at the
Instructions Wheel.
Point at each
picture and say
the instruction
to someone who
has to act it out.

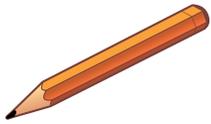


Teacher's Note:

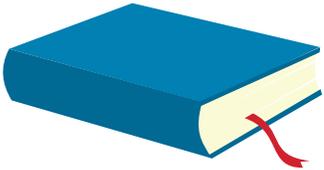
Have students work in pairs
to point at each picture on the wheel,
say the instruction to each other
and act it out.

EXERCISE 1

Match the pictures with the correct name of each classroom object.



el lápiz



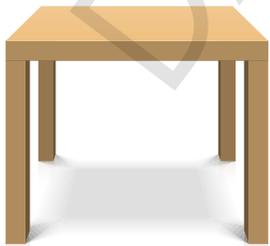
la mesa



la silla



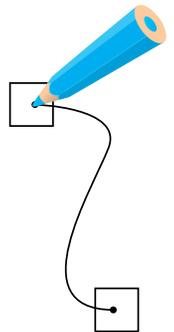
el libro



la mochila

REPASO

- Revision Exercises



REPASO

– Revision Exercises

EXERCISE 2

Listen to the names of the animals and fill in the blanks with the letters needed.



→

P		J		R	O
---	--	---	--	---	---



→

	A		O
--	---	--	---



→

P	E	
---	---	--



→

P		R		
---	--	---	--	--

EXERCISE 3

Fill in the blanks with **gracias** or **de nada**.

REPASO

– Revision Exercises





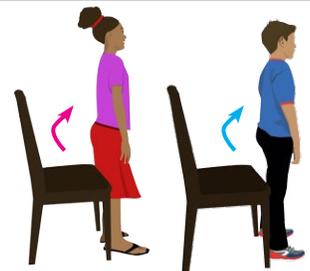
EXERCISE 4

Game: One person is designated Simon, the others are the players. Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words "Simon Says." If a player obeys a command without the words "Simon says", then that player is disqualified. Play until the last listener remains!

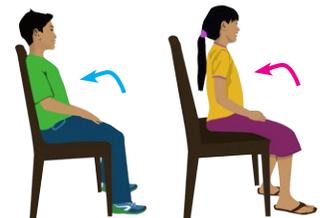
INSTRUCTION

ACTION

¡Levántense!



¡Siéntense!

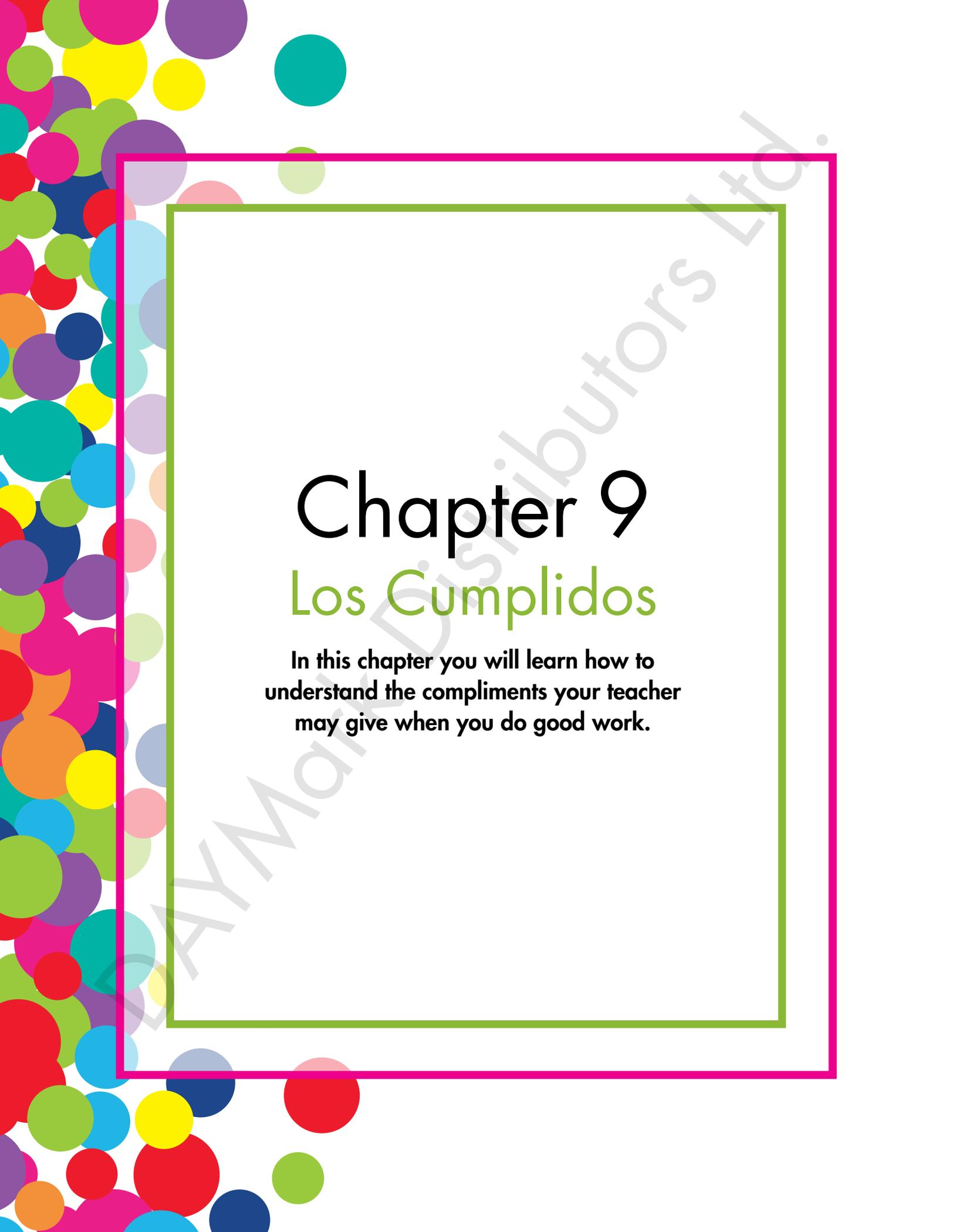


¡Atención!



¡Vamos a trabajar!





Chapter 9

Los Cumplidos

In this chapter you will learn how to understand the compliments your teacher may give when you do good work.

Chapter 9: Los Cumplidos

Listen to the compliments your teacher may give when you do good work.



Vocabulario:

Bien – Good
Bien hecho – Well done
Muy bien – Very good
Excelente – Excellent
Perfecto – Perfect



= **Bien**



= **Bien hecho**



= **Muy bien**



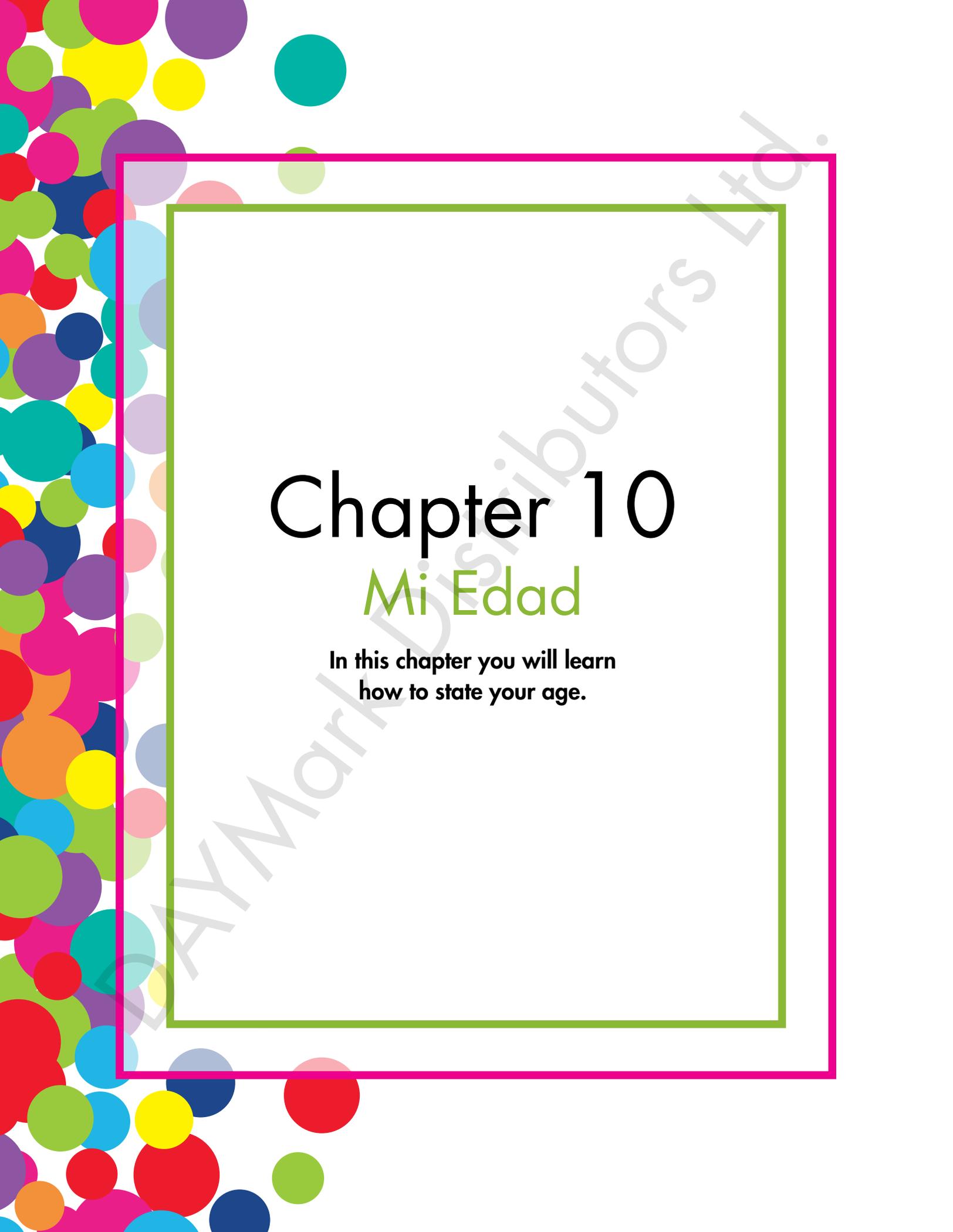
= **Excelente**



= **Perfecto**

When you receive a compliment, don't forget to respond by saying:

Gracias

The page features a decorative background of colorful circles in shades of red, yellow, green, blue, and purple. A large, faint watermark reading 'LAY Mark Distributors Ltd.' is visible across the page. The main content is enclosed in a pink border, with a green inner border.

Chapter 10

Mi Edad

**In this chapter you will learn
how to state your age.**

Chapter 10 Mi Edad

Lesson A

Listen to Ana wishing Juan a Happy Birthday.



Vocabulario:

Mi edad – My age
¡Feliz cumpleaños! – Happy birthday!

¡Feliz cumpleaños, Juan!

Gracias, Ana.

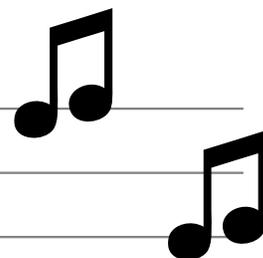


ACTIVIDAD:

Listen to the song and then sing along!



Cumpleaños feliz
Cumpleaños feliz
Felicidades a Juan
¡Felicidades a ti!



Vocabulario:**¿Cuántos años tienes?**

– How old are you?

Tengo...años

– I am....years old

¿Cuántos años tienes?

Tengo nueve años.



Tengo  _____ años.

Chapter 10
Mi Edad**Lesson B**

Listen to Ana asking Juan his age.

**ACTIVIDAD:**

Write your age in the space provided.

**Teacher's Note:**

Situations for oral practice:

1. You are not sure of your seatmate's age and you want to find out. What do you ask him/her?
2. A new student in your class wants to know how old you are. What do you say?

Chapter 11

¿Cómo Estás?

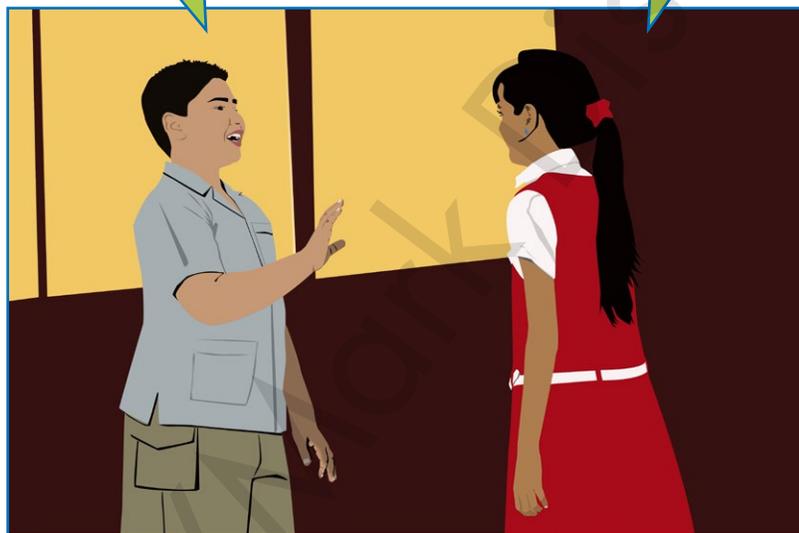
In this chapter you will learn how to ask
how someone is doing
and state how you are doing.

**Vocabulario:**

¿Cómo estás? – How are you?
Muy bien – Very well

Hola, Ana. ¿Cómo estás?

Muy bien, gracias.

**Chapter 11:**
¿Cómo Estás?**Lesson A**

Listen to Rivaldo and Ana greeting each other.



Chapter 11 ¿Cómo Estás?

Lesson B

Listen to Ana and Elena greeting each other.



Vocabulario:
¿Cómo estás? – How are you?
Bien – Fine

Buenos días, Elena.

Buenos días.
¿Cómo estás, Ana?

Bien, gracias.

Vocabulario:

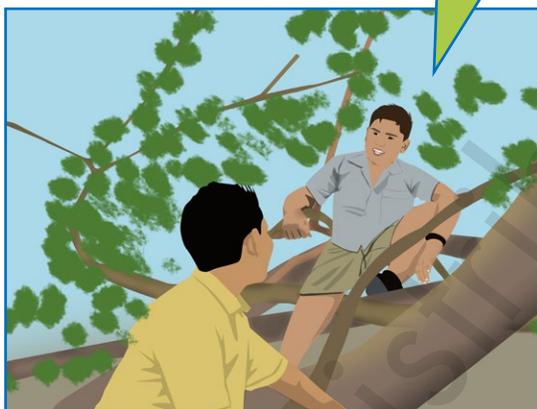
¿Qué tal? – How are you?

Mal – Not so well

¿Y tú? – And you?

¡Estupendo! – Great!

¿Qué tal, Juan?

Mal, Rivaldo.
¿Y tú?

¡Estupendo!

**Chapter 11**
¿Cómo Estás?**Lesson C**

Listen to Rivaldo and Juan greeting each other.



ACTIVIDAD:

Look at the pictures. Listen to what Rivaldo says to tell his mother how he feels. Fill in the blanks with the expressions you hear.



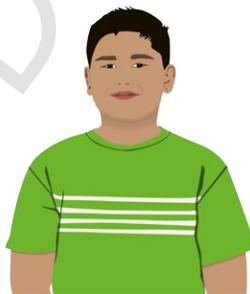
¿Cómo estás?



_____.



¿Qué tal?



_____.



¿Cómo estás?



_____.

¿Cómo estás? →
How are you?



Estupendo →
Great



Muy bien →
Very well



Bien →
Fine



Mal →
Not so well

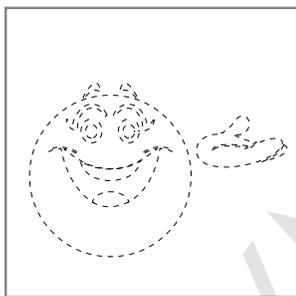
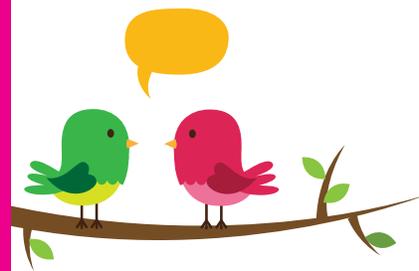


Y tú? →
And you?

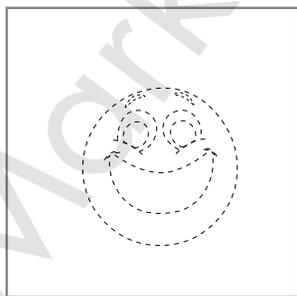


ACTIVIDAD:

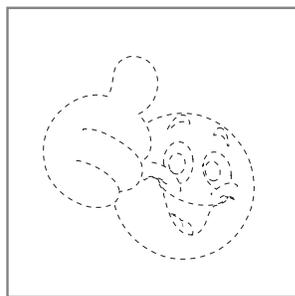
Ask and respond to your friends by acting out each emoji. Trace the emoji faces below to match the expressions given.



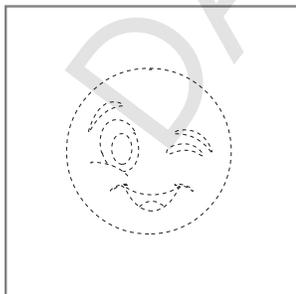
¿Cómo estás?



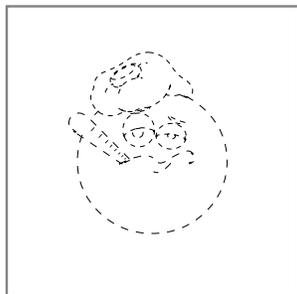
Estupendo



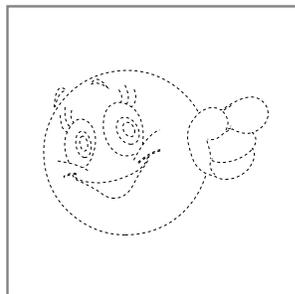
Muy bien



Bien



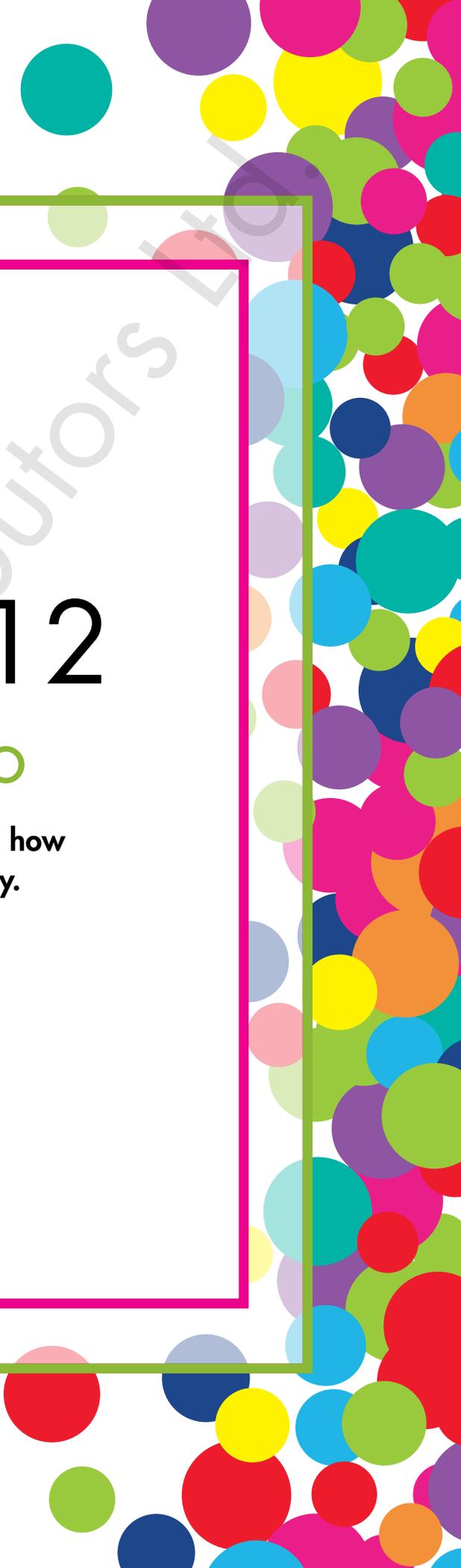
Mal



¿Y tú?

Teacher's Note:

Children may work in groups to ask and respond to the question ¿Cómo estás?



Chapter 12

Mi Cuerpo

**In this chapter you will learn how
to name parts of the body.**



Vocabulario:

¿Qué parte del cuerpo es? –

What part of the body is it?

los ojos – eyes

la nariz – nose

la boca – mouth

la mano – hand

el pie – foot

Chapter 12: Mi Cuerpo

Listen to the names
of the different
body parts.



los ojos

la nariz

la boca

la mano

el pie



ACTIVIDAD:

Trace the missing body parts into their correct spaces in the picture.

los ojos

la nariz

la boca

La mano

el pie



REPASO

– Revision Exercises

EXERCISE 1:

Listen to the conversation between **Juan** and **Rivaldo**.
It is Juan's birthday.

Fill in the blanks with the words you hear.

Juan:

¡Hola, Rivaldo!
¿Cómo _____ ?

Rivaldo:

Bien, _____.
¡Feliz _____ !

Juan:

Gracias, Rivaldo.

Rivaldo:

¿ _____ años tienes?

Juan:

_____ nueve años.



REPASO
– Revision Exercises



EXERCISE 2:

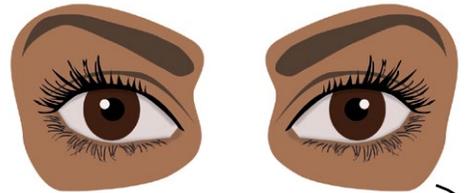
Label the **body parts** in Spanish.







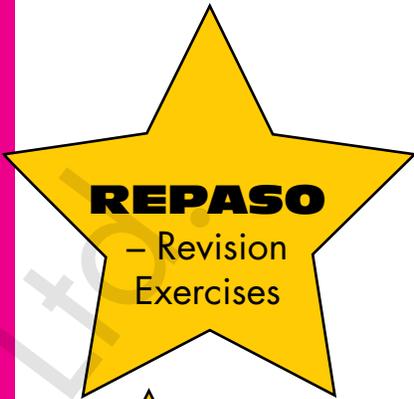






EXERCISE 3:

In the space provided, write the teacher's compliment based on their good work.



REPASO

– Revision Exercises

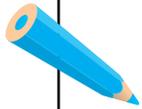


JUAN

READING A+

WRITING A+

SPELLING A+



Profesora María



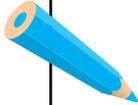
Tip Reminder

See chapter 9 for
Los cumplidos



ANA

READING	A
WRITING	A
SPELLING	A

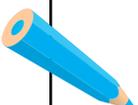


★ ★ ★ ★

Profesora María

RIVALDO

READING	B+
WRITING	B-
SPELLING	A



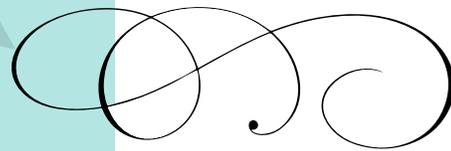
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Profesora María



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