

# *Puentes al Español* **Bridges to Spanish**

VOLUME 2

For Early Elementary at Home & School  
Kimberly Parsons

Copyright © 2021, Kimberly Parsons/Hearth & Gnome  
All rights reserved.

ISBN XXXXX For more resources, visit [www.HearthandGnome.com](http://www.HearthandGnome.com).



## Contents

About <i>Puentes al Español</i> .....	6
About Volume II.....	8
Pronunciation Guide .....	9
Lesson 1: Feelings - Los Sentimientos.....	11
Buenos Dias .....	13
A veces me siento (At times, I feel..).....	14
Si estás contento(a) .....	15
Spanish Folktale: The Wise King of Leon.....	16
Feelings Picture Cards.....	<b>Error! Bookmark not defined.</b>
Lesson 2: At Home - En casa.....	<b>Error! Bookmark not defined.</b>
In My Backyard - Action Verse .....	<b>Error! Bookmark not defined.</b>
¿A dónde voy? .....	<b>Error! Bookmark not defined.</b>
Goldilocks and the Three Bears - A Bilingual Fairy Tale.....	<b>Error! Bookmark not defined.</b>
A la Puerta del Cielo - Mexican Lullaby .....	<b>Error! Bookmark not defined.</b>
Lesson 3: Verbs: - ar endings.....	<b>Error! Bookmark not defined.</b>
Ahora vamos a bailar .....	<b>Error! Bookmark not defined.</b>
"Ar" Endings Verse.....	<b>Error! Bookmark not defined.</b>
The Fox and the Goose - Adapted from a Spanish Fable.....	<b>Error! Bookmark not defined.</b>
Lesson 4: Occupations - Los ocupaciones.....	<b>Error! Bookmark not defined.</b>
Los Carpinteros.....	<b>Error! Bookmark not defined.</b>
Rub-a-Dub-Dub - Adapted.....	<b>Error! Bookmark not defined.</b>

The Hostler and the Donkey - A Folktale .....	<b>Error! Bookmark not defined.</b>
El burrito .....	<b>Error! Bookmark not defined.</b>
Professions Cards .....	<b>Error! Bookmark not defined.</b>
Lesson 5: Health - La salud .....	<b>Error! Bookmark not defined.</b>
El burrito enfermo .....	<b>Error! Bookmark not defined.</b>
The Quack Toad - Adapted from Aesop's Fable	<b>Error! Bookmark not defined.</b>
Sana, sana .....	<b>Error! Bookmark not defined.</b>
El sapo - Mexican folksong .....	<b>Error! Bookmark not defined.</b>
Wellness Word Cards .....	<b>Error! Bookmark not defined.</b>
Lesson 6: Verbs: Tengo and Querer .....	<b>Error! Bookmark not defined.</b>
Tengo, tengo, tengo .....	<b>Error! Bookmark not defined.</b>
-Er Endings Verse .....	<b>Error! Bookmark not defined.</b>
El sombrero blanco .....	<b>Error! Bookmark not defined.</b>
Fisherman and His Wife - A Bilingual Fairy Tale	<b>Error! Bookmark not defined.</b>
Lesson 7: Time - El tiempo .....	<b>Error! Bookmark not defined.</b>
Sol solecito - Extended Version .....	<b>Error! Bookmark not defined.</b>
Time Rhyme .....	<b>Error! Bookmark not defined.</b>
The Tortoise and the Hare - Adapted from Aesop's Fable	<b>Error! Bookmark not defined.</b>
The Days of the Week .....	<b>Error! Bookmark not defined.</b>
Lesson 8: Weather - El tiempo .....	<b>Error! Bookmark not defined.</b>
Whether the Weather .....	<b>Error! Bookmark not defined.</b>

Que llueva.....	<b>Error! Bookmark not defined.</b>
Dime, lluvia .....	<b>Error! Bookmark not defined.</b>
The North Wind and the Sun - Adapted from Aesop's Fable .....	<b>Error! Bookmark not defined.</b>
Lesson 9: Verbs: - ir verbs .....	<b>Error! Bookmark not defined.</b>
¡Qué Gusto! .....	<b>Error! Bookmark not defined.</b>
-Ir Endings Verse .....	<b>Error! Bookmark not defined.</b>
The Ants and the Grasshopper - Adapted from Aesop's Fable.....	<b>Error! Bookmark not defined.</b>
Lesson 10: Shopping - La tienda.....	<b>Error! Bookmark not defined.</b>
Si vamos al mercado .....	<b>Error! Bookmark not defined.</b>
Este compró un huevito.....	<b>Error! Bookmark not defined.</b>
La feria de San Juan.....	<b>Error! Bookmark not defined.</b>
The Milkmaid and Her Pail - Adapted from Aesop's Fable.....	<b>Error! Bookmark not defined.</b>
Compadre, cómpreme un coco .....	<b>Error! Bookmark not defined.</b>
Suggested Picture Books.....	<b>Error! Bookmark not defined.</b>

## About *Puentes al Español*

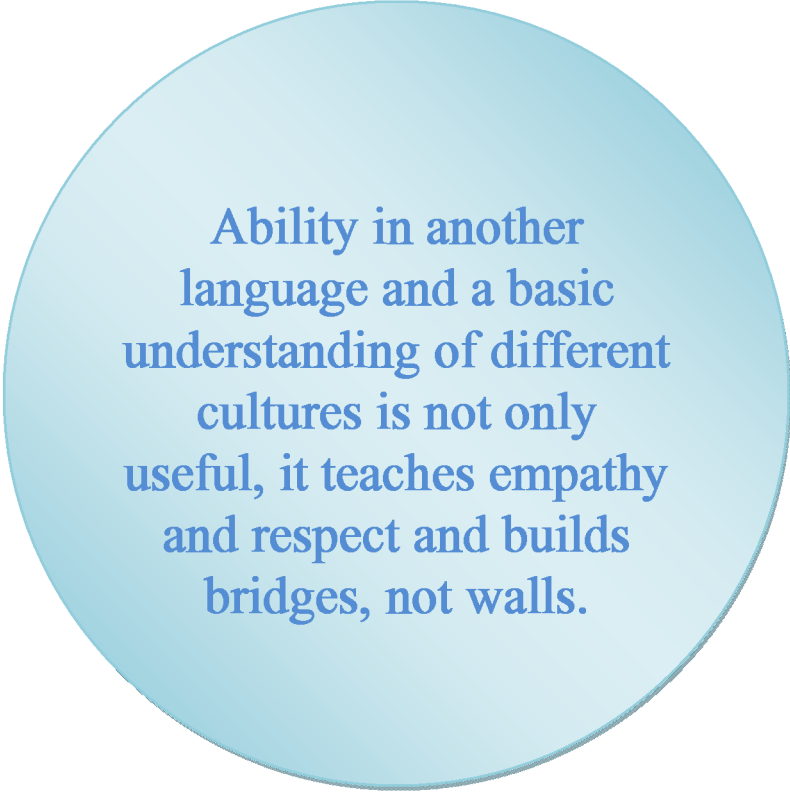
*Puentes al Español* is designed for homeschool families, classroom teachers, and small group leaders to teach beginning Spanish to young children. It emphasizes familiar tunes, folk songs, and games to introduce and practice conversational phrases and new vocabulary. Each lesson also includes brief information about a Spanish-speaking country or United States territory or, in Volume 2, a folk, fairy, or hero tale from Spanish-speaking countries or another familiar story adapted for learning Spanish vocabulary. For Waldorf families teaching Grades 1-3, you will find stories to fit your child's soul development and dovetail beautifully with your main lessons.

Learning a second (or third or fourth!) language is more than memorizing lists of words and phrases. Ability in another language and a basic understanding of different cultures is not only useful, it teaches empathy and respect and builds bridges, not walls. There are a wealth of tools online - but we teach through story and song here, not computers. We rarely use workbooks or flashcards, plus I wanted something I could use with my pre-reader. So, I created these lessons and have used them with great success. In fact, Spanish time is my children's favorite school activity each week!

For those who do not speak Spanish, this book is very gentle and will help you develop your own skills step by step. Progress is incremental and gentle. Every choice - the songs, the order, the instructions, the layout - was made with *you* in mind. You can teach Spanish with confidence, peace, and joy. Many people worry about pronunciation. Fortunately, Spanish is a language with fairly consistent pronunciation for each letter. To improve your own abilities, listen to Spanish-language radio or television as you are able - or better yet, make friends with native speakers in your area. There is no better way to learn language - and to embrace the spirit of what it means to learn about another culture - than to make authentic connections!

*Puentes al Español* is non-seasonal and secular. You should follow the lessons *in order*, however, as lessons build upon previous knowledge and skills. *Puentes al Español* is not meant to be a huge time commitment. It is meant to be a simple, low-fuss addition to your day. Lessons may be just a few minutes long at first, lengthening as your child grows. Begin each lesson with a brief review, then dive right in. You can present the lesson as-written, or choose just one activity each time. Do not feel that you must teach every vocabulary word! Choose those your students will be most interested in and will use the most. Above all, do what works

for your students. I typically use the same lesson for a month, going through it as-written twice per week. I weave additional practice into our daily routines. Repetition is key and my kids learn well through songs and games. At first, children may just listen and observe. Invite them to join you in the movements and then in the singing or reciting. Be patient and go at their pace. *In early childhood, we avoid overtly correcting errors!* We want children to enjoy the process of learning and to develop the ability to imitate what they hear and see. The process is more important than the product! Praise their efforts liberally.



**Ability in another  
language and a basic  
understanding of different  
cultures is not only  
useful, it teaches empathy  
and respect and builds  
bridges, not walls.**

## About Volume II

**Puentes al Español 2** is a second volume of Spanish circle times that picks up where the first volume left off. In just minutes a week, continue building your child's vocabulary, conversational phrases, and appreciation for Spanish-speaking world cultures. Lessons are non-seasonal - not tied to holidays - so you can begin any time of year.

Each of the ten lessons includes:

1. A simple, beautiful, themed lesson including vocabulary and conversational phrases.
2. Verses and songs.
3. Game-like practice activities - your kids won't even know it's "school!"
4. Extension activity ideas including crafts, recipes, and more.
5. An instrumental mp3 of every song.
6. Video of every component - every vocabulary word, conversational phrase, rhyme and verse.
7. PLUS, Volume 2 includes ideas and samples for Main Lesson Book pages.

For the cultural element, Volume 2 is a bit different. In Volume 1, you visited a different Spanish-speaking country or territory and learned about life there. In Volume 2, I share folk, fairy, and hero tales from Spanish-speaking countries around the world as well as other stories adapted for learning Spanish vocabulary. For Waldorf families teaching Grades 1-3, you will find stories to fit your child's soul development and dovetail beautifully with your main lessons.



## Pronunciation Guide

a ah as in father

e ay as in late

i ee as in feet

o oh as in note

u oo as in moon

y ee as in feet

ie y as in yes

ua/ue/ui w as in winter

b and v Like an English b. Between vowels, a combination of b and v.

g Before ie and e sounds like English h

h Silent

j Like an English h.

ll y as in yes

ñ ny like onion

qu k as in key

r flipped

rr rolled

x As in English, but before a consonant as an s

z English s



## Lesson 1: Feelings - Los Sentimientos

### Objectives

1. Review greetings and goodbyes from Puentes al Español, first volume, Lesson 1.
2. Learn two ways to ask how someone is feeling.
3. Tell how you are feeling.

### Materials and Supplies

1. Pictures of various emotions (printable cards included).
2. Drawing/coloring supplies.

### New Conversational Phrases

Yo estoy ... (I am...)

¿Cómo estás? Estás ...? (How are you? Are you....?)

Sí, yo estoy... (Yes, I am...)

No, yo estoy... (No, I am...) or No, yo no estoy... (No, I am not...)

¿Cómo te sientes? (How are you feeling?)

## Vocabulary

aburrido (bored)  
ocupado (busy)  
tranquilo (calm)  
confundido (confused)  
contento (happy)  
enojado (angry)  
sorprendido (surprised)  
cansado (tired)  
triste (sad)  
asustado (scared)  
preocupado (worried)  
un poco (a little)  
un poquito (a tiny bit)  
muy (very)

Note that, feeling words are *adjectives* and as such, their endings reflect the gender and number of the person/persons. Except for triste which does not change for gender, use "o" endings for masculine/neuter and "a" for feminine. For all plurals add "s." Exs. aburrido (masculine), aburrída (feminine), aburridos (a masculine or mixed group), aburrídas (a feminine group).

## Grammar (for the Parent/Instructor)

To talk about how someone is feeling, there are three verbs you can use: estar, sentirse, and tener. In this lesson, except for a single question phrase, we will use "estar." It means "to be" as in a temporary state - where someone is located, what they are doing, and in many cases, how someone is feeling. Here is the full conjugation of estar.

Yo estoy	I am	Nosotros estamos	We are
Tú estás	You are	(Vosotros estáis)	You all are*
él/ella está	He/she is	Ustedes son	You all are**
		Ellos/ellas son	They (m./f., pl.) are

\*European Spanish

\*\*Latin American Spanish

## The Lesson

### Review Previous Learning

### Buenos Dias

## Buenos Dias

Traditional

Bue - nos dí as, bue - nos dí - as, ¿có moes tás?

4 ¿có moes - tás? Muy — bi - en, gra - cias, muy — bi en, gra cias,

7 ¿Y ————— tú? ¿Y ————— tú?

Repeat, with "Buenas tardes" and "Buenas noches."

### Conversational Practice

#### Weeks 1 and 2

¿Cómo estás? (Respond.)

Yo soy ... ¿Y tú? (Respond.)

or

¿Cómo te sientes? (How are you feeling?)

Yo estoy...

## Weeks 3 and 4

¿Cómo estás? Estás ...?

Sí, yo estoy.... OR No, yo estoy... ¿Y tú?

or

¿Cómo estás? Estás ...?

Sí, yo estoy.... OR No, yo estoy...

¿Estás tú un poquito, un poco, o muy ...?

Yo soy ... ..

## A veces me siento (At times, I feel..)

You should say this verse with BIG facial expressions and movement!

*A veces aburrido y a veces ocupado.*

*A veces tranquilo, a veces preocupado.*

*A veces, triste y en otros, contento.*

*¡Tantos sentimientos!*

*¡Y ahora estoy cansado!*

*At times, bored and at times, busy.*

*At times, calm, at times worried.*

*At times, sad, and in others, happy.*

*So many feelings!*

*And now I am tired!*

## Si estás contento(a)

### Si estás contento

Traditional

Sí es - tás con - ten - to y lo sa - bes pon-tea a-plau - dir\* Sí es-tás con-

ten - to y lo sa - bes pon-tea a-plau - dir\* Sí es-tás con - ten - to y lo sa - bes tu

ca-ra lo mo - strar-á Sí es-tás con - ten - to y lo sa - bes pon-tea a-plau - dir\*

\*Clap twice.

## Vocabulary Learning and Practice

### Activity #1: Feelings Identification

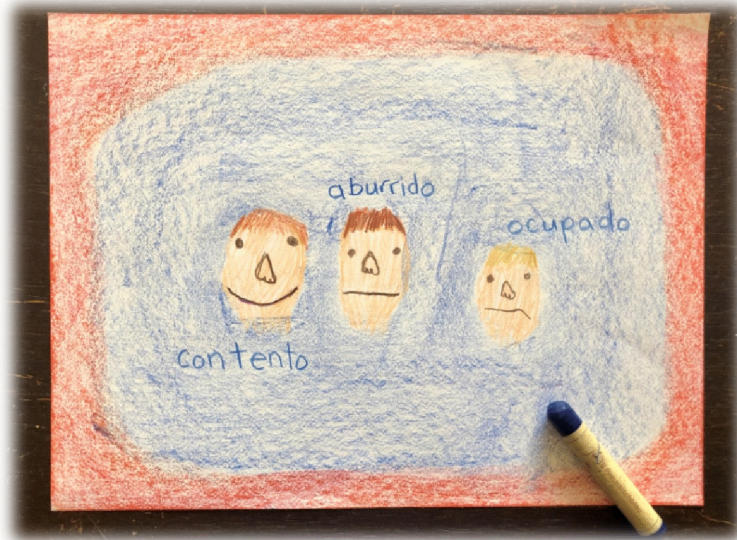
To begin, hold up the card and ask, "¿Está ...?" and your child must answer yes or no depending on whether you have chosen the correct word. Later, you can select a card and ask your child to identify the feeling shown.

### Activity #2: How Might You Feel If...?

Come up with some realistic - or ridiculous! - scenarios and have your child respond with their feeling word or sentence. Say, "¿Cómo te sientes if you can have extra ice cream?" or "...we have read all our books?"

### Activity #3: Art

Ask your child to create a drawing from the story showing characters' feelings and label with feeling vocabulary. Alternatively, your child could draw pictures of themselves in different situations and use Spanish vocabulary to describe the picture to you. *Use this narration technique throughout for pre-writers or those who struggle with writing generally.* These drawing can be part of a main lesson book if you are following a Waldorf-inspired path.



### Spanish Folktale: The Wise King of Leon

*Show your children a map and help them find Spain (Reino de España). Locate Madrid, the capital and largest city. Point out its neighbors and bordering geographical formations. Spain has several official languages - Spanish/Castilian, Catalan, Galician, Basque and Occitan. From 711 to 1492, Islamic Moors ruled Spain. In the late 1400s, the Spanish monarchy sought to expand their empire and by the 16th century, Spain ruled Portugal, the Netherlands, parts of France, Germany, Italy and Austria. As other nations gained independence, their influence waned. This story is adapted from a collection published in 1888 by Charles Sellers called Tales from the Lands of Nuts and Grapes.*

Once upon a time, there was a wealthy nobleman who had three sons. The King of Castille was very fond of this nobleman, and to honor him and his family, he made the eldest son his page, the second his butler, and the youngest his barber.



The youngest son, the barber, fell in love with the king's only daughter. When the king heard the news, he was *muy enojado* so he decided to put a stop to it at once! He summoned his daughter and said, "I know that you are in love with my barber, but if you insist on marrying him, I will have you put to death!"

Of course, the princess was *muy asustada* and asked her father to have just one more day to think things over and he agreed. Quickly, the princess ran to her room. She was *ocupada* packing her finest gowns into a bundle. Then, feeling more than a *un poquito preocupada*, she sneaked out of the castle by a hidden door.

When her escape was discovered, her father became *muy triste* sent his soldiers to find her. But they had no luck. Then he sent for the barber. "Go, immediately, and find my daughter! Bring her back to me in one year's time or your life shall be forfeit!" The barber left immediately, full of hope that he would find his beloved.

For seven days and nights, the princess had wandered through the forest eating fruits and nuts and drinking water from the streams. But at the end of the seventh day, she was *muy cansada*. She decided to rest and climbed a tree to be safe from wolves. She was *muy sorprendida* to discover that the tree was hollow! Safe at last, she slipped inside to hide and rest feeling *un poco tranquilo*.

Soon afterward, the barber, happened upon the tree saying to himself, "Oh, I am *muy triste* for I fear I shall never find the princess! Of all the beautiful girls in Castille, I must fall in love with the king's only daughter!"

The princess, hearing him, said in a disguised voice, "The king's daughter must be *muy triste* as well! Of all the gallants in Spain, she must fall in love with her father's barber!"

Now, it was the barber's turn to be *muy sorprendido*! He searched for the source of the voice, but after awhile, feeling *un poco cansado* himself, he lay down under the tree right where the princess was hiding.

As soon as he was asleep, the princess crept out of her hiding place leaving her bundle of dresses beside him, and rode away on his horse! When she finally dismounted hours later, she opened the barber's saddle bags. Finding some of his clothing, she put it on to disguise herself. The next day, she rode to the