

Teaching Tips

Mis palabras

Mi diccionario personal

Elementary Spanish

Builds conversation fluency, writing fluency, vocabulary, and spelling

Please scroll down for extensive teaching ideas and the table of contents.

Mis palabras is based on sister publications *Mes mots* and *My Words*. It contains high-frequency words and expressions designed for Canadian students learning Spanish. Students can independently look for a word or expression, or a classmate or teacher can easily point it out. For example, students can find *una estrella* in the “e” section. If they want to add a new word, they can print it in the space provided. They will remember it because they’ve written it down themselves. To encourage student independence, some English explanations and translations are provided.

At first, students might need only a few, very basic words. They might concentrate on vocabulary for simple conversation, parts of the body, clothing, family, colours, pronouns, verbs, numbers, time, days, months, and weather. As their language confidence grows and their vocabulary builds, they will refer to other words and pages. *Mis palabras* is designed to be used by the same student from one grade to the next.

Teaching with *Mis palabras*

Mis palabras can support your lessons in many ways. Here are a few teaching ideas to get you started:

Topic	Page	Basic lesson	Extension
Basic phrases	2-3	Role-play conversations.	Add new expressions.
Parts of the head	4	Label the diagram. Use each phrase in a sentence.	Add new words, such as <i>la pestaña</i> (eyelash).
Parts of the body	5	Label the diagram. Use each phrase in a sentence.	Add new words, such as <i>el tobillo</i> (ankle).
Outdoor clothing	6	Label the diagram. Use each phrase in a sentence.	Add new words, such as <i>una capucha</i> (hood).
Indoor clothing	7	Label the diagram. Use each phrase in a sentence.	Add new words, such as <i>una sandalia</i> (sandal).
My family	8	Draw your parents and siblings. Label your drawing.	Draw and label a family tree that includes aunts, uncles, cousins, and grandparents.
Colours	9	Using the matching pencil crayon, shade in the corresponding bubble. Talk about your favourite (or least favourite) colours.	Describe objects that you see, paying attention to the gender of the noun and its colour.

Topic	Page	Basic Lesson	Extension
Pronouns (singular and plural)	10-11	Say simple sentences that begin with a pronoun.	Experiment with objective or possessive pronouns.
Regular verbs	12-13	Say simple sentences with common regular verbs in the present tense. Act them out.	Experiment with new verbs, such as <i>andar</i> (to walk).
Irregular verbs	14-15	Say simple sentences with common irregular verbs in the present tense. Act them out.	Sort irregular verbs according to their endings. Do you see patterns?
Numbers	16-17	Draw a number line. Label it with number words. Count objects or people.	Physically arrange students in a line to understand <i>el primer</i> , <i>el segundo</i> , etc. Examine the similarities between numbers 1 to 10 in French, Spanish, Italian, and Portuguese. Compare them to English. Does any student know 1 to 10 in another language?
Time	18	Practise telling basic one-hour time, such as <i>Es la una</i> .	Practise telling time for the half-hour or quarter-hour, such as <i>Son las tres y cuarto</i> .
Days of the week	19	What is today's day?	What came yesterday? What comes tomorrow?
Months	20	What is today's date?	What is your birth date? Discuss other special days of the year.
Seasons and weather	21	Describe today's season and weather.	What are useful weather words for each season?
Food	22-23	Describe today's breakfast or school lunch.	Read and write a simple recipe. Describe the ideal sandwich or a holiday meal.
Animals	24-25	Describe your favourite animal.	Draw a picture with required elements, such as <i>dos peces</i> , <i>una medusa</i> y <i>una tortuga marina</i> .
Sports	26	Act out activities.	What is your favourite sport to play or watch?
In my desk	27	What items are on your desk right now?	Sketch and label what is inside your desk.
In my classroom	28	Students can make actual labels for stationary objects, such as <i>la puerta</i> and <i>la ventana</i> .	Sketch and label a bird's-eye view or one wall of your classroom.
My school	29	Tour the school and name each room and area.	Map and label a bird's-eye view of the school.
My home	30-31	Mentally "tour" your home and name each room and area.	Draw and label a bird's-eye view or cross-section of your home from memory.
In my bedroom	32	Mentally "tour" your bedroom and name each object in it.	Make five labels to take home.
In the bathroom	33	Observe a school washroom and name each object in it.	Make five labels to take home.

Topic	Page	Basic Lesson	Extension
In the kitchen	34	Tour the staffroom and name each object in it.	Make five labels to take home.
In the street	35	Stand on the sidewalk. What do you see?	Draw and label a street.
Shapes	36	Describe shapes that you see.	Draw an abstract picture with required elements, such as <i>tres círculos verdes, un cuadrado negro y una estrella amarilla.</i>
Opposites	37	Describe objects and situations with opposites.	What opposites could you add?
Pronunciation	38-40	Talk all the time!	Learn a song. Listen to audio.
Punctuation	41	Learn basic punctuation.	Examine a sentence without punctuation, and add it.
Capital letters	42	How does Spanish capitalization differ from English?	Examine a sentence without capitals, and add them.
Prepositions	43	Act them out.	Use prepositions in sentences.
Who speaks Spanish?	Inside back cover	Find these countries on a map of the world.	Who speaks Spanish in your community? Where did they learn to speak Spanish? What schools, bookstores, restaurants, events, etc., celebrate Spanish language and culture?

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