

Level 1: Week 6

Teacher Packet

Week Goals:

- Go over material from before spring break we missed because of weather
 - Using “was” and “-ed” verbs to talk about the past
- Learn more foods, words about the Internet, things in nature, and furniture
- Practice reading long passages

Note: Everything is confusing this week because we missed two days last week. I’m assigning material I think hasn’t been taught thoroughly, but if the students tell you they know it already then have them work on translating sentences from Spanish to English, especially in past tense, and building fluency in longer formats, such as by telling them an English story (VERY SLOWLY) and having them summarize it in Spanish.

Monday

Review Week 5 vocabulary. Pay special attention to animals, words about price, and words for describing people. *Do activity 1.*

Learn to use “was” and “-ing” to talk about the past. Tell them that “was” is a conjugation of “to be”, and “-ing” signifies an ongoing action. It’s the same as “estaba” and “-iendo” in Spanish. *Do activity 2.*

Learn to say, to read, to write, and to learn. Use them in sentences with “about”. Make sure students understand that the words in parentheses on the vocab sheet are past tense conjugations, and “read” has the same spelling but different pronunciations in present and past tense.

Tuesday

Review Monday’s vocabulary. Go over animals, words about price, and words for describing people briefly as well.

Learn to use “-ed” to describe a specific activity. This suffix can be pronounced as a “t” like “walked” and “talked”, as a “d” like “watched” and “loved”, or as “ed” like “wanted” and “needed”. Make sure the students recognize all three forms, but they shouldn’t stress too much about messing up themselves since it’s such a subtle mistake. *Do activity 3.*

Learn foods and words about food. Ask students to tell you what time of day they eat meals and what they like to eat for them.

Wednesday

Review “was”/”ing” and “-ed”. *Do activity 4.*

Review Tuesday’s vocabulary.

Learn the words between *start*, *begin* and *all*. Try having them translate this sentence: It is *very hard* to learn English, but they have a good *start*, and *after* a lot of work it will be *easy* to talk in *both* English and Spanish!

Learn words about nature. Ask what color things like trees, rocks, etc. are. You can also have them try to talk, using as much English as they can, about the differences in plants and animals between their home

countries and here. Remind them about “-er” and “-est” words to compare and contrast: “The trees are taller in my country”, “The animals are quieter in Massachusetts”, etc.

Thursday

Review Wednesday’s vocabulary.

Learn words about the Internet. Most of these are cognates, but students should feel comfortable using them with an English pronunciation as well as recognizing them.

Learn words about furniture. You can play “I Spy” with items of furniture in the room. *Do activity 5.*

Practice reading comprehension. *Do activity 6.* Don’t let the students ask questions until they’ve tried figuring things out from context.