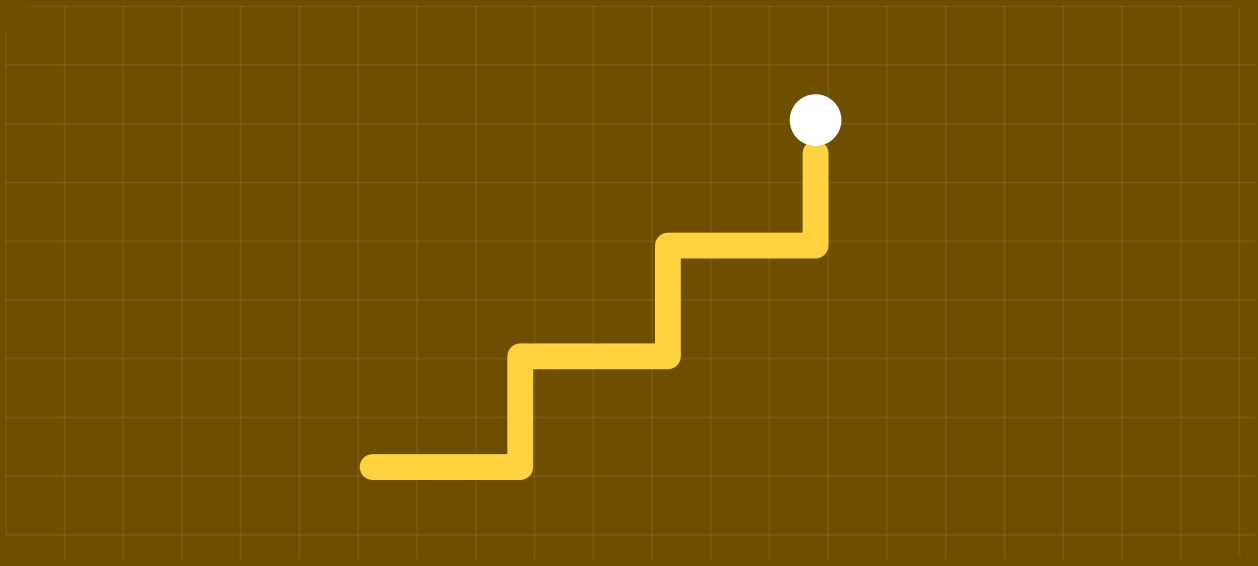
UpOnly Learning



LEVEL 3 · GRADES 4–5

FREE SAMPLE WORKBOOK

Learn Spanish Level 3 · Grades 4–5

One step at a time. · Ages 9–11 · Free sample: 1 of 12 topics

UO-SPKIDS-L3

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OUR STORY

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC
Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgement over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

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INTRODUCTION

How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

1. ① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.
2. ② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.
3. ③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.
4. ④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.

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RECOMMENDED PLAN · UO-SPKIDS-L3

How to use this Learn Spanish book in Level 3 · Grades 4–5

Pace

Spend 1 to 2 weeks on each of the 12 topics, about 12 to 24 weeks for the whole book, in 2 to 4 sessions a week.

A typical session

A typical 30 to 40 minute session covers the Quick Check, Learn It with read-aloud practice, We Do It Together, and a block of You Try questions.

Tips for this book

- For What time is it? Telling time, use a real clock and practice saying the time in Spanish throughout the day.
- At the market: buying food works well as role play with play money and food from the kitchen.
- Read Tomás and the lost cat aloud more than once, then retell it together in simple Spanish.
- For All about me: writing and presenting, let your student practice the presentation for the family before sharing.

> *Your student is starting to put Spanish sentences together, and your encouragement gives them the courage to speak.*

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LEVEL 3 · GRADES 4–5

CONTENTS · UO-SPKIDS-L3

Learn Spanish: Level 3 · Grades 4–5

Free Sample Workbook · Ages 9–11 · 1 of 12 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

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Topic 1 · Describing people **7**

Describe what someone looks like and is like with es, tiene, alto, bajo, pelo and ojos, matching endings `ACTFL Novice High: Presentational Speaking`

Quick Check 7 · Learn It 8 · We Do It Together 10 · You Try 12 · Answer Key 13

TOPIC 1 · ACTFL NOVICE HIGH: PRESENTATIONAL SPEAKING

Describing people

The student will describe how a person looks and what they are like in Spanish using es and tiene with matching adjective endings.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. Mi amigo Leo es ____. (short)

A alta **B** baja **C** bajo **D** alto

2. What does divertido mean?

A short **B** fun, funny **C** serious **D** tired

3. Say out loud in Spanish: He is nice.

4. Which sentence is about eyes?

A Tiene los ojos azules. **B** Es bajo. **C** Es simpático. **D** Tiene el pelo negro.

5. Choose the ending: Mi hermano es simpátic___.

A -as **B** -os **C** -o **D** -a

6. Translate: My dad has blue eyes.

A Mi papá es los ojos azules. **B** Mi papá tiene los ojos azules. **C** Mi papá tiene azules.

D Mi papá tiene el pelo azul.

7. Which pair shows the boy word and the girl word for nice?

A simpático / simpática **B** simpática / simpático **C** simpáticas / simpáticos **D** simpático / simpáticos

8. Read: Diego es bajo y simpático. What is Diego like?

A tall and nice **B** short and funny **C** tall and funny **D** short and nice

9. Describe yourself out loud in Spanish in two sentences, starting with Soy... and Tengo...

10. Which sentence is about personality, not looks?

A Tiene los ojos azules. **B** Es alto. **C** Tiene el pelo castaño. **D** Es divertido.

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② Learn It

Key words

- **alto / alta (AHL-toh / AHL-tah)**: tall
- **bajo / baja (BAH-hoh / BAH-hah)**: short (height)
- **simpático / simpática (seem-PAH-tee-koh / seem-PAH-tee-kah)**: nice, friendly
- **divertido / divertida (dee-vehr-TEE-doh / dee-vehr-TEE-dah)**: fun, funny
- **el pelo (ehl PEH-loh)**: hair
- **los ojos (lohs OH-hohs)**: eyes
- **castaño (kahs-TAH-nyoh)**: brown (for hair)
- **Es... (EHS)**: He or she is...
- **Tiene... (tee-EH-neh)**: He or she has...

Warm-up

1. Review: say el gato negro and la casa roja and ask your student to explain the order and ending rules.
2. Ask your student to describe their best friend in English using three words.

> *Think of someone you love. How would you describe them? Today we will do it in Spanish.*

Teach

1. Teach es for what someone is like: Es alto. Es simpática. Teach tiene for what someone has: Tiene el pelo negro. Tiene los ojos azules.
2. Show matching endings: Mi papá es alto. Mi mamá es alta. Mi hermano es divertido. Mi abuela es divertida.
3. Show plural colors with ojos: los ojos azules (ah-SOO-lehs), verdes, negros, and pelo colors: el pelo castaño, rubio (ROO-bee-oh, blond), negro, rojo.
4. Model a full description from a photo: Es mi tía. Es alta y simpática. Tiene el pelo castaño y los ojos verdes.

> *Es tells what someone is like. Tiene tells what they have, like hair and eyes.*

Guided practice

1. Guess who: you describe a family member in three sentences; your student guesses who it is.
2. Swap: your student describes someone and you guess.
3. Card sort: write adjectives on cards; your student sorts them into o endings for boys and a endings for girls.

> *Listen carefully: Es bajo. Tiene el pelo negro. Es muy divertido. ¿Quién es?*

Worked examples

Describe a tall, friendly girl with black hair.
Es alta y simpática. Tiene el pelo negro. She is a girl, so alta and simpática use the a ending; hair goes with tiene.

Translate: My brother has green eyes.
Mi hermano tiene los ojos verdes. Ojos is plural, so the color takes -s: verdes.

Watch for these mistakes

Mistake: Saying 'Es el pelo negro' for She has black hair.
Fix: Hair and eyes are things you have, so use tiene: Tiene el pelo negro. Touch your hair and say tiene.

Mistake: Using alto for a girl: Mi mamá es alto.
Fix: Match the person: a girl or woman takes the a ending, alta. Ask: is the person a boy or a girl? Then pick the ending.

③ We Do It Together: 10 questions

> *Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.*

1. What does bajo mean when you describe a person?

A short (height) **B** funny **C** tall **D** nice

> **Answer: A** short (height)
> **Why:** Bajo means short in height. Alto is tall.

2. Which word is the opposite of alto?

A bajo **B** divertido **C** castaño **D** simpático

> **Answer: A** bajo
> **Why:** Alto is tall and bajo is short.

3. What does el pelo mean?

A the face **B** the hands **C** the hair **D** the eyes

> **Answer: C** the hair
> **Why:** El pelo is the hair. Los ojos are the eyes.

4. What does los ojos mean?

A the ears **B** the eyes **C** the nose **D** the hair

> **Answer: B** the eyes
> **Why:** Los ojos means the eyes.

5. Which question asks what someone is like?

A ¿Dónde está? **B** ¿Cuántos años tiene? **C** ¿Cómo es? **D** ¿Qué hora es?

> **Answer: C** ¿Cómo es?
> **Why:** ¿Cómo es? asks what a person is like. You answer with Es...

6. Which verb fits? Mi primo ____ los ojos verdes.

A tiene **B** son **C** es **D** está

> **Answer: A** tiene
> **Why:** For eyes and hair, use tiene: he has green eyes.

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7. Translate: She has black hair.

A Tiene negro el ojos. **B** Tiene los ojos negros. **C** Tiene el pelo negro. **D** Es el pelo negro.

> **Answer: C** Tiene el pelo negro.
> **Why:** Tiene for has, el pelo for hair, negro for black.

8. Translate: He is short and funny.

A Es baja y divertida. **B** Tiene bajo y divertido. **C** Es bajo y divertido. **D** Es alto y divertido.

> **Answer: C** Es bajo y divertido.
> **Why:** Es for what he is like, and both words end in -o for a boy.

9. Change it for a girl: Mi vecino es alto y simpático. Mi vecina es...

A alta y simpático **B** altas y simpáticas **C** alta y simpática **D** alto y simpático

> **Answer: C** alta y simpática
> **Why:** Both describing words change to -a for a girl.

10. Mi mamá tiene el pelo ____. (brown) Which word is right?

A castaña **B** castaño **C** castañas **D** castaños

> **Answer: B** castaño
> **Why:** The word matches el pelo, which is masculine, not mamá. So it is el pelo castaño.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. Which word describes a girl who is tall?

A alto **B** baja **C** bajo **D** alta

2. What does Tiene... mean?

A He or she goes... **B** He or she sees... **C** He or she has... **D** He or she is...

3. Mi tía es ____. (tall)

A alta **B** alto **C** baja **D** bajo

4. Choose the ending: La maestra es alt___.

A -e **B** -a **C** -o **D** -os

5. Fix the mistake: Mi amiga tiene simpática.

A Mi amiga son simpática. **B** Mi amiga tiene simpático. **C** Mi amiga es simpática.

D Mi amiga es simpático.

6. Read: Ana tiene el pelo rubio. Es divertida. Which sentence is true?

A Ana has blond hair and is fun. **B** Ana has blue eyes. **C** Ana is blond and tall.

D Ana has brown hair and is fun.

7. Which sentence has a mistake?

A Mi papá es bajo. **B** Mi mamá es alta. **C** Mi tío es simpático. **D** Mi hermana es divertido.

8. Which question would you ask to learn about someone's hair?

A ¿Cómo es su pelo? **B** ¿Cuántos años tiene? **C** ¿Dónde está su pelo? **D** ¿Qué hora es?

9. Find the mistake: Mi primo Pablo es simpático, es bajo y es el pelo negro.

A simpático should be simpática **B** es el pelo should be tiene el pelo **C** bajo should be baja

D There is no mistake.

10. Which sentence is completely correct?

A Mi tía es alta y es los ojos verdes. **B** Mi tía es alto y tiene los ojos verdes.

C Mi tía es alta y tiene los ojos verdes. **D** Mi tía tiene alta y es los ojos verdes.

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Describing people: Answers and explanations

① Quick Check

1. Mi amigo Leo es ____. (short)
   C bajo
   Leo is a boy, so short is bajo.

2. What does divertido mean?
   B fun, funny
   Divertido means fun or funny.

3. Say out loud in Spanish: He is nice.
   Es simpático.
   Es for what he is like, and simpático with -o for a boy.

4. Which sentence is about eyes?
   A Tiene los ojos azules.
   Los ojos means the eyes, so this sentence is about blue eyes.

5. Choose the ending: Mi hermano es simpátic___.
   C -o
   Hermano is a boy, so simpático ends in -o.

6. Translate: My dad has blue eyes.
   B Mi papá tiene los ojos azules.
   Use tiene with los ojos to tell eye color.

7. Which pair shows the boy word and the girl word for nice?
   A simpático / simpática
   The boy word ends in -o and the girl word ends in -a.

8. Read: Diego es bajo y simpático. What is Diego like?
   D short and nice
   Bajo means short and simpático means nice.

9. Describe yourself out loud in Spanish in two sentences, starting with Soy... and Tengo...
   Soy plus a describing word with the right ending for the child, and Tengo plus hair or eyes, e.g. Soy alta. Tengo los ojos castaños.
   Soy means I am and tengo means I have, the I forms of es and tiene.

10. Which sentence is about personality, not looks?
    D Es divertido.
    Being fun is personality. Tall, hair and eyes are about how someone looks.

④ You Try

1. Which word describes a girl who is tall?
   D alta
   For a girl, use the -a ending: alta.

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2. What does Tiene... mean?

   C He or she has...

   Tiene means he or she has, like Tiene los ojos verdes.

3. Mi tía es ____. (tall)

   A alta

   Tía is a woman, so tall is alta.

4. Choose the ending: La maestra es alt___.

   B -a

   Maestra is a woman, so alta ends in -a.

5. Fix the mistake: Mi amiga tiene simpática.

   C Mi amiga es simpática.

   Being nice is what she is like, so use es, and keep -a for a girl.

6. Read: Ana tiene el pelo rubio. Es divertida. Which sentence is true?

   A Ana has blond hair and is fun.

   Pelo rubio is blond hair and divertida means fun.

7. Which sentence has a mistake?

   D Mi hermana es divertido.

   Hermana is a girl, so it should be divertida.

8. Which question would you ask to learn about someone's hair?

   A ¿Cómo es su pelo?

   ¿Cómo es...? asks what something is like.

9. Find the mistake: Mi primo Pablo es simpático, es bajo y es el pelo negro.

   B es el pelo should be tiene el pelo

   Hair is something you have, so use tiene el pelo negro.

10. Which sentence is completely correct?

    C Mi tía es alta y tiene los ojos verdes.

    Es alta (she is tall, -a ending) and tiene los ojos (she has eyes).

THE FULL WORKBOOK

Keep going with the full Learn Spanish workbook

You just tried one topic. The full Level 3 · Grades 4–5 workbook has every topic below, each with a Quick Check, a lesson, We Do It Together, up to 90 You Try questions, Show What You Know and a full answer key.

1. Describing people — ACTFL Novice High: Presentational Speaking
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6. At the market: buying food — ACTFL Novice High: Interpersonal
7. Reading a short story: Tomás and the lost cat — ACTFL Novice High: Interpretive Reading
8. All about me: writing and presenting — ACTFL Novice High: Presentational Writing
9. Sports, hobbies and how often — ACTFL Novice High: Interpersonal
10. Ser or estar — ACTFL Novice High: Presentational Writing
11. Yesterday I played: the simple past — ACTFL Novice High: Presentational Writing
12. A tour of the Spanish-speaking world — ACTFL Novice High: Interpretive Reading

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— Dr. Evan J. Hasson, founder

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