



Meet Jessica. Her parents came to the United States from Mexico a few years before she was born. Jessica grew up speaking Spanish with her parents at home and at family gatherings with her grandparents and other relatives. Jessica was educated in the United States and never had a formal education in Spanish. Even though she considers Spanish her first language she is more comfortable speaking English. Now, Jessica is an adult with children of her own!

Meet Scott. Scott was also born in the U.S. and grew up in a home where only English was spoken. No one in his family spoke Spanish, but Scott always realized the importance of being bilingual. When he was in high school, Scott studied Spanish for a couple of years. He remembers a little bit about pronunciation and recalls some basic vocabulary words, but that's about it. Scott's daughter is three years old now.



What do Jessica and Scott have in common? They are both the parents of preschoolers whose children are starting to learn Spanish. They know that young children have a great capacity for language and that learning Spanish now will benefit them greatly in the future. They know that this will be a huge advantage in the United States in the future as Spanish will be a very important language. It is not uncommon for parents, wanting only the best for their child, to mistakenly believe that supporting Spanish will somehow harm their child's development of the English language. This is a myth and is totally unsupported! Children that are bilingual actually develop strong language skills in both their languages, are great problem-solvers and have excellent cognitive skills.



The words and pictures found on the upcoming pages are typically found within the materials for Preschool. These are words that young children are exposed to in order to help with pre-literacy skills, such as the sounds of letters and alliteration. The purpose of this workbook is to help you, the parent, learn basic Spanish nouns to practice with your child. You and your child can learn at the same time, or perhaps you need to catch up to your child! Either way, everyone wins!

Make sure that when you sit with your child that he or she is sitting to your right. This is because there are all kinds of great notes for you in the Parent Notes pages, (on the left). Here are some ideas for maximizing your workbook:

- 1) Cover the word your child sees with a sheet of paper and ask him or her to name that word.
- 2) Practice the beginning sound of each group of letters.
- 3) Encourage your child to color the letters in the workbook or write them for you on a sheet of paper.
- 4) Designate a letter or letters of the day or week and work exclusively on that letter.
- 5) Ask your child what other words he or she can think of that also start with the letter you're working on. Remember to use a good bilingual glossary or the Internet to learn new words!
- 6) When out and about doing errands or having fun, point out words in Spanish that begin with a letter you have designated.

7) Always, always relax and have fun!



Did you know? **There are 27 letters in the Spanish alphabet.**
Are you surprised? Read about this and a few other interesting tidbits below:



If you started studying Spanish in the 1980s or early 1990's you learned that the alphabet had 30 letters. And, that was correct - at that time! In April of 1994, the *Real Academia Española* decided that it would no longer consider the 4th letter of the alphabet, **-ch** or the 14th letter of the alphabet, **-ll**, as separate letters. Why did they decide this? Computers were beginning to become popular. The **-ch** and the **-ll** were considered one letter, but really they are two letters put together. This made it tough for computer applications. So, it was decided to do away with them. Not too long afterwards, the **-rr** met the same fate and was no longer considered to be an individual letter. For that reason, the Spanish alphabet now consists of 27 letters. The only letter not found in the English alphabet is the ñ. Some teachers in schools in Spanish-speaking countries still teach the traditional alphabet to help the children with the phonetics of these letter combinations. It is recommended that you teach your child the 27-letter alphabet and point out that **-ch**, **-ll** and **-rr** make their own sound.

The upside-down question mark & exclamation point

When reading Spanish you will notice upside-down question marks and upside-down exclamation marks. Unique to the Spanish language, these occur at the beginning of the question or exclamation to let the reader know what's coming and to inflect the voice accordingly. These are for writing purposes only. If you have a need for ¿ or ¡, follow instructions and guidelines provided by your computer for enabling Spanish on your keyboard.



The dreaded accent mark!

Accent marks are an inherent part of the Spanish language. While the temptation may be to skip them altogether, point them out to your child. After all, they ARE a part of the Spanish language. It's tempting to ignore them when we write in order to save time and effort. Some struggle with accent marks as they can be tricky to understand! Many times when typing on the computer, it may be difficult to locate the accent mark on the keyboard. So, what should you do? Try to incorporate the accent mark as best you can. What are the accent marks for anyway? We'll look at that in more detail on the next page!



A quick word about Spanish phonetics

Spanish, unlike English, is a very phonetic language. There are no hidden sounds or syllables. What you see is the way it's pronounced! Spanish is also a vowel-driven language, (English is consonant-driven). This may help explain, in part, why it seems that Spanish-speakers talk so fast. Many words are linked together by their final and initial vowels sounds. As an example, native speakers say *mija* to refer to "my daughter." This is actually written *mi hija*. The letter **-h** in Spanish is silent and the **-i** from the word *mi* links with the **-i** in *hija*, resulting in the pronunciation of *mija*.

Making words plural

One of the easiest things about Spanish is making nouns plural. It's really this simple:

If the word ends in a vowel, add **-s**. If the word ends in a consonant, add **-es**.
That's it!



The rest of your workbook contains alphabetized Spanish vocabulary words. On your side of the workbook you will find the gender of each of the words your child sees along with a phonetic guide. Say the words out loud in Spanish with your child. Your child can color the pictures as you practice the words. All of the vocabulary words are nouns and the gender is indicated by (**f.** = **femenina** and **m.** = **masculino**). These words all appear in alphabetical order in Spanish but remember there is a glossary at the back of your workbook alphabetized in **English** in case you would like to find a word quickly. The **bold** syllable in the phonetic guide lets you know this syllable is pronounced a little more loudly. When you see a CAPITAL LETTER in your phonetics, say that like the name of the ENGLISH letter. Remember - your child only sees the picture and the printed word.



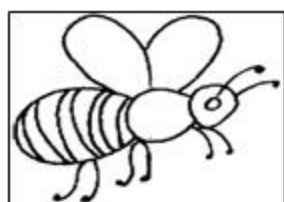
Abby

Meet your friends **Abby** and **Gus**

Abby reminds you about **pronunciation** guidelines.

Gus provides **tidbits** and other **cool stuff** about words.

Gus



abeja (f.)

ah-bay-ha

a

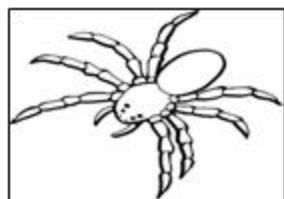


makes the sound
of **-a** in the English
word **father**.
NEVER the sound
of the short **-a** as in the
English word **cat**.



árbol (m.)

ahr-bowl



araña (f.)

ah-rah-n-ya

Important reminder!!

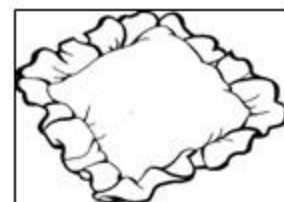
When reading the phonetics,
read each syllable as though
you are reading English.

The **bold** syllable is
slightly louder.
fuh-neh-tics



abrigo (m.)

ah-bree-go



almohada (f.)

ahl-mo-ah-dah



avión (m.)

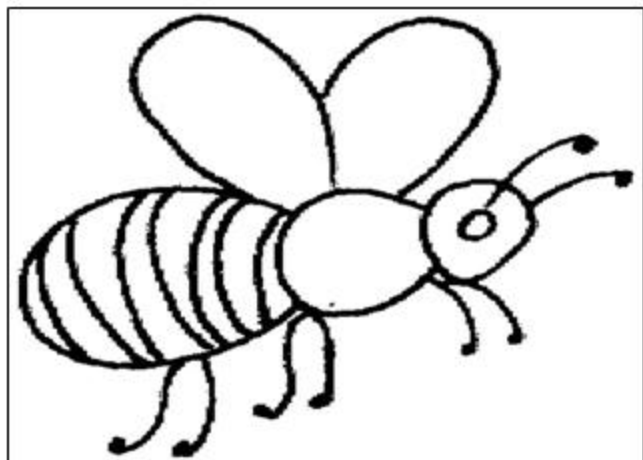
ah-B-own



don't pronounce that **-h**



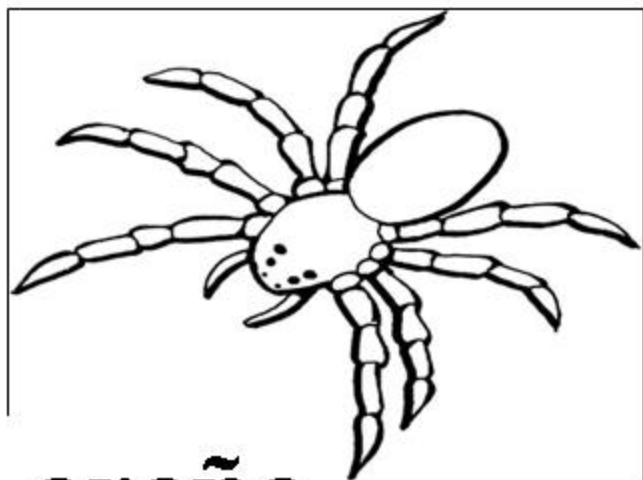
-v sounds like a soft **-b**



abeja



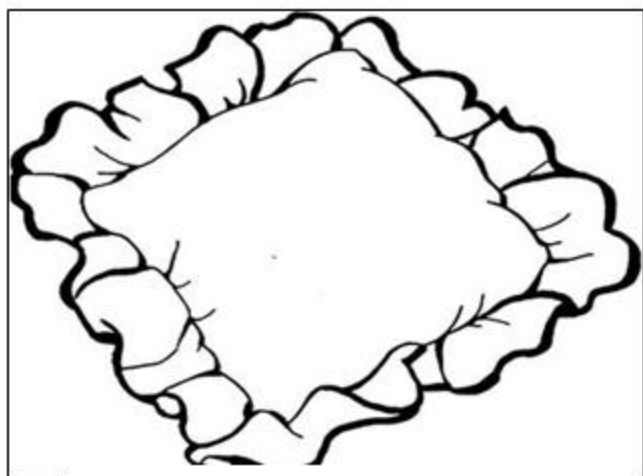
árbol



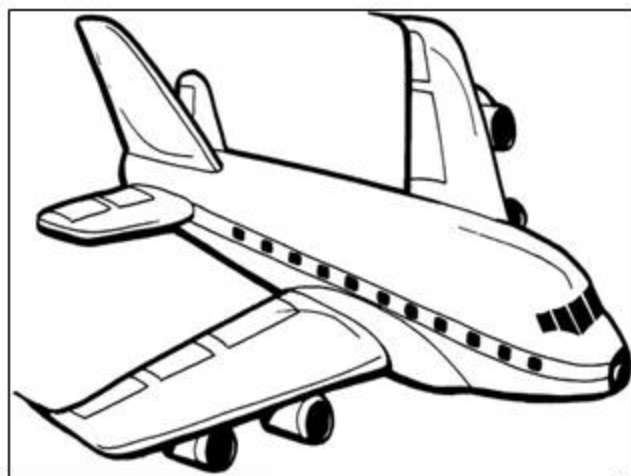
araña



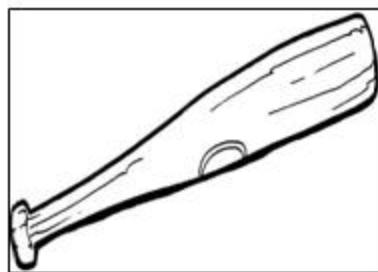
abrigo



almohada

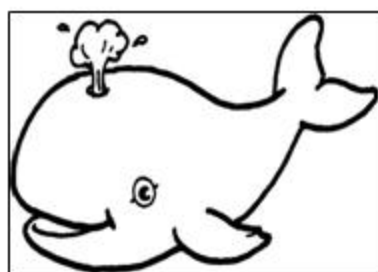


avión



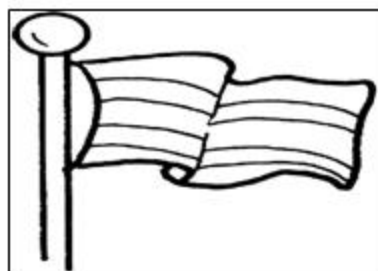
bate (m.)

bah-tay



ballena (f.)

buy-yay-nuh



bandera (f.)

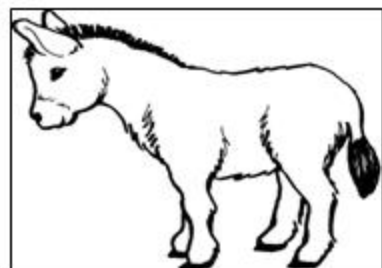
bahn-der-ah

b



-b is softer in Spanish than English

the -rr is trilled or rolled - if you can! Can you do it?

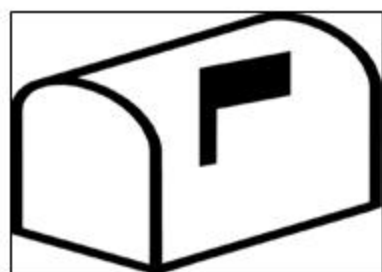


burro (m.)

boo-roh



that -z sounds like an English -s. The sound of English -z doesn't exist in Spanish!

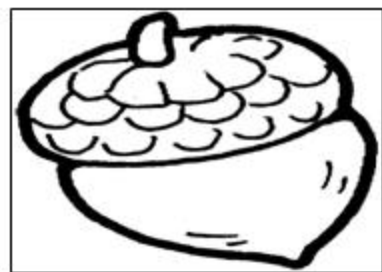


buzón (m.)

boo-sone

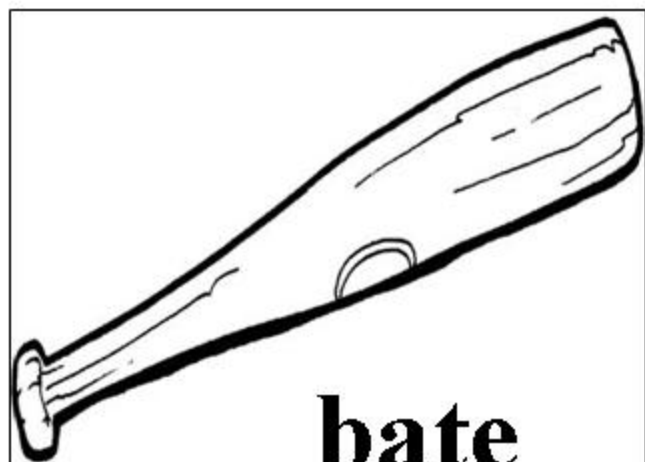
To make the Spanish -b sound, try this: Hold the palm of your hand up to your mouth and say the English word "boy." Feel that little puff of air on your palm?

That happens because English consonants are aspirated. This means when we speak, we tend to "blow out" a little air. Now, hold the palm of your hand to your mouth and say the Spanish word **bate** but don't allow any puff of air to hit your palm. Why? Because Spanish consonants are not aspirated like English.

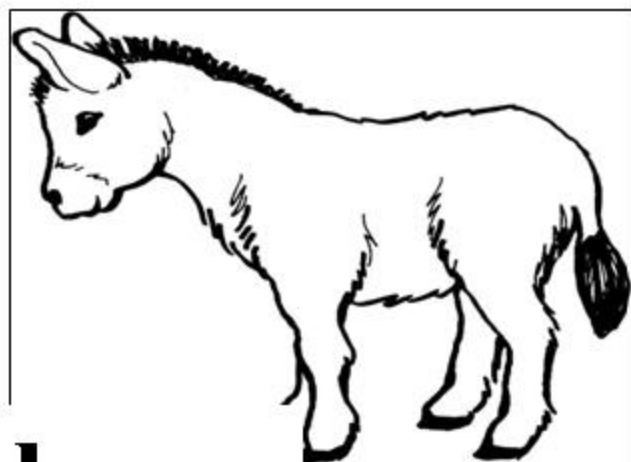


bellota (f.)

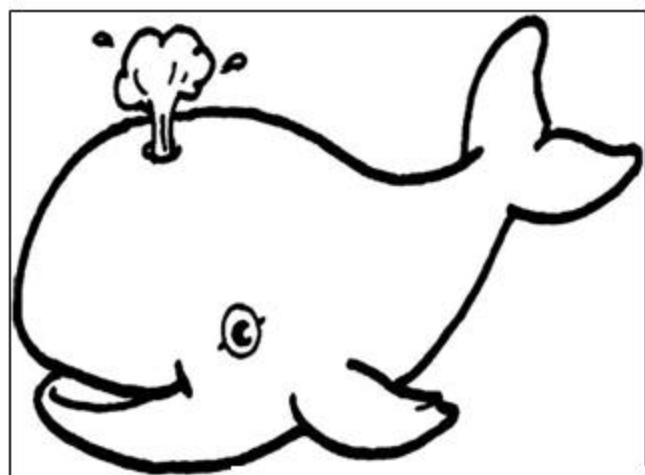
bay-yoh-tah



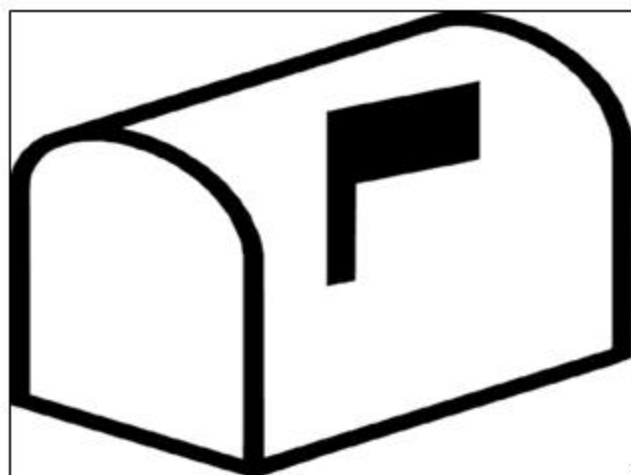
bate



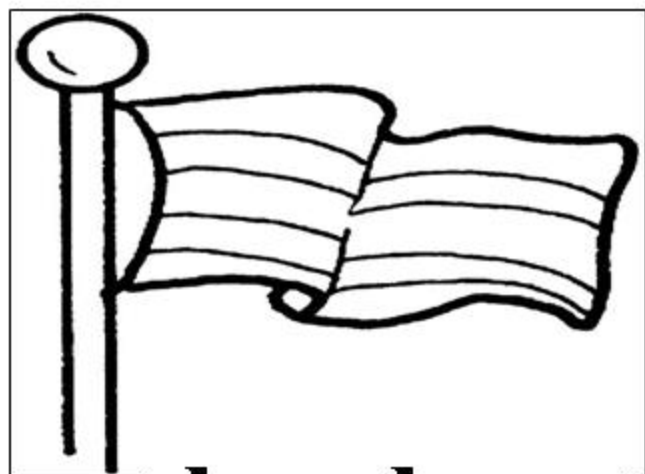
burro



ballena



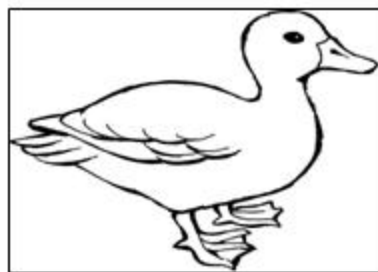
buzón



bandera



bellota



pato (m.)

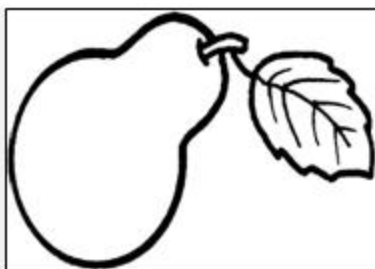
pah-toe

p



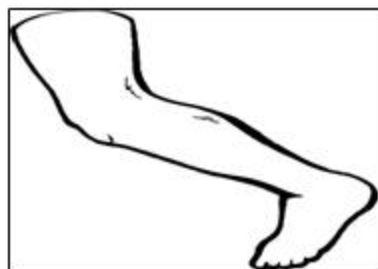
pronounced like English,
but not aspirated,
(don't blow out air)!

A single-r is
not rolled,
(unless it
begins the
word) and
sounds
more like a
soft
English
-d?



pera (f.)

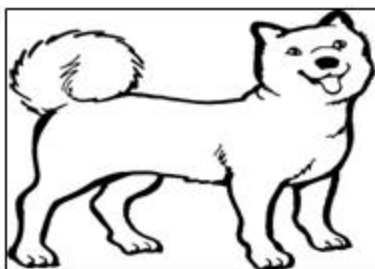
pair-ah



pierna (f.)

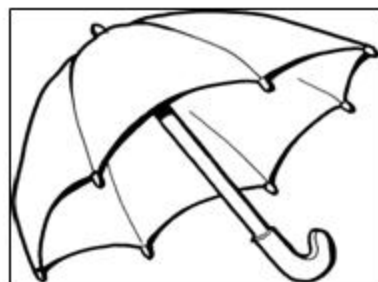
pyer-nah

Can you roll
that-rr? It's OK
if you can't!
Just keep
practicing.



perro (m.)

pair-roe



paraguas (m.)

pah-rah-ah-gwahs

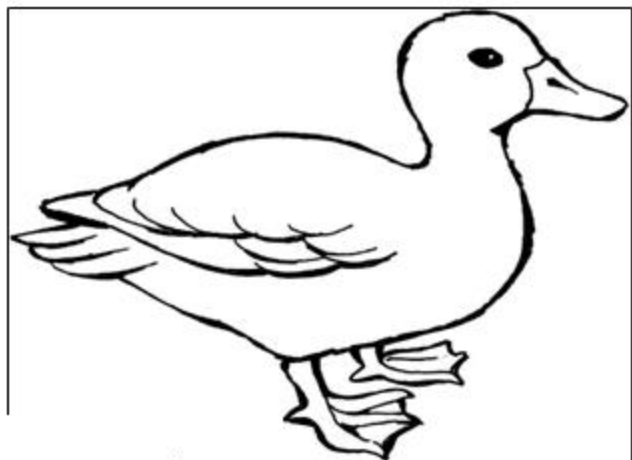


This is a compound
word. It comes from
the verb *parar*,
which means to stop,
and *agua* which, of
course, is **water**.

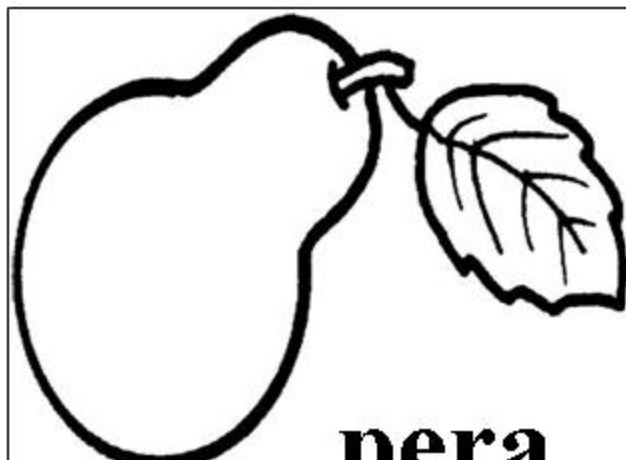


pintura (f.)

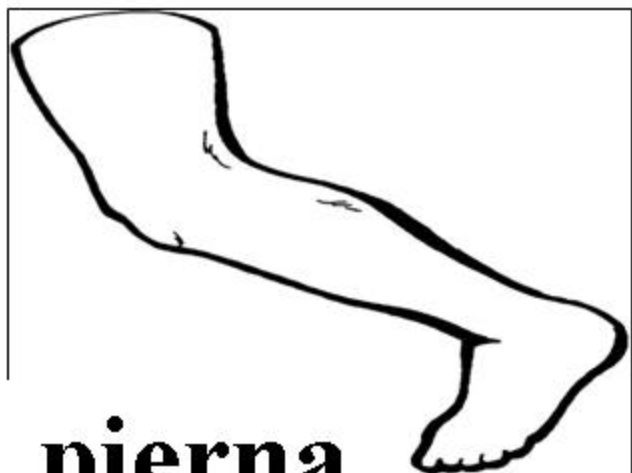
peen-tuh-rah



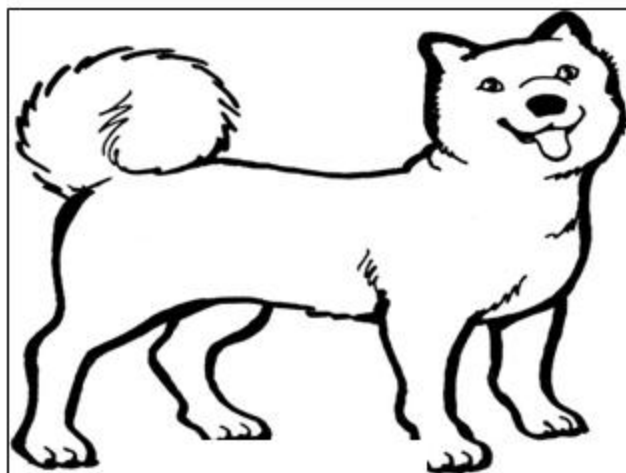
pato



pera



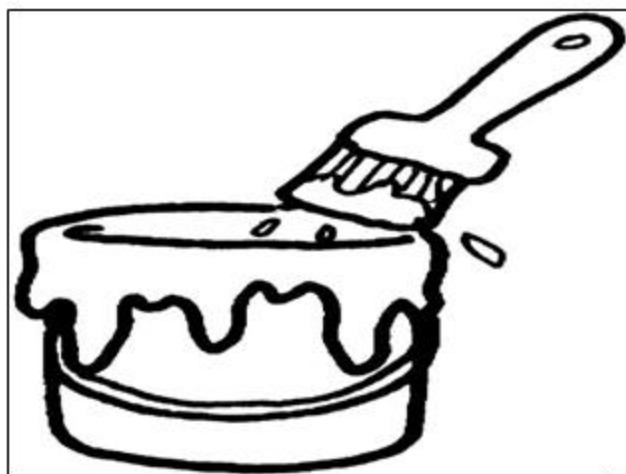
pierna



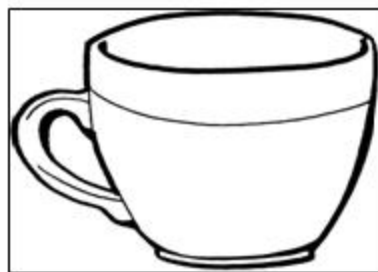
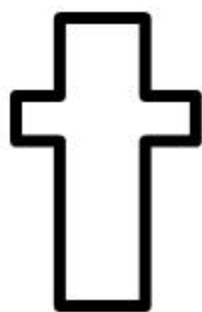
perro



paraguas



pintura



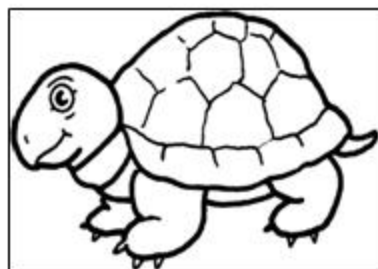
taza (f.)

tah-sah



techo (m.)

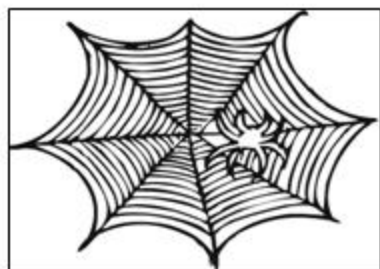
tay-choe



tortuga
translates as
both **turtle** &
tortoise

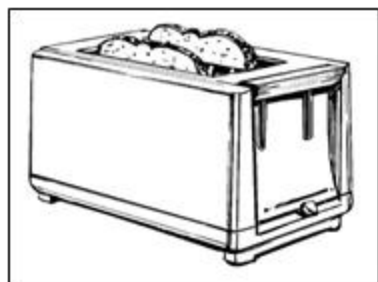
tortuga (f.)

tore-two-gah



teleraña (f.)

tell-eh-rah-ya



tostador is the
toaster and *pan*
toastado =
toast
tos = cough!!

tostador (m.)

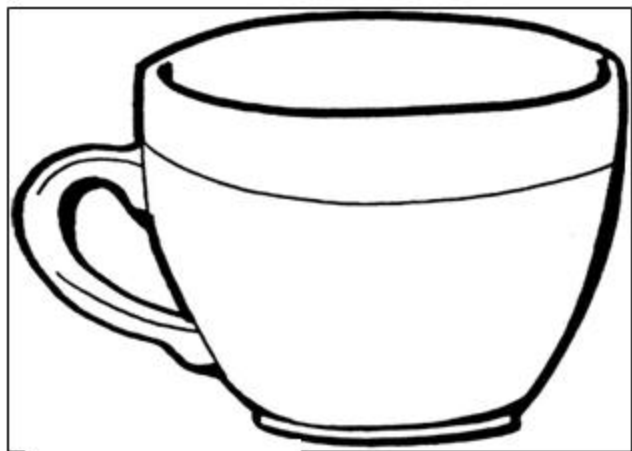
tose-ta-door

celular is
often
used to
refer to
cell phone



teléfono (m.)

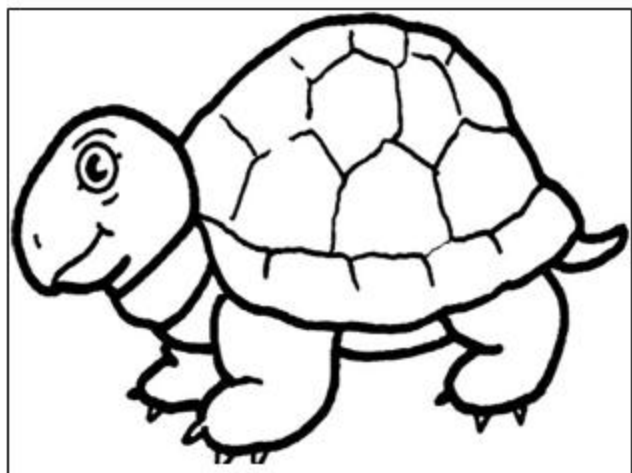
tell-eh-foh-no



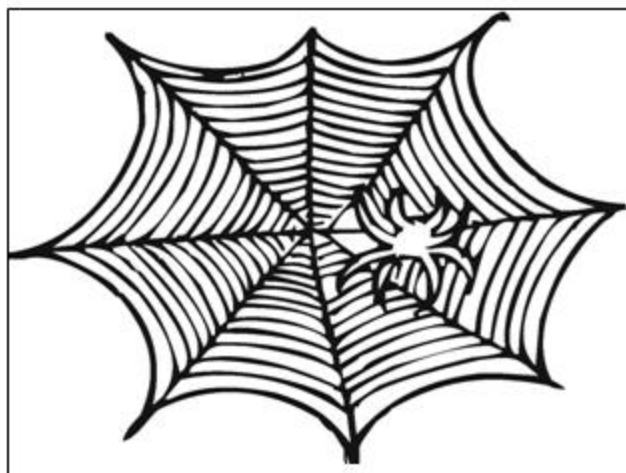
taza



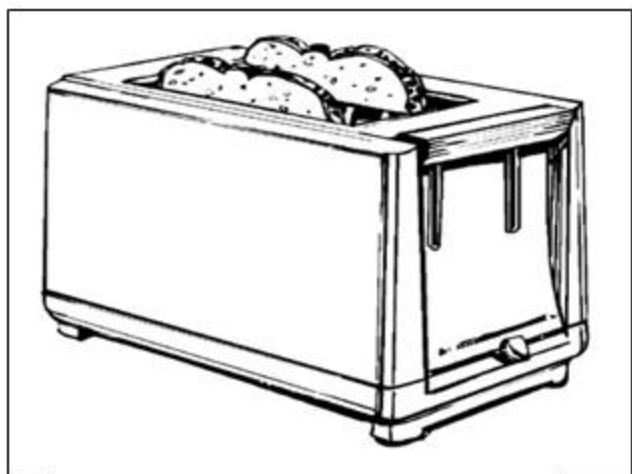
techo



tortuga



teleraña



tostador



teléfono