



Fontana Unified School District
Division of Teaching and Learning
Department of Multilingual Programs and Services

**World Language Lesson
(Spanish 1)**

Course: Spanish 1

Describe current conditions and activities

Unit Objective: I will use various verb structures and common phrases to create a poster describing various scenes.

Unit Success Criteria:

- 1) Use Present Progressive Tense to describe what someone is doing.
- 2) Use common phrases to describe weather conditions.
- 3) Use phrases with “tener” to describe how someone feels.
- 4) Create a poster to describe different scenes, including activities, weather conditions and feelings.

Lesson 1: Objective: I will use Present Progressive Tense to describe what someone is doing right now.

- I will match the form of “estar” to the subject to form the Present Progressive in order to describe what someone is doing.
- I will use Present Participles of -ar verbs.

Please refer to the “NOTES” section below to help you throughout this week-long Unit.

NOTES: The Present Progressive Tense is a compound tense, which means it needs more than one verb form.

You will use a conjugated Present Tense form of “estar” to match the subject of the sentence:
estoy, estás, está, estamos, están

Then, you will add the Present Participle of the main verb. Follow these rules for forming Present Participles:

For -ar verbs, drop the -ar, and add -ando.

For most -er and -ir verbs, drop -er/-ir, and add -iendo.

For -er/-ir verbs with stems ending in vowels, drop -er/-ir, and add -yendo.

For -ir stem changing verbs, change stem vowel e→i or o→u, then add -iendo.



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- Examples:
- Cantar → cantando = “singing”
 - Escribir → escribiendo = “writing”
 - Leer → leyendo = “reading”
 - Pedir → pidiendo = “asking for”
 - Dormir → durmiendo = “sleeping”

Did you notice that the -ando/-iendo/-yendo verb forms match the English -ing verb forms?

To create complete sentences using the Present Progressive Tense, follow these steps:

STEP 1) Identify subject, and determine form of “estar” to match subject.

STEP 2) Identify main verb, and form present participle by adding -ando, -iendo, or -yendo

STEP 3) Combine the verbs, and add additional vocabulary as needed.

Examples:

<p>I am walking in the park with my dog. Step 1: Yo → Estoy (= “I am..”) Step 2: Caminar → caminando (=“walking”) Step 3: Yo estoy caminando en el parque con mi perro.</p>	<p>The teacher is reading the novel in class. Step 1: La maestra → está (= The teacher is...) Step 2: Leer → leyendo (=“reading”) Step 3: La maestra está leyendo la novela en clase.</p>	<p>We are not eating in the cafetería. Step 1: Nosotros → no estamos (= We are not...) Step 2: comer → comiendo (=“eating”) Step 3: Nosotros no estamos comiendo en la cafetería.</p>
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PRACTICE:

<p>A) Use la correct form of “estar” to complete sentences #1-5 below.</p> <p>1) Mi madre _____ trabajando en el banco.</p> <p>2) Nosotros _____ leyendo los apuntes.</p> <p>3) Yo _____ usando la computadora.</p>	<p>B) Translate part A #1-5 to English.</p>	<p>C) Use the correct Present Participle of the indicated main -ar verbs to complete sentences #6-10 below.</p> <p>6) Diana está _____ ropa. (comprar)</p> <p>7) Roberto y su hermano están _____. (hablar)</p>
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4) Los muchachos _____ jugando en el parque. 5) Tú _____ estudiando en la biblioteca.		8) Yo estoy _____ un rato un mis amigos. (pasar) 9) Tú estás _____ con tus amigos. (bailar) 10) Nosotros estamos _____ en casa. (estudiar)
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Lesson 2:

*Remember to refer to Lesson 1 Notes for support during the Unit.

Lesson Objective: I can use the Present Progressive tense for -er/-ir verbs to describe what someone is doing right now.

- I will use Present Participle of regular -er/-ir verbs.
- I will use Present Participle of -er/-ir verbs with stems ending in vowels.
- I will use Present Participle of stem-changing -er/-ir verbs.

Use STEPS 1-3 from Lesson 1 to create sentences.

Regular -er/-ir verbs

We are eating in the cafetería. Step 1: Nosotros → estamos (= We are ...) Step 2: comer → comiendo (= "eating") Step 3: Nosotros estamos comiendo en la cafetería.	My mom is receiving many orders from Amazon today. Step 1: Mi mamá → está (= My mom is...) Step 2: recibir → recibiendo (= "receiving") Step 3: Mi mama está recibiendo muchas pedidas de Amazon hoy.
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-er/-ir verbs with stems ending in vowels

Did you notice the stem of these verbs end in vowels?

Leer → le- Creer → cre- Construir → constru-

To create the Present Participle for these kinds of verbs, add -yendo to the stem (instead of -iendo).

My cousin is building a castle with his blocks. Step 1: Mi primo → está (= My cousin is...) Step 2: construir → construyendo (= "building") Step 3: Mi primo está construyendo una castilla con sus bloques.	You are reading the Spanish lesson now. Step 1: Tú → estás (= "You are...") Step 2: leer → leyendo (= "reading") Step 3: Tú estás leyendo la lección de español ahora.
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Stem-changing -er/-ir verbs

The following verbs are examples of -er/-ir stem-changes. For the Present Participle, change the stem vowel, then add -iendo (If stem vowel is “e”, change it to “i”. If stem vowel is “o”, change it to “u”). Do NOT use stem change for present participles of any -ar or -er verbs.

<p>The baby is sleeping on the sofa. Step 1: El bebé → está (The baby is...) Step 2: dormir → durmiendo (“sleeping”) Step 3: El bebé está durmiendo en el sofa.</p>	<p>My friends are competing in the marathon today. Step 1: Mis amigos → están (My friends are...) Step 2: competir → compitiendo (“competing”) Step 3: Mis amigos están compitiendo en un maratón hoy.</p>
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PRACTICE:

<p>A) <u>Translate the following sentences to English.</u></p> <ol style="list-style-type: none"> 1) Yo estoy corriendo en el parque. 2) Tú estás abriendo los regalos. 3) Los estudiantes están escribiendo un poema. 4) Nosotros estamos leyendo un artículo interesante. 5) Mi papa está durmiendo en la casa. 	<p>B) <u>Rewrite the sentences from Part A with a different subject. Note, you will change to form of “estar” to match the new subject, but you will not change the Present Participle.</u></p>
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Lesson 3:

Lesson Objective: I can use various phrases to describe current weather conditions.

NOTES:

The following words and phrases are used to ask about and describe the weather and seasons.

<p>el tiempo – the weather ¿Qué tiempo hace? – What is the weather like? Hace sol. – It is sunny. Hace calor. – It is warm. Hace mucho calor. – It is very warm. / It is hot. Hace viento/aire. – It is windy. Hace mucho viento/aire. - It is very windy. Hace frío. – It is cold. Hace fresco. – It is cool.</p>	<p>PRACTICE:</p> <p>Pick four locations around the world. Describe the typical weather for a season. Include all four seasons.</p> <p>Ex. En Chicago, en el invierno hace frío y hace mucho viento. (In Chicago in the winter it is cold and it is very windy.)</p>
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<p>Está nublado. – It is cloudy. Llueve. – It is raining. Nieva. – It is snowing. las estaciones – the seasons la primavera – Spring el verano – Summer el otoño – Fall/Autumn el invierno - Winter</p>	<p>Identify your favorite season. Describe the weather during your favorite season.</p>
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Lesson 4:

Lesson Objective: I can use various expressions using “tener” to describe how someone is feeling.

Match the form of “tener” to the subject. (tengo, tienes, tiene, tenemos, tienen)

<ul style="list-style-type: none">• Tengo frío. → I am cold.• ¿Tienes calor? → Are you hot?• Tenemos hambre. → We are hungry.• Tienen sueño. → They are sleepy.• Tengo sed. → I am thirsty.• Tiene prisa. → He is in a hurry.• Tengo miedo. → I am scared.• (You can mix up the forms of “tener” with the phrases to describe how other people feel.)• You can also use a form of “<i>tener</i>” + “<i>ganas de</i>” + a verb infinitive	<ul style="list-style-type: none">• To describe what somebody feels like (or doesn’t feel like) doing. Tienes ganas de estudiar. (= “Do you feel like studying?”) Mi hermano no tiene ganas de trabajar mucho. (= “My brother does not feel like working a lot.”)• PRACTICE:• Mix and match forms of “tener” with different subjects to describe how someone is feeling.• Write at least ten sentences.
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Lesson 5:

Lesson Objective: I can describe how people typically feel and behave in different weather scenarios.

I will design a four-square poster describing different weather scenarios. In each square I will include the following:

- A description of the weather. Use the phrases from Lesson 3.
- A description of how the person/people in the scenario are feeling. Use the complete sentences with “tener” from Lesson 4.
- A description of what the person/people are doing. Use the complete sentences including the Present Progressive tense from Lessons 1 and 2.
- An illustration in each square of the people, conditions, weather and events.