**Can-Do Statements and Key Vocabulary Reference List: Third Grade**

This document lists the vocabulary goals for Third Grade students in our Spanish program. Our goal is to have students using the words they know to help them communicate during class activities, NOT to memorize the list. Please note that while many words may be presented, students are only expected to master a portion of them (listed in the Can-Do statement). Don’t worry if your student seems shy about sharing what they know in Spanish! It is perfectly normal and expected for students to need some gentle prompting and reminders to help them as they begin to express themselves in the new language.

In third grade, students will **continue** building vocabulary for the following **familiar** topics (introduced in previous years):

* Physical Descriptions
* Leisure Activities
* School Subjects/Daily Schedule
* Winter Clothing
* Weather
* Numbers
* School Community Members

Students will also **begin** working with the following **new** topics:

* Places in the community
* Community Members (outside of the school)
* Map features
* Food (other than farm products)
* Alphabet
* Clothing (all seasons)
* Culture and Geography of Mexico

The following topics are **not** expanded upon in the third grade curriculum. These topics may be reviewed and incorporated into classroom activities, but will not be a main focus of our lessons. For can-dos and vocabulary lists for these topics, please refer to the GRADE 2 curriculum:

* Greetings and Introductions
* Body parts
* Colors
* Likes/dislikes
* Shapes
* Sizes
* Classroom objects
* Family members
* Pets
* Farm
* Calendar

**Physical Appearance**

I can ask someone what they are like and say at least 3 things to describe myself.

* *¿Cómo eres?* – What are you like?
* *Soy\_\_\_* - I am\_\_\_
* *alto/a* – tall
* *bajo/a* – short
* *rubio/a* – blonde
* *moreno/a* – dark hair/complexion
* *pelorrojo/a* – red-haired
* *Tengo el pelo rubio/ castaño/negro* - I have blonde/brown/black hair
* *Mi pelo/cabello es*…- my hair is…
* *Tengo los ojos azules/verdes/cafés/color miel* – I have blue/green/brown/hazel eyes

**School Subjects/Schedule**

I can name 3-5 school subjects and tell my favorite.

I can match the classroom objects used in different subjects.

* *la clase de…* - the class of…
* *ciencias* – science
* *arte* – art
* *música* – music
* *biblioteca* – library
* *español* – Spanish
* *escritura* – writing
* *literatura/leer* – literature/reading
* *(estudios) sociales* – social studies
* *educación física* – P.E.
* *matemáticas* – math
* *el recreo* – recess
* *la merienda* – snack
* *el almuerzo* – lunch

**Activities**

I can say 3-5 activities that I like using full sentences.

I can sort activities by weather/season.

I can say the person/people with whom I like to do different activities.

* *Con mi…, me gusta…* – With my…, I like…
* *leer* – to read
* *comer* – to eat
* *mirar la televisión* – to watch TV
* *jugar* – to play (games, sports, etc.)
* *escuchar música* – to listen to music
* *tocar* – to play (an instrument)
* *el piano* – the piano
* *el violín* – the violin
* *la guitarra* – the guitar
* *los tambores/la batería* – drums
* *jugar* – to play (game/sport)
* *el fútbol* – soccer
* *el fútbol americano* – football
* *el baloncesto* – basketball
* *los videojuegos* – videogames
* *cocinar* – to cook

**Clothing**

I can name 3-4 clothing items for each season and match clothing items to weather.

I can describe the color and size of clothing.

* *el suéter/saco* – sweater
* *la chaqueta* – jacket
* *el abrigo* – coat
* *la bufanda* – scarf
* *el gorro* – hat
* *los guantes* – gloves
* *las botas* – boots
* *los pantalones de nieve* – snow pants
* *la camisa* – shirt (button down)
* *la camiseta* – T-shirt
* *los pantalones* – pants
* *las medias/calcetines* – stockings/socks
* *los zapatos* – shoes
* *la falda –* skirt
* *el impermeable –* raincoat
* *el paraguas/la sombrilla –* umbrella
* *los pantalones cortos –* shorts
* *el traje de baño –* bathing suit
* *las chanclas/sandalias –* sandals
* *las gafas de sol –* sunglasses

**Weather**

I can use 8-10 expressions to describe the weather.

I can say whether I like or dislike a certain type of weather.

* *(no) hace sol* – It’s (not) sunny
* *(no) hace calor* – It’s (not) hot
* *(no) hace frío* – It’s (not) cold
* *(no) hace viento/está ventoso* – It’s (not) windy
* *(no) está fresco* – It’s (not) chilly/cool
* *(no) está nublado* – It’s (not) cloudy
* *(no) nieva/está nevando* – It’s (not) snowing
* *(no) llueve/está lloviendo* – it’s (not) raining
* *(no) hay niebla* – it’s (not) foggy
* *(no) está tempestuoso/hay tormenta* – it’s (not) stormy
* *(no) hay hielo* – it’s (not) icy

**Numbers and Counting**

I can count to 100.

* *Cero - 0*
* *Uno -1*
* *Dos -2*
* *Tres – 3*
* *Cuatro – 4*
* *Cinco – 5*
* *Seis – 6*
* *Siete – 7*
* *Ocho – 8*
* *Nueve – 9*
* *Diez – 10*
* *Once – 11*
* *Doce – 12*
* *Trece – 13*
* *Catorce – 14*
* *Quince – 15*
* *Dieciseis – 16*
* *Diecisiete – 17*
* *Dieciocho – 18*
* *Diecinueve – 19*
* *Veinte – 20*
* *Veintiuno – 21*
* *Veintidós- 22*
* *Veintitrés – 23
(etc.)*
* *Treinta – 30*
* *Treinta y uno – 31*
* *Treinta y dos – 32 (etc.)*
* *Cuarenta – 40*
* *Cuarenta y uno – 41 (etc.)*
* *Cincuenta – 50*
* *Sesenta – 60*
* *Setenta – 70*
* *Ochenta – 80*
* *Noventa – 90*
* *Cien – 100*

**Alphabet**

I can recite the alphabet and use letter names to spell words.

*Please note that vowels have different sounds than in English, and some consonants also make different sounds. Please check with your child’s Spanish teacher for help with pronunciation if needed.*

* *A – a*
* *B – be*
* *C – ce*
* *D– de*
* *E – e*
* *F – efe*
* *G– ge*
* *H – hache*
* *I – i*
* *J – jota*
* *K – ka*
* *L – ele*
* *M – eme*
* *N – ene*
* *Ñ – eñe*
* *O – o*
* *P – pe*
* *Q – cu*
* *R – ere*
* *S – ese*
* *T – te*
* *U – u*
* *V – ve/uve*
* *W – doble ve*
* *X – équis*
* *Y – igriega*
* *Z – zeta*

**Community Members**

I can name 3-5 people in the community.

I can match community members to their places of employment.

I can describe the uniforms of various community members.

Note: The pronoun “el” and the endings *“-o”* and *“-or”* indicate a male, while the pronoun “la” and the endings *“-a”* and *“-ora”* indicate a female. For example, “*el doctor*” or “*el medico*” indicate a male doctor, while *la doctora* or *la médica* indicate a female doctor.

* *el/la profe/maestro/a*- teacher
* *el/la amigo/a*- friend
* *el/la enfermero/a* - nurse
* *el/la secretario/a* - secretary
* *el/la director/a* - principal
* el/la maestro/a de educación física/arte/música – P.E./art/music teacher
* *el/la bibliotecaria* - librarian
* *el/la granjero/a* - farmer
* *el/la policía* – police officer
* *el/la bombero/a* – fireman/woman
* *el/la doctor/médico/a* - doctor
* *el/la cajero/a* - cashier
* *el/la cocinero/a* - cook
* *el/la panadero/a* - baker
* *el/la cartero/a* – mailman/woman
* *el/la mesero/a/camarero/a* – water/waitress
* *el uniforme* - uniform

**Community Places**

I can name 3-5 community places.

I can locate community places on a map.

I can describe community places.

I can compare how communities in Mexico are organized compared to the United States (i.e. importance of central plazas, daily trips to bakery/market, etc.)

* *la granja -* farm
* *la tienda -* store
* *el mercado –* market
* *la escuela -* school
* *el hospital –* hospital
* *la clínica -* clinic
* *la oficina -* office
* *la estación de policía/comisaría –* police station
* *la estación de bomberos –* fire station
* *el restaurante -* restaurant
* *la oficina de correos –* post office
* *el supermercado -* supermarket
* *la biblioteca -* library
* *la panadería -* bakery
* *la casa -* house
* *la iglesia -* church
* *el templo –* temple
* *el parque – park*
* *la calle - street*

**Map Features**

I can name and describe 2-4 map features.

I can follow instructions using cardinal directions.

I can name the capital of Mexico and geographical features and bordering nations of Mexico.

* *norte* – north
* *sur* – south
* *este* – east
* *oeste* – west
* *la montaña* – mountain
* *el desierto* – desert
* *el lago* – lake
* *el río* – river
* *el océano/mar* – ocean
* *los árboles* – trees

**Food, Nutrition and Meal Taking**

I can name 3-5 items to eat for each main meal of the day (breakfast, lunch, dinner) and 1-2 snacks.

I can express whether I like or dislike a food and tell my favorite foods.

I can sort foods into groups and design healthy meals.

I can trace foods to their origin (farm, supermarket, etc.).

I recognize the importance of family meal taking in Mexico.

* *el cereal* – cereal
* *los huevos* - eggs
* *el pan* - bread
* *el pan tostado* – toast
* *el plátano* – plantain
* *el jugo de naranja* – orange juice
* *el jugo de manzana* – apple juice
* *la leche* - milk
* *los panqueques* – pancakes
* *el tocino/la tocineta* - bacon
* *el yogur* - yogurt
* *el sandwich* – sandwich
* *el queso* - cheese
* *la pizza* – pizza
* *la manzana* – apple
* *la naranja* – orange
* *el banana* – banana
* *la sandía* – watermelon
* *las uvas* – grapes
* *la fresa* - strawberry
* *la pera* – pear
* *la hamburguesa* – hamburger
* *las papas fritas* – French fries
* *la leche de chocolate* – chocolate milk
* *la carne de res* – beef
* *el jamón* - ham
* *el pollo* – chicken
* *el bistec* – steak
* *los frijoles* – beans
* *el arroz* – rice
* *la ensalada* – salad
* *el broccoli* – broccoli
* *la lechuga -* lettuce
* *el tomate-* tomato
* *la zanahoria -* carrot
* *el maíz* – corn
* *los guisantes/las arvejas* – peas
* *el pimento*- pepper
* *las papas/patatas* - potatoes
* *la galleta salada* – crackers
* *la galleta dulce* – cookie
* *las papitas* – potato chips
* *las palomitas* – popcorn
* *el helado* – icecream
* *la torta* – cake
* *el desayuno* – breakfast
* *el almuerzo* – lunch
* *la cena* – dinner
* *el postre* – dessert
* *beber* – to drink
* *comer* – to eat
* *(no) es saludable/sano* – It’s (not) healthy