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

This document lists the vocabulary goals for Fourth 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.

Students in the fourth grade will **continue** building vocabulary for the following **familiar** topics (introduced in previous years):

* Physical Descriptions
* Leisure Activities
* Clothing
* Weather
* Numbers
* Places in the Community
* Community Members
* Map features
* Food
* Alphabet

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

* Personality Descriptions
* Time
* Nutrition and Food descriptions
* Prepositions of Location
* Culture and geography of the *Cono Sur* countries (Argentina, Chile, Paraguay, Uruguay)

The following topics are **not** expanded upon in the curriculum for grades 3-5. 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 and Personality**

I can ask someone what they are like or what another person is like.

I can use 5-7 descriptors to describe myself and others.

*Note: Adjective endings in Spanish change to match the gender of the subject. The ending* –o *and* –or *are used when describing a male, while the ending* –a *and* -ora *are used when describing a female. Adjectives ending in other letters do not change. Adjectives describing hair and eyes always maintain the masculine ending (*-o*).*

* *¿Cómo eres?* – What are you like?
* *¿Cómo es él/ella?* – What is he/she like?
* *Soy…*- I am…
* *Tú eres* – you are…(informal)
* *Usted es*… - you are… (polite/formal)
* *Él es* – He is…
* *Ella es* – she is…
* *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…
* *largo –* long
* *corto –* short
* *mediano –* medium
* *rizado –* curly
* *liso –* straight
* *ondulado -* wavy
* *Tengo los ojos azules/verdes/cafés/color miel* – I have blue/green/brown/hazel eyes
* *inteligente* – intelligent
* *interesante* – interesting
* *simpatico/amable* – kind
* *gracioso/cómico/chistoso/a* – funny
* *guapo/a* – handsome/pretty
* *tímido/a* – shy
* *serio/a* – serious
* *atlético/a* – athletic
* *creativo/a* – creative
* *hablador/a* – talkative

**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

**Time**

I can read the time on a clock (5 minute intervals).

I can use my schedule to tell class times.

* *Es la una* – It’s one o’clock
* *Es la una y\_\_\_* - It’s one o’clock and \_\_ minutes
* *Son las\_\_\_* - It’s \_\_\_ o’clock
* *Son las \_\_\_ y \_\_\_\_* - It’s \_\_\_ o’clock and \_\_\_ minutes
* *A las…* - At…
* *¿Cuándo?* – When?

**Activities**

I can say 5-7 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.

I can ask someone what they like to do and why they like to do it.

I can state my opinion about what I like to do and why.

I can tell the time that I do a given activity.

* *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
* *ir al cine* – to go to the movies
* *nadar* – to swim
* *Me gusta… porque es…* - I like to … because it’s…
* *divertido* – fun
* *interesante* – interesting
* *fácil* – easy
* *difícil* – difficult
* *¿Qué te gusta hacer*? – What do you like to do?
* *¿Te gusta*…? – Do you like…?
* *¿Por qué*? – Why?

**Clothing**

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

I can describe the color, pattern and size of clothing.

* *el suéter/saco* – sweater
* *la sudadera* - sweatshirt
* *la chaqueta* – jacket
* *el abrigo* – coat
* *la bufanda* – scarf
* *el gorro* – hat
* *los guantes* – gloves
* *las botas* – boots
* *los pantalones de nieve* – snow pants
* *las orejeras* - earmuffs
* *la camisa* – shirt (button down)
* *la camiseta* – T-shirt
* *la camiseta sin mangas* – tank top
* *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
* es… - It is…
* *Son*… - They are…
* *lunares/puntos* – polka dots
* *rayas* – stripes
* *cuadros (escoceses)* – checkered/plaid
* *talla* – size
* *¿Qué?* – What?
* *¿Cuánto cuesta*? – How much does it cost?

**Weather**

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

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

I recognize that Cono Sur countries experience seasons opposite to those of North America.

* *(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 500.

I can follow commands with mathematical operations (+, -, ÷, ×).

I can ask and tell how many there are of something.

* *¿Cuántos hay? –* How many are there?
* *Hay… -* There are…
* *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*

*(Et Cetera)*

* *Treinta – 30*
* *Treinta y uno – 31*
* *Treinta y dos – 32*

*(Et Cetera)*

* *Cuarenta – 40*
* *Cuarenty y uno – 41*

*(Et Cetera)*

* *Cincuenta – 50*
* *Sesenta – 60*
* *Setenta – 70*
* *Ochenta – 80*
* *Noventa – 90*
* *Cien – 100*
* *Ciento uno – 101*
* *Ciento dos – 102*
* *Doscientos – 200*
* *Trescientos – 300*
* *Cuatrocientos – 400*
* *Quinientos – 500*

**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 5-7 people in the community.

I can match community members to their places of employment.

I can describe the uniforms of various community members.

I can ask “*¿Quién hay en el…?”* (Who is in the…?) and respond to this question when asked.

I can use “*Necesito*” (I need) to tell which person can help me in a particular situation.

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/a farmacéutico/a* – pharmacist
* *el/la banquero/a* – banker
* *el tiquete* - ticket
* *el uniforme* - uniform

**Community Places**

I can name 5-7 community places.

I can locate and describe community places on a map.

I can use prepositions to describe relative location of places on a map.

I can compare how communities in Chile, Argentina, Uruguay and Paraguay 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
* *la farmacia -* pharmacy
* *el banco –* bank
* *el aeropuerto –* airport
* *la estación de trenes –* train station
* *la parada de autobus –* bus stop
* *a la derecha de… -* to the right of…
* *a la izquierda de… -* to the left of…
* *entre –* between
* *¿Dónde está…*? – Where is…?

**Map Features**

I can name and describe 2-4 map features.

I can follow instructions using cardinal directions.

I can name the countries, capital cities, and main geographic features of the *Cono Sur* region of South America (Argentina, Chile, Paraguay, Uruguay).

* *norte* – north
* *sur* – south
* *este* – east
* *oeste* – west
* *noreste* – northeast
* *noroeste* – northwest
* *sureste* – southeast
* *suroeste* - southwest
* *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 5-7 items to eat for each main meal of the day (breakfast, lunch, dinner), 1-2 snacks and 3-5 desserts.

I can express my own opinions of foods and ask about other people’s opinions.

I can describe foods.

I can order from a menu and ask how much something costs.

I can tell what time I eat meals.

I can sort foods into groups and design healthy meals.

I recognize common food items in *Cono Sur* countries and can compare meal times in the *Cono Sur* and the United States.

* *el cereal* – cereal
* *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
* *los huevos fritos/revueltos/duros* – fried/scrambled/hard-boiled eggs
* *la mantequilla* – butter
* *el jarabe/almíbar* – syrup
* *el waffle/gofre* – waffle
* *la avena* – oats/oatmeal
* *el yogur* - yogurt
* *la salchicha* – sausage
* *el tocino/la tocineta* - bacon
* *las torrejas/tostada francesa* – French toast
* *la fruta* – fruit
* *el pomelo/toronja* – grapefruit
* *el durazno* – peach
* *la ciruela* – cherry
* *la piña* – pineapple
* *la pera* – pear
* *la manzana* – apple
* *la sandía* – watermelon
* *la naranja* – orange
* *la fresa* – strawberry
* *las uvas* - grapes
* *el sandwich* – sandwich
* *el queso* - cheese
* *la pizza* – pizza
* *la hamburguesa* – hamburger
* *las papas fritas* – French fries
* *la leche de chocolate* – chocolate milk
* *la carne* – meat
* *la carne de res* – beef
* *el jamón* - ham
* *el pescado* – fish
* *el pollo* – chicken
* *el pavo* - turkey
* *el bistec* – steak
* *los frijoles* – beans
* *el arroz* – rice
* *la verdura* – vegetable
* *la ensalada* – salad
* *el broccoli* – broccoli
* *los guisantes/las arvejas* – peas
* *el pimento*- pepper
* *la lechuga* – lettuce
* *el tomate* – tomato
* *la zanahoria* – carrot
* *el maíz* – corn
* *las papas/patatas*- potatoes
* *los espaguetis* – spaghetti
* *los macaronis con queso* – macaroni and cheese
* *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
* *rico/delioso* – delicious
* *repulsive/desagradable* – disgusting
* *dulce* – sweet
* *picante* – spicy
* *salado* – savory
* *Tiene*… - It has…
* *proteína –* protein
* *grasa –* fat
* *vitaminas* - vitamins
* *azucar* - sugar
* *Me gustaría/quisiera…* – I would like…
* *¿Cuánto cuesta?* – How much does it cost?
* *¿Por qué?* – Why?
* *porque* - because