

# ¡Bienvenidos Savannah Arts Academy Spanish Students!

I hope this technology tutorial file helps you in your quest to learn Spanish. I picked these sites because they provide immediate feedback – and are relevant and interactive. I didn't include sites that have complicated verb charts, long grammar explanations or information that can be found in your Spanish textbook. To access the site, copy the web address, paste it on a search engine and click. The sites are categorized according to the general topics that we learn in our Spanish classes at Savannah Arts Academy.

**Have fun!** Sincerely, Señora Finlay

## NOUNS

### ALPHABET

#### QCC Standards:

Spanish I: QCC 8: Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers.

- Created by DLTK's Printable Crafts For Kids: Traza Líneas del Números en Español. Students trace letters (and numbers) in the Spanish alphabet. You can print down pictures that feature letters for children to color.

<http://www.dltk-kids.com/numbers/spanish/index.htm>

- Created by the LiteracyCenter.Net has interactive activities for children to learn capital and small case letters, colors, geometric shapes and numbers. Select Spanish on the toolbar:

[http://www.literacycenter.net/lessonview\\_es.htm](http://www.literacycenter.net/lessonview_es.htm)

- Created by Apples4theteacher.com. This is an interactive game that tells you the letters of the Spanish Alphabet. Click on the letter to hear the letter and click on the chalk to hear pet names spelled out.

<http://www.apples4theteacher.com/alfabetoespanol.html>

### ANIMALS

#### QCC Standards:

Spanish I: QCC 19: Give basic information about self and others including school, family, activities, etc.

- Click and drag names and pictures of animals.

When the answer is correct, various things happen (flashing colors, music plays, etc.):

Dr. Charles E. Murphy's home page, Montville, Connecticut:

<http://www.ctspanish.com/tyl/animals/farm1.htm>

<http://www.ctspanish.com/tyl/animals/match.htm>

<http://www.ctspanish.com/quiz/flashcards/interactive.htm>

Languages Online:

<http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/Vocabulary/Familia/15.htm>

Rice Lake Area School District, WI:

<http://www.ricelake.k12.wi.us/staff/shays/saspanish/hotpotsn/animlsp.htm>

- Created by Doug Shivers. This is an authentic song from Spain (¡Qué llueva!) that has vocabulary about animals in the lyrics. A game is involved and the melody will play. <http://www.hevanet.com/dshivers/juegos/llueva2.html>



## BODY PARTS AND CLOTHING

### QCC Standards:

Spanish I: QCC 19: Give basic information about self and others including school, family, activities, etc.

- Created by Apples4theteacher.com. You drag the parts of the face to the head to hear the parts of the face spoken in Spanish. The drawing “comes to life” if all the parts snap into place: <http://www.apples4theteacher.com/mi-cara.html>
- Created by A Spellmaster.Com Game. Ten words are shown, one word every ten seconds. You have to use letter tiles to spell the answer out as quickly as possible. <http://roniewebster.home.att.net/games/1304118.swf>
- Designed by Francisco Villatoro. Students match a long list of English/Spanish body parts for instant feedback. <http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/Cam1Uni14/5.HTM>
- Designed by Francisco Villatoro. Using “me duele/me duelen” students fill in the space and get an instant check on their answers. <http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Spanish/Cam1Uni14/5.HTM>

## COLORS

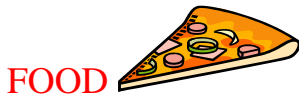
### QCC Standards:

Spanish I: QCC 19: Give basic information about self and others including school, family, activities, etc.

- Created by Quia Shared Activities: Students match squares between English and Spanish words to learn basic colors. <http://www.quia.com/mc/542016.html>  
<http://www.quia.com/cc/461643.html>
- Created by Centro Virtual Cervantes. You select the correct color in Spanish for the color of the pencil. <http://cvc.cervantes.es/aula/matdid/vocabulario/colores/arcoiris.htm>

- Created by the Canadian Association of Second Language Teachers. Students match the different color balloons to the word. When the match is correct, an audio recording says the word in Spanish.

<http://www.caslt.org/teachers/flashS/spanish/start.htm>



**QCC Standards:**

Spanish I: QCC 24: Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.

- Spanish Language Exercises created by Juan Ramon de Arana. You click on the word that describes a food picture. A bell sounds for the correct answer. An instant correction and translation is provided for the wrong selection.

<http://mld.ursinus.edu/~jarana/Ejercicios/self-check/alimentos/alimentos.html>

- The site is maintained by The Internet TESL Journal and all of the interactive “quizzes” are written by volunteers from different Spanish speaking countries. This site has a long list of categories. You select the category (such as candy, desserts, cereals, condiments and spices, dairy products, fruits, seafood, vegetables, etc.) that you want to review vocabulary. The word comes up in English, and you click on one of four choices in Spanish. The site scores the students’ responses and gives a percentage grade of the students’ correct answers.

<http://iteslj.org/v/s/>

**NUMBERS 1, 2, 3...**

**QCC Standards:**

Spanish I: QCC 8: Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers.

- Created by Flashcard Exchange: Students learn their numbers in Spanish by using e-flashcards. <http://flashcardexchange.com/flashcards/view/304818>
- Created by Quia Shared Activities: Los numeros en espanol del 100 hasta 1.000. This is a matching game; students match the English and Spanish squares: <http://www.quia.com/mc/391709.html>
- Created by Apples4theteacher.com: A dot to dot interactive game reinforces counting backwards from 20: <http://www.apples4theteacher.com/costa-rica-dot2dot.html>



**QCC Standards:**

Spanish I: QCC 24: Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.

- Created by “Spanish Learning.” Students review how to tell time on this page:

<http://www.musicalspanish.com/tutorial/time.htm>

Then students can complete a “work sheet” by typing in the correct answers and click on the “?” to see the correct answer:

<http://www.musicalspanish.com/tutorial/activity-time.htm>

Then students can take the “quiz” on telling time, by selected the correct answer and clicking on “Check answers” at the bottom of the page:

<http://www.musicalspanish.com/tutorial/time-quiz.htm>



## FAMILY MEMBERS

### QCC Standards:

Spanish I: QCC 19: Give basic information about self and others including school, family, activities, etc.

- The site is created and maintained by The Internet TESL Journal and all of the interactive “quizzes” are written by volunteers from different Spanish speaking countries. This site has a long list of categories. You select the category (such as family members, adjectives – people and personalities, baby, people, etc.) that you want to review vocabulary. The word comes up in English, and you click on one of four choices in Spanish. The site scores the students’ responses and gives a percentage grade of the students’ correct answers. <http://iteslj.org/v/s/>



## SPORTS

### QCC Standards:

Spanish I: QCC 19: Give basic information about self and others including school, family, activities, etc.

- This site isn’t interactive, but it is an up-to-date, relevant, and authentic Spanish site that features ALL of the terms used in tennis, handball, volleyball, golf, track, mountain climbing and basketball. Can *you* say “match-point” in Spanish? Select La Pagina del Idioma Espanol (elcastellano.org: Portadas): <http://www.elcastellano.org/deportes.html>
- The site is created and maintained by The Internet TESL Journal and all of the interactive “quizzes” are written by volunteers from different Spanish speaking countries. This site has a long list of categories. You select the category (such as sports, hobbies and pastimes) of the vocabulary that you want to review. The Word comes up in English, and you click on one of four choices in Spanish.

When your answer is correct, it says, “Okay.” The site scores the students’ responses and gives a percentage grade of the students’ correct answers.

<http://iteslj.org/v/s/>



## GRAMMAR

### QCC Standards:

Spanish I: QCC 11: Demonstrate proficiency in written exchanges with respect to proper writing mechanics.

Spanish II: QCC 39: Apply interpreting skills to target language written presentations, such as translations and paraphrasing, to oral and written presentation in the target language.

Spanish III: QCC 12: Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Spanish III: QCC 23: Demonstrate proficiency with respect to proper pronunciation, intonation, and writing mechanics.

Spanish III: QCC 35: Demonstrate understanding that language and meaning do not transfer directly from one language to another.

Spanish III: QCC 36: Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.

Spanish IV: QCC 9: Demonstrate proficiency in written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Spanish IV: QCC 13: Understand simple connected discourse.

Spanish IV: QCC 14: Demonstrate proficiency in listening, viewing and reading comprehension.

Spanish IV: QCC 19 Demonstrate proficiency in oral and written presentation with respect to writing mechanics.

- “Spanish” created by Sweet Briar. Click on “Spanish Grammar Tutorial and Drills,” and select GrammarLab Tutorials. The sections “Basic Parts of Speech,” “Basic Construction” and “Pronouns” have a [Drills](#) option at the bottom of each list. When you click on this, you type in a name and email address, but select “Just practicing” and you won’t receive/send any mail. The drills provide basic practice and instant feedback with the grammar forms. The correct answers are not provided, so this could be used as an assessment.

<http://grammar.spanish.sbc.edu/tutorials.html>

✚ The “Spanish Grammar Exercises” created by Barbara Kuczun Nelson at Colby College are useful for Spanish I, II and III at the middle and high school level. I have used these in my Spanish classes as review, introduction and as assessments. Some of the grammar lessons have sound or video of an accompanying native speaker using the targeted grammar structure. The Gustar and Por vs Para sites below are samples of this great site. The home page is <http://www.colby.edu/~bknelson/exercises/>

**Gustar Constructions:**

- Spanish Grammar Exercises created by Barbara Kuczun Nelson at Colby College. You fill in the correct form of the pronoun and the verb gustar. You make corrections to the answer by clicking on the “?” for the correct answer.  
<http://www.colby.edu/~bknelson/exercises/gustar1.html>
- Spanish Grammar Exercises created by Barbara Kuczun Nelson at Colby College. You complete the sentence with a verb similar to the gustar construction. A list is provided with verb translations. Click on the “?” for the correct answers.  
<http://www.colby.edu/~bknelson/exercises/gustar2.html>

**Por and Para:**

- Spanish Grammar Exercises created by Barbara Kuczun Nelson at Colby College. The best approach is to first do the “Por vs para 2” by selecting either por or para in the sentence, and then reviewing the feedback. Then students attempt the long paragraph in the “Por vs para 1” activity. The students read a paragraph, and receive explanations about the specific use of por and para within the context of the paragraph. [http://www.colby.edu/~bknelson/exercises/por\\_para.htm](http://www.colby.edu/~bknelson/exercises/por_para.htm)

✚ The following sites on object pronouns and relative pronouns have been created by Juan Ramon de Arana at Ursinus College. The activities in this website are challenging but accurate and authentic. Students with a high skill level will have the most success with these activities. I especially liked the site on relative pronouns, because there are very few sites that offer interactive practice with this daunting concept. The home site is <http://mld.ursinus.edu/~jarana/Ejercicios/self-check.html>

**Object Pronouns:**

- Spanish Language Exercises created by Juan Ramon de Arana. Students click or select the option that correctly interprets the Spanish sentence that uses object pronouns. These activities are challenging.

[http://mld.ursinus.edu/~jarana/Ejercicios/self-check/object\\_pron2.html](http://mld.ursinus.edu/~jarana/Ejercicios/self-check/object_pron2.html)

[http://mld.ursinus.edu/~jarana/Ejercicios/self-check/object\\_pron1.html](http://mld.ursinus.edu/~jarana/Ejercicios/self-check/object_pron1.html)

**Relative Pronouns:**

- Spanish Language Exercises by Juan Ramon de Arana. Students select the correct relative pronouns and the “quiz” is corrected.

[http://mld.ursinus.edu/~jarana/Ejercicios/self-check/relative\\_pronouns1.html](http://mld.ursinus.edu/~jarana/Ejercicios/self-check/relative_pronouns1.html)

The following site offers tutorials on Spanish, appropriate for high school, Spanish III, IV or AP. The site was created by Matthew D. Stroud, Department of Modern Languages, Trinity University, San Antonio, Texas 78212. The grammar exercises on this site are prepositions (por & para), conjunctions (good for Spanish I), and adjective use. I selected relative pronouns, because this type of on-line practice isn't offered very often.

**Relative Pronouns:**

- For relative pronoun practice 1, you type in the relative pronoun as it fits in the

sentence. If your answer is wrong, it provides the correct answer.

<http://www.trinity.edu/mstroud/grammar/relpron.htm>

On relative pronoun practice 2, you type in the correct relative pronoun. If your answer is correct, you are allowed to go on to the next question. Incorrect answers are correct.

<http://www.trinity.edu/mstroud/grammar/pronrel.htm>

Relative pronoun practice 3 is another version of practice 2.

<http://www.trinity.edu/mstroud/grammar/pronrel2.htm>

Very challenging!



**The following sites provide interactive activities for verb tenses:**

**QCC Standards:**

Spanish II: QCC 6: Participate in extended written activities reflecting the past, present, and future with increasing accuracy.

Spanish II: QCC 14: Understand connected discourse presented through print and electronic media in the target language.

Spanish II: QCC 19: Create oral and written presentation in the past, present, and future with a high degree of accuracy, using visual and technological support as appropriate.

Spanish II: QCC 37: Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.

Spanish III: QCC 8: Begin to participate in oral and written activities reflecting the future and past.

Spanish III: QCC 17: Understand simple connected discourse.

Spanish III: QCC 36: Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.

Spanish IV: QCC 5: Participate in extended written activities reflecting the present, with some usage of past and future tenses.

Spanish IV: QCC 13: Understand simple connected discourse.

Spanish IV: QCC 14: Demonstrate proficiency in listening, viewing and reading comprehension.

Spanish IV: QCC 19 Demonstrate proficiency in oral and written presentation with respect to writing mechanics.

Spanish IV: QCC 33: Discuss information acquired through the use of media, entertainment, and technology, in the target language

- Ejercicios de gramatica por Juan Manuel Soto Arrivi: This is a verb tense activity within the context of a short story. The student types in the past verb tenses (preterit vs. the imperfect), future tense, present tense (regulars and irregulars) in the spaces in the story. Features instant error correction AND an explanation of the correct answers - in Spanish! The site provides a handy diacríticos chart (Spanish accent marks, etc.): <http://www.indiana.edu/%7Ecall/ejercicios.html>

- Heinle’s Verb Conjugator: Select the verb from an alphabetized list of verbs, click on the verb tense, and the verb is conjugated for the students. This is useful when you know what verb to use when writing compositions in Spanish, but you’re not sure about how it is conjugated. This is an excellent resource to refer to when students are writing compositions on the computer:

[http://www.heinle.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=0838478433&discipline\\_number=303](http://www.heinle.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0838478433&discipline_number=303)

- Learn Spanish: This site provides information about the specific verb tense, scroll down to the bottom of the page to take a short quiz which is scored online:

<http://www.studyspanish.com/verbs/index.htm>

- Created by Electronic Flashcards for Spanish by Edmée Fernández and Steve Hunsaker. The student looks at one side of the “flashcard,” he or she thinks of the answer, then “flip” the card over to check accuracy. This would be great for partner work, with students keeping score of who gets the most correct answers:

<http://www.emporia.edu/biosci/span/flshcrd.htm>

- Spanish at Sweet Briar: Click on “Spanish Grammar Tutorial and Drills,” and select GrammarLab Tutorials. The sections “Indicative Tense,” “Commands and the Subjunctive” and “Tricky Verb Constructions” have a **Drills** option at the bottom of each list. When you click on this, you type in a name and email address, but select “Just practicing” and you won’t receive/send any mail. The drills provide basic practice and instant feedback with the verb forms. The correct answers are not provided, so this could be used as an assessment. When you click on the topic, an explanation is also provided.

<http://grammar.spanish.sbc.edu/tutorials.html>

- Created by Deborah R. Lemon. This site offers an excellent review of the applications of the preterit and imperfect. Scroll to the bottom of the page for the interactive, on-line activities: Students fill in the space within short stories in Spanish such as “The three bears,” “Visita a España,” and “Los placeres de viajar con niños.” The site also offers video-audio clips, a Java Pop-up game, interactive exercises with verbs that change meaning when they are in either the preterit or imperfect, etc. <http://www.drlemon.net/grammar/pretvsimp.html>



## SUBJUNCTIVE MOOD

### QCC Standards:

Spanish III and IV: QCC 1: Express needs and desires.

Spanish III: QCC 35: Demonstrate understanding that language and meaning do not transfer directly from one language to another.

Spanish III: QCC 36: Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.

Spanish IV: QCC 2: Share emotions and preferences.

Spanish IV: QCC 3: Elicit and express opinions and information.

Spanish IV: QCC 32: Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.

Spanish IV: QCC 33: Discuss information acquired through the use of media, entertainment, and technology, in the target language.

- Spanish Online Newsletter: This site offers not only an mp3 recording about the past subjunctive (el imperfecto), but an interactive worksheet and a verb paradigm. <http://www.spanish.bz/newsletters/04-03-04.htm>
- Power Point Presentation about the uses of the subjunctive in Spanish: This is a great power point presentation – great visuals and information. It includes a handy acronym (U.W.E.I.R.D.O.) to remember the uses of the subjunctive. There is no listing of an author for this great power point presentation. [http://campus.northpark.edu/spanish/pp/Subjunctive\\_files/frame.htm#slide0001.htm](http://campus.northpark.edu/spanish/pp/Subjunctive_files/frame.htm#slide0001.htm)
- Spanish Language Exercises by Juan Ramon de Arana. This site features sentences that students fill out in the subjunctive mood. The student emails their answers to their teacher for teacher feedback: <http://mld.ursinus.edu/~jarana/Ejercicios/instructors/recommend1.htm>
- This is a multi step activity to practice using the conditional tense and the past subjunctive in si clauses:
  - 1) Go to <http://www.colby.edu/~bknelson/exercises/instantes/condicional.html> to complete the spaces in the conditional tense. Then...
  - 2) Go to <http://www.colby.edu/~bknelson/exercises/instantes/subjuntivo.html> to complete the spaces in conditional or past subjunctive, as appropriate. Then...
  - 3) Go to <http://www.colby.edu/~bknelson/exercises/instantes/index.html> to see the entire poem, “Instantes,” or “Moments.” Students should be able to see that focus of the poem is the conditional tense and the past subjunctive in si clauses. The students can hear the poem read to them, and also click on some words for a pictorial translation of the word. The students can also select the complete English translation of the poem.



¡Ojala que las actividades te hayan ayudado!