**The Word Qué Means What Resource Packet**

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**Before Song Worksheet**

Matching Section #1

1. \_\_\_\_\_\_\_\_\_\_\_¿Dónde? A. When?

2. \_\_\_\_\_\_\_\_\_\_\_ ¿Cuando? B. Which?

3. \_\_\_\_\_\_\_\_\_\_\_¿Por qué? C. Where?

4. \_\_\_\_\_\_\_\_\_\_\_¿Quién? D. Who?

5. \_\_\_\_\_\_\_\_\_\_\_¿Cómo? E. What?

6. \_\_\_\_\_\_\_\_\_\_\_¿Cuánto? F. Why?

7. \_\_\_\_\_\_\_\_\_\_\_ ¿Qué? G. What?

8. \_\_\_\_\_\_\_\_\_\_\_ ¿Cuál? H. How much?

Matching Section #2

1. \_\_\_\_\_\_\_\_\_\_\_ ¿Cómo estás? A. Why are you sad?

2. \_\_\_\_\_\_\_\_\_\_\_¿Dónde estás? B. What do you like?

3. \_\_\_\_\_\_\_\_\_\_\_ ¿Adónde vas? C. What’s your number?

4. \_\_\_\_\_\_\_\_\_\_\_¿Qué haces tú? D. What are you doing?

5. \_\_\_\_\_\_\_\_\_\_\_¿Cómo te llamas? E. How old are you?

6. \_\_\_\_\_\_\_\_\_\_\_¿Cuantos años tienes? F. What’s your name?

7. \_\_\_\_\_\_\_\_\_\_\_¿Cuál es tu número? G. Where are you going?

8, \_\_\_\_\_\_\_\_\_\_\_¿Qué tiempo hace? H. How much does it cost?

9. \_\_\_\_\_\_\_\_\_\_\_ ¿Cómo eres? I. Describe yourself/ What are you like?

10. \_\_\_\_\_\_\_\_\_\_\_¿Qué te gusta? J. Where are you?

11. \_\_\_\_\_\_\_\_\_\_¿Por qué estás triste? K. How are you?

12. \_\_\_\_\_\_\_\_\_\_¿Por qué estás mal L. Who is he?

13. \_\_\_\_\_\_\_\_\_\_¿Cuánto cuesta? M. What is the weather like?

14. \_\_\_\_\_\_\_\_\_\_ ¿Quién es él? O. Why are you doing bad?

**Post Song Worksheet #1**

Fill in the Blank with the correct English Translation:

1. ¿Dónde?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. ¿Cuando?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. ¿Por qué?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. ¿Quién? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. ¿Cómo? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. ¿Cuánto? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. ¿Qué?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. ¿Cuál?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cloze Activity: Fill in the words in the blanks below to complete the lyrics from the song.

|  |  |
| --- | --- |
| 1. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_ estás?: How are you?  2. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_ estás?: Where are you?  3. ¿ \_\_\_\_\_\_\_\_\_\_\_\_ vas?: Where are ya goin?  4. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_ haces tú?: What ya doin?  5. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_\_ te llamas?: What can I call you?  6. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_años tienes?: How old are you?  7. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_\_ es tu número?: What’s your number?  8. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_tiempo hace?: Is there thunder?  9. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_eres?: What are you like? | 9. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_eres?: What are you like?  10. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_ te gusta?: What do you like?  11. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_ estás triste?: Why are you sad?  12. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_ estás mal?: Why you doin bad?  13. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_cuesta?: How much does it cost?  14. ¿\_\_\_\_\_\_\_\_\_\_\_\_\_estoy?: I am lost.  15. ¿\_\_\_\_\_\_\_\_\_\_\_\_ es él?: Who is he?  16. ¿\_\_\_\_\_\_\_\_\_\_\_\_ es ella?: Who is she? |

**Post Worksheet #2**

Answer the Following Questions in Complete Spanish Sentences

1. ¿Cómo estás? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.¿Dónde estás? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. ¿Adónde vas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. ¿Qué haces tú? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. ¿Cómo te llamas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. ¿Cuantos anos tienes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. ¿Cuál es tu número? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. ¿Qué tiempo hace? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. ¿Cómo eres? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. ¿Qué te gusta?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. ¿Por qué estás triste?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. ¿Cuánto cuesta la camiseta? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. ¿Quién es él?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. ¿Qué te gusta hacer?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Partner Conversation (Spanish)**

**Persona A:**  Hola, ¿Cómo te llamas?

**Persona B:** Me llamo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, ¿Y tú?

**Persona A:**  Me llamo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. ¿Qué te gusta hacer?

**Persona A:** Me gusta comer helado con cebollas. ¿Y tú?

**Persona B:** Mmm, delicioso. Me gusta beber jugo de pollo.

**Persona A:** Mmmm, jugo de pollo es mi favorito.

**Persona B:** ¿Cuántos años tienes?

**Persona A:** Tengo quince años. ¿Y tú?

**Persona B:** Tengo ciento dos años.

**Persona A:** Estoy triste.

**Persona B:** ¿Por qué estás mal?

**Persona A:** Porque me gusta la música de Justin Bieber

**Persona B:**  Ahh, si. Que lastima!

**Persona A:** Voy a su concierto ahora en el parque. ¿Qué tiempo hace hoy?

**Persona B:** Está lloviendo música terrible. Adios.

**Persona A:** ¿Adónde vas?

**Persona B:** Voy a la casa de Marc Anthony.

**Persona A:** ¿Quién es él?

**Persona B:** Él es cantante fabuloso. Adios amigo.

**Persona A:** Hasta luego.

**Partner Conversation (English)**

**Persona A:**  Hi, what’s your name?

**Persona B:** My name is \_\_\_\_\_\_\_\_\_\_\_\_\_. And you?

**Persona A:**  My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What do you like to do?

**Persona A:** I like to eat ice cream with onions, and you?

**Persona B:** Mmmm, delicious. I like to drink chicken juice

**Persona A:** Mmmm, chicken juice is my favorite.

**Persona B:** How old are you?

**Persona A:** I am fifteen, you?

**Persona B:** I am 101.

**Persona A:** I am sad.

**Persona B:** Why are you doing bad?

**Persona A:** Because I like Justin Bieber’s music.

**Persona B:**  Oh yes, what a shame.

**Persona A:** I am going to his concert now in the park. What is the weather like?

**Persona B:** It is raining terrible music. Goodbye.

**Persona A:** Where are you going?

**Persona B:** I am going to Marc Anthony’s house.

**Persona A:** Who is he?

**Persona B:** He is a fabulous singer. Goodbye friend.

**Persona A:** See you later.

**Matamosquitos** **(Kill the Mosquitos)**

**Brief Description:**  Students have a partner, and a sheet in front of them at their desks that has pictures of the vocabulary they are trying to learn. You could also do this game with grammar conjugations. The teacher says the word in Spanish, the two students race to hit the picture/kill the mosquito as fast as they can using their index finger. Keeping score is optional.

**Game Set-up/Rules:**

1. Partner up your students, hand out a sheet with 10-20 vocabulary words that you are trying to learn. Students put their desks together, with the vocabulary sheet in the middle.

2. Teacher calls out a vocabulary word in Spanish, students race to hit it with their index finger. In my class, students usually keep score.

3. Have a copy of the sheet on a document camera so you can point out the vocabulary word after 10-15 seconds so they can check that they are right.

4. I usually play for a certain amount of time, about 5 minutes, and then have the students find a new partner. Sometimes, I have the winners play the winners, or even make a miniature tournament.

**Tips:** This is a great game when just introducing new vocabulary. Use the opportunity to assess where students are at, and to have students repeat the words after you before starting a new game.

**Matamoscas Teléfono (Flyswatter Telephone)**

**Brief Description:** This is a game where students pass a vocabulary word up a row of desks to the person in the front, who receives the message and swats the correct picture of the vocabulary word with the flyswatter.

**Game Set-up/Rules:**

1. Divide the class evenly into two teams.

2. Have a powerpoint of the pictures/ words you are learning projected on the screen.

3. Have flashcards, or a sheet with small pictures ready.

4. Place each team in its own row of desks to form a telephone line. I highly recommend desks or chairs instead of sitting on the floor. If you have a lot of students and a small room, you will need to get creative. You can have your rows snake around instead of one long row. Or, you can put desks together, but staggered so the students are passing the message up and diagonal to the person sitting in front of them. Example of staggered row below:



5. Have one student for each team stand in the front of the row with a fly swatter. They are the first hitters. Also, have one student from each team stand behind the row without a flyswatter. They are the first message passers.

6. Take your flashcards or sheet to where you have the two message passers standing. Show them the picture/card. They then need to pass that word in Spanish to the first person in the telephone line. If they need help, you can whisper it to them.

7. Each person must pass the message in Spanish to the person ahead of them. They may not skip anyone, and they may not say it in English. They are racing against the opposing team.

8. Once the hitter receives the message, they must “swat” the correct image. They only get one chance. If they hit the wrong picture, the group must pass the message all over again from the beginning. The group that hits it first wins. I generally find it is competitive enough to not have to keep score!

9. The person with the flyswatter, gives it to the next person in line, and then takes the place of the first message passer. Everyone moves up to the seat ahead of them. The movement keeps the game fun and fresh!

**Differentiated Instruction:** Students are having a chance to produce the language independently, respond to a verbal prompt, and receive remediation by hearing the word during the passing of the message.

**Assessment:** Teachers have a chance to assess learners by watching them try to hit the correct image, and by seeing who can independently generate the language when they are the message passers.

**Tips:** Have a bell or something to cue them in to be quiet when you are ready to give the next word.

**Matamoscas/Matamosquitos Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| How are you? | Where are you? | What are you going? | What are you doing? |
| What can I call you? | How old are you? | What’s your number? | What is the weather today? |
| What are you like? | What do you like? | Why are you sad? | Why are you doing bad? |
| How much does it cost? | Where am I? | Who is he? | Who is she? |
| Where are you from? | Where do you live? | Which do you want? | Can I go to the bathroom? |

**Lyrics**

**Chorus:**

¿Dónde? Where?

¿Cuándo? When?

¿Por qué? Why?

¿Quién? Who?

¿Cómo? How?

¿Cuánto? How much?

The word qué means what!

**Verse**

¿Cómo estás?

How are you?

¿Dónde estás?

Where are you?

¿Adónde vas?

Where are ya goin?

¿Qué haces tú?

What ya doin?  
¿Cómo te llamas?

What can I call you?

¿Cuantos años tienes?

How old are you?

¿Cuál es tu número?

What’s your number?

¿Qué tiempo hace?

Is there thunder?

¿Cómo eres?

What are you like?

¿Qué te gusta?

What do you like?

¿Por qué estás triste?

Why are you sad?

¿Por qué estás mal?

Why you doin bad?

¿Cuánto cuesta?

How much does it cost?

¿Dónde estoy?   
I am lost.  
¿Quién es él?

Who is he?

¿Quién es ella?

Who is she?

**Singing Competition Sheet:**

|  |  |
| --- | --- |
| **Part A**  **Chorus:**  ¿Dónde?  ¿Cuándo?  ¿Por qué?  ¿Quién?  ¿Cómo?  ¿Cuánto?  The word qué means what!  **Verse**  ¿Cómo estás?  ¿Dónde estás?  ¿Adónde vas?  ¿Qué haces tú? ¿Cómo te llamas?  ¿Cuantos años tienes?  ¿Cuál es tu número?  ¿Qué tiempo hace?  ¿Cómo eres?  ¿Qué te gusta?  ¿Por qué estás triste?  ¿Por qué estás mal?  ¿Cuánto cuesta?  ¿Dónde estoy?  ¿Quién es él?  ¿Quién es ella? | **Part B**  **Chorus:**  Where?  When?  Why?  Who?  How?  How much?  The word qué means what!  **Verse**  How are you?  Where are you?  Where are ya goin?  What ya doin? What can I call you?  How old are you?  What’s your number?  Is there thunder?  What are you like?  What do you like?  Why are you sad?  Why you doin bad?  How much does it cost? I am lost.  Who is he?  Who is she? |