

## NUMBERS & COLORS, MANNERS, ASKING & ANSWERING BASIC QUESTIONS

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HOMESCHOOL LANGUAGES



# italian 1

## COURSE BOOK

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*Dedicated to my sweet Clarkie B,  
the first and most patient  
Homeschool Languages student. -CO*

## ABOUT THIS COURSE

### **Welcome to Homeschool Languages: Italian 1!**

You'll notice we begin this course by talking about WHAT Italian is. When you introduce a new language to a child, they sometimes mistake it as you MAKING UP that language, and will hilariously do the same. As you point out Italian-speaking TV show characters, or people in the community speaking Italian and stop to say "buongiorno" to them, students start to grasp the concept of a different language. When learning new vocabulary in English you could add "yes that's green! But our Italian-speaking friends call it **verde!**" That's when they begin to connect Italian as a method of communication instead of just funny words. We suggest you do something similar!

First we begin with manners. Words like please, thank you, yes, no, and common words like hello and goodbye are the most natural to add to your daily routine! Your child will gain confidence as he/she says these small words and be thrilled that you understand them (and the proudest when they use them with real Italian-speaking friends!). We'll then add more common words or phrases to their vocabulary that they'll begin using right away. By simply replacing a few words at a time, they go from cute little Italian students to confidently speaking Italian with others in a short amount of time.

Try to use the new words and structures at home in a natural way- they can always be worked into your family's routine. Children best acquire language by hearing words many times in different contexts-

"living language" is the focus! Most of the practice is done through songs, stories, and games rather than drill. This way, Italian structures are naturally acquired along with the vocabulary.

If you speak some Italian you can do more at home! Think about the way you talked to your children as toddlers/babies- you probably asked them lots of questions and repeated yourself often. "Look! There's a cat! What does a cat say? Does it say meow? Yes, it says meow!" Don't worry too much about correcting mistakes. Make it fun and surround your kids with good input!

If you'd like to learn or relearn Italian, duolingo (an app!) is a great place to get started. More resources are listed in the back of the book!

### **COMMON QUESTIONS:**

#### **WHAT IF I DON'T SPEAK ITALIAN?**

No problem, you'll be learning Italian right alongside your student. It'll take more effort on your part (especially because you'll be learning how to read the language as well as speak it) but if you read the lesson beforehand, listen to the songs alongside your student, and pay attention to the pronunciation guide, you'll be speaking in no time! It's especially important you learn how to read the language text in this curriculum as you go along (don't worry, it's taught with each lesson in the pronunciation guide, and includes a special pronunciation video associated with each lesson!), because the pronunciation guides at the end of each lesson do not repeat words or phrases already

covered in previous lessons. If you do forget, reference the dictionary at the end of the book. You can look things up by the Italian word OR the English word, and find the pronunciation there!

### HOW OFTEN DO I TEACH THE LESSONS?

It's really up to the maturity of your student! This course was written with the idea that 2 lessons would be done each week, each lasting around 20-30 minutes (with extra lessons and unit assessments, your student will finish in 6 months on that schedule!). If your student is progressing quickly, try 3 lessons a week! If your student needs more time to soak up some words, one lesson a week with other days for review/repeating activities might be enough for them. If your student is simply enjoying and wants more activity, each of the lessons includes an "Extra Practice" section with more ideas. This can be done on the same day as your lesson, or as play during your days off. Our suggestion is that you listen to your child and not push him/her too far. Learning should be FUN, so you shouldn't move too fast through the lessons. If your student wants to play a game over and over, do it! Don't feel like you need to complete a full lesson to be successful that day. You can always pick up where you left off if you need to stop because your child is grumpy or tired. You can sneak in the daily Italian practice while you take a walk or eat a snack. The most important is that your child feels loved and looks forward to your lessons. They'll soak up the language faster that way, too!

### I'D LIKE TO CONTINUE PRACTICING ITALIAN. WHAT DO WE ON OUR DAYS "OFF"?

Included in this course set is a laminated practice page where you write down what the current focuses of the lessons are. You're required to practice the select phrases indicated in the "Teacher Homework" section at least 3 times before the next lesson. Doing the extra practice activities at the end of each lesson, and/or repeating the games or activities in the lessons is helpful as well.

One of our favorite parts of this curriculum are in the included mini-books that use words and phrases

taught in the lessons. These are great to review on your days off, even as a bonding time with your child.

We've found the apps La serie Parlante, Gus on the go, Gioco prescolare dello Zoo, Educazione bambini, Imparare il vocabolario italiano (Bambini) to be educational, although there are plenty more, especially for kids who can read. More resources are listed at the end of this book.

Never underestimate the power of reading in Italian to your kids, playing simple Italian songs in the car, or simply playing their favorite TV shows in Italian. No extra effort is too small!

### DO YOU REALLY APPROACH AND TALK TO ITALIAN PEOPLE IN YOUR COMMUNITY?

Yes! And we suggest you do the same. You might find some good friends that way (after all, that's just what we ask of our kids when we take them to a public setting where other kids are too!)

The way you don't make speaking a new language to a stranger "weird", is first asking if they speak Italian (even if it's completely obvious!), then tell them that you and your child are learning the language. Ask them if it's okay if you practice your Italian with them! Most are SO willing to help and chat for a minute. All of us are excited when we are approached as the expert in something.

The best situations for this is the park, waiting in line, and other places where you're not interrupting this "Italian-speaking friend." Remember to not overstay your welcome and express your gratitude for even the smallest practice. How wonderful it is to have a safe place for your child to practice his/her "**Buongiorno**," and get an enthusiastic reply. The more often you use your Italian in "real life", the quicker you and your child will learn it. Don't have anyone around that speaks that language? Keep looking! Or utilize video chats! Actually speaking the language, no matter how much you know at the time, is the number one factor in picking up a language quickly.



## **WHAT AGE DO I BEGIN TEACHING MY CHILD A NEW LANGUAGE?**

This book is geared for Pre-K through fifth-graders, but can be adapted to ambitious 3 year olds to 14 year olds who are good at imaginative play. Without formal lessons, you can begin teaching your child a new language as soon as they're born! Some teachers excel by using the "sandwich" method. Say the word in Italian, then in English to translate, then Italian again so they can hear the word once more. Also- SONGS. You'll be amazed at how many words kids pick up simply by listening to simple songs in the new language! Nothing in this coursebook requires the child to be able to read- so you don't have to wait for them to read before learning a new language or beginning this curriculum.

## **WHY DOES THE BOOK TEACH IN THE ORDER IT DOES?**

The purpose of Level 1 Languages is to use the language in the home. While other language courses might begin with letters, introducing themselves, or farm animals, our goal is to have the student replace words commonly used in the home with Italian words in order to build confidence, have more opportunity to practice (since home is where we are most often!), and get the foreign language momentum going.

We won't learn how to get to know others until future levels. Although it's an important skill, our focus in this level is on daily Italian. You might notice there are wide gaps in the instructions of this curriculum- that's what makes it different! Because we are focusing on getting children to speak, we don't slow them down with grammar, conjugation, or letters. We have them learn exactly how they learn their primary language, with daily communication skills in the home.

Level 1 focuses on the present tense and basic vocabulary used around the home. Only the conjugations for I, You, and We are explicitly taught, but He/She is implicitly taught through use and repetition. Like with other vocabulary learned in this level, some are laid out and explained for the

student, while other words are repeated so often in the teacher script that it is unintentionally learned. Other tenses and conjugation will be explained in later levels.

## **ABOUT THE COURSE:**

### **GETTING STARTED WITH THIS COURSE**

**IF YOU HAVE THE PDF VERSION:** Before you begin, cut out the cards, books and games included in the print out packet and acquire a hand puppet. It can be elaborate or as simple as a homemade sock puppet.

No other preparation time is necessary for this entire course, except for the occasional gathering of supplies needed for the lessons or pulling up the songs/videos. If you're unfamiliar with Italian, reading through the lessons beforehand and knowing the correct pronunciation of the words you're teaching is necessary, but the lessons tell you exactly what you need to say and do. It's completely open and go! Simply follow the instructions given on each page. Text in blue are instructions for you, and text in black is what you read to the student. Keep track of where you are by checking off the boxes next to each activity. Italian words are bolded to make them easier to recognize.

### **SONGS INCLUDED WITH THIS COURSE**

Each lesson suggests you refer to songs found on the internet. Many of these videos also have their songs available on Spotify for extra practice. You can get to these videos by typing in the links provided in the lessons or searching for them in YouTube. The music notes denote that there is a song to look up.

At the very end of each lesson there is a "cool down" that suggests watching more song videos. While these aren't critical, they help change the rhythm after the lesson and open the opportunity to watch/ listen to more Italian videos than listed if the child chooses. The more opportunity they have to hear the language, the quicker they become accustomed to it and it sounds less foreign.

## **PRONUNCIATION GUIDE**

The pronunciation guide should be used as a starting place to base your pronunciation as a beginner and is no way the best and only way to say these words. Some are honestly hilarious, and a great way to remember the words you're learning. Listening to native speakers will give you a better idea of how the words are pronounced- listen to them and repeat their phrases. The better you pronounce words the better understood you will be (if you have questions on how something is pronounced we have included links to pronunciation videos specific to the lessons in this course). A great way to practice pronunciation is listening to Italian podcasts.

## **TEACHING MULTIPLE CHILDREN**

Because this book is not exhaustible, meaning the activities can be done over and over, these lessons can be done with multiple children. Take time to include each child in the activities provided, asking every child present the questions and require each to give an answer.

## **IMPORTANCE OF THE PUPPET**

Using the puppet is important. The puppet is used as a co-teacher, an expert that verifies what is taught. It provides the student an escape into an imaginary world where they really need to speak the new language in order to communicate with this new friend. The puppet provides more opportunities for the student to verbalize and practice new vocabulary. Another way you can utilize the puppet is to have the student wear it if they're feeling shy. This way, the puppet acts as a mask for the student and take the sting out of wrong answers- you can quiz the puppet instead of the student to take away some anxiety. Suggest that the puppet is "being silly" when it gives the wrong answer ("you jokester, you know that color is blue, not red!"), and tell it that it is so lucky to have a friend like the student to help it out.

## **MAP/GLOBE**

It's optional, but just so you are aware, there are lots of references to Italy. If you choose to add a

small part of geography to the curriculum, we suggest you obtain a map or globe before you begin the course. We've included one in the physical set.

## **INFORMAL DIALOGUE**

In Italian, there are two ways to speak to people- informally and formally. Informal speech is used with children, family, and those close to you. Formal speech is used with elders and people that you don't know well. It is a form of respect. Since the goal of this book is at-home-learning and using the speech within your home, we will only be teaching the informal language.

## **ERRORS IN THE TEXT**

While we and our editors have done our best to make this course the most correct it can be, we are human, and errors can be made. We humbly ask that you overlook any small errors you might find and focus on the "living language" aspect of the course, letting time and language conversations with natives fill in the learning gaps that written text cannot fill. If you do, this course can be the greatest stepping stool on your student's journey to learning a language. Nothing can replace quality time with family as you learn together, and the confidence that diving right into the language can give. We're excited for you and know you'll do great!

*If you have any questions, suggestions, criticism or praise, feel free to email us at [hello@homeschoollanguages.com](mailto:hello@homeschoollanguages.com). We'd be happy to hear from you!*

## Required Materials

Besides everyday items you'll find in your home (like cereal, pennies, clothes, dishes, clothespin, etc), here is a list of materials you'll need to complete the activities in this curriculum (all are included with the curriculum packet, physical or PDF):

Puppet (physical copy only)

Phrase chart

Map

Set of cards (food, locations, clothing, phrases, emotions, actions, color/numbers)

2 Spinners (locations and emotions)

Bingo cards/Menu

Game boards (locations/colorful)

Circle cards (matching foods game)

Booklets

Access to internet (for songs, pronunciation guides, and extra culture exposure)

*\*please keep small playing pieces out of the reach of young children.*

### *Note about audio pronunciation guides:*

*To hear the words used in the lessons, follow the correlating links provided at the end of each lesson.*

*You can hear the pronunciation for the booklets in the following videos:*

Book 1: [bit.ly/HL-italianbook1](https://bit.ly/HL-italianbook1)

Book 2: [bit.ly/HL-italianbook2](https://bit.ly/HL-italianbook2)

Book 3: [bit.ly/HL-italianbook3](https://bit.ly/HL-italianbook3)

Book 4: [bit.ly/HL-italianbook4](https://bit.ly/HL-italianbook4)

Book 5: [bit.ly/HL-italianbook5](https://bit.ly/HL-italianbook5)

Book 6: [bit.ly/HL-italianbook6](https://bit.ly/HL-italianbook6)

Book 7: [bit.ly/HL-italianbook7](https://bit.ly/HL-italianbook7)

Book 8: [bit.ly/HL-italianbook8](https://bit.ly/HL-italianbook8)

Book 9: [bit.ly/HL-italianbook9](https://bit.ly/HL-italianbook9)

Book 10: [bit.ly/HL-italianbook10](https://bit.ly/HL-italianbook10)

Book 11: [bit.ly/HL-italianbook11](https://bit.ly/HL-italianbook11)

Book 12: [bit.ly/HL-italianbook12](https://bit.ly/HL-italianbook12)

Book 13: [bit.ly/HL-italianbook13](https://bit.ly/HL-italianbook13)

Book 14: [bit.ly/HL-italianbook14](https://bit.ly/HL-italianbook14)

Book 15: [bit.ly/HL-italianbook15](https://bit.ly/HL-italianbook15)

Book 16: [bit.ly/HL-italianbook16](https://bit.ly/HL-italianbook16)

Opposites: [bit.ly/HL-oppositeitalian](https://bit.ly/HL-oppositeitalian)

# PRONUNCIATION GUIDE

*NOTE FOR TEACHERS: Included with each lesson is a vocabulary pronunciation guide that should be sufficient for this course. For further pronunciation help refer to this guide or as always, a native speaker.*

Learning the Italian vowels are the most important, as Italian pronunciation relies heavily on their vowel sound (while in English we prefer to enunciate the consonants instead). Luckily their pronunciation is very consistent and hardly vary between words! If you master the Italian vowels, you'll most always pronounce the Italian words correctly.

Vowel	Pronunciation guide	Example
A	Sounds like ah in father	casa
E	2 sounds- short vowel like e in met 2 sounds-long vowel like ey in they	festa fedè
I	sounds like ea in tea	bimbi
O	2 sounds-long vowel like o in cozy 2 sounds- short vowel like o in cost	nome cosa
U	Sounds like u in rude	luna

## Consonants Pronunciation Guide

*\*Italian consonants of b, f, m, n, v are the same as in English.*

Consonant	Pronunciation Guide	Example
C	before a, o, and u are the similar to the K sound	casa, con,
C	before I and E is a ch sound like chair	cena, voce, cibo
CH	before I or E is like English K	che, perché, chi
D	sounds more explosive than in English	di, data, dove
G	before A, O and U is like the g in go	gamba, gusto,
G	before E or I is like g in gym	gelato, angelo,
GH	only before E or I is like g in go	laghi, maghi
GLI	no english equivalent- most similar to ll in million	meglio, figli, famiglia
GN	like ny in canyon	signora, bagno, sogno
H	silent	ho, ha, hanno
L	similar to English, sharper, more toward front of mouth	olio, lingua, sale
P	similar to English, no puff out of mouth	pane, patata, pasto
QU	sounds like qu in quest	questo, quinto, quanto,
R	Trilled r- one brief touch from tongue against gums of upper teeth- ora, arte, orgoglio	
S	2 sounds-s in house	testa, stanza, festa
S	2 sounds-sometimes like the s in rose	rosa, tesoro

## Consonants Pronunciation Guide (continued)

Consonant	Pronunciation Guide	Example
SC	before A, O, U is like sk in ask	ascoltare, scuola
SC	before E, I sounds like sh in fish	sci, pesce, conoscere
SCH	happens only before E or I and sounds like sk	pesche, tasche
T	Similar to English, no puff out of mouth	contento, carta, arte
Z	Sometimes voiceless like ts in bets	negozio, marzo, grazie
	Sometimes voiced like ds in beds	Zero, pranzo, romanzo

# SYLLABLE STRESS AND ACCENTS

Stressing the right syllable is critical in any language's pronunciation. It can either change the word completely or create a new, incoherent one. Just try saying normal words like family, brossher, or breakfast stressing the wrong syllable (i.e. fam-I-ly, bro-THER, break-FAST). Here are the 3 simple rules to follow to make sure you're stressing the right syllable to be understood correctly. There are more rules for this, but this is a good starting point.

1. **Stress the syllable that have an accent on them**

*Examples: re-al-TÀ, fe-li-ci-TÀ, ti-VÙ*

2. **Most words are stressed on the next to last syllable**

- two-syllable words always stress the first vowel, unless the vowel has an accent

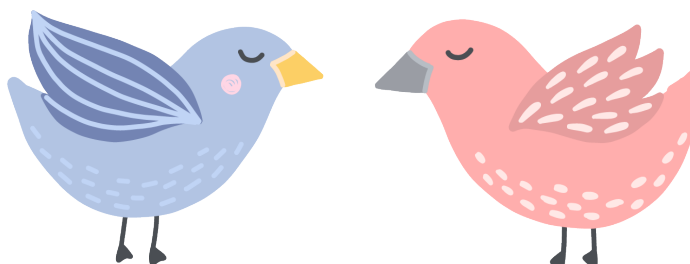
*Examples: CA-sa, BEL-la*

- Word with 3+ syllables usually are stressed on next to last vowel

*Examples: gen-TI-le, set-ti-MA-na*

3. **Stress the 3rd to last syllable with the following suffixes**

-agine, -aggine, -igine, -iggine, -edine, -udine, -abile, -evole, -ibile, -ico, -aceo, -ognolo, -oide, -cefalo, -crate, -dromo, -fago, -filo, -fobo, -fono, -gamo, -geno, -gono, -grafo, -logo, -mane, -metro, -nomo, -stato, -tesi, -ttero, -fero, -fugo, -voro



Before you begin, here's a little run through of how  
Homeschool Languages is formatted!

REQUIRED  
MATERIALS:

Take a sec  
and grab  
these things  
before you  
begin!

# READING A LESSON



**Lesson Focus:**

*Lots of content might appear in the lesson- but the focus written here is the  
concept you should take with you!*

**New Vocabulary:**

***Direct vocab words that will come up again in future lessons!***  
***There will also be indirect vocabulary your student will pick up. Relax and let  
exposure teach them those words!***

- ☐ <---Check boxes are for your convenience- since you shouldn't force yourself (or the child) to finish a lesson, keep track of where you are and what you've completed!

In BLUE are the directions, blue tells you what to do.

BLACK is what you say outloud to your student- the script!

**Parole in italiano.** Italian words are easy to find, they're bold! You can find almost all of the words usete in this book in the dictionary at the end.  
(Want to HEAR them? See the link in the pronunciation guide to hear those lesson's words!)

[bit.ly/HL-italianhello1](https://bit.ly/HL-italianhello1)

Links to songs and videos will always be in red!



<--- this symbol means you'll be using a computer/phone to look up a song!



## □ LESSON COOL DOWN

First we clean up our area and say goodbye to the puppet (if it's usete).

**\*\*READ A BOOKLET!** Booklets are CRITICAL. They correlate directly with the units, and your student will enjoy understanding them! And when we say "have the student repeat after each line" we mean it. Not only will it help them learn a new language BUT it helps their little mouths form and get usete to making new sounds and speech patterns.

🎵 Each cool down includes songs for the student to listen to/sing along with. These are a way to have the student just relax and watch a cute video and pick up some familiar vocabulary while they're at it! They're not critical to the lesson, but they do provide great review for current vocab (we all learn a little bit better if it's in a song, right?!)

## □ TEACHER HOMEWORK - is the same for every lesson this level :) Write down what you'll practice until the next lesson! The focus is to SPEAK the language in the home.

### OPTIONAL PHRASE CARDS:

*If you'd like extra review of the phrases in the curriculum, we've added phrase cards. In this pink box you'll see what phrase cards to add to your routine. We suggest you have 3 card separators- one for phrases mastered, learning, and not yet learned. It's up to you if and when you practice these, they're for your convenience! We review these phrases semi-regularly in this book.*

## EXTRA PRACTICE

Extra practice isn't required during the lesson. Look here for more review of past phrases or an extension of that day's lesson!

## Lesson Pronunciation Guide

There is an AUDIO version for each pronunciation guide. Follow the link (always in red) in each box to hear the words listed!

If the pronunciation has a capital letter, you SAY that letter (i.e. B is "bee"! ). The rest you read as if you're reading english. For example:

**Grazie** (thank you): *graht-Z-A*

**E** (and): A

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## UNIT 1

# use your manners

---

### **I cans:**

I can use different greetings at different times of the day  
I can say yes and no  
I can say hello and goodbye  
I can ask “how are you?” and respond appropriately  
I can say how I’m feeling  
I can say I want something  
I can say please, thank you, you’re welcome  
I can ask “how many” or “how much”  
I can say “I have”  
I can ask for help  
I can count from 1-10  
I can say a few colors

### **Culture exposure:**

Italy map and flag  
Ferrari  
Gelato  
Tuscany  
Fashion  
The Mona Lisa

REQUIRED  
MATERIALS:

-puppet  
-food  
cards



# LESSON 1



## Lesson Focus:

Use different greetings for different times of the day, say hello and goodbye, recognize and name the color red

## New Vocabulary:

**ciao, arrivederci, buongiorno, buon pomeriggio, buonanotte, rosso**

- **INTRODUCTION TO ITALIAN:** Read to the student and complete the instructions: We are going to learn Italian! Italian is a language spoken by many of our friends in the world. Like this puppet! His name is Luca (feel free use a different Italian name for your puppet). Let's say hello to him! Together with your student, wave and say "hello" to the puppet. The puppet makes a confused sound.. (hmmm?). Oops, "hello" is *English*! Luca speaks *ITALIAN*, so we need to use the *italian* word for hello! The Italian word for "hello" is "**ciao**." (chow). Let's try again! Together with your student, wave and say "**ciao**" to the puppet. The puppet responds joyfully with "**ciao!!!**" Walk around the house saying "**ciao**" to things you see. For example, "**Ciao**, kitchen! **Ciao** chair! **Ciao** toy!" etc.

## You're doing great!

Motivate your student with **complimenti** (compliments) such as:

**Ben fatto!**      *Well done!*

**Molto bene!**      *Very good!*

**Buon lavoro!**      *Good Job!*

**Perfetto!**      *Perfect!*

**Meraviglioso!**      *Marvellous!*

**Ottimo!**      *Great!*



- We are going to learn a hello song to sing to Luca. We'll sing this song every day this unit! Watch and listen to the following song 3 times through. "Italian hello" - [bit.ly/HL-italianhello1](https://bit.ly/HL-italianhello1)



The first time through simply listen. The second time, point to the photos when each line of each verse is sung (**buongiorno/buon pomeriggio/buonanotte**). The third time repeat the verses he sings and add the following actions- your student will follow along!

Actions:

**Buongiorno/Buon pomeriggio** (good morning/good afternoon)- give one big wave hello.

**Buonanotte** (good night)- yawn and stretch arms up.

**Come stai** (how are you)- arms up in question position, elbows down by side with wrists flexed close to shoulders.

**Molto bene, grazie** (very well, thank you)- thumbs up.

**E tu** (and you)- point to the other person.

- GREETINGS: Some of the younger students have difficulty understanding the difference between morning, afternoon, and evening. Here's a simple way to explain: We say **buongiorno** when it's morning time, when we wake up and the sun first comes up like in this first photo! Point to the **buongiorno** photo. **Buonanotte** is when it's night time. Give a big yawn, point to **buonanotte**. **Buon pomeriggio** is anytime inbetween! Point to **buon pomeriggio**.

### BUONGIORNO



### BUON POMERIGGIO

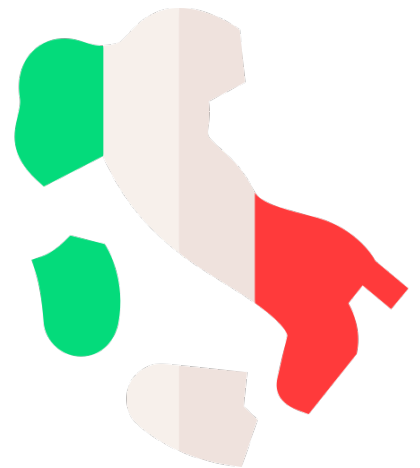


### BUONANOTTE



- Tell your student to point to "**Buongiorno**." Do the same thing for each of the photos. Repeat several times. Is it morning, afternoon, or night right now? So which one do we use to greet Luca right now? Tell puppet **buon**.. (whatever time it is currently). Puppet replies the same.

- CULTURE (ITALY): Show where Italy is on a map then say the following: This country is called Italy. We live in a place where we use English to talk to other people, in Italy they use Italian! Can you tell what the country looks like? Is it shaped like something that is familiar to you? That's right! It looks like a boot! It is easy to spot on a map because it looks like a boot. We are going to learn more about Italy & Italian.



- RED: Our Italian friends have different words for everything, even colors! What color is the box here? (red) Yep, it's red! But our Italian friends call it "**rosso**" (row-so). Red and **rosso** start with the same sound- Rrrr! Red, **rosso**! Let's practice saying **rosso** a few times. Jump up and down while saying "**rosso**" 5 times! Use your fingers to keep count while you both say "**rosso**" 5 times.
- I SPY RED: Take out the food cards (included in this set). Shuffle the cards then flip them over one by one. With each card, have your student shout "**rosso**!" if the card has the color red in it. Have one pile for cards that have red, and one pile for cards without red in them.

**rosso**

- **GOODBYE:** Do you remember the word for hello? Wait for response. Yes! It's **ciao**! Now it's time to say goodbye to the things in our house. The word for goodbye is "**ciao**" too! Go around the house again and say **ciao** to things that you see. Lastly, it's time to say **ciao** to Luca. **Ciao Luca**! Thank you for helping us today!

- **LESSON COOL DOWN**  
Read booklet #1 to your student, having them repeat each line. This has them hearing the words they're using in context and helps their mouths to practice forming the words in a new language.



Watch the following videos at least one time through, preparing your student for future lessons.

1. **Le Buone Maniere!**- [bit.ly/HL-goodmanners1](https://bit.ly/HL-goodmanners1)  
(good morning, afternoon, and night)
2. **Ciao Ciao Ciao**- [bit.ly/HL-salutations1](https://bit.ly/HL-salutations1) (practices salutations)



- **TEACHER HOMEWORK**  
Write down the new vocabulary listed at the beginning of the lesson on your laminated practice sheet included in the curriculum and place somewhere you see often. Replace those words in your vocabulary at least 3 times before the next lesson. (ex. do you want the **rosso** apple or the green one?)

## EXTRA PRACTICE

- **IMAGINATIVE PLAY:** Pretend to be in bed. "Wake up" in the morning and say "**Buongiorno**"! Then start to play, pretend to shield your eyes from the sun, saying something like "it's so bright out here now that it's afternoon!" Then say "**Buon pomeriggio**" to each other. Repeat with evening, pretending to be getting ready for bed, and say "**Buonanotte**"
- **RED HUNT:** Go on a "**rosso**" hunt around the house or outside. Be the first to point and shout "**rosso!**" when a red object is spotted.
- **HELLO/GOODBYE:** Because Italian also uses "**arrivederci**" for goodbye, you can add that into your vocabulary with this activity: Take 5-10 toys or stuffed animals and put them in a box/under a blanket. One by one take each out and greet it by saying "**ciao** (toy)!" When all the toys are out, repeat the exercise using "**arrivederci**" and putting them back.



# Lesson 1 Pronunciation Guide

hear the pronunciation: [bit.ly/HL-italian1](https://bit.ly/HL-italian1)

If you don't like the idea of having "Luca" as a puppet helper, here are just a few other Italian names you could use. Typical boy names: Marco, Alessandro, Giuseppe, Flavio, Luca, Giovanni, Roberto, Andrea, Stefano, Angelo, Francesco, Mario, Luigi. Typical girl names: Anna, Maria, Sara, Laura, Aurora, Valentina, Giulia, Rosa, Gianna, Giuseppina, Angela, Giovanna, Sofia, Stella.

Arrivederci is another way Italians say "goodbye"! It's a bit more formal, "ciao" is more common and used more often, especially amongst friends and family.

*\*note that when the pronunciation guide has one single uppercase letter, it signifies that you pronounce the english letter. For example, "B" would be "BEE".*

**Ciao** (Hello/Goodbye): chow

**Arrivederci** (goodbye): ah-re-veh-dehr-chi

**Buongiorno** (good morning): buon-joer-no

**Buon pomeriggio** (good afternoon): buon poh-me-ree-joe

**Buonanotte** (good night): buo-na-no-tay

**Come stai?** (how are you): koh-may steye

**Grazie** (thank you): grah-Z-A

**E** (and): A

**Tu** (you): two

**Rosso** (red): row-so

**Complimenti** (congratulations): com-plee-men-T

**Buon lavoro** (good work): bon la-voh-row

**Molto bene** (very good): mol-toe ben-a

**Perfetto** (perfect): pear-feh-toe!

**Meraviglioso** (marvellous): mer-rah-vee-lee-O-so



## Good evening vs. Goodnight

**Buonanotte** is used only before going to bed, like "goodnight" is used in English, but if you meet someone for the evening you would say **buonasera**, like "good evening" is used in English. We chose to teach it the way we did because **buonanotte** is said more frequently in the home/from a child.

Want to hear a fun song to practice **buonasera**? Listen here! [bit.ly/HL-sera](https://bit.ly/HL-sera)

REQUIRED  
MATERIALS:

-puppet  
-small treat  
(raisin,  
chocolate  
chip, etc)  
-food cards



# LESSON 2



## Lesson Focus:

*Say please and thank you in common conversations, and respond to questions with yes and no*

## New Vocabulary:

*per favore, grazie, sei il benvenuto, sì, no*

- ❑ WARM UP: Sing along to the video “Italian hello” with your puppet, this time enunciating the words as you sing. Slowly the student will begin to identify the words in the song as the words he’s learning in these lessons.



[bit.ly/HL-italianhello1](https://bit.ly/HL-italianhello1)

- ❑ RED REVIEW: Read to the student and complete the instructions: Point to the red box. In Italian, the color of this box is... (wait to see if the student remembers) **rosso!** **Buon lavoro!**



## Buongiorno!

Buongiorno!  
Come stai?  
Molto bene, grazie.  
E tu?

Buon pomeriggio!  
Come stai?  
Molto bene, grazie.  
E tu?

Buonanotte!  
Come stai?  
Molto bene, grazie.  
E tu?

- ❑ YES/NO: Complete the **sì/NO** path on the next page.
- ❑ THANK YOU/YOU'RE WELCOME: Put on the hand puppet and place a small treat in it's mouth. Today we are going to learn some magic words... please and thank you! Luca is going to help us. In his mouth he has a treat, and will only give it to us if we ask him nicely! To say please in Italian, we say “**per favore**.” But make sure to tell him thank you, “**grazie**”, or he’ll try and take it back! Guide the student to say “Can I have the treat, **per favore**?” The puppet will say “**Sì!**” then drop it in his/her hand. The student must say “**grazie**,” or the puppet sneakily tries to get the treat back! After **grazie** is said, the puppet says “**prego**”, meaning “you’re welcome.”
- ❑ YES OR NO PATH: Read to the student and complete the instructions: The Italian word for yes is “**Sì**.” Yep, just like the letter C! No is even easier, it’s “**no**!” Let’s practice saying “**sì**” and “**no**” by playing this game. Using your finger, follow the trail and tell me if “**sì**”, that’s a hobby you like, or “**no**”. Read the Italian words for the student for exposure, they’ll gather what it is from the images.



- GAME: Lay out, face up, half the food cards in front of you and the other half in front of your student. Take turns saying, “Can I have the (food item), **per favore?**” “**Sì!**” “**Grazie!**” “**Prego!**” Make sure each step is taken before ending the turn. Continue until all the food items are gone. Have fun, use funny voices, pretend to eat the food card, etc. It takes a lot of reminding for a new student, keep giving them the words they need and continue to practice this exercise until the banter of “**per favore, sì, grazie, prego**” is smoother.

For younger students, don't switch roles after each turn, switch after they're done gathering all the cards instead. \*NOTE: Each time you use the food cards, you should use the Italian words for the foods as you motion to them. Later we will memorize these- the more exposure your student has to these words the better!





## □ CULTURE- *Ferrari*

Read the following (*optional, keep a map up and show the student where Italy is*). Enzo Ferrari was an Italian race car driver who designed and made cars, like this one above! His cars, called “Ferraris” are known to be some of the fastest cars in the WORLD, and have won a lot of world races. Can you say “Ferrari”? **Perfetto!** They’re made in ITALY, where ITALIAN is spoken! **Rosso** is the color of all Italian Grand Prix race cars. That’s why Ferrari’s are usually **rosso**! What color would you make your race car?

- **COUNT TO THREE:** Read to the student and complete the instructions: Let’s ask Luca to count the boxes below. Luca, will you count the boxes below, **per favore?** The puppet replies “**Sì! Uno, due, tre.**” **Uno, due, tre! Grazie,** Luca! Let’s count with him. Ready? **Uno, due, tre!** Again! **Uno, due, tre!** **Un’altra volta! Uno, due, tre!** Can you CLAP **tre** times? (*Clap 3 times with the student while counting in Italian*). **Perfetto!** Can you turn around **tre** times? **Meraviglioso!** Can you jump **tre volte** (times)? **Ottimo!**

EXTRA: Play a quick game of tag around the room, taking turns being the “**ferrari**” (or “it”), and counting **uno, due, tre**, before the chase begins.

## □ LESSON COOL DOWN

Booklet #1 Say “**Ciao**” (goodbye) and “**Grazie per l’aiuto**” (thank you for the help) to Luca before putting him away.



Read [booklet #1](#) to your student, having them repeat each line.

Watch and listen to the following songs at least one time through, preparing your student for future lessons.



1. **I colori delle emozioni**- [bit.ly/HL-emotions2](https://bit.ly/HL-emotions2) (practices please and thank you)
2. **Con il mio ditino** - [bit.ly/HL-yesno2](https://bit.ly/HL-yesno2) (uses yes/no)

1



2



- **TEACHER HOMEWORK** - Replace previous lesson's vocabulary with the new vocabulary listed at the beginning of the lesson on the laminated practice sheet and place somewhere you see often. Use those words in your vocabulary at least 3 times before the next lesson.





## EXTRA PRACTICE

- YES/NO: Using **sì/NO** path on the previous page, ask the student if they'd like to "pretend do" that activity right now. The reply should be "**sì, per favore**" or "**no, grazie**". Simplify this activity by having the student's reply be solely **sì** or **no**.

*For variation, use the food cards and ask the student if they want to eat the food item shown, or create humorous options and have them respond. (Do you want to eat a worm? Go to the moon? Be a moviestar? Clip grandpa's toenails?)*

- PLEASE/THANK YOU: Using a small toy, practice saying "can I have that, **per favore**?", and invite the student to say **sì** OR **no**. If the answer is no, pretend/silly beg for it using "**per favore**" in funny ways until the student gives in and says **sì**, to which you reply **grazie**, then the student responds **prego**. Switch roles.

## Lesson 2 Pronunciation Guide

hear the pronunciation: [bit.ly/HL-italian2](https://bit.ly/HL-italian2)



**Per favore** (please): pear fah-vor-A

**Buon Lavoro** (good job): bun lav-or-O

**Prego** (you're welcome): pray-go

**Si** (yes): C

**O** (or): O

**No** (no): no

**Inizio** (start): E-knee-zio

**Fine** (end): feen-A

**Giocare ai videogiochi** (to play videogames): joe-car-A eye-E vih-D-O-joe-key

**Campeggiare** (to camp): cahmp-eh-jar-A

**cucinare** (to cook): cu-chi-nar-A

**Dipingere** (to paint): D-peen-jer-A

**Pescare** (to fish): pes-car-A

**Leggere** (to read): ledge-air-A

**Giocare a carte** (card games): joe-car-A ah car-tay

**Andare in spiaggia** (to go to the beach): an-dar-A een spiah-jia

**Suonare la chitarra** (to play the guitar): suo-nar-A lah key-tar-uh

**Guardare i film** (watch movies): gwar-dar-A E film

**Ascoltare la musica** (listen to music): ass-cole-tar-A lah moo-C-kuh

**Andare in bicicletta** (to bike): an-dar-A een B-chi-kleh-tah

**Giocare a football Americano** (play american football): joe-car-A ah fewt-bowl uh-mare-E-kahn-O

**Fare i puzzles** (do puzzles): far-E E pah-zuls

REQUIRED  
MATERIALS:

-puppet  
optional:  
map



# LESSON 3




## Lesson Focus:

Ask “how are you” and reply with  
“good, thank you, and you?”

## New Vocabulary:

***Come stai, Bene, Uno / Due / Tre, Blu***

- ☐ WARM UP: Sing along to the video “Italian hello”, doing the actions and enunciating the words as you sing. Pause after the second line, put your arms in the “**Come stai**”/asking a question position.  Read to the student and complete the instructions: Do you notice that she repeats “**come stai**”?

What do you think that means? (pause for answer.) It means, “how are you”! This song is a little conversation! Let’s keep listening and see what the answer is. I’ll ask you again when the song is over. (Finish the song.) Did you catch it? She says, “**Molto bene, grazie!**” We are putting our thumbs up because she just said, “Very good! Thank you!”

- ☐ HOW ARE YOU: Turn your attention to the puppet. Let’s ask Luca how he’s doing today! First, we’ll tell him good morning. That’s “**Buongiorno.**” Ready? Both say “**Buongiorno, Luca!**” to the puppet. Puppet replies with “**Buongiorno!**” **Buon lavoro**, he understood and even replied! Your Italian is getting so good. Now let’s ask him how he is. How do we say that? (What’s the next line in the song?) Yes! **Come stai!** Let’s ask him.

Both say “**Come stai?**” to puppet. Puppet replies, “**Molto bene, grazie! E tu?**” What did he just say? **Bene!** **MOLTO bene**, he’s VERY good! He said “**Molto bene, grazie.**” What was the last thing he said? **E tu?** Now he’s asking YOU how YOU are doing! Let’s answer!

Go back and forth having the puppet and the student ask each other “**Como stai?**”, and completing the conversation.



## Aiutami, per favore!

Encourage your student to ask for help when they need it instead of stepping in when they hesitate. Give them a chance to search their memory for the word, but offer them the help they need when they ask. Let them know that “**Aiutami per favore!**” is the perfect thing to say when they need help.

- ❑ **BLUE (COLOR REVIEW):** Which box below is **rosso**? Student points to red box. **Buon lavoro!** We're going to learn a new color today- blue! In Italian, the word for blue is "**blu**". Sounds just like English! Say it 5 times. Use your fingers to keep count while you both say "**blu**" 5 times. **Ottimo!** Let's look again at these **tre** boxes. **Uno, due, tre**. Point to the **BLU** box. Point to the **ROSSO** box. What else is **blu** on these pages? Bird.



- ❑ **CULTURE:** Read the following Do you remember the name of the color blue in Italian? That's right, it's **blu**. It sounds just like the English word. We are going to learn about a pretty place called Venice. Did you know that in Venice, there are no roads? That's right, there are no roads for cars! Instead of cars, they have boats. The only way to get around the city is to get on a boat! There are lots of different kinds of boats. Some have motors and some have paddles. There is a special boat in Venice called **Gondola**. Can you say that with me? **Gondola**. These boats have curved tall fronts and backs. This is a man who drives and steers the boat. He wears black pants, striped white and black shirt, a sun hat and a red scarf. Many people think that going on a Gondola ride is very special and romantic. Do you want to visit the city with boats for cars?



- ❑ **VIDEO:** Let's watch a short video about a famous painter, Canaletto in Venice. [bit.ly/HL-venice3](https://bit.ly/HL-venice3)
- ❑ **EXTRA:** Draw a picture of a city without roads or cars. Be sure to explain that the water is "**blu**". Bonus points if you draw a **rosso** boat, too!

## LESSON COOL DOWN

Booklet #1



Say “**Ciao**” and “**grazie per l’aiuto**” (thank you for the help) to Luca before putting him away.

Read booklet #1 to your student, having them repeat each line.



Watch and listen to the following songs at least one time through, preparing your student for future lessons.

1. **I colori delle emozioni** - [bit.ly/HL-emotions2](https://bit.ly/HL-emotions2) (emotions)
2. **Impara I colori**- [bit.ly/HL-colors3](https://bit.ly/HL-colors3) (practices colors)

1



2



## TEACHER HOMEWORK - Update the practice sheet.



## EXTRA PRACTICE

- ONE/TWO/THREE (WAR): Shuffle the color cards and deal half the deck to the student, and half to the teacher, keep the cards face down. On the count of "**tre**," both players turn over the top card. Whoever has the highest number displayed on the cards takes the cards played. Game ends when all cards have been played, the player with the highest amount of cards win.
- HELP ME (FLOOR IS LAVA): Using pillows, blankets, couches, newspaper, or other objects found around the house as "safe zones", keep off the ground because "floor is lava!" when you accidentally (or purposefully as the teacher, or for fun) fall into the lava, cry out "**Aiutami!**" until the other player(s) come and help the fallen player back onto the safe zone.

## Ferrari in Rome

Get a taste of Italian music and their love for the Ferrari with this Ferrari commercial set in Italy, showcasing some touristy spots in Rome. Why aren't the cars in the commercial rosso? They're not in a race! If they were, they'd have to be rosso. Enjoy your trip to Rome!



[bit.ly/HL-ferrari3](https://bit.ly/HL-ferrari3)

## Lesson 3 Pronunciation Guide

hear the pronunciation: [bit.ly/HL-italian3](https://bit.ly/HL-italian3)

**Come stai** (how are you): co-may steye

**Bravo** (good): bra-voe

**Uno/ Due/Tre** (one/two/three): ewn-O, dew-A, tray

**Blu** (blue): blue

**Buongiorno** (hello): bun-joer-no

**Molto bene grazie** (very good, thank you): mol-to ben-A, gra-Z-A

**Aiutami per favore** (help me please): eye-U-ta-me pear fa-vour-A

**Sì! uno due tre** (yes, one two three): C ewn-O, dew-A, tray

**Un'altra volta** (another time please): yeun'awl-tra vol-ta

**Perfetto** (perfect): pear-feh-toe

**Meraviglioso** (marvelous): mer-a-vil-E-O-so

**Ottimo** (great): oat-E-mo

**Rosso** (red): row-sow

**Buon lavoro** (good work): bone lav-or-O



REQUIRED  
MATERIALS:

-puppet  
-emotion  
cards

optional:  
map

# LESSON 4




## Lesson Focus:

Begin to respond to “how are you?” with varying answers.

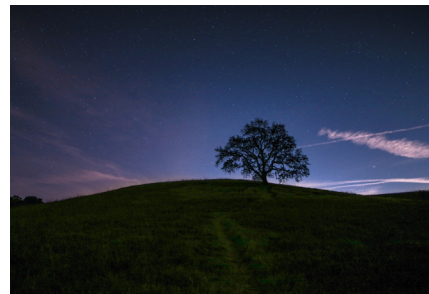
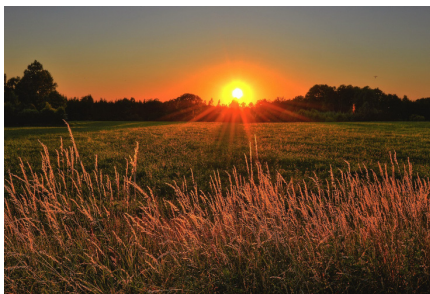
## New Vocabulary:

**Felice, Triste, Arrabbiato, Pauroso, Giallo**

- ❑ WARM UP: WITHOUT the video, sing the song “Italian hello” doing the actions and enunciating the words as you sing.
- ❑ *Practice Past Phrases*  
HOW ARE YOU: **Ciao** Luca, **come stai?** Puppet replies: **Molto bene, grazie! E tu?** Teacher replies: **Molto bene, grazie!** Now your turn, student! Puppet asks “**Ciao, come stai** student!”. (**Molto bene, grazie! E tu? Molto bene, grazie!** Repeat if needed.
- ❑ YES/NO: Reply **sì** or **no** to the questions I’m going to ask you next! Student, are you happy today? **Sì/no**. Are you sad today? **Sì/no**. Are you hungry? **Sì/no**. Are you silly today? **Sì/no**. Are you tired? **Sì/no**.
- ❑ EMOTIONS: We’re going to listen to another song where they ask the same question, **come stai!** But this time listen for the different answers they give.  
 Together watch the video **The colors of emotions!** [bit.ly/HL-emotions2](https://bit.ly/HL-emotions2). Pull out the emotion cards for the words Happy, Sad, Angry, and Scared: **felice, triste, arrabbiato, pauroso**. Ask the student about each card: What do you think this emotion is? **Angry**. Yes! It’s **arrabbiato!** Repeat with each emotion so they connect the faces with the correct emotion. Tell the student: Now we are going to watch the video again, point to the card when they sing about the emotion!
- ❑ IMAGINATIVE PLAY: Pull out the matching emotion cards and together act out the new words you’ve learned. **Sono... pauroso!** (pretend to be scared). **Sono... felice!** (pretend to be happy). **Sono... triste.** (act sad). **Sono... arrabbiato!** (act angry). Repeat each emotion.







- ❑ **REVIEW GREETINGS:** Point to the first photo and ask the student: What do we say in Italian to greet others in the morning? **Buongiorno**. Repeat with good afternoon and good night.
- ❑ **WHITE:** Read to the student and complete the instructions: Look at the ice cream below. YUM! Do you like ice cream? The Italians sure do, they make their ice cream denser, warmer, and softer- some say it's the best ice cream in the world! They call it "**gelato**!" Let's count the scoops of **gelato** in Italian! **Uno, due, tre**. There are **tre** scoops of **gelato** here!

Look at the colors of the **gelato** scoops. Where is the **rosso gelato**? **Student points**. Where is the **blu gelato**? **Student points**. Point to the yellow **gelato**- let's learn yellow so you know ALL of the colors here! Yellow in Italian is "**Giallo**." It kind of sounds like yellow, but said a little silly! Let's say **giallo** 5 times together. **Keep count with your fingers as you say "giallo" together 5 times**. Now let's see, where is the **giallo gelato**? **Student points**. Using the colors you know (**blu, rosso, and giallo**) name the colors of the **gelato** here! **Help the student with the Italian words as needed**.

- ❑ **COLOR HUNT:** Take a quick walk either outside or around the house and be the first to say "**giallo**!" when you see something yellow.
- ❑ **LET'S PLAY: GIALLO GELATO (hot potato):** Grab a ball, pillow, or something soft. Pretend the item is a big scoop of **gelato** and is cold on your hands! Turn on a time for 15 seconds, and pass the item back and forth (pretending like it is cold!). When the music stops, the person holding the "**gelato**" has to turn around **tre** times while saying "**giallo gelato**!" Repeat.



Booklet #2



## LESSON COOL DOWN

Say “**Ciao**” (goodbye) and “**grazie per l’aiuto**” (thank you for the help) to Luca before putting him away.

Read booklet #2 to your student, having them repeat each line.



Watch and listen to the following songs at least one time through, preparing your student for future lessons.

1. **Impara I colori**- [bit.ly/HL-colors3](https://bit.ly/HL-colors3) (practices colors)
2. **Grazie Prego Per Favore**- [bit.ly/HL-thanks4](https://bit.ly/HL-thanks4) (manners)

1



2



- TEACHER HOMEWORK - Update the practice sheet.

## EXTRA PRACTICE

- I SPY COLORS: Play "I spy" with the colors. While on a walk, or sitting in a room, choose an object without telling the student what it is, and say "I spy something **rosso/blu/giallo**." Have the student continue to guess until they say the correct item. Switch roles. Repeat with each color.
- PLEASE/THANK YOU/YOU'RE WELCOME:  
Both the student and teacher chooses 4-6 toys and places them in front of themselves. Take turns asking for the other's toys- "Can I have the (bear) **per favore**?" “**Sì!**” “**Grazie!**” “**Prego!**” Make sure each step is taken before ending the turn. Continue until all the items are gone. Have fun, use funny voices, be excited when you get that toy, hug the toy, etc. Give them the words they need and continue to practice this exercise until the banter of “**per favore, sì, grazie, prego**” is smoother.





## Lesson 4 Pronunciation Guide

hear the pronunciation: [bit.ly/HL-italian4](https://bit.ly/HL-italian4)

**Contenta** (happy): cone-ten-tah

\***Contento**: cone-ten-toe

**Triste** (sad): tree-stay

**Arrabbiata** (mad) ah-rah-B-ah-tah

\***Arrabbiato**: ah-rah-B-ah-toe

**Stanca** (tired): stahn-cah

\* Stanca (tired): stahn-koe

**Sì no** (yes, no): C, no

**Felice** (happy): fe-lee-chay

**Paurosa** (scared): pow-row-sah

\*Pauroso: pow-row-sew

**Gelato** (ice cream): jel-ah-toe

**Bianco** (white): biaun-co

\***Bianca** (white): biaun-cah

*\*Important: When describing words end in O or A, it ought to be changed to match the gender of who you are talking about. If your student is a girl, practice saying “**stanca**” and “**arrabbiata**”, and boys would say “**arrabbiato**” and “**stanco**” instead. For the sake of simplicity in this curriculum, attention will only be drawn to words that are gender specific in the pronunciation guide. Typically in Italian writing, describing words are written with both the o and the a to leave it up to you to designate the gender. For example: **É stanco/a?***

**Sono** (I am): So-no

**Sei** (you are): say

**Freddo** (cold): fred-O

*Important: “**Sei**” means “you are”, while “**Sono**” means “I am”. Try to keep these two separate when you practice these phrases.*



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[HOMESCHOOLLANGUAGES.COM](http://HOMESCHOOLLANGUAGES.COM)