

Calico

Spanish[®]

Does **Stories** align to national language learning standards?



Does *Stories* align to the World Readiness Standards established by the American Council on the Teaching of Foreign Languages?

YES



Communication

Learners communicate in Spanish on a variety of familiar topics, including self, family, activities, routines, health, family, and more.



Cultures

Learners achieve intercultural competence standards while exploring inquiry-based Culture Capsules on topics like birthday celebrations and what homes look like.



Connections

Learners connect their Spanish learning to other disciplines through activities like solving math problems in Spanish, investigating the demographics of Latin America, and tracing the migration of the monarch butterfly.



Comparisons

Learners compare the Spanish language and cultures to their own in areas like using personalized pronouns and celebrating holidays.



Communities

Every Teacher's Guide suggests ways teachers can help learners connect with real Spanish-speaking communities as a key ingredient for long-term success.

Does Stories align to the NCSSFL-ACTFL Can-Do Statements that clarify the Communication Standard?



The Stories program was developed to help children consistently **perform in the Novice range** on the topics presented.

Novice Interpretive Statement

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

By definition, Novice Mid learners are not able to even identify the general topic of an authentic (written or spoken) text. Believing that excessive use of authentic texts for teaching young children does not build up this skill (i.e. continually not finding the topic doesn't help a child learn to identify the topic), we provide young learners with **rich learner material**: engaging video stories, vibrant Storybooks, music and more.

To assess whether children meet the interpretive standard, they must interact with authentic sources. In Stories, these interpretive assessments primarily happen in our Culture Capsules, so children are meeting interpretive standards while showing **intercultural competence**:

Level B:

What Can You Do?

Read the announcement below. It was published in newspapers when the famous singer Shakira (from Colombia) and the soccer superstar Piqué (from Spain) had their son.

Fill in the blanks.

**"ESTAMOS FELICES DE ANUNCIAR EL NACIMIENTO DE SASHA PIQUÉ
MEBARAK, HIJO DE SHAKIRA MEBARAK Y GERARD PIQUÉ, NACIDO EL 29 DE
ENERO A LAS 21:54H, EN BARCELONA."**

Last name of the *padre*:..... last name of the *madre*:

Level C:

What can you do?



Look at this real advertisement for a house in Cuenca, Ecuador. Identify some of the describing words used in the advertisement. What else do you understand? Use the poster *La casa* to help you understand what features the house has. Underline what you understand; then, draw what you think the house looks like. Which of these adjectives also describe your house?

VENDO CASA NUEVA EN CUENCA, DE LUJO, BONITA, MODERNA, CASA ECONÓMICA \$114.500

Descripción: Amplia villa moderna en Cuenca, son 4 dormitorios, tres baños completos, amplio patio, garaje para dos vehículos, portero eléctrico, cerca eléctrica, alarma, bonita cocina moderna con amplios muebles, funcionales y de buen gusto, dormitorio máster con vestidor y baño completo, construcción de primera calidad.

Novice Interpersonal Statement

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

The Calico Spanish Stories program is intended to help children **build conversational skills** so they can speak **real Spanish to real people**. Video Stories include a target dialogue where characters interact to accomplish skills like finding out what someone's name is, talking about likes and dislikes, and asking what someone wants to eat or drink. The goal is that young learners will internalize this language and **be able to accomplish these skills, too**.

Level B:



Level B > Unit 6 > Day 9

Video Dialogue

Watch the "Diálogo 6 Video" and follow along using the diagram children made on Day 8.



Unidad

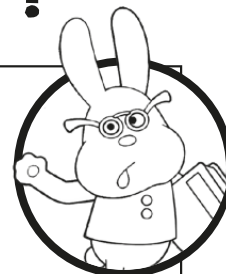
6

¿Qué le gusta hacer?

Camilo wants to know what your family likes to do. Survey your family by asking "¿Qué te gusta hacer?" (What do you like to do?)

In the first column, give the person's name. In the second column, identify what member of your family that person is. In the last column, write which activities from the word bank that person likes to do. An example is in the first row for you.

Then, use this sheet to report your survey to someone. Use the prompts at the top of the column to help you use full sentences.



Level D:



Level D > Unit 2 > Day 9

Speaking Practice

Review how to use the phrase *debes llevar* to suggest what someone "should" wear. Describe the weather using the phrases in Units 1 and 2 and see if children can complete the phrase with an appropriate article of clothing.

Hace calor. Debes llevar... (una camiseta, chanquetas).

Hace viento y no hace calor. Debes llevar... (una chaqueta, jeans).

Then, have children circulate and have this conversation with each other if they are ready. One child will state what the weather is, and the partner will say what the first child should wear.

A: *Hace calor.*

B: *Debes llevar una camiseta.*

Novice Presentational Statement

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Throughout the Stories program, children are encouraged to use their new Spanish skills to present information to classmates, friends, or family.

Level A:

Unidad 8

Sí, ¡se puede!

María and Pedro want to know all about you.

Answer the questions to develop a script to say several things about yourself. When you are finished, present your answers to someone. Use the sheet to describe some reasons why you are *especial*.

Note: There aren't many words in your word bank because you should be able to accomplish this activity based on your own vocabulary now. The activity sheets you have done so far can help you review.



¿Cómo te llamas?

Answer:

¿Cómo estás?



Answer:



¿Cómo eres?

Answer:

¿Qué te gusta?



Unidad
7

Las mascotas



Goyo wants to know if you have mascotas.
Can you tell him about your *mascotas*? Below each animal picture, tell which one of our action words these animals like to do. Then, write whether you have one or not (you can use *no tengo* to indicate you don't have any). In the last blank, describe the *mascota*, if you have one, by giving its name and at least one description. Remember to add "s" to an adjective if you are describing more than one.

Example:

PERROS.

Les gusta correr.

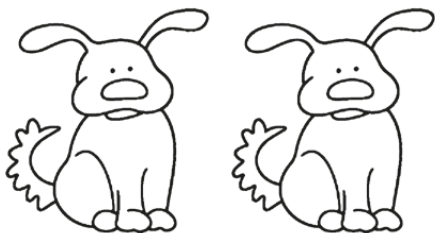
¿Cuántos tienes? Tengo un perro.

Describe: Se llama Pete. Es blanco y negro. Le gusta saltar.

If you have a pet not shown here, use the blank square to draw it and describe it. You can use a Spanish/English dictionary to find the word for it. You can also look up action words you need to say what a pet likes to do.

If you don't have a pet, use this sheet to help you talk about the pet you would like to have. Remember you can use *quiero* (I want) to describe things you want.

When you are finished, can you use what you wrote to describe your pet(s) to your teacher or a friend?



Perros

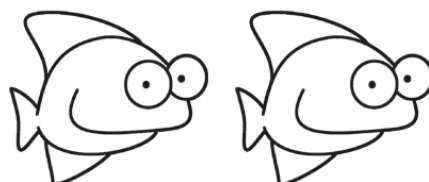
Les gusta

¿Cuántos tienes?

.....

Describe:

.....



Peces

Les gusta

¿Cuántos tienes?

.....

Describe:

.....

Level D:

Now, write Magda a note describing where you live. Can you describe the fruits and vegetables that grow there? What about the seasons and weather? What activities do you like to do in each season, and what clothes do you like to wear? Use the way Magda started and ended her letter to write yours as well; this is a very common way to put a greeting and farewell in a note to a friend.

Casi nunca...

También hay...

Me encanta...

Cuando
llueve...

En el verano...

Me gusta...

Tenemos...

Does Stories align to the Intercultural Communication standards?

YES

NCSSFL-ACTFL Can-Do Statements for Intercultural Communication:

I



Investigate

In my own and other cultures I can identify products and practices to help me understand perspectives.



Interact

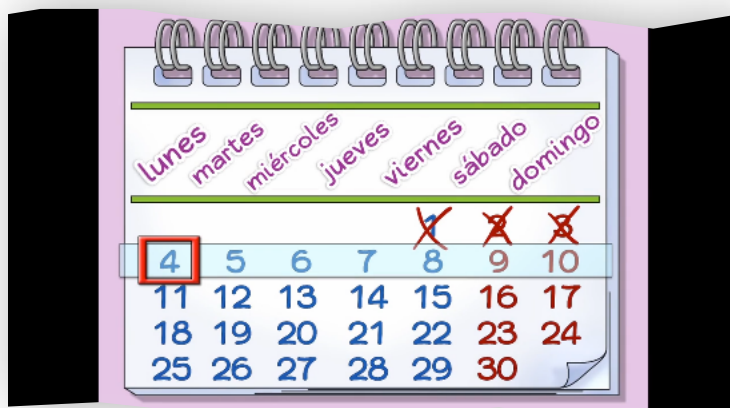
I can interact at a survival level in some familiar everyday contexts.

Stories includes several types of cultural content embedded within Video Stories:

- **Language features**, such as when calendars begin with Monday and use lowercase letters for days of the week
- **Information about places**, such as when characters encounter a monarch butterfly migrating to Mexico

Also, each level of Stories includes rich, inquiry-based Culture Capsules intended to get children asking deep questions about the **products**, **practices**, and **perspectives** of the Spanish-speaking peoples. The goal is for children to be able to interact in Spanish in a way that shows **intercultural communicative competence**.

Level A:



Level B:

Cultural inquiry

- 1 What other breeds of dogs and cats are native to Latin America? What are the most popular names people use for their pets?
- 2 Listen to the Calico song “*La granja*” and make a diagram of the sounds different animals make in Spanish. What sounds do English-speakers say these animals make?
- 3 What are some problems involved with importing exotic pets from Latin America? What is causing these problems and how can they be solved?



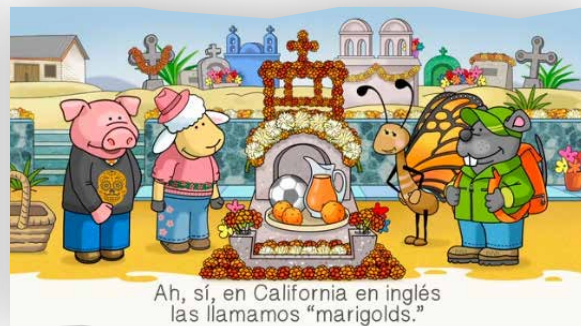
Level C:

Cultural inquiry

Your teacher will provide a typical schedule of daily activities in Spain. At what time does the family usually take a break for lunch? At what time do the parents go to bed? Express the times a Spanish family does these activities and at what time you do these activities. What does this tell you about cultural differences?

	<i>España</i>	<i>Mi cultura / familia</i>
<i>comida</i>		
<i>dormir</i>		

Level D:



Elementary Spanish Curriculum

