

# Calico

Spanish®

## Stories

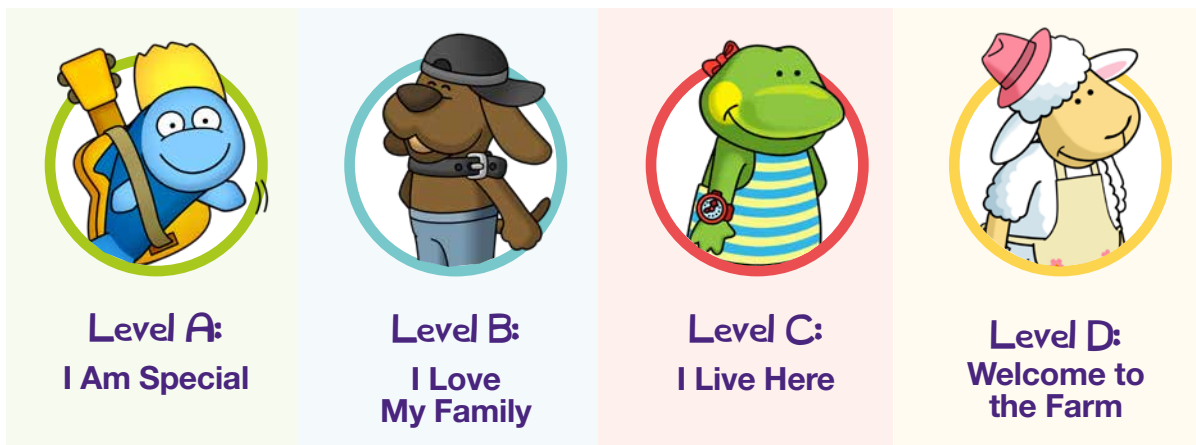
### Curriculum Resource Guide



# Get to know Stories

With Stories from Calico Spanish, you can guide young children on a journey to speak Spanish. **Even if you don't speak Spanish.**

Calico Spanish Stories spans four Levels:



Each Stories level contains eight units. The foundation of every Stories unit is an engaging animated Video Story that immerses children in the language they're intended to acquire. Each unit provides between 11 and 13 lesson plans that require 20-40 minutes to complete.

**Take a look at what your access to Stories includes:**



In total, the four Levels of Calico Spanish Stories contain approximately **200 hours** of planned lesson content.

## Sample Teaching Schedule

Scenario: Learners meet for 20-30 minutes 3 times per week

Year 1	Year 2	Year 3	Year 4	Year 5
<b>Level A</b> "I Am Special"	<b>Level B</b> "I Love My Family"	<b>Level C</b> "I Live Here"	<b>Level C</b> "I Live Here" <b>Level D</b> "Welcome to the Farm"	<b>Level D</b> "Welcome to the Farm"

## What can children do with Stories?

### Calico Spanish Stories Level A

By the end of Level A, your students will be able to complete the following tasks/learning objectives in Spanish:

- I can describe something as blue or yellow.
- I can identify a monkey or fish.
- I can identify the number of objects in a group up to three.
- I can begin to identify the days of the week.
- I can describe the size of something as big or small.
- I can greet someone, answer basic questions, and give information about myself, including:
  - my name
  - my age
  - how I am doing
  - what I am like
  - what I like to do

### Calico Spanish Stories Level B

By the end of Level B, in addition to everything they learned in Level A, your students will be able to complete the following tasks in Spanish:

- I can begin to talk about the months of the year.
- I can describe the color of something brown, black, or white.
- I can talk about the number of objects in a group, up to six.
- I can identify a dog, cat, or rabbit.
- I can tell someone "I love you."
- I can ask and answer the question "How many?"
- I can ask simple questions to discover what people like.
- I can talk about my pets.
- I can react to something I think is cool.
- I can answer basic questions and give information about my family, including:
  - family words
  - names
  - pets
  - what people are like
  - what others like to do



## Calico Spanish Stories Level C

By the end of Level C, in addition to everything they learned in Level A and Level B, your students will be able to complete the following tasks in Spanish:

- I can welcome someone to my house.
- I can describe the color of something green, gray, or red.
- I can identify a frog or a mouse.
- I can politely ask for something to eat or drink.
- I can talk about whether I want or need something.
- I can say that I'm hungry or thirsty.
- I can mention some foods and drinks I like or don't like.
- I can talk about how I feel.
- I can mention something that someone has to do.
- I can say whether I want or don't want to do something.
- I can mention some things that people do during the day.
- I can categorize something as a person, place, or thing.
- I can answer questions and give information about my home and routine, including:
  - making references to time (what time of day it is, what time it is, at what time I do something, that it is time to do something)
  - describing what my house is like
  - talking about some foods and drinks I like or don't like
  - telling how I feel
  - expressing that I need, want, or have to do something related to my daily activities
  - talking about my daily activities
  - describing where an object is located

## Calico Spanish Stories Level D

By the end of Level D, in addition to everything they learned in Levels A-C, children will be able to complete the following tasks in Spanish:

- I can count objects up to one hundred.
- I can use *debes* to suggest to someone what they should do.
- I can map the monarch butterfly migration.
- I can say whether something is close or far, north or south, left or right.
- I can say that I go, stay at, and return to a place.
- I can talk about farm animals and the sounds they make.
- I can use phrases including vocabulary for parts of the body to tell someone how I feel and if something hurts.
- I can use some frequency words and phrases to tell someone how often something happens.
- I can talk about what I eat for different meals.
- I can use connecting words to put a story in order.
- I can answer questions and give information about activities outside in various types of weather:
  - describing the weather
  - talking about the seasons
  - talking about what someone is going to do
  - talking about what clothes I need for particular weather

# Ready to see what Stories has to offer?

EXPLORE 8 FULL UNITS FOR 7 DAYS WITH YOUR  
FREE TRIAL AT [CALICOSPANISH.COM](http://CALICOSPANISH.COM)

## Objectives

Every Stories Unit starts with achievable objectives so you and your learners know where you're going. Check out these from Level A, Unit 5:

## Supplies

In every Unit Guide, you'll find a list of the supplies you need for that unit. Every resource is either one we've created and provided for you or something you'll readily find in your education environment. You'll be able to print flash cards, posters, activity sheets and more in your online membership, or you can purchase professionally printed, full-color versions in our shop.

### 1 Objectives

By the end of this unit, learners should be able to perform the following actions in Spanish:

- tell you something about themselves
- describe the size of something as *grande* or *pequeño*
- describe themselves as *grande*, *pequeño*, or *listo*

### 2 Supplies

- *Diálogo 4 Video*
- Happy/sad faces made in Unit 4
- Video Story "*María la mona*"
- Music Video "*La semana*"
- Calendar
- Video Story "*Pedro es pequeño*"
- Music Video "*Elefantes grandes*"
- Children's book of animals
- Yellow crayon and plain paper
- Student Activities:
  - "*Es pequeño*"
  - "*¿Quién dice ... ?*" (Who says ... ?)"
  - "*Así soy*"
  - Culture Capsule "Flags and Their Colors"

### 3 Vocabulary

## Vocabulary

You won't find boring lists of colors and numbers for rote memorization in Calico Spanish Stories! We choose each unit's vocabulary based on two questions:

- What will children actually use?
- What vocabulary helps tell the story?

Every Unit Guide includes the vocabulary in English and Spanish. In the lesson plans you see in your Stories membership, children will watch a video that offers visual cues and a native speaker pronouncing each word or phrase.



Video Story "La mariposa en la tempestad (A repasar - Vocabulario)" from Level D, Unit 2



## Video Story

The foundation of every unit is its Video Story. In the Video Story, the Stories animated characters interact using the language children will be acquiring in that unit. Your access to all 32 of our Video Stories is included in your online membership.



Level A > Unit 6 > Day 4

**Video Story: A María le gusta saltar**

Show the Video Story “A María le gusta saltar.” Encourage children to pretend to sing into a microphone each time they hear a form of *cantar*.



Sí, ¡María es una mona!

[View Script](#) [Download Script](#)

Video Story “A María le gusta saltar” from Level A, Unit 6

Concerned that children will be bored watching the same story in every lesson plan? One of our philosophies at Calico Spanish is **repeat without being repetitive**. We include creative suggestions for kids to interact in a new way with a video they’ve seen before:

- Jump when you hear a form of *saltar*!
- When you hear the word on your flash card, wave it in the air!
- Who can find something *azul* in this scene?

“This is a great program.  
So user-friendly  
and sound theory  
grounding it. Bravo!  
I’m so happy with it!”

Mary

## Songs

Calico Spanish has created some of the **most popular Spanish children's songs** on YouTube. Those same songs you love support the communicative goals in our Stories curriculum. Children learn through song, and a new language is no exception! You'll hear children sing along as they use the language that is part of each unit's goals, like in this song, "*Doña Ana*" from Level C, where children learn to talk about activities around the house:



Level C > Unit 4 > Day 4

### Music Video: *Doña Ana no está aquí*

Watch and sing along with the Music Video "*Doña Ana no está aquí*".

Watch the Music Video "*Doña Ana*." This song is about a woman who is in different parts of her *casa roja* trying to go through her daily activities. She keeps getting interrupted by children wanting to visit her. The first time you watch, ask students to point to *la cocina* and *la sala* on their house diagrams when she is in those rooms of her house.

Watch a second time and try to identify together at what time Doña Ana is in the different parts of her house: *¿A qué hora está Doña Ana en la cocina?* *¿A qué hora está Doña Ana en la sala?*

When you watch a third time, try to sing along together and listen for how Doña Ana is doing in rooms of her house:

*¿Cómo está Doña Ana en la cocina?* (Tiene hambre.)

*¿Cómo está Doña Ana en la sala?* (Está feliz.)



For the lyrics to our songs along with their English translations, see the Appendix of this level's Teacher's Guide. You can find PDFs of our full Teacher's Guides by clicking on the purple Resources button at top right. Then, click Teacher's Materials.

Music Video "*Doña Ana*" from Level C, Unit 4



## Games

Children learn through stories, and they learn through song, and they **learn through play**. Brain research shows that games that involve more senses and get kids up and moving foster long-term memory. In Calico Spanish Stories, you'll find familiar games woven into every unit, including:

- *Búsqueda* (I Spy)
- *Matamoscas* (Flyswatter game)
- *Dígalo con mímica* (Charades)
- *Diego dice* (Simon Says)
- Battleship™-style games

Children will also learn to speak more Spanish as they play new games like **Weather Balloon** and culturally authentic games like ***Pañuelo*** and ***Doña Ana***.



Level C > Unit 4 > Day 8

### Game: **Pañuelo**

Play the game "*Pañuelo*" once.

#### Let's Play:

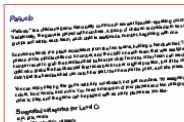
In the Video Story, our amigos play "*Pañuelo*," which is a game common in several Spanish-speaking countries. Play "*Pañuelo*" with the vocabulary words *rojo*, *gris*, and *verde*. Depending on how many players you allow, you can increase or reduce the number of color words you use.

"*Pañuelo*" is a children's game historically common in several Spanish-speaking countries.

Traditionally, the game is played with numbers. A group of children is divided into two equal groups and within each team, each child is assigned a number, beginning with one.

Someone stands in a place equidistant from the two teams, holding a handkerchief. This person in the middle calls out a number, and the child on each team that was assigned that number races to grab the handkerchief before the child from the other team can reach it. The child who grabs the handkerchief first races back to her original position, but if the child who didn't get the handkerchief can catch her first, then he wins the point, and she loses.

You can enjoy playing this game with any vocabulary, not just numbers. Try assigning children colors, food words, and more. You need a minimum of four players and two category words in order to play, and the game can be played with as many players as you like.



 [View Game Instructions](#)

 [Download Game Instructions](#)

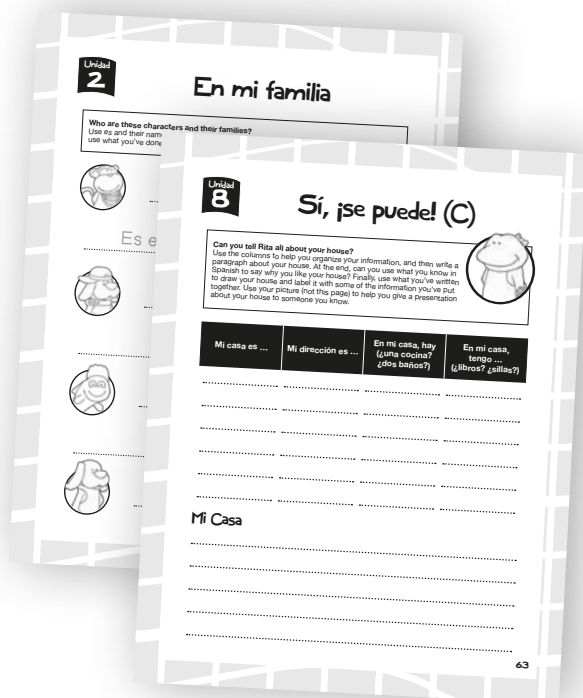
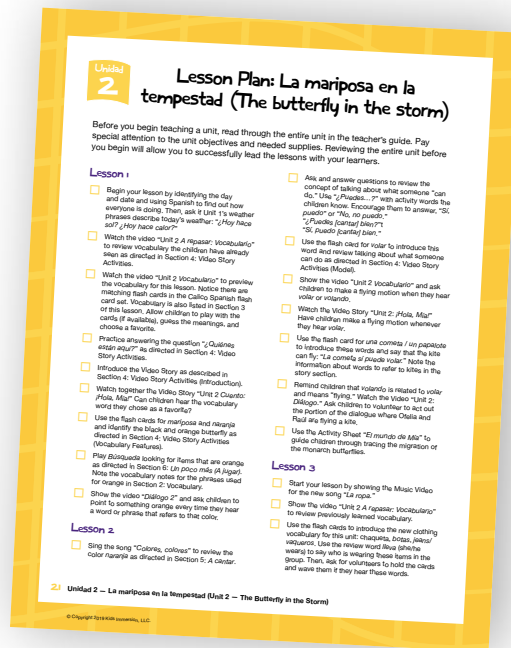
Game "*Pañuelo*" from Level C, Unit 4

## Step-by-step lesson plans

The last thing busy teachers need is a curriculum that expects them to build their lesson plans from scratch. We're ready to give you **all the support** - and all the flexibility - you need. Teachers **love using our lesson plans** in one of three ways:

1. Find checklist-style lesson plans for every unit in the Teacher's Guide to put the plans on paper right in front of you.
2. Use the step-by-step plans accompanied by all video and PDF resources in the online member site.
3. Combine elements of several lesson plans in an order and timing that works for your schedule.

Throughout the lesson plans, you'll find ideas for writing, exploring your environment, and playing games to add more interaction with the same language - repeat without being repetitive!



## Assessment

You'll set your young learners up for success as you **make sure children are accomplishing their language goals** before moving on to more challenging activities. Stories provides built-in formative assessment including formative Activity Sheets scheduled in every unit. Every unit ends with a section called "What can you do?" that incorporates that unit's final assessment Activity Sheet. Every level ends with an assessment titled **"Sí, ¡se puede!"** ("Yes, you can!") to help you evaluate children's ability to accomplish that level's goals.

## Lesson 12: Review Day

- Sing “Colores, colores.”
- Use the flash cards for *el norte*, *el sur*, *cerca de*, and *lejos de* to review the meanings of these words. Use a map, or consider drawing one together, to show things that are north or south, near or far from each other. Include any other location words you like, such as *lugar*, *casa*, *parque*, *pueblo*, *aquí*, and *allí*.

¿Qué es este lugar? ¿Es un parque? | What is this place? Is it a park?

Y ¿cómo se llama este pueblo? | And how is this town called?

## Review

As children acquire language, they need repetition of what has been learned before in order to make it part of their long-term memory. In Stories, you’ll note this **helpful recycling of previous information** in every lesson plan. Every unit includes review vocabulary to refresh children’s memory on words they’ve seen before and will encounter again in the current unit. Lesson plans include tips for refreshing and establishing

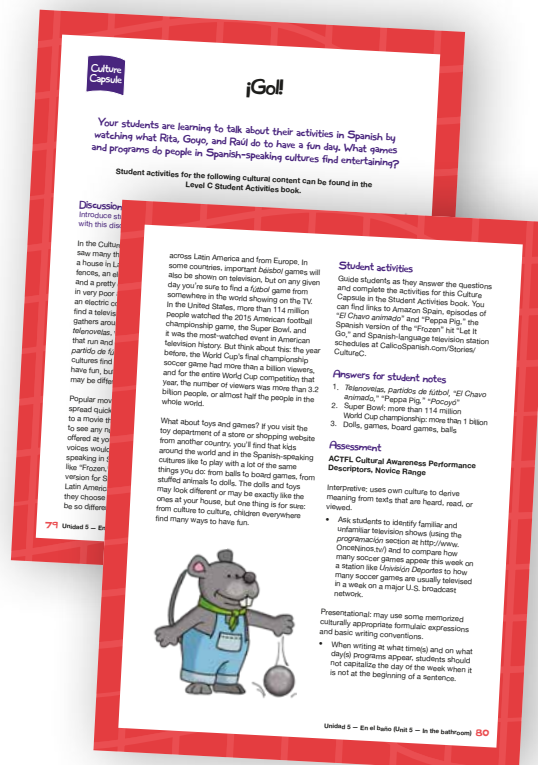
memory through games, songs, and more. Also, units end with **between 1 and 3 review days** that invite children to experience favorite Video Stories, Storybooks, and other activities they haven’t seen in a while.

## Our approach to culture

You know that **language and culture are intertwined**, but how do you communicate that in the classroom? Especially in the *elementary* classroom, where early language learners are often just beginning to accomplish the very basics? What about in a classroom or homeschool where the teacher may not be a confident Spanish speaker?

Let us help with the **innovative Culture Capsule** portion of our Stories Online program. They work on an inquiry model:

1. Together, you and your young learners explore cultural content directly related to the language content in Calico Spanish Stories Online.
2. You ask deep cultural questions, research answers, and form well-founded opinions.
3. Children are asked to complete a target-language goal based on ACTFL Intercultural Competency standards, often using an authentic Spanish-language resource as a context for their language use.



# 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

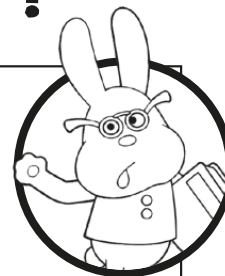
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## ¿Qué le gusta hacer?

**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, chancletas).*

*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.*

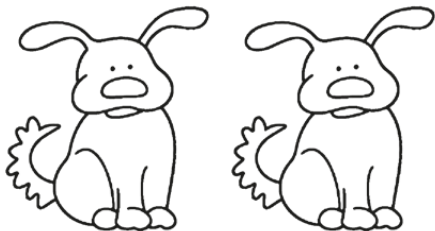
*¿Cuántos tienes? Tengo un perro.*

*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**

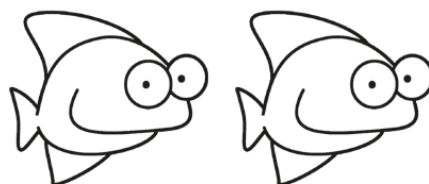
Les gusta .....

¿Cuántos tienes? .....

.....

Describe: .....

.....



**Peces**

Les gusta .....

¿Cuántos tienes? .....

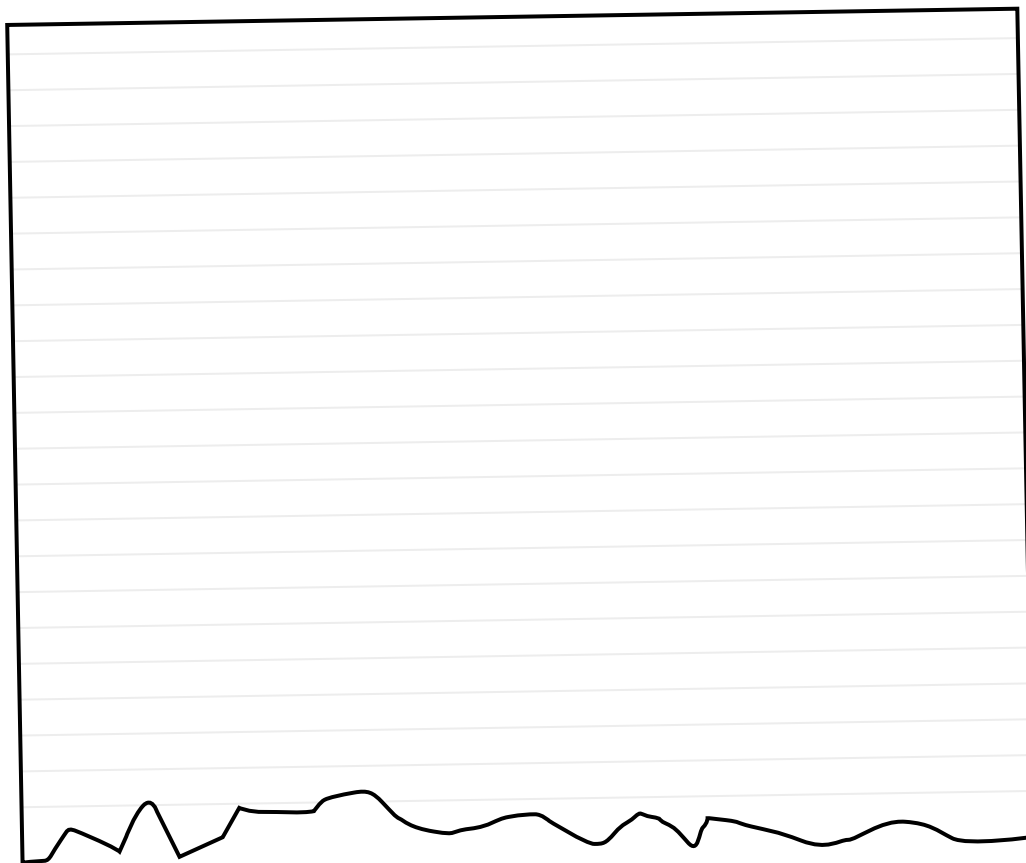
.....

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?



## NCSSFL-ACTFL Can-Do Statements for Intercultural Communication:



### Investigate

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



### Interact

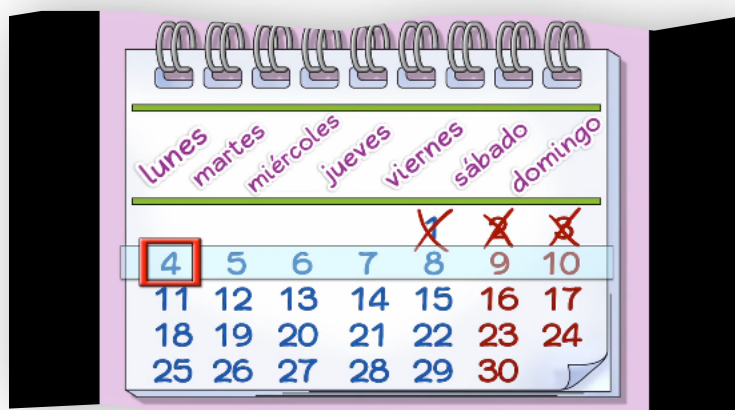
I can interact at a survival level in some familiar everyday contexts.

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?



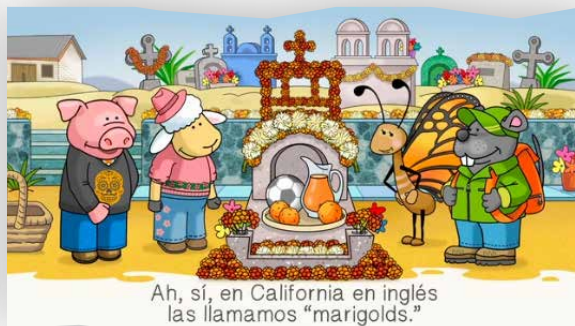
## Level C:

### 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?

	España	Mi cultura / familia
comida		
dormir		

## Level D:





# Frequently Asked Questions

## What are my payment options?

Stories is priced on a simple subscription format. Each subscription is priced per teacher, regardless of how many students that teacher has. When you use the online site to purchase an annual subscription at **\$279/year**, you get access to all the levels, all the time, for a full year. Your subscription renews automatically each year at that same price. To see other payment options, including a 3-year subscription that offers additional savings, see the purchase order at the end of this document. To request a custom payment option, email [support@calicospanish.com](mailto:support@calicospanish.com).

## How long does the program take?

In Level A, lesson plans take about 15-20 minutes to complete. Levels C and D include lesson plans that may take 45 minutes or more. In general, we suggest doing 3 lesson plans a week, and that pace will take your learners through **about a level a year**. Levels C and D will take many groups a year and a half each to complete.

## Where should my learners start?

Levels are about where kids are with their language skills, so all beginners (regardless of grade) should start with Level A. You have **access to all levels all the time**, so if you are teaching children with some Spanish skills already under their belt, start at a later level.

## Do I NEED to buy the print supplements too?

Every resource you need is printable from your membership, so you don't need to buy anything beyond the subscription. However, if you'd rather have professionally printed materials, visit [CalicoSpanish.com/shop](http://CalicoSpanish.com/shop) to see what packs we offer for these optional supplements. **Need something you don't see** in our shop? Email [support@calicospanish.com](mailto:support@calicospanish.com) for a custom quote

“

*This program integrates all of the elements I've been looking for in a Spanish program - songs, books, video story lessons and complete lesson plans!*

Cassandra

”



# Purchase Order Form

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