



Sending Stories Home

10 days of digital elementary Spanish lessons for extended school closures.



10 days of digital elementary Spanish lessons for extended school closures.

The following plan uses selected content from Calico Spanish Stories, a unique online curriculum anyone can use to teach young children to speak real Spanish to real people.

Visit [CalicoSpanish.com](https://www.CalicoSpanish.com) and click the red button to get full access to 8 units for free for 7 days. If you need your trial access extended, simply email support@calicospanish.com for a free extension.

For full access to 200+ hours of planned lesson content in Stories, visit [CalicoSpanish.com/blog](https://www.CalicoSpanish.com/blog) for a special 2-week non-renewing subscription for \$1.

For free music videos and related free activities that anyone can access anytime, please visit: [Learn Spanish with Videos](#)

The contents of this document are © 2020 Kids Immersion, LLC. All Rights Reserved.



www.CalicoSpanish.com

Contents

Lesson Plans.....	4
Printable Flash Cards.....	10
Posters	13
Los números	14
La semana	15
Video Story Scripts.....	16
Pedro el pez conoce a la mona	17
María la mona.....	19
Pedro es pequeño	22
Activity Sheets.....	24
Es grande.....	25
¿Cuántos hay? (A).....	26
¿Cuántos hay? (B)	27
Finger Puppets (Pedro & María).....	29
¿Cuántos años tienes?	31
Diciembre en la familia de María.....	32
Día de la semana	34
Es pequeño	35
¿Quién dice...?	36
Así soy	37

Lesson Plans

	Details	Resources
Day 1	In Spanish, <i>grande</i> means “big.” Print out the flashcards or write <i>grande</i> on 3 sticky notes and post them on 3 things in your home that are each <i>grande</i> .	Flashcard: <i>grande</i> (big)
	Watch the Video Story “ <i>Pedro el pez conoce a la mona.</i> ” Hold your arms wide when you hear the word <i>grande</i> .	Video Story: “ <i>Pedro el pez conoce a la mona.</i> ” (“Pedro the fish meets the monkey”)
	Listen to the song “ <i>Elefantes grandes.</i> ” Hold your arms wide when you hear <i>grandes</i> . Can you try singing the song? Note: <i>grandes</i> has an s on it because there is more than 1 elephant. One elephant is <i>grande</i> , many elephants are <i>grandes</i> .	Song: “ <i>Elefantes grandes</i> ” (“Big Elephants”)
	Complete the Activity Sheet “ <i>Es grande.</i> ” Can you use the phrase “ <i>Es grande</i> ” (It’s big!) to describe things to someone in your home?	Activity Sheet: “ <i>Es grande</i> ” (“It’s big”)
Day 2	Print and post the poster “ <i>Los números.</i> ” This poster has the numbers 1-10 in Spanish.	Poster: “ <i>Los números</i> ” (“The numbers”)
	Sing the song “ <i>Cuenten conmigo</i> ” two or three times. As you sing the numbers, point to the numbers on the poster.	Song: “ <i>Cuenten conmigo</i> ” (“Count with me”)
	Watch the Video Story “ <i>Pedro el pez conoce a la mona.</i> ” Listen for the numbers <i>diez</i> (ten) and <i>tres</i> (three) in the story.	Video Story: “ <i>Pedro el pez conoce a la mona.</i> ” (“Pedro the fish meets the monkey”)

	Details	Resources
Day 2	Look around your house for items in groups of 1-10, like paper clips, building blocks, pencils, or puzzle pieces. Count them in Spanish. If you need help, use the poster. If you're ready, use the word <i>hay</i> ("there is/are") to say how many objects there are without counting them: <i>Hay tres.</i> There are three.	Poster: "Los números" ("The numbers")
	Complete the Activity Sheet " <i>¿Cuántos hay? (A)</i> " to practice the numbers 1 to 3.	Activity Sheet: " <i>¿Cuántos hay? (A)</i> " ("How many are there?") with 1-3 objects
Day 3	Watch the song " <i>¿Cuántos años tienes?</i> " This song is about asking and answering the question "How old are you?" Watch the song again and try to sing along.	Song: " <i>¿Cuántos años tienes?</i> " ("How old are you?")
	Do the Activity Sheet " <i>¿Cuántos hay? (B)</i> " to practice the numbers 1 to 6.	Activity Sheet: " <i>¿Cuántos hay? (B)</i> " ("How many are there?") with 1-6 objects
	Watch the Video Story " <i>Pedro el pez conoce a la mona.</i> " Listen for the word <i>grande</i> (big) and the numbers <i>tres</i> (3) and <i>diez</i> (10). Listen for the characters to ask and answer the question " <i>¿Cuántos años tienes?</i> " (How old are you?)	Video Story: " <i>Pedro el pez conoce a la mona</i> " ("Pedro the fish meets the monkey")
	Make finger puppets for the characters María and Pedro.	Activity Sheet: Finger puppets
	Use the finger puppets to act out the dialogue from the Video Story. Try using different numbers as you ask and answer the question " <i>¿Cuántos años tienes?</i> " (How old are you?)	Activity Sheet: Finger puppets Video: " <i>Diálogo 2</i> "
Day 4	Sing the song " <i>¿Cuántos años tienes?</i> " If you like, use the finger puppets you've made to act out the speakers' parts as you sing.	Song: " <i>¿Cuántos años tienes?</i> " ("How old are you?")

	Details	Resources
Day 4	Watch the Video Story “ <i>Pedro el pez conoce a la mona.</i> ” Listen for the characters to ask and answer the question “¿Cuántos años tienes?” (“How old are you?”)	Video Story: “ <i>Pedro el pez conoce a la mona</i> ” (“Pedro the fish meets the monkey”)
	Using the finger puppets, act out asking and answering the question “¿Cuántos años tienes?” Use the dialogue video if needed.	Activity Sheet: Finger puppets Video: “ <i>Diálogo 2</i> ”
	Complete the Activity Sheet “¿Cuántos años tienes?”	Activity Sheet: “¿Cuántos años tienes?” (“How old are you?”)
Day 5	Print the flashcard “ <i>hoy es...</i> ” and the calendar poster “ <i>La semana</i> ” and post them in your home. Post the <i>hoy es...</i> flash card above the current day. Note: Remember that the Spanish-language calendar begins on Monday.	Flashcard: “ <i>hoy es...</i> ” (“today is...”) Poster: “ <i>La semana</i> ” (“The Week”)
	Watch the Music Video “ <i>La semana.</i> ” Then, try singing the song as you point to the days on the calendar.	Music Video: “ <i>La semana</i> ” (The Week)
	Watch the Video Story “ <i>María la mona</i> ” and listen for the names of the days of the week. Can you point to the days on the poster as you hear them in the story?	Video Story: “ <i>María la mona</i> ” (“María the monkey”)
Day 6	Sing “ <i>La semana</i> ” as you point to the days of the week on the poster.	Music Video: “ <i>La semana</i> ” (The Week)
	Print the flashcard for <i>cumpleaños</i> . This is the Spanish word for birthday.	Flashcard: “ <i>cumpleaños</i> ” (“birthday”)
	Use a calendar to find out what day of the week your birthday and your family’s birthdays fall on. Can you use this phrase to say what day of the week your birthday is this year? <i>Mi cumpleaños es jueves.</i> My birthday is Thursday.	Standard calendar

	Details	Resources
Day 6	Watch the Video Story “ <i>María la mona</i> ” and listen for the days of the week and the phrase “ <i>Hoy es mi cumpleaños</i> ” (“Today is my birthday”).	Video Story: “ <i>María la mona</i> ” (“María the monkey”)
	Complete the Activity Sheet “ <i>Diciembre en la familia de María.</i> ”	Activity Sheet: “ <i>Diciembre en la familia de María</i> ” (“December in María’s family”)
Day 7	Sing “ <i>La semana</i> ” while you point to the days of the week on your poster.	Music Video: “ <i>La semana</i> ” (The Week)
	Watch the Video Story “ <i>María la mona</i> ” and point to the days of the week on your poster as María and Pedro mention them.	Video Story: “ <i>María la mona</i> ” (“María the monkey”)
	Use your Pedro and María finger puppets to ask and answer the question “¿ <i>Qué día es?</i> ” (“What day is it?”). Use the dialogue video if needed.	Activity Sheet: Finger puppets Video: “ <i>Diálogo 3</i> ”
	Complete the Activity Sheet “ <i>Día de la semana.</i> ”	Activity Sheet: “ <i>Día de la semana</i> ” (“Day of the Week”)
Day 8	In Spanish, <i>pequeño</i> means “small.” Print out the flashcards or write <i>pequeño</i> on 3 sticky notes and post them on 3 things in your home that are each <i>pequeño</i> .	Flashcard: “ <i>pequeño</i> ” (“small”)
	Watch the Video Story “ <i>Pedro es pequeño</i> ” and hold your finger and thumb to show “small” when you hear the word <i>pequeño</i> .	Video Story: “ <i>Pedro es pequeño</i> ” (“Pedro is small”)
	Sing the song “ <i>Elefantes grandes.</i> ” When you hear <i>grande</i> (“big”) spread your arms wide.	Song: “ <i>Elefantes grandes</i> ” (“Big Elephants”)

	Details	Resources
Day 8	Say “ <i>grande</i> ” and “ <i>pequeño</i> ” three times as you spread your arms wide and then use your fingers to show “small,” or stand tall and then crouch to be small, to show that <i>grande</i> and <i>pequeño</i> are opposites.	
	Complete the Activity Sheet “ <i>Es pequeño.</i> ”	Activity Sheet: “ <i>Es pequeño</i> ” (“It’s small”)
Day 9	Watch the Music Video “ <i>¿Cuántos años tienes?</i> ” two times.	Music Video: “ <i>¿Cuántos años tienes?</i> ” (“How old are you?”)
	Use your finger puppets to practice finding out how old someone is. Use the dialogue video if you need help. <i>¿Cuántos años tienes?</i> How old are you? <i>Tengo siete años.</i> I’m seven years old.	Activity Sheet: Finger puppets Video: “ <i>Diálogo 2</i> ”
	Print the flashcard for <i>listo</i> and name some friends or people in your family that are <i>listos</i> , “smart/clever.”	Flashcard: <i>listo/a</i> (“smart/clever”)
	Watch the Video Story “ <i>Pedro es pequeño</i> ” and listen for the words <i>grande</i> , <i>pequeño</i> , and <i>listo</i> / <i>lista</i> . Note that the speaker uses <i>listo</i> to describe a boy and <i>lista</i> to describe a girl.	Video Story: “ <i>Pedro es pequeño</i> ” (“Pedro is small”)
	Complete the Activity Sheet “ <i>¿Quién dice...?</i> ”	Activity Sheet: “ <i>¿Quién dice...?</i> ” (“Who says...?”)
Day 10	Sing “ <i>La semana</i> ” while you point to the days of the week on your poster.	Music Video: “ <i>La semana</i> ” (The Week)
	Review the words <i>grande</i> , <i>pequeño</i> , and <i>listo</i> with your flashcards. Talk about things and/or people you know that can be described with these words	Flashcards: <i>grande</i> , <i>pequeño</i> , <i>listo</i> (big, small, smart/clever)

	Details	Resources
Day 10	Watch the Video Story “ <i>Pedro es pequeño</i> ” and listen to hear who in the story is <i>grande</i> , <i>pequeño</i> / <i>pequeña</i> , and/or <i>listo</i> / <i>lista</i> .	Video Story: “ <i>Pedro es pequeño</i> ” (“Pedro is small”)
	Print your vocabulary booklet “ <i>¿Cómo eres?</i> ” and choose which describing words you can use to describe yourself. What about someone in your family? Note: To hear the pronunciation of any word, visit Forvo.com .	Vocabulary booklet: “ <i>¿Cómo eres?</i> ” (“What are you like?”)
	Watch the dialogue video to listen again to how the characters describe themselves.	Video: “ <i>Diálogo 5</i> ”
	Complete the Activity Sheet “ <i>Así soy</i> .” Can you use this sheet to tell someone in Spanish what you are like? You can add words from your vocabulary booklet if you want.	Activity Sheet: “ <i>Así soy</i> ” (“This is what I’m like”)

Printable Flash Cards

big

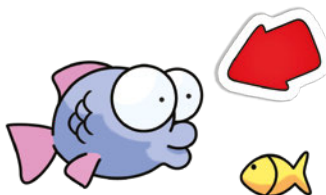
A5



grande

big

A5



grande

big

A5



grande

small

A5



pequeño

small

A5



pequeño

small

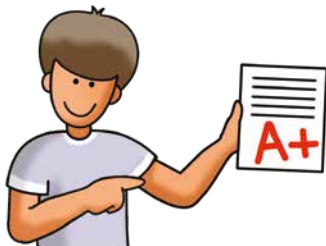
A5



pequeño

smart

A5



listo

birthday

A3



cumpleaños

today is ...

A3



hoy es ...

Pedro

María



Pedro



María

Posters

Los números

1

uno



2

dos

6

seis

3

tres

7

siete

4

cuatro

8

ocho

5

cinco

9

nueve

10

diez



La semana

lunes	martes	miércoles	jueves	viernes	sábado	domingo



Video Story Scripts

Video Story Transcript:

Pedro el pez conoce a la mona (Pedro the fish meets the monkey)



Spanish

¿Recuerdas a Pedro?
¿Qué es Pedro?
¿Es Pedro un elefante?
No, Pedro es un pez.
¿Es Pedro un león?
No, Pedro es un pez.
¿Es Pedro un pez?
Sí, Pedro es un pez.

Hola, Pedro.
Hola, Pedro el pez.
Hola, pelo amarillo.
Hola, guitarra amarilla.

Pedro tiene una amiga.
¿Qué es la amiga?
¿La amiga es un elefante?
No, ¡mira! ¡Es un mono!
La amiga es una mona.
¿La amiga es un pez?
No, la amiga es una mona.
¡Hola, mona!
¿Cómo se llama la mona?
A ver ...



English

Do you remember Pedro?
What is Pedro?
Is Pedro an elephant?
No, Pedro is a fish.
Is Pedro a lion?
No, Pedro is a fish.
Is Pedro a fish?
Yes, Pedro is a fish.

Hello, Pedro.
Hello, Pedro the fish.
Hello, yellow hair.
Hello, yellow guitar.

Pedro has a friend.
What is the friend?
Is the friend an elephant?
No, look! It's a monkey!
The friend is a monkey.
Is the friend a fish?
No, the friend is a monkey.
Hello, monkey!
What is the monkey's name?
Let's see ...

Diálogo: ¿Cuántos años tienes?



Hola.



Hola.



¿Cómo te llamas?



Me llamo María. ¿Y tú?



Me llamo Pedro. ¿Cuántos años tienes?



Tengo diez años. ¡Soy muy grande! ¿Y tú?



Yo tengo tres años. Y soy azul.



¡Me gusta el azul!



Dialogue: How old are you?



Hello.



Hello.



What is your name?



My name is María. And you?



My name is Pedro. How old are you?



I'm ten years old. I'm very big! And you?



I am three years old. And I am blue.



I like blue!



Video Story Transcript:

María la mona (María the monkey)



Spanish

¡Hola!
¿Quién es?
¡Es nuestro amigo!
Es el pez.
¿Cómo se llama el pez?
Se llama Pedro.
Hola, Pedro.
Hola, Pedro el pez.
¿Es Pedro amarillo?
No, Pedro es azul.
Hola, Pedro el pez azul.
¡Aquí está otra amiga!
¿Quién es?
¿Es Pedro?
No, es María.
¿Es María un pez?
No, María no es un pez.
María es una mona.
Hola, María la mona.
Hola, María la mona amarilla.



English

Hello!
Who is it?
It's our friend!
It's the fish.
What is the fish's name?
His name is Pedro.
Hello, Pedro.
Hello, Pedro the fish.
Is Pedro yellow?
No, Pedro is blue.
Hello, Pedro the blue fish.
Here is another friend!
Who is it?
Is it Pedro?
No, it's María.
Is María a fish?
No, María is not a fish.
María is a monkey.
Hello, María the monkey.
Hello, María the yellow monkey.

Diálogo: ¿Qué día es hoy?



Hola, María.

Hola, Pedro.



¿Sabes qué día es hoy?

¿Hoy es lunes?



No, hoy no es lunes.

¿Hoy es martes?



No, hoy no es martes.

¿Hoy es miércoles?



No, hoy no es miércoles.

¿Hoy es jueves?



No, hoy no es jueves.

¿Hoy es viernes?



No, hoy no es viernes.

¿Hoy es sábado?



No, hoy no es sábado.

Dialogue: What day is it today?



Hello, María.

Hello, Pedro.



Do you know what day is it today?

Is it Monday today?



No, today is not Monday.

Is it Tuesday today?



No, today is not Tuesday.

Is it Wednesday today?



No, today is not Wednesday.

Is it Thursday today?



No, today is not Thursday.

Is it Friday today?



No, today is not Friday.

Is it Saturday today?



No, today is not Saturday.

¿Hoy es domingo?



¡Sí, hoy es domingo! ¡Es domingo!
¡Hoy es mi cumpleaños!

Claro, ¡es domingo! ¡Y es tu cumpleaños!
¡Feliz cumpleaños! ¿Cuántos años
tienes? ¿Tienes tres años?



No, no tengo tres años.
¡Ahora tengo cuatro!

Ah, ahora tienes cuatro años.
¡Feliz cumpleaños, Pedro!



Is it Sunday today?



Yes, today is Sunday! It's Sunday!
Today is my birthday!

Of course, it's Sunday! And it's your
birthday! Happy birthday! How old
are you? Are you three years old?



No, I am not three years old.
Now I am four.

Oh, now you are four.
Happy birthday, Pedro!



Video Story Transcript:

Pedro es pequeño (Pedro is small)



Spanish

Mira, es nuestro amigo.
Es Pedro.
¿Qué es Pedro?
¿Es Pedro un elefante?
No, Pedro no es un elefante.
¿Es Pedro un mono?
No, Pedro no es un mono.
¿Qué es Pedro?
¿Es Pedro un pez?
Sí, ¡Pedro es un pez!
Hola, Pedro el pez.
Hola, Pedro el pez azul.

Aquí viene nuestra amiga.
¿Quién es nuestra amiga?
Es María la mona.
Hola, María.
¿De qué color es María?
¿Es María azul?
No, María no es azul.
¿Es María amarilla?
Sí, María es una mona amarilla.

Y mira, ¡aquí está Carlos!
Carlos es otro amigo.
Hola, Carlos.



English

Look, it's our friend.
It's Pedro.
What is Pedro?
Is Pedro an elephant?
No, Pedro isn't an elephant.
Is Pedro a monkey?
No, Pedro isn't a monkey.
What is Pedro?
Is Pedro a fish?
Yes, Pedro is a fish!
Hello, Pedro the fish.
Hello, Pedro the blue fish.

Here comes our friend.
Who is our friend?
It's María the monkey.
Hello, María.
What color is María?
Is María blue?
No, María isn't blue.
Is María yellow?
Yes, María is a yellow monkey.

And look, here is Carlos!
Carlos is another friend.
Hello, Carlos.

Diálogo: ¿Quién es ... ?



Son tres amigos: Pedro, María y Carlos.



Hola, amigos.



A ver, ¿cómo son mis amigos?



Grande — ¿quién es grande?

¡Yo! Yo soy grande. Yo tengo doce años.
Yo soy muy grande.



Muy bien. Carlos es grande.
A ver, ¿quién es listo?

¡Yo! Yo soy lista. Dos y dos son cuatro.
La capital de España es Madrid.
Yo soy muy lista.



Muy bien. María es lista.
A ver, ¿quién es pequeño?

¡Yo! Yo soy pequeño. Tengo cuatro años,
y no soy grande. Soy muy pequeño.



Muy bien. Pedro es pequeño.

Dialogue: Who is ... ?



They are three friends:
Pedro, María, and Carlos.



Hello, friends.



Let's see, what are my friends like?



Big — who is big?

Me! I'm big. I'm twelve years old.
I'm very big.



Very well. Carlos is big.
Let's see, who is smart?

Me! I'm smart. Two and two are
four. Spain's capital is Madrid.
I'm very smart.



Very well. María is smart.
Let's see, who is small?

Me! I'm small. I'm four years old,
and I'm not big. I'm very small.



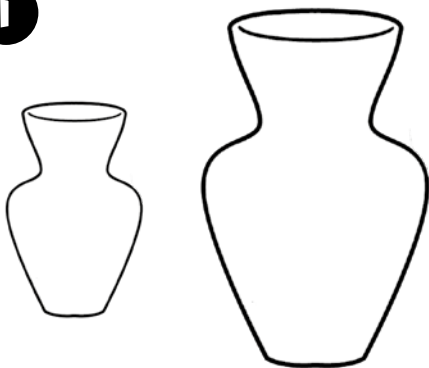
Very well. Pedro is small.

Activity Sheets

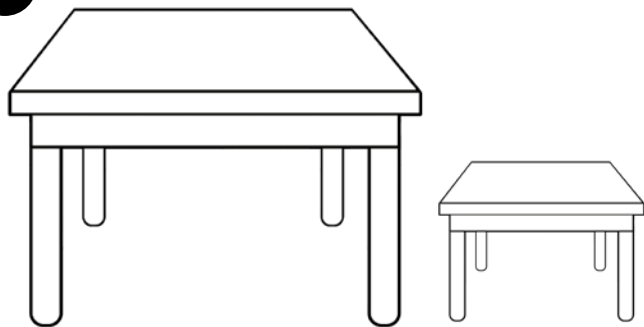
¡Es grande!

Look at the pictures. Which one of each pair of objects could you describe by saying *es grande*? Circle the one that is *grande*. Show your sheet to a friend and describe it: “*Es grande.*”

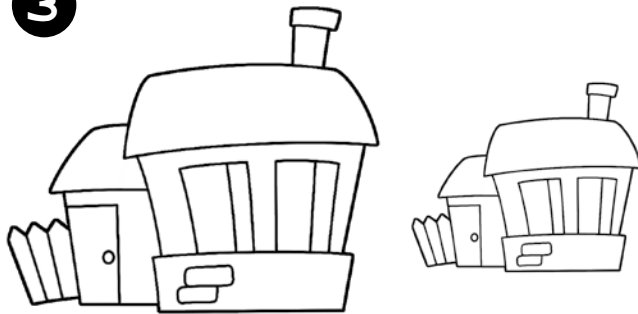
1



2



3



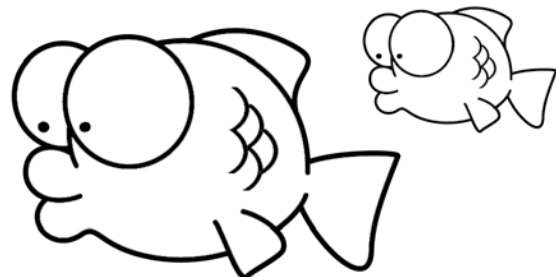
4



5



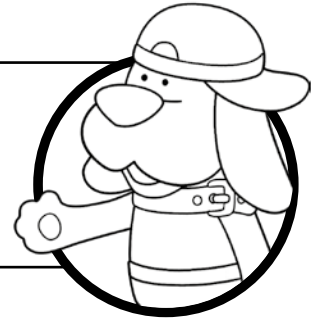
6



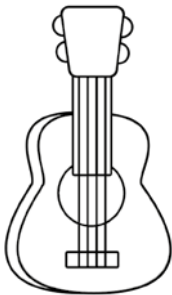
¿Cuántos hay? (A)

Pepe wants to know, "¿Cuántos hay?"

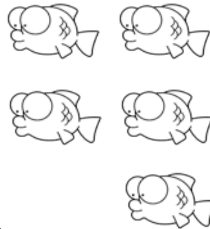
Count the objects in Spanish and use the word box to help you write out the number.



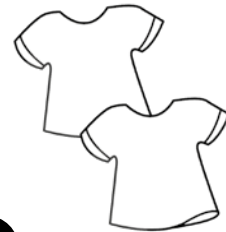
1



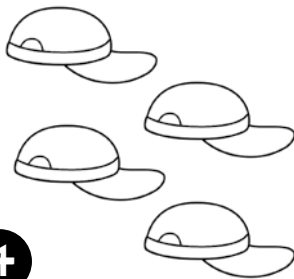
2



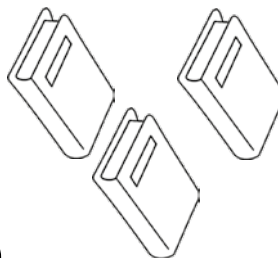
3



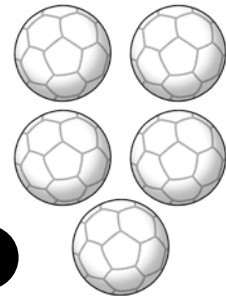
4



5



6



Word Bank

dos

uno

cuatro

tres

diez

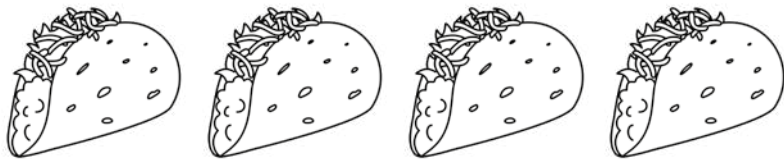
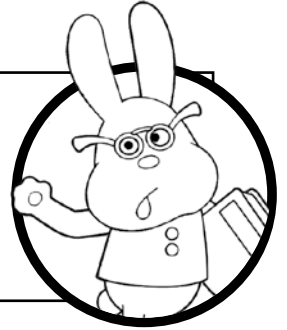
cinco

¿Cuántos hay? (B)

Camilo wants to know how many there are.

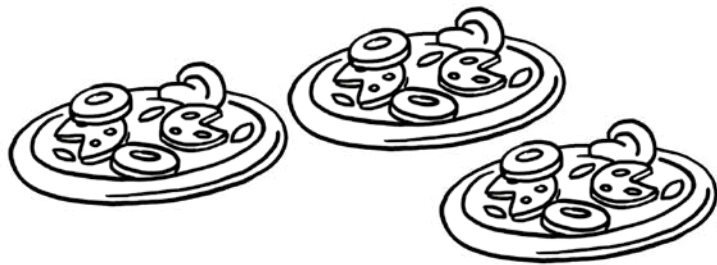
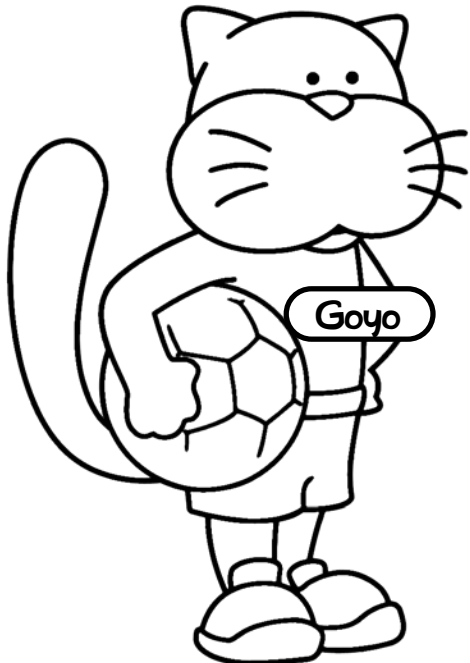
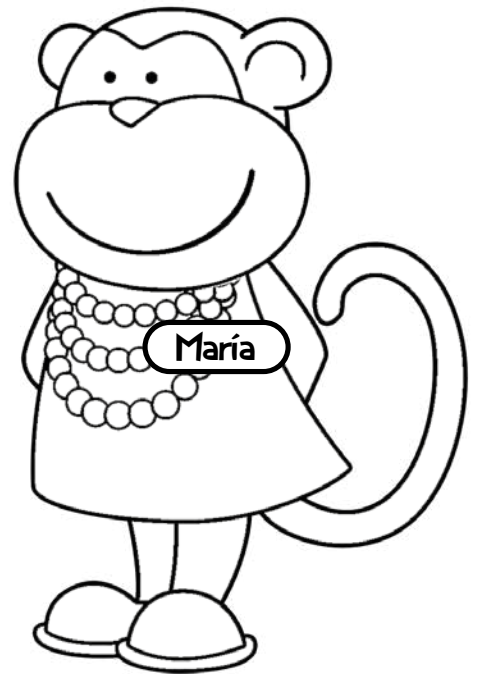
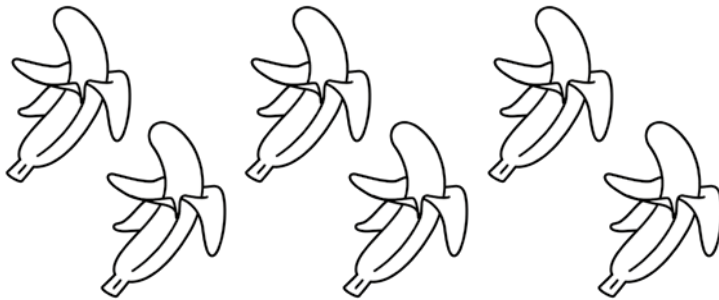
Use **tiene** and the appropriate number to tell him what each character has. The first one is done for you as an example.

Hint: all of these objects are cognates; the word in Spanish is the same as the word in English.

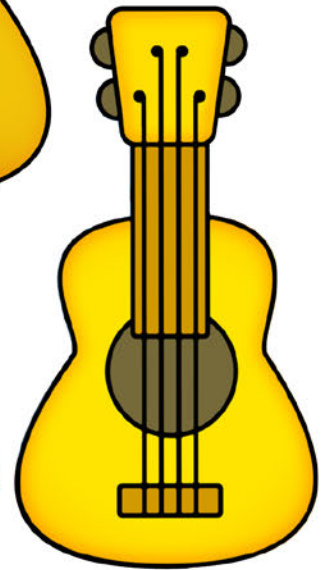
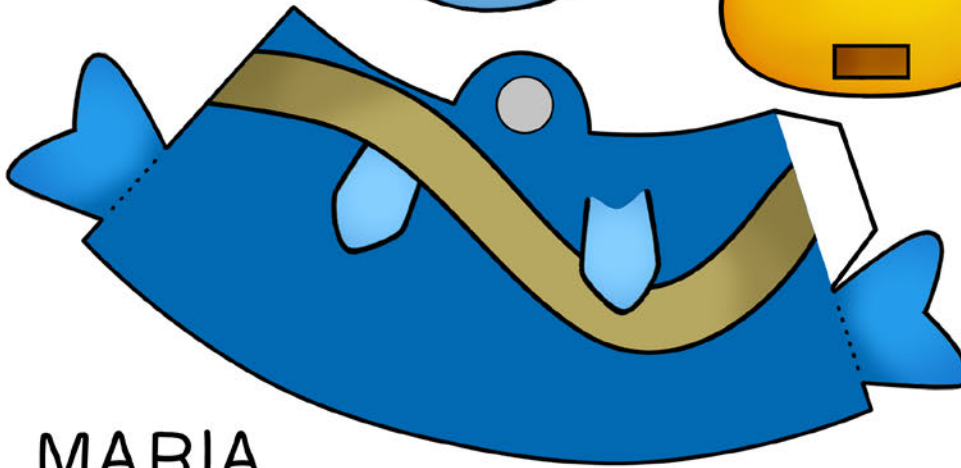
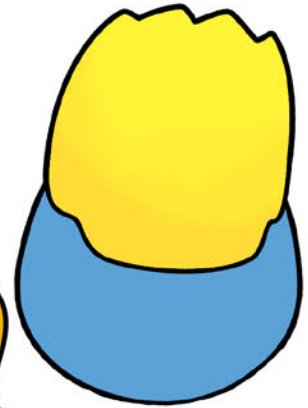


Rita tiene cuatro tacos

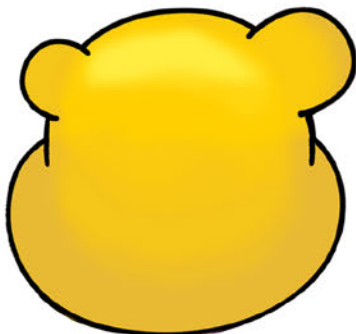




PEDRO
un pez
azul



MARIA
la mona
amarilla



PEDRO
un pez
azul



MARIA
la mona
amarilla



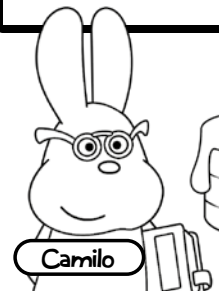
¿Cuántos años tienes?

Carlos is asking our animal friends “¿Cuántos años tienes?”
Can you help the animals tell him how old they are? See how high
you can count in Spanish by counting the candles on the cakes.
In each speech bubble, write the appropriate description:
Tengo (#) años.



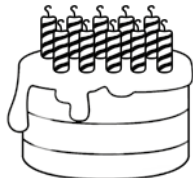
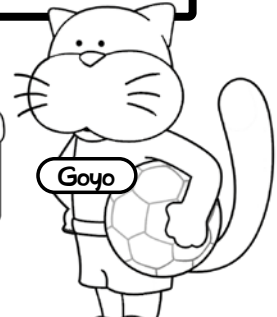
Speech bubble for Pedro: *Tengo (#) años.*

Speech bubble for Camilo: *Tengo (#) años.*



Speech bubble for Goyo: *Tengo (#) años.*

Speech bubble for María: *Tengo (#) años.*



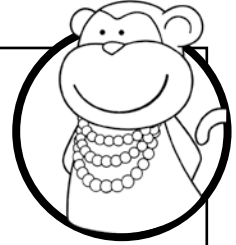
Speech bubble for María: *Tengo (#) años.*



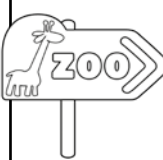



Extension

Use a crayon or marker of the color azul
to circle each animal that can say ¡Soy muy grande!

Diciembre en la familia de María

It's December and María's family has a lot going on!
On what day are these special things happening for her family this month? Beside the pictures on the next page, write the Spanish word for the day of that event.



lunes	martes	miércoles	jueves	viernes	sábado	domingo
	1	2	3	4	5 	6
7	8	9 	10	11	12	13
14	15	16	17	18	19	20 
21	22 	23	24	25 	26	27
28	29	30	31 			



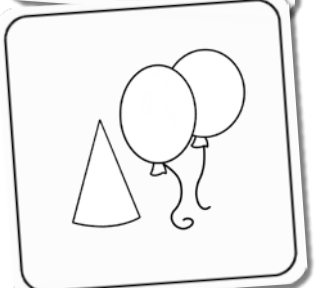
1

.....



2

.....



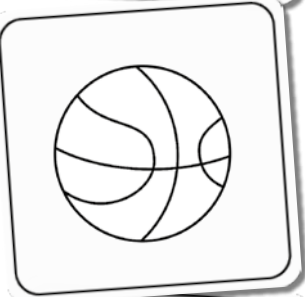
3

.....



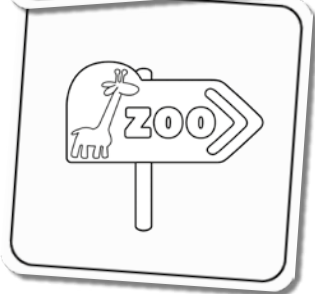
4

.....



5

.....



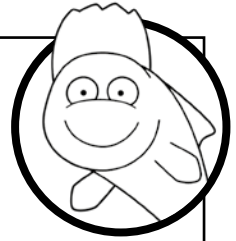
6

.....

Día de la semana

Pedro wants to know, “¿Qué día es?”

Help his animal *amigos* answer that question by writing es and the day with the star on that animal’s week chart. Then, pretend with a friend that you are the animal. Your friend will ask you “¿Qué día es?” and you should tell him what day it is. After that, switch roles and you ask, “¿Qué día es?”



1

2



3

4



Word Bank

miércoles

jueves

viernes

lunes

martes

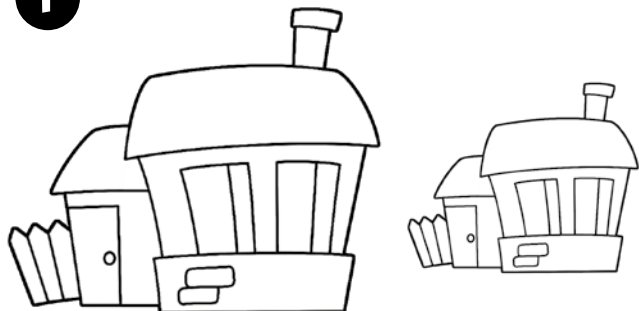
sábado

domingo

¡Es pequeño!

Look at the pictures. Which one of the pair of objects could you describe by saying *es pequeño*? Circle the one that is *pequeño*. Show your sheet to a friend and describe it: “*Es pequeño.*”

1



2



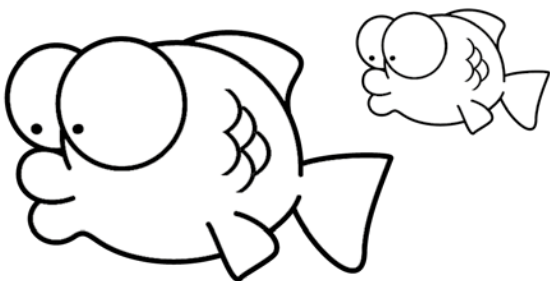
3



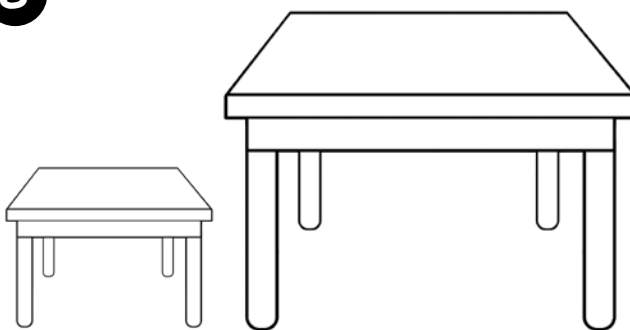
4



5



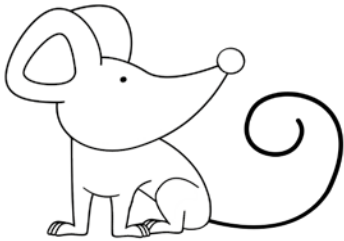
6



¿Quién dice ... ?

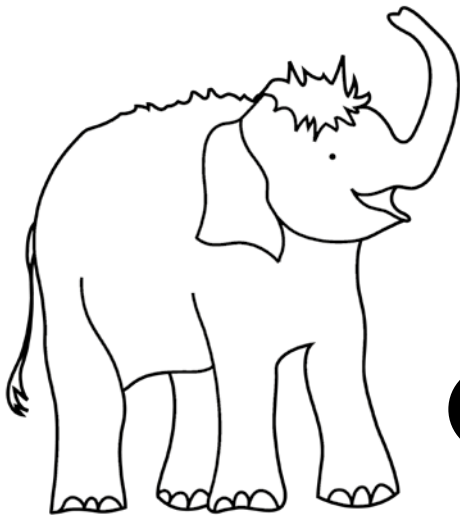
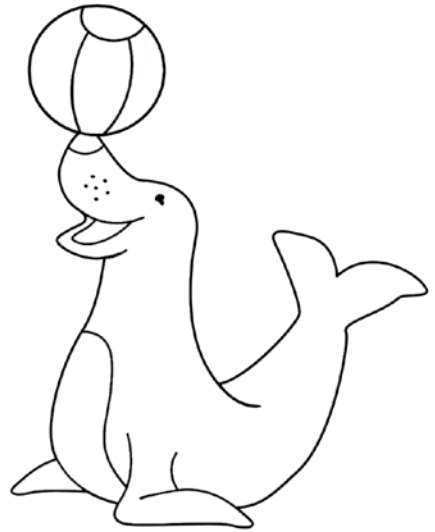
Look at the pictures.

From the word bank, write the phrase that the character could use to describe itself.



1

2



3

Word Bank

Soy grande.

Soy pequeño.

Soy lista.

Así soy

Can you describe yourself?

Draw a picture of yourself in the frame on the next page. Be sure to color some items blue or yellow (*azul* or *amarillo*). Then write two sentences that start with the word *soy* to describe yourself. Examples: *Soy listo*, *soy grande*, *soy pequeño*. (Remember, adjectives — describing words — that end in “o” will change to “a” for girls: *listo* to *lista* and *pequeño* to *pequeña*.)

1

2

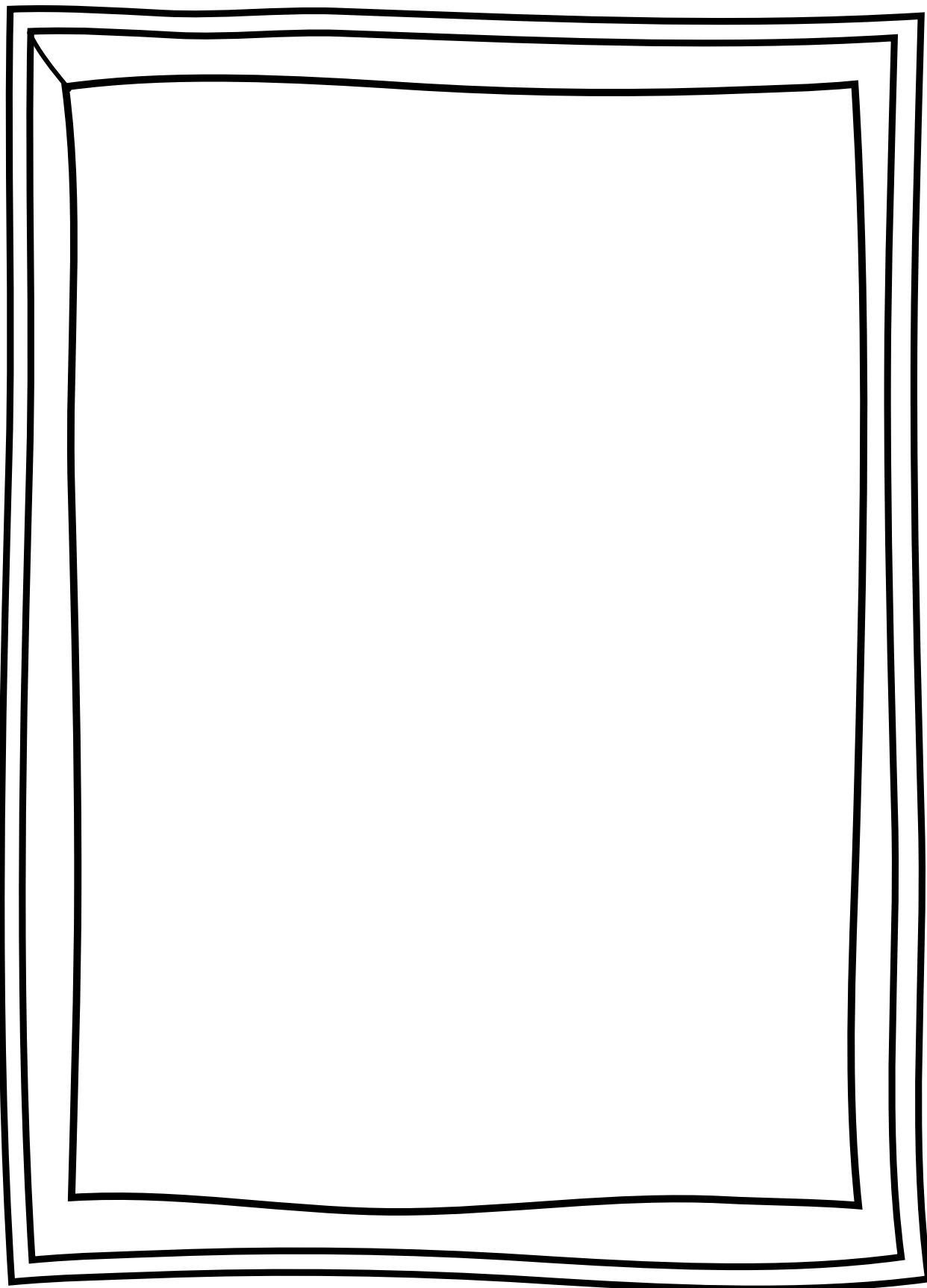
3

4

5

Extension

On lines 3, 4, and 5, can you also write how you would tell someone your name, how old you are, and how you are doing?





Calico Spanish uses fun characters, engaging visuals, and focused, comprehensible language to help children begin communicating in Spanish.

Through the Calico Spanish Stories program children will learn to use greetings, answer basic questions, and talk about themselves and people they know while learning colors, numbers, animals, and action words.

*For more information on the resources available from
Calico Spanish, visit CalicoSpanish.com.*