

Welcome

Thank you for choosing Calico Spanish. Learning Spanish with Calico Spanish is fun, and we are glad to be a part of your language learning adventure!



Calico Spanish features interesting characters who teach children Spanish by inviting them into the character's lives through engaging Video Stories. Calico Spanish recognizes that children need Spanish words and phrases to be repeated many, many times in order to incorporate the words and phrases into their long-term memories. The variety of activities in each unit helps ensure your learners remain interested and engaged in the lessons while they gradually add more and more words and concepts to their knowledge bases.

About Calico Spanish

Calico Spanish is based on the Natural Approach as described by Tracy Terrell and Stephen Krashen (1983) in their research on language acquisition. The key concept in the Natural Approach is that students learn language only when they are exposed to messages in that language that they can decipher and understand. Calico Spanish is designed to use visual aids, videos, activities, songs, and mini-dramatizations to communicate effectively in Spanish. The

videos will regularly use Spanish words the students haven't heard before, but the new vocabulary is accompanied by visual and situational cues so children will begin to naturally grasp the basic meaning.

The primary goal of Calico Spanish is to develop a child's receptive language skills. This means the children will begin to understand messages spoken to them in Spanish. Once learners build a basic framework for understanding pieces of a language, they can begin creating their own messages in that language. Krashen and Terrell advocate building this type of language comprehension prior to rigorous grammar studies. Calico Spanish follows this approach, and you will not find formal grammar studies in this program.

Expectations

Calico Spanish focuses on comprehension. The videos in this program only present Spanish language, and if you are a confident Spanish speaker, it will benefit your learners if you use Spanish as much as possible during the lessons. However, do not be surprised when children ask questions and provide answers in English. Whenever you can, encourage learners to use the words they know in Spanish, but do not expect fluency or frustrate them by expecting them immediately to be able to use the new vocabulary as fluently as you might be doing with the guidance of this Teacher's Guide or your own prior knowledge of Spanish.

Language ability builds gradually, and the initial focus of the lessons is helping children to become comfortable and understand Spanish as they practice pronouncing words through songs and recitation. However, you will notice that your learners will be capable of producing real Spanish almost from the beginning. This program is designed in light

of the standards set by the American Council on the Teaching of Foreign Languages (ACTFL). This organization defines language ability according to proficiency levels. The first level is called Novice and it is divided into three sub-levels: Low, Mid, and High. You can see the proficiency goals for Novice speakers at ACTFL's website (actfl.org). The entire Stories Online program will guide learners through language goals necessary to become Novice High speakers of Spanish. This level is characterized by speakers who can talk about and answer basic questions about topics that are very familiar to them using memorized words, phrases, and sentences. Thus, the dialogues and activities in Calico Spanish give children opportunities to answer simple questions with simple responses in Spanish.



Using Calico Spanish

A recommended schedule is provided to guide you in your daily lessons. To help children learn Spanish, you must move through the curriculum slowly and include lots of repetition. Work with the Calico Spanish lesson plans to ensure that the necessary repetition is fun for kids. Lessons include

ample variety, interesting characters, and creative activities so children are exposed to the same words and phrases in fresh ways. Spread the repetition over several learning sessions so that learners will add the new phrases and vocabulary to their long-term memories.

You will notice that many concepts are repeated in later units in a technique known as recycling. Recycling language is critical to building lasting memory of the vocabulary and its proper usage.

Vocabulary

The Vocabulary section contains the key words and phrases for the unit. The Story Videos contain much more vocabulary than you will see listed in the official vocabulary list, but children are not expected to understand it all. The use of the vocabulary in context is what will help learners be successful.

Most language curricula attempt to teach large amounts of vocabulary at one time. Students are expected to learn and use many numbers, animals, or colors within a few lessons. This expectation is not realistic; it does not match what we know about how the brain learns language. An outstanding feature of Calico Spanish is that animals, colors, numbers, and action words are introduced and heavily emphasized a few at a time to foster real long-term memory. You should not be frustrated that children are not learning all the colors in one level, but rather know that the few colors featured and repeated will be much more memorable for you and your learners. This happens across levels in this program. Each level will include such resources as number and color charts for reference and all of these elements will be addressed as children move through the levels.

Video Stories

The Video Stories form the foundation of every Calico Spanish lesson. You and your learners will focus on acquiring the Spanish presented in the dialogue portions of the Video Stories. However, to add interest and expose children to even more Spanish, we present additional background settings and situations for the characters. Stories make learning fun, and over time, you and your learners will acquire (learn effortlessly) many of the words and phrases used to set the scene. Within a given lesson, your focus will be on the specific language goals listed in the Objectives section.

Dialogues

Calico Spanish Dialogues provide children with opportunities to have short conversations in Spanish. Initially, you are likely to read the dialogues word for word, but over time, feel free to add your own creative style to the dialogues to add interest and surprise your learners. Simple changes such as using stuffed animals for characters or calling yourself by the name of a favorite cartoon character quickly add fun and laughter to every lesson.



Each dialogue presents the Spanish text on the left and the English translation on the right. In general, the English translation is a direct translation to help you better understand and locate key Spanish terms. The intent of this program is that you use the Spanish script exclusively. In other words, there is no need to read the English translation to learners. Those are provided for you, the guide, so that you can be certain of what you are saying.

Music Videos

Each unit also includes Music Videos. The full texts of the Music Videos in Spanish and the English translations are found in the Appendix of this Teacher's Guide. You may consider talking with children about the meaning of the lyrics, though most are obvious due to the visual cues in the videos.

Storybooks

The illustrated Storybooks that accompany Calico Spanish Stories are another way your learners will be exposed to comprehensible language. You will see suggestions on how to use the Storybooks in the lesson plans, but you may decide how to best incorporate these supplements in the context of your environment. Students with established literacy skills in English should be able to see the text as they hear the Audio Story narration so that they can begin to develop their Spanish literacy skills, as they do with the captions on the Video Stories. You may best accomplish this by playing the Audio Story videos on your DVD in view of all children. Learners will also enjoy incorporating the physical Storybook copies (with or without the CD Audio Story narration) into regular small-group, individual, and library reading times. Visit CalicoSpanish.com/Stories to purchase more sets for a school and/or class library.

Grammar Notes

Grammar notes are occasionally provided to give a brief insight of key concepts, though you should not expect children to be able to manipulate grammatical changes accurately in these lower levels. To gain real knowledge of grammar and advance your own Spanish language skills, consider purchasing a Spanish textbook. A copy

of any edition of *Dos Mundos* by Tracy Terrell is recommended. The textbook is a college level introductory Spanish book, first published in 1986.



The use of “you”

In Spanish, there are both formal and informal ways to say “you.” The beginning levels of Calico Spanish are not intended to help children be very accurate in using the various forms of “you,” but in this program you will primarily use the familiar form, *tú*, when addressing individual children. However, you will also have opportunities to expose learners to the formal form, *usted*.

When using the second person plural (you all), this curriculum uses the formal form, *ustedes*, exclusively, as is commonly done in Latin America. In Spain, *vosotros* is commonly used as the familiar form of the second person plural, and you may see it in Spanish books. Calico Spanish does not use *vosotros*. If you desire to introduce learners to this form, feel free to modify the scripts as you please. Children who learn the Latin American Spanish forms will easily pick up *vosotros* if they are exposed to it through a trip to Spain, should they be so lucky!

Learners will have an opportunity to investigate more about the Spanish ways to say “you” in a Cultural Capsule in the Student Activities book.

Capitalization

You will notice that capitalization rules are different in Spanish than in English.

In Spanish, titles observe the same capitalization rules as regular sentences. In other words, only the first word of a title is capitalized. Note that many nouns (such as the days of the week) and all proper adjectives are not capitalized in Spanish.

Accents

The mark on many vowels in Spanish words is commonly called an “accent.” Accents in Spanish are used for three reasons:

1. Unlike English (where “conduct” the noun and “conduct” the verb are emphasized on different syllables), Spanish words use predictable rules to determine which syllable in a word will be emphasized. When a word ends in a vowel or the consonants *n* or *s*, the word will be emphasized on the next-to-last syllable: *Uno*, *TAcos*, *SALtan*. If a word is going to break this rule, it has to have an accent on the vowel that will be emphasized: *estÁS*, *SÁbado*. Words that end in any other consonant are emphasized on the last syllable. If a word is going to break this rule, again, it needs an accent: *LÁpiz*.
2. Many words that are only one syllable have more than one meaning. Spanish uses an accent on the vowel to distinguish these meanings. For example:
tú: you; *tu*: your
sí: yes; *si*: if
sé: I know; *se*: a pronoun used for many reasons including directing the action back onto the subject, making a verb passive, or emphasizing the accidental nature of an action.
3. Question words, when they are used as a question, always carry an accent: *¿quién?*, *¿cómo?*, *¿qué?*.

You don't need to focus on these accent marks as part of this program because they do not usually prevent you from being understood, but it is a good idea to notice when they are there, and to use them when you know a word needs one. Simply focusing on the audio in the Story Videos will help learners naturally pick up the correct emphasis on words.

Culture Capsules

A vital part of learning a language is exploring the cultures of the people who speak it. The content in these sections is intended to get your learners thinking about and investigating big questions about culture.

You probably have noticed that even within your own area, many cultural differences exist. It is impossible to say, "The people who are from [this place] who speak [this language] are [this way]." As you investigate together the cultures of the various Spanish-speaking peoples, research with your class the topics that interest them, and encourage children to make comparisons. If they went to visit a family in a Spanish-speaking country that interests them, what might be there? What would surprise them? Might they speak another language besides Spanish? What would the family do for fun? How is this similar to their family? How is it different?

The information and resources in this section will help children start to learn more about the various peoples who speak Spanish. In Level A, learners will begin to introduce themselves, find out how someone is doing, describe themselves in simple ways, and tell something they like to do. What can those look like in Spanish-speaking cultures? Find out by completing the Culture Capsule activities!

Culture Capsule activities are described

in the Student Activities book. They are scheduled in the lesson plans at the end of Units 1, 3, 5, and 7.

For more resources to learn about these cultural concepts, see CalicoSpanish.com/Stories/CultureA.

In Your Community

Do you and your learners have access to people in the community who speak Spanish and would be willing to help children develop communicative skills? In order to foster real communication skills among your learners, you will want to connect with the Spanish-speaking community in any way you can. Is there a relative or friend that would be willing to talk to the children? Online resources like Skype in the Classroom (education.skype.com) and epals.com can connect learners with Spanish speakers around the world even if you are not near an established Spanish-speaking community. With these special guests, ask children to practice what they have learned to talk about in Level A. Can they introduce themselves, give simple descriptions, and tell what they like to do? Can they ask simple questions of a native Spanish speaker? What can they find out about his or her culture related to what they are learning?

Preparing to Teach the Lessons

The core of each unit is the Video Story. If you are not a Spanish speaker, before teaching each unit, review the English version of the story (provided in this Teacher's Guide) to be sure you understand what will be presented in the unit. You do not need to share the English text with your learners. The videos are designed to be comprehensible even if the child is not fully confident of the exact

meaning of all the words presented. Many lesson plans encourage you to have children listen for one or two words that might be familiar in the video. This helps learners feel a measure of success and confidence by focusing on what is known. Meanwhile, they are being exposed to new words and phrases that will eventually become familiar as they watch the stories and participate in the units. Developing the ability to be calm and even comfortable when you do not fully understand is an important part of language learning.

Recommended Resources

There are a number of excellent language learning resources available online. Below is a list of sites you might find useful on your language teaching journey.

wordreference.com

Word Reference offers a free online dictionary that helps you find translations, choose the correct option among several possible translations, and hear pronunciations. You can also look at charts that show you how verbs change for different subjects. Another feature is the forums, where you can ask new questions or read how others have answered questions about language use and word choice.

translate.google.com

Google Translate is powered by computers, which are never as smart as the human brain, and so it often gives imperfect translations, especially if you enter in longer phrases or sentences or use idiomatic expressions. However, the tool is continually improving, and a speaker icon conveniently allows you to hear the word or phrase. When using this resource, keep in mind that because you do not know the process the computer used to translate the phrase, you cannot learn much about how to communicate in Spanish on your own.

forvo.com

Forvo offers pronunciations of almost any word in Spanish; you can also hear how the word might be pronounced differently in different Spanish-speaking countries.