



Syllabi per Grade Level

Batch 1 Video Lessons

Subscribers will find all posted lessons in the browsing system we provide you.

General Order to Follow

1. Language Lessons for Early Elementary and Up
2. Cultural Insights for Upper Elementary (sprinkled in)



Kindergarten Syllabus for the First Batch of Max and Max Spanish 10-Minute Video Lessons

Use this instruction as exposure to the language and culture.

1. Below is a list of about 40 videos. We don't expect you to get through them all. Move through them in order, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead.
2. Don't worry about the kids mastering the structure or details of the language. The kids will probably repeat most of the lessons in first grade, and they will be readier for things that now go unperceived. They'll have many more lessons available in first grade.
3. Our growing video collection is a continuum of hundreds of lessons, and so classes can start and stop at various points as their year allows. There's no magic formula.
4. View the lessons together on a large screen or individually at computer stations, or both.
5. The Fluency Builder software (for Windows computers) reinforces much of the vocabulary in the video lessons and lets students manipulate objects and learn a common set of speech to practice with students and staff. The Fluency Builder is used at individual computers. Kindergarteners should progress through the levels in order, and they should also be free to wander around the activities and work the ones they want, out of order or in order. They need to be competent with a computer mouse. They do not need to keep track of a login or username. Just get on it and go. Keep the exposure going. The psychology underneath the software will keep things structured and will supervise performance in order to steer the student into correct responses, not to tally errors.
6. You can contact the nice Spanish teacher at kidstuff@maxandmaxspanish.com if you have questions or input to make. Input is very good.

This syllabus is edited frequently. Your tech person can access the updates.

None of us is protected from language "levels" when we are learning our first language. Keep the exposure going.

Much of the content in the video lessons goes beyond the Fluency Builder content. And many of the activities in the Fluency Builder go beyond the video lessons. The two are unequal but complementary.

Lessons

Please tell us if lessons need revision for tone of voice, attitude, content, technique or anything.

Pronunciation Guide geared for intermediate grades and adults, but can be used to guide early grades.

Lesson 1 Uses Itsy Bitsy Spider and colorful candy as learning tools. Some soccer information.

Handout Words for the song, Arañititita

Lesson 2 Spanish Alphabet. Part 1. Introduces el abecedario as a means of learning Spanish sounds. This lesson is chopped in two so that the youngest students are not overwhelmed with the alphabet.

Lesson 2a Spanish Alphabet. Part 2 There are various versions of the Spanish alphabet, and there's a lot of misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think these letters no longer exist.

Lesson 2b Short review of the first three lessons: alphabet, colors, Itsy Bitsy Spider. (Length: about 3:40)

Lesson 3 Numbers 1-5, emphasizing 3 and 4.

Laying the foundational lessons takes some time and patience, and it always pays off. The idea is to establish several sets of vocabulary that can suddenly be used to do many things. Some vocabulary is only for context at early stages.

Lesson 4 Introduces a technique using the colors handout on card stock. Also introduces grandparents and cousins.

Handout 1 Optional manipulatives for Lessons 4 and 6.

Kindergarteners should not be using the cut-out manipulatives during lessons unless you really, really want them to. They can point to objects on the screen to indicate choices.

Note: The Fluency Builder software, which is sold separately, is a great way for students to manipulate objects on the computer. People need to manipulate objects that they are learning, and there's no mess or extra preparation time spent when they are able to do manipulatives on the computer.

Lesson 5 Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with first grade, and is set in a noisy outdoors.

Lesson 6 Introduces numbers 11-20 briefly. Uses the cutout colors to continue teaching courageous, speedy responses.

Lesson 7 Continued review. Animal sounds in Spanish. Use -ito and -ita as diminutives.

Lesson 8 Adds papás to the family tree. "Sol" as an English root word. Tones and meaning.

Lesson 9 Talking and singing have something in common—tones mean everything. A look at English, Mandarin and Spanish.

Lesson 10 Part 1, Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself.

Lesson 11 Part 2, Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us.

Lesson 12 We can practice Spanish with our stuffed animals. We never really outgrow them. Size; colors; names/greeting; Soy.

Lesson 13 More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister.

Lesson 14 More examples of talking with stuffed animals. Please excuse a fit by Yésica. Me gusta/No me gusta.

Lesson 15 This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. This is only an introductory phase.

Lesson 16 I'm hungry, thirsty, cold, hot, sleepy, scared. (Tengo +.) More language that's useful now.

Lesson 17 Here's a little song called "Patito, Patito". The musical scale in Spanish and the alfabeto. Playing the song on the piano with just a few notes. A tip about tape.

Lesson 18 Telling where we hurt. Understanding where others hurt. Brother/sister added to family.

Lesson 19 This round of Simon Says is the next step for those who have worked through the first one.

Lesson 19a It's good for the kids to watch how this lesson develops, but they should not use the handouts with it. The two places on one handout are home/house and school. We'll also use grandparents and brother and sister.

Handout aa (Not recommended for kindergarten, but provided in case you want it.) Two sets of vocabulary—animals and family. These are for printing on cardstock and cutting out to be used as manipulatives. Kids can use the cut-outs for their own spontaneous practice.

Handout bb (Not recommended for kindergarten, but provided in case you want it.) Two places—house/home and school. Some manipulatives can be arranged on this handout. For example, "Grandpa and my brother are in the house."

Lesson 19b Using the same handouts as in Lesson 19a, this lesson continues putting people in places (Hermano está en la casa) and then animals in places ("Abuela, hay un perro en la escuela"). The text is for older students and adults who may be working the activities.

Lesson 19c This lesson includes the negative of "Mamá está en la escuela" and the negative of "Abuelo, hay un perro en la casa".

Lesson 20 Provides some encouragement about typical fear in the night, and begins to teach a song called León Y Nada Más. The song cultivates good pronunciation.

Handout for the song, León Y Nada Más. Not for using during lessons.

Lesson 21 Adds the third verse of the song, León Y Nada Más, continuing work on pronunciation, as all our songs do.

Handout for numbers 1-15 and some miscellany. Use as you please.

Handout aa1 Mi familia. Use as you please.

Handout dd Tengo hambre, etc. (I'm hungry, etc.) Use as you please.

Lesson 25 Singing about animals—all three verses of León Y Nada Más and introducing the first three verses of Tenía Vaca Un Señor.

Handout for song, Tenía Vaca Un Señor. (Not for using during the lessons.) Nothing beats singing when it comes to developing great pronunciation. We'll do a lot of it. Note that the letter "r" in *rana* (frog) is spelled "ere" or "erre" and can be pronounced as "ere" or "erre".

Lesson 26 Sing a bit of Tenía Vaca Un Señor. How to use Handout Squares 1-10. No handout needed.

Lesson 27 Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers. As usual, the manipulatives are not recommended for younger children during class time.

Handout Squares 1-10 Optional manipulatives for Lesson 27 and the students' own use.

Lesson 28 "It's 4:30 in the store." Different digital times in different places. Adds another verse (Ranita) to Tenía Vaca Un Señor.

Lesson 29 Students watch and monitor two virtual students, hermano and primo, as they move digital clock times to places—"It's 1:30. I'm at the store." Review part of Tenía Vaca Un Señor.

Lesson 30 Students watch and monitor hermana and prima as they move clock times to places. Completes the tongue twister, "Tres Tristes Tigres". Add last verse to Tenía Vaca Un Señor.

Lesson 30a Part 1. My Darling Calabazas. A thief steals a farmer's gourds. The plot for this 3-part harvest-time bilingual story may have originated in Spain. Shows a difference in Castillian Spanish and locates Spain, Portugal, France and North Africa on the map.

Lesson 30b Part 2. My Darling Calabazas.

Lesson 30c Part 3. My Darling Calabazas concludes. Length: 12 minutes.

Lesson 35 Part 1. Otro Platillo, Por Favor. A requested series. This is a three-part bilingual story about the time the nice Spanish teacher ate a LOT of cereal before going to South America. The story targets overeating, rather than obesity, because a much greater number of people overeat, including us who are somewhat thin. Overeating can cause fatigue and make us less productive, less alert thinkers and workers. This version of the story doesn't incorporate as much Spanish as later stories, but it sets up for practicing tableware.

Lesson 36 Part 2. Otro Platillo, Por Favor. Continued.

Lesson 37 Part 3. Otro Platillo, Por Favor concluded. Introduces a set of tableware.

Handout jj Tableware.

Lesson 38 Put the Vaso on Top of the Plato. This lesson stacks dishes and practices “Pass me....”

Lesson 39 More “Pásame”. Continues using please and also thank you.

Lesson 40 Moving Table Items.

The more paper you give students at school, the more of it you find on the floor or crumpled in their bookbags or lost among everything else they own at home. We concentrate on making nice, clean, interactive electronic instruction that you cannot get in other formats. And our many field trips won't cost you a cent in fuel.



Grade 1 Syllabus for the First Batch of Max and Max Spanish 10-Minute Video Lessons

The video content has been shaped by the fact that almost all participating schools are using the language lessons with at least grades 1-3. Text has been introduced earlier than usual, along with certain response times, challenges and content. This is fine, because there will always be schools coming on board that want to start several grades at once. No harm is done to the younger students.

1. Below is a list of about 50 videos. You might not get through them all. Move through them in order, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead. There are more lessons if you need them.
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5. We want people to use language. We provide a chart to motivate and track progress. There are several lessons in the second half of this batch that can serve as quizzes. We can start using quizzes earlier in the second batch, if you wish, but the best form of assessment will be the chart that tracks exposure to language and culture and voluntary speaking.
6. Contact the nice Spanish teacher at kidstuff@maxandmaxspanish.com if you have questions or input to make. Input is very helpful and can be used to make or refine lessons.
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Handout Words for the song, Arañititita

Lesson 2 Spanish Alphabet. Part 1. Introduces el abecedario as a means of learning Spanish sounds. This lesson is chopped in two so that the youngest students are not overwhelmed with the alphabet.

Lesson 2a Spanish Alphabet. Part 2 There are various versions of the Spanish alphabet, and there's a lot of misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think these letters no longer exist.

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Lesson 4 Introduces a technique using the colors handout on card stock. Instead of using the manipulatives in class, first-graders should point to objects on the screen to indicate choices. Also introduces grandparents and cousins.

Handout 1 Optional manipulatives for Lessons 4 and 6.

Note: The Fluency Builder software, which is sold separately, is a great way for students to manipulate objects on the computer. People need to manipulate objects that they are learning, and there's no mess or extra preparation time spent when they are able to do manipulatives on the computer.

Lesson 5 Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with first grade, and is set in a noisy outdoors. Older students can try to re-enact this story for a challenge. Many younger kids will do so automatically.

Lesson 6 Introduces numbers 11-20 briefly. Use the cutout colors to continue teaching courageous, speedy responses.

We do not recommend that first grade uses the cutout manipulatives during the lessons. We provide them in case you or they want to use them independently after seeing how they are used in the lessons.

Lesson 7 Continued review. Animal sounds in Spanish. Use –ito and –ita as diminutives.

Lesson 8 Adds papás to the family tree. “Sol” as an English root word. Tones and meaning.

Lesson 8a This activity uses the handout with color cutouts, but you don’t have to use them to make this activity worth its time.

Lesson 9 Talking and singing have something in common—tones mean everything. A look at English, Mandarin and Spanish.

Lesson 10 Part 1, Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself.

Lesson 11 Part 2, Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us.

Lesson 11a Practicing greetings takes frequent guidance at first, with room for floundering and some confusion. Text is provided at different parts in this lesson, but not as the main item by any means. A word about the difference between tú and usted. Not an easy lesson for first grade.

Lesson 12 We can practice Spanish with our stuffed animals. We never really outgrow them. Size; colors; names/greeting; Soy.

Lesson 13 More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister.

Lesson 14 More examples of talking with stuffed animals. Please excuse a fit by Yésica. Me gusta/No me gusta.

Lesson 15 This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. This is only an introductory phase.

Pronunciation Guide geared for intermediate grades and adults. Can be used to guide early grades.

Lesson 16 I’m hungry, thirsty, cold, hot, sleepy, scared. (Tengo +.) More language that’s useful now.

Lesson 17 Here’s a little song called “Patito, Patito”. The musical scale in Spanish and the alfabeto. Playing the song on the piano with just a few notes. A tip about tape.

Lesson 18 Telling where we hurt. Understanding where others hurt. Brother/sister added to family.

Lesson 19 This round of Simon Says is the next step for those who have worked through the first one.

Lesson 19a This explains how to use some manipulatives (see Handouts aa and bb). First-graders can use the handouts as they please at school and home, but they should be pointing at the screen during the lessons. The two places on Handout bb are home/house and school. We’ll also use grandparents and brother and sister.

Handout aa Optional. Two sets of vocabulary—animals and family. These are for printing on cardstock, cutting out and using in spontaneous practice.

Handout bb Two places—house/home and school. The manipulatives can be arranged on this handout. For example, “Grandpa and my brother are in the house.” Slide or place the two family members near the house. If you have smoother surfaces available, or slick cardstock, those surfaces may be better than paper. On tables, desks or floors, you can fold the paper handout back to hide the blank portion, and slide the manipulatives on the slick surface. I will demonstrate.

Lesson 19b This lesson continues putting people in places (Hermano está en la casa) and then animals in places (“Abuela, hay un perro en la escuela”). As is sometimes the case, the text is for older students and adults who may be working the activities.

Lesson 19c Continuing with Handouts aa and bb, this lesson includes the negative of “Mamá está en la escuela” and the negative of “Abuelo, hay un perro en la casa”.

Twins Max and Max talk about being twins. For some reason, we don’t look much alike in this video, though we are quite cute.

Lesson 20 This lesson provides some encouragement about typical fear in the night, and begins to teach a song called León Y Nada Más. The song cultivates good pronunciation.

Handout for the song, León Y Nada Más. This kind of handout is not for using during lessons, because it distracts from content and techniques on the screen.

Lesson 21 This lesson adds the third verse of the song, León Y Nada Más, continuing work on pronunciation, as all our songs do.

Handout for numbers 1-15 and some miscellany. Use as you please.

Lesson 22 Part 1. Hay Algo en el Agua. This two-part bilingual story incorporates several vocabulary and grammatical categories that we’ve worked with so far, along with some new content and the visual arts concept of perspective. The concept is intentionally left unexplained.

Handout for Hay Algo en el Agua, Lessons 22 and 23. Not for using during the lessons.

Lesson 23 Part 2. Hay Algo en el Agua. The final draft file became corrupted, so we’ve posted an update with its minor audio imperfections. We’ll redo this lesson.

Handout aa1 Mi familia. Use as you please.

Handout dd Tengo hambre, etc. (I’m hungry, etc.) Use as you please.

Lesson 24 This is a good experience for schools that no longer have music instruction. A piano tuner comes to tune the spinet piano I use with some lessons. He walks us through the innards of the piano and explains the tuning process. He closes with a South American song. Verbs: tocar, escuchar.

Lesson 25 Singing about animals—all three verses of León Y Nada Más and introducing the first three

verses of *Tenía Vaca Un Señor*.

Handout for song, *Tenía Vaca Un Señor*. (Not for using during the lessons.) Nothing beats singing when it comes to developing great pronunciation. We'll do a lot of it! Note that the letter "r" in *rana* (frog) can be spelled "ere" or "erre" and can be pronounced with a single or a longer trill.

Handout ee Optional. I'm sleepy, hot, thirsty. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Handout ff Optional. I'm hot, hungry, scared. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Following a rhythm that keeps the content reinforced matters more than viewing all the lessons.

Lesson 26 Sing a bit of *Tenía Vaca Un Señor*. How to use Handout Squares 1-10. No handout needed.

Lesson 27 Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers.

Handout Squares 1-10 Optional manipulatives for Lesson 27 and the students' own use.

Lesson 28 Uses Handout cc and Handout Clock 1. "It's 4:30 in the store." Different times in different places. Adds another verse (*Ranita*) to *Tenía Vaca Un Señor*.

Handout cc Optional. Three places: store, school, house/home. For Lesson 28 and the kids' own use.

Handout Clock 1 Optional manipulatives for digital clock times. For Lesson 28 and kids' own use.

Lesson 29 Students watch and monitor two virtual students, *hermano* and *primo*, as they move clock times to places—"It's 1:30. I'm at the store." Review part of *Tenía Vaca Un Señor*.

Lesson 30 Students watch and monitor *hermana* and *prima* as they move clock times to places. Complete the tongue twister, "Tres Tristes Tigres". Add last verse to *Tenía Vaca Un Señor*.

Lesson 30a Part 1. *My Darling Calabazas*. A thief steals a farmer's gourds. The plot for this 3-part harvest-time bilingual story may have originated in Spain. Shows a difference in Castillian Spanish and locates Spain, Portugal, France and North Africa on the map.

Lesson 30b Part 2. *My Darling Calabazas*.

Lesson 30c Part 3. *My Darling Calabazas* concludes. Length: 12 minutes.

Lesson 31 Part 1. *On the Appalachian Trail*. Two-part series. Miscellaneous vocabulary.

Lesson 32 Part 2. *On the Appalachian Trail*. Miscellaneous vocabulary and a tip about trails and traveling abroad. This video is in lower resolution.

Lesson 33 *Drawing Gatos*. One of a series of lessons that teaches how to draw cats and practice body parts. Emphasis on "otro" (other, another). Kids draw along with me.

Lesson 34 Zum-Zum. So many ways to say some things. This lesson brings together geography, culture, language and backyard wildlife, namely hummingbirds.

Lesson 35 Part 1. Otro Platillo, Por Favor. A requested series. This is a three-part bilingual story about the time the nice Spanish teacher ate a LOT of cereal before going to South America. The story targets overeating, rather than obesity, because a much greater number of people overeat, including us who are somewhat thin. Overeating can cause fatigue and make us less productive, less alert thinkers and workers. This version of the story doesn't incorporate as much Spanish as later stories, but it sets up for practicing tableware.

Lesson 36 Part 2. Otro Platillo, Por Favor. Continued.

Lesson 37 Part 3. Otro Platillo, Por Favor concluded. Introduces a set of tableware.

Handout ii Optional. Manipulatives for tableware. For Lesson 37 and the kids' own use.

Handout jj Tableware. Not for memorizing, but we will use the vocabulary plenty.

Lesson 38 Put the Vaso on Top of the Plato. This lesson stacks dishes and practices "Pass me...."

Lesson 39 More "Pásame". Continues using please and also thank you.

Lesson 40 Moving Table Items. You can use Handout ii tableware manipulatives if you want.

Lesson 41 Pecan Pie and Bosses. Part 1. This series focuses on food vocabulary and includes photos taken of a French chef and other chefs and their students at The Chef's Academy in Indianapolis.

Lesson 42 Pecan Pie and Bosses. Part 2. Also stack tableware and foods. Encourages kids to study French.

Lesson 43 I'm sleepy. Are you sleepy, Mom? Sister's not thirsty.

Lesson 44 Reviews times of the day: Good morning/afternoon/evening. Sister and Brother play Consentido (Spoiled Brat). This is the activity that uses "No quiero" (I don't want it).

Lesson 45 Brother and Sister continue Spoiled Brat. A long workout on Grandpa's hungry, Are you hungry, Dad?, Mom's thirsty, etc.

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Lesson 2b Short review of the first three lessons: alphabet, colors, Itsy Bitsy Spider. (Length: about 3:40)

Lesson 3 Numbers 1-5, emphasizing 3 and 4.

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Lesson 6 Introduces numbers 11-20 briefly. Use the cutout colors to continue teaching courageous, speedy responses.

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Lesson 18 Telling where we hurt. Understanding where others hurt. Brother/sister added to family.

Lesson 19 This round of Simon Says is the next step for those who have worked through the first one.

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Lesson 19b This lesson continues putting people in places (Hermano está en la casa) and then animals in places (“Abuela, hay un perro en la escuela”). As is sometimes the case, the text is for older students and adults who may be working the activities.

Lesson 19c Continuing with Handouts aa and bb, this lesson includes the negative of “Mamá está en la escuela” and the negative of “Abuelo, hay un perro en la casa”.

Twins Max and Max talk about being twins. For some reason, we don’t look much alike in this video, though we are quite cute.

Lesson 20 This lesson provides some encouragement about typical fear in the night, and begins to teach a song called León Y Nada Más. The song cultivates good pronunciation.

Handout for the song, León Y Nada Más. This kind of handout is not for using during lessons, because it distracts from content and techniques on the screen.

Lesson 21 This lesson adds the third verse of the song, León Y Nada Más, continuing work on pronunciation, as all our songs do.

Handout for numbers 1-15 and some miscellany. Use as you please.

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Handout for Hay Algo en el Agua, Lessons 22 and 23. Not for using during the lessons.

Lesson 23 Part 2. Hay Algo en el Agua. The final draft file became corrupted, so we’ve posted an update with its minor audio imperfections.

Handout aa1 Mi familia. Use as you please.

Handout dd Tengo hambre, etc. (I’m hungry, etc.) Use as you please.

Lesson 24 This is a good experience for schools that no longer have music instruction. A piano tuner comes to tune the spinet piano I use with some lessons. He walks us through the innards of the piano and explains the tuning process. He closes with a South American song. Verbs: tocar, escuchar.

Lesson 25 Singing about animals—all three verses of León Y Nada Más and introducing the first three verses of Tenía Vaca Un Señor.

Handout for song, Tenía Vaca Un Señor. (Not for using during the lessons.) Nothing beats singing when it comes to developing great pronunciation. We'll do a lot of it! Note that the letter “r” in *rana* (frog) can be spelled “ere” or “erre” and can be pronounced with a single or a longer trill.

Handout ee Optional. I'm sleepy, hot, thirsty. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Handout ff Optional. I'm hot, hungry, scared. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Following a rhythm that keeps the content reinforced matters more than viewing all the lessons.

Lesson 26 Sing a bit of Tenía Vaca Un Señor. How to use Handout Squares 1-10. No handout needed.

Lesson 27 Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers.

Handout Squares 1-10 Optional manipulatives for Lesson 27 and the students' own use.

Lesson 28 Uses Handout cc and Handout Clock 1. “It's 4:30 in the store.” Different times in different places. Adds another verse (Ranita) to Tenía Vaca Un Señor.

Handout cc Optional. Three places: store, school, house/home. For Lesson 28 and the kids' own use.

Handout Clock 1 Optional manipulatives for digital clock times. For Lesson 28 and kids' own use.

Lesson 29 Students watch and monitor two virtual students, hermano and primo, as they move clock times to places—“It's 1:30. I'm at the store.” Review part of Tenía Vaca Un Señor.

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Lesson 30b Part 2. My Darling Calabazas.

Lesson 30c Part 3. My Darling Calabazas concludes. Length: 12 minutes.

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Lesson 36 Part 2. Otro Platillo, Por Favor. Continued.

Lesson 37 Part 3. Otro Platillo, Por Favor concluded. Introduces a set of tableware.

Handout ii Optional. Manipulatives for tableware. For Lesson 37 and the kids' own use.

Handout jj Tableware. Not for memorizing, but we will use the vocabulary plenty.

Lesson 38 Put the Vaso on Top of the Plato. This lesson stacks dishes and practices “Pass me....”

Lesson 39 More “Pásame”. Continues using please and also thank you.

Lesson 40 Moving Table Items. You can use Handout ii tableware manipulatives if you want.

Lesson 41 Pecan Pie and Bosses. Part 1. This series focuses on food vocabulary and includes photos taken of a French chef and other chefs and their students at The Chef's Academy in Indianapolis.

Lesson 42 Pecan Pie and Bosses. Part 2. Also stack tableware and foods. Encourages kids to study French.

Lesson 43 I'm sleepy. Are you sleepy, Mom? Sister's not thirsty.

Lesson 44 Reviews times of the day: Good morning/afternoon/evening. Sister and Brother play Consentido (Spoiled Brat). This is the activity that uses “No quiero” (I don't want it).

Lesson 45 Brother and Sister continue Spoiled Brat. A long workout on Grandpa's hungry, Are you hungry, Dad?, Mom's thirsty, etc.

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Lesson 46 Quiz #1. Our first quiz for the language lessons. This acclimates the students to the method. You can make this a paper-and-pencil quiz if you want to. Target content: I'm not cold./Are you sleepy?, etc.

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Lesson 48 North, east, south, west. Steer an OVNI to North Carolina. Sing a silly song by request.

Lesson 49 Numbers 1,000 to 10,000. Hermano wants to play Consentido again. Hermana and Prima take turns telling each other to put things on the table and take them off. Say adiós to Señor Cicada.

Handout jja Optional. Setting and clearing the table. Use with earlier cutouts for spontaneous practice, such as in Lesson 49.

Lesson 50 Quiz #3: tableware. Another one to help kids get used to how the quizzes work, whether or not they use paper and pencil. We will not quiz frequently. 1001, 2002, 3003, etc. Separating items that I like and don't like.

Lesson 51 Part 1. Mexico Chow. Maybe you haven't really eaten Mexican food.

Lesson 52 Part 2. Mexico Chow. Getting your mind ready for food you aren't used to. Most of this lesson is a radio format. Younger students might need to listen to this while doing something else. Length: 11:30.

Lesson 53 St. Nicholas' Day. Nick, Nikklaus, Nicholas, Claus. Say what you want about Santa, but you'll find people in the U.S. and South America celebrating the Christmas season on Dec. 6 with candy, nuts and small gifts in stockings or shoes, inspired by a legendary generous guy who lived long ago in what is now the country of Turkey. Length: about 14 minutes.

Lesson 54 Yésica y las Bolitas. The dumbest piggy in the world manages to be a little bit useful...for a while...sort of. Colors, size, Give me, Do you want, I want.

Lesson 55 Sing Some More. Sing León Y Nada Más and then Introduce Los Más Famosos.

Handout for Los Más Famosos, Lesson 55. Not for using during the lesson.

Lesson 55a Mucho Amor (Lots of Love). A sample of sweet things to say on Valentine cards or love notes for any time of the year. Also how to get a Windows computer to make accented Spanish vowels.

Lesson 55b Sweet and Sour Valentines. More sweet things to say...and some not so sweet.

Handout for Sweet and Sour Things to Say. Valentine Lessons 55a and 55b.

Lesson 56 Yésica Stacks los Platos. This session for younger students would've been really good, but Yésica did not cooperate.

Lesson 57 Part 1. A Pack of Pals. Alpacas are from South America and have become a fascinating part of culture in the U.S. This series is a visit to White Violet Center at St. Mary of the Woods, IN, a ministry of the Sisters of Providence. Year round, the Center offers workshops, internships and field trips to their alpacas, organic garden, woods and wetlands. You don't have to be Catholic to appreciate how the Sisters teach about caring for the earth while tying into education standards. Your students will love this series.

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Lesson 59 Part 3. A Pack of Pals. Sister PB explains more about getting Bou (pronounced Boo) and Apollo used to the other boys. Education Coordinator Candace Hack explains what they look for when buying or selling an alpaca, and which face shapes correspond to the countries of Peru and Chile.

Lesson 60 Part 4. A Pack of Pals. Bou and Apollo go back to their moms. Ms. Hack begins to show how to work with alpaca fleece.

Lesson 61 Part 5. A Pack of Pals. Ms. Hack continues showing how to work with alpaca fleece, using hand combs, a spinning wheel and looms. Then we put South America into perspective from several angles on a globe to show students where the alpacas come from.

The more paper you give students at school, the more of it you find on the floor or crumpled in their bookbags or lost among everything else they own at home. We concentrate on making nice, clean, interactive electronic instruction that you cannot get in other formats. And our many field trips won't cost you a cent in fuel.



Grade 3 Syllabus for the First Batch of Max and Max Spanish 10-Minute Video Lessons

The video content has been shaped by the fact that almost all participating schools are using the language lessons with at least grades 1-3.

1. Below is a list of 80+ video lessons. Move through them in order, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead. Do what you can.
2. Our growing video collection is a continuum of hundreds of lessons, and so classes can start and stop at various points as their year allows. There's no magic formula.
3. View the lessons together on a large screen or individually at computer stations, or both.
4. The Fluency Builder software (for Windows computers) reinforces much of the vocabulary in the video lessons and lets students manipulate objects and learn a common set of speech to practice with students and staff. The Fluency Builder is used at individual computers. Students should progress through the levels in order, and they should also be free to wander the activities and work the ones they want, out of order or in order. They need to be competent with a computer mouse. They do not need to keep track of a login or username. Just get on it and go. Keep the exposure going. The psychology underneath the software will keep things structured and will supervise performance in order to steer the student into correct responses, not to tally errors.
5. We want schools to use language. We provide a chart to motivate and track progress. There are several lessons in the second half of this batch that can serve as quizzes. We can start using quizzes earlier in the second batch, if you wish, but the best form of assessment will be the chart that tracks exposure to language and culture and voluntary speaking.
6. Contact the nice Spanish teacher at kidstuff@maxandmaxspanish.com if you have questions or input to make. Input is very helpful and can be used to make or refine lessons.
7. This syllabus may be edited frequently. Your tech person can access the updates.
8. Third-graders are child-like in the best way. They can appreciate lessons made for younger ages. But they begin to move to a new maturity level in the second semester, and you will need to honor that by letting them avoid lessons they feel are now a bit childish. Most of the lessons will be fine for them, but a few will begin to seem slightly uncomfortable. The kids just need to know they have the freedom not to do those lessons again. That may be all they need to know in order to decide in fact to repeat such lessons!

Much of the content in the video lessons goes beyond the Fluency Builder content. And many of the activities in the Fluency Builder go beyond the video lessons. The two are unequal but complementary. Think of the Fluency Builder as paperless electronic activities that build a common vocabulary to USE.

Lessons

Please tell us if lessons need revision for tone of voice, attitude, content, technique or anything.

Lesson 1 Uses Itsy Bitsy Spider and colorful candy as learning tools. Some soccer information.

Handout Words for the song, Arañitita

Lesson 2 Spanish Alphabet. Part 1. Introduces el abecedario as a means of learning Spanish sounds. This lesson is chopped in two to give the kids' brains a break.

Lesson 2a Spanish Alphabet. Part 2 There are various versions of the Spanish alphabet, and there's a lot of misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think these letters no longer exist. They think there's only one way to do the Spanish alphabet.

Lesson 2b Short review of the first three lessons: alphabet, colors, Itsy Bitsy Spider. (Length: about 3:40)

Lesson 3 Numbers 1-5, emphasizing 3 and 4.

Laying the foundational lessons takes some time and patience, and it always pays off. The idea is to establish several sets of vocabulary that can suddenly be used to do many things. Some vocabulary is only for context.

Lesson 4 Introduces a technique using the colors handout on card stock. Instead of using the manipulatives in class, students can point to objects on the screen to indicate choices. Also introduces grandparents and cousins.

Handout 1 Optional manipulatives for Lessons 4 and 6.

Note: The Fluency Builder software, which is sold separately, is a great way for students to manipulate objects on the computer. People need to manipulate objects that they are learning, and there's no mess or extra preparation time spent when they are able to do manipulatives on the computer.

Lesson 5 Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with younger students, and is set in a noisy outdoors. Older students can try to re-enact this story for a challenge. Many kids will do so automatically.

Lesson 6 Introduces numbers 11-20 briefly. Use the cutout colors to continue teaching courageous, speedy responses.

We do not necessarily recommend that third grade use the cutout manipulatives during the lessons. We provide them in case you or they want to use them independently after seeing how they are used in the lessons.

Lesson 7 Continued review. Animal sounds in Spanish. Use –ito and –ita as diminutives.

Lesson 8 Adds papás to the family tree. “Sol” as an English root word. Tones and meaning.

Lesson 8a This activity uses the handout with color cutouts, but you don’t have to use them to make this activity worth its time.

Lesson 9 Talking and singing have something in common—tones mean everything. A look at English, Mandarin and Spanish.

Lesson 10 Part 1, Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself.

Lesson 11 Part 2, Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us.

Lesson 11a Practicing greetings takes frequent guidance at first, with room for floundering and some confusion. Text is provided at different parts in this lesson, but not as the main item by any means. A word about the difference between tú and usted. Not an easy lesson for younger students.

Lesson 12 We can practice Spanish with our stuffed animals. We never really outgrow them. Size; colors; names/greeting; Soy. For younger students.

Lesson 13 More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister.

Lesson 14 More examples of talking with stuffed animals. Please excuse a fit by Yésica. Me gusta/No me gusta.

Lesson 15 This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. This is only an introductory phase.

Pronunciation Guide geared for intermediate grades and adults. Can be used to guide early grades.

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Lesson 62 Part 1. Decorating Galletas. In this 3-part series, students see how to decorate cookies on the computer or on paper in order to practice Spanish. We'll use lots of good vocabulary and also look at interesting aspects of English and Spanish language.

Lesson 63 Part 2. Decorating Galletas. Continued.

Lesson 64 La Cucaracha, Cielito Lindo. These songs are introduced, along with returning to Patito and León Y Nada Más. Remember that songs are particularly meant to build good pronunciation.

Handout for La Cucaracha and Cielito Lindo, Lesson 64. Not for using during the lesson.

Lesson 65 Part 3. Decorating Galletas. Concluded.

Lesson 66 Part 1. Manners for Monster. This three-part series practices vocabulary used in basic manners. These are mastered much more efficiently through the Fluency Builder software, of course, but this series is a good workout. Review 1000s.

Lesson 66a Part 2. Manners for Monster. Feed clock times to Monster.

Lesson 66b Part 3. Manners for Monster. Complicate a greeting with numbers. Feed bolitas and foods to Monster.

Lesson 67 Part 1. Making Margaritas. This series looks at relationships between English and Spanish and teaches children how to make good margaritas. Not suitable for adults. Learn Happy Birthday.

Lesson 67a Part 2. Making Margaritas. Sing Happy Birthday to family members. Learn about a Chinese girl from Central America who lives in the U.S.(!)

Lesson 67b Part 3. Making Margaritas and Quiz #4. Hear more about the Chinese-Central American girl who lives in the U.S. and speaks three languages. Quiz using "con" (with) with margaritas.

Lesson 68 Left open.

Lesson 69 Extra Father Our. You might want to preview this one. A linguistic glimpse of part of The

Lord's Prayer after Barack Obama used it in his inaugural address. This is a requested lesson focusing on the words for *heaven* and *your* in Latin, English and Spanish. If you're bothered by a prayer being used as a lesson, just skip it. However, this video was made to look at language and habit.

Lesson 70 Part 1. Looking for Alemania. This 2-part series shows the nice Spanish teacher's search for Germany in his American ancestry. Students are encouraged to find their own past. First a visit to a real German sausage and meat market that is staffed by some Hispanics and markets to the Hispanic community as well. www.clausgermansausageandmeats.com

Handout for Looking for Alemania, Parts 1 and 2

Lesson 71 Part 2. Looking for Alemania. The nice Spanish teacher and a dog try eating German jerky. Then it's off to Oldenburg, IN, home of his ancestors, to look for Germany there.

The more paper you give students at school, the more of it you find on the floor or crumpled in their bookbags or lost among everything else they own at home. We concentrate on making nice, clean, interactive electronic instruction that you cannot get in other formats. Furthermore, our many field trips won't cost you a cent in fuel. Plus, the alpacas can't actually spit in your eye.



Grade 4 Syllabus for the First Batch of Max and Max Spanish 10-Minute Video Lessons

The first batch of videos contains 80+ language and culture lessons aimed mainly at the lower elementary and 30 Cultural Insights made for 4th grade and up. Start with the video that explains to 4th grade and up how to learn from the lessons aimed primarily at the early elementary without feeling that the instruction talks down to them. The video points out that the lessons have plenty of solid content along with cultural and linguistic connections and insights. Schools report that the older students are in fact enjoying and learning from these lessons.

It's important for the intermediate grades to know that they are free to skip the lessons that they feel are below their dignity. But if they think in terms of using the content and techniques of these same lessons with younger siblings or relatives, they will soon see that their skills and knowledge are challenged and that they are not at all too old and mature for the content. Fourth-graders are wonderfully balanced in their disposition and will probably be agreeable to participating in almost all the lessons. Keep in mind that the first batch contains cultural and linguistic content not found in the second batch. The second batch will contain a set of language lessons specifically for upper elementary. That set will not cover all the content of the early-elementary videos, but will treat it with more depth, text and quizzes. Upper elementary will do best if both batches are available to them.

1. Below is a list of 100+ video lessons. Move through them in order, perhaps skipping some, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead. Do what you can. Watch a Cultural Insight every third lesson or so.
2. Our growing video collection is a continuum of hundreds of lessons, and so classes can start and stop at various points as their year allows. There's no magic formula.
3. View the lessons together on a large screen or individually at computer stations, or both.
4. The Fluency Builder software (for Windows computers) reinforces much of the vocabulary in the video lessons and lets students manipulate objects and learn a common set of speech to practice with students and staff. The Fluency Builder is used at individual computers. Students should progress through the levels in order, and they should also be free to wander the activities and work the ones they want, out of order or in order. They need to be competent with a computer mouse. They do not need to keep track of a login or username. Just get on it and go. Keep the exposure going. The psychology underneath the software will keep things structured and will supervise performance in order to steer the student into correct responses, not to tally errors.
5. We want people to use language. We provide a chart to motivate and track progress. There are several lessons in the second half of this batch that can serve as quizzes. We can start using quizzes earlier in the second batch, if you wish, but the best form of assessment will be the chart that tracks exposure to language and culture and voluntary speaking.
6. Contact the nice Spanish teacher at kidstuff@maxandmaxspanish.com if you have questions or input to make. Input is very helpful and can be used to make or refine lessons.

7. This syllabus may be edited occasionally. Your tech person can access the updates.

Much of the content in the video lessons goes beyond the Fluency Builder content. And many of the activities in the Fluency Builder go beyond the video lessons. The two are unequal but complementary. Think of the Fluency Builder as paperless electronic activities that build a common vocabulary to USE.

The Video Lessons

Begin by showing this video to upper elementary: **Upper El Lesson 1: Stuff to Say at the Start**. Even if your school is not subscribed to the upper-elementary set, which comes with the second batch of 100+ lessons, this video orients older students to using the lower-elementary videos, and shows them some of what to expect to see in other lessons. Sprinkle the Cultural Insights into the whole mix.

Grade 4 and up – Cultural Insights

CI 1 Part 1. Bananas. Field trip to a Central American restaurant.

CI 2 Part 1. Where are the words? School language vs. real-world language.

CI 3 Part 2. Where are the words? Continued and concluded.

We welcome students' questions and comments. We build lessons around them.

CI 4 Part 1. Heartache in Argentina. Complications in immigration. Two-part series.

CI 5 Part 2. Heartache in Argentina. Complications in immigration.

Heartbreak in Argentina handout for the two-part series.

CI 6 Part 2. Bananas. A banana-coffee smoothie can symbolize how both of these Costa Rican products became available and popular across the U.S. Could be a fun classroom project.

CI 7 Part 3. Bananas. Banana culture expert Will Holliday explains my smoothie without ever mentioning it. Note: the original video footage for several lesson series beginning with the letters A and B was lost at the touch of a button before those lessons could be put in higher resolution. This lesson is therefore in lower resolution, but we feel that the content is important enough and different enough to keep this series in the lineup.

Banana Culture handout for first three lessons of the series.

CI 7a Part 1. Identifying Central American nations.

CI 7b Part 2. Concluded.

CI 8 Part 4. Bananas. The banana culture expert talks about bananas and the environment.

Banana Culture handout for Part 4 of the series.

CI 9 Part 5. Bananas. The series concludes with explanations about unexpected complications in the banana industry, and a call to value our natural resources.

Banana Culture handout for Part 5 of the series.

CI 10 Part 1. Abi Y Diego. A straight-shootin' conversation with a young woman from the Great Plains. After her family moved to Mexico for a few years, she fell in love with a Mexican and married him. Her family moved back to the U.S. Abi returned too, but her husband could not come with her. (This series is in lower resolution.)

CI 11 Part 2. Abi Y Diego. Abi continues the conversation.

Abi Y Diego handout for Parts 1 and 2.

CI 12 Part 3. Abi Y Diego. The conversation with Abi wraps up.

Abi Y Diego handout for Part 3.

CI 13 An UnAmerican Accent. Many of us don't realize what a variety of people America has. Many citizens have accents and appearances that seem "UnAmerican" to the majority. This lesson is also a plug for the Hindi or Urdu language. Hindi is on the federal list of "critical languages" that America needs to learn as India roars into prominence as a political and economic power. The musical instrument in this video is from Pakistan and is called a *harmonium*. (No handout.)

CI 14 Part 1. Crossing Cultures. This series is a conversation with a cross-cultural communication specialist. She tells us about skills we need to understand and enjoy people no matter what country or language they come from. **Consider this series both career and travel education.**

Crossing Cultures handout for Part 1.

CI 15 Part 2. Crossing Cultures. Larenda Mielke continues showing the kind of adjustments people face when they go to other countries or come to the U.S. A great activity for kids to do during this kind of dialogue is to write two or three good questions as if for a quiz, instead of answering them.

CI 16 Part 3. Crossing Cultures. More concrete examples that prepare students to behave and perform intelligently and professionally in international circles.

Crossing Cultures handout for Part 3.

CI 17 Part 4. Crossing Cultures. The conversation with Larenda Mielke concludes.

Many of the Cultural Insights handouts can be used for assessments and springboards. Most teachers do not want more paperwork; so do as you please.

CI 18 Jingle Bells and Cobras. Max S and Max T tell snake stories. Not like fish stories. Cognates, derivatives and a closing tongue twister...and some other stuff.

CI 19 Part 1. Rules and Respect. **Another series that should count toward career education.** Take a nighttime drive around the countryside with the teacher while he passes on some tips he got from wise law enforcement and security people about dealing respectfully with immigrants. Lots of kids who watch this series will eventually become police. It's good to start thinking early about peaceful, smart law enforcement. Keep in mind that different police departments in different regions have different ideas about how to do the work assigned to them.

Handout for Rules and Respect.

CI 20 Part 2. Rules and Respect concluded.

CI 21 Part 1. Ryan and Kayt. In this two-part series, two former classmates tell about their recent college-related visits in Canada and Egypt. They discuss the languages, the people and the food, and reasons for traveling abroad as a visitor, not just a tourist. The content of this series applies to most Spanish-speaking countries and encourages kids to learn other languages.

CI 22 Part 2. Ryan and Kayt. Continued and concluded. Also shows the Peruvian chuño that Ryan brought back from Canada.

Handout for Ryan and Kayt.

CI 23 A Look at Day of the Dead. This holiday is more interesting and normal than most people realize. As with other highly commercialized Mexican holidays in U.S. teacher catalogs, you'd think there was little else going on in the Spanish-speaking world.

Handout for Day of the Dead.

CI 24 Part 1. Host of Many. A Terre Haute, Indiana man named Rob tells of the many international college-aged students he and his wife have welcomed into their home. In this radio-like series, he gives insights into hosting international students and encourages others to be hosts. Note that foreign guests like these are normally obtained through official student-exchange programs.

We use the Max and Max Radio when we cannot or should not use video. Some people don't want to be on camera. Sometimes a video camera changes how people act or what they are willing to talk about. And sometimes a video camera just won't fit into the space. Let your imagination produce its own video, the way you would do when listening to a radio program.

Handout for Host of Many, Part 1.

CI 25 Part 2. Host of Many. More examples that are concrete and helpful for hosting international guests and for becoming a smart citizen of the world.

Handout for Host of Many, Part 2.

CI 26 Part 3. Host of Many. Continued.

Handout for Host of Many, Part 3.

CI 26a Part 4. Host of Many. Concluded. Rob's wife Mary Beth joins the conversation.

CI 27 Mexican and Tex-Mex. Are all those authentic Mexican restaurants really authentic? (A similar version of this is included in the language lessons called Mexico Chow. You might want to view Lesson 52 as a follow up to CI 27.)

Language Lessons

Please tell us if lessons need revision for tone of voice, attitude, content, technique or anything.

Lesson 1 Uses Itsy Bitsy Spider and colorful candy as learning tools. Some soccer information.

Handout Words for the song, Arañititita

Lesson 2 Spanish Alphabet. Part 1. Introduces el abecedario as a means of learning Spanish sounds. This lesson is chopped in two to give the kids' brains a break.

Lesson 2a Spanish Alphabet. Part 2 There are various versions of the Spanish alphabet, and there's a lot of misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think these letters no longer exist. They think there's only one way to do the Spanish alphabet.

Lesson 2b Short review of the first three lessons: alphabet, colors, Itsy Bitsy Spider. (Length: about 3:40)

Lesson 3 Numbers 1-5, emphasizing 3 and 4.

Laying the foundational lessons takes some time and patience, and it always pays off. The idea is to establish several sets of vocabulary that can suddenly be used to do many things. Some vocabulary is only for context.

Lesson 4 Introduces a technique using the colors handout on card stock. Instead of using the manipulatives in class, students can point to objects on the screen to indicate choices. Also introduces grandparents and cousins.

Handout 1 Optional manipulatives for Lessons 4 and 6.

Note: The Fluency Builder software, which is sold separately, is a great way for students to manipulate objects on the computer. People need to manipulate objects that they are learning, and there's no mess or extra preparation time spent when they are able to do manipulatives on the computer.

Lesson 5 Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with younger students, and is set in a noisy outdoors. Older students can try to re-enact this story for a challenge. Many kids will do so automatically.

Lesson 6 Introduces numbers 11-20 briefly. Use the cutout colors to continue teaching courageous, speedy responses.

We do not necessarily recommend that your students use the cutout manipulatives during the lessons. We provide them in case you or they want to use them independently after seeing how they are used in the lessons.

Lesson 7 Continued review. Animal sounds in Spanish. Use –ito and –ita as diminutives.

Lesson 8 Adds papás to the family tree. “Sol” as an English root word. Tones and meaning.

Lesson 8a This activity uses the handout with color cutouts, but you don’t have to use them to make this activity worth its time.

Lesson 9 Talking and singing have something in common—tones mean everything. A look at English, Mandarin and Spanish.

Lesson 10 Part 1, Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself.

Lesson 11 Part 2, Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us.

Lesson 11a Practicing greetings takes frequent guidance at first, with room for floundering and some confusion. Text is provided at different parts in this lesson, but not as the main item by any means. A word about the difference between tú and usted. Not an easy lesson for younger students.

Lesson 12 We can practice Spanish with our stuffed animals. We never really outgrow them. Size; colors; names/greeting; Soy. For younger students.

Lesson 13 More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister.

Lesson 14 More examples of talking with stuffed animals. Please excuse a fit by Yésica. Me gusta/No me gusta.

Lesson 15 This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. This is only an introductory phase.

Pronunciation Guide geared for intermediate grades and adults. Can be used to guide early grades.

Lesson 16 I’m hungry, thirsty, cold, hot, sleepy, scared. (Tengo +.) More language that’s useful now.

Lesson 17 Here’s a little song called “Patito, Patito”. The musical scale in Spanish and the alfabeto. Playing the song on the piano with just a few notes. A tip about tape.

Lesson 18 Telling where we hurt. Understanding where others hurt. Brother/sister added to family.

Lesson 19 This round of Simon Says is the next step for those who have worked through the first one.

Lesson 19a This explains how to use some manipulatives (see Handouts aa and bb). Students can use the handouts as they please at school and home, but they may want to point at the screen during the lessons. The two places on Handout bb are home/house and school. We'll also use grandparents and brother and sister.

Handout aa Optional. Two sets of vocabulary—animals and family. These are for printing on cardstock, cutting out and using in spontaneous practice.

Handout bb Two places—house/home and school. The manipulatives can be arranged on this handout. For example, “Grandpa and my brother are in the house.” Slide or place the two family members near the house. If you have smoother surfaces available, or slick cardstock, those surfaces may be better than paper. On tables, desks or floors, you can fold the paper handout back to hide the blank portion, and slide the manipulatives on the slick surface. I will demonstrate.

Lesson 19b This lesson continues putting people in places (Hermano está en la casa) and then animals in places (“Abuela, hay un perro en la escuela”). As is sometimes the case, the text is for older students and adults who may be working the activities.

Lesson 19c Continuing with Handouts aa and bb, this lesson includes the negative of “Mamá está en la escuela” and the negative of “Abuelo, hay un perro en la casa”.

Twins Max and Max talk about being twins. For some reason, we don't look much alike in this video, though we are quite cute.

Lesson 20 This lesson provides some encouragement about typical fear in the night, and begins to teach a song called León Y Nada Más. The song cultivates good pronunciation.

Handout for the song, León Y Nada Más. This kind of handout is not for using during lessons, because it distracts from content and techniques on the screen.

Lesson 21 This lesson adds the third verse of the song, León Y Nada Más, continuing work on pronunciation, as all our songs do.

Handout for numbers 1-15 and some miscellany. Use as you please.

Lesson 22 Part 1. Hay Algo en el Agua. This two-part bilingual story incorporates several vocabulary and grammatical categories that we've worked with so far, along with some new content and the visual arts concept of perspective. The concept is intentionally left unexplained. Second-graders' brains go into overdrive in this lesson, trying to figure out the illusion or what they may think is no illusion, and third-graders offer confident explanations that are almost never right.

Handout for Hay Algo en el Agua, Lessons 22 and 23. Not for using during the lessons.

Lesson 23 Part 2. Hay Algo en el Agua. The final draft file became corrupted, so we've posted an update with its minor audio imperfections.

Handout aa1 Mi familia. Use as you please.

Handout dd Tengo hambre, etc. (I'm hungry, etc.) Use as you please.

Lesson 24 This is a good experience for schools that no longer have music instruction. A piano tuner comes to tune the spinet piano I use with some lessons. He walks us through the innards of the piano and explains the tuning process. He closes with a South American song. Verbs: tocar, escuchar.

Lesson 25 Singing about animals—all three verses of León Y Nada Más and introducing the first three verses of Tenía Vaca Un Señor.

Handout for song, Tenía Vaca Un Señor. (Not for using during the lessons.) Nothing beats singing when it comes to developing great pronunciation. We'll do a lot of it! Note that the letter "r" in *rana* (frog) can be spelled "ere" or "erre" and can be pronounced with a single or a longer trill.

Handout ee Optional. I'm sleepy, hot, thirsty. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Handout ff Optional. I'm hot, hungry, scared. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Following a rhythm that keeps the content reinforced matters more than viewing all the lessons.

Lesson 26 Sing a bit of Tenía Vaca Un Señor. How to use Handout Squares 1-10. No handout needed.

Lesson 27 Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers.

Handout Squares 1-10 Optional manipulatives for Lesson 27 and the students' own use.

Lesson 28 Uses Handout cc and Handout Clock 1. "It's 4:30 in the store." Different times in different places. Adds another verse (Ranita) to Tenía Vaca Un Señor.

Handout cc Optional. Three places: store, school, house/home. For Lesson 28 and the kids' own use.

Handout Clock 1 Optional manipulatives for digital clock times. For Lesson 28 and kids' own use.

Lesson 29 Students watch and monitor two virtual students, hermano and primo, as they move clock times to places—"It's 1:30. I'm at the store." Review part of Tenía Vaca Un Señor.

Lesson 30 Students watch and monitor hermana and prima as they move clock times to places. Complete the tongue twister, "Tres Tristes Tigres". Add last verse to Tenía Vaca Un Señor.

Lesson 30a Part 1. My Darling Calabazas. A thief steals a farmer's gourds. The plot for this 3-part harvest-time bilingual story may have originated in Spain. Shows a difference in Castillian Spanish and locates Spain, Portugal, France and North Africa on the map.

Lesson 30b Part 2. My Darling Calabazas.

Lesson 30c Part 3. My Darling Calabazas concludes. Length: 12 minutes.

Lesson 31 Part 1. On the Appalachian Trail. Two-part series. Miscellaneous vocabulary.

Lesson 32 Part 2. On the Appalachian Trail. Miscellaneous vocabulary and a tip about trails and traveling abroad. This video is in lower resolution.

Lesson 33 Drawing Gatos. One of a series of lessons that teaches how to draw cats and practice body parts. Emphasis on “otro” (other, another). Kids draw along with me.

Lesson 34 Zum-Zum. So many ways to say some things. This lesson brings together geography, culture, language and backyard wildlife, namely hummingbirds.

Lesson 35 Part 1. Otro Platillo, Por Favor. This requested series is a three-part bilingual story about the time the nice Spanish teacher ate a LOT of cereal before going to South America. The story targets overeating, rather than obesity, because a much greater number of people overeat, including us who are somewhat thin. Overeating can cause fatigue and make us less productive, less alert thinkers and workers. This version of the story doesn't incorporate as much Spanish as later stories, but it sets up for practicing tableware.

Lesson 36 Part 2. Otro Platillo, Por Favor. Continued.

Lesson 37 Part 3. Otro Platillo, Por Favor concluded. Introduces a set of tableware.

Handout ii Optional. Manipulatives for tableware. For Lesson 37 and the kids' own use.

Handout jj Tableware. Not for memorizing, but we will use the vocabulary plenty.

Lesson 38 Put the Vaso on Top of the Plato. This lesson stacks dishes and practices “Pass me....”

Lesson 39 More “Pásame”. Continues using please and also thank you.

Lesson 40 Moving Table Items. You can use Handout ii tableware manipulatives if you want.

Lesson 41 Pecan Pie and Bosses. Part 1. This series focuses on food vocabulary and includes photos taken of a French chef and other chefs and their students at The Chef's Academy in Indianapolis.

Lesson 42 Pecan Pie and Bosses. Part 2. Also stack tableware and foods. Encourages kids to study French.

Lesson 43 I'm sleepy. Are you sleepy, Mom? Sister's not thirsty.

Lesson 44 Reviews times of the day: Good morning/afternoon/evening. Sister and Brother play Consentido (Spoiled Brat). This is the activity that uses “No quiero” (I don't want it).

Lesson 45 Brother and Sister continue Spoiled Brat. A long workout on Grandpa's hungry, Are you hungry, Dad?, Mom's thirsty, etc.

Send feedback to kidstuff@maxandmaxspanish.com. Include suggestions, wish list, complaints and students' questions or comments. Lessons are built on feedback.

Lesson 46 Quiz #1. (Grade 4 can skip this.) Our first quiz for the language lessons. This acclimates the students to the method. You can make this a paper-and-pencil quiz if you want to. Target content: I'm not cold./Are you sleepy?, etc.

Lesson 47 Quiz #2. (Grade 4 can skip this.) Buenos días./Buenas tardes./Buenas noches. Practice numbers 20-29.

Lesson 48 North, east, south, west. Steer an OVNI to North Carolina. Sing a silly song by request.

Lesson 49 Numbers 1,000 to 10,000. Hermano wants to play Consentido again. Hermana and Prima take turns telling each other to put things on the table and take them off. Say adiós to Señor Cicada.

Handout jja Optional. Setting and clearing the table. Use with earlier cutouts for spontaneous practice, such as in Lesson 49.

Lesson 50 Quiz #3. (Grade 4 can skip this.) Tableware. Another one to help kids get used to how the quizzes work, whether or not they use paper and pencil. We will not quiz frequently. 1001, 2002, 3003, etc. Separating items that I like and don't like.

Lesson 51 Part 1. Mexico Chow. Maybe you haven't really eaten Mexican food.

Lesson 52 Part 2. Mexico Chow. Getting your mind ready for food you aren't used to. Most of this lesson is a radio format. Length: 11:30.

Lesson 53 St. Nicholas' Day. Nick, Nikklaus, Nicholas, Claus. Say what you want about Santa, but you'll find people in the U.S. and South America celebrating the Christmas season on Dec. 6 with candy, nuts and small gifts in stockings or shoes, inspired by a legendary generous guy who lived long ago in what is now the country of Turkey. Length: about 14 minutes.

Lesson 54 Yésica y las Bolitas. The dumbest piggy in the world manages to be a little bit useful...for a while...sort of. Colors, size, Give me, Do you want, I want.

Lesson 55 Sing Some More. Sing León Y Nada Más and then Introduce Los Más Famosos.

Handout for Los Más Famosos, Lesson 55. Not for using during the lesson.

Lesson 55a Mucho Amor (Lots of Love). A sample of sweet things to say on Valentine cards or love notes for any time of the year. Also how to get a Windows computer to make accented Spanish vowels.

Lesson 55b Sweet and Sour Valentines. More sweet things to say...and some not so sweet.

Handout for Sweet and Sour Things to Say. Valentine Lessons 55a and 55b.

Lesson 56 Yésica Stacks los Platos. This session for younger students would've been really good, but

Yésica did not cooperate.

Lesson 57 Part 1. A Pack of Pals. Alpacas are from South America and have become a fascinating part of culture in the U.S. This series is a visit to White Violet Center at St. Mary of the Woods, IN, a ministry of the Sisters of Providence. Year round, the Center offers workshops, internships and field trips to their alpacas, organic garden, woods and wetlands. You don't have to be Catholic to appreciate how the Sisters teach about caring for the earth while tying into education standards. Your students will love this series.

Lesson 58 Part 2. A Pack of Pals. Bouvier and Apollo go into the boys' pen for the first time. The animals spit, kick and push under the watchful eye of Sister Paul Bernadette or PB for short.

Lesson 59 Part 3. A Pack of Pals. Sister PB explains more about getting Bou (pronounced Boo) and Apollo used to the other boys. Education Coordinator Candace Hack explains what they look for when buying or selling an alpaca, and which face shapes correspond to the countries of Peru and Chile.

Lesson 60 Part 4. A Pack of Pals. Bou and Apollo go back to their moms. Ms. Hack begins to show how to work with alpaca fleece.

Lesson 61 Part 5. A Pack of Pals. Ms. Hack continues showing how to work with alpaca fleece, using hand combs, a spinning wheel and looms. Then we put South America into perspective from several angles on a globe to show students where the alpacas come from.

Lesson 62 Part 1. Decorating Galletas. In this 3-part series, students see how to decorate cookies on the computer or on paper in order to practice Spanish. We'll use lots of good vocabulary and also look at interesting aspects of English and Spanish language.

Lesson 63 Part 2. Decorating Galletas. Continued.

Lesson 64 La Cucaracha, Cielito Lindo. These songs are introduced, along with returning to Patito and León Y Nada Más. Remember that songs are particularly meant to build good pronunciation.

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Lesson 67a Part 2. Making Margaritas. Sing Happy Birthday to family members. Learn about a Chinese girl from Central America who lives in the U.S.(!)

Lesson 67b Part 3. Making Margaritas and Quiz #4. Hear more about the Chinese-Central American girl who lives in the U.S. and speaks three languages. Quiz using “con” (with) with margaritas. Grade 4 can skip the quiz part.

Lesson 68 Left open.

Lesson 69 Extra Father Our. You might want to preview this one. A linguistic glimpse of part of The Lord’s Prayer after Barack Obama used it in his inaugural address. This is a requested lesson focusing on the words for *heaven* and *your* in Latin, English and Spanish. If you’re bothered by a prayer being used as a lesson, just skip it. However, this video was made to look at language and habit.

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Handout for Looking for Alemania, Parts 1 and 2

Lesson 71 Part 2. Looking for Alemania. The nice Spanish teacher and a dog try eating German jerky. Then it's off to Oldenburg, IN, home of his ancestors, to look for Germany there.

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Grade 5 Syllabus for the First Batch of Max and Max Spanish 10-Minute Video Lessons

The first batch of videos contains 80+ language and culture lessons aimed mainly at the lower elementary and 30 Cultural Insights made for 4th grade and up. Start with the video that explains to 4th grade and up how to learn from the lessons aimed primarily at the early elementary without feeling that the instruction talks down to them. The video points out that the lessons have plenty of solid content along with cultural and linguistic connections and insights. Schools report that the older students are in fact enjoying and learning from these lessons.

Of course, it's important for the intermediate grades to know that they are free to skip the lessons that they feel are below their dignity. But if they think in terms of using the content and techniques of these same lessons with younger siblings or relatives, they will soon see that their skills and knowledge are challenged and that they are not at all too old and mature for the content. If your school is also using the second batch of 100+ lessons, your students should feel free to move more quickly through the first batch and on to the second. Keep in mind, however, that the first batch contains cultural and linguistic content not found in the second batch. The second batch will include a set of language lessons specifically for upper elementary. That set will not cover all the content of the early-elementary videos, but will treat it with more depth, text and quizzes.

1. Below is a list of 100+ video lessons. Move through them in order, perhaps skipping some, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead. Do what you can. Do a Cultural Insight every third lesson or so.
2. Our growing video collection is a continuum of hundreds of lessons, and so classes can start and stop at various points as their year allows. There's no magic formula.
3. View the lessons together on a large screen or individually at computer stations, or both.
4. The Fluency Builder software (for Windows computers) reinforces much of the vocabulary in the video lessons and lets students manipulate objects and learn a common set of speech to practice with students and staff. The Fluency Builder is used at individual computers. Students should progress through the levels in order, and they should also be free to wander the activities and work the ones they want, out of order or in order. They need to be competent with a computer mouse. They do not need to keep track of a login or username. Just get on it and go. Keep the exposure going. The psychology underneath the software will keep things structured and will supervise performance in order to steer the student into correct responses, not to tally errors.
5. We want people to use language. We provide a chart to motivate and track progress. There are several lessons in the second half of this batch that can serve as quizzes. We can start using quizzes earlier in the second batch, if you wish, but the best form of assessment will be the chart that tracks exposure to language and culture and voluntary speaking.
6. Contact the nice Spanish teacher at kidstuff@maxandmaxspanish.com if you have questions or

input to make. Input is very helpful and can be used to make or refine lessons.

7. This syllabus may be edited frequently. Your tech person can access the updates.

Much of the content in the video lessons goes beyond the Fluency Builder content. And many of the activities in the Fluency Builder go beyond the video lessons. The two are unequal but complementary. Think of the Fluency Builder as paperless electronic activities that build a common vocabulary to USE.

The Video Lessons

Begin by showing this video to upper elementary: **Upper El Lesson 1: Stuff to Say at the Start.** Even if your school is not subscribed to the upper-elementary set, which comes with the second batch of 100+ lessons, this video orients older students to using the lower-elementary videos, and shows them some of what to expect to see in other lessons. Sprinkle the Cultural Insights into the whole mix.

Grade 4 and up – Cultural Insights

CI 1 Part 1. Bananas. Field trip to a Central American restaurant.

CI 2 Part 1. Where are the words? School language vs. real-world language.

CI 3 Part 2. Where are the words? Continued and concluded.

We welcome students' questions and comments. We build lessons around them.

CI 4 Part 1. Heartache in Argentina. Complications in immigration. Two-part series.

CI 5 Part 2. Heartache in Argentina. Complications in immigration.

Heartbreak in Argentina handout for the two-part series.

CI 6 Part 2. Bananas. A banana-coffee smoothie can symbolize how both of these Costa Rican products became available and popular across the U.S. Could be a fun classroom project.

CI 7 Part 3. Bananas. Banana culture expert Will Holliday explains my smoothie without ever mentioning it. Note: the original video footage for several lesson series beginning with the letters A and B was lost at the touch of a button before those lessons could be put in higher resolution. This lesson is therefore in lower resolution, but we feel that the content is important enough and different enough to keep this series in the lineup.

Banana Culture handout for first three lessons of the series.

CI 7a Part 1. Identifying Central American nations.

CI 7b Part 2. Concluded.

CI 8 Part 4. Bananas. The banana culture expert talks about bananas and the environment.

Banana Culture handout for Part 4 of the series.

CI 9 Part 5. Bananas. The series concludes with explanations about unexpected complications in the banana industry, and a call to value our natural resources.

Banana Culture handout for Part 5 of the series.

CI 10 Part 1. Abi Y Diego. A straight-shootin' conversation with a young woman from the Great Plains. After her family moved to Mexico for a few years, she fell in love with a Mexican and married him. Her family moved back to the U.S. Abi returned too, but her husband could not come with her. (This series is in lower resolution.)

CI 11 Part 2. Abi Y Diego. Abi continues the conversation.

Abi Y Diego handout for Parts 1 and 2.

CI 12 Part 3. Abi Y Diego. The conversation with Abi wraps up.

Abi Y Diego handout for Part 3.

CI 13 An UnAmerican Accent. Many of us don't realize what a variety of people America has. Many citizens have accents and appearances that seem "UnAmerican" to the majority. This lesson is also a plug for the Hindi or Urdu language. Hindi is on the federal list of "critical languages" that America needs to learn as India roars into prominence as a political and economic power. The musical instrument in this video is from Pakistan and is called a *harmonium*. (No handout.)

CI 14 Part 1. Crossing Cultures. This series is a conversation with a cross-cultural communication specialist. She tells us about skills we need to understand and enjoy people no matter what country or language they come from. **Consider this series both career and travel education.**

Crossing Cultures handout for Part 1.

CI 15 Part 2. Crossing Cultures. Larenda Mielke continues showing the kind of adjustments people face when they go to other countries or come to the U.S. A great activity for kids to do during this kind of dialogue is to write two or three good questions as if for a quiz, instead of answering them.

CI 16 Part 3. Crossing Cultures. More concrete examples that prepare students to behave and perform intelligently and professionally in international circles.

Crossing Cultures handout for Part 3.

CI 17 Part 4. Crossing Cultures. The conversation with Larenda Mielke concludes.

Many of the Cultural Insights handouts can be used for assessments and springboards. Most teachers do not want more paperwork; so do as you please.

CI 18 Jingle Bells and Cobras. Max S and Max T tell snake stories. Not like fish stories. Cognates, derivatives and a closing tongue twister...and some other stuff.

CI 19 Part 1. Rules and Respect. **Another series that should count toward career education.** Take a nighttime drive around the countryside with the teacher while he passes on some tips he got from wise law enforcement and security people about dealing respectfully with immigrants. Lots of kids who watch this series will eventually become police. It's good to start thinking early about peaceful, smart law enforcement. Keep in mind that different police departments in different regions have different ideas about how to do the work assigned to them.

Handout for Rules and Respect.

CI 20 Part 2. Rules and Respect concluded.

CI 21 Part 1. Ryan and Kayt. In this two-part series, two former classmates tell about their recent college-related visits in Canada and Egypt. They discuss the languages, the people and the food, and reasons for traveling abroad as a visitor, not just a tourist. The content of this series applies to most Spanish-speaking countries and encourages kids to learn other languages.

CI 22 Part 2. Ryan and Kayt. Continued and concluded. Also shows the Peruvian chuño that Ryan brought back from Canada.

Handout for Ryan and Kayt.

CI 23 A Look at Day of the Dead. This holiday is more interesting and normal than most people realize. As with other highly commercialized Mexican holidays in U.S. teacher catalogs, you'd think there was little else going on in the Spanish-speaking world.

Handout for Day of the Dead.

CI 24 Part 1. Host of Many. A Terre Haute, Indiana man named Rob tells of the many international college-aged students he and his wife have welcomed into their home. In this radio-like series, he gives insights into hosting international students and encourages others to be hosts. Note that foreign guests like these are normally obtained through official student-exchange programs.

We use the Max and Max Radio when we cannot or should not use video. Some people don't want to be on camera. Sometimes a video camera changes how people act or what they are willing to talk about. And sometimes a video camera just won't fit into the space. Let your imagination produce its own video, the way you would do when listening to a radio program.

Handout for Host of Many, Part 1.

CI 25 Part 2. Host of Many. More examples that are concrete and helpful for hosting international guests and for becoming a smart citizen of the world.

Handout for Host of Many, Part 2.

CI 26 Part 3. Host of Many. Continued.

Handout for Host of Many, Part 3.

CI 26a Part 4. Host of Many. Concluded. Rob's wife Mary Beth joins the conversation.

CI 27 Mexican and Tex-Mex. Are all those authentic Mexican restaurants really authentic? (A similar version of this is included in the language lessons called Mexico Chow. You might want to view Lesson 52 as a follow up to CI 27.)

Language Lessons

Please tell us if lessons need revision for tone of voice, attitude, content, technique or anything.

Lesson 1 Uses Itsy Bitsy Spider and colorful candy as learning tools. Some soccer information.

Handout Words for the song, Arañitita

Lesson 2 Spanish Alphabet. Part 1. Introduces el abecedario as a means of learning Spanish sounds. This lesson is chopped in two to give the kids' brains a break.

Lesson 2a Spanish Alphabet. Part 2 There are various versions of the Spanish alphabet, and there's a lot of misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think these letters no longer exist. They think there's only one way to do the Spanish alphabet.

Lesson 2b Short review of the first three lessons: alphabet, colors, Itsy Bitsy Spider. (Length: about 3:40)

Lesson 3 Numbers 1-5, emphasizing 3 and 4.

Laying the foundational lessons takes some time and patience, and it always pays off. The idea is to establish several sets of vocabulary that can suddenly be used to do many things. Some vocabulary is only for context.

Lesson 4 Introduces a technique using the colors handout on card stock. Instead of using the manipulatives in class, students can point to objects on the screen to indicate choices. Also introduces grandparents and cousins.

Handout 1 Optional manipulatives for Lessons 4 and 6.

Note: The Fluency Builder software, which is sold separately, is a great way for students to manipulate objects on the computer. People need to manipulate objects that they are learning, and there's no mess or extra preparation time spent when they are able to do manipulatives on the computer.

Lesson 5 Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with younger students, and is set in a noisy outdoors. Older students can try to re-enact this story for a challenge. Many kids will do so automatically.

Lesson 6 Introduces numbers 11-20 briefly. Use the cutout colors to continue teaching courageous, speedy responses.

We do not necessarily recommend that your students use the cutout manipulatives during the lessons. We provide them in case you or they want to use them independently after seeing how they are used in the lessons.

Lesson 7 Continued review. Animal sounds in Spanish. Use –ito and –ita as diminutives.

Lesson 8 Adds papás to the family tree. “Sol” as an English root word. Tones and meaning.

Lesson 8a This activity uses the handout with color cutouts, but you don’t have to use them to make this activity worth its time.

Lesson 9 Talking and singing have something in common—tones mean everything. A look at English, Mandarin and Spanish.

Lesson 10 Part 1, Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself.

Lesson 11 Part 2, Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us.

Lesson 11a Practicing greetings takes frequent guidance at first, with room for floundering and some confusion. Text is provided at different parts in this lesson, but not as the main item by any means. A word about the difference between tú and usted. Not an easy lesson for younger students.

Lesson 12 We can practice Spanish with our stuffed animals. We never really outgrow them. Size; colors; names/greeting; Soy. For younger students.

Lesson 13 More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister.

Lesson 14 More examples of talking with stuffed animals. Please excuse a fit by Yésica. Me gusta/No me gusta.

Lesson 15 This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. This is only an introductory phase.

Pronunciation Guide geared for intermediate grades and adults. Can be used to guide early grades.

Lesson 16 I’m hungry, thirsty, cold, hot, sleepy, scared. (Tengo +.) More language that’s useful now.

Lesson 17 Here's a little song called "Patito, Patito". The musical scale in Spanish and the alfabeto. Playing the song on the piano with just a few notes. A tip about tape.

Lesson 18 Telling where we hurt. Understanding where others hurt. Brother/sister added to family.

Lesson 19 This round of Simon Says is the next step for those who have worked through the first one.

Lesson 19a This explains how to use some manipulatives (see Handouts aa and bb). Students can use the handouts as they please at school and home, but they may want to point at the screen during the lessons. The two places on Handout bb are home/house and school. We'll also use grandparents and brother and sister.

Handout aa Optional. Two sets of vocabulary—animals and family. These are for printing on cardstock, cutting out and using in spontaneous practice.

Handout bb Two places—house/home and school. The manipulatives can be arranged on this handout. For example, "Grandpa and my brother are in the house." Slide or place the two family members near the house. If you have smoother surfaces available, or slick cardstock, those surfaces may be better than paper. On tables, desks or floors, you can fold the paper handout back to hide the blank portion, and slide the manipulatives on the slick surface. I will demonstrate.

Lesson 19b This lesson continues putting people in places (Hermano está en la casa) and then animals in places ("Abuela, hay un perro en la escuela"). As is sometimes the case, the text is for older students and adults who may be working the activities.

Lesson 19c Continuing with Handouts aa and bb, this lesson includes the negative of "Mamá está en la escuela" and the negative of "Abuelo, hay un perro en la casa".

Twins Max and Max talk about being twins. For some reason, we don't look much alike in this video, though we are quite cute.

Lesson 20 This lesson provides some encouragement about typical fear in the night, and begins to teach a song called León Y Nada Más. The song cultivates good pronunciation.

Handout for the song, León Y Nada Más. This kind of handout is not for using during lessons, because it distracts from content and techniques on the screen.

Lesson 21 This lesson adds the third verse of the song, León Y Nada Más, continuing work on pronunciation, as all our songs do.

Handout for numbers 1-15 and some miscellany. Use as you please.

Lesson 22 Part 1. Hay Algo en el Agua. This two-part bilingual story incorporates several vocabulary and grammatical categories that we've worked with so far, along with some new content and the visual arts concept of perspective. The concept is intentionally left unexplained. Second-graders' brains go into overdrive in this lesson, trying to figure out the illusion or what they may think is no illusion, and third-graders offer confident explanations that are almost never right.

Handout for Hay Algo en el Agua, Lessons 22 and 23. Not for using during the lessons.

Lesson 23 Part 2. Hay Algo en el Agua. The final draft file became corrupted, so we've posted an update with its minor audio imperfections.

Handout aa1 Mi familia. Use as you please.

Handout dd Tengo hambre, etc. (I'm hungry, etc.) Use as you please.

Lesson 24 This is a good experience for schools that no longer have music instruction. A piano tuner comes to tune the spinet piano I use with some lessons. He walks us through the innards of the piano and explains the tuning process. He closes with a South American song. Verbs: tocar, escuchar.

Lesson 25 Singing about animals—all three verses of León Y Nada Más and introducing the first three verses of Tenía Vaca Un Señor.

Handout for song, Tenía Vaca Un Señor. (Not for using during the lessons.) Nothing beats singing when it comes to developing great pronunciation. We'll do a lot of it! Note that the letter "r" in *rana* (frog) can be spelled "ere" or "erre" and can be pronounced with a single or a longer trill.

Handout ee Optional. I'm sleepy, hot, thirsty. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Handout ff Optional. I'm hot, hungry, scared. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Following a rhythm that keeps the content reinforced matters more than viewing all the lessons.

Lesson 26 Sing a bit of Tenía Vaca Un Señor. How to use Handout Squares 1-10. No handout needed.

Lesson 27 Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers.

Handout Squares 1-10 Optional manipulatives for Lesson 27 and the students' own use.

Lesson 28 Uses Handout cc and Handout Clock 1. "It's 4:30 in the store." Different times in different places. Adds another verse (Ranita) to Tenía Vaca Un Señor.

Handout cc Optional. Three places: store, school, house/home. For Lesson 28 and the kids' own use.

Handout Clock 1 Optional manipulatives for digital clock times. For Lesson 28 and kids' own use.

Lesson 29 Students watch and monitor two virtual students, hermano and primo, as they move clock times to places—"It's 1:30. I'm at the store." Review part of Tenía Vaca Un Señor.

Lesson 30 Students watch and monitor hermana and prima as they move clock times to places. Complete the tongue twister, "Tres Tristes Tigres". Add last verse to Tenía Vaca Un Señor.

Lesson 30a Part 1. My Darling Calabazas. A thief steals a farmer's gourds. The plot for this 3-part

harvest-time bilingual story may have originated in Spain. Shows a difference in Castillian Spanish and locates Spain, Portugal, France and North Africa on the map.

Lesson 30b Part 2. My Darling Calabazas.

Lesson 30c Part 3. My Darling Calabazas concludes. Length: 12 minutes.

Lesson 31 Part 1. On the Appalachian Trail. Two-part series. Miscellaneous vocabulary.

Lesson 32 Part 2. On the Appalachian Trail. Miscellaneous vocabulary and a tip about trails and traveling abroad. This video is in lower resolution.

Lesson 33 Drawing Gatos. One of a series of lessons that teaches how to draw cats and practice body parts. Emphasis on “otro” (other, another). Kids draw along with me.

Lesson 34 Zum-Zum. So many ways to say some things. This lesson brings together geography, culture, language and backyard wildlife, namely hummingbirds.

Lesson 35 Part 1. Otro Platillo, Por Favor. This requested series is a three-part bilingual story about the time the nice Spanish teacher ate a LOT of cereal before going to South America. The story targets overeating, rather than obesity, because a much greater number of people overeat, including us who are somewhat thin. Overeating can cause fatigue and make us less productive, less alert thinkers and workers. This version of the story doesn't incorporate as much Spanish as later stories, but it sets up for practicing tableware.

Lesson 36 Part 2. Otro Platillo, Por Favor. Continued.

Lesson 37 Part 3. Otro Platillo, Por Favor concluded. Introduces a set of tableware.

Handout ii Optional. Manipulatives for tableware. For Lesson 37 and the kids' own use.

Handout jj Tableware. Not for memorizing, but we will use the vocabulary plenty.

Lesson 38 Put the Vaso on Top of the Plato. This lesson stacks dishes and practices “Pass me...”

Lesson 39 More “Pásame”. Continues using please and also thank you.

Lesson 40 Moving Table Items. You can use Handout ii tableware manipulatives if you want.

Lesson 41 Pecan Pie and Bosses. Part 1. This series focuses on food vocabulary and includes photos taken of a French chef and other chefs and their students at The Chef's Academy in Indianapolis.

Lesson 42 Pecan Pie and Bosses. Part 2. Also stack tableware and foods. Encourages kids to study French.

Lesson 43 I'm sleepy. Are you sleepy, Mom? Sister's not thirsty.

Lesson 44 Reviews times of the day: Good morning/afternoon/evening. Sister and Brother play

Consentido (Spoiled Brat). This is the activity that uses “No quiero” (I don’t want it).

Lesson 45 Brother and Sister continue Spoiled Brat. A long workout on Grandpa’s hungry, Are you hungry, Dad?, Mom’s thirsty, etc.

Send feedback to kidstuff@maxandmaxspanish.com. Include suggestions, wish list, complaints and students’ questions or comments. Lessons are built on feedback.

Lesson 46 Quiz #1. Fifth grade may want to skip this. Our first quiz for the language lessons. This acclimates the students to the method. You can make this a paper-and-pencil quiz if you want to. Target content: I’m not cold./Are you sleepy?, etc.

Lesson 47 Quiz #2: Fifth grade may want to skip this. Buenos días./Buenas tardes./Buenas noches. Practice numbers 20-29.

Lesson 48 North, east, south, west. Steer an OVNI to North Carolina. Sing a silly song by request.

Lesson 49 Numbers 1,000 to 10,000. Hermano wants to play Consentido again. Hermana and Prima take turns telling each other to put things on the table and take them off. Say adiós to Señor Cicada.

Handout jja Optional. Setting and clearing the table. Use with earlier cutouts for spontaneous practice, such as in Lesson 49.

Lesson 50 Quiz #3: tableware. Fifth grade may want to skip this. Another one to help kids get used to how the quizzes work, whether or not they use paper and pencil. We will not quiz frequently. 1001, 2002, 3003, etc. Separating items that I like and don’t like.

Lesson 51 Part 1. Mexico Chow. Maybe you haven’t really eaten Mexican food.

Lesson 52 Part 2. Mexico Chow. Getting your mind ready for food you aren’t used to. Most of this lesson is a radio format. Length: 11:30.

Lesson 53 St. Nicholas’ Day. Nick, Nikklaus, Nicholas, Claus. Say what you want about Santa, but you’ll find people in the U.S. and South America celebrating the Christmas season on Dec. 6 with candy, nuts and small gifts in stockings or shoes, inspired by a legendary generous guy who lived long ago in what is now the country of Turkey. Length: about 14 minutes.

Lesson 54 Yésica y las Bolitas. The dumbest piggy in the world manages to be a little bit useful...for a while...sort of. Colors, size, Give me, Do you want, I want.

Lesson 55 Sing Some More. Sing León Y Nada Más and then Introduce Los Más Famosos.

Handout for Los Más Famosos, Lesson 55. Not for using during the lesson.

Lesson 55a Mucho Amor (Lots of Love). A sample of sweet things to say on Valentine cards or love notes for any time of the year. Also how to get a Windows computer to make accented Spanish vowels.

Lesson 55b Sweet and Sour Valentines. More sweet things to say...and some not so sweet.

Handout for Sweet and Sour Things to Say. Valentine Lessons 55a and 55b.

Lesson 56 Yésica Stacks los Platos. This session for younger students would've been really good, but Yésica did not cooperate.

Lesson 57 Part 1. A Pack of Pals. Alpacas are from South America and have become a fascinating part of culture in the U.S. This series is a visit to White Violet Center at St. Mary of the Woods, IN, a ministry of the Sisters of Providence. Year round, the Center offers workshops, internships and field trips to their alpacas, organic garden, woods and wetlands. You don't have to be Catholic to appreciate how the Sisters teach about caring for the earth while tying into education standards. Your students will love this series.

Lesson 58 Part 2. A Pack of Pals. Bouvier and Apollo go into the boys' pen for the first time. The animals spit, kick and push under the watchful eye of Sister Paul Bernadette or PB for short.

Lesson 59 Part 3. A Pack of Pals. Sister PB explains more about getting Bou (pronounced Boo) and Apollo used to the other boys. Education Coordinator Candace Hack explains what they look for when buying or selling an alpaca, and which face shapes correspond to the countries of Peru and Chile.

Lesson 60 Part 4. A Pack of Pals. Bou and Apollo go back to their moms. Ms. Hack begins to show how to work with alpaca fleece.

Lesson 61 Part 5. A Pack of Pals. Ms. Hack continues showing how to work with alpaca fleece, using hand combs, a spinning wheel and looms. Then we put South America into perspective from several angles on a globe to show students where the alpacas come from.

Lesson 62 Part 1. Decorating Galletas. In this 3-part series, students see how to decorate cookies on the computer or on paper in order to practice Spanish. We'll use lots of good vocabulary and also look at interesting aspects of English and Spanish language.

Lesson 63 Part 2. Decorating Galletas. Continued.

Lesson 64 La Cucaracha, Cielito Lindo. These songs are introduced, along with returning to Patito and León Y Nada Más. Remember that songs are particularly meant to build good pronunciation.

Handout for La Cucaracha and Cielito Lindo, Lesson 64. Not for using during the lesson.

Lesson 65 Part 3. Decorating Galletas. Concluded.

Lesson 66 Part 1. Manners for Monster. This three-part series practices vocabulary used in basic manners. These are mastered much more efficiently through the Fluency Builder software, of course, but this series is a good workout. Review 1000s.

Lesson 66a Part 2. Manners for Monster. Feed clock times to Monster.

Lesson 66b Part 3. Manners for Monster. Complicate a greeting with numbers. Feed bolitas and foods to Monster.

Lesson 67 Part 1. Making Margaritas. This series looks at relationships between English and Spanish and teaches children how to make good margaritas. Not suitable for adults. Learn Happy Birthday.

Lesson 67a Part 2. Making Margaritas. Sing Happy Birthday to family members. Learn about a Chinese girl from Central America who lives in the U.S.(!)

Lesson 67b Part 3. Making Margaritas and Quiz #4. Fifth grade can skip the quiz part. Hear more about the Chinese-Central American girl who lives in the U.S. and speaks three languages. Quiz using “con” (with) with margaritas.

Lesson 68 Left open.

Lesson 69 Extra Father Our. You might want to preview this one. A linguistic glimpse of part of The Lord’s Prayer after Barack Obama used it in his inaugural address. This is a requested lesson focusing on the words for *heaven* and *your* in Latin, English and Spanish. If you’re bothered by a prayer being used as a lesson, just skip it. However, this video was made to look at language and habit.

Lesson 70 Part 1. Looking for Alemania. This 2-part series shows the nice Spanish teacher’s search for Germany in his American ancestry. Students are encouraged to find their own past. First a visit to a real German sausage and meat market that is staffed by some Hispanics and markets to the Hispanic community as well. www.clausgermansausageandmeats.com

Handout for Looking for Alemania, Parts 1 and 2

Lesson 71 Part 2. Looking for Alemania. The nice Spanish teacher and a dog try eating German jerky. Then it's off to Oldenburg, IN, home of his ancestors, to look for Germany there.

The more paper you give students at school, the more of it you find on the floor or crumpled in their bookbags or lost among everything else they own at home. We concentrate on making nice, clean, interactive electronic instruction that you cannot get in other formats. Furthermore, our many field trips won’t cost you a cent in fuel. Plus, the alpacas can’t actually spit in your eye.



Grade 6-8 Syllabus for the First Batch of Max and Max Spanish 10-Minute Video Lessons

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The older students should feel free to skip lessons that they feel are below their dignity. (In three more years they would happily revisit those “childish” sessions if they could.) But if they think in terms of using the content and techniques of these same lessons with younger siblings or relatives, they will soon see that their skills and knowledge are challenged and that they are not at all too old and mature for the content. If your school is also using the second batch of 100+ lessons, your students should feel free to move more quickly through the first batch and on to the second. Keep in mind, however, that the first batch contains cultural and linguistic content not found in the second batch. The second batch will contain a set of language lessons specifically for upper elementary. That set will not cover all the content of the early-elementary videos, but will treat it with more depth, text and quizzes.

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Much of the content in the video lessons goes beyond the Fluency Builder content. And many of the activities in the Fluency Builder go beyond the video lessons. The two are unequal but complementary. Think of the Fluency Builder as paperless electronic activities that build a common vocabulary to USE.

The Video Lessons

Begin by showing this video to upper elementary: **Upper El Lesson 1: Stuff to Say at the Start**. Even if your school is not subscribed to the upper-elementary set, which comes with the second batch of 100+ lessons, this video orients older students to using the lower-elementary videos, and shows them some of what to expect to see in other lessons. Sprinkle the Cultural Insights into the whole mix.

Grade 4 and up – Cultural Insights

CI 1 Part 1. Bananas. Field trip to a Central American restaurant.

CI 2 Part 1. Where are the words? School language vs. real-world language.

CI 3 Part 2. Where are the words? Continued and concluded.

We welcome students' questions and comments. We build lessons around them.

CI 4 Part 1. Heartache in Argentina. Complications in immigration. Two-part series.

CI 5 Part 2. Heartache in Argentina. Complications in immigration.

Heartbreak in Argentina handout for the two-part series.

CI 6 Part 2. Bananas. A banana-coffee smoothie can symbolize how both of these Costa Rican products became available and popular across the U.S. Could be a fun classroom project.

CI 7 Part 3. Bananas. Banana culture expert Will Holliday explains my smoothie without ever mentioning it. Note: the original video footage for several lesson series beginning with the letters A and B was lost at the touch of a button before those lessons could be put in higher resolution. This lesson is therefore in lower resolution, but we feel that the content is important enough and different enough to keep this series in the lineup.

Banana Culture handout for first three lessons of the series.

CI 7a Part 1. Identifying Central American nations.

CI 7b Part 2. Concluded.

CI 8 Part 4. Bananas. The banana culture expert talks about bananas and the environment.

Banana Culture handout for Part 4 of the series.

CI 9 Part 5. Bananas. The series concludes with explanations about unexpected complications in the banana industry, and a call to value our natural resources.

Banana Culture handout for Part 5 of the series.

CI 10 Part 1. Abi Y Diego. A straight-shootin' conversation with a young woman from the Great Plains. After her family moved to Mexico for a few years, she fell in love with a Mexican and married him. Her family moved back to the U.S. Abi returned too, but her husband could not come with her. (This series is in lower resolution.)

CI 11 Part 2. Abi Y Diego. Abi continues the conversation.

Abi Y Diego handout for Parts 1 and 2.

CI 12 Part 3. Abi Y Diego. The conversation with Abi wraps up.

Abi Y Diego handout for Part 3.

CI 13 An UnAmerican Accent. Many of us don't realize what a variety of people America has. Many citizens have accents and appearances that seem "UnAmerican" to the majority. This lesson is also a plug for the Hindi or Urdu language. Hindi is on the federal list of "critical languages" that America needs to learn as India roars into prominence as a political and economic power. The musical instrument in this video is from Pakistan and is called a *harmonium*. (No handout.)

CI 14 Part 1. Crossing Cultures. This series is a conversation with a cross-cultural communication specialist. She tells us about skills we need to understand and enjoy people no matter what country or language they come from. **Consider this series both career and travel education.**

Crossing Cultures handout for Part 1.

CI 15 Part 2. Crossing Cultures. Larenda Mielke continues showing the kind of adjustments people face when they go to other countries or come to the U.S. A great activity for kids to do during this kind of dialogue is to write two or three good questions as if for a quiz, instead of answering them.

CI 16 Part 3. Crossing Cultures. More concrete examples that prepare students to behave and perform intelligently and professionally in international circles.

Crossing Cultures handout for Part 3.

CI 17 Part 4. Crossing Cultures. The conversation with Larenda Mielke concludes.

Many of the Cultural Insights handouts can be used for assessments and springboards. Most teachers do not want more paperwork; so do as you please.

CI 18 Jingle Bells and Cobras. Max S and Max T tell snake stories. Not like fish stories. Cognates,

derivatives and a closing tongue twister...and some other stuff.

CI 19 Part 1. Rules and Respect. **Another series that should count toward career education.** Take a nighttime drive around the countryside with the teacher while he passes on some tips he got from wise law enforcement and security people about dealing respectfully with immigrants. Lots of kids who watch this series will eventually become police. It's good to start thinking early about peaceful, smart law enforcement. Keep in mind that different police departments in different regions have different ideas about how to do the work assigned to them.

Handout for Rules and Respect.

CI 20 Part 2. Rules and Respect concluded.

CI 21 Part 1. Ryan and Kayt. In this two-part series, two former classmates tell about their recent college-related visits in Canada and Egypt. They discuss the languages, the people and the food, and reasons for traveling abroad as a visitor, not just a tourist. The content of this series applies to most Spanish-speaking countries and encourages kids to learn other languages.

CI 22 Part 2. Ryan and Kayt. Continued and concluded. Also shows the Peruvian chuño that Ryan brought back from Canada.

Handout for Ryan and Kayt.

CI 23 A Look at Day of the Dead. This holiday is more interesting and normal than most people realize. As with other highly commercialized Mexican holidays in U.S. teacher catalogs, you'd think there was little else going on in the Spanish-speaking world.

Handout for Day of the Dead.

CI 24 Part 1. Host of Many. A Terre Haute, Indiana man named Rob tells of the many international college-aged students he and his wife have welcomed into their home. In this radio-like series, he gives insights into hosting international students and encourages others to be hosts. Note that foreign guests like these are normally obtained through official student-exchange programs.

We use the Max and Max Radio when we cannot or should not use video. Some people don't want to be on camera. Sometimes a video camera changes how people act or what they are willing to talk about. And sometimes a video camera just won't fit into the space. Let your imagination produce its own video, the way you would do when listening to a radio program.

Handout for Host of Many, Part 1.

CI 25 Part 2. Host of Many. More examples that are concrete and helpful for hosting international guests and for becoming a smart citizen of the world.

Handout for Host of Many, Part 2.

CI 26 Part 3. Host of Many. Continued.

Handout for Host of Many, Part 3.

CI 26a Part 4. Host of Many. Concluded. Rob's wife Mary Beth joins the conversation.

CI 27 Mexican and Tex-Mex. Are all those authentic Mexican restaurants really authentic? (A similar version of this is included in the language lessons called Mexico Chow. You might want to view Lesson 52 as a follow up to CI 27.)

Language Lessons

Please tell us if lessons need revision for tone of voice, attitude, content, technique or anything.

Lesson 1 Uses Itsy Bitsy Spider and colorful candy as learning tools. Some soccer information.

Handout Words for the song, Arañitita

Lesson 2 Spanish Alphabet. Part 1. Introduces el abecedario as a means of learning Spanish sounds. This lesson is chopped in two to give the kids' brains a break.

Lesson 2a Spanish Alphabet. Part 2 There are various versions of the Spanish alphabet, and there's a lot of misunderstanding about what the letters really are. In 1994 the Royal Spanish Academy suggested certain modifications. One was that Spanish dictionaries no longer categorize words under certain double letters. Charco (puddle or pool) would be listed under "c" instead of under "ch", and llama (the animal) would appear under "l" instead of under "ll". Many people who learned the alphabet after that time think these letters no longer exist. They think there's only one way to do the Spanish alphabet.

Lesson 2b Short review of the first three lessons: alphabet, colors, Itsy Bitsy Spider. (Length: about 3:40)

Lesson 3 Numbers 1-5, emphasizing 3 and 4.

Laying the foundational lessons takes some time and patience, and it always pays off. The idea is to establish several sets of vocabulary that can suddenly be used to do many things. Some vocabulary is only for context.

Lesson 4 Introduces a technique using the colors handout on card stock. Instead of using the manipulatives in class, students can point to objects on the screen to indicate choices. Also introduces grandparents and cousins.

Note: The Fluency Builder software, which is sold separately, is a great way for students to manipulate objects on the computer. People need to manipulate objects that they are learning, and there's no mess or extra preparation time spent when they are able to do manipulatives on the computer.

Handout 1 Optional manipulatives for Lessons 4 and 6.

Lesson 5 Bilingual story: Nervous Uno. Reviews greetings and 1-5. Bonita, huele bien. This story is very popular with younger students, and is set in a noisy outdoors. Older students can try to re-enact

this story for a challenge. Many kids will do so automatically.

Lesson 6 Introduces numbers 11-20 briefly. Use the cutout colors to continue teaching courageous, speedy responses.

We do not necessarily recommend that your students use the cutout manipulatives during the lessons. We provide them in case you or they want to use them independently after seeing how they are used in the lessons.

Lesson 7 Continued review. Animal sounds in Spanish. Use –ito and –ita as diminutives.

Lesson 8 Adds papás to the family tree. “Sol” as an English root word. Tones and meaning.

Lesson 8a This activity uses the handout with color cutouts, but you don’t have to use them to make this activity worth its time.

Lesson 9 Talking and singing have something in common—tones mean everything. A look at English, Mandarin and Spanish.

Lesson 10 Part 1, Tortilla and the Teacher. This session is a way to teach some culture, review and extend some language information, and tell about myself.

Lesson 11 Part 2, Tortilla and the Teacher. The tortilla represents a history of hard work behind every meal. This can help us appreciate the meals that seem to come so easily to us.

Lesson 11a Practicing greetings takes frequent guidance at first, with room for floundering and some confusion. Text is provided at different parts in this lesson, but not as the main item by any means. A word about the difference between tú and usted. Not an easy lesson for younger students.

Lesson 12 We can practice Spanish with our stuffed animals. We never really outgrow them. Size; colors; names/greeting; Soy. For younger students.

Lesson 13 More practice with the stuffed animals. An example of how to sing colors spontaneously. The first part of a famous tongue twister.

Lesson 14 More examples of talking with stuffed animals. Please excuse a fit by Yésica. Me gusta/No me gusta.

Lesson 15 This Simon Says lesson uses a complex set of techniques that help kids learn body parts and listen well. Repeat a few times if the kids are willing. This is only an introductory phase.

Pronunciation Guide geared for intermediate grades and adults. Can be used to guide early grades.

Lesson 16 I’m hungry, thirsty, cold, hot, sleepy, scared. (Tengo +.) More language that’s useful now.

Lesson 17 Here’s a little song called “Patito, Patito”. The musical scale in Spanish and the alfabeto. Playing the song on the piano with just a few notes. A tip about tape.

Lesson 18 Telling where we hurt. Understanding where others hurt. Brother/sister added to family.

Lesson 19 This round of Simon Says is the next step for those who have worked through the first one.

Lesson 19a This explains how to use some manipulatives (see Handouts aa and bb). Students can use the handouts as they please at school and home, but they may want to point at the screen during the lessons. The two places on Handout bb are home/house and school. We'll also use grandparents and brother and sister.

Handout aa Optional. Two sets of vocabulary—animals and family. These are for printing on cardstock, cutting out and using in spontaneous practice.

Handout bb Two places—house/home and school. The manipulatives can be arranged on this handout. For example, “Grandpa and my brother are in the house.” Slide or place the two family members near the house. If you have smoother surfaces available, or slick cardstock, those surfaces may be better than paper. On tables, desks or floors, you can fold the paper handout back to hide the blank portion, and slide the manipulatives on the slick surface. I will demonstrate.

Lesson 19b This lesson continues putting people in places (Hermano está en la casa) and then animals in places (“Abuela, hay un perro en la escuela”). As is sometimes the case, the text is for older students and adults who may be working the activities.

Lesson 19c Continuing with Handouts aa and bb, this lesson includes the negative of “Mamá está en la escuela” and the negative of “Abuelo, hay un perro en la casa”.

Twins Max and Max talk about being twins. For some reason, we don't look much alike in this video, though we are quite cute.

Lesson 20 This lesson provides some encouragement about typical fear in the night, and begins to teach a song called León Y Nada Más. The song cultivates good pronunciation.

Handout for the song, León Y Nada Más. This kind of handout is not for using during lessons, because it distracts from content and techniques on the screen.

Lesson 21 This lesson adds the third verse of the song, León Y Nada Más, continuing work on pronunciation, as all our songs do.

Handout for numbers 1-15 and some miscellany. Use as you please.

Lesson 22 Part 1. Hay Algo en el Agua. This two-part bilingual story incorporates several vocabulary and grammatical categories that we've worked with so far, along with some new content and the visual arts concept of perspective. The concept is intentionally left unexplained. Second-graders' brains go into overdrive in this lesson, trying to figure out the illusion or what they may think is no illusion, and third-graders offer confident explanations that are almost never right.

Handout for Hay Algo en el Agua, Lessons 22 and 23. Not for using during the lessons.

Lesson 23 Part 2. Hay Algo en el Agua. The final draft file became corrupted, so we've posted an

update with its minor audio imperfections.

Handout aa1 Mi familia. Use as you please.

Handout dd Tengo hambre, etc. (I'm hungry, etc.) Use as you please.

Lesson 24 This is a good experience for schools that no longer have music instruction. A piano tuner comes to tune the spinet piano I use with some lessons. He walks us through the innards of the piano and explains the tuning process. He closes with a South American song. Verbs: tocar, escuchar.

Lesson 25 Singing about animals—all three verses of León Y Nada Más and introducing the first three verses of Tenía Vaca Un Señor.

Handout for song, Tenía Vaca Un Señor. (Not for using during the lessons.) Nothing beats singing when it comes to developing great pronunciation. We'll do a lot of it! Note that the letter "r" in *rana* (frog) can be spelled "ere" or "erre" and can be pronounced with a single or a longer trill.

Handout ee Optional. I'm sleepy, hot, thirsty. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Handout ff Optional. I'm hot, hungry, scared. Students can use this with manipulatives on their own after viewing Lesson 43 and 45.

Following a rhythm that keeps the content reinforced matters more than viewing all the lessons.

Lesson 26 Sing a bit of Tenía Vaca Un Señor. How to use Handout Squares 1-10. No handout needed.

Lesson 27 Uses Handout Squares 1-10 as manipulatives to arrange series of two or three numbers.

Handout Squares 1-10 Optional manipulatives for Lesson 27 and the students' own use.

Lesson 28 Uses Handout cc and Handout Clock 1. "It's 4:30 in the store." Different times in different places. Adds another verse (Ranita) to Tenía Vaca Un Señor.

Handout cc Optional. Three places: store, school, house/home. For Lesson 28 and the kids' own use.

Handout Clock 1 Optional manipulatives for digital clock times. For Lesson 28 and kids' own use.

Lesson 29 Students watch and monitor two virtual students, hermano and primo, as they move clock times to places—"It's 1:30. I'm at the store." Review part of Tenía Vaca Un Señor.

Lesson 30 Students watch and monitor hermana and prima as they move clock times to places. Complete the tongue twister, "Tres Tristes Tigres". Add last verse to Tenía Vaca Un Señor.

Lesson 30a Part 1. My Darling Calabazas. A thief steals a farmer's gourds. The plot for this 3-part harvest-time bilingual story may have originated in Spain. Shows a difference in Castillian Spanish and locates Spain, Portugal, France and North Africa on the map.

Lesson 30b Part 2. My Darling Calabazas.

Lesson 30c Part 3. My Darling Calabazas concludes. Length: 12 minutes.

Lesson 31 Part 1. On the Appalachian Trail. Two-part series. Miscellaneous vocabulary.

Lesson 32 Part 2. On the Appalachian Trail. Miscellaneous vocabulary and a tip about trails and traveling abroad. This video is in lower resolution.

Lesson 33 Drawing Gatos. One of a series of lessons that teaches how to draw cats and practice body parts. Emphasis on “otro” (other, another). Kids draw along with me.

Lesson 34 Zum-Zum. So many ways to say some things. This lesson brings together geography, culture, language and backyard wildlife, namely hummingbirds.

Lesson 35 Part 1. Otro Platillo, Por Favor. This requested series is a three-part bilingual story about the time the nice Spanish teacher ate a LOT of cereal before going to South America. The story targets overeating, rather than obesity, because a much greater number of people overeat, including us who are somewhat thin. Overeating can cause fatigue and make us less productive, less alert thinkers and workers. This version of the story doesn't incorporate as much Spanish as later stories, but it sets up for practicing tableware.

Lesson 36 Part 2. Otro Platillo, Por Favor. Continued.

Lesson 37 Part 3. Otro Platillo, Por Favor concluded. Introduces a set of tableware.

Handout ii Optional. Manipulatives for tableware. For Lesson 37 and the kids' own use.

Handout jj Tableware. Not for memorizing, but we will use the vocabulary plenty.

Lesson 38 Put the Vaso on Top of the Plato. This lesson stacks dishes and practices “Pass me....”

Lesson 39 More “Pásame”. Continues using please and also thank you.

Lesson 40 Moving Table Items. You can use Handout ii tableware manipulatives if you want.

Lesson 41 Pecan Pie and Bosses. Part 1. This series focuses on food vocabulary and includes photos taken of a French chef and other chefs and their students at The Chef's Academy in Indianapolis.

Lesson 42 Pecan Pie and Bosses. Part 2. Also stack tableware and foods. Encourages kids to study French.

Lesson 43 I'm sleepy. Are you sleepy, Mom? Sister's not thirsty.

Lesson 44 Reviews times of the day: Good morning/afternoon/evening. Sister and Brother play Consentido (Spoiled Brat). This is the activity that uses “No quiero” (I don't want it).

Lesson 45 Brother and Sister continue Spoiled Brat. A long workout on Grandpa's hungry, Are you

hungry, Dad?, Mom's thirsty, etc.

Send feedback to kidstuff@maxandmaxspanish.com. Include suggestions, wish list, complaints and students' questions or comments. Lessons are built on feedback.

Lesson 48 North, east, south, west. Steer an OVNI to North Carolina. Sing a silly song by request.

Lesson 49 Numbers 1,000 to 10,000. Hermano wants to play Consentido again. Hermana and Prima take turns telling each other to put things on the table and take them off. Say adiós to Señor Cicada.

Handout jja Optional. Setting and clearing the table. Use with earlier cutouts for spontaneous practice, such as in Lesson 49.

Lesson 51 Part 1. Mexico Chow. Maybe you haven't really eaten Mexican food.

Lesson 52 Part 2. Mexico Chow. Getting your mind ready for food you aren't used to. Most of this lesson is a radio format. Length: 11:30.

Lesson 53 St. Nicholas' Day. Nick, Nikklaus, Nicholas, Claus. Say what you want about Santa, but you'll find people in the U.S. and South America celebrating the Christmas season on Dec. 6 with candy, nuts and small gifts in stockings or shoes, inspired by a legendary generous guy who lived long ago in what is now the country of Turkey. Length: about 14 minutes.

Lesson 54 Yésica y las Bolitas. The dumbest piggy in the world manages to be a little bit useful...for a while...sort of. Colors, size, Give me, Do you want, I want.

Lesson 55 Sing Some More. Sing León Y Nada Más and then Introduce Los Más Famosos.

Handout for Los Más Famosos, Lesson 55. Not for using during the lesson.

Lesson 55a Mucho Amor (Lots of Love). A sample of sweet things to say on Valentine cards or love notes for any time of the year. Also how to get a Windows computer to make accented Spanish vowels.

Lesson 55b Sweet and Sour Valentines. More sweet things to say...and some not so sweet.

Handout for Sweet and Sour Things to Say. Valentine Lessons 55a and 55b.

Lesson 56 Yésica Stacks los Platos. This session for younger students would've been really good, but Yésica did not cooperate.

Lesson 57 Part 1. A Pack of Pals. Alpacas are from South America and have become a fascinating part of culture in the U.S. This series is a visit to White Violet Center at St. Mary of the Woods, IN, a ministry of the Sisters of Providence. Year round, the Center offers workshops, internships and field trips to their alpacas, organic garden, woods and wetlands. You don't have to be Catholic to appreciate how the Sisters teach about caring for the earth while tying into education standards. Your students will love this series.

Lesson 58 Part 2. A Pack of Pals. Bouvier and Apollo go into the boys' pen for the first time. The

animals spit, kick and push under the watchful eye of Sister Paul Bernadette or PB for short.

Lesson 59 Part 3. A Pack of Pals. Sister PB explains more about getting Bou (pronounced Boo) and Apollo used to the other boys. Education Coordinator Candace Hack explains what they look for when buying or selling an alpaca, and which face shapes correspond to the countries of Peru and Chile.

Lesson 60 Part 4. A Pack of Pals. Bou and Apollo go back to their moms. Ms. Hack begins to show how to work with alpaca fleece.

Lesson 61 Part 5. A Pack of Pals. Ms. Hack continues showing how to work with alpaca fleece, using hand combs, a spinning wheel and looms. Then we put South America into perspective from several angles on a globe to show students where the alpacas come from.

Lesson 62 Part 1. Decorating Galletas. In this 3-part series, students see how to decorate cookies on the computer or on paper in order to practice Spanish. We'll use lots of good vocabulary and also look at interesting aspects of English and Spanish language.

Lesson 63 Part 2. Decorating Galletas. Continued.

Lesson 64 La Cucaracha, Cielito Lindo. These songs are introduced, along with returning to Patito and León Y Nada Más. Remember that songs are particularly meant to build good pronunciation.

Handout for La Cucaracha and Cielito Lindo, Lesson 64. Not for using during the lesson.

Lesson 65 Part 3. Decorating Galletas. Concluded.

Lesson 66 Part 1. Manners for Monster. This three-part series practices vocabulary used in basic manners. These are mastered much more efficiently through the Fluency Builder software, of course, but this series is a good workout. Review 1000s.

Lesson 66a Part 2. Manners for Monster. Feed clock times to Monster.

Lesson 66b Part 3. Manners for Monster. Complicate a greeting with numbers. Feed bolitas and foods to Monster.

Lesson 67 Part 1. Making Margaritas. This series looks at relationships between English and Spanish and teaches children how to make good margaritas. Not suitable for adults. Learn Happy Birthday.

Lesson 67a Part 2. Making Margaritas. Sing Happy Birthday to family members. Learn about a Chinese girl from Central America who lives in the U.S.(!)

Lesson 67b Part 3. Making Margaritas and Quiz #4. Grade 6 might want to view the first part of this. They can skip the quiz. Hear more about the Chinese-Central American girl who lives in the U.S. and speaks three languages. Quiz using "con" (with) with margaritas.

Lesson 68 Left open.

Lesson 69 Extra Father Our. You might want to preview this one. A linguistic glimpse of part of The

Lord's Prayer after Barack Obama used it in his inaugural address. This is a requested lesson focusing on the words for *heaven* and *your* in Latin, English and Spanish. If you're bothered by a prayer being used as a lesson, just skip it. However, this video was made to look at language and habit.

Lesson 70 Part 1. Looking for Alemania. This 2-part series shows the nice Spanish teacher's search for Germany in his American ancestry. Students are encouraged to find their own past. First a visit to a real German sausage and meat market that is staffed by some Hispanics and markets to the Hispanic community as well. www.clausgermansausageandmeats.com

Handout for Looking for Alemania, Parts 1 and 2

Lesson 71 Part 2. Looking for Alemania. The nice Spanish teacher and a dog try eating German jerky. Then it's off to Oldenburg, IN, home of his ancestors, to look for Germany there.

The more paper you give students at school, the more of it you find on the floor or crumpled in their bookbags or lost among everything else they own at home. We concentrate on making nice, clean, interactive electronic instruction that you cannot get in other formats. Furthermore, our many field trips won't cost you a cent in fuel. Plus, the alpacas can't actually spit in your eye.