



# Syllabi per Grade Level

## Batch 2 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. Upper Elementary Language Lessons
3. Cultural Insights for Upper Elementary (sprinkled in)



## Grade 2 Syllabus for the First Batch of Max and Max Spanish 10-Minute Video Lessons

- We welcome students' questions and comments. We build lessons around them.
  - Please tell us if any lessons need revision in any way whatsoever.
  - **This batch of lessons assumes that students have finished the first batch of 80+ lessons for lower elementary. Batch 2 continues these at Lesson 91.**
1. Below is a list of 45+ video lessons. 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. Repeating is better than forging ahead.
  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. 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](mailto: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 now and then. Your tech person can access the updates.

**Lesson 91** Part 1. Kentucky Jello Storm. A modern life can turn primitive overnight when the power goes out. This two-part series builds slowly toward showing the relationship between certain words in English and Spanish while making the point that many areas of Spanish-speaking countries are accustomed to life without the luxuries most of us take for granted here in the U.S.

### **Handout for Kentucky Jello Storm**

**Lesson 92** Part 2. Kentucky Jello Storm. Concluded. Tree branches and power lines are down

everywhere. A grandpa and his grandson tell about their situation. The title of this series becomes clear.

### **Handout for You'll Never Kiss That Pig Again** song

**Lesson 93** Learn the song, You'll Never Kiss That Pig Again. Practice the differences between the English words *potta* and *lotta* and the Spanish words *pata* and *lata*. Brush up on part of the song, Don Jonrón.

**Lesson 93a** Songs for While You Work. These songs have been used in earlier lessons but are included here for practicing while you work on other things. Mark the Manualist plays accompaniment for Feliz Cumpleaños.

**Lesson 94** Part 1. The Wacky Wheeler. An ingenious man works a new career with a big wheel. Miscellaneous Spanish vocabulary. Also looks at the articles *el* and *la* and at *-ista* as an ending.

**Handout for The Wacky Wheeler** Parts 1, 2, 3 and 4. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 95** Part 2. The Wacky Wheeler. Subject pronouns. *Le gusta* (He/She likes).

**Lesson 96** Part 3. The Wacky Wheeler.

**Lesson 96a** Part 4. The Wacky Wheeler concluded.

**Lesson 96b** Part 1. Los Sombreros de Ema. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have).

**Handout for Los Sombreros de Ema** Parts 1 and 2. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 96c** Part 2. Los Sombreros de Ema. Concluded. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have). *Burro*, *burrito*.

**Lesson 97** Part 1. Pan, Pan, Pan. This four-part field trip is an entertaining and educational visit to a thriving Mexican bakery. This lesson begins showing how the Spanish word for bread (*pan*) involves much more than the English word "bread". *Pagar*, *hablar*, *llevar*, *trabajar* with *yo* forms.

**Handout for Pan, Pan, Pan** For Parts 1, 2, 3 and 4. Contains an interpreter's activity that can be done individually or aloud as a group. Like other activities, this one can be repeated.

**Lesson 98** Part 2. Pan, Pan, Pan. A closer look at some of the pan at Bakery Lemus (Indianapolis). A return to the words "torta" and "tortilla".

**Lesson 99** Part 3. Pan, Pan, Pan. Watch the bakers make a small pond. Spanish narration continues using the thematic vocabulary.

**Lesson 100** Part 4. Pan, Pan, Pan. Concluded. More practice with the *-ar* verbs, adding *cantar*. The

expression “Es un milagro.” A study of the word “cashier”. The bakers continue working with dough.

**Lesson 101** Part 1. Gleny's Do. A four-part field trip to a Honduran's beauty salon takes us through every stage of Gleny's hair transformation while Gleny tells about herself. Includes miscellaneous culture and language. Gleny likes her naturally curly hair but, like most women her age, she has something new done to it every several months.

**Handout for Gleny's Do** Parts 1, 2, 3 and 4

**Lesson 102** Part 2. Gleny's Do. The hair transformation continues as Gleny tells more about herself. Miscellaneous culture and language.

**Handout for All Pumpkins Are Girls** Parts 1, 2 and 3

**Lesson 103** Part 1. All Pumpkins Are Girls. A field trip to Waterman's Farm Market. Mostly preschool kids are seen in this lesson. Todos/todas (all); interpreting “Silver” from English to Spanish; direction words (left, right, etc.). [www.WatermansFarmMarket.com](http://www.WatermansFarmMarket.com)

**Lesson 104** Part 2. All Pumpkins Are Girls. Direction words in a corn maze. Double last names. Ends with a question that takes a closer look at the series title.

**Lesson 104a** Part 3. All Pumpkins Are Girls. The field trip to Waterman's Farm Market continues. Builds on Parts 1 and 2. Hungry Miss Tyranny. Music by Hogeye Navy.

**Lesson 104b** Punkin Faces. Puts body parts on pumpkins.

**Lesson 104c** Punkin Face Quiz. Draw and color along with this quiz. Be ready to pause the lesson as necessary.

**Lesson 105** Part 3. Gleny's Do. The hair transformation continues. Miscellaneous language. Pelo crespo, pelo chino: kinky or curly hair.

**Lesson 106** Part 4. Gleny has gone from crespa to lisa. The series concludes.

**Lesson 107** Silent Matching. Match text and pictures of tableware, clothing, hermano, escuela and casa. Set your media player to play faster or slower, as you want.

**Lesson 108** Spelling. Set your media player to play faster or slower, as you need, for spelling the words in Lesson 107.

**Lesson 109** Silent Matching. Move words to pictures. Mixed categories. Monitor Coolness' performance. As usual, students should point to the answer ahead of time.

**Lesson 110** The hammock is a strong symbol of El Salvador among those who know Central American culture.

**Lesson 111** Silent Matching: Tens. Quiz. Or not a quiz. Either way, this lesson is a long, very quiet workout—almost 12 minutes (11:45). You can do this as a set of quizzes simply by writing the

responses before they are given.

**Handout for the song, Mi Burrita (or Arre, Mi Burrita)** Use with Lesson 119.

**Handout for Hilly Hundred of Indiana** Three pages of vocabulary.

**Lesson 112** Part 1. Hilly Hundred of Indiana. This 8-part series works a variety of vocabulary and grammar while taking you on a field trip into the technology of cycling, the beautiful outdoors, the determination of trained bikers, and the different personalities riding the 100 miles. Part 1 vocabulary: weather, ways to say high school; makeup; some bicycle words.

**Lesson 113** Part 2. Hilly Hundred of Indiana. A unicyclist joins the Hilly. Ways to say pretty or beautiful. Qué as an intensifier: How beautiful. What a beautiful tree.

**Lesson 114** Part 3. Hilly Hundred of Indiana. First, second, third, fourth. Basura (trash), derrame (stroke).

**Lesson 115** Part 4. Hilly Hundred of Indiana. Ending a word with -ista (ciclista), and using el and la with it. Llegar (to arrive), casco (helmet), ahora (now), gente (people).

**Lesson 116** Part 5. Hilly Hundred of Indiana. Easy/difficult. How learning one language helps you know your own better. This is shown in eight examples that have to do with "primero". Losing language in the second generation. Charlie and his family try to get their four-seater tandem going.

**Lesson 117** Part 6. Hilly Hundred of Indiana. Reed K. Steele performs mime and other cool moves in three excerpts. Andy the unicyclist recommends unicycling. "Miles" and "miles" in Spanish and English.

**Lesson 118** Part 7. Hilly Hundred of Indiana. Wonder Jim the Filipino joins the Hilly. Spain used to control the Philippine islands. Arnie of Puerto Rico explains many things about the people of his island—another one that Spain used to control.

**Lesson 119** Part 8. Hilly Hundred of Indiana. The series concludes. Work on the giddyup song, Mi Burrita. Enjoy a picture tour of the Hilly.

**Handout gg** Places (small and large size of school, house, store). For optional use after doing Lessons 120-122.

**Lesson 120** Tens and Places. Put tens (10-100) with places. Variations on “There are 90 big houses in my city.” This is a long workout, almost 11½ minutes. Uses optional handout gg.

**Feel free to use the following series of quizzes in a row or to spread them out.**

**Lesson 121** Quiz: Tens and Places. A little faster and a little harder. A 20-point quiz that can be recorded on the honor system. Variations on the sentence, “In your town, there are 20 little schools.” Uses optional handout gg.

**Lesson 122** Quiz: Tens and Places and Matching Numbers. A 20-point quiz that can be recorded on

the honor system. In the first half of the quiz, you monitor Coolness's performance as he silently matches numbers and number words (tens). In the second part, you point to the correct answer. Variations on "There are 100 big stores in my city." Uses optional Handout gg.

**Handout hh** Five animals small and large.

**Lesson 123** Quiz: Marisela Tiene 500 Caballos. Variations on "Marisela has 500 horses." Twenty points. Focuses partly on 5, 15, 50, 55, 500. Ten points on silent matching of words and pictures mixed together. Uses optional Handout hh. Students can use it independently after doing the lesson.

**Lesson 124** Quiz: Making Caras (Making Faces). Twenty points. "La cara de Emilia tiene..." (Emily's face has...) If you want to work the pause button, you can draw and color this quiz.

Work the *Two Plus Two* series into your schedule however you please. The series is actually from the Cultural Insights for grade 5 and up, but is too long to fit there.

**Handout for Two Plus Two** Six handouts. For Parts 1, 2, 3, 4, 5, 6, and 8. These can be used with lower elementary if an adult guides the students in a conversational way, not written.

**Lesson 125** Part 1. Two Plus Two. This 9-part series is an interview with Tim and Cindie Travis in a dimly lit basement. The Travises see the world on their bicycles. More at [www.DownTheRoad.org](http://www.DownTheRoad.org). In Part 1, they talk about sleeping or trying to sleep in a tent, and about luggage they carry on their bikes.

**Work these lessons into your schedule as you please.**

**Lesson 126** Part 2. Two Plus Two. The Travises explain the difference between people who are curious and people who want to steal. Cindie says Tim is in charge of security.

**Lesson 127** Part 3. Two Plus Two. Cindie tells of a scuffle in Viet Nam. Tim tells about fixing a bike outside the U.S.

**Lesson 128** Part 4. Two Plus Two. Be a smart world traveler. Be very careful about the water you drink, whether you go by car or any other way.

**Lesson 129** Part 5. Two Plus Two. How the Travises heat water on the road. Cindie demonstrates their cookware and meals.

**Lesson 130** Part 6. Two Plus Two. Traveling on bikes made the Travises approachable. It put them in the middle of the people and the land wherever they went.

Some lessons might be added to the above list. The syllabus will be updated accordingly. You can proceed to the first dozen or so of the Upper Elementary language lessons if you need to.

-----

Note: The Fluency Builder software, which is sold separately, is a 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.

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 Second Batch of Max and Max Spanish 10-Minute Video Lessons

- Please tell us if any lessons need revision in any way whatsoever.
  - This batch of language lessons assumes that students have finished the first batch of 80+ lessons for lower elementary. Batch 2 continues these at Lesson 91.
1. Below is a list of 45+ video lessons for lower elementary and—IF YOU WANT—an additional 16 from an upper elementary set. Move through these in order, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead. Just do what time allows and don't worry about how many you don't do.
  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. 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](mailto: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.

**Lesson 91** Part 1. Kentucky Jello Storm. A modern life can turn primitive overnight when the power goes out. This two-part series builds slowly toward showing the relationship between certain words in English and Spanish while making the point that many areas of Spanish-speaking countries are accustomed to life without the luxuries most of us take for granted here in the U.S.

### **Handout for Kentucky Jello Storm**

**Lesson 92** Part 2. Kentucky Jello Storm. Concluded. Tree branches and power lines are down

everywhere. A grandpa and his grandson tell about their situation. The title of this series becomes clear.

### **Handout for You'll Never Kiss That Pig Again** song

**Lesson 93** Learn the song, You'll Never Kiss That Pig Again. Practice the differences between the English words *potta* and *lotta* and the Spanish words *pata* and *lata*. Brush up on part of the song, Don Jonrón.

**Lesson 93a** Songs for While You Work. These songs have been used in earlier lessons but are included here for practicing while you work on other things. Mark the Manualist plays accompaniment for Feliz Cumpleaños.

**Lesson 94** Part 1. The Wacky Wheeler. An ingenious man works a new career with a big wheel. Miscellaneous Spanish vocabulary. Also looks at the articles *el* and *la* and at *-ista* as an ending.

**Handout for The Wacky Wheeler** Parts 1, 2, 3 and 4. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 95** Part 2. The Wacky Wheeler. Subject pronouns. *Le gusta* (He/She likes).

**Lesson 96** Part 3. The Wacky Wheeler.

**Lesson 96a** Part 4. The Wacky Wheeler concluded.

**Lesson 96b** Part 1. Los Sombreros de Ema. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have).

**Handout for Los Sombreros de Ema** Parts 1 and 2. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 96c** Part 2. Los Sombreros de Ema. Concluded. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have). *Burro*, *burrito*.

**Lesson 97** Part 1. Pan, Pan, Pan. This four-part field trip is an entertaining and educational visit to a thriving Mexican bakery. This lesson begins showing how the Spanish word for bread (*pan*) involves much more than the English word "bread". *Pagar*, *hablar*, *llevar*, *trabajar* with *yo* forms.

**Handout for Pan, Pan, Pan** For Parts 1, 2, 3 and 4. Contains an interpreter's activity that can be done individually or aloud as a group. Like other activities, this one can be repeated.

**Lesson 98** Part 2. Pan, Pan, Pan. A closer look at some of the pan at Bakery Lemus (Indianapolis). A return to the words "torta" and "tortilla".

**Lesson 99** Part 3. Pan, Pan, Pan. Watch the bakers make a small pond. Spanish narration continues using the thematic vocabulary.

**Lesson 100** Part 4. Pan, Pan, Pan. Concluded. More practice with the *-ar* verbs, adding *cantar*. The

expression “Es un milagro.” A study of the word “cashier”. The bakers continue working with dough.

**Lesson 101** Part 1. Gleny's Do. A four-part field trip to a Honduran's beauty salon takes us through every stage of Gleny's hair transformation while Gleny tells about herself. Includes miscellaneous culture and language. Gleny likes her naturally curly hair but, like most women her age, she has something new done to it every several months.

**Handout for Gleny's Do** Parts 1, 2, 3 and 4

**Lesson 102** Part 2. Gleny's Do. The hair transformation continues as Gleny tells more about herself. Miscellaneous culture and language.

**Handout for All Pumpkins Are Girls** Parts 1, 2 and 3

**Lesson 103** Part 1. All Pumpkins Are Girls. A field trip to Waterman's Farm Market. Mostly preschool kids are seen in this lesson. Todos/todas (all); interpreting “Silver” from English to Spanish; direction words (left, right, etc.). [www.WatermansFarmMarket.com](http://www.WatermansFarmMarket.com)

**Lesson 104** Part 2. All Pumpkins Are Girls. Direction words in a corn maze. Double last names. Ends with a question that takes a closer look at the series title.

**Lesson 104a** Part 3. All Pumpkins Are Girls. The field trip to Waterman's Farm Market continues. Builds on Parts 1 and 2. Hungry Miss Tyranny. Music by Hogeye Navy.

**Lesson 104b** Punkin Faces. Puts body parts on pumpkins.

**Lesson 104c** Punkin Face Quiz. Draw and color along with this quiz. Be ready to pause the lesson as necessary.

**Lesson 105** Part 3. Gleny's Do. The hair transformation continues. Miscellaneous language. Pelo crespo, pelo chino: kinky or curly hair.

**Lesson 106** Part 4. Gleny has gone from crespa to lisa. The series concludes.

**Lesson 107** Silent Matching. Match text and pictures of tableware, clothing, hermano, escuela and casa. Set your media player to play faster or slower, as you want.

**Lesson 108** Spelling. Set your media player to play faster or slower, as you need, for spelling the words in Lesson 107.

**Lesson 109** Silent Matching. Move words to pictures. Mixed categories. Monitor Coolness' performance. As usual, students should point to the answer ahead of time.

**Lesson 110** The hammock is a strong symbol of El Salvador among those who know Central American culture.

**Lesson 111** Silent Matching: Tens. Quiz. Or not a quiz. Either way, this lesson is a long, very quiet workout—almost 12 minutes (11:45). You can do this as a set of quizzes simply by writing the

responses before they are given.

**Handout for the song, Mi Burrita (or Arre, Mi Burrita)** Use with Lesson 119.

**Handout for Hilly Hundred of Indiana** Three pages of vocabulary.

**Lesson 112** Part 1. Hilly Hundred of Indiana. This 8-part series works a variety of vocabulary and grammar while taking you on a field trip into the technology of cycling, the beautiful outdoors, the determination of trained bikers, and the different personalities riding the 100 miles. Part 1 vocabulary: weather, ways to say high school; makeup; some bicycle words.

**Lesson 113** Part 2. Hilly Hundred of Indiana. A unicyclist joins the Hilly. Ways to say pretty or beautiful. Qué as an intensifier: How beautiful. What a beautiful tree.

**Lesson 114** Part 3. Hilly Hundred of Indiana. First, second, third, fourth. Basura (trash), derrame (stroke).

**Lesson 115** Part 4. Hilly Hundred of Indiana. Ending a word with -ista (ciclista), and using el and la with it. Llegar (to arrive), casco (helmet), ahora (now), gente (people).

**Lesson 116** Part 5. Hilly Hundred of Indiana. Easy/difficult. How learning one language helps you know your own better. This is shown in eight examples that have to do with "primero". Losing language in the second generation. Charlie and his family try to get their four-seater tandem going.

**Lesson 117** Part 6. Hilly Hundred of Indiana. Reed K. Steele performs mime and other cool moves in three excerpts. Andy the unicyclist recommends unicycling. "Miles" and "miles" in Spanish and English.

**Lesson 118** Part 7. Hilly Hundred of Indiana. Wonder Jim the Filipino joins the Hilly. Spain used to control the Philippine islands. Arnie of Puerto Rico explains many things about the people of his island—another one that Spain used to control.

**Lesson 119** Part 8. Hilly Hundred of Indiana. The series concludes. Work on the giddyup song, Mi Burrita. Enjoy a picture tour of the Hilly.

**Handout gg** Places (small and large size of school, house, store). For optional use after doing Lessons 120-122.

**Lesson 120** Tens and Places. Put tens (10-100) with places. Variations on “There are 90 big houses in my city.” This is a long workout, almost 11½ minutes. Uses optional handout gg.

**Feel free to use the following series of quizzes in a row or to spread them out.**

**Lesson 121** Quiz: Tens and Places. A little faster and a little harder. A 20-point quiz that can be recorded on the honor system. Variations on the sentence, “In your town, there are 20 little schools.” Uses optional handout gg.

**Lesson 122** Quiz: Tens and Places and Matching Numbers. A 20-point quiz that can be recorded on

the honor system. In the first half of the quiz, you monitor Coolness's performance as he silently matches numbers and number words (tens). In the second part, you point to the correct answer. Variations on "There are 100 big stores in my city." Uses optional Handout gg.

**Handout hh** Five animals small and large.

**Lesson 123** Quiz: Marisela Tiene 500 Caballos. Variations on "Marisela has 500 horses." Twenty points. Focuses partly on 5, 15, 50, 55, 500. Ten points on silent matching of words and pictures mixed together. Uses optional Handout hh. Students can use it independently after doing the lesson.

**Lesson 124** Quiz: Making Caras (Making Faces). Twenty points. "La cara de Emilia tiene..." (Emily's face has...) If you want to work the pause button, you can draw and color this quiz.

Work the *Two Plus Two* series into your schedule however you please. The series is actually from the Cultural Insights for grade 5 and up, but is too long to fit there.

**Handout for Two Plus Two** Six handouts. For Parts 1, 2, 3, 4, 5, 6, and 8. These can be used with lower elementary if an adult guides the students in a conversational way, not written.

**Lesson 125** Part 1. Two Plus Two. This 9-part series is an interview with Tim and Cindie Travis in a dimly lit basement. The Travises see the world on their bicycles. More at [www.DownTheRoad.org](http://www.DownTheRoad.org). In Part 1, they talk about sleeping or trying to sleep in a tent, and about luggage they carry on their bikes. **Work these lessons into your schedule as you please.**

**Lesson 126** Part 2. Two Plus Two. The Travises explain the difference between people who are curious and people who want to steal. Cindie says Tim is in charge of security.

**Lesson 127** Part 3. Two Plus Two. Cindie tells of a scuffle in Viet Nam. Tim tells about fixing a bike outside the U.S.

**Lesson 128** Part 4. Two Plus Two. Be a smart world traveler. Be very careful about the water you drink, whether you go by car or any other way.

**Lesson 129** Part 5. Two Plus Two. How the Travises heat water on the road. Cindie demonstrates their cookware and meals.

**Lesson 130** Part 6. Two Plus Two. Traveling on bikes made the Travises approachable. It put them in the middle of the people and the land wherever they went.

**Lesson 131** Part 7. Two Plus Two. It was hard for Cindie to learn to relax and not expect people in other countries to look at time the way she did. She's glad for what she learned. The Travises also found that people around the world are way friendlier than what we may think when we watch news reports about screaming, angry crowds.

**Lesson 132** Part 8. Two Plus Two. Cindie and Tim tell about adjusting to how people display affection around the world. The Travises talk about their second book, *Down the Road in South America*. They recall two of their most memorable experiences, one in Central America and one in China.

**Lesson 133 Part 9. Two Plus Two.** The series ends. Tim and Cindie show us the luggage they carry on their bikes. They tell where they hope to travel next and how people can tune into their adventures.

This completes the lessons for lower elementary. Several more may be added, but you can also proceed to the Upper Elementary language lessons.

## Upper Elementary Language Lessons

You might want to try some of these lessons with third grade after completing the other ones. Some of these have 20 items that students can respond to on paper. Use as quizzes if you want. It may be enough to simply expose your 3<sup>rd</sup>-graders to this content.

**Upper El Lesson 1** Stuff to Say at the Start. The teacher talks to the students about this year's lessons.

**Handout for 2-, 3- and 4-Digit Numbers** for Upper El Lessons 1a, 1b and 1c

**Upper El Lesson 1a** 2-Digit and 4-Digit Numbers. Write numbers as you hear them, as if they were part of phone numbers or addresses.

**Upper El Lesson 1b** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them.

**Upper El Lesson 1c** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them. Bonbon, bombom.

**Upper El Lesson 2** Talking about Family. How does your grandpa spell his name? What is your great-aunt's name? My brother is 10 years old. Twenty items. Use as a quiz, if you wish.

**Upper El Lesson 3** Talking about Family. How much does your dad weigh? My sister weighs 72 pounds. Twenty items.

**Handout for Upper El Lessons 4, 5, 6**

**Upper El Lesson 4** P. P. Pereira y La Bamba. Introduces a tongue-twister and the song La Bamba.

**Upper El Lesson 5** Más P. P. Pereira y La Bamba. Using the "impersonal se". Continue working on the tongue-twister and La Bamba.

**Upper El Lesson 6** Aún Más P. P. y La Bamba. The impersonal se as used on signs. Spell words made of two p's and two vowels. Twenty items.

**Handout for Upper El Lessons 7, 8 and 9**

**Upper El Lesson 7** Qué, Más and Más Que. Rooms of a house. Where's Grandpa? Comparing the heights of family members: Grandma is taller than mom. Qué used as "What" and "How". Using "Qué es?" at an Air Force museum. Twenty items.

**Upper El Lesson 8** Dónde, Qué and Más Que. Rooms of a house. Cousin's in the bathroom. My

brother's shorter than Grandpa. Twenty items. Using "Qué es?" at an Air Force museum.

**Upper El Lesson 9** Más Que and Quién. A silent lesson. I'm taller than my sister. Who's in the kitchen? Twenty items.

**Upper El Lesson 10** Telling Time. Clock times with lots of 2-digit numbers. Using "con" with time: Son las cuatro con cincuenta y dos (It's 4:52). Twenty items.

**Upper El Lesson 11** Part 1. It. A three-part study of the very strange word "it" in English and how it is and isn't used in Spanish.

### **Handout for Upper El Lesson 12**

**Upper El Lesson 12** Part 2. It. Using it as a direct object on the soccer field. The player blocks it. Uses a coach and a few junior-high kids in Dallas, Texas.

**Upper El Lesson 13** Part 3. It. The series concludes. Adults practice for an upcoming soccer tournament. "He shoots and scores." Some soccer terms. Una muchacha latina named Maureen demonstrates extraordinary skills. This is a fun series.

-----  
Note: The Fluency Builder software, which is sold separately, is a 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.

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

- We welcome students' questions and comments. We build lessons around them.
  - Please tell us if any lessons need revision in any way whatsoever.
  - This batch of language lessons assumes that students have finished the first batch of 80+ lessons for lower elementary. Batch 2 continues these at Lesson 91.
1. Below is a list of 45+ video lessons for lower elementary and up, and another 28 mostly-language lessons made for upper elementary. Move through them in order, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead, and don't worry about how many you don't do. Repeating lessons is very important. Grade 4 uses last year's Cultural Insights. Sprinkle them into the whole mix.
  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. 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](mailto: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 might be edited now and then. Your tech person can access the updates.

### The Video Lessons

Begin by showing this video to the 4<sup>th</sup> grade if you haven't yet: **Upper El Lesson 1: Stuff to Say at the Start**. The following Cultural Insights are from Batch 1. Grade 4 is now ready for them. Sprinkle the Cultural Insights into the whole mix of lessons.

## **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.

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 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.

**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.** These lessons offer several tips you would hear from wise law enforcement and security people about dealing respectfully with immigrants legal or illegal. The officers do not appear in the lessons.

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.

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 91** Part 1. Kentucky Jello Storm. A modern life can turn primitive overnight when the power goes out. This two-part series builds slowly toward showing the relationship between certain words in English and Spanish while making the point that many areas of Spanish-speaking countries are accustomed to life without the luxuries most of us take for granted here in the U.S.

**Handout for Kentucky Jello Storm**

**Lesson 92** Part 2. Kentucky Jello Storm. Concluded. Tree branches and power lines are down everywhere. A grandpa and his grandson tell about their situation. The title of this series becomes clear.

**Handout for You'll Never Kiss That Pig Again song**

**Lesson 93** Learn the song, You'll Never Kiss That Pig Again. Practice the differences between the English words *potta* and *lotta* and the Spanish words *pata* and *lata*. Brush up on part of the song, Don Jonrón.

**Lesson 93a** Songs for While You Work. These songs have been used in earlier lessons but are included here for practicing while you work on other things. Mark the Manualist plays accompaniment for Feliz Cumpleaños.

**Lesson 94** Part 1. The Wacky Wheeler. An ingenious man works a new career with a big wheel. Miscellaneous Spanish vocabulary. Also looks at the articles *el* and *la* and at *-ista* as an ending.

**Handout for The Wacky Wheeler** Parts 1, 2, 3 and 4. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 95** Part 2. The Wacky Wheeler. Subject pronouns. *Le gusta* (He/She likes).

**Lesson 96** Part 3. The Wacky Wheeler.

**Lesson 96a** Part 4. The Wacky Wheeler concluded.

**Lesson 96b** Part 1. Los Sombreros de Ema. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have).

**Handout for Los Sombreros de Ema** Parts 1 and 2. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 96c** Part 2. Los Sombreros de Ema. Concluded. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have). *Burro*, *burrito*.

**Lesson 97** Part 1. Pan, Pan, Pan. This four-part field trip is an entertaining and educational visit to a thriving Mexican bakery. This lesson begins showing how the Spanish word for bread (*pan*) involves much more than the English word "bread". *Pagar*, *hablar*, *llevar*, *trabajar* with *yo* forms.

**Handout for Pan, Pan, Pan** For Parts 1, 2, 3 and 4. Contains an interpreter's activity that can be done individually or aloud as a group. Like other activities, this one can be repeated.

**Lesson 98** Part 2. Pan, Pan, Pan. A closer look at some of the pan at Bakery Lemus (Indianapolis). A return to the words "torta" and "tortilla".

**Lesson 99** Part 3. Pan, Pan, Pan. Watch the bakers make a small pond. Spanish narration continues using the thematic vocabulary.

**Lesson 100** Part 4. Pan, Pan, Pan. Concluded. More practice with the *-ar* verbs, adding *cantar*. The expression "Es un milagro." A study of the word "cashier". The bakers continue working with dough.

**Lesson 101** Part 1. Gleny's Do. A four-part field trip to a Honduran's beauty salon takes us through every stage of Gleny's hair transformation while Gleny tells about herself. Includes miscellaneous culture and language. Gleny likes her naturally curly hair but, like most women her age, she has something new done to it every several months.

**Handout for Gleny's Do** Parts 1, 2, 3 and 4

**Lesson 102** Part 2. Gleny's Do. The hair transformation continues as Gleny tells more about herself. Miscellaneous culture and language.

**Handout for All Pumpkins Are Girls** Parts 1, 2 and 3

**Lesson 103** Part 1. All Pumpkins Are Girls. A field trip to Waterman's Farm Market. Mostly preschool kids are seen in this lesson. Todos/todas (all); interpreting "Silver" from English to Spanish; direction words (left, right, etc.). [www.WatermansFarmMarket.com](http://www.WatermansFarmMarket.com)

**Lesson 104** Part 2. All Pumpkins Are Girls. Direction words in a corn maze. Double last names. Ends with a question that takes a closer look at the series title.

**Lesson 104a** Part 3. All Pumpkins Are Girls. The field trip to Waterman's Farm Market continues. Builds on Parts 1 and 2. Hungry Miss Tyranny. Music by Hogeye Navvy.

**Lesson 104b** Punkin Faces. Puts body parts on pumpkins.

**Lesson 104c** Punkin Face Quiz. Draw and color along with this quiz. Be ready to pause the lesson as necessary.

**Lesson 105** Part 3. Gleny's Do. The hair transformation continues. Miscellaneous language. Pelo crespo, pelo chino: kinky or curly hair.

**Lesson 106** Part 4. Gleny has gone from crespa to lisa. The series concludes.

**Lesson 107** Silent Matching. Match text and pictures of tableware, clothing, hermano, escuela and casa. Set your media player to play faster or slower, as you want.

**Lesson 108** Spelling. Set your media player to play faster or slower, as you need, for spelling the words in Lesson 107.

**Lesson 109** Silent Matching. Move words to pictures. Mixed categories. Monitor Coolness' performance. As usual, students should point to the answer ahead of time.

**Lesson 110** The hammock is a strong symbol of El Salvador among those who know Central American culture.

**Lesson 111** Silent Matching: Tens. Quiz. Or not a quiz. Either way, this lesson is a long, very quiet workout—almost 12 minutes (11:45). You can do this as a set of quizzes simply by writing the responses before they are given.

**Handout for the song, Mi Burrita (or Arre, Mi Burrita)** Use with Lesson 119.

**Handout for Hilly Hundred of Indiana** Three pages of vocabulary.

**Lesson 112** Part 1. Hilly Hundred of Indiana. This 8-part series works a variety of vocabulary and grammar while taking you on a field trip into the technology of cycling, the beautiful outdoors, the

determination of trained bikers, and the different personalities riding the 100 miles. Part 1 vocabulary: weather, ways to say high school; makeup; some bicycle words.

**Lesson 113** Part 2. Hilly Hundred of Indiana. A unicyclist joins the Hilly. Ways to say pretty or beautiful. Qué as an intensifier: How beautiful. What a beautiful tree.

**Lesson 114** Part 3. Hilly Hundred of Indiana. First, second, third, fourth. Basura (trash), derrame (stroke).

**Lesson 115** Part 4. Hilly Hundred of Indiana. Ending a word with -ista (ciclista), and using el and la with it. Llegar (to arrive), casco (helmet), ahora (now), gente (people).

**Lesson 116** Part 5. Hilly Hundred of Indiana. Easy/difficult. How learning one language helps you know your own better. This is shown in eight examples that have to do with "primero". Losing language in the second generation. Charlie and his family try to get their four-seater tandem going.

**Lesson 117** Part 6. Hilly Hundred of Indiana. Reed K. Steele performs mime and other cool moves in three excerpts. Andy the unicyclist recommends unicycling. "Miles" and "miles" in Spanish and English.

**Lesson 118** Part 7. Hilly Hundred of Indiana. Wonder Jim the Filipino joins the Hilly. Spain used to control the Philippine islands. Arnie of Puerto Rico explains many things about the people of his island—another one that Spain used to control.

**Lesson 119** Part 8. Hilly Hundred of Indiana. The series concludes. Work on the giddyup song, Mi Burrita. Enjoy a picture tour of the Hilly.

**Handout gg** Places (small and large size of school, house, store). For optional use after doing Lessons 120-122.

**Lesson 120** Tens and Places. Put tens (10-100) with places. Variations on “There are 90 big houses in my city.” This is a long workout, almost 11½ minutes. Uses optional handout gg.

**Feel free to use the following series of quizzes in a row or to spread them out.**

**Lesson 121** Quiz: Tens and Places. A little faster and a little harder. A 20-point quiz that can be recorded on the honor system. Variations on the sentence, “In your town, there are 20 little schools.” Uses optional handout gg.

**Lesson 122** Quiz: Tens and Places and Matching Numbers. A 20-point quiz that can be recorded on the honor system. In the first half of the quiz, you monitor Coolness’s performance as he silently matches numbers and number words (tens). In the second part, you point to the correct answer. Variations on “There are 100 big stores in my city.” Uses optional Handout gg.

**Handout hh** Five animals small and large.

**Lesson 123** Quiz: Marisela Tiene 500 Caballos. Variations on “Marisela has 500 horses.” Twenty points. Focuses partly on 5, 15, 50, 55, 500. Ten points on silent matching of words and pictures

mixed together. Uses optional Handout hh. Students can use it independently after doing the lesson.

**Lesson 124** Quiz: Making Caras (Making Faces). Twenty points. “La cara de Emilia tiene...” (Emily’s face has...) If you want to work the pause button, you can draw and color this quiz.

Work the *Two Plus Two* series into your schedule however you please. The series is actually from the Cultural Insights for grade 5 and up, but is too long to fit there.

**Handout for Two Plus Two** Six handouts. For Parts 1, 2, 3, 4, 5, 6, and 8. These can be used with lower elementary if an adult guides the students in a conversational way, not written.

**Lesson 125** Part 1. Two Plus Two. This 9-part series is an interview with Tim and Cindie Travis in a dimly lit basement. The Travises see the world on their bicycles. More at [www.DownTheRoad.org](http://www.DownTheRoad.org). In Part 1, they talk about sleeping or trying to sleep in a tent, and about luggage they carry on their bikes.

**Work these lessons into your schedule as you please.**

**Lesson 126** Part 2. Two Plus Two. The Travises explain the difference between people who are curious and people who want to steal. Cindie says Tim is in charge of security.

**Lesson 127** Part 3. Two Plus Two. Cindie tells of a scuffle in Viet Nam. Tim tells about fixing a bike outside the U.S.

**Lesson 128** Part 4. Two Plus Two. Be a smart world traveler. Be very careful about the water you drink, whether you go by car or any other way.

**Lesson 129** Part 5. Two Plus Two. How the Travises heat water on the road. Cindie demonstrates their cookware and meals.

**Lesson 130** Part 6. Two Plus Two. Traveling on bikes made the Travises approachable. It put them in the middle of the people and the land wherever they went.

**Lesson 131** Part 7. Two Plus Two. It was hard for Cindie to learn to relax and not expect people in other countries to look at time the way she did. She’s glad for what she learned. The Travises also found that people around the world are way friendlier than what we may think when we watch news reports about screaming, angry crowds.

**Lesson 132** Part 8. Two Plus Two. Cindie and Tim tell about adjusting to how people display affection around the world. The Travises talk about their second book, *Down the Road in South America*. They recall two of their most memorable experiences, one in Central America and one in China.

**Lesson 133** Part 9. Two Plus Two. The series ends. Tim and Cindie show us the luggage they carry on their bikes. They tell where they hope to travel next and how people can tune into their adventures.

## Upper Elementary Language Lessons

Some of these lessons have 20 items that students can respond to on paper. Use as quizzes if you want.

**Upper El Lesson 1** Stuff to Say at the Start. The teacher talks to the students about this year's lessons.

**Handout for 2-, 3- and 4-Digit Numbers** for Upper El Lessons 1a, 1b and 1c

**Upper El Lesson 1a** 2-Digit and 4-Digit Numbers. Write numbers as you hear them, as if they were part of phone numbers or addresses.

**Upper El Lesson 1b** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them.

**Upper El Lesson 1c** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them. Bonbon, bombom.

**Upper El Lesson 2** Talking about Family. How does your grandpa spell his name? What is your great-aunt's name? My brother is 10 years old. Twenty items. Use as a quiz, if you wish.

**Upper El Lesson 3** Talking about Family. How much does your dad weigh? My sister weighs 72 pounds. Twenty items.

**Handout for Upper El Lessons 4, 5, 6**

**Upper El Lesson 4** P. P. Pereira y La Bamba. Introduces a tongue-twister and the song La Bamba.

**Upper El Lesson 5** Más P. P. Pereira y La Bamba. Using the "impersonal se". Continue working on the tongue-twister and La Bamba.

**Upper El Lesson 6** Aún Más P. P. y La Bamba. The impersonal se as used on signs. Spell words made of two p's and two vowels. Twenty items.

**Handout for Upper El Lessons 7, 8 and 9**

**Upper El Lesson 7** Qué, Más and Más Que. Rooms of a house. Where's Grandpa? Comparing the heights of family members: Grandma is taller than mom. Qué used as "What" and "How". Using "Qué es?" at an Air Force museum. Twenty items.

**Upper El Lesson 8** Dónde, Qué and Más Que. Rooms of a house. Cousin's in the bathroom. My brother's shorter than Grandpa. Twenty items. Using "Qué es?" at an Air Force museum.

**Upper El Lesson 9** Más Que and Quién. A silent lesson. I'm taller than my sister. Who's in the kitchen? Twenty items.

**Upper El Lesson 10** Telling Time. Clock times with lots of 2-digit numbers. Using "con" with time: Son las cuatro con cincuenta y dos (It's 4:52). Twenty items.

**Upper El Lesson 11** Part 1. It. A three-part study of the very strange word "it" in English and how it is and isn't used in Spanish.

**Handout for Upper El Lesson 12**

**Upper El Lesson 12** Part 2. It. Using it as a direct object on the soccer field. The player blocks it. Uses a coach and a few junior-high kids in Dallas, Texas.

**Upper El Lesson 13** Part 3. It. The series concludes. Adults practice for an upcoming soccer tournament. “He shoots and scores.” Some soccer terms. Una muchacha latina named Maureen demonstrates extraordinary skills. This is a fun series.

The following Commands series uses a growing variety of vocabulary and commands that are common in and out of the classroom. These are challenging lessons that can be repeated until they are mastered. Break them up with other lessons, or these could be overwhelming.

### **Handout for Upper El Lessons 14-19 and 23**

**Upper El Lesson 14** Commands 1. This lesson and the several that follow concentrate on common commands and also on using the word “it”. Raise your hand. Open the book to page 224. Close it. Put it on the table. Respond physically with invisible materials (book, pencil, paper, hat). Contains 40 to 50 items.

**Upper El Lesson 15** Commands 2. Respond physically. Contains 40 to 50 items.

**Upper El Lesson 16** Commands 3. Respond physically. Touch your right foot with your left hand. Contains 40 to 50 items.

**Upper El Lesson 17** Commands 4. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 18** Commands 5. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 19** Commands 6. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 22** Choosing a Diccionario. Tips on choosing a dictionary for any language. Better yet, get a bunch of dictionaries.

**Upper El Lesson 23** ¿Y qué? Interpret 48 items into English as you listen to a conversation between a boy and his big sister. The title means “So what?”

**Upper El Lesson 24** Like Sort of. Filler words and approximate speech. How strangely we speak!

**Upper El Lesson 25** Rooms and ¿Quién Soy? Spell and draw the rooms of a house. Arriba, abajo (upstairs, downstairs). Accenting the third-to-the-last syllable (recámara). Identify family members by how tall they are: “Soy de 6 pies” (I’m five-eight). This lesson has an extra three minutes or so tacked on the end.

**Upper El Lesson 26** Drawing Family. When they aren’t looking, you can draw your family any way you want. You can draw anything to practice Spanish vocabulary.

**Upper El Lesson 27** Scrambled Palabras. Unscramble 25 English words to make Spanish words out of them. Then give their meanings. This lesson is actually three lessons at least. Pause the lesson as instructed and stretch it over several sessions. Use paper and pencil.

This completes the 30 Upper Elementary mostly-language lessons.

-----

Note: The Fluency Builder software, which is sold separately, is a 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.

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

- We welcome students' questions and comments. We build lessons around them.
- Please tell us if any lessons need revision in any way whatsoever.
- This batch of language lessons assumes that students have finished the first batch of 80+ lessons for lower elementary and up. Batch 2 continues these at Lesson 91.

Below is a list of 100+ video lessons. Move through them in order, but also go back and repeat lessons that the kids want to repeat. Don't storm ahead, and don't worry about how many you don't do. Repeating lessons is very important. Sprinkle Cultural Insights into the whole mix of lessons.

1. 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.
2. View the lessons together on a large screen or individually at computer stations, or both.
3. 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.
4. We want people to use language. We provide a chart to motivate and track progress. The best form of assessment will be the chart that tracks exposure to language and culture and voluntary speaking.
5. Contact the nice Spanish teacher at [kidstuff@maxandmaxspanish.com](mailto:kidstuff@maxandmaxspanish.com) if you have questions or input to make. Input is very helpful and can be used to make or refine lessons.
6. This syllabus might be edited now and then. Your tech person can access the updates.

### **Grade 5 and up – Cultural Insights**

Sprinkle Cultural Insights into the whole mix of lessons.

**CI 31** Part 1. Edgar of Antigua. The teacher stumbles upon a man from the Caribbean island of Antigua in a large international grocery store in Indianapolis. This man and his island are an example of how Spain's influence mixed with other languages and cultures to form the unusual Caribbean mixture we have today.

**Handout for Edgar of Antigua**

**CI 32** Part 2. Edgar of Antigua. Edgar cooks his weird food while talking to us about his life.

**CI 33** Part 3. Edgar of Antigua. Concluded. Edgar continues cooking his weird food while telling us more about the life he has known.

**CI 34** Part 1. Chewy Gooley Imports Guy. In the first of a two-part series, a guy named Guy begins explaining his import business. He also tells his strategy for eating lots and lots of hot peppers.

**Handout for Chewy Gooley Imports Guy** Questions for this two-part series. Two of the answers can be drawn.

**CI 35** Part 2. Chewy Gooley Imports Guy. Linguistic explanation for the series title. See more of the interesting products Guy buys and sells. Hear how he thinks about the people he buys from. A man named LeRoy is the opposite of Guy, although both have a similar background.

**CI 36** Part 1. Stuck in the Middle. An Aztec-American describes growing up in an Arizona community where American Indians and whites did not like him or other people who were different from themselves.

**Handout for Stuck in the Middle** Parts 1 and 2

**CI 37** Part 2. Stuck in the Middle. The second half of the interview with Toby, who is half Anglo, half Aztec. He continues explaining the friction and distance between three groups of people--Anglos, American Indians and Latinos. He advises against bitter reactions to prejudice.

**CI 38** Part 1. Traveling Wright. Meet Abbi, the third Abigail to appear in our video lessons. In this seven-part series, Abbi tells of her journeys around the world. Her stories offer lots of smart advice for making friends with people very different from yourself. In Part 1, she talks about traffic and animals.

**Handout for Traveling Wright** Parts 1, 2 and 3.

**CI 39** Part 2. Traveling Wright. Abbi tells of a visit to an island of Thailand. The island has no cars or electricity, and Abbi doesn't speak the people's language. She tells about how people show curiosity about her when she is in their countries.

**CI 40** Part 3. Traveling Wright. Abbi continues telling of how people in other countries have shown curiosity about her. She also talks about displays of affection, how you greet people.

**CI 41** Part 4. Traveling Wright. Abbi went to Bali, Indonesia, where she stumbled upon Hindus who were celebrating a child's second birthday. She tells of her experience with Muslims. She says that the screaming, angry Muslims we see and hear on the news is a tiny fraction of the Muslims who are famously hospitable to strangers and Americans. (You hear the same idea in the Ryan and Kayt series.)

**CI 42** Masters of Simplicity. This form of traditional Latin American music is a shining example of how to play music together instead of in a self-centered way. The six-piece band, Mariachi Bronce, is

based in Dallas, Texas, and is not to be confused with other bands having the same name.

**CI 43** Part 5. Extra. Traveling Wright. This is an extra lesson on Abbi's visit to Rwanda, Africa. She talks about the people's effort to figure out how to live together in peace after the infamous slaughter.

**CI 44** Part 6. Traveling Wright. Don't expect a shiny potty everywhere you go.

**CI 45** Part 7. Traveling Wright. It's very, very important to be smart about the water you drink when you are traveling. The series concludes.

**CI 46** Part 1. Tica. A U.S. citizen of Costa Rican descent tells what she likes about being in her Costa Rican family.

**CI 47** Part 2. Tica. The Costa Rican-American tells how years of discrimination at school made her a better person. She explains how Spanish and English have been used in her home, and how language is lost.

**CI 48** Part 1. Looking for a Home. This four-part series looks at some reasons for immigration, not just in the U.S., but around the world. In the Max and Max radio-like format, the focus is on the Armenian people. They faced a horrific situation in the early 1900s, and many of them moved to South America and the Caribbean. Their struggle did not end with finding a new home.

**Handout for Looking for a Home** Question guide for Parts 1, 2, 3 and 4.

**CI 49** Part 2. Looking for a Home. There's a big difference between slavery and genocide, and both have existed in many places through thousands of years. Both have something to do with immigration.

**CI 50** Part 3. Looking for a Home. Looking for a Home. Finding a new home in America involves losing some things and gaining some things.

**CI 51** Part 4. Looking for a Home. Native-born U.S. citizens tend to take their citizenship for granted. Immigrants usually have a much greater awareness of the benefits of citizenship.

**CI 52** Conversation in a Truck. A Texan describes life with a Central American wife.

**CI 53** Left open.

**CI 54** Part 1. Tía Grace. This four-part series shows students how to conduct a project of discovering family history to see what they've come from and what may have been lost along the way. The nice Spanish teacher interviews his Italian aunt, who is sorry she lost a part of who she was in younger years.

**CI 55** Part 2. Tía Grace. Tía tells how Italian and German classes were removed from her high school after the Japanese bombed Pearl Harbor. A few years later, her German-American husband went to war against his grandparents' people. Life can get complicated.

**CI 56** Part 3. Tía Grace. Tía says there wasn't any real Italian food in central Indiana when she moved from New York many years ago.

**CI 57** Part 4. Tía Grace. Tía tells about her two former husbands, one German, one Italian. She has outlived them both. The series concludes. Students are encouraged to conduct their own project on family history to discover what cultures and languages may have been lost.

**CI 58 – CI 60** Parts 1 through 9. Two Plus Two. This series was intended for the 30 Cultural Insights for grade 5 and up, but it is too long to fit and it's also good for younger students. So the whole nine-part series is listed as Lessons 125-133 for lower elementary. Handouts with questions are provided.

### **Language Lessons for Lower Elementary and Up**

**Lesson 91** Part 1. Kentucky Jello Storm. A modern life can turn primitive overnight when the power goes out. This two-part series builds slowly toward showing the relationship between certain words in English and Spanish while making the point that many areas of Spanish-speaking countries are accustomed to life without the luxuries most of us take for granted here in the U.S.

#### **Handout for Kentucky Jello Storm**

**Lesson 92** Part 2. Kentucky Jello Storm. Concluded. Tree branches and power lines are down everywhere. A grandpa and his grandson tell about their situation. The title of this series becomes clear.

#### **Handout for You'll Never Kiss That Pig Again** song

**Lesson 93** Learn the song, You'll Never Kiss That Pig Again. Practice the differences between the English words *potta* and *lotta* and the Spanish words *pata* and *lata*. Brush up on part of the song, Don Jonrón.

**Lesson 93a** Songs for While You Work. These songs have been used in earlier lessons but are included here for practicing while you work on other things. Mark the Manualist plays accompaniment for Feliz Cumpleaños.

**Lesson 94** Part 1. The Wacky Wheeler. An ingenious man works a new career with a big wheel. Miscellaneous Spanish vocabulary. Also looks at the articles *el* and *la* and at *-ista* as an ending.

**Handout for The Wacky Wheeler** Parts 1, 2, 3 and 4. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 95** Part 2. The Wacky Wheeler. Subject pronouns. *Le gusta* (He/She likes).

**Lesson 96** Part 3. The Wacky Wheeler.

**Lesson 96a** Part 4. The Wacky Wheeler concluded.

**Lesson 96b** Part 1. Los Sombreros de Ema. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have).

**Handout for Los Sombreros de Ema** Parts 1 and 2. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 96c** Part 2. Los Sombreros de Ema. Concluded. Uses "de" (as in Emma's hats), poner (to put or set), llevar (to wear), tener (to have). Burro, burrito.

**Lesson 97** Part 1. Pan, Pan, Pan. This four-part field trip is an entertaining and educational visit to a thriving Mexican bakery. This lesson begins showing how the Spanish word for bread (pan) involves much more than the English word "bread". Pagar, hablar, llevar, trabajar with yo forms.

**Handout for Pan, Pan, Pan** For Parts 1, 2, 3 and 4. Contains an interpreter's activity that can be done individually or aloud as a group. Like other activities, this one can be repeated.

**Lesson 98** Part 2. Pan, Pan, Pan. A closer look at some of the pan at Bakery Lemus (Indianapolis). A return to the words "torta" and "tortilla".

**Lesson 99** Part 3. Pan, Pan, Pan. Watch the bakers make a small pond. Spanish narration continues using the thematic vocabulary.

**Lesson 100** Part 4. Pan, Pan, Pan. Concluded. More practice with the -ar verbs, adding cantar. The expression "Es un milagro." A study of the word "cashier". The bakers continue working with dough.

**Lesson 101** Part 1. Gleny's Do. A four-part field trip to a Honduran's beauty salon takes us through every stage of Gleny's hair transformation while Gleny tells about herself. Includes miscellaneous culture and language. Gleny likes her naturally curly hair but, like most women her age, she has something new done to it every several months.

**Handout for Gleny's Do** Parts 1, 2, 3 and 4

**Lesson 102** Part 2. Gleny's Do. The hair transformation continues as Gleny tells more about herself. Miscellaneous culture and language.

**Handout for All Pumpkins Are Girls** Parts 1, 2 and 3

**Lesson 103** Part 1. All Pumpkins Are Girls. A field trip to Waterman's Farm Market. Mostly preschool kids are seen in this lesson. Todos/todas (all); interpreting "Silver" from English to Spanish; direction words (left, right, etc.). [www.WatermansFarmMarket.com](http://www.WatermansFarmMarket.com)

**Lesson 104** Part 2. All Pumpkins Are Girls. Direction words in a corn maze. Double last names. Ends with a question that takes a closer look at the series title.

**Lesson 104a** Part 3. All Pumpkins Are Girls. The field trip to Waterman's Farm Market continues. Builds on Parts 1 and 2. Hungry Miss Tyranny. Music by Hogeye Navvy.

**Lesson 104b** Punkin Faces. Puts body parts on pumpkins.

**Lesson 104c** Punkin Face Quiz. Draw and color along with this quiz. Be ready to pause the lesson as necessary.

**Lesson 105** Part 3. Gleny's Do. The hair transformation continues. Miscellaneous language. Pelo

crespo, pelo chino: kinky or curly hair.

**Lesson 106** Part 4. Gleny has gone from crespa to lisa. The series concludes.

**Lesson 107** Silent Matching. Match text and pictures of tableware, clothing, hermano, escuela and casa. Set your media player to play faster or slower, as you want.

**Lesson 108** Spelling. Set your media player to play faster or slower, as you need, for spelling the words in Lesson 107.

**Lesson 109** Silent Matching. Move words to pictures. Mixed categories. Monitor Coolness' performance. As usual, students should point to the answer ahead of time.

**Lesson 110** The hammock is a strong symbol of El Salvador among those who know Central American culture.

**Lesson 111** Silent Matching: Tens. Quiz. Or not a quiz. Either way, this lesson is a long, very quiet workout—almost 12 minutes (11:45). You can do this as a set of quizzes simply by writing the responses before they are given.

**Handout for the song, Mi Burrita (or Arre, Mi Burrita)** Use with Lesson 119.

**Handout for Hilly Hundred of Indiana** Three pages of vocabulary.

**Lesson 112** Part 1. Hilly Hundred of Indiana. This 8-part series works a variety of vocabulary and grammar while taking you on a field trip into the technology of cycling, the beautiful outdoors, the determination of trained bikers, and the different personalities riding the 100 miles. Part 1 vocabulary: weather, ways to say high school; makeup; some bicycle words.

**Lesson 113** Part 2. Hilly Hundred of Indiana. A unicyclist joins the Hilly. Ways to say pretty or beautiful. Qué as an intensifier: How beautiful. What a beautiful tree.

**Lesson 114** Part 3. Hilly Hundred of Indiana. First, second, third, fourth. Basura (trash), derrame (stroke).

**Lesson 115** Part 4. Hilly Hundred of Indiana. Ending a word with -ista (ciclista), and using el and la with it. Llegar (to arrive), casco (helmet), ahora (now), gente (people).

**Lesson 116** Part 5. Hilly Hundred of Indiana. Easy/difficult. How learning one language helps you know your own better. This is shown in eight examples that have to do with "primero". Losing language in the second generation. Charlie and his family try to get their four-seater tandem going.

**Lesson 117** Part 6. Hilly Hundred of Indiana. Reed K. Steele performs mime and other cool moves in three excerpts. Andy the unicyclist recommends unicycling. "Miles" and "miles" in Spanish and English.

**Lesson 118** Part 7. Hilly Hundred of Indiana. Wonder Jim the Filipino joins the Hilly. Spain used to control the Philippine islands. Arnie of Puerto Rico explains many things about the people of his

island—another one that Spain used to control.

**Lesson 119** Part 8. Hilly Hundred of Indiana. The series concludes. Work on the giddyup song, Mi Burrita. Enjoy a picture tour of the Hilly.

**Handout gg** Places (small and large size of school, house, store). For optional use after doing Lessons 120-122.

**Lesson 120** Tens and Places. Put tens (10-100) with places. Variations on “There are 90 big houses in my city.” This is a long workout, almost 11½ minutes. Uses optional handout gg.

**Feel free to use the following series of quizzes in a row or to spread them out.**

**Lesson 121** Quiz: Tens and Places. A little faster and a little harder. A 20-point quiz that can be recorded on the honor system. Variations on the sentence, “In your town, there are 20 little schools.” Uses optional handout gg.

**Lesson 122** Quiz: Tens and Places and Matching Numbers. A 20-point quiz that can be recorded on the honor system. In the first half of the quiz, you monitor Coolness’s performance as he silently matches numbers and number words (tens). In the second part, you point to the correct answer. Variations on “There are 100 big stores in my city.” Uses optional Handout gg.

**Handout hh** Five animals small and large.

**Lesson 123** Quiz: Marisela Tiene 500 Caballos. Variations on “Marisela has 500 horses.” Twenty points. Focuses partly on 5, 15, 50, 55, 500. Ten points on silent matching of words and pictures mixed together. Uses optional Handout hh. Students can use it independently after doing the lesson.

**Lesson 124** Quiz: Making Caras (Making Faces). Twenty points. “La cara de Emilia tiene...” (Emily’s face has...) If you want to work the pause button, you can draw and color this quiz.

Work the *Two Plus Two* series into your schedule however you please. The series is actually from the Cultural Insights for grade 5 and up, but is too long to fit there.

**Handout for Two Plus Two** Six handouts. For Parts 1, 2, 3, 4, 5, 6, and 8. These can be used with lower elementary if an adult guides the students in a conversational way, not written.

**Lesson 125** Part 1. Two Plus Two. This 9-part series is an interview with Tim and Cindie Travis in a dimly lit basement. The Traveses see the world on their bicycles. More at [www.DownTheRoad.org](http://www.DownTheRoad.org). In Part 1, they talk about sleeping or trying to sleep in a tent, and about luggage they carry on their bikes.

**Work these lessons into your schedule as you please.**

**Lesson 126** Part 2. Two Plus Two. The Traveses explain the difference between people who are curious and people who want to steal. Cindie says Tim is in charge of security.

**Lesson 127** Part 3. Two Plus Two. Cindie tells of a scuffle in Viet Nam. Tim tells about fixing a bike outside the U.S.

**Lesson 128** Part 4. Two Plus Two. Be a smart world traveler. Be very careful about the water you drink, whether you go by car or any other way.

**Lesson 129** Part 5. Two Plus Two. How the Travises heat water on the road. Cindie demonstrates their cookware and meals.

**Lesson 130** Part 6. Two Plus Two. Traveling on bikes made the Travises approachable. It put them in the middle of the people and the land wherever they went.

**Lesson 131** Part 7. Two Plus Two. It was hard for Cindie to learn to relax and not expect people in other countries to look at time the way she did. She's glad for what she learned. The Travises also found that people around the world are way friendlier than what we may think when we watch news reports about screaming, angry crowds.

**Lesson 132** Part 8. Two Plus Two. Cindie and Tim tell about adjusting to how people display affection around the world. The Travises talk about their second book, *Down the Road in South America*. They recall two of their most memorable experiences, one in Central America and one in China.

**Lesson 133** Part 9. Two Plus Two. The series ends. Tim and Cindie show us the luggage they carry on their bikes. They tell where they hope to travel next and how people can tune into their adventures.

### **Upper Elementary Language Lessons**

Some of these lessons have 20 items that students can respond to on paper. Use as quizzes if you want.

**Upper El Lesson 1** Stuff to Say at the Start. The teacher talks to the students about this year's lessons.

**Handout for 2-, 3- and 4-Digit Numbers** for Upper El Lessons 1a, 1b and 1c

**Upper El Lesson 1a** 2-Digit and 4-Digit Numbers. Write numbers as you hear them, as if they were part of phone numbers or addresses.

**Upper El Lesson 1b** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them.

**Upper El Lesson 1c** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them. Bonbon, bombom.

**Upper El Lesson 2** Talking about Family. How does your grandpa spell his name? What is your great-aunt's name? My brother is 10 years old. Twenty items. Use as a quiz, if you wish.

**Upper El Lesson 3** Talking about Family. How much does your dad weigh? My sister weighs 72 pounds. Twenty items.

**Handout for Upper El Lessons 4, 5, 6**

**Upper El Lesson 4** P. P. Pereira y La Bamba. Introduces a tongue-twister and the song La Bamba.

**Upper El Lesson 5** Más P. P. Pereira y La Bamba. Using the “impersonal se”. Continue working on the tongue-twister and La Bamba.

**Upper El Lesson 6** Aún Más P. P. y La Bamba. The impersonal se as used on signs. Spell words made of two p’s and two vowels. Twenty items.

### **Handout for Upper El Lessons 7, 8, 9**

**Upper El Lesson 7** Qué, Más and Más Que. Rooms of a house. Where’s Grandpa? Comparing the heights of family members: Grandma is taller than mom. Qué used as “What” and “How”. Using “Qué es?” at an Air Force museum. Twenty items.

**Upper El Lesson 8** Dónde, Qué and Más Que. Rooms of a house. Cousin’s in the bathroom. My brother’s shorter than Grandpa. Twenty items. Using “Qué es?” at an Air Force museum.

**Upper El Lesson 9** Más Que and Quién. A silent lesson. I’m taller than my sister. Who’s in the kitchen? Twenty items.

**Upper El Lesson 10** Telling Time. Clock times with lots of 2-digit numbers. Using “con” with time: Son las cuatro con cincuenta y dos (It’s 4:52). Twenty items.

**Upper El Lesson 11** Part 1. It. A three-part study of the very strange word “it” in English and how it is and isn’t used in Spanish.

### **Handout for Upper El Lesson 12**

**Upper El Lesson 12** Part 2. It. Using it as a direct object on the soccer field. The player blocks it. Uses a coach and a few junior-high kids in Dallas, Texas.

**Upper El Lesson 13** Part 3. It. The series concludes. Adults practice for an upcoming soccer tournament. “He shoots and scores.” Some soccer terms. Una muchacha latina named Maureen demonstrates extraordinary skills. This is a fun series.

The following Commands series uses a growing variety of vocabulary and commands that are common in and out of the classroom. These are challenging lessons that can be repeated until they are mastered. Break them up with other lessons, or these could be overwhelming.

### **Handout for Upper El Lessons 14-19 and 23**

**Upper El Lesson 14** Commands 1. This lesson and the several that follow concentrate on common commands and also on using the word “it”. Raise your hand. Open the book to page 224. Close it. Put it on the table. Respond physically with invisible materials (book, pencil, paper, hat). Contains 40 to 50 items.

**Upper El Lesson 15** Commands 2. Respond physically. Contains 40 to 50 items.

**Upper El Lesson 16** Commands 3. Respond physically. Touch your right foot with your left hand. Contains 40 to 50 items.

**Upper El Lesson 17** Commands 4. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 18** Commands 5. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 19** Commands 6. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 20** NBC Words. For mature students in grade 5 and up. Language is like a chameleon—its meaning changes with its surroundings. This can be funny and surprising and can also cause misunderstandings. This lesson looks at interesting differences and similarities in Spanish, English and Chinese. The word “negro” can be a surprise.

**Upper El Lesson 21** G Words. We cannot avoid using words to describe people. Maybe people in the U.S. are too sensitive about this, but the main point is that we need thick skin to get along in the world and to enjoy life. Güero, güera, gringo, gringa.

**Upper El Lesson 22** Choosing a Diccionario. Tips on choosing a dictionary for any language. Better yet, get a bunch of dictionaries.

**Upper El Lesson 23** ¿Y qué? Interpret 48 items into English as you listen to a conversation between a boy and his big sister. The title means “So what?”

**Upper El Lesson 24** Like Sort of. Filler words and approximate speech. How strangely we speak!

**Upper El Lesson 25** Rooms and ¿Quién Soy? Spell and draw the rooms of a house. Arriba, abajo (upstairs, downstairs). Accenting the third-to-the-last syllable (recámara). Identify family members by how tall they are: “Soy de 6 pies” (I’m five-eight). This lesson has an extra three minutes or so tacked on the end.

**Upper El Lesson 26** Drawing Family. When they aren’t looking, you can draw your family any way you want. You can draw anything to practice Spanish vocabulary.

**Upper El Lesson 27** Scrambled Palabras. Unscramble 25 English words to make Spanish words out of them. Then give their meanings. This lesson is actually three lessons at least. Pause the lesson as instructed and stretch it over several sessions. Use paper and pencil.

-----

Note: The Fluency Builder software, which is sold separately, is a 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.

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.



## Grades 6-8 Syllabus for the Second Batch of Max and Max Spanish 10-Minute Video Lessons

- We welcome students' questions and comments. We build lessons around them.
- Please tell us if any lessons need revision in any way whatsoever.
- This batch of language lessons assumes that students have finished the first batch of 80+ lessons for lower elementary and up. Batch 2 continues these at Lesson 91.

Below is a list of 100+ video lessons. Move through them in order, but also go back and repeat lessons that the kids want to repeat. Do what time allows. Sprinkle Cultural Insights into the whole mix.

1. 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.
2. View the lessons together on a large screen or individually at computer stations, or both.
3. 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.
4. We want people to use language. We provide a chart to motivate and track progress. The best form of assessment will be the chart that tracks exposure to language and culture and voluntary speaking.
5. Contact the nice Spanish teacher at [kidstuff@maxandmaxspanish.com](mailto:kidstuff@maxandmaxspanish.com) if you have questions or input to make. Input is very helpful and can be used to make or refine lessons.
6. This syllabus might be edited now and then. Your tech person can access the updates.

### **Grade 5 and up – Cultural Insights**

Sprinkle Cultural Insights into the whole mix of lessons.

**CI 31** Part 1. Edgar of Antigua. The teacher stumbles upon a man from the Caribbean island of Antigua in a large international grocery store in Indianapolis. This man and his island are an example of how Spain's influence mixed with other languages and cultures to form the unusual Caribbean mixture we have today.

**Handout for Edgar of Antigua**

**CI 32** Part 2. Edgar of Antigua. Edgar cooks his weird food while talking to us about his life.

**CI 33** Part 3. Edgar of Antigua. Concluded. Edgar continues cooking his weird food while telling us more about the life he has known.

**CI 34** Part 1. Chewy Gooley Imports Guy. In the first of a two-part series, a guy named Guy begins explaining his import business. He also tells his strategy for eating lots and lots of hot peppers.

**Handout for Chewy Gooley Imports Guy** Questions for this two-part series. Two of the answers can be drawn.

**CI 35** Part 2. Chewy Gooley Imports Guy. Linguistic explanation for the series title. See more of the interesting products Guy buys and sells. Hear how he thinks about the people he buys from. A man named LeRoy is the opposite of Guy, although both have a similar background.

**CI 36** Part 1. Stuck in the Middle. An Aztec-American describes growing up in an Arizona community where American Indians and whites did not like him or other people who were different from themselves.

**Handout for Stuck in the Middle** Parts 1 and 2

**CI 37** Part 2. Stuck in the Middle. The second half of the interview with Toby, who is half Anglo, half Aztec. He continues explaining the friction and distance between three groups of people--Anglos, American Indians and Latinos. He advises against bitter reactions to prejudice.

**CI 38** Part 1. Traveling Wright. Meet Abbi, the third Abigail to appear in our video lessons. In this seven-part series, Abbi tells of her journeys around the world. Her stories offer lots of smart advice for making friends with people very different from yourself. In Part 1, she talks about traffic and animals.

**Handout for Traveling Wright** Parts 1, 2 and 3.

**CI 39** Part 2. Traveling Wright. Abbi tells of a visit to an island of Thailand. The island has no cars or electricity, and Abbi doesn't speak the people's language. She tells about how people show curiosity about her when she is in their countries.

**CI 40** Part 3. Traveling Wright. Abbi continues telling of how people in other countries have shown curiosity about her. She also talks about displays of affection, how you greet people.

**CI 41** Part 4. Traveling Wright. Abbi went to Bali, Indonesia, where she stumbled upon Hindus who were celebrating a child's second birthday. She tells of her experience with Muslims. She says that the screaming, angry Muslims we see and hear on the news is a tiny fraction of the Muslims who are famously hospitable to strangers and Americans. (You hear the same idea in the Ryan and Kayt series.)

**CI 42** Masters of Simplicity. This form of traditional Latin American music is a shining example of how to play music together instead of in a self-centered way. The six-piece band, Mariachi Bronce, is based in Dallas, Texas, and is not to be confused with other bands having the same name.

**CI 43** Part 5. Extra. Traveling Wright. This is an extra lesson on Abbi's visit to Rwanda, Africa. She talks about the people's effort to figure out how to live together in peace after the infamous slaughter.

**CI 44** Part 6. Traveling Wright. Don't expect a shiny potty everywhere you go.

**CI 45** Part 7. Traveling Wright. It's very, very important to be smart about the water you drink when you are traveling. The series concludes.

**CI 46** Part 1. Tica. A U.S. citizen of Costa Rican descent tells what she likes about being in her Costa Rican family.

**CI 47** Part 2. Tica. The Costa Rican-American tells how years of discrimination at school made her a better person. She explains how Spanish and English have been used in her home, and how language is lost.

**CI 48** Part 1. Looking for a Home. This four-part series looks at some reasons for immigration, not just in the U.S., but around the world. In the Max and Max radio-like format, the focus is on the Armenian people. They faced a horrific situation in the early 1900s, and many of them moved to South America and the Caribbean. Their struggle did not end with finding a new home.

**Handout for Looking for a Home** Question guide for Parts 1, 2, 3 and 4.

**CI 49** Part 2. Looking for a Home. There's a big difference between slavery and genocide, and both have existed in many places through thousands of years. Both have something to do with immigration.

**CI 50** Part 3. Looking for a Home. Looking for a Home. Finding a new home in America involves losing some things and gaining some things.

**CI 51** Part 4. Looking for a Home. Native-born U.S. citizens tend to take their citizenship for granted. Immigrants usually have a much greater awareness of the benefits of citizenship.

**CI 52** Conversation in a Truck. A Texan describes life with a Central American wife.

**CI 53** Left open.

**CI 54** Part 1. Tía Grace. This four-part series shows students how to conduct a project of discovering family history to see what they've come from and what may have been lost along the way. The nice Spanish teacher interviews his Italian aunt, who is sorry she lost a part of who she was in younger years.

**CI 55** Part 2. Tía Grace. Tía tells how Italian and German classes were removed from her high school after the Japanese bombed Pearl Harbor. A few years later, her German-American husband went to war against his grandparents' people. Life can get complicated.

**CI 56** Part 3. Tía Grace. Tía says there wasn't any real Italian food in central Indiana when she moved from New York many years ago.

**CI 57** Part 4. Tía Grace. Tía tells about her two former husbands, one German, one Italian. She has

outlived them both. The series concludes. Students are encouraged to conduct their own project on family history to discover what cultures and languages may have been lost.

**CI 58 – CI 60** Parts 1 through 9. Two Plus Two. This series was intended for the 30 Cultural Insights for grade 5 and up, but it is too long to fit and it's also good for younger students. So the whole nine-part series is listed as Lessons 125-133 for lower elementary. Handouts with questions are provided.

### **Language Lessons for Early Elementary and Up**

**Lesson 91** Part 1. Kentucky Jello Storm. A modern life can turn primitive overnight when the power goes out. This two-part series builds slowly toward showing the relationship between certain words in English and Spanish while making the point that many areas of Spanish-speaking countries are accustomed to life without the luxuries most of us take for granted here in the U.S.

#### **Handout for Kentucky Jello Storm**

**Lesson 92** Part 2. Kentucky Jello Storm. Concluded. Tree branches and power lines are down everywhere. A grandpa and his grandson tell about their situation. The title of this series becomes clear.

#### **Handout for You'll Never Kiss That Pig Again** song

**Lesson 93** Learn the song, You'll Never Kiss That Pig Again. Practice the differences between the English words *potta* and *lotta* and the Spanish words *pata* and *lata*. Brush up on part of the song, Don Jonrón.

**Lesson 93a** Songs for While You Work. These songs have been used in earlier lessons but are included here for practicing while you work on other things. Mark the Manualist plays accompaniment for Feliz Cumpleaños.

**Lesson 94** Part 1. The Wacky Wheeler. An ingenious man works a new career with a big wheel. Miscellaneous Spanish vocabulary. Also looks at the articles *el* and *la* and at *-ista* as an ending.

**Handout for The Wacky Wheeler** Parts 1, 2, 3 and 4. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 95** Part 2. The Wacky Wheeler. Subject pronouns. *Le gusta* (He/She likes).

**Lesson 96** Part 3. The Wacky Wheeler.

**Lesson 96a** Part 4. The Wacky Wheeler concluded.

**Lesson 96b** Part 1. Los Sombreros de Ema. Uses "de" (as in Emma's hats), *poner* (to put or set), *llevar* (to wear), *tener* (to have).

**Handout for Los Sombreros de Ema** Parts 1 and 2. Contains an activity that can be done aloud as a group. Older students could follow up by doing it individually in writing.

**Lesson 96c** Part 2. Los Sombreros de Ema. Concluded. Uses "de" (as in Emma's hats), poner (to put or set), llevar (to wear), tener (to have). Burro, burrito.

**Lesson 97** Part 1. Pan, Pan, Pan. This four-part field trip is an entertaining and educational visit to a thriving Mexican bakery. This lesson begins showing how the Spanish word for bread (pan) involves much more than the English word "bread". Pagar, hablar, llevar, trabajar with yo forms.

**Handout for Pan, Pan, Pan** For Parts 1, 2, 3 and 4. Contains an interpreter's activity that can be done individually or aloud as a group. Like other activities, this one can be repeated.

**Lesson 98** Part 2. Pan, Pan, Pan. A closer look at some of the pan at Bakery Lemus (Indianapolis). A return to the words "torta" and "tortilla".

**Lesson 99** Part 3. Pan, Pan, Pan. Watch the bakers make a small pond. Spanish narration continues using the thematic vocabulary.

**Lesson 100** Part 4. Pan, Pan, Pan. Concluded. More practice with the -ar verbs, adding cantar. The expression "Es un milagro." A study of the word "cashier". The bakers continue working with dough.

**Lesson 101** Part 1. Gleny's Do. A four-part field trip to a Honduran's beauty salon takes us through every stage of Gleny's hair transformation while Gleny tells about herself. Includes miscellaneous culture and language. Gleny likes her naturally curly hair but, like most women her age, she has something new done to it every several months.

**Handout for Gleny's Do** Parts 1, 2, 3 and 4

**Lesson 102** Part 2. Gleny's Do. The hair transformation continues as Gleny tells more about herself. Miscellaneous culture and language.

**Handout for All Pumpkins Are Girls** Parts 1, 2 and 3

**Lesson 103** Part 1. All Pumpkins Are Girls. A field trip to Waterman's Farm Market. Mostly preschool kids are seen in this lesson. Todos/todas (all); interpreting "Silver" from English to Spanish; direction words (left, right, etc.). [www.WatermansFarmMarket.com](http://www.WatermansFarmMarket.com)

**Lesson 104** Part 2. All Pumpkins Are Girls. Direction words in a corn maze. Double last names. Ends with a question that takes a closer look at the series title.

**Lesson 104a** Part 3. All Pumpkins Are Girls. The field trip to Waterman's Farm Market continues. Builds on Parts 1 and 2. Hungry Miss Tyranny. Music by Hogeye Navy.

**Lesson 104b** Punkin Faces. Puts body parts on pumpkins.

**Lesson 104c** Punkin Face Quiz. Draw and color along with this quiz. Be ready to pause the lesson as necessary.

**Lesson 105** Part 3. Gleny's Do. The hair transformation continues. Miscellaneous language. Pelo crespo, pelo chino: kinky or curly hair.

**Lesson 106** Part 4. Gleny has gone from crespa to lisa. The series concludes.

**Lesson 107** Silent Matching. Match text and pictures of tableware, clothing, hermano, escuela and casa. Set your media player to play faster or slower, as you want.

**Lesson 108** Spelling. Set your media player to play faster or slower, as you need, for spelling the words in Lesson 107.

**Lesson 109** Silent Matching. Move words to pictures. Mixed categories. Monitor Coolness' performance. As usual, students should point to the answer ahead of time.

**Lesson 110** The hammock is a strong symbol of El Salvador among those who know Central American culture.

**Lesson 111** Silent Matching: Tens. Quiz. Or not a quiz. Either way, this lesson is a long, very quiet workout—almost 12 minutes (11:45). You can do this as a set of quizzes simply by writing the responses before they are given.

**Handout for the song, Mi Burrita (or Arre, Mi Burrita)** Use with Lesson 119.

**Handout for Hilly Hundred of Indiana** Three pages of vocabulary.

**Lesson 112** Part 1. Hilly Hundred of Indiana. This 8-part series works a variety of vocabulary and grammar while taking you on a field trip into the technology of cycling, the beautiful outdoors, the determination of trained bikers, and the different personalities riding the 100 miles. Part 1 vocabulary: weather, ways to say high school; makeup; some bicycle words.

**Lesson 113** Part 2. Hilly Hundred of Indiana. A unicyclist joins the Hilly. Ways to say pretty or beautiful. Qué as an intensifier: How beautiful. What a beautiful tree.

**Lesson 114** Part 3. Hilly Hundred of Indiana. First, second, third, fourth. Basura (trash), derrame (stroke).

**Lesson 115** Part 4. Hilly Hundred of Indiana. Ending a word with -ista (ciclista), and using el and la with it. Llegar (to arrive), casco (helmet), ahora (now), gente (people).

**Lesson 116** Part 5. Hilly Hundred of Indiana. Easy/difficult. How learning one language helps you know your own better. This is shown in eight examples that have to do with "primero". Losing language in the second generation. Charlie and his family try to get their four-seater tandem going.

**Lesson 117** Part 6. Hilly Hundred of Indiana. Reed K. Steele performs mime and other cool moves in three excerpts. Andy the unicyclist recommends unicycling. "Miles" and "miles" in Spanish and English.

**Lesson 118** Part 7. Hilly Hundred of Indiana. Wonder Jim the Filipino joins the Hilly. Spain used to control the Philippine islands. Arnie of Puerto Rico explains many things about the people of his island—another one that Spain used to control.

**Lesson 119** Part 8. Hilly Hundred of Indiana. The series concludes. Work on the giddyup song, Mi Burrita. Enjoy a picture tour of the Hilly.

**Handout gg** Places (small and large size of school, house, store). For optional use after doing Lessons 120-122.

**Lesson 120** Tens and Places. Put tens (10-100) with places. Variations on “There are 90 big houses in my city.” This is a long workout, almost 11½ minutes. Uses optional handout gg.

**Feel free to use the following series of quizzes in a row or to spread them out.**

**Lesson 121** Quiz: Tens and Places. A little faster and a little harder. A 20-point quiz that can be recorded on the honor system. Variations on the sentence, “In your town, there are 20 little schools.” Uses optional handout gg.

**Lesson 122** Quiz: Tens and Places and Matching Numbers. A 20-point quiz that can be recorded on the honor system. In the first half of the quiz, you monitor Coolness’s performance as he silently matches numbers and number words (tens). In the second part, you point to the correct answer. Variations on “There are 100 big stores in my city.” Uses optional Handout gg.

**Handout hh** Five animals small and large.

**Lesson 123** Quiz: Marisela Tiene 500 Caballos. Variations on “Marisela has 500 horses.” Twenty points. Focuses partly on 5, 15, 50, 55, 500. Ten points on silent matching of words and pictures mixed together. Uses optional Handout hh. Students can use it independently after doing the lesson.

**Lesson 124** Quiz: Making Caras (Making Faces). Twenty points. “La cara de Emilia tiene...” (Emily’s face has...) If you want to work the pause button, you can draw and color this quiz.

Work the *Two Plus Two* series into your schedule however you please. The series is actually from the Cultural Insights for grade 5 and up, but is too long to fit there.

**Handout for Two Plus Two** Six handouts. For Parts 1, 2, 3, 4, 5, 6, and 8. These can be used with lower elementary if an adult guides the students in a conversational way, not written.

**Lesson 125** Part 1. Two Plus Two. This 9-part series is an interview with Tim and Cindie Travis in a dimly lit basement. The Travises see the world on their bicycles. More at [www.DownTheRoad.org](http://www.DownTheRoad.org). In Part 1, they talk about sleeping or trying to sleep in a tent, and about luggage they carry on their bikes. **Work these lessons into your schedule as you please.**

**Lesson 126** Part 2. Two Plus Two. The Travises explain the difference between people who are curious and people who want to steal. Cindie says Tim is in charge of security.

**Lesson 127** Part 3. Two Plus Two. Cindie tells of a scuffle in Viet Nam. Tim tells about fixing a bike outside the U.S.

**Lesson 128** Part 4. Two Plus Two. Be a smart world traveler. Be very careful about the water you

drink, whether you go by car or any other way.

**Lesson 129** Part 5. Two Plus Two. How the Travises heat water on the road. Cindie demonstrates their cookware and meals.

**Lesson 130** Part 6. Two Plus Two. Traveling on bikes made the Travises approachable. It put them in the middle of the people and the land wherever they went.

**Lesson 131** Part 7. Two Plus Two. It was hard for Cindie to learn to relax and not expect people in other countries to look at time the way she did. She's glad for what she learned. The Travises also found that people around the world are way friendlier than what we may think when we watch news reports about screaming, angry crowds.

**Lesson 132** Part 8. Two Plus Two. Cindie and Tim tell about adjusting to how people display affection around the world. The Travises talk about their second book, *Down the Road in South America*. They recall two of their most memorable experiences, one in Central America and one in China.

**Lesson 133** Part 9. Two Plus Two. The series ends. Tim and Cindie show us the luggage they carry on their bikes. They tell where they hope to travel next and how people can tune into their adventures.

### Upper Elementary Language Lessons

Some of these lessons have 20 items that students can respond to on paper. Use as quizzes if you want.

**Upper El Lesson 1** Stuff to Say at the Start. The teacher talks to the students about this year's lessons.

**Handout for 2-, 3- and 4-Digit Numbers** for Upper El Lessons 1a, 1b and 1c

**Upper El Lesson 1a** 2-Digit and 4-Digit Numbers. Write numbers as you hear them, as if they were part of phone numbers or addresses.

**Upper El Lesson 1b** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them.

**Upper El Lesson 1c** 2-, 3- and 4-Digit Numbers. Write numbers as you hear them. Bonbon, bombom.

**Upper El Lesson 2** Talking about Family. How does your grandpa spell his name? What is your great-aunt's name? My brother is 10 years old. Twenty items. Use as a quiz, if you wish.

**Upper El Lesson 3** Talking about Family. How much does your dad weigh? My sister weighs 72 pounds. Twenty items.

**Handout for Upper El Lessons 4, 5, 6**

**Upper El Lesson 4** P. P. Pereira y La Bamba. Introduces a tongue-twister and the song La Bamba.

**Upper El Lesson 5** Más P. P. Pereira y La Bamba. Using the “impersonal se”. Continue working on the tongue-twister and La Bamba.

**Upper El Lesson 6** Aún Más P. P. y La Bamba. The impersonal se as used on signs. Spell words made of two p’s and two vowels. Twenty items.

### **Handout for Upper El Lessons 7, 8, 9**

**Upper El Lesson 7** Qué, Más and Más Que. Rooms of a house. Where’s Grandpa? Comparing the heights of family members: Grandma is taller than mom. Qué used as “What” and “How”. Using “Qué es?” at an Air Force museum. Twenty items.

**Upper El Lesson 8** Dónde, Qué and Más Que. Rooms of a house. Cousin’s in the bathroom. My brother’s shorter than Grandpa. Twenty items. Using “Qué es?” at an Air Force museum.

**Upper El Lesson 9** Más Que and Quién. A silent lesson. I’m taller than my sister. Who’s in the kitchen? Twenty items.

**Upper El Lesson 10** Telling Time. Clock times with lots of 2-digit numbers. Using “con” with time: Son las cuatro con cincuenta y dos (It’s 4:52). Twenty items.

**Upper El Lesson 11** Part 1. It. A three-part study of the very strange word “it” in English and how it is and isn’t used in Spanish.

### **Handout for Upper El Lesson 12**

**Upper El Lesson 12** Part 2. It. Using it as a direct object on the soccer field. The player blocks it. Uses a coach and a few junior-high kids in Dallas, Texas.

**Upper El Lesson 13** Part 3. It. The series concludes. Adults practice for an upcoming soccer tournament. “He shoots and scores.” Some soccer terms. Una muchacha latina named Maureen demonstrates extraordinary skills. This is a fun series.

The following Commands series uses a growing variety of vocabulary and commands that are common in and out of the classroom. These are challenging lessons that can be repeated until they are mastered. Break them up with other lessons, or these could be overwhelming.

### **Handout for Upper El Lessons 14-19 and 23**

**Upper El Lesson 14** Commands 1. This lesson and the several that follow concentrate on common commands and also on using the word “it”. Raise your hand. Open the book to page 224. Close it. Put it on the table. Respond physically with invisible materials (book, pencil, paper, hat). Contains 40 to 50 items.

**Upper El Lesson 15** Commands 2. Respond physically. Contains 40 to 50 items.

**Upper El Lesson 16** Commands 3. Respond physically. Touch your right foot with your left hand. Contains 40 to 50 items.

**Upper El Lesson 17** Commands 4. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 18** Commands 5. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 19** Commands 6. Respond by interpreting to English (no writing). Contains 40 to 50 items.

**Upper El Lesson 20** NBC Words. For mature students in grade 5 and up. Language is like a chameleon—its meaning changes with its surroundings. This can be funny and surprising and can also cause misunderstandings. This lesson looks at interesting differences and similarities in Spanish, English and Chinese. The word “negro” can be a surprise.

**Upper El Lesson 21** G Words. We cannot avoid using words to describe people. Maybe people in the U.S. are too sensitive about this, but the main point is that we need thick skin to get along in the world and to enjoy life. Güero, güera, gringo, gringa.

**Upper El Lesson 22** Choosing a Diccionario. Tips on choosing a dictionary for any language. Better yet, get a bunch of dictionaries.

**Upper El Lesson 23** ¿Y qué? Interpret 48 items into English as you listen to a conversation between a boy and his big sister. The title means “So what?”

**Upper El Lesson 24** Like Sort of. Filler words and approximate speech. How strangely we speak!

**Upper El Lesson 25** Rooms and ¿Quién Soy? Spell and draw the rooms of a house. Arriba, abajo (upstairs, downstairs). Accenting the third-to-the-last syllable (recámara). Identify family members by how tall they are: “Soy de 6 pies” (I’m five-eight). This lesson has an extra three minutes or so tacked on the end.

**Upper El Lesson 26** Drawing Family. When they aren’t looking, you can draw your family any way you want. You can draw anything to practice Spanish vocabulary.

**Upper El Lesson 27** Scrambled Palabras. Unscramble 25 English words to make Spanish words out of them. Then give their meanings. This lesson is actually three lessons at least. Pause the lesson as instructed and stretch it over several sessions. Use paper and pencil.

-----

Note: The Fluency Builder software, which is sold separately, is a 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.

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.