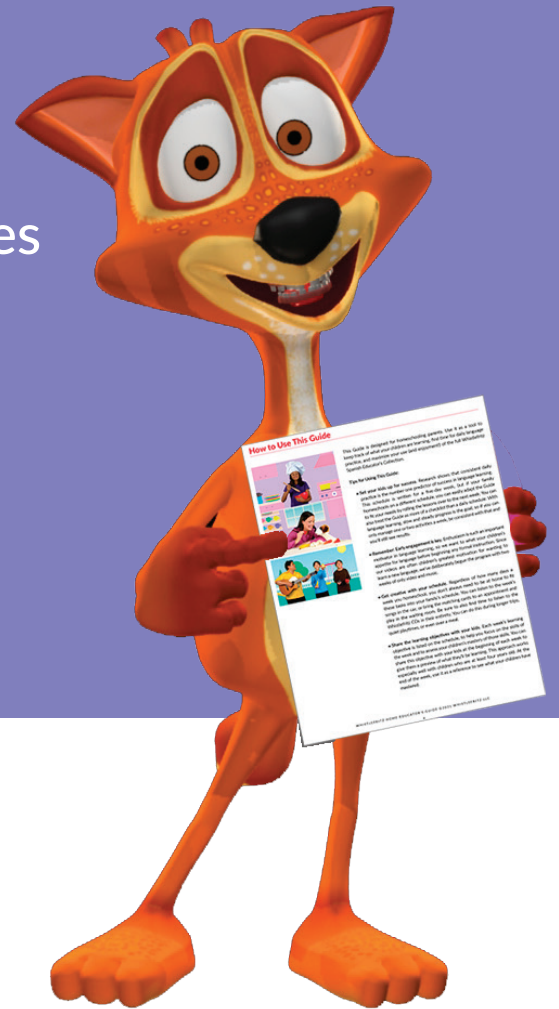




# HOME EDUCATOR'S GUIDE (SPANISH)

- Weekly schedules
- Enrichment activities
- Checklist



# Contents

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How to Use This Guide . . . . .	4
Whistlefritz Weekly Calendar. . . . .	6
WEEK 1: Introduction to Spanish (1 of 4) . . . . .	6
WEEK 2: Introduction to Spanish (2 of 4) . . . . .	6
WEEK 3: Introduction to Spanish (3 of 4) . . . . .	7
WEEK 4: Introduction to Spanish (4 of 4) . . . . .	8
WEEK 5: Greetings and Feelings. . . . .	9
WEEK 6: Colors . . . . .	10
WEEK 7: Numbers 1-10 . . . . .	11
WEEK 8: Numbers 1-10 . . . . .	12
WEEK 9: Colors and Numbers 1-10 . . . . .	13
WEEK 10: Shapes . . . . .	15
WEEK 11: Where I Live. . . . .	17
WEEK 12: In My Home . . . . .	18
WEEK 13: In My Kitchen . . . . .	19
WEEK 14: In My Bedroom . . . . .	21
WEEK 15: In My Living Room . . . . .	22
WEEK 16: In My Bathroom . . . . .	23
WEEK 17: Review and Parts of the Body . . . . .	24
WEEK 18: Goodnight (Bedtime Routines) . . . . .	25
WEEK 19: My Family . . . . .	26
WEEK 20: Clothing . . . . .	27
WEEK 21: The Seasons . . . . .	28
WEEK 22: Dressing for the Seasons . . . . .	29
WEEK 23: Sequencing with the Seasons . . . . .	30
WEEK 24: Review Clothing Vocabulary . . . . .	31
WEEK 25: My Friend José . . . . .	32
WEEK 26: My Friend José . . . . .	33
WEEK 27: Let's Make Play Dough! . . . . .	34
WEEK 28: My Head. . . . .	35
WEEK 29: Follow Me. . . . .	36
WEEK 30: Fritz's Body . . . . .	37
WEEK 31: Where is Fritz? . . . . .	38
WEEK 32: Let's Eat: Vegetables. . . . .	39
WEEK 33: Let's Eat: Fruits . . . . .	40
WEEK 34: Let's Eat: Meat and Fish. . . . .	41
WEEK 35: Let's Eat: Dairy Products and Eggs. . . . .	42
WEEK 36: Let's Drink . . . . .	43
WEEK 37: Meal Time. . . . .	44
WEEK 38: Who's There? . . . . .	45
WEEK 39: Zoo Animals . . . . .	46
WEEK 40: Sea Animals . . . . .	47

WEEK 41: Comparisons .....	48
WEEK 42: Positional Words .....	49
WEEK 43: Colors .....	51
WEEK 44: Descriptions .....	52
WEEK 45: Colors and Animals .....	53
WEEK 46: Following Directions .....	54
What You've Learned .....	55

# How to Use This Guide

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This Guide is designed for homeschooling parents. Use it as a tool to keep track of what your children are learning, find time for daily language practice, and maximize your use (and enjoyment!) of the full Whistlefritz Spanish Educator's Collection.

## Tips for Using This Guide:

- **Set your kids up for success.** Research shows that consistent daily practice is the number one predictor of success in language learning. This schedule is written for a five-day week, but if your family homeschools on a different schedule, you can easily adapt the Guide to fit your needs by rolling the lessons over to the next week. You can also treat the Guide as more of a checklist than a daily schedule. With language learning, slow and steady progress is the goal, so if you can only manage one or two activities a week, be consistent with that and you'll still see results.
- **Remember: Early engagement is key.** Enthusiasm is such an important motivator in language learning, so we want to whet your children's appetite for language before beginning any formal instruction. Since our videos are often children's greatest motivation for wanting to learn a new language, we've deliberately begun the program with two weeks of only video and music.
- **Get creative with your schedule.** Regardless of how many days a week you homeschool, you don't always need to be at home to fit these tasks into your family's schedule. You can listen to the week's songs in the car, or bring the matching cards to an appointment and play in the waiting room. Be sure to also find time to listen to the Whistlefritz CDs in their entirety. You can do this during longer trips, quiet playtimes, or even over a meal.
- **Share the learning objectives with your kids.** Each week's learning objective is listed on the schedule, to help you focus on the skills of the week and to assess your children's mastery of those skills. You can share this objective with your kids at the beginning of each week to give them a preview of what they'll be learning. This approach works especially well with children who are at least four years old. At the end of the week, use it as a reference to see what your children have mastered.

- **Feel free to revisit lessons.** This program includes 46 weeks of lessons. (Whistlefritz will send additional enrichment and cultural lessons to families on our mailing list throughout the year.) This program is designed to be completed over the course of about one year. However, if you find that your children need more practice (as many do!), don't be afraid to repeat a week. In fact, if you have younger children (preschool or kindergarten), you might consider doing each of these weeks twice and stretching the curriculum over two years to ensure that they master the skills being taught.
- **Take advantage of the included checklists.** At the end of this Guide, you'll find a list of the subjects/vocabulary covered each week. Feel free to use this to record what your kids have mastered, or refer to it periodically to help you remember what they already know.

One last thing: have fun with your kids! Language learning is something that can (and should) be enjoyable for the whole family. So sing along with Fritzzi, dance to the music, and delight in learning alongside your kids. ¡Diviértete!



# Whistlefritz Weekly Calendar

## WEEK 1: Introduction to Spanish (1 of 4)

**Weekly objective:** Students will be introduced to new sounds and words in Spanish in an enjoyable, age-appropriate way.

	Day 1	Day 2	Day 3	Day 4	Day 5
Videos		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
Music			Listen to the CD <i>Cha, Cha, Cha</i>		Listen to the CD <i>Cha, Cha, Cha</i>
Everyday Review	Encourage your children to sing and dance along with the Whistlefritz music and videos to activate their interest in the new language!				

## WEEK 2: Introduction to Spanish (2 of 4)

**Weekly objective:** Students will be introduced to new sounds and words in Spanish in an enjoyable, age-appropriate way.

	Day 1	Day 2	Day 3	Day 4	Day 5
Videos		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
Music			Listen to the CD <i>Cha, Cha, Cha</i>		Listen to the CD <i>Cha, Cha, Cha</i>
Everyday Review	Encourage your children to sing and dance along with the Whistlefritz music and videos to activate their interest in the new language!				

## WEEK 3: Introduction to Spanish (3 of 4)

**Weekly objective:** Students will be able to sing a familiar song (B-I-N-G-O) in Spanish and recite the vowels in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Videos</b>		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
<b>Music</b>			Listen to the songs "BINGO" and "Las vocales" from the CD <i>Cha, Cha, Cha</i>		Listen to the songs "BINGO" and "Las vocales" from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Review</b>	Encourage your children to sing and dance along with the Whistlefritz music and videos to activate their interest in the new language!				
<b>Bonus Activities</b>			Using play dough, have your children form the letters for each of this week's songs (B-I-N-G-O and A-E-I-O-U). When they are complete, sing through each song, pointing to the letters as you sing them.		Make a salt tray by measuring approximately 2 cups of salt into a small cookie tray. Say each letter that your children have learned in Spanish (B-I-N-G-O and A-E-I-O-U) and ask them to write that letter. If they are preschoolers or younger, you can say the letter in Spanish, trace it on one side of the tray, and then have your children trace it on the other side.



## WEEK 4: Introduction to Spanish (4 of 4)

**Weekly objective:** Students will become familiar with the alphabet in Spanish and practice pronouncing the “r” (ere) and the “rr” (erre) sounds in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Videos</b>		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
<b>Music</b>			Listen to the songs “Ere y erre” from the CD <i>¡A Bailar!</i> and “Arrullo abecedario” from the CD <i>Cha, Cha, Cha</i>		Listen to the songs “Ere y erre” from the CD <i>¡A Bailar!</i> and “Arrullo abecedario” from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Review</b>	Sing the “Arrullo abecedario” at bedtime each day. If you have an alphabet chart somewhere in your house, use it to review the letters in Spanish each day. You can find a free alphabet chart printable (which your children can color and trace) here at: <a href="https://www.recursosep.com/2018/10/24/abecedario-para-colorear/">https://www.recursosep.com/2018/10/24/abecedario-para-colorear/</a>				
<b>Bonus Activities</b>			Play with cars and trucks with your children to practice making the trilled sound of “erre.” See how long your children can trill the “rr” sound in “vrrrrrom!”		Practice putting some of your children’s favorite stuffed animals to sleep at naptime and bedtime by singing them the song “Arrullo abecedario” from the CD <i>Cha, Cha, Cha</i> .



## WEEK 5: Greetings and Feelings

**Weekly objective:** Students will be able to: say hello; say their names; ask others their names; ask others how they feel; describe how they themselves feel; and identify emotions.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 1*</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Vamos a jugar</i>	
<b>Music</b>			Listen to the songs “¿Cómo se llama la llama?” from the CD <i>¡Buenos Días!</i> ; “¿Cómo estás?” from the CD <i>Carnaval</i> ; and “Arrullo abecedario” from the CD <i>Cha, Cha, Cha</i>		Listen to the songs “¿Cómo se llama la llama?” from the CD <i>¡Buenos Días!</i> ; “¿Cómo estás?” from the CD <i>Carnaval</i> ; and “Arrullo abecedario” from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Review</b>	Greet your children in Spanish using the phrases you have learned and have them do the same. Have each family member practice introducing him/herself to each other.				
<b>Bonus Activities</b>			Practice making introductions with some of your children’s stuffed animals or dolls.		Help your child illustrate a comic strip of two characters meeting each other for the first time. How do they greet one another?

\*This lesson and all subsequent lessons can be found in Whistlefritz’s book *Spanish Lesson Plans for Kids*.



## WEEK 6: Colors

**Weekly objective:** Students will be able to identify primary colors and secondary colors and distinguish between the two.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 2</b>					
<b>Videos</b>		Watch the Rito the Fox color scene from the Whistlefritz video <i>La fiesta de Fritz</i>		Watch the video <i>Vamos a jugar</i> and the Rito the Fox color scene from the video <i>La fiesta de Fritz</i>	
<b>Music</b>			Listen to the song "El arco iris" from the CD <i>¡A Bailar!</i>		Listen to the song "El arco iris" from the CD <i>¡A Bailar!</i>
<b>Everyday Review</b>	Continue to greet your children in Spanish using the phrases you have learned and have them do the same in the morning and at bedtime.				
<b>Bonus Activities</b>			Play "I Spy" with your children, asking them to identify objects in your environment in the new colors.		Send your children on a scavenger hunt for different colors in your home. Have them collect red objects, green objects, blue objects, etc. and identify the objects' colors to you.



## WEEK 7: Numbers 1-10

**Weekly objective:** Students will be able to identify the numbers 1-10, count from 1-10 in Spanish, and use one-to-one correspondence while counting.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 3</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i> and the “Cinco calabazas” video, found here at: <a href="https://www.whistlefritz.com/cinco-calabazas-five-pumpkins/">https://www.whistlefritz.com/cinco-calabazas-five-pumpkins/</a>		Watch the Rito the Fox color scene from the video <i>La fiesta de Fritzi</i> and the “Cinco calabazas” video, found here at: <a href="https://www.whistlefritz.com/cinco-calabazas-five-pumpkins/">https://www.whistlefritz.com/cinco-calabazas-five-pumpkins/</a>	
<b>Music</b>			Listen to the songs “Cinco calabazas” and “Escondidos” from the CD <i>Cha,Cha,Cha</i>		Listen to the songs “Cinco calabazas” and “Escondidos” from the CD <i>Cha,Cha,Cha</i>
<b>Everyday Review</b>	Review color vocabulary with your children using real-life objects in your home. At mealtimes, ask them to name the colors of the foods on their plates, or separate their toys according to the different colors in Spanish. You can also do this with everyday routines: ask them to identify the color of the clothing they pick out in the morning or their personal care items, like their toothbrush or comb.				
<b>Bonus Activities</b>			Go on a nature walk and encourage your children to collect items that they can count in Spanish: 4 rocks, 6 leaves, and 8 sticks, for example.		Use the number cards provided in the lesson plans for a quick math game as follows: Have your children practice counting from 1-10 with the cards, then pull out individual cards and ask your children to identify the number on the card in Spanish.

## WEEK 8: Numbers 1-10

**Weekly objective:** Students will be able to identify the numerals 1-10, count from 1-10 in Spanish, and use one-to-one correspondence while counting.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 4</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the Rito the Fox color scene from the video <i>La fiesta de Fritz</i>	
<b>Music</b>	Listen to the song "Escondidos" from the CD <i>Cha, Cha, Cha</i>		Listen to the songs "Cinco calabazas" from the CD <i>Cha, Cha, Cha</i> and "Manzanita de Perú" from the CD <i>¡Buenos días!</i>		Listen to the songs "Cinco calabazas" from the CD <i>Cha, Cha, Cha</i> and "Manzanita de Perú" from the CD <i>¡Buenos días</i>
<b>Everyday Review</b>	Review your children's knowledge of colors and numbers by asking them to number household items of the same color. For example, "How many bananas are there? What color are they?" or "How many black socks do you see?" Make it a goal to count at least 5 groupings per day. Have them review their past learning by also having them ask how other family members are doing, i.e. "¿Cómo estás hoy?" and responding in kind.				
<b>Bonus Activities</b>			Enjoy this sweet math game: Have your children lay out in order the number cards that are provided in the lesson plan. As they lay out the cards, have them say the names of each number. Then, have your children place the correct number of M&M candies on top of each number. At the end, you'll have a delicious snack! For a healthier alternative, use raisins.		Watch the video <i>Los animales</i> to review past vocabulary.

## WEEK 9: Colors and Numbers 1-10

**Weekly objective:** Students will practice their color and number vocabulary by grouping and counting objects by color.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 5</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Adentro y afuera</i>	
<b>Music</b>			Listen to the songs “Cinco calabazas” from the CD <i>Cha, Cha, Cha</i> and “Manzanita de Perú” from the CD <i>¡Buenos días!</i>		Listen to the songs “El arco iris” from the CD <i>¡A Bailar!</i> and “Manzanita de Perú” from the CD <i>¡Buenos días!</i>
<b>Everyday Speaking Practice</b>	Be sure to continue using greetings in Spanish in your household. Have your children practice greeting each other in the morning, afternoon, and evening—and do it yourself as well. Modeling a new language in this way is powerful!				

*Activities continued on next page*



<p><b>Bonus Activities</b></p>		<p>Play a finger game to help your children practice their numbers in Spanish. Hold up a certain number of fingers and ask your child to count how many there are. Then, change the number of fingers and have them count again. If they are correct, you can tell them, "Correcto." If they get it wrong, you can ask them to try again with the phrase, "Intenta otra vez." Do this at least 10 times (for numbers 1-10), and make sure to correct and practice any numbers that they initially get wrong.</p>		<p>Invite your children to put on a living room performance of their favorite counting songs from Whistlefritz. They can sing any of the songs from the past 3 weeks. Sing along with them, if you like, and be sure to reward them with plenty of praise! Use the phrases that you've learned in the videos, such as, "¡Bravo!", "¡Excelente!", "¡Genial!", and "¡Muy bien!"</p>	
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## WEEK 10: Shapes

**Weekly objective:** Students will be able to identify shapes in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 6</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Adentro y afuera</i>	
<b>Music</b>			Listen to the song "Las formas" by Suzy Dorn, available free here at: <a href="https://www.youtube.com/watch?v=Y-GXFWbmVeo">https://www.youtube.com/watch?v=Y-GXFWbmVeo</a>		Listen to the song "Las formas" by Suzy Dorn, available free here at: <a href="https://www.youtube.com/watch?v=Y-GXFWbmVeo">https://www.youtube.com/watch?v=Y-GXFWbmVeo</a>
<b>Everyday Speaking Practice</b>	Continue to have your children practice counting whenever the opportunity arises. For example, they can count the raisins that you serve at snack-time, the number of apples that you pick out at the store, or the cars that are stored in their toy box.				

*Activities continued on next page*

<p><b>Bonus Activities</b></p>		<p>Have your children take a tour of your home looking for different shapes. Point out differently-shaped objects in each room and ask your children to identify their shapes: a circular mirror in the bathroom, for example; or a rectangular basket in the living room.</p>		<p>Create a triple set of the shape flashcards provided in Lesson 6 and use them for a simple math game that emphasizes patterns. Lay out simple patterns with the cards (e.g., circle, circle, triangle). Once the cards are laid out, ask your children to say the names of the shapes in Spanish and then show you how the pattern should continue. Be sure to say the name of each shape as your child touches it—and have your child do the same! For older children, you can make this more complicated by using the colored shape flashcards available here at: <a href="https://www.whistlefritz.com/wp-content/uploads/2015/02/lessons-color.pdf">https://www.whistlefritz.com/wp-content/uploads/2015/02/lessons-color.pdf</a> Have them identify the patterns by color and shape to review past learning and offer an extra challenge!</p>	
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## WEEK 11: Where I Live

**Weekly objective:** Students will be able to describe different living arrangements and where they themselves live.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 7</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Adentro y afuera</i>	
<b>Music</b>			Listen to the song “¿De dónde eres?” from the CD <i>Carnaval</i> and the song “La cucaracha” from the CD <i>Cha, Cha, Cha</i> (Note: While these songs are not explicitly about living arrangements, they emphasize the idea of place.)		Listen to the song “¿De dónde eres?” from the CD <i>Carnaval</i> and the song “La cucaracha” from the CD <i>Cha, Cha, Cha</i> (Note: While these songs are not explicitly about living arrangements, they emphasize the idea of place.)
<b>Everyday Speaking Practice</b>	Continue to practice color vocabulary with your children in your everyday conversations. Ask them to identify the colors on their plate at dinner, the color of their shoes, and the colors of their markers or crayons. Try to review at least five different colors per day.				
<b>Bonus Activities</b>			Take a walking tour of your town and point out (in Spanish) all of the different living arrangements that you find. Count the number of houses you see and compare their colors to review earlier vocabulary. Bring along your “Where I Live” worksheet to help your children connect their vocabulary lesson to real life.		Extend this week’s walking tour activity by helping your child draw a map of your neighborhood. Be sure to identify and label all of the living arrangements around you—a friend’s apartment building, a family member’s house—and any natural features, such as a beach or woods.

## WEEK 12: In My Home

**Weekly objective:** Students will be able to identify the different rooms in a house.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 8</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Vamos a jugar</i>	
<b>Music</b>			Listen to the songs “Mi día” from the CD <i>¡Sabor!</i> and “Mi osito” from the CD <i>¡Buenos días!</i>		Listen to the songs “Mi día” from the CD <i>¡Sabor!</i> and “Mi osito” from the CD <i>¡Buenos días!</i>
<b>Everyday Speaking Practice</b>	When your children ask for your help finding something, or ask you to come to a certain room, be sure to take the chance to reinforce this household vocabulary. When you enter a new room, identify it to your children: “Now, we are in the bathroom,” or “Now, we are in the garage.”				
<b>Bonus Activities</b>			Play Hide-and-Seek with your children—with a twist. Hide a teddy bear in one room of your house. Ask your children to find the teddy bear, practicing the vocabulary from the song, “¿Dónde está mi osito?” Have them guess the rooms of the house where the teddy bear might be hiding. You may have to model this a few times for your children before they get the gist.		Work with your children to draw a basic blueprint of your house, labeling each room as appropriate. If your child is older, you can also use this time to develop a family safety plan: talk through how to exit each room and where to meet in case of emergency.

## WEEK 13: In My Kitchen

**Weekly objective:** Students will be able to identify common objects in a kitchen.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 9</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Los animales</i>	
<b>Music</b>			Listen to the songs "Mi día" from the CD <i>¡Sabor!</i> ; "Mi osito" from the CD <i>¡Buenos días!</i> ; and "Hora de limpiar" from the CD <i>¡A Bailar!</i>		Listen to the songs "Mi día" from the CD <i>¡Sabor!</i> ; "Mi osito" from the CD <i>¡Buenos días!</i> ; and "Hora de limpiar" from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	If your children have regular kitchen chores, such as sweeping up under the table or unloading the dishwasher, be sure to use your new Spanish vocabulary when you remind them to complete their tasks.				

*Activities continued on next page*



<p><b>Bonus Activities</b></p>		<p>Create quick flashcards for your kitchen as follows: write each kitchen vocabulary word on a post-it note and have your children affix the notes to the correct appliances in your kitchen. For younger children, you can make a copy of the images from this week's lesson and have them place the images on the appliances. Practice the correct vocabulary as you place the images, e.g., "Este es el refrigerador," or "Este es el fregadero." Use these cards throughout the week as a reminder to practice your new vocabulary!</p>	<p>Invite your children to help you cook a meal or bake a special treat. While you work together, ask them to identify the kitchen items that you are using: a sink to wash the potatoes, for example, or the dishwasher to help with clean up.</p>
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## WEEK 14: In My Bedroom

**Weekly objective:** Students will be able to identify common objects that can be found in a bedroom.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 10</b>					
<b>Videos</b>		Preview future vocabulary with the video <i>La música</i>		Preview future vocabulary with the video <i>La música</i>	
<b>Music</b>			<p>Listen to the songs “El baile de las manos”* from the CD <i>¡A Bailar!</i>; “Duérmeme mi niño/a” and “Señora Santana” from the CD <i>¡Buenos días!</i></p> <p><i>*The song “El baile de las manos” will preview positional words that children can use to discuss the objects in their bedrooms. These words will be taught explicitly in later lessons.</i></p>		<p>Listen to the songs “El baile de las manos”* from the CD <i>¡A Bailar!</i>; “Duérmeme mi niño/a” and “Señora Santana” from the CD <i>¡Buenos días!</i></p>
<b>Everyday Speaking Practice</b>	Use your children’s bedtime routine as a chance to review some of this week’s vocabulary. Help them make a checklist of the things that they need to sleep: i.e. a bed, a pillow, a blanket, and a clock. Review these words each night before putting your children to bed.				
<b>Bonus Activities</b>			<p>Have your children draw a picture of their rooms and label the objects within—make sure to use as many vocabulary words as possible.</p>		<p>Use a stuffed animal or doll to play a game that will reinforce this week’s vocabulary. Move the stuffed animals around your children’s room, asking your children to state what the stuffed animal is near: the bed, the pillow, the clock, etc.</p>

## WEEK 15: In My Living Room

**Weekly objective:** Students will be able to identify common objects found in a living room.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 11</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Vamos a jugar</i>	
<b>Music</b>			Listen to the songs “Mi día” from the CD <i>¡Sabor!</i> and “Mi osito” from the CD <i>¡Buenos días!</i>		Listen to the songs “Mi día” from the CD <i>¡Sabor!</i> and “Mi osito” from the CD <i>¡Buenos días!</i>
<b>Everyday Speaking Practice</b>	Be sure to replace your everyday English vocabulary with the Spanish words for household items. If you need your children to help you find your phone, for example, use the Spanish word instead of saying “phone.”				
<b>Bonus Activities</b>			Review prior learning by listening to the CD <i>Cha, Cha, Cha</i> over a meal with your kids. See how many of the songs you can sing along to now!		Review household and color vocabulary with a game of “I Spy.” Pick out household objects that can be found in the living room and have your children search for them by color—e.g., “I spy something red”—and then name the objects in Spanish.

## WEEK 16: In My Bathroom

**Weekly objective:** Students will be able to identify objects commonly found in bathrooms.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 12</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Adentro y Afuera</i>	
<b>Music</b>			Review numbers and counting in Spanish by listening to the songs “Los deditos” and “El baile de las manos” from the CD <i>¡A Bailar!</i> and “Los elefantes” from the CD <i>Cha, Cha, Cha</i>		Review numbers and counting in Spanish by listening to the songs “Los deditos” and “El baile de las manos” from the CD <i>¡A Bailar!</i> and “Los elefantes” from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Speaking Practice</b>	As your children go through their everyday personal care routines, use your new Spanish vocabulary to identify the items that you’re using. For example, teeth-brushing time can help you practice the vocabulary for toothbrush and toothpaste, and most other vocabulary can be used during bath time.				
<b>Bonus Activities</b>			Have your children give their favorite (plastic) toys a bath to practice your new vocabulary. Using the appropriate Spanish words, help them create a list of everything that they need to clean the toys.		Review the vocabulary from the past few lessons by creating post-it note labels for common household objects. With your children, write out the names of objects found in the bedroom and bathroom on the notes. Then, take a tour of your house to apply the labels—practicing the new vocabulary words as you do.

## WEEK 17: Review and Parts of the Body

**Weekly objective:** Students will be able to identify objects commonly found in bathrooms.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 12</b>					
Videos		Watch the video <i>La fiesta de Fritz</i>		Watch the video <i>La fiesta de Fritz</i>	
Music			Listen to the song “Mi día” from the CD <i>¡Sabor!</i> (Note: While not exclusively about objects found in bathrooms, this song does review self-care routines completed in the bathroom)		Listen to the song “Mi día” from the CD <i>¡Sabor!</i>
Everyday Speaking Practice	Continue to talk through your children’s self-care routine daily, using the new vocabulary you’ve learned in Lessons 11 and 12, as well as the vocabulary from the song “Mi día.”				
Bonus Activities			Create a “visual” routine chart with your children. Use a piece of paper to create a rough outline of their daily habits, using the vocabulary from the song “Mi día.” To see examples, look here: <a href="https://carrotsareorange.com/chore-charts">https://carrotsareorange.com/chore-charts</a> . If your children are too young to write, write the routine for them and have them illustrate the chart.		Review—kids’ choice! Repeat your children’s favorite bonus activities to review past vocabulary.



## WEEK 18: Goodnight (Bedtime Routines)

**Weekly objective:** Students will be able to say goodnight in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 13</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritz</i>		Watch the video <i>La fiesta de Fritz</i>	
<b>Music</b>			Listen to the songs “Cuando llegue la noche” from the CD <i>¡Buenos días!</i> and “Arrullo abecedario” from the CD <i>¡A Bailar!</i>		Listen to the songs “Cuando llegue la noche” from the CD <i>¡Buenos días!</i> and “Arrullo abecedario” from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	If you are still greeting your children in Spanish when they wake up in the morning (which we encourage!), now you can add some Spanish to your bedtime routine. Say goodnight to your children in Spanish and encourage them to do the same with other family members.				
<b>Bonus Activities</b>			Have your children create a bedtime routine for their favorite stuffed animals. Use last week’s vocabulary to describe this routine – including teeth-brushing and bathtime. Act out this bedtime routine alongside your children and have them practice saying goodnight to each stuffed animal in Spanish.		Read the book <i>Buenas noches, luna</i> (Goodnight Moon) with your children at least three times. If you don’t own the book, a free reading is available here: <a href="https://www.youtube.com/watch?v=ST14kx8fIY4&amp;t=12s">https://www.youtube.com/watch?v=ST14kx8fIY4&amp;t=12s</a> See if they can follow along after a few readings and even act out a few scenes in their bedrooms.

## WEEK 19: My Family

**Weekly objective:** Students will be able to identify family members with the correct names in Spanish. Students will be able to identify family members with the correct names in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 14</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritz</i>		Watch the video <i>La fiesta de Fritz</i>	
<b>Music</b>			Listen to the songs “Día de la Acción de Gracias” from the CD <i>Carnaval</i> and “No hay fiesta sin pastel” from the CD <i>¡Sabor!</i>		Listen to the songs “Día de la Acción de Gracias” from the CD <i>Carnaval</i> and “No hay fiesta sin pastel” from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Continue to use greetings in Spanish throughout your day, and to count and identify household objects in Spanish.				
<b>Bonus Activities</b>			Help your children draw a very basic family tree, including each family member’s name and relationship to the children in Spanish. Encourage your children to illustrate this family tree to make it as lively as possible.		Help your children learn family members’ birthdays by writing them down on a calendar. As you mark the birthday of each family member, ask your children to identify the relationship of that individual to them in Spanish; for example, is she a “prima,” “tía,” or “abuela?”

## WEEK 20: Clothing

**Weekly objective:** Students will be able to name clothing items in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 15</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Las estaciones</i>	
<b>Music</b>			Listen to the songs "Las estaciones" from the CD <i>Cha, Cha, Cha</i> and "Caminemos en el bosque" from the CD <i>¡Sabor!</i>		Listen to the songs "Las estaciones" from the CD <i>Cha, Cha, Cha</i> and "Caminemos en el bosque" from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	As your children get dressed for the day, practice your new vocabulary, naming each item of clothing as you pick it out.				
<b>Bonus Activities</b>			Play the game from the song "Caminemos en el bosque," in which one child is the wolf and the others have to ask what the wolf is doing.		Ask your children to imagine what they would wear in each of these different places: the beach, the city, the mountains, the farm, and the woods (all vocabulary from Lesson 7). Have them describe an appropriate outfit for each of those locations.

## WEEK 21: The Seasons

**Weekly objective:** Students will be able to name the four seasons and talk about the weather during each season.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 16</b>					
<b>Videos</b>		Watch the video <i>Las estaciones</i>		Watch the video <i>Las estaciones</i>	
<b>Music</b>			Listen to the songs “Las estaciones” from the CD <i>Cha, Cha, Cha</i> ; and “El otoño” and “Buenos días, amiguitos” from the CD <i>Carnaval</i>		Listen to the songs “Las estaciones” from the CD <i>Cha, Cha, Cha</i> ; and “El otoño” and “Buenos días, amiguitos” from the CD <i>Carnaval</i>
<b>Everyday Speaking Practice</b>	Take time at breakfast each morning to talk about the weather with your children and what clothing would be most appropriate for it. If it is snowing, what should they wear? If it is hot outside, what clothes will they choose?				
<b>Bonus Activities</b>			Leaf through a book of landscape art with your child (or Google some landscape paintings). What seasons do each of the paintings depict?		Take a walk with your child and talk about the weather that you’re experiencing—don’t be afraid to go out in the rain!



## WEEK 22: Dressing for the Seasons

**Weekly objective:** Students will use their clothing vocabulary to describe which clothes are most appropriate for each season.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 17</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Las estaciones</i>	
<b>Music</b>			Listen to the songs “Que llueva” from the CD <i>Cha, Cha, Cha</i> and “La araña pequeña” from the CD <i>Carnaval</i>		Listen to the songs “Que llueva” from the CD <i>Cha, Cha, Cha</i> and “La araña pequeña” from the CD <i>Carnaval</i>
<b>Everyday Speaking Practice</b>	Take time at breakfast each morning to talk about the weather with your children and what clothing would be most appropriate for it. If the weather is predicted to change during the day, be sure to let them know, and allow them to reconsider their clothing choices.				
<b>Bonus Activities</b>			Use your phone (or a newspaper) to take a look at the weekly forecast with your children. Talk about the predictions for each day and what clothes would be best to wear on those days.		Have your children dress the paper dolls from Lesson 15 in outfits that would be appropriate for different seasons and weather. Tell them to dress the doll for a cold day in winter, or a rainy day in spring, for example.

## WEEK 23: Sequencing with the Seasons

**Weekly objective:** Students will be able to identify seasonal activities and sequence three steps of an activity.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 18</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Las estaciones</i>	
<b>Music</b>			Listen to the songs “El otoño” and “Buenos días, amiguitos” from the CD <i>Carnaval</i> and “Que llueva” from the CD <i>Cha, Cha, Cha</i>		Listen to the songs “El otoño” and “Buenos días, amiguitos” from the CD <i>Carnaval</i> and “Que llueva” from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Speaking Practice</b>	Use your new clothing and weather vocabulary when talking with your children about your daily schedule. As you review the activities that are on your schedule (e.g., school, soccer practice, going on a walk), make sure to mention any special clothing items that they will need to use.				
<b>Bonus Activities</b>			Ask your children about their favorite seasonal activities. What do they like to do in the current season? What are they looking forward to doing in the next season?		Plan a special time to do one of the activities featured in the sequencing cards in the Lesson Plans book: swimming, raking leaves, gardening, or sledding.

## WEEK 24: Review Clothing Vocabulary

**Weekly objective:** Students will review Spanish vocabulary for clothing.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 19</b>					
<b>Videos</b>		Review past vocabulary with the video <i>Adentro y afuera</i>		Review past vocabulary with the video <i>Adentro y afuera</i>	
<b>Music</b>			Listen to the songs “Las estaciones” from the CD <i>Cha, Cha, Cha</i> and “Caminemos en el bosque” from the CD <i>¡Sabor!</i>		Listen to the songs “Las estaciones” from the CD <i>Cha, Cha, Cha</i> and “Caminemos en el bosque” from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Continue to use Spanish vocabulary when asking your children to get dressed, put away their clothes, or help with laundry.				
<b>Bonus Activities</b>			Use the memory cards from this week’s lesson to review last week’s vocabulary. Ask your children to use the cards to create outfits for each of the following activities: swimming, raking leaves, sledding, and gardening.		Life skills learning in Spanish: have your children help with this week’s laundry! Younger children can match socks while older children can learn to fold other clothing items. Be sure to have them name the items in Spanish as they fold!

## WEEK 25: My Friend José

**Weekly objective:** Students will be able to identify parts of the body.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 20</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Vamos a jugar</i>	
<b>Music</b>			Listen to the songs “Cabeza, hombros,” and “Los niños cuando bailan” from the CD ¡A Bailar!		Listen to the songs “Cabeza, hombros,” and “Los niños cuando bailan” from the CD ¡A Bailar!
<b>Everyday Speaking Practice</b>	Use mealtimes to ask your children to identify their body parts in Spanish. This is a particularly great game for toddlers and preschoolers! To practice their new vocabulary, ask them to point to their eyes, nose, ears, etc.				
<b>Bonus Activities</b>			Act out the song “Cabeza, hombros” along with your children, having them point to each body part as they sing along. Try to sing the song at least three times throughout the day.		Play “Simon Says” (“Simón dice”) with your children, using as much body vocabulary as possible. You can start with “Simón dice: ‘Toca los ojos’; Simón dice: ‘Toca la nariz’; ‘Toca las orejas.’”



## WEEK 26: My Friend José

**Weekly objective:** Students will further practice naming body parts in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson Plan 20 (repeat)					
Videos		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Vamos a jugar</i>	
Music			Listen to the songs “Cabeza, hombros,” and “Los niños cuando bailan” from the CD <i>¡A Bailar!</i> ; and the songs “La barbita” and “Palmas, palmas, las dos manitas” from the CD <i>¡Sabor!</i>		Listen to the songs “Cabeza, hombros,” and “Los niños cuando bailan” from the CD <i>¡A Bailar!</i> ; and the songs “La barbita” and “Palmas, palmas, las dos manitas” from the CD <i>¡Sabor!</i>
Everyday Speaking Practice	Use mealtimes to ask your children to identify their body parts in Spanish—this is a particularly great game for toddlers and preschoolers! Ask them to point to their eyes, nose, ears, etc. to practice your new vocabulary.				
Bonus Activities			Act out the songs “La barbita” and “Palmas, palmas las dos manitas” with your kids. Practice each song at least three times to get sufficient practice.		Play the game “Simón dice” again with your children, but this time, let them call the shots! Play one round of the game where you model how to be the leader, and then turn it over to them.

## WEEK 27: Let's Make Play Dough!

**Weekly objective:** Students will be able to use recipe-related vocabulary, identify numbers, and practice sequencing in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 21</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritzi</i>		Watch the video <i>La fiesta de Fritzi</i>	
<b>Music</b>			Review numbers and parts of the body in Spanish by listening to the songs "Los deditos" from the CD <i>¡A Bailar!</i> and "Uno, dos, tres" from the CD <i>¡Sabor!</i>		Review numbers in Spanish by listening to the songs "Los deditos" from the CD <i>¡A Bailar!</i> and "Uno, dos, tres" from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Continue to count in Spanish whenever you get the opportunity in your home: count the number of utensils you're using to set the table; have your children count the number of grapes or apple slices they have in their snack; or have your children count the number of bath toys they have.				
<b>Bonus Activities</b>			Use the play dough that you created this week to have your children practice their numbers in Spanish. Use the dough to form each numeral (your child may need help), and then practice naming them in Spanish.		Play Hide-and-Seek with your children. Be sure to have the seeker count out loud in Spanish while the other players hide!

## WEEK 28: My Head

**Weekly objective:** Students will be able to identify parts of the head.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 22</b>					
<b>Videos</b>		Watch the video <i>La música</i>		Watch the video <i>La música</i>	
<b>Music</b>			Listen to the songs “La barbita” and “¿Sabes tu sembrar la col?” from the CD <i>¡Sabor!</i> ; and “Ojos, orejas” from the CD <i>¡A Bailar!</i>		Listen to the songs “La barbita” and “¿Sabes tu sembrar la col?” from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Use mealtimes to play this easy game with your children: While they are seated at the table, ask them to point to their eyes, ears, nose, and other parts of the head. Then, have them make the silliest faces they can and pick a winner!				
<b>Bonus Activities</b>			Play Simon Says (“Simón dice”) with your children, emphasizing the features of the face. Be sure to also use the other body part vocabulary that they already know.		Use modeling clay to make “faces” for your backyard trees. Have your children identify each element of the face as they create and affix it to the trees.

## WEEK 29: Follow Me

**Weekly objective:** Children will strengthen their use of body part vocabulary and learn verbs associated with movement.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 23</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Vamos a jugar</i>	
<b>Music</b>			Listen to the songs “Del suelo al cielo” from the CD <i>¡Sabor!</i> and “Baila, Baila, Baila” from the CD <i>¡A Bailar!</i>		Listen to the songs “Del suelo al cielo” from the CD <i>¡Sabor!</i> and “Baila, Baila, Baila” from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	Create daily activity challenges for your children to help get them moving (and using their new Spanish vocabulary). Challenge them to act out as many action verbs as they can from this week’s lesson, either indoors in a safe place or in your backyard. You could even make it a race!				
<b>Bonus Activities</b>			Play Whistlefritz’s Memory Matching Cards game to practice many more action verbs.		Play a variation of the “freeze dance” game with your children. Here’s how you play: using this week’s verbs, have your children perform different movements until you yell “Freeze!” (The command is the same in Spanish as it is in English and spelled the same). Whoever is the last to stop moving has to lead the next round.

## WEEK 30: Fritzi's Body

**Weekly objective:** Students will accurately use body part vocabulary in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 24</b>					
<b>Videos</b>		Watch the video <i>Vamos a jugar</i>		Watch the video <i>Vamos a jugar</i>	
<b>Music</b>			Listen to the songs "Del suelo al cielo" from the CD <i>¡Sabor!</i> and "Ojos, orejas" and "Cabeza, hombros" from the CD <i>¡A Bailar!</i>		Listen to the songs "Del suelo al cielo" from the CD <i>¡Sabor!</i> and "Ojos, orejas" and "Cabeza, hombros" from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	Take time throughout your daily routines to help your children practice their body part vocabulary. As they are getting dressed, ask them which parts of their body they are putting clothes on. As they are getting out of the bath, have them repeat the words for different body parts as they dry off. You can also have them practice their color vocabulary by talking about the clothes that they dress themselves in. This is also a great way to review the clothing vocabulary you've already learned!				
<b>Bonus Activities</b>			Add a little laughter to your day—while also reviewing important vocabulary—by helping your children dress the paper dolls from Lesson 15 in funny ways. Ask your children where they should put the pants on the paper doll—on its head? On its hands? See how many silly combinations you can make—the more you do, the more practice they'll get!		Use one of your children's favorite stuffed animals or dolls to review body part vocabulary. First, say the names of different body parts and ask your children to point to them on the doll. Then, make the game more difficult by having your children name additional body parts while you point—you may want to deliberately make a few mistakes to see how well they know their vocabulary!

## WEEK 31: Where is Fritzi?

**Weekly objective:** Students will be able to recognize and identify vocabulary for positional words.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 25</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Adentro y afuera</i>	
<b>Music</b>			Listen to the songs “El baile de las manos” from the CD <i>¡A Bailar!</i> and “Del suelo al cielo” from the CD <i>¡Sabor!</i>		Listen to the songs “El baile de las manos” from the CD <i>¡A Bailar!</i> and “Del suelo al cielo” from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Be sure to continue using the household vocabulary that your children learned in past lessons. If you ask them to find something for you in the kitchen, for example, ask them in Spanish—or if they are looking for a certain toy, describe its location in Spanish.				
<b>Bonus Activities</b>			Practice positional words and the body part vocabulary that your children previously learned with the following silly game: Take a household item and have your children place it in different places around their bodies; for example, in front of their feet, behind them, on the side of them, etc. The sillier the item (maybe it’s a sock, maybe a willing pet!), the funnier the game!		Hide Fritzi in different areas throughout your home, then have your children find him. When they retrieve him, have them describe where they found him, using the vocabulary that they already know for rooms of the house and this week’s positional words.

## WEEK 32: Let's Eat: Vegetables

**Weekly objective:** Students will be able to name different vegetables in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 26</b>					
<b>Videos</b>		Watch the video <i>La música</i>		Watch the video <i>La música</i>	
<b>Music</b>			Listen to the songs "Al supermercado" from the CD <i>Carnaval</i> and "El arco iris" from the CD <i>¡A Bailar!</i>		Listen to the songs "Al supermercado" from the CD <i>Carnaval</i> and "El arco iris" from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	Practice this week's vocabulary by pointing out the vegetables that you are serving to your children at each meal.				
<b>Bonus Activities</b>			Ask for your children's input on this week's meal plan. What vegetables would they like (or not like) to eat? What about their siblings? How many of each vegetable should they buy to feed the family? Who will prepare the vegetables? Can they help in any way? This is a great chance to practice the number and family vocabulary your children have already learned!		Plan an (imaginary) garden with your children. Sketch out a small plot on a piece of paper and talk about what vegetables your children would most like (or not like!) to grow in their special garden. What kinds of foods will they prepare with their vegetables? Then, have them draw and label the vegetables in the garden. Of course, you can always make this a hands-on activity by purchasing some seeds and actually planting them!

## WEEK 33: Let's Eat: Fruits

**Weekly objective:** Students will be able to identify the Spanish names for different fruits.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 27</b>					
<b>Videos</b>		Watch the video <i>La música</i>		Watch the video <i>La música</i>	
<b>Music</b>			Listen to the songs “Al supermercado” from the CD <i>Carnaval</i> ; “El arco iris” from the CD <i>¡A Bailar!</i> ; and “El frutero” from the CD <i>Cha, Cha, Cha</i>		Listen to the songs “Al supermercado” from the CD <i>Carnaval</i> ; “El arco iris” from the CD <i>¡A Bailar!</i> ; and “El frutero” from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Speaking Practice</b>	At snacktime, mealtime, or whenever you’re preparing food, be sure to practice your new Spanish vocabulary with your children. You can point out what produce you’re using in your recipes and ask them to do the same.				
<b>Bonus Activities</b>			Have your children help you put away the groceries from your regular shopping trip and make it into a game. How many fruits and vegetables can they identify in Spanish? Help them count their correct answers in Spanish.		Go on a supermarket scavenger hunt with your children—bring a list of fruits and vegetables in Spanish and ask them to find as many as possible in the store. For younger children, visual grocery lists (such as the one found here: <a href="http://lifeloveandthyme.com/grocery-store-scavenger-hunt">http://lifeloveandthyme.com/grocery-store-scavenger-hunt</a> ) can be downloaded for free from any number of websites—just be sure to have them practice the names of each item in Spanish repeating after you.



## WEEK 34: Let's Eat: Meat and Fish

**Weekly objective:** Students will be able to identify the names of meat and fish and discuss their likes and dislikes.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 28</b>					
<b>Videos</b>		Watch the video <i>La música</i>		Watch the video <i>La música</i>	
<b>Music</b>			Listen to the songs “El frutero” from the CD <i>Cha, Cha, Cha</i> and “El tamal no está mal” from the CD <i>¡Buenos días!</i>		Listen to the songs “El frutero” from the CD <i>Cha, Cha, Cha</i> and “El tamal no está mal” from the CD <i>¡Buenos días!</i>
<b>Everyday Speaking Practice</b>	Continue to have your children use Spanish food vocabulary as much as possible—ask them to count the peas on their plate, to serve their sister some strawberries, or to compare the number of red apples and green apples in the fruit bowl. You can also use the song “El tamal no está mal” to review family member vocabulary. As you listen to the song with your kids, ask them to identify who might be singing each line. Could it be a mother? Father? Aunt? Uncle?				
<b>Bonus Activities</b>			Read the book <i>The Very Hungry Caterpillar (La oruga muy hambrienta)</i> with your children at least two times. A free video read-aloud is available here: <a href="https://www.youtube.com/watch?v=9N_CIK46xJs">https://www.youtube.com/watch?v=9N_CIK46xJs</a> . On the third reading, have your children help identify the different foods that the caterpillar eats, and count them in Spanish.		Set aside time to play “supermarket” with your children. Using plastic play food or the cut-outs provided by Whistlefritz, have your children set up a storefront and act as the store owner. Select different items to purchase, ask about their prices, and have your children “scan” and count them. When you’re finished, switch roles—now it’s their turn to shop!

## WEEK 35: Let's Eat: Dairy Products and Eggs

**Weekly objective:** Students will be able to identify the names of dairy products and eggs.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 29</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritzi</i>		Watch the video <i>La fiesta de Fritzi</i>	
<b>Music</b>			Listen to the songs “El tamal no está mal” from the CD <i>¡Buenos días!</i> and “¿Sabes tú sembrar la col?” from the CD <i>¡Sabor!</i>		Listen to the songs “El tamal no está mal” from the CD <i>¡Buenos días!</i> and “¿Sabes tú sembrar la col?” from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	While you're talking about food in your family, don't forget to use related Spanish vocabulary in your conversations—count the items you're eating or buying at the grocery store, compare the colors of different foods, and discuss different family members' food preferences.				
<b>Bonus Activities</b>			Have fun planning an imaginary (or future!) birthday party for each of your children. Interview your children in Spanish and ask them who they would like to invite and what they would like to serve. Ask them how much of each food they think you should buy. This is a great chance to practice numbers, family and food vocabulary.		Bake a cake for Fritzi! Using your favorite recipe, bake a chocolate cake such as the one from the song “No hay fiesta sin pastel.” Name as many of the ingredients as you can in Spanish.

## WEEK 36: Let's Drink

**Weekly objective:** Students will be able to identify the names of beverages in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 30</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritzi</i>		Watch the video <i>La fiesta de Fritzi</i>	
<b>Music</b>			Listen to the songs "Thanksgiving" from the CD <i>Carnaval</i> and "El frutero" from the CD <i>Cha, Cha, Cha</i>		Listen to the songs "Thanksgiving" from the CD <i>Carnaval</i> and "El frutero" from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Speaking Practice</b>	Whenever your children ask for a snack or drink at home, encourage them to ask in Spanish.				
<b>Bonus Activities</b>			Host a tea party for your children's stuffed animals (or friends!) Have your children count out the appropriate number of cups and plates for the party, set the table, and serve a variety of drinks. You can even have older children make labels for each of the drinks or develop a "drink menu" to help them practice writing their new vocabulary.		Appoint different children to be the "drink servers" at each of your meals. Have them take drink orders from each family member and serve the appropriate beverage (with help as needed).

## WEEK 37: Meal Time

**Weekly objective:** Students will be able to identify the names of utensils, dishes, and the three main meals eaten throughout the day.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 31</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritzi</i>		Watch the video <i>La fiesta de Fritzi</i>	
<b>Music</b>			Listen to the songs “Thanksgiving” from the CD <i>Carnaval</i> and “El frutero” from the CD <i>Cha, Cha, Cha</i>		Listen to the songs “Thanksgiving” from the CD <i>Carnaval</i> and “El frutero” from the CD <i>Cha, Cha, Cha</i>
<b>Everyday Speaking Practice</b>	Take this opportunity to teach your children how to properly set a table, if they don’t already know. Choose one meal per day when you can practice setting the table in Spanish, naming each item as you place it in its appropriate location. After you model one or two place settings, have your children do the rest!				
<b>Bonus Activities</b>			Enlist your children’s help again to plan this week’s menu. Ask them for breakfast, lunch, and dinner ideas, and have them assist you in either drawing (for younger children) or writing (for older children) a grocery list in Spanish.		Set aside time to play “restaurant” with your children. Choose a chef, server, and customer (the chef can also be a server, if necessary). Have them set up a table with the appropriate utensils and plates, create a menu (or use the one they previously created), choose (and recite) the day’s specials, then serve their imaginary food.

## WEEK 38: Who's There?

**Weekly objective:** Students will be able to identify farm animals and the sounds they make in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 32</b>					
<b>Videos</b>		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
<b>Music</b>			Listen to the songs “En el rancho de Macdonald” from the CD <i>¡Sabor!</i> and “Vengan a ver mi granja” from the CD <i>¡A Bailar!</i>		Listen to the songs “En el rancho de Macdonald” from the CD <i>¡Sabor!</i> and “Vengan a ver mi granja” from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	Have your children practice saying good night in Spanish to their stuffed animals—while practicing their names in Spanish, of course! The animals can also say goodnight by practicing their sounds in response!				
<b>Bonus Activities</b>			Have your children practice animal names, sounds, and action verbs with the “Animal Walk” name game. The game is played like this: Name an animal in Spanish and challenge your children to walk and talk like that animal. Then, switch roles and turn into an animal yourself!		Have your children imagine what it would be like to own their own farm. What animals would they keep? How many of each would they like to have? What colors would they be? Have them draw a map of their farm and designate areas for each animal.

## WEEK 39: Zoo Animals

**Weekly objective:** Students will be able to identify zoo animals in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 33</b>					
<b>Videos</b>		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
<b>Music</b>			Listen to the songs “¿Cómo se llama la llama?” from the CD <i>¡Buenos días!</i> and “En el zoológico” from the CD <i>¡Sabor!</i>		Listen to the songs “¿Cómo se llama la llama?” from the CD <i>¡Buenos días!</i> and “En el zoológico” from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Consider having your children watch a short video in Spanish on their favorite animals. Happy Learning Español is a free channel with high-quality educational content in Spanish; their animal video playlist can be found here: <a href="https://youtu.be/-Fc81B10TUk">https://youtu.be/-Fc81B10TUk</a> . Sesame Street has also made clips of their Spanish-language program, Plaza Sésamo, available for free on Youtube. One clip related to animals that your children might enjoy can be found here: <a href="https://www.youtube.com/watch?v=hBDyd_8rcYw">https://www.youtube.com/watch?v=hBDyd_8rcYw</a> .				
<b>Bonus Activities</b>			Have your children play “zookeeper” for their stuffed animals or animal figurines. Have your children set up their zoo and give you a “tour,” naming the animals, counting them, and sharing basic facts about them in Spanish. This is a great chance to practice food vocabulary as well by asking your children what each animal eats!		If possible, plan a trip to your closest zoo. See how many animals your children can identify in Spanish!

## WEEK 40: Sea Animals

**Weekly objective:** Students will be able to identify sea animals.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 34</b>					
<b>Videos</b>		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
<b>Music</b>			Listen to the song "Los pececitos" from the CD <i>Carnaval</i>		Listen to the song "Los pececitos" from the CD <i>Carnaval</i>
<b>Everyday Speaking Practice</b>	Continue practicing your animal vocabulary throughout the day with your children. Point out any animals that may appear in the picture books that you read and ask your children to identify them. Also, while your children are drawing or coloring, ask them to explain their animal-related art in Spanish.				
<b>Bonus Activities</b>			Take your Spanish practice to the bathtub! Using bathtub finger paint, bathtub crayons, or shaving cream, have your children draw and name different animals in Spanish while they enjoy their bathtime.		Expand the "Animal Walk" game played previously by adding this week's animals and zoo animals, into your repertoire.

## WEEK 41: Comparisons

**Weekly objective:** Students will be able to describe and compare objects using basic adjectives in Spanish.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 35</b>					
<b>Videos</b>		Watch the video <i>La música</i>		Watch the video <i>La música</i>	
<b>Music</b>			Listen to the songs “La araña pequeña” from the CD <i>Carnaval</i> and “Cuando sea grande” from the CD <i>¡Buenos días!</i>		Listen to the songs “La araña pequeña” from the CD <i>Carnaval</i> and “Cuando sea grande” from the CD <i>¡Buenos días!</i>
<b>Everyday Speaking Practice</b>	Continue to conduct as many everyday routines as possible in Spanish—morning greetings, bathtime, and bedtime—to help keep that vocabulary fresh in your children’s minds.				
<b>Bonus Activities</b>			Extend this week’s lesson and practice vocabulary from earlier weeks by comparing your children’s stuffed animals or animal figurines. First, send your children on a scavenger hunt for as many animals as they can find. Then, have them say the names of each animal and compare them in sets of two. Which is bigger? Which is smaller?		Go on a nature walk with your children and collect as many different objects as you can. When you return home, have them count each object in Spanish, compare them, and create a nature journal page documenting their finds.



## WEEK 42: Positional Words

**Weekly objective:** Students will be able to use positional words to describe the location of any given object.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 36</b>					
<b>Videos</b>		Watch the video <i>Adentro y afuera</i>		Watch the video <i>Adentro y afuera</i>	
<b>Music</b>			Listen to the songs “La araña pequeña” from the CD <i>Carnaval</i> and “El baile de las manos” from the CD <i>¡A Bailar!</i>		Listen to the songs “La araña pequeña” from the CD <i>Carnaval</i> and “El baile de las manos” from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	Don't forget to practice counting in Spanish as much as possible with your children—there are many opportunities each day to practice this simple vocabulary.				

*Activities continued on next page*



<p><b>Bonus Activities</b></p>			<p>Use the sea animal flashcards from Lesson 34 to play another version of the game featured in this week's lesson. Hide the sea animal flashcards throughout the house, then have your children search for them. For each animal that they find, have your children describe that animal's position in relation to household objects. For each animal position that they describe correctly, award them a point—and the child with the most points wins. This is a great opportunity to practice household vocabulary from previous lessons.</p>		<p>Let your children be in control with this active game: Using the active words from Lesson 23 and the positional words from this week's lesson, have the children issue silly commands to you in Spanish. For example: "Jump on the rug!"("¡Salten en la alfombra!") or "Walk under the table!"("¡Pasen debajo de la mesa!") You may have to review these action words and model a few examples before they get the idea.</p>
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## WEEK 43: Colors

**Weekly objective:** Students will be able to use color vocabulary and descriptive words to make comparisons.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 37</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritzi</i>		Watch the video <i>La fiesta de Fritzi</i>	
<b>Music</b>			Listen to the songs “Los pececitos” from the CD <i>Carnaval</i> and “Cuando sea grande” from the CD <i>¡Buenos días!</i>		Listen to the songs “Los pececitos” from the CD <i>Carnaval</i> and “Cuando sea grande” from the CD <i>¡Buenos días!</i>
<b>Everyday Speaking Practice</b>	Be sure to practice color vocabulary with your children in natural ways, noting the color of a flower on a walk or the colors in a picture book that you are reading together.				
<b>Bonus Activities</b>			Encourage your children to draw a seascape featuring different animals. Once they’re done, ask them about their drawing—have them identify the animals they’ve included, talk about the animals’ different colors, and compare their sizes. For younger children, you may want to provide the drawing and simply have them color it.		Use the animal flashcards from Lessons 32 and 34 to compare and categorize animals. Which animals are big? Which are small? Which are colorful? Which are not? Sort the cards in as many ways as you can think.

## WEEK 44: Descriptions

**Weekly objective:** Students will practice their use of descriptive words and color vocabulary.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 38</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritzi</i>		Watch the video <i>La fiesta de Fritzi</i>	
<b>Music</b>			Listen to the songs “Los pececitos” from the CD <i>Carnaval</i> and “El arco iris” from the CD <i>¡A Bailar!</i>		Listen to the songs “Los pececitos” from the CD <i>Carnaval</i> and “El arco iris” from the CD <i>¡A Bailar!</i>
<b>Everyday Speaking Practice</b>	Keep encouraging your children to sing along with the Whistlefritz CDs and videos—this will serve to reinforce all of the new vocabulary that they have studied this year.				
<b>Bonus Activities</b>			If you have access to a local aquarium, this is the week to visit it! Use your Spanish vocabulary to identify the different animals, count the number of animals in each display, and describe their appearance.		If your children have any animal puppets, have them put on a puppet show performing the animal-themed Whistlefritz songs that you’ve been listening to over these past few weeks.

## WEEK 45: Colors and Animals

**Weekly objective:** Students will practice vocabulary related to colors and animals.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 39</b>					
<b>Videos</b>		Watch the video <i>Los animales</i>		Watch the video <i>Los animales</i>	
<b>Music</b>			Listen to the songs “Vengan a ver mi granja” from the CD <i>¡A Bailar!</i> and “En el zoológico” from the CD <i>¡Sabor!</i>		Listen to the songs “Vengan a ver mi granja” from the CD <i>¡A Bailar!</i> and “En el zoológico” from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Don't be afraid to be silly when practicing vocabulary with your children—have them make animal noises in Spanish, act like different animals, or invent motions for new words they learn. Fun is essential to language learning!				
<b>Bonus Activities</b>			Challenge your child to draw three different scenes: a farm; a zoo; and an ocean. Talk about which animals appear in each scene and compare them using color vocabulary and basic adjectives.		With your children's help, plan a birthday party for Fritz. Which animals will he invite? What kinds of decorations can he buy—and in what color? What food will he serve at the party? How many plates, cups, spoons, etc., will he need? Try to find as many ways as possible to use all of the vocabulary you've learned this year!

## WEEK 46: Following Directions

**Weekly objective:** Students will be able to follow directions in Spanish in order to make ice cream.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Lesson Plan 40</b>					
<b>Videos</b>		Watch the video <i>La fiesta de Fritz</i>		Watch the video <i>La fiesta de Fritz</i>	
<b>Music</b>			Listen to the song "No hay fiesta sin pastel" from the CD <i>¡Sabor!</i>		Listen to the song "No hay fiesta sin pastel" from the CD <i>¡Sabor!</i>
<b>Everyday Speaking Practice</b>	Take time this week to celebrate all that your child has learned over the past 46 weeks. Congratulate them on working hard to learn a new language and talk with them about what they've enjoyed most over this past year.				
<b>Bonus Activities</b>			Movie Day! Allow your children to pick their favorite Whistlefritz videos and celebrate with a special showing, complete with popcorn and special treats, if you allow them.		If your children like to perform, consider hosting a "family recital" to celebrate their Spanish learning this year. The children can perform their favorite Whistlefritz songs for your family members.

## What You've Learned

Congratulations! You and your children have learned so much over this past year of lessons. In the time it has taken to complete this schedule, you and your family have learned the following:

- Week 1: Phonemic awareness in Spanish
- Week 2: Phonemic awareness in Spanish
- Week 3: Vowels in Spanish
- Week 4: The Spanish alphabet and how to make r/rr sounds
- Week 5: Greetings and Introductions in Spanish
- Week 6: Primary and secondary colors in Spanish
- Week 7: Numbers 1-10 in Spanish
- Week 8: Numbers 1-10 in Spanish
- Week 9: Colors and counting in Spanish
- Week 10: Shapes in Spanish
- Week 11: Living arrangements in Spanish
- Week 12: Rooms of a house in Spanish
- Week 13: Objects in a kitchen in Spanish
- Week 14: Objects in a bedroom in Spanish
- Week 15: Objects in a living room in Spanish
- Week 16: Objects in a bathroom in Spanish
- Week 17: Objects in a bathroom in Spanish
- Week 18: Bedtime routines in Spanish
- Weeks 19: Names of family members in Spanish
- Week 20: Names of clothing items in Spanish
- Week 21: Seasons/weather in Spanish
- Week 22: Clothing for different seasons in Spanish
- Week 23: Seasonal activities in Spanish
- Week 24: Clothing in Spanish
- Week 25: Parts of the body in Spanish
- Week 26: Parts of the body in Spanish
- Week 27: Recipe vocabulary in Spanish
- Week 28: Parts of the head in Spanish
- Week 29: Action verbs in Spanish
- Week 30: Body part vocabulary in Spanish
- Week 31: Positional words in Spanish
- Week 32: Vegetables in Spanish
- Week 33: Fruits in Spanish
- Week 34: Meat and fish in Spanish
- Week 35: Dairy products and eggs in Spanish
- Week 36: Beverages in Spanish

- Week 37: Utensils, dishes, and meals in Spanish
- Week 38: Farm animals in Spanish
- Week 39: Zoo animals in Spanish
- Week 40: Sea animals in Spanish
- Week 41: Adjectives in Spanish
- Week 42: More positional words in Spanish
- Week 43: Making comparisons in Spanish
- Week 44: Descriptive words in Spanish
- Week 45: Colors and animals in Spanish
- Week 46: Following directions in Spanish

Look at all that you've mastered! You and your children have made a great start on your language learning journey—may it continue for many years!