

WyFLES Teachers' Materials SALSA Episode 110

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Sample Pacing of Episode 110

First and Second Grades

Week One:

- Show the video Episode 110 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave as well as using as many other words as you and your students can use.
- Try two extension activities.

Week Two:

- Show the video once again using active viewing techniques. (20 minutes)
- Try two or more extension activities (25-40 minutes) or show video again, stopping to ask students to anticipate what comes next. (20 minutes)
- Continue using the Spanish numbers, greetings, and other focus vocabulary in your classroom.
- Check off student learning on the assessment

Unit Theme: Caperucita Roja

Focus Vocabulary:

- *La cabeza* (The head)
- *La nariz* (The nose)
- *Me gusta..* (I like...)

Characters/Personajes:

- *Perro* (Dog)
- *Caperucita Roja*
- *Abuela* (Grandmother, played by Mamá Osa)
- *Lobo* (Wolf)
- *Armadillo*
- *Papá Oso*
- *Ardillas* (Squirrels)
- *Instructor de Ejercicios Aeróbicos* (Aerobics Instructor)
- *Perrito* (Puppy)]
- *Mosca* (Sock)
- *Bebé Oso* (Baby Bear)

Synopsis

Seeing how much weight the wolf has gained, grandmother decides to put him on a diet and exercise plan. He complains loudly about having to run (his feet hurt and he gets tired) and he resents having less to eat than *Caperucita Roja*. Finally, he gets involved in

Essential Activities:

- 1) Watch the SALSA series guide for Episode 110. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 110 to your class at least twice each week. (See the Teacher’s Manual for active viewing ideas to involve your students as they watch it the second time!) You may wish to break it up into segments, or show it in its entirety. (16 minutes)
Recommended pacing: three weeks per episode in Kindergarten; two weeks per episode in first and second grades. (See scope and sequence in the general guidelines and materials.)

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego*. Add as many other Spanish words and expressions as you can to your regular activities.

Ideas for Expansion Activities:

Sample Lesson for Day 1: (Estimated time: 25 minutes)

The “index-card” script follows this section.

1. With a hand puppet model the following dialogue:
T: *Buenos días, (puppet’s name).* Good morning, _____.
 (or ***Buenas tardes,*** as appropriate.) Good afternoon, _____.
P: *Buenos días, Señor/Señora/Señorita* _____.
 Good morning, Mr./Mrs./Miss ____
T: *¿Cómo estás tú?* How are you?
P: *Muy bien, gracias. ¿Y usted?* Fine, thank you. And you?
T: *Muy bien, gracias.* Fine, thank you.
2. Point to these parts of your body: *las manos, la nariz, los ojos, los dientes, la cabeza, las orejas*. As you point say the word until students repeat the words with you.

Notes:

<p><u>Wyoming Standards:</u> 1. Communication: Students communicate in a language other than English to exchange information. 2. Culture— Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.</p> <p><u>Objectives:</u> Students will be able to: 1. demonstrate verbally or non-verbally comprehension of: • <i>La cabeza</i> (The head) • <i>La nariz</i> (The nose) 2. indicate verbally or non-verbally comprehension and cultural awareness of: • <i>Me gusta..</i> (I like...)</p> <p><u>Correctives and Enrichments:</u> Please see the expansion activities provided with this episode.</p> <p><u>Assessment</u> Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided.)</p>	<ol style="list-style-type: none"> 3. Continue pointing and allow the students to say the part of the body without your assistance. Choose students to point to a part of their face or their hand and have the rest of the class say the word. 4. Fill a grab bag with items that represent the parts of the body. Have a student reach in and pull out an object. The student then tells the class what the object is. If a student is having problems remembering what the words are say: <i>Es la mano, ¿sí o no?</i> (Is it the hand, yes or no?) or <i>Son los ojos, ¿sí o no?</i> (Are they the eyes, yes or no?) 5. Divide the class into teams and have them line up. Place the following vocabulary cards in stacks on a table (one set of cards for each team): <i>las manos, la nariz, los ojos, los dientes, la cabeza</i> and <i>las orejas</i>. Say the focus vocabulary. The first child to find the correct vocabulary card and say the word or point to the correct body part earns a point for the team. <p>Note: This is a review lesson from Episode 109. It is intended to review vocabulary for this episode and following episodes.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • The hand puppet (or other object) that you used in previous episodes to practice a dialogue for students. • The images of the six vocabulary words. (These are the images that you used for Day 3 of Episode 109.) <p>Suggested web sites:</p> <ul style="list-style-type: none"> • Check the official SALSA web site for the activity (I say... You point) for this episode. The address is http://www.gpb.org/peachstar/salsa • Check out the following web site for multicultural resources as well as a web quest for grades 2-3 on Cinco de Mayo. http://www.zianet.com/cjcox/edutech4learning • They ask for a contribution to use this web site, but it's not required. There are wonderful materials, including an English-Spanish picture book and downloadable activities on colors, numbers, etc. http://www.EnchantedLearning.com/themes/spanish.shtml (sic) 	<p>Vocabulary:</p> <p><u>Expressions of Quantity:</u> <i>Un pedazo de...</i> A piece of... <i>Una taza de...</i> A cup of...</p> <p><u>Other Expressions:</u> <i>¿Para mí?</i> For me? <i>Para usted.</i> For you <i>Lo siento.</i> Sorry. <i>¡Qué lástima!</i> What a pity!</p> <p><u>Sentences:</u> <i>Estoy cansado.</i> I am hungry. <i>Abre la puerta, por favor.</i> Open the door, please. <i>¿Podría entrar?</i> May I come in? <i>Sí, pasa.</i> Yes, come in.</p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 

Episode 110: Gutbusters

Warm-up Dialogue (Model with a puppet)

T: *Buenos días, (puppet's name).* (or *Buenas tardes*, as appropriate.)

P: *Buenos días, Señor/Señora/Señorita _____.*

T: *¿Cómo estás tú?*



P: *Muy bien, gracias. ¿Y usted?*

T: *Muy bien, gracias.*

Sing *Buenos días* to the tune of Brother John

*Buenos días. Buenos días.
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?*

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 
Episode 110: Lesson 1, Gutbusters
See card with warm-up dialogue from lesson one of this episode.
Point and say: <i>las manos, la nariz, los ojos, los dientes, la cabeza, las orejas.</i> Continue pointing, allowing the students to identify the parts without your assistance.
Fill a grab bag and have students reach in and pull out the objects. Let the student say what it is. If the student has problems naming the object, say, <i>Es <u>la mano</u>, ¿sí o no?</i> or <i>Son <u>los ojos</u>, ¿sí o no?</i>
Divide the class into teams. Call out a focus word. The first child to find the correct card and say the word or point to that part of the body, earns a point for their team.
Hasta luego, clase.

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- pointing to and describing flowers of different colors:

roja/s
amarilla/s
azul/es
verde/s
morada/s
anaranjada/s
rosa/s

- doing simple addition problems using Spanish numbers.

Connections to other subject areas:

- Math- addition
- ^a Math- subtraction

Materials needed:

- Differently colored flowers (see black line masters)

Assessment:

Watch and listen as students indicate non-verbally their comprehension of the vocabulary and the concept of addition and/or subtraction. (See assessment for 110)

Sample Lesson for Day 2: (Estimated time: 25 minutes)

As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.

- Photocopy several copies of different colored flowers. Use the flowers to create patterns. Point to each flower, saying what color of flower it is: **una flor roja, una flor amarilla, una flor azul; una flor roja, una flor amarilla, una flor azul.** (See colors at right) Continue until the students are repeating with you.
- Let the students create their own patterns with the flowers.
- Put the different colored flowers on the board with magnets or tape. Ask different students to come up, point to a color and say what color it is.
- Put bunches of flowers on the board and ask the students to count the flowers with you. Say, **Hay cinco flores azules.** (There are five blue flowers.) **Hay seis flores amarillas.** (There are six yellow flowers). Finally, count all of the flowers with the students. **Hay once flores.** (There are eleven flowers.)
- Change the colors and numbers of the flowers and continue counting and practicing the phrase: **Hay siete flores rojas.**
- When the students are comfortable counting in Spanish, challenge them with addition. **Dos y dos son cuatro.** (Two and two is four.) or **Tres más uno son cuatro.** (Three plus one is four.)

Note: ***Hay*** (There is or there are) is pronounced exactly like the ***Ay*** in ***¡Ay, ay, ay!*** The “H” is silent.

Note: This is a review lesson from Episode 109.

Review of Color Adjectives (Feminine Forms):

F.Sing.	F.Plural
<i>Azul</i>	<i>Azules</i> (Blue)
<i>Roja</i>	<i>Rojas</i> (Red)
<i>Amarilla</i>	<i>Amarillas</i> (Yellow)
<i>Blanca</i>	<i>Blancas</i> (White)
<i>Verde</i>	<i>Verdes</i> (Green)
<i>Morada</i>	<i>Moradas</i> (Purple)
<i>Anaranjada</i>	<i>Anaranjadas</i> (Orange)
<i>Rosa</i>	<i>Rosas</i> (Pink)



Review of Math Expressions:

Dos y dos son cuatro.
Two and two are four.

Cuatro más tres son siete.
Four plus three is seven.

Seis menos cuatro son dos.
Six minus four is two.

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 
Episode 110: Lesson 2, Gutbusters
See card with warm-up dialogue from lesson one of this episode.
<i>una flor roja, una flor amarilla, una flor azul, una flor roja, una flor amarilla, una flor azul</i> Create patterns with large colored flowers and have the students say the patterns aloud.
Let the students create their own patterns with the flowers.
Ask different students to come up, point to a flower and say the color.
<i>[Hay] cinco flores azules.</i> (Plurals- <i>Verdes, Rojas, Rosas, Amarillas, Azules, anaranjadas</i>)
Put one bunch of the same color of flower on the board and count them with the students. Add another bunch of a different color and count with the class.
<i>[Hay] once flores.</i> Count both sets together.
Continue changing colors and counting flowers.
<i>Dos y dos son cuatro.</i> or <i>Tres más uno son cuatro.</i> Practice adding using the flowers to create your number sentences.
<i>Seis menos tres son tres.</i> If your students are ready, practice simple subtraction as well.
¡Perfecto, niños! Hasta luego.

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the Spanish words:

^
la boca
la nariz
los ojos
los dientes
la cabeza
las orejas

Connections to other subject areas:

- Literacy
- Math- counting

Materials needed:

- the images of the six vocabulary words. (see blackline masters)
- picture books with images of animal

Assessment

Observe the students for verbal or non-verbal indications of comprehension. See assessments provided for this episode

Sample Lesson for Day 3: (Estimated time: 25 minutes)

As for the other sample lessons, an “index-card” script is included with this episode.

1. Provide a variety of books that contain pictures of animals. Turn to the pictures and say “Where is *la cabeza* of this animal?” or “Point to *la nariz* of this animal.” Continue from page to page, asking students to show you the appropriate animal body part as you name it: ***la nariz*** (the nose), ***los ojos*** (the eyes), ***los dientes*** (the teeth), ***las orejas*** (the ears), ***la boca*** (the mouth) and ***la cabeza*** (the head).

2. Start this game by choosing the first player. The others form a circle around him/her. Choose another student in the circle to stand in front of the first player. The first player points to a part of the body and the second player must say what it is. If the student names all the parts, this student becomes the leader and another student is chosen for the second player. If the second player can’t name the part another student is chosen and the game continues.

or

3. Prepare photocopy sets of “cards” with ***la nariz*** (nose), ***la boca*** (mouth), ***el ojo*** (hand), ***el diente*** (tooth), ***la oreja*** (ear) and ***la cabeza*** (head). Divide the class into small groups and distribute 4-5 cards to each student. The students say how many of each image that they have. Example: ***Tengo tres manos y un ojo.*** (I have three hands and one eye.)

Notes:

Vocabulary for The Game

¿Cuántos? How many? Masc. Form.
 ¿Cuántos ojos?
 ¿Cuántos dientes?

¿Cuántas? How many? Fem. Form
 ¿Cuántas narices?
 ¿Cuántas orejas?
 ¿Cuántas cabezas?
 ¿Cuántas bocas?

Tengo... I have



Y... and

Review Vocabulary for TPR Activities:

Instructions to one student (you):
Señala.. Point to..
Toca.. Touch..
Toma.. Take...

Instructions to more than one student (you all)
Señalen.. Point to..
Toquen.. Touch..
Tomen.. Take..

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 
Episode 110: Lesson 3, Gutbusters
See card with warm-up dialogue for Episode 109.
Using books that feature animals ask students to identify the body parts by asking the following: Where is <u>la cabeza</u> of this animal? Repeat for <i>la nariz, los ojos, los dientes, las orejas, la boca.</i>
Ask students to point to the parts of the body on the animal: Señalen <u>la nariz</u> or Point to <u>la nariz</u> of this animal.
Have students form a circle. Choose two students to go to the center. One is the leader and points to different parts of the body. The other student must name the part. When the second player has named all parts, they become the leader and another student is chosen. If the second player cannot name the part another student is chosen.
Handout sets of cards to small groups of students. Each student should get 4-5 cards. Each student then names what he or she has. Example: <i>Tengo <u>tres manos</u> y <u>un ojo</u>.</i> <i>ojo/ ojos, diente/ dientes, oreja/orejas, cabeza/cabezas, nariz/narices, boca/bocas</i>

Objectives for day 4 :

Student will indicate comprehension of Spanish words by demonstrating verbally or non-verbally comprehension of Spanish vocabulary:

- *La cabeza*
- *La nariz*
- *Los ojos*
- *Las orejas*
- *La boca*
- *Los dientes*

Connections to other subject areas:

- Literacy

Materials Needed:

- A blank sheet of paper for each student
- A set of cards: one of each of the following:
 - Uno
 - Dos
 - Tres
 - Cuatro
 - Cinco
 - Seis
 - Ojo
 - Oreja
 - Boca
 - Cabeza
 - Nariz
 - Diente

Assessment:

Watch the students as they mark the appropriate words on their cards and follow what is happening. See assessment for Episode 109.

Sample Lesson for Day 4: (Estimated time: 25 minutes)

As for the other sample lessons, an “index-card” script is included with this episode.

1. Sing ***Cabeza, Hombros, Piernas, Pies***
(to tune of *Mary Had a Little Lamb*)
Cabeza, hombros, piernas, pies, piernas, pies, piernas, pies, Cabeza, hombros, piernas, pies, Ojos, boca, nariz.

2. Play ***Simón dice*** (Simon says . . .)
The leader stands in front and gives a command preceded by ***Simón dice***. Students should respond to the command. Occasionally the leader gives a command without saying ***Simón dice***. Anyone who moves or responds to that command must sit the rest of the game out. Gradually increase the speed of the game.

Simón dice toquen la cabeza.
Simón dice toquen la nariz.
Toquen las orejas.

- 3, Make a copy of the blackline master provided with Episode 110 for ***la cabeza***. Cut the numbers and words into separate cards. This activity will require some modeling.

Model: Begin by having the students say the numbers and the parts of the body provided on the cards. Set the numbers to one side and the parts of the body on the other. Mix both sets up and draw a card from each one. On a sheet of paper draw ***la cabeza*** (head), a medium size oval. Take the two cards that were drawn and have the students read what each card says. Example: ***seis ojos***. Draw six eyes on the head on your paper. The result should be a very strange looking being.

Student Activity: Distribute paper to all of the students and repeat the process with them. Students can color their alien being and then share with the rest of the class.

Correctives and Enrichments: Please see the expansion activities provided with this episode.

Pronunciation Hints:



Simón See moan
(Accent 2nd syllable)

Dice Dee say
(Accent 1st syllable)

Toquen.. Toe ken
(Accent 1st syllable)

Notes:

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 
Episode 110: Lesson 4, Gutbusters
See card with warm-up dialogue.
Sing <u>Cabeza, hombros, piernas, pies</u> (Mary Had A Little Lamb) <i>Cabeza, hombros, piernas, pies,</i> <i>piernas, pies, piernas, pies,</i> <i>Cabeza, hombros, piernas, pies,</i> <i>Ojos, boca, nariz.</i>
Play <i>Simón dice</i> . . .Simón dice toquen <u>la cabeza.</u> Toquen <u>las orejas.</u> <i>(La cabeza, la boca, los ojos, las orejas, la nariz, los dientes)</i>
Have students draw a medium size oval on a sheet of paper. Pick a card with a number and one with a body part. The students draw what the cards say. Repeat with the remaining cards.
Final Assessment

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
110	<p><u>Nouns/ Noun Phrases</u></p> <p>Una ardilla</p> <p>Tres barras de chocolate</p> <p>Un pedazo de manzana</p> <p>Un pedazo grande de pan</p> <p>Una taza de sopa</p> <p>Ningún chocolate</p> <p><u>Expressions</u></p> <p>¿Cuántos/ cuántas?</p> <p>Para usted</p> <p>¿Lista?</p> <p>¿Listos?</p> <p>Lo siento.</p> <p>Qué lástima!</p> <p><u>Sentences</u></p> <p>El lobo estaba en el bosque.</p> <p>El lobo vio la casa de Abuela.</p> <p>Caperucita Roja y su abuela estaban leyendo libros.</p> <p>Abre la puerta, por favor.</p> <p>¿Podría entrar? Si, pasa.</p> <p>¡Qué barriga tan grande tiene!</p> <p>Estoy cansado.</p> <p>Usted es tan fuerte.</p> <p>Vamos a comer.</p>	<p>A squirrel</p> <p>Three pieces/bars of chocolate</p> <p>A piece of apple</p> <p>A big piece of bread</p> <p>A cup of soup</p> <p>No chocolate.</p> <p>How many? (Masc., fem.)</p> <p>For you.</p> <p>Ready? (to one persona)</p> <p>Ready? (to more than one person)</p> <p>Sorry.</p> <p>What a pity! What a shame!</p> <p>The wolf was in the forest.</p> <p>The wolf saw Grandmother's house.</p> <p>Little Red Riding Hood and her grandmother were reading books.</p> <p>Open the door, please.</p> <p>May I come in? Yes, come in.</p> <p>What a big stomach you have!</p> <p>I am tired.</p> <p>You are very strong.</p> <p>Let's eat. We are going to eat.</p>

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 110--GUTBUSTERS

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>la nariz.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la boca.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>las orejas.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los ojos.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los dientes.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la cabeza.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>me gusta.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>Si</i> and <i>no.</i>			Comprehension of designated Spanish vocabulary.	

Correctives and Enrichments- Episode 110

Time	Lang.	Prep.	Description	Materials Needed
5	1	5	<p style="text-align: center;"><u>Grab Bag Activity: Guessing An Object</u></p> <p>Student reaches into the grab bag, pulls an object or a picture of an object out, then puts it behind his or her back. Then each child is asked to predict if the object is a color, a part of the body, a member of the family, etc. Or you can only put one category of objects (<i>e.g.</i> family members) into the bag and students predict which one was drawn from the bag.</p>	A grab bag with pictures or objects for the vocab words to be reviewed.
5-10	1-2	2	<p style="text-align: center;"><u>Incorrect Sentence Activity</u></p> <p>Teacher reads a sentence while pointing to the wrong image or part of the body. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es la nariz, si o no?</i> Students: <i>No es la nariz, es la boca.</i> (or thumbs up, down)</p>	The images made from the black line masters.
5-10	1	0	<p style="text-align: center;"><u>Video Activity: What's Happening?</u></p> <p>The teacher freezes a frame of the video or turns the sound off. The students tell what is happening. If they are able, they might supply the dialogue. The missing dialogue can be as simple as one word or an entire sentence, depending on whether this is being used as a corrective or an enrichment activity.</p>	The Video of Episode 109.
10-15	1-2	3	<p style="text-align: center;"><u>Vocabulary : Game Song to Melody of Frere Jacques</u></p> <p>This simple song can be used to help students play an “either-or” or a guessing game with vocab. In either case, the teacher holds up an object (or puts it behind his or her back) and the students guess what it is. Sample lyrics: <i>Rojo, verde. Rojo, verde. ¿Cómo es? ¿Cómo es?</i> (Then students guess or say it.)</p>	Photocopied “cards” of vocabulary words.

Spanish Self-Assessment

Column 2 (Lang.)

This column tells you how much Spanish you need to know in order to be able to use this activity in your classroom.

- 1..... I only know the focus words from the video episodes.
- 2..... I know the focus words and a little bit more.
- 3..... I feel comfortable using some Spanish.

Preparation Needed

Column 2 (Prep.)

This column gives you an idea of how much preparation you will need to do to use this activity in your classroom.

- 0..... No preparation necessary.
- 1..... You'll need one picture or object.
- 2..... You'll need multiple pictures or objects.
- 3..... You'll need enough pictures or objects for every student.
- 4..... Requires you or your students to make materials.
- 5..... Requires you to gather resources, *e.g.* props.

Vocabulary Cards

Episode 110

Reproduce this page as needed. Cut and provide one set of cards to all children in the class.

la nariz	la nariz
la boca	la boca
las orejas	las orejas
los ojos	los ojos
los dientes	los dientes
la cabeza	la cabeza
me gusta	me gusta

Episode Transcript

To save money on printing and postage, we have not printed the transcript of this episode for you.

To obtain a transcript, simply to go the following web site:

<http://www.gpb.org/peachstar/salsa>

Once there, click on episode transcripts, then on 110. (click once only)
You can then print out the transcript.

Songs for Episode 110

“Buenos Días”

(Sung to the tune of “Are You Sleeping?”)

**Buenos días, Buenos días
¿Cómo estás? ¿Cómo estás?
Muy bien gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?**

Substitute: tardes, noches

“Barriga”

(Sung to the tune “Oh! Susanna”)

**Mi barriga es pequeña
Muy pequeña ella es,
Mi barriga es pequeña
Muy pequeña ella es.**

**Me gusta el pastel.
Sí, me gusta el pastel.
Me gusta el pastel.
Sí, me gusta el pastel.**

**Mi barriga es muy grande.
Muy grande ella es.
Mi barriga es muy grande.
¡Muy GRANDE GRANDE es!**

“Head, Shoulders, Legs and Feet”

(Sung to the tune of “Head, Shoulders, Knees, and Toes”)

**Cabeza, hombros, piernas, pies,
Piernas, pies,
Cabeza, hombros, piernas, pies,
Piernas, pies,
Ojos, boca y nariz.
Cabeza, hombros, piernas, pies,
Piernas pies.**



Hola

SALSA Home Connection

Episode 110

Name: _____

Teacher: _____

Parent Signature: _____

Please have your child share with you what he/she has learned in class. Check off "Sí" if the child is able to do the activity and "No" if the child is unable to do the activity. Return this paper to the teacher.

Sí _____

No _____

I can point to my nose and say "nariz"/nah-rees/

Sí _____

No _____

I can say "I like" in Spanish when I say "me gusta" / (meh)(goos-tah)/.

Sí _____

No _____

I can say the cake "el pastel" / (ehl)(pahs-tehl)

Parent comments/questions.



"Students reinforce and further their knowledge of other disciplines through the foreign language."

National Foreign Language Standards, 1996