

## WyFLES Teachers' Materials SALSA Episode 113

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## Sample Pacing of Episode 113

### First and Second Grades

#### Week One:

- Show the video Episode 113 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:**  
**Los Tres Chivos**

**Focus Vocabulary:**

- *Las orejas* (the ears)
- *Los ojos* (the eyes)
- *El monstruo*  
(the monster)

**Characters/Personajes:**

- *Chivo Grande*(Big Goat)
- *Chivo Mediano*  
(Medium Goat)
- *Chivo Pequeño* (Little Goat)
- *Monstruo* (Monster)
- *Perro* (Dog)
- *Los Osos* (The 3 bears)
- *La Niña* (The Girl)
- *Ratoncito* (Rat)
- *Armadillo*
- *Ardillas* ( Squirrels)
- *Todos* (All in the cast)

**Synopsis**

When the three goats decide to go for pizza, they have problems crossing the bridge to get to the restaurant because of the Monster who guards the bridge. However, each of the goats finally talks the Monster into letting him pass.

**Wyoming Standards:**

**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.

**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 113. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 113 to your class at least twice each week. (See below 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 mal.** Very bad.  
**T: ¡Qué lástima!** That’s too bad!
2. Read a book about monsters to the class or read the story of *Los Tres Chivos Vivos* provided with this lesson. Every time the word “monster” appears in the story that you have chosen say *el monstruo*.
3. After you read the story ask the students to imagine how a monster might move or walk. Have the students demonstrate the action.

**Objectives:**

Students will be able to:  
1. demonstrate verbally or non-verbally comprehension of the focus vocabulary.

2. indicate verbally or non-verbally comprehension and cultural awareness of:
  - Expressions of courtesy
  - Traditional Spanish music.

**Correctives and**

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

**Assessment**

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided.)



**Materials Needed:**

A Three Goats Story or the Spanish version provided with this episode.



**Notes**



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

<b>THE TEACHER SAYS  AND (DOES) </b>	
<b>Episode 113: <i>Los Tres Chivos Habilidosos</i></b>	
<b>Warm-up Dialogue (Model with a puppet)</b> Tell students to practice the puppet's role so that eventually they can assume the role of the puppet.	
<b>T:</b> <i>Buenos días, (puppet's name.) (or Buenas tardes, as appropriate.)</i>	Have students raise their hands when they hear the puppet's name.
<b>P:</b> <i>Buenos días, Señor/Señora/Señorita _____.</i>	Have students raise their hands when they hear your name.
<b>T:</b> <i>¿Cómo estás tú?</i>	
<b>P:</b> <i>Muy mal.</i>	Puppet can cough, sneeze, moan or groan to show signs of not feeling good.
<b>T:</b> <i>¡Qué lástima!</i>	That's too bad!
<b>Sing <i>Buenos días</i> to the tune of Brother John</b>	
Buenos días. Buenos días.	Buenas tardes. Buenas tardes.
¿Cómo estás? ¿Cómo estás?	¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.	Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?	¿Y usted? ¿Y usted?

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

<p><b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> </p> <p>* a word in [ ] indicates you may choose to say the word or not say the word. An <u>underlined</u> word means that it could change to another noun.</p>	
<p><b>Episode 113: Lesson 1, <i>Los Tres Chivos Habilidosos</i></b></p>	
<p><b>See card with Warm-up dialogue.</b></p>	
<p>Read a book about monsters, <b>The Three Clever Goats</b>, or the story provided at the end of this lesson. Each time the word “monster” appears in the story substitute <b><i>el monstruo</i></b> Pronunciation Hint: El moan-strew-oh (accent on the first syllable)</p>	
<p>After the story have children demonstrate the movements of <b><i>el monstruo</i></b>, such as walking, eating, etc. Sample commands:</p>	
<p><b><i>Corre como un monstruo.</i></b></p>	<p>Run like a monster. (command to one student)</p>
<p><b><i>Corren como un monstruo.</i></b></p>	<p>Run like a monster. (command to more than one student)</p>
<p><b><i>Anda como un monstruo.</i></b></p>	<p>Walk like a monster. (command to one student)</p>
<p><b><i>Andan como un monstruo.</i></b></p>	<p>Walk like a monster. (command to more than one student)</p>
<p><b><i>Salta como un monstruo.</i></b></p>	<p>Jump like a monster. (command to one student)</p>
<p><b><i>Saltan como un monstruo.</i></b></p>	<p>Jump like a monster. (command to more than one student)</p>
<p><b><i>Come como un monstruo.</i></b></p>	<p>Eat like a monster. s</p>
<p><b><i>Comen como un monstruo.</i></b></p>	<p>Eat like a monster. (command to more than one student)</p>
<p><b>Muy bien, niños. Hasta luego.</b></p>	

**Objectives for day 2:**

Student will indicate comprehension of Spanish words by:

- following TPR commands
- naming words in created patterns

**Connections to other subject areas:**

- Literacy
- Math-patterns
- Music- singing

**Materials needed:**

- Multiple objects representing the four vocabulary words.

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 113)

**Pronunciation Hints:**

*El chivo* = Ell Cheevo

*El carro* = Ell Cahrrrow  
(Try to roll the rr= rrr)

*El monstruo* = Ell Moan-strew-oh

**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.**

1. Set out pictures or objects on a table in the front of the room. (see blackline masters included with this unit—the goat (*el chivo*), the monster (*el monstruo*), *la pizza*, and the car (*el carro*).
2. Show the goat (*el chivo*) to the class and say either *el chivo* if you know only the basic words; if you want to try more Spanish, *Este es el chivo*. (This is the goat.)

Ask students as a group to point to the goat. Say **Point to *el chivo***. or *Señalen el chivo*.

Ask individual students to touch the goat. Say **Touch *el chivo***. or *Toca el chivo*.

3. Repeat this sequence with the other objects: *el monstruo* (monster), *la pizza*, and *el carro* (car).

4. Photocopy several copies of the blackline masters of the goat, the monster, the pizza, and the car. Use these pictures to create patterns (*un chivo, un monstruo, una pizza; un chivo, un monstruo, una pizza*). Point to each picture and say it in Spanish until the students are repeating the pattern with you. Let the students direct the creating of the patterns.

**Suggested web sites:**

- Check the official SALSA web site for their activities. <http://www.gpb.org/peachstar/salsa>
- For a great site at which to find all kinds of resources, check out the new World Language Center at WEgate! You’ll find all kinds of information. Here is the address, but you can find it going through WEgate.com. ([http://www.edgateteam.net/WL/wl\\_index.htm](http://www.edgateteam.net/WL/wl_index.htm)) Sample sites they link to:
  - [BBC Spanish](#) The venerable BBC can help you learn and hear Spanish, learn slang, chat real time in Spanish, and more.
  - [Daily Vocabulary Builder](#) You can see and hear three words for each day, plus past lessons.

Notes:

**Vocabulary:**

*Voy a comer pizza.*  
(I’m going to eat pizza.)

*Te voy a comer.*  
(I’m going to eat you.)



*¿Adónde vas?*  
(Where are you going?)

*¿Quién está allá?*  
(Who is there?)





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

<b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> 
<b>Episode 113: Lesson 2, <i>Los Tres Chivos Habilidosos</i></b>
<b>See card with Warm-up dialogue.</b>
<i>[Este es]</i> or [This is] <i>el chivo.</i> (Show the picture of the goat.)
<i>[Señalen]</i> or [Point to] <i>el chivo.</i> (Point to the goat.)
<i>[Toma]</i> or [Take] <i>el chivo.</i> (Have a student take the picture of the goat.)
Repeat this sequence for <i>el monstruo, la pizza, el carro</i>
Collect the pictures from the students saying <b>Gracias</b> as they hand them back to you. Encourage the students to respond with <b>de nada.</b>
Make a pattern with the pictures. As you place the pictures in a line on the floor or the board, say the words. <b>un chivo, un monstruo, una pizza; un chivo, un monstruo, una pizza</b> Invite the students to continue the pattern. Allow students to create more patterns.
<b>¡Excelente, niños! Hasta luego.</b>

**Objectives for day 3:**

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the Spanish words
- *El chivo*
- *Un monstruo*
- *La pizza*
- *El carro*

**Connections to other subject areas:**

- Literacy
- Music- singing

**Materials needed:**

- Images of the vocabulary words

**Assessment:**

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

**Correctives/Enrichments**

See enclosed page.

**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. To review the vocabulary from the previous day, show the students a goat, a monster, the pizza or the car. Say **Is this *un chivo*, yes or no?** Or you can say *¿Este es un chivo, sí o no?* Repeat with the other words. (*un monstruo, la pizza, el carro*)
2. Move on to a more complex question. **Is this *un chivo* or *un monstruo*?** or *¿Este es un chivo o un monstruo?* Remember it is best to say the name of the *correct* object last.
3. Ask a student to take one of the objects. **Joey, take *el chivo*.** or **Joey, toma *el chivo*.** Then ask the class who has *el chivo*. **Who has *el chivo*?** or *¿Quién tiene *el chivo*?* Collect the images saying ***Gracias*** as the students hand them to you.
4. Place the objects around the room and ask students to point to them as you name them.
5. The following is a variation to the song *Uno, dos, tres, ositos*. The word *chivito* is exchanged for *ositos* and the second verse is changed.

**Uno, Dos, Tres Chivitos**

*Verse One*

*Uno, dos, tres chivitos*

*Uno, dos, tres chivitos*

*Uno, dos, tres chivitos*

*Tres chivitos son*

*Verse Two*

*Un chivito come pizza*

*Dos chivitos comen pizza*



*Tres chivitos comen pizza*

*Tres chivitos son*

Notes:



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

<b>THE TEACHER SAYS  AND (DOES) </b>	
<b>Episode 113: Lesson 3, <i>Los Tres Chivos Habilidosos</i></b>	
<b>See card with Warm-up dialogue.</b>	
<i>[Este es]</i> or [This is] <b><u>un chivo</u></b> , <i>¿sí o no?</i>	Show the picture of the goat.
<i>[¿Es]</i> or [Is this] <b><u>un chivo o un monstruo?</u></b>	Have students choose the correct word.
<b><u>Joey</u></b> , <i>[toma]</i> or [Take] <b><u>el chivo</u></b> .	Hand the image to the student.
<i>[¿Quién tiene]</i> or [Who has] <b><u>el chivo?</u></b>	Have the students indicate who has the goat.
Repeat the sequence with the remaining objects: <b><i>el monstruo, la pizza, el carro.</i></b>	
Collect the objects from the students saying <b><i>Gracias</i></b> as you collect them. Encourage students to respond with <b><i>de nada.</i></b>	
Place the objects around the room. Have students point to them as you say the words in Spanish. <b><i>el chivo, el monstruo, la pizza, el carro</i></b>	
Sing <b><i>Uno, Dos, Tres Chivitos</i></b>	

**Objectives for day 4 :**

Student will indicate comprehension of Spanish words by naming parts of a monster and by making their own monster, coloring it as directed in Spanish.

**Connections to other subject areas:**

- Literacy
- Art- drawing and coloring

**Materials Needed:**

- The poem *La Boca*
- Salsa video 113
- *El Monstruo* handout included with this episode- one copy per child

**Assessment:**

Watch the students as they prepare their book. (See assessments provided with this unit.)

**Correctives and**

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

**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. Included in this lesson is a poem called *La Boca* for the parts of the body. Read the poem to your students. As you read the poem do the actions as indicated in the teacher’s version and have the students guess the meaning of the poem. Read the poem together as a class and have the students do the actions with you.
2. Isolate the section in the SALSA video where they describe *el monstruo*—“*El monstruo tenía los ojos verdes, la nariz roja, los dientes amarillos, y las orejas grandes.*” Have the students point to each part named and repeat the color of each item. Ask the students to smany Spanish words as they can in their descriptions.
3. Distribute the handout of *EL MONSTRUO* to the class. Review the directions with the students. As they read how to color the head have them point to the body part and read what color it should be. The class will enjoy sharing their monster with the rest of the class when they are finished.

**Pronunciation Hints:**

*Boca*= bow-cah

*Para*= pah-rrah

*Comer*= coh-mair

*Oler*= oh-lair

*Ver*= vair

*Oír*= oh-eer

*Dormir*= door-meer

**Notes:**



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

THE TEACHER SAYS  AND (DOES) 

Episode 113: Lesson 4, *Los Tres Chivos Habilidosos*

**See card with Warm-up dialogue.**

Read the poem **La Boca** to your students. As you read the poem do the actions as indicated in the teacher's version and have the students guess the meaning of the poem. Read the poem together as a class and have the students do the actions with you.

Isolate the section in the SALSA video where they describe *el monstruo*—“*El monstruo tenía los ojos verdes, la nariz roja, los dientes amarillos, y las orejas grandes.*” Have the students point to each part named and repeat the color of each item. Ask the students to describe *el monstruo* in their own words. Encourage them to use as many Spanish words as they can in their descriptions.

Distribute the handout of *EL MONSTRUO* to the class. Review the directions with the students. As they read how to color the head have them point to the body part and read what color it should be.

Final Assessment

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
113	<p><u>Nouns/ Noun Phrases</u></p> <p>El puente</p> <p>El agua</p> <p>Una pizza con tomates Una pizza con queso.</p> <p><u>Expressions/ phrases</u></p> <p>¡Rápidamente!</p> <p>Yo también..</p> <p>Al lado de...</p> <p>¡Vete!</p> <p>Escucha. Escuchen.</p> <p><u>Sentences</u></p> <p>Había una vez tres chivos.</p> <p>Tengo hambre.</p> <p>Los chivos tenían mucha hambre.</p> <p>En la loma había un restaurante.</p> <p>Al lado del puente había un monstruo.</p> <p>¡Alguien va caminando por mi puente!</p> <p>¿Quién está allá?.</p> <p>¿Adónde vas?</p> <p>Mi amigo es más grande.</p> <p>¿Qué pasó?.</p> <p>El vendrá pronto.</p>	<p>The bridge</p> <p>The water</p> <p>A tomato pizza A cheese pizza</p> <p>Hurry!</p> <p>Me too.</p> <p>Next to...</p> <p>Leave! Scram!</p> <p>Listen (said to one person) Listen.. (said to more than one person)</p> <p>Once upon a time there were three goats.</p> <p>I'm hungry.</p> <p>The goats were very hungry.</p> <p>On the hill there was a restaurant.</p> <p>Next to the bridge there was a monster.</p> <p>Someone is walking on my bridge!</p> <p>Who is there?.</p> <p>Where are you going?</p> <p>My friend is bigger.</p> <p>?What happened?</p> <p>He will come soon.</p>



**Assessment Observation Checklist**

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_

**School** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**EPISODE 113—THREE CLEVER GOATS**

<b>Student Behavior</b>	<b>Yes/No</b>	<b>Date</b>	<b>Skill</b>	<b>Comments</b>
Responds verbally or non-verbally to the Spanish word <i>el monstruo</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 nariz</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 word <i>las manos</i> .			Comprehension of designated Spanish vocabulary.	
Responds to spoken information including names and physical descriptions.			Comprehension of designated Spanish vocabulary and cultural awareness.	



## Correctives and Enrichments- Episode 113

Time	Lang.	Prep.	Description	Materials Needed
10-15	1	3 or 4	<u>Musical Chairs/Cake Walk</u> Place images (black line masters) on the floor in a circle. Play music. When the music stops, the students must name the object on which they have stopped. For variety, you could have colored noses, ears, etc.	Enough objects for each student to stand on when the music ends.
5-10	1	3	<u>TPR Hold Up Activity</u> For students having trouble remembering the vocabulary words, give each student a set of images for the vocabulary. Say (or have a student partner or volunteer say) the vocabulary words, and ask the students to hold up the appropriate image	A set of images of the vocab words for each student.
10	1	3	<u>Go Fish Card Game</u> Each student has his or her own set of images of the vocabulary words. The students combine their sets and play Go Fish.	Sets of images of the vocabulary words.
10-15	1-2	0	<u>Video Activity: What's Happening</u> Show the video one more time, freezing frames or turning the sound off. The students tell what is happening and try to guess the dialog. The story of the Three Little Goats is especially good because the words for eyes ( <i>ojos</i> ), ears ( <i>orejas</i> ), nose ( <i>nariz</i> ) and teeth ( <i>dientes</i> ) are repeated again and again when talking about the Monster. Since this is a review from Little Red Riding Hood, it can be a rewarding activity for students who are learning more slowly.	The video of Episode 113.

### 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 3 (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 113

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

<b>el monstruo</b>	<b>el monstruo</b>
<b>las orejas</b>	<b>las orejas</b>
<b>los ojos</b>	<b>los ojos</b>
<b>los dientes</b>	<b>los dientes</b>
<b>la nariz</b>	<b>la nariz</b>
<b>la cabeza</b>	<b>la cabeza</b>
<b>las manos</b>	<b>las manos</b>

# LOS TRES CHIVOS VIVOS

by Cassandra Celaya

(Use this story in your classroom. It can be used with flannel board characters, puppets, objects, images, etc.)

- 1. Hace mucho tiempo había tres chivos vivos.**  
Once upon a time there were three clever goats.
- 2. Un chivo pequeño, un chivo mediano, y un chivo grandote.**  
A little goat, a medium goat, and the biggest goat.
- 3. Los tres chivos tenían mucha hambre.**  
The three goats were very hungry.
- 4. Al otro lado de la loma había una pizzería.**  
On the other side of the hill was a pizza restaurant.
- 5. Pero debajo del puente vivía el monstruo.**  
But below the bridge lived the monster.
- 6. El monstruo tenía los ojos verdes, la nariz roja, los dientes amarillos y las orejas grandes.**  
The monster had green eyes, a red nose, yellow teeth, and big ears.
- 7. Un día tenían tanta hambre que decidieron cruzar el puente.**  
One day they were so hungry that they decided to cross the bridge.
- 8. El chivo vivo pequeño fue primero.**  
The little clever goat was the first to go.
- 9. Tric, trac, tric, trac sobre el puente.**  
Tric, trac, tric, trac over the bridge.
- 10. “¿Quién está pasando sobre mi puente?” preguntó el monstruo.**  
“Who is passing over my bridge?” asked the monster.
- 11. “Soy yo, el más pequeño chivo vivo,” dijo el primer chivo vivo.**  
“It is I, the smallest, clever goat”, said the first clever goat.
- 12. “¡Te voy a comer!” dijo el monstruo.**

"I'm going to eat you!" said the monster.

13. **"No me comas, por favor. Mi amigo, el chivo vivo mediano, es más grande que yo," dijo el pequeño chivo vivo.**

"Don't eat me. My friend, the medium clever goat, is bigger than I am," said the small clever goat.

14. **"Está bien. ¡Vete!" Dijo el monstruo.**

"That's fine. Now go!" said the monster.

15. **El chivo vivo mediano fue segundo.**

The medium clever goat was the second to go.

16. **Tric, trac, tric, trac sobre el puente.**

Tric, trac, tric, trac over the bridge.

17. **"¿Quién está pasando sobre mi puente?" preguntó el monstruo.**

"Who is passing over my bridge?" asked the monster.

18. **"Soy yo, el chivo mediano."**

"It is I, the medium goat."

19. **"¡Te voy a comer!" dijo el monstruo.**

"I'm going to eat you!" said the monster.

20. **"No me comas. Mi amigo es el más grande chivo vivo. Él es más grandote que yo," dijo el chivo vivo mediano.**

"Don't eat me. My friend is the biggest clever goat. He is much bigger than I am," said the medium clever goat.

21. **"Está bien. ¡Vete!" dijo el monstruo.**

"That's fine. Now go!" said the monster.

22. **El chivo vivo grandote tenía mucha hambre.**

The big clever goat was very hungry.

23. **Tric, trac, tric, trac sobre el puente.**

Tric, trac, tric, trac over the bridge.

24. **"¿Quién está pasando sobre mi puente?" preguntó el monstruo.**

"Who is passing over my bridge?" asked the monster.

**25. "Soy yo, el chivo vivo grandote," dijo el tercer chivo vivo.**

"It is I, the biggest clever goat," said the third clever goat.

**26. "¡Te voy a comer!" dijo el monstruo.**

"I'm going to eat you!" said the monster.

**27. El monstruo subió al puente.**

The monster climbed the bridge.

**28. El chivo vivo grandote bajó sus cuernos y corrió hacia el monstruo.**

The big clever goat lowered his horns and ran toward the monster.

**29. Le dió tres topes.**

He hit him three times.

**30. El monstruo cayó del puente, bajó, bajó, y bajó hasta el agua.**

The monster fell from the bridge, down, down, and down into the water.

**31. El chivo vivo pasó, tric, trac, tric, trac sobre el puente para comer pizza.**

The clever goat passed tric, trac, tric, trac over the bridge to eat pizza.

## Uno, Dos, Tres Chivitos

### Verse One

Uno, dos, tres chivitos  
Uno, dos, tres chivitos  
Uno, dos, tres chivitos  
Tres chivitos son

### Verse Two

Un chivito come pizza  
Dos chivitos comen pizza  
Tres chivitos comen pizza  
Tres chivitos son

## *One, Two, Three Little Goats*

### *Verse One*

*One, two, three little goats  
One, two, three little goats  
One, two, three little goats  
Three little goats*

### *Verse Two*

*One little goat eating pizza  
Two little goats eating pizza  
Three little goats eating pizza  
Three little goats*



# EL MONSTRUO

(Draw your own monster! Then follow the coloring directions below.)

*Colorea:*

*la cabeza morada*

*la nariz roja*

*las orejas azules*

*los ojos verdes*

*los dientes amarillos*

*la boca anaranjada*

Teacher's Version  
(Traditional)

# La Boca

(The Mouth)

**Una boca para comer,**

(A mouth to eat with,)

Action: Bring your hand to your mouth as though you're eating.

**una nariz para oler,**

(a nose to smell with,)

Action: Exaggerate smelling with your nose.

**dos ojos para ver,**

(two eyes to see with,)

Action: Point to your eyes and look around the room.

**dos orejas para oír,**

(two ears to hear with,)

Action: Cup your hands around your ears.

**y una cabeza para**

(and one head for

Action: Touch or frame your head.

**dormir.**

(sleeping.)

Action: Bring your hands together and lay your head on them with your eyes closed.

# La Boca

Una boca para comer,

una nariz para oler,

dos ojos para ver,

dos orejas para oír,

y una cabeza para  
dormir.

# La Boca

(Traditional)

Una boca para comer,



una nariz para oler,

dos ojos para ver,



dos orejas para oír,



y una cabeza para

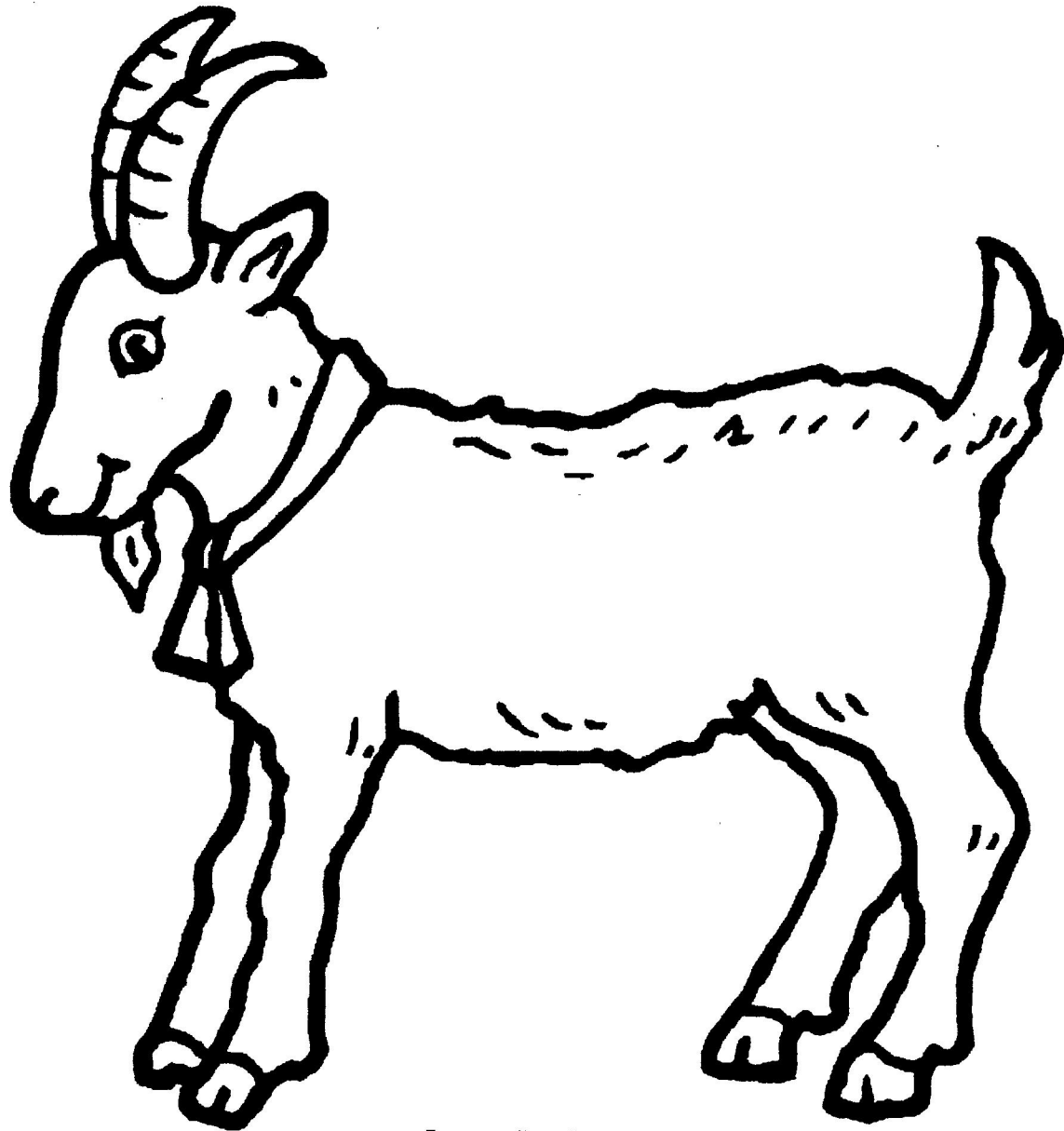
dormir.



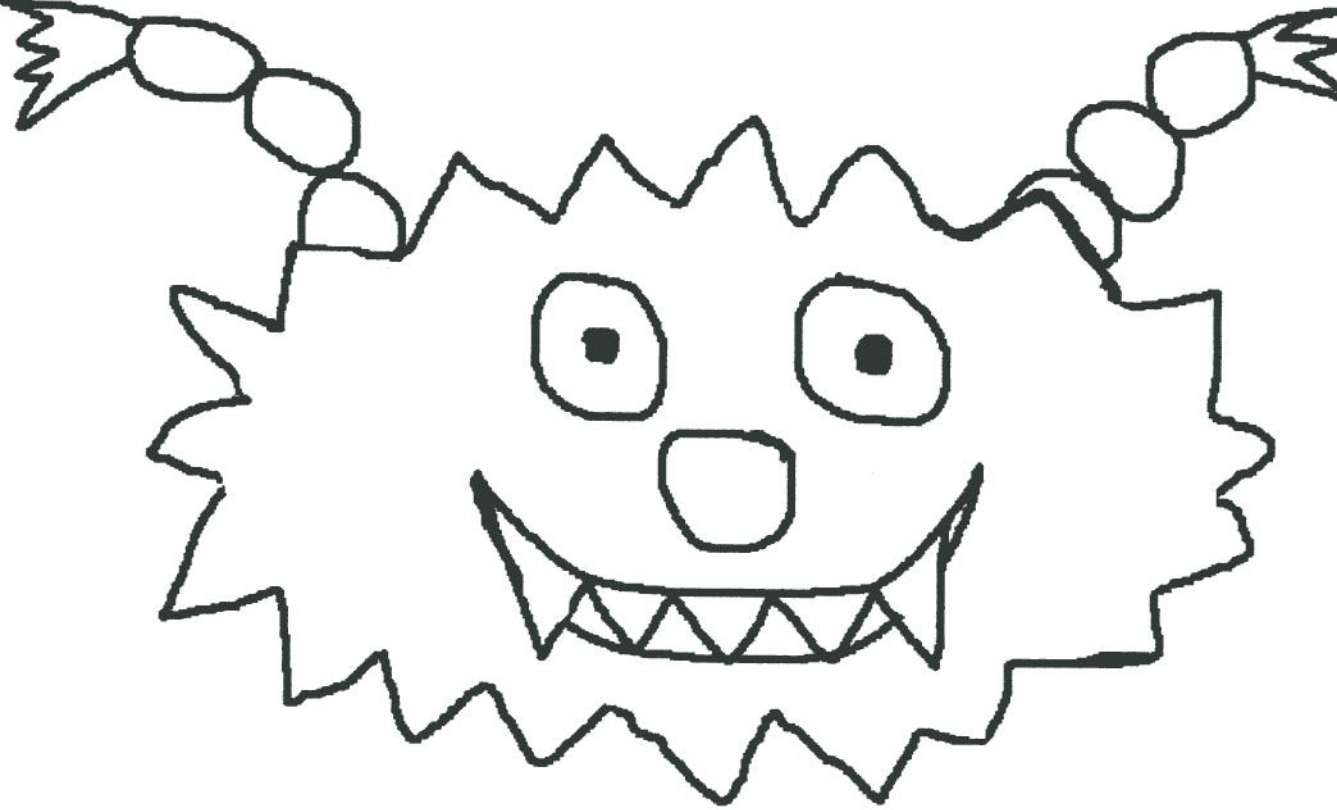
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Goat

animal shapes



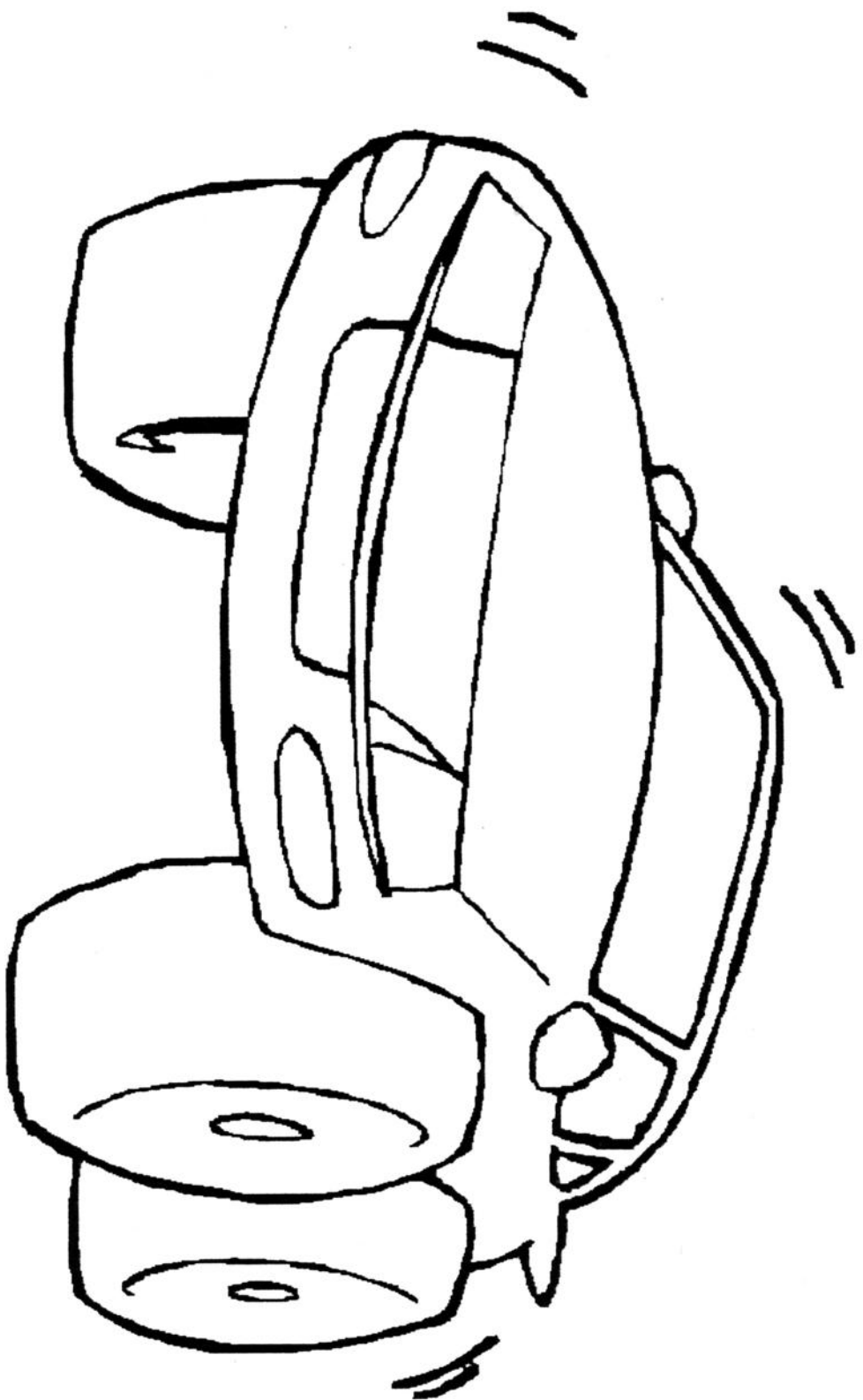
el chivo



el monstruo

la pizza





el carro



## **Recommended Materials for Episodes 113-118**

Since Episodes 113-118 are all centered around the story of the Three Goats, a loose adaptation of the Three Billy Goats Gruff, we recommend the following enrichment materials for the classroom teacher if funds are available. (A school may purchase one of each for all of its grades, so you may want to check with your library or school administrator for financial support.)

1) A company called Multi-Lingual Big Books sells a kit of blackline masters called "El Monstruo." The masters may be duplicated to make a set of classroom books or for a book for each student. The kit costs \$13.50 and may be ordered from the following address:

Multi-Lingual Big Book Kits  
3249 Anglers Stream Drive  
Avon Park, FL 33825  
Fax: 863-471-2377  
[Videbeck@strato.net](mailto:Videbeck@strato.net)

2) A second kit that will be very helpful in Episodes 13-18 is called "Las Frutas y Los Vegetales," Fruits and Vegetables. This kit uses color word comparisons. It costs \$14.00 and is available from the above address.

3) Rigby Publications sells a big book in Spanish entitled, "Los Tres Chivos Vivos." ISBN: 0-7327-0344-1 It can be ordered from the following address:

Rigby Publications  
1000 Hart Road  
Barrington, IL 60019-2627

1-800-822-8661

The cost of this big book is \$30.00 plus \$4.50 shipping and handling.

## Episode Transcript

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 113. (click once only)  
You can then print out the transcript.

## SALSA EPISODES 113-118

Dear Parent:

We hope that you have enjoyed participating in your child's study of Spanish in the first twelve episodes of SALSA. By this time in their exposure to the language almost all children will have acquired significant listening-comprehension skills in some simple everyday Spanish. They should also have made progress in developing an accurate and comprehensible accent in the language. Some of them may have begun to try to read and write in the language even though that is not a goal of the K-2 program. (In the program for grades three through six substantive attention is paid to reading and writing.)

In the next six episodes of the SALSA video series, your child will be further exposed to the Spanish language through variations on the story of The Three Billy Goats Gruff. (*Los Tres Chivos Habildosos*). As in the previous episodes the story evolves gradually, recycling the Spanish vocabulary, using it in various contexts. Because the words are used repeatedly in a familiar context, your child will be able to follow and enjoy the story even though no English is used.

- Episode 113 is a variation of the traditional story acted out by puppet characters. When the three billy goats decide to go for pizza, they are unable to cross the bridge, which is guarded by the Monster.
- In Episode 114, to avoid the Monster, the goats call out for pizza. The delivery girl, who has purple hair, frightens away the Monster, who is dreadfully afraid of the color purple.
- In Episode 115 a quiz show competition between the three bears and the three goats ends in negotiations for the victory prize.
- In Episode 116 the Monster steals and eats the pizza that the three goats have ordered. Later, he apologizes and replaces the pizza.
- In Episode 117 all of the characters plan a surprise birthday party for the Monster, with many mishaps along the way.
- In Episode 118 the puppets invent their own version of the story of the three goats.

The objectives of this six-episode sequence are to continue to develop your child's ability to understand and imitate spoken Spanish. Although there are many other Spanish words and expressions used in the SALSA videos, the following words are the *focus* vocabulary for these lessons.

Numbers:	<i>seis</i>	six
	<i>siete</i>	seven

Nouns:

<i>Las orejas</i>	the ears
<i>El Monstruo</i>	the monster
<i>El queso</i>	the cheese
<i>El tomate</i>	the tomato
<i>La pizza</i>	the pizza
<i>El carro</i>	the car

Adjectives:

<i>Morado/morada</i>	purple (masculine, feminine)
<i>Contento/contenta</i>	happy, content (masculine, feminine)
<i>Triste</i>	sad (both masc./fem.)

Expressions:

<i>Hace calor.</i>	It's hot. (The weather is hot.)
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Included with this letter are your next *WyFLES Home Information and Practice* sheets for these six episodes. We encourage you to make this a fun activity where you and your child learn together. We also encourage you *not* to make this a high pressure activity for your child but rather one in which your child can share with you what he or she is learning in school. Once the sheet is completed, please sign and return it to me for inclusion in his or her portfolio of learning.

If you have questions, please contact me at .....

Teacher's name

School

WYFLES HOME INFORMATION  
AND PRACTICE SHEET  
EPISODES 113-118

Child's Name \_\_\_\_\_

<p>I can count to _____ in Spanish.</p>	<p>Date: Signature of parent or guardian:</p> <p>_____</p>
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<p>I can say _____ colors in Spanish. guardian:</p>	<p>Date: Signature of parent or guardian:</p> <p>_____</p> <p><i>(rojo=red; azul=blue; morado=purple; verde=green; amarillo=yellow)</i></p>
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<p>I can say the words for "happy" and "sad" in Spanish. guardian:</p>	<p>Date: Signature of parent or guardian:</p> <p>_____</p> <p><i>(contento=happy; triste=sad)</i></p>
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<p>I can name two ingredients on a pizza in Spanish.</p>	<p>Date: Signature of parent or guardian:</p> <p>_____</p> <p><i>(El tomate; el queso= cheese)</i></p>
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<p>I can say "It's hot" in Spanish. (meaning the weather is hot)</p>	<p>Date: Signature of parent or guardian:</p>
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*(Hace calor.)*

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