

WyFLES Teachers' Materials SALSA Episode 119

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Sample Pacing of Episode 119

First and Second Grades

Week One:

- Show the video Episode 119 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:
La Gallinita Roja

Focus Vocabulary:

- *El gato* (cat)
- *Cansado /cansada*
(adj. Tired, masc../fem.)

Characters/Personajes:

- *Lobo*
- *Ratoncito*
- *Gatita* (cat)
- *Mamá Osa*
- *Gallinita Roja* (Red Hen)
- *Perrito* (Puppy)
- *Perro* (Dog)
- *Ardillas* (squirrels)
- *Legumbres* (vegetables)

Synopsis

When the female cat (La Gatita), Ratoncito and the wolf (el Lobo) refuse to help him prepare hamburgers, Perro decides to read them the story of the Little Red Hen (la Gallinita Roja).

Appropriately, la Gatita, Ratoncito and el Lobo refuse to help the Little Red Hen, played by Mamá Osa, prepare the hamburgers. So, after they are ready, she won't share with them. They all learn from the story and help Perro.

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 119. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 119 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. (18 minutes) Recommended pacing: two weeks per episode. (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*. Continue using Spanish words with which you and your class are familiar and comfortable.

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: Así, así. ¿Y usted? So-so. And you?
T: Muy bien, gracias. Fine, thank you.
 (Puppet’s name), *¿Qué tiempo hace?* _____, what’s the weather like?
P: Hace calor/frío. It’s hot/cold.
2. Select a student to bounce a ball to a number that you designate (1-5). The student bounces the ball and the class counts to that number. Then bounce the ball and ask the class to identify the number of bounces you have done. (bounce the ball six [*seis*] or seven [*siete*] times.)

Notes:

A reminder: When the teacher speaks to a student or to the puppet, s/he uses the “tú” form, which is generally used for friends, family or children.
 Ex. *¿Cómo estás tú?*
 When the students (or the puppet) reply to the teacher, they use the “usted” form, which is more formal and is used as a form of respect.
 Ex. *¿Y usted?*

Wyoming Standards:

2. Culture--

2.1 Students participate in age-appropriate cultural activities.

2.2 Students respond to culturally appropriate gestures and oral expressions.

Objectives:

Students will be able to:

1. demonstrate verbally or non-verbally comprehension of:
El gato
Cansado/ cansada
2. Indicate verbally or non-verbally comprehension and cultural awareness of:
Spanish greetings and leave takings. (review)

Materials Needed:

- A ball
- Objects or pictures of vocabulary words for Hide and Seek.

Correctives and

Enrichments: Please See the expansion activities provided with this episode.

3. Ask a student to leave the classroom while you hide one or more of the items in the room. Ask the student to return to the classroom and find the item. Encourage the following conversation. (*Busca*= look for)

Teacher: ***Busca el (dos) animal(es).***

Student: ***¿Es el gato?***

Class: ***No, no es el gato.***

Student: ***¿Es el perro?***

Class: ***No, no es el perro.***

Student: ***¿Es el lobo?***

Class: ***Sí, es el lobo.***

Use the words *caliente/frío* (hot/cold) to help the student locate the missing animal. Continue the game by rotating the items or hide more than one around the room. Tell the student how many items they must find.

4. Choose a student to come to the front and act out a vocabulary word by choosing an image or vocabulary card. The rest of the class must try to guess what the student is pantomiming by asking ***¿Es el perro? Sí, es el perro.*** The first student to guess correctly may do the next pantomime.
5. Sing the **Tres Ositos** song. After each verse have the students name a different animal and change the song using that animal.

Uno, dos, tres ositos

Cuatro, cinco, seis ositos

Siete, ocho, nueve ositos

Diez ositos son.

Suggested animals:

gatitos kittens

chivitos little goats

perritos puppies

One little, two little, three little bears
four little, five little, six little bears
seven little, eight little, nine little bears
ten little bears in all.

Check out the following web site! It provides all kinds of free activities and materials for your classes! You can search the activities by grade level, by content area, by type of activity. All materials may be downloaded and printed without fear of copyright problems.

<http://www.seeds.coedu.usf.edu>

Notes:

Pronunciation Hints:

¿Qué tiempo hace?

Kay tee-m-poe ah-say?

Busca= boo-skah

Assessment

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

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

THE TEACHER SAYS  AND (DOES) 

Episode 119: *El concurso de las Preguntas*

Warm-up Dialogue (Model with a puppet)

Allow students to take the role of the 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. Así, así. Muy mal.) ¿Y usted?* Encourage students to choose how the puppet is feeling.

T: *Muy bien, gracias.*

T: *¡Fantástico!*

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

THE TEACHER SAYS  AND (DOES) 	
* 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.	
Episode 119: Lesson 1, La gallinita roja	
See card with Warm-up dialogue.	
Señalen <u>el lobo</u>.	Place various images around the room (<i>el perro, el gato, el chivo, el oso</i>) and have the students point to them as you say the words.
Escondidas (Hide-n-seek) Vocabulary images are hidden around the classroom. Encourage the following conversation when a chosen student enters the classroom. (Let students know how many images you have hidden.)	
Sample Dialog:	Teacher: <i>Busca el (dos) animal(es).</i>
	Student: <i>¿Es el gato?</i>
	Class: <i>No, no es el gato.</i>
	Student: <i>¿Es el perro?</i>
	Class: <i>No, no es el perro.</i>
	Student: <i>¿Es el lobo?</i>
	Class: <i>Sí, es el lobo.</i>
Sing the Tres Ositos song.	Suggested animals: <i>gatitos</i> (kittens), <i>chivitos</i> (little goats), <i>perritos</i> (puppies).
	<i>Uno, dos, tres <u>ositos</u></i>
	<i>Cuatro, cinco, seis <u>ositos</u></i>
	<i>Siete, ocho, nueve <u>ositos</u></i>
	<i>Diez <u>ositos</u> son.</i>

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- predicting the dialog on the silenced video;
- asking and answering the question “Are you tired?”

Connections to other subject areas:

- Literacy
- Music- singing

Materials needed:

- Video of episode 119

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 119)

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. Refer to the first video segment that isolates the focus words. Turn the sound off on the video and have the children say *el gato* each time a new cat appears on the screen. Make sure the students say *los gatos* when the two cats appear at the end.
2. Continue viewing the video. Freeze the video when the tired boy appears. Say *¿Qué dice el niño?* (What does the boy say?) Students answer *El niño dice “estoy cansado.”* (I’m tired.)
3. Advance to the section with Mamá Osa and the girls. Listen to the questions and answers. Ask the students to repeat the question, *¿Estás cansada?* (Are you tired?) Ask students to repeat the response of the girls. *Si, estoy cansada.* (Yes, I am tired.)
4. Replay the same section with Mamá Osa and the two girls. Ask a student to volunteer to play Mamá Osa and two others to respond. Note boys will answer *Sí, estoy cansado.* Girls will answer *Sí, estoy cansada.*
5. Ask students to turn to the person on their right and ask *¿Estás cansado/a?* That student should answer, “*Sí, estoy cansado/a*” (or “*No estoy cansado/a.*”)
6. Sing the song *Cabeza, hombros, piernas, pies.* Repeat several times, each time increasing the speed. When you sense that the students are becoming tired, stop, sit in a chair, and say *Estoy cansado/a.*



Pronunciation Hints:

¿Qué dice... =
kay dee-say...?

Estoy cansado=
ss-toy cahn-saw-doh

Notes:

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

THE TEACHER SAYS  AND (DOES) 
Episode 119: Lesson 2, <i>La gallinita roja</i>
See card with Warm-up dialogue.
Refer to the first segment in the SALSA video that isolates the focus words. Turn the sound off on the video and have the children say <i>el gato</i> each time a new cat appears on the screen. Make sure the students say <i>los gatos</i> when the two cats appear at the end.
Freeze the video when the tired boy appears. Say <i>¿Qué dice el niño?</i> (What does the boy say?) Students answer <i>El niño dice estoy cansado.</i> (I'm tired.)
Advance to the section with Mamá Osa and the girls. Listen to the questions and answers. Ask the students to repeat the question, <i>¿Estás cansada?</i> (Are you tired?) Ask students to repeat the response of the girls. <i>Sí, estoy cansada.</i> (Yes, I am tired.)
Replay the same section with Mamá Osa and the two girls. Ask a student to volunteer to play Mamá Osa and two others to respond.
Ask students to turn to the person on their right and ask <i>¿Estás cansado/a? Sí, estoy cansado/a.</i>
Sing the song <i>Cabeza, hombros, piernas, pies.</i> Finish by saying <i>Estoy cansado/a.</i> Cabeza, hombros, piernas, pies Piernas, pies, piernas, pies Cabeza, hombros, piernas, pies Ojos, boca, nariz

Objective for day 3:

Students will indicate comprehension of Spanish words by:

- telling whether or not they like cheese.
- predicting the dialog in the video about being tired.

Cultural objective:

Students will have an opportunity to taste quesadillas.

Connections to other subject areas:

- Literacy

Materials Needed:

- SALSA video of episode 119
- Ingredients and method of preparing simple quesadillas.

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. View the second segment in the SALSA video that isolates the focus words.
2. The first section shows the making of *queso* (cheese). Ask individual students *¿Te gusta el queso?* They should answer either “*Sí, me gusta el queso,*” or “*No, no me gusta el queso.*”
3. Continue viewing the section with the caricature that is *cansado*.
4. In the next section turn off the volume and ask the following questions:

Teacher: *¿Qué dice el niño?*
¿Qué dice el hombre?
¿Qué dicen los niños?

Students: *El niño dice, “estoy cansado.”*
El hombre dice, “estoy cansado.”
El niño dice, “estoy cansado.”
La niña dice, “estoy cansada.”
La niña dice, “estoy cansada.”

¿Qué dice la niña?

5. Cultural activity. After viewing the segment on cheese you may want to introduce your students to *Quesadillas* (Cheese Turnovers). Use flour or corn tortillas. Sprinkle grated monterey jack, colby or cheddar cheese on half of the tortilla. Fold over, toast in 350-degree oven 10 minutes, or microwave on high for 45 seconds, or use an electric skillet and toast until both sides are a golden brown. Some students may want to try salsa or picante sauce with their *quesadilla*.



Pronunciation Hints:

Quesadillas=
 kay-sah-dee-yahss

¿Qué dice...?
 kay dee-say...?

Notes:

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

THE TEACHER SAYS  AND (DOES) 
Episode 119: Lesson 3, <i>La gallinita roja</i>
See card with Warm-up dialogue.
View the second segment in the SALSA video that isolates the focus words.
The first section shows the making of <i>queso</i> (cheese). Ask individual students T: ¿Te gusta el queso? S: Sí, me gusta el queso. or No, no me gusta el queso.
In the next section turn off the volume and ask the following questions: Teacher: ¿Qué dice el niño? Students: El niño dice, “estoy cansado.” ¿Qué dice el hombre? El hombre dice, “estoy cansado.” ¿Qué dicen los niños? El niño dice, “estoy cansado.” La niña dice, “estoy cansada.” ¿Qué dice la niña? La niña dice, “estoy cansada.”
Cultural activity. After viewing the segment on cheese you may want to introduce your students to <i>Quesadillas</i> (Cheese Turnovers). Refer to recipe in teacher’s guide.
¡Excelente!

Objectives for day 4 :

Students will indicate comprehension of Spanish vocabulary by:

- singing a song about farm animals.
- reading about and identifying animal sounds in Spanish.

Connections to other subject areas:

- Literacy
- Music- singing

Assessment:

Watch the students as they demonstrate comprehension of the vocabulary. (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.

There is a traditional song in Latin America sung about “My farm or ranch”. (*La granja* or *Mi rancho*). The lyrics are provided in a short book that you can use to help the students learn the names of the animals and the sounds that they make.

Cultural note: Notice that the animals make different sounds than they do in English. Examples: The dog says “*guau, guau*” instead of “bow wow”. The duck says “*quá, quá*” instead of “quack, quack.” Before you read what sound the animals make, have the students say the noises in English. Then see if the sounds are similar or different.

-Additional activities that you can do with the book.-

- 1) After reading the book together in class, ask a student to choose one of the Spanish sounds. The other students must identify the animal by either saying the name in Spanish or pointing to the picture of the animal in the book.
- 2) Pair students up. One makes the sound and the other must identify the animal either by naming the animal or identifying its picture.
- 3) Encourage students to take the books home to share with their families. Remind them to point out that animal sounds in Spanish are different.

Final Assessment

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 119: Lesson 4, *La gallinita roja*

See card with Warm-up dialogue.

Student Book Activity. Read the book together as a class. Let students say or make the animal noises in English. Look at the way the sounds are made in Spanish. Discuss if they are similar or different. Allow the students to fill in the blanks and color the pictures.

-Additional activities that you can do with the book.-

- 1) After reading the book together in class, ask a student to choose one of the Spanish sounds. The other students must identify the animal by either saying the name in Spanish or pointing to the picture of the animal in the book.
- 2) Pair students up. One makes the sound and the other must identify the animal either by naming the animal or identifying its picture.
- 3) Encourage students to take the books home to share with their families. Remind them to point out that animal sounds in Spanish are different.

Final Assessment

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
119	<u>Nouns</u> El queso Los quesos La lechuga <u>Expressions/ phrases</u> ¿Yo? No. ¡Qué bueno! Todo el día ¡Hace frío! Tengo frío. <u>Sentences</u> Me gustan las hamburguesas. ¿Quién quiere rebanar los tomates? ¿Podrías rebanar los tomates? ¿Podrías preparar la lechuga? Pues bien. Yo lo haré. Necesito una gatita. Había una vez una gallinita roja. Todo el día la gatita dormía. Todo el día el ratoncito escuchaba música. El lobo miraba la televisión. La gallinita roja se pasaba el día trabajando.	The cheese The cheeses (pieces of cheese) The lettuce Me? No. Great! All day long It's cold! (as in the room, the weather, etc.) I am cold. I like hamburgers Who wants to slice the tomatoes? Can you (will you) slice the tomatoes? Can you (will you) prepare the lettuce? Very well. I'll do it. I need a cat. Once upon a time there was a little red hen. All day long the cat slept. All day long the rat listened to music. The wolf watched television. The little red hen spent the day working.

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 119—THE LITTLE RED HEN

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>cansado/a</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el gato/ los gatos</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el perro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el oso</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el chivo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el ratón</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el lobo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>hola</i> and <i>hasta luego</i> .			Review: Comprehension and cultural awareness of Spanish greetings and leave takings.	

Correctives and Enrichments- Episode 119

Time	Lang.	Prep.	Description	Materials Needed
10-15	1	1	<p style="text-align: center;"><u>Spanish-speaking Volunteer Retells the Story of <i>The Red Hen</i></u></p> <p>If you have a volunteer who speaks Spanish well, this might be an excellent time to ask him or her to read the original story of <i>The Little Red Hen</i> in Spanish. It will be easier for the students to participate if you give the volunteer a copy of the focus vocabulary and an overview of the SALSA version. (perhaps even the video to watch in advance.)</p>	A book of <i>La Gallinita Roja</i> (preferably a big book)
10-15	1	1	<p style="text-align: center;"><u>Big Book Cloze/Fill-in-the-Blank Activity</u></p> <p>This activity is similar to the Big Book Story Telling activity, but this time, you predetermine which words you are going to “leave out.” This could be done with sentence strips or by simply covering the English words for which you will ask your students to substitute Spanish words. If you don’t have a Spanish version of the story, you can use sentence strips to “paste” in the Spanish words you and they know.</p>	A book of <i>La Gallinita Roja</i> (preferably a big book) or, if you can’t find a Spanish version, the English big book version.
5-10	2-3	2	<p style="text-align: center;"><u>What’s In My Pocket Game</u></p> <p>In this game, you (or a designated student) put the image of a vocabulary word in your pocket and the students ask questions to try to guess what that object is. One example is a game to review the farm animals and what they “say.”</p> <p>Students: <i>¿El animal dice, “pío, pío, pío?”</i></p> <p>Teacher: <i>Sí.</i></p> <p>Students: <i>¿Es un pollito?</i></p> <p>Teacher: <i>Sí. Es un pollito.</i></p>	Objects or pictures of vocabulary used for the game.

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, <i>e.g.</i> props. |

Vocabulary Cards

Episode 119

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

cansado/a

el gato

los gatos

el oso

el chivo

el ratón

el perro

LA GRANJA

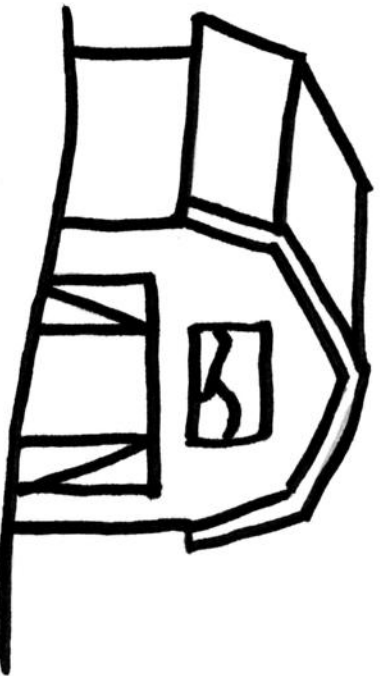
el fin

La Granja [The Farm]

**Come and see my farm, which is beautiful.
Come and see my farm, which is beautiful.**

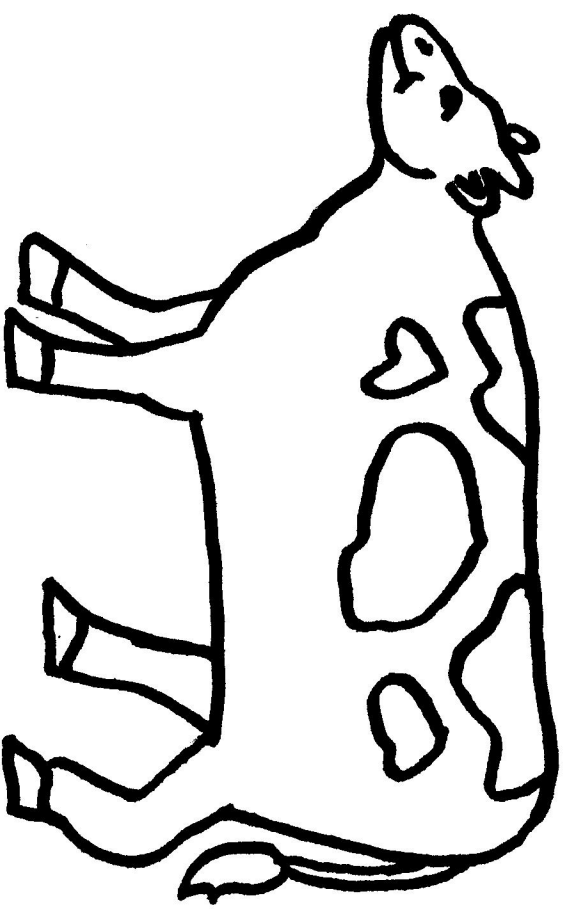
**The cow says, "moo, moo".
The puppy says, "bow, wow".
The little pig says, "oinc, oinc".
The kitten says, "meow, meow".
The rooster says, "cockadoodle-doo".
The chicks say, "peep, peep, peep".
The horse says, "neigh, neigh".**

**Oh, come my friends,
come my friends,
come my friends, come!**



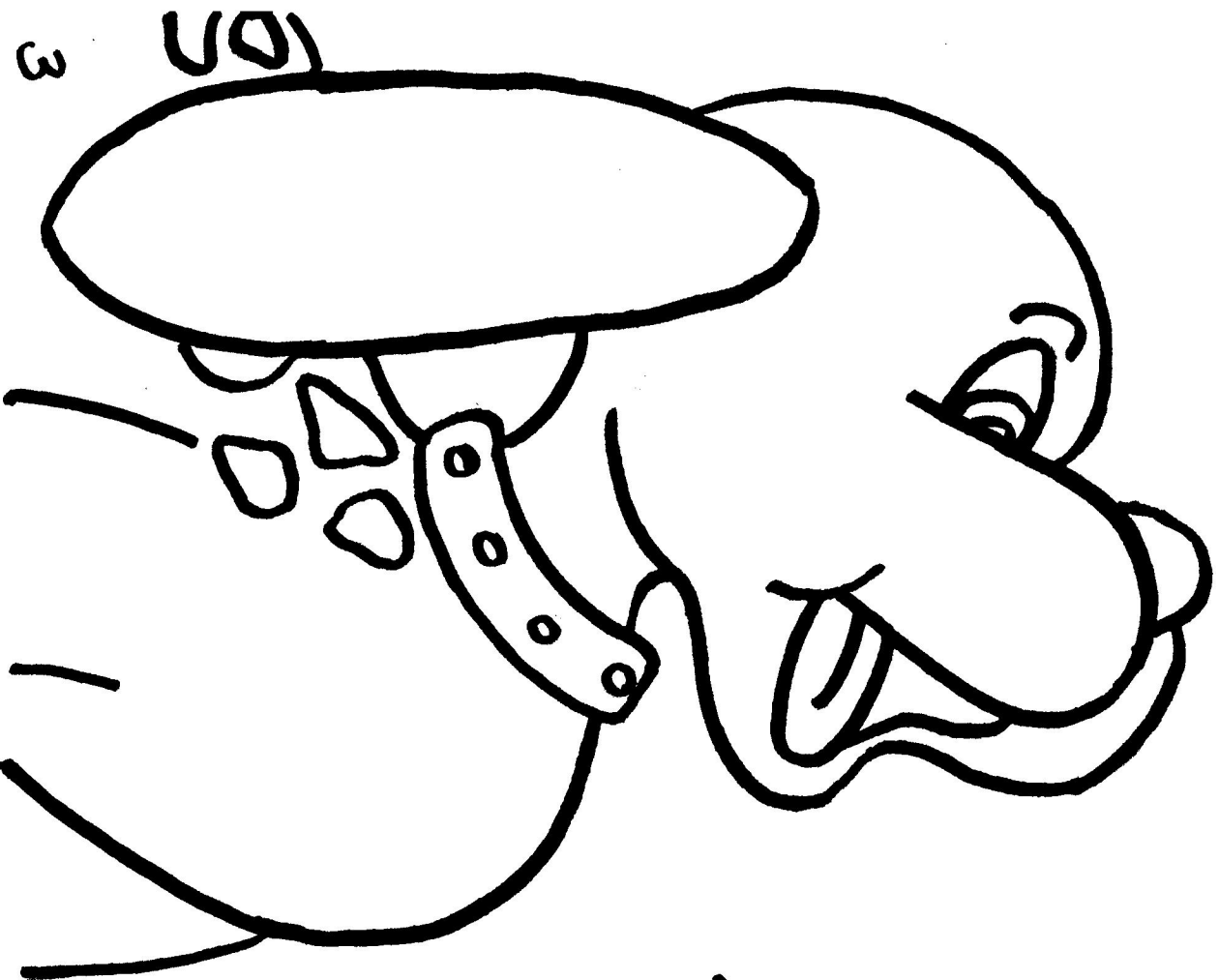
**Vengan a ver mi granja,
que es hermosa.
Vengan a ver mi granja,
que es hermosa.**

**La vaca dice así,
«muu, muu».**



**Oh, vengán amigos,
vengan, amigos,
vengan amigos, ¡vengan!**

**El perrito dice así,
«guau, guau».**



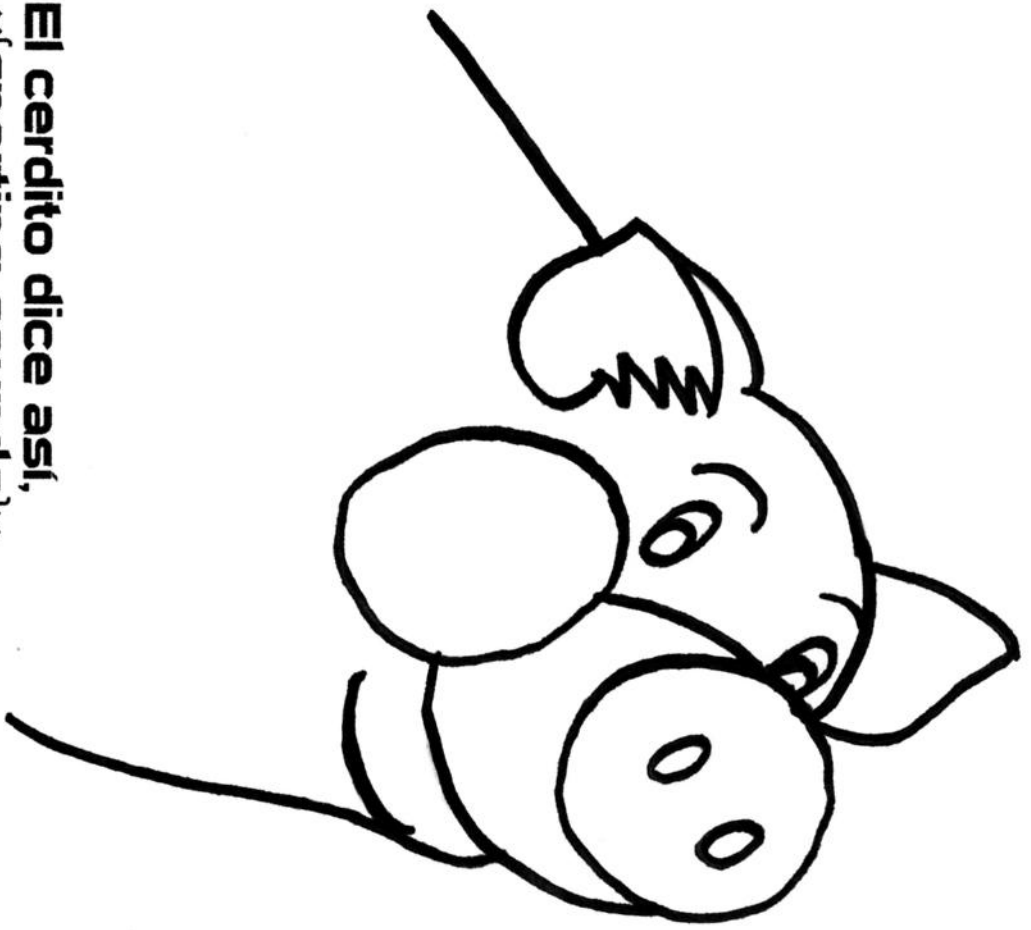
**El caballo dice así,
«clip, clip».** (tongue sounds)



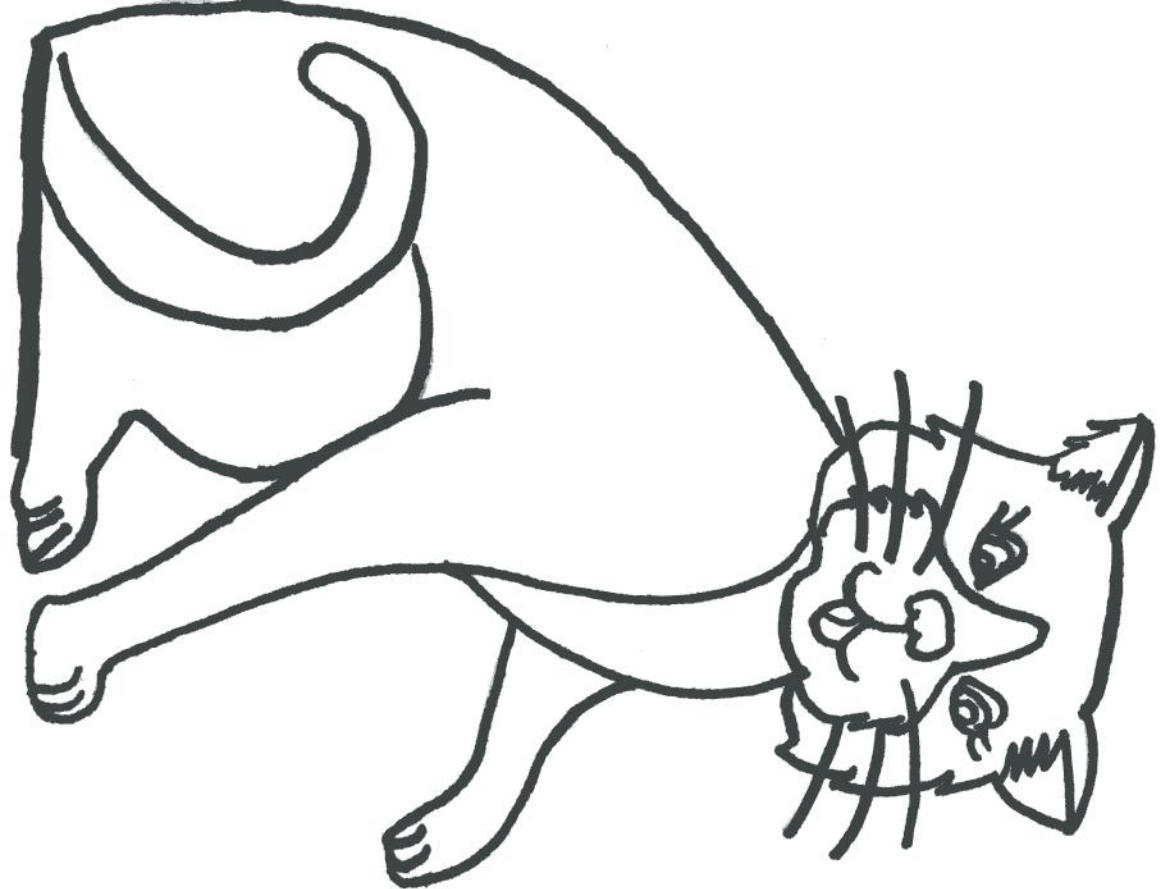
Los pollitos dicen así,
<<pío, pío, pío>>.



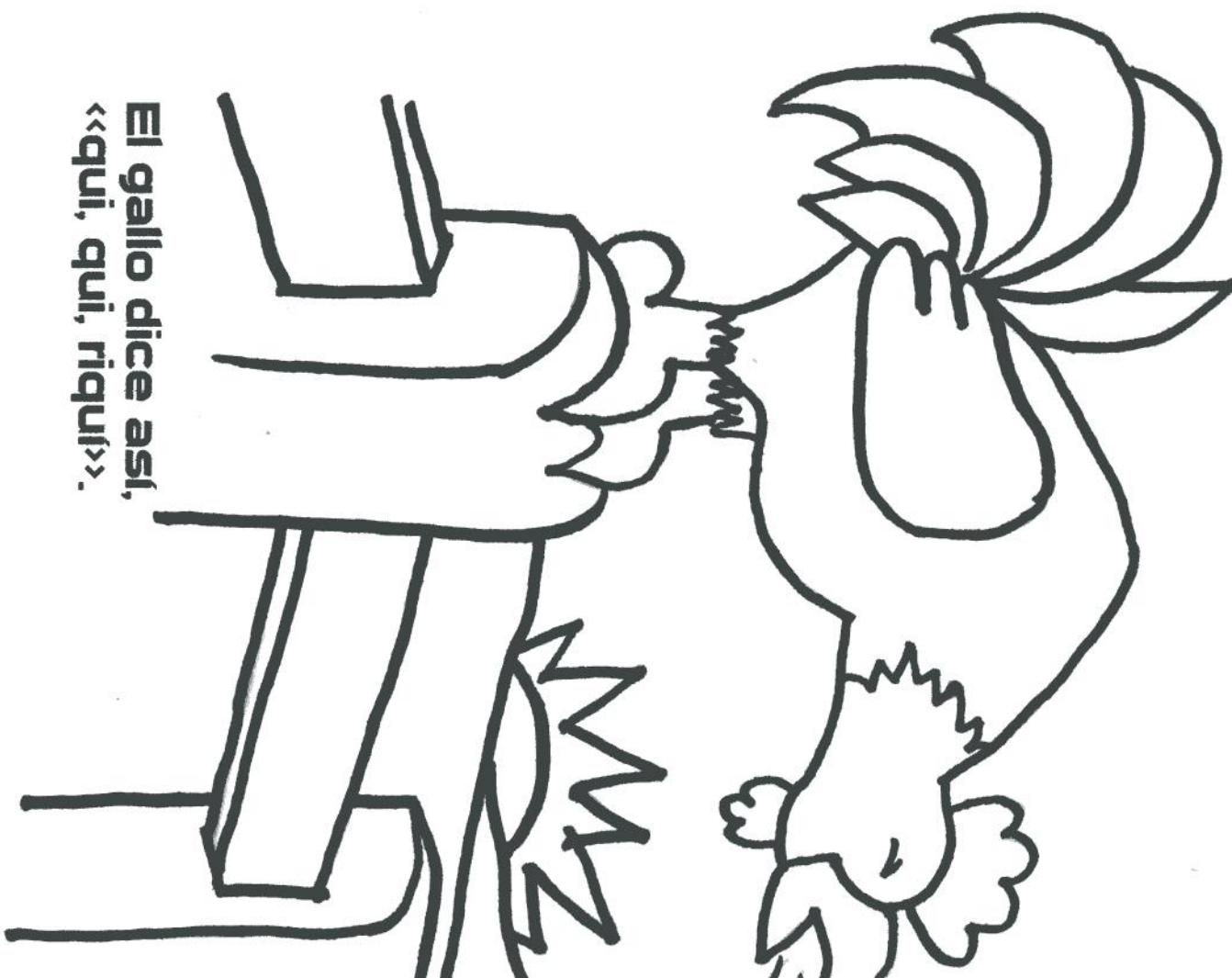
El cerdito dice así,
<<[snorting sounds]>>.



**El gatito dice así,
«miau, miau».**



**El gallo dice así,
«qui, qui, riqui».**



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

SALSA EPISODES 119-124

Dear Parent:

We hope that you are enjoying participating in your child's study of Spanish in the first twenty-four 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 Little Red Hen. (*La Gallinita Roja*). 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 119 is a variation of the traditional story acted out by puppet characters.
- In Episode 120 the SALSA characters rewrite and act out several, very unusual versions of the story of the Little Red Hen.
- In Episode 121 Mama Bear sends the SALSA characters to the store to buy ingredients for the apple pies that she is making, but they never manage to bring back the correct kind and number of fruits .
- In Episode 122 Mama Bear plays a teacher who is trying to get her her students, the SALSA characters, to count to nine. But each time they almost get to nine, there is an interruption!
- In Episode 123 the three goats and the three bears face off in another quiz-show competition to see which family can remember the most Spanish vocabulary words.
- Episode 124 is the mystery of the missing food. On a dark and stormy night an unknown stranger is stealing food from the refrigerator.

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.

Nouns:

el gato

the cat

la hamburguesa

the hamburger

<i>el papel</i>	the paper
<i>el lapis</i>	the pencil
<i>el pastel</i>	the cake

Adjectives:	<i>cansado(masculine)</i> <i>cansada (feminine)</i>	tired
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Numbers:	<i>seis</i> <i>siete</i> <i>ocho</i> <i>Nueve</i>	six seven eight nine
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Expressions:	<i>Hace frío.</i> <i>Hace calor.</i> <i>Tengo hambre.</i>	It's cold. (weather) It's hot. (weather- review) I'm hungry.
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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 119-124

Child's Name _____

I can say "I am hungry"
in Spanish.
guardian:

Date:
Signature of parent or

(*Tengo hambre.*)

I can say something about the
weather in Spanish.
guardian:

Date:
Signature of parent or

(*Hace calor.* = It's hot.
Hace frío. = It's cold.)

I can count from one to ____
in Spanish.
guardian:

Date:
Signature of parent or

Please look for: *seis*= 6; *siete*= 7;
ocho= 8; *nueve*= 9)

I can name at least two things to
eat in Spanish.

Date:
Signature of parent or guardian:

Please look for *la hamburguesa*
and *el pastel* (cake).

I can name two school supplies that

Date

I need for my class.
guardian:

Signature of parent or

Please look for *el papel* (paper)
and *el lápiz* (pencil).
