

WyFLES Teachers' Materials SALSA Episode 125

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Sample Pacing of Episode 125

Second Grade

Week One:

- Show the video Episode 125 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 Trenes****Focus Vocabulary:**

- *Adiós* (goodbye)
- *El tren* (the train)

Characters/Personajes:

- *Perro* (Dog)
- *Tren Pequeño* (Little Train)
- *Tren Grande* (Big Train)
- *Tren Viejo* (Old Train)
- *Doctor* (Male Doctor)
- *Doctora* (Female Doctor)
- *Lobo* (Wolf)
- *Armadillo*
- *Ratoncito* (Rat)
- *Niña* (Girl)
- *Mamá Osa*
- *Papá Oso*
- *Bebé Oso*
- *Chivo Grande* (Big Goat)
- *Chivo Mediano* (Med. Goat)
- *Chivo Pequeño* (Little Goat)

Synopsis

Four trains- a red one, a big one, an old one and a little one (*Señorita Tren*) decide to have a race. The smallest (*Señorita Tren*) gets off to a slow start. But the old train stops to eat cake with *Los Tres Osos* and gets sick from gorging. Then the red train buys a book from *Los Tres Chivos* and crashes trying to read it. And the big train stops to rest and falls asleep. *Señorita Tren* wins after all!

Wyoming Standards:**1. Communication:**

Students communicate in a language other than English to exchange information.

Essential Activities:

- 1) Watch the SALSA series guide for Episode 125. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 125 to your class at least twice each week. (See teachers' materials 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. (21 minutes) Recommended pacing: 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* or *adiós*. Use as many Spanish words and expressions as you can during the regular school day.

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:
(Allow a student to play the role of the puppet.)
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. Así, así. Muy mal.* Very good/ So-so/ Very bad.
T: *¡Qué bien!* That's good -- if the student answers *fine*.
¡Qué lastima! That's too bad -- if the student answers *so-so* or very *bad*.
P *¿Y usted?* And you?
T: *Muy bien, gracias.* Fine, thank you.
T: *¡Fantástico!* (student's name!)

Notes:

Wyoming Standards:

2. Culture—
Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

Objectives:

Students will be able to:
1. demonstrate verbally or non-verbally comprehension of: the focus vocabulary and the following expressions of praise:
¡Qué bueno! (very good!)
¡Bien hecho! (well done!)
¡Bravo! (Bravo!)

Connections

- Literacy
- Math- counting
- Math- sorting
- Math- graphing

Correctives and

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

- Hand out the blackline master of the trains (*el tren*). Ask the students to color the trains using their crayons. **Coloreen los trenes con los creyones.** (Color the trains with your crayons.)
- Ask the students to hold up certain colored trains. **Levanten los trenes azules. ¿Cuántos trenes azules hay? Vamos a contar, uno, dos, tres, . . .** (Hold up the blue trains. How many blue trains are there? Let's count them, 1, 2, 3 . . .)
- Repeat the previous command with another color. Ask a student to count the trains for the class. **Levanten los trenes rojos. ¿Cuántos trenes rojos hay? Rubén, cuenta los trenes, por favor.** (Hold up the red trains. How many red trains are there? Ruben, count the trains, please.)
- Place the colored trains on the board in sets of numbers. Point to a set and ask, **¿Cuántos trenes hay?** (How many trains are there?) Students answer: **Hay tres trenes.** (There are three trains.)
- Use the colored trains to sort by color or make patterns or graphs.
 - Sort by color: **Pon todos los trenes amarillos en el círculo rojo. Pon todos los trenes verdes en el círculo verde.** (Put all of the yellow trains in the red circle. Put all of the green trains in the green circle.)
 - Patterns: **Mira clase, es una secuencia de trenes. Hay un tren negro, un tren rojo, un tren verde, y un tren negro, un tren rojo, y un tren verde. ¿Quién quiere hacer una secuencia de trenes?** (Look class, it's a pattern of trains. There's a black train, a red train, a green train, and a black train, a red train, and a green train. Who would like to make a pattern of trains?)
 - Graphs: **_____ f ¿de qué color es tu tren? (verde) Pon tu tren verde sobre el color verde en la gráfica. ¿Cuántos trenes verdes hay en la gráfica? ¿Hay más trenes verdes o amarillos? ¿Hay menos trenes negros o rojos?** (_____, what color is your train? (green) Put your green train on the color green on the graph. How many green trains are on the graph? Are there more green or yellow trains? Are there fewer black or red trains?)

Notes:



Pronunciation Hints:

Coloreen=
Coe-loe-reen
Con= cone
Contar= cone-tar
Cuenta= kwen-tah
Gráfica= grah-fee-kah
Hacer= ah-sair
Hay= ay (ay ay ay)
Más= mahss
Menos= may-noess
Mira= mee-rah
Pon= pone
Quién= key-en
Quiere= key-air-ay
Secuencia= say-kwen-see-ah
Sobre= so-bray
Trenes= tren-ss
Tu= too



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 125: La carrera
Warm-up Dialogue (Model with a puppet) Allow students to take the role of the puppet.
T: <i>Buenos días, (puppet's name.) (or Buenas tardes, as appropriate.)</i>
P: <i>Buenos días, Señor/Señora/Señorita _____.</i>
T: <i>¿Cómo estás tú?</i>
P: <i>(Muy bien, gracias./ Así, así./ Muy mal.)</i> Encourage students to choose how the puppet is feeling.
T: <i>¡Qué bien!</i> <i>(That's good -- if the student answers fine.)</i> <i>¡Qué lastima!</i> <i>(That's too bad -- if the student answers so-so or very bad.)</i>
P: <i>¿Y usted?</i>
T: <i>Muy bien, gracias.</i>
T: <i>¡Qué bueno, (student's name!)</i>
Use the following praise words throughout the day: <i>¡Qué bueno!</i> (Hurray!) <i>¡Bien hecho!</i> (Well done!) <i>¡Bravo!</i> (Great!)

Teacher Script Designed to be Pasted (without head...) on a 5" X 8"
Index Card

<p>THE TEACHER SAYS  AND (DOES) </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>Episode 125: Lesson 1, La carrera</p>
<p>See card with Warm-up dialogue.</p>
<p><i>Coloreen los trenes con los creyones.</i> Students, color the train.</p>
<p><i>Levanten</i> (hold up) <i>los trenes azules.</i> ¿Cuántos trenes <u>azules</u> hay? <i>Vamos a</i> (Let's) <i>contar, uno, dos, tres, . . .</i> As a class, count the different colors of trains.</p>
<p><i>Levanten</i> (hold up) <i>los trenes rojos.</i> ¿Cuántos trenes <u>rojos</u> hay? <i>Rubén, cuenta</i> (count) <i>los trenes, por favor.</i> Ask individual students to tell the number of red trains, blue trains, etc.</p>
<p>¿Cuántos trenes hay (are there)? <i>Hay</i> (there are) <i>tres trenes.</i> Group the trains on the board and count.</p>
<p>Sort by color: <i>Pon todos los trenes amarillos en el círculo rojo.</i> <i>Pon todos los trenes verdes en el círculo verde.</i> (Put all the ...trains in the... circle)</p>
<p>Patterns: <i>Mira clase, es una secuencia de trenes. Hay un tren negro, un tren rojo, un tren verde, y un tren negro, un tren rojo, y un tren verde.</i> ¿Quién quiere hacer una secuencia de trenes? (See, class, this is a sequence of trains...)</p>
<p>Graphs: <i>Rosa, ¿de qué color es tu tren? (verde) Pon tu tren verde sobre el color verde en la gráfica. ¿Cuántos trenes verdes hay en la gráfica? ¿Hay más trenes verdes o amarillos? ¿Hay menos trenes negros o rojos?</i> (What color is your train? Put your ...train on the color... on the graph. How many ... trains are there on the graph? Are there more green trains or yellow trains?)</p>

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

THE TEACHER SAYS  AND (DOES) 

Episode 125: Lesson 2, *La carrera*

See card with Warm-up dialogue.

Review the use of *tú* (informal) and *usted* (formal), the two common ways of expressing *you* (singular) in Spanish. Give the class examples, such as: **If the principal walked into the room, what form would you use? If a parent . . .? If a friend...?**

Use a set of index cards with the following phrases: *Tengo hambre. Tengo sed. Tengo frío. Tengo calor.* Set them on a table, then ask a volunteer to come up, choose a card and act out the phrase. The rest of the class must guess the phrase or ask questions such as *¿Tienes frío? Sí, tengo frío* or *No, no tengo frío.*

Use the same set of cards from the previous activity. Bring five students to the front of the room, pass out the cards to four students, and use the following dialogue:

Student #5 to Student #1: *¿Tienes frío?*

Student #1 responds according to the phrase on his/her card: *Sí, tengo frío.* Or *No, no tengo frío.*

Student #5 to Student #2: *¿Tienes hambre?*

Student #2: *Sí, (No, no) tengo hambre.*

Student #5 continues asking the question to each student.

Sing: **Buenos días** to the tune of *Are You Sleeping?*

Objectives for day 3:

Student will indicate comprehension of:

- the expressions *Tengo hambre, sed, frío* and *calor*.
- some opposites in Spanish.

Connections to other subject areas:

- Literacy
- Math- counting

Materials Needed:

- Index cards with vocabulary words
- A ball
- Dice

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. Make copies of the cards that list the words that are opposites. (See day 4 for list) Hand one to each student. Have the students point to each word and say the word.
2. After repeating the words, ask the students to show a physical action to show the meaning of the word. Examples: *triste* = shows a sad face; *frío* = shivers and brings the arms up around the chest; *malo* = thumbs down; *bueno* = thumbs up; etc.
3. Tell the students to cut the cards along the solid black lines. Students should write their names on the back of each card. Students can either play in pairs or small groups. Mix the cards up and turn them over. The first student chooses a card and turns it over and reads the word. The same student turns over a second card and reads the word. A match is made when the student finds the opposite of the first card that they picked up. If there is no match the student replaces the cards and the game continues with the next player.
4. Make or use a Tic-Tac-Toe board. Divide the class into two teams, one becomes the Xs and the other becomes the Os. A player from the starting team selects a vocabulary card from any envelope. He or she says the word corresponding to the card and their team members must correctly give the opposite. The team receives an X or an O on the envelope. Play continues until one team has three of its symbols in a row—across, down, or diagonally.
5. At the end of the class exclaim to the class *¡Estoy cansado/a!* (I am tired!) *¿Quién está cansado?* (Who is tired?)

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 125: Lesson 3, *La carrera*

See card with Warm-up dialogue.

Point and say, using the cards with opposites. Ask the students to show a physical action to show the meaning of the word. Examples: *triste* = shows a sad face; *frío* = shivers and brings the arms up around the chest; *malo* = thumbs down; *bueno* = thumbs up; etc.

Use the same cards from the above activity. Mix the cards up and turn them over. The first student chooses a card and turns it over and reads the word. The same student turns over a second card and reads the word. A match is made when the student finds the opposite of the first card that he or she picked up. If there is no match the student replaces the cards and the game continues with the next player.

Tic-Tac-Toe. Divide the class into two teams, one becomes the Xs and the other becomes the Os. A player from the starting team selects a vocabulary card from any envelope. He or she says the word corresponding to the card and his or her team members must correctly give the opposite. The team receives an X or an O on the envelope. Play continues until one team has three in a row.

¡Estoy cansado/a! ¿Quién está cansado? Ask who is tired.

Objectives for day 4 :

Students will indicate comprehension of Spanish vocabulary by coloring their own book, *Mi Primero Libro de Contrarios*

Connections to other subject areas:

- Literacy
- Art- coloring

Materials needed:

- Book made from blackline masters

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.

Included in this lesson is a blackline master for a student book entitled *MI PRIMERO LIBRO DE CONTRARIOS*. It is recommended to make double-sided photocopies. Order the pages and staple.

Review the opposites with the students. Allow the students to color and take the booklets home to show their parents or keep in class as a reference or for review.

MI PRIMERO LIBRO DE CONTRARIOS

My First Book of Opposites

Grande.....Pequeño	big.....small
Caliente.....Frío	hot.....cold
Contento.....Triste	happysad
Bueno.....Malo	good.....bad
Enfermo.....Bien	ill (sick).....good
Rápido.....Lento	fast.....slow
Hola.....Adiós	hello.....goodbye
Duro.....Blando	hard.....soft
Viejo.....Joven	old.....young
Agrio.....Dulce	sour.....sweet

Final Assessment

A Web Site to Investigate:

Check out the following web site to find great activities, materials and stories in English, Spanish, French. The site also has multicultural activities for classroom use!

<http://www.miscositas.com/>

Notes:

Pronunciation

Hints

Contrarios= cone-
trahr-ee-ohss

Rápido= rah-pee-
doh

Lento= len-toe

Viejo= vee-ay-
hoe

Joven= hoe-ven

Agrio= ah-gree-

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

THE TEACHER SAYS  AND (DOES) 

Episode 125: Lesson 4, *La carrera*

See card with Warm-up dialogue.

MI PRIMERO LIBRO DE CONTRARIOS

My First Book of Opposites

grande	pequeño	big	small
caliente	frío	hot	cold
contento	triste	happy	sad
bueno	malo	good	bad
enfermo	bien	ill (sick)	good
rápido	lento	fast	slow
hola	adiós	hello	goodbye
duro	blando	hard	soft
viejo	joven	old	young
agrio	dulce	sour	sweet

¡Bien hecho, niños!

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 125—THE RACE

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish words <i>adiós</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el tren</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>contento</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>triste</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>cansado</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>caliente</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>tengo hambre</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>qué bueno, bien hecho, bravo</i> .			Comprehension of expressions of praise.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
125	<p><u>Nouns</u> Una carrera</p> <p>Mi nariz.</p> <p><u>Expressions/ phrases</u> ¿Listos? ¡Qué bueno! Contra ti. ¿Preparados? ¿Listos? ¡Ya! ¡Qué dolor! ¡Bien hecho!</p> <p><u>Sentences</u> Tú eres lento. (a) Soy rápido. (a) Vamos a tener una carrera. Yo soy más rápido que tú. Tengo hambre. ¿Quieres pastel? Me comí tres pedazos de pastel. El premio es para ti. Había una vez un tren pequeñito.</p>	<p>A race</p> <p>My nose.</p> <p>Ready? That's great! Against you. (a race) Ready? Set? Go! What pain! Well done!</p> <p>You are slow. (masc., fem.) I am fast. (masc.,fem.) Let's have a race. I'm faster than you. I'm hungry. Do you want some cake? I ate three pieces of cake. The prize is for you. Once upon a time there was a little train.</p>

Correctives and Enrichments- Episode 125

Time	Lang.	Prep.	Description	Materials Needed
10-15	2-3	4	<p style="text-align: center;"><u>Sense of the Sentence Game</u></p> <p>For students who are beginning to make complete sentences, this activity can be a challenging and fun game. Take a sentence such as <i>Me gusta el rojo</i>. Cut the sentence into four pieces and give one part to four individual students. If they can't read the words, whisper the word in each student's ear. Then have them form the sentence by arranging themselves and saying the sentence. This can also be a pair activity for students needing more time and help.</p>	Easy sentences cut into pieces. (3-5 word sentences)
5-10	1-2	0	<p style="text-align: center;"><u>Incorrect Sentence Activity</u></p> <p>Teacher (or a student volunteer) says a word or sentence and acts it out, either correctly or incorrectly. The class or group agrees or corrects the sentence to match the actions of the student. Ex. Teacher/student: <i>Tengo frío</i>. (action a pantomime of cold or hot.) The class then agrees or corrects the sentence to agree with the action. With single words, this can be used with students in need of more practice with the vocabulary.</p>	NA
10-15	1	1	<p style="text-align: center;"><u>Bean Bag or Ball Toss</u></p> <p>(For students who are doing very well using Spanish orally.) Students toss a bag or ball to other students sitting in a circle. The student throwing the ball asks a question such as <i>¿Qué quieres?</i> The student catching the ball must answer the question in a logical manner. Have students prepare their questions before beginning the game.</p>	A ball or bean bag.

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 125

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

adiós

el tren

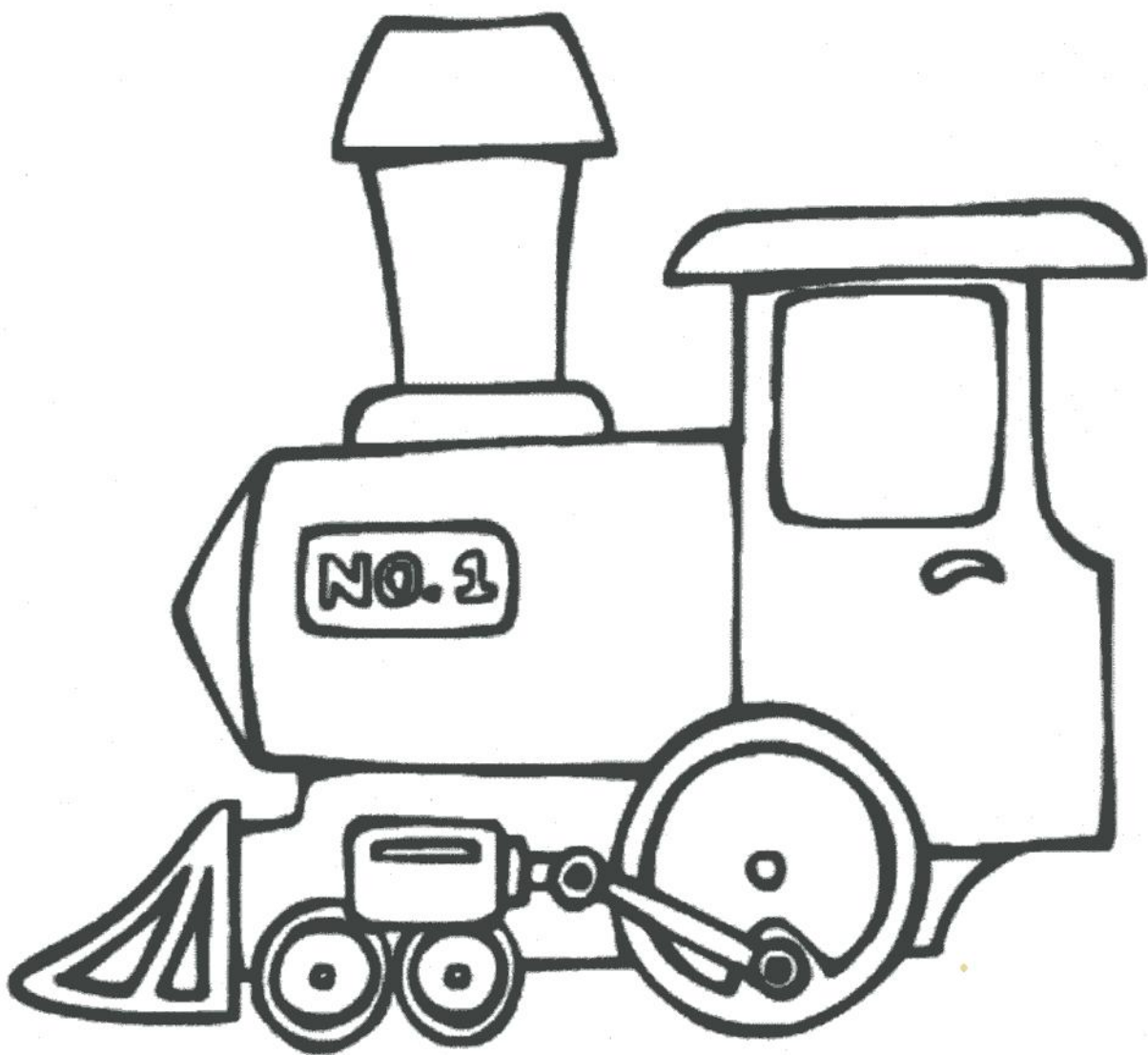
contento

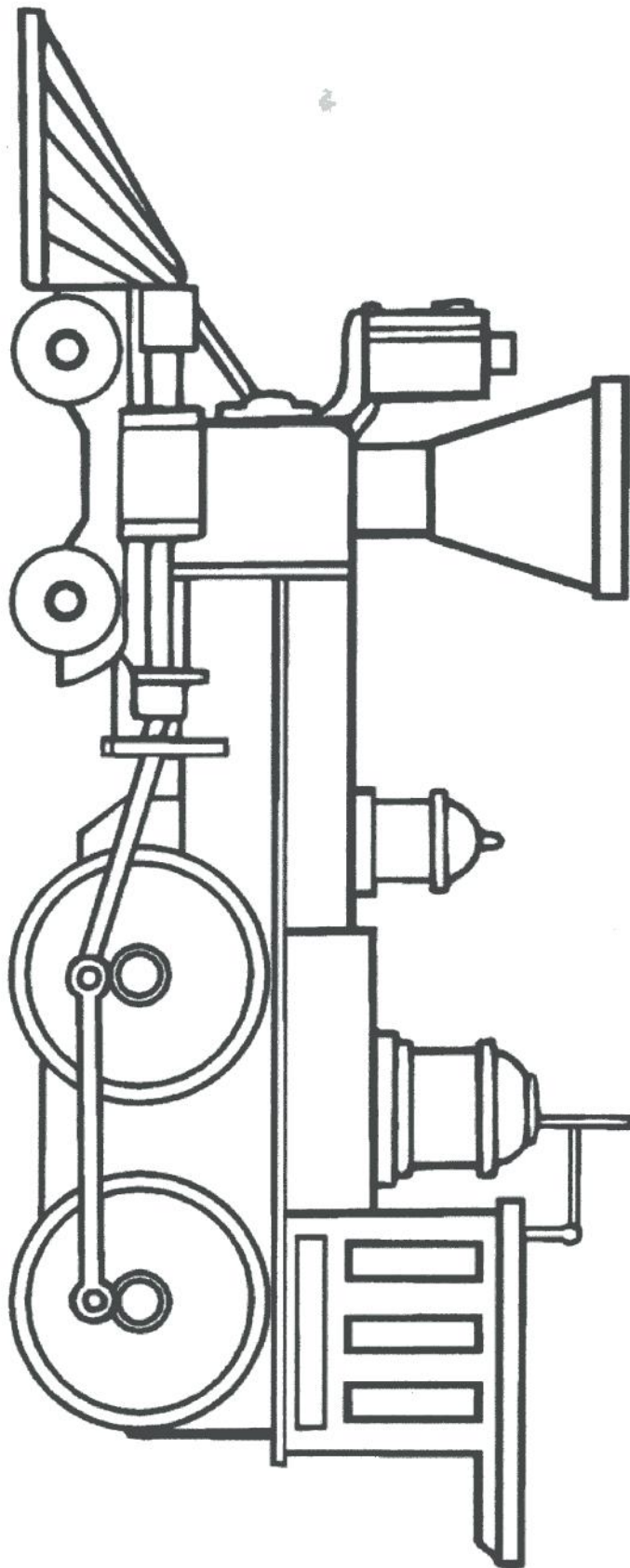
triste

cansado

caliente

tengo hambre

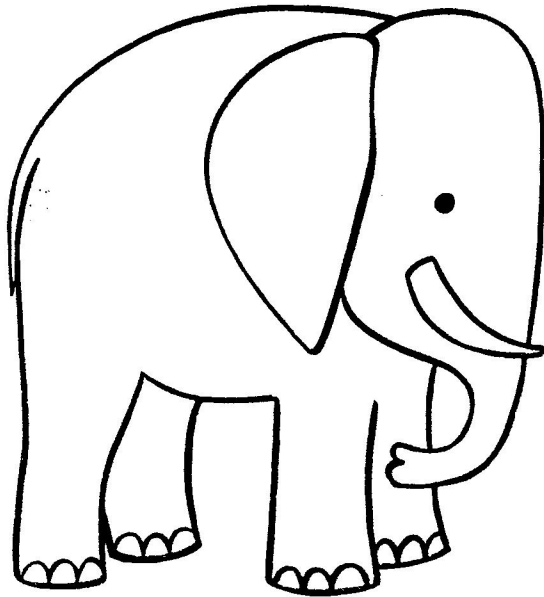




MI PRIMERO LIBRO DE CONTRARIOS

NOMBRE _____

1



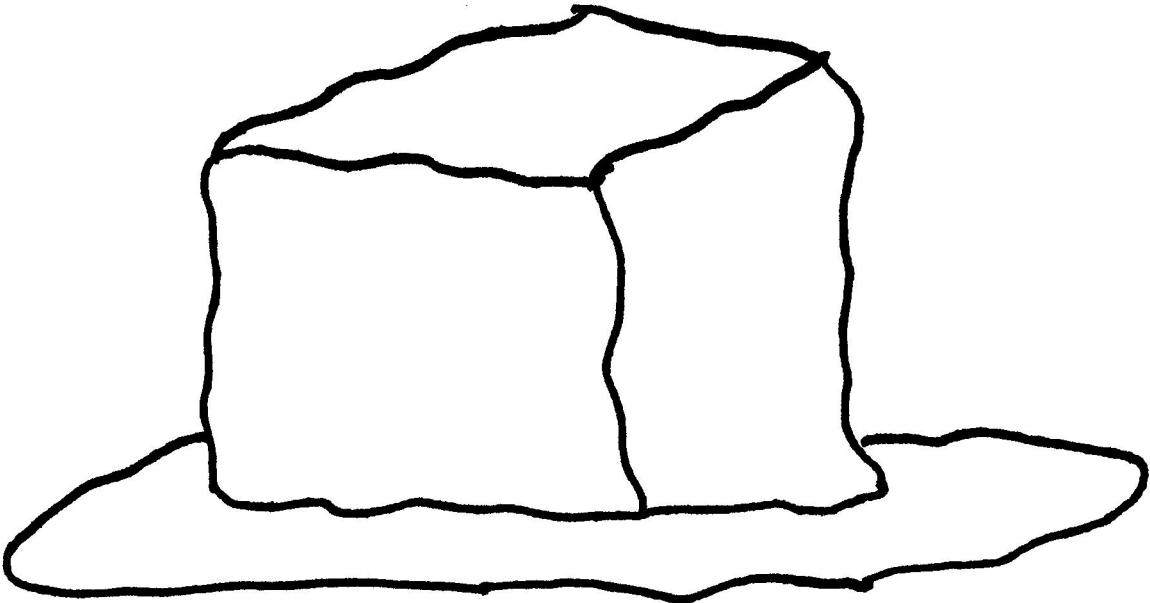
GRANDE

3



PEQUEÑO

2



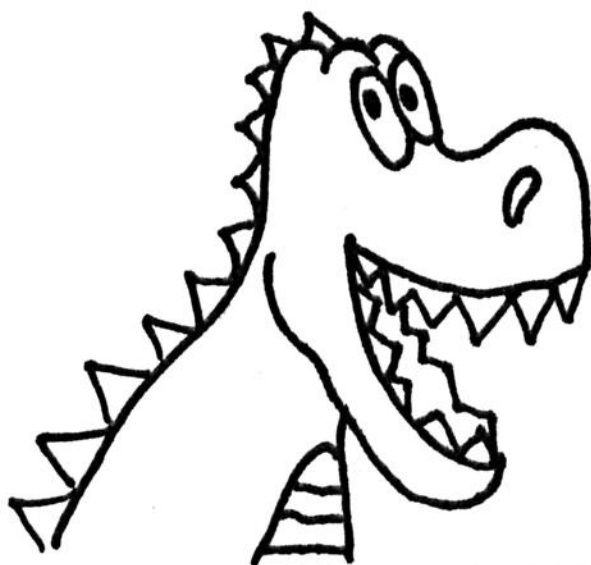
FRÍO

4



CALIENTE

5



CONTENTO

7



TRISTE

6



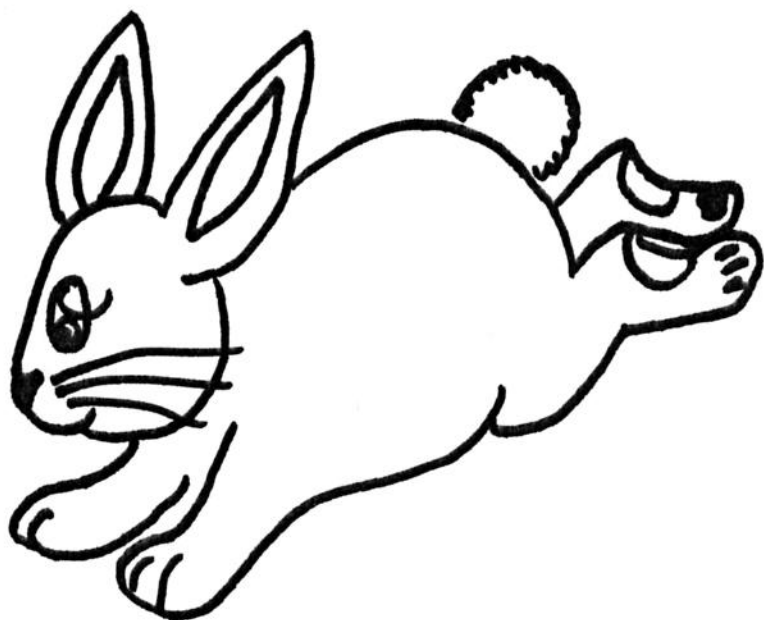
BIEN

8



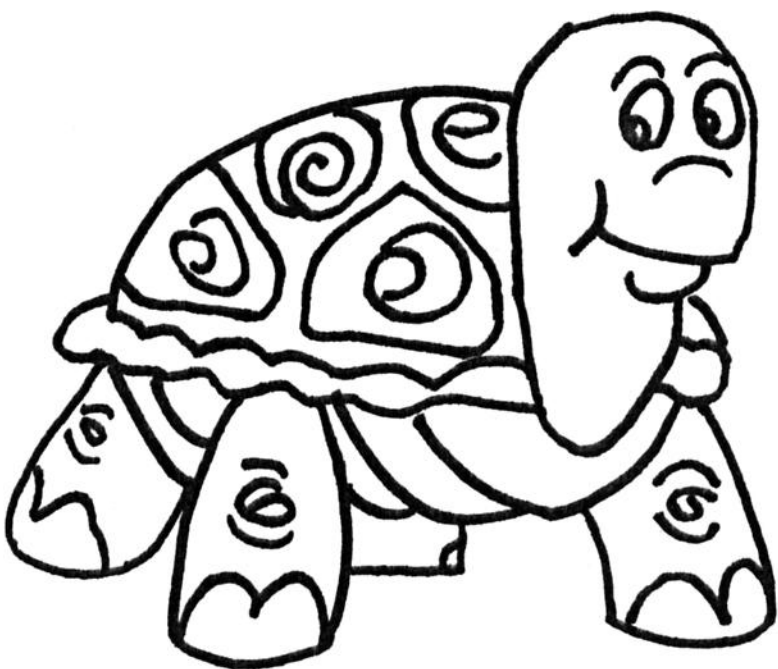
ENFERMA

9



RÁPIDO

11



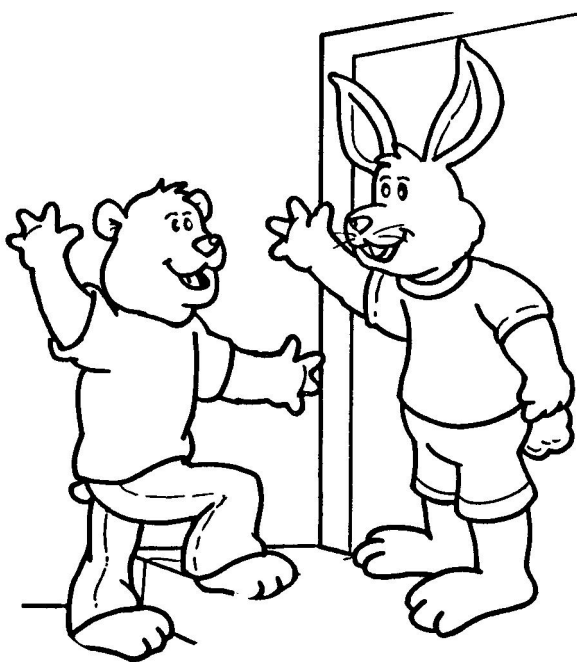
LENTA

10



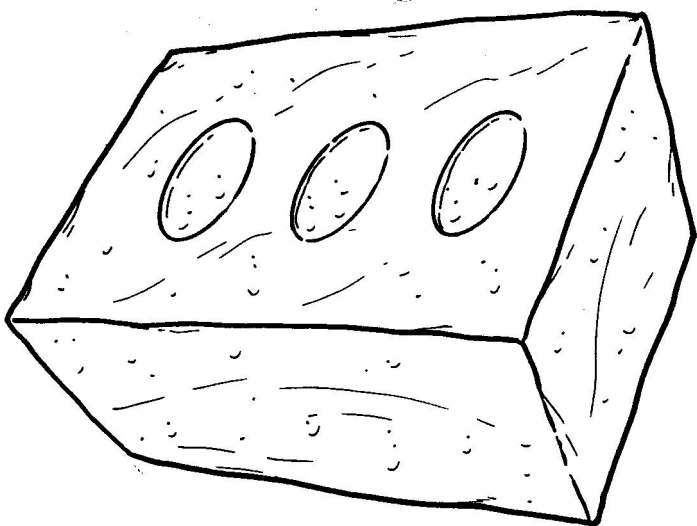
ADIÓS

12



HOLA

13



DURO

15



BLANDO

14



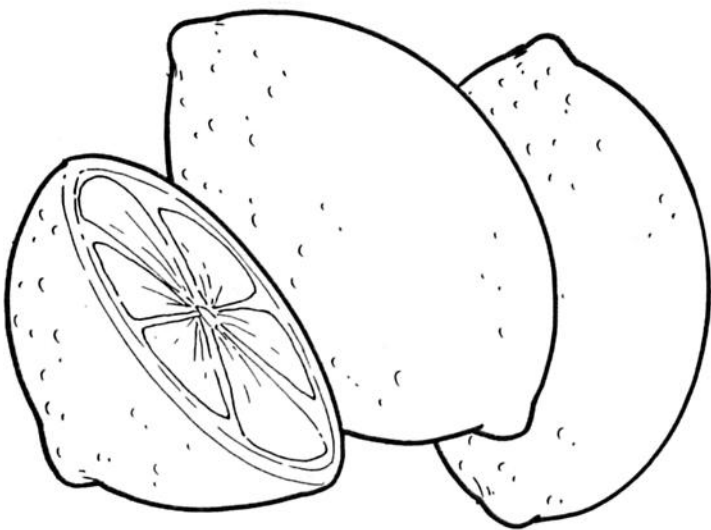
JOVEN

16



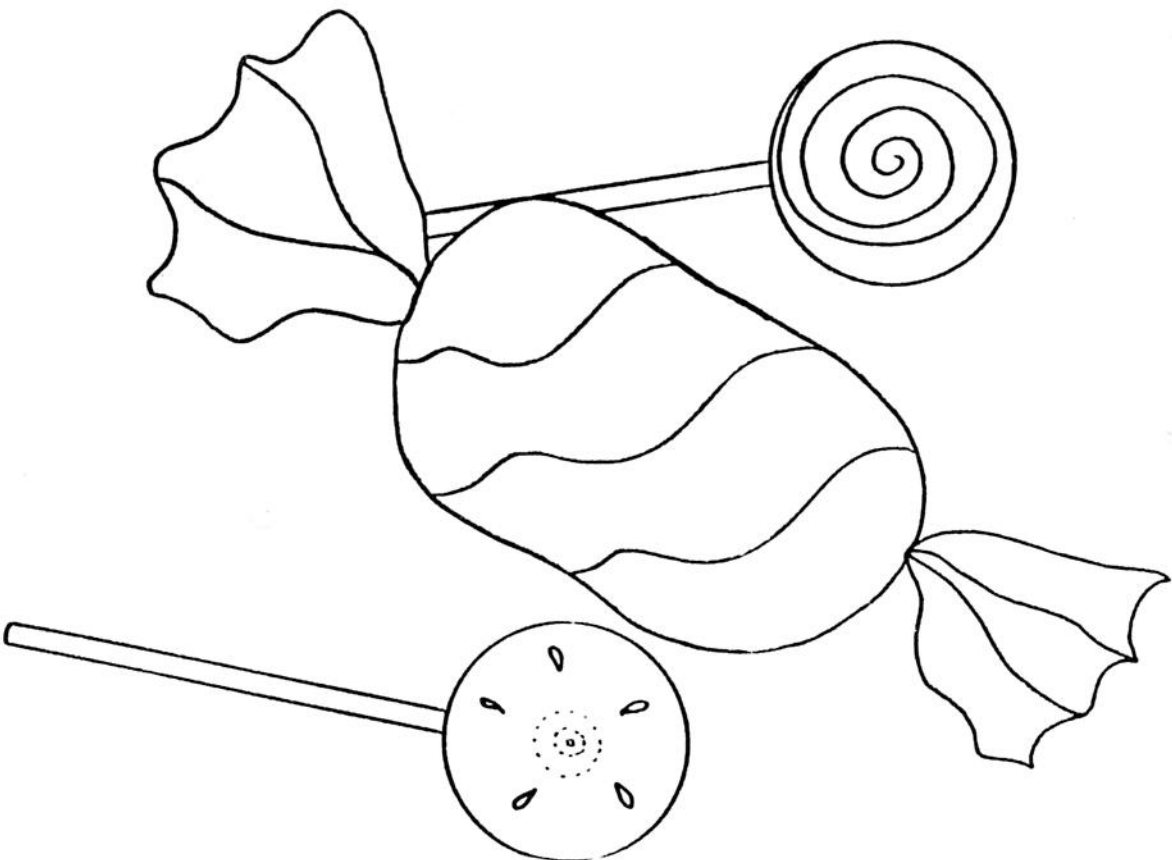
VIEJO

17



AGRIO

19



DULCE

18

el fin

20

pequeño



joven



lenta



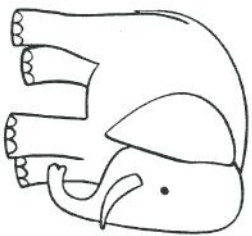
adiós



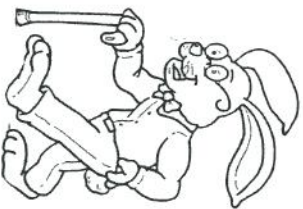
bien



grande



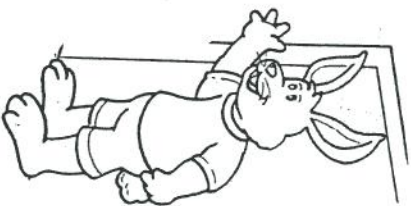
viejo



rápido



hola



enferma



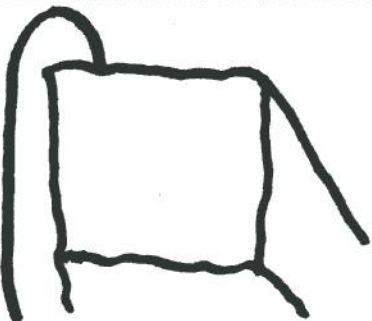
blando



triste



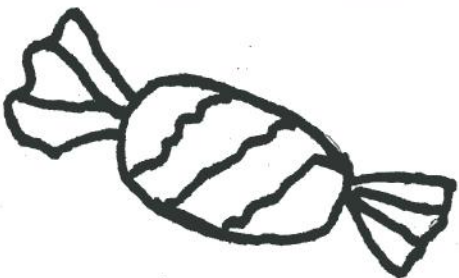
frio



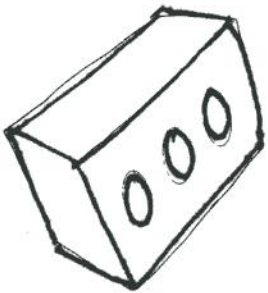
malo



dulce



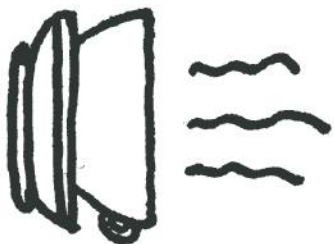
duro



contento



caliente



bueno



agrio



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

SALSA EPISODES 125-130

Dear Parent:

We hope that you have enjoyed 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 Train. (*La Carrera*). 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 125 is a variation of the traditional story acted out by puppet characters.
- In Episode 126 the three billy goats decide to take a trip with the Little Train, with multiple mishaps.
- In Episode 127 the armadillo turns into *Super Armadillo* and, after demonstrating his ability to move "faster than a speeding train," he rescues Mother Bear from the train tracks and vanquishes the Wolf.
- In Episode 128 while riding on the Little Train Mama and Baby Bear are stopped by three masked train robbers looking for ice cream.
- In Episode 129 the story leaves the Little Train tale to do a spoof on Cinderella, with the Monster losing one of his red shoes at the ball.
- In Episode 130 the three bears and the three billy goats face off in a quiz show to see which family remembers the most Spanish.

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.

Greetings/Polite Terms:

adiós goodbye (review)

Numbers:

diez ten
once eleven

Nouns:

<i>el tren</i>	the train
<i>el libro</i>	the book
<i>las uvas</i>	the grapes
<i>la leche</i>	the milk
<i>los osos</i>	the bears (review)
<i>el helado</i>	the ice cream
<i>el zapato</i>	the shoe
<i>los pies</i>	the feet
<i>el agua</i>	(the) water
<i>el pelo</i>	hair

Expressions:

¿Qué es? What is... what is it?

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 125-130

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 "good job," "well done" in Spanish. guardian:</p>	<p>Date: Signature of parent or guardian:</p> <p>_____</p> <p>(¡Qué bueno! or ¡Bien hecho! or ¡Bravo!)</p>
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<p>I can say "Thank you," "You're Welcome" and "Please" in Spanish. guardian:</p>	<p>Date: Signature of parent or guardian:</p> <p>_____</p> <p>(Gracias, de nada, por favor)</p>
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<p>I know the words for "feet," "hair," and "water" in Spanish.</p>	<p>Date: Signature of parent or guardian:</p> <p>_____</p> <p>(los pies, el pelo, el agua)</p>
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<p>I can ask "What is that?" in Spanish. guardian:</p>	<p>Date: Signature of parent or guardian:</p>
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(¿Qué es?)
