

WyFLES Teachers' Materials SALSA Episode 134

Table of Contents: SALSA Episode 134

- I. Recommended pacing for Episode 134.
- II. A list of the focus vocabulary words for this episode.
- III. A list of the characters.
- IV. A synopsis of the story.
- III. The Wyoming Foreign Language Standards addressed by this episode.
- IV. The student learning objectives.
- V. Four sample lesson plans with teacher-script index cards.
- VI. An individual student-assessment checklist.
- VII. A class-assessment spread sheet.
- VIII. Correctives and enrichments.
- X. Additional vocabulary used in this episode.
- XI. Black line master for vocabulary cards.
- XII. Spanish lyrics with translation for *Cabeza, Hombros, Piernas, Pies*
- XIII. Black line master for *Los Helados*
- XIV. Postcard Activity 1.
- XV. Translation for Postcard Activity 1.
- XVI. Postcard Activity 2.

Sample Pacing of Episode 134

Second Grade

Week One:

- Show the video Episode 134 all the way through.
- Show the video again using active viewing techniques.
- 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.
- 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 provided.

Unit Theme:

Juan y tallo de la planta de maíz (Jack and the Cornstalk)

Focus Vocabulary:

- *arriba* (up)
- *abajo* (down)

Characters/Personajes:

- *Armadillo*
- *Lobo* (Wolf)
- *Monstruo* (Monster)
- *Niña* (Girl)
- *Ratoncito* (Rat)
- *Mamá Osa*
- *Gatita* (Little Cat)
- *Mosca* (Name of sock)
- *Reynaldo* (Name of red fish)
- *Humberto* (Name of squirrel)

Synopsis

Everyone suspects that *el Lobo* is up to his old tricks when people are bonked on the head and he happens to be around. Armadillo decides to find the real villain, changing once more into Super Armadillo. He finds that it was the Monster who, in the process of cleaning his house, had been tossing objects out the window. (old bananas, stinky shoes, and stale bread.) Super Armadillo solves the mystery and teaches the monster about the proper disposal of trash.

Essential Activities:

- 1) Watch the SALSA series guide for Episode 134. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 134 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. (29 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. Use two students to play the roles of the puppets. When students are comfortable with the conversation, remove the puppets and let the students practice the conversation with each other.

1st Student: *Buenos días*, (puppet's name.) Good morning, _____.

(Or *Buenas tardes*, as appropriate.) Good afternoon

2nd Student: *Buenos días*, (puppet's name.) Good morning, _____.

(Or *Buenas tardes*, as appropriate.) Good afternoon

1st Student: *¿Cómo estás tú?* How are you?

2nd Student: *Muy bien. Así, así/ Muy mal.* Very good/ So-so/ Very bad.

1st Student: *¡Qué bien!* That's good -- if the student answers *fine*.

¡Qué lástima! That's too bad -- if the student answers *so-so* or very *bad*.

2nd Student: *¿Y tú?* And you?

1st Student: *Muy bien, (Así-así/ Muy mal) gracias.* Fine, thank you.

Notes:

Cultural Notes:

You may notice in this episode that there are two Spanish words for fish:

El pez= a fish in the water

El pescado= a fish out of the water.

In this segment on the Dominican Republic the class uses the word *profesora* instead of

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 body parts in Spanish.
2. Indicate verbally or non-verbally comprehension and cultural awareness of a simple dialog in a restaurant.
3. Indicate verbally or non-verbally comprehension of the words up and down in Spanish.

Connections to other subject areas:

- Literacy
- Science- some parts of the human body.

Materials needed:

- Video of Episode 134
- Copy of black line master of the *Cabeza* song for each student.

2. View the SALSA video at the first break. Practice the vocabulary words *arriba* (up) and *abajo* (down). Review the same section with the volume lowered as the class practices the words.
3. Continue with the first break. Practice the vocabulary word *el helado* (ice cream). Repeat the same section, lower the volume and have the class repeat the word.
4. Fast forward the video to the second break. Play the section with the children and the waiter. As a class practice the dialogue and then ask for volunteers to play the role of the children and the waiter.

Dialogue:
Waiter: ¿*Quieren pastel?* Children: *No, gracias.*
Would you like some cake? No, thank you.
Waiter: ¿*Quieren bananas?* Children: *No, gracias.*
Would you like some bananas? No, thank you.
Waiter: ¿*Quieren helado?* Children: *¡Sí, gracias!*
Would you like some ice cream? Yes, thank you!
5. At the end of the lessons you will find a blackline master for the song *Cabeza, hombros, piernas, pies* (Head, shoulders, legs and feet). Make copies for the class and hand out to the students.
6. Fast forward the video to the third break. Play the song. Let the students listen to the music and the words. Practice the words together. Replay the video and let the students sing along with the video. Repeat a third time and have the students point to the parts of the body as they sing the song.

Notes:

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 134)

Teacher Script Designed to be Pasted 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 134: Lesson 1, Super Armadillo: Peligro Desde Arriba/ Super Armadillo</p>												
<p>See card with Warm-up dialogue from episode 127.</p>												
<p>View the SALSA video at the first break. Practice the vocabulary words <i>arriba</i> (up) and <i>abajo</i> (down). Review the same section with the volume lowered as the class practices the words.</p>												
<p>Continue with the first break. Practice the vocabulary word <i>el helado</i>. Repeat the same section, lower the volume and have the class repeat the word.</p>												
<p>Show the SALSA video at the second break. Lower the volume and let students say the parts for the children and the waiter.</p> <table><tr><td>Waiter: <i>¿Quieren pastel?</i></td><td>Children: <i>No, gracias.</i></td></tr><tr><td> Would you like some cake?</td><td> No, thank you.</td></tr><tr><td>Waiter: <i>¿Quieren bananas?</i></td><td>Children: <i>No, gracias.</i></td></tr><tr><td> Would you like some bananas?</td><td> No, thank you.</td></tr><tr><td>Waiter: <i>¿Quieren helado?</i></td><td>Children: <i>¡Sí, gracias!</i></td></tr><tr><td> Would you like some ice cream?</td><td> Yes, thank you!</td></tr></table>	Waiter: <i>¿Quieren pastel?</i>	Children: <i>No, gracias.</i>	Would you like some cake?	No, thank you.	Waiter: <i>¿Quieren bananas?</i>	Children: <i>No, gracias.</i>	Would you like some bananas?	No, thank you.	Waiter: <i>¿Quieren helado?</i>	Children: <i>¡Sí, gracias!</i>	Would you like some ice cream?	Yes, thank you!
Waiter: <i>¿Quieren pastel?</i>	Children: <i>No, gracias.</i>											
Would you like some cake?	No, thank you.											
Waiter: <i>¿Quieren bananas?</i>	Children: <i>No, gracias.</i>											
Would you like some bananas?	No, thank you.											
Waiter: <i>¿Quieren helado?</i>	Children: <i>¡Sí, gracias!</i>											
Would you like some ice cream?	Yes, thank you!											
<p>Fast-forward the video to the third break. Play the song <i>Cabeza, hombros, piernas, pies</i>. Let the students listen to the music and the words. Practice the words together. Replay the video and let the students sing along with the video. Repeat a third time and have the students point to the parts of the body as they sing the song.</p>												

<p><u>Objectives for day 2:</u> Students will indicate comprehension of:</p> <ol style="list-style-type: none"> 1. the words <i>arriba</i> and <i>abajo</i>. 2. some body parts in Spanish. 3. the numbers 11-15. <p><u>Connections to other subject areas:</u></p> <ul style="list-style-type: none"> • Literacy • Math- counting • Art- cutting and coloring. <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> • Video of Episode 134 <p><u>Assessment:</u> Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for</p>	<p><u>Sample Lesson for Day 2: (Estimated time: 25 minutes)</u> As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.</p> <ol style="list-style-type: none"> 1. Review the vocabulary from the last lesson by viewing the SALSA video at the second break. Practice the vocabulary words <i>arriba</i> (up) and <i>abajo</i> (down). Review the same section with the volume lowered as the class practices the words. 2. Fast forward to the third break, turn down the volume and let the students read the words <i>arriba</i> and <i>abajo</i>. As they say the words have the students point up or down with the appropriate word. 3. Continue viewing the video to practice the words <i>el helado/ los helados</i> (ice cream/ ice creams). 4. Sing <i>Cabeza, hombros, piernas, pies</i>. 5. Make copies of the blackline master of <i>el helado</i>. Hand out the copies to the students. Let the students color and cut the shapes. Once the students have cut all the shapes have them place the scoops in the proper order (<i>once-11, doce-12, trece-13, catorce-14, quince-15</i>). Check their work when they finish. Place in an envelope or baggies and let the children take <i>el helado</i> home to practice with their families. 	<p>Notes:</p>
--	--	---------------

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

THE TEACHER SAYS  AND (DOES) 

Episode 134: Lesson 2, *Super Armadillo: Peligro Desde Arriba/ Super Armadillo*

See card with Warm-up dialogue from episode 127.

Review the vocabulary from the last lesson by viewing the SALSA video at the second break. Practice the vocabulary words *arriba* (up) and *abajo* (down). Review the same section with the volume lowered as the class practices the words.

Fast forward to the third break, turn down the volume and let the students read the words *arriba* and *abajo*. As they say the words have the students point up or down with the appropriate word.

Continue viewing the video to practice the words *el helado/ los helados*.

Sing *Cabeza, hombros, piernas, pies*.

Hand out the copies to the students. Let the students color and cut the shapes. Once the students have cut all the shapes have them place the scoops in the proper order (*once-11, doce-12, trece-13, catorce-14, quince-15*). Check their work when they finish.

Objectives for day 3:

1) Students will have an opportunity to know more about either Peru, the armadillo, and/or a museum that focuses on history.

Connections to other subject areas:

- Literacy
- Science
- History

Materials Needed:

- Video of 134

Assessment

Assessment of these kinds of activities may be based on a portfolio of student work. The assessments provided with these materials address the focus vocabulary

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. Watch the portion of the SALSA video (second break, part 3) with *Ratoncito* entitled *Vamos al museo*.

Transcript for *Vamos al museo*.

Ratoncito: *Vamos al museo.* Let's go to the museum.
 Mamá Osa: *Hola. Bebé y yo vamos al museo. ¿Bebé? ¿Bebé? ¿Dónde estas, Bebé?*
 Hello. Bebé and I are going to the museum. Bebé? Bebé?
 Where are you Bebé?
 Bebé Oso: *Aquí estoy mamá.* Here I am, mom.
 Mamá Osa: *Vamos.* Let's go.
 Bebé Oso: *Mira. Un pescado.* Look. A fish.
 Bebé Oso: *Mira. Un armadillo.* Look. An armadillo.
 Mamá Osa: *¡Qué fabuloso! ¿Bebé? ¿Bebé?*
 How fabulous! Bebé? Bebé?
 Bebé Oso: *¿Mamá?* Mamá?
 Mamá Osa: *Hola, hijo.* Hello, son.
 Bebé Oso: *Hola, mamá.* Hello, mom.
Hasta luego.

2. After viewing this section of the video, you may choose from the following activities:
 - Research the country of Peru and/ or Peruvian artifacts.
 - Some of the students have a hard time recognizing what Armadillo is. Ask the students what kind of animal they think he is. Research armadillos.
 - Visit a museum that focuses on history.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 134: Lesson 3, *Super Armadillo: Peligro Desde Arriba/ Super Armadillo*

See card with Warm-up dialogue from episode 127.

Watch the portion of the SALSA video (second break, part 3) with *Ratoncito* entitled *Vamos al museo*.

After viewing this section of the video, you may choose from the following activities:

- Research the country of Peru and/ or Peruvian artifacts.
- Some of the students have a hard time recognizing what Armadillo is. Ask the students what kind of animal they think he is. Research armadillos.
- Visit a museum that focuses on history.

Objectives for day 4

Students will indicate comprehension of the Spanish culture in the lesson by listening to and discussing the part of the video about a boy from the Dominican Republic.

Connections to other subject areas:

- Literacy
- Geography

Materials needed:

- Video for Episode 134.

Assessment: (See assessments provided with this unit.)

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

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

Cultural Awareness: *República Dominicana*

Use a globe or a map and ask a student to locate the Dominican Republic. Locate the capital, Santo Domingo. Tell students that you are going to play the part of the video that shows a young boy. His name is Gordy and he lives in the capital city of the Dominican Republic.

Transcript for *República Dominicana*.

¡Hola!

Hello!

Me llamo Gordy.

My name is Gordy.

Tengo diez años.

I am ten years old.

Vivo en Santo Domingo, la República Dominicana.

I live in the Dominican Republic.

Voy al colegio.

I go to school.

Buenos días, clase.

Good morning, class.

Buenos días, profesora.

Good morning, teacher.

Tengo clase de computadora.

I have computer class.

Me gusta mucho el básquetbol.

I like basketball very much.

Hasta luego.

This is the last in the series on the Dominican Republic. There are two postcard activities to follow up after viewing this episode. You may use one or both postcards.

Postcard #1: Brainstorm with the class some of the things that they remember from each episode with Elizabeth and Gordy. Ask the students to design a picture for the postcard titled ***Bienvenidos a la República Dominicana***. You might ask the students what scenes they remember the most from the videos (places, buildings, etc). Ask the students to choose either Elizabeth or Gordy as the one who is sending them the postcard and have them fill out the card accordingly. Refer to the translation for information on how to fill out the card. Write the information on the board for the students to copy.

Postcard #2: Refer to the teacher’s instruction sheet.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 134: Lesson 4, *Super Armadillo: Peligro Desde Arriba/ Super Armadillo*

See card with Warm-up dialogue from episode 127.

Use a globe or a map and ask a student to locate the Dominican Republic. Locate the capital, Santo Domingo. Tell students that you are going to play the part of the video that shows a young boy. His name is Gordy and he lives in the capital city of the Dominican Republic.

This is the last in the series of the Dominican Republic. There are two postcard activities to follow up after viewing this episode. You may use one or both postcards.

1. Ask the students to choose either Elizabeth or Gordy as the one that is sending them the postcard and have the students fill out the card accordingly.
2. Have the students design a postcard depicting something about their state or city where they live. The students then fill out the back and address it either to Elizabeth or Gordy.

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 134—SUPER ARMADILLO – TROUBLE FROM ABOVE

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>arriba</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>abajo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el helado</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los helados</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el pez</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el pescado</i> .			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are different practices, products, and perspectives among cultures.			Comprehension and cultural awareness of: -Cultural artifacts from Peru -Everyday experiences of a child from Dominican Republic.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
134	<p><u>Nouns, Adjectives</u> Un pie</p> <p>¡Fuchi!</p> <p>Otro zapato.</p> <p><u>Expressions/ phrases</u> Helados a trece centavos.</p> <p>Para arriba.</p> <p>Para abajo.</p> <p>Allá arriba.</p> <p><u>Sentences</u> Armadillo vende helados.</p> <p>Se come uvas.</p> <p>¿Es un pájaro? No, no es un pájaro.</p> <p>Dame el helado.</p> <p>Este helado es para ti.</p> <p>Yo limpio mi casa bonita.</p> <p>Este pan está malo.</p> <p>Me pegaste con esta pan.</p> <p>¿No fuiste tú?</p> <p>No fui yo.</p> <p>Mi casa está bonita.</p> <p>Este pan está malo.</p>	<p>A foot.</p> <p>Gross!</p> <p>Another shoe.</p> <p>Ice cream for thirteen cents.</p> <p>Up!</p> <p>Down</p> <p>Up there.</p> <p>Armadillo sells ice cream.</p> <p>He eats some grapes.</p> <p>Is it a bird? No, it's not a bird.</p> <p>Give me the ice cream.</p> <p>This ice cream is for you.</p> <p>I am cleaning my pretty house.</p> <p>This bread is bad.</p> <p>You hit me with this bread.</p> <p>It wasn't you?</p> <p>It wasn't me.</p> <p>My house is pretty.</p>

Correctives and Enrichments- Episode 134

Time	Lang.	Prep.	Description	Materials Needed
5-10	1-2	2	<p style="text-align: center;"><u>Incorrect Sentence Activity</u></p> <p>This is an easy review of the body parts for students having difficulty learning that vocabulary. For others, it is good practice in making a simple sentence. Teacher reads a sentence while pointing to the wrong image or part of the body. Students may either say the correct sentence or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es la nariz. ¿Sí o no?</i> Students: <i>No es la nariz, es la boca.</i> (or thumbs up, down)</p>	
10-15	1-2	0	<p style="text-align: center;"><u>Video Activity: What's Happening</u></p> <p>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 songs are especially good, and students can sing the songs with the volume turned down or off.</p>	Video of 134
Will vary.	1	0	<p style="text-align: center;"><u>Internet Research Activity</u></p> <p>If they have not yet done so, students can do research on the Dominican Republic in the library and/or on the Internet. A few sites: CIA site with facts: http://www.cia.gov/cia/publications/factbook/geos/dr.html Tourist site: http://www.dominicana-sun.com/ Official site: http://pegasus.cc.ucf.edu/~jtorres/domrep/domrep.html (has info on baseball and other interesting facts.)</p>	Internet access.

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

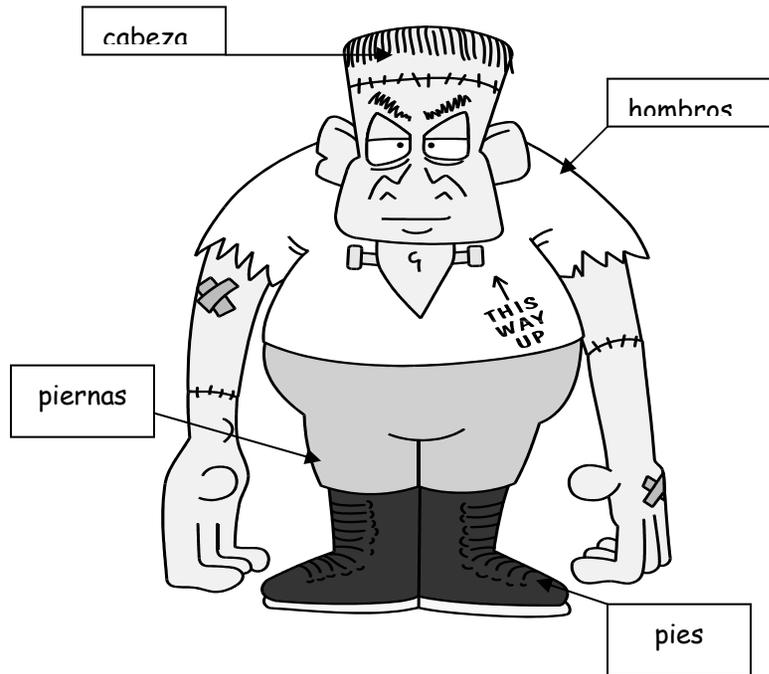
Column 2 (Prep.)

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. |

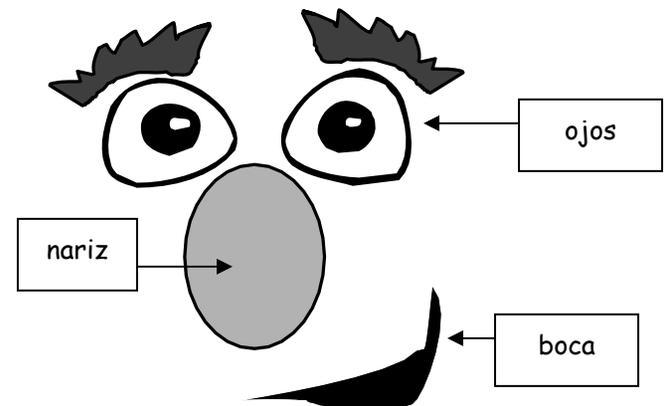
CABEZA, HOMBROS, PIERNAS, PIES

Cabeza, hombros, piernas, pies . . .
piernas, pies . . .
Cabeza, hombros, piernas, pies . . .
piernas, pies . . .
ojos, orejas, boca y nariz,
Cabeza, hombros, piernas, pies . . .
piernas, pies . . .



HEAD, SHOULDERS, LEGS, FEET

Head, shoulders, legs, feet . . .
Legs, feet . . .
Head, shoulders, legs, feet . . .
Legs, feet . . .
Eyes, ears, mouth, and nose . . .
Head, shoulders, legs, feet . . .
Legs, feet . . .





LOS COLORES

Rojo, verde, y azul.

(clap, clap, clap, clap, clap, clap)

Rojo, verde, y azul.

(clap, clap, clap, clap, clap, clap)

Amarillo, y morado,

Blanco, negro, anaranjado,

Rojo, verde, y azul.

(clap, clap, clap, clap, clap, clap)

COLORS

Red, green, and blue.

Red, green, and blue.

Yellow and purple,

White, black, orange,

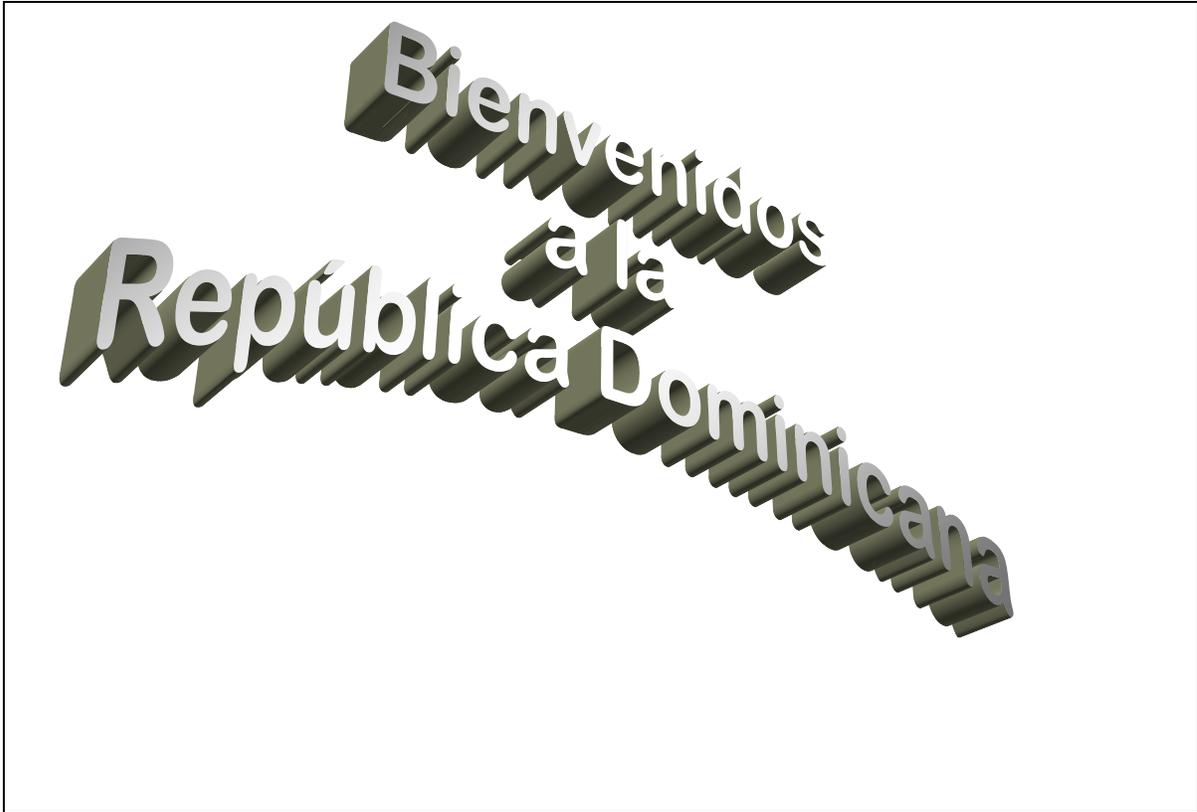
Red, green, and blue.



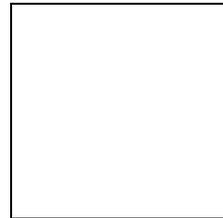


Nombre _____ fecha _____

Postcard Activity 1



la fecha _____



Querido/a _____,

Hola.

Me llamo _____ . Tengo diez años.

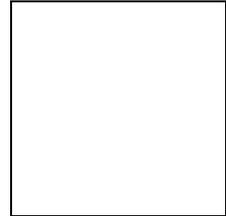
Vivo en la República Dominicana. ¿Cómo estás? Yo estoy muy bien. A mí me gusta

_____.

Hasta luego,

Translation for Postcard #1

la fecha (date)



Querido/a (student's name),

Hola.

Me llamo (Elizabeth/ Gordy). Tengo diez años. Vivo en la República Dominicana. ¿Cómo estás? Yo estoy muy bien. A mí me gusta (see below for options.)

Hasta luego,

Elizabeth/ Gordy

(date)

Hello.

My name is Elizabeth/ Gordy. I am ten years old. I live in the Dominican Republic.

How are you? I am fine. I like to

- jugar con mis amigos/as. (play with my friends.)
- ir a la playa con mi familia.
(go to the beach with my family.)
- pasear en mi bicicleta. (ride my bike.)
- ayudar a mi mamá. (help my mom.)

**Teacher Instructions for
Postcard Activity 2**

Students design a postcard that represents their state or city. You may want to have the students do some research on their state, for example state flower, tree, bird, vacation spots, or places of interest to visit.

Let the students fill out the postcard by choosing either Elizabeth or Gordy as the recipient of the card. Students fill in the blanks with their own information. Refer to the translation for postcard #1. Use the same information listed in the part for “*A mí me gusta*—I like to . . .)

Examples:

A mí me gusta jugar el béisbol. (I like to play baseball.)

A mí me gusta el básquetbol. (I like baseball.)

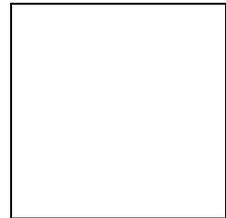
A mí me gusta jugar los deportes. (I like to play sports.)

A mí me gusta el fútbol americano. (I like to play American football.)

A mí me gusta pasear en mi bicicleta. (I like to ride my bike.)

A mí me gusta jugar con mis amigos/as. (I like to play with my friends.)

la fecha (date)

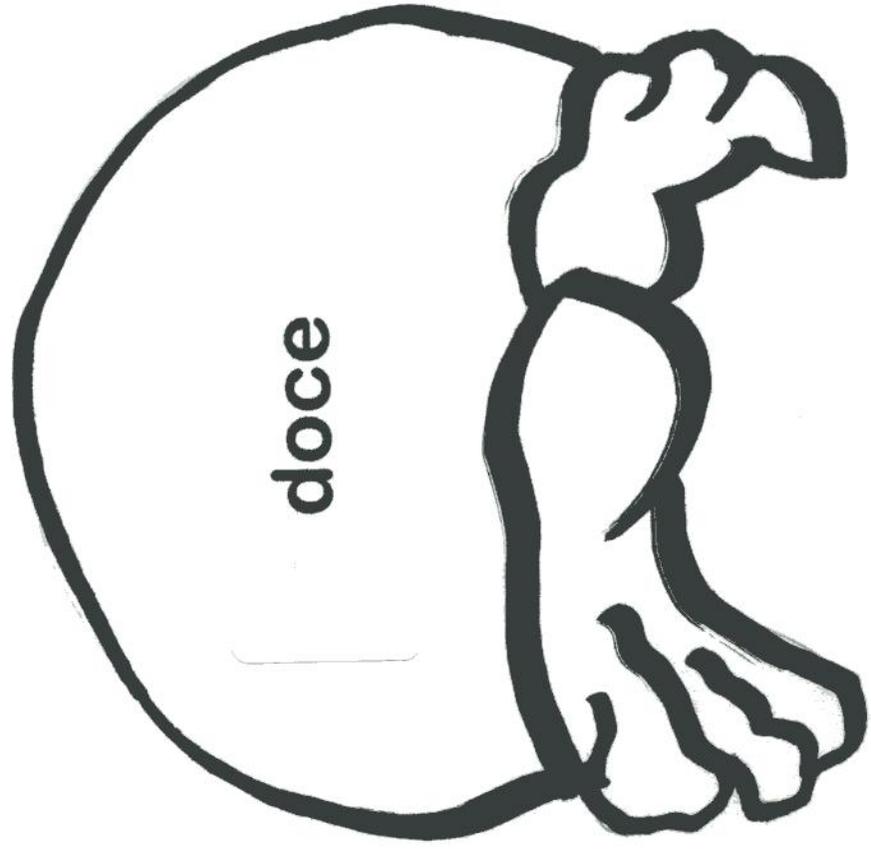
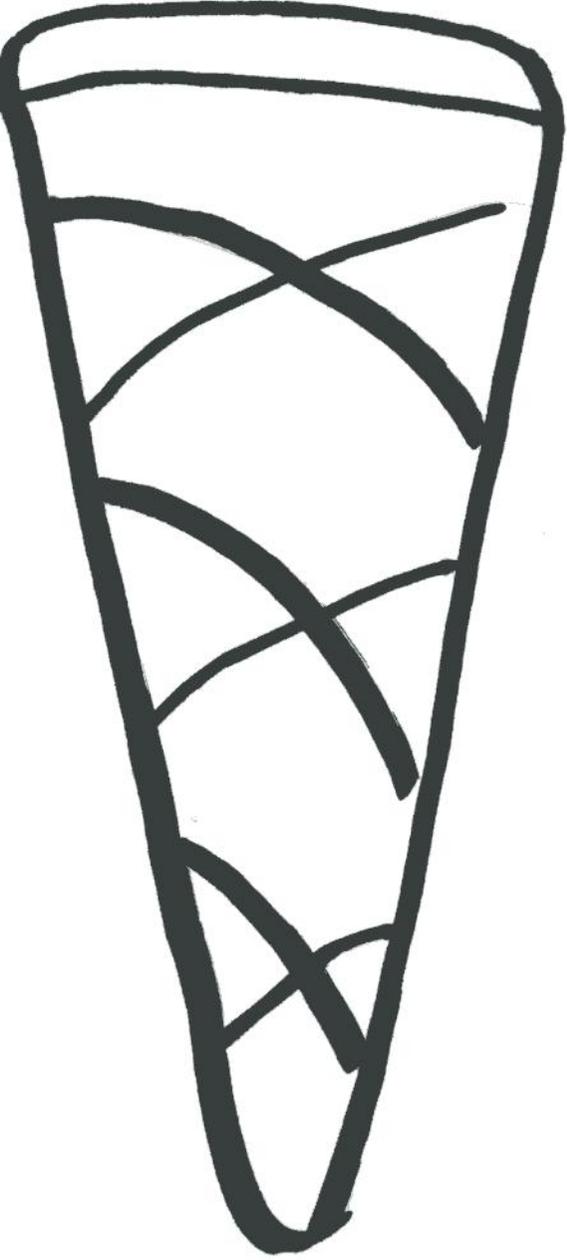


Querido/a (Dear Elizabeth/ Gordy),
Hola. Me llamo (student's name). Tengo
(student's age) años. Vivo en (City, _____
state).

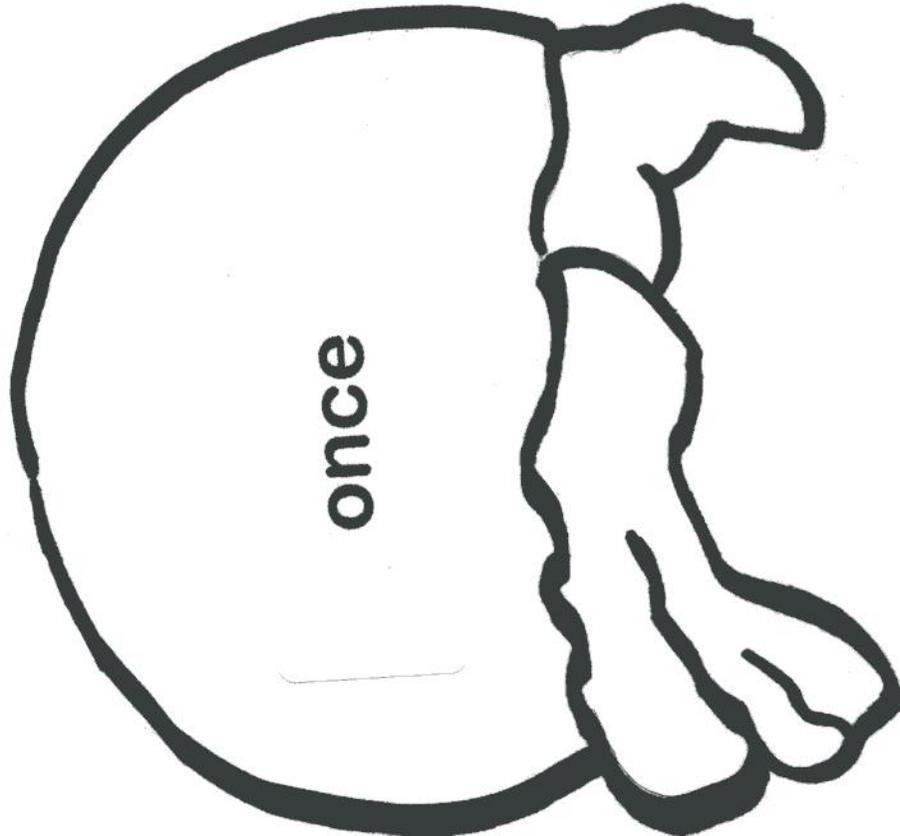
¿Cómo estás? Yo estoy muy bien. *A mí me gusta* (see above for options).

Hasta luego,

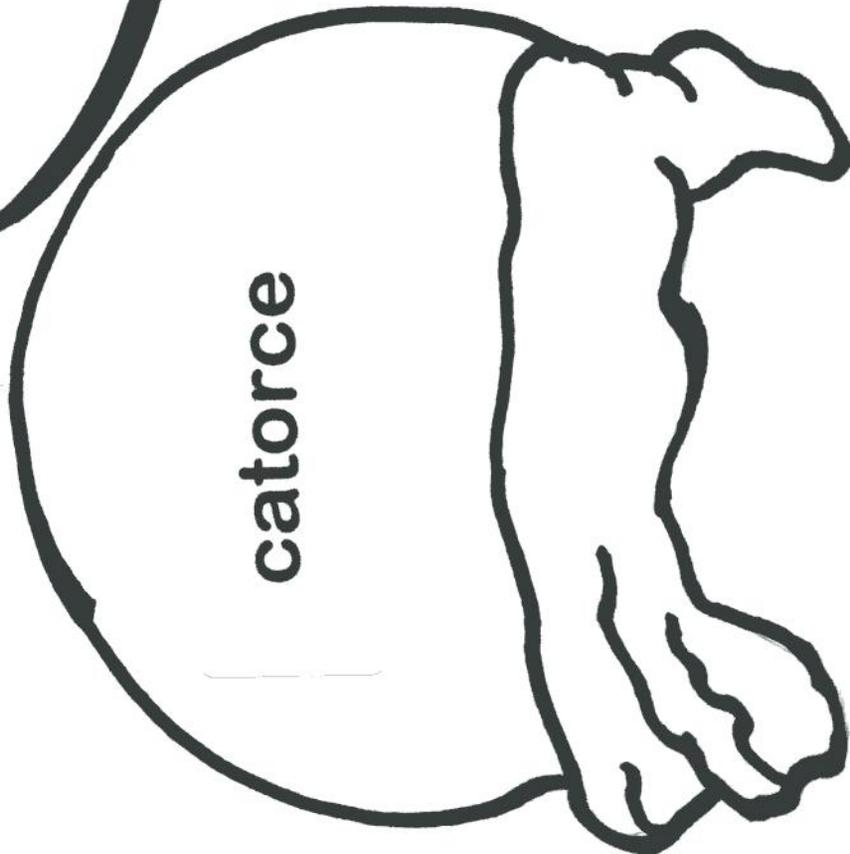
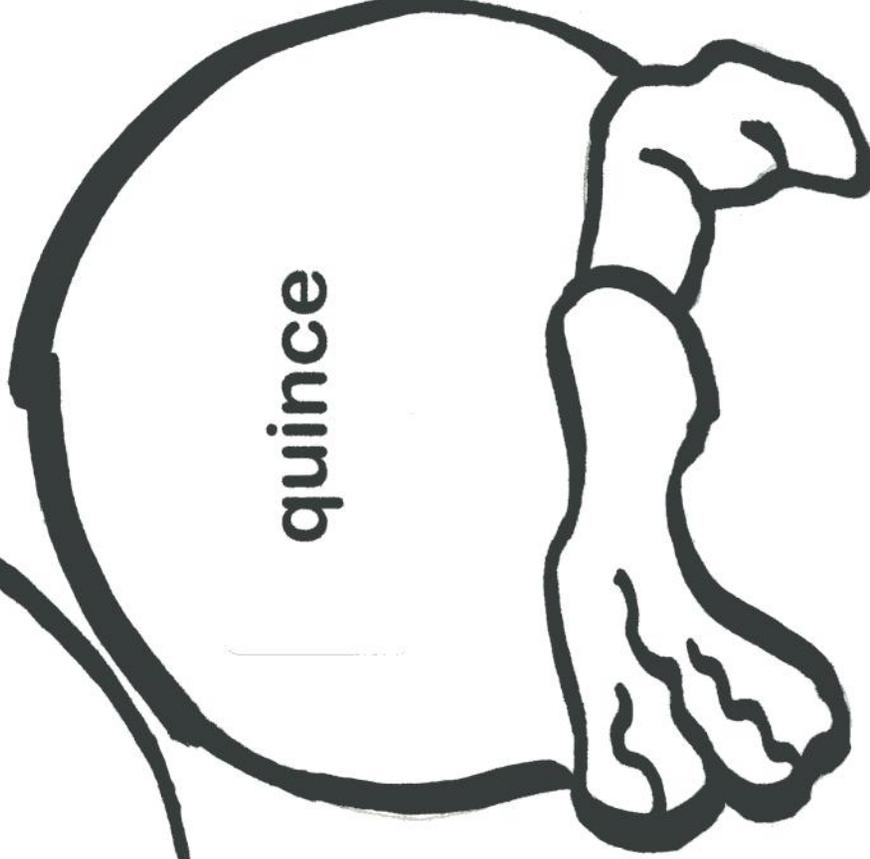
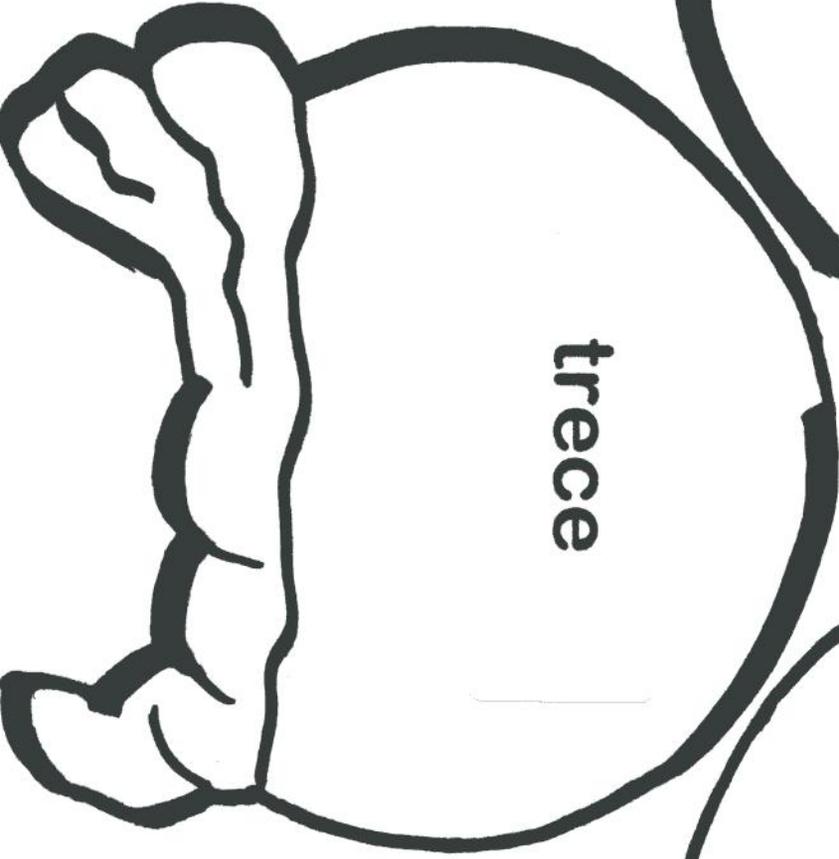
el helado



doce



once



catorce

Vocabulary Cards

Episode 134

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

arriba

abajo

el helado

los helados

el pez

el pescado

Armadillo

Episode Transcript

To save money on printing and postage, we have discontinued printing the transcript of each 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 **204**. (click once only)
You can then print out the transcript.

Important: Beginning with episode 131, WyFLES uses a different numbering system than does Georgia Public Television:

<u>WyFLES Materials</u>	<u>GPB Materials</u>
131.....	201
132.....	202
133.....	203
134.....	204
135.....	205
136.....	206
137.....	207
138.....	208
139.....	209
140.....	210
141.....	211
142.....	212

Note: The reason for this difference in numbering is that Georgia Public Television, when developing the 42 episodes did so in two segments. The first episodes (101-130) were developed as one

“package.” The second group of episodes (131-142) was developed as another package. There were originally plans to produce more episodes, but the grant monies ran out before that could be accomplished.