

## WyFLES Teachers' Materials SALSA Episode 104

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## Sample Pacing of Episode 104

### Kindergarten

#### Week One:

- Review with your students the previous episodes of SALSA . (5 minutes)
- Show the video Episode 104 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.

#### Week Two:

- Show the video once again using active viewing techniques.
- Try one extension activity.

#### Week Three:

- Show the video in segments, asking students to predict what comes next.
- Try one extension activity.
- Check off student learning on the assessment

## Sample Pacing of Episode 104

### First and Second Grades

#### Week One:

- Review with your students the previous episode of SALSA. (5 minutes)
- Show the video Episode 104 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.

#### 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 provided.

**Unit Theme: Ricitos de Oro y los Tres Osos**

**Focus Vocabulary:**

- *rojo* (red)
- *verde* (green)
- *azul* (blue)

**Characters/Personajes:**

- *Perro* (the dog)
- *Ricitos de Oro* (Goldilocks)
- *Armadillo*
- *Mamá Osa* (Mama Bear)
- *Papá Oso* (Papa Bear)
- *Bebé Oso* (Baby Bear)
- *Ratoncito* (Little Rat)
- *Mosca* (Sock)
- *Pez* (Fish)

**Synopsis:**

Goldilocks, Ratoncito, Salsa and *Bebé Oso* decide to play a game of hide and seek. *Bebé Oso* is “it.” While looking for the others, he wakes poor *Papá Oso*, who is trying to take a nap, time after time. The last one to be found is SALSA, who is hiding in the green bowl.

**Wyoming Standards:**

**1. Communication:**  
Students communicate

**Essential Activities:**

Watch the SALSA series guide for Episode 104 to review the lesson objectives. Since the focus words are review words, you will probably feel confident in your pronunciation.

- 1) Show the SALSA video of Episode 104 to your class at least twice each week, using active viewing techniques (pages 49-51 of the general reference materials) after the first viewing. You may wish to break it up into segments, or show it in its entirety. (16 minutes) As in previous episodes, the recommended pacing is: three weeks to cover this episode in Kindergarten; two weeks in first and second grades.
- 2) Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego*. You may also use focus words from 101—*uno, dos, tres, pequeño* and *grande*; 102—*mamá, papá, bebé, caliente* and *frío*; and 103 — *rojo/roja, verde, azul, cuatro* and *cinco*— as often as you can.

The focus words in this unit are a review of the three colors introduced in Episode 102— *rojo/roja, verde* and *azul*. If you would like to expand the colors beyond those three, additional colors are listed on pages 56-57 of the general reference materials.

**Ideas for Expansion Activities**

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

The “index-card” script follows this section.

Greet the class with *hola, clase*. Use *¡Excelente!* as a praise word today.

1. Hold up a set of cards representing the words hot (*caliente*) and cold (*frío*). Say: **The soup is *caliente*, ¿sí o no?** or ***La sopa esta caliente, ¿sí o no?*** Students may respond with *sí* or *no*, or with thumbs up or thumbs down.
2. Walk around the classroom and ask students to touch the image or picture of items that represent the words hot and cold. (***Toca la sopa caliente.*** Students then react by either blowing on their fingers (or waving their hand in front of their face) if it is hot or hugging themselves and shivering if it is cold.

**Notes:**

**Assessment**

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

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**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 words
2. indicate verbally or non-verbally comprehension and cultural awareness of:
  - greetings and leave taking
  - traditional Spanish music.

**Correctives and**

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

3. Choose a student to leave the classroom and have another student hide an item or picture of an item that you have selected, e.g. a toy bear or a colored block. Once the item has been hidden, invite the first student to reenter the classroom. As the child walks around the room looking for the item, the rest of the children say *caliente* when he/she is getting closer to the hidden item or *frío* if he or she is getting farther away.

4. Show a set of cards with the numerals *uno, dos, tres, cuatro, and cinco*. Say the numerals on the cards in Spanish. Ask the students to close their eyes while you remove a card from the sequence. Tell the students to open their eyes and guess what numeral is missing.

5. Hand each of the five cards out to a student and ask the five students to come to the front of the room. Say the numerals on the cards together in Spanish. Tell the rest of the class to remember the numbers. Have the children who are standing in front of the class turn their backs to the class. Remove one of the cards and have the children turn to face the rest of the class. Ask which numeral is missing or say *¿Qué falta?*

6. Take a bag and fill it with items representing the following words: *rojo, verde, azul, and amarillo, pequeño, mediano and grande*. Walk around the room and have students take an item from the bag. Say, *¿Es rojo o verde?, ¿Es pequeño o grande?*, etc.

**Materials Needed:** • One or two objects or pictures of objects to be hidden in the *caliente-frío* game.

• A set of five large cards numbered from 1-5. (each card has one numeral written on it). • A sack/bag with large, small, medium, and differently colored objects or pictures. (You can use commercially available sets of colored bears if you have them, for example.)

**Suggested Web Site:**

• <http://www.learningco.com> This is a commercial site, but you can preview a very interesting and quite inexpensive CD entitled *Storybook Weaver Deluxe Classic*. (Do a search for that title to see the description.) The sales pitch states, “Create and print your own books with pictures, words (English or Spanish) and sound.” Our paraprofessionals have used it in Spanish and highly recommend it for you and your students. It costs \$14.99 plus \$5.00 shipping and handling, for a total of \$20.98. This might be a CD to request that your school library consider purchasing if they do not already have it.

**Nouns**

*Un cuento* (a story)  
*El libro* (the book)

**Adjectives**

*Otro/otra* (other, masc., fem. sing.)

**Questions**

*¿¿Como??* (What??)

**Commands**

*¡Mira!* (Look!)  
*¡Váyanse!* (Leave! Get out of here!)

**Sentences**

*Necesitamos platos.* (We need bowls.)



*Disculpa, por favor.* (Excuse me, please.)

*¡Está bien!* (Okay!)

*Aquí vengo.* (Here I Come!)



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

	
<b>THE TEACHER SAYS</b>	<b>AND (DOES)</b>
<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 word.</p>	
<p><b>Episode 104: Lesson 1, <i>Las escondidas</i> (front of card)</b></p>	
<p><b><i>Hola, clase!</i> Use <i>¡Excelente!</i> as a praise word today.</b></p>	
[La sopa] <b>está caliente</b> , ¿sí o no?	(Show a picture of a bowl of hot soup.)
[El helado] <b>está frío</b> , ¿sí o no?	(Show a picture of ice cream.)
[El sol] <b>está caliente</b> , ¿sí o no?	(Show a picture of the sun.)
[ La nieve] <b>está frío</b> , ¿sí o no?	(Show a picture of snow.)
<p><b>¡Excelente!</b></p>	
[Toca la sopa] <b>caliente</b> .	(Soup- Students should react by blowing on their fingers or waving their hands in front of their faces.)
[Toca el helado] <b>frío</b> .	(Ice cream-Students should hug themselves and shiver.)
[Toca el sol] <b>caliente</b> .	(Sun-students should react by blowing on their fingers or waving their hands in front of their faces.)
[Toca la nieve] <b>frío</b> .	(Snow-Students should hug themselves and shiver.)
<p>(See reverse of card)</p>	

## Side One

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

<b>Episode 104: Lesson 1, <i>Las escondidas</i> (Back of card- part 2)</b>
<b>Game-</b> Choose a student to leave the room, hide the object. Students use <i>Caliente</i> or <i>Frío</i> as clues for the returned student for closer or farther away.
<b>Cards-</b> Show set of cards with 1-5. Ask student to close their eyes while you remove one of the cards. They guess which one you have removed. Then you show them the cards.
<b>Cards-</b> Hand out each of the cards to a student. Students come up and turn around. You take one card. They then turn around and you ask <i>¿Qué falta?</i> Or What is missing?
<b>Sack Guessing Game-</b> Walk around the room and ask students to put their hands in your sack and pull out an object. You then ask them either-or questions to describe the object they have drawn out. Sample questions: <i>¿Es rojo o verde?</i> <i>¿Es pequeño o grande?</i> <i>¿Es mediano o pequeño?</i>
<b><i>¡Excelente, clase! Hasta luego.</i></b>

## Side Two



**Objectives for day 2:**

1. Student will indicate, verbally or nonverbally, comprehension of the Spanish words *rojo, verde* and *azul*.

2. Student will count to three on his/ her fingers beginning with the thumb.

**Connections to other subject areas:**

Literacy  
Math- counting

**Materials Needed:**

- Copies of the black line masters for chairs, bears and beds. Color them or paste them on colored paper to indicate rojo, roja, azul, etc.
- Colored blocks/ square pieces of paper, counting bears or other colored objects or pictures.

**Assessment:**

Watch and listen to students use the vocabulary or repeat after you in either-or questions. See assessment for Episode 104.

**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. Greet the class with *hola, clase*. Use *¡Magnífico!* as a praise word today. Say goodbye with *Hasta luego*.
2. Practice word order of numbers and colors by doing the following:
  - Use the set of cards with the numerals 1-5.
  - Make copies of the blackline masters of the vocabulary words (bear, plate, chair, bed) and color them or paste them on large index cards of another color.
  - Paste or draw color circles on large cards of a third color.

Create different phrases with the cards, say the words for them until the class is saying some of the words with you. (*un oso rojo, una silla azul, una silla roja, dos platos verdes, tres camas azules, cuatro sillas rojas, cinco camas rojas*)
3. Let children choose the cards and put them in order. If the word order is wrong ask them either/or questions, *¿Es un azul oso o un oso azul?* (Descriptive adjectives follow the noun.)
4. Review and sing the *Uno, Dos, Tres Ositos* song from Episode 101, asking the students to count on their fingers, beginning with the thumb. (review of numbers and counting)
 

<i>Uno, dos, tres, ositos.</i>	<i>Un osito en la cama.</i>	<i>Un osito en la silla.</i>
<i>Uno, dos, tres ositos.</i>	<i>Dos ositos en la cama.</i>	<i>Dos ositos en la silla.</i>
<i>Uno, dos, tres ositos.</i>	<i>Tres ositos en la cama.</i>	<i>Tres ositos en la silla.</i>
<i>Tres ositos son.</i>	<i>Tres ositos son.</i>	<i>Tres ositos son.</i>
5. Sing and play: ***Tengo, tengo, tengo, tengo un color.*** (Sung to *Itsy, Bitsy Spider.*) Using blocks or counting bears select one of each color: *rojo, verde, azul* and add *amarillo*. Select a student and take him/her aside. Have the student choose a color and hide it in a box or bag. Go back to the rest of the class and sing, ***Tengo, tengo, tengo, tengo un color. Rojo, verde, azul, amarillo, rojo, verde, azul, amarillo.*** (I have, I have, I have, I have, I have a color. Red, green, blue, yellow, red, green, blue, yellow.) You or the child selects a student to guess the correct color. The answer must be given in Spanish. Change students and proceed as before.

**About adjectives**

Note the masculine, feminine and plural of the color adjectives.

*Rojo* (masc.sing.)

*Rojos* (masc.plural)

*Roja* (fem.sing.)

*Rojas* (fem. plural)

Note: adjectives that end in “o” follow this pattern.

*Azul* (masc.and fem. singular)

*Azules* (masc.and fem. plural)

*Verde* (masc.and fem. singular)

*Verdes* (masc.and fem. plural)

Note: masculine adjectives that end in an “e” do not change in the feminine.

Adjectives that end in a consonate generally do not change in the feminine. .

To form the plural of an adjective, add “s” to the singular form that ends in a vowel. Add “es” to the singular form that ends in a consonant. Ex.

***Bueno---buenos***

***Buena---buenas***



***Ideal---ideales***

***Popular---populares***





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

 <b>THE TEACHER SAYS</b>	 <b>AND (DOES)</b>	
<b>Episode 104: Lesson 2, <i>Las escondidas</i></b>		
<b>Hola, clase. Use ¡Magnífico! as a praise word today.</b>		
(Show the students three cards to form word phrases.) <b><i>un oso azul, una silla roja</i></b>		
(Place the cards in three piles. Call on students to take three cards and “read” them.) <b>Toma tres tarjetas. Lee.</b> Some modeling may be needed.		
Sing the <b>Tres Ositos</b> song.		
<u>Verse One</u>	<u>Verse Two</u>	<u>Verse Three</u>
Uno, dos, tres ositos.	Un osito en la cama.	Un osito en la silla.
Uno, dos, tres ositos.	Dos ositos en la cama.	Dos ositos en la silla.
Uno, dos, tres ositos.	Tres ositos en la cama.	Tres ositos en la cama.
Tres ositos son.	Tres ositos son.	Tres ositos son.
<b>Play Tengo, tengo, tengo, tengo un color. Rojo, verde, azul, amarillo, rojo, verde, azul, amarillo.</b> Choose a student to select a color block or bear and hide it in the magic box or bag. The rest of the class must guess the correct color.		
<b>Hasta luego, clase.</b>		

**Objectives for day 3:**

1. Student will indicate verbally or nonverbally comprehension of very simple Spanish word order with adjectives and nouns.
2. Student will indicate verbally or nonverbally comprehension of the color words *rojo, verde* and *azul*.
- 3.. Student will indicate verbally or nonverbally comprehension of the courtesy words *gracias* and *de nada*.

**Connections to other subject areas:**

- Literacy
- Math- counting
- Math- graphing

**Materials needed:**

- Large colored circles
- Multiple bears colored red, green and blue (and yellow, if you decide to include that color)
- Blackline masters (from Episode 101) for each student to color.

**Assessment:**

Observe students for evidence of comprehension. See the assessment for Episode 104.

**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. Greet the class with *hola, clase*. Use *¡Excelente!* as a praise word today.
2. Place three circles on the floor. Label the circles *rojo, azul, verde* or *amarillo*. Have the students take bears out of the magic box and sort them by color. Count the number of bears in the circle with the students, *un oso verde; uno, dos, tres osos verdes; uno, dos, tres, cuatro osos amarillos*.
3. Ask the students to return the bears to you and say “*gracias*.” Remind them that the way to say, “you are welcome” is “*s*.” Remember to extend this into your regular classroom activities when practical.
4. Give the students copies of the blackline masters provided in Episode 101 or use the previously colored bear pictures. Let them color each object with red, blue, green or yellow crayons. ***Coloreen los objetos con un color rojo, verde, azul o amarillo. (Color the objects with the colors red, green, blue, or yellow.)*** Hold up some of their pictures and ask, ***What color is this?*** or *¿De qué color es?* If they are not ready to say the color on their own, ask them either/or or sí/no questions, *¿Es rojo o azul? Es verde, ¿sí o no?*
5. Use the colored pictures to create a bar graph and count the objects, say ***There are cuatro objetos amarillos. or Hay cuatro objetos amarillos,*** etc.

**Notes:**

**Noun:**

*Una crayola* (a crayon)

**Adjectives**

(A review of regular adjectives)

*Amarillo* (yellow-masc.singular.)

*Amarillos* (yellow-masc.plural)

Ex.

*El pimiento Amarillo* (the yellow pepper)

*Los pimientos amarillos* (the yellow peppers)

*Amarilla* (yellow-fem. singular)

*Amarillas* (yellow-fem. plural)



Ex.

*La banana amarilla* (the yellow banana)

*Las bananas amarillas* (the yellow bananas)



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

<p style="text-align: center;"><b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> </p>
<p><b>Episode 104: Lesson 3, <i>Las escondidas</i></b></p>
<p><b>¡Hola, clase! Use ¡Excelente! as a praise word today.</b></p>
<p>Place four colored circles on the floor or a table (red, green, blue and yellow) Ask students to take a bear from the magic box or sack. <b><i>Toma un oso.</i></b> Ask the student <i>¿[Es del color] rojo, verde, azul, o amarillo?</i> After s/he answers the question, ask the student to place the colored bear in the circle of the same color. <b><i>[Ponga] en el círculo rojo/verde/azul/amarillo.</i></b></p>
<p><i>¿Cuántos osos amarillos [hay]?</i> After all the bears are in the circles, ask the student/s how many yellow (or green, or red, or blue) bears there are in the circle.</p>
<p>(Give students two blackline masters each to color with red, blue, green or yellow crayons.) <b><i>Coloreen [los dibujos].</i></b></p>
<p>(Make a bar graph with the pictures.) Then ask the students how many of each color there are. For example, <i>¿Cuántos [dibujos] azules [hay]?</i> The simple question in Spanish is <i>¿Cuántos azules?</i> Or how many blue ones? <b><i>¿Cuántos amarillos? ¿Cuántos rojos? ¿Cuántos verdes?</i></b></p>
<p><b>Gracias/De nada</b> Practice saying <i>thank you</i> and <i>you're welcome</i> with the class.</p>
<p><b>Hasta luego, clase.</b></p>

**Objectives for day 4:**

1. Student will indicate verbally or nonverbally comprehension of very simple Spanish word order with adjectives and nouns.
2. Student will indicate verbally or nonverbally comprehension of the color words *rojo, verde, azul* and *amarillo*.
3. Student will indicate verbally or nonverbally quantities of objects.

**Connections to other subject areas:**

Literacy  
Math- counting

**Materials needed:**

- Bears, chairs, beds and bowls colored in *rojo, azul, verde* and *amarillo*. You can use the blackline master objects from Episode 101, or create your own.
- Large, laminated colored squares or circles (*rojo, azul, verde* and *amarillo*).
- The set of cards with the numerals 1-5 printed on them.

**Sample Lesson for Day Four: (Estimated time: 25 minutes)**

As in the sample lesson for the other lessons, an “indez-card” script is included with the teacher materials for this episode.

1. Greet the class with *Hola, clase*. Use *¡Muy bien!* as a praise word today.
- 2 Show the students a red bear and say, *I have un oso rojo*. or *Tengo un oso rojo*. Show them two green bears and say, *I have dos osos verdes* or *Tengo dos osos verdes*. Show them different numbers and colors of bears and ask them to tell you the number of the color!
  - Is this un oso o dos osos?** Or *¿Es un oso o dos osos?* (Is this 1 bear or 2 bears?)
  - Is this cuatro osos o tres osos?** Or *¿Es cuatro osos o tres osos?* (Is this 4 bears or 3 bears?)
  - Is this un oso verde o azul?** Or *¿Es un oso verde o azul?* (Is this a green bear or a blue one?)
  - Are these dos osos verdes o dos osos rojos?** Or *¿Son dos osos verdes o dos osos rojos?* (Are these two green bears or two red bears?)
3. Practice word order with numbers and colors by doing the following:
  - Use the set of cards with the numerals 1-5 on them.
  - Make copies of the blackline masters of the vocabulary words (bear, plate, chair, bed) and paste them on large index cards. (either color the objects or use cards of the four colors)
  - Paste or draw colored circles on large cards.
  - Create different phrases with the cards, say the words for them until the class is saying some of the words with you.

*Un oso rojo, una silla azul, una silla roja, dos platos verdes, tres camas azules, cuatro sillas rojas, cinco camas amarillas.* (You can always create a cheat sheet to help you remember the adjective agreement and placement by putting the words on the back of a card . Once you get the hang of it, you won’t need them anymore.)
4. Lay laminated colored squares or circles around the room. In a game similar to musical chairs, have the students march around the room (ideally to Spanish music!). When the music stops, call out a color (*rojo, azul, verde* or *amarillo*). Students must then get to a circle or square of the color called.

**Final Assessment for Episode 104**

If you have not already done so, go over the focus words for Episode 104, asking your students to indicate verbally or nonverbally their comprehension of the focus words. (see the assessment enclosed with this unit.) You may have been noting this in an on-going manner. You can use gestures, pointing, drawing or other nonverbal means to make sure your students comprehend the focus vocabulary. For greetings and leave takings, for example, you will have been asking students to wave and to wave backwards. For the cultural objective of understanding Spanish music, you can simply ask students to listen to Spanish music either in your classroom or, if you have a music specialist, ask the specialist to play and discuss Spanish music with your students. Your assessment, then, might simply be to ask them to identify whether a song is an American rock song or a Spanish song. (This could be great fun if you have time to gather samples of music!)

**Notes:**

**Verbs:**

*Tengo* (I have)

*Es* (Is)

Ex. *Es un oso verde*. (“This” is a green bear.)



*Son* (Are) Ex. *Son dos osos verdes*.

(“These” are two green bears.)





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

THE TEACHER SAYS  AND (DOES) 
Episode 104: Lesson 4, <i>Las escondidas</i>
<b>Hola, clase. Use <i>¡Muy bien!</i> for praise word today.</b>
<i>¿Es un oso o dos osos?</i>
<i>¿Son dos osos o tres osos?</i>
<i>¿Son cuatro osos o cinco?</i>
<i>¿Es un oso verde o azul?</i>
<i>¿Son dos osos verdes o dos osos rojos?</i>
<b><i>¡Magnífico!</i></b>
Lay laminated colored squares or circles around the room. Have students march around the room. Call out a color ( <i>rojo, verde, azul, or amarillo</i> ). The students try to get to the color called. If possible, play traditional Spanish music as the children march.
<u>Final Assessment of Episode 104:</u> <b><i>Hola.</i></b> Students wave. <b><i>Hasta luego.</i></b> Students wave backwards (or turn slightly) <b>Recognition of Spanish music as a type of music generally different than most American music.</b>

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
104	<u>Nouns</u> El cuento  El libro  Papí  Mamí  La cocina  <u>Adjectives</u> Otro Un otro cuento  Todos/ todas Todos los osos  <u>Pronouns</u> ¿Cuantos? ¿Cuantos osos? ¿Cuantas? ¿Cuantas sillas?  <u>Expressions</u> ¡Qué sabrosa!  Disculpa, papa.  ¿Cómo?  <u>Sentences</u> ¡Vamonos, amigos!  Me voy a acostar.  ¡Vayanse!.  Aquí vengo.  Aquí estoy.  ¿Quién está en la cocina?	The story  The book  Dad, papa  Mom, mommy  The kitchen  Other An other (another) story  All All the bears  How many? (masculine) How many bears? How many? (feminine) How many chairs?  How tasty! How good this is!  Excuse me, dad.  What?  Let's go, friends!  I am going to take a nap.  Scram. Get out of here.  Here I come.  Here I am.  Who is in the kitchen?

**Assessment Observation Checklist**

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

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

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

**EPISODE 104—HIDE AND SEEK**

<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>rojo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>verde</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>azul</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>amarillo</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>frío</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish greeting <i>hola</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish leave taking <i>hasta luego</i> .			Comprehension of designated Spanish vocabulary.	



# Vocabulary Cards

Episode 104

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

<b>rojo</b>	<b>rojo</b>
<b>azul</b>	<b>azul</b>
<b>verde</b>	<b>verde</b>
<b>amarillo</b>	<b>amarillo</b>
<b>caliente</b>	<b>caliente</b>
<b>frío</b>	<b>frío</b>
<b>hola</b>	<b>hola</b>

## Correctives and Enrichments- Episode 104

Time	Lang.	Prep.	Description	Materials Needed
5	1	5	<p style="text-align: center;"><u>Grab Bag Activity: Guessing an Object</u></p> <p>A student reaches into the grab bag, pulls out an object or a picture of an object, then puts it behind his or her back. Then each child is asked to predict something about the object. (its color, what it is, etc.) There are many variations of this activity.</p>	Images or objects plus a grab bag.
5-10	1	0	<p style="text-align: center;"><u>Manipulatives for Numbers or Colors</u></p> <p>Standard manipulatives such as Cuisinaire Rods can be used to reinforce the colors and numbers.</p>	Whatever manipulatives are available in the school
5	1	1	<p style="text-align: center;"><u>Line Dance Using Colors</u></p> <p>Lead students in a line dance while chanting the colors they know or are learning. This would be especially effective if done to Spanish music.</p>	Ideally, Spanish music.
10-15	1	5	<p style="text-align: center;"><u>Art Activities Using Spanish Names for Colors</u></p> <p>Learning Spanish can be combined with art activities such as finger painting. Children can identify the colors as they do their art projects.</p>	Appropriate art or craft supplies.

### 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.

*SALSA Home Connection*  
*Episode 104*



Hola

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

*Please have your child share with you what he/she has learned in class.  
Check off "Sí" for "Yes" if he/she did it.*

Sí \_\_\_\_\_

No \_\_\_\_\_

1. I can describe objects as hot or cold.  
(caliente) (frío)

Sí \_\_\_\_\_

No \_\_\_\_\_

2. I can describe objects as large or small.  
(grande) (pequeño)

Sí \_\_\_\_\_

No \_\_\_\_\_

3. I can name the members of my family in Spanish.  
(mamá, papá, bebé)

Sí \_\_\_\_\_

No \_\_\_\_\_

4. I can describe objects as red, green, blue, and yellow in Spanish.  
(rojo, verde, azul, amarillo)

*Parent comments/questions.*

\_\_\_\_\_

\_\_\_\_\_



Hasta luego





## Episode Transcript

To save money on printing and postage, we have not printed 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 104. (click once only)  
You can then print out the transcript.