

WyFLES Teachers' Materials SALSA Episode 105

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Sample Pacing of Episode 105

Kindergarten

Week One:

- Review with your students the previous episodes of SALSA . (5 minutes)
- Show the video Episode 105 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 any other words you and your class know and with which you and they are comfortable.

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.

Sample Pacing of Episode 105

First and Second Grades

Week One:

- Review with your students the previous episode of SALSA. (5 minutes)
- Show the video Episode 105 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 any other Spanish words you and your class know and with which you and they are comfortable.

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.

Unit Theme: Ricitos de Oro y los Tres Osos

Focus Vocabulary:

- *Amarillo/amarilla* (Yellow, masc., fem.)
- *Gracias* (Thank you)
- *La piñata* (the Pinata)
- *De nada.* (You're welcome)

Characters/Personajes:

- *Perro* (Dog)
- *Ricitos de Oro* (Goldilocks)
- *Los tres osos*
- *Pez* (Fish)
- *Mosca* (Sock)
- *Perrito* (Puppy)
- *Ratoncito* (Little Rat)
- *Armadillo* (Armadillo)

Synopsis

It is Baby Bear's fifth birthday and all of his friends come for his birthday party. Although Baby Bear told his parents that he wanted a puppy, after the piñata is broken and all the presents are opened, he still doesn't have a puppy. As a result of many tears, he finally receives a puppy from Mamá Osa and Perro.

Wvoming Standards:

Essential Activities:

- 1) Watch the SALSA series guide for Episode 105. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 105 to your class at least twice each week.(see below for active viewing ideas to involve your students as they watch it the second time!) You may wish to break it up into segments, or show it in its entirety. (16 minutes) Recommended pacing: three weeks per episode in Kindergarten; two weeks per episode in first and second grades. (See scope and sequence in the general guidelines and materials.)

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego*. Continue also to use any Spanish words you and your students know and with which you and they are comfortable.

Ideas for Expansion Activities:

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

The "index-card" script follows this section.

1. Review the colors *rojo* (red), *verde* (green), and *azul* (blue), using red, green, and blue construction paper cut into circles.
 - Say, *Señalen el círculo verde.* (Point to the green circle.) or *Toca el círculo azul.* (Touch the blue circle.)
 - When the children comprehend the names of the three colors, hold up two different colored circles, one in each hand. Say to the children, "Point to *el círculo verde.*" or "*Señalen el círculo verde.*"
2. Place red, blue, and green teddy bear counters or small pictures of bears in a magic box or bag. Walk around the room and say, "Take one." "*Toma.*" Describe the bear as the children take it from the box, "It is *un oso verde.*" or "*Es un oso verde.*"

Notes:

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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:

- *Amarillo/amarilla*
- *Gracias*
- *De nada*
- *La piñata*

2. indicate verbally or non-verbally comprehension and cultural awareness of:

- Birthday celebrations in some countries.
- Terms of endearment for mother and father. (*mami, papi*)

Correctives and

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

3. Change to *sí/no* questions by asking the children with different colored bears to hold them up, “**Hold up los osos azules.**” or “**Alcen los osos azules.**” Ask, “Is this *un oso verde, ¿sí o no?*” or “*Este es un oso verde, ¿sí o no?*” or “**Is this un oso rojo o un oso verde?**” or “*¿Es este un oso rojo o un oso verde?*”

5. Hold out your hand and say to a student with a blue bear, “**Hand me el oso azul, por favor.**” or “**Dame el oso azul, por favor.**” Repeat with a red and green bear. Say to the students, “**Hold up los osos azules.**” or “**Alcen los osos azules.**” Ask the students to hand you the bears by saying, “**Hand me los osos azules, por favor.**” or “**Denme los osos azules, por favor.**” Repeat with the other colors of bears.

(The TPR Story from Episode 101 can be substituted at anytime for any one of the lessons in this episode. This TPR activity is a good review for all of the focus vocabulary.)

Materials Needed:

- Large circles of colors you want to review.
- Counting bears or small pictures for your magic box or sack.

Suggested web sites:

- <http://www.abctefree.com> At this site, you can download all kinds of signs/labels for your classroom. For a subscription of \$25 per year, your school can download a wide variety of English-Spanish flash cards with great pictures/drawings.

Vocabulary:

^

Nouns

El pastel (cake)
Un deseo (A wish)
Una pelota (A ball)



Sentences

Me gusta el pastel.
 (I like cake.)
Es mi cumpleaños.
 (It’s my birthday.)
Yo quiero un perrito.
 (I want a puppy.)
¿Cuántos años cumples? (How old are you?)

Assessment

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

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

<p style="text-align: center;">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 adjective.</p>	
<p>Episode 105: Lesson 1, <i>La fiesta de cumpleaños</i></p>	
<p>¡Hola clase!</p>	<p>Use "<i>¡Excelente!</i>" as a praise word today.</p>
<p>[Señalen] el círculo <u>verde</u>/rojo/Amarillo, azul.</p>	<p>Command to whole class— (Point to the <u>green</u>...circle.)</p>
<p>[Toca] el círculo <u>verde</u>/rojo/amarillo/azul</p>	<p>Command to individual students— (Touch the <u>green</u>...circle.)</p>
<p>As the children comprehend the names of the three colors, hold up two different colors.</p>	
<p>[Señalen] el círculo <u>rojo</u>.</p>	<p>Command to whole class— (Point to the red circle.)</p>
<p>Walk around the room and have students take the teddy bear counters from a magic box and say,</p>	
<p>[Es] <u>un oso verde</u>. (Have individual students show the green teddy bear counter.)</p>	
<p>[Levánten] los osos <u>azules</u>. (Have all of the students hold up the correct color.) (<u>rojos, verdes, amarillos</u>)</p>	
<p>[Este] es <u>un oso verde</u>, ¿sí o no?(Students may respond with a thumbs up or down or respond orally, "sí" or "no." .)</p>	
<p>[¿Es este] <u>un oso rojo</u> o <u>un oso verde</u>? (Either-or) Change the colors of bears.</p>	
<p>[Dame] el oso <u>azul</u>, por favor. (Have individual students hand you the bears)</p>	

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- counting from 1-3 (or higher if you've been doing that) verbally or non-verbally using fingers beginning with the thumb.
- indicate verbally or non-verbally the colors red, green, blue, yellow.

Students will begin to indicate knowledge of Spanish word order by:

- manipulating articles, nouns and adjectives to form very simple word groups, either verbally or non-verbally.

Connections to other subject areas:

- Literacy
- Math- counting

Materials needed:

Number and colored vocabulary "object" cards from Episode 104. (Bears, chairs, beds, bowls colored red, blue, green, yellow.)

Assessment:

Watch and listen as students use the vocab, repeat after you in either-or questions, or indicate non-verbally their comprehension.

(See assessment for 105)

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. Review word order of numbers and colors by doing the following:
 - Use the set of cards with the numerals 1-5 from Episode 104.
 - Use the blackline masters you colored and pasted onto cards for Episode 104. (bears, beds, chairs, bowls colored red, green, blue, etc.) 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*)
2. 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.)
3. 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>
4. Gather shapes or counting bears and pick up a handful without counting them, and ask the question **¿Cuántos?** (How many?). Wait for a few children to guess the number and then everyone count them together.
5. Divide the class into teams and have them line up. Place the vocabulary cards in stacks on a table (one set of cards for each team). Say a number or one of the focus vocabulary words. The first child to find the correct number card or vocabulary card and say the number or word next time and earns a point for his or her team.

Note:

This is a review lesson that gives you opportunities to allow your students to gain confidence and enjoy playing games with what they have learned. Some teachers let students color a "set of cards" for themselves to practice at home and show their parents what they are learning.

Notes:

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

<p>THE TEACHER SAYS  AND (DOES) </p>		
<p>Episode 105: Lesson 2, <i>La fiesta de cumpleaños</i></p>		
<p>Hola, clase. Use <i>¡Magnífico!</i> as a praise word today.</p>		
<p>(Show the students two stacks of cards to form word phrases. One stack has <i>sillas, camas, platos</i> and <i>osos</i>. The other stack has colors.) They will be used to form simple word groups, for example <i>un oso azul, una silla roja</i></p>		
<p>(Place the cards in two piles. Call on students to take two cards and “read” them.) Remind them that “a” can be either <i>un</i> (masculine) or <i>una</i> (feminine). You may need to model a few phrases.</p>		
<p><i>E.g.</i> (feminine-cama/silla) <u>una cama (silla) roja . . . dos camas (sillas) rojas</u> (masculine- oso/ plato) <u>un plato (oso) rojo . . . tres platos (osos) rojos</u></p>		
<p>Sing the Tres Ositos song.</p>		
<p><u>Verse One</u></p>	<p><u>Verse Two</u></p>	<p><u>Verse Three</u></p>
<p>Uno, dos, tres ositos. Uno, dos, tres ositos. Uno, dos, tres ositos. Tres ositos son.</p>	<p>Un osito en la cama. Dos ositos en la cama. Tres ositos en la cama. Tres ositos son.</p>	<p>Un osito en la silla. Dos ositos en la silla. Tres ositos en la cama. Tres ositos son.</p>
<p>Gather a handful of bears or shapes and ask <i>¿Cuántos?</i> (How many?). Wait for a few students to guess and then count them together.</p>		
<p>Divide the class into teams and have them line up. Place vocabulary cards in two stacks. Say a number or focus word. The first child to find the correct card earns a point for the team and can call the next word. Use to review all of the vocabulary.</p>		

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- saying the word red, green, blue or yellow.
- working with team-mates to say the name of an object or numeral.

Student will indicate understanding of cultural practices in some Spanish-speaking countries by:

- taking part in and talking about the piñata tradition with classmates.
- singing or “gesturing” the Piñata song.

Connections to other subject areas:

Literacy
Social studies

Materials needed:

- A grab bag or sack
- Colored objects/images from focus vocabulary.
- Tic-tac-toe board made with envelopes.
- Sticky notes with “X’s” and “O’s”
- A piñata or a picture of piñata. (could be as simple as a decorated paper sack in a pinch.)

Assessment:

Observe students as they participate in these activities. See assessments 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. Fill a grab bag with items representing the colors *rojo, verde, azul,* and *amarillo*, and/or any of the focus words from this series. Choose a student to reach in and pull out an object. S/he then tells the class what the object is. If the child cannot remember the word ask, **Is it rojo o verde?** or **¿Es rojo o verde?** or **Is it una silla o una cama?** or **¿Es una silla o una cama?**
2. Make a “Tic-Tac-Toe” board out of poster board or tag board and attach nine envelopes, three across and three down. Make X’s and O’s on self-adhesive notes. Use the vocabulary cards you made for 104 that fit in the envelopes (the smaller images).
Set up two teams: one becomes the X’s and the other becomes the O’s. A player from the starting team selects a card (with an image pasted on it) from any envelope. If he or she (with help from team mates if necessary) correctly says the word or phrase corresponding to the image on the card, the team receives a sticky-note X or O on the envelope. Play continues until one team has three of its symbols in a row—across, down, or diagonally.
3. This episode introduces the word **la piñata**. If you would like some information on *piñatas* or if you would like to do some activities with your class with *piñatas* check out these websites:
www.hpl.lib.tx.us/youth/cinco_pinata.html or
www.dltk-kids.com/crafts/birthdays/pinatas.htm
The book **Fiesta** by Ginger Fogelsong Guy is excellent for reading with your children. This is a simple counting book with words both in English and Spanish. The beautiful pictures show the step-by-step process of making the *piñata* and finally the *fiesta* for which it was made. Finish the story by breaking open your own paper bag *piñata*.

Sing the *Piñata Song* along with the SALSA video.

Notes:

The Piñata Song

*Dale, dale, dale,
no pierdas el tino,
mide la distancia,
que hay en el camino.*



(Loose translation:
Hit it. Hit it. Hit it.
Don’t miss the piñata.
Measure the distance
in the road between
you and the piñata.)

Note: You have a recording of the song on your cassette tape.

Purchase Information:
Fiesta – G.F. Guy
ISBN:
0-673-61023-3

Available through
Lectorum (See materials list- pg. 68 of Reference Materials packet.) \$12.76

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

THE TEACHER SAYS  AND (DOES) 
Episode 105: Lesson 3, <i>La fiesta de cumpleaños</i>
Hola, clase. Use <i>iPerfecto!</i> as a praise word today.
Fill a grab bag with items representing the colors <i>rojo, verde, azul,</i> and <i>amarillo</i> . Choose a student to reach in and pull out an object. S/he then tells the class what color it is. If the child cannot remember the color ask, <i>¿Es un oso <u>verde</u> o <u>azul</u>?</i> or <i>Este es un oso verde, <u>¿sí o no?</u></i> (Either-or and yes-or-no questions)
iPerfecto!
Set up two teams: one becomes the X's and the other becomes the O's. A player from the starting team selects a vocabulary card from any envelope on the Tic-Tac-Toe board. If s/he is correct 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.
Gracias/De nada Practice saying <i>thank you</i> and <i>you're welcome</i> with the class, for example, when they return the items from the grab bag.
Sing <i>La piñata</i> song along with the SALSA video. <i>Dale, dale, dale, no pierdas el tino, mide la distancia que hay en el camino</i>
Hasta luego, clase.

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- guessing objects from focus vocabulary, either individually or in teams.
- pointing to the image of the focus word called out. (on a sheet of paper)
- sitting down as the color s/he is holding is called out.

Connections to other subject areas:

- Literacy

Materials Needed:

- Enough copies of the TPR sheet (Episode 101, black-line master with five objects- Goldilocks in the middle surrounded by a chair, a bear, a bed and a bowl.) for each student.
- Objects or images of the vocabulary to date.
- A box or sack in which to put the objects/images.
- Masks of heavy construction paper with sticks attached. (Or simply pieces of construction paper in the target colors.)
- Music (preferably Spanish).

Assessment:

See the assessment for Episode 105.

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

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

1. Make copies of the TPR sheet used in Episode 101. (It has five objects- Goldilocks in the center surrounded by a bear, a bed, a chair and a bowl) As you state the focus word in Spanish, the students point to the word on their own sheets. Pair students up and have them switch back and forth, assuming the say and point roles. (You can use groups of three if you have students unable to say the words. They can work as a team.)

2. Collect objects (or images in a pinch) representing the focus vocabulary. Show each one to the class as you review the words. Then put them out of sight so students can't see which one you are going to put in a box or sack. Select an object or image and hide it in the box/sack. The students sit in a circle and try to guess what is in the box. Ask:
¿Qué hay en la caja? What's in the box?
¿Es una silla o una cama? Is it a chair or a bed?
 Ask students until someone guesses correctly. That player then becomes the Leader and chooses an object to hide in the box and the game continues.

3. Make masks out of heavy construction paper in the different colors, *rojo, verde, azul,* and *amarillo*. Use a large plastic straw for the handle of each mask and attach it with wide masking tape to the back. Distribute masks to students to hold. Play the music and have students march around the room. Each time you stop the music, call out a color. All the children who are holding masks of that color must return to their seats. Children at their seats may “help” by clapping in time to the music. Continue until only one color is left.

Final Assessment for Episode 105

If you have not already done so, go over the focus words for Episode 105.

Notes:

Vocabulary:



Noun

La caja the box

Sentence

¿Qué hay en la caja?
 (pronounced: Kay eye enn lah caha)
 What is in the box/sack?

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

THE TEACHER SAYS  AND (DOES) 	
Episode 105: Lesson 4, <i>La fiesta de cumpleaños</i>	
Hola, clase. Use <i>¡Muy bien!</i> as a praise word today.	
<i>Señalen Ricitos de Oro.</i> <i>Señalen el oso...la silla...la cama...el plato.</i> On the TPR sheet, ask students to point to the word that you name. Pair students up and have them switch back and forth, assuming the say and point roles.	
Show representations of the focus vocabulary, review the words, and then put them out of sight. Select an object and hide it in a box. Ask: <i>¿Qué hay en la caja? ¿Es una <u>silla</u> o una <u>cama</u>?</i> Ask each student until someone guesses correctly. Let the student choose what goes into the box next. <i>Una silla, una cama, un plato, un oso, mama osa, Bebé Oso, Papa Oso, Ricitos de Oro, un piñata, etc.</i>	
Distribute masks to students to hold. Play Spanish music as the children march around the room. Each time you stop the music call out a color: <i>rojo, verde, azul</i> or <i>amarillo</i> . All the children who are holding that color must return to their seats.	
<u>Final Assessment of Episode 105:</u> Rojo Students are able to identify the color red. Verde Students are able to identify the color green. Azul Students are able to identify the color blue. Amarillo Students are able to identify the color yellow. Gracias Students respond to the Spanish word “thank you.” De nada Students respond to the Spanish words, “you’re welcome.”	
¡Muy bien, clase! Hasta luego.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
105	<p><u>Nouns</u></p> <p>Una pelota</p> <p>Un perro</p> <p>Un perrito</p> <p>El día del cumpleaños de...(Bebé Oso)</p> <p>Un pastel (de chocolate)</p> <p>El periódico (mi periódico)</p> <p>Um deseo (¡Pide un deseo!)</p> <p><u>Expressions</u></p> <p>¡Qué bonita!</p> <p>¡Ay! ¡Que cosa!</p> <p>¡Mira! (Miren-plural)</p> <p><u>Sentences</u></p> <p>Éste es otro cuento de los tres osos.</p> <p>Me gusta el pastel.</p> <p>Es mi cumpleaños.</p> <p>¿Cuántos años cumples?</p> <p>Estoy muy triste.</p> <p>Yo quiero un perrito.</p> <p>¿Dónde está Papá?</p> <p>¿Qué es eso?</p> <p>¡Ningún perro en este casa!</p>	<p>A ball</p> <p>A dog</p> <p>A puppy</p> <p>The birthday of.... (Baby Bear)</p> <p>A cake (a chocolate cake)</p> <p>The newspaper (my newspaper)</p> <p>A wish. (Make a wish!)</p> <p>How pretty!</p> <p>Oh, what a thing! (to happen)</p> <p>Look! (to one person, to more than one)</p> <p>This is another story of the three bears.</p> <p>I like cake (in general).</p> <p>It's my birthday.</p> <p>How old are you? (How many years do you have)</p> <p>I am very sad.</p> <p>I want a puppy.</p> <p>Where is papa?</p> <p>What is that?</p> <p>No dogs in this house!</p>

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 105—THE BIRTHDAY PARTY

Student Behavior	Yes/No	Date	Skill	Comments
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>gracias</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>de nada</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la piñata</i> .			Comprehension of designated Spanish vocabulary.	
Recognizes Spanish variations for <i>mamá</i> and <i>papá</i> — <i>mami</i> and <i>papi</i> .			Comprehension and cultural awareness of terms of endearment for mother and father.	

Correctives and Enrichments- Episode 105

Time	Lang.	Prep.	Description	Materials Needed
10	1	3	<u>Go Fish Card Game</u> Each student has his or her own set of pictures or representations of objects in the vocabulary. The student sets are combined to form a set/deck of images. Students then play Go Fish.	Sets of “cards” (made by combining students’ own cards) of focus vocabulary.
10	1 2	3	<u>Vocabulary Card Game</u> Using the sets of cards (as above for Go Fish) students in small groups describe what they have in their “hands.” This can be numbers, colors, objects, etc. Students say “ <i>Tengo un oso, verde, uno, etc.</i> ” or “ <i>I have un oso, etc.</i> ”	Sets of “cards” (made by combining students’ own cards) of focus vocabulary.
5-20	1 2	0	<u>Video Activity: What’s Happening</u> For students who have the focus vocabulary well in hand and need to be challenged, play the video and freeze it from time to time, asking them to guess what is going to be said. Could be a small group activity for students progressing rapidly.	Video tape of 105
2-3 hours over several days	1	4	<u>Art Activity: Making a Piñata</u> Learning about piñatas is something that small children love to do, especially if they can make their own. There are many craft books that have instructions. The book recommended in this episode, Day 3, is an excellent cultural study of Mexico. Your librarian might be willing to add it to your school’s collection.	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.

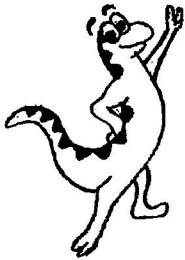
Vocabulary Cards

Episode 105

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

rojo	rojo
azul	azul
verde	verde
amarillo	amarillo
gracias	gracias
de nada	de nada
la piñata	la piñata

SALSA Home Connection
Episode 105



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 _____ 1. *I can identify three yellow objects and state
the color word for yellow in Spanish.*
No _____
(amarillo/a)
[ah-mah-ree-yo]

Sí _____ 2. *I can say "thank you" in Spanish.*
No _____

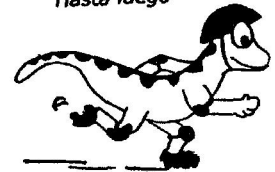
Sí _____ 3. *I can say "you're welcome" in Spanish.*
No _____

Sí _____ 4. *I can name and describe a traditional Hispanic
birthday game. (la piñata)*
No _____
[peen-ya-ta]

Parent comments/questions.



Hasta luego



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