

## WyFLES Teachers' Materials SALSA Episode 107

### Table of Contents: SALSA Episode 107

- I. Recommended pacing for Episode 107.
- 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. Additional vocabulary used in this episode.
- VII. An individual student assessment checklist.
- VIII. A class assessment spread sheet.
- IX. Correctives and enrichments.
- X. A list of relevant web sites.
- XI. A Spanish script for the traditional fairy tale.
- XII. Black line masters of vocabulary cards.
- XIII. Black line masters of story characters and objects for focus vocabulary.
- XIV. A Student coloring book about the family.
- XV. Instructions for obtaining an English-Spanish script of Episode 107.
- XVI. Home Practice Sheet for Episode 107.

## Sample Pacing of Episode 107

### Kindergarten

#### Week One:

- Review with your students the previous episodes of SALSA . (5 minutes)
- Show the video Episode 107 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 107

### First and Second Grades

#### Week One:

- Review with your students the previous episode of SALSA. (5 minutes)
- Show the video Episode 107 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:** Caperucita Roja

**Focus Vocabulary:**

- *Me gusta.* (I like it. I like....)
  - *La abuela* (the grandmother)
  - *El lobo* (the wolf)
- (See notes at right,)

**Characters/Personajes:**

- *Perro* (Dog)
- *Caperucita Roja* (Little Red Riding Hood played by Niña)
- *Abuela* (Grandmother, played by Mamá Osa)
- *El Policía* (Played by Papá Oso))
- *El Lobo* (Wolf)
- *Squirrels*
- *Pez* (Fish)
- *Mosca* (Sock)

**Synopsis**

In a twist on the traditional fairy tale, the wolf meets Little Red Riding Hood (*Caperucita Roja*) in the woods. Seeing that she is taking treats to her grandmother, the Wolf decides to steal them. He takes them prisoner, but his plot fails when Salsa tells a policeman, who rescues them.

**Wyoming Standards:**

**1. Communication:**

**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 107. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 107 to your class at least twice each week.(see teachers’ manual 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.)

Greet your students with *¡Hola!* each time they enter your classroom and say goodbye with *hasta luego*. Continue using Spanish words with which you and your class are familiar and comfortable.

**Ideas for Expansion Activities:**

**Sample Lesson for Day 1: (Estimated time: 25 minutes)**  
The “index-card” script follows this section.

1. With a hand puppet model the following dialogue:  
**T: *Buenos días,*** (*puppet’s name*). Good morning, \_\_\_\_\_.  
 (or *Buenas tardes,* as appropriate.) Good afternoon  
**P: *Buenos días, Señor/Señora/Señorita*** (*your name*). Good morning, Mr./Mrs./Miss \_\_\_\_\_.  
**T: *¿Cómo estás tú?*** How are you?  
**P: *Muy bien, gracias. ¿Y usted?*** Fine, thank you. And you?  
**T: *Muy bien, gracias.*** Fine, thank you.
2. Hand out images of the following family members to the students: *la abuela* (grandmother), *el abuelo* (grandfather), *la mamá* (mother), *el papá* (father), *el bebé* (baby boy), *el niño* (boy), *la niña* (girl). Bring these students to the front of the room. Say **This is la abuela.** or **Esta es la abuela.** Repeat with the other images.

**Notes:**

We are adding words to the focus vocabulary in this episode:

- *el abuelo* (the grandfather)
- *el niño* (the boy)
- *la niña* (the girl)
- *la abuelita* (grandma- see culture objective)

These words are included on the assessment for this episode.

SALSA Episode 107-pg. 2

**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:
  - *Me gusta...*
  - *La abuela*
  - *El lobo*
  - *El abuelo*  
(grandfather)
  - *El niño* (boy)
  - *La niña* (girl)
  - *La abuelita*  
(grandma)
2. indicate verbally or non-verbally comprehension and cultural awareness of:
  - Spoken information, including names & physical descriptions. .
  - Term of endearment for grandmother (*abuelita*)

**Correctives and**

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

3. Go to different corners or areas of the room and call out each of the family members followed by the command ***Ven aquí.*** Example: ***La abuela, ven aquí.*** (Grandmother, come here.) The student who has the correct image will come to you. Leave the child there and go to another area of the room. Repeat the command.
4. Once all of the family members are placed around the room, have the rest of the class turn and say the following to the corresponding family members. (You tell the students what to say to each person, then they say it.) (You say) “***Clase, wave and say***
  - ***Hola, la abuela.***
  - ***Buenos días, el abuelo.***
  - ***Buenas tardes, la mamá.***
  - ***Hasta luego, el papá.***
  - ***Buenas noches, el bebé.***
  - ***Hola, niño.***
  - ***Hola, niña.***”
5. Go back to the front of the room and call each family member back to you. ***La abuela, ven aquí.*** Line the students up in the front of the class. Repeat the vocabulary words (***la abuela, el abuelo, la mamá, el papá, el bebé, el niño, la niña***) three times as you stand behind each student. Collect the images from the students. Don’t forget to say “***Gracias***” as you collect the images. (The students should say back to you, “***De nada.***”)

**Materials Needed:**

- A hand puppet of any kind (with a name, so you can talk to him/her in the dialogue)
- Images of family members: grandmother, grandfather, mother, father, baby, boy, girl (See blackline masters included with this episode.) If you have time, they are best glued to stiffer paper and laminated.

**Vocabulary:**

Nouns

*Querida* (Dear one)  
*El cesto* (The basket)  
*Las flores* (The flowers)

Expressions

*¿Qué?* (Huh? What?)  
*Salud.* (To your health- a toast)

Sentences

*Soy yo.* (It’s I/ me)

*¿Cómo te llamas?*  
 (What’s your name?)

*Me llamo...*  
 (My name is...)

*¡Escucha!* (Listen!)

*¡Qué dientes tan grandes tienes!*  
 (What big teeth you have!)



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><b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> </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><b>Episode 107: Caperucita Roja</b></p>
<p>Warm-up Dialogue (Model with a puppet)</p>
<p><b>T:</b> <i>Buenos días</i>, (<u>puppet's name</u>). (or <i>Buenas tardes</i>, as appropriate.)</p>
<p><b>P:</b> <i>Buenos días</i>, <i>Señor/Señora/Señorita</i> _____. (your name)</p>
<p><b>T:</b> <i>¿Cómo estás tú?</i></p>
<p><b>P:</b> <i>Muy bien, gracias. ¿Y usted?</i></p>
<p><b>T:</b> <i>Muy bien, gracias.</i></p>

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

<p><b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> </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><b>Episode 107: Lesson 1, Caperucita Roja</b></p>
<p>See card with Warm-up dialogue.</p>
<p>[Esta es] <u>la abuela</u>. Show a picture of a grandmother. Repeat with the other vocabulary . (<i>el abuelo, la mamá, el papá, el bebé, el niño, la niña</i>)</p>
<p><u>Abuela, ven aquí.</u> Go to a corner of the room and direct a family member to go to that corner. Continue until all family members are positioned around the room.</p>
<p>Have the class wave and say to each family member:</p>
<p><b>Hola, <u>abuela</u>.</b></p>
<p><b>Buenos días, <u>abuelo</u>.</b></p>
<p><b>Buenas tardes, <u>mamá</u>.</b></p>
<p><b>Hasta luego, <u>papá</u>.</b></p>
<p><b>Buenas noches, <u>bebé</u>.</b></p>
<p><b>Hola, <u>niño/niña</u>.</b></p>
<p><u>Abuela, ven aquí.</u> Direct the students back to the front of the room, calling each of the students/family members. Then collect the cards, saying <i>Gracias, <u>abuela</u></i>. Etc.</p>





**Objectives for day 2:**

Student will indicate comprehension of Spanish words by:

- indicating either non-verbally (thumbs up, thumbs down) or verbally (si or no) comprehension of Spanish names for family members. .
- indicate verbally or non-verbally the colors red, green, blue, yellow.

**Connections to other**

**subject areas:**

- Literacy
- Coloring/art

**Materials needed:**

- Images of family members
- Colored objects (red, green, blue, yellow)
- Flowers or other images for each child to color.

**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 107)

**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.**

- To review the vocabulary from the first lesson, show a picture of one of the family members and ask: *Es el papá, ¿sí o no?* then *¿Es la mamá o la niña?* Continue the review with the names of the other family members.
- Distribute the images from Day One to various students and give the following TPR commands
 

<i><b>María, muéstrame <u>la abuela</u>.</b></i>	or	Show me <i><b><u>la abuela</u></b>.</i>
<i><b>José, toca <u>el lobo</u>.</b></i>	or	Touch <i><b><u>el lobo</u></b>.</i>
<i><b>Rosa, salta con <u>la niña</u>.</b></i>	or	Jump with <i><b><u>la niña</u></b>.</i>
<i><b>Juan, corre con <u>el papá</u>.</b></i>	or	Run in place with <i><b><u>el papá</u></b>.</i>
<i><b>Miguel, anda con <u>el abuelo</u>.</b></i>	or	Walk with <i><b><u>el abuelo</u></b>.</i>
<i><b>Manuel, dale <u>el bebé</u> a <u>Susana</u>.</b></i>	or	Give <i><b><u>el bebé</u></b></i> to Susana.
<i><b>Ana, dame <u>la mamá</u>.</b></i>	or	Give me <i><b><u>la mamá</u></b>.</i>

Continue switching the commands, involving as many children as possible. If you are doing the commands in Spanish you may have to model the actions before the children understand what you want.
- Review the colors (*rojo, verde, azul, amarillo*) by showing them large cutouts of flowers, balloons or circles, etc. Ask the students *¿Qué color es?* (What color is it?) (Pronounced like “Kay coe-lore [stress lore] ess?”)
- Put the colors on the board with magnets or tape. Ask different students to come up, point to a color and say what color it is.
- Give each student a flower outline and ask them to color the flower with their favorite color. Say *¿Cuál color te gusta? ¿Rojo, verde, azul o amarillo? Coloreen las flores con los crayones.*  
  
or Which color *te gusta? ¿Rojo, verde, azul, o amarillo? Color the flowers with the crayons.*



Note:

There are a number of new commands that you are encouraged to use in this episode. However, if at first you don't feel you can do them in Spanish, it is fine to do them in English. It is the physical response that students make that helps them remember the words. (TPR)

Notes:



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

<b>THE TEACHER SAYS  AND (DOES)</b> 	
Episode 107: Lesson 2, <i>Caperucita Roja</i>	
<b>See card with Warm-up dialogue. (same as in Day One)</b>	
Show pictures of the family members and ask either/or questions, then yes/no questions. <b>¿Es <u>la mamá</u> o <u>la niña</u>?</b> (Continue with other family members) <b>Es <u>el papá</u>, ¿sí o no?</b> (Go through all of the family members.) ( <i>La mamá, el papá, la abuela, el abuelo, el niño, la niña</i> )	
Distribute images to various students and give the following TPR commands:	
<b><i>Muéstrame <u>la abuela</u>.</i></b>	<b>Or</b> Show me <b><i><u>la abuela</u></i></b> .
<b><i>Toca <u>el niño</u>.</i></b>	Touch <b><i><u>el niño</u></i></b> .
<b><i>Salta con <u>la niña</u>.</i></b>	Jump with <b><i><u>la niña</u></i></b> .
<b><i>Corre con <u>el papá</u>.</i></b>	Run in place with <b><i><u>el papá</u></i></b> .
<b><i>Anda con <u>el abuelo</u>.</i></b>	Walk with <b><i><u>el abuelo</u></i></b> .
<b><i>Dale <u>el bebé</u> a _____.</i></b>	Give <b><i><u>el bebé</u></i></b> to _____.
<b><i>Dame <u>la mamá</u>.</i></b>	Give me <b><i><u>la mamá</u></i></b> .
Keep giving commands until all students have had a turn.	
<b>¿Qué color es?</b> Show large cutouts of <i>rojo, verde, azul, amarillo</i> .	
Put the cutouts on the board. Ask students to come up, point to a color and say what color it is.	
<b>¿Qué color te gusta más? Rojo, verde, azul, o amarillo.</b>	
<b>Coloreen las flores con los crayones.</b> Have students color flower outlines.	
<b>¡Muy bien, niños!</b>	

**Objectives for day 3:**

Student will indicate comprehension of Spanish words by:

- holding up colored objects and by counting either verbally or non-verbally with their fingers the number of objects of that color
- putting colored objects in colored circles, as instructed. .

**Connections to other subject areas:**

- Math- counting
- Math- patterns
- Literacy

**Materials needed:**

- the flowers that the students colored in day one.
- large colored circles for students to put their colored flowers in/on (colored hula hoops are great if you have them)

**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.**

- Return the colored flower outlines to the students. Ask the students to hold up certain colored flowers.  
*Levanten las flores azules.* or Hold up *las flores azules.*  
*¿Cuántas flores azules hay?* *Cuántas flores azules* are there?  
*Vamos a contar, una, dos, tres ...* Let’s count, *una, dos, tres ...*
- Repeat the previous command with another color. Ask a student to count the flowers for the class.
- Place the colored flowers on the board in sets of numbers, ones, twos, and threes, etc. Point to a set and ask, *¿Cuántas flores hay?* (*tres* or *Hay tres flores.*)
- Use the colored flowers to sort by color or make patterns or graphs.
  - Sort by color: *Pon todas las flores verdes en el círculo azul.*  
 Or Put all *las flores verdes* in *el círculo azul.* (in the blue circle)
  - Patterns: Have students put together a pattern, then have the class tell what the pattern is. Example, *rojo, rojo, verde, verde*
  - Graphs: *Isabel, ¿de qué color es tu flor?*  
 (Isabel, what color is your flower?)  
*Pon tu flor roja sobre el color rojo en la gráfica.*  
 (Put your red flower over the color red in the graph.)  
*¿Cuántas flores rojas hay en la gráfica?*  
 (How many red flowers are in the graph?)  
*¿Hay más flores rojas o azules?* (“hay is pronounced exactly like the “ay” in “¡ay, ay, ay!” or you can say “are there...”) (Are there more red or blue flowers?)  
*¿Hay menos flores amarillas o verdes?*  
 (Are there fewer yellow or green flowers?)

**Notes:**

**Commands:**

*Pon...* (Put...)  
*Pon...en..* (Put...in..)

*Levanten..* (Hold up)

**Questions**

*¿Cuántos?*  
 (How many-masc.)  
 Example:  
*¿Cuántos niños?*  
 (How many boys?)

*¿Cuántas?*  
 (How many-fem.)  
 Example:  
*¿Cuántas niñas?*  
 (How many girls?)

**Verb**



*Hay...* (There is/  
 there are)

**Expressions of Quantity**

*Más...* (More)  
 Example:  
*Más flores azules*  
 (More blue flowers)  
*Menos* (Fewer)  
 Example:  
*Menos flores rojas.*  
 (Fewer red flowers)



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

THE TEACHER SAYS  AND (DOES) 	
Episode 107: Lesson 3, <i>Caperucita Roja</i>	
<b>See card with Warm-up dialogue.</b> (Same as for Day One)	
<b>Levanten las flores <u>azules</u>.</b>	Ask students to hold up their colored flowers.
<b>¿Cuántas flores <u>azules</u> hay? Vamos a contar.</b> Count the number of flowers of a certain color that are being held up by the students as a group.	
Repeat the previous command. Have one or a pair of students count the colors.	
<b>¿Cuántas flores hay?</b> Group the flowers in sets by color.	
Use the colored flowers to sort by color, patterns <b>OR</b> graphs. (You can choose.)	
<b><i>Pongan todas las flores <u>verdes</u> en el círculo <u>azul</u>.</i></b>	(Put all the green flowers in the blue circle)
<b><i>¿De qué color es tu flor?</i></b>	(What color is your flower?)
<b><i>Pon tu flor <u>roja</u> sobre el color <u>rojo</u> en la gráfica.</i></b>	(Put your red flower on the red color on the graph.)
<b><i>¿Cuántas flores <u>rojas</u> hay en la gráfica</i></b>	(How many red flowers are there in the graph?)
<b><i>¿Hay más flores <u>rojas</u> o <u>azules</u>?</i></b>	(Are there more red or blue flowers?)
<b><i>¿Hay menos flores <u>amarillas</u> o <u>verdes</u>?</i></b>	(Are there fewer yellow or green...?)
<b>¡Excelente, clase!</b>	

**Objectives for day 4 :**

Student will indicate comprehension of Spanish words by:

- demonstrating verbally or non-verbally comprehension of the focus vocabulary.
- student will demonstrate comprehension of the Spanish endearment for grandmother (*la abuelita*)

**Connections to other subject areas:**

- Literacy

**Materials Needed:**

- Large images of the vocabulary words for the large-group activity, or
- Two sets of images made to be cards for each small group playing the card game.

**Assessment:**

Watch the students as they point to the appropriate images and follow what is happening. See assessment for Episode 107.

**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.**

1. Read the story of **Little Red Riding Hood** or another book that shows wolves. Tell the students that each time they see a picture of a wolf they should say *el lobo*. (A story of *Caperucita Roja* is included with this episode if you speak Spanish or if you have a Spanish-speaking volunteer willing to read to your students.)
2. The Memory Game:  
(This game can be played with the whole class or in small groups.)  
**Large group:** Duplicate images of the vocabulary and hang facing backwards on the board. A student goes to the board and chooses one of the images and turns it over and says what the card represents. You may help the student by saying, *¿Es el papá o el abuelo?* The student then turns over another card, saying what the image represents. If the cards match the student takes them back to his or her seat. If the cards do not match, the student returns the cards to the board and another student gets a chance.  
**Small groups:** Two sets of vocabulary cards can be mixed together and laid face down. Students take turns choosing vocabulary cards and trying to make a match. If two cards match, the player may continue. If they do not match the student must put the cards back and the next student gets a turn.

**Final Assessment for Episode 107**

If you have not already done so, go over the focus words for Episode 107, asking your students to indicate verbally or non-verbally their comprehension.

(see assessment enclosed with this unit.) You may have been noting this in on-going manner.

Since gestures would be difficult with this vocabulary, you can use the enclosed TPR sheet and have students who don't respond verbally point to the word named. (The TPR sheet is the one with an image of each focus vocabulary word on it.)

You may want to allow students to use pictures of their own families that they bring to class to have them indicate comprehension of the words for *mamá, papa, abuela, abuelo, niño, niña*.

Please see the assessment checklists for Episode 107.

Notes:

**Command**

*Toca...* (Touch...)  
(for the TPR Sheet)





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

THE TEACHER SAYS  AND (DOES) 

**Episode 107: Lesson 4, *Caperucita Roja***

**See card with Warm-up dialogue.** (Same as for Day One)

Read the story of *Caperucita Roja*. (Or ask a Spanish-speaking volunteer read the story.) Have students say *el lobo* each time his character appears in the story. You can also have them hold up images of *la abuela* and *Caperucita Roja* and say their names each time they are mentioned.)

Memory Game: (Whole Group) Hang images of the vocabulary on the board facing backwards. A student goes to the board and chooses one of the images and turns it over and says what the image represents. The student turns over another card and says what it represents. If the cards match the student takes the cards back to their seat. If they do not match the cards are replaced and another student gets a turn.

If students need help with the vocabulary say: *¿Es el papá o el abuelo?*

(

**Final Assessment-** TPR Sheet/Point To Activity.

Say each vocabulary word and ask the students to touch it on their sheets.

***Toca la abuela.*** (*el abuelo, el lobo, la niña, el niño*)

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
107	<p><u>Nouns</u></p> <p>El bosque</p> <p>El cesto</p> <p>Una flore</p> <p>La casa de mi abuelita</p> <p>Querida</p> <p><u>Expression</u></p> <p>¡Qué bueno!</p> <p>¿Qué?</p> <p>Salud</p> <p>¡Ay, caramba!</p> <p><u>Sentences</u></p> <p>Vamos a leer un cuento.</p> <p>Queremos escuchar un cuento.</p> <p>Soy yo.</p> <p>¿Cómo te llamas?.</p> <p>Me llamo (Señor Lobo).</p> <p>Tengo hambre.</p> <p>Tengo pan.</p> <p>¡Escucha!</p> <p>No me gusta el pan.</p> <p>Me gustan mucho las flores.</p> <p>¡Qué orejas tan grandes tienes!</p>	<p>The forest</p> <p>The basket</p> <p>A flower</p> <p>My grandma’s house</p> <p>Dear one</p> <p>Goody! Great!</p> <p>Huh? What?</p> <p>Good health to you. (A toast)</p> <p>Oh, no!</p> <p>Let’s read a story. (We’re going to read...)</p> <p>We want to hear a story.</p> <p>It’s me.</p> <p>What’s your name?</p> <p>My name is... (Mr. Wolf)</p> <p>I am hungry.</p> <p>I have (some) bread.</p> <p>Listen!</p> <p>I don’t like bread.</p> <p>I like flowers very much.</p> <p>What big ears you have!</p>

**Assessment Observation Checklist**

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

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

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

EPISODE 107—LITTLE RED RIDING HOOD

<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 words <i>me gusta</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la abuela</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el abuelo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el lobo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la niña</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el niño</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish endearment for grandmother— <i>la abuelita</i> .			Comprehension of designated Spanish vocabulary.	



## Correctives and Enrichments- Episode 107

Time	Lang.	Prep.	Description	Materials Needed
20-30	1	3	<u>Student Book</u> Included with the blackline masters in this episode is a reproducible book that students can make about their families. Students draw in a square their mother, father, grandmother, grandfather, brothers, and sisters. Words are provided for them, but advanced students may want to add words they have learned.	A “book” for each student, made from the blackline masters included with this episode.
5-10	1	3	<u>TPR Hold Up Activity</u> For students having trouble remembering the vocabulary words, give each student a set of images for the vocabulary. Say (or have a student partner or volunteer say) the vocabulary words, and ask the students to hold up the appropriate images.	A set of images of the vocab words for each student.
10	1	3	<u>Go Fish Card Game</u> Each student has his or her own set of images of the vocabulary words. The students combine their sets and play Go Fish.	Sets of images of the vocabulary words.
10-15	1-2	0	<u>Video Activity: What’s Happening</u> 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. Little Red Riding Hood is especially good because the words for eyes ( <i>ojos</i> ), ears ( <i>orejas</i> ), nose ( <i>nariz</i> ) and teeth ( <i>dientes</i> ) are repeated again and again. For students learning quickly, this can be a fun and challenging activity.	The video for Episode 107.

### 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 107

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

<b>abuela</b>	<b>abuela</b>
<b>abuelo</b>	<b>abuelo</b>
<b>niño</b>	<b>niño</b>
<b>niña</b>	<b>niña</b>
<b>el lobo</b>	<b>el lobo</b>
<b>los lobos</b>	<b>los lobos</b>
<b>me gusta</b>	<b>me gusta</b>

## CAPERUCITA ROJA

TPR Story by Maria Garcia for Spanish speakers  
Edited by Cassandra Celaya

Había una vez una pequeña niña que se llamaba **CAPERUCITA ROJA**.

(Once upon a time there was a little girl named Little Red Riding Hood.)

Un día su mamá le pide que lleve una cesta con comida a su **ABUELITA** que está enferma. Ella pone en la cesta: **PAN, SOPA Y PASTEL**.

(One day her mother asked her to take a basket of food to her grandmother, who was sick. She put in the basket: bread, soup and cake.)

**CAPERUCITA ROJA** estaba caminando por el bosque llevando la cesta con comida.

(Little Red Riding Hood was walking in the forest, carrying the basket of food.)

**CAPERUCITA ROJA** ve unas flores muy bonitas y recoje algunas para llevarle a su **ABUELITA**. Ella corta una **ROJA**, una **AZUL** y una **AMARILLA**.

(Little Red Riding Hood saw some very pretty flowers and gathered some to take to her grandmother. She picked a red one, a blue one and a yellow one.)

Pero escondido detrás de un árbol **EL LOBO** la observa. <<¡Qué rico aroma!>> dice. <<Estoy hambriento y **ME GUSTA LA SOPA**.>>

(But, hiding behind a tree, the wolf watched her. "What a delicious smell!" he said. "I am hungry and I like soup."



**EL LOBO sale de su escondite y pregunta a CAPERUCITA ROJA, <<¿Adónde vas NINA?>>**

**(The wolf came out of his hiding place and asked Little Red Riding Hood, "Where are you going, little girl?"**

**<<Voy a casa de mi ABUELITA que está enferma. Le llevo esta cesta con comida y estas lindas flores.>>**

**("I'm going to my grandmother's house; she's sick. I am bringing her this basket of food and these pretty flowers.")**

**EL LOBO tiene una idea. El debe llegar primero a casa de la ABUELITA.**

**(The wolf had an idea. He had to get to grandmother's house first.)**

**EL LOBO llega a la casa de la ABUELITA y toca la puerta: 1, 2, 3, 4, 5.**

**(The wolf got to grandmother's house and knocked on the door: 1,2,3,4,5.)**

**<<¿Quién es?>> pregunta la ABUELITA.**

**("Who is it?" asked grandmother.)**

**<<Soy yo, CAPERUCITA ROJA,>> dice EL LOBO imitando la voz de LA NINA.**

**(It's me, Little Red Riding Hood," said the wolf, imitating the girl's voice.)**

**<<Entra querida,>> dice la ABUELITA.**

**(Come in, dear," said grandmother.)**

**Al ver al LOBO la ABUELITA asustada salta de la cama y corre a esconderse.**

(At the sight of the wolf, grandmother smartly jumped from the bed and ran to hide.)

**CAPERUCITA ROJA llega a casa de su ABUELITA y toca la puerta: 1, 2, 3, 4, 5, 6.**

(Little Red Riding Hood arrived at grandmother's house and knocked on the door: 1,2,3,4,5,6

**EL LOBO está en la cama vestido como la ABUELITA.**

(The wolf was in the bed dressed as grandmother.)

**<<¿Quién es?>> pregunta, fingiendo la voz.**

**<<Soy yo, CAPERUCITA ROJA.>>**

("Who is it?" he asked, disguising his voice.

"It's me, Little Red Riding Hood.")

**<<Entra NINA,>> dice EL LOBO**

("Come in, little one," said the wolf.)

**<<HOLA, ABUELITA,>> dice CAPERUCITA ROJA.**

**<<¡ABUELITA que orejas tan GRANDES tienes, y que ojos tan GRANDES tienes, y que dientes tan GRANDES tienes!>>**

("Hello, grandmother," said Little Red Riding Hood.

"Grandmother, what big ears you have, and what big eyes you have, and what big teeth you have!")

**EL LOBO hambriento salta de la cama para comerse la comida.**

(The hungry wolf jumped from the bed to eat his meal.)

**CAPERUCITA ROJA** grita asustada, <<¡Socorro, socorro! ¡EL LOBO!>>

(Knowing what was happening/smartly, Little Red Riding Hood screamed, "Help! Help! The Wolf!")

Un **POLICIA** que pasaba por el bosque escucha los gritos y viene a ayudarle.

(A policeman who was passing through the forest heard the screams and came to help her.)

**EL LOBO** tiene miedo, así que salta y escapa por la ventana.

(The wolf was afraid, so he jumped and escaped through the window.)

Finalmente **CAPERUCITA ROJA** encuentra a su **ABUELITA** y le da un fuerte abrazo.

Y estuvieron felices para siempre.

(Finally, Little Red Riding Hood found her grandmother and gave her a big hug. And they were happy ever after.)

**EL FIN**

(The End)

## Student Coloring Book on the Family

This little reproducible book is an activity that allows students to use Spanish to talk about their families.

The following is a translation of each page:

<b><i>Mi Familia</i></b>	My Family
<b><i>Por</i></b>	By
<b><i>Este es mi papá.</i></b>	This is my dad.
<b><i>El es muy guapo.</i></b>	He is very handsome.
<b><i>Este es mi abuelo.</i></b>	This is my grandfather.
<b><i>El es muy simpático.</i></b>	He is very nice.
<b><i>Esta es mi abuela.</i></b>	This is my grandmother.
<b><i>Ella es muy simpática.</i></b>	She is very pretty.
<b><i>Esta es mi mamá.</i></b>	This is my mother.
<b><i>Ella es muy linda.</i></b>	She is very pretty.
<b><i>Me llamo:</i></b>	My name is:
<b><i>Tengo __ años.</i></b>	I am ____ years old.
<b><i>Este es mi hermano.</i></b>	This is my brother (Note the <u>este</u> /hermano)
<b><i>Esta es mi hermana.</i></b>	This is my sister. (Note the <u>esta</u> /hermana)
<b><i>Se llama ____</i></b>	His/her name is....

Alternative words-

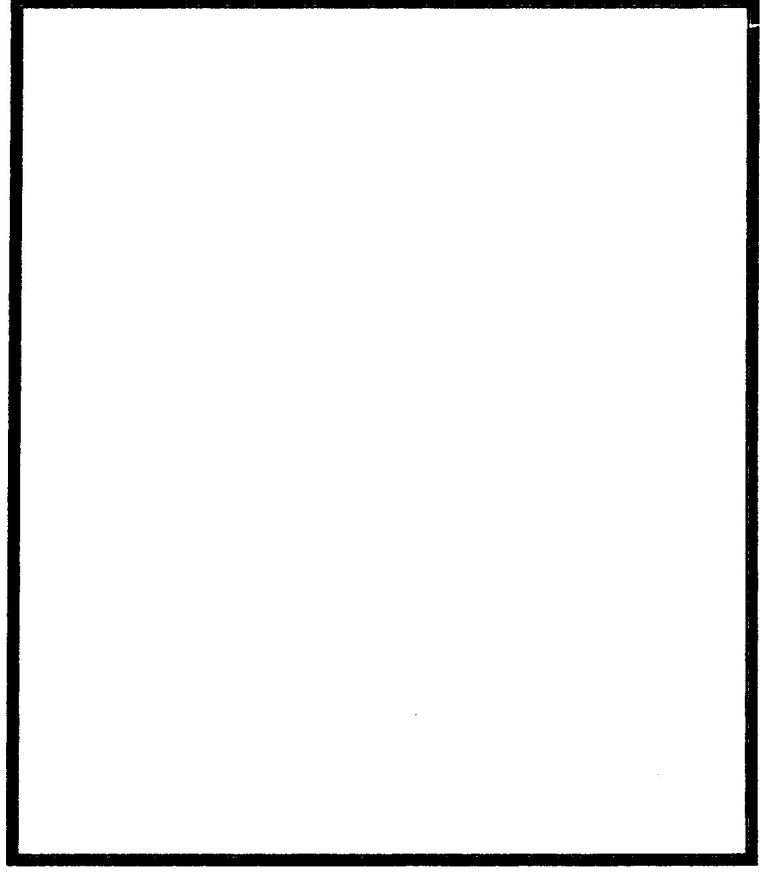
Stepmother	<b><i>mi madrastra</i></b>
Stepfather	<b><i>mi padrastro</i></b>
Stepbrother	<b><i>mi hermanastro</i></b>
Stepsister	<b><i>mi hermanastra</i></b>
Guardian (m.)	<b><i>mi guardián</i></b>
Guardian (f.)	<b><i>mi guardiana</i></b>

**Este es mi papá.**

**El es muy guapo.**

**Este es mi abuelo.**

**El es muy simpático.**

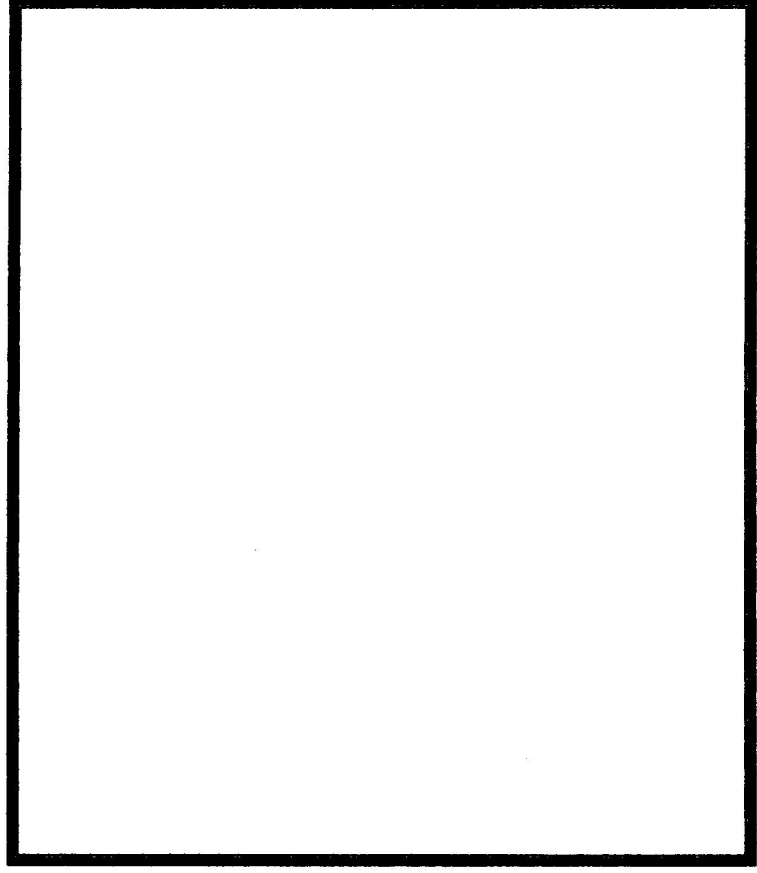
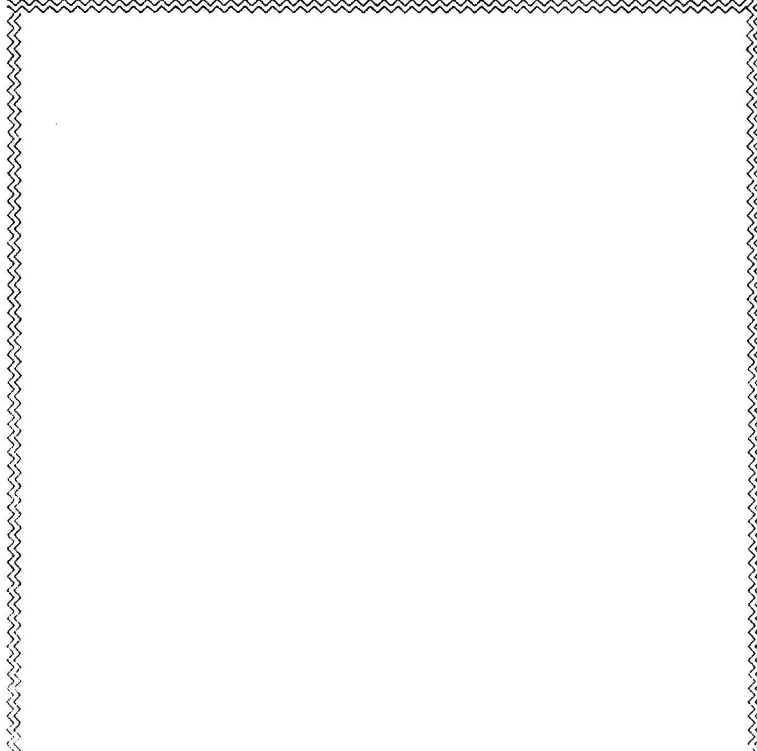


**Esta es mi abuela.**

**Ella es muy simpática.**

**Esta es mi mamá.**

**Ella es muy linda.**



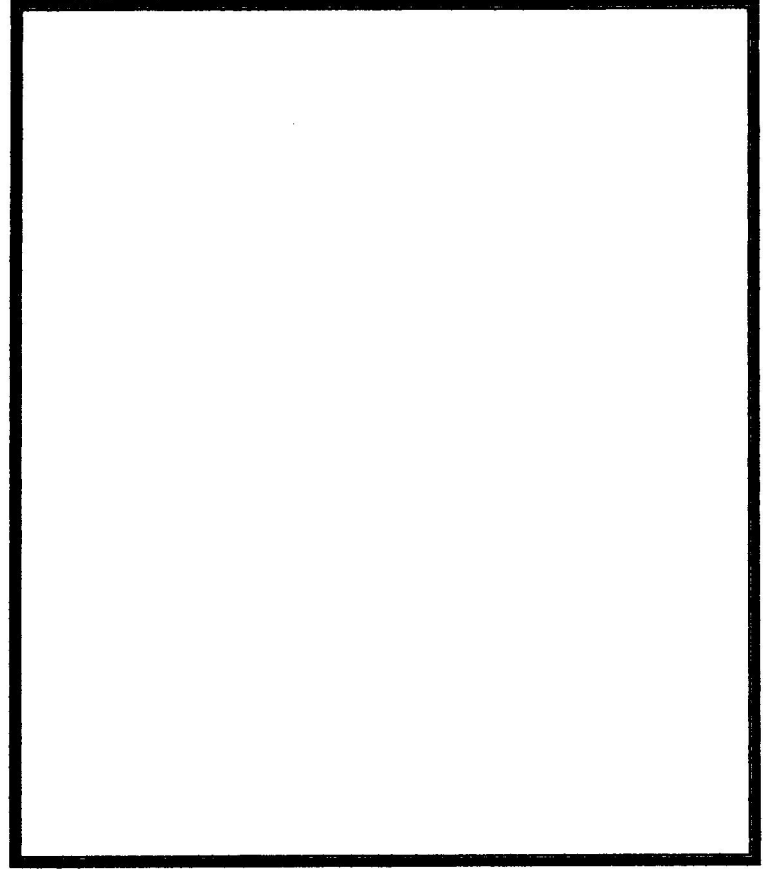
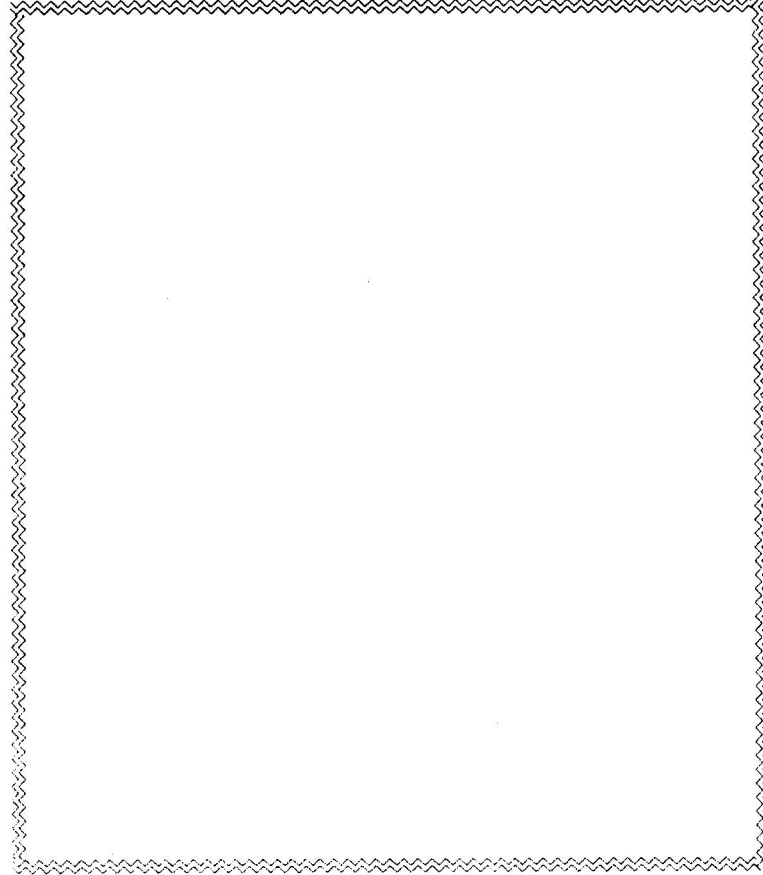
Me llamo:

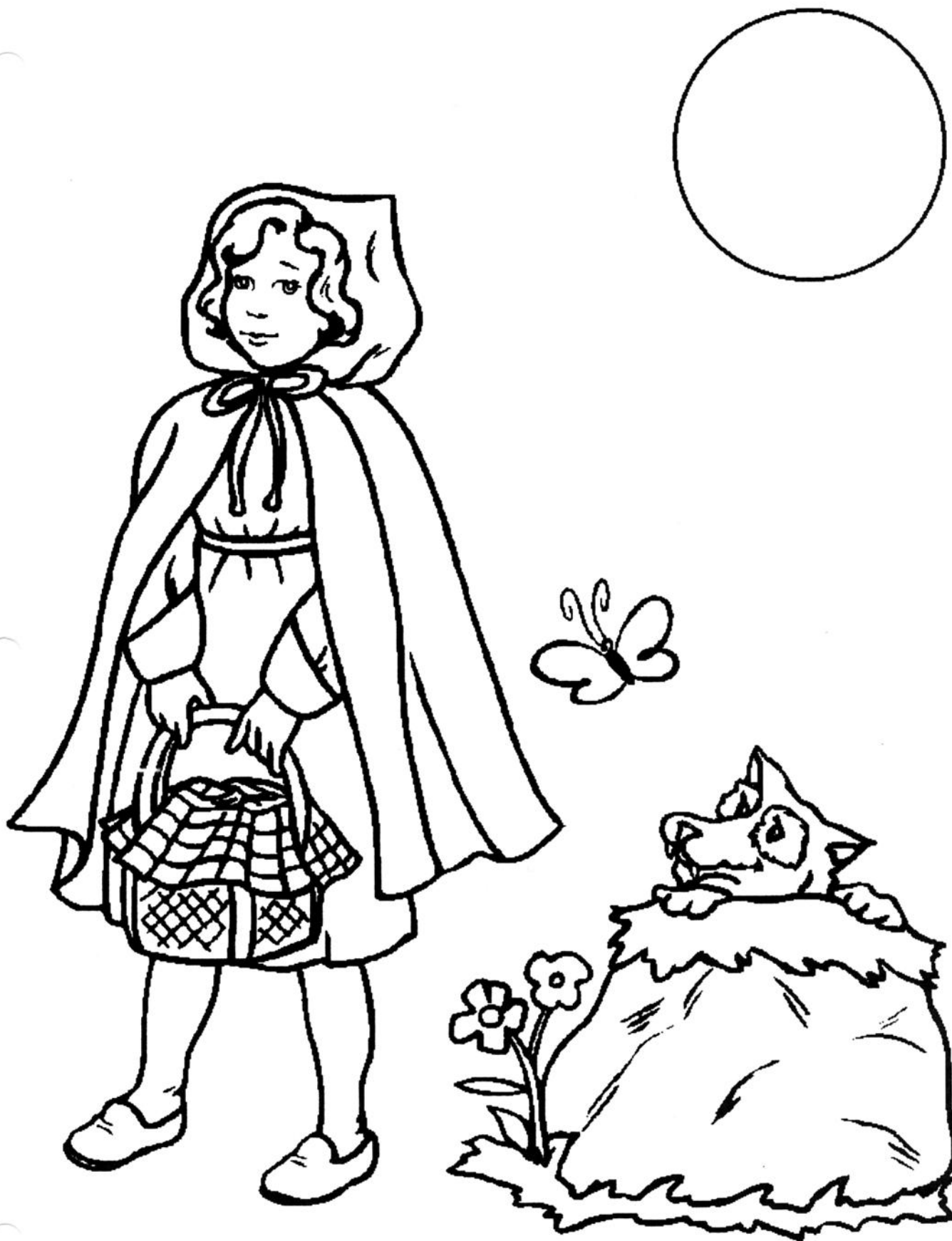
\_\_\_\_\_

Tengo \_\_\_\_\_ años.

Est \_\_\_\_\_ es mi herman \_\_\_\_\_.

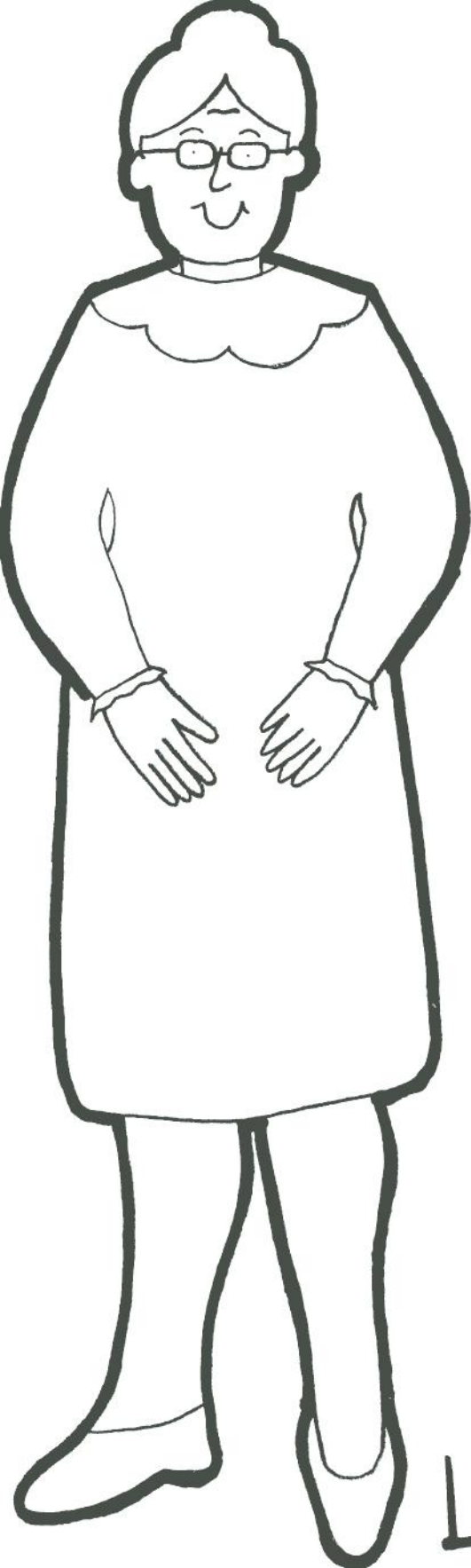
Se llama \_\_\_\_\_.



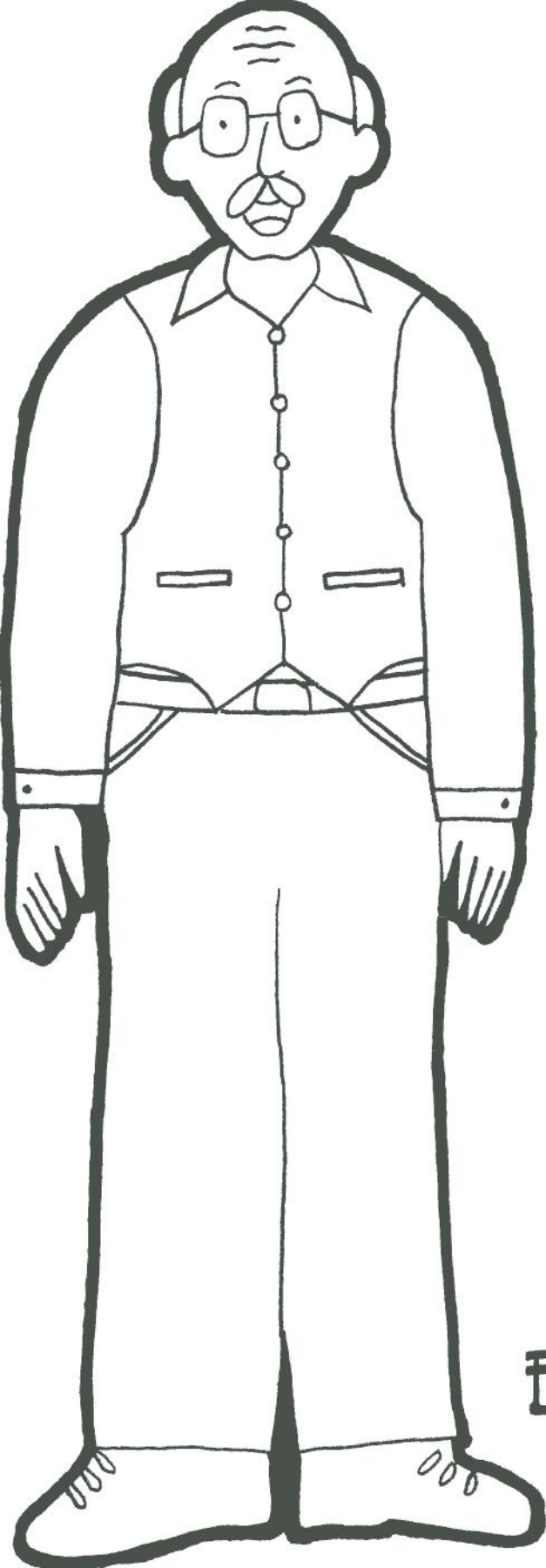








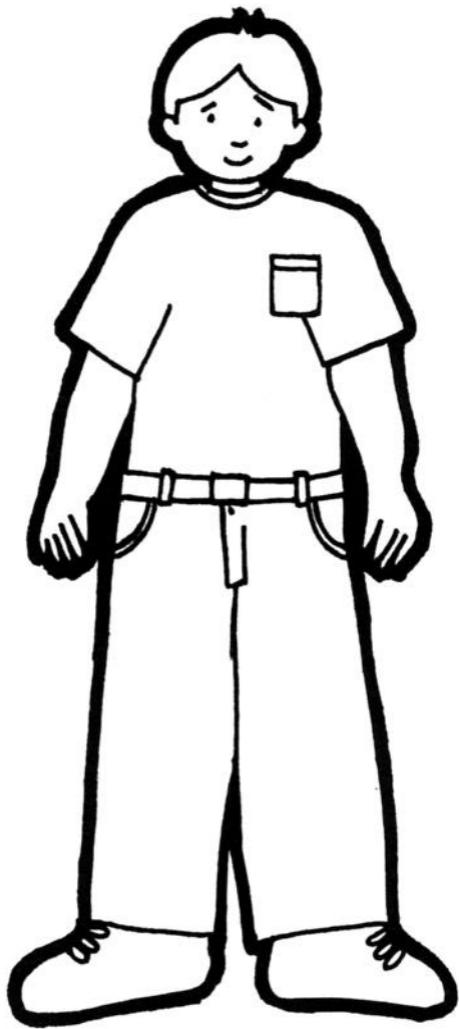
La abuela



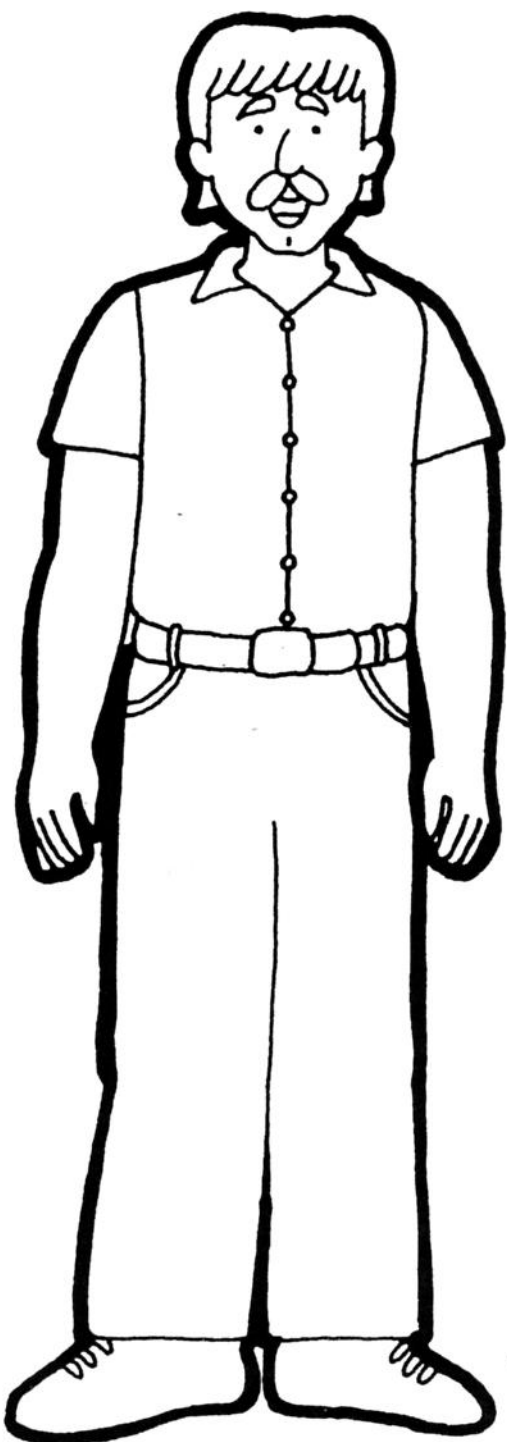
El abuelo



La niña



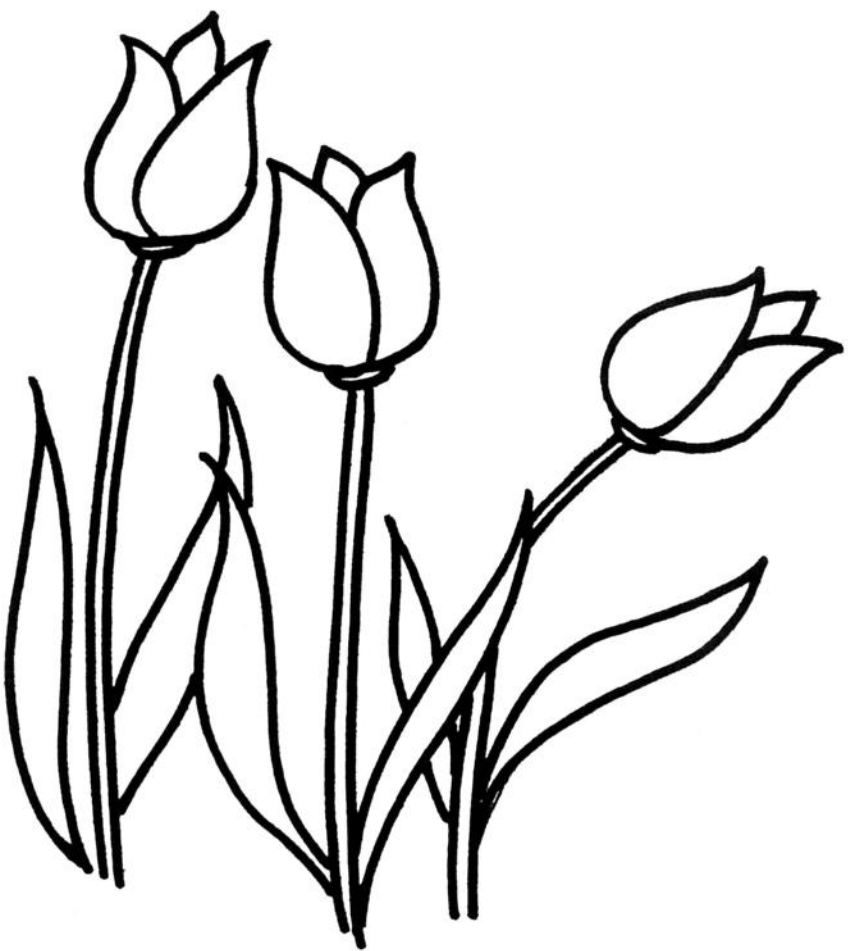
El niño



El papá



La mamá



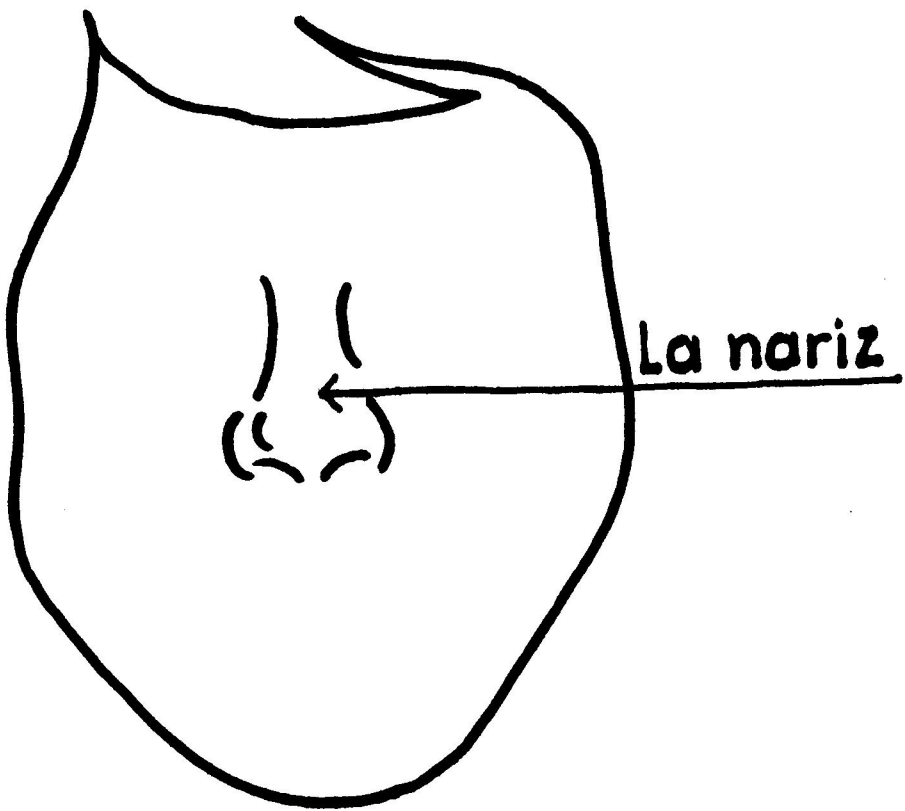
Las flores



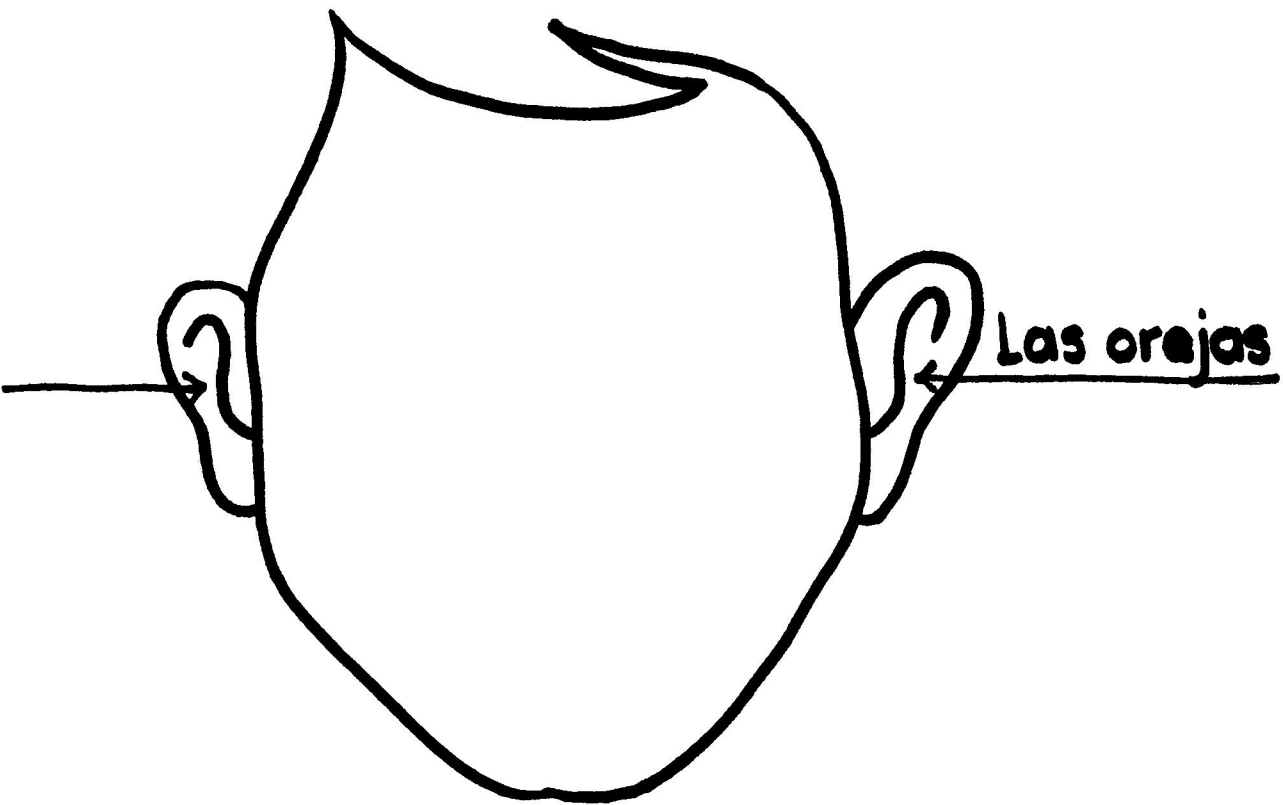


Los ojos

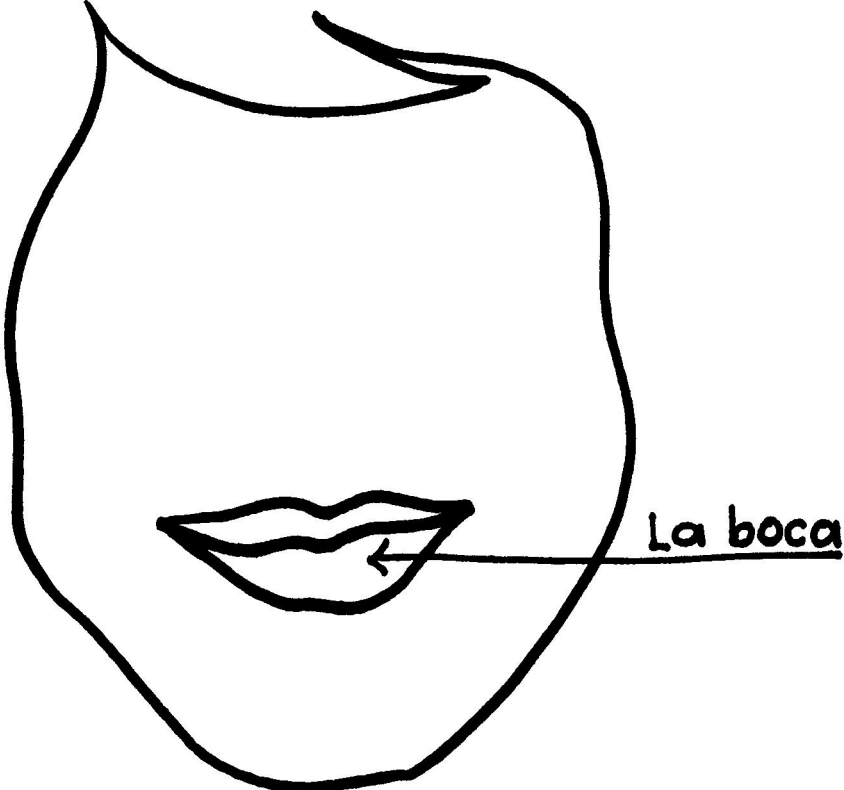
Los ojos



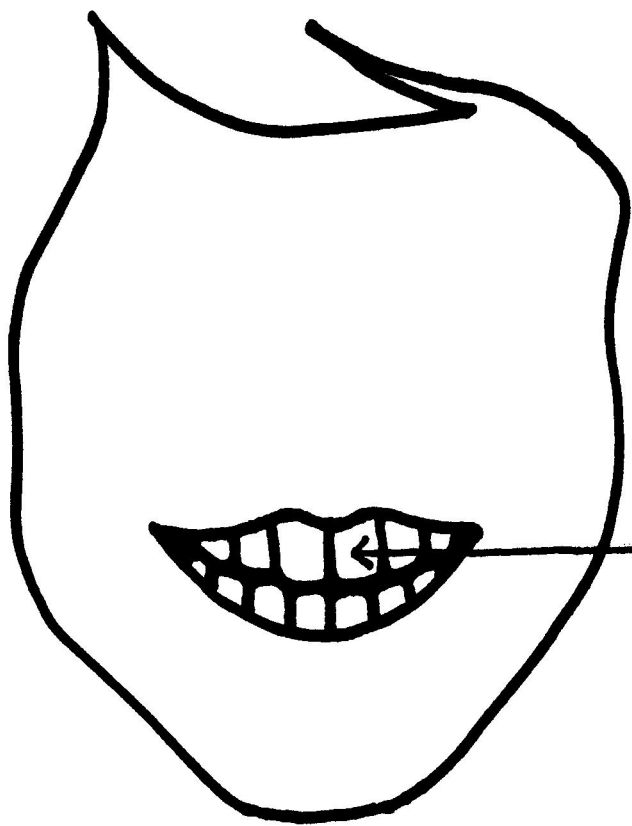
La nariz



Las orejas



La boca



Los dientes

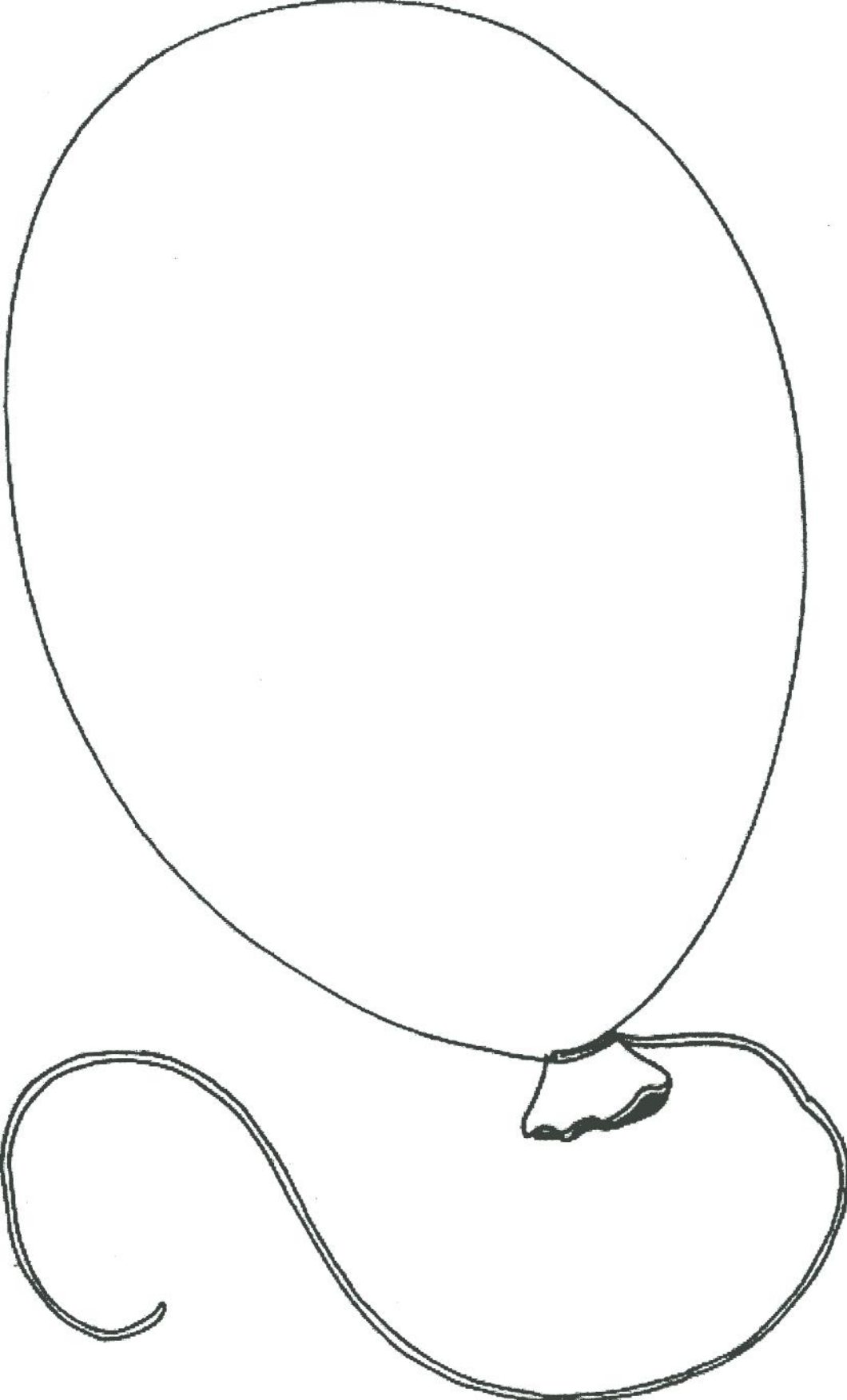
Los dientes

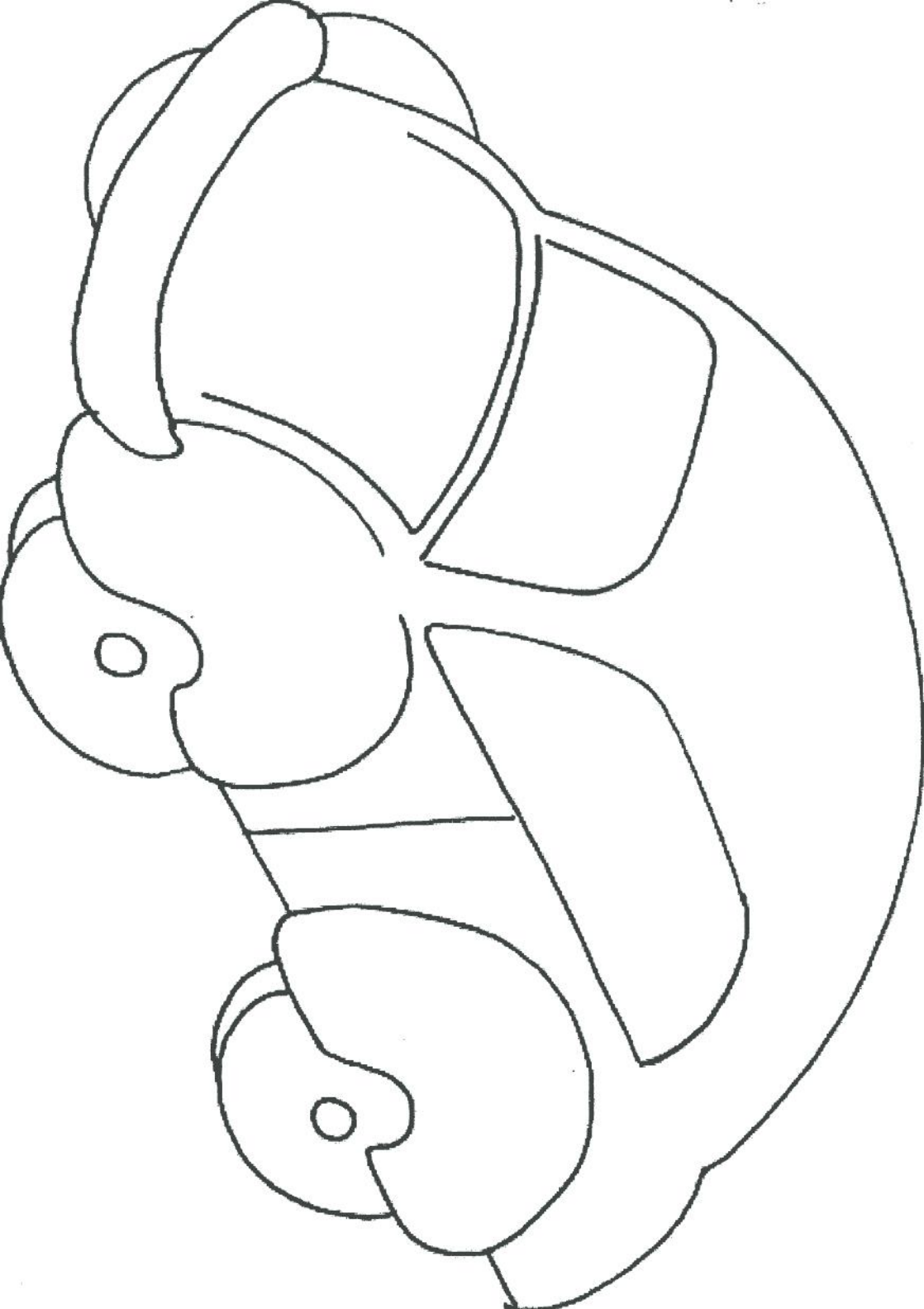


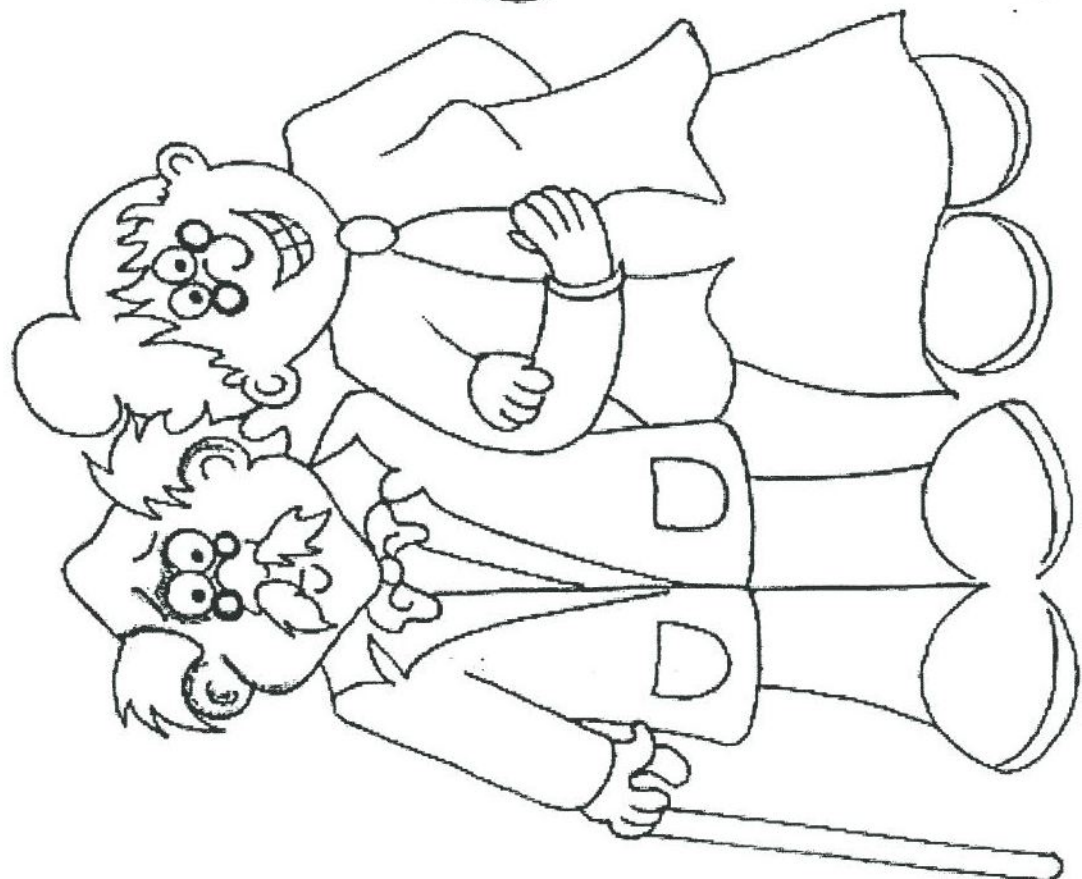


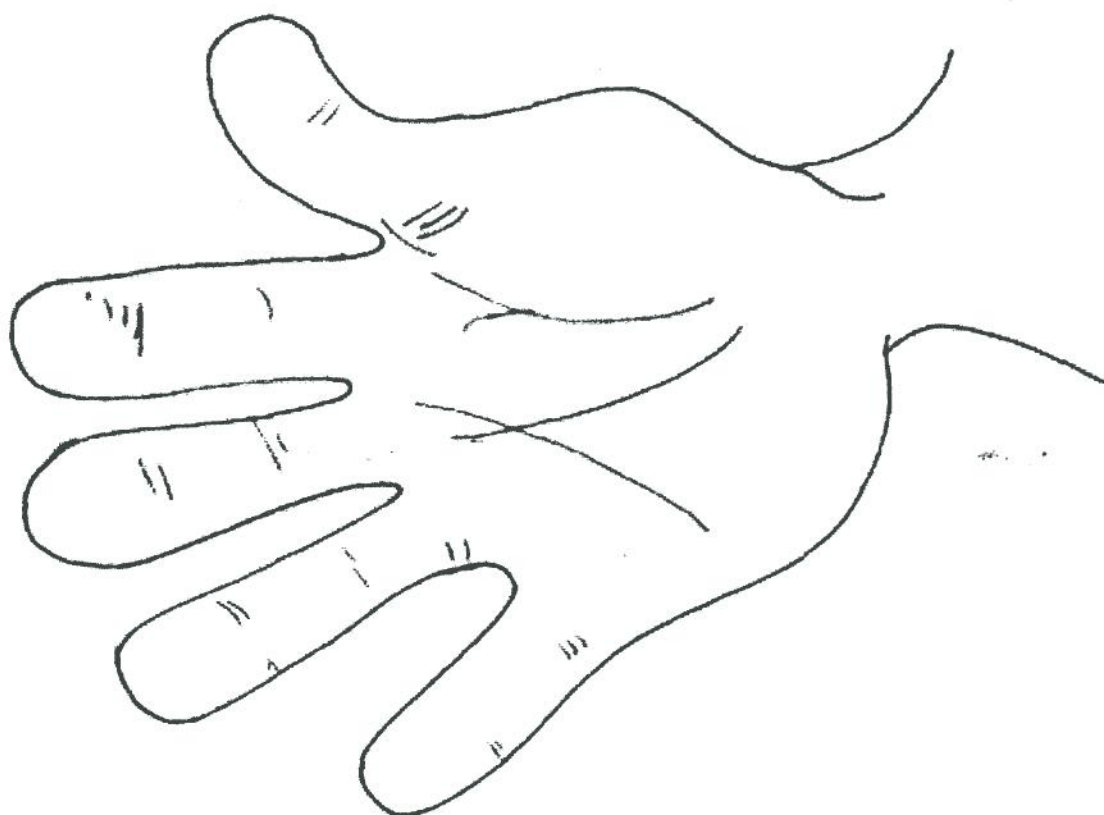














2

3

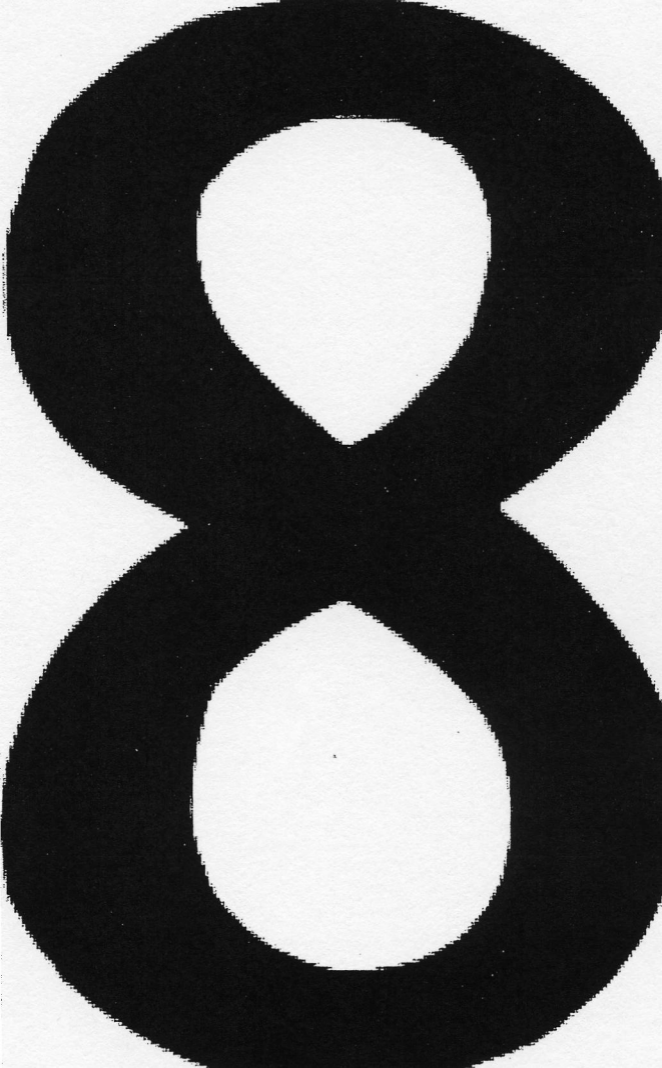
4



5







9

10

# Student Coloring Book on the Family

This little reproducible book is an activity that allows students to use Spanish to talk about their families.

The following is a translation of each page:

***Mi Familia***

My Family

***Por***

By

***Este es mi papá.***

This is my dad.

***El es muy guapo.***

He is very handsome.

***Este es mi abuelo.***

This is my grandfather.

***El es muy simpático.***

He is very nice.

***Esta es mi abuela.***

This is my grandmother.

***Ella es muy simpática.***

She is very pretty.

***Esta es mi mamá.***

This is my mother.

***Ella es muy linda.***

She is very pretty.

***Me llamo:***

My name is:

***Tengo \_\_\_ años.***

I am \_\_\_ years old.

***Este es mi hermano.***

This is my brother (Note the este/hermano)

***Esta es mi hermana.***

This is my sister. (Note the esta/hermana)

***Se llama\_\_\_\_\_***

His/her name is....

Alternative words-

Stepmother

***mi madrastra***

Stepfather

***mi padrastro***

Stepbrother

***mi hermanastro***

Stepsister

***mi hermanastra***

Guardian (m.)

***mi guardián***

Guardian (f.)

***mi guardiana***

# Mi libro de palabras de la familia



el bebé

8



Nombre \_\_\_\_\_

1



el niño

6



el papá

3





la mamá

---

---

---

2



la niña

---

---

---

7



la abuela

---

---

---

4



el abuelo

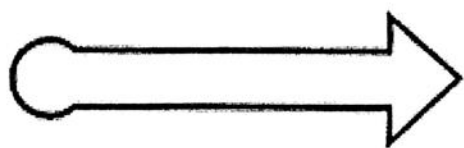
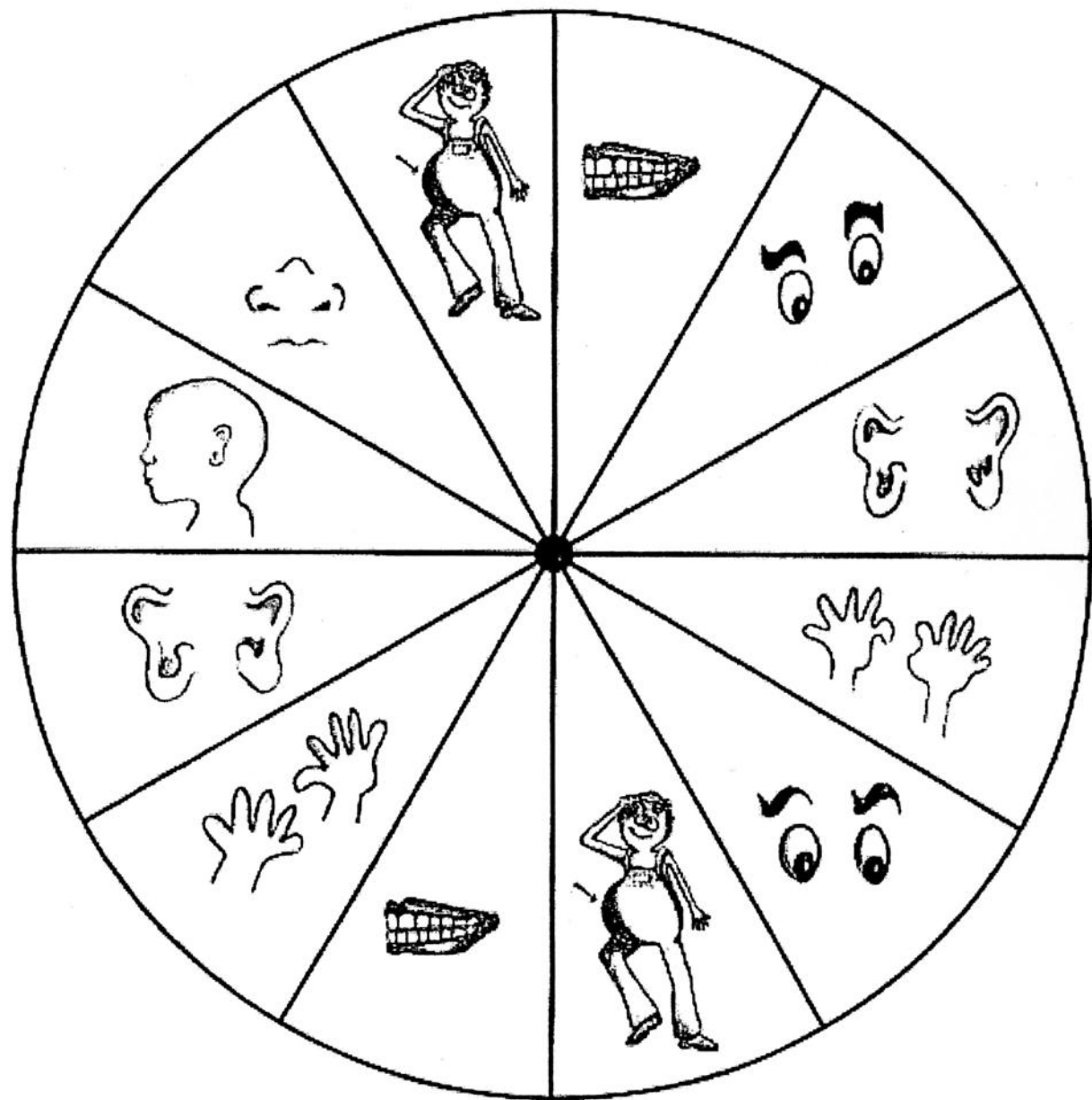
---

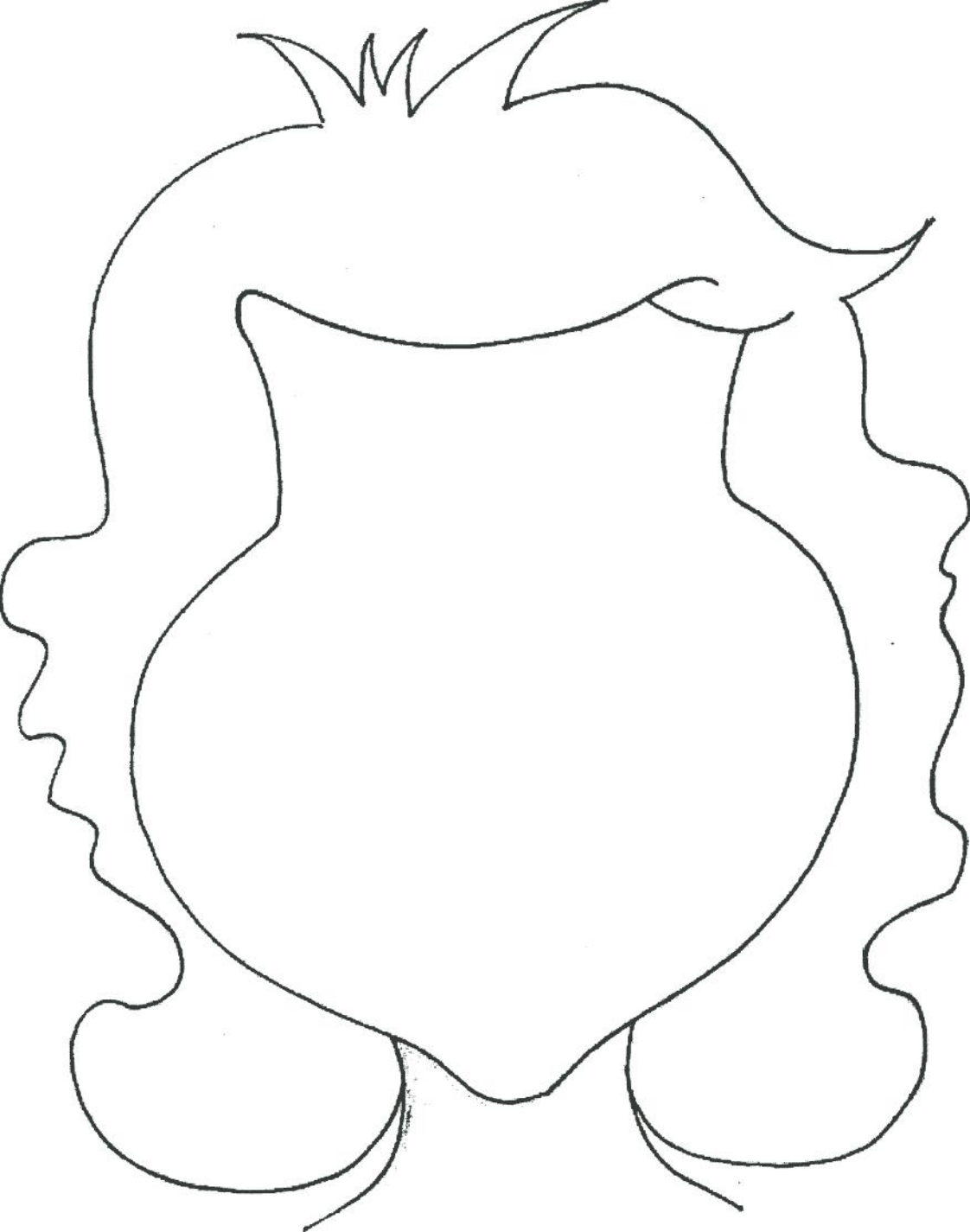
---

---

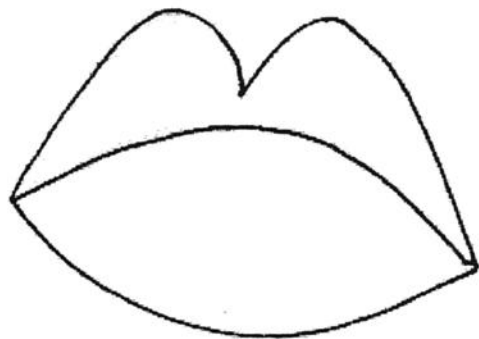
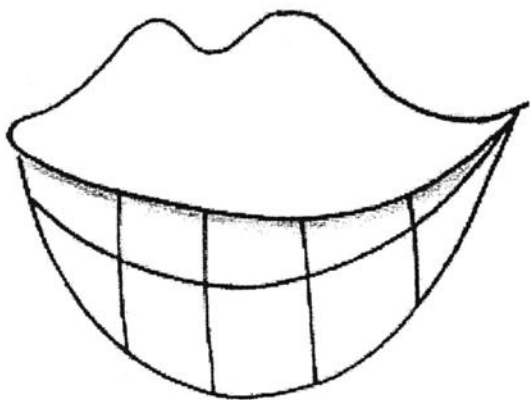
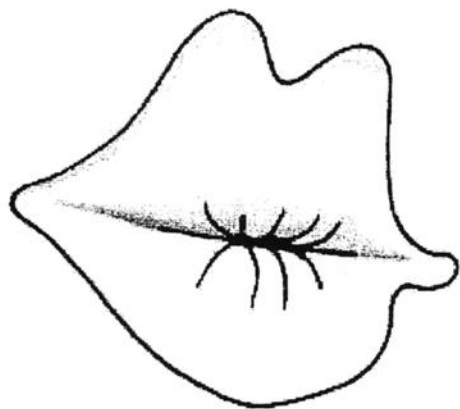
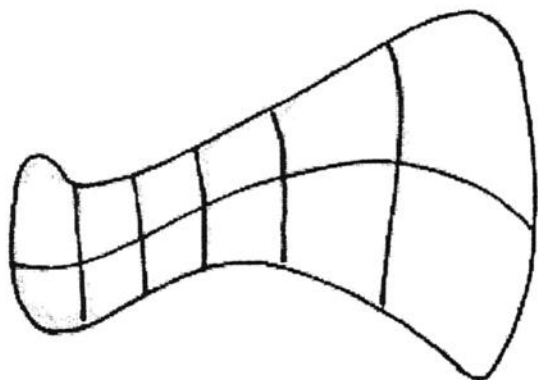
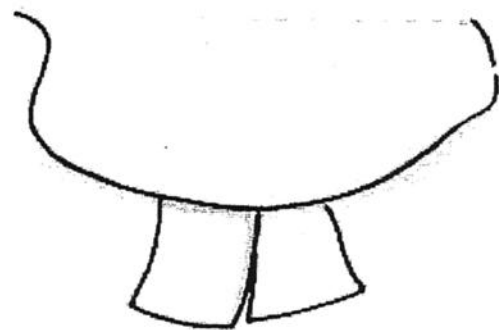
5

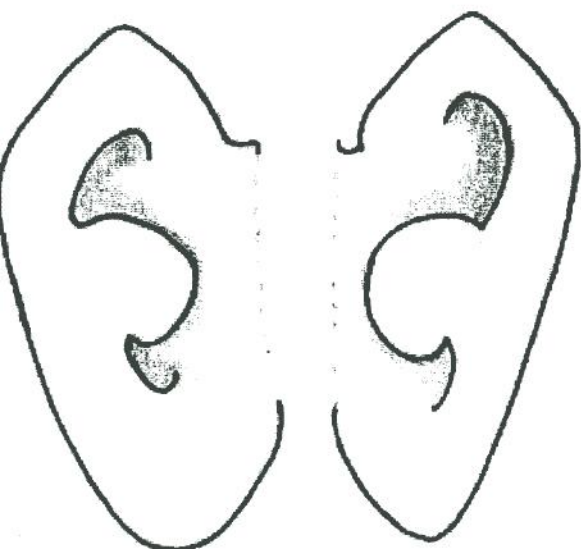
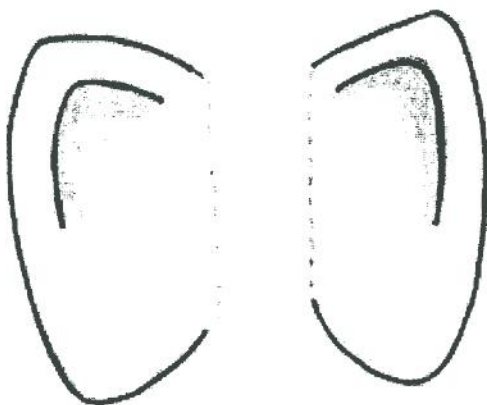
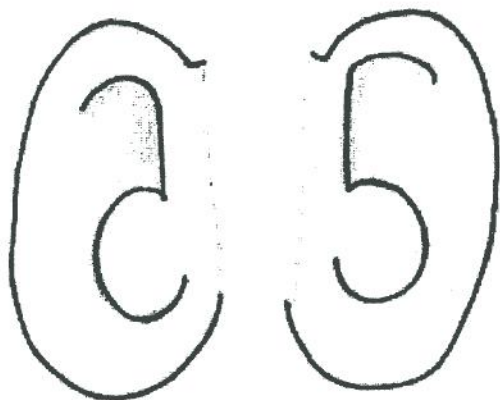
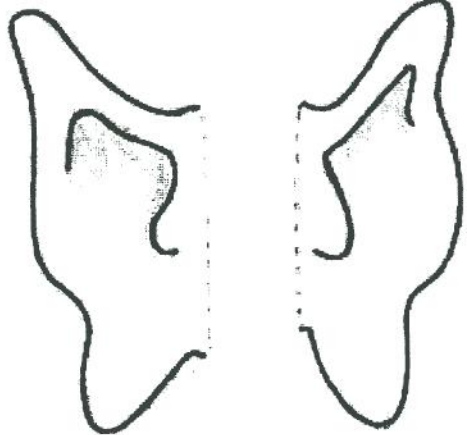
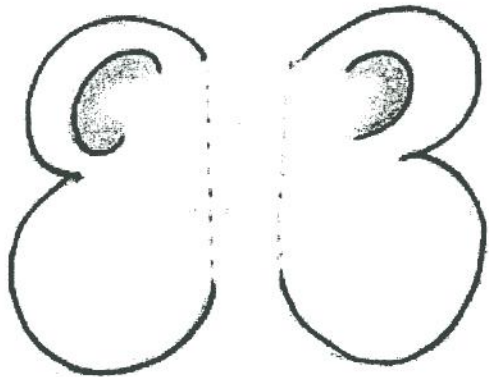
# Spinner Board for Body Parts

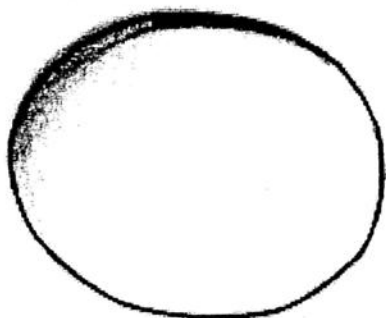
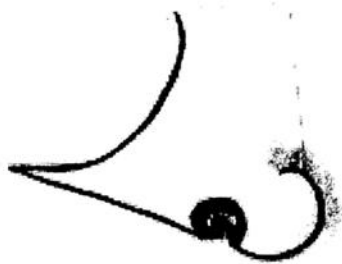
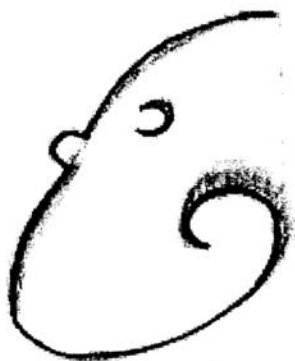
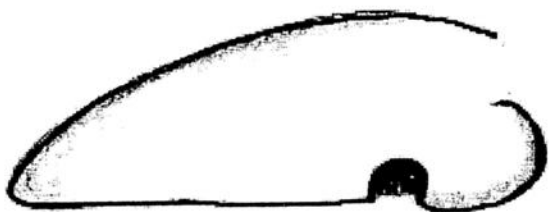
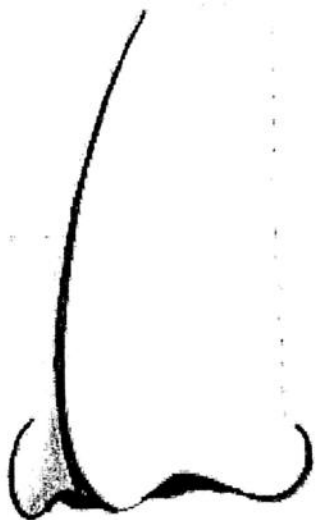


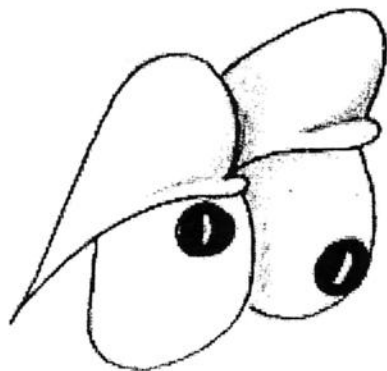
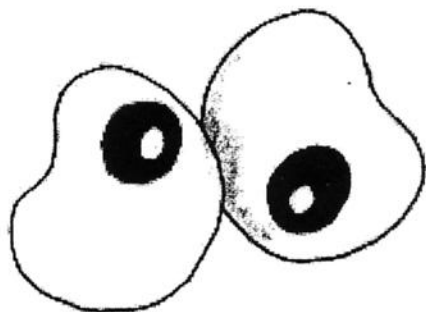
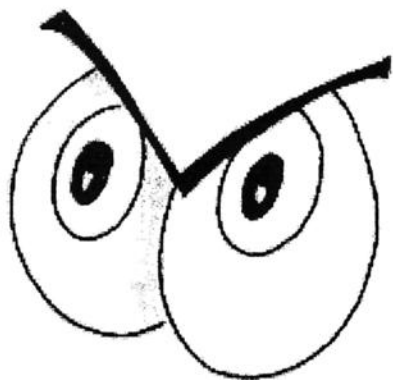
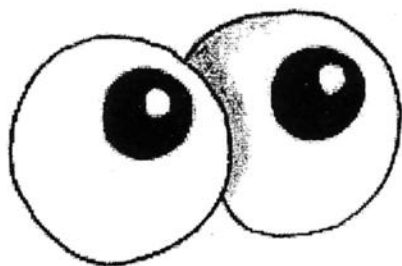
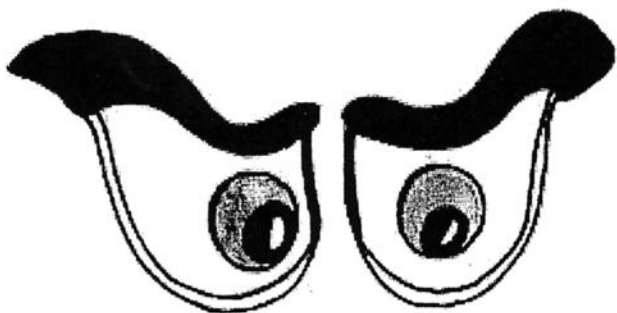
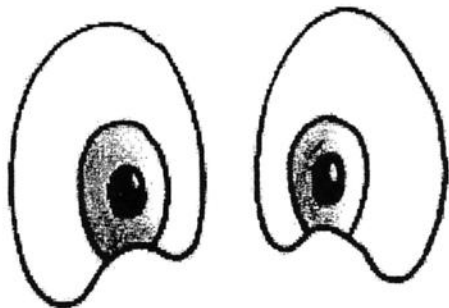
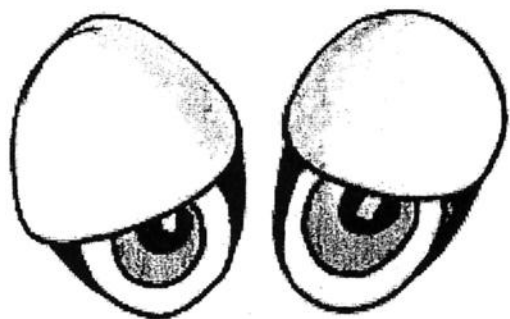












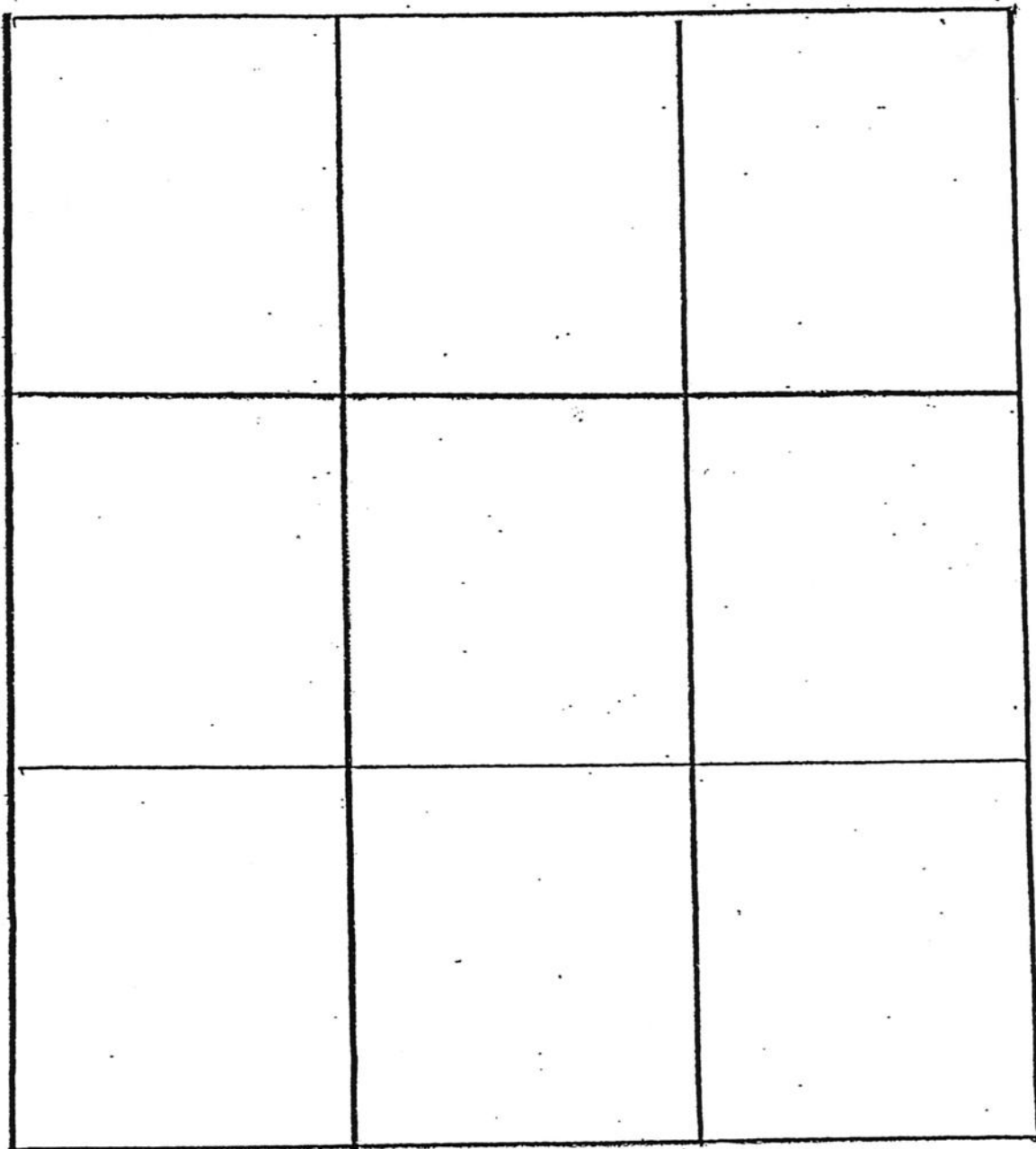


**Teacher's Sheet for Bingo, Episode 109**

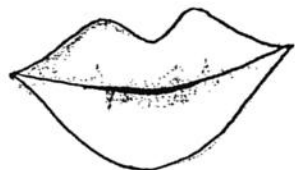
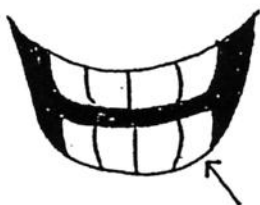
<b>Bingo Check Off List Game 1 (Read in random order)</b>	<b>(Translation: Do not read for students.)</b>	<b>Bingo Check Off List Game 2 (Read in random order.)</b>	<b>(Translation: Do not read for students.)</b>
las manos	hands	las manos	hands
la boca	mouth	la boca	mouth
las orejas	ears	las orejas	ears
los dientes	teeth	los dientes	teeth
el abuelo	grandfather	el abuelo	grandfather
el lobo	wolf	el lobo	wolf
los ojos	ojos	los ojos	ojos
la abuela	grandmother	la abuela	grandmother
el bebé	baby	el bebé	baby
la nariz	nose	la nariz	nose
la mamá	mother	la mamá	mother
el papá	father	el papá	father

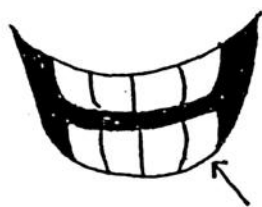
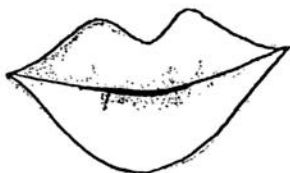
<b>Bingo Check Off List Game 3 (Read in random order.)</b>	<b>(Translation: Do not read for students.)</b>	<b>Bingo Check Off List Game 4 (Read in random order.)</b>	<b>(Translation: Do not read for students.)</b>
las manos	hands	las manos	hands
la boca	mouth	la boca	mouth
las orejas	ears	las orejas	ears
los dientes	teeth	los dientes	teeth
el abuelo	grandfather	el abuelo	grandfather
el lobo	wolf	el lobo	wolf
los ojos	ojos	los ojos	ojos
la abuela	grandmother	la abuela	grandmother
el bebé	baby	el bebé	baby
la nariz	nose	la nariz	nose
la mamá	mother	la mamá	mother
el papá	father	el papá	father

# BINGO



# BINGO



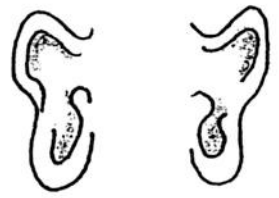




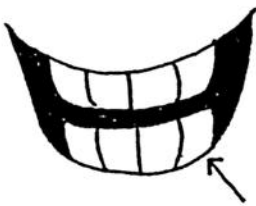
las manos



la boca



las orejas



los dientes

el abuelo



el lobo



los ojos

la abuela



el bebé



la nariz

la mamá



el papá

# Pictures to Color

Me llamo \_\_\_\_\_.



Color the pictures according to each color word.

rojo



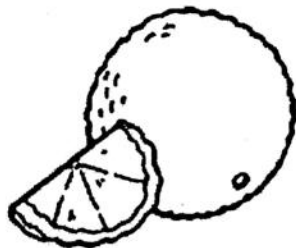
azul



verde



anaranjado



morado



amarillo



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

## SALSA EPISODES 107-112

Dear Parent:

We hope that you have enjoyed participating in your child's learning of Spanish in the first six episodes of SALSA. Almost all children will begin acquiring listening-comprehension skills in Spanish immediately. They also begin mimicking the characters in the video.

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 Little Red Riding Hood. (*Caperucita Roja*). As in first six 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.

- In Episode 107 the traditional story is acted out by puppet characters.
- In Episode 108 the wolf disguises himself to try to get goodies from grandmother and Little Red Riding Hood.
- In Episode 109 Grandmother and Little Red Riding Hood force the wolf to improve his manners, rewarding him with treats
- In Episode 110 Grandmother, seeing how much weight the Wolf has gained from all the goodies, takes him to her aerobics class to exercise.
- In Episode 111 the characters make up a story about Little *Blue* Riding Hood, with a basket of hamburgers and fries.
- In Episode 112 the Wolf and Little Red Riding Hood realize what good friend they have become.

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:

<i>gracias</i>	thank you
<i>por favor</i>	please
<i>sí</i>	yes
<i>no</i>	no

Nouns:

<i>el lobo</i>	the wolf
<i>los dientes</i>	teeth
<i>los ojos</i>	eyes
<i>los manos</i>	hands
<i>la cabeza</i>	head
<i>la nariz</i>	nose



*los amigos* friends  
*las papas fritas* french fries

Family Members:

*abuela* grandmother

Expressions:

*Me gusta.* I like.. or I like 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 107-112

Child's Name \_\_\_\_\_

I can say "Please" and "Thank You"  
in Spanish.  
guardian:

Date:  
Signature of parent or

\_\_\_\_\_  
(Please=*por favor*; thank  
you=*gracias*.)

I can name five parts of my body  
in Spanish.  
guardian:

Date:  
Signature of parent or

\_\_\_\_\_  
(*Los dientes*= teeth; *los ojos*= eyes;  
*los manos*=hands; *la cabeza*= head;  
*la nariz*= nose)

I know the word for "wolf"  
in Spanish.  
guardian:

Date:  
Signature of parent or

\_\_\_\_\_  
(*el lobo*)

I can say "I like " something  
in Spanish.

Date:  
Signature of parent or guardian:

\_\_\_\_\_  
(*Me gusta...*).

I know the word for "grandmother"

Date

**in Spanish.**  
guardian:

Signature of parent or

---

*(la abuela or la abuelita)*

---

# SALSA Home Connection

## Episode 107



Hola

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

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

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

*Please have your child share with you what he/she has learned in class. Check off "Sí" if the child is able to do the activity and "No" if the child is unable to do the activity. Return this paper to the teacher.*

Sí \_\_\_\_\_

No \_\_\_\_\_

I can express my likes and dislikes by using "me gusta" or "no me gusta"/ (meh) (goos-tah)/

Sí \_\_\_\_\_

No \_\_\_\_\_

I can draw my grandmother and call her "abuela" /ah-bweh-eh-lah/ in Spanish.

Sí \_\_\_\_\_

No \_\_\_\_\_

I can point to a girl and say "la niña"/ (lah)(nee-nyah) or a boy and say "el niño." / (ehl)(nee-nyoh)

*Parent comments/questions.*



**"Students reinforce and further their knowledge of other disciplines through the foreign language."**

National Foreign Language Standards, 1996

# Songs for Episode 107

## *“Me Gusta”*

(Sung to the tune of “She’ll Be Comin’ Round the Mountain)

Me gusta el pan, yum, yum, yum  
Me gusta el pan, yum, yum, yum  
Me gusta el pan, me gusta el pan,  
Me gusta el pan, yum, yum, yum.

No me gusta la sopa, yuck, yuck, yuck  
No me gusta la sopa, yuck, yuck, yuck  
No me gusta la sopa, no me gusta la sopa,  
No me gusta la sopa, yuck, yuck yuck.

Substitute: el pastel, la manzana, la banana, chocolate, las uvas  
Children may choose foods that they like and dislike.

## *“En Mi Familia”*

(Sung to the tune of “Are You Sleeping?”)

En mi familia, en mi familia  
Está mi mamá, está mi mamá  
Yo te quiero Mami  
Yo te quiero Mami  
Y tú a mí  
Y tú a mí

En mi familia, en mi familia  
Está mi papá, está mi papá  
Yo te quiero Papi  
Yo te quiero Papi  
Y tú a mí.  
Y tú a mí.

Substitute: Abuela, Abuelo