

WyFLES Teachers' Materials SALSA Episode 108

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Sample Pacing of Episode 108

First and Second Grades

Week One:

- Show the video Episode 108 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave as well as using as many other words as you and your students can use.
- Try two extension activities.

Week Two:

- Show the video once again using active viewing techniques. (20 minutes)
- Try two or more extension activities (25-40 minutes) or show video again, stopping to ask students to anticipate what comes next. (20 minutes)
- Continue using the Spanish numbers, greetings, and other focus vocabulary in your classroom.
- Check off student learning on the assessment

Unit Theme: Caperucita Roja

Focus Vocabulary:

- *Por favor* (please)
- *Los ojos* (The eyes)

Characters/Personajes:

- *Perro* (Dog)
- *Caperucita Roja* (Little Red Riding Hood played by Niña)
- *Abuela* (Grandmother, played by Mamá Osa)
- *El Lobo* (Wolf)
- *Armadillo*

Synopsis

Trying to trick Caperucita and her grandmother into giving him food, the wolf dons a series of disguises: a chocolate salesman, a singer and finally a maid. When they take pity on him and give him a banana and some flowers, he experiences a fit of sneezing due to his allergy to flowers.

Wyoming Standards:

1. Communication:

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

Essential Activities:

- 1) Watch the SALSA series guide for Episode 108. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 108 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 teachers’ manual.)

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying 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* _____.
 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. Introduce the following words to the class by first pointing at images and then to your own face: *los ojos* (eyes), *los dientes* (teeth), *la nariz* (nose), *la cabeza* (head), *las orejas* (ears), and *la boca* (mouth). Say and repeat the words each time you show the image or point to your face. Continue until the students mimic your actions. (See black line masters included with Episode 107 for images.)

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:

- *Los ojos*
- *La cabeza*
- *Los dientes*
- *Las orejas*
- *La boca*

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

- Spanish words of courtesy (*Por favor, gracias, de nada*)

Correctives and

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

Assessment

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

3. Give the following TPR commands with the images (for example, using the black line masters from Episode 107) of the body parts:

- ***Muéstrame los ojos.*** or Show me ***los ojos.***
- ***Toma los ojos.*** or Take ***los ojos.***
- ***Pasa los ojos a Jorge.*** or Pass ***los ojos*** to ***Jorge.***

Repeat this procedure with the rest of the body parts involving as many students as possible.

4. Collect the images by saying ***Jorge, dame (or give me) los ojos.***
Muy bien, gracias.

5. Sing “*Head, Shoulders, Legs and Feet*” to the melody of “*Mary Had A Little Lamb,*” using the following words:

***Cabeza, hombros, piernas, pies,
piernas, pies, piernas, pies.
Cabeza, hombros, piernas, pies,
Ojos, boca, nariz.***

Translation: Head, shoulders, legs, feet,
Legs, feet, legs, feet.
Head, shoulders, legs, feet,
Eyes, mouth, nose.

Students touch each part of the body with both hands when it is sung. Once students know the song, it is sung several times, each time more quickly.

Materials Needed:

- The hand puppet (or other object) that you used in Episode 107 to practice a dialogue for students.
- Blackline masters (or other images or objects) representing the parts of the head.

(La cabeza, los ojos, los dientes, los orejas, la boca) In this case, you will need one image for each of these head parts.)

Suggested web sites:

Try this new site for information on Mexico, including holidays:

www.inside-mexico.com/contents

Another site with great information on holidays:

www.spanishclassonline.com/holidays

Vocabulary:

Nouns

La comida (The food)

La puerta (The door)

La ventana (The window)

Expressions

¡Delicioso! (masc.)

¡Deliciosa! (fem.)

Delicious!

Para usted. (for you)

Sentences

Me gusta mucho las flores. (I like flowers very much.)

Tengo una idea.
(I have an idea.)

¡Usted no es una niña!
You’re not a girl!

¡Usted es un lobo!
You are a wolf!

Si, soy un lobo.
(Yes, I am a wolf.)

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

THE TEACHER SAYS  AND (DOES) 

* a word in [] indicates you may choose to say the word or not say the word. An underlined word means that it could change to another noun.

Episode 108: Lesson 1, *Disfraces* (Disguises)

See card with warm-up dialogue from Episode 107.

Introduce *los ojos* (eyes), *los dientes* (teeth), *la nariz* (nose), *la cabeza* (head), *las orejas* (ears), *la boca* (mouth) by pointing to images and then pointing to your own face and repeating the words. Continue until the students mimic your actions.

Give the following TPR commands:

[**Muéstrame**] or (show me) **los ojos** (**los dientes**, **la nariz**, **la cabeza**, **las orejas**, **la boca**).
Point to your eyes (teeth, nose, head, ears or mouth) as you say this.

[**Toca**] or (touch) **los ojos**. Repeat with the other body parts.

[**Pásale**] or (pass) **los ojos** a **Jorge**. Continue these commands, reviewing the vocabulary for the face by using the images from Episode 107 Involve as many children as possible.

Jorge, [**dame**] or (give me) **los ojos**. **Muy bien, gracias.** Collect the images at the end of the lesson, practicing the Spanish courtesy words. (See if students answer "*de nada.*") .

Sing *Cabeza, hombros, piernas, pies* (to tune of *Mary Had a Little Lamb*)

Cabeza, hombros, piernas, pies,
piernas, pies, piernas, pies,
Cabeza, hombros, piernas, pies,
Ojos, boca, nariz.

Hasta luego, niños.

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- pointing to objects or to themselves to indicate understanding of the words: *La cabeza*
Los ojos
La nariz
Las orejas
La boca
Los dientes
- touching the appropriate body part while singing the “*Head, Shoulders, Legs, Feet*” song.

Connections to other subject areas:

- Literacy

Materials needed:

- Images of vocabulary for the face (see black line masters)

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 108)

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. To review the parts of the body point to yourself and say: *Es la cabeza.* (This is the head.) *Éstos son los dientes.* (These are the teeth.) Repeat with *los ojos, la nariz, la cabeza, las orejas, la boca.*

2. Hang the images on the board or line up along the chalk ledge. Model the following questions with a puppet. Students may either point to the images or to parts of their own faces if they are not comfortable saying the words.

T: (point to your teeth) *¿Qué son éstos? ¿Los ojos o los dientes?*
What are these? The eyes or the teeth?

P: *Son los dientes.* These are the teeth.

T: (point to the image) *¿Qué son éstos? ¿Los ojos o los dientes?*

P: *Son los dientes.*

T: (point to your mouth) *¿Qué es esto?* What is this?

P: *Es la boca.*

3. Sing the song *Cabeza, hombros, piernas, pies.*

4. Play *Simón dice* (Simon says . . .)*

Stand in front and give a command preceded by *Simón dice*. Students should respond to the command. Occasionally give a command without saying *Simón dice*. Anyone who moves or responds to that command must sit the rest of the game out. Gradually increase the speed of the game.

T: *Simón dice toquen la cabeza.* (Simon says, “touch the head.”)
Simón dice toquen la nariz. (Simon says, “touch the head.”)
Toquen las orejas. (“Touch the ears.”)

* Pronounced like See-moan dee say, the accent on the underlined syllable.

Notes:

Head, Shoulders, Legs, Feet Song



(To the Tune of *Mary Had A Little Lamb*)

*Cabeza, hombros,
piernas, pies,
piernas, pies,
piernas, pies.
Cabeza, hombros,
piernas, pies,
Ojos, boca, nariz.*

Translation:

Head, shoulders, legs,
feet,
legs, feet,
legs, feet.
Head, shoulders, legs,
feet,
Eyes, mouth, nose.

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

| |
|---|
| THE TEACHER SAYS  AND (DOES)  |
| Episode 108: Lesson 2, <i>Disfraces</i> (Disguises) Vocabulary: la cabeza, los ojos, las orejas, los dientes, la boca, la nariz |
| See card with Warm-up dialogue. |
| [Es] la cabeza. Point to each part of your body and repeat three times. Then with each of the 6 vocabulary words, go through the following: |
| ¿Qué son éstos? ¿Los ojos o los dientes? Point to your teeth. (What are these? The eyes or the teeth) |
| Sí, son los dientes. Continue pointing to the teeth as you acknowledge the correct answer. (Yes, these are the teeth.) |
| ¿Qué son éstos? ¿Los ojos o los dientes? Point to the image of the teeth. (What are these? The eyes or the teeth?) |
| Sí, son los dientes. Point to the image of the teeth as you acknowledge the correct answer. (Yes, those are the teeth) |
| Sing <i>Cabeza, hombros, piernas, pies</i> (<i>Mary Had a Little Lamb</i>) <i>Cabeza, hombros, piernas, pies,</i> <i>piernas, pies, piernas, pies,</i> <i>Cabeza, hombros, piernas, pies,</i> <i>Ojos, boca, nariz.</i> |
| Play <i>Simón dice</i> . . . Simón dice toquen <u>la cabeza.</u> Toquen <u>las orejas.</u> |
| Perfecto, niños. Hasta luego. |

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally the vocabulary of the family and the colors studied previously.

Connections to other subject areas:

- Literacy

Materials needed:

- the images of the family members used in previous episodes
- colored circles or flowers or other objects used in previous episodes.

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.

- To review the vocabulary from the previous lesson, show a picture of one of the family members and ask: *Es el papá, ¿sí o no?* or *¿Es la mamá o la niña? la abuela (grandmother), el abuelo (grandfather), la mamá (mother), el papá (father), el bebé (baby) el niño (boy), la niña (girl)*
- Distribute the images to various students and give the following TPR commands:
María, muéstrame la abuela. or Show me la abuela.
Rosa, salta con la niña. or Jump with la niña.
Juan, corre con el papá. or Run in place with el papá.
Miguel, anda con el abuelo. or Walk with el abuelo.
Manuel, da el bebé a Susana. or Give el bebé to Susana.
Ana, dame la mamá. or Give me la mamá.
 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 or balloons, etc. Ask the students *¿Qué color es?* (What color is it?)
- 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.

Notes:

If you and your students are ready to expand your working Spanish vocabulary, you could begin to add the following:

Family Members



- El tío* (The uncle)
- La tía* (The aunt)
- El hermano* (The brother)
- La hermana* (The sister)
- El primo/La prima* (The cousin, masc., fem.)
- El hijo* (The son)
- La hija* (The daughter)

Colors

- Negro* (Black)
- Café* (Brown)
- Gris* (Gray)
- Anaranjado* (Orange)
- Rosado* (Pink)
- Morado* (Purple)
- Blanco* (White)

Notes:

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

| |
|--|
| THE TEACHER SAYS  AND (DOES)  |
| Episode 108: Lesson 3, <i>Disfraces</i> (Disguises) Vocabulary: <i>El papa, La mama, El niño, La niña, La abuela, El abuelo, El bebé, Rojo, Verde, Azul, Amarillo</i> |
| See card with warm-up dialogue. |
| Es el papá , ¿sí o no? or ¿Es la mamá o la niña ? Show pictures of the family members and ask yes/no questions or either/or questions. |
| Distribute images to various students and give the following TPR commands: |
| [Muéstrame] la abuela. Or Show me la abuela. [Salta con] la niña. Or Jump with la niña. [Corre con] el papá. Or Run in place with el papá. [Anda con] el abuelo. Or Walk with el abuelo. V [Dale] el bebé. Or Give him or her (indicate a student) el bebé. Or [Dale] el bebé a José. Or Give el bebé to José. [Dame] la mamá. Or Give me la mamá. Keep giving commands until all students have had a turn. |
| ¡Excelente, niños! |
| ¿Qué color es? 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. |
| ¿Qué color te gusta mas? (What color do you like best?) Rojo, verde, azul, o amarillo? |
| Hasta luego, clase. |

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 courtesy expression *Por favor*.

Connections to other subject areas:

- Literacy

Materials Needed:

- The images of the facial features from previous lessons.

Assessment:

Watch the students as they point to the appropriate images and follow what is happening. See assessment for Episode 108.

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. Students should point to parts of their body as you say these words: *los ojos, los dientes, la nariz, la cabeza, las orejas, la boca.*
2. Hang images on the board or line up along the chalk ledge. Model the following questions with a puppet. Students may either point to the images or to parts of their own faces if they are not comfortable saying the words.

T: (point to your teeth) *¿Qué son éstos? ¿Los ojos o los dientes?*

What are these? The eyes or the teeth?

P: *Son los dientes.* These are the teeth.

T: (point to the image) *¿Qué son éstos? ¿Los ojos o los dientes?*

P: *Son los dientes.*

T: (point to your mouth) *¿Qué es esto? What is this?*

P: *Es la boca.*

3. Turn the images backwards and line up along the chalk ledge. Call on students to come to the board and choose a card. Have the student say what the image is. If they don't remember the words ask either/or questions or yes/no questions to help them.
4. As you speak with your students in this (and every) session, take every opportunity to say *Por favor* (please), thank them (*Gracias*) and encourage them to say (*De nada*) so you can check to make sure that they understand those courtesy words.

Note:

If your students (and you) are ready for it, you might wish to add to the practice and the assessment the words for the body parts in the song you have been doing in this episode:

La cabeza (The head)



Los hombros (The Shoulders)

Las piernas (The legs)

Los pies (The feet)

Notes:

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

| |
|--|
| THE TEACHER SAYS  AND (DOES)  |
| Episode 108: Lesson 4, <i>Disfraces</i> (Disguises) |
| See card with Warm-up dialogue. |
| [Muéstrame] or show me <u>los ojos</u> (los dientes, la nariz, la cabeza, las orejas, la boca). Students should point to their eyes (teeth, nose, head, ears or mouth) as you say this. |
| [Es] or This is <u>la cabeza</u> . Point to each part of your body and repeat three times. Then go through the following sequence with each of the words. |
| ¿Qué son éstos? Or What are these? ¿<u>Los ojos</u> o <u>los dientes</u>? Point to your teeth. |
| Sí, son <u>los dientes</u>. Continue pointing to the teeth as you acknowledge the correct answer. |
| ¿Qué son éstos? ¿<u>Los ojos</u> o <u>los dientes</u>? Point to the image of the teeth. |
| Sí, son <u>los dientes</u>. Point to the image of the teeth as you acknowledge the correct answer. |
| Turn the images backwards and line up along the chalk ledge. Have students choose a card and say what the image is. If they don't remember the words ask either/or questions or yes/no questions to help them. |
| Final Assessment |

Extension Vocabulary from the SALSA Video Series

| Episode | Spanish | English |
|---------|---|--|
| 108 | <p><u>Nouns</u></p> <p>La puerta</p> <p>La casa de Abuela</p> <p>La ventana</p> <p>Mis ojos</p> <p>Mis orejas</p> <p>Mis dientes</p> <p><u>Adjectives</u></p> <p>Terminado (terminada, terminados,as)</p> <p>Limpio (limpia, limpios, limpias)</p> <p><u>Expression</u></p> <p>¡Delicioso! ¡Deliciosa!</p> <p>¡Qué sabrosa!</p> <p>Un poco de agua (pan, pastel)</p> <p>Sobre la mesa</p> <p>Para usted</p> <p><u>Sentences</u></p> <p>Vengan, amigos.</p> <p>Éste es otro cuento de Caperucita Roja.</p> <p>El lobo estaba en el bosque.</p> <p>Caperucita Roja y su abuela estaban en Casa.</p> <p>Me gusta mucho el pastel (la sopa, el pan)</p> <p>Está muy caliente..</p> <p>Tengo una idea.</p> | <p>The door</p> <p>Grandmother's house</p> <p>The window</p> <p>My eyes</p> <p>My ears</p> <p>My teeth</p> <p>Finished (masc., fem., masc.pl., fem.pl)</p> <p>Clean (masc., fem., masc pl., fem.pl.)</p> <p>Delicious! (masc., fem.)</p> <p>How tasty!</p> <p>A little water (bread, cake</p> <p>On the table.</p> <p>For you</p> <p>Come, friends.</p> <p>This is another story about Little Red Riding Hood.</p> <p>The wolf was in the forest.</p> <p>Little Red Riding Hood and her grandmother were at home.</p> <p>I like cake (soup, bread) a lot.</p> <p>It's very hot.</p> <p>I have an idea.</p> |

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 108—DISGUISES

| Student Behavior | Yes/No | Date | Skill | Comments |
|---|---------------|-------------|---|-----------------|
| Responds verbally or non-verbally to the Spanish word <i>los dientes.</i> | | | Comprehension of designated Spanish vocabulary. | |
| Responds verbally or non-verbally to the Spanish word <i>los ojos.</i> | | | Comprehension of designated Spanish vocabulary. | |
| Responds verbally or non-verbally to the Spanish word <i>las orejas..</i> | | | Comprehension of designated Spanish vocabulary. | |
| Responds verbally or non-verbally to the Spanish word <i>la boca.</i> | | | Comprehension of designated Spanish vocabulary. | |
| Responds verbally or non-verbally to the Spanish word <i>la nariz.</i> | | | Comprehension of designated Spanish vocabulary. | |
| Responds verbally or non-verbally to the Spanish word <i>la cabeza.</i> | | | Comprehension of designated Spanish vocabulary. | |
| Responds verbally or non-verbally to the Spanish word <i>gracias.</i> | | | Comprehension of designated Spanish vocabulary/cultural courtesy expressions. | |
| Responds verbally or non-verbally to the Spanish words <i>por favor.</i> | | | Comprehension of designated Spanish vocabulary/cultural courtesy expressions. | |

Correctives and Enrichments- Episode 108

| Time | Lang. | Prep. | Description | Materials Needed |
|-------|-------|--------------|--|--|
| 10-15 | 1 | 3 or 4 | <u>Musical Chairs/Cake Walk</u> Place images (black line masters) on the floor in a circle. Play music. When the music stops, the students must name the object on which they have stopped. For variety, you could have colored noses, ears, etc. | Enough objects for each student to stand on when the music ends. |
| 5-10 | 1-2 | 2 | <u>Incorrect Sentence Activity</u> Teacher reads a sentence while pointing to the wrong image or part of the body. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es la nariz, si o no?</i> Students: <i>No es la nariz, es la boca.</i> (or thumbs up, down) | The images made from the black line masters. |
| 10 | 1 | 3 | <u>Go Fish 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 | 3 | <u>Vocabulary Card Game</u> Bring photocopied sets of “cards” with vocabulary objects on them. Students use as a card game, stating which objects or colors they have. For example, “ <i>Tengo la cabeza, los dientes y un circulo rojo.</i> ” This has many variations once the cards are made. | Photocopied “cards” of vocabulary words. |

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.

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.

Vocabulary Cards

Episode 108

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

| | |
|--------------------|--------------------|
| los dientes | los dientes |
| los ojos | los ojos |
| las orejas | las orejas |
| la boca | la boca |
| la nariz | la nariz |
| la cabeza | la cabeza |
| por favor | por favor |

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

Songs for Episode 108

“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.

“Head, Shoulders, Legs and Feet”

(Sung to the tune of “Head, Shoulders, Knees, and Toes”)

Cabeza, hombros, piernas, pies,
Piernas, pies,
Cabeza, hombros, piernas, pies,
Piernas, pies,
Ojos, boca y nariz.
Cabeza, hombros, piernas, pies,
Piernas pies.

Translation: Head, shoulders, legs, feet,
Legs, feet, legs, feet.
Head, shoulders, legs, feet,
Eyes, mouth, nose.



Hola

SALSA Home Connection

Episode 108

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 draw a face and point to "**la nariz**"/nah-rees/
the nose and "**los dientes**"/dee-ehn-tehs/ the teeth.

Sí _____

No _____

I can say the words "**los ojos**" /(lohs)(oh-hohs)/eyes
and "**las orejas**"/(lahs)(oh-reh-has)/ ears.

Sí _____

No _____

I can point to my parents' head and say "**cabeza**".
/cah-beh-sah/

Parent comments/questions.



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

National Foreign Language Standards, 1996