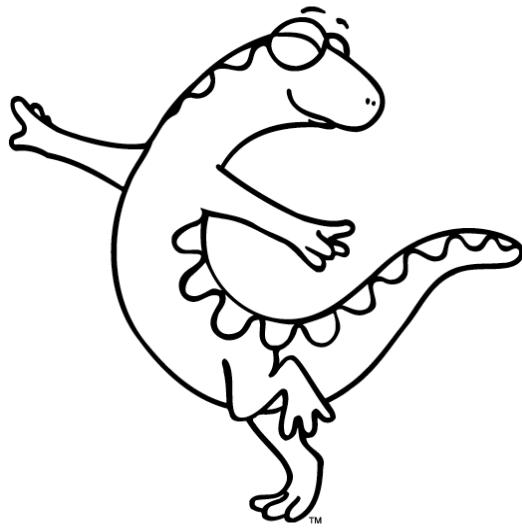


# Support Materials for SALSA Episodes 101-106

Goldilocks and the Three Bears  
Ricitos de Oro y Los Tres Osos



The Wyoming Elementary School Foreign  
Language Program  
**Grades K-2**

Materials based on the SALSA Instructional Video Program  
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Support Materials Developed in the WyFLES FLAP Pilot Program  
With Auxiliary Materials from the Brevard, Florida Public Schools

## **WyFLES Teachers' Materials**

### **SALSA Episode 101**

Welcome to the Wyoming Foreign Language in the Elementary Schools (WyFLES) program for grades K-2.

The materials you will find here and in subsequent units were developed with substantive input from more than 400 Wyoming classroom teachers of grades kindergarten through second grade.

We believe that the collaborative work of actual classroom teachers with an extraordinary group of national experts has resulted in materials that will be usable by K-2 teachers with a wide range of Spanish proficiency-- from no previous experience with Spanish to some degree of competency in the language.

These teacher materials are provided free to every Wyoming elementary school and may be copied by Wyoming educators with no restrictions. Although they have been designed to support the SALSA video series, many of the activities will be usable with other programs as well.

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- IV. The student learning objectives.
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- VI. A class assessment spread sheet.
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## Recommended Pacing

The following pacing has been piloted in more than 90 Wyoming classrooms, grades K-2, and has been judged to be comfortably attainable for regular classroom teachers. This pace allows for days lost to field trips, track days and other scheduled or unscheduled events.

### Kindergarten

<b>Begin:</b>	<b>2<sup>nd</sup> semester</b>
<b>Cover:</b>	<b>Episodes 1-6</b>
<b>Pacing:</b>	<b>Three weeks per episode (18 weeks, with no SALSA scheduled for 1-2 weeks, depending on district schedules.)</b>
<b>Content:</b>	<b>Goldilocks and the Three Bears (SALSA Episodes 1-6)</b>

### **Sample Schedule for Each Episode:**

<b>Week One</b>	<b>Show video twice(36-40 minutes) Extension activities (15-30 minutes)</b>
<b>Week Two</b>	<b>Show video once (18-20 minutes) Extension activities (15-30 minutes)</b>
<b>Week Three:</b>	<b>Show video once (18-20 minutes) Extension activities (15-30 minutes)</b>

**As explained more fully in the following materials, you may choose to show the video once or twice in its entirety, then show it in brief segments using active viewing techniques. Extension activities may be as simple as greetings and**

## Recommended Pacing

The following pacing has been piloted in more than 90 Wyoming classrooms, grades K-2, and has been judged to be comfortably attainable for regular classroom teachers. This pace allows for days lost to field trips, track days and other scheduled or unscheduled events.

### First Grade

Begin:	1st semester
Cover:	Episodes 7-24
Pacing:	Two weeks per episode (36 weeks, with no SALSA scheduled for 2-3 weeks, depending on district schedules.)
Content:	Little Red Riding Hood (SALSA Episodes 7-12) The Three Billy Goats (SALSA Episodes 13-18) The Little Red Hen (SALSA Episodes 19-24)

### Sample Schedule for Each Episode:

Week One	Show video twice (36-40 minutes) Extension activities (15-30 minutes)
Week Two	Show video twice (36-40 minutes) Extension activities (15-30 minutes)

As explained more fully in the following materials, you may choose to show the video once or twice in its entirety, then show it in brief segments using active viewing techniques.

## **Recommended Pacing**

The following pacing has been piloted in more than 90 Wyoming classrooms, grades K-2, and has been judged to be comfortably attainable for regular classroom teachers. This pace allows for days lost to field trips, track days and other scheduled or unscheduled events.

### **Second Grade**

**Begin:** 1st semester

**Cover:** Episodes 25-42

**Pacing:** Two weeks per episode  
(36 weeks, with no SALSA  
scheduled for 2-3 weeks,  
depending on district schedules.)

**Content:**  
**The Little Train**  
(SALSA Episodes 25-30)  
**Jack and the Cornstalk**  
(SALSA Episodes 31-36)  
**The Three Little Pigs**  
(SALSA Episodes 37-42)

### **Sample Schedule for Each Episode:**

**Week One** Show video twice (36-40 minutes)  
Extension activities (15-30 minutes)

**Week Two** Show video twice (36-40 minutes)  
Extension activities (15-30 minutes)

**As explained more fully in the following materials, you may**

## Sample Pacing of Episode 101

### Kindergarten

#### Week One:

- Go over the story of *Goldilocks and the Three Bears* with your students so that every child knows the basic story. (10-15 minutes)
- Show the video Episode 101 all the way through. (18 minutes)
- Show the video again using active viewing techniques. (see plans) (25 minutes)
- Begin saying *hola* as your students enter the room and *hasta luego* as they leave.

#### Week Two:

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

#### Week Three:

- Show the video in segments, asking students to predict what comes next.
- Try one extension activity.

## **Sample Pacing of Episode 101**

### First and Second Grades

#### Week One:

- Review with your students Episode 101. Talk with your students about the concept of a sequel. (5 minutes)
- Show the video Episode 102 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave.

#### Week Two:

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

## SALSA Episode 101- Page 1

<p><b>Unit Theme:</b> Ricitos de Oro y los Tres Osos</p> <p><b>Focus Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <i>hola</i> (hello)</li> <li>• <i>hasta luego</i> (goodbye)</li> <li>• <i>uno, dos, tres</i> (1,2,3)</li> <li>• <i>grande</i> (big)</li> <li>• <i>pequeño</i> (little)</li> </ul> <p><b>Characters/Personajes:</b></p> <ul style="list-style-type: none"> <li>• <i>Ricitos de Oro</i> (Goldilocks)</li> <li>• <i>Mamá Osa</i> (Mama Bear)</li> <li>• <i>Papá Oso</i> (Papa Bear)</li> <li>• <i>Bebé Oso</i> (Baby Bear)</li> <li>• <i>Perro</i> (Dog)</li> </ul> <p><b>Synopsis:</b> The Three Bears go for a walk because the soup they have prepared for dinner is too hot. Goldilocks (<i>Ricitos de Oro</i>) finds the bears away and decides to explore their home. She tries their beds, chairs and soup, eating all of Baby Bear's soup and breaking his chair. The bears return to discover the damage as well as Goldilocks asleep in Baby Bear's bed.</p> <p><b>Wyoming Standards:</b></p>	<p><b>Essential Activities:</b></p> <ol style="list-style-type: none"> <li>1) Watch the SALSA series guide for Episode 101. Practice the focus words in preparation for introducing the episode to your students.</li> <li>2) Show the SALSA video of Episode 101 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. (18 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.)</li> <li>3) Begin using the focus words in your classroom, greeting your Students with <i>¡Hola!</i> each time they enter your classroom and saying goodbye with <i>hasta luego</i>. You may also use focus words <i>uno, dos, tres, pequeño</i> (little) and <i>grande</i> (big) as often as you can.</li> </ol> <p><b>Ideas for Expansion Activities:</b></p> <p><b>Sample Lesson for Day 1:</b> (Estimated time: 25 minutes)  <b>A script to let you know exactly what to say no matter how much Spanish you know is provided in this lesson. It is formatted to allow you to cut the script out in sections and paste the sections onto index cards, making them easy-to-use “cheat sheets” as you try these activities. The “index-card” script follows this section.</b></p> <ol style="list-style-type: none"> <li>1. Greet the class with <i>hola, clase</i>.</li> <li>2. Set out pictures or objects on a table in the front of the room. (see blackline masters included with this unit- bears (<i>osos</i>), chairs (<i>sillas</i>), beds (<i>camas</i>) and bowls (<i>platos</i>)).</li> <li>3. Indicate to the class in English or in Spanish that you have many different pictures/objects. (<b><i>Tengo muchos dibujos/objetos aquí.</i></b>) Give each student a copy of the picture sheet provided with this unit. It has a drawing of a bear, a chair, a bed, a bowl and Goldilocks) This will be a simple TPR activity.</li> </ol>	<p><b>Notes:</b></p> <p><b>Nouns:</b>  <i>La cama</i> (the bed)  <i>Los dibujos</i> (the drawings)  <i>Los objetos</i> (the objects)  <i>El oso</i> (the bear)  <i>El papel</i> (the paper)  <i>El plato</i> (the bowl)</p> <p><b>Adjectives:</b>  <i>Este</i> (This)  <i>Muchos/muchas</i> (many)</p> <p><b>Adverbs:</b>  <i>Aquí.</i> (here)</p>
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## SALSA Episode 101-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:

- the numbers 1, 2, and 3
- the descriptive adjectives “big” and “little.”

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

- salutations and leave taking
- counting beginning with the thumb.

### Correctives and

### Enrichments:

Please see the expansion activities provided with this episode.

**TPR** (Total Physical Response) involves students physically in the lesson and greatly improves their retention of new vocabulary, even if they can't yet say the words. It does not require them to speak, although some may do so on their own.

4. • Show the bear (*el oso*) to the class and say either “*el oso*” if you know only the basic words or, if you want to try more Spanish, “**Este es el oso.**” (This is the bear.)
- Ask students as a group and as individuals to point to the bear. Say, “**Point to el oso.**” or “**Señala el oso.**”
- Ask individual students to touch the bear. Say “**Touch el oso.**” or “**Toca el oso.**”
- Then ask the whole class to point to the bear. Say, “**Point to el oso.**” or “**Señalen el oso.**”
- Then ask them to touch (*toca*) *el oso* on their paper. (the paper with the drawings of a bear, a chair, a bed, a bowl and Goldilocks.)
5. Repeat this sequence with the other objects: ***la silla*** (the chair), ***la cama*** (the bed), ***el plato*** (the bowl) and ***Ricitos de Oro*** (Goldilocks.)

**Materials Needed:** You will need the TPR picture sheet for each student (the master with a drawing of all of the objects) as well as a bear, a bed, a chair, a plate, and Goldilocks for your TPR lesson. These are provided in the black line masters included with this episode.

### Suggested web sites:

- <http://readinga-z.com> (Over 30 sample graded Title I readers in Spanish that you can download for free. Check with your Title I teachers to see if your school has subscribed to this site to access even more readers in Spanish! Individual books can be printed out for each student.)
- <http://www.first-school.ws/activities/fairytales/3bears.htm> (Free drawings to download.)
- [http://www.abcschoolhouse.com/three\\_bears.html](http://www.abcschoolhouse.com/three_bears.html) (Free drawings to download.)

### Prepositional Phrases

*En tu papel.* (on your paper)

*En sus papeles.* (on Your papers.)

### Verbs:

*Es* (is)

*Tengo* (I have)

*Toca.* (you touch)

*Toquen.* (you all touch)

*Señala* (you point)

*Señalen.* (you all point)

### Sentences

*Tengo muchos... aquí.*  
(I have a lot of...here.)

*Este es el oso.* (This is the Bear.)

*Esta es la silla.* (This Is the chair.)

*Señala la cama.* (point to the bed.)

*Señalen le oso.* (you all point to the bear.)

*Toca el plato.* (touch the bowl.)

*Toquen un plato.* (you all touch a bowl.)

### 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



**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 101: Lesson 1, *Ricitos de Oro y los tres osos***

**¡Hola clase!**

[Es] **un oso.** (Show the picture of a bear.)

[Señalen] **el oso.** (Point to the bear.)

[Es] **una silla.** (Show the picture of a chair.)

[Señalen] **la silla.** (Point to the chair.)

[Es] **un plato.** (Show the picture of a bowl.)

[Señalen] **el plato.** (Point to the bowl.)

[Es] **una cama.** (Show the picture of a bed.)

[Señalen] **la cama.** (Point to the bed.)

[Toca] **el plato.** (Offer a student two pictures)

.....(Change objects, move among students.)

<p><b>Objectives for day 2:</b> Student will indicate comprehension of Spanish words by:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• Holding up the correct number of fingers when hearing a number (1-3) in Spanish.</li> </ul> <p>Student will demonstrate the cultural custom of using the thumb to indicate the number 1 while counting with his or her fingers.</p> <p><b>Connections to other subject areas:</b></p> <ul style="list-style-type: none"> <li>• Math- counting</li> <li>• Math- sequencing</li> <li>• Math- patterns</li> <li>• Literacy</li> </ul> <p><b>Materials needed:</b></p> <p><b>Assessment:</b> Watch the students as they count with their fingers and follow what is happening. See assessment for Episode 102.</p>	<p><b>Sample Lesson for Day 2: (Estimated time: 25 minutes)</b> <b>As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.</b></p> <ol style="list-style-type: none"> <li>1. Greet the class with <i>hola, clase</i>. Use <i>excellente</i> as a praise word today.</li> <li>2. To review the vocabulary from day one’s lesson, show the students a bear, a bed, a chair or a bowl. Say, “Is this <i>una silla</i>, yes or no? Or, if you can <i>¿Esta es una silla, si o no?</i>” Repeat with the other words (<i>una cama, un plato un oso</i>)</li> <li>3. Then try a more complex question. Either “Is this <i>una silla</i> or <i>una cama</i>? Or “<i>¿Es una silla o una cama?</i> Generally, it is best to say the name of the correct object last.</li> <li>4. Ask a student to take one of the objects. “Maria, take <i>el oso</i>”. (Or, <i>Maria, toma el oso.</i>) Then ask the class who has <i>el oso</i>. “Who has <i>el oso</i>? Or “<i>¿Quién tiene el oso?</i>” If the students don’t understand the question, you can ask a question such as, “<i>Jose tiene el oso, si o no?</i>” As the students return the objects to you, introduce them to courtesy words by saying, “<i>Gracias.</i>”</li> <li>5. Using photocopied <i>osos</i> (bears), <i>sillas</i> (chairs), <i>camas</i> (beds) and <i>platos</i> (bowls) to create patterns on the chalkboard, pronounce the words in the pattern until the students begin to do it with you. (example: <i>un oso, un oso, una silla, una silla or dos osos, dos sillas.</i>) then leave one out and ask the students to predict which object is missing. You can just hesitate at the missing word or ask them what is missing. (example: <i>un oso, un oso, una silla,....?</i>)</li> <li>6. With the patterns, ask the students to demonstrate with their fingers how many of each object are on the chalkboard. <i>¿Cuántos osos?</i> <i>¿Uno? ¿Dos? ¿Tres?</i> Continue with the other objects. <i>¿Cuántos platos?</i> <i>¿Cuántas sillas?</i> <i>¿Cuántas camas?</i></li> </ol>	<p><b>Notes:</b></p> <p><b>Vocab for Day 2:</b></p> <p><b>Pronouns:</b>  <i>Este</i> (this one)  <i>¿Quién?</i> (who?)</p> <p><b>Verbs:</b>  <i>Toma.</i> (you take)  <i>Tengo.</i> (I have)  <i>Tiene.</i> (He/she has)</p> <p><b>Courtesy Words:</b>  <i>Por favor.</i> (Please)  <i>Gracias.</i> (Thanks.)  <i>De nada.</i> (You are welcome.)</p> <p><b>Sentences:</b>  <i>Toma la silla, por favor.</i>  (Take the chair, please.)  <i>¿Quién tiene el oso?</i>  (Who has the bear?)  <i>Bob tiene el oso.</i>  (Bob has the bear.)  <i>¿Cuántos osos?</i>  (How many bears?)</p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card


<b>THE TEACHER SAYS  AND (DOES)</b>
<b>Episode 101: Lesson 2, Ricitos de Oro y los tres osos</b>
<b>Hola, clase</b>
<b>¿[Es] <u>una cama</u>? ¿Si o no?</b> (Show the picture of a bed. Repeat with <b>un oso, una silla</b> and <b>un plato</b> .)
<b><u>iExcelente!</u></b>
<b>¿[Es] <u>una cama</u> o <u>un oso</u>?</b> (Show the picture of a bed. Repeat with <b>un oso, una silla</b> and <b>un plato</b> )
<b>[Toma] <u>el oso</u>. (<u>la cama</u>, <u>la silla</u>, <u>el plato</u>)</b> (Tell different students to take the pictures)
<b>¿Quién tiene] <u>el oso</u>?</b> (Ask who has the objects.)
<b>Teacher's name, tiene <u>el oso</u>, ¿sí o no?</b> (Ask if you have it.)
(Make a pattern with pictures. As you place the pictures in a line on the floor or the board, say the words. <b>un oso, una cama, un oso, una cama</b> . Invite the students to guess the missing object in the pattern.)
<b>¿Cuántos osos/platos?</b> (From pattern on board, ask students
<b>¿Cuántas camas/sillas?</b> how many of each object there are. Ask them to show with their fingers.)

<p><b><u>Objectives for day 3:</u></b>      Student will indicate comprehension of Spanish words by:     <ul style="list-style-type: none"> <li>• Answering either or questions about objects.</li> <li>• Holding up the correct number of fingers when hearing a number (1-3) in Spanish.</li> </ul>       Student will demonstrate the cultural custom of using the thumb to indicate the number 1 while counting with his or her fingers.        <b><u>Connections to other subject areas:</u></b> <ul style="list-style-type: none"> <li>• Math- counting</li> <li>• Math- sequencing</li> <li>• Literacy</li> </ul>   <b><u>Materials needed:</u></b>      3 slips of paper for each child, each with the number <i>uno, dos</i> or <i>tres</i>. If time permits, each student might have a photocopied bear, bowl, chair and bed.        <b><u>Assessment:</u></b>      Watch the students as they count with their fingers and follow what is happening. See assessment for Episode 101.   </p>	<p><b><u>Sample Lesson for Day 3: (Estimated time: 25 minutes)</u></b>  <b>As for the other sample lessons, an “index-card” script is included with this episode.</b></p> <ol style="list-style-type: none"> <li>1. Greet the class with <i>hola, clase</i>. Use <i>perfecto</i> as a praise word today.</li> <li>2. To review the numbers 1-3, give each student a set of “cards,” each with a 1, 2 and 3 card. Say a number and ask them to hold it up. This can take 2-3 minutes, but if you have time, you can also ask a few students to say the numbers for the class to hold up. (If you don’t have time to make the number cards, have them hold up their fingers, beginning with the thumb for number 1.)</li> <li>3. To review the objects taught in lessons 1-2, hold up an object and ask them “Is this <i>una silla</i> or <i>una cama</i>? And so on. (2-3 minutes)</li> <li>4. Sing the song at right to the tune of “One Little, Two Little, Three Little Indians.” Note: adding <i>ito</i> (masculine) or <i>ita</i> (feminine) to many nouns is a term of endearment, or it means “little.” i.e. “So “osito” means little bear, or cub. Ask the students to count with their fingers from one to three each time that they sing the numbers. (Remind them to begin with their thumbs.) If you have time, you could give each student an image of a bed and a chair. They could then hold them up while singing the song one time.</li> <li>5. As the students return their “cards” to you, say “<i>gracias</i>.” (pronounced- grah-see-ahs) Tell them that the way to say “you are welcome” is “<i>De nada</i>.” (pronounced like day nah dah.) If they are ready, practice saying thank you and you are welcome in Spanish, extending this into your regular classroom activities when practical.</li> </ol>	<p><b>Notes:</b></p> <p><b>Verb:</b>  <i>Son</i> (are.)</p> <p><b><u>Uno,Dos,Tres Ositos</u></b>  <b>Verse One</b>  <i>Uno, dos, tres ositos.</i>  <i>Uno, dos, tres, ositos.</i>  <i>Uno, dos, tres, ositos.</i>  <i>Tres ositos son.</i></p> <p><b>Verse Two</b>  <i>Un osito en la cama.</i>  <i>Dos ositos en la cama.</i>  <i>Tres ositos en la cama.</i>  <i>Tres ositos son.</i></p> <p><b>Verse Three</b>  <i>Un osito en la silla.</i>  <i>Dos ositos en la silla.</i>  <i>Tres ositos en la silla.</i>  <i>Tres ositos son.</i></p> <p><b>Translation:</b>  <i>One little, two little,</i>  <i>three little bears...</i>  <i>One(2,3) bear in the bed,</i>  <i>One(2-3) bear in the chair.</i></p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

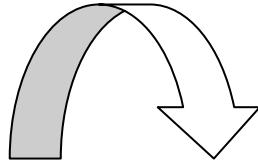
	
<b>THE TEACHER SAYS  AND (DOES) </b>	
<b>Episode 101: Lesson 3, Ricitos de Oro y los tres osos</b>	
<b>Hola, clase</b>	
<b>Uno (dos, tres)</b>	Say a number and have students hold up a card with the number on it, or fingers. Invite students to say the numbers .
<b>¿[Es] <u>una silla</u> o <u>una cama</u>?</b>	(Hold up objects and ask students to say what they are. Either/or)
<b>¡Perfecto!</b>	
<b>The song we are going to sing</b> (Prepare the students to sing the today is about <i>little bears</i> . Three Little Bears song.)	
Verse One	Verse Two
<b>Uno, dos, tres ositos.</b>	<b>Un osito en la cama.</b>
<b>Uno dos, tres ositos.</b>	<b>Dos ositos en la cama.</b>
<b>Uno dos, tres ositos.</b>	<b>Tres ositos en la cama.</b>
<b>Tres ositos son.</b>	<b>Tres ositos son.</b>
<b>Tres ositos son.</b>	<b>Tres ositos son.</b>
<b>Gracias/De nada</b>	Practice saying <i>thank you</i> and <i>you're welcome</i> with the class, for example, if they are returning the number cards.
<b>Hasta luego, clase.</b>	

<p><b><u>Objectives for day 3:</u></b> Student will indicate comprehension of Spanish words by:  <ul style="list-style-type: none"> <li>• Holding up the correct number of fingers when hearing a number (1-3) in Spanish and/or count to three orally.</li> <li>• Pointing to, holding up, or taking large and small objects.</li> <li>• Differentiating between the Spanish words <i>grande</i> and <i>pequeño</i> by gesture or verbally.</li> </ul>           Student will demonstrate the cultural custom of using the thumb to indicate the number 1.           Student will begin to recognize the Spanish courtesy words <i>gracias</i> and <i>de nada</i>.</p> <p><b><u>Connections to other subject areas:</u></b></p> <ul style="list-style-type: none"> <li>• Math- size</li> </ul> <p><b><u>Materials Needed:</u></b></p> <ul style="list-style-type: none"> <li>• Large and small photocopied bears, beds, chairs and bowls. (See blackline masters)</li> </ul> <p><i>Medianio</i> is a focus word in Episode 102, but some students may be ready for it. Medium-sized objects are provided here. are included.</p>	<p><b><u>Sample Lesson for Day 4: (Estimated time: 25 minutes)</u></b> As for the other sample lessons, an “index-card” script is included with this episode.</p> <ol style="list-style-type: none"> <li>1. Greet the class with <i>hola, clase</i>. Use <i>fantástico</i> as a praise word today.</li> <li>2. Begin the class by singing the <i>Uno, Dos, Tres Ositos</i> song, asking students to count with their fingers while singing the song.</li> <li>3. Show the students your sets of big and little objects. Ask them to make a big circle with their arms if the object is <i>grande</i> and a small circle with their hands if the object is <i>pequeño</i>.           <p style="text-align: center;"><i>Una cama grande.....Una cama pequeña.</i> (feminine)  <i>Una silla grande.....Una silla pequeña.</i>  <i>Un plato grande.....Un plato pequeño.</i> (masculine)  <i>Un oso grande.....Un oso pequeño.</i></p> <p>Note: when counting, the number one is “<i>uno</i>.”          Used as an adjective, it is <i>un</i> (masc.) and <i>una</i> (fem.)</p> </li> <li>4. If students have a set of object “cards,” ask them to hold up the objects you name. (see Activity 3 above.) If they don’t, place your objects (large and small) around the room and ask students to point to them as you name them.</li> </ol> <p><b><u>Final Assessment for Episode 101</u></b> If you have not already done so, go over the seven focus words for Episode 101, asking your students to indicate non-verbally their comprehension. (see assessment enclosed with this unit.) You may have been noting this in on-going manner.</p> <p>Possible gestures to indicate comprehension: (Please do not allow English translations!)</p> <p><i>Hola</i>..... Student waves.  <i>Hasta luego</i>..... Student waves “backwards” or turns while waving.  <i>Grande</i>..... Student makes large circle with his or her arms.  <i>Pequeño</i>..... Student makes small circle with fingers.  <i>Numbers</i>..... Count to three on fingers beginning with the thumb.</p>	<p><b>Notes:</b></p> <p><b><u>Uno,Dos,Tres Ositos</u></b></p> <p><b>Verse One</b>  <i>Uno, dos, tres ositos.</i>  <i>Uno, dos, tres, ositos.</i>  <i>Uno, dos, tres, ositos.</i>  <i>Tres ositos son.</i></p> <p><b>Verse Two</b>  <i>Un osito en la cama.</i>  <i>Dos ositos en la cama.</i>  <i>Tres ositos en la cama.</i>  <i>Tres ositos son.</i></p> <p><b>Verse Three</b>  <i>Un osito en la silla.</i>  <i>Dos ositos en la silla.</i>  <i>Tres ositos en la silla.</i>  <i>Tres ositos son.</i></p> <p><b>Translation:</b>  <i>One little, two little, three little bears...</i>  <i>One bear in the bed...,</i>  <i>One bear in the chair....</i></p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

 <b>THE TEACHER SAYS  AND (DOES) </b>	
<b>Episode 101: Lesson 4, Ricitos de Oro y los tres osos</b>	
<b>Hola, clase</b>	
Begin the class by singing the <b>Tres Ositos</b> song.	
<b>¿Grande o pequeño?</b> Show students your big and small objects. Ask them to demonstrate big and small. (with their arms) Ask the students to point to the large and small objects. placed around the room or held up. [Señalen] <b>la cama grande/ la cama pequeña/ la silla grande/ la silla pequeña/ el oso grande,el oso pequeño/ el plato grande/el plato pequeño</b>	
<b>Final Assessment of Episode 101:</b>	
<b>Hola.</b>	Students wave.
<b>Hasta luego.</b>	Students wave backwards (or turn slightly)
<b>Grande</b>	Students make a big circle with their arms.
<b>Pequeño</b>	Students make a small circle with their hands.
<b>Uno, dos, tres</b>	<b>Students count with their fingers.</b>
<b>¡Fantástico, clase!</b>	



## Great Ideas for Integrating Spanish Into Your Classroom

The following activities have been gathered from experienced elementary school language teachers as well as from regular classroom teachers who have participated in training activities for the SALSA program.

To make the activities as easy as possible for you to use, they are rated on three scales:

- 1) how much Spanish you probably need to know in order to use each activity; (although we encourage you to try all of them!)
- 2) how much preparation is necessary in order to use each activity; and
- 3) how much time it will take in your classroom.

### Spanish Self-Assessment

#### Column 2 (Lang.)

This column tells you how much Spanish you probably need to know in order to be able to use this activity in your classroom. (But feel free to try *any* activity!)

- 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 3 (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.

## Correctives and Enrichments- Episode 101

Time	Lang.	Prep.	Description	Materials Needed
5	1	5	<b><u>Grab Bag Activity: Describing an Object</u></b> Students reaches into a grab bag and pulls out an object or a picture of an object. S/he then describes the object to the class. This can be used for objects, numbers, numbers of objects, etc.	A grab bag (a paper sack is sufficient. Objects for the bag.
5	1	5	<b><u>Grab Bag Activity: Guessing an Object</u></b> Student reaches into the grab bag, pulls an object or a picture of an object out, then puts it behind his or her back. Then each child is asked to predict if the object is una silla, una cama or un plato, for example. Of, if there are numbers in the bag, students hold up fingers to guess which number has been drawn.	A grab bag (a paper sack is sufficient. Objects for the bag.
10	1	2	<b><u>AB Patterns: Pair Activity</u></b> If you have already done simple patterns with your students, this is an excellent extension activity. The teacher gives on-going directions as the students work together in pairs. One student sets a pattern for the other to complete. Then they exchange roles.	Each pair must have a set of objects, <i>e.g.</i> multiples of chairs, beds, bowls and bears.
5-10	1	0	<b><u>Manipulatives for Numbers</u></b> Standard manipulatives such as Cuisinaire Rods can be used to reinforce the Spanish numbers.	Whatever manipulatives are available in the school.

### **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.

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
101	<p><u>Nouns</u></p> <p>Amigo Amigos Amiga Amigas</p> <p>El plato</p> <p>Un paseo.</p> <p>La casa de los tres osos</p> <p><u>Pronouns</u></p> <p>¿Quién?</p> <p><u>Adjectives</u></p> <p>Mucho/ mucha/ muchos/ muchas</p> <p><u>Adverbs</u></p> <p>Aquí.</p> <p><u>Expressions</u></p> <p>¡Buena idea!</p> <p>¡Qué dura! ¡Qué grande!</p> <p><u>Sentences</u></p> <p>Vamos a leer un cuento.</p> <p>Éste es el cuento de Ricitos de Oro y los tres osos.</p> <p>Esta sopa está muy caliente.</p> <p>Esta silla es muy grande.</p> <p>La silla pequeña es perfecta! Note: Pequeña is feminine. Pequeño is masculine. Perfecta is feminine. Perfecto is masculine.</p> <p>¿Estás bien?</p>	<p>Friend ( one male) Friends (more than one or a mixed group) Friend (one female) Friends (more than one female)</p> <p>The bowl/plate</p> <p>A walk.</p> <p>The three bears' house</p> <p>Who? (interrogative pronoun)</p> <p>Many (masc.,fem.,masc.plural, fem.plural)</p> <p>Here.</p> <p>Good idea!</p> <p>How hard (this is)! How big (this is)!</p> <p>Let's read a story. We're going to read a story. This is the story of Goldilocks and the three bears.</p> <p>This soup is very hot.</p> <p>This chair is very big.</p> <p>The little chair is perfect!</p> <p>Are you okay?</p>

## Great Ideas for Expansion Activities

Time	Lang	Prep	Description	Materials Needed
5	1	2.	<p style="text-align: center;"><u>(1) Point-to Activity</u></p> <p>Teacher has large pictures or representations of objects in the vocabulary. <del>Teachers selects three of the pictures, places them in different parts of the room.</del> Students point to the picture when he teacher says the word.</p>	Three or more pictures of at least one object. (bears, pigs, numbers, etc.)
5-10	1	3	<p style="text-align: center;"><u>(2) TPR Hold Up Activity<sup>1</sup></u></p> <p>Each student has in front of him or her pictures or representations of objects in the vocabulary. Student touches or holds up the object that the teacher names</p>	Enough objects for every child to have one of each object in the targeted vocab.
10	1	3	<p style="text-align: center;"><u>(3) TPR Partner Activity.</u></p> <p>Each student has in front of him or her pictures or representations of objects in the vocabulary. Students tell their partners what they have. (can be a card game)</p>	Enough objects for every pair to have at least one of each object in the targeted vocab.
10	1	3	<p style="text-align: center;"><u>(4) TPR Guessing Game</u></p> <p>Each student has in front of him or her pictures or representations of objects in the vocabulary. Partners guess what the other student has. The teacher walks them through each step of the process. This is a teacher-directed activity, especially for very young children.</p>	Enough objects for every pair to have at least one of each object in the targeted vocab.

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<sup>1</sup> TPR (Total Physical Response) activities increase dramatically the retention of vocabulary by involving both sides of the brain. By asking the student to make a physical movement while learning a word, the teacher helps the student remember that word. Ho

## **Individual Assessment Observation Checklist**

### SALSA Episode 101<sup>1</sup>

This observation checklist is provided for teachers, paraprofessionals or others to observe and document the progress that individual children make in meeting the performance outcomes of the SALSA program. It may be used as a formative assessment, where the observer marks which learning the student has achieved and in which skills the student needs more opportunities to learn. It is equally effective as a summative assessment and may be used as part of a performance portfolio.

The observer will mark “Yes” as the student exhibits the behavior to indicate that s/he has reached a given performance objective. The observer will mark “No” if the student has not yet demonstrated that behavior and needs more practice. All skills are not required for progress toward Spanish language acquisition.

#### **Student**

Student Behavior	Yes/No	Date	Skill
1. Responds (verbally or non-verbally) to the Spanish greeting <b><i>hola</i></b> .			<ul style="list-style-type: none"><li>• Comprehension of designated Spanish vocabulary.</li></ul>
2. Responds (verbally or non-verbally) to the Spanish leave taking <b><i>hasta luego</i></b> .			<ul style="list-style-type: none"><li>• Comprehension of designated Spanish vocabulary.</li></ul>
3. Responds with one object or the numeral 1 or holds up themb when given the verbal or written word <b><i>uno</i></b> .			<ul style="list-style-type: none"><li>• Comprehension of the quantity of one.</li><li>• Recognition of the numeral 1.</li><li>• Recognition of the number word <i>uno</i>.</li></ul>
4. Responds with two objects or the numeral 2 or thumb and index finger when given the verbal or written word <b><i>dos</i></b> .			<ul style="list-style-type: none"><li>• Comprehension of the quantity of two.</li><li>• Recognition of the numeral 2.</li><li>• Recognition of the number word <i>dos</i>.</li></ul>
5. Responds with three objects or the numeral 3 or thumb and two fingers when given the verbal or written word <b><i>tres</i></b> .			<ul style="list-style-type: none"><li>• Comprehension of the quantity of three.</li><li>• Recognition of the numeral 3.</li><li>• Recognition of the number word <i>tres</i>.</li></ul>
6. Counts to three ( <i>tres</i> ) on fingers, starting with the thumb.			<ul style="list-style-type: none"><li>• Comprehension of designated vocabulary.</li><li>• Comprehension of the Spanish way of counting using fingers.</li></ul>
7. Responds verbally or non-verbally to the Spanish word “grande.”			<ul style="list-style-type: none"><li>• Comprehension of designated vocabulary.</li><li>• Comprehension of the relative sizes of large and small (big and little).</li></ul>
8. Responds verbally or non-verbally to the Spanish word “pequeño.”			<ul style="list-style-type: none"><li>• Comprehension of designate vocabulary.</li><li>• Comprehension of the relative sizes of large and small (big and little).</li></ul>

Comments:

<sup>1</sup> The Observation Checklist for Episode 101 was adapted from an unpublished draft of the Teacher’s Guide for Georgia Public Broadcasting’s Elementary Spanish Distance Learning Program SALSA. The subsequent checklists are patterned after that model but are original to the WyFLES project, a project funded by the U.S. Department of Education’s Foreign Language Assistance Program.

## SALSA Episode 101

TPR Story Script: Ricitos de Oro y los tres osos

If you know a little Spanish, you may want to try this TPR story script that was designed by Dr. Mari Haas. In a TPR story script, you tell the story to your students in Spanish several times. The first time you tell the story, demonstrate for them the motions for each line. The second time you tell the story, ask the students to help you demonstrate each line. The third time you tell the story, ask the students to demonstrate each line (without your help, unless they need it.) The fourth time, many students will begin to verbalize the story. (You may want to break the story up and do 4-6 sentences per day.)

### Ricitos de Oro y los tres osos

1. **La mamá oso prepara la sopa.** (Show the Mama puppet, and pretend you are stirring  
a big kettle of soup.)  
(translation: *Mama bear prepares the soup.*)
2. **La sopa está muy caliente.** (Fan your mouth.)  
(translation: *The soup is very hot.*)
3. **Los osos van de paseo en el bosque.** (Show three fingers on your hand and pretend  
you are walking by bending your elbows and moving your arms as if you were walking  
fast.)  
(translation: *The bears go for a walk in the forest.*)
4. **Ricitos de Oro camina en el bosque.** (Show the Ricitos puppet and make her walk.)  
(translation: *Goldilocks is walking in the forest.*)
5. **Ricitos toca la puerta de la casa de los tres osos.** (Pretend you are knocking on a  
door. Show a house by placing your hands together in an inverted V over your head.)  
(translation: *Goldilocks knocks on the door of the three bears' house.*)
6. **Ricitos entra en la casa.** (Pretend you are opening a door.)  
(translation: *Goldilocks goes into the house.*)

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7. **Ricitos ve tres platos de sopa.** (Make circles with your thumb and pointer finger  
and place them on your eyes like glasses. Then form your hands into a bowl-like shape)  
(translation: *Goldilocks sees three bowls of soup*)
8. **Ricitos prueba la sopa del plato grande. Está caliente.** (Pretend to try the soup  
with a spoon, then fan your mouth.  
(translation: *Goldilocks tries the soup in the big bowl. It is hot.*)

## SALSA Episode 101

TPR Story Script: Ricitos de Oro y los tres osos

9. **Ricitos prueba la sopa del plato mediano. Está fría.** (Pretend to try the soup with a spoon, then hug yourself as if cold.)

(translation: Goldilocks tries the soup in the medium-sized bowl. It is cold.)

10. **Ricitos prueba la sopa del plato Pequeño. Está perfecta.** (Pretend to try the soup with a spoon, make a thumbs up sign.)

(translation: Goldilocks tries the soup in the small bowl. It is perfect.)

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11. **Ricitos ve tres sillas.** (Make glasses around your eyes, make a fist to represent a chair.)

(translation: Goldilocks sees three chairs.)

12. **Se sienta en la silla grande. Es muy dura.** (Pretend to sit down. Knock your fist on your other hand.)

(translation: She sits in the big chair. It is very hard.)

13. **Se sienta en la silla mediana. Es muy blanda.** (Pretend to sit down. Open and close your fist to indicate something soft.)

(translation: She sits in the medium-sized chair. It is very soft.)

14. **Se sienta en la silla pequeña. Es perfecta.** (Pretend to sit down. Make the "OK" sign with your fingers.)

(translation: She sits in the small chair. It is perfect.)

15. **Katapum, la silla se rompe.** (Open both fists shooting your fingers upwards as if something exploded.)

(translation: Boom, the chair breaks.)

- 
16. **Ricitos ve tres camas.** (Make glasses around your eyes, move your hand back and forth indicating something flat.)

(translation: Goldilocks sees three beds.)

17. **Duerme en la cama grande. Es muy dura.** (Pretend to sleep on your hands. Knock your fist on your other hand.)

(translation: She sleeps in the big bed. It is very hard.)

## SALSA Episode 101

TPR Story Script: Ricitos de Oro y los tres osos

18. **Duerme en la cama mediana.** *Es muy blanda.* (Pretend to sleep on your hands.  
Open and close your fist.)  
*(translation: She sleeps in the medium-sized bed. It is very soft.)*
19. **Duerme en la cama pequeña.** *Es perfecta.* (Pretend to sleep on your hands. Make  
the "OK" sign with your fingers.)  
*(translation: She sleeps in the little bed. It is perfect.)*

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20. **Los osos entran en la casa.** (Show three fingers on your hand, and pretend to open  
the door.)  
*(translation: The bears enter the house.)*
21. **El oso bebé pregunta, ¿quién comió mi sopa?** (Raise your hands with a quizzical  
look on your face.)  
*(translation: Baby bear asks, "Who ate my soup?")*
22. **El oso bebé pregunta, ¿quién rompió mi silla?** (Raise your hands with a quizzical  
look on your face.)  
*(translation: Baby bear asks, "Who broke my chair?")*
23. **El oso bebé pregunta, ¿quién duerme en mi cama?** (Raise your hands with a  
quizzical look on your face.)  
*(translation: Baby bear asks, "Who is sleeping in my bed?"*

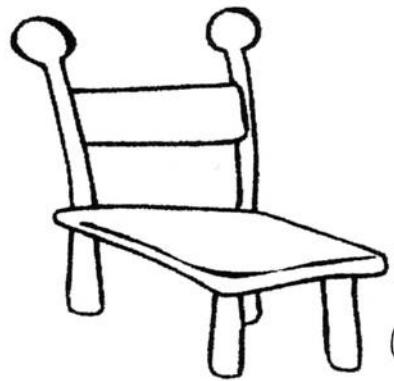
\* Students can practice the story using a magnetic storyboard available for \$8.00 from Farm Kids <http://www.farmgoodsforkids.com/brands/brandmagnetic.htm>

# Vocabulary Cards

Episode 101

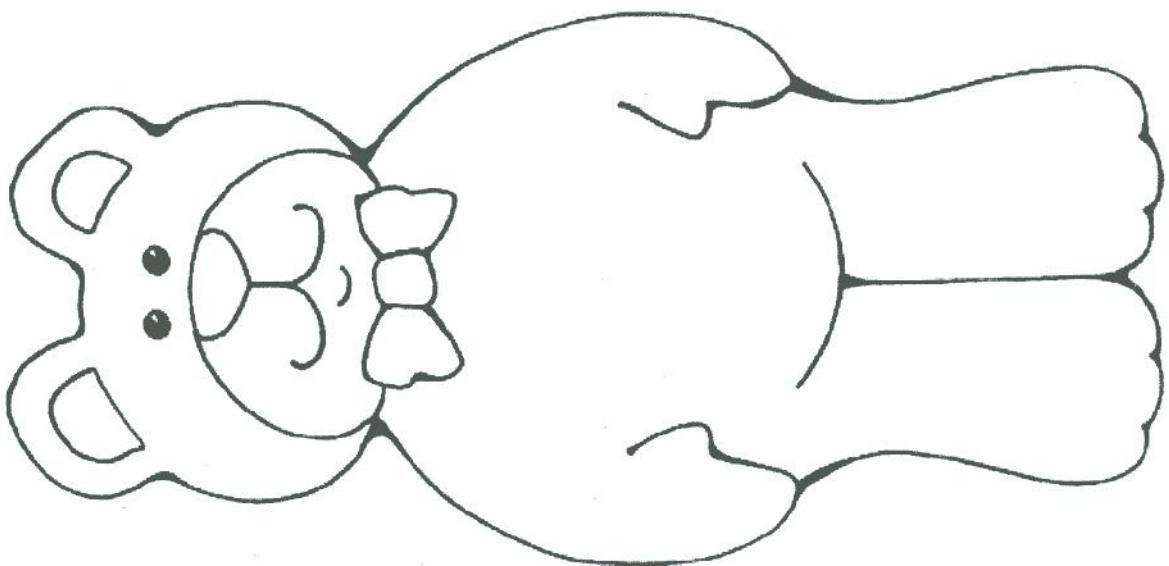
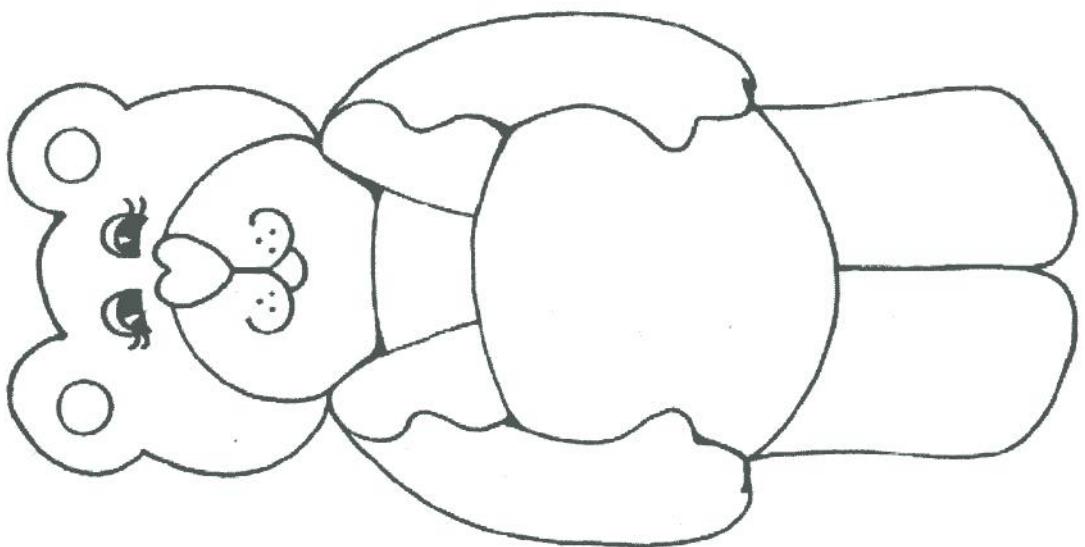
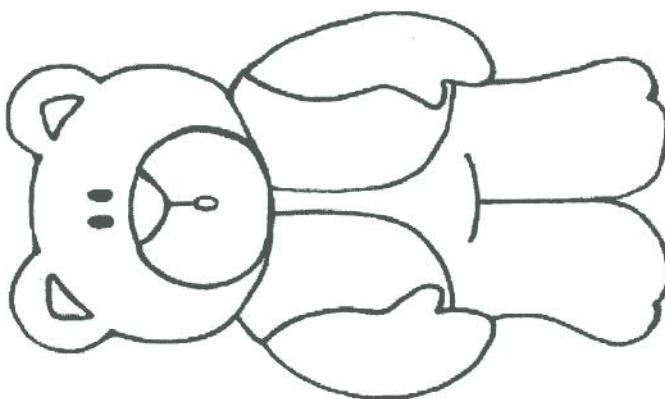
Reproduce this page as needed. Cut and provide one set of cards to all children in the class. The vocabulary cards in this unit are taken from the SALSA teachers's guide that was never published.s

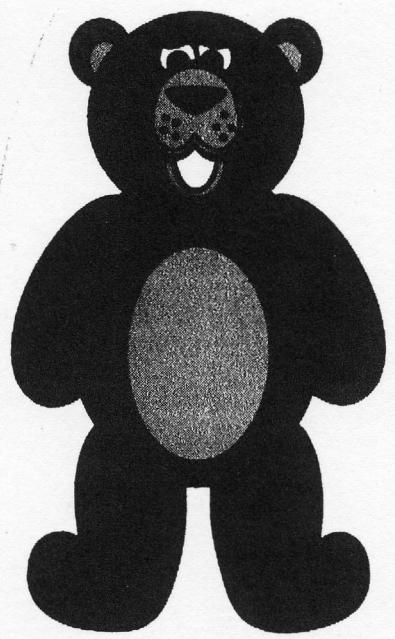
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<b>hasta</b> <b>luego</b>	<b>hasta</b> <b>luego</b>
<b>uno</b>	<b>uno</b>
<b>dos</b>	<b>dos</b>
<b>tres</b>	<b>tres</b>
<b>grande</b>	<b>grande</b>
<b>pequeño</b>	<b>pequeño</b>



TPR Point-to Activity



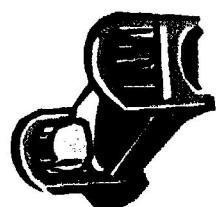
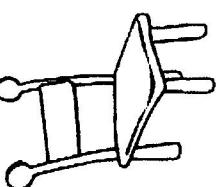
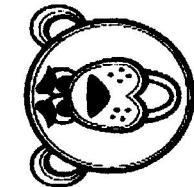
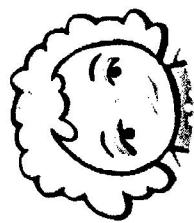
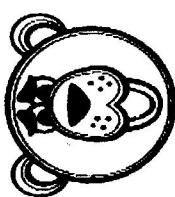
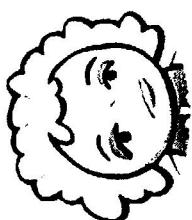
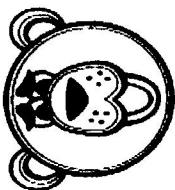
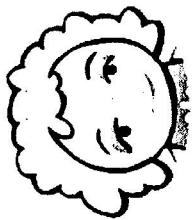
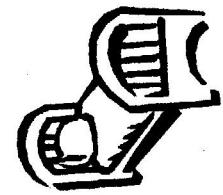
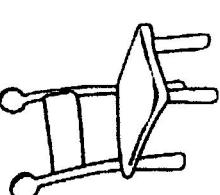
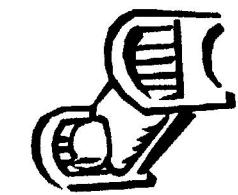
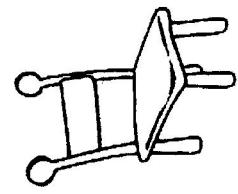




goldilocks

## Finger Puppets

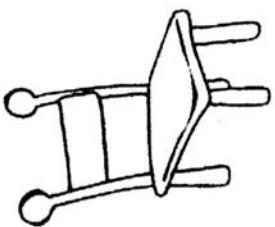
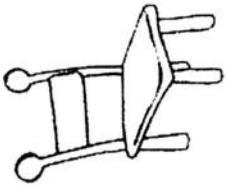
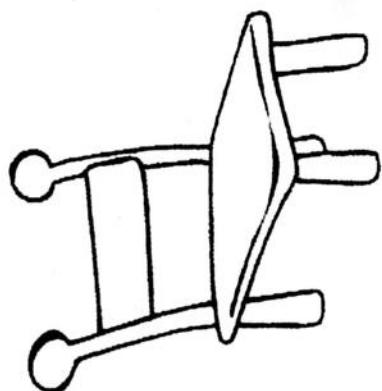
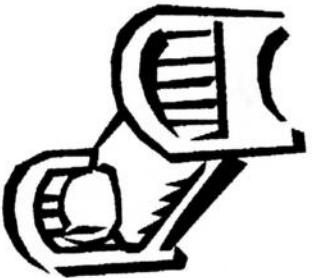
# Goldilocks and The Three Bears - Pattern Activity



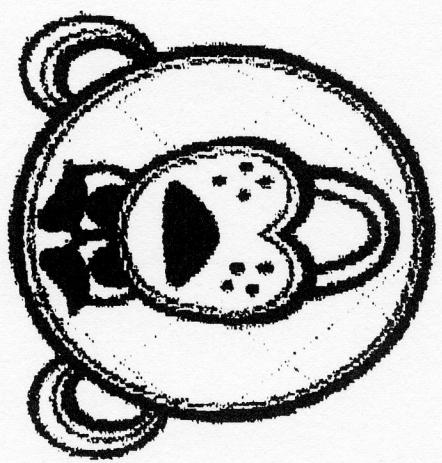
Educator: Purpose - To develop math skills by recognizing and completing simple patterns. All math concepts and numbers follow patterns. Have the child point to and name each pattern aloud: "bear, goldilocks, bear, goldilocks, bear, ...". Cut the stickers and ask child to pick out the stickers that complete the pattern.

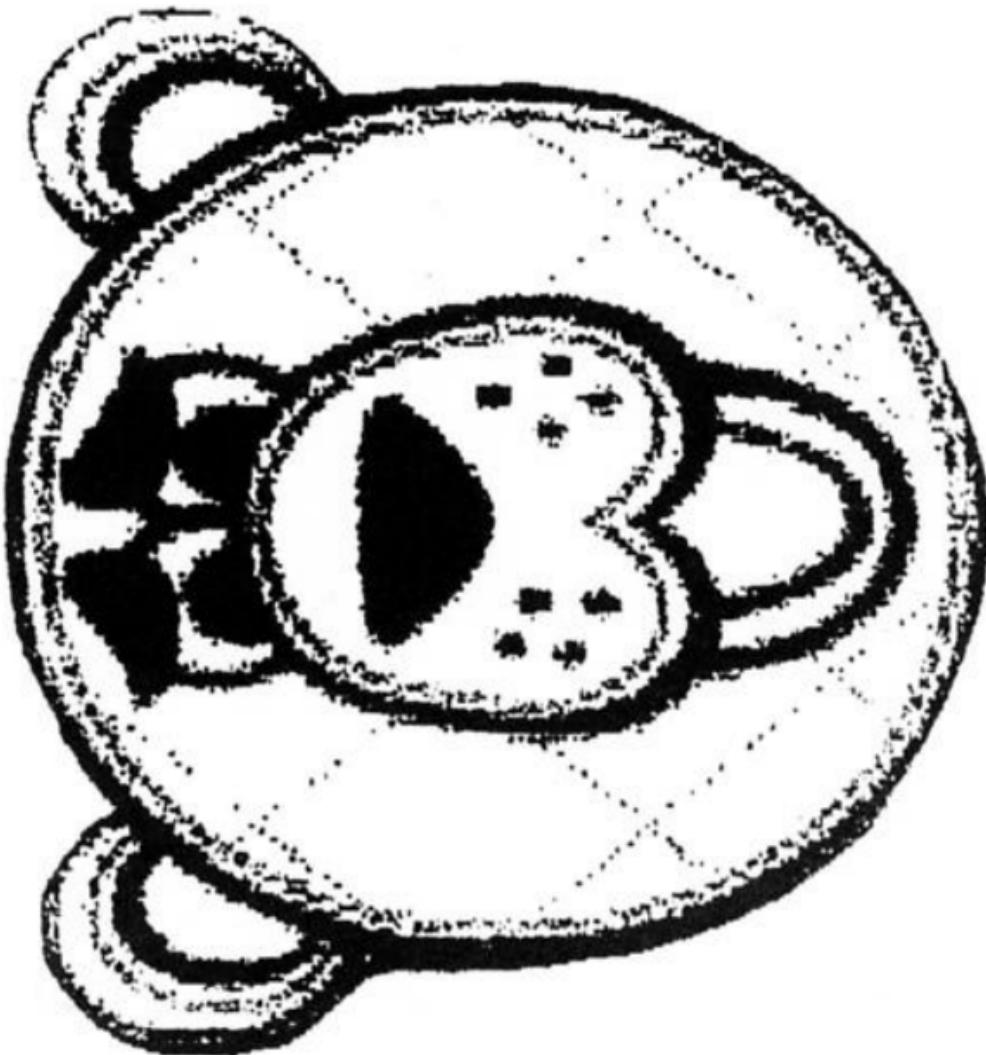
www.EBearsPattern.com

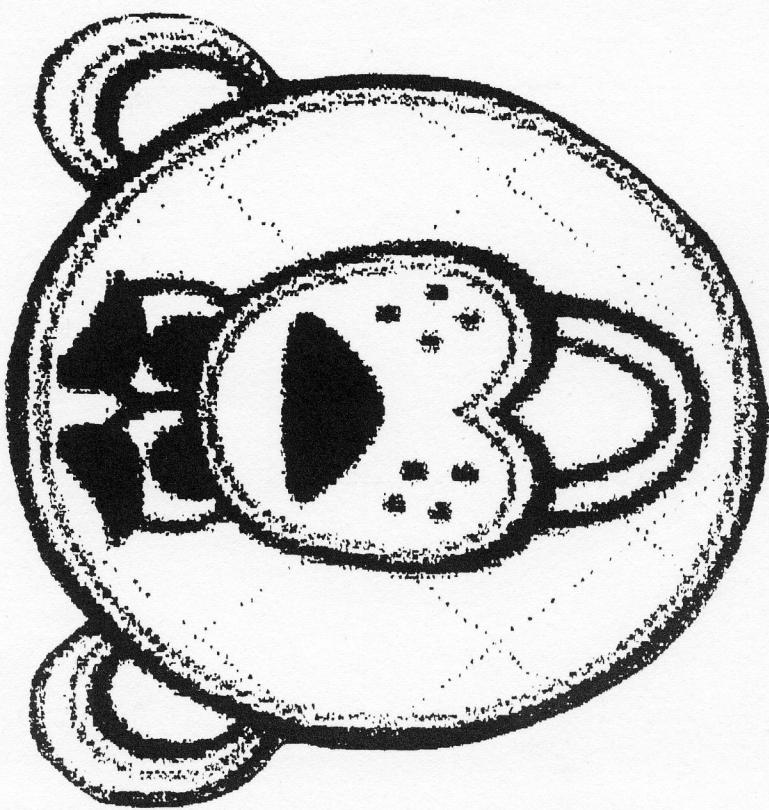
# Goldilocks and The Three Bears - Sizing Activity

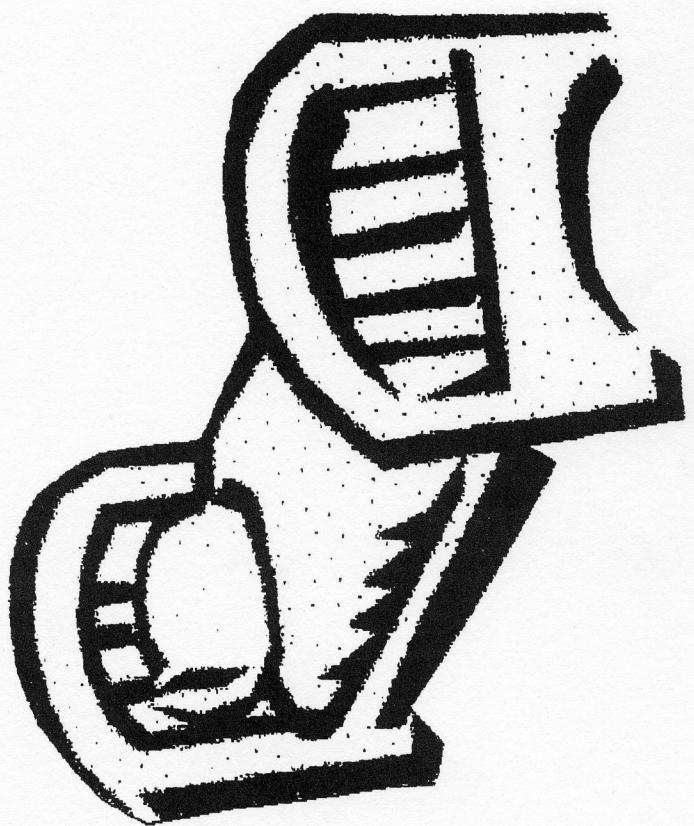


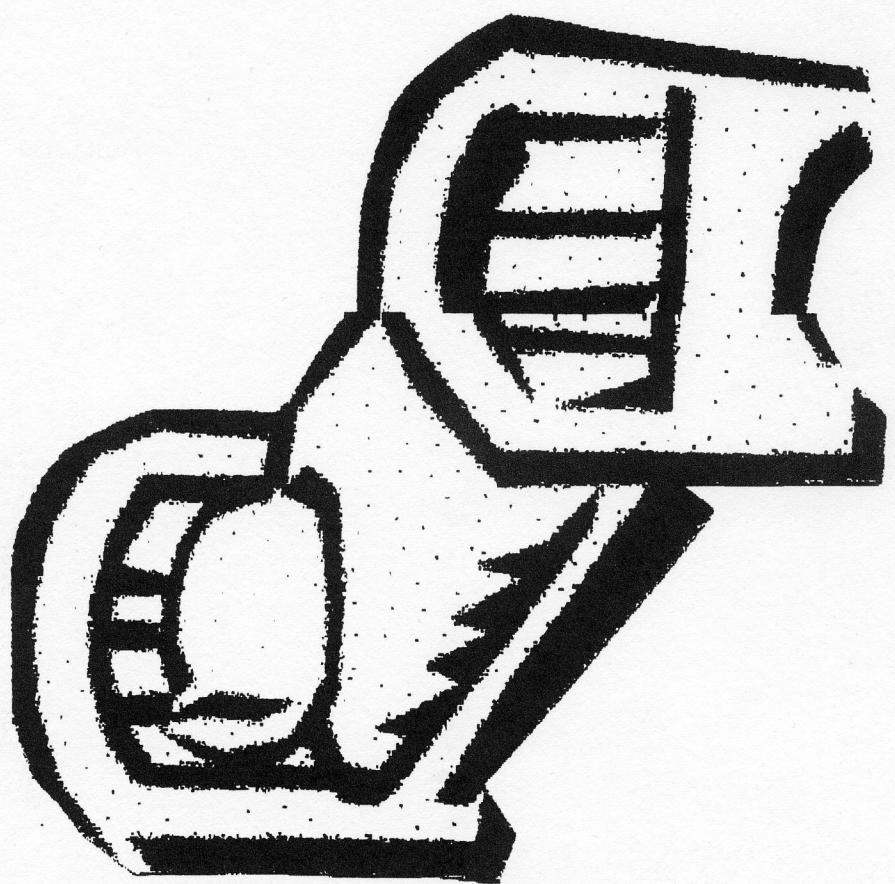
Educator: The purpose is to compare sizes to develop reasoning skills. Cut cards along dotted lines. Lay out the the images of the bowls. Pick two cards and ask - Which bowl is bigger? Which bowl is smaller? Then have child look at the three bowls and pick out the biggest and the smallest. Have child arrange the bowls in order from the smallest to the biggest. Repeat the exercises with the bed and chairs. Match game: Make an additional copy to play a matching game. Place cards face down, lift two up cards until child can match two that are the same.

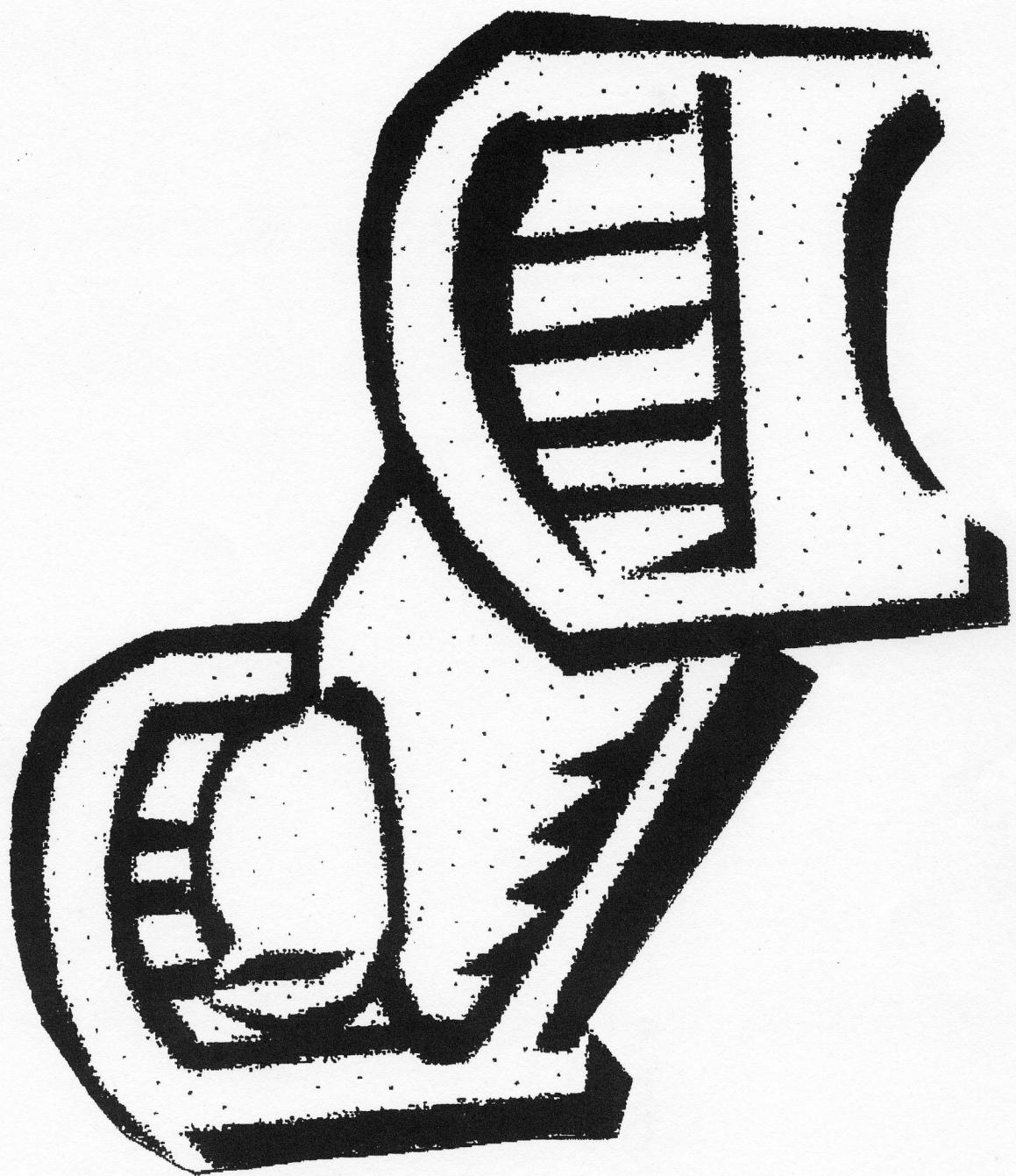


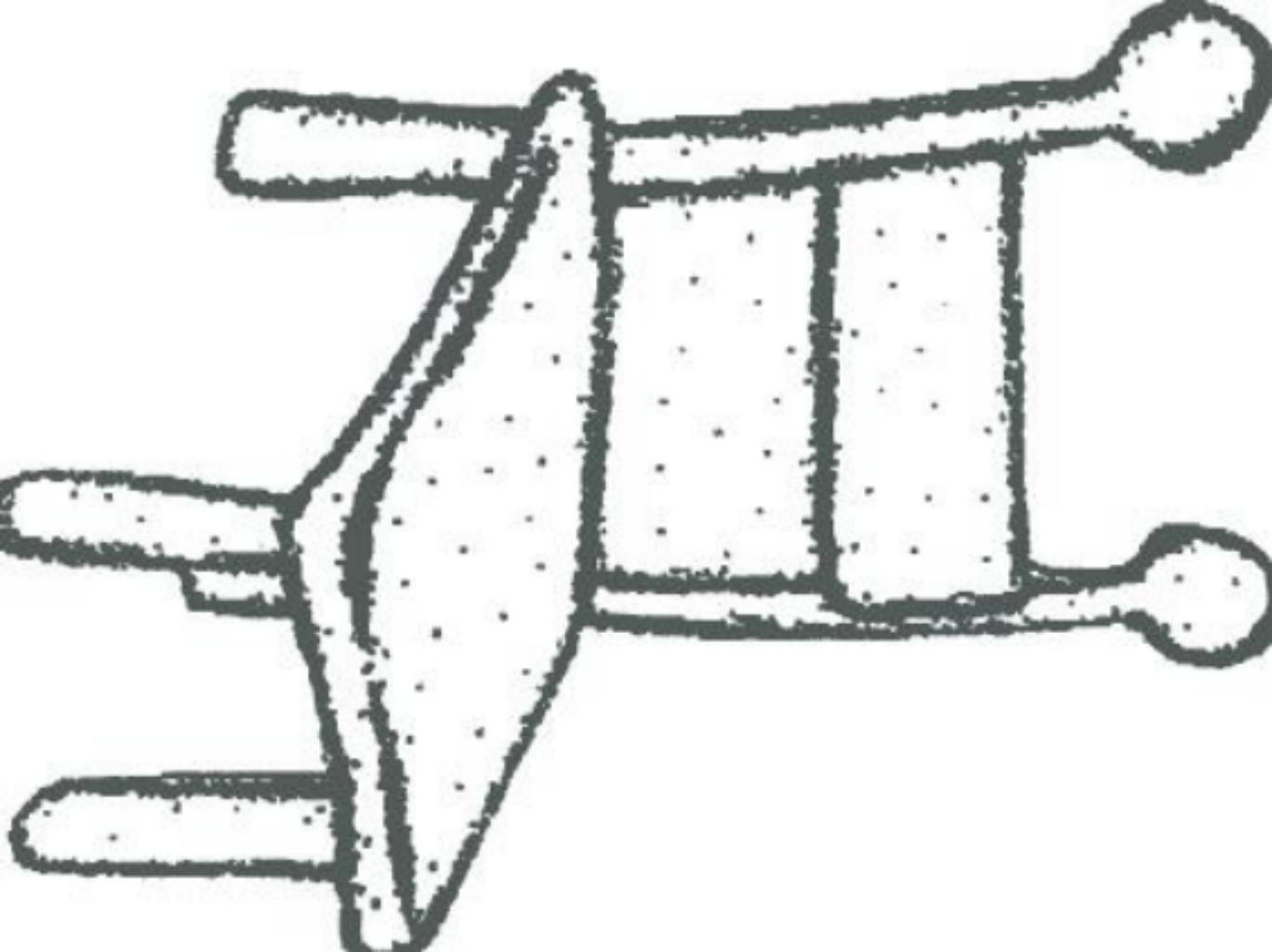


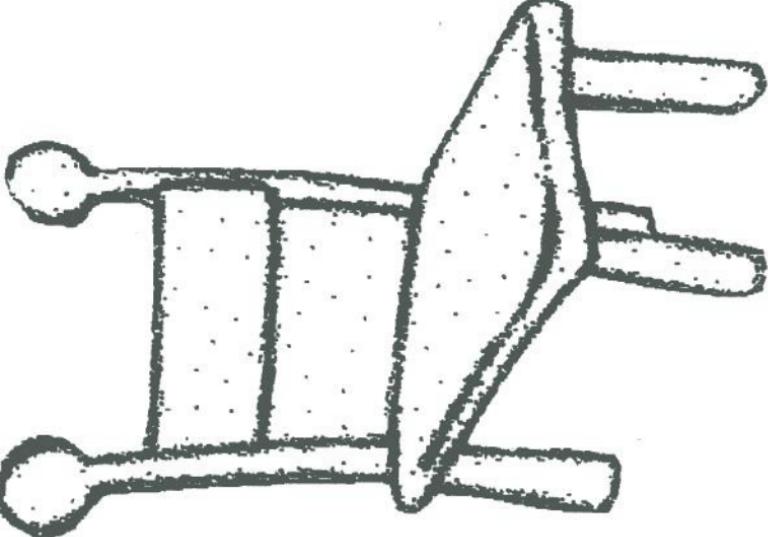


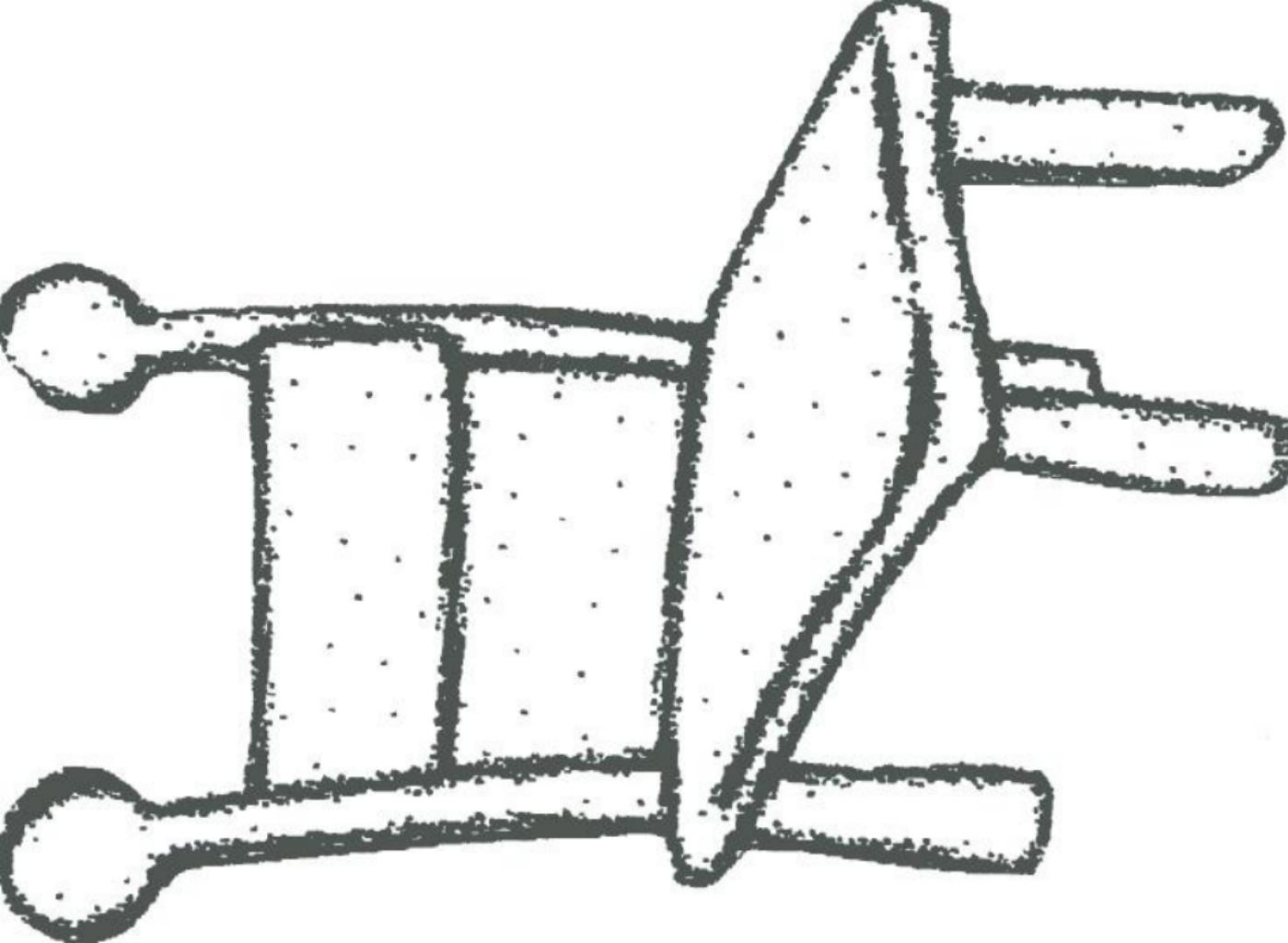


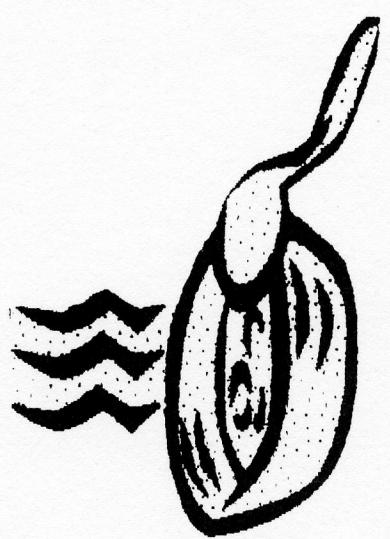


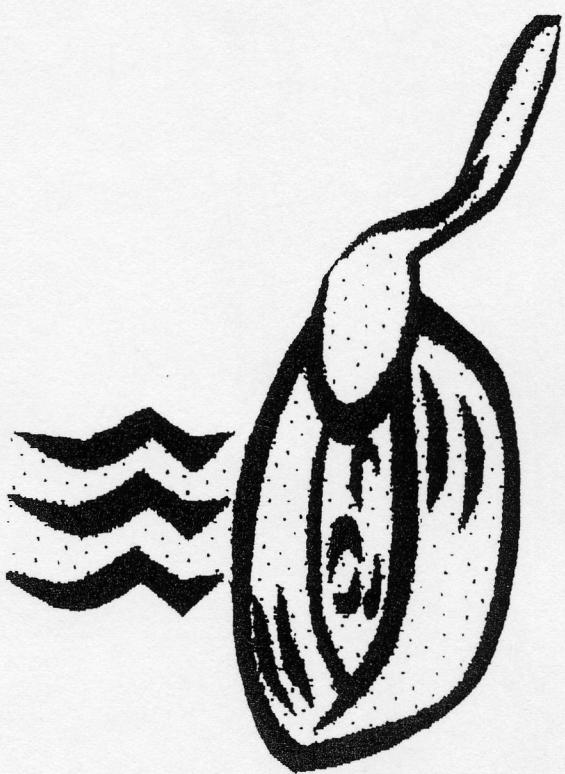


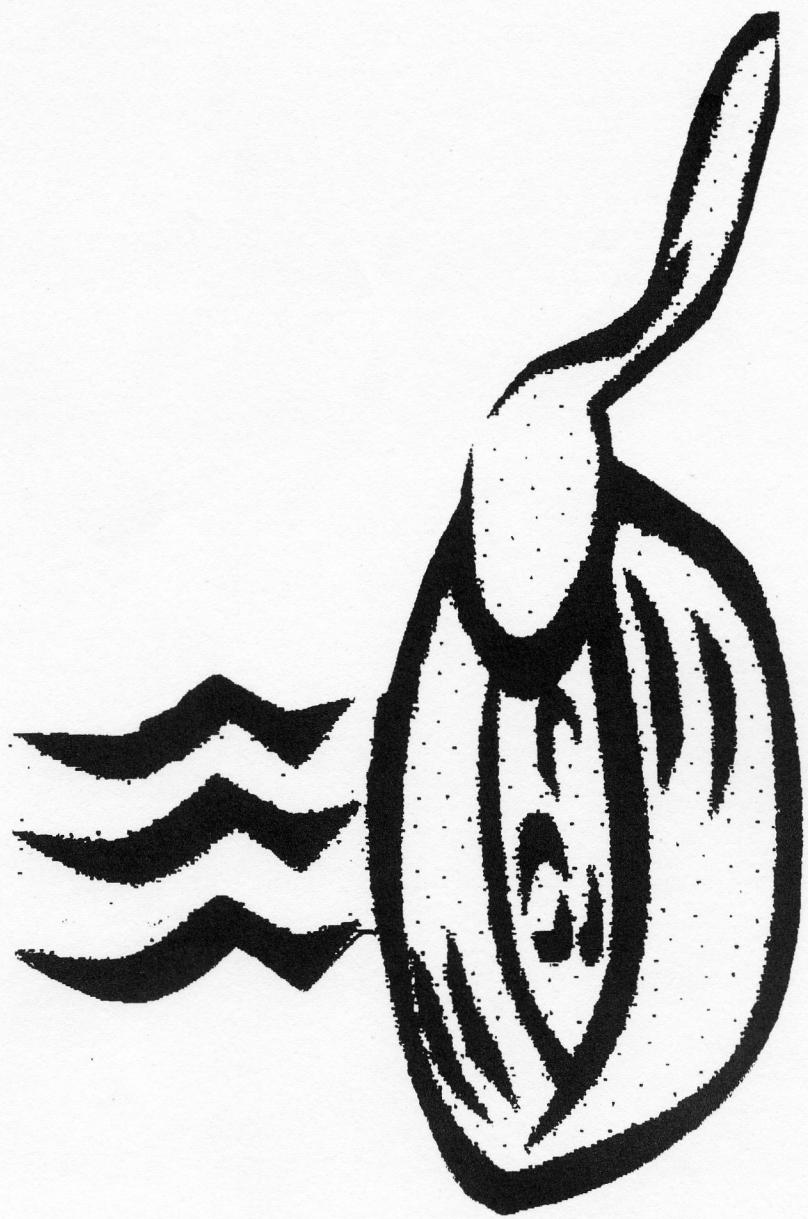


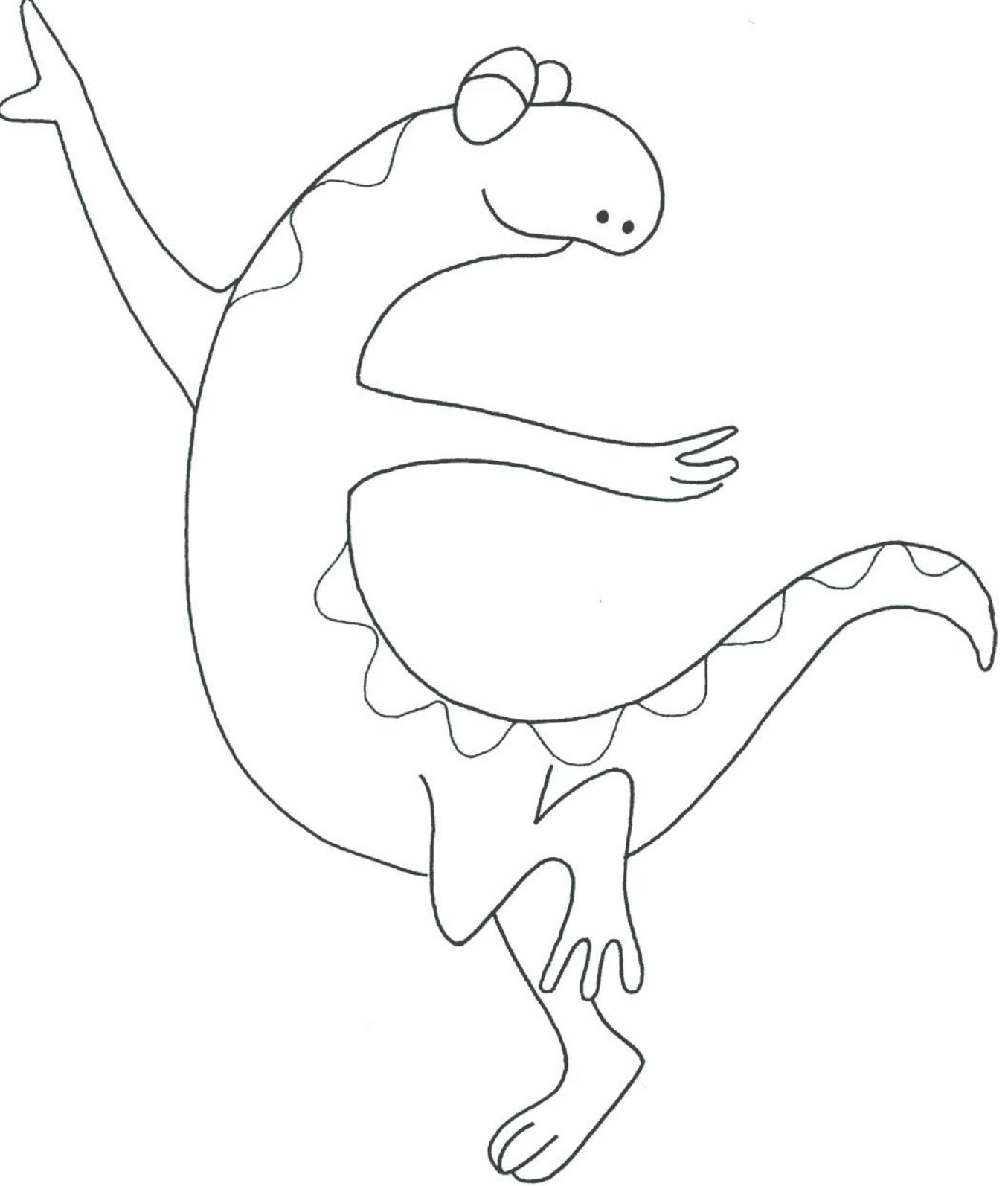
















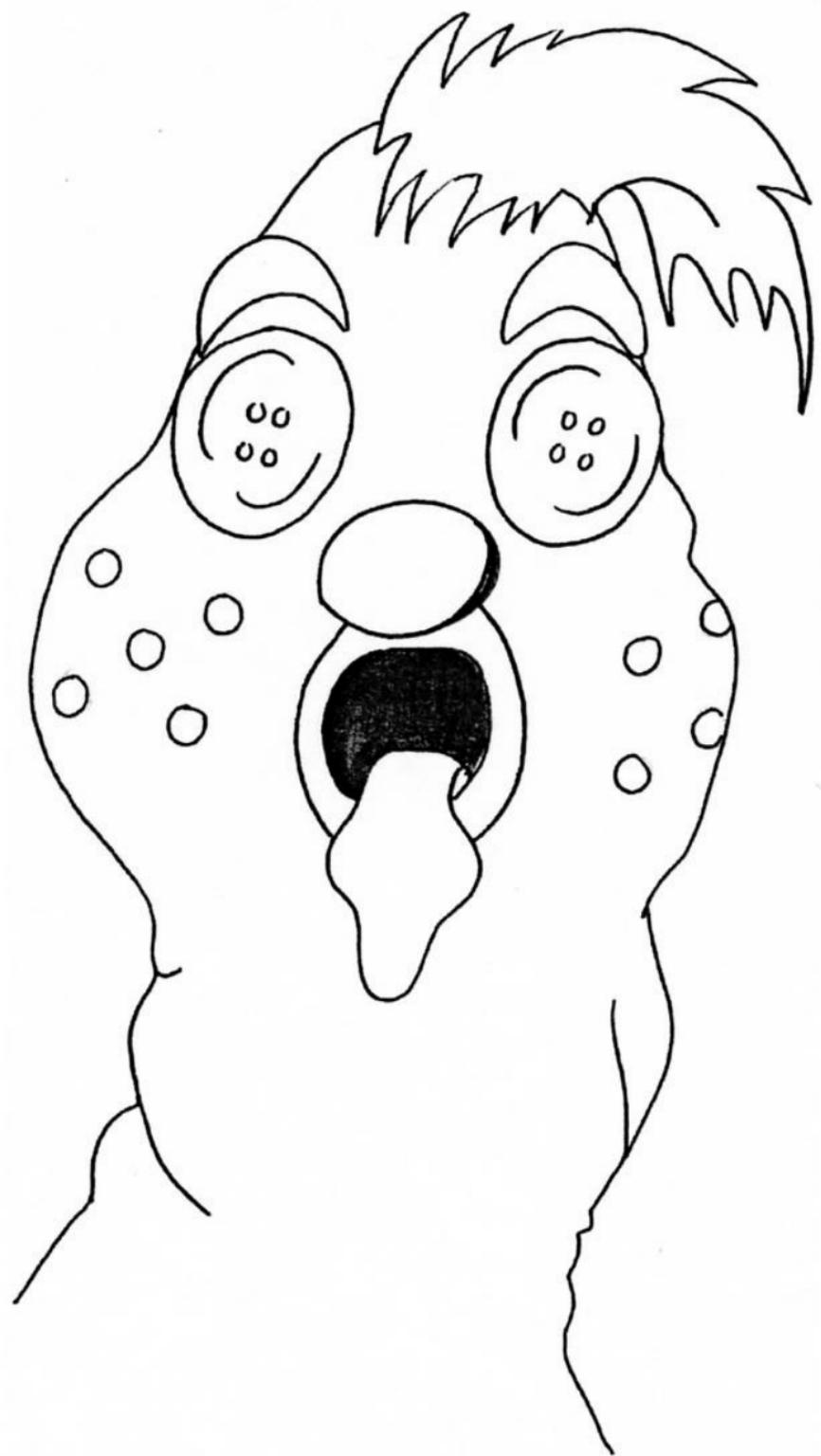






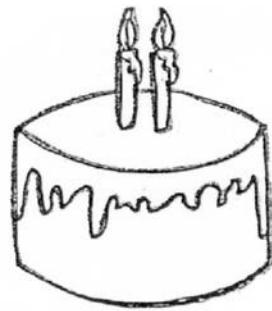




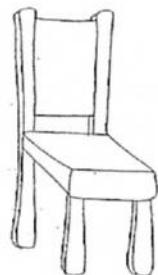




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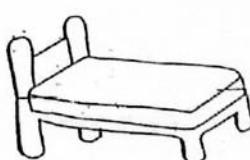
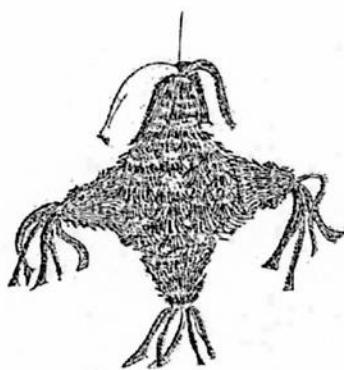
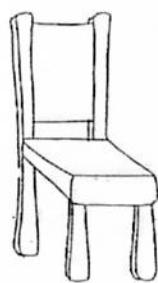
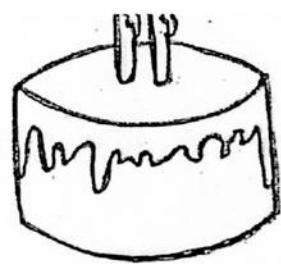
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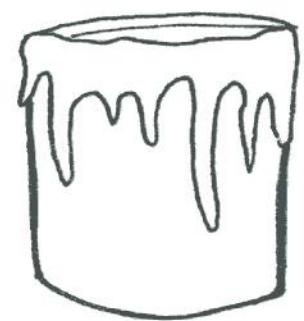
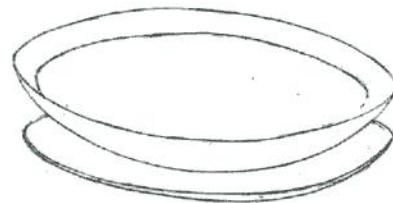
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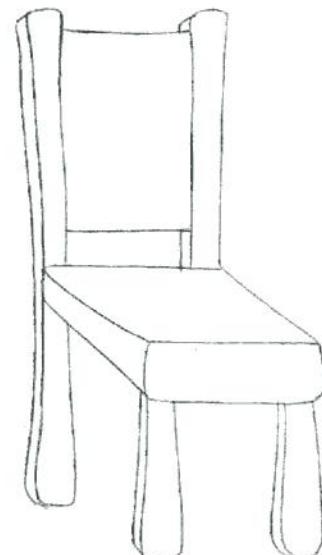
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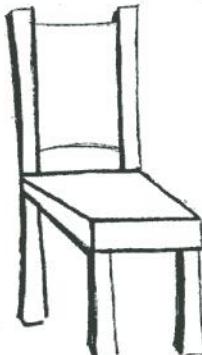
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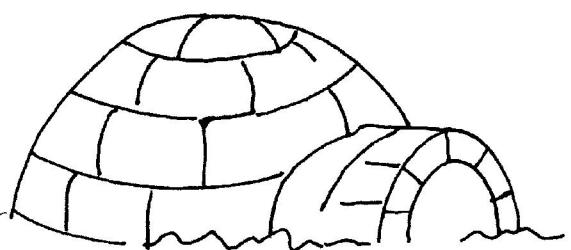
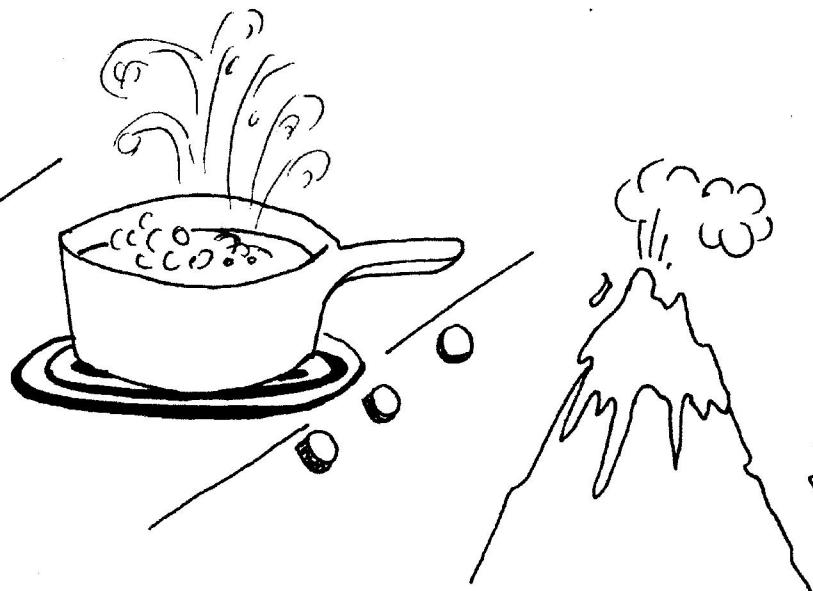
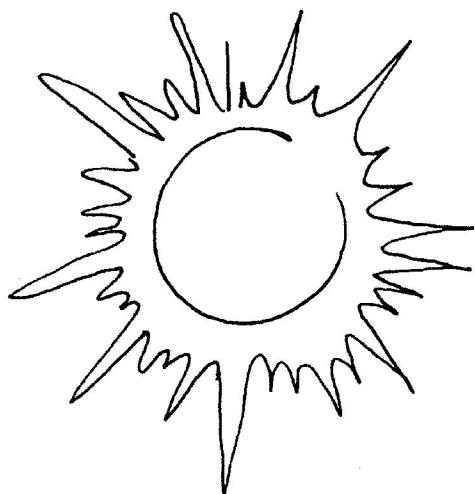
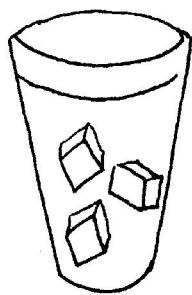
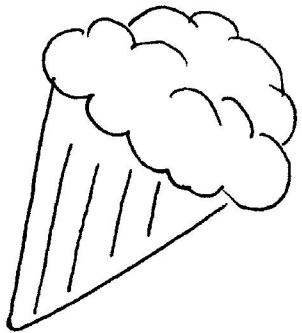
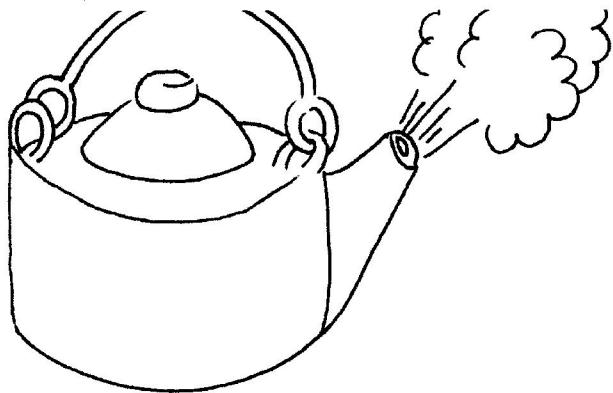
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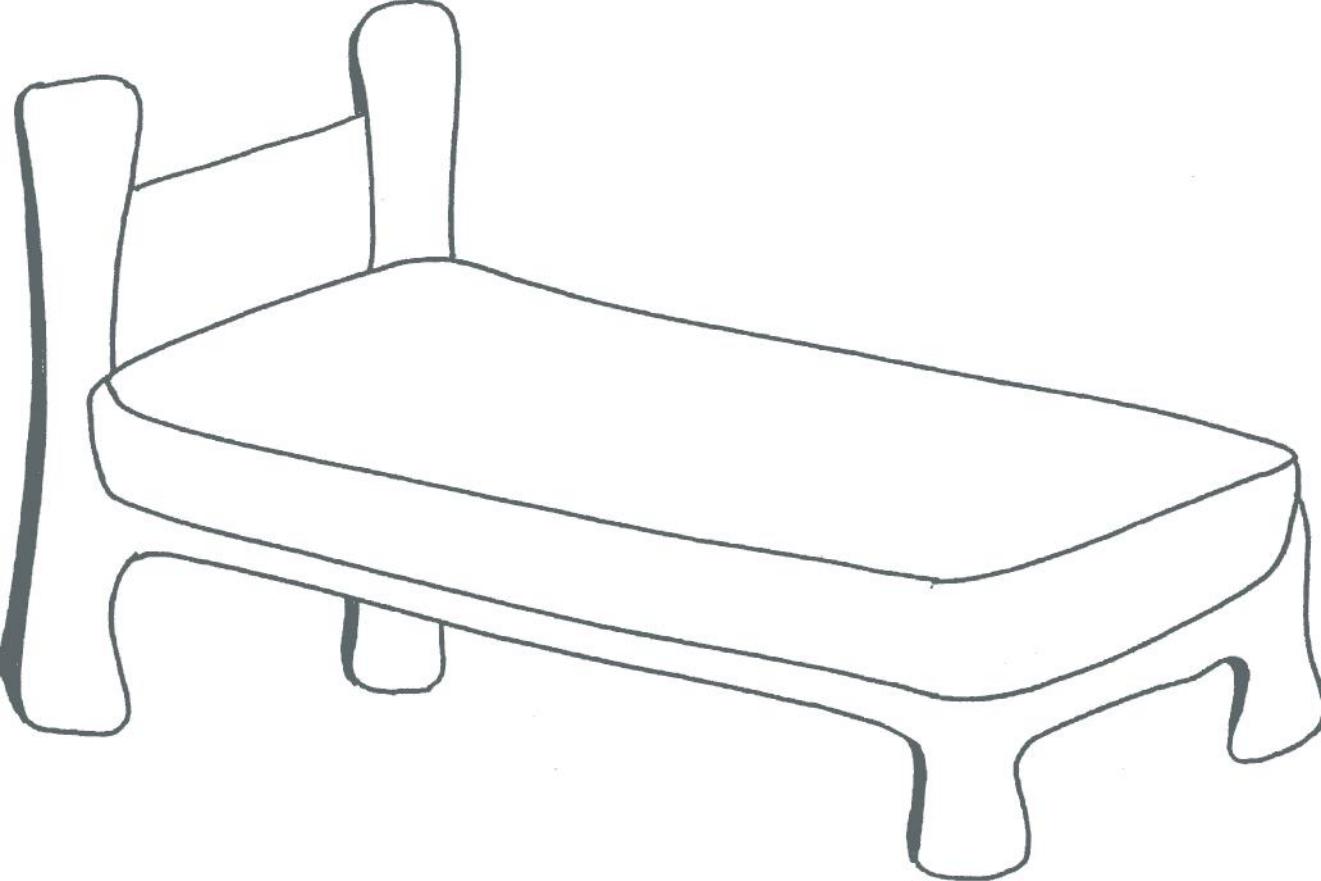
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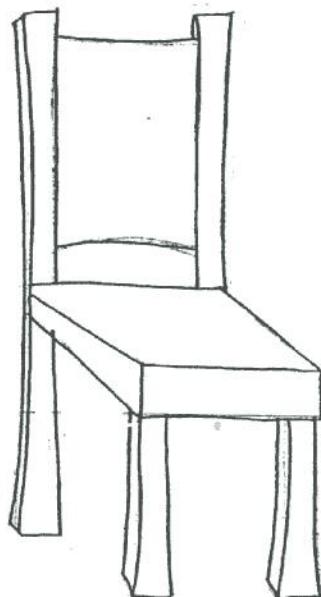
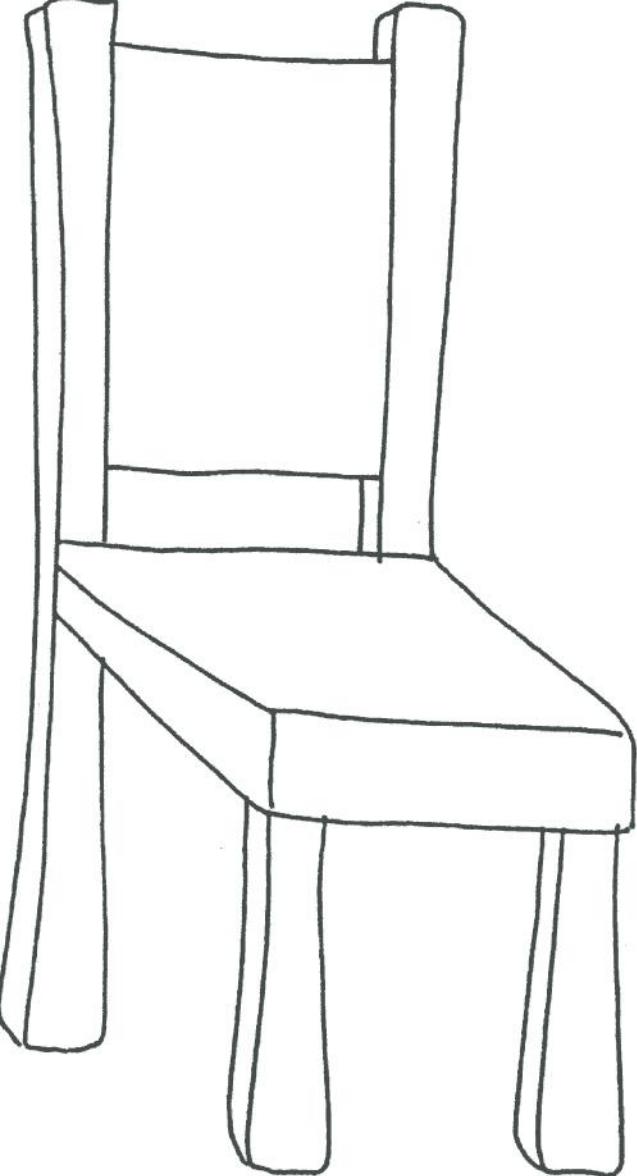


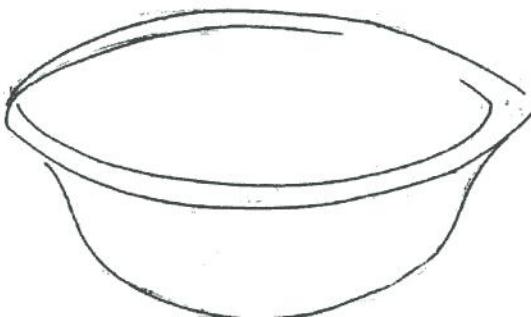
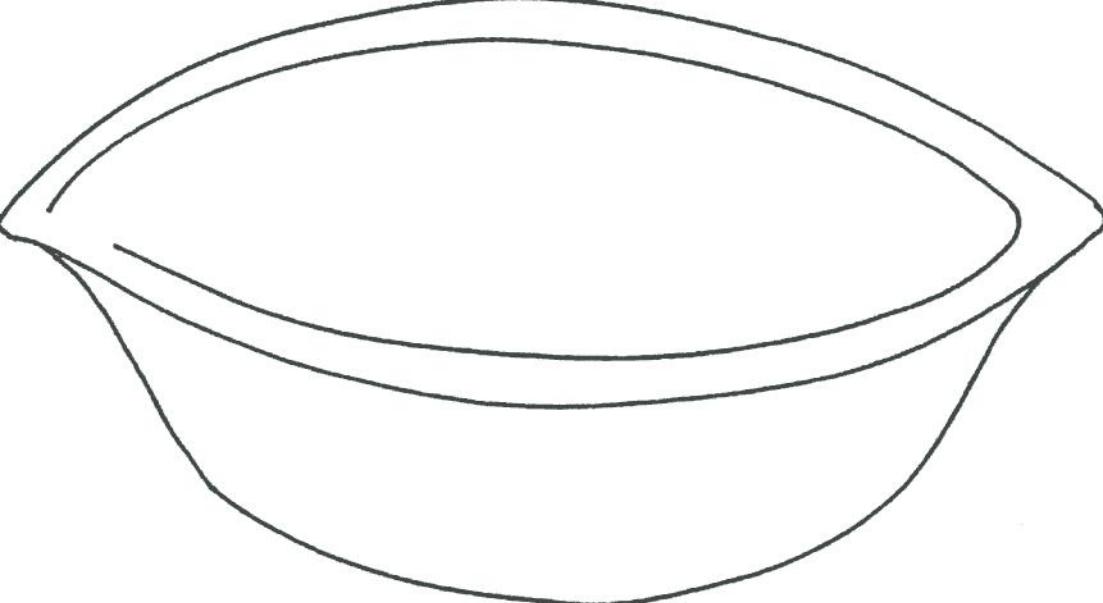
# BINGO















## SALSA EPISODES 101-106

Dear Parent:

As a kindergartener in the WyFLES Program (Wyoming Foreign Language in the Elementary School Program) your child will spend second semester in the SALSA program beginning to learn Spanish. The SALSA program currently continues through second grade, with a program following SALSA for grades 3-6 in school that have opted to participate in a statewide pilot program funded by the Wyoming Legislature.

In these first episodes of the SALSA video series, your child will be exposed to the Spanish language through variations on the story of Goldilocks and the Three Bears. (*Ricitos de Oro y Los Tres Osos*). In these 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.

- Episode 101 is the traditional story acted out by puppet characters.
- In Episode 102 Goldilocks returns to the home of the three bears to apologize and make up for her bad behavior in the first episode.
- In Episode 103 the characters decide to repair Baby Bear's chair, which Goldilocks broke during her first visit.
- In Episode 104 the characters play a game of hide-and-seek in the Bears' house.
- In Episode 105 the characters celebrate Baby Bear's birthday.
- In Episode 106 the characters decide to make traditional Mexican hot chocolate, but in the end make a very unusual version.

The objectives of this six-episode sequence are 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:	<i>hola</i>	hello
	<i>hasta luego</i>	see you later
	<i>gracias</i>	thank you
	<i>de nada</i>	you're welcome

Numbers:	<i>uno</i>	one
	<i>dos</i>	two
	<i>tres</i>	three
	<i>cuatro</i>	four
	<i>cinco</i>	five

Adjectives:	<i>grande</i>	big
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<i>pequeño</i>	small
<i>caliente</i>	hot
<i>frío</i>	cold
<i>rojo</i>	red
<i>verde</i>	green
<i>azul</i>	blue
<i>amarillo</i>	yellow

Family Members:

<i>mamá</i>	mother
<i>papá</i>	father
<i>bebé</i>	baby
<i>mamacita</i>	mom
<i>papacito</i>	dad

Included with this letter is your first *WyFLES Home Information and Practice* sheet. As your child proceeds to first and second grades s/he will receive additional sheets every six episodes in the WyFLES SALSA program. 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

## SALSA EPISODES 101-106

Dear Parent:

As a student in the WyFLES Program (Wyoming Foreign Language in the Elementary School Program) your child will spend this year in the SALSA program beginning to learn Spanish. The SALSA program currently continues through second grade, with a program following SALSA for grades 3-6 in school that have opted to participate in a statewide pilot program funded by the Wyoming Legislature.

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	<i>tres</i>	three
	<i>cuatro</i>	four
	<i>cinco</i>	five

Adjectives:	<i>grande</i>	big
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<i>rojo</i>	red
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Teacher's name

School

**WYFLES HOME INFORMATION**  
**AND PRACTICE SHEET**  
**EPISODES 101-106**

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

I can count from one to five or higher  
in Spanish.  
guardian:

Date:

Signature of parent or

(1=*uno*, 2=*dos*, 3=*tres*, 4=*cuatro*,  
5=*cinco*; 6=*seis*, 7=*siete*, 8=*ocho*,  
9=*nueve*, 10=*diez*)

I can say "hello" and "see you later"  
in Spanish.  
guardian:

Date:

Signature of parent or

(hello=*hola*, see you later=*hasta  
luego*)

I can say "thank you" and "you're  
welcome" in Spanish.  
guardian:

Date:

Signature of parent or

(thank you=*gracias*,  
you're welcome=*de nada*)

I can say "big" and "little" in Spanish.  
Signature of parent or guardian:

(big=*grande*, little=*pequeño*)

I can say "hot" and "cold" in Spanish.  
Signature of parent or guardian:

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(hot= *caliente*, cold= *frio*)

## Episode Transcript

To obtain a transcript of this episode go to the Georgia Public Television web site:

<http://www.gpb.org/peachstar/salsa>

Once there, click on episode transcripts, then on 101. (click once only)  
You can then print out the transcript.