

WyFLES Teachers' Materials SALSA Episode 111

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Sample Pacing of Episode 111

First and Second Grades

Week One:

- Show the video Episode 111 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:

- *Me gusta...* (I like...)
- *Los dientes* (The teeth)
- *La nariz* (The nose)
- *Los ojos* (The eyes)

Characters/Personajes:

- *Perro* (Dog)
- *Ratoncito* (Rat)
- *Caperucita Roja*
- *Bebé Oso* (Baby Bear)
- *Armadillo*
- *Mosca* (Sock)
- *Abuela* (Grandmother, played by Mamá Osa)
- *Perrito* (Puppy)
- *Lobo* (Wolf)

Synopsis

Ratoncito and Bebé Oso decide to make up their own version of *Little Red Riding Hood*. In their version, *Caperucita Azul* (Little Blue Riding Hood) is skipping through the forest with her puppy and a basket of hamburgers and fries. The wolf, seeing what she has, goes ahead of her and ties up Grandmother. Meanwhile, Little Blue Riding Hood encounters

Essential Activities:

- 1) Watch the SALSA series guide for Episode 111. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 110 to your class at least twice each week. (See the Teacher’s 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.)

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego*. Add as many other Spanish words and expressions as you can to your regular activities.

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. Collect objects representing the focus vocabulary *los dientes* (teeth), *la nariz* (nose), *los ojos* (eyes), *las manos* (hand), *la cabeza* (head). Show each one to the class, reviewing the words, then put out of sight. You will need a box or a sack large enough to hold the objects. Select an object and hide it in the box. The students sit in a circle and try to guess what is in the box. Ask:

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 111: *Caperucita Azul*

Warm-up Dialogue (Model with a puppet)

T: *Buenos días, (puppet's name).* (or *Buenas tardes*, as appropriate.)

P: *Buenos días, Señor/Señora/Señorita _____.*

T: *¿Cómo estás tú?*

P: *Muy bien, gracias. ¿Y usted?*

T: *Muy bien, gracias.*

Sing *Buenos días* to the tune of Brother John

*Buenos días. Buenos días.
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?*

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

THE TEACHER SAYS  AND (DOES) 

Episode 111: Lesson 1 , *Caperucita Azul*

See card with Warm-up dialogue.

Collect objects representing the focus vocabulary (*los dientes, la nariz, los ojos, las manos, la cabeza*). Review the words and put the objects out of sight. Students try to guess what is in the box. Ask:

[¿Qué hay] *en la caja?* Or What's in *la caja?* (the box)
[¿Es] *una boca o una mano?* (Is it a mouth or a hand?)

Ask students until someone guesses correctly. That player then becomes the leader and chooses an object to hide in the box and the game continues.

Hang images on the board or line up along the chalk ledge. Ask the following questions:
(pointing to your teeth) [¿Qué son éstos?] or What are they? ¿Los ojos o los dientes?
(pointing to the image) [¿Qué son éstos?] or What are they? ¿Los ojos o los dientes?
(pointing to your mouth) [¿Qué es esto] or What is this?

Have a student choose the *eyes, mouth* or *nose* and hide it in a box or bag. Go back to the rest of the class and sing *Tengo, tengo, tengo, tengo un cuerpo. Ojos, boca, nariz, ojos, boca, nariz.* (I have, I have, I have, I have a body. Eyes, mouth, nose, eyes, mouth, nose.) You or the child selects a student to guess the correct object. Answer must be given in Spanish. Change students and proceed as before.

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- counting
- forming patterns using colors and differently sized objects

Connections to other subject areas:

- Math- addition
- Math- patterns
- Art- drawing

Materials needed:

- One large and one small hand of four colors for each student. (red, blue, green, yellow)

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary and the concept of adding and making ABCD patterns. (See assessment for 111)

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. Begin this lesson by showing your own hands and say *las manos*. Tell the students to do the following: *Levanten las manos*. (Raise your hands.) *Bajen las manos*. (Lower your hands.) Ask students to raise their hands again and then count the hands.
2. Demonstrate measuring with hands. Estimate and measure different large objects or furniture in classroom. Ask students to estimate how many hands are needed to measure different large objects or furniture in classroom and then measure. (*una mano, dos manos, tres manos, etc.*)
3. Give each student a large and small hand of the same color (*roja, verde, azul, amarilla*). Form ABCD patterns (large green, small green, large red, small red, large blue, small blue, large yellow, small yellow) requesting students to come forward with the appropriate color large and small hands..
4. Show your hands again and say *las manos*. Hand out drawing paper and have students trace their hand. Have the students pass their paper on to several other students, each one tracing their hand on the paper. When the paper is full of hands have the students say *las manos*. The hands can be colored and displayed on a bulletin board labeled *las manos*. (Students may also count the number of hands on their papers as a review of the numbers.)

Review of Color

Adjectives

(Feminine Forms):

F.Sing.	F.Plural
Azul	Azules (Blue)
Roja	Rojas (Red)
Amarilla	Amarillas (Yellow)
Verde	Verdes (Green)

Pronunciation Hints:

1) Levanten las manos:

The accent generally is placed on the syllable just before the last syllable. Therefore, in the word *levanten*, the accent is on the an. Remember to pronounce the “a” as in the English “ah”!

In the word *manos*, the accent is placed on the first syllable, *ma*. Again, remember to pronounce the “a” as “ah” (ma nos)

2) Bajen las manos:

The accent is on the first syllable, and the “j” is pronounced like an English “h,” so this word sounds somewhat like:

Ba hen.

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

THE TEACHER SAYS  AND (DOES) 

Episode 111: Lesson 2, Caperucita Azul

See card with Warm-up dialogue.

Show your own hands and say **las manos**. Then say:

[Levanten] or raise *las manos*.

[Bajen] or lower *las manos*.

Levanten las manos. Count the hands with the students.

Estimate and measure different large objects or furniture in the classroom. Ask students to estimate how many hands are needed to measure different large objects and then measure.

Una mano, dos manos, tres manos, etc.

Give each student a large and a small hand of the same color. (*rojo, verde, azul, amarillo*). Form ABCD patterns (large green, small green, large red, small red, large blue, small blue, large yellow, small yellow) requesting students to come forward with the appropriate color large and small hands.

Grande y verde, pequeño y verde grande y roja, pequeña y roja, etc.

Show your hands again and say *las manos*. Hand out drawing paper and have students trace their hands. Have the students pass their papers on to several other students, each one tracing his or her hand on the paper. When the paper is full of hands have the students say *las manos*. The hands can be colored and displayed on a bulletin board labeled *las manos*.

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the Spanish words:

las manos
grande-grandes
pequeña-
pequeñas
azul-azules
roja-rojas
verde-verdes
amarilla-
amarillas
levantense
sientense

Connections to other subject areas:

- Literacy
- Math- patterns

Materials needed:

- Big, little hands of the four colors
- Tic-tac-toe board with sticky notes marked with X's and O's

Assessment:

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

Correctives/Enrichments

See enclosed page.

Sample Lesson for Day 3: (Estimated time: 25 minutes)

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

1. Pass out different colors and size hands to all students. Give the following TPR commands:

Las manos azules, levántense. (All the blue hands stand up.)

Las manos azules y pequeñas, siéntense. (All the small blue hands sit down.)

Exchange colors (***rojas, verdes, amarillas***) and size (***grandes***).

After about five minutes of movement collect the hands saying “***Gracias***” as you receive them from the children.

2. Review ABCD patterns using different colors and size hands. Ask students to supply focus word to complete the pattern. (verde grande, verde pequeña, roja grande, roja pequeña, azul grande, azul pequeña, amarilla grande, amarilla pequeña)
 (Adjectives have a feminine ending because of *la mano*. Example: *la mano roja*.)

3. Make a “Tic-Tac-Toe” board out of poster board or tag board and attach nine envelopes, three across and three down. Make Xs and Os on self-adhesive notes. Make a copy of the vocabulary cards and cut them into individual cards, put a card in each envelope. Set up teams: one becomes the Xs and the other becomes the Os. A player from the starting team selects a vocabulary card from any envelope. If he or she correctly says the word or phrase corresponding to the card, the team receives an X or an O on the envelope. Play continues until one team has three of its symbols in a row—across, down, or diagonally.

Notes:

Vocabulary:

Sentences:

Me gusta el verde.
 (I like green)

No me gusta el rojo.
 (I don't like red.)

¡Me gusta! (I like it.)
 Note: you don't have to have a direct object for this expression in Spanish. It is understood

Pronunciation Hints:

Levántense- remember to put the accent on the “ahn”. The word then sounds like:
 Lev-ahn-ten-say

Siéntense- put the accent on the “en” syllable. Pronounce “en” as in “ten.” The word then sounds like:...

See-en-ten-say

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

THE TEACHER SAYS  AND (DOES) 

Episode 111: Lesson 3, *Caperucita Azul*

See card with Warm-up dialogue.

Pass out different colors and size hands to all students. Give the following TPR commands:
Las manos azules, levántense. (All the blue hands stand up.)

Las manos azules y pequeñas, siéntense. (All the small blue hands sit down.)

Exchange colors (*azules, rojas, verdes, amarillas*) and size (*grandes, pequeñas*)

After about five minutes of movement collect the hands saying “*Gracias*” as you receive them from the children.

Review patterns using different colors and size hands. Ask students to supply focus words to complete the patterns. (*verde grande, verde pequeña, roja grande, roja pequeña, azul grande, azul pequeña, amarilla grande, amarilla pequeña*)

Set up two teams, one to be the Xs and the other to be the Os. A player from the starting team selects a vocabulary card from any envelope. If he or she correctly says the word or phrase corresponding to the card, the team receives an X or an O on the envelope. Play continues until one team has three of its symbols in a row—across, down, or diagonally.

Objectives for day 4 :

Student will indicate comprehension of Spanish words by demonstrating verbally or non-verbally comprehension of Spanish vocabulary:

- *Me gusta (me gustan)*
- *No me gusta*
- *Las papas fritas*
- *La hamburguesa*
- *El pastel*
- *La sopa*
- *La pelota*
- *La silla*
- *El oso*
- *Los colores- rojo, verde, verde, azul, amarillo*

Connections to other subject areas:

- Literacy

Materials Needed:

- A basket
- Images of the vocabulary words listed above.
- Enough copies for each student of the student book *Me Gusta El Color...* (see blackline master)

Assessment:

Watch the students as they mark the appropriate words on their cards and follow what is happening. See assessment for Episode 111.

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. Bring in the basket of *Caperucita Azul*. Pick out objects from the basket (Ex: *las papas fritas*—french fries; *la hamburguesa*—hamburger; *la sopa*—soup; *el pastel*—cake, or *chocolate*) and begin by saying *Me gustan las papas fritas*. *No me gusta la sopa*. Then ask individual students *¿Te gusta o no te gusta?* (Do you like it or don’t you like it?) Encourage students to say *Me gusta* or *No me gusta*.
2. Display objects of the same color, for example: *la silla* (the chair), *la flor* (the flower), *el oso* (the bear), *la pelota* (the ball). Tell the students *Me gusta el color rojo*. (*azul, verde, amarillo*) (I like the color red.) Ask students *¿Cuál color te gusta?*(or Which color *te gusta?*) *Rojo, verde, azul o amarillo*. (Which color do you like? Red, green, blue or yellow.)
3. Included with this lesson guide is a black line master for a booklet for the students to complete and take home. The book is called *Me Gusta el color _____*. Distribute one book per student. Say *¿Cuál color te gusta? Rojo, verde, azul o amarillo. Coloreen el libro con los crayones.* or *Which color te gusta? Rojo, verde, azul, o amarillo. Color your books with crayons.* Have them fill in the blank with their favorite color and then color each page. You can use this book to read together in class or they can pair up and share with a friend.

Correctives and

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

Pronunciation Hints:

Gusta= as goose-tah

Me gusta= as
May goose-tah.

Cuál color= coo-ahl
Color (remember to pronounce the “o” as in “oh!”)

Note:

Me gusta la sopa.
(literally- soup pleases me, so the verb is singular)

Me gustan las papas fritas.
(literally- french fries please me, so the verb is plural.)

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 111: Lesson 4, Caperucita Azul

See card with Warm-up dialogue.

Bring in the basket of *Caperucita Azul*. Pick out objects from the basket (Ex: *las papas fritas*—french fries, *la hamburguesa*—hamburger, *la sopa*—soup, *el pastel*—cake, or *chocolate*).

Begin by saying *Me gustan las papas fritas. No me gusta la sopa.*

Ask individual students *¿Te gusta o no te gusta?* Do you like it or don't you like it?)

Encourage students to say *Me gusta* or *No me gusta*. (I like it. I don't like it.)

Display objects of the same color, for example: *la silla* (the chair), *la flor* (the flower), *el oso* (the bear), *la pelota* (the ball). Tell the students *Me gusta el color rojo. (azul, verde, amarillo)* (I like the color red.) Ask students

¿Cuál color te gusta? Rojo, verde, azul o amarillo. (Which color do you like? Red, green, blue or yellow.)

Distribute one book per student.

Say *¿Cuál color te gusta? ¿Rojo, verde, azul o amarillo? Coloreen el libro con los crayones.*

or *Which color te gusta? ¿Rojo, verde, azul, o amarillo? Color your books with crayons.*

Have them fill in the blank with their favorite color and then color each page.

Final Assessment

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
111	<p><u>Nouns/ Noun Phrases</u></p> <p>La playa</p> <p>La luna</p> <p>Una abeja/ Las abejas</p> <p><u>Expressions</u></p> <p>¡Silencio!</p> <p>Había una vez...</p> <p>¿Por qué no?</p> <p>Tambien</p> <p>¡Socorro!</p> <p><u>Sentences</u></p> <p>La niña se llamaba Caperucita Roja.</p> <p>Caperucita Azul tenía un cesto.</p> <p>En el cesto había pan.</p> <p>¿Qué pasó? (¿Qué pasa?)</p> <p>En el bosque había un perro grande.</p> <p>¿Como te llamas?</p> <p>Me llamo...</p> <p>¿A dónde vas?</p> <p>¿Quién es?</p> <p>Quién está a la puerta?</p> <p>Soy yo.</p> <p>Caperucita Azul vio unas abejas.</p>	<p>The beach</p> <p>The moon</p> <p>A bee, the bees</p> <p>Silence!</p> <p>Once upon a time...</p> <p>Why not?</p> <p>Too, also</p> <p>Help!</p> <p>The girl's name was Little Red Riding Hood. (She called herself Little Red Riding Hood)</p> <p>Little Blue Riding Hood had a basket.</p> <p>In the basket, there was bread.</p> <p>What happened? (What IS happening?)</p> <p>In the forest there was a big dog.</p> <p>What is your name?</p> <p>My name is...</p> <p>Where are you going?</p> <p>Who is it?</p> <p>Who is at the door?</p> <p>It is I. (It's me)</p> <p>Little Red RidingHood saw some bees.</p>

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 111—LITTLE BLUE RIDING HOOD

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word			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>los ojos.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>me gusta.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>las manos.</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>azul.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>sí</i> and <i>no.</i>			Comprehension of designated Spanish vocabulary.	

Correctives and Enrichments- Episode 111

Time	Lang.	Prep.	Description	Materials Needed
10	1	2	<p style="text-align: center;"><u>AB Patterns Activity</u></p> <p>Teacher gives on-going instructions as the students work together in pairs. One student sets a pattern for the others to complete. Then they exchange roles. You can use the colored hands from this episode.</p>	Objects for focus vocabulary (or colored hands from this episode)
5-10	1	5	<p style="text-align: center;"><u>Telephone Activity</u></p> <p>Students are seated in a circle. Two images (<i>e.g.</i> una mano grande, una mano pequeña) are passed around the circle, one clockwise, the other counter clockwise. Students whisper to the next student what the object is as they pass it along. (You should hear one description in one direction, the other in the opposite direction.)</p>	Objects for focus vocabulary (or colored hands from this episode)
5-10	1	3	<p style="text-align: center;"><u>TPR Hold Up Activity</u></p> <p>Each student has in front of him or her pictures or images of objects in the vocabulary. Student touches or holds up the object named by the teacher. Teacher could also ask the students to hold up a color they like, then a color they don't like. They could say <i>Me gusta el rojo</i> or <i>No me gusta el verde</i>, for example.</p>	Objects for focus vocabulary; crayons or colored objects in the colors whose Spanish names they know.
10-15	2	4	<p style="text-align: center;"><u>Sense of the Sentence Game</u></p> <p>For students who are beginning to make complete sentences, this activity can be a challenging and fun game. Take a sentence such as <i>Me gusta el rojo</i>. Cut the sentence into four pieces and give one part to four individual students. If they can't read the words, whisper the word in each student's ear. Then have them form the sentence by arranging themselves and saying the sentence. For enrichment.</p>	Cut up simple sentences.

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. <i>e.g.</i> props. |

Vocabulary Cards

Episode 111

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

los dientes	los dientes
la nariz	la nariz
los ojos	los ojos
me gusta	me gusta
las manos	las manos
la cabeza	la cabeza
azul	azul

Me

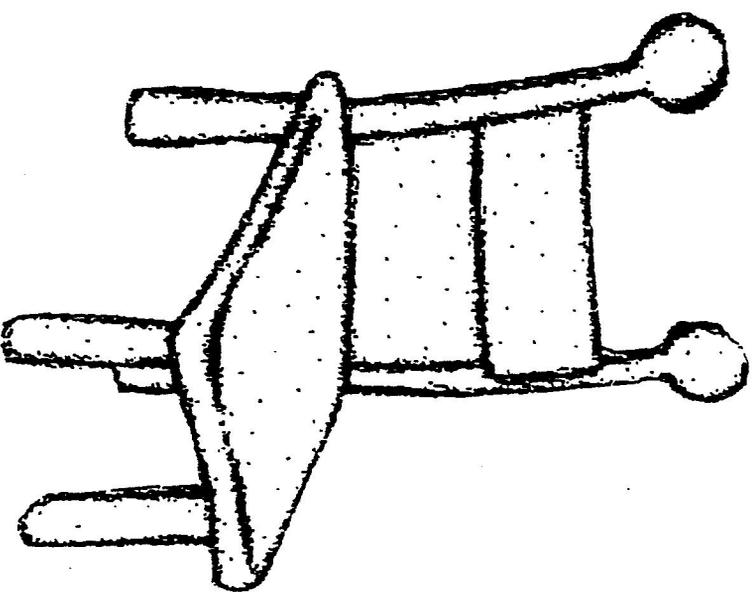
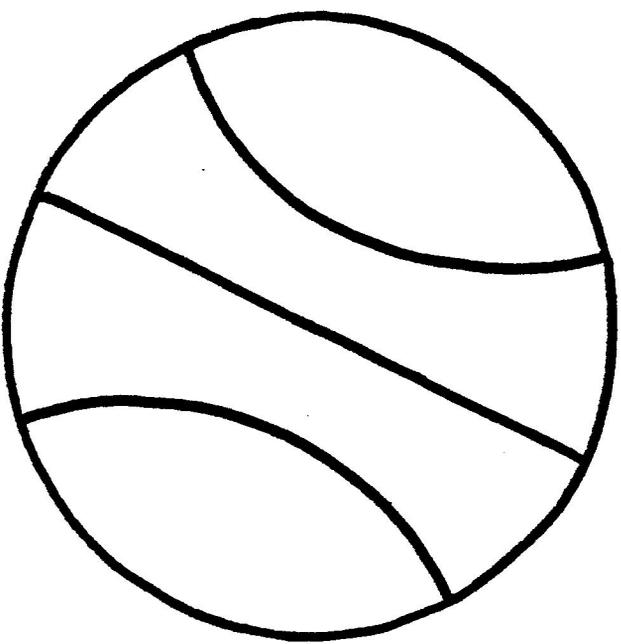
gusta

el color

por

Me gusta la pelota

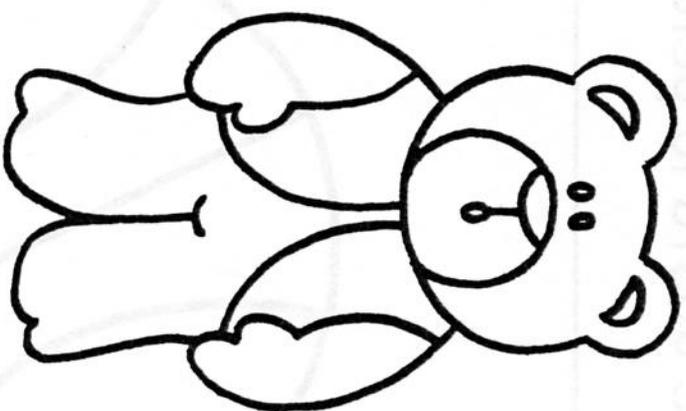
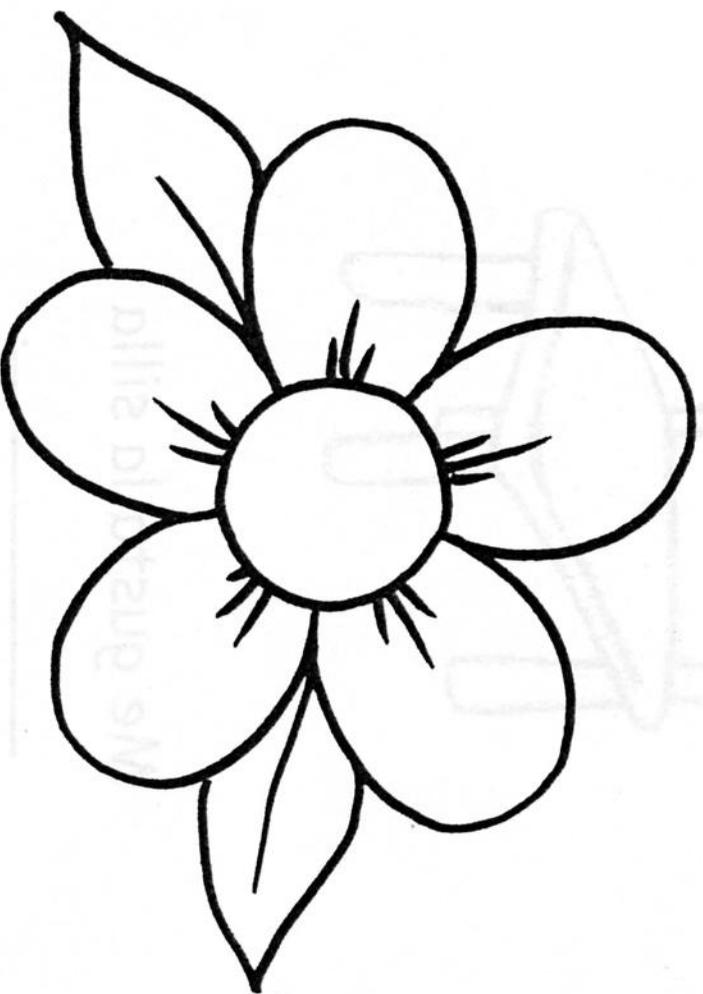
_____.



Me gusta la silla

Me gusta la flor

_____.



Me gusta el oso

_____.

Songs for Episode 111

“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.

“Buenos Días”

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

Buenos días, Buenos días

¿Cómo estás? ¿Cómo estás?

Muy bien gracias. Muy bien, gracias.

¿Y usted? ¿Y usted?

Substitute: tardes, noches

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



SALSA Home Connection

Episode 111

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 say "I am going to brush my **dientes**". (teeth)
/dee-ehn-tehs/

Sí _____

No _____

I can point to my eyes and say "**ojos**". /oh-hohs/.

Sí _____

No _____

I can say the color blue. "**azul**". /ah-sool/

Sí _____

No _____

I can show everyone my hands and say "**las manos**".
/(lahs)(mah-nohs)/

Parent comments/questions.



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

National Foreign Language Standards, 1996