

WyFLES Teachers' Materials

SALSA Episode 112

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Sample Pacing of Episode 112

First and Second Grades

Week One:

- Show the video Episode 112 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:

- *Los amigos*
(the friends)
- *Las papas fritas*
(the french fries)

Characters/Personajes:

- *Perro* (Dog)
- *Caperucita Roja*
- *Bebé Oso* (Baby Bear)
- *Armadillo*
- *Ardillas* (Squirrels)
- *Perrito* (Puppy)
- *Lobo* (Wolf)
- *Juguetes* (Toys)
- *Todos* (All in the cast)

Synopsis

Little Red Riding Hood and the wolf become friends. Grandmother sends Little Red Riding Hood home with a basket of goodies. Because they have learned to share as friends, when Little Red Riding Hood and the wolf meet in the woods, they trade goodies. Then, realizing what good friends they have become, they break into song.

Wyoming Standards:

1. Communication:

Students communicate in a

Essential Activities:

- 1) Watch the SALSA series guide for Episode 112. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 112 to your class at least twice each week. (See the teachers' guide 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. (15 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 review 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. Review members of the family by giving out images of the following: **la abuela** (grandmother), **el abuelo** (grandfather), **la mamá** (mother), **el papa** (father), **el bebé** (baby boy), **el niño** (boy), **la niña** (girl). Bring these students to the front of the room. Say This is **la abuela**. or **Esta es la abuela**. Repeat with the other images.

Notes:

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 focus vocabulary.
2. indicate verbally or non-verbally comprehension and cultural awareness of:
 - “Uno para mí, uno para tí.”
 - Spoken information about names and physical descriptions.

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.)

3. Go to different corners or areas of the room and call out each of the family members followed by the command ***Ven aquí.*** Example: ***Abuela, ven aquí por favor.*** (Grandmother, come here please.) The student who has the correct image will come to you. Leave the child there and go to another area of the room. Repeat the command.
4. Once all of the family members are placed around the room, have the rest of the class turn and say to the corresponding family members: (You say) ***Wave and say Hola, abuela. /Buenos días, abuelo. /Buenas tardes, mamá. /Hasta luego, papá. /Buenas noches, bebé. /Hola, niño. /Hola, niña.***
5. Go back to the front of the room and call each family member back to you. ***Abuela, ven aquí por favor.*** Line the students up in the front of the class. Stand behind a family member and ask the rest of the class ***¿Quién es?*** (Who is this?) Have the class respond with the appropriate word (***la abuela, el abuelo, la mamá, el papá, el bebé, la niña, el niño***). Don't forget to say “***Gracias***” as you collect the images.

Materials Needed:

- The hand puppet (or other object) that you used in previous episodes to practice a dialogue.
- Images of the family members. (These are the images that you used for previous episodes in the *Caperucita Roja* series.)

Suggested web sites:

- Check the official SALSA web site for their activities. <http://www.gpb.org/peachstar/salsa>
- <http://literacycenter.net> (go to lessonview) This site has the letters and their pronunciation (with games for very young children using the letters); geometrical shapes, numbers and colors with pronunciation (all with games). This site might be a good learning center activity. (recommended by Susy, a FLES teacher in West Virginia)

Pronunciation Hints:
Ven aquí.

Ven= as in bent
Aquí= ah-key
 Together=
 ben-ah-key
 (the v is pronounced somewhere between a “b” and a “v”)

¿Quién es?

Quién= key-n
Es= s
 Together=
 Key-n-s? (go up on the s sound)

Vocabulary:

Expressions:

Dámela (dah-may-lah)
 (Give it to me)

¿Yo? (Me?)



Sentences:

Es mi banana.
 (It's my banana.)



Tengo una idea.
 (I have an idea.)

Hint: remember how Spanish vowels are pronounced when you say idea in Spanish.
 “i”= ee
 “e”= a (as in day)
 “a”= ah
 Idea= ee-day-ah

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



THE TEACHER SAYS  AND (DOES) 	
Episode 112: <i>La porción de Lobo</i>	
Warm-up Dialogue (Model with a puppet)	
T:	<i>Buenos días, (puppet's name).</i> (or <i>Buenas tardes</i> , as appropriate.)
P:	<i>Buenos días, Señor/Señora/Señorita _____.</i>
T:	<i>¿Cómo estás tú?</i>
P:	<i>Muy bien, gracias. ¿Y usted?</i>
T:	<i>Muy bien, gracias.</i>
Sing <i>Buenos días</i> 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

<div>THE TEACHER SAYS  AND (DOES)</div>	
* a word in [] indicates you may choose to say the word or not say the word. An <u>underlined</u> word means that it could change to another noun.	
Episode 112: Lesson 1, <i>La porción de Lobo</i>	
See card with Warm-up dialogue.	
Distribute pictures of the family. Ask students to come to the front of the room. Introduce each family member.	
<div><div>[Esta es] (fem.) This is <u>la abuela</u>. (<i>la niña, la mamá</i>)</div><div>[Este es] (masc.) This is <u>el abuelo</u>. (<i>el papá, el bebé, el niño, el abuelo</i>)</div></div>	
<u>Abuela</u>, ven aquí, por favor Go to a corner of the room and direct a family member to go to that corner. Continue until all family members are positioned around the room.	
Have the class wave and say to each family member:	
Hola, abuela.	
Buenos días, abuelo.	
Buenas tardes, mamá.	
Hasta luego, papá.	
Buenas noches, bebé.	
Hola, niño/niña.	
<u>Abuela</u>, ven aquí, por favor. Direct the students back to the front of the room.	
¿Quién es?	
Stand behind each student holding one of the cards of a family member. Have the class respond with the appropriate word. Collect the cards when finished.	

<p><u>Objectives for day 2:</u> Student will indicate comprehension of Spanish words by:</p> <ul style="list-style-type: none"> • following TPR commands • naming members of the family <p><u>Connections to other subject areas:</u></p> <ul style="list-style-type: none"> • Literacy <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> • Multiple objects representing members of the family <p><u>Assessment:</u> Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 112)</p>	<p><u>Sample Lesson for Day 2:</u> (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.</p> <ol style="list-style-type: none"> 1. Distribute the images of the family to various students and give the following TPR commands <i>María, muéstrame <u>la abuela.</u></i> or Show me <u>la abuela.</u> <i>Rosa, salta con <u>la niña.</u></i> or Jump with <u>la niña.</u> <i>Juan, corre con <u>el papá.</u></i> or Run in place with <u>el papá.</u> <i>Miguel, anda con <u>el abuelo.</u></i> or Walk with <u>el abuelo.</u> <i>Manuel, dale <u>el bebé a Susana.</u></i> or Give <u>el bebé</u> to Susana. <i>Ana, dame <u>la mamá.</u></i> or Give me <u>la mamá.</u> 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. 2. The Memory Game This game can be played with the whole class or in small groups. Large group: Duplicate images of the vocabulary and hang facing backwards on the board. A student goes to the board and chooses one of the images and turns it over and says what the card represents. You may help the student by saying, <i>¿Es <u>el papá o el abuelo?</u></i> The student then turns over another card, saying what the image represents. If the cards match the student takes them back to his or her seat. If the cards do not match, the student returns the cards and another student gets a chance. Small groups: Two sets of vocabulary cards can be mixed together and laid face down. Students take turns choosing vocabulary cards and trying to make a match. If two cards match, the player may continue. If they do not match the student must put the cards back and the next student gets a turn. 	<p>Notes:</p> <p>Pronunciation Hints: 1) <i>Muéstrame</i> = Moo-<u>ace</u>-trah-may 2) <i>Anda</i> = <u>ahn</u>-dah 3) <i>Con</i> = like “cone” in English </p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 	
Episode 112: Lesson 2, <i>La porción de Lobo</i>	
See card with Warm-up dialogue.	
Distribute images of family members to various students and give the following TPR commands (some modeling may be needed for the commands):	
<u>María</u>, muéstrame <u>la abuela</u>.	Or Maria, show me <u>la abuela</u> .
<u>Rosa</u>, salta con <u>la niña</u>.	Or Rosa, jump with <u>la niña</u> .
<u>Juan</u>, corre con <u>el papá</u>.	Or Juan, run in place with <u>el papá</u> .
<u>Miguel</u>, anda con <u>el abuelo</u>.	Or Miguel, walk with <u>el abuelo</u> .
<u>Manuel</u>, dale <u>el bebé</u> a <u>Susana</u>.	Or Manuel, give <u>el bebé</u> a <u>Susana</u> .
Continue using the commands, involving as many students as possible.	
Play the Memory Game. This game can be played with the whole class or in small groups.	

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

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

- *Las papas fritas*
- *Me gusta (singular)*
- *Me gustan (plural)*
- *Uno para mí y uno para tí*
- *Amigos (masculine)*
- *Amigas (feminine)*

Connections to other**subject areas:**

- Literacy
- Math- counting
- Music- singing

Materials needed:

- 6 images of a single french fry
- SALSA video of Episode 112
- The Bingo game you received with Episode 109

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. Begin by showing a picture of *papas fritas* (french fries) and say ***Me gustan las papas fritas.*** Ask students *¿Te gustan las papas fritas? (Do you like french fries?)* Place 6 images of *papas fritas* on the board. Ask a student to come and join you. Divide the french fries between the two of you by saying ***uao para mí y uao para ti.*** Count out the number each of you receives. Do this several times each time changing the number of *papas fritas* until the students are chanting with you ***una para mí y una para ti.***
2. Have students sit in pairs and give them ten counters. Call out an even number and have the students count it out together. Then have them divide the counters between the two of them. Have them say ***Uno para mí y uno para ti.*** Have them recount the number each received. Do this for about 3-5 minutes.
3. Repeat #1 only this time use two students who you know to be friends. Introduce them as ***amigos/as.*** Show the SALSA video where Niña and Señor Lobo sing. Handout a copy of the ***Amigos*** song and sing along with the video.
4. Review all vocabulary words by playing BINGO. Distribute the BINGO cards to the class. Call out one of the cards, and each student with that item will put a marker on the square. When a student has covered three down, three across, or three diagonally, the student must call out BINGO in order to win.

Pronunciation Hints:

Uno(una) para mí y uno(una) para ti.

Remember to pronounce the vowels in Spanish rather than in English!

A= ah

I= ee

Y= ee

Para= pah-rah

Mí, Tí= me, tea

Y= ee

Note:

One for you, one for me will change in gender. (uno is masculine, una feminine) Examples: *Uno for a book*
Una for a french fry
(Don't explain to students unless asked.)

Note:



A reminder that the expression “I like something” in English is literally translated in Spanish as “Something pleases me.” Because of that, the number of “things” that you like (or that please you) determines whether you will use a singular verb (***Me gusta***) or the plural form (***Me gustan***).

Examples:

Me gusta el rojo.

Me gustan las papas

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

<p style="text-align: center;">THE TEACHER SAYS  AND (DOES) </p>
<p>Episode 112: Lesson 3, <i>La porción de Lobo</i></p>
<p style="text-align: center;">See card with Warm-up dialogue.</p>
<p>Say <i>Me gustan <u>las papas fritas</u></i>. Show a picture of french fries.</p>
<p><i>¿Te gustan <u>las papas fritas</u>?</i> Ask the students if they like french fries.</p>
<p><i>Una para mí y una para ti.</i> Choose a student and divide the french fries. Count out the number that each of you receives. Do this with several students.</p>
<p>Have students sit in pairs and give them ten counters. Call out an even number and have the students count it out together. Then have them divide the counters between the two of them. Have them say <i>Uno para mí y uno para ti.</i> Have them recount the number each received. Do this for about 3-5 minutes.</p>
<p>Repeat exercise #1 with two students who are friends. Sing the <i>Amigos</i> song on the SALSA video. See handout for the words.</p>
<p>Review all vocabulary by playing BINGO.</p>

Objectives for day 4 :

Student will indicate comprehension of Spanish words by preparing a “book” about his or her family going to a fast food restaurant on the weekend.

Connections to other subject areas:

- Literacy

Materials Needed:

- A *Hamburguesa y Papas Fritas* “book” for every child. (see black line masters)

Assessment:

Watch the students as they prepare their book. (See assessments provided with this unit.)

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.

This concludes the theme of *Caperucita Azul*. At this time you may want to revisit the story by watching Episode 107. Check for comprehension of vocabulary words and a better understanding of the story.

Included with this lesson are blackline masters for a book called *Hamburguesas y Papas Fritas* (Hamburgers and French Fries). Review the pages with the children and have them fill in the appropriate responses. Afterwards have the children color the pages. When everyone is finished read the book together after having a take out order of hamburgers and french fries for lunch.

Hamburguesa y papas fritas (Hamburgers and french fries)
por (by) student’s name

Esta es mi familia. (This is my family).
Students draw a picture of their family.

El sábado/ domingo (choose one) *salimos de paseo.*
(Saturday/Sunday we go for a ride.)

Algunas veces vamos a McDonalds/Burger King/Hardees (choose one)
Sometimes we go to McDonalds/Burger King/Hardees

y comemos hamburguesas (and we eat hamburgers)

comemos papa fritas (we eat french fries)

y tomamos refrescos. (and we drink soft drinks)

Regresamos a la casa muy felices.
We return to the house very happy.

Pronunciation Hints:

(with reminders about vowel sounds in Spanish)

Por (by)= pronounced like the English word pour. **o= oh**

Salimos de paseo (we go for a ride)= sah-lee-mohs day pah-say-oh
a=ah
i=ee
o=oh
e=ay

Algunas veces (some times)= ahl-gooh-ahs yay-seis (like the Spanish word for 6)
a=ah
u=oo
e= ay



Comemos (we eat)= Co-may-mohss
o=oh
e=ay

Tomamos (we drink)= Toe-mah-mohss
o=oh
a=ah

Regresamos (we return)= Ray-grace-ah-mohss
e=ay
a=ah
o=oh

Felices (happy)= Fay-lease-ace
e=ay
I=ee

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

<div>THE TEACHER SAYS  AND (DOES) </div>	
Episode 112: Lesson 4, <i>La porción de Lobo</i>	
See card with Warm-up dialogue.	
<i>Hamburguesa y papas fritas; por</i> (by) Ask them to write their name in the blank.	
<i>Esta es mi familia.</i> (This is my family) Ask them to draw their family and write <i>familia</i> in the blank.	
<i>El sabado/domingo</i> (choose one) <i>salimos de paseo.</i> (On Saturday or Sunday, we go for a ride.) Ask them to write which day they might go for a ride.	
Algunas veces vamos a McDonald's/ Burger King/ Hardees (choose one) (Sometimes, we go to McDonalds/Burger King/ Hardees.) Ask them to write their favorite in the blank.	
<i>y comemos hamburguesas,</i> (and we eat hamburgers) Have them write the word for hamburgers in the blank.	
<i>comemos papas fritas</i> (and we eat french fries) Have them write the word for french fries in the blank.	
<i>y tomamos refrescos.</i> (and we drink soft drinks) Have them write the word for soft drinks in the blank.	
<i>Regresamos a la casa muy felices.</i> (We go home happy.) Have them write the words for in the blanks.	
(Then read the book with your students.)	
Final Assessment	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
112	<u>Nouns/ Noun Phrases</u>	
	La porción	The share/ portion
	La porción de Lobo.	The wolf's share/ portion
	Un monstruo.	A monster
	Las papas fritas.	The french fries
	<u>Expressions/ phrases</u>	
	¿Yo?	Me?
	Es verdad.	It's true.
	Para mí. Para ti	For me. For you.
	¿Unas uvas para mí?	Some grapes for me?
	Para ti unas uvas y para mí unas papas fritas.	For you some grapes, for me some french fries.
	Una para ti y una para mí.	One for you and one for me.
	Buena idea.	Good idea.
	Yo también.	Me too.
	<u>Sentences</u>	
	Es mi banana.	It's my banana.
	Dámela.	Give it to me.
	Ahora voy.	I'm coming (now).
	Aquí llevas un cesto de comida.	Here is a basket of food.
	Tengo una idea.	I have an idea.
	Tengo miedo.	I am afraid.
	No eres un monstuo.	You're not a monster.
	Eres una niña.	You're a girl.

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 112—THE WOLF’S SHARE

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>las papas fritas</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los amigos</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la abuela/el abuelo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la mamá</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el papá</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la niña/el niño</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el bebé</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>uno para mí y uno para ti</i> .			Comprehension of designated Spanish vocabulary and cultural awareness.	

Salsa Episode 112
Little Blue Riding Hood
Assessment Observation Checklist

	Responds to <i>las papas fritas.</i> (Vocabulary comprehen- sion)	Responds to <i>los amigos</i> (Vocabulary comprehen- sion)	Responds to <i>la abuela/ el abuelo</i> (Vocabulary comprehen- sion)	Responds to <i>la mamá</i> (Vocabulary comprehen- sion)	Responds to <i>el papá.</i> (Vocabulary comprehen- sion)	Responds to <i>la niña/ el niño</i> (Vocabulary comprehen- sion)	Responds to <i>El bebé</i> (Vocabulary comprehen- sion)	Responds to <i>Uno para mí y uno para tí</i> (Vocabulary comp.)
Student's Name	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
1								
2								
3								
4								
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25								

Correctives and Enrichments- Episode 112

Time	Lang.	Prep.	Description	Materials Needed
10-15	2	1	<p style="text-align: center;"><u>Big Book Story Telling</u></p> <p>If you have a big book of Little Red Riding Hood in English, you can read the story with your students, substituting any Spanish words that you and they now know. This would be a very good review of the SALSA vocabulary for the story.</p>	A big book of <i>Little Red Riding Hood</i>
10-15	1	1	<p style="text-align: center;"><u>Big Book Cloze/Fill-in-the-Blank Activity</u></p> <p>This activity is similar to the Big Book Story Telling activity, but this time, you predetermine which words you are going to “leave out.” This could be done with sentence strips or by simply covering the English words for which you will ask your students to substitute Spanish words.</p>	A big book of <i>Little Red Riding Hood</i>
5-10	1	0	<p style="text-align: center;"><u>Video Activity: What’s Happening</u></p> <p>An excellent review of Episodes 107-112, this activity allows you to see what you students have learned in these six episodes. Play the video, stopping it at a time when you think the students will know what the puppets are saying. Example: <i>Esta silla es _____ (perfecta!)</i></p>	The video of Episode 107 as a review- or any other episode in this six-episode series.
10-15	1	2	<p style="text-align: center;"><u>¿Qué es? Quiz Game</u></p> <p>(See Activity 24 on page 34 of the Teacher’s Resources and Materials packet.) Using the objects that you have previous used in episodes 107-112, follow the directions given for Activity 24.</p>	The images that you have used for episodes 107-112.

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 112

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

las papas fritas	las papas fritas
los amigos	los amigos
la abuela	la abuela
la mamá	la mamá
el papá	el papá
la niña	la niña
el bebé	el bebé

Amigos (Friends)

To the tune of *She'll Be Coming Round the Mountain* from Episode 112

Eres tú mi amigo, eres tú.

You are my friend, you are.

Sí, soy yo tu amigo, sí soy yo.

Yes, I am your friend, yes I am.

ChaChaCha

ChaChaCha

Eres tú mi amigo,

You are my friend,

Sí, yo soy tu amigo.

Yes, I am your friend.

¡Somos dos amiguitos,

We are two friends,

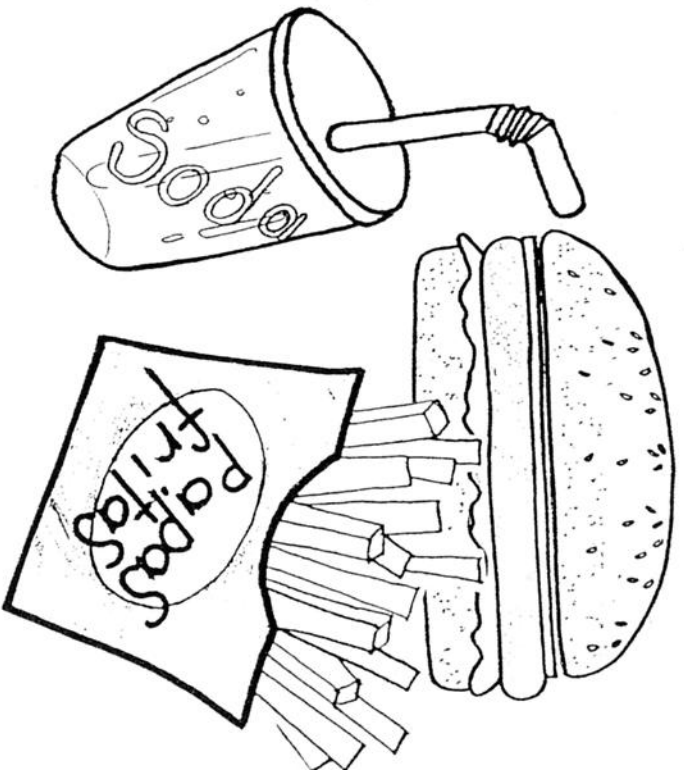
sí, somos!

yes, we are!

ChaChaCha

ChaChaCha

Hamburguesa y papas fritas



por: _____

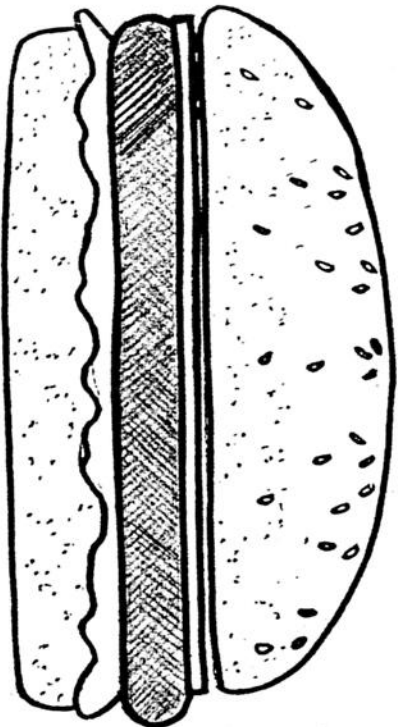
Regresamos a
_____ **muy**
_____.

La casa - felices

y comemos

,

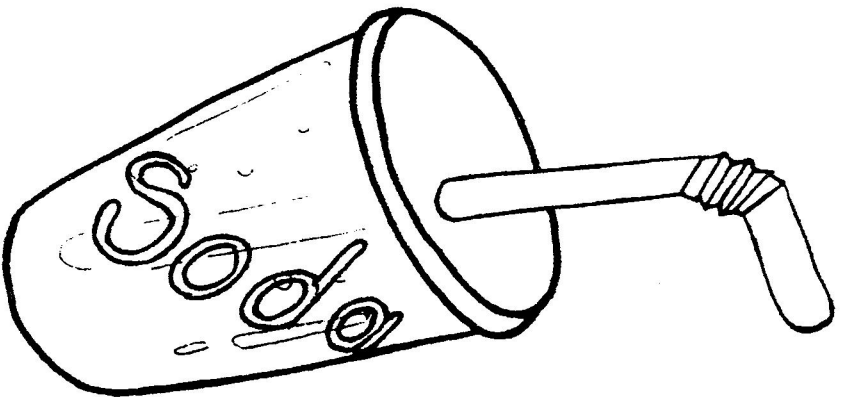
Esta es mi



Hamburguesas

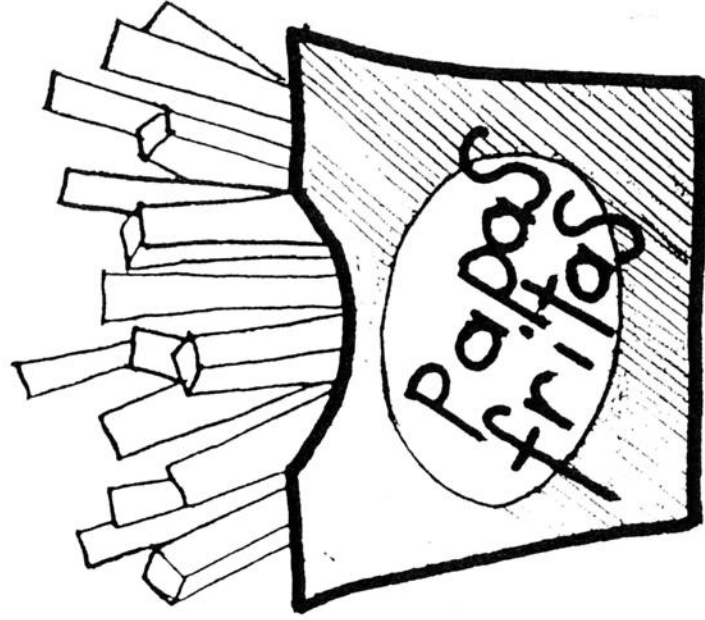
familia

y tomamos



Refrescos

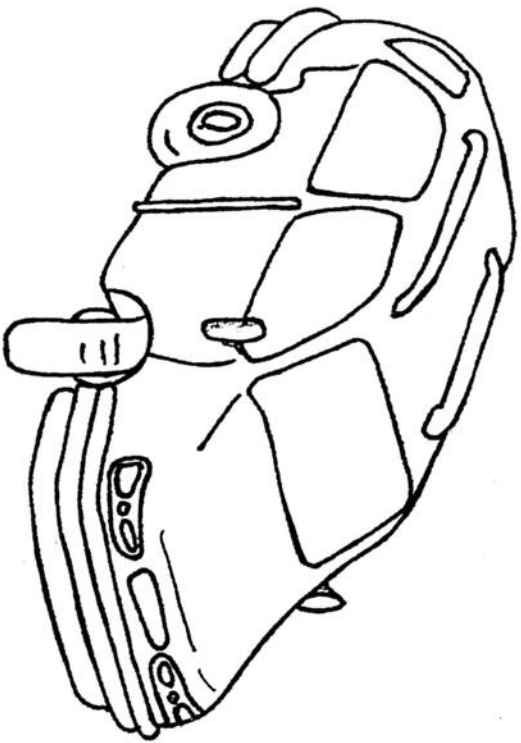
comemos



Papas fritas

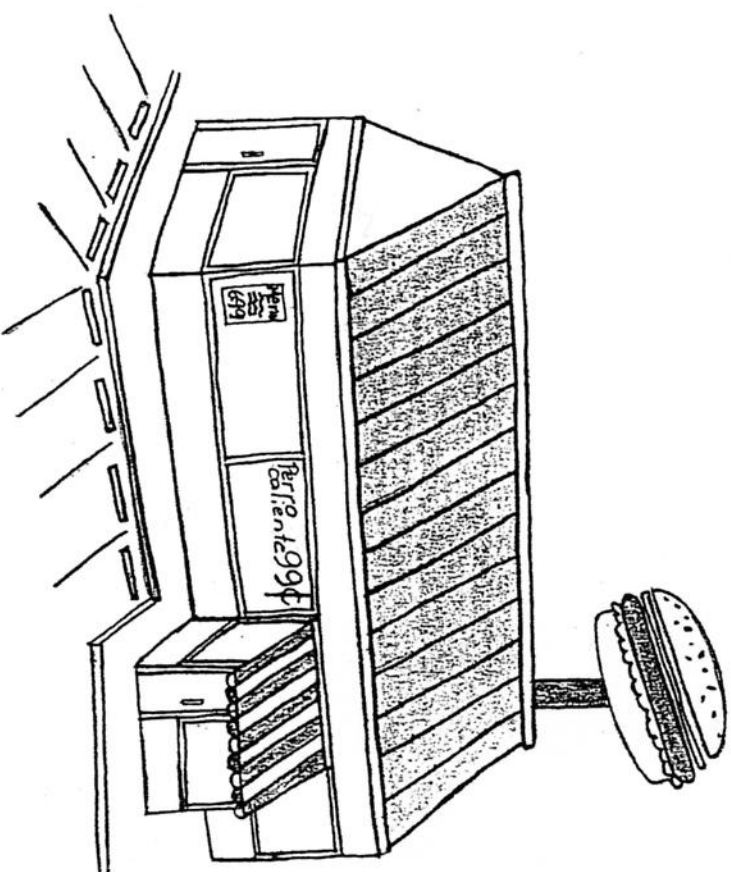
El _____

salimos de paseo



Algunas veces

vamos a: _____



sábado o domingo

2

**McDonalds, Burger King,
Hardees, etc.**

3

Songs for Episode 112

“En Mi Familia”

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

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

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

Substitute: Abuela, Abuelo

“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

“Amigos”

(Sung to the tune of “She’ll Be Coming Around the Mountain”)

**Eres tú mi amigo, eres tú. Cha Cha Cha
Sí, soy yo tu amigo, sí soy yo. Cha Cha Cha
Eres tú mi amigo,
Sí, soy yo tu amigo.
¡Somos dos amiguitos,!
Cha Cha Cha**

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



Hola

SALSA Home Connection

Episode 112

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 "French fries" in Spanish. **"papas fritas"**
/(pah-pahs)(free-tahs)/

Sí _____

No _____

I can call my friends **"los amigos"**/(lohs)(ah-mee-gohs)

Sí _____

No _____

I can draw a picture of my family and call them
"la familia"./(lah)(fah-mee-lee-ah)/

Sí _____

No _____

I can say "I like" in Spanish.
"Me gusta"./(meh)(goos-tah)/

Parent comments/questions.



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

National Foreign Language Standards, 1996