

## WyFLES Teachers' Materials SALSA Episode 114

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## Sample Pacing of Episode 114

### First and Second Grades

#### Week One:

- Show the video Episode 114 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:**  
**Los Tres Chivos**

**Focus Vocabulary:**

- *El queso* (cheese)
- *El tomate* (tomato)
- *La pizza* (pizza)

**Characters/Personajes:**

- *Chivo Grande*(Big Goat)
- *Chivo Mediano*  
(Medium Goat)
- *Chivo Pequeño* (Little Goat)
- *Monstruo* (Monster)
- *Perro* (Dog)
- *Los Osos* (The 3 bears)
- *La Niña de la Pizzeria* (The Pizza Girl)
- *Pez* (Fish)
- *Juguets* (Toys)
- *Actores* (Actors)

**Synopsis**

This time, when the goats decide to have pizza, they call in an order for delivery. When the Pizza Girl arrives at the bridge, the Monster decides to frighten her before he realizes that she has purple hair. Since he is afraid of the color purple, he runs away, falling into the creek..

**Wyoming Standards:**

**1. Communication:**

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

**2. Culture—**

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 114. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 114 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. (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 mal.* Very bad.  
**T:** *¡Qué lástima!* That’s too bad!
2. Set out pictures or objects on a table in the front of the room. See blackline masters included with this unit-- monster (*el monstruo*), *la pizza*, cheese (*el queso*), tomato (*el tomate*) and french fries (*las papas fritas*).



**Notes:**





<p><b><u>Objectives:</u></b> 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: • Expressions of courtesy • Traditional Spanish music.</p> <p><b><u>Correctives and Enrichments:</u></b> Please see the expansion activities provided with this episode.</p> <p><b><u>Assessment</u></b> Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided.)</p> <p><b><u>Materials Needed:</u></b> Pictures or objects representing the focus vocabulary words. (see black line masters)</p>	<p>3. Show the pizza (<i>la pizza</i>) to the class and say either <i>la pizza</i> if you know only the basic words, or, if you want to try more Spanish, <i>Esta es la pizza</i>. (This is the pizza.)</p> <p>Ask students as a group to point to the pizza. Say <b>Point to la pizza</b>. or <b>Señalen la pizza</b>.</p> <p>Ask individual students to touch the pizza. Say <b>Touch la pizza</b>. or <b>Toca la pizza</b>.</p> <p>Repeat this sequence with the other objects: <i>el monstruo</i> (monster), <i>el queso</i> (cheese), <i>el tomate</i> (tomato) and <i>las papas fritas</i> (french fries).</p> <p>4. Hang the pictures on the board. Review with the students what each item is: <i>el monstruo</i>, <i>la pizza</i>, <i>el queso</i>, <i>el tomate</i> and <i>las papas fritas</i>. Have the students close their eyes as you remove one of the pictures. Ask the students what is missing. <i>¿Qué falta?</i> When the student guesses correctly allow that student to be the one to come up and remove the missing item as the rest of the class closes their eyes. Involve as many students as possible.</p> <p>5. Ask a student to leave the classroom while you hide one of the items in the room. Ask the student to return to the classroom and find the item. Either give verbal instructions to help the student locate the item or use the words <i>caliente/frío</i> (hot/cold). Continue the game by rotating the items or hide more than one around the room, hiding as many as up to three as the students get better at the game. Tell the student how many items they must find or what they are looking for: <i>el monstruo</i>, <i>el queso</i>, <i>el tomate</i>, <i>la pizza</i> or <i>las papas fritas</i>.</p> <p>Note: This might be a good time to review numbers in Spanish. The class counts as a student looks for the hidden object. As the student gets closer to the object, the rest of the class counts more loudly. As the student goes farther away from the object, the class counts more quietly. This game can be used to review all kinds of vocabulary.</p>	<p><b>Pronunciation Hints:</b> <i>Me gusta</i>= may <u>goose</u>-tah  <i>No me gusta</i>= no may <u>goose</u>-tah  <i>El queso</i>= Ell <u>kay</u>-sew  <i>El tomate</i>= Ell toe-<u>mah</u>-tay  <i>Las papas fritas</i>= Lahs papas <u>free</u>-tahs</p> <p><b>Grammatical Note:</b> When you say that like a particular object or thing in Spanish, you say <i>Me gusta el tomate</i>. That means that you like this particular tomato.  When you say that you like something in general in Spanish, you say: <i>Me gustan los tomates</i>. That means that you like tomatoes in general.  Note that the verb changes. This is because the sentence literally says “The tomato <u>is</u> pleasing to me” or The tomatoes <u>are</u> pleasing to me.”</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 114: Entrega Especial</b>	
<b>Warm-up Dialogue (Model with a puppet)</b> Tell students to practice the puppet's role so that eventually they can assume the role of the puppet.	
<b>T:</b> <i>Buenos días, (puppet's name.) (or Buenas tardes, as appropriate.)</i> Have students raise their hands when they hear the puppet's name.	
<b>P:</b> <i>Buenos días, Señor/Señora/Señorita _____.</i> Have students raise their hands when they hear your name.	
<b>T:</b> <i>¿Cómo estás tú?</i>	
<b>P:</b> <i>Muy mal.</i>	Puppet can cough, sneeze, moan or groan to show signs of not feeling good.
<b>T:</b> <i>¡Qué lástima!</i>	That's too bad!
Sing <i>Buenos días</i> to the tune of Brother John	
<i>Buenos días. Buenos días.</i>	<i>Buenas tardes. Buenas tardes.</i>
<i>¿Cómo estás? ¿Cómo estás?</i>	<i>¿Cómo estás? ¿Cómo estás?</i>
<i>Muy bien, gracias. Muy bien, gracias.</i>	<i>Muy bien, gracias. Muy bien, gracias.</i>
<i>¿Y usted? ¿Y usted?</i>	<i>¿Y usted? ¿Y usted?</i>

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

<b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> 	
* 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.	
<b>Episode 114: Lesson 1, <i>Entrega Especial</i></b>	
<b>See card with Warm-up dialogue.</b>	
<b>[Esta es]</b> or This is <b><u>la pizza.</u></b>	Show the picture of the pizza.
<b>[Señalen]</b> or Point to <b><u>la pizza.</u></b>	Have the students point to the picture.
<b>Toca <u>la pizza.</u></b>	Let a student touch the picture.
Repeat the sequence with the remaining words: <b>el monstruo, el queso, el tomate, las papas fritas.</b>	
<b>¿Qué falta?</b> Play this game by hanging the pictures on the board. Tell the students to close their eyes. Remove one of the pictures and ask the students to open their eyes. Ask <b>¿Qué falta?</b> The child who guesses correctly can then take a turn removing an item and asking the class <b>¿Qué falta?</b>	
<b>Escondidas (Hide-n-seek)</b> Choose a student to leave the classroom. Hide one of the pictures in the classroom. Ask the student to return to the room. As the child moves closer to the item say <b>caliente</b> , as they move farther away say <b>frío</b> . As the students get better at understanding <b>caliente/frío</b> increase the number of objects hidden in the room.	



**Objectives for day 2:**

Student will indicate comprehension of Spanish words by:

- responding to questions regarding personal likes and dislikes
- asking each other about likes and dislikes
- naming words in created patterns

**Connections to other subject areas:**

- Literacy
- Math-patterns
- Music- singing

**Materials needed:**

- A pizza box filled with either pictures or can labels for the vocabulary words.
- Three sizes of circles to review *grande, mediana, and pequeño*.

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 113)

**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. Sing the song *Uno, Dos, Tres Chivitos* from Episode 113.
2. Obtain a pizza box and fill it with various ingredients used for making pizza (can be labels from canned products such as tomato sauce, mushrooms, etc.). Pick an item from the box and say ***Me gustan los tomates***. (I like tomatos.) ***No me gustan los hongos***. (I don't like mushrooms.)
3. Handout the blackline master labeled ***Me gusta/ No me gusta***. Say ***Me gusta la pizza con los tomates***. (I like pizza with tomatoes.) Select a student and ask them ***¿Te gusta la pizza con los tomates, sí o no?*** (Do you like pizza with tomatoes, yes or no?) ***No me gusta la pizza con los hongos***. (I don't like pizza with mushrooms.) ***¿Te gusta la pizza con los hongos, sí o no?*** (Do you like pizza with mushrooms, yes or no?) ***¿Te gusta o no te gusta la pizza?*** (Do you like or don't you like pizza?) Continue asking ***Te gusta/ No te gusta*** questions as you circulate around the room. Encourage students to say ***Me gusta*** or ***No me gusta***. (I like it/ I don't like it.)
4. Pair the students up and have them point to an item on the handout. Have the students ask their partner ***¿Te gusta o no te gusta?*** (Do you like (it) or don't you?) Some modeling may be required before engaging the students.
5. Cutout several circles representing three sizes of pizzas, ***pequeña, mediana, grande***. Hold up a circle and say, ***Is this pizza pequeña or mediana?*** Create patterns with the circles and have the students guess what is next on the pattern. (***pequeña, pequeña, grande, grande, mediana, mediana, pequeña, pequeña, etc.***) Have the students create their own patterns with the pizzas.

Notes:

***Uno, Dos, Tres Chivitos***

***Verse One***



***Uno, dos, tres chivitos  
Uno, dos, tres chivitos  
Uno, dos, tres chivitos  
Tres chivitos son***

***Verse Two***

***Un chivito come pizza  
Dos chivitos comen  
pizza  
Tres chivitos comen  
pizza  
Tres chivitos son***



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

THE TEACHER SAYS  AND (DOES) 	
Episode 114: Lesson 2, <i>Entrega Especial</i>	
See card with Warm-up dialogue.	
Sing <i>Uno, Dos, Tres Chivitos</i>	
<i>Verse One</i>	<i>Verse Two</i>
<i>Uno, dos, tres chivitos</i>	<i>Un chivito come pizza</i>
<i>Uno, dos, tres chivitos</i>	<i>Dos chivitos comen pizza</i>
<i>Uno, dos, tres chivitos</i>	<i>Tres chivitos comen pizza</i>
<i>Tres chivitos son</i>	<i>Tres chivitos son</i>
Pick out labels (ingredients for a pizza) from a pizza box and say: <b><i>Me gustan los tomates.</i></b> Note: with <i>la pizza</i> , you say <i>Me gusta (sing.)</i> <b><i>No me gustan los hongos.</i></b>	
Follow the teacher directed sheet for using the handout for <b>Me gusta(n)/ No me gusta(n).</b>	
Pair students together. Using the handout have students ask one another <b><i>¿Te gusta o no te gusta?</i></b> or they can simply ask <b><i>¿Te gusta?</i></b>	
<b><i>Esta pizza es grande, ¿sí o no?</i></b> Use pizza circles to ask students about the different sizes <b><i>pequeña, mediana, and grande.</i></b> Use the same circles to create patterns <b><i>pequeña, pequeña, grande, grande, mediana, mediana, pequeña, pequeña, etc.</i></b> Ask students to help create new patterns.	
Use the following commands when applicable: <b><i>¡Esperen!</i></b> Wait! <b><i>¡Escuchen!</i></b> Listen! <b><i>¡Silencio, por favor!</i></b> Be quiet, please!	

**Objectives for day 3:**

Student will indicate comprehension of Spanish words by:

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

**Connections to other subject areas:**

- Literacy

**Materials Needed:**

- 3 objects or pictures of the vocabulary items (one small, one medium and one large object or picture)
- Index cards with pictures of focus vocabulary pasted on. Enough cards for each student to have one.

**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. To review the vocabulary from this lesson, show the students *el monstruo, la pizza, el queso, el tomate, las papas fritas*. Say, *Esta es la pizza, ¿sí o no?* (Is this the pizza, yes or no?) Repeat with the rest of the vocabulary. Then show an object and ask a student to choose the correct word. *¿Es el queso o el tomate?* (Is this the cheese or the tomato?) Involve as many students as possible.
2. Place large pictures of the vocabulary words in the center of a circle of students. Go around the circle and give each student (one student at a time) index card versions of the pictures in the center. Have the student match their card with one from the center. Ask for volunteers to tell you the name of the vocabulary word in Spanish. Ask *¿Qué es?* (What is it?)
3. Place pictures of three pizzas (*pequeña, mediana, grande*), monsters, tomatoes, goats and french fries face down in the center of the circle of the students. Turn over one picture, show it to the students, and ask a student to tell you what it is, *¿Qué es?* (What is it?) or *¿Es un monstruo o un chivo?* (Is this the monster or the goat?) Have the students show you more pictures, *Enséñame otro dibujo*. (Show me another picture.) Continue asking what each picture illustrates. When the same picture in a different size appears, put the two (or three) pictures together and describe the size of the object in the picture. *Es grande. Es pequeño/a. Es mediano/a.*

**Notes:**

**Pronunciation Hint:**

*Enséñame otro dibujo=*

Enn-senn-ya-may



Oh-troh

Dee-boohoe

(Show me another object)



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

<b>THE TEACHER SAYS  AND (DOES) </b>	
<b>Episode 114: Lesson 3, <i>Entrega Especial</i></b>	
<b>See card with Warm-up dialogue.</b>	
<i>Esta es <u>la pizza</u>, ¿sí o no?</i>	Show a picture of pizza.
<i>¿Es <u>el queso</u> o <u>el tomate</u>?</i>	Show a picture of a tomato.
Repeat the above sequence with all of the vocabulary <i>el monstruo, la pizza, el queso, el tomate, las papas fritas.</i>	
Place large pictures of the vocabulary words in the center of a circle of students. Go around the circle and give each student (one student at a time) index card versions of the pictures in the center. Have the student match their card with the one in the center. Ask for volunteers to tell you the name of the vocabulary word in Spanish. Ask <i>¿Qué es?</i> (What is it?)	
Place pictures of three pizzas ( <i>pequeña, mediana, grande</i> ), monsters, tomatoes, goats and french fries face down in the center of the circle of the students. Turn over one picture, show it to the students, and ask a student to tell you what it is, <i>¿Qué es?</i> or <i>¿Es un monstruo o un chivo?</i> Have the students show you more pictures, <i>Enséñame otro dibujo.</i> Continue asking what each picture illustrates. When the same picture in a different size appears, put the two (or three) pictures together and describe the size of the object in the picture. <i>Es grande. Es pequeño/a. Es mediano/a.</i>	

**Objectives for day 4 :**

Student will indicate comprehension of Spanish words by following TPR commands and by naming objects.

**Connections to other subject areas:**

- Literacy
- Math- Ven Diagrams
- Math- counting

**Materials Needed:**

- Pictures of the vocabulary items (*la pizza, la hamburguesa, las papas fritas*)
- Enough post-it-notes for each student to have three

**Assessment:**

Watch the students as they demonstrate comprehension of the vocabulary. (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.**

1. Set out pictures of *la pizza, la hamburguesa* (hamburger), *las papas fritas* (french fries). Give some TPR commands to the students to point to or touch the different pictures. *Toca la pizza. Señalen la hamburguesa.*
2. Draw three circles on butcher paper or on the board. Label one circle *la pizza*, the second *la hamburguesa*, and the third circle *las papas fritas*. Distribute three post-it-notes to each student and have the students write their names on the paper. Ask the students who likes pizza. *¿Quién le gusta la pizza?* Have the students that like pizza come and stick their name in the pizza circle. Count the number of names in each circle. Do the same with the other circles.
3. If the class can sort by two attributes, change the circles to form a Venn Diagram. Place a sign that says **LA PIZZA** at the top of the circle on the left and a sign that says **LA HAMBURGUESA** at the top of the circle on the right. Have the children place the post-it-notes in the correct circle or in the center if they like both pizza and hamburgers.

**Final Assessment-** If you have not already done so, check off student learning on the assessment sheets.

**Suggested web sites:**

- Check the official SALSA web site for their activities. <http://www.gpb.org/peachstar/salssa>

- If you have children whose first language is Spanish, check out the following web site. <http://www.YESICANKIDS.gov>. You can stay in English, or, for Spanish speakers, click español. They have a number of fairy tales for children.



- The National Geographic Society has granted free access to its online magazine index at <http://www.nationalgeographic.com/publications/explore.html>. The site also has indexes for their children’s magazines.

Notes:





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

<b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> 	
<b>Episode 114: Lesson 4, <i>Entrega Especial</i></b>	
<b>See card with Warm-up dialogue.</b>	
<b>Toca <u>la pizza</u>.</b>	Ask a student to come up and touch the pizza.
<b>Señalen <u>la hamburguesa</u>.</b>	Have the class point to the hamburger.
Repeat the above commands exchanging vocabulary ( <i>la pizza, la hamburguesa, las papas fritas</i> ) each time.	
Draw three circles on butcher paper or on the board. Label one circle <i>la pizza</i> , the second <i>la hamburguesa</i> , and the third circle <i>las papas fritas</i> . Distribute three post-it-notes to each student and have the students write their names on the paper. Ask the students who likes pizza. <i>¿Quién le gusta <u>la pizza</u>?</i> Have the students that like pizza come and stick their name in the pizza circle. Count the number of names in the circle. Do the same with the other circles.	
If the class can sort by two attributes, change the circles to form a Venn Diagram. Place a sign that says <b>LA PIZZA</b> at the top of the circle on the left and a sign that says <b>LA HAMBURGUESA</b> at the top of the circle on the right. Have the children place the post-it-notes in the correct circle or in the center if they like both pizza and hamburgers.	
<b>Final Assessment</b>	

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
114	<p><u>Nouns/ Noun Phrases</u></p> <p>Un zapato</p> <p>Una pizza con hongos y pimientos verdes</p> <p>Una pizza pequeña con tomates</p> <p>El teléfono</p> <p>Un carro.</p> <p><u>Expressions/ phrases</u></p> <p>¡Vengan!</p> <p>Rápido, por favor.</p> <p>Un momento, por favor.</p> <p>¡Esperen!</p> <p>¿Por qué no?</p> <p><u>Sentences</u></p> <p>¿Cómo se llaman ustedes?</p> <p>Me gusta la pizza.</p> <p>Me gustan los tomates.</p> <p>Los tres chivos tenían hambre.</p> <p>Y yo también tengo hambre.</p> <p>El monstruo está al lado del puente.</p> <p>Dame las pizzas.</p>	<p>A shoe</p> <p>A pizza with mushrooms and green peppers</p> <p>A small pizza with tomatoes</p> <p>The telephone</p> <p>A car</p> <p>You all come!</p> <p>Hurry, please.</p> <p>One minute, please.</p> <p>Wait!</p> <p>Why not?</p> <p>What are your names? (to more than one person)</p> <p>I like pizza. (Pizza pleases me- Singular subject and verb)</p> <p>I like tomatoes. (Tomatoes please me. Plural subject and verb.)</p> <p>The three goats were hungry.</p> <p>And I'm hungry too.</p> <p>The monster is next to the bridge.</p> <p>Give me the pizzas.</p>

**Assessment Observation Checklist**

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

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

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

**EPISODE 114—SPECIAL DELIVERY**

<b>Student Behavior</b>	<b>Yes/No</b>	<b>Date</b>	<b>Skill</b>	<b>Comments</b>
Responds verbally or non-verbally to the Spanish word <i>el queso</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el tomate</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la pizza</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el monstruo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>por favor</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>gracias</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>de nada</i> .			Comprehension of designated Spanish vocabulary.	
Responds to expressions of courtesy.			Comprehension of designated Spanish vocabulary and cultural awareness.	



## Correctives and Enrichments- Episode 114

Time	Lang.	Prep.	Description	Materials Needed
5-10	1-2	2	<p style="text-align: center;"><u>Incorrect Sentence Activity</u></p> <p>Teacher reads a sentence while pointing to the wrong vocabulary word, <i>e.g.</i> pizza ingredients. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es el tomate, ¿si o no?</i> Students: <i>No es el tomate, es el pimienta verde.</i> (or thumbs up, down)</p>	Black line masters of focus vocabulary.
10-15	1-2	3	<p style="text-align: center;"><u>Vocabulary Card Game</u></p> <p>Bring photocopied sets of “cards” with vocabulary objects on them. Students use as a card game, stating which objects or colors they have. For example, “<i>Tengo la cabeza, los dientes y un circulo rojo.</i>” This has many variations once the cards are made.</p>	Photocopied “cards” of vocabulary words.
5-10	1	2	<p style="text-align: center;"><u>Sorting Activity for Students Who Are Beginning to Recognize Some Spanish Words in Print</u></p> <p>Cards with the Spanish words (not objects) for numbers 1-6, pizza ingredients, and other vocab the students know orally are placed on a table for all to see. On the board or on poster board are three category headings: Numbers,,Ingredients, etc. Students working in teams, or individually, select a word card and place it in its proper category. The rules may be tailored to the students and situation- from a cooperative group activity to a competition among groups.</p>	Index cards with the Spanish words written on them. (ingredients, numbers, simple sentences, such as <i>Me gusta la pizza. No me gusta los hongos,</i> for example)

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

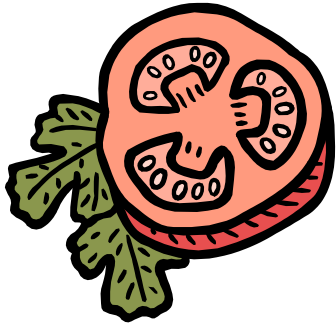
# Vocabulary Cards

Episode 114

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

<b>el queso</b>	<b>el queso</b>
<b>el tomate</b>	<b>el tomate</b>
<b>la pizza</b>	<b>la pizza</b>
<b>el monstruo</b>	<b>el monstruo</b>
<b>por favor</b>	<b>por favor</b>
<b>gracias</b>	<b>gracias</b>
<b>de nada</b>	<b>de nada</b>

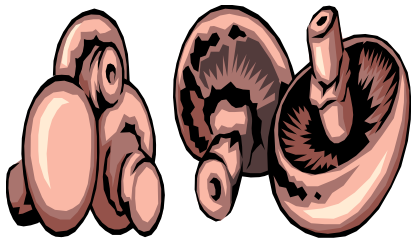
# Me gusta/No me gusta



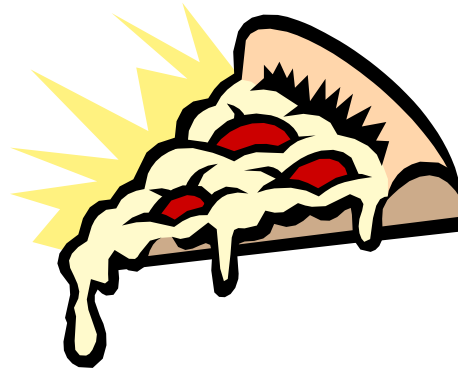
el tomate



el pimiento verde



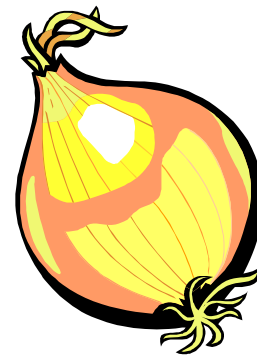
los hongos



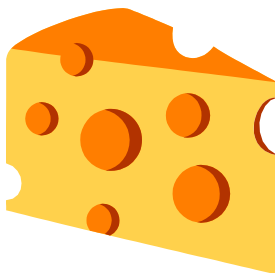
la pizza



las papas fritas



la cebolla



el queso



las anchoas

## Me gusta/ No me gusta (for the teacher)

Use this form as a guide to say what you like/don't like with your pizza. Ask individual students what are their likes/dislikes. Encourage them to say **Me gusta/No me gusta** for singular objects and **Me gustan/No me gustan** for plural objects.

### **el tomate**

- a) (No) me gustan los tomates.
- b) ¿Te gusta o no te gustan los tomates?  
or
- c) (No) me gusta la pizza con los tomates.
- d) Te gusta la pizza con los tomates, ¿sí o no?

### **los hongos**

- a) (No) me gustan los hongos.
- b) ¿Te gustan o no te gustan los hongos?  
or
- c) (No) me gusta la pizza con los hongos.
- d) Te gusta la pizza con los hongos, ¿sí o no?

### **las papas fritas**

- a) (No) me gustan las papas fritas.
- b) ¿Te gustan o no te gustan las papas fritas?  
or
- c) (No) me gusta la pizza con las papas fritas.
- d) Te gusta la pizza con las papas fritas, ¿sí o no?

### **el queso**

- a) (No) me gusta el queso.
- b) ¿Te gusta o no te gusta el queso?  
or
- c) (No) me gusta la pizza con mucho queso.
- d) Te gusta la pizza con mucho queso, ¿sí o no?

### **el pimiento verde**

- a) (No) me gustan los pimientos verdes.
- b) ¿Te gustan o no te gustan los pimientos verdes?  
or
- c) (No) me gusta la pizza con los pimientos verdes.
- d) Te gusta la pizza con los pimientos verdes, ¿sí o no?

### **la cebolla**

- a) (No) me gustan las cebollas.
- b) ¿Te gustan o no te gustan las cebollas?  
or
- c) (No) me gusta la pizza con las cebollas.
- d) Te gusta la pizza con las cebollas, ¿sí o no?

### **las anchoas**

- a) (No) me gustan las anchoas.
- b) ¿Te gustan o no te gustan las anchoas?  
or
- c) (No) me gusta la pizza con las anchoas.
- d) Te gusta la pizza con las anchoas, ¿sí o no?

### **la pizza**

- a) (No) me gusta la pizza.
- b) ¿Te gusta o no te gusta la pizza?



## Episode Transcript

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