

## WyFLES Teachers' Materials SALSA Episode 115

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## Sample Pacing of Episode 115

### First and Second Grades

#### Week One:

- Show the video Episode 115 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 carro* (car)
- *Morado/a* (purple)

**Characters/Personajes:**

- *Chivo Grande*(Big Goat)
- *Chivo Mediano* (Medium Goat)
- *Chivo Pequeño* (Little Goat)
- *Los Osos* (The 3 bears)
- *Monstruo* (Monster)
- *Perro* (Dog)
- *Niña* (The Girl)
- *Pez* (Fish)
- *Todos* (All in scene)

**Synopsis**

The three bears and the three goats compete against each other in the quiz show *¿Qué es?* When they are asked the question “What is it?” they must identify the articles. The three goats win the contest and the first place prize, a toy car. The second place prize, won by the three bears, is a large pizza. The pigs decide that they like the pizza better, and an exchange is negotiated.

**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 115. 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. ¿Y usted?*** Very bad. And you?  
**T: *Muy bien, gracias.*** Fine, thank you.
2. Place images of *el lobo* (wolf), *el perro* (dog), *el monstruo* (monster), *el chivo* (goat), and *el oso* (bear) around the room. Have students point to the picture that corresponds to the word the teacher says. ***Señalen el lobo.***

Notes:



**Objectives:**

Students will be able to:  
1. demonstrate verbally or non-verbally comprehension of the focus vocabulary.

2. demonstrate verbally or non-verbally comprehension and cultural awareness of:  
• spoken information about names and physical expressions.  
• traditional Spanish music.

**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.)

**Materials Needed:**

Pictures or objects representing the focus vocabulary words. (see black line masters)

3. 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 **caliente/frío** (hot/cold). Continue the game by rotating the items or hide more than one around the room. Tell the student how many items they must find or what they are looking for: **el monstruo, el lobo, or el perro.**
4. Choose a student to come to the front and act out a vocabulary word by choosing a flash card or vocabulary card. The rest of the class must try to guess what the student is pantomiming by calling out the word. The first student to guess correctly may do the next pantomime. If students need assistance at some point, you may ask them an either-or question. **¿Es el monstruo o el perro?**
5. Choose a student and show him/her a flash card or vocabulary card. Have the other students form a circle around him/her. Choose another student to imitate exactly the gestures that the first student may make. When the second student guesses who/what the first student is, that student then becomes the leader.

**Suggested Web Sites:**

- Check the official SALSA web site for their activities. <http://www.gpb.org/peachstar/salsa>
- [www.thestoryteller.com](http://www.thestoryteller.com) This company offers felt backgrounds with myriad thematic manipulatives, (\$7.99 and up) finger mitts, hand puppets (\$9.99-\$12.99) and soft masks (\$15.99) From a review in the *Journal of the National Network for Early Language Learning*, “All are rendered in wonderful color and detail. There are *Dress Me Bears*, with 18 pieces of clothing and 3 weather windows (\$29.99) and counting sets. *Create a Face* (\$15.99) allows children to manipulate hair color, eye color, facial expressions, and emotions. Using the *Three Little Pigs story*, *Pigsburg* (\$15.99), focuses on emotional awareness, size relationships, and basic shapes. Thematic sets include: the food pyramid (\$24.99), the solar system (\$22.99), the U.S. map, transportation, the farm, wild animals, animal habitats, dinosaurs, the Rain Forest, the ocean and the house (complete with family and furniture). Classic story and rhyme sets include: *Little Red Riding Hood*; *Stone Soup*; *The Shoemaker and the Elves*; *Jack and the Beanstalk*; *Three Little Pigs*; *Billy Goats Gruff*; *Cinderella*; *The Very Hungry Caterpillar*; *Brown Bear, Brown Bear*; *The Old woman Who Swallowed a Fly*; *Three Little Kittens*; *Little Red Hen and Friends*; and others.” (Underlined stories are included in the SALSA series.)

**Pronunciation Hints:**

**¿Qué es?**= kay- ss (What is it?)

**Pregunta**= pray-goon-tah (question)

**Bienvenidos**= bee-en ben-ee-dohs (Welcome)

Remember that the “v” and the “b” are pronounced alike in Spanish- as a soft “b” in English.

sing to me” or  
The tomatoes are pleasing to me.”

**Quiz Show Questions:**

**¿Qué es?**  
What is this/it?

**¿Qué son?**  
What are they?

**¿De qué color es eso?**  
What color is that?



**¿De qué color es esto?**  
What color is this?

**¿De qué color es?**  
What color is it?



**¿Cuántos/as hay?**  
How many are there?



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

<p><b>THE TEACHER SAYS  AND (DOES) </b></p>	
<p><b>Episode 115: <i>El concurso de las preguntas</i></b></p>	
<p><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.</p>	
<p><b>T: <i>Buenos días, (puppet's name.) (or Buenas tardes, as appropriate.)</i></b>                  Have the students raise their hands when they hear the puppet's name.</p>	
<p><b>P: <i>Buenos días, Señor/Señora/Señorita _____.</i></b>                  Have students raise their hands when they hear your name.</p>	
<p><b>T: <i>¿Cómo estás tú?</i></b></p>	
<p><b>P: <i>Muy mal.</i></b></p>	<p>Puppet can cough, sneeze, moan or groan to show signs of not feeling good.</p>
<p><b>T: <i>¡Qué lástima!</i></b>      That's too bad!</p>	
<p>Sing <i>Buenos días</i> to the tune of Brother John</p>	
<p><b>Buenos días. Buenos días.</b>                  ¿Cómo estás? ¿Cómo estás?                  Muy bien, gracias. Muy bien, gracias.                  ¿Y usted? ¿Y usted?</p>	<p><b>Buenas tardes. Buenas tardes.</b>                  ¿Cómo estás? ¿Cómo estás?                  Muy bien, gracias. Muy bien, gracias.                  ¿Y usted? ¿Y usted?</p>

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

<p><b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> </p> <p>* 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.</p>
<p><b>Episode 115: Lesson 1, <i>El concurso de las preguntas</i></b></p>
<p><b>See card with Warm-up dialogue.</b></p>
<p><b>Señalen <u>el lobo</u>.</b> Place various images around the room (<i>el perro, el monstruo, el chivo, el oso</i>) and have the students point to them as you say the words.</p>
<p><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 <i>caliente</i>, as s/he move farther away say <i>frío</i>. As the students get better at understanding <i>caliente/frío</i> increase the number of objects hidden in the room.</p>
<p>Choose a student to come to the front and act out a vocabulary word by choosing a flash card or vocabulary card. The rest of the class must try to guess what the child is pantomiming by calling out the word. The first student to guess correctly may do the next pantomime. If students need assistance at some point, you may ask them an either-or question. <i>¿Es <u>el monstruo o el perro</u>?</i></p> <p>Teachers should encourage confident students to describe or name the word orally as well.</p>
<p>Choose a student and show him or her a flash card or vocabulary card. Choose another student to imitate exactly the gestures that the first student may make. When the second student guesses who/what the first student is that student then becomes the leader.</p>



**Objectives for day 2:**

Student will indicate comprehension of Spanish words by:

- indicating verbally or nonverbally comprehension of the colors.
- indicating verbally or nonverbally comprehension of vocabulary words being reviewed.

**Connections to other subject areas:**

- Literacy
- Music- dancing

**Materials needed:**

- Laminated color sheets
- Music, preferably Spanish or Latino

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 115)

**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. Have students sort by color (*rojo*/red, *verde*/green, *azul*/blue, *amarillo*/yellow, and *morado*/purple) into lines, and have a color parade. Use the words *primero* (first) and *después* (after) to form your lines.
2. Using the color parade have the students form a circle and have them sit on the floor. Handout color sheets (*rojo, verde, azul, amarillo, morado*) that have been laminated. Begin to play some music, preferably Spanish or Latino, and call out one of the colors, ex. *morado*. The students begin to pass the color sheet around the circle. Pause the music and the last student to hold the designated color comes to the center and dances while the others continue with the game. Repeat with each pause until the song is finished. Each additional child who comes to the center of the circle must likewise join in the dancing.
3. Objects representing the focus vocabulary (all vocabulary learned up to this point can be used as maintenance). These are selected and shown to the class as the words are reviewed before the game begins, and are then put out of sight. A box is needed, large enough to hold the objects. The teacher selects an object and hides it in the magic box. The students try to guess what is in the box.

Teacher:	<i>¿Qué hay en la caja?</i>	What’s in the box?
	<i>¿Es un perro o un lobo?</i>	Is it a dog or a wolf?

Continue to hide objects in the magic box allowing each student to make a guess.

Notes:

**Pronunciation Hints:**

*Primero*=  
pree-mare-oh

*Segundo*=  
Say-goon-doh



*Tercer*=  
Tair-sair (rhymes with tear, as in the tear in a piece of cloth.)

*Después*=  
Dace-poo-wace

*¿Qué hay en la caja?*  
Kay aie en lah cah-ha?  
(aie aie aie...)



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

<b>THE TEACHER SAYS  AND (DOES) </b>	
<b>Episode 115: Lesson 2, <i>El concurso de las Preguntas</i></b>	
<b>See card with Warm-up dialogue.</b>	
Sort students by color ( <i>rojo, verde, azul, amarillo, morado</i> ) and have a color parade.	
<b><i>Hagan fila.</i></b>	Make a line.
<b><i>Primero los niños con el color <u>rojo</u>.</i></b>	First, the students with the color red.
<b><i>Después los niños con el color <u>verde</u>.</i></b>	Next, the students with the color green.
<b><i>Después los niños con el color <u>morado</u></i></b>	Next the students with the color purple.
Play some music, pause the music and call out a color such as <b><i>morado</i></b> . The students with the designated color must get up and dance. Continue pausing the music and calling different colors until all students are dancing or the music ends.	
<b><i>¿Qué hay en la caja? ¿Es <u>un perro</u> o <u>un lobo</u>?</i></b>	
Get a “magic box” and hide images or objects representing all vocabulary learned up to this point. Circulate around the classroom giving each student the opportunity to predict what is in the box.	

**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
- Math- patterns

**Materials Needed:**

- Several copies of the blackline masters of fruits (3-4 of each fruit)

**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. Make several copies of the blackline masters of the fruit: banana (*la banana*), apple (*la manzana*), grapes (*las uvas*), lemon (*el limón*) and strawberries (*las fresas*). Discuss colors and count the number of red (*rojo*) fruits, purple (*moradas*) fruits, etc.
2. Put the fruit on the board with magnets or tape. Ask different students to come up, point to a fruit and ask a classmate, *¿De qué color es?* Ask students to compare different groups of fruits. Children can count the fruits in each line or look and compare the length of the line.
3. Make a line of fruits, one of each kind. Have students study the fruits for a few moments, then have them close their eyes. While their eyes are closed, remove one of the fruits. Ask them to open their eyes and tell you which one is missing. Let the students have a turn setting up the fruits.
4. Hide some fruits around the room. Have the students find them. Tell the students the number of fruits you have hidden (no more than three at a time). Give verbal instructions about the fruit’s location (*caliente/frío*), so the students are listening as well as looking.
5. Use the fruit to make patterns or graphs. Ask children to show you their favorite fruit. Do they drink the juice? Do they eat it on cereal? How do they eat their favorite fruit? Is their favorite fruit sweet (*dulce*)? sour (*agrio*)? soft (*blanda*)? juicy (*sabroso*)? Discuss where the fruits come from. North or South America.

**Notes:**

**Pronunciation Hints:**

*Las uvas*=  
lahss oo-vahs

*El limón*=  
ell lee-moan

*Las fresas*=  
lahss fray-sahs

*Dulce*= dool-say



*Agrio*= ah-gree-oh

*Blanda*= blond-ah

*Sabroso*=  
Saw-brö-so



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

THE TEACHER SAYS  AND (DOES) 	
<b>Episode 115: Lesson 3, <i>El concurso de las Preguntas</i></b>	
<b>See card with Warm-up dialogue.</b>	
<b><i><u>La banana</u> es amarilla.</i></b>	The banana is yellow.
<b><i><u>La manzana</u> es verde.</i></b>	The apple is green.
<b><i><u>Las uvas</u> son moradas.</i></b>	The grapes are purple.
<b><i><u>El limón</u> es amarillo.</i></b>	The lemon is yellow.
<b><i><u>Las fresas</u> son rojas.</i></b>	The strawberries are red.
Put the fruit on the board with magnets or tape. Ask different students to come up, point to a fruit and ask a classmate, <i>¿De qué color es?</i> Ask students to compare different groups of fruits. Children can count the fruits in each line or look and compare the length of the line.	
<b><i>¿Cuántas <u>bananas</u> hay?</i></b>	How many bananas are there?
<b><i>¿Hay más <u>bananas o manzanas</u>?</i></b>	Are there more bananas or apples?
<b><i>¿Hay menos <u>bananas o manzanas</u>?</i></b>	Are there fewer bananas or apples?

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

THE TEACHER SAYS  AND (DOES) 

**Episode 115: Lesson 3-Page 2, *El concurso de las Preguntas***

*¿Qué falta?* 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 *¿Qué falta?* The student that guesses correctly can be the one to remove an item and ask the class *¿Qué falta?*

**(Pronounced: Kay fall-tah?)**

*Escondidas* (Hide-n-seek) 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 student moves closer to the item say *caliente*, as s/he move farther away say *frío*. As the students get better at understanding *caliente/frío* increase the number of objects hidden in the room.

Use the fruit to make patterns or graphs.

**Objectives for day 4 :**

Student will indicate comprehension of Spanish words by playing the “quiz show” game.

**Connections to other subject areas:**

- Literacy

**Materials Needed:**

- Pictures of the vocabulary items learned to this point.

**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.**

Recreate the game show played in Episode 115. Divide the class into two teams. Students can choose to be *Los Osos* or *Los Chivos*. Another student may play the part of *El Monstruo* and students may even want to include the role of *La Niña* (the pizza girl). All vocabulary words learned so far can be included for this game.

OR

Pick three pictures (ex. *el chivo, el monstruo, el carro*). Give one of the cards to three different students. The students turn their backs and exchange images. Keeping their images hidden (reversed), the students turn around. You then say, *¿Niños, que tiene Carlos?* or **Class, what does Carlos have?** The students then guess. As one student guesses correctly, he or she gets that picture. Once all the images are guessed, those cards are put away and a new group of students begins with a new set of cards.

Notes:





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

THE TEACHER SAYS  AND (DOES) 

**Episode 115: Lesson 4, *El concurso de las preguntas***

**See card with Warm-up dialogue.**

Divide the class into two teams and play *¿Qué es?* Students can choose to be *Los Osos* or *Los Chivos*. Another student may play the part of *El Monstruo* and another *La Niña* (the pizza girl). All vocabulary words learned so far can be included for this game.

Pick three pictures (ex. *el chivo, el monstruo, el carro*). Give one of the cards to three different students. The students turn their backs and exchange images. Keeping their images hidden (reversed), the students turn around. Then you say, *¿Niños, que tiene Carlos?* or **Class, what does Carlos have?** The students then guess. As one student guesses correctly, he or she gets that picture. Once all images are guessed, those cards are put away and a new group of students begins with a new set of cards.

**Final Assessment**

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
115	<u>Expressions/ phrases</u> El premio  La pregunta La pregunta número uno La pregunta número dos La tercera pregunta La quinta pregunta  Los ganadores  <u>Expressions/Phrases</u> Ahora  Bienvenido (a, os, as)  El premio de hoy  El primer premio  El segundo premio  Dos para los osos  <u>Sentences</u>  ¿De qué color es eso?  ¿De qué color es esto?  Yo sé.  ¿Qué es?  ¿Qué son?  ¿Cuántos manzanas hay?  Estoy triste.  Y yo también estoy triste.  Estamos tristes.  Ahora estoy contento.	The prize  The question The first question The second question The third question The fifth question  The winners  Now  Welcome  Today's prize  The first prize  The second prize  Two for the bears  What color is that?  What color is this?  I know.  What is it?  What are they?  How many apples are there?  I am sad.  I am sad too.  We are sad.  Now I am happy.

### Assessment Observation Checklist

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

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

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

#### EPISODE 115—QUIZ SHOW

<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 carro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>morado/a</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el perro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la banana</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la manzana</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el lobo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el monrúo</i> .			Comprehension of designated Spanish vocabulary.	
Responds to spoken information about names and physical expressions.			Comprehension and cultural awareness regarding spoken information.	

**Assessment Observation Checklist**

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

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

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



## Correctives and Enrichments- Episode 115

Time	Lang.	Prep.	Description	Materials Needed
10-15	1	3 or 4	<u>Musical Chairs/Cake Walk</u> Place images (black line masters) on the floor in a circle. Play music. When the music stops, the students must name the object on which they have stopped. For variety, you could have colored noses, ears, etc.	Enough objects for each student to stand on when the music ends.
5-10	1	3	<u>TPR Hold Up Activity</u> For students having trouble remembering the vocabulary words, give each student a set of images for the vocabulary. Say (or have a student partner or volunteer say) the vocabulary words, and ask the students to hold up the appropriate images.	A set of images of the vocab words for each student.
10	1	3	<u>Go Fish Card Game</u> Each student has his or her own set of images of the vocabulary words. The students combine their sets and play Go Fish.	Sets of images of the vocabulary words.
10-15	1-2	0	<u>Video Activity: What's Happening</u> Show the video one more time, freezing frames or turning the sound off. The students tell what is happening and try to guess the dialog. The quiz game is especially good because the dialogue is quite simple, even for students who are less verbal in the language.	The video for Episode 107.

### 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.

# Vocabulary Cards

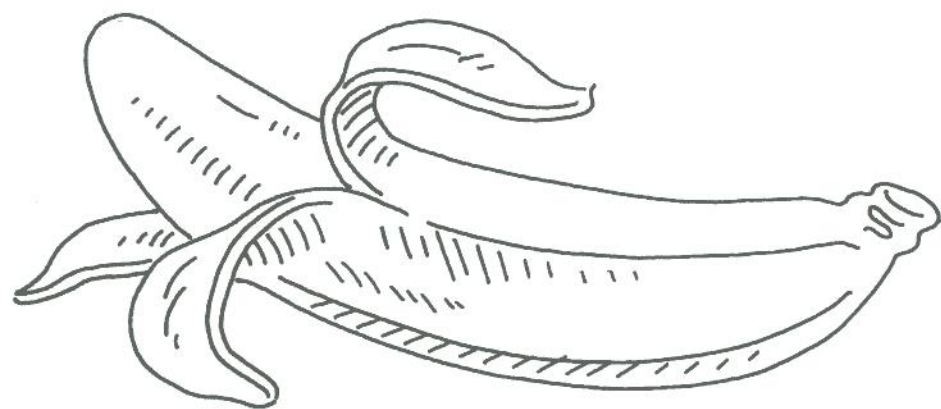
Episode 115

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

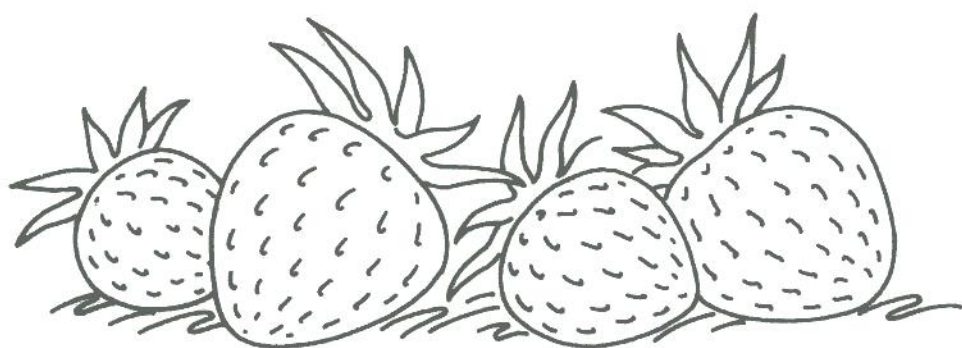
<b>el carro</b>	<b>el carro</b>
<b>morado</b>	<b>morado</b>
<b>el perro</b>	<b>el perro</b>
<b>la banana</b>	<b>la banana</b>
<b>la manzana</b>	<b>la manzana</b>
<b>el lobo</b>	<b>el lobo</b>
<b>el monstruo</b>	<b>el monstruo</b>



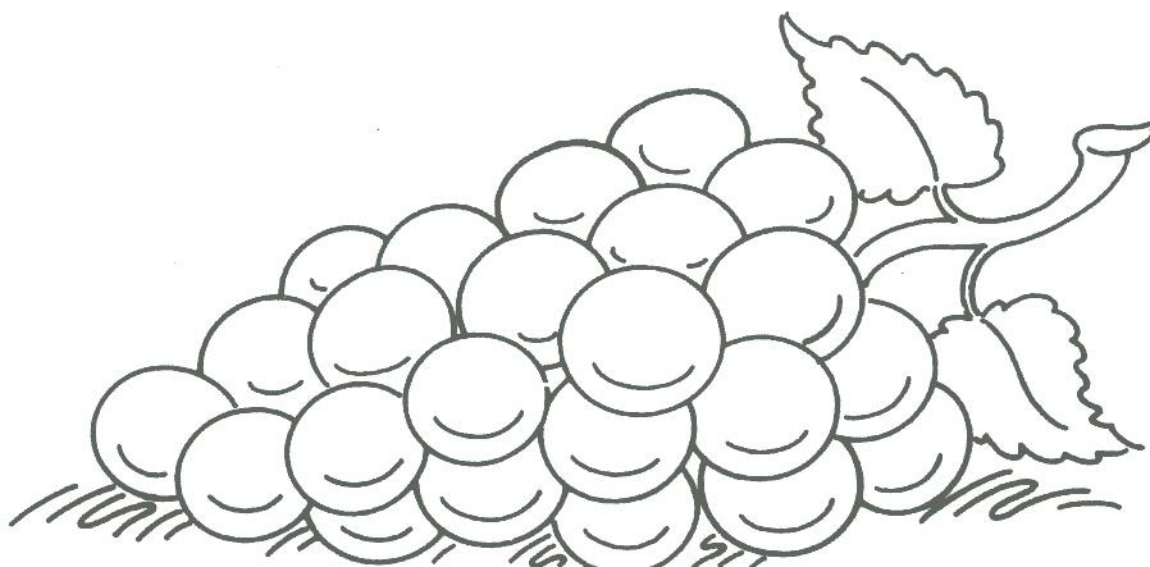
la banana



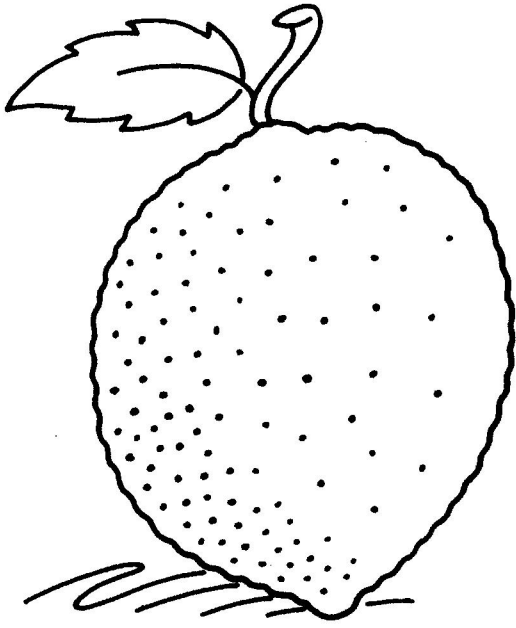
las fresas



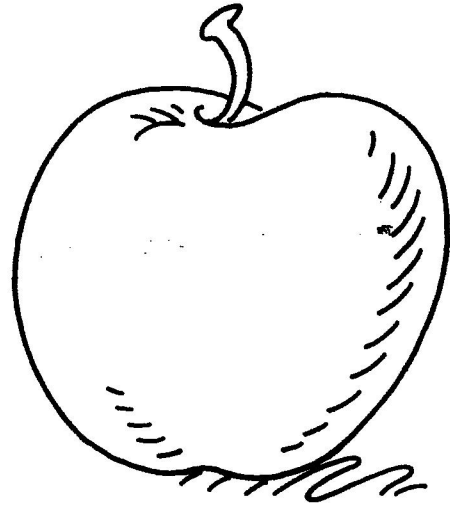
las uvas



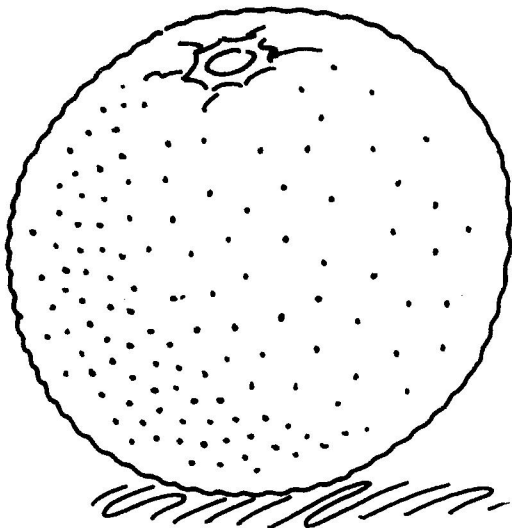
**el limón**



**la manzana**



**la naranja**



## 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 115 . (click once only)

You can then print out the transcript.