

## WyFLES Teachers' Materials SALSA Episode 116

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## Sample Pacing of Episode 116

### First and Second Grades

#### Week One:

- Show the video Episode 116 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:**

- *Las orejas* (ears)
- *Morado/a* (purple)

**Characters/Personajes:**

- *Chivo Grande*(Big Goat)
- *Chivo Mediano*  
(Medium Goat)
- *Chivo Pequeño* (Little Goat)
- *Monstruo* (Monster)
- *Perro* (Dog)
- *Niña* (The Girl)

**Synopsis**

The three goats order more pizza, but when it is too hot they leave it to cool. The Monster finds and eats all the pizza. Then, seeing a purple house and a purple car, he runs away, knocking over the house and breaking the toy car. Finally, the three goats confront the Monster, who agrees to fix their toys and order more pizza for them.

**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 116. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 116 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. (20 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: *Así, así. ¿Y usted?*** So-so. And you?  
**T: *Muy bien, gracias.*** Fine, thank you.
2. Read the story of *Los Tres Chivos Vivos* from episode 114.

**Notes:**

Note When the teacher speaks to a student or to the puppet, s/he uses the “tu” form, which is generally used for friends, family or children.  
 Ex. *¿Cómo estás tu?*  
 When the students (or the puppet) reply to the teacher, they use the “usted” form, which is more formal and is used as a form of respect.  
 Ex. *¿Y usted?*



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

<b>THE TEACHER SAYS  AND (DOES) </b>	
<b>Episode 116: <i>Los enredos del Monstruo</i></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 the 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> How are you?	
<b>P:</b> <i>Así, así. ¿Y usted?</i> So, so. And you?	
<b>T:</b> <i>Muy bien, gracias.</i> Very well, thank you.	
Sing <i>Buenos días</i> to the tune of Brother John	
Buenos días. Buenos días.	Buenas tardes. Buenas tardes.                      Buenas noches
¿Cómo estás? ¿Cómo estás?	¿Cómo estás? ¿Cómo estás?                      (same)
Muy bien, gracias. Muy bien, gracias.	Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?	¿Y usted? ¿Y usted?

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 116: Lesson 1, <i>Los enredos del Monstruo</i></b></p>
<p><b>See card with Warm-up dialogue.</b></p>
<p>Read the story of <i>Los Tres Chivos Vivos</i> from episode 114. Have the students do the following actions when they hear these words or have the class invent their own actions:</p> <p><i>los Tres Chivos Vivos</i>—hold up three fingers (<i>tres</i>), hold up the index finger and place their hands above their ears (<i>chivos</i>), point to their head (<i>vivos</i>)</p> <p><i>el monstruo</i>—                      make a monster face</p> <p><i>las orejas grandes</i>—        wave their hands over their ears</p> <p><i>pequeño, mediano, grandote</i>—students make circles with their hands</p>

**Objectives for day 2:**

Student will indicate comprehension of Spanish words by:

- indicating verbally or nonverbally comprehension of the colors.

**Connections to other subject areas:**

- Literacy
- Art- drawing and coloring

**Materials needed:**

- Laminated color sheets/circles
- Blank paper on which students will draw.

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 116)

**Sample Lesson for Day 2: (Estimated time: 25 minutes)**

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

1. Seat students in a circle. Say, *Por favor, levántense si llevan el color morado.* (Please stand up if you are wearing the color purple.) Repeat for the remaining colors.
2. Hold up colored laminated shapes and ask the students to say the name of the color, such as *rojo, verde, azul, amarillo* or *morado*. Pass each laminate around the circle and have each student repeat the name of the color.
3. Drop a colored block (pieces of yarn, shapes, bears, etc. can be used for this activity) into the magic box or bag. Say, *Uno, dos, tres. ¿Qué color es?* (One, two, three. What color is it?) Go around the circle until a student guesses the correct color.
4. Have the students return to their desks. Hand each one a sheet of paper and ask them to draw and color a picture. You may choose a theme if you would like. After the students have finished with their picture have volunteers stand up and name the colors in Spanish that they used.

**Notes:**

**Pronunciation Hints:**

*Levántense=*  
Lev-vahn-ten-say

*Si llevan=* see  
Yay-vahn

*El color=* El coh-lore



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

THE TEACHER SAYS  AND (DOES) 

**Episode 116: Lesson 2, *Los enredos del Monstruo***

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

Seat the students in a circle.

*Por favor, levántense si llevan el color morado.* or *Por favor,* stand up if you are wearing *el color morado.* Repeat with the remaining colors, *rojo, verde, azul, amarillo.* (and others if your students know the names of more colors.) Seat students in a circle.

Hold up colored laminated shapes and ask students to say the name of the color, such as *rojo, verde, azul, amarillo or morado*

Pass the laminate around the circle and have each student repeat the name of the color.

*Uno, dos, tres. ¿Qué color es?* Drop a colored block or piece of yarn, etc. into the magic box or bag and have the class guess the color.

Let the students color a picture (or draw and color their own picture). Then have volunteers stand up and name in Spanish the colors that they used in their drawing.

**Objectives for day 3:**

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the Spanish vocabulary words:  
*la banana (una banana)*  
*la manzana (una manzana)*  
*las uvas*  
*el limón ) (un limón)*  
*las fresas*

**Connections to other subject areas:**

- Literacy
- Math- sorting
- Art- coloring

**Materials Needed:**

- Several copies of the blackline masters of fruits (3-4 of each fruit)
- Blackline masters of the fruits for the students to color.

**Assessment:**

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

**Correctives/Enrichments**

**Sample Lesson for Day 3: (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. To review vocabulary from the previous episode use copies of the blackline masters of the fruit: banana (*la banana*), apple (*la manzana*), grapes (*las uvas*), lemon (*el limón*) and strawberries (*las fresas*). Ask, **¿Es una banana o una manzana?**
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. Play the Categorizing Game with images of fruits and vegetables, or fruits and other objects from past episodes, depending on the age and curriculum of the students in the class. Put two labels on the board: Frutas and Otros. (others) Or Frutas and Vegetales. Ask the students to categorize the objects by placing them beneath the label to which they belong.
4. Make several copies of the fruit for each child. Have the students color the fruits and sort them by color. Students can name and count the colors in each pile.

Notes:

**Pronunciation Hints:**

- La banana*=  
 Lah bah-nahn-ah
- La manzana*=  
 Lah mahn-zahn-nah
- Las uvas*=  
 loss oo-vahs
- El limón*=  
 ell lee-moan
- Las fresas*=  
 loss fray-sahs



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

THE TEACHER SAYS  AND (DOES) 

**Episode 116: Lesson 3, *Los enredos del Monstruo***

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

*¿Es una banana o una manzana?* Hold up an image of the fruit. Repeat with *las uvas, el limón, las fresas, la banana*.

*¿De qué color es?* Ask students to compare different groups of fruits and sort by color. Children can count the fruits in each line or look and compare the length of the line.

**Categorizing Game:** Play this game using images of fruits and vegetables, or fruits and other objects you have from previous episodes. Ask the students to categorize each object as Fruta or Otros (other). Variations of this game can be quite complex, depending on the class and its curriculum.

Handout several copies of the fruit to each student and have them color the fruit. When they have finished coloring the fruit have them write their names on the back. Pair up students and have them sort the fruit by color. Students can name and count the colors in each pile.

**Objectives for day 4 :**

Student will indicate comprehension of Spanish words by naming the objects in Spanish.

**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.

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**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. Hold a fruit or the image of a fruit over the head of a student. Name the item and the student repeats the name. The student must then correctly guess the color of the fruit. Use the following dialogue:

Maestro/a: ***Tengo la manzana.*** (I have the apple.)

Estudiante: ***La manzana.***

Maestro/a: ***¿De qué color es?*** (What color is it?)

Estudiante: ***Verde.*** (Green)

2. Choose a student to stand with his/her back to the teacher. Using images or representations of the vocabulary the teacher selects one and shows it to the class. Put the image/representation behind the back of the child who is “it”. The student asks: ***¿Es el monstruo?*** (Is it the monster?) The class responds, ***No, no es el monstruo*** or ***Sí, es el monstruo.*** Vocabulary from previous lessons can also be used for review or maintenance.

**Final Assessment**

Go to [www.kinderart.com](http://www.kinderart.com) if you are interested in purchasing discs with very simple objects for young children to color.

~~Disk One includes: Animals; Art History; Cars, Trucks and Busses; Color Wheel; Dinosaurs; Fish; Flowers; Insects and Spiders; People; and School Supplies. (cost \$10)~~

Disk Two includes: Holiday images from Valentine’s Day; St. Patrick’s Day; Easter; Mother’s Day; Father’s Day; Halloween; Thanksgiving; Veterans’ Day; and Christmas. (cost \$10)

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 116: Lesson 4, <i>Los enredos del Monstruo</i></b>
<b>See card with Warm-up dialogue.</b>
Hold a fruit or the image of a fruit over the head of a student. Name the item and the student repeats the name. The student must correctly guess the color of the fruit. Use the following dialogue: Maestro/a: <b><i>Tengo <u>la manzana.</u></i></b> (I have the apple.) Estudiante: <b><i><u>La manzana.</u></i></b> Maestro/a: <b><i>¿De qué color es?</i></b> (What color is it?) Estudiante: <b><i>Verde.</i></b> (Green)
Choose a student to stand with his/her back to the teacher. Using images or representations of the vocabulary the teacher selects one and shows it to the class. Put the image/representation behind the back of the child who is "it". The student asks: <b><i>¿Es <u>el monstruo?</u></i></b> (Is it the monster?) The class responds, <b><i>No, no es <u>el monstruo</u></i></b> or <b><i>Sí, es <u>el monstruo.</u></i></b>
<b>Final Assessment</b>

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
116	<p><u>Expressions/ phrases</u></p> <p>¡Qué bueno!</p> <p>Había una vez...</p> <p>Dos pizzas para los tres chivos</p> <p>El primer premio</p> <p>El segundo premio</p> <p>Dos para los osos</p> <p>¿Por qué no?</p> <p><u>Sentences</u></p> <p>Vamos a leer un cuento.</p> <p>Vengan, amigos.</p> <p>¿Hay un monstruo en este cuento?</p> <p>Los chivos estaban contentos.</p> <p>Yo estoy contento. (a)</p> <p>Y yo también estoy contento.</p> <p>Vamos a comer.</p> <p>Vamos a dar un paseo.</p> <p>¡Amigos, miren!</p> <p>Son mis orejas.</p> <p>Es mi nariz.</p> <p>¿Quién rompió el carro?</p> <p>¿Quién se comió las pizzas?</p>	<p>Good!</p> <p>Once upon a time...</p> <p>Two pizzas for the three goats</p> <p>The first prize</p> <p>The second prize</p> <p>Two for the bears</p> <p>Why not?</p> <p>Let's read a story. Or We are going to read a story.</p> <p>Come here, friends.</p> <p>Is there a monster in this story?</p> <p>The goats were happy.</p> <p>I am happy.</p> <p>Me too, I'm happy.</p> <p>Let's eat.</p> <p>Let's go for walk.</p> <p>Look, friends!</p> <p>They're my ears.</p> <p>It's my nose.</p> <p>Who broke the car?</p> <p>Who ate the pizzas?</p>

**Assessment Observation Checklist**

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

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

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

**EPISODE 116—MONSTER MAYHEM**

<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>rojo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>verde</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 word <i>amarillo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>morado</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>las orejas</i> .			Comprehension of designated Spanish vocabulary.	
Responds to spoken information about names and physical expressions.			Comprehension and cultural awareness regarding spoken information.	



## Correctives and Enrichments- Episode 116

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 image or part of the body. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es la nariz, si o no?</i> Students: <i>No es la nariz, es la boca.</i> (or thumbs up, down)</p>	The images made from the black line masters.
5-10	1-2	2	<p style="text-align: center;"><u>Missing Object Game</u></p> <p>Images of vocabulary objects are placed in a row on the board. Students are then asked to close their eyes while the teacher removes one of the objects. After opening their eyes, the students must guess which object is missing.</p>	Images of vocabulary being reviewed.
5	1	1	<p style="text-align: center;"><u>Bean Bag or Ball Toss</u></p> <p>Students toss a bag or ball to other students sitting in a circle. The student receiving the ball must name a number (or color, or facial feature, etc.). Can be sequences.</p>	A bean bag or ball .
2-3 hours over several days	1	4	<p style="text-align: center;"><u>Art Activity: Making a Piñata</u></p> <p>Learning about piñatas is something that small children love to do, especially if they can make their own. There are many craft books that have instructions. The book recommended in this episode, Day 4, is an excellent guide to making a piñata. Your librarian might be willing to add it to your school's collection.</p>	Appropriate art or craft supplies.

### 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 116

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

**rojo**

**verde**

**azul**

**amarillo**

**morado**

**el monstruo**

**las orejas**

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