

WyFLES Teachers' Materials SALSA Episode 117

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Sample Pacing of Episode 117

First and Second Grades

Week One:

- Show the video Episode 117 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

<p>Unit Theme: Los Tres Chivos</p> <p>Focus Vocabulary:</p> <ul style="list-style-type: none"> • <i>Contento/contenta</i> (adj. Masc., Fem. happy) • <i>Triste</i> (adj. sad) <p>Characters/Personajes:</p> <ul style="list-style-type: none"> • <i>Monstruo</i> (Monster) • <i>Armadillo</i> • <i>Ratoncito</i> • <i>Perro</i> (Dog) • <i>Bebé Oso</i> • <i>Papá Oso</i> • <i>Mamá Oso</i> • <i>Chef Loco</i> (Crazy Chief) • <i>Niña</i> (The Pizza Girl) • <i>Pez</i> (fish) <p>Synopsis The group is planning a surprise party for the Monster. However, he drops in on the Girl and Chef Loco, who, fearing that he will learn about the party, disappear. He then visits Baby Bear and Ratoncito, who are wrapping his present. They too disappear to hide their plans. Everything is well, however, when the party truly surprises the Monster.</p> <p>Wyoming Standards: 1. Communication: Students communicate in a language other than English to exchange information.</p> <p>2. Culture— Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.</p>	<p>Essential Activities:</p> <ol style="list-style-type: none"> 1) Watch the SALSA series guide for Episode 117. Practice the focus words in preparation for introducing the episode to your students. 2) Show the SALSA video of Episode 117 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.) <p>Continue greeting your students with <i>¡Hola!</i> each time they enter your classroom and saying goodbye with <i>hasta luego</i>. Add as many other Spanish words and expressions as you can to your regular activities.</p> <p>Ideas for Expansion Activities: Sample Lesson for Day 1: (Estimated time: 25 minutes) The “index-card” script follows this section.</p> <ol style="list-style-type: none"> 1. With a hand puppet model the following dialogue: T: Buenos días, (puppet’s name.) Good morning, _____. (or <i>Buenas tardes</i>, 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. Attach horizontally three images— <i>El bosque</i> (the forest), <i>la casa</i> (the house) and <i>la granja</i>. (the barn) — to the board or to another large surface. Review the three words with the students. Tell them that you are going to play a new game, “<i>¿Donde viven los animales?</i>” or Where Do Animals Live? 	<p>Notes:</p> <hr/> <p>Pronunciation Hints <i>El bosque</i>= el <u>boh</u>s-kay <i>La casa</i>= lah <u>cah</u>-sah <i>La granja</i>= lah <u>grahn</u>-Hah <i>Donde</i>= <u>doan</u>-day <i>Viven</i>= <u>vee</u>-ven <i>Vive</i>= <u>vee</u>-vay <i>Los animales</i>= lohss Ah-nee-mahl-layss</p> <hr/> <p>A reminder: 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. <i>¿Cómo estás <u>tu</u>?</i> 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. <i>¿Y <u>usted</u>?</i></p>
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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.

Connections

- Literacy
- Music- singing

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)

4. Move on to a more complex question. **Is this un chivo or un monstruo?** or **¿Este es un chivo o un monstruo?** Remember it is best to say the name of the correct object last.
5. Ask a student to take one of the objects. **Joey, take el chivo.** or **Joey, toma el chivo.** Then ask the class who has el chivo. **Who has el chivo?** or **¿Quién tiene el chivo?** Collect the images saying **Gracias** as the students hand them to you.
6. Place the objects around the room and ask students to point to them as you name them.
7. Sing:

Uno, Dos, Tres Chivitos
(One, Two, Three Little Goats)

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

Pronunciation Hints:



Este es= ss-tay ss
(This is/ Is this?)

Toma= toe-mah
(Take- command)



Quién tiene= key-n
Tee-n-ay
(Who has...?)

Notes:

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

<div>THE TEACHER SAYS  AND (DOES) </div>		
Episode 117: <i>Feliz Cumpleaños Monstruo</i>		
Warm-up Dialogue (Model with a puppet) Tell students to practice the puppet's role so that eventually they can assume the role of the puppet.		
T: <i>Buenos días</i> , (<u>puppet's name</u> .) (or <i>Buenas tardes</i> , as appropriate.) Have the students raise their hands when they hear the puppet's name.		
P: <i>Buenos días, Señor/Señora/Señorita</i> _____. Have students raise their hands when they hear your name.		
T: <i>¿Cómo estás tú?</i>		
P: <i>Así, así . ¿Y usted?</i> (pronunciation hint- ah- <u>see</u> ah- <u>see</u>)		
T: <i>Muy bien, gracias.</i>		
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?	
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 style="text-align: right;"></p> <p>THE TEACHER SAYS  AND (DOES)</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>											
Episode 117: Lesson 1, <i>Feliz Cumpleaño,s Monstruo</i>											
See card with Warm-up dialogue.											
<p>Where the Animals Live Game: (On the board tape horizontally three images: el bosque (the forest), la casa (the house) la granja (the barn). <i>(el boas-kay)</i> <i>(lah cah-sah)</i> <i>(lah grahn-ha)</i></p>											
<p>Ask students: ¿Dónde vive <u>el lobo</u>? Or Where does <u>el lobo</u> live? Direct students to point to el bosque, la casa or la granja. Or have a student come to the board and put the image of the wolf under the image and/or word for el bosque. (plural of vive is viven) Continue with the other animals:</p>											
<p>El perro..... (the dog)</p> <p>La ardilla (the squirrel)</p> <p>El raton..... (the rat)</p> <p>El oso.....(the bear)</p> <p>El gato.....(the cat)</p> <p>El chivo..... (the goat)</p> <p>El burro.....(the donkey)</p> <p>La vaca..... (the cow)</p>	<p><i>(El <u>pair</u>-oh)</i></p> <p><i>(Lah ar-<u>dee</u>-ya)</i></p> <p><i>(El rah-<u>tone</u>)</i></p> <p><i>(El <u>oh</u>-so)</i></p> <p><i>(El <u>gah</u>-toe)</i></p> <p><i>(El <u>chee</u>-voe)</i></p> <p><i>(El <u>boo</u>-row)</i></p> <p><i>(Lah <u>yah</u>-cah)</i></p>										
Gracias Collect the images.											
<p>Sing: <i>Uno, Dos, Tres Chivitos</i></p> <table> <tr> <th><i>Verse One</i></th> <th><i>Verse Two</i></th> </tr> <tr> <td><i>Uno, dos, tres chivitos</i></td> <td><i>Un chivito come pizza</i></td> </tr> <tr> <td><i>Uno, dos, tres chivitos</i></td> <td><i>Dos chivitos comen pizza</i></td> </tr> <tr> <td><i>Uno, dos, tres chivitos</i></td> <td><i>Tres chivitos comen pizza</i></td> </tr> <tr> <td><i>Tres chivitos son</i></td> <td><i>Tres chivitos son</i></td> </tr> </table>		<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>
<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>										
¡Excelente, niños! Hasta luego.											

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

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 117)

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. To begin practice for the focus words *contento* (happy) and *triste* (sad), review the video segments for Episode 117. Practice saying the words along with the video.
2. Freeze a frame of the video or turn the sound off. The students tell what is happening; *e. g.* the teacher shows the portion of the video with *contento* and *triste*. With the sound turned off, the students supply the dialogue or give the focus word.
3. Say *contento/triste*, showing the blackline masters matching the focus words. Ask the students to make an expression with their face that matches the feeling. Continue until the students begin to repeat the words with you.
4. Smile and say to the students *Estoy contento. I'm happy. (Contenta if you are a female.)* Show a sad face and say *Estoy triste. I'm sad. (Triste is the same for both genders.)* Ask several students *¿Estás contento o triste?* If you are asking a girl you would say *¿Estás contenta o triste?* Encourage the students to answer with *Estoy contento(a)/triste*.
4. Make copies of the blackline master that has a set of five cards of *contento/triste*. Copy on heavy paper such as card stock or construction paper. If you plan on keeping the cards for future use you may want to laminate them. Cut into individual cards. Students are in pairs or groups of three or four. The cards are shuffled and placed face down. One student picks a card and turns it over. That same student picks another card and turns it over. If it is a match they keep the cards, if they do not match they are returned to their exact spot. The next student does the same.



Notes:

Pronunciation Hints:

Estas= ss-tahss
(You are/ are you?)

Estoy= ss-toy
(I am)

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

<p style="text-align: center;">THE TEACHER SAYS  AND (DOES) </p>	
Episode 117: Lesson 2, <i>Feliz Cumpleaños Monstruo</i>	
See card with Warm-up dialogue.	
Review the video segments for Episode 117 that show <i>contento/triste</i> . Practice saying the words along with the video.	
Freeze a frame of the video or turn the sound off. The students supply the dialogue or give the focus word (<i>contento/triste</i>).	
Say <i>contento/triste</i> , showing the blackline masters matching the focus words. Ask the students to make an expression with their face that matches the feeling. Continue until the students begin to repeat the words with you.	
Estoy contento. (<i>Contenta</i> if you are a female.) Point to a big smiling face.	
Estoy triste. Point to a frowning or sad face.	
¿Estás contento o triste? For a boy. Ask different students how they feel. ¿Estás contenta o triste? For a girl.	
Estoy contento(a)/triste. Encourage students to answer using the focus words.	
Students are in pairs or groups of three or four. The cards are shuffled and placed face down. One student picks a card and turns it over. That same student picks another card and turns it over. If it is a match they keep the cards, if they do not match they are returned to their exact spot. The next student does the same. Play continues until all cards have been matched.	

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the Spanish vocabulary words:
contento (happy- masc.)
contenta (happy- fem.)
triste
(sad- masc.and fem.)

Connections to other**subject areas:**

- Literacy
- Language Arts- poetry

Materials Needed:

- Colored objects or pieces of paper
- Box or bag

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 in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.

1. To review the words *contento/triste*, show the blackline masters matching the focus words. Ask the students to make an expression with their face that matches the feeling. Continue until the students begin to repeat the words with you.
2. Smile or look sad and say to the students *Estoy contento(a)/triste*. (I'm happy/sad. Choose one according to how you feel.) Ask several students *¿Estás contento o triste?* If you were asking a girl you would say *¿Estás contenta o triste?* Encourage the students to answer with *Estoy contento(a)/triste*.
3. Review the colors (*rojo, verde, azul, amarillo, morado*). 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?)
4. Read examples of different types of poetry to the students, such as cinquain, haiku, or limerick. After reading and discussing the elements of each poem, work with your students to create a poem about *el monstruo*. You can create a simple five- or six-line poem or rhyme or you can follow the structures for the following:

Format for cinquain:

Line 1—noun; usually two syllables

Line 2—describes the noun in line 1; usually 4 syllables

Line 3—states action; usually 6 syllables

Line 4—expresses a feeling; usually 8 syllables

Line 5—synonym of line 1; usually 2 or 3 syllables

Notes:

Pronunciation Hint:

Qué color es=

Kay coh-lore ss

SALSA Episode 117 – Page 5

Notes:

Or

Line 1 – 1 word; topic
Line 2 – 2 words; description
Line 3 – 3 words; action
Line 4 – 4 words; feeling or statement
Line 5 – 1 word; synonym of line 1.

Format for haiku:
Total of 17 syllables.
A simple description and/or a statement of a feeling or mood

Line 1—5 syllables
Line 2—7 syllables
Line 3—5 syllables

Format for limerick:
Humorous, even nonsensical; five lines.



Lines 1, 2, and 5 rhyme
Lines 3 and 4 rhyme

Or

Lines 1 and 2 rhyme
Lines 3 and 4 rhyme
Line 5 ends in a surprising or humorous statement.

Notes:

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

<p>THE TEACHER SAYS  AND (DOES) </p>	
<p>Episode 117: Lesson 3, <i>Feliz Cumpleaños Monstruo</i></p>	
<p>See card with Warm-up dialogue.</p>	
<p>Review the words <i>contento/triste</i>. Ask the students to make an expression with their face that matches the feeling. Continue until the students begin to repeat the words with you.</p>	
<p>Estoy contento(a)/triste.</p>	
<p>¿Estás contento o triste? If you are asking a boy.</p>	
<p>¿Estás contenta o triste? If you are asking a girl.</p>	
<p>Drop a colored block (pieces of yarn, shapes, bears, etc. can be used for this activity) into the magic box or bag. Say, <i>Uno, dos, tres. ¿Qué color es?</i> (One, two, three. What color is it?)</p>	
<p>Read examples of different types of poetry to the students, such as cinquain, haiku, or limerick. After reading and discussing the elements of each poem, work with your students to create a poem about <i>el monstruo</i>. (see pp. 4-5 for format for writing a cinquain, haiku, or limerick.)</p>	

Objectives for day 4 :

Student will indicate comprehension of Spanish culture by singing the Happy Birthday song in Spanish.

Connections to other

subject areas:

- Literacy
- Music- singing
- Art- crafts

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.

If you have a student who is having a birthday or will soon have one, tell the class that you are going to teach them the Birthday Song. If you don't have a birthday to celebrate tell the students after viewing the video, that the class is going to sing the Birthday song to El Monstruo.

Feliz cumpleaños

(sung to the tune of “Happy Birthday”)

Feliz cumpleaños a ti,

Feliz cumpleaños a ti,

Feliz cumpleaños, amigo(a),

Feliz cumpleaños a ti. Cha-cha-cha.

(Count the number of years of the child.

For example El Monstruo is seven,
so you would count to *siete*.)

¡Uno, dos, tres, cuatro, cinco, seis, siete!

¡Olé!

(Give a round of applause for the birthday child.)

Final Assessment

Resources for Birthday and Other Celebrations:

The word ***la piñata*** is mentioned in this episode. If you would like some information on *piñatas* or if you would like to do some activities with your class with *piñatas* check out these websites:

www.hpl.lib.tx.us/youth/cinco_pinata.html

www.dltk-kids.com/crafts/birthdays/pinatas.htm

The book ***Fiesta*** by Ginger Fogelsong Guy is excellent for reading with your children. This is a simple counting book with words both in English and Spanish. The beautiful pictures show the step-by-step process of making the *piñata* and finally the *fiesta* for which it was made. Finish the story by breaking open your own paper bag *piñata*.

Notes:



Pronunciation Hints:

Feliz= fay-lease

Cumpleaños=
coom-play-ah-ynos

a ti= ah tee

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 117: Lesson 4, <i>Feliz Cumpleaños Monstruo</i></p>
<p>See card with Warm-up dialogue.</p>
<p>Feliz cumpleaños (sung to the tune of “Happy Birthday”)</p> <p style="text-align: center;"><i>Feliz cumpleaños a ti, Feliz cumpleaños a ti, Feliz cumpleaños, amigo(a), Feliz cumpleaños a ti. Cha-cha-cha.</i></p> <p style="text-align: center;">(Count the number of years of the child. For example El Monstruo is seven, so you would count to <i>siete</i>.)</p> <p style="text-align: center;"><i>¡Uno, dos, tres, cuatro, cinco, seis, siete!</i> <i>¡Olé!</i></p> <p style="text-align: center;">(Give a round of applause for the birthday child.)</p>
<p>Final Assessment</p>

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
117	<u>Nouns</u>	
	Una camiseta	A vest, shirt
	<u>Expressions/ phrases</u>	
	¡Vamos a comer!	Let's eat!
	¡Vámanos!	Let's go!
	Feliz cumpleaños	Happy birthday
	¿Yo?	Me?
	¡Una fiesta! ¿Para mí?	A party! For me?
	Para ti.	For you.
	<u>Sentences</u>	
	Me llamo....	My name is... I call myself....
	¿Qué es eso?	What is that?
	Es un pastel para el monstruo.	It's a cake for the monster.
	Hoy es su cumpleaños.	Today is his birthday. (or her birthday)
	Hoy es mi cumpleaños.	Today is my birthday.
	Estoy triste.	I am sad.
	Estoy contento. Estoy contenta.	I'm happy (masc.). I am happy (fem.).
	Vamos a dar un paseo.	Let's go for walk.
	¡Amigos, miren!	Look, friends!
	Son mis orejas.	They're my ears.
	Es mi nariz.	It's my nose.
	¿Quién rompió el carro?	Who broke the car?
	¿Quién se comió las pizzas?	Who ate the pizzas?

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 117—HAPPY BIRTHDAY, MONSTER!

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>contento</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>triste</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>el perro</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 carro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>morado</i> .			Comprehension of designated Spanish vocabulary.	
Responds to spoken information about names and physical expressions.			Comprehension and cultural awareness regarding spoken information.	

Salsa Episode 117
Happy Birthday, Monster!
Assessment Observation Checklist

	Responds to <i>contento.</i> (Vocabulary comprehen- sion)	Responds to <i>triste.</i> (Vocabulary comprehen- sion)	Responds to <i>el monstruo.</i> (Vocabulary comprehen- sion)	Responds to <i>el perro.</i> (Vocabulary comprehen- sion)	Responds to <i>el carro.</i> (Vocabulary comprehen- sion)	Responds to <i>la pizza.</i> (Vocabulary comprehen- sion)	Responds to <i>morado.</i> (Vocabulary comprehen- sion)	Comprehen- sion and cultural awareness of spoken information
Student's Name	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

Correctives and Enrichments- Episode 117

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 117

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

contento/ a

triste

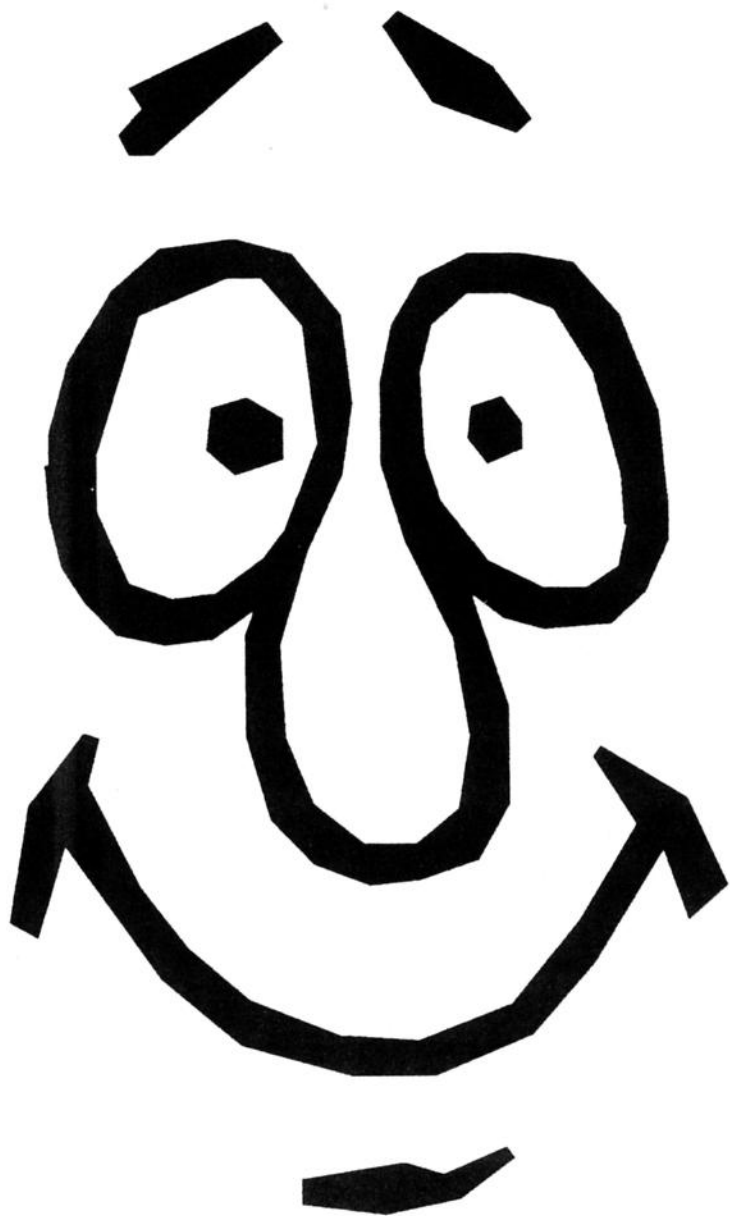
el monstruo

la pizza

el perro

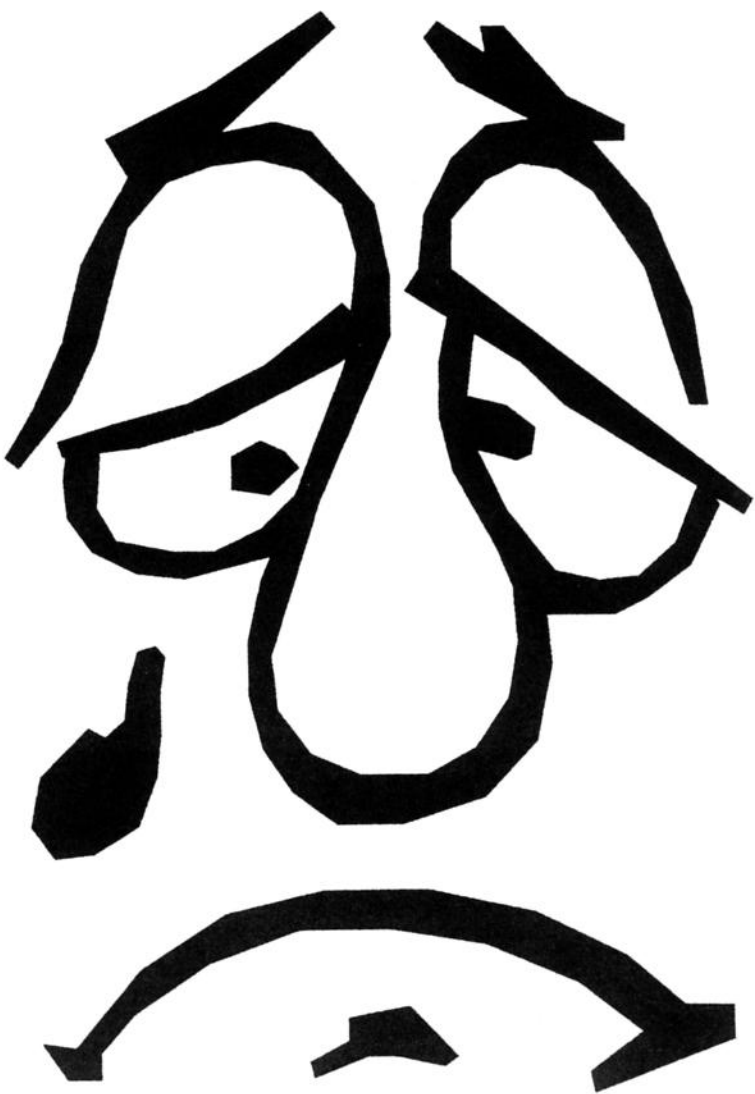
el carro

la pizza



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El bosque

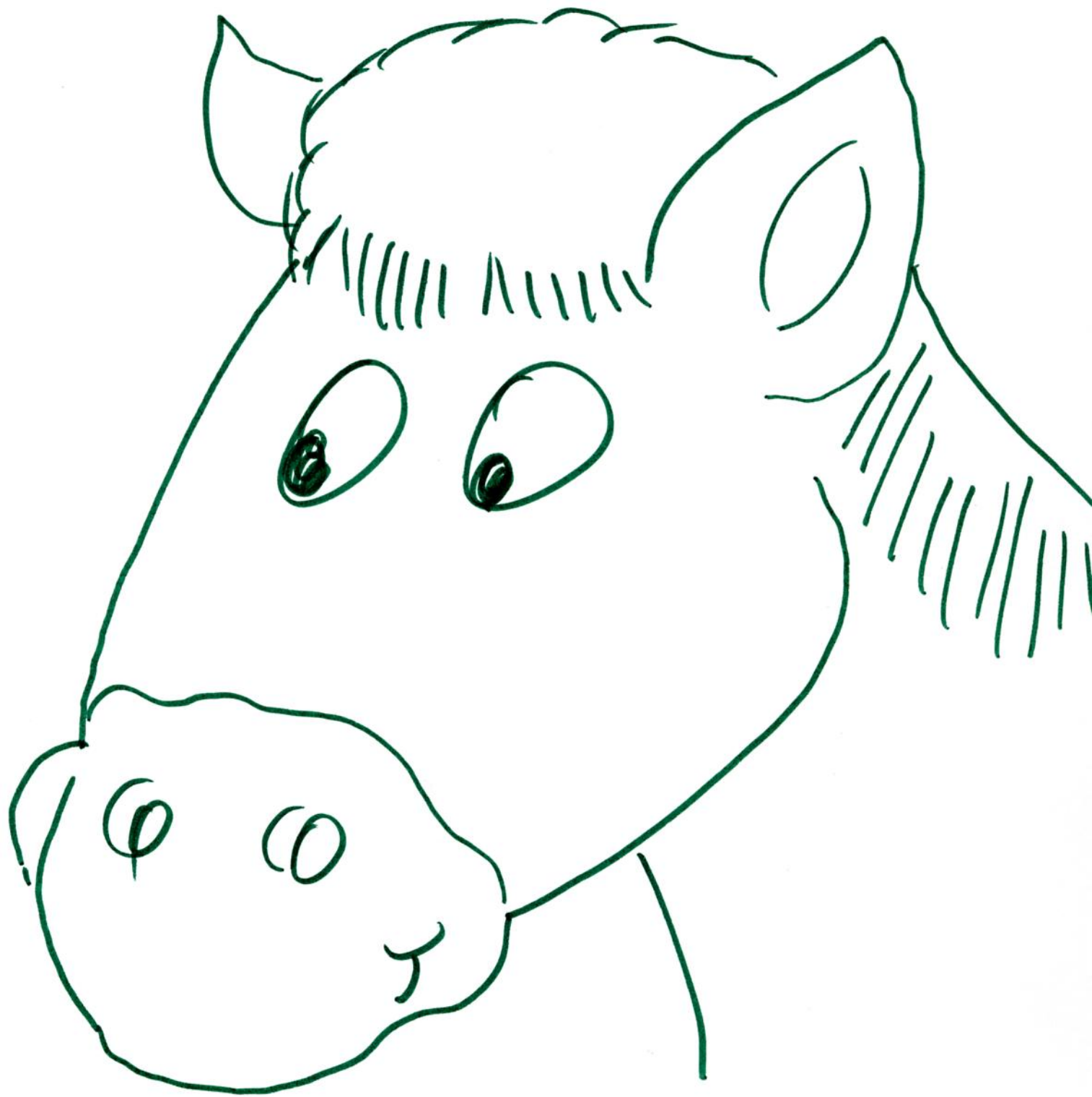


la casa



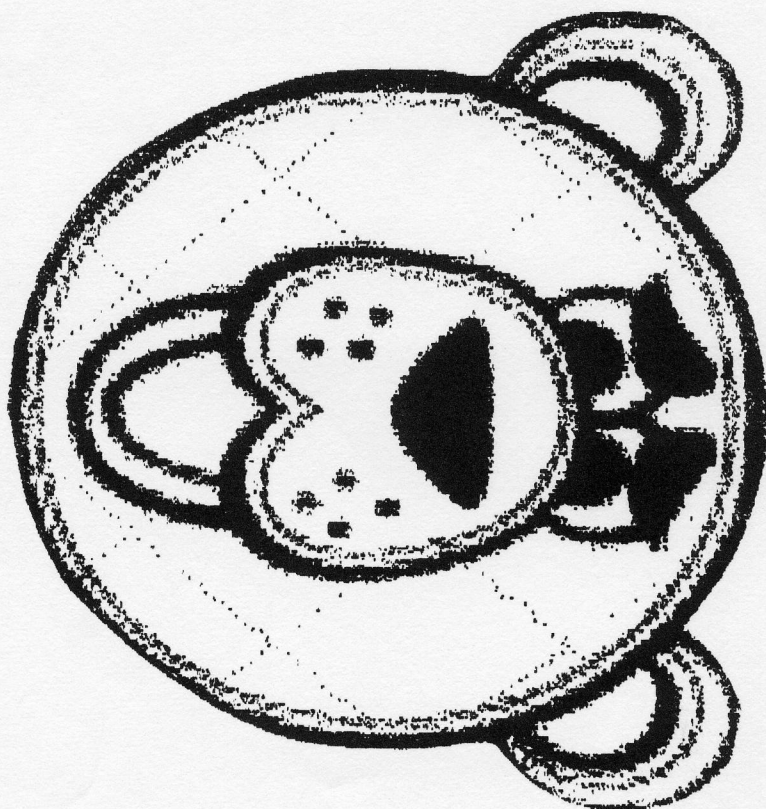
La granja

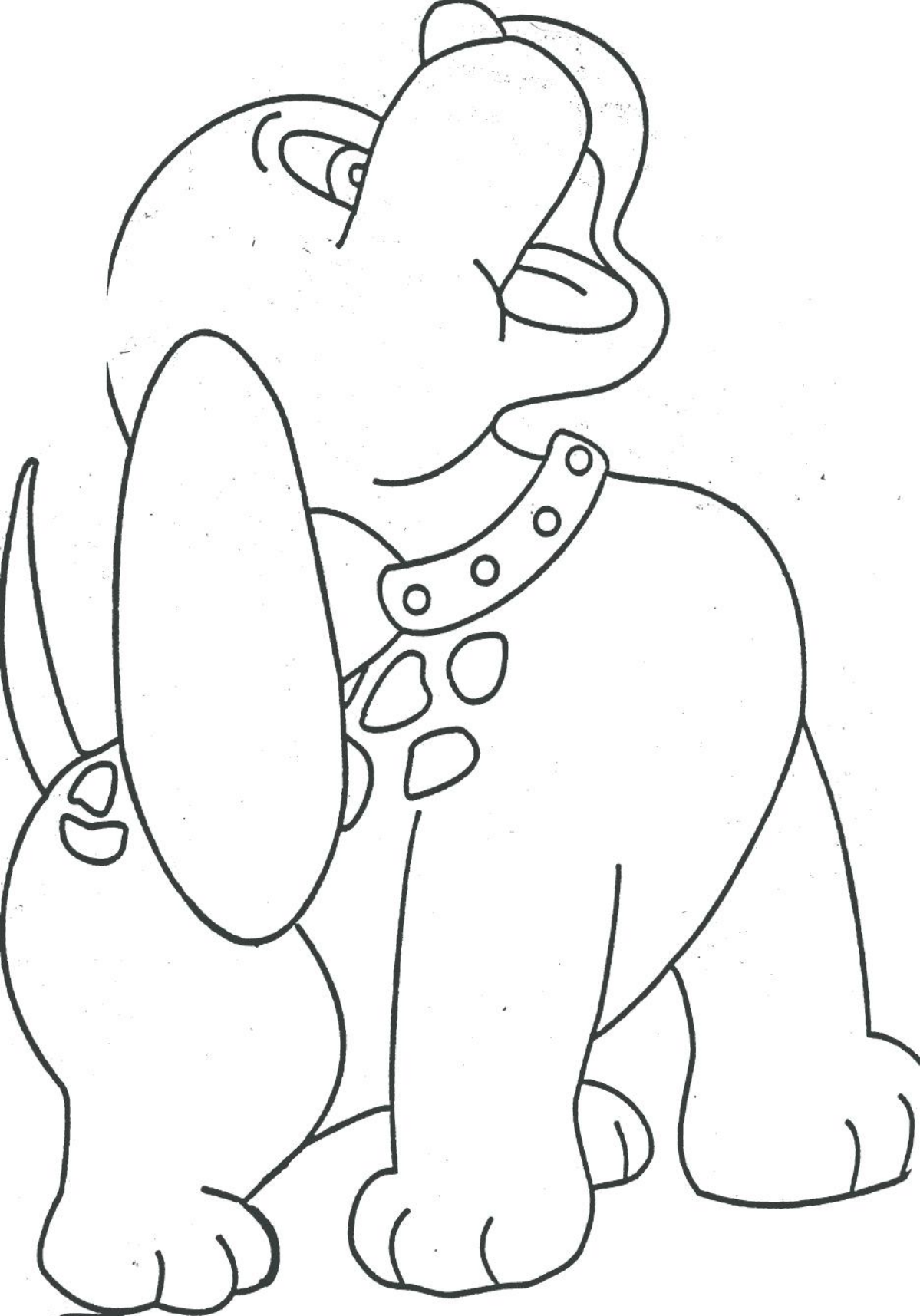




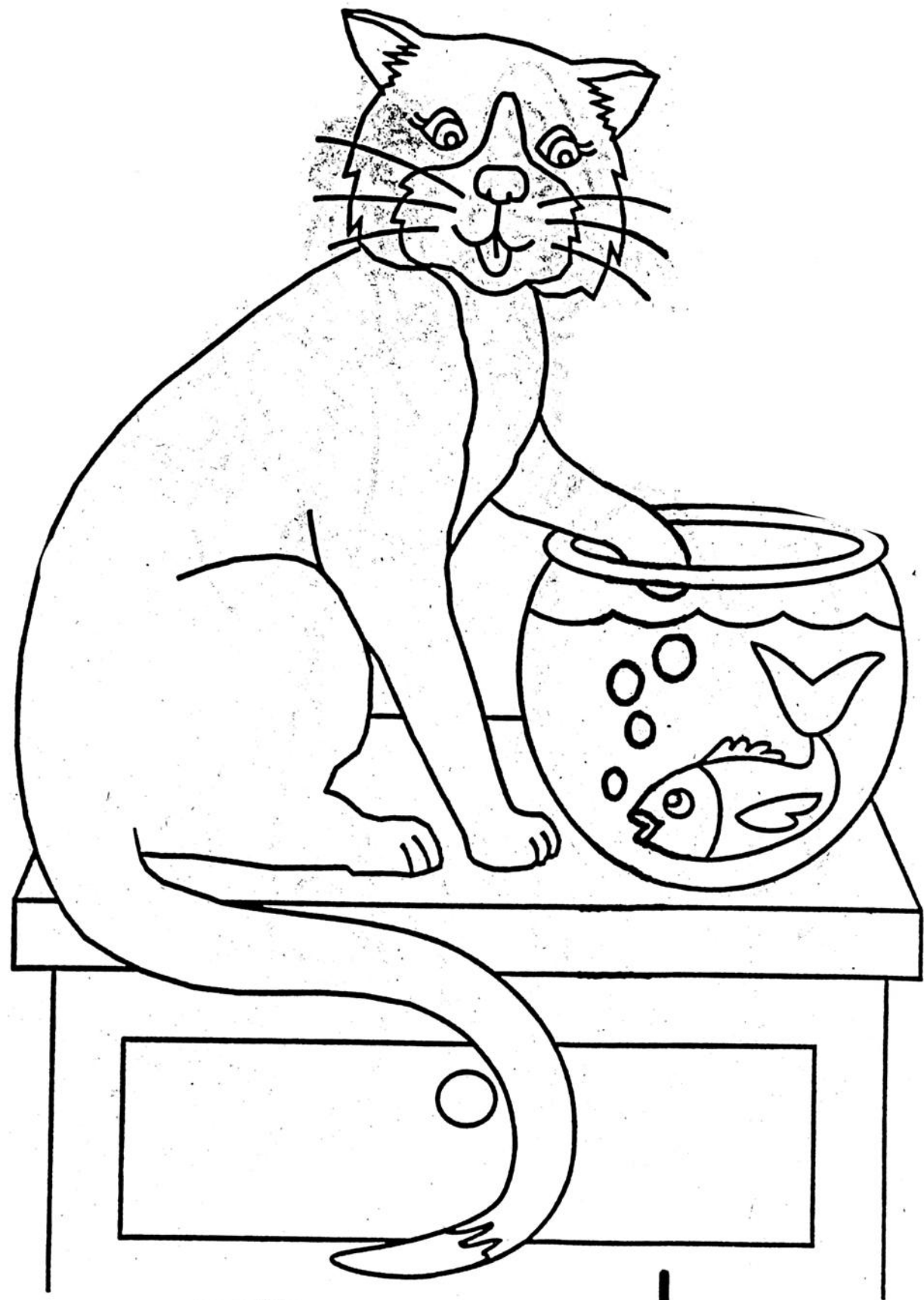
El burro

EL 050

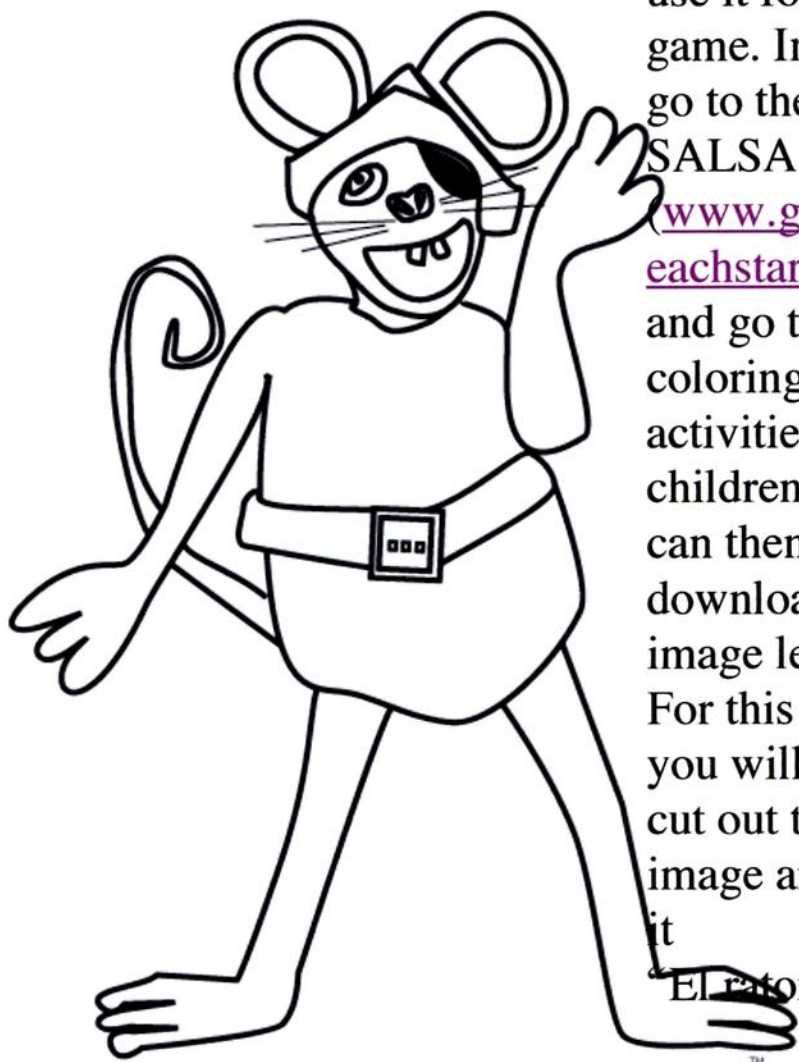




El perro



El gato



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Ratoncito



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“Los chivos”

Los Tres Chivos

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