

WyFLES Teachers' Materials

SALSA Episode 118

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Sample Pacing of Episode 118

First and Second Grades

Week One:

- Show the video Episode 118 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:

- *Seis* (six)
- *Siete* (seven)
- *Hace calor.* (*It is hot.*
A weather expression)

Characters/Personajes:

- *Ratoncito*
- *Bebé Oso*
- *Niña* (The Pizza Girl)
- *Chivos* (The three goats)
- *Monstruo* (Monster)
- *Abuela* (Grandmother)
- *Perrito* (Puppy)
- *Perro* (Dog)
- *Bananas*
- *Manzanas* (Apples)

Synopsis

While Perro is sleeping, the other characters decide to make up their own version of the story of the three goats. In their version, the Monster charges Chivo Pequeño seven tomatoes to cross the bridge, insisting on red, not green tomatoes. Chivo Mediano must pay seven pieces of cheese. Finally, Chivo Grande and the Monster decide to cross the bridge together for ice cream.

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 118. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 118 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. (18 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*.

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.
 (Puppet’s name), *¿qué tiempo hace?* _____, what’s the weather like?
P: *Hace calor/frío.* It’s hot/cold.
2. Select a student to bounce a ball to a number that you designate (1-10). The student bounces the ball and the class counts to that number. Bounce the ball and ask the class to identify the number of bounces

Notes:

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. *¿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?*

Objectives:

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

Connections

- Literacy
- Math- counting

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:

“Counters” for the numbers 1-7. You will need enough sets of counters for the number of groups you will have. (dividing your students into groups of 3 or 4)

3. Use large flashcards with the numbers *seis, siete, ocho, nueve and diez*. Say the numbers and have the class repeat them with you.
4. Say a number (1-10) and have the class clap and count to that number.
5. Use the blackline masters numbered 1 – 10. Ask students to place the correct number of counters on each card. Use the words *más* (most) and *menos* (fewest). Ask, *¿Cuál tiene más?* (Which has the most?) or *¿Cuál tiene menos?* (Which has the fewest?)
6. Divide the class into groups of 3 or 4. Place all the counters in the center of a table. Students take turns rolling dice. Each student throws one or two dice and identifies the number he/she threw. Students gather the corresponding number of counters from the center counting out the number in Spanish. Play until all the counters are gone from the center. Have children count the total number of counters each received from the game.

Pronunciation Hints:

Cuál= kwahl



Tiene= tee-n-ay

Más= mahss



Menos= may- nohs

Notes:

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

THE TEACHER SAYS  AND (DOES) 		
Episode 118: Robo en la carretera		
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, (puppet's name.) (or Buenas tardes, as appropriate.)</i> 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>	
T:	<i>Muy bien, gracias. (Puppet's name), ¿qué tiempo hace?</i>	
P:	<i>Hace calor/frío.</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?	(same)	(same)
Muy bien, gracias. Muy bien, gracias.		
¿Y usted? ¿Y usted?		

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

<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>
<p>Episode 118: Lesson 1, Robo en la carretera</p>
<p>See card with Warm-up dialogue.</p>
<p>Select a student to bounce a ball to a number that you designate (<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>). The student bounces the ball and the class counts to that number. Bounce the ball and ask the class to identify the number of bounces</p>
<p>Use large flashcards with the numbers <i>seis, siete, ocho, nueve, diez</i>) Say the numbers and have the class repeat them with you.</p>
<p>Say a number (1-10) and have the class clap and count to that number.</p>
<p>Use the blackline masters numbered 1 – 10. Ask students to place the correct number of counters on each card. Ask, <i>¿Cuál tiene más?</i> (Which has the most?) or <i>¿Cuál tiene menos?</i> (Which has the fewest?)</p>
<p>Each student throws one or two dice and identifies the number he/she threw. Students gather the corresponding number of counters from the center counting out the number in Spanish. Play until all the counters are gone from the center. Have children count the total number of counters each received from the game.</p>

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- indicating verbally or nonverbally comprehension of the numbers 1-10.

Connections to other subject areas:

- Literacy
- Math- counting,

Materials needed:

- A set of cards with the numbers 1-10.
 - Name tags with the numbers 1-7 (or above)
- Enough tags for each student. (depending on how you divide your class. (Into groups of 6,7 or more.)

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 118)

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. Prepare a set of cards, with one of the numeral sequences listed below on each card. Show your students one of the cards. Say the numerals on the card in Spanish. Ask what numeral is missing from the sequence.

Sequences:

- | | |
|---------------------|---------------|
| 1, 2, 3, 4, 5, _, _ | 1, 3, 5, _, 9 |
| 1, _, 3, _, 5, _ | 1, _, 5, 7, 9 |
| _, 2, _, 4, _, 6, _ | 1, _, 7, 10 |
| 2, 4, _, 8, 10 | |

2. Practice the numbers 1-7 and the colors by using paper strips. Hold up the strips and ask the class: **¿Cuántos papeles rojos tengo yo?** (How many red papers do I have?) Let two or three students guess and then count the paper strips together. Let a volunteer take the next set and ask the question: **¿Cuántos papeles morados tengo yo?** (How many purple papers do I have?) Continue until several colors have been reviewed.
3. Divide students into groups of 6 or 7. Each student is given a tag with a number on it. Call out a number, such as *cuatro* (four). The students toss the ball to the student who has that number. The student, as he/she catches the ball, must repeat his number. The student must then call another number and toss the ball across the circle to the student who has that number. The second student repeats the action of the first, remembering to repeat his own number before he calls the next one, and the game continues.

Pronunciation Hints:

Cuántos= kwahn-tohs
Papeles= pah-pay-lace
Tengo= ten-go

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 118: Lesson 2, *Robo en la carretera*

See card with Warm-up dialogue.

¿Qué número falta? Show your students one of the numeral sequences. Say the numerals on the card in Spanish. Ask what numeral is missing from the sequence.

¿Cuántos papeles rojos tengo yo? Have students count out numbers between 1—7 using different colors of strips of paper or yarn, etc. (*rojo, verde, azul, amarillo, morado*)

Divide students into groups of 6 or 7. Each student is given a tag with a number on it. Call out a number, such as *cuatro* (four). Toss the ball to the student who has that number. The student, as he/she catches the ball, must repeat his number. The student must then call another number and toss the ball across the circle to the student who has that number. The second student repeats the action of the first, remembering to repeat his own number before he calls the next one, and the game continues.

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the Spanish numbers 1-7 (or beyond)

Connections to other subject areas:

- Literacy
- Math- counting

Materials Needed:

- Index cards with smiley faces
- Number cards.

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 introduce the number *cero* (zero) draw 2 circles on a piece of paper. Have students put several counters in one circle. Leave the other circle empty. Point to each circle and say, *¿Cuántos tengo?*(How many do I have?) *Sí, tengo tres osos.* (Yes. I have three bears.) *¿Cuántos tengo? Sí, hay cero.* Point to the set with zero.
2. Line up 4 girls and 2 boys in front of the class. Ask, *¿Cuántas niñas hay aquí?* (How many girls are there here?) *¿Cuántos niños hay aquí?* (How many boys are there here?) *¿Cuántos todos?* (How many in all?) Write the number sentence on the chalkboard. Then change the order of the groups and repeat the questions. Write the new number sentence on the chalkboard. Ask the class if the order of boys and girls makes a difference. (no) Repeat the activity with different combinations for *seis* and *siete*.
3. Draw a smiley face on several index cards. Distribute addition-fact cards, a set of number cards from 2—10, a smiley-face card to groups of 2—4 players. Number cards are shuffled and placed in a pile facedown in the center of the group. The fact cards and the smiley-face card are shuffled and dealt out until all cards are taken. The object of the game is to match fact cards with numbers cards showing the sum.

The student with the smiley-face card begins by drawing the top card from the number-card pile and turning it over. The student checks his or her hand to see if he or she is holding any fact cards whose sum matches the number card. The student discards as many matches as possible. The other players check. If there are no matches the number card is placed at the bottom of the pile and play passes to the next child.

The first player to lay down all of his or her fact cards is the winner.

Pronunciation Notes:

Cero= say-row

Hay= ay (as in jay ay ay!)

Aquí= ah-key

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 118: Lesson 3, *Robo en la carretera*

See card with Warm-up dialogue.

Draw 2 circles on a piece of paper. Have students put several counters in one circle. Leave the other circle empty. Say, **¿Cuántos tengo? Sí, tengo tres osos. ¿Cuántos tengo? Sí, hay cero.**

¿Cuántas niñas hay aquí? Or ¿Cuántas niñas are there here?
Bring 2-4 girls to the front of the room.

¿Cuántos niños hay aquí? Or ¿Cuántos niños are there here?
Bring 2-4 boys to the front of the room.

¿Cuántos todos? Write the number sentence on the chalkboard. Then change the order of the groups and repeat the questions. Write the new number sentence on the chalkboard. Ask the class if the order of boys and girls makes a difference. (no) Repeat the activity with different combinations for *seis* and *siete*.

Numbers Game. The student with the smiley-face card begins by drawing the top card from the number-card pile and turning it over. The student checks his or her hand to see if he or she is holding any fact cards whose sum matches the number card. The student discards as many matches as possible. The other players check. If there are no matches the number card is placed at the bottom of the pile and play passes to the next child.

Objectives for day 4 :

Student will indicate comprehension of Spanish vocabulary by playing a number game and creating a craft project.

Connections to other

subject areas:

- Literacy
- Math- counting
- 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.

1. This game is called *Alrededor del mundo* (Around the World). Students are seated in a circle with the teacher as part of the circle. (If students stay seated at their desks establish an order of who goes *primero, segundo, and tercero*—first, second, third.) The first student to begin stands behind another student. The teacher shows a flashcard and says *Dos más dos son _____*. (Two plus two equals _____.) If the student standing behind the one seated says the correct answer first, then he/she gets to keep moving “alrededor del mundo”. If the student seated says the correct answer first, then the one standing has to sit down. Students can only say one answer out loud.

2. Supply each child with a variety of art materials (feathers, cotton balls, sequins, beans, foam pieces, buttons, uncooked macaroni, etc.) Divide a sheet of paper or construction paper in half. Ask the students to create on one half a picture that uses only *seis* (six) items, and on the other half a picture that uses only *siete* (seven) items. Label the picture with a title that includes the words *seis* and *siete*. Students may want to share their picture with the class and count the number of items used.

Final Assessment

Notes:

Pronunciation Hints:

Dos más dos son=
 (dohs mahs dohs soan)

alrededor=
 (ahl-rey-day-dohr_

del mundo=
 (dell moon-dough)

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

THE TEACHER SAYS  AND (DOES) 

Episode 118: Lesson 4, *Robo en la carretera*

See card with Warm-up dialogue.

Alrededor del mundo. Students are seated in a circle with the teacher as part of the circle. (If students stay seated at their desks establish an order of who goes *primero*, *segundo*, and *terceror*—first, second, third.) The first student to begin stands behind another student. The teacher shows a flashcard and says *Dos más dos son* _____. (Two plus two equals _____.) If the student standing behind the one seated says the correct answer first, then he/she gets to keep moving “alrededor del mundo”. If the student seated says the correct answer first, then the one standing has to sit down. Students can only say one answer out loud.

Ask the students to create pictures on a divided sheet of paper. One side uses only *seis* (six) items and the other half uses only *siete* (seven) items. Label the picture with a title that includes the words *seis* and *siete*. Students may want to share their picture with the class and count the number of items used.

Final Assessment

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
118	<p><u>Nouns</u> El helado</p> <p><u>Expressions/ phrases</u> ¡Silencio!</p> <p>Había una vez</p> <p>Al lado de...</p> <p>¡Espera!</p> <p>Siete pedazos de queso.</p> <p><u>Sentences</u></p> <p>¿Dónde está el libro?</p> <p>Allí está el libro.</p> <p>Al lado del puente había una piñata.</p> <p>El chivo pequeño estaba en el puente.</p> <p>Necesito tomates rojos.</p> <p>¿Adónde vas?</p> <p>Y ése es el fin del cuento.</p>	<p>Ice cream</p> <p>Quiet!</p> <p>Once upon a time</p> <p>Beside/ next to..</p> <p>Wait!</p> <p>Seven pieces of cheese.</p> <p>Where is the book?</p> <p>There's the book.</p> <p>Next to the bridge was a piñata.</p> <p>The small goat was on the bridge.</p> <p>I need red tomatoes.</p> <p>Where are you going?</p> <p>And this is the end of the story.</p>

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 118—HIGHWAY ROBBERY

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>cero</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>tres</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>cuatro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>cinco</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>seis</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>siete</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>hace calor</i> .			Comprehension of designated Spanish vocabulary.	
Counts to seven (<i>siete</i>) on fingers, starting with the thumb.			Comprehension of designated Spanish vocabulary. Comprehension or the Spanish way of counting using fingers.	

Salsa Episode 118
Highway Robbery
Assessment Observation Checklist

Student's Name	Responds to <i>cero</i> . (Vocabulary comprehension)	Responds to <i>tres</i> . (Vocabulary comprehension)	Responds to <i>cuatro</i> . (Vocabulary comprehension)	Responds to <i>cinco</i> . (Vocabulary comprehension)	Responds to <i>seis</i> . (Vocabulary comprehension)	Responds to <i>siete</i> . (Vocabulary comprehension)	Responds to <i>hace calor</i> . (Vocabulary comprehension)	Counts to <i>siete</i> on fingers, starting with thumb.
	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
1								
2								
3								
4								
5								
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22								
23								
24								
25								

Correctives and Enrichments- Episode 118

Time	Lang.	Prep.	Description	Materials Needed
10-15	3	5	<p style="text-align: center;"><u>Spanish-speaking Volunteer Retells the Story of <i>The Billy Goats Gruff</i></u></p> <p>If you have a volunteer who speaks Spanish well, this might be an excellent time to ask him or her to read the original story of <i>The Billy Goats Gruff</i>. It will be easier for the students to participate if you give the volunteer a copy of the focus vocabulary and an overview of the SALSA version. (perhaps even the video to watch in advance.)</p>	A big book of <i>The Billy Goats Gruff</i> .
10-15	1	1	<p style="text-align: center;"><u>Big Book Cloze/Fill-in-the-Blank Activity</u></p> <p>This activity is similar to the Big Book Story Telling activity, but this time, you predetermine which words you are going to “leave out.” This could be done with sentence strips or by simply covering the English words for which you will ask your students to substitute Spanish words.</p>	A big book of <i>The Billy Goats Gruff</i> .
5-10	1	3	<p style="text-align: center;"><u>TPR Hold Up Activity</u></p> <p>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.</p>	A set of images of the vocab words for each student.
10-15	1	2	<p style="text-align: center;"><u>¿Qué es? Quiz Game</u></p> <p>(See Activity 24 on page 34 of the Teacher’s Resources and Materials packet.) Using the objects that you have previous used in episodes 113-118, follow the directions given for Activity 24.</p>	The images that you have used for episodes 113-118

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.

0

cero

4

cuatro

1

uno

5

cinco

2

dos

6

seis

3

tres

7

siete

Vocabulary Cards

Episode 118

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

cero

tres

cuatro

cinco

seis

siete

hace calor

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