WyFLES Teachers’ Materials
SALSA Episode 119

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Sample Pacing of Episode 119

First and Second Grades

Week One:
• Show the video Episode 119 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:
La Gallinita Roja

### Focus Vocabulary:
- **El gato** (cat)
- **Cansado / cansada**
  (adj. Tired, masc./fem.)

### Characters/Personajes:
- **Lobo**
- **Ratoncito**
- **Gatita (cat)**
- **Mamá Osa**
- **Gallinita Roja** (Red Hen)
- **Perrito (Puppy)**
- **Perro (Dog)**
- **Ardillas** (squirrels)
- **Legumbres** (vegetables)

### Synopsis
When the female cat (La Gatita), Ratoncito and the wolf (el Lobo) refuse to help him prepare hamburgers, Perro decides to read them the story of the Little Red Hen (la Gallinita Roja). Appropriately, la Gatita, Ratoncito and el Lobo refuse to help the Little Red Hen, played by Mamá Osa, prepare the hamburgers. So, after they are ready, she won’t share with them. They all learn from the story and help Perro.

### 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 119. Practice the focus words in preparation for introducing the episode to your students.**

2. **Show the SALSA video of Episode 119 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: two weeks per episode. (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.** Continue using Spanish words with which you and your class are familiar and comfortable.

### Ideas for Expansion Activities:

#### Sample Lesson for Day 1: (Estimated time: 25 minutes)

The **“index-card” script** follows this section.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. | With a hand puppet model the following dialogue:  
  **T:** *Buenos días, (puppet’s name)*  
  (or **Buenas tardes**, as appropriate)  
  **P:** *Buenos días, Señor/Señora/Señorita ______.*  
  Good morning, Mr./Mrs./Miss ______.  
  **T:** ¿ Cómo estás tú?  
  **P:** Así, así. ¿Y usted?  
  **T:** Muy bien, gracias.  
  **P:** Hace calor/frío.  
  Good afternoon.  
  How are you?  
  So-so. And you?  
  Fine, thank you.  
  It’s hot/cold.  |

A reminder: When the teacher speaks to a student or to the puppet, she uses the “tú” form, which is generally used for friends, family or children.

Ex. ¿Cómo estás tú?

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*?
### Wyoming Standards:

2. Culture—

2.1 Students participate in age-appropriate cultural activities.

2.2 Students respond to culturally appropriate gestures and oral expressions.

### Objectives:

Students will be able to:

1. demonstrate verbally or non-verbally comprehension of:
   - El gato
   - Cansado/ cansada

2. Indicate verbally or non-verbally comprehension and cultural awareness of:
   - Spanish greetings and leave takings. (review)

### Materials Needed:

- A ball
- Objects or pictures of vocabulary words for Hide and Seek.

### Correctives and Enrichments:

Please see the expansion activities provided with this episode.

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3. Ask a student to leave the classroom while you hide one or more of the items in the room. Ask the student to return to the classroom and find the item. Encourage the following conversation. *(Busca= look for)*

   - Teacher: *Busca el (dos) animal(es).*
   - Student: *¿Es el gato?*
   - Class: *No, no es el gato.*
   - Student: *¿Es el perro?*
   - Class: *No, no es el perro.*
   - Student: *¿Es el lobo?*
   - Class: *Sí, es el lobo.*

   Use the words caliente/frío (hot/cold) to help the student locate the missing animal. Continue the game by rotating the items or hide more than one around the room. Tell the student how many items they must find.

4. Choose a student to come to the front and act out a vocabulary word by choosing an image or vocabulary card. The rest of the class must try to guess what the student is pantomiming by asking *¿Es el perro?*  *Sí, es el perro.* The first student to guess correctly may do the next pantomime.

5. Sing the **Tres Ositos** song. After each verse have the students name a different animal and change the song using that animal.

   **Uno, dos, tres ositos**
   - One little, two little, three little bears

   **Cuatro, cinco, seis ositos**
   - Four little, five little, six little bears

   **Siete, ocho, nueve ositos**
   - Seven little, eight little, nine little bears

   **Diez ositos son.**
   - Ten little bears in all.

   Suggested animals:
   - gatitos: kittens
   - chivitos: little goats
   - perritos: puppies

Check out the following web site! It provides all kinds of free activities and materials for your classes! You can search the activities by grade level, by content area, by type of activity. All materials may be downloaded and printed without fear of copyright problems.

   [http://www.seeds.coedu.usf.edu](http://www.seeds.coedu.usf.edu)

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### Pronunciation Hints:

- ¿Qué tiempo hace?  *Kay tee-moe ah-say?*
  - *Busca* = boo-skah

### Assessment

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided.)
### Episode 119: El concurso de las Preguntas

#### Warm-up Dialogue (Model with a puppet)
Allow students to take the role of the puppet.

**T:** *Buenos días, (puppet’s name.*) (or *Buenas tardes*, as appropriate.)

**P:** *Buenos días, Señor/Señora/Señorita ________.*

**T:** ¿Cómo estás tú?

**P:** *(Muy bien. Así, así. Muy mal.) ¿Y usted?*  Encourage students to choose how the puppet is feeling.

**T:** Muy bien, gracias.

**T:** ¡Fantástico!
Teacher Script Designed to be Pasted on a 5” X 8” Index Card

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<tr>
<th>THE TEACHER SAYS AND (DOES)</th>
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<td>* a word in [ ] indicates you may choose to say the word or not say the word. An underlined word means that it could change to another noun.</td>
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**Episode 119: Lesson 1, La gallinita roja**

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

**Señalen el lobo.** Place various images around the room (el perro, el gato, el chivo, el oso) and have the students point to them as you say the words.

**Escondidas (Hide-n-seek)** Vocabulary images are hidden around the classroom. Encourage the following conversation when a chosen student enters the classroom. (Let students know how many images you have hidden.)

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<td>Student:</td>
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</table>

- **Busca el (dos) animal(es).**
- ¿Es el gato?
- **No, no es el gato.**
- ¿Es el perro?
- **No, no es el perro.**
- **¿Es el lobo?**
- **Sí, es el lobo.**

Sing the **Tres Ositos** song. Suggested animals: *gatitos* (kittens), *chivitos* (little goats), *perritos* (puppies).

- **Uno, dos, tres ositos**
- **Cuatro, cinco, seis ositos**
- **Siete, ocho, nueve ositos**
- **Diez ositos son.**
### Objectives for day 2:
Student will indicate comprehension of Spanish words by:
- predicting the dialog on the silenced video;
- asking and answering the question “Are you tired?”

### Connections to other subject areas:
- Literacy
- Music- singing

### Materials needed:
- Video of episode 119

### Assessment:
Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary
(See assessment for 119)

### 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. Refer to the first video segment that isolates the focus words. Turn the sound off on the video and have the children say *el gato* each time a new cat appears on the screen. Make sure the students say *los gatos* when the two cats appear at the end.

2. Continue viewing the video. Freeze the video when the tired boy appears. Say *¿Qué dice el niño?* (What does the boy say?) Students answer *El niño dice “estoy cansado.”* (I’m tired.)

3. Advance to the section with Mamá Osa and the girls. Listen to the questions and answers. Ask the students to repeat the question, *¿Estás cansada?* (Are you tired?) Ask students to repeat the response of the girls. *Sí, estoy cansada.* (Yes, I am tired.)

4. Replay the same section with Mamá Osa and the two girls. Ask a student to volunteer to play Mamá Osa and two others to respond. Note boys will answer *Sí, estoy cansado.* Girls will answer *Sí, estoy cansada.*

5. Ask students to turn to the person on their right and ask *¿Estás cansado/a?* That student should answer, “*Sí, estoy cansado/a*” (or “*No estoy cansado/a.*”)

6. Sing the song *Cabeza, hombros, piernas, pies.* Repeat several times, each time increasing the speed. When you sense that the students are becoming tired, stop, sit in a chair, and say *Estoy cansado/a.*
**THE TEACHER SAYS AND (DOES)**

**Episode 119: Lesson 2, La gallinita roja**

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<th>See card with Warm-up dialogue.</th>
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<tr>
<td>Refer to the first segment in the SALSA video that isolates the focus words. Turn the sound off on the video and have the children say <em>el gato</em> each time a new cat appears on the screen. Make sure the students say <em>los gatos</em> when the two cats appear at the end.</td>
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Freeze the video when the tired boy appears. Say *¿Qué dice el niño?* (What does the boy say?) Students answer *El niño dice estoy cansado.* (I’m tired.)

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Replay the same section with Mamá Osa and the two girls. Ask a student to volunteer to play Mamá Osa and two others to respond.

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Ask students to turn to the person on their right and ask *¿Estás cansado/a? Sí, estoy cansado/a.*

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Sing the song *Cabeza, hombros, piernas, pies.* Finish by saying *Estoy cansado/a.*

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</table>

- Cabeza, hombros, piernas, pies
- Piernas, pies, piernas, pies
- Cabeza, hombros, piernas, pies
- Ojos, boca, nariz
### Objective for day 3:
Students will indicate comprehension of Spanish words by:
- telling whether or not they like cheese.
- predicting the dialog in the video about being tired.

### Cultural objective:
Students will have an opportunity to taste quesadillas.

### Connections to other subject areas:
- Literacy

### Materials Needed:
- SALSA video of episode 119
- Ingredients and method of preparing simple quesadillas.

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

### Correctives/Enrichments
See enclosed page

### Pronunciation Hints:
- Quesadillas = kay-sah-dee-yahss
- ¿Qué dice...? kay dee-say...?

### 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. View the second segment in the SALSA video that isolates the focus words.
2. The first section shows the making of queso (cheese). Ask individual students ¿Te gusta el queso? They should answer either “Sí, me gusta el queso,” or “No, no me gusta el queso.”
3. Continue viewing the section with the caricature that is cansado.
4. In the next section turn off the volume and ask the following questions:
   
   **Teacher:** ¿Qué dice el niño? Students: El niño dice, “estoy cansado.”
   ¿Qué dice el hombre? El hombre dice, “estoy cansado.”
   ¿Qué dicen los niños? El niño dice, “estoy cansado.”
   La niña dice, “estoy cansada.”
   ¿Qué dice la niña? La niña dice, “estoy cansada.”

5. Cultural activity. After viewing the segment on cheese you may want to introduce your students to Quesadillas (Cheese Turnovers). Use flour or corn tortillas. Sprinkle grated monterey jack, colby or cheddar cheese on half of the tortilla. Fold over, toast in 350-degree oven 10 minutes, or microwave on high for 45 seconds, or use an electric skillet and toast until both sides are a golden brown. Some students may want to try salsa or picante sauce with their quesadilla.
**THE TEACHER SAYS AND (DOES)**

<table>
<thead>
<tr>
<th>Episode 119: Lesson 3, <em>La gallinita roja</em></th>
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</thead>
<tbody>
<tr>
<td><strong>See card with Warm-up dialogue.</strong></td>
</tr>
<tr>
<td>View the second segment in the SALSA video that isolates the focus words.</td>
</tr>
</tbody>
</table>

The first section shows the making of *queso* (cheese). Ask individual students

**T:** ¿Te gusta el queso?

**S:** Sí, me gusta el queso. or No, no me gusta el queso.

In the next section turn off the volume and ask the following questions:

**Teacher:** ¿Qué dice el niño?

**Students:** El niño dice, “estoy cansado.”

¿Qué dice el hombre?

El hombre dice, “estoy cansado.”

¿Qué dicen los niños?

El niño dice, “estoy cansado.”

La niña dice, “estoy cansada.”

¿Qué dice la niña?

La niña dice, “estoy cansada.”

Cultural activity. After viewing the segment on cheese you may want to introduce your students to *Quesadillas* (Cheese Turnovers). Refer to recipe in teacher’s guide.

¡Excelente!
## Sample Lesson for Day 4: (Estimated time: 25 minutes)

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

There is a traditional song in Latin America sung about “My farm or ranch”. *(La granja or Mi rancho).* The lyrics are provided in a short book that you can use to help the students learn the names of the animals and the sounds that they make.

Cultural note: Notice that the animals make different sounds than they do in English. Examples: The dog says “*guau, guau*” instead of “bow wow”. The duck says “*quá, quá*” instead of “quack, quack.” Before you read what sound the animals make, have the students say the noises in English. Then see if the sounds are similar or different.

-Additional activities that you can do with the book.-

1) After reading the book together in class, ask a student to choose one of the Spanish sounds. The other students must identify the animal by either saying the name in Spanish or pointing to the picture of the animal in the book.

2) Pair students up. One makes the sound and the other must identify the animal either by naming the animal or identifying its picture.

3) Encourage students to take the books home to share with their families. Remind them to point out that animal sounds in Spanish are different.

### Objectives for day 4:
Students will indicate comprehension of Spanish vocabulary by:
- singing a song about farm animals.
- reading about and identifying animal sounds in Spanish.

### Connections to other subject areas:
- Literacy
- Music- singing

### 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.

### Final Assessment
Teacher Script Designed to be Pasted on a 5” X 8” Index Card

<table>
<thead>
<tr>
<th>THE TEACHER SAYS AND (DOES)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Episode 119: Lesson 4, La gallinita roja</strong></td>
</tr>
<tr>
<td><strong>See card with Warm-up dialogue.</strong></td>
</tr>
<tr>
<td><strong>Student Book Activity.</strong> Read the book together as a class. Let students say or make the animal noises in English. Look at the way the sounds are made in Spanish. Discuss if they are similar or different. Allow the students to fill in the blanks and color the pictures.</td>
</tr>
<tr>
<td>-Additional activities that you can do with the book.-</td>
</tr>
</tbody>
</table>

1) After reading the book together in class, ask a student to choose one of the Spanish sounds. The other students must identify the animal by either saying the name in Spanish or pointing to the picture of the animal in the book.

2) Pair students up. One makes the sound and the other must identify the animal either by naming the animal or identifying its picture.

3) Encourage students to take the books home to share with their families. Remind them to point out that animal sounds in Spanish are different.

**Final Assessment**
# Extension Vocabulary from the SALSA Video Series

<table>
<thead>
<tr>
<th>Episode</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>119</td>
<td>Nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>El queso</td>
<td>The cheese</td>
</tr>
<tr>
<td></td>
<td>Los quesos</td>
<td>The cheeses (pieces of cheese)</td>
</tr>
<tr>
<td></td>
<td>La lechuga</td>
<td>The lettuce</td>
</tr>
<tr>
<td></td>
<td>Expressions/ phrases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¡Qué bueno!</td>
<td>Great!</td>
</tr>
<tr>
<td></td>
<td>Todo el día</td>
<td>All day long</td>
</tr>
<tr>
<td></td>
<td>¡Hace frío!</td>
<td>It’s cold! (as in the room, the weather, etc.)</td>
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<tr>
<td></td>
<td>Tengo frío.</td>
<td>I am cold.</td>
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<tr>
<td></td>
<td>Sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Me gustan las hamburguesas.</td>
<td>I like hamburgers</td>
</tr>
<tr>
<td></td>
<td>¿Quién quiere rebanar los tomates?</td>
<td>Who wants to slice the tomatoes?</td>
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<td></td>
<td>¿Podrías rebanar los tomates?</td>
<td>Can you (will you) slice the tomatoes?</td>
</tr>
<tr>
<td></td>
<td>¿Podrías preparar la lechuga?</td>
<td>Can you (will you) prepare the lettuce?</td>
</tr>
<tr>
<td></td>
<td>Necesito una gatita.</td>
<td>I need a cat.</td>
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<tr>
<td></td>
<td>Había una vez una gallinita roja.</td>
<td>Once upon a time there was a little red hen.</td>
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<tr>
<td></td>
<td>Todo el día la gatita dormía.</td>
<td>All day long the cat slept.</td>
</tr>
<tr>
<td></td>
<td>Todo el día el ratoncito escuchaba música.</td>
<td>All day long the rat listened to music.</td>
</tr>
<tr>
<td></td>
<td>El lobo miraba la televisión.</td>
<td>The wolf watched television.</td>
</tr>
<tr>
<td></td>
<td>La gallinita roja se pasaba el día trabajando.</td>
<td>The little red hen spent the day working.</td>
</tr>
</tbody>
</table>
## Assessment Observation Checklist

<table>
<thead>
<tr>
<th>Student __________________________</th>
<th>Grade ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>School __________________________</td>
<td>____________</td>
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<tr>
<td>Teacher __________________________</td>
<td>____________</td>
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**EPISODE 119—THE LITTLE RED HEN**

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Yes/No</th>
<th>Date</th>
<th>Skill</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>cansado/a.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el gato/los gatos.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el perro.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<td>Responds verbally or non-verbally to the Spanish word <em>el oso.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<td>Responds verbally or non-verbally to the Spanish word <em>el chivo.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el ratón.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish words <em>hola</em> and <em>hasta luego.</em></td>
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<td>Review: Comprehension and cultural awareness of Spanish greetings and leave takings.</td>
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<tr>
<td>Student’s Name</td>
<td>Yes/No</td>
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### Correctives and Enrichments- Episode 119

<table>
<thead>
<tr>
<th>Time</th>
<th>Lang.</th>
<th>Prep.</th>
<th>Description</th>
<th>Materials Needed</th>
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<tbody>
<tr>
<td>10-15</td>
<td>1</td>
<td>1</td>
<td><strong>Spanish-speaking Volunteer Retells the Story of The Red Hen</strong>&lt;br&gt;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 <em>The Little Red Hen</em> in Spanish. 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.)</td>
<td>A book of <em>La Gallinita Roja</em> (preferably a big book)</td>
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<td>10-15</td>
<td>1</td>
<td>1</td>
<td><strong>Big Book Cloze/Fill-in-the-Blank Activity</strong>&lt;br&gt;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. If you don’t have a Spanish version of the story, you can use sentence strips to “paste” in the Spanish words you and they know.</td>
<td>A book of <em>La Gallinita Roja</em> (preferably a big book) or, if you can’t find a Spanish version, the English big book version.</td>
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<td>5-10</td>
<td>2-3</td>
<td>2</td>
<td><strong>What’s In My Pocket Game</strong>&lt;br&gt;In this game, you (or a designated student) put the image of a vocabulary word in your pocket and the students ask questions to try to guess what that object is. One example is a game to review the farm animals and what they “say.”&lt;br&gt;Students: <em>¿El animal dice, “pio, pío, pío?”</em>&lt;br&gt;Teacher: <em>Sí.</em>&lt;br&gt;Students: <em>¿Es un pollito?</em>&lt;br&gt;Teacher: <em>Sí. Es un pollito.</em></td>
<td>Objects or pictures of vocabulary used for the game.</td>
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### Spanish Self-Assessment<br>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<br>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.
<table>
<thead>
<tr>
<th>cansado/a</th>
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<tbody>
<tr>
<td>el gato</td>
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<td>los gatos</td>
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<td>el oso</td>
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<td>el chivo</td>
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<td>el ratón</td>
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<td>el perro</td>
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</table>
el fin

LA GRANJA
Ven gan a ver mi granja.
Ven gan a ver mi granja.

Que es hermosa.
Que es hermosa.

Come my friends, come!
Oh, come my friends.

The horse says, "neigh, neigh."
The chicks say, "peep, peep, peep."
The rooster says, "cock-a-doodle-doo."
The kitten says, "meow, meow."
The little pig says "oink, oink."
The puppy says, "bow, wow."
The cow says, "moo, moo."

Beautiful.
Come and see my farm, which is beautiful.
Come and see my farm, which is beautiful.

La granja (The Farm)
Oh, vegan amigos,
vengan!

«Muu, muu».
La vaca dice así.
El perro dice «guau, guau».

El caballo dice así.
«clip, clip». (tongue sounds)
El cerdito dice así.

"Squeaking sounds"

Los pollitos dicen así.

"Pio, pio, pio"
El gallo dice así.

«Miau, miau.»

El gatito dice así.

«Guí, guí, raqui.»
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 119. (click once only)
You can then print out the transcript.
Dear Parent:

We hope that you are enjoying participating in your child’s study of Spanish in the first twenty-four episodes of SALSA. By this time in their exposure to the language almost all children will have acquired significant listening-comprehension skills in some simple everyday Spanish. They should also have made progress in developing an accurate and comprehensible accent in the language. Some of them may have begun to try to read and write in the language even though that is not a goal of the K-2 program. (In the program for grades three through six substantive attention is paid to reading and writing.)

In the next six episodes of the SALSA video series, your child will be further exposed to the Spanish language through variations on the story of The Little Red Hen. (La Gallinita Roja). As in the previous episodes the story evolves gradually, recycling the Spanish vocabulary, using it in various contexts. Because the words are used repeatedly in a familiar context, your child will be able to follow and enjoy the story even though no English is used.

- Episode 119 is a variation of the traditional story acted out by puppet characters.
- In Episode 120 the SALSA characters rewrite and act out several, very unusual versions of the story of the Little Red Hen.
- In Episode 121 Mama Bear sends the SALSA characters to the store to buy ingredients for the apple pies that she is making, but they never manage to bring back the correct kind and number of fruits.
- In Episode 122 Mama Bear plays a teacher who is trying to get her students, the SALSA characters, to count to nine. But each time they almost get to nine, there is an interruption!
- In Episode 123 the three goats and the three bears face off in another quiz-show competition to see which family can remember the most Spanish vocabulary words.
- Episode 124 is the mystery of the missing food. On a dark and stormy night an unknown stranger is stealing food from the refrigerator.

The objectives of this six-episode sequence are to continue to develop your child’s ability to understand and imitate spoken Spanish. Although there are many other Spanish words and expressions used in the SALSA videos, the following words are the focus vocabulary for these lessons.

Nouns:

- el gato the cat
- la hamburguesa the hamburger
el papel  the paper
el lapis  the pencil
el pastel  the cake

Adjectives:  cansado(masculine)  tired
cansa (feminine)

Numbers:  seis  six
siete  seven
ocho  eight
Nueve  nine

Expressions:
Hace frío.  It’s cold. (weather)
Hace calor.  It’s hot. (weather- review)
Tengo hambre.  I’m hungry.

Included with this letter are your next WyFLES Home Information and Practice sheets for these six episodes. We encourage you to make this a fun activity where you and your child learn together. We also encourage you not to make this a high pressure activity for your child but rather one in which your child can share with you what he or she is learning in school. Once the sheet is completed, please sign and return it to me for inclusion in his or her portfolio of learning.

If you have questions, please contact me at ..........  
Teacher’s name  
School
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<tr>
<th>Task</th>
<th>Date</th>
<th>Signature of parent or guardian</th>
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<tbody>
<tr>
<td><strong>I can say “I am hungry” in Spanish.</strong></td>
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<tr>
<td><strong>I can say something about the weather in Spanish.</strong></td>
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<tr>
<td><strong>I can count from one to ___ in Spanish.</strong></td>
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<tr>
<td><strong>I can name at least two things to eat in Spanish.</strong></td>
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<td><strong>I can name two school supplies that</strong></td>
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- “I can say “I am hungry” in Spanish.”
  - Date:
  - Signature of parent or guardian:
- “Tengo hambre.”

- “I can say something about the weather in Spanish.”
  - Date:
  - Signature of parent or guardian:
- “It’s hot. It’s cold.”

- “I can count from one to ___ in Spanish.”
  - Date:
  - Signature of parent or guardian:
  - Please look for: seis = 6; siete = 7; ocho = 8; nueve = 9
- “I can name at least two things to eat in Spanish.”
  - Date:
  - Signature of parent or guardian:
  - Please look for la hamburguesa and el pastel (cake).
I need for my class.

Signature of parent or guardian:

Please look for *el papel* (paper) and *el lápiz* (pencil).