

WyFLES Teachers' Materials SALSA Episode 102

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Sample Pacing of Episode 102

Kindergarten

Week One:

- Review with your students Episode 101. Talk with your students about the concept of a sequel. (5 minutes)
- Show the video Episode 102 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.

Week Two:

- Show the video once again using active viewing techniques.
- Try one extension activity.

Week Three:

- Show the video in segments, asking students to predict what comes next.
- Try one extension activity.

Sample Pacing of Episode 102

First and Second Grades

Week One:

- Review with your students Episode 101. Talk with them about the concept of a sequel. (5 minutes)
- Show the video Episode 102 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.

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: Ricitos de Oro y los Tres Osos

Focus Vocabulary:

- *caliente* (hot)
- *frío/fría* (cold,m.f.)
- *mamá* (mother)
- *papá* (father)
- *bebé* (baby)

Characters/Personajes:

- *Ricitos de Oro* (Goldilocks)
- *Mamá Osa* (Mama Bear)
- *Papá Oso* (Papa Bear)
- *Bebé Oso* (Baby Bear)
- *Ratoncito* (Little Rat)

Synopsis: Goldilocks goes back to the home of the three bears to apologize for her earlier behavior. With the help of Ratoncito and Baby Bear, she prepares soup to make amends. The three bears, Goldilocks and Ratoncito go for walk while the soup cools. But Salsa (the salamander) stays behind and eats the soup.

Wyoming Standards:

1. Communication: Students communicate in a language other than

Essential Activities:

- 1) Watch the SALSA series guide for Episode 102. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 102 to your class at least twice each week.(see below for active viewing ideas to involve your students as they watch it the second time!) You may wish to break it up into segments, or show it in its entirety. (16 minutes) Recommended pacing: three weeks per episode in Kindergarten; two weeks per episode in first and second grades. (See scope and sequence in the general guidelines and materials.)

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego*. You may also use focus words from 101 *uno, dos, tres, pequeño* (little) and *grande* (big) as often as you can, adding *caliente* and *frío*. (See vocabulary notes.)

Ideas for Expansion Activities:

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

The “index-card” script follows this section.

1. Greet the class with *hola, clase*.
2. Put out pictures or drawings of a mother, father and baby (or have students in different parts of the room hold them up). Ask the students to point to (*señalen*) *la mamá, el papá* or *el bebé*. You can use the blackline masters of the bears (*la mamá osa, el papá oso, el bebé oso*) or easily recognizable drawings or pictures of people.
3. Distribute the blackline masters of the bears to various students. Stand in a corner of the room and call for *la mamá, el papá* or *el bebé*, followed by the command *ven aquí* (come here), example: *La mamá, ven aquí*. Substitute the word *mamá*, for the variations on the Spanish word for mother (*madre*), *mamita* and *mami*—used as terms of endearment. Move around the room, changing students each time.

Notes:

Nouns:

- La cama* (the bed)
- La silla* (the chair)
- El oso* (the bear)
- El plato* (the bowl)

Adjectives:

- Este* (This)
- Muchos/muchas* (many)

Adverbs:

- Aquí*. (here)
- Ex. *Ven aquí*. (Come here.)

Wyoming Standards:

2. Culture—

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

Objectives:

Students will be able to:

1. demonstrate verbally or non-verbally comprehension of:
 - the words hot, cold, mother, father and baby.
2. indicate verbally or non-verbally comprehension and cultural awareness of:
 - greetings and leave taking
 - counting with the fingers beginning with the thumb.
 - Spanish terms of endearment for mother and father. (*Mami and papi*)

Correctives and

Enrichments: Please see the expansion activities provided with this episode.

4. Review and sing the *Uno, Dos, Tres Ositos* song from Episode 101, asking the students to count on their fingers, beginning with the thumb. (review of numbers and counting)
Uno, dos, tres, ositos. Un osito en la cama. Un osito en la silla.
Uno, dos, tres ositos. Dos ositos en la cama. Dos ositos en la silla.
Uno, dos, tres ositos. Tres ositos en la cama. Tres ositos en la silla.
Tres ositos son. Tres ositos son. Tres ositos son.

5. Place two to three objects of different sizes on a chart or table. Select a student to point out whichever size the teacher calls out. (***Señalen***) ***el oso grande***. (review of ***grande*** and ***pequeño***)

Materials Needed:

Images of the three bears. (see Episode 101 for blackline masters.)
For teaching mother, father and baby, you can use the bears or photos from magazines or images from Books the children already know or have read.
Images of large and small objects. You can use the blackline masters provided in Episode 101 and/or use objects in the classroom.

Suggested web sites:

- <http://www.first-school.ws/activities/fairytales/3bears.htm> (Free drawings to download.)
- http://www.abcschoolhouse.com/three_bears.html (Free drawings to download.)
- <http://www.peachstar.org/SALSA/english/friends/color> (You can download images of the three bears (mamá, papá and bebé) as well as any of the other SALSA characters for your use or for your students to color.)

Verbs:

Vengan. (Come here, said to two or more people.)
Ven. (Come, said to one person)

Sentences

Hace calor. (It is hot, referring to the weather.)
Tengo calor. (I am hot.)
La sopa esta caliente (The soup is hot.)
Hace frío. (It is cold, referring to the weather.)
Tengo frío. (I am cold.)
La sopa esta fría. (The soup is cold.)

Note: When referring to a person, it is very important to use the correct verb for being hot or cold. To say literally “I am cold,” for example, translates as “I am frigid.” Rather, one says “I have (*tengo*) cold.

Assessment

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

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

THE TEACHER SAYS  AND (DOES) 	
* 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.	
Episode 102: Lesson 1, <i>Haciendo Sopa</i>	
¡Hola, clase!	
[Es] la mamá.	(Show the picture of mama bear.)
[Señalen] la mamá.	(Point to mama bear.)
[Toca] la mamá.	(Offer a student the picture of mama bear.)
[Es] el papá.	(Show the picture of papa bear.)
[Señalen] el papá.	Point to papa bear.)
[Toca] el papá.	(Offer a student the picture of papa bear.)
[Es] el bebé.	Show the picture of baby bear.)
[Señalen] el bebé.	(Point to baby bear.)
[Toca] <u>el bebé.</u>	(Offer a student a picture of baby bear) Change objects, move among students.)

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- Holding the thumb up to indicate “yes” and down to indicate “no.”
- Holding up the correct number of fingers when hearing a number (1-3) in Spanish.

Student will demonstrate the cultural custom of using the thumb to indicate the number 1 while counting with his or her fingers.

Connections to other subject areas:

- Math- counting
- Math- sequencing
- Math- patterns

Materials needed:

Photocopied bears

Assessment:

Watch the students as they count with their fingers and follow what is happening. See assessment for Episode 102.

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. Greet the class with *hola, clase*. Use *¡Excelente!* as a praise word today.

To review the vocabulary from day one’s lesson, show the children a picture of *la mamá*. Say, *Esta es la mamá, ¿sí o no?* Repeat with *el papá* and *el bebé*. Show the picture of the mother and ask a student to choose the correct word, *¿Es la mamá o el papá?* Repeat the question substituting *mamá* for *mami* and *mamita*.

2. Ask a student to take one of the objects. *Maria, toma el bebé*. Then ask who has the object. *¿Quién tiene el bebé?* If the children don’t understand the question, substitute your name or another familiar name *Señora Smith tiene el bebé, ¿sí o no?*

As the students return the objects to you, introduce them to courtesy words by saying “*Gracias*.”

3. Using photocopied *mamás* (mothers), *papás* (fathers), and *bebés* (babies) to create patterns on the chalkboard. Pronounce the words in the pattern until the students begin to do it with you. (example: *una mamá, una mamá, un bebé, un bebé* or *dos mamás, dos bebés*.) Leave one out and ask the students to predict which object is missing. You can just hesitate at the missing word or ask them what is missing. (example: *un papá, un papá, una mamá,....?*)
4. With the patterns, ask the students to demonstrate with their fingers how many of each object are on the chalkboard. *¿Cuántas mamás? ¿Uno? ¿Dos? ¿Tres?* Continue with the other objects. *¿Cuántos papás? ¿Cuántos bebés?*

Notes:

Vocab for Day 2:

Articles:

- El* (The, masc.sing.)
- El papa*
- Los* (The, plural)
- Los osos*
- La* (The, fem.,sing.)
- La Mamá*
- Las* (The, Fem.plural)
- Las mamás*
- Un* (A, masc.)
- Un oso*
- Una* (A, fem.)
- Una osa*

Pronouns:

- ¿Cuántos? ¿Cuántas?* (How many? Masc., fem.)
- ¿Quién?* (who?)

Verbs:

- Necesitamos..* (we need)

Courtesy Words:

- Por favor.* (Please)
- Gracias.* (Thanks.)
- De nada.* (You are welcome.)

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

THE TEACHER SAYS  AND (DOES) 
Episode 102: Lesson 2, <i>Haciendo Sopa</i>
¡Hola, clase!
¿[Esta es] la mamá? ¿sí o no? (Show the picture of mama bear. Repeat with el papá and el bebé.)
¡Excelente!
¿[Es] el papá o el bebé? (Show the picture of papa bear. Repeat with la mamá and el bebé.)
[Toma] la mamá. (el papá, (Tell different students to take the el bebé.) pictures.)
[¿Quién tiene] la mamá? (el papá, el bebé) (Ask who has the objects.)
Teacher's name, [tiene] la mamá, ¿sí o no? (Ask students if you have it.)
(Place the pictures in a line on the floor or the board, say the words: la mamá, el papá, el bebé. Have the students close their eyes and remove one of the pictures. Invite the students to guess the missing picture.
(Make a pattern on the board. Ex. <i>Una mamá, una mamá, un papá,...</i> ? First ask the students to predict the next object. Then ask them to count them. ¿Cuántos papás? ¿Cuántas mamás? ¿Cuántos bebés?
¡Excelente! Hasta luego, clase.

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- pointing to or touching objects that are hot or cold, or saying the appropriate word.
- using the words hot or cold appropriately to indicate proximity to a hidden object.

Connections to other subject areas:

- Literacy
- Science

Materials needed:

Objects that students will know as hot or cold. May be blackline masters, pictures or actual objects.

Assessment:

Watch the students as they count with their fingers and follow what is happening. See assessment for Episode 102.

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. Greet the class with *hola, clase*. Use ¡*Perfecto!* as a praise word today.
2. Begin the class by singing the *Uno, Dos, Tres Ositos* song, asking students to count with their fingers while singing the song.
3. Walk around the classroom and ask students to point to the image or picture of items that represent hot and cold. (*Señalen la sopa caliente*).
4. Walk around the classroom and ask students to touch the image or picture of items that represent the words hot and cold. (*Toca la sopa caliente*). Students then react by either blowing on their fingers if it is hot or hugging themselves and shivering if it is cold.
5. Choose a student to leave the classroom and have another student hide an item that you have selected, i.e. a stuffed animal or a toy. Once the item has been hidden ask the first student to enter the classroom. As the child wanders around the room looking for the item, the rest of the children say *caliente* (hot) when he/she is getting closer or *frío* (cold) if they are getting farther away.

Notes:

Adjectives:

Frío/fría (Cold, masc., fem.)
Caliente (Hot, masc. and fem.)

Note: adjectives that end in a “e” do not change to indicate gender.

Ex. *El agua caliente* and *la sopa caliente*

Verbs:

Toca. (Touch)
Señalen. (Point to)

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

THE TEACHER SAYS  AND (DOES) 		
Episode 102: Lesson 3, <i>Haciendo Sopa</i>		
¡Hola, clase!		
Begin the class by singing the Tres Ositos song.		
<u>Verse One</u>	<u>Verse Two</u>	<u>Verse Three</u>
Uno, dos, tres ositos.	Un osito en la cama.	Un osito en la silla.
Uno, dos, tres ositos.	Dos ositos en la cama.	Dos ositos en la silla.
Uno, dos, tres ositos.	Tres ositos en la cama.	Tres ositos en la cama.
Tres ositos son.	Tres ositos son.	Tres ositos son.
[Está] caliente.	Show a picture of hot soup. Blow on your fingers as though the bowl that you are holding is hot. (or fan your hand in front of your face.)	
[Toca] la sopa.	As the students touch the picture have them react to it being hot.	
[Está] frío.	Show a picture of cold soup. Hug yourself and shiver as if you are cold.	
[Toca] la sopa.	As the students touch the picture have them react to it being cold.	
¿[Está] caliente o frío?	Hold up images of items that demonstrate hot and cold. Students may blow on their fingers or fan their hands in front of their faces if it is hot or shiver for cold, or respond verbally.	
¡Perfecto! Hasta luego, clase.		

Objectives for day 4 :

Student will indicate comprehension of Spanish words by:

- Using gestures or words for the words hot and cold, large and small.

Student will demonstrate verbally or non-verbally comprehension and awareness of greetings and leave takings.

Connections to other subject areas:

- Math- size

Materials Needed:

TPR Story script
Or
Large and small objects and/or representations of objects.

Assessment:

Watch the students as they follow what is happening in the TPR story, or indicate by gestures or words the focus vocab. See assessment for Episode 102.

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. Greet the class with *hola, clase*. Use *¡Fantástico!* as a praise word today.
2. Begin the story of *Un paseo a la casa de los tres osos* (A Walk through the House of the Three Bears). (see script) As you say the words also pantomime a gesture.
 1. The children listen and watch.
 2. As you repeat the phrases have the children do the gestures along with you.
 3. After a series of repetition, pause and let the children add the word as you perform the gesture.
 4. Eventually the children will perform the gesture and say the word with you.

-or-

Follow the script on the index card to review *grande* and *pequeño*.

Final Assessment for Episode 102

If you have not already done so, go over the focus words for Episode 102, asking your students to indicate non-verbally their comprehension. (see assessment enclosed with this unit.) You may have been noting this in on-going manner.

Possible gestures to indicate comprehension: (Please do not allow English translations!)

Caliente. Student blows on their fingers.

Frío. Student hugs them self and shivers.

You may want to use images or pictures (or even pictures of their own families that they bring to class) to have them indicate comprehension of the words for *mama, papa and bebé*. Most students will probably simply say the words since they are so close to English.

Please see the assessment checklists for Episode 102.

Notes:

Vocabulary:

Nouns:

- La puerta* (door)
- La cocina* (kitchen)
- El pimiento* (pepper)
- El tomate* (tomato)
- El banana* (banana)

Sentences

Vamos a comer. (We are going to eat.)

El Bebé prueba la sopa. (The baby tries/tastes the soup)

Todos van de paseo en el bosque. (They all go for a walk in the woods.

Papá duerme. (Papa is sleeping.)

Mamá le un cuento. (Mother reads a story.)

¿Qué color te gusta? (What color do you like?)

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

THE TEACHER SAYS  AND (DOES) 	
Episode 102: Lesson 4, <i>Haciendo Sopa</i>	
¡Hola, clase!	
¿Grande o pequeño? Show students your big and small objects. Ask them to demonstrate big and small. (with their arms)	
Ask the students to point to the large and small objects placed around the room or held up. [Señalen] la cama grande/ la cama pequeña/ la silla grande/ la silla pequeña/ el oso grande/ el oso pequeño/ el plato grande/ el plato pequeño	
¡Fantástico!	
<u>Final Assessment of Episode 102:</u>	
Mamá	Students are able to identify the image of Mama Bear.
Papá	Students are able to identify the image of Papa Bear.
Bebé	Students are able to identify the image of Baby Bear.
Caliente	Students blow on their fingers as if to cool them off or fan the air in front of them.
Frío	Students hug themselves and shiver.
¡Hasta luego, clase!	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
102	<u>Nouns</u> La cocina El fin del cuento La mesa La puerta La puerta del frente <u>Pronouns</u> ¿Quién? ¿Por qué? ¿Por qué no? <u>Adverbs</u> Aquí. <u>Sentences</u> Éste es un cuento de los tres osos. Los osos estaban en casa. Vamos a preparar sopa. Vamos a comer. ¿Qué pasa? ¿Qué pasó? Ven aquí. Vengan aquí. ¿Qué color te gusta? Necesitamos agua fría.	The kitchen The end of the story The table The door The front door Who? (interrogative pronoun) Why? Why not? Here. This is a story about the three bears. The bears were at home. We're going to make soup. We're going to eat. What's happening? (present) What happened? (past) Come here. (one person) Come here. (more than one person) What color do you like? We need cold water.

Episode 102 -

c We need red tomatoes.
Vamos a comer.
¿Qué pasó?

Let's eat. We are going to eat.
What happened?

Episode 103 -

¡Qué bonita!
Aquí está la sopa.
Vamos a pintar la silla de rojo.
¿Quieres el café grande o pequeño?

How pretty!
Here's the soup.
We are going to (or let's) paint the chair red.
Do you want the large or small coffee?

Episode 104 -

Disculpa.
¿Cómo?
¿De qué color es?
Papá está cansado.

Excuse me (as in getting someone's attention).
What? How's that? (as in didn't understand/hear)
What color is it (of)?
Dad (Papa) is tired.

Episode 105 -

Yo tengo caramelos.
Quiero un perro (perrito).
¡Feliz cumpleaños!
¿Dónde está Papá Oso?

I have candy.
I want a dog (puppy).
Happy birthday!
Where is Papa Bear?

Episode 106 -

Me gusta el chocolate.
¿Cuántas barras de chocolate?
¡Vamos!

I like chocolate. (The chocolate pleases me.)
How many bars of chocolate?
Let's go!

Episode 107 -

Tengo hambre.
Estoy enferma.
Salud.
¿Quién es?

I am hungry.
I am sick.
Health. (Say "salud" when someone sneezes.)
Who is it?

Episode 108 -

Abre la puerta, por favor.
Toma un poco de agua.
¡Qué música tan bonita!
Me gustan mucho las bananas.

Open the door, please.
Have (to drink) a little water.
What pretty music!
I like bananas very much.

Episode 109 -

Perdón.
Mis pies están limpios.
Mis manos están sucias.
Me gustan las hamburguesas.

Excuse me, meaning "I'm sorry."
My feet are clean.
My hands are dirty.
I like hamburgers.

Episode 110 -
¡Vamos a correr!
No me gusta correr.
¿Quieres manzanas?

Let's run! (We're going to run.)
I don't like to run.
Do you want apples?

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 102—MAKING SOUP

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>mamá</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>papá</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>bebé</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>grande</i> .			Comprehension of designated Spanish vocabulary. Comprehension of the relative sizes of large and small.	
Responds verbally or non-verbally to the Spanish word <i>pequeño</i> .			Comprehension of designated Spanish vocabulary. Comprehension of the relative sizes of large and small.	
Responds verbally or non-verbally to the word <i>caliente</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the word <i>frío</i> .			Comprehension of designated Spanish vocabulary.	
Recognizes Spanish variations for <i>mamá</i> — <i>mami</i> and <i>mamita</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to greetings (<i>hola</i>) and leave takings (<i>hasta luego</i> .)			Comprehension and cultural awareness of greetings and leave takings.	

Correctives and Enrichments- Episode 102

Time	Lang.	Prep.	Description	Materials Needed
10	1 2	3	<u>TPR Guessing Game</u> Each student has in front of him or her pictures of items in the vocabulary. Partners guess what the other has. The teacher walks them through each step of the process, especially for kindergarten. (You could use for scenes from the TPR story.)	Images of either vocab or TPR story scenes on pieces of paper or cards.
5	1	0	<u>Video Activity: What's Happening</u> The teacher freezes a frame of the video or turns the sound off. The students tell what is happening, <i>e.g.</i> with <i>caliente</i> and <i>frío</i> when SALSA tries the soup and falls off the bowl.	Video
10	1	2	<u>AB Patterns: Pair Activity</u> If you have already done simple patterns with your students, this is an excellent extension activity. The teacher gives on-going directions as the students work together in pairs. One student sets a pattern for the other to complete. Then they exchange roles.	Each pair must have a set of objects, <i>e.g.</i> multiples of chairs, beds, bowls and bears.
5-10	1 2	3	<u>¿Qué es? Quiz Game</u> (see Resource Packet, Activity #24 for details) Quiz game to practice vocab or check for comprehension. Teacher picks three pictures and gives them to three students. Students turn their backs and exchange objects. Keeping their images reversed (hidden) they turn around. Teacher then asks who has what object. <i>¿Quién tiene...?</i> The students then guess.	The representations of objects for the focus vocabulary.

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.

TPR Story Script
Salsa-Episode 102

Un paseo a la casa de los tres osos

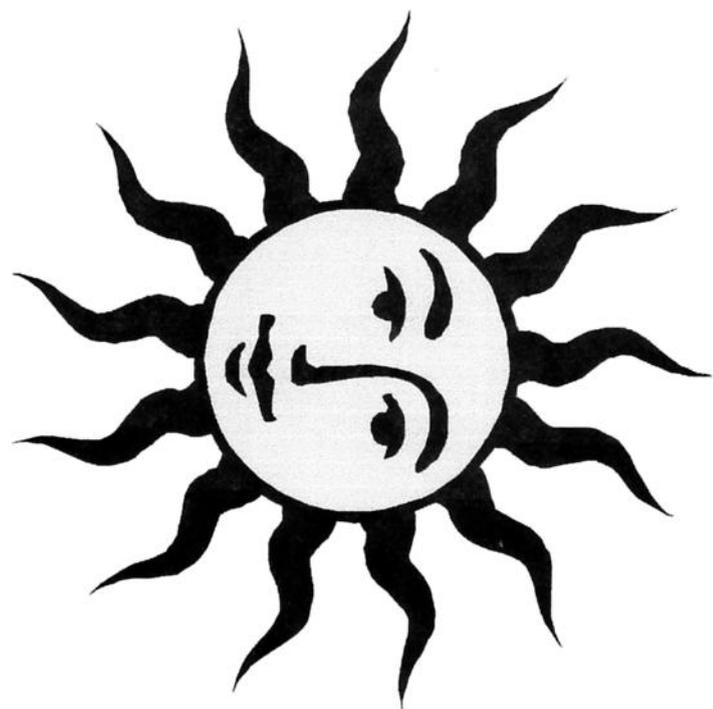
<u>Script</u>	<u>Teacher Actions</u>	<u>Translation of script</u>
1. Ricitos de Oro y Ratoncito caminan a la casa de los tres osos.	1. Show Ricitos and Ratoncito puppet and make them walk. Hold up 3 fingers for the 3 bears.	1. Ricitos de Oro and Ratoncito walk to the house of the three bears.
2. Ricitos de Oro y Ratoncito tocan la puerta de la casa de los tres osos. 1-2-3-4-5	2. Pretend you are knocking on a door 5 times. Show a house by placing an inverted V over your head.	2. Ricitos de Oro and Ratoncito knock on the door of the three bears. 1-2-3-4-5
3. Ricitos de Oro y Ratoncito entran en la casa de los tres osos.	3. Pretend you are opening a door.	3. Ricitos de Oro and Ratoncito enter the house of the three bears.
4. Ricitos de Oro, Ratoncito y Bebé Oso preparan la sopa.	4. Pretend you are stirring a big pot of soup.	4. Ricitos de Oro, Ratoncito and Baby Bear prepare the soup.
5. Papá Oso duerme en la silla grande.	5. Place your hands together and lay your head on them.	5. Papa Bear sleeps in the big chair.
6. Mamá Osa lee en cuento en la silla blanda.	6. Place hands together and open as if reading a book.	6. Mama Bear reads a story in the soft chair.
7. Los tres amigos ponen agua fría para la sopa.	7. Hold up 3 fingers. Hug yourself and shiver.	7. The three friends put cold water in the soup.
8. Los tres amigos ponen pimienta, tomate y banana en la sopa.	8. Pretend you are putting things into the soup.	8. The three friends put peppers, tomatoes and bananas in the soup.
9. Los tres amigos preparan cinco platos de sopa.	9. Pretend you are serving 5 plates of soup.	9. The three friends prepare five plates of soup.
10. Papá Oso prueba la sopa del plato grande.	10. Pretend you are tasting the soup.	10. Papa Bear tastes the soup from the big bowl.
11. Mamá Osa prueba la sopa del plato mediano.	11. Pretend you are tasting the soup.	11. Mama Bear tastes the soup from the medium bowl.
12. Bebé Oso prueba la sopa del plato pequeño.	12. Pretend you are tasting the soup.	12. Baby Bear tastes the soup from the small bowl.
13. La sopa esta muy caliente.	13. Fan your mouth.	13. The soup is very hot.
14. Todos van de paseo en el bosque.	14. Pretend you are walking.	14. They all take a walk in the forest.

Vocabulary Cards

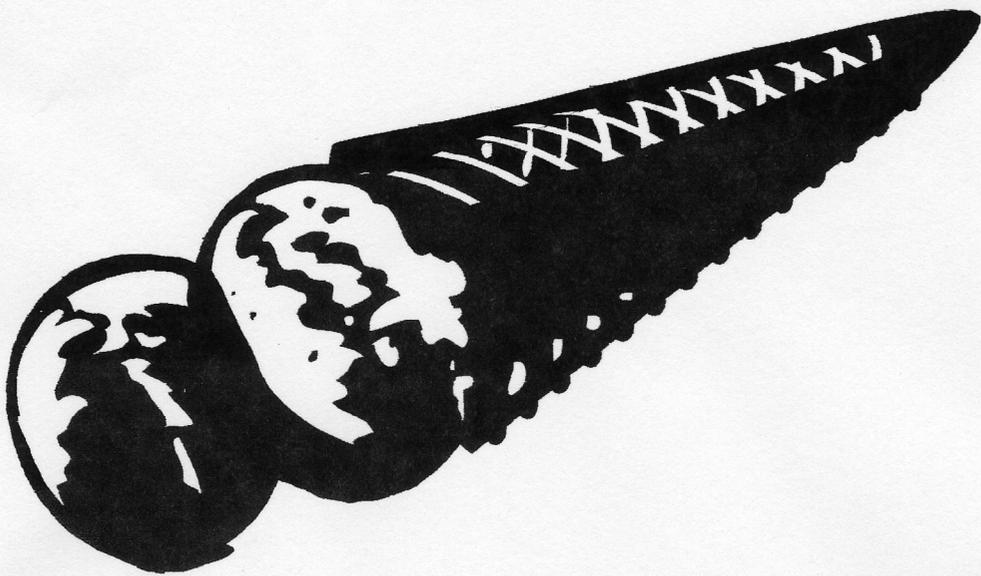
Episode 102

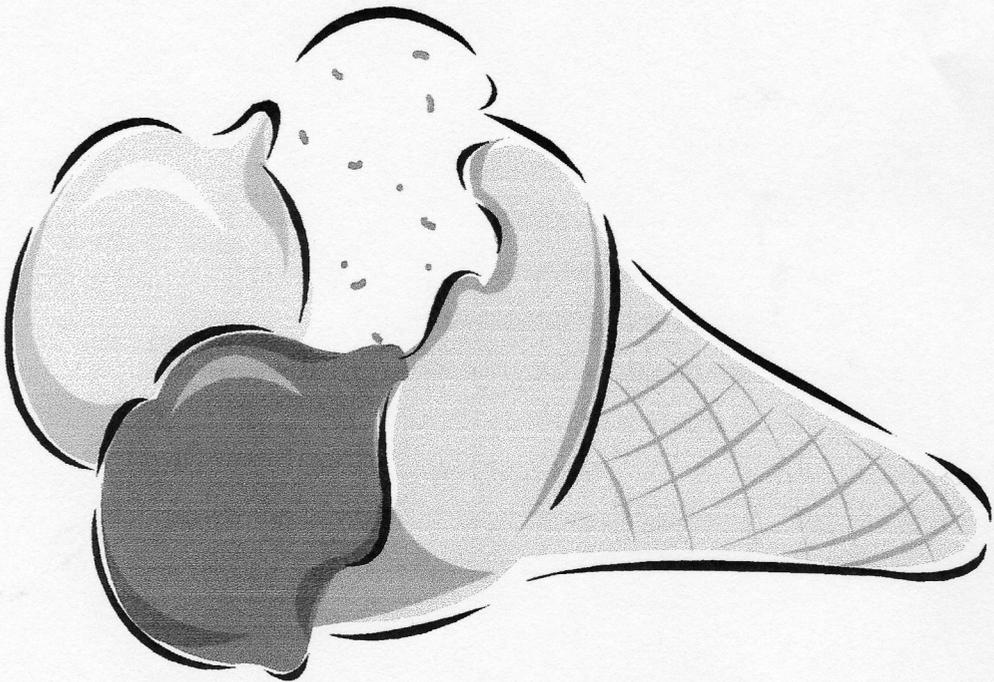
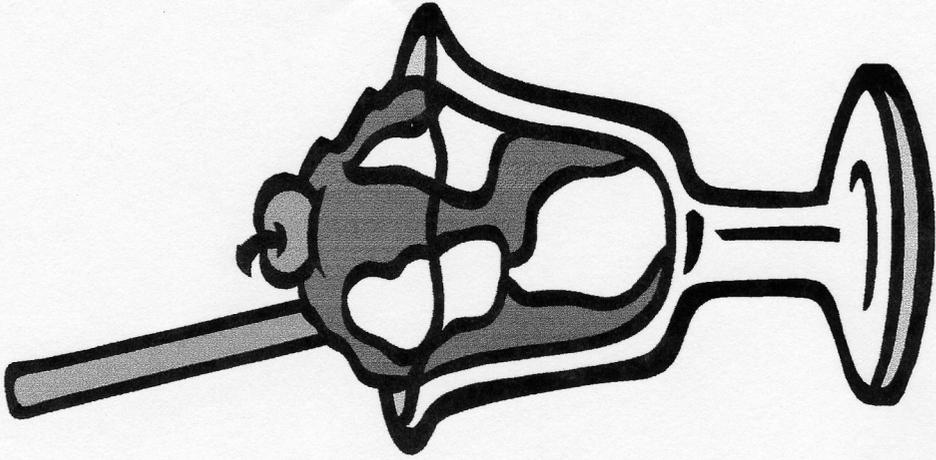
Reproduce this page as needed. Cut and provide one set of cards to all children in the class.

mamá	mamá
papá	papá
bebé	bebé
pequeño	pequeño
grande	grande
caliente	caliente
frío	frío



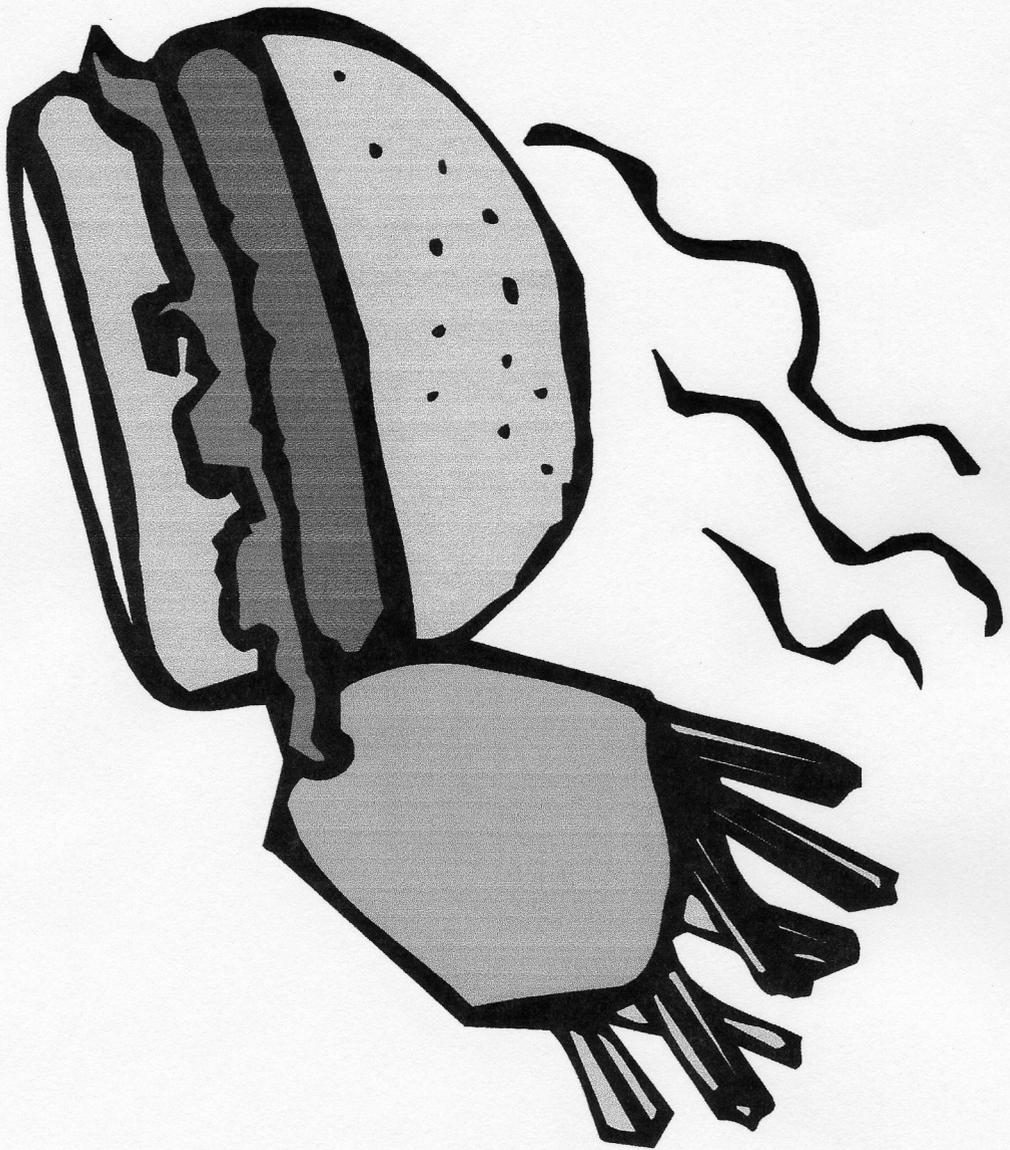




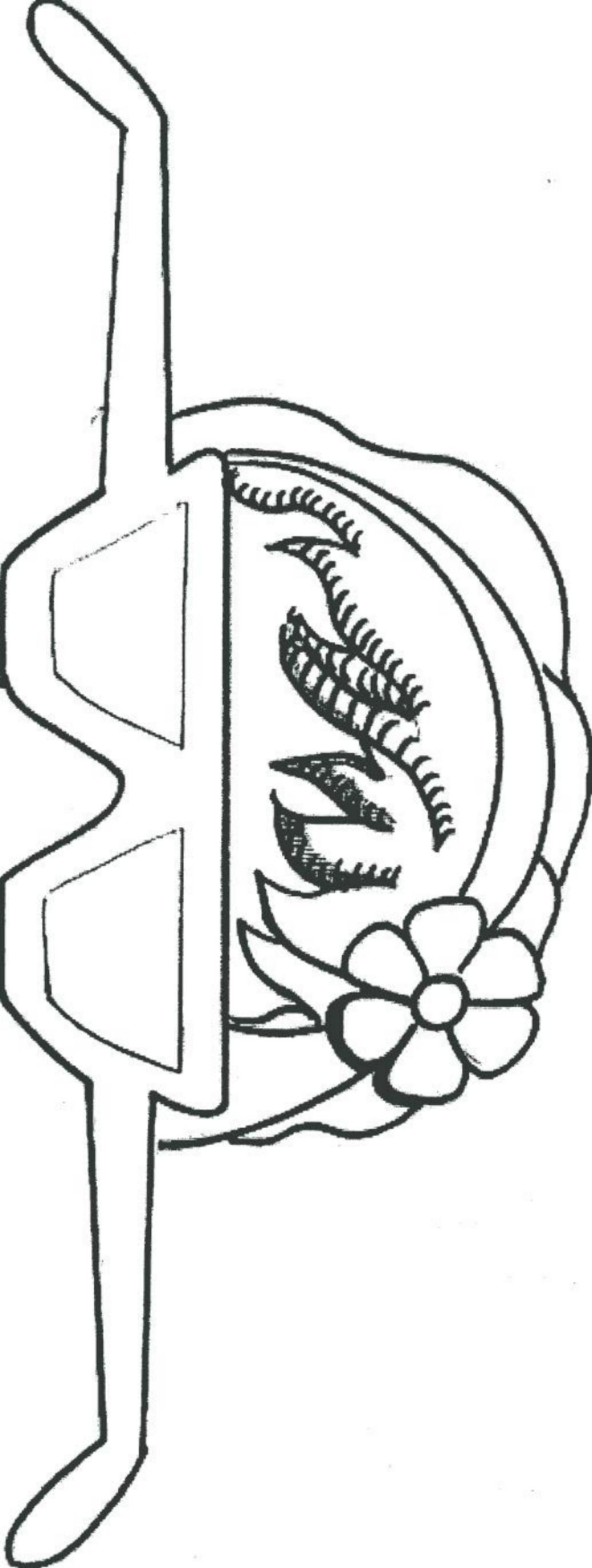


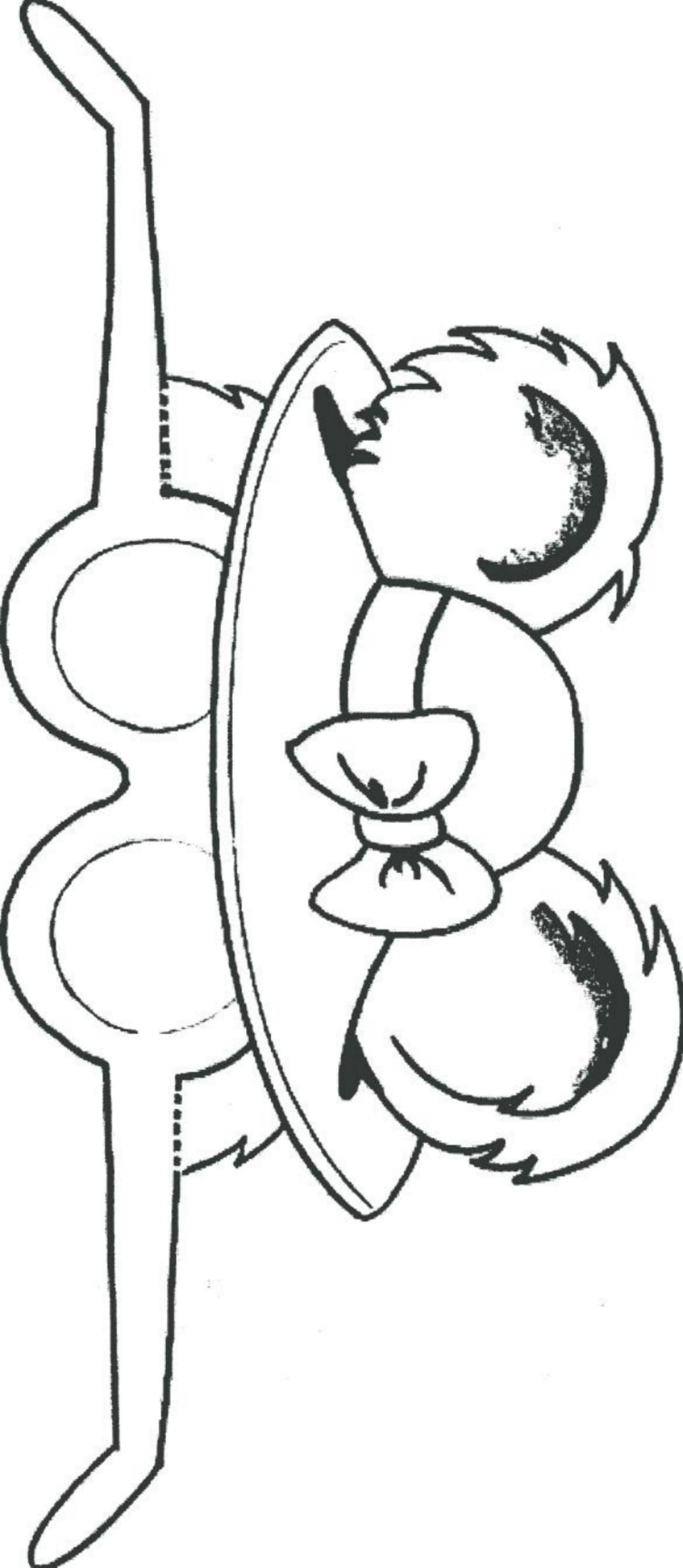


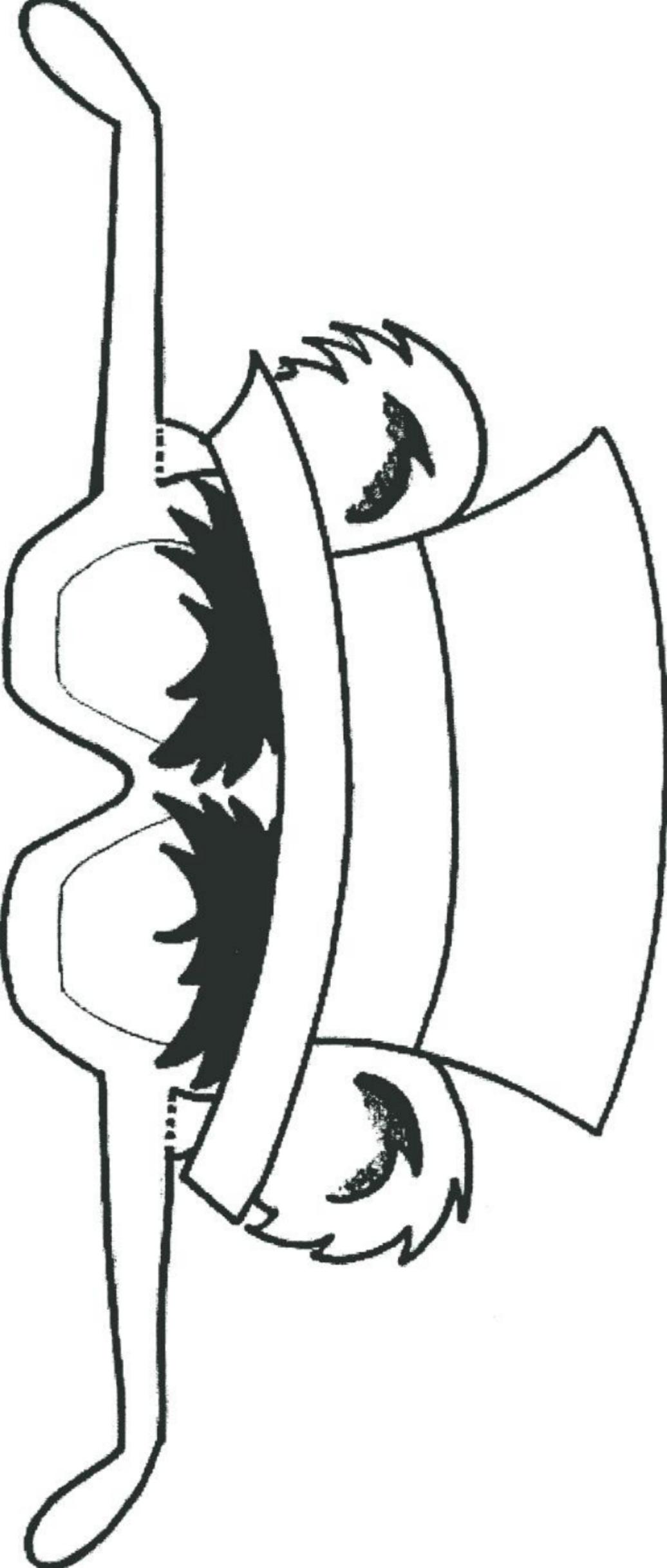


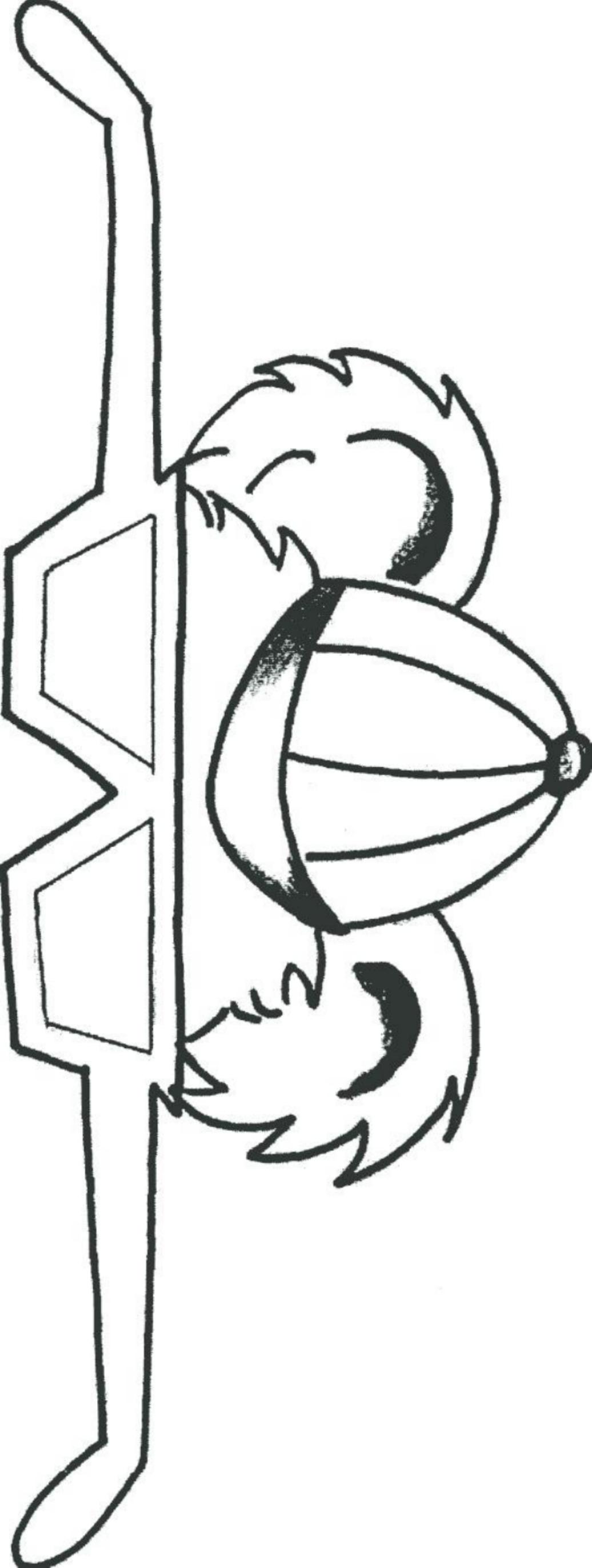












Episode Transcript

To obtain a transcript of this episode, go the following web site:

<http://www.gpb.org/peachstar/salsa>

Once there, click on episode transcripts, then on 102. (click once only)
You can then print out the transcript.

SALSA Home Connection
Episode 102



Name: _____

Teacher: _____

Parent Signature: _____

*Please have your child share with you what he/she has learned in class.
Check off "Sí" for "Yes" if he/she did it.*

Sí _____ 1. *I can draw and name the members of bear family in Spanish.*

No _____ Possible responses: mamá
papá
bebé
[bay-bay]

Sí _____ 2. *I can point to an object and say it is hot in Spanish.*

caliente
[kah-lee-en-tay]

Sí _____ 3. *I can point to an object and say it is cold in Spanish.*

(frío/a)
[free-o]

Sí _____ 4. *I can draw my family and say mama and papa in Spanish.*

mamá
papá
[stress last syllable]

Parent comments/questions.



Hasta luego

