Table of Contents: SALSA Episode 102

I. Recommended pacing for Episode 102.

II. A list of the focus vocabulary words for this episode.

III. A list of the characters.

IV. A synopsis of the story.

III. The Wyoming Foreign Language Standards addressed by this episode.

IV. The student learning objectives.

V. An individual student assessment check list.

VI. A class assessment spread sheet.

VII. Correctives and enrichments.

VIII. Four sample lesson plans with teacher-script index cards.

IX. Additional vocabulary used in this episode.

X. A list of relevant web sites.

XI. Black line masters of vocabulary cards.

XII. Black line masters of story characters and objects.

XIII. Black line masters of masks for Goldilocks and the Three Bears.

XIV. Instructions for obtaining a bi-lingual (English-Spanish) script of the video.
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
### 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.)
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.*
*Uno, dos, tres ositos.*
*Tres ositos son.*

*Un osito en la cama.*
*Dos ositos en la cama.*
*Tres ositos en la cama.*

*Un osito en la silla.*
*Dos ositos en la silla.*
*Tres ositos en la silla.*

*Un osito en la cama.*
*Dos ositos en la cama.*
*Tres ositos en la cama.*

*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](http://www.first-school.ws/activities/fairytales/3bears.htm) (Free drawings to download.)
- [http://www.abcschoolhouse.com/three_bears.html](http://www.abcschoolhouse.com/three_bears.html) (Free drawings to download.)
- [http://www.peachstar.org/SALSA/english/friends/color](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.)

**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.

**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 frio.* (It is cold, referring to the weather.)
- *Tengo frio.* (I am cold.)
- *La sopa esta fria.* (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.)
¡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] el bebé. (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.

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### 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. *María, 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?*

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### Notes:

### Vocab for Day 2:

#### Articles:
- El (The, masc. sing.)
- Los (The, plural)
- La (The, fem., sing.)

#### Pronouns:
- ¿Cómo? (How many?)
- ¿Quién? (Who?)

#### Verbs:
- Necesitamos.. (we need)

#### Courtesy Words:
- Por favor. (Please)
- Gracias. (Thanks.)
- De nada. (You are welcome.)
Episode 102: Lesson 2, *Haciendo Sopa*

¡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, el bebé.) (Tell different students to take the 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. *Una mamá, una mamá, un papá,...*? 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.
<table>
<thead>
<tr>
<th><strong>Objectives for day 3:</strong></th>
<th><strong>Sample Lesson for Day 3:</strong> (Estimated time: 25 minutes) As for the other sample lessons, an “index-card” script is included with this episode.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will indicate comprehension of Spanish words by:</td>
<td>1. Greet the class with <em>hola, clase</em>. Use <em>¡Perfecto!</em> as a praise word today.</td>
</tr>
<tr>
<td>• pointing to or touching objects that are hot or cold, or saying the appropriate word.</td>
<td>2. Begin the class by singing the <em>Uno, Dos, Tres Ositos</em> song, asking students to count with their fingers while singing the song.</td>
</tr>
<tr>
<td>• using the words hot or cold appropriately to indicate proximity to a hidden object.</td>
<td>3. Walk around the classroom and ask students to point to the image or picture of items that represent hot and cold. (<em>Señalen</em> <em>la sopa caliente</em>).</td>
</tr>
<tr>
<td><strong>Connections to other subject areas:</strong></td>
<td>4. Walk around the classroom and ask students to touch the image or picture of items that represent the words hot and cold. (<em>Toca</em> <em>la sopa caliente</em>). Students then react by either blowing on their fingers if it is hot or hugging themselves and shivering if it is cold.</td>
</tr>
<tr>
<td>• Literacy</td>
<td>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 <em>caliente</em> (hot) when he/she is getting closer or <em>frio</em> (cold) if they are getting farther away.</td>
</tr>
<tr>
<td>• Science</td>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td><strong>Materials needed:</strong></td>
<td><strong>Adjectives:</strong></td>
</tr>
<tr>
<td>Objects that students will know as hot or cold. May be blackline masters, pictures or actual objects.</td>
<td><em>Frío/fría</em> (Cold, masc., fem.)</td>
</tr>
<tr>
<td><em>Caliente</em> (Hot, masc.and fem.)</td>
<td>Note: adjectives that end in a “e” do not change to indicate gender. Ex. <em>El agua caliente</em> and <em>la sopa caliente</em></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Verbs:</strong></td>
</tr>
<tr>
<td>Watch the students as they count with their fingers and follow what is happening. See assessment for Episode 102.</td>
<td><em>Toca.</em> (Touch)</td>
</tr>
<tr>
<td><em>Señalen.</em> (Point to)</td>
<td><strong>Adjectives:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**THE TEACHER SAYS** AND (DOES)

**Episode 102: Lesson 3, Haciendo Sopa**

**¡Hola, clase!**

Begin the class by singing the *Tres Ositos* song.

<table>
<thead>
<tr>
<th>Verse One</th>
<th>Verse Two</th>
<th>Verse Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uno, dos, tres ositos.</td>
<td>Un osito en la cama.</td>
<td>Un osito en la silla.</td>
</tr>
<tr>
<td>Uno, dos, tres ositos.</td>
<td>Dos ositos en la cama.</td>
<td>Dos ositos en la silla.</td>
</tr>
<tr>
<td>Uno, dos, tres ositos.</td>
<td>Tres ositos en la cama.</td>
<td>Tres ositos en la cama.</td>
</tr>
<tr>
<td>Tres ositos son.</td>
<td>Tres ositos son.</td>
<td>Tres ositos son.</td>
</tr>
</tbody>
</table>

**[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.

### 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 themselves 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.

### 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?)
**THE TEACHER SAYS AND (DOES)**

**Episode 102: Lesson 4, Haciendo Sopa**

**¡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!**

**Final Assessment of Episode 102:**

<table>
<thead>
<tr>
<th><strong>Mamá</strong></th>
<th>Students are able to identify the image of Mama Bear.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Papá</strong></td>
<td>Students are able to identify the image of Papa Bear.</td>
</tr>
<tr>
<td><strong>Bebé</strong></td>
<td>Students are able to identify the image of Baby Bear.</td>
</tr>
<tr>
<td><strong>Caliente</strong></td>
<td>Students blow on their fingers as if to cool them off or fan the air in front of them.</td>
</tr>
<tr>
<td><strong>Frío</strong></td>
<td>Students hug themselves and shiver.</td>
</tr>
</tbody>
</table>

**¡Hasta luego, clase!**
# Extension Vocabulary from the SALSA Video Series

<table>
<thead>
<tr>
<th>Episode</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td><strong>Nouns</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>La cocina</td>
<td>The kitchen</td>
</tr>
<tr>
<td></td>
<td>El fin del cuento</td>
<td>The end of the story</td>
</tr>
<tr>
<td></td>
<td>La mesa</td>
<td>The table</td>
</tr>
<tr>
<td></td>
<td>La puerta</td>
<td>The door</td>
</tr>
<tr>
<td></td>
<td>La puerta del frente</td>
<td>The front door</td>
</tr>
<tr>
<td></td>
<td><strong>Pronouns</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>¿Quién?</td>
<td>Who? (interrogative pronoun)</td>
</tr>
<tr>
<td></td>
<td>¿Por qué?</td>
<td>Why?</td>
</tr>
<tr>
<td></td>
<td>¿Por qué no?</td>
<td>Why not?</td>
</tr>
<tr>
<td></td>
<td><strong>Adverbs</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquí.</td>
<td>Here.</td>
</tr>
<tr>
<td></td>
<td><strong>Sentences</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Éste es un cuento de los tres osos.</td>
<td>This is a story about the three bears.</td>
</tr>
<tr>
<td></td>
<td>Los osos estaban en casa.</td>
<td>The bears were at home.</td>
</tr>
<tr>
<td></td>
<td>Vamos a preparar sopa.</td>
<td>We’re going to make soup.</td>
</tr>
<tr>
<td></td>
<td>Vamos a comer.</td>
<td>We’re going to eat.</td>
</tr>
<tr>
<td></td>
<td>¿Qué pasa?</td>
<td>What’s happening? (present)</td>
</tr>
<tr>
<td></td>
<td>¿Qué pasó?</td>
<td>What happened? (past)</td>
</tr>
<tr>
<td></td>
<td>Ven aquí.</td>
<td>Come here. (one person)</td>
</tr>
<tr>
<td></td>
<td>Vengan aquí.</td>
<td>Come here. (more than one person)</td>
</tr>
<tr>
<td></td>
<td>¿Qué color te gusta?</td>
<td>What color do you like?</td>
</tr>
<tr>
<td></td>
<td>Necesitamos agua fría.</td>
<td>We need cold water.</td>
</tr>
</tbody>
</table>
Episode 102 -
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! Let's run! (We're going to run.)
No me gusta correr. I don't like to run.
¿Quieres manzanas? Do you want apples?
**Assessment Observation Checklist**

**Student** ________________________________ **Grade** ____________

**School** ____________________________________________

**Teacher** ____________________________________________

**EPISODE 102—MAKING SOUP**

<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 <strong>mamá</strong>.</td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <strong>papá</strong>.</td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <strong>bebé</strong>.</td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <strong>grande</strong>.</td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
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<td>Responds verbally or non-verbally to the Spanish word <strong>pequeño</strong>.</td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<td>Responds verbally or non-verbally to the word <strong>caliente</strong>.</td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<td>Responds verbally or non-verbally to the word <strong>frío</strong>.</td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<td>Recognizes Spanish variations for <strong>mamá—mami</strong> and <strong>mamita</strong>.</td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to greetings (<strong>hola</strong>) and leave takings (<strong>hasta luego</strong>).</td>
<td></td>
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<td>Comprehension and cultural awareness of greetings and leave takings.</td>
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### Salsa Episode 102
**Making Soup**

**Assessment Observation Checklist**

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Correctives and Enrichments- Episode 102

<table>
<thead>
<tr>
<th>Time</th>
<th>Lang.</th>
<th>Prep.</th>
<th>Description</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>3</td>
<td><strong>TPR Guessing Game</strong></td>
<td>Images of either vocab or TPR story scenes on pieces of paper or cards.</td>
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<td>2</td>
<td></td>
<td>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.)</td>
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<td>5</td>
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<td><strong>Video Activity: What’s Happening</strong></td>
<td>Video</td>
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<td>The teacher freezes a frame of the video or turns the sound off. The students tell what is happening, <em>e.g.</em> with caliente and frío when SALSA tries the soup and falls off the bowl.</td>
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<td>10</td>
<td>1</td>
<td>2</td>
<td><strong>AB Patterns: Pair Activity</strong></td>
<td>Each pair must have a set of objects, <em>e.g.</em> multiples of chairs, beds, bowls and bears.</td>
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<td>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.</td>
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<tr>
<td>5-10</td>
<td>1</td>
<td>3</td>
<td><strong>¿Qué es? Quiz Game</strong></td>
<td>The representations of objects for the focus vocabulary.</td>
</tr>
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<td></td>
<td>(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. ¿Quién tiene...? The students then guess.</td>
<td></td>
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</table>

**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.
1. Ricitos de Oro y Ratoncito caminan a la casa de los tres osos.

2. Ricitos de Oro y Ratoncito tocan la puerta de la casa de los tres osos. 1-2-3-4-5

3. Ricitos de Oro y Ratoncito entran en la casa de los tres osos.

4. Ricitos de Oro, Ratoncito y Bebé Oso preparan la sopa.

5. Papá Oso duerme en la silla grande.


7. Los tres amigos ponen agua fría para la sopa.

8. Los tres amigos ponen pimiento, tomate y banana en la sopa.

9. Los tres amigos preparan cinco platos de sopa.

10. Papá Oso prueba la sopa del plato grande.

11. Mamá Osa prueba la sopa del plato mediano.

12. Bebé Oso prueba la sopa del plato pequeño.

13. La sopa esta muy caliente.

14. Todos van de paseo en el bosque.
<table>
<thead>
<tr>
<th>mamá</th>
<th>mamá</th>
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<tbody>
<tr>
<td>papá</td>
<td>papá</td>
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<tr>
<td>bebé</td>
<td>bebé</td>
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<tr>
<td>pequeño</td>
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<td>grande</td>
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<tr>
<td>caliente</td>
<td>caliente</td>
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<tr>
<td>frío</td>
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</tbody>
</table>
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.
Please have your child share with you what he/she has learned in class. Check off “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.

No___ caliente
        [kah-lee-en-tay]

Sí___ 3. I can point to an object and say it is cold in Spanish.

No___ (frío/a)
        [free-o]

Sí___ 4. I can draw my family and say mama and papa in Spanish.

No___ mamá
        papá
        [stress last syllable]

Parent comments/questions.