

WyFLES Teachers' Materials

SALSA Episode 120

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Sample Pacing of Episode 120

First and Second Grades

Week One:

- Show the video Episode 120 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 provided.

Unit Theme: La Gallinita Roja Focus Vocabulary: • <i>Hace frío</i> (It's cold.) • <i>La hamburguesa</i> (the hamburger) Characters/Personajes: • <i>Niña</i> • <i>Bebé Oso</i> • <i>Lobo</i> • <i>Armadillo</i> • <i>Ratoncito</i> • <i>Gatita</i> (cat) • <i>Chivos</i> (goats) • <i>Mamá Osa</i> • <i>Gallinita Roja</i> (The Red Hen) • <i>Perrito</i> (Puppy) • <i>Perro</i> (Dog) • <i>Ardillas</i> (squirrels) • <i>Legumbres</i> (vegetables) Synopsis The wolf, in a series of desperate plays to get goodies from Grandmother and Little Red Riding Hood, puts on a series of disguises. Pretending to be a chocolate salesman, a singer, and a maid, he is unsuccessful. Finally, Little Red Riding Hood and Grandmother take pity on him and give him a banana and some flowers. Unfortunately, he is allergic to flowers... Wyoming Standards: 1. Communication: Students communicate in a language other than English to exchange information.	Essential Activities: 1) Watch the SALSA series guide for Episode 120. Practice the focus words in preparation for introducing the episode to your students. 2) Show the SALSA video of Episode 120 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 <i>¡Hola!</i> each time they enter your classroom and saying goodbye with <i>hasta luego</i>. 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. 1. With a hand puppet model the following dialogue: (Allow a student to play the role of the puppet.) T: Buenos días, (puppet's name.) Good morning, _____. P: 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: Muy bien. Así, así. Muy mal. Very good/So-so/ Very bad. T: ¿Qué bien! That's good -- if the student answers <i>fine</i>. <i>¡Qué lástima!</i> That's too bad -- if the student answers <i>so-so</i> or <i>very bad</i>. P ¿Y usted? And you? T: Muy bien, gracias. Fine, thank you. T: ¡Fantástico!	Notes: Pronunciation Hint: <i>Qué lástima</i>= Kay lah-stee-mah (That's too bad)
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<u>Wyoming Standards:</u> 2. Culture— Students demonstrate an awareness of products and practices in the target culture. <u>Objectives:</u> Students will be able to: 1. demonstrate verbally or non-verbally comprehension of the focus vocabulary. 2. demonstrate verbally or non-verbally comprehension and cultural awareness of: • Expressions of courtesy (review) • Leave takings (<i>Buenas noches, adios</i>) <u>Materials Needed:</u> • The video of Episode 120 <u>Correctives and Enrichments:</u> Please see the expansion activities provided with this episode. <u>Assessment</u> Observe the students for verbal or non-verbal indications of	2) Return to the video for practice with focus vocabulary. Show and listen to the first portion featuring the vocabulary. Note that <i>Hace frío</i> is an indication of the climate or weather. <i>Hace frío</i> means that it is cold outside. If you want to indicate that you feel cold you would say <i>Tengo frío</i> (I feel cold.) Replay the video with the volume turned off. Have the students repeat the phrase <i>Hace frío</i> as each scene changes. Replay a third time with the volume turned off. This time have the students repeat the phrase <i>Tengo frío</i>, as they wrap their arms around their chest and shiver from the cold. Forward to the second section and repeat this activity. Check that students understand the difference between <i>Hace frío</i> and <i>Tengo frío</i>. 3) After watching both portions of the video segments featuring the vocabulary, have the class list as many of the ingredients for the hamburgers. Encourage the students to use the words they know in Spanish. <i>la hamburguesa</i> <i>el pan</i> <i>el queso</i> <i>el tomate</i> <i>la cebolla</i> <i>la lechuga</i> <i>la salsa de tomate</i> hamburger bun cheese tomato onion lettuce ketchup 4) Watch the last segment of the video for vocabulary featuring the chef and <i>el niño</i>. 5) Replay the same segment with the chef and the boy. Freeze or pause the video after the boy points to <i>la manzana</i> and <i>las uvas verdes</i> and <i>una hamburguesa</i>. Ask the class <i>¿Qué es?</i> See index card for complete dialogue. 6) Replay the segment with the chef and the boy once more. Have students volunteer to role play the part of the chef and the boy. See index card for dialogue.	Notes: <i>Hace frío</i>= ah-say free-oh <i>Tengo frío</i>= ten-go free-oh <i>la hamburguesa</i>= lah ahm-boor-gay-sah <i>el pan</i>= el pahñ <i>el queso</i>= el kay-so <i>el tomate</i>= el toe-mah-tay <i>la cebolla</i>= lah say-boy-yah <i>la lechuga</i>= lah leh-choo-gah For the song on the warm-up Index Card: <i>duermas</i>= dwair-mahss <i>cierra</i>= see-air-ah <i>los ojos</i>= lohss oh-hohss
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 	
Episode 120: <i>Las hamburguesas de Armadillo</i>	
Warm-up Dialogue (Model with a puppet) Allow students to take the role of the puppet.	
T:	<i>Buenos días, (puppet's name.) (or Buenas tardes, as appropriate.)</i>
P:	<i>Buenos días, Señor/Señora/Señorita _____.</i>
T:	<i>¿Cómo estás tú?</i>
P:	<i>(Muy bien. Gracias./ Así, así./ Muy mal.)</i> Encourage students to choose how the puppet is feeling.
T:	<i>¡Qué bien!</i> (<i>That's good -- if the student answers fine.</i>) <i>¡Qué lástima!</i> (<i>That's too bad -- if the student answers so-so or very bad.</i>)
P:	<i>¿Y usted?</i>
T:	<i>Muy bien, gracias.</i>
T:	<i>¡Fantástico!</i>
Sing the following song to the tune of <i>Brother John</i> (See pronunciation hints on pg. 2.) <i>Buenas noches, buenas noches, Duermas bien, duermas bien, Cierra los ojos, cierra los ojos Adiós, adiós</i>	

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 underlined word means that it could change to another noun.

Episode 120: Lesson 1, Part 1 *Las hamburguesas de Armadillo*

See card with Warm-up dialogue.

Watch and listen to the segment in the **SALSA** video that features the focus vocabulary "***Hace frío***." (It/the weather is cold.) Replay the video with the volume turned off. As each scene changes students practice saying ***Hace frío***. Replay the same segment once more with the volume turned off. This time the students will say ***Tengo frío*** as they shiver with the cold.. (I am cold.)

With the whole class, name the ingredients shown in the **SALSA** video for making a hamburger.

<i>la hamburguesa</i>	hamburger	<i>el tomate</i>	tomato
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<i>el pan</i>	bun	<i>la cebolla</i>	onion
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<i>el queso</i>	cheese	<i>la lechuga</i>	lettuce
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<i>la salsa de tomate</i>	ketchup
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Watch the last segment of the video, featuring the chef and ***el niño***, for vocabulary.

Directions for additional activities continued on next card

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

THE TEACHER SAYS AND (DOES)

Episode 120: Lesson 1, Part 2 *Las hamburguesas de Armadillo*

Freeze or pause the video after the boy points to *la manzana* and *las uvas verdes* and *una hamburguesa*. Use the following dialogue with the video.

Boy from video: *¿Es una hamburguesa?*

Teacher: *¿Qué es?*

Class: *No, es una manzana.*

Boy from video: *¿Es una hamburguesa?*

Teacher: *¿Qué es?*

Class: *No, son las uvas verdes.*

Boy from video: *¿Es una hamburguesa?*

Teacher: *¿Qué es?*

Class: *Sí, es una hamburguesa.*

Ask students to role play the part of the chef and the boy. Use the following dialogue:

Boy: *¿Es una hamburguesa?*

Chef: *No, no es una hamburguesa.*

(repeat)

Boy: *¿Es una hamburguesa?*

Chef: *Sí, es una hamburguesa.*

Objectives for day 2: Student will indicate comprehension of Spanish words by: • answering the question “<i>What is it?</i>” about the focus and supporting vocabulary; • asking and answering the question “<i>Do you like...?</i>” Connections to other subject areas: • Literacy Materials needed: • Images or objects representing fruits, a hamburger, cheese and a pizza. • A paper bag or <i>caja mágica</i>. Assessment: Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 120)	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. Images or objects representing fruit (<i>las uvas, la manzana, la banana, el limón, las fresas, la naranja</i>) are put into a bag. Show and say the name of each item before it is placed in the bag. As you pull an item out of the bag say <i>Uno, dos, tres ¿Qué es?</i> (1, 2, 3 What is it?) The students then say the name of the fruit. 2. Choose a student to stand with his/her back to the teacher. Using pictures or objects to represent the focus words, select one and show it to the class. The teacher then puts the picture/representation behind the back of the student who is “it”. Student: <i>¿Es la manzana?</i> (Is it the apple?) Class: <i>No, no es la manzana.</i> (No, it isn't the apple.) Student: <i>¿Son las uvas?</i> (Are they the grapes?) Class: <i>Sí, son las uvas.</i> (Yes, they are the grapes.) 3. Select images or representations for different food items, such as <i>la hamburguesa</i> (hamburger), <i>el queso</i> (cheese), <i>la pizza, la manzana</i> (apple), <i>las uvas</i> (grapes), etc. Students and teacher are seated on the floor in a circle. The foods are placed in the center of the circle. The teacher or the puppet selects a food item and asks a student <i>¿Te gusta la hamburguesa?</i> (Do you like the hamburger?) If what's being liked is plural, then say <i>¿Te gustan las uvas?</i> (Do you like grapes?) The student may reply with <i>Sí, me gusta(n).</i> (Yes, I like it/them.) Or <i>No, no me gusta(n).</i> (No, I don't like it/them.) Encourage the students to respond with <i>Sí, (No, no) me gusta(n) la hamburguesa.</i> Have the children practice asking the puppet, <i>¿Te gusta(n) el __, la __, los __, las __?</i> Challenge: Let the students play the role of the puppet. The student turns to another student and asks him/her what they like. The second student then asks the puppet what they like. The puppet must respond to the question.	Notes: Pronunciation Reminders: <i>Es</i>= ss <i>No es</i>= _no ss <i>¿Te gusta?</i>= (sing.) Tay goose-tah? <i>¿Te gustan?</i>= (plur.) Tay goose-tahn? <i>Me gusta</i>= (sing.) May goose-tah <i>Me gustan</i>= (plur.) May goose-tahn <i>No me gusta</i>= (sing.) No may goose-tah <i>No me gustan</i>= (plur.) No may goose-tahn
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS AND (DOES)

Episode 120: Lesson 2, *Las hamburguesas de Armadillo*

See card with Warm-up dialogue.

Images or objects representing fruit (*las uvas, la manzana, la banana, el limón, las fresas, la naranja*) are put into a bag. Show and say the name of each item before it is placed in the bag. As you pull an item out of the bag say *Uno, dos, tres ¿Qué es?* (1, 2, 3 What is it?) The students then say the name of the fruit. (ex. *Es una manzana.*)

Choose a student. Student holds an image of fruit behind his/her back. Use the following model for the dialogue:

Student: *¿Es la manzana?* (Is it the apple?)

Class: *No, no es la manzana.* (No, it isn't the apple.)

Student: *¿Son las uvas?* (Are they the grapes?)

Class: *Sí, son las uvas.* (Yes, they are the grapes.)

The teacher or the puppet selects a food item and asks a student:

¿Te gusta la hamburguesa? or *¿Te gustan las uvas?*

Student: *Sí, me gusta(n).* Or *No, no me gusta(n).*

Encourage the students to respond with *Sí, (No, no) me gusta(n) la hamburguesa.*

Have the children practice asking the puppet, *¿Te gusta(n) el __, la __, los __, las __?*

Objectives for day 3:
Student will indicate comprehension of Spanish words by:

- responding non-verbally or orally to the questions, “¿Qué tienes?” ¿Qué tengo? And ¿Qué quieres? (What do you have? What do I have? What do you want?)
- saying that s/he wants something in Spanish.

Connections to other

subject areas:

- Literacy
- Math-counting

Materials Needed:

- Objects or representations of fruits

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

1. Hand out to each student an object or image that represents *las uvas, la manzana, la banana, la naranja, el limón, las fresas*. As you hand the item to the student you may want to name the item and have the student repeat the word after you as a way of review. Say *Tráiganme* (or bring me) *su objeto rojo*. (Bring me the red object.) As the students bring up the red objects ask the students: ¿Qué tienes? (What do you have?) Students answer, *Yo tengo una manzana*. (I have an apple.) *Yo tengo fresas*. (I have strawberries.) As you take the object from the student say, *Gracias*. Students should respond with *de nada*. Group the objects into categories of the same fruit and the same color.

2. Once all of the items have been grouped together, select one group, point to it and say ¿Qué tengo? (What do I have?) Students can answer with *Tres manzanas rojas*. (Three red apples.) Or *Tienes tres manzanas rojas*. (You have three red apples.) *Sí, tengo tres manzanas rojas*. Do the same with the remaining groups.

3. To teach students to ask for something in Spanish do the following. Plastic fruit works the best for this activity otherwise use images of food items. Place a group of fruit or cards representing fruit on a table. Say *Me gusta la manzana. Yo quiero una manzana*. Take the apple from the table and pretend to eat it. Ask a student ¿Qué quieres, una manzana o una banana? Encourage the student to answer with *Yo quiero una banana, por favor*. If the student asks correctly hand him/her the fruit. Don't forget to have the student say *Gracias*. Respond with *de nada*. Circulate around the room asking individual students what they would like.

4. Mount pictures of fruit on poster board, the chart is then placed on the floor in the center of a circle of students. Students take turns to toss a beanbag at the board with their eyes closed. This game can be divided into teams. To score a point the student or team must correctly identify the fruit upon which the bag lands.

Notes:

Pronunciation Hints:

Tráiganme =

Try-gahn-may

Su objeto =

Sue ohb-het-oh

¿Qué tienes? =

Kay tee-n-ss?

Yo tengo =

Yo ten-go

¿Qué tengo? =

Kay ten-go?

¿Qué quieres? =

Kay key-air-ace?

Yo quiero =

Yo key-air-oh

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

THE TEACHER SAYS  AND (DOES) 
Episode 120: Lesson 3, <i>Las hamburguesas de Armadillo</i>
See card with Warm-up dialogue.
<i>Tráiganme su objeto <u>rojo</u>.</i> All students that have red fruit should bring their item to you. Continue asking for other colors: <i>moreno, verde, amarillo, verde, naranja, etc.</i>
Students say: <i>Yo tengo <u>una manzana</u>.</i> Or <i>Tengo <u>fresas</u>.</i> Students may need help identifying the fruit. Ask either/or questions. As you take the fruit don't forget to use <i>gracias</i> and <i>de nada</i>.
<i>¿Qué tengo?</i> (What do I have?) After the fruit has been grouped by color, point and ask the class to count and identify each group.
<i>[Tiene] <u>tres manzanas rojas</u>.</i> (You have...) <i>Numbers and colors will change as each group is identified.</i>
<i>Sí, tengo <u>tres manzanas rojas</u>.</i> Numbers and colors will change as each group is identified.
<i>Me gusta <u>la manzana</u>. Yo quiero <u>una manzana</u>.</i> (I like apples. I want an apple.) Choose a fruit that you like.
<i>¿Qué quieres, <u>una manzana</u> o <u>una banana</u>?</i> (What do you want, an apple or a banana?) Ask different students what would they like to have to eat.
<i>Yo quiero <u>una banana</u>, por favor.</i> (I want a banana, please.) If the student uses the proper response, hand them a fruit. Don't forget to prompt the use of <i>gracias</i> and <i>de nada</i>.
Students take turns to toss a beanbag at the board with their eyes closed. This game can be divided into teams. To score a point the student or team must correctly identify the fruit upon which the bag lands.

Objectives for day 4: Students will indicate comprehension of Spanish vocabulary by: • counting at least 1-5 • identifying and saying the color of familiar objects. Connections to other subject areas: • Literacy • Math- counting Materials needed: • a puppet • vocabulary objects 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. <i>¿Dónde está.....? (puppet’s name)?</i> Pick a student to go outside the classroom area where he/she cannot see. Then pick a student to hide the puppet. The student has to hide the puppet by the time the class counts to 10 (diez). Say <i>Ven aquí (student’s name), por favor.</i> (Come here, _____, please.) The student walks around and the class counts louder as the child gets closer to the puppet’s hiding place. As the student moves farther away from the puppet’s hiding place, the class counts in softer voices. Challenge: As the student moves closer to the puppet the class counts forward: example, <i>uno, dos, tres, cuatro</i>, . . . As the student moves away from the puppet count backwards: <i>cinco, cuatro, tres, dos, uno</i>. Post the numbers and point to the numbers as you count. This will help you and the class to practice the numbers. 2. Choose a student to come to the front of the room. The teacher or puppet holds a food item over the head of the student. The teacher names the item and the student repeats the name. The student must correctly guess the color of the particular item. This can be played for points in a class-versus-teacher or puppet manner. The dialogue is as follows: Teacher/Puppet: <i>Es la manzana.</i> (It’s the apple.) Student: <i>Es la manzana.</i> (The apple.) Teacher/Puppet: <i>¿De qué color es? (What color is it?)</i> Student: <i>*Rojo.</i> (Red.) This is a point for the class. If the student responds with <i>morado</i> or <i>azul</i>, then it is a point for the teacher or the puppet. If you would like to keep track of the points in Spanish, say <i>Un punto para la clase</i> or <i>Un punto para el maestro/la maestra</i> (or the puppet’s name.) Whoever reaches <i>diez puntos</i> (10 points) first is the winner. *Because the student has been asked the noun form of the color (for example, the color red), the noun form is always in the masculine singular form. It’s the adjective form that requires ending changes.	Notes: Pronunciation Hints: <i>Ven aquí</i>= Ben ah-key <i>¿De qué color es?</i>= Day kay co-lore ss? <i>Un punto</i>= On poon-toe <i>para</i> = par-ah <i>la clase</i>= lah clah-say
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS AND (DOES)

Episode 120: Lesson 4, *Las hamburguesas de Armadillo*

See card with Warm-up dialogue.

¿Dónde está....? (Game)

Pick a student to go outside the classroom area where he/she cannot see. Then pick a student to hide the puppet. The student has to hide the puppet by the time the class counts to 10 (diez).

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. Say ***Ven aquí (student's name), por favor.*** The student walks around and the class counts louder as the child gets closer to the puppet's hiding place. As the student moves farther away from the puppet's hiding place, the class counts in softer voices.

Choose a student to come to the front of the room. The teacher or puppet holds a food item over the head of the student. The teacher names the item and the student repeats the name. The student must correctly guess the color of the particular item. This can be played for points in a class vs. teacher or puppet manner. The dialogue is as follows:

Teacher/Puppet: ***Es la manzana.*** (It's the apple.)

Student: ***Es la manzana.*** (The apple.)

Teacher/Puppet: ***¿De qué color es?*** (What color is it?)

Student ****Rojo.*** (Red.)

This is a point for the class. If the student responds with morado or azul, then it is a point for the teacher or the puppet. If you would like to keep track of the points in Spanish, say ***Un punto para la clase*** or ***Un punto para el maestro/la maestra*** (or the puppet's name.) Whoever reaches *diez puntos* (10 points) first is the winner.

Final Assessment

Assessment Observation Checklist

Student _____ Grade _____

School _____

Teacher _____

EPISODE 120—THE ARMADILLO'S HAMBURGERS

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish words <i>hace frío</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>hace calor</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la hamburguesa</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>las uvas verdes</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>las bananas</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>las manzanas</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>estoy cansado/a</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>gracias</i> and <i>de nada</i> (review), and <i>buenas noches</i> and <i>adiós</i> .			Comprehension and cultural awareness of Spanish expressions of courtesy (review) and salutations and leave takings.	

Salsa Episode 120
The Armadillo's Hamburgers
Assessment Observation Checklist

Student's Name	Responds to Vocabulary <i>hace frío.</i> (comprehension)	Responds to <i>hace calor.</i> (Vocabulary comprehension)	Responds to <i>la hamburguesa</i> (Vocabulary comprehension)	Responds to <i>las uvas verdes.</i> (Vocabulary comprehension)	Responds to <i>las bananas.</i> (Vocabulary comprehension)	Responds to <i>las manzanas.</i> (Vocabulary comprehension)	Responds to <i>estoy cansado/a.</i> (Vocabulary comprehension)	Responds to <i>gracias, de nada, buenas noches and adios.</i>
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Correctives and Enrichments- Episode 120

Time	Lang.	Prep.	Description	Materials Needed
5-10	2	0	<u>Guessing Game- What Do I Have In My Pocket?</u> Teacher hides a vocabulary item/image in his or her pocket. Students ask clarifying questions using Spanish focus words to determine the identity of the object. Examples: <i>¿Es rojo?</i> <i>¿Es grande?</i> <i>¿Es una fruta?</i> <i>¿Es un animal?</i>	Objects or representations of vocabulary objects.
10	2	5	<u>Addition Bingo</u> With a simple Bingo card (the numbers 1-5 or 10), the teacher says addition (and/or subtraction) problems and students mark the appropriate square. Ex. Uno más tres. The students cover the square with cuatro if it is on their cards. (To do subtraction, substitute menos for más.)	Prepared Bingo cards
10-20	1	5	<u>Make My Bulletin Board Activity</u> Provide paper and markers for every student. Ask students to draw and label any foods for which they know the Spanish words. Hang up their artwork and you have a great bulletin board made by your students! An excellent review and reinforcement activity.	Paper and markers for the students.
<u>Spanish Self-Assessment</u> 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.				<u>Preparation Needed</u> 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.

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
120	<u>Nouns</u> Una naranja	An orange
	<u>Adjectives</u> Anaranjado/a	Orange (colored)
	<u>Expressions/ phrases</u> ¡Silencio!	Be quiet!
	Había una vez...	Once upon a time...
	<u>Sentences</u> ¿Dónde está el libro??	Where is the book?
	Aquí está el libro.	Here is the book.
	Vamos a escribir un cuento.	Let's write a story. (We are going to write a story)
	Necesitamos una gallinita roja.	We need a red hen.
	Yo necesito manzanas.	I need apples.
	Todo el día, la gatita dormía.	All day long, the cat slept.
	Todo el día, el ratoncito escuchaba música	All day long, the rat listened to music.
	Todo el día, el lobo miraba la televisión.	All day long, the wolf watched television.
	Todo el día, la gallinita roja trabajaba.	All day long, the red hen worked.
	Estoy cansada.	I'm tired.
	Hace frío.	It's col.d.
	¿Quién quiere lavar las manzanas?	Who wants to wash the apples?
	¿Quién quiere una hamburguesa?	Who wants a hamburger?
	Me gustan las uvas.	I like grapes. (Grapes are pleasing to me.)
	Me gusta la lechuga.	I like lettuce. (Lettuce is pleasing to me.)
	No me gustan las hamburguesas.	I don't like hamburgers. (Hamburgers aren't Pleasing to m.)
	No hay frutas	There aren't any fruits.

Vocabulary Cards

Episode 120

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

hace frío

hace calor

la hamburguesa

las uvas verdes

las bananas

las manzanas

estoy cansado/a

Episode Transcript

To obtain a transcript, simply go to the following web site:

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

Once there, click on episode transcripts, then on 120. (click once only)
You can then print out the transcript.