

WyFLES Teachers' Materials

SALSA Episode 121

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Sample Pacing of Episode 121

First and Second Grades

Week One:

- Show the video Episode 121 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:

- *Ocho* (eight)
- *Nueve* (nine)

Characters/Personajes:

- *Lobo*
- *Ratoncito*
- *Gatita* (Cat)
- *Perro* (Dog)
- *Mamá Osa* (La Gallinita Roja)
- *Legumbres* (vegetables)
- *Chef* (vendedor-salesman)
- *Todos* (All in scene)

Synopsis

Once again playing the role of the Little Red Hen (*La Gallinita Roja*), Mamá Osa decides to make apple empanadas. When she realizes that she only has one apple and she needs nine of them, she sends the cat (*La Gatita*), Ratoncito and the Wolf (*El Lobo*) to get the apples she needs. All of them have problems bringing the correct fruit back, so they decide to eat fresh fruit instead.

Wyoming Standards:

1. Communication:

Students communicate in a language other than English to exchange information.

2. Culture:

Students demonstrate an awareness of products and practices in the target culture.

Essential Activities:

- 1) Watch the SALSA series guide for Episode 121. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 121 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 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*. 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, _____.
 (or *Buenas tardes*, as appropriate.) Good afternoon
P: *Buenos días, Señor/Señora/Señorita* _____.
 Good morning, Mr./Mrs./Miss _____.
T: *¿Cómo estás tú?* How are you?
P: *Muy bien. Así, así. Muy mal.* Very good/ So-so/ Very bad.
T: *¡Qué bien!* That’s good -- if the student answers *fine*.
¡Qué lástima! That’s too bad -- if the student answers *so-so* or very *bad*.
P *¿Y usted?* And you?
T: *Muy bien, gracias.* Fine, thank you.
T: *¡Fantástico!*

Notes:

**Pronunciation
Reminder:**

Qué lástima=
Kay lahs-team-ah

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:
 - *ocho*
 - *nueve*

2. demonstrate comprehension and cultural awareness of:
 - *Empanadas*, fruit or meat-filled pies
 - Expressions of courtesy (*por favor*, *gracias*, *de nada*)

Materials Needed:

- A copy of the handout *Los números 0-9* for each student. (provided)
- A ball
- One or more pairs of dice

Correctives and

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

Assessment



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

2. Make copies of the blackline master labeled *Los números 0 – 9* (The numbers). Hand a copy to each student. Have the students point to and say the numbers as you call them out. Say *Señalen el número nueve*. (Show me the number nine.) You can have an individual student give the command to the rest of the class.
3. Call out a number and have the class clap and count to that number.
4. Ask a student to the front of the class and hand them a ball. Say a number. The student then bounces the ball and counts until s/he reaches the number.
5. Sing *Uno, dos, tres ositos*.



<p><i>Verse 1</i> <i>Uno, dos, tres ositos,</i> <i>cuatro, cinco, seis ositos,</i> <i>siete, ocho y nueve ositos,</i> <i>diez ositos son.</i></p> <p>One, two, three little bears, four, five, six little bears, seven, eight and nine little bears, ten little bears in all.</p>	<p><i>Verse 2</i> <i>Diez, nueve, ocho ositos,</i> <i>siete, seis, cinco ositos,</i> <i>cuatro, tres y dos ositos,</i> <i>un osito es.</i></p> <p>Ten, nine, eight little bears, seven, six, five little bears, four, three and two little bears, one little bear.</p>
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6. Pass the ball around the room, having each student supply the correct number in the sequence when the ball reaches him/her. To challenge the class, count backwards from *diez* (ten).
7. Pair students or put them into small groups. Each student takes a turn at rolling a pair of dice. The student identifies the number that s/he has thrown.

Notes:

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

THE TEACHER SAYS  AND (DOES) 
Episode 121: <i>El fiasco de la fruta</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> : <i>Buenas noches, buenas noches, Duerme bien, duerme bien, Cierra los ojos, cierra los ojos Adiós, adiós</i>

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

<p>THE TEACHER SAYS  AND (DOES) </p> <p>* a word in [] indicates you may choose to say the word or not say the word. An <u>underlined</u> word means that it could change to another noun.</p>		
<p>Episode 121: Lesson 1, Part 1 <i>El fiasco de la fruta</i></p>		
<p>See card with Warm-up dialogue.</p>		
<p>Señalen el número <u>nueve</u>. Hand out a copy of <i>Los números 0 – 9</i> to each student. Then read the numbers and ask the students to point to each number as you say it.</p>		
<p>Call out a number and have the class clap and count to each number as you say it.</p>		
<p>Ask a student to the front of the class and hand him or her a ball. Say a number. The student then bounces the ball and counts until s/he reaches the number.</p>		
<p>Sing <i>Uno, dos, tres ositos</i>.</p> <table><tr><td><p><i>Verse 1</i> <i>Uno, dos, tres ositos,</i> <i>cuatro, cinco, seis ositos,</i> <i>siete, ocho y nueve ositos,</i> <i>diez ositos son.</i></p></td><td><p><i>Verse 2</i> <i>Diez, nueve, ocho ositos</i> <i>siete, seis, cinco ositos,</i> <i>cuatro, tres y dos ositos,</i> <i>un osito es.</i></p></td></tr></table>	<p><i>Verse 1</i> <i>Uno, dos, tres ositos,</i> <i>cuatro, cinco, seis ositos,</i> <i>siete, ocho y nueve ositos,</i> <i>diez ositos son.</i></p>	<p><i>Verse 2</i> <i>Diez, nueve, ocho ositos</i> <i>siete, seis, cinco ositos,</i> <i>cuatro, tres y dos ositos,</i> <i>un osito es.</i></p>
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<p>Pass the ball around the room, having each student supply the correct number in the sequence when the ball reaches him/her.</p>		
<p>Pair students or put them into small groups. Each student takes a turn at rolling a pair of dice. The student identifies the number that s/he has thrown.</p>		

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- answering the question “*Te gusta...?*” about the fruits in the basket;
- asking and answering the question “*Do you like...?*”

Connections to other subject areas:

- Literacy
- Social studies

Materials needed:

- A basket or plate
- Real or fake fruits

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. Bring in a basket filled with fruit. The fruit can be real or fake. (Plastic fruit can be found at hobby or craft stores.) Have individual students choose an item from the basket. Remind students of the proper way to ask for an item in Spanish. ***Yo quiero una banana, por favor.*** (I want a banana, please.) The student should respond with ***Gracias*** when handed the fruit. Don’t forget to say ***de nada*** in response.
2. Ask the student ***¿Te gusta la banana?*** (Do you like the banana?) ***Sí, sí me gusta la banana.*** or ***No, no me gusta la banana.***
3. Cultural Activity
The video introduces a popular Spanish food called ***la empanada***. The word ***empanada*** comes from the Spanish word ‘***empanar***’ meaning to bread, or to bake in a pastry. The ***empanada*** is an individual turnover with a pastry crust and filled with chicken, meat, seafood, vegetables, or fruit. They are popular in Spain, Mexico, and South America, especially in Argentina and Chile.

View the video where they show the making of ***empanadas***. Ask the students if we have anything similar in our culture. If they are not sure, you may have to show or describe an apple turnover, etc.

Included with the materials for this episode are some basic recipes for ***empanadas***. Please keep in mind that these recipes are only a sample. ***Empanadas*** vary by the country, region, and the people who make them. For more information or recipes for ***empanadas*** go to foodnetwork.com or simply do a search for ***empanadas***.

Notes:

Pronunciation Hints:

Yo quiero=
Yo key-air-oh

Empanada=
M-pah-nah-dah

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

THE TEACHER SAYS  AND (DOES) 

Episode 121: Lesson 2, *El fiasco de la fruta*

See card with Warm-up dialogue.

Yo quiero una banana, por favor. Have individual students choose an item from a basket of fruit. Don't forget to use *De nada* and *Gracias*.

¿Te gusta la banana? Review *¿te gusta?*

Sí, sí me gusta la banana. Encourage students to use this response.
(Or *No, no me gusta la banana.*)

Cultural Activity: View the video where they show the making of *empanadas*. Ask the students if we have anything similar in our culture. If they are not sure, you may have to show or describe an apple turnover, etc.

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- identifying missing numbers
- doing math facts in Spanish (addition and subtraction)

Connections to other subject areas:

- Math

Materials Needed:

- Large pieces of construction paper, each with a number (1-9) on it. (to be taped or attached to the wall)
- A copy of the Matching worksheet for each student in the class.

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. Post sheets of construction paper with the numbers 1-10 or *cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve* on the wall. Say to the students *Tápense los ojos, por favor.* (Close your eyes, please.) Once the students have closed their eyes remove one of the numbers. After the number is out of sight, say *Ábranse los ojos.* (Open your eyes.) Or *Uno, dos, tres. Miren.* (1, 2, 3. Look.) Say *¿Qué falta?* (What’s missing?) Students supply the right answer in Spanish.
2. Use the numbers in Spanish while reinforcing math facts of addition and/ or subtraction. Hold up addition and/or subtraction flashcards. Say *seis más dos son _____.* (six plus two equals _____) The students give the right answer in Spanish. Repeat the math fact by saying *Sí, seis más dos son ocho.* (Yes, six plus two equals eight) For subtraction say *nueve menos cuatro son _____.* (nine minus four equals _____) Repeat the math fact with the correct answer when given. *Sí, nueve menos cuatro son cinco.* (Yes, nine minus four equals five.)
3. To practice Fact Families in Spanish, write three numbers on the board. Example: 3 (*tres*), 5 (*cinco*), and 8 (*ocho*). Ask students for two addition sentences and two subtraction sentences using the numbers given. Encourage students to say as much of the sentences in Spanish as they are able.
 Example:
 $3 + 5 = 8$ *tres más cinco son ocho*
 $5 + 3 = 8$ *cinco más tres son ocho*
 $8 - 3 = 5$ *ocho menos tres son cinco*
 $8 - 5 = 3$ *ocho menos cinco son tres*
 (Note: If the answer is 1, the verb used is *es*, the singular form. *Nueve menos ocho es uno.*)
4. Do the “Matching” worksheet provided at the end of the lesson plans.

Notes:

Pronunciation Hints:

Tápense=

Tah-pen-say

Ábranse=

Ah-brahn-say

Miren= me-wren



Más= mahss

Menos= may- nohs

Son= soan

Es= ss

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

THE TEACHER SAYS  AND (DOES) 
Episode 121: Lesson 3, <i>El fiasco de la fruta</i>
See card with Warm-up dialogue.
<i>Tápanse los ojos, por favor.</i> After displaying the numbers 1-9, have the students close their eyes while you remove a number.
<i>Ábra</i> <i>nse los ojos, or Uno, dos, tres. Miren.</i> Ask students to open their eyes.
<i>¿Qué falta?</i> Students supply the right answer in Spanish for the missing number.
<i>*Seis más dos son _____.</i> Practice math facts in Spanish.
<i>Sí, seis más dos son ocho.</i> Reinforce the correct answer.
<i>*Nueve menos cuatro son _____.</i>
<u>Sí, nueve menos cuatro son cinco.</u>
Practice Fact Families using Spanish. Write three numbers on the board. Ask students for two addition sentences and two subtraction sentences using the numbers given. Encourage students to say as much of the sentences in Spanish. *Refer to previous sentences above.
Do the “Matching” worksheet provided at the end of the lesson plans.

Objectives for day 4 :

Students will indicate comprehension of Spanish vocabulary by:

- adding math facts to play the game *Alrededor del Mundo*.
- doing a math worksheet while reading the facts aloud.

Connections to other subject areas:

- Math

Materials needed:

- Worksheet (provided)

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. Sing *Uno, dos, tres ositos* from Lesson 1.
2. **Alrededor del mundo.** (Around the world.) Establish an order of who will go first, second, etc. Choose a student to stand behind another student. Show a flashcard and say *cuatro más tres son _____*. (four plus three equals _____) If the student standing behind the one seated says the correct answer first, then he/she gets to keep moving “*alrededor del mundo*”. If the student seated says the correct answer first, then the one standing has to sit down. Students are allowed to give only one answer. They cannot change their mind and say, “No, I mean ocho.”
3. Handout copies of the worksheet with the directions “Fill in the blank”. Review the numbers and sentences before the students do the work. You may need to model the first one with the students.
 Example: Say, “**Look at the first sentence. Let’s read it together.**”
Hay _____ manzanas rojas. (There are _____ red apples.)
Vamos a contar las manzanas. (Let’s count the apples.)
¿Cuántas manzanas rojas hay? (How many apples are there?)
Sí, hay tres manzanas rojas. (Yes, there are three red apples.)
¿De qué color son las manzanas. (What color are the apples?)
*Sí, son de color *rojo.* (Yes, they are of the color red.)
 (*We are speaking of the *color*, therefore we use the masculine form of the word.)
 After students have completed the worksheet, you might have them volunteer to read the sentences. Encourage the students to take the worksheet home and share with their families.

Final Assessment

Notes:

Pronunciation Hints:

Alrededor del mundo=
All-ray-day-dor



Hay= ay (as in ay-ay-ay)

Vamos a contar=
Vah-moas ah cone-
tar

De qué color= day
kay coh-lore

Cúantas= kwahn-toss

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

THE TEACHER SAYS  AND (DOES) 
Episode 121: Lesson 4, <i>El fiasco de la fruta</i>
See card with Warm-up dialogue.
Sing <i>Uno, dos, tres ositos</i> from Lesson 1.
<p><i>Alrededor del mundo.</i> Choose a student to stand behind another student. Show a flashcard for addition/subtraction. “Read” the flashcard, omitting the answer. If the student standing behind the one seated says the correct answer first, then he/she gets to keep moving “alrededor del mundo”. If the student seated says the correct answer first, then the one standing has to sit down. Students are allowed to give only one answer.</p> <p>Models: <i>Cuatro más tres son... Nueve menos dos son...</i></p>
Use the following dialogue for the “ Fill in the blank ” worksheet:
<p><i>Hay _____ manzanas rojas.</i> Ask students to read the sentence with you.</p> <p><i>Vamos a contar las manzanas.</i> Tell the students that you will count together.</p> <p><i>¿Cuántas manzanas rojas hay?</i> Ask the students to repeat the number of fruit.</p> <p><i>Sí, hay tres manzanas rojas.</i> Validate their answer.</p> <p><i>¿De qué color son las manzanas?</i> Ask the students to identify the color they will use for the fruit.</p> <p><i>Sí, son de color rojo.</i> Confirm the use of the correct color.</p>
Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 121—THE FRUIT FIASCO

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>ocho.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>nueve.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>las naranjas.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>las uvas.</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 word <i>las empanadas.</i>			Comprehension and cultural awareness of Spanish food.	
Responds verbally or non-verbally to the Spanish words <i>por favor, gracias</i> and <i>de nada</i> (review).			Comprehension and cultural awareness of Spanish expressions of courtesy (review).	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
121	<p><u>Nouns</u></p> <p>La naranja (anaranjado/a)</p> <p>La empanada</p> <p><u>Expressions/ phrases</u></p> <p>Anótalo.</p> <p>¡Mira!</p> <p>¡Qué bueno!</p> <p><u>Sentences</u></p> <p>Tengo azúcar, huevos y una manzana.</p> <p>Necesito ocho manzanas más.</p> <p>¿Qué tipo de frutas?</p> <p>¿Qué estás preparando?</p> <p>Toma lápiz y papel.</p> <p>Estoy cansado.</p> <p>¿Dónde están las empanadas?</p> <p>No hay empanadas.</p>	<p>The orange (orange- adjective, masc., fem.)</p> <p>A turnover/pastry that is generally filled with meat, but can also be filled with fruit or other fillings.</p> <p>Write it down. (command)</p> <p>Look!</p> <p>Great!</p> <p>I have sugar, eggs and an apple.</p> <p>I need eight more apples.</p> <p>What type/kind of fruit?</p> <p>What are you preparing/fixing?</p> <p>Take a pencil and paper. (command)</p> <p>I'm tired.</p> <p>Where are the empanadas?</p> <p>There aren't any empanadas.</p>

Correctives and Enrichments- Episode 121

Time	Lang.	Prep.	Description	Materials Needed
5-10	2-3	2	<p style="text-align: center;"><u>Los Días de la Semana (The Days of the Week) Song</u></p> <p>Make seven signs that have the days of the week written in Spanish. Divide students into seven groups, one for each day of the week. Sing the song to the tune of <i>Oh, My Darlin'</i>. As their day of the week is sung, the appropriate group steps forward (or stands up) and holds up their sign. Song:</p> <p style="padding-left: 40px;">Lunes, martes Miércoles, jueves Viernes, sábado, Domingo, lunes Martes, miercoles Viernes, sábado.</p>	Seven signs: one for each day of the week.
5-10	1	0	<p style="text-align: center;"><u>Red Light, Green Light Game</u></p> <p>Play Red Light, Green Light, substituting <i>Luz Roja, Luz Verde</i></p>	
5-10	1	0	<p style="text-align: center;"><u>Hangman</u></p> <p>Play Hangman with the focus and/or expansions vocabulary from the episode.</p>	
10-20	1	4	<p style="text-align: center;"><u>Cultural Center- Listening</u></p> <p>Students listen to a Spanish book, then do a follow-up activity. If you don't have a simple book recorded in Spanish, this would be a good time to involve a Spanish-speaking volunteer to record a cassette for your class. Example: Birthday book, then ask students to draw a picture of a birthday party and label any objects for which they know the word in Spanish.</p>	A book recorded in Spanish. Directions for a follow up activity.

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, <i>e.g.</i> props. |

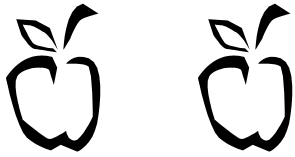
Nombre _____ fecha _____

<p>•</p> <p>cero</p>	<p>• • • • •</p> <p>cinco</p>
<p>•</p> <p>uno</p>	<p>• • • • •</p> <p>seis</p>
<p>• •</p> <p>dos</p>	<p>• • •</p> <p>• • • •</p> <p>siete</p>
<p>• • •</p> <p>tres</p>	<p>• • • •</p> <p>• • • •</p> <p>ocho</p>
<p>• • • •</p> <p>cuatro</p>	<p>• • • •</p> <p>• • • • •</p> <p>nueve</p>

Nombre _____ fecha _____

Nombre _____ Fecha _____

Count the fruit and fill in the blank. Color the fruit according to directions.



Hay dos manzanas rojas.



Hay _____ uvas verdes.



Hay _____ fresas rojas.



Hay _____ bananas amarillas.



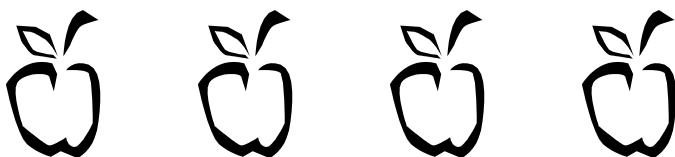
Hay _____ naranjas.



Hay _____ limones amarillos.



Hay _____ uvas moradas.



Hay _____ manzanas verdes.

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

Nombre _____ fecha _____

Match the words to the numbers. Draw a line from the word to the number.

Cuatro 6

Ocho 3

Tres 4

Seis 8

Uno 9

Cinco 1

Nueve 5

Siete 2

Dos 7

Empanadas

Basic Dough:

(Any pie pastry may also be used.)

Ingredients

2 cups flour

1 cup lard (or shortening)

2 tablespoons butter

1 teaspoon salt

About 1/4 cup water

In a large bowl, combine the flour with the lard, butter, and salt. Mix lightly with your fingertips until the dough forms pea-size pieces. Add a small amount of water to slightly moisten. Form dough into a ball. Roll out the dough to about 1/8 inch thick and cut into 4-inch circles. Lightly flour both sides of circles. Fill with a spoonful of the desired filling, moisten the edges of pastry with water, fold over, and press edges firmly with a fork. Deep fry at 400° for 15 minutes, until brown. Dust with powdered sugar while still warm.

Fillings:

1. Crushed, drained pineapple mixed with grated coconut.
2. Canned apple pie or applesauce, mixed with chopped nuts.
3. Raisins or chopped dates, mixed with chopped nuts. Bind together with a bit of jelly or syrup.
4. Jam or preserves or pumpkin pie filling.

Vocabulary Cards

Episode 121

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

ocho

nueve

las empanadas

las uvas verdes

las bananas

las manzanas

las naranjas

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