

Sample Pacing of Episode 122

First and Second Grades

Week One:

- Show the video Episode 122 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave as well as using as many other words as you and your students can use.
- Try two extension activities.

Week Two:

- Show the video once again using active viewing techniques. (20 minutes)
- Try two or more extension activities (25-40 minutes) or show video again, stopping to ask students to anticipate what comes next. (20 minutes)
- Continue using the Spanish numbers, greetings, and other focus vocabulary in your classroom.
- Check off student learning on the assessment

Unit Theme:
La Gallinita Roja

Focus Vocabulary:
• *El papel* (paper)
• *El lápiz* (pencil)

Characters/Personajes:
• *Perro* (Dog)
• *Mamá Osa*
• *Niña*
• *Armadillo*
• *Bebé Oso*
• *Ratoncito*
• *Gatita* (Cat)
• *Perrito* (Puppy)
• *Ardillas* (Squirrels)
• *Niños* (All students/puppets)
• *Legumbres* (vegetables)

Synopsis
Playing teacher, Mamá Osa tries to lead the “class” in counting to nine. However, there are constant interruptions preventing them from getting there! Armadillo and Ratoncito get into an argument over paper. Then the two squirrels entice the entire class outside. Then the Three Goats (*Los Tres Chivos*) arrive with pizza for the class. But in the end Mamá Osa finally succeeds in counting to nine.

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 122. Practice the focus words in preparation for introducing the episode to your students.
 - 2) Show the SALSA video of Episode 122 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. (20 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 lastima! 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:

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 focus vocabulary.

2. Review:

- Expressions of courtesy (*por favor, gracias, de nada*)
- Traditional Spanish music.

Other: review of numbers using manipulatives

Materials Needed:

- Pictures of or actual classroom objects.
- TPR page (provided)

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. Set out pictures or objects on a table. Some of the vocabulary for this unit is focused on school supplies or tools. You probably have most of these objects in your classroom. [*el lápiz* (pencil), *el papel* (paper), *el libro* (book), *la silla* (chair)]

3. Indicate to the class that you have many different objects. *Tengo muchos objetos aquí.* (I have many objects here.)

4. Hold up each object and say its name three times: *el lápiz* (pencil), *el papel* (paper), *el libro* (book), *la silla* (chair). As you say the items, the students may want to show you that they also have the same. Allow them to take the object(s) out of their desk and say the name as you repeat the names of the objects.

5. If the students have more than one pencil, you might stop and let the students count their pencils. Ask *¿Cuántos lápices tienes, (student's name)?* (How many pencils do you have?) The student may respond with the number, example: *cinco*. Encourage the students to answer with: *Tengo cinco lápices.* (I have five pencils.)

6. Handout the TPR page that goes with this lesson. You may have to model the commands.

- As you hold up a pencil and a sheet of paper say: *Señalen el lápiz.* (Point to the pencil.)
- Ask the students to touch the pencil on their paper. *Toquen el lápiz.* (You) Touch the pencil. *Plural form- to 2 or more*
- Repeat with the remaining items.

7. Pair students together. One student gives the TPR command, the other follows the directions. Students switch off and reverse rolls. Circulate around the room to monitor the students' progress. You may have to write the command on the board and repeat several times with the students before you begin this activity.

Toca el lápiz. (You) touch the pencil. *Singular form-to one student*

Notes:

Pronunciation Hints:
Objetos= *ohb-het-ohce*

Aquí= ah-key

El lápiz= ell lah-peace

El papel= ell pah-pell

El libro= ell lee-bro

Cuántas/cuántos=
kwahn-tahss (toas)

Tienes= tee-n-ss

Señalen= sen-yah-len

Toquen= toe-ken

Toca= toe-cah



WyFLES Teachers' Materials SALSA Episode 122

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

THE TEACHER SAYS  AND (DOES) 
Episode 122: <i>Por fin nueve</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 lastima!</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> : <p style="text-align: center;"><i>Buenas noches, buenas noches, Duerme bien, duerme bien, Cierra los ojos, cierra los ojos Adiós, adiós</i></p>

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 122: Lesson 1, Por fin nueve</p>
<p>See card with Warm-up dialogue.</p>
<p>Tengo muchos objetos aquí. (I have many things here) Show the students all of the objects that you have collected from around the classroom.</p>
<p>el lápiz (pencil), el papel (paper), el libro (book), la silla (chair), la maestra/ el maestro (teacher). Have students repeat the words, possibly showing the items that are in their desks.</p>
<p>¿Cuántos <u>lápices</u> tienes, (<u>student's name</u>)? (How many pencils do you have, Billy?) If a student holds up a fistful of pencils, ask the student to count and tell how many he/she has.</p>
<p>Tengo cinco <u>lápices</u>. Encourage the students to use the verb <i>tengo</i> (I have).</p>
<p>Señalen <u>el lápiz</u>. (Point to the pencil) Have students point to the object as you hold it up.</p>
<p>Toquen <u>el lápiz</u>. (Touch the pencil) Have students touch the object on their TPR sheets.</p>
<p>Pair students together. One student gives the TPR command, the other follows the direction. Students switch off and reverse rolls. Circulate around the room to monitor the students' progress. Students say: Toca <u>el lápiz</u>. (<i>el libro, etc.</i>)</p>

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- counting objects to nine
- measuring with focus vocabulary items

Connections to other subject areas:

- Math- counting
- Math- measuring
- Music- singing

Materials needed:

- *La Escuela* worksheet (provided)
- Groups of classroom objects (focus vocabulary)

Assessment:

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

Sample Lesson for Day 2: (Estimated time: 25 minutes)

As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.

1. Refer to the sheet titled *LA ESCUELA*. Gather objects from the list in groups of nine. (nine pencils, for example)
2. Show the objects to the children and say *Tengo nueve lápices. Vamos a contar. Uno, dos, tres . . .* (I have nine pencils. Let’s count them. One, two, three . . .) Do the same with the other objects that you have collected.
3. Refer to the sheet titled *LA ESCUELA* and/or use the focus vocabulary. Choose items from the list that are in the classroom. Make a list of the items as you count them.

Example:	<i>un escritorio</i>	1 teacher’s desk
	<i>dos ventanas</i>	2 windows
	<i>tres mesas</i>	3 tables
	<i>cuatro puertas</i>	4 doors
	<i>cinco pupitres</i>	5 students’ desks
	<i>seis libros</i>	6 books
	<i>siete sillas</i>	7 chairs
	<i>ocho papeles</i>	8 sheets of paper
	<i>nueve niños</i>	9 children

3. Sing the *Tres Ositos* song. Substitute other animals for *ositos* such as, *gatitos* (kittens), *chivitos* (little goats), *perritos* (puppies).

Uno, dos, tres ositos
Cuatro, cinco, seis ositos
Siete, ocho, nueve ositos
Diez ositos son.

4. Handout the “Measuring” worksheet. Do a couple of examples in the classroom, *i.e.*, measure the chalkboard with the eraser or measure the teacher’s desk with a book, a pencil, or a notebook.

Notes:

Pronunciation Hints:

Vamos a contar=
 Vah-mohs ah cone-tar

La escuela=
 Lah es-cway-lah

Un escritorio= Oon
ay-cree-tore-ee-oh

Ventanas=
 Ven-tahn-ahs

Puertas=
 Pwair-tahss

Pupitres=
 Poo-pee-trace

Papeles=
 Pah-pell-ace

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

THE TEACHER SAYS  AND (DOES) 

Episode 122: Lesson 2, *Por fin nueve*

See card with Warm-up dialogue.

Tengo nueve lápices. Vamos a contar. Uno, dos, tres . . . Collect items from around the room and count up to nine.

With the help of the students make a list of classroom items. Count up to nine. Example:

<i>un escritorio</i>	1 teacher's desk	<i>seis libros</i>	6 books
<i>dos ventanas</i>	2 windows	<i>siete sillas</i>	7 chairs
<i>tres mesas</i>	3 tables	<i>ocho papeles</i>	8 sheets of paper
<i>cuatro puertas</i>	4 doors	<i>nueve niños</i>	9 children
<i>cinco pupitres</i>	5 students' desks		

Sing the **Tres Ositos** song. Substitute other animals for *ositos* such as, *gatitos* (kittens), *chivitos* (little goats), *perritos* (puppies).

Uno, dos, tres ositos

Cuatro, cinco, seis ositos

Siete, ocho, nueve ositos

Diez ositos son.

Handout the "Measuring" worksheet. Explain to the students that they will be using classroom objects to measure. Students can be paired or work individually.

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- identifying classroom items
- count the items from the classroom vocab

Connections to other subject areas:

- Literacy
- Math- counting

Materials Needed:

- *La Escuela* paper (provided)
- The video of 122

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. Refer to the paper titled *LA ESCUELA*. Use as a guide to label items within the classroom or the school. Once everything is labeled practice the names with the students.
2. When students are familiar with the words in *LA ESCUELA*, play *¿Dónde está el libro?* Exchange the underlined word for others in the list. You may choose a specific book or backpack that the students must locate, or students can show their own.
3. View the beginning of the video with Mamá Osa pretending to be the teacher. Repeat with her and the class as they take inventory of their supplies. At the break pause the video. With your own class, take an inventory of their supplies. Begin by saying *Niños, ¿tienen papel?* Students answer *Sí, yo tengo papel.*
4. Continue with *¿Todos tienen un lápiz?* Students answer *Sí, yo tengo un lápiz.* Ask students to identify the color of their pencil by saying *Yo tengo un lápiz. Un lápiz amarillo.*
5. Ask the class to explain how a pencil is made. View the section of the pencil factory on the SALSA video. Discuss with the class the process of making a pencil. You may want to rewind the video and freeze it as you have your discussion.



Notes:

Pronunciation Hints:

¿Dónde está...=
doan-day s-tah

*¿Tienen papel?=
tee-n-n pa-pell*

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

THE TEACHER SAYS  AND (DOES) 
Episode 122: Lesson 3, <i>Por fin nueve</i>
See card with Warm-up dialogue.
Label items within the classroom or the school. Once everything is labeled practice the Spanish names with the students.
<i>¿Dónde está <u>el libro</u>?</i> You may choose a specific book or backpack that the students must locate, or students can show their own.
View the beginning of the video with Mamá Osa pretending to be the teacher. Repeat with her and the class as they take inventory of their supplies. At the break pause the video. Role-play the scene with your students. Use the following dialogue: Teacher: <i>Niños, ¿<u>tienen papel</u>?</i> Class: <i>Yo <u>tengo papel</u>.</i> Teacher: <i>¿<u>Todos tienen un lápiz</u>?</i> 1st Student: <i>Sí, yo <u>tengo un lápiz</u>.</i> 2nd Student: <i>Sí, yo <u>tengo un lápiz</u>. <u>Un lápiz amarillo</u>.</i>
View the section of the pencil factory on the SALSA video. Discuss with the class the process of making a pencil.

Objectives for day 4 :

Students will indicate comprehension of Spanish vocabulary by:

- Making cultural objects out of paper.
- Filling in the missing letters on the worksheet.

Connections to other subject areas:

- Art
- Literacy

Materials needed:

- Worksheet (provided)
- Colored tissue paper
- Scissors
- Paper coffee filters
- Food coloring
- Pipe cleaners or ties for plastic bags

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

Sample Lesson for Day 4: (Estimated time: 25 minutes)

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

Hand out the “Missing letters” worksheet. Explain the directions to the class.

Cultural Activities:

Following are two activities using *el papel* (paper) and *las tijeras* (scissors). If you are having a *fiesta* as an end of the year party, you can use these activities for decorating. Or simply use for decoration around the classroom. *

1) ***Papel picado*** (cut paper)

Materials

- 12” X 18” colored tissue paper
- *las tijeras* (scissors) and string

Fold the tissue paper in half, lengthwise. Fold the paper in half again, lengthwise. Cut out designs on the folded paper, leaving 1” of uncut paper at the top. Unfold the paper and staple to the string. (This activity is similar to making a “snowflake”.) The rainbow or variegated color tissue paper works best for this project.

2) ***Flores de papel*** (paper flowers)

Tissue Paper Flowers

- Cut 5 – 6 squares of tissue paper 5” X 5”.
- Place all the squares, one on top of the other, in a pile.
- Pleat or fold the paper like a fan. Tie at the center with a pipe cleaner or a tie for plastic bags.
- Holding the tie, fan the paper upward to make the petals.

Coffee Filter Flowers

- Use food coloring. Add several drops to water in cups. Use one cup per color.
- Fold each coffee filter three times to make a cone shape.
- Dip rounded edges in one color of dye and the pointed edge into another color.
- Carefully open the filter and lay on newspaper to dry.
- When the filters are dry, stack 1 – 3 filters, crumble together in the center and staple.

Notes:

Pronunciation Hints:

Las tijeras= loss tee-hair-ahs

Papel picado= Pa-pell pee-cah-doh

Flores de papel= Floor-ace day pa-pell

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

THE TEACHER SAYS  AND (DOES) 

Episode 122: Lesson 4, *Por fin nueva*

See card with Warm-up dialogue.

Hand out the “Missing letters” worksheet. Discuss the instructions with your class.

Choose one of the activities from the Cultural section.

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 122—FINALLY NINE

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>el lápiz.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el papel.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el libro.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la escuela.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la silla.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la maestra.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el maestro.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish numbers 1 - 9.			Review of numbers using manipulatives.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
122	<p><u>Nouns</u> Seis pedazos de pizza.</p> <p><u>Expressions/ prepositions</u> Nada.</p> <p>También</p> <p>Ahora</p> <p>Está bien.</p> <p>¡Silencio!</p> <p><u>Sentences</u></p> <p>Más papel, por favor.</p> <p>Vengan.</p> <p>Éste es un cuento de papel.. en la escuela.</p> <p>Tengo una manzana para usted.</p> <p>Hace frío.</p> <p>Hace calor.</p> <p>Mire a Salsa.</p> <p>¿Todos tienen papel?</p> <p>Vamos a contar hasta el nueve.</p> <p>Es mi papel.</p> <p>¿Qué pasa?</p> <p>¿Cuántos hojas de papel tienes?</p> <p>Dale papel.</p>	<p>Six pieces of pizza.</p> <p>Nothing.</p> <p>Also, too</p> <p>Now</p> <p>Okay.</p> <p>Quiet!</p> <p>More paper, please.</p> <p>Come. (plural command)</p> <p>This is a story of paper... in school.</p> <p>I have an apple for you.</p> <p>It's cold.</p> <p>It's hot.</p> <p>Look at Salsa. (singular command)</p> <p>Does everyone have paper?</p> <p>Let's count to nine. (We're going to...)</p> <p>It's my paper.</p> <p>What's happening?</p> <p>How many pieces of paper do you have?</p> <p>Give him some paper.</p>

Correctives and Enrichments- Episode 122

Time	Lang.	Prep.	Description	Materials Needed
5-10	1	1	<p style="text-align: center;"><u>Fly Swatter Vocabulary Relay</u></p> <p>Teams compete to “swat” the correct focus and vocabulary words on the board. These can be the words in Spanish for classes learning to recognize written Spanish or pictures or images of the words for classes working on listening comprehension.</p>	<p>Either words written on the board or objects/pictures of the words.</p> <p>A fly swatter for each team.</p>
NA	1	0	<p style="text-align: center;"><u>Quick Activities to Reinforce Learning</u></p> <ul style="list-style-type: none"> • <u>I Spy</u> Play “I Spy” around the room or when walking or standing in line. • <u>Grouping Game</u>- When lining up, have students line up by the color of the clothing they are wearing. (Rojo first, for example) 	
10-15	1	4	<p style="text-align: center;"><u>Lotería</u></p> <p>Have students fold 8 1/2 x 11” paper into 26 rectangles. Dictate core vocabulary words. Students write the words in random spaces. (or they could copy words from the board.) Then call the words randomly as students cover the corresponding squares. They say Lotería when they have a bingo. If they are able, ask them to repeat the words they have covered to confirm their bingo.</p>	Paper for students.

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. |

LA ESCUELA

(THE SCHOOL)

<i>el/ la ayudante</i>	aide
<i>la bandera</i>	flag
<i>el baño</i>	restroom
<i>la basura</i>	trash
<i>la biblioteca</i>	library
<i>el/ la bibliotecario(a)</i>	librarian
<i>los bloques</i>	blocks
<i>el borrador</i>	eraser
<i>el calendario</i>	calendar
<i>el campo de deportes</i>	sports field
<i>la cinta adhesiva</i>	scotch tape
<i>el corredor</i>	hallway
<i>el creyón</i>	crayon
<i>los creyones</i>	crayons
<i>el cuaderno</i>	notebook
<i>el director</i>	male principal
<i>la directora</i>	female principal
<i>el/la enfermero(a)</i>	nurse
<i>el escritorio</i>	teacher's desk
<i>la escuela</i>	school
<i>el gimnasio</i>	gymnasium
<i>la grapadora</i>	stapler
<i>el maestro</i>	male teacher
<i>la maestra</i>	female teacher
<i>el mapa</i>	map
<i>el marcador</i>	marker
<i>la mesa</i>	table
<i>la mochila</i>	backpack
<i>la oficina</i>	office
<i>el patio de recreo</i>	playground
<i>el piso</i>	floor
<i>la pizarra</i>	board
<i>la puerta</i>	door
<i>el pupitre</i>	student's desk
<i>la regla</i>	ruler
<i>el reloj</i>	clock/watch
<i>la salida</i>	exit
<i>el salón/ la clase</i>	classroom
<i>la secretaria</i>	secretary
<i>la silla</i>	chair
<i>el sujetapapeles</i>	paper clip
<i>la tiza</i>	chalk
<i>la tarea</i>	homework
<i>el tocadiscos</i>	CD player
<i>la ventana</i>	window

Classroom Phrases/ Questions

¿Hay tiza?

Is there chalk?

Sí (No), hay tiza.

Yes (No), there is (not).

¿Qué hay en la mochila?

What's in the backpack?

Hay libros en la mochila.

There are books in the backpack.

¿Cuántos estudiantes hay hoy?

How many students are there today?

Hay 22.

There are 22.

¿Qué necesitas?

What do you need?

Necesito un papel.

I need a paper.

¿Entiendes?

Do you understand?

Sí (No) entiendo.

Yes (No) I understand.

¿Puedo ir al baño?

May I go to the bathroom?

¿Puedo sacar punto?

May I sharpen my pencil?

¿Puedo tomar agua?

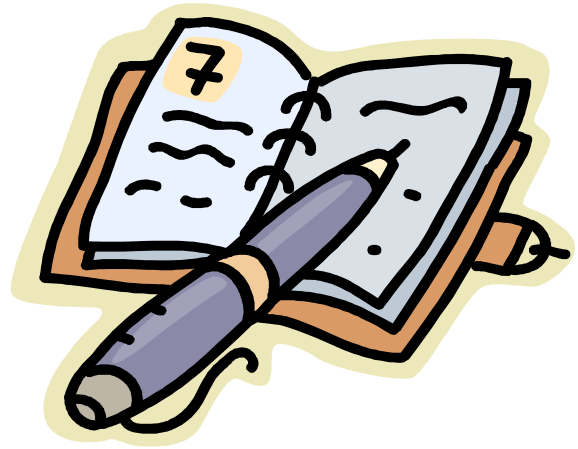
May I have a drink of water?

Sí puedes.

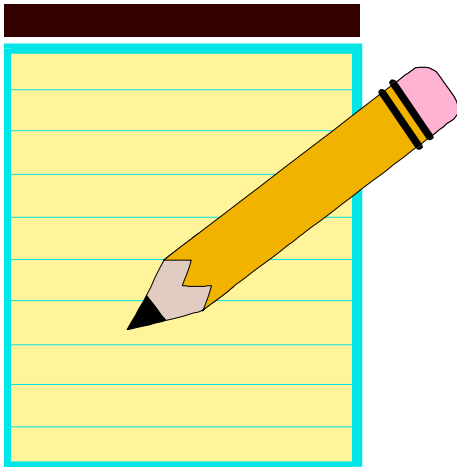
Yes you can.



el lápiz



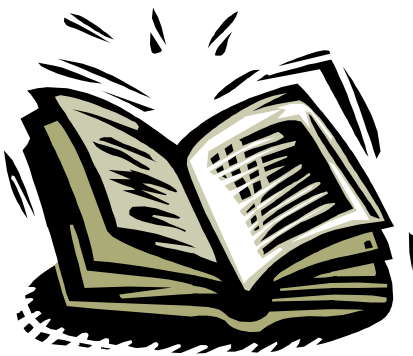
la pluma y
el cuaderno



el papel y
el lápiz



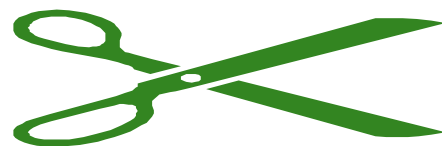
el sacapunto



el libro



el borrador



las tijeras

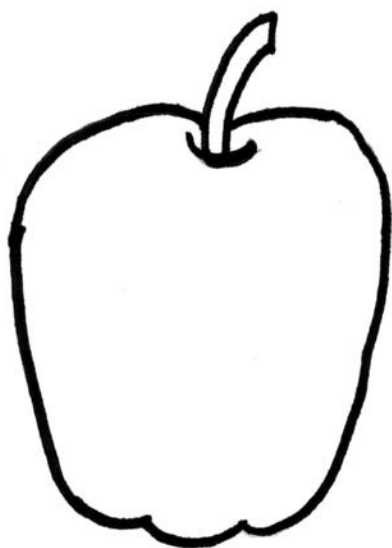
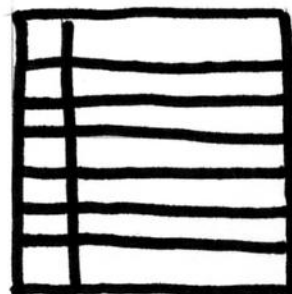
Nombre _____ fecha _____

Salsa needs help placing the missing letters with the right words. Can you help him? Match the pictures to the words.

m b p s l n

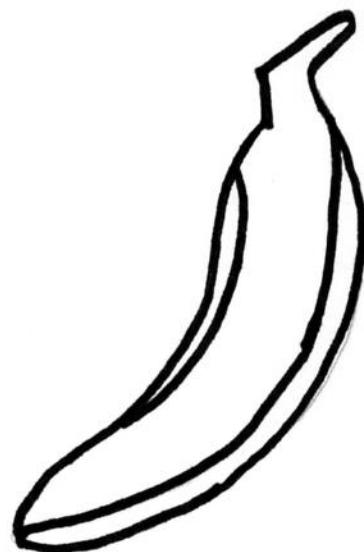


____anzana



____ariz

pa____el

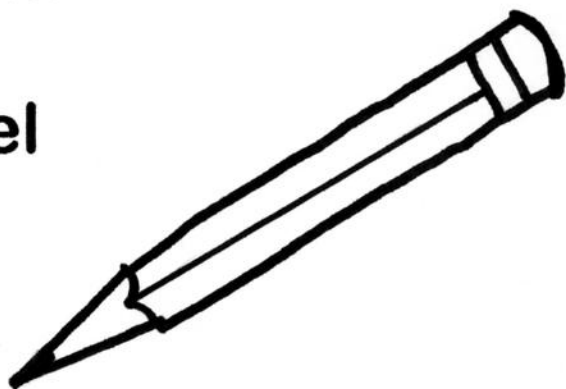


____ápiz

____anana



pa____tel



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

Follow the directions.

1. Measure your *pupitre*

¿Cuántos lápices? _____ lápices



with *un lápiz*



2. Measure *un libro*

¿Cuántos borradores? _____ borradores



with *un borrador*



3. Measure *una mesa*

¿Cuántos creyones? _____ creyones



with *un creyón*

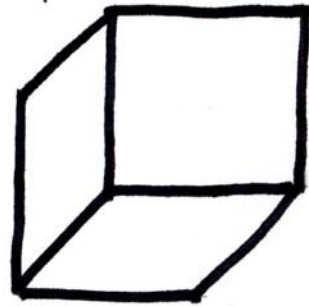


4. Measure *un libro*

¿Cuántos bloques? _____ bloques



with *los bloques*



5. Measure *el pupitre*

¿Cuántas tijeras? _____ tijeras



with *las tijeras*



Vocabulary Cards

Episode 122

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

el papel

el lápiz

el libro

la escuela

la silla

la maestra

el maestro