

## WyFLES Teachers' Materials SALSA Episode 123

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## Recommended Pacing

The following pacing has been piloted in more than 90 Wyoming classrooms, grades K-2, and has been judged to be comfortably attainable for regular classroom teachers. This pace allows for days lost to field trips, track days and other scheduled or unscheduled events.

### First Grade

<b>Begin:</b>	<b>1st semester</b>
<b>Cover:</b>	<b>Episodes 107-124</b>
<b>Pacing:</b>	<b>Two weeks per episode (18 weeks, with no SALSA scheduled for 1-2 weeks, depending on district schedules.)</b>
<b>Content:</b>	<b>Little Red Riding Hood (SALSA Episodes 107-112) The Three Billy Goats (SALSA Episodes 113-118) The Little Red Hen (SALSA Episodes 119-124)</b>

#### **Sample Schedule for Each Episode:**

<b>Week One</b>	<b>Show video twice(36-40 minutes) Extension activities (15-30 minutes)</b>
<b>Week Two</b>	<b>Show video once (18-20 minutes) Extension activities (15-30 minutes)</b>

**As explained more fully in the following materials, you may choose to show the video once or twice in its entirety, then show it in brief segments using active viewing techniques. Extension activities may be as simple as greetings and**



**Unit Theme:**  
**La Gallinita Roja**

**Focus Vocabulary:**

- *Hace calor.* (It's hot.)
- *Hace frío.* (It's cold.)
- *Seis* (six)
- *Siete* (seven)

**Characters/Personajes:**

- *Chivo Grande* (Big Goat)
- *Chivo Mediano* (Med. Goat)
- *Chivo Pequeño* (Small Goat)
- *Papá Oso*
- *Mamá Osa*
- *Bebé Oso*
- *Perro* (Dog)
- *Ratoncito* (Rat)
- *Gatita* (Cat)
- *Niña* (Girl)
- *Monstruo* (Monster)

**Synopsis**

The rivalry between *Los Tres Osos* and *Los Tres Chivos* is revived in the second Quiz Show, a review of the focus vocabulary words. There is trouble for the goats when the eye glasses of *Chivo Mediano* are broken during an overly enthusiastic greeting. Unable to see, he confuses objects and characters. Finally, however the goats win the prize, a book, which *Chivo Grande* eats.

**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 123. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 123 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: 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*. Use as many Spanish words and expressions as you can during the regular school day.

**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*, (student's name!)**

Notes:



**Wyoming Standards:**

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

**Objective:**  
Students will be able to demonstrate verbally or non-verbally comprehension of the focus vocabulary.

- Connections**
- Literacy
  - Math- counting
  - Music- singing

**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. Use the images of *el lobo* (wolf), *el perro* (dog), *el gato* (cat), *el chivo* (goat), *el ratón* (rat) and *el oso* (bear). Hold up an image and ask the students *¿Qué es?*

3. Ask a student to leave the classroom while you hide one of the items in the room. Ask the student to return to the classroom and find the item. Encourage the following conversation.

Teacher: ***Busca el animal.***  
 Student: ***¿Es el gato?***  
 Class: ***No, no es el gato.***  
 Student: ***¿Es el perro?***  
 Class: ***No, no es el perro.***  
 Student: ***¿Es el lobo?***  
 Class: ***Sí, es el lobo.***

Use the words *caliente/frío* (hot/cold) to help the student locate the missing animal. Continue the game by rotating the items or hide more than one around the room. Tell the student how many items they must find.

4. Choose a student to come to the front and act out a vocabulary word by choosing an image or vocabulary card. The rest of the class must try to guess what the student is pantomiming by asking *¿Es el perro? Sí, es el perro.* The first student to guess correctly may do the next pantomime.

5. Sing the **Tres Ositos** song. After each verse have the students name a different animal and change the song using that animal.



<b><i>Uno, dos, tres ositos</i></b>	One little, two little, three little bears
<b><i>Cuatro, cinco, seis ositos</i></b>	four little, five little, six little bears
<b><i>Siete, ocho, nueve ositos</i></b>	seven little, eight little, nine little bears
<b><i>Diez ositos son.</i></b>	ten little bears in all.

Suggested animals:  
***gatitos***            kittens  
***chivitos***            little goats  
***perritos***            puppies

**Notes:**





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

<b>THE TEACHER SAYS  AND (DOES) </b>
<b>Episode 122: Por fin nieve</b>
<b>Warm-up Dialogue (Model with a puppet)</b> Allow students to take the role of the puppet.
T: <i>Buenos días</i> , (puppet's name.) (or <i>Buenas tardes</i> , as appropriate.)
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> (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: <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><b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> </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><b>Episode 123: Lesson 1, El concurso de las preguntas: Los anteojos rotos</b></p>
<p>See card with Warm-up dialogue.</p>
<p>Q: <b>¿Qué es?</b> Hold up images of <i>el lobo</i>, <i>el perro</i>, <i>el gato</i>, <i>el chivo</i>, <i>el ratón</i>, and <i>el oso</i>.</p> <p>A: <b>Sí (No), es <u>el lobo</u>.</b></p>
<p><b>Las escondidas</b> (Hide-n-seek)</p> <p>Teacher: <b><i>Busca el animal.</i></b></p> <p>Student: <b><i>¿Es el gato?</i></b></p> <p>Class: <b><i>No, no es el gato.</i></b></p> <p>Student: <b><i>¿Es el perro?</i></b></p> <p>Class: <b><i>No, no es el perro.</i></b></p> <p>Student: <b><i>¿Es el lobo?</i></b></p> <p>Class: <b><i>Sí, es el lobo.</i></b></p>
<p>Choose a student to come to the front and act out a vocabulary word by choosing an image or vocabulary word. The rest of the class must try to guess what the student is pantomiming by asking <b><i>¿Es el perro? Sí, es el perro.</i></b> The first student to guess correctly may do the next pantomime.</p>
<p>Sing the <b>Tres Ositos</b> song. Suggested animals: <i>gatitos</i> (kittens), <i>chivitos</i> (little goats), <i>perritos</i> (puppies). (See warm-up card)</p>

<p><b><u>Objectives for day 2:</u></b>          Student will indicate comprehension of Spanish words by:</p> <ul style="list-style-type: none"> <li>demonstrating the difference between <i>Hace frío</i> and <i>Tengo frío</i>. And <i>Hace calor</i> and <i>Tengo calor</i>.</li> <li>counting to ten.</li> <li>drawing the specified number of objects.</li> </ul> <p><b><u>Connections to other subject areas:</u></b></p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Math-counting</li> </ul> <p><b><u>Materials needed:</u></b></p> <ul style="list-style-type: none"> <li>Video of episode 123.</li> <li>A ball.</li> <li>Dice</li> <li>Paper for each student</li> </ul> <p><b><u>Assessment:</u></b>          Watch and listen as students indicate</p>	<p><b><u>Sample Lesson for Day 2:</u> (Estimated time: 25 minutes)</b>  <b>As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.</b></p> <ol style="list-style-type: none"> <li>Use the video for practice with focus vocabulary. Show and listen to the portions featuring <i>Hace frío</i> and <i>Hace calor</i>. Replay the video with the volume turned off. Have the students repeat the phrase <i>Hace calor</i> as each scene changes. Replay a second time with the volume turned off. This time have the students repeat the phrase <i>Tengo calor</i>, as they fan their faces. Forward to the second section and repeat this activity for <i>Hace frío</i>. Check that students understand the difference between <i>Hace frío/calor</i> and <i>Tengo frío/calor</i>.</li> <li>To practice counting in Spanish (<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>) pass the ball around the room and have each student supply the correct number in the sequence when the ball reaches him/her. Challenge the class and count backwards from <i>diez</i> (ten).</li> <li>Grab a handful of pencils or erasers, and ask the class <i>¿Cuántos lápices hay?</i> (How many pencils are there?) Students can answer <i>Hay seis lápices</i>. (There are six pencils.) Continue using books, markers, crayons, etc.</li> <li>Pair students or put them into small groups. Each student takes a turn at rolling a pair of dice. The students identify the number that they have thrown.</li> <li>Hand out <i>papel</i> (paper) to the students. Ask <i>¿Todos tienen lápiz?</i> (Does everyone have a pencil?) <i>Sí, maestra</i>. (Yes, teacher.) Give directions to fold the paper in half. Tell the students to <i>Escriban</i> [Write] <i>los números seis y siete</i> (Write the numbers six and seven.) Show an example of <i>seis</i> on one half of the paper and <i>siete</i> on the other. Ask students to draw six images on the side that says <i>seis</i> and seven images on the side that says <i>siete</i>. Circulate around the room and ask students to count the items for you.</li> </ol>	<p><b>Notes:</b></p> <p><b><u>Pronunciation</u></b>  <b><u>Hints:</u></b>  <i>Hay</i>= eye  <i>Todos tienen</i>=  <i>Toe</i>-doehss tee-en-en</p> <p><b><u>Reminders:</u></b>  <i>Hace frío</i>= It is cold.  <i>Tengo frío</i>= I am cold.  <i>Hace calor</i>= It is warm/hot.  <i>Tengo calor</i>= I am hot.</p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

<b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> 
<b>Episode 123: Lesson 2, <i>El concurso de las preguntas: Los anteojos rotos</i></b>
<b>See card with Warm-up dialogue.</b>
<i>Hace frío/calor and Tengo frío/calor.</i> Watch the SALSA video to practice these phrases. (You may try turning the audio off and ask student to guess what is being said.)
To practice counting in Spanish ( <i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i> ) pass the ball around the room and have each student supply the correct number in the sequence when the ball reaches him/her. Challenge the class by asking them to count backwards from <i>diez</i> (ten).
<b>Q: ¿Cuántos lápices hay?</b> Grab a handful of items and ask students to guess how many. <b>A: Hay seis lápices.</b> Have the class count out the quantities.
Pair students or put them into small groups. Each student takes a turn at rolling a pair of dice. Each student identifies the number that s/he has thrown.
<b>T: ¿Todos tienen lápiz?</b> (Does everyone have a pencil?) <b>C: Sí, maestra.</b> <b>T: Escriban [Write] los números seis y siete.</b> (Write the numbers 6 and 7.) Ask students to draw six images on the side that says <b>seis</b> and seven images on the side that says <b>siete</b> . Circulate around the room and ask students to count the items for you.

**Objectives for day 3:**

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the expressions *Tengo hambre, sed, frío* and *calor* and the Spanish numbers 1-10

**Connections to other subject areas:**

- Literacy
- Math- counting

**Materials Needed:**

- Index cards with vocabulary words
- A ball
- Dice

**Assessment:**

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

**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. Have sheets of construction paper posted with the numbers 1-10 or *cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve*. 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.

Example:

$3 + 5 = 8$	<i>tres más cinco son ocho</i>
$5 + 3 = 8$	<i>cinco más tres son ocho</i>
$8 - 3 = 5$	<i>ocho menos tres son cinco</i>
$8 - 5 = 3$	<i>ocho menos cinco son tres</i>

(Note: If the answer is 1, the verb used is *es*, the singular form. *Nueve menos ocho es uno*.)

Notes:



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

THE TEACHER SAYS  AND (DOES) 

**Episode 123: Lesson 3, *El concurso de las preguntas: Los anteojos rotos***

**See card with Warm-up dialogue.**

***Tápanse los ojos, por favor.*** After displaying the numbers 1-9, have the students close their eyes while you remove a number.

***Ábranse los ojos, or Uno, dos, tres. Miren.*** Ask students to open their eyes.

***¿Qué falta?*** Students supply the right answer in Spanish for the missing number.

***\*Seis más dos son \_\_\_\_\_.*** Practice math facts in Spanish.

***Sí, seis más dos son ocho.*** Reinforce the correct answer.

***\*Nueve menos cuatro son \_\_\_\_\_.***

***Sí, nueve menos cuatro son cinco.***

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 in Spanish as they can. \*Refer to previous sentences above.

**Objectives for day 4 :**

Student will indicate comprehension of Spanish vocabulary by:

- playing the math game
- identifying vocabulary in the quiz show game.

**Connections to other subject areas:**

- Math facts
- Literacy

**Materials needed:**

- Math-fact flash cards

**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. **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.”
  
2. Gather images and/or items that represent all the vocabulary that has been learned for the theme of *La Gallinita Roja*. Play the game of *¿Qué es?* as seen on the video. Divide the class into teams or play on an individual basis.

**Final Assessment**

Notes:





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

THE TEACHER SAYS  AND (DOES) 

Episode 123: Lesson 4, *El concurso de las preguntas: Los anteojos rotos*

**See card with Warm-up dialogue.**

**Alrededor del mundo.** Choose a student to stand behind another student. Show a flashcard and say *cuatro más tres son* \_\_\_\_\_. (four plus three equals \_\_\_\_\_) Or *cuatro menos dos son* \_\_\_\_\_. (four minus two 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.

Gather images and/or items that represent all the vocabulary that has been learned for the theme of *La Gallinita Roja*. Play the game of ¿**Qué es?** as seen on the video. Divide the class into teams or play on an individual basis.

**Final Assessment**

**Assessment Observation Checklist**

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_

**School** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**EPISODE 123—QUIZ SHOW: BROKEN GLASSES**

<b>Student Behavior</b>	<b>Yes/No</b>	<b>Date</b>	<b>Skill</b>	<b>Comments</b>
Responds verbally or non-verbally to the Spanish word <i><b>hace frío.</b></i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i><b>hace calor.</b></i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i><b>seis.</b></i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i><b>siete.</b></i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i><b>el chivo.</b></i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i><b>el oso.</b></i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i><b>el gato.</b></i>			Comprehension of designated Spanish vocabulary.	



## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
123	<u>Nouns</u> Mis ojos  El animador  El premio El premio de hoy  Pregunta número uno  Un pastel  Una gatita   <u>Expressions/ phrases</u> ¡Para mí!  ¡Para ti!  ¡Ay, caramba!  ¿Listos?  Ahora  Felicidades.  Bien hecho.   <u>Sentences</u> ¿Qué es?  Yo sé.  Aquí está la niña.  Aquí están los osos.  ¿Cuántas hamburguesas hay?  ¿Cuántos carros hay?  No es papel	My eyes  The host (of a quiz show, for example)  The prize Today's prize  Question number one  A cake  A female kitten or small cat    For me!  For you!  Good grief!  Ready?  Now  Congratulations.  Well done.   What is it?  I know.  Here is the girl (singular)  Here are the bears. (plural)  How many hamburgers (fem.) are there?  How many cars (masc.) are there?  It's not paper/That's not paper.

## Correctives and Enrichments- Episode 123

Time	Lang.	Prep.	Description	Materials Needed
5-10	1-2	2	<p style="text-align: center;"><u>Incorrect Sentence Activity</u></p> <p>Teacher reads a sentence while pointing to the wrong image or part of the body. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es la nariz, ¿Si o no?</i> Students: <i>No es la nariz, es la boca.</i> (or thumbs up, down)</p>	The images made from the black line masters.
5-10	1-2	2	<p style="text-align: center;"><u>Missing Object Game</u></p> <p>Images of vocabulary objects are placed in a row on the board. Students are then asked to close their eyes while the teacher removes one of the objects. After opening their eyes, the students must guess which object is missing.</p>	Images of vocabulary being reviewed.
5	1	1	<p style="text-align: center;"><u>Bean Bag or Ball Toss for Math Facts</u></p> <p>Students toss a bag or ball to other students sitting in a circle, making up a simple math fact, in Spanish if possible. The student receiving the ball must complete the math-face sentence.</p>	A bean bag or ball.
5-10	1	2	<p style="text-align: center;"><u>Vocabulary Card Game</u></p> <p>Bring photocopied sets of “cards” with vocabulary objects on them. Students use as a card game, stating which objects or colors they have. For example, “<i>Tengo la cabeza, los dientes y un círculo rojo.</i>” This has many variations once the cards are made.</p>	Cards with focus vocabulary.

### Spanish Self-Assessment

#### Column 2 (Lang.)

This column tells you how much Spanish you need to know in order to be able to use this activity in your classroom.

- 1..... I only know the focus words from the video episodes.
- 2..... I know the focus words and a little bit more.
- 3..... I feel comfortable using some Spanish.

### Preparation Needed

#### Column 2 (Prep.)

This column gives you an idea of how much preparation you will need to do to use this activity in your classroom.

- 0..... No preparation necessary.
- 1..... You'll need one picture or object.
- 2..... You'll need multiple pictures or objects.
- 3..... You'll need enough pictures or objects for every student.
- 4..... Requires you or your students to make materials.
- 5..... Requires you to gather resources, *e.g.* props.

# Vocabulary Cards

Episode 123

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

**hace frío**

**hace calor**

**seis**

**siete**

**el chivo**

**el oso**

**el gato**

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