

WyFLES Teachers' Materials SALSA Episode 124

Table of Contents: SALSA Episode 124

- I. Recommended pacing for Episode 124.
- II. A list of the focus vocabulary words for this episode.
- III. A list of the characters.
- IV. A synopsis of the story.
- III. The Wyoming Foreign Language Standards addressed by this episode.
- IV. The student learning objectives.
- V. A warm-up dialogue card.
- VI. Four sample lesson plans with teacher-script index cards.
- VII. An individual student assessment checklist.
- VIII. A class assessment spread sheet.
- IX. Correctives and enrichments
- X. Additional vocabulary used in this episode.
- XI. Black line master for student book *Mis manos de colores*.
- XII. Food Pyramid in Spanish from the U.S. Department of Agriculture.
- XIII. Black line mater for food-pyramid classification

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

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

Sample Schedule for Each Episode:

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

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:

- *El pastel* (cake)
- *Tengo hambre.*
(I am hungry)

Characters/Personajes:

- *LAS MANOS* (the hands)
- *Armadillo*
- *Perro* (Dog)
- *Gatita* (Cat)
- *Ratoncito* (Rat)
- *Lobo* (Wolf)
- *Monstruo* (Monster)
- *Bebé Oso*
- *Mamá Osa*
- *Papá Oso*
- *Ardillas* (Squirrels)
- *Legumbres* (Vegetables)

Synopsis

This episode is the mystery of the missing food. On a dark and stormy night, Perro reads the story of *Las Manos* (the Hands). La Gatita, Ratoncito and Lobo play the parts. In the story, each one wakes up to raid the refrigerator during the night, but each finds that mysterious hands are stealing the food. Finally, Perro reveals that *Las Manos* are actually two squirrels in disguise.

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 124. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 124 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 *¡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!*

Notes:

Wyoming Standards:

2. Culture—

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

Objectives:

Students will be able to:

1. demonstrate verbally or non-verbally comprehension of:

2. Indicate verbally or non-verbally comprehension and cultural awareness of:

Connections

- Literacy
- Math- counting

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. Divide the class into teams and have them line up. Place vocabulary cards for the following words: *las manzanas, las bananas, el pastel, las uvas, la hamburguesa,* and *el queso*, in stacks on a table (one set of cards for each team). Say the focus vocabulary. The first child to find the correct vocabulary card and say the word earns a point for the team.

3. Choose a student to be “it”. The student selects a vocabulary card and hides it behind his or her back. The student begins the game with the sentence **Estoy pensando en _____** (I’m thinking about _____)

Example:

S1: Estoy pensando en una fruta. *I’m thinking about a fruit.*

S2: ¿Es la banana? *Is it a banana?*

S1: No, no es la banana . . .Etc. *No, it isn’t a banana . . . Etc.*

Encourage students to ask questions such as *¿De qué color es?* (What color is it?)

4. Use a “Tic-Tac-Toe” board made out of poster board or tag board with nine envelopes attached to it, three across and three down. Make Xs and Os on self-adhesive notes. Use vocabulary cards.

Set up teams: one becomes the Xs and the other becomes the Os. A student from the starting team selects a vocabulary card from any envelope. If he or she correctly says the word corresponding to the card, the team receives an X or an O on the envelope. Play continues until one team has three of its symbols in a row—across, down, or diagonally.

Notes:

Pronunciation Hints:



Estoy pensando en=
ss-toy pen-sahn-
dough en

las mansanas=
lahss mahn-sahn-
ahss



el pastel=
ell pahss-tell

las uvas=
lahss oo-vahss

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

THE TEACHER SAYS  AND (DOES) 
Episode 124: <i>Una noche oscura y tormentosa</i>
Warm-up Dialogue (Model with a puppet) 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> (<i>That's good</i> -- if the student answers <i>fine</i> .) <i>¡Qué lastima!</i> (<i>That's too bad</i> -- 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>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 124: Lesson 1, <i>Una noche oscura y tormentosa</i></p>										
<p>See card with Warm-up dialogue.</p>										
<p>Divide the class into teams and have them line up. Place vocabulary cards for the following words: <i>las manzanas</i>, <i>las bananas</i>, <i>el pastel</i>, <i>las uvas</i>, <i>la hamburguesa</i>, and <i>el queso</i>, in stacks on a table (one set of cards for each team). Say the focus vocabulary. The first child to find the correct vocabulary card and say the word earns a point for the team.</p>										
<p>Estoy pensando en _____ (I'm thinking about _____)</p> <table><tr><td>S1: <i>Estoy pensando en una fruta.</i></td><td><i>I'm thinking about a fruit.</i></td></tr><tr><td>S2: <i>¿Es <u>la banana</u>?</i></td><td><i>Is it a banana?</i></td></tr><tr><td>S1: <i>No, no es <u>la banana</u> . . .Etc.</i></td><td><i>No, it isn't a banana.</i></td></tr><tr><td>S2: <i>¿Es <u>la manzana</u>?</i></td><td><i>Is it an apple?</i></td></tr><tr><td>S1: <i>Sí, es <u>la manzana</u>.</i></td><td><i>Yes, it is an apple.</i></td></tr></table>	S1: <i>Estoy pensando en una fruta.</i>	<i>I'm thinking about a fruit.</i>	S2: <i>¿Es <u>la banana</u>?</i>	<i>Is it a banana?</i>	S1: <i>No, no es <u>la banana</u> . . .Etc.</i>	<i>No, it isn't a banana.</i>	S2: <i>¿Es <u>la manzana</u>?</i>	<i>Is it an apple?</i>	S1: <i>Sí, es <u>la manzana</u>.</i>	<i>Yes, it is an apple.</i>
S1: <i>Estoy pensando en una fruta.</i>	<i>I'm thinking about a fruit.</i>									
S2: <i>¿Es <u>la banana</u>?</i>	<i>Is it a banana?</i>									
S1: <i>No, no es <u>la banana</u> . . .Etc.</i>	<i>No, it isn't a banana.</i>									
S2: <i>¿Es <u>la manzana</u>?</i>	<i>Is it an apple?</i>									
S1: <i>Sí, es <u>la manzana</u>.</i>	<i>Yes, it is an apple.</i>									
<p>Set up teams: one becomes the Xs and the other becomes the Os. A student from the starting team selects a vocabulary card from any envelope. If he or she correctly says the word corresponding to the card, the team receives an X or an O on the envelope. Play continues until one team has three of its symbols in a row—across, down, or diagonally.</p>										

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- grouping foods in the food pyramid.
- telling if a food is sweet or sour.

Connections to other subject areas:

- Literacy
- Health-nutrition

Materials needed:

- A large food pyramid for the class or individual copies.
- Food, or pictures of food, for deciding which foods are sweet and which are sour.

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessment for 124)

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. At the end of the lesson you will find two illustrations, one demonstrates the Food Pyramid in Spanish and the other is a chart listing all the food groups. Either make a copy of the chart on butcher paper or make copies of the chart for each student. Use the following list and ask students where each food item belongs on the chart. Write the word or have students write the word in the correct place.

Pirámide de Nutrición

<u>Grupo de dulces y grasa</u>	<u>Productos lácteos</u>	<u>Más proteínas</u>
(Sweets and Fats)	(Milk Group)	(Meat Group)
<i>los caramelos</i> -candy	<i>el leche</i> -milk	<i>el pescado</i> -fish
<i>el pastel</i> -cake	<i>el queso</i> -cheese	<i>el pollo</i> -chicken
<i>el chocolate</i>		<i>los huevos</i> -eggs
		<i>los frijoles</i> -beans
<u>Grupo de frutas</u>	<u>Grupo de vegetales</u>	
(Fruit Group)	(Vegetable Group)	
<i>la banana</i>	<i>la papa</i> -potato	
<i>la manzana</i> -apple	<i>la calabaza</i> -pumpkin	
<i>las uvas</i> -grapes		
<u>Grupo de harinas</u>		
(Grain Group)		
<i>el pan</i> -bread		
<i>la tortilla</i>		
<i>el cereal</i>		

2. As a closing activity have the class do a taste test for *dulce* (sweet) and *agrio* (sour). Present items such as *las uvas* (grapes), *las manzanas* (apples), *las bananas*, *el limón* (lemon), *la toronja* (grapefruit), *la lima* (lime), *etc.* Before tasting ask the students *¿Es dulce o agrio?* (Is it sweet or sour?) Record the answer and have the students test their answers. Ask students *¿Te gusta? Sí, (No, no) me gusta.*

Notes:

Pronunciation Hints:

Grupo= groop-oh

Dulces= dool-says

Grasa= grah-sah

Los caramelos=
Lohs cah-rah-
may-lohs

Productos lácteos=
Pro-duke-tohs
lahc-tay-ohs

Más proteínas=
Mahs pro-tay-ee-
nahs

Pescado= pehs-
cah-dough

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

THE TEACHER SAYS  AND (DOES) 

Episode 124: Lesson 2, *Una noche oscura y tormentosa*

See card with Warm-up dialogue.

Pirámide de Nutrición

Grupo de dulces y grasa

(Sweets and Fats)

los caramelos-candy

el pastel-cake

el chocolate

Productos lácteos

(Milk Group)

el leche-milk

el queso-cheese

Más proteínas

(Meat Group)

el pescado-fish

el pollo-chicken

los huevos-eggs

los frijoles-beans

Grupo de frutas

(Fruit Group)

la banana

la manzana-apple

las uvas-grapes

Grupo de vegetales

(Vegetable Group)

la papa-potato

la calabaza-pumpkin

Grupo de harinas

(Grain Group)

el pan-bread

la tortilla

el cerea

Do a test for *dulce* and *agrio*. Use *las uvas, las manzanas, las bananas, el limón, la toronja, la lima*. Ask *¿Es dulce o agrio?* and *¿Te gusta?* *Sí, (No, no) me gusta.*

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. On a set of index cards write the following phrases: *Tengo hambre.* (I’m hungry.) *Tengo sed.* (I’m thirsty.) *Tengo frío.* (I’m cold.) *Tengo calor.* (I’m hot.) Set them on a table, ask a volunteer to come up, choose a card and act out the phrase. The rest of the class must guess the phrase or ask questions such as *¿Tienes frío? Sí, tengo frío.* (Are you cold? Yes, I’m cold.)

-or-

2. Use the same set of index cards from the first activity. Bring four students to the front of the room and give them each a card. Let them read the card and hold it so that no one else can see it. Ask another student to the front and use the following dialogue:

Student #5 to Student #1: *¿Tienes frío?*

Student #1 responds according to the phrase on his or her card:

Sí, (No, no) tengo frío.

Student #5 to Student #2: *¿Tienes hambre?*

Student #2: *Sí, (No, no) tengo hambre.*

Student #5 continues asking the question to each student.

3. To practice counting in Spanish (*uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez*) pass a 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 *diez* (ten).
4. Pair students or put them into small groups. Each student takes a turn at rolling a pair of dice, then identifying the number that s/he has thrown.

Notes:

Pronunciation

Hints:

Tienes= tee-en-ss

Hambre= ahm-bray

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 124: Lesson 3, *Una noche oscura y tormentosa*

See card with Warm-up dialogue.

Charades. Set out index cards with the following phrases: *Tengo hambre. Tengo sed. Tengo frío. Tengo calor.* Ask volunteers to come to the front of the class to act out each phrase. The rest of the class guesses by asking: *¿Tienes frío? Sí, tengo frío.*

- Hand four students the above index cards. Ask a fifth student to ask the following: *¿Tienes frío?* Each student responds according to his or her card: *Sí, (No, no) tengo frío.*

- Practice counting in Spanish (*uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez*). Pass a ball around the room and have each student supply the correct number in the sequence when the ball reaches him or her.

- 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 s/he has thrown.

Objectives for day 4 :

Students will indicate comprehension of Spanish vocabulary by coloring their own book, *Mis Manos de Colores*.

Connections to other subject areas:

- Literacy
- Math- counting
- Art- crafts

Materials needed:

- Book made from blackline masters

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.

At the end of this lesson you will find a blackline master for the book ***Mis manos de colores*** (My hands of color). Make copies of the book for the entire class. The pages are designed to be printed back-to-back or individually.

Read through the book with the students. You can read together as a class or ask for volunteers to read each page. After reading the book, allow students to trace their hand on each page and color according to the color indicated on that page. Circulate around the room and check that the students are using the right colors. You can ask the students to read one or two pages of the book to you.

When students are finished with the book, they can share it with a partner and/or take home to share with their families.

Final Assessment

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 124: Lesson 4, *Una noche oscura y tormentosa*

See card with Warm-up dialogue.

Mis Manos de Colores

Es la mano roja.

Aquí mi mano es amarilla.

Es la mano morada.

Aquí mi mano es negra.

Es la mano rosada.

Aquí mi mano es gris.

Es la mano café.

Aquí mi mano es anaranjada.

Es la mano azul.

Aquí mi mano es verde.

el fin

My hands of color

This is my red hand.

Here my hand is yellow.

This is my purple hand.

Here my hand is black.

This is my pink hand.

Here my hand is gray.

This is my brown hand.

Here my hand is orange.

This is my blue hand.

Here my hand is green.

the end

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 124—IT WAS A DARK AND STORMY NIGHT

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish words <i>tengo hambre.</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 bananas.</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>el pastel.</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 word <i>el queso.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>me gusta.</i>			Comprehension of designated Spanish vocabulary.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
124	<u>Nouns</u> Las manos Un zapato <u>Expressions/ phrases</u> Había una vez... Yo también El cuento, por favor ¡Por fin! <u>Sentences</u> Tengo miedo. Yo no tengo miedo. No tengas miedo. No tengan miedo. Escucha. Escuchen. Quiero leche, por favor. Una noche, los animales dormían. ¿Qué pasa? ¿Qué pasó? El ratoncito entró en la cocina. ¿Dónde está mi hamburguesa? Yo no sé.	The hands A shoe Once upon a time... Me too The story, please Finally I am afraid. I'm not afraid. Don't be afraid. (said to one person) Don't be afraid. (said to more than one person) Listen. (said to one person) Listen. (said to more than one person) I want some milk, please. One night, the animals were sleeping. What's happening? (present) What happened? (past) The rat entered the kitchen. Where is my hamburger? I don't know.

Correctives and Enrichments- Episode 124

Time	Lang.	Prep.	Description	Materials Needed
10-15	3	5	<p style="text-align: center;"><u>Spanish-speaking Volunteer Retells the Story of <i>The Billy Goats Gruff</i></u></p> <p>If you have a volunteer who speaks Spanish well, this might be an excellent time to ask him or her to read the original story of <i>The Billy Goats Gruff</i>. It will be easier for the students to participate if you give the volunteer a copy of the focus vocabulary and an overview of the SALSA version. (perhaps even the video to watch in advance.)</p>	A big book of <i>The Billy Goats Gruff</i> .
10-15	1	1	<p style="text-align: center;"><u>Big Book Cloze/Fill-in-the-Blank Activity</u></p> <p>This activity is similar to the Big Book Story Telling activity, but this time, you predetermine which words you are going to “leave out.” This could be done with sentence strips or by simply covering the English words for which you will ask your students to substitute Spanish words.</p>	A big book of <i>The Billy Goats Gruff</i> .
5-10	1	0	<p style="text-align: center;"><u>Video Activity: What’s Happening</u></p> <p>An excellent review of Episodes 113-118, this activity allows you to see what you students have learned in these six episodes. Play the video, stopping it at a time when you think the students will know what the puppets are saying. Example: <i>¡Mi amigo es _____ (más grande!)</i></p>	The video of Episode 118 as a review- or any other episode in this six-episode series.
10-15	1	2	<p style="text-align: center;"><u>¿Qué es? Quiz Game</u></p> <p>(See Activity 24 on page 34 of the Teacher’s Resources and Materials packet.) Using the objects that you have previous used in episodes 113-118, follow the directions given for Activity 24.</p>	The images that you have used for episodes 113-118

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 124

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

tengo hambre

las manzanas

las bananas

las uvas

el pastel

la hamburguesa

el queso

La Guía Pirámide de Alimentos

Una Guía Para la Selección Diaria de Alimentos

CLAVE

■ Grasas (naturales y agregadas)

▼ Azúcares (agregados)

Estos símbolos indican grasas y azúcares agregados en alimentos.

Grasas, Aceites y Dulces
USELOS CON MODERACION

Grupo de Leche,
Yogurt y Queso
2-3 PORCIONES

Grupo de Carne, Aves,
Pescado, Frijoles Secos,
Huevos y Nueces
2-3 PORCIONES

Grupo de
Verduras
3-5 PORCIONES

Grupo de Frutas
2-4 PORCIONES

Grupo de Pan,
Cereal, Arroz
y Pasta
**6-11
PORCIONES**

¿Qué es la Guía Pirámide de Alimentos?

La Pirámide es un esquema de lo que debe comerse cada día. No es una receta rígida, sino una guía general que le permite seleccionar una dieta saludable y adecuada para usted.

da para usted.

La Pirámide recomienda consumir una variedad de alimentos para obtener los nutrientes necesarios y a la vez la cantidad adecuada de calorías para mantener un peso saludable.

La Pirámide enfoca la grasa, porque la dieta de la mayoría de los estadounidenses contiene demasiada grasa, especialmente la grasa saturada.

Nota: La Guía Pirámide de Alimentos fue desarrollada para personas que consumen una dieta típica estadounidense. Aun continúan las investigaciones para determinar si son necesarios algunos cambios para personas cuya alimentación es diferente.

La Pirámide de Nutrición

Grupo de dulces y grasa	Productos lácteos	Más proteínas	Grupo de frutas	Grupo de vegetales	Grupo de harinas

La Pirámide de Nutrición

el fin

**MIS
MANOS
DE
COLORES**
por

Es la mano roja.

**Aquí mi mano es
verde.**

Es la mano azul.

**Aquí mi mano es
amarilla.**

**Es la mano
morada.**

**Aquí mi mano es
anaranjada.**

Es la mano café.

**Aquí mi mano es
negra.**

**Es la mano
rosada.**

**Aquí mi mano es
gris.**

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