

# WyFLES Teachers' Materials

## SALSA Episode 127

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## Sample Pacing of Episode 127

### Second Grade

#### Week One:

- Show the video Episode 127 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (21 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:**

Los Trenes

**Focus Vocabulary:**

- *Las uvas* (grapes)
- *La leche* (milk)

**Characters/Personajes:**

- *Perro* (Dog)
- *Niña* (Girl)
- *Ratoncito* (Rat)
- *Mamá Osa* (Mama Bear)
- *Lobo* (Wolf)
- *Armadillo*
- *Papá Oso* (Papa Bear)
- *Pez* (Fish)
- *Tren Grande* (Big Train)
- *Humberto* (A Squirrel)

**Synopsis**

The characters engage in a great make-believe play. With a handful of grapes, Armadillo becomes Super Armadillo! Faster than a speeding train, able to leap three bears in a single bound, he comes to the playroom to save the other characters from danger. With Salsa's help, he returns a hamburger to the Girl,

**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 127. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 127 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. (21 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* or *adiós*. . 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. Use two students to play the roles of the puppets.
  - 1<sup>st</sup> Student:** *Buenos días, (puppet’s name.)* Good morning, \_\_\_\_\_.  
(Or *Buenas tardes*, as appropriate.) Good afternoon.
  - 2nd Student:** *Buenos días, (puppet’s name.)* Good morning, \_\_\_\_\_.  
(Or *Buenas tardes*, as appropriate.) Good afternoon
  - 1st Student:** *¿Cómo estás tú?* How are you?
  - 2nd Student:** *Muy bien. Así, así. Muy mal.* Very good/ So-so/ Very bad.  
*¿Y tú?* And you?
  - 1<sup>st</sup> Student:** *Muy bien, gracias.* Fine, thank you.

**Notes:**

**Wyoming Standards:**

**1. Communication:**  
Students communicate in a language other than English to exchange information.



**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 the focus vocabulary.
  2. indicate appreciation of rich, creative play.

**Connections**

- Literacy
- Math- counting
- Math- diagramming

**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. Obtain images or representations of various fruits: *la banana, la manzana* (apple), *las uvas* (grapes), *el limón* (lemon), *la naranja* (orange), *la pera* (pear), and *las fresas* (strawberries). Discuss colors and count the number of *frutas rojas* (red fruit), etc.
3. Put the fruit on the board with magnets or tape, if pictures, or lay out on a table if plastic. Ask different students to come up, point to a fruit and ask the class *¿De qué color es?* (What color is the fruit?)
4. Have the students study the fruits for a few moments, then have them close their eyes. While their eyes are closed, remove one of the fruits. Say *Uno, dos, tres. ¿Qué falta?* (1,2, 3. What's missing?) The one who guesses correctly can be the one to come up and remove a fruit and say *Uno, dos, tres. ¿Qué falta?*
5. Make a graph or a venn diagram of the students' favorite fruits.

**Materials Needed:**

Images or representations of fruits. These can be blackline paper images or plastic images.

**Web Sites to Try:**

[www.pics4learning.com](http://www.pics4learning.com) At this site there are lots of photos that can be downloaded for free. Arranged by category, the photos cover a relatively broad range of educational topics.

[www.school.discovery.com](http://www.school.discovery.com) At this site there is lots of clip art that you can use for free.

[www.studyspanish.com](http://www.studyspanish.com) Click on Free Stuff, then on Useful Links. There you will find a list of web sites that are full of information for your classroom.

**Notes:**

**Pronunciation Hints:**

*La pera*= lah pear-ah

*Las fresas*=  
lahs fray-sahs

*El limón*=  
ell lee-moan

*¿Qué falta?*=  
kay fall-tah



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

THE TEACHER SAYS  AND (DOES) 

**Episode 127: *Super Armadillo***

**Warm-up Dialogue (Model with a puppet)**

Allow students to lay the role of the puppet.

1<sup>st</sup> Student: *Buenos días, (puppet's name.) Or Buenas tardes, as appropriate.*

2nd Student: *Buenos días, (puppet's name.) Or Buenas tardes, as appropriate.*

1st Student: *¿Cómo estás tú?*

2nd Student: *Muy bien. Así, así. Muy mal. ¿Y tú?*

1<sup>st</sup> Student: *Muy bien, gracias.*

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 127: Lesson 1, Super Armadillo</b></p>
<p>See card with Warm-up dialogue.</p>
<p>Use images of <i>la banana</i>, <i>la manzana</i> (apple), <i>las uvas</i> (grapes), <i>el limón</i> (lemon), <i>la naranja</i> (orange), <i>la pera</i> (pear), and <i>las fresas</i> (strawberries) to discuss colors and count the number of <i>frutas rojas</i> (red fruit), etc. For example: <i>¿Cuántas frutas <u>rojas</u> hay?</i></p>
<p>Ask different students to come up, point to a fruit and ask the class <i>¿De qué colores?</i></p>
<p>Play <i>¿Qué falta?</i> Students close their eyes while you or one of your students removes an image. Say <i>Uno, dos, tres. ¿Qué falta?</i> Students then say what is missing.</p>
<p>Make a graph or a Venn diagram of the students' favorite fruits.</p>

<p><b>Objectives for day 2:</b> Students will indicate comprehension of Spanish words by:</p> <ul style="list-style-type: none"> <li>• saying that they are hungry and what foods they like.</li> <li>• using Spanish adjectives and nouns describing fruit.</li> </ul> <p><b>Connections to other subject areas:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• A basket of food or images of food.</li> </ul> <p><b>Assessment:</b> Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 127)</p>	<p><b>Sample Lesson for Day 2: (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>1. Bring a basket of food to the classroom or have images of the focus vocabulary. Choose an item from the basket and say, <b><i>Yo tengo hambre. Me gusta el pastel. Yo quiero pastel. Me gusta la leche. Yo quiero leche.</i></b> (I’m hungry. I like cake. I want cake. I like milk. I want milk.)</li> <li>2. Ask the class, <b><i>¿Tienen hambre?</i></b> (Are you hungry?) Ask a volunteer to come and choose an item. Encourage the student to say, <b><i>Tengo hambre. Me gustan las uvas verdes. Yo quiero las uvas verdes.</i></b> (I’m hungry. I like green grapes. I want green grapes.) Ask other volunteers to do the same. Include other vocabulary such as <b><i>el pastel</i></b> (cake), <b><i>el pan</i></b> (bread), <b><i>las papas fritas</i></b> (French fries), <b><i>la hamburguesa</i></b> (hamburger), <b><i>el tomate</i></b> (tomato), <b><i>la pizza</i></b> (pizza), and <b><i>el queso</i></b> (cheese).</li> <li>3. Write the following phrase on the board and ask the students to <u>change one word</u> in the phrase. Example:  <table border="0"> <tr> <td><b>las uvas rojas y grandes</b></td> <td>(big red grapes)</td> </tr> <tr> <td><b>las manzanas rojas y grandes</b></td> <td>(big red apples)</td> </tr> <tr> <td><b>las manzanas verdes y grandes</b></td> <td>(big green apples)</td> </tr> <tr> <td><b>las manzanas verdes y medianas</b></td> <td>(medium-sized green apples)</td> </tr> <tr> <td><b>las bananas verdes y medianas</b></td> <td>(medium-sized green bananas)</td> </tr> <tr> <td><b>las bananas amarillas y medianas</b></td> <td>(medium-sized yellow bananas)</td> </tr> <tr> <td><b>las bananas amarillas y pequeñas</b></td> <td>(small yellow bananas)</td> </tr> </table> </li> </ol>	<b>las uvas rojas y grandes</b>	(big red grapes)	<b>las manzanas rojas y grandes</b>	(big red apples)	<b>las manzanas verdes y grandes</b>	(big green apples)	<b>las manzanas verdes y medianas</b>	(medium-sized green apples)	<b>las bananas verdes y medianas</b>	(medium-sized green bananas)	<b>las bananas amarillas y medianas</b>	(medium-sized yellow bananas)	<b>las bananas amarillas y pequeñas</b>	(small yellow bananas)	<p>Notes:</p>
<b>las uvas rojas y grandes</b>	(big red grapes)															
<b>las manzanas rojas y grandes</b>	(big red apples)															
<b>las manzanas verdes y grandes</b>	(big green apples)															
<b>las manzanas verdes y medianas</b>	(medium-sized green apples)															
<b>las bananas verdes y medianas</b>	(medium-sized green bananas)															
<b>las bananas amarillas y medianas</b>	(medium-sized yellow bananas)															
<b>las bananas amarillas y pequeñas</b>	(small yellow bananas)															
<p><b>Grammar Note:</b> Because in Spanish you say that something pleases you rather than you like it, the food/object that you <i>like</i> determines whether the verb is singular or plural Examples: <b><i>Me gusta el pastel.</i></b> (Cake <u>is</u> pleasing to me.)</p>	<p>Create as many variations as you can. Ask the students how many make sense or are real. How many are not realistic or are false? You can ask <b><i>¿Es verdadero o falso?</i></b> (Is it true or false?) Students’ answer: <b><i>Sí, es verdad.</i></b> (Yes, it is true.) <b><i>No, es falso.</i></b> (No, it is false.)</p>	<p><b>Pronunciation Hints:</b> <i>Verdadero</i>= Vair-dah-dair-oh</p> <p><i>Verdad</i>= Vair-dahd</p> <p><i>Falso</i>= fall-so</p>														



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

THE TEACHER SAYS  AND (DOES) 

**Episode 127: Lesson 2, Super Armadillo**

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

Begin the day's lesson by telling the class that you are hungry. Ask if anyone else is hungry.

***Yo tengo hambre.*** (I am hungry)

***Me gusta el pastel.*** (I like cake. Literally cake is pleasing to me.)

***Yo quiero pastel.*** (I want some cake.)

***Me gusta la leche.*** (I like milk.)

***Yo quiero leche.*** (I want some milk.)

***¿Tienes hambre?*** (Are you hungry?)

***Tengo hambre. Me gustan las uvas verdes. Yo quiero las uvas verdes.***

Encourage students to use the same phrases. Include other vocabulary such as **el pastel** (cake), **el pan** (bread), **las papas fritas** (French fries), **la hamburguesa** (hamburger), **el tomate** (tomato), **la pizza** (pizza), and **el queso** (cheese).

Write the following phrase on the board: **las uvas rojas y grandes** Change the word **uvas** with the words **manzanas** or **bananas**. Then change **rojas** with **verdes, azules, amarillas**, etc., then **grandes** with **pequeñas** and **medianas**. Be sure to change only one word at a time.

**T: *¿Es verdadero o falso? Students: Sí, es verdad. No, es falso.*** Ask the students if the above phrases are true or false. (realistic or unrealistic)

**Objectives for day 3:**

1) Students will indicate verbally or non-verbally comprehension of the Spanish vocabulary, including the new words *blanda* and *dura*, *agrio* and *dulce*.  
 2) Students will sort and count fruits.

**Connections to other subject areas:**

- Literacy
- Math- counting
- Math- sorting
- Math- concept of symmetry

**Materials Needed:**

- A bag of apples, bananas, and grapes

**Assessment:**

Observe the students for verbal or non-verbal comprehension of the numbers and colors indicated.

**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. Bring in a bag of *las manzanas* (apples) and a bunch of *las bananas* and *las uvas* (grapes). Hold up one of each and ask *¿Qué es?* (What is it?)
2. Take a fruit and ask the class *¿Es blanda o dura?* (Is it hard or soft?)
3. Cut an apple in half and say *Tengo una mitad de la manzana.* (I have half of an apple.)
4. After slicing the apple in half check the halves for symmetry (*simetría*). *¿Es simétrica?* (Is it symmetrical?) Do the same with the rest of the apples.
5. Repeat steps 2 - 4 with the banana.
6. Take the bunch of grapes. It is better if you have several different colored bunches. Separate the varieties of grapes from their stems and place them on plates. After washing your hands, sort the grapes according to the instructions of the students. Ask the students to identify the colors of the grapes using the Spanish vocabulary. Find other ways to sort the grapes such as *grandes*, *medianas*, and *pequeñas*. Sort in as many ways as possible, describing the sorts in Spanish or English. When finished sorting, count the grapes.
7. Pick up a piece of fruit and ask *¿Es agria o dulce?* (Is it sweet or sour?) Pass slices of the fruit around so that each student can have a small piece to taste. You may have to cut up more slices of the apples and banana.
8. Ask the students *¿Qué fruta te gusta más?* (Which fruit do you like the best?)

**Notes:**

**Pronunciation**

**Hints:**

*Una mitad*=

Oo-na mee-tad

*Simétrico*=

See-meh-tree-coh

*Blanda*= blahn-dah

*Dura*= doo-rah

*Agrio*= ah-gree-yo

*Dulce*= dool-say



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

<b>THE TEACHER SAYS  AND (DOES) </b>
<b>Episode 127: Lesson 3, <i>Super Armadillo</i></b>
<b>See card with Warm-up dialogue.</b>
<i>¿Qué es? ¿Es blanda o dura?</i> Hold up an apple, a banana, and some grapes.
<i>Tengo una mitad de la manzana.</i> Cut an apple in half.
<i>¿Es simétrica?</i> Ask the class if the halves are symmetrical.
Repeat steps 2 - 4 with the banana.
Sort the grapes according to the instructions of the students. Sort in as many ways as possible, describing the sorts in Spanish or English. When finished sorting, count the grapes.
<i>¿Es agria o dulce?</i> Taste the fruit to determine if it is sour or sweet.
<i>¿Qué fruta te gusta más?</i> Ask students what was their favorite fruit.

**Objectives for day 4**

Students will indicate comprehension of the Spanish numbers chosen by the teacher (1-20, 10-30, for example)

**Connections to other subject areas:**

- Literacy
- Math- number recognition

**Materials needed:**

- For each student, a *Lotería* card made from the blackline master provided.
- Beans or other counters to cover the *Lotería* squares as the numbers are called.

**Assessment:**

Watch the students as they demonstrate comprehension of the vocabulary. (See assessments provided with this unit.)

**Correctives and**

**Enrichments:** Please

**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. Review the first segment of the SALSA video for this episode. Slow the pace of the video by stopping periodically to discuss the dialogue that takes place on the video.
  
2. Ask questions such as:
  - What did you think that this video was going to be about?
  - What do the characters mean when they are saying:  
*¡Yo soy Súper Ratoncito!* (I am Super Ratoncito!)  
*¡Yo soy Súper Niña!* (I am Super Niña!)
  - What does it mean when Perro reads  
*¡Más rápido que un tren!* (Faster than a train!)  
*¡Más fuerte que un lápiz!* (Stronger than a pencil!)  
*¡Capaz de brincar sobre tres osos!* (Able to leap over three bears!)
  
3. Make copies of the blackline master *Había una vez* for each student. Read over the story with the students. At each blank read the possible answers that the students can later choose to complete the story. After reviewing the short story, let the students fill in the blanks. When the students are finished they can draw a picture of their super hero on the backside. When the stories and pictures are complete ask for volunteers to share their story with the class, or separate the class into pairs or small groups where the students can share their stories with one another.

**Final Assessment**

Notes:



**Assessment Observation Checklist**

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

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

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

**EPISODE 127—SUPER ARMADILLO**

<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 words <i>las uvas</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la leche</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>el pan</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>el tomate</i> .			Comprehension of designated Spanish vocabulary.	



## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
127	<u>Nouns</u> Mi cabeza  Mi nariz  El helado   <u>Expressions/ phrases</u> El libro, por favor.  ¡Más rápido que un tren!  ¡Más fuerte que un lápiz!  ¡Capaz de brincar sobre tres osos!  ¡Ay caramba!  ¡Ándale!  ¡Socorro!  Ay de mí.  Perdón.   <u>Sentences</u> Yo soy Super Niña.  Armadillo vende helados...  pero cuando come uvas,  Se convierte en Super Armadillo.  Dame la hamburguesa.  Escuchen.  ¿Quién eres tú?	My head  My nose  The ice cream    The book , please.  Faster than a train!  Stronger than a pencil!  Able to (capable of) leap over three bears!  Good heavens! Oh no!  Get going!  Help!  Poor me.  Pardon me.    I am Super Girl.  Armadillo sells ice cream...  but when he eats grapes...  he turns into Super Armadillo.  Give me the hamburger.  Listen.  Who are you?

## Correctives and Enrichments- Episode 127

Time	Lang.	Prep.	Description	Materials Needed
5-10	1-2	2	<p style="text-align: center;"><u>Comparison Sentences Activity</u></p> <p>Teacher reads a sentence while pointing to one of two objects or images. Students may either agree with the sentence or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: (With an image of a rabbit and an image of a snail) Teacher, pointing to the snail: <i>Es más rápido, sí o no?</i> Students: <i>No es más rápido.</i> (or thumbs up, down) With an image of a grape and an image of an apple. Teacher: <i>¿Es más grande, sí o no?</i> etc.</p>	Pairs of images or objects.
5-10	1	5	<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. This could be a good way to review the images used in the sample lesson for day 2. By asking students to “swat” or touch the correct sentence, students’ reading skills will be reinforced, especially for students just learning to connect spoken and written Spanish.</p>	Sentence fragments written on the board.
5-10	1	0	<p style="text-align: center;"><u>Hangman</u></p> <p>Play Hangman with the focus and/or expansions vocabulary from this episode.</p>	

### 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 3 (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

# Teacher's Version

## Había una vez

Once upon a time

Había una vez \_\_\_\_\_ . Era más rápido

(una niña, un ratón, un gato)

Once upon a time there was (a girl, a rat, a cat).

He/she was faster

que \_\_\_\_\_ . Más fuerte que

(un tren, un carro)

than (a train, a car).

Stronger than

\_\_\_\_\_ . Cada vez que oyó alguien

(un libro, un papel, un lápiz)

(a book, a paper, a pencil).

Every time that he or she heard someone

gritar «Socorro», cambiaba a Súper

shout "Help", she or he changed into Super

\_\_\_\_\_ , después de comer \_\_\_\_\_ .

(Niña, Ratón, Gato)

(Girl, Rat, Cat), after eating

(las uvas, las papas fritas)

(grapes, French fries).

¡Me gustan \_\_\_\_\_ !

(las uvas, las papas fritas)

I like (grapes, French fries.)

¡Súper \_\_\_\_\_ !

(Niña, Ratón, Gato)

Draw a picture of your Super Hero on the backside.

## Había una vez

Había una vez \_\_\_\_\_. Era más rápido  
(una niña, un ratón, un gato)

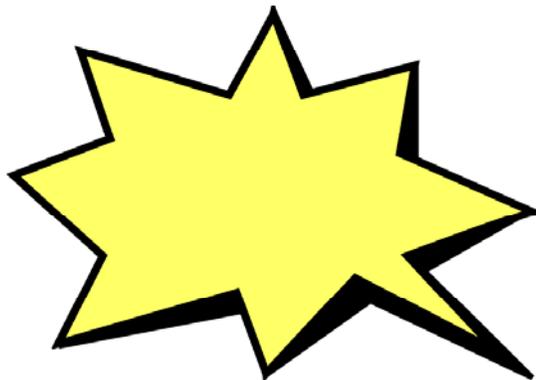
que \_\_\_\_\_. Más fuerte que  
(un tren, un carro)

\_\_\_\_\_. Cada vez que oyó alguien  
(un libro, un papel, un lápiz)

gritar «Socorro», cambiaba a Súper

\_\_\_\_\_, después de comer \_\_\_\_\_.  
(Niña, Ratón, Gato) (las uvas, las papas fritas)

¡Me gustan \_\_\_\_\_!  
(las uvas, las papas fritas)



¡Súper \_\_\_\_\_!  
(Niña, Ratón, Gato)

Draw a picture of your Super Hero on the backside.

# Vocabulary Cards

Episode 127

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

**las uvas**

**la leche**

**el pastel**

**el pan**

**la hamburguesa**

**el queso**

**el tomate**

## Episode Transcript

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

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

Once there, click on episode transcripts, then on 127. (click once only)  
You can then print out the transcript.