

## WyFLES Teachers' Materials SALSA Episode 128

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## Sample Pacing of Episode 128

### Second Grade

#### Week One:

- Show the video Episode 128 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

# Vocabulary Cards

Episode 128

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

**el helado**

**los osos**

**tengo hambre**

**cuarenta**

**cincuenta**

**sesenta**

**setenta**

**Unit Theme:**  
**Los Trenes**

**Focus Vocabulary:**

- *Los osos* (bears)
- *El helado* (ice cream)

**Characters/Personajes:**

- *Perro* (Dog)
- *Mamá Osa* (Mama Bear)
- *Bebé Oso* (Baby Bear)
- *Papá Oso* (Papa Bear)
- *Niña* (Girl)
- *Mosca* (Sock Puppet)
- *Ratoncito* (Rat)
- *Tren Pequeño* (Little Train)
- *Monstruo* (Monster)
- *Armadillo*

**Synopsis**

*Mamá Osa* and *Bebé Oso* board *Señorita Tren* for a ride home. Three masked bandits (*Niña*, *Ratoncita*, and the sock *Mosca*) stop the train looking for ice cream. They finally get what they want on their third try, but Salsa tells the sheriff (*Papá Oso*) about the robbery in progress. The sheriff challenges *Ratoncito* to an ice-cream eating duel. The sheriff triumphs when *Ratoncito* gives up.

**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 128. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 128 to your class at least twice each week. (See teachers' materials 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** 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.**

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:**

**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 demonstrate verbally or non-verbally comprehension of;  
1) The focus vocabulary.  
2) The song *Había Una Vez Un Tren Pequeñito*. (There Was Once A Little Train)  
3) Expressions for being hot, cold, hungry and thirsty.

**Connections**

- Literacy
- Music- singing
- Art- coloring

**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. Review with a set of index cards 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.)

3. 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.

4. Make a copy of the blackline master of ***el helado*** (ice cream). Hand out a copy to each student. Ask ***¿Les gusta el helado?*** (Do you like ice cream?) Class responds ***Sí, me gusta el helado.*** (Yes, I like ice cream.) Ask individual students what is their favorite flavor. ***¿Qué te gusta más, de fresa o de chocolate o de vainilla? Me gusta el helado de chocolate.*** (Which do you like more, strawberry or chocolate or vanilla? I like chocolate ice cream.) Say ***Coloreen el helado.*** (Color the ice cream.)

**Materials Needed:**

- 1) A copy of the blackline master of *el helado* for each child. (provided with this episode)
- 2) A set of index cards, one for each of the following expressions: *tengo hambre, tengo sed, tengo frío, tengo calor.* (I am hungry, thirsty, hot, cold)

A useful web site: To find free, printable bingo cards of all types, check out the following web site- <http://www.dltk-cards.com/bingo>

**Notes:**

**Pronunciation Hints**  
*Hambre*= ahm-bray

*Sed*= said

*Tienes*= tee-n-ss



*El helado*= ay-lah-doh

*Fresa*= fress-ah

*Vainilla*= vay-knee-yah



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



<p><b>THE TEACHER SAYS  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 128: Lesson 1, <i>El gran robo a la heladería</i></b></p>
<p>See card with Warm-up dialogue from episode 127.</p>
<p>Set index cards on a table with the following phrases <b><i>Tengo hambre. Tengo sed. Tengo frío. Tengo calor.</i></b> 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 <b><i>¿Tienes frío? Sí, tengo frío.</i></b></p>
<p>Ask for five volunteers to come to the front of the room. Use the cards from the previous activity. The first four choose a card and the fifth must guess what the card says by asking questions.</p> <p>Student #5 to Student #1: <b><i>¿Tienes frío?</i></b> Student #1 responds according to the phrase on their card: <b><i>Sí, (No, no) tengo frío.</i></b> Student #5 to Student #2: <b><i>¿Tienes hambre?</i></b> Student #2: <b><i>Sí, (No, no) tengo hambre.</i></b> Student #5 continues asking the question to each student.</p>
<p>Ask your class the following questions: T: <b><i>¿Les gusta el helado?</i></b> Cl: <b><i>Sí, me gusta el helado.</i></b> T: <b><i>¿Qué te gusta más, de fresa o de chocolate o de vainilla?</i></b> St: <b><i>Me gusta el helado de chocolate.</i></b> T: <b><i>Coloreen el helado.</i></b></p>



<p><b>Objectives for day 2:</b>          Student will indicate comprehension of Spanish words by:</p> <ul style="list-style-type: none"> <li>• counting with the group by tens to 100</li> <li>• counting the number of counters s/he received in a dice game.</li> </ul> <p><b>Connections to other subject areas:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math- counting</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Flash cards for ten, twenty, thirty, etc. to one hundred.</li> <li>• Objects to be counted such as beans or M&amp;M's</li> </ul> <p><b>Assessment:</b>          Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary          (See assessments for 128)</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. Practice counting to <i>treinta</i> (30). Say <i>Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . . treinta.</i></li> <li>2. Present flash cards with the numbers 10 – 100 to the class. Let the class practice counting to <b>cien</b> (100) as you show the cards. <i>diez</i> (10), <i>veinte</i> (20), <i>treinta</i> (30), <i>cuarenta</i> (40), <i>cincuenta</i> (50), <i>sesenta</i> (60), <i>setenta</i> (70), <i>ochenta</i> (80), <i>noventa</i> (90), <i>cien</i> (100).</li> <li>3. Hang the cards on the board or a wall and give the following TPR commands:           <table border="0" style="margin-left: 40px;"> <tr> <td><i>Sara, anda y toca el veinte.</i></td> <td>Sarah, walk and touch the twenty.</td> </tr> <tr> <td><i>Brett, corre y toca el cincuenta.</i></td> <td>Corey, run and touch fifty.</td> </tr> <tr> <td><i>Mark, salta y toca el ochenta.</i></td> <td>Mark, jump and touch eighty.</td> </tr> </table> </li> <li>4. Play <i>¿Qué falta?</i> (What’s missing?) Tell the students, <i>Cierren los ojos.</i> (Close your eyes.) Remove one of the numbers and say, <i>Uno, dos, tres. ¿Qué falta?</i> (1, 2, 3. What’s missing?) Allow the student who answers correctly to be the one to remove a number and say <i>Uno, dos, tres. ¿Qué falta?</i></li> <li>5. Divide the class into small groups. Place counters (beans, buttons, etc.) in the center of a table. Players take turns rolling the die and gathering the corresponding number of counters from the center. Play until all the counters are gone from the center. Have children count the total number of counters each received from the game.</li> </ol>	<i>Sara, anda y toca el veinte.</i>	Sarah, walk and touch the twenty.	<i>Brett, corre y toca el cincuenta.</i>	Corey, run and touch fifty.	<i>Mark, salta y toca el ochenta.</i>	Mark, jump and touch eighty.	<p><b>Notes:</b></p> <p><b>Pronunciation Hints:</b></p> <p><i>Veinte</i>= <u>vain</u>-tay</p> <p><i>Ochenta</i>= oh-<u>chain</u>-tah</p> <p><i>Treinta</i>= <u>train</u>-tah</p> <p><i>Cuarenta</i>= kwah-<u>rain</u>-tah</p> <p><i>Cincuenta</i>= seen-<u>qwain</u>-tah</p> <p><i>Sesenta</i>= say-<u>sane</u>-tah</p> <p><i>Setenta</i>= say-<u>tane</u>-tah</p> <p><i>Ochenta</i>= oh-<u>chain</u>-tah</p> <p><i>Noventa</i>= no-<u>vain</u>-</p>
<i>Sara, anda y toca el veinte.</i>	Sarah, walk and touch the twenty.							
<i>Brett, corre y toca el cincuenta.</i>	Corey, run and touch fifty.							
<i>Mark, salta y toca el ochenta.</i>	Mark, jump and touch eighty.							



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

<b>THE TEACHER SAYS  AND (DOES) </b>
<b>Episode 128: Lesson 2, <i>El gran robo a la heladería</i></b>
<b>See card with Warm-up dialogue from episode 127.</b>
Practice counting to treinta (30). Say <b>Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . . treinta.</b>
Count to 100 by tens. <i>diez</i> (10), <i>veinte</i> (20), <i>treinta</i> (30), <i>cuarenta</i> (40), <i>cincuenta</i> (50), <i>sesenta</i> (60), <i>setenta</i> (70), <i>ochenta</i> (80), <i>noventa</i> (90), <i>cien</i> (100).
Hang cards on the board or a wall and give the following TPR commands: <i>Sara, anda y toca el veinte.</i> <i>Brett, corre y toca el cincuenta.</i> <i>Mark, salta y toca el ochenta.</i>
Play <i>¿Qué falta? Cierren los ojos</i> . Remove a number from the board. <i>Uno, dos, tres. ¿Qué falta?</i> Class or individual student says the missing number.
Divide the class into small groups. Place counters (beans, buttons, etc.) in the center of a table. Players take turns rolling the die and gathering the corresponding number of counters from the center. Play until all the counters are gone from the center. Have children count the total number of counters each received from the game.

**Objectives for day 3:**

- 1) Student will indicate comprehension of the numbering system in Spanish by:
- counting as a group from 1-100.
  - coloring a worksheet that requires recognition of numbers from 1-100.
- 2) Students sing along with the video.

**Connections to other subject areas:**

- Literacy
- Math- counting
- Music- singing

**Materials Needed:**

- A copy of the blackline master of “ice-cream-cone addition”
- A copy of the words for the song on the video

**Assessment:**

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

**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. Pass a ball around the class and count with each pass. If the ball is dropped, counting resumes with *uno*. Challenge the students to count to *cien* (100) without dropping the ball.
2. Have the students count by 2’s, 3’s, 5’s and 10’s. You may have to write the numbers on the board to help you and the students with the counting.

**Example:**            **0, 3, 6, 9, 12, 15, 18, 21**  
                               **12, 22, 32, 42, 52, 62, 72, 82, 92**  
                               **5, 10, 15, 20, 25, 30, 35, 40, 45, 50**  
                               **10, 20, 30, 40, 50, 60, 70, 80, 90, 100**

3. Make copies of the addition sheet with the ice cream cones (*los helados*). Review the example with the class: *diez más diez son veinte* (10+10=20). This can be completed in the classroom and checked as a class or you can assign this as a homework page.
4. At the end of the SALSA video the characters gather together and sing a song. A blackline master is included in this lesson with the words for the song. Play back the video so that the class can sing the song with the characters. Ask the students to draw a picture of *un tren pequeño*. To save paper you can copy this on the backside of the math sheet.

**Notes:**



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

THE TEACHER SAYS  AND (DOES) 

**Episode 128: Lesson 3, *El gran robo a la heladería***

**See card with Warm-up dialogue from episode 127.**

Pass a ball around the class and count with each pass. If the ball is dropped, counting resumes with *uno*. Challenge the students to count to *cien* (100) without dropping the ball.

Count by 2's, 3's, 5's and 10's.

**Example: 0, 3, 6, 9, 12, 15, 18, 21**

**12, 22, 32, 42, 52, 62, 72, 82, 92**

**5, 10, 15, 20, 25, 30, 35, 40, 45, 50**

**10, 20, 30, 40, 50, 60, 70, 80, 90, 100**

Hand out the addition sheet with *los helados*. Do the first example with the class.

Sing **Había una vez un tren pequeñito**. Sung at the end of the SALSA video.

**Objectives for day 4**

Student will indicate comprehension of the Spanish numbers 1-100

**Connections to other subject areas:**

- Literacy
- Math- number recognition

**Materials needed:**

- A copy for each student of the blackline master of the numbers.
- For each student, a *Lotería* card made from the blackline master provided in Episode 126.
- 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.)

**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. Hand out the blackline master with the numbers. Review the numbers by having the students point to and say the numbers. Ask for volunteers to point to a number and say the number.
2. Make copies of the *Lotería* (Episode 126). You can copy one page for every two students. Cut the page in half. Using the first sheet that was handed out, ask students to fill in the blanks using the numbers *diez hasta cien* (10 – 100). When the students have finished writing in their numbers, review the rules for playing Bingo. Supply the students with counters to cover the number called. The winning student calls out **Lotería** when he or she has a vertical, horizontal, or diagonal line.

**Final Assessment**

Notes:

**Pronunciation Hint:**

*Hasta*= ah-stah

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

THE TEACHER SAYS  AND (DOES) 

**Episode 128: Lesson 4, *El gran robo a la heladería***

**See card with Warm-up dialogue from episode 127.**

Hand out the blackline master with the numbers 10 - 100. Review the numbers by having the students point to and say the numbers. Ask for some volunteers to point to a number and say the number.

**Lotería.** Using the first sheet that was handed out, ask students to fill in the blanks using the numbers *diez hasta cien* (10 – 100). When the students have finished writing in their numbers, review the rules for playing Bingo and play the game.

**Final Assessment**

**Assessment Observation Checklist**

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

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

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

**EPISODE 128—THE GREAT ICE CREAM ROBBERY**

<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>el helado</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los osos</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>tengo hambre</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>cuarenta</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>cincuenta</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>sesenta</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>setenta</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish song— <i>Había una vez un tren pequeñito</i> .			Comprehension and cultural awareness of children’s Spanish songs.	



## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
128	<p><u>Nouns</u></p> <p>Los zapatos</p> <p>Un pie</p> <p>El helado de chocolate</p> <p>El bandido</p> <p>Mi héroe</p> <p>El campeón</p> <p><u>Expressions/ phrases</u></p> <p>Había una vez</p> <p>¿Listos?</p> <p>¡Vámanos!</p> <p>¡Alto!</p> <p>Perdón.</p> <p>¡Socorro!</p> <p>¡Rápido!</p> <p>Para todos</p> <p><u>Sentences</u></p> <p>Amigos, vengan.</p> <p>Soy yo.</p> <p>¿Qué llevan?</p> <p>¿Qué pasa?</p> <p>Yo no sé.</p> <p>¿Dónde <u>están</u> los osos?</p>	<p>The shoes</p> <p>A foot</p> <p>Chocolate ice cream</p> <p>The bandit</p> <p>My hero</p> <p>The champion</p> <p>Once upon a time</p> <p>Ready?</p> <p>Let's go. Let's get out of here!</p> <p>Halt!</p> <p>Pardon me. Sorry.</p> <p>Help!</p> <p>Quickly!</p> <p>For everyone.</p> <p>Friends, come here.</p> <p>It's me (I).</p> <p>What do you have?</p> <p>What's happening?</p> <p>I don't know.</p> <p>Where <u>are</u> the bears?</p>

## Correctives and Enrichments- Episode 128

Time	Lang.	Prep.	Description	Materials Needed
10	2	5	<p style="text-align: center;"><u>Addition Bingo</u></p> <p>With a simple Bingo card (the numbers 1-5 or 10), the teacher says addition (and/or subtraction) problems and students mark the appropriate square.                      Ex. Uno <b>más</b> tres    The students cover the square with cuatro if it is on their cards.  <u>(To do subtraction, substitute <b>menos</b> for <b>más</b>.</u></p>	Bingo cards from this episode.
5-10	1	1	<p style="text-align: center;"><u>Fly Swatter Relay Review of Numbers 1-100</u></p> <p>Teams compete to “swat” the correct numbers on the board. These can be the words in Spanish for classes learning to recognize written Spanish number words or numerals for classes working on listening comprehension</p>	Either words or numerals written on the board. A fly swatter for each team.
10-15	1	1	<p style="text-align: center;"><u>Incorrect Math Facts Activity</u></p> <p>Teacher reads a math fact while pointing to the number answer. Students may either say the correct answer or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Dos más dos son cinco. ¿Sí o no?</i>                      Students: <i>No, cuatro.</i> (or thumbs up, down)</p>	A ball or bean bag.

### Spanish Self-Assessment

#### Column 2 (Lang.)

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

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

### Preparation Needed

#### Column 2 (Prep.)

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

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

Nombre \_\_\_\_\_ fecha \_\_\_\_\_

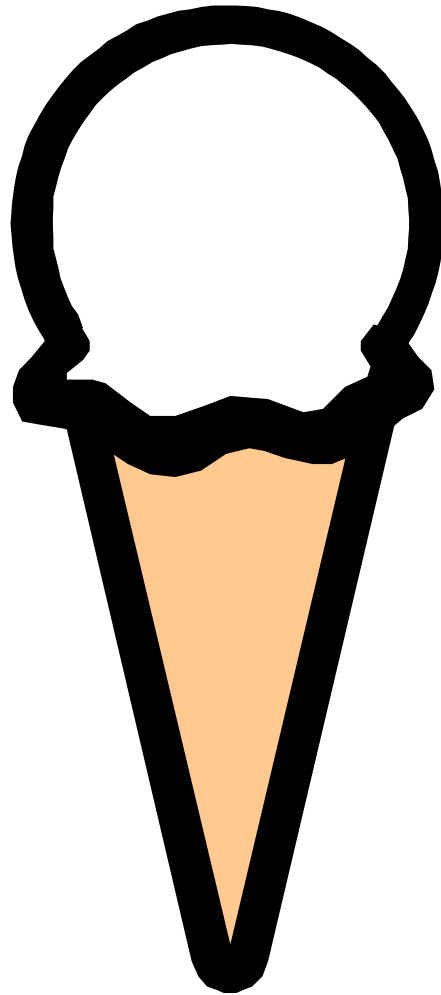
# LOS NUMEROS 10 – 100

<b>10</b>	<b>60</b>
<b>diez</b>	<b>sesenta</b>
<b>20</b>	<b>70</b>
<b>veinte</b>	<b>setenta</b>
<b>30</b>	<b>80</b>
<b>treinta</b>	<b>ochenta</b>
<b>40</b>	<b>90</b>
<b>cuarenta</b>	<b>noventa</b>
<b>50</b>	<b>100</b>
<b>cincuenta</b>	<b>cien</b>



Nombre \_\_\_\_\_ fecha \_\_\_\_\_

# el helado



Me gusta el helado de  
\_\_\_\_\_.  
(chocolate, fresa, vainilla)



Nombre \_\_\_\_\_ fecha \_\_\_\_\_

Había una vez, un tren pequeño.  
Había una vez, un tren pequeño.  
Había una vez, un tren pequeño...  
Y al trenecito le gustaba pasear.

(Once upon a time there was a little train...  
and the little train liked to parade around.)

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