

WyFLES Teachers' Materials SALSA Episode 129

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Sample Pacing of Episode 129

Second Grade

Week One:

- Show the video Episode 129 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:

- *El zapato* (shoe)
- *Los pies* (feet)

Characters/Personajes:

- *Perro* (Dog)
- *Monstruo* (Monster)
- *Niña* (Girl)
- *Tren Pequeño* (Little Train)
- *Lobo* (Wolf)
- *Chivo Pequeño* (Small Goat)
- *Chef Loco* (Vendedor-salesperson)
- *Armadillo*

Synopsis

The Monster (*El Monstruo*) looks for new shoes to buy for the upcoming masquerade ball. At the shoe store the salesman shows him different colors of shoes, using a rap song. The Monster decides to buy a pair of red shoes. At the dance, the Monster dances with the Girl, until her purple hair is revealed and he flees, dropping one of his shoes. The Girl searches high and low for the owner of the shoe, only to find it is the Monster.

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 129. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 129 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.

1. Use two students to play the roles of the puppets.
 - 1st 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?
 - 1st 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) Terms for parts of the body.

Connections

- Literacy

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.)

- Review the following words with the class by first pointing at images and then pointing to your own body, students should begin to point to their own bodies: *los ojos* (eyes), *los dientes* (teeth), *la nariz* (nose), *la cabeza* (head), *las orejas* (ears), *la boca* (mouth), *las piernas* (legs), *los pies* (feet), and *las manos* (hands). Say and repeat the words each time you show the image or point to your body.
- Continue the review by displaying the images on the board and using the following questions:

T: (point to the teeth) *¿Qué son éstos? ¿Los pies o los dientes?*
What are these? The eyes or the teeth?
S: *Éstos son los dientes.* These are the teeth.
T: (point to an image) *¿Qué son éstas? ¿Las piernas o las manos?*
What are these? The legs or the hands?
S: *Éstas son las manos.* These are the hands.
- Turn the images backwards and line up along the chalk ledge. Call on students to come to the board and choose a card. Have the students say what the image is. If they don't remember the words ask either/or questions or yes/no questions to help them.
- Play *Simón dice* (Simon says . . .)
Stand in front and give a command preceded by *Simón dice*. Students should respond to the command. Occasionally give a command without saying *Simón dice*. Anyone who moves or responds to that command must sit the rest of the game out.



Leader: *Simón dice toca la cabeza.* (Simon says, "Touch the head.")
Simón dice toca la nariz. (Simon says, "Touch the nose.")
Toca las orejas. (Touch the ears.)

Notes:

Pronunciation Hints:

- ¿Qué son estos?=
Kay soan ss-toess?*
- Los pies= lohss pea-ace*
- Los dientes= lohss
dee-n-tace*
- Las piernas= lahs
pea-air-nahs*
- Simón dice= see-moan
dee-say*
- Toca= toe-cah*
- La nariz= lah nah-reese*

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 129: Lesson 1, <i>Los zapatos rojos</i></p>
<p>See card with Warm-up dialogue from episode 127.</p>
<p>Review the following words <i>los ojos, los dientes, la nariz, la cabeza, las orejas, la boca, las piernas, los pies</i>, and <i>las manos</i>. Say and repeat the words each time you show the image or point to your body.</p>
<p>Use questions like the following: T: (Point to the teeth) ¿<i>Qué son éstos?</i> ¿<u><i>Los pies o los dientes?</i></u> S: <u><i>Estos son los dientes.</i></u> T: (Point to an image) ¿<i>Qué son éstas?</i> ¿<u><i>Las piernas o las manos?</i></u> S: <u><i>Estas son las manos.</i></u></p>
<p>Turn the images backwards and line up along the chalk ledge. Call on students to come to the board and choose a card. Have the students say what the image is.</p>
<p>Play <i>Simón dice</i>. Leader: <i>Simón dice toca la cabeza. Simón dice toca la nariz. Toca las orejas.</i></p>

<p>Objectives for day 2: Student will indicate comprehension of Spanish words by:</p> <ul style="list-style-type: none"> • showing different articles of clothing • responding to the words for different articles of clothing. <p>Connections to other subject areas:</p> <ul style="list-style-type: none"> • Literacy • Art- colors <p>Materials needed:</p> <ul style="list-style-type: none"> • Sample articles of clothing: hats, shirts, pants, shoes, socks, watches <p>Assessment: Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 129)</p>	<p>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.</p> <ol style="list-style-type: none"> 1. To introduce the words for clothing (<i>la ropa</i>), bring in samples of each item. You may want to bring in oversize items so that the children can put them on. <i>la gorra</i> (hat or cap), <i>la camisa</i> (shirt), <i>los pantalones</i> (pants), <i>los zapatos</i> (shoes), <i>los calcetines</i> (socks), <i>el reloj</i> (watch or clock). As you say each item invite a student to the front of the class and let him or her display the sample, or choose students from the class whose clothing represents each item, i.e., a bright or colorful t-shirt, pretty new shoes or fashionable pants. 2. With the class, repeat the words from above. As each word is said, ask the student representing the item to step forward and then step back to let the next student step forward. When finished tell the students at the front, <i>Gracias. Siéntense, por favor.</i> 3. By now students will want to show-off the clothes that they are wearing. Ask for another set of five volunteers to come to the front of the class. Ask the following questions: T: <i>¿De qué color son los pantalones de Laura?</i> What color are Laura’s pants? <i>¿De qué color es la camisa de Matthew?</i> What color is Matthews’s shirt? <i>¿De qué colores son los zapatos de Aleena?</i> What colors are Aleena’s shoes? <i>¿Quién lleva calcetines blancos?</i> Who is wearing white socks? <i>¿Quién lleva una camisa roja?</i> Who is wearing a red shirt? <i>¿Quién lleva un reloj?</i> Who is wearing a watch? 	<p>Notes:</p> <p>Pronunciation Hints: <i>De qué color son=</i> Day kay coe-<u>lore</u> soan</p> <p><i>De qué colores son=</i> Day kay coe-<u>lore</u>-ace Soan</p> <p><i>Quién=</i> keyn</p> <p><i>Lleva=</i> <u>yay</u>-vah</p> <p><i>Los pantalones de=</i> Lohss pahn-tah-<u>loan</u>-ace day</p> <p><i>La camisa=</i> lah cah-<u>meece</u>-ah</p> <p><i>calcetines=</i> cahl-say-<u>tea</u>-nace</p> <p><i>La gorra=</i> lah <u>gore</u>-ah</p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 

Episode 129: Lesson 2, *Los zapatos rojos*

See card with Warm-up dialogue from episode 127.

Say each item, invite a student to the front of the class and let them him or her display the image or sample of clothing: *la ropa, la gorra, la camisa, los pantalones, los zapatos, los calcetines, el reloj.*

Ask the student representing the article of clothing to step forward, say the article of clothing that is being represented, and then step back to let the next student forward. When finished tell the students at the front, *Gracias. Siéntense, por favor.*

Ask your class the following questions:

- T: *¿De qué color son los pantalones de Laura?*
¿De qué color es la camisa de Matthew?
¿De qué colores son los zapatos de Aleena?
¿Quién lleva calcetines blancos?
¿Quién lleva una camisa roja?
¿Quién lleva un reloj?

Objectives for day 3:

1) Student will indicate comprehension of the Spanish words for clothing and accompanying descriptive adjectives by touching named items, naming students who are wearing named items, and singing a song.

Connections to other subject areas:

- Literacy
- Music- singing

Materials Needed:

- A copy of the blackline master for the clothing song. (*Gorra, Camisa, Pantalones, Zapatos*)

Assessment:

Observe the students for verbal or non-verbal comprehension of the items of clothing being named or sung.

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. To review the words from the previous lesson hand out copies of the song *Gorra, camisa, pantalones, zapatos* (Hat, Shirt, Pants and Shoes). Use the images on the bottom half of the sheet for some TPR activities.

T: *Toquen los pantalones.* Touch the pants.
Señalen la camisa. Show me the shirt.

2. Repeat the questions used in lesson two. Ask the students to look around the classroom to find the answers to the questions. When they find the student who is wearing the item, have them raise their hands with the answer.

T: *¿Quién lleva calcetines azules?*
Who is wearing blue socks?
¿Quién lleva una camisa verde?
Who is wearing a green shirt?
¿Quién lleva un reloj?
Who is wearing a watch?

3. Set an example for the next response by saying: *Yo llevo una camisa, pantalones, un reloj, y zapatos.* (I am wearing a shirt, pants, a watch and shoes.) Point to each item so that the students can identify with each one. You may need to repeat this example a couple of more times. Place a hat on your head or change *un reloj* (watch) to *calcetines* (socks). Ask a volunteer what he or she is wearing. *¿Qué llevas?* (What are you wearing?) Student: *Llevo una camisa y pantalones.*

4. Sing the song *Gorra, camisa, pantalones, zapatos* to the tune of Head, Shoulders, Knees and Toes. Start the song at a slow speed, pointing to where the articles of clothing would appropriately be placed. As you and the class grow more comfortable with the song, increase the speed.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 129: Lesson 3, *Los zapatos rojos*

See card with Warm-up dialogue from episode 127.

Use the handout: *Gorra, camisa, pantalones, zapatos*. Use the images on the bottom half of the sheet for some TPR activities.

T: **Toquen los pantalones. OR Señalen la camisa.**

Ask your class the following questions:

T: **¿Quién lleva calcetines azules?**

¿Quién lleva una camisa verde?

¿Quién lleva un reloj?

Say: **Yo llevo una camisa, pantalones, un reloj, y zapatos. ¿Qué llevas?**

Student answers: **Llevo una camisa y pantalones.**

Sing the song *Gorra, camisa, pantalones, zapatos* to the tune of Head, Shoulders, Knees and Toes.

Objectives for day 4

Student will indicate comprehension of the Spanish vocabulary in the lesson by singing with the video, singing with the audio turned down or off; and asking for water.

Connections to other subject areas:

- Literacy
- Music- singing, listening, and dancing

Materials needed:

- A copy for each student of the blackline master of the rap song.

Assessment:

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

Wyoming Standards:

2. Culture

2.1 Students demonstrate an awareness of products and practices in the

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. As you watch the SALSA video (Episode 129) for the last time, hand out a copy of the rap song that the shoe salesman sings. Practice the words of the song with the students before viewing the video or practice with the shoe salesman. Reduce the volume of the video and see if you and the class can sing it without the help of the audio.
2. At the end of each song the shoe salesman exclaims: *¡Estoy cansado! Quiero agua.* (I’m tired. I want water.) Teach the students to ask for a drink of water by saying: Student: *¿Puedo tomar agua, por favor?* Teacher: *Sí, puedes tomar agua. No, no puedes tomar agua.* (Student: May I have a drink of water, please? Teacher: Yes, you may drink water. No, you may not drink water.)
3. Cultural Awareness: In this episode there exist a couple of opportunities for the students to experience traditional Spanish music. At the beginning of the video when all of the puppets are at the daycare, the puppets are dancing to *El Jaribe Tapatio*, otherwise, commonly known as the Mexican hat dance. You may want to invite the students to stand up and dance along with the characters. Boys put their hands behind their backs and girls put their hands on their hips. Each student starts with one foot in front of the other. Switch feet to the beat of the music. Also when *Monstruo* and *Niña* are in the ballroom, more traditional Mariachi music is played.
4. Final Assessment

An interesting web site with lots of Spanish music for children and adults:
<http://www.caslt.org/research/musicsp.htm>

Notes:

Pronunciation Hints:

Puedo tomar=
Pway-dough
 toe-mar

Puedes tomar=
Pway-dace
 toe-mar

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

THE TEACHER SAYS  AND (DOES) 

Episode 129: Lesson 4, *Los zapatos rojos*

See card with Warm-up dialogue from episode 127.

Hand out a copy of the song that the shoe salesman sings. Reduce the volume of the video and see if you can sing without the help of the audio.

Teach the students to ask for a drink of water. Say: **¿Puedo tomar agua, por favor?** Make a motion as if you are drinking water. The first student to mimic you, say to them: **Sí, puedes tomar agua.**

Cultural Awareness: Invite your students to stand up and dance to the music played at the beginning of Episode 129, when all of the SALSA characters are dancing. Boys place their hands behind their backs and girls place their hands on their hips. Both begin with one foot out in front of the other, hop and switch feet to the beat of the music.

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 129—THE RED SHOES

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish words <i>los pies</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los zapatos</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la camisa</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los pantalones</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los calcetines</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el reloj</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la gorra</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to traditional Spanish music.			Comprehension and cultural awareness of Spanish music.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
129	<p><u>Nouns</u> El zapato.</p> <p>Mi zapato.</p> <p><u>Expressions/ phrases</u> Zapatos para mis pies.</p> <p>Tu pie, por favor.</p> <p>¿Para bailar?</p> <p>Espera.</p> <p><u>Sentences</u> Este es un cuento de zapatos.</p> <p>Quiero unos zapatos.</p> <p>Quiero agua.</p> <p>¿Qué color te gusta?</p> <p>Tu pie es muy pequeño.</p> <p>Éste zapato es muy grande.</p> <p>Estoy cansado.</p> <p>Necesito zapatos.</p> <p>Me gustan tus zapatos.</p> <p>¿Quieres bailar?</p> <p>Tu pelo es morado.</p> <p>¡Tu pie! ¡Qué mal olor!</p> <p>Estoy triste.</p>	<p>The shoe.</p> <p>My shoe.</p> <p>Shoes for my feet.</p> <p>Your foot, please.</p> <p>For dancing?</p> <p>Wait.</p> <p>This is a story about shoes.</p> <p>I want some shoes.</p> <p>I want water.</p> <p>What color do you like?</p> <p>Your foot is very small.</p> <p>This shoe is very big.</p> <p>I'm tired.</p> <p>I need shoes.</p> <p>I like your shoes.</p> <p>Would you like to dance?</p> <p>Your hair is purple.</p> <p>Your foot! What a bad odor!</p> <p>I am sad.</p>

Correctives and Enrichments- Episode 129

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 of or actual article of clothing. Variations may be added by changing the colors of the clothing as well. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: ¿<i>Son los zapatos, sí o no?</i> Students: <i>No son los zapatos. Son los pantalones.</i> (or thumbs up, down)</p>	The images made from the black line masters or actual articles of clothing. (can use the clothing the students are wearing.)
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 objects being reviewed or reinforced.
10-20	1	5	<p style="text-align: center;"><u>Make My Bulletin Board Activity</u></p> <p>Provide paper and markers for every student. Ask students to draw and label any articles of clothing for which they know the Spanish words. Hang up their artwork and you have a great bulletin board made by your students! An excellent review and reinforcement activity.</p>	Paper and markers or crayons for the students.

Spanish Self-Assessment

Column 2 (Lang.)

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

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

Preparation Needed

Column 2 (Prep.)

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

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

GORRA, CAMISA, PANTALONES, ZAPATOS

Gorra, camisa, pantalones, zapatos,
pantalones, zapatos,
pantalones, zapatos

Gorra, camisa, pantalones, zapatos

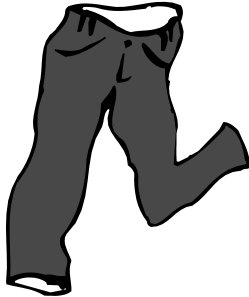
Guantes, calcetines y reloj



gorra



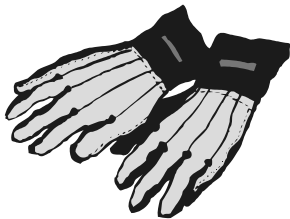
camisa



pantalones



zapatos



guantes



calcetines



reloj

GORRA, CAMISA, PANTALONES, ZAPATOS

Gorra, camisa, pantalones, zapatos

pantalones, zapatos

pantalones, zapatos

Gorra, camisa, pantalones, zapatos

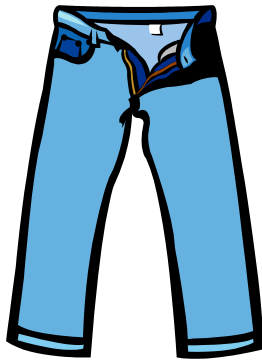
Guantes, calcetines y reloj



gorra



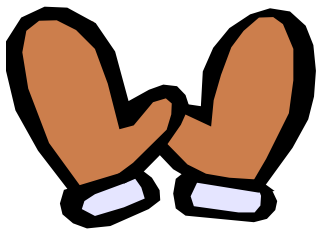
camisa



pantalones



zapatos

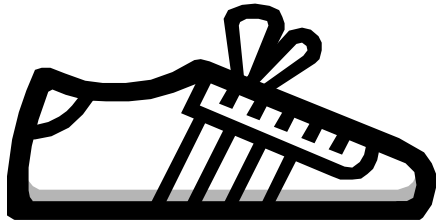


guantes

calcetines



reloj



Tengo . . .

Zapatos azules,
Zapatos rojos,

Zapatos verdes,
zapatos con ojos.

Zapatos grandes,
zapatos con manzanas.

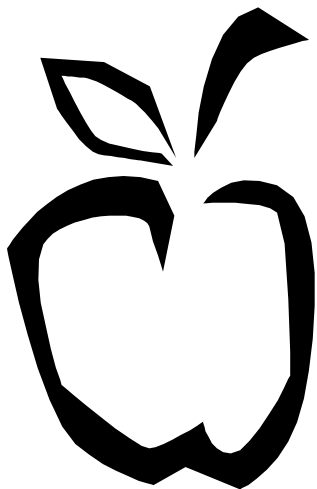
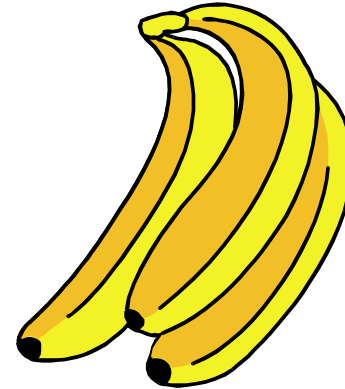
Zapatos pequeños,
zapatos con bananas.

Zapatos amarillos.
Zapatos morados

Zapatos negros.
Zapatos rosados

Zapatos con osos,
Zapatos con helado

¡Ay ay ay!.....
¡Estoy cansado!



Vocabulary Cards

Episode 129

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

los pies

los zapatos

la camisa

los pantalones

los calcetines

el reloj

la gorra

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