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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
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?
   ¿Y tú? And you?

   1st Student: Muy bien, gracias. Fine, thank you.
| Wyoming Standards: 2. Culture—  
Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used. | 2. 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. |
|---|---|
| Objectives:  
Students will be able to demonstrate verbally or non-verbally comprehension of; 1) The focus vocabulary. 2) Terms for parts of the body. | 3. 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. |
| Connections  
• Literacy | 4. 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. |
| Correctives and Enrichments: Please see the expansion activities provided with this episode. | 5. 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.) |
| Assessment  
Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided.) | Pronunciation Hints:  
¿Qué son éstos? Kay soan ee-toss? |
| Notes: | Los pies = lohss pea-ace  
Los dientes = lohss dee-uh-ace  
Las piernas = lahs pea-air-nahs  
Simón dice = see-moan dee-say  
Toca = toe-uh-cah  
La nariz = lah nah-reez |
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 129: Lesson 1, Los zapatos rojos**

See card with Warm-up dialogue from episode 127.

Review the following words **los ojos**, **los dientes**, **la nariz**, **la cabeza**, **las orejas**, **la boca**, **las piernas**, **los pies**, and **las manos**. Say and repeat the words each time you show the image or point to your body.

<table>
<thead>
<tr>
<th>Use questions like the following:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: (Point to the teeth) <strong>¿Qué son éstos? ¿Los pies o los dientes?</strong></td>
<td><strong>Estos son los dientes.</strong></td>
</tr>
<tr>
<td>S: <strong>Estos son los dientes.</strong></td>
<td></td>
</tr>
<tr>
<td>T: (Point to an image) <strong>¿Qué son éstas? ¿Las piernas o las manos?</strong></td>
<td><strong>Estas son las manos.</strong></td>
</tr>
<tr>
<td>S: <strong>Estas son las manos.</strong></td>
<td></td>
</tr>
</tbody>
</table>

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.

**Play Simón dice.**

Leader: **Simón dice toca la cabeza. Simón dice toca la nariz. Toca las orejas.**
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. To introduce the words for clothing (la ropa), bring in samples of each item. You may want to bring in oversize items so that the children can put them on. la gorra (hat or cap), la camisa (shirt), los pantalones (pants), los zapatos (shoes), los calcetines (socks), el reloj (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, Gracias. Siéntense, por favor.

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: ¿De qué color son los pantalones de Laura?
What color are Laura's pants?
¿De qué color es la camisa de Matthew?
What color is Matthew's shirt?
¿De qué colores son los zapatos de Aleena?
What colors are Aleena's shoes?
¿Quién lleva calcetines blancos?
Who is wearing white socks?
¿Quién lleva una camisa roja?
Who is wearing a red shirt?
¿Quién lleva un reloj?
Who is wearing a watch?

Objectives for day 2:
Student will indicate comprehension of Spanish words by:
• showing different articles of clothing
• responding to the words for different articles of clothing.

Connections to other subject areas:
• Literacy
• Art- colors

Materials needed:
• Sample articles of clothing: hats, shirts, pants, shoes, socks, watches

Assessment:
Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 129)

Notes:
Pronunciation Hints:
De qué color son=
Day kay coe-lore soan
De qué colores son=
Day kay coe-lore-ace Soan
Quién=
keyn
Lleva=
yay-vah
Los pantalones de=
Lohss pahn-tah-loan- ace day
La camisa=
lah cah-meece-ah
calcetines=
cahl-say-tea-nace
La gorra=
lah gore-ah
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 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.

### 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:

**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.

**Sample Lesson for Day 3:**

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.

**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.
**THE TEACHER SAYS** AND (DOES)

<table>
<thead>
<tr>
<th>Episode 129: Lesson 3, <em>Los zapatos rojos</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>See card with Warm-up dialogue from episode 127.</td>
</tr>
<tr>
<td>Use the handout: <em>Gorra, camisa, pantalones, zapatos.</em> Use the images on the bottom half of the sheet for some TPR activities.</td>
</tr>
<tr>
<td>T: <strong>Toquen los pantalones.</strong> OR <strong>Señalen la camisa.</strong></td>
</tr>
<tr>
<td>Ask your class the following questions:</td>
</tr>
</tbody>
</table>
| 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. |
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](http://www.caslt.org/research/musicsp.htm)
**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

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>School</th>
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<table>
<thead>
<tr>
<th>Teacher</th>
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**EPISODE 129—THE RED SHOES**

<table>
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<tr>
<th>Student Behavior</th>
<th>Yes/No</th>
<th>Date</th>
<th>Skill</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds verbally or non-verbally to the Spanish words <em>los pies.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>los zapatos.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>la camisa.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>los pantalones.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>los calcetines.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el reloj.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>la gorra.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to traditional Spanish music.</td>
<td></td>
<td></td>
<td>Comprehension and cultural awareness of Spanish music.</td>
<td></td>
</tr>
</tbody>
</table>
## Salsa Episode 129
### The Red Shoes
#### Assessment Observation Checklist

| Student’s Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Responds to *los pies* (Vocabulary comprehension) | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
| Responds to *los zapatos* (Vocabulary comprehension) | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
| Responds to *la camisa* (Vocabulary comprehension) | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
| Responds to *los pantalones* (Vocabulary comprehension) | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
| Responds to *los calcetines* (Vocabulary comprehension) | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
| Responds to *el reloj* (Vocabulary comprehension) | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
| Responds to *la gorra* (Vocabulary comprehension) | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
| Cultural Awareness - Traditional Spanish music | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No | Yes/No |
### Extension Vocabulary from the SALSA Video Series

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

<table>
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<tr>
<th>Time</th>
<th>Lang.</th>
<th>Prep.</th>
<th>Description</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10</td>
<td>1-2</td>
<td>2</td>
<td><strong>Incorrect Sentence Activity</strong></td>
<td>The images made from the black line masters or actual articles of clothing. (can use the clothing the students are wearing.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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: ¿Son los zapatos, sí o no? Students: No son los zapatos. Son los pantalones. (or thumbs up, down)</td>
<td></td>
</tr>
<tr>
<td>5-10</td>
<td>1-2</td>
<td>2</td>
<td><strong>Missing Object Game</strong></td>
<td>Images of vocabulary objects being reviewed or reinforced.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>10-20</td>
<td>1</td>
<td>5</td>
<td><strong>Make My Bulletin Board Activity</strong></td>
<td>Paper and markers or crayons for the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1……….</td>
<td>I only know the focus words from the video episodes.</td>
</tr>
<tr>
<td>2……….</td>
<td>I know the focus words and a little bit more.</td>
</tr>
<tr>
<td>3……….</td>
<td>I feel comfortable using some Spanish.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0……….</td>
<td>No preparation necessary.</td>
</tr>
<tr>
<td>1……….</td>
<td>You’ll need one picture or object.</td>
</tr>
<tr>
<td>2……….</td>
<td>You’ll need multiple pictures or objects.</td>
</tr>
<tr>
<td>3……….</td>
<td>You’ll need enough pictures or objects for every student.</td>
</tr>
<tr>
<td>4……….</td>
<td>Requires you or your students to make materials.</td>
</tr>
<tr>
<td>5……….</td>
<td>Requires you to gather resources, e.g. props.</td>
</tr>
</tbody>
</table>
GORRA, CAMISA, PANTALONES, ZAPATOS

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

<table>
<thead>
<tr>
<th>los pies</th>
<th>los zapatos</th>
</tr>
</thead>
<tbody>
<tr>
<td>la camisa</td>
<td>los pantalones</td>
</tr>
<tr>
<td>los calcetines</td>
<td>el reloj</td>
</tr>
<tr>
<td>la gorra</td>
<td></td>
</tr>
</tbody>
</table>
Episode Transcript

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

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.