

WyFLES Teachers' Materials
SALSA Episode 130

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Sample Pacing of Episode 131

Second Grade

Week One:

- Show the video Episode 131 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (29 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. (29 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 agua* (water)
- *El pelo* (hair)
- *¿Qué es?* (What is...?
What is it?)

Characters/Personajes:

- *Chivos* (Goats)
- *Osos* (Bears)
- *Monstruo* (Monster)
- *Niña* (Girl)
- *Tren Pequeño* (Little Train)
- *Zapatos de Baile*
(Dancin' Shoes)

Synopsis

One more time, *los Tres Osos* face off against *los Tres Chivos* in the game show, "What is it?" This time *Papá Oso* has a terrible case of the hiccups. The Monster tries to help him by scaring him, and he tries all kinds of cures (breathing into a bag, holding his breath, blowing up a balloon, drinking water) to no avail. In the end *los Tres Osos* win, but *Papá Oso* still has the hiccups.

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 130. Practice the focus words in preparation for introducing the episode to your students.
 - 2) Show the SALSA video of Episode 130 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 second grade. (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) Opposites from past vocabulary

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.)

2. Review with your students how to ask for a drink of water. 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. Episode 130 deals with *el Papá Oso* having the hiccups. After watching the video discuss with the class when should one use the word *perdón* (pardon). Have the class practice saying the word. You may want to role-play some situations, giving students the opportunity to use the word. Examples: asking someone to politely step aside as you pass by or being excused from the dinner table.

4. Review the opposites listed below with your students. Use a Tic-Tac-Toe board and divide the class into two teams, one becomes the Xs and the other becomes the Os. A player from the starting team selects a vocabulary card from any envelope. He or she says the word corresponding to the card and team members must correctly give the opposite. The team receives an X or an O on the envelope. Play continues until one team has three of its symbols in a row—across, down, or diagonally.



<i>grande</i>	<i>pequeño</i>	big	small
<i>caliente</i>	<i>frío</i>	hot	cold
<i>contento</i>	<i>triste</i>	happy	sad
<i>bueno</i>	<i>malo</i>	good	bad
<i>enfermo</i>	<i>bien</i>	ill (sick)	good
<i>rápido</i>	<i>lento</i>	fast	slow
<i>hola</i>	<i>adiós</i>	hello	goodbye
<i>duro</i>	<i>blando</i>	hard	soft
<i>viejo</i>	<i>joven</i>	old	young
<i>agrio</i>	<i>dulce</i>	sour	sweet

Notes:

Pronunciation Hints:

- Perdón*= pear-doan
- Enfermo*= n-fair-mo
- Viejo*= vee-ay-ho
- Joven*= hoe-ven
- Agrio*= ah-gree-oh
- Dulce*= dool-say
- Puedo tomar*=
- Pway-doh toe-mar*
- Puedes*= pway-dess

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 130: Lesson 1, <i>El juego de las preguntas III: un caso de hipo</i></p>
<p>See card with Warm-up dialogue from episode 127.</p>
<p>Practice asking for a drink of water. Student: <i>¿Puedo tomar agua, por favor?</i> Teacher: <i>Sí, puedes tomar agua. or No, no puedes tomar agua.</i></p>
<p>Discuss with the class when should one use the word <i>perdón</i>. Have the class practice saying the word by role-playing some situations.</p>
<p>Review opposites by playing the game Tic-Tac-Toe.</p>

<p><u>Objectives for day 2:</u> Student will indicate comprehension of Spanish numbers by:</p> <ul style="list-style-type: none"> pointing to the numbers 1-20 when the numbers are called counting to 20 adding numbers to reach 20 <p><u>Connections to other subject areas:</u></p> <ul style="list-style-type: none"> Math- counting Math- addition <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> Index cards <p><u>Assessment:</u> Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 130)</p>	<p><u>Sample Lesson for Day 2:</u> (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"> Review counting with your students by saying: <i>Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . .</i> Let the class practice counting to veinte (twenty) as you show the cards. 11-<i>once</i>, 12-<i>doce</i>, 13-<i>trece</i>, 14-<i>catorce</i>, 15-<i>quince</i>, 16-<i>diez y seis</i>, 17-<i>diez y siete</i>, 18-<i>diez y ocho</i>, 19-<i>diez y nueve</i>, 20-<i>veinte</i> Take index cards and either leave them as they are or cut in half. Ask the students to write the numbers 0 – 9, one number for each card. The students should use either a marker or a dark colored crayon to write the numbers. You will want to be able to see the numbers. When the students have finished writing the numbers, tell them to lay them on their desk in order. With one finger have them point to each number as the numbers 0 - 9 are being said. Say to the students, <i>Muéstrame el número tres.</i> (Show me the number three.) The students hold up the card and show the correct number. Do the same with the rest of the numbers, calling the numbers randomly. Now ask volunteers to call out a number for the rest of the class to show. Repeat the same procedure with the numbers 11 - 20. Check that the students are showing the right number. Pair students or assign small groups. Give each group a die. Students take turns rolling the die and write the number that they throw. At each turn the student adds the new number. The winner is the first to arrive at veinte (20). 	<p>Notes:</p> <p><u>Pronunciation Hints:</u> Vamos a contar= Vah-moahs ah cone-tar Muéstrame= Moo-ay-straw-may</p> <p>Once= own-say</p> <p>Doce= doah-say</p> <p>Trece= tray-say</p> <p>Catorce= cah-tore-say</p> <p>Quince= keen-say</p> <p>Veinte= vain-tay</p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 

Episode 130: Lesson 2, *El juego de las preguntas III: un caso de hipo*

See card with Warm-up dialogue from episode 127.

Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.

Muéstrame el número tres. Students hold up cards to show the number.

Pair students or assign small groups. Give each group a die. Students take turns rolling the die and write the number that they throw. At each turn the student adds the new number. The winner is the first to arrive at *veinte* (20).

Objectives for day 3:

1) Students will indicate verbally or non-verbally comprehension of the Spanish numbers 1-100

Connections to other subject areas:

- Math- numbers
- Math- counting

Materials Needed:

- Cards with the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- Lotería game from Episode 126
- A ball

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. Present cards with the numbers 10, 20, 30 . . . 100 to the class. Let the class practice counting to **cien** (100) as you show the cards. **diez** (10), **veinte** (20), **treinta** (30), **cuarenta** (40), **cincuenta** (50), **sesenta** (60), **setenta** (70), **ochenta** (80), **noventa** (90), **cien** (100).
2. 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.
3. Practice counting 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

4. Make copies of the Lotería (Episode 126). You can copy one page for every two students. Cut the pages in half. Tell students to fill in the blanks using the numbers that you designate. When the students have finished writing in their numbers, review the rules for playing Bingo. Supply the students with counters to cover the numbers called. The winning student calls out **Lotería** when he or she has a vertical, horizontal, or diagonal line.

Notes:

Pronunciation Hints:

Treinta= train-tah

Cuarenta= qwah-
rain-tah

Cincuenta=
Seen-qwain-tah

Sesenta=
Say-sen-tah

Setenta=
Say-ten-tah

Ochenta=
Oh-chen-tah

Noventa=
No-ven-tah

Cien= see-n

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

THE TEACHER SAYS  AND (DOES) 

Episode 130: Lesson 3, *El juego de las preguntas III: un caso de hipo*

See card with Warm-up dialogue from episode 127.

Practice counting to *cien* (100), *diez* (10), *veinte* (20), *treinta* (30), *cuarenta* (40), *cincuenta* (50), *sesenta* (60), *setenta* (70), *ochenta* (80), *noventa* (90), *cien* (100).

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.

Practice counting by 2's, 3's, 5's and 10's

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

Play **Lotería**. Tell students to fill in the blanks using the numbers that you designate. The winning student calls out **Lotería** when he or she has a vertical, horizontal, or diagonal line.

Objectives for day 4

Students will indicate comprehension of the Spanish vocabulary in the lesson by using/responding to expressions of happiness/sadness; and by participating in graphing hair color for the class.

Connections to other subject areas:

- Literacy
- Math- graphing

Materials needed:

- Video for Episode 130.

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 target culture.
- 2.2 Students respond

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 phrases *Estoy contento/a. Estoy triste.* (I’m happy. I’m sad.)
2. Have a discussion with the students describing situations that make us happy and sad. Write the following on the board: *Estoy contento/a cuando . . .* and *Estoy triste cuando . . .* (I’m happy when . . . and I’m sad when . . .) Ask volunteers to begin their sentence with these words and finish the thought. The latter part of the sentence may be stated in English.
3. Review the video segment with the vocabulary word *pelo* (hair). After watching the video point to your hair and say *el pelo*. Ask the students to draw a self-portrait emphasizing their hair. When the students are finished, use the portraits to graph the different colors of hair in the class. Most students will be curious how to say the different colors of hair in Spanish.

rubio/a-blond *moreno/a*-dark hair *pelirrojo*-redhead

Once the graph is made ask: *¿Cuántos morenos hay? Vamos a contar.* (How many do we have with dark hair? Let’s count.) *Hay cinco con el pelo moreno.* (There are five with dark hair.)

4. Final Assessment

Notes:

Pronunciation Hints:

Cuando=
Cwahn-dough

Rubio= roo-bee-oh

Moreno= more-ay-no

Pelirrojo=
Pell-ee-row-hoe

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

THE TEACHER SAYS  AND (DOES) 

Episode 130: Lesson 4, *El juego de las preguntas III: un caso de hipo*

See card with Warm-up dialogue from episode 127.

Review the phrases **Estoy contento/a. Estoy triste.**

Have a discussion of things that make us happy and sad. **Estoy contento/a cuando . . .** and **Estoy triste cuando . . .** Ask volunteers to begin their sentence with these words and finish the thought. The latter part of the sentence can be stated in English.

Ask the students to draw a self-portrait emphasizing their hair. When the students are finished, use the portraits to graph the different colors of hair in the class.

rubio/a-blond *moreno/a*-dark hair *pelirrojo*-redhead

Ask: **¿Cuántos morenos hay? Vamos a contar.**

Answer: **Hay cinco con el pelo moreno.**

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 130—QUIZ SHOW: HICCUPS

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish words <i>el pelo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el agua</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el papel</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el lápiz</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>perdón</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>estoy triste</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>estoy contento</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish expression <i>¿Qué es?</i>			Comprehension of designated Spanish vocabulary.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
130	<p><u>Nouns</u> Pregunta número uno</p> <p>Los ganadores</p> <p><u>Expressions/ phrases</u></p> <p>¡A mi también!</p> <p>¡Miren!</p> <p>Pero</p> <p>Repita, por favor.</p> <p>¡Espera!</p> <p>Bien hecho.</p> <p><u>Sentences</u></p> <p>Es la hora de...</p> <p>Y <u>aquí está</u> el premio.</p> <p>Y <u>aquí están</u> los tres chivos.</p> <p>El premio es helado de chocolate.</p> <p>¿Cuántas uvas hay?</p> <p>Los jalapeños son muy picantes.</p> <p>¿Estás loco?</p>	<p>Question number one</p> <p>The winners</p> <p>Me too!</p> <p>Look!</p> <p>But</p> <p>Repeat, please.</p> <p>Wait!</p> <p>Well done.</p> <p>It's time for...</p> <p>And <u>here is</u> the prize. (singular)</p> <p>And <u>here are</u> the three goats. (plural)</p> <p>The prize is chocolate ice cream.</p> <p>How many grapes are there?</p> <p>The jalapeños are very hot.</p> <p>Are you crazy?</p>

Correctives and Enrichments- Episode 130

Time	Lang.	Prep.	Description	Materials Needed
10-15	1	2	<p style="text-align: center;"><u>¿Qué es? Quiz Game</u></p> <p>(See Activity 24 in the General References packet.) Using the objects that you have previously used in episodes 125-130, follow the directions given for Activity 24.</p>	The images you have used for episodes 113-118
10-15	1-2	1	<p style="text-align: center;"><u>Fill-in-the-Blank Numbers Activity</u></p> <p>Put sequences of numbers on the board (or on a handout) and ask students to fill in missing numbers orally in Spanish. (This would be an excellent enrichment activity for students who are doing well in Spanish and in math. Students could then take turns erasing a number on the board.)</p>	A handout with number sequences (may be done on the board or overhead)
5-15	1	0	<p style="text-align: center;"><u>Video Activity: What's Happening</u></p> <p>An excellent review of Episodes 125-130, this activity allows you to see what your students have learned in these six episodes. Play the video, stopping it at a time when you think the students will know what the puppets are saying. Example: <i>¡Mi amigo es _____ (más grande!)</i></p>	The video of episode 130.

Spanish Self-Assessment

Column 2 (Lang.)

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

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

Preparation Needed

Column 2 (Prep.)

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

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

Vocabulary Cards

Episode 130

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

el pelo

el agua

el lápiz

perdón

estoy triste

estoy contento

¿Qué es?

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