

WyFLES Teachers' Materials SALSA Episode 131

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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:

Juan y tallo de la planta de Maíz (Jack and the Cornstalk)

Focus Vocabulary:

- *Once* (eleven)
- *Doce* (twelve)
- *Trece* (thirteen)
- *Catorce* (fourteen)
- *Quince* (fifteen)
- *El maíz* (corn)

Characters/Personajes:

- *Chivos* (Goats)
- *Monstruo* (Monster)
- *Gatita* (Cat)
- *Ratoncito* (Rat)
- *Vendedor* (Salesman, played by Chef Loco)
- *Niña* (Girl)
- *Lobo* (Wolf)

Synopsis

On his way home with a pizza, *Chivo Pequeño* resists numerous offers to trade something for the pizza. That is until the mysterious *Gatita* offers him 15 “special” pieces of corn. When the other goats learn that he has traded their pizza for the corn, they throw him out of the house. He sees that there is a huge cornstalk growing from the pieces. He climbs it and finds the Monster’s house in the sky. And the Monster gives him a pizza.

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 131. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 131 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. (29 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.
 - 1st Student:** *¡Qué bien!* That’s good -- if the student answers *fine*.
 - ¡Qué lastima!* That’s too bad -- if the student answers *so-so* or very *bad*.
 - 2nd Student:** *¿Y tú?* And you?
 - 1st Student:** *Muy bien, (Así-así, Muy mal) 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) Numbers 1-20

Connections

- Math- counting

Materials Needed:

- Cards for the numbers 1-20
- 10 index cards for each student

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 counting with your students by saying: *Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . .* Let the class practice counting to **veinte** (twenty) as you show the cards. 11-*once*, 12-*doce*, 13-*trece*, 14-*catorce*, 15-*quince*, 16-*diez y seis*, 17-*diez y siete*, 18-*diez y ocho*, 19-*diez y nueve*, 20-*veinte*
- Hang the cards on the board or a wall and give the following TPR commands:

<i>Laura, anda y toca el once.</i>	Laura, walk and touch the eleven.
<i>Steven, corre y toca el catorce.</i>	Steven, run and touch fourteen.
<i>Emily, salta y toca el diez y ocho.</i>	Emily, jump and touch eighteen
- 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 desks in order. With one finger have them point to each number as the numbers 0 - 9 are being said. Say to the students, *Muéstrame el número tres.* (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. You may want to have the students save the cards in a baggy to use for future lessons.

Useful Web Sites:

<http://www.spanish-teacher.org> This site is hosted by a teacher in Georgia. She has links to all kinds of good resources for teachers.

<http://www.quia.com> While this is a commercial site, there are a number of free activities that can be accessed.

http://www.elbalero.gob.mx/kids/index_kids.html Called *Mexico for Kids*, this site allows you to choose among three languages to learn about Mexico. (English, French, and Spanish.) It's visually attractive and has lots of information.

Notes:

Pronunciation Hint:

Muéstrame=
Mway-strah-may

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 131: Lesson 1, Juan y el tallo de la planta de maíz</p>
<p>See card with Warm-up dialogue from episode 127.</p>
<p><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-once, 12-doce, 13-trece, 14-catorce, 15-quince, 16-diez y seis, 17-diez y siete, 18-diez y ocho, 19-diez y nueve, 20-veinte</p>
<p>Give the following TPR commands to different students: <u>Laura</u>, anda y toca el <u>once</u>. (Laura, walk and touch eleven) <u>Steven</u>, corre y toca el <u>catorce</u>. (Steven, walk and touch fourteen.) <u>Emily</u>, salta y toca el <u>diez y ocho</u>. (Emily, jump and touch eighteen)</p>
<p>Muéstrame el número <u>tres</u>. Students use index cards to show you the numbers.</p>
<p>¡Bien hecho, niños!</p>

<p>Wyoming Standards: 2. Culture-- 2.1 Students demonstrate an awareness of products and practices in the target culture.</p> <p>2.2 Students respond to culturally appropriate gestures and oral expressions.</p> <p>Objectives: Students will be able to demonstrate verbally or non-verbally comprehension of; 1) The focus vocabulary. 2) Numbers 1-20</p> <p>Connections</p> <ul style="list-style-type: none"> • Math- counting • Math- patterns • Literacy- rhymes <p>Correctives and Enrichments: Please see the expansion activities provided with this episode.</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. 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> 2. Ask students to identify familiar body parts that come in twos. Examples include <i>hombros</i> (shoulders), <i>piernas</i> (legs), <i>pies</i> (feet), <i>ojos</i> (eyes), <i>orejas</i> (ears), and <i>manos</i> (hands). Bring two to seven students to the front of the room. Ask <i>¿Cuánas <u>manos</u> en total hay? ¿Cuántos <u>ojos</u> en total hay?</i> (How many hands are there total? How many eyes are there total?) Change the number of students and repeat the question. 3. Have students come to the front of the room one at a time and count up to 15 by ones as they reach the front. Reverse the process by counting backwards from 15. 4. Cultural Awareness: There are many counting rhymes that children learn. Ask your students to share any rhymes they know. Make copies of the blackline master for <i>Dos y dos son cuatro</i> for your class. Share the rhyme with your class. This rhyme is a rhythm-clap game from Yucatán, Mexico. Practice saying the rhyme. Once the class is comfortable with the words, have them add the clapping—one clap for every syllable. 5. Complete the remainder of the page. Use counters to complete the patterns. Ask students to make up their own patterns for the rest of the class to complete. Say the numbers in Spanish or ask volunteers if they can say the numbers. 	<p>Notes:</p> <p>Pronunciation Hints: <i>Cuántas</i>= <u>qwahn</u>-toass</p> <p><i>En total hay</i>= n toe-tahl eye</p> <p><i>dieciseis</i>= dee-<u>ace</u>-ee-sace (as in base)</p> <p>Assessment Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided.)</p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 

Episode 131: Lesson 2, *Juan y el tallo de la planta de maíz*

See card with Warm-up dialogue from episode 127.

Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . . Let the class practice counting to **veinte** (twenty) as you show the cards. 11-*once*, 12-*doce*, 13-*trece*, 14-*catorce*, 15-*quince*, 16-*diez y seis*, 17-*diez y siete*, 18-*diez y ocho*, 19-*diez y nueve*, 20-*veinte*

Bring two to seven students to the front of the room. Ask **¿Cuántas manos en total hay? ¿Cuántos ojos en total hay?** Change the number of students and repeat the question.

Have students come to the front of the room one at a time and count up to 15 by ones as they reach the front. Reverse the process by counting backwards from 15.

Handout the rhyme ***Dos y dos son cuatro***. Practice saying the rhyme. Once the class is comfortable with the words, add the clapping—one clap for every syllable.

Complete the remainder of the handout. Use counters to finish the patterns. Ask students to make up their own patterns for the rest of the class to complete. Say the numbers in Spanish or ask volunteers if they can say the numbers.

Objectives for day 3:

- 1) Students will indicate verbally or non-verbally comprehension of the Spanish numbers 1-20.
- 2) Students will be able to count objects in Spanish.

Connections to other subject areas:

- Math- numbers
- Math- counting
- Social studies- food in some Spanish-speaking countries.

Materials Needed:

- Video of Episode 131 (set to point where *Ratoncito* and *Niña* are discussing tortillas.

Assessment:

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

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. Begin the class by saying: *Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . .* Let the class practice counting to **veinte** (twenty) as you show the cards. 11-*once*, 12-*doce*, 13-*trece*, 14-*catorce*, 15-*quince*, 16-*diez y seis*, 17-*diez y siete*, 18-*diez y ocho*, 19-*diez y nueve*, 20-*veinte*.

2. Bring two to seven students to the front of the room. Ask *¿Cuántos zapatos hay en total?* (How many shoes are there total?) Change the number of students and repeat the question.

3. Have students come to the front of the room one at a time and count up to 15 by ones as they reach the front. Reverse the process by counting backwards from 15.

4. **Cultural Awareness: Tortillas**

~~This SALSA video spotlights corn tortillas and how they are made. Show the portion of the video with Ratoncito and Niña.~~

Transcript for *Tortillas*

Ratoncito: *Vamos a comer tortillas.* We are going to eat tortillas.

Niña: *Hola. Me gustan las tortillas. Tortillas de maíz.*

Hello. I like tortillas. Corn tortillas.

Niña: *¡Qué deliciosas!* Delicious!

You can buy bags of flour to make corn tortillas* in your class with your students, or simply buy the corn tortillas already made. Heat the tortillas in the microwave and serve them warm. Add butter for more flavor or melt some cheese in the middle to make a quesadilla and serve with salsa. Enjoy with your class and practice saying *¡Qué deliciosas! Me gustan las tortillas de maíz.*

*Some brands come prepared. All you do is add water.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 131: Lesson 3, *Juan y el tallo de la planta de maíz*

See card with Warm-up dialogue from episode 127.

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

Bring two to seven students to the front of the room. Ask **¿Cuántos zapatos hay en total?** Change the number of students and repeat the question.

Have students come to the front of the room one at a time and count up to 15 by ones as they reach the front. Reverse the process by counting backwards from 15.

Cultural Awareness: *Tortillas*. Show the section of the video that demonstrates the making of corn tortillas. Discuss the process with your class. Enjoy tasting some with your class and practice saying
¡Qué deliciosas! Me gustan las tortillas de maíz.

Objectives for day 4

Students will indicate comprehension of the Spanish culture in the lesson by listening to and discussing the part of the video about a girl from the Dominican Republic.

Connections to other subject areas:

- Literacy
- Geography

Materials needed:

- Video for Episode 131.

Assessment: (See assessments provided with this unit.)

Wyoming Standards:

2. Culture

2.1 Students demonstrate an awareness of products and practices in the target culture.

Sample Lesson for Day 4: (Estimated time: 25 minutes)

As for the other sample lessons, an “index-card” script is included with this episode.

Cultural Awareness: *República Dominicana*

From this point on the SALSA videos feature children and their families from various Latin American countries. Using a globe or a map, locate the Dominican Republic. Tell students that you are going to play the part of the video that shows a young girl. Her name is Elizabeth and she lives in the Dominican Republic.

Transcript for *República Dominicana*.

¡Hola!

Me llamo Elizabeth.

Tengo diez años.

Vivo en la República Dominicana.

Nos vamos a la playa.

Ésta es mi familia.

mi papá,

mi mamá,

mi hermana Isabel,

mi hermana Katie,

y mi hermano Luis Miguel.

Ésta es mi Tía María Luisa.

Me gusta mucho la playa.

¡Hasta luego!

Hello!

My name is Elizabeth.

I am ten years old.

I live in the Dominican Republic.

We are going to the beach.

This is my family.

my dad,

my mom,

my sister Isabel,

my sister Katie,

and my brother Luis Miguel.

This is my aunt Maria Luisa.

I like the beach very much.

If you have access to the internet in your classroom, computer lab, or school library you may want to have the class research the Dominican Republic. Ask your school or local librarian if he or she has a book on Sammy Sosa, a famous baseball player who plays for the Chicago Cubs and is from the Dominican Republic.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 131: Lesson 4, *Juan y el tallo de la planta de maíz*

Ask the students to watch and listen for the following, as they watch the video featuring the Dominican Republic:

How old is Elizabeth? *10 years old*

Is Elizabeth with her friends or her family? *her family*

Does Elizabeth like going to the beach? *yes*

Have students identify similarities and differences between what they see of the Dominican Republic and where they live.

Cultural Note: In the video you will see the family eating and drinking from a large green coconut. What we buy at the store is the seed. The seed is what you find inside of the large green shell that you see in the video.

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 131—JACK AND THE CORNSTALK

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>once</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>doce</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>trece</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>catorce</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>quince</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el maíz</i> .			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are differences among cultures.			Comprehension and cultural awareness of: -traditional foods from Spanish-speaking countries -greetings and leave takings -everyday experiences of a child from Dominican Republic.	

Correctives and Enrichments- Episode 131

Time	Lang.	Prep.	Description	Materials Needed
10-15	2	5	<p style="text-align: center;"><u>Addition Bingo</u></p> <p>With a simple Bingo card (the numbers 1-5 or 20), the teacher says addition (and/or subtraction) problems and student mark the appropriate square. Ex. Uno más tres The students cover the square with cuatro if it is on their cards. (To do subtraction, substitute menos for más.)</p>	Prepared Bingo cards.
Will vary.	1-2	5	<p style="text-align: center;"><u>Make My Bulletin Board Activity</u></p> <p>Provide paper and markers for every student. Ask them to find pictures of and information about the Dominican Republic to make a bulletin board about that country. You might want to provide a large map of South American to use, marking the location of the Dominican Republic.</p>	A map of South America. (pictures may be gathered by students)
Will vary.	1	0	<p style="text-align: center;"><u>Internet Research Activity</u></p> <p>Students can do research on the Dominican Republic in the library and/or on the Internet. A few sites: CIA site with facts: http://www.cia.gov/cia/publications/factbook/geos/dr.html Tourist site: http://www.dominicana-sun.com/ Official site: http://pegasus.cc.ucf.edu/~jtorres/domrep/domrep.html (has info on baseball and other interesting facts.)</p>	Internet access.

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.

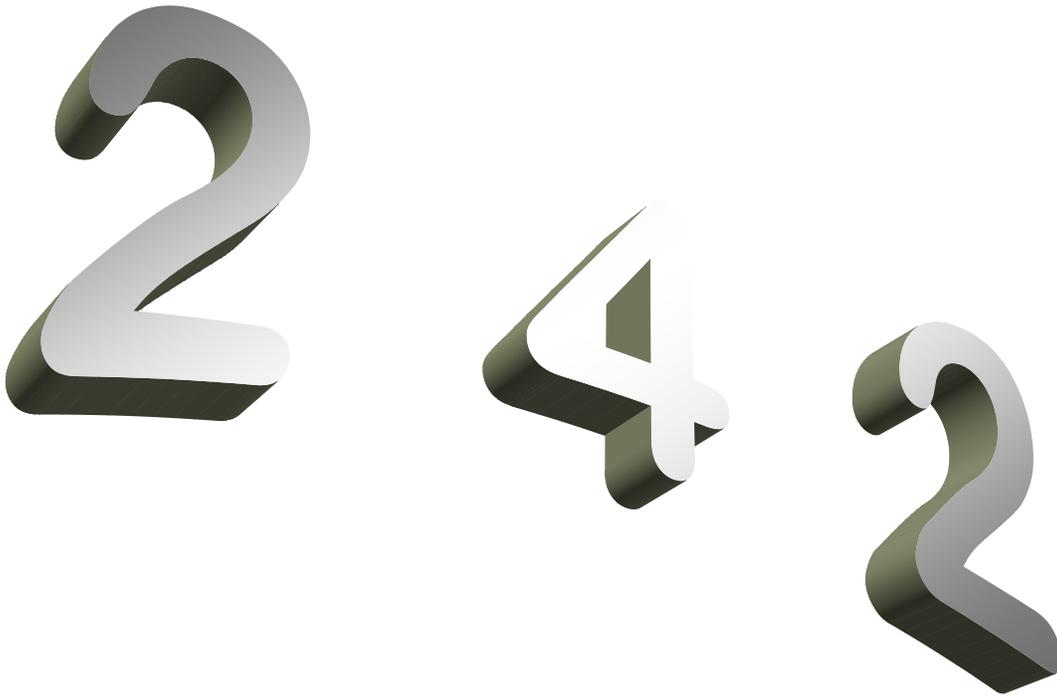
- | | |
|--------|---|
| 0..... | No preparation necessary. |
| 1..... | You'll need one picture or object. |
| 2..... | You'll need multiple pictures or objects. |
| 3..... | You'll need enough pictures or objects for every student. |
| 4..... | Requires you or your students to make materials. |
| 5.....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

Dos y dos son cuatro (traditional)

Two and two are four

*Dos y dos son cuatro,
Cuatro y dos son seis,
Seis y dos son ocho,
Y ocho dieciseis.*

Two and two are four,
Four and two are six,
Six and two are eight,
And eight are sixteen.



Use counters to help complete the pattern. Fill in the blanks.

1) Pattern: -1 15, 14, 13, 12, _____, _____, _____

2) Pattern: +3 3, 6, 9, 12, _____, _____, _____

3) Pattern: _____ 2, 4, 6, 8, _____, _____, _____

4) Pattern: _____ 3, 5, 7, 9, _____, _____, _____

Make your own pattern.

Pattern: _____ _____, _____, _____, _____, _____, _____, _____

SALSA

*SALSA, SALSA
es muy especial
con cuentos, juegos, música
y mucho más.*

*Con SALSA yo pronto
aprenderé
que tan fácil es decir:
uno, dos y tres.*

*SALSA, SALSA, estás en mi
corazón.*

*¡SALSA, SALSA, me gusta el
español!*

SALSA

SALSA, SALSA
is very special
with stories, games, music,
and so much more.

On SALSA, you soon
will learn
how easy it is to say:
one, two, and three.

SALSA, SALSA, you are in my
heart!

SALSA, SALSA, I like Spanish!

Vocabulary Cards

Episode 131

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

once

doce

trece

catorce

quince

el maíz

Episode Transcript

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

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

Once there, click on episode transcripts, then on **201**. (click once only)
You can then print out the transcript.

Important: Beginning with episode 131, WyFLES uses a different numbering system than does Georgia Public Television:

<u>Our Materials</u>	<u>GPB Materials</u>
131.....	201
132.....	202
133.....	203
134.....	204
135.....	205
136.....	206
137.....	207
138.....	208
139.....	209
140.....	210
141.....	211
142.....	212

Note: The reason for this difference in numbering is that Georgia Public Television, when developing the 42 episodes did so in two segments. The first episodes (101-130) were developed as one "package." The second group of episodes (131-142) was developed as another package. There were originally plans to produce more

episodes, but the grant monies ran out before that could be accomplished.

SALSA EPISODES 131-136

Dear Parent:

As a second grader in the WyFLES Program (Wyoming Foreign Language in the Elementary School Program) your child is learning elementary Spanish through a series of videos and supporting materials. The primary objectives of this early learning experience are to introduce your child to a new language, its sounds, and the cultures of the people who speak it.

In these episodes of the SALSA video series, your child will be exposed to the Spanish language through variations on the story of Jack and the Beanstalk, or Jack and the Cornstalk. (*Juan y tallo de la planta de maíz*). In these six episodes the story evolves gradually, recycling the Spanish vocabulary, using it in various contexts. Because the words are used repeatedly in a familiar context, your child will be able to follow and enjoy the story even though no English is used.

- Episode 131 is a variation of the traditional story acted out by puppet characters. The smallest of the three goats is sent out by the others to buy pizza, but on his way back with the pizzas, he is convinced to trade them for some magic pieces of corn. Of course, this leads to a corn stalk that reaches up to the heavens. When he climbs the cornstalk, he finds the home of the Monster (introduced in early episodes) who gives him pizza to take home to the other goats.
- In Episode 132 everyone is frightened by the Monster, who is angry because his computer isn't working.
- In Episode 133 the Monster's computer is working fine but his pet fish isn't feeling well. All the characters work to help the fish find a friend so he will be happy.
- In Episode 134 the Monster throws objects out of his house, injuring the characters below, so he has to learn about the dangers of littering.
- In Episode 135 the characters plot a surprise party for one of their friends.
- In Episode 136 the characters review the Spanish words the children have been learning through a quiz show pitting the Monster against the three bears and the three goats.

The objectives of this six-episode sequence are to develop further your child's ability to understand and imitate spoken Spanish. Although there are many other Spanish words and expressions used in the SALSA videos, the following words are the *focus* vocabulary for these lessons.

Greetings and Polite Expressions:	(Review)
<i>Hola</i>	Hello
<i>¿Como estás?</i>	How are you?
<i>Muy bien, gracias.</i>	Very well, thank you.

<i>Estoy bien.</i>	I am well.
<i>Estoy mal.</i>	I am not well.
<i>Así, así.</i>	(I am) so so.
<i>Hasta luego</i>	See you later
<i>Adiós</i>	Goodbye
<i>Gracias</i>	Thank you
<i>De nada</i>	You're welcome
<i>Por favor</i>	Please

Numbers:	<i>uno</i>	one
	<i>dos</i>	two
	<i>tres</i>	three
	<i>cuatro</i>	four
	<i>cinco</i>	five
	<i>seis</i>	six
	<i>siete</i>	seven
	<i>ocho</i>	eight
	<i>nueve</i>	nine
	<i>diez</i>	ten
	<i>once</i>	eleven
	<i>doce</i>	twelve
	<i>trece</i>	thirteen
	<i>catorce</i>	fourteen
	<i>quince</i>	fifteen
	<i>dieciséis</i>	sixteen
	<i>diecisiete</i>	eventeen
	<i>dieciocho</i>	eighteen
	<i>diecinueve</i>	nineteen
	<i>veinte</i>	twenty

Other words:	<i>El maíz</i>	corn
	<i>El pez</i>	fish
	<i>Arriba.</i>	Up.
	<i>Abajo</i>	Down
	<i>El pájaro</i>	bird
	<i>Negro</i>	black (adjective)

Expressions:	<i>Estoy enojado.</i>	I am angry. (for a boy)
	<i>Estoy enojada.</i>	I am angry. (for a girl)
	<i>Tengo miedo.</i>	I am afraid.
	<i>Estoy bien.</i>	I'm well.
	<i>Estoy mal.</i>	I'm not well.

Included with this letter is a *WyFLES Home Information and Practice* sheet. We encourage you to make this a fun activity where you and your child learn together. We also encourage you *not* to make this a high pressure activity for your child but rather one in which your child can share with you what he or she is learning in school. Once the sheet is completed, please sign and return it to me for inclusion in his or her portfolio of learning.

If you have questions, please contact me at

WYFLES HOME INFORMATION
AND PRACTICE SHEET
EPISODES 131-136

Child's Name _____

I can count from one to twenty or higher
in Spanish.
guardian:

Date:
Signature of parent or

(see letter for numbers in
Spanish)

I can say "hello" and "see you later"
in Spanish.
guardian:

Date:
Signature of parent or

(hello= *hola*, see you later= *hasta*
luego)

I can say "thank you" and "you're
welcome" in Spanish.
guardian:

Date:
Signature of parent or

(thank you= *gracias*,
you're welcome= *de nada*)

I can say "I'm angry" and "I'm afraid"
in Spanish.

Date:

Signature of parent or guardian:

(I'm angry= *Estoy enojado or*
enojada. I'm afraid- *Tengo miedo*.)

I can say "I'm well. " and
"I'm bad/not well" in Spanish.

Date:

Signature of parent or guardian

(I'm well= *Estoy bien.*

(I'm not well/bad= *Estoy mal.*)
