

WyFLES Teachers' Materials
SALSA Episode 132

Table of Contents: SALSA Episode 132

- I. Recommended pacing for Episode 132.
- II. A list of the focus vocabulary words for this episode.
- III. A list of the characters.
- IV. A synopsis of the story.
- III. The Wyoming Foreign Language Standards addressed by this episode.
- IV. The student learning objectives.
- V. Four sample lesson plans with teacher-script index cards.
- VI. Suggested web sites.
- VII. An individual student-assessment checklist.
- VIII. A class-assessment spread sheet.
- IX. Correctives and enrichments.
- X. Additional vocabulary used in this episode.
- XI. Black line master for vocabulary cards.
- XII. Instructions for obtaining an English-Spanish script of Episode 132.
- XIII. Vowel Rhyme from video.
- XIV. Counting Poem *Los necesitos*.

Sample Pacing of Episode 132

Second Grade

Week One:

- Show the video Episode 132 all the way through.
- Show the video again using active viewing techniques.
- 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.
- 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 provided.

Unit Theme:

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

Focus Vocabulary:

- *enojado/enojada* (angry, masc.,fem.)
- *Tengo miedo.* (I'm afraid.)

Characters/Personajes:

- *Monstruo* (Monster)
- *Chivo Grande*
- *Chivo Mediano*
- *Chivo Pequeño*
- *Papá Oso*
- *Mamá Osa*
- *Bebé Oso*
- *Lobo* (Wolf)
- *Niña* (Girl)
- *Reynaldo*
- *Perro*
- *Ratoncito* (Rat)
- *Maíz* (Corn)

Synopsis

The Monster (in the sky) is angry, and his bellows make everyone below afraid. One by one, the people climb up the cornstalk, led by *Chivo Pequeño*, never to return! Finally, *Chivo Mediano*, who originally ran away in fright at the terrible screams, climbs the cornstalk, to find that the Monster is angry because his computer won't work. He fixes the computer, saving the day!

Writing Standards:**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 132. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 132 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. When students are comfortable with the conversation, remove the puppets and let the students practice the conversation with each other.
 - 1st Student: *Buenos días*, (puppet's/student's name.) Good morning, _____.
(Or *Buenas tardes*, as appropriate.) Good afternoon
 - 2nd Student: *Buenos días*, (puppet's/student'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 lástima! 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) Expressions of feelings.
 2) Questions regarding feelings.

Connections

- Literacy

Materials Needed:

- Video of Episode 132

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. Refer to the SALSA video where *Ratoncito* introduces the segment *Vamos a la escuela* (Let’s go to the school). Watch the video segment. Repeat the segment and practice the words as the class practices the words with the teacher—*triste* (sad), *contento* (happy), and *enojado* (mad). Ask the students the following: *¿Cómo está Pepo? ¿Está triste? No, no está triste. ¿Está contento? Sí, está contento. ¿Está enojado? Sí, está enojado.* (How is Pepo? Is he sad? No, he isn’t sad. Is he happy? Yes, he is happy. Is he mad? Yes, he is mad.)

Translation for video segment:

Hola, Pepo.

Hello, Pepo.

¿Cómo estás?

How are you?

¿Estás triste?

Are you sad?

Triste, no.

Sad, no.

¿Estás contento? Sí.

Are you happy? Yes.

¿Cómo está Pepo?

How is Pepo?

Contento.

Happy.

Todo el mundo. Contento.

Everyone. Happy.

Pero fíjate que el ahora está enojado.

But take notice that now he is mad.

Todo el mundo. Enojado.

Everyone. Mad.

3. The theme of feelings is repeated throughout the story of Jack and the Cornstalk. Divide the class in half by having students count *uno/ dos*. Have one half of the class practice the phrase: *¿Cómo estás?* (How are you?) The other half will practice *Estoy bien* (I’m fine). Once the class is comfortable with the phrases, have the students mingle with each other. The only words they can say to each other are the practiced phrases, each group saying their respective practiced phrase. Allow one or two minutes for the students to mingle and then call the groups back. Switch the half that had questions to a new phrase, such as *Estoy así así*. The group that had the phrase before will now ask *¿Qué pasa?* Once again allow the students to mingle repeating only the phrases practiced. See the following for other combinations or variations.

¿Cómo estás? or *¿Qué pasa?* (How are you? or What’s up?)



Estoy bien. Estoy así así. Estoy mal. Estoy cansado. Tengo hambre. Tengo miedo. (I’m fine. I’m okay. I’m feeling bad. I’m tired. I’m hungry. I’m scared.)

Notes:

Pronunciation Hint:

Enojado=
n-oh-hah-doh

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 132: Lesson 1, ¡El Monstruo está enojado! The Monster is Angry</p>
<p>See card with Warm-up dialogue from episode 127.</p>
<p>After watching the video section called Vamos a la escuela, ask the following questions:</p> <ul style="list-style-type: none">¿Comó está Pepo?¿Está triste? No, no está triste.¿Está contento? Sí, está contento.¿Está enojado? Sí, está enojado.
<p>Divide the class into two groups. Assign one group a question and the other group the answer. After practicing the question and answer, let the groups mingle. Switch after one to two minutes of practice.</p> <p>Question: ¿Comó estás? or ¿Qué pasa? Response: Estoy bien. Estoy así, así. Estoy mal. Estoy cansado. Tengo hambre. Tengo miedo.</p>

Objectives for day 2:

Students will indicate comprehension of Spanish numbers by:

- counting to 20.
- holding up a number as it is called out.
- adding and subtracting numbers between one and twenty.

Connections to other subject areas:

- Math- counting
- Math- addition
- Math-subtraction

Materials needed:

- Index cards

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary.
(See assessments for 130)

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. 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*
2. Have students come to the front of the room one at a time and count up to 20 by ones as they reach the front. Reverse the process by counting backwards from 20.
3. Use the index cards from the previous episode with the numbers 0-9. Tell the students to lay them on their desks in order. Ask the students to say a number in Spanish for the rest of the class to hold up or say *Muéstrame el número tres.* (Show me the number three.) The students hold up the card and show the correct number. Check that the students are showing the right number.
4. Hold up addition/subtraction cards or write addition/subtraction sentences on the board and say “*ocho más cuatro son ____*” or “*ocho menos cuatro son ____*.) Tell the students to hold up the correct answer. Call on students and ask them to say their number in Spanish. Save the cards in a baggy to use for future lessons or practice.

Notes:

Pronunciation Hint:

Mas= mahss

Menos= may-noass

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

THE TEACHER SAYS  AND (DOES) 

Episode 132: Lesson 2, *¡El Monstruo está enojado!* The Monster is Angry

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**

Have students come to the front of the room one at a time and count up to 20 by ones as they reach the front. Reverse the process by counting backwards from 20.

Use the index cards used from the previous episode with the numbers 0-9. Ask the students to say a number in Spanish for the rest of the class to hold up or say **Muéstrame el número tres**. Check that the students are showing the right number.

Hold up addition/subtraction cards or write addition/subtraction sentences on the board and say “**ocho más cuatro son 12 or catorce menos siete son 7**.” Tell the students to hold up the correct answer. Call on students and ask them to say their number in Spanish. Save the cards in a baggy to use for future lessons or practice.

Objectives for day 3:

- 1) Students will work in small groups to use descriptive adjectives (colors and numbers) to describe objects in a book they create.
- 2) Students will share the books they create.

Connections to other subject areas:

- Literacy
- Art

Materials Needed:

- Materials for the students to make their books. (construction paper, staples, yarn or twine, for example)

Assessment:

Observe the students for verbal or non-verbal comprehension of what their groups are doing as they create a counting book.

Sample Lesson for Day 3: (Estimated time: 25 minutes)

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

Have students work in small groups to make counting books.

1. Start by reading a counting story or showing a counting picture book.
2. Divide students into groups to work on the counting book. Have each group make a plan for its book. Suggest that each student share his or her ideas with the group. Ask the students how they can use numbers, colors, or objects to describe what they see on the page. Example: *un oso rojo, dos osos azules, tres osos verdes, etc.* Encourage creativity with this project. You may want to brainstorm with the class Spanish words that can be used for their book.
3. When each group has had their plan approved by the teacher, students can begin to put their books together. Use construction paper to make the pages of their books. Show students how to use staples, yarn, or twine to bind their pages.
4. Share the books with the class and add to the classroom library.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 132: Lesson 3, ¡El Monstruo está enojado! The Monster is Angry

Have students work in small groups to make counting books..

1. Start by reading a counting story or showing a counting picture book.
2. Divide students into groups to work on the counting book. Have each group make a plan for its book. Suggest that each student share their ideas with the group. Ask the students how can they use numbers, colors, or objects to describe what they see on the page. Example: ***Hay un oso rojo, dos osos azules, tres osos verdes, etc.*** Encourage creativity with this project. You may want to brainstorm with the class Spanish words that can be used for their book.
3. When each group has had their plan approved by the teacher, students can begin to put their book together. Use construction paper to make the pages of their books. Show students how to use staples, yarn, or twine to bind their pages.
4. Share the books with the class and add to the classroom library.

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 132.

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*

Use a globe or a map and ask a student to locate the Dominican Republic. Tell students that you are going to play the section of the video that shows a young girl. Her name is Elizabeth and she lives in the Dominican Republic.

Transcript for *República Dominicana*.

¡Hola!

Hello!

Me llamo Elizabeth.

My name is Elizabeth.

Tengo diez años.

I am ten years old.

Vivo en la República Dominicana.

I live in the Dominican Republic.

Esta es mi clase de matemáticas.

This is my mathematics class.

Como con mis amigas.

I eat with my friends.

Busco libros.

I look for books.

Juego con mis amigas y mis hermanas.

I play with my friends and sisters.

¡Hasta luego!

Ask the students questions about the video. *¿Dónde está Elizabeth?* (Where is Elizabeth?) *¿Elizabeth está comiendo con su familia o sus amigas?* (Is Elizabeth eating with her family or with her friends?) *¿Elizabeth está nadando o buscando libros?* (Is Elizabeth playing at the beach or is she looking for books?) *¿Elizabeth está jugando en la playa o con sus amigas y sus hermanas?* (Is Elizabeth playing at the beach or is she playing with her friends and sisters? (see index cards for answers)

If you have time, ask students to discuss similarities and differences between what they saw on the video and life in the US. Some may want to follow up with an Internet search for information on the Dominican Republic.

Interesting web sites for the Dominican Republic:

<http://www.domrep.org>

<http://www.dominican-rep.com>

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 132: Lesson 4, ¡El Monstruo está enojado! The Monster is Angry

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

- 1) Where is Elizabeth at the beach or in her mathematics class?

¿Dónde está Elizabeth?

mathematics class or *la clase de matemáticas*

- 2) Is Elizabeth eating with her family or her friends?

¿Elizabeth está comiendo con su familia o sus amigas?

Con sus amigas. (With her friends.)

- 3) Is Elizabeth swimming or looking for books?

¿Elizabeth está nadando o buscando libros?

Ella busca libros. (She is looking for books.)

- 4) Is Elizabeth playing at the beach or is she playing with her friends and sisters?

¿Elizabeth está jugando en la playa o con sus amigas y sus hermanas?

Ella juega con sus amigas y sus hermanas. (She plays with her friends and sisters.)

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 132—THE MONSTER IS ANGRY

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish words <i>estoy enojado/a.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>tengo miedo.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>contento/a.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>triste.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>¿Qué pasa?</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>me gusta.</i>			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are differences among cultures.			Comprehension and cultural awareness of: -everyday experiences of a child from Dominican Republic.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
132	<u>Nouns/ adjectives</u> La computadora	The computer.
	<u>Expressions/ phrases</u> ¿Por qué? ¡Vámanos! ¡Qué delicioso! Con permiso. A mí también.	Why? Let's get out of here! Delicious! Excuse me. Me too.
	<u>Sentences</u> Estoy enojado. Necesito la computadora. ¿Quieres dulces? ¿Qué es eso? Aquí tienes agua. Estoy cansado. El monstruo está enojado. ¿Estás enojado? ¿Adónde vamos? Ésta es la casa del Monstruo. Tengo pastel para ti. ¿Por qué estás enojado? Porque mi computadora no funciona.	I'm angry. I need the computer. Want some candy? What is that? Here is some water. I'm tired. The monster is angry. Are you angry? Where are we going? This is the Monster's house. I have cake for you. Why are you angry? Because my computer won't work.

Correctives and Enrichments- Episode 132

Time	Lang.	Prep.	Description	Materials Needed
10-15	1	1	<p style="text-align: center;"><u>Incorrect Math Facts Activity</u></p> <p>Teacher reads a math fact while pointing to the number answer. Students may either say the correct answer or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Dos más dos son cinco. ¿Sí o no?</i> Students: <i>No, cuatro.</i> (or thumbs up, down)</p>	Math facts.
10-15.	1	3	<p style="text-align: center;"><u>Numbers Card Game</u></p> <p>Bring photocopied sets of “cards” with numbers 1-30 on them. Students use as a card game, stating which numbers they have. For example, <i>”Tengo veinte y uno.”</i> This has many variations once the cards are made.</p>	
Varied	1	1	<p style="text-align: center;"><u>Major League Baseball Players from the Dominican Republic</u></p> <p>The Dominican Republic contributes more baseball players to pro baseball than another other country except the U.S. Students interested in baseball can do a Google search: <i>Baseball players from the Dominican Republic</i> to find out more. Just a few players they might know: Julio Franco (Rangers) Manny Ramirez (Red Sox) Matty Alou (Pirates) Rico Carty (Braves) Sammy Sosa (Cubs)</p>	Internet connection.

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.

La República Dominicana- SALSA Episode 132

<i>¡Hola!</i>	Hello!
<i>Me llamo Elizabeth.</i>	My name is Elizabeth.
<i>Tengo diez años.</i>	I am ten years old.
<i>Vivo en la República Dominicana.</i>	I live in the Dominican Republic.
<i>Ésta es mi clase de matemáticas.</i>	This is my mathematics class.
<i>Como con mis amigas.</i>	I eat with my friends.
<i>Busco libros.</i>	I look for books.
<i>Juego con mis amigas y mis hermanas.</i>	I play with my friends and sisters.
<i>¡Hasta luego!</i>	See you later!

LOS PECESITOS

Cuando el reloj marca la una
los pecesitos comen las uvas.

Cuando el reloj marca las dos
los pecesitos dicen adiós.

Cuando el reloj marca las tres
los pecesitos suben al tren.

Cuando el reloj marca las cuatro
los pecesitos usan zapatos.

Cuando el reloj marca las cinco
los pecesitos hacen amigos.

Cuando el reloj marca las seis
los pecesitos juegan con papel.

Cuando el reloj marca las siete
los pecesitos cepillan sus dientes.

Cuando el reloj marca las ocho
los pecesitos se encuentran al monstruo.

Cuando el reloj marca las nueve
los pecesitos toman la leche.

Cuando el reloj marca las diez
los pecesitos traen pastel.

Cuando el reloj marca las once
los pecesitos juegan con un bote.

Cuando el reloj marca las doce
los pecesitos cuentan hasta doce.

Uno, dos, tres, cuatro, cinco, seis,
siete, ocho, nueve, diez, once, doce.

THE LITTLE FISHES

When the clock points to one,
The little fishes eat grapes.

When the clock points to two,
The little fishes say goodbye.

When the clock points to three,
The little fishes get on the train.

When the clock points to four,
The little fishes put on their shoes.

When the clock points to five,
The little fishes make friends.

When the clock points to six,
The little fishes play with paper.

When the clock points to seven,
The little fishes brush their teeth.

When the clock points to eight,
The little fishes encounter a monster.

When the clock points to nine,
The little fishes drink milk.

When the clock points to ten,
The little fishes bring cake.

When the clock points to eleven,
The little fishes play with a boat.

When the clock points to twelve,
The little fishes count to twelve.

One, two, three, four, five, six,
seven, eight, nine, ten, eleven,
twelve.

VOWEL RHYME



A A A mariquita ya se va.

E E E mariquita ya se fue.

I I I mariquita no está aquí.

O O O mariquita ya llegó.

U U U mariquita, está en el Club.

Tomando refrescos Country Club.

Glu, Glu, Glu.



A A A The ladybug is now leaving.

E E E The ladybug has already left.

I I I The ladybug is not here.

O O O The ladybug is now here.

U U U The ladybug is in the Club.

Drinking Country Club* with you.

Glu, Glu, Glu.

*A popular soft drink from this country.



Vocabulary Cards

Episode 132

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

estoy enojado/a

tengo miedo

contento/a

triste

¿Qué pasa?

me gusta

Episode Transcript

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 **202**. (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>WyFLES 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.