

WyFLES Teachers' Materials SALSA Episode 133

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Sample Pacing of Episode 133

Second Grade

Week One:

- Show the video Episode 133 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:

- *el pez* (fish)
- *Estoy bien.* (I'm well.)
- *Estoy mal.* (I'm not well.)

Characters/Personajes:

- *Pez* (Fish)
- *Reynaldo* (the 2nd fish)
- *Ratoncito* (Rat)
- *Niña* (Girl)
- *Mamá Osa*
- *Papá Oso*
- *Bebé Oso*
- *Los tres chivos*
- *Perrito* (Puppy)
- *Perro* (Dog)
- *Monstruo* (Monster)
- *Doctor* (male doctor)
- *Doctora* (female doctor)
- *Maíz* (Corn)
- *Ardillas* (Squirrels)

Synopsis

The Monster is very happy in his home, but his pet fish Reynaldo seems to be unwell. The Monster worries and worries, while his friends try to make Reynaldo feel better. *Chivo Grande* brings him a pizza, but fish don't like pizza. The Monster decides to play fetch with him, but fish aren't dogs and can't fetch. Finally, the Girl brings the doctors. They decide that Reynaldo is lonely and needs a friend

Essential Activities:

- 1) Watch the SALSA series guide for Episode 133. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 133 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 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 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:

1. Communication—

Students communicate in a language other than English to exchange information.

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:

1. demonstrate verbally or non-verbally comprehension of: the two forms of “you” and how they should be used;
2. Indicate verbally or non-verbally comprehension and cultural awareness of the importance of using language properly to indicate respect or familiarity.
3. Answer the question “How are you?” appropriately.

2. Refer to the second segment in SALSA that is not a part of the main story. Play the portion in class showing different ways to ask, “How are you?” and the different responses. Ask the students to listen for different ways to say, “How are you?” in Spanish.

- *¿Cómo estás?* How are (you)?
- *¿Cómo estás tú?* How are you? (informal)
- *¿Cómo está usted?* How are you? (formal)
- *¿Cómo están ustedes?* How are you all?

3. *¿Cómo estás?* vs. *¿Cómo estás tú?* These two are essentially saying the same thing. In the first question the *tú* is inferred. Have students practice saying either one with the puppet dialogue. Explain that either is acceptable.

4. *Tú* vs. *usted*. *Usted* is an indication of respect used with older people or people with authority. *Tú* is used when talking to family members, friends, or peers. The students should address you with *usted*. Give examples of when it is appropriate to use both forms of *you*. You may want to invite the principal or another adult to stop in so that the students can practice using *usted*.

5. With this episode you will find a blackline master for a student book titled *¿Cómo estás?* Make copies for each of your students.

6. View the same section of the video mentioned in #2. Ask students to listen to the different responses to the question *¿Cómo estás?*

- *Estoy bien.* I’m fine.
- *Estoy mal.* I am not well.
- *Estoy así, así.* I’m okay.
- *Tengo mal día.* I’m having a bad day.

7. Hand out the book *¿Cómo estás?* to your students. Read the book together in class. Discuss the different feelings. Have the students express each emotion. After reading the book let the students draw faces illustrating each emotion. Let the students take the books home to share with their families.

Notes:

Connections

- Literacy

Materials Needed:

- Video of Episode 133.
- Student book (blackline master included)



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.)

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 133: Lesson 1, <i>Todo el mundo necesita un amigo</i>/ Everybody Needs a Friend</p>
<p>See card with Warm-up dialogue from episode 127.</p>
<p>Refer to the second segment in SALSA that is not a part of the main story. Play the portion in class showing different ways to ask, “How are you?” and the different responses. Ask the students to listen for different ways to say, “How are you?” in Spanish.</p>
<p>Have students practice saying <i>¿Cómo estás?</i> or <i>¿Cómo estás tú?</i> with the puppet dialogue.</p>
<p>Give examples of when it is appropriate to use <i>tú</i> and <i>usted</i>.</p>
<p>View the same section of the video mentioned in #2. Ask students to listen to the different responses to the question <i>¿Cómo estás?</i></p>
<p>Hand out the book <i>¿Cómo estás?</i> to your students. Read the book. Discuss the different feelings. Let the students draw faces illustrating each emotion.</p>

Objective for day 2:

Students will indicate comprehension of a simple scene in Spanish (Let's Go to the Zoo) by discussing what they have seen. (Depending on the activity the teacher chooses, the objectives may differ.)

Connections to other subject areas:

- Literacy
- Science- animals of Central and South America.
- Social Studies- effects of animals on the cultures of Central and/or South America.

Materials needed:

- Video of Episode 133

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the

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. Watch the portion of the SALSA video with *Ratoncito* entitled *Vamos a zoológico*.

Transcript for *Vamos al zoológico*. (We are going to the zoo.)

*Mira. Una llama.
 Cómo se llama, llama?
 Pájaros.
 Me gustan los pájaros.
 ¡Qué colores!
 Amarillo.
 Verde.
 Hay una serpiente.
 Sí, es muy grande.
 Estos son los monos.
 Estoy cansada.
 Yo también.*

Look. A llama.
 What is your name, llama?
 Birds.
 I like birds.
 What colors!
 Yellow.
 Green.
 Here is a snake. (serpent)
 Yes, it is very big.
 These are the monkeys.
 I am tired.
 So am I.

2. Depending on time, interest, and available resources several things can be done with this portion of the video.

- A comparison can be done of animals native to South America with animals native to North America or it can be narrowed to the animals from your region.
- A unit of study could be done on the rainforest and the animals native to this environment.
- Students could research llamas and the impact that they have had on the South American culture.
- Your class could visit your local zoo and observe the animals native to South America. Have each students choose an animal after visiting the zoo and do a short report on his or her animal.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 133: Lesson 2, *Todo el mundo necesita un amigo*/ Everybody Needs a Friend

See card with Warm-up dialogue from episode 127.

Watch the portion of the SALSA video with *Ratoncito* entitled
Vamos al zoológico.

Choose one of the activities from the teacher's manual as a follow up.

Objectives for day 3:

- 1) Students will count by fives;
- 2) Students will demonstrate verbally or nonverbally comprehension of the basic colors;
- 3) Students will demonstrate comprehension of addends in math.

Connections to other subject areas:

- Math- counting
- Music- singing
- Math- addends

Materials Needed:

- Counters
- Blackline master with numbers copied for students
- Video of 133
- Blackline masters *Pon un círculo...* and *Numbers and Colors* for each student.

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. Distribute counters out to the students. Have the students count out *quince*. Ask the students to divide the group of *quince* into three equal parts. Once the counters have been divided into three groups of five, have the students count by fives to *quince*, (i.e., *cinco*, *diez*, *quince*). Extend the activity by asking the students to find out how many groups of five can be made from *veinte* (20), *veinticinco* (25), *treinta* (30), etc.
2. Make a copy of the blackline master with the numbers and the corresponding words, preferably on heavyweight paper. Cut the numbers separately from the words. Mix the cards up and hand out one card to each student. Tell the students that everyone has a partner. They must find their match and bring their cards to you to check. Repeat this activity several times to give students different numbers to find.
3. Watch the portion of the video where the students sing the “Color Song”. The words to the song can be found with this episode. You can either make copies for the class or see if they recognize the words that the students are singing. Practice singing the song with the video. Turn the sound off and point to different colors in the video. Ask the students to say the color in Spanish.
4. There are two blackline masters included in this unit that can be printed back to back (*Pon un círculo.../ Numbers and Colors*). Make copies for the class and use as an in-class assignment or for homework.
 Prepare the students by listing the number words for *diez*, *once*, *doce*, *trece*, *catorce*, and *quince*. Next to each word ask the students to supply a pair of addends whose sum is that number. Refer to the handout and ask the students to look at the first word. Ask them to read the word, *doce*. Tell the students to find two numbers on the line whose sum are 12 and put a circle around them. Read the directions on the second page. Let the students complete the handout.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 133: Lesson 3, *Todo el mundo necesita un amigo*/ Everybody Needs a Friend

See card with Warm-up dialogue from episode 127.

Using counters have the students count out *quince* and count by fives, (*i.e., cinco, diez, quince*). Find out how many groups of five can be made from *veinte* (20), *veinticinco* (25), *treinta* (30), *etc.*

Mix the cards with the numbers and the words. Hand out one card to each student. Tell the students that everyone has a partner. They must find their match and bring their cards to you to check. Repeat this activity several times to give students different numbers to find.

Sing the "Color Song" with the SALSA video.

List the number words for *diez, once, doce, trece, catorce*, and *quince*. Next to each word ask the students to supply a pair of addends whose sum is that number. Review the handout with the students and let them complete on their own.

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 boy from the Dominican Republic.

Connections to other subject areas:

- Literacy
- Geography

Materials needed:

- Video for Episode 133.

Assessment: (See assessments provided with this unit.)

**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. Locate the capital, Santo Domingo. Tell students that you are going to play the part of the video that shows a young boy. His name is Gordy and he lives in the capital city of the Dominican Republic.

Transcript for *República Dominicana*.

¡Hola!

Hello!

Me llamo Gordy.

My name is Gordy.

Tengo diez años.

I am ten years old.

Vivo en Santo Domingo, la República Dominicana.

I live in the Dominican Republic.

Ésta es mi casa.

This is my house.

Vivo aquí con mi mamá, mi papá, mi hermano, Diego, y mi hermano, Alberto.

I live here with my mom, my dad, my brother, Diego, and my brother, Alberto.

Paseo en bicicleta.

I ride my bicycle.

¡Mami, qué vamos a comer esta noche?

Mommy, what are we going to eat tonight?

Paella. (A popular Spanish dish.)

Me gusta mucho ayudar a mi mamá.

I like to help my mom a lot.

Paella. ¡Qué rico!

Paella. How delicious!

Hasta luego.

Ask the students to watch for the following pieces of information See the Index Card for the questions and answers in Spanish.

- 1) How old is Gordy? (He is ten years old.)
- 2) How many brothers does Gordy have? (He has two brothers.)
- 3) What does Gordy like to do? (He likes to ride his bike or He likes to help his mom.)

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 133: Lesson 4, *Todo el mundo necesita un amigo/ Everybody Needs a Friend*

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

1) How old is Gordy?

¿Cuántos años tiene Gordy? Tiene diez años. (He is ten years old.)

2) How many brothers does Gordy have?

¿Cuántos hermanos tiene Gordy? Tiene dos hermanos. (He has two brothers.)

3) What does Gordy like to do?

¿Qué le gusta hacer Gordy? Le gusta pasear en su bicicleta OR Le gusta ayudar a su mamá. (He likes to ride his bike or He likes to help his mom.)

After watching the video, go over the questions and answers.

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 133—EVERYBODY NEEDS A FRIEND

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>el pez/ los peces.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el perro.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>estoy bien.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>estoy mal.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>estoy así, así.</i>			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>¿Cómo estás?</i>			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are differences among cultures.			Comprehension and cultural awareness of: -Animals native to Latin America. -Everyday experiences of a child from Dominican Republic.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
133	<u>Expressions/ phrases</u>	
	!Qué bonito!	How pretty (that is)!
	¡Socorro!	Help!
	Para arriba.	Up.
	Para abajo.	Down
	¡Vámanos!	Let's go!
	<u>Sentences</u>	
	¿Te gusta?	Do you like it?
	Qué buen perro eres.	What a good dog you are.
	Ya voy.	I'm coming.
	¿Necesitas agua?	Do you need water?
	¿Qué necesitas?	What do you need?
	¿Adónde vas?	Where are you going?
¿Adónde vamos?	Where are we going?	
Voy para arriba.	I'm going up.	
Voy para abajo.	I'm going down.	

Correctives and Enrichments- Episode 133

Time	Lang.	Prep.	Description	Materials Needed
10-15	2	2	<p style="text-align: center;"><u>Sense of the Sentence Game</u></p> <p>For students making complete sentences in Spanish, this activity can be a fun and challenging game. Take a sentence from the enrichment vocabulary, cut it into four pieces, and give one part to four individual students. Have them work as a group to form the sentence by arranging themselves and saying the sentence.</p>	Sentences cut up or put on index cards, one work per card.
10	2	5	<p style="text-align: center;"><u>Addition Bingo</u></p> <p>With a simple Bingo card (1-20 or beyond), the teacher says addition (and/or subtraction) problems and student mark the appropriate square. Ex. Uno más tres son The students cover the square with cuatro if it is on their cards. (To do subtraction, substitute menos for más.)</p>	Prepared Bingo cards.
5-10	1	1	<p style="text-align: center;"><u>Fly Swatter Relay Review of Numbers 1-100</u></p> <p>Teams compete to “swat” the correct numbers on the board. These can be the words in Spanish for classes learning to recognize written Spanish number words or numerals for classes working on listening comprehension. It can also be used in more advanced math games for students who need a challenge.</p>	Either words or numerals written on the board. A fly swatter for each team.

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.

el fin

¿Cómo
estás?

por _____

¿Cómo estás?

Estoy bien.

1

¿Cómo estás?

Estoy contento.

6

¿Cómo estás?

Estoy enojado.

3

¿Cómo estás?

Tengo miedo.

4

¿Cómo estás?

Estoy triste.

5

¿Cómo estás?

Estoy mal.

2



LOS COLORES

Rojo, verde, y azul.

(clap, clap, clap, clap, clap, clap)

Rojo, verde, y azul.

(clap, clap, clap, clap, clap, clap)

Amarillo, y morado,

Blanco, negro, anaranjado,

Rojo, verde, y azul.

(clap, clap, clap, clap, clap, clap)

COLORS

Red, green, and blue.

Red, green, and blue.

Yellow and purple,

White, black, orange,

Red, green, and blue.





NOMBRE _____ FECHA _____

Colorea el once rojo.

Colorea el doce verde.

Colorea el trece azul.

Colorea el catorce amarillo.

Colorea el quince morado.

15

14

12

13

11

cero	0	ocho	8
uno	1	nueve	9
dos	2	diez	10
tres	3	once	11
cuatro	4	doce	12
cinco	5	trece	13
seis	6	catorce	14
siete	7	quince	15

NOMBRE _____ FECHA _____

PON UN CIRCULO ALREDEDOR DE LOS NUMEROS

1. doce 3 4 5 6 7 8 9

2. catorce 1 6 5 8 7 2 4

3. diez 4 0 9 3 6 5 2

4. quince 9 6 7 8 3 4 5

5. once 0 1 8 5 4 3 2

6. trece 0 2 6 7 8 3 4

7. doce 1 0 8 3 7 6 4

8. catorce 3 4 5 0 7 8 9

9. once 6 5 4 3 2 1 0

10. quince 4 8 2 9 7 5 3

0 1 2 3 4 5 6 7 8 9 10

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!

Interesting Web Sites for Use With Episode 133

If you want to have your students do a report on animals in North and South America--

<http://www.enchantedlearning.com>

This web site has drawings of both North and South American animals. Included are guidelines for writing a report on an animal as well as a graphic organizer for reports on animals.

If you want to find a simple map with animals--

<http://www.americazoo.com/kids/southamerica.htm>

On this site you'll find a simple map of South American with some animals found there.

If you want to have an Internet Center where students can embark on an excellent Web Quest--

This is a great Web Quest where the students pretend to be a scientist looking for weird places and animals in South America. Check it out!

<http://www.esc20.k12.tx.us/etprojects/formats/webquests/misc99/saquest/saquest.htm>

Vocabulary Cards

Episode 133

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

el pez

los peces

el perro

Estoy bien.

Estoy mal.

Estoy así, así.

¿Cómo estás?

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 **203**. (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.