

WyFLES Teachers' Materials SALSA Episode 135

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Sample Pacing of Episode 135

Second Grade

Week One:

- Show the video Episode 135 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 párajo* (the bird)
- *negro* (black)

Characters/Personajes:

- *Niña* (Girl)
- *Ratoncito* (Rat)
- *Armadillo*
- *Perro* (Dog)
- *Perrito* (Puppy)
- *Chivo Grande* (Big Goat)
- *Chivo Mediano* (Medium Goat)
- *Chivo Pequeño* (Small Goat)
- *Monstruo* (Monster)
- *Reynaldo* (Name of red fish)
- *Pez* (female fish)
- *Bebé Oso*
- *Mamá Osa*
- *Maíz* (Corn)

Synopsis

Private detectives Girl and Armadillo are asked by *Mamá Osa* to find the thief who has stolen her statue of the Black Bird. The two detectives question the usual suspects: *Ratoncito*, *los Tres Chivos*, and the Monster, with no luck. The Puppy (*Perrito*) leads them back to their office, where they discover that *Mamá Osa* deliberately sent them off on a wild goose chase so she could put together a surprise birthday party for

Essential Activities:

- 1) Watch the SALSA series guide for Episode 135. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 135 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.

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 focus vocabulary.

2. Indicate verbally or non-verbally comprehension and cultural awareness of:

- Shopping for a birthday present in a store that stocks items from Spanish-speaking countries;

- Greetings and leave takings.

- Everyday experiences of a child living in Mexico.

- Expressions of courtesy and gratitude.

Connections to other

subject areas:

- Literacy
- Music- singing.

2. Make a copy of *el pájaro negro* (the black bird) on heavy grade paper.
3. After watching the SALSA video *¿Dónde está?* (Where is it?), choose one student to leave the room. Ask another student to hide *el pájaro negro*. Say *Uno, dos, tres. Entra _____*. (One, two, three. Come in _____.) When the student walks in s/he says *¿Dónde está el pájaro negro?* (Where is the black bird?) The class begins to count softly to *quince*. The student starts to walk around the class looking for *el pájaro negro*. As the student gets closer to the location of *el pájaro negro* the class increases their volume in counting. When a student finds *el pájaro negro*, he or she is now the one to hide *el pájaro negro*. Let him/her choose the next student to leave the room. Say *Escoge un/a niño/a*. (Choose a boy/girl.) You may want to alternate between *niño* and *niña* so that the students can recognize the words.
4. Sing *Los colores* with the SALSA video.
5. Review the song *Gorra, camisa, pantalones, zapatos*.
6. Write the following phrases for the students to say:

Me llamo (name).
My name is _____.

Llevo (camisa, pantalones, zapatos, calcetines) (names color) y (camisa, pantalones, zapatos, calcetines, reloj) (names color).
I am wearing (shirt, pants, shoes, socks) (names color) and (shirt, pants, shoes, socks, watch) (names color).
7. Make copies of the book *¿Cómo te llamas?* (What is your name?) Hand out the book to the students. Read through the book together. After reading the book students draw pictures of each character. On the final page the students write in their own names and draw a picture of themselves.

Notes:



Materials needed:

- Video of Episode 135
- One copy of *El pájaro negro* on heavy paper.
- Copy of black line master of the book *Me llamo* for each student.

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 135)

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 135: Lesson 1, ¿Dónde está? Where Is It?</p>
<p>See card with Warm-up dialogue from episode 127.</p>
<p>Send a student out of the room and hide <i>el pájaro negro</i>. Say <i>Uno, dos, tres. Entra _____</i>. <i>¿Dónde está el pájaro negro?</i> The class begins to count softly to <i>quince</i>. The student starts to walk around the class looking for <i>el pájaro negro</i>. As the student gets closer to the location of <i>el pájaro negro</i> the class increases their volume in counting. Say to the student when <i>el pájaro negro</i> is found, <i>Escoge un/a niño/a</i>.</p>
<p>Sing <i>Los colores</i> with the SALSA video.</p>
<p>Sing <i>Gorra, camisa, pantalones, zapatos</i>.</p>
<p>Have the students practice saying: Me llamo (<u>name</u>). <i>Llevo (<u>camisa, pantalones, zapatos, calcetines</u>) (<u>names color</u>) y (<u>camisa, pantalones, zapatos, calcetines, reloj</u>) (<u>names color</u>).</i></p>
<p>Student book: <i>¿Cómo te llamas?</i> Hand out the book to the students. Read through the book together. After reading the book students draw pictures of each character. The final page the students write in their own name and draw a picture of themselves.</p>

Objectives for day 2:

Students will indicate comprehension of the simple dialog for shopping in Spanish.

Connections to other subject areas:

- Literacy
- Math- counting money

Materials needed:

- Video of Episode 135

Assessment:

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

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 (second break, part 4) entitled *Vamos a la tienda* (Let’s go to the store).

Transcript for *Vamos a la tienda*.

Chivo Grande: *Una fiesta.*

A party.

Niño: *Sí, una fiesta.*

Yes, a party.

Chivo Grande: *Necesitamos un regalo.*

We need a gift.

Niño: *Sí.*

Yes.

Chivo: Grande *Vamos.*

Let’s go.

Niño: *¡Qué bien!*

Great!

Chivo Grande: *Sí.*

Yes.

Niño: *¿Te gusta?*

Do you like it?

Chivo Grande: *No.*

No.

Niño: *¿Éste?*

This one?

Chivo Grande: *No.*

No.

Niño: *Chivo Grande, mira.*

Chivo Grande, look.

Niño & Chivo Grande: *Perfecto.*

Perfect.

2. After viewing this section of the video, hand out the blackline master entitled *LA TIENDA* (The Store). Pair the students up and pass out play money to each pair. Review the directions with the students. After the students have written the amounts for each item, they exchange papers. The first student chooses “to buy” an item and counts out the money in Spanish. The students take turns buying. Circulate around the room and check that students are counting in Spanish the proper amount of money.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 135: Lesson 2, ¿Dónde está? Where Is It?

See card with Warm-up dialogue from episode 127.

Watch the portion of the SALSA video (second break, part 4) entitled *Vamos a la tienda* (Let's go to the store).

Hand out the blackline master entitled **LA TIENDA** (The Store). Pair the students up and pass out play money to each pair. Review the directions with the students. After the students have written the amounts for each item, they exchange papers. The first student chooses "to buy" an item and counts out the money in Spanish. The students take turns buying.

Objective for day 3:

Students will have an opportunity to participate in an art activity while using as many Spanish words as they are able.

Connections to other

subject areas:

- Literacy
- Art

Materials Needed:

See list at right.

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

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

Create a crayon-tempera resist design. Encourage the students to use Spanish vocabulary to discuss the work, e.g. use Spanish color words or brainstorm with the students for possible design ideas, *el pájaro* (bird), *la manzana* (apple), *la banana*, *el gato* (cat), *el perro* (dog), *la niña* (girl), *el monstruo* (monster).

Materials: paint brushes
 white paper
 crayons
 tempera paint (*negro* – black)
 newspaper
 water
 pan

- Directions:
1. Prepare the work surface by covering with newspaper.
 2. In a pan, mix the tempera wash by combining one part black tempera paint to three parts water. Tempera paint should be the consistency of watercolor paint.
 3. Using bright color crayons, create a design on the white construction paper. Firmly and consistently apply the crayons to the paper.
 4. Dip the paint brush into the tempera wash and draw it across the design. The paint will not cover the crayoned areas.
 5. Apply the wash to the entire design.
 6. Allow the washed design to dry.

Two ways to extend the activity:

1. Allow students to explain their crayon-tempera resist to the class, using as many words as they can in Spanish.
2. Students can either write a story about their design or write an explanation about their design using as many Spanish words as

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 135: Lesson 3, ¿Dónde está? Where Is It?

See card with Warm-up dialogue from episode 127.

Create a crayon-tempera resist design.

1. Prepare the work surface by covering with newspaper.
2. In a pan, mix the tempera wash by combining one part black tempera paint to three parts water. Tempera paint should be the consistency of watercolor paint.
3. Using bright color crayons, create a design on the white construction paper. Firmly and consistently apply the crayons to the paper.
4. Dip the paint brush into the tempera wash and draw it across the design. The paint will not cover the crayoned areas.
5. Apply the wash to the entire design.
6. Allow the washed design to dry.

Allow students to explain their crayon-tempera resist to the class using as many words as they can in Spanish, or students can write a story about their design or write an explanation about their design using as many Spanish words as they can.

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 who lives in Mexico.

Connections to other subject areas:

- Literacy
- Geography

Materials needed:

- Video for Episode 135.

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: *Estados Unidos Mejicanos* (México)

The SALSA videos feature children and their families from various Latin American countries. Using a globe or a map, locate the country of Mexico. Tell students that you are going to play the part of the video (Break #1, part 4) that shows a young girl. Her name is Serguay and she lives in Cuernavaca, Mexico.

Transcript for México:

¡Hola!

Me llamo Serguay.

Tengo diez años.

Éste es mi papá.

Ésta es mi mamá.

Vivo en Cuernavaca, México.

Qué lindos los patos.

Éste es mi cuarto.

Tengo dos tortugas.

Una grande y una pequeña.

Los peces.

Me gustan muchos los animales.

¡Hasta luego!

Hello!

My name is Serguay.

I am ten years old.

This is my dad.

This is my mom.

I live in Cuernavaca, México.

What beautiful ducks.

This is my bedroom.

I have two turtles.

One big and one small.

The fish.

I like animals a lot.

Cultural Note: In the video we see the mother purchasing mangoes. Mangoes are a popular tropical fruit. You may want to bring some into the classroom for your class to sample. Included in this lesson you will find some recipes for mangoes.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 135: Lesson 4, ¿Dónde está? Where Is It?

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

1) How old is Serguay?

¿Cuántos años tiene Serguay? Tiene diez años. (She is ten years old.)

2) How many turtles does Serguay have?

¿Cuántas tortugas tiene Serguay? Tiene dos tortugas. (She has two turtles.)

3) Does she like animals? How do you know this?

¿Le gustan los animales? ¿Cómo sabes?

Sí, le gustan [los animales]. (Yes, she likes animals.)

Accept any reasonable answer for the second question.

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 135—¿DONDE ESTA? WHERE IS IT?

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>el pájaro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>los pájaros</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>negro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>blanco</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>anaranjado</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>Niña</i> .			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are different practices, products and perspectives among cultures.			Comprehension and cultural awareness of: -Shopping at store in Latin America. -Everyday experiences of a child from Mexico.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
135	<p><u>Noun</u> Un regalo</p> <p><u>Expressions/ phrases</u> Ya ya. Salud. ¡Ningunos carmelos! Con permiso. Péndon.</p> <p><u>Sentences</u> Está lloviendo. Tengo miedo. Estoy triste. Estoy cansado. Ven acá. Éste es mi amigo. ¿Qué quieres? ¿Qué son esos? El pájaro negro está allá arriba. ¿Allá arriba? Voy para arriba. (para abajo) Yo no sé. ¿A dónde vamos?</p>	<p>A gift/present</p> <p>There, there. (comforting)</p> <p>Good health to you. (said after a sneeze or as a toast.) No sweets!</p> <p>Excuse me.</p> <p>Sorry. (pardon me)</p> <p>It's raining.</p> <p>I'm afraid.</p> <p>I am sad.</p> <p>I am tired.</p> <p>Come here.</p> <p>This is my friend.</p> <p>What do you want?</p> <p>What are those (things)?</p> <p>The Black Bird is up there. Up there?</p> <p>I'm going up. (down)</p> <p>I don't know.</p> <p>Where are we going?</p>

Correctives and Enrichments- Episode 135

Time	Lang.	Prep.	Description	Materials Needed
10	1-2	5	<p style="text-align: center;"><u>Addition Bingo</u></p> <p>With a simple Bingo card (the numbers 1-15 or higher), 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>	
5-10	1-2	2	<p style="text-align: center;"><u>Incorrect Sentence Activity</u></p> <p>Teacher reads a sentence while pointing to the wrong image or part of the body., asking students to reply in correct sentences if they are aboe. Ex. Teacher: <i>¿Es la nariz? ¿Sí o no?</i> Students: <i>No es la nariz, es la boca.</i></p>	Video of 134
Will vary.	1	0	<p style="text-align: center;"><u>Internet Research Activity</u></p> <p>If they have not yet done so, students can do research on Mexico in the library and/or on the Internet. <u>A really interesting site for kids sponsored by the Mexican government:</u> www.elbalero.gob.mx/index_kids.html History of Mexico. Exploring Mexico. Biodiversity games about Mexico, information on the indigenous people of Mexico, all tailored for kids. (In English, Spanish, French, and Italian)</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, e.g. props.

el fin

¿Cómo te
llamas?

por

¿Cómo te llamas?

Me llamo Niña.

1

¿Cómo te llamas?

Me llamo

_____.

(Write your name)

¿Cómo te llamas?

Me llamo Monstruo.

5

¿Cómo te llamas?

¿Cómo te llamas?

Me llamo Armadillo.

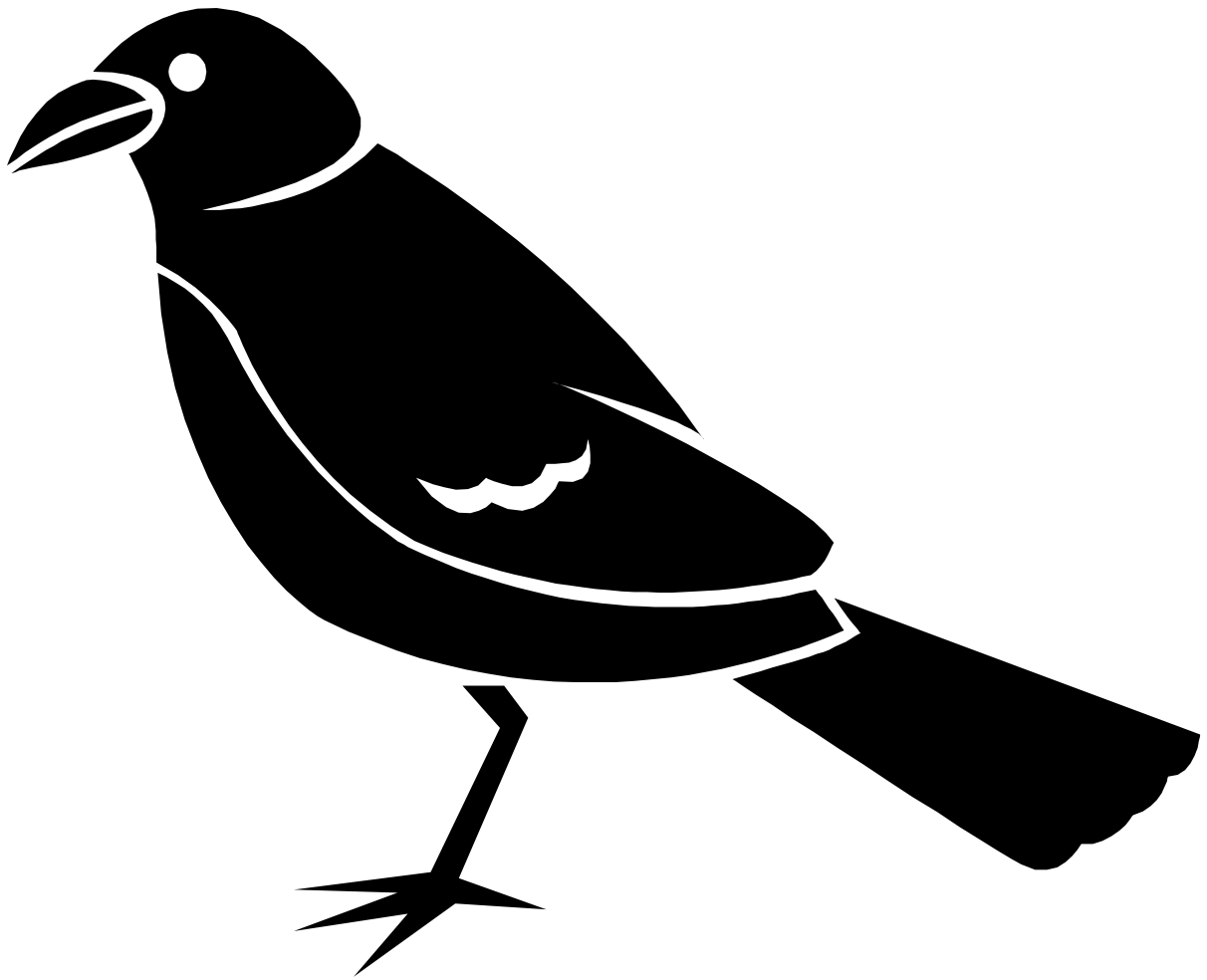
Me llamo Mamá
Osa.

3

¿Cómo te llamas?

Me llamo Ratoncito.

4



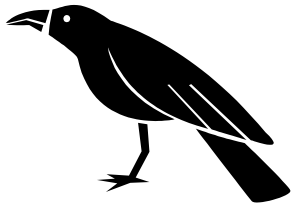
el pájaro negro

Nombre _____ fecha _____

LA TIENDA

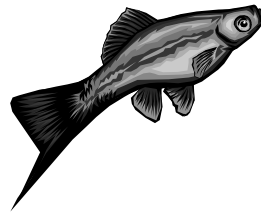
Directions: Write one of the following numbers in the blank spaces: 11, 12, 13, 14, 15. Turn to your partner and hand him or her your paper. Let your partner choose an item and count out the coins.

el pájaro negro



_____ ¢

el pez



_____ ¢

el perrito



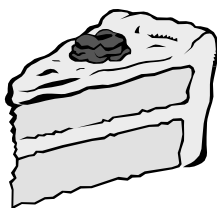
_____ ¢

el helado



_____ ¢

el pastel



_____ ¢

la pelota



_____ ¢



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

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.

COLORS

Red, green, and blue.

Red, green, and blue.

Yellow and purple,

White, black, orange,





Red, green, and blue.



Recipes for Mangoes

Mango Salsa

INGREDIENTS

2 fresh jalapenos (chopped)

2 ripe mangoes (diced)

1 white onion (chopped)

small bunch of cilantro (chopped)

grated zest and juice of 1 lime

Mix all ingredients, cover, and chill for at least 1 hour before serving. Excellent for serving with fish or chicken.

Fruit Platter

INGREDIENTS

1 small watermelon (thinly sliced into bite-size triangles)

2 mangoes (cubed)

2 papayas (cut into wedges, leaving the skin on)

1 small pineapple (cut into bite-size wedges)

1 fresh coconut (cut into pieces)

1 jicama (peeled and sliced)

juice of 2 limes, plus lime wedges, to serve

sea salt

mild red chili powder

Arrange all the fruits on a platter, sprinkle them with lime juice and serve with lime wedges and small bowls of sea salt and chili powder for sprinkling.

Tropical Salsa

INGREDIENTS

2 mangoes (diced)

1 orange

1 cucumber, peeled, halved, seeded, and cut into 1-inch cubes

juice of 1 lime

2 serrano chiles, finely chopped

sea salt to taste

Remove the zest from half of the orange in long, thin strips, cut into 1-inch pieces, and add to a nonmetallic bowl along with mangoes. Place the orange upright on a cutting board and cut down along the sides, removing all the white pith and membrane. Cut along either side of each segment to free it from the membrane, and then cut the segments into ½-inch cubes. Remove any seeds and add the orange cubes to the mangoes. Add the cucumber, lime juice, and chiles. Toss well, season with salt, and toss again, then serve.

Vocabulary Cards

Episode 135

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

el pájaro

los pájaros

negro

blanco

anaranjado

Niña

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 **205**. (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
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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.