

WyFLES Teachers' Materials
SALSA Episode 136

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Sample Pacing of Episode 136

Second Grade

Week One:

- Show the video Episode 136 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 pájaro* (the bird)
- *negro/negra* (black)
- *el pez* (the fish)
- *el maíz* (the corn)
- *quince* (fifteen)
- *rosado/rosada* (pink)
- *la casa* (the house)

Characters/Personajes:

- *Monstruo* (Monster)
- *Niña* (Girl)
- *Papá Oso*
- *Bebé Oso*
- *Mamá Osa*
- *Chivo Grande* (Big Goat)
- *Chivo Mediano* (Medium Goat)
- *Chivo Pequeño* (Small Goat)
- *Armadillo*
- *Reynaldo* (Name of the red fish)

Synopsis

Once again, *Los Tres Osos* and *Los Tres Chivos* face off in a quiz show, but this time contestants may choose to keep the object they guess or they may opt for the mystery prize. When nobody wants it, the host and the Monster decide to peek and see what the mystery prize is. Lo and behold, it is the Monster's heart's desire: the red shoes. The Monster puts them on and everyone

Essential Activities:

- 1) Watch the SALSA series guide for Episode 136. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 136 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?* 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: *Bien, (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.

Objectives:

Students will be able to:

- Demonstrate verbally or non-verbally comprehension of the focus vocabulary.
- Indicate verbally or non-verbally comprehension of the numbers from 1-20.
- Count objects and respond to the question "How many are there?"
- Identify basic colors in Spanish.

Connections to other subject areas:

- Math- counting and addition
- Art- colors

Materials needed:

- Video of Episode 136

- 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-*dieciséis*, 17-*diecisiete*, 18-*dieciocho*, 19-*diecinueve*, 20-*veinte*.
- Hang the cards on the board or a wall and give the following TPR commands:

Laura, anda y toca el once. Laura, walk and touch the eleven.
Steven, corre y toca el catorce. Steven, run and touch fourteen.
Emily, salta y toca el dieciocho. Emily, jump and touch eighteen
- 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.
- Ask students to identify familiar body parts that come in twos. Examples include *hombros* (shoulders), *piernas* (legs), *pies* (feet), *ojos* (eyes), *orejas* (ears), and *manos* (hands). Bring two to seven students to the front of the room. Ask *¿Cuántas manos hay en total? ¿Cuántos ojos hay en total?* (How many hands are there total? How many eyes are there total?) Change the number of students and repeat the question.
- Watch the first break of the SALSA video featuring *el maíz* (corn). This portion shows children painting with corn. Turn the volume down and ask students, *¿Qué colores ven?* (What colors do you see?) Hand out the blackline master for *el maíz*. Let the students color *el maíz* according to the designated colors.

Useful Web Sites:

<http://www.thegateway.org> (type in Spanish for links to many other sites.)



<http://www.elbalero.gob.mx/> (a great site for young children in several languages)

Notes:

Assessment:



Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 136)

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 136: Lesson 1, ¿Qué es? Quiz Show: What is it this Time?</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 <i>veinte</i> (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>dieciséis</i>, 17-<i>diecisiete</i>, 18-<i>dieciocho</i>, 19-<i>diecinueve</i>, 20-<i>veinte</i></p>
<p>Give the following TPR commands to different students:</p> <p><u>Laura</u>, anda y toca el <u>once</u>. <u>Steven</u>, corre y toca el <u>catorce</u>. <u>Emily</u>, salta y toca el <u>diecicho</u>.</p>
<p>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.</p>
<p>Bring two to seven students to the front of the room and ask <i>¿Cuántas <u>manos</u> hay en total?</i> <i>¿Cuántos <u>ojos</u> hay en total?</i> 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).</p>
<p>Watch the first break of the SALSA video featuring <i>el maíz</i>. Ask <i>¿Qué colores ven?</i> Let the students color the handout <i>el maíz</i> according to the designated colors.</p>

<p><u>Objectives for day 2:</u> Students will indicate comprehension of:</p> <ul style="list-style-type: none"> • counting from 1-20. • adding simple sums • responding affirmatively or negatively to a simple question. <p><u>Connections to other subject areas:</u></p> <ul style="list-style-type: none"> • Literacy • Math- counting <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> • Video of Episode 136 • Pictures of animals and fish. <p><u>Assessment:</u> Watch and listen as students indicate verbally or non-verbally their comprehension of the</p>	<p><u>Sample Lesson for Day 2:</u> (Estimated time: 25 minutes) As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.</p> <ol style="list-style-type: none"> 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 <i>veinte</i> (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>dieciséis</i>, 17-<i>diecisiete</i>, 18-<i>dieciocho</i>, 19-<i>diecinueve</i>, 20-<i>veinte</i> 2. Bring two to seven students to the front of the room. Ask <i>¿Cuántos zapatos hay en total?</i> (How many shoes are there total?) Change the number of students and repeat the question. 3. Show the second break of the SALSA video featuring the focus word <i>el pez</i>. Let the students respond to the question <i>¿Es un pez?</i> (Is this a fish?) Students answer: <i>Sí, es un pez.</i> (Yes, it is a fish.) <i>No, no es un pez.</i> (No, it isn't a fish.) 4. Repeat the video clip and count in Spanish the number of fish shown. Count the number of animals that are not fish. 5. Show the students either children's books or magazines with pictures of various animals including <i>peces</i> (fish). While looking through the book, point to a picture and ask, <i>¿Es un pez?</i> (Is this a fish?) Students answer: <i>Sí, es un pez.</i> (Yes, it is a fish.) <i>No, no es un pez.</i> (No, it isn't a fish.) 	<p>Notes:</p>
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Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 
Episode 136: Lesson 2, ¿Qué es? Quiz Show: What is it this time?
See card with Warm-up dialogue from episode 127.
<i>Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . .</i> Let the class practice counting to <i>veinte</i> (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>dieciséis</i> , 17- <i>diecisiete</i> , 18- <i>dieciocho</i> , 19- <i>diecinueve</i> , 20- <i>veinte</i>
Bring two to seven students to the front of the room. Ask <i>¿Cuántos zapatos hay en total?</i> Change the number of students and repeat the question.
Show the second break of the SALSA video featuring the focus word <i>el pez</i> . Let the students respond to the question <i>¿Es un pez?</i> Students answer: <i>Sí, es un pez.</i> or <i>No, no es un pez.</i>
Repeat the video clip and count in Spanish the number of fish shown. Count the number of animals that are not fish.
Show the students either children's books or magazines with pictures of various animals including <i>peces</i> . While looking through the book, point to a picture and ask, <i>¿Es un pez?</i> Students answer: <i>Sí, es un pez.</i> or <i>No, no es un pez.</i>

Objectives for day 3:

1. Students will practice TPR responses to the words up and down.
2. Students will either:
 - a. count and graph different colors and numbers of jelly beans; or
 - b. learn how popcorn pops and about how popcorn is named and eaten in the Spanish-speaking world.

Connections to other subject areas:

- Math- counting
- Art- colors
- Science

Materials Needed:

- Depending on the activity chosen:
- 1) Jelly beans for every child; or
 - 2) Popcorn and something in which to pop it.

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. Have the students say the following chant using the words *arriba* (up) and *abajo* (down). Students can either clap the number of syllables or clap high for *arriba* and clap low for *abajo*.

arriba, arriba
abajo, abajo
arriba, abajo
arriba, abajo

2. Choose one of the following activities:

You will need jellybeans for this activity. Each student should have a medium sized handful of jellybeans. Have the students sort the jellybeans by color. Ask the students to identify the colors of the jellybeans: *rojo, verde, azul, amarillo, morado, blanco, negro, anaranjado, rosado*. Have the students count in Spanish the number in each group and record their answer. Brainstorm with the students ways in which they can graph the colors, or create a chart showing the total number. Use the sorted jellybeans to create addition and subtraction word problems. Let the students create their own word problems using their jellybeans.

-or-

Show the SALSA video featuring the popped corn (Break #2, section 4). Because of technology many students don't know what is inside of the microwave popcorn bag. The students don't realize that they are actually popping corn. If you have access to an air popper or a burner you may want to bring in some kernel popcorn to the class and pop it for the children. Have the students brainstorm what caused the corn to pop.

Cultural note: In Mexico popcorn is referred to as *palomitas* (little doves) and is eaten by dunking the kernels in lemon juice sprinkled with chili powder. In some other countries popcorn is called *rositas de maíz*.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 136: Lesson 3, ¿Qué es? Quiz Show: What is it this time?

See card with Warm-up dialogue from episode 127.

Say the following chant:

arriba, arriba

abajo, abajo

arriba, abajo

arriba, abajo

Have the students sort jellybeans by color. Ask the students to identify the colors of the jellybeans: **rojo, verde, azul, amarillo, morado, blanco, negro, anaranjado, rosado**. Use the sorted jellybeans to create addition and subtraction word problems using the words **más** (plus), **menos** (minus), and **es/son** (equals or is/are).

If you have access to an air popper or a burner you may want to bring in some kernel popcorn to the class and pop it for the children. Have the students brainstorm what caused the corn to pop.

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 136.

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. In this video, Mexico is again the focus. 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 they saw in the last episode. Her name is Serguay and she lives in Cuernavaca, Mexico.

Transcript for México:

¡Hola!

Me llamo Serguay.

Tengo diez años.

Vivo en Cuernavaca, México.

Mamá, mira.

¡Qué bonita!

Mira que colores. Ésta es la más bonita.

Papá: ¿Qué precio tiene?

Mira ésta.

Éste es mi papá.

Ésta es mi mamá.

Voy al parque con mis amigas.

Me gusta mucho nadar.

¡Ay! El agua está fría.

Hello!

My name is Serguay.

I am ten years old.

I live in Cuernavaca, México.

Look, mom.

How beautiful!

Look at the colors. This is the prettiest.

What is the price?

Look at this one.

This is my dad.

This is my mom.

I go to the park with my girl friends.

I like to swim.

Ooh! The water is cold.

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 136: Lesson 4, ¿Qué es? Quiz Show: What is it this time?

See card with Warm-up dialogue from episode 127.

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 the young girl they met in the last episode. Her name is Serguay and she lives in Cuernavaca, Mexico.

Use the web site: *México para niños* (México for children). Have the students write a report on a topic such as the history, government, or biodiversity of Mexico.

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 136—QUIZ SHOW: WHAT IS IT THIS TIME?

Student Behavior	Yes/No	Date	Skill	Comments
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>catorce</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>el maíz</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el pez</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>negro</i> .			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are differences among cultures.			Comprehension and cultural awareness of: -Common greetings and leave takings. -Everyday experiences of a child from Mexico.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
136	<p><u>Noun</u> Un globo</p> <p><u>Expressions/ phrases</u> ¡Acción!</p> <p>Y ahora...</p> <p>Bien hecho.</p> <p>Para abajo.</p> <p>Para arriba.</p> <p>¡Qué delicia!</p> <p><u>Sentences</u> Bienvenidos al programa.</p> <p>Y ahora aquí está su animador.</p> <p>Y aquí están los tres osos.</p> <p>Yo también estoy bien.</p> <p>¿Quieres la computadora o el premio secreto?</p> <p>Necesito agua.</p> <p>Ese pan está malo.</p> <p>Vamos a seguir.</p> <p>¿Adónde va Salsa?</p> <p>Salsa va para abajo.</p> <p>Yo tengo pelo.</p>	<p>A balloon</p> <p>Action!</p> <p>And now...</p> <p>Well done.</p> <p>Going down. (downwards)</p> <p>Going up. (upwards)</p> <p>How delicious!</p> <p>Welcome to the program.</p> <p>Now here is your host.</p> <p>And here are the three bears.</p> <p>I'm fine too.</p> <p>Do you want the computer or (do you want) the secret prize?</p> <p>I need some water.</p> <p>That bread is bad.</p> <p>Let's continue.</p> <p>Where is Salsa going?</p> <p>Salsa is going down.</p> <p>I have hair.</p>

Correctives and Enrichments- Episode 136

Time	Lang.	Prep.	Description	Materials Needed
5-10	1	1	<p style="text-align: center;"><u>Fly Swatter Vocabulary Relay</u></p> <p>Teams compete to “swat” the correct focus and vocabulary words on the board. These can be the words in Spanish for classes learning to recognize written Spanish or pictures or images of the words for classes working on listening comprehension.</p>	<p>Either words written on the board or objects/pictures of the words.</p> <p>A fly swatter for each team.</p>
NA	1	0	<p style="text-align: center;"><u>Quick Activities to Reinforce Learning</u></p> <ul style="list-style-type: none"> • <u>I Spy</u> Play “I Spy” around the room or when walking or standing in line. • <u>Grouping Game</u>- When lining up, have students line up by the color of the clothing they are wearing. (Rojo first, for example) 	
10-15	1	4	<p style="text-align: center;"><u>Lotería</u></p> <p>Have students fold 8 1/2 x 11” paper into 26 rectangles. Dictate core vocabulary words. Students write the words in random spaces. (or they could copy words from the board.) Then call the words randomly as students cover the corresponding squares. They say Lotería when they have a bingo. If they are able, ask them to repeat the words they have covered to confirm their bingo.</p>	Paper for students.

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

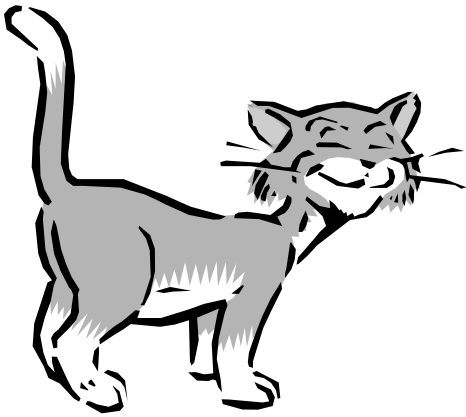
Column 2 (Prep.)

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. |

CINCO RATONCITOS

Cinco ratoncitos,
con colita gris,
mueven las orejas,
mueven la nariz.
Uno, dos, tres, cuatro,
corran al rincón
porque viene el gato
a comer raton.

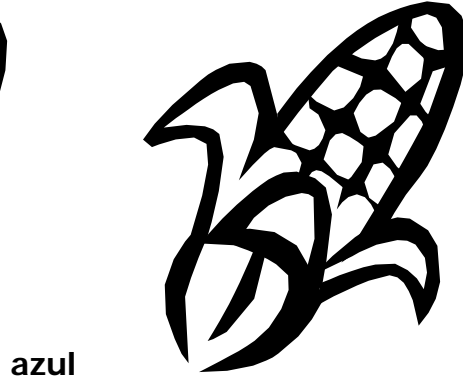


FIVE LITTLE MICE

Five little mice
with gray tails;
they move their ears
they move their noses.
One, two, three, four,
run to the corner
because the cat is coming
and he wants to eat a mouse.

EL MAIZ

Colorea el maiz.



Vocabulary Cards

Episode 136

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

quince

catorce

trece

doce

negro

el maíz

el pez

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 **206**. (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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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.