WyFLES Teachers' Materials SALSA Episode 137

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Sample Pacing of Episode 137

Second Grade

Week One:

- Show the video Episode 137 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.

SALSA Episode 137 - Page 1

Unit Theme:

Los Tres Cerditos (The Three Pigs)

Focus Vocabulary:

- *la casa* (the house)
- Rosado/rosada (pink)

Characters/Personajes:

- Perro
- Armadillo
- Ratoncito
- Niña
- Mamá Osa
- Mosca
- Los Tres Cerditos
- Lobo
- Ardillas

Synopsis

When the oldest little pig, Carmen, decides her two siblings (Salvador, the middle brother, and María, the baby sister) are causing too much trouble, she tricks them into going outside to play. Both of them decide to build their own houses. Meanwhile, el lobo is hungry. Coming upon María's house of straw, he tries to be polite, but his allergies cause him to sneeze her house down. Terrified, she runs to Salvador's house, which is made of leaves and flowers. His house is also no match for *el lobo's* allergies. Both flee to Carmen's house. When Carmen realizes that el lobo means no harm and is only hungry, she invites him in

Essential Activities:

- 1) Watch the SALSA series guide for Episode 137. Practice the focus words in preparation for introducing the episode to your students.
- Show the SALSA video of Episode 137 to your class at least 2) 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. **Notes:**

Ideas for Expansion Activities:

Sample Lesson for Day 1: (Estimated time: 25 minutes) The "index-card" script follows this section.

Make two copies of the Warm-up dialogue index card and laminate. 1. Invite two students to the front of the room and hand each student a card. The students may want to practice the conversation before trying it on

their own.
1 st Student: <i>Hola. ¿Cómo te llamas?</i> Hi. What is your name?
2nd Student: <i>Me llamo</i> Hi. My name is
¿Cómo te llamas?
1st Student: <i>Me llamo</i> Hi. My name is
2nd Student: <i>Hola</i> , (student's name) ¿ Cómo estás? How are you?
1st Student: Muy bien. Así, así. Muy mal. Very good/ So-so/ Very bad.
2nd Student: <i>¡Qué bien!</i> That's good if the student answers <i>fine</i> .
¡Qué lástima! That's too bad if the student answers so-so or very bad.
1st Student: ¿Y tú? And you?
2nd Student: Muy bien, (Asi,así/ Muy mal) gracias. Fine, thank you.

SALSA Episode 137 - Page 2

Wyoming Standards:

1. Communication--

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

2. Culture--

- 2.1 Students
 participate in ageappropriate
 cultural activities.
- 2.2 Students respond to culturally appropriate gestures and oral expressions.

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:
- The Spanish words for rooms in a house.

<u>Connections to other</u> <u>subject areas:</u>

• Literacy

Assessment:

Watch and listen as students indicate

- 2. Pair students up or put your class into small groups. Tell the students to find objects in the classroom that have the color *rosado* (pink). Have the students keep track of all the things that they find by either making a list or making sketches. Set a timer for five minutes. At the end of the five minutes, have each group report the number of objects that they found that were *rosado* and tell what they were. Extend this activity by expanding the number of colors: *rojo* (red), *verde* (green), *azul* (blue), *amarillo* (yellow), *morado* (purple), *negro* (black), *blanco* (white), and *anaranjado* (orange).
- 3. Go around the room and ask students if they live in a small, medium, or large house. Say, ¿Vives en una casa pequeña, mediana, o grande? (Do you live in a small, medium, or large house?) Encourage students to answer by saying, Vivo en una casa (pequeña/ mediana/ grande). (I live in a small/ medium/ large house.)
- 4. Have the students draw a floor plan of their house. You may want to begin with a discussion of homes and some magazine pictures showing the different rooms of a house, such as the bedroom, the living room, the kitchen, the dining room and the bathroom. Draw an example of a map showing the layout of a house (*la casa*). Label all parts of the house. Refer to the page titled *LA CASA* for a list of rooms and furniture. (For background sound, play a tape or CD of children's songs in Spanish or just play the sound from the SALSA video.)
- 5. When the students have finished with their floor plans have them share in pairs or small groups. Encourage students to use as much Spanish as they can when explaining their floor plans to the other students.

Web Site:

http://seeds.coedu.usf.edu/spanishEnhance/activities There are two activities at this site that link to this lesson: 1) my house; and 2) parts of a house. (This is an excellent site for all kinds of activities, and you can choose if you want the directions in Spanish or in English. There are also links to other web sites with activities on the same topic.

Notes:

Materials needed:

• Copy of black line masters of the activity *La Casa* for each child.

Episode 137: LOS TRES CERDITOS
Warm-up dialogue
1 st Student: Hola. ¿Cómo te llamas?
2nd Student: Me llamo ¿Cómo te llamas?
1st Student: Me llamo
2nd Student: Hola, (student's name) ¿Cómo estás?
1st Student: Muy bien. Así, así. Muy mal.
2nd Student: ¡Qué bien! or ¡Qué lástima!
1st Student: ¿Y tú?
2nd Student: Muy bien, (Así,así/ Muy mal) gracias.

THE TEACHER SAYS AND (DOES)

Episode 137: Lesson 1, Los tres cerditos The Three Pigs

See card with Warm-up dialogue.

Divide the class into groups and set a timer for five minutes. Tell the students to find as many objects as they can in the classroom that are the color *rosado*. Have the students keep track of all the things they find. Have each group report the number of objects that they found and tell what they were. Extend the activity to include *rojo*, *verde*, *azul*, *amarillo*, *morado*, *negro*, *blanco*, *anaranjado*.

Show your students a picture of a house and ask a student: ¿Vives en una casa pequeña, mediana, o grande?

Student answer: Vivo en una casa (pequeña, mediana, grande).

Have students draw a floor plan of their house. Have the students label all parts of the house in Spanish. (Play children's music in background.)

When the students have finished with their floor plans have them share in pairs or small groups using the Spanish words for the rooms.

SALSA Episode 137 - Page 3

Objectives for day 2:

Students will indicate comprehension of:

- counting from 1-20.
- singing a numbers song.
- discussing the process for making a piñata.

Or:

• doing research about Spanish artists.

<u>Connections to other</u> <u>subject areas:</u>

- Literacy
- Math-counting

Materials needed:

- Video of Episode 137
- A copy of the black line master *Vamos a contar* for each student.
- A copy of the *Uno*, dos, y tres amigos song for each student. (If you wish students to see the words.)

Assessment:

Watch and listen as students indicate verbally or nonSample 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. Make copies of the blackline master titled *Vamos a contar* (Let's count). Hand out the papers to your students. Tell your students to point to the first number in the first column. Ask, ¿Qué es el primero numero? Sí, cero. Muy bien. (What is the first number? Yes, zero. Very good.) *Vamos a contar juntos. ¿Listos? Cero, uno, dos, tres... diez.* (We are going to count together. Ready? Zero, one, two, three ...ten.) Repeat this procedure with the other columns.
- 2. Sing the song in the SALSA video *Uno*, *dos*, *y tres amigos* (One, two, and three friends). Designate students to stand as you count up to *veinte* (twenty). When you finish singing the song, count the number of students standing.
- 3. Play the part of the SALSA video titled *Vamos a visitar a una artista*. (Let's go visit an artist.) (Break 2, part 3) Replay the same section and reduce the volume. Ask students to explain the procedures that the artist and the children are using to make a piñata. Have the students use as many Spanish words as they can when doing the explanation, i.e., *el papel*, *rojo*, *azul*, *amarillo*.
- 4. Your class may want to make a piñata, especially if you are planning a *fiesta* for the end of the year. Follow the same procedures as in the videos or search the Internet for other ideas.

or

5. You may want to team up with the art teacher and plan a unit of study on Mexican or Spanish artists. Some artists to consider for Mexico are Frida Kahlo or Diego Rivera. For Spain consider Salvador Dali, Francisco Goya, or Pablo Picasso. If you have access to the Internet check out enchantedlearning.com for some activities with these artists. Some books to consider reading with your class are *Diego* by Jeanette Winter, *Frida* by Jonah Winter, Frida Kahlo, and Ana Juan or *Picasso and the Girl With a Ponytail: A Story About Pablo Picasso* by Laurence Anholt.

Notes:



Episode 137: Lesson 2, Los tres cerditos The Three Pigs

See card with Warm-up dialogue.

Hand out copies of *Vamos a contar*. Tell your students to point to the first number in the first column. Ask: ¿Qué es el primero numero? Sí, cero. Muy bien. Say: Vamos a contar juntos. ¿Listos? Cero, uno, dos, tres... Say the numbers in the other columns.

Sing *Uno*, *dos*, *y tres amigos* with the SALSA video. Designate twenty students to stand as you sing the song. When you finish singing count the number of students standing.

Watch the SALSA video (Break 2, part 3: *Vamos a visitar a una artista.*) Replay the same section with the volume turned down. Ask students to describe the process of making a piñata using as many Spanish words as they can.

Make a piñata using the same process as in the video.

Team up with the art teacher for a unit of study on Mexican or Spanish artists.

SALSA Episode 137 - Page 4

Objectives for day 3:

- 1. Students will indicate comprehension of basic colors and numbers from 1-20.
- 2. Students will color objects according to written directions.

-or-

3. Students will role play a scene from the video.

-or-

4. Students will practice making paper and painting it.

Connections to other subject areas:

- Math- counting
- Art- paper making and coloring
- Literacy- reading

Materials Needed:

Depending on the activity chosen:

- 1) Video of Episode 137;
- 2) Black line master of *Las Flores*.
- 3) Pieces of Pieces of construction paper in

<u>Sample Lesson for Day 3</u>: (Estimated time: 25 minutes) As for the other sample lessons, an "index-card" script is included with this episode.

- 1. Play ¿Qué Falta? Post sheets of construction paper of the following colors: rojo (red), verde (green), azul (blue), amarillo (yellow), morado (purple), rosado (pink), blanco (white), negro (black), and anaranjado (orange). Say, Tápense los ojos. (Close your eyes.) Once all the students have closed their eyes, remove one color. After the color is out of the students' sight, say Ábrense los ojos. ¿Qué falta? (Open your eyes. What's missing?) Whoever guesses correctly may be the next leader to give the directions and take the color away.
- 2. Sing the song in the SALSA video 137 *Uno*, *dos*, *y tres amigos* (One, two, and three friends). Designate students to stand as the class counts up to *veinte* (twenty). When the song is finished, count together the number of students standing.
- 3. Make copies of the blackline master *Las flores*. Hand out copies to all of the students. The directions tell the students to color the flowers according to what the statement says. Read through each sentence before the class begins to color the flowers. Students may need to review numbers and colors before starting this paper.

Role Playing Activity: Play SALSA video 137 (Break 3, part 2). Listen to the conversation between Niña and the girl. Ask two volunteers to play these roles. See the second portion of the index card of this lesson for the dialogue.

Cultural Activity: Watch the SALSA video showing the paper plant (Break 3, part 1). Try making your own paper using shreds of paper, water, and a blender. Mold the mixture in rectangles or squares and let dry. Once *el papel* (the paper) is dry have the students do a tempera painting. These paintings can be representative of the bark paintings that you may see in a Mexican store. The pictures can be of bright colored flowers or animals such as birds, lizards, serpents, etc. Once the pictures have dried put them on display. (To provide aural input, play children's songs in Spanish in the background.)

Notes:

THE TEACHER SAYS AND (DOES)

Episode 137: Lesson 3, Los tres cerditos The Three Pigs

See card with Warm-up dialogue.

Play ¿Qué falta? Post sheets of colored construction paper. Say: Tápense los ojos. Once all the students have closed their eyes, remove one color. Say: Ábranse los ojos. ¿Qué falta? Whoever guesses correctly may be the next leader to give directions and take the color away.

Sing the song from SALSA *Uno, dos, y tres amigos*. Count together the number of students in your classroom at the end of the song.

Hand out copies of *Las flores*. Read through each sentence before beginning the paper. Make sure that students are comfortable with the numbers and colors.

Play the SALSA video (Break 3, Part 2) with Niña and the girl. Choose two students to play these roles. See part 2 of this index card for the dialogue.

Watch the SALSA video showing the paper plant (Break 3, part 1). Make your own paper using shredded paper, water, and a blender. Once the paper dries paint pictures on the paper with tempera paints. (Play children's music.)

THE TEACHER SAYS AND (DOES)

Episode 137: Lesson 3: Part 2, Los tres cerditos The Three Pigs

Show the SALSA video (Break 3, part 2). Dialogue between Niña and the girl.

Girl: ¿Quieres el azul?

Niña: *Sí, azul. Dame el azul, por favor. Azul. No, no me gusta el azul. No quiero el azul.*

Girl: ¿Quieres el amarillo?

Niña: *Sí, amarillo. Dame el amarillo, por favor. Amarillo. No, no me gusta el amarillo. No quiero el amarillo.*

Girl: ¿Quieres el rosado?

Niña: Rosado. Si dame el rosado por favor. Rosado. Sí, sí, sí me gusta el rosado.

Girl: Sí, el rosado es muy bonito.

Niña: Gracias.

Girl: *De nada*.

SALSA Episode 137- Page 5

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 who lives in Mexico.

Connections to other subject areas:

- Literacy
- Geography

Materials needed:

• Video for Episode 137.

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, ask students to locate the country of Mexico. Tell students that you are going to play the part of the video (Break #1, part 4) that features a young boy. His name is Victor and he lives in Mexico.

Transcript for México:

¡Hola! Hello!

Me llamo Víctor.My name is Victor.Tengo once años.I am eleven years old.

Mi mamá hace tortillas para el desayuno. My mom makes tortillas for breakfast.

Éste es mi papá. This is my dad.

Éste es mi hermano, Miguel Ángel. This is my brother, Miguel Angel.

Vivo en México.

Voy al colegio.

I live in México.

I go to school.

Mi mamá es la maestra. My mom is the teacher.

¡Hasta luego!

Tell the students to listen for the answers to these questions:

- How old is Victor?
 Victor is eleven. (Victor tiene once años)
- 2) What is Victor's mom making for breakfast?
 Victor's mom is making tortillas. (La mamá de Víctor hace tortillas)
- Where does Victor live?
 Victor lives in Mexico. (Víctor vive en México)
- 4) Who is the teacher at Victor's school? Victor's mom is the teacher. (La mamá de Víctor es la maestra.)

Notes:



Episode 137: Lesson 4, Los tres cerditos The Three Pigs

See card with Warm-up dialogue.

Using a globe or a map, ask students to 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 boy. His name is Victor.

Tell the students to listen for the answers to these questions:

1) How old is Victor? ¿Cuántos años tiene Víctor? Víctor is eleven. Víctor tiene once años.

2) What is Víctor's mom making for breakfast?

¿Qué hace la mamá de Víctor para el desayuno?

Victor's mom is making tortillas.

La mamá de Víctor hace tortillas.

- 3) Where does Victor live? ¿Dónde vive Víctor? Victor lives in México. Víctor vive en México.
- 4) Who is the teacher where Victor goes to school?

¿Quién es la maestra en la escuela donde va Víctor?

Victor's mom is the teacher.

La mama de Víctor es la maestra.

Final Assessment

Assessment Observation Checklist				
Student	Grade			
School				
Teacher				

EPISODE 137—THE THREE PIGS

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally			Comprehension of	
or non-verbally to			designated Spanish	
the Spanish word <i>la</i>			vocabulary.	
casa.			-	
Responds verbally			Comprehension of	
or non-verbally to			designated Spanish	
the Spanish word			vocabulary.	
rosado/a.			-	
Responds verbally			Comprehension of	
or non-verbally to			designated Spanish	
the Spanish word <i>el</i>			vocabulary.	
papel.			-	
Responds verbally			Comprehension of	
or non-verbally to			designated Spanish	
the Spanish word			vocabulary.	
los amigos.				
Responds verbally			Comprehension of	
or non-verbally to			designated Spanish	
the Spanish word			vocabulary.	
las flores.				
Responds verbally			Comprehension of	
or non-verbally to			designated Spanish	
the Spanish word el			vocabulary.	
cerdito/a.				
Demonstrates an			Comprehension and	
understanding that			cultural awareness	
there are differences			of:	
among cultures.			-Spoken information in	
			which names are stated.	
			-Everyday experiences	
			of a child from Mexico.	

Salsa Episode 137 The Three Pigs Assessment Observation Checklist

	Responds to <i>la casa</i> . Vocabulary Comprehension	Responds to rosado/a. Vocabulary Comprehension	Responds to el papel. Vocabulary Comprehension	Responds to los amigos. Vocabulary Comprehension	Responds to las flores. Vocabulary Comprehension	Responds to <i>Me llamo</i> Vocabulary Comprehension	Responds to <i>el cerdito</i> . Vocabulary Comprehension	Demonstrates awareness of cultural differences.
Student's Name	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

	Correctives and Enrichments- Episode 137						
Time	Lang.	Prep.	Description	Materials Needed			
5-10	2	0	Guessing Game- What Do I Have In My Pocket? Teacher hides a vocabulary item/image in his or her pocket. Students ask clarifying questions using Spanish focus words to determine the identity of the object. Examples: ¿Es una sala? ¿Es una cocina? ¿Es un sofá? ¿Es un cuarto de baño?	Either words written on the board or objects/pictures of the words. Could be rooms of a house or objects within a house.			
10	2	5	Interactive Addition Bingo With a simple Bingo card (the numbers 20 or above), the teacher says addition (and/or subtraction) problems and students mark the appropriate square. Ex. Cuatro más once The students cover the square with the correct answer if it is on their cards. (Students should be encouraged to say the answers in Spanish.) (To do subtraction, substitute menos for más .	Bingo cards and markers.			
10-30	1	5	Make My Bulletin Board Activity Provide paper and markers for every student. Ask students to draw and label the floor plans of their houses. Hang up their artwork and you have a great bulletin board made by your students! An excellent review and reinforcement activity. This can also be done with drawings of their bedrooms with objects labeled, etc. Play music in Spanish in the background (or the SALSA video if you don't have music.)	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.

- No preparation necessary.
 You'll need one picture or object.
 You'll need multiple pictures or objects.
 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.

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
137	Noun Una pelota.	A ball.
	Expressions/ phrases Y para la casa flores rosadas. Está bien.	And pink flowers for the house. Okay.
	A ver	Let's see
	¡Qué flores tan bonitas!	What beautiful flowers!
	Sentences Éste es el cuento de un lobo y tres cerditos. Éste es mi hermano, Salvador.	This is a story of a wolf and three pigs. This is my brother Salvador.
	Los tres cerditos estaban en casa.	The three pigs were at home.
	Éste es mi papel. Me gusta mucho mi papel. Ésta es mi silla. Me gusta mucho mi silla.	This is my paper.(masc.) I like my paper a lot. This is my chair. (fem.) I like my chair a lot.
	Estoy enojada.	I'm angry.
	La puerta está abierta.	The door is open.
	Vamos a dar un paseo.	Let's go for a walk.
	Jueguen a la pelota.	Play ball.
	¿Quién es?	Who is it?
	Soy yo, el lobo.	It's me, the wolf.
	Tengo miedo.	I'm afraid.
	Tengo hambre.	I'm hungry.
	¿Puedo entrar?	Mary Learna in?

LA CASA



la sala (living room)

el comedor (dining room)

la cocina (kitchen)

el vestíbulo (hall)

la ventana (window)

las cortinas (curtains)

el reloj (clock)

la mesa (table)

el sofá (sofa)

el sillón (armchair)

el cuarto de baño (bathroom)

el lavabo (sink)

el retrete (toilet)

el dormitorio (bedroom)

el armario (closet)

la lámpara (lamp)

el tocador (dresser)

la silla (chair)

la cama (bed)

la televisión (television)

el teléfono (telephone)

la escalera (stairs)

la chimenea (chimney)

el garaje (garage)

la puerta (door)

el sillón (big chair)

NOMBRE	FECHA	

LA CASA



Color the correct number of flowers.

LAS FLORES

1. Colorea cinco flores rojas.



2. Colorea once flores moradas.



3. Colorea siete flores azules.



4. Colorea trece flores anaranjadas.



5. Colorea **nueve** flores **rosadas.**



6. Colorea seis flores verdes.



7. Colorea **catorce** flores **amarillas**.



8. Colorea diez flores azules.



8. Colorea **doce** flores **rojas**.



9. Colorea cuatro flores anaranjadas.



10. Colorea quince flores rosadas.



NOMBRE	FECHA
Color the correct number of flowers.	

LAS FLORES



UNO, DOS, TRES AMIGOS

(Sung to the tune of One Little, Two Little, Three Little Indians)

Uno, dos y tres amigos,
Cuatro, cinco y seis amigos,
Siete, ocho y nueve amigos,
Diez amigos son.
Once, doce y trece amigos,
Catorce, quince y dieciséis amigos,
Diecisiete, dieciocho y diecinueve amigos,
Veinte amigos son.

ONE, TWO AND THREE FRIENDS

One, two, and three friends,
Four, five, and six friends,
Seven, eight, and nine friends,
Ten friends in all.
Eleven, twelve, and thirteen friends,
Fourteen, fifteen, and sixteen friends,
Seventeen, eighteen, and nineteen friends,
Twenty friends in all.



VAMOS A CONTAR

NOMBRE	FECHA			
0	0	0	0	0
1	2	3	5	10
2	4	6	10	20
3	6	9	15	30
4	8	12	20	40
5	10	15	25	50
6	12	18	30	60
7	14	21	35	70
8	16	24	40	80
9	18	27	45	90
10	20	30	50	100

Vocabulary Cards

Episode 137

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

la casa rosado/a el papel los amigos las flores Me llamo. el cerdito

Episode Transcript

To obtain a transcript, simply to go the following web site: http://168.28.132.157/peachstar/salsa/homepage

or

Go to the Georgia Public Broadcasting home page at the following url:

www.gpb.org

Then click on education, then on Salsa.

Once there, click on <u>episode transcripts</u>, then on **207**. (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:

WyFLES Materials	GPB Materials
131	201
132	202
133	203
134	204
135	205
136	206
137	207
138	208
139	209
140	210
141	211
142	212

Note: The reason for this difference in numbering is that Georgia Public Television, when developing the 42 episodes did so in two segments. The first episodes (101-130) were developed as one

"package." The second group of episodes (131-142) was developed as another package. There were originally plans to produce more episodes, but the grant monies ran out before that could be accomplished.

SALSA EPISODES 137-142

Dear Parent:

We hope that you have enjoyed participating in your child's learning of Spanish in the first thirty-five episodes of SALSA. At this point in the program your child has developed very good listening skills in Spanish and can pronounce Spanish words well. The six episodes in this fairy tale are the last in the SALSA series.

In these six episodes of the SALSA video series, your child will be further exposed to the Spanish language through variations on the story of The Three Pigs. (*Los tres cerditos*). As in the preceding episodes the story evolves gradually, recycling the Spanish vocabulary, using it in various contexts. Because the words are used repeatedly in a familiar context, your child will be able to follow and enjoy the story even though no English is used.

- In Episode 137 a variation of the traditional story is acted out by the puppet characters, although the wolf is only asking for food and blows the houses down because his allergies cause him to sneeze with gusto.
- Episode 138 is entitled *Portrait of the Artist as a Young Pig.* In this episode Mother Bear teaches the puppets art.
- In Episode 139 the puppets celebrate the birthday of one of the three pigs, with numerous mishaps in preparation.
- Episode 140 is a play on an opera, with the puppets playing various roles, including an artist, an opera star, a ballet dancer, and a bull fighter.
- In Episode 141 the puppets are accosted by the Three Bandits (*Los Tres Banditos*), who demand that they dance with them.
- In Episode 142 the final quiz show pits the three goats (*Los Tres Chivos*) against the three pigs (*Los Tres Cerditos*) in a review of the vocabulary in these six episodes.

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

Greetings/Polite Terms:

Hola, ¿Cómo estás?
Muy bien, gracias..
Adiós.
Hasta luego.
Hi. How are you?
Very well, thank you.
Goodbye.
See you later.

Nouns./Adjectives:

the house La casa El círculo the circle El triángulo the triangle El hermano the brother La hermana the sister El cumpleaños the birthday Las galletas the cookies La boca the mouth La música the music El pájaro the bird

Blanco/blanca white (masc., fem.)
Rosado/rosada pink (masc.,fem.)

Other shapes in addition to the *focus words* that will be discussed:

El cuadradothe squareEl corazónthe heartEl óvalothe ovalEl rectángulothe triangleEl diamantethe diamond

There are also a number of cultural segments and objectives in these six units. The students visit children in Mexico and listen to simple conversations about their families, where they live, and what they like to do. They see creations designed by a papier maché artist from the Dominican Republic. They also visit children in Chile and learn some traditional children's games from the Spanish-speaking world. All of these segments are entirely in Spanish.

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

If you have questions, please contact me at
Teacher's name
School

WYFLES HOME INFORMATION AND PRACTICE SHEET EPISODES 137-142

Child's Name	
I can name two shapes in Spanish. (ex. circle, triangle)	Date: Signature of parent or guardian:
	(Circle=el círculo; triangle= el triángulo; oval= el óvalo; heart=el corazón; el rectángulo, el diamante
I can say the Spanish name for four family members. (ex. mother, father guardian: brother, sister, grandmother, grandfather)	_
	(Mother= la mamá; father= el papá; brother= el hermano; sister=la hermana; grandmother= la abuela; grandfather= el abuelo)
I can name at least six colors in Spanish and show what they are. guardian:	Date: Signature of parent or
	(rojo, verde, azul, amarillo, rosado, negro, blanco, morado, anaranjado)
I can talk about the everyday lif	e of Date: Signature of parent or guardian:

I can talk about the everyday life of	Date
a child living in Chile. guardian:	Signature of parent or