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Sample Pacing of Episode 138

Second Grade

Week One:
• Show the video Episode 138 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:**
*Los Tres Cerditos (The Three Pigs)*

**Focus Vocabulary:**
- *el círculo* (the circle)
- *el triángulo* (the triangle)

**Characters/Personajes:**
- *Los Tres Cerditos*
- *El Lobo*
- *Armadillo*
- *Mamá Osa*
- *Papá Oso*
- *Chef Loco (Crazy Chief)*
- *Ratoncito*
- *Estudiantes (Students)*
- *Todos*

**Synopsis**
Mamá Osa takes on the role of teacher once again. In this art class the group creates images from felt cut outs, draws freehand, and makes sculptures from crepe paper. Armadillo, María (the youngest pig), and el Lobo have great fun. Salvador (the brother pig) dreams of becoming a great (and rich) artist. Consequently, he is vastly disappointed when Papá Oso likes María’s art the best at the end of the class. Salvador dreams of becoming a great artist.

**Wyoming Standards:**
1. Communication— Students communicate in a language other than English to exchange ideas and information.

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### Essential Activities:

1. Watch the SALSA series guide for Episode 138. Practice the focus words in preparation for introducing the episode to your students.

2. Show the SALSA video of Episode 138 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.

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### Ideas for Expansion Activities:

**Sample Lesson for Day 1:** (Estimated time: 25 minutes)

The “index-card” script follows this section.

1. Make two copies of the Warm-up dialogue index card and laminate. 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.

   **1st Student: Hola. ¿Cómo te llamas?** Hi. What is your name?

   **2nd Student: Me llamo __________.** Hi. My name is ___.

   **¿Cómo te llamas?**

   **1st Student: Me llamo __________.** Hi. My name is ___.

   **2nd Student: Hola, (student’s name) ¿Cómo estás?** How are you?

   **1st Student: Muy bien. / Asi, asi/ Muy mal.** Very good/ So-so/ Very bad.

   **2nd 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.

   **1st Student: ¿Y tú?** And you?

   **2nd Student: Muy bien, (Así, asi/ Muy mal) gracias.** Fine, thank you.
| **Wyoming Standards:** | 2. Culture—  
2.1 Students  
participate in age-appropriate  
cultural activities.  
  2.2 Students respond  
to culturally appropriate  
gestures and oral  
expressions.  
**Objective:**  
Students will be able to:  
demonstrate verbally  
or non-verbally  
comprehension of  
various shapes.  
**Connections to other  
subject areas:**  
•  Literacy  
•  Math- shapes  
**Assessment:**  
Watch and listen as  
students indicate  
verbally or non-verbally  
their comprehension of  
the vocabulary  
(See assessments for 138)  
**Materials needed:**  
•  A copy of black line  
master entitled Shapes  
for each child. | 2. Display the following shapes: *el círculo* (circle), *el triángulo* (triangle), *el cuadrado* (square), *el corazón* (heart), *el óvalo* (oval), *el rectángulo* (rectangle), *el diamante* (diamond).  
3. Indicate to the class that you have many different shapes. Give each student a copy of the sheet provided for this unit (black line master entitled *Shapes*). You will use this for a TPR activity.  
4. Show the circle (*el círculo*) to the class and say, *Éste es el círculo* (This is the circle).  
   •  Tell students as a group and as individuals to point to *el círculo*, the cutout shape. Say, *Señalen el círculo.* (All: Point to the circle.)  
   •  Ask individual students to touch *el círculo*. Say, *Toca el círculo.*  
   •  Tell the whole class to point to *el círculo*. Say, *Señalen el círculo.*  
   •  Tell them to touch *el círculo* on their paper. Say, *Toquen el círculo en su papel.*  
4. Repeat this sequence with the other shapes: *el triángulo* (triangle), *el cuadrado* (square), *el corazón* (heart), *el óvalo* (oval), *el rectángulo* (rectangle), *el diamante* (diamond).  
5. As in the SALSA video (Break 1, part 1) have groups of three or four students form as many shapes as they can with their bodies. Make sure that they name the shapes in Spanish as they do this. At the end you may want to call out some of the shapes and have groups present what they came up with.  
Web sites: [http://seeds.coedu.usf.edu](http://seeds.coedu.usf.edu) There are several lesson plans teaching the names of shapes in Spanish on this web site. Click on Spanish Enhancement, then activities, and you will see “shapes.”  
Note: If your students are interested in exploring art further, there are a number of excellent web sites for that purpose. The following are among the best: [http://www.moma.org/education/students](http://www.moma.org/education/students), [http://artsedge.kennedy-center](http://artsedge.kennedy-center) [http://clear.msu.edu/mfla/michi-html/Shotts.htm](http://clear.msu.edu/mfla/michi-html/Shotts.htm)(the latter site is in a Michigan school district and explores art in the Spanish-speaking world with children in grades 3-5.) | Notes: |
THE TEACHER SAYS AND (DOES)

<table>
<thead>
<tr>
<th>Episode 138: Lesson 1, Retrato del artista como un cerdo joven</th>
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<tr>
<td><strong>See card with Warm-up dialogue from Episode 137.</strong></td>
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<tr>
<td>Display the following shapes: el círculo (circle), el triángulo (triangle), el cuadrado (square), el corazón (heart), el óvalo (oval), el rectángulo (rectangle), el diamante (diamond).</td>
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<td>Give each student a copy of the Shapes handout for this lesson.</td>
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<td><strong>Éste es el círculo.</strong> Hold up each shape as you introduce the new vocabulary.</td>
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<tr>
<td><strong>Señalen el círculo.</strong> Students point to the shapes.</td>
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<tr>
<td><strong>Toca el círculo.</strong> Tell students to touch the shape.</td>
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<tr>
<td><strong>Señalen el círculo.</strong> Direct the students to point to the shapes again.</td>
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<tr>
<td><strong>Toquen el círculo en su papel.</strong> Students touch the shape on their handout.</td>
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<tr>
<td>Repeat this sequence with the other shapes: el triángulo (triangle), el cuadrado (square), el corazón (heart), el óvalo (oval), el rectángulo (rectangle), el diamante (diamond).</td>
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<tr>
<td>As in the SALSA video (Break 1, part 1) have groups of three or four students form as many shapes as they can with their bodies. Make sure that they name the shapes in Spanish as they do this. At the end you may want to call out some of the shapes and have groups present what they came up with.</td>
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### Objectives for day 2:
1. Students will indicate comprehension of the names in Spanish of various shapes.
2. Students will group tracings by shape and count them.

### Connections to other subject areas:
- Literacy
- Math- counting
- Art- tracing, cutting
- Music- singing

### Materials needed:
- Copies of the black line masters *Buenos días* and *Adiós amiguitos* for each student.
- Construction paper
- Scissors

### Assessment:
Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary. (See assessments for Episode 138 included with these materials.)

### 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. Begin the day with singing *Buenos días* as in the SALSA video. A handout with the words is included with the materials for this episode.

2. Review the vocabulary from day one’s lesson. Show the students *el círculo* (circle), *el triángulo* (triangle), *el cuadrado* (square), *el corazón* (heart), *el óvalo* (oval), *el rectángulo* (rectangle), and *el diamante* (diamond).

3. Hold up *el círculo* or *el triángulo* or *el cuadrado*. Ask: ¿*Este es un círculo, sí o no?* (Is this a circle, yes or no?) Do the same with the rest of the shapes.

4. Hold up *el corazón*. Ask ¿*Es un corazón o un diamante?* (Is this a heart or a diamond?) Generally, it is best to say the name of the correct object last, at least until children are comfortable with the vocabulary.

5. Give one of the shapes to a student. Say *María, toma el rectángulo.* (Maria, take the rectangle.) Ask the class who has *el rectángulo*. ¿*Quién tiene el rectángulo?* (Who has the rectangle?) Students answer *Mária tiene el rectángulo.* (Maria has the rectangle.) Do the same with the other shapes.

6. Tell the students to gather up objects that have the shapes being studied. Give each student a sheet of construction paper and have him or her trace the shapes onto the paper. Using the handout from Lesson 1, have the students label the shapes in Spanish.

7. Invite students to share a tracing with the class.

8. Tell the students to cut out their shapes. Make a shape chart using the student’s tracings. Count in Spanish the number of each shape on the chart.

9. End the day with singing *Adiós amiguitos* from the SALSA video. A black line master with the words is included with the materials for this episode.
### Episode 138: Lesson 2, Retrato del artista como un cerdo joven

**See card with Warm-up dialogue from Episode 137.**

Sing *Buenos días* as in the SALSA video.

**¿Éste es un círculo, sí o no?** Hold up shapes as you ask the question.

**¿Es un corazón o un diamante?** The last word should be the correct response, at least at first.

*Mária, toma el rectángulo.* Hand the shape to the student.

**¿Quién tiene el rectángulo?** *(Teacher)*

*Mária tiene el rectángulo.* *(Student’s)*

Tell the students to gather up objects that have the shapes being studied. Give each student a sheet of construction paper and have him or her trace the shapes onto the paper. Using the handout from lesson 1 have the students label the shapes in Spanish. *(Play children’s song in the background.)*

Tell students to cut their shapes. Make a shape chart using the student’s tracings. Count in Spanish the number of each shape on the chart.

End the day with singing *Adiós amiguitos* from the SALSA video.
**Objective for day 3:** Students will indicate comprehension of Spanish words for classroom objects.

**Connections to other subject areas:**
- Math: counting
- Literacy

**Materials Needed:**
Depending on the activity chosen:
- Classroom objects to demonstrate words on the vocabulary sheet *La escuela.*
- Once students know the Spanish words for the classroom objects well, you may want to give them a copy of the sheet *La escuela* so they can make the association between the spoken and written Spanish words.

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**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. Begin the day with singing *Buenos días* as in the SALSA video.

2. Use the list entitled *LA ESCUELA* and gather groups of objects on the list.

3. Hold up each object and say the word in Spanish: *el lápiz* (pencil), *el libro* (book), *el papel* (paper). Repeat the words until the students say the words with you.

4. As you say the items, the students may want to show you that they also have the same thing. If the student shows you more than one pencil ask, ¿Cuántos lápices tienes? (How many pencils do you have?) Encourage the student to answer with *Tengo cinco lápices.* (I have five pencils.)

5. Use the same list to choose items that are a part of the classroom, for example: *la puerta* (door). Make a list of items and count the number of doors or windows.

   - Example:
     - un escritorio: 1 teacher’s desk
     - dos ventanas: 2 windows
     - tres mesas: 3 tables

6. When students are familiar with the words from *LA ESCUELA*, play ¿Dónde está? (Where is it?) Use words from the list and ask students to locate the item. You may choose a specific book or backpack that the students must locate, or students can show their own.

7. End the day with singing *Adiós amiguitos* from the SALSA video.

**Notes:**
THE TEACHER SAYS AND (DOES)

Episode 138: Lesson 3, Retrato del artista como un cerdo joven

See card with Warm-up dialogue from Episode 137.

Sing *Buenos días* as in the SALSA video.

Use the list entitled *LA ESCUELA* and gather groups of objects on the list.

Hold up each object and say the word in Spanish. Repeat the words until the students say the words with you.

If the student shows you more than one pencil ask, *¿Cuántos lápices tienes?* Encourage the student to answer with *Tengo cinco lápices.*

Make a list of items and count the number of doors or windows.

Play *¿Dónde está . . .?* Use words from the list and ask students to locate the item. You may choose a specific book or backpack that the students must locate, or students can show their own.

End the day with singing *Adiós amiguitos* from the SALSA video.
## Objectives for day 4
1. 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.
2. Students will compare markets in Mexico and in the United States.
3. Students will use Spanish vocabulary useful for shopping in a market.

## Connections to other subject areas:
- Literacy
- Geography
- Social Studies—cross cultural comparisons

## Materials needed:
- Video for Episode 138.
- “Play” pesos.
- Objects for a market simulation.

## 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
- **y tengo once años.** and I am eleven years old.
- **Vivo en México.**  
  I live in Mexico.
- **Voy al mercado con mi mamá**  
  I go to the market with my mom
- **y mi papá.** and my dad.
- **El mercado tiene muchas cosas.**  
  The market has many things.
- **Hasta luego.**  
  See you later.

1. Ask the students to compare the market of Mexico with their local market. Make a Venn diagram with the comparisons.

2. Make play money in one peso units, Mexico’s unit of measure for currency. Set up “el Mercado” with the teacher as the vendedor/a (vendor) and let the students shop for items. A basic dialogue could be:

   - Teacher: ¿Qué quieres? What do you want?
   - Student: Leche, por favor. ¿Cuánto es? Milk, please. How much?
   - Teacher: Diez pesos.  
     The student then counts out diez pesos. The vendor gives the student the item.
   - Student: Gracias.
   - Teacher: De nada.
<table>
<thead>
<tr>
<th>Optional Objective: Students will explore tapestries from the video and create their own.</th>
</tr>
</thead>
</table>

**Sample Lesson for Day 4: (continued)**

-or

Watch the SALSA video with the portion referring to *Vamos a la escuela* (Let’s go to school) with Ratoncito. (Break 2, part 4) Study the tapestries or weavings in the video. Have the students create their own tapestry just like the students in the video. Play traditional music while the students do this activity.

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**Final Assessment**

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**Connections to other subject areas:**
- Literacy
- Geography
- Art

**Materials needed:**
- Video for Episode 138
- Materials for tapestries.

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**Notes:**
THE TEACHER SAYS AND (DOES)

<table>
<thead>
<tr>
<th>Episode 138: Lesson 4, Retrato del artista como un cerdo joven</th>
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<tbody>
<tr>
<td><strong>See card with Warm-up dialogue from Episode 137.</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>After watching Víctor and his family going to the market ask the students to compare the Mexican market with their own local market. Make a Venn diagram to show differences and similarities.</td>
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<tr>
<td>Set up “el Mercado” with the teacher as the vendedor/a (vendor) and let the students shop for items. A basic dialogue could be:</td>
</tr>
<tr>
<td>Teacher: ¿Qué quieres?  What do you want?</td>
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<tr>
<td>Student: Leche, por favor.  ¿Cuánto es?  Milk, please. How much?</td>
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<tr>
<td>Teacher: Diez pesos.  The student then counts out diez pesos and receives the item.</td>
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<tr>
<td>Student: Gracias.</td>
</tr>
<tr>
<td>Teacher: De nada.</td>
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<tr>
<td>OR Watch the SALSA video with the portion referring to Vamos a la escuela (Let’s go to school) with Ratoncito. (Break 2, part 4) Study the tapestries or weavings in the video. Have the students create their own tapestry just like the students in the video.</td>
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<tr>
<td>Play traditional music while the students do this activity.</td>
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<tr>
<td>Final Assessment</td>
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</table>
Assessment Observation Checklist

Student ____________________________________________ Grade ________

School_________________________________________________________________

Teacher_________________________________________________________________

EPISODE 138—PORTRAIT OF THE ARTISTS AS A YOUNG PIG

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Yes/No</th>
<th>Date</th>
<th>Skill</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el círculo.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el triángulo.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el cuadrado.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<td>Responds verbally or non-verbally to the Spanish word <em>el corazón.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el óvalo.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el rectángulo</em> and <em>el diamante.</em></td>
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<td>Comprehension of designated Spanish vocabulary.</td>
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</tbody>
</table>
| Demonstrates an understanding that there are differences among cultures. |        |       |       | Comprehension and cultural awareness of:  
- Everyday experiences of a child from Mexico. |
### Salsa Episode 138
#### Portrait of the Artists as a Young Pig
#### Assessment Observation Checklist

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Responds to <em>el círculo.</em> Vocabulary Comprehension</th>
<th>Responds to <em>el triángulo.</em> Vocabulary Comprehension</th>
<th>Responds to <em>el cuadrado.</em> Vocabulary Comprehension</th>
<th>Responds to <em>el corazón.</em> Vocabulary Comprehension</th>
<th>Responds to <em>el óvalo.</em> Vocabulary Comprehension</th>
<th>Responds to <em>el rectángulo.</em> Vocabulary Comprehension</th>
<th>Responds to <em>el diamante.</em> Vocabulary Comprehension</th>
<th>Demonstrates awareness of cultural differences.</th>
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<tbody>
<tr>
<td>1</td>
<td>Yes/No</td>
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</tbody>
</table>
## Correctives and Enrichments- Episode 138

<table>
<thead>
<tr>
<th>Time</th>
<th>Lang.</th>
<th>Prep.</th>
<th>Description</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10</td>
<td>1-2</td>
<td>2</td>
<td><strong>Incorrect Sentence Activity</strong>&lt;br&gt;Teacher reads a sentence while pointing to the wrong classroom object.&lt;br&gt;Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <em>¿Es la tiza, sí o no?</em>&lt;br&gt;Students: <em>No es la tiza, es la regla.</em> (or thumbs up, down)</td>
<td>The images made from the black line masters.</td>
</tr>
<tr>
<td>20-30</td>
<td>1-2</td>
<td>0</td>
<td><strong>Spanish Speaking Volunteer</strong>&lt;br&gt;This would be an excellent time to ask a volunteer from another country to come tell your class about shopping and markets in his or her native country. He or she might bring typical objects from a market and help the students practice basic Spanish vocabulary for shopping. Or you might ask the volunteer to talk about the lives of children in his or her native country. The class then could discuss comparisons with what they have seen on the SALSA videos.</td>
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<tr>
<td>2-3 hours over several days</td>
<td>1</td>
<td>4</td>
<td><strong>Art Activity: Making a Tapestry</strong>&lt;br&gt;Learning how to make culturally relevant articles is something that small children love to do, especially if they can make their own. There are many craft books that have instructions. Or you can simply follow the activity on the SALSA video.</td>
<td>Appropriate art or craft supplies.</td>
</tr>
</tbody>
</table>

### Spanish Self-Assessment<br>**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<br>**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.

1. No preparation necessary.
2. You’ll need one picture or object.
3. You’ll need multiple pictures or objects.
4. You’ll need enough pictures or objects for every student.
5. Requires you or your students to make materials.
6. Requires you to gather resources, e.g. props.
## Extension Vocabulary from the SALSA Video Series

<table>
<thead>
<tr>
<th>Episode</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>138</td>
<td><strong>Noun</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Un pedazo de pizza</td>
<td>A piece of pizza</td>
</tr>
<tr>
<td></td>
<td>Una fiesta de cumpleaños</td>
<td>A birthday party</td>
</tr>
<tr>
<td></td>
<td>El papel crepé</td>
<td>The crepe paper</td>
</tr>
<tr>
<td></td>
<td>Mucho dinero.</td>
<td>A lot of money.</td>
</tr>
<tr>
<td></td>
<td>Los caramelos.</td>
<td>The candies</td>
</tr>
<tr>
<td></td>
<td><strong>Expressions/ phrases</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bien hecho.</td>
<td>Well done.</td>
</tr>
<tr>
<td></td>
<td>Vamos a ver.</td>
<td>Let’s see.</td>
</tr>
<tr>
<td></td>
<td><strong>Sentences</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yo estoy contento. (contenta)</td>
<td>I am happy. (for a girl)</td>
</tr>
<tr>
<td></td>
<td>¿Cómo le va?</td>
<td>How are things going? How are you?</td>
</tr>
<tr>
<td></td>
<td>Ahora, aquí tengo un triángulo.</td>
<td>Now, I have here a triangle.</td>
</tr>
<tr>
<td></td>
<td>Repitan, por favor.</td>
<td>Repeat, please.</td>
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<tr>
<td></td>
<td>¡Ahora, a trabajar!</td>
<td>Now, to work!</td>
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<tr>
<td></td>
<td>Mire, es un círculo morado.</td>
<td>Look, it’s a purple circle.</td>
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<tr>
<td></td>
<td>Es un rectángulo de papel crepé.</td>
<td>It’s a crepe paper rectangle.</td>
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<tr>
<td></td>
<td>Me gusta tu triángulo, pero no es azul.</td>
<td>I like your triangle, but it’s not blue.</td>
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<tr>
<td></td>
<td>Tengo galletas con forma de círculo.</td>
<td>I have cookies in the shape of circles.</td>
</tr>
<tr>
<td></td>
<td>Quiero una de triángulo, por favor.</td>
<td>I want a triangular one, please.</td>
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<tr>
<td></td>
<td>Ven acá, por favor.</td>
<td>Come here, please.</td>
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<tr>
<td></td>
<td>El color del triángulo es verde.</td>
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</tbody>
</table>
Nombre ____________________________________  Fecha _________________________________

(Draw a picture of a friend or a SALSA character.)

Adiós amiguitos, adiós.
chá, chá, chá
Adiós amiguitos, adiós.
chá, chá, chá
Adiós amiguitos.
Adiós amiguitos.
Adiós amiguitos, adiós.
chá, chá, chá

Adiós, amiguitos.
Maestra: Buenos días, niños.

Niños: Buenos días, maestra.

Maestra: Bienvenidos a la escuela.

(Buenos días sung to tune of Frere Jacques)

Buenos días, buenos días.

¿Cómo están? ¿Cómo están?

Muy bien gracias, muy bien gracias.

¿Cómo le va? ¿Cómo le va?

Nombre ___________________________
LA ESCUELA
(THE SCHOOL)

la silla   chair
la tiza    chalk
el marcador   marker
la pizarra   (chalk/ whiteboard)
el mapa    map
el reloj   clock
la bandera   flag
el cuaderno   notebook
el escritorio   teacher’s desk
el pupitre   student’s desk
el calendario   calendar
la mesa    table
la escuela   school
la puerta   door
el piso   floor
la ventana   window
la tarea   homework
el sujetapapeles   paper clip
los bloques   blocks
el creyón   crayon
los creyones   crayons
el tocadiscos   CD player
la regla   ruler
la cinta adhesiva   scotch tape
la grapadora   stapler
la mochila   backpack
la basura   trash
el director   male principal
la directora   female principal
el maestro   male teacher
la maestra   female teacher
la secretaria   secretary
el/la ayudante   aide
el/la bibliotecario/a   librarian
el/la enfermero/a   nurse
el salón   classroom
la clase   class
la biblioteca   library
el corredor   hallway
la salida   exit
la oficina   office
el gimnasio   gymnasium
el patio de recreo   playground
el baño   restroom
el campo de deportes   sports field

Classroom Phrases/ Questions

¿Hay tiza?
(Is there chalk?)
Sí (No, no), hay tiza?
(Yes [No], there is [not].)

¿Qué hay en la mochila?
What’s in the backpack?
Hay libros en la mochila.
There are books in the backpack.

¿Cuántos estudiantes hay hoy?
How many students are there today?
Hay 22.
There are 22.

¿Qué necesitas?
What do you need?
Necesito un papel.
I need a paper.

¿Entiendes?
Do you understand?
Sí (No, no), entiendo.
Yes (No), I (don’t) understand.

¿Puedo ir al baño?
May I go to the bathroom?

¿Puedo sacar punto?
May I sharpen my pencil?

¿Puedo tomar agua?
May I have a drink of water?
Sí, puedes tomar agua.
Yes, you may drink water.
SHAPES

el círculo

el triángulo

el cuadrado

el corazón

el óvalo

el rectángulo

el diamante
| el círculo  |
| el triángulo  |
| el cuadrado  |
| el corazón  |
| el óvalo  |
| el rectángulo  |
| el diamante  |
**Episode Transcript**

To obtain a transcript, simply to go the following web site:  
or
Go to the Georgia Public Broadcasting home page at the following url:  
[www.gpb.org](http://www.gpb.org)  
Then click on education, then on Salsa.

Once there, click on episode transcripts, then on 208. (click once only)  
You can then print out the transcript.

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**Important: Beginning with episode 131, WyFLES uses a different numbering system than does Georgia Public Television:**

<table>
<thead>
<tr>
<th>WyFLES Materials</th>
<th>GPB Materials</th>
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<tbody>
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<td>201</td>
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<td>132</td>
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<td>141</td>
<td>211</td>
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<td>142</td>
<td>212</td>
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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.