

WyFLES Teachers' Materials SALSA Episode 138

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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.

Wyoming Standards:

1. Communication--
Students communicate in a language other than English to exchange

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.

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./ Así, así./ 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, así/ Muy mal) gracias.* Fine, thank you.

Notes:

<p>Wyoming Standards: 2. Culture-- 2.1 Students participate in age-appropriate cultural activities.</p> <p>2.2 Students respond to culturally appropriate gestures and oral expressions.</p> <p>Objective: Students will be able to demonstrate verbally or non-verbally comprehension of various shapes.</p> <p>Connections to other subject areas:</p> <ul style="list-style-type: none"> • Literacy • Math- shapes <p>Assessment: Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 138)</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • A copy of black line master entitled <i>Shapes</i> for each child. 	<ol style="list-style-type: none"> 2. Display the following shapes: <i>el círculo</i> (circle), <i>el triángulo</i> (triangle), <i>el cuadrado</i> (square), <i>el corazón</i> (heart), <i>el óvalo</i> (oval), <i>el rectángulo</i> (rectangle), <i>el diamante</i> (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 (<i>el círculo</i>) to the class and say, <i>Éste es el círculo</i> (This is the circle). <ul style="list-style-type: none"> • Tell students as a group and as individuals to point to <i>el círculo</i>, the cutout shape. Say, <i>Señalen el círculo</i>. (All: Point to the circle.) <i>Señala el círculo</i>. (If calling on one individual) • Ask individual students to touch <i>el círculo</i>. Say, <i>Toca el círculo</i>. • Tell the whole class to point to <i>el círculo</i>. Say, <i>Señalen el círculo</i>. • Tell them to touch <i>el círculo</i> on their paper. Say, <i>Toquen el círculo en su papel</i>. 4. Repeat this sequence with the other shapes: <i>el triángulo</i> (triangle), <i>el cuadrado</i> (square), <i>el corazón</i> (heart), <i>el óvalo</i> (oval), <i>el rectángulo</i> (rectangle), <i>el diamante</i> (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. <p>Web sites: 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.”</p> <p>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://artsedge.kennedy-center 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.)</p>	<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 138: Lesson 1, *Retrato del artista como un cerdo joven*

See card with Warm-up dialogue from Episode 137.

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).

Give each student a copy of the *Shapes* handout for this lesson.

Éste es el círculo. Hold up each shape as you introduce the new vocabulary.

Señalen el círculo. Students point to the shapes.

Toca el círculo. Tell students to touch the shape.

Señalen el círculo. Direct the students to point to the shapes again.

Toquen el círculo en su papel. Students touch the shape on their handout.

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).

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.

<p><u>Objectives for day 2:</u> 1. Students will indicate comprehension of the names in Spanish of various shapes. 2. Students will group tracings by shape and count them.</p> <p><u>Connections to other subject areas:</u></p> <ul style="list-style-type: none"> • Literacy • Math- counting • Art- tracing, cutting • Music- singing <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> • Copies of the black line masters <i>Buenos días</i> and <i>Adiós amiguitos</i> for each student. • Construction paper • Scissors <p><u>Assessment:</u> Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary. (See assessments for Episode 138 included with these materials.)</p>	<p><u>Sample Lesson for Day 2: (Estimated time: 25 minutes)</u> 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. Begin the day with singing <i>Buenos días</i> 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 <i>el círculo</i> (circle), <i>el triángulo</i> (triangle), <i>el cuadrado</i> (square), <i>el corazón</i> (heart), <i>el óvalo</i> (oval), <i>el rectángulo</i> (rectangle), and <i>el diamante</i> (diamond). 3. Hold up <i>el círculo</i> or <i>el triángulo</i> or <i>el cuadrado</i>. Ask: <i>¿Este es un círculo, sí o no?</i> (Is this a circle, yes or no?) Do the same with the rest of the shapes. 4. Hold up <i>el corazón</i>. Ask <i>¿Es un corazón o un diamante?</i> (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 <i>María, toma el rectángulo</i>. (Maria, take the rectangle.) Ask the class who has <i>el rectángulo</i>. <i>¿Quién tiene el rectángulo?</i> (Who has the rectangle?) Students answer <i>María tiene el rectángulo</i>. (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 <i>Adiós amiguitos</i> from the SALSA video. A black line master with the words is included with the materials for this episode. 	<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 138: Lesson 2, <i>Retrato del artista como un cerdo joven</i>
See card with Warm-up dialogue from Episode 137.
Sing <i>Buenos días</i> as in the SALSA video.
¿Este 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.
<u>María</u>, toma el rectángulo. Hand the shape to the student.
¿Quién tiene el rectángulo? (Teacher) <u>María</u> 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 <i>Adiós amiguitos</i> 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.

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:	<i>un escritorio</i>	1 teacher’s desk
	<i>dos ventanas</i>	2 windows
	<i>tres mesas</i>	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:

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

THE TEACHER SAYS  AND (DOES) 
Episode 138: Lesson 3, <i>Retrato del artista como un cerdo joven</i>
See card with Warm-up dialogue from Episode 137.
Sing <i>Buenos días</i> as in the SALSA video.
Use the list entitled <i>LA ESCUELA</i> 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, <i>¿Cuántos lápices tienes?</i> Encourage the student to answer with <i>Tengo cinco lápices.</i>
Make a list of items and count the number of doors or windows.
Play <i>¿Dónde está . . .?</i> 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 <i>Adiós amiguitos</i> 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 y mi papá.

I go to the market with my mom 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.***

Notes:

Optional Objective:
Students will explore tapestries from the video and create their own.

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

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

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.

Final Assessment

Notes:

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

<p style="text-align: center;">THE TEACHER SAYS  AND (DOES) </p>
<p>Episode 138: Lesson 4, <i>Retrato del artista como un cerdo joven</i></p>
<p>See card with Warm-up dialogue from Episode 137.</p>
<p>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.</p>
<p>After watching Victor 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.</p>
<p>Set up “el Mercado” with the teacher as the <i>vendero/a</i> (vendedor) and let the students shop for items. A basic dialogue could be: Teacher: <i>¿Qué quieres?</i> What do you want? Student: <i><u>Leche</u>, por favor. ¿Cuánto es?</i> Milk, please. How much? Teacher: <i><u>Diez pesos</u>.</i> The student then counts out <i>diez pesos</i> and receives the item. Student: <i>Gracias.</i> Teacher: <i>De nada.</i></p>
<p>OR Watch the SALSA video with the portion referring to <i>Vamos a la escuela</i> (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.</p>
<p>Final Assessment</p>

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 138—PORTRAIT OF THE ARTISTS AS A YOUNG PIG

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>el círculo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el triángulo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el cuadrado</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el corazón</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el óvalo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el rectángulo</i> and <i>el diamante</i> .			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are differences among cultures.			Comprehension and cultural awareness of: -Everyday experiences of a child from Mexico.	

Correctives and Enrichments- Episode 138

Time	Lang.	Prep.	Description	Materials Needed
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 classroom object. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>¿Es la tiza, sí o no?</i> Students: <i>No es la tiza, es la regla.</i> (or thumbs up, down)</p>	The images made from the black line masters.
20-30	1-2	0	<p style="text-align: center;"><u>Spanish Speaking Volunteer</u></p> <p>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.</p>	
2-3 hours over several days	1	4	<p style="text-align: center;"><u>Art Activity: Making a Tapestry</u></p> <p>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.</p>	Appropriate art or craft supplies.

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.)

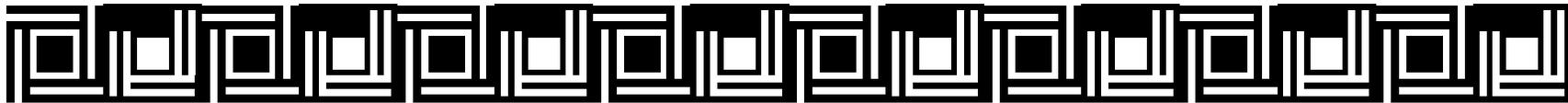
This column gives you an idea of how much preparation you will need to do to use this activity in your classroom.

- | | |
|--------|---|
| 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, <i>e.g.</i> props. |

Extension Vocabulary from the SALSA Video Series

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

Nombre _____ Fecha _____



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

Adiós amiguitos, adiós.

chá, chá, chá

Adiós amiguitos, adiós.

chá, chá, chá

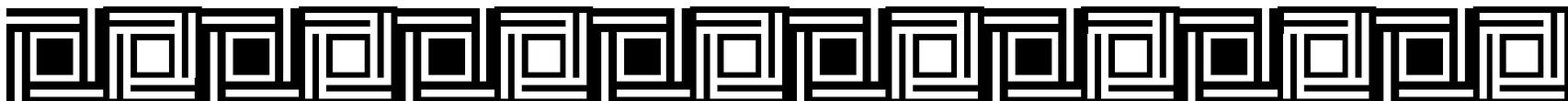
Adiós amiguitos.

Adiós amiguitos.

Adiós amiguitos, adiós.

chá, chá, chá

Adiós, amiguitos.



Nombre _____

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 _____

Maestra: Buenos días, niños.

Niños: Buenos días, maestra.

Maestra: Bienvenidos a la escuela.

(Buenos días sung to 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?

**LA ESCUELA
(THE SCHOOL)**

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

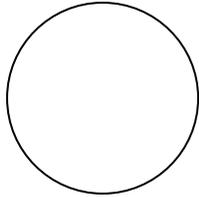
Sí, puedes tomar agua.

Yes, you may drink water.

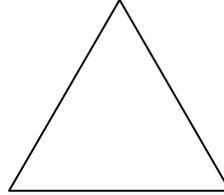
Nombre _____ Fecha _____

SHAPES

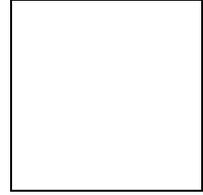
el círculo



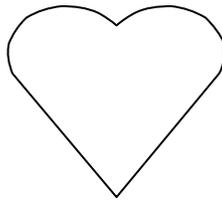
el triángulo



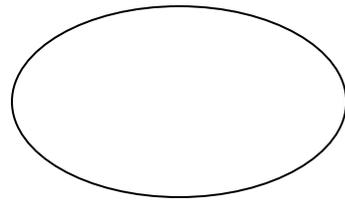
el cuadrado



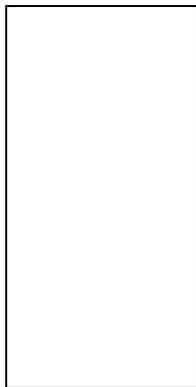
el corazón



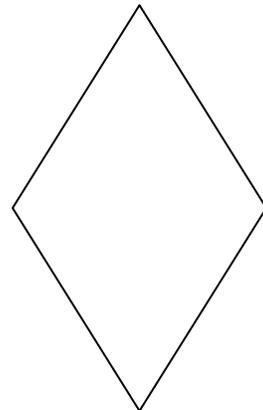
el óvalo



el rectángulo



el diamante



Vocabulary Cards

Episode 138

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

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:

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

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

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

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

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