Table of Contents: SALSA Episode 139

I. Recommended pacing for Episode 139.

II. A list of the focus vocabulary words for this episode.

III. A list of the characters.

IV. A synopsis of the story.

V. The Wyoming Foreign Language Standards addressed by this episode.

VI. The student learning objectives.

VII. Four sample lesson plans with teacher-script index cards.

VIII. Recommended web sites.

IX. An individual student-assessment checklist.

X. A class-assessment spread sheet.

XI. Correctives and enrichments.

X. Additional vocabulary used in this episode.

XI. Black line master for *Los días de la semana*.

XII. Black line master for the song *La piñata*.

XIII. Vocabulary cards for Episode 139.
Second Grade

Week One:
• Show the video Episode 139 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.
### Essential Activities:

1. Watch the SALSA series guide for Episode 139. Practice the focus words in preparation for introducing the episode to your students.

2. Show the SALSA video of Episode 139 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’s your name?*____.

   **2nd Student:** Me llamo _______.  *Hi. My name is _ . What’s your name?* ¿Cómo te llamas?

   **1st Student:** Me llamo _______.  *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.
2. Begin the day with singing *Buenos días*.

3. In the beginning of this episode the characters focus on the days of the week. Make a Spanish calendar that looks like this to show to your students:

<table>
<thead>
<tr>
<th>lunes</th>
<th>martes</th>
<th>miércoles</th>
<th>jueves</th>
<th>viernes</th>
<th>sábado</th>
<th>domingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>5</td>
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<td>31</td>
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</tr>
</tbody>
</table>

4. Explain to the students that the Spanish calendar begins with *lunes* or Monday and ends with *domingo* or Sunday. Ask the students how this is different than the American calendar.

5. On the board, put a flash for each day of the week. Then mix them up and ask the students to put them in the proper order.

6. Continue saying the words in Spanish until the students begin to repeat the words with you.

7. Sing along with the video as Carmen sings a song about the days of the week.

*Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?*

8. Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.

9. End the day with singing *Adios amiguitos* from Episode 138.
**THE TEACHER SAYS AND (DOES)**

<table>
<thead>
<tr>
<th><strong>Episode 139: Lesson 1, Hoy es tu cumpleaños</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>See card with Warm-up dialogue from 137.</strong></td>
</tr>
<tr>
<td>Sing <em>Buenos días.</em></td>
</tr>
<tr>
<td>Show the students a Spanish calendar. Ask the students how this is different than the American calendar.</td>
</tr>
<tr>
<td>Mix up index cards with the days of the week. Ask students to put them in the proper order.</td>
</tr>
<tr>
<td>Continue saying the words in Spanish until the students begin to repeat the words with you.</td>
</tr>
<tr>
<td>Sing with the video: <em>Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?</em></td>
</tr>
<tr>
<td>Repeat the words to the song as you point to the calendar. When you get to the part that says <em>¿Qué día es hoy?</em> point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.</td>
</tr>
<tr>
<td>Sing <em>Adiós amiguitos.</em></td>
</tr>
</tbody>
</table>
Objectives for day 2:
1. Students will indicate comprehension of the names in Spanish for the days of the week.
2. Students will indicate comprehension of the names in Spanish of various shapes.

Connections to other subject areas:
- Literacy
- Music- singing

Materials needed:
- The cued video if you decide to sing along with the video.
- Shapes to hold up for the students.

Assessment:
Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary. (See assessments for Episode 139 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. Sing with or without the video.
   *Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?*

2. Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.

3. Show the students shapes representing *el círculo* (circle), *el triángulo* (triangle), *el cuadrado* (square), *el corazón* (heart), *el óvalo* (oval), *el rectángulo* (rectangle), *el diamante* (diamond).

4. 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.

5. 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.

6. *¿Qué es?* (What is it?) Ask for a volunteer to come to the front of the room and sit in a chair facing away from the rest of the class. Hold a shape over the student’s head and ask *¿Qué es?* Give the student three chances to guess. On the fourth guess ask the class to give the student a clue to help the student with the answer. After each response that the student gives have the class say *No, no es un rectángulo.* (No it isn’t a rectangle.) or *Sí, es un círculo.* (Yes, it is a circle.)

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

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

**Episode 139: Lesson 2, Hoy es tu cumpleaños**

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

Sing with or without the video clip:

*Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?*

Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.

Review *el círculo* (circle), *el triángulo* (triangle), *el cuadrado* (square), *el corazón* (heart), *el óvalo* (oval), *el rectángulo* (rectangle), *el diamante* (diamond).

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.

Hold up *el corazón*. Ask *¿Es un corazón o un diamante?* (Is this a heart or a diamond?)

*¿Qué es?* (What is it?) Ask for a volunteer to come to the front of the room and sit in a chair facing away from the rest of the class. Hold a shape over the student’s head and ask *¿Qué es?* Give the student three chances to guess. On the fourth guess ask the class to give the student a clue to help the student with the answer. After each response that the student gives have the class say *No, no es un rectángulo.* (No it isn’t a rectangle.) or *Sí, es un círculo.* (Yes it is a circle.)

Sing *Adiós amiguitos.*
### Objectives for day 3:

1. Students will indicate comprehension of Spanish words for the days of the week and the members of the family.
2. Students will introduce their family members using as much Spanish they can.

### 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. Sing with or without the video clip:
   
   *Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?*

2. Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the answer and let the students say the answer.

3. Review members of the family. Show images of el papá (dad), la mamá (mom), el bebé (baby), el abuelo (grandfather), la abuela (grandmother).

4. Introduce the words el hermano (brother) and la hermana (sister).

5. Ask students if they have brothers or sisters. *¿Tienes hermanos o hermanas?* (Do you have brothers or sisters?) Note: If you are asking in general how many brothers and sisters someone has the question is *¿Cuántos hermanos tienes?* (How many brothers do you have?)

6. As in the SALSA video either have students bring in family photos to share with their classmates or have them draw a picture of their family.

7. Have the students “introduce” their family members using the photos or drawings.
   
   Class: *¿Es tu familia?* (Is this your family?)
   
   Student: Sí, ésta es mi familia, y éste es mi papá, y ésta es mi mamá, y éste es mi hermano, y ésta es mi hermana, . . . (Yes, this is my family and this is my father, and this is my mother, and this is my brother, and this is my sister . . .)

8. Sing *Adiós amiguitos.*

### Notes:

**Objectives for day 3:**
1. Students will indicate comprehension of Spanish words for the days of the week and the members of the family.
2. Students will introduce their family members using as much Spanish they can.

**Connections to other subject areas:**
- Literacy
- Music-singing

**Materials Needed:**
- The video clip if you decide to sing along with the video.
- The Spanish calendar.
- Images of family members, including a brother and a sister.

**Materials Needed:**

**Notes:**

- Literature
- Music-singing

**Materials Needed:**

- The video clip if you decide to sing along with the video.
- The Spanish calendar.
- Images of family members, including a brother and a sister.
**THE TEACHER SAYS** AND (DOES)

<table>
<thead>
<tr>
<th>Episode 139: Lesson 3, <em>Hoy es tu cumpleaños</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>See card with Warm-up dialogue from Episode 137.</td>
</tr>
</tbody>
</table>

Sing:

*Domino, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?*

Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the answer and let the students say the answer.

Review members of the family. Show images of *el papá* (dad), *la mamá* (mom), *el bebé* (baby), *el abuelo* (grandfather), *la abuela* (grandmother).

Introduce the words *el hermano* (brother) and *la hermana* (sister).

Ask students *¿Tienes hermanos o hermanas?* (Do you have brothers or sisters?) or *¿Cuántos hermanos tienes?* (How many brothers/ sisters do you have?)

Ask students to share their family photos with their classmates or a drawing of their family.

Class asks the student: *¿Es tu familia?* (Is this your family?)

Student: *Sí, ésta es mi familia, y éste es mi papá, y ésta es mi mamá, y éste es mi hermano, y ésta es mi hermana...* (Yes, this is my family and this is my father, and this is my mother, and this is my brother)

Sing *Adiós amiguitos.*
### 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 and contrast birthday celebrations in the United States and Mexico.
3. Students will say their birthdays in Spanish (day and month).

### Connections to other subject areas:

- Literacy
- Geography
- Social Studies - cross cultural comparisons

### Materials needed:

- Video for Episode 139.

### 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.

1. Sing with or without the video clip:
   
   **Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?**

2. Repeat the words to the song as you point to the calendar. When you get to the part that says **¿Qué día es hoy?** point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.

3. Review the handout with the days of the week and the months of the year with the students. In Spanish the date is said as follows: **el trece de octubre, dos mil cuatro** (the thirteenth of October, 2004).

4. Help students figure out how to say their birthdays. Have them say: **Mi cumpleaños es el diez y ocho de agosto.** (My birthday is the eighteenth of August.)

5. **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. Ask the students, **¿Dónde está México?** Ask them to reply, pointing, “Aquí.” 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 this segment of the video continued on the next page.
Sample Lesson for Day 4: (continued)

Transcript for México:

_Hola._
_Me llamo Víctor._
_y tengo once años._
_Vivo en México._
_La piñata._
(See handout for words to The Piñata Song.)
_Esta noche tenemos una fiesta._
_A todos les gusta la fiesta._
_Hasta luego._

Hello.
My name is Victor
and I am eleven years old.
I live in Mexico.
The piñata.
Tonight we are having a party.
Everyone likes the party.
See you later.

7. Compare and contrast birthday party celebrations in the United States and in Mexico. Ask students if their family has a tradition for celebrating birthdays.

8. Have the students write a letter to Victor explaining how birthdays are celebrated here in the United States.

-or-

9. Explore how other cultures celebrate birthdays.

**Final Assessment**
<table>
<thead>
<tr>
<th>THE TEACHER SAYS❤️ AND (DOES)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Episode 139: Lesson 4, Hoy es tu cumpleaños</strong></td>
</tr>
<tr>
<td><strong>See card with Warm-up dialogue from Episode 137.</strong></td>
</tr>
<tr>
<td>Sing:</td>
</tr>
<tr>
<td><em>Domingo, lunes, martes, miércoles, jueves.</em></td>
</tr>
<tr>
<td><em>Viernes, y sábado. ¿Qué día es hoy?</em></td>
</tr>
<tr>
<td>Repeat the words to the song as you point to the calendar. When you get to the part that says <em>¿Qué día es hoy?</em> point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.</td>
</tr>
<tr>
<td>Review the handout with the days of the week and the months of the year with the students.</td>
</tr>
<tr>
<td>Help students figure out how to say their birthdays. Have them say: <em>Mi cumpleaños es el diez y ocho de agosto.</em> (My birthday is the eighteenth of August.)</td>
</tr>
<tr>
<td>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. (contd. on side 2)</td>
</tr>
</tbody>
</table>
**Episode 139: Lesson 4, Part 2  *Hoy es tu cumpleaños***

Compare and contrast birthday party celebrations in the United States and in Mexico. Ask students if their family has a tradition for celebrating birthdays.

Have the students write a letter to Victor explaining how birthdays are celebrated here in the United States. -or-

OR make a class book on family traditions for celebrating birthdays. -or-

OR explore as a class how other cultures celebrate birthdays.

Final Assessment
## Assessment Observation Checklist

**Student** ___________________________________________________ **Grade** ________  

**School** ____________________________________________________  

**Teacher** ___________________________________________________  

### EPISODE 139—HOY ES TU CUMPLEAÑOS

<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 hermano.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
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</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>la hermana.</em></td>
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<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el abuelo.</em></td>
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<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>la abuela.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
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</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el círculo</em> and <em>el triángulo.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Responds verbally or non-verbally to the Spanish word <em>el cumpleaños.</em></td>
<td></td>
<td></td>
<td>Comprehension of designated Spanish vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrates an understanding that there are differences among cultures. | | | Comprehension and cultural awareness of:  
- Everyday experiences of a child from Mexico. |
<p>| Student’s Name | 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 |
|----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|</p>
<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 or a student reads a sentence while pointing to the wrong vocabulary word, e.g. family members or shapes. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <em>Es la abuela, ¿sí o no?</em>&lt;br&gt;Students: <em>No es la abuela, es la hermana.</em> (or thumbs up, down)</td>
<td>Images representing the vocabulary words being reviewed.</td>
</tr>
<tr>
<td>10-15</td>
<td>1-2</td>
<td>3</td>
<td><strong>Vocabulary Card Game</strong>&lt;br&gt;Bring photocopied sets of “cards” with vocabulary objects on them. Students use as a card game, stating which objects they have. This game can be as complicated as your students are ready for. For example, One student says,”<em>Tengo un circulo rojo y un triángulo azul.</em>” The other student must agree or disagree, correcting his or her partner’s statement. This has many variations once the cards are made.</td>
<td>Photocopied “cards” of vocabulary words.</td>
</tr>
<tr>
<td>5-10</td>
<td>1</td>
<td>2</td>
<td><strong>Sorting Activity for To Reinforce Recognition or the Written Word in Spanish</strong>&lt;br&gt;Cards with the Spanish words (not objects) for numbers 1-20, family members, shapes, and other vocab the students know orally are placed on a table for all to see. On the board or on poster board are three category headings: numbers, shapes, family members, etc. Students working in teams, or individually, select a word card and place it in its proper category. The rules may be tailored to the students and situation- from a cooperative group activity to a competition among groups.</td>
<td>Index cards with the Spanish words written on them. (simple sentences, such as <em>Tengo dos hermanos y una hermana.</em> )</td>
</tr>
</tbody>
</table>

**Spanish Self-Assessment**<br>Column 2 (Lang.)<br>This column tells you how much Spanish you need to know in order to be able to use this activity in your classroom.<br>1……….. I only know the focus words from the video episodes.<br>2……….. I know the focus words and a little bit more.<br>3……….. I feel comfortable using some Spanish.

**Preparation Needed**<br>Column 3 (Prep.)<br>This column gives you an idea of how much preparation you will need to do to use this activity in your classroom.<br>0……….. No preparation necessary.<br>1……….. You’ll need one picture or object.<br>2……….. You’ll need multiple pictures or objects.<br>3……….. You’ll need enough pictures or objects for every student.<br>4……….. Requires you or your students to make materials.<br>5……….. Requires you to gather resources, e.g. props.
<table>
<thead>
<tr>
<th>Episode</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td><strong>Nouns</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>El regalo</td>
<td>The present</td>
</tr>
<tr>
<td></td>
<td>El pastel</td>
<td>The cake</td>
</tr>
<tr>
<td></td>
<td><strong>Expressions/ phrases</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feliz Cumpleaños.</td>
<td>Happy birthday</td>
</tr>
<tr>
<td></td>
<td>¡Alto!</td>
<td>Stop!</td>
</tr>
<tr>
<td></td>
<td><strong>Sentences</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoy es el cumpleaños de Carmen</td>
<td>Today is Carmen’s birthday.</td>
</tr>
<tr>
<td></td>
<td>No es mi cumpleaños.</td>
<td>It’s not my birthday.</td>
</tr>
<tr>
<td></td>
<td>Mi cumpleaños es el viernes.</td>
<td>My birthday is Friday.</td>
</tr>
<tr>
<td></td>
<td>Hoy es jueves.</td>
<td>Today is Thursday.</td>
</tr>
<tr>
<td></td>
<td>Hoy es mi cumpleaños.</td>
<td>Today is my birthday.</td>
</tr>
<tr>
<td></td>
<td>Miren mi boca.</td>
<td>Look at my mouth.</td>
</tr>
<tr>
<td></td>
<td>¿Cómo están mis hermanos?</td>
<td>How are my siblings? (could be brothers, or brothers and sisters, just not sisters only.)</td>
</tr>
<tr>
<td></td>
<td>¿Cómo están mis hermanas?</td>
<td>How are my sisters?</td>
</tr>
<tr>
<td></td>
<td>Necesitamos un pastel de chocolate para Carmen.</td>
<td>We need a chocolate cake for Carmen.</td>
</tr>
<tr>
<td></td>
<td>¿Dónde está mi regalo?</td>
<td>Where is my present?</td>
</tr>
<tr>
<td></td>
<td>Voy por el pastel.</td>
<td>I’ll go for the cake.</td>
</tr>
<tr>
<td></td>
<td>¿Adónde vas?</td>
<td>Where are you going?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Once upon a time there was a little train.</td>
</tr>
</tbody>
</table>
NOMBRE __________________________

FECHA el _____________de ____________________, dos mil ________

LOS DÍAS DE LA SEMANA

lunes
domingo
miércoles
viernes
jueves
sábado
jueves
martes

Write the days of the week in order here.

l____________________
m____________________
m____________________
j ____________________
v ____________________
s ____________________
d ____________________

LOS MESES DEL AÑO

Can you guess the months?

enero ____________   noviembre ____________
marzo ____________   abril ____________
octubre ___________   junio ____________
julio _____________   agosto ____________
septiembre ____________   mayo ____________
febrero ____________   diciembre ____________
LA PIÑATA

No quiero oro, ni quiero plata,
yo lo que quiero es romper la piñata.

Dale, dale, dale,
no pierdas el tino,
mide la distancia
que hay en el camino.

Dale, dale, dale,
no pierdas el tino,
porque si lo pierdes
pierdes el camino.

I don’t want silver, nor do I want gold,
all that I want is to break the piñata.

Hit, hit the piñata,
do not lose your aim,
measure well the distance
or you’ll lose the way.

Hit, hit the piñata,
do not lose your aim,
because if you lose it
you will lose the way.

Draw your piñata on the backside.
Reproduce this page as needed. Cut and provide one set of cards to all children in the class.

<table>
<thead>
<tr>
<th>el hermano</th>
</tr>
</thead>
<tbody>
<tr>
<td>la hermana</td>
</tr>
<tr>
<td>el abuelo</td>
</tr>
<tr>
<td>la abuela</td>
</tr>
<tr>
<td>el círculo</td>
</tr>
<tr>
<td>el triángulo</td>
</tr>
<tr>
<td>el cumpleaños</td>
</tr>
</tbody>
</table>
Episode Transcript

To obtain a transcript, simply go to 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 209. (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:

<table>
<thead>
<tr>
<th>WyFLES Materials</th>
<th>GPB Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>131................</td>
<td>201</td>
</tr>
<tr>
<td>132................</td>
<td>202</td>
</tr>
<tr>
<td>133................</td>
<td>203</td>
</tr>
<tr>
<td>134................</td>
<td>204</td>
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<td>135................</td>
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<td>136................</td>
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<td>137................</td>
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<td>209</td>
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<td>140................</td>
<td>210</td>
</tr>
<tr>
<td>141................</td>
<td>211</td>
</tr>
<tr>
<td>142................</td>
<td>212</td>
</tr>
</tbody>
</table>

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.