

WyFLES Teachers' Materials SALSA Episode 139

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Sample Pacing of 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.

Unit Theme:

Los Tres Cerditos (The Three Pigs)

Focus Vocabulary:

- *el hermano* (the brother)
- *el hermana* (the sister)
- *el cumpleaños* (the birthday)

Characters/Personajes:

- *Los Tres Cerditos*
- *Mamá Osa*
- *Bebé Oso*
- *Tren Rojo* (Red Train)
- *Tren Viejo* (Old Train)
- *Gatita* (Little Cat)
- *Todos* (all in the scene)

Synopsis

María and Salvador decide that today is Carmen's birthday and wake her up early. Unfortunately, it's the wrong day! Then, when the right day comes, they realize at the last minute that they have forgotten to bake her a cake and buy her a gift. So they run out to get them. On the way home (with cake and gift) they jump on the Red Train (*Tren Rojo*). Meanwhile, Carmen has become tired of waiting and jumps on the Old Train (*Tren Viejo*) to find her brother and sister. Of course, there is a train wreck and the cake and gift go flying. In the end, however, all is well and

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.

Notes:

Wyoming Standards:

1. Communication—

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

2. Culture—

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

Objectives:

- Students will be able to:
1. demonstrate verbally or non-verbally comprehension of: the days of the week in Spanish.
 2. Indicate verbally or non-verbally cultural awareness of: a weekly calendar in a Spanish-speaking country.

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 139)

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:

lunes	martes	miércoles	jueves	viernes	sábado	domingo
	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	26	27
28	29	30	31			

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 *Adíos amiguitos* from Episode 138.

Notes:

Materials needed:

- A sample calendar for one month as described in the lesson.
- Video of Episode 139 for song about the days of the week.

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

THE TEACHER SAYS  AND (DOES) 
Episode 139: Lesson 1, <i>Hoy es tu cumpleaños</i>
See card with Warm-up dialogue from 137.
Sing <i>Buenos días</i> .
Show the students a Spanish calendar. Ask the students how this is different than the American calendar.
Mix up index cards with the days of the week. Ask students to put them in the proper order.
Continue saying the words in Spanish until the students begin to repeat the words with you.
Sing with the video: <i>Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?</i>
Repeat the words to the song as you point to the calendar. When you get to the part that says <i>¿Qué día es hoy?</i> point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.
Sing <i>Adiós amiguitos</i> .

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:

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

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: <i>Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?</i>
Repeat the words to the song as you point to the calendar. When you get to the part that says <i>¿Qué día es hoy?</i> point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.
Review <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).
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.
Hold up <i>el corazón</i> . Ask <i>¿Es un corazón o un diamante?</i> (Is this a heart or a diamond?) <i>¿Qué es?</i> (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 <i>¿Qué es?</i> 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 <i>No, no es un rectángulo.</i> (No it isn't a rectangle.) or <i>Sí, es un círculo.</i> (Yes it is a circle.)
Sing <i>Adiós amiguitos.</i>

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.



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:

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

THE TEACHER SAYS  AND (DOES) 
Episode 139: Lesson 3, <i>Hoy es tu cumpleaños</i>
See card with Warm-up dialogue from Episode 137.
Sing: <i>Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?</i>
Repeat the words to the song as you point to the calendar. When you get to the part that says <i>¿Qué día es hoy?</i> 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 <i>el papá</i> (dad), <i>la mamá</i> (mom), <i>el bebé</i> (baby), <i>el abuelo</i> (grandfather), <i>la abuela</i> (grandmother).
Introduce the words <i>el hermano</i> (brother) and <i>la hermana</i> (sister).
Ask students <i>¿Tienes hermanos o hermanas?</i> (Do you have brothers or sisters?) or <i>¿Cuántos hermanos tienes?</i> (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: <i>¿Es tu familia?</i> (Is this your family?) Student: <i>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, . . .</i> (Yes, this is my family and this is my father, and this is my mother, and this is my brother
Sing <i>Adiós amiguitos.</i>

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 Mexico?* 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.

Notes:

Notes:

Sample Lesson for Day 4: (continued)

Notes:

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

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

THE TEACHER SAYS  AND (DOES) 

Episode 139: Lesson 4, *Hoy es tu cumpleaños*

See card with Warm-up dialogue from Episode 137.

Sing:

*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 the handout with the days of the week and the months of the year with the students.

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.)

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)

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

THE TEACHER SAYS  AND (DOES) 

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

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>el hermano</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la hermana</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el abuelo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la abuela</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el círculo</i> and <i>el triángulo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el cumpleaños</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 139

Time	Lang.	Prep.	Description	Materials Needed
5-10	1-2	2	<u>Incorrect Sentence Activity</u> Teacher or a student reads a sentence while pointing to the wrong vocabulary word, <i>e.g.</i> family members or shapes. Students may either say the correct word or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es la abuela, ¿sí o no?</i> Students: <i>No es la abuela, es la hermana.</i> (or thumbs up, down)	Images representing the vocabulary words being reviewed.
10-15	1-2	3	<u>Vocabulary Card Game</u> 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, “ <i>Tengo un círculo rojo y un triángulo azul.</i> ” The other student must agree or disagree, correcting his or her partner’s statement. This has many variations once the cards are made.	Photocopied “cards” of vocabulary words.
5-10	1	2	<u>Sorting Activity for To Reinforce Recognition or the Written Word in Spanish</u> 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.	Index cards with the Spanish words written on them. (simple sentences, such as <i>Tengo dos hermanos y una hermana.</i>)

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 3 (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
139	<p><u>Nouns</u> El regalo</p> <p>El pastel</p> <p><u>Expressions/ phrases</u> Feliz Cumpleaños. ¡Alto!</p> <p><u>Sentences</u> Hoy es el cumpleaños de Carmen No es mi cumpleaños. Mi cumpleaños es el viernes. Hoy es jueves. Hoy es mi cumpleaños. Miren mi boca. ¿Cómo están mis hermanos? ¿Cómo están mis hermanas? Necesitamos un pastel de chocolate para Carmen. ¿Dónde está mi regalo? Voy por el pastel. ¿Adónde vas?</p>	<p>The present</p> <p>The cake</p> <p>Happy birthday</p> <p>Stop!</p> <p>Today is Carmen's birthday. It's not my birthday. My birthday is Friday. Today is Thursday. Today is my birthday. Look at my mouth. How are my siblings? (could be brothers, or brothers and sisters, just not sisters only.) How are my sisters? We need a chocolate cake for Carmen. Where is my present? I'll go for the cake. Where are you going?</p> <p><i>Once upon a time there was a little train</i></p>

NOMBRE _____

FECHA el _____ de _____, dos mil _____

LOS DÍAS DE LA SEMANA

lunes
domingo
miércoles
viernes
jueves
sábado
jueves

Write the days of the week in order here.

l _____

m _____

m _____

martes

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 _____

NOMBRE _____

FECHA el _____ de _____, 20_____

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.

Vocabulary Cards

Episode 139

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

el hermano

la hermana

el abuelo

la abuela

el círculo

el triángulo

el cumpleaños

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 **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:

<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.