

WyFLES Teachers' Materials SALSA Episode 140

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Sample Pacing of Episode 140

Second Grade

Week One:

- Show the video Episode 140 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:

- *las galletas* (the cookies)
- *la boca* (the mouth)

Characters/Personajes:

- *Los Tres Cerditos*
- *Perro* (Dog)
- *Lobo* (Wolf)
- *Ratoncito* (Little Rat)
- *Mamá Osa*
- *Armadillo*
- *Pancho* (squirrel's name)
- *Todos* (all in the scene)

Synopsis

After being hit on the head by a falling cookie jar, Carmen believes that she is an opera star in the grand opera, complete with a villain- *el Lobo*, of course. She believes that *el Lobo* has stolen her cookies and sets off to find him. On the way, she meets Ratoncito, who is dancing a ballet in the forest, and Armadillo, who is a bull fighter practicing in the town. In the final scene, *Mamá Osa* (the fat lady...) arrives in full operatic gear to save the day.

Wyoming Standards:

1. Communication—

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

Essential Activities:

- 1) Watch the SALSA series guide for Episode 140. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 140 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. (26 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 a copy of the student handout that requires information about the student. Review with the students the information that is needed to fill out the form. Give students time to complete the form. Collect the completed forms from the students. Each day at the beginning of Spanish class invite a student to the front of the room to share his or her information with the class.

Student: *Hola. Me llamo (student's name).*

Hi. My name is (student's name).

Tengo _____ años.

I am ... years old.

Vivo en (name of city, state, or country).

I live in ...

Mi cumpleaños es el diez y ocho de agosto.

My birthday is...

Notes:

Wyoming Standards:**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 parts of the body and the days of the week.

2. demonstrate verbally or non-verbally comprehension of the Spanish adjectives meaning open and closed.

Connections to other subject areas:

- Literacy

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary
(See assessments for 140)

Materials Needed:

- The calendar used in previous lessons.
- The black line master entitled *La boca*.

2. Sing:

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

3. 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.
4. Review the parts of the body by pointing to your body and saying: ***la cabeza*** (head), ***los ojos*** (eyes), ***la nariz*** (nose), ***la boca*** (mouth), ***las orejas*** (ears), ***los dientes*** (teeth), ***los hombros*** (shoulders), ***las piernas*** (legs), ***los pies*** (feet).
5. Continue doing this until the students are saying the words with you. When the students are chanting with you continue pointing to different parts of the body and let the students supply the correct answer.
6. Sing ***Cabeza, hombros, piernas, pies***.
7. Take out the page provided in this unit that shows a mouth that is open and a mouth that is closed. Fold the paper in half so that the students can only see one side at a time.
8. Show one side to the students and say, ***La boca está cerrada***. (The mouth is closed.) When you say this fold your hand closed to illustrate a closed mouth. Turn the paper over and say ***La boca está abierta***. (The mouth is open.) Open your hand to show an open mouth. Repeat until the students are practicing with you. (If you have a puppet, you could also use the puppet instead of your hand.)
9. Ask individual students if the mouth is open or closed. ***La boca está cerrada o abierta?*** (The mouth is open or closed?)
10. 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 140: Lesson 1, *Hasta que Mamà Osa cante*

Ask a student to volunteer to say his/her name, age and s/he lives.

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. Ask *¿Qué día es hoy?*
Let the students provide the correct answer.

Review the parts of the body by pointing to your body and saying: *la cabeza* (head), *los ojos* (eyes), *la nariz* (nose), *la boca* (mouth), *las orejas* (ears), *los dientes* (teeth), *los hombros* (shoulders), *las piernas* (legs), *los pies* (feet). When the students are chanting with you continue pointing to different parts of the body and let the students supply the missing words.

Sing *Cabeza, hombros, piernas, pies.*

Show the page provided in this unit that shows a mouth that is open and a mouth that is closed. Fold the paper in half so that the students can only see one side at a time and say, *La boca está cerrada.* (The mouth is closed.) When you say this fold your hand closed to illustrate a closed mouth. Turn the paper over and say *La boca está abierta.* (The mouth is open.) Open your hand to show an opened mouth. Repeat until the students are practicing with you.

La boca está cerrada o abierta? Ask individual students to answer this question.

Sing *Adiós amiguitos.*

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.
3. Students will be able to say that they have a certain shape.

Connections to other subject areas:

- Literacy
- Music- singing
- Math- shapes

Materials needed:

- A sack in which various shapes are hidden.
- A pipe cleaner or a short length of colored telephone/cable wire for each student.

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary. (See assessments for Episode 140 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:
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 words: *el círculo* (circle), *el triángulo* (triangle), *el cuadrado* (square), *el corazón* (heart), *el óvalo* (oval), *el rectángulo* (rectangle), *el diamante* (diamond). Hold up the shapes and ask *¿Es un círculo o un rectángulo?* (Is this a circle or a rectangle?)
4. Put the shapes in *la caja mágica* or *la bolsa mágica*. Pull a shape out of the box and ask *Es un círculo, ¿sí o no? Sí, es un círculo.* (Is this a circle, yes or no? Yes, this is a circle.) *No, no es un círculo.* (No, it isn't a circle)
5. Ask a volunteer to come to the front of the room and pull out a shape. Ask the student, *¿Qué es?* (What is it?) Some students may need assistance. Ask them a yes/no or either/or question as in the examples above.
6. Hand each student a pipe cleaner or a piece of colored telephone/cable wire. Have the students mold the wire into different shapes. Say, *Muéstrame un triángulo.* (Show me a triangle.) Have the students hold up their shapes when they have made them. Continue this exercise with all of the shapes.
7. Tell the students to create a shape and hold it up. Call on volunteers and have them tell the class what shape they have made. *Tengo un óvalo.* (I have an oval.)
8. Sing the *SALSA* song. (see handout)

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 140: Lesson 2, *Hasta que Mamà Osa cante*

Ask a student to volunteer to say his/her name, age and where s/he lives.

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. Ask **¿Qué día es hoy?** Let the students provide the correct answer.

Ask **¿Es un círculo o un rectángulo?** Review all of the shapes: *el círculo* (circle), *el triángulo* (triangle), *el cuadrado* (square), *el corazón* (heart), *el óvalo* (oval), *el rectángulo* (rectangle), *el diamante* (diamond).

Put the shapes in *la caja mágica* or *la bolsa mágica*. Pull a shape out of the box and ask ***Es un círculo, ¿sí o no? Sí, es un círculo.*** Repeat with each shape.

Ask a volunteer to come to the front of the room and pull out a shape. Ask the student **¿Qué es?**

Have the students mold wire into different shapes. Say, ***Muéstrame un triángulo.*** (Show me a triangle.) Have the students hold up their shapes when they have made them. Continue this exercise with all of the shapes.

Tell the students to create a shape and hold it up. Call on volunteers and have them tell the class what shape they have made. ***Tengo un óvalo.*** (I have an oval.)

Sing the **SALSA** song.

Objectives for day 3:

- 1) Students will indicate comprehension of Spanish words for shapes.
- 2) Students will be able to say if they like something or not.

Connections to other subject areas:

- Literacy
- Music-singing
- Math- graphing

Materials Needed:

- Paper for each student.



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:
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. Introduce the word *las galletas* (cookies) by saying *Me gustan las galletas.* (I like cookies.) Pretend that you are dipping cookies in a glass of milk as you say this. Ask your students *Te gustan las galletas, ¿sí o no?* (Do you like cookies, yes or no?) (responses: *Si, me gustan las galletas. No, no me gustan las galletas.*)
4. Give the students a sheet of paper and ask them to draw a picture of at least two of their favorite cookies. Have them write on the paper *las galletas.*
5. When the students have finished with their drawings have the students say *Me gustan las galletas.* (I like cookies.) Repeat the phrase two more times.
6. Ask students to identify the shape of their cookies. *¿Es un rectángulo? ¿Es un círculo? ¿Es un cuadrado?*
7. Use the drawings to make graphs. Students can graph favorite cookies or the shape of the cookies. Ask *más* (more) or *menos* (fewer) questions.
8. Sing **1, 2, 3 Amigos.**

Notes:

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

THE TEACHER SAYS  AND (DOES) 
Episode 140: Lesson 3, <i>Hasta que Mamá Osa cante</i>
Ask a student to volunteer to say their name, age and where they live.
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. Ask ¿Qué día es hoy? Let the students provide the correct answer.
Say <i>Me gustan las galletas.</i> (I like cookies.) Pretend that you are dipping cookies in a glass of milk as you say this. Ask your students <i>Te gustan las galletas, ¿sí o no?</i>
Give the students a sheet of paper and ask them to draw a picture of their favorite cookie. Have them write on the paper <i>las galletas.</i>
Say <i>Me gustan las galletas three</i> times when the students have finished their pictures.
Ask students to identify the shape of their cookies. <i>¿Es un <u>rectángulo</u>? ¿Es un <u>círculo</u>? ¿Es un <u>cuadrado</u>?</i>
Use the drawings to make graphs. Students can graph favorite cookies or the shape of the cookies. Ask <i>más</i> (more) or <i>menos</i> (fewer) questions. <i>¿Hay más o menos Oreos?</i>
Sing 1, 2, 3 Amigos.

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 girl who lives in Chile.
2. Students will compare and contrast the geography of the United States and that of Chile.

Connections to other subject areas:

- Literacy
- Geography
- Social Studies- cross cultural comparisons

Materials needed:

- Video for Episode 140.

Assessment: (See assessments provided with this unit.)

Sample Lesson for Day 4: (Estimated time: 25 minutes)

As for the other sample lessons, an “index-card” script is included with this episode.

Cultural Awareness: (Chile)

The SALSA videos feature children and their families from various Latin American countries. Using a globe or a map locate the country of Chile. Tell students that you are going to play the part of the video (Break #1, last part) that features a young girl. Her name is Josefina and she lives in Chile.

Transcript for Chile:

Hola.

Me llamo Josefina y tengo diez años.

Vivo en Chile.

Ésta es mi mamá.

Cíao.

Voy a la escuela.

Me gusta mucho jugar fútbol.

Éste es mi papá.

Hasta luego.

Hello.

My name is Josefina and I am ten years old.

I live in Chile.

This is my mom.

Goodbye

I am going to school.

I love to play soccer.

This is my dad.



Locate the country of Chile on a map or a globe. Compare the shape of the country to the state that you live in. How is it different? Research the geography of Chile and compare it to the state that you live in. How is it the same? How is it different?

- ✓ Is your state near an ocean like the country of Chile?
- ✓ Does your state have mountains like the country of Chile?
- ✓ Does your state have volcanoes in it like the country of Chile?
- ✓ Does your state have deserts like the country of Chile?
- ✓ Does your state include islands as part of the geography like the country of Chile?

Final Assessment

Notes:

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

THE TEACHER SAYS  AND (DOES) 
Episode 140: Lesson 4, <i>Hasta que Mamá Osa cante</i>
Ask a student to volunteer to say his/her name, age and where s/he lives.
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. Ask <i>¿Qué día es hoy?</i> Let the students provide the correct answer.
Using a globe or a map locate the country of Chile. Tell students that you are going to play the part of the video (Break #1, last part) that features a young girl. Her name is Josefina and she lives in Chile.
Locate the country of Chile on a map or a globe. Compare the shape of the country to the state that you live in. How is it different? Research the geography of Chile and compare it to the state that you live in. How is it the same? How is it different? <ul style="list-style-type: none">✓ Is your state near an ocean like the country of Chile?✓ Does your state have mountains like the country of Chile?✓ Does your state have volcanoes in it like the country of Chile?✓ Does your state have deserts like the country of Chile?✓ Does your state include islands as part of the geography like the country of Chile?
Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 140—TILL MAMA BEAR SINGS

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>las galletas</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la boca</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>cerrado/a</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>abierto/a</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 Chile.	

Correctives and Enrichments- Episode 140

Time	Lang.	Prep.	Description	Materials Needed
10-15	1	3 or 4	<u>Musical Chairs/Cake Walk</u> Place images (black line masters) on the floor in a circle. Play music. When the music stops, the students must name the object on which they have stopped. For variety, you could have colored shapes, dates, months, days of the week, etc.	Enough objects for each student to stand on when the music ends.
5-10	1	3	<u>TPR Hold Up Activity</u> For students having trouble remembering the vocabulary words, give each student a set of images for the vocabulary. Say (or have a student partner or volunteer say) the vocabulary words, and ask the students to hold up the appropriate images.	A set of images of the vocab words for each student.
10	1	3	<u>Go Fish Card Game</u> Each student has his or her own set of images of the vocabulary words. The students combine their sets and play Go Fish.	Sets of images of the vocabulary words.
10-15	1-2	0	<u>Video Activity: What's Happening</u> Show the video one more time, freezing frames or turning the sound off. The students tell what is happening and try to guess the dialog. The quiz game is especially good because the dialogue is quite simple, even for students who are less verbal in the language.	The video for Episode 140.

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, *e.g.* props.

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
140	<p><u>Nouns/ Adjectives</u> Un pastel de cumpleaños</p> <p>Nuestra hermana/ nuestro hermano</p> <p><u>Expressions/ phrases</u> En la boca mía.</p> <p>¡Socorro!</p> <p>Espera.</p> <p>Salud.</p> <p>Disculpa, por favor.</p> <p><u>Sentences</u> No quiero pastel de cumpleaños.</p> <p>¿Dónde están las galletas?</p> <p>Éste es un cuento de unas galletas.</p> <p>Estoy listo/a.</p> <p>Necesito galletas en mi boca.</p> <p>¿Dónde están los cerditos?</p> <p>No están aquí.</p> <p>Tu boca está abierta. Tu boca está cerrada.</p> <p>Voy por tí.</p>	<p>A birthday cake</p> <p>Our sister/ our brother</p> <p>In my mouth</p> <p>Help!</p> <p>Wait.</p> <p>Good health to you. (a toast or after a sneeze)</p> <p>Excuse me, please.</p> <p>I don't want any birthday cake.</p> <p>Where are the cookies?</p> <p>This is a story of some cookies.</p> <p>I am ready.</p> <p>I need cookies in my mouth.</p> <p>Where are the little pigs?</p> <p>They aren't here.</p> <p>Your mouth is open Your mouth is closed.</p> <p>I'm going after you.</p> <p>Open your mouth</p>

Hola. Me llamo _____.
Hi. My name is (student's name).

Tengo _____ *años.*
I am ... years old.

Vivo en _____.
I live in (city / state / or country.)

Mi cumpleaños es el _____ *de* _____.
My birthday is (day, month).

Draw a picture of you doing your favorite thing.

!Me Gusta!

SALSA

*SALSA, SALSA
es muy especial
con cuentos, juegos, música
y mucho más.*

*Con SALSA yo pronto
aprenderé
que tan fácil es decir:
uno, dos y tres.*

*SALSA, SALSA, estás en mi
corazón.*

*¡SALSA, SALSA, me gusta el
español!*

SALSA

SALSA, SALSA
is very special
with stories, games, music,
and so much more.

On SALSA, I soon
will learn
how easy it is to say:
one, two, and three.

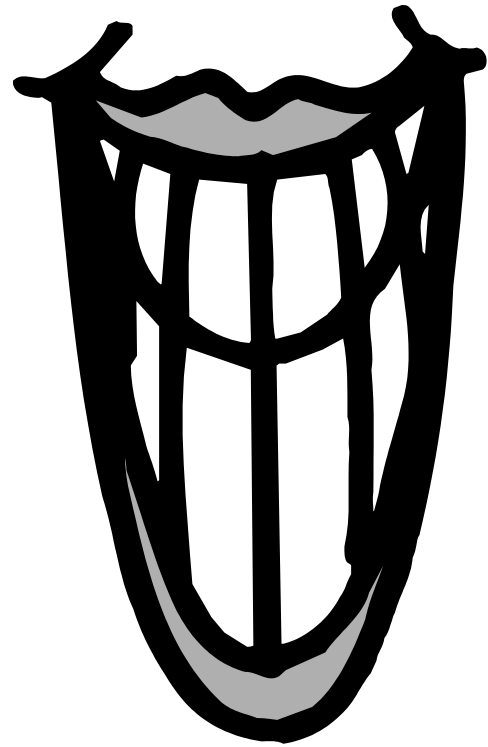
SALSA, SALSA, you are in my
heart.

SALSA, SALSA, I like Spanish!



La boca está

¿abierta
o
cerrada?



La boca está
¿abierta o cerrada?

Vocabulary Cards

Episode 140

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

las galletas

la boca

cerrado/a

abierto/a

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 **210**. (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.