

**WyFLES Teachers' Materials**  
**SALSA Episode 142**

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## Sample Pacing of Episode 142

### Second Grade

#### Week One:

- Show the video Episode 142 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 pájaro* (the bird)
- *las galletas* (the cookies)
- *el triángulo* (the triangle)
- *veinte* (twenty)
- *Amarillo/amarilla* (yellow)
- *la silla* (the chair)
- *la música* (the music)
- *blanco/blanca* (white)

**Characters/Personajes:**

- *Los Tres Cerditos*
- *Monstruo* (Monster)
- *Niña* (Girl)
- *Los chivos* (the goats)
- *Mamá Osa* (Mama Bear)
- *Armadillo*

**Synopsis**

This final quiz show pits the reigning champions, *los Tres Chivos*, against *los Tres Cerditos*, the three pigs. At the beginning it looks like the goats will win easily, but the pigs stage a late rally, answering question after question, until the competition is tied. The final question pits the two best eaters- Carmen and the Big Goat- against each other. Carmen defeats Big Goat and the three pigs win by the narrowest of margins- one point!

**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 142. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 142 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. Each day at the beginning of Spanish class invite a student to the front of the room to share his or her information (from Episode 140) 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:**

**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 focus vocabulary;
2. demonstrate awareness of: traditional pan pipe music from Spanish-speaking countries; expressions of praise, greetings, and leave takings; and everyday experiences of a child living in Chile.

**Connections to other subject areas:**

- Literacy
- Music
- Social studies

**Materials Needed:**

- Open/Closed Sheet

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. Show the illustration that shows the closed mouth (from Episode 140) 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 opened mouth. Repeat until the students are practicing with you. (You can also use a puppet.)
8. Ask individual students if the mouth is open or closed. *La boca está cerrada o abierta?* (The mouth is closed or open?)
9. End the day with singing *Adiós amiguitos* from the SALSA video.

**Notes:**

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 142.)



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

THE TEACHER SAYS  AND (DOES) 

**Episode 142: Lesson 1, *El concurso de las preguntas el momento decisivo***

**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.

Point to your body and say: *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 correct answer.

Sing *Cabeza, hombros, piernas, pies.*

*La boca está cerrada o abierta, ¿sí o no?* Show the illustration of the open/ closed mouth. Students answer *La boca está cerrada.* or *La boca está abierta.*

Sing *Adiós amiguitos.*

**Objectives for day 2:**

1. Students will indicate comprehension of the Spanish vocabulary for days and shapes.
2. Students will indicate their opinion of the music from the video.

**Connections to other subject areas:**

- Literacy
- Music- singing
- Math- shapes

**Materials needed:**

- The video of Episode 142.
- A sack in which the forms are hidden.

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary. (See assessments for Episode 141 included with these m

**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 into *la caja mágica* (magic box) or *la bolsa mágica* (magic bag). Pull one shape out at a time and ask, *1, 2, 3 ¿Qué forma es?* (1, 2, 3 What shape is it?) The students then say the name of the shape.
5. Choose a student to stand with his/her back to the teacher. Use the shapes and select one and show it to the class. Put the shape behind the back of the student who is “it”. The student then guesses by asking, *¿Es un triángulo?* (Is it a triangle?) The class responds, *No, no es un triángulo.* or *Sí, es un triángulo.* (No, is not a triangle. / Yes, it is a triangle.)
6. Watch the SALSA video (Break 2, the last part) featuring Ratoncito and the portion called *Vamos a escuchar música* (Let’s listen to music.)
7. After watching this segment, replay it, and occasionally turn down the volume and say *la música*. Discuss with the students the music that they heard, the instruments, and the musicians. Ask them what they thought of the music. *¿Te gusta o no te gusta?* (Do you like it or not?) The music played is traditional music from the highlands of the Andes Mountains, particularly the countries of Peru, Bolivia, Ecuador, and the northern parts of Chile and Argentina.

Notes:



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

<p style="text-align: center;"><b>THE TEACHER SAYS  AND (DOES) </b></p>
<p style="text-align: center;"><b>Episode 142: Lesson 2, <i>El concurso de las preguntas el momento decisivo</i></b></p>
<p><b>Ask a student to volunteer to say his/her name, age and where s/he lives.</b></p>
<p>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 <b>¿Qué día es hoy?</b> Let the students provide the correct answer.</p>
<p><b><i>¿Es un <u>círculo</u> o un <u>rectángulo</u>?</i></b> Review the shapes with the class.</p>
<p><b><i>1, 2, 3 ¿Qué forma es?</i></b> Put the shapes in a magic box or bag. Pull one out at a time and ask the class to identify the shape.</p>
<p>Choose a student to stand with his/her back to the teacher. Use the shapes and select one and show it to the class. Put the shape behind the back of the student who is "it". The student then guesses by asking, <b><i>¿Es un triángulo?</i></b> (Is it a triangle?) The class responds, <b><i>No, no es un triángulo.</i></b> or <b><i>Sí, es un triángulo.</i></b> (No, is not a triangle. / Yes, it is a triangle.)</p>
<p>Watch the SALSA video (Break 2, the last part) featuring Ratoncito and the portion called <b><i>Vamos a escuchar música.</i></b></p>
<p>After watching this segment, replay it, and occasionally turn down the volume and say <b><i>la música.</i></b> Discuss with the students the music that they heard, the instruments, and the musicians. Ask them what they thought of the music. <b><i>¿Te gusta o no te gusta?</i></b></p>
<p>Sing the <b>SALSA</b> song (played at the end of each episode).</p>

**Objectives for day 3:**

- 1) Students will indicate comprehension of Spanish words for days of the week.
- 2) Students will be able to say whether they like something or not.

**Connections to other subject areas:**

- Literacy
- Music-singing.

**Materials Needed:**

- A copy of the handouts *me gusta* for each student.

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 142)

**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. Review 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?)
4. Make copies of the handout titled *Me gusta ...* (I like ...). Handout a copy to each student. Go through each of the sentences and have the students circle *sí* or *no*.
5. After going through the whole page you may want to have a student say *Me gusta ...* or *No me gusta ...*
6. 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 142: Lesson 3, *El concurso de las preguntas: el momento decisivo***

**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.

Say *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?*

Handout the paper titled *Me gusta ...* to each student. Go through each of the sentences and have the students circle *sí* or *no*.

After going through the whole page you may want to have a student say *Me gusta ...* or *No me gusta ...*

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 family life in the United States and Chile..

**Connections to other subject areas:**

- Literacy
- Geography
- Social Studies- cross cultural comparisons

**Materials needed:**

- Video for Episode 141.

**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 boy. His name is Rodrigo and he lives in Chile.

Transcript for Chile:

*Hola.*

*Me llamo Rodrigo.*

*Tengo nueve años.*

*Vivo en Chile.*

*Ésta es mi mamá.*

*Ésta es María Jesus, mi hermana.*

*Éste es mi perro.*

*Se llama Lucky.*

*Éste es mi papá.*

*Está trabajando.*

*Voy a un parque con mi mamá*

*y mi hermana.*

*¡Helados!*

*Hasta luego.*

Hello.

My name is Rodrigo.

I am nine years old.

I live in Chile.

This is my mom.

This is Maria Jesus, my sister.

This is my dog.

His name is Lucky.

This is my dad.

He is working.

I am going to a park with my mom

and my sister.

Ice cream!

See you later.

Make copies of the Family Tree and the page with the apples. Review the members of the family with the students. Show an example of your own family tree. Have the students cut out the appropriate apples for their families and paste the apples on the tree.

*abuela*—grandmother

*mamá*—mom

*bebé*—baby

*abuelo*—grandfather

*hermano*—brother

*yo*—me

*papá*—dad

*hermana*—sister

**Final Assessment**

Notes:



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

<b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> 
<b>Episode 142: Lesson 4, <i>El concurso de las preguntas el momento decisivo</i></b>
Ask a student to volunteer to say his/her name, age and where s/he lives.
Sing: <b><i>Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?</i></b> 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.
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 boy. His name is Rodrigo and he lives in Chile.
Make copies of the Family Tree and the page with the apples. Review the members of the family with the students. Show an example of your own family tree. Have the students cut out the appropriate apples for their families and paste the apples on the tree.
<b>Final Assessment</b>

**Assessment Observation Checklist**

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_

**School** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**EPISODE 142—QUIZ SHOW: THE SHOWDOWN**

<b>Student Behavior</b>	<b>Yes/No</b>	<b>Date</b>	<b>Skill</b>	<b>Comments</b>
Responds verbally or non-verbally to the Spanish word <i>el pájaro</i> .			Comprehension of designated Spanish vocabulary.	
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>el triángulo</i> .			Comprehension of designated Spanish vocabulary.	
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>la boca</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el hermano</i> and <i>la hermana</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 142

Time	Lang.	Prep.	Description	Materials Needed
5-10	1-2	2	<p style="text-align: center;"><u>Incorrect Sentence Activity</u></p> <p>This is an easy review of vocabulary for students having difficulty learning. For others, it is good practice in making a simple sentence. Teacher reads a sentence while pointing to the wrong image or object. Students may either say the correct sentence or indicate the correctness by thumbs up, thumbs down. Ex. Teacher: <i>Es la nariz. ¿Sí o no?</i> Students: <i>No es la nariz, es la boca.</i> (or thumbs up, down)</p>	Images or objects from vocabulary of the 42 SALSA episodes.
5-10	1	3	<p style="text-align: center;"><u>Video Activity: What's Happening</u></p> <p>Show the video one more time, freezing frames or turning the sound off during the final quiz show. The students tell what is happening and try to guess the dialog. Students could work in teams or individually as a final review of this episode and many of the Spanish words, expressions, and sentences to which they have been exposed during the 42 episodes of SALSA.</p>	Video of Episode 142.
Will vary.	1-2	0	<p style="text-align: center;"><u>Internet Research Activity</u></p> <p>As a culminating activity, students can do research on the Spanish-speaking world in the library and/or on the Internet. Individual students might choose a country in which Spanish is spoken and do a report, a bulletin board, or a poster about that country.</p>	Internet connection.

### 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

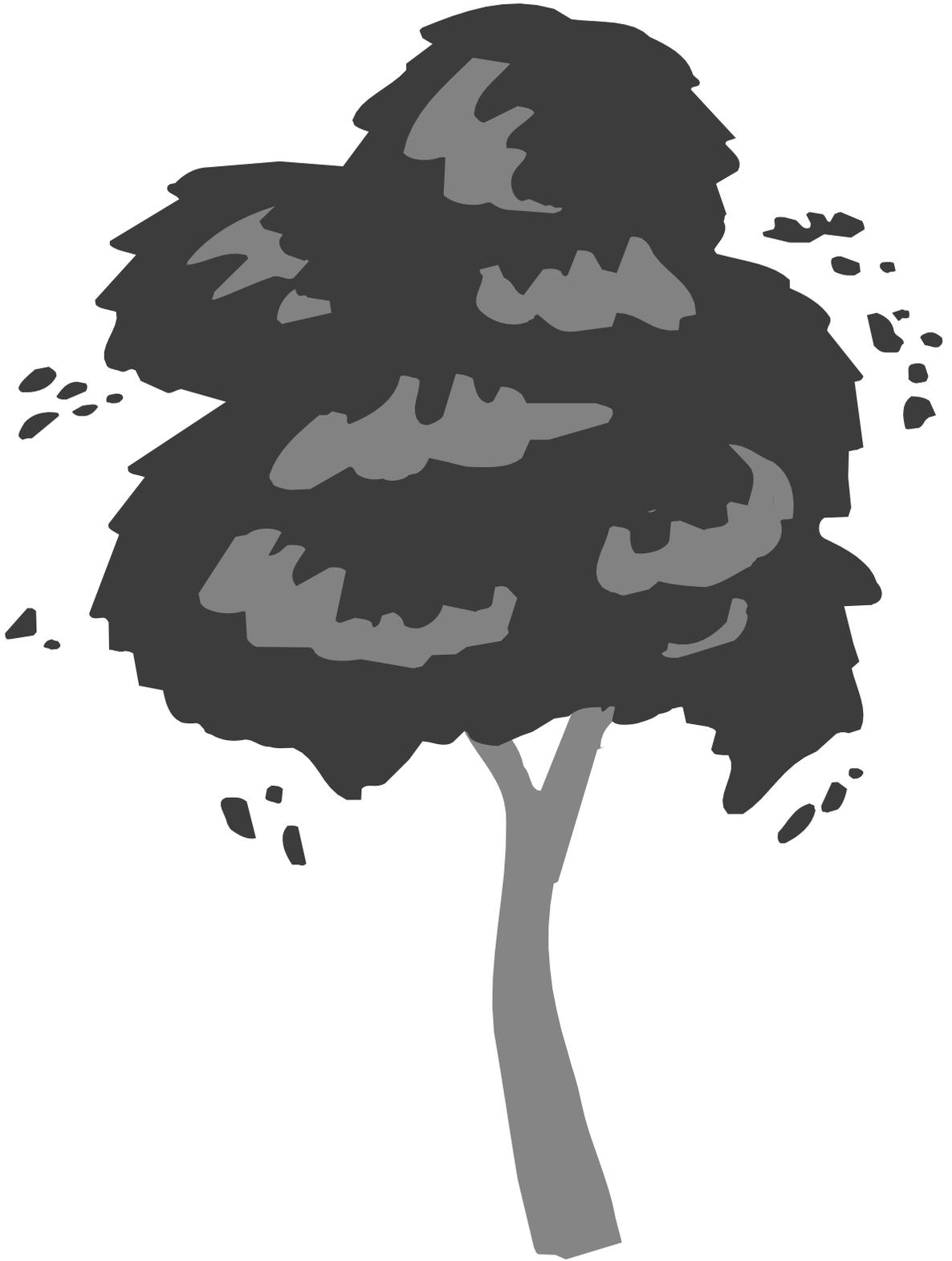
Episod	Spanish	English
142	<u>Nouns/Adjectives</u> El animador  Pregunta número uno.  Los ganadores  <u>Expressions/ phrases</u> Bien hecho.  ¡Qué bonitas son las flores rosadas!  <u>Sentences</u> ¿Dónde está mi silla?  Dame mi silla.  Toma.  Ahora les presentamos el programa ¿Qué es?  ¿Tienes miedo?  ¿Están listos? Sí, yo estoy listo. Sí, yo estoy lista.  ¿De qué color es el pájaro?  El color del pájaro es amarillo.  Ven acá.  Dibuja.  Esto es un diente.  Pero, ¿Qué es esto?  ¿Qué son?	The host (of a TV program, for example)  The first question  The winners  Good job. Well done.  What pretty pink flowers!  Where is my chair?  Give me my chair.  Take it.  And now we present the program “What is it? Are you afraid?  Are you ready? (to more than one person) Yes, I’m ready. (a boy responds) Yes, I’m ready. (a girl responds) What color is the bird?  The bird’s color is yellow.  Come here. ( a command)  Draw. ( a command)  This is a tooth.  But what is this?  What are they?  How many are there? (mass. fem.)

Nombre \_\_\_\_\_

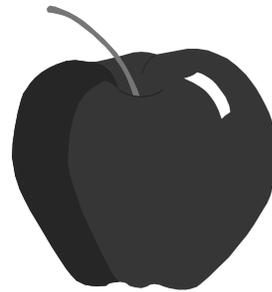
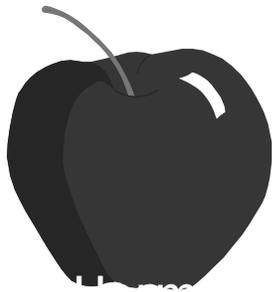
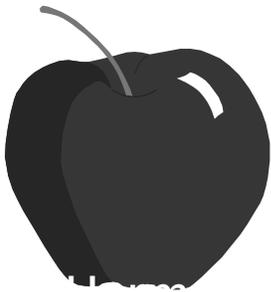
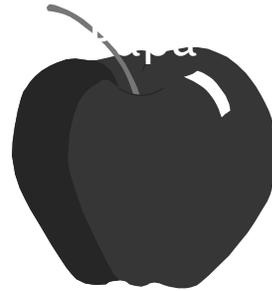
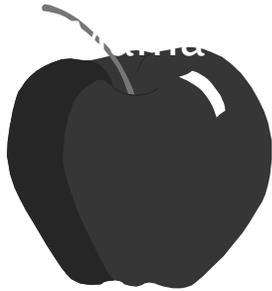
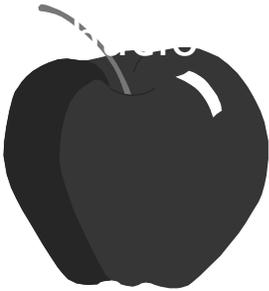
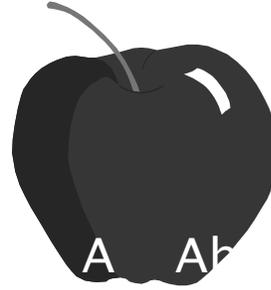
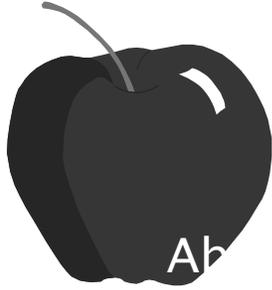
Fecha: el \_\_\_\_\_ de \_\_\_\_\_, 20\_\_

Directions. Add the apples to your family tree.

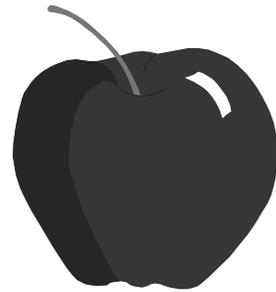
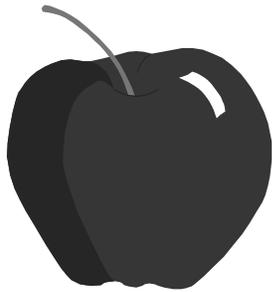
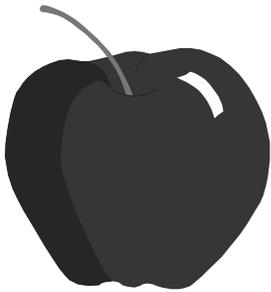
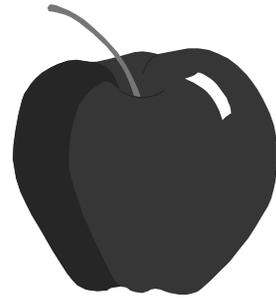
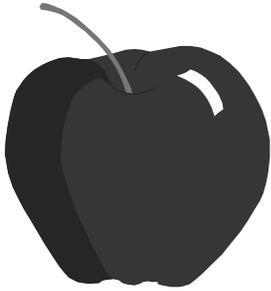
### EL ÁRBOL DE LA FAMILIA



Cut out the apples for your family and paste them to  
EL ARBOL DE LA FAMILIA



Cut out the apples for your family and paste them to  
EL ARBOL DE LA FAMILIA



NOMBRE \_\_\_\_\_ FECHA \_\_\_\_\_

## ME GUSTA . . .

Me gusta la banana. Sí o no.

Me gusta la manzana. Sí o no.

Me gustan las papas fritas. Sí o no.

Me gusta el queso. Sí o no.

Me gusta la pizza. Sí o no.

Me gusta el tomate. Sí o no.

Me gusta la hamburguesa. Sí o no.

Me gusta el pastel. Sí o no.

Me gustan las uvas. Sí o no.

Me gusta la leche. Sí o no.

Me gusta el pan. Sí o no.

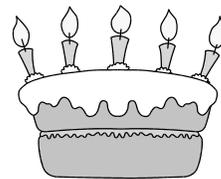
Me gusta el helado. Sí o no.

Me gusta el maíz. Sí o no.

Me gusta el pastel de cumpleaños. Sí o no.

Me gustan los caramelos. Sí o no.

Me gustan las galletas. Sí o no.



NOMBRE \_\_\_\_\_ FECHA \_\_\_\_\_

# ME GUSTA . . .

## Teacher´s Guide

Me gusta la banana. Sí o no.

I like the banana.

Me gusta la manzana. Sí o no.

I like the apple.

Me gustan las papas fritas. Sí o no.

I like french fries.

Me gusta el queso. Sí o no.

I like cheese.

Me gusta la pizza. Sí o no.

I like pizza.

Me gusta el tomate. Sí o no.

I like the tomato.

Me gusta la hamburguesa. Sí o no.

I like hamburger.

Me gusta el pastel. Sí o no.

I like cake.

Me gustan las uvas. Sí o no.

I like grapes.

Me gusta la leche. Sí o no.

I like milk.

Me gusta el pan. Sí o no.

I like bread.

Me gusta el helado. Sí o no.

I like ice cream.

Me gusta el maíz. Sí o no.

I like corn.

Me gusta el pastel de cumpleaños. Sí o no.

I like birthday cake.

Me gustan los caramelos. Sí o no.

I like candy.

Me gustan las galletas. Sí o no.

I like cookies.

NOMBRE \_\_\_\_\_ FECHA \_\_\_\_\_

ME GUSTA ...



SALSA  
GRADUATE  
¡FELICITACIONES!  
a

---

el \_\_\_\_\_ de \_\_\_\_\_, 20\_\_\_\_\_

# 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!

# Vocabulary Cards

Episode 142

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

**el pájaro**

**las galletas**

**el triángulo**

**el círculo**

**la boca**

**el hermano**

**la hermana**

## 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](http://www.gpb.org)

Then click on education, then on Salsa.

Once there, click on episode transcripts, then on **212**. (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.