

WyFLES Teachers' Materials SALSA Episode 106

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Sample Pacing of Episode 106

Kindergarten

Week One:

- Review with your students the previous episodes of SALSA . (5 minutes)
- Show the video Episode 106 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave as well as using any other words you and your class know and with which you and they are comfortable.

Week Two:

- Show the video once again using active viewing techniques.
- Try one extension activity.

Week Three:

- Show the video in segments, asking students to predict what comes next.
- Try one extension activity.

Sample Pacing of Episode 106

First and Second Grades

Week One:

- Review with your students the previous episode of SALSA. (5 minutes)
- Show the video Episode 106 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave as well as using any other Spanish words you and your class know and with which you and they are comfortable.

Week Two:

- Show the video once again using active viewing techniques. (20 minutes)
- 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.

Unit Theme: Ricitos de Oro y los Tres Osos

Focus Vocabulary:

- El chocolate* (chocolate)
- La manzana* (apple)
- El perro* (dog)
- La banana* (banana)

Characters/Personajes:

- *Niña* (the girl, who is now playing Ragdoll)
- *Perro* (Dog)
- *Perrito* (Puppy)
- *Armadillo* (Armadillo)
- *Ratoncito* (Little Rat)
- *Osos* (All three bears)
- *Pez* (Fish)
- *Mosca* (Sock Puppet)

Synopsis:

While watching a TV cooking show, Perro and Goldilocks decide to make traditional hot chocolate. They follow the directions, but since it is too hot, they go for a walk. During their absence, the other characters add some unusual ingredients to the chocolate. (grapes, a banana and even a tennis shoe!)

Wyoming Standards:

1. Communication:
Students communicate

Essential Activities:

- 1) Watch the SALSA series guide for Episode 106. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 106 to your class at least twice each week. Consider using some of the active viewing ideas from the teacher’s guide (pages 49-51) 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. (16 minutes) Recommended pacing: three weeks per episode in Kindergarten; two weeks per episode in first and second grades.

Continue greeting your students with *¡Hola!* each time they enter your classroom, saying goodbye with *hasta luego* and using as much Spanish as you can in your everyday routines and subject matter.

Ideas for Expansion Activities:

Sample Lesson for Day 1: (Estimated time: 25 minutes)

The “index-card” script follows this section.

1. Show a picture of an apple (*la manzana*) to the class and say *la manzana* or *Esta es la manzana*. (This is the apple.)
 - Ask students as a group and as individuals to point to the apple. Say, **Point to la manzana.** or **Señala la manzana.**
 - Ask individual students to touch the apple. Say **Touch la manzana.** or **Toca la manzana.**
 - Ask the whole class to point to the apple. Say, **Point to la manzana.** or **Señalen la manzana.**
 - Ask an individual student to take (*toma*) *la manzana*.

Notes:

Assessment

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided for this episode.)

SALSA Episode 106-pg. 2

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 focus vocabulary words.

2. indicate verbally or non-verbally comprehension and cultural awareness of:

- Traditional hot chocolate.
- Traditional Spanish music.
- Expressions of courtesy (*Gracias* and *De Nada*) (Thank you and you are welcome.)

Correctives and

Enrichments: Please see the expansion activities provided with this episode.

2. Repeat this sequence with the words *el perro* (dog) and *la banana*.
3. Ask the class who has *la manzana*. **Who has la manzana?** or **¿Quién tiene la manzana?** If the students don't understand the question, you can ask a question such as **Jose tiene la manzana, ¿sí o no?** (Jose has the apple, yes or no?)
4. Hold out your hand and ask the student for the apple, **Hand me la manzana, por favor.** or **Dame la manzana, por favor.**
5. Repeat steps 3 and 4 for *el perro* and *la banana*.

Materials Needed:

Photos or drawings of the focus vocabulary words: a banana, a dog and an apple. (see blackline masters)

Suggested web sites:

• www.dltk-kids.com or www.dltk-teach.com
 These are two web sites run by a mother with two young children. She has lots of coloring pages, activities, and crafts you can download for free. In her section entitled "Countries and Culture," there are ideas for many nations and cultures. The section on Mexico has cultural information, crafts, even recipes.

Expressions of Quantity

Una cucharada de
 (a spoonful of)

Una taza de
 (a cup of)

Un poco de
 (a little...)

¿Cuántos?
 (How many? Masc.)
 Ex. *¿Cuántos niños?*
 (How many boys)

¿Cuántas?
 (How many? Fem.)
 Ex. *¿Cuántas niñas?*
 How many girls?

Ingredients

La leche (milk)

El azúcar (sugar)

El chocolate
 (chocolate)

La canela
 (cinnamon)

La vainilla
 (vanilla)

La sal (salt)

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

<p>THE TEACHER SAYS  AND (DOES) </p> <p>* a word in [] indicates you may choose to say the word or not say the word. An <u>underlined</u> word means that it could change to another noun.</p>
<p>Episode 107: Lesson 1, Caperucita Roja</p>
<p>See card with Warm-up dialogue.</p>
<p>[Esta es] <u>la abuela</u>. Show a picture of a grandmother. Repeat with the other vocabulary . (<i>el abuelo, la mamá, el papá, el bebé, el niño, la niña</i>)</p>
<p><u>Abuela, ven aquí.</u> Go to a corner of the room and direct a family member to go to that corner. Continue until all family members are positioned around the room.</p>
<p>Have the class wave and say to each family member:</p>
<p>Hola, <u>abuela</u>.</p>
<p>Buenos días, <u>abuelo</u>.</p>
<p>Buenas tardes, <u>mamá</u>.</p>
<p>Hasta luego, <u>papá</u>.</p>
<p>Buenas noches, <u>bebé</u>.</p>
<p>Hola, <u>niño/niña</u>.</p>
<p><u>Abuela, ven aquí.</u> Direct the students back to the front of the room, calling each of the students/family members. Then collect the cards, saying <i>Gracias, <u>abuela</u></i>. Etc.</p>

Objectives for day 2:

1. Student will indicate verbally or non-verbally comprehension of the focus words *el chocolate, la manzana, el perro, la banana.*

2. Student will indicate cultural awareness of:

- Traditional hot chocolate in Spanish-speaking countries
- Traditional Spanish music
- Expressions of courtesy *gracias* and *de nada.*

Connections to other subject areas:

- Literacy
- Math- patterns

Materials needed:

- 4-5 photocopies or photos of an apple, a banana, a dog and a bear. (or actual objects)

Assessment:

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided for this episode.)

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. To review the vocabulary from the previous lesson, show the students an apple, a dog, and a banana. Say, **This is *la manzana*, ¿sí o no?** or ***Está es la manzana*, ¿sí o no?** Repeat with the words *el perro* and *la banana*.
2. Show an object and ask a student to choose the correct word, **¿Es *la manzana* o *la banana*?** or **Is this *la manzana* o *la banana*?** **¿Es *el perro* o *el oso*?** or **Is this *el perro* o *el oso*?** Repeat as many times as possible.
3. Use photocopies of *la manzana* (apple), *la banana* (banana), *el perro* (dog) and *el oso* (bear) to create patterns on the chalkboard. Pronounce the words in the pattern until the students begin to do it with you. (example: *la manzana, la manzana, la banana, la banana, or tres perros, tres osos*) Leave one out and ask the students to predict which object is missing. Hesitate at the missing word or ask them what is missing. (example: *un perro, un perro, un oso, . . .*)
4. With the patterns, ask the students to demonstrate how many of each object are on the chalkboard. **¿Cuántos *perros*? ¿Uno? ¿Dos? ¿Tres?** Continue with *las manzanas, las bananas, and los osos.*
5. Review the TPR story from Episode 102 (*Un paseo a la casa de los tres osos*). Try telling the story with the gestures only, allowing the children to verbalize the story.

Notes:

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

THE TEACHER SAYS  AND (DOES) 	
Episode 106: Lesson 2, <i>Demasiados cocineros</i>	
Hola, clase. Use <i>¡Excelente!</i> as a praise word today.	
This is [<i>Esta es</i>] <u><i>la manzana</i></u> , <i>¿sí o no?</i>	Show a picture of an apple.
This is [<i>¿Es</i>] <i>la manzana o la banana?</i>	Show a picture of a banana.
This is [<i>¿Es</i>] <i>el perro o el oso?</i>	Show a picture of a bear.
¡Excelente! (try different combinations of objects for practice.)	
(Make a pattern with pictures. As you place the pictures in a line on the floor or the board, say the words. <i>una manzana, una manzana, un perro,...</i> Invite the students to guess the missing object in the pattern.	
<i>¿Cuántos perros?</i> <i>¿Cuántos osos?</i> <i>¿Cuántas manzanas?</i> <i>¿Cuántas bananas?</i>	(From pattern on board, ask students how many of each object there are. Ask them to show with their fingers.)
Review the TPR story from Episode 102. Tell the story with gestures only, allowing the children to verbalize the story.	
<i>Hasta luego, clase.</i>	

Objectives for day 3:

- Students will indicate comprehension of the Spanish words *rojo*, *verde*, *azul*, and *amarillo*.

- Students will explore Mexican hot chocolate and indicate comprehension of the fact that the preparation of chocolate plays a special role in Mexican culture.

Connections to other subject areas:

- Math- counting
- Math- patterns
- Social studies

Materials needed:

You can do #2 and #3 with individual children, pairs or small groups.

Whichever you choose, they (the individual, the pair or the small group) will need:

- Five green pattern blocks
- Five blue pattern blocks
- Five yellow pattern blocks

Assessment:

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided for this episode.)

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. Hand out pattern blocks of red (*rojo*), green (*verde*), blue (*azul*) and yellow (*amarillo*) to the students. Say, “Show me *el color rojo*.” or “*Muéstrame el color rojo*.” Do the same with the other colors.
2. Then say, “Show me *dos rojos*.” or “*Muéstrame dos rojos*.” Continue using the numbers *tres*, *cuatro*, and *cinco*, and the colors *verde*, *azul* and *amarillo*.
3. Call out a number and a color, for example: *dos verdes*. Using their pattern blocks the students then show you or tell you how many more they need to complete a set of five. Example: Say, *Tres azules*. The students respond with, *Dos azules*. or demonstrate by showing two blue pattern blocks. Some modeling may be needed with this activity.
4. This episode introduces the word *el chocolate*. To find out more about Mexican hot chocolate go to the Internet and search for *Mexican chocolate*. The chocolate lover will find recipes galore. For more specific information about Mexican chocolate and the *molinillo* (the wooden device used to whip up the chocolate) go to these websites: <http://www.foodtv.com>, choose escapes, and then regional. You will find a section on Oaxaca, (pronounced Wah-Hah-Cah) Mexico and recipes. For information and a picture of a *molinillo* go to: <http://gourmetsleuth.com/molinillo.htm>. If you are interested in trying the real thing, you can purchase Mexican chocolate at some grocery stores. Look in the Mexican food section. The most popular brand carried here in the states is *Ibarra*. Directions are in English. In place of the *molinillo* use your blender, but start at a low speed with the hot milk. Sing along with the SALSA video the *El chocolate* song.

Notes:

El chocolate
Uno, dos, tres, cho.
Uno, dos, tres, co.
Uno, dos, tres, la.
Uno, dos, tres, te.
Chocolate, chocolate,
Bate, bate, chocolate.
 (Translation:
 One, two, three CHO
 One, two, three CO
 One, two, three LA
 One, two, three TE
 Chocolate, chocolate-
 Beat the chocolate!)

(This song is also on your cassette tape.)

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

THE TEACHER SAYS  AND (DOES) 	
Episode 106: Lesson 3, <i>Demasiados cocineros</i>	
Hola, clase. Use <i>¡Perfecto!</i> as a praise word today.	
Show me [<i>Muéstrame</i>] <u>el color rojo</u> .	Repeat with the colors <i>verde, azul</i> and <i>amarillo</i> .
Show me [<i>Muéstrame</i>] <u>dos rojos</u> .	Repeat with all colors and numbers. (<i>tres, cuatro, cinco</i>)
<u>(How many do we need?)</u> Call out a number and a color, for example: <i>dos verdes</i> . Students show or tell how many more are needed to complete a set of five. Here the students would respond with <i>tres verdes</i> .	
<i>¡Perfecto, clase!</i>	
Sing <i>El chocolate</i> with the video. <i>Uno, dos, tres cho.</i> <i>Uno, dos, tres co.</i> <i>Uno, dos, tres la.</i> <i>Uno, dos, tres te.</i> <i>Chocolate, chocolate,</i> <i>Bate, bate, chocolate.</i>	
<i>Hasta luego, clase.</i>	

Objectives for day 4:

Student will indicate comprehension of the focus words/objects from Episodes 101-106.

- *El oso*
- *Mamá*
- *Papá*
- *Bebé*
- *La cama*
- *La silla*
- *El plato*
- *Colors: rojo, verde, azul, amarillo,*
- *Numbers 1-5*
- *La piñata*
- *El chocolate*
- *La manzana*
- *La banana*
- *El perro*

Connections to other subject areas:

- Literacy
- Math- counting

Materials Needed:

The cards, objects and other representations you have used for the first 6 episodes. Since this is a quiz game that is a review as well as a way of a final check of comprehension, the more combinations of objects, the better.

**Sample Lesson for Day 4: (Estimated time: 25 minutes)
As for the other sample lessons, an “index-card” script is included with this episode.**

This episode concludes the theme of *Ricitos de Oro y los tres osos*. Use this lesson as a final summation for the unit and as a celebration.

1. Begin the class by singing the *Uno, Dos, Tres Ositos* song, asking students to count with their fingers while singing the song.
2. Play this quiz game to check for comprehension of vocabulary and story. Pick three pictures. (cards such as *tres casas, la cama blanda, dos sillas pequeñas*) Give to three students. Students come to the front of the class and turn their backs and exchange images. Keeping their images hidden (reversed), the students turn around. Say, *¿Niños, qué tiene Jose?* (Children, what does Jose have?) The students then guess. As a student guess correctly s/he gets that picture. Once all three images are guessed, those cards are put away and a new set of students and cards are begun.

Final Assessment for Episode 106

If you have not already done so, go over the focus words for Episode 106. Then, using the audio cassette, do the listening-comprehension assessment included with this episode.

Notes:

Uno, Dos, Tres Ositos

Verse One

*Uno, dos, tres ositos.
Uno, dos, tres, ositos.
Uno, dos, tres, ositos.
Tres ositos son.*

Verse Two

*Un osito en la cama.
Dos ositos en la cama.
Tres ositos en la cama.
Tres ositos son.*

Verse Three

*Un osito en la silla.
Dos ositos en la silla.
Tres ositos en la silla.
Tres ositos son.
Translation:
Onelittle, two little, three little bears...
One bear in the bed...,
One bear in the chair....*

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

THE TEACHER SAYS  AND (DOES) 		
Episode 106: Lesson 4, <i>Demasiados cocineros</i>		
<i>Hola, clase. Use ¡Fantástico!</i> as a praise word today.		
Begin the class by singing the Tres Ositos song.		
<u>Verse One</u>	<u>Verse Two</u>	<u>Verse Three</u>
Uno, dos, tres ositos.	Un osito en la cama.	Un osito en la silla.
Uno dos, tres ositos.	Dos ositos en la cama.	Dos ositos en la silla.
Uno dos, tres ositos.	Tres ositos en la cama.	Tres ositos en la cama.
Tres ositos son.	Tres ositos son.	Tres ositos son.
Choose three pictures. (<i>tres casas, la cama blanda, dos sillas pequeñas</i>) Give to three students and have them come to the front of the class, turn their backs, and exchange images. Say <i>¿Niños, qué tiene Jose?</i> Students then guess. Once all three are guessed, begin again with a new group of students and cards/pictures. (Use this game as a final check for comprehension of the focus vocabulary.)		
This concludes the unit theme for <i>Ricitos de Oro y los Tres Osos</i> .		
<i>Adiós, clase.</i>		

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
106	<p><u>Nouns</u></p> <p>La televisión</p> <p>El zapato</p> <p>La leche</p> <p><u>Adjectives/ adjective expressions</u></p> <p>Loco/loca (locos/locas)</p> <p>Mal, muy mal</p> <p>Delicioso</p> <p><u>Expressions/ Questions</u></p> <p>¡Cielos!</p> <p>¿Que?</p> <p>Bienvenidos a...</p> <p>¿Por qué? (Answer- Porque...)</p> <p>¿Listos?</p> <p><u>Exoressions of Quantity</u></p> <p>¿Cuantos? ¿Cuantas?</p> <p>Seiz cucharadas de azúcar</p> <p>Cinco tazas de leche</p> <p>Un poco de canela</p> <p><u>Sentences</u></p> <p>Perro, enciende la televisión.</p> <p>Es la hora del programa.</p> <p>Van a aprender a preparar chocolate.</p> <p>Ahora está perfecto para un armadillo.</p>	<p>The television</p> <p>The shoe</p> <p>The milk</p> <p>Crazy (masc.,fem., masc.pl., fem.pl.)</p> <p>Bad, very bad</p> <p>Delicious</p> <p>Good heavens!</p> <p>What? Huh?</p> <p>Welcome to...</p> <p>Why? (Answer- Because...)</p> <p>Ready?</p> <p>How many? (Masc., fem.)</p> <p>Six spoonfuls of sugar</p> <p>Five cups of milk</p> <p>A little cinnamon</p> <p>Perro, turn on the television.</p> <p>It's time for the program.</p> <p>You're going to learn to make chocolate.</p> <p>Now it's perfect for an armadillo. (for me)</p>

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 106—TOO MANY COOKS

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>el chocolate</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la manzana</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el perro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la banana</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>gracias</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>de nada</i> .			Comprehension of designated Spanish vocabulary.	

Correctives and Enrichments- Episode 106

Time	Lang.	Prep.	Description	Materials Needed
10	1	3	<p style="text-align: center;"><u>Grab Bag Activity</u></p> <p>This is a great game for review. If you have several sacks with a number of objects, older children can even play this game in small groups with close supervision. Put representations (or objects) of the vocabulary and have the students guess what the next object pulled out will be. Can be used for colors and numbers as well.</p>	A bag/sack (or several) with sets of objects or representations of target vocabulary.
5-10	1 2	3	<p style="text-align: center;"><u>TPR Hold Up Activity</u></p> <p>Each student has in front of him or her pictures or representations of vocabulary objects being reviewed. Students hold up the object as the teacher (or another student) names it. A good vocabulary review.</p>	Sets of objects or representations of target vocabulary.
5-20	1 2	0	<p style="text-align: center;"><u>Video Activity: What's Happening</u></p> <p>As a last review of Episode 106 (or, for that matter, episodes 101-106) play the video, either stopping and asking the students to anticipate what will be said, or turning off the volume on very predictable parts. Could be a small group activity.</p>	Video tape of 106 (or of the Goldilocks and the Three Bears episodes, 101-106).
2-3 hours over several days	1	4	<p style="text-align: center;"><u>Art Activity: Draw what you remember</u></p> <p>Have each student draw his or her "favorite scene" from the Goldilocks episodes the class has watched. Have them tell about the scene, using as many Spanish words as they can. Could be a whole group or a small group activity.</p>	Appropriate art or craft supplies.

Spanish Self-Assessment

Column 2 (Lang.)

This column tells you how much Spanish you need to know in order to be able to use this activity in your classroom.

- 1..... I only know the focus words from the video episodes.
- 2..... I know the focus words and a little bit more.
- 3..... I feel comfortable using some Spanish.

Preparation Needed

Column 2 (Prep.)

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

- 0..... No preparation necessary.
- 1..... You'll need one picture or object.
- 2..... You'll need multiple pictures or objects.
- 3..... You'll need enough pictures or objects for every student.
- 4..... Requires you or your students to make materials.
- 5..... Requires you to gather resources, *e.g.* props.

Vocabulary Cards

Episode 106

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

rojo	rojo
amarillo	amarillo
verde	verde
la banana	la banana
la manzana	la manzana
el perro	el perro
el chocolate	el chocolate

Teacher Script for SALSA Assessment
Pre/Post Assessment for Episodes 101 to 106
(Audiotape with test provided)

Part A: Colors

You need your crayons and a pencil for this activity.
Listen to the Spanish color I say and color Salsa.

1. rojo
2. azul
3. verde
4. amarillo

Part B: Family

Which picture goes the best with what I say? Circle the picture.

5. la mama
6. el bebé
7. el papa

Part C: Numbers

Circle the numeral that you hear,

8. dos
9. cuatro
10. uno
11. tres
12. cinco

Part D: Adjectives

Which picture goes the best with what I say. Circle the picture.

13. caliente
14. grande
15. pequeño
16. frío

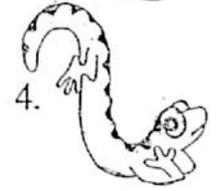
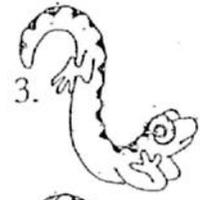
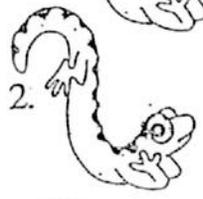
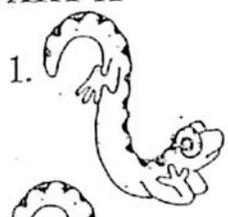
Part E: Other Words

Which picture goes the best with what I say. Circle the picture.

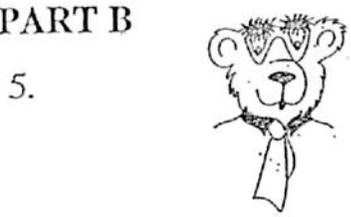
17. hola
18. gracias
19. la piñata
20. hasta luego

Name: _____

PART A



PART B



8. 1 2 3 4 5

9. 1 2 3 4 5

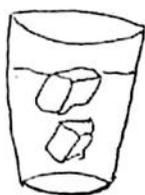
10. 1 2 3 4 5

11. 1 2 3 4 5

12. 1 2 3 4 5

PART D

13.



14.



15.



16.



PART E

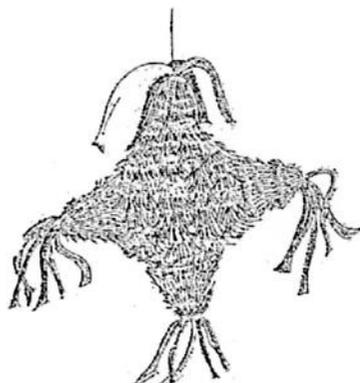
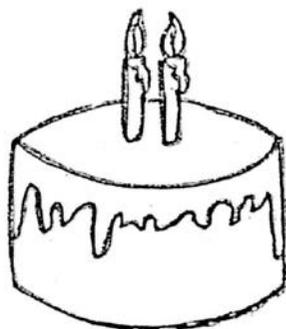
17.



18.



19.



20.



Superb Beginnings
in
Spanish

Awarded to _____

By _____ **on** _____

SALSA Home Connection
Episode 106



Hola

Name: _____

Teacher: _____

Parent Signature: _____

*Please have your child share with you what he/she has learned in class.
Check off "Sí" for "Yes" if he/she did it.*

Sí _____

No _____

1. I can sing one of the Spanish songs I have learned.

Sí _____

No _____

2. I can use "gracias" and "de nada" at home.
(thank you) (you're welcome)

Sí _____

No _____

3. I can say "hi" and "goodbye" in Spanish.
(hola) (hasta luego)

Sí _____

No _____

4. I can point to the picture of "la mamá", "el papá",
and "el bebé."

Sí _____

No _____

5. I can name these numbers: 2, 5, 3, 1, 4.

Parent comments/questions.



Hasta luego



Episode Transcript

To save money on printing and postage, we have not printed the transcript of each episode for you.

To obtain a transcript, simply to go the following web site:

<http://www.gpb.org/peachstar/salsa>

Once there, click on episode transcripts, then on 106. (click once only)
You can then print out the transcript.