

WyFLES Teachers' Materials SALSA Episode 109

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Sample Pacing of Episode 109

First and Second Grades

Week One:

- Show the video Episode 109 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 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. (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.
- Check off student learning on the assessment

Unit Theme: Caperucita Roja

Focus Vocabulary:

- *Los manos* (The hands)
- *Por favor* (Please)
- *Gracias* (Thank you)
- *Si* (Yes)
- *No* (No)

Characters/Personajes:

- *Perro* (Dog)
- *Caperucita Roja*
- *Abuela* (Grandmother, played by Mamá Osa)
- *Lobo* (Wolf)
- *Armadillo*
- *Papá Oso*
- *Policía* (Policeman)
- *Doctor*

Synopsis

Still determined to get some goodies, the wolf returns disguised as an old man. Even though they recognize him, Caperucita and Abuela take pity on him and let him in to teach him some manners. Finally allowed to eat, the wolf stuffs himself and makes himself sick. He is carried away on a stretcher.

Wyoming Standards:

1. Communication:

Essential Activities:

- 1) Watch the SALSA series guide for Episode 109. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 109 to your class at least twice each week. (See the Teacher’s Manual 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. (16 minutes) Recommended pacing: three weeks per episode in kindergarten; two weeks per episode in first and second grades. (See scope and sequence in the Teachers’ Manual.)

Continue greeting your students with **¡Hola!** each time they enter your classroom and saying goodbye with **hasta luego**. Add as many other Spanish words and expressions as you can to your regular activities.

Ideas for Expansion Activities:

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

The “index-card” script follows this section.

1. With a hand puppet review the dialogue from previous episodes:
T: Buenos días, (puppet’s name). Good morning, _____.
 (or **Buenas tardes**, as appropriate.) Good afternoon, _____.
P: Buenos días, Señor/Señora/Señorita _____.
 Good morning, Mr./Mrs./Miss .
T: ¿Cómo estás tú? How are you? _____.
P: Muy bien, gracias. ¿Y usted? Fine, thank you. And you?
T: Muy bien, gracias. Fine, thank you. _____
2. Review the following words with the class by first pointing at images and then to your own face: **los ojos** (eyes), **los dientes** (teeth), **la nariz** (nose), **la cabeza** (head), **las orejas** (ears), and **la boca** (mouth). Introduce the word **las manos** (hands). Say and repeat the words each time you show the image or point to your face or hands. Continue until the students mimic your actions.

Notes:

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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:

- *Las manos*
- *La cabeza*
- *Los ojos*
- *Las orejas*
- *La boca*
- *La nariz*
- *Los dientes*
- *Gracias*
- *Por favor*

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

- Spanish words of courtesy (*Por favor* and *gracias*)

Correctives and

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

Assessment

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

3. Give the following TPR commands with the images of the body parts:

- ***Muéstrame las manos*** or Show me ***las manos.***
- ***Toca las manos*** or Touch ***las manos.***
- ***Toma las manos.*** or Take ***las manos.***

4. Ask who has the object: ***¿Quién tiene las manos?*** (Who has the hands?) If the children don't understand the question ask the following question: ***María tiene las manos ¿sí o no?*** (María has the hands, yes or no?)

5. Continue with the following TPR command: ***Pasa las manos a Ana.*** or Pass ***las manos*** to ***Ana.***

Repeat this procedure with the rest of the body parts involving as many students as possible.

6. Collect the images by saying ***Ana dame las manos. Muy bien, gracias.*** (Ana, give me the hands. Thank you.)

Materials Needed:

- The hand puppet (or other object) that you used in Episodes 107 and 108 to practice a dialogue for students.
- Blackline masters (or other images or objects) representing the parts of the head and for the hands. (La cabeza, los ojos, los dientes, los orejas, la boca, las manos) In this case, you will need one image for each of these body parts.)

Suggested web site:

Check the official SALSA web site for an activity for this episode. The address is <http://www.gpb.org/peachstar/salsa>

Vocabulary:

Nouns

Mis ojos (My eyes)
Mis orejas (My ears)
Mis dientes (My teeth)
Mis pies (My feet))
Mi cabeza (My head)

Mi barriga

(My stomach)

Adjectives

Note: the adjectives *sucio* (dirty) and *limpio* (clean) follow the regular pattern of Spanish adjectives.

Sucio Dirty-masc.sing.

Ex. *Mi pie sucio*

My dirty foot

Sucios Dirty-mas.plur.

Ex. *Mis pies sucios*

My dirty feet

Sucia Dirty-fem.sing.

Ex. *Mi mano sucia*

My dirty hand

Sucias Dirty-fem.plur.

Ex. *Mis manos sucias*

My dirty hands

Limpio/limpios (clean)

Masc.sing.plural

Limpia/limpias

Fem.sing.plurial

Expressions

Perdón. Pardon me.

Ahora. Now.

¡Rápido! Hurry!

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

THE TEACHER SAYS  AND (DOES) 
Episode 109: Lesson 4, <i>Buenos modales</i>
Warm-up Dialogue (Model with a puppet)
T: <i>Buenos días, (<u>puppet's name</u>). (or <i>Buenas tardes</i>, as appropriate.)</i>
P: <i>Buenos días, Señor/Señora/Señorita _____.</i>
T: <i>¿Cómo estás tú?</i>
P: <i>Muy bien, gracias. ¿Y usted?</i>
T: <i>Muy bien, gracias.</i>
Sing <i>Buenos Días</i> to the tune of Brother John <i>Buenos días. Buenos días. ¿Cómo estás? ¿Cómo estás? Muy bien, gracias. Muy bien, gracias. ¿Y usted? ¿Y usted?</i>

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 109: Lesson 1, Buenos modales</p>
<p>See card with warm-up dialogue for this episode.</p>
<p>Review <i>los ojos</i> (eyes), <i>los dientes</i> (teeth), <i>la nariz</i> (nose), <i>la cabeza</i> (head), <i>las orejas</i> (ears), <i>la boca</i> (mouth) by pointing to images and then pointing to your own face and repeating the words. Introduce the word <i>las manos</i> (hands). Continue until the students mimic your actions.</p>
<p>Give the following TPR commands:</p>
<p>[Muéstrame] or Show Me <u><i>las manos (los dientes, la nariz, la cabeza, las orejas, la boca)</i></u>. Point to your eyes (hands, teeth, nose, head, ears or mouth) as you say this.</p>
<p>Toma <u>las manos</u>. Or Take <u><i>las manos</i></u>. Repeat with the other body parts, distributing the images around the room with different students..</p>
<p>María tiene <u>las manos</u> ¿sí o no? Or Maria has <u><i>las manos</i></u> ¿sí o no? Ask yes/no questions to review which student has which image.</p>
<p>¿Quién tiene <u>las manos</u>? Or Who has <u><i>las manos</i></u>? Repeat the question with other children until all the images have been mentioned.</p>
<p>Páslea <u>las manos a Ana</u>. Or Pass <u><i>las manos a Ana</i></u>. Continue these commands, involving as many children as possible.</p>
<p>Ana dame <u>las manos</u>. Or Ana, give me <u><i>las manos</i></u>. <i>Muy bien, gracias</i>. Collect the images at the end of the lesson.</p>
<p>¡ Magnífico! Hasta luego, niños.</p>

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- pointing to and manipulating objects of different colors:

rojo/a
amarillo/a
azul
verde
morado/a
anaranjado/a

- doing simple addition problems using Spanish numbers.

Connections to other

subject areas:

- Math- patterns
- Math- addition

Materials needed:

- Differently colored flowers (see black line masters)

Assessment:

Watch and listen as students use the vocab, repeat after you in either-or questions, or indicate non-verbally their comprehension. (See assessment for 109)

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.

Photocopy several copies of different colored flowers. Use the flowers to create patterns. Point to each flower, saying what color of flower it is: **una flor roja, una flor amarilla, una flor azul; una flor roja, una flor amarilla, una flor azul,** etc.. Continue until the students are repeating with you.

- Let the students create their own patterns with the flowers.
- Put the different colored flowers on the board with magnets or tape. Ask different students to come up, point to a color and say what color it is.
- Put bunches of flowers on the board and ask the students to count the flowers with you. Say, **Hay cinco flores azules.** (There are five blue flowers.) **Hay seis flores amarillas.** (There are six yellow flowers). Finally, count all of the flowers with the students. **Hay once flores.** (There are eleven flowers.) See hint at right for pronunciation.
- Change the colors and numbers of the flowers and continue counting and practicing the phrase: **Hay siete flores rojas.**
- When the students are comfortable counting in Spanish, challenge them with addition. **Dos y dos son cuatro.** (Two and two are four) or **Dos más dos son cuatro.** (Two plus two is four.)

If you are working on math patterns in your classroom or if addition is a major goal for your students, you may want to expand this activity to other objects in the vocabulary.

(If you want to do subtraction, you can use the following pattern sentence: **Seis menos cuatro son dos.** (Six minus four is two.)

Notes:

Pronunciation Hint:

Hay (there is/ are) is pronounced exactly like **¡Ay!;¡Ay!;¡Ay!** since the “H” is silent.

Math Expressions:

Más (plus, more)
Más que (more than)

Uno más uno son dos.
 (One **plus** one **is** two)

Menos (minus/ less)
Menos que (less than)

Cuatro menos uno son tres. (Four **minus** one **is/are** three.)

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

THE TEACHER SAYS  AND (DOES) 
Episode 109: Lesson 2, Buenos modales
See card with warm-up dialogue for this episode.
Create patterns with large colored flowers and have the students say the patterns aloud. (<i>Colors: Roja, amarilla, verde, azul, morada</i> (purple), <i>anaranjada</i> (orange)) Example: <i>una flor roja, una flor amarilla, una flor azul, una flor roja, una flor amarilla, una flor azul</i>
Let the students create their own patterns with the flowers.
Ask different students to come up, point to a flower and say the color.
<i>[Hay] cinco flores azules.</i> Put one bunch of the same color of flower on the board and count them with the students. Add another bunch of a different color and count with the class. (Fem. Plural for <i>flores: rojas, amarillas, azules, verdes, moradas, anaranjadas</i>)
<i>[Hay] once flores.</i> Or There are <i>once flores.</i> Count all the flowers together.
Continue changing colors and counting flowers.
<i>Dos y dos son cuatro.</i> or <i>Tres más uno son cuatro.</i> Practice adding using the flowers to create your number sentences.
<i>¡Perfecto, niños! Hasta luego.</i>

Objectives for day 3:

Student will indicate comprehension of Spanish words by:

- indicating either verbally or non-verbally comprehension of the Spanish words:

- ^ *las manos*
- la nariz*
- los ojos*
- los dientes*
- la cabeza*
- las orejas*

Connections to other subject areas:

- Literacy

Materials needed:

- the images of the six vocabulary words. (see blackline masters)

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. Point to these parts of your body: *las manos, la nariz, los ojos, los dientes, la cabeza, las orejas*. As you point say the word until students repeat the words with you.
2. Continue pointing and allow the students to say the part of the body without your assistance. Choose students to point to a part of their face or their hand and have the rest of the class say the word.
3. Fill a grab bag with items that represent the parts of the body. Have a student reach in and pull out an object. The student then tells the class what the object is. If they are having problems remembering what the words are say: *Es la mano, ¿sí o no?* (Is it the hand, yes or no?) or *Son los ojos, ¿sí o no?* (Are they the eyes, yes or no?)
4. Divide the class into teams and have them line up. Place the following vocabulary cards in stacks on a table (one set of cards for each team): *las manos, la nariz, los ojos, los dientes, la cabeza, las orejas*. Say the focus vocabulary. The first child to find the correct vocabulary card and say the word or point to the correct body part earns a point for the team.

Idea:

If you can find a “Mr. Potato Head” game. this is a fun way to review the vocabulary as well as Spanish words for the family. (we found a big potato head with smaller ones inside at Sam’s Club in Casper)

- La mamá*
- El papá*
- El bebé*

The word for potato can be confusing, so make sure you put the accent on the first syllable.

- Papá= father*
- Pápa= potato*

Notes:

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

THE TEACHER SAYS  AND (DOES) 
Episode 109: Lesson 3, <i>Buenos modales</i>
See card with warm-up dialogue for this episode.
Point and say: <i>las manos, la nariz, los ojos, los dientes, la cabeza, las orejas.</i>
Continue pointing, allowing the students to identify the parts without your assistance.
Choose students to point to their faces or hands while the rest of the class identifies the part.
Fill a grab bag with images of the vocabulary (or objects) and have students reach in and pull them out. Let the student say what it is.
If the student has problems identifying the part say: <i>Es <u>la mano</u>, ¿sí o no?</i> or <i>Son <u>los ojos</u>, ¿sí o no?</i> Or This is <i><u>la mano</u>, ¿sí o no?</i> or These are <i><u>los ojos</u>, ¿sí o no?</i>
Divide the class into teams. Put the images out on the floor, a table or the board. Call out a focus word. The first child to find the correct card and say the word or point to that part of the body, earns a point for his or her team.
<i>¡Excelente! Hasta luego, clase.</i>

Objectives for day 4 :

Student will indicate comprehension of Spanish words by demonstrating verbally or non-verbally comprehension of Spanish vocabulary:

- La abuela* (Grandmother)
- El abuelo* (Grandfather)
- Amarillo* (Yellow)
- Anaranjado* (Orange)
- Azul* (Blue)
- Blanco* (White)
- La boca* (Mouth)
- El brazo* (Arm)
- La cabeza* (Head)
- La casa* (House)
- Café* (Brown)
- Los dientes* (Teeth)
- Las flores* (Flowers)
- El lobo* (Wolf)
- La mamá* (Mother)
- La mano* (Hand)
- Morado* (Purple)
- La nariz* (Nose)
- La niña* (Girl)
- El niño* (Boy)
- Negro* (Black)
- El ojo* (Eye)
- La oreja* (Ear)
- El pan* (Bread)
- El papá* (Father)
- El pastel* (Cake)
- El pie* (Foot)
- El pierna* (Leg)
- Rojo* (Red)
- Rosado* (Pink)
- La sopa* (Soup)
- Verde* (Green)

Connections to other subject areas:

- Literacy

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

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

Included with this lesson guide are blackline masters to enable you to create a BINGO game for your class. Make several copies of the blackline masters and glue the images on sheets of paper or card stock (5 1/2” by 6 1/2,” nine images per sheet). Objects that indicate a color should be colored. You will probably want to laminate the cards so they can be used over and over. (See sample cards)

Included with this episode are the following components of the Bingo game:

- ***The Teacher’s Sheet***- so you can keep track of the objects you have called and check the students’ recap of objects for Bingo.
- ***Blank student cards*** to use to create enough cards for the students in your class.
- ***Two sheets with all of the vocabulary***, one with the words printed on each square, the other blank. (You can decide whether your students are ready for the written words or not.) To be copied, then cut up and glued/taped on the blank cards.
- ***Two sample cards***

Distribute the BINGO cards to the class. Call out one of the words, and each student with that item will put a marker on the square. When a student has covered three down, three across, or three diagonally, the student must call out BINGO in order to win. If your students have mastered the vocabulary, you can ask them to call their BINGO pictures so you can check them.

Important: some of the words included in the BINGO game have not been actively taught in the enrichment vocabulary. You do not have to use words that your students do not know. Or you may choose to give them additional clues and include those words. (Example: *brazo* or arm, *rosado* or pink)

Materials Needed:

- BINGO Game with a card for each student.

Assessment:

Watch the students as they mark the appropriate words on their cards and follow what is happening. See assessment for Episode 109.

Correctives and

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

Notes:

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

THE TEACHER SAYS  AND (DOES) 

Episode 109: Lesson 4, *Buenos modales*

See card with warm-up dialogue for this episode.

Distribute the BINGO cards to the class. Call out the items from the teacher's sheet. Students with an item on their card sput a marker on the square. When a student has covered three down, three across, or three diagonally, the student must call out BINGO in order to win.

Final Assessment

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
109	<p><u>Nouns</u></p> <p>Mis ojos Mis orejas Mis dientes Mi nariz Mis pies</p> <p>La lechuga</p> <p>La barriga</p> <p>El regalo</p> <p><u>Adjectives</u></p> <p>Sucio, sucia, sucios, sucias</p> <p>Limpio (limpia, limpios, limpias)</p> <p><u>Expression</u></p> <p>¡Ay, mi nariz! ¡Ay, mi cabeza!</p> <p>Perdón.</p> <p>Ahora.</p> <p>Rápido.</p> <p>¡Qué ojos tan grandes! (orejas, dientes)</p> <p><u>Sentences</u></p> <p>Dáme el helado.</p> <p>Dámelo.</p> <p>¿Qué pasa aquí?</p> <p>El lobo quiere mi helado.</p> <p>¿Qué desea?</p> <p>Diga , por favor.</p>	<p>My eyes My ears My teeth My nose My feet</p> <p>The lettuce</p> <p>The stomach</p> <p>The present/ gift</p> <p>Dirty (masc., fem., masc.pl., fem.pl.)</p> <p>Clean (masc., fem., masc.pl., fem.pl.)</p> <p>Oh, my nose! Oh, my head!</p> <p>Pardon me.</p> <p>Now.</p> <p>Hurry.</p> <p>What big eyes! (ears, teeth)</p> <p>Give me the ice cream.</p> <p>Give it to me.</p> <p>What's going on here?</p> <p>The wolf wants my ice cream.</p> <p>What do you want?</p> <p>Tell me, please..</p>

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 109—MANNERS

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish word <i>las manos</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>rojo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>verde</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>azul</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>amarillo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>por favor</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 words <i>sí</i> and <i>no</i> .			Comprehension of designated Spanish vocabulary.	

Correctives and Enrichments- Episode 109

Time	Lang.	Prep.	Description	Materials Needed
5-10	1	2	<p style="text-align: center;"><u>Sorting Activity for Students Who Are Beginning to Recognize Some Spanish Words in Print</u></p> <p>Cards with the Spanish words (not objects) for numbers 1-6, colors used to date, and parts of the face (and body, if appropriate) are placed on a table for all to see. On the board or on poster board are three category headings: Colors, Numbers, the Face. 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.</p>	Index cards with the Spanish words written on them. (numbers, colors, facial features, for example)
5-10	1-2	2	<p style="text-align: center;"><u>Matching Objects With Written Spanish Words</u></p> <p>Cards with objects (colors, numbers, body parts, etc.) and cards with the written Spanish words for the objects are matched by students. This could be a center activity for students beginning to recognize Spanish words, or a group activity where students find the students who have the object or word to match theirs.</p>	Cards with written vocabulary words. Cards with matching images made from the black line masters. (or photos)
5	1	2	<p style="text-align: center;"><u>Missing Object Game</u></p> <p>Images of vocabulary objects are placed in a row on the board. Students are then asked to close their eyes while the teacher removes one of the objects. After opening their eyes, the students must guess which object is missing.</p>	Images of vocabulary being reviewed.
5	1	1	<p style="text-align: center;"><u>Bean Bag or Ball Toss</u></p> <p>Students toss a bag or ball to other students sitting in a circle. The student receiving the ball must name a number (or color, or facial feature, etc.). Can be sequences.</p>	A bean bag or ball .

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 109

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

las manos	las manos
rojo	rojo
azul	azul
verde	verde
amarillo	amarillo
por favor	por favor
gracias	gracias

la nariz

las manos

los ojos

los dientes

la cabeza

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 109. (click once only)
You can then print out the transcript.

BINGO



El lobo



Las flores



La sopa



El pastel



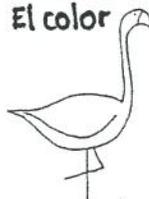
La casa



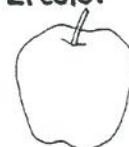
El pan



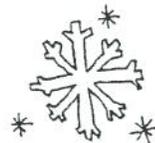
morado



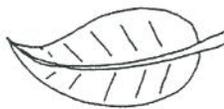
rosado



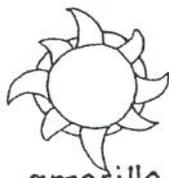
rojo



blanco



verde



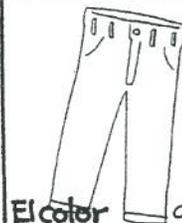
amarillo



anaranjado



negro



El color azul



Los dientes



la oreja



la nariz



la boca



la cabeza



El brazo



la mano



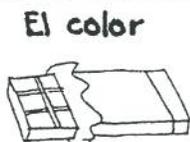
El ojo



El pie



La pierna



café



La abuela



El niño



La mamá



La niña



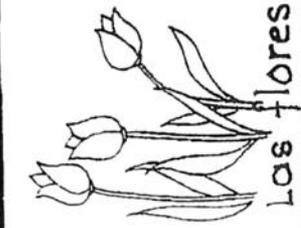
El papá



El abuelo

Samples

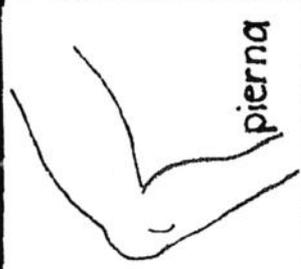
BINGO



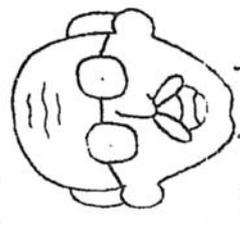
Las flores



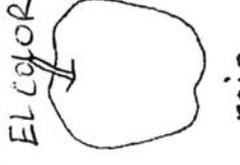
El lobo



pierna



El abuelo

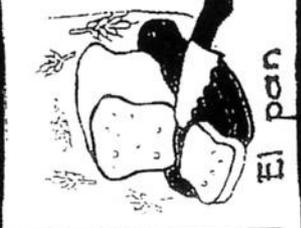


El color

rojo



La abuela



El pan



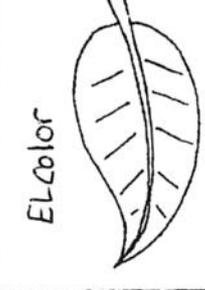
El color

blanco



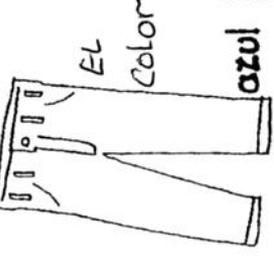
La mano

BINGO



El color

verde



El Color

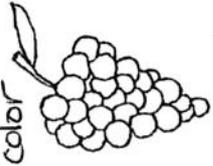
azul



La casa



El papá



El color

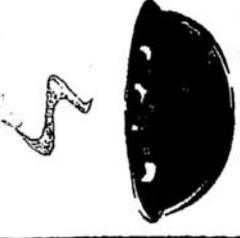
morado



La mamá



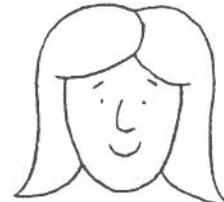
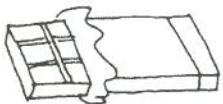
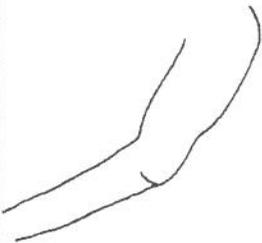
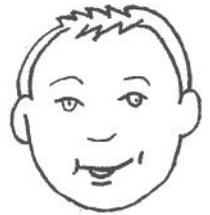
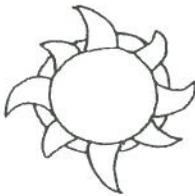
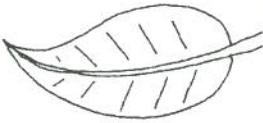
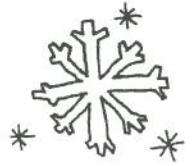
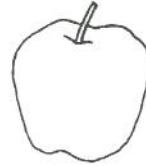
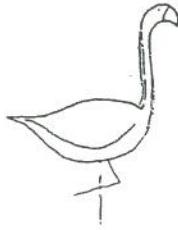
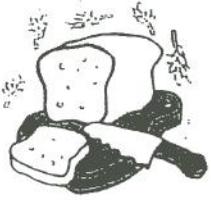
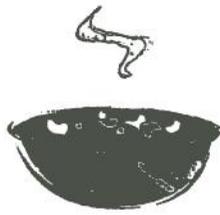
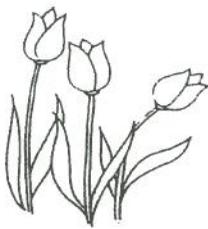
pie



La sopa



ojo

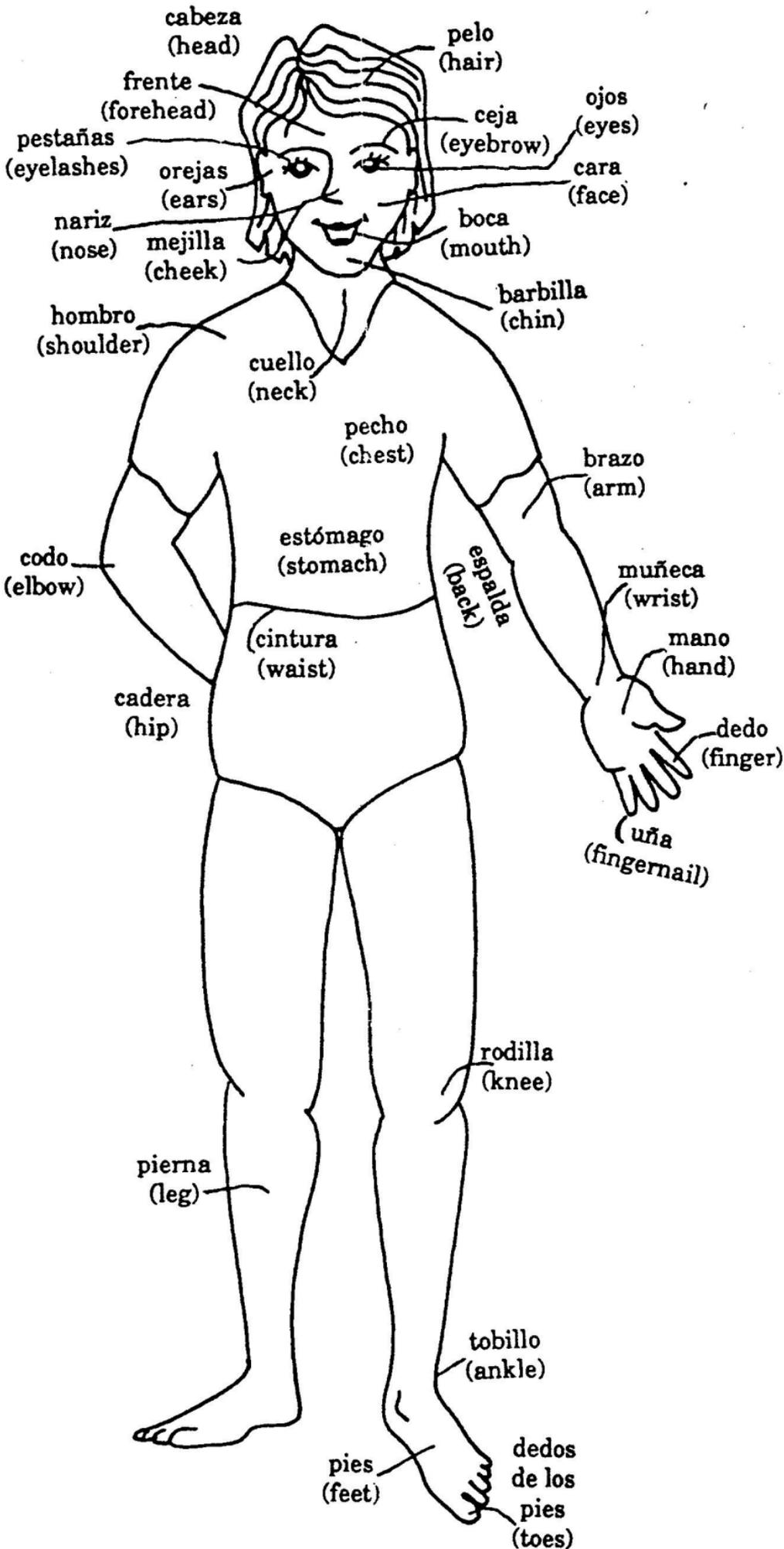


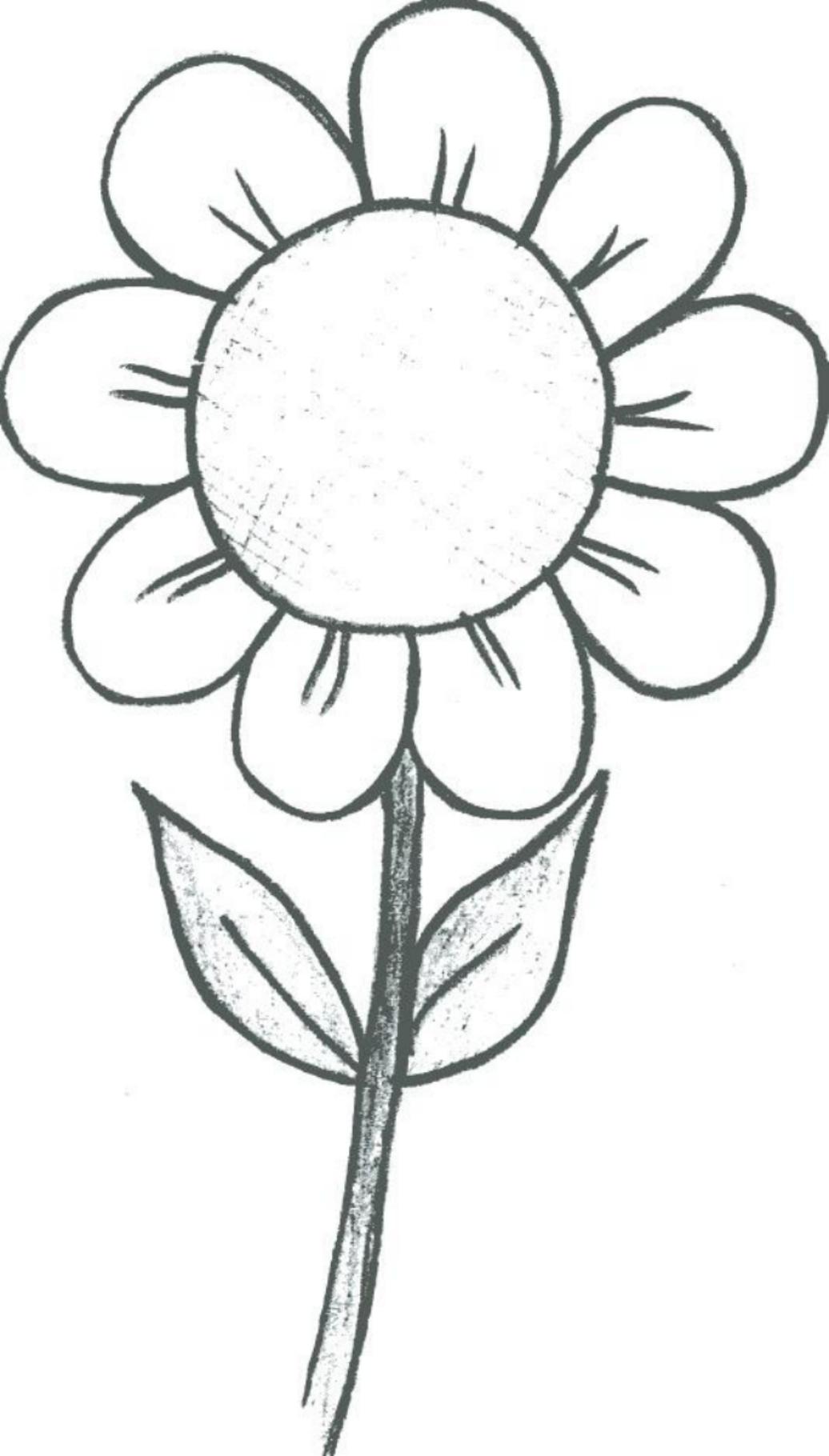
Blank student
cards

BINGO

BINGO

El Cuerpo/The Body





Songs for Episode 109

“Gracias/De Nada”

(Sung to the tune of “Skip to My Lou”)

Dame el oso (el perro, la manzana, la banana)
Gracias, gracias
Toma el oso
De nada, de nada
En español decimos gracias
De nada, de nada...cha,cha,cha

“Buenos Días”

(Sung to the tune of “Are You Sleeping?”)

Buenos días, Buenos días
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias. Muy bien, gracias.
¿Y usted? ¿Y usted?

Substitute: tardes, noches

“Looking For Colors”

(Sung to the tune of “Dreidel, Dreidel”)

Mira, oh mira, ¿De qué color es?
Rojo, rojo
That’s what color it is.

Substitute: azul, verde, amarillo, morado



Hola

SALSA Home Connection

Episode 109

Name: _____

Teacher: _____

Parent Signature: _____

Please have your child share with you what he/she has learned in class. Check off "Sí" if the child is able to do the activity and "No" if the child is unable to do the activity. Return this paper to the teacher.

Sí _____

No _____

I can show my hands and say "**manos**"./mah-nohs/

Sí _____

No _____

I can say please "**por favor**"./(pohr)(fah-vohr) and thank you "**gracias**"./grah-see-ahs/

Sí _____

No _____

I can say the color yellow "**amarillo**"./ah-mah-ree-yo/

Sí _____

No _____

I can say the words yes "**sí**" /see/ and no "**no**"./noh/ in Spanish.

Parent comments/questions.



"Students reinforce and further their knowledge of other disciplines through the foreign language."

National Foreign Language Standards, 1996