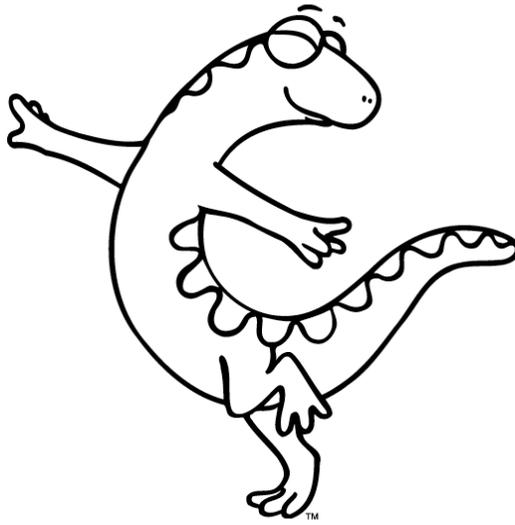


# General Reference Materials for the Classroom Teacher



## The Wyoming Elementary School Foreign Language Program Grades K-2

Materials based on the SALSA Instructional Video Program  
Developed by PeachStar Education Services  
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Support Materials Developed in the WyFLES FLAP Pilot Program  
With Auxiliary Materials from the Brevard, Florida Public Schools

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## Word-Processing in Spanish

# Welcome to WyFLES!

The

Wyoming

Foreign

Language in the

Elementary

Schools

Program

Because the majority of its members believe in the importance of children learning to speak another language at an early age, the Wyoming Legislature mandated FLES programs in every elementary school within its jurisdiction. Specifically, beginning in the 2002-2003 school year, every child in kindergarten, first and second grades has had the opportunity to study another language and culture.

This program, used with the SALSA video series, will enable the state's schools to offer that experience to their K-2 students.

Help for this program has come from a number of sources. The U.S. Department of Education, through the Foreign Language Assistance Program, awarded Wyoming a three-year, \$340,000 grant to develop, test and implement teacher training and support materials for K-2 languages. With funding from that and another federal grant through the University of Wyoming, the WyFLES materials and programming were developed and tested.

Several of the most widely respected FLES experts in the nation have contributed their expertise to the development of these materials. More than 400 Wyoming teachers of grades K-2 made an equally valuable contribution, providing advice on their content and design.

Wyoming Public Television's Ruby Calvert provided invaluable support to the program by working with the State Department of Education, through Dr. Annette Bohling, to purchase a site license to broadcast Georgia Public Television's SALSA video series. The WyFLES materials and activities are based on that award-winning program.

These materials are free to every Wyoming school. Their use, however, is entirely optional. While the Legislature mandated universal K-2 instruction it did not specify language, approach or program.

These WyFLES materials have been distributed to every Wyoming elementary school, where they may be duplicated at will. They are divided into forty-three (43) packets: the General Reference and Program-Guide Packet, and one packet for each of the forty-two (42) SALSA episodes. All of the materials in the packets are original to the WyFLES project, except in the case of traditional songs and activities or if otherwise noted.

Feedback regarding the program is welcome and should be directed to the Wyoming Department of Education's Foreign Language Content-Area Specialist:

Ann Tollefson  
231 E. 10<sup>th</sup> Street  
Casper, WY 82601  
[annt@trib.com](mailto:annt@trib.com)  
Phone (307) 234-9684  
Fax (307) 234-9689

## Acknowledgements

The materials in this manual and in the WyFLES manuals for each of the forty-two episodes of SALSA were designed, gathered and prepared by the following people. The materials are original to the WyFLES project except in the case of traditional songs and games or if otherwise noted.

Ann Tollefson  
Wyoming Department of Education  
Foreign Language Content-Area Specialist  
Project Director

Dr. Mari Haas  
Options for Language Education (Olé)  
WyFLES Consultant

Martie Semmer  
WyFLES Consultant

Cassandra Celaya  
WyFLES Paraprofessional Trainer, Program Developer

We also wish to acknowledge contributions from the following colleagues, who helped immensely in the development of activities and training for paraprofessionals.

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*We wish to thank especially the more than 700 Wyoming K-2 teachers who provided their input into the composition and design of these materials. Their ideas were invaluable.*

**Frequently Asked Questions  
Regarding  
The Use of the SALSA Videos**

**1. How many episodes should we plan to cover each year?**

The following schematic explains which episodes should be covered in each year of the K-2 program. Please note that the program begins in the second semester of Kindergarten.

Kindergarten	<b>Episodes 1-6</b> (Beginning 2 <sup>nd</sup> semester)
First Grade	<b>Episodes 7-24</b>
Second Grade	<b>Episodes 25-42</b>

You should also note that the episodes are numbered in two ways. Episodes 1-30 are listed in the videos as Episodes 101-130. Beginning with Episode 31, the episodes are listed as Episodes 201-212. Therefore, you may find them listed in two ways:

Episode 1 is Episode 101

Episode 2 is Episode 102

This numbering continues through Episode 30 or Episode 130.

Episode 31 is Episode 201

Episode 32 is Episode 202

This numbering continues through Episode 42 or Episode 212.

In the SALSA support materials developed in the WyFLES program, the episodes are numbered sequentially, 1-42 or 101-142.

The following is the general format of the SALSA series:

Episodes 101-106 (1-6) Goldilocks and the Three Bears

Episodes 107-112 (7-12) Little Red Riding Hood

Episodes 113-118 (13-18) The Three Billy Goats

Episodes 119-124 (19-24) The Little Red Hen

Episodes 125-130 (25-30) The Little Train

Episodes 201-206 (31-36) Jack and the Cornstalk

Episodes 207-212 (37-42) The Three Little Pigs

**2. If we follow the suggested pacing of episodes, how much time will it require in our classrooms?**

The sequence described in the preceding schematic was designed using approximately two weeks per episode of SALSA in grades one and two, three weeks per episode in kindergarten. .

The actual time that you spend on the SALSA program will depend

-1-

largely on how your district or school decides to implement this program. The law requires that you offer instruction in a second language. It does not specify the language, the method nor the amount of time you must dedicate to this program.. Please see the pacing suggestions for kindergarten and for grades one and two at the beginning of each episode for specific time recommendations.

**3. How should I begin using this program? Do I have to follow all the lesson plans included in this manual?**

*The SALSA program was designed for regular classroom teachers who do not speak Spanish. The team responsible for the series realized that there would be many teachers in the nation, like you, who would have to teach language with no training and few, if any, language skills.*

*As long as you learn along with your students and do your best to use Spanish whenever you can in your classroom, both you and your students will have a good time and learn a great deal while exploring the language and cultures of the Spanish-speaking world.*

Young minds have all of their language-learning receptors turned on and will absorb the language quickly. They will learn to pronounce it well, undoubtedly much more easily than you will. In fact, your students will love helping *you* learn for a change. And you will model lifelong learning for them in return.

We recommend that you begin slowly, staying within your comfort (and confidence) level. Many teachers who don't know Spanish have used SALSA and found the experience valuable to their students and personally and professionally rewarding.

Some teachers are comfortable jumping right in and have begun using the expansion activities included in this manual. Others prefer to get into the expansion activities more slowly.

*All teachers can use the target Spanish words from the SALSA videos in the classroom from the very beginning. If you greet your students whenever you see them with *Hola* and say goodbye to them each afternoon with *Hasta luego*, Spanish will quickly become a natural part of your classroom.*

Numbers are also easily learned and used by teachers and students and can be integrated early into the classroom in math, calendar and other activities. The target words in each episode will be relatively easy for you to use throughout the classroom as well. For example, greetings and goodbyes. As you know, if you are enthusiastic, your students will be also. If you enjoy learning Spanish, your students will follow your lead.

-2-

You as the regular classroom teacher play a critical role in your students' learning a second language-- not because you speak perfect Spanish (or any Spanish!) but because you make it clear to them that you believe that learning another language is important and fun!

#### **4. What other support can I expect as I implement this program?**

We are currently working to provide classes and workshops for interested teachers. Some of the ideas being explored are the following:

- We will offer classes over the WEN video network for classroom teachers using the SALSA series. One class currently being developed is a class entitled SALSA Spanish for K-2 Classroom Teachers. It will concentrate on the elementary Spanish used in the video series.
- Other classes may be offered by the state's community colleges or through the University of Wyoming to help you learn Spanish and how to integrate it into your classroom. Your district will receive notification as these opportunities become available.
- For those who are interested, plans are being developed to offer classes and workshops in foreign language pedagogy for the elementary school.

#### **5. If I take time for Spanish from other subjects, won't it negatively affect our test scores?**

We have included in these materials a synopsis of a significant body of research that would predict the contrary, that your students' test scores will be no lower and, in fact, may be higher as a result of receiving instruction in a second language.

Meanwhile, we will be watching carefully the test scores of the students in the WyFLES pilot program over the next two years and will report the results of those studies to you and to the state.

**6. What about assessments?**

In the WyFLES SALSA materials for each episode are two different formats of an observation checklist for individual students. This performance assessment is simple to administer and score and can be done in the course of the expansion activities in your classroom. It will meet state requirements and may be used for parent conferences. Also included for your convenience is a class spread sheet to enable you to track all of your students on one sheet. A simple listening-comprehension assessment for the end of each school year is now available and will be provided to your school at no cost. Also included are parent information and checklists for every 6 episodes, on which parents check off what their children are learning.

**The Effect of Second Language Learning on Test Scores, Intelligence and  
Achievement  
An Annotated Bibliography**

*Prepared By Elizabeth L. Webb  
Program Specialist for Foreign Languages and International Education  
Georgia Department of Education*

**Cooper, T. C. (1987). Foreign Language Study and SAT-Verbal Scores. The Modern Language Journal, 71/4, 381-387.**

Data from the College Board's Admission Testing Program revealed that SAT-verbal scores of students who had taken four or five years of any other subject. A large-scale study conducted by Eddy in 1981 concluded that students who study foreign languages for longer periods of time did better on various SAT sub-tests and on the test as a whole than students who studied less foreign language, even when the variable of verbal giftedness was controlled. Cooper's own study of 23 metropolitan high schools in the southeast revealed that students who take a foreign language in high school scored significantly higher on the verbal portion of the SAT than those who do not. Economic background, which was measured by the number of students receiving free and reduced lunches, did not affect students' performance. Even those who came from lower socio-economic backgrounds, but took foreign language, performed "basically just as well as their more fortunate peers."

**Saunders, C. M. (1998). The Effect of the Study of a Foreign Language in the Elementary School on Scores on the Iowa Test Of Basic Skills and an Analysis of Student-participant Attitudes and Abilities. Unpublished dissertation, University of Georgia.**

Saunders specifically examined the performance of third grade students enrolled in the Georgia Elementary School Foreign Language Model Program. She compared students who had not received any foreign language instruction with students one year younger who had received four years of instruction, five days each week, for thirty minutes per day. She found those students in the ESFL program scored significantly higher on the Math portion of the ITBS than the older students had scored. They also performed better on the Reading portion, but the difference was not statistically significant.

**Armstrong, P. W. and J. D. Rogers. (1997). Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math and Language Arts. Learning Languages, Spring, 20-31.**

This carefully constructed study demonstrated that third graders who were taught Spanish for thirty minutes, three times per week showed statistically significant gains in their

Metropolitan Achievement Test scores in the areas of math and language after only one semester of study. This study verifies two earlier studies that showed that foreign language instruction either had no detrimental effect on basic skills or a positive effect on students' achievement in basic skill areas.

The results of this study are particularly interesting since one class of students in the experimental group had actually received one-and-one-half fewer hours of math instruction per week, yet still outperformed the students in the control classes in math.

**Garfinkel, A. and K. E. Tabor. (1991). Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship. Foreign Language Annals, 24/5, 375-382.**

The authors examined English reading scores of students of varying levels of intelligence who had had one to two years of Spanish instruction in grades five and six. They found an especially significant relationship between high scores in reading and extended foreign language study in the cases of children of average intelligence. The data gathered indicate those students of average intelligence, rather than above-average intelligence, may benefit the most from early instruction in a second language.

**Samuels, D. D. and R. J. Griffore (1979). The Plattsburgh French Language Immersion Program: Its Influence on Intelligence and Self-esteem. Language Learning, 29/1, 45-52.**

Comparison of a group of students who participated in a French Immersion program for one year to a group of students who were enrolled in a regular classroom revealed that the first graders who learned French showed significant gains in measures of performance I.Q. The students in the immersion program performed better on test items that asked them to interpret and organize a series of seemingly unrelated objects. Study of an unfamiliar language appears to sharpen this skill.

**Robinson, D. W. (1992). The Cognitive, Academic and Attitudinal Benefits of Early Language Learning. In Met, M., ed. Critical Issues in Early Language Learning. White Plains, NY: Longman.**

Starting in the 1960's and continuing into the 1990's, some 12 dozen studies were conducted on the relationship between learning a second language early in life and cognitive ability. Robinson summarized many of them in this article, concluding, "the picture that emerges is . . . a youngster whose experience with two language systems

seems to have left him or her with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities.” The studies also demonstrated that children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies. Data from the College Board’s 1992 edition of College Bound Senior revealed that students who had had four or more years or foreign language scored higher on the verbal section of the SAT than those who had had four or more years in any other subject area. This information corroborated Cooper’s conclusion in 1987.

**Curtain, H. (1990). Foreign Language Learning: An Early Start. ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, (Document No. EDO-FL-90-12).**

Curtain summarizes the primary advantages of beginning foreign language study at the elementary school level:

- Longer sequences of instruction lead to higher levels of language proficiency
- Beginning FL study before age ten helps in the development of global understanding
- Cognitive development and basic skills are enhanced by foreign language learning
- Communication skills, including memory and listening skills, are sharpened by foreign language study
- Many personal benefits accrue, such as enhanced career potential

**Genesee, F. and N. Cloud. (1998). Multilingualism is Basic. Educational Leadership, March, 62-65.**

Genesee and Cloud argue that basic education in the new millennium must include second and third languages if the United States is to cope with the unprecedented growth in diversity within its borders and also continue to compete successfully in the global marketplace. Research indicates that foreign language study provides both cognitive and sociocultural benefits. Cloud and Genesee conclude, “Linguistic and cultural competence will be the mark of the well-educated citizen of the 21<sup>st</sup> century.”

**Georgia PTA Board of Managers. (1994). RESOLUTION: Foreign Language Programs.**

This resolution advocates foreign language programs in the elementary and middle schools, encourages long sequences of foreign language study beginning as early as

possible, and endorses an articulated program of foreign language study from early childhood through the high school, college and university levels. The resolution cites children's native ability to learn language, gains in flexibility, creativity, divergent thinking skills and higher order thinking skills, as well as gains on standardized test scores as some of the grounds supporting this resolution.

**Willis, S. (1998). Foreign Languages: Learning to Communicate in the Real World. Association for Supervision and Curriculum Development, Winter, 1-8.**

Willis found that recent developments in foreign language teaching methodology helped students develop the ability to use the language in practical situations. New national standards developed by the American Council of Teachers of Foreign Language emphasized communication skills rather than grammar rules. But learning a second language takes a long time regardless of methodology. To put U.S. students on par with students in other countries, foreign language must become part of the core curriculum from K –12<sup>th</sup> grade.

**Dumas, L. S. (1999). Learning a Second Language: Exposing Your Child to a New World of Words Boosts Her Brainpower, Vocabulary, and Self-Esteem. Child, February, 72, 74, 76-77.**

Recent brain research indicates that learning a second language is a powerful experience that helps the brain of young children develop. The young brain will actually grow the connections needed to learn the language. That is no longer possible after age 12. Seven states have instituted a second-language requirement for all children in elementary school: Arizona, Arkansas, Louisiana, North Carolina, Montana, New Jersey and Oklahoma.

A study of 13,200 third and fifth graders in Louisiana public schools revealed that regardless of race, gender or academic level, kids taking foreign language classes did better in the English section of the Louisiana Basic Skills Test than those who did not.

**Research Notes: Language Learning and the Developing Brain. (1996) Learning Languages, 1/2, 17. Reprinted by the Center for Applied Linguistics on: <[www.cal.org](http://www.cal.org)>.**

Recent studies suggest that the brain of a child has more synapses and greater plasticity and is therefore much better suited to learning foreign language than the brain of an older child or adult.

**Nash, J. M. (1997). Special Report: Fertile Minds. Time, 149/5. Reprinted on: <www.time.com>.**

Nash summarizes much of current research on the development of the human brain. She states that there are a series of “windows for developing language. The window for acquiring syntax may close as early as five or six years of age . . . The ability to learn a second language is highest between birth and the age of six, then undergoes a steady and inexorable decline.” She concludes, “it is clear that foreign language should be taught in the elementary school, if not before” (8).

**Marcos, K. M. (1998). Learning a Second Language: What Parents Need to Know. National PTA Magazine, August/September, 32-33.**

Marcos summarized research on early language learning and concluded that learning a second language in the elementary school usually enhanced a child’s ability in English. In addition, early foreign language study offered students various benefits in terms of their ability to communicate, their cognitive development, cultural awareness and future job opportunities.

**Holman, J. R. (1994). Learning A Language. Better Homes and Gardens, January, 41 & 43.**

Holman stressed the advantages of learning foreign languages as early as possible. She cited the benefits in other areas of study, as well as recent neurobiological research that strongly suggested that the best time to learn a second or third language is before age 10. Holman also emphasized that adequate time must be devoted to language study in order to achieve the desired results; She quoted Dr. Lightbrown of Concordia University as saying, “Twenty minutes three times a week is not a very effective way to acquire a language, no matter when you start.”

**Hart, A. and J. Harris. (1992). An Assistant Superintendent and Curriculum Specialist View the Models. In Met, M., ed. Critical Issues in Early Language Learning. White Plains, NY: Longman.**

The Chapel Hill-Carrboro (NC) City Schools decided to provide all students in the district with foreign language instruction. In this article, Hart and Harris contend that the Foreign Language in the Elementary School or FLES model of daily language learning that they have chosen helps to “level the playing field with ESL and other at-risk

students.” They also state that the FLES program greatly benefited all students by reinforcing concepts that have already been taught in the regular classroom. FLES is considered a part of the core curriculum and a component of basic childhood education.

**Foreign Languages: The Road to Success in a Global World, Information for School counselors. Public Schools of North Carolina; State Board of Education; Jay Robinson, Chairman; Department of Public Instruction; Michael Ward, Superintendent.**

This brochure is intended to be a practical guide for school counselors and asserts that foreign language study is appropriate for all students, whether they plan to attend college or not. It cites many academic reasons for studying a foreign language, including higher ACT and SAT scores, stronger English vocabulary skills, a better understanding of English, improved literacy, greater cognitive skills and enhances listening and memory.

**Torres, I. Report on Current Practice. In Met, M., ed. Critical Issues in Early Language Learning. White Plains, NY: Longman.**

Ferndale Public Schools established its Elementary school foreign language program in 1981, with the philosophy that each child in the district should have the opportunity to learn a second language, regardless of physical, emotional or learning disabilities. In grade K-3, most children with disabilities had been able to attain an adequate level of proficiency in the foreign language. In the upper elementary grades, students with disabilities often did not do well on written tests, but were able to be successful on informal, oral tests.

**Winslow, R. (1997). How Language is Stored in Brain Depends on Age. The Wall Street Journal, July. (Summary of Distinct Cortical Areas Associated with Native and Second Languages, Nature, 388, 1997)**

A study of 12 healthy bilingual volunteers at Memorial Sloan-Kettering Cancer Center in New York revealed that the capacity to speak a second language is stored in different areas of the brain depending on when in life a person becomes bilingual. Children who learn a second language store that capacity, together with their native language, in one sector of the brain. Adults language learners store each new language learned in a separate area. This finding helped explain why children who learn two languages develop the ability to speak both with native proficiency and supported the argument that foreign language instruction should be part of the elementary and middle school curriculum.

**Met, M. (1991). Foreign Language: On Starting Early. Educational Leadership, September.**

Met summarized both the advantages and the shortcomings of three different approaches to early language learning: immersion, FLES and FLEX. In immersion, the content is taught through the foreign language. Since the classroom teacher is also the language teacher, this is a cost-effective model that achieves excellent results, but teachers with the language skills and certification to teach such classes are rare. FLES programs are sequential programs beginning at any grade K-6 that meet for a minimum of 90 minutes two to five times per week. If a FLES program is part of a well-articulated, long sequence of study, students will typically gain useable levels of proficiency in the language and also improve their knowledge of and attitude toward other cultures. FLEX programs are short-term classes that focus primarily on culture. These programs can provide students with strong motivation to continue their language study later, but do not result in any meaningful level of language development.

**Speaking in Foreign Tongues. (1998). Kid's Sense, 42. Arkansas Children's Hospital.**

This short article emphasizes the importance of early language learning. Mathematical skills, problem solving skills and the ability to synthesize information increase with exposure to foreign language. Other advantages include improved reading and writing skills, a stronger vocabulary and better job opportunities later in life.

**Curtain, H. and C. A. B. Pesola. Languages and Children: Making the Match: Foreign Language Instruction for An Early Start Grades K-8. Longman (New York) 1994.**

Curtain and Pesola's text is regarded by many as the authoritative work on early language learning. In their introduction, they provide a broad overview of the benefits of early language learning. Immediate benefits include greater academic achievement in other areas of study, including reading, social studies, and mathematics and earning higher SAT and ACT scores, especially in verbal areas. Long-range benefits include enhanced career opportunities, developing more flexibility in thinking processes and exchanging professional ideas and information in commerce, science, law and the arts. They also summarize studies concerned with the relationship of language learning to English language and mathematics. "The evidence was consistent: There was no sacrifice of basic skills when time was given to learning a new language" (7). In fact, some studies indicated that language instruction resulted in dramatic gains in test performance in basic skill areas.

*Research that has been conducted specifically on The Georgia Elementary School Foreign Language Model Program:*

**Adger, C. (1995). Georgia Elementary School Foreign Language Model Program: An Evaluation. Center for Applied Linguistics, Washington, DC.**

In the program evaluation conducted in 1995, the Center for Applied Linguistics (CAL) conducted site visits to ESFL Model program schools, observed classes, interviewed school and system administrators, students, parents, teachers and Georgia Department of Education personnel and also surveyed teachers and administrators regarding the program. Adger noted that the Georgia ESFL Model Program was regarded as a state-of-the-art model within the field of foreign language. She concluded that the ESFL program was “excellent by any measure. Moreover, the fact that continuous renewal of the curriculum and professional development are inherent in the program promises that it will continue its high quality (3)”.

**Boyson, B. (1997). Listening and Speaking Assessment of Third Grade Students in the Georgia Elementary School Foreign Languages Model Program. Center for Applied Linguistics, Washington, DC.**

The 1997 evaluation of the ESFL Model Program focused on student’s ability to speak and understand the language being taught. The Student Oral Proficiency Assessment, a listening and speaking instrument, was administered to third grade students by a team of CAL staff and Georgia teachers. Interviews were conducted at eight sites representing all four languages taught: Spanish, French, German and Japanese. Most students scored at the Junior Novice Mid or Junior Novice-High level, indicating that they were reaching desired levels of language proficiency and making progress toward the goal of becoming fluent users of the language. Boyson concluded, “the evidence that is available here seems to indicate that the students in the Georgia ESFL Model Program are making impressive progress toward mastering foreign languages” (3).

**Boyson, B. and L. Thompson. (1998) Student Oral Proficiency Assessment of Fifth Grade Students in the Georgia Elementary School Foreign Languages Model Program. Center for Applied Linguistics, Washington, D. C.**

The third program evaluation compared the performance of fifth grade students enrolled in the ESFL Model Program to that of third graders in the program. It also compared the performance of fifth grade students in Model program schools with the performance of students in non-model Foreign Language in the Elementary School (FLES) programs.

A new version of the Student Oral Proficiency Assessment was developed for the fifth

grade level to conduct this program evaluation. The results demonstrated that fifth grade students scored one level higher in both listening proficiency and oral fluency than the third grade students and were reaching “commendable levels of proficiency” (1). The comparison of the ESFL Model program with the non-model FLES programs revealed that all students were making progress, but that a substantial percentage of the students in the Model Program were exceeding expectations in their ability to comprehend and speak the languages they were learning.

**Saunders, C. M. (1998). The Effect of the Study of a Foreign Language in the Elementary School on Scores on the Iowa Test of Basic Skills and an Analysis of Student-participant Attitudes and Abilities. Unpublished dissertation, University of Georgia.**

**(Also cited above)**

Saunders specifically examined the performance of third grade students enrolled in the Georgia Elementary School Foreign Language Model Program. She compared students who had not received any foreign language instruction with students one year younger who had received four years of instruction, five days each week, for thirty minutes per day. Students in the ESFL program scored significantly higher on the Math portion of the ITBS than the older students had scored. They also performed better on the Reading portion, but the difference was not large enough to be considered statistically significant.

## Realistic Expectations- SALSA Grades K-2

What can we realistically expect students to know and be able to do in Spanish at the end of the SALSA/WyFLES program?

*We can expect them to demonstrate:*

- 1) Positive Attitudes toward other languages and cultures as well as toward people who come from other cultures and speak other languages;
- 2) Motivation to learn languages;
- 3) Confidence in their ability to learn and be able to communicate in other languages;
- 4) Listening Comprehension: the ability to listen and understand some basic spoken Spanish;
- 5) Strong Pronunciation Skills: the ability to pronounce Spanish words with a native or near native accent;
- 6) Some Basic Interpersonal Communication Skills: for example, greetings and talking simply about topics in their daily lives at school and at home.

Business Week Online  
September 2, 2002

## MOVEABLE FEAST

By Thane Peterson

### The Importance of Being Multilingual

**Americans have always relied on foreigners' ability to speak English. It's time we returned the favor and acquired the gift of tongues**

It's an old axiom that Americans are lousy at learning foreign languages. But the price of that weakness has never been so evident as it is in the wake of September 11.

According to Neil Herman, the former chief of the FBI's domestic anti-terrorism effort, Osama bin Laden's henchmen succeeded in the attacks partly because American law enforcers couldn't figure out what he and his terrorist pals were saying. As quoted in the new book, *The Cell: Inside the 9/11 Plot, and Why the FBI and the CIA Failed to Stop It*, Herman (who retired from the FBI before September 11) recounts how the G-men at one point wanted to tap the phones of several Taliban officials in New York City.

*... 97% of U.S. export growth in the '90s came from small to midsize businesses. But the statistics also showed that only 10% of such companies were exporting their products. The most frequent reason cited by the others for not exporting was a lack of the background knowledge and language skills required to*

The FBI couldn't do it on its own -- no translators -- so it tried to borrow some from the Pentagon, which has its own language school. Security clearances couldn't be arranged in time, so the FBI turned to the CIA. But the CIA didn't have any Middle Eastern language translators either. Small wonder incoming FBI Chief Robert Mueller put out an urgent public call last year for fluent speakers of Arabic, Farsi, and Pashto.

**THE UGLY AMERICAN.** It would be easy to slam federal law enforcers for dropping the ball, but the real problem runs much deeper. Over the last dozen years, English has swept the world as the lingua franca of business, as the U.S. has become increasingly dominant, both militarily and politically. Meanwhile, Americans have become even more culturally arrogant than they were in the past -- which is saying something.

With the exception of the 17.3 million U.S. citizens over age 5 whose first language is Spanish (three-quarters of whom also speak English well), the FBI's attitude pretty much mirrors the prevailing sentiment among Americans generally: "Why should I learn a foreign language? Foreigners all speak English anyway."

It's about time we put an end to that damaging bromide. Americans also need to start

countering the "English first" political movement that started gaining momentum six years ago, when Newt Gingrich suggested making English the nation's official language (whatever that means). Since then, more than half the states have passed such measures, and California and Arizona have passed referendums doing away with bilingual schooling.

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**LOST IN TRANSLATION.** In my view, it doesn't matter whether foreign languages are taught in bilingual classes or separately -- whatever works. What's important is that foreign-language instruction be valued, and that there be more of it. To the extent that these measures denigrate multilingualism, they're dangerous. That's the last thing America needs right now.

U.S. businesses learned the dangers of such myopic thinking a long time ago. It's no surprise, for instance, that AT&T's initial efforts at expanding in Europe in the early '80s didn't work out. The executives in charge not only didn't speak a foreign language but some of them didn't even have passports since they'd never been outside the country.

And the bloopers American companies committed in foreign markets are legendary. Kentucky Fried Chicken's first translation of its "Finger Lickin' Good" slogan into Chinese turned out to mean "eat your fingers off," according to Illinois-based Pacolet International Translation. And Ford had to pry the nameplates off the subcompact Pintos it introduced in Brazil when it discovered "pinto" was local slang for "small male genitals."

**BIG IMPROVEMENTS.** The U.S. companies came to understand from these gaffes something that law-enforcement agencies are just now facing. Learning a language isn't just about memorizing vocabulary and grammar rules, it's about coming to a deep cultural understanding as well. Corporate America has come a long way since the bad old days of the '60s, '70s, and early '80s, when Yankee arrogance overseas was palpable.

These days, no multinational would dream of introducing an important product in a major foreign market without doing its homework first. Today, most employees in foreign markets are natives who understand the nuances of the local language and culture.

The U.S., however, is probably still paying a price for its lack of linguistic sophistication. In congressional testimony last year (before the terrorist attacks), lobbyists for increased funding of foreign-language instruction cited Commerce Dept. statistics showing that 97% of U.S. export growth in the '90s came from small to midsize businesses. But the statistics also showed that only 10% of such companies were exporting their products. The most frequent reason cited by the others for not exporting was a lack of the background knowledge and language skills required to understand foreign markets.

**LOCAL ADVANTAGE.** The second weakness of the they-all-speak-English-anyway theory is also well-known to American business. While it's true that more people of all

nationalities speak English fluently, people who speak two or more languages have the advantage. In business negotiations, a group of Swedes, say, will speak Swedish among themselves -- and negotiators on the other side will be at a disadvantage if they only speak English.

Plus, while many overseas companies have formally adopted English as their official language, that's not necessarily the local language of business. At Airbus, the big plane manufacturer that's a consortium of French, English, Spanish, and German companies, the local language is spoken on shop floors. And at executive meetings, if a majority speaks Spanish, French, or German, the meeting is held in that language. You can just imagine how monolingual American execs would fare under such a system.

This is meant in no way to equate foreign business people with terrorists. But Mohamed Atta, like the other September 11 hijackers, was able to blend in when living in Hamburg

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and while taking flying lessons in Florida because he was fluent in German and English, as well as being well-versed in American customs. Yet he and his fellow conspirators communicated among themselves in Arabic, not English or German. And that was enough to stymie the FBI.

**TEACH THE CHILDREN.** Terrorism, obviously, isn't a reason for Americans to all run out and study a foreign language. But the difficulties law enforcers are experiencing underscore the broader issue. One solution might be to start requiring foreign-language instruction in elementary school, as is common in nations like the Netherlands, Sweden, and Denmark. In the U.S., it usually starts at age 14, which is dopey because young children can learn languages far more easily than teenagers and adults can.

Whatever specific measures the U.S. takes, the important thing is to promote a reverence for the learning of foreign languages. It shouldn't be seen as a threat to English speakers. Quite the opposite: It should be a doorway to the true benefits of globalization.



## SALSA Scope and Sequence

The following pages list three components for each of the forty-two (42) SALSA episodes:

- 1) a list of the focus vocabulary;
- 2) the learning objectives for the unit; and
- 3) a synopsis of the story.

The vocabulary lists and learning objectives are taken directly from the teacher-preparation video and allow you to peruse the design of the entire series at one time.

The materials developed in the Wyoming Foreign Language in the Elementary School project (WyFLES) have many more details, including, for each episode:

- 1) a list of expansion vocabulary beyond the focus words;
- 2) a description of how the unit meets Wyoming standards and benchmarks; and
- 3) other support materials such as correctives and enrichments, assessments, and suggested expansion activities.

## SALSA SCOPE AND SEQUENCE

EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>101</b> Goldilocks And The Three Bears</p>	<ul style="list-style-type: none"> <li>• <b>Hola</b> (hello)</li> <li>• <b>Hasta luego</b> (goodbye)</li> <li>• <b>Grande</b> (big)</li> <li>• <b>Pequeño/ Pequeña</b> (small-masc.fem)</li> <li>• <b>Uno, dos, tres</b> (1,2,3)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• salutations and leave taking</li> <li>• Using fingers to count beginning with the thumb.</li> </ul> </li> </ol>	<p>The three bears go for a walk because the soup they have prepared for dinner is too hot. Goldilocks (Ricitos de Oro) finds the bears away and decides to explore their home. She tries their beds, chairs and soup, eating all of Baby Bear's soup and breaking his chair. The bears return to discover the damage as well as Goldilocks asleep in Baby Bear's bed.</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>102</b> Making Soup</p>	<ul style="list-style-type: none"> <li>• <b>Mamá</b> (Mother)</li> <li>• <b>Papá</b> (Father)</li> <li>• <b>Bebé</b> (Baby)</li> <li>• <b>Caliente</b> (Hot)</li> <li>• <b>Frío</b> (Cold)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Greetings and leave taking</li> <li>• Using fingers to count beginning with the thumb.</li> <li>• Terms of endearment for mother and father.</li> </ul> </li> </ol>	<p>Goldilocks goes back to the home of the three bears to apologize for her behavior the first time she visited their home. With the help of her friend Ratoncito (Little Rat or Mouse) and Baby Bear, she prepares soup to make amends. Once again, the soup is too hot. The three bears, Goldilocks and Ratoncito decide to go for a walk while the soup cools. But Salsa (the salamander) stays behind and eats the soup.</p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>103</b> The New Chair</p>	<ul style="list-style-type: none"> <li>• <b>Rojo/Roja</b> (red, masc., fem.)</li> <li>• <b>Verde</b> (green)</li> <li>• <b>Azul</b> (blue)</li> </ul> <p>Also introduced:</p> <ul style="list-style-type: none"> <li>• <b>Cuatro</b> (four)</li> <li>• <b>Cinco</b> (five)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Greetings and leave taking</li> <li>• Using fingers to count beginning with the thumb.</li> <li>• Expressions of courtesy.</li> </ul> </li> </ol>	<p>Goldilocks returns once again to the home of the three bears. They decide to fix Baby Bear's chair together. After the chair is mended, they decide to give it a new coat of paint. They consider the colors green and red but decide to paint it Baby Bear's favorite color, blue. But, after it has been mended and painted to look like new, Ratoncito tries it and breaks it again!</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>104</b> Hide And Seek</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <b>Rojo/Roja</b> (red, masc., fem.)</li> <li>• <b>Verde</b> (green)</li> <li>• <b>Azul</b> (blue)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Greetings and leave taking</li> <li>• Traditional Spanish music</li> </ul> </li> </ol>	<p>Goldilocks, Ratoncito, Salsa and Baby Bear decide to play a game of hide and seek. Baby Bear is "it" and has to find the others. While looking everywhere, he wakes poor Papá Oso, who is very tired and trying to take a nap, moving from room to room to get away from the children (<i>niños</i>). The last one to be found is Salsa, who is hiding in the green bowl playing maracas.</p>

SALSA SCOPE AND SEQUENCE- pg. 2

EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>5</b></p> <p><b>105</b></p> <p>The Birthday Party</p>	<ul style="list-style-type: none"> <li>• <b>Amarillo/amarilla</b> (Yellow, masc.,fem.)</li> <li>• <b>Gracias</b> (Thank you)</li> <li>• <b>La piñata</b> (Pinata)</li> </ul> <p>Also introduced:</p> <ul style="list-style-type: none"> <li>• <b>De nada</b> (You're welcome)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Birthday celebrations in some countries</li> <li>• Terms of endearment for mother and father. (<b>mami, papi</b>)</li> </ul> </li> </ol>	<p>It is Baby Bear's fifth birthday and all of his new friends are invited to celebrate in a traditional manner. Before the party begins, Baby Bear tells his parents that he wants a puppy for his birthday, but, after breaking the piñata and opening all his presents, he doesn't have a puppy. After many tears, he finally receives a puppy from Mamá Osa and Perro.</p>
<p><b>6</b></p> <p><b>106</b></p> <p>Too Many Cooks</p>	<ul style="list-style-type: none"> <li>• <b>El chocolate</b> (chocolate)</li> <li>• <b>La manzana</b> (apple)</li> <li>• <b>El perro</b> (dog)</li> <li>• <b>La banana</b> (banana)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Traditional hot chocolate.</li> <li>• Traditional Spanish music.</li> <li>• Expressions of courtesy: <b>Gracias</b> (thank you) and <b>De nada</b> (You are welcome)</li> </ul> </li> </ol>	<p>While watching a television cooking show, Perro and Goldilocks decide to make traditional hot chocolate. They follow the directions, but the chocolate is too hot, so they take a walk. During their absence, Ratoncito and others decide to add some unusual ingredients to the simmering chocolate: grapes (<b>uvas</b>), a banana, and even a tennis shoe!</p>
<p><b>7</b></p> <p><b>107</b></p> <p>Little Red Riding Hood</p>	<ul style="list-style-type: none"> <li>• <b>Me gusta.</b> (I like.. or I like it.)</li> <li>• <b>La abuela</b> ( grandmother)</li> <li>• <b>El lobo</b> (wolf)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• The term of endearment for grandmother (<b>abuelita</b>)</li> <li>• Spoken information, including names and physical descriptions.</li> </ul> </li> </ol>	<p>In a twist on the traditional fairy tale, the wolf (el lobo) meets Little Red Riding Hood (<b>Caperucita Roja</b>) in the woods. Seeing that she is taking many treats to her grandmother, the wolf decides to steal them. He takes Little Red Riding Hood and her grandmother prisoner, but his plot is foiled when Salsa tells a policeman what has happened and the policeman rescues them!</p>
<p><b>8</b></p> <p><b>108</b></p> <p>Disguises</p>	<ul style="list-style-type: none"> <li>• <b>Los dientes</b> (teeth)</li> <li>• <b>Los ojos</b> (eyes)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Greetings and leave taking</li> <li>• Traditional Spanish music</li> </ul> </li> </ol>	<p>The Wolf, in a series of desperate ploys to get goodies from Grandmother and Little Red Riding Hood, puts on a series of disguises. Pretending to be a chocolate salesman, a singer and a maid, he is unsuccessful. Finally, Little Red Riding Hood and Grandmother take pity on him and give him a banana and some flowers. Unfortunately, he is allergic to the flowers...</p>

SALSA SCOPE AND SEQUENCE- pg. 3

EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b>109</b> Manners</p>	<ul style="list-style-type: none"> <li>• <i>Las manos</i> (hands)</li> <li>• <i>Gracias</i> (Thank you)</li> <li>• <i>Por favor</i> (Please)</li> <li>• <i>Si</i> (yes)</li> <li>• <i>No</i> (no)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Expressions of gratitude</li> <li>• Expressions of courtesy</li> </ul> </li> </ol>	<p>Still determined to get some goodies, the wolf returns disguised as an old man. Even though they recognize him, Little Red Riding Hood and Grandmother take pity on the wolf and let him in so they can teach him to say “please” and “thank you.” Finally allowed to eat, the wolf eats everything he can. In the end, sick from overeating, he is carried away on a stretcher.</p>
<p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>110</b> Gutbusters</p>	<ul style="list-style-type: none"> <li>• <i>La cabeza</i> (head)</li> <li>• <i>La nariz</i> (nose)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Spoken information, including names and physical descriptions</li> <li>• The expression “I like it,” “<i>Me Gusta.</i>”</li> </ul> </li> </ol>	<p>Seeing how much weight the wolf has gained, Grandmother decides to put him on a diet and exercise plan. He complains loudly about having to run (his feet hurt and he gets tired) and he resents having less to eat than Little Red Riding Hood. Finally, Grandmother gets him involved in weight lifting and even her aerobics class.</p>
<p style="text-align: center;"><b>11</b></p> <p style="text-align: center;"><b>111</b> Little Blue Riding Hood</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <i>Los dientes.</i> (teeth)</li> <li>• <i>Los ojos</i> (eyes)</li> <li>• <i>La nariz</i> (nose)</li> <li>• <i>Me gusta.</i> (I like / I like it.))</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Spoken information, including names and physical descriptions.</li> </ul> </li> </ol>	<p>Ratoncito and Bebé Oso decide to make up their own version of <i>Little Red Riding Hood</i>. In their version, <i>Caperacita Azul</i> (Little <i>Blue</i> Riding Hood) is skipping through the forest with her puppy and a basket with a hamburger and fries. The wolf, seeing what she has, goes ahead of her and ties up Grandmother. Meanwhile, Little Blue Riding Hood encounters some bees, who eventually chase everyone back to the playroom.</p>
<p style="text-align: center;"><b>12</b></p> <p style="text-align: center;"><b>112</b> The Wolf’s Share</p>	<ul style="list-style-type: none"> <li>• <i>Los amigos</i> (friends)</li> <li>• <i>Las papas fritas</i> (french fries)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• The expression “<i>Uno para mí, uno para tí</i>”</li> <li>• Spoken info about names and physical expressions.</li> </ul> </li> </ol>	<p>Little Red Riding Hood and the Wolf become friends. Grandmother sends Little Red Riding Hood home with a basket of goodies. Because they have learned to share as friends, when Little Red Riding Hood and the Wolf meet in the woods, they trade goodies. Then, realizing what good friends they have become, they break into song.</p>

SALSA SCOPE AND SEQUENCE- pg. 4

EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>13</b></p> <p><b>113</b> Three Clever Goats</p>	<ul style="list-style-type: none"> <li>• <i>Las orejas</i> (ears)</li> <li>• <i>El Monstruo</i> (monster)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Spoken information including names and physical descriptions.</li> </ul> </li> </ol>	<p>When the three goats decide to go for Pizza they have problems crossing the bridge to get to the restaurant because the Monster who guards the bridge doesn't want them to cross. However, each of the goats finally talks the monster into letting him pass.</p>
<p><b>14</b></p> <p><b>114</b> Special Delivery</p>	<ul style="list-style-type: none"> <li>• <i>El queso</i> (cheese)</li> <li>• <i>El tomate</i> (tomato)</li> <li>• <i>La pizza</i> (pizza)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Expressions of courtesy.</li> <li>• Traditional Spanish music.</li> </ul> </li> </ol>	<p>This time, when the goats decide to have pizza, they decide to call in an order for delivery. When the Pizza Girl (La Niña de la Pizzería) arrives at the bridge, the Monster tries to frighten her before he realizes that she has purple hair. Since he is afraid of the color purple, he runs away, falling into the creek.</p>
<p><b>15</b></p> <p><b>115</b> The Quiz Show</p>	<ul style="list-style-type: none"> <li>• <i>El carro</i> (car)</li> <li>• <i>Morado/Morada</i> (purple, masc.,fem.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Spoken info about names and physical expressions.</li> <li>• Traditional Spanish music.</li> </ul> </li> </ol>	<p>The three bears and the three goats compete against each other in the quiz show <i>¿Que es?</i> When they are asked the question "What is it?" they must identify the articles. The three goats win the contest and the first prize, a toy car. The second place prize, won by the three bears, is a large pizza. The pigs decide that they like the pizza better, and an exchange is negotiated.</p>
<p><b>16</b></p> <p><b>116</b> Monster Mayhem</p>	<p>Review</p> <ul style="list-style-type: none"> <li>• <i>Morado/Morada</i> (purple, masc.,fem.)</li> <li>• <i>las orejas</i> (ears)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Spoken info about names and physical expressions.</li> <li>• Authentic Mariachi music.</li> </ul> </li> </ol>	<p>The three goats order more pizza, but when it is too hot, they leave it to cool. The Monster finds and eats all the pizza. Then, seeing a purple house and a purple toy car, he runs away, knocking over the house and breaking the toy car. Finally, the three goats confront the Monster, who agrees to fix their toys and order more pizza for them.</p>

SALSA SCOPE AND SEQUENCE- pg. 5

EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>17</b> 117 Happy Birthday, Monster!</p>	<ul style="list-style-type: none"> <li>• <b>Contento/contenta</b> (happy, masc.,fem.)</li> <li>• <b>Triste</b> (sad)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Spoken information including names and physical descriptions.</li> </ul> </li> </ol>	<p>The group is planning a surprise birthday party for the Monster. However, he drops in on the Girl and Chef Loco, who, fearing that he will learn about the party, disappear. He then visits Baby Bear and Ratoncito, who are wrapping his present. They too disappear to hide their plans. Everything is well, however, when the party truly surprises the Monster.</p>
<p><b>18</b> 118 Highway Robbery</p>	<ul style="list-style-type: none"> <li>• <b>Seis</b> (six)</li> <li>• <b>Siete</b> (seven)</li> <li>• <b>Hace calor.</b> (It, the weather, is hot.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Review:               <ul style="list-style-type: none"> <li>• Expressions of courtesy (<i>Por favor, gracias, de nada</i>)</li> <li>• Greetings and salutations (<i>Hola, hasta luego</i>)</li> <li>• Counting on fingers beginning with the thumb.</li> </ul> </li> </ol>	<p>While the dog (Perro) is sleeping, the other characters decide to make up their own version of the story of the three goats. In their version, the Monster charges Chivo Pequeño 7 tomatoes to cross the bridge, insisting on red, not green tomatoes. Chivo Mediano must pay 7 pieces of cheese. Finally, Chivo Grande and the Monster decide to cross the bridge together for ice cream.</p>
<p><b>19</b> 119 The Little Red Hen</p>	<ul style="list-style-type: none"> <li>• <b>El gato</b> (cat)</li> <li>• <b>Cansado, cansada</b> (tired, masc.,fem.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: (review)               <ul style="list-style-type: none"> <li>• Spanish greetings and leave takings.</li> </ul> </li> </ol>	<p>When the female cat (La Gatita), Ratoncito and the wolf (el Lobo) refuse to help him prepare hamburgers, Perro decides to read them the story of the Little Red Hen (la Gallinita Roja). Appropriately, la Gatita, Ratoncito and el Lobo refuse to help the Little Red Hen, played by Mamá Osa, prepare the hamburgers. So, after they are ready, she won't share with them. They all learn from the story and help Perro.</p>
<p><b>20</b> 120 The Armadillo's Hamburgers</p>	<ul style="list-style-type: none"> <li>• <b>Hace frío.</b> (The weather is cold)</li> <li>• <b>La hamburguesa</b> (hamburger)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Expressions of courtesy (review)</li> <li>• Leave takings (<i>Buenos noches, adiós</i>)</li> </ul> </li> </ol>	<p>While Perro is sleeping, Bebé Oso and the Girl decide to write their own version of The Little Red Hen. They choose Armadillo to play the hen, but he keeps changing the story as he goes! Even worse, he puts apples, grapes and bananas on his hamburgers! No one will eat them until the three goats arrive. Because they will eat anything, they eat the Armadillo's hamburgers.</p>

SALSA SCOPE AND SEQUENCE- pg. 6

EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>21</b></p> <p><b>121</b> The Fruit Fiasco</p>	<ul style="list-style-type: none"> <li>• <b>Ocho</b> (eight.)</li> <li>• <b>Nueve</b> (nine)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• <b>Empanadas</b>, fruit or meat-filled pies</li> <li>• Expressions of courtesy (<i>Por favor, gracias, de nada</i>)</li> </ul> </li> </ol>	<p>Once again playing the role of the Little Red Hen (<i>La Gallinita Roja</i>), Mamá Osa decides to make apple empanadas. When she realizes that she only has one apple and she needs nine of them, she sends the female cat (<i>La Gatita</i>), Ratoncito and the Wolf (<i>el Lobo</i>) to get the apples she needs. All of them have problems bring the correct fruit back, so they decide to eat fresh fruit instead.</p>
<p><b>22</b></p> <p><b>122</b> Finally Nine</p>	<ul style="list-style-type: none"> <li>• <b>El papel</b> (paper)</li> <li>• <b>El lápiz</b> (pencil)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Review:               <ul style="list-style-type: none"> <li>• Expressions of courtesy (<i>por favor, gracias, de nada</i>)</li> <li>• Traditional Spanish music.</li> </ul> </li> </ol> <p>Other: review of numbers using manipulatives</p>	<p>Playing teacher, Mamá Osa tries to lead the “class” in counting to nine. However, there are constant interruptions preventing them from getting there! Armadillo and Ratoncito get into an argument over paper. Then two squirrels entice the entire class outside. Then the Three Goats (<i>Los Tres Chivos</i>) arrive with pizza for the class, But in the end, Mamá Osa finally succeeds in counting to nine.</p>
<p><b>23</b></p> <p><b>123</b> Quiz Show II: The Broken Glasses</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <b>Hace calor.</b> (It’s hot.)</li> <li>• <b>Hace frío.</b> (It’s cold.)</li> <li>• <b>Seis</b> ( six)</li> <li>• <b>Siete</b> (seven)</li> </ul>	<p>Comprehension of the focus vocabulary being reviewed</p>	<p>The rivalry between <i>los Tres Osos</i> and <i>los Tres Chivos</i> is revived in the second Quiz Show, a review of the focus vocabulary words. There is trouble for the goats when the eye glasses of <i>Chivo Mediano</i> are broken during an overly enthusiastic greeting. Unable to see, he confuses objects and characters. Finally, however, the goats win the grand prize, a book, which <i>Chivo Grande</i> eats.</p>
<p><b>24</b></p> <p><b>124</b> A Dark and Stormy Night</p>	<ul style="list-style-type: none"> <li>• <b>El pastel</b> (cake)</li> <li>• <b>Tengo hambre.</b> (I am hungry)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• Review vocabulary</li> <li>• <b>Me gusta.</b> ( I like..., I like it.)</li> </ul> </li> </ol>	<p>This episode is the mystery of the missing food. On a dark and stormy night, Perro reads the story of <i>Los Manos</i> (the Hands). <i>La Gatita</i>, Ratoncito and <i>el Lobo</i> (wolf) play the parts. In the story, each one wakes up to raid the refrigerator during the night, but each finds that mysterious hands are stealing their food. Finally, Perro reveals that <i>Los Manos</i> are actually the two squirrels in disguise.</p>

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EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>25</b></p> <p><b>125</b> The Race (The Little Train)</p>	<ul style="list-style-type: none"> <li>• <i>Adios</i> (goodbye)</li> <li>• <i>El tren</i> (train)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• <i>Expressions of praise</i></li> <li>• <i>¡Que Bueno!</i> (very good)</li> <li>• <i>¡Bien hecho!</i> (well done)</li> <li>• <i>¡Bravo!</i></li> </ul> </li> </ol>	<p>Four trains- a red one, a big one, an old one and a little one (<i>Señorita Tren</i>) decide to have a race. The smallest, <i>Señorita Tren</i>, gets off to a slow start. But the old train stops to eat cake with <i>Los Tres Osos</i> and gets sick from gorging. Then the red train buys a book from <i>Los Tres Chivos</i> and crashes trying to read it. And the big train stops to rest and falls asleep. <i>Señorita Tren</i> wins after all!</p>
<p><b>26</b></p> <p><b>126</b> The Goats' Vacation</p>	<ul style="list-style-type: none"> <li>• <i>Diez</i> (ten)</li> <li>• <i>El libro</i> (book)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Review:               <ul style="list-style-type: none"> <li>• Greetings and leave takings (<i>hola, adios</i>)</li> <li>• Counting to ten.</li> <li>• Recognizing sets of ten.</li> </ul> </li> </ol>	<p><i>Los Tres Chivos</i> decide to take <i>Señorita Tren</i> as their vacation transportation. However, their ten books, ten shoes and ten grapes are too heavy for <i>her</i> and they have to unload them. Throughout the trip, they have to go back for something they have forgotten. And, when they reach the end, <i>Chivo Pequeño</i> and <i>Chivo Mediano</i> discover that <i>Chivo Grande</i> has eaten everything!</p>
<p><b>27</b></p> <p><b>127</b> Super Amardillo!</p>	<ul style="list-style-type: none"> <li>• <i>Las uvas</i> (grapes)</li> <li>• <i>La leche</i> (milk)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Appreciation of rich, creative play.</li> </ol>	<p>The characters engage in great make-believe play. With a handful of grapes, Armadillo becomes Super Armadillo! Faster than a speeding train, able to leap three bears in a single bound, he comes to the playroom to save the other characters from danger. With Salsa's help, he returns a hamburger to the Girl, milk to Ratoncito, and unties <i>Mamá Osa</i> from the train tracks. And the mean old wolf (<i>el Lobo</i>) is vanquished.</p>
<p><b>28</b></p> <p><b>128</b> The Great Ice Cream Robbery</p>	<ul style="list-style-type: none"> <li>• <i>Los Osos</i> (bears)</li> <li>• <i>El helado</i> (ice cream)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of:               <ul style="list-style-type: none"> <li>• The song <i>Había Una Vez Un Tren Pequeñito</i> (There Was Once a Little Train)</li> </ul> </li> </ol>	<p><i>Mamá Osa</i> and <i>Bebé Oso</i> board <i>Señorita Tren</i> for a ride home. Three masked bandits (<i>Niña</i>, <i>Ratoncito</i> and the sock, <i>Mosca</i>) stop the train looking for ice cream. They finally get what they want on their third try, but Salsa tells the sheriff (<i>Papá Oso</i>), who challenges <i>Ratoncito</i> to an ice-cream-eating duel. The Sheriff triumphs when <i>Ratoncito</i> gives up.</p>

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EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>29</b></p> <p><b>129</b> The Red Shoes</p>	<ul style="list-style-type: none"> <li>• <i>El zapato</i> (shoes)</li> <li>• <i>Los pies</i> (feet)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: (Review) <ul style="list-style-type: none"> <li>• Traditional Spanish music.</li> <li>• Expressions of courtesy (<i>Gracias, por favor, de nada</i>)</li> <li>• Greetings and leave takings (<i>Hola, adios</i>)</li> </ul> </li> </ol>	<p>The Monster (<i>el monstruo</i>) looks for new shoes to buy for the upcoming masquerade ball. At the shoe store the salesman shows him different colors of shoes, using a rap song. The Monster decides to buy a pair of red shoes. At the dance, the Monster dances with the Girl, until her purple hair is revealed and he flees, dropping one of his shoes. The Girl searches high and low for the owner of the shoe, only to find it is the Monster.</p>
<p><b>30</b></p> <p><b>130</b> Quiz Show III: Hiccups</p>	<ul style="list-style-type: none"> <li>• <i>El agua</i> (water)</li> <li>• <i>El pelo</i> (hair)</li> <li>• <i>¿Que es?</i> (What is..., What is it?)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: (Review) <ul style="list-style-type: none"> <li>• Greetings and leave takings (<i>hola, adios</i>)</li> <li>• Expressions of courtesy (<i>gracias, por favor, de nada</i>)</li> </ul> </li> </ol>	<p>One more time, <i>los Tres Osos</i> face off against <i>los Tres Chivos</i> in the game show, “What is it?” This time <i>Papá Oso</i> has a terrible case of the hiccups. The Monster tries to help him by scaring him, and he tries all kinds of cures (breathing into a bag, holding his breath, blowing up a balloon and drinking water), to no avail. In the end <i>los Tres Osos</i> win, but <i>Papá Oso</i> still has the hiccups...</p>
<p><b>31</b></p> <p><b>201</b> Jack and the Cornstalk</p>	<ul style="list-style-type: none"> <li>• <i>Quince</i> (15)</li> <li>• <i>El maíz</i> (corn)</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• <i>Once</i> (11)</li> <li>• <i>Doce</i> (12)</li> <li>• <i>Trece</i> (13)</li> <li>• <i>Catorce</i> (14)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Traditional foods from Spanish-speaking countries</li> <li>• Greetings and leave takings</li> <li>• Everyday experiences of a child living in the Dominican Republic.</li> </ul> </li> </ol>	<p>On his way home with a Pizza, <i>Chivo Pequeño</i> resists numerous offers to trade something for the pizza. That is until the mysterious <i>Gatita</i> offers him 15 “special” pieces of corn. When the other goats learn that he has traded their pizza for the corn, they throw him out of the house. He sees that there is a huge cornstalk growing from the pieces. He climbs it and finds the Monster’s house in the sky. And the Monster gives him a pizza.</p>
<p><b>32</b></p> <p><b>202</b> The Monster Is Angry</p>	<ul style="list-style-type: none"> <li>• <i>Enojado/enojada</i> (angry, masc., fem.)</li> <li>• <i>Tengo miedo.</i> (I’m afraid.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Expressions of endearment</li> <li>• Expressions of courtesy.</li> <li>• Everyday experiences of a child living in the Dominican Republic.</li> </ul> </li> </ol>	<p>The Monster (in the sky) is angry, and his bellows make everyone below afraid. One by one, the people climb up the cornstalk, led by <i>Chivo Pequeño</i>, never to return! Finally, <i>Chivo Mediano</i>, who originally ran away in fright at the terrible screams, climbs the cornstalk, to find that the Monster is angry because his computer won’t work. He fixes the computer, saving the day!</p>

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EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>33</b></p> <p><b>203</b> Everybody Needs a Friend</p>	<ul style="list-style-type: none"> <li>• <i>El pez</i> (fish)</li> <li>• <i>Estoy bien.</i> (I'm well.)</li> <li>• <i>Estoy mal.</i> (I'm not well.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: (Review) <ul style="list-style-type: none"> <li>• Common greetings (<i>hola, ¿Como estás?</i>)</li> <li>• Common replies (<i>Estoy bien. Estoy mal.</i>)</li> <li>• Animals native to Spanish-speaking countries</li> <li>• Everyday experiences of a child living in the Dominican Republic.</li> </ul> </li> </ol>	<p>The Monster is very happy in his home, but his pet fish, Reynaldo, seems to be unwell. The monster worries and worries, while his friends try to make Reynaldo feel better. <i>Chivo Grande</i> brings Reynaldo a pizza, but fish don't like pizza. The Monster decides to play fetch with him, but fish aren't dogs and can't fetch. Finally, the Girl brings the Doctors. They decide that Reynaldo is lonely and needs a friend. Everyone goes to the river and asks the Fish (<i>Pez</i>) to come play with Reynaldo. He does, and Reynaldo is very happy!</p>
<p><b>34</b></p> <p><b>204</b> Super Armadillo: Trouble From Above</p>	<ul style="list-style-type: none"> <li>• <i>Arriba</i> (up)</li> <li>• <i>Abajo</i> (down)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Cultural artifacts from Peru, a Spanish-speaking country</li> <li>• Common expressions of gratitude (<i>por favor, gracias</i>)</li> <li>• Everyday experiences of a child living in the Dominican Republic.</li> </ul> </li> </ol>	<p>Everyone suspects the <i>el Lobo</i> is up to his old tricks when people are bonked on the head and he happens to be around. Armadillo decides to find the real villain, changing once more into Super Armadillo. He finds that it was the Monster, who, in the process of cleaning his house, had been tossing objects out the window. (old bananas, stinky shoes and stale bread) Super Armadillo solves the mystery and teaches the Monster about the proper disposal of trash.</p>
<p><b>35</b></p> <p><b>205</b> ¿Dónde está? Or Where is it?</p>	<ul style="list-style-type: none"> <li>• <i>El pájaro</i> (bird)</li> <li>• <i>Negro</i> (black)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Shopping for a birthday present in a store that stocks items from Spanish-speaking countries</li> <li>• Greetings and leave takings</li> <li>• Everyday experiences of a child living in Mexico</li> <li>• Expressions-courtesy/gratitude .</li> </ul> </li> </ol>	<p>Private detectives Girl and Armadillo are asked by <i>Mamá Osa</i> to find the thief who has stolen her statue of the Black Bird. The two detectives question the usual suspects: <i>Ratoncito, los Tres Chivos</i>, and the Monster, with no luck. The Puppy (<i>Perrito</i>) leads them back to their office, where they discover that <i>Mamá Osa</i> deliberately sent them off on a wild goose chase so she could put together a surprise birthday party for the Girl. And the birthday present is, of course, the Black Bird!</p>

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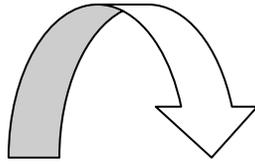
EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p style="text-align: center;"><b>36</b></p> <p style="text-align: center;"><b>206</b> Quiz Show: What is it This Time?</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <i>El pez</i> (fish)</li> <li>• <i>El Maís</i> (corn)</li> <li>• <i>Negro</i> (black)</li> <li>• <i>Quince</i> (15)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: (Review) <ul style="list-style-type: none"> <li>• Common greetings (<i>hola, ¿Como estás?</i>)</li> <li>• Leave takings (<i>hasta luego, adiós</i>)</li> <li>• Expressions of praise (<i>muy bien</i>)</li> <li>• Everyday experiences of a child living in Mexico.</li> </ul> </li> </ol> <p>Also: The Sea Serpent, a traditional children's game similar to London Bridge is Falling Down.</p>	<p>Once again, <i>los Tres Osos</i> and <i>Los Tres Chivos</i> face off in a quiz show, but this time contestants may choose to keep the object they guess <u>or</u> opt for the mystery prize. When nobody wants it, the host and the Monster decide to peek and see what the mystery prize is. Lo and behold, the mystery prize is the Monster's heart's desire: the red shoes. The Monster puts them on and everyone participates in a dancing finale!</p>
<p style="text-align: center;"><b>37</b></p> <p style="text-align: center;"><b>207</b> The Three Pigs</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <i>La casa</i> (house)</li> <li>• <i>Rosado/rosada</i> (pink, masc., fem.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Common greetings (<i>hola, ¿Como estás?</i>)</li> <li>• Leave takings (<i>hasta luego, adiós.</i>)</li> <li>• Creations designed by a papier maché artist from the Dominican Republic</li> <li>• Spoken information in which names are stated</li> <li>• Everyday experiences of a child living in Mexico</li> </ul> </li> </ol>	<p>When the oldest little pig, Carmen, decides her two siblings (Salvador, the middle brother, and María, the baby sister) are causing too much trouble, she tricks them into going outside to play. Both of them decide to build their own houses. Meanwhile, <i>el Lobo</i> is hungry. Coming upon Maria's house of straw, he tries to be polite, but his allergies cause him to sneeze her house down. Terrified, she runs to Salvador's house, which is made of leaves and flowers. His house is also no match for <i>el Lobo's</i> allergies. Both flee to Carmen's house. When Carmen realizes that <i>el lobo</i> means no harm and is only hungry, she invites him in. Unfortunately, trying to be nice. Carmen offers him flowers, with predictable results.</p>

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EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p style="text-align: center;"><b>38</b></p> <p style="text-align: center;"><b>208</b> Portrait of The Artist As a Young Pig</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <b><i>El círculo</i></b> (circle)</li> <li>• <b><i>El triángulo</i></b> (triangle)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: (Review) <ul style="list-style-type: none"> <li>• Common courtesies with appropriate replies</li> <li>• Common expressions of praise (<b><i>bien hecho</i></b>- well done; <b><i>muy bien</i></b>- very good)</li> <li>• Cultural artifacts from Spanish-speaking countries</li> <li>• Everyday experiences of a child living in Mexico.</li> </ul> </li> </ol>	<p><i>Mamá Osa</i> takes on the role of teacher once again, this time teaching the group art . They create images from felt cut outs, draw freehand, and make sculptures from crepe paper. <i>Armadillo</i>, <i>María</i> (the youngest pig) and <i>el Lobo</i> have great fun. <i>Salvador</i>, the brother pig, dreams of becoming a great (and rich) artist. Consequently, he is vastly disappointed when <i>Papá Oso</i>, at the end of the class, likes <i>María</i>'s art the best.</p>
<p style="text-align: center;"><b>39</b></p> <p style="text-align: center;"><b>209</b> Is This Your Birthday?</p>	<ul style="list-style-type: none"> <li>• <b><i>El hermano</i></b> (brother)</li> <li>• <b><i>El hermana</i></b> (sister)</li> <li>• <b><i>El cumpleaños</i></b> (birthday)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Traditional music and children's games</li> <li>• Traditional foods and baked goods found in a Mexican bakery</li> <li>• Everyday experiences of a child living in Mexico</li> </ul> </li> </ol>	<p><i>María</i> and <i>Salvador</i> decide that today is <i>Carmen</i>'s tenth birthday and wake her up early. Unfortunately, it's the wrong day! Then, when the right day comes, they realize at the last minute that they have forgotten to bake her a cake and buy her a gift. So they run out to get her a present. On the way home (with cake and gift) they jump on the Red Train (<i>el Tren Rojo</i>), Meanwhile, <i>Carmen</i> has become tired of waiting and jumps on the Old Train (<i>el Tren Viejo</i>) to find her brother and sister. Of course, there is a train wreck and the cake and gift go flying. In the end, however, all is well as <i>Carmen</i> celebrates her birthday with friends and family,</p>

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EPISODE	FOCUS VOCAB	LEARNING OBJECTIVES	SYNOPSIS
<p><b>40</b></p> <p><b>210</b> Till Mama Bear Sings</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <i>Las galletas</i> (cookies)</li> <li>• <i>La boca</i> (mouth)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: (Review) <ul style="list-style-type: none"> <li>• Common expressions of gratitude and courtesy</li> <li>• A traditional children’s game, <i>La Víbora</i> (The Sea Serpent)</li> <li>• Everyday experiences of a child living in Chile</li> </ul> </li> </ol>	<p>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- <i>el Lobo</i>, of course. She believes that <i>el Lobo</i> 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, <i>Mamá Osa</i> (the fat lady...) arrives in full operatic gear to save the day.</p>
<p><b>41</b></p> <p><b>211</b> The Pig Who Cried Bandit</p>	<ul style="list-style-type: none"> <li>• <i>La música</i> (music)</li> <li>• <i>Blanco, blanca</i> (white- masc., fem.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Traditional music from Spanish-speaking countries</li> <li>• Common expressions of gratitude (<i>gracias, de nada</i>) and exclamation (<i>¡Que bueno!</i>)</li> <li>• Everyday experiences of a child living in Chile</li> </ul> </li> </ol>	<p>The Three Bandits (<i>Los Tres Banditos</i>) strike again, riding through the countryside looking for someone to dance with them. Everyone they meet hears the dreaded command, “Dance!” Carmen runs to tell the Sheriff (<i>Papá Oso</i>), but by the time he gets there, the bandits are gone. This happens several times and the Sheriff decides that Carmen is making the whole thing up. So Carmen takes on the bandits herself. In the end, <i>Papá Oso</i> comes to the rescue in a most unusual way.</p>
<p><b>42</b></p> <p><b>212</b> Quiz Show: The Showdown!</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• <i>El pájaro</i> (bird)</li> <li>• <i>Las galletas</i> (cookies)</li> <li>• <i>El triángulo</i> (triangle)</li> <li>• <i>La boca</i> (mouth)</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehension of the focus vocabulary.</li> <li>2. Comprehension and cultural awareness of: <ul style="list-style-type: none"> <li>• Traditional pan pipe music from Spanish-speaking countries</li> <li>• Expressions of praise, greetings and leave taking</li> <li>• Everyday experiences of a child living in Chile</li> </ul> </li> </ol>	<p>This final quiz show pits the reigning champions, <i>los Tres Chivos</i>, against <i>los Tres Cerditos</i>, 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 Big Goat- against each other. Carmen defeats Big Goat and the three pigs win by the narrowest of margins- one point!</p>



## Great Ideas for Integrating Spanish Into Your Classroom

The following activities have been gathered from experienced elementary school language teachers as well as from regular classroom teachers who have participated in training activities for the SALSA program.

To make the activities as easy as possible for you to use, they are rated on three scales:

- 1) how much Spanish you probably need to know in order to use each activity; (although we encourage you to try all of them and adapt them to what you do know!)
- 2) how much preparation is necessary in order to use each activity; and
- 3) an estimate of how much time it will take in your classroom.

<u>Spanish Needed</u> Column 1 (Lang.)	
This column tells you how much Spanish you probably 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

<u>Preparation Required</u> 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

Special thanks to Dr. Mimi Met of the National Foreign Language Center and Shannon Husley of the Gulfport, Mississippi public schools for their help in the design of these activities.

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L A N G	P R E P	T I M E	<p>LANG= The amount of Spanish needed to use this activity as designed. (See chart) May be adapted to be used by a teacher with more or less Spanish.</p> <p>PREP= The amount of preparation needed to use this activity. (See chart)</p> <p>TIME= The amount of classroom time estimated necessary for this activity.</p>
1	2	5	<p>(1) <b><u>Point-to Activity</u></b>            Teacher has large pictures or representations of objects in the vocabulary. Teacher selects three (or more) of the pictures, places them in different parts of the room. The students point to the picture that corresponds to the word the teacher says.</p>
1	3	5-10	<p>(2) <b><u>TPR Hold Up Activity</u></b>            Each student has in front of him or her pictures or representations of objects in the vocabulary. Student touches object or holds up object named by the teacher. (Could be used for situations, scenes from a story, etc.)</p>
1	3	10	<p>(3) <b><u>TPR Partner Activity</u></b>            Each student has in front of him or her pictures or representations of objects in the vocabulary. Student tells partner what she or he has. (can be a card game)</p>
1 2	3	10	<p>(4) <b><u>TPR Guessing Game</u></b>            Each student has in front of him or her pictures or representations of objects in the vocabulary. Partners guess what the other student has. The teacher walks them through each step of the process. This is a teacher-directed peer activity, especially for very young children. Students will need to be walked through each step of the game. (Instead of objects, situations or scenes from a story could be used as well.)</p>
1	3	10	<p>(5) <b><u>Memory Game</u></b>            Each student has in front of him or her pictures or representations of objects in the vocabulary. The class plays the Memory Game. Images are placed face down and the student must remember where they are so s/he can pick up a matched pair. (Can be played as a class as well, with objects placed on the chalkboard or otherwise displayed.)</p>
1	3	10	<p>(6) <b><u>Go Fish Card Game</u></b>            Each student has his or her own set of pictures or representations of objects in the vocabulary. The student sets are combined to form a set/deck of images. Students then play Go Fish.</p>
1 2	3	10	<p>(7) <b><u>Vocabulary Card Game</u></b></p>

Teacher brings photocopied set of “cards” with vocabulary objects on them. Children use as a card game, stating how many of what size (or color) they have., e.g. Tengo un plato grande y un plato pequeño. Or Tengo dos platos pequeños.

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**(8) Blindfold Game**

Teacher brings in an object from the vocabulary. (An example for Episode 101, a seat cushion that can be compared with a hard chair seat) The student is blindfolded and asked to tell about or guess the object by feeling it. (For example, sitting on a chair and telling whether the chair is blanda or dura.) Can be used with shapes and objects as well.

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1	5	5-10	<p><b>(9) <u>Grab Bag Activity: Describing an Object</u></b>            Student reaches into a grab bag and pulls out an object that is, for example, large or small. S/he then tells the class whether it is <i>grande</i> or <i>pequeño</i>. This activity can be used for objects, numbers, numbers of objects, etc.</p>
1	5	5-10	<p><b>(10) <u>Grab Bag Activity: Guessing an Object</u></b>            Student reaches in, pulls the object out and puts it behind his or her back. Then each child is asked to predict whether the object that the student has behind his or her back is <i>grande</i> or <i>pequeño</i>, for example. Can use for objects, numbers, numbers of objects, colors, etc.</p>
2	2	10-15	<p><b>(11) <u>Big Book: Story Telling Activity</u></b>            Teacher tells the story to the children, using the Big Book version of the story. The level of language may be relatively simple and still be effective. (for example, in the story of Little Red Riding Hood, you could use only the names of the characters-- <i>Caperucita Roja</i>, <i>Señor Lobo</i>, <i>la abuela</i>, and any other words you know, such as <i>la casa</i>-- and still be able to tell the story using some Spanish. ) Of course, if you can do it all in Spanish, however simple the language you use, it will be even more effective!</p>
2	2	10-15	<p><b>(12) <u>Big Book: Jigsaw Activity</u></b>            Two copies of the big book are cut up and laminated so that both sides of each page can be viewed. The teacher then displays the whole story on the chalk rail. In this activity, the teacher then hands the laminated pages out to the children. Jig saw: As the teacher reads a line from the story, the child (or pair) who has that page comes up to the front of the room until the story is complete. The teacher can do this mostly in English, inserting whatever Spanish she/he can and still have an excellent activity.</p>
2	2	10	<p><b>(13) <u>Big Book: Sequencing Activity</u></b>            Teacher displays the pages up front out of sequence and the children come up to take the page as it is read by the teacher.</p>
1	2	10	<p><b>(14) <u>Big Book: Describing What is Happening</u></b>            A child As students in a class begin to vocalize, the teacher can use this activity. Essentially, any child who is ready to talk can name or say anything s/he can say about the picture.</p>
1 2	2	10	<p><b>(15) <u>Big Book: Cloze/ Fill-in-the-Blank Activity</u></b>            Teacher reads story from the Big Book, leaving out words that students are invited to fill in, e.g. Esta cama es muy... (perfecta)</p>

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(16) **Big Book: Picture Jumble**

The teacher mixes up the pictures and puts them on the chalk board (out of sequence.)

The teacher reads the first picture, which will be out of sequence, and the students correct  
~~the order.~~

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0-1	2	5-10	<p><b>(24) Qué es?</b>            Quiz game to check for comprehension of vocabulary and story. (see Episode 15 of the SALSA series for model.) Teacher picks three pictures. (cards such as tres casas, la cama roja, dos sillas Pequeñas). Gives to three students. Students turn their backs and exchange images. Keeping their images hidden (reversed), the students turn around. The teacher then says, "Niños, qué tiene Cassandra?" (or "Clase, what does Cassandra have?") The students then guess. as one student guesses correctly, he or she gets that picture. Once all three images are guessed, those cards are put away and a new group of students and cards are begun.</p>
1	5	20	<p><b>(25) Student Book Activity</b>            Students each have a photo copy of the book to put together. Some pages are incomplete, so students can draw in the missing objects. They can then take the book home to share what they have learned with their parents. Note: ideas for finding downloadable images from the Internet that can be assembled into student books are found in many of the episode guides.</p>
			<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li><b>Big Book Activities:</b> Variations of the Recitos de Oro story. The big book version of this story in both English and Spanish can be purchased from Addison-Wesley.</li> <li><b>Finding objects for use.</b> By going to the <a href="http://Altavista.com">Altavista.com</a> search site and clicking on "Images" you can find easily downloaded images for almost any vocabulary item. You simply type in the word "chair," for example, and you will get web pictures or drawings of a chair.</li> <li><b>Ideas for using sets of representations of objects as cards.</b>            Sets of cards might be color coded to facilitate sharing and distributing. (Construction paper can be pasted on the back of each card. Then the cards may be laminated, which will make them more durable.</li> </ol>
			<p>MORE IDEAS? ADD THEM HERE AND ON THE NEXT PAGE!</p>
2		5-10	<p><b>Guessing Game- What Do I Have In My Pocket?</b>            Teacher hides a vocabulary item/image in his or her pocket. Students ask clarifying questions using Spanish focus words to determine the identity of the object.            Examples:  <i>¿Es rojo? ¿Es grande? ¿Es una fruta? ¿Es un animal?</i></p>



<b>L</b>	<b>P</b>	<b>T</b>	LANG= The amount of Spanish needed to use this activity as designed. (See chart) May be adapted to be used by a teacher with more or less Spanish. PREP= The amount of preparation needed to use this activity. (See chart) TIME= The amount of classroom time estimated necessary for this activity.
<b>A</b>	<b>R</b>	<b>I</b>	
<b>N</b>	<b>E</b>	<b>M</b>	
<b>G</b>	<b>P</b>	<b>E</b>	

2	0	5	<p>(17) <b><u>Incorrect Sentence Activity</u></b>          Teacher reads an incorrect sentence and the students correct. Students may respond orally with no or si or hold thumbs up or down.</p>
1	0	5-15	<p>(18) <b><u>Video Activity: What's Happening?</u></b>          The teacher freezes a frame of the video or turns the sound off. The students tell what is happening, e.g. the teacher shows the animated portion of the video with grande and pequeño. With the sound turned off, the students supply the dialogue.</p>
1	0	5-15	<p>(19) <b><u>Video Activity: Vocabulary</u></b>          As in activity 19, the teacher freezes a frame and asks the students to give the focus word.</p>
1	2	5	<p>(20) <b><u>AB Patterns: what comes next?</u></b>          The teacher sets a pattern and the students fill it in. e.g. big bowl, big bowl, little bowl, big bowl...? Or bowl, bowl, chair, bowl, bowl, .....?</p>
1	2	5-10	<p>(21) <b><u>AB Patterns: Pair Activity</u></b>          This is similar to Activity 20, but in this case the class is working in pairs or small groups. Students set the pattern for their partners to complete.</p>
1	5	5	<p>(22) <b><u>Vocabulary- Game Sung to Melody of Frere Jacques</u></b>          This simple song can be used to help students play an "either-or" game or a guessing game with vocabulary. In the either-or game, the teacher (or a student) holds up an object and the students say which word describes it. In the guessing game, the teacher (or a student) holds an object behind his or her back with the class guessing which one it is. Just one example:  <i>Rojo, verde.</i>  <i>Rojo, verde.</i>  <i>¿Cómo es?</i>  <i>¿Cómo es?</i> (students answer rojo or verder)           Note: <i>¿Cómo es?</i> Means "What is it like" or "How is it?"</p>

(23) **Telephone Activity**

Students are seated in a circle. Two images (e.g. una silla grande y una silla pequeño) are sent around the circle, one clockwise, the other counter clockwise. Students whisper to the next student what the object is as they pass it. (Should hear one description in one direction, the other in the opposite direction.)

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*Nombres de niños, chicos, muchachos*

<i>Adán</i>	Adam	<i>Esteban</i>	Stephen, Steven
<i>Adolfo</i>	Adolph	<i>Eugenio</i>	Eugene
<i>Adrián</i>			
<i>Agustín</i>	Augustin	<i>Fabián</i>	Fabian
<i>Alano</i>	Allen	<i>Federico</i>	Frederick
<i>Alberto</i>	Albert	<i>Felipe</i>	Phillip
<i>Alejandro</i>	Alexander	<i>Fernando</i>	Ferdinand
<i>Alfonso</i>	Alfonse	<i>Fidel</i>	
<i>Alfredo</i>	Alfred	<i>Francisco</i>	Francis
<i>Alonso</i>			
<i>Alvaro</i>		<i>Gabriel</i>	Gabriel
<i>Andrés</i>	Andrew	<i>Geraldo</i>	
<i>Ángel</i>	Angel	<i>Gerardo</i>	Gerard
<i>Antonio</i>	Anthony	<i>Gilberto</i>	Gilbert
<i>Armando</i>	Armand	<i>Gregorio</i>	Gregory
<i>Arnaldo</i>	Arnold	<i>Grego</i>	Greg
<i>Arturo</i>	Arthur	<i>Güido</i>	
		<i>Guillermo</i>	William
<i>Bartolomé</i>	Bartholomew	<i>Gustavo</i>	Gustaf, Gus
<i>Basilio</i>	Basil		
<i>Benito</i>	Benjamin	<i>Hector</i>	Hector
<i>Bernardo</i>	Bernard	<i>Heriberto</i>	Herbert
<i>Berto</i>	Bert	<i>Hernán</i>	Herman
		<i>Hernando</i>	
<i>Camilo</i>		<i>Horacio</i>	Horace
<i>Carlos</i>	Charles	<i>Hugo</i>	Hugh, Hugo
<i>César</i>	Cesar	<i>Humberto</i>	
<i>Claudio</i>	Claude		
<i>Clemente</i>		<i>Ignacio</i>	Ignatius
<i>Cristiano</i>	Christian	<i>Isidoro</i>	Isidore
<i>Cristóbal</i>	Christopher	<i>Isidro</i>	
		<i>Ivan</i>	Ivan
<i>Chucho</i>			
		<i>Jacinto</i>	
<i>Daniel</i>	Daniel	<i>Jaime</i>	James
<i>David</i>	David	<i>Javier</i>	
<i>Diego</i>	James	<i>Jeremías</i>	Jeremy
<i>Domingo</i>	Dominick	<i>Jerónimo</i>	Jerome
<i>Donaldo</i>	Donald	<i>Jesús</i>	
<i>Donato</i>		<i>Joaquín</i>	Jack
		<i>José</i>	Joseph
<i>Edmundo</i>	Edmund	<i>José Luis</i>	Joe Lewis
<i>Eduardo</i>	Edward	<i>Josué</i>	Joshua
<i>Emilio</i>	Emil	<i>Jorge</i>	George
<i>Enrique</i>	Henry	<i>Juan</i>	John
<i>Ernesto</i>	Ernest, Ernie	<i>Juanito</i>	

## *Nombres de niños, chicos, muchachos*

<i>Julián</i>	Julian	<i>Raymundo</i>	Raymond
<i>Julio</i>		<i>Ricardo</i>	Richard
		<i>Riquí</i>	Ricky
<i>Lázaro</i>	Lazarus	<i>Roberto</i>	Robert
<i>León</i>	Leon	<i>Rodolfo</i>	Rudolph
<i>Leonardo</i>	Leonard	<i>Rodrigo</i>	Roderick, Rod
<i>Lorenzo</i>	Lawrence	<i>Rogelio</i>	Roger
<i>Lucas</i>	Lucas, Luke	<i>Rolando</i>	Roland
<i>Luis</i>	Louis	<i>Roque</i>	Rocky
		<i>Rubén</i>	Ruben
<i>Manolo</i>		<i>Ruperto</i>	Rupert
<i>Manuel</i>			
<i>Marcelo</i>		<i>Salvador</i>	
<i>Marcos</i>	Mark	<i>Salomón</i>	
<i>Mariano</i>		<i>Samuel</i>	Samuel
<i>Mario</i>		<i>Sancho</i>	
<i>Martín</i>	Martin	<i>Santiago</i>	
<i>Mateo</i>	Matthew, Matt	<i>Saúl</i>	Saul
<i>Mauricio</i>	Maurice	<i>Sebastian</i>	Sebastian
<i>Miguel</i>	Michael, Mike	<i>Sergio</i>	Sergio
<i>Miguelito</i>	Mikey	<i>Silvistre</i>	Sylvester
		<i>Simón</i>	Simon
<i>Nacho</i>			
<i>Natán</i>	Nathan	<i>Teodoro</i>	Theodore
<i>Nataniel</i>	Nathaniel	<i>Terencio</i>	Terence
<i>Nicolás</i>	Nicholas	<i>Timoteo</i>	Timothy, Tim
		<i>Tito</i>	
<i>Octavio</i>	Octavius	<i>Tomás</i>	Thomas, Tom
<i>Oliverio</i>			
<i>Óscar</i>	Oscar	<i>Valencio</i>	
		<i>Valentín</i>	
<i>Pablo</i>	Paul	<i>Vicente</i>	Vincent
<i>Paco</i>	Frank	<i>Víctor</i>	Victor
<i>Pancho</i>	Frank	<i>Virgilio</i>	Virgil
<i>Paquito</i>	Frankie		
<i>Pascual</i>		<i>Xavier</i>	Javier
<i>Patricio</i>	Patrick		
<i>Pedro</i>	Peter	<i>Zacarías</i>	Zacharias
<i>Pepe</i>	Joe		
<i>Pepito</i>	Joey		
<i>Quique</i>			
<i>Rafael</i>	Ralph		
<i>Ramón</i>	Raymond		
<i>Raúl</i>	Raoul		

*Nombres de niñas, chicas, muchachas*

<i>Adela</i>	Adele	<i>Dora</i>	Dora
<i>Adriana</i>	Adrian	<i>Dorotea</i>	Dorothy
<i>Alberta</i>	Alberta		
<i>Alicia</i>	Alice	<i>Elena</i>	Elaine
<i>Alejandra</i>	Alexandra	<i>Elisa</i>	Lisa, Elise
<i>Amanda</i>	Amanda	<i>Elsa</i>	Elsa
<i>Amalia</i>	Amelia	<i>Elvira</i>	Elvira
<i>Ana</i>	Ann, Anne	<i>Emma</i>	Emma
<i>Ana María</i>	Ann Marie	<i>Emilia</i>	Emily
<i>Andrea</i>	Andrea	<i>Engracia</i>	
<i>Ángela</i>	Angela	<i>Enriqueta</i>	Henrietta
<i>Anita</i>	Anita	<i>Esperanza</i>	Hope
<i>Antonia</i>	Antonia	<i>Estela</i>	Estelle, Stella
<i>Aurelia</i>		<i>Éster</i>	Esther
<i>Aurora</i>	Aurora	<i>Estrella</i>	
		<i>Eva</i>	Eve, Eva
<i>Bárbara</i>	Barbara		
<i>Beatriz</i>	Beatrice	<i>Fabiola</i>	
<i>Belita</i>		<i>Federica</i>	Frederica
<i>Berenice</i>	Bernice	<i>Felicidad</i>	
<i>Berta</i>	Bertha	<i>Felipa</i>	
<i>Blanca</i>	Blanche	<i>Flor</i>	
<i>Brígida</i>	Bridgett	<i>Flora</i>	
		<i>Francisca</i>	Frances
<i>Camila</i>			
<i>Carla</i>	Carla	<i>Gabriela</i>	
<i>Carlota</i>		<i>Gema</i>	
<i>Carmela</i>		<i>Gertrudis</i>	Gertrude
<i>Carmen</i>	Carmen	<i>Gloria</i>	Gloria
<i>Carolina</i>	Caroline	<i>Gracia</i>	Grace
<i>Catalina</i>	Kathleen	<i>Graciela</i>	Grace
<i>Catarina</i>	Catherine	<i>Guadalupe</i>	
<i>Catia</i>	Cathy		
<i>Cecilia</i>	Cecile	<i>Hortensia</i>	Hortence
<i>Celia</i>			
<i>Chabela</i>		<i>Inés</i>	Agnes, Inez
<i>Clara</i>	Claire	<i>Irene</i>	Irene
<i>Clarita</i>		<i>Isabel</i>	Elizabeth
<i>Claudia</i>	Claudia	<i>Isabelita</i>	
<i>Concha</i>			
<i>Conchita</i>		<i>Jacinta</i>	
<i>Constancia</i>	Constance	<i>Jimena</i>	
<i>Consuelo</i>		<i>Josefina</i>	Josephine
<i>Corina</i>	Corinne	<i>Juana</i>	Jean, Joan
<i>Cristina</i>	Christine	<i>Juanita</i>	
		<i>Judit</i>	Judith, Judy
<i>Daniela</i>	Danielle	<i>Julia</i>	Julia
<i>Débora</i>	Deborah	<i>Juliana</i>	
<i>Diana</i>	Diana, Diane	<i>Julieta</i>	Juliet
<i>Dolores</i>	Dolores		

*Nombres de niñas, chicas, muchachas*

<i>Laura</i>		<i>Pancha</i>	
<i>Laurita</i>		<i>Panchita</i>	
<i>Leticia</i>		<i>Patricia</i>	Patricia
<i>Lidia</i>	Lydia	<i>Paula</i>	Paula
<i>Linda</i>	Linda	<i>Pepita</i>	
<i>Lola</i>	Lola	<i>Perla</i>	Pearl
<i>Lolita</i>		<i>Pilar</i>	
<i>Lucía</i>	Lucy		
<i>Lucinda</i>	Lucinda	<i>Raquel</i>	Rachel
<i>Luisa</i>	Louise, Lois	<i>Rebeca</i>	Rebecca
<i>Lupe</i>		<i>Rita</i>	Rita
<i>Luz</i>		<i>Roberta</i>	Roberta
		<i>Rocío</i>	
<i>Macarena</i>		<i>Rosa</i>	Rose
<i>Magdalena</i>	Magdalene	<i>Rosalía</i>	Rosalie
<i>Manoli</i>		<i>Rosarita</i>	
<i>Manuela</i>		<i>Rosita</i>	
<i>Marcela</i>			
<i>Margarita</i>	Margaret	<i>Sandra</i>	Sandra
<i>María</i>	Mary, Maria	<i>Sara</i>	Sara, Sarah
<i>Mariana</i>	Mary Ann	<i>Silvia</i>	Sylvia
<i>Marianela</i>		<i>Sofía</i>	Sophie
<i>Maribel</i>		<i>Sol</i>	
<i>Mari-Carmen</i>		<i>Soledad</i>	
<i>Marielena</i>		<i>Sonia</i>	Sonya
<i>Marina</i>		<i>Susana</i>	Susan
<i>Marisa</i>			
<i>Marisela</i>		<i>Teresa</i>	Theresa
<i>Marta</i>	Martha	<i>Teresita</i>	
<i>Marta Cristina</i>	MarthaChristine	<i>Tita</i>	
<i>Matilde</i>	Matilda	<i>Tonia</i>	Toni
<i>Mayra</i>	Myra		
<i>Mercedes</i>	Mercedes	<i>Yolanda</i>	
<i>Merche</i>			
<i>Minerva</i>	Minerva	<i>Verónica</i>	Veronica
<i>Mónica</i>	Monica	<i>Victoria</i>	Victoria
<i>Monse</i>		<i>Violeta</i>	Violet
<i>Natalia</i>	Natalie		
<i>Nena</i>			
<i>Nilda</i>			
<i>Noemi</i>	Naomi		
<i>Nora</i>			
<i>Norma</i>	Norma		
<i>Nuria</i>			
<i>Olga</i>	Olga		
<i>Olivia</i>	Olivia		
<i>Paloma</i>			

## CLASSROOM PHRASES

Hola.  
Hasta luego.  
Gracias.  
De nada.  
Por favor.

Hello  
Goodbye. See you later.  
Thanks.  
You are welcome  
Please

¿Cómo se dice .....en español?  
¿Cómo se dice.....en inglés?

How do you say .....in Spanish?  
How do you say.....in English?

### Commands to the class or more than one student:

Siéntense, por favor. (Sit down, please.)  
Escuchen. (Listen.)  
Miren. (Look.)  
Repitan. (Repeat.)  
Váyanse a su silla. (Go to your seat.)  
Levanten la mano. (Raise your hand.)  
No hablen. (Don't talk.)  
Callados (or Calladitos), por favor. (Quiet, please.)  
please.)  
Atención, por favor. (Attention, please.)  
Vengan, amigos (amiguitos). (Come, friends.)

### Commands to one student:

Siéntate, por favor. (Sit down, please.)  
Escucha. (Listen.)  
Mira. (Look.)  
Repite. (Repeat.)  
Vete a tu silla. (Go to your seat.)  
Levanta la mano. (Raise your hand.)  
No hables. (Don't talk.)  
Calladito(a), por favor. (Be quiet,  
please.)  
Atención, por favor. (Attention, please.)  
Ven, amigo(a). (Come, friend.)

Ahora (Now) Let's . . .  
¡Vamos! ¡Vámonos!

Let's go! Let's leave!

### The following can mean either let's do something or we are going to do something.

Vamos a leer.  
Vamos a escribir.  
Vamos a trabajar.  
Vamos a jugar.  
Vamos a cantar.  
Vamos a bailar.  
Vamos a comer.  
Vamos a almorzar.

Let's read. (We are going to read.)  
Let's write. (We are going to write.)  
Let's work. Etc.  
Let's play.  
Let's sing.  
Let's dance.  
Let's eat.  
Let's have lunch.

### Words and phrases of praise

¡Bien!  
¡Muy bien!  
¡Excelente!  
¡Perfecto!  
¡Fantástico!  
¡Maravilloso!  
¡Estupendo!  
¡Mucho mejor!  
¡Felicidades! ¡Felicitaciones!  
¡Correcto!  
¡Un aplauso!

Good!  
Very good!  
Excellent!  
Perfect!  
Fantastic!  
Great! Marvelous! Wonderful!  
Terrific!  
Much better!  
Congratulations!  
Correct!  
An applause!

## Selected Songs for Use With SALSA

### Yo Me Llamo

(Tune: Mary Had A Little Lamb)

Yo me llamo Sarita, Sarita, Sarita.

Yo me llamo Sarita.

¿Como te llamas, tú?

Translation: My name is Sarah. What is your name?

### Buenos Dias

(Tune: Brother John)

Buenos días. Buenos días.

¿Cómo estás? ¿Cómo estás?

Muy bien, gracias. Muy bien, gracias.

¿Y usted? ¿Y usted?

Buenas tardes. Buenas tardes.

¿Cómo estás? ¿Cómo estás?

Muy bien, gracias. Muy bien, gracias.

¿Y usted? ¿Y usted?

Buenos noches. Buenos noches.

¿Cómo estás? ¿Cómo estás?

Muy bien, gracias. Muy bien, gracias.

¿Y usted? ¿Y usted?

Translation: Hello (good day). Hello (good day)

How are you? How are you?

Very well, thank you. Very well, thank you.

And you?

2<sup>nd</sup> verse: Hello (good afternoon)

3<sup>rd</sup> verse: Hello (good evening)

### Feliz Cumpleaños

(Tune: Happy Birthday)

Feliz cumpleaños a ti,

Feliz cumpleaños a ti,

Feliz cumpleaños.....

Feliz cumpleaños a ti,

One Little Two Little, Three Little...

(Tune: One Little, Two Little, Three Little Indians.)

Uno, dos, tres (deditos)

Uno, dos, tres (deditos)

Uno, dos, tres (deditos)

Tres (deditos) son.

Translaton: One little, two little, three little fingers. Three little fingers, there are..  
You can substitute perritos (puppies), gatitos (cats) ositos (bears) etc. for dedibos.

Also foods with 3 syllables from SALSA may be substituted, e.g.  
Manzanas (apples) , bananas, pimientos (peppers). The song is an excellent way to  
have your students count with their fingers, beginning with the thumb.

Rima de Chocolate

(Traditional Melody)

Uno, dos tres, cho-

Uno, dos, tres, co-

Uno, dos, tres, la-

Uno, dos, tres, te

Chocolate, chocolate

Bate, bate, chocolate.

Translation- 1.2.3. cho-co-la-te, beat, beat the chocolate.

An excellent cultural note for young children, the traditional way many Spanish-speaking countries prepare hot chocolate.

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Cabeza, Hombros Piernas, Pies

(Tune: Mary Had a Little Lamb)

Cabeza, hombros, piernas, pies,

Piernas, pies, piernas, pies

Cabeza, hombros, piernas, pies,

Ojos, boca, nariz.

Translation: Head, shoulders, legs, feet.

Legs, feet, legs, feet.

Head, shoulders, legs, feet

Eyes, mouth, nose.  
Students touch each part of the body with both hands when it is sung.  
Once students know the song, it is sung several times, each time  
more quickly.

### The Piñata Song

Traditional Melody

Dale, dale, dale.  
No pierdas el tino.  
Mide la distancia  
Que hay en el camino.

General translation (not word for word, but the sense of it):

Hit it! Hit it! Hit it!

Don't miss the piñata! (originally called a pot or tino)

Measure the distance

between you and the piñata (in the road).

## Ideas for Using a Spanish Speaking Volunteer In your Classroom

You could ask your guest to:

- 1) Play a traditional Spanish children's game with your class.
- 2) Teach your students a traditional song.
- 3) Talk about his or her country.
- 4) Bring or prepare a traditional dish and tell your students about the food and culture in his or her country.
- 5) Talk about timely holiday celebrations in his or her or her country, for example Christmas.
- 6) Tell your class about his or her family, preferably with pictures of them.
- 7) Read your class a story in Spanish.

Note: Please see the following pages for detailed suggestions.

## HOW TO HELP YOUR SPANISH-SPEAKING GUEST BE EFFECTIVE AND SUCCESSFUL

1. Teaching songs, games with songs, and poems
  - Have the Spanish speaker say/sing the whole song.
  - If you feel that the students need a translation, give the students a translation one time only.
  - Pick out words and phrases that the children can act out while the guest speaker talks/sings.
  - If you think it's a poem/song that the children can learn in its entirety, then have the guest speaker say/sing short phrases and then all repeat
  - It's good if you help the guest speaker by saying to the class phrases like, "Let's all try sounding just like \_\_\_\_\_."
  - If it's a longer song/poem, then pick out key phrases/stanzas that the children learn. They say/sing along with the speaker those parts. Repetition is good for language learners.
  - Follow up by writing on poster board whatever it is that the guest speaker taught. This can then be practiced at other times.
  
2. Playing "Lotería"
  - Unless you play Lotería or Bingo with familiar vocabulary, it will be important for you to help the speaker.
  - This is an opportunity to learn new vocabulary, especially by playing with a "real" or authentic Lotería game.
  - Have the children sit in a circle on the floor with the guest speaker as part of the circle.
  - Help pass out the cards and markers.
  - Have the speaker hold the pictures so the children cannot see what the speaker is saying.
  - The speaker says the word once and the children repeat it.
  - The speaker says the word a second time and the children repeat it.
  - Then the speaker shows the picture to each child in slow motion completing the entire circle.
  - The speaker says the word repeatedly while showing the picture.
  
3. Read a book
  - ~Reading a bilingual Spanish-English book
  - Have the guest speaker/reader read in Spanish a sentence or the words on a page.
  - Ask the children to see if they can say anything in Spanish that the guest speaker/reader just read.

- Then read the English.
- Pick (maybe Pre-select) words or phrases in Spanish on the page that your class would like to learn.
- Have the guest speaker/reader help all of you to learn how to say those words or phrases.

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- While reading the book, have the guest speaker/reader at times stop and ask individual children, while looking at the illustrations, "¿Dónde está \_\_\_\_\_?" The non-verbal response is that individual children go to the book and point to the correct illustration.
- A book doesn't have to be read in one sitting.
- Practice the words and phrases to sound just like the guest speaker/reader.
- When the guest speaker/reader comes the next time, show him/her how much the class remembers before moving on.

~ Reading a book all in Spanish

- Select books with visual clues that will help children understand the meaning without translation.
- Before the guest speaker/reader starts, select words and phrases that the children can act out every time they hear the words/phrases.
- If there is a repetitive phrase, teach it to the children before the guest speaker/reader begins to read.
- While reading the book, have the guest speaker/reader at times stop and ask individual children, while looking at the illustrations, "¿Dónde está \_\_\_\_\_?" The non-verbal response is for individual children to go to the book and to point to the correct illustration.

~ Reading a book mostly in English with select Spanish words and phrases.

*The Old Man & His Door* by Gary Soto is an example of a book that the classroom teacher can also read to the class.

"The Old Man & His Door" by Gary Soto is the example used here.

- Have the words and phrases from the Glossary of Spanish Terms written on tag board, flash cards, etc. Have pictures to go along with the written words or phrases. (Note: There is a pronunciation guide.)
- Practice the words before reading the story.
- The first time through, read the story. Every time you read a word/phrase in Spanish, give the class your non-verbal signal for them to repeat/respond.

- On the third page of the story the word "comadre's" is used. Do not have the kids repeat this word because it is "Spanglish." In other words, there is no " 's " to show possession in Spanish.
- The second time, just look at the pictures and ask for children to point or touch the correct pictures when you ask, "¿Dónde está \_\_\_\_\_?" or "Señala (Point to) \_\_\_\_\_. Or "Toca (Touch) \_\_\_\_\_."
- You might even ask where a word/phrase is by asking, "¿Dónde está (por favor)?" (This could be the third time.)
- Practice reading the words/phrases in Spanish on flash cards.
  - Another time, read the story and give the children the repeat/respond signal every time there is a Spanish word/phrase.

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4. Topics where children are learning new words and Phrases.
  - When a guest speaker comes into the classroom to talk about meals, traditions, customs, holidays, family, etc., include the learning of vocabulary.
  - Pre-determine with your class what words and phrases that you as a class would like to learn.
  - Write those in English on chart paper.
  - As the guest speaker talks about those words/phrases in English, have the guest speaker teach those new words.
  - Have the guest speaker write those words/phrases in Spanish.
  - Ask the guest speaker if there are any phrases/words that would be important for the children to know how to say in Spanish if they were in his/her Spanish-speaking region or country.
  - Keep the chart paper in the room so that you all can practice the words after the guest speaker leaves.
5. "Tú" and "Usted"
  - Have the guest speaker explain in English the appropriate use of "tú" and "usted"
    - Come up with a list of personnel and ask the children to identify which form of "you" is culturally appropriate.

Note: This list of suggestions was developed by Martie Semmer, WyFLES consultant.

## TECHNIQUES FOR ACTIVE VIEWING OF *SALSA*

The first time you and your students watch an episode, you will want to allow them to watch it in its entirety, without interruptions. That allows the students to grasp the entire story. After that first viewing, however, you may want to invite your students to view the episode "actively." In "Active Viewing," you ask them to participate, rather than simply be passive receivers. The use of "Active Viewing" makes it more interesting for children to watch a video more than once. It also builds on their growing comprehension and confidence. The following are examples of "Active Viewing" activities for young children.

- Have students demonstrate non-verbally their listening comprehension by doing an action every time they hear a word or phrase.

Examples:

- \* Every time they hear the word "*grande*" they hold their arms up and make a big circle.
- \* Every time they hear the numbers "*uno, dos, tres,*" they use their fingers and thumb to show that number.
- \* Every time they hear the word "*caliente,*" they make a fanning motion in front of their faces.

- Invite students to repeat words/phrases as they hear them on the tape.

Note: some students will begin repeating after the tape (and even anticipating the tape!) right away. Others will be more cautious and will not verbalize for some time. It is important not to pressure those hesitant students to begin speaking until they are ready to do so. The "natural approach" to language learning recognizes that some children begin to speak later than others and should be given as much time as they need to begin responding and participating orally. In the meantime, they can demonstrate their comprehension with actions.

- Invite students to give an appropriate response to something on the tape.

Examples:

- \* Every time a character sneezes they say "salud".
- \* Every time a character says "*Hasta luego*," they respond with "*Hasta luego*" or simply wave their hands.

- Pause the video and see if anyone can say predictable words or phrases from *Salsa*.

Example:

- \*Just when the characters in *Goldilocks and the Three Bears* have tried the hot soup, pause and wait for the students to say, "*¡Ay, ay, ay!*" or "*Esta sopa está muy caliente!*" or even simply "*¡Caliente!*" (Or simply wave their hands in front of their faces.)

- When you notice a student repeating something correctly, pause the video and ask the student to teach the whole class that word or phrase.

As their teacher, you will know which students will respond positively to this invitation and which students might feel embarrassed or threatened. Clearly you will want to choose those students who will feel good about being singled out to “teach” the class.

- S

One variation of this idea is to stop the tape when you hear a focus word and ask the students what word they just heard. You can then write it on the chalk board. This technique will be limited somewhat by the age of your students and your own knowledge of Spanish, but some teachers like to have the focus words posted around their classroom. The idea is to encourage your students to listen carefully and begin to identify words and phrases.

# VOCABULARY COMMONLY USED IN THE CLASSROOM

Compiled by Martie Semmer

Edited by Cassandra Celaya and María Garcia

Primary Reference: A Bilingual Dictionary of School Terminology

By Barbara Thuro

(Available through Hampton-Brown)

## 1. School - General Terminology

elementary	primaria
school	la escuela
school bus	el autobús, bus

## 2. School Personnel

aide, para	el asistente, la asistenta (el ayudante, la ayudante)
principal	el director, la directora
nurse	el enfermero, la enfermera
secretary	el secretario, la secretaria
teacher	el maestro, la maestra (as form of address, it is said without the article)
	el profesor, la profesora (in upper grades)
--music teacher	el maestro de música, la maestra de música
--art teacher	el maestro de arte, la maestra de arte
volunteer	el voluntario, la voluntaria

## 3. School Facility

cafeteria	la cafetería
classroom	el salón de clase
corridor	el corredor
hall	el pasillo
gymnasium	el gimnasio
laboratory	el laboratorio
computer lab	el laboratorio de computadoras
library	la biblioteca
office	la oficina
playground	el patio de recreo
restroom	el baño
sports field	el campo de deportes

## 4. School Data Information

absent	ausente, No está aquí.
Address	dirección
age	edad
boy	el niño
first name	el nombre de pila (Many times just "nombre" is perfectly acceptable.)
girl	la niña
grade	grado

last name                      apellido  
telephone number    el número de teléfono (¿Cuál es tu número de teléfono?)

## 5.        **Teacher Classroom Management Phrases to Whole Class**

¿Cómo se dice word in English en español? (How do you say word in Spanish?)

¿Cómo se dice word in Spanish en inglés? (How do you say word in English?)

### Commands to the class or more than one student:

Siéntense, por favor. (Sit down, please.)

Escuchen. (Listen.)

Miren. (Look.)

Repitan. (Repeat.)

Cuidado. (Careful.)

Váyanse a su silla. (Go to your seat.)

Levanten la mano. (Raise your hand.)

No hablen. (Don't talk.)

Callados (or Calladitos), por favor. (Quiet, please.)

Atención, por favor. (Attention, please.)

Vengan, amigos (amiguitos). (Come, friends.)

Hagan fila. Hagan cola. Formen una cola. (Get in line.)

### Commands to one student:

Siéntate, por favor. (Sit down, please.)

Escucha. (Listen.)

Mira. (Look.)

Repite. (Repeat.)

Cuidado. (Careful.)

Vete a tu silla. (Go to your seat.)

Levanta la mano. (Raise your hand.)

No hables. (Don't talk.)

Calladito(a), por favor. (Be quiet, please.)

Atención, por favor. (Attention, please.)

Ven, amigo(a). (Come, friend.)

Hagan fila. Hagan cola. Formen una cola.

(Get in line.)

### Ahora (Now) Let's . . .

¡Vamos! ¡Vámonos!

Let's go! Let's leave!

### The following can also mean "We are going to . . ."

Vamos a leer.

Let's read.

Vamos a escribir.

Let's write.

Vamos a trabajar.

Let's work.

Vamos a jugar.

Let's play.

Vamos a cantar.

Let's sing.

Vamos a bailar.

Let's dance.

Vamos a comer.

Let's eat.

Vamos a almorzar.

Let's have lunch.

### Words and phrases of praise

¡Bien!

Good!

¡Muy bien!

Very good!

¡Excelente!

Excellent!

¡Perfecto!

Perfect!

¡Fantástico!

Fantastic!

¡Maravilloso!

Great! Marvelous! Wonderful!

¡Estupendo!

Terrific!

¡Mucho mejor!

Much better!

¡Felicidades! ¡Felicitaciones!

Congratulations!

¡Correcto!

Correct!

¡Un aplauso!

An applause!



--Saca el papel.      --Take out your paper.

## 8.      **Calendar - El calendario**

<u>Days of the Week</u>	<u>Los días de la semana</u>
Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes
Saturday	sábado
Sunday	domingo

<u>Months of the Year</u>	<u>Los meses del año</u>
January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	agosto
September	septiembre
October	octubre
November	noviembre
December	diciembre

What is today's date?  
Today is \_\_\_\_\_.

¿Cuál es la fecha de hoy?  
Hoy es el number de month.

What is tomorrow's date?  
Tomorrow is \_\_\_\_\_.

¿Cuál es la fecha de mañana?  
Mañana es el number de month.

What was yesterday's date?  
Yesterday was \_\_\_\_\_.

¿Cuál fue la fecha de ayer?  
Ayer fue el number de month.

What day is today?  
Today is \_\_\_\_\_.

¿Qué día es hoy?  
Hoy es day of the week.

What day is tomorrow?  
Tomorrow is \_\_\_\_\_.

¿Qué día es mañana?  
Mañana es day of the week.

What day was yesterday?  
Yesterday was \_\_\_\_\_.

¿Qué día fue ayer?  
Ayer fue day of the week.

When is your birthday?  
¿Cuándo es tu cumpleaños?

(My birthday) is \_\_\_\_\_.  
(Mi cumpleaños) es el number de month.

2002: dos mil dos; 2003: dos mil tres; 2004: dos mil cuatro; 2005: dos mil cinco

What is today's date?

¿Cuál es la fecha de hoy?

Complete answer:

Hoy es day el number de month de dos mil dos.

## 9. Numbers 0 -31 to be able to say all calendar dates - Los números

0 – cero	10- diez	20 – veinte	30 - treinta
1 - uno	11 - once	21 – veinte y uno	31 - treinta y uno
2 - dos	12 - doce	22 – veinte y dós	40 - cuarenta
3 - tres	13 - trece	23 – veinte y trés	50 - cincuenta
4 - cuatro	14 - catorce	24 – veinte y cuatro	60 - sesenta
5 - cinco	15 - quince	25 – veinte y cinco	70 - setenta
6 - seis	16 – diez y séis	26 – veinte y séis	80 - ochenta
7 - siete	17 – diez y siete	27 – veinte y siete	90 - noventa
8 - ocho	18 – diez y ocho	28 – veinte y ocho	100- cien
9 - nueve	19 – diez y nueve	29 – veinte y nueve	

*Note: The pronunciation of the numbers with multiple words is slurred together. For example, veinte y uno is pronounced more like veintiuno; veinte y dos is pronounced more like veintidos; veinte y tres is pronounced more like veintitres. In other words, the final “e” is dropped to make one less syllable. However, if you pronounce all the syllables, you will be understood.*

## 10. Telling time on the hour

What time is it?	¿Qué hora es?
It is 1:00.	Es la una.
It is 2:00.	Son las dos.
It is 3:00.	Son las tres.
It is 4:00.	Son las cuatro.
It is 5:00.	Son las cinco.
It is 6:00.	Son las seis.
It is 7:00.	Son las siete.
It is 8:00.	Son las ocho.
It is 9:00.	Son las nueve.
It is 10:00.	Son las diez.
It is 11:00.	Son las once.
It is 12:00.	Son las doce.

## 11. Colors - Los colores

black	negro
blue	azul
brown	café, marrón
gray	gris
green	verde
orange	anaranjado

pink	rosado
purple	morado
red	rojo
white	blanco
yellow	amarillo

## 12. Weather - El tiempo

### Seasons

fall	el otoño
winter	el invierno
spring	la primavera
summer	el verano

What's the weather like?	¿Qué tiempo hace?
It's good weather.	Hace buen tiempo.
It's warm.	Hace calor.
--It's very warm (hot).	--Hace mucho calor.
It's sunny.	Hace sol.
It's cloudy.	Está nublado.
It's bad weather.	Hace mal tiempo.
It's windy.	Hace viento.
--It's very windy.	--Hace mucho viento.
It's cold.	Hace frío.
It's raining.	Llueve. (Está lloviendo.)
It's snowing.	Nieva. (Está nevando.)

## 13. Family - La familia

aunt	la tía
aunt and uncle, uncles	los tíos
baby	el bebé, la bebé (la beba)
brother	el hermano
child (boy, girl)	el niño, la niña
cousin (boy, girl)	el primo, la prima
daughter	la hija
father	el papá, el padre
grandfather, grandpa	el abuelo, el abuelito
grandmother, grandma	la abuela, la abuelita
grandparents	los abuelos
parents	los padres, los papás
sister	la hermana
son	el hijo
uncle	el tío
mother	la mamá, la madre

#### 14. Math - Las matemáticas

(to) add	sumar
(to) subtract	restar
(to) multiply	multiplicar
(to) divide	dividir
more, plus	más
less, minus	menos
fraction	la fracción
graph	la gráfica
pattern	el patrón
problem	el problema

$1 + 2 = 3$	Uno más dos son tres.
$1 + 0 = 1$	Uno más cero es uno.
$6 - 4 = 2$	Seis menos cuatro son dos.
$7 - 6 = 1$	Siete menos seis es uno.

larger than	mayor que
smaller than	menor que
more than	mas que
fewer than	mas poquito que
less than	menos que

big	grande
medium	mediano
small	pequeño
long	largo
short	corto

#### 15. Shapes - Las formas

circle	el círculo
oval	el óvalo
rectangle	el rectángulo
square	el cuadrado
star	la estrella
triangle	el triángulo

#### 16. Holidays - Los días feriados, Los días festivos, Los días de fiesta

September - El 16 de Septiembre - Mexican Independence Day (Many Central and South American Countries celebrate Independence Days in the fall)

October - Día de la Raza - Columbus Day

November - El Día de los Muertos - Day of the Dead

December - La Navidad - Christmas; La Nochebuena - Christmas Eve; La Nochevieja - Christmas Eve; Feliz Navidad - Merry Christmas;  
 January - El Día del Año Nuevo - New Year's Day; Feliz Año Nuevo - Happy New Year; Próspero Año Nuevo - (May you have a happy or) Prosperous New year; El Día de los Reyes Magos, El Seis de Enero - The Day of the Three Wise Men, January 6  
 February - El Día de San Valentín or El Día de los Enamorados - Valentine's Day  
 March/April - El Domingo de la Pascua - Easter Sunday; Felices Pascuas - Happy Easter  
 May - El Día de la Madre (las Madres) - Mother's Day  
 June - El Día del Padre (de los Padres) - Father's Day

### **17. Foods in the cafeteria - Las comidas/los alimentos en la cafeteria**

bread	el pan
bread (sweet)	el pan dulce
butter	la mantequilla
cake	el pastel, la torta
cheese	el queso
chocolate	el chocolate
cookies	las galletas
crackers	las galletas saladas
eggs	los huevos
ice cream	el helado
--vanilla	--el helado de vainilla
--chocolate	--el helado de chocolate
--strawberry	--el helado de fresa
milk	la leche
salt and pepper	la sal y la pimienta
soup	la sopa
sugar	el azúcar
meat	la carne
chicken	el pollo
fish	el pescado
ham	el jamón
hamburger	la hamburguesa
apple	la manzana
banana	el plátano, la banana
grapes	las uvas
orange	la naranja
--orange juice	--el jugo de naranja
pear	la pera
pineapple	la piña
strawberries	las fresas
beans	los frijoles
chili	el chile

lettuce	la lechuga
corn	el maíz, el elote
onion	la cebolla
potatoes	las papas
rice	el arroz
tomatoes	los tomates
vegetables	las legumbres (las verduras, los vegetales)
salad	la ensalada
--green salad	la ensalada de verduras
--fruit salad	la ensalada de frutas
breakfast	el desayuno
lunch	el almuerzo
dinner	la cena
main meal	la comida
snack	la merienda

Question: Do you like rice? ¿Te gusta el arroz?

Response: Yes, I like rice. Sí, me gusta. or Sí, me gusta el arroz.

Question: Do you like strawberries? ¿Te gustan las fresas?

Response: No, I don't like strawberries. No, no me gustan. No me gustan las fresas.

## 18. The playground - El patio de recreo

ball	la pelota
baseball	el béisbol
basketball	el básquetbol
bat	el bate
football	el fútbol americano
game	el juego
recess	el recreo
soccer	el fútbol
sports	los deportes
swings	los columpios
team	el equipo

Phrase: Let's play soccer! ¡Vamos a jugar al fútbol!

## 19. The body - El cuerpo

arm	el brazo
back	la espalda
outer ear	la oreja
inner ear	el oído
eyes	los ojos
face	la cara

fingers	los dedos
foot	el pie
hair	el pelo
hand	la mano
head	la cabeza
heart	el corazón
knee	la rodilla
leg	la pierna
mouth	la boca
nose	la nariz
shoulders	los hombros
stomach	el estómago
toes	los dedos del pie
teeth	los dientes

Question: Does your head hurt? ¿Te duele la cabeza?

Response: Yes, it hurts. Sí, me duele.

Question: Do your eyes hurt? ¿Te duelen los ojos?

Response: Yes, they hurt. Sí, me duelen.

## 20. Animals and what they say- Los animales y lo que dicen

(Remember to pronounce the letters, especially the vowels, as they are pronounced in Spanish!)

bird	El pájaro dice chip, chip.	(Translation: The bird says...)
chick	El pollito dice pío, pío, pío.	(Translation: The chick says...)
cow	La vaca dice mu, mu.	And so on...
dog	El perro dice guau, guau.	
donkey	El burro dice ija, ija.	
duck	El pato dice cuác, cuác.	
hen	La gallina dice clo, clo.	
mouse	El ratón dice ii, ii.	
pig	El cerdo (el puerco) dice oinc, oinc.	
horse	El caballo dice ji, ji, jii.	
sheep	La oveja dice maa, maa.	
cat	El gato dice miau, miau.	
tiger	El tigre dice grau, grau.	
lion	El león dice grau, grau.	

### Additional references:

*El Sabelotodo*, Shirley Costigón, et. al. - Hampton Brown

*De Colores*, José Luis Orozco - Edumate, Teacher's Discovery

*Bienvenidos: A Monthly Bilingual/Bicultural Teacher's Resourc Guide to Mexico & Hispanic Culture*, Cynthia Downs and Terry Becker - Carlex

*The Collins Spanish English Dictionary*

**PRONUNCIATION GUIDE\* By Martie Semmer For WyFLES Teachers Using Salsa**

**Annotated and recorded by Cassandra Celaya and María García.**

\*This guide was compiled using *SPANISH FUN* by Catherine Bruzzone and Lone Morton, *BERLITZ SPANISH FOR TRAVELLERS, A BILINGUAL DICTIONARY OF SCHOOL TERMINOLOGY* by Barbara Thuro, *COLLINS SPANISH-ENGLISH DICTIONARY*, *AMSCO SPANISH-ENGLISH DICTIONARY*.

<b>Spanish letter</b>	<b>Sounds like . . .</b>	<b>Spanish word(s) from Salsa</b>
A a	ah (not drawn out like English & as in father)	adiós, azul, papas
B b	beh - Hard "b" sound Soft "b" sound between vowels; lips barely touch	bien, bueno bebé, bebida, abuela
C c	se - Before e & i like "s" Otherwise, like "k" without puff of air	cinco, cerdo, cebolla, cuatro, caliente, ¿cómo?
Ch ch	(no longer as first letter in dictionaries) che	churros, chocolate, chili
D d	<i>dtheh</i> - Hard "th" sound more pronounced between vowels and at end of word; much softer "th" sound at beginning of word	¿dónde?, de nada, dientes, dos, delicioso
E e	eh (quick & not drawn out and can vary between "e" in let & "quick long "a" in say)	el, estás, empanadas
F f	<i>effeh</i>	feliz, frío, flor
G g	heh - Before e & i like "h" in hay Most other times like "g" in go Between vowels a softer hard "g"	gracias, gusta, grande, galletas amigos, agua
H h	<i>acheh</i> (silent except for <b>ch</b> sound)	hola, hambre, hasta, ahora
I i	ee (quicker than in English)	iglesia, indio, igual
J j	<i>hota</i> ("h" in has)	jirafa, ojos, orejas, anaranjado, junio, julio,
K k	kah (without puff of air)	kilo, kilogramo
L l	<i>eleh</i> (very similar to "l" in leaf)	lobo, libro, la, los, las
Ll ll	<i>eyeh</i> ("y" in yet); <i>ehjeh</i> as in leisure or "j" jam	llamo, llamas, silla
M m	<i>emeh</i>	mamá, mira, miren, manos, mediano
N n	<i>eneh</i>	nariz, necesitamos, nueve
Ñ ñ	<i>enyeh</i>	español, cumpleaños, niños, años
O o Ckly	o (said more qui than in English)	oso, ocho, octubre
P p	peh (without puff of air, not explosive)	pequeño, pan, pies, policía, sopa
Q	coo (always <b>qu</b> followed by e or i; "k" in kit)	¿qué?, ¿quién?, queso, quiero, quieres, aquí

R r	<i>erde</i>	amarillo, color, caramelos, flores, oro
Rr rr	<i>erdrde</i> (no Spanish word begins with a written <b>rr</b> ; R-R-R-uffles have R-R-R-idges; some say butter fast; roll/trill "r's" like a motor; often the first "r" of a word is trilled)	perro, perrito, correr, barriga (rojo, Ricitos, Ratoncito)
S s	<i>esseh</i> ("s" as in sip)	Salsa, señor, señora, señorita
T t	<i>teh</i> (without puff of air, not explosive)	tengo, tomates, piñata, bate
U u	<i>oo</i> (said quicker than in English & like boot)	uno, usted, tú, uvas
V v	<i>oobeh, beh</i> (also "beh chica"; when comparing with <b>b</b> "beh grande" is often heard) Hard "b" sound like boy  Soft "b" sound between vowels; lips barely touch	vamos, vámonos, verde, vengan  por favor
W w	<i>dobleh oobeh, dobleh oo, dobleh beh</i> (like in English; foreign words only)	windsurf, William
X x	<i>ehkeess</i> - "ks" like box "gs" eggs "s" sound sometimes instead of "ks" When between vowels, often English "h" sound; Also when "x" can be written "j" in Spain Spanish	máximo, expresar examen exacto  México (Méjico), Oaxaca
Y y	<i>ee gree-ehga</i> - "ee" sound when alone or as vowel at end of word When consonant or semi-consonant "y" in yes; in some places like lei <u>s</u> ure or "j" jam	y (meaning "and")  yo, mayo
Z z	<i>seta</i> ("s" in sun)	zapato, manzana, lápiz, azúcar, cabeza

## SPANISH PRONUNCIATION GUIDE- Contd.

<b>Diphthongs</b>	<b>Sounds like . . .</b>	<b>Spanish Word(s) from Salsa</b>
ai, ay	long "i" in might	bailar
au	"au" in pound	causa
ei, ey	"ey" in they	seis
oi, oy	"oy" in boy	hoy, estoy, voy
<b>Semiconsonants</b>		
ie	soft "y" in yes	bien
ua	"wa" in water	agua, cuatro
ue	cross of "we" in wet and English way	bueno
ui	English we	fui (I went), fuimos ( we went)

### **Accentuation & Accents**

1) Words ending in a consonant, except **n** or **s** are stressed on the last syllable.

Examples: comer, color, nariz, pastel, usted, español, animal, bailar

2) Words ending in a vowel or **n** or **s** have the stress on the second to the last syllable.

Examples: flores, vamos, grande, helado, manzanas, amarillo, vengan, miren, escuchen, anaranjado

3) Words not pronounced according to these rules will have an accent mark on the syllable to be stressed.

Examples: azúcar, mamá, papá, bebé, frío, aquí, vámonos

4) Words spelled the same and with different meanings will be indicated with or without an accent.

Examples: mi, mí, el, él

5) Be aware that words spelled the same and with different accentuation have different meanings.

Examples: papa, papá

6) All questions words will have an accent.

Examples: ¿cómo? ¿dónde? ¿cuántos? ¿qué? ¿quién? ¿cuándo? ¿por qué?

### **Pronunciation and intonation of phrases and sentences**

1) All words that are not separated by punctuation marks are linked or flow together more so than in English.  
Example: "Me gustan las manzanas" would sound like "Megustanlasmanzanas"

2) Periods and commas are punctuation marks indicating a pause. The intonation for a period is the same as in English. However, instead of the intonation going slightly down at the end of a comma, the voice goes slightly up to indicate that more is to come.

Example: ¡No me gustan las papas, pero me gusta mucho el chocolate!

3) The intonation for a question with a "sí o no" response is level with a little higher intonation than a statement till towards the end and then goes slightly down before ending with an up intonation.

Example: ¿Te gusta el helado de chocolate?

4) The intonation for "either/or questions" is the same for as #3 for the first part of the question, then goes down for the second part.

Example: ¿Quieres leche, o quieres agua?

5) The intonation for questions asking for information begins with a rather high intonation, lowers, then goes up again at the end.

Example: ¿Dónde está la casa de abuela?



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## Typing The Most Common Spanish Accents Marks and Punctuation

### On a Macintosh

To produce	Press
á, é, í, ó Á, É, Í, Ó, Ú	OPTION+e, then the letter
ã, ñ, õ Ã, Ñ, Õ	OPTION+n, then the letter
¿ (beginning question mark)	OPTION+SHIFT+?
¡ (beginning exclamation mark)	OPTION+!

### On a PC

To produce	Press
á, é, í, ó Á, É, Í, Ó, Ú	CTRL + ' + the letter
ã, ñ, õ Ã, Ñ, Õ	CTRL+ ~ + the letter
¿ (beginning question mark)	ALT + CTRL + Shift + ?
¡ (beginning exclamation mark)	ALT + CTRL + Shift + !

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