

**WyFLES Teachers' Materials**  
**SALSA Episode 141**

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## Sample Pacing of Episode 141

### Second Grade

#### Week One:

- Show the video Episode 141 all the way through.
- Show the video again using active viewing techniques.
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave as well as using as many other words as you and your students can use.
- Try two extension activities.

#### Week Two:

- Show the video once again using active viewing techniques.
- Try two or more extension activities (25-40 minutes) or show video again, stopping to ask students to anticipate what comes next. (20 minutes)
- Continue using the Spanish numbers, greetings, and other focus vocabulary in your classroom.
- Check off student learning on the assessment provided.

**Unit Theme:**

*Los Tres Cerditos* (The Three Pigs)

**Focus Vocabulary:**

- *la música* (the music)
- *blanco/blanca* (white-masc., fem.)
- *el pájaro* (the bird)
- *las galletas* (the cookies)
- *el triángulo* (the triangle)
- *la boca* (the mouth)
- *triste* (sad)

**Characters/Personajes:**

- *Los Tres Cerditos*
- *Pancho* and *Umberto* (squirrels' names)
- *Ratoncito* (Little Rat)
- *Niña* (Girl)
- *Papá Oso* (Papa Bear)
- *Bebé Oso* (Baby Bear)
- *Mosca* (Sock)
- *Armadillo*
- *Lobo* (Wolf)
- *Banditos* (Bandits)
- *Todos* (all in the scene)

**Synopsis**

The Three Bandits (*Los Tres Banditos*) 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 (*Papá Oso*) but by the time he arrives, 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, *Papá Oso* comes to the rescue in a most unusual way.

**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 141. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 141 to your class at least twice each week. (See teachers' materials for active viewing ideas to involve your students as they watch it the second time!) You may wish to break it up into segments, or show it in its entirety. (29 minutes) Recommended pacing: two weeks per episode in first and second grades. (See scope and sequence in the general guidelines and materials.)

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego* or *adiós*. Use as many Spanish words and expressions as you can during the regular school day.

**Ideas for Expansion Activities:**

**Sample Lesson for Day 1: (Estimated time: 25 minutes)**  
The "index-card" script follows this section.

1. Each day at the beginning of Spanish class invite a student to the front of the room to share his or her information (from Episode 140) with the class.

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

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

**Tengo** \_\_\_\_\_ **años.**

I am ... years old.

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

I live in...

**Mi cumpleaños es...**

My birthday is...

Notes:



**Wyoming Standards:**

**1. Communication—**

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

**2. Culture—**

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

**Objectives:**

Students will be able to:

1. demonstrate verbally or non-verbally comprehension of the days of the week and know which day of the week it is when asked.
2. use the Spanish words sad and happy as connected to music.

**Connections to other subject areas:**

- Literacy
- Music

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 141)

**Materials Needed:**

- Spanish music and/or a radio/CD player

2. Sing:

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

3. Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.
4. Introduce *la música* (music) by playing some traditional music from a Spanish speaking country, if you have it. Otherwise any type of music will do. You may want to play a radio and switch to different styles of music. If the music is danceable let the students get up and move around to it. Pause the music and have the students say *la música. Me gusta la música.* Resume playing the music and pausing to practice the vocabulary.
5. Play different types of music and ask students if the music that they are listening to makes them feel *triste* (sad) or *contento/a* (happy). *¿Están tristes o contentos?* (Are you sad or happy?) Students answer *Estoy triste, contento/a.* (I am sad/happy.)
6. Choose any of the songs from SALSA and sing the song with the class. When you finish singing say *la música.*

Notes:

Web sites where you can find short (30-60 second) clips of Spanish language music:

<http://dhr.dos.state.fl.us/preservation/folklife>

This is the site of the Florida Office of Cultural and Historical Programs. Once there you can click on music, then on Mexican and/or Cuban and hear a 40-second clip for each culture.

<http://Amazon.com>

There are a number of short clips that you can download as examples of Spanish language music. (and, of course, you can buy CD's of this music there). Try Marta Gomez from Colombia, or the sound track of the Mexican.



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

THE TEACHER SAYS  AND (DOES) 

**Episode 141: Lesson 1, *La cerdita que gritó: ¡Banditos!***

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

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

Ask the class *¿Qué día es hoy?* and let the students say the answer.

Introduce *la música* (music) by playing some traditional music from a Spanish speaking country. If the music is danceable let the students get up and move around to it. Pause the music and have the students say *la música. Me gusta la música.* Resume playing the music and pausing to practice the vocabulary.

Play different types of music and ask students if the music that they are listening to makes them feel *triste* (sad) or *contento/a* (happy). *¿Están tristes o contentos?* (Are you sad or happy?) Students answer *Estoy triste, contento/a.* (I am sad/ happy.)

Choose any of the songs from SALSA and sing the song with the class. When you finish singing say *la música.*

**Objectives for day 2:**

1. Students will indicate comprehension of the names in Spanish for squirrel and little pig.
2. Students will indicate comprehension of the names in Spanish of various animals.

**Connections to other subject areas:**

- Literacy
- Music- singing
- Science- animals

**Materials needed:**

- The video of Episode 141.
- A sack or envelope in which images/illustrations of the animals whose names the students know in Spanish are hidden.

**Assessment:**

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

**Sample Lesson for Day 2: (Estimated time: 25 minutes)**

**As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.**

1. Sing:

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



2. Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.
3. Play the SALSA video and mute the audio. When Carmen, the pig, is shown say *la cerdita* (little pig). When the squirrels come out say *las ardillas*. Continue saying the words until the students can identify the animals on their own.
4. Review of animals. Ask the students to name animals they have learned while watching SALSA. (*el perro*-dog, *el gato*-cat, *el lobo*-wolf, *el chivo*-goat, *el pez*-fish, *el pájaro*-bird, *la cerdita*-little pig, *la ardilla*-squirrel)
5. Name an animal in Spanish and the class or a student acts out that animal in gesture and sound.
6. Animal illustrations are placed into an envelope, or other container. The student selects a card. The student acts out the animal drawn on the card and the class must guess the name of the animal.
7. Select a song from SALSA and sing it in class. At the end of the song say *¡La música!*

Notes:





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

<p style="text-align: center;"><b>THE TEACHER SAYS  AND (DOES) </b></p>
<p><b>Episode 141: Lesson 2, <i>La cerdita que gritó ¡Banditos!</i></b></p>
<p>Ask a student to volunteer to say his/her name, age and s/he they lives.</p>
<p>Sing: <i>Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?</i></p>
<p>Ask <i>¿Qué día es hoy?</i> and let the students say the answer.</p>
<p>Play the SALSA video and mute the audio. When Carmen, the pig, is shown say “<i>la cerdita</i>” (little pig). When the squirrels come out say “<i>las ardillas.</i>” Continue saying the words until the students can identify the animals on their own.</p>
<p>Ask the students to name animals they have learned while watching SALSA. (<i>el perro</i>-dog, <i>el gato</i>-cat, <i>el lobo</i>-wolf, <i>el chivo</i>-goat, <i>el pez</i>-fish, <i>el pájaro</i>-bird, <i>la cerdita</i>-little pig, <i>la ardilla</i>-squirrel)</p>
<p>Name an animal in Spanish and the class or a student acts out that animal in gesture and sound.</p>
<p>Animal illustrations are placed into an envelope or other container. The student selects a card. The student acts out the animal drawn on the card and the class must guess the name of the animal.</p>
<p>Select a song from SALSA and sing in class. At the end of the song say <i>¡La música!</i></p>

**Objectives for day 3:**

- 1) Students will indicate comprehension of Spanish vocabulary for this unit.
- 2) Working in a group students will be able to design a “family tree” using the vocabulary of the family.

**Connections to other subject areas:**

- Literacy
- Art
- Math- classifying

**Materials Needed:**

- Cards for vocabulary flashcards.
- Materials for students to draw monsters and design a monster-family tree. (paper, markers, crayons, lunch sacks or paper plates, etc.)

**Assessment:**

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 141)

**Sample Lesson for Day 3: (Estimated time: 25 minutes)**

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

1. Sing:  
*Domingo, lunes, martes, miércoles, jueves, viernes, y sábado. ¿Qué día es hoy?*
2. Repeat the words to the song as you point to the calendar. When you get to the part that says *¿Qué día es hoy?* point to the correct answer. Say the correct word to answer the question. Repeat the question and let the students say the answer.
3. Make flashcards or have the students make flashcards for all of the vocabulary for this theme. (*la casa*-house, *rosado*-pink, *el círculo*-circle, *el triángulo*-triangle, *el hermano*-brother, *la hermana*-sister, *el cumpleaños*-birthday, *las galletas*-cookies, *la boca*-mouth, *la música*-music, *blanco*-white, *el pájaro*-bird) Have students sit in a circle. The students pass the cards around the circle while some music is playing. When the music stops, the student has to identify the card in his/her hand. Start with one card and add one at a time as the game progresses. Vary the cards that are being circulated. For some variety ask “Who has \_\_\_\_?” or *¿Quién tiene \_\_\_\_\_?* “What do you have?” or *¿Qué tienes?* Students answer with *Tengo \_\_\_\_\_*. (I have \_\_\_\_\_).
4. Gather some materials such as colored paper, markers or crayons, lunch sacks, or paper plates to draw on. Have students create *un monstruo* (monster) and name their monster. Form groups in the class to work together to create a family tree of their monsters. When each group is finished have the group present their family tree to the class identifying each member: *Éste es el abuelo. Ésta es la hermana.* (This is the grandfather. This is the sister.)

Notes:



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

THE TEACHER SAYS  AND (DOES) 

**Episode 141: Lesson 3, *La cerdita que gritó ¡Banditos!***

Ask a student to volunteer to say their name, age and where they live.

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

Ask *¿Qué día es hoy?* and let the students say the answer.

Make flashcards or have the students make flashcards for all of the vocabulary for this theme. (*la casa*-house, *rosado*-pink, *el círculo*-circle, *el triángulo*-triangle, *el hermano*-brother, *la hermana*-sister, *el cumpleaños*-birthday, *las galletas*-cookies, *la boca*-mouth, *la música*-music, *blanco*-white, *el pájaro*-bird) Have students sit in a circle. The students pass the cards around the circle while some music is playing. When the music stops, the student has to identify the card in his/her hand. Start with one card and add one at a time as the game progresses. Vary the cards that are being circulated. For some variety ask "Who has \_\_\_\_?" or *¿Quién tiene \_\_\_\_?* "What do you have?" or *¿Qué tienes?* Students answer with *Tengo \_\_\_\_\_*. (I have \_\_\_\_\_).

Have students create *un monstruo* (monster) and name their monster. Form groups in the class to work together to create a family tree of their monsters. Students present the family trees to the class, identifying each member: *Éste es el abuelo. Ésta es la hermana.* (This is the grandfather. This is the sister.)

**Objectives for Day 4**

1. Students will indicate comprehension of the Spanish culture in the lesson by listening to and discussing the part of the video about a girl who lives in Chile.
2. Students will compare and contrast family life in the United States and Chile..

**Connections to other subject areas:**

- Literacy
- Geography
- Social Studies- cross cultural comparisons

**Materials needed:**

- Video for Episode 141.

**Assessment:** (See assessments provided with this unit.)

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

**Cultural Awareness: (Chile)**

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

Transcript for Chile:

*Hola.*

*Me llamo Josefina.*

*Tengo diez años.*

*Vivo en Chile.*

*Éste es mi abuelo.*

*Ésta es mi abuela.*

*Ésta vaca se llama Violeta.*

*Tenemos muchos animales.*

*Me gustan muchos los animales.*

*Estamos haciendo empanadas.*

*Ésta es mi mamá.*

*Éste es mi papá.*

*Las empanadas están muy ricas.*

*Hasta luego.*

Hello.

My name is Josefina.

I am ten years old.

I live in Chile.

This is my grandfather.

This is my grandmother.

This cow’s name is Violeta.

We have many animals.

I like the animals very much.

We are making *empanadas*.

This is my mom.

This is my dad.

The *empanadas* are very delicious.



1. Ask the students to identify the family members that Josefina introduces. (*la mamá*-mom, *el papá*-dad, *la abuela*-grandmother, *el abuelo*-grandfather)
2. Ask the students to compare where and how Josefina’s family lives to how their families live. You may want to make a Venn diagram comparing similarities and differences.

**Final Assessment**

Notes:



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

<b>THE TEACHER SAYS  AND (DOES) </b>
<b>Episode 141: Lesson 4, <i>La cerdita que gritó ¡Banditos!</i></b>
<b>Ask a student to volunteer to say their name, age and where they live.</b>
The SALSA videos feature children and their families from various Latin American countries. Using a globe or a map locate the country of Chile. Tell students that you are going to play the part of the video (Break #1, last part) that features a young girl. Her name is Josefina and she lives in Chile. Play the video clip.
Ask the students to identify the family members that Josefina introduces. ( <i>la mamá</i> -mom, <i>el papá</i> -dad, <i>la abuela</i> -grandmother, <i>el abuelo</i> -grandfather)
Ask the students to compare where and how Josefina's family lives to how their families live. You may want to make a Venn diagram comparing similarities and differences.
<b>Final Assessment</b>



**Assessment Observation Checklist**

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

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

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

**EPISODE 141—THE PIG WHO CRIED BANDIT**

<b>Student Behavior</b>	<b>Yes/No</b>	<b>Date</b>	<b>Skill</b>	<b>Comments</b>
Responds verbally or non-verbally to the Spanish word <i>la música</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>blanco/a</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>rosado/a</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la casa</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish words <i>triste</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>la cerdita</i> and <i>los ardillos</i> .			Comprehension of designated Spanish vocabulary.	
Demonstrates an understanding that there are differences among cultures.			Comprehension and cultural awareness of: -Everyday experiences of a child from Chile.	



## Correctives and Enrichments- Episode 142

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

### Spanish Self-Assessment

#### Column 2 (Lang.)

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

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

### Preparation Needed

#### Column 2 (Prep.)

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

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

## Extension Vocabulary from the SALSA Video Series

Episod	Spanish	English
141	<p><u>Nouns/Adjectives</u> Los tres banditos de sombreros blancos</p> <p><u>Expressions/ phrases</u> Suspiro. ¡Qué música tan buena! ¡Alto a la música! Qué lástima. ¡Qué problema!</p> <p><u>Sentences</u> ¿Qué fue eso? No hay banditos. ¿Quieres bailar? Vamos a bailar. ¿Por qué estás triste? Porque no tengo un amigo con quien bailar. Espera. Yo tengo una idea. ¡Baila! Está lloviendo. ¿Quieren galletas? ¡Ven rápido, por favor!</p>	<p>The three bandits with white hats</p> <p>Sigh. What good music! Stop the music! What a shame. (That's too bad.) What a problem!</p> <p>What was that? There are no bandits. Do you want to dance? Let's dance. (We're going to dance.) Why are you sad? Because I don't have a friend to dance with. Wait. I have an idea. Dance! (command) It's raining. Do you (Plural) want some cookies? Come quickly, please!</p>

# Vocabulary Cards

Episode 141

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

**la música**

**blanco/a**

**rosado/a**

**la casa**

**la cerdita**

**las ardillas**

**triste**

# Episode Transcript

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

<http://168.28.132.157/peachstar/salsa/homepage>

or

Go to the Georgia Public Broadcasting home page at the following url:

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

Then click on education, then on Salsa.

Once there, click on episode transcripts, then on **211**. (click once only)

You can then print out the transcript.

**Important: Beginning with episode 131, WyFLES uses a different numbering system than does Georgia Public Television:**

<u>WyFLES Materials</u>	<u>GPB Materials</u>
131.....	201
132.....	202
133.....	203
134.....	204
135.....	205
136.....	206
137.....	207
138.....	208
139.....	209
140.....	210
141.....	211
142.....	212

Note: The reason for this difference in numbering is that Georgia Public Television, when developing the 42 episodes did so in two segments. The first episodes (101-130) were developed as one

“package.” The second group of episodes (131-142) was developed as another package. There were originally plans to produce more episodes, but the grant monies ran out before that could be accomplished.