

week 3 Theme: A Kid's Life in Spain and Latin America (planning document)

EACH WEEK

Physical Activity - dancing, physical game
Craft
song to sing
authentic food (or drink) to taste

Weekly themes:

México

Guatemala- DONE

Spain

Dominican Republic

Canciones

soy una taza

bebe tiburon

Bailes

Flamenco

Guatemalan “Un lorito de verapaz”

[https://m.youtube.com/watch?index=1&v=Qrhal5izOGw&list=PLVt3BNNgQR-H4GV -Apk1oWmrD6mYkR3V](https://m.youtube.com/watch?index=1&v=Qrhal5izOGw&list=PLVt3BNNgQR-H4GV-Apk1oWmrD6mYkR3V)

CRAFTS & SNACK LIST

WEEK 1 (Febrero): flores LATIN AMERICA

- Harvey Oaks 2/24
- COTTONWOOD 2/27
- duritos with tajín and hot sauce

WEEK 2 (Marzo): piñatas MEXICO

1. Harvey Oaks 3/3
2. COTTONWOOD 3/6
3. Duvalín, Mexican piñata candy

WEEK 3 (Marzo): Guatemalan worry dolls - quitapenas - DONE GUATEMALA

4. Harvey Oaks 3/10
5. COTTONWOOD 3/20
6. Canillitas (little legs) - milk candy

WEEK 4 (Marzo): paper fans as(abanicos) SPAIN

7. Harvey Oaks 3/24
8. COTTONWOOD 3/27
9. Rosquetes de cadíz (cookies)

WEEK 5 (Marzo/Abril): maracas PUERTO RICO

10. Harvey Oaks 3/31
11. COTTONWOOD 4/3
12. coquito (drink like egg nog)

WEEK 6 (Abril): Fufu/Zumbador DOMINICAN REPUBLIC

13. Harvey Oaks 4/14

14. COTTONWOOD 4/17

15. morir soñando

Week 1: Theme: A kid's life in Latin America

- Harvey Oaks 2/24
- COTTONWOOD 2/27

1. Show children where to put their backpacks (designated area) _____

Usher kids to seats and assure they stay seated _____

Chat with kids, teach introductions - "Hola" ¿Cómo te llamas? Me llamo. one-on-one/small groups

3:35: Begin playing VIDEO (edited!) as they are seated. Make sure they are quiet and paying attention at least by a couple minutes in. There are questions for you to pause it and ask them along the way - first ones at 4:25 min.

P.S. I edited this video to include all the links, cut where needed and include questions so you shouldn't need to ad-hoc much, but it is kind of long, so don't pause too long for questions!

Tell them there will be a TEST afterwards to see what they remember! (FYI it's the chart at station 3 :)

Pause/play video: _____ Lead group/command attention, read ?s in video aloud to kids & engage them: _____

After watching video, split into 3 groups and go to stations - APPROX. 9 min. per station, depending on when finishing video

STATION 1: Craft: Make flores: like this: <https://youtu.be/W8zxljquoos>

STATION 2: Game: Tripa Chuca: Él Salvador

1. Distribute game boards (two sets of numbers, 1-20, on a sheet of paper)
2. The first player draws a line from a 1 to a 1 without touching any other numbers or lines. The second player draws a line from 2 to 2 without touching any other numbers or lines and so on. It gets difficult as the kids start to fill up the paper with lines.

2B.) WORKSHEET AND A SNACK (Done with station 2, Transition from bingo sheet to Tripa Chuca at some point)

Snack: Duritos (wagon wheel snacks they sell on the street)

Give kids a sheet like bingo where they have to fill out info they learn and get a prize at the end when they fill it up

Sing/act Soy una taza last 5 min. in library

Dum Dum sucker on the way out as they line up at end for filling in chart above

Week 2: México

16. Harvey Oaks 3/3

17. COTTONWOOD 3/6

As kids are coming in, pick up name tags, seat at tables

1. Rich visuals, no language: [Visuals of Mexico](#)
2. While they watch the video, 1-2 MN students per table (after video)
 - a. What was your favorite part of the video?
 - b. Would you want to travel to México? Why or why not? Has anyone traveled there before?

3:40 begin stations

2 STATIONS - 15 MIN. EACH

STATION 1: 1a: Actividad: A la vibora de la mar http://www.topics-mag.com/edition27/mexican_games/vibora%20de%20la%20mar.html

1. Pick 2 kids - name them “Tin” y “Marin”
2. “Tin” y “Marin” hold hands up high in a bridge while kids walk under in a circle and MN kids sing:
*[A la víbora, víbora](#)
de la mar, de la mar
Por aquí pueden pasar;
los de adelante corren mucho
Y los atrás se quedarán,
Quién está? Quién está?
En el puente quien está? -sta -sta -sta -sta?*
3. “Tin” y “Marin” put hands down and trap a kid. Trapped kid chooses “Tin” or “Marin” and takes their place (and name)
4. TRANSFER to new game halfway through

1b: Juego: La Pirinola (Dreidelesque game)

- a. Frijoles (7 por cada persona)
- b. Para cada juego, cada chico debe empezar con 7 frijoles
- c. Una persona va a usar la pirinola y depende del lado mirando arriba la persona debe tomar o poner los frijoles de/en el medio
- d. El ganador es la persona con más frijoles

STATION 2: Craft: Making mini pinatas <https://www.somewhatsimple.com/mini-kid-pinatas/>

PER KIT: 1 set of instructions, 5 pipe cleaners, 5 cups, 5 squares of tissue paper, 15-20 strips of fringed streamers, 5 rubber bands, 5 looped pieces of yarn, 5 paperclips, glue sticks and/or tape -Someone will come around with candy and the box tape

Week 3: Guatemala

18. Harvey Oaks 3/10

19. COTTONWOOD 3/20

Opening Video (as students are walking in): <https://www.youtube.com/watch?v=koljcep114A>

STATIONS 1 and 2 together

BAILE: Physical Activity (as a group): Un Lorito de Verapaz Guatemalan Folk song/dance

- KIDS CHOOSE:** Stuffed animal to sit with and make dance or actually learn the dance themselves. At least one leader do each style.

Teachers: Lia Rilantono, Rhea Jain, Daniella Radicia

Un lorito de Verapaz
Un buen día se enamoró
De una linda cotorrita
Y la pobre se desmayó.

De una linda cotorrita
Y la pobre se desmayó.
Ay cotorrita de mi alma
Le decía el lorito
Quiéreme un poquito
Que me muero de amor.

Delgadito me pongo
Si tu amor no me das,
Si te vas con otro
Ya verás... ya verás..

https://m.youtube.com/watch?index=1&v=Qrhal5izOGw&list=PLVt3BNNgQR-H4GV_-Apk1oWmrD6mYkR3V

JUEGO: Ulama -- ancient Mayan sport

Objective: keep the balloon in the air for as long as possible without using hands.

Materials: Balloons

Teachers:

STATION 2: Craft - 20 min.

Guatemalan Worry Dolls or Munecas Quitapenas

Aquí hay un enlace a la historia de Munecas Quitapenas, puedes hablar un poquito sobre la leyenda.

slips of paper - print these: https://drive.google.com/file/d/1gzHM5_5wqWEJqAcmrT0cjbP4wwYVJSab/view?usp=sharing

from here: <https://www.commonhope.org/the-legend-of-the-guatemalan-worry-doll/>

Teacher:

Canillitas (little legs!) <https://growingupbilingual.com/guatemalan-canillitas-de-leche-recipe/> **WE WILL HAVE THESE NEXT TIME!!! Instead, give them a scoop of skittles. Weird snack today - lo siento!!!**

IF time at end, sing [Soy una taza](#) and/or [Bebe tiburón](#)!



Week 4: Spain

20. Harvey Oaks 3/24

21. COTTONWOOD 3/27

Script: “Did you ever wonder what it looks like in grocery stores in Spain? Let’s check it out!”

Grocery store: https://youtu.be/_KnyBHRigok?t=3m11s

---->someone put the maps up in front

Script: “We’re going to play a game to see how much you know about Spanish being spoken around the world! Can anyone tell me where **Spanish is spoken**? There are lots of people who speak Spanish ALL around the world. We are NOT talking about countries where Spanish is the official language. Your team’s job is to try and guess which countries have the greatest number of Spanish-speakers.

Put kids in pairs and give them a [slip of paper](#)

1. Ask each team to pick a country with the most Spanish speakers
 2. Check the list and tell them how many Spanish-speakers there are there, as well as the ranking
 3. They get however many points the *ranking* is. ie; if it is ranked #3 with the most Spanish-speakers, they get 3 points. LOWEST SCORE at the end wins
- The winning team gets to 1. pick which station they start with and 2. gets an extra sticker. Every sticker they get today= 1 piece of candy at the end!

10 minute stations - start at 4:15

COMBINE STATION 1 AND 3

STATION 1: Physical Activity as a group: [Flamenco](#) MAIN ROOM [Flamenco lesson](#) | [más avanzado](#) |

STATION 2: Craft- Make Fans <https://youtu.be/-OAhXeJu41g> SIDE ROOM

[Rosquetes de cadíz](#) cookies

STATION 3: Game: [Frío y Caliente](#) OUTSIDE??

Teachers:

- Group 1 hides the object
 - Group 2 sends out a representative
 - While Group 1 is hiding the object, the rest of Group 2 can see where the object is
 - Once the object is hidden, the student from Group 2 comes back in and tries to find the object
 - Group 2 tells them the clues below while Group 1 watches
 - can be done with two groups finding two different objects. While students are outside, the groups can hide their own group and then give clues to their team mates.
- Caliente, caliente – You are close.
- ¡Te quemas! (You are burning) – You are very close.
- Tibio, tibio (lukewarm) – You are at a middle distance.
- Frío, frío – You are farther away.

GET STICKERS at each station for good behavior, CANDY AT THE END

1. **Mexico:** 127 million speakers
2. **Colombia:** 52 million speakers
3. **Argentina:** 46 million speakers
4. **Spain:** 48 million speakers
5. **United States:** 41 million speakers
6. **Venezuela:** 33 million speakers
7. **Peru:** 29 million speakers
8. **Chile:** 19 million speakers
9. **Ecuador:** 15 million speakers
10. **Guatemala:** 14 million speakers

Week 5: Puerto Rico

Harvey Oaks 3/31

COTTONWOOD 4/3

SLIDESHOW

https://docs.google.com/presentation/d/1DEIkOd6HF4zmkk7yt8BHxzlFaTZPPpLSCi4mutDsK_w/edit?usp=sharing

1. Sing Buenos días
2. Play video about a dance - tell kids it's called **Bomba y plena**. Here is an explanation of the dance style:

<https://www.youtube.com/watch?v=4x4WRBq49Ak>  UCC Plena Dancers (Bomba y Plena)

<https://www.youtube.com/watch?v=4x4WRBq49Ak>

STATION 1:

Ve de pesca - popular food, places, people of Puerto Rico

1. Review the flashcards with kids, reading the back: [flashcards](#)
2. Split into small groups with at least 1 teacher per group. Play “[ve de pesca](#)”
 - a. Each person starts with 5 cards
 - b. Lay down pairs
 - c. On your turn, ask the player of your choice “¿Tienes...?”
 - d. If they have it, they must give it to you. If they don't, they tell you “No. Ve de pesca” and you pick one from the middle
3. The player with the most matches wins! - stickers for winners

STATION 2: OUTSIDE

1. Sit in a circle and enjoy “limber” (popsicle)
2. Play pato-pato-ganso (duck-duck-geese)
 - Students sit in a circle and 1 student walks around the circle patting the other students' heads gently and says “**pato**” each time. Then, the kid says “**ganso**”. The “ganso” must get up and run around the circle and try to tag the kid who patted them before they can sit in their spot. If they cannot, they are the new “patter”.
 - Snack: Limber de coco y piña
<https://www.foodnetwork.com/recipes/food-network-kitchen/limber-de-coco-y-pina-12362925>

Week 6: Dominican Republic

22. Harvey Oaks 4/14

23. COTTONWOOD 4/17

SLIDESHOW: <https://docs.google.com/presentation/d/1gtHgCYxPzMHYMrnruFbWOk5bw6oTgAnNM4lxXICPcTSY/edit?usp=sharing>

INTRO: 1. Buenos días song

2. Guess how far away the Dominican Republic is

3. Watch DR video, questions where kids hold up fingers

4. Mrs. Jensen shares about her trips there, shows beach/ocean

5. Dominican slang - *¿qué lo qué?* (what's up?), *bacano* (cool!), *tigre* (someone who knows what's up) - use it today, get stickers!

Numbers handclap: <https://www.youtube.com/watch?v=ug0qAi8DqLg&vl=en> IN MAIN LIBRARY

Practice counting to ten in Spanish with this hand clapping game. The kids can count much slower than the two children in the video, but see if they can speed it up as they go.

SPLIT INTO 2 GROUPS

Pañuelo: <https://www.youtube.com/watch?v=jfroJTMKcFU> OUTSIDE

- student stands in the middle (HS kid) holding a handkerchief
- 2 teams of students standing on opposite sides, every kid with a number that has a corresponding one on the opposite team
- student in middle calls out a number - 5 for example - & the 2 kids that are number 5 from each side run and try to grab the handkerchief and get back to his/her side
- If you grab the handkerchief and get back to your team without getting tagged, you get 1 point
- If you tag the kid who grabbed the handkerchief before they get back to their side, you get 1 point

Fufu or zumbador IN MAIN AREA WITH SNACK - snack of [morir soñando](#) [coconetes](#)

- Slideshow about fufus - read aloud for kids
- Hand out the fufus and make sure kids stand far enough away from one another they are not hitting one another

ALSO – write your name or initials on your fufu so you don't lose it! (or put it in your pocket)

- Help kids who are having trouble

Morir [soñando](#)

- Slideshow about morir soñando - have kids guess what the ingredients are
- Serve them some and enjoy!

If there is extra time at this station, ask a few trivia questions for stickers

Trivia:

1. What Spanish snack did we eat that had anise (ah-NEECE) in it?
 - a. chewy milk candy
 - b. cookies
 - c. wheel-shaped salty snacks
 - d. piñata candy

2. What do they decorate the chairs with for the festival in Colombia?
 - a. gatos
 - b. manzanas
 - c. carros
 - d. flores

3. What was the Puerto Rican coconut and pineapple popsicle?
 - a. coconete
 - b. limber
 - c. canillita
 - d. durito

4. What is the Spanish-speaking country in Europe?
 - a. México
 - b. Argentina
 - c. España
 - d. República Dominicana

5. Where does the game Ulama (balloon game) come from?
 - a. Incas
 - b. Mayans
 - c. Aztecs
 - d. Olmecs

6. What is the name of the game we played during México week?
 - a. "Tim" and "Jim"
 - b. "Pablo" and "Frida"
 - c. "Fred" and "Scooby"
 - d. "Tin" and "Marin"

7. What is the word for "hello" in Spanish?
 - a. Adiós
 - b. Gracias
 - c. Hola
 - d. Bueno

8. Which country has the greatest number of Spanish speakers?
 - a. Colombia
 - b. Spain
 - c. United States
 - d. Mexico

9. For which country did we make fans?
 - a. Guatemala
 - b. Spain
 - c. Puerto Rico
 - d. Dominican Republic

10. Which item is NOT mentioned in Soy una taza?
 - a. Tenedor (fork)
 - b. Cuchillito (knife)
 - c. Taza de medir (measuring cup)
 - d. Azucarero (sugar bowl)