

El Rincón Bilingüe Lesson Plan

Title of Book: *El juego de la lotería/Playing Lotería*

Author: René Colato Laínez

Illustrator: Jill Arena

Grade Level: K-3

Themes: family; games; languages; Mexico; ethnicity; immigration

Objective: Introducing students to conversations about language, immigration, and ethnicity; students will also develop basic bilingual vocabulary, enhance their cultural awareness, and express their creativity

Purpose(s): introduce topic of language, immigration, and ethnicity

Before Reading

Opening Book Introduction

Today, we are going to read a story about a little boy who visits his grandmother in Mexico. At first, they don't speak the same language very well, but they find a fun way to communicate—through a special game called Lotería!

Draw on personal experience & activate prior knowledge

- *Has anyone ever visited a family member who speaks a different language than you? How did you talk to them?*
- *Allow a few children to share their experiences. If no one has an example, you can briefly talk about how some families use different languages at home.*

Set a purpose for reading

Now, let's find out what Lotería is, how to play the game, and how it can bring us closer together.

During Reading

Prompts for encouraging children's thinking about the story

P.1-2 - When the boy first arrives to San Luis de la Paz:

How do you think he feels? Have you ever been in a place where people spoke a language you didn't know?

P.5 - When they start playing Lotería:

Why do you think playing this game helps the boy learn Spanish?

P. 21 - As they bond through the game:

What do you think is happening to their relationship?

Suggested pages to draw children's attention to an aspect of the story

P. 19 - When the boy visits the *mercado* (local market), he points out that words like *banana* and *mango* are the same in both Spanish and English.

Ask the children: *Can you think of other words that sound or look the same in Spanish and English?*

You can also point out English/Spanish cognates that can be found at the *mercado* like *kiwi*, *papaya*, and avocado and *aguacate*.

P. 16 - When the *Lotería* card *el gallo* (the rooster) appears, the boy imitates the rooster by saying “cock-a-doodle-doo,” while the grandmother responds with “*quiquiriquí*.” You can introduce the notion of onomatopoeia and point out that animals “make different sounds” depending on the language being used. You can invite the children to imitate the rooster in both English and Spanish. You can also point out different onomatopoeias for animals in English and Spanish (meow/miau; woof/guau). This adds an auditory dimension to the experience, contributing to the multimodality of the session.

After Reading

Prompts/questions for encouraging thinking and/or checking predictions

- *How did the boy and his grandmother learn from each other?*
- *What would you do if you wanted to learn a new language?*

Play *Lotería* (15-20 minutes)

Materials

- Game boards
- Beans
- Small prizes

Steps

- Give each child a *tabla* (game board).

- Call out the *Lotería* cards in Spanish, encouraging children to repeat the words.
- Celebrate when someone wins by saying "¡Lotería!" and having them name some of their winning words.
- Have a prize for the winner (stickers, candy, small books)

Lotería Card Design/Decoration (15-20 minutes)

Materials

- Black and white printed pages of *lotería* cards to decorate
- Blank pages for design

Steps

- Each child picks a *Lotería* card to decorate OR designs their own.
- Ask: "Why did you pick this card?/Why did you design this card? What does it mean to you?"
- Allow time for them to share their artwork and explain their choice.



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