

**A Multicultural Unit: “Let’s Go to Mexico”  
Lesson Guide for the Elementary Grades  
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## **Lesson 1:** **Packing our Suitcases**

### **Brief Description:**

In preparation for their imaginary trip to Mexico, the students learn and practice the English and Spanish names for common items of clothing. As part of this lesson, they cut out items of clothing from catalogues; label them in English and Spanish; and place them in a paper “suitcase” which they make to take on their “trip.”

### **Objectives:**

1. Students will review, or learn, English vocabulary words for clothing.
2. Students will learn, or review, the Spanish vocabulary words for clothing.
3. Students will practice their handwriting using English and Spanish words.
4. Students will learn to follow directions in English for making a project.
5. Students will practice their small motor skills through cutting and pasting.
6. Students will understand the concept of taking a trip.
7. Students will practice their new vocabulary words by working together.

### **Materials:**

- Poster Board/Marker
- Flashcards with clothing labeled in English and Spanish; 1 set for the class
- Clothing catalogues
- Scissors
- Handout with pictures of clothing labeled in Spanish; 1 per student
- Small file cards
- Glue
- Pencils
- Light colored construction paper containing the outline of a suitcase, including four holes pre-punched for handles; 1 sheet per student
- Crayons
- File folder; 1 per student
- Yarn

### **KWL Chart:**

The teacher leads the students in making a KWL chart on a piece of poster board entitled “Clothes We Will Take to Mexico” and divided into sections for boys clothes and girls clothes in Spanish and in English. The students volunteer the names of items in either, or both languages, that they will take on the trip; and the teacher records them in the proper sections. When there are an appropriate number of items on the lists, the teacher proceeds with the lesson.

### **Procedure:**

- The teacher shows the students the flashcards of clothing; reviews the English name for each item and introduces the Spanish name for each item.
- Primary students cut out at least six items of clothing from catalogues, paste them on small file cards and label them with the English and Spanish names; they may use the clothing handouts as reference.

- Depending on their skills, intermediate students can cut out and label at least ten items of clothing in English and Spanish.
- Working in pairs, the students use their file cards as flash cards and say the names of the clothing in English and Spanish.
- The students cut out the suitcase; color it with their crayons; paste it on the file folder; trim the file folder to fit the pattern; fold the suitcase in half; and thread the yarn through the holes.
- The students put their file cards with their labeled items of clothing in their suitcases.

### **Homework:**

- Primary students take their “suitcases” home; use their flashcards for practicing their vocabulary in English and Spanish; and review their handout.
- Intermediate students write six sentences about the clothes they will take on their trip to Mexico. In three sentences they name the clothes in English; in three other sentences, they name the clothes in Spanish.

### **Assessment:**

- The teacher calls out the names of items of clothing in English and in Spanish and primary students who have that item hold up their flashcards. The teacher keeps track of the students’ participation and whether they hold up the correct card.
- The teacher holds up her flashcards and directs students to write the name of the clothing item in English or in Spanish.

### **Adaptations for ELL Students:**

- Activity based learning is used to introduce new words.
- Using Spanish and English helps introduce English vocabulary to Spanish speaking students.
- Introducing Spanish vocabulary allows ELL students to participate more fully in class.
- Cooperative learning provides extra support.

### **Direct Learner Strategies:**

- Memory- Students create mental images; apply images and sounds; review well and employ action through an activity based project and flashcard review.
- Cognitive- Students practice; send and receive messages; analyze and reason, including translating.
- Compensation- Students use linguistic and other clues to learn vocabulary and seek help from cooperative learning partners.

### **Indirect Learner Strategies:**

- Metacognitive- Students center their learning by paying attention; linking learning to already known material; finding out about language learning; and seeking practice.
- Affective- Students lower their anxiety by participating in cooperative learning.
- Social Strategies- Students ask for clarification; cooperate with peers; and develop a better cultural understanding as they learn to use each other’s language.

### **Multiple Intelligence Strategies:**

- Linguistic- The teacher introduces new vocabulary; the students understand its meaning and respond orally and in writing.
- Visual/spatial- The teacher uses magazine pictures and flashcards to introduce vocabulary; students respond by making their own flashcards.
- Intrapersonal- The teacher provides an opportunity for self-teaching; students learn through the use of self-made materials.

- Interpersonal- The teacher encourages group work; the students participate in cooperative learning.

## **Standards**

- Goal 1: To use English to communicate in social settings  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety, register, and genre.  
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

## **References:**

Irving, Nicole & Griffin, Andy. *The Usborne First Thousand Words in Spanish, rev. ed.* Tulsa, Oklahoma: EDC Publishing, 1997.

Strei, Lynita. *Countries and Cultures for Young Explorers: Mexico.* Grand Rapids, Michigan: McGraw-Hill Children's Publishing, 2000.

## Lesson 2

# Boarding the Airplane

### **Brief Description:**

Departing for Mexico begins with having each students make an English-Spanish dictionary to take along on their journey. The students will arrange their desks in rows to resemble an airplane. Each student will color a boarding pass.

### **Objectives:**

1. Students will brainstorm phrases one should know when traveling to a foreign country.
2. Students will list these phrases.
3. Students will look up Spanish spelling and pronunciation of each phrase named.
4. Students will assemble and review a copy of an English-Spanish Dictionary.
5. Students will arrange desks in rows.
6. Students will color boarding pass.

### **Materials:**

- Poster Board/Marker
- Traveler's Dictionary
- Dictionary Cards
- Scissors
- Stapler
- Student desks
- Boarding passes
- Colored pencils, markers

### **KWL Chart:**

The teacher leads the students in making a KWL chart, using a flip chart entitled English-Spanish Dictionary. The poster board is labeled:

What phrases we know about traveling to a foreign country?

What phrases do we want to know?

What have we learned?


The students use their Travelers' dictionaries.

### **Procedure:**

- The teacher asks the students to brainstorm phrases that one should know when traveling to a foreign country; then list them on a flip chart.
- Students look up the Spanish spelling and pronunciation of each phrase named.
- On the chart, print the Spanish phrase next to the appropriate English phrase.


### **Teacher will:**

- Give each student a worksheet to cut and staple of a brief English-Spanish dictionary.
- Each student pack his or her dictionary in their suitcase.
- Students will arrange desks in two long rows to resemble the inside of an airplane.
- Each student will be provided a copy of a boarding pass to color, fill in information and cut out.



**BOARDING PASS**

**VIVA MEXICO!**



**Airlines**


**Date:** \_\_\_\_\_

**Flight:** \_\_\_\_\_

**Seat Number:** \_\_\_\_\_

**Departing time:** \_\_\_\_\_

**Arrival time:** \_\_\_\_\_

*Thanks for flying with us!*


**Boarding Pass Pattern**  
 Use with "Ready For Takeoff!" on page 86.

**Homework:**

- Primary students will review and practice their dictionaries of phrases at home.
- Upper primary students can write a brief story in English or Spanish using their new phrases.

### **Assessment:**

- The teacher points to flipchart either on English or Spanish side (while covering the other side and asks meaning of phrase).

### **Adaptations for ELL Students:**

- Activity based learning is used to introduce new phrases for traveling to a foreign land.
- Dictionary introduces English to ELL students.
- Spanish vocabulary allows ELL students to participate.

### **Direct Learner Strategies:**

- Memory—Students create mental images, apply images and sounds, review well, and employ action through English-Spanish phrase review.
- Cognitive—Students practice, send and receive message, analyze and reason.
- Compensation—Students use linguistic clues, switch to mother tongue, use mime, and cooperative learning to learn new phrases in English and Spanish.

### **Indirect Learner Strategies:**

- Metacognitive—Students center their learning by paying attention, linking to known material, identifying purpose, and seeking practice opportunities.
- Affective—Students lower anxiety by working in a group.
- Social—Students ask for clarification and correction, cooperate with peers, and develop cultural understanding by using another's language.

### **Multiple Intelligence Strategies:**

- Linguistic—The teacher presents new phrases and vocabulary and students respond orally and in writing.
- Visual/Spatial—The teacher uses a dictionary, flipchart, and boarding pass to introduce new phrases.
- Intrapersonal—The teacher provides an opportunity for self-teaching, through self-made materials.
- Interpersonal—The teacher encourages cooperative learning.

### **Standards:**

- Goal 1: To use English to communicate in social settings.  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas.  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form.  
  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

- Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre.

Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their socio-linguistic and sociocultural competence.

**References:**

Kelpper, Nancy. Our Global Village Mexico. St. Louis, Missouri: Milliken Publishing Co., 1990.

Heinricks, Ann. Mexico, A True Book. New York, N.Y., Grabier Publishing, 1997.

<p><b>My English—</b> <b>Spanish Dictionary</b> Name _____</p>	<p><b>hello—hola!</b></p>
<p><b>Good-bye—adiós</b></p>	<p><b>please—por favor</b></p>



<b>thank you—gracias</b>	<b>What time is it?</b> <b>Qué hora es?</b>

## Lesson 3

### Learning about the Geography of Mexico

#### **Brief Description:**

Mexico is a country of great geographical diversity. The students will learn about the geography of Mexico and labeling specific words. A brief discussion will accompany each word(s).

The students will also color a Mexican flag which will be followed by a discussion of the flag and its history.

#### **Objectives:**

1. Students will learn about the geography of Mexico by labeling and coloring a map of Mexico.
2. Students will make Mexican flags to decorate the classroom.

#### **Materials:**

- Poster Board/Marker
- Copy of map per student
- Colored pens or pencils
- Black pen
- Map of Mexico showing geographical features
- Copy of flag coat of arms per student
- Scissors
- Tape
- Colored pencils
- Red and green construction paper.

#### **KWL Chart:**

The students, lead by the teacher, will make a KWL chart beginning with what they know about where Mexico is and facts about the country itself. Next, they will brainstorm what they want to know and, after the lesson, record what they have learned.

#### **Procedure:**

- The teacher instructs the students to brainstorm about the geography of Mexico on their KWL Chart.
- Students will discuss facts about Mexico, lead by the teacher.
  - Mexico is the northernmost country of Latin America.
  - It lies just south of the United States
  - To the south Mexico borders the countries of Belize and Guatemala.
  - The Pacific Ocean forms Mexico's western border and the Gulf of Mexico forms its eastern border.
  - Most of Mexico is mountainous. Two great mountain ranges extend along the coasts. They are called the Sierra Madre Occidental in the West and the Sierra Madre Oriental in the East. To the south lies a mass of mountains that includes a chain of volcanoes.
- Teacher distributes individual maps of Mexico with directions to label and color.
- Students will brainstorm and discuss facts relating to the Mexican coat of arms and the Mexican flag.

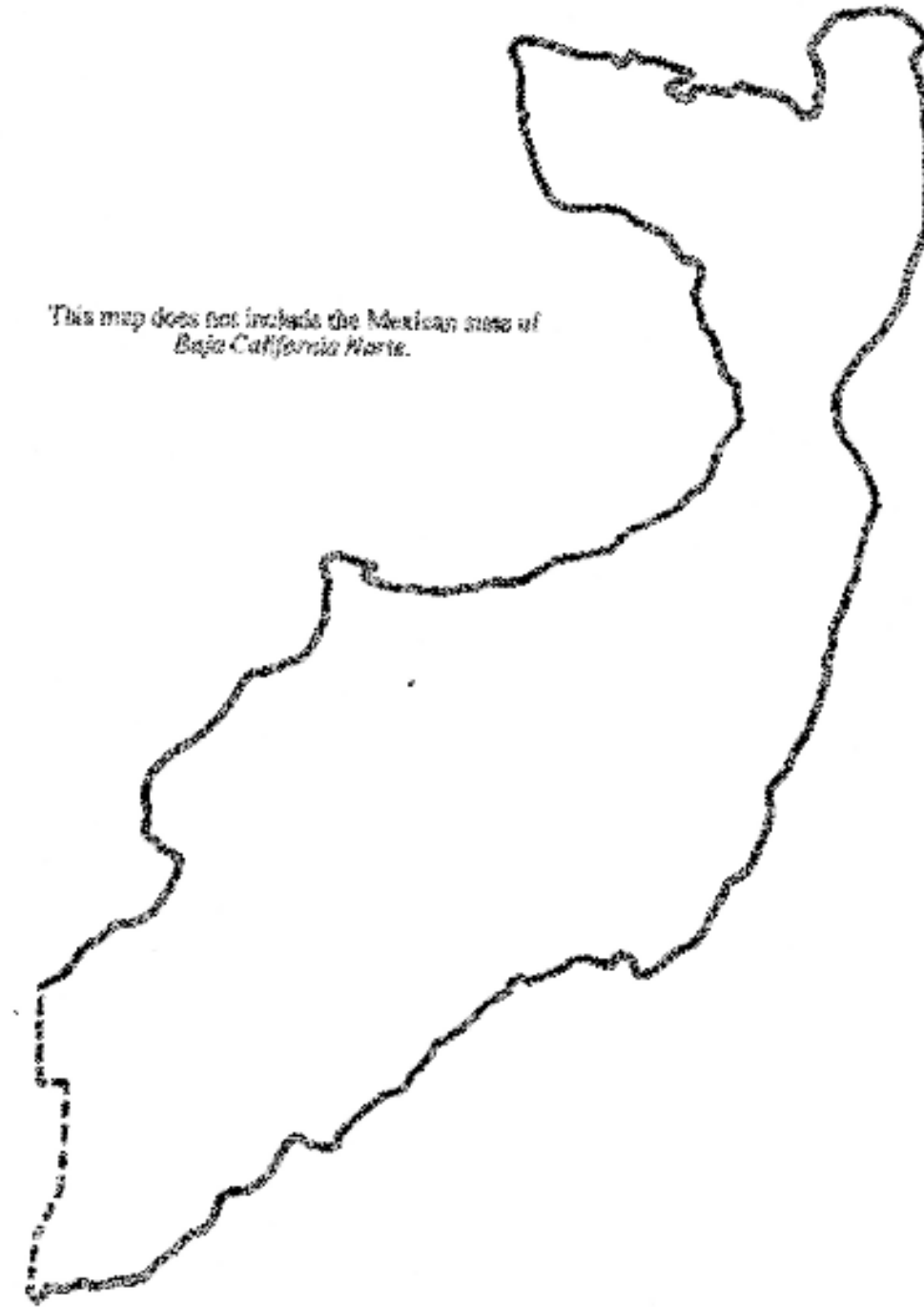
#### **Instructions for Coloring**

1. Color the river between Mexico and the United States blue. Label it **Rio Bravo Del Norte**, its Mexican name.

2. Color the mountain range on the western coast brown and label it **Sierra Madre Occidental**. Color the mountain range on the east orange and label it **Sierra Madre Oriental**.
3. Color the area between the mountains green and label it the **Plateau of Mexico**. This area is home to most of the Mexican people and is the chief agricultural region. Add some corn stalks.
4. Mexico's three highest peaks, **Orizaba, Popocatepetl and Ixtacihuatl**, are volcanoes. **Paricutin** is another volcano. Connect these volcanoes with a thick red line. This is the **Volcanic Axis**, a series of volcanoes that extend across Mexico. Many of these volcanoes are active! Draw some smoke coming out of the volcanoes.
5. Color the area along the **Gulf of Mexico** purple. The northern part of this region is dry and covered with low thorny bushes and trees. Draw a thorny bush. The southern part is a tropical rain forest. Draw a big green tree.
6. Color the **Sierra Madre del Sur** yellow. The Aztecs found much of their gold in this area. Draw a gold nugget. What do you think the word *sur* mean?
7. Color the **Yucatan Peninsula** pink. This area is a low limestone plateau. Great pits formed in the limestone by the rain were the sacred wells of the Maya. Draw a well.
8. Label the capital, **Mexico City**. Mark it with a big star.

MAP OF MEXICO

This map does not include the Mexican state of Baja California Norte.



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**Direct Learner Strategies:**

- Memory-creative mental linkages; applying images and sound; reviewing
- Cognitive-practicing; receiving and sending messages; analyzing and reasoning
- Compensation—getting help; guessing intelligently.

**Indirect Learner Strategies:**

- Metacognitive—overviewing and linking; paying attention.
- Affective—making positive statements
- Social—asking questions; cooperating with others

**Multiple Intelligence Strategies:**

- Visual/Spatial
- Linguistic
- Interpersonal
- Kinesthetic

**References:**

Kelpper, Nancy. *Our Global Village Mexico*. St. Louis, Missouri: Milliken Publishing Co., 1990.

Heinricks, Ann. *Mexico, A True Book*. New York, N.Y., Grabier Publishing, 1997.

**LESSON 4:**  
***Polvorones: Mexican Cookies***

**Brief Description:**

The students will prepare a snack for their imaginary airplane trip to Mexico.

**Objectives:**

1. The children will prepare ***Polvorones, Mexican Cookies***.
2. The children will read a recipe.
3. The children measure liquid and solid ingredients.
4. The children will prepare and eat their cookies.
5. The children will write about making *Polvorones*, crumbly cookies that are baked for many traditional parties.

**Materials:**

- Poster boards
- Markers
- Oven
- Aprons
- Measuring cups
- Measuring spoons
- Sifter
- Large mixing bowl
- Wooden spoons for mixing
- Cookie Sheets
- Flour
- Powdered sugar
- Chopped pecans (can be omitted for food allergies)
- Salt
- Vanilla
- Softened unsalted butter
- Napkins

**KWL Chart:** The students will start by making a KWL chart using a piece of poster board sectioned off: WHAT WE KNOW about making cookies, WHAT WE WANT TO LEARN about making cookies, and WHAT WE LEARNED about making cookies. Have the students brainstorm what they already know about making cookies. Even if they say something incorrect, write it down - you can always correct it after they learn more. Also at this time, ask and record information about what the children would like to learn about making cookies. At the end of the lesson, students record what they learned.

**Procedure:**

***POLVORONES: MEXICAN COOKIES***

On poster board, the teacher writes the basic directions for making *Polvorones* as students read them.  
**All students must wash their hands and put on an apron.**

1. **Preheat oven** to 350 degrees F (180 degrees C).
2. **Combine:**
  - 2 Cups (500ml) flour**  
Students determine the one and two cup mark on the measuring cup.  
Students determine how to level the measure.  
Students pour flour into the large bowl.
  - 2/3 Cup (160ml) sifted powdered sugar**  
Students determine the fractional **measure** 2/3 Cup.  
Students determine how to operate the sifter.  
Students sift powdered sugar into the large bowl.
  - One Cup (250ml) chopped pecans**  
Students measure one cup of nuts.  
Students pour nuts into the bowl with other ingredients.
  - One Dash of Salt**  
Students determine what constitutes a dash.  
Students add the dash of salt to the mixing bowl.
  - One Teaspoon (5ml) of vanilla**  
Students determine the one teaspoon rather than the one tablespoon measure.  
Students measure one teaspoon of vanilla.
  - 1 ¼ Cups (310ml) softened unsalted butter**  
Students examine the butter wrapper to determine the 1 ¼ cup measure.  
(Note: 2 cups equals one pound of butter)
3. **Work all ingredients together into a large dough ball.**  
Students may want to use their clean hands to mix ingredients.
4. **Shape into small balls and place on greased cookie sheet.**  
Use butter wrapper to grease cookie sheet.
5. **Flatten slightly with a wooden spoon.**
6. **Bake 30 minutes or until slightly browned.**
7. **Dust with powdered sugar when cool.**
8. **Makes about 30 cookies.** Allow students time to eat the cookies and socialize.

**Homework:**

- Primary students take their recipe home and discuss cookie making with parents.
- Intermediate students write about making cookies in English or Spanish.

**Assessment:**

- Use of language and sentence construction in personal writing.
- Steps clear in making the cookies?
- Did students use the recipe guide from the poster board or their recipe sheet?
- Are students able to measure one and two cups, 500 and 250 ml, 2/3 cup, and determine a tablespoon from a teaspoon?
- Were the cookies good to eat?
- Will students make the recipe at home?
- Work products, observation of participation and student self-evaluation.

### **Adaptations for ELL Students:**

- Activity based learning is used to introduce students to cooking.
- Cooperative learning provides extra support.

### **Direct Learner Strategies:**

- Memory Strategies: Students create mental linkages, applying visual images and sounds, reviewing well, and employing action to enhance their listening comprehension through a book (recipe) and playing games (movement).
- Cognitive Strategies: Students practice, send and receive messages, analyze and reason, and create structure for input and output. They write and analyze material when they listen to a story, poem, or recipe.
- Compensation Strategies: Students use linguistic clues to guess intelligently when they solve problems. Students overcome limitations in speaking and writing by selecting the topic, adjusting the message, and using gestures.

### **Indirect Learner Strategies:**

- Metacognitive Strategies: Students center their learning, arrange and plan their learning, and evaluate their learning through the use of interrelated lessons. Students relate prior knowledge to new information.
- Affective Strategies: While completing the lesson, students will lower their anxiety by working in small groups or in pairs, encouraging themselves, and taking their emotional temperature.
- Social Strategies: Students ask questions to clarify and verify. They cooperate with peers in small group or paired activities. Students will empathize with others.

### **Multiple Intelligence:**

- Verbal/Linguistic Intelligence: Students are encouraged to use their verbal/linguistic intelligence throughout the cooking lesson.
- Spatial/Visual Intelligence: Students are able to visualize through the use of pictures, books, poems, recipes and regalia to improve understanding.
- Logical/Mathematical Intelligence: Students use materials to represent a story, recipe or poem. They also practice by using patterns.
- Kinesthetic Intelligence: Students use their body movements for learning activities through games, songs, preparing recipes, and pantomime.
- Musical Intelligence: Students sing and listen to music from Mexico.
- Intrapersonal Intelligence: Students learn through the use of self-made recipes.
- Interpersonal Intelligence: Students are encouraged to interact with peers by participating in small groups, pairs, or whole class recipe activities.

### **Standards:**

- Goal 1: To use English to communicate in social settings:  
Standard 1 Students will use English to participate in social interactions.  
Standard 2 Students will interaction, through, and with spoken and written English



for personal expression and enjoyment.

Standard 3 Students will use learning strategies to extend their communicative competence.

- Goal 2: To use English to achieve academically in all content areas:
  - Standard 1 Students will use English to interact in the classroom.
  - Standard 2 Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
  - Standard 3 Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English socially and culturally appropriate ways:
  - Standard 1 Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
  - Standard 2 Students will use nonverbal communication appropriate to audience, purpose, and setting.
  - Standard 3 Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

Beierle, Marlene & Lynes, Teri. *Book Cooks: Literature-Based Classroom Cooking*. Cypress, California: Creative Teaching Press, Inc., 1992.

Robins, Deri. *The Kids' Around the World Cookbook*. New York, New York: Kingfisher Publishing, 1994.

**SAMPLE RECIPE SHEET:**

**FROM THE KITCHEN OF:** \_\_\_\_\_

**RECIPE:** \_\_\_\_\_

**SERVES:** \_\_\_\_\_

**INGREDIENTS:**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**DIRECTIONS:**

**Preheated oven temperature** \_\_\_\_\_

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## Lesson 5: Counting in Spanish

### **Brief Description:**

Students prepare for their trip to the market by reviewing, or learning, their numbers from 1-10 in English and Spanish. They make a number book, participate in a number chant, and play a game where they count items in the room. As a culminating activity, they make and label the pesos they will use later at the marketplace.

### **Objectives:**

1. Students will review, or learn, to count in English and Spanish from 1-10.
2. Students will review, or learn, to write the name for each numeral from 1-10 in English and Spanish.
3. Students will review or learn, the meanings of number and numeral.
4. Students will be introduced to the concept of the Mexican marketplace.
5. Students will learn to follow directions in English for making a number book.
6. Intermediate students will solve word problems while practicing addition, subtraction, multiplication and division.

### **Materials:**

- Poster Board/Marker
- One sheet of plain paper measuring 8-12" X 11" for each child
- Crayons/pens
- Hand-out for the teacher with directions for making a number book
- *Rock 'N Learn Spanish, vol. 1*, CD
- Handouts for the "peso" pattern, 1 per student

### **KWL Chart:**

The teacher asks the students, "What are numbers?" What do numbers stand for? Using a piece of poster board divided into four sections, the teacher asks the students to call out the numbers in order from 1-5 in English and selects a student to record the numerals in one of the sections. This activity is repeated for the numbers from 6-10 in English; and then, for the numbers from 1-5 and 6-10 in Spanish. For primary students, the teacher goes back to each numeral and writes its name as a word. For intermediate students, the teacher asks volunteers to write the name of the numerals in words.

### **Procedure:**

- The teacher reads *Uno, Dos, Tres: One, Two, Three*, by Pat Mora, a counting book that takes place in a Mexican marketplace.
- The teacher provides directions to the students for making a number book.
  1. Using a piece of plain paper, 8-1/2" X 11", fold the paper in half lengthwise and crease.
  2. Fold the paper in half widthwise, then fold again. Unfold completely. The paper will have eight sections.
  3. Refold along the center-fold widthwise. Have the fold at the top of the paper. Cut along the vertical fold so the next horizontal fold is halfway down. Unfold.
  4. Refold lengthwise. Push the ends together so that the center bows out on either side. Fold the pages so that they all go in the same direction to make the pages of the book.

- When the students have finished making their book, they label one or two numerals on each page and illustrate each numeral with pictures.
- The teacher plays a counting chant in English and Spanish found on the CD, *Rock 'N Learn Spanish*; she repeats it and asks the students to chant along with the recording.
- The teacher plays a game with the students by calling on them to count items in the room in either English or Spanish. For example, she asks a student to count six pencils in Spanish; she asks another student to count “cuatro” pieces of paper in English. As the students demonstrate their familiarity with the vocabulary, they assume leadership of the game.
- The teacher distributes handouts containing three “pesos” per page with the amount expressed as a word and asks the students to cut out the pesos and write the numeral that matches the word.

### **Homework:**

- Using their number books for reference, intermediate students complete a hand-out containing ten word problems and Spanish numbers.
- Primary students count to ten in English and Spanish from memory for their parents who initial their number book and give it to the students to bring back to school.

### **Assessment:**

- The teacher notes the responses of the students during the game where they are asked to count items in the classroom in English and Spanish.
- The teacher grades the word problems completed by the intermediate students.

### **Adaptations for ELL Students:**

- Activity based learning is used to introduce and reinforce learning the numerals and writing their names.
- Using Spanish and English helps introduce the numbers and the names of the numerals to Spanish speaking students.
- Introducing Spanish vocabulary allows ELL students who speak Spanish to participate more fully in class.
- Introducing the concept of the marketplace and the “peso” helps students who speak Spanish become comfortable in their new surroundings and act as leaders with their peers.

### **Direct Learner Strategies:**

- Memory- Students create mental images; and review their numbers through activity based projects.
- Cognitive- Students practice their prior and acquired knowledge; learn to understand the number/numeral relationship through analysis and reason; and act as interpreters for their peers.
- Compensation- Students use linguistic and other clues to learn vocabulary.

### **Indirect Learner Strategies:**

- Metacognitive- Students center their learning by paying attention; linking learning to already known material; finding out about math and language learning; and seeking practice.
- Affective- Students lower their anxiety by participating in activity based learning in English and Spanish.
- Social Strategies- Students ask for clarification and develop a better cultural understanding as they learn to use each other’s language.

### **Multiple Intelligence Strategies:**

- Logical/mathematical- The teacher helps students make the connection between the number/numeral concepts.
- Linguistic- The teacher introduces new vocabulary; the students understand the meanings and respond orally and in writing.
- Visual/spacial- The teacher asks the students to illustrate the numerals by drawing the correct number of items in their number books; the teacher provides an opportunity for students to count items by participating in a classroom game.
- Musical- The teacher provides an opportunity for drill and practice through the use of a musical chant.
- Intrapersonal- The teacher provides an opportunity for self-teaching; students learn through the use of self-made materials.
- Interpersonal- The teacher encourages the students to participate in group responses.

**Standards:**

- Goal 1: To use English to communicate in social settings  
 Standard 1: Students will use English to participate in social interactions.  
 Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
 Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
 Standard 1: Students will use English to interact in the classroom.  
 Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
 Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety.  
Standard 2: Students will use nonverbal communication.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

Caudle, Brad, musical arranger & July, Jean, vocals. *Rock 'N Learn Spanish*. CD Cassette & Book, vol. 1. Conroe, Texas: Rock 'N Learn, 1993. Information available on <http://www.rocknlearn.com>

Mora, Pat & Lavalley, Barbara, illustrator. *Uno, Dos, Tres: One Two, Three*. New York: Clarion Books, 1996.

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## LESSON 6: Enjoying a Mexican Beverage: Chocolate

### Brief Description:

The students will prepare a beverage of hot chocolate, chant the Chocolate Song as they mix, and identify Spanish words for food and drink.

### Objectives:

1. The children will prepare **hot cacao, hot chocolate**.
2. The children will read a recipe.
3. The children measure liquid and solid ingredients.
4. The children will prepare and drink their hot chocolate.
5. The children will sing the Chocolate Song as they mix.
6. The students will identify Spanish words for food and drink.

### Materials:

- Poster boards
- Markers
- Hot plate
- Aprons
- Measuring cups
- Measuring spoons
- Large saucepan
- Wooden spoons or whisks for mixing
- Table knife
- Milk
- Sugar
- Unsweetened chocolate
- Drinking cups for hot liquids
- Napkins

**KWL Chart:** The students will start by making a KWL chart using a piece of poster board sectioned off: **WHAT WE KNOW** about making hot chocolate, **WHAT WE WANT TO LEARN** about making hot chocolate, and **WHAT WE LEARNED** about making hot chocolate. Have the students brainstorm what they already know about making hot chocolate. Even if they say something incorrect, write it down - you can always correct it after they learn more. Also at this time, ask and record information about what the children would like to learn about making hot chocolate. At the end of the lesson, students record what they have learned.

### Procedure:

#### HOT CHOCOLATE

*Cacao* was cultivated by the Indians long before the arrival of the Spanish in Mexico. The Aztecs considered chocolate to be a special beverage and used cocoa beans as a form of money. The Aztecs made their hot chocolate with water. Mexican cooks roast and grind the cocoa beans at home. The

*molinillo* is used to whip the hot *cacao* until it foams. Sometimes chocolate is flavored with honey or vanilla.

On poster board, the teacher writes the basic directions for making Hot Chocolate as students read them.

**All students must wash their hands and put on an apron.**

**1. Combine:**

**2 Cups (500 ml) milk**

**6 Tablespoons (90 ml) sugar**

**2 Ounces (56 grams) unsweetened chocolate, cut into small pieces**

**2. Heat:**

Students heat all ingredients in a large saucepan over low heat. Students stir with wire whisks or wooden spoons until chocolate is completely dissolved. Students turn up heat and bring mixture to a boil. Students allow mixture to bubble to the top of the pan.

**3. Remove:**

Students remove the hot chocolate saucepan from the heat immediately and beat with whisks. Mexican children recite the following chant as they mix their chocolate.

**4. Recite:**

*Uno - dos - tres - cho*

*Uno - dos - tres - co*

*Uno - dos - tres - la*

*Uno - dos - tres - te*

*Cho - co - la - te*

*Bate - bate*

*Cho - co - la - te.*

**5. Repeat:**

Students repeat boiling and beating 3 times. Students tilt pan and beat well with whisk one more time.

**6. Pour:**

The teacher will pour hot liquid into cups.

**7. Makes 2 cups. Serves four.** Allow students time to drink the hot liquid and socialize.

**8. Teacher introduces additional vocabulary:**

Mexican foods and cooking methods have been greatly influenced by the Indians and Spanish cultures. The Indians introduced vanilla, corn (*maiz*), chocolate, sweet potatoes, tomatoes, papayas, chilies, avocados, and pineapples.

The diet of modern Mexican people is very similar to that of the ancient Middle American Indians. Popular foods eaten today such as tortillas, tamales, and *pozole* (corn chowder) date from the time of the Aztecs. *Masa* is made from a large white corn kernel called *nixtamal* and is used to make corn tortillas. The dry corn is cooked and soaked in lime water for several hours, then ground while it is still wet, giving the *masa* its unique taste and texture.

A wonderful diversity of foods is found throughout Mexico. Each region has its own specialties. Not all Mexican food is spicy, and it is much more varied than tacos, enchiladas, and refried beans (*refritos*). However, meat and vegetables are expensive, and many people have daily diets of beans, tortillas, and chili peppers.



Mexican soup is either liquid, *aguada* or *caldo*, or dry, *sopa seca*. The dry soup is like a casserole and usually contains rice. A nutritious drink enjoyed at the marketplace is called a *liquado*. It is made by combining banana slices, strawberry halves, and sliced pineapple in a blender with orange juice to cover and liquefied.

Mexicans begin their day with breakfast (*desayuno*), frequently with chocolate or *café con leche* (milk and coffee). A heartier second breakfast (*almuerzo*) is eaten later in the morning. It might include fruit and fruit juices, beans, and tortillas. The main meal of the day (*comida*) takes place anytime between 2:00 P.M. and 5:30 P.M. There is a light meal at night (*merienda*) which is eaten by children in the early evening and by adults as late as 9:00 P.M. The *cena* is a dinner for a special occasion, eaten very late.

Additional Spanish Words for Food and Drink:

*Agua* - water

*Pan* - bread

*Papa* - potato

*Pollo* - chicken

*Frijole* - bean

*Tomate* - tomato

*Naranja* - orange

*Platano* - banana

*Durazno* - peach

*Fresa* - strawberry

*Manzana* - apple

*Dulce* - candy

*Helado* - ice cream

### Homework:

- Primary students take their recipe home and discuss chocolate making with parents.
- Intermediate students write about making chocolate in English or Spanish.
- All students can practice Spanish vocabulary for meals, drinks, and food.

### Assessment:

- Use of language and sentence construction in personal writing.
- Steps clear in making the chocolate?
- Did students use the recipe guide from the poster board or their recipe sheet?
- Are students able to measure?
- Was the chocolate good to drink?
- Will students make the recipe at home?
- Work products, observation of participation and student self-evaluation.

### Adaptations for ELL Students:

- Activity based learning is used to introduce students to cooking.
- Cooperative learning provides extra support.

### Direct Learner Strategies:

- Memory Strategies: Students create mental linkages, applying visual images and sounds, reviewing well, and employing action to enhance their listening comprehension through a book (recipe), singing songs, and playing games (movement).

- Cognitive Strategies: Students practice, send and receive messages, analyze and reason, and create structure for input and output. They write and analyze material when they listen to a story, poem, or recipe.
- Compensation Strategies: Students use linguistic clues to guess intelligently when they solve problems. Students overcome limitations in speaking and writing by selecting the topic, adjusting the message, and using gestures.

### **Indirect Learner Strategies:**

- Metacognitive Strategies: Students center their learning, arrange and plan their learning, and evaluate their learning through the use of interrelated lessons. Students relate prior knowledge to new information.
- Affective Strategies: While completing the lesson, students will lower their anxiety by working in small groups or in pairs, encouraging themselves, and taking their emotional temperature.
- Social Strategies: Students ask questions to clarify and verify. They cooperate with peers in small group or paired activities. Students will empathize with others.

### **Multiple Intelligence:**

- Verbal/Linguistic Intelligence: Students are encouraged to use their verbal/linguistic intelligence throughout the cooking lesson.
- Spatial/Visual Intelligence: Students are able to visualize through the use of pictures, books, poems, recipes and regalia to improve understanding.
- Logical/Mathematical Intelligence: Students use materials to represent a story, recipe or poem. They also practice by using patterns.
- Kinesthetic Intelligence: Students use their body movements for learning activities through games, songs, preparing recipes, and pantomime.
- Musical Intelligence: Students sing and listen to music from Mexico.
- Intrapersonal Intelligence: Students learn through the use of self-made recipes.
- Interpersonal Intelligence: Students are encouraged to interact with peers by participating in small groups, pairs, or whole class recipe activities.

### **Standards:**

- Goal 1: To use English to communicate in social settings:
  - Standard 1 Students will use English to participate in social interactions.
  - Standard 2 Students will interaction, through, and with spoken and written English for personal expression and enjoyment.
  - Standard 3 Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas:
  - Standard 1 Students will use English to interact in the classroom.
  - Standard 2 Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
  - Standard 3 Students will use appropriate learning strategies to construct and apply

academic knowledge.

- Goal 3: To use English socially and culturally appropriate ways:
  - Standard 1 Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
  - Standard 2 Students will use nonverbal communication appropriate to audience, purpose, and setting.
  - Standard 3 Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

Beierle, Marlene & Lynes, Teri. *Book Cooks: Literature-Based Classroom Cooking*. Cypress, California: Creative Teaching Press, Inc., 1992.  
McCulloch, Julie. *A World of Recipes: Mexico*. Chicago, Illinois: Reed Educational & Professional Publishing, 2001.  
Robins, Deri. *The Kids' Around the World Cookbook*. New York, New York: Kingfisher, 1994.

**SAMPLE RECIPE SHEET:**

**FROM THE KITCHEN OF:** \_\_\_\_\_

**RECIPE:** \_\_\_\_\_

**SERVES:** \_\_\_\_\_

**INGREDIENTS:**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**DIRECTIONS:**

**Preheated oven temperature** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Lesson 7

### Introducing the Marketplace

#### **Brief Description:**

The students, in preparation for their visit to a marketplace will create a marketplace in the classroom. They will bring items from home and discuss vocabulary and market concepts.

#### **Objectives:**

1. Students will review and learn English and Spanish vocabulary words about the Mexican Marketplace.
2. Students will complete a KWL Chart.
3. Students will take part in small group discussions learning about why the market is important today.
4. Students will receive instructions on how to turn the classroom into a marketplace!

#### **Materials:**

- Poster Board/Marker
- Beach Towels
- Small items brought from home to trade representing baskets, lace, produce, food, crafts, pottery, clothing, etc.

#### **KWL Chart:**

The teacher will lead the students in preparing a chart on what they know, want to know and have learned about a Mexican marketplace. This may be done in either English or Spanish.

#### **Procedure:**

- Students will be instructed to bring a beach towel from home, with their parents permission.
- Students will be asked to also bring small items from home to trade on marketplace day, items previously discussed in class during brainstorming.
- Marketplace Concepts will be discussed.
- Almost every village, city and town in Mexico has a marketplace.
- A very popular activity, especially in farm areas.
- People who wish to sell items they have brought to the market can rent a stall or just spread their goods on the ground.
- Marketplace began in early Indian societies.
- Used barter concept to substitute for money, like cocoa, beans, pieces of tin, and feathers.
- Market important for small farmers, artisans, traders, and small business people.
- Will find weaving, pottery, folk art, clothing, crafts, material, produce, and live animals.
- Bargaining is the normal way to buy things. Fixed prices are rare. People offer a price lower than what is asked.
- Sellers and buyers agree on a price.
- Markets are held on certain days of the week.
- Markets are usually held in a town's main plaza or square.
- These are festive days with much activity like talking, storytelling and socializing.
- People dress up to display their best clothing and often wear "traditional" clothing.
- Markets in larger towns are open seven days a week and contain a wider variety of goods.

#### **Homework:**

- Students, with parental permission, will gather a beach towel and small items to bring to school for the marketplace.

**Assessment:**

- The teacher will ask oral questions to the students regarding material covered under the discussion of the marketplace.

**Adaptations for ELL Students:**

- Spanish speaking students will learn or review English names for marketplace items and concepts.
- English speaking students will review or learn Spanish words for marketplace items.

**Direct Learner Strategies:**

- Memory-creative mental linkages; applying images and sound; reviewing
- Cognitive-practicing; receiving and sending messages; analyzing and reasoning
- Compensation—getting help; guessing intelligently.

**Indirect Learner Strategies:**

- Metacognitive—overviewing and linking; paying attention.
- Affective—making positive statements
- Social—asking questions; cooperating with others

**Multiple Intelligence Strategies:**

- Visual/Spatial
- Linguistic
- Interpersonal
- Kinesthetic

**Standards:**

- Goal 1: To use English to communicate in social settings.  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
  
- Goal 2: To use English to achieve academically in all content areas.  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form.  
Standard 3: Students will use learning strategies to extend their communicative competence.
  
- Goal 3: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
  
- Goal 4: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety, register, and genre.  
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.  
Standard 3: Students will use appropriate learning strategies to extend their

socio-linguistic and sociocultural competence.

**References:**

Kelpper, Nancy. *Our Global Village Mexico*. St. Louis, Missouri: Milliken Publishing Co., 1990.

Heinricks, Ann. *Mexico, A True Book*. New York, N.Y., Grabier Publishing, 1997.

## Lesson 8

### Visiting a Mexican Marketplace

**Brief Description:**

The class will browse, trade and barter for various items in the marketplace they have created in the classroom.

**Objectives:**

1. The students will hold a marketplace day.
2. The students may make (optional) their own traditional costumes to wear on market day.
3. The students will spread out their beach towels on the classroom floor.
4. Students will arrange items on towels.
5. Students will browse, trade and barter items utilizing math and money skills previously learned.
6. Students will compare marketplaces to present day department stores.

**Materials:**

- Poster Board/Marker
- Beach towels
- Small items from home

**KWL Chart:**

The teacher will lead the students in preparing a chart on what they know, want to know and have learned about a Mexican marketplace. This may be done in either English or Spanish.

**Procedure:**

- The teacher will discuss rules concerning the classroom marketplace.
- Desks will be moved to the sides of the classroom.
- Students will spread their colorful beach towels on the classroom floor.
- Students will arrange their items on the towels.
- Children can take turns browsing through the market and being a vendor. Items may be traded several times.
- Students may barter in an orderly fashion.
- Economic concepts such as barter, money, bargaining, and work will be reviewed.

**Homework:**

- Students will write a “reaction” paragraph to the day’s activities in the marketplace.
- (Optional) Visit a local Mexican grocery store.

**Assessment:**

- The teacher will read reaction papers to the marketplace activity.
- Students will brainstorm follow-up activities.



**Adaptations for ELL Students:**

- Visit open markets in own community
- Visit Spanish grocery store
- Spanish students can gain English vocabulary from marketplace items and phrases.

**Direct Learner Strategies:**

- Memory-creative mental linkages; applying images and sound; reviewing
- Cognitive-practicing; receiving and sending messages; analyzing and reasoning
- Compensation—getting help; guessing intelligently.

**Indirect Learner Strategies:**

- Metacognitive—overviewing and linking; paying attention.
- Affective—making positive statements
- Social—asking questions; cooperating with others

**Multiple Intelligence Strategies:**

- Visual/Spatial
- Linguistic
- Interpersonal
- Kinesthetic

**Standards:**

- Goal 1: To use English to communicate in social settings.  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas.  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form.  
  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety, register, and genre.  
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.  
Standard 3: Students will use appropriate learning strategies to extend their socio-linguistic and sociocultural competence.

**References:**

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Heinricks, Ann. Mexico, A True Book. New York, N.Y., Grabier Publishing, 1997.

## Lesson 9

### Constructing a Mexican Home

#### **Brief Description:**

Many Mexican farmers live in small villages. The students will construct a Mexican home, church or shop out of a pattern. The students will learn, review and practice new vocabulary and concepts relating to village life.

#### **Objectives:**

1. Students will review or learn English vocabulary words for Mexican villages.
2. Students will review or learn Spanish vocabulary words for Mexican villages.
3. Students will learn the concepts of “village life” through teacher directed instruction.
4. Students will construct, individually, a Mexican village, choosing to make a home, church, or shop. These will be displayed in the classroom.

#### **Materials:**

- 8 oz. (236 ml) milk containers
- Penne pasta (long, thin tube pasta)
- White construction paper
- Scissors
- Pattern
- Brown butcher paper
- Glue
- Twigs, pebbles, sand
- Tag board scraps
- Green tissue paper
- Poster Board/Marker

#### **KWL Chart:**

The teacher will lead the students in making a KWL chart on a piece of poster board entitled, “Village Life.” It will be divided into three sections of what we know, want to know and what we learned about Mexican buildings.

#### **Procedure:**

- The teacher will discuss with students “Village Life.”
  - Many Mexican farmers live in small villages.
  - The village plaza is the center of the community where government buildings, churches, and shops are located.
  - The shape and style of the village housing varies according to the climate.
  - In the dry, central area of Mexico the houses are made of adobe, a mixture of mud and clay that is formed into brick and dried in the sun.
  - In areas of heavy rainfall houses have walls built of poles covered with lime and clay, which is more water-resistant than adobe.
- Chose an area for the diorama and cover with brown paper.
- Make houses, church and shops. Cut out the pattern from white construction paper and glue to a milk carton.

Have an adult cut the door and window along the lines. Glue the paper to the carton to look like adobe. Glue pasta onto the roof. When the glue is dry, paint the roof red to look like red roof tiles. Add a tag board steeple to the church.
- Arrange buildings in the village. Paint in roads and fields of crops. Crumpled pieces of green tissue paper make good cabbages for the field.

- Add finishing touches to the village. Glue twigs to small rectangles of tag board to make kitchen lean-tos for the houses. Pave the street in the plaza with cobblestones made from pebbles glued closely together. Make dirt roads by the farms by spreading a thin layer of glue and sprinkling on sand.
- Color the people and animals. Glue to tag board and cut out. Arrange them in the village.

**Homework:**

- The students may complete their homes or buildings at home and share what they have learned with their family.

**Assessment:**

- The teacher will follow up with questions about individual buildings and the concept of village life.
- The teacher will critique structures for completion and following directions.

**Adaptations for ELL Students:**

- Spanish speaking students can share expanded vocabulary for words and concepts relating to village life.

**Direct Learner Strategies:**

- Memory-creative mental linkages; applying images and sound; reviewing
- Cognitive-practicing; receiving and sending messages; analyzing and reasoning
- Compensation—getting help; guessing intelligently.

**Indirect Learner Strategies:**

- Metacognitive—overviewing and linking; paying attention.
- Affective—making positive statements
- Social—asking questions; cooperating with others

**Multiple Intelligence Strategies:**

- Visual/Spatial
- Linguistic
- Interpersonal
- Kinesthetic

**Standards:**

- Goal 1: To use English to communicate in social settings.  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas.  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct and provide subject matter information in spoken and written form.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

- Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre.

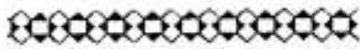
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

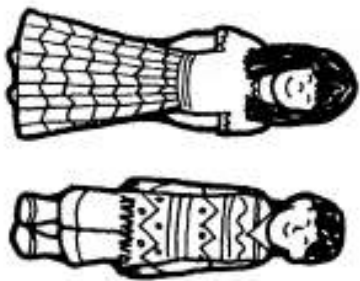
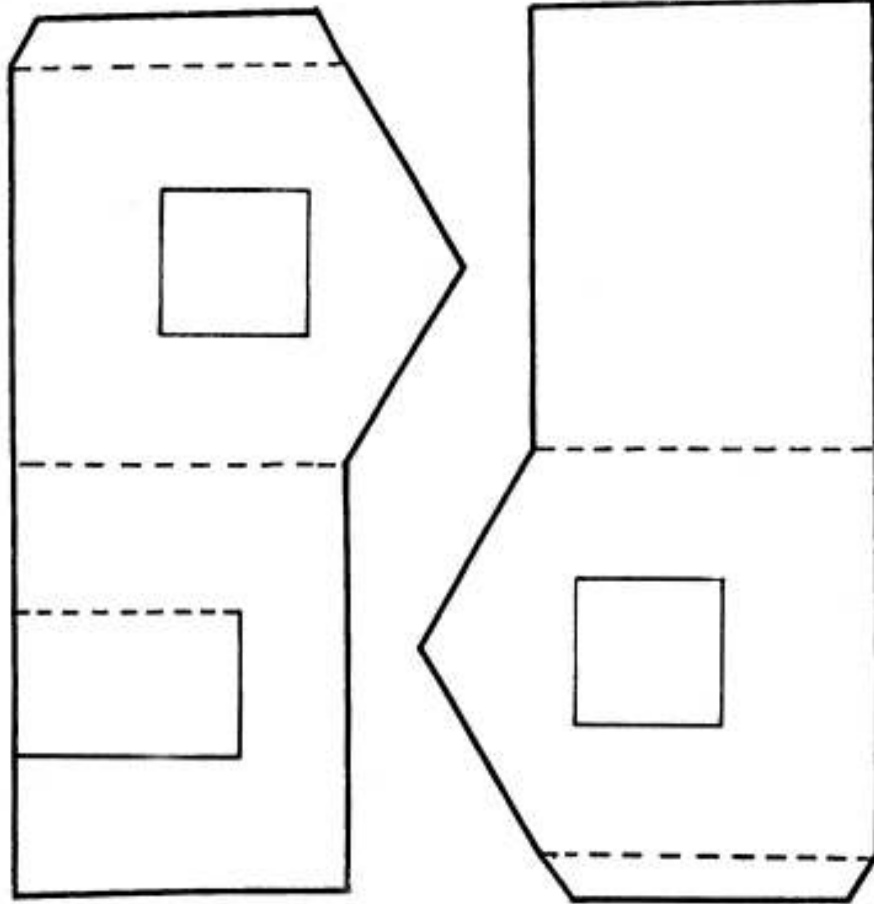
**References:**

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Heinricks, Ann. Mexico, A True Book. New York, N.Y., Grabier Publishing, 1997.



# PATTERNS



**LESSON 10 :**  
***Flan*: A Favorite Mexican Dessert**

**Brief Description:**

The students will prepare *Flan*, a favorite Mexican dessert.

**Objectives:**

1. The children will prepare *Flan*.
2. The children will read a recipe.
3. The children measure liquid ingredient.
4. The children will prepare and eat their *Flan*.

**Materials:**

- Poster boards
- Markers
- Hot plate
- Aprons
- Pot holders
- Measuring cups
- Small saucepan
- Wooden spoons or whisks for mixing
- Milk (For best results, use 2% or whole milk or evaporated milk.)
- Custard cups
- Metal spatula
- Plastic plates
- Plastic spoons
- ***Jell-o Flan***: Spanish style custard (3 ounce box)

**KWL Chart:** The students will start by making a KWL chart using a piece of poster board sectioned off: WHAT WE KNOW about making *Flan*, WHAT WE WANT TO LEARN about making *Flan*, and WHAT WE LEARNED about making *Flan*. Have the students brainstorm what they already know about making *Flan*. Even if they say something incorrect, write it down - you can always correct it after they learn more. Also at this time, ask and record information about what the children would like to learn about making *Flan*. At the end of the lesson, students record what they have learned.

**Procedure:**

***FLAN*: SPANISH STYLE CUSTARD**

A version of caramel custard is made in many countries around the world. In Mexico, this dish is called *Flan*. It was probably brought to Mexico by the Spanish conquerors in the 16<sup>th</sup> Century. This

dish needs time to chill in the refrigerator, so make it several hours before you want to eat it. On poster board teacher writes *Flan* directions.

**All students must wash their hands and put on an apron.**

**1. Open:**

Caramel sauce packet. Pour equally into 4 custard cups.

**2. Stir:**

*Jell-o Flan mix* into

**2 Cups (500 ml) milk** into small saucepan. Stirring constantly, cook on **medium** heat until mixture comes to boil. (Mixture will be thin.) Remove from heat. With younger students, this should be a teacher activity with children observing.

**3. Pour:**

Mixture slowly over caramel. Refrigerate one hour or until set for custard cups. To remove from mold, run small metal spatula around edge of custard. Invert onto plate; shake to loosen. Remove cup. Store in refrigerator until ready to eat.

**4. Makes four servings.**

Allow students time to eat and socialize. Play background music from Mexico.

**Homework:**

- Primary students take their recipe home and discuss *Flan* making with parents.
- Intermediate students write about making *Flan* in English or Spanish.

**Assessment:**

- Use of language and sentence construction in personal writing.
- Steps clear in making the *Flan*?
- Did students use the recipe guide from the poster board or their recipe sheet?
- Are students able to measure?
- Was the *Flan* good to eat?
- Will students make the recipe at home?
- Work products, observation of participation and student self-evaluation.

**Adaptations for ELL Students:**

- Activity based learning is used to introduce students to cooking.
- Cooperative learning provides extra support.

**Direct Learner Strategies:**

- Memory Strategies: Students create mental linkages, applying visual images and sounds, reviewing well, and employing action to enhance their listening comprehension through a book (recipe), singing songs, and playing games (movement).
- Cognitive Strategies: Students practice, send and receive messages, analyze and reason, and create



structure for input and output. They write and analyze material when they listen to a story, poem, or recipe.

- Compensation Strategies: Students use linguistic clues to guess intelligently when they solve problems. Students overcome limitations in speaking and writing by selecting the topic, adjusting the message, and using gestures.

### **Indirect Learner Strategies:**

- Metacognitive Strategies: Students center their learning, arrange and plan their learning, and evaluate their learning through the use of interrelated lessons. Students relate prior knowledge to new information.
- Affective Strategies: While completing the lesson, students will lower their anxiety by working in small groups or in pairs, encouraging themselves, and taking their emotional temperature.
- Social Strategies: Students ask questions to clarify and verify. They cooperate with peers in small group or paired activities. Students will empathize with others.

### **Multiple Intelligence:**

- Verbal/Linguistic Intelligence: Students are encouraged to use their verbal/linguistic intelligence throughout the cooking lesson.
- Spatial/Visual Intelligence: Students are able to visualize through the use of pictures, books, poems, recipes and regalia to improve understanding.
- Logical/Mathematical Intelligence: Students use materials to represent a story, recipe or poem. They also practice by using patterns.
- Kinesthetic Intelligence: Students use their body movements for learning activities through games, songs, preparing recipes, and pantomime.
- Musical Intelligence: Students sing and listen to music from Mexico.
- Intrapersonal Intelligence: Students learn through the use of self-made recipes.
- Interpersonal Intelligence: Students are encouraged to interact with peers by participating in small groups, pairs, or whole class recipe activities.

### **Standards:**

- Goal 1: To use English to communicate in social settings:
  - Standard 1 Students will use English to participate in social interactions.
  - Standard 2 Students will interaction, through, and with spoken and written English for personal expression and enjoyment.
  - Standard 3 Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas:
  - Standard 1 Students will use English to interact in the classroom.
  - Standard 2 Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
  - Standard 3 Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English socially and culturally appropriate ways:

- Standard 1 Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- Standard 2 Students will use nonverbal communication appropriate to audience, purpose, and setting.
- Standard 3 Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

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Beierle, Marlene & Lynes, Teri. *Book Cooks: Literature-Based Classroom Cooking*. Cypress, California: Creative Teaching Press, Inc., 1992.

McCulloch, Julie. *A World of Recipes: Mexico*. Chicago, Illinois: Reed Educational & Professional Publishing, 2001.

Robins, Deri. *The Kids' Around the World Cookbook*. New York, New York: Kingfisher, 1994.

**SAMPLE RECIPE SHEET:**

**FROM THE KITCHEN OF:** \_\_\_\_\_

**RECIPE:** \_\_\_\_\_

**SERVES:** \_\_\_\_\_

**INGREDIENTS:**

_____	_____
_____	_____
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**DIRECTIONS:**

**Preheated oven temperature** \_\_\_\_\_

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## Lesson 11: Celebrating a Birthday the Mexican Way

### **Brief Description:**

In this lesson students learn about the importance of a Hispanic girl's 15<sup>th</sup> birthday. They will learn what a Quinceañeras celebration is like. Students will have the opportunity to imagine through a creative writing activity what their Quinceañeras celebration would be like and be able to change some of the traditional activities.

### **Objectives:**

1. Students will learn the history behind the Quinceañeras celebration.
2. Students will learn where the name "Quinceañeras" came from.
3. Students will understand the importance of the 15<sup>th</sup> birthday to Hispanics through what it symbolizes to them.
4. Students will learn Spanish vocabulary that relates to the Quinceañeras.
5. Students will write a creative story using the information they learned, about how they would like their Quinceañeras celebration to be. (Adaptation for boys: They write about how they would like their 15<sup>th</sup> birthday to be celebrated, and explain what each part of the celebration symbolizes.)

### **Materials:**

- Chart paper/Marker
- Background information sheet
- Paper/Pencils
- Photographs on internet

### **Anticipatory Set:**

The teacher leads the students in a discussion about ways we celebrate our birthdays and lists the responses on chart paper. At the end of the lesson, a Venn Diagram will be created using this information.

### **Procedure:**

- The teacher reads the attached story that describes a typical Quinceañeras celebration. As each Spanish word is read, the teacher writes it and what it means in English on chart paper. \*If you have access to the internet, students can view pictures of girls dressed up for their celebration at: [www.rangefindermag.com/magazine/archives/Jan03/quinceaneras.tml](http://www.rangefindermag.com/magazine/archives/Jan03/quinceaneras.tml)
- The class shares what they liked and didn't like about the Quinceañeras celebration.
- Students close their eyes to imagine what their Quinceañeras celebration would look like and what they would change or add from the traditional celebration. (Adaptation for boys: They imagine how they would like their 15<sup>th</sup> birthday to be celebrated, and what each part of the celebration symbolizes.)
- Students write a creative story about the celebration they imagined, including at least 3 parts of the traditional Quinceañeras celebration. (Adaptation for boys: They write about how they would like their 15<sup>th</sup> birthday to be celebrated, and explain what each part of the celebration symbolizes.) \*ELL students may write in their native language if they are not confident enough in their English written language.
- Students make a list of the Spanish vocabulary words and their English translation.
- The class will take the information they learned and the information from the chart made at the beginning of the lesson (about how they celebrate birthdays), and use it to make a Venn Diagram. One circle will have the ways we typically celebrate birthdays, the other circle will

have the ways a Quinceañera is typically celebrated, with the ways in common in the overlapping parts of the circles.

**Homework:**

- Students will take home their list of Spanish words and share with someone what a Quinceañera celebration is, using the vocabulary list to remind them of what they learned.

**Assessment:**

- Students will have written a creative story that includes 3 parts of a Quinceañera celebration in it.

**Adaptations for ELL Students:**

- Using Spanish vocabulary helps Spanish speaking children learn the equivalent English vocabulary.
- Teaching Spanish vocabulary lets the Spanish speaking children have something they are confident in, drawing them in to participate more.
- Whole class activities allow ELL students to learn from others.
- Allowing ELL students to write in their native language reduces their anxiety and makes them more willing to complete the assignment.

**Direct Learner Strategies:**

- Memory – Students use imagery when writing their story; place new Spanish words into context; and associate/elaborate on the ways we and the Hispanics celebrate.
- Cognitive – Students receive and send messages; analyze and reason; and highlight through their story.
- Compensation – Students are given the choice to use their native language and select the information used in their story.

**Indirect Learner Strategies:**

- Metacognitive – Students link with already known material; pay attention; organize their planning for their story and practice.
- Affective – Students take risks wisely and can choose how they want to participate in class discussion, either listening or talking.
- Social – Students can ask questions if they are unclear on something; cooperate with others and empathize by developing cultural understanding.

**Multiple Intelligence Strategies:**

- Verbal-Linguistic – Students show their knowledge of the subject through writing a story.
- Spatial – Students create and read a Venn Diagram, and imagine what their celebration would be like.
- Interpersonal – Students share out loud with the class.
- Intrapersonal – Student work alone on their story.

**Standards:**

- Goal 1: To use English to communicate in social settings  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety, register, and genre.  
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

## References:

<http://city.netmio.com/quinceanera/0,2025,ID229-LGen-CI4,00.html>

<http://www.rangefindermag.com/magazine/archives/Jan03/quinceaneras.tml>

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[www.sanbenito.k12.tx.us/schools/mjms/projects/festivals/quince.html](http://www.sanbenito.k12.tx.us/schools/mjms/projects/festivals/quince.html)

<http://www.tsha.utexas.edu/handbook/online/articles/view/QQ/ldq1.html>

## The Quinceañera Celebration

The Quinceañera celebrates a girl's coming of age on her 15th birthday (also called her Quince Años). It's a tradition celebrated throughout Latin America, and in Hispanic communities around the world. This is an important moment in a young woman's life, considered to be as important as her wedding day.

The roots of the celebration lie with the indigenous peoples of Latin America. In the Mayan and Aztec cultures, a girl nearing the age of 15 was taken from her family to prepare to enter womanhood and marriage. She would learn the history and traditions of her people. Other lessons included how to be a responsible adult in the village and a good wife in marriage. When the girl returned to her community, she entered as a woman, an occasion of great celebration. When the Conquistadors arrived, the Quinceañera tradition was integrated into the Catholic religion. 400 years later, it remains a rite of passage from childhood to adulthood.

Today, rather than be taken from their families, the girls prepare for adulthood by attending classes and group discussions on religion, family, and adulthood, often for six months or longer. Preparations for the Quinceañera event will begin up to two years in advance.

The modern Quinceañera greatly resembles a wedding. The girl wears a long gown of white or pastel colors (such as pink or lavender), with gloves, flat shoes, and a tiara, and carries a bouquet of flowers. Relatives and friends arrive with gifts in the morning. Musicians play music and Las Mananitas, a birthday song. Then friends and family go to the church for a special birthday mass.

Fourteen couples walk down the aisle, each representing one year of the girl's life. The boys are called "chambelanes" and the girls are called "damas". She is escorted down the aisle by her parents. The girl renews her baptismal vows. The godparents and sponsors present the quinceañera with six gifts including her dress; a medallion to remind her of the Virgin Mother's example; a ring to signify God's unending love; and a candle representing her promise to be a light of Christ. During the hour-long mass, those selected will speak and make special presentations of gifts. The bouquet is given in gratitude to the Virgin Mary, and the girl ends the mass with a traditional speech.

After mass, there is a party with Mariachi and modern music, food, and dancing.

Traditional foods served are mole, rice, chicken or turkey, tamales, and a large cake. During the party, the young woman will present her younger sister with a porcelain doll, representing that she has entered the next stage of her life and is leaving childhood to her sister. Her father will change her flat shoes into shoes with heels, symbolic of his acceptance that she is now a young lady.

### **The Dance**

The first "vals" (waltz) will be performed by the young lady and her father. After that dance, he will escort her to her chambelan (boyfriend), so that they may dance. After this day, she will be allowed to have boyfriends and go out on dates.

In the United States, the typical Quinceañera celebration costs many thousands of dollars. In Mexico and Central America, the celebration is simpler than in the United States and the religious aspect is taken more seriously than the actual party itself. Wherever it is held, the cost is shouldered by the girl's extended family. Aunts, uncles, grandparents, parents, and cousins will donate items, time, and money. It is considered an honor to be asked to participate. More than just a birthday party, this is a celebration of womanhood which helps the young woman prepare for the responsibility that comes with growing up.

### **VOCABULARY:**

Quinceañeras – a celebration for a Hispanic girl's 15<sup>th</sup> birthday

Quince Años – fifteenth birthday

Vals – waltz

Chambelanes – the boys that are part of the couples that represent the girl's life

Damas – the girls that are part of the couples that represent the girl's life

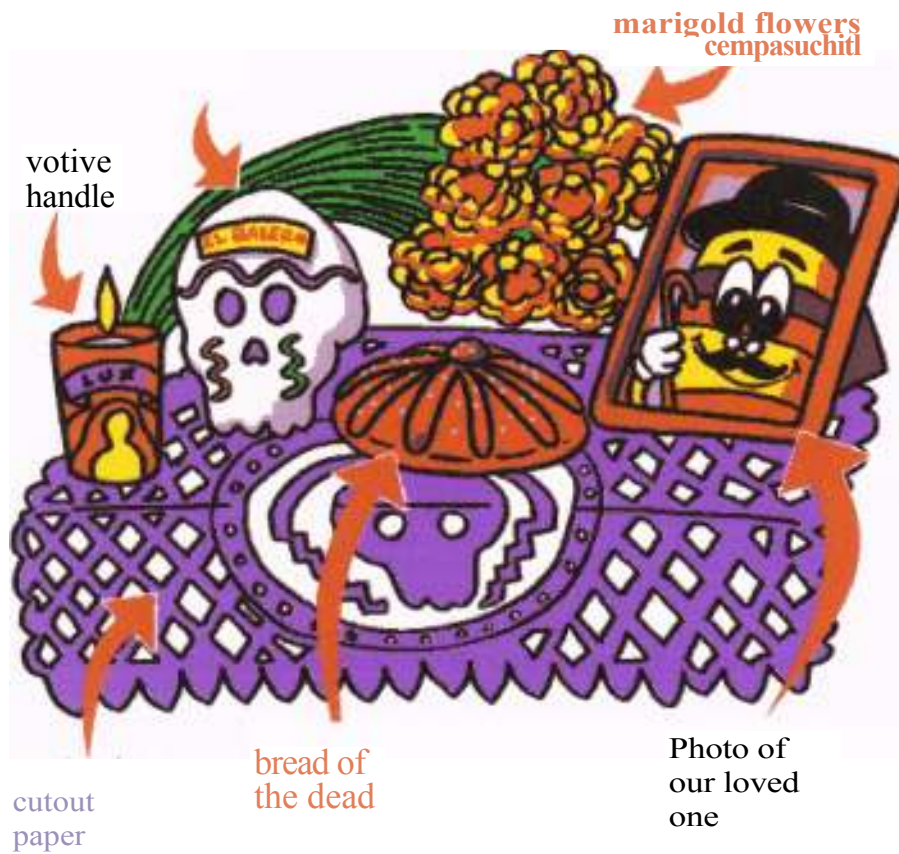
Chambelán – the girl's 'escort' that she dances with





# Day of the Dead

[http://www.elbalero.gob.mx/kids/about/html/holidays/altar\\_kids.html](http://www.elbalero.gob.mx/kids/about/html/holidays/altar_kids.html)



## **Lesson 12: Celebrating the Day of the Dead**

### **Brief Description:**

In this lesson students are introduced to a holiday called Day of the Dead. They learn about how and why it is celebrated. Students get to draw an altar in remembrance of someone close to them that has died.

### **Objectives:**

1. Students will be able to tell what the Day of the Dead is.
2. Students will learn the traditions and ways of celebrating the Day of the Dead.
3. Students will create an altar like those used for the Day of the Dead.

### **Materials:**

- Hispanic Holidays By Faith Winchester
- El Día de los Muertos by Mary Dodson Wade
- World Holidays: A Watts Guide for Children By Heather Moehn
- Facts worksheet
- Marigold flowers (optional)

### **KWL Chart:**

The teacher leads the students in filling out the K (know) and the W (want to know) on the KWL chart about the Day of the Dead. The L (learned) will be filled out at the end of the lesson. (Layout of a KWL chart is attached.)

### **Procedure:**

- The teacher reads El Día de los Muertos to the class; pg. 15 in Hispanic Holidays; and pg. 22 in World Holidays: A Watts Guide for Children. These provide information on the Day of the Dead. \*If you have Marigold Flowers, allow the students to smell them.
- Students use the information learned to fill in the blanks on the facts worksheet. It may be better for some classes if they had the worksheet while you read so they could fill in the blanks as you read the information, or you may want to allow students to do the worksheet in pairs.
- After the worksheet is completed, the teacher leads the class in a discussion about the Day of the Dead, focusing on the tradition of decorating an altar. There is an example other students have made to show the class.
- The teacher makes a list for the students to see of what they need to include on their altar. (You can add/change what is on the sample depending on the students' ability.) Students draw a diagram of an altar celebrating someone close to them that has died. (If they do not have anyone in mind, some alternatives are for them to make one honoring a famous person or to make one to honor themselves.) They label and color each item. \*ELL students may label their items in Spanish.

**Homework:**

- Students take their diagram of an altar home and have family members help them add/change items on it.

**Assessment:**

- Students will have correctly filled out the worksheet, showing they learned the main points.
- Students will have made and labeled a diagram of an altar to honor someone deceased for the Day of the Dead.

**Adaptations for ELL Students:**

- Allowing students to fill out the worksheet with a partner allows for cooperative learning, providing extra support.
- ELL students benefit from subject matter information being presented in spoken and written form.
- ELL students have the choice of using their native language or second language to complete the diagram.

**Direct Learner Strategies:**

- Memory – Students use imagery and keywords in creating their altar; review the information learned through the worksheet.
- Cognitive – Students practice; analyze and reason; and summarize to complete the worksheet.
- Compensation – Students can use their mother tongue on the diagram; get help from a partner on the worksheet; use linguistic and other clues to understand the information presented.

**Indirect Learner Strategies:**

- Metacognitive – Students use purposeful listening, speaking, and writing to complete the assignments; center learning by linking with already known material and by paying attention.
- Affective – Students lower their anxiety by relaxing; they do their best and reward themselves for it; they share their feelings with their partner.
- Social – Students ask questions for clarification, verification or for correction to complete the assignments; cooperate with proficient users of the language to complete the worksheet.

**Multiple Intelligence Strategies:**

- Linguistic – The students write the correct answers on the worksheet after listening to the teacher give the information.
- Spatial – Students design an altar and draw a diagram of it.
- Interpersonal – Students work with their partner on the worksheet.
- Intrapersonal – Students create and complete their altar diagram on their own.

**Standards:**

- Goal 1: To use English to communicate in social settings  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety, register, and genre.  
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

Moehn, Heather. *World Holidays: A Watts Guide for Children*. Danbury, Connecticut: Franklin Watts, 2000.

Wade, Mary Dodson. *El Día de los Muertos*. Danbury, Connecticut: Children's Press, 2002.

Winchester, Faith. *Hispanic Holidays*. Mankato, Minnesota: Capstone Press, 1996.

[www.elbalero.gob.mx/kids/about/html/holidays](http://www.elbalero.gob.mx/kids/about/html/holidays)

[www.art.unt.edu/ntieva/news/vol\\_7/issue3/96falp10.htm](http://www.art.unt.edu/ntieva/news/vol_7/issue3/96falp10.htm)

[www.public.iastate.edu/~rjsalvad/scmfaq/muertos.html](http://www.public.iastate.edu/~rjsalvad/scmfaq/muertos.html)

Name \_\_\_\_\_

### DAY OF THE DEAD FACTS

1. The Day of the Dead is celebrated on \_\_\_\_\_ and \_\_\_\_\_.
2. People use \_\_\_\_\_ to decorate the graves and so the souls can follow the scent to find their way home.
3. The Day of the Dead celebrates and honors \_\_\_\_\_.
4. People make an \_\_\_\_\_ (ofrendas in Spanish) in their homes to welcome back the souls of a person that has died.
5. Pan de muerto is \_\_\_\_\_.
6. Name three things that are done at the cemetery.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Is the Day of the Dead a sad or joyful celebration? \_\_\_\_\_
8. What are Calaveras? \_\_\_\_\_

**Lesson 13:**  
**Creating a Sugar Skull, a Mexican Work of Art**

**Brief Description:**

In this lesson students will learn the symbolism of Sugar Skulls, a traditional folk art from Mexico. They will learn how to make a sugar skull and then make their own.

**Objectives:**

1. Students will be able to explain the symbolism behind the Sugar Skulls.
2. Students will learn how to make a Sugar Skull and decorate it.
3. Students will have created a Sugar Skull.

\*This is a lesson from the internet and is very detailed. It includes the materials and procedure. Unfortunately the pictures did not transfer from the website. You can go to: <http://www.mexicansugarskull.com/mexicansugarskull/recipe.htm> to see the pictures.

Another great site to see sugar skulls decorated differently is: <http://muertos.palomar.edu/dayofthedead.htm>

There is no homework for this lesson.

# Sugar Skull Making Instructions

Celebrate Day of the Dead with your own sugar skulls!

Sugar Skulls are a traditional folk art from Southern Mexico used to celebrate Day of the Dead. Mounds of colorful sugar skulls are sold by Indian vendors in open air village markets during the week preceding the holiday. Spirits of the dead are welcomed back to their homes with beautifully decorated altars made by their loved ones. Sugar skulls, marigolds, candles, incense and special foods adorn home altars. Families take the flowers and sugar skulls to the cemetery to decorate the tombs on November 2. Sugar skulls are colorfully decorated with icing, pieces of bright foil, colored sugars and usually bear the name of the deceased loved one being honored. They are easy to make by children and adults, and if kept dry, they can last a year.

**Make sugar skulls as part of your family tradition to remember your dear, departed loved ones.**

## SUGAR SKULLS:

**CAUTION:** Do not make sugar skulls on a rainy or high humidity day. They will not turn out.

**Mix together well in large bowl:** 1 teaspoon Meringue Powder for every cup of granulated sugar used.

**Step 1:** Mix dry ingredients well.

**Step 2:** Sprinkle sugar mixture with 1 teaspoon water per cup of sugar used.

Variation: Colored Skulls Most people prefer white skulls the first time they make them, but if you'd like colored sugar skulls, add paste food coloring TO THE WATER.

For a 5 pound bag of sugar, use 1/4 cup meringue powder

and 10 teaspoons of water. Yield 5 large skulls or 20 medium skulls or 100 mini skulls or any combination.

For a 10 pound bag of sugar, use 1/2 cup meringue powder and 7 Tablespoons water. Yield 10 large skulls or 40 medium skulls or 200 mini skulls or any combination.

### Yield Table

Mold Size	# of Skulls	Sugar (pounds)	Meringue Powder	Water (Tablespoons)
Large	10*	10 #	1/2 cup	7 T
Medium	40	10 #	1/2 cup	7 T
Mini	200	10 #	1/2 cup	7 T
.	.	.	.	.
Large	5*	5 #	1/4 cup	3 T
Medium	20	5 #	1/4 cup	3 T
Mini	100	5 #	1/4 cup	3 T

5 pounds of sugar = approx. 10 cups

10 pounds of sugar = 21 cups

### Meringue Powder Conversion Table

Weight	Cups (approx.)	Tablespoons	Teaspoons
4 oz. Jar	1 cup	16 T	48 t.
8 oz. Jar	2 cups	32 T	96 t.
1 lb. Bag	4 cup	64 T	192 t.

**Meringue Powder is a "Must" and cannot be omitted.** It is difficult to find, but may be ordered in 4 oz, 8 oz or 1 pound packages on our [Order Page](#). Meringue powder is what makes the sugar and the icing hard. Its main ingredient is powdered dry egg whites & starch, but it also includes vegetable gum, cream of tarter, calcium lactate, malic acid & sodium aluminum sulfate. It's totally edible.

**POWDERED SUGAR FOR ROYAL ICING** 1 Pound Box - 3 1/2 cups: 2 Pound Bag - 7 cups (do not sift Powdered Sugar)

**Measurement:** 3 teaspoons make a Tablespoon: 4



Tablespoons make 1/4 cup.

But on this website, 7 Tablespoons (21 teaspoons) of Meringue Powder = 1/2 cup! (Please don't E-mail me on this!) Sugar Skull making is not an exact science... we like easy measurements! Especially when measuring with kids.

Mix well with hands until every bit of sugar is moistened. If your fingerprints remain when you squeeze the sugar in your hand, it is ready to mold. (Right)  
It should feel like cool "beach sand." If it doesn't hold together, mixture is too dry. (Left)

Remember, water sinks, so keep the sugar mixture mixed up frequently as you make your sugar skulls.

**To Mold:** Pack sugar mixture FIRMLY into mold with special attention to chins & edges. Use a straight edge to scrape the back of the mold flat. Pack down some more until perfectly tight. Place a stiff cardboard square (approx. 5" x 6") over mold and invert immediately. Lift mold off carefully. Throw any "mistakes" back into your bowl, stir up and try again. If mix is too dry, spritz with a water bottle.

**Tip:** If all the sugar mixture does not fall out of mold easily, it is too wet. Re-mix with a bit more sugar. Handwash and dry your mold after every 5 skulls to avoid sticking. Most Sugar Skull makers will have a collection of molds to make the molding process more enjoyable.

**To Dry:** All sizes of the molded sugar skulls need to air-dry on their card boards from 8 hours to overnight. Medium and Mini skulls may be decorated after they are completely dry.

Large skulls require a few more steps. They are a 2-piece mold, and must be "scooped out" after they dry for 8 hours. When the skulls feel dry enough to handle, hold skulls carefully and hollow both the back and the front out with a spoon, leaving the skull wall 1/2" thick. Do not scoop out the neck area.

Set the hollowed skulls upside down to continue drying until totally dry. (Approx. 12 hours.) When completely dry, dust off and assemble the front and back of the skull with a 1/4" bead of thick royal icing, either applied with a knife or squeezed from an icing bag (one side only). Align points on the back of the skull with the sides of the neck, and press the two sides together until they are firmly connected. The icing will ooze out a little. Drag your finger over the seam to remove excess icing. Try to do this with just one pass--touching the skull too much will make the icing look bad. Drag your finger across the base of the neck crack to remove excess icing. Lay skull aside to dry. When seam is dry, about 2 hours minimum, it is ready to decorate.

**Tip:** When assembling the Large skull, if the two pieces of the skull are sliding around, your royal icing is too wet. Add a Tablespoon of powdered sugar to

your icing, to stiffen it up a bit.

Tip: The sugar "scoopings" from Large Skulls will net about 50%. Sugar will be soft and moist and may be made into smaller skulls. This moist sugar may be stored in plastic tightly-topped box for a day or two. When you're ready to use sugar, give it the hand-squeeze test. If too dry, spritz with the water bottle until it holds together again. Tip: When assembling the Large skull, if the two pieces of the skull are sliding around, your royal icing is too wet. Add a Tablespoon of powdered sugar to your icing, to stiffen it up a bit.

#### ROYAL ICING RECIPE

MIX: 2/3 cup water, 1/2 cup Meringue Powder and 2 pounds Powdered Sugar with an electric/stand mixer until icing peaks (about 9 minutes!) Don't mix up more than 2# at a time. Keep in a tightly covered container. DO NOT REFRIGERATE. Royal icing is a cement type icing used for gingerbread house construction. It isn't very tasty, but it is strong, dries pretty and lasts. Use ONLY concentrated paste food colorings (NOT liquid food coloring from the grocery store!) Yes, we have 12 great colors on the Order Page. Mix icing & paste colors in disposable cups. Use pastry bags and metal decorating tips if you are a pro or into cake decorating. Yes, we have great disposable pastry bags on the Order Page! Or, substitute a Ziploc freezer bag for a pastry bag and make a very small snip in the corner of the bag. Add 2-3 ounces of Royal Icing (no more than 1/4 full). Squeeze to decorate. Calculate each 5 pounds of sugar skulls will need 2 pounds of powdered sugar Royal Icing. Most skull makers prefer 5-6 paste colors to decorate with, and at

least one pack of colored tin foil. Yes, we have tin foil in deep Purple, Magenta, Orange, Gold and Red-- Order Page.

Tip: The sugar "scoopings" from Large Skulls will net about 50%. Sugar will be soft and moist and may be made into smaller skulls. This moist sugar may be stored in plastic tightly-topped box for a day or two. When you're ready to use sugar, give it the hand-squeeze test. If too dry, spritz with the water bottle until it holds together again.

**ALL SKULL SIZES:** Have fun decorating your skulls with colored Royal Icing, sequins, feathers, beads, even earrings made from soda pop tops. Colored foil and icing are how Mexican sugar skulls are decorated. Foil is pasted down with icing, and is great for making crowns, crosses, hearts, shiny eyes or even pipes. Labels, wrappers, trinkets and shells can personalize a skull in memory of your dear, departed loved one. Be creative. Have fun. Kids down to kindergarten have fun decorating sugar skulls. If youngsters don't have the coordination to use a pastry bag, let them "Finger-paint" with the colorful icing.

Can you eat the Sugar Skulls??? There is nothing that will make you sick in Sugar Skulls except for the tin foil and other decorations. However, after all the handling that is done to make them, they aren't very clean! So, NO, you shouldn't eat a sugar skull. They are for decorative purposes only.

#### **MATERIALS NEEDED:**

Sugar Skull Molds  
Granulated Sugar  
Powdered Sugar  
Meringue Powder  
Decorations, Colored Tin Foils, Paper Flowers,  
Sequins, etc.  
Corrugated Cardboard squares, (one for each piece  
made)  
Some 6"x6" for large skulls, Some 3"x4" for medium /  
mini skulls  
Large Metal bowl  
Measuring Spoons  
1 cup liquid measuring cup  
1/4 c. dry measuring cup  
Plastic spray bottle for water  
electric / stand mixer  
16 oz. Solo plastic cups  
Butter knives or tongue depressors for mixing color  
into icing  
Pastry Bags  
Paper Towels  
Hose to wash down sugar encrusted children!

**Tradition:** The traditional Mexican sugar skull is being placed on the home altar or the tomb to honor a deceased loved one. It decorates the altar and make it a happy place for the spirit to visit. Names of the loved one is usually written on the skull with icing in the market by the sugar skull maker. You can customize your skulls with characteristics that you remember-- like a tin foil pipe for Grampa Joe who smoked a pipe on the porch after dinner.

**Sugar Skull Decorating Party** - If you're having a party, make up your skulls ahead of time. Prepare your icing and have it ready in bags... Cover your tables, lay out all the icings and decoration supplies, and play Mexican music! Margaritas??? No, not on our Order Page!

## **TEACHER TIPS: What Size should my class make?**

We recommend the medium skull for K-3, if you want the students to actually make the skulls. 3rd grade to adult can make the 2 piece, Large skull. All ages prefer to decorate the large skull to the smaller sizes. We do not recommend the mini skull for classroom use. The advantage to the medium skull is that you can make it today, and it's dry and ready to decorate tomorrow. The large skull requires scooping, assembly and more time for drying... which generally takes one extra day. Large skulls require more sugar than mediums, so consider this if cost is an issue. The charts below will help you determine the product necessary for your classroom project. Or, Email me with the details, and I will be happy to figure it up for you.

**\*DO NOT ATTEMPT TO MAKE SUGAR SKULLS ON A HUMID DAY.** That means Rain, Rain tomorrow, or yesterday. Sugar freaks out around damp air and the skulls won't dry right, stick right, or hold the icing on. Check your weather forecast.

If you were to have an unexpected rain storm in mid-project, the only tip I can give you is to pray. Then, see if you can "candle" the skulls in a low oven (150 degrees) for 15 minutes. Lay them on cookie sheets covered with thick newspapers to wick the moisture from the skulls. If they don't scorch, you may have fooled Mother Nature. Turn the oven off, and let the skulls sit in the oven over night.

Tip #1 Make a batch of Sugar Skulls at home before trying it in the classroom

Tip#2 Kindergarten - 3rd graders generally cannot mold the sugar skulls without lots of one-on-one assistance from teacher/parents/aides. But it can be done successfully! Teachers may prefer to make the skull blanks at home (a great job for a teacher's aide or overzealous parent volunteer!) Then bring them into the classroom ready to decorate. If dexterity is an issue with the icing bags, the project can be lots of fun to decorate the skulls with white glue, feathers, sequins, foil, beads, glitter and other "found" objects.

Tip#3 3rd grade and above are able to do the entire sugar skull project... but the molding can get messy. If weather permits, take tables out to the grass and mix and mold the sugar outside. Take a large lined trash can, and plenty of paper towels.

Tip#4 A bucket of water serves as a nice hand washing set up if a sink is not available in the classroom.

Tip #5 Always make a few extra sugar skulls to cover for any accidents that might occur.

Tip#6 If making the Royal Icing in the classroom, use a stand Kitchen Aid type mixer for safely. Remember to beat the icing a full 9 minutes. Icing for Assembly of the skulls needs to be a little thicker than the colored icing for the pastry bags...

Tip#7 For younger kids who might have trouble handling the "squeeze" of the icing bags, they can get beautiful, colorful results by finger-painting the icing on with their fingers. Cut tin foil can be patted down on tip of wet icing.

## **Classroom Timing:**

Medium and Mini skulls can be mixed and molded today, air-dried tonight, ready for icing tomorrow. 2 days, approx. 50 minute sessions for 1-2 skulls per student.

**Large Skulls:** Generally, take 3 days, unless creatively choreographed with after school helpers.

**Day 1:** Mix the sugar and mold the skulls early in the morning. Late in the day, if the skulls have hardened a little, scoop them out. Save the scoopings to mold smaller skulls. If you get a late start, the skulls may be scooped out early the next morning. If it is warm or very dry, cover with plastic wrap so skulls dry out slower. Let the skull halves dry, upside down, overnight. 12-14 hours is usually OK between molding and scooping.

**Day Two:** Large skulls are ready to be assembled. You need some white icing today for assembly. Let skulls dry until late in the day, or preferably, tomorrow. Have a small group mold medium and mini skulls from the saved "scoopings" from yesterday.

**Day Three:** Today, the large skulls and the smaller skulls made from scoopings will be well dried, and ready for Icing. This is the real fun day ... Make it a Friday... and hose the kids down with a hose before they go home!

Tip: Let the skulls dry at least 1 day in the classroom before the student tries to take it home. Skulls will be very hard and set up in about 24 hours . If kept dry, skulls will look good for up to 2 years!

**Problems With Concerned Parents:** Some schools have had parents who object to sugar skull making in the classroom for religious reasons. If you are in a school where you anticipate this type of problem, you may want to send home a Day of the Dead information sheet explaining the multicultural nature of the project. Assure the parents that this is not Satanic in any way. Invite the parents to the decoration day. Feel free to Email me if you want to discuss this further.... I've heard just about everything!!!

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**Assessment:** Students will have followed directions and made a sugar skull and decorated it.

**Adaptations for ELL students:**

- Students are able to use visuals to understand the directions.
- Hands-on activity allows students to concentrate on the project, not the language, which leads to active participation.

**Direct Learner Strategies:**

- Memory – Students use imagery to help them make their skulls.
- Cognitive – Visuals help the students get the idea quickly; allows them to receive and send messages.
- Compensation – Students can avoid verbal communication in this activity; use mime or gesture; and get help.

**Indirect Learner Strategies:**

- Metacognitive – Students have to pay attention so they understand the process of making the Sugar Skull; They use purposeful listening to arrange, plan, and learn.
- Affective – Art is usually in a relaxed environment, allowing socializing and laughter.
- Social – Students can ask questions if they do not understand the directions; cooperate with peers to share the materials and get help; develop a cultural understanding of the tradition of using Sugar Skulls.

**Multiple Intelligence Strategies:**

- Spatial – Students are able to create a Sugar Skull and decorate it however they want.
- Kinesthetic – Students are able to move around, touch and talk during the project.



- Interpersonal – Students can compare, share ideas, and cooperate as they make their skulls.

**Standards:**

- Goal 1: To use English to communicate in social settings  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety, register, and genre.  
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

[www.mexicansugarskull.com/mexicansugarskull/recipe.htm](http://www.mexicansugarskull.com/mexicansugarskull/recipe.htm)

<http://muertos.palomar.edu/dayofthedead.htm>

## Lesson 14:

### **Playing Dominoes, a Popular Game**

#### **Brief Description:**

Students learn their numbers in Spanish from 11-20. In pairs, they practice their thinking skills and solve addition problems up to 20. In groups of four, they play dominoes with each other, saying the numbers on their tiles in English and Spanish.

#### **Objectives:**

1. Students will review their counting skills in English up to 20.
2. Students will learn to count from 11-20 in Spanish.
3. Students will solve addition problems up to 20.
4. Students will learn the rules of playing dominoes and demonstrate that they know how to play the game.
5. Students will learn to help each other by working together in pairs and in small groups.

#### **Materials:**

- Poster Board/Marker
- *Rock 'Learn Spanish, vol. 1*, CD available at <http://www.rocknlearn.com>
- Classroom sets of double-nine dominoes for each pair of students information available at <http://www.learningresources.com>
- Paper and pencils for writing the numbers from 11-20 in Spanish and for writing addition sentences
- Paper and crayons for homework assignment

#### **KWL Chart:**

The teacher divides the poster board into three sections the long way. She tells the students that first she will lead them in making a list of the information they already know. She includes the following: We can count to 20 in English; we can solve problems up to 10; and we know our addition combinations up to 20 in English.

In the second section, the teacher writes what the students still need to know. She includes these items: We need to learn the names of the numbers in Spanish from 11-20, continue to practice our addition combinations up to 20, and learn the rules for playing the game dominoes.

In the third section, the teacher lists the categories of skills that the students will use. She includes the areas of math, problem solving, thinking, and memory.

#### **Procedure:**

- The teacher plays the CD, *Rock 'N Learn Spanish*, which includes a chant for the numbers from 11-20. The students chant along with the recording.
- The teacher asks the students to complete a paper where they write the names of the numerals from 11-20 in Spanish. They may refer to this paper as they complete the rest of the lesson.

- The teacher divides the students into pairs and provides a bag containing a set of double-nine dominoes to each pair.
- The teacher asks each pair of students to practice their addition skills by pulling a single domino out of their bag. The students take turns saying, then writing, the addition sentence for each domino. For example, a tile with 3 dots and 7 dots equals 10. They repeat the problem by saying the numbers in Spanish.
- The teacher asks the students to match three dominoes end to end and notice that the end of one domino matches the beginning of the next domino.
- The teacher asks the students to continue this pattern with three, or more, dominoes and challenges them to find the longest train.
- The teacher asks the students to make the shortest and the longest train possible with ten dots and calls on volunteers to show their solutions on the overhead.
- The teacher asks the students to regroup in fours and gives them directions for playing the game of dominoes.
  1. Students turn all dominoes facedown and mix them.
  2. Each student draws five dominoes and stands them on edge.
  3. Students place the remaining dominoes in the “draw” pile.
  4. Play begins when the student who draws the highest double domino places it in the center of the table.
  5. The second student tries to match one of his dominoes to one end or side of the double.
  6. The next student will play to the double domino or try to match the end of the second domino played.
  7. If the students have a double tile, they place it the long way to open up two new ends for play.
  8. Each time students match their tiles, they should say the number in English and Spanish. They may use their Spanish number paper for reference.
  9. If a student cannot match the spots at any open end of a row, he or she draws from the extra dominoes. If that student draws the last domino and still cannot make a match, he or she must pass and try to play on the next turn.
  10. Play continues until one student has used all of his or her dominoes, or until no one can play. The student with no dominoes, or with the least number of spots on his or her remaining dominoes, wins the round.
  11. Older students can subtract the total of their points from the total of each of the other students’ points and score the balance of points from each. Rounds can continue until a player scores 100 points. The game is won by the first person to score 100 or more points.

**Homework:**

- Students write the numbers from 11-20 in Spanish and in English and illustrate them in crayon with the correct number of items.

**Assessment:**

- The teacher asks the students to practice counting in Spanish from 1-20 by going around the room and counting off one by one. She notes those students who are unable to say the correct number.

**Adaptations for ELL Students:**

- Activity based learning is used to introduce and reinforce learning the numbers from 11-20 in English and Spanish.
- Using Spanish and English helps students who speak Spanish connect the name of the numeral in Spanish to the English name.
- Introducing Spanish vocabulary helps ELL students who speak Spanish to participate more fully in class.
- Cooperative learning with students working in pairs, and in small groups, allows them to help each other.

**Direct Learner Strategies:**

- Memory- Students learn the names of the numbers in Spanish from 11-20 and review them in English and Spanish; students absorb and remember the rules for playing a game.
- Cognitive- Students practice their prior and acquired knowledge; learn to understand the number/numeral relationship through analysis and reason; use their thinking skills to solve problems; and act as interpreters for their peers.
- Compensation- Students use linguistic and other clues to learn vocabulary.

**Indirect Learner Strategies:**

- Metacognitive- Students center their learning by paying attention; linking learning to already known material; finding out about math and language learning; and participating in practice.
- Affective- Students lower their anxiety by participating in a game in order to learn Spanish and English.
- Social Strategies- Students ask for clarification and develop a better cultural understanding as they learn to use each other's language.

**Multiple Intelligence Strategies:**

- Logical/mathematical- The teacher helps students make the connection between number/numeral concepts.
- Linguistic- The teacher introduces new vocabulary; the students understand the meanings and respond orally and in writing.
- Visual/spacial- The teacher asks the students to illustrate the numerals by labeling a handout; by matching and naming them when participating in a game; and by drawing the correct number of items for homework.
- Musical- The teacher provides an opportunity for drill and practice through the use of a musical chant.
- Intrapersonal- The teacher provides an opportunity for self-teaching; students learn through participating in a game.
- Interpersonal- The teacher encourages the students to participate in cooperative learning.

**Standards:**

- Goal 1: To use English to communicate in social settings  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety.  
Standard 2: Students will use nonverbal communication.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

Caudle, Brad, musical arranger & Judy, Jean, vocals. *Rock 'Learn Spanish*. CD Cassette & Book, vol. 1. Conroe, Texas: Rock 'Learn, 1993. Information available at <http://www.rocknlearn.com>

Double-Nine Dominoes Game. Vernon Hills, Illinois: Learning Resources, no date. Information available at <http://www.learningresources.com>

Klepper, Nancy & Nolte, Larry, illustrator. *Our Global Village: Mexico*. St. Louis, Missouri: Milliken Publishing Co., 1990.

Strei, Lynita. *Countries and Cultures for Young Explorers: Mexico*. Grand Rapids, Michigan: McGraw-Hill Children's Publishing, 2000.

Thomas, Rose. *Elementary Spanish, Level 1, Homework Booklet*. Grand Rapids, Michigan: McGraw-Hill Children's Publishing, 1993.

## **Lesson 15: Celebrating Mexican Independence Day**

### **Brief Description:**

This lesson is done on the internet. Students will go to the website that has been made for children. It gives information on Mexico. Students will read the information about Mexico's Independence Day and then take a trivia quiz on the website.

### **Objectives:**

1. Students will be able to find the correct website.
2. Students will read and learn information about Independence Day in Mexico.
3. Students will be able to answer the quiz questions over what they read.

### **Materials:**

- Internet access
- <http://www.elbalero.gob.mx/kids>

### **Procedure:**

- Students can work alone or with partners on this activity depending on their ability level. Students will use a computer to get on the internet.
  - They will find the website: <http://www.elbalero.gob.mx/kids>
  - They will need to click on the "About Mexico" button on the left hand side.
  - This will direct them to another page. They will click on: "Independence Day, Try our trivia test" on the right hand side.
  - That will lead them to an informational page on Independence Day in Mexico. At the end of the text, they click on the trivia test button.
  - The trivia test consists of 8 questions. It gives immediate feedback after each question is answered.
  - Students write down the questions they missed and what the correct answer was.
- \*\*There is a lot of information on this website about Mexico. If there is time, allow students to explore other sections of it.

There is no homework for this lesson.

### **Assessment:**

- Students will have found the correct website.
- Students will have navigated within the site to the correct destination.
- Students will have read and answered the questions correctly on Mexico's Independence Day.

### **Adaptations for ELL Students:**

- Students can work with a partner which would provide help in using the internet and reading the text.
- Students can explore other parts of the website in Spanish. (The assignment is not available in Spanish.)

**Direct Learner Strategies:**

- Memory – Students create mental linkages with the material; use keywords to help them understand the text.
- Cognitive – Students practice; translate; create structure for input and output.
- Compensation – Students can guess intelligently on the quiz; get help from their partner; or use synonyms to explain what they are trying to convey.

**Indirect Learner Strategies:**

- Metacognitive – Students can use prior knowledge to link to the new material; and use purposeful reading to understand the material.
- Affective – Students can take risks wisely, allowing their partner to help them; and use positive statements when they get a question correct on the quiz.
- Social – Students can ask questions and cooperate with their peers to understand and complete the assignment.

**Multiple Intelligence Strategies:**

- Linguistic – Students read the information on the website and talk about it with their partner.
- Interpersonal – Students can interact with their partner to share ideas and ask questions of each other.
- Kinesthetic – Students use a computer and computer mouse to complete the assignment.

**Standards:**

- Goal 1: To use English to communicate in social settings  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety, register, and genre.  
Standard 2: Students will use nonverbal communication appropriate to an audience, purpose, and setting.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

<http://www.elbalero.gob.mx/kids>

## LESSON 16: Preparing *Tortillas*

### Brief Description:

The students will prepare *tortillas*. In Mexico, people eat *tortillas* with many different meals. Sometimes they are served as a side dish, but often they form part of the meal itself. Sometimes they are rolled around different fillings.

### Objectives:

1. The children will prepare *tortillas*.
2. The children will read a recipe.
3. The children measure liquid and solid ingredients.
4. The children will prepare and eat their *tortillas*.

### Materials:

- Poster boards
- Markers
- Electric griddle or electric frying pan
- Aprons
- Measuring cups
- Measuring spoons
- Mixing bowl
- Cutting board
- Rolling pin
- Spatula
- Flour
- Salt
- Olive oil
- Water
- Paper plates
- Napkins

**KWL Chart:** The students will start by making a KWL chart using a piece of poster board sectioned off: WHAT WE KNOW about making *tortillas*, WHAT WE WANT TO LEARN about making *tortillas*, and WHAT WE LEARNED about making *tortillas*. Have the students brainstorm what they already know about making *tortillas*. Even if they say something incorrect, write it down - you can always correct it after they learn more. Also at this time, ask and record information about what the children would like to learn about making *tortillas*. Students record what they learned after the lesson.

### Procedure:



## ***TORTILLAS***

*Taco* means snack. In Mexico, *tacos* are made from any available food, wrapped in a soft *tortilla*. The *tortilla* is folded in half and rolled around the filling. To make *tortillas*, corn is first well-soaked in jars of limewater. Then the women grind the wet, softened kernels on a flat stone called a *metate* (meh TAH tay). They add a little water from time to time to keep the corn wet. The corn is ground until it is a smooth, doughy mass. Bits of *masa* (MAH sah) are then patted into round, thin cakes and toasted.

**1. What you need:**

**2/3 cup (100 grams) flour** (plus a few extra tablespoons  
to sprinkle on the cutting board)

**½ teaspoon (2.5 ml) salt**

**2 Tablespoons (30 ml) olive oil**

**4 Tablespoons (60 ml) warm water**

**2. Put** flour and salt into a mixing bowl. Mix in the oil with a spoon, then gradually stir in 4 Tablespoons warm water until the mixture starts to form a dough.

**3. Sprinkle** some flour onto a cutting board. **Knead** the dough until it is smooth.

**4. Divide** the dough into four pieces to make four *tortillas*..

**5. Shape** one piece of dough into a ball, then flatten it.

**6. Sprinkle** some more flour onto the cutting board and onto a rolling pin. Roll out the dough into a circle, until it is as thin as you can make it without breaking it.

**7. Heat** an electric skillet or electric griddle until it sizzles when you sprinkle a drop of water onto it. Put the *tortilla* into the skillet or griddle.

**8. Cook** the tortilla for one minute, then turn it over and cook the other side for 30 seconds. Slide the cooked *tortilla* out of the pan with a spatula onto a plate. (Teacher must supervise or complete the cooking.) **Repeat** steps 5 through 8 with the other three pieces of dough.

**9. Makes 4 tortillas.** allow students time to eat and socialize with other students. Play Mexican music in the background.

**\*\*\*Storing Tortillas\*\*\*** You can store the *tortillas* to use later. Put a square of wax paper between each *tortilla* so that the *tortillas* don't stick together. Allow them to cool, then put the stack of *tortillas* into a plastic bag. They will keep for several days refrigerated.

**Homework:**

- Primary students take their recipe home and discuss *tortilla* making with parents.
- Intermediate students write about making *tortillas* in English or Spanish.

**Assessment:**

- Use of language and sentence construction in personal writing.
- Steps clear in making *tortillas*?
- Did students use the recipe guide from the poster board or their recipe sheet?
- Are students able to measure?
- Were the *tortillas* good to eat?
- Will students make the recipe at home?
- Work products, observation of participation and student self-evaluation.

**Adaptations for ELL Students:**

- Activity based learning is used to introduce students to cooking.
- Cooperative learning provides extra support.

**Direct Learner Strategies:**

- Memory Strategies: Students create mental linkages, applying visual images and sounds, reviewing well, and employing action to enhance their listening comprehension through a book (recipe), singing songs, and playing games (movement).
- Cognitive Strategies: Students practice, send and receive messages, analyze and reason, and create structure for input and output. They write and analyze material when they listen to a story, poem, or recipe.
- Compensation Strategies: Students use linguistic clues to guess intelligently when they solve problems. Students overcome limitations in speaking and writing by selecting the topic, adjusting the message, and using gestures.

**Indirect Learner Strategies:**

- Metacognitive Strategies: Students center their learning, arrange and plan their learning, and evaluate their learning through the use of interrelated lessons. Students relate prior knowledge to new information.
- Affective Strategies: While completing the lesson, students will lower their anxiety by working in small groups or in pairs, encouraging themselves, and taking their emotional temperature.
- Social Strategies: Students ask questions to clarify and verify. They cooperate with peers in small group or paired activities. Students will empathize with others.

**Multiple Intelligence:**

- Verbal/Linguistic Intelligence: Students are encouraged to use their verbal/linguistic intelligence throughout the cooking lesson.
- Spatial/Visual Intelligence: Students are able to visualize through the use of pictures, books, poems, recipes and regalia to improve understanding.
- Logical/Mathematical Intelligence: Students use materials to represent a story, recipe or poem. They also practice by using patterns.
- Kinesthetic Intelligence: Students use their body movements for learning activities through games, songs, preparing recipes, and pantomime.
- Musical Intelligence: Students sing and listen to music from Mexico.
- Intrapersonal Intelligence: Students learn through the use of self-made recipes.
- Interpersonal Intelligence: Students are encouraged to interact with peers by participating in small groups, pairs, or whole class recipe activities.

### **Standards:**

- Goal 1: To use English to communicate in social settings:
  - Standard 1 Students will use English to participate in social interactions.
  - Standard 2 Students will interaction, through, and with spoken and written English for personal expression and enjoyment.
  - Standard 3 Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas:
  - Standard 1 Students will use English to interact in the classroom.
  - Standard 2 Students will use English to obtain, process, construct, and provide Subject matter information in spoken and written form.
  - Standard 3 Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English socially and culturally appropriate ways:
  - Standard 1 Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
  - Standard 2 Students will use nonverbal communication appropriate to audience, purpose, and setting.
  - Standard 3 Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

### **References:**

- Beierle, Marlene & Lynes, Teri. *Book Cooks: Literature-Based Classroom Cooking*. Cypress, California: Creative Teaching Press, Inc., 1992.
- McCulloch, Julie. *A World of Recipes: Mexico*. Chicago, Illinois: Reed Educational & Professional Publishing, 2001.
- Robins, Deri. *The Kids' Around the World Cookbook*. New York, New York: Kingfisher, 1994.

**SAMPLE RECIPE SHEET:**

**FROM THE KITCHEN OF:** \_\_\_\_\_

**RECIPE:** \_\_\_\_\_

**SERVES:** \_\_\_\_\_

**INGREDIENTS:**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**DIRECTIONS:**

**Preheated oven temperature** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Lesson 17:

### **Sponge/Writing Home**

#### **Sponge:**

The teacher reminds the students that Spanish is the language that is spoken in Mexico. Now that the trip is almost over, the teacher asks the students to list on paper as many Spanish words as they can in three minutes. When the time is up, the teacher asks the student with the most words to read his or her list.

#### **Brief Description:**

The “visit” to Mexico has been exciting. The students write and illustrate a message about their trip on a postcard provided by the teacher. They address the cards that will be stamped and mailed to relatives or friends.

#### **Objectives:**

1. Students will remember and describe in writing some of the activities they experienced on their pretend trip to Mexico.
2. Students will conceptualize their feelings regarding their “trip.”
3. Students will compose a short, friendly letter using the appropriate format.
4. Students will demonstrate legible penmanship.
5. Students will demonstrate correct grammar, spelling, and punctuation.
6. Students will learn to help each other by working together in pairs.

#### **Materials:**

- White cardstock that measures 8-1/2 x 5-1/2
- Postcard pattern for transferring to cardstock
- pencil
- crayons or water color paint

#### **KWL Chart:**

The teacher divides the poster board into three sections the long way. She tells the students that first she will lead them in making a list of where they went on their pretend trip to Mexico. In the second section, they will list what they saw and what they did. In the third section, they will list some of the observations, about which they might want to write. They might want to comment on the geography of the country, the activities that were the most different from life in Kansas City, the customs that were the most interesting, or the foods that they sampled and what they liked best.

#### **Procedure:**

- The teacher shows the students some real postcards and explains how to use them.
- The teacher distributes a “postcard” made of cardstock to each student. She tells them that although each student will write a card, they may work together in pairs.
- The teacher directs the students to begin their notes with a greeting.
- Below the greeting, the teacher asks the students to write one or two sentences about what they saw or what they did on their trip followed by one or two sentences about their observations. They can use the KWL chart as reference.

- The teacher directs the students to write a closing and sign their names.
- On the reverse side of their postcards, the teacher asks the students to draw a picture illustrating what they described in their message.
- The teacher asks the students to bring an address to school for the relative or friend to whom they wish to send the card.
- The students complete their card by writing the addresses of their relatives or friends.

**Homework:**

- Students ask their parents for the address of friends or relatives to whom they wish to send a card. Older students copy the address themselves.

**Assessment:**

- The teacher collects the postcards. She rates the student work in the following categories: greeting and closing, address format, grammar, punctuation, penmanship, spelling, and expression of concepts.

**Adaptations for ELL Students:**

- Activity based learning is used to review and summarize the information that they learned on their pretend trip to Mexico.
- Reviewing Spanish vocabulary and Mexican customs helps ELL students who speak Spanish and may have the same, or similar customs, to participate more fully in class.
- Cooperative learning with students working in pairs allows them to help each other.

**Direct Learner Strategies:**

- Memory- Students recall where they went on their trip, what they saw and what they did.
- Cognitive- Students use their prior and acquired knowledge about Mexico, including its geography, its sights, customs, food, and language and act as interpreters for their peers.
- Compensation- Students use linguistic and other clues to learn vocabulary.

**Indirect Learner Strategies:**

- Metacognitive- Students center their learning by paying attention; linking learning to already known material; and conceptualizing what they have learned through writing and drawing.
- Affective- Students lower their anxiety by summarizing information as part of a hands-on activity.
- Social Strategies- Students ask for clarification and develop a better cultural understanding as they learn to use each other's language.

**Multiple Intelligence Strategies:**

- Linguistic- The teacher reviews vocabulary; the students understand the meanings and respond orally and through their written work.
- Visual/spacial- The teachers provides for a written review through the completion of a KWL chart, the written message on the postcard, and the illustration of the message.
- Intrapersonal-The teacher provides an opportunity for students to learn through self-made materials.
- Interpersonal- The teacher encourages the students to help each other by working in pairs.

**Standards:**

- Goal 1: To use English to communicate in social settings  
Standard 1: Students will use English to participate in social interactions.  
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas  
Standard 1: Students will use English to interact in the classroom.  
Standard 2: Students will use English to obtain, process, construct, and provide subjects matter information in spoken and written form.  
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways  
Standard 1: Students will use the appropriate language variety.  
Standard 2: Students will use nonverbal communication.  
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

**References:**

Josel, Carol A.& Josel, Gavrielle. *Ready-to-use ESL activities for every month of the school year*. West Nyack, New York: The Center for Applied Research in Education, 1994.

**K**

**W**

**L**



B I N G O


Christi Clayton  
**Song**

This song is designed for primary age students. Students will learn how to sing “Happy Birthday” in Spanish. It is sung to the same tune as the English version.

Feliz Cumpleanos a tí  
Feliz Cumpleanos a tí  
Feliz Cumpleanos a (nombre)  
Feliz Cumpleanos a tí

Happy Birthday to you  
Happy Birthday to you  
Happy Birthday dear (name)  
Happy Birthday to you

**Sponge**

Students will learn how to count to ten in Spanish. You can make up a tune or chant to do it so they remember it better.

Uno – one  
Dos – two  
Tres – three  
Cuatro – four  
Cinco – five  
Seis – six  
Siete – seven  
Ocho – eight  
Nueve – nine  
Diez – ten

## Game

Students will play BINGO. Important facts and vocabulary will be on the game board. This is a great game to do as a review before a test. I've attached a blank card that you can write the answers to the following questions in the boxes.

When is Mexico's Independence Day? September 16

At what age do girls get a BIG birthday party? 15

When is The Days of the Dead in Mexico? November 1-2

How do you say "seven" in Spanish? Siete

Mexico is in what continent? North America

What country is North of Mexico? United States of America

What is one of the countries that border Mexico besides the USA? Guatemala, Belize

What does "cinco" mean in English? 5

What does "cuatro" mean in English? 4

How do you say "six" in Spanish? Seis

How do you say "party" in Spanish? Fiesta

What city is the largest in the world? Mexico City

What city is closest to California? Tijuana

What is Mexico's national dance called? Mexican Hat

What is the money called in Mexico? Peso; centavo

What does "azul" mean in English? Blue

What does "amarillo" mean in English? Yellow

How do you say "eyes" in Spanish? Ojos

How do you say "hands" in Spanish? Manos

What does "dos" mean in English? Two

How do you say "yes" in Spanish? Sí

How do you say "Feliz Cumpleanos" in English? Happy Birthday

How do you say "eight" in Spanish? Ocho

What does "Espanol" mean in English? Spanish

When is Cinco de mayo? May 5