

El Horno Mágico:

*Step inside the magic oven and prepare for an incredible adventure
through the rich cultures of Mexico and Colombia*

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Portland Oregon

2012 FULBRIGHT-HAYS SEMINAR ABROAD UNIT

Subject areas: Social studies, Language (ELD and Spanish), Art, Music and Writing

Topic Areas: Mexican and Colombian geography, food, music, dance, literature, language & cultural identity

Grade levels: 1st and 2nd grades

Time Frame: Ten 60-minute class periods and one 2-hour culminating event

Summary of Unit:

This unit strives to deliver a cultural and comparative understanding of Mexico, Colombia, and the U.S. through an integrated storyline. The story incorporates the students as characters and takes them through a powerful experience looking at the rich cultures of Mexico and Colombia through community, friendship, food, language, music, dance, art and literature. This exciting story weaves magical realism through its lessons as "el horno mágico" (magic oven) surprises the characters with vibrant pieces of culture from Mexico and Colombia. However, only those with an open mind and heart will be able to fully receive the riches of "el horno mágico." Step into this magical world and experience the beauty and wealth of these two dynamic countries.

Big Ideas: Enduring Understandings

- ★ Students will gain an understanding of Mexico and Colombia's geography and place in Latin America and look at size and location in comparison to the U.S. and Oregon.
- ★ □□□ Students will learn about the great diversity that exists between the countries that make up Latin America, specifically focusing on the rich and complex countries of Mexico and Colombia to illustrate this contrast. They will explore similarities and differences by comparing cultural elements such as **food, language, music, dance, art, games** and **literature**.
- ★ □□ Students will examine the concepts of: *generalizations, stereotypes* and *prejudice*. They will begin to investigate why these happen and what their own biases are.
- ★ □□□ Students will discuss making friends and practice how to meet new people who come from different cultures. Students will talk about the importance of having friends in your life who have different perspectives and how to foster friendships coming from two different languages.

Essential Questions:

- What is Latin America?
- Where are Mexico and Colombia located? Where is the United States in comparison?
- What can we learn about the people who live in Mexico and Colombia?
- How are the cultures of Mexico and Colombia similar or different?
- How is my culture similar or different from that of Mexico and/or Colombia?
- What is a generalization? What is a stereotype? What is prejudice?
- Why is it important to meet people who are different from me?

Established Goals: (BASED ON OREGON STATE STANDARDS GRADES 1 2)

Social Studies Standards

- 2.7 Use basic information on maps and other geographical tools to locate and identify physical features.
- 1.1 Describe how people live in the community.
- 1. 9 Describe ways people celebrate their diverse cultural heritages in the community.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 1.20 Identify cause-and-effect relationships.
- 1.21 Identify an issue or problem that can be studied.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.13 Evaluate how individuals, groups, and communities manage conflict and promote justice.
- 2.16 Identify ways students can have an impact in their local community
- 2.21 Evaluate information relating to an issue or problem.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.1 Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.

Overview of Learning Activities and Storyline:

1. The street/Our block: Students will create the setting of the story and consider the type of community they live in. Students discuss what life is like living in an apartment building.
2. The residents: Students will create their characters. They will research what kids in the U.S. wear, eat, play, speak, listen and dance to. They will decide what their character's preferences are. Conversation and learning on generalizations and prejudice begins. Students will write their character's biography.
3. Patterns of life: Students will identify typical "patterns of life" (schedules, hobbies, eating, etc.) in the U.S. They will then create one for their character.

4. Vacancy is filled!: A letter arrives to the “apartment building” letting residents know that a vacancy will be filled by a Mexican/Colombian family. Students talk about what they know or want to know about Mexico and Colombia. Class learns about Latin America and looks at map of Mexico and Colombia. Students do research about Mexican and Colombian culture. Students write from their character’s perspective about how they feel concerning these new neighbors moving in next door.
5. Being a Friend: Students brainstorm questions they have for the family. Class learns about being a curious and active listener. Students will practice asking questions, being respectful and kind.
6. Meeting the family: Students are presented to the family. They interview the family and “introduce” them to the apartment building. The family characters are integrated into the storyline.
7. El horno mágico: Students are shown the magic oven. They find out the oven will only reveal it’s secrets if they are open, respectful and willing to learn. Students make a commitment to each other, discuss expectations and learn a special song to “open” the magic oven. Each day they receive new pieces of culture from “el horno.” They will experience Mexico and Colombia’s cultures through ***cooking, art, music, dance, sports, language and literature.***
8. Understanding who we are: Students discuss, present and write about what they have learned from the oven. What are the similarities and differences between Mexico, Colombia and the U.S.
9. Our own “magic” oven: Students identify the beauty of having “el horno mágico.” They talk about how to continue this tradition of sharing and learning from other perspectives. Students learn they will be creating their own “horno mágico” to share with others. Students work together to build the oven. They design plans and write a how-to book to present.
10. Culminating event: For the event, students will be cooking with the oven they have built together, presenting and unveiling their work. Local musicians and dancers will be performing and families and community will be invited to celebrate.

Lesson 1: Our block

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ✪ Create the setting for the story and consider what type of community the characters live in.
- ✪ Talk about what life is like living in an apartment building vs. a house.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2)

Social Studies Standards

- 1.1 Describe how people live in the community.
- 1.2 Compare the ways people lived in the past to the present.
- 1.10 Locate and identify important places in the community.
- 1.12 Give examples of local natural resources and describe how people use them.
- 2.7 Use basic information on maps and other geographical tools to locate and identify physical features.
- 2.9 Describe physical and human characteristics of a community.

Key Questions:

- What is "community"? What is your community that you live in? What are some important places in the community?
- What kind of street do we live on?
- In what neighborhood?
- How will we depict these on the setting?
- **What will you plant in your garden plot?*
- What words do we need to describe our street?

Anticipatory Set:

As a class we will begin this unit with a discussion of community. We talk about what makes up a community and some different types of communities around Portland, Oregon. The students will think about their community. What are some characteristics and some important places around their community? We will create a quick anchor chart on different types of communities and key vocabulary defining these ideas.

We will transition and talk about the setting of our story. It takes place in an urban area of the city (Portland) where all of the characters live in an apartment building complex together.

Procedures:

- a. Discussion of apartment buildings vs. houses (similarities and differences).
- b. As a class we take a 5–10 minute walk around our neighborhood and look for things that we notice about living spaces around housing structures. Record what class notices on the anchor chart.
- c. Class decides on look of the street and space around it. (Teacher leaves big space open next to it.) Each group of students builds part of the street and adds window decorations to their apartment. (The physical setting used is a newspaper backdrop with cardboard boxes painted red as the apartment buildings. See photo PowerPoint, available for download from this website.)
- d. While students make visuals teacher adds vacant sign to apt next door. There is a big space in middle of lot that is left empty and untidy.
- e. Street is discussed and named. Word bank is created of things in street and describing

words (nouns and adjectives). These are written and attached to the setting.

Closing Activity:

Students gather at the carpet. As a class we use the word bank to talk about our community and the street we created. We create many examples together and then the students share with each other in pairs or triads. Finally we share one by one. (Students can always use one of the examples we came up with as a class.)

(Name of street) _____ (3 adjectives) _____
_____ is a _____, _____, and _____ place to live.

For more advanced English speakers add:

(Name of street) _____ (3 adjectives) _____
_____ is a _____, _____, and _____ place to live because _____.

Materials:

The setting paper and make apartment buildings with cardboard boxes and newspaper
Anchor chart
Collage materials for the apartment buildings and street
Word labels

Assessment:

Students will participate in class discussions, create their apartment, and successfully complete ELD sentences.

Extension Activities:

Science: What will you plant in the garden space around the building?

Students will sketch and design their garden plots in their character's diary. We will discuss what is growing in Oregon right now. They will use a 4" x 6" grid to plot their garden. After they have worked out the dimensions and spacing they will "plant" their garden (make a garden with paper to put in their plot near the apartment building; see photo PowerPoint.)

Art: As students start taking walks around the neighborhood to explore how they want to "beautify" their apartment complex, bring digital cameras. Have students take photos of what they are inspired by in the neighborhood. When everyone returns to class, share the photos together. Students discuss what they will add to the apartment complex.

Resources and Background Builders:

Brown, Peter. *The Curious Garden*. New York: Little, Brown and, 2009. Print.
DiSalvo, DyAnne. *City Green*. New York: Morrow Junior, 1994. Print.
Ering, Timothy B. *The Story of Frog Belly Rat Bone*. Cambridge, MA: Candlewick, 2003. Print.
Fleischman, Sid, and Peter Sis. *The Dream Stealer*. New York: Greenwillow, 2009. Print.
Pollak, Barbara. *Our Community Garden*. Hillsboro, OR: Beyond Words Pub., 2004. Print.
Tamar, Erika, and Barbara Lambase. *The Garden of Happiness*. San Diego: Harcourt Brace, 1996. Print.

Lesson 2: The residents

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ✪ Create their characters and decide what their preferences are.
- ✪ Talk about and research what kids in the U.S. “typically” wear, eat, play, speak, listen and dance to.
- ✪ Begin to understand what *generalizations*, *stereotypes* and *prejudice* are.
- ✪ Write their character’s biography.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2) Social Studies Standards

- 1.3 Identify American songs and symbols.
- 1.9 Describe ways people celebrate their diverse cultural heritages in the community.
- 1.20 Identify cause and effect relationships.
- 1.21 Identify an issue or problem that can be studied.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 2.13 Evaluate how individuals, groups, and communities manage conflict and promote peace.
- 2.21 Evaluate information relating to an issue or problem.

Key Questions:

- Which children might live in these apartments around the space?
- What do they look like?
- What do they eat?
- What do they wear?
- What do they play?
- What music do they listen to?
- Do these interests represent your own thinking?
- What is a generalization? Where do they come from? What is a prejudice?

Anticipatory Set:

Discuss the setting that the class has created over the last few days. Have students think about and share what type of community will live in this space. Have many students share their ideas and record these on an anchor chart entitled: Who lives in our apartment building?

Procedure:

- a. Discuss the technique that the children will be using to make their character. (We use a cut paper technique; see photo PowerPoint) When working with young students be very explicit and take your time showing them each step.

Before sending them off to start creating, have each student tell you what their character is going to look like using this sentence frame:

(Name of character) _____ (color) _____ (color) _____ (color) _____
_____ has _____ hair, _____ eyes, and likes the color _____ .

This gets everyone thinking about these things before you send them off. Brainstorm a

couple of answers to this frame before you send them off to work using this as an exit activity.

- b. Each student makes a collage figure for their window with face/hair/clothes (using cut paper collage technique; see photo PowerPoint).
- c. Class discusses what kids in Portland and/or the U.S. like to wear, eat, play (sports and games), and what they speak. As a class we will research using the Internet, magazines, newspapers and kids books to get this information. The class will be divided into small groups and each group will be asked to do a special "study" of one of these specific things. They will be asked to fill in the "who are we" info sheet (attached) on their category. When all groups have finished, they will do quick 2–3 minute presentations of their findings.
- d. Each student will write a biography for their character in their journals, giving information on all topics of presentations.
- e. Teacher selects a character, shows it to class for 10 seconds, then asks for a physical description of character: coloring, hair, dress and age. These will help students brainstorm for their biographies.
(Name of character) _____ (color) _____
_____ has _____ hair/eyes. (Build more frames to explain age and likes.)

Closing Activity:

As a class we gather together and discuss what a generalization is. We talk about what they noticed when we did the research on what kids in the U.S. like. Record all thinking on an anchor chart. Start the conversation on generalizations, stereotypes and prejudice by discussing popular music from the states. Show them the top music charts and ask them if these artists are what they listen to. Share the wide range of music that students in the class enjoy. Do these top 10 charts represent their thinking? Can a top 10 chart really represent all of our tastes? This starts the conversation on generalizations.

Materials:

Collage materials
Character's journal
Info sheets: "Who are we" (attached)
Books for info
Surveys
Pop culture magazines
Biography cards and Diary
Physical description cards/ sentence frames

Assessment:

Students will create their character and their preferences. They will each write a simple biography for their character. In small groups, they will also be doing a research project on certain aspects of what kids in the states "like". They will then present their findings to the class. I will also be able to access my ELD students in the framed language sessions.

Extension Activities:

Art: Have students work on self-portraits in the style of Frida Kahlo. Read Frida by Jonah Winter and discuss her life. Look at her work and have students discuss what they notice. With these self-portraits, have students focus on using mirrors to look at their unique features. They should

use pencil, then sharpie and then paint. Have them choose a “power animal” to put on their shoulder of the portrait, in the style of Frida. (See photo PowerPoint.)

Resources and Background Builders:

Brown, Monica, Sara Palacios, and Adriana Dominguez. *Marisol McDonald Doesn't Match = Marisol McDonald No Combina*. San Francisco: Children's Book Press, 2011. Print.

Fox, Mem, and Leslie Staub. *Whoever You Are*. San Diego: Harcourt Brace, 1997. Print.

Katz, Karen. *The Colors of Us*. New York: Henry Holt, 1999. Print

Geeslin, Campbell, and Ana Juan. *Elena's Serenade*. New York: Atheneum for Young Readers, 2004. Print.

Ríos, Szalay Susana., H. Josefina García, and Érika Magaña Euroza. *A Visit to the World of Frida Kahlo*. México, D.F.: México Interactivo, 2007. Print.

Winter, Jonah, and Ana Juan. *Frida*. New York: Arthur A. Levine, 2002. Print.

Names _____

Who are we?

What do kids in the United States like to _____ ?

The information we found from _____ said:

We agree/ disagree (circle one) because:

We think kids in the United States:

Discuss with your group. Get ready to present your findings. Decide who is going to say what. Remember, everyone needs to participate! ☺

Lesson 3: Our patterns of life

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ✪ Create their character's "pattern of life."
- ✪ Discuss if all people have the same patterns and why or why not.
- ✪ Continue to explore what *generalizations*, *stereotypes* and *prejudice* are.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 & 2)Social Studies Standards

- 1.1 Describe how people live in the community.
- 1.6 Describe how clocks and calendars are used to measure time.
- 1.7 Develop and analyze a simple timeline of important events.
- 1.20 Identify cause and effect relationships.
- 1.21 Identify an issue or a problem that can be studied.

Key Questions:

- What is a typical pattern of life for someone from the U.S.?
- What is the pattern of life for you and your family?

Anticipatory Set:

As students come to the carpet I have two questions on an anchor chart, "When did you go to bed last night?" and "When did you wake up this morning?". Have students write these times down on the chart. As a class we start our conversation on schedules and our "patterns of life."

We talk about why people have patterns that they usually follow. As a class we will think about our summer patterns of life. We will discuss what our schedule was, what we did during the day, who we played with and what we did at night. Fill in a "My Schedule" sheet (attached) as a class.

Procedures:

- a. ELD: Work on verbs in the present and past. Brainstorm a list of verbs and talk about present vs. past. Have class practice this before you send them in small groups.
This summer I _____. (played, helped _____, ate, sang, etc.)
In the morning, I _____. (wake up, brush my teeth, get dressed, etc.)
In the evening, I _____. (...)
- b. In small groups, they will create a pattern of life for their character and their family. They will consider their general schedule of the day, their hobbies, who they playing with (around the apartments or neighbors) and when there are quiet times during their day and night using the "My Schedule" sheet (attached).
- c. Each student will write this pattern of life in their character's journal
- d. Have the first tenant meeting. This will be a time that you will have your students get into character. Have them come up with a movement that they do to "change into" their character. As the teacher, you will be the manager. Have the tenants come to the meeting and have a general check in. How are the tenants feeling in the apartments? Are there any complaints or compliments? Ask some tenants to share their schedules and

general patterns of life.

Closing Activity:

After the tenant meeting, have tenants leave their pattern of life out and half of the class will stand by their work. The other half will rotate around and chat with the characters about their patterns of life. They will rotate through three different characters and then the class will switch. The half that was sharing their journal will now rotate through.

As a class we will gather together and discuss what they noticed about many of their characters' patterns of life. (What was similar, different, what surprised them and/or what they are wondering?) Record all thinking on an anchor chart. Continue the conversation on generalizations, prejudice and stereotypes focusing it on the work the students have just done.

Materials:

Character's journal with Schedule page for their journal
Anchor chart
"My Schedule" sheet (attached)

Assessment:

Students will create their character's pattern of life. They will participate in class discussions. I will also be able to assess my ELD students in the framed language sessions.

Extension Activities:

Math: Have students use clocks to show the times that they do things on their schedule. Have them draw the correct times on their schedule.

My Schedule

1.	2.	3.	4.
5.	6.	7.	8.

My hobbies:

My friends:

Lesson 4: Vacancy is filled!

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ★ Have an understanding about what Latin America is.
- ★ Look at where Mexico and Colombia are located.
- ★ Look at the size and location of each country in comparison to the U.S. and Oregon.
- ★ Think about what they know, want to know and are wondering about Mexico and Colombia.
- ★ Look at many books and do research on Mexico and Colombia.
- ★ Consider how their character feels about the new neighbor moving in.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2) Social Studies

- 2.7 Use basic information on maps and other geographical tools to locate and identify physical features.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.

Key Questions:

- Who has moved in next door?
- What does the letter say?
- Where is Latin America? Where is Mexico and Colombia? Where is the United States and Portland, Oregon?
- What do we know, want to know, or are wondering about Mexico and Colombia?

Anticipatory Set:

Students gather for their second tenant meeting as their characters. The building manager (teacher) will start to hold a meeting. Talk to the characters about general events in the building and come up with general time schedules for the complex based on the patterns of life. Have some characters present quick updates.

Let the tenants know that a new family is moving in to the apartment in the middle of the complex. Read the letter to the tenants (attached).

Procedures:

- a. Ask characters how they feel about this new family moving in. Give characters 10-20 minutes to write in their journals. Some sentence frames to facilitate this:
I feel _____ because _____.
I am wondering _____.
I hope that _____.
- b. Have characters discuss their reflections with other tenants.
- c. As a class students will look at a map of Mexico and Colombia. We will discuss the greater "Latin America" and what this encompasses. We will look at these countries' sizes and locations in comparison to the U.S. and Oregon. Students will cut out a world map focusing on "the Americas" to paste in their journal (attached). They will identify where Mexico, Colombia and the U.S. are located by coloring them. They will write their observations below it in their journals.
- d. As a class, we make a KWL chart on Mexico and Colombia and begin to fill in the "what

we know" and "what we are wondering" sections.

- e. **Day 2:** Divide class into *apartment complexes* and have each *complex* start to research some of the class wonderings. Students start to do some background research on Mexico and Colombia through books and magazines. (See attached research sheet.)

Closing Activity:

Day 1: As a class we will look at the KWL chart and fill in some of our answers and what we have learned. Maybe change some of our previous thinking. We discuss what we are still wondering about.

Day 2: Have the apartment complexes present their findings to the class. They can do skits, read their research sheet aloud, present a poster. After all groups have presented, as a class work to fill in some of the "what we have learned section" of the KWL chart.

Materials:

The letter to the tenants (attached)

Journals

Journal entry: How do you feel about new neighbor moving in?

Map of "The Americas" (attached)

KWL anchor chart

Research sheet used by groups (attached)

Assessment:

Students will write a reflection on how their character feels about family moving in. The students will participate in class discussions and be working to collect information for the KWL charts. I will also be able to assess my ELD students in the framed language sessions. In groups, they will be presenting their information to the class.

Extension Activities:

Writing, Social Studies and Geography: Have students interview their family and find out where they come from. On a world map, identify where our class' families originally came from. Have students present the information to the class.

Resources and Background Builders:

Once students find out that the new family is from Mexico with children from Colombia, start reading stories and books about Mexico and Colombia.

Cordero, Flor De Maria. *M Is for Mexico*. London: Frances Lincoln Children's, 2007. Print.

Croy, Anita. *Colombia*. Washington, D.C.: National Geographic, 2008. Print.

Garza, Carmen Lomas. *Family Pictures = Cuadros De Familia*. San Francisco, CA: Children's Book Press, 1990. Print.

Garza, Carmen Lomas, Harriet Rohmer, David Schecter, and Francisco X. Alarcón. *In My Family = En Mi Familia*. San Francisco, CA: Children's Book Press, 2001. Print.

Johnston, Tony, and John Parra. *P Is for Piñata: A Mexico Alphabet*. Chelsea, MI: Sleeping Bear, 2008. Print.

Letter to Tenants...



Mapletree Heaven Apartments
12000 N Mariposa
Portland, Oregon 97210

Dear Residents of Mapletree Apartments,

We are writing to inform you of a couple things going on in the Mapletree Apartment complex:

1. If you need a repair please call our office at (503) 233-4560. If we are not in the office, please leave a detailed message on our service, including your name, phone number, address and the problem you are having. We have recently been informed of some problems with the plumbing system.
2. If you want to plant your assigned garden plot, we will reimburse you for the cost of the plants.
3. New tenants will be occupying apartment 302 in Building C. The Benicio-Torres family has recently moved to Portland from Mexico. They have two children who have been adopted from Colombia. They are a true multicultural family. We would like to welcome the Benicio-Torres family into their new home. As they settle in, please feel free to introduce yourselves and your family. The Benicio-Torres family will be attending our tenant meeting on September 27, 2012. Please try to make this meeting if possible.

Thank you for your time.

Sincerely,

The Management team

North and South America



Date_____

Research group members:

1._____2._____3._____4._____

Learning about:_____

We are focusing on:_____

We learned that...

1. _____

(
page ____)

2. _____

(
page ____)

3. _____

(
page ____)

It makes us think:

We are wondering:

Lesson 5: Being a friend

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ✪ Discuss making friends and practice how to meet new people who come from different cultures.
- ✪ Discuss the importance of having friends who come from different perspectives.
- ✪ Brainstorm strategies to make friends who speak another language.
- ✪ Create an agenda for the next tenant meeting.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2)

Social Studies Standards

- 1.20 Identify cause and effect relationships.
- 2.1 Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
- 2.16 Identify ways students can have an impact in their local community.
- 2.21 Evaluate information relating to an issue or problem.

Key Questions:

- How do we welcome this family into our space?
- Why is making friends from different cultures important?
- What does different "perspective" mean?
- Is it important to have friends that look, think and act different than you? Why or why not?
- How do we make friends?
- How can we be curious and active listeners?
- How do we communicate what we want or need to if our friend or their family doesn't speak our language?

Anticipatory Set:

At a tenant meeting have some students share their journal entries from previous lesson. Have a class discussion on how the new family might feel. Record thinking on anchor chart.

ELD: The family feels _____ because _____.

Procedures:

- a. Read the book Whoever you are by Mem Fox. Talk with class about friendship. Discuss what the word "perspective" means. Why is it important to have friends that come from different perspectives? Record thinking on an anchor chart.
- b. Have class brainstorm how to be welcoming to the new family. (Students speak from their characters perspective.) Talk about being an active listener.
- c. Brainstorm what to do when you want to become friends with someone who doesn't speak your own language. What are some strategies to use? Make a chart of these strategies.
- d. Look at KWL chart and brainstorm some important questions that we want to know about the family.
- e. Have the students write three questions in their journal. With students, especially ELL students, talk about vocabulary: Who, what, where, when and why.

- f. Practice how to ask questions in a respectful and kind way.
- g. Have students practice asking interview questions to each other.

Closing Activity:

Hold a tenant meeting and have the tenants decide how they want to welcome the Benicio-Torres family. Have them create the agenda for the next tenant meeting, the one that the Benicio-Torres family will be attending.

For example:

Greeting: What will this look like? Someone at the door to greet? What do they say? Poster to greet them? Where will they sit? Who will invite them to do this? How? Will we use some of our strategies we brainstormed)

Questions: How will we ask questions? What will we look like while listening?

Introductions: How will we show them their new apartment and the complex?

Goodbyes: How will we say goodbye? Do we want to give them something?

Materials:

Anchor charts

Whoever you are by Mem Fox

Journal

Assessment:

Students will write questions to ask the family. The students will participate in class discussions and be working to collect information for the KWL charts. I will also be able to access my ELD students in the framed language sessions.

Extension Activities:

Social Studies: As a class, discuss how to be a good friend. Have the class brainstorm qualities of a good friend. Read Friends by Helme Heine. Create an anchor chart. Take a survey of your friends and family, what are the qualities they find most important in a "good friend?" Students share findings with the class and we look at the results.

Resources and Background Builders:

Cisneros, Sandra, and Terry Ybanez. *Hairs = Pelitos*. New York: Knopf, 1994. Print.

Cruz, Martinez Alejandro, Fernando Olivera, Rosa Zubizarreta, Harriet Rohmer, and David Schechter. *The Woman Who Outshone the Sun: The Legend of Lucia Zenteno = La Mujer Que Brillaba Aún Más Que El Sol : La Leyenda De Lucía Zenteno*. San Francisco, CA: Children's Book Press, 1991. Print.

Fox, Mem, and Leslie Staub. *Whoever You Are*. San Diego: Harcourt Brace, 1997. Print.

Heine, Helme. *Friends*. New York: Atheneum, 1982. Print.

Lesson 6: Meeting the family

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ★ Practice asking questions in an interview style using the vocabulary words: who, what, where, when and why.
- ★ Gain information about the family moving in.
- ★ Practice active listening skills.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2)

Social Studies Standards

- 1.1 Describe how people live in a community.
- 1.9 Describe ways people celebrate their diverse cultural heritages in the community.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.16 Identify ways students can have an impact in their local community.

Key Questions:

- What did we notice about the family?
- What did you learn about the family?
- What is the pattern of life for the new family moving in?

Anticipatory Set:

Review what active listening looks like. Review the agenda for the tenant meeting. Have students get out journals and choose the top question they want to ask. Students will write down their question on a notecard and practice it with each other. Students get class ready for the tenant meeting.

Procedures:

- a. Family comes into class. (Have unknown adults act as family; see attached notes.) They introduce themselves to class. Have students practice how to be welcoming by saying hello, introducing themselves and inviting family to sit down. Students will run the tenant meeting today and will carry out their agenda for the meeting.
- b. Students interview the family while practicing how to be active listeners. They will record some of the family's answers in their journals.
- c. The class will "introduce" the family to the apartment building.
- d. Students will thank the family for coming in and will say goodbye.

Closing Activity:

The class will come together to discuss what they learned. In small groups they talk about what they noticed and heard. As a class, we talk about what we learned about this new family and create an anchor chart. Students write three things they learned about the Benicio-Torres family in their journal. Make sure to touch on the Benicio-Torres's patterns of life. How will their schedule fit in with that of the Mapletree Heaven apartments?

Finally, the class receives an invitation to come over and meet the Benicio-Torres children and have a play date. Class reads invitation together.

Materials:

Anchor chart
Journals
Any sort of welcoming posters or gifts class has decided to make
Family (actors/friends to come in and act as family or use puppets)
Note cards
Invitation to come and play

Assessment:

The students will write their top interview questions on note cards. They will participate in class interview and be working to collect information about the family to share with the class.

Extension Activities

Writing and Social Studies: Start a pen-pal relationship with another class, either in a different country or from a neighboring school. This relationship can be a direct reflection of the learning in class (for example: How to be a good friend, why it is important to have friends who come from different perspectives, how to communicate in a kind and positive way). Read Dear Primo by Duncan Tonatiuh.

Resources and Background Builders:

Colato, Lainez René., and Joe Cepeda. *From North to South*. San Francisco, CA: Children's Book Press, 2010. Print.
Tonatiuh, Duncan, and Melissa Arnst. *Dear Primo: A Letter to My Cousin*. New York: Abrams for Young Readers, 2010. Print.

Notes on Family:

Adults acting as family members can create many of the details of their story. However, there are a few details that need to be shared with the class...

- **Family has recently moved from Mexico** (*We chose Oaxaca, but you can use wherever you would like*)
- **Family has two children adopted from Colombia** (*We said one girl, Marisol, who was six and one boy, Alejandro, who was seven, but you can choose whatever makes sense for your class*)
- **Family has with other family members living with them** (*Such as, an aunt, uncle or grandparent*)
- **Family should discuss their "pattern of life"** (*We talked about how lunch was typically the biggest meal, shared by the whole family, and how dinner was usually quite small and later in the evening*)

Other than these few things, adults acting as family members can add whatever they would like! ☺

Lesson 7: El horno mágico

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ✪ Learn about Mexican food, music, dance, games, art, sports and literature.
- ✪ Learn about Colombian food, music, dance, games, art, sports and literature.
- ✪ Discuss the great diversity that exists between the many countries that make up “Latin America,” specifically focusing on Mexico and Colombia.
- ✪ Compare and contrast Mexico, Colombia and the United States.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 & 2)

Social Studies Standards

- 1.1 Describe how people live in a community.
- 1.9 Describe ways people celebrate their diverse cultural heritages in the community.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.16 Identify ways students can have an impact in their local community.

Key Questions:

- What is el horno mágico?
- How will the horno know that we are open, respectful and willing to learn?
- What can we learn about Mexican food, music, dance, games, art, sports and literature?
- What can we learn about Colombian food, music, dance, games, art, sports and literature?
- What do they have in common with each other? What do they have in common with the states?

Anticipatory Set:

Students are invited into the family’s house. The kids, Marisol and Eduardo, take us into their kitchen. (You will need something or someone to represent the Benicio-Torres children: a picture, puppet, drawing.) They let us know that their family was so impressed at the tenants meeting that they agreed to the play date. They also share that no one has ever been allowed to come over before.

This is where they tell us about “el horno mágico” (an oven that reveals pieces of the families culture from Mexico and Colombia). Eduardo and Marisol tell the class that the magic oven will only reveal its magic when they show that they are open, respectful and willing to learn. They ask the class if they are willing to make that commitment to each other. Then they teach them the magic song that the class will have to sing in order for the oven to reveal its magic. Students make a commitment to each other and discuss expectations.

Students then learn magic song, to the tune of Arroz con Leche:
“El horno mágico,

Yo quiero aprender
De una cultura
Que me cae bien.

México, Colombia
Yo quiero aprender
De sus culturas
Que me caen bien.

Con esta si
Con esta no
Con nuestros amigos
¡Vámonos!"

Procedures:

Each day the students will find something waiting for them in "el horno mágico". After they sing the secret song to the oven, it will reveal what is in store for them that day. There will be a note (see attachments) of some kind in the oven discussing the piece of culture that is being revealed for that day.

The class will explore...

- Cooking: The oven leaves ingredients for a typical dish from Mexico (sopes) and Colombia (arepas). Students cook and prepare the dish.
- Art: The oven leaves materials to make alebrijes (from Mexico) and a clay sculpture in the Botero style (from Colombia). See PowerPoints available for download from this website.
- Music and Dance: The oven leaves music from Mexico (De Colores, Arroz con Leche) and Colombia (Un elefante se balanceaba) as well as typical dances from Mexico and cumbia from Colombia. In addition to attachment, see PowerPoints available for download from this website.
- Sports: The oven leaves equipment for soccer (from both Mexico and Colombia).
- Games: The oven leaves game pieces for Loteria and La pirinola (both from Mexico) and Parqués and Domino (both from Colombia).

Closing Activity:

Each lesson will have a similar closing activity. The class reflects on the day's learning in their journal (specifically, about similarities and differences between Mexico and Colombia and then compares with the United States). As a class we will add things to a Venn diagram (attached) after each lesson.

Materials:

Journals
Anchor charts
Triple Venn Diagram (attached)
Paper or cardboard oven (made by teacher; see photo PowerPoint)
The kitchen setting (made by the teacher; see photo PowerPoint)
All descriptions, notes and PowerPoints (descriptions and notes attached; PowerPoints available for download)
Music CDs, books, games, equipment and videos

Assessment:

The students will be reflecting in their journals and in class discussion. By this point in the unit, student reflections will have either started to grow, develop, evolve or have stayed the same throughout. It will be a strong indication of their development of critical thinking skills.

Extension Activities:

Writing and Social Studies: Have the students choose their favorite area of study and do a more in depth report to share with the class.

Science: Have students research what plants grow in Mexico and Colombia and compare these with the native crops that grow in Oregon. Look at soil quality, vegetation, climate and geography to answer these questions.

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Winter, Jeanette. *Biblioburro: A True Story from Colombia*. New York: Beach Lane, 2010. Print.

For Science Extension

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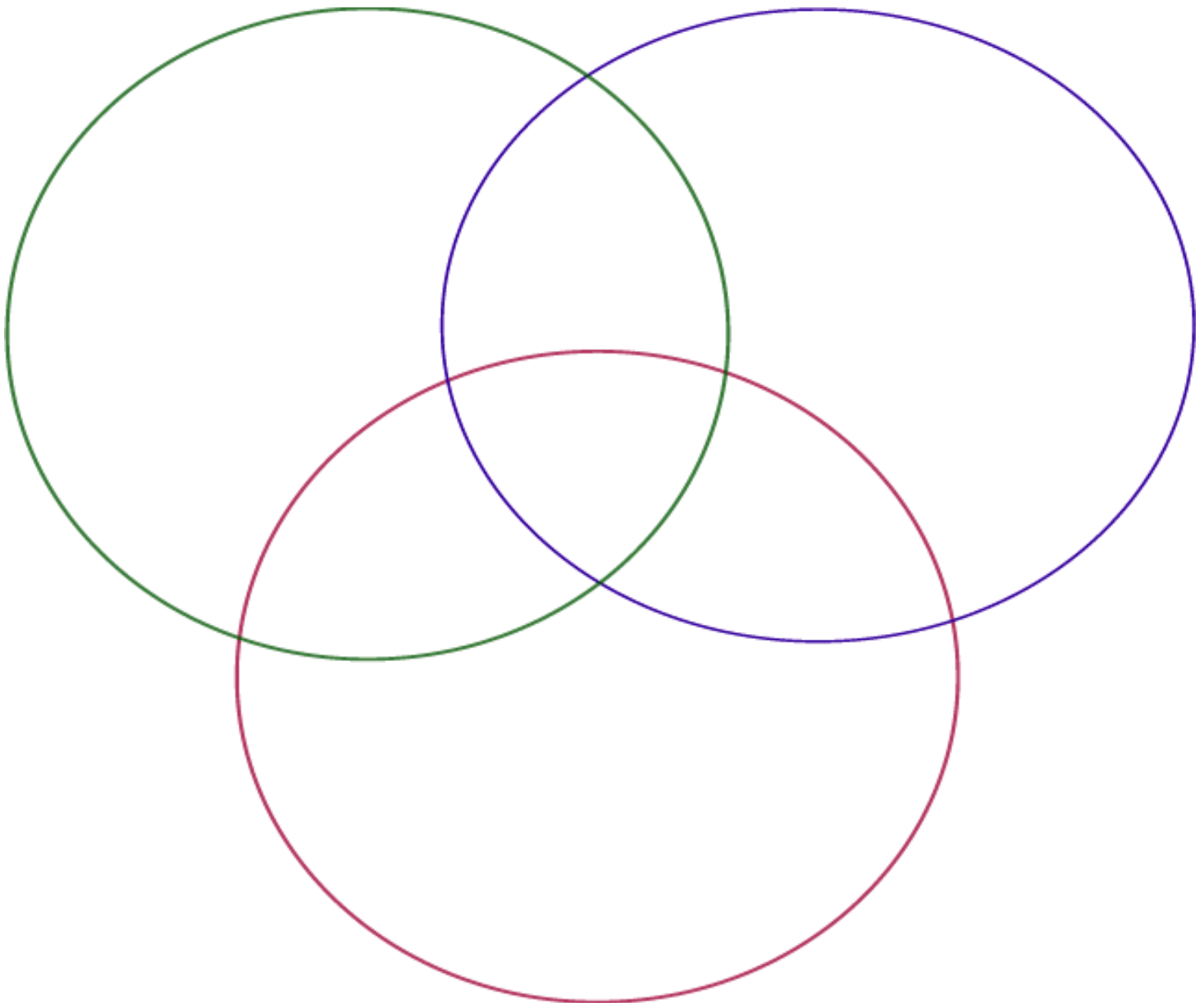
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Gibbons, Gail. *Corn*. New York: Holiday House, 2008. Print.
Gibbons, Gail. *From Seed to Plant*. New York: Holiday House, 1991. Print.
Gibbons, Gail. *The Pumpkin Book*. New York: Holiday House, 1999. Print.
Gibbons, Gail. *The Vegetables We Eat*. New York: Holiday House, 2007. Print.

We are looking at _____

Mexico

Colombia



United States

Go to *la cocina de la escuela* and there you will find, preparations for a mouth watering treat or something of the kind...

Los Sopes

"Los sopes are a traditional Mexican dish originating in the city of Culiacán, where it was first known as *gordita*. The base is made from a circle of fried *masa* of ground maize soaked in lime with pinched sides. This is then topped with refried beans and crumbled cheese, lettuce, onions, red or green sauce and cream. Sometimes other ingredients (mostly meat) are also added to create different tastes and styles of sopes. Sopes are roughly the size of a fist."

Adapted from: Wikipedia.

Recipe:

These sopes are little fried masa cakes and are delicious topped with savory meats and veggies. Sopes make a great appetizer because of their small size. Make them extra small and add minimal toppings for a perfect finger food. Or make sopes your main dish by topping them high with large chunks of cooked meats and veggies.

Prep Time: 15 minutes

Cook Time: 10 minutes

Total Time: 25 minutes

Ingredients:

3 cups masa harina

2 cups warm water

1 tablespoon salt

Oil for frying

*Toppings (see below for ideas)

Preparation:

Mix together masa, 2 cups of water and salt until a soft dough forms. Add in additional water by the tablespoonful if dough seems too dry. Knead on a lightly floured surface until all ingredients are well combined and dough is softened, about 5 minutes. Make small balls out of the dough. 1-inch for small (think large marble,) 2-inch for regular size (think walnut,) 3-inch for large sopes (think golf ball.)

Press each ball by hand to about 1/2 inch thick. Or sandwich a ball between two pieces of parchment paper and press with a plate. Or you can roll the dough out to 1/2 inch thick and cut out with cookie or biscuit cutters.

Find a glass, or an object with a smaller diameter than the dough patties. The idea is to press

the object into the sopes dough to flatten the center more while creating a raised edge. Do this through the parchment paper to prevent sticking. Fry in a 1/4 inch of hot oil on both sides until lightly golden brown and cooked through.

Recipe from: <http://mexicanfood.about.com/od/fiestaappetizers/r/SavorySopes.htm>

Las Arepas

"In Colombia, the *arepa* has deep roots in the colonial farms and the cuisine of the indigenous people. While its preparation was once a tedious process of processing and cooking raw corn, today, they are usually bought already prepared or made from "instant" flours.

Arepas are usually eaten for breakfast or as an afternoon snack. Common toppings include butter, cheese, scrambled eggs and Colombian *chorizo*."

Adapted from: Wikipedia.

Recipe:

yield: Makes 10 to 12 cornmeal cakes

active time: 20 min

total time: 40 min

1 cup arepa flour (precooked cornmeal)

1 cup crumbled ricotta salata or grated mozzarella (1/4 pound)

1 cup plus 2 tablespoons water

1/4 cup vegetable oil

Toss together arepa flour, cheese, and 1/8 teaspoon salt in a bowl, then stir in water until incorporated. Let stand until enough water is absorbed for a soft dough to form, 1 to 2 minutes (dough will continue to stiffen).

Form 3 level tablespoons dough into 1 ball and flatten between your palms, gently pressing to form a 1/4-inch-thick patty (2 1/2 to 2 3/4 inches wide), then gently press around side to eliminate cracks. Transfer to a wax-paper-lined surface. Form more disks with remaining dough in same manner, transferring to wax-paper-lined surface.

Heat oil in a large nonstick or cast-iron skillet over medium heat until it shimmers, then fry arepas in 2 batches, turning over once, until deep golden in patches, 8 to 10 minutes total per batch. Drain on paper towels.

Recipe from: <http://www.epicurious.com/recipes/food/views/Colombian-Arepas-239943>

Today is a day to imagine a creature, fantastic in colors and style and features. Look in the closet where books are displayed and there you will find what is waiting to be made...

Alebrijes

"Alebrijes are brightly colored Mexican folk art sculptures of fantastical creatures. The first alebrijes were created by Pedro Linares. After dreaming the creatures while sick in the 1930s, he began to create what he saw in cardboard and papier mâché. His work caught the attention of a gallery owner in Cuernavaca and later, the artists Diego Rivera and Frida Kahlo."

Adapted from: Wikipedia.

He comes from Colombia the land of plenty. He paints, draws and sculpts things...very heavy. He goes by the name Fernando Botero and today you will learn of his technique, the opposite of narrow...

Fernando Botero

"One of Colombia's most outstanding artists, Fernando Botero became well known for the rotund human and animal figures of his monumental bronze sculptures and distinctive paintings. He uses real objects and paints or shapes them in a huge way."

Adapted from: Wikipedia.

Someone you know is coming today, but ask him for a special lesson and *música de México y Colombia* he will play...

De Colores

De colores
de colores se visten
Los campos en la primavera

De colores
de colores son los pajarillos
que vienen de fuera

De colores
de colores es el arco **iris**

que vemos lucir

Y por eso los grandes amores
de muchos colores
me gustan a mi

Y por eso los grandes amores
de muchos colores
me gustan a mi

Arroz con Leche

Arroz con leche
Yo quiero casar
Con una señorita
Que sepa bailar

Que sepa coser
Que sepa planchar

Que sepa abrir la puerta
Para ir a jugar

Con esta si
Con esta no
Con esta señorita me caso yo

Un elefante se balanceaba

Un elefante se balanceaba
sobre la tela de una araña,
como veía que resistía
fue a llamar a otro elefante.

Dos elefantes se balanceaban,
sobre la tela de una araña,

como veían que resistía
fueron a llamar a otro elefante.

Tres elefantes...
Cuatro elefantes...
etc....

Música Mexicana

"Mexico is perhaps one of the most musically diverse countries in the world. Each of its 31 states, its capital city and each of Mexico City's boroughs claim unique styles of music. The most representative genre is mariachi music. Ranchera, is Mexico's country music. Other regional music includes: son jarocho, son huasteco, Veracruzán danzón, Mexican mambo, bolero, Trio, cha-cha-chá, cumbia sonidera, Mexican pop, and Rock en español. There is also music based on sounds made by dancing (such as the zapateada)."

Adapted from: Wikipedia.

Música Colombiana

"Colombian music can be divided into four musical zones: the Atlantic coast, the Pacific coast, the Andean region and Los Llanos. The Atlantic music features rhythms such as the cumbia, porros and mapalé. Music from the Pacific coast is the most widely spread with drums predominating the sound and rhythm."

Adapted from: Wikipedia.

Go to *el auditorio* and there you will see, something tapping *su pie* and waiting for *ti...*

Danzas típicas de México

"Music and dance are at the heart of Mexican culture. There are many different types of dances. Traditional music and dance are learned from others in the family or community and passed down. Almost every type of celebration in Mexican culture has dance as part of it. You will experience a wide range of dancing depending on what state you visit in Mexico. From flying in the air, *la danza de los voladores*, to the little old man's dance, *danza de los viejitos*, Mexican dance is incredibly unique and fun!"

Adapted from: Wikipedia.

A special visitor will come to see you today and if you are open, kind and respectful, *un tambor* you will play...

Afro-Colombian Music and Drumming

"Cumbia is a Colombian music genre popular throughout Latin America. The Cumbia originated in Colombia's Caribbean coastal region, from the musical and cultural fusion of Native Colombians, slaves brought from Africa, and the Spanish during colonial times. Drumming is a huge part of Cumbia music in Colombia. When people did not have enough money to buy instruments they made their own. *El cajon*, a box, was a drum that the musician sat on top of and hit with their hands. Cumbia is very popular in Latin America, and it's still more popular than salsa in many parts of these regions."

Adapted from: Wikipedia.

¡Gooooooooo! Is what they yell when you score in this game. It is close to the hearts of many, far and away...

Fútbol

"Fútbol or soccer: whatever you call it, is a grand passion in South America. From kids kicking a ball around the streets to world-contender players, Latin Americans love their fútbol. Fútbol, or futebol in Brazil, came to the South American continent from Europe and then spread throughout the world."

Adapted from: <http://gosouthamerica.about.com/cs/soccerfutbol/a/futbol.htm>

*Mira atrás de tu special stump and see what is waiting for you to find.
Remember juegos son divertidos for those who are kind.*

Lotería

"Lotería is a Mexican game of chance, similar to Bingo, but using images on a deck of cards instead of plain numbers on ping-pong balls. Every image has a name and an assigned number, but the number is usually ignored. Each player has at least one tabla, a board with a randomly created 4 x 4 grid of pictures with their corresponding name and number. Each player chooses what tabla they want to play with, from a variety of previously created tablas. Each one presents a different selection of images.

Lotería is the Spanish word for lottery. The deck is composed of a set of 54 different images, each one in a card. To start the game, the caller (*cantor*, or singer) randomly selects a card from the deck and announces it to the players by its name, sometimes using a riddle or humorous patter instead of reading the card name. The players with a matching pictogram on their board mark it off with a chip or other kind of marker (many Mexican families traditionally use small rocks, crown corks or pinto beans as markers). The first player with four chips in a horizontal, vertical or diagonal row, squared pattern, any other previously specified pattern, or fills the tabla first shouts "¡Lotería!" (Lottery!) or "¡Buena!" (Good!) and is the winner."

Adapted from: Wikipedia.

La Pirinola

"La Pirinola has been a very popular game in Mexico for a long time. Many times it is played with family after the Día de los Muertos festival. To play the game all the players put a nut or a coin in the middle. Then the players take turns. They hold the top of the pirinola with their fingers and spin it. Then they have to take or put down the number of nuts or coins indicated on the pirinola: *Pon 1* (place 1), *Pon 2* (place 2), *Toma 1* (take 1), *Toma 2* (take 2), *Toma todo* (take everything) *Todos ponen* (Everyone puts one in). At the end of the game, the player who has the most nuts or coins wins."

Adapted from: http://www.topics-mag.com/edition27/mexican_games/la_pirinola.html

Parqués

"Parqués is the Colombian version of Parcheesi. Parqués is a mixture of the original game from India and the influences of local Colombian culture. In Colombia, people from all parts of the country play the game; it is very popular, played by both children and adults. The boards usually contain pictures of soccer teams, singers, actors, or other cultural figures on the jail boxes."

Parqués is played with two dice; two to eight players can compete in the same match, depending on what type of game board is used. Each player is given four pieces and uses a specific color. The most common colors are red, blue, yellow and green, usually arranged in that order. The game can also be played with fewer than four pieces

The jail box is where the pieces are placed at the beginning of the match and is where they go whenever an opponent "captures" them. The player throws the dice three times and attempts to get a pair in order to "free" the pieces. Rolling different pairs or "doubles" allows more pieces to be "freed":

1. 1-1 or 6-6: the player can free all his pieces

2. 2-2, 3-3, 4-4, 5-5: the player can free 2 only pieces

When the pieces are freed, they are placed in a special box next to the jail. This box is called "Home" or "Salida"

If a player does not roll any pairs during his turn, he passes the dice to the player on his right. Otherwise, he frees the pieces and wins an extra turn to move them. He throws again and must move the values of the dice with his pieces.

For example: The player rolls 5-3

- He can move 8 squares forward with one piece or
- He can move 5 squares with one piece and 3 with another

After he makes his move, he must pass his turn to the player on the right.

The pieces cannot advance backwards and they cannot be in any of the four boxes before their "Home" box.

Throws and turns

Each player can throw the dice once. There are some exceptions to this rule:

- If the player has all his pieces in jail, he can throw up to three times until he frees them with a pair. If doubles are not rolled in the three tries, he passes the turn.
- If the player throws a pair during any turn, he wins an extra turn.

Capturing pieces

The player can capture an opponent's piece by placing his own piece on the same box as the other player's piece. However, he cannot capture a piece that is on a SAFE or a HOME box. Capturing in Colombia is called "eating" ("comer" in Spanish).

However, the player can capture pieces on his HOME box. When he frees any piece from jail, the pieces placed on his HOME are captured, that is, sent to its jail, losing all their advances.

The player can avoid capturing the piece. In that case, an opponent has to accuse him and the piece that did not capture must go to jail. If nobody notices, nothing happens.

Special boxes

There are three types of special boxes.

Home: where the pieces are placed when freed.

Safe: the pieces cannot be captured on this box

Arrival: A player must move his pieces through nine boxes to progress in the game. The boxes are usually of the same color as that player's pieces. The ninth box is the last box in the game for each person. If a piece reaches the ninth box, it is removed from the game. When all of a player's pieces are out of the game, the player wins.

Adapted from: Wikipedia.

Dominó

"Domino games are played all over the world, but they are most popular in Latin America. In Colombia, you find people all over the streets playing domino."

"El brazo" – One arm

The dominoes are *shuffled*, then each player draws 3 tiles that only they can look at. Any remaining tiles are used as the *boneyard* and may be drawn upon by players during the course of play.

The lead player sets down the first domino (the double-six, heaviest double or whatever convention players have agreed on) and then players in turn lay tiles onto one, and only one, open end of the domino layout with same-number adjacent to same-number (doubles placed inline onto ends and not allowing play to branch four ways).

This one "arm" of adjacent tiles is where the game gets its name. Players who set down a double onto the layout have another turn and must lay another tile or pass if they are unable to play one.

Should a player be unable to set a domino from their hand onto the layout, they must continue drawing tiles from the *boneyard* until they are able to play one or the *boneyard* is exhausted.

Once a player has *dominoed* by setting their last tile, or the game is *blocked* with no player able to set a tile, the round is over and the player who *dominoed* or has the lowest total of pips left in their hand, is the winner of that round. The winner of a round then scores the total number of pips on all the other players' dominoes.

A number of rounds are played and the first player to score a set total (say 50, 100, 150, 200 or 250 points), wins the game

Adapted from: Wikipedia.

Lesson 8: Understanding who we are

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ★ Discuss what they have learned from the oven.
- ★ Talk about similarities and differences between Mexico, Colombia and the United States.
- ★ Discuss the great diversity that exists between the many countries that make up “Latin America,” specifically focusing on Mexico and Colombia.
- ★ Start to consider who they are as unique people.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2)

Social Studies Standards

- 1.1 Describe how people live in a community.
- 1.9 Describe ways people celebrate their diverse cultural heritages in the community.
- 1.20 Identify cause and effect relationships.
- 2.1 Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.16 Identify ways students can have an impact in their local community.

Key Questions:

- What did the oven teach us?
- If we generalize about Latin America would we have a clear picture of the many countries?
- Did we have stereotypes about Mexico and/or Colombia before meeting the Benicio-Torres family? If so, what were they and have they changed?
- What do Mexico and Colombia have in common with each other? What do they have in common with the United States?
- If someone were to generalize about the United States, would they understand about our life?

Anticipatory Set:

Have a discussion on what “el horno mágico” taught us. Write down all thinking on an anchor chart.

Have students write a reflection on what they learned in their journals.

Procedures:

- a. Meet at the carpet and discuss similarities and differences between Mexico, Colombia and the United States. Discuss the Venn diagram and all reflections and try to synthesize the classes findings together.
- b. Look over the KWL chart and discuss if there is anything that needs to be added.
- c. Continue the conversation on generalizations and stereotypes. Talk about stereotypes and generalizations we made before we met the Benicio-Torres family and were introduced to “el horno mágico.”

Closing Activity:

Students write three things they learned or things that surprised them about Mexico and Colombia in their journals. They will also have a Venn diagram to put in their journals and fill in.

Materials:

Anchor chart

Journals

Previous anchor charts from KWL chart and the class triple Venn Diagram chart

Assessment:

Students will be recording their reflections in their journals. They will also be sharing their reflections with the class.

Extension Activities:

Writing and Social Studies: Expert teachers: Have students get into groups of four and come up with the top 10 things they would want to teach someone about Mexico and Colombia. Have them make posters and prepare a presentation or skit to present to the Kindergarten classes.

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Streissguth, Thomas. *Country Explorers: Mexico* :. N.p.: n.p., 2008. Print.

Lesson 9: Our own “magic” oven

Objectives: BY THE END OF THIS LESSON, MY STUDENTS WILL

- ✪ Identify the benefits of “el horno mágico.”
- ✪ Discuss ways to share their own perspectives and culture with others.
- ✪ Work together to build our own magic oven.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2)

Social Studies Standards

- 1.1 Describe how people live in a community.
- 1.9 Describe ways people celebrate their diverse cultural heritages in the community.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.16 Identify ways students can have an impact in their local community.
- 2.21 Evaluate information relating to an issue or problem.

Key Questions:

- What has been the beauty of having “el horno mágico?”
- How can we continue this tradition of sharing perspective and culture?
- How will we build our own oven? What will it look like?
- How will we work together to create this special oven?

Anticipatory Set:

Students share the benefits of having “el horno mágico”. They talk about how to continue this tradition of sharing and learning from other perspectives. The students are asked how they can share their culture with others. The class brainstorms ideas.

Procedures:

- a. Students find out they will be creating their own “magic” oven as a class. (Make an oven out of paper, cardboard, or students can make their own drawings...**We built a real adobe/cob oven, which is also an option but you will need lots of support with this!!**)
- b. Students design their own cob oven in their journals and write the plan for what they want. Have students present their plans to the class. Synthesize ideas together on an anchor chart to make an overall design.
- c. Students work together to build the oven.
- d. Students write a how-to book on designing and creating an oven.

Closing Activity:

Students present their how-to books to the class.

Materials:

Journals
Materials necessary for ovens
Anchor charts

Assessment:

Students will be designing and writing plans for the class oven. They will then write a how-to book on the steps involved.

Extension Activities:

Writing: Magical Realism: Do a book study on Magical Realism. Read: Elena's Serenade by Campbell Geeslin, Abuela by Arthur Dorros, Chavela and the Magic Bubble by Monica Brown, The Woman who Outshone the Sun by Alejandro Cruz, The Dream Stealer by Sid Fleischman and Super Cilantro Girl by Juan Felipe Herrera. Have students identify it in literature and discuss how magical realism was a part of our story about "el horno mágico." Student will write their own story using elements of magical realism.

Resources and Background Builders:

Brown, Monica, and Magaly Morales. *Chavela and the Magic Bubble*. Boston: Clarion, 2010. Print.

Cruz, Martinez Alejandro, Fernando Olivera, Rosa Zubizarreta, Harriet Rohmer, and David Schechter. *The Woman Who Outshone the Sun: The Legend of Lucia Zenteno = La Mujer Que Brillaba Aún Más Que El Sol : La Leyenda De Lucía Zenteno*. San Francisco, CA: Children's Book Press, 1991. Print.

Dorros, Arthur, Elisa Kleven, and Barbara Powderly. *Abuela*. New York: Dutton Children's, 1991. Print.

Fleischman, Sid, and Peter Sis. *The Dream Stealer*. New York: Greenwillow, 2009. Print.

Geeslin, Campbell, and Ana Juan. *Elena's Serenade*. New York: Atheneum for Young Readers, 2004. Print.

Herrera, Juan Felipe. *Super Cilantro Girl = La Supernina Del Cilantro*. San Francisco, CA: Children's Book Press, 2003. Print.

Johnston, Tony, and John Parra. *P Is for Piñata: A Mexico Alphabet*. Chelsea, MI: Sleeping Bear, 2008. Print.

Lesson 10: Celebration/La gran fiesta

Objectives:

BY THE END OF THIS LESSON, MY STUDENTS WILL

- ★ Have decided how they want to share their learning with the community.
- ★ Invite guests to attend our celebration.
- ★ Have prepared all of their work to present to the community.

Content Standards: (BASED ON OREGON STATE STANDARDS GRADES 1 2)

Social Studies Standards

- 1.1 Describe how people live in a community.
- 1.9 Describe ways people celebrate their diverse cultural heritages in the community.
- 2.1 Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
- 2.3 Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.
- 2.11 Participate in rule setting and monitoring activities considering multiple points of view.
- 2.16 Identify ways students can have an impact in their local community.
- 2.21 Evaluate information relating to an issue or problem.

Key Questions:

- How can we share our information with the city and our greater community?
- How do we celebrate our success and showcase our work?
- How will you communicate your learning to others?

Anticipatory Set:

Students consider how to share their learning with the community and celebrate their work.

Procedures:

- a. Students get class ready for the culminating event and decide what they want to exhibit and how to set it up.
- b. Students will write invitations.
- c. They will get space ready.

Our Culminating Event: For our event, students will be cooking out of the adobe/cob oven they have built together. They will be presenting their work by creating 3-fold poster boards displaying information, photos and artifacts. Their journals will be on display and our setting will be completed. Local musicians and dancers will be performing and families and community will be invited to celebrate. Students will be inviting their pen-pals to come to the celebration. There will be stations set up for kids to rotate through games, art and music they have learned throughout the unit.

Closing Activity:

Class gathers in a circle after the celebration. We go around the circle and each person shares the thing that they enjoyed the most during the project and one thing they are left wondering.

Materials:

Anchor chart to help organize ideas for celebration
Journals
All previous Anchor charts
Artifacts from Unit

Assessment:

Students will be presenting their work in some sort of way: either by doing oral presentations or by making posters to display their learning along the way.

Extension Activities:

Social Studies: **Día de Los Muertos**: Our project will culminate on Día de los Muertos so each student will bring artifacts and present on someone special that has passed. (It could be a person or pet, if no one in their family has passed they can bring things to represent a hero that has passed.) They will add these special objects to the class altar. The altar will be added to the setting wall inside of the Benicio-Torres's kitchen on their table.

We will be studying Día de los Muertos one to two weeks prior to the celebration.

Resources and Background Builders:

Brown, Monica, and Julie Paschkis. *Pablo Neruda: Poet of the People*. New York: Henry Holt, 2011. Print.

Brown, Monica, and Rafael López. *My Name Is Celia: The Life of Celia Cruz = Me Llamo Celia : La Vida De Celia Cruz*. Flagstaff, AZ: Rising Moon, 2004. Print.

Brown, Monica, and Raúl Colón. *My Name Is Gabito: The Life of Gabriel García Márquez*. Flagstaff, AZ: Luna Rising, 2007. Print.

Johnston, Tony, and Jeanette Winter. *Day of the Dead*. San Diego: Harcourt Brace, 1997. Print.

Levy, Janice, Loretta Lopez, and Miguel Arisa. *I Remember Abuelito: A Day of the Dead Story*. Morton Grove, IL: Albert Whitman &, 2007. Print.

Machin, Noel. *Pele, King of Soccer*. New York, NY: Longman, 1984. Print.

Müller, Birte, and Marianne Martens. *Felipa and the Day of the Dead*. New York: North-South, 2004. Print.

Ríos, Szalay Susana., H. Josefina. García, and Érika Magaña Euroza. *A Visit to the World of Frida Kahlo*. México, D.F.: México Interactivo, 2007. Print.

Winter, Jonah, and Ana Juan. *Frida*. New York: Arthur A. Levine, 2002. Print.

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- Dorros, Arthur, Elisa Kleven, and Barbara Powderly. *Abuela*. New York: Dutton Children's, 1991. Print.
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