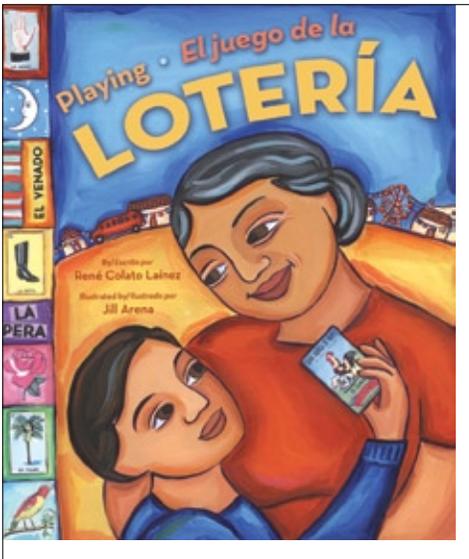


# TOOLS FOR TEACHERS

TEACHING CURRICULUM FOR HOME AND THE CLASSROOM



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ISBN 13: 978-0-87358-881-2

## Playing Lotería *El juego de la lotería*

In this charming story, a little boy visits his grandmother in Mexico. With the help of *la lotería*, he learns a new language and how special the bond between a boy and his grandmother can be.

### Curriculum Connections:

#### Family Themes

Bilingualism (Spanish and English)

Mexico

Cultural Similarities and Differences

### Activity #1 Let's Learn About Mexico!

**Book Connection:** In *Playing Lotería*, a young boy travels to visit his grandmother, who lives in Mexico.

Borrow books from the library that feature Mexico. Locate and mark Mexico on a map. Divide your class into small groups. Explain to your class that you'd like each group to go on a treasure hunt and find interesting and fun facts about the country of Mexico, using the books you supply. Areas students might explore could be: foods of Mexico, people of Mexico, history of Mexico, life in Mexico, traditions of Mexico, climate, and other interesting facts about Mexico. Have students write down their facts (treasures). Then, have groups share what interesting facts and treasures were found about Mexico. Facts might be compiled onto a large piece of butcher paper or compiled into a class book.



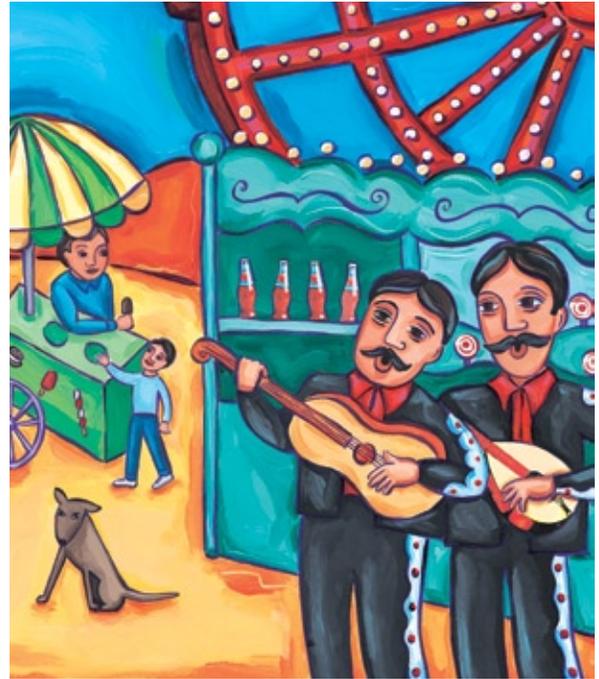
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see back page for  
further information.

## Activity #2 More About Mexico!

Expand upon Activity #1 and learn more about Mexico. Have students briefly share how they celebrate certain holidays with their families. On large butcher paper, create a simple table that lists the months of the year in two columns: one for North America, one for Mexico. Next to each month, list North American holidays that students are familiar with.

Facts might be compiled onto a large piece of butcher paper or compiled into a class book.

Holidays Celebrated in North America	Holidays Celebrated in Mexico
JANUARY	JANUARY
FEBRUARY	FEBRUARY
MARCH	MARCH
APRIL	APRIL
MAY	MAY
JUNE	JUNE
JULY	JULY
AUGUST	AUGUST
SEPTEMBER	SEPTEMBER
OCTOBER	OCTOBER
NOVEMBER	NOVEMBER
DECEMBER	DECEMBER



Explain that the people of Mexico celebrate certain holidays, too. Some are the same as those celebrated in North America, but some are different. Discuss the holidays that are celebrated in Mexico. A list of Mexican holidays and the time of year they occur can be found by Web searching “Mexican holidays.” Here are a few for reference:

January 1: *Año Nuevo* (New Year’s Day)

February 24: Flag Day

March 21: The birthday of Benito Juarez, a famous Mexican President

April: *Semana Santa*—this is a holy week that ends the 40-day Lent period. Good Friday and Easter are included in this week. A fun tradition during this week is to break *cascarones* (confetti-filled eggs) over the heads of friends and family members!

May 1: *Primero de Mayo* (similar to U.S. Labor Day)

May 5: *Cinco de Mayo*

May 10: Mother’s Day

June 10: Navy Day

June 24: Saint John the Baptist Day

September 16: Mexican Independence Day

October 12: *Día de la Raza*, which celebrates the arrival of Columbus to the Americas

November 1st and 2nd: *Día de los Muertos*

November 20: Mexican Revolution Day

December 25: *La Navidad* (Christmas)

Choose one of the Mexican holidays and compare it to a holiday celebrated in North America. How are they alike? How are they different?

### Activity #3 Say it in Spanish!

**Book Connection: The young boy in the story visits his grandmother in Mexico. His grandmother speaks Spanish, and the young boy speaks English. Together, they help teach each other their native language.**

Introduce your students to the Spanish language. Begin with the word, *bola* (hello). Have students practice saying *bola*. Throughout the entire day, students will practice using the word *bola*, instead of hello. One the second day, introduce the word *adiós* (goodbye). Have students practice saying *adiós*. Throughout the day, encourage students to use the words *bola* and *adiós*, instead of the words hello and goodbye.

Each day, introduce new words, such as numbers and colors.

Numbers: *uno* (one), *dos* (two), *tres* (three), *cuatro* (four), *cinco* (five), *seis* (six), *siete* (seven), *ocho* (eight), *nueve* (nine), *diez* (ten).

Colors: *amarillo* (yellow), *rojo* (red), *blanco* (white), *negro* (black), *verde* (green), *azul* (blue), *anaranjado* (orange), *marrón* (brown).

Students will practice applying their new language in Activity #4.

### Activity #4 Spanish Games!

**Book Connection: Lotería is a Spanish board game, similar to bingo! It is a very popular game played at fairs, carnivals, homes, and playgrounds in Mexico and Latin America.**

Play bingo using newly learned Spanish words!

Make 5 copies of the blank bingo board, below. (The game will be played with 5 students.) Fill in the squares with English number words (1-10), and the English color words: red, blue, orange, yellow, green, brown, black, white, and the English words: hello and goodbye. Four of the words will have to be repeated in the grid twice. Make certain that each bingo board is different.

		<b>FREE SPACE!</b>		

## Calling Cards

Copy and cut apart the Spanish words below, and place them in a small bowl. The caller will draw from the bowl, saying the words in Spanish, which must be matched with the English words on the board.

amarillo	uno	negro	rojo
verde	dos	tres	cuatro
blanco	cinco	seis	siete
ocho	nueve	diez	hola
anaranjado	marrón	azul	adiós

## Activity #5 Family Roots!

**Book Connection:** The main character in the story visits his grandmother, or *abuela*, in Mexico. Let's learn about our grandparents!

Family Survey – Explain to students that you'd like each of them to find out a bit more about their heritage. Grandparents are a great way to do this! Send each student home with the following questions to be answered by a grandparent. If a grandparent isn't able to help with the activity, a parent or guardian may.

Person Interviewed: \_\_\_\_\_

This person is [check one] my ( ) maternal grandparent (mother's side), or ( ) paternal grandparent (father's side).

What country were you born in? \_\_\_\_\_

When were you born? \_\_\_\_\_

What country were your parents born in? \_\_\_\_\_

What language did you grow up speaking? \_\_\_\_\_

Were other languages spoken in your home when you were growing up? \_\_\_\_\_

What types of games did you play when you were my age? \_\_\_\_\_

What was school like when you were my age? \_\_\_\_\_

What types of clothes did you wear when you were my age? \_\_\_\_\_

Use the following lines below to add anything else your grandparent would like to share:

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(Be sure to thank your grandparent for their time!)

## Further Activities:

1. Host a special Grandparent's Day in the classroom! Invite grandparents to come to school on a particular day. Students might take turns reading a special poem created for the event, or sharing a particular piece of work completed in the classroom.
2. Label objects and places in the classroom in Spanish and in English, such as door, chair, clock, sink, desk, pencils, paper, books.
3. Locate San Luis de la Paz on a map. It is where the story *Playing Lotería* takes place!
4. Many schools host an annual carnival for students and families each year, with cake walks and other simple games. If your school does this, volunteer as a class to sponsor a BINGO, or LOTERÍA, booth for players to enjoy!
5. Here's a fun writing activity that will stretch the imagination. Allow students to imagine what they will be like as grandparents. Perhaps designate a particular age that they have reached (60 years). Have students answer the following questions:

When I am 60,

I will live in a (what type of house?) \_\_\_\_\_.

I will live (where?) \_\_\_\_\_.

I will drive a \_\_\_\_\_.

I will have \_\_\_\_\_ pets. List type of pet(s): \_\_\_\_\_.

I will have \_\_\_\_\_ number of children.

These are things I will do for fun \_\_\_\_\_.

I will work as a \_\_\_\_\_.

When I'm 60, this is what I'll look like: (student draws self portrait)



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