

# Introduction

## *Español al Explorarlo II*

This new unit has been created as an addition to the first Unit previously produced. It is intended to be used by any teacher who wishes to acquaint his/her students with the Spanish language in a fun and interactive manner. This unit has been created with more of an interactive approach in mind. Previous experience in the Spanish language is not needed since the pronunciations for all the vocabulary will be clearly given. Although some of the activities and exercises included may be suited for primary grades, many of them can be adapted for higher grades. Use your judgement to determine which activities are best suited for your students.

The unit has been broken down into mini-units of study. Each mini-unit begins with an English/Spanish vocabulary list that will introduce the teacher to the vocabulary that will be covered within that unit. (You may want to copy these and send them home for parents to help their children with practice of their pronunciation). Each unit includes vocabulary cards with the Spanish vocabulary and the English translation. These cards can be cut and put into an index file for quick reference or used in games and other types of mentioned activities. You can also use them as a review exercise or assessment.

This new unit contains less worksheets and yet more ideas for instructional activities. The teacher will decide which ones are suitable for the students. These can also be used to create portfolios which the students can keep at the end of the school year.

The themes included in this unit are a continuation of some of the themes I cover during a school year. My Spanish classes meet twice a week for thirty minutes. I have included a potpourri of activities from which you can choose according to the time available and age of your students. The purpose of this unit was to be an expansion of Español al Explorarlo I. Remember that "practice makes perfect," and the more the students practice it the better they'll be at it.

The latest research shows compelling evidence that experience with two languages gives rise to mental flexibility, a superiority of concept formation and a more diversified set of mental abilities. It further demonstrates that language acquisition skills are sharpest at an early age. Younger children have a greater capacity for second language acquisition than older children and adults.

My approach to teaching a foreign language to small children is a hands on, experiential approach, based on the principles of fun, interaction and repetition. I have found that in this manner children learn very quickly and begin to use their "new" vocabulary words in their day to day activities.

It is my hope that this unit will continue to enhance your current program as you and your students continue to explore and study the Spanish language. ¡Buena Suerte!

*Helen E. Hovanic*



# Table of Contents

## Introduction

- ♦ Purpose and description

## Mini Units within the unit include:

- ♦ Los Animales en la Granja (Farm Animals)
- ♦ Las Partes del Cuerpo (Body parts)
- ♦ La Familia (The Family)
- ♦ ¿A Dónde Vamos? Vamos a ... (Where do we go? We go...)

## Special Holidays

- ♦ ***Cinco de Mayo***
  - ♦ Language Activities
  - ♦ Games
  - ♦ Crafts
  - ♦ Recipes
- ♦ ***El Día de las Madres*** (Mother's Day)
  - ♦ History, Origin, Celebration
  - ♦ Inspirational- ***Flowers for Mother***
  - ♦ Activities, Crafts and Games
- ♦ ***Memorial Day***
  - ♦ History
  - ♦ The Memory Shall be Ours: Lessons for Teaching
  - ♦ The Adventist Church:  
Noncombatancy and the Draft

## Spanish Teaching Resources



# Los Animales en la Granja

(Farm animals)



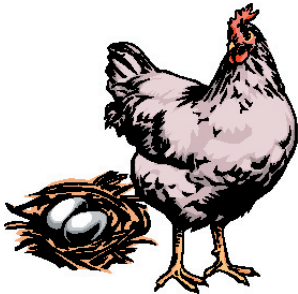
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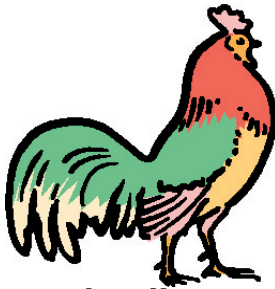
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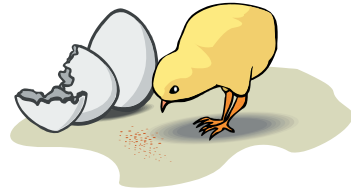
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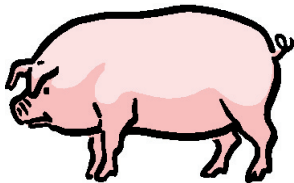
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el gallo



el pollito



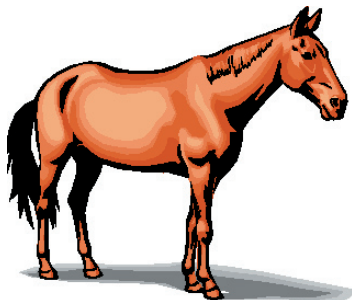
el cerdo



la oveja



la vaca



el caballo



el pato



el ratón





# Los Animales de la Granja

(Farm animals)

## Vocabulario

<i><b>Inglés</b></i>	<i><b>Español</b></i>	<i><b>Pronunciation</b></i>
<i>the dog</i>	<i>el perro</i>	<i>ehl peh-rroh</i>
<i>the cat</i>	<i>el gato</i>	<i>ehl gah-toh</i>
<i>the rabbit</i>	<i>el conejo</i>	<i>ehl coh-neh-hoh</i>
<i>the chicken</i>	<i>la gallina</i>	<i>lah gallina</i>
<i>the rooster</i>	<i>el gallo</i>	<i>ehl gah- yoh</i>
<i>the chick</i>	<i>el pollito</i>	<i>ehl poh- yee-toh</i>
<i>the sheep</i>	<i>la oveja</i>	<i>lah obeh- hah</i>
<i>the pig</i>	<i>el cerdo</i>	<i>ehl cehr- doh</i>
<i>the horse</i>	<i>el caballo</i>	<i>ehl kah- bah- yoh</i>
<i>the cow</i>	<i>la vaca</i>	<i>lah bah-kah</i>
<i>the mouse</i>	<i>el ratón</i>	<i>ehl rrah-tohn</i>
<i>the bird</i>	<i>el pájaro</i>	<i>ehl pah-hah-roh</i>
<i>the farmer</i>	<i>el granjero</i>	<i>ehl grahn-heh-roh</i>
<i>the farmer's wife</i>	<i>la granjera</i>	<i>lah grahn-he-rah</i>
<i>the farm</i>	<i>la granja</i>	<i>la grahn-hah</i>
<i>What animal is it?</i>	<i>¿Qué animal es?</i>	<i>Keh ah-nee-mahl ehs?</i>
<i>What does the animal say?</i>	<i>¿Qué dice el animal?</i>	<i>Keh dee-ceh ehl ah-nee-mahl?</i>
<i>What color is the _____ _?</i>	<i>¿De qué color es el (o) la _____?</i>	<i>Deh keh coh-lor ehs ehl (or) lah _____</i>
<i>Show me the _____.</i>	<i>Muestrenme el / la _____ _____.</i>	<i>Moo-ehs-trehn-meh ehl / lah _____.</i>

### ***Animal sounds in Spanish:***

perro- guau, guau (goo-ah-oo)  
gato- miau (mee-ah-oo)  
gallina- klok, klok (clohk, clohk)  
gallo- quiquiriki- (kee-kee-ree-kee)  
pollito- pio, pio (pee-oh, pee-oh)  
oveja- ba, ba (bah, bah)  
cerdo- tru, tru (troo, troo)  
caballo- Jii, jii (hee, hee)  
vaca- mu, mu (moo, moo)



el pavo



# Songs

## ***Tio Sancho Tiene un Rancho***

(Sing to the tune of "I Had a Little Dog")

**Tio Sancho tiene un rancho  
A, E, I, O, U  
En el rancho tiene una vaca  
A, E, I, O, U.  
Con la vaca aquí, la vaca allí,  
Aquí mu, mu, allí mu,mu.**

**Tio Sancho tiene un rancho  
A, E, I, O, U.  
En el rancho tiene un perro,  
A, E, I, O, U  
Con el perro aquí, el perro allí,  
Aquí guau, guau, allí guau, guau.  
Tio Sancho tiene un rancho  
A, E, I, O, U.**

**Tio Sancho tiene un rancho  
A, E, I, O, U**

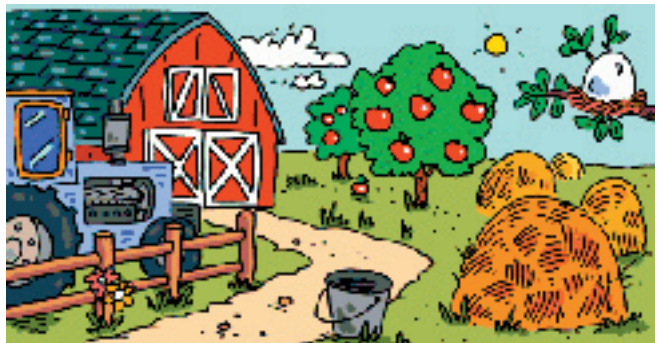
**Tio Sancho tiene un rancho  
A, E, I, O, U**

**Tio Sancho tiene un rancho  
A, E, I, O, U**

## ***Animal Song***

(Sing to the tune of "This Old Man")

**Gato -- cat  
perro-- dog  
pájaro is a ying bird,  
pez is a fish, and  
pato is a duck,  
culebra is a slinky snake.**



## Los Animales en la Granja

**el perro**

**el gato**

**el conejo**

**la gallina**

**el gallo**

**el pollito**

**el cerdo**

**la oveja**



**la vaca**

**el caballo**

**el pato**

**el ratón**

**el pavo**

**el  
rancho**





## The Farm Animals

**the dog**

**the cat**

**the rabbit**

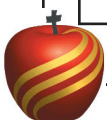
**the  
chicken**

**the  
rooster**

**the baby  
chick**

**the pig**

**the  
sheep**



**the cow**

**the horse**

**the duck**

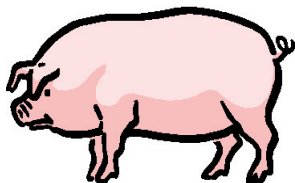
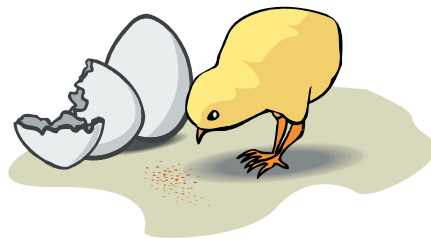
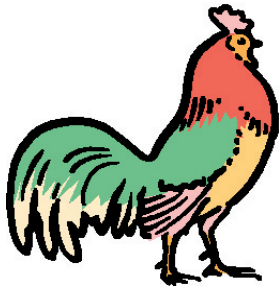
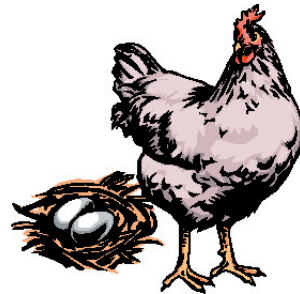
**the  
mouse**

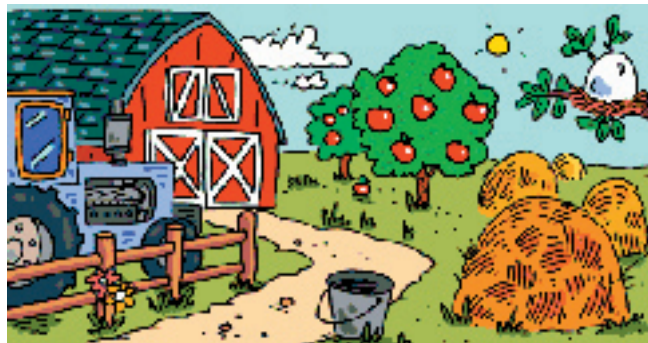
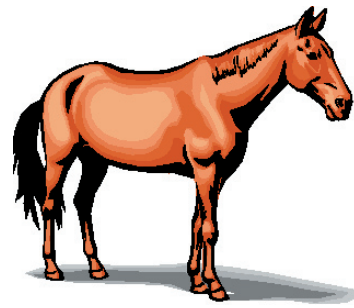
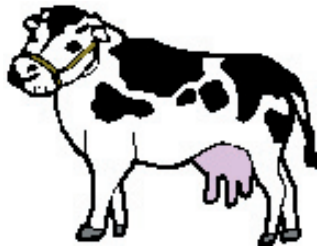
**the farm**



# Los Animales en la Granja

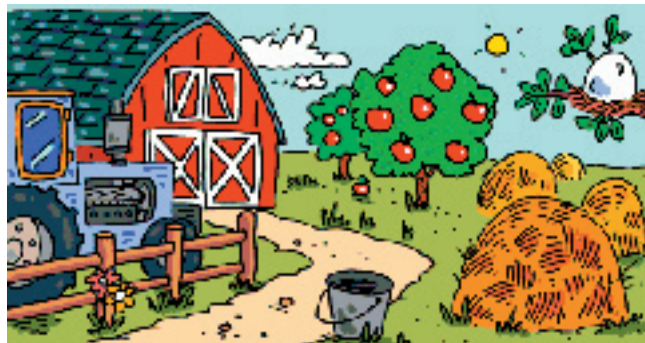
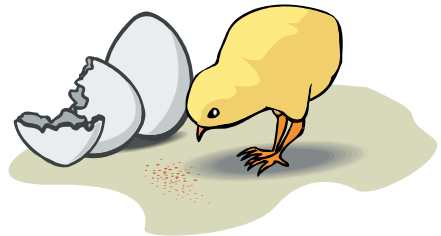
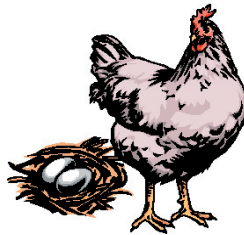
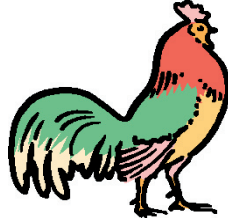
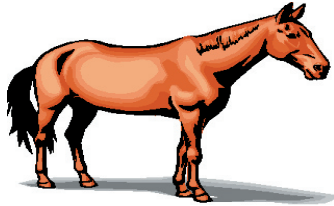
## Flash cards



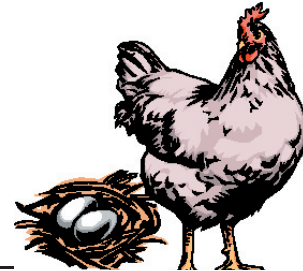
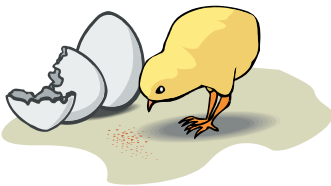
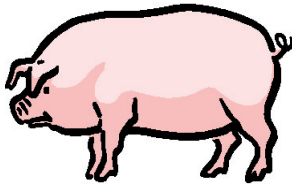
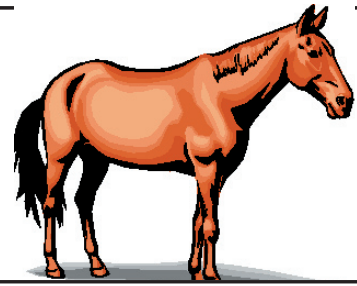
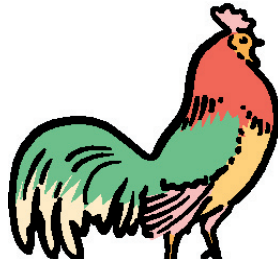


# Quizmo

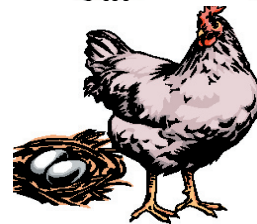
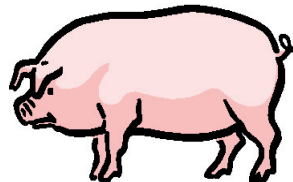
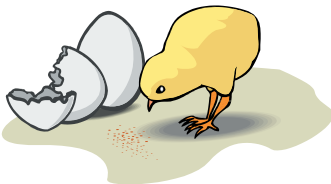
## Los Animales



# Los Animales

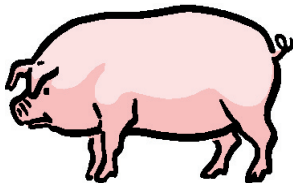
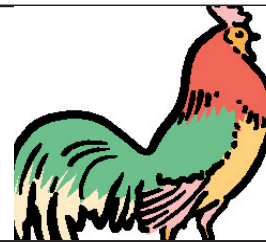
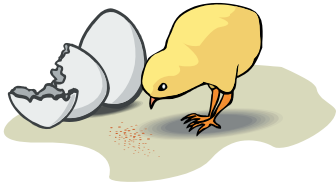


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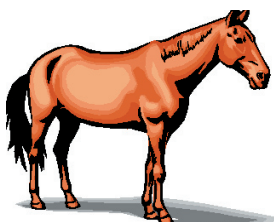
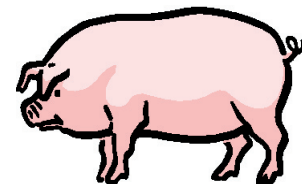
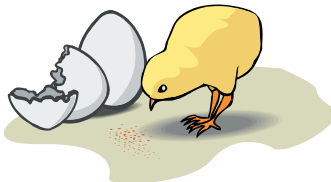




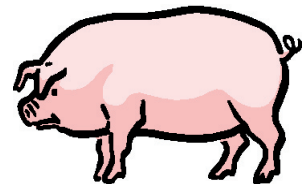
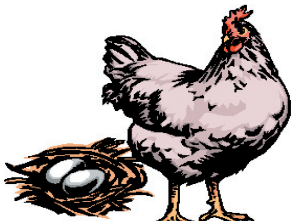
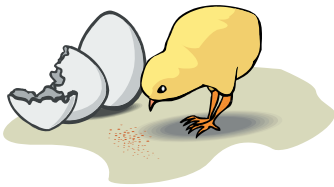
# Los Animales



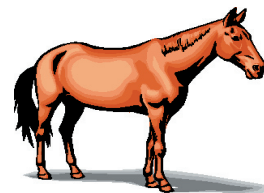
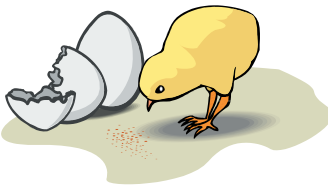
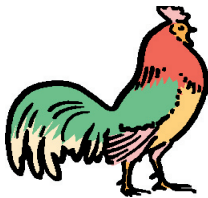
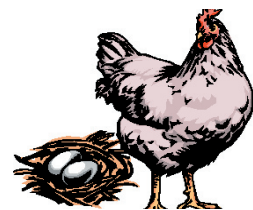
# Los Animales



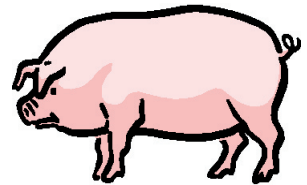
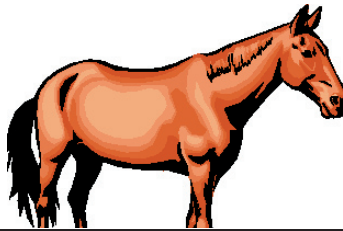
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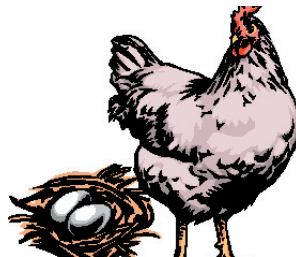
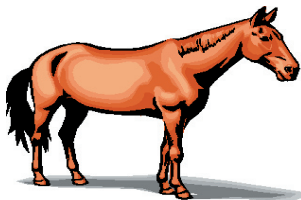
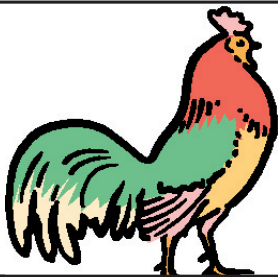
# Los Animales



# Los Animales



# Los Animales



Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Animal Match : Copy the Spanish word under each picture.

el perro



\_\_\_\_\_

el gato



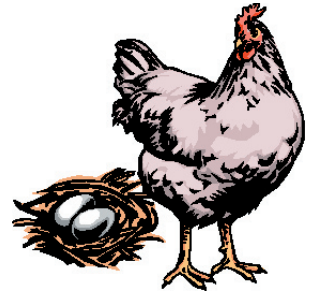
\_\_\_\_\_

el conejo



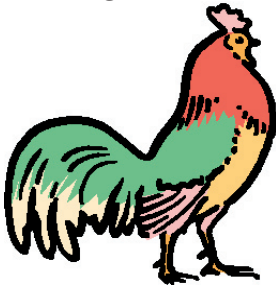
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la gallina



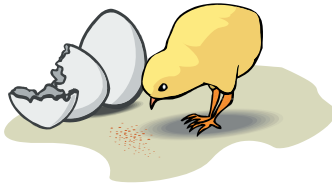
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el gallo



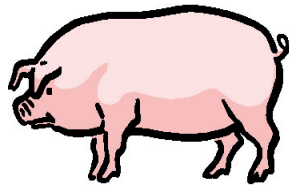
\_\_\_\_\_

el pollito



\_\_\_\_\_

el cerdo



\_\_\_\_\_

la oveja



\_\_\_\_\_

Write the Spanish name for each animal:

1. dog \_\_\_\_\_

5. rooster \_\_\_\_\_

2. cat \_\_\_\_\_

6. chick \_\_\_\_\_

3. rabbitt \_\_\_\_\_

7. pig \_\_\_\_\_

4. chicken \_\_\_\_\_

8. sheep \_\_\_\_\_



Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## ¿Cuántos animales hay?

Draw a picture to match the Spanish phrase in each box.

seis pájaros	cinco perros
siete patos	cuatro gatos
dos caballos	una vaca
diez ratones	tres cerdos
ocho ovejas	nueve pollitos

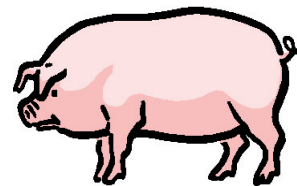


## Las Cartas de Animales (Animal Dominoes)



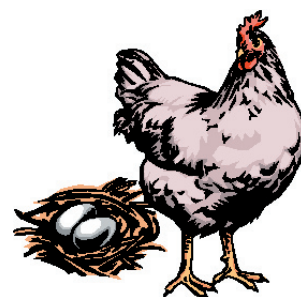
el ratón

la gallina



el conejo

el pato

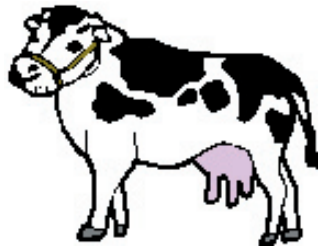
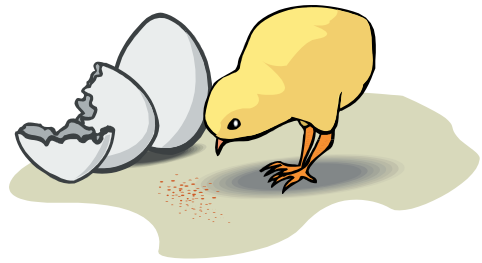






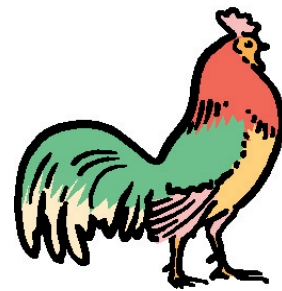
el gato

el cerdo



la oveja

la vaca



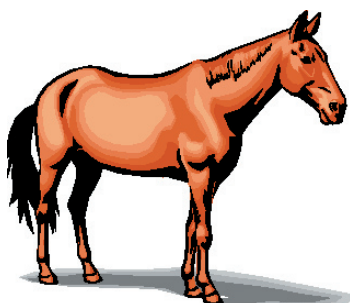
el pollito





el perro

el gallo



el pavo

el caballo



Cut cards vertically in sets of two and play like dominoes. Be sure to teach the words first so that the students will be able to match the words and the pictures.



## Instructional Activities

Activities	Directions	Material Needed
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	scissors cards
Vocabulary Cards -as an activity sheet	Cut vocabulary cards and glue along the top to the corresponding English translation so it looks like a window when you flip it up.	scissors glue
QUIZMO Game	Photocopy the quizmo card onto color paper. Laminate it if possible. Play like regular quizmo - using Spanish when calling the names of the animals.	Quizmo cards and markers
"Tres en Raya"	Cut out vocabulary cards. Have students arrange them in three rows of three. Call out the name of the animal and have students turn the card over. When they have three in a row turned over, they call "Tres."	vocabulary cards
Who's Zoo?	Have each child bring a stuffed animal from home. Designate a corner of your room for Who's Zoo. Have each child display their stuffed animal in that corner. Have each child introduce their animal using first the English name and then what type of animal it is using the vocabulary learned. Example: "Hola, This is Fluffy. He is <i>el perro</i> ."	Stuffed animals from home
Animal Puppets	Give each child a lunch size paper bag, construction paper, and a variety of different color scrap paper. Using the paper, let the children create a paper bag puppet. Each should know the animal's name in Spanish. When the puppets are complete, let the children put on a puppet show with their Spanish animal.	lunch size paper bag scrap paper markers crayons scissors
Bulletin Board	Create the scene of a farm and label all animals with their Spanish names. Label it "Los Animales en la Granja." or "Los Animales dicen.." (the animals say..) and make speech balloons with the animal sounds in Spanish.	



## Putting it Together

(Sample conversation directed to an individual.)

Teacher: Hola, \_\_\_\_\_ (clase).

Student: Hola, \_\_\_\_\_.

Teacher: ¿Qué animal es este? (Show picture of animal.)

Student: Es un / una \_\_\_\_\_.

Teacher: ¿Es grande o pequeño/ a? (Review big /small)

Student: Es grande o pequeño/a.

Teacher: ¿De qué color es? (Review colors)

Student: Es \_\_\_\_\_.

### English translation:

Teacher: Hello, \_\_\_\_\_ (or clase). (Student's name or class.)

Student: Hola, \_\_\_\_\_.

Teacher: What animal is this?

Student: It's a \_\_\_\_\_.

Teacher: Is it big or small?

Student: It's (big or small)

Teacher: What color is it?

Student: It's \_\_\_\_\_.



## More games and activities...

### Juego de Concentración- (Concentration)

Materials: Flash cards (pictures and matching words or English Spanish flash cards)

Place all the picture cards and word cards down. Players take turns turning two cards up to see if they can get a match (picture card and its corresponding word card). If the player does not get a match, then he/ she returns the two cards to their original positions facing down. The player with the most matches wins the game.

### Ve a Pescar (Go Fish)

Materials: Same cards from Concentration game. Usually played in groups of two.

Give seven cards to each player. Place the remaining cards in a pile. The players place their cards up and take turns asking for a match to the cards they have in hand (using the Spanish vocabulary). Example: "¿Tienes un gato? (Do you have a cat?) If their opponent doesn't have the card, he says "Ve a pescar," (Go fish) and the student then picks from the remaining pile of cards.

### Piensa Rápido (Think Fast)

Materials: Paper, pencil, timer

Using an egg timer give the students 15-30 seconds (or more) to write as many words as they can remember from their vocabulary. The one with the most correct words wins the game.



Answer Key \_\_\_\_\_

Fecha \_\_\_\_\_

Animal Match : Copy the Spanish word under each picture.

el perro



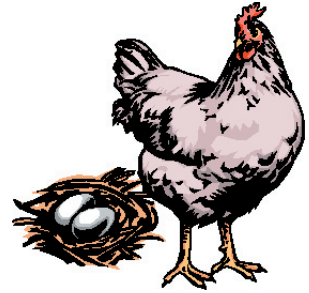
el gato



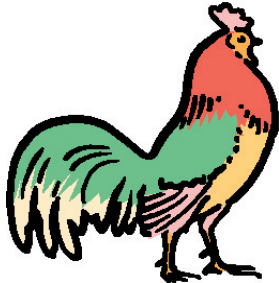
el conejo



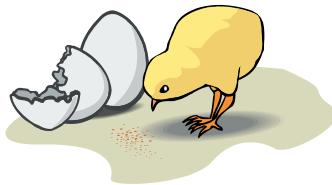
la gallina



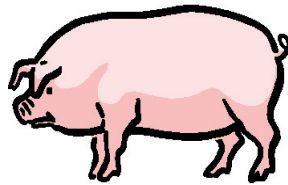
el gallo



el pollito



el cerdo



la oveja



Write the Spanish name for each animal:

1. dog -el perro

5. rooster -el gallo

2. cat - el gato

6. chick -el pollito

3. rabbitt - el pollito

7. pig -cerdo

4. chicken -la gallina

8. sheep - oveja





# Las Partes del Cuerpo



el brazo



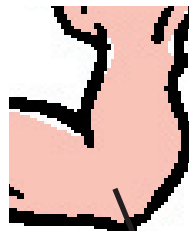
la nariz



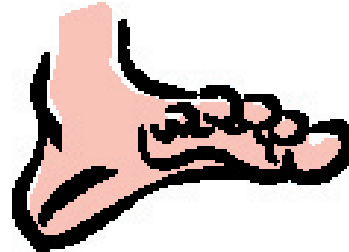
la cabeza



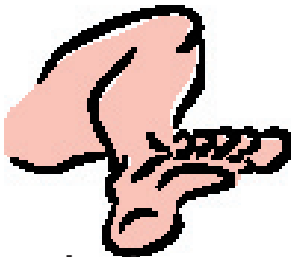
la mano



el codo



el pie



la pierna



los ojos

las cejas



las pestañas

los dientes



los dedos



la oreja



los labios



la boca



la cara

el cuello



# Las partes del cuerpo

(Lahs pahr-tehs dehl kwehr-poh)  
vocabulario

<i>Inglés</i>	<i>Español</i>	<i>Pronunciación</i>
the body	el cuerpo	ehl kwehr-poh
the head	la cabeza	lah ka-beh-sah
the face	la cara	la kah-rah
the eyes	los ojos	lohs oh-hohs
the ears	las orejas	lahs oh-reh-has
the eye brows	las cejas	lahs seh-has
the eye lashes	las pestañas	lahs pehs-tah-nyahs
the nose	la nariz	lah nah-rees
the mouth	la boca	lah boh-kah
the lips	los labios	lohs lah-beeohs
the teeth	los dientes	los dee-ehn-tehs
the neck	el cuello	ehl kwe-yoh
the shoulders	los hombros	lohs ohm-brohs
the arm	el brazo	ehl brah-soh
the hand/s	la/s mano/s	lahs mah-nohs
the finger/s	el /los dedo/s	ehl / lohs deh-doh/s
the legs	las piernas	lahs pee-ehr-nahs
the knees	las rodillas	lahs roh-dee-yahs
the foot / the feet	el pie / los pies	ehl pee- eh/ lohs pee-ehs
What hurts you?	¿Qué te duele?	keh leh doo-eh-leh
_____ hurts...	Me duele	meh doo-eh-leh
what hurts him/ her?	¿Qué le duele?	keh leh doo-eh-leh
_____ hurts ...	Le duele...	leh doo-eh-leh
What is it?	¿Qué es?	keh ehs?
It's .....	Es ... (la nariz, la boca, ...)	Ehs.....

**Review:** muestrénme (moo-ehs-trehn-meh) - Show me (to the entire class)  
muestrame (moo-ehs-trah-meh) - Show me (to one person)

**Teacher says to a student:** Muestrame la cabeza. Muestrame la nariz. Muestrame los ojos.  
**or to the entire class:** Muestrénme la cabeza. muestrénme las piernas. Muestrénme la cara.



In addition to teaching the body parts you can teach the colors for eye and hair.

hair color	brown - castaño rubio/a- blond black- negro rojo - red gray-gris	kahs-tah-nyo roo-bee-oh/ ah neh-groh roh-hoh grees
eye color	blue- azules brown- color marrón green- verdes black- negros	ah-zoo-lehs koh-lohr mah-rohn vehr-dehs neh-grohs
What color is your hair? What color is his/ her hair?	¿De qué color es tu pelo? ¿De qué color es su pelo?	Deh keh koh-lohr ehs too (zoo) peh-loh?
My hair is .... His/ her hair is .....	Mi pelo es ... Su pelo es.....	mee- peh-loh es... soo peh- loh es ...
What color are your eyes? What color are their eyes?	¿De qué color son tus ojos? ¿De qué color son sus ojos?	Deh keh koh-lohr sohn toos /zoos oh-hos?



## Songs

### ***Cabeza, hombros, piernas y pies***

(Sing to the tune of Head and Shoulder, Knees and Toes)

Cabeza, hombros, pierna y pies.  
Pierna y pies.  
Cabeza, hombros, pierna y pies.  
Pierna y pies.  
Ojos, orejas, una boca, una nariz.  
Cabeza, hombros, pierna y pies.  
Pierna y pies.

(Sing three or four times increasing the speed as children sing and point to the body parts)



### ***Cara, Cabeza***

(Sing to the tune of "Where is Thumpkin")

Cara, cabeza, cara cabeza,  
manos pies, manos pies.  
Boca y dientes, ojos y orejas  
y la nariz y la nariz.

Cara, cabeza, cara, cabeza,  
manos pies, manos pies.  
Boca y dientes, ojos y orejas  
y la nariz y la nariz.

(Sing three times as children point to the different body parts)



## More fun songs

### ***Me Duele la Cabeza***

Sing to the tune of "*Alouette Gentille Alouette*"

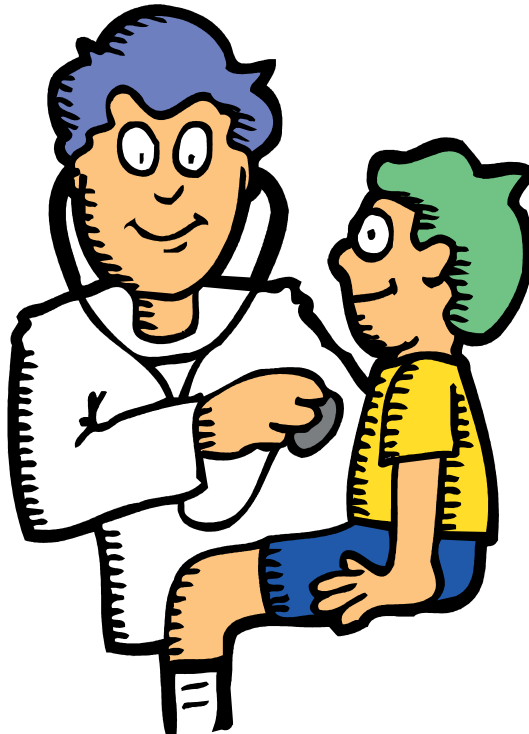
La cabeza, me duele la cabeza,  
la cabeza, llama al doctor.  
¿Te duele la cabeza?  
Me duele la cabeza.  
La cabeza, doctor, ayy.

La cabeza, me duele la cabeza.  
La cabeza, llama al doctor.  
¿Me duelen los brazos,  
Sí me duelen los brazos  
los brazos, la cabeza,  
doctor, Ayy.

La cabeza, me duele la cabeza,  
la cabeza, llama al doctor.  
me duelen las piernas,  
Sí me duelen las piernas,  
las piernas, los brazos,  
la cabeza, doctor, Ayy.

La cabeza, me duele la cabeza,  
la cabeza, llama al doctor.  
me duelen las pies,  
Sí me duelen los pies,  
los pies, las piernas,  
los brazos, la cabeza,  
doctor, Ayy.

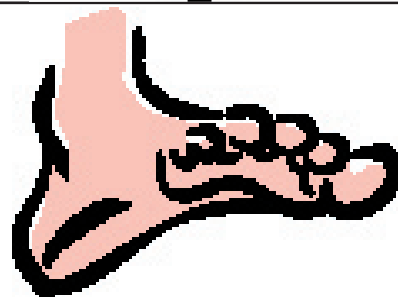
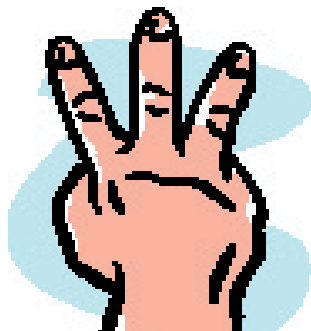
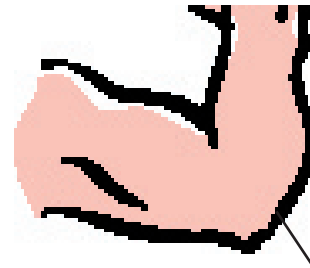
La cabeza, me duele la cabeza,  
la cabeza, ¡llama al doctor!



## Las partes del cuerpo







# ***Las Partes del Cuerpo***

la cabeza

los ojos

la cara

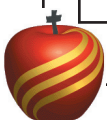
las cejas

el cuello

las pestañas

la oreja

la nariz



los labios

la boca

los dientes

el brazo

la mano

el codo

los dedos

la pierna

el pie

el pelo



# ***Body Parts***

the head

the eyes

the face

the eyebrows

the neck

the eye lashes

the ear

the nose



the lips

the mouth

the teeth

the arm

the hand

the elbow

the fingers

the leg

the foot

the hair



## Putting it Together

Sample conversation directed to an individual.

Teacher: Hola, \_\_\_\_\_.

Student: Hola, \_\_\_\_\_.

Teacher: ¿Cómo estás?

Student: No muy bien.

Teacher: ¿Qué te duele?

Student: Me duele \_\_\_\_\_.

Teacher: Lo siento mucho.

Teacher: Hello, \_\_\_\_\_. (student's name)

Student: Hello, \_\_\_\_\_.

Teacher: How are you?

Student: Not very well.

Teacher: What's hurts?

Student: My \_\_\_\_\_ hurts.

Teacher: I'm very sorry.



## Instructional Activities

Activities	Directions	Material Needed
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	scissors cards
Vocabulary Cards -as an activity sheet	Cut vocabulary cards and glue along the top to the corresponding English translation so looks like a window when you flip it up.	scissors glue
"Tres en Raya"	Cut out vocabulary cards. Have students arrange them in three rows of three. Call out the name of the animal and have students turn the card over. When they have three in a row turned over, they call "Tres".	vocabulary cards
Dibuja un Hombre (Draw a man)	On a piece of paper, the student will draw a line for each letter in a word that will be kept secret from the opponent. The opponent will guess letters, one at a time, in the word. For each incorrect guess the opponent makes, the student will draw a body part and say it in Spanish. The student will give his opponent ten tries to guess all of the correct letters in the word or guess the word. If the opponent fails to guess the word the student wins the game. The opponent wins if he/ she guesses the secret word.	vocabulary words
Bulletin Board	Label it "Las partes del cuerpo." Draw or find a picture of a boy or girl and label it using all the body parts in Spanish.	
Student group work.	This works well with grades 4-6. In groups, students are given a large piece of "bulletin board" paper. A silhouette of a student is made and all students together label the body with the body parts.	large piece of paper, pencil, markers
Relay	Divide class in two groups. Use two sets of vocabulary words. Put a piece of tape at the end of each word. Place cards on a table at equal distance from both groups. Chose one student to be "labels." Students take turns running to pick up each card and labeling the student. The group who finishes first with the most correct words placed, wins the game.	vocabulary words





## More ideas and activities.....

<i>Sí/No</i> game	The whole class can participate or the class could be split into 2-4 teams. Students respond <i>Sí/No</i> to true or false statements that contain this lesson's vocabulary. Students earn point for their team by holding up the correct <i>Sí</i> or <i>No</i> card.	<i>Sí/No</i> cards for each student or each group
"Hands off!" (small group game)	Team members draw the body part named in Spanish. One student reads a body part in Spanish and covers the picture with a hand, removing it when "hands off" is called.	small ash cards of body parts
<i>Simón Dice</i> (Simon Says)	Play <i>Simón Dice</i> by calling out the command: "Simón dice toca..." (Simon says touch...) or simply say "Toca..." Example: Simón dice ... toca la cabeza. Simón dice ... toca la nariz. Simón dice ... toca la boca. Simón dice ... toca los ojos. Simón dice ... toca la oreja.	
Comercial game "Guess Who" More advanced	Guess Who can be played following the instructions but instead asking in Spanish " <b>¿Tienes una persona de pelo castaño?</b> " (Do you have a person with brown hair?) Using the color of the eyes and hair.	Guess Who game
"Spanish Bee" game	Play like spelling bee. Provide students with Spanish or English words or phrases to translate.	list of words from vocabulary
Drawing challenge (a small group game)	The student who is drawing first in each game selects a ashcard and draws that body part. The group members try to guess the word in Spanish. The student who guesses the word draws next.	set of small ashcards for each team (Spanish body vocabulary) crayons or colored pencils



## Mr. Potato Head and Body Parts

**Materials Required:** Mr. Potato Head, large white construction paper, markers, crayons, squiggly eyes, rulers.

**Activity Time:** 30 minutes to create and 2 classes to share

**Concepts Taught:** Identification and application of body parts

**Objective:** Illustrate, and label their own Mr. Potato and use vocabulary to introduce their finished work.

**Procedure:** Teacher asks the student; ¿Qué falta? The student supplies body parts by responding “**Falta** or **faltan los ojos.**” The student then puts the eyes in place. This is done for all parts.

**Follow up:** Next the teacher draws a large oval on the black board and labels all the parts. The students then design their own Potato Head and use a “theme” like potato on a skate board or potato gaucho or potato mexicano. Afterwards the students share their creations and talk about it.

**For example:** Este es Paco el vaquero de Argentina. El tiene ojos azules y pelo negro. (He has blue eyes and black hair)



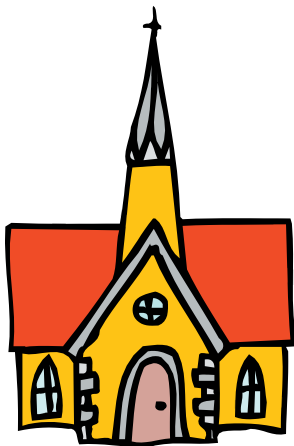
# ¿A Dónde Vamos? *Vamos a ...*



*el gimnasio*



*la playa*



*la iglesia*



## ***Action Words***



***leer***



***estudiar***



***descansar***



***comprar***



***nadar***



## ***Action Words***



***practicar deportes***



***jugar***



***orar***



***cantar***



## ¿A dónde vamos? (Where are we going?)

### Vocabulario

<i><b>Inglés</b></i>	<i><b>Español</b></i>	<i><b>Pronunciación</b></i>
the school	la escuela	<i>lah ehs-cooeh-lah</i>
the library	la biblioteca	<i>lah bee-bleeoh-tehcah</i>
home	la casa	<i>lah kah-sah</i>
the church	la iglesia	<i>lah igleh-see-ah</i>
the store	la tienda	<i>lah tee-ehn-dah</i>
the museum	el museo	<i>ehl moo-seh-oh</i>
the park	el parque	<i>ehl pahr-keh</i>
the gym	el gimnasio	<i>ehl heem-nah-seeoh</i>
the beach	la playa	<i>lah plah-eeah</i>
Where are you going?	¿A dónde vas?	<i>¿ah dohn-deh bahs?</i>
I'm going to _____	Voy a _____	<i>boee ah _____</i>
Where is _____ going?	¿A dónde va?	<i>¿ah dohn-deh bah?</i>
_____ is going to ....?	_____ va a .....	<i>_____ bah ah .....</i>
What are you going to do?	¿Qué vas a hacer?	<i>¿keh bahs ah ahsehr?</i>
I'm going to ...	Voy a ....	<i>bohee ah ...</i>
to study	estudiar	<i>ehs-too-dee-ahr</i>
to read	leer	<i>le-ehr</i>
to rest	descansar	<i>dehs-kahn-sahr</i>
to sing	cantar	<i>kahn-tahr</i>
to pray	orar	<i>oh-rahr</i>
to shop	comprar	<i>kohm-prahr</i>
to look at pictures	mirar los cuadros	<i>mee-rahr lohs kooa-drohs</i>
to play	jugar	<i>hoo-gahr</i>
to practice sports	practicar deportes	<i>prahk-tee-kahr deh-pohr-tehs</i>
to swim	nadar	<i>nah-dahr</i>

**Note to the teacher:** With the verb "*comprar*" (to buy) you can use other vocabulary learned to say they're going to buy a specific item or to buy food (*comida*) ex. *Voy a comprar un libro. Voy a comprar comida.* (at the market)

In Spanish when we have "a" in front of the article "el" a contraction occurs. **a + el = al**, meaning "to the." Example: *Voy al mercado.* I go to the market.





## Songs



### De Esta Manera

Sing to the tune of *"This is the way we go to..."*

(Actions)

De esta manera vamos a la escuela,  
vamos a la escuela, así, así.

(pretend they're carrying books)

De esta manera vamos a la escuela,  
el lunes por la mañana.

De esta manera nos vamos a casa,  
vamos a la casa, así, así.

(pretend they're walking and moving  
their arms)

De esta manera nos vamos a casa,  
el martes por la mañana.

De esta manera vamos a la biblioteca,  
vamos a la tienda, así, así.

(pretend they're walking and reading)

De esta manera vamos a la biblioteca,  
el miércoles por la mañana.

De esta manera nos vamos al museo,  
nos vamos al museo así, así.

(pretend they're looking at paintings.)

De esta manera nos vamos al museo,  
el jueves por la mañana.

De esta manera vamos al gimnasio,  
vamos al gimnasio así, así.

(pretend they're walking)

De esta manera vamos al gimnasio,  
el viernes por la mañana.

De esta manera vamos a la iglesia,  
vamos a la iglesia así, así.

(fold hands for prayer)

De esta manera vamos a la iglesia,  
el sábado por la mañana.

**Note:** You may want to review the days of the week with this song.





## More Songs.....

### ***De Esta Manera.....***

(Variation)

(Actions)

De esta manera yo voy a estudiar,  
yo voy a estudiar, así, así.

(pretend they're studying)

De esta manera yo voy a estudiar,  
cuando voy a la escuela.

De esta manera voy a descansar,  
voy a descansar, así, así.

(pretend they're resting)

De esta manera voy a descansar,  
cuando voy a la casa.

De esta manera yo voy a comprar,  
yo voy a comprar, así, así.

(pretend they're paying for something)

De esta manera yo voy a comprar,  
cuando voy a la tienda.

De esta manera yo voy a jugar,  
yo voy a jugar, así, así.

(pretend they're playing)

De esta manera yo voy a jugar,  
cuando voy al parque.

De esta manera practico deportes,  
practico deportes, así, así.

(pretend they're practicing a sport)

De esta manera practico deportes,  
cuando voy al gimnasio.

De esta manera yo voy a nadar,  
voy a nadar, así, así.

(pretend you're swimming)

De esta manera yo voy a nadar,  
cuando voy a la playa.

De esta manera voy a orar y cantar,  
a orar y cantar, así, así.

(fold hands for prayer)

De esta manera voy a orar y cantar,  
cuando voy a la iglesia.

This song is good for going over the actions verbs as they are learning them.



Translation to: *"De Esta Manera"*

This is the way we go to study,  
we go to study this way, this way.  
This is the way we go to study,  
when we go to school.

This is the way we go to rest,  
we go to rest, this way, this way.  
This the way we go to rest,  
when we go home.

This is the way we go to shop,  
we go to shop this way, this way.  
This is the way we go to shop,  
when we go to the store.

This is the way we go to play  
we go to play this way, this way.  
This is the way we go to play,  
when we go to the park.

This is the way we practice sports,  
we practice sports, this way, this way.  
This is the way we practice sports,  
when we go to the gym.

This is the way I go to swim,  
I go to swim, this way, this way.  
This is the way I go to swim,  
when I go to the beach.

This is the way we sing and pray.  
we sing and pray, this way, this way.  
This is the way we sing and pray,  
when we go to church.



## **¿A dónde vas? (Where are you going?)**

(Sing to the tune of "Frère Jacques")

Teacher starts (or another student)

Hola, (Maria), Hola, \_\_\_\_\_ (name of child)

¿A dónde vas? ¿A dónde vas?

(Student replies)

Voy a (la escuela). Voy a (la escuela)

a estudiar, a estudiar.

Hola, \_\_\_\_\_, Hola \_\_\_\_\_ (another student)

¿A dónde vas? ¿A dónde vas?

### **(Other places:)**

Voy a la casa, voy a la casa

a descansar, a descansar.

Voy a la biblioteca, voy a la biblioteca

a leer, a leer.

Voy a la tienda.....

a comprar .....

Voy al parque.....

a jugar.....

Voy a la playa.....

a nadar....

Voy a la iglesia .....

a orar .....

This activity works well with small groups. Each student stands in a circle holding the picture of a place and they ask each other where they are going. The teacher usually begins the song by asking a student.

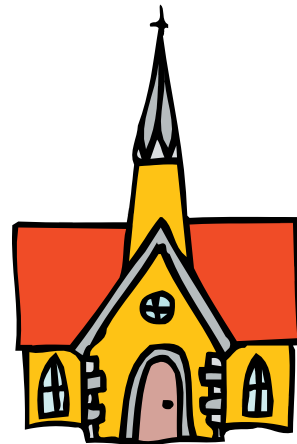


# Church Songs

## ***Cristo me Ama (Jesus Loves Me)***

Cristo me ama y yo lo sé  
y la Biblia dice así;  
que los niños son de él,  
y él es su amigo fiel.

Sí, Cristo me ama,  
Sí, Cristo me ama,  
Sí, Cristo me ama,  
la Biblia dice así.



## ***Yo Tengo Gozo (I have the joy.. down in my heart)***

Yo tengo gozo, gozo  
en mi corazón, en mi corazón, en mi corazón.  
Yo tengo gozo, gozo,  
en mi corazón.  
Gloria sea a nuestro Dios.

Yo tengo gozo, paz y alegría en mi corazón,  
en mi corazón, en mi corazón, en mi corazón.  
Yo tengo gozo, paz y alegría  
en mi corazón.  
Gloria sea a nuestro Dios.

Yo tengo a Cristo, a Cristo  
en mi corazón, en mi corazón, en mi corazón.  
Yo tengo a Cristo, a Cristo,  
en mi corazón.  
Gloria sea a nuestro Dios.



## More church songs

### ***Con Aceite Mi Lampara Brilla (Give me oil in my Lamp...)***

Con aceite mi lampara brilla, brilla, brilla.  
Con aceite me alumbrará, Aleluya!

Con aceite mi lampara brilla, brilla, brilla.  
brillará hasta que venga el rey.

Venga el rey, sí venga el rey.  
Venga mi Jesús, el rey, el rey.  
Venga el rey, si venga el rey.  
Sí, Venga mi Jesús, el rey, el rey!

### ***Andando con Jesús (A Little walk with Jesus)***

Andando con Jesús,  
todo está muy bien.  
Andando con Jesús,  
todo está muy bien.

Si es mucho mi penar,  
le alabo sin cesar,  
Andando con Jesús,  
todo está muy bien.

### ***Fija tus ojos en Cristo (Fix your eyes upon Jesus)***

Fija tus ojos en Cristo,  
tan llenos de gracia y amor,  
y lo terrenal sin valor será,  
a la luz del glorioso Señor.



## Vocabulary Cards

**home**

**la casa**

**la escuela the school**

**the  
church**

**la iglesia**

**the store**

**la tienda**



<b>the museum</b>	<b>el museo</b>
<b>the park</b>	<b>el parque</b>
<b>the beach</b>	<b>la playa</b>
<b>study</b>	<b>estudiar</b>





**read**

**leer**

**rest**

**descansar**

**sing**

**cantar**

**pray**

**orar**



**shop**

**comprar**

**play**

**jugar**

**practice  
sports**

**practicar  
deportes**

**swim**

**nadar**





## En la Escuela

### Juramento de la Bandera The Pledge of Allegiance

Juro fidelidad a la bandera  
de los Estados Unidos de América,  
y a la república que representa  
una nación bajo Dios indivisible  
con libertad y justicia para todos.



### Morning Prayer

Querido Dios, damos gracias a tí por este día.  
También damos gracias por los alumnos y sus familias.  
Bendícenos hoy día y ayúdanos a hacer bien.  
En el nombre de Jesús, Amén.

***[Keh-ree-doh dee-ohs, dah-mohs grah-see-yahs ah tee pohr ehs-teh dee-ah. Tahm-bee-ehn dah-mohs grah-see-yahs pohr lohs a h-loom-nohs ee soos fah-mee-lee-ahs. Behn-dee-ceh-nohs oh-ee dee-ah ee ah-yoo-dah-nohs ah ah-cehr bee-ehn. Ehn ehl nohm-breh deh Heh-soos, Ah-mehn.]***

#### **Translation:**

Dear God, we thank you for this day.  
We also give thanks for the students and their families.  
Bless us today and help us to do well.  
In the name of Jesus, Amen.





## En la Escuela

### School commands:

English	Español	Pronunciación
Attention	Atención	ah-tehn-see-ohn
Listen	Escuchen	ehs-koo-chehn
Get up	Levántense	leh-vahn-tehn-seh
Let's pray	Vamos a orar	bah-mohs / ah / oh-rahr
Let's sing	Vamos a cantar	bah-mohs / ah / kahn- tahr
Sit down	Siéntense	see-ehn-tehn-seh
Repeat with me	Repitan conmigo	reh-pee-tahn / cohn-mee-goh
Open your books	Abran sus libros	ah-brahn/ soos/ lee-brohs
Let's read	Vamos a leer.	bah-mohs ah leh-ehr
Close your books	Cierren sus libros	see-ehreh/ soos / lee-brohs

### Sample Conversation:

Buenos dias, clase. Atención, por favor (please).

Buenos dias, Profesor/a.

Levántense. Vamos a orar, (cantar) or (repetir el juro de fidelidad- pledge of allegiance)

Muy bien, clase. Siéntense, por favor.

Ahora (now) Abran sus libros en la página (page) .....

Vamos a leer.



## ¿A dónde vamos?

### (Where do we go?)

Vamos a la escuela a estudiar.	We go to school to study.
Vamos a la biblioteca a leer.	We go to the library to read.
Vamos a la casa a descansar.	We go home to rest.
Vamos a la iglesia a orar y cantar.	We go to church to pray and sing.
Vamos a la tienda a comprar.	We go to the store to shop.
Vamos al museo a ver los cuadros.	We go to the museum to see the paintings.
Vamos al parque a jugar.	We go to the park to play.
Vamos al gimnasio a practicar los deportes.	We go to the gym to practice sports.
Vamos a la playa a nadar.	We go to the beach to swim.

#### **Note to the teacher:**

The conjugation of the verb to go, "ir," is the following:

<b>Voy</b>	<b>I go</b>	<b>Vamos</b>	<b>We go</b>
<b>Vas</b>	<b>you go</b>	<b>Van</b>	<b>You (pl) go</b>
<b>Va</b>	<b>he/she goes</b>	<b>Ellos/ellas van</b>	<b>They go</b>

¿A dónde vas ? - (ah dohn-deh bahs?) - Where do you go?

Voy a ..... - (boh-ee ah ...)- I'm going to.

¿A dónde va? - (ah dohn-deh bah?) - Where does he/she go?

Va a ..... - (bah ah) - he or she goes to.



## Ready, Set, “Acción”



**Materials Required:** dice, teacher-made “action game cards”

**Activity Time:** 15-20 minutes

**Concepts Taught:** action verbs (great for kinesthetic learners)

**Preparation:** Make 5-9 action cards depending on class size. This activity should be done in groups of 3-5 and you will need one die and one card for each group.

Action cards are simply index cards with numbered action verbs on them. The verbs should be numbered 1-6 and they can vary in difficulty depending on your grade level.

1. Each group receives one action card and one die.
2. The game begins when you call “action” and ends when you call “cut.”

**Rules:** The first player rolls the dice and must read the verb with the corresponding number. Then, they must physically perform or act out the verb. If they are unable or unwilling to perform it, they lose their turn. This continues around the group until you call “cut.”

**Warning:** This can be a loud activity depending on the verbs. So, choose verbs wisely or be prepared!

Print an additional copy of the flash cards, number them and use them for this game.



**Nombre** \_\_\_\_\_

**Draw pictures of each place and show what you do there.**

<b>Voy a la escuela a estudiar.</b>	<b>Voy a la biblioteca a leer.</b>
<b>Voy a la casa a descansar.</b>	<b>Voy a la iglesia a orar y cantar.</b>
<b>Voy al parque a jugar.</b>	<b>Voy a la playa a nadar.</b>





Nombre \_\_\_\_\_

***¿A dónde vamos?  
Vamos a .....***



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Label the places above using the following word bank:

el parque

la casa

el museo

la biblioteca

la escuela

la tienda



## Instructional Activities

Activities	Directions	Material Needed
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set. Pronounce and have students recite the Spanish words on the flashcards.	scissors cards
Vocabulary Cards -as an activity sheet	Cut vocabulary cards and glue along the top to the corresponding English translation so it looks like a window when you flip it up.	scissors glue
Our town	Draw a picture of a town. Have students name the town and color and label the places in Spanish.	paper, pencil, crayons
"Tres en Raya"	Cut out vocabulary cards. Have students arrange them in three rows of three. Call out the name of the animal and have students turn the card over. When they have three in a row turned over, they call "Tres."	vocabulary cards
"Spanish Bee"	Play like spelling bee. Students translate short phrases of family, nouns and numbers vocabulary.	small flash cards (write vocabulary below on one side and English translation on the other.)
Bulletin Board	"Vamos a ...." Make a collage of pictures of places we go and activities we do and label each one in Spanish.	
Quizmo	Use the following table to play Quizmo with your students. Have them create their own playing card by labeling each box with words from the vocabulary list.	Copy quizmo game sheets



# Quizmo




Answer key

***¿A dónde vamos?  
Vamos a .....***



***LA ESCUELA***



***LA CASA***



***LA TIENDA***



***LA BIBLIOTECA***



***EL PARQUE***



***EL MUSEO***

Label the places above using the following word bank:

el parque

la casa

el museo

la biblioteca

la escuela

la tienda



# El mes de mayo

*El Cinco de Mayo*  
Mexican Holiday



**Cinco de Mayo**

*El dia de las Madres*  
Mother's Day



*Memorial Day*





# Cinco de Mayo

Many Americans think that the festivities of *Cinco de Mayo*, held each May 5th, are in celebration of the independence of Mexico. That holiday is, in fact, celebrated on Sept. 16. On that date back in 1810, Father Miguel Hidalgo issued a proclamation known as "*El Grito de Dolores*" (The Shout of Pain) that united the many different rebellions going on against Spain in one cohesive struggle. Mexico achieved its independence from Spanish rule in 1821. *Cinco de Mayo* is actually a commemoration of a victory by Mexican troops in *La Batalla de Puebla* more than fifty years later, on May 5, 1862.

From the time of Mexican Independence in 1821 to the time of this battle in 1862, Mexico suffered numerous setbacks in its attempts to form a stable republic, and endured several incursions into its sovereignty as an independent nation. Fifteen years into its independence, Texas seceded from Mexico. The Texas revolt followed and Mexico was forced to surrender approximately half of its territory to the U.S. Mexico, which had never been financially stable, underwent a severe economic crisis during the 1850's.

President Benito Juarez inherited Mexico's troubled political and financial situation, which included a bankrupt Mexican treasury. As a result of these problems, President Juarez issued a moratorium in 1861 halting payments on Mexican foreign debt. Much of this debt was owed to France. Shortly thereafter, France sent troops to Mexico to secure payment of its debt.

At the time, the French Army of Napoleon III was considered the premier army in the world. It had enjoyed recent victories throughout the world. The French expected to march from the port city of Veracruz to Mexico City without encountering much resistance. President Juarez sent troops, under the command of General Ignacio Zaragoza, to Puebla to confront the French. The Mexican troops consisted almost entirely of indigenous soldiers, much like today. "*La Batalla de Puebla*" raged on, and the French were forced to retreat to Orizaba. Despite tremendous odds, the humble Mexican army defeated the most powerful fighting unit in the world!

Although *La Batalla de Puebla* on *Cinco de Mayo* was rendered militarily insignificant by the French's subsequent victory, it did inject the Mexican people with the pride and patriotism it had never enjoyed before. *La Batalla de Puebla* was the first time that the Mexican pueblo could rally around a common cause and proudly proclaim, "*¡Yo Soy Mexicano!*"

Today Mexican's citizens living in both Mexico and the U.S. celebrate *Cinco de Mayo* with special festivities which include; parades, fiestas, special foods, and breaking of the piñata for the children and lots of family gathering like the Fourth of July is for us.







# Cinco de Mayo

## Language Activities

### A Day in Mexico

Use an almanac, an encyclopedia, and at least two other books to research life in the country of Mexico. What is the climate like? What is the food like? When do children begin school? How many years do most people attend school? What is the typical Mexican family like? What is housing like? What is shopping like? etc.

### Arts and Crafts Mexican Flags

**Materials needed:** flag pattern; cardstock or tagboard; red, green and white tissue paper; glue; markers; full color picture of Mexican flag; red or green yarn; masking tape.

Color flag pattern onto cardstock or tagboard. Give each child a copy of the flag, tissue paper of each color, and glue. Direct students to tear tissue paper into small strips, then crumble into small balls. Use paper balls to cover flag, coloring each section correctly. Students may use markers to color center medallion either before or after decorating the rest of the flag. Allow glue to dry thoroughly, then use masking tape to attach yarn for hanging to back of each flag.

### Maracas

**Materials needed:** clean yogurt cups with lids, large popsicle sticks, (available in craft stores), low-temp hot glue gun and glue sticks, small dried beans, 1/8"-wide red and green ribbon, colored paper, masking tape, glue paint or markers or crayons.

Before distributing cups to students, cut a 1/2-3/4" gash in the bottom center of each cup. (Length of cut depends on width of popsicle sticks purchased. Gash should be about 1/8" longer than stick is wide.) Insert popsicle stick into opening of each cup until about 1/4" of stick is visible inside cup, and hot glue stick securely in place. Be sure to use a LOW TEMP glue gun. At higher temperatures, glue will melt the plastic cups. You may wish to glue the stick inside and out for added strength. Allow glue to cool before distributing to students.



## Arts and Crafts continued

# Cinco de Mayo



### Maracas...

With students pour about 2 Tbsp. dried beans into a yogurt cup, replace lid, and tape shut. Cut a strip of paper about one-half inch wider than the cup's circumference at its widest point and about six inches longer than the cup's height. Wrap paper around cup, leaving three inches of extra paper at both the top and bottom of cup and tie closed. Popsicle stick handle should protrude several inches from the paper covering around the bottom of the cup.

Encourage students to use different colors of paper, paint markers, and or crayons to decorate their maracas as they choose.



### Piñatas

**Materials needed:** large paper bag (grocery size); approximately half a bag full of candy and/or other small treats (balloons, pencils, stickers, small toys, etc.) mixed with colored paper (weight of contents should not exceed three pounds); tape; various colors of tissue paper; glue sticks; small paper bags (lunch size); old newspaper.

Fill large bag with treats, fold down top, and tape closed. As a class, decide on a design for the piñata. (Animals work particularly well.) Use pieces of tissue paper to cover paper bag and decorate. Small bags filled with newspaper and covered with tissue paper can be used to create features like ears, noses, legs, tails, and so forth.

After the piñata dries, use heavy yarn or twine to suspend from the ceiling, then let students take turns hitting it with a long ruler until it breaks and treats fall out.

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For many more activities go to:

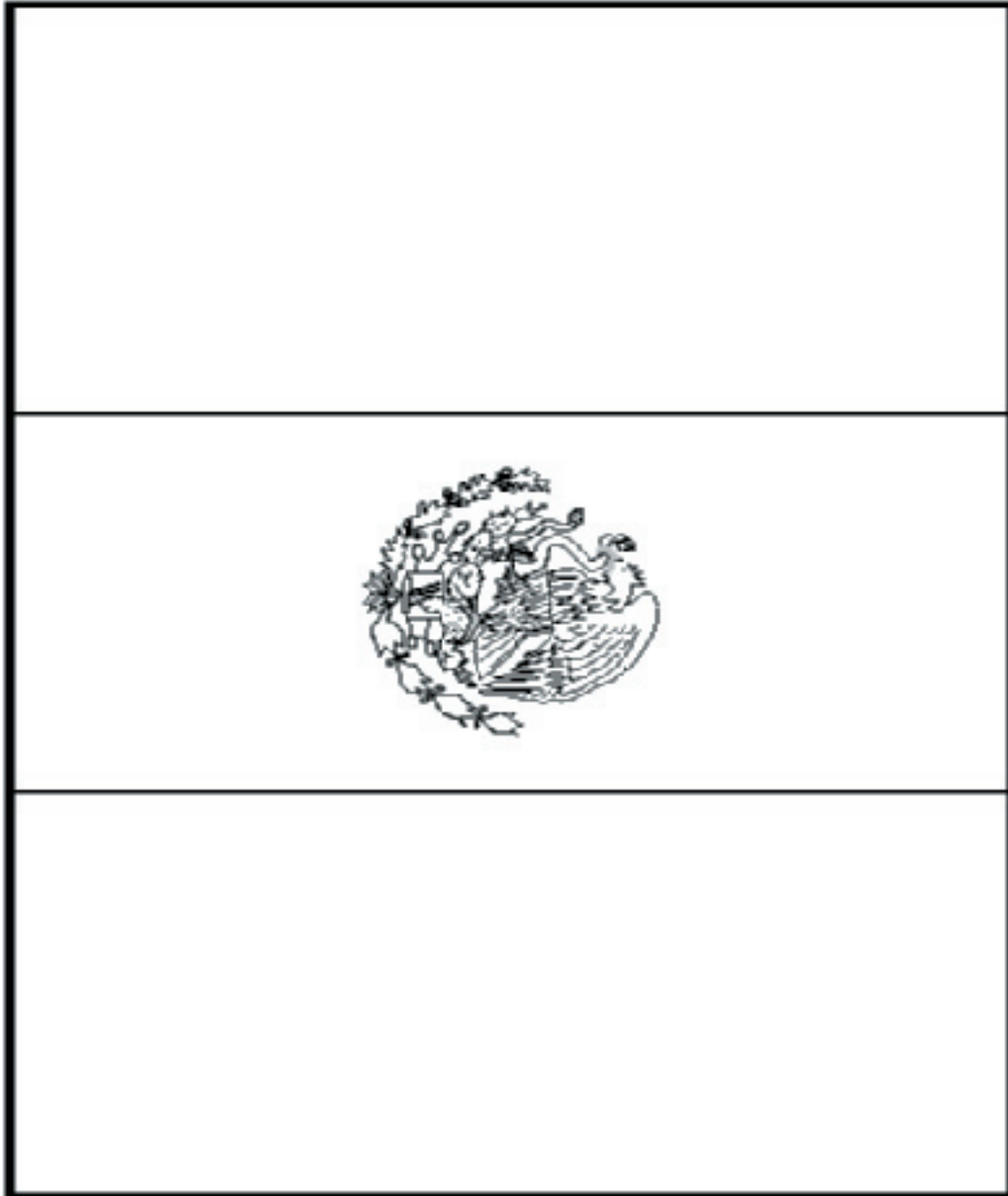
<http://www.kidsdomain.com/holiday/cinco/>

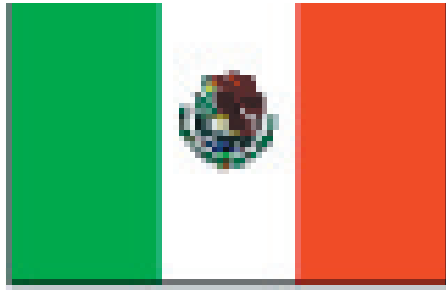




Mexican Flag Pattern

Cinco de Mayo





## The Mexican Flag

### History of the Mexican Flag

The history of the Mexican flag is rich and colorful. During the prehispanic period, the Aztec standard bore images of eagles and panthers. Following the conquest, colonial leaders adopted a flag resembling that of Castille, and on August 13, 1530, the Government of Don Alonso de Estrada ordered the first flag parade to commemorate the fall of Tenochtitlan nine years before.

The outbreak of the War of Independence, almost three hundred years later, brought new ideals, new leaders, and new flags. During the same struggle, the Generalísimo Don Jose María Morelos adopted several different flags, and upon consummation of independence in 1821, added the Flag of the Three Guarantees.

Today's flag has kept the traditional colors red, white, and green and bears the national shield in the middle. Mexico has celebrated Flag Day every year since 1937 in a ceremony before the Monument to General Don Vicente Guerrero, who was the first military leader to swear allegiance to the flag in Acatempan on 12 March 1821.

The coloration on the Mexican flag represents:

**Hope**, Fertility of the soil -- **Green**

**Purity** -- White

**The blood shed during Independence** -- **Red**

According to the legend, the Aztecs in search of their promised land, were told by their god Huitzilopochtli, that when they would find the eagle devouring a serpent on a nopal cactus tree, they were to settle down in that place and found Tenochtitlan, what is today Mexico City.

From : <http://www.zianet.com/cjcox/edutech4learning/cinco.html>



## Additional Games to Play:

### Jalapeno Hop



**Supplies:** Pillow jalapeno for each team.

**How to Play:** Children divide into two teams. Give each team a jalapeno pillow. Pillow size should be larger for younger children and smaller for older children. Have one child from each team place the jalapeno between their legs and hop to the end of the room and back. They sit down and the next team member goes. This repeats until one team is all sitting.



### Pass The Chili Pepper

**Supplies:** Pillow chili pepper for each team.

**How To Play:** Children divide into two teams. Give each team a chili pepper pillow the size of an orange. On your mark, the first child puts the pillow between their chin and neck and passes it to the next player. Here's the catch, players may only use their heads to pass (no hands or teeth allowed). The process continues to the last person in line and then reverses sending the pillow back to the first player in line. The first team to complete the game wins.

### How Many Beans

**Supplies:** Large glass jar filled with beans  
Small pieces of paper  
Sombrero  
Pencil

**How To Play:** Have children write their name on a small piece of paper and their guess as to how many beans are in the jar. The child who guesses the right number, or comes closest, gets a reward.

### Musical Chairs

**Supplies:** Chairs with laminated horse faces taped to the seats  
Authentic music from Mexico

**How To Play:** A variation of the original.



### Find your Partner

**Supplies:** Picture of animals. Children must know what sound they make (2 of each animal).  
Hat or bowl

**How To Play:** Have each child draw a picture out of the hat. They must then find their partner by making the sound that the animal makes and listening to the other children for an animal making the same sound as they are.

Games and activities created by Alecia Dixon



# Games

# Cinco de Mayo

## Hide and Seek

Review how to count from 1-10 in Spanish.

Spanish	English
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight
nueve	nine
diez	ten



Play the traditional game of hide and seek, but direct the student who is "It" to count to ten in Spanish before yelling, "Here I come!" or "¡Aquí voy!"

## Jumping Beans

Direct children to jump like jumping beans whenever they hear music playing and to stop immediately when the music stops. Anyone who moves after the music stops is out. Play until one winner remains. (Use Mexican music, of course.)

## Lotería

This is a popular Mexican game similar to bingo. You can play it with any subject.

## Steal the Sombrero

Copy and cut out one sombrero for each student. Tape sombreros to students' backs. Each student must try to steal others' sombreros without losing his or her own. Any student who loses his or her sombrero must immediately replace it with one he or she has stolen. If the student does not have another sombrero with which to replace his or her stolen one, he or she is out.



## Recipes

# Cinco de Mayo

### Corn Tortillas

1 cup "masa harina" corn meal  
1Tbsp. baking powder  
3/4 cup water  
1/2 tsp. salt  
2 tsp. corn oil

In mixing bowl, combine corn meal, baking powder, and salt. Add water and oil into corn meal. When mixture cools enough to handle, divide into eight equal balls. Flatten slightly. Place flattened ball on top of an 8-inch square of waxed paper. Cover with a second square. Roll into 6" circle. Remove from paper. Cook on ungreased griddle until lightly brown.

### Flour Tortillas

2 cups flour  
1 1/2 tsp. baking powder  
1/2 tsp. salt  
2/3 cup warm water

In mixing bowl, combine dry ingredients. Gradually add enough warm water to create a crumbly dough, then knead until dough sticks together. Divide dough into eight equal pieces, then flatten each piece into a five-inch round. Roll each round as thinly as possible. (Each round should yield roughly a nine-inch circle.)

Heat a large, flat skillet or griddle to about 375 degrees (medium high on most stoves.) Lay tortilla on heated surface until tiny blisters appear (a few seconds). Flip tortilla, using a wide spatula to press it firmly against heated surface. Cook until blisters are lightly brown.

Remove cooked tortillas from griddle and place in sealable plastic bag with moist cloth. Allow tortillas to steam and soften. Serve promptly.

Caution: Homemade tortillas dry out quickly. They are best used the day they are made. If it is not possible to use them the day they are made, refrigerate or freeze them in an air-tight container.



# Cinco de Mayo

Recipes continued...

## Guacamole

- 2 large ripe avocados (preferably Haas avocados)
- 2 Tbsp. onion, finely chopped
- 2 serrano chiles, finely chopped (remove seeds to make milder guacamole)
- 1/2 tsp. salt (or to taste)
- 1/2 cup fresh tomato, finely chopped
- 2 Tbsp. cilantro, finely chopped

Mash avocados, leaving them slightly lumpy. Stir in all other ingredients, mixing well. Chill and serve.

Hint: To keep guacamole from discoloring, place avocado pits in bowl with guacamole.

## Mexican Rice

- 1 1/3 cups uncooked rice
- 3 Tbsp. cooking oil
- 1 medium onion, diced
- 1 TBSp. minced fresh garlic
- 2 cups "chicken" flavored broth
- 1 (8-ounce) can tomato paste
- 1 Tbsp. fresh parsley, finely chopped
- 1 tsp. ground cumin



Fry rice in oil in large skillet over medium heat until it turns yellow. (Do not let it turn brown!) Add onion and garlic. Continue frying until onion is transparent. Add chicken broth. Stir in tomato paste, parsley and cumin. Reduce heat to simmering. Cover and cook until all liquid is absorbed (about twenty minutes).



# Cinco de Mayo

## Recipes, Continued ....

### Refried Beans

2 cups pinto beans, cooked and drained or  
1 (15-ounce) can pinto beans  
1/3 cup vegetable oil  
2 cloves garlic, minced  
1/4 cup onion, finely chopped  
salt and pepper to taste

Heat oil in large skillet. Add beans, garlic, onion, salt, and pepper. Fry for about five minutes, stirring occasionally. Use potato masher to mash beans. Simmer another five minutes, and serve. Beans may be topped with finely-grated cheese, green onions, and/or cilantro.

### Salsa

5-6 ripe roma tomatoes, peeled and chopped  
1/2 cup chopped green onions  
1/4 cup chopped jalapeño peppers  
1/3 cup chopped cilantro  
2 cloves fresh garlic, minced (or to taste)  
1/2 tsp. cumin (or to taste)  
1/2 tsp. salt (or to taste)  
juice from one medium fresh lime

Combine all ingredients and stir well. Chill and serve.





# Cinco de Mayo

## Books of Interest:

***Cinco de Mayo*** by Sarah Vasquez. Introduces the customs and practices of this Holiday. Good book to introduce the children to Cinco de Mayo.

***Viva Mexico! The Story of Benito Juarez and Cinco de Mayo*** by Argentina Palacios, Howard Berelson and Alex Haley. A biography of the Zapotec Indian who grew up to become the president of Mexico and lead his country in a war for independence.

***The Latino Holiday Book From Cinco de Mayo .....: The Celebrations and Traditions of Hispanic-Americans*** by Valerie Menard. The books discusses each holiday's religious and social history, typical customs, and special foods and activities, and gives recipes and instructions for making authentic foods and crafts.

***Mexican Independence Day and Cinco de Mayo*** by Diane MacMillian. Provides background on the people and events that are commemorated on this two important dates and describes how these two important holidays are celebrated.

From: The Holiday Zone/ Cinco de Mayo



## Titles of related sites on the web:

<http://www.kidsdomain.com/holiday/cinco/>

<http://www.zianet.com/cjcox/edutech4learning/cinco.html>





# Cinco de Mayo

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Hat or bowl

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Games and activities created by Alecia Dixon





# *Mother's Day*

## **History, Origin and Early Celebrations**

Historians claim that the holiday of Mother's Day emerged from the ancient festivals dedicated to mother goddess.

However, none of them were meant for the honoring of our immediate mothers, as is done in our Mother's Day.

In the United States, Anna M. Jarvis (1864-1948) is credited with bringing in the celebration of Mother's Day.

### **The Life of Anna M. Jarvis**

Anna M. Jarvis was the originator of our Mother's Day. Born on May 1, 1864, Anna had always been extremely attached to her mother. Anna's mother Mrs. Reese Jarvis was a minister's daughter. She conducted Sunday school classes in the Andrews Methodist Church of Grafton, West Virginia. Anna had a sister, named Elsinore. She was blind.

Anna graduated from the Female Seminary in Wheeling and taught in Grafton for a while. Later she moved to Philadelphia with her family. Anna had spent many years looking after her ailing mother. This is why she preferred to remain a spinster.

When her mother died in Philadelphia on May 9, 1905, Anna missed her greatly. So did her sister Elsinore whom Anna looked after as well. Anna felt children often neglected to appreciate their mothers enough while the mother was still alive. She intended to start a Mother's Day, to honor all mothers. In 1907, two years after her mother's death, Anna Jarvis shared her intention to her friends. With the support of her friends, Anna started a letter-writing campaign urging ministers, businessmen and congressmen in declaring a national Mother's Day holiday. She hoped Mother's Day would increase respect for parents and strengthen family bonds.



## **The Life of Anna M . Jarvis, continued...**

As a result of her efforts the first Mother's Day was observed on May 10, 1908, by a church service honoring the late Mrs. Reese Jarvis, in Grafton, West Virginia, where she taught. It was also observed in Philadelphia, Pennsylvania on the same day. Following this, it gained widespread popularity across the nation. The Mother's Day International Association came into being on December 12, 1912, to promote and encourage meaningful observances of the event. Anna's dream came true when on May 9, 1914, the Presidential proclamation declared the 2nd Sunday of May to be observed as Mother's Day.

While honored for her part in the growth of the holiday, Anna Jarvis' later years were miserable. As the observance of Mother's Day enjoyed increasing popularity, new dimensions were added to it. This made Anna Jarvis disillusioned with her own creation. True, the original spirit that was meant for honoring mothers, remained the same. But what began as a religious service expanded quickly into a more secular observance leading to giving of flowers, cards, and gifts. Anna Jarvis was unable to cope with this changing mode of expression.

An upset Anna lost her property. Her sister died., and Miss Jarvis herself began to lose her sight. In November 1944 she was ill and without money. Friends paid her expenses at a sanitarium in West Chester, Pennsylvania. She died there on November 24, 1948.

### **Official Proclamation**

The first Mother's Day proclamation on a state level was issued by the governor of West Virginia in 1910, and by 1911, other states followed. But it took a couple of years still to obtain the Presidential proclamation.

The House of Representatives in May 1913 unanimously adopted a resolution requesting the President, his cabinet, the members of both Houses and all officials of the federal government to wear a white carnation on Mother's Day. On May 7, 1914, a resolution providing that the second Sunday in May be designated Mother's Day was introduced by Representative James T. He in of Alabama and Senator Morris Sheppard of Texas. It passed both Houses and on May 9th, President Woodrow Wilson issued his Mother's Day Proclamation:

"...Now, Therefore, I, Woodrow Wilson, President of the United States of America, by virtue of the authority vested in me by the said Joint Resolution, do hereby direct the government buildings and do invite the people of the United States to display the flag at their homes or other suitable places on the second Sunday in May as a public expression of our love and reverence for the mothers of our country."

This has since then been a tradition. For, each year a similar proclamation is issued by the President.





## *A Floral Emblem*

The carnation has become such a familiar part of Mother's Day observance that they are said to be an emblem of a mother's love. But why and how these flowers came to associate themselves with the Mother's Day?

Also called GRENADINE, OR CLOVE PINK, this herbaceous plant is a native to the Mediterranean area. Its fringe-petaled flowers often have a spicy fragrance.

There are two general groups, the border, or garden, variety and the perpetual flowering variety. Border carnations include a range of varieties and hybrids. All flowers come in a range of colors, and are usually less than 5 cm (2 inches) in diameter and are borne on wiry, stiffly erect stems.

The perpetual flowering carnation, perhaps derived from crosses between the border carnations and the China pink, produces larger flowers. The flowers of this variety bloom almost continuously in the greenhouse.

Carnations are among the most popular cut flowers, used in floral arrangements, corsages, and boutonnieres. In Europe the carnation was formerly used as a treatment for fevers. It was also used to spice wine and ale during Elizabethan times, as a substitute for the more expensive clove.

In 1907, Miss Anna Jarvis selected the pink carnation as the symbol for Mother's Day. So, like the day itself it was Miss Jarvis who made it a part of Mother's Day. She introduced and supplied these carnations at the first service conducted in Grafton, West Virginia. They were chosen because of her mother's fondness for them.

They were accepted as appropriate for the occasion. It was the inherent quality of sweetness, purity and endurance that made the carnations so popular on Mother's Day.

Later, white carnations, with their sweet fragrance, came to be regarded as the flowers meant for those who missed their mothers, either because of death or distance.

The red carnation in the course of time, became the symbol while of mother's love. Perhaps, red, the color of blood and heart, was thought to be more suited to represent life and love.

From: The Holiday Spot/ Mother's Day





## *Flowers for Mother*

by  
Helena Welsh

Anna skipped ahead of Dora and Mary on the dusty path. "Hurry!" she urged. "We don't want to miss the parade!"

It wasn't often that an exciting circus passed through the small town where Anna lived. In fact this would be only the second parade Anna had seen during her life.

The girls were almost running, but suddenly Anna stopped. Dora and Mary stopped, too. They were surprised. Dora tugged at her hand. "Why are you stopping?" she asked.

"Those flowers!" Anna pointed to a clump of beautiful spring flowers growing by the side in the road. "Aren't they pretty!"

Dora nodded. "They're very pretty," she said. "But let's hurry. We'll miss the parade."

Anna didn't seem to be listening. She pulled her hand free and ran down the ditch to the clump of flowers. "I'm going to pick a bouquet for mother," she said. "She loves flowers so much."

"But the parade!" Mary protested impatiently.

For a moment Anna looked up at Mary. Then she smiled and glanced down at the flowers she was holding in her hand. "You go on and see the parade," she said softly. "I would rather take these flowers to my mother."

Anna was a thoughtful girl who loved her mother very much. When Anna grew into a beautiful and intelligent young lady, she honored her own mother by helping to bring about the first Mother's Day.

"Our mothers have done so much for us," Anna told her friends. "And even though we honor them every day, it seems we should have a special day each year in memory of their devotion."

Anna spent long hours writing to ministers and to those in charge of public offices. She explained her wish to have set aside a special Mother's Day and asked their help in bringing it about.





*Flowers for Mother* continued ....

President Theodore Roosevelt responded to her plea, and in 1908, on the second Sunday in May, church services were dedicated especially to mothers.

On May 7, 1914, a bill was introduced in Congress to make Mother's Day an outstanding day throughout the United States. The bill was soon approved by President Woodrow Wilson, and the day became the special day it is today.

All mothers have this day dedicated in their honor because of the thoughtful love and unselfishness of a girl.

From: *When They Were Children*, Southern Publishing Assoc., 1965





## Mother's Day Activities

### Chore Coupons For Mom

From: [agirlsworld.com](http://agirlsworld.com)

Materials needed:

printed sheets, scissors, paper punch, and ribbon.

Instructions:

1. Print out the coupon page.
2. Cut out the coupons following the lines.
3. Trim the edges so all the pages are the same size.
4. Use the paper punch to put two holes on the left side of the book.
5. String the ribbon through the holes and tie into a nice bow.

### Paper Flower Bouquet

Choosing tissue paper in closely graded colors for these flowers achieves the vibrant, glowing quality of real live peonies or roses. You can vary the diameter of your paper circles, with 7.5 inches, 3 inches being about the smallest workable size.

**All you need:**

tissue paper in various colors

scissors

artists' wire

darning needle (optional)

green crepe paper

**Instructions:**

Cut circles of tissue paper.

Fold them into quarters and cut the edges using scissors.

Stack 4 or 6 circles of tissue paper together.

Bend a small loop in one end of a length of artist's wire.

Use a needle to make a hole in the center of the paper circles, then thread the straight end of the wire through from front to back.

Turn the paper over and gently bunch the circles up around the wire loop. Wind the wire around the base of the flower at the back to secure.

Gently ease the tissue paper into attractive 'petal' shapes at the front.

Cut leaf shapes from crepe paper in proportion to the flower heads.

Although crepe paper is stiffer than tissue, do not make them too large, or they will flop.

Bend small loops at one end of lengths of artists' wire and attach the leaves singly or in pairs.

Finally arrange the finished flowers and leaves in a bowl.





*Para Mamá con  
amor*







## Writing Idea:

Have students use the Mother's Day note on the previous page to write to their mothers.

Sample:

Querida Mamá:

Gracias por todo lo que haces por mí.  
Tu eres la mejor mamá del mundo.  
Te amo mucho,

---

English translation:

Dear Mom:

Thank you for all you do for me.  
You are the best Mom in the world.  
I love you a lot.

---



Coupon Book: (instructions on p. 17)



*This coupon is good for*



**Washing the Dishes**  
**lavar los platos**

*This coupon is good for*



**Doing the Laundry**  
**lavar la ropa**

*This coupon is good for*



**Feeding the Pets**  
**dar de comer a las mascotas**

*This coupon is good for*



**Washing the Car**  
**lavar el auto**

*This coupon is good for*



**Cleaning My Room**  
**limpiar mi cuarto**



## Mother's Day Crafts

### Mother's Day Basket

This makes a nice woven basket for Mum. Younger kids will need help, but it teaches the concepts of simple sewing (in, out, up, down, pull through). Older kids can experiment with different materials.

**This project is rated EASY to do.**

#### What You Need

- Plastic strawberry baskets (A&P or your local grocery store will be happy to have you take them).
- Crepe paper streamers, ribbon, or strips of material. (I used crepe paper also gleaned from A&P when they were done with their Easter decorations.)
- Pipe cleaners in assorted colors.

#### How To Make It

1. Wash and clean the basket.
2. Fold strips of crepe paper streamer lengthwise in half reducing it's width. *Use roughly an arm's length of streamer.*
3. If you want a nice bow, start weaving from the middle of one side of the basket, with the middle of the ribbon. Weave one half then the other and stop at the opposite side, and tie a bow.
4. Begin weaving the streamer/ribbon/material through the holes, any way you want.
5. When done, braid three different colours of pipe cleaners and attach to either side of the basket as a handle. *Catch short pieces of crepe paper/ribbon/material into the braid for a nice effect.*
6. Fill the basket with whatever you like. I've made chocolates, felt, paper cup, egg carton flowers all with pipe cleaner stems.



## Mother's Day Gifts

### Bath Salts

The Bath Salts will make a great gift. Keep your eyes open for some unusual jars to use.

**This project is rated AVERAGE to do.**

#### What You Need

- Large glass or metal mixing bowl
- 2 cups Epsom's salts
- 1 cup Sea salt, rock salt or coarse salt
- Food coloring
- 1/4 teaspoon Glycerin
- Essential oil for fragrance such as vanilla, citrus or peppermint, optional
- Clean, dry jars with cork stoppers or metal screw-on lid



#### How To Make It

1. Try and do this on a day with low humidity, the salt will absorb moisture from the air.
2. Combine salts in bowl and mix well. Add a couple drops of food coloring and mix well.
3. Add glycerin and essential oil (4 or 5 drops) and mix well.
4. Spoon salts into the jars and close them.
5. Make a gift tag with the scent (if you used one) and suggesting using 1/3 to 1/2 cup in the bath.
6. Makes 3 cups of bath salts.



Crafts continued:

## Handprint poem

This is a gift for an adult to make with a young child. It's a poem with a handprint and an optional photo of the baby/preschooler.

**This project is rated EASY to do.**

### What You Need

- Small child in play clothing.
- Print out of handprint poem (make extra copies).
- Optional small photo of child.
- Water based paints - finger paints or tempera paints.
- Bowl or something to hold the paint.
- Brush or sponge to apply paint to child's hand.
- Paper towels or some other way to do a quick cleanup!



### How To Make It

Here's the poem for you to copy, format and print in your favorite word processor, or you can use this version.

Sometimes you get discouraged  
Because I am so small  
And always leave my fingerprints  
On furniture and walls

But every day I'm growing --  
I'll be grown some day  
And all those tiny handprints  
Will surely fade away

So here's a little handprint  
Just so you can recall  
Exactly how my fingers looked  
When I was very small

*Put a date here*  
*Love, put child's name here*

### What to do:

1. Print the poem (make extra copies).
2. Apply the paint to the child's hand, then press their hand to the paper near the poem. This might take several attempts to get a good print, patience is the key.
3. Clean that little hand, before you get handprinted, too!
4. Personalize with the date and name (if it isn't already).
5. Let dry, then glue on a photo, if desired.



## More gifts for Mom:

### Mother's Moon Cookies

#### Ingredients:

- 1 1/2 cups all-purpose flour
- 3/4 cup powdered sugar
- 1/2 teaspoon salt
- 1/4 cup sweetened condensed milk
- 1/2 teaspoon vanilla extract
- 1/2 cup butter or margarine, softened
- 1 cup chopped nuts

#### Directions:

1. Sift together flour, 1/2 cup powdered sugar and salt. Stir in condensed milk, vanilla and softened butter. Blend well and fold in chopped nuts. Chill well.
2. Preheat oven to 375 degrees F (190 degrees C). Line cookie sheets with foil.
3. Roll the dough pencil thin and form in crescent shape. Arrange cookies on the cookie sheet.
4. Bake on top rack of the oven for 12 minutes until set, do not brown. Let the cookies cool on pan. While still warm roll the cookies in leftover powdered sugar.





## Mother's Day Games



### The "I Love You" Game

Arrange students in large circle. Toss the ball to a student. This student must state one way in which he or she can show love for his or her mother. (i.e. "I can give her flowers.") Upon completion of sentence, student tosses the ball to another student. Now this student must state a way in which he or she can demonstrate love for his or her mother. Any student who repeats a suggestion previously made or who fails to think of an idea within fifteen seconds is out.

*Note: Encourage students to act on their ideas!*

### My mother sent me to the supermarket to buy....

Choose a student to begin. This student says, "My mother sent me to the supermarket to buy (a food item beginning with the letter "a.") The next student repeats, "My mother sent me to the supermarket to buy (food item listed by previous student for the letter "a." then adds "and (a food item beginning with the letter "b".) Students progress through the alphabet, adding a new food item each time. Any student who forgets an item on the shopping list is out.

### Mother and Child

On separate index cards, write names of animals (or paste illustrations) and their young such as horse/ colt, dog/ puppy, cat/kitten, cow/calf, pig/piglet, hen/chick, lion/cub, deer/ fawn, sheep/ lamb, etc. Pin or tape one card to the back of each student. No student knows his or her own word and is not allowed to ask it directly. When all students have received cards, students must then find their match by asking other students yes/no questions in English. Some sample questions might include, "Am I large?," "Do I live outdoors?," "Would you be scared if you met my mother?," and so forth.

From: The Holiday Zone.com

### Language Arts Activity: (Intermediate level)

The story: ***Cornelia's Jewels*** by James Baldwin is found at

**<http://www.theholidayzone.com/mother/mreading2.html>**

This activity includes a list of vocabulary words, sentence completion, reading comprehension and discussion questions.





## ***A Mother's Love***

To some love is just a word  
To me it's a feeling  
A feeling I get everytime I look into your eyes  
A feeling I get when I realize you're my mom  
A mom who loves, shares, A mom who inspires  
Unconditionally  
What's that?  
That's love  
A mother's love, but only you would know  
And me  
You returned that love time and time again  
Possibly too much, nevertheless you did  
Thank-you  
Thank-you for being there when I needed you most  
For being my rock when I should have been yours  
Thank-you for believing in me, even when I doubted myself  
For being the one person I could trust  
No matter what, no matter where  
But most of all thank-you for being you-my mom  
A mom I am so proud to claim  
I love you  
Now and forever

by Trevor Duggan





## The Memory Shall Be Ours:



### Remembering Those Who Gave Their Lives Lessons for Memorial Day

#### Lessons for Memorial Day

[http://www.educationworld.com/a\\_lesson/lesson313.shtml](http://www.educationworld.com/a_lesson/lesson313.shtml)

Article by Gary Hopkins @ Education World

#### The Origins of Memorial Day

<http://www.va.gov/pubaff/celebam/memday.htm>

#### Five Lessons for Teaching About Memorial Day

Lesson # 1- **Memorial Day Shoe Box Parade-** (grades 3-12)

[http://www.educationworld.com/a\\_lesson/03/lp313-01.shtml](http://www.educationworld.com/a_lesson/03/lp313-01.shtml)

Lesson # 2- **Mapping Your State's Role in the Vietnam War-** (grades 2-12)

[http://www.educationworld.com/a\\_lesson/03/lp313-02.shtml](http://www.educationworld.com/a_lesson/03/lp313-02.shtml)

Lesson # 3- **The Wall Inspires letters to Veterans-** (grades K-12)

[http://www.educationworld.com/a\\_lesson/03/lp313-03.shtml](http://www.educationworld.com/a_lesson/03/lp313-03.shtml)

Lesson # 4- **Memorial Day: Graphing our History of Sacrifice-** (grades 3-12)

[http://www.educationworld.com/a\\_lesson/03/lp313-04.shtml](http://www.educationworld.com/a_lesson/03/lp313-04.shtml)

Lesson # 5- **Thinking About our Troops-** (grades K-12)

[http://www.educationworld.com/a\\_lesson/03/lp313-05.shtml](http://www.educationworld.com/a_lesson/03/lp313-05.shtml)



## More Lessons For Teaching About The Significance Of Memorial Day

[http://www.educationworld.com/a\\_lesson/lesson313b.shtml](http://www.educationworld.com/a_lesson/lesson313b.shtml)

Sample of Memorial Day Activities from this website:

**Memorial Day Windsocks** added 8-18-98, Original Author Unknown, Grades K-3

**Need:** Blue Construction Paper, Flat Sponges (the kind that rise to a regular sponge when you put them in water), Paint, Cookie Cutter in the shape of a star, Red Crepe Streamers, White Crepe Streamers, Clear Contact Paper, String or Yarn

**Directions:** Cut out star shapes on the sponges. Then put them in water to make them regular size. Glue a 35 mm canister to one end of the sponge. This will keep the paint off the children's hands. Dip the star shaped sponge in white paint and then onto the construction paper. If you do not want to use the sponges you could use the star shaped cookie cutters instead. When dry you can add contact paper so that you can put it outside but I found the crepe paper runs in the rain and doesn't look good. (You can try it.) Fold the blue construction paper into a cylinder and staple together Then add the red and white streamers. A very patriotic symbol for Memorial Day.

From: <http://www.preschooleducation.com/amemorial.shtml>

### Pledge of Allegiance Coloring Pages- Grades 1-3

[http://www.classbrain.com/cb\\_ff/cb\\_ff\\_kds/cb\\_act\\_pldg.htm](http://www.classbrain.com/cb_ff/cb_ff_kds/cb_act_pldg.htm)

### Creating A Memorial Day Poster Poem- Grades 4-8

<http://www.eduplace.com/activity/memorial.html>



## **The Seventh-day Adventist Church and Noncombatancy**

(Conscientious Objection to Bearing Arms)

Seventh-day Adventists, by their historical position, are noncombatants. From the very beginning of the church the principle of noncombatancy has been held by Seventh-day Adventists. This was officially registered with the Federal Government at the time of the Civil War.

*Selective Service* regulations stipulate that individuals who are classified as conscientious objectors but who are willing to engage in noncombatant military service shall be classified as 1-A-O. In Executive Order Number 10028 issued 13 January 1949, the President of the United States defined noncombatant service and training as follows:

“1. The term ‘noncombatant service’ shall mean (a) service in any unit of the armed forces which is unarmed at all times; (b) service in the medical department of any of the armed forces, wherever performed; or (c) any other assignment of the primary function of which does not require the use of arms in combat; provided that such other assignment is acceptable to the individual concerned and does not require them to bear arms or to be trained in their use.

“2. The term ‘noncombatant training’ shall mean any training which is not concerned with the study, use, or handling of arms or weapons.”

*Department of Defense* regulations, and regulations in each of the Armed Forces, outline the steps to be taken in dealing with individuals on active duty who object to bearing arms.

The official stand of the church, adopted from the action taken at the 1972 Annual Council, is:

Genuine Christianity manifests itself in good citizenship and loyalty to civil government. The breaking out of war among men in no way alters the Christian’s supreme allegiance and responsibility to God or modifies their obligation to practice their beliefs and put God first.

This partnership with God through Jesus Christ who came into this world not to destroy men’s lives but to save them causes Seventh-day Adventists to advocate a noncombatant position, following their divine Master in not taking human life, but rendering all possible service to save it. As they accept the obligation of citizenship as well as its benefits, their loyalty to government requires them willingly to serve the state in any noncombatant capacity, civil or military, in war or peace, in uniform or out of it, which will contribute to saving life, asking only that they may serve in those capacities which do not violate their conscientious convictions.



### *Noncombatancy continued...*

Notice that the Seventh-day Adventist Church advocates a non-combatant position but does not require it. Thus you may find some church members who are very willing to train with and use weapons, and others who cannot, because of their own individual conscience, have anything to do with weapons or military service. Historically, the bulk of Seventh-day Adventist have served as non-combatant medics for several reasons: 1) It is in an area of service where there are minimal Sabbath conflicts (saving and maintaining life is honorable on Sabbath), and 2) it is most clearly in harmony with the church's stated recommendation.

The Seventh-day Adventist Church does not seek to be the conscience for any member or commander. But we do seek to inform the conscience and behavior of both so decisions can be made with maximum rather than minimum understanding and thought.

Information provided by Adventist Chaplaincy Ministries, 12501 Old Columbia Pike, Silver Spring, MD 20904. For further information, please contact ACM by calling (301) 680-6780. Email: [acm@gc.adventist.org](mailto:acm@gc.adventist.org). Website: [www.adventistchaplains.org](http://www.adventistchaplains.org)

### ***Important Informational Websites:***

<http://www.adventistchaplains.org/>

<http://www.adventistchaplains.org/national.htm>

#### **General Information About the Military:**

<http://www.adventistchaplains.org/generalinfo.htm>

#### **Selective Service System Information:**

<http://www.sss.gov/regist.htm>

#### **Religious convictions of Adventists in the military:**

<http://www.adventistchaplains.org/religiousconvictions.htm>

#### **What about conscientious objection and noncombatancy?:**

<http://www.adventistchaplains.org/noncombatancy.htm>

#### **What about the Reserves?:**

<http://www.adventistchaplains.org/reserves.htm>

#### **Immigrants' alternate oath for U.S. Citizenship:**

<http://www.adventistchaplains.org/citizenship.htm>

#### **Inspiring Story:**

#### **Project Whitecoat:**

<http://www.adventistchaplains.org/whitecoat.htm>

<http://www.adventist.org/rhp/pdf/1998/1539-98.pdf>



## Seventh-day Adventists and the Draft

### QUESTIONS ABOUT THE DRAFT AND CHURCH MEMBERS

Current events have caused concern about the potential of a renewed draft and how church members would relate to that. Here are facts about the draft to assist pastors, teachers and parents who have concerns.

#### Fast Facts on the Draft

The draft ended in the U.S. during January 1973. There is not a draft in the United States at this time.

Congress must pass a law before a draft is instituted.

Registration with Selective Service is required within 30 days of every male's 18<sup>th</sup> birthday (either before or after the birthdate).

There is no place to indicate noncombatant, conscientious objector, or any other status on the registration form.

Service status as a combatant, non-combatant or conscientious objector can only be addressed when (or if) there is a draft and a call-up.

Selective Service registration includes all male citizens and non-citizens with a permanent residence visa or who has been in the U. S. for one year or more. Registration can be done on the internet at [www.sss.gov/regist.htm](http://www.sss.gov/regist.htm) or by going to a U. S. Post Office and completing the registration form there. Within 90 days after registration, the individual will get a confirmation giving their registration number. Young men outside the U. S. should register via internet or through the nearest U. S. Embassy or Consulate. Failure to register has both monetary and potential prison time consequences.

Once registered, it is the responsibility of the registrant to keep Selective Service aware of any change of address within 10 days of that change.



## Seventh-day Adventists and the Draft

By action of the 1972 Annual Council of the General Conference and the North American Division, the church leadership voted the following:

“We accept as our basic view the 1954 General Conference Session action entitled ‘The Relationships of Seventh-day Adventists to Civil Government and War’ as amended at the 1954 Autumn Council, and further amend as follows:

“Genuine Christianity manifests itself in good citizenship and loyalty to civil government. The breaking out of war among men, however, in no way alters the Christian’s supreme allegiance and responsibility to God nor modifies his obligation to practice his beliefs and put God first.

“This partnership with God through Jesus Christ who came into this world not to destroy men’s lives, but to save them, causes Seventh-day Adventists to advocate a noncombatant position, following their divine Master in not taking human life, but rendering all possible service to save it. As they accept the obligation of citizenship as well as its benefits, their loyalty to government requires them willingly to serve the state in any noncombatant capacity, civil or military in war or peace, in uniform or out of it, which will contribute to saving life, asking only that they may serve in those capacities which do not violate their conscientious convictions.

“This statement is not a rigid position binding church members but gives guidance leaving the individual member free to assess the situation for himself.”

Note that this action *does not require church members to take any position*. It clearly *advocates* noncombatant service, but does not mandate it.

### For More Information:

Contact your local conference youth director, or Adventist Chaplaincy Ministries at the General Conference (phone 301-680-6780, e-mail [acm@gc.adventist.org](mailto:acm@gc.adventist.org)) Adventist Chaplaincy Ministries also has a leaflet, *For God and Country: Important information for Seventh-day Adventists interested in U. S. military service*. This may be available through your local conference. If not, contact ACM for a copy. It is also available on our website at: [www.adventistchaplains.org](http://www.adventistchaplains.org) under National Service Organization.

Special thanks to Larry Crews from The E. G. White Estate for compiling websites and other invaluable information provided in this document.



## Spanish Teaching Resources

### Educational Websites

Directory of resources for teachers interested in using computer technology in the foreign language classroom (Excellent website)

<http://www.public.iastate.edu/~egarcia/es.html>

General Vocabulary for Elementary Schools

<http://www.ptbsd.k12.nj.us/main/Drew/gspanishvocabul.htm>

Juegos y Canciones para Niños

(Songs and games for children) (Excellent website)

<http://www.hevanet.com/dshivers/juegos/>

Microsoft Classroom Teacher Network

(Lots of wonderful teaching ideas for all subjects)

<http://www.microsoft.com/education/?ID=InnovativeTeachers>



Teaching Spanish in the Elementary Schools

<http://www.teach.fhu.edu/technology/EDU230/elemspanish.html>

World Languages Resources for Elementary School Spanish teacher

(Teacher resources, assessment, stories, songs and games, publishers and webquests. Excellent website)

[http://www.geocities.com/sra\\_rk/worldlang\\_resources.htm](http://www.geocities.com/sra_rk/worldlang_resources.htm)

### Misc. Websites

Schoolnotes.com

(I highly recommend this website if you don't have your own. I use it to post homework, events, and notes for students and parents.)

<http://www.schoolnotes.com>

Learn Spanish-Language.com

<http://www.learn-spanishlanguage.com/webquests.htm>

Spanish for Educators

<http://www.arlington.k12.va.us/departments/IMT/AETV/SFE/participating.htm>





## Publishers/ Workbooks and Activity Books

### Hayes School Publishing Co., Inc.

Spanish Crossword Puzzles

Grades 3-61-55767-511-2

Spanish Puzzlers Book 1

ISBN # 1-55767-236-9

Hablo Español con Perico

ISBN # 155767-012-9

Voy A Mexico con Perico

ISBN #0-88313-062-9



### Jordan Music Production

Español para Principiantes  
(songbook and cassette)

ISBN # 1-895523-35-4

### Languages Alive! Publishing Company

Interactive Spanish/ Lessons for Early Language Learning

### Mc Graw-Hill / Children's Publishing

Instructional Fair/ TS Denison

Actividades para Kindergarten

(Activities for Kindergarten)

ISBN # 1-56822-497

Bit of Everything (Un poco de todo) (K-Primary)

(An Introduction to Spanish)

ISBN# 0-513-02105-1

Teach Them Spanish (Grades 1-3)

ISBN# 0-7424-0196-0- (Grade 1)

ISBN# 1-56822-841-4- (Grade 2)

ISBN# 1-56822-842-2- (Grade 3)



Spanish Elementary/ 100 Reproducible Activities

ISBN # 1-56822-197-5

### National Textbook Company

¡Viva el Español! / Learning Systems A, B, C





**Passport Books**

(songbook and cassette)

*Let's Sing and Dance in Spanish*

ISBN # 0-8442-7079-2

**Scholastic Inc./Professional Books***Sight Words in Spanish*

ISBN# 0-439-14115-X

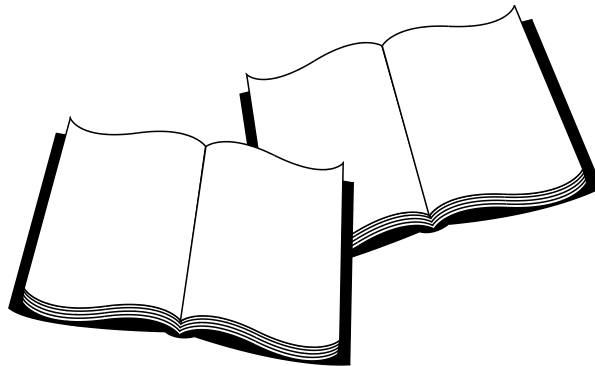
*15 Reproducible Spanish Write and Read Books*

ISBN# 0-439-05176-2

Frank Schaffer Publications

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ISBN#1725723101

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Hauppauge, NY 11788**Carlex**P.O. Box 81786  
Rochester, MI 48308  
(800) 526-3768**Continental Books**80-00 Cooper Ave. #29  
Glendale, NY 11385  
(718) 326-0560

**Gessler Publishing Co., Inc.**

10 E. Church Ave.  
Roanoke, Virginia 24011  
(800) 456-5825

**MEP School Division/ Foreign Language**

915 Foster Street  
Evanston, IL 60201  
(800) 380-8919

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Lathrup Village, MI 48076

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Marblehead, MA 01945  
(978) 744-4933

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Auburn Hills, MI 48326  
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