

Cultural Activities

traditional Latin American snack.

Procedure: Put students into groups of four or five, each assigned to bring an ingredient on the recipe card. Tell students to have their parents help them chop the onion, tomatoes, and *cilantro* at home the night before and bring the individual ingredients in plastic sandwich bags the next day. Store the bags in the refrigerator prior to making the recipe.

Distribute disposable containers to groups.

Application: You or a volunteer can play TV chef in front of the class, modeling the method of preparation:

¡Hola, amigos! Hoy vamos a hacer guacamole. Éstos son los ingredientes (Hello, friends! Today we're going to make guacamole. These are the ingredients): un aguacate (cut avocado in half lengthwise, remove the pit, scoop the flesh into the bowl, and mash it with a fork); dos tomates (add chopped tomatoes); una cebolla (add chopped onion); cilantro (sprinkle this traditional seasoning); limón y sal (mix in lime juice and salt).

Unidad 4

Master 9: ¡Adivina!

Adivinanzas (riddles) are often found in school primers in Spanish-speaking countries.

Activity Type: Riddle

Objective: Students solve some typical Spanish-language riddles.

Procedure: Tell students that *adivinar* means "to guess." *Adivinanza* means "riddle" or "brain teaser." Have students work in pairs to guess the answers to the *adivinanzas*. For the third one, see if students can guess all the family members: hen, rooster, and egg.

Application: After reading the English versions, students can repeat the *adivinanzas* in Spanish, or share riddles from their own cultures.

Master 10: Runrún

There is a rich variety of traditional toys in Latin

America, some of them very simple and ingenious. They show how easy it can be to have fun.

Activity Type: Craft

Objective: Students make a rudimentary version of a Latin American toy.

Procedure: Ask students to bring a big button and thread to class.

Application: When they are finished, students get to play with the toy and listen to the sound it makes. Talk to students about the onomatopoeic nature of its name.

Master 11: Ídolos deportivos

Sports heroes are truly venerated throughout Latin America. Their fans often find original ways to express their admiration.

Activity Type: Reading

Objective: Students learn about the importance of sports in Latin America. They review the sports vocabulary provided in this unit.

Procedure: Students read about the nicknames of some Latin American sports heroes. Throughout the reading, you can ask the students if they remember the Spanish words for baseball, soccer, and boxing.

Application: Students invent Spanish nicknames for themselves.

Unidad 5

Master 12: It's Raining, It's Pouring...

This is a rhyme that children in Latin America repeat to celebrate the joys of a rainy day.

Activity Type: Reading

Objective: Students learn about popular children's rhymes in Spanish.

Procedure: Read the students the rhyme. Then have them read it with you until they can chant it together. On a rainy day, children in Latin America will repeat this rhyme tirelessly, so for it to be truly fun the students should chant through it at least three or four times.

The **Cultural Resource Book** contains activities and blackline masters that reflect life throughout the Spanish-speaking world. Acquiring cross-cultural awareness is an important goal of the *¡Viva el español!* program. Students who complete the program will have been introduced to virtually every Spanish-speaking region in the world.

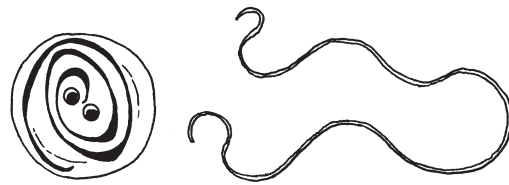
Cultural Activities

Nombre _____ Fecha _____

RUNRÚN

During recess, Latin American schoolyards brim with many different traditional toys. The *runrún* (also called *zunzún*, *zumbador*, or *gurrufío*, depending on the region) is a simple device that makes a humming sound. Sometimes it's made of wood, but you can make yours with a button. Here's how.

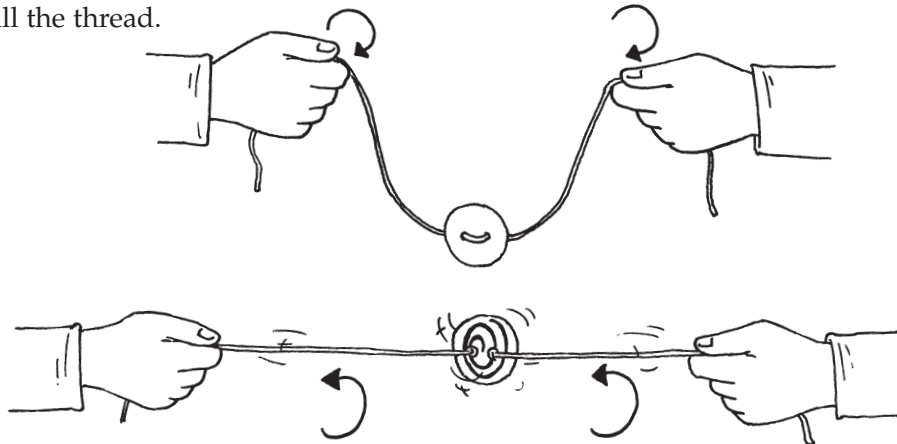
1. Find a big button (1 to 1-½ inches in diameter) and some thread (16 inches long). If you like, you can paint colored spirals over the button.



2. Put the thread through the buttonholes and tie a knot on each side of the button. Make sure you still have two long pieces of thread on both sides.



3. Now you're ready to play with your *runrún*. Hold each end of the thread and make it rotate. Then, pull the thread.



What do you think of the noise it makes? What would you call the sound in English?
 What would you call it in Spanish?

Nombre _____ Fecha _____

ÍDOLOS DEPORTIVOS

In some Latin American countries, sports heroes are a great source of pride. Their fans love them and give them special nicknames.

Roberto Clemente, who played with the Pittsburgh Pirates and was inducted into the National Baseball Hall of Fame, was called “*El cometa de Carolina*.” Carolina is the Puerto Rican town where he was born, and *cometa* means “comet,” a reference to Clemente’s speed.

Diego Armando Maradona, one of the greatest soccer players of all time, got the nickname of “*El pibe de oro*” after leading Argentina to win the soccer World Cup in 1986. *Pibe* is an Argentinian word for “kid.” *El pibe de oro* means “the golden kid.”

Roberto Durán, a boxer from Panama who won four world titles, became famous as Roberto “*Mano’e piedra*” Durán. *Mano’e piedra* is an informal way of saying *mano de piedra*, or “hand of stone.” Why do you think they called him that?

What nickname would you like to have if you were a sports hero? How would that sound in Spanish?



Maps and Facts

Master **31**

Nombre _____ Fecha _____

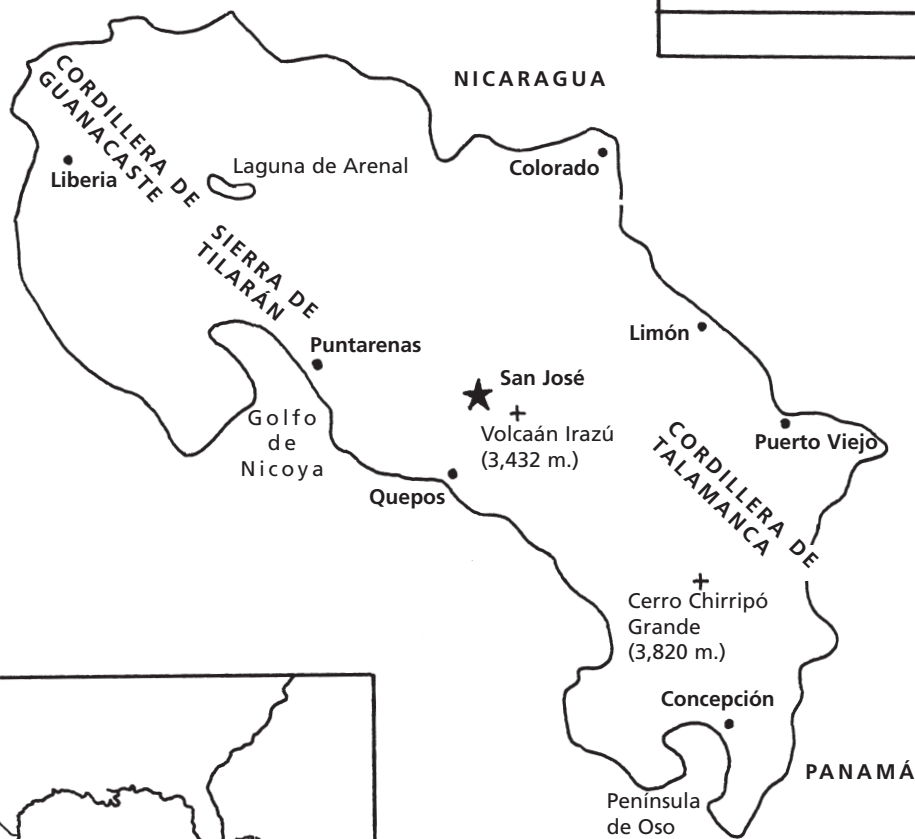
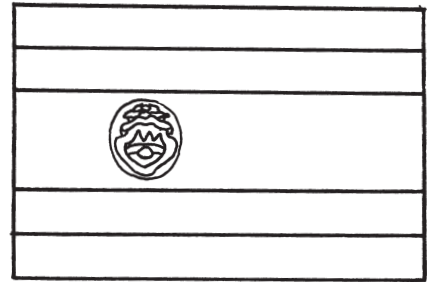
COSTA RICA

Capital: San José

Día de la Independencia: 15 de septiembre

Habitantes: 3,900,000

Moneda: El colón



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¡Hola! Culture Resource Book

Detailed country maps that correspond with the *¿Donde se habla español?* sections are located at the end of the Culture Resource Book.