

Childhood Memories: Speaking Out for Little C Culture

ACTFL 2009

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Pre-Activities

Brainstorm: Juegos norteamericanos: The teacher should begin by asking students what their favorite games were when they were children. Students should brainstorm a list of favorite games and the teacher will translate them. (Teachers can consult Wikipedia *juegos infantiles* for translations of games.)

Information Chart: In pairs students should fill out the chart below. When the pairs report back, the teacher can fill out a larger chart with all the game information gathered from the class.

Juegos norteamericanos

Nombre del Juego	¿Cuántas personas?	¿Dónde se jugaba?	¿Cómo se jugaba
Las escondidas			

Group Decision: Juego favorito: In groups of 4, students should agree on a favorite game. Each group of 4 should report back to the class and after all the groups have voted, the class’s favorite game is determined.

Survey: Encuesta: Each student will ask 3 different people what his/her favorite games were and report back to the class.

Listening Comprehension: ¿Qué juego es? The teacher will read the description of one of the aforementioned games and the students will decide which it is.

El tutifrufruti

Play the game: Juguemos: The class (and/or the teacher) will decide on the categories appropriate to their vocabulary, select the letters and play the game.

Letra	Categorías			
	Frutas / Comidas	Marcas	Deportes	Animales
B	Banana	BMW	Baloncesto	Burro

True / False: Cierto / Falso: Students listen to (or read) each statement and decide if it is true or false.

Rules of the game: In pairs, students read the script and make a list of rules for the game.

Rap: Students create a rap with the title “Tutifrufruti.”

La payana

Semantic map: Mapa semántico: The teacher draws a semantic map and, as a class, students fill in the key words.

Information Chart: Similar/diferente: Students fill in a chart noting the similarities and differences between La payana and “jacks.”

Chain: Cadena: The first student begins by saying “To play payana, I sit down...” the next student repeats what s/he has just heard and adds his/her action.

Formula Poem: Poema: Students write a poem by following the formula.

- La payana
- Sustantivo, adjetivo
- Sujeto, verbo, adverbio
- Sustantivo, adjetivo
- Sinónimo

El elástico

Short Answer Questions: Preguntas: After listening to the monologue, students answer questions.

Yes or No: Sí / No: Students listen to a statement and then indicate *yes* (finger) or *no* (fist)

Acrostic Poem: Poema acróstico: Students write a poem with the first word of each line beginning with one of the letters of ELASTICO.

La mancha

Pre- video

Guess: Advina: *La mancha* means “stain.” How do you think this game is played? How many players are there, where is it played, how is it played and how does it end?

Post-video

Agree or disagree: Students indicate agreement or disagreement with each statement.

Venn Diagram: *La mancha* is similar to the American game of “tag.” The class fills in a Venn diagram with the similarities and differences of the two games.

Alternate Form: Students write a description of the game “Tag” for a Hispanic audience.

El quemado

Cloze exercise: Students listen to the recording of “El quemado.” Then they are given a script with words deleted. They listen again and check their work. The students with the most words correctly identified win.

Found Poem: Poema encontrado: Students create a “found poem” from the script of “El quemado.”

Tournament: Torneo: Each Spanish class will have a team to play against other classes until the winners are decided.

Letter: Students should write a letter to the principal asking for funds for an “El quemado” tournament. They should give a strong justification for the tournament and explain why it will be good for the school and what the money will be used for.

Newscast: The class will put together a newscast to highlight the “El quemado” tournament. One news person will talk about the teams and the **participants**; another will interview the team captains, etc.

Poster: Students will create a poster advertising the “El quemado” tournament. The poster should list the names of the teams, times of the games, colors of the teams, etc.

Las bolitas

Word bank: Banco de palabras: Students use the script to make up their own new vocabulary list. They should make up an original sentence for each word. They can then play vocabulary games such as Bingo or guessing games.

Parts of speech: Teacher gives students a list of 20 words from the script and in pairs; they must put the words in categories such as nouns, verbs, adjectives, prepositions, etc. The first pair to complete the task wins.

Text message: Students will write a text message to a friend inviting him/her to a game of “Las bolitas.”

Video: In groups of 4 (2 players, a narrator, and a camera person), students make a video showing their version of marbles with play-by-play commentary in Spanish.

Post-activities

Information chart: Argentinian games: Juegos argentinos: Students make a chart with information on all the games that they’ve learned about in the video.

Choose one: Escoge uno: Students will be given a list of names of individuals and a sentence describing their likes and dislikes. By using the information from the chart above, they will decide which game(s) is/are appropriate for each individual.

Wikipedia search: Students go to the Wikipedia website for *juegos infantiles* and find a Hispanic game that was not presented. They report to the class on the game and how it is played. As a follow up activity, students can then create a chart similar to the one suggested for Argentinian games.

Video: Students make up a video with American games described for a Hispanic audience. They can post it on a blog.

Bingo: Students play Bingo using vocabulary presented in all the games.