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Let's Go ... ¡Juego! Club

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NEBRASKA HONORS PROGRAM
CLC EXPANDED LEARNING OPPORTUNITY CLUBS
INFORMATION SHEET

Name of Club: Let's Go ... ¡Juego!

Age/Grade Level: Middle school

Number of Attendees: (ideal number) 5-10

Goal of the Club: (learning objectives/outcomes)

The goal of the club is to introduce kids to new games from Spanish cultures and expand their Spanish vocabulary.

Resources: (Information for club provided by)

We got our information from various online sources as well as personal experience.

Content Areas: (check all that apply)

- Arts (Visual, Music, Theater & Performance)
- Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

Outputs or final products: (Does the club have a final product/project to showcase to community?)

This club has no final projects for the community.

Introducing your Club/Activities:

Our club will play a different Spanish game each meeting.

General Directions:

The directions for each class will be different depending on the game for that day.

Tips/Tricks:

Have fun, listen to the directions, and ask questions.

LESSON PLAN WORKSHEET

Lesson Activity Dominos

Name:

Length of Activity: 20 minutes (repeat as necessary)

Supplies: Domino sets, only zero to six

Directions:

Get into groups of 2-4. Split up the domino set equally among the group. The player with the double six places that domino in the middle to start the game. Moving clockwise, each player may place one domino next to the active domino, making sure that the touching number matches on both dominos. The players continue until one player gets rid of all of their dominos. If one player cannot place a domino, they must pass their turn.

Conclusion of the activity:

At the end of the session, we asked the students if they enjoyed playing the game and if they would play again. We also discussed whether or not the students would introduce the game to their families and friends.

Parts of activity that worked:

The game kept the students well engaged and invested throughout the session. Splitting the kids into two groups worked well for the first session because it helped us get to know them better on a personal basis. It also helped the more reserved and shy kids warm up to us faster.

Parts of activity that did not work:

The length of the game was fairly short so we ended up repeating it multiple times. We also did not get to know the kids in the other group very well since we split them up.

LESSON PLAN WORKSHEET

Lesson Activity El Repollo

Name:

Length of Activity: 15 minutes

Supplies: Paper and pencils

Directions:

Give the kids 3-4 pieces of paper and have them write an icebreaker question on each piece. Scrunch all of the papers into one big ball that resembles a cabbage, which is what el repollo means. Then take turns throwing the ball to others in the group. Whoever catches the ball must peel off one piece of paper and answer the question on that sheet. Continue until all questions have been peeled off and answered.

Conclusion of the activity:

At the end of the activity, we all talked about what we learned about each other and asked more questions that came up from the conversation.

Parts of activity that worked:

The questions helped start conversations between us and the students and it helped us get to know them even better.

Parts of activity that did not work:

The game was very short. It would work well paired with another shorter activity.

LESSON PLAN WORKSHEET

Lesson Activity Papel Picado de Día de los Muertos

Name:

Length of Activity: 30 minutes

Supplies: Scissors, markers, tissue paper

Directions:

Fold the tissue paper into a square. Cut up the paper some like you would to make a snowflake. Unfold the paper to reveal the pattern you created.

Conclusion of the activity:

We laid out the papel picado to see the decorations we made for the Day of the Dead.

Parts of activity that worked:

The children liked making the designs for the tissue paper and creating something of their own.

Parts of activity that did not work:

There was paper all over the floor that was difficult to fully clean up.

LESSON PLAN WORKSHEET

Lesson Activity Name: Lotería

Length of Activity: 30 minutes

Supplies: lotería game cards, bingo chips, a random number generator, candy

Directions:

Each person gets one lotería game card to play with, just like bingo. We use the random number generator to pick a random word off of the cards. The children place a bingo chip on the word if they have it on their card. The children yell lotería if they get 4 in a row, and they get a piece of candy.

Conclusion of the activity:

We talked about the Spanish words used in the game and discussed their meanings.

Parts of activity that worked:

The children liked yelling lotería and receiving candy.

Parts of activity that did not work:

The children did not know many of the Spanish words, so it took them longer to find it on their cards.

LESSON PLAN WORKSHEET

Lesson Activity Name: Toma Todo

Length of Activity: 50 minutes

Supplies: Toma todo spinners (printed from Internet), paperclips, pencils, crayons, tokens

Directions:

To begin, we give each child a small pile of tokens (an equal amount). Then, the first child will spin the spinner and follow the directions that are on the space they land on. The directions could be as follows: toma uno (take one token from the pile), toma dos (take two tokens from the pile), toma todo (take all the tokens from the pile; then, each child will put a token back into the pile to continue playing), pon uno (put one token in the pile), pon dos (put two tokens in the pile), and todos ponen (everyone puts a token in the pile). Play continues until one child has all the tokens.

Conclusion of the activity:

We asked the children if they enjoyed the game, and we reviewed the vocabulary introduced to the children during the game.

Parts of activity that worked:

It was a relaxed game played with the whole group that allowed us to have side conversations and learn more about the students attending our club.

Parts of activity that did not work:

The game took up quite a bit of our time, and we were not able to fully finish up the game.

LESSON PLAN WORKSHEET

Lesson Activity Name: Sapo

Length of Activity: 30-40 minutes

Supplies: Coins, four containers with varying opening sizes

Directions:

Set up the containers varying distances away from a throw line. The container with the smallest opening is worth 20 points, the next smallest is worth 10 points, the next is worth 5 points, and the largest one is worth 1 point. The object of the game is to throw your coin into one of the containers to earn points. The first person to 100 points, or the person with the most points when the game ends, is the winner.

Conclusion of the activity:

We discussed which containers were the most difficult and why. We talked about how the game originated, and we discussed what types of containers are traditionally used (a golden frog with a hole in its mouth, for example).

Parts of activity that worked:

The children had fun trying to toss the coins into the different container sizes. The largest container was a good idea, so the kids would not get discouraged by the smaller containers.

Parts of activity that did not work:

Three of our containers were a bit too small for our skill level. We could maybe use bigger containers in the future or bigger objects (bottle caps instead of coins, for example).

LESSON PLAN WORKSHEET

Lesson Activity Name: Chinchón

Length of Activity: 15-20 minutes

Supplies: Spanish deck of cards (40 cards, numbers 1-7 and Jack-King)

Directions:

Can be played with 2-4 people. Each player is dealt 7 cards. The players can look at their cards, but they don't let other players see their cards. The leftover cards are placed in a stack in the middle, face down. The top card is flipped over next to the stack, so the players can see what it is. Each player wants to put their cards in a match, with each match needing at least 3 cards. A match can be cards of the same number (4, 4, 4 or Q, Q, Q) or cards in a straight ascending order (1, 2, 3). Taking turns clockwise, each player chooses to grab either the face-up card or the top card of the pile. That player then must discard a card from their hand. To stop play, a player must have at least 6 cards in a match, and their last card must be 5 or less. After play has stopped, every player places their matches on the table. Any player with extra unmatched cards can then try to add their cards to another player's matches. Any leftover cards in a player's hand are then points counted against them. The game stops when one player reaches 100 or more points. The player with the lowest number of points wins the game.

Conclusion of the activity:

We looked up why the game was called Chinchón and where the game originated.

Parts of activity that worked:

The children had fun playing the game and enjoyed keeping score for us.

Parts of activity that did not work:

There weren't any real problems. It was harder to explain than some of our other games, but the children caught on quickly and were not confused.

LESSON PLAN WORKSHEET

Lesson Activity Name: Siete y Media

Length of Activity: 15 minutes

Supplies: Spanish deck of cards (40 cards, numbers 1-7 and Jack-King)

Directions:

Each card in the deck is worth a certain number of points. Ace is worth one point, all other number cards are worth their respective numbers, and the face cards are all worth a half a point. The object of the game is to get as close to $7 \frac{1}{2}$ points as possible without going over. Each player is dealt one card face up, including the dealer. Starting from the left of the dealer and moving clockwise, each player gets a chance to ask for more cards from the deck to get closer to $7 \frac{1}{2}$ points. Each player can choose when to stop asking, but if they go over $7 \frac{1}{2}$, they are out of the game. The player closest to $7 \frac{1}{2}$ without going over wins. The group can decide a tie breaker if there is a tie.

Conclusion of the activity:

We discussed different strategies to the game and what worked and what did not work.

Parts of activity that worked:

It worked well to take turns dealing the cards, going around the table in a clockwise direction.

Parts of activity that did not work:

The game gets repetitive after a while, as it does not take very long.

LESSON PLAN WORKSHEET

Lesson Activity Name:	Chapas
Length of Activity:	30 minutes
Supplies:	Pop bottle caps

Directions:

The children each get a small piece of paper. They outline their bottle cap and draw any kind of unique design in their outline. They can then cut out their design and glue it onto the inside of their cap. One or two courses can be designed on the floor with masking tape, adding as many curves and turns as desired. The children then race from start to finish of the course with their bottle cap, flicking or squeezing the cap to make it move. If a player's cap goes outside the lines of the course, 5 seconds should be added to their time. The player with the shortest time wins.

Conclusion of the activity:

Discuss the origin of the game (Spain). The game originated from the invention of the crown cork in 1892, which was used to preserve soft drinks. The crown corks arrived in Spain in 1921, and the game was created as a result. "Chapas" means bottle cap (made of metal).

Parts of activity that worked:

The children had fun designing their bottle caps, and they loved racing against different members of the group.

Parts of activity that did not work:

The children tend to get rowdy with games that require physical movement of the body.

LESSON PLAN WORKSHEET

Lesson Activity Name: Caída

Length of Activity: 30 minutes

Supplies: Spanish deck of cards (40 cards, numbers 1-7 and Jack-King)

Directions:

See below for full instructions.

Conclusion of the activity:

We asked the children for their opinion of the game and offered to let them take their instruction sheets home, so they could teach their parents how to play.

Parts of activity that worked:

The children enjoyed learning a new card game.

Parts of activity that did not work:

The instructions were confusing at first because the game has many rules.

Caida:

Calls (tricks):

Ronda: A simple pair. 1-7 = 1 point. 10 = 2 pts. 11 = 3 pts. 12 = 4 pts.

Patrulla: Straight. 6 points.

Vigia: A pair with an adjacent card: [2,2,3] [4,4,5] etc. = 7 points.

What is it?

It is a Spanish card game that can participate in two or more people.
If there are four players, then it is two against two.

Start

The deck of 40 cards is used.

Once shuffled and cut the cards, the player who distributes gives three runs each and face up four cards on the table.

Start with the one or the four that he wants, if any of the letters that place matches the number who said their point value takes.

This player retains the deck, since after each hand, have to re-deal three cards to each player.

Goal:

The goal of game is to reach 24 points.

How do you get points?

In four ways:

1) The first way to get points is through the collection of cards.

How are cards collected? Cards are collected when the player has in his/her hand a card of the same value as a card on the table. (Numeric value, suits are of no consequence in this game).

Example: The player's hand is 2, 5 and a king (12) and the cards on the table are 3, 6, 7 and a king (12). With the king the in hand the player may take the king on the table and place both cards on the player's pile.

Note: If the cards on the table are in series, the player may take the whole series.

Example: The player's hand is 3, 6 and 7 and the cards on the table are 3, 4, 5, sota (10) and caballo (11). The three on the player's hand can collect the 3, 4, 5 and place them on the player's pile.

If during the process of collecting cards a player picks up all the cards and those are not the last cards of the hand it is called "mesa limpia" and the player collects 4 points.

2) The second way of earning points is when dealing the cards.

How does one earn points when dealing? The dealer must deal three cards to each player including himself. The dealer must place four cards on the table. The dealer must call 1, 2, 3, 4 or 4, 3, 2, 1 as he deals them and for each correct call the dealer earns the respective amount of points. If the dealer duplicates any of the cards on the table it is called "mala echada" (bad deal). The dealer must replace the repeated card(s) and the opponents earn one point regardless of how many cards are repeated. The repeated cards are placed bad within the stack.

3) The third way of earning points is with a "caida".

What is a caida? A caida is when a player collects the precise card the preceding player laid down on the table.

4) The last way of earning points is through the calls or tricks.

What are the calls? The calls are the various combinations that can be made with the three cards on hand, each call has its worth.

Ronda: A player calls ronda when he has on hand a simple pair. Example: 2, 5, 5 is a ronda of fives.

Patrulla: A player calls patrulla when he holds a straight (three consecutive cards) on hand.

Vigia: A player calls vigia when he holds a pair with an immediately adjacent card. Example: 4,4,5 or 2,4,4.

Tribilin: A player calls tribilin when he holds three of a kind.

Casa Chica: A player calls casa chica when he holds a sota (10), caballo (11) y rey (12) on hand.

Casa Grande: A player calls casa grand when he holds a caballo (11), rey (12) and "As" (ace, 1).

Registro: A player calls registro when he holds a pair of reyes (kings, 12) and an ace (1).

What are the calls worth?

Ronda: $1-7 = 1$ point, sota (10) = 2 points, caballo (11) = 3 points, rey (king, 12) = 4 points.

Patrulla: 6 points.

Vigia: 7 points.

Tribilin: 9 points.

Casa Chica: 10 points.

Casa Grande: 11 points.

Registro: 12 points.

What are the caidas worth?

Caida of 1 - 7 = 1 point.

Caida of sota (10) = 2 points.

Caballo (11) = 3 points.

Rey (king, 12) = 4 points.

What happens if two or more player have calls? Only the player with the highest call (most point value) collects the points.

What happens if two or more player have the same call? The player with the highest card collects the points.