

# Lotería Card Lesson Plan



## Overview

This lesson plan was developed by members of the Bainbridge Island Museum of Art's (BIMA) Curriculum Collaborative, generously funded by an Arts in Education Partnership grant from ArtsWA, the Washington State Arts Commission.

The Curriculum Collaborative paired Kitsap County elementary school educators with BIMA teaching artists to develop arts-integrated lesson plans that augment learning potential embedded in existing Art in Action videos.

The teaching artists, classroom teachers and lesson plans foreground equity, with an emphasis on one or more of the following areas: Spanish dual-language, special education, social emotional learning (SEL), and/or arts integrated curriculum development.

BIMA is grateful to the following Curriculum Collaborative members for their dedication to high quality experiential education for young learners in Kitsap County and beyond.

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The Bainbridge Island Museum of Art acknowledges that the land on which we gather is within the aboriginal territory of the suq'wábš "People of Clear Salt Water" (Suquamish People). Expert fishers, canoe builders, and basket weavers, the suq'wábš live in harmony with the lands and waterways along Washington's Central Salish Sea as they have for thousands of years. Here the suq'wábš live and protect the land and waters of their ancestors for future generations as promised by the Point Elliot Treaty of 1855.

We pay respects to their elders past and present.

# Lotería Lesson Plan

In this arts-integrated science lesson plan, students will incorporate dual language learning as they explore the history of the Lotería card game and create their own Lotería cards of Western Washington plants and animals.

## Standards

### Arts

This lesson plan addresses the following Washington State Arts Learning Standards. [For more information or for grade-level specific performance standards, refer to Washington State Learning Standards: The Arts Learning Standards: Visual Arts by Grade Level \(2017\).](#)

Creating	Performing/Presenting/Producing	Connecting
Generate and conceptualize artistic ideas and work (Anchor Standard 1)  Organize and develop artistic ideas and work (Anchor Standard 2)  Refine and complete artistic work (Anchor Standard 3)	Convey meaning through the presentation of artistic work (Anchor Standard 6)	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Anchor Standard 11)

## Science

Next Generation Science Standard Performance Expectation <b>3-LS1-1:</b> <a href="#">Science Standard 3-LS1-1</a>	Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
Next Generation Science Standard Performance Expectation <b>3-LS4-3</b> <a href="#">Science Standard 3-LS4-3</a>	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

## World Languages

Communication 1.2 Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
Culture 2.2 Relating Cultural Products to perspectives	Learners use language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studies
World Languages-Connections 3.1	Learners build, reinforce, and expand their Knowledge of other disciplines while using the language to develop critical thinking and solve problems creatively
World Languages- Communities 5.1	Learners use the language within and beyond the classroom to collaborate in their community

## Supplies

- [BIMA Art In Action video](#)
- [Lotería slides](#)
- Downloadable [Lotería Card Template](#) on Letter Size Cardstock (8.5 x 11 inches) – 1 sheet per student, plus extra to cover any errors
- Scissors – 1 per student (unless teacher precuts cards)
- Pencil – 1 per student
- Pencil Sharpener (s)
- Markers, colored pencils, and/or watercolors

- Student science journals
- Optional: Black Felt-Tipped Pen

## Launch

1	<a href="#">What Lotería cards are, how they are used, and why they are so popular in Latin America.</a>																	
2	Discussion: <ul style="list-style-type: none"><li>Has anybody ever played Lotería at home? <i>Wait for student responses</i></li><li>Does anybody have a card game they play at home similar to Loteria? <i>Show samples to the class, such as <a href="#">Hanfuda</a>, a card game from Japan</i></li></ul>																	
3	We will create our own Lotería card deck to demonstrate knowledge of the plants and animals that live in Western Washington.																	
4	Show examples of Lotería cards that show Western WA animals and plants – <i>El Pino, El Venado</i> <ul style="list-style-type: none"><li>What do you notice? What do you wonder?</li><li><i>Discuss the art on the cards, every image is different, every card has the name written at the bottom, and a specific number in the top left.</i></li></ul>																	
5	Other Western WA animals in the original deck: La Garza (the heron), La Araña (the spider), El Pescado (the fish)																	
6	Discussion: What are some of the other animals and plants that live in our area? <table><tr><td>cedar/<i>el cedro</i></td><td>birch/<i>el abedul</i></td><td>pinel/<i>a piña</i></td></tr><tr><td>black bear/<i>el oso</i></td><td>butterfly/<i>la mariposa</i></td><td>coyote/<i>el coyote</i></td></tr><tr><td>cougar/<i>el puma</i></td><td>eagle/<i>el águila</i></td><td>orca/<i>la orca</i></td></tr><tr><td>otter/<i>la nutria</i></td><td>salmon/<i>el salmón</i></td><td>sea lion/<i>el león</i></td></tr><tr><td><i>marino</i></td><td>marmots/<i>marmotas</i></td><td>squirrel/<i>ardillas</i></td></tr></table>			cedar/ <i>el cedro</i>	birch/ <i>el abedul</i>	pinel/ <i>a piña</i>	black bear/ <i>el oso</i>	butterfly/ <i>la mariposa</i>	coyote/ <i>el coyote</i>	cougar/ <i>el puma</i>	eagle/ <i>el águila</i>	orca/ <i>la orca</i>	otter/ <i>la nutria</i>	salmon/ <i>el salmón</i>	sea lion/ <i>el león</i>	<i>marino</i>	marmots/ <i>marmotas</i>	squirrel/ <i>ardillas</i>
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7	Do some of these animals and plants have a life cycle (for example, seed→seedling→tree, or caterpillar→chrysalis→butterfly?)																	
8	Discussion: Are there any plants or animals you might want to see on a Lotería card?																	
9	Take out your science journals and write some examples of plants and animals that you have seen in Western Washington. Sketch some of them if possible. (Allow 10 minutes for sketching and writing.)																	
Formative Assessment																		

Have all students completed their journaling?

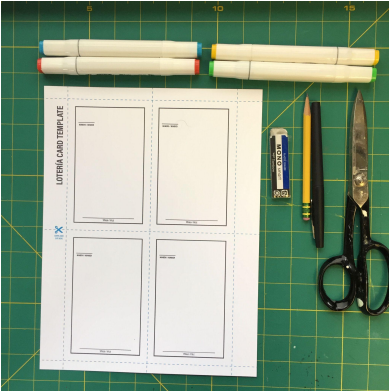
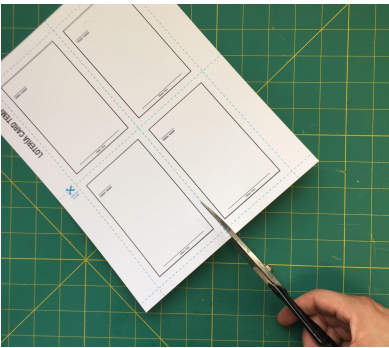
## Make

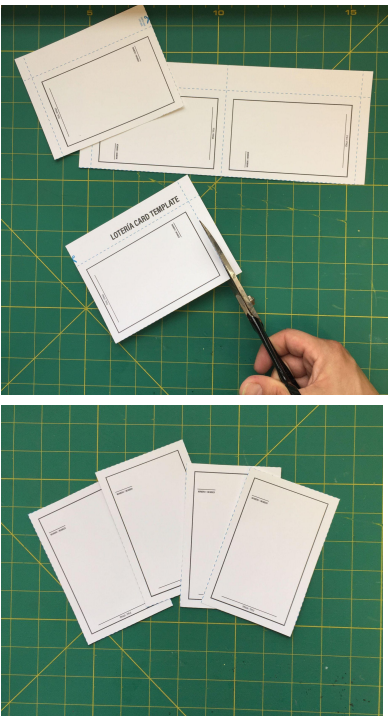
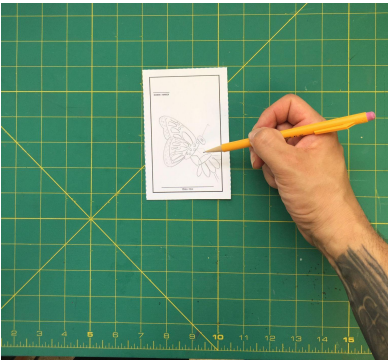
We're going to make our own Lotería cards with plants and animals from our ecosystem.

- Lotería cards are fun and can be a great way to learn science.
- When we put our cards together into a deck [we can play a game](#)
- As you create your cards, think about all of the plants and animals that live in our area and the life cycles they experience.

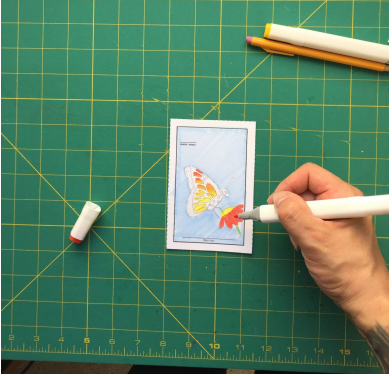



Watch [Art In Action Video](#)



## Card Prep

1	<p>Gather materials :</p> <ul style="list-style-type: none"> <li>• <a href="#">Lotería template</a> on card stock</li> <li>• Markers (or colored, pencils, watercolor etc.)</li> <li>• Scissors</li> <li>• Pencil and Eraser</li> <li>• Black Felt Tip Pen</li> </ul>	
2	<p>Cut sheet along blue dashed lines until you have 4 cards total.</p>	

		
4	Set three cards aside	
<b>Formative Assessment</b> Do all students have four cards?		
5	Using a pencil, sketch an animal from your science journal on the card	



6	Next add color working lightest to darkest	
7	Next, add darker colors and/or black.	
8	Give your card a number.	
9	Give your card a title.	

10	Your first card is finished.	
<b>Formative Assessment</b> Do all students have a completed first card?		
11	Repeat for the next three cards, using a different plant or animal (or life cycle) from our region on each card	

### Summative Assessment

- Do all students have four completed cards that include plants/animals from Western Washington, a number, and a title? What was easy and what was challenging about this activity?

### Wrap-Up

- Class art walk
- Game-playing activity using either original Lotería or student-created cards (see additional resources)

### Additional Resources

- English read-aloud video: [Lotería Book in English](#)
- Spanish read-aloud video: [Lotería Book in Spanish](#)