SPANISH CLASSROOM ACTIVITIES
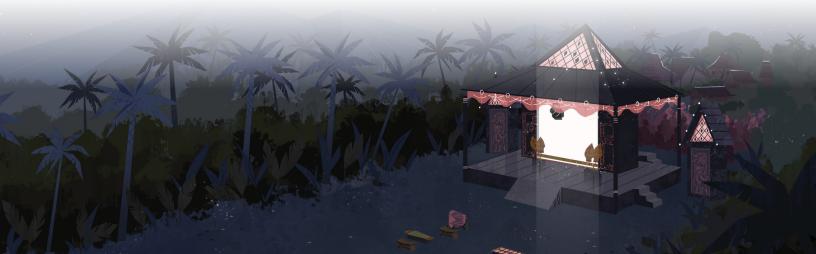## FOR CARMEN SANDIEGO EPISODES

SEASON 1, EPISODE 3: "The Sticky Rice Caper"

In this episode, Carmen and her crew travel to Java, Indonesia, to infiltrate a secret R&D lab. The caper takes them to a wayang shadow puppet festival, where they cross paths with Tigress—Carmen's worst frenemy from her school days.

Indonesia / Indonesia

Ask students questions about facts presented about Indonesia at the beginning of the episode. Student volunteers answer the questions. Possible questions:

1. **¿Dónde está Indonesia?** *(entre los océanos Pacífico y Atlántico)*

2. **¿Cuántas islas hay en Indonesia?** *(17,000)*

3. **¿Cuáles son los tres países que tienen una población más grande que Indonesia?** *(China, India, Estados Unidos)*

4. **¿Cuál es la comida básica de Indonesia?** *(el arroz)*

5. **¿Cuál es el lagarto más grande del mundo?** *(el dragón de Komodo)*

6. **¿Cuál es la capital de Indonesia? ¿En qué isla se encuentra la capital?** *(Yakarta, Java)*

7. **¿Cómo se llama la capital (su apodo)? ¿De dónde viene el nombre?** *(el Gran Durián; por la fruta durián)*

8. **¿Cuáles son algunas características de la fruta durián?** *(es dulce, espinosa, pero tiene mal olor)*

Who are they? / ¿Quiénes son?

Students meet two more members of Carmen's team, Zach and Ivy, and meet Tigress again.

1. Have students write descriptions in Spanish of two characters (Zach, Ivy, the ACME agents, Tigress, Inspector Devineaux, Miss Argent, Crackle, the cleaners…) who appear in the episode. The descriptions can include appearance, personality traits, likes and dislikes, or other aspects that can be used to identify characters. If you have done this activity previously, ask students to pick a character they haven't described before.

2. Have students work in pairs and take turns describing characters and guessing who they are.

Puppets in the Spanish-Speaking World / Los títeres del mundo hispanohablante

Students research giant puppets in Spain or another Spanish-speaking country.
*(For example: **Las fallas** in Valencia, or the puppets in Bilbao during the **Semana Grande.**
Students can use learn.hmhco.com/LasFallas for reference.)*

1. Have students form small groups and select a topic.

2. Have students split up the research tasks. Once the research is complete, students collaborate to create a presentation about their topic.

3. Groups present their findings to the class.

My Favorite Part / Lo que más me gustó

Ask students to reflect on the episode and then write a few sentences explaining their favorite part of the episode and why they liked it.

1. Students work in pairs to discuss their favorite parts of Episode 3.

2. When students have finished, take an informal poll to find out which parts of the episode students liked the best. Call on student volunteers to support their opinion.

To learn more about Carmen Sandiego, visit hmhco.com/carmen.

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