

SPANISH CLASSROOM ACTIVITIES

FOR CARMEN SANDIEGO EPISODES

SEASON 1, EPISODE 4 “The Fishy Doubloon Caper”

In this episode, Carmen heads to Ecuador in search of sunken treasure in a shipwreck, where a fish swallows a rare doubloon. Carmen and her crew chase the fish to auction in Quito, where they must outwit VILE operatives to retrieve the doubloon.

Discover Quito / Descubre Quito

Students work in groups to learn more about Quito. Encourage students to conduct research using Spanish language resources.

1. Have students choose from a list of topics such as Quito’s local handicrafts, top things to see or do in or around Quito, its colonial history, its indigenous people, or another topic.
2. Group members will collaborate to create one final presentation. Members conduct research about an aspect of their chosen topic.
3. Give students time in class to write their text and find images.
4. Have students exchange work and peer edit.
5. Students make any necessary changes and combine sections to create one presentation.
6. Groups present in class and/or publish to a class website.





I'm hungry / Tengo hambre

Carmen, Ivy, and Zach want to eat some Ecuadorian specialties. Have students research some typical foods and come up with some dishes they think each character would like.

1. Students conduct research to find a dish. Have them consider a variety of meals and/or regions while researching. Also remind them to base their recommendations on what they know about the characters' likes and dislikes.
2. Students write their descriptive text in Spanish. As a class, brainstorm Spanish words they might need to use in their descriptions, such as basic ingredients or actions related to food preparation. Their descriptions should include the ingredients and the preparation, as well as what foods accompany their dish.
3. Have students find images of their dish.
4. Have students present their dishes in class.
5. Students vote on the best dishes and the best matches to each character's dislikes or likes.

Questions and Answers / Preguntas y Respuestas

Using the facts about Ecuador presented in the episode, have half of the class write questions that would elicit the answers while the other half writes the answers.

1. Ask students to name some of the facts about Quito and Ecuador presented in the episode (location, altitude, exports, what the equator is, what the **ocho escudos** doubloon is and what book it was mentioned in, etc.).
2. Divide the students into question or answer writers. Students should write either the answer or the question for all of the topics. If they write a question, they must know the answer and vice versa.
3. Then have students read their questions aloud for their classmates to answer.
4. To expand the activity, you may also wish to add in key points from the episode as a topic of questions and answers.





Animals of the Galápagos Islands / Los animales de las islas Galápagos

Students research and write a short paragraph about an animal found in the Galápagos Islands.

1. Have students choose from a list of animals found in the Galápagos. Some possible choices: Galápagos tortoise, Galápagos land iguanas, marine iguanas, Darwin's finches, flightless cormorant, Galápagos fur seal, frigate birds, blue-footed boobies, etc.
2. After conducting research, each student should write a short paragraph in Spanish describing the animal's appearance, its diet, numbers of the animal, and if it is endangered or not and why.
3. Have students share their paragraphs in small groups or as a whole class.

Spanish Treasure / Tesoros españoles

Students research and write a short paragraph about a famous Spanish treasure that was lost at sea. Prepare students for this task by providing vocabulary words they may not know, such as **tesoro**, **naufragio**, and **barco**.

1. Have students conduct research on famous Spanish treasures that were lost at sea.
2. After conducting research, each student should write a short paragraph including the name of the ship, where it was lost, what was onboard, and whether it was ever recovered and, if so, when and by whom.
3. Have students share their paragraphs in small groups or as a whole class.

Tell me / Cuéntame

Students work in small groups to orally summarize the key events from the episode.

1. After students watch the episode, have small groups work together to give a summary of the main events in the episode. Help them by providing Spanish sequencing words, such as **primero**, **luego**, **después**, **más tarde**, **al principio**, **al final**, **finalmente**.
2. Have students share their summaries with the class.

To make this into a writing activity, have groups of students write single sentences on separate slips of paper to describe events that happen in the episode. Then have them exchange sets of sentences with another group, and work together to put them in order.

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

