



Comida Argentina Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your Comida Argentina box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



Lesson #1: PATAGONIAN POTATO SALAD
& PATAGONIA EXPLORED
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **learn** that Patagonia is a region that is shared by Chile and Argentina.
- Students will **locate** Patagonia on a map.
- Students will **watch** a video about travel in Patagonia.
- Students will **take notes** (younger students will draw) about places and things that they see in the video.
- Students will **discuss and practice writing** for a particular audience.
- Students will **create** a travel brochure, commercial, blog, or other product to share what they have learned about Patagonia.
- Students will **read and practice** with **Featured Culinary Skill** - How to Mince.
- Students will **make and share** Patagonian Potato Salad.



PATAGONIA EXPLORED

Notes for the Teacher:

- The activity in this lesson includes writing with a particular audience in mind. If you would like to teach a mini lesson beforehand on this skill in particular, the following video is very helpful.
 - How to Write for Your Audience - Writing Video for Kids (3:04)
https://www.youtube.com/watch?v=PTD_EZWCO7w

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools, and ingredients listed.
 - World map or atlas.
 - "Patagonia Video Notes Worksheet" (included – see page 21)
 - Materials as needed for Travel to Patagonia Activity
- **Watch**
 - Patagonia Vacation Travel Guide- Expedia (10:38)
https://www.youtube.com/watch?v=nD_dFyfOXIo
 - How to Write for Your Audience- Writing Video for Kids (3:04)
https://www.youtube.com/watch?v=PTD_EZWCO7w

Lesson: PATAGONIA EXPLORED

- Introduction: WHERE IS PATAGONIA?
 - **Ask:**
 - Have you ever heard of Patagonia? (Not the store or clothing brand.)
 - Where do you think it is?
 - What language do you think they speak there?
 - What sort of foods do you think they eat?
 - **Show** the students on a world map where Patagonia is located.
 - **Ask** them to look closely at the map.
 - What do you notice about where Patagonia is located? (bodies of water, nearby countries, mountains, cities, etc.)
 - Patagonia is not a country. It is a region that is shared by Chile and Argentina.
 - **Tell** students that today they will be learning more about the history of the Patagonian people and the geography and nature of Patagonia. They will have the chance to share what they learned in the role of a travel agent/writer or traveller to the area.



- Background Information: PATAGONIA- PLACES TO SEE
 - Share some history and background facts with your students about the Patagonian region.
 - Dinosaurs!
 - Giganotosaurus Carolinii - the largest carnivorous dinosaur in the world, bigger than T-Rex in size. A fossil was found in 1993.
 - Argentinosaurus Huinculensis- the largest herbivore found so far, and its 98 million years old!
 - For more dino info
https://www.interpatagonia.com/paleontologia/hallazgos_i.html
 - The term Patagonia comes from the word patagón (meaning big feet) used by Magellan in 1520 to describe the native people of the region which he believed to be giants.
 - The area of Patagonia is 1,043,076 square kilometres, yet it has less than 2 million inhabitants.
 - **Inform** your students that they will be watching a video about Patagonia made by a travel company.
 - **Tell** them that their job is going to be to watch, listen carefully, and take some notes about what they learn.
 - **Provide** them with the “Patagonia Video Notes Worksheet” (included – see page 21). Go over the categories with them.
 - **Show** the video:
 - Patagonia Vacation Travel Guide- Expedia (10:38)
https://www.youtube.com/watch?v=nD_dFyfOXIo
 - **Pause** the video as necessary for students to be able to take notes.
 - Younger students can draw pictures to help them remember. For example, a glacier, a boat, meat over a fire, etc.
 - After watching, have students **compare** their notes with one another in order to help in remembering what they wrote and to fill in ideas that someone else caught.
- Activity Instructions: TRAVEL TO PATAGONIA
 - **Tell** your students that they now can use their new found knowledge to inform people about the beauty of Patagonia and the adventure that can be found there!
 - **Inform** them that they can pretend to be a travel agent, a travel blogger, a mountain climber, a food writer, an artist, an archaeologist, or anyone else that would want to tell others about Patagonia.
 - **Ask:**
 - What information would that type of person share?
 - Who is your audience?
 - For example: if you are a food critic, you might be writing to a friend that is a chef, or for a fancy food magazine.



- Tell them that their job is to share what they have learned in a format that they choose:
 - travel brochure
 - blog post
 - a journal entry
 - newspaper or magazine article
 - a painting
 - a commercial
 - For example, again if you were the food critic, you might be writing an article for a magazine, or a letter to a chef about the meals you have eaten and where the food is sourced.
- Support students in completing the activity.

Extension:

- Create a Patagonia fact sheet with information about population, bodies of water, currencies used, etc.
- Research how you could get there from where you live.



COOKING PATAGONIAN POTATO SALAD

Kitchen Prep

- Read the Patagonian Potato Salad recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill – How to Mince**.
- Discuss kitchen safety. Specifically, Knife Skills safety (Visit [Raddishkids.com/pages/safety](https://raddishkids.com/pages/safety)).

Prepare Patagonian Potato Salad

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, slice, and drizzle.
- When the Patagonian Potato Salad is ready, eat, taste and share!
- While your friends and family are eating, share some interesting facts about Patagonia with them.

RESOURCES

• Websites

- <https://en.wikipedia.org/wiki/Patagonia>
- <https://www.britannica.com/place/Patagonia-region-Argentina>
- <https://news.southamerica.travel/what-is-patagonia-famous-for/>
- https://travel.usnews.com/Argentine_Patagonia/Getting_Around/
- <https://www.youtube.com/watch?v=3fWFC26T32s>
- <https://travelforkids.mobi/funtodo/argentina/argentina-patagonia.html>
- <https://www.tucantravel.com/10-facts-about-patagonia>
- https://www.interpatagonia.com/paleontologia/hallazgos_i.html

• Videos

- Patagonia Vacation Travel Guide- Expedia (10:38)
https://www.youtube.com/watch?v=nD_dFyfOXIo
- How to Write for Your Audience- Writing Video for Kids (3:04)
https://www.youtube.com/watch?v=PTD_EZWCO7w



Lesson #2: CHIMICHURRI STEAK SANDWICHES
& MAGICAL REALISM
Activity Time: 45-90 minutes

LEARNING OUTCOMES

- Students will **learn** what magical realism is in literature.
- Students will **talk** about how something can be different without being an opposite.
- Students will **learn** about the history of magical realism.
- Students will **review** the elements of story writing: character, setting, problem, solution.
- Younger students will **categorize** their ideas of what is real and what is magic.
- Younger students will **read** picture books and **discuss** movies that are in the magical realism style.
- Younger students will **plan and write** a shared (group) story with magical realism elements.
- Older students will **plan and write** a story, graphic story, or a play with magical realism elements.
- Students will **read** and **practice** with **Featured Culinary Skill** - Slicing Steak.
- Students will **make** and **share** Chimichurri Steak Sandwiches.

MAGICAL REALISM

Notes for the Teacher:

- Today's lesson includes a teaching strategy called Shared Writing. You will be the writer of the story but you will be requesting ongoing input from the students. A strategy guide is listed in the Teacher Prep reading.
- Shared Writing is also used to:
 - Establish a purpose for writing. Teach a type of writing (persuasive, poetry, etc.)
 - Model sentence structure, grammar, and punctuation.
 - Demonstrate in-the-moment revision to add details and move the plot along.
- Children have an easy time stepping out of reality and into imaginary worlds. To a child, a very large person could be a giant. A butterfly could be a fairy in disguise. Mean people are monsters, and those that are helpful could be superheroes.
 - The imagination allows children to redefine their world in ways that make sense to their developmental stage.
 - Imaginative play stimulates brain activity and expands intellectual growth.

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, tools, and ingredients listed
 - Chart paper, markers, and tape
 - Books in the Magical Realism genre (see list in the resources section below)
 - Paper and pencil to write a story
- **Read**
 - How to do Shared Writing
 - <http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>
- **Watch**
 - Intro to Magical Realism (5:56) https://www.youtube.com/watch?v=-y_1l1mjkgE

Lesson: What is Magical Realism

- Introduction: What is Real vs. What is Magic
 - **Collect** chart paper, markers, and tape.
 - **Tell** the students that today that are going to be looking at two categories of things.
 - **Start** by asking students to **think** of things that they think are real.
 - **Ask** students to share their ideas and list them on chart paper under the heading REAL.
 - What makes all of these things real?
 - Can you make any categories within the list? (people, places, things?)
 - **Next**, ask students to **think** of things that they think are magical. Give them a minute or two to think.



- Ask students to share their ideas and list them on chart paper under the heading MAGICAL.
 - What makes all of these things magical?
 - How are they different than the real list?
 - Can you make any categories? (people, places, things?)
- Tell the students that there is a whole type of story that authors write called Magical Realism. Today they will **learn** what Magical Realism is, where the style of writing began, and get an opportunity to **write** their own story.
- Information: Magical Realism Explained
 - Magical Realism happens in stories where the people in the story, the place where the action is happening, and the daily lives of people are real (and sometimes not so good), but there is just enough magic to take the reader to a place where anything is possible.
 - Read Aloud (choose one):
 - Where the Wild Things Are by Maurice Sendak
 - My Colors, My World by Maya Gonzalez
 - Chavela and the Magic Bubble by Monica Brown and Magaly Morales
 - James and the Giant Peach by Roald Dahl
 - Charlie and the Chocolate Factory by Roald Dahl
 - After reading, ask:
 - What do you think was real in the story and what was magical?
 - Did the characters in the story think the magical part was weird or out of the ordinary?
- This is the second important part of magical realism: the magical elements are introduced to the world of the story, and the characters in the world treat them as though they are real, a regular part of their world.
 - The characters are not surprised by the presence of what seems, to the reader, to be magical.
- Activity Instructions: Plan and Write a Shared Magical Realism Story
 - Tell the students that you are going to work together as a team to write a short story in the style of Magical Realism.
 - Ask:
 - What does a story need? (You can use one of the books you read to them earlier as an example.)
 - Character- who is in the story
 - Setting- Where is the story taking place?
 - Problem- Something that needs to be fixed, or solved
 - Solution- how is the problem fixed?
 - Remind them for it to be Magical Realism they need to sprinkle in a little bit of magic. The magic could:



- **affect** the character so that they can fix the problem
- **change** the setting so that everything works out in the end
- **cause** the problem in the story
- **be** the solution to the problem
- **Collaborate** and **support** the students to plan the elements and then write a magical realism story together.
- **Read** the completed story to the students.
- **Ask** the students what they learned from writing together that they can use when they write independently?
- **Optional** have students:
 - **draw** pictures to illustrate the story
 - **act out** the story

Extension:

- Read more magical realism stories. See the list in the resources section.
- Challenge students to **write** their own Magical Realism story.
- **Watch** a movie in the genre:
 - Charlie and the Chocolate Factory
 - James and the Giant Peach
 - Field of Dreams
 - Whale Rider
 - Groundhog Day
- **Create** a piece of art that follows the same rules as the writing of Magical Realism.



MAGICAL REALISM

OLDER STUDENTS

Notes for the Teacher:

- Magical realism exposes the astonishing in the prosaic. It accentuates the incredible in everyday life. Because of the magical element, the protagonist will do extraordinary things without really being able to explain it. I think most children can relate to this perfectly well.
- It would be helpful for students to have some exposure to stories that involve Magical Realism prior to this lesson without telling them what the genre is.
 - See the list of books in the resources section below.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Books in the Magical Realism genre (see list in the resources section below)
 - Tools necessary for writing
- **Watch**
 - Intro to Magical Realism (5:56) https://www.youtube.com/watch?v=-y_1lImjkgE
 - What is Magical Realism? (4:01) <https://www.youtube.com/watch?v=ShzOBA2kINk>
 - Determine if either is appropriate for your students or use it to inform yourself.

Lesson: Magical Realism

- Introduction: Do you Believe in Magic?
 - **Ask**
 - Do you believe in magic? Or have you seen something magical in your life?
 - **Tell** students that the theme of today's lesson is something called magical realism.
 - **Ask** them if they have heard the term before? If so, in what context.
 - **Challenge** them to write and share their definition of what magical realism could mean.
 - **Read** the "Latin American Literature" section of the Chimichuri Steak Sandwich recipe guide.
 - **Compare** student definitions to the one offered there.
 - **Explain** that today the students will discuss what makes a story magical realism, and have the opportunity to write their own story with features of magical realism.
- Background Info: Magical Realism vs. Fantasy and Realistic Fiction
 - **Provide** Students with paper and pen and ask them to **make a chart** in 3 columns with the headings Magical Realism, Fantasy, and Realistic Fiction.
 - Give the students 5 minutes to **write down** attributes that they think belong in each column. For example:



Magical Realism	Fantasy	Realistic Fiction
-real life with a pinch of magic	-made up world -things that do not exist in real life	-day to day life -work, school, family, pets

- **Share** more information about each category and ask students to add to their charts.
 - **Realistic Fiction** - The characters are people you would meet walking down the street. No ghosts or dragons in here. The plot and themes are those we face in everyday life including, friendship, conflict, school issues, kindness, etc. These books give interesting insight into other people's lives, dreams, and hopes.
 - **Fantasy** - Stories that have creatures, abilities, or settings that do not exist in the real world. This is where you would find fairies, dragons, wands, enchanted beasts, and wizards. The location could be a magical world within the real one like in Harry Potter or somewhere completely made up. This is the kind of story you can completely escape into!
 - **Magical Realism** - This kind of writing is set in realistic fiction but with a fantastical element. The story takes place in the real world and all real world rules apply (like gravity and human nature). However, there is a magical element. The characters are ordinary people involved in everyday activities and that magical element is woven into the story as something that is believable. The magical element is not explained to the characters in the novel it is considered "normal." The magic part is only noticeable to you, the reader.
- **Ask:**
 - Can you name examples of books or movies that would fit into each category?
- **Optional: Watch**
 - Intro to Magical Realism (5:56)
 - https://www.youtube.com/watch?v=-y_IImjkgE
 - What is Magical Realism? (4:01)
 - <https://www.youtube.com/watch?v=ShzOBA2kINk>
- **Activity Instructions: Write in the Genre of Magical Realism**
 - **Tell** the students that they are going to write a short story in the style of Magical Realism.
 - **Ask:**
 - What are the elements of a good story?
 - **Character** - Who is in the story?
 - **Setting** - Where is the story taking place?



- **Problem** - Something that needs to be fixed, or solved .
- **Solution** - How is the problem fixed?
- **Remind** them that for it to be Magical Realism they need to sprinkle in a little bit of magic. The magic could...
 - **affect** the character so that they can fix the problem
 - **change** the setting so that everything works out in the end
 - **cause** the problem in the story
 - **be** the solution to the problem
- **Support** students in creating a brief outline of their story including information about the elements of story above. Do not forget the magical element!
- **Write.** Encourage students to find a form of writing that works for them.
 - poetry
 - play
 - short story
 - graphic novel
 - commercial
- If possible have students **read** one another's stories and **provide feedback** to **clarify, strengthen, and improve** their work.
- Have students **publish** a final draft of their work.

Extension:

- **Read** magical realism stories. See the book list below.
- **Watch** a movie in the genre:
 - Charlie and the Chocolate Factory
 - James and the Giant Peach
 - Field of Dreams
 - Whale Rider
 - Groundhog Day
- **Create** a piece of art that follows the same rules as the writing of Magical Realism.



COOKING CHIMICHURRI STEAK SANDWICHES

Kitchen Prep

- Read the Chimichurri Steak Sandwiches recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Slicing Steak**.
- Discuss kitchen safety. Specifically, Oven safety (Visit Raddishkids.com/pages/safety).

Prepare Chimichurri Steak Sandwiches

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to smash, blend and slice.
- When the Chimichurri Steak Sandwiches are ready, eat, taste and share!
- While your friends and family are eating, explain to them about Magical Realism and read your shared writing or individually written story.

RESOURCES

- **Books**
 - Where the Wild Things Are by Maurice Sendak or
 - My Colors, My World by Maya Gonzalez or
 - Chavela and the Magic Bubble by Monica Brown and Magaly Morales or
 - James and the Giant Peach or Charlie and the Chocolate Factory Roald Dahl
 - Tortilla Sun by Jennifer Cevantes
 - Jake, Lucid Dreamer by David J. Naiman
 - Tuck Everlasting by Natalie Babbitt
 - The Seventh Wish by Kate Messner
 - Because of Winn-Dixie by Kate DiCamillo
 - The Disappearance of Emily H. by Barrie Summy
- **Websites**
 - <http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>
 - <https://www.teacherspayteachers.com/Product/MAGICAL-REALISM-MINI-LESSON-An-Introduction-in-Genre-4059500>
 - <http://michellewittebooks.com/2015/09/elements-of-magical-realism/>
 - https://www.goodreads.com/list/show/39653.Magic_realism_in_children_s_books
 - <https://www.barnesandnoble.com/blog/kids/7-middle-grade-reads-fans-magical-realism/>
- **Videos**
 - What is Magical Realism? (4:01) <https://www.youtube.com/watch?v=ShzOBA2kINk>
 - Intro to Magical Realism (5:56) https://www.youtube.com/watch?v=-y_1lImjkgE



Lesson #3: DULCE DE LECHE COOKIES
& SEASONS IN THE NORTHERN AND SOUTHERN HEMISPHERES
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **learn** that the planet is divided into two hemispheres.
- Students will **learn** the terms: *hemisphere (Northern and Southern), Earth's axis, latitude, and equator.*
- Students will **learn** why the weather changes depending on what hemisphere you live in.
- Students will **experience** a demonstration of how the Earth's orbit and tilt affect the seasons.
- Students will **watch** a video to deepen their understanding.
- Students will **research and plan** their birthday party for the opposite hemisphere.
- Students will **read and practice** with **Featured Culinary Skill - Baking Cookies.**
- Students will **make and share Dulce de Leche Cookies.**



SEASONS IN THE NORTHERN AND SOUTHERN HEMISPHERES

Notes for the Teacher:

- Today's lesson requires you to do a demonstration about how the Earth is divided, tilted, and orbits around the sun. There is a video that shows this information but there is big value in slowing down and going through each of the steps in the demonstration in real life.
- To prepare yourself for the demonstration read through the steps outlined in the Information Section of the lesson plan below and watch the video:
 - Earth's Tilt: The Reason for the Seasons (5:38)
<https://www.youtube.com/watch?v=Pgc0LThW7QA>

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, tools, and ingredients listed
 - Chart paper and markers
 - For Earth demonstration:
 - Orange or grapefruit
 - Chopstick
 - Marker
 - Ball or other object to represent the sun
 - World Atlas or a globe
 - "Birthday Planning Worksheet" (included – see page 22)
- **Watch**
 - Earth's Tilt: The Reason for the Seasons (5:38)
<https://www.youtube.com/watch?v=Pgc0LThW7QA>
 - The Seasons and Hemispheres (3:33)
<https://www.youtube.com/watch?v=qHgs8dcmB4M>

Lesson: SEASONS IN THE NORTHERN AND SOUTHERN HEMISPHERE

- Introduction: The Seasons and Us
 - **Ask** and **record** answers on chart paper to refer back to later:
 - Can you name the four seasons?
 - What months are included in each season?
 - Do you have a favorite season? Which one and why?
 - What are some differences between the seasons? (weather, temperature, trees lose/gain leaves, hours of daylight, sports you can play, etc.)
 - Do you have a favorite season? Which one and why?
 - Would you be surprised to know that New Year's in Australia is in the middle of summer?



- Tell the students that today they are going to **learn** about why the seasons change, and why they are different in different parts of the world.
- Background Information: A TILTED PLANET
 - **Collect** the Earth Demonstration materials listed above.
 - Have students **propose** their ideas for why we have different seasons.
 - **Earth Demonstration**
 - Tell students that the orange/grapefruit represents the planet Earth.
 - Use a marker to **draw** a horizontal line around the middle of the fruit to represent the *equator*.
 - Explain:
 - The *equator* is an imaginary east-west line that circles around the Earth like a belt.
 - It goes exactly halfway between the North and South poles.
 - It divides the Earth into two halves called *hemispheres*, *hemi* means half in Greek and *sphere* means round object.
 - *Latitude* is a measurement of how far something is from the equator, measured in degrees. The latitude of the equator is defined as zero degrees.
 - **Point** to the top half of the fruit and say that it is called the Northern Hemisphere.
 - **Write** an N on the fruit.
 - **Optional - Ask:**
 - Can you name the continents that are in the Northern Hemisphere?
 - You can **provide** an atlas or globe.
 - All of North America and Europe, northern parts of South America, about two-thirds of Africa, and all of Asia except for some parts of Indonesia.
 - **Point** to the bottom half of the fruit. **Ask:**
 - What do you think this part is called?
 - Southern Hemisphere!
 - **Write** an S on the fruit.
 - **Optional – Ask:**
 - Can you name the continents that are in the Southern Hemisphere?
 - You can **provide** an atlas or globe.
 - Most of South America, one-third of Africa, some parts of Indonesia, all of Antarctica and all of Australia/Oceania.
 - **Spear** the fruit from top to bottom through the center. This represents the Earth's *axis*.



- **Explain** that an **axis** is an imaginary line that runs straight through the middle of an object from North to South. Even though we can't feel the earth spinning, it makes one complete turn, each day around its own **axis**.
- Earth's axis is tilted 23.5 degrees!
- Place the object you are using to represent the sun on a surface.
- Hold your fruit straight up and down by the chopstick and holding it next to the "sun" give it a tilt.
- Demonstrate the planet orbiting around the sun. Do this 2 or three times.
- Ask:
 - Can you **observe** and **explain** what you see?
 - Do you **notice** that as the planet goes around the sun, one of the hemispheres is tilted towards the sun, while the other is tilted away?
 - It is the combination of the Earth's tilt and its orbit around the sun that gives us changes in climate and therefore changes in the seasons!
 - When the Northern Hemisphere is tilted away from the sun it experiences the cold conditions of winter.
 - At the same time the Southern Hemisphere is tilted towards the sun and it has the warm conditions of summer.
 - **Watch** one of the following videos to see the demonstration and explanation again.
 - For younger students:
 - The Seasons and Hemispheres (3:33)
<https://www.youtube.com/watch?v=qHgs8dcmB4M>
 - For older students
 - Earth's Tilt: The Reason for the Seasons (5:38)
<https://www.youtube.com/watch?v=Pgc0LThW7QA>
 - **Read** the "All About Argentina" section of the Dulce de Leche Cookies recipe guide.
 - **Ask** students what hemisphere:
 - Argentina is in?
 - they live in?
 - they have been to?- Activity Instructions: PLAN YOUR BIRTHDAY IN THE OPPOSITE HEMISPHERE
 - **Post** the charts from the introduction so that students have access to information to help in their planning.
 - **Ask**
 - Have you ever wondered what it would be like to celebrate your birthday in a different season?
 - **Provide** students with a World Atlas, globe, or online map.
 - Have them **locate** where they live on the map.



- Ask:
 - Which hemisphere do you live in?
 - **Optional challenge:** What latitude do you live at?
 - What is the weather usually like around your birthday?
 - Where have you celebrated your birthday before? (at a park, at home, indoor play center, skiing, etc.)
 - What kinds of things do you like to do for your birthday party?
 - What sort of gifts have you received?
- Tell the students that now it is their chance to **plan** their own birthday party as if they were living in the opposite hemisphere.
- Optional: **Watch** the video below to see an example of comparing climate between hemispheres.
 - Summer Christmas vs. Winter Christmas/ Southern & Northern Hemisphere
 - (4:15) <https://www.youtube.com/watch?v=ijmqMamcmX0>
- Provide students with the "Birthday Planning Worksheet" (included – see page 22)
 - **Support** students in completing the planning.
 - **Optional, draw** a picture of your opposite hemisphere birthday party
 - Have students **share** their plans and **discuss** which hemisphere they think they would prefer to celebrate their birthday in.

Extension:

- **Write** a weather report for the date of your birthday in the Northern and Southern hemispheres. **Compare and contrast** them.
- **Collect** weather information for a week from where you live and for the same time period for a place in the opposite hemisphere. What are the similarities and differences?



COOKING DULCE DE LECHE COOKIES

Kitchen Prep

- Read the Dulce de Leche Cookies recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Baking Cookies**.
- Discuss kitchen safety. Specifically, Handwashing safety (Visit Raddishkids.com/pages/safety).

Prepare Dulce de Leche Cookies

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to beat, scoop and press.
- When the Dulce de Leche Cookies are ready, eat, taste, and share!
- While your friends and family are eating, share with them what you learned about why we have seasons and tell them your plans for an opposite hemisphere birthday party.

RESOURCES

- **Books**
 - [Sunshine Makes the Seasons](#) by Franklyn M. Branley
 - [The Reasons for Seasons](#) by Gail Gibbons
 - [On the Same Day in March- A Tour of the World's Weather](#) by Marilyn Singer
- **Websites**
 - <https://sciencing.com/differences-between-northern-southern-hemisphere-8260091.html>
 - <http://kinooze.com/hemispheres/>
 - <https://kids.britannica.com/kids/article/hemisphere/346139>
 - <https://www.nationalgeographic.org/encyclopedia/hemisphere/>
 -
- **Videos**
 - Earth's Tilt: The Reason for the Seasons (5:38)
<https://www.youtube.com/watch?v=Pgc0LThW7QA>
 - The Seasons and Hemispheres (3:33)
<https://www.youtube.com/watch?v=qHgs8dcmB4M>
 - Summer Christmas vs. Winter Christmas/ Southern & Northern Hemisphere (4:15) <https://www.youtube.com/watch?v=ijmqMamcmX0>

Patagonia Video Notes Worksheet

Activities (Fun Things to do)	Natural Landscape	Explorers/History
Animals	Cities	Food

BIRTHDAY PLANNING WORKSHEET

When is your birthday?

What hemisphere do you live in?

Choose a place in the opposite hemisphere:

What would the weather be like during your birthday?

What type of birthday party would you have?

Where would you have your party? (e.g. outside at a park, beach, ski hill or inside at a movie theater, home, or bowling alley)

What kind of clothes would people have to wear for the weather at your opposite hemisphere birthday?

What foods would be seasonal to serve at your party?

What presents would be great to get for this time of year? (summer - frisbee or kite, winter - sled or warm hat, etc.)

Optional challenge: Locate the opposite latitude from where you live. Research the area to discover what it is like there. Is there a city, national park, or area that you would like to explore for your birthday?