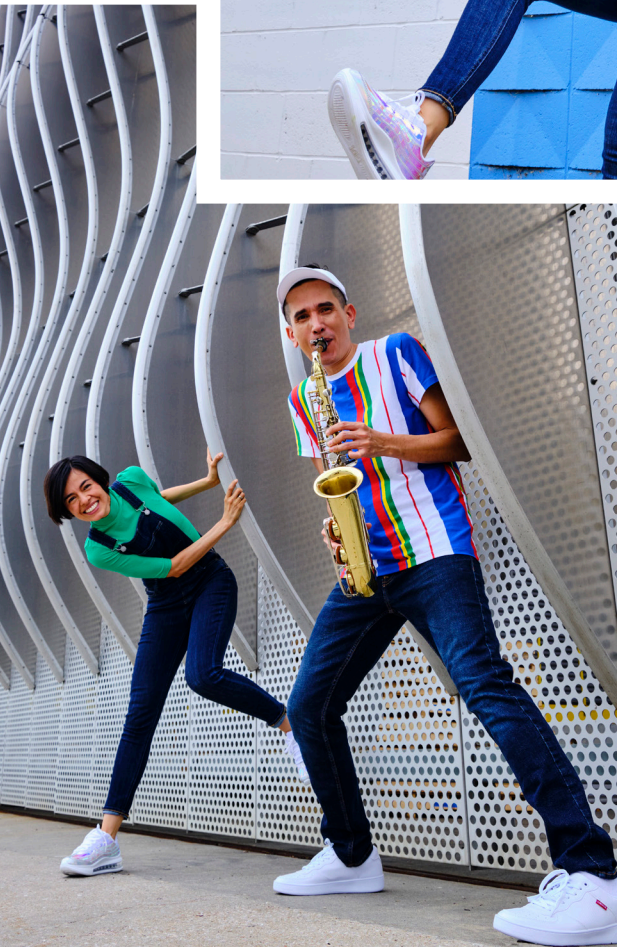


MOSS ARTS CENTER



123 andrés
around the americas
study guide



study guide

123 andrés
around the americas

School-Day Performance

Wednesday, September 11, 2024, 10-11 AM

Recommended for students in grades PK-2





table of contents

about the program	6
about 123 andrés	7
learning activities	8
music	8
Music and Movement	8
Music and Mood	9
social studies	10
Mapping the Americas	10
Researching the Americas	12
language arts	14
Summarizing a Story	14
Storytelling	16
physical education	23
Jump 'n' Jam	23
Feeling Fit	24
social emotional learning	25
I Am Special	25
I'm a Good Friend	26
additional resources for teachers	27
what to know before you go	30



we want everyone to enjoy the show

Please prepare your students for their visit to the Moss Arts Center by practicing audience etiquette before you attend a live performance. The following guidelines will ensure that everyone can enjoy the show:

- Find your seat before the show begins. If you arrive after the show has started, the ushers may need to wait for an appropriate time in the performance to seat you. Always follow the instructions from the ushers.
- Turn off your cell phone and any other device that creates light or could make noise and distract others during the performance.
- Photography, audio, or video recording is not allowed inside the theatre.
- Food, gum, and beverages are not allowed inside the theatre.
- Keep the aisles clear and stay seated so that those behind you can also see the stage. Please keep your shoes off of the seats.
- You can show appreciation and enthusiasm for the performance by paying attention and clapping at the proper time. Save personal conversations and questions for after the show.
- Some performers may invite you to clap, sing along, or even dance in your seat! We want you to have fun, but please make sure you are not ruining the experience for your neighbors. Use your self-management skills to control your voice and body.

about the program



around the americas

Christina and Andrés can't find their friend, Juana, and their only clue is that she's somewhere in the Americas. Join Latin Grammy Award-winning 123 Andrés in this lively, interactive concert to search the continents and learn about geography, culture, and music along the way. You will be a key part in this rich journey brought to the stage with colorful, exciting visuals. Andrés and Christina, both native Spanish speakers, incorporate language seamlessly, empowering students to sing in both Spanish and English, as well as moving and dancing. Learning has never been so fun!

about the artists

123 Andrés

123 Andrés (Uno Dos Tres Andrés), the husband and wife team of Andrés and Christina, are teaching artists creating music, books, and live shows in Spanish and English for children and families. The Grammy Award-winning duo performs each year for tens of thousands of children and families. Their songs and videos are used in early childhood and elementary classrooms across the U.S. and abroad, and they have charmed live audiences across the U.S. and in Puerto Rico, Mexico, Colombia, Venezuela, and at several stops in Central America.

Andrés

Andrés grew up in Bogotá, Colombia, and learned how to play the guitar from his father as a child. He studied clarinet at a conservatory and had his first studio experience at age eight. He went on to earn a doctorate in music and win first prize in the National Composition Contest in Colombia for one of his early songs.

Christina

Christina was raised in the U.S. in a Spanish-speaking family hailing from Colombia and studied theatre and dance as a child. After serving as a classroom teacher in public schools and earning a master's degree in education from the University of Pennsylvania, she found her mission teaching through music.



learning activities

music

Music and Movement

In this activity, students respond to contrasting types of music through dance. Remind students to pay attention to their bodies as they move and to avoid physically touching other students. After 30 seconds of a song, pause and ask students to reflect on how the music made them feel and how it made them move. This should be a quick, whole-class discussion. After playing five or six songs, ask students how music can help us make friends, even with people who may speak a different language than us.

Suggested Songs:

- [Vivir Mi Vida](#): Marc Antony
- [Stand by Me](#): Stand By Me
- [Mi Gente](#): J. Balvin and Willy William
- [Oye Mi Amor](#): Maná
- [La Pollera Colorá](#): Wilson Choperena and Juan Madera
- [Drume Negrita](#): Mercedes Sosa

► **Virginia Music SOLS:** CD4.1, CD 4.2, K.3, K.4, K.5, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5

Music and Mood

In this activity, students make music to create a particular mood.

1. Create big mood cards on sheets of colored construction paper that are large enough for the class to see. Introduce the different moods by reading each one aloud. Then ask students to share what might make someone feel that mood.
2. Next, play a part of a song and ask students how that song made them feel. It's okay if their answers are moods that you don't have cards for. You may choose to add these moods to the collection by creating additional mood cards in the moment. Ask students if everyone in the class felt the same way about the song, or if it made some people feel different moods.
3. After repeating this activity with multiple songs, tell students that now they are the music makers! Select one mood card and, as a full class, create a sound that feels like that mood. For example, if you are making a sound for the mood "calm," you may rub your hands together softly, whisper "shhhh," or hum low. See what it sounds like to have the full class make one sound and how the mood shifts if students make different sounds. Ask, "How does it feel when we all make one sound?" "How does it feel when we make different sounds at the same time?" Continue this activity for multiple moods.
4. Next, with older grades, you may divide students into groups of three or four and assign each group a mood card. Have each small group come up with one or more sounds to compose music that feels like their assigned mood. Give them a short time (two to three minutes) to compose a song that they think creates that mood using instruments in the class or body percussion (e.g., clapping, stomping, snapping, etc.) and their voices.

► **Virginia Music SOLS:** CD4.1, CD 4.2, K.1, K.2, K.4, 1.1, 1.2, 1.4, 2.1, 2.2, 2.4

learning activities, cont.

social studies

Mapping the Americas

1. Have a show-and-tell moment with a compass and allow students to experience using one. Talk about the four cardinal directions, and discuss global climate and astronomy patterns (e.g., cold weather closer to the North and South Poles, warmer climate near the equator, the sun rising in the east and setting in the west, etc.)
2. Hand out copies of the map of the Americas. Ask students to locate the United States. Have them label it and color it one color. Guide students through identifying their previous knowledge. (e.g., "Where is the United States? Tennessee? North and South Pole?" etc. "We can travel from Virginia to Mexico by land but not by sea." "We cannot travel to the Caribbean by land," etc.)
3. Ask students to locate Mexico and Canada. Ask students to share what they know about Mexico (climate, language, culture, etc.). Have students color Mexico the same color as the United States and explain that they are both part of North America. Repeat this for Canada. Have students create a key and label the first color as North America.
4. Have students choose a new color to color in Central America. Add this color to the key. Explain that Central America includes the countries of Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. Ask students what they know about Central America, including any personal connections they may have to its countries. Ask students to describe the position of Central America compared to North America. Explain that on maps we describe the location of places using the directions north, south, east, and west. Have students add a compass to the map. Repeat this step with South America and the Caribbean. When discussing the Caribbean, have students color in the ocean. Explain that a body of land surrounded by water is called an island.
5. When students are finished, ask students to choose a place where they might like to travel or that they would like to learn more about.

► **Virginia History and Social Studies SOLS:** K.1, K.4, K.5, K.6, K.7, 1.1, 1.5, 2.1, 2.6



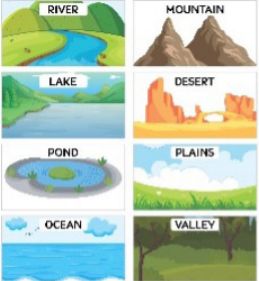



learning activities, cont.

Research the Americas

1. In pairs, students choose or are assigned a country either in Central America, the Caribbean, or South America. They can label their country on the map of the Americas. Encourage them to use the class map to make as many educated guesses about the country's climate as possible.
2. Walk through an example of map inquiry and observation with the students, modeling your critical thinking and hypothesizing out loud. Consider showing this process with Mexico, even though it is not in Central America, South America, or the Caribbean. Modeling will also establish the vocabulary desired for this activity. Consider taking the time to teach about the scientific method, especially the term "hypothesis," and the value of making an educated guess.
3. Have students fill out the worksheet on the following page with their predictions.
4. Have students share their predictions with the pair next to them.
5. Ask pairs to use classroom technology and texts to research their countries for a short period of time (about 10 minutes). After the initial period for research, invite pairs to share facts that they learned.
6. Give students two or three shorter periods to complete their research as necessary.
7. Have student pairs share their findings with another pair or with the full class.

► **Virginia History and Social Studies SOLS:** 2.1, 2.6, 3.1, 3.6

	Characteristic of the Country	Your Hypothesis (educated guess)	Your Findings
	<p>Climate</p> <p>What is the weather like in this country?</p>		
	<p>Arts and Culture</p> <p>What language(s) are spoken in this country? What kind of music, art, and traditions are practiced in this country?</p>		
	<p>Landforms</p> <p>What type of land will you find in this country? Mountains? Deserts? Rainforests?</p>		
	<p>Local Food</p> <p>What do the local recipes consist of in this country?</p>		

learning activities, cont.


language arts

Summarizing a Story

Before the show, read a picture book aloud to the full class, pausing to ask comprehension questions as you go. You can find a list of suggestions on the Additional Resources page at the end of this guide. Ask students to summarize the story using the “Somebody Wanted, But, So, Then” tool. You may do this as a full class and then have students practice writing their summary sentences on their own worksheet. Have students edit their writing, looking for capitalization at the beginning of sentences and punctuation at the end.

After the show, have students use the same tool to summarize the story of *Around the Americas!*

► **Virginia English SOLS:** K.8, K.10, K.11, 1.9, 1.11, 1.12, 1.13, 2.7, 2.10, 2.11



<p>Somebody Who is the main character of the story?</p>	
<p>Wanted What did the character want?</p>	
<p>But What made this difficult?</p>	
<p>So How did the character respond to the conflict?</p>	
<p>Then How did the story end?</p>	

learning activities, cont.

Storytelling

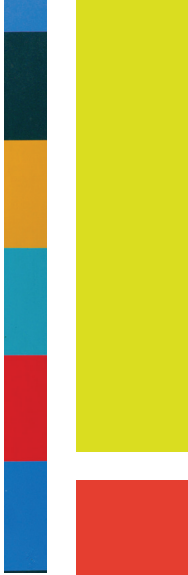
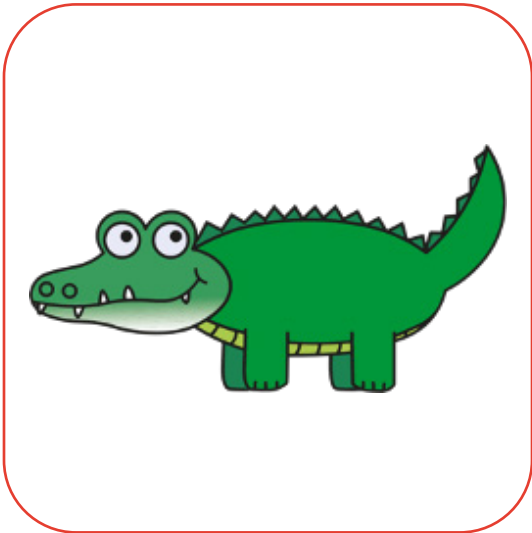
Model for students how to tell a story using picture cards (on the following pages) and an anchor chart of the “Somebody Wanted, But, So, Then” summary tool.

1. First, have a student select a character card and add it to “Somebody.” Ask another student to name the character. Start to tell the story, characterizing the protagonist, sharing details about their personality, environment, family, and friends. You may ask students to help you choose these details.
2. Next, have a student select a motivation card and add this to “Want” on the chart. Give details about why the character wants this.
3. Then have a student select a conflict card and add this to “But” on the chart. Call on many students to get ideas of how the main character could respond to the conflict before choosing one.
4. Explain there are no picture cards for the character’s response because there are so many ways to respond to a conflict. Draw the character’s response next to “So” on the chart.
5. Repeat this for the resolution of the story, asking for students’ ideas before ending the story with a resolution and drawing it next to “Then.”
6. At the end, have students discuss their response to the story. They can share their favorite part, connections to their own life, predictions about what happened before or after the story began, etc.

As an extension, have students practice telling their own stories using picture cards. You may continue this as a group activity, calling on individual students to tell the next part of the story, or have students pair up to tell stories to one another. If you choose this option, you will need to print copies of the character, motivation, and conflict cards for each pair. You may also choose to print out copies of the “Somebody Wanted, But, So, Then” chart and have students summarize their own story in writing.

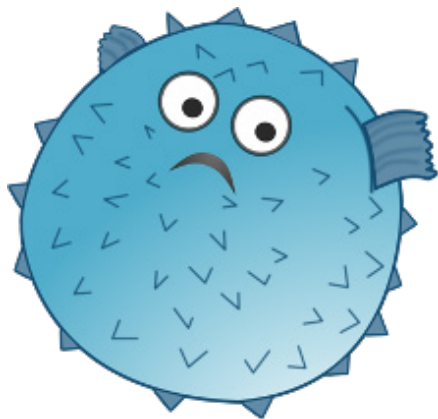
► **Virginia English Studies SOLS:** K.1, K.2, K.10, 1.1, 1.2, 1.11, 1.10, 1.12, 2.1, 2.2, 2.10, 2.11

Character

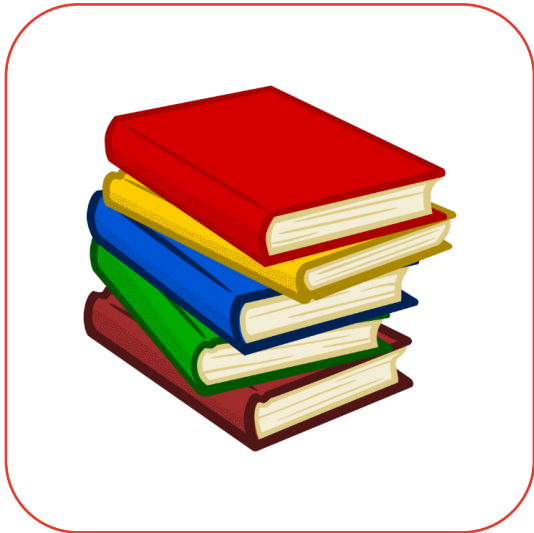


learning activities, cont.

Character



Motivation

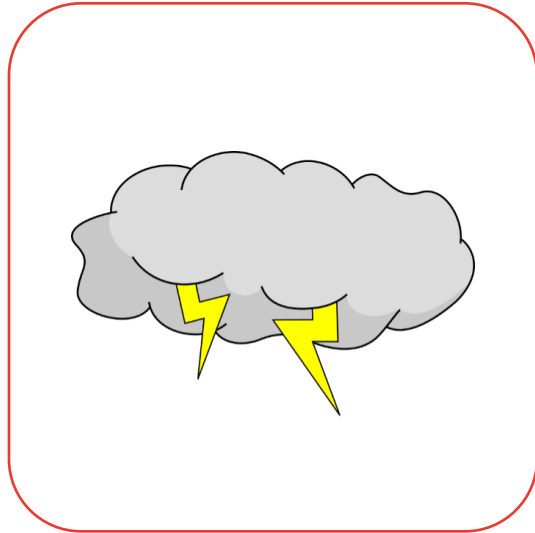
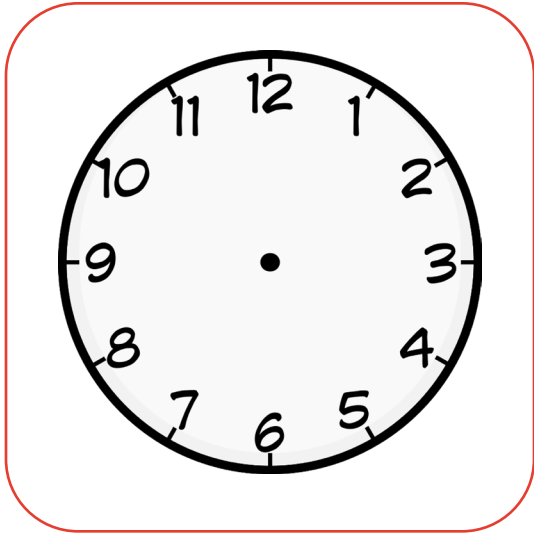


learning activities, cont.

Motivation



Conflict



learning activities, cont.

Conflict



physical education

Jump 'n' Jam

Play [Salta, Salta](#) by 123 Andrés.

1. For the first round of the game, students jump along while the music plays. Periodically pause the music and shout "FREEZE" and students freeze in place!
2. For the second round, introduce students to three actions: one action for "uno," a second action for "dos," and a third action for "tres." This time, when you pause, shout "uno," "dos," or "tres" and students must remember which action to do. For example, if "uno" is push-ups, when you shout "uno," students drop down to do push-ups until the music starts to play and they resume jumping.
3. For the third round, have students come up with three new actions. Continue this pattern, asking students for new movement ideas for "uno," "dos," and "tres." The more rounds you play, the more difficult it will be for students to remember!

► **Virginia Physical Education SOLS:** K.1, K.4, 1.1, 1.4, 2.1, 2.4

learning activities, cont.

Feeling Fit

Guide a discussion about the importance of exercise and its role in helping us develop our fitness. Ask students what kinds of activities help them grow stronger, get more flexible, and be able to run and play longer without getting tired. Guide students to think of activities they do in physical education class, at recess, at home, or outside of school.

Next, have students engage in a series of activities. After a minute of each activity, pause to have students feel their heart rate and notice their breathing. Explain that doing more physical activities helps them build endurance.

At the beginning of each subsequent class, ask students to share activities they did the day before that help them be healthy. Keep a log of all of the activities students share on a whiteboard so that students can see how many ways there are to exercise. You may choose to make this a class challenge to see how many activities they can complete as a class in a week. You may also choose to have students vote on a new activity to incorporate into your class to introduce them to forms of exercise they may have never tried. Novel activities could include yoga, gardening, different forms of dance, raking leaves, a community cleanup, etc.

► **Virginia Physical Education SOLS:** K.3, 1.3, 2.3



social emotional learning

I Am Special

1. Play [I Am Special](#) or [Yo Soy Especial](#) by 123 Andrés for the class and encourage students to do the actions along with Christina.
2. Have students make a large circle. One student at a time will enter the circle, share an action, while the class chants the lyrics from the song. Start with the action “walk.” The teacher should model first. Go into the center of the circle, do a silly walk, and say,

Teacher: “This is how I walk!”

Students: “One, two, three!”

Teacher: “No one walks like me!”

Students: “One, two, three!”

Teacher: “No matter where you go”

Students: “No, No, No”

Teacher: “There’s no one just like me”

Then choose the next student to go into the middle by pointing at them and saying their name. That student will go into the center of the circle and do their own silly walk. Repeat this until students start to learn the words to the song.

3. When students get the pattern of the game, move onto other actions: laugh, sing, jump, dance, twirl, stretch, etc. You may ask students for suggestions.

► **Virginia Social Emotional Learning SOLS:** SeA2:Ka, SeA2:Kd, ReS1: 1-2b, DeM2:1-2a

learning activities, cont.

I'm a Good Friend

1. Play [I'm a Good Friend](#) by 123 Andrés for the class and teach students the sign language for "good friend" that Christina shows in the video. Have students do this motion along with her.
2. Ask students to share the different ways the song says you can be a good friend. Ask students to share other ways that they know how to be a good friend. Make a list of ways to be a good friend and post it in the classroom.
3. Build in time during a morning meeting or another class routine time to acknowledge the ways in which students are being good friends to one another. Ask students to share about a classmate who was a good friend. Encourage students to be specific about how their classmate was kind or helpful. After a student shares, have the full class sign "good friend" as they say, "Thanks for being a good friend!" Be sure to say the name of the student you are acknowledging.
4. As an extension, you may have students draw a picture of a time they were a good friend to someone else and post those pictures around the classroom.

► **Virginia Social Emotional Learning SOLS:** ReS1: Ka, ReS2:Ka, DeM2:Kb, ReS1:1-2b, ReS2:1-2a

additional resources for teachers

Bibliography

[Tennessee Performing Art Center: *Around the Americas with 123 Andrés* Study Guide](#)

Teacher Resources

[123 Andrés YouTube Channel](#)

[123 Andrés Social Emotional Playlist](#)

- [123 Andrés Phonics Lessons in Spanish](#)
- [123 Andrés Community Helpers Book and Sing-along](#)

[Bilingual Books by 123 Andrés](#)

- [Diez Pajaritos](#) (*Ten Little Birds*)
- [Hola Amigo](#) (*Hello Friend*)
- [Mi Comunidad](#) (*My Community*)

Book Recommendations for the Storytelling Learning Activity:

Once Upon a Time: Traditional Latin American Tales

(Había Una Vez: Cuentos Tradicionales Latinoamericanos)

Rueben Martínez, David Unger, and Raúl Colón (Grades PK-2)

Enter an enchanted world of kings and giants, where cockroaches play dress-up and coyotes fly to the moon! In this lively bilingual collection of short stories, Spain and Latin America's most beloved tales are retold for a new generation.

El Barrio

Deborah M. Newton Chocolate (Grades PK-2)

Join a young boy as he explores his vibrant neighborhood. The city shimmers with life, at once a party, a waltz, and a heartbeat. El Barrio is his sister preparing for her quinceanera, his grandfather singing about the past, and his cousins' stories from other lands. The city is alive with the rhythms of the street. Told in lyrical language and through bold, colorful illustrations, this celebration of Hispanic culture and urban life is sure to fire children's curiosity about where they live and what they can discover in their own neighborhoods.

additional resources, cont.

Marisol McDonald Doesn't Match

(*Marisol McDonald no Combina*)

Monica Brown (Grades PK-2)

The vivacious Peruvian Scottish American protagonist of this bilingual book has brown skin and hair “the color of fire.” Her friends tell her that she “doesn’t match,” because of her appearance and her wardrobe, but when Marisol tones down her style, she realizes that it doesn’t feel right. Palacio’s collage work incorporates newsprint, vibrant patterns, and Peruvian motifs, echoing the message about being true to oneself.

Lola’s Fandango

Anna Witte (Grades K-2)

Lola lives with her parents and amazing older sister in a city apartment. It seems that everything Clementina does is perfect, and Lola has nothing special to offer. When she discovers a beautiful pair of dancing shoes while rummaging around her mother’s closet, she convinces her father to teach her the flamenco so she can dance like her mother once did. They secretly practice on the roof of their building, and Lola develops *duende*: “Spirit. Attitude.” When the family plans a surprise birthday party for their mother, Lola finally has her moment to shine.

Grandma’s Records

Eric Velasquez (Grades 1-3)

Every summer, Eric goes to live with his grandmother in El Barrio (Spanish Harlem) while his parents work. Through the long hot days, Grandma fills her apartment with the blaring horns and conga drums of *Bomba y Plena*, *salsa*, and *merengue* — the music she grew up with in Puerto Rico — sharing her memories and passions with Eric. But Eric sees Grandma in a new light when she gets them tickets to hear their favorite band in concert.

My Name is Celia: The Life of Celia Cruz

(*Me llamo Celia: la vida de Celia Cruz*)

Monica Brown (Grades 2-4)

An exuberant picturebook biography of the Cuban-born salsa singer. From its rhythmic opening, the first-person narrative dances readers through Cruz’s youth in Havana, a childhood bounded by scents of nature and home, the sweet taste of sugar, and the sound of music. A singer from an early age, Cruz sang so continually that one of her teachers finally urged her to share her voice with the world. Thus encouraged, she entered competitions, undeterred when her racial heritage prevented her from competing. Undeterred, even when the advent of Castro’s communist regime forced her to leave Cuba as a refugee. Positive even in exile, Cruz made New York City her own and took Miami by storm.

Latino Rainbow: Poems about Latino Americans

Carlos Cumpian (Grades 3-6)

This collection of 20 poems in picturebook format introduces aspects of Latino culture in the United States. The chronologically arranged selections range in topic from the colonization of California by the Spanish to Ellen Ochoa, the first Latina astronaut. Cumpian's poetry captures with interesting rhythms some of the most dramatic moments of the history between Mexico and the United States. The poems will allow children to discover for themselves these interesting events and figures of importance to the Latino culture in this country.

Under the Mambo Moon

Julia Durango (Grades 4-6)

On summer nights, Marisol helps in Papi's music store. As customers come and go, they share memories of the Latin music and dance of their various homelands, expressed in a dazzling array of poetry. The diversity of Latin American music is brought to life in poems that swivel, sway, and sizzle with the rhythms of *merengue*, *vallenatos*, *salsa*, and *samba*.

Additional Book Recommendations:

- ***What Can You Do with a Rebozo?***
(¿Qué puedes hacer con un rebozo?)
Carmen Tafolla
- ***What Can You Do with a Paleta?***
Carmen Tafolla
- ***Grandma's Gift***
(El regalo de mi abuela)
Eric Velasquez
- ***Niño Wrestles the World***
(Viva Frida)
Yuyi Morales
- ***Qué cosas dice mi abuela***
(The Things My Grandmother Says)
Ana Galán

what to know before you go

Changing your reservation

If you cannot attend or your party turns out to be smaller than the number of tickets you have reserved, please inform the Moss Arts Center as soon as possible by contacting Margaret Lawrence at margaretlawrence@vt.edu so that Moss staff can release your tickets to those on the waiting list.

Accessibility

The Moss Arts Center is committed to being accessible to all of our patrons. Patrons with disabilities and their companions are accommodated through wheelchair seating, parking, and other special requests throughout the center at all levels. Assisted listening devices are available. Service animals are permitted. Sign interpretations and large-print programs are available with advance notification. If you or your students have questions regarding accessibility or would like assistance, please contact Jamie Wiggert at wiggertj@vt.edu.

Drop Off

The bus drop-off location is on the Alumni Mall side of the Moss Arts Center, located at 190 Alumni Mall on the Virginia Tech campus. Drivers may pull their buses into the driveway loop directly in front of the center. Staff will be on site to assist. Recommended arrival time is 15-30 minutes before the start time of the performance.

Parking for Cars and Vans

Those driving cars and vans may park in the North End Center Garage (300 Turner Street NW), which is one block from the Moss Arts Center's Turner Street entrance. A valid university parking permit, a validation from one of the retail tenants, or payment of the daily fee is required to park in the North End Center Garage.

Parking for Buses

Bus staging is located in the upper section of the Chicken Hill lot (Football Lot 5) on the Virginia Tech campus. The lot entrance is on Southgate Drive, opposite Sterrett Drive. Parking passes will not be required for buses. For more information about parking at Virginia Tech, please visit parking.vt.edu. Please note that buses are not permitted to park adjacent to the Moss Arts Center's Turner Street entrance.

Checking In

When you arrive at the center, please check in with Moss Arts Center staff to confirm that your party has arrived. Staff will be on site to assist seating your group, directing you to restrooms, and answering any questions you may have.

Pick Up

It is recommended that buses arrive back at the Moss Arts Center 15 minutes before the end of the performance. Following the performance, please remain in your seats; school groups will be dismissed by Moss Arts Center staff to ensure a smooth and speedy departure for all. Staff and volunteers will assist school groups in meeting their buses in the center's Alumni Mall driveway.

Feedback

Following the performance, you may receive an email requesting feedback on your group's experience. Please make time to respond, as doing so could significantly improve the Moss Arts Center's PK-12 programs for you and future visitors.

For More Information About Moss Arts Center Programs

Please subscribe to the [Moss Arts Center's email list](#) and join the list for school-day performances and PK-12 programs.

