



SONIA DE LOS SANTOS

La Golondrina



Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

Sonia De Los Santos' *La Golondrina*

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2024), Social & Emotional Learning (2019) and Social Studies (2018).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Avery LaMar Pope in partnership with Playhouse Square's Education Department. The Spanish translation of this guide was adapted by Inés Barranca.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.

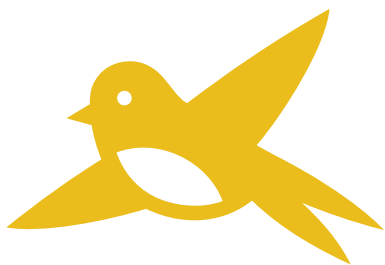


ABOUT THE STORY

La Golondrina is about a girl watching a swallow, a kind of bird, journey out of its current home and travel toward a new one. She finds a kindred spirit in this bird as her father is also embarking on a new journey in his own way. Exploring themes like imagination, hope, dreams, family and more, *La Golondrina* inspires students to be curious about the journey and hopeful for the destination. Text adapted from *La Golondrina* picture book, published by Norton Young Readers

ABOUT SONIA DE LOS SANTOS

Sonia De Los Santos is a celebrated bilingual musician, author and performer from Monterrey, Mexico. Since joining the Grammy Award-winning group Dan Zanes and Friends in 2007, she has shared joyful music in Spanish and English with audiences of all ages. As a solo artist, she has released multiple family music albums and has become a nationally recognized voice in children's music. Her work blends Latin American rhythms, including huapango, cumbia, salsa and festejo, with North American folk traditions. Sonia has been nominated for a Latin Grammy Award, recognized by Billboard as one of the Latin children's music artists to know and has performed at major venues and festivals across the country, including Carnegie Hall, Lincoln Center, Austin City Limits, Lollapalooza, The Getty Museum, the National Gallery of Art and the Smithsonian Folklife Festival. In addition to her music, Sonia has written bilingual children's books, including *La Golondrina*, which grew from her song of the same name.



KEY TERMS & EVENTS

adventurous/aventurero(a) – ready to try new, exciting or unfamiliar things

bilingual/bilingüe – able to speak or understand two languages

brave/valiente – to be ready to do something even when it feels scary

flock/bandada – a group of birds or other animals that stay together

grandma/Abuelita – the mother of a parent

journey/viaje – a trip from one place to another

migrate/migrar – to move from one place to another

pilgrim/peregrino(a) – a traveler who goes to a special place for an important reason (makes a pilgrimage)

song/canción – a piece of music with words that people sing

swallow/golondrina – a small bird with long pointed wings and a long tail

travelers/viajeros – people who take a trip



■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades K-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4

Fine Arts: Music: K.3PE, 1.3PE, 2.3PE, 3.3PE, 4.3PE; Visual Arts: K.1CO, K.2PE, 1.2PE, 1.3CO, 2.2PE, 3.2PE, 4.2PE

Run time: 9:20



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. In this video, join Molly and AJ, as they share fun facts about swallows, introduce the word of the day, teach a sing-along and guide students in creating a nest craft.

Materials needed for craft:

- Scrap paper
- Paper clips
- String
- Recycled materials
- Coloring supplies
- Scissors
- Glue stick
- Tape

Additional Terms

culture – the way a group of people live, celebrate, and share tradition

rest – a time to stop, relax and help the body feel safe and strong

Crossword (Grades K-4)

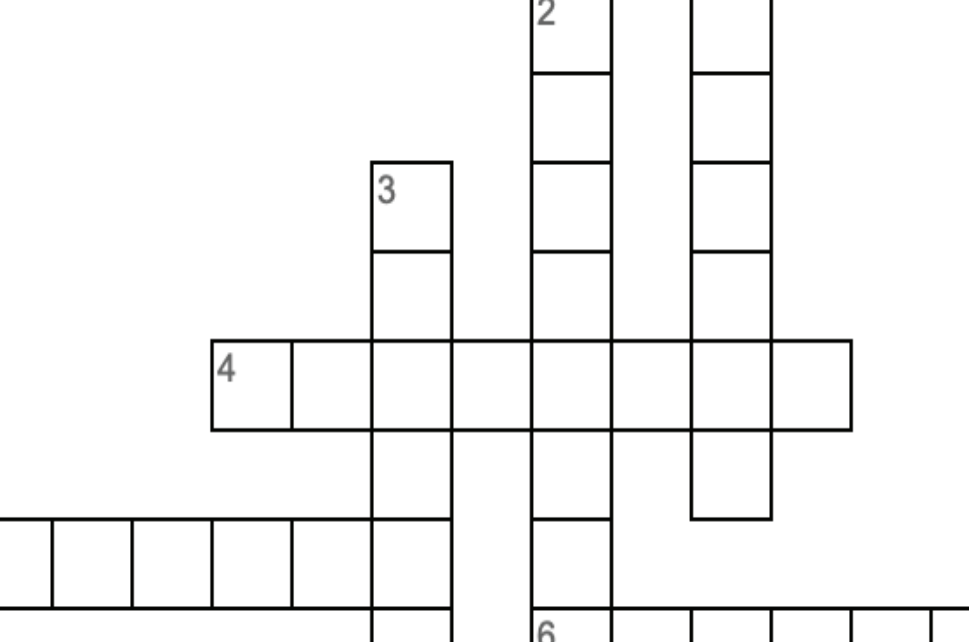
The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.K.4, RF.K.3, L.1.4, RF.1.3, RF.1.4, L.2.4, RF.2.3, RF.2.4, RI.2.4, L.3.4, RF.3.3, RF.3.4, RI.3.4, RI.4.4

Name: _____

Directions: Please complete the crossword puzzle using the clues below.

Please complete the crossword puzzle using the clues below.



word for brave

word for song

bird with long pointed wings
long tail

peak or understand two
es

word for grandma

Across

4. Spanish word for brave
5. Spanish word for song
6. a small bird with long pointed wings and a long tail
7. able to speak or understand two languages
8. Spanish word for grandma

Down

1. to move from one place to another
2. Spanish word for travelers
3. Spanish word for swallow

Packing Up (Grades K-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1

Social & Emotional Learning: D1.1.a, D1.1.b

Social Studies: K.HIS.2, K.HIS.3, 1.HIS.2, 3.HIS.3, 4.GEO.13

When people leave their homes and move to a new place, they often bring more than just everyday necessities. Along with items such as clothing and coats, many people pack belongings that remind them of family, traditions and important memories. These special objects can help preserve connections to home and provide comfort during times of change.

Students will draw what is inside their perfect suitcase using the template on the next page. Encourage students to imagine a suitcase that reflects personal interests and important belongings. Inside the suitcase, students should respond to the following question: If you were to leave home, what are three items that you could not leave without and why?

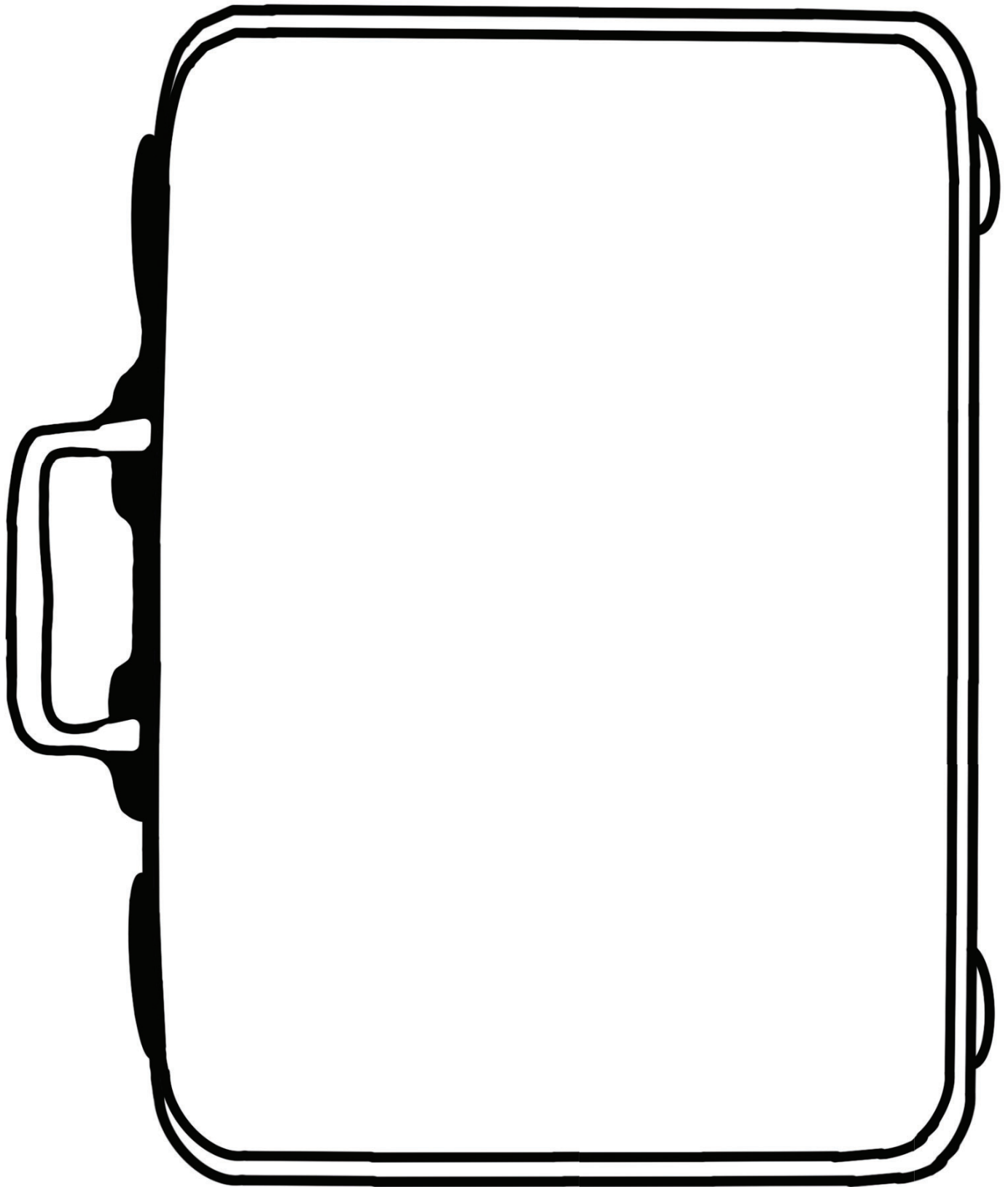
Students should begin by selecting and writing the name of the three items on the sheet and then drawing them inside the suitcase. Depending on grade level, students may also write or share an explanation for each choice on the back.

Afterward, invite students to share their suitcases with classmates. Discuss the following questions:

- If a historian found this suitcase 100 years from now, what would they learn about the person who packed it?
- What stories do the items tell about the suitcase's owner?
- How might special belongings help someone remember home after moving to a new place?

This activity encourages students to reflect on identity, memories and belonging while exploring how personal objects can provide clues about a person's life and experiences.





What If It All Goes Wrong, What If It All Goes Well? (Grades K-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1

Social & Emotional Learning: A1.1.a, A1.2.a, B1.3.a, D1.1.a, A1.1.b, B1.1.b, C1.1.b, C1.3.b, D1.1.b

Social Studies: 2.GEO.9, 3.HIS.3, 4.GEO.13

Read the *La Golondrina* picture book with the class or watch the provided video.

In the story, the swallow (la golondrina) is on the cusp of migration, preparing to leave its land and move to another. Throughout the story, the swallow travels alongside others who are also beginning new journeys, including family members, friends and loved ones. New experiences often bring both hopes and worries. There may be excitement about what lies ahead as well as questions about the unknown.

Students will take time to reflect. There is a “la golondrina” coloring sheet on the next page. While the students are digesting the story, allow them to color in the swallow bird picture. They can also write or draw anything from the story that they have questions about.

Next, they should think about hopes and fears they might have when facing a new experience in their own life. This experience does not need to involve moving to a new place. Students may think about any unfamiliar situation, such as starting a new school, joining a team, meeting new people or trying something for the first time. A list of prompts is provided below. Students can self-select, or situations can be assigned to them.

For each scenario, prompt students to imagine who they may meet, what they may see and whether they might enjoy the experience or learn to enjoy it over time. Students should also consider what could happen if the experience does not go the way they hoped.

Afterward, invite students to share each of their responses in small groups. Encourage a thoughtful discussion about how hopes and fears can exist at the same time. Discuss how feelings of uncertainty are natural and how challenges can sometimes lead to new opportunities, friendships and experiences.

New experience prompt examples:

- Starting a new grade
- Starting a new extracurricular activity
- Trying a new hobby
- Going to a social event for the first time
- Going to a new school

Questions for reconsideration:

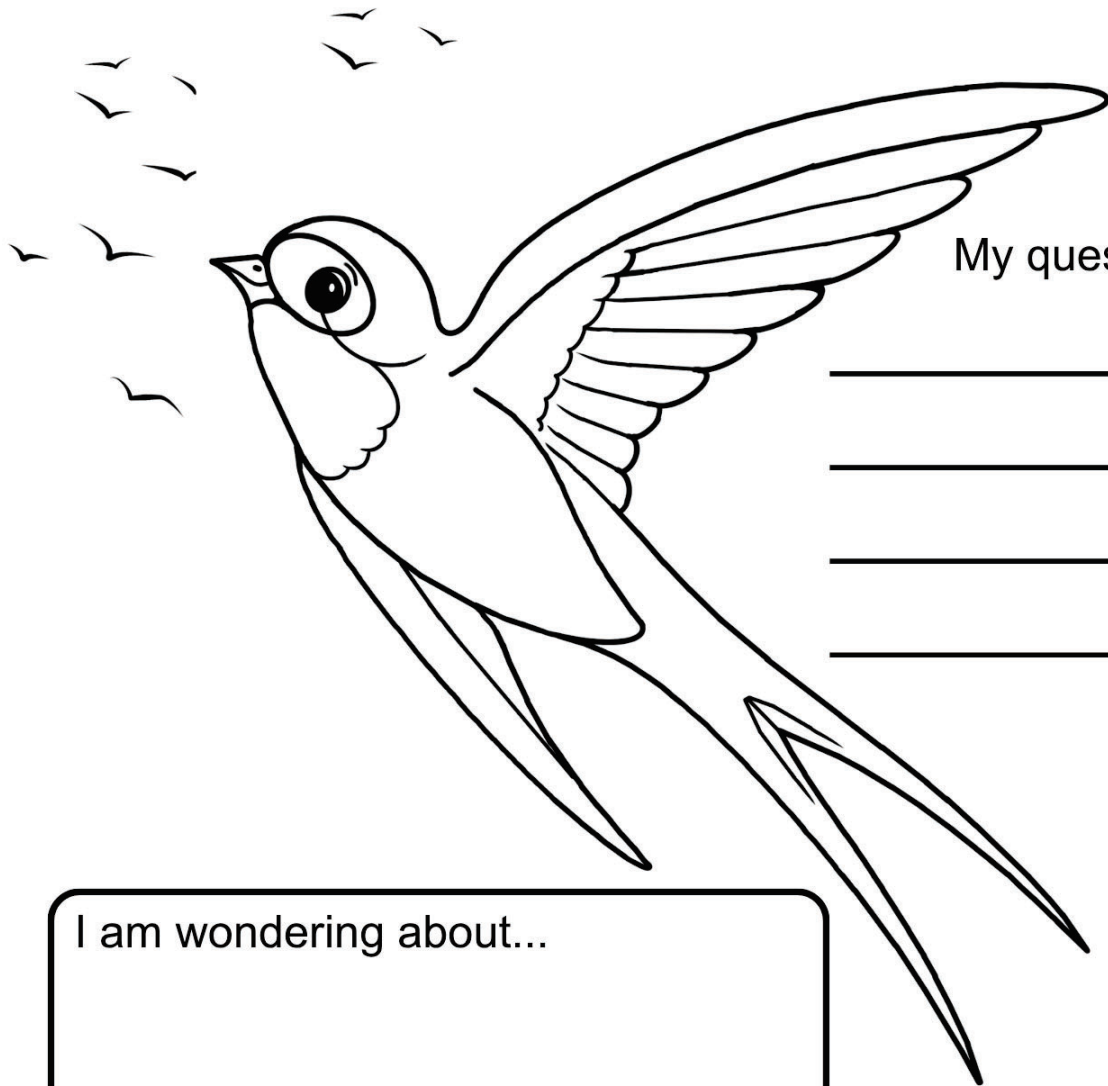
“Have you ever considered _____?”

“Have you experienced this before? If so, how did you deal with it? If not, do you think it’s likely to happen here?”

Continue building on these questions in the way that best serves the class.



La Golondrina



My question is...

?

I am wondering about...



■ POST-SHOW ACTIVITIES

Hope as a Guiding Light (Grades K-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1

Social & Emotional Learning: A1.1.a, A1.2.a, B1.3.a, C1.1.a, C1.2.a, D1.1.a, A1.1.b, B1.1.b, C1.1.b, C1.3.b, D1.1.b

Social Studies: K.HIS.3, 2.GEO.9

One of the hardest things people can do is leave a familiar place and begin again somewhere new. New experiences can feel exciting, but they can also feel confusing, stressful or uncertain. During times of change, hope can help people keep moving forward and focus on what may be possible. This activity supports reflection, resilience and an understanding that hope can be an important source of strength during uncertain times.

To hope is to expect with confidence.

To begin, give each student the light bulb template on the next page. Allow them to use coloring materials to create a visual of what hope looks like for them. They should feel encouraged to connect the colors they use to hope and what makes them feel hopeful. Give students the creative freedom to mix colors or add drawings. Here are some examples for them to draw from:

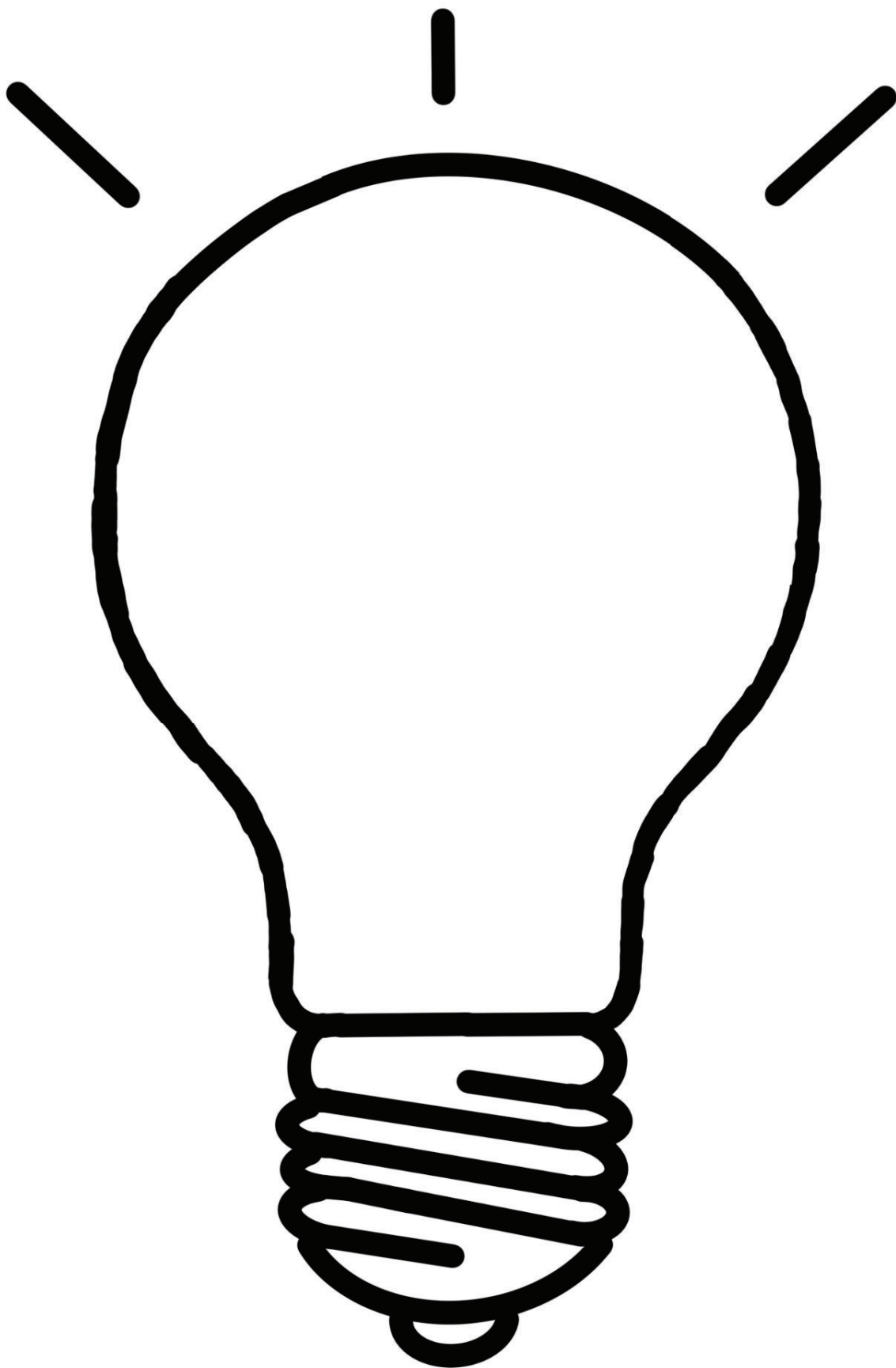
- Green may remind people of nature, growth and new beginnings.
- Brown, beige and cream may represent home, comfort and belonging.
- Blue may symbolize trust, safety or support from others.

Students should also write or explain what their chosen visual represents. For example:

- “Orange reminds me of the sun and how it rises each morning.”
- “Blue reminds me of a favorite blanket that helps me feel comfortable and safe.”

Afterward, invite students to share their light bulb designs with classmates. Discuss how hope can look differently for different people and how everyone finds encouragement in different places. Encourage students to consider how hope can help people face challenges, try new things and navigate change. The light bulb can be placed in a spot students see every day, such as under their desk, in their pen pencil pouch or near their book bag.





Redefine Your Sunshine (Grades K-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: RF.K.2, RF.1.2, W.2.5, W.3.4, W.4.5

Fine Arts: Music: K.1CO, K.3PE, 1.1CO, 1.1RE, 1.3PE, 2.1CO, 2.1RE, 2.3PE, 3.1CO, 3.1RE, 3.3PE, 4.3PE

The song “You Are My Sunshine” has been traveling through countries and languages for nearly 100 years! In Sonia De Los Santos’ performance, she performs an Argentinian rendition of this song by Suni Paz. The song reminds people to cherish and adore loved ones and reminds them they are important.

Students will create their own version of *You Are My Sunshine*. Using the worksheet on the next page, students should fill in the missing words to personalize the lyrics. Encourage students to think about someone (one person they know) who makes life brighter, provides support or helps them feel loved and valued.

Before beginning, review the meanings of **adjectives** and **syllables** as a class.

adjective a word that describes a person, place or thing

syllables the “beats” in a word

Students should be encouraged to think carefully about the person they are writing about and select words that describe that person’s unique qualities.

For example:

Mom is my sunshine,

(who the person is)

my **caring** sunshine.

(an adjective describing the person)

You make me happy when skies are gray.

You always help me, please know I love you.

(5 syllables, a comment addressing the person)

Please don’t take my sunshine away.

If students are comfortable participating, consider singing *You Are My Sunshine* together and inviting volunteers to share their personalized verses through a call-and-response or round format. Be mindful not to push any student who does not want to participate to share their own. This activity encourages creativity, gratitude and self-expression while helping students recognize the people who bring light and positivity into their lives.



Redefine Your Sunshine Worksheet

Name: _____

Directions: Please fill in the blanks with your own lyrics. Think of a loved one to write your version of the song about.



Original Lyrics:

“You are my sunshine, my only sunshine.
You make me happy when skies are gray.
You’ll never know dear, how much I love you.
Please don’t take my sunshine away.”

Original Lyrics by Jimmie Davis and Charles Mitchell



My Version:

_____ are/is my sunshine,
(who the person is)

my _____ sunshine.
(an adjective describing)

You make me happy when skies are gray.

_____, please know I love you.
(5 syllables, a comment addressing the person)

Please don’t take my sunshine away.



RESOURCES

BOOKS

La Golondrina, by Sonia De Los Santos



Recommended reads curated by Cleveland Public Library

- *Coquí in the City*, by Nomar Perez
- *The Coquíes Still Sing: A Story of Home, Hope, and Rebuilding*, by Karina Nicole González
- *Dear Primo: A Letter to My Cousin*, by Duncan Tonatiuh
- *Dreamers*, by Yuyi Morales
- *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, by Duncan Tonatiuh



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For more information,
visit CPL Youth Services
or go to cpl.org.

WEB



Classroom Connections Workshop Videos

Sonia De Los Santos' *La Golondrina* Pre-Show Workshop Video. Password: journey899

<https://vimeo.com/showcase/12410583>

"About You Are My Sunshine." *Songwriters Hall of Fame*,
<https://www.songhall.org/profiles/you-are-my-sunshine>

"Sonia De Los Santos."
<https://www.soniadelossantos.com/about>

"The Science Behind Colours That Boost Focus and Calm." *Yes Colours*,
<https://yescolours.com/blogs/news/science-behind-colours-for-focus-and-calm>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Pre-Show Video Workshop Crossword	6 7
RF.K.2	Demonstrate understanding of spoken words, syllables, and phonemes.	K	Redefine Your Sunshine!	14
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	K	Crossword	7
SL.K.1	Participate in discussions about kindergarten topics in pairs, small groups, or whole-class settings.	K	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Pre-Show Video Workshop Crossword	6 7
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	1	Redefine Your Sunshine!	14
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	1	Crossword	7
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	1	Crossword	7
SL.1.1	Participate in discussions about first grade topics and texts in pairs, small groups, or whole-class settings.	1	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Pre-Show Video Workshop Crossword	6 7
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	2	Crossword	7
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	2	Crossword	7
RI.2.4	Determine the meaning of words and phrases in an informational text using strategies such as context clues, word parts, and text features.	2	Crossword	7
SL.2.1	Participate in discussions about second grade topics and texts in pairs, small groups, or whole-class settings.	2	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12

W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2	Redefine Your Sunshine!	14
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies	3	Pre-Show Video Workshop Crossword	6 7
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	3	Crossword	7
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	3	Crossword	7
RI.3.4	Determine the meaning of general academic or domain-specific words and phrases in an informational text.	3	Crossword	7
SL.3.1	Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings.	3	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	Redefine Your Sunshine!	14
RI.4.4	Determine the meaning of both general academic or domain-specific words and phrases in an informational text.	4	Crossword	7
SL.4.1	Participate in discussions about fourth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules.	4	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4	Redefine Your Sunshine!	14

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.3PE	Sing (using headvoice and appropriate posture) and move to music of various styles, composers, and cultures	K	Pre-Show Video Workshop Redefine Your Sunshine	6 14
K.1CO	Experience how music communicates feelings, moods, images, and meaning.	K	Redefine Your Sunshine	14
1.1RE	With guidance, listen to music of various styles, composers, periods, and cultures.	1	Redefine Your Sunshine	14
1.1CO	Explore how music communicates feelings, moods, images, and meaning.	1	Redefine Your Sunshine	14
1.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	1	Pre-Show Video Workshop Redefine Your Sunshine	6 14

2. 3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	2	Pre-Show Video Workshop Redefine Your Sunshine	6 14
2. 1RE	Listen to and explore the music of various styles, composers, periods, and cultures.	2	Redefine Your Sunshine	14
2. 1CO	Identify how music communicates feelings, moods, images, and meaning.	2	Redefine Your Sunshine	14
3. 3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	3	Pre-Show Video Workshop Redefine Your Sunshine	6 14
3. 1RE	Listen to, discuss, and explore the music of various styles, composers, periods, and cultures.	3	Redefine Your Sunshine	14
3. 1CO	Express how elements of music communicate feelings, moods, images, and meaning.	3	Redefine Your Sunshine	14
4. 3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch, rhythm, and expressive qualities.	4	Pre-Show Video Workshop Redefine Your Sunshine	6 14

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	Pre-Show Video Workshop	6
K.2PE	Explore a variety of materials and tools to create works of art.	K	Pre-Show Video Workshop	6
1.2PE	Engage with materials and tools to develop artmaking skills.	1	Pre-Show Video Workshop	6
1.3CO	Communicate personal emotions and read emotional content in works of art.	1	Pre-Show Video Workshop	6
2.2PE	Apply increasing skill in the appropriate use of materials and tools.	2	Pre-Show Video Workshop	6
3.2PE	Demonstrate expressive and purposeful use of materials and tools.	3	Pre-Show Video Workshop	6
4.2PE	Select and vary materials, tools, and processes to achieve innovative outcomes.	4	Pre-Show Video Workshop	6

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions.	K-2	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12
A1.2.a	Recognize emotions as natural and Important.	K-2	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12

B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors.	K-2	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12
C1.1.a	Identify facial and body cues representing feelings in others.	K-2	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12
C1.2.a	Identify words and actions that may support or hurt the feelings of others.	K-2	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12
D1.1.a	Identify and engage in positive communication skills.	K-2	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12
A1.1.b	Identify a range of personal emotions.	3-5	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12
B1.1.b	Demonstrate strategies to express a range of emotions within the expectations of the setting.	3-5	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12
C1.1.b	Identify verbal and nonverbal cues representing feelings in others.	3-5	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions.	3-5	What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	10 12
D1.1.b	Apply active listening and effective communication skills to increase cooperation and relationships.	3-5	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12

Social Studies

Standard	Description	Grade	Activity	Page
K.HIS.2	Personal history can be shared through stories and pictures.	K	Packing Up	8
K.HIS.3	Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.	K	Packing Up Hope as a Guiding Light	8 12
1.HIS.2	Photographs, letters, artifacts and books can be used to learn about the past.	1	Packing Up	8
2.GEO.9	Interactions among cultures lead to sharing ways of life.	2	Packing Up What If It All Goes Wrong, What If It All Goes Well? Hope as a Guiding Light	8 10 12

3.HIS.3	Local communities change over time.	3	Packing Up What If It All Goes Wrong, What If It All Goes Well?	8 10
4.GEO.13	The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.	4	Packing Up What If It All Goes Wrong, What If It All Goes Well?	8 10