



Project Starter Kit for Online Collaborations

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Cultural Recipe Book *Nuestro Libro de Recetas Culturales*

A Starter Kit for Language Teachers

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Nuestro Libro de Recetas Culturales

Our Cultural Recipe Book

The contents of this kit will enable any language teacher to adapt this project to the classroom. Adapted here for Spanish Language and Culture class, grades 4-7, this project is appropriate for any level, any language, and can serve many disciplines. The *National Foreign Language Standards* are used as a guide throughout the project design.

The only missing component is a partner class to share in the learning. To seek a partner class through iEARN, language teachers can post a message in one or all of these options:

- Cultural Recipe Book Project Forum, saying that you are looking for a partner, when you would like to begin and the language you would like to work in. Include your email address for direct responses. <http://www.iearn.org/projects/foods.html>
- Language Forum of your choice, telling your colleagues what project you would like to do and when you would like to start. Include your email address for direct responses. <http://foro.iearn.org/> (Look to the right side bar for options)
- Teachers Forum, telling teachers around the world that you are looking for a partner, what language you would like to work in and when you would like to start. Include your email address for direct responses. <http://foro.iearn.org/>

After you establish contact, *the single most critical thing you can do* to ensure the success of your collaboration is get to know your partner teacher through frequent, friendly email or forum correspondence.

For general materials for getting started on any project, a *Basic Starter Kit* is also available. In addition, the iEARN website has many resources and materials for enhancing project work. Your iEARN colleagues around the world are the best resource of all!

Nuestro Libro de Recetas Culturales:Plan

Grade 3/4/5

1. Students bring in recipes. Each student tells the title of their recipe, why they chose it and how it reflects their heritage. Have them stand to tell their story, place a sticker on the map showing the country of origin, and you acknowledge something wonderful about every single one. Be sure to notice and comment on ingredients that are in a different language, or any ritual or tale that surrounds a recipe. Step back to admire the rich heritage in the class. (10-15 min)

2. Give them five minutes to look through “cooking” vocabulary cards while you look through recipes for overlap, and then sort into types 1. aperitivos, 2. entradas, 3. postres, 4. bebidas. Choose one from each category plus two more that look good and easy to translate using the vocabulary you are working with. Post those recipes that you did not choose on a wall somewhere for display. Break class into six groups of 4 or 5. Each group will work with one recipe.

3. Using board or overhead, have students call out VERBOS from their recipes. Translate into Spanish using the impersonal, formal (i.e.: se maja).

4. Have students count off by fours in Spanish and break into groups: (20 min.)

- Ones should go to a computer terminal and “google” their recipe, seeking legends and history of that recipe and/or its ingredients. They should take notes.
- Twos and threes work with the dictionary and word lists to translate the recipe into Spanish.
- Fours illustrate the recipe to post on the web with the other recipes.
- Whoever finishes first composes a list of ingredients according to their old or new world category. (If there is an extra person, have them help at computer.)

5. Post recipes to the web, and send flyer home for families to access and download each class “book”. Offer to make a disk or hardcopy for families who cannot access the web.

6. Enter forum by mid November, look for and respond to those postings which children can otherwise relate to:

- recipes from Spanish speaking countries we have studied.
- use the map to locate countries where recipes are posted from.
- participants in similar age group.
- recipes similar to/different from our own.
- responses to our own postings.

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Project:

1. Essential Question: What can we learn about ourselves and the world by studying recipes?
 2. Plan: For students to collect recipes from their own families, research the origins, and share them with students around the world using online technology. And in turn, learn about students in El Salvador by exchanging a finished book with them.(See attached.)
 3. Schedule: Begin collecting and drawing recipes in fall quarter, 2004. Connect with Salvadoran students and share work in winter quarter, 2005. Receive work of Salvadoran students in spring quarter, 2005, and publish together. (See attached.)
- Deadlines: March 14: Introductions made online. March 24: research, translations, illustrations complete. April 6: Project posted online. May 26: Read and respond to Salvadoran student work. June 9: Publish Recipe book and mail to El Salvador.
4. Monitor: Students complete worksheets along the way to ensure progress. Students send weekly messages to El Salvador.
 5. Assess: Students self/peer assess frequently to ensure best work using project rubric. Students will use Response Rubric when responding to Salvadorans.
 6. Evaluate: Students will share their work in culminating project: publication of book.

Outcomes:

1. Students will have interpersonal exchange with Salvadoran students at least partially in target language. (1.1)
2. Students will decipher correspondence from exchange, using knowledge acquired through their own production and dictionary usage. (1.2)
3. Students will present their research, and reflections on their own heritage through target language and art. (1.3)
4. Students will explore food preparation as a cultural practice. (2.1)
5. Students will understand recipes and ingredients as products of culture. (2.2)
6. Students will employ dictionary, computer, map reading, research, and illustration skills as well as connect food research to learning about the Great Exchange in Old/New World history. (3.1)
7. Students will learn about the heritage of their classmates, as well as gain information about the diet in El Salvador. (3.2)
8. Students will learn to use cognates to inform them as they read information and instructions in Spanish. (4.1)
9. Students will find similarities and differences between food practices and products of El Salvador and the United States. (4.2)
10. Students will use their language and communication skills to share about themselves with students of another country, and produce a book to share with their own school, family and community. (5.1)
11. Students finish project with a sense that they have friends in El Salvador, and can learn about and become friends with others around the world. Students will understand that their ability to speak other languages will enhance relationships. (5.2)

iEARN Project Planning Worksheet #1

Project Title	Cultural Recipe Book Exchange with El Salvador
GenerativeTopic (Essential Question)	What do the foods people eat, including ourselves, tell us about their culture and how they live?
Understanding Goals <input type="checkbox"/> Literacy <input type="checkbox"/> Culture <input type="checkbox"/> Subject Area Content	<ol style="list-style-type: none"> 1. Students will decipher correspondence from exchange, using knowledge acquired through their own production and dictionary usage. (1.2) 2. Students will explore food preparation as a cultural practice. (2.1) 3. Students will understand recipes and ingredients as products of culture. (2.2) 4. Students will learn about the heritage of their classmates, as well as gain information about the diet in El Salvador. (3.2) 5. Students will learn to use cognates to inform them as they read information and instructions in Spanish. (4.1) 6. Students will find similarities and differences between food practices and products of El Salvador and the United States. (4.2)
<input type="checkbox"/> Student Performances of Understanding <input type="checkbox"/> Skills and Knowledge <input type="checkbox"/> Inquiry to gain understanding <input type="checkbox"/> Apply Understanding	<ol style="list-style-type: none"> 1. Students will present their research, and reflections on their own heritage through target language and art. (1.3) See rubric A. 2. Students will employ dictionary, computer, map reading, research, and illustration skills to show connections of food to culture, history and geography. (3.1) See worksheets.
Collaborative Community <input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Other	<ol style="list-style-type: none"> 1. Students will have interpersonal exchange with Salvadoran students at least partially in target language. (1.1) 2. Students finished project with a sense that they have friends in El Salvador, and can learn about and become friends with others around the world. Students will understand that their ability to speak other languages will enhance relationships. (5.2) 3. Students will use their language and communication skills to share about themselves with students of another country, and produce a book to share with their own school, family and community. (5.1) 4. Students will work cooperatively in teams to produce bi-lingual cookbook. (5.1)
Ongoing Assessment <input type="checkbox"/> Monitoring <input type="checkbox"/> Culminating	<ol style="list-style-type: none"> 1. Bring in recipe from home (Rubric A- indiv.) 2. Group organization (Rubric B- group) 3. Research/translations/illustrations (Rubric C- indiv.) 4. Weekly correspondence with El Salvador (Rubric D-group) 5. Book construction (Rubric E-group)

iEARN Planning Worksheet #2

Cultural Recipe Book Project, Spanish Class/ Grades 4-7

1. **Teacher goals/Student goals:** I want the students to understand that food can tell us a lot about cultures and that it is also a metaphor for the beauty of diversity and difference. From this experience of studying food, I want them to extend that understanding to music, dance, clothing, and other cultural practices. Ultimately, I want students to understand that language is also an expression of culture and that by learning another's language we can better understand people. For language learning, I want them to apply their knowledge of Spanish to making friends in El Salvador and to extend their use of verbs through building their recipes.

2. **A timetable:** We need to complete the project in 8 weeks, meeting twice a week for 40 minutes. Books need to be ready for display at school Book Celebration. I need to begin corresponding with teachers in El Salvador at least ONE MONTH prior to start of project to make these deadlines.

3. Specific lessons:

- ❑ **How will you present this project to your students?** We will make tortillas during class and talk about the importance of corn in the Latin American diet. I will tell the legend of the Corn Goddess and show pictures of a Las Posadas festival in Mexico at which tortillas are served. Then I will ask students about traditions in their families, and then ask them to bring recipes from home. (Rubric A). After hearing about their home foods, I will propose that we join with a class in El Salvador and share about ourselves and learn about them.
- ❑ **How will you tie it into their curricular studies?** I will have students convert recipes into metric, to tie in with Math, and also locate where their recipes are from on the map to tie in with Geography. I will remind them of the unit we did on foods from the New World and from the Old World, during the Great Exchange to tie in with history. I will require that they follow certain Standards for the artwork they create. Linguistic lessons will run throughout.
- ❑ **How will you get them interested in the topic?** Food, and the promise of eating their own recipes at the end.
- ❑ **What background knowledge do your students bring to the project?** Their own cultural traditions, minimal computer skills but *Google* and library research abilities. Basic Spanish vocabulary.
- ❑ **Will your students need to do research for their project?** Yes., library and internet as well as at home.
- ❑ **How will they be organized to gather information?** Worksheets, rubrics, group cooperation.
- ❑ **Who will be responsible and in charge?** Group leaders.
- ❑ **How will the appropriateness of their work be evaluated?** Rubrics provided for each assignment. Groups will self assess on one assignment.
- ❑ **How you will handle the e-mail exchanges, how often, who will be in charge?** Each week a different group will be responsible for exchanging emails during class time.
- ❑ **Conclusion of activity** Book will be mailed to El Salvador, one kept for classroom and one in the library. We will have a food party on last day.
- ❑ **When does your participation end?** I will continue to supervise until project is done.
- ❑ **How will the students draw their projects to a conclusion?** Present books at school event.

4. Identify technological and material requirements

- ❑ **Technological requirements** Classroom computer/internet and two days in the library using internet. Scanner for drawings. Digital camera for photos of dishes on last day.
- ❑ **Material requirements** Paper, markers, pencils for illustrations. Binder for books. Access to library books, Spanish dictionaries.

Project Title	Cultural Recipe Book
<p>Phase 1: <u>Introductory Performances</u> Activities to set the stage: What do they know? What else do they need to know to begin the project?</p>	<p>Wk 1: Teacher presents Tortillas, traditions and lore. Students bring in recipes from home (Rubric A), tell class about the dish and put dot on map of where it is from. Discuss food and culture. Wk 2: Introduce collaboration w/ El Salvador and send home letters and permission slips for technology. Divide students into 6 groups and give each group an iEARN password for correspondence. Post class introduction to forum. Ask leading questions. <u>Group Lesson:</u> Four components of letter writing. How to use forums, working internationally.</p>
<p>Phase 2: <u>Guided Inquiry</u></p> <ul style="list-style-type: none"> • Activities to engage students in learning (fieldtrips, visiting experts, vocabulary sets, map work, interviews, research....) • Activities where students prepare documents to share locally and globally. 	<p>Wk 3: Students locate El Salvador on map and each group writes introductory message in forum. Select 6 recipes by dividing them into categories (desayuno, almuerzo, merienda, cena, bebida, postre) and choosing one from each category. Establish roles in each group. (Rubric B) Worksheet 1 due. Visit library to begin research and translation. <u>Group lessons:</u> Mealtime vocabulary, dictionary use. Wk 4: Groups post translations of recipes to forum. Groups decipher messages from El Salvador and respond. Continue research and book preparation. (Rubric C) Worksheets due. Each group generates “vocabulary cards” with new words. Illustrators draw vocabulary words on cards to create “matching game”. <u>Group lesson:</u> verbs in the impersonal/formal form: “se maja”. Vocabulary review games. Wk 5: Research continues. Weekly correspondence continues, Rubric D, check in with teacher. Rough draft of each groups work due (research results, illustration, translation) <u>Group Lesson:</u> Converting to metric using measuring materials as well as calculations. Numbers review.</p>
<p>Phase 3: <u>Culminating Performances</u> Activities in which students share knowledge in culminating event, as well as reflect on project and learning.</p>	<p>Wk 6: Final project due. (Rubric E) Scan all pages. Presentation at Book Celebration with CD ROM copies available for parents. Wk 7: Scanned postings of each page posted to forum. Final messages exchanged with El Salvador. Food festival in class.</p>

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<p>Nombres de los estudiantes en el grupo:</p> <p>(Names of students in group)</p>	
<p>Nombre de la receta: (en inglés y español)</p> <p>(Name of Recipe in English and in Spanish)</p>	

Actividad: (Activity)	Estudiante(s): (Students)	Notas: (Notes)
Ingredientes (Ingredients)		
Investigación de Internet (Internet Research)		
Investigación de biblioteca (Library Research)		
Mapa: Mundo Nuevo o Mundo Viejo? (Map: Old World or New World?)		
Ilustraciones (Illustrations)		

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Nombre(s):

Investigaciones: (pon un circulo)

Internet

Biblioteca

¿Preguntas?

¿De dónde es?

¿Cómo se prepara?

¿Quién se prepara?

¿Quién se come?

¿Cuándo se come?

¿Por qué se come?

Canciones:

Poemas:

Leyendas:

Otra:

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Grading Rubrics:

Rubric A: Recipe from home (Individual)

Excelente	Bastante Bien	Falta
Recipe reflects a significant family or cultural tradition.	Recipe reflects a general cultural tradition.	Recipe has no known tradition attached to it.
Recipe is written or typed clearly with legible instructions for preparation of dish.	Recipe is written or typed and has most, but not all, details necessary for preparation.	Recipe is difficult to read and understand how it is made.
Recipe has a creative sketch which gives a visual sense of what it looks like after preparation.	Recipe has a rough sketch which leaves the reader wondering what it would look like after it is prepared.	Recipe is not accompanied by a sketch.

Rubric B: Group Organization (Group)

Excelente	Bastante Bien	Falta
Group chooses member roles within allotted 10 minute time frame.	Group needs extra time (under 5 mins) but resolves the process.	Group is unable to resolve the process without teacher intervention.
Group chooses a leader using a democratic process.		Group requires teacher to assign a leader.
Group considers wishes of members when assigning roles. All members compromise and balance choices.	Group considers wishes of members when assigning roles. Most members willing to compromise and balance choices.	Group does not consider wishes of members when assigning roles. Most members unwilling to compromise and balance.
Group generates over 10 vocabulary cards with matching illustrations.	Groups generates 7-10 vocabulary cards with matching illustrations.	Groups generates under 7 vocabulary cards with some matching illustrations.
Group members work together to share vital information about recipe. (ie: researchers help illustrators to draw “clues”, translators help to label drawings, illustrators assist with page layout.)		Group members work separately, forcing certain tasks to be repeated and outcomes to be incomplete.

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Rubric C: Research/Translations/Illustrations (Individual)

Excelente	Bastante Bien	Falta
Student uses time efficiently.	Student needs occasional reminder to stay on task.	Students needs frequent reminder to stay on task.
Student work is neat, legible.	Student work is legible.	Student work is difficult to read and/or messy.
Student work is on time.	Student work is less than one class late.	Student work is more than one class late.
Researchers: (worksheet) name sources and present at least two cultural “clues” about recipe. (Song, poem, legend). Answers 5 of six questions. (Quién? Cómo?)	Researchers:(worksheet) name sources and present at least one cultural “clue” about recipe or an ingredient. Answers 3 of six questions. (Quién? Cómo?)	Researchers: (worksheet) do not name sources and present non-cultural “fact” about recipe or ingredient. Answers 2 or less of six questions. (Quién? Cómo?)
Translators: work with dictionary to translate all nouns, and verbs into Spanish. Attempt several adjectives and prepositions. Conjugate most verbs into impersonal form.	Translators: work with dictionary to translate most nouns, and verbs into Spanish. Attempt one adjective and one preposition. Conjugate some verbs into impersonal form.	Translators: work with dictionary to translate some nouns, and verbs into Spanish. Attempt no adjectives and prepositions. No verbs conjugated.
Illustrators: create visual description of how recipe is made labeling ingredients and actions. Appetizing, colorful drawing of final dish. Includes other drawing to accompany cultural “clues”. Uses whole paper with interesting border.	Illustrators: create visual description of how recipe is made labeling most ingredients and actions. Attractive drawing of final dish with limited use of color. Some white space and minimal border.	Illustrators: visual description of how recipe is made is unlabeled and difficult to decipher ingredients. Unappetizing drawing of final dish. No border and does not fill the page.

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Rubric D: Correspondence (Group)

Excelente	Bastante Bien	Falta
Opening greeting is personal and friendly and in Spanish.	Opening greeting is friendly but not addressed personally.	Opening greeting is neither friendly nor personally.
Message contains specific response to partner's messages or work, comments or compliments.	Message contains response to partner's messages or work, but no specific comments or compliments.	Message contains no specific response to partner's messages or work.
Message shares progress on project and specific thoughts on what has been interesting this week.	Message shares progress on project without specific thoughts on what has been interesting this week.	Message contains little news about progress on project or specific thoughts on what has been interesting this week.
Message asks leading question related to the project that will continue the dialogue.	Message asks questions that may continue the dialogue.	Message asks questions unrelated to the dialogue.
Message shares a personal thought or idea that will promote the friendship.		Message contains no personal thoughts that will promote the friendship.
Message signs off with appropriate salutation in Spanish and is signed by group members.	Message signs off with appropriate salutation, but not in Spanish and/or is not signed by group members.	Message signs off without appropriate salutation in Spanish or is not signed by group members.
Group works together and with dictionary to compose 70% of message in Spanish.	Group works together and with dictionary to compose 50% of message in Spanish.	Group makes little effort to compose message in Spanish. (Less than 10 words).

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Rubric E: Book Presentation (Group)

Excelente	Bastante Bien	Falta
Each page is neat, legible and leaves a margin for the binding.	Each page is legible and some leave a margin for the binding.	Each page is illegible and leaves no margin for the binding.
Each page is on time.		Each page is not on time.
Each page is laid out in a pleasing manner, filling spaces with interesting information/drawings.	Each page is laid out in a pleasing manner, but contain unfilled spaces.	Each page is not well laid out, contain empty spaces and lack information.
Each page is laid out in sequence and in one direction.	Pages are laid out but sequence and/or direction is a problem.	Each page is not laid out in sequence and/or in one direction.
Each group has scanned all pages prior to binding.	Some scanned pages prior to binding.	No scanned pages prior to binding.
Each section is signed by group members.	Each section is signed by some group members.	Un signed by group members.
Each group sends a representative to the Book Celebration to explain the project to families in attendance.		No representatives attend Book Celebration and no one hears about the project!

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Estimadas Familias,

In Spanish class, from March 7th until March 24th, your student's class will be preparing to share their Cultural Recipe Book Project with students in El Salvador. We will be "meeting" the



Salvadoran students in an online forum through iEARN (International Education and Research Network). We will introduce ourselves and tell them something about our country. We will also ask questions we have about them. We will use our first names only and correspond as a whole class in this securely monitored educational forum.

****PLEASE COMPLETE THE ATTACHED PERMISSION SLIP AS SOON AS POSSIBLE AND RETURN IT TO THE CLASSROOM TEACHER! ¡Gracias! ****

As soon as our recipes are researched and illustrated, we will post them to the forum for classrooms all over the world to see and read. We will even translate a few recipes into Spanish especially for our new friends in El Salvador. Our research will involve the stories, practices, and cultural perspectives that these recipes reveal to us. Meanwhile, the students in El Salvador will send us their own favorite recipes and lore. We will work to translate them ourselves, and eventually publish a bilingual Cultural Recipe book in collaboration with our new friends in El Salvador.



You can help by discussing the family stories behind the recipe that your student has chosen to share. Where is it from and does it reflect your family heritage? Is it a favorite from your childhood? Is it a recipe served only on special occasions?

Questions to ponder include:

¿De dónde es? (Where is it from?)

¿Quién se come? (Who eats it?)

¿Cómo se prepara? (How is it prepared?)

¿Cuándo se come? (When is it eaten?)

¿Quién se prepara? (Who prepares it?)

¿Por qué se come? (Why is it eaten?)

¡Gracias!

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Vocabulario de Recetas

teaspoon- cucharita
tablespoon- cuchara
cup- taza
libra- pound

bowl- plato redondo
plate- plato
oven- horno

stir- bate
boil- hierve
heat- calienta
bake- hornea
mix- mezcla
chop- corta
add- añade

dessert- postre
appetizer- aperitivo
main course- entrada
drink- bebida
snack- merienda

sugar- azucar
brown sugar- azucar moreno
water- agua
oatmeal- avena
cocoa- chocolate en polvo
milk- leche
butter- mantequilla
shortening- manteca
vanilla- vainilla
eggs- huevos
flour- harina
baking soda- levadura
salt- sal
cinnamon- canela
graham crackers- galletas graham
cheese- queso
macaroni- macaroni
mustard- mostaza
potato- papa
cream- crema
beef- carne

oil- aceite
onion- cebolla
chicken- pollo
chicken breast- pechuga de pollo
chicken broth- caldo de pollo
mushrooms- cepas
pepper- pimienta
banana- banana
garlic- ajo
ham- jamón
ground pork- cerdo picado
bacon fat- grasa de tocino
soy sauce- soja
sesame oil- aceite sesamo
sherry- vino dulce

Sample of Reply from Students in El Salvador:

Hola a todos.

Disculpen la tardanza de nuestra correspondencia, por motivos de fuerza mayor específicamente de salud no hemos podido contestar anteriormente. Agradeciendo su paciencia, estamos listos para continuar nuestras tareas.

RECETAS – COMIDA TIPICA

1. COMO PREPARAR ARROZ

NEGRO

Ingredientes:

- Arroz
- Sal
- Cebolla
- Aceite
- Caldo de frijoles rojos

Preparación:

Se sofríe el arroz con aceite y cebolla, luego se le agrega el caldo de frijoles y se deja que se consuma el caldo, luego se tapa y se cocina a fuego lento por 10 minutos.

2. EMPANADAS

Ingredientes:

- Plátanos
- Frijoles
- Leche
- Canela
- Azúcar normal o glass
- Maicena simple
- Aceite

Procedimiento:

Se sancochan los plátanos, luego se pelan al tener todos los plátanos listos, se muelen hasta llegar a una consistencia masosa, se hacen pequeñas tortillas y se pone el fríjol molido; para la leche poliada se pone en una ollita con agua hasta que rompa a hervor se le echa canela, maicena simple y la leche hasta que tenga una buena consistencia y se sigue el mismo procedimiento que las de fríjol, se hacen unos óvalos y se ponen a

freír en aceite, cuando ya estén fritas se le pone azúcar al gusto, sírvase con una taza de café y disfrute.

3. PLATANO FRITO

Ingredientes:

- Plátano maduro
- Aceite

Procedimiento:

Se pone una cacerola con fuego lento y se le agrega aceite. Luego se pelan los plátanos y se dejan unos minutos y ya están, lo puede servir con fríjol molido, crema o algunas otras cosas más.

4. ENCHILADAS

Ingredientes:

- Masa
- Salsa de tomate
- Aguacate
- Curtido
- Huevo
- Queso raspado

Procedimiento:

Primero se fríen unas tortillitas de masa y después se preparan agregándole el curtido, el aguacate, la salsa de tomate y el queso raspado.

