

Vamos por el pueblo: Theme-based course with Dani y Beto.

Lesson Plan 2 Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: El mercado principal

<i>el mercado</i>	the market	<i>el pueblo</i>	the town
<i>el jabón</i>	soap	<i>el papel</i>	toilet paper
<i>el champú</i>	shampoo	<i>la toalla</i>	towel
<i>la pasta de dientes</i>	toothpaste	<i>el cepillo de dientes</i>	toothbrush
<i>¿Qué necesitas?</i>	What do you need?	<i>Necesito</i> ____.	I need ____.

Optional vocabulary for advanced or older students:

After teaching the vocabulary from class, review the different articles and possessive pronouns that students have learned to use before each vocabulary word (e.g., *el, la, mi*). Teach the students that they can say "tu" instead to signify "your" in an informal situation. For example: *Aquí está tu cepillo de dientes. Here is your toothbrush.* Practice this with the vocabulary from class by having students repeat while they point to themselves and each other to signify the possession.

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Ven aquí!</i>	Come here!	<i>Aquí está.</i>	Here it is.
<i>¡Vámonos!</i>	Let's go!	<i>¡Claro!</i>	Of course!
<i>¡Adelante!</i>	Come in!	<i>Hay</i> ____.	There are ____.

Preparing for class: Have the nametags ready for all of the students. Be sure also to read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy!

Specifics for today's class: Print the picture flashcards for the Spanish vocabulary from the intranet. Bring in props and have them set up around the room for the interactive *mercado* activity. For example, you might bring in a shopping bag, soap, shampoo, toothpaste, etc.

Introduction: Give your students a warm welcome by saying, "¡Adelante! Come in!" Greet them in Spanish and ask how they are or what their names are in Spanish and English. Have the students place their backpacks in the back of the classroom. Hand out the nametags and, using Spanish, encourage them to sit in the circle. Take attendance and have the students say "presente." Remind students of the classroom responsibilities and consequence and rewards systems as well as the attention getter.



Puppet time! In this same circle seating arrangement, use your puppets to introduce the interactive market skit.

Dani: *¡Hola clase! Vamos al mercado hoy para comprar cosas para la casa.* We are going to the market today to buy things for the house.

Beto: (to Dani) *¿Qué necesitas en el mercado?* What do you need at the market?

Dani: *Necesito muchas cosas. Tengo una lista.* I need a lot of things. I have a list. *¿Clase, quieren ayudarnos?* Class, do you want to help us?

Teacher: Encourage the students to respond, "¡Sí!"

Beto: *¡Vámonos!* Let's go!

Teacher: Share with the students the following "*notas culturales*" while showing them the pictures of *mercados*.

Every city, town, and village in Mexico has a traditional "*mercado*" with basic goods such as food, plants, flowers, clothing, and household items. These markets can be in a large building, open to the outside, with small stalls for each vendor; or they can be completely outdoors along the streets or sidewalks in *el pueblo*. The market day is different in every "*pueblo*." These *mercados* are very different from a typical grocery store or supermarket in the United States. The typical sights and smells of the markets are pungent herbs and ground *chiles*, buckets of colorful chrysanthemums and roses, raw meat hanging, and sometimes even small animals or birds in cages.

After this brief lesson, have the students follow you to the entrance of the classroom, which will now be "*el mercado*."

Cantamos: As you enter the market, have the students sing along (and use the gestures they learned in Day One) to the theme song for the class: "*Vamos por el pueblo*." After singing the song, teach the words "*el pueblo*" and "*el mercado*" by explaining, for example, "*El pueblo significa 'the town.' Todos repitan, por favor: el pueblo.*"

Interactive Puppet Skit: As each item is introduced in "*el mercado*" in the following skit, have the entire class move with you to the physical item and participate in the vocabulary lesson.

Dani: *Necesito jabón.* I need soap. (Encourage the students to help find "*el jabón*" in "*el mercado*." Once the item is found, hold it up and encourage the students to repeat the Spanish vocabulary after you. Place it in Dani's shopping bag.)

Beto: *¿Dónde está el papel?* Where is the toilet paper? (Hold up the roll of toilet paper saying, "*Aquí está el papel. Todos repitan: el papel.*")

Dani: *Necesito champú también.* I also need shampoo.

Beto: *¡Ven aquí!* Come here! (While holding up the shampoo bottle, encourage the students to repeat "*e/ champú*" after you.)

Teacher: Continue this interactive skit using the conversation examples above to introduce all of the vocabulary words for today's lesson. Encourage the students to have fun with this adventure by getting them involved in finding the items at the market and placing them in the shopping bag. Reinforce the conversation lessons from both classes by repeating the phrases during the activity. For the older students, review the articles and possessive pronouns used to mean "the" and "my" in Spanish before



each noun. Teach the students that "tu" means "your," but in an informal sense; it should be used with family members, other students, etc., and make sure they understand that there is also a polite way to say "your" which they will learn about as they continue to study Spanish. Give the students different examples of when to use "tu" during this interactive skit to reinforce this concept. After all of the items are found, use your attention getter to regroup the students and form a circle for the next activity.

Necesito...: Explain that Dani and Beto want to be sure they got everything they needed on their list from the market today. Hold up the shopping bag full of items and sing the chant below. Pull out a vocabulary item as you sing and encourage the students to repeat the chant after you.

*¿Qué necesitas? ¿Qué necesitas?
Necesito (vocabulary item).*

Continue the activity by passing the bag to the student on your left and singing the chant again. This time, include both your vocabulary item and the new item the student pulls from the bag. Pass the bag around the circle, eventually adding all of the vocabulary items to the chant. After all of the items have been reviewed, have the students place their items in the center of the circle for the next game.

Juego: El mercado- Have the students stand in a circle for this game. Add an additional set of vocabulary props or images to the ones from the previous game so that there are two of each vocabulary item in the center of the circle. Hand two students a shopping bag, then explain that when you play Spanish music, the students will walk around the "mercado." When you stop the music, the students will also stop. Call out a Spanish vocabulary word. The two students with the shopping bags will race to find this object in the "mercado." Once the item is found, have all students repeat the word together for pronunciation practice. The students with the bags will give them to two different students. Continue playing by starting the music and having the students walk in the circle again and calling a new vocabulary word for each round until all students have had a turn to race.

Tip: For classes with older students, you can make this a team game and have each player compete to score a point for his or her team.

Merienda & notas culturales: As a transition, use your attention getter to regroup the students and encourage them to sit in a circle for snack time.

At "el mercado," customers can bargain or negotiate for a better price. A formal way for a customer to ask the price of an item is by asking, "¿Cuánto cuesta?" Other informal ways of saying this are "¿Cuánto es?" or "¿A cuánto sale?" The customer can offer a lower price than what the vendor said, and usually they can make a deal somewhere in the middle. With class volunteers or the puppets, demonstrate bargaining with a few of the vocabulary words.

Prices at the markets are usually very inexpensive and much cheaper than the chain supermarkets. It is recommended to bring small change and give the exact amount for purchases, as vendors typically don't have a lot of change with them. Often, vendors may be



loud and sometimes humorous in order to attract customers to see their goods. Mexico also has many supermarkets that are similar to the grocery stores or general stores here in the United States. At these stores the prices are fixed and there is no negotiating. Ask the students if they have ever bargained for a better price when shopping here in the United States (perhaps at a rummage sale).

If possible, show the students the first minute of this YouTube video touring a market in Tlacolula, a town just outside of Oaxaca. http://www.youtube.com/watch?v=HB_SuSHUST8

There are also *mercados* for "*artesanía*" or handmade arts and crafts. *San María del Tule* has a large *mercado de artesanías* with locally made products such as baskets, weavings, pots, and jewelry. Different parts of Mexico are known for particular handicrafts. For example, black pottery called "*barro negro*" is very popular in the state of Oaxaca. Another unique handicraft from Oaxaca is the *alebrije*. *Alebrijes* are brightly painted wooden sculptures representing animals and fantastical creatures. Show the students the images of these items they would likely find at Mexican markets.

Let the students know that in Mexico people do not flush "*el papel*" because it clogs up their septic tanks and sewer lines, which are designed differently from those we have in the U.S. (Here's an explanation, which you do not need to share with students specifically, but which may be helpful for you to review for background knowledge before the lesson: <http://www.yucatanliving.com/yucatan-survivor/mexican-fosa-septica.htm>.) Instead, Mexicans throw the toilet paper away in a garbage can. Some public places, like bus stops, don't have toilet paper in the bathroom, so people carry their own or may be able to buy a few sheets at the actual bathroom. Another interesting fact is that most Mexican homes don't have bathtubs; instead they have shower stalls. Often, it is hard to get hot water in the showers, and the water may need to run for a few minutes to warm up before you hop in the shower. When traveling to Mexico, it's usually a good idea to drink bottled water rather than tap water because the water may carry bacteria or parasites.

Choose one of the following activities based upon the age group of your students.

Activity good for all ages: ¿Dónde está? Mischievous Beto put the items from "*el mercado*" away in the wrong rooms in the house. Encourage the class to help Dani find the items around the house in this game. Begin with a review the parts of the house as you set out the objects and images representing these locations around the classroom as you had them in the first class. Then, divide the class into two teams. One player from each team will come to the center of "*la casa*" at a time to compete. As the two players close their eyes, Beto will place a household item from today's class in one of the parts of the house (within open sight—not hidden). When you call out "*¿Dónde está* (the item in Spanish)?", the two players will look around the room and race to call out in Spanish the correct part of the house. For example, if "*el papel*" is in "*la sala*," the player will call out "*la sala*." After each answer is given, review both vocabulary words by having the class repeat after you a full sentence using the words, e.g., "*El papel está en la sala*." Continue playing through the 5-7 minutes by having a new player from each team compete as you call out a new vocabulary item that you secretly place in "*la casa*."

Alternate activity for younger students: Hand each student a household object from class and say the word in Spanish as a review (some objects may be repeated). Have the students choose a room in the house to quietly sit or kneel down in. You may invite them to put on their best "sneaky" act for fun and/or to choose unexpected locations for their objects, as was the case with mischievous Beto hiding the objects in the wrong room in the activity above. When you ask "¿Dónde está (household vocabulary item)?", the student(s) with that item will pop up to show it to you. Review with the whole class where in the house this item is. For example if you called out, "¿Dónde está el champú?" and the student with the shampoo is in the living room, encourage the students to repeat "el champú" and "la sala." Have fun with the kids and ask if this is typically where they keep the shampoo. Continue playing by asking where each of the vocabulary words is until all students have popped up and all vocabulary words have been repeated.

Alternate activity for older students: Divide the class into two teams. Have silly Beto place all of the household items from today's class around "la casa." Then, hand each team a set of notecards with the matching vocabulary words for the household items and the parts of the house. So each note card should have the item and the location listed. Explain that each team will take turns racing to place the notecards next to the correct item and room. Use a timer or stopwatch to see which team can do this the fastest. After each team finishes, review the vocabulary words and hold up the notecards to verify their answers with the class. Encourage repetition for practice.

Juego: Bolsa de compras- Explain that Dani and Beto like to race around the market to find the items on the shopping list. In this game, each team will help by racing to find the household items for Dani and Beto at the market. Have two bags in front of the room with the following objects in each bag: *la toalla, el jabón, el papel, el champú, el cepillo de dientes, y la pasta de dientes*. You will need two sets: one for each bag. To begin the game, explain that you will call out in Spanish a household item, and the first student from each team will race to the "bolsa de compras" to find that item and bring it back to their team's line. The student that brings the correct item back scores a point for their team. Reinforce the vocabulary throughout the game by having the class repeat the Spanish after you while holding up the object after the answer is given. Continue playing until the five to seven minutes is up.

¿Cuántos hay? Review the question "¿Cuántos hay?" with the students by holding up a few toothbrushes. Help the students count them in Spanish. Then, to reinforce the lesson, secretly place a number of objects from today's market adventure in the shopping bag. Play music in Spanish and pass the bag around the circle. When the music stops, encourage the class to repeat after you: "¿Cuántos hay?" The student holding the shopping bag gets to open it and count how many items are in it. Continue playing by changing up the number of items in the bag and continuing the music. (This game is similar to Hot Potato.)

Juego: ¿Qué necesitas? Play a fun variation game of *Mata la mosca* to reinforce the new vocabulary. Divide the class into two teams. Have the household items (props or picture



flashcards) on a table and have the teams stand so that everyone can see the objects. Hand one player from each team a flyswatter. When you call out "*Necesito*____," the students with the flyswatters will race to 'swat' the correct object that you need. For example: if you say "*Necesito la toalla*," the students should swat the towel. The student who hits the correct object first scores a point for his or her team. Encourage the entire class to repeat the answer in Spanish once it has been found. Continue playing until each student has had a turn to play. Praise the students for their hard work by giving "*un aplauso*."

Closing: Pick up your puppets and carry on the small conversation below.

Dani: (to Beto) *Gracias por ayudarme en el mercado hoy.* Thank you for helping me at the market today.

Beto: *¡Claro!* Of course! *Y gracias a Ustedes.* (pointing to the class) And thanks to all of you.

Dani & Beto: *Adiós clase. Nos vemos la próxima clase en México.* We'll see you at the next class in Mexico.

Teacher: Encourage the class to respond, "*Adiós*."

Adiós: Teach the "*Buenas noches*" song to the tune of "Frere Jacques" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

*Buenas noches, Buenas noches
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias
Ya me voy, Ya me voy*

Request that the students "*Formen una fila en la puerta.* Form a line at the door." Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Remind them to look for your weekly newsletter by email and tell their family about class today. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Optional activities if there is extra class time:

- Work on the "*Casa de mis sueños*" project and encourage the students to draw additional parts of the house or add household items from today's class.
- **Alrededor de la casa:** Have the students sit in the desks or tables in the classroom. Two students at a time will stand next to each other to compete. When you hold up an object or picture flashcard representing a household item or part of the house, the two players will compete to call out the correct Spanish vocabulary word. The student who wins moves on to compete against the next student and so on until he or she has successfully gone "*alrededor de la casa*."