

Vamos con la familia- Theme-based course with Dani y Beto.

Lesson Plan 3 Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: El mercado

<i>el mercado</i>	market	<i>Necesito...</i>	I need...
<i>los zapatos</i>	shoes	<i>la camisa</i>	shirt
<i>la bolsa</i>	bag	<i>verde</i>	green
<i>rojo</i>	red	<i>azul</i>	blue
<i>caro</i>	expensive	<i>barato</i>	inexpensive

Optional Vocabulary for advanced or older students:

<i>Me gusta(n)...</i>	I like...	<i>¿Cuánto es?</i>	How much is it?
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Key phrases to repeat during class and encourage Spanish responses:

<i>¡Adelante!</i>	Come in!	<i>¿Quién es?</i>	Who is this?
<i>¿Por qué?</i>	Why?	<i>¿Qué significa?</i>	What does it mean?
<i>Hasta Luego.</i>	See you later.		

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Emphasize the key phrases above by repeating them throughout the class. Use puppets and props when applicable to make the class activities come alive.

Specifics for today's class: Bring in a shirt, boots, pants, shoes, and a bag to make the market scene and the vocabulary lesson come to life. Have these items set out on a table or on a blanket like "*el mercado*". Use these items for the Mercado Skit and have note cards for the prices in Spanish. If possible bring in play or real money for a fun prop. Bring in the picture flashcards for today's vocabulary and previous classes.

Introduction: As the students enter the room, welcome them to the Andes Mountains by saying "*¡Bienvenidos a las montañas Andes en Perú! Welcome to the Andes Mountains in Peru! Hoy vamos al Mercado. We are going to the market today.*" Show the students pictures and a map of the Andes Mountains along with the market images from the culture images on the intranet and have them each repeat "*mercado*" after you. Have the students place their backpacks in the back of the classroom. Hand out the nametags to the students and using Spanish encourage them to sit in a half circle facing you. Take attendance and have the students say "*presente*". Remind students of the Classroom Responsibilities, consequence and rewards systems, and the attention getter.

Cantamos: La familia- Encourage the students to stand using gestures and saying, "Levántense." Teach the following song to the tune of "10 Little Indians" by singing it first. Hold up your fingers as you sing to represent the numbers. Have the students join in to sing



with you the second time. Continue singing by changing the family member in the song. Use this as an opportunity to review the family members in Spanish by asking, "¿Quién es la abuela?" for example. You can even sing a round with counting for example, "los caballos."

***Optional Interactive Activity:** Assign each student or pair of students a family member. Have the entire class sing the song together while the students act out their roles, using a silly voice for the family member, or holding up pictures of their assigned family member. Bring in fun props for the students to use for this activity. For example: vests, skirts, glasses, or hats.

La Familia (Sing to the tune of "10 Little Indians")

Uno, dos, tres tíos
Cuatro, cinco, seis tíos
Siete, ocho, nueve tíos
¡Diez tíos son!

Puppet time! Use your attention getter to regroup the students and invite them to sit in a circle with you. Encourage them to sit down by using gestures and saying, "Siéntense." Bring out the Dani and Beto puppets and have them greet the students. (Be sure to use voices and gestures to bring the story to life and keep the students engaged and excited.)

Dani: *Gracias tíos por llevarnos a las montañas.* Thank you aunt and uncle for bringing us to the mountains.

Beto: *¡Sí! Especialmente me gusta la ciudad de Ayacucho.* Yes! I especially like the city of Ayacucho.

Tía Cecelia: *¡Qué bien! Vamos a visitar el mercado hoy en Ayacucho.* Good! We are going to visit the market today in Ayacucho.

***Move the class over to the "mercado" that you have set up with the clothing props to make the adventure come to life. Hold up each item from the conversation as it is mentioned. As you transition, sing the fun little song below to the tune of *Farmer in the Dell*.

Vamos al mercado

Vamos al mercado

Toa la clase vamos al mercado

Tío Hector: *Necesito los zapatos negros.* I need black shoes. (Hold up a pair of shoes and have the students repeat "los zapatos".)

Tía Cecelia: *¿Y tú Beto, qué necesitas?* And you Beto, what do you need?

Beto: *Mmm...Necesito una camisa.* I need a shirt. *Me gusta verde o rojo.* I like green or red. (Hold up a shirt and encourage the students to repeat "la camisa." Explain that "Necesito..." means "I need." Have the class repeat this phrase. Pass the shirt around the circle and have each student say, "Necesito la camisa." when they hold it. Teach "verde y rojo" by holding up objects of these colors and explaining for example "Verde significa green. Todos repitan verde. Rojo significa red. Todos repitan rojo.")

Dani: *¡Mira! Look! Aquí hay una bolsa hermosa con muchos colores: azul, rojo, negro, y amarillo.* (Point to the different colors as you say them.) Here is a beautiful bag with lots of colors: blue, red, black, and yellow.

Teacher: Hold up the picture image of the colorful bag from the intranet pointing to each color as Dani mentions it or if possible bring a real multicolored bag in. Have the students to

repeat "*la bolsa*" and each color in Spanish after you. Further reinforce all the colors the students have learned by showing the students colorful pictures of indigenous people from the intranet. Encourage the students to identify their clothing and the colors in Spanish. Use the following questions while pointing to clothing and colors in the pictures to encourage the students' participation like "*¿Qué es? ¿De qué color es?*" Ask the students to demonstrate they know the colors and clothing by having them identify things in the classroom. For example, "*¿Dónde está algo rojo? Where is something red? ¿Quién lleva una camisa (sub in different colors in Spanish)? Who is wearing a (color) shirt?*"

Interactive Song Activity: Encourage the students to stand using gestures and saying, "Levántense." Teach one of the following color songs in Spanish by singing it first for the students to hear the tune. Have the students join in to sing with you the second time. Hand a colored object to each student. Explain that when singing the song they will need to "pop up" when they hear their color in the song. This can be as simple as handing out colored construction paper, flashcards, or pieces of felt or fabric. Note: Some of the colors have not been officially taught yet.

Los Colores (Sing to the tune of "Frere Jacques")

Azul, rojo, blanco
Azul, blanco, rojo
Anaranjado
Anaranjado
Verde, Amarillo
Verde, Amarillo
Morado, gris
Morado, gris

Más Colores (Sing to "If You're Happy and You Know it Clap Your Hands")

Amarillo, rojo, café
Amarillo, rojo, café
Anaranjado, azul, morado
Anaranjado, azul, morado
Blanco, verde, negro y gris

Los Colores (On the Sing Dance, Laugh, & Eat Tacos CD #1 Track 4)

¡Azul, blanco, rojo, violeta
Amarillo, anaranjado, verde y rosa!
¡Una vez más!
(repeat colors)

Juego: Bolsa de ropa- Explain to the class that Dani and Beto are racing to buy new colorful clothes at the market. In this game each team will help by racing to find the clothing items for Dani and Beto at the market. Have two bags at the front of the room with the following objects in each bag: *los pantalones, las botas, los zapatos, y la camisa*. You will need two sets, one for each bag. Bring in as many real life objects for this activity as possible otherwise use picture flashcards. Have multiple of each item in different colors to challenge the students on



color recognition. For example: have a red shirt, green shirt and a yellow shirt. Divide the class into two teams and have them each form a line in front of a bag. Review before starting the game by pulling out each clothing item and naming it in Spanish. For example, "*Aquí están los pantalones azules. Here are the blue pants.*" To begin the game explain that you will call out a Spanish clothing item and the first student from each team will race to the "*bolsa*" to find that item and bring it back to their team's line. For example if you call out, "*las botas negras*" the students will search for the black boots. The student that brings the correct item back to their team's line scores a point. Reinforce the vocabulary throughout the game by having the class all repeat the Spanish after you while holding up the object after the answer is given. Continue playing until most of the objects have been found or the seven minutes is up. After the game ask the students to get their snacks and meet you at the floor space in a circle for the culture lesson. It works well to have a blanket for the floor space activities.

Merienda & Notas Culturales: Encourage the students to sit and quietly eat their snack while you share the culture lesson for the day. Be sure to use Spanish first and follow it up with the English translations. Show the pictures from the intranet while explaining.

Explain to the students that Dani and Beto were in the Andes Mountains and in the town of Ayacucho. Show them these locations on the map. This town is rarely visited by tourists and is known for the traditional way of life and spectacular scenery.

Here is a brief overview of a typical day for a family in the mountains according to Insight Guides: Peru by Alexia Gerogiou. Share this with the students and ask follow up questions to relate to their lives during the story to engage them. For example, "*¿Qué comes para almuerzo típicamente? What do you eat for lunch typically? ¿A qué hora te acuestas? When do you go to bed?*"

In the Andean village beds are made of heavy hand woven woolen blankets laid over a pile of sheepskins on the earthen floor of the adobe hut. In more fortunate houses a wooden bed frame with a mattress is fashioned of bundles of reeds. The woman rises in darkness to prepare the fire and put on a kettle for the *mate*, a heavily sugared herbal tea. Breakfast is at or before dawn and consists of bread or *mote*, boiled dried corn. Lunch is eaten before men set out for their day's work at an hour when most would be having breakfast. Usually a rich soup of vegetables and rice, served with boiled potatoes and perhaps a hot pepper sauce. The man of the house, sons, and grandsons eat together. As they leave the woman begins cooking the third meal of the day which comprises of 2-3 dishes, with meat, potatoes and *mote*. She also tends to the children and animals, feeds the children, chickens and pigs, and milks the cows. At midday she carries the meal for the men to the fields. As the men plow or hoe the last rows of the field, the woman may help, but mainly they watch. At the end of the day they gather and walk home with the children driving home the cattle and herds of sheep and goats.

Santa Ana is a neighborhood near Ayacucho where you can see many artisans at work and purchase their handicrafts like: rugs, tapestries, and carpet. A specialty of the city is the etched *mates burilados* or gourds. Show the students the images of these handicrafts.

Further explain that bartering is a common practice in Peru. There is always room to negotiate a better price or an exchange of goods for services. The money in Peru is called the *Nuevo Sol* (commonly referred to just as *sol*). In Lima, Peru the US dollar is frequently used and accepted. Show the students images of the Peruvian currency. Use the following website and search to find the current conversion rate so you can share with the students how many *sol*=a US dollar. <http://www.xe.com>



Transition: Sing the theme song or *Vamos al mercado* song as you move back over to the "mercado" in the classroom and continue with the puppet conversation.

Beto: (while holding up a shirt) *Me gusta esta camisa, pero está muy cara.* I like this shirt, but it is very expensive.

Tío Hector: *¿Cuánto es?* How much is it?

Beto: *Cincuenta soles.* Fifty sol.

Tío Hector: (while holding up a green shirt) *Esta camisa está más barata.* This shirt is cheaper. *¿Te gusta?* Do you like it?

Beto: *Sí. Me gusta porque es verde.* Yes. I like it because it is green.

Teacher: See if the students can tell you the difference between "caro" and "barato" after the small puppet conversation. Praise the students for their efforts. Reinforce this lesson by asking "¿Es barato o caro?" and holding up pictures of different things (that are obviously cheap or expensive and that you would find at a market) like: jewelry, a watch, fruit, a toy, a book, etc. Encourage the class together to repeat the answers "barato" or "caro." For older students explain the gender agreement for adjectives and show examples for "barata" and "cara."

***Optional Mercado Skit for the older students:** Explain to the students that now they get to go shopping at the market. Divide the class into pairs. Have one person from each pair play the role of the vendor and the other the shopper. To make this adventure come alive you can have the vendor wear a vest or hat and the shopper can carry a bag and have fake money to buy things with. Write on the board the phrases, "¿Cuánto es?" and "Me gusta(n)...". Have the students repeat these phrases after you for practice. Explain that the shopper will say, "Me gusta(n)... ¿Cuánto es?" while holding up the item that they would like to purchase. Have a note card face down next to each item. The vendor will check the note card to read the price. For example, you can have a pair of pants for "5 sol (cinco soles)." Show the students an example of this before having them start. The students will then change roles and continue with asking the cost of a new item.

***For the younger students:** You will play the role of the vendor and have each student take a turn choosing an item at the "mercado" and saying they need it in Spanish. Write the phrase "Necesito..." on the board and have the class repeat this after you multiple times for practice. Show them a few examples of what they will be doing. For example, when you hold up the boots say, "Necesito las botas." To make this more fun you can hand out play money and a shopping bag for them to act out buying the item. Praise all students for their efforts by saying, "muy bien o excelente."

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 shopping items (props or picture flashcards) on a table or in the center of your circle and have the teams stand so that everyone can see the objects. Tip: You should include previous vocabulary from the semester for this game by adding the objects or pictures to the table. For example: add a telephone and a picture of a horse. Hand one player from each team a flyswatter with an image of *Sol* currency taped to the back. 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 una camisa" the students should swat the shirt. 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. The team with the most points, wins and can receive pesos or stickers. Praise everyone for their hard work by giving "*un aplauso.*"

Actividad: ¿Quién es?- Show pictures of people in traditional Peruvian dress to the students. Explain that Dani and Beto are at the market and are taking pictures and want to describe the colors and clothing that they see. In the next game the students will need to figure out who Dani and Beto are talking about at the market. Move to a new area of the room and have the stand students in a row facing you. This activity is like the game *Guess Who?* Dani and Beto (you) will describe one child in Spanish (his or her clothing with color descriptions). When each student is certain that you are not talking about him or her, the student sits down. Keep describing until only one student is left standing- the one you were describing! Make sure to use descriptions that focus on the clothing vocabulary covered in class as well as review colors by adding the color description of the clothing. For example: "*¿Quién tiene los pantalones azules?*" and "*¿Quién lleva la camisa amarilla?*"

Juego: Dani y Beto Dicen- Play a variation of the game *Simon Says!* Explain that Dani or Beto will say "*toca* (a clothing item or color)" in Spanish. But, if Dani or Beto "*no dice*" the students shouldn't follow the command. Give the students a few examples before starting the game. "*Dani dice toca algo rojo.*" "*Toca los pantalones.*" If students touch the wrong clothing item or color or the right one without the proper command, they are out, since it is an elimination game. When students get out, have them help you decide what to call next so that they stay engaged in the game. The last student in the game is the winner! You can award him or her with stickers or pesos.

Alternate Activity: Los colores del Perú- Hand out blank pieces of paper to the students along with crayons or markers. (Ask the students to get out their coloring supplies as well. You will want as many of each color they know as possible.) Explain to the students that they will be coloring following the directions from the story you are about to read. So, if they hear you say a new color or vocabulary word they have learned from the adventures with Dani and Beto, they should switch to use the correct color from the story and draw the correct item. For example, if you start talking about a green shirt, the students should try to quickly draw a *camisa verde*. Encourage them to draw quickly so that they are ready for the next change in the story! The students can share colors and don't need to color the items in order if there are not enough colors. *Tip: Try to use as much Spanish as possible and use gestures or hold up picture flashcards to help the students understand. Give the English translations when necessary. Make sure to emphasize the part of the story that they should be coloring and give a thumbs up to the students who recognize this. Speak slowly and pause after each item. You can even write these phrases up on the board for the students to refer back to. After the activity, review the Spanish vocabulary items and colors with the students by asking them, "*¿Dónde está la camisa verde?*" for example. The students can point out the green shirt they drew on their papers while repeating, *camisa verde* after you.

Example Drawing Directions Story:



La ropa en Perú tiene muchos colores vibrantes. A Dani y Beto les gusta **la casa amarilla** de sus abuelos en Lima. Sus tíos viven cerca de las montañas. Su hacienda es muy hermosa. Muchos de **los caballos** en la hacienda son **negros**. Su tío, Héctor, lleva **pantalones azules**, una **camisa verde**, y **botas negras**. Toda la familia fue al mercado para comprar más ropa. Hay cosas baratas y caras. Su tía, Cecilia tiene una **bolsa** de muchos colores diferentes como **rojo, azul, y amarillo**. ¡Qué chévere!
Hay muchos colores en Perú.

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

Dani: *¡Me gusta el mercado!* I like the market!

Beto: (with an excited voice) *Tía Cecilia dice que hay una sorpresa en Cuzco para nosotros.*
Aunt Cecilia said there is a surprise for us in Cuzco.

Dani & Beto: *¡Qué chévere! Cool! Adiós, clase. Nos vemos en la próxima clase en Cuzco, Perú con la familia.* We'll see you at the next class in Cuzco, Peru with our family.

Teacher: Encourage the class to respond "Adiós" or "Nos vemos."

Adiós: Sing the "Hasta Luego" song to the tune of "We are the Champions" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

Hasta Luego

Decimos hasta luego

Y nunca adiós

Hasta luego

Hasta luego

Ya nos vamos

Hasta luego, por hoy.

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