

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

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

Day 5 Target Vocabulary: Vamos a comprar

<i>la heladería</i>	ice cream store	<i>el helado</i>	ice cream
<i>la panadería</i>	bakery	<i>el pan</i>	bread
<i>la librería</i>	book store	<i>el libro</i>	book
<i>la tienda</i>	store	<i>comprar</i>	to buy
<i>la bolsa</i>	bag	<i>Tengo que comprar</i> __.	I have to buy__.

Key phrases to repeat during class and encourage Spanish responses:

<i>¿Dónde está</i> __?	Where is__?	<i>Está aquí.</i>	Here it is.
<i>¿Cuántos hay?</i>	How many are there?	<i>¡Ven acá!</i>	Come here!

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: Have the picture flashcards for today's class and previous classes prepared. Set up your classroom for the "*Las tiendas del pueblo*" interactive lesson with pictures and props representing each "*tienda*." (See notes below for each store.) Bring a paper or plastic shopping bag for each student. Hide the items and clues for the Scavenger Hunt game in the classroom.

Introduction: Have Dani and Beto give your students a warm welcome by saying, "*¡Hola clase! ¡Vamos de compras en el pueblo! We are going to the town to shop!*" Have the students place their backpacks in the back of the classroom. 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.

Interactive activity & vocabulary lesson: Las tiendas del pueblo- Pick up your puppets to introduce the following interactive skit below.

Dani: *Vamos a las tiendas del pueblo. ¿Estamos listos?* We are going to the stores in town. Are we ready? (Hold up a picture of a store and encourage the students to repeat "*la tienda*.")

Beto: *Sí. Tengo la bolsa.* I have the bag. (Holding up a shopping bag)

Teacher: Hand each of your students a shopping bag and encourage them to stand in a line for the following activity. Ask the students, "*¿Estamos listos?*" and encourage them to respond "*Sí, listos*."

For this activity you will have the class follow you around the room to the different *tiendas* listed below. Explain to the class that they will be visiting the different parts of *el pueblo* with



the class *amigos*. When you move around the room between stations, sing the theme song or the song below to the tune of "Farmer in the Dell."

Vamos al pueblo

Vamos al pueblo

Toda la clase vamos al pueblo

Have each of the following stations set up around the room before starting the activity. Try to keep the activities at each "*tienda*" brief (1-3 minutes) so that you can keep the students engaged and moving at a faster pace. As you are moving between stores, use the phrase "*¡Ven acá!*" and "*¡Vámonos!*" to encourage the students to come to each new store.

La librería: (Have a stack of books and a picture of a book store posted. Have enough books for each student in the class.)

Teacher: *Clase, estamos en la librería. Class, we are in la librería. ¿Qué es una librería? Sí. Una librería es una book store. Todos repitan por favor, "la librería."*

Dani: *Tengo que comprar un libro para escuela. I have to buy a book for school.*

Beto: *Quiero comprar un libro también. I want to buy a book, too.*

Teacher: Hold up a book and encourage the students to repeat "*el libro.*" Ask the students, "*¿Cuántos libros hay en la librería? How many books are in the book store?*" Count the books in Spanish with the class. Encourage each student to "*comprar un libro*" by putting a book in their *bolsa*.

Note: You can challenge the older or advanced students to say this in a complete sentence, "*Yo compro un libro*" or "*Tengo que comprar un libro.*"

**Transition between "las tiendas" by singing the theme song or the tune above and moving to the next store in the classroom.*

La panadería: (Have a picture of a bakery and different types of breads posted. If possible, bring in a piece of bread for each student in a plastic baggie.)

Beto: (smelling in the air and rubbing his belly) *Mmm... Me encanta la panadería. I love the bakery. (Point to the picture of the bakery and ask a student or two, "¿Te gusta la panadería? Do you like the bakery?" Encourage the class to repeat, "la panadería" or "Me gusta la panadería" after you.)*

Dani: *Necesito comprar pan para la cena. I need to buy bread for dinner. (Hold up the bread and encourage the students to repeat "el pan." Have each student "comprar el pan" by putting a piece of bread in the bolsa.)*

Teacher: Have the class sit in a circle for the following full sentence lesson and activity. Explain to the class that *comprar* means to buy. On the board or a poster have the phrases "*Necesito comprar*" and "*Tengo que comprar*" written. Explain that the students can now say what they need or have to buy in Spanish. Reinforce this phrase by holding up a piece of bread and encourage the class to repeat "*Necesito comprar el pan. I need to buy bread. Tengo que comprar el pan. I have to buy bread.*"



Language Professionals

For the younger students or mixed age classes: Focus on the phrase "*Necesito comprar* (vocabulary item)." Have a shopping bag with the following vocabulary items from class in it: *el libro, el pan, las flores, el jabón, la toalla, el champú, el papel, y el queso*. Pull out each of these items and encourage the students to repeat the word in Spanish after you for a quick review. Play Spanish music and pass a maraca or ball around the circle. Once you stop the music, the student holding the object gets to pick out an item from your shopping bag. The student will say the full sentence above with the new item. For example, if the student picks out the toilet paper, s/he would say, "*Necesito comprar el papel*." Encourage the class to repeat the full sentence in Spanish. Continue playing by restarting the music and having the students pass the object again. (After a few examples, move on to the next "store.")

For the older students: Divide the class into two teams and have them sit closely together. Have a set of sentences using the phrases above on separate slips of paper in an envelope for each team. Explain that when Dani and Beto name something they need to buy while shopping, the students will race to find the matching translation in their envelopes. Students can spread the slips of paper out on a table or the floor and work together as a team to find the translation. Have some sentences in Spanish and some in English to challenge the students to identify the translations from both languages. After a few minutes, move on to "*la heladería*."

Example sentences: Spanish: *Necesito comprar el pan. Tengo que comprar el papel. Necesito comprar el champú.* English: I have to buy cheese. I need to buy soap.

**Transition between "las tiendas" by singing the theme song or the tune above and moving to the next store in the classroom.*

La heladería: (Have a picture of ice cream and an ice cream store posted. Have a picture of ice cream for each student.)

Dani: *Tenemos todo. We have everything. Podemos regresar a la casa. We can go back home.*

Beto: *Pero quiero helado. But I want ice cream. ¿Podemos ir a la heladería? Can we go to the ice cream shop? (Point to the picture of the ice cream store and encourage the students to repeat "la heladería" after you.)*

Dani: *Buena idea. Good idea. Mmm... (pretending to eat ice cream)*

Teacher: Hold up a picture of ice cream and encourage the class to repeat "*el helado*." Ask the students to "*comprar el helado*" by taking a picture of the ice cream. Encourage them to pretend to eat it and repeat "*el helado*" as they pick up the image.

Juego: Use your attention getter to regroup the students. Ask the students to form a circle standing in an open space in the room. Explain that when you start playing Spanish music, the students will walk in the circle, pretending to shop around town. When you randomly stop the



music, the students must freeze in place. The first student to move or talk has to answer a question in Spanish. Start with review vocabulary first to make this easier for the students. For example, if you hold up a picture of a garden, the student would say, "*el jardín.*" With newer vocabulary, it is recommended that you say the words in Spanish for the kids to interpret to English. Have the entire class repeat the Spanish word and then continue on with the game by playing the music. After 5-7 minutes, move to a new area in the room for snack time and the culture lesson below.

Interactive merienda & notas culturales: The stores from the skit above are very common in Mexican *pueblos o pueblitos*. Another common store is *la carnicería*, the butcher shop or meat market. In Mexico, the meat is sometimes hanging in the open air like at the markets. Pass around the picture from the intranet for the students to see.

At *la panadería* a variety of breads are baked fresh daily. *Pan dulce* is simply "sweet bread," which is very popular in Mexico and other Latin American countries. There are different shapes, sizes, and flavors of *pan dulce*. Some are sugar-coated, some are filled with jelly, and some are flavored with molasses. There are also many other varieties.

Snacks are often sold at small stores called "*tienditas*" around the town. You can buy fresh fruit (*fruta*), candy (*dulces*), chips (*papas*), and ice cream (*helado*). Sometimes, fresh fruit is served with lime juice and chili powder sprinkled on top. *Palomitas*, popcorn, is also a common snack, which is also often served with chili powder and lime. Cookies (*galletas*), peanuts (*cacahuates*), and popsicles (*paletas*) are also popular snacks sold by street vendors.

Fruit juices in a bag with *un popote* (straw), Coca Cola in a bottle, *aguas frescas*, and *horchata* (a milky cinnamon drink) are sold by restaurants, *tienditas*, and street vendors. *Aguas frescas* are simply combinations of fresh fruit and water. The flavors are endless, but some popular ones are *mango, piña, y sandía*.

Cantamos: Stand to sing the song "*Así es como...*" to the tune of "This is the way we..." from the previous weeks to review "*lavarse las manos y lavar la ropa.*" Encourage the students to use gestures, pretending to wash their hands and clothes, while singing.

Activity good for all ages: ¿Dónde está? en el pueblo- Divide the class into two teams. Have two props or picture flashcards representing the following vocabulary items in *el pueblo*: *el libro, el pan, la tienda, la bolsa, el helado, la heladería, la panadería, la librería*. As you review each vocabulary word with repetition, set the cards out on a table or tape them on a wall in front of the teams. Review the question "*¿Dónde está?*" with the students. When you ask this question and complete it with a vocabulary item in Spanish, the first person from each team will race to find that item in the flashcards representing *el pueblo*. Once the item is found, encourage the entire class to repeat the Spanish. Continue playing until each student has had a turn or the 5-7 minutes is up.

Optional variation for the older students: Divide the class into two teams and hand the first team a set of notecards with the vocabulary words from class today. In this activity the teams



will each take a turn to match the vocabulary notecards to the pictures and props in *el pueblo*. For example, the notecard for *el libro* should be placed on or next to a book. Time each team to see which team can match the items up the fastest. Review the answers after both teams are done with whole class repetition. Reinforce the question, "¿Dónde está?" by asking where different items are in the town and encouraging the students to point to or go to that item in the room.

Actividad de repaso: Scavenger hunt- Explain that Dani and Beto are having a lot of fun shopping and want to keep finding things around town. Divide your class into two teams: *Equipo Dani* and *Equipo Beto*. Explain to your class that they will be working together as teams to complete the scavenger hunt that is set up throughout the room. Have a picture for each vocabulary item hidden around the room or at assigned stations. Here is an example order: *la casa, el jardín, la heladería, las flores, la librería, el árbol, la panadería, el mercado, la fuente*. Next to each picture, include a clue for the next station in Spanish and English. Walk with the class to help facilitate the activity. Encourage all students to participate. Example clue: For the book store: *Puedes comprar libros en esta tienda. You can buy books in this store.*

Note: For the younger students you will need to read each of the clues to the students with the English translations. For the older students, underline key words and include a picture hint next to the Spanish sentences and encourage the students to read the clues out loud.

***Optional variation-** Hide two sets of picture flashcards of the vocabulary words around the room and in different locations. Give each team a list of the vocabulary words. Tell the teams they must race around the room to find all the items on their list. You can give each team a bag in which to collect the flashcards. The winner is the team that finds all of the words first.

Notes: It is very important that you review the Student Responsibilities and Reward and Consequence System before starting this active game. Also, if you have an older or more advanced class, you can mix in additional vocabulary.

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

Beto: *Gracias por ir de compras con nosotros hoy. Thank you for going shopping with us today.*

Dani: *Mañana vamos al zócalo. Tomorrow we are going to the main plaza. ¿Clase, quiere venir con nosotros? Class, do you want to come with us?*

Teacher: Encourage the class to respond, "Sí."

Dani & Beto: *Muy bien. Adiós, clase.*

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

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

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.