

## Unit Title: ¿Dónde? ¿Quién? ¿Qué? ¿Cómo? en México

**Overview:** This unit provides lessons incorporating components as established by the NEH requirements using basic Spanish language vocabulary integrated into a Social Studies curriculum for first grade social skills/art. Lessons include functions within open-ended performance based activities and aligned with the \*Second Language and National Social Studies Standards.

At our school we have a unique rotational schedule where K-5 rotate as a grade level one day a week to the library, music, and social skills/art. My role in this schedule is to teach one thirty minute lesson, three times, in social skills/art in the afternoon with each grade level class. I work cooperatively with all grade level teachers and because of our schedule (I only teach one grade level every six days) it is necessary for the regular grade level teacher to provide added support in the classroom to include language practice through our media based program ¡Hola,Hola!.

In these project lessons, I have addressed a core theme pertaining to a basic understanding of Mexico- Where is Mexico? Who lives there? What is it like there? (similarities and differences in cultures, communication, social experiences within a community, and art) How? when creating art and practicing language vocabulary in conjunction with learning basic geography, history and culture.

Again the focus is with first grade, however the lessons could be easily adapted to accommodate any grade and extended to enhance and ensure deeper understanding.

\*Standards used in lessons

Second Language Standards: **COMMUNICATION** 1.1, 1.2, 1.3

**CULTURES:** 2.1, 2.2

National Social Studies Standards:

- I. **CULTURE:** The exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art make the study of culture appropriate.
- III. **People, Places and Environments:** Students use immediate personal experiences for exploring geographic concepts and skills while expressing interest in things distant and unfamiliar.
- IV. **Individual Development and Identity:** Young learners develop their identities in context of family, peers, schools and communities

### **Step by Step Instruction:**

Individual lessons plans are included for step by step instruction for students to be engaged in following a teacher model, practicing and performing.

### **Vocabulary:**

Basic vocabulary background established from first grade level ¡Hola,Hola! program and with classroom teacher. Lists of focus words for each lesson included in lesson plans

**Functions:**

Students will be able to make and respond to greetings and introductions, use a few basic everyday words and expressions, and use simple descriptive words.

**Lesson I****¿Dónde está México?****Building background information and location on map****30 minutes**

**Materials:** pull down map with a construction paper box frame around Mexico with large arrow pointing from an enlarged label MÉXICO, colorful laminated maps showing different renditions of Mexico, Mexican flag, vocabulary words posted in appropriate places, cd of Mexican types of music, Mexican book display, posters, masks, sculpture displays

**Vocabulary and question focus:** México el mapa arriba abajo Norte Sur ¿Dónde está México?

**Tasks/Activities/Instructions to students:**

As students enter classroom music is playing and teacher invites students to “copycat” what she is doing... following the leader winding around the displays in the room dancing to the beat of the music, mimicking playing the appropriate instruments as they are heard. Students then follow teacher to form a community

circle on the rug to have a quick conversation. Rug rules and expectations have been covered early in the year so students know what to do and are used to the routine of community circle conversations. Generate a conversation based on questions about the music to guide them in discovering that they know it comes from Mexico. Have the students “buddy buzz” or partner talk to a person sitting next to them about what they know or want to know about Mexico. Have a few share what they know (a good time for the ELL student to positively participate) and a couple of want to know.

**Tell the students that today they will learn where Mexico is.** Invite them to transition from rug to tables by inviting students with **rojo** or red clothes on...**azul**/blue etc until all students are sitting in chairs at tables. Show them the map and where Mexico is and that Mexico is a country where people live – just like we live here in the United States. Point out on the map that Mexico is inside the frame and the arrows point to it. It is a country just like the United States because people live there, just like you live here. Have students talk at their tables to each other to talk about what they think it would be like to live in Mexico. Circulate as students talk in order to respond to their table conversations. Point out that **on** the map that the U.S. is above-arriba- Mexico and South America is below-abajo- Mexico. Repeat and have students repeat to each other with hand movements arriba/above-abajo/below.

**Now**, tell the students they are going to do the ¿Dónde está México? Or Where is Mexico? dance and they are going to be the map! Use the open rug space to be a pretend map- model for them location of arriba is norte, abajo is sur on the “rug map” and ¿Dónde está México? In the middle! Have some students help model until location is clear.

Tell them that as I dance and point they will listen for me to tell them either arriba o abajo and then they dance to the music to go and be in the right location on the rug. Play the same music from earlier. Start dancing and pointing and telling and then students start dancing and moving to the right location. Allow time for beginning understanding and practice. When two lines are abajo and arriba then invite the kids still sitting down by asking ¿Dónde está México en el mapa? and they dance to the middle! Everybody will be dancing.

As students transition to go to next class, excuse them by asking ¿Dónde está México en el mapa? They can respond by walking past the map on the way to line up and point to it.

Variations of dance can be applied to many vocabulary situations for location words- dance to the norte/sur derecha y izquierda\* around and around \* fast slow

Extension: Make an edible map of Mexico out of peanut butter, corn syrup and powdered sugar and have students practice using vocabulary for Mexico and Mexico City (ciudad) and mountains (montañas) by putting chocolate chips for the mountains and MandM’s for some cities. They can’t eat it until they have answered your questions about their map. ¿Dónde están las montañas? ¿Dónde está(n) ...whatever you require them to know.

**Lesson II and III. ¿Quién vive en México?**  
**Building background- similarities and differences**  
**practicing polite greetings**  
**Two 30 minute lessons**

**Materials:** same set up of room with displays, added vocabulary for this lesson, computer for powerpoint and or picture presentation of families in Mexico, working people in Mexico, artists in Mexico, people who live in Mexico

**Vocabulary:** always added to the list from last lesson—  
buenos días    buenas tardes    buenas noches  
bienvenidos    hola.    ¿Cómo está?    Muy bien, ¿y tú?    Muy bien  
Me llamo \_\_\_\_\_ gracias    de nada  
Por favor            me permite            lo siento

**Tasks/Activities/Instructions to students:**

Students arrive and do the same copycat/follow the leader activity to music and come to the community circle. Review with them about their last visit, referring to the mapa y the vocabulary words. Ask the question ¿Quién vive en México? (Who lives in Mexico?) Have a community circle conversation about people who live in Mexico and people who live here-using books that show pictures of people in Mexico. Pass out the books to partners and let them look and talk about what they see. **Tell the students that today they will learn who lives in Mexico and how we are the same and different.** Transition from rug to chair by going up to students individually and saying a greeting word in Spanish and have them repeat-then they move to table.

Explain that today they will see a picture presentation of pictures that were taken of people in Mexico. Ask them to watch and see if they can keep track of all the different types of people they see and what they are doing. Show presentation. Have students quickly talk with each other at their teams about how many different activities and kinds of people they saw.

Whole group listening- Everyone is different, yet everyone is the same- What are some things you have that are the same as you saw in the pictures-my turn, your turn- ask for ideas and write them on the board- guide students to realize we speak a different language, too. Transition to next class by inviting students to line up by saying a Spanish word or greeting they learned today.

**Lesson III.** continuation of Lesson II

## Same vocabulary and materials

When students arrive, go up to individual ones and say “Bienvenidos” and their name- and say “Hola” and their name “¿Cómo está” and their name- buenas tardes and their name... me llamo Señora Whitmore...etc.. Keep repeating until they answer or get the idea of what is being done. Invite them to the community circle rug to talk and tell about what they remember from the last class. Use the resources in the room and displays to help them remember. Once back on track about people and how sometimes a different language is spoken, have them buddy buzz with the person next to them as many Spanish words as they know.

Group active listening- People here and people in Mexico are polite and like to greet each other nicely when they see each other on the street or at school or at their job- ask for examples in English and have volunteers show what it looks and sounds like- then introduce Spanish vocabulary –words and phrases and meaning and have partners practice. Point out the as /os difference on the buenas and buenos for the different time greetings-practice those together.

Then play Musical Greetings- have students get up and mingle and move (we love to dance in first grade) as they listen to some classic guitar or any type of Mexican music that is calm and pleasant. Then once the music stops, they find a partner and one asks ¿Cómo está? And the other replies.. Practice. Always direct them in which greeting you are doing so they are practicing the same and cover all the greetings.

Have a greetings ‘show.’ Fate (names from the hat or popsicle sticks) appointed partners come up and show us how the greeting goes. Tell which greeting and when would you use that? Easy evaluation to check for understanding.

Does anyone know how to say thank you in Spanish?- GRACIAS! Point to the other polite vocabulary words and do a choral practice. Then you thank your partner and line up to transition to the next class.

## Lesson IV

### Building background

Que? What do they celebrate in Mexico?

**Vocabulary:** septiembre diez y seis El Día de Independencia primero de noviembre el dos de noviembre Los Días de los Muertos Cinco de Mayo fiesta celebración tengo \_\_\_\_\_ años

Same format for copycat with music and community circle for each lesson.

Community circle discussion questions and conversations brainstorming and telling the whole group and partners what kind of celebrations you have in your family. Talk about how they are the same and different. Tell the students- **Today you are going to learn about some of the celebrations in Mexico and what they do to**

**celebrate.** Not everyone celebrates their birthday, but everyone here probably knows how old they are....so this is how you say how old you are in Spanish—model, repeat and practice before transitioning. Have student tell age in Spanish to get up to the table and chairs. Once there- practice with each other.

Active listening-Do a choral response with the vocabulary words and show pictures of the specific celebrations( I use pictures off the internet or ones of my own- either via the computer screen or blown up large-plus realia of everything to pass around -- make sure and include food, decorations, piñatas, games, candy, etc) while learning the words. Just like here, in Mexico, celebrations are fun and they usually have a party or fiesta. Always stopping to have groups talk about their experience in relation to what they see-sharing with the group, partners and table team to compare their experiences with others.

Line up by telling how old you are again and don't forget to say gracias to your amigos for talking with you today.

Extension activities are endless here- in depth focus on any or all of the celebrations and create paper flowers, ofrendas, calaveras and more and certainly you would want to include the food-pan de muerto for Los Días de los Muertos.

## **Lesson V and VI**

### **Building background**

¿Cómo? How do we know about ancient civilizations?

**Materials:** 2-3 oz oz model magic for each student paint- yellow white gold red embellishments of feathers  
Plastic bowls paper towels poster board newspaper

**Vocabulary:** el sol Aztec el antifaz arqueólogo amarillo blanco rojo dorado

Same procedure for coming into classroom-by this time incorporating review vocabulary and mixing questions and phrases up for kids to practice answering-transition to desks and table groups-

**Today you will learn about the Aztec people and how they lived and begin to make an Aztec Sun Stone of your own.**

Read from Footsteps in Time- The Aztecs by Sally Hewitt, stopping to have students discuss various questions concerning reading—the sun and how the Aztecs thought about it the big 25 ton Aztec calendar—etc..

Model how to make a ball with the clay and cut around with plastic knife- rays and eyes and mouth-refer to poster and teacher model.

Circulate and assist as students make first part of sun stone---let dry until next session-names for next time. Transition to next class-using language practice.

## **Lesson VI**

Students come right to desks and review all vocabulary so far. Have table groups tell and share all that they know and remember about Mexico and the classes we've had.

Review the Aztecs—sun stone and HOW to make. Embellishing and painting and designing your own using paint brushes. Encourage conversations between students about what colors they have chosen and why. Circulate and have conversations asking about color- how old they are etc- mixing up the vocabulary and phrases they have had so far, to check for understanding.

As children finish, have them set their “stone” on the table to dry and choose to go down on the rug while waiting and play with the Mexican juguetes and escucha la música.

Transition to next class- ¡Viva México!