



Mercado

Trading at the Marketplace

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Mercado

Trading at the Marketplace

By Sandra Miller

Grade: ECE

Implementation Time
for Unit of Study: 3 weeks

Denver Public Schools
El Alma de la Raza Curriculum
and Teacher Training Program

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Mercado

Trading at the Marketplace

Unit Concepts

- Agriculture of Mexico
- Marketplace
- Crafts at the Marketplace
- Celebrations
- Bartering at the Marketplace
- Geographic Regions in Mexico
- Artwork and Crafts of the Mayan Culture

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Mathematics

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Measurement—Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. (M5)

Computation—Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, computers, and other manipulatives in problem-solving situations and communicate the reasoning used in solving these problems. (M6)

Science

Life Science—Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

History

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Art

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

Introduction

There are many regions of Mexico consisting of several states. The Northwest Desert is very hot, dry, and barren, while the Tropical Lowlands run along the Gulf of Mexico. Mining, ranching, and farming are found in the Central Plateau. This high-altitude region is dry, with few rivers and lakes. Mexico City is situated on the Central Highlands, a high plateau surrounded on three sides by mountains. The Southern Region consists of several mountain ranges and thick rain forests in the southern Chiapas state. The climate is hot and humid in the summer with warm dry winters. Finally, the Yucatan Peninsula, located in the most eastern part of Mexico, juts into the Gulf of Mexico. This low-lying, flat limestone shelf is covered by tropical forest.

The people of Mexico come from multifaceted backgrounds and comprise a variety of cultures. Native Mexicans are descendants of the original people who lived in Mexico long before Cortés arrived. Most citizens of Mexico today are a result of interrelations between the Spanish explorers and the Native Indians. About 3/4 of the Mexican people live and work in towns and cities, while the other 1/4 are very poor, living on a farm or in a small village near their fields.

Due the varied heritage, lifestyles, and regions, Mexico supports a colorful and interesting culture. The marketplace provides a commonality for the people of Mexico. A mercado (marketplace) can be found in almost every village, town, and city. One day each week, crops and items of every sort are bought, sold, and traded at the mercado, where people spend their time socializing and doing business. There is a bountiful assortment of crafts produced by the people of each region and brought to the mercado. Some areas are known for their outstanding handiwork, such as Oaxaca and Guanajuato, as well as Aztec and Huichol Indian traditional crafts.

Implementation Guidelines

This unit is written specifically for ECE, but may be altered for kindergarten. Many hands-on activities are included. The process is very important at this level. Classroom atmosphere may be enhanced to reflect the study of Mexico by adding decorations, such as blankets, piñatas, sombreros, and artwork. Items may be added to the dramatic play area (playhouse) such as Mexican play food, ponchos, sombreros, gardening tools, and tables for bartering.

Instructional Materials

This is an inclusive list for all lessons. Materials required by specific lessons are listed at the beginning of each lesson.

- 1/2-cup measuring cups
- 1-teaspoon measuring spoons
- 4 magnifying lenses
- 5-8 small corn muffins (1/4 per student—these can be made from a store-bought mix)
- Sugar
- 8 ears of corn
- Bag of unpopped popcorn
- Chocolate treats
- Cornmeal
- Corn seed packet
- Cracked corn
- Tortilla chips
- Nacho cheese sauce
- Small tubes of colored decorator frosting
- 6 egg cartons
- Piñata (if possible)
- Maraca
- Drum
- Recorder (instrument) for Flute Player
- Triangle (instrument) for Shell Player
- Beaten egg or floor wax
- Black-tempered baker's clay
- Burlap—two 3"x9" pieces per student
- Yarn in assorted colors
- Uncombed natural wool
- Sequins or rhinestones (raisins, M&Ms, Skittles, or chocolate chips may be substituted)
- Red, blue, yellow, and green scarves
- Chart paper
- Pencils, crayons, and markers
- Masking tape
- Glue for each student

Scissors for each student
Paintbrush
Pipe cleaners
Pennies—40 per table, plus one per student
Nickels, dimes, and quarters—one of each per student
Small bowls—two per student
Large bowls—two
5 oz. wax-coated paper cups—one per student
Paper plates (small)
Plastic forks
Waxed paper
Sheet or plastic tablecloth
Flat rock and palm-shaped rock
Maps of the classroom, school, city, North America (large), and Mexico (large)
Large plastic needles, one per student
Large tagboard squares, triangles, and rectangles
Manipulatives in different colors
Small, inexpensive toys—at least two per student
Mexican currency, especially a peso (or pictures if unavailable)
Newspaper
One or two large paper bags
Oven
Picture cards for each region
Pictures of sheep (or stuffed animal sheep)
Plastic vegetables from the Playhouse Center for half the number of students
Photocopies of Aztec masks
Several precut 4"x2" pieces of bright tissue paper
Several precut tissue paper flowers in three sizes
Several small squares, triangles, and rectangles in red, blue, and black (or silver)
construction paper
Small clear jar
Small item (such as a teddy bear counter)
Small toy airplane
Various ceramic pottery items such as cups, plates, bowls, pots, or figurines

Books

Angela's Kite by Alberto Blanco
Art of the Mexican Folk Arts by Barbara Linse
Calor by Juanita Albu
Carlos and the Cornfield by Jan Romero Stevens
Colors of Mexico by Lynn Ainsworth Olawsky
Count Your Way Through Mexico by Jim Haskins

Day of the Dead by Tony Johnston
Diez Deditos by Jose-Luis Orozco
Hispanic Games and Rhymes by Cynthia Downs and Gloria Erickson
Hooray, a Piñata by Elisa Kleven
Josefina by Jeanette Winter
Market Day by Lois Ehlert
Musicians of the Sun by Gerald McDermott
My First 100 Words in Spanish and English by Keith Faulkner
My Mexico by Tony Johnston
The Legend of Food Mountain by Harriete Rohmer
The Piñata Maker by George Ancona
The Tamale Quilt by Jane Tenorio-Coscarelli
Uno Dos, Tres; One, Two Three by Pat Mora

Internet access, although not necessary for implementation, may add to the teacher's background and enjoyment of the unit, as well as provide a source for photos of authentic Mexican art.

Lesson Summary

Lesson 1	Travel to Mexico 7 Map skills are introduced in this lesson, including a quick tour of regions.
Lesson 2	An Aztec Legend 10 Mask making, history, and language activities are involved in this lesson.
Lesson 3	Reenacting the Legend 13 Dramatization, sequencing, imagination, and storytelling are the main components.
Lesson 4	Traditional Embroidered Bags 15 Discovering the Huichol Indian culture and creating patterned traditional bags.
Lesson 5	Black Pottery from Oaxaca 18 Students experiment with clay using the Oaxacan pottery process.
Lesson 6	Amazing Maize 21 Ranchitos, crops, and daily life are explored through literature and foods.
Lesson 7	Festive Flowers 24 Bright flowers from Jalisco provide a medium for students to practice graphing and vocabulary.
Lesson 8	Piñatas and Sweet Celebrations 27 Students are involved in individual sugar art and a cooperative piñata after a brief exposure to Mexican celebrations including the Day of the Dead.
Lesson 9	Pesos and Pennies 31 Bartering and the use of U.S. and Mexican currency for counting and classifying concepts are the core of this lesson.
Lesson 10	Mercado! 34 Students experience trading their handicrafts in the market atmosphere to culminate this instructional unit.

LESSON 1: Travel to Mexico

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

BENCHMARKS

Students will recall specific details.

Students will recognize a vocabulary common to study of self and others.

Students will analyze maps and globes.

Students will recognize similarities and differences of physical and cultural characteristics of places and regions.

Students will apply the themes of geography to understand self and others.

OBJECTIVES

Students will understand that Mexico is a country.

Students will be able to identify two types of regions in Mexico.

Students will know that many people in Mexico speak Spanish.

Students will use three Spanish words.

Students will begin to relate simple words with corresponding pictures.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Discussion

Small Groups

Teacher Guided

Direct Interaction

Investigation

Drawing Conclusions

PRELIMINARY LESSON PREPARATION

Prepare a map of the classroom, including shapes of tables, chairs, toy shelves, doors, etc.

Prepare a map of the school including rooms and doors. Prepare picture cards to represent the following three regions of Mexico: Northwest Desert, Central Plateau, and Southern Region.

ACTIVITIES

Have the class sit on the floor in a circle. Lead a group discussion to introduce Mexico and the concept of a map. Begin by asking students to share travel experiences. Explain that the class is going on a pretend trip to Mexico. Show students a map of the classroom (be sure to lay all maps on the floor in center of the circle). Explain this is how the room would look from the ceiling. Have students stand up and pretend to put them into a magical shrinking machine and push the button. A maraca or other musical instrument can be used to help with the magical “shrinking” process. Explain that now they are smaller and could stand in the map of the class. Use a small item (such as a teddy bear counter) to show the relative size of the students on the map. Show and describe the map of the school. Use the shrinking machine and point out where the classroom is on the map. Walk the teddy bear counter down the hall and demonstrate where the main doors would be found. Shrink the students again and show them a map of the city. Point out where the school is and mark that spot on the map. Ask the students to imagine being very small. Use a small toy airplane to represent relative size. Show the nearest airport on the map. Place the airplane at the airport and shrink the class one last time. Bring out the map of North America. Talk about the fact that we live in the United States of America and that it is a large place called a country. Explain that there are many countries and show where Mexico is in relation to the United States. Fly the mini airplane from your airport to Mexico City. Explain that Mexico City is the biggest city in Mexico. Divide the class into two groups. Facilitate (with Para) the investigation of the regions of Mexico. Divide each group into three small groups. Pass out picture cards to the groups (one region per group). Have students examine the cards and guide a discussion of similarities. Use teacher-directed questioning to help students make conclusions about their region. Bring the three groups back together. Taking turns, let each group show their picture cards and present conclusions about their region.

FOR LITERACY

Read *My Mexico*. Use *My First 100 Words in Spanish and English* to introduce the class to the following vocabulary; la mama, el papa, el niño, la niña, la mesa, los columbios. Use *Hispanic Games and Rhymes* to teach the poem “Fruit Seller” on page 22.

VOCABULARY

- Desert..... a dry, hot land area with very little vegetation
- Rain forest a wet, warm area with lush vegetation and many animal species
- Farmland a mild, often flat land area with rainfall and soil suitable for growing crops
- Cactus a succulent plant with thorns often found in deserts
- Mexico country situated to the south of the United States
- El papa daddy
- La mama mommy
- El niño (*el neen-yo*) boy
- La niña (*la neen-ya*) girl
- La mesa (*la maa-sa*) table
- Los columbios swings

RESOURCES/MATERIALS

Picture cards for the Northwest Desert, Central Plateau, and Southern Region

Classroom map

School map

City map

Large map of North America

Small item (such as a teddy bear counter)

Small toy airplane

Maraca

Crayons

My Mexico by Tony Johnston

My First 100 Words in Spanish and English by Keith Faulkner

Hispanic Games and Rhymes by Cynthia Downs and Gloria Erickson

ASSESSMENT

Students will be assessed on:

- participating in discussion of travel experiences;
- participating in map “shrinking” activities;
- using three or more Spanish words; and
- drawing representational pictures from each region.

EXTENSIONS

A large map of Mexico may be prepared by the teacher as a display or bulletin board. As the class progresses through the unit, examples of art from each region may be added to the display.

LESSON 2: An Aztec Legend

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will recognize basic geometric shapes.

Students will recognize and use a broad vocabulary.

Students will relate ideas in stories and other literature to events in daily life.

Students will recognize similarities and differences of physical and cultural characteristics of places and regions.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will be able to identify the following shapes; square, triangle, and rectangle.

Students will use shapes to create an Aztec mask.

Students will begin to understand a legend as being a story told down through time.

Students will use descriptive words for characters in the story.

SPECIFICS

The ancient Aztec people lived in Mexico before the Spanish conquest. The Aztecs were searching for a new home in the desert of northern Mexico. It was believed that their god Huitzilopochtli told them to settle in a place where they found an eagle perched on a cactus. Finally they came to the fertile green valley of Mexico. At the southern end of the valley, on an island in the middle of a broad shallow lake, perched the legendary eagle. Tenochtitlan, (Place of Cactus), became the Aztecs new capitol situated in Lake Texcoco. The city had a large central marketplace. It was a magical place where fruit, flowers, rubber, gold jewelry, and even jaguars were sold. The city had straight streets and was crisscrossed with canals. Boats brought goods to the market. The surrounding lake teemed with fish and waterfowl.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud
Recognition of Spoken Vocabulary
Modeling
Student Directed
Defining
Categorizing

PRELIMINARY LESSON PREPARATION

Precut large squares, triangles, and rectangles out of tagboard (one for each student) and several small squares, triangles, and rectangles out of blue, red, and black or silver construction paper. Make copies of Aztec masks on construction paper or tagboard. Precut eyes and nose.

ACTIVITIES

Begin the lesson by explaining that a legend is a story that has been told and retold from great-grandparent to grandparent to parent to child. With students sitting in a circle, demonstrate this by whispering a short phrase to the first child. Have each child repeat the phrase to the next around the circle until the last child who says the phrase aloud. Explain that the story they are going to hear is a legend told in Mexico by the Aztec people who lived there a very long time ago. Read *Musicians of the Sun*. Discuss the main characters with the class. Encourage the students to use descriptive words for Lord of the Night (kind, loving, smart, ...), Wind (brave, strong, ...), and Sun (mean, strong, selfish, angry, ...). Write the words on chart paper under each character's name. Pass out one large shape to each of the students. Call out a shape and one of the descriptive words from the chart. Those students holding that shape should stand and act out the word. Allow students to trade shapes until each has had an opportunity to use all three shapes. Collect the shapes. Explain that they will create a mask of one of the characters from the story. The mask will be covered with mosaic shapes. The characters will be represented by one color; Lord of the Night—blue, Wind—black or silver, Sun—red. Model cutting out the mask on the outer lines and using one dot of glue with each shape to cover the mask. Allow students to go to tables to cut and decorate masks. They need to choose a character and cover mask only with the corresponding color.

For literacy, practice Spanish words learned in Lesson 1 and repeat the poem, "Fruit Seller."

VOCABULARY

Legend Story retold from generation to generation

RESOURCES/MATERIALS

Large tagboard squares, triangles, and rectangles
Several small squares, triangles, and rectangles of red, blue, and black or silver construction paper
Copies of Aztec masks
Glue
Scissors
Musicians of the Sun by Gerald McDermott

ASSESSMENT

Students will be assessed on:

- verbally identifying the shapes used on their masks;
- recalling a descriptive word for each of the main characters of the story; and
- creating an Aztec mask using one color of mosaic shapes.

EXTENSIONS

More Aztec history may be presented. A mask may be added to the display board near Mexico City.

LESSON 3: Reenacting the Legend

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will identify specific information and details.

Students will identify oral sequence.

Students will recall information presented orally.

Students will recognize similarities and differences of physical and cultural characteristics of places and regions.

OBJECTIVES

Students will correctly sequence the events of the story.

Students will participate in a dramatization.

Students will begin to use Spanish color words.

SPECIFICS

Musicians of the Sun is an actual legend from the mythological tradition of the Aztecs. With the arrival of the Spaniards, much of the Aztec structures as well as almost all of the ancient manuscripts were destroyed. Missionary friars attempted to record the oral traditions of the Aztec storytellers. This tale has actually been preserved in two to three renditions.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Small Groups

Dramatization

Teacher Guided

Student Directed

Sequencing

Direct Interaction

PRELIMINARY LESSON PREPARATION

Prepare masks for the secondary characters of the story including; Turtle Woman, Fish Woman, and Fish Woman. These may be as intricate or simple as the teacher pleases.

ACTIVITIES

Use *My First 100 Words in Spanish and English* to introduce rojo, azul, negro, verde, and amarillo. Reread *Musicians of the Sun*, pointing out the colors and reinforcing character descriptions. Divide the class into two groups. Choose students to play the parts of Turtle Woman, Fish Woman, and Fish Woman, Drummer, Flute Player, Shell Player, and Rattle Player. Choose students to play the parts of Sun, Wind, and Lord of the Night, determined by what character mask the child made the day before. Demonstrate the instruments for each of the musicians and pass out the corresponding scarves to each of the players. The scarves may be tied around the waist or wrist of each player. Pass out masks for each of the other characters, using those made by the students playing Sun, Wind, and Lord of the Night. The rest of the group will act as the audience. Facilitate the reenactment of the story by the students. New actors are chosen so everyone in the group has a turn to play a part. Pictures may be taken and shown to parents or placed in portfolios. Explain that the final day of the unit will feature a marketplace where items will be bought and sold. In Mexico, the marketplace is called a mercado and is a very important way to buy and sell goods. Students may take their masks home or save them for trading at the marketplace. For literacy read *The Legend of Food Mountain* (also an Aztec legend). Teach the poem, "Sun, sun, ba, ba, a" from *Diez Deditos*. Practice the poem, "Fruit Seller."

VOCABULARY

Rojo (*ro-ho*) red
Azul (*a-sool*) blue
Negro (*na-gro*) black
Amarillo (*am-a-ree-yo*) yellow
Verde (*vair-day*) green
Mercado marketplace where goods are bought and sold

RESOURCES/MATERIALS

Red, blue, yellow, and green scarves
Instruments: Recorder (for Flute Player), triangle (for Shell Player), a drum, and a maraca
Chocolate treats
My First 100 Words in Spanish and English by Keith Faulkner
Musicians of the Sun by Gerald McDermott
The Legend of Food Mountain by Harriete Rohmer

ASSESSMENT

Students will be assessed in the following areas:

- participating in dramatization;
- speaking loud enough for audience to hear;
- reenacting the story in the correct sequence; and
- recalling the Spanish words for three colors.

EXTENSIONS

For snack time, provide chocolate treats, such as M&Ms, cookies, chocolate milk, or cocoa. Explain that the Aztecs were the first to make chocolate from the coconut and that Mexico is a major producer of chocolate today.

LESSON 4: Traditional Embroidered Bags

What will students be learning?

STANDARDS

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Life Science—Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students understand that societies are diverse and have changed over time. (H3)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will recognize and complete patterns.

Students will demonstrate an understanding of numbers from one to 10.

Students will recognize ways that people interact with their environment.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will be able to create a pattern using manipulatives.

Students will begin to count from one to five in Spanish.

Students will understand that yarn art is created in Mexico.

Students will know yarn is made from wool from sheep.

SPECIFICS

The Huichol Indians live in the northwestern part of Mexico in the Sierras, around Guadalajara in northern Jalisco. They are descendants of some of the original peoples of Mexico. They often live in isolated areas. The Huichols are known for their yarn work. Designs are taken from nature and made into embroidered clothing, yarn painting, God's eyes, belts, and bags. A half dozen of these bags may be carried around the waists of the men.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Discussion
Modeling
Demonstration
Student Directed

PRELIMINARY LESSON PREPARATION

Precut 3"x9" burlap rectangles, enough for each child to have two. Predraw sewing lines on burlap rectangles. Precut 4-inch lengths of yarn. Place yarn and burlap where students can pick up their supplies before working at the tables.

ACTIVITIES

Using colored manipulatives, demonstrate a simple ABABAB pattern. Begin another pattern and ask various students to come up and add onto the pattern. Continue this until it is apparent that most of the class understands. Bring out a skein of yarn. Ask the class if they know where the yarn came from. Accept all guesses. Show the class a piece of uncombed natural wool. Explain that the yarn used to look like this before it was washed, spun, and colored. Show pictures of sheep or a stuffed animal of a sheep. Explain that wool is the hair that grows on sheep and the farmers cut it, or sheer it off to make yarn. Bring out the large map of Mexico and point out the northwest area. Explain that a group of people called the Huichol Indians live there. Pictures of the Huichols may be found on the Internet. Tell the class that these people have lived in Mexico for a very long time. Explain that the Huichol Indians love to use yarn to make beautiful things. Show a sample of one of the burlap bags and explain that the bags are tied around the waist and used to carry many things. Remind the class of the patterning and show them a variety of colored yarns. Choose two colors and model threading the needle with one of the chosen lengths of yarn. Model sewing across the burlap in a straight line. Show how the stitches are not too far apart. Using the second color of yarn, explain that a pattern will be made by alternating colors. Model sewing the remaining lines of yarn. Show how the bag will be folded and sewn to form a flap and the bag. Explain that the students are to make two bags, one to keep and one to trade at the market place. Hand out needles and dismiss the students a few at a time to go work at the tables. They need to pick up a piece of burlap and two colors of yarn, three lengths of each. Facilitate threading the large needles and help with sewing and patterning. If a student has a difficult time sewing, they may only sew four lines. Write names on masking tape and place on back of bags. When a student has finished one bag they will choose two colors of yarn and sew a second one. Bags need to be sewn on the sides by hand or machine. This may be done by the para, teacher, or helping parents.

For literacy read *Calor* and *Count Your Way Through Mexico*. Teach the poem "Diez Deditos" from the book, *Diez Deditos*.

VOCABULARY

Wool the hair of a sheep, used to make yarn
Sheer to cut the hair close to the skin
Huichol (*wee-chol*) group of native people who live in the northwest region

RESOURCES/MATERIALS

Manipulatives in different colors

Uncombed natural wool

A skein of yarn

Pictures of sheep or stuffed animal sheep

Large map of Mexico

Large plastic needles, one per student

Yarn of various colors, cut in 4-inch lengths

Burlap—two 3"x9" pieces per student

Masking tape

Calor by Juanita Albu

Count Your Way Through Mexico by Jim Haskins

Diez Deditos by Jose-Luis Orozco

Internet access (if available)

ASSESSMENT

Students will be assessed in the following areas:

- making an ABABAB pattern;
- verbalizing what yarn is made of;
- beginning to verbalize the Spanish words for one to 10; and
- creating two bags using two alternating colors of yarn and sewing across the width of the bag.

EXTENSIONS

One of the bags may be added to the display board in the northwest region.

LESSON 5: Black Pottery from Oaxaca

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students know and understand interrelationships among science, technology, and human activity in the past, present, and future, and how they can affect the world. (S5)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will identify specific information and details.

Students will recognize a vocabulary common to study of self and others.

Students will analyze maps and globes.

Students will recognize ways that people interact with their environment.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will understand the origin of pottery.

Students will recall uses of pottery.

Students will understand that pottery is made and sold in Mexico.

Students will create a small clay pot.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Modeling

Teacher-Directed Questioning

Teacher Guided

Student Directed

PRELIMINARY LESSON PREPARATION

Divide baker's clay into small balls (one per student). Place a cup or small butter bowl at each student's place. Put a small bowl of water and plastic forks at each table.

ACTIVITIES

Begin the lesson by reading *Josefina*. At the conclusion of the story, ask students if they have any pottery at home or if they know of any uses for pottery. Show any plates, bowls, cups, pitchers, or figurines available. If they are not too fragile, pass them around for students to examine. Explain that pottery has been used for hundreds of years for storing food and water, as dishes, and as decorative items. Ask students what pottery is made of. Accept all answers. Explain that pottery is made of clay and that clay is somewhat like mud dug up from the Earth. It is special because when it is heated to very hot temperatures, it becomes hard. Bring out the large map of Mexico and point out the southern region and the state of Oaxaca. Explain that this area of Mexico is rich in black clay. Artists of the area are experts at creating pots, jewelry, toys, and small animals from the clay. This popular pottery is sold at the marketplace. Pictures of Oaxacan pottery may be found on the Internet (if available). Bring out the baker's clay. Pass a small amount for the class to investigate. Using a ball of clay, model rolling it out or flattening it out into a pancake shape. Place the "pancake" of clay over a small paper cup or empty plastic butter bowl to take the shape of the cup or bowl. Smooth with fingers. If clay becomes too dry, a little water may be used to help smooth. Emphasize that a little water goes along way. Show how clay is neither too thick nor thin in any one place. Tell how the Mexican artisans use a fist instead of the cup or bowl. The outside of the pot may be decorated by using a fork to make lines or dots. Demonstrate that this needs to be done very carefully so as not to make holes in the clay. Ask students to recall the steps to making a pot. Gently slide the clay off of the cup or bowl. Explain that the clay will be baked in the oven to make it hard. Dismiss students to tables. Pass out balls of clay to students. With the help of a para, move among the class to facilitate the making of pots. Have students leave their pots for teacher and para to slide off of cups or bowls and bake in an oven. Pots can be given a shiny finish by brushing with a beaten egg or floor wax after baking.

For literacy, practice "Diez Deditos" from *Diez Deditos*. Review the Spanish words learned during the week.

VOCABULARY

Pottery items such as cups, plates, bowls, and pots made of clay

Oaxaca (*wah-HA-ca*)..... state in southern Mexico

RESOURCES/MATERIALS

Various ceramic pottery items such as cups, plates, bowls, pots, or figurines.

Black-tempered baker's clay

Oven

Plastic forks

Small paper cup or empty plastic butter bowl—one per student

Small bowls of water

Large map of Mexico

Beaten egg or floor wax

Paint brush

Josefina by Jeanette Winter

Diez Deditos by Jose-Luis Orozco

Internet access (if available)

ASSESSMENT

Students will be assessed in the following areas:

- ability to recall three items that may be made from clay;
- ability to verbalize the origin of pottery;
- creating a small pot; and
- beginning understanding that pottery is made and sold as a means of livelihood in Mexico.

EXTENSIONS

A picture of one of the pots may be placed on the display board on the southern region.

LESSON 6: Amazing Maize

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Life Science—Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARKS

Students will demonstrate an understanding of numbers from one to 10.

Students will identify specific information and details.

Students will recognize and use a broad vocabulary.

Students will recognize the growth cycle of plants.

Students will analyze maps and globes.

Students will recognize similarities and differences of physical and cultural characteristics of places and regions.

Students will apply the themes of geography to understand self and others.

Students will identify basic common needs of all people.

OBJECTIVES

Students will investigate seeds.

Students will investigate the many forms of corn.

Students will practice counting to 20.

Students know three forms of corn as food.

Students will graph favorite corn food.

Students will understand that corn is grown in Mexico for food and to sell at the marketplace.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Instruction in Small Groups

Investigate

Graphing

PRELIMINARY LESSON PREPARATION

Prepare the following four centers: 1) Popcorn Counting; 2) Corn on the Cob Investigation; 3) Corn Grinding; and 4) Food Tasting. In the Popcorn Counting Center, tape two egg cartons together cutting off the lids and four of the “egg cups” off of the end to equal 20. Write the numbers 1 through 20 at the bottom of the cups. Place four sets of these counting cartons with a large bowl of unpopped popcorn in the center of the working space. The Corn on the Cob Center will need four magnifying lenses, eight cobs of corn, and a seed packet of corn. For the Corn Grinding Center, place a large, flat rock and a small palm-shaped rock on a sheet or plastic tablecloth on the floor. Add a bowl of cracked corn and a box of cornmeal to this center. Supply the final Food Tasting Center with tortilla chips, popcorn, and corn muffins cut into fourths. Enough food is needed for each student to be able to sample each item. Prepare a favorite food graph with three columns. Place small pieces of paper, tape, and four pencils at this center.

ACTIVITIES

Begin the lesson by explaining that the students will be discovering many things about corn. Read *Carlos and the Cornfield* and discuss the story. Ask the class if they have ever had a garden. Explain the importance of corn to the farmers of Mexico as a food source and means of income from the marketplace. Describe the activities at each Center. At the Popcorn Counting Center, the students are to place one kernel of unpopped popcorn in each “cup” while counting to 20. They may empty the carton and repeat the process a few times, counting together and individually. Explain that the Corn on the Cob Center is for scientific investigation. The students are to discover the individual kernels on the cob, pull out a few, and compare with the seeds from the packet. Show students how to use a magnifying lens. Students may also count the number of kernels in a row on the cob. Demonstrate how to crack and grind the corn at the Corn Grinding Center. Model placing a small handful of cracked corn onto the flat rock. Gently crush and grind the corn using the smaller rock. Emphasize safety for this activity—fingers need to stay out from between the rocks and all students must wait their turn! Show the prepared cornmeal and explain how commercial cornmeal is ground in a factory. At the Food Tasting Center, students have the opportunity to try three different types of food made of corn. Explain that the muffins are made from the cornmeal found in the Corn Grinding Center. Show the class the graph and tell the students that they need to choose their favorite corn food from the three tasted. Students are to write their name on the small pieces of paper provided. They then tape the paper above the favorite food chosen so a column is formed. The teacher may model writing a name on the paper and taping it on the graph. Divide the class into four equal groups and dismiss each group to a center. Tell the class that they will rotate to each of the centers when instructed. Teacher and para move between the centers, helping where needed. After 3-4 minutes, indicate to the class that they are to rotate to a new center. (Teacher or para need to clean up Food Tasting Center and put out new samples for each new group.) When

students have experienced all the centers, bring class back together. Discuss activities and show the completed graph. Ask class which food had the least number of names as well as the most.

For literacy read *The Market*. Teach the poem “Tortillitas/Corn Tortillas” from *Diez Deditos* and “Verbena” from page 44 of *Hispanic Games and Rhymes*.

RESOURCES/MATERIALS

6 egg cartons

Tape

Scissors

Unpopped popcorn in a bowl

Marker

4 magnifying lenses

8 ears of corn

Corn seed packet

Flat rock

Small palm-shaped rock

Sheet or plastic tablecloth

Cracked corn

Container of cornmeal

Popcorn (popped)

Tortilla chips

Small corn muffins (1/4 per student—these can be made from a store-bought mix)

Several small paper plates

Favorite food graph

4 pencils

The Market

Diez Deditos by Jose-Luis Orozco

Hispanic Games and Rhymes by Cynthia Downs and Gloria Erickson

Carlos and the Cornfield by Jan Romero Stevens

ASSESSMENT

Students will be assessed in the following areas;

- participating in all four center activities;
- counting to 20 in a small group;
- verbalizing three foods made from corn; and
- relating the basics of corn use in Mexico (farming, food, and product for sale).

EXTENSIONS

Students, helping parents, para, or teacher may prepare the cornmeal pancake recipe given in *Carlos and the Cornfield*. These may be eaten for a snack. Corn grinding may be left in the science area for a few days. A picture of a corncob may be placed on the display board in the central plateau region. Serapes, ponchos, and large Mexican hats (sombreros) may be added to the Playhouse Center.

LESSON 7: Festive Flowers

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Algebraic Concepts—Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments. (G1)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will identify specific information and details.

Students will recall information presented orally.

Students will recognize and use a broad vocabulary.

Students will demonstrate understanding of visual correlation between picture and word.

Students will recognize a vocabulary common to study of self and others.

Students will analyze maps and globes.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will begin to understand that paper flowers are made in Mexico and sold at the marketplace.

Students will be able to interpret a graph.

Students will be able to recall the Spanish words for four colors.

Students will create paper flowers.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling

Read Aloud

Concept of Print

Recognition of Vocabulary

Teacher Guided

Student Directed

PRELIMINARY LESSON PREPARATION

Precut several tissue flowers using the pattern found on page _____. Place several precut flowers, scissors, and pipe cleaners at each table. Prepare a graph using the following seven colors: red, yellow, blue, green, black, purple, and pink. Photocopy the graphing flowers from page _____. Prepare color/word cards, writing the Spanish word on the back of a card which is the corresponding color on the opposite side.

ACTIVITIES

Teacher shows the class the large map of Mexico pointing out the state of Jalisco in the western region. Explain that the students will be making flowers similar to the ones people make to sell at the mercado. Read *Colors of Mexico*, pointing out the Spanish words for each color word. Show the various precut flowers. Model making a flower by layering the three sizes of flowers going from largest on the outside to smallest in the center. Push a pipe cleaner up through the bottom of the layers of flowers. Leave about an inch between, push the pipe cleaner back down through the layers. Feed the pipe cleaner through until ends are even. Twist the two ends together and fluff out the flower. Explain that different colors may be used but there must be three different sizes: large, medium, and small. Show the class the graph and an example of the reproduced graphing flowers. Tell the students to choose their favorite color of flower and cut it out to be put on the graph. Students may make several flowers to be traded at the mercado. Dismiss the students to the tables. Teacher and para facilitate the making of flowers. At the conclusion of the lesson bring the class back together and take turns placing the graphing flowers on the graph. Ask various students to come up and point to the column of flowers that represent the most and the least on the graph.

For literacy read *Angel's Kite*. Teach "The Flea Market of San Jose/La Pulga de San Jose" from *Diez Deditos* and practice "Tortillitas/Corn Tortillas" and "Verbena."

VOCABULARY

- Morado (*mor-a-do*) purple
- Rosa (*row-sa*) pink
- Largest biggest
- Smallest littlest
- Most biggest and tallest
- Least littlest and shortest

RESOURCES/MATERIALS

- Several precut tissue paper flowers in three sizes
- Photocopies of graphing flowers in red, yellow, blue, green, black, pink, and purple
- Graph of colors
- Scissors
- Pipe cleaners

ASSESSMENT

Students will be assessed in the following areas:

- students will recall five Spanish color words;
- students will interpret the color graph telling which column has the most and which has the least; and
- students will create flowers with three layers in correct size sequence.

EXTENSIONS

A Jalisco flower may be placed on the display board in the Western Region.

LESSON 8: Piñatas and Sweet Celebrations

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Measurement—Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. (M5)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students know and apply visual art materials, tools, techniques, and processes. (Art3)

BENCHMARKS

Students will use units of measure.

Students will identify oral sequence.

Students will recall information presented orally.

Students will relate ideas in stories and other literature to events in daily life.

Students will recognize similarities and differences of physical and cultural characteristics of places and regions.

Students will apply the themes of geography to understand self and others.

Students will recognize similarities and differences of families.

Students will use art elements creatively.

Students will demonstrate ability to create art works using a variety of media.

OBJECTIVES

Students will begin to understand the Mexican celebration of The Day of the Dead

Students will be able to measure ingredients.

Students will recall steps needed in making sugar skulls.

Students will compare Mexican celebrations to their own.

Students will create a sugar skull.

Students will understand the use of a piñata.

Students will cooperatively create a piñata.

SPECIFICS

The Day of the Dead is celebrated in Mexico on November 2nd. It is a happy celebration honoring the memory of loved ones who have died. The people believe there is life after death. Sugar skulls are made and decorated, a huge feast is enjoyed, and families go to the cemetery to decorate the graves.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Read Aloud

Discussion

Small Groups

Modeling

Student Directed

Sequencing

Retelling

Comparing

PRELIMINARY LESSON PREPARATION

Prepare the recipe for sugar skulls on a large piece of chart paper (see page30). For sugar skull making, place small paper bowls, 5-oz. paper cups, and a square of waxed paper at each student's place. Pour sugar and water into separate large plastic bowls. Place measuring cups and spoons on tables as well as small containers of sequins or rhinestones. The piñata table will need several precut 4"x2" pieces of bright-colored tissue paper, scissors, large stuffed paper bag, and glue for each student. Prepare a large piece of chart paper with the title "Celebrations" across the top. Divide the lower portion of the paper into two sections

ACTIVITIES

Begin the activity by discussing celebrations with the students. Talk about what happens at a birthday party. Encourage students to list items from the party and write these on the left side of the "Celebrations" paper (small pictures may be drawn to illustrate each word). Explain that parties in Mexico are similar. Special foods are prepared, gifts are received, people dress-up, and there are decorations. Write these things on the left side of the "Celebrations" paper. Ask students to compare the two lists. If possible, show the class a piñata. Explain that it is filled with candy, fruit, or small toys and a game is played to break the piñata. Ask class if they have ever seen or used a piñata. Precut 4"x2" pieces of bright colored tissue paper. Explain that piñatas are used for many celebrations including birthdays and Christmas. Piñatas come in every shape imaginable with a star being very popular. Discuss Halloween, asking the students to describe the activities of the day. Write these on the left side of the "Celebrations" chart. Read *Day of the Dead*. Explain that in Mexico the Day of the Dead is celebrated almost the same day as Halloween. Emphasize that it is a happy celebration to honor the people who have died, not scary or morbid. Ask the students to recall the activities described for the Day of the Dead in the book. Write these on the right side of the chart and compare. Tell the class that they will be making sugar skulls like the ones used in Mexico. Show the recipe to the class. Model measuring the water and sugar. Mix the two until all the sugar is wet, but not soupy, (similar to the consistency needed to make sand castles). Press the sugar mixture into the small paper cup. Use a plastic knife and slide around between sugar and cup to loosen. Tip the cup over onto the waxed paper and allow the molded sugar to slide out. Carefully decorate with sequins, rhinestones and frosting. Ask the students to recall the steps in making a sugar skull. Tell the students that they also will be making a piñata. They will be cooperating to decorate the piñata. Model cutting fringe along one long side of the tissue paper. Place a line or a few drops of glue along the other uncut long side and place on the bag fringe down. Demonstrate how the paper may be overlapped starting at the bottom of the bag and working up. Divide the group in two

groups and explain that each group will have the opportunity to work on both activities. Dismiss students to the piñata table and the sugar skull tables. The para may work helping with the piñata while the teacher helps with the sugar skulls. After approximately 10 minutes, have the groups switch. Hang the decorated piñata in the room and send the sugar skulls home with the students. For literacy read *Hooray a Piñata* and *The Piñata Maker*. Practice “The Flea Market of San Jose,” “Tortillitas,” and “Verbena.”

VOCABULARY

Celebration a special occasion or event

Piñata large container in the shape of an animal, person, star, etc., made of papier-mâché and decorated with bright-colored tissue paper. An opening is left so the piñata can be filled with candy, fruit, or toys.

RESOURCES/MATERIALS

Small bowls—one per student

Two large bowls

5-oz. wax-coated paper cup—one per student

Sugar

Water

1-teaspoon measuring spoons

1/2-cup measuring cups

Waxed paper

Sequins or rhinestones (raisins, M&Ms, Skittles, or chocolate chips may be substituted)

Small tubes of colored decorator frosting

Two large pieces of chart paper

Marker

A piñata (if possible)

Several precut 4"x2" pieces of bright tissue paper

Scissors and glue for each student

One or two large paper bags

Newspaper

Day of the Dead by Tony Johnston

Hooray a Piñata by Elisa Kleven

The Piñata Maker by George Ancona

ASSESSMENT

Students will be assessed in the following areas:

- students will participate in the discussion of celebrations;
- students will be able to verbally recall two similar events of an American birthday and a Mexican celebration;
- students will be able to recall the steps in making a sugar skull;
- students will create a sugar skull; and
- students will work cooperatively to create a piñata.

Lesson 8

Sugar Skulls Recipe

1. Measure 1/2 cup sugar.
2. Add 1 teaspoon water.
3. Stir.
4. Press into cup.
5. Loosen with knife.
6. Tip onto waxed paper.
7. Decorate with gems.
8. Frost.

LESSON 9: Pesos and Pennies

What will students be learning?

STANDARDS

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Computation—Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, computers and other manipulatives in problem-solving situations and communicate the reasoning used in solving these problems. (M6)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARKS

Students will demonstrate an understanding of numbers from one to 10.

Students will recognize similarities and differences of physical and cultural characteristics of places and regions.

Students will identify basic common needs of all people.

Students will recognize similarities and differences of families.

OBJECTIVES

Students will estimate the number of popcorn kernels.

Students will identify a penny and a quarter.

Students will classify pennies, nickels, dimes, and quarters.

Students will practice bartering.

Students will count 20 pennies.

Students will understand that pesos are coins used in Mexico.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Small Groups

Teacher Guided

Direct Interaction

Estimating

Classifying

PRELIMINARY LESSON PREPARATION

Fill a small clear jar with 20 to 30 popcorn kernels. Place enough pennies, nickels, dimes, and quarters at the tables for the students to use one of each. In addition, place 40 pennies at each table. Collect several small toys from around the room.

ACTIVITIES

Begin this activity by asking the class to guess or estimate the number of popcorn kernels in the container. After all have guessed, empty the container and count the kernels with the class and see if anyone was correct. Ask the students to describe how they buy something. Explain that things may be purchased with money, such as coins and paper money, or that they may also be bartered for, or traded for. Anything may be used to trade if it is of value to those who are trading. Demonstrate using the small toys from the room. Explain that one person may have one toy while another person may have a different toy. Show how the two toys may be traded if both people agree. Some items may be worth more than others, so two or three things may be traded (bartered) for one. To a farmer, seeds may be used to trade for other items. Demonstrate how four or five unpopped pieces of popcorn may be traded (bartered) for a toy. Explain that bartering is often done at the marketplaces of Mexico. If available, show the class examples of Mexican currency, especially the peso. Show a penny, nickel, dime, and quarter. Show the differences in size, color, and ridges along the sides. Divide the class into two groups and dismiss. The teacher and the para each work with a group. Pass out the small toys to each member in the group along with a handful of popcorn. Have the students estimate how many kernels are in their hand and then count them. Encourage the students to take turns bartering with each other. When everyone has had a turn, collect the toys and popcorn. Place the coins in the center of the table. Describe a penny and ask the students to find one in the pile and place it in front of them. Do the same with the nickel, dime, and quarter until all the coins are sorted and each student has one of each in front of them. The teacher or para call out a coin for the students to find and hold up. Ask the students to name each of their coins. Collect the nickels, dimes, and quarters and place the 40 pennies on the table. Ask the students to count out two pennies and place them in front of them. Explain that this group can also be called a set. Have the students make a separate pile of two pennies. Now, the students are to slide the two sets together and count the results. Try several combinations using the numbers one, two, and three, and always making two piles, or sets, before combining. The coins may also be counted in Spanish. At the conclusion of the lesson, let students work together to practice counting out 20 pennies.

For literacy read *Uno Dos, Tres; One, Two Three* and *The Tamale Quilt*. Review the Spanish words introduced throughout the unit.

VOCABULARY

Barter to trade

Set a group of items

RESOURCES/MATERIALS

Small clear jar

A bag of unpopped popcorn

Mexican currency, especially a peso (if available, or pictures if unavailable)

Enough pennies, nickels, dimes, and quarter for the students to use one of each

40 pennies at each table

Several small toys from around the room

Uno Dos, Tres; One, Two Three by Pat Mora

The Tamale Quilt by Jane Tenorio-Coscarelli

ASSESSMENT

Students will be assessed in the following areas:

- students will describe what it means to barter;
- students will participate in bartering with other classmates;
- students will classify pennies, nickels, dimes, and quarters by using actual coins while working in a group;
- students will verbally identify a penny and a quarter;
- students will verbally count 20 pennies; and
- students will estimate the number of kernels in jar.

LESSON 10: Mercado!

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Number Sense—Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Computation—Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, computers, and other manipulatives in problem-solving situations and communicate the reasoning used in solving these problems. (M6)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARKS

Students will demonstrate an understanding of numbers from one to 10.

Students will relate ideas in stories and other literature to events in daily life.

Students will recognize a vocabulary common to study of self and others.

Students will recognize similarities and differences of physical and cultural characteristics of places and regions.

Students will identify basic common needs of all people.

OBJECTIVES

Students will participate in buying and selling.

Students will use the barter system to trade goods.

Students will count using one-to-one correspondence.

Students will compare the mercado with American stores.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Student Directed

Comparing

Drawing Conclusions

PRELIMINARY LESSON PREPARATION

Set the room up to resemble a marketplace. Create four stands using tables or blankets. Each stand will feature a different item for sale: Jalisco flowers, small toys, Huichol bags, and nachos. Gather plastic vegetables from the Playhouse Center. Place tortilla chips on several small paper plates and heat cheese sauce. (Helping parents may be asked to help out at the nacho stand.) Cut small pieces of paper for voting. Fill the piñata with candy or other treats and tie off. Hang the piñata at arms-reach of the students, but out of the way from any breakable items.

ACTIVITIES

Begin the lesson by reading *A Taste of the Mexican Market*. Discuss the story with the class and explain that the students will participate in their own marketplace, or mercado. Show each of the market stands around the room. Tell the students that they will be selling items at the stands. They will also have the opportunity to be a customer. Explain that those who are selling may determine the price of the item being sold using numbers one through five or they may trade a flower, plastic vegetable, toy, or bag for the item in their stand. Divide the class in half. Assign one group to work at the market stands. Explain that other students than those who originally made them may buy the flowers and bags. Give each of the students in the buying group a small cup of unpopped popcorn, one plastic vegetable, one small toy, and their Aztec mask (if they saved it) for trading. Allow the students to begin trading. The para and the teacher may assist with counting and in monitoring fair bartering. (If there are no helping parents at the nacho stand, the para may pour the melted cheese over the chips and fill plates with chips when needed.) Give the class time to make one or two trades before having the groups switch. Pass out popcorn, plastic vegetables, small toys, and masks to the new group of customers. After the activity, gather the class and discuss the outcome of the mercado. Ask if they were happy with their trades and to compare bartering at the mercado with shopping at their local stores. Discuss which they prefer and pass out a small piece of paper to each student to vote for their preferred way of shopping by dropping their paper in either the “mercado” container or the “store” container. Count the results. Culminate the lesson with breaking the piñata. Give each child a turn at hitting the piñata until it breaks. Divide the treats for all to enjoy!

RESOURCES/MATERIALS

Many small inexpensive toys—at least two per student
Bag of unpopped popcorn
Small paper cups—one per student
Plastic vegetables from the Playhouse Center for half the number of students
Tortilla chips
Nacho cheese sauce
Small paper plates
Stove or microwave
Jalisco flowers, Huichol bags, and Aztec masks made in previous lessons
Two voting containers—one for the mercado and one for a local store
Small pieces of paper for students to vote
Piñata candies or treats for class
A stick or bat to hit the piñata
4 tables or blankets
A Taste of the Mexican Market by Nancy Maria Tabor

ASSESSMENT

Students will be assessed in the following areas:

- students participate in buying and selling at the mercado;
- students count using one-to-one correspondence when buying and selling at the mercado;
- students verbally explain how they bartered for the items they acquired at the mercado; and
- students participate in voting for shopping at a mercado or a local store.

EXTENSIONS

Students may continue to barter at the mercado or set up their own stands using items from the room and pretend to buy and sell.

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- Downs, Cynthia and Erickson, Gloria. *Hispanic Games and Rhymes*. Instructional Fair TS Denison, 1996.
Bilingual poems, rhymes, songs, and games from Central and South America. A wonderful resource to accompany any Early Childhood Hispanic Unit.
- Ehlert, Lois. *Market Day*. Harcourt Inc., 2000.
English. Authentic folk art illustrates this story which tells of a day at the market in simple rhymes. A perfect accompaniment to this unit!
- Faulkner, Keith. *My First 100 Words in Spanish and English*. Little Simon, 1991.
English and Spanish. Using a dictionary format, this picture book is very helpful in teaching basic vocabulary.
- Haskins, Jim. *Count Your Way Through Mexico*. Carolrhoda Books Inc., 1989.
The numbers 1 to 10 are taught in Spanish. Each number presents a concept about Mexico and its culture.
- Johnston, Tony. *Day of the Dead*. Harcourt Brace and Company, 1997.
English and Spanish. A simple picture book depicting one Mexican family's preparation for and celebration of the Day of the Dead. Excellent for the Early Childhood Classroom.
- Johnston, Tony. *My Mexico*. Penguin Putnam Books, 1996.
English. A collection of poems about Mexico introduces young readers to many different facets of the nation's customs and customs.
- Kleven, Elisa. *Hooray, A Piñata*. Dutton Children's Books, 1996.
A beautiful illustrated story recounting the preparations of Clara and Samson for Clara's birthday party
- Linse, Barbara. *Art of the Mexican Folk Art's* Publications, 1991.
A craft book describing how to create simple versions of many art forms found in Mexico. Divided by regions with historical background. A good resource for the Early Childhood teacher.
- McDermott, Gerald. *Musicians of the Sun*. Simon and Schuster, 1997.
English. Based on an Aztec myth, this story of the sun and night, wind and music is presented in dramatic illustrations.

Mora, Pat. *Uno, Dos, Tres; One, Two, Three*. Clarion Books, 1996.

English and Spanish. A counting book which weaves together the Mexican market with a rhyming text. A must for this unit!

Olawsky, Lynn Ainsworth. *Colors of Mexico*. Carolrhoda Books, Inc., 1997.

English and Spanish. Ten colors are used to introduce readers to Mexico. Each double-page spread presents one color including the Spanish word for the color and pronunciation. Information about history, traditions, geography, food and homes.

Orozco, Jose-Luis. *Diez Deditos*. Dutton Children's Books, 1997.

English and Spanish. Action songs and rhymes from Latin America. A wonderful musical tape is also available to accompany the book.

Rohmer, Harriete. *The Legend of Food Mountain*. Children's Book Press, 1982.

English. Taken from an Aztec legend, the story tells of how the ancient god Quetzalcoatl brings corn to the first people.

Stevens, Jan Romero. *Carlos and the Cornfield*. Rising Moon, 1995.

In this delightful story, Carlos is told by his father, "you reap what you sow." Carlos comes to understand the rewards of hard work. Told with humor and an understanding of human nature. Excellent cornmeal pancake recipe is included!

Tabor, Nancy Maria Grande. *A Taste of the Mexican Market*. Charlesbridge Publishing Co., 1996.

English and Spanish. A colorful way to visit the Mexican market where children can count, compare, and build vocabulary.

Tenorio-Coscarelli, Jane. *The Tamale Quilt*. 1/4 Inch Designs & Publishing, 1998.

English and Spanish. A sweet story using the quilt as the backdrop to teach sick Rosa of her heritage. By the end of the story Rosa is well and not only has she gained a better understanding of her culture but the quilt itself.

Winter, Jeanett. *Josefina*. Harcourt and Brace and Company, 1996.

English and Spanish. Josefina creates her world out of soft clay. Spanish phrases number and name the objects as she progresses through the day. A clever picture book vision of authentic artwork.

About the Author

Sandra Miller has taught Early Childhood for over 13 years. She has worked for several school districts around the Denver Metro area including Jefferson County, Cherry Creek, and currently teaches in Denver Public Schools. Her classrooms have included a diverse ethnic population. In addition to multiracial groups, she has taught in an integrated classroom setting including Special Needs, Colorado Preschool Project, and typical children. Experience with the Autism Team from the University of Colorado was especially interesting and helpful in her work with young children. As a member of a team, she helped develop, organize, and purchase materials for the Gifted and Talented curriculum units used in the Cherry Creek Early Childhood Program. Sandra was involved in writing and revising the Professional Knowledge for Early Childhood PLACE test. She has recently been writing ECE curriculum for the Alma Project.

Sandra was born in Denver and graduated from Denver Public Schools. She attended the University of Northern Colorado where she earned her bachelor's degree in Elementary Education. She has continued to take courses specific to Early Childhood and Multicultural Education and routinely attends the Colorado Association for the Education of Young Children conferences. Sandra is committed to the public school system and the quality education of young children.