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# Vamos de Compras [8th-10th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Vamos de compras

Grade Level: Grades 8-10

Subject/Topic Area(s): Spanish I / Clothing/Shopping

Designed By: Merida Elizondo

Time Frame: 15 days

School District: Leander ISD

School: Cedar Park Middle School / Vandegrift High School

School Address and Phone: 2100 Sun Chase Blvd Cedar Park, TX 78613/ 9700 McNeil Drive Austin, 78750

### **Brief Summary of Unit** (Including curricular context and unit goals):

In this unit students will examine the similarities and differences between the shopping experience in the United States and in Spanish speaking countries. They will identify the reasons behind the differences and uncover their cultural significance. This unit will focus on three different shopping experiences which are common in Spanish speaking countries. The Mercado experience, where bargaining is a way of life. The super department store, where customers can find anything they wish from cars to produce. Finally, areas where neighborhood shops line the streets and shopping requires visiting multiple specialty stores in the same area.

This unit includes a project where students will design a shopping area for a Spanish speaking community. Students must take into account the culture and the specific needs of the people in the community. In the end, students will understand that shopping experiences vary by culture and region and successful retail interactions are ones that are helpful, informative, and respectful of culture.

**Unit: Vamos de compras**

**Grade: Spanish I (Grades 8-10)**

TEKS 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4B, 5B

**Stage 1: Desired Results**

**Understandings**

Students will understand that...

- Shopping experiences vary by culture and region.
- Successful retail interactions are ones that are helpful, informative, and respectful of culture.

**Essential Questions**

- How do people shop in Spanish speaking countries?
- What needs do the different shopping experiences meet?
- How does culture influence interactions between the consumer and the merchant?

**Knowledge**

Students will know...

- clothing and store vocabulary in Spanish
- Numbers from 1-one million in Spanish
- Similarities and differences between the shopping experience in Spanish speaking countries and the USA

**Skills**

Students will be able to...

- Complete a successful commercial interaction in Spanish
- Conjugate the verbs comprar, llevar, costar and quedar
- Formulate comparisons using más que, menos que, tan...como

**Stage 2: Assessment Evidence**

**Performance Task:**

Develop a shopping area to fit the needs of a specific area/region/neighborhood.

Plan must include layout of the area, shop type(s) included, example of goods sold, and an example exchange between a salesperson and customer.

**Other evidence:**

**KWL Chart- How do people shop in Spanish speaking countries**

**Comparisons of purchases**

**Quiz over shopping and clothing vocabulary**

**Exit slip- Market day**

**Rebajas- Sales activity**

**Entrance slip- Department store**

### Stage 3: Learning Activities

#### Day 1

- Esponja: Students respond to these questions which are posted around the room in a chalk talk. 1. What was the last thing you or your family purchased? Where did you go to buy it? 2. How often do you or your family go shopping? 3. Have you or your family negotiated the price of something you or your family has purchased? 4. How do people shop in Spanish speaking countries? 5. What questions do you have about shopping in a Spanish speaking country? **[How do people in Spanish speaking countries shop?]**
- *Post a KWL chart in the room, write down the responses to question 4 under “K” on the chart and the responses to question 5 under the “W” on the chart.*
- Introduce shopping and clothing vocabulary visually with a PowerPoint. Have students make their own picture flip books from the vocabulary.

#### Day 2

- Esponja: Describe in Spanish what you are wearing today. Then, pick two classmates and describe what they are wearing.
- Students will fill in guided notes about comparison grammar after watching comparison video from <http://my.hrw.com/>.
- *Using vocabulary and comparison notes students will compare other people’s purchases. Give students a sheet with clothing items that two people purchased (include prices and pictures that can be compared using adjectives) students will create at least three original comparisons using más que, menos que, tan...como using the handout.*

#### Day 3-5 **[How does culture influence interactions between the consumer and the merchant?]** **[What needs do the different shopping experiences meet?]**

The Mercado experience and bargaining

- Esponja: Review comparisons. Write these sentences and then fill in the blanks with names of students from your class.
  1. \_\_\_\_\_ es más baja que \_\_\_\_\_.
  2. \_\_\_\_\_ y \_\_\_\_\_ son tan inteligentes como \_\_\_\_\_.
  3. \_\_\_\_\_ es menos serio que \_\_\_\_\_.
- Students will take out their verb charts where they write all new verbs they receive in Spanish class, and add all the present tense forms of the verbs comprar– to buy, llevar– to wear, costar – to cost, and quedar – to fit on their verb charts.
- *Students will take a quiz assessing their knowledge of vocabulary words and phrases regarding shopping and clothing.*
- Show <http://www.youtube.com/watch?v=ZUphv0J2bYE> a video of the market at Chichicastenango in Guatemala or another video showing the bustling nature of a Mercado. Show students photographs of Chichicastenango at <http://www.wakawaka.net/Galleries/Guatemala/Chichicastenango/index.htm> .
- After students have seen video and photographs students will complete a quick write for five minutes to reflect about what they have seen.
- Students will share some of the things they wrote. Talk to the students about the reality of bargaining in markets and the role of markets in the Spanish speaking country shopping experience.
- Divide class into three groups of the same size. One group will be the merchants at the market, the second group will be citizens of the community doing their daily shopping, and the third group will be a group of tourist looking to purchase souvenirs. Develop a set of cards for each group. Students will have to find merchants who are selling the items they need and negotiate a price that they both agree on.

<p>Merchant Tienes... cinco camiseta turísticas de algodón y tres pulseras de plata</p> <p>You need to make \$75</p>	<p>Citizen Quieres... Pan, Arroz y Una Pina</p> <p>Tienes... \$20</p>	<p>Tourist Quieres... Una pulsera de plata y una falda típica del Mercado</p> <p>Tienes...\$50</p>
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Students will use number, shopping, and clothing vocabulary to negotiate bargains.

- *Exit Slip: Students will answer, “Were you able to purchase everything you needed?” or “Did you sell all of your items and make enough money?”*

#### Day 6-7 [What needs do the different shopping experiences meet?]

The urban “department store”

- Esponja: Students will define in their own words what a department store is.
- As a class we will visit a popular United States department store’s website and compare student definitions to what we see. While we browse students will fill in a chart with the departments seen in each store/goods available, locations of the store, and size.
- Then, as a class we will visit two Spanish department store websites. Possible websites: <http://www.elcorteingles.es/> and <http://www.carrefour.es/index.html> while we browse students will complete their chart with the departments seen in each store/goods available, locations of the stores, when they have sales, and their size. After they complete the chart they should have three columns of information to compare (1 United States department store and 2 Spanish department stores).
- Ask students follow-up questions. Why do you think that the Spanish department stores have everything in such large store? Why do you think these stores located in very populated areas and not more suburban or rural areas? Why do you think the buildings have so many floors?
- *Rebajas Activity: Use a PowerPoint, and in the title space write a clothing item with a color and price. For example, Camisa Roja – doscientos veinte dólares. Tell students that the store is having a huge sale and everything is 50% off! Remind students Spanish speaking countries have sale months when everything is on sale for an extended period of time. They are in charge of advertising the sale item and its new price. The students draw the item of clothing, color it the appropriate color, and write the new price sentence in Spanish. Camisa Roja – doscientos veinte dólares becomes Camisa Roja – Ahora cuesta ciento diez dólares. Using the verb costar is optional.*
- *Check verb chart for correct spelling and subject verb agreement.*

#### Day 8 [What needs do the different shopping experiences meet?]

Neighborhood shops within walking distance

- *Entrance Slip 3-2-1 List 3 things you can buy at a Spanish department store, Write two ways U.S. department stores and Spanish department stores are similar, Write one thing you wish U.S. department stores have that Spanish department stores have.*
- Esponja: Draw a quick comic strip illustrating the following Spanish paragraph: Javier quiere llevar una camiseta azul. Él va de compras. Encuentra una camiseta verde que le gusta, pero no va a comprarla porque no es azul. Luego hay una camiseta azul, pero es muy cara y no se queda. Javier se siente triste porque no puede encontrar su camiseta azul.
- Students will conduct a Jigsaw activity to answer what another typical shopping

experience is in Latin America and Spain. Divide the class into groups of three. Each group will receive a different blank map. Map 1 Calle Florida in Buenos Aires Argentina, Map 2 Las Ramblas in Barcelona, and Map 3 is from their city near a popular shopping center. Using Google Maps, guide books, and tourist maps compile a list of stores on these popular streets and have students plot them on the maps. Have students form groups of three (one from each map group) and share what they found. As a class use the street view feature of Google Maps to browse Las Ramblas in Barcelona.

Day 9-10 [**What needs do the different shopping experiences meet?**]

**[How does culture influence interactions between the consumer and the merchant?]**

- Esponja: Students will make a venn diagram comparing the shopping experience in the US with the different shopping experiences we have learned about in Spanish speaking countries.
- *Introduce Performance Assessment: ¡Vamos de compras! Review requirements, rubric, and show students an example project*
- Students will be given these days to work in the computer lab researching information for their performance assessment using guiding questions on project sheet. Helpful websites include: <http://www.fodors.com/> , <http://www.lonelyplanet.com/> , <http://online.culturegrams.com/main/portal.php> (requires subscription via school library), <http://www.worldbookonline.com/> (requires subscription via school library).

Day 11-12

- Students will be given these days to work in the classroom on their blueprint and dialogue using their research and textbooks as resources.

Day 13

- Esponja: Put a Spanish conversation between a customer and a salesperson in order.
- Students will have time in class to rehearse their customer and salesperson dialogue; this includes time to gather materials needed to set up the storefront in the classroom.
- Students will begin presentations of customer and salesperson dialogues to class. The presentation includes telling the class what their store is called and a few details about their shopping area in English and the actual dialogue in Spanish.

Day 14

- Esponja: Share with a partner what clothing you would wear to each of these places: La playa, el colegio, un baile del colegio, un partido de fútbol. Then discuss where you could buy each item in the United States versus where you could buy it if you were shopping in Sevilla, Spain.
- Students will continue to present their customer and salesperson dialogues to the class.
- *As a class, we will fill in the “L” section of the KWL chart with what the students learned about shopping experiences in Spanish speaking countries.*

Day 15

- Esponja: Given shopping vocabulary and phrases students will write Sí or No to indicate if the person speaking will buy the item or not.
- *Students will take a test which covers clothing and store vocabulary, numbers, the verbs *costar* and *quedar*, and making comparisons using the differences and similarities between the United States shopping experience and the Spanish speaking country shopping experience.*

# ¡Vamos de compras!

You have been asked by a group of developers to design a shopping area for a Spanish speaking community. The shopping area must be designed to fit the needs of the community. As you are working on your design keep these questions in mind:

1. Who will shop here?
2. What will they shop for?
3. How can you best meet their needs while respecting their cultural background?

Your proposal must include:

1. A blueprint of the shopping area. Be sure to cover the following questions:
  - a. What does it look like?
  - b. What kinds of shop(s) are included? Label them in Spanish.
  - c. If there are multiple shops/stalls/departments how are they placed?
  - d. What kinds of goods are sold? Fruits, electronics, clothing, etc.
2. An example of what a dialogue between a customer and a salesperson might look like. Set up your store at the front of the class and be sure to consider the following:
  - a. Does the exchange include bargaining?
  - b. How are the goods handled?
  - c. What questions does the shopper ask in order to get what they want?
  - d. How does the salesperson responds to the customer?

Possible Shopping Area Locations:

Tikal, Guatemala  
San Sebastián, Spain  
Monterrey, Mexico  
Miami, Florida

Lima, Peru  
Havana, Cuba  
Salamanca, Spain  
Buenos Aires, Argentina

Punta Arenas, Chile  
Caracas, Venezuela  
Madrid, Spain  
San José, Costa Rica

The community you are designing for is \_\_\_\_\_.  
Your proposal is due on \_\_\_\_\_.



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Clase: \_\_\_\_\_

### ¡Vamos de compras! Rubric

Category	4	3	2	1
<b>Floor plan of shopping area</b>	Blueprint of your shopping area is well-planned, neatly drawn, colored, and labeled in Spanish. The blueprint is creative and authentic.	Blueprint of your shopping area is well-planned, neatly drawn, colored, and labeled in Spanish, but contains one or two errors. The blueprint is creative and authentic.	Blueprint of your shopping area is shows signs of wear and tear. Stores or areas are left unlabeled. Contains three or more spelling errors.	Blueprint of your shopping area is shows lots of wear and tear. Stores or areas are left off and others are unlabeled. Contains three or more spelling errors.
<b>Store Information</b>	Includes name, hours, currency deal in, and location of shopping area. Information is written neatly / typed and in Spanish.	Leaves off one of the items listed under exemplary or contains a spelling error. Information is written neatly / typed and in Spanish.	Leaves off two of the items listed under exemplary and contains spelling errors.	Leaves off three or more of the items listed under exemplary and contains spelling errors.
<b>Community Fit</b>	Shopping area fits the needs of the community and is culturally aware.	Shopping area fits most of the needs of the community and is culturally aware.	Shopping area does not meet many of the needs of the community, but is culturally aware.	Shopping area does not meet the needs of the community and is not culturally aware.
<b>Customer / Salesperson Dialogue</b>	All group members were involved, speech is clear and no English is used. Uses the verbs comprar, llevar, costar, and quedar correctly. Bargaining is present if applicable.	All group members were involved, speech is clear and one or two English words are used. Includes the verbs comprar, llevar, costar and quedar. Bargaining is present if applicable.	All group members were involved, speech is unclear and student demonstrated incorrect pronunciation. Several English phrases are used. Does not include all required verbs. Bargaining is present if applicable.	Not all group members participated, student demonstrated incorrect pronunciation. The audience was not able to comprehend most of the information presented. English was used frequently. Bargaining was not present when needed.