

Hindi Module:	1) Family and Friends- Rajawat Family and vegetable Market	Theme/Topic:	A Morning at the Market		
Age Range of Learners:	8-12	Targeted Performance Level:	Novice Mid/High	Number of minutes	90

Why preserve historic sites? How do they reflect current day culture?

DO What are the learning targets/can-do statements for this lesson?	KNOW What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?
<p>I can greet people in a polite way.</p> <p>I can answer simple questions about the foods I like at the market.</p> <p>I can ask simple questions about the food items found at a typical outdoor market in India (price, quantity).</p> <p>I can describe the color and size of some fruits and vegetables.</p>	<p>Names of fruits and vegetables typically found at an outdoor market in India.</p> <ul style="list-style-type: none"> Vegetables: <ul style="list-style-type: none"> sabzii (f) - vegetable aaluu (m) -potato muulii (f) - radish gaajar (m) -carrot

I can make a purchase at a market.

I can understand the names of fruits and vegetables found at an outdoor market.

matar (m)-sweet pea

bhindii (f) -okra

baiNgan (m)- egg plant

TamaaTar(m)-tomato

kaThal (m)- jack fruit

khiiraa(m)-cucumber

laukii (f) -bottle gourd

karelaa (m)- bitter gourd

mashruum (m)- mushroom

paalak (m)- spinach

shimlaa mirch(f) – capsicum

- **Fruits**

phal (m)- fruit

aam (m) - mango

papiitaa (m) - papaya

santraa (m)– orange

seb (m)- apple

kelaa (m)- banana

anaar (m) – pomegranate

amruud (m)- guava

tarbuuj (m) –water melon

kharbuuj (m)-musk melon

anaaras (m)-pine apple

naashpaatii (f) - pear

anjiir (m)- fig

khajuur(m)- date

Descriptive vocabulary related to color, size, and taste of a few fruits and vegetables-

- **Colors:**

rang- color

haraa –green
laal- red
piilaa- yellow
baiNganii- purple
bhuuraa- brown
safed- white
halkaa- light
gaaRhaa-dark

- **Shape and Texture**

baRaa - big
chhotaa- small
lambaa- long
golaa – round
andaakaar- oval
kaRaa – kard
mulaayam-soft
galaa- very soft
chiknaa- smooth
kacchaa- green/unripe
paka- ripe

- Taste:
swaad/zaayekaa m- taste
miithaa- sweet
khaTTaa- sour
kaRwaa- bitter
garam- hot
khaTTa- sour
tiitaa/tiikhaa- spicy hot
namkiin-salty
binaa namak ke -unsalted
saadaa-plain

Expressions describing preferences (I like, I do not like, I want):

- I like X - mujhe X pasand hai
- I do not like X -mujhe X nahiiN pasand hai/ mujhe X naapasand hai
- I want X –maiN X chaahtaa/chahtii huuN

Currency:

(Indian) Rupee, paisaa- rupayaa, paisaa

Expressions of quantity:

Quarter kg- ek paaw
Half a kg- aadhaa kilo
Three quarters- paon/paunaa-
One kg- ek kilo
One and a quarter kg-sawaa kilo
One and half kg- DeRh kilo
Two and three quarters kg- paone two kilo
Two kg- do kilo
Two and half kg- Dhaaii kilo

Simple expressions used when making purchases at a market:

- How much is...? - ... kitne kaa hai?/
- I would like to buy...?maiN ...kharidnaa chaahtaa/chahtii huuN
- That's too much. – vah bahut hai!
- I'll pay... maiN ...paise duuNgaa/duuNgii

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Students will “visit” a typical market in India. They will comment on the foods and make purchases by bargaining for a reasonable price. Using a Venn diagram, they will then work in pairs to compare an American outdoor market with one found in India.

Opening Activity

Teacher plays the video clip entitled, “Rajawat Family – Vegetable Market”(Module 1), to set the context for the lesson and to introduce the names and descriptions of various vegetables. The teacher will tell a “story” about his/her visit to a market with a focus on the names and descriptions of the vegetables and his/her preferences.

Time: 10
minutes

Learning Episode


The teacher distributes an 8x10 sheet of paper with small pictures of the targeted vocabulary. Students tear the sheet into individual pictures to use during listening tasks:

- Working in pairs, students play the flyswatter game (using their fingers as the flyswatter) to begin to internalize the new vocabulary. The teacher calls out the words, the students point to the corresponding picture. One student plays the role of the teacher and the other points out the correct picture. The teacher then describes the vegetable and the students point to the corresponding pictures. As the teacher tells the story of his/her visit to the market, the students hold up the picture of the item as they hear its name.

Using the small pictures of the vegetables, students work in pairs to categorize them according to color, size, their preferences, or other categories of their choice. They explain their categories to another pair. The teacher debriefs the task using the Four Corners strategy (<http://wvde.state.wv.us/teach21/FourCorners.html>).

Time: 15
minutes

Learning Episode	
Teacher distributes Indian currency (fake Rupees) of different denominations. He/She conducts an oral review of the numbers using the currency. He/She shows pictures of various vegetables and ask students to decide on the cost per gram, per kilo, etc.	Time: 10 minutes
Learning Episode	
Students “visit” an online Indian market to “purchase” items using the Rupees they have received from the teacher. They work in pairs to talk about what they like and what they want to buy. They share their purchases with another pair of students. The teacher debriefs the task with the whole class asking students’ preferences, the quantity they bought, and the money spent. http://ajmeronlinestore.com/prodCat.php?pcId=Vegetables	Time: 20 minutes
Learning Episode	
Using simple expressions, the teacher demonstrates the art of bargaining at a market in India. He/She works with the class to practice the expressions used when bargaining by taking the role of the seller and asking students to take the role of the buyer. Next, she switches roles with the students and continues practicing the exchange. Students work in pairs to practice a similar role play taking turns as sellers and buyers.	10 minutes
Learning Episode	
Teacher sets up a market in the classroom. Half the students play the role of the sellers, the other half the buyers. The buyers have a specific amount of money to spend. They circulate to buy food, bargain for a good price, and complete their transactions. Students switch roles and conduct the same role play	10 minutes
Learning Episode	
Closure: Distribute one sticky note to each learner and ask him or her to record and then display the most important thing learned that day.	5 minutes



Cooking utensils, cooking gear, recipes in Hindi

<http://ajmeronlinestore.com/prodCat.php?pcId=Vegetables> (Online site for selling fruits and vegetables)

T-Chart

<http://hindistartalk.lrc.columbia.edu/lesson/rajawat-family-vegetable-market/> (Hindi Module)

