

Vamos con la música- Theme-based course with Dani y Beto.

Lesson Plan 1 Note: All activities should take 5-7 minutes.

Day 1 Target Vocabulary: El radio

<i>el/la radio</i>	radio	<i>el/la amigo(a)</i>	friend
<i>sábado</i>	Saturday	<i>la música</i>	music
<i>una canción</i>	song	<i>el tambor</i>	the drum
<i>bueno</i>	Okay; good	<i>¿Qué escuchas?</i>	What do you listen to?
<i>Yo escucho ____.</i>	I listen to ____.		

Optional Vocabulary for advanced or older students:

Explain the conversation element further in depth by teaching how to conjugate the verb *escuchar* in the present tense *yo* and *tú* forms. Show the students how the verb is conjugated for the *yo* form to "*escucho*" and for the *tú* form to "*escuchas*." Explain that the pronoun "*yo*" means "I" and the pronoun "*tú*" means a familiar "you." Give examples of sentences using these two conjugations and the translations. I.e: *¿Escuchas la música popular?* Do you listen to pop music? *Escucho la radio mucho.* I listen to the radio often.

Key phrases to repeat during class and encourage Spanish responses:

<i>Sí</i>	Yes	<i>Hola</i>	Hello
<i>Adiós</i>	Goodbye	<i>Mucho gusto.</i>	Nice to meet you.
<i>¿Cómo te llamas?</i>	What is your name?	<i>Me llamo ____.</i>	My name is ____.

Vocabulary note to teachers: The vocabulary listed in each lesson includes the articles (*el, la, un, una*). For the younger students, it is recommended to omit these from the lessons. This way the students will be able to learn the core vocabulary easier. For the older students, feel free to teach the articles along with the vocabulary words. Make sure they understand the gender and agreement when describing the articles. Also, show them the written words so they see the article as a separate word preceding the noun.

Who are Dani and Beto: Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos con la música!*, follows Dani and Beto as they go on musical adventures in the vibrant city of Buenos Aires in Argentina. We hope you have fun getting to know the class "stars!"

Preparing for class: Be sure to have nametags ready for all of the students. You can write their names on labels that stick on their shirts, or for more durable nametags, you can laminate small cards with their names and punch holes in the tops. String a piece of yarn through the hole and have the students wear these around their necks each week.



Materials list: Print the map picture of Buenos Aires, Argentina or have a map or globe readily available. Print the picture flashcards for the Spanish vocabulary from the intranet. It is recommended to tape the images onto note cards to make them more sturdy and visible. Bring in a radio or toy radio as a visual for the puppet conversation. Have a musical instrument as a prop to pass around like a maraca or tambourine. If possible bring in a toy drum as a visual. Have a radio, iPad, MP3 player, or laptop to play music during class.

Be sure to read this lesson plan carefully and have all the flashcards and images prepared in advance. Know each song very well prior to class, so you can sing and teach it without needing to read the lyrics. There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your students. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. It is imperative that you instruct the class bilingually and encourage understanding by using gestures or cognates. The key phrases listed at the top of the lesson plan should be repeated frequently because they are great examples of extra Spanish the students can learn during class. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy. If you have older students in class, feel free to have them "be" Dani and/or Beto.

Introduction: As the students enter the room, have a radio playing lively Spanish music, such as traditional Argentine music like Tango. Encourage the students to sit in a half circle facing you and take attendance. During attendance, have the students say "*presente.*" Introduce yourself and make sure to show the students the Classroom Responsibilities poster and Consequence and Rewards chart. Also, give them an example of how they can earn a peso or lose a star, depending on the system you choose. Demonstrate the attention-getter and explain how you will be using it in class to regroup the students.

Cantamos: Encourage the students to stand by using *gestures* and saying, "*¡Levántense!*" Teach the students the "theme song" for the class: *Me gusta la música* to the tune of "*La Cucaracha.*" To help the students learn the song, sing it first for them to hear the tune. Break the song down and encourage the students to repeat line by line after you. Once they get a hang of the lyrics, encourage them to sing with you. When singing "*los instrumentos*" hold up an instrument or mimic playing an instrument to help the students make the connection. Pretend to play a musical instrument when singing "*Los toco*" and hold your hand to your ear when singing "*los escucho.*" Pass out musical instruments for the students to shake while singing like maracas, tambourines, or a toy drum. Don't forget to give instructions in both Spanish and English. Watch the video for this song on the Futura intranet to hear the beat.

Me gusta la música (To the tune of "La Cucaracha")

Los instrumentos

Los instrumentos

Hacen buena música

Los toco y los escucho

Sí me gusta la música

Vocabulary: After teaching the song explain what the lyrics mean: "The instruments, the instruments. They make good music. I play them and I hear them. Yes I like music."

Puppet time! Invite all of the students to the circle. Encourage them to sit down by using gestures and saying, "*Siéntense.*" Use your puppets to introduce the class to Dani y Beto. Put the puppets behind your back or in a backpack and say, "*Tenemos dos amigos de la clase.*" We have two friends in our class. *¿Qué significa amigo?* What does *amigo* mean?" See if anyone in the class knows the term *amigo* and teach it by having the entire class repeat *amigo*. Explain that "*amigo*" is for a boy and "*amiga*" is for a girl by using students in the class. Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.

Teacher: *Mis amigos están emocionados para conocerles.* My friends are excited to meet all of you. *¿Pueden adivinar quiénes son?* Can you guess who they are? (Pull out the puppets)

Dani: *¡Hola! Me llamo Dani.* Hi! My name is Dani.

Beto: *Me llamo Beto.* My name is Beto.

Teacher: Let's say "nice to meet you" to Dani and Beto. *Todos repitan por favor, "¡Mucho gusto!"*

***Optional name activity:** If you are a new teacher and would like to get to know the names of your students, pass a maraca or ball around the circle and have the entire class repeat with Dani and Beto, "*¿Cómo te llamas?*" each time a new person receives the object. That student will then say "*Me llamo*" and their name. Encourage the entire class to repeat, "*¡Mucho gusto!*" Continue until every student has been introduced.

Teacher: *Hoy es sábado.* Today is Saturday. (Point to Saturday on a calendar and explain, "*Sábado significa Saturday. Sábado means Saturday.*" Encourage the students to repeat "*sábado*" after you.) (while pointing to the countries on a map or a picture) *Dani y Beto son de México, pero ahora están en Argentina visitando a su amiga, Camila.* Dani and Beto are from Mexico, but they're in Argentina now visiting their friend, Camila.

Beto: (to the class) *¿Quieren explorar Argentina con nosotros?* Do you want to explore Argentina with us?

Teacher: Encourage the class to say, "*¡Sí!*" with the thumbs up gesture. Set out the radio with music playing softly in the classroom. Have the class move and stand with you just outside the door of the classroom as you continue the puppet skit below. You will be pretending that Camila's house is the classroom and the students are entering with Dani and Beto as they greet at the door. As the characters enter Camila's house, the students will enter the classroom with you. Have the students sit on the floor with you next to the radio during the conversation about the music on the radio.

Optional: You can have a student volunteer to play the role of Camila for the following puppet conversation. Encourage the student to read the lines below with a different voice for Camila and actions to act out the skit. You can give him or her a note card with the dialogue to help with the activity.

Note: For younger students who cannot read you will need to whisper each line during the skit and have the student to repeat the Spanish phrase out loud.

Dani: (knocking on the door)

Camila: (answering the door, very excited) *¡Hola Dani! ¿Cómo estás?* How are you?



Dani: *¡Hola Camila! Hi Camila! Estoy muy bien. ¿Y tú?* I'm good. And you? (Show the puppets kissing on the cheek and hugging to greet. Explain to the students that it is typical for people in Latin America to hug and kiss each other on the cheek when greeting.)

Beto: *Escucho buena música adentro.* I hear good music inside. *¿Qué estás escuchando?* What are you listening to? (See if the students can guess what "la música" means. Praise them for their participation and explain that it means music. Encourage the students to repeat "la música" after you.)

Camila: *Bueno, me gusta escuchar la radio.* Well, I like to listen to the radio. *¡Adelante!* Come in! (Explain to the students that many people in Argentina use the phrase "Bueno" often. It can mean "well" or "okay." This is "slang" similar to how people in the United States say "Like" a lot in English even when it may not be grammatically appropriate. Share the following examples: "Bueno, no sé. Well, I don't know. Bueno, hablamos más tarde? Okay then, let's talk later?" "Bueno" also means "good" in all Spanish speaking countries. In Argentina people use "bueno(a)" to describe things as "good" very often. For example: *La comida está buena.* The food is good. *Ella es buena.* She is good. *¡Qué bueno!* Awesome! Encourage the students to repeat "bueno" after you.)

Dani: *Gracias.* Thank you.

(Enter the class and walk with the students to the radio and make a circle on the floor. Hold the radio and have the students repeat "el radio" after you. *Optional:* Explain that "el radio" refers to the actual radio (machine) itself. "La radio" refers to the music or signal from the radio. Use the following sentences with gestures to explain this to the students "Estoy escuchando la radio. I am listening to the radio." "Apago el radio. I turn off the radio.")

Beto: *Me gusta esta canción.* I like this song. (Teach, "una canción" means a song. Encourage the students to repeat "una canción" after you.)

***Tip:** If this word is difficult for the students to pronounce, break it down by syllables and clap for each syllable encouraging the students to slowly repeat each syllable and then repeat the word all together. For example: *can-ción*

Dani: *Me gusta el tambor en la canción.* I like the drum in the song. (Hold up a toy drum or picture of a drum and encourage the students to repeat "el tambor" after you. Have the students pretend playing a drum while repeating a few more times for extra practice.)

Interactive Activity: Hold up each picture flashcard of the vocabulary words one by one and encourage the students to repeat the word after you in Spanish using different voices like a high pitched, deep, quiet, or loud voice. Place the picture flashcards in the center of the circle. Pass a maraca or tambourine around the circle while playing music and encourage the students to shake it when they receive it. Randomly stop the music and call out a Spanish vocabulary word. The student holding the musical instrument will call out the English translation and point to the matching picture. If a student needs help, ask the class to help give the answer. Once the answer is called out, have the entire class repeat the Spanish vocabulary word for practice. Continue playing by restarting the music and stopping it randomly to quiz the students on another word.

Tips for Mixed Grade Classes: Choose older students to be the team captains or help you to set up for the activities. When assigning teams, ensure that there is an equal separation of ages on each team. For example: the younger students should be spread out evenly among the two teams. Choose students of the same age to compete against each other during the games.



Juego: El radio- Have a radio on a desk or a table. Divide the class into two teams and have them line up facing you and the radio. When you hold up a picture flashcard or object and call out the English vocabulary word, the first person from each team will race to touch the radio in order to "buzz in" to give the answer, which is the Spanish translation. For example: if you call out "drum" and hold up a toy drum the students will race to the radio to buzz in and answer "el tambor." The student with the fastest correct answer scores a point for his or her team. After each answer is given, have the entire class repeat the Spanish together. Continue playing by having the next student in line for each team compete. The team with the most points at the end of the game wins stickers or pesos. Praise all students for their hard work. ***Tip:** Since this vocabulary is new to the students, it will be helpful to encourage the teams to work together to think of the answer and whisper it to the teammate who will race to the radio. If the students are still struggling, give them clues like what letter the word starts with, what it rhymes with, or say the word in Spanish and they answer in English.

Cantamos: Encourage the students to stand using gestures and saying, "Levántense." As a transition, have the students sing the theme song.

Merienda & Notas Culturales: Notes about snack time: Morning classes will not need a snack. In the afternoon classes, please make sure to bring an extra healthy snack such as raisins, fruit snacks, or pretzels in case the students forget. **Be aware of any allergies listed on the class roll.** Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. After snack time is over, let the students know this will be the bathroom break time, during which they can get a drink of water and throw away their garbage. **This should be the only break for leaving the classroom in order to avoid disruptions, so remind them to take advantage of the time.** Tip: For the remaining classes you can ask students to use the restrooms prior to class so that you won't need to do bathroom breaks each week and can use more of the class time for fun activities. If some students are not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.

Dani and Beto are in the vibrant city of Buenos Aires, Argentina. Show the students where this is on the map. This is the capitol city of Argentina, and it is also the largest city in the country. Show the pictures from the intranet for the students to see the many buildings and roads with multiple lanes. The city is known for great food, varied shopping, and lively entertainment.

People from Buenos Aires are called *porteños*, or people of the port to acknowledge the port and development in the city. The people in the city are known for their beauty. Many of their families came to Argentina from Europe. The *porteños* speak Spanish with a different dialect of adapted words and styles from Italy and Spain. For example in Mexico many people would use the words "quizás" or "tal vez" to say "maybe." In Argentina most people would use the words "capaz" or "puede ser" to say "maybe." This is similar to how people in different parts of the United States sound different and use different words when they speak English. For example in the South people typically say "howdy" and in the north people say "hello." In the South people say "y'all" and in the north people say "you guys."



Music and dance are a huge part of the Argentine culture. Buenos Aires is known for the tango, which was developed in the city and surrounding areas. The tango is a ballroom style music and is traditionally played by two violins, a piano, double bass, and a *bandoleón* (similar to an accordion). Other popular genres (or types of music) in Argentina are folk (traditional folklore), classical, and pop. Discuss with the students what type of music they or their families like to listen to on the radio.

El bombo legüero is an indigenous Argentine bass drum. The instrument is typically made from a hollowed tree trunk and sheep's skin. Here is a youtube video with examples of this drum:

<http://www.youtube.com/watch?v=DW5pFFMmW4g&feature=related>

Print pictures of these instruments if you don't have access to these videos in class.

This drum along with a guitar are played in the *zamba*, a slow dance that was once considered Argentina's national dance. Show the students the picture of this drum. Here is an example of the dance: <http://www.youtube.com/watch?v=H-daUFbZIo0>

El cajón box drum is a box-shaped instrument played by slapping the front face (generally made of thin wood) with the hands. The source of the instrument is from Peru but is common in musical performances around the Americas. Here is a video of children in Northern Argentina learning to play *el cajón*: <http://www.youtube.com/watch?v=9rWYdIOCJOE>

Transition: Give the students a reminder after five minutes of snack time saying, "*Tenemos dos minutos más. We have two more minutes of snack. Por favor, apúrense. Please hurry up. ¡El próximo juego es muy divertido! The next game is very fun!*" Slowly count down from five in Spanish when you are ready to move on to the next activity. Explain that when you say "cero" the students should be quietly waiting for the next directions.

Choose one of the following activities based upon the age group of your students:

Activity good for all ages- Yo escucho la radio: For this game, use an open area in the class for the students to dance while listening to the radio. Play Argentine Spanish music (like the examples from the culture lesson if possible). Encourage the students to dance to the music. When you randomly stop the music, the students must freeze in place. The first student to move or talk has to answer a question in Spanish. You can make this simple by holding up a picture flashcard and having the student give the Spanish word for it. For example: hold up a picture of a drum and the student will need to say "*el tambor.*" Have the entire class repeat the Spanish word and then continue on with the game by playing the music.

Activity for older students: La Rueda de la Fortuna- Use the Wheel of Fortune Template from the intranet as a game board. Secure a fastener in the center of the board (using a piece of cardboard) with a sturdy paper arrow for the students to spin. *Note:* Instead of making a wheel you could assign a number to each part of the wheel and have the students roll dice to see what they land on. Divide the class into two teams. Have a word puzzle on the board with blanks for each letter of the puzzle. Each team will take a turn to spin the wheel and guess a letter for the puzzle. If the letter they guessed is in the puzzle, they earn the value of the points their spin landed on. If there are multiple letters their point value multiplies also. For example if the students guessed "s" and there were three "s" in the puzzle the students would earn three times the value of points they landed on. Each time letters are revealed the team with the turn gets to try and guess the word puzzle before passing the turn on to the next



team. The wheel does have a "bancarrota" where the team would loose all of their points going bankrupt and a "pierde una vuelta" where the team would loose their turn. Once a team correctly guesses a puzzle have the class repeat the Spanish phrase after you and review the meaning. Continue playing with a new puzzle until the five to seven minutes is up. The team with the most points from the game wins.

Example Puzzles:

sábado

Yo escucho la radio.

¿Qué escuchas?

¿Escuchas la música?

Una canción

El tambor

El proyecto de la canción: Play the "Los Pollitos Dicen" song for the students. If possible use a laptop or Ipad to play the Youtube video (<http://www.youtube.com/watch?v=tDG-LmO4tzs>) of the song for a fun visual or hold up a picture of a chicken and hen while singing. *Tip:* You can also check out a CD from the library of this song. Explain that this is a very popular children's song in many Spanish speaking countries. See if the students can relate and share their favorite song. For example: "Twinkle Twinkle Little Star," "Itsy Bitsy Spider," "Wheels on the Bus," etc. Explain to the students that they will be learning to sing this popular song in Spanish just like they can sing the fun songs they love in English. Each week you will teach the students another portion of the song with gestures so that the students can slowly learn the song. Teach the first portion of the song (in bold) below by explaining the meaning of the lyrics and then having the students repeat after you. Encourage the students to mimic gestures while singing like rubbing their belly for hunger and shivering for cold. Please note there are some variations to this song.

"Los Pollitos Dicen"

***Los pollitos dicen pío, pío, pío
cuando tienen hambre, cuando tienen frío.***

*La gallina busca el maíz y el trigo
Les da la comida y les presta abrigo.*

*Bajo sus dos alas, acurrucaditos,
hasta el otro día
duermen los pollitos.*

English translation:

The little chicks say peep, peep, peep
when they are hungry, when they are cold.

The hen looks for corn and wheat
she gives them food to eat and lends her coat.

Safe under mama's wings, huddling up,
sleep the little chicks until the next day.

Praise the students for their efforts by giving "un aplauso" and encouraging the students to clap for themselves and pat themselves on the back.

Pasa el tambor: Teach the students that the question, "*¿Qué escuchas?*" means "What do you listen to?" Encourage the students to repeat this question a few times after you. Explain that the answer to the question is "*Yo escucho_____.*" Have the students repeat this after you as well while pointing to themselves when saying "*yo.*" Explain that the students can say "*Yo escucho la radio.* I listen to the radio. Or *Yo escucho la música.* I listen to the music. Or *Yo escucho el tambor.* I listen to the drum." Pass a toy drum, microphone, or musical instrument around the circle to practice this conversation element. Encourage the class to ask the question, "*¿Qué escuchas?*" together in a loud voice when a student receives the musical instrument. This student can choose one of the responses above. After answering the student will play the instrument and pass it to the next student in the circle.

***Tip:** Have the question and possible answers written up on the board for the students to reference. For the younger students, you may need to give them just one answer to repeat after you.

Optional Variation: Have the students stand in a large circle. Ask for one volunteer to stand in the center of the circle closing his or her eyes and pointing out towards the circle. Once you start chanting or singing, "*¿Qué escuchas? What do you listen to?*" the students in the large circle and the student in the center will move in opposite directions. When you stop singing, the students will all stop in their places. The student from the center can open his or her eyes to see which student was chosen (who he or she is pointing to). This student will have to answer the question with, "*Yo escucho (la radio, el tambor, o la música).*" If he or she can answer in Spanish, the reward is to be the person in the middle. If the answer is incorrect, the game continues. Encourage the entire class to sing the question with you as they move around the circle.

Optional for older students: Explain the conversation element further in depth by teaching how to conjugate the verb *escuchar* in the present tense *yo* and *tú* forms. Refer to the notes at the beginning of the lesson plan for this.

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

Dani: *Me encanta la música en Buenos Aires.* I love the music in Buenos Aires.

Camila: *Bueno, vamos al parque mañana para escuchar música en vivo.* Well, we are going to the park tomorrow to listen to live music.

Dani & Beto: *¡Qué bueno! Great! Adiós clase. Nos vemos la próxima clase en Buenos Aires.* We'll see you at the next class in Buenos Aires.

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

Adiós: Teach the "*Adiós Amigos*" song to the tune of "Frere Jacques" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

*Adiós amigos, adiós amigos
Hasta la vista, hasta la vista
Hasta luego, hasta luego
Chau, chau, chau. Chau, chau, Chau.*



Ask the students to "*Formen una fila en la puerta.* Form a line at the door." Hand out the newsletters and parent introduction letters, and have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.