

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

Lesson Plan 2 Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: Los músicos en la calle

<i>los/las músico(a)s</i>	musicians	<i>los instrumentos</i>	instruments
<i>aplauzo</i>	applause or clapping	<i>la guitarra</i>	guitar
<i>la banda</i>	band	<i>domingo</i>	Sunday
<i>Toco_____.</i>	I play_____.	<i>Me gusta_____.</i>	I like_____.

Optional Vocabulary for advanced or older students:

Review the verb *escuchar* in the present tense *yo* and *tú* forms. Show how the new verb *tocar* can be conjugated the same way. Review the pronouns "yo" and "tú." Give examples of sentences using these two conjugations and the translations. I.e: *¿Tocas la guitarra?* Do you play the guitar? *Toco el tambor.* I play the drum.

Key phrases to repeat during class and encourage Spanish responses:

<i>Bueno</i>	Okay; Good	<i>por favor</i>	Please
<i>Sí</i>	Yes	<i>Gracias</i>	Thank you
<i>¿Cómo te llamas?</i>	What is your name?	<i>Me llamo_____.</i>	My name is_____.

Preparing for class: Have the nametags ready for all of the students. Be sure also to read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Remember that since this is a theme-based class, students of various grades and Spanish levels may be in combined into your class. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy!

Specifics for today's class: 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 as many props for the puppet skit to make the scene come alive. Have the culture images from the intranet posted around the room for the "Tour of San Telmo."

Introduction: Have traditional Argentine music like Tango playing as the students enter the room. Give them a warm welcome by saying, "*¡Adelante! Come in!*" See if the students enjoy the music by asking, "*¿Te gusta la música?* Do you like the music?" Encourage the students to respond, "*Sí o no.*"

Have the students place their backpacks in the back of the classroom. Hand out the nametags to the students and using Spanish encourage them to sit in the circle. Take attendance and have the students say "*presente.*" Remind students of the Classroom Responsibilities and consequence and rewards systems as well as the attention getter.



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Cantamos: Encourage the students to stand by using *gestures* and saying, "*¡Levántense!*" Pass out musical instruments for the students to shake while singing like maracas, tambourines, or toy drums. Have the students sing and use *gestures* to the "theme song" for the class: *Me gusta la música* to the tune of "*La Cucaracha*." After singing the song, teach the word "*los instrumentos*" by holding up various instruments and explaining, "*Los instrumentos son* the instruments. *Todos repitan por favor, los instrumentos.*"

Juego de repaso: Los Instrumentos Calientes- Have the students stand in a circle. Explain when you play music the students will pass two musical instruments around the circle in opposite directions. You can use maracas, tambourines, or toy instruments. When you stop the music the two students holding the musical instruments will compete to translate a vocabulary word from last week. Start by calling out a vocabulary word in Spanish. The students holding the instruments will race to say the word in English. Continue the game by resuming the music and having the students continue to pass the instruments. As the students get a hang of the game, you can make it more challenging by holding up a picture flashcard and having the two students race to call out the Spanish translation. After each answer is given review the Spanish by having the entire class repeat after you. Praise the students for their efforts.

Puppet time! Invite all of the students to the circle. Encourage them to sit down by using *gestures* and saying, "*¡Siéntense.*"

Teacher: *Hoy es domingo.* Today is Sunday. (Point to Sunday on a calendar and explain, "*Domingo significa Sunday. Domingo means Sunday.*" Encourage the students to repeat "*domingo*" after you.)

***Optional Song:** Sing to the students while pointing to the different days of the week on the calendar, "*Hoy es domingo* all day long! Doo-dah-doo-dah! *Hoy es domingo* all day long! Oh-the-doo-dah-day! *Mañana es lunes* all day long! Doo-dah-doo-dah! *Mañana es lunes* all day long! Oh-the-doo-dah-day! *Ayer fue sábado* all day long! Doo-dah-doo-dah! *Ayer fue sábado* all day long! Oh-the-doo-dah-day!"

Camila: *Vamos al barrio de San Telmo para escuchar música en vivo.* We are going to the San Telmo neighborhood to listen to live music. *¡Vámonos!* Let's go!

Tour of San Telmo: Encourage the class to say, "*¡Bueno!*" with the thumbs up gesture. Have pictures of the live musicians in San Telmo from the intranet posted around the room. Walk with the students to the different images. Flip back and forth using Spanish and English while sharing these culture lessons about the pictures.

Notas Culturales: Dani, Beto, and Camila are visiting the San Telmo, the oldest *barrio* (neighborhood) in Buenos Aires. There are cafes, tango parlors, and antique shops along the cobblestone streets. On Sundays, *los domingos*, San Telmo is famous for its antique fair in *Plaza Dorrego*, the heart of the neighborhood. The main street in San Telmo is called *Defensa* where musicians, artists, tango orchestras, singers, and street performers can be found. Arts and crafts from local people are sold outside the shops. Streets are closed to traffic for these events. Ask the students if they have ever seen musicians or dancers on the streets in their neighborhood. Would they like to live a neighborhood like San Telmo?

Teacher: *Vamos a sentarnos aquí para escuchar la música.* We are going to sit down here to listen to the music. (Have the students sit in a circle on the floor while you continue the puppet conversation.)



Dani: *¡Mira! Look! Hay una banda en la calle.* There is a band in the street. (Hold up a picture of a band and have the students repeat, "la banda" after you.)

Beto: *Los músicos tienen sus instrumentos. Veo un tambor y una guitarra.* The musicians have their instruments. I see a drum and guitar. (Point to the musicians in the band picture and explain, "Los músicos significan the musicians. Repitan por favor, los músicos. Review "los instrumentos" and "el tambor" by holding up the instruments or showing the pictures encouraging the students to repeat after you. Hold up a guitar or a picture of a guitar and teach the students "la guitarra." Encourage the students to use gestures for the instrument words while repeating.)

Camila: *Me gusta la guitarra.* I like the guitar.

Beto: (while clapping) *¡Qué bueno! ¡Aplauso!* (Encourage the students to clap for applause with you and repeat "aplausos.")

Interactive Activity: Write the phrase "Me gusta____" on the board or on a poster and explain to the students that this means "I like." Have the students repeat this after you in a few different voices for practice. Pass a toy guitar or a picture of a guitar around the circle and encourage the students to each repeat the phrase, "Me gusta la guitarra." when they receive it. You can further this by adding other vocabulary like *la música, la canción, la radio, el tambor, y la banda.*

Juego: El arte- Explain that there are many artists in the streets selling their art. The students are going to take turns being artists in this game, which is similar to Pictionary. Divide the class into two teams. Have one person from each team start at the board or with a blank piece of paper. When you whisper a vocabulary word in Spanish, they will draw the word for their team. The first team to guess the Spanish vocabulary word from the drawings scores a point for his or her team. Continue playing by having a new person from each team draw. Vocabulary words to use: *la música, los músicos, el tambor, la guitarra, la banda, los instrumentos, la radio, el aplauso, y el or la amigo(a).* After each answer is given, review with the entire class by having them repeat the Spanish after you. The team with the most points at the end of the game wins stickers or pesos.

Note: To make it easier for younger students, review all vocabulary to be used in the game and write the words on the board or hang the picture flashcards.

Merienda & Notas Culturales: As a transition use your attention getter to regroup the students and encourage them to sit in a circle for snack time. Once the students are seated ask the following questions in Spanish followed by English to spark their interest. Buenos Aires is a very large city made up of many unique and exciting *barrios* (neighborhoods). *La Boca* is a neighborhood that is known for the colorful houses and buildings. The workers who painted large boats used the leftover paint for their own *casas* (homes) which is why the *casas* are so colorful. Show the pictures from the intranet while explaining and point out the colors in Spanish even though these words will not be formally taught. *El Caminito*, the famous street named for a popular Tango song in the neighborhood, is a tourist destination for photos and weekend craft shopping. Street performers, musicians, and tango dancers can be found performing on this street as well.

In México, where Dani and Beto are from, Sunday (*el domingo*) is also a family day. Families often stroll together in *el zócalo*, which is the center plaza found in every Mexican city or



town. This center plaza usually has a large church, trees, flowers, and park benches. On Sundays there are street vendors selling their wares like ice cream, for example.

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.

Activities good for all ages:

Sillas Musicales- Put chairs into a big circle in your room making sure there are two less than the number of students in your class. Play music and have the students move around the chairs in a circle. When you stop the music, the students must quickly try to find a seat. The students who are without a seat will compete to answer a question in Spanish. You can simply hold up a picture flashcard from class and have them race to say the Spanish word, or you can ask them a question. For example: "*¿Qué significa una canción?*" "*¿Qué es el domingo?*" The student with the fastest correct answer wins a sticker or peso. Continue playing the game by resuming the music and having all students continue to walk around the circle until the music stops again. **Good songs to play would be:** *Juan Dice* (track 22) or *Sábado* (track 23) from the Sing, Dance, Laugh, and Eat Tacos Volume 1 CD. Encourage the students to sing along with the music you play.

Sin Sillas- Clear a space in the middle of the room. Have the music flashcards with pictures on the floor so that they form a circle the students can walk around. You should have one flashcard for every student, so you may need to have doubles. Explain that you will play the music and the students should start walking around the circle. When the music stops, all the students should freeze next to the music card where they are standing. Call out a sentence using one of the vocabulary words in Spanish. For example: *Me gusta el tambor.* The student or students standing next to that music word should raise their hand(s) and repeat the vocabulary word in both English and Spanish to receive a peso or sticker. All students should be looking for who is standing next to that image and point to him or her. Continue the game by resuming the music and having the students move around the circle.

***Tips for Mixed age classes-** For the younger students, use easy cognates or have them translate from Spanish to English in the games. Ask the older students the more challenging vocabulary words and questions during the games.

El proyecto de la canción: Play the "*Los Pollitos Dicen*" song from last week for the students encouraging them to sing along with the verse they learned. Teach the new 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*



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*Les da la comida y les presta abrigo.
Bajo sus dos alas, acurrucaditos,
hasta el otro día
duermen los pollitos.*

Praise the students for their efforts by giving "aplausos" and encouraging the students to clap for themselves and pat themselves on the back and repeat "aplausos" after you.

Toco los instrumentos: Teach the students that the phrase, "Toco ___" means "I play ___." Give examples like "Toco la guitarra. I play the guitar. Toco el tambor. I play the drum. Toco los instrumentos. I play instruments." Encourage the students to repeat this phrase a few times after you. Choose one of the activities below to reinforce this concept based on the ages of the students in your class.

Actividad for all ages: Hacer girar la guitarra- Have the class stand or sit in a large circle. Place a toy guitar or maraca in the center of the circle. Ask for a volunteer to start the activity by spinning the instrument. When the instrument stops spinning, hold up a musical instrument and the student that the guitar is pointing to will say "Toco +_(the musical instrument image you hold up in Spanish)_" Continue the activity by having that student spin the instrument to see what student goes next. Praise the students for their efforts and help them along as needed.

For older students, as they get the hang of the activity, include additional phrases and sentences like "Me gusta ___" and "Escucho ___" reinforcing music vocabulary they have learned from class.

Actividad for younger students: Explain that Dani and Beto are watching a group of musicians getting ready to perform a new song. Have two sets of picture flashcards representing: *el tambor, la música, la guitarra, la banda, los instrumentos, y los músicos.* Review these vocabulary flashcards with the students before starting. Place each set of images in a paper bag on one end of the classroom. Divide the class into two teams and have them line up facing the bags. When you call a sentence out in Spanish using one of the vocabulary words above, the first person from each team will race to find that image. For example, if you say "Toco la guitarra" the students will look for the guitar image. If you say "Me gusta la música" the students will look for the music image. After the correct image is found review the entire sentence with the class by having them tell you what it means in English and repeat the Spanish after you.

Actividad for older students: Divide the class into two teams. Have a set of sentences using the verbs *tocar* and *escuchar* on separate slips of paper in an envelope for each team. Explain that when Dani or Beto say something about music, the students will race to find the matching translation in their envelope. Students can spread the slips of paper out on a table and work together as a team to find the translation. Have some sentences in Spanish and some in English to challenge the students to identify the translations from both languages.

Example sentences: *Escucho la radio. I play instruments. Escucho la música. Toco el tambor. I listen to the band.*



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Optional for older students: Review the verb *escuchar* in the present tense *yo* and *tú* forms. Show how the new verb *tocar* can be conjugated the same way. Review the pronouns "yo" and "tú." Give examples of sentences using these two conjugations and the translations. I.e: *¿Tocas la guitarra?* Do you play the guitar? *Toco el tambor.* I play the drum.

Optional Actividad: Creating guitars- Hold up an example of the craft that you have pre-made and ask the class, "*¿Qué es esta?* What is this?" Praise the students and have the entire class repeat, "*la guitarra.*" Explain that each student will be making his or her own guitar to play in class! You can have the students make their own guitars or if you have a large class, feel free to pair up the students and have each pair make and share a guitar. After the guitars are finished, go around the room and have each student show his or her guitar to the class and say "*Me gusta la guitarra.*"

Materials you will need: 2 paper or plastic plates per student, stapler, tape, glue, popsicle stick per student, beads or buttons, 3 rubber bands per student, for decoration: stickers or coloring supplies

Directions: Stack two paper plates together and staple them together for durability. Color and decorate the plates with stickers. Glue a popsicle stick to the back of the plates and secure with tape. Glue beads or buttons on the end of the stick for tuning knobs. Stretch three rubber bands across the plate for the strings of the guitar.

Tip: This will work best if you have most of the guitars mostly pre-made. For example: Staple the plates together and attach the popsicle stick. The students can simply decorate and attach the strings for the guitar. Look at the bottom of the Day 2 Images document on the intranet for a completed picture of this project for a helpful visual.

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

Dani: *Me gustan los domingos en Buenos Aires.* I like Sundays in Buenos Aires.

Camila: *Mañana es lunes y ustedes van a visitar mi escuela.* Tomorrow is Monday and you are going to visit my school.

Dani & Beto: *¡Qué bueno! Great! Adiós clase. Nos vemos a 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.

