

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

Lesson Plan 3 Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: La clase de música

<i>la clase de música</i>	music class	<i>la escuela</i>	school
<i>maestro(a)</i>	teacher	<i>los libros</i>	books
<i>un lápiz</i>	pencil	<i>lunes</i>	Monday
<i>más suave</i>	quieter	<i>más fuerte</i>	louder

Optional Vocabulary for advanced or older students:

<i>el cuaderno</i>	notebook	<i>el bolígrafo</i>	pen
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Key phrases to repeat during class and encourage Spanish responses:

<i>Bueno</i>	Okay; good	<i>¿Dónde está?</i>	Where is it?
<i>Necesito_____.</i>	I need_____.	<i>Toca_____.</i>	Touch or play_____.

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Emphasize the key phrases above by repeating them throughout the class. Use puppets and props when applicable to make the class activities come alive.

Specifics for today's class: Bring in the picture vocabulary flashcards for today and from previous classes. Have the classroom object props set out around the room for the interactive packing activity. Set up the chairs in small rows facing one direction like in a traditional classroom. Bring in a calendar to use as a visual. Be sure to have the picture flashcards under the chairs, turned over facing down for the *¿Dónde está?* game. Hide the objects or flashcards for the *¿Dónde está?* Scavenger Hunt around the room.

Introduction: As the students enter the room, give them a warm welcome by saying, "*iHola! Hoy es lunes y vamos a la escuela con Camila hoy.* Today is Monday and we are going to school with Camila today."

Have the students grab their backpacks and line up near the door. 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. Continue on with the interactive puppet skit below.

Camila: *Bueno, necesitamos empacar las mochilas para escuela hoy.* Okay, we need to pack our backpacks for school today. (Hold up the picture flashcard for school and have the students repeat after you "*la escuela.*")

***Interactive Activity:** For the vocabulary introduction have the students carry their backpacks around the room to "pack" for school with you, Dani, Beto, and Camila. Use real props for the following vocabulary lessons if possible or the picture flashcards: *los libros, un*



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lápiz, un cuaderno, un bolígrafo. Encourage the students to walk with you and as you reach each item hold it up and use the phrase, "*Necesito ____.* I need ____." and mimic packing the item. Encourage the class to repeat only the vocabulary items for today and review items like: *los libros y un lápiz.* There will be two additional things "to pack" for the adventure that you will not need to formally teach or reinforce.

Note: For classes with older students, you can challenge them by formally teaching the two additional Spanish words.

Camila: *¿Estamos listos?* Are we are ready? (Encourage the students to say "*¡Listos!*") *¡Bueno! Vamos a la escuela.* Great! Let's go to school.

Teacher: Have the students follow you in a line around the room pretending to walk to school and then opening the door to the classroom. Continue with the puppet skit below. You will play the role of the "*Maestro(a)*" in the skit. Wear a scarf, cardigan, glasses, or a vest to get into character. Have fun with the role and use a different voice to distinguish the different role. Have the students place their backpacks by the door and find seats in the chairs you have set out in rows.

(At music class)

Maestro(a): *Buenos días alumnos.* Good morning students. *Bienvenidos a la clase de música.* Welcome to music class. (Write "*la clase de música*" on the board or on a poster and have the students repeat after you.)

Soy el/la maestro(a) de música. I am the music teacher. (Explain that it is "*el maestro*" for a male teacher and "*la maestra*" for a female teacher. Encourage the students to repeat the Spanish words after you.)

Hoy es lunes. Today is Monday. (Point to Monday on a calendar and encourage the students to repeat "*lunes*" after you. Share a quick cultural note with the students to let them know the days of the week are not capitalized in Spanish unless they are at the start of the sentence. Also, Monday is the first day of the week, not Sunday.)

Vamos a cantar una canción. Let's sing a song.

Sing to the students the following days of the week song while pointing to the different days on the calendar. Teach the song to the students by having them repeat each line after you and sing along. During the song, encourage the students to sing louder by saying, "*más fuerte por favor*" and then quieter with, "*más suave por favor.*" After the song, teach these phrases to the students by using the different tones of your voice and have the students repeat the phrases after you.

Note: It is okay that they haven't learned all the days of the week yet. They can learn the song and will learn each day of the week during the course.

"Los días de la semana"- Sing to the tune of "Oh, My Darlin' Clementine"

domingo, lunes

martes, miércoles

jueves, viernes, sábado

domingo, lunes

martes, miércoles

jueves, viernes, sábado

Encourage the students to clap with you repeating "*aplausos*" after the song.



Juego: ¿Dónde está...? (Make sure you have your picture flashcards under all of the seats and let the students know they shouldn't turn them over until you tell them to.) Explain that when the *maestro(a)* asks *¿Dónde está?* and a vocabulary word from class (*los libros, una lápiz, la escuela, el maestro, lunes, domingo, sábado, y la clase de música*), everyone must look under their chairs at the notecard. Whoever has the corresponding word should stand up and repeat the vocabulary word. There may be more than one student with the same card, which is fine. Both students should hold up their cards while calling out the designated vocabulary words. Feel free to make this a speed game or throw out small prizes like pesos or stickers to students with the correct responses. Praise all efforts in Spanish and keep playing for 5-7 minutes or until each student has had an opportunity to participate.

***Variation Activity: ¿Dónde está?-** Have two sets of flashcards or objects representing the following vocabulary words (*los libros, una lápiz, la escuela, el maestro, lunes, domingo, sábado, y la clase de música*) spread out on two sides of the room. Divide the students into two teams and have them line up on opposite sides of the room in front of the objects. Ask the students where the classroom objects or vocabulary words can be found in the music class and have them race to pick up the classroom object that you call out. Example: "*¿Dónde están los libros?*" The first student from each team will race to the table to hold up that object or flashcard. The student who reaches the correct object first scores a point for his or her team. Continue playing until the five to seven minutes is up. The team with the most points wins pesos or stickers. After each item is found have the entire class repeat the Spanish word after you. For older students this can be a race to match the Spanish word to the picture or object.

Notes: Make sure there is a clear path. Also review the Classroom Responsibilities before starting. As the students get the hang of the game you can include additional review vocabulary like: *los instrumentos, la guitarra, el tambor, el amigo, el radio, la banda, etc.*

Me voy a la escuela- Have all of the students sit in a circle with the picture flashcards of the classroom and music vocabulary in the center. Start off by saying, "*Me voy a la escuela y llevo un _(classroom object or musical instrument)_*" while picking it up from the center and holding it up. Pass the flashcard or object to the next student who will say "*Me voy a la escuela y llevo un _(the object previously stated)_ y un _____*" while picking out a new object from the center. Keep going around the circle and have the children add to the list. This is a great memory game and really fun!

Merienda & Notas Culturales: Use your attention getter to regroup the students and let them know it is snack time. They should get their snacks and return to the circle. Once the students are seated ask the following questions in Spanish followed by English to spark their interest. Flip back and forth using Spanish and English for the cultural notes.

Most schools in Latin America require that children wear uniforms even in public schools. Students in primary school in Argentina typically wear knee length white smocks, similar to lab coats. Show the students the pictures of the students in Argentina from the intranet. This was a tradition that started in Spain, Italy, and France that was brought to Argentina. The purpose of the white smock was to cover the difference in clothing of the students so that poor children wouldn't be embarrassed by their poor clothing. See if the students wear a



uniform during the school day. Do they like wearing a uniform or would they like to wear a uniform?

Children attend school from March (which is fall in South America) to late November. Summer break is during December, January, and February, which are the hottest months in Argentina. The seasons are opposite of the seasons in the United States because they are on the other side of the equator. Show the students where Argentina is on the map and how far it is from the United States.

The word "*maestro*" is used to refer to a teacher who teaches young children, for example in elementary school. The word "*alumnos*" is the word for younger students. The word "*profesor*" is used to refer to a teacher who teaches older students in high school or at a university. The older students are called "*estudiantes*."

In different Spanish speaking countries there are different words to describe the same thing. For example in Mexico people call a pen "*una pluma*" and in Peru they would call a pen "*un lapicero*." In Argentina, most people call a pen "*una lapicera*" or "*Birome*" in honor of László Biró, the Hungarian inventor of the ball point pen, which was made in Argentina.

Transition: 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 a toy drum. Have the students sing and mimic gestures to the "theme song" for the class: *Me gusta la música* to the tune of "*La Cucaracha*." After the song, review the vocabulary words from the song. Move to a new area in the room for the following interactive game.

Activity good for all ages: ¿Dónde está...en la clase de música?- This game is a scavenger hunt. You will need copies of the scavenger hunt list you create for your students (complete with clipart pictures for your non-readers) and the matching picture flashcards or real objects placed around the room. Before class, you will need to hide the items around the room. Make sure to put them where no one will be tempted to do anything dangerous to retrieve them (such as climbing, etc.) and where you can keep an eye on all students at all times during the game. Also make sure you hide them in places that are appropriately challenging for your group of students. You can determine how you'd like to make this activity work. You might hide two of each item and tag them with red or blue stickers. In this instance, if the red team found the blue stickered item, they'd have to leave it and keep looking for their own. (While this way requires you to bring in more flashcards/objects, it also ensures that the game will be calmer and quieter, as the kids are trying not to be obvious when they find something in case it belongs to the other team.) Alternatively, you can hide more flashcards/objects (around 15-20) and have the teams search like an Easter egg hunt. For the "Easter egg" version, they can play individually or in teams.

In class, explain that the students are going to find the missing objects or vocabulary words in the "*la clase de música*" (the music class). The individual or team that finds the most of the hidden items on the list wins. Be sure they clearly understand the guidelines, that every group or individual has a copy of the list, and that you have gone over each item together to make sure they know what they are looking for. (If you have nonreaders, it's especially important to keep your list short.) Walk around the room to help the students and ensure they stay on



task. Once a team has found everything on their list or once the time is up (allow 5-7 minutes of actual play time), return to the circle to go over the list and reveal what was found for each item. Reinforce the vocabulary by asking the students what each item is by saying, "¿Qué es (vocabulary item)?" Encourage all students to repeat the Spanish vocabulary after you.

Tip: Make sure to go over the Student Responsibilities before playing.

Sample Scavenger Hunt List for playing in teams

1. los libros
2. el maestro
3. un lápiz
4. la escuela
5. el tambor
6. la guitarra
7. el radio
8. la amiga
9. la banda
10. los instrumentos

El proyecto de la canción: Play the "Los Pollitos Dicen" song for the students encouraging them to sing along with the verses they have 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. While singing review the following phrases with gestures, "más fuerte por favor" and "más suave por favor." 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.**

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.

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

Interactive Activities for all ages:

¿Qué falta?- Divide the class into two teams. Have one person from each team stand to compete. Put a selection of classroom and music objects on a table or pull them out of a backpack. Tell all of the students to look at what is on the table very hard in order to memorize them. Send the player from each team out of the classroom or blind fold him or her. Remove one object from the table. When the student returns, have them race to guess what is

missing. The player who calls out the correct missing object in Spanish first scores a point for his or her team. Continue playing by having a new player from each team compete. After each answer is given review the vocabulary with the entire class. After a team reaches five points they win.

El/La Maestro(a) dice toca... - Play this game like you would play Simon Says. Review the basic rules of the game: Don't follow a command unless it begins with, "*El/La maestro(a) dice.*" If you do the wrong command or do the command when the teacher didn't say, you are out. This is an elimination game. Begin with "*El/La maestro(a) dice toca___*" or "*Toca___.*" Show the students an example and review the actions for the commands before starting. Explain that "*toca*" can mean to touch or to play a musical instrument. A list of example commands is below. Speed up the commands until only one player is left.

Toca la guitarra (students would pretend to play a guitar)

Toca los libros (touch the books)

Toca un lápiz (touch a pencil)

Toca el tambor (students would pretend to play the drum)

Toca el radio (touch the radio)

Toca el/la maestro(a) (touch the teacher)

Interactive Activity for younger students:

Bailamos- Hand each student a picture flashcard representing the vocabulary terms thus far. As the student receives the card, he or she should say the word in Spanish with you. When you play music the students will dance around in an open space. Stop the music and call out a vocabulary word. The student with that card will stop dancing and sit down in his or her place. Continue calling out vocabulary words until all students are seated. If there is time, play another round by switching up the flashcards and starting the music again.

Additional Activity for older students:

La clase- Explain that there are many classroom objects and musical instruments in the wrong place of the classroom. Divide the class into two teams. Have a table with vocabulary flashcards or real objects in front of each team. Place flashcards with the Spanish words incorrectly next to each item. For example: have the word "un lápiz" next to the books. Each team will work together to place the correct Spanish word next to each object. The fastest correct team wins. Vocabulary words to use are: *el/la maestro(a), un lápiz, los libros, la escuela, el cuaderno, el bolígrafo, la banda, la guitarra, el tambor, y el radio.*

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

Dani: *Me gusta la clase de música.* I like music class.

Camila: *¡A mí también!* Me too! *Mañana vamos al viaje de estudio.* Tomorrow we are going on a field trip.

Dani & Beto: *¡Perfecto!* Perfect! *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.