

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

Lesson Plan 4 Note: All activities should take 5-7 minutes.

Day 4 Target Vocabulary: El teatro

<i>martes</i>	Tuesday	<i>un cuaderno</i>	notebook
<i>un bolígrafo</i>	pen	<i>la mochila</i>	backpack
<i>el almuerzo</i>	lunch	<i>el teatro</i>	theater
<i>el piano</i>	piano	<i>el violín</i>	violin

Optional Vocabulary for advanced or older students:

<i>Hoy es_____.</i>	Today is_____.	<i>Tengo_____.</i>	I have_____.
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Key phrases to repeat during class and encourage Spanish responses:

<i>¿Qué es?</i>	What is it?	<i>¿Estamos listos?</i>	Are we ready?
<i>Listos</i>	Ready	<i>Tengo_____.</i>	I have_____.

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 as well as a timer or stop watch for the racing games. Have the classroom object props ready for the packing skit and backpack and have the days of the week signs for the review activity. Print the Bingo templates and bring markers for the game. Bring in props for the theater skit like hats, scarves, vests, glasses, etc.

Introduction: As the students enter the room, give them a warm welcome by saying, "*¡Hola! Hoy es martes y vamos a la escuela otra vez en Argentina.*" Today is Tuesday and we are going to school again in Argentina." Point to the calendar to show Tuesday and have the students repeat "*martes*" after you. **Note:** For older students teach the full phrase "*Hoy es* (day of the week)." 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.

Repaso: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" This review activity involves TPR, total physical response. Have seven signs with the days of the week written on them in Spanish. You can punch holes in the signs and attach strings for the students to wear around their necks or the students can simply hold the signs. Ask for seven volunteers from class to come to the front and hold or wear a day of the week sign. Call out each day of the week in order and have the students stand in that order in front of the class. Practice repeating all of the days in Spanish and sing the days of the week song from last



week's class "*Los días de la semana*" to the tune of "Oh, My Darlin' Clementine." After singing, play the following game to practice the days of the week. Call on seven new students to wear or hold the signs in the front of the room. Divide the rest of the class into two teams. Have the children with the days move out of order. Start a timer or stop watch for team #1 to put them in the correct order- without talking! Then have them scramble again and time team #2 doing the same thing. Whichever team has the lowest time, wins!

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

Camila: *¿Estamos listos para escuela hoy?* Are we are ready for school today?

Dani: *Tengo mi mochila y los libros.* I have my backpack and the books. (Hold up a backpack and have the students repeat "*la mochila*" after you. Review "*los libros*" by holding up books and having the students repeat the Spanish word after you.)

Camila: (while holding up the classroom objects) *Tengo un lápiz, un bolígrafo, y un cuaderno.* (Review "*un lápiz*" with the students by asking, "*¿Qué es?*" while holding up the pencil. Teach "*un bolígrafo y un cuaderno*" by holding up the object and having the students repeat the Spanish after you.

Beto: *¡No se olviden el almuerzo!* Don't forget lunch! (Hold up a lunch bag or picture flashcard representing lunch and have the students repeat, "*el almuerzo*" after you.)

Interactive Activity: Explain to the students that they will work together to pack a backpack for music class just like Dani, Beto, and Camila. Start with "*la mochila*" and pass it around the circle so that it reaches the last student in the circle. Each time a student receives the backpack he or she will repeat "*la mochila.*" Continue by passing the following classroom objects around the circle: *un lápiz, un bolígrafo, un cuaderno, los libros, y el almuerzo.* The last student in the circle will pack the items into the backpack. Remind the students to repeat the Spanish word each time they pass the object. After the classroom objects are packed, continue the packing activity by adding musical instruments and other review vocabulary. Pass picture flashcards of the following vocabulary around the circle to pack for music class: *el radio, el tambor, los instrumentos, y la guitarra.* For added fun, encourage the students to see how fast they can pack the backpack! Use a timer or stop watch to time the students passing all objects around the circle to the backpack while repeating the word in Spanish. Let the students know how long it took and encourage them to see if they can beat their time racing for a second time.

Note: For older students teach them the full sentence "*Tengo_(object)_.*" Have them say the full phrase when passing the items in the circle.

Optional Alternate Activity: Divide the class into two teams. Have two sets the classroom objects and musical vocabulary flashcards from the activity above (one for each team). Place a backpack on the table for each team and have them line up facing the backpack. The teams will each have the classroom objects and musical vocabulary flashcards in a pile. When you say a vocabulary word in Spanish, the students will work as a team to pick out the correct object and the first person from the team will race to pack it into the backpack. Continue calling vocabulary words and having the students race to pack the items. The team scores a point for packing the correct item the fastest.



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Note: For older students you can hand each team a list of the items to pack in a specific order. The first player will pack the item first on the list and then return to the line so the next person can race to pack the next item on the list. Continue playing this relay race for 5-7 minutes or until everyone has had a turn.

Use your attention getter to regroup the students and continue with the puppet skit by moving to the area with the chairs set up to look like a theater.

Camila: *Estoy emocionada para el viaje del estudio hoy.* I am excited for the field trip today.

Beto: *Yo también. Me too. Me gusta el teatro.* (Hold up the picture flashcard for the theater and explain, "*El teatro significa theater.*" See if the students can tell you what Beto said with "*Me gusta el teatro.*" Have the students repeat this phrase after you.)

Teacher + Interactive Activity: *¿Estamos listos para el teatro?* Are we ready for the theater? (Encourage the students to say "*¡Listos!*") *¡Bueno! Vamos al teatro.* Great! Let's go to the theater.

Have chairs set out in the class in rows like a theater. Encourage the students to find a seat in the theater for the musical. If possible play a short portion of this Youtube video from the *Evita* musical (<http://www.youtube.com/watch?v=g1yih-p6uiw>) or play a snippet from the popular song, "Don't cry for me Argentina." If you don't have this exact song you can sing it for the students or play another Spanish song. Explain that this is a popular musical about the life of Argentine political leader Eva Perón. Show a picture of her and explain that she was the wife of Juan Perón, the President of Argentina in 1973. The Peróns were very popular in Argentina and are still icons in the history of Argentina.

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

Camila: *Me gusta la música.* I like the music.

Dani: *Sí. Me gusta escuchar el violín.* Yes. I like to listen to the violin. (Hold up the picture flashcard and have the students repeat "*el violín*" while pretending to play the violin.)

Beto: *Me gusta el piano también.* (See if the students can tell you what musical instrument Beto likes. Encourage the students to repeat "*el piano*" while pretending to play the piano.)

Interactive Activity: Have a poster with all of the musical instrument images or tape the images on the board. I.e: *el tambor, la guitarra, el piano, y el violín.* Review the instruments in Spanish. Pass a maraca around the "theater" and have the students tell you what instrument they like in Spanish using the full sentence, "*Me gusta_____.*" Praise the students for their effort with "*muy bien, excelente, o dame cinco* (while giving a high five)."

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 back to the theater chairs for the snack time.

Merienda & Notas Culturales: Explain that it is lunch time during the field trip by saying, "*Es tiempo para el almuerzo.* It is time for lunch." Encourage the students to get out their snacks. Continue talking with the students about the interesting cultural topics below about Argentina.



Sports in Argentina are usually run through leagues instead of the schools and youth typically choose a sport at a young age and stick with it throughout their school years. Soccer, *el fútbol*, is the most popular sport in Argentina, like most countries in Europe and Latin America. The Argentine national team is very popular and has won many international soccer matches. Lionel Messi, the captain of the national Argentina team, is the world's best soccer player (2012). He has won many international "Player of the Year" titles. He is very popular and famous in Argentina as well as around the world.

Competitions between schools are focused on music and dance. Extracurricular activities at schools are usually art, music, or dance clubs.

In Argentina people typically eat four meals: a small breakfast, lunch, snacks or appetizers after work, and dinner. Breakfast is usually hard rolls or toast with jam and coffee or tea. Children typically drink a "*submarino*" which is a mug of hot milk with chocolate syrup or chocolate bars added. *Empanadas*, little pies filled with meats, seafood, or vegetables, are a popular snack in Argentina that children often take with them to school. Many vendors also sell these on the streets. Other popular snacks are: warm peanuts, sweet popcorn, and fruit. The warm peanuts, called *garrapiñada*, are seasoned with cocoa, vanilla and sugar caramel. Traditionally dinner is after 9:00 at night and is lighter than the lunch meal. Argentina is known for its delicious beef. Common dinners include pasta and beef. On the weekend people in Argentina entertain with "*asado*" (barbecue). Friends and family gather to eat grilled meat with side dishes and relax.

"La música" Bingo- Have the students sitting at tables or desks in the classroom. Use the "La música" Bingo template from the intranet for this activity. Print copies for each student and hand out small markers for the game. These can be cut up pieces of paper, dried beans, or small pieces of candy*. For large classes you can chose to have the students work in pairs for the game. Explain the basic rules of the Bingo game. For example: When you call a word in Spanish, the students will look for that image on their bingo card and cover it up with the marker. When a student gets five items covered in a row, column, or diagonal he or she will call out, "Bingo." Have the student uncover the items and tell you the Spanish words to verify the answers. Encourage the entire class to repeat answers as they are given. Winning students can receive pesos or stickers. Continue playing with the same game to allow a few more students to win before clearing the bingo cards. After playing for five to seven minutes, move on to the next activity. *If using candy have small bags for the students to take the candy home with them to eat after class.

Actividad: Una obra- Explain to the students that will be practicing their own small play or skit to present to the class like they are on a stage at *el teatro*. Divide the class into small groups based on the number of students. For mixed age classes have an older student in each group act as the leader of the play. Print the skits below and assign them to the groups of students. Be sure to give the students the English translations so they understand what is happening in the skits. Bring in props for the students to use to make the characters in the play come alive. For example: hats, scarves, vests, glasses, etc. Encourage the students to use silly voices and gestures to have fun with the skit. After each presentation encourage the



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rest of the class to give "un aplauso." Review the vocabulary and conversation elements from class with the students after the skits for comprehension.

For younger students: Choose one of the skits and assign volunteers parts in the skit. Help them act it out for the class by whispering the lines to them. Involve the rest of the students by seeing if they can tell you what is happening in each skit.

Obra 1: La clase de música

Maestro: ¡Hola clase! Vamos a tocar los instrumentos.

Alumno 1: Toco el violín.

Alumno 2: Toco la guitarra.

Alumno 3: No tengo mi instrumento.

Maestro: Está bien. Puedes cantar conmigo.

Alumno 4: Me gusta esta canción.

Obra 2: El parque

Amigo 1: Vamos al parque para escuchar música.

Amigo 2: Muy bien. ¡Mira! Hay una banda allá.

Amigo 3: Me gusta la guitarra.

Todos: ¡Aplauso!

Músico: Muchas gracias

Obra 3: La escuela

Maestro: ¡Hola clase! Hoy es lunes. ¿Estamos listos para clase?

Alumno 1: Sí. Tengo mis libros.

Alumno 2: Sí. Tengo mi cuaderno.

Alumno 3: Lo siento. No tengo un lápiz ni un bolígrafo.

Alumno 4: Tengo dos bolígrafos. (Hand one to Alumno 3.)

Maestro: Muchas gracias.

El proyecto de 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.

Juego: ¿Qué escuchas?- Explain that at the theater you can hear a lot of different musical instruments. Divide the class into two teams for this game. As you play samples of specific musical instruments that the students have learned, the teams will race to buzz in to answer what musical instrument they hear using a full sentence in Spanish. You can use Youtube, an iPad, MP3 player, or a CD player for the music samples. For example, when you play a sample of a violin, the students will race to answer, "*Escucho el violín.*" Encourage the students to work together as a team to find the answers. Show an example before starting to review the full sentence. It would be helpful to have a list of the possible musical instruments the students could hear on the board.

***Optional Alternative Activity:** Play Charades with the students by acting out the musical instruments. The students will guess the correct instrument in Spanish.

Actividad: El susurro- Explain to the students that it is respectful to speak quietly or whisper while at the theater, *el teatro*. So in this game all students will need to use a "*susurro*" (whisper). Divide the class into two teams and have them sit in lines facing you. You will call the first person from each team to stand and you will whisper one of the music vocabulary words from today or previous classes to him or her. That person then whispers the word in Spanish to the student behind him or her. Students will keep whispering down the line until the last person hears the word. Once the whisper gets to the last person in the line he or she will run up to you and whisper the answer to you. The fastest team to whisper the correct answer to you scores a point. Continue playing by having the students rotate in their lines so there is a new first player and so on.

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

Dani: *El teatro fue muy divertido.* The theater was very fun.

Camila: *¡Sí! Yes! Mañana tengo la clase de baile después de la escuela.* Tomorrow I have dance class after school. *¿Ustedes quieren venir conmigo?* Do you want to come with me?

Dani & Beto: *¡Claro! Of course! 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: Sing 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. 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.

Extra time: If there is extra time, you can play a fun review game of **Alrededor del teatro** with the clipart flashcards. This game is played like Around the world game. Have the students seated in the "theater" and start with two students standing to compete. When you hold up a picture flashcard the two students will race to call out the Spanish vocabulary word. The student with the fastest correct answer wins and moves "around the theater" to the



next student to compete. If a student goes all the way "around the theater" he or she wins the game. **This game can be adapted for future lessons.**