

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

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

Day 5 Target Vocabulary: El baile

<i>miércoles</i>	Wednesday	<i>la clase de baile</i>	dance class
<i>las manos</i>	hands	<i>pies</i>	feet
<i>las piernas</i>	legs	<i>los brazos</i>	arms
<i>derecha</i>	right	<i>izquierda</i>	left
<i>Me gusta</i> ___.	I like___.	<i>bailar</i>	to dance

Optional Vocabulary for advanced or older students:

<i>Yo bailo.</i>	I dance.	<i>Tú bailas.</i>	You dance.
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Key phrases to repeat during class and encourage Spanish responses:

<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10		
<i>Bailamos.</i>	Let's dance.	<i>¿Dónde está?</i>	Where is it?

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. If possible bring in music and video samples described in the lesson plan. Have the numbers and dance moves/exercise assignments for specific body parts on notecards taped around the room. (Use the list from the *Ejercicios del cuerpo* activity.)

Introduction: As the students enter the room, give them a warm welcome by saying, "*¡Hola! Hoy es miércoles y vamos a una clase de baile.*" Today is Wednesday and we are going to a dance class." Point to the calendar to show Wednesday and have the students repeat "*miércoles*" after you. **Note:** For older students review the full phrase "*Hoy es* (day of the week)." For the younger students, take an opportunity to teach this by repeating it several times for reinforcement. You can have the students pass an object around the circle while repeating the phrase as well. 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.

Cantamos: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Practice repeating all of the days in Spanish by holding up the days of the week signs from last week and singing the "*Los días de la semana*" song to the tune of "Oh, My Darlin' Clementine."

Optional Variation: Play the song "*Sábado*" (Track 23 from CD #1 of Sing, Dance, Laugh, and Eat Tacos) Copy the lyrics below (with the highlighted words as blank spaces) and print copies



for the students. Play the song for the students and encourage them to listen to the lyrics and the missing words. Also encourage the students to sing along to the song. For the older students, encourage them to write in the missing words as they listen. For the younger students, stop the music right after the blank and see if they can tell you what the missing word is in Spanish.

Hoy es lunes, lunes, lunes (2 veces)
*Hoy es **lunes**. Es lunes hoy.*
Hoy es martes, martes, martes (2 veces)
*Hoy es **martes**. Es **martes** hoy.*
*Hoy es **miércoles, miércoles, miércoles** (2 veces)*
*Hoy es **miércoles**. Es **miércoles** hoy.*
Hoy es jueves, jueves, jueves (2 veces)
*Hoy es **jueves**. Es **jueves** hoy.*
Hoy es viernes, viernes, viernes (2 veces)
*Hoy es **viernes**. Es **viernes** hoy.*
*¡Hoy es **sábado**! ¡Mi día favorito!*
*No hay **escuela**! No tengo que estudiar.*
*¡Quiero ir a una fiesta! **¡Me gusta bailar!***
¡Hoy es sábado!
¡FIESTA! ¡BAILEN! ¡Sábado! ¡Qué bien!
Hoy es domingo, domingo, domingo (2 veces)
Hoy es domingo. Domingo es hoy.

Puppet time! Invite the students to sit down in the circle by using gestures and saying, "Siéntense." In this skit you will play the role of the dance teacher.

Camila: *Hoy fue un día fantástico en la escuela.* Today was a fantastic day at school. *Ahora quiero ir a la clase de baile.* Now I want to go to dance class. (Review "la escuela" and "la clase de música" with the students. See if they can tell you what "la clase de baile" might be. Teach this phrase to the students encouraging them to repeat after you.)

Dani: *¡Qué divertido!* How fun!

Maestro: *Buenas tardes, Camila.* Good afternoon, Camila. *¿Quiénes son tus amigos?* Who are your friends?

Camila: *Él es mi amigo Beto y ella es mi amiga Dani.* He is my friend Beto and she is my friend Dani. (Review the word "amigo" and "amiga" and the gender differences with the students.) *Ellos quieren bailar también.* They want to dance too.

Maestro: *¡Muy bien!* Very good! *Antes de bailar, vamos a estirar nuestros cuerpos.* Before dancing we are going to stretch our bodies.

Interactive Activity: Move to an open area in the room and have the students stand with plenty of space between each other. For this activity you will teach the students the body parts in Spanish and have the students do basic stretches of each body part as they repeat the word after you.

Maestro: *Vamos a estirar las piernas.* Let's stretch our legs. *Repitan por favor "las piernas."* (Encourage the students to touch their legs and stretch them out while repeating the Spanish after you.)



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*Continue teaching: *los pies, los brazos, y las manos* while giving the students simple commands for stretches to make it more interactive and fun.

Maestro: *¿Están listos?* Are you ready? (Encourage the students to respond, "¡Listos!")

Maestro: *¡Bailamos!* Let's dance!

Interactive Activity: Have the students stand behind you so they have a clear view of what you are doing. Step left saying, "*A la izquierda.*" Step to the right saying "*A la derecha.*" Teach these phrases to the students by having them repeat them after you. Continue doing basic steps and encouraging the students to mimic you. If you know some basic steps to the Tango, Salsa, or Merengue, feel free to teach them to the students. Otherwise make up simple steps moving forward, backwards, to the right, and to the left if you don't know a formal dance. These steps don't need to be actual dance moves. You can review numbers 1-10 by saying things like, "Cinco pies a la izquierda".

Cantamos y Bailamos: Sing or if possible play the following short portion of the song "*Sigue al Líder*" (Follow the Leader) by the Soca Boys in Spanish. Here is the Youtube video:

<http://www.youtube.com/watch?v=cn69NJ-XNv0&feature=related>. Watch video to familiarize yourself with the song before class. Encourage the students to move to the directions mimicking you and singing along if possible. Use this song to reinforce the body parts as well as the direction words "*izquierda*" and "*derecha*" from the song using gestures.

*Manos arriba y abajo
arriba y abajo
arriba, abajo
arriba y abajo
todo el mundo una mano arriba
solo una mano arriba
nos vamos a la izquierda, a la derecha*

*izquierda, derecha
izquierda, derecha (vámonos)
izquierda, derecha
izquierda, derecha (sígame, sígame)
izquierda, derecha (left, right)
izquierda, derecha (left, right)
izquierda, derecha (left, right)*

Camila: *¡Ay! Me gusta bailar.* I like to dance. (Teach the students that "*bailar*" means to dance. Encourage the students to dance briefly in place while repeating "*bailar.*")

Interactive Activity: Pass a ball around the class and ask the students, "*¿Te gusta bailar?* Do you like to dance?" Encourage them to respond using a full sentence in Spanish, "*Sí, me gusta bailar. Or No, no me gusta bailar.*" Praise the students for their effort with "*muy bien, excelente, o dame cinco* (while giving a high five)."



El/La Maestro(a) dice toca...- Play this *Simón Dice* game from the Day 3 Lesson plan. 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_(body part)_*" or "*Toca_(body part)_*." Show the students an example and review the body parts before starting. After using the body parts feel free to add in the other commands and vocabulary used in class on Day 3 with the game. Speed up the commands until only one player is left.

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.

Tango is a very popular dance that started in Argentina around the 1890's. The tango has since spread to Europe and the United States (like in the Dancing with the Stars TV show). The tango now has many variations across the world. If possible play a short portion of a Youtube video showing the Argentine Tango. Here are some examples:

<http://www.youtube.com/watch?v=AvjExlAl18I>

<http://www.youtube.com/watch?v=1ftLLKrC81s&feature=related>

People of all ages take dance classes in Argentina to learn the tango. Here is a video of young kids learning the dance: <http://www.youtube.com/watch?v=WXIlBo17QM4&feature=related>

See if the students in your class would be interested in learning the tango, salsa, or merengue dances. See if your students have taken dance classes and what dances they have learned.

Rock music started to become popular around the 1960's in Argentina. A famous early rock band in Argentina was Los Gatos. You can play a short portion of the song "La Balsa" as an example: <http://www.youtube.com/watch?v=Yv9PnHsEGas>

Today rock music is the most listened-to music among young people. Popular bands are *Las Pelotas, Los Piojos, La Renga, and Divididos*. If possible share samples of these bands or other rock bands from Argentina from Youtube, a MP3 player, CD, or Ipad. Ask the students, "*¿Les gusta la música?* Do you like the music?" Encourage the students to respond, "*Sí, me gusta la música.*" Or "*No, no me gusta la música.*"

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.

Ejercicios del Cuerpo- Write numbers and dance moves or exercise assignments for specific body parts (using the list below) on notecards and tape them around the room. For younger or mixed age classes, do the race together as a class so that you can read the cards and lead the counting and actions in Spanish. Have the students repeat the vocabulary and count in Spanish after you. Encourage the students to see how fast they can complete the activities by using a timer or stop watch to let the students know their speed. Encourage them to go through the activity again and see if they can beat their time.

For Older Students: Break your class into two groups. Give each group one of the lists below. The groups will need to find the notecards in the order of the list given to them. When they

find the notecard, everyone in the group must do the dance move or exercise the number of times indicated and if possible count them in Spanish. Walk around the room helping the students as needed. Then they can move on to the next item on the list. The team to finish the dance race first wins.

List one- 9 *los brazos a la izquierda* (arm stretches to the left), 3 *bailar* (seconds dancing), 10 *los pies a la derecha* (steps to the right), 8 *las piernas* (jumping jacks), 5 *manos* (clap hands), 4 *los pies* (marches in place),

List two- 5 *las manos* (clap hands), 10 *los pies a la derecha* (steps to the right), 9 *los brazos a la izquierda* (arm stretches to the left), 4 *los pies* (marches in place), 8 *las piernas* (jumping jacks), 3 *bailar* (seconds dancing)

Baile Loco: Have the students standing in a circle to sing and dance "El Baile Loco" with you to the tune of the "Hokey Pokey." This is a great way to review the body parts the students just learned in Spanish.

El Baile Loco

Put your *pies* in, put your *pies* out
You put your *pies* in and you shake them all about
You do the *baile loco* and you turn yourself around
That's what it's all about! (Clap)
Repeat using: *piernas, brazos, y manos*

Juego de repaso: ¿Dónde está?- Explain to the students that "*¿Dónde está?*" means "Where is it?" In this game they will be answering this question by pointing to the vocabulary word you ask about in Spanish. Divide the class into two teams. One student from each team will stand to compete. When you say, "*¿Dónde está_(body part in Spanish)_?*" the players will race to touch their own corresponding body part. For example if you say, "*¿Dónde están las piernas?*", the students will race to touch their own legs. The student who touches the correct body part first scores a point for his or her team. Continue the game by having a new student from each team compete. After each answer is given have the entire class repeat while touching the body part to reinforce the vocabulary. After reviewing the body parts, continue the game by taping picture flashcards of vocabulary words from previous classes on the board or setting them out at a table. Have the players race to touch the correct picture flashcard for the vocabulary word you call out. For example if you say, "*¿Dónde está el radio?*" the students will race to touch the radio. Continue playing for 5-7 minutes. The team with the most points at the end of the game wins.

Bailamos- For this game, use an open area in the class for the students to dance. Play music, if possible Argentine Tango 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 to talk has to answer a question in Spanish. For example: Point to a body part saying, "*¿Qué es?* What is it?" and the student will need to say the word in Spanish. Have the entire class repeat the Spanish word and then continue on with the game by playing the music. Incorporate review vocabulary from previous classes by holding up picture flashcards and having the students say the Spanish word.



Song Suggestion: Play the "Juan Dice" song (Track 22 from CD #1 Sing, Dance, Laugh, and Eat Tacos) for this activity.

La Banda- Explain to your students that they will be playing a musical instrument in an imaginary band. In this game the students will have to guess what instrument their classmates are playing in the band. Secretly whisper a musical instrument in Spanish to the first student. He or she will act out this instrument for the class like in the game Charades. The students will race to raise their hand to guess the correct musical instrument in Spanish. Call on the student who raises his or her hand first. The student with the correct answer gets to play next. Continue by whispering a new musical instrument to the student. After reviewing the instruments vocabulary words, incorporate review vocabulary words that the students can act out. You can also have the musical instruments written on note cards for the older students.
***Variation:** You can play this as a competitive Charades type game with teams or alter to be a Pictionary game by having the students draw the vocabulary word on the board for the students to guess.

El proyecto de la canción: Play the "Los Pollitos Dicen" song that the students have been learning. Sing the song with the students and teach the remaining 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.

"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.

Explain that the students now know the entire song. Encourage them to sing this to their family and friends. Praise the students for their efforts by giving "un aplauso" and encouraging the students to clap and pat themselves on the back and repeat "aplausos" after you.

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

Dani: *Me gusta la clase de baile.* I like dance class.

Beto: *¡Yo también!* Me too.

Dani: *¿Camila, mañana es tu cumpleaños, no?* Camila, tomorrow is your birthday right?

Camila: *Sí.* Yes. *Todavía no tengo planes.* I don't have plans yet.

Beto: *¡No hay problema!* No worries! *Podemos organizar una fiesta.* We can organize a party.

Dani: *Sí.* Buena idea. Yes. Good idea.

Camila: *¡Gracias!* Thank you!



Dani & Beto: (to the class) *Ustedes están invitados a la fiesta también.* You guys are invited to the party too. *Nos vemos la próxima clase para la fiesta.* See you at the next class for the party.

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.