

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

Lesson Plan 6 Note: All activities should take 5-7 minutes.

Day 6 Target Vocabulary: La fiesta

<i>jueves</i>	Thursday	<i>la fiesta</i>	party
<i>¡Feliz cumpleaños!</i>	Happy Birthday!	<i>la torta/el pastel</i>	cake
<i>los regalos</i>	gifts	<i>los globos</i>	balloons
<i>Vamos a_____.</i>	Let's _____.	<i>cantar</i>	to sing

Key phrases to repeat during class and encourage Spanish responses:

<i>Dame cinco.</i>	Give me a five. (High five)	<i>¿Te gusta_____?</i>	Do you like_____?
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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 decorated like a birthday party with balloons and streamers. Before class have picture flashcards or small objects representing vocabulary words from this class and previous classes wrapped up like small presents for the *Regalos* activity.

Note: Check your class list for latex allergies. If any students are allergic to latex or your school has a latex ban, ask your manager for suggestions for adapting.

Introduction: As the students enter the room, give them a warm welcome by saying, "*¡Hola! Hoy es jueves y es el cumpleaños de Camila.*" Today is Thursday and it's Camila's birthday." Point to the calendar to show Thursday and have the students repeat "*jueves*" after you.

Note: For older students review 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.

Cantamos: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Briefly quiz the students on the days of the week by asking, "*¿Cómo se dice* (day of the week in English)?" Call on students raising their hands to give the correct day of the week you ask in Spanish. Hold up the Spanish days of the week note cards while singing the "*Los días de la semana*" song to the tune of "Oh, My Darlin' Clementine" or the song "*Sábado*" (Track 23 from CD #1 of Sing, Dance, Laugh, and Eat Tacos) with the students.

Puppet time! Create the adventure of a birthday party for Camila in your classroom by decorating the room like a birthday party as noted above. Invite the students to walk with you around the room during the puppet skit while pointing to the different birthday related objects. Create a sense of adventure with the students by incorporating them into the story



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as much as possible. For example when Beto asks where the cake is, encourage the kids to look around a bit to find the cake.

Dani: *Estamos listos para la fiesta.* We are ready for the party. (while pointing to these objects in the room and having students repeat after you) *Tengo los regalos, los globos, las decoraciones, y la música.* I have the presents, balloons, decorations, and the music.

Beto: *¿Dónde está la torta?* Where is the cake?

Dani: *¡Ay Caramba! Olvidé la torta.* Oh no! I forgot the cake. (Hold up the picture of the cake and have the students repeat "la torta" after you.)

Beto: *Está bien.* It's okay. *Es posible que una amiga pueda llevarla.* It is possible that a friend can bring it.

Dani: *¡Buena idea!* Good idea.

(Make the sound of a doorbell ringing and mimic answering the door.)

Beto: *Camila está aquí.* Camila is here.

Dani y Beto: (with an excited voice) *¡Feliz cumpleaños!* (See if the students can guess what Dani and Beto said to Camila. Encourage the students to repeat this new phrase after you.)

Interactive Activity: Explain that the guests have now arrived to the party and luckily a friend brought a cake for Camila. If possible have a cupcake or small desert in the center of a table to make the adventure come alive. Have the students stand or sit around a table to sing one of the following *Feliz cumpleaños* birthday songs to Camila.

Dani: *Vamos a cantar la canción.* (Review the word "canción" with the students and see if they can guess what "cantar" means. Explain that "cantar" means to sing and that they can use this in sentences like "Me gusta cantar. I like to sing. *¡Vamos a cantar!* Let's sing!" Encourage the students to repeat "Me gusta cantar."

Cantamos: Teach the first birthday song below by singing each line and having the students repeat after you. You can also sing or share the other common birthday song in Argentina.

Note: For the younger students you can simply have them learn the main verse of the song and just listen to the second verse as you sing.

Feliz Cumpleaños Canción #1

Feliz cumpleaños a ti, feliz cumpleaños a ti, feliz cumpleaños a _____, feliz cumpleaños a ti.

Ya queremos torta, ya queremos torta, aunque sea un pedacito, pero queremos torta.

Feliz Cumpleaños Canción #2 (More common in Argentina)

*Cumpleaños Feliz, te deseamos a ti
Cumpleaños, Cumpleaños
Cumpleaños Feliz
Que los cumplas feliz
Que los cumplas feliz
Que los cumplas, que los cumplas
Que los cumplas Feliz
Cumpleaños Feliz, te deseamos a ti
Cumpleaños, Cumpleaños
Cumpleaños Feliz*



Nota Cultural: Encourage the students to give "*un aplauso*" and explain that there are a variety of songs to sing in different countries for birthdays. You can also quickly share the popular Mexican birthday song "*Las Mañanitas*" from the Sing, Dance, Laugh, and Eat Tacos CD #1 Track #13.

Camila: *¡Qué sorpresa!* What a surprise! *¡Muchas gracias a todos!* Thank you very much everyone!

Beto: *Me gusta la fiesta.* I like the party. (Have the students repeat "la fiesta" after you.)

Dani: *Yo también. Me too. Vamos a bailar ahora.* Let's dance now.

Teach the students the builder phrase "*Vamos a ____*" by writing this on the board or holding up a small poster with the phrase. Explain that it means "Let's____. Or Let's go____." Give the students a variety of examples by writing the following phrases on the board or holding up note cards and saying them with gestures. See if the students can guess what the sentences mean. Ie: *Vamos a bailar. Vamos a tocar la guitarra. Vamos a escuchar la radio. Vamos a cantar. Vamos a escuchar la música.*

Note: For younger students, act out these sentences and encourage them to mimic your actions while repeating.

Juego: Camila is having a great time at her birthday party. In this activity explain that the students can try guessing what her and her friends are doing at the *fiesta*. Play the following game to reinforce these sentences and the new builder phrase. Use the example sentences above in addition to "*Vamos a tocar*" multiple times using the different instruments the students have learned. Divide the class into two teams. Have one person from each team come to the front of the room to act out Camila or one of her friends at the party. When you say one of the Spanish phrases above, the students will race to correctly act it out and repeat the English meaning. For example if you say, "*Vamos a tocar la guitarra.*" The students will pretend to play a guitar. Another person from each team will come up to the board where you have notecards with pictures representing each part of the sentence. For example: you will have one card for "*Vamos a*" and another for "*tocar la guitarra.*" He or she will physically move the flashcards to form the sentence. Review the entire sentence with the class by having them repeat after you. For older students you can make this game more challenging by saying the sentence in English and having the students race to call out the sentence in Spanish.

Cantamos y Bailamos: Move to a new open area in the room to sing and dance the small portion of the song "*Sigue al Líder*" (Follow the Leader) from last week with the students. Review the body parts and "*izquierda*" and "*derecha*" from the song with 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)

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.

Birthdays in Argentina are important and fun celebrations. *La Quinceañera* is a 15th birthday and is a very special event in most of Latin America. This is similar to the "sweet sixteen" here in the United States, but even more special. Typically there is a dinner and dance with many guests. The birthday girl wears a long dress like a wedding dress. Even the cake is special since it is huge with surprises inside. The birthday girl pulls on strings that have surprises attached like a ring inside. After dinner the dance starts with a father and daughter dance, the Waltz, and then they are joined by other relatives. The dance continues with several dances and a variety of music.

The special birthday for boys in Argentina is on their eighteenth birthday, but their party is more simple with "asado" (barbequed meat), a dance, and is perhaps followed by a *fútbol* (soccer) game.

Don't wish someone "*Feliz cumpleaños*" before their actual birthday in Argentina, because it is considered bad luck for the birthday person.

In Argentina *una torta* is a cake while in Mexico it is a sandwich. In Mexico and other Spanish speaking countries the word for cake is "*el pastel*." In Argentina "*torta*" is more common and can refer to different types of cakes. Sometimes in Argentina they cut a circle in the center of the cake for the birthday person. *Chocotorta* is a common dessert at birthday celebrations. The *chocotorta* has layers of thin chocolate cookies dipped in coffee with a filling consisting of *dulce de leche* and cream cheese. Show the students the picture of this desert from the intranet.

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.

La celebración de la torta- Play this game similar to the Cake Walk game. Place picture flashcards from today's class and previous classes on the floor in a large circle in the classroom. Have the students start walking around stepping next to the picture flashcards as you play music. When you stop the music, the students should stop next to a picture. As you call out a random vocabulary word in Spanish, the student that landed next to that image needs to pick up the card and hold it up for you. Praise the student with a high five saying,



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"*Dame cinco.*" Encourage the entire class to repeat the Spanish vocabulary word while looking at the picture. Continue playing by restarting the music and having the students continue to move around the circle. Continue calling out new vocabulary words and reviewing them with the class.

***Optional Variation:** Play the game similar to Musical chairs by having chairs set up in a small tight circle with the picture images under the seats. The students will walk around the chairs as the music plays and when the music stops they will race to sit in the closest chair next to him or her.

***Alternate Game:** Make this activity a competition by placing the picture flashcards in the center of the circle. For each round of the game assign two competitors. Give the competitors a sombrero or maraca to help the students remember that only those two students are racing for that round. When you stop the music the two students will race to the center of the circle to find the correct image and hold it up for you.

***Tip:** For older students you can make this activity more challenging by having the Spanish words on the note cards in the circle. You will call out the English vocabulary word or hold up the picture for the students to match.

Los regalos- Camila is excited to open the gifts from her friends. In this activity the class can help open the gifts with Camila. Before class have picture flashcards or small objects representing vocabulary words from this class and previous classes wrapped up like small presents. Be sure to have at least one per student. You can have more than one per student to review more vocabulary. Have the "*regalos*" in the center of a circle. Pass two plates each with dice around the circle in opposite directions. Each student will shake the dice when they receive it. If a student gets a pair he or she will get to grab a gift from the center of the circle. Once every student has a "*regalo*" stop the dice shaking and have the students open their gift or gifts. Go around the circle and have the students tell you what their "*regalo*" is. Review each of these vocabulary words in Spanish by having the class repeat together.

Los Amigos: Explain that Camila has a lot of friends at her birthday party that Dani and Beto are meeting for the first time. In this activity the students will also be mingling and getting to know each other like they are at a party. Pair up the students and have them spread out in the room standing next to his or her partner. You will ask the question below also giving the English translation and encourage the students to each answer the question in Spanish to his or her partner. Give the students example answers before starting and have these possible answers on the board as a reference. Call on volunteers to present their answers to the class. Review and reinforce the conversational elements and vocabulary in the sentences during the activity.

Preguntas

¿Escuchas música en la radio?

¿Tocas el tambor o la guitarra?

¿Te gusta bailar o cantar?

¿Tocas el violín o el piano?

¿Te gusta la clase de música o la clase de bailar?

Respuestas Posibles

Sí. Escucho la radio.

No, no toco el tambor ni la guitarra.

Me gusta bailar.

Toco el piano.

Me gusta la clase de música.



¿Quieres bailar?

Sí. Vamos a bailar.

Praise the students by giving "un aplauso."

La fiesta- Use your attention getter to transition and move to a table for this activity. Hand each student a blank piece of paper and have coloring utensils in the center of the table for the students. As you tell the story below about a birthday party, the students should draw what you describe. Encourage older students to write the Spanish vocabulary words they recognize from the story. Review and reinforce the bold vocabulary words in the story as you tell it. Walk around the room to see what the students are drawing and help with any questions.

*Es el cumpleaños de Camila el **sábado**. It is Camila's birthday Saturday. Ella tiene quince años.*

*Por eso, su **fiesta** es muy especial. She is fifteen. So her party is very special. Su **torta** es muy grande y tiene cinco niveles. Her cake is very big and has five layers. Hay **globos** rojos y **regalos** azules. There are red balloons and blue gifts. Ella tiene muchos **amigos de la escuela** en la fiesta. She has a lot of friends from school at the party. También toda su familia está en la fiesta. Also all of her family is at the party. La **banda** tiene tres **músicos**. The band has three musicians. Uno toca la **guitarra**, el segundo toca el **tambor**, y el otro canta. One plays the guitar, the second one plays the drum, and the other one sings. Todos van a **bailar y cantar**. Everyone is going to dance and sing. **¡Feliz Cumpleaños Camila!***

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

Camila: *Gracias para la fiesta y los regalos.* Thank you for the party and the gifts.

Dani: *Me gustan las fiestas de cumpleaños.* I like birthday parties.

Camila: *Mañana la banda tiene un concierto a la escuela.* Tomorrow the band has a concert at the school.

Dani & Beto: *¡Qué divertido! Adiós clase. Nos vemos a la próxima clase en Buenos Aires.* How fun! 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. The students can sing together or in rounds as they are cleaning and packing up. Ask the students to "Formen una fila en la puerta. Form a line at the door." 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.