

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

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

Day 7 Target Vocabulary: El concierto

<i>el concierto</i>	concert	<i>la flauta</i>	flute
<i>la trompeta</i>	trumpet	<i>escuchar</i>	to listen
<i>viernes</i>	Friday	<i>Hoy es ____.</i>	Today is ____.
<i>arriba</i>	up	<i>abajo</i>	down

Optional Vocabulary for advanced or older students:

<i>mañana</i>	tomorrow	<i>ayer</i>	yesterday
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Key phrases to repeat during class and encourage Spanish responses:

<i>Vamos a ____.</i>	Let's ____.	<i>¿Te gusta ____?</i>	Do you like ____?
<i>¿Dónde está?</i>	Where is it?	<i>¿Qué significa?</i>	What does it mean?

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. Set up a portion of your room with two rows of chairs or desks like an audience for the concert scene. If possible bring in toy musical instruments or a toy microphone for the Charades game. Prepare a backpack for the *Mochila* game.

Introduction: Have instrumental music playing (like a band or orchestra) as the students enter the room. Have chairs set out in two small rows and encourage the students to find a seat in the concert audience. Once the students are seated give them a warm welcome by saying, "*¡Hola! Bienvenidos al concierto de la banda en la escuela de Camila. Welcome to the band concert at Camila's school.*" 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.

Puppet time!

Camila: *Me gusta el concierto.* I like the concert. (Hold up a picture of a concert and explain "*el concierto*" means concert. Encourage the students to repeat after you.)

Dani: *A mí también. Me too. ¿Qué instrumento tocas Camila?* What instrument do you play Camila?

Camila: *Yo toco la flauta.* I play the flute. (Hold up a picture of a flute and encourage the students to repeat "*la flauta*" while pretending to play a flute.)



Beto: *Yo quiero tocar la trompeta.* I want to play the trumpet. (Hold up a picture of a trumpet and encourage the students to repeat "*la trompeta*" while pretending to play a trumpet.)

Interactive Activity: Review all of the instruments the students have learned in class (*el tambor, la guitarra, el violín, el piano, la flauta, y la trompeta*) by holding up the picture flashcards and encouraging the students to call out the Spanish word and pretend to play each instrument by acting it out. Review the conversational phrase the students learned on Day 2, "*Yo toco* ____." Secretly hand each student a picture flashcard representing a musical instrument face down. Explain that they need to keep their instrument secret from the other students. You will act out each instrument by pretending to play it or making the noise it makes. The student or students who have that instrument will pop up and say "*Toco* + the name of the instrument in Spanish." Help the students along as necessary and praise them for their efforts.

For older students- Divide the class into two teams. When you call out a sentence in English using the phrase and vocabulary above, the students will quietly work in their teams to find the Spanish translation. You can hand each team a small whiteboard or blank pieces of paper for them to write the answer and hold it up for you or you can have one person from each team at the board racing to write the Spanish sentence. For example if you call out, "I play the piano." The students will write "*Yo toco el piano.*" Each correct answer scores a point for the team. Continue playing until a team reaches five points to win the game.

Puppet Time Continued

Beto: *La banda es muy grande.* The band is very big. (Use gestures and see if the students can guess what "*grande*" means. Review "*la banda*" with repetition.)

Beto: *Me gusta esta canción.* I like this song. *Pero es muy fuerte.* But it is very loud. (Cover your ears as a gesture for "*fuerte*" and encourage the students to mimic and repeat after you. Review "*la canción*" with the students.)

Dani: *¡Silencio Beto! Vamos a escuchar.* (Using gesture with finger to the lips to be quiet in a whisper)

Teacher: See if the students can tell you what Dani just said to Beto. Review the "*Vamos a*" builder phrase with the students and teach the verb "*escuchar*" by holding your hand to your ear to gesture listening. Encourage the students to mimic this action while repeating using different voices like a whisper, high-pitched voice, or loud voice. Show that you can use this to say multiple things like "*Vamos a escuchar la radio. Vamos a escuchar la música. Vamos a escuchar la banda. Vamos a escuchar la canción.*"

Juego: Reinforce this by playing the following game of Charades with the students. Divide the class into pairs. Each pair of students will come to the front of the room to perform or act out a sentence you give them from the list below. Before starting the game, review each of the sentences with the students and if necessary write them on the board for the class to reference during the activity. If possible bring in toy musical instruments or a toy microphone for the students to use. For the younger students you will need to whisper this to them. The rest of the pairs in the "audience" will work together to guess the sentence the students are acting out. The pairs will race to raise their hands to guess the sentence in Spanish. The first correct pair gets to act out the next sentence.



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Sentences: *Vamos a bailar. Vamos a escuchar la música. Vamos a cantar. Vamos a escuchar la radio. Vamos a tocar la guitarra.* *Add sentences using the base phrase and changing vocabulary. For example: *Vamos a tocar el tambor. Vamos a tocar el piano. Vamos a escuchar la banda, etc.*

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 encourage them to sit in a circle for snack time.

Merienda & Notas Culturales:

Show the students the map and flag for the country of Argentina. See what culture lessons they remember from the semester so far. Share the following interesting facts about Argentina to spark their interest.

Argentinians love watching *las películas* (movies) that are locally made and also ones from Hollywood. People here watch a lot of movies and it is a popular past time. The Argentine film industry creates around eighty movies each year. The *Teatro Colón* is a famous theater in Argentina for opera and classical performances. (Show the picture of this theater from the intranet.)

Musical concerts are also popular in Argentina. Many of the same musicians and artists that perform in the United States also perform in Buenos Aires, Argentina and world-wide. The Spanish word "*flauta*" for flute is also a *taquito* or rolled up tortilla filled with meat or cheese in Mexico.

Argentina is bordered by the Andes Mountains and the Atlantic Ocean. The hottest and coldest temperatures ever recorded in South America were in Argentina.

As of 2011, Argentina was the most visited country in South America and the fourth most in the Americas. Buenos Aires is the most visited city in South America. Ask for a volunteer to point to Buenos Aires on the map of Argentina. The number of foreign visitors to Argentina was over five million in 2010, which is small compared to the nearly sixty million foreign visitors to the United States.

The Iguazú Falls in the Iguazú National Park are a beautiful tourist attraction. Pass the picture of the falls around to the students.

See if the students would be interested in visiting Argentina someday by asking, "*¿Quieres visitar Argentina?* Do you want to visit Argentina?" Encourage the students to answer by putting their thumbs up (*arriba*) or down (*abajo*).

Cantamos y Bailamos: Move to a new open area in the room and encourage the students to stand by using gestures and saying, "*¡Levántense!*" Sing and dance the small portion of the song "*Sigue al Líder*" (Follow the Leader) with the students. Review the body parts and "*izquierda*" and "*derecha*" from the song with gestures. Teach "*arriba*" and "*abajo*" from the song using gestures and repetition.

*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)

La Mochila- After the concert Camila realizes she lost her backpack at the school. (Before class have a backpack with classroom objects or the picture flashcards for them inside hidden somewhere in the room.) Ask the students, "¿Dónde está la mochila de Camila? Where is Camila's backpack?" Divide the class into two teams. Have one person from each team start in the center of the room. Give the students directional clues in Spanish (*arriba, abajo, a la izquierda, a la derecha*) to help them find the backpack. When one student finds it, review the classroom objects inside it. Hold up each item and have the class repeat the Spanish after you. Play the following game to reinforce directional words and the vocabulary: *un lápiz, los libros, un bolígrafo, el almuerzo, un cuaderno*. You can also incorporate birthday vocabulary items in this activity for a comprehensive review: *la torta, los regalos, y los globos*.

Juego: Keeping the same teams as above, play this racing game. Have a backpack with images or objects representing the vocabulary word in front of each team. (You will need an additional backpack and matching set of picture flashcards.) Explain that when you call out a phrase using a directional word the first person from each team will race to find the matching object or flashcard from the bag and do the action with it. For example: If you call out, "*torta arriba*" the students will hold up the cake picture above their heads. If you call out, "*cuaderno a la derecha*" the students will hold the notebook to their right. The student with the fastest correct action scores a point for his or her team. Review each directional word and vocabulary word with repetition after the answer is given.

***Tip:** For the Kindergartners you may need to help them by pointing in the direction as you call out the Spanish. You can also comprehensively review the body parts by calling out a command using a directional word and body part. For example: "*la mano abajo*" and the students would race to put their hand down low.

Juego de repaso: Los Instrumentos Calientes- Have the students standing in a circle for this review activity. Explain that 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 (this can be from any previous class). Hold up a picture flashcard and encourage the students to say the Spanish word. Continue the game by resuming the music and having the students continue to pass the instruments. As the



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students get a hang of the game, you can make it more challenging by asking questions in Spanish like, "*¿Qué significa más suave?*" After each answer review the Spanish by having the entire class repeat after you. Praise the students for their efforts.

Cantamos: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" 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. Teach the full phrase "*Hoy es* (day of the week)." Have this on a poster or written on the board for the students to reference. Play the following game to reinforce this concept.

Note: For the older students you can teach "*mañana*" and "*ayer*" by handing out the days of the week flashcards to the students and having them stand in a row. Have one student step forward to be "*hoy*" then point out which student is "*ayer*" and which student is "*mañana*" encouraging the students to repeat after you. You can change this up by moving the students around to reinforce the concept.

Juego de repaso: Divide the class into two teams lined up next to each other. The first person from each team will compete. When you call out a sentence in Spanish using the new phrase above these two students will race to "buzz in" with the English translation. You can have them "buzz in" by ringing a bell or slapping the desk with their hands. For example if you call out, "*Hoy es jueves*" the students will race to respond, "Today is Thursday." Once you have reviewed the days of the week sentences you can add other full sentence elements the students have learned from class like: "*Escucho la radio. Toco la guitarra. Vamos a cantar. Etc*"

Note: For the older students you can challenge them by giving the English sentence and having them respond with the Spanish translation.

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

Camila: *¡Qué gran concierto!* What a great concert!

Dani: *Sí. Fue excelente.* Yes. It was excellent.

Camila: *Vamos a celebrar el Carnaval mañana.* We are going to celebrate the Carnival tomorrow.

Dani & Beto: *¡Qué bueno! 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. 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.

Extra time: If there is extra time, you can play either of the fun review games described below with the clipart flashcards or objects.



***¿Qué falta?-** Divide the class into two teams. Have one person from each team stand to compete. Tell all of the students to look at what items are in Camila's backpack 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 backpack. When the students 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.

***Alrededor del concierto-** Have the students sit in a circle or long line play this game like Around the word. Explain that two students at a time will stand to compete for this game. He or she will race to call out the Spanish word for the picture flashcard you hold up. The student with the fastest correct answer moves on to compete with the next student, going "Alrededor el concierto." If a student goes all the way around the concert he or she wins the game. Use picture flashcards from class to review the musical vocabulary and body parts like: *el radio, el tambor, una canción, la música, la banda, la guitarra, los instrumentos, el piano, el violín, el teatro, los pies, las piernas, los brazos, las manos, el concierto, la flauta, y la trompeta.* After each answer is given review the vocabulary with the entire class repeating for practice.