

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

Lesson Plan 8 Note: All activities should take 5-7 minutes.

**Day 8 Target Vocabulary: El Carnaval**

<i>el domingo</i>	Sunday	<i>celebrar</i>	to celebrate
<i>la máscara</i>	mask	<i>¿Te gusta ___?</i>	Do you like ___?

**Key phrases to repeat during class and encourage Spanish responses:**

<i>Vamos a ___.</i>	Let's ____.	<i>Me gusta ___.</i>	I like ____.
<i>Necesito ___.</i>	I need ____.	<i>Hoy es ___.</i>	Today is ____.

\*When asking questions during activities, for understanding encourage students to use thumbs up for yes saying "arriba" or thumbs down for no with "abajo."

**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 all previous classes. Have the picture flashcards hidden around the room prior to the start of class for the Scavenger Hunt activity. Set up the Carnival Activities (stations) around the room prior to class. For example: Have the mask craft set up at a table for the students.

**Introduction:** Have Spanish music playing and have pictures of the Carnival celebrations posted around the room. Reuse some of the decorations from the birthday party like streamers and balloons to create the festival scene. Once the students are seated give them a warm welcome by saying, "¡Hola! Hoy es domingo y es la celebración de Carnaval en Buenos Aires, Argentina. Today is Sunday and is *la celebración* of Carnival in Buenos Aires, Argentina." See if the students can guess what "*la celebración*" means. 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!** Invite all of the students to the circle near the photos of *Carnaval*. Encourage them to sit down by using gestures and saying, "*Siéntense.*"

**Notas Culturales:** Share the following information with the students about the Carnival festival while pointing to the pictures from the intranet or passing them around for the students to see.

Argentina has many festivals and celebrations during the year. The *Carnaval* celebrations are some of the largest and occur all over the country. This is a celebration just before the Easter holiday. See if the students have heard of the Mardi Gras celebration in New Orleans, Louisiana and explain that this celebration is similar, only bigger! Brazil has the most lively and famous celebrations for this festival. During the festival there are parades, colorful



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costumes, water bombs, and many other amusement type activities. Kids and adults dress up in costumes and masks that are decorated with sequins, glitter, and feathers. Show the picture and encourage the students to repeat "*la máscara*."

Since it is summer many people play with water during the Carnival celebrations. In the past it was tradition to fill eggs with water and throw them at each other. More recently children play with water balloons or buckets of water in the streets.

**Camila:** *Vamos a celebrar el Carnaval en las calles.* Let's celebrate Carnival in the streets. (Teach the students the new verb "*celebrar*" and review the full phrase "*Vamos a celebrar*" by writing this on the board or showing it on a poster. Encourage the students to repeat after you and use a fun gesture like dancing in place to physically connect with the sentence.)

**Dani:** (holding her hand to her ear like she hears something) *Sí. Escucho la música.* Yes. I hear the music. (making a dance move) *Quiero bailar.* I want to dance.

**Beto:** *Yo quiero jugar con el agua.* I want to play with the water. (fanning himself) *Este verano hace mucho calor.* This summer is very hot.

**Camila:** *¡Vamos a hacer todo!* Let's do it all!

**Actividad: El Carnaval Scavenger Hunt-** Dani, Beto, and Camila are having a lot of fun at Carnival and want to keep seeing different concerts, musicians, and games. Divide your class into two teams *Equipo Dani* and *Equipo Beto*. Explain to your class that they will be working together as teams to complete the scavenger hunt. Have a picture for each vocabulary item hidden around the room or at assigned stations. Here is an example order: *los/las musico(a)s, la máscara, la banda, la fiesta, el concierto, una clase de baile, la guitarra, la trompeta, los instrumentos.* Next to each picture should also be a clue for the next station in Spanish and English. Walk with the class to help facilitate the activity. Encourage all students to participate. Example clue: For the band: *Es un grupo de músicos que toca la música juntos.* It is a group of musicians that plays music together.

**Note:** For the younger students you will need to read each of the clues to the students with the English translations. For the older students, list the English translations after the Spanish sentences and encourage the students to read the clues out loud.

**\*Optional Variation-** Hide two sets of picture flashcards of the vocabulary words around the room and in different locations. Give each team a list of the vocabulary words. Tell the teams they must race around the room to find all the items on their list. You can give each team a bag to collect the flashcards in. Whichever team finds all of the words first, wins. Notes: It is very important that you review the Student Responsibilities and Reward and Consequence System before starting this active game. Also, if you have an older or more advanced class, you can mix in additional vocabulary from previous weeks. Be sure to repeat the vocabulary as the items are found or after the game to check understanding.

**Cantamos:** Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Sing and use gestures for the "theme song" with the class: *Me gusta la música* to the tune of "*La Cucaracha*." Pass out musical instruments for the students to shake while singing like maracas, tambourines, or toy drums. During the song review the phrases "*más suave y más fuerte*" with the students singing quieter and louder. After the song give "*un aplauso*" and review the meaning of the lyrics with the class.



*Me gusta la música (To the tune of "La Cucaracha")*

*Los instrumentos*

*Los instrumentos*

*Hacen buena música*

*Los toco y los escucho*

*Sí me gusta la música*

**Interactive Activity: ¿Te gusta...?-** Review with the students that "*Me gusta*\_\_\_\_" means "I like." Teach them that "*¿Te gusta*\_\_\_\_?" is the question that they can ask each other "Do you like\_\_\_\_?" Practice this new conversation by gently tossing a ball to a student and asking "*¿Te gusta celebrar?* Do you like to celebrate?" Encourage the student to respond using a full sentence. Pass the ball to a few more students with the class repeating the question together after you. After asking and answering a few times, move on to the next fun game to reinforce this concept.

For the older students: Further explain this concept by letting them know that "*Me/Te gusta*\_\_\_\_." translates as "\_\_\_\_ is pleasing to me/you."

**La eliminación-** Have the students all stand in a row (against a wall if possible). Explain that when you gently toss a ball to a student and say a sentence in Spanish, the student who receives the ball will give you the English translation. Use sentences related to music and Carnival with the verb *gustar* that you have been working on. For example: "*Me gusta la banda. ¿Te gusta la música?* Etc." If the correct answer is given, he or she can stay standing. You will continue the game by tossing the ball to new students and saying different sentences in Spanish. If a student is incorrect, he or she will sit in place. Continue playing until just a few students are left standing who can win stickers or pesos. Praise all students for their efforts. As each sentence is translated be sure to review with repetition and visuals if possible.

**Note:** For older students you can challenge them by having them respond to the question you ask instead of simply translating. I.e: If you ask "*¿Te gusta el domingo?*" they will respond "*Me gusta el domingo.*" You can also incorporate additional vocabulary like "*¿Te gusta la guitarra?* *¿Te gusta la fiesta?* Etc." For younger students you can simplify this by having them respond with "*Sí o no.*"

**Merienda & Notas Culturales:** Use your attention getter to regroup the students after the last game and have them get their snacks and sit down for the culture lesson.

Review what the Carnival festival is by asking students what they remember and further explain the celebrations. The Northeastern part of Argentina on the border of Uruguay, Paraguay, and Brazil have the largest celebrations in cities like Corrientes and Gualaguaychú. In Buenos Aires, Argentina this festival takes place every year at the end of *febrero* (February) on the streets. This is during *el verano* (summer) in Argentina. *Murga* is a type of musical theater performed by a group of about seventeen men. The musical play is performed on stages around the neighborhoods during the Carnival celebrations. At these celebrations eating rich foods and meats are also very common. Popular deserts are *dulce de leche* (a rich carmel sauce in cakes, ice cream, and cookies) and *alfajores* (carmel sandwich cookies). *Tortas*



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*fritas* (fry bread similar to fried biscuits) are also common in Argentina and Uruguay. Typically people enjoy these on the weekend in the morning often with jam or *dulce de leche*.

*Las estaciones* (the seasons) in Argentina occur opposite of the seasons in the United States because Argentina is located on the other side of the equator. *El invierno* (winter) is from June to August. *La primavera* (spring) is September and November. *El verano* (summer) is from December to March. *El otoño* (fall) is from April to May. The weather and temperatures within each season depends upon what part of Argentina you are in. The country is very long, so the weather in the north can be very different from the weather in the south. Argentina can get some snow in the southern and central regions during their winter. The north has hotter temperatures during summer with averages around 80 degrees Fahrenheit, but in the south the temperatures are closer to 48 degrees Fahrenheit in the same season.

**Actividad: Las Aventuras del Carnaval-** Explain to the class that Dani, Beto, and Camila are exploring the Carnival. For this activity you will have the class follow you around the room to the different station activities listed below. Explain to the class that they will do the fun adventures with the class *amigos*. When you move around the room between stations sing the song below again to the tune of the "Farmer in the Dell". Have each of the following stations set up around the room before starting the activity. Try to keep the activities at each station brief (less than five minutes) so that you can keep the students engaged and moving at a faster pace. After each activity, use the phrase "*¡Bueno!*" to praise the students.

*Vamos a celebrar*

*Vamos a celebrar*

*Toda la clase vamos a celebrar*

**Actividad 1: Vamos a celebrar-** Review with the students the meaning of the song you were singing by writing the sentence "*Vamos a celebrar*" on the board. Explain that you will be describing fun things that the class *amigos* will be doing at the festival and the students will see if they can guess what you are saying in Spanish. Divide the class into two teams and have them stand in a line with their team facing you. The first person from each team will compete to call back the English translation of the sentence you call out from the list below. The student with the fastest correct answer scores a point for his or her team. Continue playing until each student has had a turn to compete. Review the sentences as the translations are given with repetition. Praise the students for their hard work and move on to the next station while singing the song above.

**Example sentences:** *Vamos a bailar. Vamos a celebrar. 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. Etc.*

**Variation for older students:** Have "*Vamos a*" written on the board or on a note card taped on a wall. Hand each team a set of note cards. The note cards should be each of the verbs "*bailar, celebrar, escuchar la música, escuchar la radio, tocar la guitarra* (and separate cards with different instruments) As you call out a sentence in English the teams will race to find the matching note card and tape it next to the "*Vamos a*" on the board or wall. The team with



the fastest correct answer scores a point. Continue playing by calling out a new sentence in English using this vocabulary.

**Actividad 2: La máscara del Carnaval-** Print the mask template from the intranet and have one for each student set out at a table with the supplies listed below in the center of the table. Have these pre-cut to speed up the activity. Encourage the students to color and decorate their own *máscara*. You can have sequins, sparkle glue, or feathers for the students to glue onto their masks. After the students are done decorating the masks have them tape a straw, ruler, or unsharpened pencil onto the mask for holding. Move on to the next activity with the students singing the song above and holding up their masks.

**Tip:** Have a mask already decorated and assembled for the students to see a finished product and understand what they are making.

**List of materials:** copies of masks pre-cut, tape, coloring supplies, (straw, ruler or unsharpened pencil for each student to hold mask)

**Optional:** glue, sequins, sparkle glue, feathers, (pre-cut cardboard glued to the back for extra support)

**Actividad 3: Busca a tu amigo-** Explain to the students that with everyone wearing *las máscaras* at the festival it is hard for Dani, Beto, and Camila to find each other. In this game the students will need to find *un amigo*, or friend, just like the class *amigos*. Encourage the students to hold the masks they just decorated up to their faces. Secretly hand each student a picture flashcard that they will keep secret. Each student will need to find his or her "amigo" who will have the matching picture or vocabulary word to the card they receive. Have two sets of note cards with the Spanish vocabulary words on one and the matching pictures on the other set. The students keep their cards secret and start walking around the room while you play music. When you stop the music, the students must find their matching partner without talking. For example: the student with the picture of a school and the student with the card reading "*la escuela*" will match up. Change cards and start again.

**Note:** For mixed age or younger classes you will need to have all flashcards with pictures and not words. Encourage each student to say his or her vocabulary word to the others when trying to find the match. The students can verify the match by showing each other their pictures.

**Los días de la semana:** Secretly hand each student a card with a day of the week in Spanish. As you sing 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 they will each pop up to reveal their day of the week when it is sung in the song. After the song encourage the students to see how fast they can put themselves (the days) in order. Review the full phrase "*Hoy es* (day of the week)." Once they are in order pass a ball to the first person (*lunes*) and have them say the day of the week they represent in a full sentence "*Hoy es lunes*" and pass to the next person reviewing the days of the week in full sentences. Have this on a poster or written on the board for the students to reference.



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**Cantamos y Bailamos:** Move to an open area in the room and have the students spread out standing with some room between each other. Sing and dance the "Baile Loco" or "Sigue al Líder" from week 5.

**Repaso- El/La maestro(a) dice:** Play this *Simón Dice* game from the Day 5 lesson plan to review the body parts and directional words the students have learned. 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)\_" To continue challenging the students say "El/La maestro(a) dice mueve (body part) (directional word). Or simply the command to move the body part in a direction without the teacher saying." For example: *La maestra dice mueve las manos arriba.*

**Tip:** Instead of playing this as an elimination game, you can allow all students to continue playing even if they miss something to keep them all engaged and having fun. Praise the students who get it correct and continue playing to see how fast they can respond to the directions in Spanish.

**El proyecto de la canción:** Encourage the students to present the "Los Pollitos Dicen" song from the project in the first five weeks of class. Review the meaning of the lyrics and congratulate the students on learning this traditional song in Spanish.

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

**Camila:** *¡Qué bueno! Me encanta el Carnaval y Argentina. I love Carnival and Argentina.*

**Dani:** *Sí. Fue muy divertido. Yes. It was very fun.*

**Beto:** *¡Gracias para venir con nosotros! Thank you for coming with us! Nos vemos la próxima vez para una aventura nueva. We'll see you next time for a new adventure.*

**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." Hand out the newsletter for today's class with the comprehensive vocabulary list. 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.

- ❖ **La Mochila-** Dani and Beto have to pack their bags to leave Argentina and go back home to Mexico. They have a lot of musical instruments and classroom materials from their visit with Camila. In this game divide the class into two teams. Each team will receive a set of flashcards from the following vocabulary list: *el radio, el tambor, la guitarra, los instrumentos, el libro, un cuaderno, un lápiz, el bolígrafo, el violín, el piano, los regalos, los globos, la torta, la flauta, y la trompeta.* Review before playing the game by holding up the picture flashcards or objects and having the students



repeat the Spanish words after you. Place two "*mochilas*" at the front of the room. As you call out a Spanish vocabulary word, the teams will race to find the matching picture and send one player to race to the front of the room to "pack" it into *la mochila*. The team that correctly does this first scores a point for his or her team. For example: If you call out, "*Necesito un cuaderno.*" The students must find the picture of the notebook and pack it in the backpack. The team with the most points at the end of the game wins stickers or pesos.

- ❖ **Pistas:** El Carnaval has many traditions and celebrations that are still alive today. Join Dani, Beto, and Camila to play a fun game of clues at the festival. Divide the class into two teams: *Equipo Dani y Equipo Beto*. Line the teams up facing you. Put a set of about ten vocabulary words that are review and from today in a bag so that you can draw blindly. Explain that you are going to give *una pista*, a clue, for the vocabulary word you draw. The players at the front of the line must race to say the word in Spanish. Whoever says the right word the fastest scores a point for his or her team. The players then go to the end of the line and the next players in line will be given the next clue. Some suggested clues are listed below. Feel free to add more! Tip: For the younger students, post the picture flashcards of the possible answers up on the board to help speed up the game and help them reference the vocabulary. For all students: Review the vocabulary words with the flashcards before starting the activity to make sure it is successful.

#### Sample Clues:

- Es el primer día de escuela cada semana.* It is the first day of school each week. (el lunes)
- Es un instrumento con las teclas. Es largo, negro, y blanco.* It is an instrument with keys. It is large, black, and white. (el piano)
- El parte del cuerpo que está conectado a sus piernas. Se necesita para caminar.* The part of your body that is connected to your legs. You need them to walk. (los pies)
- La escuchas en el carro. Puedes escuchar diferentes canciones y tipos de música.* You listen to this in the car. You can listen to different songs and types of music. (la radio)
- Se dice eso cuando estás en una fiesta con los regalos, la torta, y los globos.* You say this when you are at a party with gifts, cake, and balloons. (¡Feliz cumpleaños!)