



Beginning Packet Teacher's Notes

This packet of activities for students was created for beginning students. Target vocabulary were selected from the songs to help students learn basic words and expressions. The packet for students can be printed and used with students before and after the concert. Or, individual pages can be used as the teacher decides which activities most benefit the students.

For each page of activities, refer back to the song listed after the Activity number. Sing the song with the students, using the lyrics provided. Help students translate or understand the meaning of the songs.

Not all of the songs have related activities, but the vocabulary included in the activities will help students understand all of the songs.

Use the lyrics and CD to practice the songs before the concert, and to reinforce the vocabulary in each activity.

Actividad 1 (Activity 1): El arco iris (The rainbow)

Song: De colores

Materials needed: colored pencils or crayons.
Review vocabulary for colors with students.

Actividad 2 (Activity 2): En la primavera

Song: De colores

Materials needed: colored pencils or crayons.
Discuss the season of spring with students. Show how spring in the southern hemisphere occurs in different months than in the U.S. Help students think about animals or plants that might be unique to their communities.

Actividad 3 (Activity 3): I already know that!

Song: Baila esta cumbia

Allow time for students to guess at the meaning of the words. Pronounce the word out loud so they can hear a similarity with English. Then, have them listen to the song, and follow along with the lyrics. Have them complete the second part of this activity. Help them understand that a direct, word for word translation is not always possible, but to focus on meaning and to learn to make educated guesses from context.

Actividad 4 (Activity 4): Las partes del cuerpo (Parts of the body)
Song: Baila esta cumbia

Before working Activity 4, help students learn the target vocabulary for this song. Using TPR (Total Physical Response) introduce (or review) these target words: bailen, muevan, griten
las manos, las manos en alto, hacia abajo
If students are ready, add other body parts: cabeza, los pies, los brazos, las piernas.

A sample script for a TPR activity is provided at the end of this teacher guide.

Actividad 5 (Activity 5): Let's move!
Song: Baila esta cumbia

These sentences are recombinations of previous commands. Students may need help understanding the meaning. Students may also be asked to write sentences with variations, and then to illustrate or act out their sentences.

Actividad 6 (Activity 6): En el concierto
Song: Bidi bidi bom bom

Have students brainstorm about what they see or hear at a concert. Help them with vocabulary words they need (or let them answer in English).

Gather the answers (or some of them) and list them on the board. Use the list to ask students about what they see or hear at a concert.

Have student work in pairs or small groups to share what they see and hear at a concert.

Examples:

- ¿Ves a un elefante en el concierto?
- ¿Ves a un cantante en el concierto?

Help students find the body parts in the four sentences at the end of this activity. Make sure they understand each body part, then have them draw a picture of each part.

Actividad 7 (Activity 7): Las partes de la cara (The parts of the face)
Song: Cielito lindo

Introduce (or review) parts of the face (see student pages for target words). Use TPR or other method to help students learn these parts.

Actividad 8 (Activity 8): Dibuja el monstruo
Song: Cielito lindo

Review parts of the body and parts of the face. Help students read and understand the descriptive sentences before they draw the monster.

Actividad 9 (Activity 9): Comparing
Song: Eres tú

Discuss with students the use of metaphors and imagery in the song lyrics. Help them see the meaning beyond the obvious literal translation.

Your turn

Guide students in creating another verse. Have them work alone, in pairs, or as a whole class.

Actividad 10 (Activity 10): Quiero (I want)
Song: Tu amor

Quiero

Help students understand the difference between *your* and *you*, **tu** and **tú**. And, why the accent can be important when they are reading or writing Spanish.

Brainstorm with students what actions they can take to help someone else, or make their school a better place to be. Then have students write down one action that they will commit to doing on their own.

Actividad 11 (Activity 11): El mejor de los mejores (The best of the best)
Song: Tu amor

Have students share their answers about the people and sports they consider to be the best of the best.

Practice with the question words *¿Quién?* and *¿Qué?* Tally answers on board, and chart the results.

Examples:

¿Qué actor de Hollywood crees que es el mejor de los mejores?

Extend the comprehensible input by expanding on the answers with the whole class.

Example: Student responds: Leonardo Dicaprio es el mejor de los mejores.

Teacher: Clase, *¿Es Leonardo el mejor de los mejores? ¿Sí o no?*

Class responds 'yes' or 'no' according to their opinion.

Teacher asks about another actor: *¿Es Pierce Brosnan (James Bond 007) el mejor de los mejores? ¿Sí o no?*

Continue using answers from the students, practicing ‘who’ and ‘what’ mixed in with ‘yes or no’ questions.

Actividad 12 (Activity 12): Me cautivo

Song: Loco por ti

The target vocabulary for this activity are *salta, ríe, canta* and *no me importa*.

Use TPR (Total Physical Response) to introduce or review these words before students read the story.

Read the story out loud, and help students understand the story.

Have students act out the story as you read it.

Ask a student (or group) to retell or rewrite the story using other actions that they already know, or rearranging the actions, renaming the characters from the original story.

Actividad 13 (Activity 13): Si caigo yo me levanto

Song: Yo me levanto

Have students discuss in pairs or groups a time when they failed to accomplish something important, and how they reacted. Or, talk about a famous athlete, scientist, singer or actor who failed at a task, but kept trying. If students are too embarrassed to write about themselves, ask them to write about a friend, or someone they know.

Practice the express ‘Si caigo yo me levanto’ so they can sing along at the concert. Use the expression in class when students are struggling with a new concept.

Actividad 14 (Activity 14): Tengo miedo

Song: Yo me levanto

Explain very briefly that every language has expressions that do not translate exactly into other languages. The use of tener + noun literally means ‘I have’ but since that sounds odd in English, we translate it as ‘I am’.

Practice expressions using TPR. Have students create an action for each expression (Example: shivering for ‘tengo frío’). Then, when you (or another student) say the expression, the class does the action. Start with 2 or 3 expressions, adding more as students become more proficient.

Actividad 15 (Activity 15): Roberto quiere celebrar

Song: Baila conmigo

The target vocabulary words are: *baila, moveré, saltaré, cansaré, no dejes de*.

Practice the target words using TPR commands, having students do the actions as you say them. Add descriptors, such as fast, slowly to keep commands interesting and challenging.



Explain that adding 'é' to the end of the verb gives it the meaning of "I will" do the action (future tense). Ask a student to act out the sentences as you say them. Stand behind the student and speak as if you are the student. Before starting, whisper to the student that he/she should move his/her mouth as if they are speaking. After you say the sentence, then the student does the action so that the students catch the idea of future action.

Example: The student (actually the teacher speaking as if he/she is the student) says, "I will jump 2 times." A short pause, and then the students jumps twice.

Read the story in the student packet with the class. Beginning students may need to have these words written on the board to help with understanding: hoy - today, les dice - says to them, le dice - says to him, hay - there is, pero - but, triste - sad, linda - pretty.

Have students illustrate the story in the student packet.

Have students retell or rewrite the story using different characters and/or actions.

TPR (Total Physical Response) Sample Script

Students follow commands given by teacher to learn key vocabulary from the songs.

Sample script (with pauses for actions): (Teacher says command and performs the action while the students imitate.) (Or, students see photos that illustrate the command.)

Target words: bailen, muevan, griten, hacia arriba, hacia abajo

Bailen.

Bailen rápidamente.

Bailen como Elvis.

Bailen lentamente.

Bailen normalmente.

Bailen rápidamente.

Bailen como Justo.

Muevan las manos.

Muevan las manos hacia arriba.

Muevan las manos rápidamente.

Muevan las manos normalmente.

Muevan las manos hacia abajo.

Muevan las manos hacia arriba.

Muevan las manos hacia abajo.

Muevan las manos rápidamente.

Bailen normalmente.

Muevan las manos hacia arriba.

Bailen normalmente y muevan las manos hacia arriba.

Bailen rápidamente.

Bailen como Elvis y muevan las manos hacia arriba.

Bailen lentamente.

Bailen lentamente y muevan las manos hacia abajo.

Griten “¡Olé!”

Bailen y griten “¡Olé!”

Bailen rápidamente y griten “¡Olé!”

Bailen y muevan las manos hacia arriba.

Muevan las manos hacia abajo.

Muevan las manos hacia arriba y griten “¡Olé!”

Bailen como Justo y griten “¡Olé!”

Bailen lentamente y muevan las manos hacia arriba.

Commands could continue with other body parts: cabeza, los pies, los brazos, las piernas.