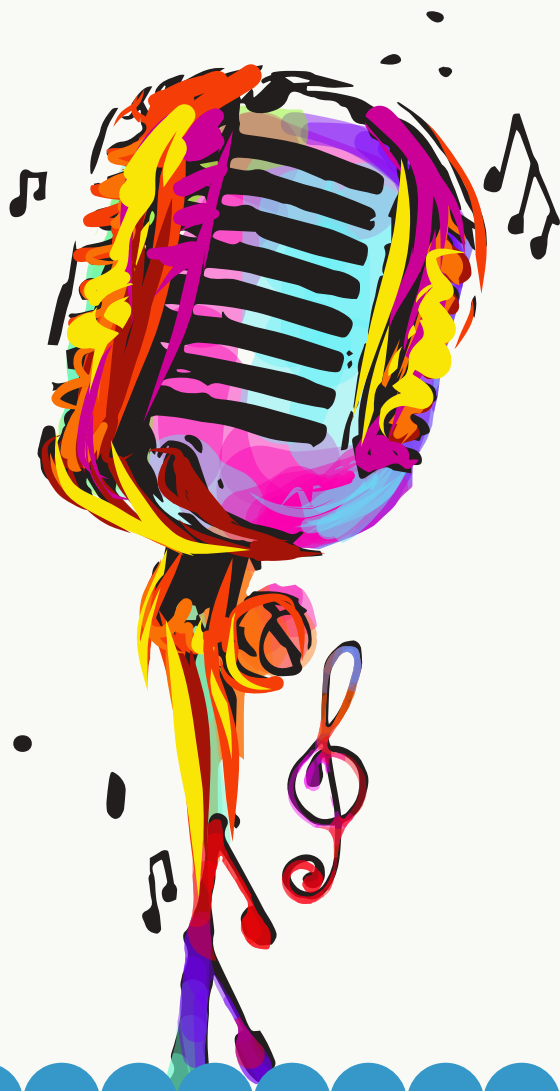


LET'S SING

Get ready to explore the art forms of music, rhythm and lyric-writing! Get those vocal cords warmed up and prepare to sing, sing, sing!



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UNA CANCIÓN DE AMOR

(A SONG OF LOVE)



Use this activity to bring joy to its audience through music.
Work with your students to write songs about people in their lives whom they love!

1. To start, have students think of some loved ones that are special to them like family members, friends, etc. Then, tell them that, as a group, they are going to be writing a song about the people they love the most!
2. To begin the songwriting process, ask students to call out people in their lives that bring them the most joy, using terms like mom, dad, grandma, uncle, cousin, best friend, etc. Again, scribe this list so that you can use it in your songwriting process.
3. Then, ask them to think of words that remind them of their loved ones, such as: kind, funny, loving, caring, happy, etc. Scribe these words and scribe them on a large piece of chart paper.
4. Next, ask them to come up with words that describe how they greet and say farewell to their loved ones. For example, they might say "hello," "hi," "what's up," as well as "goodbye," "see ya," "bye bye," etc.
5. Then, together, choose a tune that is familiar enough to help you construct your song—or make up your own tune! Guide them through this process by asking questions like: *What kind of sound should our song have? Should it be happy? Should it be sad? Can it be both? What will happen if we make it funny?*
6. Now that you have a list of loved ones, emotions, salutations, farewells and a tune to croon, it's time to start writing your song! Guide students through the songwriting process by asking questions like: *What should our song be about? What emotions do we want to convey? What should the title of our song be?*
7. Once you've created your musical masterpiece, record your song and encourage your students to share it with their friends or family!

REFLECTION QUESTIONS

What was it like to write your own song?

How did it feel to create a song using everyone's ideas?

What elements of this activity reminded you of music you've heard before?

What was fun about this activity?

What was difficult?



¡CABEZA, HOMBROS, RODILLAS Y PIES! (HEAD, SHOULDERS, KNEES AND TOES!)

Materials Needed: song lyrics and a recording of this well-known song

Use the activity below, singing and moving to a Spanish language version of “Head, Shoulders, Knees and Toes,” to get warmed up for your day and to get into the mood for a fun, fancy fiesta! Sing and move while you and your students explore emotions and hone your inner performer!

1. To get started, scribe the song lyrics, which are listed below, in English and in Spanish, with visual aids so that you can draw connections between the words.
2. Then, let students know that, together, you’re going to learn a song—in Spanish!
3. Begin by teaching, or reviewing, where one’s head, shoulders, knees and toes are located on the body, making sure to draw connections to the visual aids near both sets of lyrics. **Note:** *As students become more and more familiar with their body parts, and the sequence of indicating where they are, begin to add movements that allow students to indicate the location of their head, shoulders, knees and toes!*
4. Then, repeat **Step 3**, this time learning the Spanish translation of each body part! **Note:** *The literal English translation of the word “pies” (pronounced “pee-ays”) is actually “feet.” But, for the purposes of this song, it works!*
5. Next, if English is your students’ primary language, take time to teach your students the melody of this well-known song in English. Remember to include your gestures or movements! **Hint:** *If you don’t know the tune, visit the link in the Teacher Tip Toolbox below!*
6. Once you’ve learned the melody using the English language version, begin to incorporate the Spanish translation one word at a time until you’ve mastered the entire song in a brand new language!

Don’t forget to incorporate your same movements. It’ll help in learning the lyrics! **Hint:** *If you’d like some help pronouncing the Spanish words, utilize the appropriate link in the Teacher Tip Toolbox below!*

7. Finally, have your students record themselves singing their song, in both languages, and send it to a friend or family member. ¡Hurra! (Yay!)

BONUS: If there are other languages spoken in your home or other learning space, or if you are learning languages other than Spanish, work together to make this song multilingual.

REFLECTION QUESTIONS

What was it like to sing a song in Spanish and/or learn a new language?

Where, in your daily routine, is music or movement heard or practiced?

What was your favorite part of this activity?

TEACHER TIP:

Head, Shoulders, Knees and Toes (Instrumental)
<https://www.youtube.com/watch?v=E5d0S0MqHY0>

Head, Shoulders, Knees and Toes (Spanish)
<https://www.youtube.com/watch?v=nUkIGzMrHQg>

A TOTALLY TUBULAR TUNE

Think about the things that make you sad, then think about what makes you happy! With the help of an adult, fill in the blanks below to create a song all about what takes your dreary-wearies away!



I think about my _____ and it makes me very sad.
(something that makes you sad)

I _____ with _____ and lots of _____
(something you do to cheer up) (emotion) (a funny gesture)

which makes me very glad!



I imagine a big _____ with a pointy _____
(funny object) (color)

_____ on its head.
(funny feature)



So, when I feel all sad or _____, I'm never filled with dread!
(emotion)

I know I've got my _____! I really love my _____!
(favorite thing) (favorite thing)

What makes my pout-pout turn to a smile is I know I've got my

_____!
(favorite thing)

Unit Plan Brainstorm

LEARN A SONG Y CANTE EN UN GRUPO! (ENGLISH LANGUAGE ARTS, MUSIC)

Work with your students to learn a song in Spanish. **Note:** *In order to achieve this, you can use one of the many online websites that have free access to online content intended to use for teaching Spanish to children, such as www.rockalingua.com. Once you've learned the lyrics and their meaning, and the tune, take time to translate the song in English, or another language(s) spoken in your learning space! Finally, have a multilingual sing along! This Unit Plan Brainstorm is inspired by New Victory's presentation of FIESTA CON SONIA DE LOS SANTOS, a concert performance featuring a collection of songs highlighting Sonia De Los Santos's Mexican heritage, her family's journey to New York City and learning about other cultures.*

WE'VE GOT RHYTHM (DANCE)

Begin by telling students that you're going to create a rhythm circle using our bodies! Start by having everyone sit or stand in a neutral position. Then, introduce a simple, singular rhythm to your students using different parts of your body (e.g., slowly clap your hands or tap your thighs). Once everyone has grasped that rhythm, lead them in a call-and-repeat virtual rhythm circle, in which you call out each student's name and have them repeat that rhythm back to you. Then, have everyone come back to neutral. Next, introduce a new rhythm. Have everyone do that together, call out each student's name and have them repeat that rhythm back to you as you did before. Come back to neutral. Then, demonstrate the first and second rhythms together. Have everyone do that in unison, and then call-and-repeat with each student. Next, introduce a third rhythm and follow the same process as you did with rhythms once and two. Finally, sequence all three rhythms together in a call-and-repeat rhythm circle creating an orchestra of body percussion!

