

# Sing-Along and More

<b>THEME:</b>	<b>LEISURE: MUSIC</b>		
<b>LANGUAGE:</b>	<b>SPANISH (ANY)</b>		
<b>STANDARD(S):</b>	<b>COMMUNICATION</b>	<b>CULTURES</b>	<b>COMMUNITIES</b>
	<b>1.2</b>	<b>2.2</b>	<b>5.2</b>

## Time Frame:

Two fifty-minute class periods

## Materials Needed:

- An audiotape or CD of the song, *Abriendo Puertas*
- A classroom set of the lyrics for each student (provided)
- A copy of the cloze procedure activities (provided)
- An overhead with the lyrics on them
- Butcher block paper and markers
- Rubric for assessment (provided)

## Description of Task:

### Pre-listening:

Before beginning this lesson, play music from the CD/audio cassette by Gloria Estefan, during the opening minutes of class for a few days. Then hand out copies of *La Prensa* (local Hispanic Twin Cities newspaper) and with the whole class (music may be playing quietly in the background):

- Look at the ads for musical events, concerts, etc.
- Identify the artist(s) and musical genres
- Identify the particulars of the event (time, the days of the week, location, etc.)

### Level:

Novice-High

### Purpose:

To develop pronunciation skills using song; to listen to music for enjoyment and for gist

### Communicative

#### Function(s):

Imaginative: Discussing a piece of music

### Language Structure(s):

Pronunciation (fluency and intonation)

### Cultural Aspects:

Latino music styles (salsa and mambo)

### Modalities:

Listening

Speaking

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Ask the students to divide into small groups of two or three. Play a selection of any type of salsa music quietly in the background. Pose these questions in the target language:

- What styles of music are you familiar with?
- What style of music are you listening to?
- Where might salsa music come from?
- Where can you listen to salsa music in the Twin Cities area?
- Can you name any musicians that play salsa music?
- What are some of the instruments that are being used in the piece?
- Can you dance to this music?

Encourage the students to answer in Spanish, but give them the option of answering in English.

Some teachers may choose to extend this discussion by introducing the origin of salsa and its influence on Latin American culture (both in Latin America and in the U.S.). It may also be of interest to discuss the influence of salsa on other types of popular music.

Once you have activated their prior knowledge of salsa, tell them they are going to listen to a famous artist/musician, who is a native of Cuba and who has made her second CD for the Spanish-speaking people of the United States (although they will most likely be sold worldwide, like *Mi Tierra!*). Ask students if they can guess who the artist is given just these pieces of information. If they can't, give them a little more information until a student is able to name the artist.

### ***During listening:***

Still in small groups, ask students to listen to the song *Abriendo Puertas* once through, paying attention to the style and rhythm of the music. Listen to the song a second time, while focusing on words they recognize from the song. Assign each small group the task of coming up with five words from the song that they understand. Invite students to suggest possible titles for the song.

Divide a large piece of butcher block paper into two columns. Ask a representative from each group to write down the five words that the group

chose in one column and the possible titles in the other. After each student is finished contributing their group's ideas, they will lead the whole class in a choral recitation/pronunciation of the words. The student who wrote the words is responsible for clarifying the meaning as necessary. The representative can return to the group for help.

### **How to teach the song:**

*Sing-Along*—Display text on the overhead projector. Teach the chorus as a whole class activity by backwards buildup line-by-line. Enunciate clearly and slowly in the beginning, as students become more familiar with the different sounds, increase the pace of repetition. In this song, the first line starts with <puertas> and the class repeats. Then <abriendo puertas> and the class repeats two or three times. Then <Y vamos abriendo puertas> and the class repeats. Then put the music on and the class sings along with the first line only. Repeat this process with the second line. Then sing along through lines 1 and 2 with the cassette/CD. Repeat the process with line 3 and finally with line 4. Use this same pattern to teach the rest of the chorus focusing particularly on accurate pronunciation.

[Note: If you are teaching a long song, then split up this teaching process over three or four days about ten minutes each day. Review previous learning on the following days.]

*Getting the Meaning*—To teach the stanzas, use a jigsaw approach. A copy of the song lyrics will be handed out to the students and they will underline the words they recognized previously in addition to any new words they recognize on sight. Divide the class into groups corresponding to the number of stanzas in the song. Each group is responsible for working together to learn the words of their part of the song and to discuss possible interpretations of the stanza. Then the students form new groups with one representative, “expert,” from each of the former stanza groups. In the newly formed groups, the “expert” is responsible for communicating the meaning of their part of the song.

Choose key words that seem to pose pronunciation problems for the students and practice pronouncing these words through choral repetition. Then replay the song and invite all students to sing along.

### **Cloze procedure:**

Distribute the cloze handout and tell the students they will be listening to the song and filling in as many of the missing words as possible without

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viewing their copy of the lyrics. Let students know they will have more than one opportunity to listen to the song. Play the song two or three times, depending on the needs of the class. Ask students to concentrate on the singer's intonation of the accents and pronunciation. Allow time for students to check their cloze activity with a partner as they work together to fill in all the blanks. Finally, display the entire text on the overhead and allow students to fill in the remaining gaps. Listen again and sing along with the entire song.

### **Post-listening:**

The students will write a reflection on what they think the gist of the song might be, as a follow-up activity. Tell the students that there can be more than one interpretation of the song and what is important is that they make an honest attempt to offer a possible meaning for the song. Their reflection will be shared within a small group. Each group will report back on their discussions and share them with the whole class.

### **Assessment:**

Students can be asked to sing or recite the chorus individually for a formal assessment of pronunciation. They can be asked to turn in a cassette recording of this recitation. Proper pronunciation and fluency can be assessed with a holistic rubric (provided).

The assessment of the cloze task is built into the activity.

A less formal assessment of the students' group and individual work may include a consideration of the level of participation and cooperation within the small group, and individual written reflections on the gist of the song.

### **Extensions:**

#### ***Suggestions for adapting the task for various levels:***

*For beginning levels:* Illustrate the song with each person in the small group taking a verse and putting it together for a booklet.

*For advanced levels:* Create a cloze procedure in which more words are left out, making it more difficult. Ask students (individually or in small groups) to create their own cloze procedure activities, deciding which words to leave out. Stress the importance of there being a pattern or a reason why they chose the words that they did, for example, leave out all gerunds.

**Other extensions:**

- Students dance the salsa if they desire! They could use movie clips as models for the dance or invite the students who are involved in dance or a dance instructor to teach a simple salsa step.
- Invite a local salsa band to play in your school or for your classes.
- Record students singing the song on cassette to be played at an Open House for parents. This can be done after the students are familiar with the music and the lyrics. Allow them to listen to each recording and decide if they can improve on it (singing louder, singing more clearly, etc.).
- Introduce other famous salsa artists and listen to their music (see websites below).

**Cultural extensions:**

- Investigate Gloria Estefan's heritage and the contributions of her music to the Latino community in the U.S. and abroad.
- Investigate the history of salsa music.
- Students can compile information from various target culture songs to gain an understanding of target youth culture. A discussion in groups or as a class would be appropriate when enough songs with a variety of messages have been reviewed.

**References and Resources:**

This lesson makes use of the following authentic material:

The lyrics for *Abriendo Puertas*  
Written by: F. Kiki Santander

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Shohamy, E. (1985). *A practical handbook in language testing for the second language teacher*. Raanana, Israel: Shoshana Goldberg.

Useful Websites:

Strictly Salsa: The Definitive Salsa Home Page (provides many links to other sites)  
<http://strictlysalsa.com>

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Home Page de la Salsa (provides many links to other sites related to salsa music)

<http://salsaweb.com>

For information about Gloria Estefan (provides biographical information, music clips, concert ads, etc.)

<http://www2.almeco.com/ge/>

## Reflections:

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