teacher resource guide

Schooltime Performance Series

Sonia De Los Santos

A Celebration of Latin America

Arts Education NJPAC
about the performance

Sing along with Sonia De Los Santos! In this highly interactive performance, students will sing along in Spanish and English, dance in and out of their seats and learn about musical instruments and rhythms from Latin America, including son jarocho, cumbia and salsa. Sonia is a Latin GRAMMY® nominee with three family music albums: Mi Viaje: De Nuevo León to The New York Island, ¡Alegría! and Esperanza. Her message of finding hope and connection in our global community connects with children and grownups of all backgrounds.
### Inspired Ideas in the Classroom

#### Prepare for the Performance

<table>
<thead>
<tr>
<th>Teacher Focus</th>
<th>Student Activity</th>
<th>NJ Student Learning Standards</th>
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</thead>
<tbody>
<tr>
<td>If you have...</td>
<td>Listen to the first podcast episode of NJPAC On the Mic: About for an introduction to the performance, what to expect at the theater and a special welcome message from Sonia De Los Santos.</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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<td>3 – 10 minutes: Have students listen to the first podcast episode of NJPAC On the Mic: About for an introduction to the performance, what to expect at the theater and a special welcome message from Sonia De Los Santos.</td>
<td>- <strong>Student Activity</strong>: Write a short reflection on their experience listening to the podcast.</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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<td>15 – 30 minutes: For younger students, define a concert as a live music performance. After the students listen to the first episode of NJPAC On the Mic: About, ask them if they have ever attended a live concert. This can be done by a show of hands or the option to share details if time allows. Introduce students to Sonia De Los Santos by playing the concert highlight video (5 minutes).</td>
<td><strong>Reflection</strong> - Share your answer to the reflection question: What was your favorite moment of the show?</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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<td>25 – 30 minutes: Make copies of Activity Sheet 1 (or project the worksheet onto a smartboard). After the students watch Sonia’s highlights video, explain that a concert is one of many ways to listen to music. Using Activity Sheet 1, have students brainstorm other ways to listen to music. This can be done as a class, in small groups or individually.</td>
<td><strong>Class Activity</strong>: Share your answer to the reflection question: What was your favorite moment of the show?</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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#### Experience the Performance

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<td><strong>Prepare for the performance</strong></td>
<td><strong>Activity</strong> - Split into pairs or small groups to answer the following questions: 1. Does your family have a connection to a country outside of the United States? If so, where? 2. Do you listen to music in more than one language? If so, which ones? Listen for the sounds of different instruments played during the concert and sing along in English and Spanish when prompted.</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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<td><strong>Student Activity</strong>: Split into pairs or small groups to answer the following questions: 1. Does your family have a connection to a country outside of the United States? If so, where? 2. Do you listen to music in more than one language? If so, which ones? Listen for the sounds of different instruments played during the concert and sing along in English and Spanish when prompted.</td>
<td><strong>Class Activity</strong>: Share your answer to the reflection question: What was your favorite moment of the show?</td>
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#### Reflect, Respond and Read

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<td><strong>Teacher</strong> - Make copies of Activity Sheet 2 and have crayons or colored pencils ready. Older students will also need an additional blank sheet of paper. Have students listen to NJPAC On the Mic: Connect. Younger students may copy one or more instruments as they listen. Older students can select an instrument to draw on a separate paper, using the worksheet as a reference for the instrument page.</td>
<td><strong>Student Activity</strong> - Listen to the second episode of NJPAC On the Mic: Connect. Share your answer to the reflection question: What was your favorite moment of the show? Color in the instruments on Activity Sheet 2 as you listen. Share your coloring sheet with the class.</td>
<td></td>
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<td><strong>Student</strong> - Listen to the second episode of NJPAC On the Mic: Connect. Share your answer to the reflection question: What was your favorite moment of the show? Color in the instruments on Activity Sheet 2 as you listen. Share your coloring sheet with the class.</td>
<td><strong>Class Activity</strong>: Share your answer to the reflection question: What was your favorite moment of the show?</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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#### Focus

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<td><strong>Teacher</strong> - Display the following vocabulary words defined during the podcast episode: (skip this step for kindergarten and first grade students). Chorus: A part of a song that is repeated. Fiesta (Spanish): Party. Vuelta: Slow turn for “vuelta.” The episode will prompt students to sing along and move their arms during the “Fiesta, Fiesta” chorus. If time allows, have students share their responses to the discussion prompt with the class or a partner.</td>
<td><strong>Student Activity</strong> - Listen to the third podcast episode of NJPAC On the Mic: Spotlight. Sing along and move your arms during the chorus of the song “¡Fiesta, Fiesta!” Share your answer to the discussion prompt: When do you celebrate something by singing, dancing or listening to music?</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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<td><strong>Student</strong> - Listen to the third podcast episode of NJPAC On the Mic: Spotlight. Sing along and move your arms during the chorus of the song “¡Fiesta, Fiesta!” Share your answer to the discussion prompt: When do you celebrate something by singing, dancing or listening to music?</td>
<td><strong>Class Activity</strong>: Share your answer to the reflection question: What was your favorite moment of the show?</td>
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#### Originate

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<td><strong>Teacher</strong> - Identify an open area in your classroom or an alternate location where students have space to dance. Introduce the term vuelta as the Spanish word for “turn” and have students practice turning slowly while saying the word. You can find this moment in the podcast episode “¡Fiesta, Fiesta!” as you listen. Share your coloring sheet with the class.</td>
<td><strong>Student Activity</strong> - Listen and dance to the song “¡Fiesta, Fiesta!”</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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<td><strong>Student</strong> - Listen and dance to the song “¡Fiesta, Fiesta!”</td>
<td><strong>Class Activity</strong>: Share your answer to the reflection question: What was your favorite moment of the show?</td>
<td>English Language Arts NJSLSA.SL1, NJSLSA.SL2. National Core Arts Standards Anchor Standards 1, 3, 4. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16.</td>
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#### Rehearse

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<tr>
<td><strong>Teacher</strong> - Have the students rehearse their dance to “¡Fiesta, Fiesta!” Review the movements in unison:</td>
<td><strong>Student Activity</strong>: Rehearse dancing to “¡Fiesta, Fiesta!” with your classmates. Practice how you will start and end the dance.</td>
<td>National Core Arts Standards Anchor Standards 3, 5. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16 World Languages 7.N1.LP(1)</td>
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<td>&quot;Arms high for &quot;Fiesta!&quot;</td>
<td><strong>Student Activity</strong>: Rehearse dancing to “¡Fiesta, Fiesta!” with your classmates. Practice how you will start and end the dance.</td>
<td>National Core Arts Standards Anchor Standards 3, 5. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16 World Languages 7.N1.LP(1)</td>
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<td>Slow turn for &quot;vuelta.&quot;</td>
<td><strong>Student Activity</strong>: Rehearse dancing to “¡Fiesta, Fiesta!” with your classmates. Practice how you will start and end the dance.</td>
<td>National Core Arts Standards Anchor Standards 3, 5. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16 World Languages 7.N1.LP(1)</td>
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<td>Any additional movements created by the students</td>
<td><strong>Student Activity</strong>: Rehearse dancing to “¡Fiesta, Fiesta!” with your classmates. Practice how you will start and end the dance.</td>
<td>National Core Arts Standards Anchor Standards 3, 5. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16 World Languages 7.N1.LP(1)</td>
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#### Make Magic

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<td><strong>Teacher</strong> - Invite another class to join your students for a dance party and have your students present their dance. Ask students to teach the movements to the visiting class. Play “¡Fiesta, Fiesta!” and encourage all students to participate in the dance party by dancing or observing the fiesta.</td>
<td><strong>Student Activity</strong>: Perform your dance and teach the visiting students your movements. Give yourselves a round of applause!</td>
<td>National Core Arts Standards Anchor Standards 3, 5. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16 World Languages 7.N1.LP(1)</td>
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<td><strong>Student</strong> - Perform your dance and teach the visiting students your movements. Give yourselves a round of applause!</td>
<td><strong>Class Activity</strong>: Share your answer to the reflection question: What was your favorite moment of the show?</td>
<td>National Core Arts Standards Anchor Standards 3, 5. Social-Emotional Learning NJSEL Self-Monitoring 6 NJSEL Relationship Skills 16 World Languages 7.N1.LP(1)</td>
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**common core state standards**

**English Language Arts**

**NJ/SLA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**NJ/SLA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJ/SLA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Social-Emotional Learning**

**NJ/SEL Self-Management Sub-competency 6** Recognize the skills needed to establish and achieve personal and educational goals.

**NJ/SEL Social Awareness Sub-competency 9** Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.

**NJ/SEL Social Awareness Sub-competency 11** Demonstrate an awareness of the expectations for social interactions in a variety of settings.

**NJ/SEL Relationship Skills Sub-competency 16** Utilize positive communication and social skills to interact effectively with others.

**Social Studies**

**6.1.2.Geo.SV.1** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

**World Languages**

**7.1.NL.IP6.E.1** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

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**Vocabulary**

- **Alegría** The Spanish word for joy
- **Bailar** The Spanish word meaning to dance
- **Cantar** The Spanish word meaning to sing
- **Chorus** A part of a song that is repeated
- **Concert** A live music performance
- **Cumbia** A traditional style of Colombian folk music and dance
- **Drum set/drum kit** A set of many percussion instruments played with a pair of wooden or plastic drumsticks
- **Esperanza** The Spanish word for hope
- **Fiesta** The Spanish word for a party
- **Guitar** A six-stringed instrument with a long neck, a wooden soundboard with a hole and a flat back
- **Guitarra** The Spanish word for guitar
- **Jarana** An eight-stringed instrument featured in son jarocho, a type of Mexican folk music
- **Latin America** A region that includes countries and territories from North America (including Mexico, Central America, the Caribbean) and South America where Spanish, Portuguese and/or French are spoken
- **Trumpet** An instrument made of brass metal. Musicians play the trumpet by blowing into a mouthpiece and pressing buttons that change the instrument’s sound
- **Violin** A classical instrument made of wood. Violins have four strings that are played using a long bow
- **Sueño** The Spanish word for a dream
- **Tierra** The Spanish word for land
resources

Websites
NJPAC | Arts Education programs
njpac.org/arts-education
NJPAC | About NJPAC
njpac.org/about
NJPAC | Arts Education resources
njpac.org/arts-education/teacher-resources
NJPAC resources | Sonia De Los Santos: A Celebration Latin America
njpac.org/education-program/sonia-de-la-santos-a-celebration-of-latin-america-resources
Sonia De Los Santos
soniadelossantosmusic.com
Sonia De Los Santos music
soniadelossantosmusic.com/songs
SDLS Study Guide
import.lemsol.com/sonia-delossantos
Jarana Jarocha
en.wikipedia.org/wiki/Jarana_jarocha
Sonia De Los Santos website
soniadelossantosmusic.com
Kids Britannica | Latin America
kids.britannica.com/kidarticle/Latin-America/353363
Center for World Music | The Jarana Jarocha of Veracruz
centerforworldmusic.org/saxa/eng/the-jarana-jarocha
NPR | World Cafe - Latin Roots: Son Jarocho (audio)
npr.org/2013/05/16/182869886/latin-roots-son-jarocho
Kiddle | Guitar
kiddle.co/Guitar
Kiddle | Violin
kiddle.co/Violin
Kiddle | Trumpet
kiddle.co/Trumpet
Kiddle | Drum kit
kiddle.co/Drum_kit

Videos
Sonia De Las Santos videos
soniadelossantosmusic.com/videos
PBS Music Matters | Sonia De Las Santos
pbs.org/video/sonia-de-las-santos-apg9kd
Sonia De Los Santos: ¡Fiesta, Fiesta! Live at The Bridge Studio
youtu.be/lose8HFp4mdA?list=TLsBA_5fO6yo
Sonia De Los Santos concert highlights video
youtu.be ppm77PjA-10
Sonia De Las Santos: “Esta Es Tu Tierra”
youtu.be/EZ5YwOw1hFg

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9
njpac.org/education
njpac.org/education-program/sonia-de-la-santos-a-celebration-of-latin-america-resources
soniadelossantosmusic.com/videos

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