



GET READY FOR THE KINGS

Teacher's Guide: Primària 2



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Get Ready for the Kings: Teacher's Guide

Introduction

The goal of LaLaFolk is to teach children to talk in English about Catalan culture and traditions. The method we use is based on two main principles.

First, **Catalan culture and traditions**. In primary education, curiosity and motivation are the drivers of learning. Children in pre-school and primary school are constantly exposed to the Catalan traditions that take place throughout the year, such as *La Castanyada*, *Caga Tio* and *Sant Jordi*, as well as other more general aspects of Catalan culture, such as *calçotades*, mushroom picking and doing an allotment.

In our experience, if children are already familiar with these aspects of Catalan culture, they tend to have an emotional connection with them. This connection acts as an incentive for children, and we are able to create a spark in the children's minds associated with the English they use to talk about these cultural aspects. If children are unfamiliar with these elements of Catalan culture, then it is a way to teach children about it from a new perspective.

As most of these cultural traditions don't exist in English-speaking cultures, we consider it important that a child living in Catalonia knows how to talk about these concepts in English. Through LaLaFolk, children will learn to talk in English about what they do, how they do it and, ultimately, who they are: their cultural identity. This will be useful for communication if they travel abroad in the future and for speaking to people who visit Catalonia from elsewhere.

Second, **music**. Music is a powerful tool, and catchy songs get inside children's heads. In our experience, music enables children to learn English almost automatically. That's why we use a song about an element of Catalan culture as the main teaching tool. Other educational resources are

then used as a support for the song, which include: images, videos and worksheets.

Method

To do this song, we recommend using approximately twenty minutes of your English class for five sessions or more. We've also suggested some optional activities for each session if you want to spend more time doing it.

Teacher's Materials

Get Ready for the Kings

Teacher Guides & Training

1. Teacher's Guide
2. Games & Activities
3. Training Video

Music Video Resources

1. Song
2. Video with Hand Movements
3. Karaoke Video
4. Playback with Melody
5. Playback without Melody
6. Lyrics
7. Lyrics in Catalan (Lletra en català)
8. Sheet Music (partitura)

Activity Resources

1. Photos without Words
2. Photos with Words
3. Flashcards
4. Word Search
5. Gap-Fill
6. Reading Worksheet
7. Writing Worksheet

Lyrics

Tonight the kings are coming
What will they bring? yeah, what will they bring?
If you've been good they'll bring you
Toys and games, yeah, toys and games
If you've been bad they'll bring you
Candy coal, yeah, candy coal
It's a special night, yeah
With the Christmas lights, yeah
Following the kings around town
As they throw sweets down to me

Get ready for the Kings, tonight they're coming
Get ready for the Kings, tonight they're coming
Get ready for the Kings, tonight they're coming here
What will they bring? yeah yeah

It's Three Kings Day
Let's eat *tortell de reis*
Let's eat pastry and cream
Let's find a king and a bean
It's Three Kings Day
Let's eat *tortell de reis*
Let's eat pastry and cream
Let's find a king and a bean

Get ready for the Kings, tonight they're coming
Get ready for the Kings, tonight they're coming
Get ready for the Kings, tonight they're coming here
What will they bring? yeah yeah

Lyrics in Catalan

Tonight the kings are coming

Aquesta nit venen els reis.

What will they bring? yeah, what will they bring?

Què portaran? sí, què portaran?

If you've been good they'll bring you

Si t'has portat bé alguna cosa et portaran

Toys and games, yeah, toys and games

Joguines i jocs, sí, joguines i jocs

If you've been bad they'll bring you

Si t'has portat malament alguna cosa et portaran

candy coal, yeah, candy coal

carbó de sucre, sí, carbó de sucre

It's a special night, yeah

És una nit especial, sí

With the Christmas lights, yeah

Amb els llums de Nadal, sí

Following the kings around town

Seguint els reis per la ciutat

As they throw sweets down to me

Mentre em llencen caramels

Get ready for the Kings, tonight they're coming

Prepareu-vos per als Reis, aquesta nit venen

Get ready for the Kings, tonight they're coming

Prepareu-vos per als Reis, aquesta nit venen

Get ready for the Kings, tonight they're coming here

Prepareu-vos per als Reis, aquesta nit venen

What will they bring? yeah yeah

Què portaran? sí, sí

It's Three Kings Day

És el dia de Reis

Let's eat tortell de reis

Mengem tortell de reis

Let's eat pastry and cream

Mengem pasta de full i nata

Let's find a king and a bean

Trobem un rei i una mongeta

It's Three Kings Day

És el dia de Reis

Let's eat tortell de reis

Mengem tortell de reis

Let's eat pastry and cream

Mengem pasta de full i nata

Let's find a king and a bean

Trobem un rei i una fava

Get ready for the Kings, tonight they're coming

Prepareu-vos per als Reis, aquesta nit venen

Get ready for the Kings, tonight they're coming

Prepareu-vos per als Reis, aquesta nit venen

Get ready for the Kings, tonight they're coming here

Prepareu-vos per als Reis, aquesta nit venen

What will they bring? yeah yeah

Què portaran? sí, sí

Session 1

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary	Photos	Oral communication	5
Main activity 1	Listen to the song	Song	Oral communication	3
Main activity 2	Listen to the song, raise their hand if they hear a word, ask what word they heard	Song	Oral communication	5
Main activity 3	Listen to the song, stop the song after each word, say the words as a class	Song	Oral communication	7
Optional Activity	Word search	Word search Worksheet	Reading	15

Show the children some pictures of the vocabulary in the song. Elicit the vocabulary. "Does anybody know what this is?" If a child knows a word, tell them to say it out loud and share it with their classmates. Ask everyone to repeat the word. If there is any vocabulary you can't elicit, tell them the words. Make everyone repeat the words. Tell the students that you're going to listen to a song about Get Ready for the Kings. Then play the song.

Tell the children you're going to listen to the song again. If they hear any of the words you elicited in the first activity, the children should raise their hand. "If someone hears the word 'good,' raise your hand. If someone hears the words 'what will they bring?' raise your hand." Go round the class and ask them at the end of the song to say what word they have heard. "Tell me what word you heard". Play the song again and make sure

they are able to identify the words. Do the optional activity if you have time.

Optional Activity

Look at the words and photos again and then hand out the word search worksheet. Tell the students to find the words in pairs or individually.

Session 2

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary and structures	Photos	Oral communication	5
Main activity	Listen to the song	Song	Oral communication	3
Main activity	Listen to the song, the children raise their hand if they hear a word, ask what word they heard	Song	Oral communication	5
Main activity	Encourage the children to sing the song and do hand movements	Song Video	Oral communication	7
Optional Activity	Team Competition with Word and Picture Flashcards – the teacher/ caller shouts out a word and one person from each team has to run to the front and find the corresponding word and/or picture cards	Flashcards	Reading comprehension / oral communication	20-30

Before you start, ask the students if they remember the song. “Do you remember the song we sang last time?” Ask them if they remember any of the vocabulary. Use the flashcards and try to elicit the vocabulary. You can prompt them using clues, “Do you remember this word? It starts with ‘Goo’?” (good), “Do you remember this word? It starts with ‘what’?” (what will they bring?). Then listen to the song again.

Play the song again and encourage them to sing the song. You can ask them to invent their own hand movements, or you can show them the video and ask them to copy the hand movements. If you have time, do the optional activity.

Optional Activity

Team Competition with Word and Picture Flashcards

Print out two copies of all the picture flashcards and all the word flashcards. Spread out all the picture flashcards, face up, in one area of the classroom. Spread out all the word flashcards, face up, in a different area of the classroom. Tell the class that you are going to play a team game. Split the class into two teams. Each team can give themselves a team name in English. Write the team names on the electronic white board.

Number all the children in each team. The teacher then says “Students number 1, are you ready?” The students from each team need to answer, “Yes.” The teacher then shouts out a word from the flashcards and says, “Ready, steady, go!” Both students that are number 1 in their teams have to run to each area of the room to get a picture flashcard and then a word flashcard that matches what the teacher has called out. They then have to leave the flashcards in a designated place (on the teacher’s desk, for example) and return to their team. The team who does it first wins a point.

Play the game for 20-30 minutes, or until all the students on each team have had a turn. The team with the most points wins. At the end of the game, write on the white board “XX team – winners” / “XX team – runners-up). Explain that a “runner-up” is someone who comes second.

Note: if there is an uneven number of students, you can nominate one student to be the caller, instead of the teacher. Help the caller choose what word to call out if they are unsure.

Tip: to make this game more fun, the children have to do something different each time. For example, instead of running to find a flashcard they have to jump, hop, skip, crawl, etc.

Session 3

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos	Oral communication	5
Main activity 1	Encourage the children to sing the song and do the hand movements	Song Video	Oral communication	5
Main activity 2	Listen to the song while watching the karaoke video	Karaoke video	Oral communication	5
Main activity 3	Encourage the children to sing the song while watching the karaoke video	Karaoke video	Reading comprehension / Oral communication	5
Optional Activity	Listen to the song and the students fill in the gaps with the right words	Gap Fill Worksheet	Writing / oral communication	20+

Elicit the vocabulary and/or structures from the song. Repeat the vocabulary and structures out loud as a whole class. Play the song and encourage the children to sing along. Listen to the song while watching the karaoke video. Play the karaoke video again and encourage the children to sing along. If you have time, do the optional activity.

Optional Activity

Gap-Fill Worksheet

Tell the students to listen to the song and fill in the gaps with the right words when the music stops. Go over the answers as a class. If there is time, tell the children to match the images with words from the text.

Session 4

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos – Get Ready for the Kings	Oral communication	5
Main activity 1	Sing the song	Song / video	Oral communication	3
Main activity 2	Sing the song while watching the karaoke video	Karaoke video	Oral communication	5
Optional Activity	Read the text as a whole class and then the students answer the questions individually. Discuss answers as a whole class.	Reading Worksheet	Reading comprehension /oral communication (future tense will)	20-30

Elicit the vocabulary and/or structures from the song. Play the song and encourage the children to sing along. Play the karaoke video and encourage the children to sing along. Do the optional activity if you have time.

Optional Activity

Reading worksheet

Read the text together as a class. Make sure everyone understands what they have read. Ask the students to answer the questions individually or in pairs. Then discuss the answers as a whole class.

Talk about the grammar point: future tense 'will'. Look for all the examples of this tense in the text. Ask students some questions in the future tense using 'will'.

If there is time, students can match the images on the worksheet with words in the reading text. If some students finish before the others, ask them to write the correct words underneath the images.

Session 5

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos – Get Ready for the Kings	Oral communication	3
Main activity 1	Sing the song	Song / video	Oral communication	3
Main activity 2	Sing the song while watching the karaoke video	Karaoke video	Oral communication	5
Optional Activity	Fill in the missing letters, fill in the missing words, write a short text about Kings Day or another celebration.	Writing Worksheet	Writing	30

Elicit the vocabulary and/or structures from the song. Play the song and encourage the children to sing along. Play the karaoke video and encourage the children to sing along. Do the optional activity if you have time.

Optional Activity

Writing worksheet

Ask the students to do page one as a warm-up. They have to fill in the gaps with the missing letters and match the images to the words. Ask them to write the full words underneath the images.

Ask the students to complete page two of the worksheet. They have to fill in the gaps with the correct words, using the words at the bottom of the page. Discuss the answers as a whole class after each question.

Write the following sentence on the electronic whiteboard: The kings will bring toys and games. Elicit the structure of the future tense (will + bare infinitive) and tell students that it's used to describe something that will

happen in the future. Ask the students to find and underline all the future tense structures on page two.

If there is time, ask the students to write about Kings Day or another celebration that is important to them. Tell them to use the future tense 'will' in their text. They should use the following questions as a guide: How will you feel when you wake up in the morning? Will you get presents? What presents will you get? What will you eat for lunch? Will you go to a parade?

Alternatively, print out individual questions and give them to students, who can work individually or in pairs. Tell them to write the answer to one question. When they have finished, correct the sentences. Tell the students that you are going to record them saying their sentences. Ask them to practise first. Then record each student saying their sentence. Make a video of all the students saying their sentences.

Film all the students singing the song. This is good material to send home to the families to show them what the students have been doing in English lessons at school.