



CHESTNUT TIME

Primària 1



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Introduction:

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

First, **Catalan 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 La Vella Quaresma. These traditions motivate and stimulate the children, representing a driver of their learning and a key part of their identity.

At LaLaFOLK, we believe that these traditions represent rich and everyday opportunities to work on children's English. We take advantage of the children's emotional connection with their own cultural traditions and add English. This helps us to create a spark in the children's minds associated with the English they use to talk about these traditions.

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 a Catalan tradition as the main teaching tool. Other educational resources are then used as a support for the song, which include: images, videos and worksheets. At LaLaFOLK, we also give students the opportunity to listen to the songs at home or in the car with their families. This enables parents to listen to the songs their children are working on, and get involved with their children's learning.

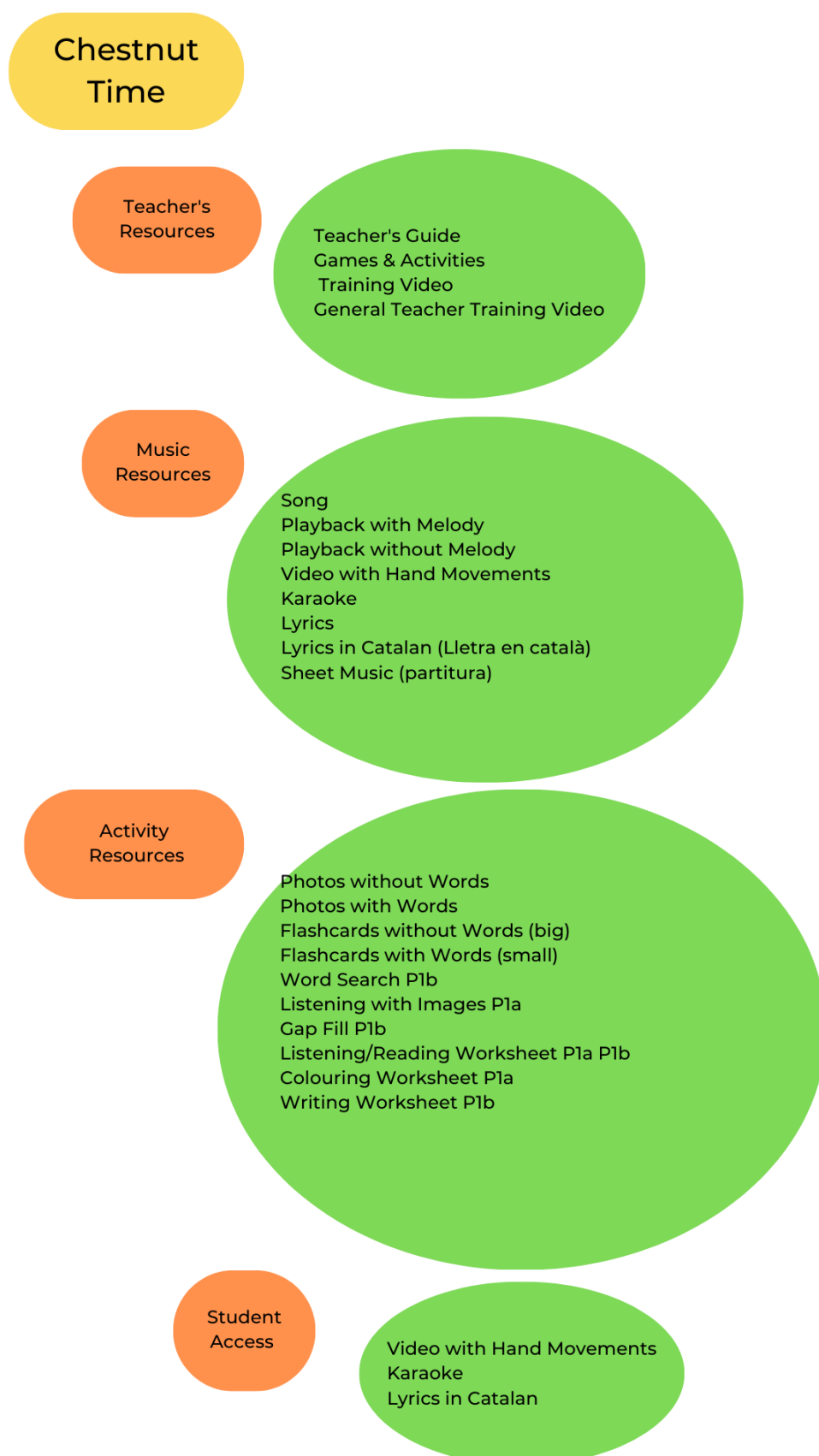
Method:

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.

As the Primària 1 materials are intended for three year-groups (**Primer**, **Segon** and **Tercer**), we have designed two types of optional activities (**Primària 1a** and **Primària 1b**). The Primària 1a optional activities are easier and do not involve reading or writing, but use listening activities with games, colouring and/or cutting. The Primària 1b activities are more challenging and include a word search, gap-fill, reading worksheet and writing worksheet. All the text is in upper case (capital letters), which should make it more accessible for the students of this age range. As the teacher, you will need to decide what activities are best suited to your students' levels.

Remind the students at the beginning of each session that they can listen to the song at home, on a mobile phone or in the car. Their parents have been sent an email with instructions about how to access the songs and videos at home via the LaLaFOLK platform.

Teacher's Materials:



Chestnut Time Lyrics:

I'm feeling super, super excited
it's Chestnut Time – La Castanyada - Halloween
Tonight we'll have a special dinner
we'll talk, eat and laugh, with my family
waiting for tonight
yay it's chestnut time

chestnuts, chestnuts, yummy, yummy chestnuts
sweet potatoes, panellets and muscatel wine
chestnuts, chestnuts, yummy, yummy chestnuts
sweet potatoes, panellets, a family time

I'm feeling super, super excited
it's Chestnut Time – La Castanyada - Halloween
I go to the kitchen and I make
panellets - little almond cakes
waiting for tonight
yay it's chestnut time

chestnuts, chestnuts, yummy, yummy chestnuts
sweet potatoes, panellets and muscatel wine
chestnuts, chestnuts, yummy, yummy chestnuts
sweet potatoes, panellets, a family time

chestnuts, chestnuts, yummy, yummy chestnuts
sweet potatoes, panellets and muscatel wine
chestnuts, chestnuts, yummy, yummy chestnuts
sweet potatoes, panellets, a family time

Lletra en català:

I'm feeling super, super excited / **Em sento súper, súper emocionat**
It's Chestnut Time / **És la Castanyada**
La Castanyada – Halloween / **La Castanyada - Halloween**
Tonight we'll have a special dinner / **Aquesta nit farem un sopar especial**
We'll talk, eat and laugh / **Parlarem, menjarem i riurem**
with my family / **amb la meva família**
Waiting for tonight / **Esperant aquesta nit**
Yay it's chestnut time / **Sí, és la castanyada**

Chestnuts, chestnuts / **castanyes, castanyes**
yummy, yummy chestnuts / **nyam nyam castanyes**
Sweet potatoes / **moniatos**
panellets and muscatel wine / **panellets i vi moscat**
Chestnuts, chestnuts / **castanyes, castanyes**
yummy, yummy chestnuts / **nyam nyam castanyes**
Sweet potatoes / **moniatos**
panellets, a family time / **panellets, temps de família**

I'm feeling super, super excited / **Em sento súper, súper emocionat**
It's Chestnut Time / **És la Castanyada**
La Castanyada – Halloween / **La Castanyada - Halloween**
I go to the kitchen and I make / **Vaig a la cuina i faig**
panellets - little almond cakes / **panellets - petits dolços d'ametlla**
Waiting for tonight / **esperant aquesta nit**
Yay it's chestnut time / **Sí, és la castanyada**

Chestnuts, chestnuts / **castanyes, castanyes**
yummy, yummy chestnuts / **castanyes nyam nyam**
Sweet potatoes / **moniatos**
panellets and muscatel wine / **panellets i vi moscatell**
Chestnuts, chestnuts / **castanyes, castanyes**
yummy, yummy chestnuts / **nyam nyam castanyes**

Sweet potatoes / **moniatos**

panellets, a family time / **panellets, temps de família**

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Session 1

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary	Photos	Oral communication	8
Main activity 1	Listen to song	Song	Oral communication	2
Main activity 2	Listen to song, raise hand if they hear a word, ask what word they heard	Song	Oral communication	5
Main activity 3	Listen to song, stop song after each word, say words as a class	Song	Oral communication	5
Optional Activity	Optional Activity: Flashcards. The students hold up a flashcard when they hear a particular word in the song	Flashcards	Oral communication	10

Tell the students that they are going to learn how to talk about *la Castanyada* through listening to a song and doing some activities and games. Tell them that the objective of doing the song, activities and games is to learn how to talk about this celebration in English.

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 Chestnut Time (*La Castanyada*). 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 'talk', raise your hand. If someone hears the word 'eat', 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 can identify the words.

Optional Activity

Flashcards

Hold up the flashcards, one by one, and practise saying the words with the children (excited, tonight, talk, eat, laugh, family, waiting, chestnuts, sweet potatoes, muscatel wine, kitchen, little, almond cakes). Hand out individual flashcards to students. Tell them that they have to hold up their flashcard when they hear their word in the song. You can do this as a whole class activity or you can ask 13 students to stand in a line at the front of the classroom and hold up their flashcards. Start with the picture flashcards and then do the word flashcards.

Session 2

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary	Photos	Oral communication	10
Main activity	Listen to the song	Song	Oral communication	2
Main activity	Listen to the song, the children raise their hands if they hear a word, ask what word they heard	Song	Oral communication	5
Main activity	Encourage the children to sing song	Song	Oral communication	3
Optional Activity	Word Search	Worksheet	Reading Comprehension	10

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 ‘Fa’?” (family), “Do you remember this word? It starts with ‘Swee’?” (sweet potatoes). Then listen to the song again.

Play the song again and encourage them to sing the song. If you have time, do the optional activity.

Optional Activity

Vocabulary and Numbers with Flashcards_**Primària 1a**

Before the class, print out several copies of the flashcards. Randomly place the flashcards on the floor in the middle of the room. Choose one student and say, "Go and find 1 "excited" and 1 "laugh"." The student finds the correct flashcards, gives them to the teacher and repeats back to the teacher what flashcard they have picked up. The teacher then makes the instructions progressively harder. "Go and find 3 chestnuts." When the students are able to do the activity more easily, increase the number of flashcards for each word.

Word Search_Primària 1b

Tell the students to find the words in the word search and to match the words with the images. You can print this activity out for the students to do individually, or you can do it as a whole class on the electronic white board. If the students do the word search individually, and if there is enough time, tell them to colour in the images after completing. The answers are included on page two.

Session 3

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos	Oral communication	10
Main activity 1	Encourage the children to sing the song	Song	Oral communication	2
Main activity 2	Listen to the song while watching the karaoke video	Karaoke video	Oral communication	4
Main activity 3	Encourage the children to sing the song while watching the karaoke video	Karaoke video	Oral communication	4
Optional Activity	Gap-Fill	Worksheet	Oral comprehension / writing	15

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

Listening with Images_Primària 1a

Print out page 2 of the worksheet. Tell students to write number 1, 2, 3, etc. on the correct image when the music stops. Alternatively, the students can cut out the images (by cutting along the lines) and select the correct image when the music stops.

Gap-Fill_Primària 1b

Tell the students to listen to the song and fill in the gaps with the right words. Go over the answers as a class. If there is time, identify the images as a whole class and then tell the students to colour them.

Session 4

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos – Chestnut Time	Oral communication	10
Main activity 1	Sing the song	Song	Oral communication	3
Main activity 2	Sing the song while watching the karaoke video	Karaoke video	Oral communication	5
Optional activity	Read the sentences and write the correct number in the white circle on the photo	Reading Worksheet_ Chestnut Time	Reading Comprehension	15-20

Elicit the vocabulary and/or structures from the song using the photos. Play the song and encourage the children to sing along. Play the karaoke video and encourage the children to sing along. If you have time do the optional activity.

Optional Activity (reading comprehension + present simple)

Listening_Primària 1a

Hand out page 2 of the worksheet. Explain that you are going to talk about what happens at Chestnut Time. After you read out each sentence, the students need to write the correct number on each image.

Reading_Primària 1b

Use the same worksheet. The students need to read the sentences describing what happens during at Chestnut Time. They can work

individually, in pairs or in groups. After reading each sentence, the students need to write the correct number on each image.

Session 5

Activity	Description	Materials	Skills	Approx. time/mins
Pre-activity	Elicit vocabulary/structures	Photos – Chestnut Time	Oral communication	10
Main activity 1	Sing the song	Song	Oral communication	3
Main activity 2	Sing the song while watching the karaoke video	Karaoke video	Oral communication	5
Optional Activity	Students match sentences and then write the correct sentence next to the correct photo.	Writing Worksheet_ Chestnut Time	Writing	20

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. If you have time do the optional activity.

Optional Activity

Colouring_Primària 1a

Hand out the colouring worksheet. Tell the students to colour the images in different colours. For example, “Colour the kitchen red”. When you’ve finished, ask the students, “What colour is the kitchen?” Encourage them to say, “Red. The kitchen is red.” Do it as a whole class/group and then ask the students individually.

Writing_Primària 1b

Look at page 1 on the electronic white board as a whole class. Decide which parts of the sentence match. Then ask the students to complete the sentences on page 2. This writing activity focuses on the present simple structure.