

Sing your way to
Spanish[™]



THE MUSICAL

Where the music is happy
AND THE LANGUAGE IS SPANISH!

¡Donde hay música alegre
Y SE HABLA ESPAÑOL!

Music and Script
by
Jody Dreher

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www.singyourwaytospanish.com
info@singyourwaytospanish.com
(954) 961-1677



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SUMMARY OF PLAY

A group of 6 children (referred to below as Travelers) take a magical trip, “to where the music is happy and the language is Spanish!” The children begin their adventures in whatever state your students live in (this group begins in Florida). They want to go to New York City to visit its many exciting places. They end up taking a very circuitous route, going first to the Galapagos Islands on the Equator, where they interact with the indigenous animals living on the volcanic islands and learn about magic words. They then find themselves in Texas ready for country music and some fun with cowboys, cowgirls and subject pronouns. From Texas it is on to a Mexican zócalo (town square) where mango and papaya juice, guacamole and churros con chocolate fill the streets. Finally, the youngsters use their magic words to get them to exciting New York City, their final destination.

Students sing seven bilingual songs over the course of the play, connecting their experiences and adventures with their travels. All songs are from Volume 1 of the CD: *Sing Your Way To Spanish with Jody*.

Dialogue is presented bilingually in the play so both Spanish and English speakers can enjoy the show. Dialogue can be presented only in English or only in Spanish if desired.

The Musical is approximately 45 minutes long. No student has more than 8 short lines of dialogue. Audience participation can be included. The playwright offers directions for the play to lessen the teacher’s workload, including suggestions for costumes, props and set design. However these are only suggestions and should not replace the creativity of those involved in the play.

FUNDRAISING OPPORTUNITIES

In addition to being an exciting project for students, the Musical can also be used as a SCHOOL FUNDRAISER. The school could sell tickets to friends and family, sell CDs of *Sing Your Way to Spanish with Jody* to students and their families, and have someone video the students’ performance, burn DVDs and sell the DVDs to parents of students in the show. Volume discounts are available on the CDs if sold for fundraising purposes.

INTERDISCIPLINARY EDUCATIONAL BENEFITS

The play can be performed focusing solely on the language skills and music and be a success. However, if possible, adding the interdisciplinary educational opportunities suggested below will enhance the learning experience for the students.

Foreign Language: English speakers will learn Spanish. Spanish speakers will learn English.

Language Arts: Students can write the playbill and posters advertising the show.



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- Art:** Students can help create simple costumes, set designs, and design playbills and posters advertising the show.
- Music:** Students can be musical accompanists throughout the show, both vocally and instrumentally. All students are capable of playing percussion instruments to accompany the music.
- Science:** Students can learn about the interesting animals of the Galapagos, where for example, the only warm weather penguins live. Students can also be introduced to the name Charles Darwin, who spent time with the animals of the Galapagos, and whose study there helped him discover his *Survival of the Fittest* theory.
- Geography:** Students can begin to learn about maps. Depending on the age of those putting on the play, various lessons can be introduced such as the difference between city and country-side, or the names of countries like the U.S., Mexico, and Ecuador, or the names of different states like Florida, Texas, and New York, the ideas of borders, etc.
- Social Studies:** Students can be introduced to the differences between cultures, for example the siesta in Mexico, the town center or zócalo, the dress and flags of various groups, the symbol of the Statue of Liberty, etc.
- Math:** Measuring distances between places or telling time can be taught. Similarities and differences between groups can be shown through Venn diagrams or graphs.

THE CAST

The number of cast members is extremely flexible. The initial number listed below of **25** is the **minimum number**, assuming that the cast in each scene is kept to the smallest number possible.

Keeping the number of cast members to the minimum of **25** means that if the dialogue is presented bilingually, then those saying the Spanish lines will also translate their lines into English. **Please note the cast can EASILY be expanded to include MANY more than 25 children, See Expanded Cast Options** below. In an expanded cast, translators could be used to say the English lines.

In addition to cast members below, a few adults will be needed to change the set in between scenes (if sets are used) and to play the *Sing Your Way to Spanish with Jody* CD if the CD is used for musical accompaniment.

FUNDRAISING NOTE: If the school intends to put on the play as a fundraiser, the more students that are in the play the better. Family members and friends are more likely to come out to support and see the play if their own child or friend is in it.



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SCHOOL DISTRICT IN THE U.S.
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www.singyourwaytospanish.com • info@singyourwaytospanish.com
4040 N. 41st Street, Hollywood, FL 33021 954.961.1677