Freddie Lesson Plan 8 – Invisible Coqui
Lesson Plan by Sharon Burch
www.TeachingwithFreddieTheFrog.com

GRADE: 2

Time: _______ Day: ________ Date:___________

Note: Freddie the Frog and the Invisible Coqui, is a fun way to introduce Latin jazz to kids. Latin jazz encompasses many styles. This story focuses on salsa. Constantly assess your room and adjust to meet the students at their level, based on their prior experiences in your room. At the easiest level, focus on each isolated salsa rhythm pattern, learning and playing/performing each pattern in unison. Once secure and confident in keeping the salsa rhythm patterns, advance by adding one rhythm pattern at a time, in layers. Use the rhythm section layered audio track as a guide and play along.

- Rehearse with body percussion before adding instruments. This lesson is written to only use body percussion. Spring Lesson Plan 10 adds the instruments.
- Room Set-up/Environment:

Half circle of chairs, open space for movement in the middle.

Materials Needed:

1. Freddie the Frog teacher’s puppet
2. Audio player and speaker
3. Freddie the Frog® and the Invisible Coqui hardcover book/audio CD
4. Invisible Coqui PDF slides to project available at: https://sellfy.com/p/6NpE/ (Add audio from physical audio CD enclosed inside the hardcover book.)
5. “Baila Coqui Salsa” on the Audio CD from Freddie the Frog® and the Invisible Coqui.
6. “Beginning Salsa Dance Steps” Video (Watch & Teach video>Spring Videos)

Student “I can” statements:

1. I can find my assigned place in the music classroom.
2. I can identify, hear, and move to salsa rhythm patterns.
3. I can sing alone and with others.
4. I can play alone and with others using body percussion.
Process:

STEP 1. Silently point, asking students to find their assigned circle to sing Freddie’s song in a two-part round.

STEP 2. Wait for students to “do their job” so they can sing to Freddie the Frog.

“Hello, Freddie” (Tune of “Where is Thumbkin.”)

TRANSITION: Ask students to “andante” to their seat.

• Freddie is so excited!
• SHARE, Freddie and Eli were exploring on their raft and ran out of drinkable water. They decided to stop at a nearby island to refill their water jugs and met invisible coquis who played music! Would they like to hear about it?

STEP 3. Prepare for reading and interacting with the Freddie the Frog® and the Invisible Coquí story.

• Before the first reading of the story
  1. Teach the rhythm patterns using body percussion.
  2. SAY, “In this story, Freddie and Eli met an invisible coqui! They discovered rhythm patterns of Latin jazz. Let’s try each one."

• Practice the chant and body percussion for each rhythm instrument pattern:
  • Use the mp3 audio files from Freddie the Frog and the Invisible Coqui to rehearse.
  o Each instrument has a slow tempo track for learning and an uptempo track that matches the tempo used in the story.

Conga chant: “Coquí plays and Freddie dances.”

• Chant and pat at a steady eighth note pattern on one thigh, representing a conga, alternating hands.
• Repeat until informally assessing the students’ ability to independently chant and pat the pattern.

Conga Drum

- Play the “Conga, slow” audio recording. Indicate students to softly chant and pat along with the recording.
• Play the “Conga” audio recording. Indicate students to softly chant and pat along with the faster tempo of the conga recording. The tempo matches conga tempo in the story.

**Bongos chant: “Eli likes to play the bongos.”**

• Chant and pat at a steady eighth note pattern on both thighs, representing bongos, alternating hands.  
• Repeat until informally assessing the students' ability to independently chant and pat the pattern.

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\[\text{\textbf{Bongos}}\]
\[\text{\textbf{E - li likes to play the bon-gos.}}\]
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• Play the “Bongos, slow” audio recording. Indicate students to softly chant and pat along with the recording.
• Play the “Bongos” audio recording. Indicate students to softly chant and pat along with the faster tempo of the recording. The tempo matches tempo in the story.

**Claves chant: “Freddie plays claves.”**

• Chant and tap the rhythm pattern with two fingers in the palm of the opposite hand. (The quieter sound produced by a two-finger tap allows students to hear and match the correct pattern.)
• Repeat until informally assessing the students' ability to independently chant and two-finger tap the pattern.
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Claves

- Play the “Claves, slow” audio recording. Indicate students to softly chant and two-finger tap along with the recording.
- Play the “Claves” audio recording. Indicate students to softly chant and tap along with the faster tempo of the recording. The tempo matches the tempo in the story.


- Chant and “scrape” the rhythm pattern by holding one palm open and up; the other palm swishes, or “scrapes,” as though playing a guiro. Similar to wiping the dust off the palm of one hand.
- Repeat until informally assessing the students’ ability to independently chant and “scraping” the pattern with the palm of one hand.
• Play the “Guiro, slow” audio recording. Indicate students to softly chant and scrape along with the recording.
• Play the “Guiro” audio recording. Indicate students to softly chant and pat along with the faster tempo of the recording. The tempo matches the tempo in the story.

Maracas: Freddie likes to play maracas.

• Chant and pretend to shake maracas, alternating hands with the steady eighth note pattern.
• Repeat until informally assessing the students’ ability to independently chant and pretend to play the maracas accurately.

• Play the “Maracas, slow” audio recording. Indicate students to softly chant and pretend to play the maracas along with the recording.
• Play the “Maracas” audio recording. Indicate students to softly chant and pat along with the faster tempo of the recording. The tempo matches tempo in the story.
Timbales chant: “Coqui salsa is fun to play. Oh, the …” (repeat)

- Chant and pat the pattern on both thighs, representing timbales, alternating hands.
- Repeat until informally assessing the students’ ability to independently chant and pat the pattern.
Play the “Timbales, slow” audio recording. Indicate students to softly chant and pat along with the recording.

Play the “Timbales” audio recording. Indicate students to softly chant and pat along with the faster tempo of the conga recording. (The tempo matches conga tempo in the story).

**TRANSITION:** Ask students to stop and listen to the story.

- SAY, Be ready to tap the rhythm patterns with Freddie.

**STEP 4. Read the story, echoing with Freddie.**

Play the audio recording of the storybook while turning the pages, or changing slides.

- Silently indicate and model when the students should whisper chant and pretend to play a rhythm instrument with Freddie throughout the story.

  Congas: Co-quí plays and Fred-die dan-ces.

  Bongos: E-li likes to play the bon-gos.

  Claves: Fre-die plays cla-ves.


  Maracas: Fred-die likes to play ma-ra-cas.

  Timbales: Co-quí sal-sa is fun to play. Oh, the...
STEP 5. Teach the beginner salsa dance step.

Basic Salsa Dance Step
The basic salsa dance pattern is a six-step move. Chant the pattern that works best for you and your students as you learn the steps.

Carlito’s chant: “Pa’lante, pa’tras; Pa’tras, pa’lante.”
Freddie's chant: “Squish that bug, back and up.”

Begin with your feet spread apart about shoulder-width.

Six-step move:
Step 1. (Beat one.) “One” or “Squish” - Move your left foot one step forward, and twist the ball of your foot, as though “squishing a bug.” The movement causes a natural thrust of the hip, part of the salsa movement.
Step 2. (“And” of beat one.) ”And” or “that” - Lift your right foot slightly off the ground and place it back down in the same place.
Step 3. (Beat two.) “Two” or “bug” - Step back with your left foot past the original position.
Step 4. (Beat three.) “Three” or “back” - Step back with your right foot slightly past your left foot.
Step 5. (“And” of beat three.) ”And” - Lift your left foot slightly and place it right back down.
Step 6. (Beat four.) “Four” or “up” - Step forward with your right foot.

After this last step you are ready to start the process all over again.

Note: Although salsa rhythms are felt in two, it is easier to understand this dance explained in four.

Video demonstrations located at: www.TeachingwithFreddieTheFrog.com/Watch & Teach > Spring
YouTube: https://youtu.be/cLojiIqUBpM
More detailed instruction: https://youtu.be/F758q-jifJl

Play the Baila Coquí Salsa mp3 audio file and dance the salsa!

• Chant the dance steps while dancing until all students are secure in the step.
• Challenge: Sing while dancing the salsa!

Baila Coquí Salsa
(Dance Coquí Salsa)

Baila coquí salsa
I wanna dance the whole night thru.
Baila coquí salsa
Y goza ritmo de mi alma
(Translation: And party to the rhythm of my soul.)

Transition for leaving: Ask all students to stand and return to their assigned seat.
- Ask students to stand and turn in direction of the line.
- Follow the leader to the door to give Freddie a hug/high five and return to their classroom.

Resources and References:
- **Invisible Coqui PDF/PPT of storybook and audio** files (Purchase PDF ebook and audio digital download here: [https://sellfy.com/p/6NpE/](https://sellfy.com/p/6NpE/))
- “Baila Coqui Salsa” on the Audio files from *Freddie the Frog and the Invisible Coqui*.
- “Beginning Salsa Dance Steps” Video ([Watch & Teach video>Spring Videos](http://watchandteach.com/videos/spring))
- Invisible Coqui Teaching tips:
- Teaching demonstrations and tips located at TeachingwithFreddieTheFrog.com>**Watch & Teach Videos>Spring**

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Common Core State Standards Incorporated in this MUSIC LESSON:


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