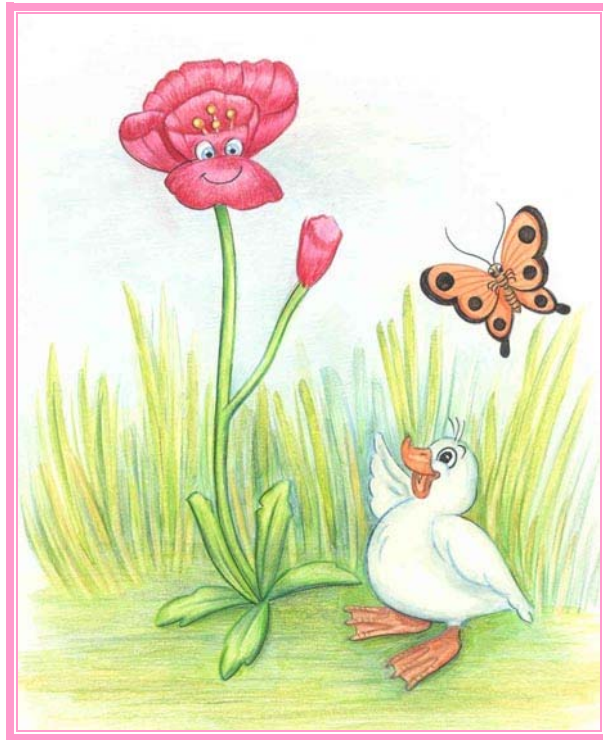


Grupo CAÑAVERAL Inc.

The Traditional Hispanic Children's Music:
"Cantemos con los Niños Hispanos" Series-Activities Book

Amapolas y Patitos – Volume 2 – TGC-71595-AB



Compilation: Hilda Luisa Díaz-Perera
Illustrations: Julián Terrón

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"La música es cultura.
Conocer nuestra cultura es conocernos a nosotros mismos."



Hilda Luisa and Nelson Zuleta-Grupo CAÑAVERAL



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Cantemos Con Los Niños Hispanos, Volume 2
Amapolas y Patitos
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Cantemos con los niños hispanos Foreword

The reason for our existence as a musical entity has been to preserve our Hispanic American musical roots in all their manifestations. We have defended this point of view against all commercial interests that have tried to steer us in another direction, because we believe that modern music is slowly erasing the ethnic homogeneity of our Spanish speaking countries.

When we began to dust off the Hispanic traditional children's repertoire, we found ourselves amidst a rich, almost forgotten mother lode, that thanks to one of those anonymous inspirations sent to us human beings every once in a while by the universe, we decided to research, study and re-record. If our goal was to protect Latin American folklore, why not dedicate a special effort to our children? Why not begin with them and direct this effort to the many young minds that are growing up in countries where Spanish is not the main language? But what we never imagined was that the product of this effort would have a niche in educational institutions, that beyond its use in the bilingual programs, it would also fulfill an objective in multicultural programs, and that along with the Hispanic child, it would find its way equally to all kinds of children, regardless of their color or background.

For us, this project started out more as a source of recreation than for purely educational purposes. Ours was a childhood surrounded by music: precisely of this beautiful music that today we bring to our children. Two years ago, we released *¿Dónde Vas, Carbonerito?*, the first volume of the series CANTEMOS CON LOS NIÑOS HISPANOS. We were, of course, not prepared for what happened next. Suddenly, our material was being requested by the schools, we were being invited to give concerts for children, and happily, to our surprise, teachers were asking us to write a manual to give them some guidelines on how to use this music in the classroom. The first manual was written and almost immediately our second volume of traditional Hispanic children's music, *Amapolas y Patitos*, was released.

Finally, after many months of work, here is the manual for *Amapolas y Patitos*. It has become possible thanks to all the children who have come to our concerts and to all the educators and school principals who supported so enthusiastically our first children's production. To all of them who have given us their love and appreciation: many thanks! This material is for you!

Hilda Luisa Díaz Perera
Grupo CAÑAVERAL

Cantemos Con los Niños Hispanos
¿Dónde Vas, Carbonerito?, Volume 1
Foreword

TO The Teacher

The traditional children's repertoire is usually anonymous. Although the main themes of the songs remain constant throughout Latin America and Spain, sometimes there are marked differences in the lyrics, the music and even in the basic rhythms. Perhaps this is what makes them interesting and extraordinary. Because these songs are orally transmitted from generation to generation, it is difficult to ascertain which version is the original. But it was our goal to make this music available to all the Hispanic children and that was our principal motivation, not lengthy academic arguments that would remain within lofty realms and rarely filter through anything that would really impact the child.

It is a truism that the child, who sings while he plays, gradually masters an appreciation for his language, his roots and his culture. By our own experience, we also know that many times, the traditional children's repertoire becomes the emotional cornerstone of the sensitive adult. In the majority of cases, it is internalized very early in life, together with mother's milk, wrapped in warm, comforting arms, and through the soothing tones of a loving voice, long before we learn to read.

We have performed these traditional Hispanic children's songs for more than 120,000 students who have attended our concerts in the elementary schools. We would like, therefore, to make some suggestions to the teacher. This material is purely supplementary and does not have as its primary aim to teach basic concepts that every child should master in order to be able to read and write the language properly. It can be used solely as a source of recreation for the student, or using the manual, turn it into small units of learning that will enrich daily classroom activities. It is also not absolutely mandatory to follow the manual. In the end, the teacher will decide.

We believe that the most important aspect of this effort is that the child has the opportunity to hear Spanish and learn to have fun with it. For best results, each song should be presented to the student for at least a week, 3 or 5 minutes a day, so that he or she can understand the lyrics, learn the music, and finally feel comfortable with the games and activities that are suggested in the manual. Much of the work will be done unconsciously by the child. This material is for the teacher and the student to enjoy together...*¡en español!*

Hilda Luisa Díaz Perera
Grupo CAÑAVERAL

Cantemos Con los Niños Hispanos
¿Dónde Vas, Carbonerito?, Volume 1
To The Teacher

El patio de mi casa



Julián Terrón

El patio de mi casa

Tradicional

El patio de mi casa,
es particular,
se llueve y se moja,
como los demás,
agáchate niña,
y vuélvete a agachar,
que si no te agachas,
no sabes bailar.

El patio de mi casa

Introduction:

Probably one of the fondest memories we cherish as we grow older is of the backyard of our childhood home, or of the street where we played when we were children. A backyard evokes buddies, lemonade, games, sodas, toys, bikes, maybe cookies and milk or the ice cream man. Although a very short song, *El patio de mi casa* is a description made by a child of his own backyard. The narrator talks to a girl who is playing there. This song has been used as a jump rope song.

Objectives:

- ⇒ Naming objects
- ⇒ Learning words of action or *verbs*
- ⇒ Learning description words or adjectives
- ⇒ Playing EL PATIO DE MI CASA

Method:

I. Naming objects:

A. Show drawings or pictures of objects that are commonly found in a backyard. Ask your students to cut pictures from old magazines of things that are usually kept in the *patio*. This can be done in the classroom with magazines you provide, or given as an assignment to do at home with the family. Below are some examples, but there are many, many more. Paste the pictures on construction paper and identify clearly with a heavy magic marker. Be sure to provide the article for each noun. Use these to make a vocabulary list that your students can learn:

- the bike-la bicicleta
- the dog-el perro
- the cat-el gato
- the swing-el columpio
- the grass-la hierba/la yerba
- the pool-la alberca/la piscina
- the tree-el árbol
- the flowers- las flores

B. Do the same with objects that are not commonly found in backyards:

- the lion-el león
- the tv-la televisión/el televisor
- the book-el libro
- the picture-la foto/el cuadro
- the sofa-el sofá
- the pencil-el lápiz
- the lamp-la lámpara
- the teacher-la maestra

C. Place the pictures in a box. Divide the classroom into two teams. You might want to assign an answering order within each team. If the student whose turn it is to answer misses naming the object, that student's team has to give up its turn to the other team. Have one of the students keep score. Choose a picture, show it to the first team and ask:

- ¿Qué es ésto? The first student should answer: “Eso es un león. El león **no** está en el patio”, or “Eso es un gato. El gato está en el patio.”
- Show the next picture to the first student in the second team. The same procedure should be followed, but now the second student must say: “Eso es un perro”, and add: “El perro y el gato están en el patio” or “Eso es un libro” and add “El león y el libro **no** están en el patio.” Gradually, as each student answers, the list will become longer, like in *Old MacDonald Had A Farm*. The idea is for them to repeat and hear repeated the names or nouns of the pictures shown by the teacher. The team with less misses wins.
- Another game that can be played with the students is as follows: sitting in a circle and using a small *soft* tossing pillow, the teacher holds up the pillow and says: ¿Qué hay en tu patio? As she asks the question, she tosses the pillow to a student who then has to come up with the name of something that is usually found in a backyard. If the student misses he cannot go on playing. If the student gives a correct answer, then he or she must ask the question and toss the pillow to another student who must name another object, and so on, until only two persons will remain playing. The first one to say the name of an object that has already been named loses. Be sure to have some little prize for the winner! Remember: feel free to alter the games and suggestions to fit the level of proficiency of your students.

II. Learning words of action or *verbs*:

A. Demonstrating actions:

- The teacher can mimic actions for the class. By watching her, the students will understand the meaning of what she is doing. For example: walk; Then say: “En el patio de mi casa me gusta caminar.”. Then make believe you are running and say: “En el patio de mi casa me gusta correr”, and so on. After they have heard the word several times, write the word on the blackboard. Let them see the connection between the physical action, the naming of the action in a simple sentence and the written word. Do the same for other actions and ask the class to repeat what you do and what you say. When the classroom has learned several action words that are usually carried out while playing in the backyard, have one student come to the front of the classroom. Write on a piece of paper the action you want him to represent to his classmates. Ask the class “What is Johnny doing? Call on a student for the answer.

- If your students master the recognition of action words or *verbs* that have been introduced, and the first person singular, you can gradually introduce them to other tenses of the verbs they already know.

B. Play the tossing pillow game:

- Toss the pillow saying the first part of the sentence: “En el patio de mi casa...” The student receiving the pillow should complete the sentence: “...me gusta caminar.” The student will repeat the first part of the sentence and toss the pillow to another student who must then complete it with another action word.

III. Learning description words or adjectives:

- A. Set the stage by showing pictures of backyards, or colorful landscapes, depicting nature, i.e., small and big wild animals, flowers, mountains and lakes, the seasons, etc. This also gives you the opportunity to develop in your students sensitivity and an appreciation for nature. You might teach in a region of the country where it might be possible either to take your students out of the classroom to the schoolyard, or on a short field trip nearby where they can see, let’s say a lake. You point to it saying: “El lago es azul (o verde).” o “El árbol es alto (o grande).” Use nature to teach. Ask your students to repeat what you say.
- B. Explain that some words are used to describe or tell us how something is, looks, tastes, or feels. Generally a description word will answer the question “¿Cómo es el patio de tu casa? ¿Cómo es tu mamá? ¿Cómo es el auto de papá?”
- C. You can use this exercise to introduce colors, opposites or any form of description word or adjective. For example, give your students the sentence: “El patio de mi casa es *grande*.” After they have learned several description words, ask them to use these new words in the original sentence: “El patio de mi casa es *pequeño*.”

III. Playing El patio de mi casa:

- A. Play the song *El patio de mi casa* and let the students jump rope to its beat.
- B. Another version of this game can be done with the students holding hands in a circle as in *Ring Around The Rosie*. The circle goes round and round, and very time the words “agáchate”, “agachar” or “agaches”, which means “to squat” is said, everyone goes down and immediately up again to continue until the end of the song. Remind them that the words come rapidly so they have to be ready to squat again as soon as they come up after the previous squat.