

SONGS for SPANISH CLASS



*Compiled, arranged
and illustrated by
by Bryce Hedstrom*



CONTAINS:

Children's Songs
Traditional Songs
Vocabulary & Grammar Songs
Holiday Songs

Easy-to-Play Guitar Chords
Easily Singable Keys

Also available as a pdf download to show songs on an overhead in class!

TO HELP YOU USE THESE SONGS TO SUPPORT YOUR CURRICULUM THIS BOOK INCLUDES:

- An Exhaustive **Grammatical Index**
- A Complete **Subject Index**
- A **Geographical & Cultural Index**
- **Notes and Teaching Tips** for the Teacher

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Hedstrom Language Resources

Loveland, Colorado

(970) 290-4228

e-mail: Hedstroms@aol.com

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Bryce Hedstrom's Spanish Materials

Up-to-date materials for effective instruction

Student-tested for lasting acquisition of Spanish at all levels

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Songs for Spanish Class

A collection of catchy songs to help students of all levels; these are easy to read and easy to sing songs from all over the Spanish-speaking world. It contains children's songs and traditional folk songs with historical and cultural commentary so that students can understand the meaning of the lyrics and the significance of the song in Spanish-speaking culture. Also has grammar songs, vocabulary songs and holiday songs. Each song has easy guitar chords and is in a key that is easily singable for a group. Contains an exhaustive grammatical index, a complete subject index, a geographical and cultural index, and notes and teaching tips for the teacher. Illustrated by the author. 64 pages. Also available as a pdf download to show songs on an overhead in class!

Stories for Spanish Class

This is a compilation of original winner stories for beginning Spanish classes. Each story can be used as a framework to either tell in your classroom or as material for extended readings. In this collection you will find simplified adaptations of authentic legends (*La Llorona*) and history (*Christopher Columbus*, *La Batalla de Puebla*), as well as expansions of jokes into stories (*¡Eso sí que es!*) and popular culture told as stories. Students like these stories because many of them deal with real teen issues in a funny and exaggerated way. The stories are presented in order of difficulty, so that the teacher can follow them through the school year or use them as supplements to any existing curriculum. The stories parallel the vocabulary and structure development of Blaine Ray's *Look I Can Talk!* book. For example, there is an extended reading version of the famous *Cuento del Gato*, and the urban legend known as "The Mexican Pet" has been adapted to parallel the vocabulary found in *La Vaca y el Mono*. 73 pages.

Conversational Spanish, Course 1

This book is the backbone of a basic Spanish course that can be taught in one college semester, or one year in high school. It includes stories, songs, mnemonic devices, activities and a thorough level I and II Spanish-English dictionary. The stories are student-tested and are original or adaptations of Hispanic folktales and urban legends. They advance in vocabulary and structures throughout the course. There are also many communicative activities that support beginning subjects like foods and numbers. This course can be used alone or coordinate with Blaine Ray's early Spanish I readers *Pobre Ana*, *Patricia Va a California*, and *Casi Se Muere*. The dictionary includes all of the words in Blaine Ray's level I and II readers as well as vocabulary for beginning levels. 174 pages.

The Power of Cognates

Learning to speak a new language well requires our students to acquire hundreds of words, and unfortunately there are very few short cuts. To become reasonably fluent students must commit these new words to memory. But there is a shortcut. Since up to one third of the words in Spanish and English are cognates, students can exponentially increase their Spanish vocabulary once we teach them to recognize and use cognates. This book contains over 6,000 cognates in 28 English/Spanish cognate groups, plus two lessons on the most common (and entertaining!) false cognates. Each section begins with the most frequently used Spanish words in that cognate group. Teachers and authors have said this feature is particularly helpful in picking the most high frequency words to use with their students. The book includes tests, practice assessments and tips to help students acquire these amazing vocabulary boosters. 120 pages. 120 pages.

El Alquimista Student Support and Glossary

One of the best ways to learn Spanish is simply to read for pleasure. If we can find books that hook kids with a captivating story, the content itself will compel them to read. *The Alchemist* is that type of book. Besides the engaging story, the setting and the historical allusions are rooted in Iberian culture and imagery. Through the journeys of Santiago, the main character in the story, students will absorb Hispanic culture and history. One problem with *El Alquimista* however, is that the author assumes a high level of literacy: the content is so deep and rich that students may have difficulty understanding the text. The Student Support and Glossary was written to help students to understand the vocabulary and the historical, cultural, geographical and religious elements in the novel. With this support, students in Spanish 2 have been able to read the novel in Spanish. 82 pages.

Pobre Ana Teacher's Guide

This book has everything a teacher needs to teach through *Pobre Ana* and have the students enjoy and understand it. There are maps, activities, advice for acting out chapters in class, reading tips, a listening activity for the movie, and final assessments. There are also short quizzes for each chapter, as well as longer sets of questions that can be used as sample oral questions (or to copy and hand out to the students on the days your voice isn't there). These questions often go beyond the text to prompt students into using their own lives and background knowledge to engage them in meaningful discussions (in Spanish!). It also contains extended readings written especially for this novel. Ana's pitiful letters to Dear Abby and Dr. Oprah (and their responses) are particularly popular with students. The final assessments for the book are differentiated. Students can pick their level of complexity and way of showing that they have learned the content and vocabulary. 73 pages.

Casi se Muere Teacher's Guide

I love this novel and this guide will help your students understand it. I lived in Chile as an adolescent and I love the culture. I have tried to infuse this guide with that passion. The guide includes maps and background readings. There are notes to accompany an optional lecture (in easy Spanish, of course!) about the culture, history and geography of Chile. There are short quizzes and scores of sample oral questions for each chapter. There is also an activity in which to put the major events of the story in order to check for understanding. The card game contains 30 questions from the novel about the history, geography and culture of Chile, which keeps students reviewing and showing off their knowledge with each other in a fun way. Students can show their understanding of the text via three differentiated assessments. I also include lots of reading advice for new instructors and veterans alike. 117 pages.

Activities and Readings for El Día de los Muertos COPY MASTERS

My students love the Day of the Dead. If it is presented in a comprehensible and interesting way, even students at the beginning of level I can read and discuss the holiday in Spanish. This is a packet of student-tested materials that I use at all levels to help students learn about *El Día de los Muertos* and to demonstrate what they have learned. This packet contains 20 copy-ready handouts for your classroom and authentic cultural stories that have been differentiated into four ascending levels. It has authentic and fun songs with easy guitar chords, a word search, differentiated quizzes, an extensive vocabulary list and cultural/language projects with rubrics. 29 pages.



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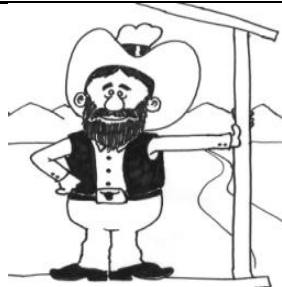
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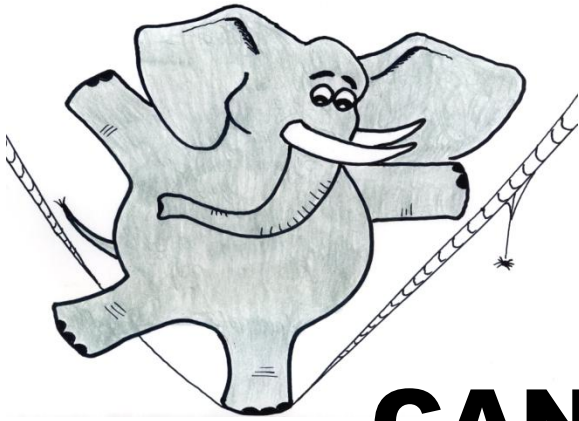
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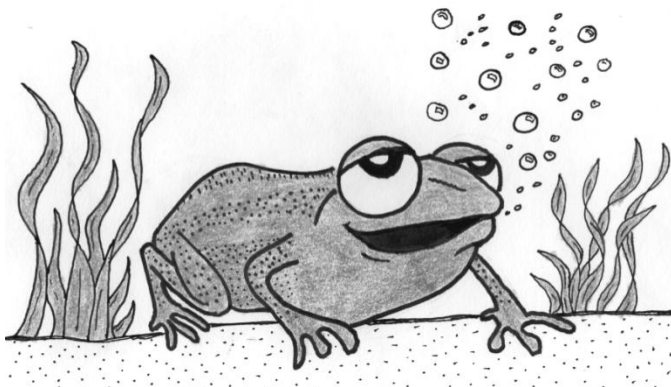


CANCIONES

DE NIÑOS




CHILDREN'S* *SONGS



6/8 Key: D (Range: A-A) Expressively

LA ARAÑA PEQUEÑITA

(The Itsy Bitsy Spider)

 ^D **La araña** ^{A7} **pequeñita** ^D **subió, subió, subió**
The little tiny spider climbed, climbed, climbed

^{A7} **Vino la lluvia,** ^D **y se la llevó** *Came the rain, and it took her*

^{A7} **Salió el sol** ^D **y todo lo secó** *Out came the sun and everything it dried*

^{A7} **Y la araña** ^D **pequeñita** ^{A7} **subió, subió, subió**
And the little tiny spider climbed, climbed, climbed



^D **La araña** ^{A7} **MUY GRANDE** ^D **subió, subió, subió**
The great big spider climbed, climbed, climbed

^{A7} **Vino la lluvia,** ^D **y se la llevó** *Came the rain and it took her away*

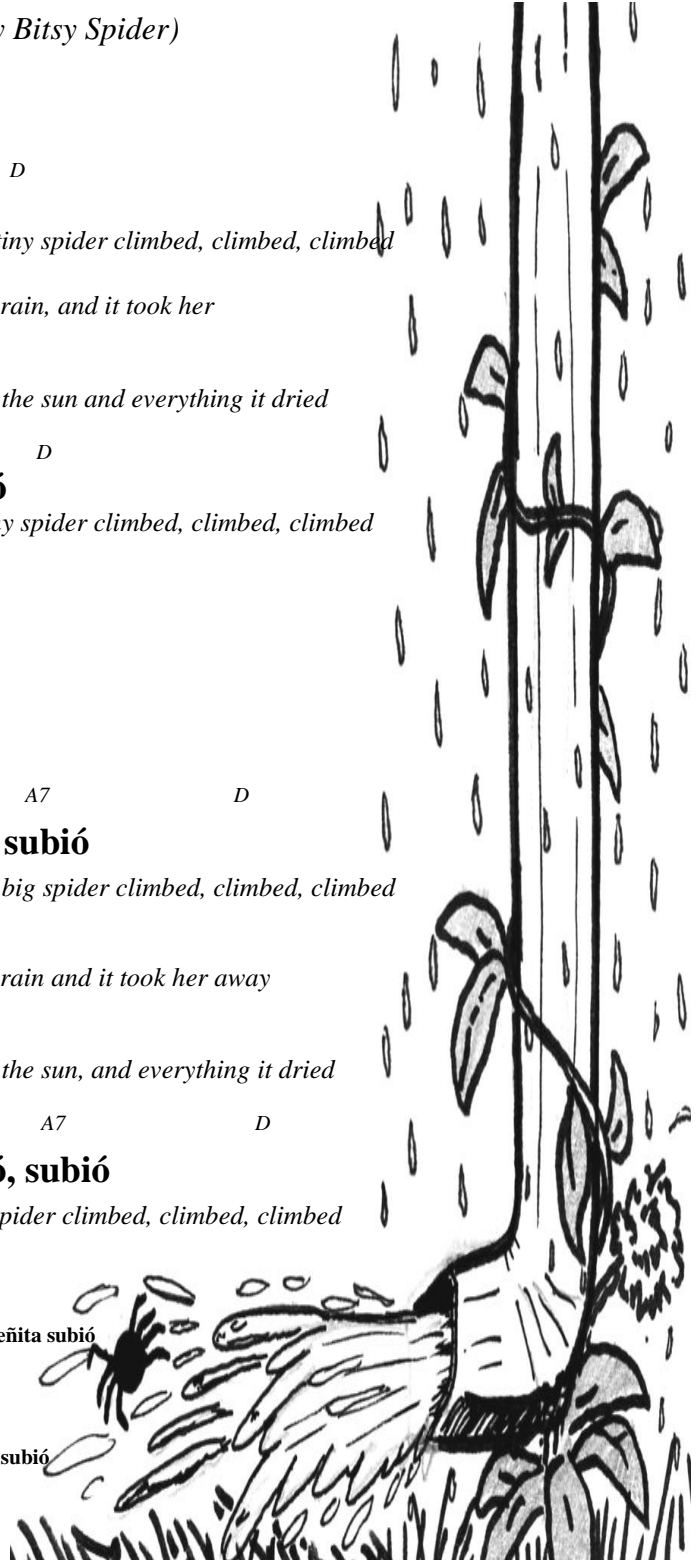
^{A7} **Salió el sol,** ^D **y todo lo secó** *Out came the sun, and everything it dried*

^D **Y la araña** ^{A7} **MUY GRANDE** ^D **subió, subió, subió**
And the great big spider climbed, climbed, climbed

Students can make actions for each verse:

- Thumb and pinky on opposite hands alternating for **la araña pequeñita subió**
- Fingers above head and waving down for **vino la lluvia**
- Hands push forward away from chest for **se la llevó**
- Fingers forming a circle above head for **salió el sol**
- Hands waving horizontally for **todo lo secó**
- Right arm/leg & left arm/leg alternating for **la araña muy grande subió**

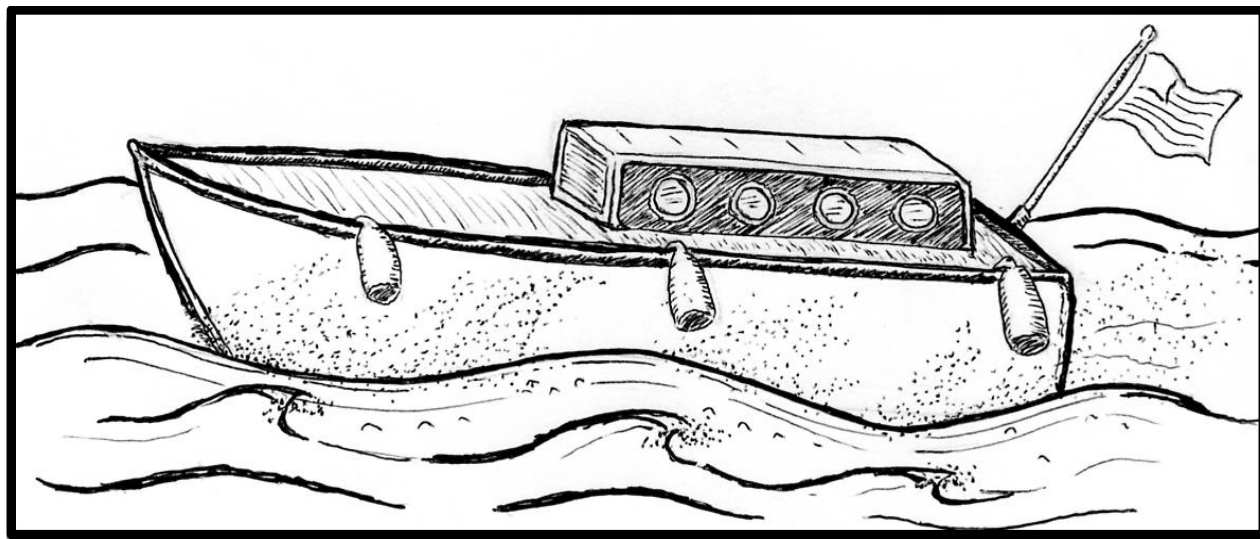
-ito/-ita = a diminutive suffix, it indicates "little":
gato = cat gatito = little cat, kitten



EL BARCO CHIQUITO

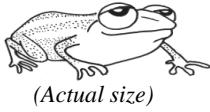
Traditional children's song from Puerto Rico

- 1.** ^C **Había una vez un barco chiquito.** ^{G7} *There was once a little tiny boat.*
^C **Había una vez un barco chiquito.** *There was once a little tiny boat.*
^{C7} **Había una vez un barco chiquito,** ^F *There was once a little tiny boat,*
^C **Tan chiquito, tan chiquito, que no podía navegar** ^G ^{G7} ^C *So tiny, so tiny, that it could not sail*
- 2.** ^C **Pasaron una, dos, tres, cuatro, cinco, seis, siete semanas** ^{G7} *(3 veces) They spent 1, 2, 3, 4, 5, 6, 7 weeks*
En el barquito, tan chiquito, que no podía navegar. *In the little boat, so tiny, that it could not sail*
- 3.** **Los pasajeros de este barquito** *(3 veces) The passengers of this little boat*
Se pusieron, se pusieron, se pusieron a pescar. *They started, they started, they started to fish*
- 4.** **Pescaron peces grandes, chicos, y medianos, y...** *(3 veces) They caught big, little, and medium-sized fish, and...*
Se pusieron, se pusieron, se pusieron a cenar. *They started, they started, they started to eat supper*
- 5.** **Y si la historia no les parece larga** *(3 veces) And if the story does not to you all seem long*
¡Volveremos, volveremos, volveremos a cantar! *We will go back, we will go back, we will go back to sing again!*



There are versions of this silly children's song all over the Spanish-speaking world. This particular version is from Puerto Rico. Children often enjoy repeating the same songs over and over, and in doing so, they learn deeply and well. This song exemplifies that childlike tendency to repeat: If you keep on adding the final verse it has no end!

3/4 Key: A (Range: A-A) Slow ly and tenderly



EL COQUÍ

Traditional lullaby from Puerto Rico



A D A
El coquí, el coquí a mí me encanta.

The coquí, the coquí enchants me.

E7 A
¡Es tan lindo, el cantar del coquí!

It is so lovely, the singing of the coquí!

A D A
Por las noches, al ir a acostarme,

In the nights, when I go to bed,

E7 A
Me adormece, cantando así:

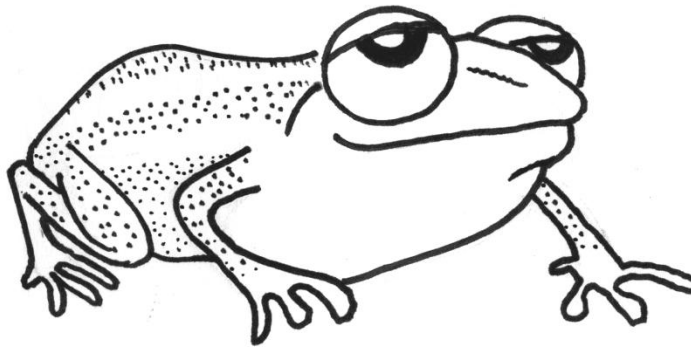
It puts me to sleep, singing like this:

E7 A E7 A
¡Coquí, coquí! ¡Coquí-quí-quí-quí!

Coquí, coquí! Coquí-quí-quí-quí!

E7 A E7 A
¡Coquí, coquí! ¡Coquí-quí-quí-quí!

Coquí, coquí! Coquí-quí-quí-quí!



El Coquí is a lullaby from Puerto Rico that celebrates and echoes the song of the **coquí**. The **coquí** is a tiny tree frog that is native to the island. It is a small, vulnerable and unique creature, and it is a treasured symbol of Puerto Rico. This diminutive amphibian lives in the trees of the rain forests on the island. It's cheerful, bird-like nighttime call sounds like its name: "coquí, coquí, coquí."

The stick figure in the middle of the lyrics is a reproduction of ancient Taino Indian stone carvings that represent the **coquí**.

Outside of its native habitat the **coquí** has proven itself to be an environmental nightmare. Several years ago, the **coquí** stowed away or was purposely released on the island of Hawaii. With a favorable climate and without natural predators, its population has exploded and its nightly, high-pitched croaking song can be deafening. In recent years the state of Hawaii has tried to control the **coquí**'s population with pesticides such as caustic lime and citric acid, but without much success.