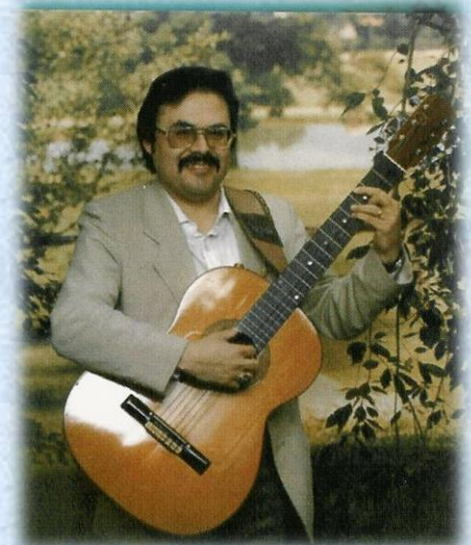




**Making meaning from
day one with music
October 22, 2012
Peterson Center,
Modesto**

**Stanley A Lucero
Master of Arts in Teaching
www.lucero.net**

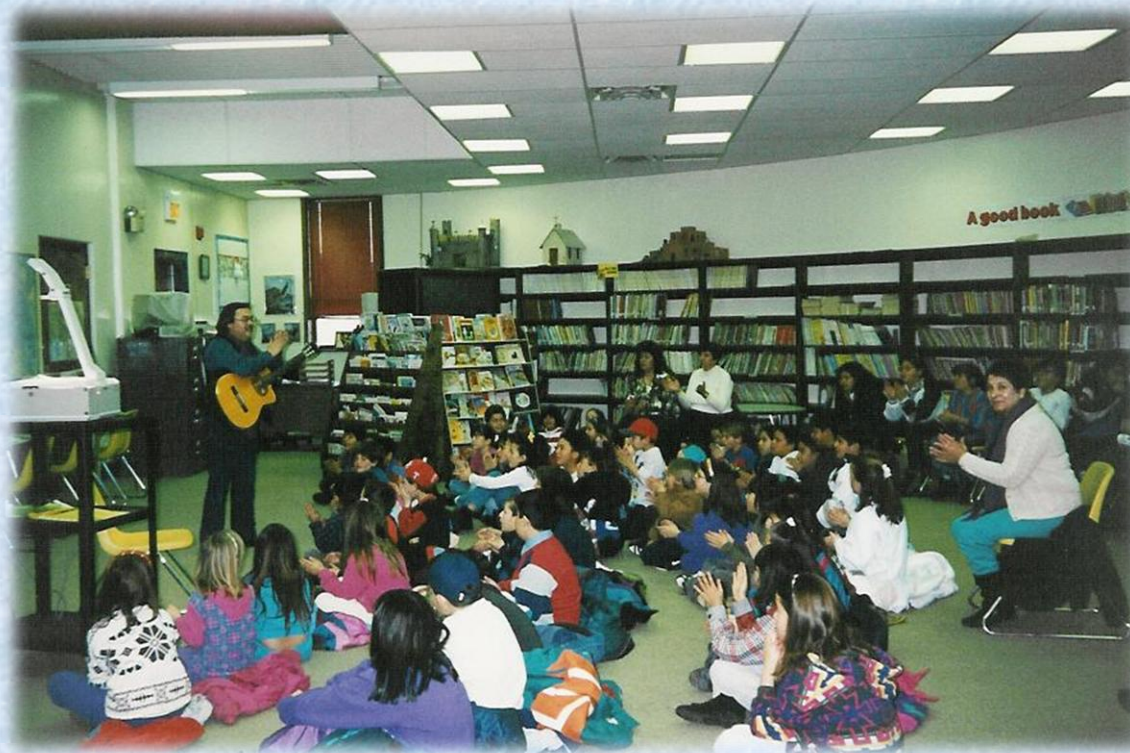


Making meaning from day one with music

- Music is the universal language! Come and learn how to make meaning from Day One using music and a variety of strategies you can use to build: comprehension, rhythm, vocabulary, and movement into your daily classroom routines. ¡Vengan a cantar con nosotros! Learn all you need to know to have your students singing in Spanish and learning from day one!

Why sing?

- Sing because you enjoy singing with the children.
- I DO!!



Why I sing songs in Spanish!

- The music and lyrics touch my heart.
- I feel like I belong.
- The harmonies and melodies are beautiful.
- My own language and culture is reflected.
- They are the products of the most creative minds in my culture.
- I am proud to be a Manito

Pajarito canta tu

[Little bird sing for me]

- Pajarito canta tú, canta tú, canta tú.
Pajarito canta tú, canta para mí
- Pajarito brinca tú ...
- Pajarito baila tú ...
- Pajarito chifla tú ...
- Pajarito vuela tú ...
- Pajarito come tú ...
- Pajarito duerme tú ...



Cultural heritage

- I sing songs and games in Spanish with children in the public schools because I want the children from Spanish speaking homes to feel that they are a part of the school. I want them to know who they are and where they came from. I want them to feel proud of their cultural heritage.



Music skills

- Rhythm, pitch, timing, intonation, voice projection, musical balance, volume control, color, voice
- Performing as one group instead of many individuals
- Stage presentations skills and stage presence





La familia [The family]



Éste es mamá
Éste es papá
Éste es hermano alto
Éste es hermana
Este es bebé
Y los queremos todos

This is mother
This is father
This is brother tall
This is sister
This is baby
And we love them all

Éste es abuela
Éste es abuelo
Éste es mi tío el alto
Éste es mi tía
Este es mi primo
Y los queremos todos

This is grandma
This is grandpa
This is my uncle tall
This is auntie
This is cousin
And we love them all

Cultural activities

- Let your imagination create new and exciting activities based on the native language and home culture of your Spanish-speaking students.



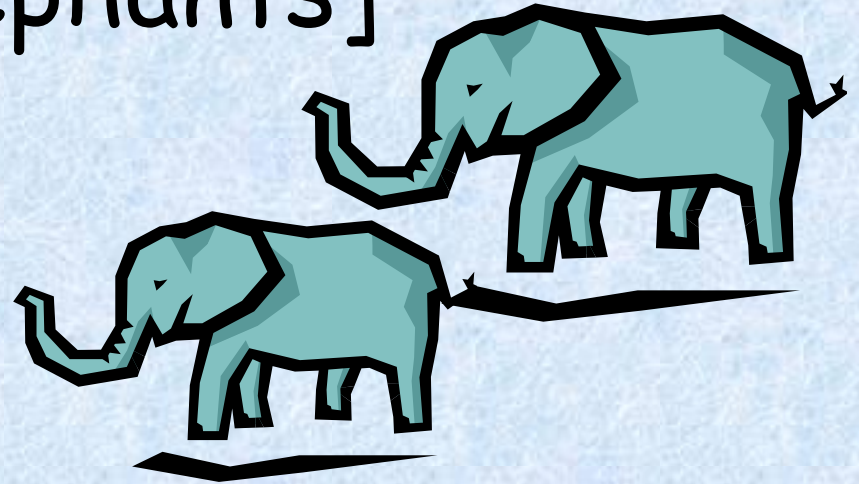
Personal skills

- Self confidence
- Self discipline
- Memorization
- Cultural awareness

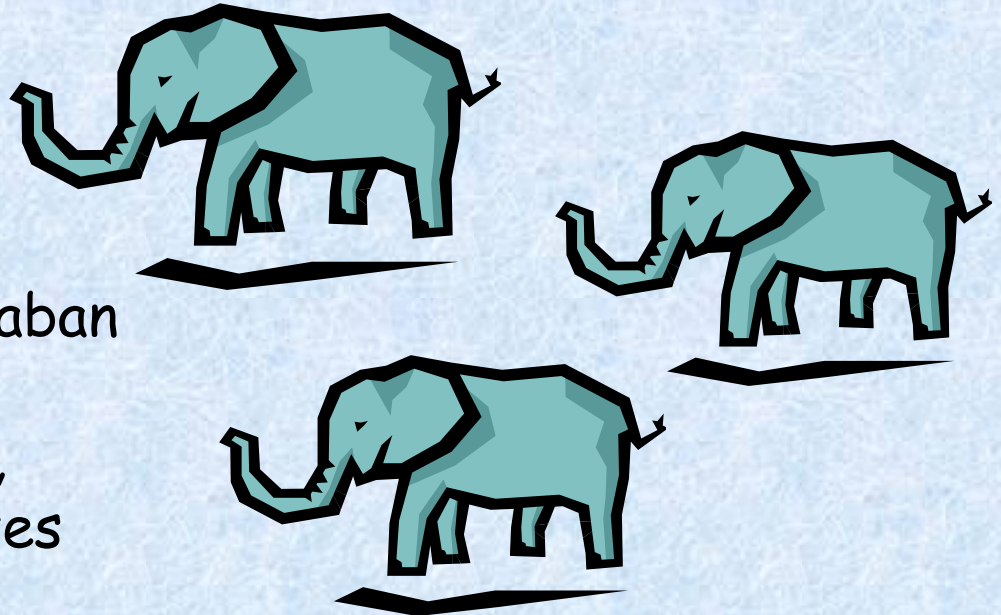


Cinco elefantes [Five elephants]

Un elefante se columpiaba(n)
sobre la tela de una araña.
Como veía(n) que resistía,
fue a llamar a otro elefante



Dos elefantes ...
Tres elefantes...
Cuatro elefantes...



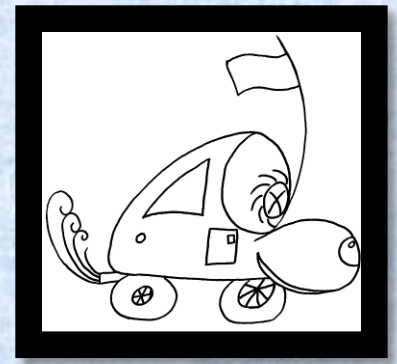
Cinco elefantes se columpiaban
sobre la tela de una araña.
Como veían que no resistía,
mira como caen los elefantes

Smiles

- Using songs and games from the culture and language of the Spanish-speaking students will lead to many smiles on the faces of your Spanish-speaking students.



El carro Ford [The Ford car]



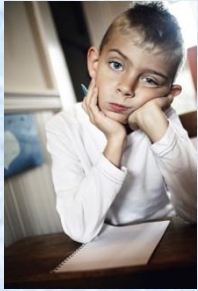
- Yo tengo mi carro Ford que le falta la transmisión
- y no quiso comenzar.
- Le quité el motor y le puse un tenedor
- y no quiso comenzar.
-
- Le quité los *windshield wipers* y le puse unos *diapers*
- y no quiso comenzar.
- Le quité los anillos y le puse unos míos
- y no quiso comenzar



Cross cultural awareness

- The use of Spanish music in your classrooms will help your non-Spanish speaking (NSS) students become more sensitive and aware of the beauty of other cultures.





A Juan no le dan tortillas

[They don't give Juan tortillas]

A Juan no le dan tortillas de maíz,
tortillas de maíz, tortillas de maíz.
A Juan no le dan tortillas de maíz
desde que se casó con Josefina.
Porque dicen que a Josefina
no le gusta estar en la cocina.
No le gusta hacer tortillas.
No le gusta hacer tortillas.
Pobre Juan. Pobre Juan.
No le quieren dar tortillas.
Pobre Juan. Pobre Juan.
Come pan con mantequilla



Well Juan loves to eat tortillas
made of corn

tortillas made of corn tortillas
made of corn

Well Juan loves to eat tortillas
made of corn

but he can't since he married
Josefina

Cuz they say that Josefina
doesn't like to work in the cocina,
She doesn't like to make tortillas
She doesn't like to make tortillas

Pobre Juan Pobre Juan

He would love to eat tortillas

Pobre Juan Pobre Juan

He eats bread with mantequilla

Bilingualism

- Your Spanish-speaking students can become the experts, for a short time, and translate the songs to their non-Spanish speaking classmates.



El juego de calentamiento

[The warm up game]



Éste es el juego del calentamiento.

Habrás que ver la cara del sargento.

*Jinetes. A la carga.

*Jinetes. A la carga. Una mano

*Jinetes. A la carga. Una mano, la otra.

*Jinetes. A la carga. Una mano, la otra, un pie

*Jinetes. A la carga. Una mano, la otra, un pie, el otro

*Jinetes. A la carga. Una mano, la otra, un pie, el otro, la cabeza

*Jinetes. A la carga. Una mano, la otra, un pie, el otro, la cabeza, la cadera

*Jinetes. A la carga. Una mano, la otra, un pie, el otro, la cabeza, la cadera, los hombros

*Jinetes. A la carga. Una mano, la otra, un pie, el otro, la cabeza, la cadera, los hombros, la espalda

*Jinetes. A la carga. Una mano, la otra, un pie, el otro, la cabeza, la cadera, los hombros, la espalda, las rodillas.

Classroom activities

- You can also develop a large variety of classroom activities based on your program of *Children's Music in Spanish*.





De colores [Of colors]

De colores de colores se visten los
campos en la primavera.
De colores de colores son los
pajaritos que vienen de afuera.
De colores de colores es el arco iris
que vemos lucir

Y por eso los grandes amores de
muchos colores me gustan a mi.
Y por eso los grandes amores de
muchos colores me gustan a mi

Canta el gallo canta el gallo con el
quiri quiri quiri quiri quiri.
La gallina la gallina con el cara cara
cara cara cara.
Los pollitos los pollitos con el pió pió
pió pió pi

Dressed in colors, dressed in colors
of springtime we see all the
flowers beneath us.

Dressed in colors, dressed in colors
we see all the birds as they fly
all around us.

Dressed in colors, dressed in colors
we see the bright rainbow that
floats in the sky.



Lifetime skills

- Singing songs, playing games and performing them for audiences develop many skills in the children that will last them a lifetime.



Community benefits



- Preservation of our musical cultural heritage
- Home and school connection
- Pride in our culture
- To remember our ancestors
- Cultural values reflected in songs

La Feria de San Juan

[St. John's Fair]

En la feria de San Juan
yo compré un pitillo.
-Piri piri piri el pitillo.-
Venga usted, venga usted
a la feria de San Juan.
Venga usted, venga usted
a la feria de San Juan



- *una guitarra, tara tara tara la guitarra
- *un violín, rin rin el violín
- *un violón, ron ron el violón
- *un tambor, pom pom el tambor



Work together

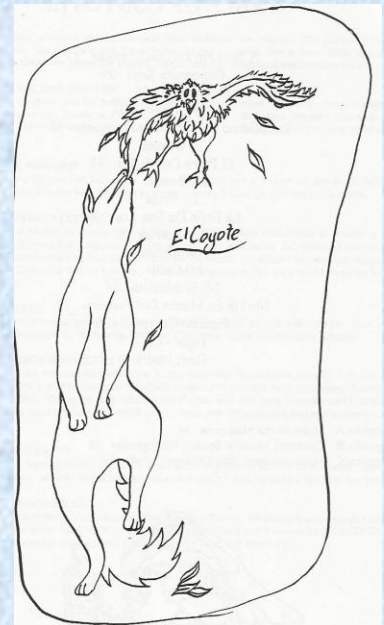
- Performing with a group of students requires that the children learn how to work together to produce a musical production and then receive the rewards of an appreciative audience.



El coyote

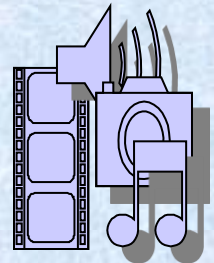
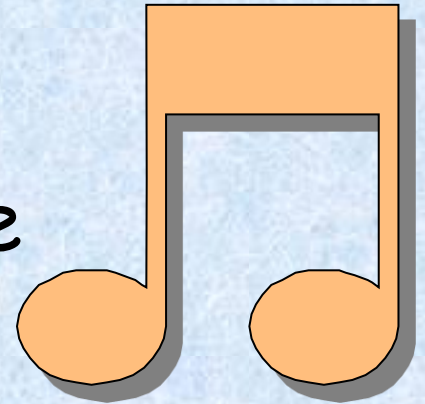
[The coyote]

-Coyotito, ¿Para dónde vas? -
-A la hacienda de San Nicolás
a buscar gallinitas que tú no me das.-
-Ven, yo te daré -
Chilla manteca, Chilla manteca,
Chilla manteca, Chilla manteca



Benefits of using Spanish music

- Strong home-school link
- Reinforce language and culture
- Promote positive self-esteem
- Oral language development in Spanish
- Build upon prior knowledge
- Parent and grandparent involvement
- Familiar learning environment

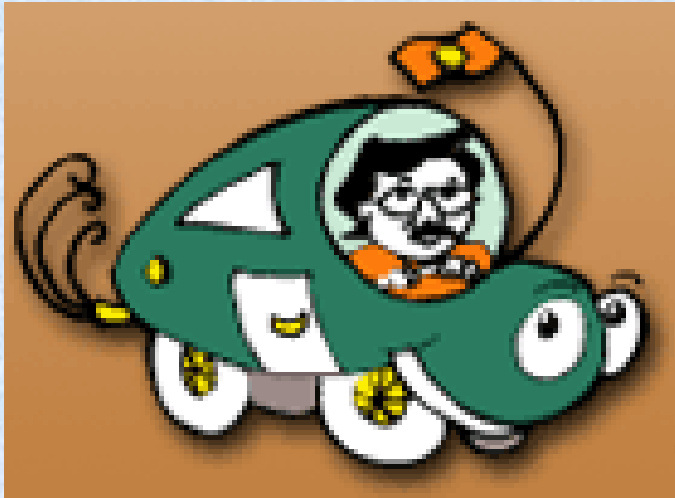


Sing daily

- Use the music of the grandparents of your children so that they learn who they are and where they came from.



Lucerito's Music



- This powerpoint is online on my website on the Music Resources page under the topic PowerPoint presentations.
- www.lucerito.net