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Culturally appropriate activities for Spanish speaking families and educators of children who are deaf or hard of hearing

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**CULTURALLY APPROPRIATE ACTIVITIES FOR SPANISH SPEAKING
FAMILIES AND EDUCATORS OF CHILDREN WHO ARE DEAF OR
HARD OF HEARING**

by

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An Independent Study

Submitted in partial fulfillment of the requirements for the Degree of:

Master of Science in Deaf Education

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Approved by:

Julia West, M.S.S.H, Independent Study Advisor

Abstract: A look at teaching language to a child who is deaf or hard of hearing from a Spanish speaking home. A guide, including songs, activities and wordlists for families and teachers of the deaf.

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Caroline C. Manning

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Introduction

In the United States it is estimated that over fifty-five million individuals speak a language other than English at home, nearing twenty percent of the population. Spanish is the language spoken at home by over thirty-four and half million of these individuals; approximately 12 percent of the population (U.S. Census Bureau, 2007). About forty percent of students who are deaf or hard of hearing come from households where English is not the primary language or where the family uses a dialect of English, such as, African American Vernacular English. (Easterbrooks & Baker, 2001); of these households 11.5% of families are Spanish speaking (Rhoades, Price, & Perigoe, 2004).

Teaching Listening and Spoken Language to a Child Who is Deaf or Hard of Hearing From a Spanish Speaking Home

Children from non-English speaking households often become bilingual language users, speaking their native language at home with their parents, meanwhile learning English at school. However, children with a hearing loss have enough trouble learning one language fluently, let alone two. So a question remains: what language do you teach a child who is deaf or hard of hearing who comes from a family who speaks little or no English at home?

Teaching language to a child who is deaf or hard of hearing has various challenges. Having a hearing loss greatly restricts the amount of access an individual has to auditory information, which is an oral language user's primary way of learning language. Language development in children who are deaf or hard of hearing is often delayed in terms of both receptive (comprehension of) and expressive (production of) language. A hearing impairment severely limits incidental listening, or overhearing, which is a normal hearing person's strongest resource for language learning because they overhear fluent speakers all day long (Robbins,

2007). Communication is delayed in many areas for individuals who are deaf or hard of hearing; syntax and morphology are atypical, semantics show errors, phonemic and phonological repertoires are limited, vocabulary is below that of peers who are not deaf or hard of hearing, and articulation is affected, among other aspects of language (Rice, 2008).

Teaching language to a child who is deaf or hard of hearing whose primary language spoken at home is Spanish adds additional obstacles in terms of language development. Children with normal hearing who develop a solid Spanish language base at home can use that foundation to facilitate their learning of English upon entry to school. However, parents may feel that their home language is devalued or is considered a barrier to learning English and to overall school success. Schools, therefore, should let parents know their home language is important and that it contributes to learning a second language (Tabors, Paez, & Lopez, 2003).

In the case of children who are deaf and hard of hearing, parent involvement is key in the success of spoken language development in their child (Kozak & Brooks, 2001). Thus, parents should be told the importance of promoting a language rich environment for their child, rather than being discouraged from using their native language at home, especially if it is the only language they know.

Second Oral Language Capabilities in Children With Hearing Loss

Second oral language capabilities in children with hearing loss is an area where research is developing, especially as the population of children who come from families where English is not spoken at home, are receiving more and more services related to hearing loss. Waltzman, Robbins, Green, & Cohen (2003) investigated whether children using cochlear implants could develop oral competence in more than one spoken language and which factors affected their

language development. The authors summarized the assumptions of professionals as described here:

The concerns that second language learning disrupts the mastery of the primary language and has the potential to cause a language impairment convinced clinicians and educators of the hearing impaired to discourage second oral language learning among pediatric cochlear implant recipients who are being trained in oral communication. Because normal-hearing children were assumed incapable of mastering two languages without negative consequences, they believed that a second oral language might surely confuse deaf babies whose auditory and language learning systems were already compromised and would precipitate further delay in oral language acquisition of the primary language. (p. 758)

Waltzman, et al, however, assert that linguistic milestones occur at the same rate and have the same characteristics in bilingual and monolingual children who have normal hearing. With this in mind, they set out to determine whether exposure to a second language would hinder the language development of children who are deaf and hard of hearing. Eighteen children below the age of five who were profoundly deaf from birth and used oral language participated in the study. The children were exposed to their primary and secondary language both at home and in the school environment. The results found that the majority of the children showed age-appropriate receptive and/or expressive language abilities in their primary language commensurate with normal-hearing children based on a variety of language tests. These findings, indicating that children who are deaf and hard of hearing can attain age-appropriate oral language abilities in more than one language, are tremendously encouraging. More research should be conducted to further investigate teaching listening and spoken language in multiple languages to children who are deaf and hard of hearing.

Effects of Language Models Within the Family

Robbins (2007) divided bilingual children with cochlear implants and their families into three groups based on the level of native-language fluency in the home. Group one was

composed of children from multilingual families. In this group parents spoke English and another language fluently at home. Children in this group were therefore exposed to two fluent models of complex and natural language in a variety of settings at home and throughout their community. The second group was children who were learning English as a second language. In these families the parents had very limited or no English proficiency. Children in this group were therefore exposed to their family's native language and limited, broken English, if any English at all. The third group was the extended family. In this group extended family members who spoke another language wanted to expose the child to aspects of their culture, although English was the language spoken in the child's home. These groups are summarized in Table I.

Table 1

Family Language and the Level of Proficiency of Language Models in the Home

Group	Characteristics of Family Language	Level of Proficiency of Language Models in the home	
		English	Family's Language
Children from multilingual families	Parents speak English and another language fluently at home	High proficiency	High proficiency
Children learning English as a second language	Parents had very limited or no English proficiency	No models or limited proficiency	Fluent models
Children with extended family	Extended family members who spoke another language, English spoken in the child's home	Parents speak English	Language models (via extended family)

Of Robbins' (2007) three groups, group two was the largest group of children who were candidates for cochlear implantation. At the time of this writing, Robbins has reported that children from group one have been learning English successfully. Outcomes from children in

group two are as yet unknown. These outcomes would be helpful, as group two reflects the largest population of Spanish speaking children.

The debate continues as to the best strategy for teaching language to children who are deaf and hard of hearing in a Spanish speaking family. Should the child be taught to speak English alone, Spanish alone or both languages? These concerns reflect the theory that learning a second language hinders mastery of a primary language, especially if the child has a language disability. The answer to this debate may not be black and white. Robbins may be correct in her assertion that the language ability of parents has a great influence on the child's language learning.

Robbins (2007) has suggestions for families and professionals. Robbins describes five factors that contribute to a child's success in learning two languages:

- Early implantation (before age two)
- Good speech perception skills with their implant
- Presence of no additional disabilities
- High parent involvement and motivation
- Exposure to rich and complex models of both languages.

Comparing English and Spanish Speech Acquisition

Programs that prepare teachers to help children develop their spoken English language skills have a strong foundation in the study of typical language and speech development. While there has been little research conducted comparing Spanish language development to that of English language development, a significant amount of research has been carried out comparing Spanish speech development to that of English. In terms of phonology, although Spanish and English use the same alphabet, Spanish has 18 consonant phonemes compared to 26 in English,

excluding dialectal and allophonic variations in either language (Goldstein & Iglesias, 1996).

Listed below are the phonemes in English that do not occur in Spanish (“Facts on Spanish Phonology,” n.d.):

- /dʒ/ (judge)
- /ð/ (they)
- /θ/ (think)
- /ʒ/ (vision)
- /ʃ/ (shoe)
- /z/ (zoo)
- /ŋ/ (sing)
- The flap /r/ (as in butter)
- /h/

English does not include the trilled /rr/ or the /ɲ/ (canyon) of Spanish. The Spanish vowel system is similar to the short vowels of English. The five Spanish vowels are: /a/, /e/, /i/, /o/, /u/ (“Facts on Spanish Phonology,” n.d.) compared to 13 vowel sounds in English (Moore, Prath, & Arrieta, 2006). The number of Spanish diphthongs and English diphthongs is equally common.

The consensus among Spanish language researchers is that normally developing monolingual speakers master most sounds of the Spanish language by age four. The sounds that have yet to be developed by this age are still debated. In the English language, children appear to develop their speech sounds over a broader range of time. (Refer to Appendix for the phonetic developmental norms for both languages.)

Scarcity of Research and Resources for Professionals Working with Linguistically Diverse Backgrounds

Professionals working with children who speak English are able to document children's language progress and areas of concern because of their knowledge of the stages of English language development. In order for professionals to successfully track the language development of children whose families speak only Spanish, research needs to be conducted documenting these language developmental norms in Spanish as well. These materials should then be more readily available to professionals to better the services provided.

Guiberson (2005) believes there is a scarcity of research, recommendations, and guidelines for working with children who are deaf and hard of hearing and from linguistically diverse backgrounds. However, as investigation into this population carries on, researchers continue to identify factors arguing why the use of a family's home language should be encouraged. When parents are strongly encouraged to speak English in the home they are not able to provide a quality language model as they would if they were encouraged to use their native language. Waltzman, Robbins, Green, and Cohen (2003) argue, "It might be socially, economically, professionally, and personally harmful to deprive a child of the benefits of learning the second language to which they have been exposed to since birth" (p. 758). Guitierrez-Clellen (1999) believes instructing a family to use English only limits parental input and does not provide for optimal language learning in the child's language environment. Guiberson believes encouraging use of English only can cause communicative frustration between parent and child. But, if professionals promote use of the family's native language, parent/family and child bonding will strengthen, and the child will be able to participate and interact more fully with his family and community.

Conclusion

There are a growing number of families with special needs that do not share the culture of the professionals who work with them. These professionals are confronted with unique challenges and need to develop a cultural awareness and the skills necessary to understand and successfully work with these families. A well-informed professional, for example, might recognize that a child's difficulty with a particular aspect of language may reflect the language spoken at home and not a wider learning disability (Rhoades, Price, & Perigoe, 2004).

The United States is a country with a multiplicity of cultures and languages. More knowledge of these cultures will help professionals facilitate listening and spoken language development in families who have children with hearing loss. As more research is conducted, it will become understandable that encouraging a family to use their native language with their child who is deaf or hard of hearing is the right choice.

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Table A
Spanish & English Developmental Speech Norms

Speech Sound	English speech sound developed by age (year;month)	Spanish speech sound developed by age (year;month)
p	3;0	3;3
m	3;0	3;7
h	3;0	na
n	3;6	3;7
ñ	na	4;11
w	3;0	3;7
b	3;0	3;3
k	3;6	3;7
g	3;6	4;7
d	3;0	4;7
t	4;0	3;3
ng	7;0	na
f	3;6	4;3
r	8;0	5;7+
l	5;0	3;11
s	7;0	5;7
ch	6;0	4;7
sh	6;0	na
z	7;0	na
j	4;0	3;11
v	5;6	?
th	4.5-7	na
th	4.5-8	na
zh	5.5-8+	na

Note: Adapted from, “The Iowa Articulation Norms project and its Nebraska Replication” *Journal of Speech and Hearing Disorders*, 55 p. 779-798, 2007; Facts on Spanish Phonology (n.d.) Retrieved March 8, 2010 from the American Speech-Language-Hearing Association website:

<http://www.asha.org/uploadedFiles/practice/multicultural/SpanishPhonemicInventory.pdf>

Curriculum

Culturally Appropriate Songs and Activities for Spanish Speaking Families and Educators of
Children Who are Deaf or Hard of Hearing

“p”

Palabras

(Words)

Inicial

Papá (Dad)
 El perro (dog)
 Puerta (door)
 Pajaro (bird)
 Pato (duck)
 Pescado (fish, cooked)
 Pez (fish, animal)
 Pan (bread)
 Pastel (cake)
 El plátano (banana)
 El pie (foot)
 Pompas (bubbles)
 La pelota (ball)
 El pelo (hair)
 Los pantalones (pants)
 Pequeño (small)
 El pollo (cooked chicken)
 Papel (paper)
 La papa (potato)
 Pañal (diaper)
 La playa (beach)
 La película (movie)
 Papel (paper)
 El parque (park)
 Perdido (lost)
 La persona (person)
 La planta (plant)
 Poner (put)
 Película (movie)
 Primero (first)
 Perdón (sorry)
 Parar (stop)
 La puerta (door)
 Pensar (think)
 La pierna (leg)
 Pesado (heavy)

Medial

Ocupado (busy)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Jugar con **pelotas**, **patear** la pelota, **empujar** la pelota
- ❖ **Ponerse los pantalones y zapatos**

Canción

(Song)

* Cinco Patitos

“b”

Palabras

(Words)

Inicial

Bailar (to dance)
Beber (to drink)
Baño (bathroom)
Bueno (good)
La boca (mouth)
El bebé (baby)
La bicicleta (bicycle)
El barco (boat)
Brazo (arm)
Barriga (tummy)
Bonito (pretty)
Brincar (jump/leap)
La basura (trash/garbage)
Besar (kiss)
El autobús (bus)
El árbol (tree)
La bolsa (bag)

Medial

Abuela (grandma)
Abuelo (grandpa)
La Escoba (broom)
Abrazo (hug)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Hablar sobre su **barriga y boca**
- ❖ Dar un **beso** o un **abrazo** a su **abuela** o su **abuelo**
- ❖ El **bebé** tiene sed, que necesita algo de **beber**
- ❖ **Barrer** el piso con una **escoba**
- ❖ Andar en **bicicleta** y **busca** cosas diferentes
- ❖ Poner la **basura** en la **bolsa**

Canción

(Song)

* El burrito enfermo



Palabras

(Words)

Inicial

La taza (cup)
El teléfono
Tocar (touch)
El tren (train)
Tirar (to throw)
Tres (three)
Triste (sad)
Tenedor (fork)
Tener (have)
El teléfono (telephone)
Taco
Terminar (finish)
Tímido (shy)
El tiempo (time)
Todos (everyone)
Las tijeras (scissors)
La tienda (store)
Los pantalones cortos (shorts)
El trabajo (job/work)
La tos (cough)
Tomar (take)

Medial

El gato (cat)
El cuarto (room)
El cuento (story)
La gente (people)
Zapato (shoe)
la estrella (star)
Antes de (before)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ **Atar el zapato**
- ❖ **Cortar con tijeras**
- ❖ **Hablar por teléfono**

Canción

(Song)

* Juanito

“m”

Palabras

(Words)

Inicial

Mamá (mom)
 Mano (hand)
 Manzana (apple)
 La mesa (table)
 Más (more)
 Morado (purple)
 Maíz (corn)
 Muñeca (doll)
 Mochila (backpack)
 Maraca
 Mano (hand)
 Manzana (apple)
 Morado (purple)
 Maestro (teacher)
 Mejor (better)
 Mirar (to look)
 La mañana (morning)
 Mover (move)
 El mío (mine)
 Mismo (same)
 Morder (bite)
 Mismo (same)
 Mejor (better)
 La miel (honey)
 la música (music)
 martes (Tuesday)
 miércoles (Wednesday)

Medial

Amor (love)
 tener hambre
 (hungry)
 el jamón (ham)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Construir una **maraca** (build a maraca)
- ❖ Cortar y **comer** una **manzana** (cut and eat an apple)
- ❖ Hablar acerca de sus **manos** (talk about your hands)

Canción

(Song)

* Al Tambor



Palabras

(Words)

Inicial

Caminar (to walk)
 Comida (food)
 Comer (to eat)
 Cama (bed)
 Caliente (hot)
 Cabeza (head)
 Cansado (tired)
 La camisa (shirt)
 Cavar (dig)
 Coche/carro (car)
 Cansado (tired)
 Cortar (to cut)
 Cantar (sing)
 Caer (to fall)
 La Cola (tail)
 Cuello (elbow)
 Codo (neck)
 Casa (house)
 Carne (meat)
 Hacer cosquillas (to tickle)
 La camisa (shirt)
 La canasta (basket)
 La cara (face)
 El queso (cheese)
 La cocina (kitchen)
 Cocinar (to cook)
 Caja (box)
 Canasta (basket)
 el corazón (heart)

Medial

el azúcar (sugar)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ La **comida** es **caliente**
- ❖ **Comer** su **comida**
- ❖ **Caminar** por la **casa** y **busca** objetos que **comiencen** con el sonido “c”
- ❖ Poner sue **camiseta**, **panalones cortos** y **calcetines**

Canción

(Song)

* Los Colores

“n”

Inicial

La nariz (nose)
Naranja (orange-the
fruit)
Nube (cloud)
Noche (night)
El niño (boy)
La niña (girl)
El nombre (name)
Nadar (swim)
Negro (black)
Nunca (never)
La Nieve (snow)

Medial

La araña (spider)
Enojado (mad)
Animal (animal)
Enfermo (sick)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Oler la **naranja** con la **nariz**
- ❖ Pregunte el **nombre** del **niño** o **niña**
- ❖ Mira las **nubes** en el cielo por la **noche**



Palabras

(Words)

Inicial

Listo (ready)
Leer (to read)
Libro (book)
La leche (milk)
Lavar (to wash)
Limpiar (to clean)
La lengua (tongue)
La luna (moon)
La luz (light)
Lápiz (pencil)
Lentes (glasses)
Lunes (Monday)

Medial

Almohada (pillow)
Alfombra (rug)
Azul (blue)
Hola (hello/hi)
Escuela (school)
Oler (smell)
Último (last)
La escuela (school)
La espalda (back)
Hablar (talk)
Elefante (elephant)
Olvidar (forget)
Mochila (backpack)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ **Lavarse el pelo**
- ❖ **Limpiar** el disorden
- ❖ Apaga la **luz** y pon tu cabeza en la **almohada**
- ❖ No te **olvides** tu **mochila**, sus **libros**, el **almuerzo** y los **lápices** para la **escuela**
- ❖ **Leer un libro**

Canción

(Song)

* Los elefantes

“11”

Palabras

(Words)

Inicial

Llorar (cry)
La llave (key)

Medial

Caballo (horse)
Cepillo (brush)
Cepillo de dientes
(toothbrush)
La silla (chair)
Tortilla
La toalla (towel)
La estrella (star)
La mantequilla
(butter)
Calle (street)
La botella (bottle)
El cuello (neck)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ No **llores**
- ❖ **Cepillarse** el pelo y los dientes
- ❖ Seque sus manos con una **toalla**
- ❖ Contar las **estrellas** en el cielo

“f”

Palabras

(Words)

Inicial

Frio (cold)
La fresa (strawberry)
Flor (flower)
Feliz (happy)
La fiesta (a party)
La familia (family)
Frijoles (beans)
La falda (skirt)
El fuego (fire)
Fácil (easy)
Fuerte (strong)

Medial

Alfabeto (alphabet)
Por favor (please)
La alfombra (carpet)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Ir a una **fiesta** con su **familia**
- ❖ Por **favor**, come los **frijoles**



Palabras

(Words)

Inicial

Gato (cat)
Galleta (cookie/cracker)
Gustar (to like)
Grande (big)
Gritar (yell)
Gallina (hen)
Golpe (bump)
Golpear (hit)

Medial

Auga (water)
Jugo (juice)
Jugar (to play)
El juguete (toy)
Ombligo
(bellybutton)
La iglesia (church)
Amigo (friend)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ **Juega** con un montón de **juguetes** diferentes
- ❖ Derramar **auga** y **jugo** en vasos diferentes
- ❖ No **golpes** a tus **amigos**

Canción

(Song)

* La granja

“d”

Palabras

(Words)

Inicial

Dulce (candy)
 Desayuno (breakfast)
 Dormir (to sleep)
 Los dientes (teeth)
 Dos (two)
 Dar (give)
 Dedos (fingers/toes)
 Decir (tell/say)
 Diez (ten)
 Después de (after)
 El doctor (doctor)
 El dinero (money)
 Día (day)
 Domingo (Sunday)
 Despertarse (wake-up)

Medial

El helado (icecream)
 Ayudar (help)
 Adiós (bye)
 Jardín (garden)
 Cuidado (careful)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Hacer un **dibujo** de las cosas que empiezan con el sonido “d”
- ❖ Conseguir su **dinero** y comprar **helado** y **dulce**
- ❖ Contar los **dedos**, tiene **diez**
- ❖ Ayuda **mamá** y papá en el **jardín**
- ❖ No se **olvide** de comer el **desayuno**

Canción

(Song)

* Deiz deditos

“ch”

Palabras

(Words)

Medial

La chaqueta (jacket)

La cuchara (spoon)

El chocolate (chocolate)

Enchilada

El chicle (gum)

Escuchar (listen)

La concha (shell)

Choque (crash)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ **Escucha** a muchos sonidos diferentes
- ❖ Ponerse su **chaqueta**
- ❖ Comer **chocolate** y **chicle**
- ❖ Ayudar a lavar el **coche**

Canción

(Song)

* El chocolate



Palabras

(Words)

Inicial

Rojo (red)
Reloj (clock)
Hablar (to talk)
Rueda (wheel)
La ropa (clothes)
La ropa interior
(underwear)
Rico (yummy)
Rosa (pink)
Regalo (gift/present)
Rápido (fast)

Medial

Abrir (open)
Cerrar (close)
Agarrar (take)
La hermana (sister)
El hermano (brother)
Parar (stop)
La granja (farm)
Arriba (up)
Oír (hear)
La oreja (ear)
Ayer (yesterday)
Arroz (rice)
Ir (go)
Abrazar (hug)
Horrible

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ **Abrir y cerrar** una variedad de cosas, quizás un **regalo**
- ❖ **Lavarse** el pelo
- ❖ **Limpiar** la **ropa**
- ❖ **Hablar** con su **hermana** o **hermano**

Canción

(Song)

* Y ahora vamos a cantar



Palabras

(Words)

Inicial

Sucio (dirty)
 La cena (dinner)
 El sombrero (hat)
 El sol (sun)
 Saltar (jump)
 Cerdo (Pig)
 Serpiente (snake)
 Queso (cheese)
 Sopa (soup)
 Sofá (couch)
 Tener sed (thirsty)
 Esperar (wait)
 Subir (to climb)
 Sonreír (smile)
 Sacar (to take out)
 La siesta (nap)
 Tener sueño (sleepy)
 Oso (bear)
 Quizás (maybe)
 Sábado (Saturday)
 Sabor (taste)
 El Sonido (sound)
 Sí (yes)
 Siempre (always)

Medial

Hacer (make)
 El esposo (husband)
 La esposa (wife)
 Canción (song)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Juega con un **cerdo** de juguete en la tierra y hablar de lo **sucio** que está
- ❖ **Hacer** la **sopa** y no **olvides** utilizar el **queso**
- ❖ Tomar la **siesta** y tener **buenos sueños**
- ❖ Póngase un **sombrero** para que el **sol** no penetra en sus **ojos**
- ❖ Ayudar a **cocinar** la **cena**



Palabras

(Words)

Inicial

Vacío (empty)
Venir (come)
Vídeo (video)
El verano (summer)
El vestido (dress)
La vaca (cow)
Verde (green)
Viernes (Friday)
Volar (fly)

Medial

Huevo (egg)
Uvas (grapes)
El avión (airplane)
La servilleta (napkin)
La lluvia (rain)
La oveja (sheep)
Jueves (Thursday)

Actividades y lenguaje para cada día

(Everyday Language and Activities)

- ❖ Comer **uvas** y **huevos**
- ❖ Use un **vestido** durante el **verano**
- ❖ **Volar** una cometa
- ❖ **Volar** en un **avión**



AL TAMBOR

©1996, José-Luis Orozco

Al Tambor

Al tambor, al tambor
al tambor de la alegría
yo quiero que tu me lleves
al tambor de la alegría.

María, oh María
María, amiga mía
yo quiero que tu me lleves
al tambor de la alegría.

José-Luis, José-Luis
José-Luis, amigo mio
Yo quiero ...

Al tambor, al tambor ...

The Drum Song

The drum, the drum
the drum of happiness
come on let's play
the drum of happiness.

Maria, oh Maria
Maria, my dear friend
come on let's play
the drum of happiness.

Jose-Luis, Jose-Luis
Jose-Luis, my dear friend
Come on ...

The drum, the drum

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Puede tocar un tambor or puede pretender sus piernas estan un tambor
(When you and your child sing this song your child can play a real drum or you can pretend your lap is your drum)



Y AHORA VAMOS A CANTAR

©1971, 1997 José-Luis Orozco

Y ahora vamos a cantar

Y ahora vamos a cantar
a cantar, a cantar. (2x)

Y ahora vamos a bailar
a bailar, a bailar. (2x)

Y ahora vamos a aplaudir
a aplaudir, a aplaudir. (2x)

Y ahora vamos a leer
a leer, a leer. (2x)

...escriir
...silbar
...reir
...saltar
...dormir

Now We are Going to Sing

Now my friends we are going to sing
we are going to sing. (2x)

Now my friends we are going to dance
we are going to dance. (2x)

Now my friends we are going to clap
we are going to clap. (2x)

Now my friends we are going to read
we are going to read. (2x)

...write
...whistle
...laugh
...jump
...sleep

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Puede hacer la acción que la canción dice que hace. Por ejemplo, usted puede ponerse de pie y bailar cuando la canción dice a bailar.

(You can perform the action that the song says to do. For example you can stand up and dance when the song tells you to dance.)



EL BURRITO ENFERMO

© 1973, 1997, José-Luis Orozco

El burrito enfermo

A mi burro, a mi burro
le duele la cabeza
y el médico le manda
una gorrita negra
una gorrita negra.
Mueve las patitas.

A mi burro, a mi burro
le duele la garganta
y el médico le manda
una bufanda blanca
una bufanda blanca
una gorrita negra.
Mueve las patitas.

A mi burro, a mi burro
le duelen las costillas
y el médico le manda
chaqueta amarilla,
chaqueta amarilla,
una bufanda blanca,
una gorrita negra.
Mueve las patitas.

A mi burro, a mi burro
le duele el corazón
y el médico le manda
gotitas de limón,
gotitas de limón,
chaqueta amarilla,
una bufanda blanca,
una gorrita negra.
Mueve las patitas.

A mi burro, a mi burro
ya no le duele nada
y el médico le manda
trocitos de manzana,
trocitos de manzana,
gotitas de limón,
chaqueta amarilla,
una bufanda blanca,
una gorrita negra.
Mueve las patitas.
Mueve las patitas.

The Sick Little Donkey

My donkey has a headache,
my donkey cannot play,
the vet will soon deliver
a little black hat and some hay,
a little black hat and some hay,
and click your little hooves.

My donkey has a sore throat,
my donkey cannot play,
the vet will soon deliver
a white scarf and some hay,
a white scarf and some hay,
a black hat for the headache,
and click your little hooves.

My donkey's ribs are very sore,
my donkey cannot play,
the vet will soon deliver
a yellow coat and hay,
a yellow coat and hay
a white scarf for the sore throat,
a black hat for the headache,
and click your little hooves.

My donkey's heart is aching,
my donkey cannot play,
the vet will soon deliver
lemon drops and hay,
lemon drops and hay,
a yellow coat for sore ribs,
a white scarf for the sore throat,
a black hat for the headache,
and click your little hooves.

My donkey is very happy,
my donkey can now play,
the vet will soon deliver
green apples and some hay,
green apples and some hay,
lemon drops for heartache,
a yellow coat for sore ribs,
a white scarf for the sore throat,
a black hat for the headache,
and click your little hooves,
and click your little hooves.

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Obtener todos los artículos de ropa y se los puso cuando cantas la canción. Usted también puede hacer unos recortes de papel del burro y los objetos, y colocar los objetos en el burro cuando usted canta las palabras.

Gather all the clothing items and put them on as you sing the song. You can also make paper cutouts of the donkey and items, and place the items on the donkey as you sing.



JUANITO

© 1986, José-Luis Orozco

JUANITO

Juanito cuando baila
Baila, baila, baila
Juanito cuando baila
baila con el dedito
con el dedito, ito, ito
así baila Juanito.

Juanito cuando baila
Baila, baila, baila
Juanito cuando baila
baila con el pie
con el pie, pie, pie
con el dedito, ito ito
así baila Juanito.

Juanito cuando baila...
con la rodilla, dilla, dilla...

con la cadera, dera, dera...

con la mano, mano, mano...

con el codo, codo, codo...

con el hombro, hombro, hombro...

con la cabeza, eza, eza...

LITTLE JOHNNY

When little Johnny dances
he dances, dances, dances
when little Johnny dances
he dances with his thumb,
with his thumb, thumb, thumb
that's how Johnny dances.

When little Johnny dances
he dances, dances, dances
when little Johnny dances
he dances with his foot
with his foot, foot, foot
with his thumb, thumb, thumb
that's how Johnny dances.

When little Johnny dances...
with his knee, knee, knee...

with his hip, hip, hip...

with his hand, hand, hand...

with his elbow, elbow, elbow...

with his shoulder, shoulder, shoulder...

with his head, head, head...

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

-Puede cambiar el nombre al niño que está cantando con
(You can change the name to the child you are singing with)

-Agitar la parte del cuerpo mientras le canta la canción
(Shake the body part as you sing the song)

-Añadir sus propias partes del cuerpo a la canción
(Add your own body parts to the song)



DIEZ DEDITOS

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Deiz Deditos

Uno, dos, tres deditos,
cuatro, cinco, seis deditos,
siete, ocho, nueve deditos,
y uno más son diez.

Dos manitas, diez deditos, (3x)
Cuéntalos conmigo.

Ten Little Fingers

One, two, three little fingers,
Four, five, six little fingers,
Seven, eight, nine little fingers,
And one more makes ten.

Two little hands, ten little fingers, (3x)
Let us count again.

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Poner sus dedos en el aire mientras usted canta esta canción y cuando dice “dos manitas” agitar las manos en el aire

(Put your fingers in the air as you sing the song, and when the song says, “two little hands”, wave your hands in the air.)



LA GRANJA

© 1986, José-Luis Orozco

La Granja

Vengan a ver mi granja
que es hermosa. (2x)

El patito hace así, cua, cua. (2x)

Oh vengan amigos
vengan amigos
vengan amigos, vengan. (2x)

Vengar a ver...

El pollito hace así, pio, pio...

La vaquita hace así, mu, mu...

El puerquito hace así, oinc, oinc...

El burrito hace así, ija, ija...

El gallito hace así, kikiri, ki...

El perrito hace así, guau, guau...

El gatito hace así, miao, miao...

The Farm

Come to see my farm
for it is beautiful. (2x)

The duck goes like this, quack, quack. (2x)

Oh come my friends,
come my friends
come my friends, come.

Come to my farm to see...

The chick goes like this, peep, peep...

The cow goes like this, moo, moo...

The pig goes like this, oink, oink...

The donkey goes like this, hee haw, hee
haw...

The rooster goes like this, cock-a-doo-dle-
doo...

The dog goes like this, bow wow...

The cat goes like this, meow, meow...

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Después que dices los sonidos de los animals decirle a los niños a repetir el sonido después de usted. Cuando los niños ya conocen la canción de una pausa antes de decir el sonido de el animal y espera para que los niños pueden decir el sonido.

(After you say the animal sound have the children repeat the sound after you. Once the children are familiar with the song, pause before you say the animal sound, and let the children fill in the animal sound for you.)



EL CHOCOLATE

© 1973, 1997, José-Luis Orozco

El chocolate

Uno, dos, tres, CHO
Uno, does, tres, CO
Uno, does, tres LA
Uno, does, tres TE. (2x)

Chocolate, chocolate
bate, bate, el chocolate. (2x)

Chocolate

One, two, three, CHO
One, two, three, CO
One, two, three, LA
One, two, three, TE. (2x)

Chocolate, chocolate
Beat, beat the chocolate. (2x)

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Mientras cuenta frote las manos, cuando usted dice cada sílaba, aplaudir sus manos.

(As you count rub your hands together, when you say each syllable, clap your hands together.)



LOS COLORES

© 1992, José-Luis Orozco

Los Colores

Este es el baile
de los colores,
de los colores,
de los colores. (2x)

Rojo, amarillo,
verde, café, morado,
rosa, azul,
negro, blanco, anaranjado.

The Colors

This is the dance
of the colors,
the colors,
the colors. (2x)

Red, yellow,
green, brown, purple,
pink, blue,
black, white and orange. (2x)

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Apuntan a una tabla de colores cuando canta el nombre de cada color o tambien puede mantener una tarjeta de cada color al cantar el nombre del color.

(Point to a chart of colors as you sing each color name or you can hold up a card of each color when you sing the color name.)



LOS ELEFANTES

© 1980, José-Luis Orozco

Los Elefantes

Un elefante se balanceaba
sobre la tela de una araña.
Como veía que resistía
fue a llamar a otro elefante.

Dos elefantes se balanceaban
sobre la tela de una araña.
Como veía que resistía
fue a llamar a otro elefante.

Tres elefantes... (hasta cinco)

The Elephants

One elephant went out to play
out on a spider's web one day.
He had such enormous fun
he called another elephant to play.

Two elephants went out to play
out on a spider's web one day.
They had such enormous fun
they called another elephant to play.

Three elephants... (up to five).

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Coloque los brazos uno a otro y poner los dedos hacia arriba de uno en uno para representar cada elefante cuando canta la canción.

(Lay your arms on each other and put your fingers up one at a time to represent each elephant as you sing the song.)



CINCO PATITOS

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Cinco Patitos

Cinco patitos se fueron a nadar
sobre las olas del inmenso mar.
La mamá pata los llamó
cua, cua, cua, cua.
Cuatro patitos pudieron regresar.

Cuatro patitos...
Tres patitos...
Dos patitos...
Un patito...
Ni un patito pudo regresar.

La mamá pata se fué a nadar
sobre las olas del inmenso mar.
A los cinco patitos llamó
cua, cua, cua, cua
y los cinco patitos pudieron regresar.

Five Little Ducks

Five little ducks went to swim
over the waves of the great sea.
Mother duck called
quack, quack, quack, quack.
Only four little ducks came back.

Four little ducks...
Three little ducks...
Two little ducks...
One little duck...
No ducks came back.

Mother duck went to swim
over the waves of the great sea.
She called the five little ducks
quack, quack, quack, quack
and the five little ducks came back.

Qué usted puede hacer cuando canta esta canción:

(What you can do when you sing this song):

Hacer cinco patitos y un pato mamá. Coloque los cinco patitos, en una mano y el pato mamá en el otro mano. Cuando los patitos nadan toma los patos de su dedo uno a la vez y se esconden detrás de su espalda. Cuando el pato mamá llama los patitos de nuevo pone los patos de nuevo en sus dedos detrás de la espalda y agita los patos en el aire.

(Make five little ducks and one mommy duck. Place the five little ducks on one hand and the mommy duck on the other. As the little ducks swim away take the ducks off your finger one at a time and hide them behind your back. When the mommy duck calls back the little ducks place all the ducks back on your finger behind your back, then wave the five ducks on your hand in the air.)