

Learning Spanish Through Song

An Honors Thesis (HONRS 499)

by

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Abstract

I will soon be graduating from Ball State with a degree in Elementary Education and a minor in Spanish. I am also involved in the professional music fraternity for women called Sigma Alpha Iota. Each of these areas is a major aspect of my life; however, they never intertwine. I have never had the opportunity to combine my knowledge in a way that strengthens all three of them as a whole. Because I have chosen teaching as a career, I wanted to find a way to incorporate music and Spanish into the classroom. Through this project I was able to find a way to do this successfully. I created a series of lessons that taught my students Spanish words and phrases through singing. The lessons included the topics of counting, colors, shapes, and typical phrases. By working with my advisor, I was able to find great resources to use in my lesson in order to make them as fun and interactive as possible. This project includes my lessons, what I have learned from the experience, and how I have grown and changed as an educator.

Acknowledgements

-I would like to thank Susan Atherton for acting as my advisor during this process and providing me with the necessary materials to create exceptional lessons.

- I would also like to thank Kristy Nacrelli, my classroom teacher, for allowing me to integrate my Spanish lessons into the curriculum.

While choosing possible topics for my Spanish lessons, I looked to the most basic things people would use while learning a new language. These are the things that serve as a foundation and allow scaffolding to occur while the person continues to learn the language. I also looked at the types of things being taught in the kindergarten classrooms, in short, the monthly goals. I was able to choose topics that would help reinforce these concepts in the students' minds. My final list of topics included colors, shapes, counting, and general phrases.

Colors, shapes, and counting are major in the kindergarten curriculum during the first two grading periods. I was able to use what the children were learning already and build lessons off of the concepts. While counting, I continued to use one to one correspondence in order to show the students that even though the words change, they serve the same purpose. The children were able to connect what they already knew about counting and use it while learning Spanish. Many children are able to verbally count or rattle off numbers without actually knowing what the numbers represent. By doing lessons on counting in addition to what we already cover in math, the students were able to solidify their thinking and better understand the abstract part of counting.

This concept of reinforcing underlying ideas holds true for all of the topics I chose for my lessons. While learning about shapes, the students simply memorize the names of the shape and become confused when the shapes are presented in a different form (i.e. rectangles- long and skinny versus short and fat). While learning the words in Spanish the students had to think about the characteristics that make each shape what it is. This allows them to think of the shape for what it is rather than solely its name.

As an education major there is one thing that drives everything I do and every decision I make: the ten INTASC Principles. INTASC stands for Interstate New Teachers Assessment and Support Consortium. Throughout my methods classes I was always asked to reflect upon how I feel I have grown in any one of the ten principles. I also have to see where I am strongest and where I require more work in order to become the distinguished teacher that I desire to be. This project has helped me to strengthen my abilities in several of the INTASC Principle areas: Principle Seven "Planning for Instruction," Principle Two "Child Development and Learning Theory," and Principle Three "Learning Styles and Diversity."

Principle Seven states, "The teacher plans for instruction based upon knowledge of subject matter, students, the community, and curriculum goals (Teacher...)." As I previously stated, I relied heavily on the monthly curriculum goals in order to plan my lessons. The goals state what should be taught at various parts of the school year. By following these goals in my planning, I was able to emphasize the major concepts and ultimately help my students to become more capable.

Principle Two states, "The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development (Teacher...)." When working with younger children, the easiest and most engaging way to teach something is by doing it through song. My students love to sing and are able to better recall concepts when they have a song to help them. Although I love music and performing, I never would have thought to incorporate so much music into my classroom, especially during instructional time. I found that when teaching the students,

they could not wait to learn the next song and vocabulary to go with it. They were more attuned to the lesson and willing to listen in order to participate in singing with me.

Lastly Principle Three reads as follows, "The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners (Teacher...)." The majority of my lessons include me teaching the students a new concept and then turning them loose to try it on their own, normally with some sort of review paper. This method of teaching normally works well; however, I feel there are some students who would benefit from learning things in a different way. There are seven types of intelligence: logical/mathematical, linguistic, spatial, musical, bodily/kinesthetic, interpersonal, and intrapersonal (Brualdi, 1996). My class is composed of students who possess a variety of these intelligences. Sadly, as a school system, we fail to recognize and accommodate each of these intelligences on a regular basis. At the elementary level, students attend a music class twice a week for a total of one hour of instructional time. This is not adequate for students who are stronger in the area of musical intelligence. By having my lessons revolve around music, I was better able to reach these students and make them engaged in the concepts.

Overall, being able to say that I saw myself improve in three of the ten INTASC principles is a major thing for me. I have always felt competent in the principles, but I know I can still improve and become an even better teacher. This project enabled me to find new ways to incorporate the INTASC Principles into my lessons.

Throughout this project, I learned the importance of changing things up and teaching more than what is required. The school day is crammed with things that need to be done: reading, math, intervention, and specials. In the end, there is one half hour time slot for another lesson. This time is normally filled with lessons on the first Thanksgiving, nutrition, holidays around the world, or whatever else is seasonally appropriate. It is extremely difficult to add another lesson topic during the day without getting rid of one of the required lessons. I learned that although it is difficult, it is important to do so. It is these lessons the students will remember as they grow up. These are the special times that allow the teacher and her students to bond over something out of the routine. Making room for these special lessons is what makes a proficient teacher become a distinguished one. I am glad that I was able to teach my students something that none of the other kindergarten classes learned. I feel it is something my students and I will always share even as we grow apart.

Reference List

- Brualdi, Amy C. (1996). The Springhurst Project. In *Multiple Intelligences: Gardner's Theory*. Retrieved December 5, 2009, from <http://www.springhurst.org/articles/MItheory.htm>.
- Teacher Education Digital Portfolio. In *The INTASC Principles*. Retrieved December 5, 2009, from <http://portfolio.iweb.bsu.edu/old/intasc.html>.

Name: Kayla Mapes

Grade: Kindergarten

Subject: Colors in Spanish

Indiana Academic Standard:

Music Standard One: Performing Music: Singing alone and with others- *Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.*

K.1.2 Echo short melodic patterns sung by the teacher

K.1.4 Sing short memorized songs, maintaining a steady beat.

Reading Standard 7- Listening and Speaking: Skills, Strategies, and Applications- *Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.*

K.7.1 Understand and follow one and two-step spoken instructions.

K.7.4 Recite short poems, rhymes, and songs.

Materials:

Sombrero; color cards; books: What Color is Your Underwear?, Colors, Is It Red? Is It Yellow? Is It Blue?, Of Colors and Things; coloring page; CD player; Spanish music CD; crayons

Objectives:

To be able to identify colors by their Spanish counterparts.

Motivation:

This will be taught after the students have returned to the classroom from a special. I will be wearing a sombrero. Upon entering the room, the students will not only see me, but they will also hear Spanish music playing on the CD player. After the students have sat down at the carpet, I will show them on a globe and a map where Mexico is located. The students will see that it is south of the United States. I will go on to explain that in Mexico the people do not speak English, but Spanish instead.

Goal for Learner:

“Today we are going to begin learning the Spanish names for colors.”

Content and Procedures:

This will be stretched over a three-day period.

Day One: I will show the students the color flashcards for green, yellow, black, red, and blue. One by one, we will talk about what color it is English and then learn the word for it

in Spanish (The cards will have the color in English on one side and Spanish on the other). In order to learn how to pronounce the word properly, I will first say it, and then have the students echo me. We will continue until they are comfortable with the word. After learning the new word, we will sing the accompanying song. While learning the song, I will sing it in its entirety first. Then I will break the song up by line. I will sing a line, and the students will echo it back to me. Afterwards, we will combine the lines and sing the entire song. Prior to beginning the song, I will pick two students who are wearing that color. Their names will then be inserted into the song during the lines “_____’s wearing rojo, verde, ect.” After all five colors have been introduced, I will do a quick review with the color flashcards, holding each one up and, depending on participation, call on one individual or allow whole group response. Lastly, I will read the book Colors by George Siede and Donna Preis. The students will be encouraged to help me remember the Spanish words for the colors when we are on those pages. I will substitute the Spanish word for the English word on the colors we have discussed thus far.

Day Two: This is much like day one and will follow the same procedure. I will begin with a quick review of the previous days colors by showing the students the flashcards (perhaps even sing one or two of the songs). The remaining four color words will be introduced: orange, white, purple, and brown. We will repeat the echoing from the previous day before starting each song. Again, two volunteers will be chosen to represent the colors in the song. We will then sing through each song two times. To end this lesson we will read through either Is it Red? Is it Yellow? Is it Blue? or Of Colors and Things both by Tana Hoban.

Colors: verde- green	amarillo- yellow	negro- black	rojo- red
anaranjado- orange	blanco- white	azul- blue	café- brown
morado- purple			

Day Three: We will review all of the color words. I will hold up the flash card and the students will respond as a group with the corresponding Spanish word. If there are any words in particular that the students are having difficulty with, we will sing the appropriate song in order to help refresh the information. Finally I will read What Color Is Your Underwear? by Sam Lloyd to the class. This is a book the students are already familiar with and enjoy. Because they already know the story line, they will be able to focus on the colors presented in the form of varying types of underwear. After finishing the book, I will ask the students if any of them believe they know all of the Spanish color words we have learned. After choosing a volunteer, that student will come up with me next to the rocker and, recite the words as I show him or her flash cards. If he or she becomes stuck on a word, the rest of the students can help.

Practice Application:

The students will return to their seats. I will pass out a sombrero coloring page. This particular sombrero happens to be decorated with different shapes: ovals, rectangles, triangles, circles, and squares (the students are already familiar with these shapes). I will instruct the students to color the different shapes according to the color I call out.

Example: "Color the triangles verde." – The students will then color the triangles in the sombrero green. We will continue until the entire sombrero is colored.

Evaluation of Student Learning:

I will walk around the tables of students and observe them coloring their sombreros. All of the pictures should look the same in the end, so it will be easy to see if there is a student who is having difficulty remembering the colors.

Closure:

It is important to learn about other cultures, and learning new languages is a part of that. We will continue to learn more Spanish in order to know more about the Spanish language and culture.

*******Before being allowed to leave the rug at the end of the lesson, the students will have to name a color in Spanish for me. One by one, I will show each student a color flashcard. They will then have to say the Spanish word for that color. After they have correctly named the color, they will be dismissed to their seats. This will help me to check their understanding of the new vocabulary and get the students back to their seats and ready to start the next lesson.**

Color Songs

To the tune of "Are You Sleeping?"

Rojo, rojo rojo, rojo

Red, red, red red, red, red

_____’s wearing rojo, _____’s wearing rojo

red, red, red rojo, rojo

Verde, verde verde, verde

Green, gree, green green, green, green

_____’s wearing verde, _____’s wearing verde

green, green, green verde, verde

Am-a-rillo Am-a-rillo

Yellow, yellow yellow, yellow

_____’s wearing Amarillo, _____’s wearing Amarillo

yellow, yellow Amarillo

Negro, negro negro, negro

Black, black, black black, black, black

_____’s wearing negro, _____’s wearing negro

black, black, black negro negro

blanco, blanco blanco, blanco

white, white, white white, white, white

_____’s wearing blanco, _____’s wearing blanco

white, white, white blanco, blanco

azul, azul azul, azul

blue, blue, blue blue, blue, blue

_____’s wearing azul, _____’s wearing azul

blue, blue, blue azul, azul

an-a-ran-ja-do an-a-ran-ja-do

orange, orange, orange orange, orange, orange

_____’s wearing anaranjado _____’s wearing anaranjado

orange, orange, orange anaranjado

café, café café, café

brown, brown, brown brown, brown, brown

_____’s wearing café, _____’s wearing café

brown, brown brown café, café

mor-a-do mor-a-do

purple, purple purple, purple

_____’s wearing morado, _____’s wearing morado

purple, purple mor-a-do

Resources

Andrade, Magdalena; Egasse, Jeanne; Muñoz, Elías Miguel; Terrell, Tracy D. (2006).

Dos mundos: Comunicación y comunidad. McGrawHill: New York.

Hobman, Tana. (1978). Is It Red? Is It Yellow? Is It Blue? Harpertrophy: China.

Hobman, Tana. (1989). Of Colors and Things. Mulberry: New York.

Hubbard, Patricia. (1996). My Crayons Talk. Henry Holt and Company: United States.

Lloyd, Sam. (2003). What Color is Your Underwear? Scholastic Inc.: New York.

Preis, Donna; Siede, George. (1994). Colors. Publications International, Ltd.: Illinois.

Name: Kayla Mapes

Grade: Kindergarten

Subject: Spanish/ Music

Indiana Academic Standards and Indicators:

Music Standard One: Performing Music: Singing alone and with others- *Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.*

K.1.2 Echo short melodic patterns sung by the teacher

K.1.4 Sing short memorized songs, maintaining a steady beat.

Math Standard One: Number Sense: *Students understand the relationship between numbers and quantities up to 10, and that a set of objects has the same number in all situations regardless of the position or arrangement of the objects.*

Objective: To be able to count to ten in Spanish by applying the words to a melody.

K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10).

Materials: CD player, sombrero, number banner, easel, ¡A cantar! Let's Sing! CD.

Motivation: When the students enter the classroom, I will be ready with my sombrero on and Spanish music playing in the background. The students will come and sit at the rug in front of the easel. At this point the students will not know that we are going to be learning how to count in Spanish. They probably will not even realize that the song playing involves counting to ten.

Goal for Learner:

“Today we are going to learn how to count to ten in Spanish.”

Procedures

New Information:

Counting to ten in Spanish:

One = uno

Two = dos

Three = tres

Four = cuatro

Five = cinco

Six = seis

Seven = siete

Eight = ocho

Nine = nueve

Ten = diez

Guided Practice:

After stopping the music, I will direct the students' attention to the easel on which the numerals one through ten will be displayed. First I will point to each of the numbers and the students will count in English. Next, I will say the number in Spanish, after which the students will echo me.

Me- "One is called uno." Students- "Uno."

Me- "Two is called dos." Students- "Dos."

Me- "Uno, dos." Students- "Uno, dos." (while pointing)

Me- "Three is called tres." Students- "Tres."

Me- "Uno, dos, tres." Students- "Uno, dos, tres." (while pointing)

*This will continue up to the numeral ten.

I will then play the Counting Song on the CD player for the students. They will have an opportunity to listen to the new vocabulary in the song. After allowing the students to hear the song, I will play it again; on this run through, I will sing along with it.

Now the students have heard the CD version of the song and me singing the words. In order to teach it to the students, I will sing one line of the song at a time to the students. After each line, they will echo it back to me. After three lines, we will combine them and sing through them in one chunk. Then, the students will learn three more lines separately. We will combine them as we did with the first chunk of three lines. Afterwards, we will combine the first and second chunk and sing through what we already know. This pattern will continue until we have finished the song.

-In pitch- "One, two, three- echo me. Uno, dos, y tres."

"Uno, dos, y tres."

- "Cuatro, cinco, seis."

"Cuatro, cinco, seis."

- "Siete, ocho, nueve."

"Siete, ocho, nueve."

- "Uno, dos, y tres. Cuatro, cinco, seis. Siete, ocho, nueve."

"Uno, dos, y tres. Cuatro, cinco, seis. Siete, ocho, nueve."

- "I can count to ten."

"I can count to ten."

After the students feel as though they are comfortable with the lyrics and new vocabulary, I will play the music again and allow the students to sing along. The CD contains two versions of the song: a regular song with music and words and an accompaniment without the words. We will practice singing through each of these versions.

Closure:

We will continue to work on counting in Spanish, especially in other Spanish lessons. This is something that can help us when we are trying to count in English too.

Evaluation of Student Learning:

In order to evaluate the students' understanding of the new Spanish vocabulary, I will have the girls read through the numbers as I point to the numbers. They will then sing the Counting Song. Next, I will have the boys recite the numbers in Spanish as I point to them. They will then have an opportunity to sing the Counting Song without the girls. This will serve as an informal way for me to assess the students.

Resources:

Wood, Lucille. (2005). Counting song. [Recorded by Rebecca Salazar]. On *¡A cantar! Let's Sing!* [cd]. United States: Pearson.

Name: Kayla Mapes

Grade: Kindergarten

Subject: Spanish/ Music

****Although the main portion of this lesson is taught on one day, the evaluation of student learning will span over a period of four days. This will allow me to meet in small groups with the students in order to better see their understanding.**

Indiana Academic Standards and Indicators:

Music Standard One: Performing Music: Singing alone and with others- *Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.*

K.1.2 Echo short melodic patterns sung by the teacher

K.1.4 Sing short memorized songs, maintaining a steady beat.

Objective

The students will be able to identify shapes by their Spanish names.

Materials: shape poster with Spanish vocabulary, pointer, color/shape BINGO cards, bears

Motivation: When the students enter the classroom, I will be ready with my sombrero on and Spanish music playing in the background. The students will come and sit at the rug in front of the easel. At this point the students will not know that we are going to be learning how to identify shapes in Spanish.

Goal for Learner:

“Today we are going to learn the names of shapes in Spanish.”

Procedures

New Information:

Square- el cuadrado

Circle- el círculo

Rectangle- el rectángulo

Oval- el óvalo

Diamond- el rombo

Triangle- el triángulo

Guided Practice: Before teaching the song to go along with the vocabulary, I will show the students the correct pronunciation of the words. I will go through the entire poster by myself first. Then, I will invite the students to echo me. I will say the word and then point

to them indicating for them to repeat the word back to me. We will continue this for all of the words until the students feel comfortable saying them.

Finally, I will teach the students the accompanying song. I made this song up, so there is no CD required for singing it. Before singing, I will pass out shape cutouts to six students. They will be my “helpers” during the actual song. The song itself is fairly short, so I will sing one line to the students and ask them to echo it back to me. I will then translate it to them and tell them the translation serves as the second half of the first line. We will sing through the Spanish and English version of the first line. I will then repeat the process with the rest of the lines.

*To the tune of Frère Jacques

Everyone- “¿Dónde está (name of shape)? Where is the (name of shape)?”

Student holding named shape- “Estoy aquí. Here I am.”

Everyone- “¿Dónde están las formas? Where are the shapes?”

All students holding shapes- “Estamos allí. Here we are.”

This will continue for all of the shapes.

Closure: It is important to remember that even though we are calling these shapes by another name, they still have the same characteristics. By learning our shapes in another language, we are helping ourselves to better learn them.

Evaluation of Student Learning:

The students will have the opportunity to play Shape BINGO with me in a small group setting. This will allow me to see how well they have learned the names of the shapes in Spanish. Each student will have a card with a variety of shapes in various colors. The students have already learned color words in Spanish. I will draw a card and identify the shape/color for the students to find on their cards.

i.e. “cuadrado morado” or purple square

If a student has the shape, he will place a bear marker on his card. When a student has four squares across filled in, he will be declared a winner. In order to receive his winner card, he will have to name off the names of the shapes to me in Spanish.

Resources:

*This lesson was created with things I made or already knew. I did not have to use any outside sources in order to create this lesson.

Name: Kayla Mapes

Grade: Kindergarten

Subject: Spanish Phrases

Indiana Academic Standards and Indicators:

World Language: Modern European Classical

Communication: Write and speak in a language other than English.

MAK.1 Learners engage in written and spoken conversations on a variety of topics.

MAK.1.1 Recognize and express basic greetings and farewells.

MAK.1.2 Recognize and state basic personal information.

Music Standard Eight: Responding to Music: Understanding relationships between music, the other arts, and disciplines outside the arts- *Students express musical concepts in non-musical ways. They describe the use of music in various school activities.*

K.8.2 Identify other classes and school activities where music is used and the purpose of music in each situation.

Objectives:

To be able to correctly use Spanish phrases in a normal conversation.

Materials: Margaret and Margarita/ Margarita y Margaret by Lynn Reiser (book), television, VCR, *Rock and Learn Spanish*

Motivation:

I will read the story Margaret and Margarita/ Margarita y Margaret by Lynn Reiser to the students. The story contains conversation language between two girls: one speaking only Spanish while the other speaks only English. This will be a good way to introduce the concept of conversational language.

Goal for Learner:

“Today we are going to learn how to say everyday phrases in Spanish.”

Procedures

New Information:

Hello- Hola

My name is _____. - Me llamo _____.

What is your name? - ¿Cómo te llamas?

I am ____ years old. - Tengo ____ años.

How old are you? - ¿Cuántos años tienes?

Goodbye - Adiós

See you later. - Hasta la vista.

Guided Practice:

First I will teach the students each of the phrases. I will say the phrase first and then allow the students to echo me. After we have practiced each of the phrases, I will play the conversation segment of the video *Rock and Learn: Spanish*. The students will have an opportunity to continue practicing these phrases along with the host of the video while they are put to music. There are other phrases that will be covered in this segment also; however, the original six phrases are the ones that I will emphasize.

Evaluation of Student Learning:

The students will be separated into groups of two. Each group will have to demonstrate a basic conversation in Spanish for the class and myself. The conversation will consist of these lines and will go as follows:

S1- Hola. Me llamo _____.

S2- Hola. Me llamo _____. ¿Cuántos años tienes?

S1- Tengo ____ años. ¿Cuántos años tienes?

S2- Tengo ____ años.

S1- Adiós.

S2- Hasta la vista.

The students will have time to practice their conversations with their partner. Also, before any group goes for the class, I will model the conversation with Mrs. Nacrelli. After hearing us talk, the students will decide who is student one and who is student two. Mrs. Nacrelli and I will go through the conversation again. This time, whoever is student one will be my echo. The others playing student two will serve as Mrs. Nacrelli's echo.

Closure:

I will tell the students that from now on, I will be greeting them in Spanish each day. They will hear "hola" in the morning and either "adiós" or "hasta la vista" in the afternoon. This is also a great way to continue our numbers in Spanish (when we give our age).

Resources

Caudle, Richard (Producer & Director) . (2001). *Rock 'n learn: Spanish* [video tape]. Texas:

Rock 'n Learn Inc.

Reiser, Lynn. (1993). *Margaret and Margarita/ Margarita y Margaret*. China: Harper Collins Inc.