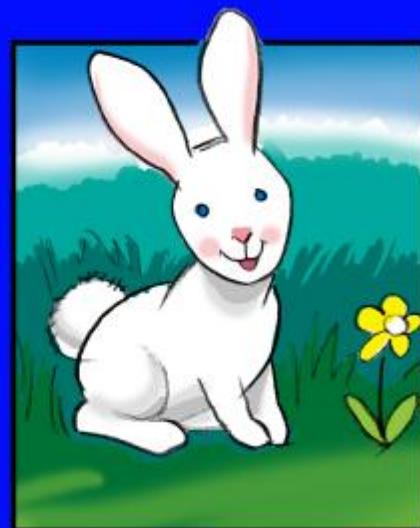


Progressive Language, Inc.

Spanish Champs

Level 1 Songs and Activities



Illustrated by Aaron Garcia

Suggested Learning Sequence

The learning order below is only a suggestion. Feel free to change the order to suit the age and ability of your children. Each child will like some songs more than others. If a child is having a difficult time with a particular song, skip to another song and come back to it later. Use this sheet to keep track of your learning progress. Indicate when you can sing a song and then when you can use the Spanish from the song. Praise and encourage your children often as they learn the songs. Make sure to have fun!

Suggested Learning Order	Track #	Theme	I Can Sing it!	I Can Use it!
1. Hola, yo me llamo	23	Introductions		
2. Hola, buenos días	3	Greetings		
3. Rojo, amarillo	4	Colors		
4. La araña subió	16	Weather		
5. Un elefante	17	Counting		
6. Tengo un amigo	6	Counting		
7. Estrellita	19	Where & I want		
8. Yo soy tu amigo	1	Verb: ser (to be)		
9. Me visto así	7	Clothes & Dressing		
10. Las cosas que me gustan	21	Food & I Like		
11. ¿Me da una manzana?	22	Food & Manners		
12. Tengo una cabeza	5	Body & Actions		
13. El burro y el médico	15	Body & I hurt		
14. Los sentimientos	9	Greetings & Feelings		
15. Los pollitos	18	Food, Feelings		
16. Me llamo Juan	10	I like, I want, Where is?		
17. Erre con erre	13	Pronunciation for "rr"		
18. Yo estoy en mi casa	8	Verb: Estar (to be)		
19. ¿A dónde fuiste?	14	Bunny Story		
20. Yo tengo, tú tienes	20	Verb: Tener (to have, to be)		
21. ¿Un coco no quieres?	11	Tongue Twister		
22. Pronto seremos amigos	2	How to learn Spanish		
23. El gallo	12	Story		

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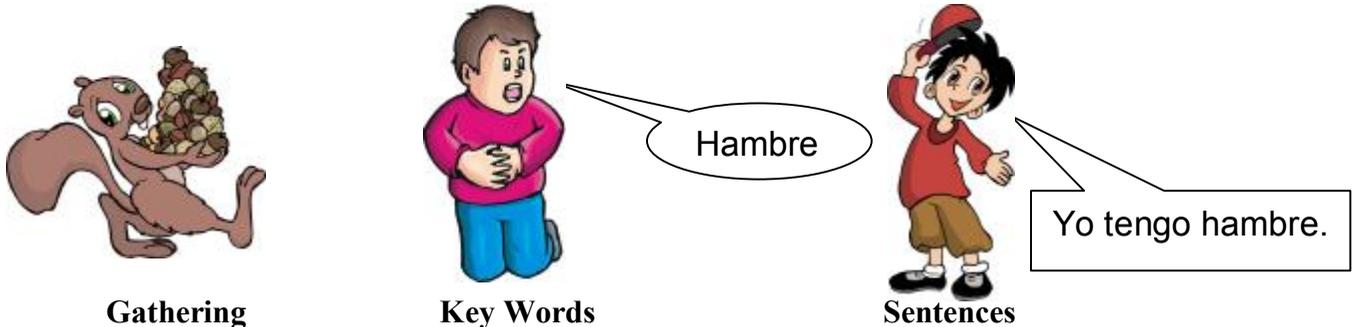
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How to Learn Spanish

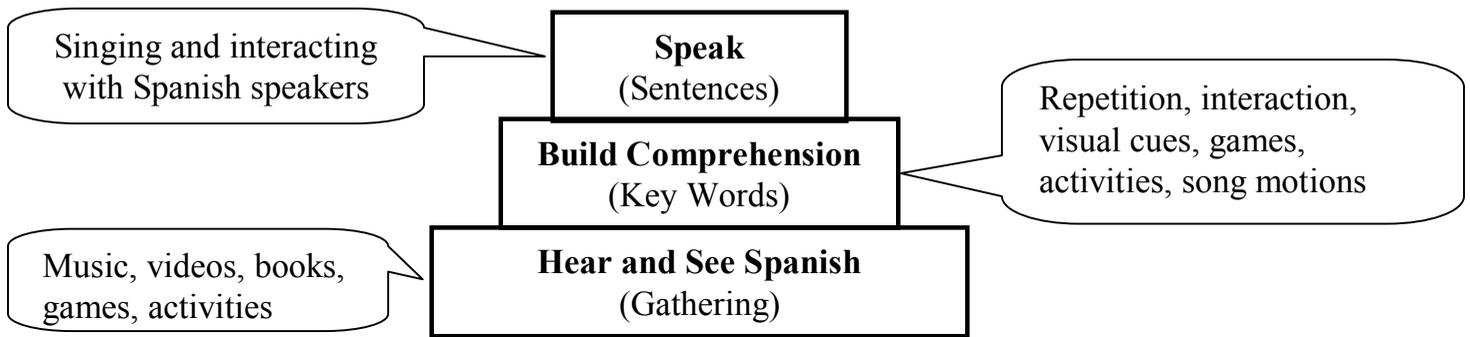
Learning Spanish isn't hard, but you do need to know about the process of learning a second language. A little effort now with a good strategy and the right tools will lead to success. **Your kids will thank you!** (Well, maybe when they're 40!)

Learning a second language is like learning a first language. A baby begins with daily exposure to language. For almost a full year, the child is absorbing (**Gathering**) but not producing language intelligibly. Between years 1 and 2, a child begins to use some words and phrases (**Key Words**). It isn't until a child is between 3 and 4 years old that he can easily use sentences (**Sentences**). The child knows no grammar rules, he can't read or write, and yet he can carry on a conversation.



How quickly your child passes through these three phases when learning Spanish depends on: **motivation** to learn, **age**, **amount of exposure** to Spanish, number of **comprehension activities she does**, and **how much she uses Spanish**. A child will pass through these phases many times as she is exposed to new things in Spanish.

The pyramid below shows the typical relationship between how much Spanish a child is exposed to (how much he hears and sees being used), versus how much Spanish he will be able to speak. Any good learning strategy needs to work on all three.



Follow this pattern as you learn: Hear, Build Comprehension, Speak. This is best done with small groupings of words that fit into an interesting context like a story. Don't expect children to understand and use Spanish immediately. They will need to go through this cycle many times, each time increasing the amount they understand and can speak.

A key to learning is a child's **motivation**. If he doesn't want to learn Spanish, *he won't, so don't force it*. If you create a fun environment with a good basic structure, children will learn Spanish easily. Parents and teachers should accumulate good Spanish resources a few at a time. After a while you will have a number of activity options. If the kids are bored with one resource or activity, rotate to another.

How to Use This Book

Use this book in conjunction with the Spanish Champs Level 1 Songs and the Level 1 Video. It provides visual reinforcement and activities that help increase comprehension. Almost all of these songs are meant to be learned with motions (total physical response) that connect words with actions or concepts.

The first half of the book consists of illustrations that support each song. The second half contains the words to the songs and how to use each song. As you sing the song, you can point sequentially to the pictures and see if your children can do the same. Since Spanish Champs songs are used with children from birth through middle school, how the book is used will vary depending on the child's age and abilities. A companion coloring book is also available that helps in building comprehension. Use the coloring sheets to cut out the individual images and have the kids work to put them in the proper sequence to match the song.

How to Teach Spanish Champs Songs

Listen to the CD a few times to get exposure to all the songs. When you are ready to start learning the songs, teach the words a line at a time, without playing the music. We sometimes clap with each syllable if it helps children hear and distinguish each sound.

First, speak the line slowly in small pieces and have the children repeat it. Then sing the line and have them repeat it. After they are somewhat familiar with the words, add in motions to reinforce the meaning. Once children are familiar with the song, play the music and try to sing with it. Some of the songs are fast. This is by design. You have to build up to singing with the CD.

Use a learning sequence appropriate for the age level of the children. For example, in the first year of our preschool program, we only use half of the songs. In the second half of this book you will find a recommended age for each song. The recommendation is only a guideline and can be adapted based on the maturity and motor skills of your children.

You shouldn't expect children to be able to understand and use all the Spanish in these songs immediately. **Plan to cycle through the songs more than once.** For example, in the first pass your goal may be to work on Spanish sounds, pronunciation, and motions. The second time would stress comprehension of key words, and the third time through would build comprehension and use of Spanish from the songs in sentences. These songs are meant to be enjoyed over several years. After your kids can sing the songs with the music, then use the karaoke version of the songs – they love it!

Other Spanish Champs Resources

Progressive Language is continually developing new learning resources, including songs, story books, videos, coloring books, teacher's guides, and summer camp plans. Please visit www.progressivelanguage.com to learn about all our exciting learning resources.

Spanish Champs Music Learning Plan

The songs on the Spanish Champs Level 1 Song CD cover a range of skills and learning concepts, and are meant to be an effective learning tool for *several years*. The songs are really fun and also introduce and reinforce essential Spanish, including greetings, colors, numbers, pronouns, numerous verbs, food, clothes, body, feelings, manners, and more.

Your child's level of motivation is KEY to her learning success. Don't over do it – with language learning *slow and steady wins the race!* Make sure to reward your child and praise your child for her efforts and accomplishments.

At first, *listen to the entire CD a number of times*, try to distinguish some of the words, and begin to sing some of the words. Once a general familiarity with the songs has been achieved, then you can begin a more focused learning strategy.

The order of songs on the CD is different than the learning order, and this is by design. We don't want songs viewed as "easy" or "hard" based on the order on the CD. We mixed songs that introduce different language elements. Even after moving on to the next steps, try to listen to the whole CD once or twice a month. It is easy – pop it in in the car or during a meal.

The second step is to work on singing the songs, not perfectly, but well enough to distinguish the words even if the pronunciation isn't 100% accurate. During this step, it is better to play a single song with the words and illustrations in front of you. Sing with the music, and then try to sing without the music. It is good to use the motions that go along with each song; they help to highlight the meaning of the song. Track your child's efforts on the progress sheet.

The third step is to build understanding; this is accomplished by seeing the language used in multiple contexts – watching the Spanish Champs video, reading books that use the same vocabulary and using the song illustrations and activities. Kids should start to recognize themes and get a general feel for what the song means.

The forth step is to use the language from the songs. Perfection isn't the key for an early learner, especially when it comes to speaking. Start with single words or phrases that you can incorporate into your daily life. Make picture flash cards and review them regularly. Parents or teachers with little or no background in Spanish will learn alongside the children, but at some point, it will be necessary to work with a teacher to more fully develop your child's conversational skills. Track you child's efforts on the progress sheet, and make sure to praise your child as he accumulates stars. A fun reward is a chance to sing with the karaoke version using a fake microphone.

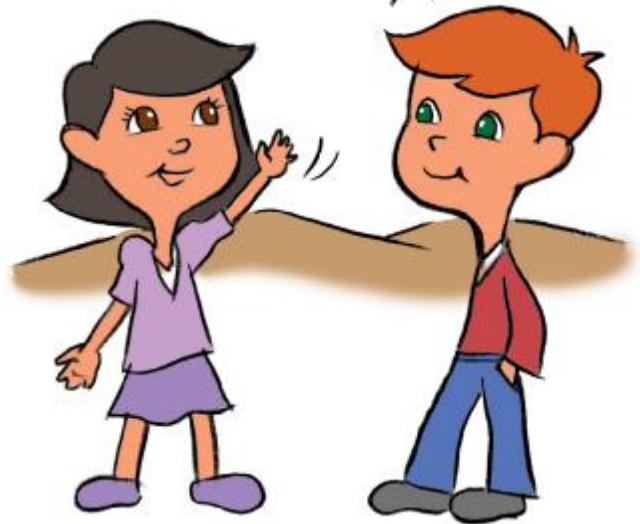
3. Hola, buenos días

Hello, Good Morning



Hola, buenos días

Hello, good morning

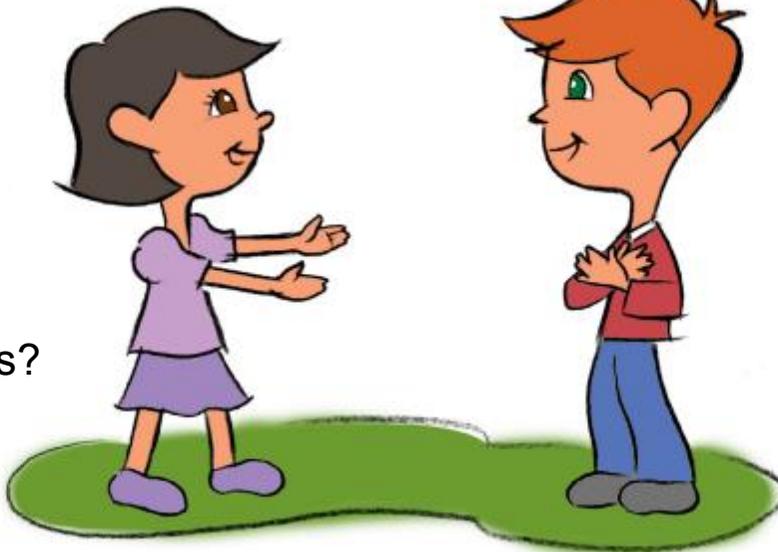


Hola, buenas tardes

Hello, good afternoon

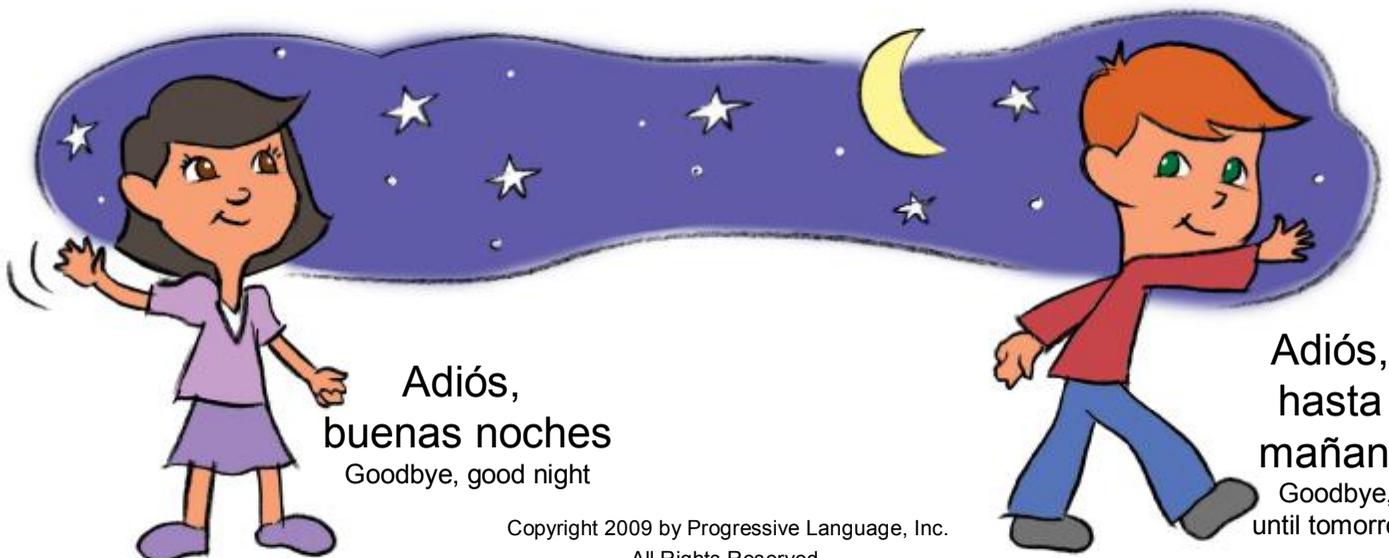
¿Qué tal?
¿Cómo estás?

How's it going?
How are you?



Estoy muy bien,
gracias

I am very well,
thanks



Adiós,
buenas noches

Goodbye, good night

Adiós,
hasta
mañana

Goodbye,
until tomorrow

4. Rojo, amarillo

Red, Yellow



Rojo, amarillo, verde, azul - globos para ti

Red, yellow, green, blue – balloons for you



y mi Lobo Azul

and my Blue Wolf



7. Me visto así

I Dress Like This

Levántate Maria
y vístete por favor.
Sí mami!

Get up, Maria, and dress
yourself please.
Yes, Mommy.



Me levanto en la mañana y me visto así

I get up in the morning and I dress like this

Me pongo la camisa,
mi camisa azul

I put on the shirt, my blue shirt



Me pongo el pantalón,
pantalones verdes

I put on pants, green pants



Me pongo las medias,
medias amarillas

I put on socks, yellow socks



Me pongo los zapatos,
zapatos rojos

I put on shoes, red shoes

¿Qué tal me veo?

Me veo muy bien

How do I look?

I look very good

Ya me vestí,
y me veo muy bien

I dressed myself already
and I look very good



2. Pronto seremos amigos (Soon We Will Be Friends) by Tim Keller

Juegue conmigo, y juntos aprendemos
Y pronto seremos amigos

Play with me, and together we will learn
And soon we will be friends

Hablemos, juguemos, cantemos, brinquemos
Y pronto seremos amigos

Let's talk, Let's play, Let's sing, Let's jump
And soon we will be friends

Juguemos uno poco, todos los días
Y pronto seremos amigos

Let's play a little every day
And soon we will be friends

Juegue conmigo, y juntos aprendemos
Y pronto seremos amigos
Y pronto seremos amigos

Play with me, and together we will learn
And soon we will be friends
And soon we will be friends



Age: Sing any age, motions 5+

Key vocabulary: This song uses the polite command form of some verbs
juegue – *let's play*; conmigo – *with me*; juntos – *together*; aprendemos – *we will learn*; pronto – *soon*;
hablemos – *let's talk*; juguemos – *let's play*; contemos – *let's sing*; brinquemos – *let's jump*

How to use this song: If you can play with someone that speaks another language, you can learn along with her. That is the idea behind this song, and the Spanish Champs program. Using “structured play” to learn a new language includes singing, playing, acting, reading, games, and video. Do each of the action verbs as they are sung. When it says “pronto seremos amigos” hold hands and swing arms up over your head.

3. Hola buenos días (Hello Good Morning) by Aline Casanova

Hola, buenos días
Hola, buenas tardes
¿Qué tal? ¿Cómo estás?
¿Qué tal? ¿Cómo estás?

Hola, buenos días
Hola, buenas tardes
estoy muy bien, gracias
estoy muy bien, gracias

Hello, good morning (echo)
Hello, good afternoon (echo)
What's going on, how are you? I am very well, thanks
What's going on, how are you? I am very well, thanks

Adiós, buenas noches
Adiós, hasta mañana

Adiós, buenas noches
Adiós, hasta mañana

Goodbye, good night (echo)
Goodbye, until tomorrow (echo)

¿Qué tal? ¿Cómo estás?
¿Qué tal? ¿Cómo estás?

estoy muy bien, gracias
estoy muy bien, gracias

What's going on, how are you? I am very well, thanks
What's going on, how are you? I am very well, thanks

Ages: Singing all ages, motions 3+

How to use this song: This is one of the first songs we start with. It is a “call and response” song. Have two people (two lines) face each other. Side one starts with *Hola, buenos días* waving the right hand. The second side echoes it back, also waving the right hand. Side one then waves with the left and says *Hola, buenas tardes*. Side two echos it back, also waving the left hand. Side one then extends both hands (palm up) towards side two and says: *¿Qué tal? ¿Cómo estás?* Side two responds with: *Estoy muy bien, gracias*, crossing both hands across their own chests. Side one then says: *Adiós, buenas noches* waving their right hands at side two. Side two echos back and waves with their right hands. Side one then says: *Adiós, hasta mañana* waving with the left hand. Side two echos back waving with the left hand. It ends repeating *¿Qué tal? ¿Cómo estás? Estoy muy bien, gracias* as above. Have the kids switch sides and repeat.



4. Rojo, amarillo (Red, Yellow) By Tim Keller

Rojo, amarillo, verde, azul
Globos para ti y mi lobo azul

Red, yellow, green, blue
Balloons for you, and my Blue Wolf

Rojo, amarillo, verde, azul
Globos para ti y mi lobo azul

Red, yellow, green, blue
Balloons for you, and my Blue Wolf



Ages: Singing all ages, with props 3+

How to use this song: This is a song to teach four colors. Even though there are many more, we begin with just a few. Spanish Champs Level 2 introduces more.

Use real balloons of each color (be careful with young children, this can be a choke hazard) or drawn ones. You need a colored balloon for each child. If there is only one child, put the balloons on the floor in front of the child and have him touch each balloon and say the color. The children should be in a line or a circle. As you say the name of each color, the children with that color balloon should hold them up over their heads and say the color. Do this a number of times in sequence: *rojo, amarillo, verde, azul* getting a little faster as you do. Have the children switch colors and repeat. Next, have all the kids extend the balloons out, as if giving them to the teacher or parent, as they say *globos para ti*. If you have a Blue Wolf hand puppet, put it on your hand and keep it behind your back until they say *y mi lobo azul*, at which point you bring Blue Wolf in front of you. Kids extend the balloons toward Blue Wolf. Practice with the music once the kids have the basic motions down.

5. Yo tengo una cabeza (I Have a Head) By Aline Casanova

Yo tengo una cabeza para pensar
unos ojos para ver
una boca para hablar

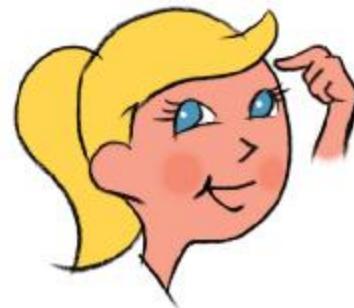
I have a head to think
Some eyes to see
A mouth to talk

Yo tengo dos pies para caminar
orejas para oír
cabeza para pensar

I have two feet to walk
Ears to hear
Head to think

Y también tengo codos, piernas
rodillas, dedos, brazos
y todo lo demás...

And I also have elbows, legs
Knees, fingers, arms
And everything else



Age: Singing 3+, motions 4+

How to use this song: This is a fun, fast song that takes coordination to do with the music. It is good for developing eye-hand coordination and rhythm and learning some body parts. Start without the music and use appropriate hand motions *cabeza para pensar* – point to head; *ojos para ver* – point to eyes; *boca para hablar* – put hand beside mouth and “talk” like you have a puppet on your hand. [Clap between verses.] *Pies para caminar* – march in place, *orejas para oír* – cup hand behind ear; *cabeza para pensar* – point to head. [Clap between verses.] *codos* – put hands on opposite elbows; *piernas* – run hands down legs; *rodillas* – slap knees with hands; *dedos* – wiggle fingers in front of body; *todo lo demás* – make a sweeping motion top to bottom and spin around. After you can do it without the music, try it with the music. Kids love to try karaoke with this one!

Extensions – See how many sentences you can build using *tengo* + numbers, colors, body parts, and other words from the songs. For example, *tengo tres globos rojos* (I have 3 red balloons). *Tengo dos brazos* (I have two arms). *Tengo diez dedos* (I have ten fingers).

6. Tengo un amigo (I Have One Friend) by Tim Keller

Tengo un amigo, dos amigos, tres amigos,
cuatro amigos, cinco amigos y mi Lobo Azul.

I have one friend, two friends, three friends
Four friends, five friends, and my Blue Wolf.

Tengo un amigo, dos amigos, tres amigos,
cuatro amigos, cinco amigos y mi Lobo Azul.

I have one friend, two friends, three friends
Four friends, five friends, and my Blue Wolf.

Ages: Singing and motions, all ages.

How to use this song: Use either illustrations of kids or real kids. Put five kids in a line. Put your hand on the head of each child as you count: uno, dos, tres, cuatro, cinco. Have all the kids repeat as you do this. As kids learn the numbers, they can walk down the line and count the children (they can be the teacher). After they can count, then add “amigos”: Tengo una amiga, dos amigos.... If you have a Blue Wolf hand puppet, have a child at the end of the line with this on her hand. You can also use a paper image of Blue Wolf. Once you can talk through the song having your children repeat the words, sing it slowly. After you can sing it slowly with out the music, then try it with the music.



7. Me visto así (I Dress Like This) by Aline Casanova

Levántate Maria y vístete por favor
Si mami!

Get up Maria and dress yourself please
Yes, Mommy

Me levanto en la mañana y me visto así:
Me levanto en la mañana y me visto así:

I get up in the morning and I dress like this:
I get up in the morning and I dress like this:

Me pongo la camisa, mi camisa azul
Me pongo el pantalón, pantalones verdes

I put on a shirt, my blue shirt
I put on pants, green pants

Me levanto en la mañana y me visto así:
Me levanto en la mañana y me visto así:

I get up in the morning and I dress like this:
I get up in the morning and I dress like this:

Me pongo las medias, medias amarillas
Me pongo los zapatos, zapatos rojos

I put on socks, yellow socks
I put on shoes, red shoes

Ya me vestí, y me veo muy bien
Ya me vestí, y me veo muy bien

I dressed myself and I look really good
I dressed myself and I look really good

¿Qué tal me veo? Me veo muy bien.
Ya me vestí, y me veo muy bien

How do I look? I look really good
I dressed myself, and I look really good

Ages: Singing all ages; motions 3+

How to use this song: Have a child (or all the children) lie on the floor to be “Maria”. Say (or play the CD) *Levántate Maria y vístete por favor*. “Maria” will respond: *Si mami!*

Me levanto en la mañana: Get up and stretch both hands toward the ceiling. *y me visto así:* Pretend to put on an article of clothing: shirt or pants.

Me pongo la camisa, mi camisa azul: Pretend to put on a shirt.

Me pongo el pantalón, pantalones verdes: Pretend to put on a pants.

Me pongo las medias, medias amarillas Pretend to put on socks.

Me pongo los zapatos, zapatos rojos. Pretend to put on a shoes.

Ya me vestí: Wave one hand across your body top to bottom showing your clothes.

y me veo muy bien: Put both hands on your hips and pretend you are looking at yourself in a mirror and smile.

¿Qué tal me veo? Extend both hands out as if asking a question. *Me veo muy bien:* same as above

Ya me vestí, y me veo muy bien: same as above



6. Tengo un amigo (I Have One Friend) by Tim Keller

Tengo un amigo, dos amigos, tres amigos,
cuatro amigos, cinco amigos y mi Lobo Azul.

I have one friend, two friends, three friends
Four friends, five friends, and my Blue Wolf.

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cuatro amigos, cinco amigos y mi Lobo Azul.

I have one friend, two friends, three friends
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Ages: Singing and motions, all ages.

How to use this song: Use either illustrations of kids or real kids. Put five kids in a line. Put your hand on the head of each child as you count: uno, dos, tres, cuatro, cinco. Have all the kids repeat as you do this. As kids learn the numbers, they can walk down the line and count the children (they can be the teacher). After they can count, then add “amigos”: Tengo una amiga, dos amigos.... If you have a Blue Wolf hand puppet, have a child at the end of the line with this on her hand. You can also use a paper image of Blue Wolf. Once you can talk through the song having your children repeat the words, sing it slowly. After you can sing it slowly with out the music, then try it with the music.



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Si mami!

Get up Maria and dress yourself please
Yes, Mommy

Me levanto en la mañana y me visto así:
Me levanto en la mañana y me visto así:

I get up in the morning and I dress like this:
I get up in the morning and I dress like this:

Me pongo la camisa, mi camisa azul
Me pongo el pantalón, pantalones verdes

I put on a shirt, my blue shirt
I put on pants, green pants

Me levanto en la mañana y me visto así:
Me levanto en la mañana y me visto así:

I get up in the morning and I dress like this:
I get up in the morning and I dress like this:

Me pongo las medias, medias amarillas
Me pongo los zapatos, zapatos rojos

I put on socks, yellow socks
I put on shoes, red shoes

Ya me vestí, y me veo muy bien
Ya me vestí, y me veo muy bien

I dressed myself and I look really good
I dressed myself and I look really good

¿Qué tal me veo? Me veo muy bien.
Ya me vestí, y me veo muy bien

How do I look? I look really good
I dressed myself, and I look really good

Ages: Singing all ages; motions 3+

How to use this song: Have a child (or all the children) lie on the floor to be “Maria”. Say (or play the CD) *Levántate Maria y vístete por favor*. “Maria” will respond: *Si mami!*

Me levanto en la mañana: Get up and stretch both hands toward the ceiling. *y me visto así:* Pretend to put on an article of clothing: shirt or pants.

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Me pongo los zapatos, zapatos rojos. Pretend to put on a shoes.

Ya me vestí: Wave one hand across your body top to bottom showing your clothes.

y me veo muy bien: Put both hands on your hips and pretend you are looking at yourself in a mirror and smile.

¿Qué tal me veo? Extend both hands out as if asking a question. *Me veo muy bien:* same as above

Ya me vestí, y me veo muy bien: same as above

