



Songs, Games, and More for Grades K - 5

iVamos a jugar!

Ani Silva-Berrios

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Growing up I often didn't hear children's songs that I sang at home in any of my classes at school, let alone in any of my musical experiences. As a music educator I strive to provide my students with a diverse repertoire that reflects different cultures of not only our school population, but of our country's population. As I searched for repertoire, I kept seeing similar activities and the same songs in Spanish often represented in many resources and books. I knew there had to be so much more out there. So, I compiled some of my favorite traditional games and songs from different countries of the Spanish and Portuguese speaking countries of Latin America, different musical genres of Latin America, and children's literature because what elementary music educator does not like children's books!

The activities found in this book are my playful twist on many of the traditional songs or games, allowing your students to enjoy learning repertoire in a new language and have a unique musical experience. I highly emphasize sharing with your students the original or traditional way of a game or song if there is one, as you incorporate these playful twists along the way because the original traditions are important, too. I hope your students can see themselves, their languages, and cultures, and enjoy these activities as much as my students have and that they help you provide those "windows, mirrors, and sliding doors" (Rudine Sims Bishop¹) that our students deserve, while keeping their creative and playful children spirit alive in our music classrooms!



A handwritten signature in black ink, featuring a heart symbol above the name and a small arrow pointing to the right.

¹ Rudine Sims Bishop <https://ehe.osu.edu/news/listing/rudine-sims-bishop-diverse-childrens-books>

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A pares y nones

Odds and Evens

Traditional
Arr. A. Silva-Berriós

The musical score is arranged in two systems. The first system includes a Voice part with lyrics 'A par - es y no - nes va - mos a ju - gar y', a Drum part with a steady quarter-note beat, and a Xylophone part with a pattern of quarter notes and quarter rests. The second system includes a Voice part with lyrics 'el que que - de so - lo, so - lo que - da - rá.', a Drum part with the same steady quarter-note beat, and a Xylophone part with the same pattern as the first system. The score is in 2/4 time and uses treble clefs for the voice and xylophone parts.

Materials/Materiales - drums, barred percussion instruments, rhythm flash cards, visuals

Process/Proceso

- ♪ Play steady beat on drum; students respond by walking the pulse.
- ♪ Say a number in Spanish between 1-5; students respond by forming group of that number (example - "¡Tres!" - three students form group). Repeat.
- ♪ Sing song; students join when comfortable.
- ♪ Clap drum pattern. Identify quarter notes and eighth notes from visual.

Translation

Evens and odds, let's play!
Whoever remains alone,
Alone they will stay!

The drum pattern is shown in 2/4 time. It consists of a steady quarter-note beat: quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note.

- ♪ Half sing while half clap drum pattern; transfer clapping to drums.
- ♪ Patschen Xylophone Part. Identify quarter notes and quarter rest.

The xylophone part is shown in 2/4 time. It consists of a pattern of quarter notes and quarter rests: quarter note, quarter note, quarter rest, quarter note, quarter note, quarter rest, quarter note, quarter note.

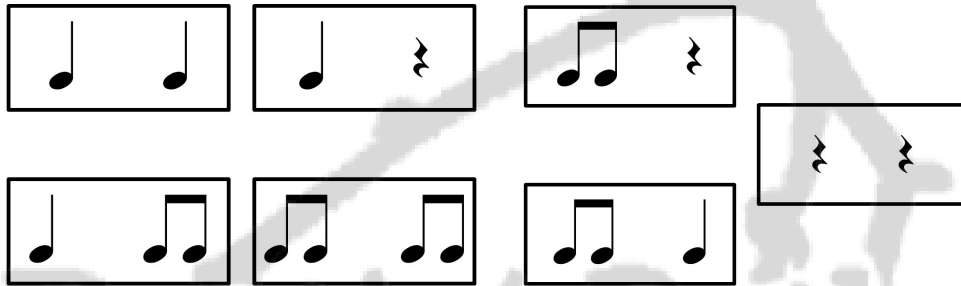
- ♪ Half sing while half perform xylophone pattern; transfer patsch to xylophones.

Game/ Juego

- ♪ Sing twice while walking pulse. When finished, teacher calls out number between 1-5 in Spanish; students form group of that number. Students without a group choose to play drum or xylophone pattern.
- ♪ Repeat game until only two students remain who then perform one round of *piedra, papel, o tijera* (rock, paper, scissors) to decide final winner.

Assessment/ Evaluación

- ♪ Display single cards of rhythm notation with quarter note, paired eighth notes, and quarter rest.



- ♪ Students determine number of sounds on cards.
 - ♪ If cards have one quarter note and pair of eighth notes, rhythm has three sounds.
 - ♪ If cards have two quarter notes, rhythm has two sounds.
 - ♪ If cards have quarter rest, pair of eighth notes, and quarter note, rhythm has four sounds.
- ♪ Students demonstrate rhythm on instrument of choice.

A pares y nones

**¡A pares y nones
vamos a jugar,
y el que quede solo,
solo quedará!**

¡Vamos a jugar!

Movement Activities
Actividades de movimiento



Carnavalito del Ciempiés

Carnival of the Centipede

Materials/Materiales - recording of *Carnavalito del Ciempiés*, Mazapan, artist and composer; lyricist, Carmen Lavanchy

Formation/Formación - Circle

Process/Proceso

- ♪ Listen to song; identify form.
- ♪ Listen to music again; practice movements with fingers:

A Section/Sección A

- ♪ One hand palm up, other hand's pointer and middle fingers jog lightly, alternating fingers, to eighth note pulse on hand that is palm up.

B Section/Sección B

- ♪ With one hand palm up, other hand pointer finger draws circle on palm. (16 beats).
- ♪ Reverse and draw circle in other direction (16 beats).

Movement/Movimiento

- ♪ Facing center, partners stand side by side.
- ♪ Introduction: (8 beats)
 - ♪ In place, march feet like light jog.
 - ♪ Students place hands on hips or behind their backs while lightly jogging.
- ♪ A Section: (20 beats)
 - ♪ Circle faces clockwise and moves clockwise keeping light jogging step.
 - ♪ Students place hands on hips or behind their back while jogging.
- ♪ B Section: (32 beats)
 - ♪ Turn and face partner; hook opposite arms for elbow swing.
 - ♪ Elbow swing clockwise (16 beats).
 - ♪ Switch elbows and elbow swing counterclockwise (16 beats).

Form/Forma - Intro ABABABA

Cité Tango

Tango City

Materials/Materiales - pop tubes¹, visuals, recording of *Cité Tango* by Astor Piazzolla

“Cité Tango”	“Cité Tango”
Rhythm 1	Rhythm 2

Formation/Formacion - Scattered

Process/Proceso

- ♪ Teacher makes shape with pop tube; students imitate shape with their bodies. Repeat, creating new shapes each time.
- ♪ Show three images of Buenos Aires, New York City, and Paris at night.
- ♪ Students each choose city.
- ♪ Students imagine they are hired bandoneon² player in city, playing and taking stroll through parks and museums admiring sculptures of their chosen city.
- ♪ Each student with pop tube explores creating shapes and imitating shapes.
- ♪ With partner, take turns sculpting each other using pop tube.
- ♪ Explore frozen and moving shapes.
- ♪ Explore playing pop tubes by expanding and contracting tubes. Read both rhythm visuals. Teacher plays pulse on drum.
- ♪ Explore tiptoeing silently with pop tubes.
- ♪ Explore holding sneaky shape as though students were caught stealing something.

Formation/Formacion - Scattered, holding pop tubes

Play Recording/Reproducir grabación

- ♪ A Section: (22 measures) - Read and play Rhythm 1.
- ♪ B Section: (6 measures) - Tiptoe silently around room.
- ♪ Interlude 1: (2 measures) - Freeze into sneaky shape.
- ♪ C Section: (16 measures) - Read and play Rhythm 2.
- ♪ A' Section: (12 measures) - Read and play either Rhythm 1 or 2.
- ♪ Interlude 2: (4 measures) - Find partner.

¹ Corrugated plastic pipe toy for children. Search for “Pop Tubes.”

² The bandoneon (Spanish: bandoneón) or bandonion is a type of concertina particularly popular in Argentina and Uruguay. It is a typical instrument in most tango ensembles. <https://en.wikipedia.org/wiki/Bandoneon>

¡Vamos a jugar!

Children's Literature ***Literatura de niños***



Round Is a Tortilla

Tortilla Redonda

Round Is a Tortilla by Roseanne Thong Illustrated by John Parra
ISBN: 978-1452145686 Chronicle Books

A. Silva-Berrios



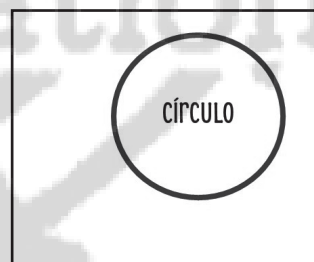
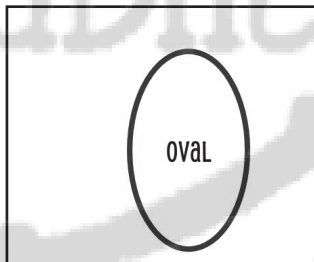
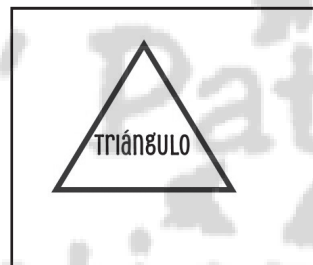
Tor - ti - lla re - don - da, va - mos a ju - gar. ¿Cuál es la for - ma que va - mos a es - cu - char?

Material/Materiales - printed shape cards, triangle, drum, shaker, wood block

Process/Proceso

- ♪ Teach rhyme by imitation.
- ♪ Read book and students perform rhyme every few pages.

Translation:
Round tortilla, let's play.
What is the shape, we will hear?



- ♪ In seated circle, place four small hand percussion instruments to represent each shape in center. One student sits in center of circle and acts as shape conductor.
- ♪ Teacher passes a shape card to a student in circle who places it on the floor in front and passes it around the circle to pulse while speaking rhyme. Teacher continues passing cards until everyone has one.
- ♪ At end of rhyme each student holds one shape card.
- ♪ Shape conductor improvises on one instrument and students holding corresponding shape cards swap places. At the same time, the conductor tries to steal spot in circle.
- ♪ Student without a card becomes conductor.
- ♪ Repeat.



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