

“Programs for Toddlers”

A chapter from

Read Me a Rhyme in Spanish and English

by Rose Zertuche Treviño



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PROGRAMS FOR TODDLERS *PROGRAMAS PARA NIÑOS PEQUEÑOS*

Sitting still is not what toddlers are made of, as their attention span is short, so be prepared for wiggling, wandering children who may decide to sit on your lap as you proceed to read a book. Toddlers are exploring their world, and everything belongs to them. They haven't yet learned to share, so a little trauma during storytime might occur if you bring out the musical instruments or the toys. The key to storytime for this age group includes variety with songs, fingerplays, and nursery rhymes mixed in between stories. Select books with large, colorful pictures and minimal text. Be ready for interruptions. You should plan for the program to last between fifteen and twenty minutes for this group.

A bilingual program for children gives you an opportunity to have fun with these inquisitive minds. At this stage, toddlers can clap their hands, stomp their feet, jump, and even run from you. They learn fast and will soon be counting with you in two languages. Start your toddler program with a song or a rhyme that becomes something familiar to them that they will always connect with the library.

Here's one you might want to try:

PULGARCITO

Pulgarcito.

Pulgarcito.

¿Dónde estás?

Aquí estoy.

Quiero saludarte.

Quiero saludarte.

Yo también.

Yo también.

WHERE IS THUMBKIN?

Where is thumbkin?

Where is thumbkin?

Where are you?

Here I am.

Here I come to greet you.

Here I come to greet you.

Run and hide.

Run and hide.

It is always a good idea to have books within grasp just ready to be checked out. Place a few musical CDs on your table with the books and make time to engage the parents by offering any one of the following:

- A bilingual handout listing the titles of the books you shared
- Words to the bilingual rhymes, songs, and fingerplays
- Suggested resources with additional ideas to use at home
- A schedule with your storytime listings

Get your toddler group and their parents used to your program, and give it an engaging name like one of the following:

Jardín de cuentos

Cuentitos, rimas y más

Jardín Infantil

Story Garden

Stories, Rhymes, and More

Children's Garden

PROGRAM 1: ABC / 123

Opening Rhyme

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Book

Here's a book to start with about some animal friends on their way to surprise Zelda the zebra on her birthday:

Miranda, Anne. *Alphabet Fiesta: An English/Spanish Alphabet Story*.
Turtle Books, 2001.

Clapping Rhyme

Now try this traditional clapping rhyme about chocolate. *Chocolate* is spelled the same in Spanish but instead of two syllables, there are four. Clap your hands to a steady rhythm and do a call-and-response with this song. You can purchase a *molinillo*, which is a Mexican kitchen tool for whipping chocolate. It is a long stick, and you dip the larger circular end into the pot and rub your hands together with the top part between your two hands.

EL CHOCOLATE

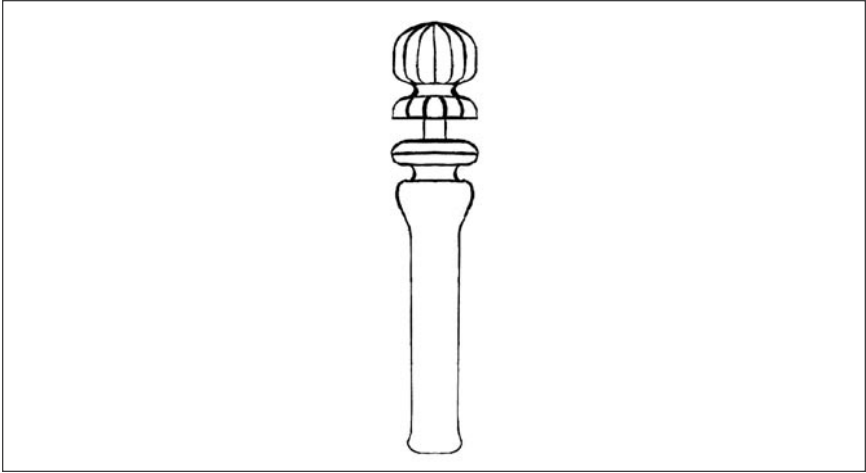
Uno, dos, tres, CHO

Uno, dos, tres, CO

CHOCOLATE

One, two, three, CHO

One, two, three, CO



Molinillo

Uno, dos, tres, LA
Uno, dos, tres, TE

One, two, three, LA
One, two, three, TE

Chocolate, chocolate,
Bate, bate chocolate.

Chocolate, chocolate,
Beat and beat the chocolate.

Book

Here is a bilingual ABC book featuring animals that introduce the different letters of the alphabet:

Coutinhas, João. *Animals from A to Z / Animales de la A a la Z*.
Everest, 2003.

Rhyme

Next, try this number rhyme:

CUÉNTAME DIEZ

Los perros aquí,
Los gatos allá.
Cuéntame diez
Y yo me saldré.
Uno, dos, tres, cuatro, cinco,
Seis, siete, ocho, nueve y diez.

COUNT TO TEN

The dogs over here,
The cats over there.
Count to ten
And then I'll leave.
One, two, three, four, five,
Six, seven, eight, nine, and ten.

Book

The following book is available in a bilingual edition:

Brusca, María Cristina. *Three Friends: A Counting Book / Tres amigos: Un cuento para contar*. Henry Holt, 1995.

Call-and-Response Rhyme

Ask parents to hold their toddler's hands and make the motions as you recite this call-and-response rhyme.

LOS DEDITOS

Tengo diez deditos.
Diez deditos tengo yo.
Cuéntalos conmigo.
Uno, dos, tres,
Cuatro, cinco, seis,
Siete, ocho, nueve,
Y uno más son diez.
Ya cuéntalos al revés

Diez, nueve, ocho,
Siete, seis, cinco,
Cuatro, tres, dos, uno.
Diez deditos tengo yo.
Tengo diez deditos.

MY FINGERS

I have ten fingers.
Ten fingers have I.
Count them out with me.
One, two, three,
Four, five, six,
Seven, eight, nine,
And one more makes ten.
Now count them backward.

Ten, nine, eight,
seven, six, five,
Four, three, two, one.
Ten fingers have I.
I have ten fingers.

Additional Books

Here is a list of titles that you can have available for parents to check out:

Aigner-Clark, Julie. *Asómate y ve los números*. Advanced Marketing, 2003.

Mora, Pat. *¡Marimba! Animales from A to Z*. Clarion Books, 2006.

Mora, Pat. *Uno, dos, tres: 1, 2, 3*. Clarion, 1996.

Palomar de Miguel, Juan. *Mis primeras letras de palabras mexicanas*. Ediciones Destino, 2004.

Robleda, Margarita. *Mis letras favoritas*. Ediciones Destino, 2003.

Suárez, Maribel. *¿Cuántos son?* Editorial Grijalbo, 1992.

Walsh, Ellen Stoll. *Mouse Count*. Harcourt Children's Books, 1995.
Spanish: *Cuenta ratones*. Fondo de Cultura Económica, 2003.

Closing Rhyme

End the program with the following rhyme:

Colorín, colorado,	<i>Colorín, colorado,</i>
Este cuento se ha acabado	This story is now over

Or you can change some of the words, like this:

Colorín, colorado,	<i>Colorín, colorado,</i>
Este programa se ha acabado	This program is now over.

Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

PROGRAM 2: WATER / EL AGUA

You may want to purchase a small portable fountain that lets you add water to flow over rocks. This might intrigue your toddlers. They can each take a turn and investigate. Use your imagination and try something new. Perhaps you have the budget to purchase a case of bottled water in small toddler-size bottles that you can hand out with rules about drinking water in the library as they are leaving.

Opening Rhyme

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Book

Start with this book, which is available in Spanish and English and is based on a true story about ten rubber ducks that are scattered in different directions during a storm.

Carle, Eric. *10 Little Rubber Ducks*. HarperCollins, 2005. Spanish: *10 patitos de goma*. Rayo, 2007.

Motion Rhyme

Next, recite this traditional rhyme and be sure to encourage your toddlers to make swimming motions.

NADABAN

Nadaban y nadaban,
Nadaban los patitos.
Nadaban y nadaban,
Y no se mojaban.

SWIMMING

Swimming and swimming,
The ducklings go by.
Swimming and swimming,
They always stay dry.

Book

Follow with this story:

Cruz, Jimena. *¡A nadar, pececito!* Editorial Sigmar, 2007.

Motion Rhyme

Now, engage your group in this motion rhyme about fish that swim and fish that fly. Ask your toddlers to pretend that they are the little fish as they act out the swimming and flying motions.

LOS PECECITOS

Los pececitos nadan en el agua.
Nadan, nadan, nadan.
Vuelan, vuelan, vuelan.
Son chiquititos, chiquititos.
Vuelan, vuelan, vuelan.
Nadan, nadan, nadan.

THE LITTLE FISH

The little fish swim in the water.
They swim, swim, swim.
They fly, fly, fly.
They are tiny, tiny, tiny.
Fly, fly, fly.
Swim, swim, swim.

Book

This bilingual story is about the ocean:

Ryan, Pam Muñoz. *Hello, Ocean / Hola, mar.* Charlesbridge, 2003.

Song

You can follow this up with a song about a little boat:

EL BARQUITO

Había una vez un barquito
chiquitito,
Había una vez un barquito
chiquitito,
Había una vez un barquito
chiquitito,
Y no podía, no podía,
no podía navegar.

THE LITTLE BOAT

There was once a small boat,
There was once a small boat,
There was once a small boat,
That just couldn't navigate.

Pasaron una, dos, tres, cuatro, cinco,	One, two, three, four, five,
Seis, siete semanas.	Six, seven weeks went by.
Pasaron una, dos, tres, cuatro, cinco,	One, two, three, four, five,
Seis, siete semanas.	Six, seven weeks went by.
Pasaron una, dos, tres, cuatro, cinco,	One, two, three, four, five,
Seis, siete semanas	Six, seven weeks went by.
Y el barquito, el barquito,	And the little boat, the little boat
No podía navegar,	Couldn't navigate
Y si la historia no les parece larga,	And if this story doesn't seem long
Y si la historia no les parece larga,	And if this story doesn't seem long
Y si la historia no les parece larga,	And if this story doesn't seem long
Volveremos, volveremos,	We can start, we can start
Volveremos a empezar.	We can start at the beginning again.

Additional Books

Here are some titles of books you can have for parents to check out after your program:

Cruz, Jimena. *Animales del mar*. Editorial Sigmar, 2007.

Intrater, Roberta Grobel. *Splish, Splash*. Scholastic, 2002. Spanish: *¡Al agua, patos!* Scholastic, 2002.

Marzollo, Jean. *I Am Water*. Scholastic, 1996. Spanish: *Soy el agua*. Scholastic, 1999.

Mora, Pat. *Agua, agua, agua*. Scott, Foresman, 1995.

Nava, Emanuela. *Gotas y goterones*. Anaya, 2006.

Closing Rhyme

End your program with a closing rhyme or song. Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

PROGRAM 3: COLORS / *LOS COLORES*

Opening Rhyme

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Book

Here's a book illustrated by the Caldecott Award–winning illustrator David Diaz with the words to the traditional song “De colores”:

Bright with Colors / De colores. Marshall Cavendish, 2008.

Rhyme

Recite this traditional rhyme:

Pito, pito,	Whistle, whistle
Colorito:	Many colors:
¿Dónde vas	Where are you going,
Tan bonito?	Pretty one?

Book

Next, share this book, available in Spanish and in English:

Alvarez, Lourdes M. *Colors.* Sweetwater Press, 2004. Spanish: *Colores.* Sweetwater Press, 2004.

Fingerplay

Try this fingerplay and start with the pinkie. Point to one finger at a time. After you recite the last line, hide toddler's thumb behind his or her back.

El amarillo es mío.	Yellow is mine.
El rojo, tan flojo.	Red is lazy.
El blanco va al banco.	White goes to the bank.
El anaranjado está mojado.	Orange is all wet.
El verde se pierde.	Green gets lost.

Repeat, a little faster.

Book

Now read this bilingual book, which received a 2008 Pura Belpré honor award for illustration:

Gonzalez, Maya Christina. *My Colors, My World / Mis colores, mi mundo*. Children's Book Press, 2007.

Rhyme

Here is a very simple traditional rhyme:

A la escuela y al jardín,	At school and in the garden
Con Martín	With Martin
Colorín.	In the garden.

Additional Books

Add these titles to your display of books for parents to check out:

- Beaton, Clare. *Colors / Los colores*. Barron's, 1997.
- Carle, Eric. *Colors / Colores*. Penguin Young Readers Group, 2008.
- Cruz, Jimena. *Los colores*. Editorial Sigmar, 2007.
- Gaetán, Maura. *Colors / Colores*. Editorial Sigmar, 2006.
- Gaetán, Maura. *Un día en colores: Un libro sobre colores*. Editorial Sigmar, 2006.
- Gunzi, Christiane. *My Very First Look at Colors*. Two-Can Publishing, 1997. Spanish: *Mi primera mirada a los colores*. Two-Can Publishing, 2004.
- Martín Gimeno, Lourdes. *Conoce los colores*. Susaeta, 2005.
- Rigol, Francesc. *Colores*. Susaeta, 2005.

Closing Rhyme

End your program with a closing rhyme or song. Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

PROGRAM 4: THE FARM / LA GRANJA

Opening Rhyme

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Vocabulary Activity

Talk about the farm and ask the toddlers what kind of animals they might see at the farm. You can have pictures of animals that the toddlers can identify. Here are a few of the animals you might find on the farm.

la gallina	the hen
el gallo	the rooster
el cerdo	the pig
el caballo	the horse
la vaca	the cow

Book

Share this first book, always introducing the title, the author, and the illustrator:

Luján, Jorge Elias. *Rooster / Gallo*. Groundwood Books, 2004.

Song

You can sing “Old MacDonald Had a Farm” in English and then follow up with the song “La granja” in Spanish by the Mexican children’s musician José-Luis Orozco:

LA GRANJA

Vengan a ver mi granja que
es hermosa.
Vengan a ver mi granja que
es hermosa.
El patito hace así, cuá, cuá
El patito hace así, cuá, cuá

CORO

Oh, vengan, amigos,
Vengan, amigos,
Vengan, amigos, vengan.
(*Cantar dos veces.*)

THE FARM

Come and see my farm, for it is
beautiful.
Come and see my farm, for it is
beautiful.
The duckling goes like this, quack,
quack.
The duckling goes like this, quack,
quack.

CHORUS

Oh, come, my friends,
Oh, come, my friends,
Oh, come to see my farm.
(*Sing twice.*)

Repeat the song, inserting the following animals:

El pollito hace así, pío, pío.	The chick goes like this, peep, peep.
La vaquita hace así, mú, mú.	The calf goes like this, moo, moo.

El puerquito hace así, oinc,
oinc.

The piglet goes like this, oink, oink.

El burrito hace así, íja, íja.

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

El gallito hace así, kikiri, kí.

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

Book

Here is another book to use with your group of toddlers:

Pietrapiana, Christian. *Tomasa the Cow / La vaca Tomasa*. Arte Público Press, 1999.

Song

Here is a traditional song to sing. You can ask parents to sit their toddler on their lap and recite it as a bouncing rhyme.

CABALLITO BLANCO

Caballito blanco,
Sácame de aquí,
Llévame a mi pueblo
Donde yo nací.

WHITE PONY

White pony,
Give me a ride,
Take me to the town
Where I was born.

Tengo, tengo, tengo,
Tú no tienes nada.
Tengo tres ovejas
En una manada.

I have, I have, I have,
you have nothing.
I have three sheep
In my herd.

Una me da leche,
Otra me da lana,
Otra mantequilla
Para la semana.

One gives me milk,
One gives me wool,
One gives me butter
That lasts me all week.

Book

Next, you can read Pat Hutchins's classic tale about Rosie the hen:

Hutchins, Pat. *Rosie's Walk*. Simon and Schuster Children's Publishing, 1968. Spanish: *El paseo de Rosie*. Simon and Schuster Children's Publishing, 1997.

Song

Here is an action song. Before each stanza, practice walking first like a duck, then like a chicken, and then like a lamb.

LOS ANIMALITOS

Detrás de Doña Pata
Corren los patitos;
Por allí, por allá,
Cuá, cuá, cuá.

THE LITTLE ANIMALS

After Mrs. Duck
Run the little ducklings;
This way and that way,
Quack, quack, quack.

Detrás de Doña Gallina

Siguen los pollitos;
Por allí, por allá,
Pío, pío, pío.

After Mrs. Chicken

The little chicks follow;
This way and that way,
Cheep, cheep, cheep.

Detrás de Doña Borrega

Van los borreguitos;
Por allí, por allá,
Beh, beh, beh.

After Mrs. Sheep

Go the little lambs;
This way and that way,
Baa, baa, baa.

Additional Books

Here are books for your display table. Be sure you tell parents that the books are ready to be checked out to share with their toddlers.

Boynton, Sandra. *Moo, Baa, La La La*. Simon and Schuster, 1984.

Spanish: *Muu, beee: ¡Así fue!* Simon and Schuster Libros para Niños, 2003.

Brown, Margaret Wise. *Big Red Barn*. HarperCollins, 1994. Spanish:

El gran granero rojo. HarperCollins, 1996.

Busquets, Jordi. *Mis amigos de la granja*. Susaeta, 2005.

Dupuis, Sylvia. *Las diez gallinas*. Edelvives/Editorial Luis Vives, 2006.

Espinoza, Gerald. *Los pollitos dicen*. Ediciones Ekaré, 2007.

Inaraja, Javier. *La granja*. Susaeta, 2005.

Rigol, Francesc. *Animales de la granja*. Susaeta, 2005.

Closing Rhyme

End your program with a closing rhyme or song. Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

PROGRAM 5: BUGS / LOS INSECTOS

Opening Rhyme

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Book

If you have older toddlers, you might want to try reading each page of this book. If you have younger toddlers, read select lines of text. It is a good story to learn and then tell, and it has big, beautiful illustrations. You can have your kids repeat Martina's full name with you: Martina Josefina Catalina Cucaracha.

Deedy, Carmen Agra. *Martina, the Beautiful Cockroach: A Cuban Folktale*. Peachtree, 2007. Spanish: *Martina, una cucarachita muy linda*. Peachtree, 2007.

Song

Next, sing this popular song about a thirsty cockroach:

LA CUCARACHA

La cucaracha, la cucaracha,
Ya no puede caminar.
Porque le falta, porque le
falta,
Limonada que tomar

THE COCKROACH

The cockroach, the cockroach
Can no longer walk around.
Because he needs some, because he
needs some,
Lemonade to drink

Book

Butterflies are beautiful, and you might want to show pictures of butterflies before you read one of the following stories. The first title, about a young boy named Olmo, is available only in Spanish. Read it in Spanish and then have the toddlers and their parents tell you the story in English.

Ada, Alma Flor. *Olmo y la mariposa azul*. Laredo Publishing, 1992.
Brown, Monica. *Butterflies on Carmen Street / Mariposas en la calle Carmen*. Arte Público Press, 2007.

Movement Rhyme

Here's a rhyme about a spider that went for a walk. Make a spiderweb on the floor using masking tape. Play follow the leader with the toddlers, and

you can be Doña or Don Araña as you walk around the spiderweb. Be sure to dance during the third line and then you can start walking backward until you ask your toddlers to take a seat.

DOÑA ARAÑA

Doña Araña se fue a pasear
Hizo un hilo y se puso a preparar.
Vino el viento y la hizo bailar.

Vino la tormenta y la hizo
bajar.

DOÑA ARAÑA

Doña Araña went for a walk
and swung happily from her web.
Along came the wind, which made
her dance.

Along came a storm, so she had to
go back.

Book

If you can, bring in an ant farm and let your toddlers see ants at work, then read this story:

Ramirez, Michael Rose. *The Little Ant / La hormiguita chiquita*. Rizzoli, 1995.

Motion Rhyme

Here is a motion rhyme. Sing this several times using hand motions.

LA HUITSI HUITSI ARAÑA

La huitsi huitsi araña
Subió, subió, subió.
Vino la lluvia y
Se la llevó.
Salió el sol y
Todo lo secó.
Y la huitsi huitsi araña
Subió, subió, subió.

THE ITSY BITSY SPIDER

The itsy bitsy spider
Went up the waterspout.
Down came the rain
And washed the spider out.
Out came the sun and
Dried up all the rain.
And the itsy bitsy spider
Went up the spout again.

You can substitute *hormiguita*, or “little ant,” for *araña* and use two fingers to make the motion of the ant walking up the waterspout.

LA HORMIGUITA

La hormiguita
Subió, subió, subió.
Vino la lluvia y
Se la llevó.
Salió el sol y
Todo lo secó.

THE ITSY BITSY ANT

The itsy bitsy ant
Went up the waterspout.
Down came the rain
And washed the little ant out.
Out came the sun and
Dried up all the rain.

Y la hormiguita
Subió, subió, subió.

And the itsy bitsy ant
Went up the spout again.

Additional Books

Here are a few books to add to your stack. You can make substitutions for any of these or have them available for your storytime customers:

Carle, Eric. *The Very Busy Spider*. Philomel Books, 1984. Spanish: *La araña muy ocupada*. Philomel Books, 2008.

Carle, Eric. *The Very Hungry Caterpillar*. Philomel Books, 1987. Spanish: *La oruga muy hambrienta*. Philomel Books, 1989.

Facklam, Margery. *Bugs for Lunch / Insectos para el almuerzo*. Charlesbridge, 2002.

McDonald, Jill. *The Itsy Bitsy Spider*. Scholastic, 2007. Spanish: *La araña chiquitita*. Scholastic, 2007.

Prims, Marta. *I Am a Little Spider / Soy una pequeña araña*. Barron's, 2002.

Robleda, Margarita. *Un grillo en mi cocina*. Sitesa, 1992.

Closing Rhyme

End your program with a closing rhyme or song. Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

PROGRAM 6: OPPOSITES / LOS OPUESTOS

Opening Rhyme

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Vocabulary Activity

Talk about opposites and give some examples.

arriba / up
despierto / awake
feliz / happy

abajo / down
dormido / asleep
triste / sad

Book

Read this bilingual story with the toddlers:

Cumpiano, Ina. *Quinito, Day and Night / Quinito, día y noche*. Children's Book Press, 2008.

Rhyme

Here is a simple rhyme to share with the group:

SALTAR

Salto por aquí,
Salto por allá,
Pues esa culebra
No me ha de picar.

JUMP

I'll jump over here,
I'll jump over there,
'Cause that snake's a fright
And I won't let him bite.

Book

Next, share this book:

Cruz, Jimena. *Los opuestos*. Editorial Sigmar, 2007.

Vocabulary Activity

Talk to the toddlers again about opposites. Here are more examples to show.

grande/big

blanco/white

flaco/skinny

mojado/wet

alto/tall

arriba/above

sí/yes

chico/small

negro/black

gordo/fat

seco/dry

pequeño/small

abajo/below

no/no

Book

One more book about opposites to try is this one:

Gaetán, Maura. *Opuestos*. Editorial Sigmar, 2006.

Call-and-Response Rhyme

Try this rhyme as a call-and-response:

LOS OPUESTOS

Yo digo nuevo, tú dices viejo.

Yo digo arriba, tú dices abajo.

Yo digo frío, tú dices calor.

Yo digo dormido, tú dices
despierto.

OPPOSITES

I say new, you say old.

I say up, you say down.

I say cold, you say hot.

I say sleep, you say awake.

Additional Books

Here are a few more books about opposites that you can display for parents to check out:

Emberly, Rebecca. *My Opposites / Mis opuestos*. Little, Brown, 2000.

Figuerola, Mercedes. *Los contrarios*. Susaeta, 2005.

Ranchetti, Sebastiano. *Animal Opposites / Opuestos animales*. Gareth Stevens Publishing, 2008.

Suárez, Maribel. *Los contrarios*. Editorial Grijalbo, 1990.

Closing Rhyme

End your program with a closing rhyme or song. Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

PROGRAM 7: THE SENSES / LOS SENTIDOS**Opening Rhyme**

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Vocabulary Activity

Talk about the five senses—sight, hearing, touch, smell, and taste. In Spanish they are *la vista*, *el oído*, *el tacto*, *el olfato*, and *el gusto*.

Book

Start with the following book available in Spanish and in English:

Shannon, David. *David Smells!* Scholastic, 2005. Spanish: *¡David huele!* Blue Sky Press, 2005.

Call-and-Response Rhyme

Here's a rhyme to recite that you can do as a call-and-response, first in Spanish and then in English:

MIS CINCO SENTIDOS

Una boquita para comer,
 Mi naricita para oler,
 Mis dos ojitos para ver,
 Mis dos orejitas para oír,
 Mis dos manitas para tocar,
 ¿Y mi cabecita?
 Para dormir.

MY FIVE SENSES

A small mouth for eating,
 My little nose for smelling,
 My two little eyes for seeing,
 My two little ears for hearing,
 My two little hands for touching,
 And my head?
 For sleeping.

Book

This next book is about taste. Although it is available only in Spanish, you can read through it once and then have your toddlers and parents help you by telling you what they see on each page in English.

Suárez, Maribel. *¿A qué sabe? El sentido del gusto*. Editorial Grijalbo, 1995.

Rhyme

Now ask your group of toddlers to point to their mouth, nose, eyes, ears, and head when you say each one and then to repeat after you with this simple rhyme.

Una boca para comer,	One mouth to eat,
Una nariz para oler.	One nose to smell,
Dos ojos para ver,	Two eyes to see,
Dos orejas para oír,	Two ears to hear,
Y una cabeza para dormir.	And one head to sleep.

Book

If your group is doing well with attention and participation, share a third book. You will be the best to decide on when to stop.

Cousins, Lucy. *What Can Pinky Hear?* Candlewick Press, 1997.
 Spanish: *¿Qué puede oír Blas?* Serres, 1997.

Motion Rhyme

Next, you can share this motion rhyme and do all the motions with your group:

MIS MANITAS

Tengo dos manitas.
 Dos manitas especiales.
 Pueden aplaudir.
 Pueden girar.
 Y pueden abrazarse
 Como dos amigas.

MY LITTLE HANDS

I have two little hands.
 Two very special little hands.
 They can clap.
 They can roll.
 And they can give each other a hug
 Just like two friends.

Additional Books

The following books can be shared with parents as you encourage them to check them out:

Fernández, Laura. *¿Qué veo? El sentido de la vista*. Grijalbo, 1995.
 Sobrino, Javier. *Me gusta*. Kókinos, 2002.

Closing Rhyme

End your program with a closing rhyme or song. Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

PROGRAM 8: TRANSPORTATION / EL TRANSPORTE

Opening Rhyme

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

Vocabulary Activity

You can talk about different types of transportation. You can borrow a few toys like a car, a boat, a bicycle, and an airplane, or you can show pictures of these items. Identify each item in Spanish and in English.

el barco
 el coche
 el avión

boat
 car
 airplane

la bicicleta	bicycle
el metro	subway
el taxi	taxi

Book

Read this book about Maisy that is available in Spanish and in English:

Cousins, Lucy. *How Will You Get There, Maisy?* Candlewick Press, 2004. Spanish: *¿Cómo irá, Maisy?* Serres, 2004.

Song

This next song was first translated into Spanish by the musician José-Luis Orozco. I have combined his version with one I learned. Sing this song and do all the motions with your toddlers:

LAS RUEDAS DEL CAMIÓN	THE WHEELS ON THE BUS
Las ruedas del camión van	The wheels on the bus go
Dando vueltas,	Round and round,
Dando vueltas,	Round and round,
Dando vueltas,	Round and round.
Las ruedas del camión van	The wheels on the bus go
Dando vueltas,	Round and round,
Por la ciudad.	All through the town.
La gente en el camión	The people on the bus go
Salta y salta . . .	Up and down . . .
Los limpiadores del camión	The wipers on the bus go
hacen	
Swish, swish, swish . . .	Swish, swish, swish . . .
Las monedas del camion hacen	The money on the bus goes
Clic, clic, clic . . .	Plink, plink, plink . . .
El bebé en el camión hace,	The baby on the bus goes,
“Ña, ña, ña . . .”	“Waa, waa, waa . . .”
La mamá en el camión hace,	The mother on the bus goes,
“Shish, shish, shish . . .”	“Shh, shh, shh . . .”

El chofer en el camión dice, “Pasen para atrás . . .”	The driver on the bus says, “Move on back . . .”
Las puertas del camión Se abren y se cierran . . .	The doors on the bus go Open and shut . . .
Las ruedas del camión van . . .	The wheels on the bus go . . .

Book

Next, you can share this bilingual book:

Luciani, Brigitte. *How Will We Get to the Beach? / ¿Cómo iremos a la playa?* North-South Books, 2003.

Song

Sing this song or recite it as a call-and-response rhyme:

VAMOS A REMAR	ROW YOUR BOAT
Ven, ven, ven acá	Row, row, row your boat
Vamos a remar	Gently down the stream
Rema, que rema, que rema, que rema,	Merrily, merrily, merrily, merrily
La vida es como un sueño.	Life is but a dream.

Book

Another book that you might share is this one about Teresa and her shiny new car, a gift from her grandpa:

Soto, Gary. *My Little Car / Mi carrito*. Putnam's, 2006.

Rhyme

This is a traditional nonsense rhyme that rhymes in Spanish but certainly loses the rhyme in the English translation:

EL QUE SE FUE A SEVILLA	HE WHO WENT TO SEVILLE
El que se fue a Sevilla	He who went to Seville
Perdió su silla.	Lost his chair.
El que se fue a Aragón	He who went to Aragon
Perdió su sillón.	Lost the whole sofa.

Additional Books

Here are some books to have on hand for parents to check out:

Blackstone, Stella. *Bear on a Bike*. Barefoot Books, 2001. Spanish:
Oso en bicicleta. Barefoot Books, 2003.

Busquets, Jordi. *Hoy vamos de viaje*. Susaeta, 2005.

Denou, Violeta. *Teo descubre los medios de transporte*. Grupo Editorial Ceac, 1998.

Denou, Violeta. *Teo en avión*. Planeta Publishing, 2004.

Denou, Violeta. *Teo encuentra los errores: Un paseo en barco*. Grupo Editorial Ceac, 2000.

Denou, Violeta. *Teo se va de viaje*. Planeta Publishing, 2004.

Franco, Betsy. *Vamos a la granja de la abuela*. Children's Press, 2003.

Closing Rhyme

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