

# Lesson 11: Body & It Hurts

Tell teachers: we are going to review song #5 "Tengo una cabeza", and learn related song #15 "El burro y el médico"

**Needed for class:** CD #1, DVD #1, book Mi cuerpo, Ace bandages or band-aid images,

**0:00** Greet the kids in Spanish: *Hola, buenos dias, ¿Cómo están todos?*

**1:00** Review the song "Tengo una cabeza"

Go through the song again following a similar plan as in Lesson 10, adjust how much time you spend on it depending on how well the kids know the vocabulary.

## **0:10 Me Duele (It hurts)**

Have the kids sit in a circle with the teacher in the middle, get everyone's attention and then dramatically, step on your own toe, shout Ouch! "me duele el pie" Wrap your foot with an ace bandage (or stick on a real band-aid or a paper one) and say again, "me duele el pie"

Bonk yourself on the head with your hand and say Ouch! "me duele la cabeza" Put a bandage on your head, and say dramatically "me duele la cabeza" y "me duele el pie".

When you use a plural like los ojos, you say "me duelen los ojos"

Have a volunteer come to the middle, put a band aid on a body part and have them say "me duele ....."

Draw an outline of a body on a big piece of paper (you could trace a child) and have the different children draw on different body parts. Now say: Le duele \_\_\_\_\_ (the foot hurts him/her) or Le duelen \_\_\_\_\_ (they hurt him/her) , give the child a bandaid and see if they can put it on the right place.

With older kids you can put a bandaid somewhere on them and you can ask them *¿Cómo estás?*, and they can respond *Estoy mal, me duele \_\_\_\_\_* (I am doing badly, my \_\_\_\_\_ hurts). You can then take off the bandaid and ask them again, *¿Cómo estás?*, this time they should respond *Estoy muy bien, ya no me duele \_\_\_\_\_* (I am doing well, now my \_\_\_\_\_ doesn't hurt me).

You can use this kind of technique and set up a hospital.

**22:00** Read Book: **Mi cuerpo**

**25:00** End



Image: Bandages

## Lesson 11 Curriculum

This week we learn about our body and it hurts: Songs: El burro y el médico (song 15) and Tengo una cabeza (song 5)

Song	Video	Literature	Activity	Play: Authentic Language Use	Teacher comments
El burro y el médico	Body	Mi cuerpo	<p><b>Drama:</b> Help the children act out the song "El burro y el médico" as a skit. One child can be the sick burro, and the other children can be the doctors, bringing the items as the burro says, "me duele..."</p> <p><b>Snack:</b> Serve orange juice, guayabas and corn on the cob.</p> <p><b>Singing:</b> Each time you sing the song, have the children point to the parts of their body. If anyone can do it well, have them come to the center and show the whole class.</p> <p><b>Shared Writing and Reading:</b> Model how to draw a burro, and have the children draw their own burros. Then, the children can glue on the remedies for the burro's ailments.</p>	<p><b>Outside Play:</b> Play Simon Says, in Spanish: "Simón Dice". Say "Simón dice, toca tu rodilla." Model how to touch your knee.</p> <p><b>Listening Center:</b> At listening center, students listen to the song, and point to the appropriate picture.</p> <p><b>Reading Center:</b> Students "read" independently the Spanish Champs books that have been read together whole group, as well as the class books they have helped write.</p> <p><b>Play:</b> During play time, provide children with stuffed animals and band-aids, so they can tend to the hurt animals. Encourage the children to have the animals say, "me duele". They can put band-aids on the animals.</p> <p><b>New Vocabulary</b></p> <p>Me duele - it hurts (me)          Me duelen - they hurt (me)          Los ojos - the eyes          La nariz - the nose          La garanta - the trota          Nada - nothing          Gorrita negra- black hat          Mazorca de maíz - Corn on the cob          Lentes rojos - red glasses          Juguito de naranja - orange juice          Guayaba - guava</p>	

# Spanish Champs Level 1 Music Learning Plan

The songs on the Spanish Champs Level 1 music 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 their 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 their 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.

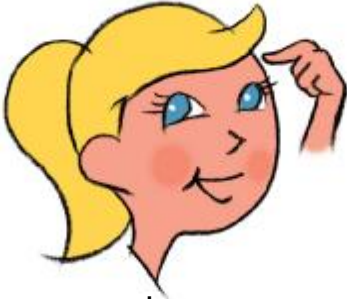
**The order of songs on the CD is different than the learning order, and this is by design.** We don't want songs viewed as “easy” or “hard” based on the order on the CD, we mixed songs that introduce different language elements. Even after moving on to the next steps, try to listen to the whole CD once 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 being able 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***. The Spanish Champs music Level 1 is a resource that should be enjoyed for *several years*. 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. For parents or teachers with little or no background in Spanish, you 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 they accumulate stars. A fun reward is to get a fake microphone and sing with the karaoke version.

## 5. Tengo una cabeza I Have a Head



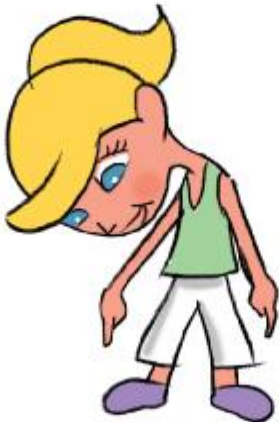
Yo tengo una cabeza para pensar  
I have a head to think



unos ojos  
para ver  
some eyes to see



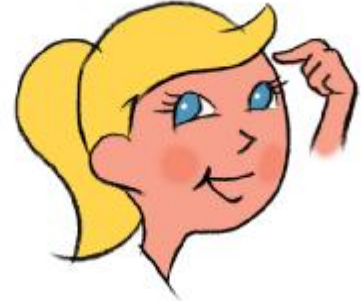
una boca para hablar  
a mouth to speak



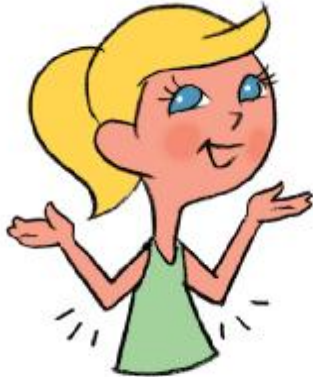
Yo tengo dos pies para caminar  
I have two feet to walk



orejas para oír  
ears to hear



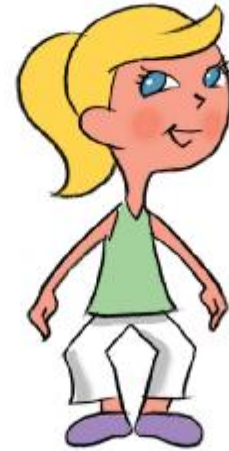
cabeza para pensar  
head to think



y también tengo codos  
and I also have elbows



piernas  
legs



rodillas  
knees



dedos  
fingers



brazos  
arms



y todo  
lo demás  
and everything  
else

#### 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 them touch each balloon and say the color. The children should be in a line and or a circle. As you say the name of each color, the children with that color balloon should hold it up over their heads and say the name of 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. Practice with the music as the kids sing, then try it without the music again.

#### 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

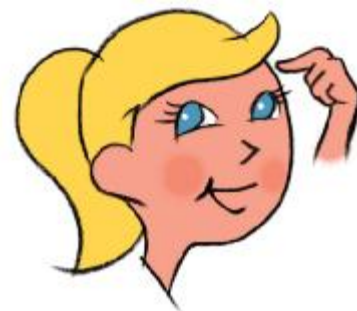
I have a head to think  
Some eyes to see  
A mouth to talk

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* – wave fingers in front of body; *todo lo demas* – 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. Tengo tres globos rojos (I have 3 red balloons). Tengo dos brazos. Tengo diez dedos.

## 15. El burro y el médico

The Burro and the Doctor



A mi burro, mi burro le duelen las orejas  
y el médico le manda una gorrita negra.

My donkey's ears hurts  
and the doctor sends him a little black hat.



Una gorrita negra,  
baila un poquito.

A little black hat,  
dance a little.



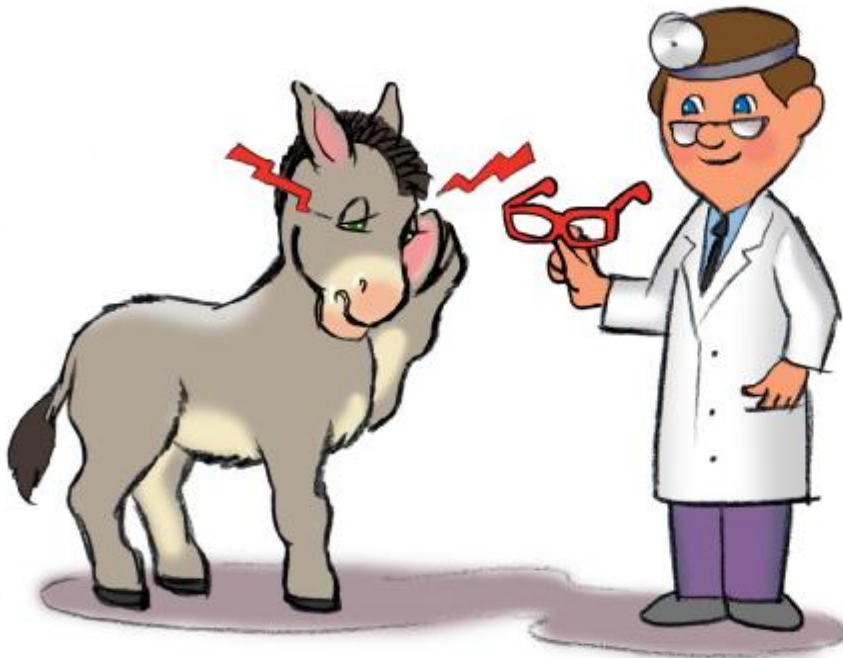
A mi burro, mi burro le duele la nariz  
y el médico le manda mazorca de maíz.

My donkey's nose hurts  
and the doctor sends him an ear of corn.



Mazorca de maíz,  
una gorrita negra, baila un poquito.

Ear of corn, a little black hat, dance a little.



A mi burro, mi burro le duelen los dos ojos  
y el médico le manda unos lentes rojos.

My donkey's two eyes hurt him  
and the doctor sends him some red glasses.



A mi burro, mi burro le duele la garganta,  
y el médico le manda juguito de naranja.

My donkey's throat hurts him  
and the doctor sends him a little orange juice.



Unos lentes rojos,  
mazorca de maíz,  
una gorrita negra,  
baila un poquito

some red glasses, ear of corn,  
a little black hat,  
dance a little.

Juguito de naranja, unos lentes rojos,  
mazorca de maíz,  
una gorrita negra, baila un poquito.

a little orange juice, some red glasses, ear of corn,  
a little black hat, dance a little.



A mi burro, mi burro ya  
no le duele nada  
y el médico le manda  
un plato de guyaba.

Now nothing hurts my little donkey  
and the doctor sends him  
a plate of guyaba.



Un plato de guyaba,  
juguito de naranja,  
unos lentes rojos,  
mazorca de maíz,  
una gorrita negra,  
baila un poquito  
baila un poquito.

A plate of guyaba,  
a little orange juice,  
some red glasses,  
ear of corn,  
a little black hat,  
dance a little.





## 15. El burro y el médico (The Burro and the Doctor) Adapted by Tim Keller and Sarah Farrell

A mi burro, mi burro le duelen las orejas  
Y el médico le manda una gorrita negra  
una gorrita negra  
baila un poquito

My burro, my burro his ears are hurting him  
and the doctor sends him a little black cap  
a little black cap  
dance a little

A mi burro, mi burro le duele la nariz  
Y el médico le manda mazorca de maíz.  
mazorca de maíz, una gorrita negra  
baila un poquito

My burro, my burro his nose is hurting him  
And the doctor sends him an ear of corn  
an ear of corn, a little black hat  
dance a little

A mi burro, mi burro le duelen Los dos ojos  
Y el médico le manda unos lentes rojos  
unos lentes rojos, mazorca de maíz  
una gorrita negra  
baila un poquito

My burro, my burro his two eyes are hurting him  
and the doctor sends him some red glasses  
some red glasses, ear of corn,  
a little black cap  
dance a little

A mi burro, mi burro le duele la garganta  
Y el médico le manda juguito de naranja  
juguito de naranja, unos lentes rojos  
mazorca de maíz, una gorrita negra  
baila un poquito

My burro, my burro his throat hurts him  
and the doctor sends him a little orange juice  
a little orange juice, some red classes  
ear of corn, a little black cap  
dance a little

A mi burro, mi burro ya no le duele nada  
Y el médico le manda un plato de guyaba  
un plato de guyaba, juguito de naranja,  
unos lentes rojos, mazorca de maíz  
una gorrita negra  
baila un poquito  
baila un poquito

My burro, my burro now nothing hurts him  
and the doctor sends a plate of guyaba  
a plate of guyaba, a little orange juice  
some red glasses, ear of corn  
a little black hat  
dance a little  
dance a little



**Ages** – Singing all ages, motions 4+

**How to use this song** – This is a fun song that gets kids feet moving, and helps develop good motor skills because they have to sequence through motions quickly. This song is typically song in a circle with the teacher or parent in the middle demonstrating. When each body part that is mentioned, you touch them: ears, nose, eyes, throat. When each “remedy” is mentioned, you put it on or eat it: black hat, ear of corn, red glasses, orange juice, guyaba. The motions for the ear of corn is two hands beside your mouth like you are biting from the ear. The motion for the orange juice is drinking from a glass and the guyaba is taking a piece from the plate and putting it in your mouth. When the line *baila un poquito* is sung you can hop side to side, do criss-cross sissors with your feet, or create a fun little dance.

**Key Vocabulary** – el médico – *the doctor*; le duele – *it hurts (him)*; le duelen – *they hurt (him)*; las orejas – *the ears*; la nariz – *the nose*; los dos ojos – *the two eyes*; la garganta – *the throat*; gorrita – *baseball cap*; gorrita negra – *black cap*; lentes rojos – *red glasses*; maíz – *corn*; mazorca de maíz – *ear of corn*; jugo – *juice*; naranja – *orange*; juguito de naranja – *a little orange juice*, bailar – *to dance*; baila un poquito – *dance a little*

**Extensions** – Go through other body parts from the song “Tengo una cabeza” and use some of the food items from “Me da una manzana” or clothing items from “Me visto así” and figure out what the doctor sends if something else hurts. Try to rework the song with your new items.

# How to Use This Coloring Book

Use this book in conjunction with the Spanish Champs Level 1 Songs and Song Book. It is also the companion to classroom based Spanish Champs programs.

This book isn't just for little children. Using these song drawings and reinforcement activities will accelerate your child's Spanish comprehension.

1. Color in the pictures.
2. Have the children try to associate words to each song with the pictures. See if they can sing any of the song as they point to the pictures.
3. Write the words under each picture. (Refer to the Song Book.) This will help the parents/teacher also learn the song and what it means.
4. Sing the song with the child and point to the picture at the appropriate time if they can't do this on their own.
5. Cut the song sheet into individual images. Work with your child to put it back together in proper order. Save your pieces in a little plastic bag. Since we recommend that you cycle through all the songs more than once, you can reuse them on the second or third pass through. Make a photocopy of the image before cutting it up (for personal use only).
6. After your child can do the sequence, remove an image and see if they can figure out what is missing (which words don't have an associated image).
7. Take a blank sheet of paper and have your child draw their own version of the song images. If they can do this, then you can change the words in some of the songs to make your own version. For example, in the song *Me visto así*, have them change the colors of the clothing items, or in *¿Me da una manzana?*, have them change the food items.
8. If you are using this book as part of a class, the teacher will tell you when to use each of the 16 activities. If you are using this book on your own, look at the top of each activity, it mentions the related songs for the activity.
9. Start a notebook to store the colored images and the activities.
10. Give a child a star when she can sing a song and another when she can sing it with the karaoke music. When she can use the Spanish from the song, she is a Spanish Champ and gets the third star!
11. Once you fill in any of the progress charts, make sure to celebrate.

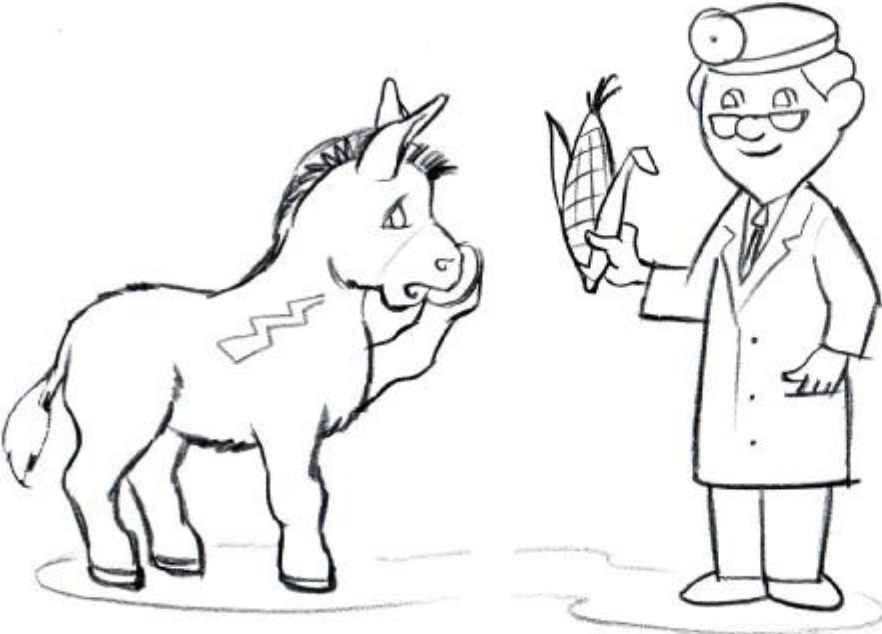
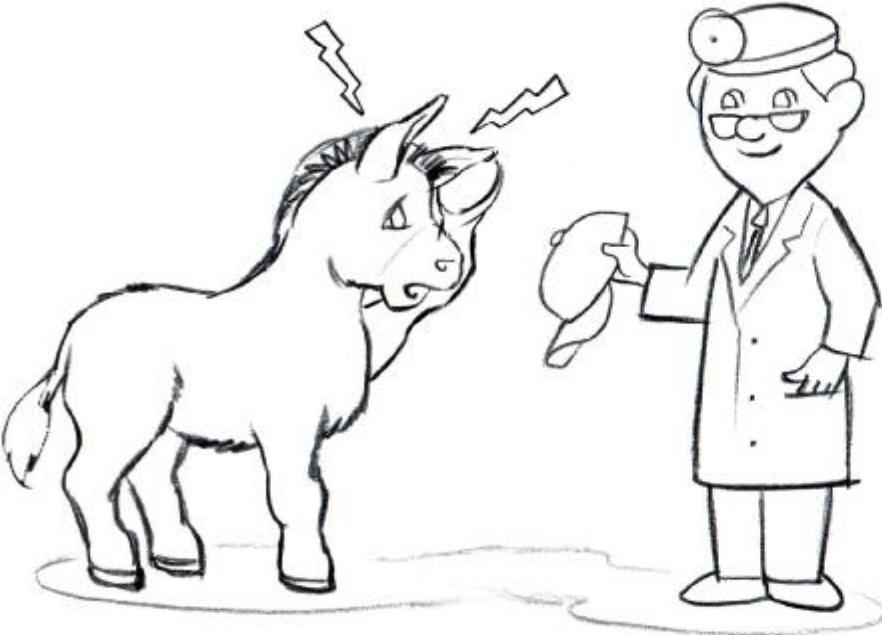
Do you have an interesting or fun way to use the Spanish Champs coloring book? Please send your learning tips and suggestions to: [story@progressivelanguage.com](mailto:story@progressivelanguage.com).

# 5. Tengo una cabeza

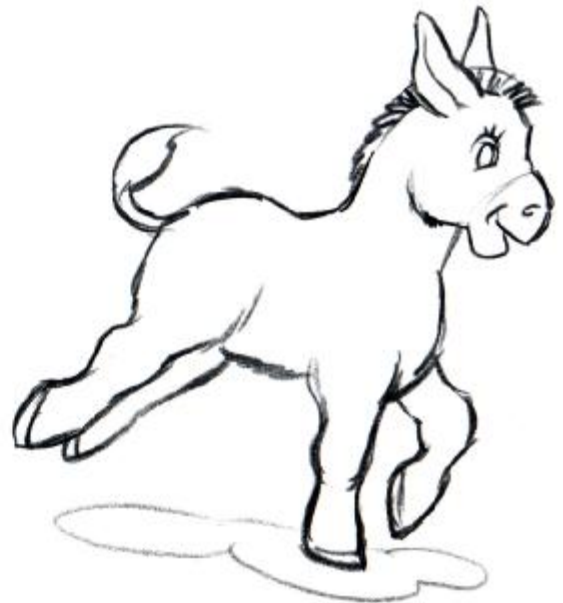
I Have a Head



15. El burro y el médico The Burro and the Doctor









# Spanish Champs

www.ProgressiveLanguage.com



## Lesson 11: Body & It Hurts

Songs: Review: Tengo una cabeza (Level 1 CD, Song 5), related song – El burro y el médico (Level 1 CD, Song 15)

Video: Spanish Champs Level 1 DVD: Body

Dear Parents,

This lesson focuses on learning about the body and “it hurts”.

### Review Vocabulary

la cabeza	the head
los ojos	the eyes
la boca	the mouth
los pies	the feet
las orejas	the ears
los codos	the elbows
las piernas	the legs
las rodillas	the knees
los dedos	the fingers
los brazos	the arms
todo lo demas –	everything else

### New Vocabulary

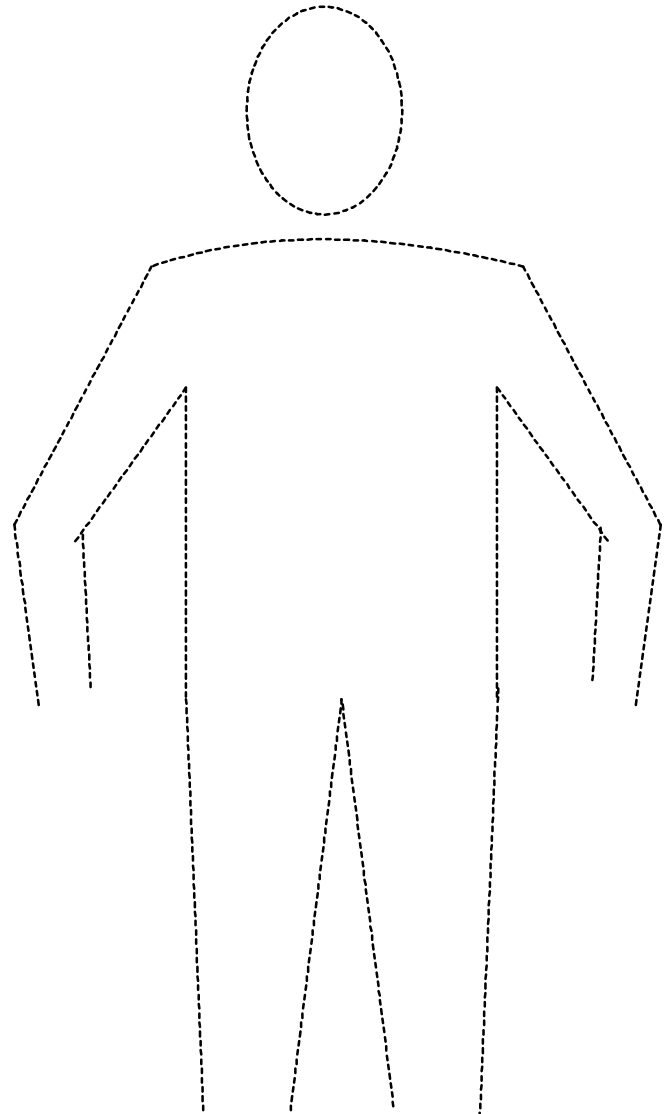
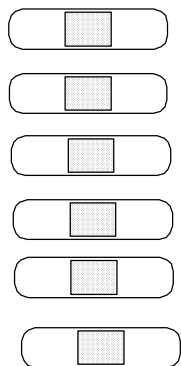
me duele –	it hurts (me)
me duelen –	they hurt (me)
la panza –	the belly
la nariz –	the nose
el pelo –	the hair

### Examples

Me duele la panza.  
 Me duelen los ojos.  
 Me duele el pie.

### Suggested Activities

- On the outlined body, draw all the body parts and say each one as it is drawn. Cut out the bandaids or using the example of the bandaid, draw a band-aid on different parts of the body and say – ouch, me duele \_\_\_\_\_, or ouch, me duelen \_\_\_\_\_. Go over as many body parts as you can.
- Play Simon Says. You can say it in English and just use the Spanish words for the body parts, or you can say it in Spanish “*Simón dice que toques la cabeza*” *Simon says touch your head...*
- To practice clothes vocabulary, draw clothes on the body and name them.



# Mi Cuerpo

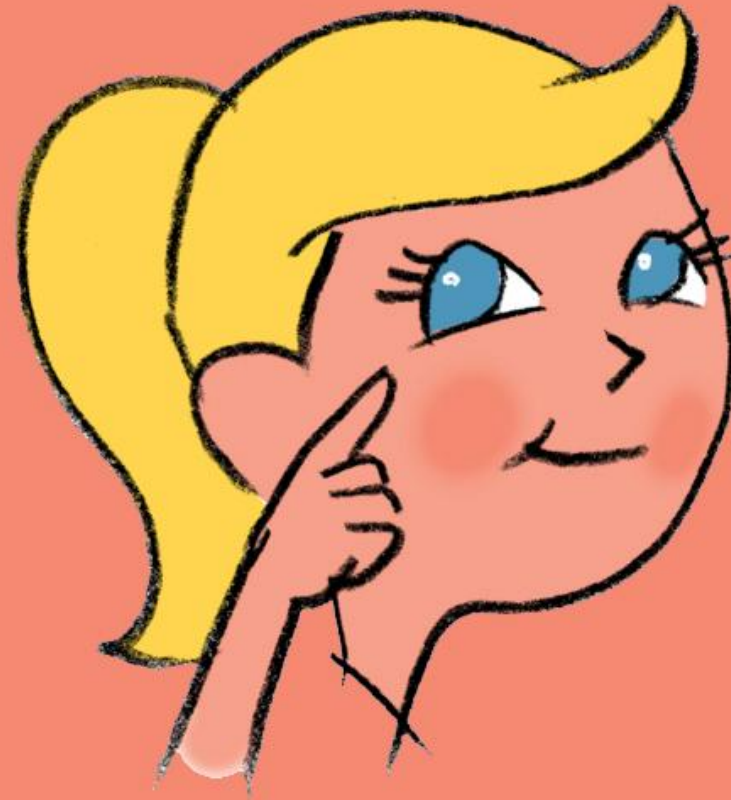


Illustrated by  
Aaron Garcia

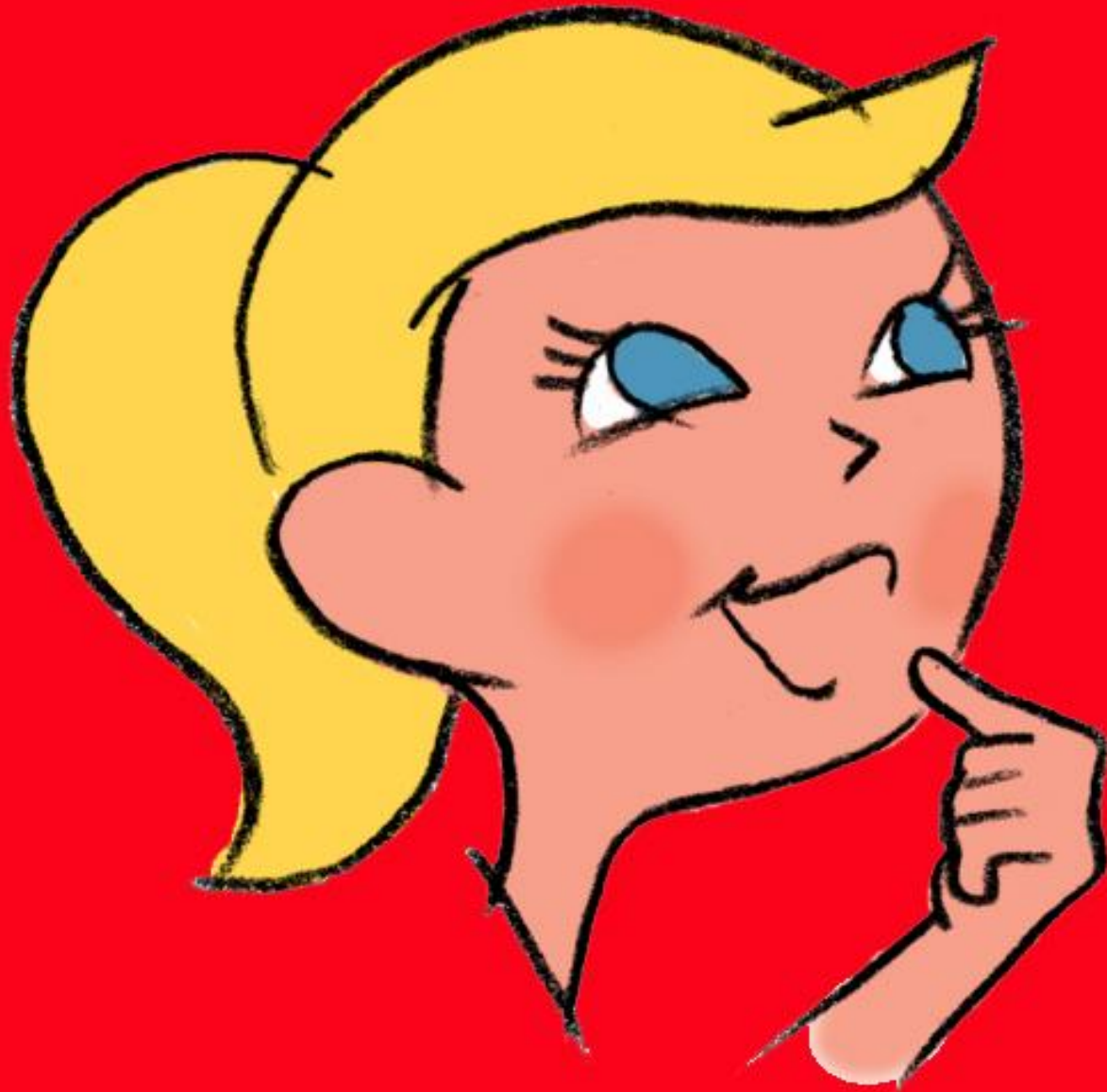




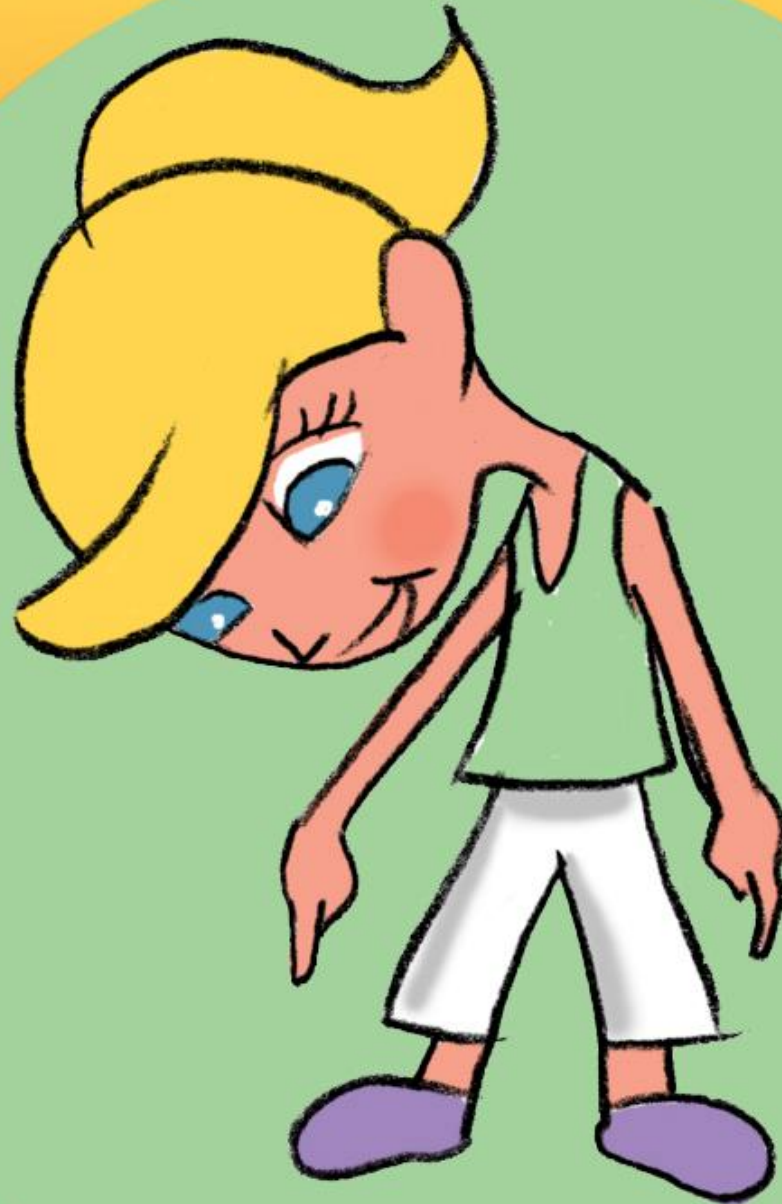
**Yo tengo una cabeza  
para pensar.**



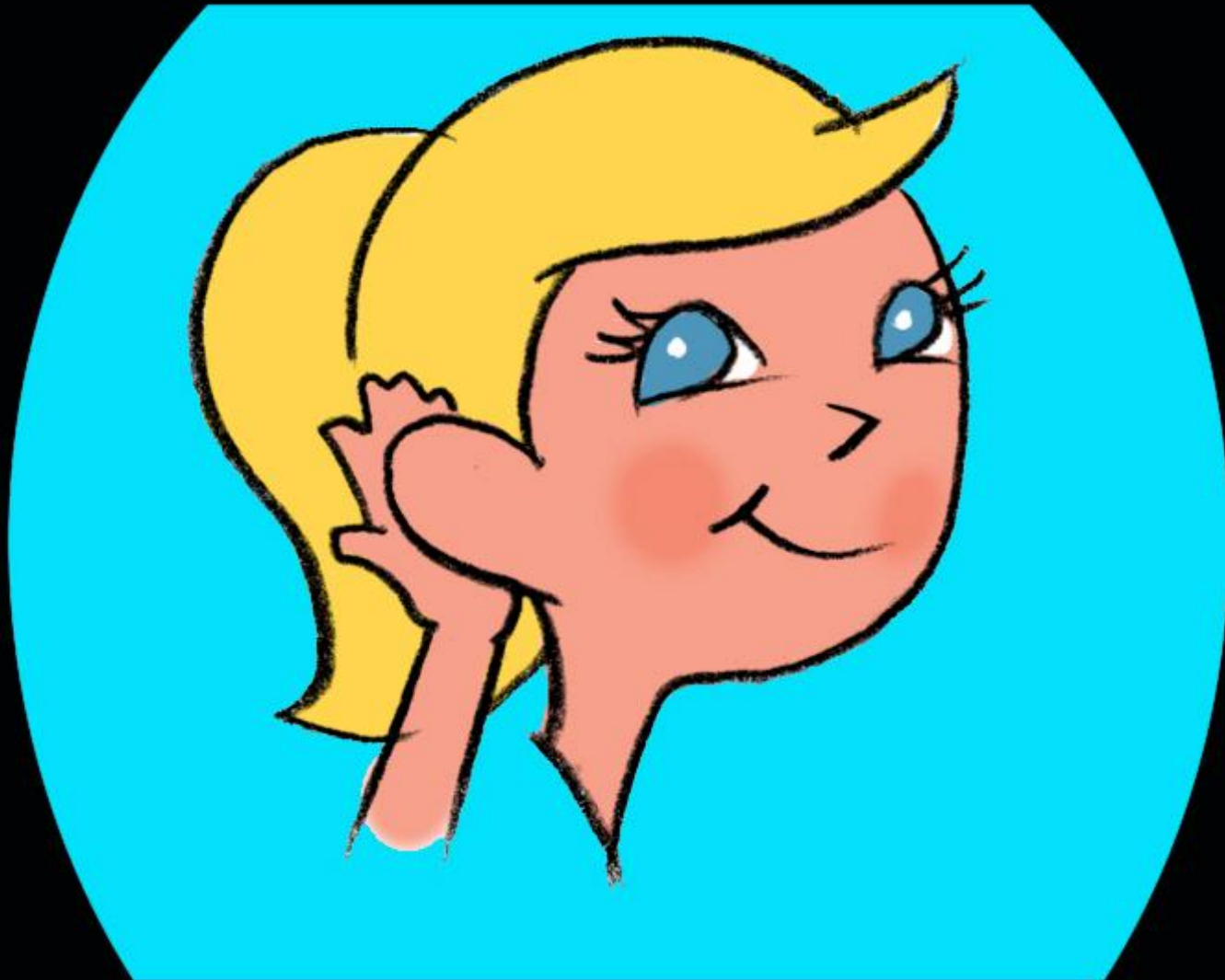
**Yo tengo dos ojos para ver.**



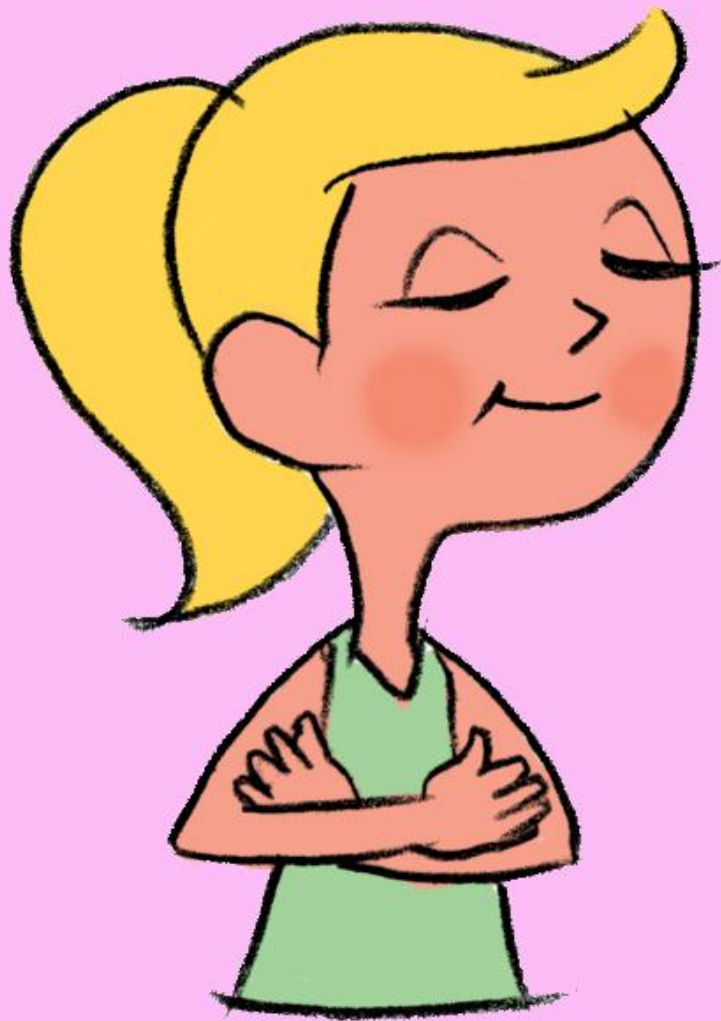
Yo tengo una boca  
para hablar.



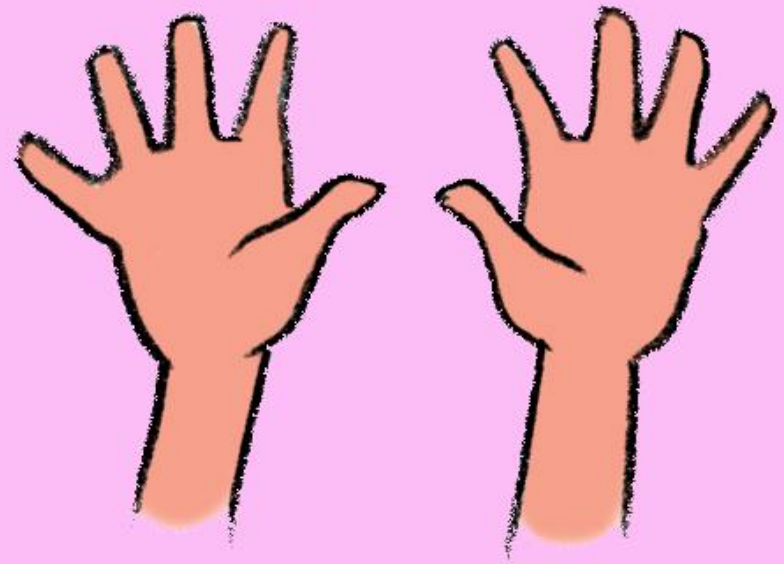
Yo tengo dos pies para caminar.



Yo tengo dos orejas para oír.



Yo tengo  
dos brazos,



dos manos y  
diez dedos.

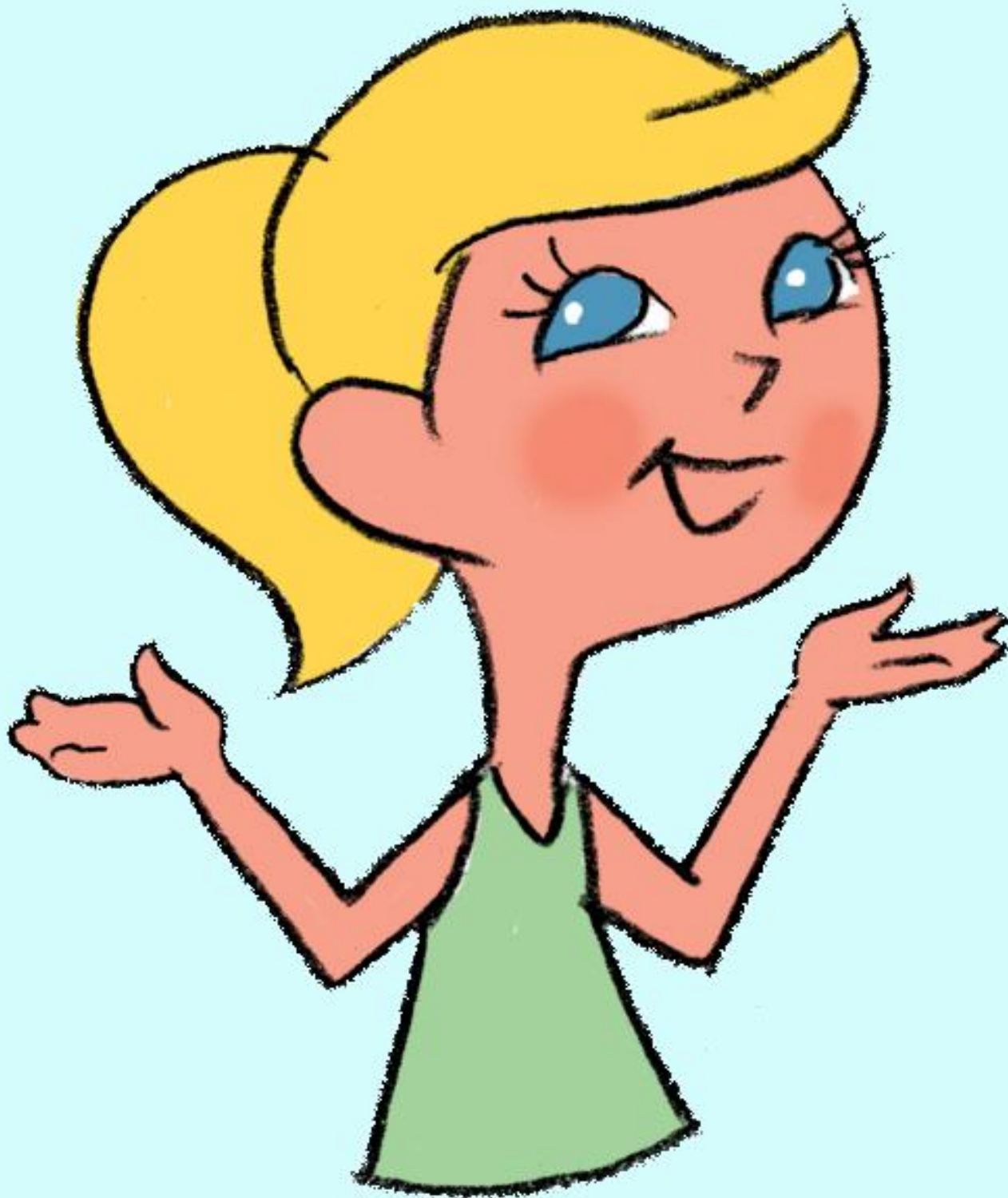


Yo tengo  
codos, piernas y rodillas.



Y todo  
lo demas





¿Dónde está?

la cabeza

la nariz

la boca

la panza

el pelo

¿Dónde están?

los ojos

los pies

los brazos

las manos

los dedos

los codos

las orejas

las piernas