

Keeping up the Spanish

by Maya Moore

The other day, I asked my teenage son in Spanish what he was up to and got a "deer in headlights" look! Then I realized it had been quite a while since he'd been in a Spanish class or even practiced Spanish at home.

A lot of us are working from home during the COVID-19 crises and trying to homeschool our kids. With all this pressure, Spanish may fall by the wayside of more "academic" subjects like Math and Language Arts. Or if you have really young kids, you may find yourself busy just trying to manage the household!

How can we bring Spanish practice back into our children's daily lives so it doesn't feel like *more* schoolwork? Here are some simple ideas:

Activities to Practice Spanish at Home

1. Do a drawing or coloring project with your child and at the end of it, have your child say the colors in Spanish. Ask: ¡De qué color es? for each different color.
2. Make a smoothie together and practice saying the names of the fruit and other ingredients in Spanish. Ask: ¡Que es esto? for each different ingredient. Some words you might use are: los plátanos, las fresas, la leche, el yogur (pronounced *yo-goorr*).
3. If you are able to go outside, take a walk and name some of the things you see in Spanish. Some words you might use are: los arboles, el perro, la bicicleta, un(a) niño/a, un(a) chico/a, un papá/padre, una mamá/madre, una abuelita, un hombre, una mujer.
4. Sing a simple song in Spanish. Here is one about Spring to get you started. You can hear this on Ana Lomba's CD "Hop, Skip and Sing in Spanish." A notated version in D major is provided below the lyrics.

¡Buena suerte!

Vamos a sembrar las flores

Vamos a sembrar las flores
Vamos a sembrar las flores
Y las vamos a regar shhhh

Tulipanes y narcisos
Tulipanes y narcisos
En el tiesto planto hoy

¡Que flores mas bonitas, mi amor!
¡Que flores tengo yo!

¡Que flores mas bonitas, mi amor!
¡Que flores tengo yo!

Musical score for a single melodic line in 4/4 time, key of D major. The score consists of four staves of music, with measure numbers 7, 13, and 17 indicated. The piece concludes with a double bar line.

Staff 1: Measures 1-6. Notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C#5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter).

Staff 2: Measures 7-12. Notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C#5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter).

Staff 3: Measures 13-16. Notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C#5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter).

Staff 4: Measures 17-20. Notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C#5 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). The piece ends with a double bar line.