



## Study Guide    Guía para Estudios

### Cuentos de la Mamá Gansa

Una programa en Español y Inglés

Por Judith Wynhausen

### Mother Goose Stories

A program in Spanish and English

By Judith Wynhausen

This program is from 30 to 60 minutes long, and can be adapted to any situation or age group. It is ideal for students of either Spanish or English, for a mixed audience of Spanish and English speakers, or for enhancing a multicultural program. Judith Wynhausen as Mother Goose, and with the help of her gander puppet, Gus, tells original stories in both languages. The stories contain traditional English Mother Goose rhymes translated into Spanish.

This guide presents twelve of the rhymes used in the program along with language notes. (All twelve rhymes may not be performed in the program, depending on the time limits.) A teacher may wish to familiarize the students with the rhymes before Mother Goose's visit, or use the guide as a follow-up to her visit. I have also suggested certain activities you may want to do with the students.

#### **About the translations:**

My brother, William Carter, helped me translate the traditional Mother Goose rhymes into Spanish. We have completed 40 rhymes in all, and hope to publish them in a book. We wanted to keep the translations as close as possible to the original meaning and still maintain a similar rhythm and rhyme pattern. In some cases, we had to change the meaning a little in order to create a good poem. Also, Spanish and English often express the same thought in different ways.

Este programa es de 30 a 60 minutos, y puede ser adoptado a cualquiera situación o grupo de edad. Es ideal para estudiantes de español o inglés, un grupo mixto de personas que hablan un idioma u otra, o para dar un algo "extra" a un programa multicultural. Judith Wynhausen como Mamá Gansa, y con la ayuda de su ganso títere, Gustavo, presenta cuentos originales en los dos idiomas. Los cuentos contienen rimas de Mamá Gansa traducidas al español.

Esta guía presenta doce de las rimas del programa con algunas notas explicativas. (Todas las doce rimas no necesariamente serían presentadas en el programa; eso depende del tiempo disponible.) Un profesor posiblemente va a querer familiarizar a los estudiantes con las rimas antes de la visita de Mamá Gansa, o bien usar la guía después de su visita. También he propuesto algunas actividades que tal vez pueda realizar con los estudiantes.

#### **Acercas de las traducciones:**

Mi hermano, Guillermo Carter, me ayudó traducir las rimas tradicionales de "Mother Goose" al español. Hemos creado 40 rimas en total, con la espera de publicarlas como un libro. Queríamos mantener el significado lo más próximo posible al inglés, manteniendo al mismo tiempo esquemas semejantes de ritmo y rima del original. En algunos casos, tuvimos que cambiar el significado un tanto para crear una adecuada "poesía." Además,

In order to clarify such differences for language students, we have included a section of notes about the translations, and a literal “retro-translation” from the Spanish back into English. We hope that students of both languages will find this helpful.

el español y el inglés a menudo expresan el mismo pensamiento de maneras diferentes. Para clarificar estas diferencias hemos incluido una sección de notas acerca de las traducciones, y una “retro-traducción” literal del español al inglés. Esperamos que estudiantes de los dos idiomas encontrarán útil esta sección.



### To Use this Guide:

**The first section** suggests activities for children and students of all ages. The activities are a little different, depending on whether they are learning English or Spanish.

**The second section** contains the original English rhyme side-by-side with the translation.

**The third section** presents the Spanish rhymes with an exact “retro-translation” back into English, and notes about word choices, grammar, and vocabulary. Although this section is most useful for students of Spanish, students of English should also find it helpful.

### Para Utilizar esta Guía:

**La primera sección** propone actividades para niños y estudiantes de todas las edades. Las actividades pueden divergir según aprendan el inglés o el español.

**La segunda sección** contiene las rimas originales en inglés al lado de las rimas en español.

**La tercera sección** presenta las rimas en español al lado de una “retro-traducción” muy exacta al inglés, con apuntes sobre la gramática, algunos vocablos, y por qué elegimos ciertas palabras. Aunque esta sección es lo más útil para estudiantes de español, los estudiantes de inglés pueden encontrarla útil también.

## Activities for Students Actividades para Estudiantes

### For Students of Spanish

#### For all ages:

1. Memorize one or more rhymes in Spanish, then recite the rhymes for other classes, friends or relatives, and see if the (English speaking) listeners can guess what the English equivalent is. Students should recite the rhymes as fluidly as possible, using the rhythm of the rhyme to help move it along. They should repeat the rhymes to many different people. This will help them get a feel for saying the language, especially in front of others.
2. The students can make up a little play that uses the rhymes, and perform it for others. They could perform it in two languages, like Mother Goose, or only perform it in Spanish. The stories that Mother Goose told can be dramatized, or they can make up a new stories that use the rhymes.

#### For Young Children:

1. Discuss Mother Goose's visit. Could they follow the Spanish part? What did they like the best? Did they find anything confusing?
2. Draw a picture of their favorite part of the program, and tell why they liked that part the best. Recite the Spanish rhyme that goes with the picture.

#### For Older Students:

1. Discuss the process of translation from English rhymes to Spanish. Why did the translators choose certain words and word orders over others?
2. Take a different Mother Goose rhyme and translate it into Spanish. Discuss how to choose words to make the translation work as a poem. Translating the rhymes is an excellent way to learn grammar, syntax, and vocabulary. Try working with a partner, so ideas can be tossed back and forth.

### Para los Estudiantes de Inglés

#### Para todas las edades:

1. Aprendan de memoria una o más rimas en inglés y también en español. Entonces reciten las rimas para otras clases, amigos, o sus familias. Deben recitar las rimas con fluidez, y repetirlas a varias personas diferentes.
2. Preparen una pequeña pieza que usa las rimas en inglés, presentándola después delante de otras personas. Pueden usar los mismos cuentos que la Mamá Gansa presentó, o construir nuevos cuentos que utilizan estas rimas.

#### Para Niños Jóvenes

1. Hablen sobre la visita de la Mamá Gansa. ¿Podían entender los cuentos en inglés? ¿Cuáles les gustaban especialmente? ¿Había algo que no entendían bien?
2. Hagan un dibujo (una ilustración) de una parte favorita del programa, y digan por qué les gustaba aquella parte. Reciten la rima en inglés que el dibujo muestra.

#### Para los Estudiantes de Mayores Edades:

1. ¿Hay algunas rimas tradicionales en español que pueden traducir al inglés? Traduzcan algunas rimas al inglés, recitándolas para personas de habla inglesa.
2. Lean, si posible en voz alta, varias otras rimas de "Mother Goose" en libros que contienen más rimas que este pequeño compendio.

## The Rhymes

## Las Rimas

### 1. Old Mother Goose

Old Mother Goose  
When she wanted to wander,  
Would fly through the air  
On a very fine gander.

Mother Goose had a house.  
It was built in a wood.  
An owl at the door  
As a sentinel stood.

Mother Goose had a son, Jack,  
A fine looking lad.  
He was not very good,  
Nor yet very bad.

She sent him to market,  
A live goose he bought.  
“Here, Mother,” he said,  
“It will not come for naught.”

His goose and her gander  
Grew very fond.  
They’d both eat together,  
Or they’d swim in one pond.

And then one day  
(As I have been told)  
Jack’s goose laid him  
An egg of pure gold.

He ran to his mother,  
The news for to tell.  
She called him a good boy,  
And said all was well.



### 1. La Vieja Mamá Gansa

La vieja Mamá Gansa  
Cuando quería viajar,  
Por el aire en un ganso  
Solía volar.

La Mamá Gansa en una casa  
En un bosque vivía.  
Como centinela a la puerta  
Un búho había.

Tenía un hijo, Juan,  
Mozo bastante bonito.  
No era muy bueno,  
Tampoco malito.

Lo envió al mercado  
Él compró una gansa viva.  
“Pues Mamita,” dijo él,  
“Puede que de algo sirva.”

La gansa y el ganso  
Muy amigables se volvían.  
Comían siempre juntos,  
En la misma charca se veían.

Entonces un día  
(Como me han dicho, les juro)  
Puso la gansa de Juan  
Un huevo de oro puro.

Corrió a su madre,  
Esta novedad le contó.  
Ella lo llama buen niño,  
“Todo en orden,” declaró.

## 2. The Three Little Kittens

The three little kittens  
They lost their mittens,  
And they began to cry,  
“Oh Mama dear, we sadly fear  
Our mittens we have lost.”  
“What? Lost your mittens?  
You naughty kittens!  
Then you shall have no pie.  
Meow, meow, meow, meow  
Then we shall have no pie.”

The three little kittens,  
They found their mittens,  
And they began to cry,  
“Oh Mama dear, see here, see here,  
Our mittens we have found!”  
“What? Found your mittens?  
You good little kittens!  
Then you shall have some pie.  
Purr, purr, purr, purr,  
Then we shall have some pie.

The three little kittens  
Put on their mittens,  
And soon ate up the pie.  
“Oh Mama dear,  
We sadly fear  
Our mittens we have soiled.  
What? Soiled your mittens?  
You naughty kittens!  
And they began to cry,  
Meow, meow, meow, meow,  
They began to cry.

The three little kittens  
They washed their mittens  
And hung them out to dry.  
“Oh Mama dear, see here see here,  
Our mittens we have washed.”  
“What? Washed your mittens?  
You good little kittens!  
But I smell a rat close by.  
Hush, hush, hush, hush,  
I smell a rat close by.

## 2. Los Tres Gatitos

Los tres gatitos  
Perdieron sus mitoncitos,  
Y empezaron a llorar.  
“Ay, Mamá, alma mía, ¡qué cosa yo diría!  
Los mitones ya no están.”  
“¿Sin los mitoncitos?  
¡Qué traviesitos!  
Pues ningún pastel tendréis.”  
Miau, miau, miau, miau,  
“Ningún pastel tendremos.”

Los tres gatitos  
Encontraron sus mitoncitos,  
Y empezaron a exclamar:  
“Mamá, alma mía, pues ¿qué yo diría?  
¡Los mitones aquí están!”  
“¿Con los mitoncitos?  
¡Qué buenos gatitos!  
Un pastel, pues sí tendréis.”  
Ron-rón, ron-rón, ron-rón, ron-rón,  
“Un pastel pues sí tendremos.”

Los tres gatitos,  
Se pusieron sus mitoncitos  
Y pronto comieron el pastel.  
“Ay, Mamá, alma mía,  
¡Que cosa yo diría!  
Los mitones sucios están.”  
“¿Sucios los mitoncitos?  
¡Que traviesitos!”  
Y empezaron a llorar.  
Miau, miau, miau, miau,  
Empezaron a llorar.

Los tres gatitos  
Lavaron sus mitoncitos,  
Y los colgaron a secar.  
“Mamá, alma mía, pues ¿qué yo diría?  
Los mitones limpios están.”  
“¡Limpios los mitoncitos!  
¡Qué buenos gatitos!  
Pero (chit) ¿no habrá una rata por allí?  
Chitón, chitón, chitón, chitón,  
¿No habrá una rata por allí?”

### 3. Old King Cole

Old King Cole  
Was a merry old soul,  
And a merry old soul was he.  
He called for his pipe,  
And he called for his bowl,  
And he called for his fiddlers three.  
Every fiddler, he had a fine fiddle,  
And a very fine fiddle had he.  
Twee diddle dee diddle dee  
Went the fiddlers three.  
Oh, there's none so rare  
As can compare  
With King Cole  
And his fiddlers three.

### 4. Old Mother Hubbard

Old Mother Hubbard  
Went to her cupboard  
To fetch her poor dog a bone.  
When she got there,  
The cupboard was bare,  
And so the poor dog had none.

### 4. Hey Diddle Diddle

Hey Diddle diddle,  
The cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed  
To see such a sport,  
And the dish ran away with the spoon.

### 6. Wee Willy Winkie

Wee Willy Winkie  
Runs through the town,  
Upstairs and downstairs  
In his nightgown.  
Tapping at the window  
Calling through the lock,  
“Are all the children in their beds?  
For it is past eight o'clock.”

### 3. El Viejo Rey Colón

El viejo Rey Colón  
Era un hombre bonachón,  
Un hombre bonachón, sí pues.  
Mandó por su pipa,  
Mandó por su tazón,  
Y mandó por sus violinistas tres.  
Cada uno tenía un violinito muy fino,  
Sí, un violín muy fino tenía él.  
Tin tiri tin tiri don don don,  
Tocaban los tres así.  
Son comparables a ninguno,  
De lo raros que son,  
Los tres violinistas  
Y el viejo Rey Colón

### 4. La Matrona Jabienza

La Matrona Jabienza  
Fue a su despensa  
Un hueso para el perro buscar.  
Y cuando llegó,  
Pues no encontró  
Ningún hueso para al perro brindar.

### 5. Ay Tralito Trilito

Ay tralito trilito,  
Violín y gatito,  
Sobre la luna la vaca saltó.  
El perrito se rió  
Al tal locura mirar,  
Y con la cuchara el plato huyó.

### 6. Guillermito Guiñito

Guillermito Guiñito  
Por el pueblo corriendo,  
Calle arriba y calle abajo  
En su camisa de dormir.  
Tocando a la ventana,  
Llamando al portón  
“¿Están los niños todos en sus camas?  
Pues ya las ocho son.”

### **7. The Little Girl with the Curl**

There was a little girl  
Who had a little curl  
Right in the middle of her forehead.  
When she was good,  
She was very very good,  
But when she was bad,  
She was horrid!

### **8. Boys and Girls, Come Out to Play**

Boys and girls, come out to play,  
The moon doth shine as bright as day.  
Leave your suppers and leave your sleep,  
Come with your playfellows into the street.  
Come with a whoop, and come with a call,  
Come with a good will, or not at all.  
Up the ladder and over the wall,  
A half-penny roll will serve us all.  
You bring milk, and I'll bring flour,  
And we'll have a pudding in half an hour.

### **9. Little Miss Muffet**

Little Miss Muffet  
Sat on her tuffet,  
Eating her curds and whey.  
Along came a spider  
And sat down beside her,  
And frightened Miss Muffet away.

### **10. Little Jack Horner**

Little Jack Horner  
Sat in a corner  
Eating his Christmas pie.  
He stuck in his thumb,  
And pulled out a plumb,  
And said, "What a good boy am I!"

### **7. La Muchacha con el Bucle**

Una muchachita había,  
Un pequeño bucle tenía  
Ahí mismo en el medio de la frente.  
Cuando ella era buena,  
Era muy muy buena,  
Pero cuando era mala,  
¡Ay! ¡Qué horrorosa!

### **8. Niños y Niñas, Juguemos Afuera**

Niños y niñas, juguemos afuera,  
Como en pleno día la luna brilla.  
Dejen de comer, y dejen de dormir,  
Para con los compañeros a la calle venir.  
Vengan con alborozo, y vengan con un grito,  
Y con buena voluntad o ya no vengan a este sitio.  
Suban la escalera y salten del muro,  
Un bollo de medio centavo nos bastará seguro.  
Tú trae la leche, yo traigo la harina,  
Y bien pronto un pudín en media hora se cocina.

### **9. La Señorita Mufín**

La Señorita Mufín  
Se sentó en su cojín,  
Comiendo cuajadas con té.  
Una araña se acercó,  
A su lado se sentó,  
Y por susto la niña se fue.

### **10. Juanito Tintón**

Juanito Tintón  
Se sentó en el rincón  
Comiendo su pastel de Navidad.  
El pulgar metió,  
Una ciruela sacó,  
Y dijo "¡Qué buen niño soy yo!"



### 11. Jack, Be Nimble

Jack, be nimble,  
Jack, be quick.  
Jack, jump over the candlestick

### 11. Juan, Sé Ágil

Juan, sé ágil,  
Hazlo rapidito.  
Juan, salta sobre el candelero.

### 12. Tom, the Piper's Son

Tom, he was a piper's son.  
He learned to play when he was young,  
But all the tune that he could play  
Was "Over the hills and far away—  
Over the hills and a long way off,  
The wind shall blow my top knot off."

Tom on his pipes made such a noise  
That he pleased both the girls and the boys.  
And they'd stop to hear him play:  
"Over the hills and far away—  
Over the hills and a long way off,  
The wind shall blow my top knot off.

### 12. Tomasito, Hijo del Gaitero

Tomasito hijo del gaitero fue.  
Cuando era joven ya tocaba él,  
Pero toda melodía que podía tocar,  
Era "Por las colinas y más allá—  
Por las colinas y más allá,  
El viento se me lleva el peinado ya."

Tomasito con su gaita, al tocar,  
A las niñas y los niños les solía encantar.  
Siempre se paraban al oírlo entonar:  
"Por las colinas y más allá—  
Por las colinas y más allá,  
El viento se me lleva el peinado ya.

**Literal Translation from Spanish to English**

In Spanish some words are implied rather than expressed. We have placed such words in square brackets [ ] in the English translation.

**1. Old Mother Goose**

The Old Mother Goose,  
When she wanted to travel,  
Through the air on a gander  
[She] was in the habit “to fly” [of  
flying].

The Mother Goose in a house  
In a forest lived.  
As sentinel at the door  
An owl there was.

[She] had a son, Jack (also John),  
[A] young lad sufficiently pretty.  
[He] wasn’t very good,  
Nor bad.

[She] sent him to the market,  
He bought a live goose.  
“Well, Mama,” said he,  
“It can be that for something it will  
serve.”

The [female] goose and the gander  
Very friendly they were turning.  
[They] ate always together,  
In the same pond they were seen

Then one day  
(As [people] have told me, to you  
[I] swear)  
Put the goose of Jack  
An egg of pure gold.

[He] ran to his mother,  
This news [he] told her.  
She calls him [a] good boy,  
“All [is] in order,” [she] declared.

**1. La Vieja Mamá Gansa**

La vieja Mamá Gansa  
Cuando quería viajar;<sup>(1)</sup>  
Por el aire en un ganso  
Solía<sup>(2)</sup> volar.

La Mamá Gansa en una casa  
En un bosque vivía.  
Como centinela a la puerta  
Un búho<sup>(3)</sup> había.

Tenía un hijo, Juan,  
Mozo<sup>(4)</sup> bastante<sup>(5)</sup> bonito.<sup>(6)</sup>  
No era muy bueno,  
Tampoco malito.<sup>(7)</sup>

Lo envió al mercado,  
Él compró una gansa viva.  
“Pues Mamita,” dijo él,  
“Puede que de algo sirva.”

La gansa y el ganso  
Muy amigables se volvían.  
Comían siempre juntos,  
En la misma charca se veían.<sup>(8)</sup>

Entonces un día  
(Como me han dicho, les juro)

Puso<sup>(9)</sup> la gansa de Juan  
Un huevo de oro puro.

Corrió a su madre,  
Esta novedad le contó.  
Ella lo llama<sup>(10)</sup> buen niño,  
“Todo en orden,” declaró.

**NOTES**

(1) “Viajar” is used instead of “vagar” or “extraviarse” for “wander.” We felt that Mother Goose was not wandering aimlessly, but was actually wanting to “travel” somewhere.

(2) “Solía” is the imperfect of the verb “soler” which means “to be in the habit of.” Soler is used with an infinitive.

(3) In Mexico & Central America, “tecolote” is widely used for owl.

(4) mozo: 1. young man or lad; 2. waiter.

(5) “Bastante” can be used as an adjective or adverb. As adjective, it means “enough.” As an adverb it means “sufficiently,” which can also have the meaning “very” or “quite.”

(6) bonito: pretty. We chose this word to rhyme with “malito.”

(7) malito: the diminutive form of “malo” or bad. We used diminutive forms often in the translations, partly because when speaking to children, these forms are often used—they sound “cute.” Also, sometimes it was easy to get a rhyme by using the “-ito” or “-ita” ending.

(8) The word “nadaban” for “they (habitually) swam” didn’t rhyme with “se volvían.” We used “se veían” to rhyme. When the verb “ver” (to see) is reflexive, it means “to be seen.”

(9) poner un huevo: lay an egg.

(10) This is in present tense instead of the past tense of the other verbs in this rhyme. In Spanish, it’s often acceptable to mix tenses like this.

## 2. The Three Little Kittens

The three little kittens  
[They] lost their little mittens,  
And [they] began to cry.  
“Ah, Mama, my soul,  
What thing I would tell!  
The mittens now are not [here].”  
“Without little mittens?  
What naughty ‘little ones!’  
Well, no pie [you] will have.”  
“Meow, meow, meow, meow,  
No pie [we] will have.”

The three little kittens  
[They] found their little mittens,  
And [they] began to exclaim:  
“Mama, my soul, well what would  
I say?  
The mittens here [they] are!”  
“With little mittens?  
What good little kittens!  
A pie, then, yes [you] will have.”  
“Purr, purr, purr, purr,  
A pie then yes [we] will have.”

The three little kittens  
Put on their little mittens,  
And soon ate their pie.  
“Oh, Mama, my soul,  
What thing I would say,  
The mittens dirty are.”  
“Dirty the little mittens?  
What naughty little ones!”  
And [they] began to cry.  
Meow, meow, meow, meow,  
[They] began to cry.

The three little kittens  
[They] washed their little mittens,  
And them [they] hung to dry.  
“Mama, my soul, well what  
would I say?  
The mittens clean are.”  
“Clean the little mittens?  
What good little kittens!  
But (shh) will there not be a rat  
over there?  
Hush, hush, hush, hush,  
Will there not be a rat over  
there?”

## 2. Los Tres Gatitos

Los tres gatitos  
Perdieron sus mitoncitos,  
Y empezaron a llorar.  
“Ay, mamá alma mía,<sup>(1)</sup>  
¡Qué cosa yo diría!<sup>(2)</sup>  
Los mitones ya no están.”  
“¿Sin mitoncitos?  
¡Qué traviecitos!<sup>(3)</sup>  
Pues ningún pastel tendréis.”<sup>(4)</sup>  
Miau, miau, miau, miau,  
“Ningún pastel tendremos.”

Los tres gatitos  
Encontraron sus mitoncitos  
Y empezaron a exclamar:  
“Mamá, alma mía, pues<sup>(5)</sup> ¿qué yo  
diría?  
¡Los mitones aquí están!”  
“¿Con mitoncitos?  
¡Qué buenos gatitos!  
Un pastel, pues sí tendréis.”  
Ron-rón, ron-rón, ron-rón, ron-rón<sup>(6)</sup>  
“Un pastel pues sí tendremos.”

Los tres gatitos,  
Se pusieron sus mitoncitos  
Y pronto comieron su pastel.  
“Ay, Mamá, alma mía,  
¡Que cosa yo diría!  
Los mitones sucios están.”  
“¿Sucios los mitoncitos?  
¡Que traviecitos!”  
Y empezaron a llorar.  
Miau, miau, miau, miau,  
Empezaron a llorar.

Los tres gatitos  
Lavaron sus mitoncitos,  
Y los colgaron a secar.  
“Mamá, alma mía, pues ¿qué yo  
diría?  
Los mitones limpios están.”  
“¡Limpios los mitoncitos!  
¡Qué buenos gatitos!  
Pero (chit)<sup>(7)</sup> ¿no habrá una rata por  
allí?<sup>(8)</sup>  
Chitón, chitón, chitón, chitón,  
¿No habrá una rata por allí?”

## NOTES

- (1) “Alma mía” is a common idiom of endearment, often used among close family members. It might also be translated “my precious one.”
- (2) We wanted an internal rhyme for “mía” and at first thought of using “Qué tragedia” but the accent wasn’t right for the rhyme. “¡Qué cosa!” expresses surprise or consternation, and we placed “yo diría” in first person singular, as though each of the three kittens is speaking.
- (3) “Travieso” means “naughty.” We used the diminutive form to mean “naughty little ones.”
- (4) Second person plural, future tense of “tener.” Second person plural is seldom used in modern spoken Spanish, yet all Spanish students have to learn it when conjugating verbs. We decided to use it here!
- (5) “Pues” is a little word that has many meanings or uses. It can mean: since, for, because, then, well or well then. Before “sí” the meaning can be “yes indeed.” We found it very useful for adding a syllable to help maintain rhythm.
- (6) Different languages have differences in how animal sounds are expressed. Purring in Spanish is “ron-rón.” When you repeat “ron-rón” several times, it sounds like a purr.
- (7) “Chitón” is “hush” or “shh.”
- (8) The original English is “I smell a rat close by.” To express this in Spanish is awkward, so we changed the meaning a little. “¿No habrá . . .?” literally means “will there not be?” Using the verb “haber” here in future tense indicates the *likelihood* of something, “maybe” or “I wonder if (there is a rat over there).”

### 3. Old King Cole

The old King Colón  
Was a good-natured man,  
And a good-natured man, yes indeed.  
[He] called for his pipe,  
[He] called for his [large] bowl,  
And [he] called for his violinists three.  
Each one had a little violin very fine,  
Yes, a violin very fine had he.  
Tin tiri tin, tiri don don don,  
Played the three like this.  
[They] are comparable to none,  
Because of the rare[beings] that [they]  
are,  
The three violinists  
And the old King Colón.

### 3. El Viejo Rey Colón

El viejo Rey Colón  
Era un hombre bonachón<sup>(1)</sup>  
Un hombre bonachón, sí pues.<sup>(2)</sup>  
Mandó por su pipa,  
Mandó por su tazón  
Y mandó por sus violinistas<sup>(3)</sup> tres.  
Cada uno tenía un violinito<sup>(4)</sup> muy fino,  
Sí, un violin muy fino tenía él.  
Tin tiri tin tiri don don don,<sup>(5)</sup>  
Tocaban los tres así.  
Son comparables a ninguno,  
De lo raros que son,<sup>(6)</sup>  
  
Los tres violinistas  
Y el viejo Rey Colón.

(1) Instead of the word “alma” for “soul” we used “hombre” which sounds better with “bonachón,” meaning “good-natured or kindly.”  
(2) sí pues: we used this expression so we could rhyme it with “tres.” It emphasizes how good the old king was.  
(3) There is no word in Spanish other than “violinista” for “fiddler.”  
(4) We used the diminutive form of “violín” to make it more like a “fiddle;” there is no other Spanish word for “fiddle.”  
(5) “Twee Deedle Dee” would be unusual sounds for Spanish. We changed the fiddle sounds so they sounded more natural in Spanish.  
(6) For many speakers this is not a common conversational form. Here it means *Because of the sorts of rare beings that [they are]*. This is an example of using the abstract article “lo” with a singular or plural adjective to indicate the condition of having such-and-such an attribute. “De” here means “because of.”

### 4. Old Mother Hubbard

The Matron Jabienza  
Went to her cupboard  
A bone for the dog to search for.  
And when [she] arrived,  
Well, [she] did not find [any]  
No bone for to the dog to offer.

### 4. La Matrona Jabienza

La Matrona Jabienza<sup>(1)</sup>  
Fue a su despensa  
Un hueso para el perro buscar.  
Y cuando llegó,  
Pues no encontró,  
Ningún hueso para al<sup>(2)</sup> perro  
brindar.

(1) To rhyme with “despensa” we made up the name “Jabienza.”  
(2) “Para el . . .” or, in this case “para al . . .,” could be written “pa’l” because in saying it, the two words are often slurred together.

### 5. Hey Diddle Diddle

Oh, “tralito trilito,”  
Violin and little cat,  
Over the moon the cow jumped.  
The little dog laughed  
At such lunacy to watch,  
And with the spoon the dish fled

### 5. Ay Tralito Trilito<sup>(1)</sup>

Ay tralito trilito,  
Violín y gatito,  
Sobre la luna la vaca saltó.  
El perrito se rió  
Al tal locura<sup>(1)</sup> mirar,  
Y con la cuchara el plato huyó.

(1) “Diddle” here seems to be a nonsense word created to rhyme with “fiddle.” We made up a word to rhyme with “gatito” instead.  
(2) “Locura” is a better word to use than the usual translation for “sport” which would be “juego” or “deporte.” “Locura” means “craziness” and is related to the word, “loco” meaning “crazy.”

## 6. Wee Willy Winkie

Little William little wink  
Through the town running,  
Street up and street down  
In his shirt of sleep (“nightshirt”).  
Tapping at the window,  
Calling at the large door,  
“Are the children in their beds?  
For already the eight [hours] are.”

## 6. Guillermito Guñito

Guillermito Guñito <sup>(1)</sup>  
Por el pueblo corriendo,  
Calle arriba y calle abajo <sup>(2)</sup>  
En su camisa de dormir.  
Tocando a la ventana,  
Llamando al portón, <sup>(3)</sup>  
“¿Están los niños en sus camas?  
Pues ya las ocho son.” <sup>(4)</sup>

### NOTES

(1) “Guiño” means “wink.” We used the diminutive form for “winky.” “Guiñar” means “to wink.” We first called him “Guillermito Pequeñito” but the story Judith tells about him plays with the “wink” idea, so she wanted to keep this in his name.  
(2) Instead of having him run “upstairs and downstairs,” we have him running “up the street and down the street.”  
(3) “Portón” means big front gate. The word for “lock” is “cerradura,” but we needed this line to rhyme with “son,” so “portón” was chosen instead.  
(4) In Spanish, time is expressed with the feminine article “las” (or “la” when referring to “una”). The full expression would be “las ocho horas son,” but in conversation the “horas” is usually omitted.

## 7. The Little Girl with the Curl

A little girl there was,  
A little curl [she] had,  
There same (=right there) in the  
middle of the forehead.  
When she was good,  
She was very very good.  
But when [she] was bad,  
Oh! How horrid!

## 7. La Muchacha con el Bucle

Una muchachita había,  
Un pequeño bucle tenía,  
Ahí mismo <sup>(1)</sup> en el medio de la  
frente.  
Cuando ella era buena,  
Era muy muy buena.  
Pero cuando era mala,  
¡Ay! ¡Qué horrorosa! <sup>(2)</sup>

### NOTES

(1) “Ahí mismo” is an idiom meaning “right there.” Another could be “justamente” meaning “exactly.”  
(2) Another possibility would be “Ella era horrorosa,” but the stronger exclamation is more fun to say, and works better rhythmically.

## 8. Boys and Girls, Come Out to Play

Boys and girls, let’s play outside,  
Like in full day the moon shines.  
Leave to eat (eating) and leave to sleep  
(sleeping),  
So as with the little companions to the  
street to come.  
Come with merriment (gaiety), and  
come with a shout,  
And with good will, or [else] don’t  
come to this place.  
Climb the ladder and jump from the  
wall,  
A roll of half [a] cent for us will be  
enough surely.  
You bring the milk, I’ll bring the  
flour,  
And quite soon a pudding in half [an]  
hour is cooked.

## 8. Niños y Niñas, Juguemos Afuera

Niños y niñas, juguemos afuera,  
Como en pleno día la luna brilla.  
Dejen de <sup>(1)</sup> comer, y dejen de  
dormir,  
Para con los compañeros a la calle  
venir.  
Vengan con alborozo, y vengan con un  
grito.  
Y con buena voluntad o ya <sup>(2)</sup> no  
vengan a este sitio.  
Suban la escalera <sup>(3)</sup> y salten del muro,  
Un bollo <sup>(4)</sup> de medio centavo nos  
basta seguro. <sup>(5)</sup>  
Tú trae la leche, yo traigo la harina,  
Y bien pronto un pudín en media hora  
se cocina.

### NOTES

(1) “Dejar de” means to leave or quit doing something. It is used here in the command form, third person plural, as the speaker is commanding the children to “leave their suppers (eating) and leave their sleep.” We use the third person plural command form throughout this rhyme.  
(2) When “ya” is used with a negative, it can have the nuance of “giving up an earlier idea or intention of doing something.”  
(3) escalera: ladder or staircase.  
(4) “Bollo” means “roll” or “muffin.” Another word we considered was “panecito” or “little bread,” but “bollo” works better rhythmically.  
(5) “Seguro” is primarily an adjective, but in informal conversational Spanish, it can also be used as an adverb, meaning “surely.” “Seguro” can also mean “safe.”

### 9. Little Miss Muffet

The Miss Muffin,  
 Sat [down] on her cushion,  
 Eating curds with tea.  
 A spider approached (came close),  
 At her side [it] sat down,  
 And for (from) fright the girl went away  
 (fled).

### 9. La Señorita Muffin

La Señorita Muffin,<sup>(1)</sup>  
 Se sentó en su cojín<sup>(2)</sup>  
 Comiendo cuajadas<sup>(3)</sup> con té.<sup>(4)</sup>  
 Una araña se acercó,  
 A su lado se sentó,  
 Y por susto la niña se fue.

(1) Muffin was made up to rhyme with “cojín.”  
 (2) “Cojín” means “cushion.”  
 The English “tuffet” is a type of cushioned seat.  
 (3) “Cuajadas” are curds, from the verb “cuajar(se)”: to curdle.  
 (4) We needed a rhyme for “se fue,” so we changed the meaning a little. Instead of whey (which tastes pretty sour) we gave Little Miss Muffet tea, or “té.”

### 10. Little Jack Horner

Little Jack Tintón,  
 Sat [down] in the corner  
 Eating his pie of Christmas.  
 The thumb [he] put in,  
 A plum [he] took out,  
 And said, “What [a] good boy am I.”

### 10. Juanito Tintón

Juanito Tintón<sup>(1)</sup>  
 Se sentó en el rincón  
 Comiendo su pastel de Navidad.  
 El pulgar<sup>(2)</sup> metió,  
 Una ciruela sacó,  
 Y dijo, “¡Qué buen niño soy yo!”

(1) The name was made up to rhyme with “rincón.”  
 (2) In Spanish, you don’t refer to body parts using possessive pronouns as in English. Parts of your own or somebody else’s body, take the impersonal articles “el,” “los,” “la,” and “las.”

### 11. Jack, Be Nimble

John (Jack) be agile (nimble),  
 Do it quickly.  
 Jack, jump over the candlestick.

### 11. Juan, Sé Ágil

Juan, sé<sup>(1)</sup> ágil,  
 Hazlo rapidito.  
 Juan, salta<sup>(2)</sup> sobre el candelero<sup>(3)</sup>.

(1) We used the command form of the verbs in this short rhyme.  
 (2) A more colloquial command could be “sáltate” using the reflexive. We chose “salta” to maintain the rhythm.  
 (3) “candelero” is candlestick. We added the diminutive ending for the rhythm.

### 12. Tom, the Piper’s Son

Tommy, son of the piper [he] was.  
 When [he] was young already played he.  
 And all [the] tune that [he] could play  
 Was “Over the hills and farther away—  
 “Over the hills and farther away,  
 The wind carries off the hairdo now.”

Tommy with his pipe(s), upon playing,  
 To the girls and the boys [he] was in the  
 habit of pleasing.  
 Always [they] stopped to hear him intone  
 (play in tune),  
 “Over the hills and farther away—  
 Over the hills and farther away,  
 The wind carries off my hairdo now.”

### 12. Tomasito, Hijo del Gaitero

Tomasito,<sup>(1)</sup> hijo del gaitero<sup>(2)</sup> fue.  
 Cuando era joven ya tocaba él.  
 Y toda melodía que podía tocar,  
 Era “Por las colinas y más allá—  
 Por las colinas<sup>(4)</sup> y más allá,  
 El viento se me lleva el peinado ya.”<sup>(3)</sup>

Tomasito con su gaita, al tocar,  
 A las niñas y los niños les solía<sup>(5)</sup>  
 encantar.  
 Siempre se paraban al oírlo entonar:  
 “Por las colinas y más allá—  
 Por las colinas y más allá,  
 El viento se me lleva el peinado ya.”

(1) Although the English is “Tom” and not “Tommy,” we used the diminutive form to fit the rhythm of the tune that is commonly used for this rhyme.  
 (2) “Gaita” refers to bagpipes, and “gaitero” is a person who plays a “gaita,” in other words, a “piper.”  
 (3) “Ya” usually means “already” or “now,” and is not really necessary for the translation. It does, however, as here, often give a nuance of surprise. It was added to help the rhythm fit the tune.  
 (4) Other words for “hills” include “cerros,” “cerrillos,” and “montes.”  
 (5) The verb “soler” means “to be in the habit of . . .” We used it also in the Old Mother Goose rhyme.