

Vamos con los Animales- Theme-based course with Dani y Beto.

Lesson Plan 1 Note: All activities should take 5-7 minutes.

Day 1 Target Vocabulary: Las mascotas

<i>perro (perros)</i>	dog (dogs)	<i>Se llama...</i>	Its name is...
<i>gato (gatos)</i>	cat (cats)	<i>¿Cómo se llama?</i>	What's its name?
<i>tortuga (tortugas)</i>	turtle (turtles)	<i>Me gustan/No me gustan</i>	I like/I don't like
<i>pez (peces)</i>	fish (fish plural)	<i>Tengo</i>	I have
<i>ratón (ratones)</i>	mouse (mice)	<i>¿Tienes mascota?</i>	Do you have a pet?
<i>serpiente (serpientes)</i>	snake (snakes)	<i>Vamos a _____</i>	Let's _____
<i>papagayo (papagayos)</i>	parrot (parrots)	<i>primos</i>	cousins
<i>animales</i>	animals	<i>amigo/a (amigos)</i>	friend (friends)
<i>chico</i>	Can mean boy or small	<i>¿Qué tal...?</i>	How about...?

Who are Dani and Beto?: Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos con los animales!*, follows Dani and Beto as they go on various animal-related adventures. We hope you have fun getting to know the class "stars!"

Preparing for class: Be sure to have nametags ready for all of the students. You can write their names on labels that they can stick to their shirts, or, for more durable nametags, you can laminate small cards with their names and then punch holes in the tops. String a piece of yarn through the holes and have the students wear the tags around their necks each week. Invite your students to decorate their nametags with drawings or stickers of favorite animals.

Read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Also, be sure to familiarize yourself with each song well enough that you can sing it confidently and teach it without needing to read the lyrics. Remember: since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. Therefore, the lessons are very vocabulary-focused. Since we are not able to teach comprehensive conversational skills, it is imperative that you instruct the class bilingually and encourage the students to decipher the Spanish by using gestures and cognates. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy.

Introduction: Play Spanish music as the students enter the room and greet them by saying "¡Hola!" Take attendance and have the students say "presente." Introduce yourself and the classroom responsibilities. Make sure to show the students the Classroom Responsibilities poster and Consequence and Rewards chart. Also, give them an example of how they can earn



a peso or lose a star, depending upon the system you choose. Demonstrate to them the attention-getter and explain how you will be using it in class to regroup the class.

iCantamos! Teach the students the theme song for the class- "**Los Animales.**" To help the students learn the song, try singing a line first and then having the students repeat after you. Once they have a handle on the lyrics, sing the whole song together. At that point, you can make the song livelier by standing and using gestures. For example, have everyone use their hands to indicate tiny animals and their arms to indicate BIG animals. In addition, they might mime having wings for the "*plumas*" line and muss up their hair for the "*peludos*" line. Don't forget to give instructions in both Spanish and English. Watch the Futura video for this song on the intranet.

Los Animales (Sing to the tune of "Twinkle, Twinkle, Little Star")

Animales, Animales
Me gustan los animales.
Los chiquitos, los grandotes
Los con plumas, los peludos.
Animales, animales
Me gustan los animales

Vocabulary: After teaching the song, emphasize what the lyrics mean. "Animals, animals. I like animals. The teeny tiny ones, the great big ones. The ones with feathers, the furry ones. Animals, animals, I like animals."

Puppet time! Invite all of the students to sit down in a circle on the floor. Use your puppets to introduce the class to Dani y Beto. Put the puppets behind your back and say, "*Tenemos dos amigos de la clase. We have two friends in our class. ¿Qué significa amigo? What does amigo mean?*" See if anyone in the class knows the term *amigo* and re-emphasize it by having the entire class repeat *amigo*.

Bring the puppets out and have them carry on the following little conversation. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Dani: *¡Hola! Me llamo Dani.* Hi! My name is Dani.

Beto: *Me llamo Beto.* My name is Beto.

Dani: *Tengo diez años.* I am ten years old.

Beto: *Yo tengo cinco años.* I am five years old.

Dani: *Somos de México.* We are from Mexico.

Dani: *Y somos primos.* And we are cousins.

Repaso: Check in with the students and be sure they understand. Ask the following questions and use the puppets when applicable. Don't forget to give all volunteers a lot of praise-*Muy bien, excelente, buen trabajo, etc.*

- *¿Cómo se llama ella?* What is her name? (Hold up the Dani puppet.) Have the whole class repeat *Dani*.

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- *¿Cuántos años tiene Dani?* How old is Dani? Be sure to emphasize ten years old by holding up ten fingers.
- *¿Cómo se llama él?* What is his name? (Hold up the Beto puppet.) Have the whole class repeat *Beto*.
- *¿Cuántos años tiene Beto?* How old is Beto? Be sure to emphasize five years old by holding up five fingers..
- *Son de México.* They are from Mexico. *¿Dónde está México?* Who knows where Mexico is? (Have a volunteer come to the front of the room up and point to Mexico on either a map or globe.)
- *¿Son hermanos o primos?* Are they brother and sister or cousins? Have the whole class repeat *primos/cousins*.

Puppet time! Pick the puppets back up and continue the conversation:

Beto: *Tengo un perro. Se llama Chico.* I have a dog. His name is Chico. (Explain to the class that "Chico" can mean "boy" as well as "small.") Teachers: Hold up the picture of Beto's dog and have the whole class repeat *perro*.

Dani: *Me gusta tu perro.* Check with your students and see if they know what this means. Praise their efforts to answer. *Yo quiero una mascota también.* I want a pet too.

Mascota Activity: Have your whole class repeat the word *mascota* and check for understanding. Give the students an object to pass such as a stuffed animal. When the student gets the animal, he or she should say *Tengo* and the kind of *mascota* they have, or they can answer: *No tengo mascota.* (Be patient and be sure to help the students with the phrases since they are a bit difficult. The students will need to say the pets in English for now since they don't know many vocabulary words for animals yet. If you have older students, you can choose to have your students roll a ball to different people in the circle to show whose turn it is to answer.)

Puppet time! Pick the puppets back up and continue the conversation.

Beto: *¡Vamos a buscar una mascota para ti!* Let's look for a pet for you.

Dani: *¡Vamos a la tienda!* Let's go to the store!

Walk with the students over to a corner where you have set up a "pet store" using photos of the vocabulary, stuffed animals, or other animal representations.

Beto: *Me gustan los perros.* I like dogs. (Hold up the vocabulary object for "*perro*" and have all your students practice the word.)

Dani: *Me gustan los gatos.* I like cats. (Hold up the vocabulary object for "*gato*" and have all your students practice the word.)

Beto: *¿Y los peces?* And fish? (Hold up the vocabulary object for "*peces*" and have all your students practice the word.) *Me gustan los peces.*

Dani: *Hmmm...me gustan los ratones.* I like mice. (Hold up the vocabulary object for "*ratones*" and have all your students practice the word.)

Beto: *¡Ay! ¡Ay! ¡Ay! No me gustan los ratones.* I don't like mice. *Pero me gusta el serpiente.* But I do like the snake. (Hold up the vocabulary object for "*serpiente*" and have all your students practice the word. Point out how it's similar to the English word "serpent.")



Dani: *A mi mamá NO le gustan los serpientes.* My mom does NOT like snakes! *¿Te gusta la tortuga?* Do you like the turtle? (Hold up the vocabulary object for "tortuga" and have all your students practice the word.)

Beto: *¡Dani, mira!* Look, Dani! *¡Un papagayo!* A parrot! (Hold up the vocabulary object for "papagayo" and have all your students practice the word.)

Dani: *¡Un papagayo!* A parrot! *¡Perfecto!*

Review: To reinforce learning, quickly review each animal you just taught by holding up the image or object and having all students repeat the word after you. Also, be sure to explain the difference between singular pet words vs. plural ones; *i.e.*, *perro* vs. *perros*.

Juego: Sin Sillas (Musical chairs without the chairs!)

Explain to your class in Spanish and English that you all have to help Dani choose what pet she will get. Clear a space in the middle of the room. Give each child an animal picture or object from the vocabulary covered to this point and have them place it on the ground so that the images form a circle the students can walk around. You should have one for each student. Explain that you will play some music, and when you stop the music, all the students must stay on the animal where they are. That animal is their guess for which pet Dani will choose. Ask your students who is on a specific animal (*¿Quién tiene "perro?"* Who has "dog?"), and wait for your students to identify that person. (*Alex tiene "perro."*) The person whose animal was called will repeat the word in Spanish and then can win a little prize, such as an animal sticker or a peso. Continue playing until everyone has won a prize. **TIP:** For extra reinforcement and fun, have each student make the noise of the animal you call! For example, when you say *¿Quién tiene "perro?"* that student can bark. (This works especially well for the little ones.)

Sin Sillas Adaption: You can adapt this activity so that it more closely resembles musical chairs. Put chairs in a circle facing outwards, making sure you have enough so that each student has a chair. Put an image of an animal underneath each chair. When you start the music, the students can start walking around the chairs. When the music stops, they need to find a chair. You will then ask an animal question such as "*¿Quién tiene el gato?* Who has the cat?" Everyone will look under their chairs. Whoever has "gato" will hold up the picture, repeat the word, and then take their chair and the image out of the circle. The circle will then become smaller. That child will then ask the next animal question. Keep playing until only one or two students remain.

Puppet Time! Pick the puppets back up and continue the conversation.

Dani: *¡Me gusta el papagayo!* (See if your class can interpret this sentence. Praise their attempts to answer and offer them support as necessary.) *Vamos a comprar el papagayo.* Let's buy the parrot!

Teacher: Ask your students to help name the parrot. You can then reference the parrot by this name for the rest of this course.

Activity & Puppet time: In Spanish first, followed up by English, explain that Dani and Beto want to try to teach _____ (name of the parrot) to say a few words. Have vocabulary cards



with the names and images of the animal vocabulary (*perro, gato, tortuga, peces, papagayo, ratones, serpiente*) from this lesson, or use stuffed animals or other toys if you have them. Have all the students gather around in a circle.

Beto: *¿Qué vamos a enseñarle?* What are we going to teach him?

Teacher: Try and hold the Dani puppet in one hand and the vocabulary words for review in the other hand. Run through the list to help ensure success with the upcoming game.

Juego: ¡Galletas! (Variation on the flyswatter game)

Hold up each vocabulary item so far and have every student repeat with you as you say the words. Then divide your class into two teams: Team Dani and Team Beto. Hang up pictures of the vocabulary from the clip art on the board. (It may be nice to have these cards laminated to use each week.) Explain to your class that *papagayos* love *galletas*. Parrots love crackers! Have one person from each team come up to the front of the room. Give each player a flyswatter with a picture of a cracker taped to one side. When you say a word in Spanish in your most convincing parrot voice (you are playing the part of the parrot here), the students need to **slap a cracker** on that vocabulary card to "reward" the parrot with a cracker treat. Whichever player hits the correct image first scores a point for his or her team. After each word, have the class repeat it to reinforce learning. Keep playing until each student gets a turn. (*Hint: An image of a galleta can be found on the intranet along with the other clip art.*)

Cantamos: As a transition, start singing the theme song and have the students join in.

Los Animales (Sing to the tune of "Twinkle, Twinkle, Little Star")

Animales, Animales
Me gustan los animales.
Los chiquitos, los grandotes
Los con plumas, los peludos.
Animales, animales
Me gustan los animales

Puppet time! Hold up the puppets again and continue the conversation.

Beto: *Quiero una mascota también.* I want a pet, too.

Dani: *Tienes una mascota.* You have a pet. (Check with the class—see if they remember the name of Beto's pet, as well as what kind of pet it is. Praise their attempts to answer.)

Beto: *Me gusta la tortuga.* I like the turtle.

Dani: *Está bien. Vamos a comprar la tortuga.* Okay. Let's buy the turtle.

Juego: Mascota Mix-up

Explain to your class that the Pet Store is confused and doesn't understand which pets Dani and Beto are going to buy.

The game is played like this: there will be two pictures of each animal word on note cards. Briefly hold up each picture and say the words together before playing to ensure the game is a success. Scramble the pictures and hand them out to everyone in the class. Students should



keep their cards a secret. (Be sure that you count the number of students in the class beforehand and make sure that all the cards that are handed out are complete pairs.) The whole class will start chanting "*Mascota, mascota, mascota*" and walking in a circle or around the classroom, scrambling up. When Dani or Betó yells *¡Basta!* the students must stop and look for their partners. They can't show the pictures; they can only ask "*¿Tienes _____?*" and the name of their animal. A student will answer *Sí* if that is the same animal they have or *No* if it isn't. (**Hint:** Be sure to review the phrases that will be used in this activity before starting the game.)

Students will only have a match when they have confirmed the vocabulary word and the picture. Those students will then sit down. The first pair to sit down gets a small prize such as a sticker or a peso. The game then resumes without that pair. Keep playing until everyone is seated and all matches have been made. After everyone is sitting, have Dani and Betó say, "*Quiero _____.*" As they say an animal, the pair with that word will stand and show their picture. The whole class will repeat the word. You can add an element of excitement by making this a speed game, which will work especially well with the older kids. (**Note:** Always be sure to review the student responsibilities before playing a game to ensure it goes smoothly.)

Merienda & Notas Culturales:

Gather all the students on the floor and initiate a discussion about *mascotas*. Ask the students what they think is the same about pets in Mexico and what might be different. Explain that one surprising thing is how people describe the noises animals make in different languages. As they snack, explain that Spanish speakers don't say their dogs go "woof;" instead, they say "*iguau, guau!*" Ask your class what noise a *gato* makes. When they demonstrate for you, show them how in Spanish, "meow" becomes "*miau,*" which looks different but sounds the same. Continue explaining with common pets. Use some of the following examples:

- Small birds: *pío, pío*
- Frogs: *cruá, cruá*
- Mice: *iik, iik*

Ask them if they think farm animals "say" exactly the same thing according to Spanish speakers as they do according to English speakers. Tell them that they will be learning all about farm animals and the noises they make later in the course. Here is a website with many animal sounds: <http://www.transparent.com/spanish/animal-sounds/>

Notes about snack time: Morning classes will not need a snack. In the afternoon classes, please make sure to bring an extra healthy snack such as raisins, fruit snacks, or pretzels in case the students forget. **Be aware of any allergies listed on the class roll.** Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. After snack time is over, let the students know this will be the bathroom break time, during which they can get a drink of water and throw away their garbage. **This should be the only break for leaving the classroom in order to avoid disruptions, so remind them to take advantage of the time.** If some students are



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not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.

iCantamos!: To transition, get the class to sing the theme song.

Repaso: Gather your students on the floor again and review the *mascotas* that Dani and Beto now have. Hold up the pictures and have each student say the word in Spanish. Hand out the documents called *Mascota de Dani* and *Mascota de Beto*, which are found on the intranet. Students can choose one to make in class and one to take and bring back. Hand out crayons and have the students draw the corresponding animals. Help them write the names in Spanish by walking around, and make sure to have the names up on the board as well. Keep the picture they finish in class to save for a comprehensive book you will create for students for the last day. Be sure all names are on the pictures!

Cantamos: *Los animales hacen*

Have all of the students stand up and teach the following song with gestures; get the class to act like the animals they are imitating. Use the song *Los animales hacen* on the *¡A Comer CD!* However, modify the song to make it simpler, swap the vocabulary for the words learned today, and slow it down considerably. Sing each line and have the students repeat after you. Once the students have the lyrics down, you can sing the song together. You can reinforce the vocabulary words by holding up the cards or stuffed animals as you name them. Be sure to teach them what *sin parar* means, as it appears at the end of each stanza.

Note: The italicized words can be changed to any of the animal vocabulary.

*Los perros hacen guau guau guau
guau guau guau
guau guau guau
Los perros hacen guau guau guau
guau guau sin parar*

*Los gatos hacen miau miau miau
miau miau miau
miau miau miau
Los gatos hacen miau miau miau
miau miau sin parar*

*Los ratones hacen iik iik iik
iik iik iik
iik iik iik
Los ratones hacen iik iik iik
Iik iik sin parar*

*Los serpientes hacen sss-sss-sss
Sss-sss-sss
Sss-sss-sss*



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*Los serpientes hacen sss-sss-sss
Sss-sss sin parar*

El papagayo hace "¡Ho-o-la!" (Said in your best parrot voice)

Ho-o-la

Ho-o-la

El papagayo hace "¡Ho-o-la!"

Hola sin parar

Repaso: Perro, Perro, Gato/Duck, Duck, Goose

Have the class sit in a circle. The game you are going to play is similar to Duck, Duck, Goose. One student will walk around the circle saying *perro, perro, perro...* while lightly tapping students on the head. When the student says, "*¡Gato!*", the child that was tapped on the head must answer a question about the animal vocabulary. (**Teachers:** It is recommended that students stay in their spots to answer the question instead of running around the circle.) The task can be to interpret words from either English to Spanish or Spanish to English. For example, the teacher can ask, "*¿Cómo se dice parrot en español?* How do you say 'parrot' in Spanish?" or "*¿Cómo se dice 'serpiente' en inglés?* How do you say *serpiente* in English?" If the student answers correctly, he or she can now be the "tapper". If not, the student can sit inside the circle. Keep playing until only a few students remain. (**Note:** If you have access to a larger space, like a gym, you can play this with running. Whichever student doesn't have a spot is the one that answers the question you ask. However, be sure you have the appropriate space and you clearly go over ground rules to be certain the game is a success and learning is taking place.)

Closing: Pick up your puppets and carry on the small conversation below.

Dani: *Necesito ir a mi casa.* I need to go home.

Beto: *Yo también.* Me too.

Dani: *Adíos, Beto.* Bye, Beto.

Beto: *Hasta mañana, Dani.* See you tomorrow, Dani.

Teacher: *Clase, es la hora de ir a nuestras casas también.* (Substitute *escuela* if this is a morning class.) It is time to go to our houses, too.

Adíos: Teach the "Les Digo Adíos" song to the tune of "Jingle Bells" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

Les Digo Adíos

Adíos--ya me voy

Hasta luego

Vamos a la casa ya

Les digo adiós

Hand out the newsletters and parent introduction letters, and have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

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Extra time: If there is extra time, you can play a fun game of **Pictionary** with the animal vocabulary words or **Around the World** with the clipart flashcards. **Both games can be adapted for future lessons.**

*How to play **Pictionary**: Split the students into two teams and make sure each team has a spot on a chalkboard or a large piece of paper on which to draw. Call up the first person in each team and tell them, in Spanish, which vocabulary word they are drawing. Make sure they know what the word is and then have them draw it for their team. The first team to correctly identify it in Spanish gets a point. For very young children, you can be the artist while the two teams guess what you are drawing.

*How to play **Around the World**: Gather your flashcards and have the students sit in their seats. The first student gets up and stands by the first desk. Hold up a flashcard. The first student to say the word correctly in Spanish moves to the next desk to challenge that student. The losing student sits down in the desk where s/he was challenged and lost. The game keeps going until someone gets "around the world"—all the way back where s/he started.