

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

Lesson Plan 2 Note: All activities should take 5-7 minutes.

**Day 2 Target Vocabulary: Animal Body Parts**

<i>cola</i>	tail	<i>Tiene.../¿Tiene...?</i>	It has.../Does it have...?
<i>patas</i>	feet (paws)	<i>pelo</i>	fur
<i>pico</i>	beak	<i>plumas</i>	feathers
<i>alas</i>	wings	<i>nariz</i>	nose
<i>piernas</i>	legs	<i>boca</i>	mouth
<i>cuerpo</i>	body	<i>veterinario(a)</i>	veterinarian

**Preparing for class:** Have the nametags ready for all of the students. Be sure to read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined in 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 them to use nonverbal cues and cognates to understand the Spanish. 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.*" Remind students of the Classroom Responsibilities and Consequence and Rewards systems. Make sure they recognize the attention-getter and can explain what they should do when you use it. Hand out the nametags to each student.

**¡Cantamos!** Review and sing the "theme song" for the class - "**Los Animales.**" To help the students review 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. For the link to the song online, check 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 Review:** After teaching the song, quiz your students to see if they remember 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." Emphasize the phrase "*Me gustan los animales*" and have your class repeat it.

### **Puppet time!**

Invite all of the students to sit down in a circle on the floor. Pull out your puppets and check to see what the class remembers from the last lesson using the conversation below. Remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

**Dani y Beto:** *¡Hola clase!*

**Teacher:** *¿Clase, cómo se llama él?* What is his name? (Pointing to the Beto puppet.) Have the entire class repeat, "Beto."

**Teacher:** *¿Clase, cómo se llama ella?* What is her name? (Pointing to the Dani puppet.) Have the entire class repeat, "Dani."

**Teacher:** *La semana pasada, Dani y Beto compraron mascotas.* Last week, Dani and Beto bought "mascotas." *¿Qué significa "mascotas"?* What does "mascotas" mean? (Have the whole class repeat "mascota" and be sure to praise any students who try and answer.)

**Dani:** *Vamos a cantar la canción "Los animales hacen."* We are going to sing the song "Los animales hacen." *Todos levántense, por favor.* Everyone stand up, please.

**Teacher:** Encourage your class to play-act for each animal and see who can make the best animal noises. **Variation for the older students:** Assign a group of students an animal. When it's their verse, ONLY those students make the sound effects. At the end, have the students vote and then reward the group that did the most enthusiastic animal impressions by giving them a peso or other small prize!

*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*

*Las serpientes hacen sss-sss-sss  
Sss-sss-sss*

*Sss-sss-sss*  
*Las 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*

**Review Juego: Charades** In order to review the animal vocabulary further, play a game of **Charades**. Divide the class into two teams: Team Beto and Team Dani. Have one player from each team come up to the front of the room. Whisper the name of an animal into each player's ear. When you say, "Start!" the players will act like that animal (No talking allowed!). Whichever team correctly guesses the animal being mimed (in Spanish, of course) first scores a point for the team. **A few hints:** You may want to hold up flashcards with the pictures of each animal and review the vocabulary orally before you get started to ensure success. Also, you may have teams raise their hands to give their answers instead of shouting them out so you can be sure who answered first.

**Puppet time!** Pick the puppets back up and continue the conversation. **Make sure to have your parrot displayed prominently as well for the following couple segments. (Use the provided image or a stuffed parrot if you have one.)**

**Dani:** *¿Beto te gusta \_\_\_\_\_ (name of your class parrot)?* Beto, do you like \_\_\_\_\_ (name of your class parrot)? (Check with your class to see if they remember who the parrot is. Praise their efforts to answer and clarify any misunderstandings.)

**Beto:** *¡Sí! ¡Me gusta \_\_\_\_\_ (name of your class parrot).* Yes! I like \_\_\_\_\_ (name of your class parrot).

**Dani:** \_\_\_\_\_ (name of parrot) *es muy padre.* \_\_\_\_\_ is very cool. *Tiene alas.* He has wings. (Repeat the word "alas" with your students and have them all make flapping motions. You can also point to the wings in the picture provided. Make sure they all understand that "alas" are wings.)

**Beto:** *Y tiene un pico.* And he has a beak. (Repeat the word "pico" with your students and have them all use their hands to make a beak in front of their faces and snap it open and closed as they say the word. You can also point to the beak in the image provided. Make sure they all understand that "pico" is a beak.)

**Dani:** \_\_\_\_\_ *tiene alas, y pico, y plumas.* (See if your students can interpret the first part of Dani's sentence, then have them guess what "plumas" are. You may remind them of the class theme song, which mentions them. Praise efforts to answer and assist them as necessary. Have them repeat the word along with an appropriate gesture, such as holding your hand, spread-palmed, behind your head so the fingers poke up like feathers.)

**Beto:** *¡Sí! ¡ \_\_\_\_\_ tiene alas, y un pico, y plumas, y dos patas!* **Teachers:** See if your students can interpret the first part of Beto's sentence, then have them guess what "patas" are. If they are stumped, tap or wiggle your own feet. Make sure they understand that "patas" are animal feet or paws, not human feet. Then, as a class, repeat Beto's line with gestures to reinforce learning:  
" \_\_\_\_\_ *tiene alas (arm flaps), y pico (form a beak from their hands and snap it open and closed),*



*y plumas (spread fingers), y dos patas (stomp or wiggle feet)."*

### **Juego: A Rusti Cha/A Roosta-sha**

This is a popular camp chant, adapted for this class. If you don't know it, listen to it here:

<http://www.youtube.com/watch?v=n4xlpLYQgDk&eurl=http://wonderland.class.sk/?q=node/37>

If the link no longer works, do a couple searches for "A Roosta-sha." Basically, you will be using the gestures you just associated with the vocabulary to practice the words and enjoy the game. As each gesture is added on, everyone should look more and more ridiculous; part of the challenge is to keep going without dissolving in laughter. Before beginning, review the words and gestures for *alas*, *pico*, *plumas*, and *patas*. Explain to your students that the only other words they need to know are the word "con," meaning "with," and the nonsense phrase "A rusti cha." Practice the refrain a couple times before starting. Kids typically love A Roosta-sha, so don't be afraid to get into it and ham it up, as well as encouraging them to do the same! **Note: The lyrics are on the intranet on a separate document.**

**Puppet Time!** Pick the puppets up and continue the dialogue.

**Beto:** *¡Mira, Dani!* Look, Dani! *¡Chico!* (Pull out a clip art picture of Chico, or a stuffed dog you will use as a stand-in. Check with your students to see if they remember who Chico is—Beto's dog. Praise their attempts to answer.)

**Parrot:** *¡Rrrrrrr! ¡Hola, Chico! ¡Gato! ¡Gato!*

**Teacher:** *¿Gato? ¿Es Chico un gato, clase?* Is Chico a *gato*, class? (Encourage exaggerated answers as the class "corrects" the parrot.) *¿Qué es Chico?* What is Chico? *¡Sí, Chico es un perro.* (Have your class interpret that sentence, supporting them as necessary.)

**Parrot:** *¡Alas! ¡Alas!*

**Beto:** *No, \_\_\_\_\_ (parrot's name). Chico no tiene alas.* (See if your class can interpret; if not, interpret for them.) *Chico tiene piernas.* (Gesture to your own legs, and ask your students what they think "piernas" means. Clarify for them if necessary. Have them repeat *piernas* while indicating their own legs.)

**Dani:** *¡Sí, \_\_\_\_\_ (parrot's name). Chico tiene piernas. Tiene piernas y patas.* (See if your students remember both of these words; review if necessary.) *También tiene una cola.* (Use gestures or the image of Chico to indicate a tail; practice the word and the gesture with your students.)

**Beto:** *¡Y una nariz!* And a nose! (Practice the word with your students, having them touch their noses as they repeat *nariz*. Repeat several times.)

**Dani:** *Y pelo. Chico tiene pelo. Chico has fur.*

**Teacher:** *Clase, ¿qué es "pelo" en inglés?* What is "pelo" in English? *¡Sí, pelo es "fur."*

**Beto:** *También tiene un cuerpo.* He also has a body.

**Teacher:** *Clase, ¿qué es "cuerpo" en inglés?* What is "cuerpo" in English? *¡Sí, cuerpo es "body."*

### **Juego: Maraca Shake (Review)**

To ensure the game is a success, start by holding up all the prepared flashcards and have students repeat each new word in Spanish. You can have the students sit in a circle and roll a ball to the students as you ask them to tell you the correct vocabulary word associated with the image on the flashcard. (For the younger students, you can vary this by passing a maraca, sombrero, or other fun object around the circle.)

**Juego Variation:** Another great review game is *Papa Caliente*, or **Hot Potato**. To make it more appropriate to this class, you can call it *Perro Caliente*-Hot Dog! Start by having your class sit in a circle and put on some fun music. (You can use the CD provided.) Hand out a *perro* (this can be stuffed animal or simply an image of a dog, which you tape or glue onto construction paper). When you stop the music whoever is holding the dog needs to answer a question. For example: *¿Qué significa "alas" en inglés?* What does *alas* mean in English? Keep playing until everyone has had a turn or until 5-7 minutes have passed. (Be sure to explain to your class that *perro caliente* can also refer to the food, hot dogs.)

### **Puppet Time + Juego: Veterinario**

For this game, you will need a simple poster of a parrot and a dog (the parrot and Chico), or you will need to sketch them on the board before class starts. (You can find the images on the intranet.) You will also need a supply of Band-Aids, Post-Its, or some other cheap, convenient, and easily removable marker.

**Dani:** *Yo quiero ser veterinaria.* I want to be a veterinarian some day.

**Beto:** *¿Qué es "veterinaria?"* What is a "veterinarian?"

**Dani:** *Es un doctor de animales.* It's an animal doctor. (Point out to your class how similar the English and Spanish words for both "doctor" and "veterinarian" sound.)

**Beto:** *¡Qué padre! Yo quiero ser veterinario también.* (See if your class can interpret this—offer support and encouragement as needed and praise their attempts to answer.)

**Dani:** *¡Vamos a imaginar! ¡Vamos a ser veterinarios!* Let's imagine! Let's be veterinarians!

Divide your class into two teams: Team Dani and Team Beto. Explain to your students that they are going to play along with Dani and Beto and be veterinarians. Show them the posters of the parrot and Chico and post them in the front of the room where everyone can see them. Explain that one person from each team will come up at a time, and you will tell them the body part that needs fixing in Spanish. *"¡El pico, por favor!"* When one of the two players knows which body part that is, they can "buzz in," either by saying "BUZZ!" or by using a bell or by raising a green piece of paper (your choice!). That student will then need to point to the corresponding body part and place a Band-Aid, Post-It, or the like on it. **TIP:** If your class is struggling with this, allow their team to help by giving them "hot" or "cold" tips. To ensure success, review the words one more time by pointing to the different body parts and having the students name them.

### **Merienda & Notas Culturales:**

Gather all the students on the floor and initiate a discussion about Oaxacan folk art, *alebrijes*, the whimsical and brightly colored animal sculptures from wood or papier maché that have become very popular in the U.S. Print off the pictures from the intranet or bring in some real examples, if possible. As you show your students the pictures, ask them to point out how the carvings look like real animals and how they look different (unusual colors, elaborate patterns, sometimes unusual proportions or added parts like horns or wings). Explain that one artist started making these based on a dream, and they became very popular in Mexico and beyond.

**Note:** See Day One for full *merienda* guidelines.

**Alebrijes Activity:** Ahead of time, visit the following website to learn more about *alebrijes*:

Futura Language Professionals • [www.futuraadventures.com](http://www.futuraadventures.com)

Copyright Futura Language Professionals © 2008



<http://www.elbalero.gob.mx/kids/about/html/traditions/alebrije.html>

Read the information to your students; it is very age appropriate. Then ask your students to close their eyes and imagine their own animal *alebrije*. Hand out the provided sheet from the intranet and crayons or markers and have students create their own *alebrije*. Walk around and help students label the animals in their picture in the space provided.

**iCantamos!** To transition, sing the theme song with your class.

**Cantamos: Uno, dos, tres, plumas**

Sing the little song below to the tune of "The Ten Little Indians." You can replace *plumas* for any of the other body parts the class learned today as well (*patas, alas, piernas, etc.*). You can have the students point to the body parts as they sing or move those body parts on themselves. You may want to review counting to ten out loud very quickly beforehand by counting objects. (**Note:** This activity will probably work best for the younger students.)

Uno, dos, tres, plumas  
Cuatro, cinco, seis plumas  
Siete, ocho, nueve plumas  
¡Diez plumas son!

**Juego: ¿Qué se falta?** Gather the students around either a table or a space on the floor. Have various animal body part images cut out and spread across the space. Hold up each image and say the vocabulary word together. Explain that one student is going to get sent out of the room and while that student is gone, one of the images is going to be hidden. When the student returns, he or she must guess which image is missing by saying the word in Spanish. Remind the students to pay careful attention! If the student guesses correctly, that student can get a small prize like a sticker or a peso. Be sure to praise all efforts to answer. **Variations:** You can make the game more challenging for the older students by also adding images of animals. Conversely, you can make it easier by forming the images into a complete animal before taking a piece away.

**Juego: 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 a class full of very young children, you can adapt by being the artist while the two teams guess what you are drawing. **TIP:** Use words from both Day 1 and Day 2 (animals and animal body parts).

**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:** Sing 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 adios

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.

**Extra time:** If there is extra time you can play a fun game of **Around the World** or **Bingo**. See Day 1 for an explanation of Around the World. If the students have not finished their *alebrijes*, they can work on those, as well.