

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

Lesson Plan 3 Note: All activities should take 5-7 minutes.

Day 3 Target Vocabulary: En la granja

<i>vaca/vacas</i>	cow/cows	<i>cabra/cabras</i>	goat/goats
<i>pato/patos</i>	ducks	<i>oveja/ovejas</i>	sheep
<i>gallo/gallos</i>	rooster/roosters	<i>Vamos a la granja</i>	Let's go to the farm
<i>pollos/pollitos</i>	chickens/chicks	<i>Vamos a ver....</i>	We are going to see
<i>cerdo/cerdos</i>	pig/pigs	<i>granjero(a)</i>	farmer
<i>caballo/caballos</i>	horse/horses		

Preparing for class: Have the nametags ready for all of the students. Be sure also 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 the students use gestures or cognates to understand the Spanish you are using. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy! There are more activities than you may be able to complete so choose the ones below that will work best with your particular class. Remember to plan for more than you think you will need!

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.**" Remember to have the class stand and use gestures while singing to improve recall and increase learning. Don't forget to give instructions in both Spanish and English.

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 class by 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!* (Prompt your class to respond, greeting Dani and Beto.)

Teacher: *La semana pasada, Dani y Beto imaginaron que fueran veterinarios.* Last week, Dani and Beto pretended to be "veterinarios." *¿Qué significa "veterinarios?"* What does "veterinarios" mean? (Have the whole class repeat "veterinario" and be sure to praise any students who try and answer.) *¿Se acuerdan de las partes del cuerpo?* Do you remember the parts of the body you learned?

Repaso: Veterinario con música

You will need a box of Band-Aids* and the posters of Chico and the parrot from last week to review the words with your class. Have your students sit in a circle on the floor with the posters where everyone can see them both. Before beginning, review the vocabulary as a class. Show the students each part on the posters, and make sure your students repeat and touch the corresponding part on their own bodies, or that they do their best to mimic it (flapping their arms for wings, for example). Explain in Spanish and English that you are going to play music, and they are going to pass the box of Band-Aids around the circle as fast as they can until you stop the music. When you stop the music, the person holding the box of Band-Aids needs to be the "vet" and fix the animal part you name by placing a Band-Aid over it. Continue playing for 5-7 minutes or until everyone has gotten a turn.

(*Note: Don't spend a lot of money on Band-Aids. If you can't find really cheap ones, just use sticky notes, stickers, or some other affordable improvisation.)

Más Repaso: Around the World or Papa Caliente

You can review all the animal words up to this point by playing another review game. For the older kids, Around the World is great. (Just be sure to have all the animal images prepared to use as flashcards beforehand.) For the younger students, Papa Caliente is perfect. You can adapt it to something animal related-*perro caliente*, for example. Refer to previous lessons for descriptions on how to play these games.

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, ¿sabes qué?* Beto, do you know what? *Hoy, vamos a visitar a abuelito y abuelita.* Today, we are going to visit grandma and grandpa.

Parrot: *¡Rrrrrra! Vamos a visitar. Vamos a visitar.*

Beto: *¿Vamos a visitar a abuelito y abuelita?* (Check to see if your class can interpret this now. Praise their efforts.) *¿En la granja?* On their farm?

Dani: *¡Sí, en la granja!* Yes on the farm! *¡Vámanos!* Let's go!

Parrot: *Vamos a la granja. ¡Rrrrrra!* Teachers: Check to see that your students know *granja* means "farm," then have them all do their best imitation of the class parrot and repeat, "*Vamos a la granja.*"



Beto: *¿Qué vamos a ver en la granja, Dani?* What are we going to see on the farm, Dani?

Dani: *¡Vamos a ver muchos animales!* We're going to see a lot of animals!

Teachers: Practice the phrase "Vamos a ver" with your students, as it's a major part of the next section. Be sure everyone understands it.

Introducing New Vocabulary

Ahead of time, have a picture of each of the farm animal vocabulary words printed up and placed on an index card or a piece of paper along with the Spanish name of that animal. Have your students sit in a circle, and hand each student a picture. They must prop up the picture in front of them as you continue the conversation with the puppets so it can easily be seen. Explain to them that they need to listen carefully for the noise their animal makes as Dani and Beto talk. When they hear it, they will need to hold the picture up above their head. Practice with one or two students to be sure everyone understands.

Dani: *¡Vamos a ver muchos animales!* (Check to see if your students remember these phrases. Praise their attempts to answer.) *¡Vamos a ver vacas!*

Beto: *¿Qué hacen las vacas?* What noise do vacas make?

Dani: *Las vacas hacen (make your best moo here).* (At this point, the students should check their pictures. The person holding the picture of the animal that makes that noise should hold it up high above his/her head while everyone looks.)

Teacher: *Clase, ¿qué es "vaca" en inglés? Sí, "vaca" es "cow."* (Make sure to point out that the plural is made like it is in English; by adding an *s*. Have the class repeat both words, and then challenge everyone to moo as loudly as they can. This works especially well with younger children.)

Dani: *¡Vamos a ver ovejas!*

Beto: *¿Qué hacen las ovejas?* What noise do ovejas make?

Dani: *Las ovejas hacen (make your best baa-ing here).* (At this point, the students should check their pictures. The person holding the picture of the animal that makes that noise should hold it up high above his/her head while everyone looks.)

Teacher: *Clase, ¿qué es "oveja" en inglés? Sí, "oveja" es "sheep."* (Make sure to point out that the plural is made like it is in English; by adding an *s*. Have the class repeat both words, and then challenge everyone to bleat as loudly as they can.)

Continue this pattern for the following vocabulary words: pato, gallo, pollo, cerdo, caballo, cabra.

Repaso: Gather the cards from the students and review them quickly together as flash cards to ensure success in the games that follow. Use the puppets to help!

Activity: Los Pollitos

Explain to your class that in Spanish, "ito" is often added on to words to mean cute or little or simply as an endearment (*cariño*). An example of this from earlier was *abuelito* and *abuelita*. You can give some examples of how this works with animal words, such as *perritos*, *gatitos*, *pollitos*, etc. Divide your class into two teams and then put on the song from the *Los Animales* CD called "Diez Perritos." Tell each team to listen very carefully because they need to come up with as many animals as they can possibly decipher in the song. Play the song a couple of times. (There should only be one animal they



are not familiar with.) Have the teams write down (in words or pictures) the animals they hear. Then see which team has the most animals correct. That team wins! To conclude, play the song in its entirety and practice the animal words together as a class.

Story time: Gather the children in a circle and explain that a very popular song with children from Latin America is "*Los pollitos dicen*" ("The Chicks say...") You can use the Dani and Beto puppets to do this if you wish. After the brief explanation above, read the story *Los pollitos dicen pío* (Spanish Edition) by Mercedes Figueroa and J. Alonso.

Song: Teach the song *Los pollitos dicen* using gestures. This is a great, catchy song so have fun! The song is included in the support documents on the intranet along with suggestions for gestures. You can find the tune online as well by putting the name of the song in Google, Yahoo, or You Tube.

Juego: Animales de Misterio/Who am I?

Beto: *¡Me gustaría ser un caballo!* I would like to be a horse!

Dani: *¡Sería padre ser un animal!* It would be cool to be an animal.

Beto: *Clase, ¿les gustaría ser animales también?* Class, would you like to be animals, too?

Dani: *¡Vamos a imaginar!* Let's imagine!

Explain to your class that they are going to play a game. Using the cards from the last two activities, you will tape one card on each student's back. **Make sure each student cannot see the card you tape to him/her**, though others must be able to see it. Explain that after everyone has a card (use animals from the previous lessons, if necessary), you will let them walk around the room while you play some fun Spanish music. Before you stop the music, each student must each figure out what animal is taped to his or her back by asking no more than three people what noise it makes: "*¿Qué hace mi animal?*" Practice this phrase with your students several times. Then, turn them loose! Make sure to circulate so no one cheats by giving the name of the animal. When you stop the music, gather your students together. One by one, have each student show the class his or her back and say in Spanish what animal s/he thinks is taped there. If correct, the class will say "*¡Sí!*" and you can award the student a sticker or peso. If the student is incorrect, have the whole class make the noise of the animal to see if the student can guess correctly. If not, have another student give the Spanish name of the animal. Be sure to offer a lot of praise and encourage *aplauzo* for all efforts. After each answer, say the name of the animal together to reinforce learning.

Cantamos: Vamos a la granja

Dani: *Vamos a la granja, Beto. ¿Estás listo?* We're going to the farm, Beto. Are you ready?

Beto: *¡Sí! ¡Vámanos!*

Before class, listen to and learn the tune of "*Vamos al zoológico*" from the *Los Animales* CD (track 8). It uses the tune of "Old MacDonald had a Farm," but the lyrics below have been changed to use some of the vocabulary for this lesson. Teach this song to your students and explain that they are going to sing as Dani and Beto walk to the farm to visit their grandparents.

Vamos a la granja I-A-I-A-O
Y ahí veremos un cerdo I-A-I-A-O
Y iih-iih-iih y iih-iih-iih
Iih-iih-iih-iih-iih-iih-iih



Vamos a la granja I-A-I-A-O

Vamos a la granja I-A-I-A-O
Y ahí veremos un gallo I-A-I-A-O
Y ki-kiri-ki y ki-kiri-ki
Ki-kiri-ki-kiri-ki-ki-ki
Vamos a la granja I-A-I-A-O

Vamos a la granja I-A-I-A-O
Y ahí veremos un pato I-A-I-A-O
Y cuac-cuac-cuac y cuac-cuac-cuac
Cuac-cuac-cuac-cuac-cuac-cuac-cuac
Vamos a la granja I-A-I-A-O

Vamos a la granja I-A-I-A-O
Y ahí veremos una oveja I-A-I-A-O
Y be-be-be y be-be-be
Be-be-be-be-be-be-be
Vamos a la granja I-A-I-A-O

Vamos a la granja I-A-I-A-O
Y ahí veremos una vaca I-A-I-A-O
Y mu-mu-mu y mu-mu-mu
Mu-mu-mu-mu-mu-mu-mu
Vamos a la granja I-A-I-A-O

TIP: If you have a particularly enthusiastic group, have a little parade around the class. Encourage the students to act the parts of the animals. You can hand out tambourines, maracas, sombreros, and more to make the *granja* parade very lively! Continue singing the song as you transition to snack time.

Merienda & Notas Culturales:

Gather all the students on the floor and initiate a discussion about farm animals in Mexico. Explain that because cars and trucks are not always common in rural areas, some poorer people may take their farm animals to the market to sell in more unusual ways. Chickens are one common example, since they're pretty small. Some people transport chickens by bike (in crates on the back, usually), or they load them in gunnysacks or netting and take them on public buses. This is true not only in Mexico, but also in other Latin American countries such as Guatemala and Ecuador. Ask the students what they think about allowing animals on buses or moving them by bike. See if they know the rules for animals on the public transportation systems in your city, if there is a transport system in place. (Usually, all service animals are allowed, but any pets or other animals—if they are allowed—must be crated.) If you can, print some pictures from the internet as examples. Googling the words "bicycle" and "chicken" will get you started! Feel free to put on the CD as students finish eating. Be sure to limit snacktime to 5 minutes.



Note: See Day One for full *merienda* guidelines. As the students clean up from the *merienda*, have them join you in singing the class theme song as a transition.

Juego: En la granja vamos a ver/The Picnic Game

Beto: *¿Qué vamos a ver en la granja?* What are we going to see on the farm? *Se me olvidó.* I forgot.

Dani: *Clase, vamos a ayudar a Beto.* Class, let's help Beto!

Explain that they will be playing a memory game: *En la granja, vamos a ver...* (This game is a variation of "I'm going on a picnic and I'm going to bring.")

Teach the class the chant, "*En la granja vamos a ver*" by having them repeat it after you in two chunks. Be sure to emphasize what the phrase means. Be sure they understand that "y" means *and*, as they will need to use this during the game. (For the younger students you can simply say, "Vamos a ver...") If the students are comfortable with the chant, add clapping. The students should strike their knees twice with their palms and then clap their hands twice continuously to establish the rhythm. Explain that the students will all say the chant and go around the circle clockwise. Each student will need to say a new farm animal in Spanish. They can use any of the words from this lesson, as well as appropriate pets (like cats, dogs, and mice) from previous lessons. Students must remember what each person in front of them said and repeat that as well. Example:

Class: En la granja, vamos a ver...

Student one: vacas

Class: En la granja, vamos a ver...

Student two: vacas y cabras

Class: En la granja, vamos a ver...

Student three: vacas, cabras, y pollitos

Note: To reduce pressure on your students, you can have everyone say the complete list together before each student names the new animal word. Alternatively, for a competitive and capable class, you can continue playing until only a few students remain.

Activity: Mi granja

Explain to your class that they are going to help Dani and Beto's *abuelitos* by being *granjeros(as)* for the day. Teach the word *granjero/a* by having the students repeat it several times. Hand out the sheet called *Mi Granja* and have the students draw a picture of what they think the farm would look like. Have the students label the animals in Spanish. Help them do this by circulating through the room as well as by putting the words up on the board. While they are working, you can explain a bit about farms in Latin America. (E.g.: Many of them are still small-scale and old-fashioned. Cows are more likely to be milked by hand than they are here, and tractors may be pulled by horses.) Limit the activity to 5-7 minutes. Have the students write their names on the papers, collect them, and save them for the book you will compile for the final projects. As they are cleaning up their art supplies, sing the theme song or one of the other fun songs from today or a previous day's class.

Dani: *¡Qué padre! ¡Me gusta hacer arte!* How cool! I like to do art!



Beto: *¡Sí! Y también me gustan los animales.* See if your class can interpret this sentence. Praise their efforts to answer.

Dani: *Sí. Me gustan los animales también.*

Beto: *¿Cuáles?* Which ones?

Dani: *Advina... Guess!*

Teachers: Explain to your class that they need to help Beto guess which animals Dani really likes.

Juego: Pista Have small pictures of the farm animals copied two times and cut out. Divide the class into two teams: Team Dani and Team Beto. Line the two teams up facing you. Put a small bag in front of each line with a set of pictures in each. Explain that you are going to give a "pista" for a farm animal. The players at the front of the line must race to pick out the picture. They must then say the word in Spanish. Whoever does this the quickest, has the correct picture, and says the right word, scores a point for the team. The players then go to the end of the line and the next players in line will be given the next clue. Some suggested clues are listed below. Feel free to add more! **Note:** If your class is older, you may want to put the words in Spanish instead of pictures in the bags to make the game a bit more challenging and to speed it up.

Clues:

I need to be milked

I like rolling in the mud!

You can ride on me.

I waddle.

I can be your wakeup call!

Puppet Time! After the game is over, pick the puppets up and continue the dialogue.

Beto: *¡Qué divertido, Dani!* How fun, Dani!

Dani: *Sí, me gustan los juegos.* Yes, I like games.

Beto: *¡Vamos a jugar otro!* Let's play another one!

Juego: Charades

In order to reinforce 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 or body part into each player's ear. When you say start the players will act like that animal (no talking allowed!). Whichever team guesses the correct vocabulary word in Spanish first scores a point for his or her 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, have teams raise their hands to give their answers instead of shouting them out so you can be sure who answered first.

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.

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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
Adiós--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 enjoy the "A Rusti Cha" song, the **counting song**, or play a fun game of **Galletas** (the flyswatter game) or **Around the World**.