

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

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

Day 5 Target Vocabulary: El Mar

<i>el tiburón</i>	shark	<i>el pulpo</i>	octopus
<i>el delfín</i>	dolphin	<i>estrella de mar</i>	starfish
<i>los peces</i>	fish (review)	<i>caballito de mar</i>	seahorse
<i>la ballena</i>	whale	<i>la playa</i>	the beach
<i>la tortuga</i>	turtle (review)	<i>el mar</i>	the ocean
<i>el cangrejo</i>	crab	<i>el agua</i>	water
<i>el pájaro</i>	bird	<i>la arena</i>	sand

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, 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 to use gestures, other non-verbal 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.**" 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. "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 day before 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 fueron al zoológico.* Last week, Dani and Beto went to the "zoológico." *¿Qué significa "zoológico"?* What does "zoológico" mean? (Have the whole class repeat "zoológico" and be sure to praise any students who try and answer.) *¿Cuáles animales vieron?* What animals did they see? (Have the students name as many as they can.)

Repaso: Sort/Scramble

For this game, you will need two sets of the vocabulary card clip art from this unit for pets, farm animals, and zoo animals on index cards. Divide your class into two teams: Team Dani and Team Beto. There are three rounds: one for pets, one for farm animals, and one for zoo animals. When you name a type of animal (*mascota, granja, or zoológico*), each team races to see who can gather all of the animals in that category from their cards. The first group done earns five points. Once they have gathered their set, they can earn an extra ten points by correctly naming all the animals in Spanish. (To ensure success, be sure to determine and review the animal groupings ahead of time: agree on whether a snake is a pet or a zoo animal, for example. Also, review all the animals' names ahead of time with flashcards.) **Variation:** Have two sets of animal pictures from the vocabulary covered thus far in two bags. Divide the class into two teams and have them form two lines, one in front of each bag. When you call out an animal in Spanish, the first person in line from each team must race to find the corresponding animal in the bag. Whoever does this first scores a point for the team and both players move to the back of the line and the game resumes with a new animal.

Puppet time! Pick the puppets back up and continue the conversation. Before class, try to come up with a way to create sandy beach and ocean water settings for teaching the vocabulary words. For example, if you have plastic versions of the animals, you may hide the sand-dwellers (bird and crab, as well as the turtle from the pets lesson) in a shallow box of sand and the water-dwellers in a bowl or bucket of water. As an alternative, you might put the vocabulary words on cards that you then put in plastic Easter eggs. Seal the eggs tightly and set them in the water or the sand. As a final option, consider putting the vocabulary cards in Ziplock baggy and putting them in the water or sand. Continue with the lesson below. (To simplify, you can draw a beach scene and have the animal pictures taped on it, but try to have some visual—and ideally, multisensory—experience for your students.)

Beto: *Dani, ¿qué vamos a hacer hoy?* Dani, what are we going to do today?

Dani: *Hmm... ¿Quieres ir a la playa?* Do you want to go to the beach?

Beto: *¡La playa! Sí, ¡vamos a la playa!* The beach! Yes, let's go to the beach!

Teacher: *Clase, ¿Qué es "playa"?* What does "playa" mean? *Sí, "playa" es "beach."*

Beto: *¿Vamos a ver animales en la playa?* Are we going to see animals at the beach?

Dani: *¡Si tenemos suerte!* If we're lucky! *¡Vamos a la playa!* Let's go to the beach! (Make sure your class understands the word "playa" and its meaning. Have them repeat the word.)

Teacher: Ask your students what types of animals they might see at the beach. As they answer, share the Spanish terms for the different animals. Once they've had a good opportunity to guess some animals, pull out the sand and water where you have placed the vocabulary words.

Dani: *En la playa, hay animales que viven en el mar.* At the beach, there are animals that live in the ocean. (Show the class the bucket of water. Have them repeat "el mar." Make sure they understand the meaning. Then, have one student reach into the bucket and remove a vocabulary word or object. Look at it as a class, using the dialogue that follows for fish as an example.)

Beto: *En el mar, hay peces.* In the ocean, there are fish.

Teacher: *¿Qué son peces? Sí, peces son fish.* (Give the card or vocabulary object to the student who pulled it. S/he should place it in front of him or herself, where everyone can see it as the activity continues. Have another student draw and use the puppets to teach the vocabulary.)

Beto (example only): *También hay tiburones.* (Show the class the card. Have them practice the vocabulary word, then give that student the shark card to safeguard.)

Teacher: Continue this pattern for *delfín, estrella de mar, caballito de mar, pulpo, and ballena.*

(Notes: Be sure to hold up all the pictures again and have the class say the corresponding words in Spanish. You will use the sand and sand animals later in class; save it for then.)

Cantamos: Animales del mar

To further reinforce the vocabulary sing the following song to the tune of "My Bonnie Lies Over the Ocean." **You can see the song performed in the video posted on the intranet.** After the students are familiar with the lyrics, make sure to teach the gestures (shown on the video, or you can make your own) to enhance learning and clarify the meaning of *nadan*.

Animales del Mar (To the tune of "My Bonnie Lies Over the Ocean")

Los peces nadan en el mar
Nadan en agua azul
Los tiburones y pulpos
Y caballitos de mar

Nadan, nadan los animales del mar
Nadan, nadan, los animales del mar

Ballenas también nadan
Nadan en agua azul
Delfines también nadan
Y estrellitas de mar

Nadan, nadan los animales del mar
Nadan, nadan, los animales del mar

Actividad: Moveable Ocean Picture

For each child, you will need two pieces of blue construction paper, a set of pictures of marine animals from the lesson, crayons or markers, scissors, and glue. In addition, you might choose to bring in sand or coarse salt to use around the edges as the shore.



To start, fold one piece of blue paper in half. Starting at one end, cut slits of varying length into the paper (the cuts should start at the fold, go through it, and **not** reach all the way to the two open ends). Space the cuts at least 3/4" apart and make as many as you can. When you unfold the paper, you will have several slits running through the center, but the paper should still be in one piece. Now, glue just the edges of this cut and unfolded paper to the other blue sheet. The students can now cut out the animal shapes and slide them into different slits. They should write the Spanish name on all the animals. If they have time, they can color them, add sand to their art, and then have the animals "swim" by moving them along the strips. To limit the time for this activity, you may want to cut the blue paper ahead of time and encourage students to color the animals at home. You can also print the clip art in color from your printer if that is easier. Make sure to have students write their names on their projects. Collect them and keep them in a safe place for the final folder you will prepare on the last day of class. **You may want to allow your students more work time for this activity at the end of class** if you finish the other activities early.

Juego: Charades

Beto: *Dani, ¿cuál es tu animal favorito?* What is your favorite animal?

Dani: *Hmmm...me gusta el tiburón. ¿Qué te gusta a ti?*

Beto: *El caballito de mar.* (Check to see if your class remembers what animals these are.)

Teacher: Explain to your class that the animals are all different and special, and they are going to have a chance to play a game where they will act like some of these amazing animals! To review, they will be playing charades. Divide your class into two teams, Team Dani and Team Beto. Take one student from each team up to the front and whisper the name of animal in Spanish in the students' ears. Make sure they can whisper back to you the English name. When you start the game, the students must try to act like that animal, without making noises. The first team to correctly guess the animal being portrayed earns a point. Continue playing for 5-7 minutes. (You can include animals from previous lessons as well, if you wish.)

Puppet Time: Pick up the puppets and continue the conversation below.

Beto: *¡Qué divertido! Me gustan los juegos.* How fun! I like games.

Dani: *Sí. Y me gusta la playa.* And I like the beach. *Hay muchos animales en el agua.* There are many animals in the water.

Teacher: *¿Qué es "agua"? Sí, "agua" es "water." "Agua" es el mar.* (Support your students as they make connections and interpret these sentences. Be sure they understand that *agua* is the word for any type of water.)

Beto: *También hay animales en la arena.* There are also animals in the sand.

Teacher: *¿Qué es "arena"? Sí, "arena" es "sand."* (Bring out the "sand box" with the buried vocabulary again.)

Dani: *Sí, en la playa, hay animales que viven en la arena.* At the beach, there are animals that live in or on the sand. (Show the class the box of sand. Have them repeat "*la arena*," and make sure they understand its meaning. Then, have one student reach into the box and remove a vocabulary word or object. Look at it as a class, using the dialogue that follows as an example.)

Beto (Example only): *En la arena, hay cangrejos.* In the sand, there are crabs.

Teacher: *¿Qué son "cangrejos"? Sí, cangrejos son crabs.* (Give the card or vocabulary object to the student who pulled it. S/he should place it in front of him or herself, where everyone can see it as



the activity continues. Have another student draw a word while you use the puppets to teach the vocabulary.)

Dani: *En la arena, hay pájaros.* On the sand, there are birds.

Teacher: *¿Qué son "pájaros"? Sí, pájaros son birds.* (Give the card or vocabulary object to the student who pulled it. S/he should place it in front of him or herself, where everyone can see it.)

Dani: *En la arena, hay tortugas.* In the sand, there are turtles.

Teacher: *¿Qué son "tortugas"? Sí, tortugas son turtles.* (Give the card or vocabulary object to the student who pulled it. S/he should place it in front of him or herself, where everyone can see it.)

Juego: El Huracán

Explain to your class that a hurricane has come and mixed up *los animales del mar y los animales de la arena*. Divide your class into two teams: Team Beto and Team Dani. Have two sets of the animal pictures copied and put each set in paper bags. (Or beach buckets to be fun!) Have the teams line up into two lines facing the bags/buckets. You will call out the name of two animals in Spanish, one from the sea and one from the sand, and the players at the front of the line must race to pull out the pictures that correspond to the words you call out. Whichever player does this the quickest scores a point for the team. You can then move on to the next players and a new combination.

Activity Note: You can further this activity by having the students create an "Animal Loco." Assign each student an animal combination, e.g., *cangrejo delfín*. Students will use the provided sheet to draw their unique animal, using their imaginations. Be sure to walk around and help students label the animals in Spanish on the back of the paper. To wrap up and reinforce learning, have each student come to the front of the room when finished and show their picture. The other students can guess (in Spanish!) which two animals were combined.

Merienda & Notas Culturales:

Gather all the students on the floor and initiate a discussion about two topics related to "el mar". The first topic is related to sea turtles. Explain that sea turtles nest in coastal areas all over the world, including on the coast of Mexico and other Latin American countries such as Panamá, Ecuador, and more. Turtle eggs are a traditional delicacy in many of these areas, which is a problem because of the endangered status of many sea turtles. For example, in 2004, seven men were arrested in southern Mexico for being found in possession of 9,000 protected turtle eggs in the back of a truck. In addition, you may choose to read them a short story about turtles such as the Panamá-based story *Sand Turtles* by Michael Erhart. The second discussion is related to the sharks that live in Lake Nicaragua. Ask a volunteer to help find Nicaragua on the map. Explain that Lake Nicaragua is sometimes called *El Mar Dulce* or the sweet sea. This is because though it is a freshwater lake, sharks live there! Hold up the corresponding pictures from the intranet as you lead this discussion.

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

Juego: Tag and Release (variation on the Flyswatter Game)

For young children, you will want to use the course clip art for the animals. For older children, you may choose to use more dramatic and complex art, such as these printable posters from Monterey Bay Aquarium: http://www.mbayaq.org/lc/activities/poster_ispy.asp

Teacher: Ask your students if they know how scientists study animals in the wild. If necessary, explain to them about tag and release programs, in which animals are tagged with an identifying band, chip, or tag, then released into the wild. When scientists do field work in the future and see a tagged animal, they can provide information on where that animal is, how it is, and what it's doing. Explain that the students are going to imagine that they are scientists tagging and releasing a variety of ocean animals. Using the clip art or posters, briefly review the vocabulary covered thus far (you may stick with today's alone or supplement it with previous days' vocabulary for more of a challenge). Divide the class in two teams, Científica Dani and Científico Beto. Explain that they are competing to tag as many animals as possible and that they are slapping on the tags with a flyswatter. Post the clip art or the posters at the front of the room, invite up one student from each team, and hand each one a flyswatter. When you name an animal in Spanish, they should try to "tag" it as quickly as possible with their flyswatters. The first person to do so wins a point for the team. Continue playing for 5-7 minutes.

Juego: Animal Relays

Use this game to review a variety of the animals covered to this point. Explain to your students that not all animals are so easy to tag; some of them try to run away! Form 2-4 teams with your class and clearly mark where the relays will begin and end. Choose animals that are distinct and easy to recognize by movement, such as a *cangrejos* (walking sideways), *serpientes* (army-style belly-crawl), *pollos* (toes out and flapping wings), *caballos* (skipping or galloping), *tigres* (on all fours), and *papagayos* (running and flapping wings), to name a few examples. Practice the movements before the relays begin so your students clearly understand what movements correspond with each animal. When you call out an animal in Spanish, the student in the front of each line must first determine what animal you called and then race as that animal to the finish line and back again. As soon as they reach the finish line and are headed back, prepare the next students by telling them in Spanish what animal they will be once they are tagged. Continue until you've made it through each student in line. Award the winning team a small prize, such as some animal stickers. **TIPS:** Make sure to review the rules and consequences before beginning this or any very active game. Also, make sure to do this in a large, clear space for everyone's safety. If you don't have access to such a space, keep the activity more contained by making it a Simon Says activity; when you tell them "*Simón dice: sea tigre!*" they must act like that animal, including making any appropriate noise.

Alternate Juego: It is possible that your older students won't want to act out the animals, so instead play a fun game of *Asiento Caliente*, incorporating various animals. (Find instructions on how to play this game in the Day Four lesson plan.)

Actividad: 20 Preguntas

This game is played like traditional 20 questions, though it's up to you if you want to make it exclusively yes or no questions or something more open-ended. For a successful game, you will need to prepare your class by covering what a good question looks like. Some suggestions include:

- ¿Vive en el mar/la arena/la granja/el zoológico?
- ¿Tiene patas?
- ¿Es mascota?
- ¿Tiene plumas/pelo?
- ¿Es grande/chico?



To play, you (or a student, if you choose) will think of an animal. It is then the class' responsibility to try to guess the animal you are thinking of using only twenty questions. Traditionally, the students can only ask yes/no questions, e.g., "Does it have feathers?" As you answer yes or no, the student can make a mental list of what animals it may be, then ask more questions to narrow it down from there. To simplify the game, you may wish to use multiple choice or open-ended questions such as "Does it live in the zoo, at the beach, or at the farm?" or "Where does it live?" (if you have some higher-level students that know questions words). To simplify the game further, you may wish to select some animals from the clip art and post those on the board, then limit the game to one of the displayed animals.

Cantamos: To wrap up class, sing the theme song together as a class or one of the other fun songs from previous classes.

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

Dani: *¿Te gusta la playa?*

Beto: *Sí, me gusta la playa mucho.*

Teacher: *¿Les gusta la playa también?* Do you all like the beach, too? Encourage student responses.

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
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 allow the students more time to color the movable ocean pictures they made. You can also play fun games of *Perro Caliente*, **BINGO**, or **Around the World**,