

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

Lesson Plan 6 Note: All activities should take 5-7 minutes.

**Day 6 Target Vocabulary: La selva**

<i>el mono</i>	monkey	<i>la selva</i>	jungle/rain forest
<i>la mariposa</i>	butterfly	<i>la hormiga</i>	ant
<i>el jaguar</i>	jaguar	<i>la rana</i>	frog
<i>el quetzal</i>	quetzal bird	<i>el loro/el papagayo</i>	parrot (review)
<i>el colibrí</i>	hummingbird	<i>En la selva hay...</i>	In the jungle/rain forest there are...

**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 to use gestures or cognates to understand the Spanish you use. 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 previous 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! (Prompt your class to respond, greeting Dani and Beto.)

**Teacher:** *La semana pasada, Dani y Beto fueron a la playa.* Last week, Dani and Beto went to the "playa." *¿Qué significa "playa?"* What does "playa" mean? (Have the whole class repeat "playa" and be sure to praise any students who try and answer.) *¿Cuáles animales vieron?* Which animals did they see? (Have the students name as many as they can by raising their hands to answer.)

### Repaso: Scattergories

Divide your students into two groups, Equipo Dani and Equipo Beto. Give each one a piece of paper. When you call out an animal group (such as *animales en la granja*, *animales en el zoológico*, *mascotas*, or *animales en la playa*, your students will race to write down or draw as many as they can think of. Allow them only 1-2 minutes to write down or draw as many as they can. Then, have one team read off the animals they have listed for that particular group. The other team must listen carefully and let the first team know if they have any particular animal listed as well. Once they have named all their animals, the other team can list any animals they had that weren't named. Each team gets one point for the animals they listed that the other team did not. Play another round or two until the 5-7 minutes are up. Award a sticker or other small prize to the winners. (**Hints:** Review the animals beforehand to ensure this activity is a success. You can also remind them of the categories you decided on last week. As an alternative, play this as a sort game where the students pull clip art cards for the category you name from a complete collection before time is up.)

**Puppet time!** Pick the puppets back up and continue the conversation. If you can, pick up a CD of jungle noises from the library to use during this lesson. Also make sure you have both the class parrot and a map of Mexico handy for this section.

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

**Dani:** *Hmm. No sé. ¿Quieres jugar con (parrot's name)?* Do you want to play with \_\_\_\_\_?

**Beto:** *Sí, ¡vamos a jugar con el papagayo!* Yes, let's play with the parrot!

**Dani:** *Hola, \_\_\_\_\_.* *¿Cómo estás?* How are you?

**Parrot:** (Sadly) *¿Cómo estás? ¿Cómo estás?*

**Beto:** *Dani, ¿está triste \_\_\_\_\_?* Is \_\_\_\_\_ sad?

**Teacher:** *Clase, ¿qué es "triste?"* What does "triste" mean? *Sí, "triste" es "sad."* *¿Está triste el papagayo?* Do you think the parrot is sad?

**Dani:** *¿Por qué estás triste, \_\_\_\_\_?* Why are you sad, \_\_\_\_\_?

**Parrot:** *No hay selva.* There isn't any jungle.

**Beto:** *¿Extrañas a la selva?* Do you miss the jungle?

**Parrot:** *La selva...la selva...¡irrrra! Me gusta la selva...*

**Teacher:** *Clase, ¿qué es "selva?"* What does "selva" mean? *Sí, "selva" es "rain forest" or "jungle."*

**Beto:** *Pobre \_\_\_\_\_.* Poor \_\_\_\_\_. *Dani, ¿podemos ir a la selva?* Dani, can we go to the rain forest?

**Dani:** *Hmm...es posible. Maybe. Nuestra prima Marta está estudiando los animales en la selva.* Our cousin Marta is studying animals in the selva. *Mira.* Look. (Grab the map of Mexico.) *Nosotros estamos aquí.* We are here. (Point to Mérida, near the tip of the Yucatán Peninsula.) *Marta está en la selva aquí.* (Indicate the southernmost part of Mexico, just north of Guatemala, which is the state of Chiapas. Ask the students to interpret what Dani said; offer support and praise.)

**Beto:** *Vamos a visitar a Marta.* Let's visit Marta.

**Parrot:** *¡Vamos! ¡Vamos!*

**Dani:** *¡Vamos a visitar la selva!* (Again, encourage your class to interpret this, offering support and praise.)

### **Introducing New Vocabulary: "Hay un animal..."**

Explain that Marta is coming to pick up Dani and Beto to take them with her to the *selva* for a week. Dani and Beto are so excited that they can't stop talking about what it will be like to go with Marta. Naturally, the parrot is also very excited to visit its former home. While they wait for her to come, they try to learn more about the types of animals they might see in the *selva*. \*Be sure to teach the key phrase before the game: *En la selva hay...* You may also want to quickly review animal body parts beforehand as well; the flashcards are a good resource.

For this activity, you will need to pair up your students (try to pair stronger students with weaker ones or older ones with younger ones) and give each pair a **complete copy of the labeled clipart for the jungle animals** (*colibrí, mono, hormiga, loro, quetzal, jaguar, mariposa, and rana*), cut apart. The students should spread the cards in front of them so they can see them all. You will go through the vocabulary words one at a time, giving your students clues about the animal you have chosen. After 3 clues (but not before; you want to reinforce **learning**, not guessing), each pair can hold up the card for the animal they think you are describing. The first correct pair for each animal can get a small prize, such as an animal sticker or peso. Use the samples below to guide the activity, and make sure to give your students plenty of nonverbal cues to help them remember the meanings of the vocabulary words.

**Dani:** *En la selva, hay un animal con cuatro patas...* (Students may be considering frog, jaguar, and monkey)

**Beto:** *En la selva, hay un animal con cuatro patas y una cola...* (Students may be considering jaguar and monkey)

**Dani:** *En la selva, hay un animal con cuatro patas y una cola, y es grande.* (When a student holds up the jaguar picture, continue the conversation below. If no one does, give another clue first.)

**Teacher:** *Sí, en la selva, hay un jaguar. Clase, ¿qué es jaguar? Sí, un jaguar es un "jaguar."* (Have the class repeat the word while everyone holds up the picture.)

**Dani:** *En la selva, hay un animal con dos ojos...*

**Beto:** *En la selva, hay un animal con dos ojos. No tiene orejas.* (Make sure to use gestures: shake your head vigorously when saying "No tiene...")

**Dani:** *En la selva, hay un animal con dos ojos. No tiene orejas. Este animal tiene seis piernas.* (The animal is an ant. Make sure to give the most specific clue last—in this case, it's the only animal that has six legs.)

**Teacher:** *Sí, en la selva, hay hormigas. Clase, ¿qué es una hormiga? Sí, una hormiga es un "ant."* (Have the class repeat the word while everyone holds up the picture.)

Continue the activity until all the animals have been covered.

### **Juego: Animal Ambush**

For this game, you will need one piece of construction paper for each jungle animal. Ahead of time, tape the labeled clipart to the construction paper. You will also need a musical CD or a CD of rain forest animal sounds (available at some libraries). Hold up all the cards again and have the students repeat the animal names with you to ensure the following activity is a success.

**Dani:** *Vamos a buscar animales en la selva, Beto.* Let's look for animals in the jungle, Beto.

**Beto:** *Sí. Vamos a practicar buscando animales.* Let's practice looking for animals.

Lay the cards on the ground around the room, but don't spread them too far apart (you don't want kids to run too far or fast; just allow them a good chance to move and wiggle). Group your students in the middle. Explain that as everyone knows, you have the most luck seeing animals when you are quiet. You will play the CD of rain forest sounds or music on a low volume, and the students will walk slowly and quietly around the room. (Encourage them to be as sneaky and theatrical as possible.) When the CD stops, everyone should freeze. Then you, the guide, will tell them what animal came out from the forest in the silence. When you name it, everyone must quickly and silently rush to that square. If you choose, the last person to that square can be "out" (along with anyone being unsafe), or you can simply put the music back on again and allow everyone to keep playing until the 5-7 minutes are up. **TIPS:** Make sure to go over rules and consequences with your students before playing, that the room is clear of obstacles, that you have reviewed the vocabulary cards. Another way to make it safer is to post the pictures on desks or the wall and tell everyone that their goal is to get one finger on the named picture; it cuts down on impacts.

### **Cantamos: *En la Selva***

The following song should be sung to the tune of "The Lion Sleeps Tonight" (*In the Jungle, the Mighty Jungle*). Sing it for your kids once through, then teach it to them line-by-line. Have them translate it as they learn it, and make sure to explain any part they don't know. Eventually, add in gestures they can use to reinforce learning and/or the animal sounds they have learned. This is a fun one, so you may want to sing it a few times! **You can see the song performed in the video posted on the intranet.**

#### **En la Selva (To the tune of "The Lion Sleeps Tonight")**

En la selva, en la selva  
Hay muchos pájaros  
Quetzales y colibrís  
Y papagayos

A whooooo---ooo-ooo-ooo en la selva  
A whooooo---ooo-ooo-ooo en la selva

En la selva, en la selva  
Hay muchos animales  
Hay jaguares, los gatos grandes  
y ranas de colores

A whooooo---ooo-ooo-ooo en la selva  
A whooooo---ooo-ooo-ooo en la selva

En la selva, en la selva  
Hay muchos insectos  
Hormiguitas y mariposas  
Los insectos chiquitos

A whooooo---ooo-ooo-ooo en la selva  
A whooooo---ooo-ooo-ooo en la selva  
A weema-wek, a weema-wek.....

**Merienda & Notas Culturales:**

Gather all the students on the floor and initiate a discussion about a couple special jungle animals: the quetzal bird and the jaguar. Explain that Southern Mexico, Guatemala, Belize, El Salvador, and Honduras are home to an indigenous group known as the Maya. (You can show the students where these countries are on the map or ask a volunteer to find them.) Explain that in Mexico the Maya sometimes live in Mayan communities, but other times they live integrated with Mexicans in towns and cities. The Maya can trace their roots back thousands of years, long before the Spaniards came to the Americas. Modern Maya are very different from the ancient Maya who lived thousands of years ago, but in both ancient and modern Mayan civilizations, the quetzal bird and the jaguar were regarded as special animals. Quetzal feathers and jaguar stones were very valuable in ancient Mayan culture and religious ceremonies. The male quetzal bird has beautiful, emerald-green tail feathers that can be nearly three feet long. When he flies, they stream like a banner behind him. Even today, when the Maya dress up for traditional dances, you will see people wearing jaguar costumes or costumes decorated with quetzal feathers. The jaguar looks much like a leopard: yellowish with black spots (though the black rosettes have a spot in the center with jaguars). Some jaguars (sometimes called black panthers) are black with faint black spots on top, but those are rare. An interesting thing about the quetzal bird is that it was chosen as the symbol of Guatemala because it must be free to survive. In fact, it will usually die if it is captured. The Quetzal is also the currency of Guatemala. Be sure to hold up the pictures that go along with this activity, which are found on the intranet.

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

**Actividad: Quetzal Feather Art**

You will need copies of the **quetzal picture** located on the intranet, scissors, glue and/or glue sticks, and bags of bright green, red, and white feathers for this project. (You can find large bags of inexpensive feathers at craft stores.) Show the students the pictures of the quetzal provided on the intranet.

**Beto:** *Quiero ver un quetzal en la selva con Marta.* I want to see a quetzal in the jungle with Marta.

**Dani:** *Yo también. El quetzal es muy bonito.* Me too. The quetzal is very beautiful.

**Beto:** *¿Podemos dibujar el quetzal?* Can we draw the quetzal?

**Dani:** *¡Claro!* Of course!

Explain to the class that they are all going to make pictures of the quetzal. They will be using a traditional art technique from Mexico; rather than drawing their picture, they will use feathers to build it! Using the reference images you printed off along with the handout, each student will construct a resplendent quetzal. Make sure to have all students write their names on the pictures, then safeguard them for the final folder you will give them on the last day of class.

**Cantamos:** As the students clean up from the quetzal activity, sing one of the songs from this or previous classes.

**Juego: Concentración**

Have the jungle animal pictures on a set of notecards and their Spanish vocabulary equivalents on another set. Write numbers on the back of them. Tape them up at the board in a random manner with the number facing out. Have all of the students sit in a circle on the floor facing the board. The goal of this activity is for the students to practice saying the vocabulary words for this lesson and associating the correct images with them. Therefore, the students will ask for a card by saying that number. Example: Card 6. They will then guess where the matching card is-Example: Card 20. You will then flip both cards over for the class to see. If they are a match, take those cards down and give the pair to the student. If they are not a match, turn them back over and the next student gets a



turn. The student with the most pairs wins! **TIPS:** If you have a class of all younger students you may want to have two sets of pictures instead of one set of pictures and one set of words. That way they can look for the pictures but they still have to say the name of the animal they see on the picture. Also, you may want to show the flashcards of the vocabulary and have everyone repeat the words in Spanish before starting the game to ensure for a successful activity. Finally, have the class repeat the word for the matching pairs as they are found to reinforce learning.

### Repaso: Pick 'Em Review

For this activity, you will need a bag of Skittles, stickers, animal crackers, or dried beans, depending on your preferences. Pass the bag around and allow each student to take a handful; do not stipulate how much they can take beyond that. Do explain that they are not to lose, use, or eat anything until they have additional instructions. Once everyone has drawn, the game begins. For every object the student took, that student must name a vocabulary word they have learned in class. If the student took five Skittles, s/he must name five words: *pollito*, *gato*, *rana*, *caballo*, and *papagayo*, for example. If the student is successful, you may choose to allow them to keep or eat the Pick 'Em items (assuming you used edible or prize-type items).

### Repaso: Speed Animals

Another fun way to review all the animals is a game of Speed Animals! Have the class sit in a big circle on the floor and hand a student a ball. The student must then say the name of an animal they have learned thus far and then as quickly as possible pass the ball to the next student who must say a different animal. The goal is to go around the circle as fast as possible. Students only get ten seconds to say an animal and they cannot repeat any words previously used. If they repeat an animal or can't think of one in ten seconds, they come out of the circle and help you referee. Keep playing until only two students remain. They are the winners!

**Cantamos:** To wrap up class, sing the "*Animales del mar*" song from last time together as a class, or review the "*En la selva*" song from today.

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

**Dani:** *¿Te gusta la selva?*

**Beto:** *Dani, no fuimos a la selva.* Dani, we didn't go to the selva.

**Dani:** *Pero sí vamos a ir a la selva.* But we are **going to go** to the jungle.

**Beto:** *¡Sí! Vamos a a la selva con Marta.*

**Dani:** *Exactamente.*

**Teacher:** *Clase, ¿quieren ir a la selva con Dani y Beto la próxima vez?* Do you all want to go to the jungle with Dani and Beto next time? (Encourage student responses.)

**Dani:** *Hasta la próxima vez.* Until next time. *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 Adiós**  
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, sing one of the class songs, allow the students more time to color the movable ocean pictures they made last time, finish their quetzal pictures if necessary, or play a game of **BINGO** or **Around the World**.