

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

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

Day 7 Target Vocabulary: La selva

<i>científico/a</i>	scientist	<i>interesante</i>	interesting
<i>el diario</i>	journal	<i>libre</i>	free
<i>el murciélago</i>	bat	<i>amable</i>	friendly
<i>feroz</i>	fierce, ferocious	<i>Vamos a la selva</i>	Let's go to the jungle

Preparing for class: Have the nametags ready for all of the students. Be sure to read this lesson plan carefully so that 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, other nonverbal cues, or 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!

***Note:** After today's class you will need to assemble the compiled student work you have been saving. You can put those items and the science journal from today into an inexpensive folder, which the students can decorate, or you can make a small book. One way to do this is by stacking the papers and laying them between two pieces of construction paper. Staple the left side to create the book.

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 hablaron de su prima Marta.* Last week, Dani and Beto talked about their cousin Marta. *¿Quién es Marta?* Who is Marta? *¿Dónde vive?* Where does she live? (Have the whole class repeat "la selva" and be sure to praise any students who try and answer.) *¿Qué está estudiando Marta?* What is Marta studying? (Once someone mentions animals, challenge the students to name as many animals as they can remember from the last class. Use the flash cards to prompt them once they get stuck.) *¿Se acuerdan de los animales de la selva?* Do you remember the jungle animals?

Repaso: BINGO

Give each student a blank Bingo card from the supplementary materials and let them draw or write in the animal words they have learned. (Make sure to limit this prep time to only a few minutes.) Hand out dry beans for students to use to mark their spaces. Then, begin calling off different vocabulary and the corresponding Bingo letter in Spanish. Example: *I- quetzal, B- gato, N- hormiga.* Keep track of what you call so you can verify accuracy when a student calls out "¡Bingo!" To keep all students engaged, the potential winner must show you his/her card and name each animal in Spanish while the class watches and listens to make sure s/he is correct. Award a sticker or other small prize to the winner and continue playing until 5-7 minutes are up. **TIP:** To stay more easily in the time frame, limit this activity to specific animals, such as zoo and jungle animals only, or pets and farm animals only.

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.

Beto: *Dani, ¿cuándo viene Marta?* Dani, when is Marta coming?

Dani: *Hmm... No sé.* I don't know.

Beto: *¡Yo quiero ir a la selva!* I want to go to the rain forest!

Dani: *Sí, sí. Marta va a llegar pronto.* Marta will be here soon.

Beto: *¿Qué vamos a hacer ahora?* *Estoy aburrido.* What are we going to do now? I'm bored.

Dani: *¡Vamos a cantar!* Let's sing!

Cantamos: *En la Selva*

To further review, sing the "En la selva" song from the last class. Remember to use gestures and encourage your students to ham it up! See Day Six for complete lyrics.

Puppet time! Pick the puppets back up and continue the conversation. Make sure to have the class parrot on display as well. You will also need to have the image of Marta handy.

(Knock loudly on a desk or on the wall.)

Dani: *¡Marta!*

Beto: *¡Marta!*

Marta: *¡Hola, Dani! ¡Hola, Beto! Hola...* Bueno, *¿cómo se llama el papagayo?* What is your parrot's name?

Beto: *Se llama _____.* *El quiere ir a la selva también.* He wants to go to the selva, too!



Marta: *¡Está bien! Okay! ¿Están listos?* Are ready?

Teacher: *Clase, ¿están listos?* Are you ready? (Encourage a hearty response!)

Marta: *¡Esperen! Ustedes no están listos.* Wait! You all aren't ready.

Dani: *¿No?*

Marta: *No. No tienen diarios.* No. You don't have journals! *Los científicos siempre tienen diarios.* Scientists always have journals. (Teachers: Teach the words *diario* and *científicos* by having the students repeat them several times.)

Actividad: Diarios

Explain to your students that they all need to make *diarios* to take with them to the *selva* to keep track of what they find. Hand out the cover page from the intranet as well as two blank papers. Have the students put the white paper on top of the cover and fold it at the seam. Staple the left side to create a book. Ask the students to take out any crayons or markers they have and add their names. Limit this activity to 5-7 minutes.

Introducing New Vocabulary

For this section, make sure to have a wide variety of the clip art from all the animal lessons on cards (about 15-25 cards total, depending on the developmental level of your group). You will also need the vocabulary words *libre*, *feroz*, *amable*, and *interesante* on different colors of construction paper. (For younger students, consider adding visuals to these signs: a smiley face for *amable*, an angry face for *feroz*, a Mexican flag or quetzal for *libre*, and a picture of your choice for *interesante*.) Gather your students in a circle on the floor, grab your puppets, and spread out the cards (face-up) in the center of the circle.

Beto: *Tenemos diarios.* We have journals. *¿Ahora estamos listos, Marta?* Are we ready now, Marta?

Marta: *Casi. Es importante estar seguro en la selva.* Almost. It's important to be safe in the *selva*. *Los animales en la selva son diferentes.* The animals in the *selva* are different.

Dani: *¿Diferentes de qué?* Different from what?

Marta: *Son diferentes que las mascotas.* (See if your class can interpret this; offer support and praise.) *Son diferentes que los animales en la granja.* (Again, support your class as they interpret this.)

Beto: *¿Cómo son los animales de la selva, Marta?* What are the animals in the *selva* like, Marta?

Marta: *Los animales en la selva son libres.* The animals in the *selva* are free.

Teacher: *Clase, ¿qué es "libre?"* (Hold up the *libre* construction paper.) What does "*libre*" mean? *Sí, "libre" es "free."* *¿Cuáles animales son libres?* What other animals are free? (As your students name different animals, have them come and select the cards for those animals from the scattered cards and place them under the *libre* sign.) As each one is added, have the class repeat this sentence: _____ *es libre*.

Marta: *Unos animales en la selva son amables.* Some animals in the rain forest are friendly.

Teacher: *Clase, ¿qué es "amable?"* (Hold up the *amable* construction paper.) What does "*amable*" mean? *Sí, "amable" es "friendly."* *¿Cuáles animales son amables?* What animals are friendly? (As your students name different animals, have them come and select the cards for those animals from the scattered cards and place them under the *libre* sign.) As each one is added, have the class repeat this sentence: _____ *es amable*. Make sure they end by saying that the class parrot is friendly!

Marta: *Otros animales no son amables.* Other animals are not friendly. *Por ejemplo, el jaguar es feroz.* For example, the jaguar is fierce/ferocious. (If your younger students don't recognize the words fierce or ferocious, try explaining it as dangerous.)

Teacher: *Clase, ¿qué significa "feroz?"* (Hold up the *feroz* construction paper.) What do you think "*feroz*" means? *Sí, "feroz" es "fierce" or "ferocious."* *¿Cuáles animales son feroces?* What other animals are fierce? (As your

students name different animals, have them come and select the cards for those animals from the scattered cards and place them under the *feroz* sign.) As each one is added, have the class repeat this sentence: _____ *es feroz*.

Dani: *Entiendo*. I understand. *Los animales en la selva son libres*. (Have your class interpret.) *Hay animales amables*. (Again, have your class interpret, supporting them as needed.)

Beto: *¡Y hay animales feroces!* (Have your class interpret.)

Marta: *Exactamente. Pero todos los animales son interesantes*. (See if your class can guess at the meaning of *interesante*; let them know it's very similar to the English word.)

Teacher: *Clase, ¿qué es "interesante?"* (Hold up the *interesante* construction paper.) What does "*interesante*" mean? *Sí, "interesante" es "interesting."* *¿Cuáles animales son interesantes?* What animals are interesting? (At this point, pass the *interesante* paper around the circle like a talking stick. Whoever has it must say the animal they find most interesting in Spanish; e.g., *El delfín es interesante. El león es interesante. La mariposa es interesante.*)

Beto: *¿Ahora estamos listos, Marta?* Are we ready now, Marta?

Marta: *¡Sí! ¡Vamos a la selva!*

Dani: *¡Vámanos!*

To transition to the "jungle," march your class around the room while singing "*En la selva*" once again.

Actividad: Tracking animals

Before class, print off the animal track pictures from the intranet and cut them out. As you march around, place the prints in different locations around the room. Then gather your students in a circle and carry on the conversation with the puppets below.

Beto: *¡Quiero ver un animal! ¿Dónde están los animales?* I want to see an animal. Where are the animals?

Marta: *Shhhhh... Mira. Aquí se ve donde pasaron*. Look. Here you can see where they've been. (Point to the tracks.)

Dani: (Whispering.) *¡Qué padre! How cool!*

Teacher: (Allow your students to get closer to the print to see it if necessary.) *¿Cuál animal pasó aquí?* What animal do you think came through here? (Encourage their responses, praise their efforts, and clarify by giving them the right answers if necessary. Explain that the floor of the rainforest is often wet and muddy, so good scientists are able to see where animals have gone.)

Marta: *Los científicos incluyen cosas así en sus diarios*. Scientists include things like this in their journals. *¿Están listos, Científica Dani y Científico Beto?* Are you ready, Scientist Dani and Scientist Beto?

Dani y Beto: *¡Sí!*

Teacher: *Clase, ¿están listos también?* Are you all ready, too?

Explain that they will try to create a copy of their favorite animal print in their journals. You may have them use their standard art supplies (colored pencils, crayons, etc.), or you may let them use fingerpaints for the activity. After they complete their copy of their favorite track, make sure they write the name of the animal on the line below it along with a sentence about that animal; e.g., *Mono: El mono es amable*. For younger students, you may have them choose just one word to describe their animal. Put up the sorting cards you used earlier in the lesson to guide them, and walk around to assist them during this part. (Fast artists can make more than one print.) Finally, you may allow them to trace or make a fingerpaint print of their own hands in another one of the pages in their journals. Since this activity is right before snack, you can easily take them to wash up if you choose to use fingerpaints.

Merienda & Notas Culturales: (Be sure to print the pictures off the intranet to support this discussion.)

Gather all the students on the floor and initiate a discussion about two fascinating animals they might find in the rain forest: vampire bats (bat = *murciélagos*) and the Mexican *axolotl*. Vampire bats are sometimes found in quiet, dark places in Mexico, Central America, and South America such as abandoned buildings, caves, mines, and hollow trees. They don't suck blood, but rather use their teeth to make a small cut in the skin of warm-blooded animals (usually livestock or wild animals), and they then lap up the blood with their tongues. They are so light and quick that sometimes they can feed off an animal for 30 minutes without the animal even knowing! A special substance in their saliva keeps blood from clotting. Even though they don't drink enough blood to hurt the animal, they can carry rabies, which means they are a good animal to keep an eye on. Another fascinating animal in Mexico is the *axolotl*, which is somewhat similar to a salamander. One of the most interesting things about an *axolotl* is that if it gets injured, it doesn't develop scar tissue like humans and most animals do. Instead, it can completely regrow an injured body part. In fact, it can re-grow entire limbs: their tail, legs, etc.

You can also discuss the Lacandon jungle, which is in the state of Chiapas in Mexico. This jungle is home to the *Lacandón Maya*, which was one of the few groups of Maya that were never completely colonized by Spanish *conquistadores*. Until the last few decades, they maintained a very traditional way of life, uninfluenced by Spanish or modern Mexican culture, primarily hunting with bow and arrow and sometimes binding their children's heads to produce the head shape they considered most beautiful. Their dress is very different from the Guatemalan Maya. They wear white "gowns" and typically have long hair, though many of the young men prefer modern dress. If you visit the Mayan ruins at Palenque, you might see some Lacandón Maya dressed in traditional costumes and trying to make a living by selling their traditional hunting weapons to tourists.

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

To transition back to the rainforest, sing the class theme song or, if your class prefers, another round of "*En la selva*."

Actividad: ¿Dónde está mi pareja?

Explain that in this game, the students will be helping many different animals in the jungle find a friend and that the parrot will hopefully find a friend, too!

You will need two pictures of each jungle animal word, scaled to fit in the spaces in your students' scientific journals. PLEASE NOTE: These must be pictures the students can keep, so don't give away your class flashcards! Briefly hold up each picture and say the words together before playing to ensure the game is a success. (You may also use an *axolotl* card and a *murciélagos* card for this game.) 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. You may also choose to make one group of three in case someone is absent or if you have an odd number. If you don't need the third card on game day, just leave it out of the game.) The whole class will start chanting "*Animales, animales, animales*" and walking in a circle or around the classroom, scrambling up. When you call out, "*¿Dónde está mi pareja?*" the students must 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.

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 Marta lead everyone in discovering the jungle animals by saying, "*Hay una pareja de _____.*" As she says 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 an active game to ensure it goes smoothly.) At the end, everyone will paste their animal pictures into their journals and label them in Spanish. **Also, take down the picture of the class parrot and hide it for the next segment.**

Marta: *Excelente. Ustedes encontraron muchos animales.* Excellent! You found a lot of animals!

Dani: *Sí, pero ¿dónde está (parrot's name)?* Yes, but where is (parrot's name)?

Marta: *Tal vez está buscando más papagayos.* Maybe he's looking for more parrots. *No se preocupen.* Don't worry. *Vamos a encontrarlo después.* We'll find him later.

Dani: *Está bien. ¿Vamos a buscar más animales?* Okay. Are we going to look for more animals?

Marta: *¡Sí! ¡Vámanos!* Yes! Let's go!

Animal Spotting: The Flyswatter Game

Explain that your students are going to see who can find the most jungle animals.

For this game, you will need a number of images of the animals your students have studied, sized to fit into their journals and, again, they should be something they can keep. You might use extra copies of clipart, or you might pull images from old magazines and the internet. If you have access to a large number of pictures, consider making this a game your students play in pairs so they can fill their journals. If you don't, play as a class after dividing the students into two teams. To play, spread the animals between the pairs of students or on the wall in front of the class. If you are playing as a class, call one student up from each team and give each one a flyswatter. When you name an animal in Spanish, the students must slap the correct animal (using their hands if they're playing in pairs, using flyswatters if playing as a class). Whoever slaps the animal the fastest gets to take it and add it to their journal when the game is over. Continue playing for 5-7 minutes, **then allow time to paste in the animals on the appropriate pages and possibly to write some sentences or words about the animals using their new adjective vocabulary.** **TIP:** As always, make sure to review the rules and consequences before starting any active game. Also make sure to work through the room and help students as they write about their animals.

Juego: ¡Serpiente!

Explain to the class that as Beto, Dani, and Marta trek through the jungle they are on the lookout for *serpientes* (snakes). They really don't want to come across one! Have the class sit in a circle, put on music, and hand out a plastic or stuffed toy snake, or a laminated picture of a snake. When the music stops, the student left holding the "*serpiente*" must answer a question you ask. For example: *¿Cómo se dice "monkey" en español?* (This game is similar to Hot Potato.)

Actividad: Scavenger Hunt

For this activity, you will need copies of the scavenger hunt list you create for your students (complete with clipart pictures for your nonreaders), a CD of music or jungle sounds, and the physical hidden, jungle-related objects named on your list. The details of the list are up to you and what you can find to bring in, but you may choose to include a variety of interesting things such as *una pluma de quetzal, un animal feroz, un insecto, un murciélago*

vampiro, agua para el axolotl, pelo del jaguar, etc. As special bonus items, include the missing class parrot and *un amigo del papagayo*; whoever finds those can win a special prize. For the actual game, use as much creativity as possible. While you can certainly hide pictures of each of the hunt objects if you have no objects to stand in, please consider stashing an actual bottle of water, a leftover feather from the art project, a rubber bat, a leopard-print swatch of fabric, a stuffed tiger, and other three-dimensional, multisensory objects. Your students will greatly appreciate it! Before class, you will need to hide the items around the room and/or in the hall just outside the door. Make sure to put them where no one will be tempted to do anything dangerous to retrieve them (such as climbing on unsteady footing, etc.) and where you can keep an eye on all students at all times during the game. Also make sure you hide them in places that are appropriately challenging for your group of students. You can determine how you'd like to make this work. You might hide two of each item and tag them with red or blue stickers; in this instance, if the red team found the blue-stickered feather, they'd have to leave it and keep looking for their own. (While this way requires you to bring in more objects, it also ensures that the game will be calmer and quieter, as the kids are trying not to be obvious when they find something in case it belongs to the other team.) Alternatively, you can hide more objects (around 15-20) and just turn the kids loose, like an Easter egg hunt. For the "Easter egg" version, they can play individually or in teams.

In class, explain to the students that they are about to explore the jungle on their own. The individual or team that finds the most of the hidden items on the list wins. Be sure they clearly understand the guidelines, that every group or individual has a copy of the list, and that you have gone over each item together to make sure they know what they are looking for. (If you have nonreaders, it's especially important to keep your list short and make sure each item is very distinct from the next.) If the students are working in teams, make sure to have someone on the team grab his or her backpack to collect their hunt items. Play your CD of music or jungle noises as they look. Once a team has found everything on their list or once time is up (allow 5-7 minutes of actual play time), bring the class back and sit in a circle to go over the list and reveal what was found for each item. **TIP:** Make sure to go over the rules and consequences before playing. Also make sure to have a fun, celebratory prize for the person/team that finds the missing parrot (e.g., pencils or erasers with a jungle design, small boxes of animal crackers, large parrot stickers, etc.).

Sample Scavenger Hunt List for playing in teams

1. Una pluma de quetzal (green feather from the art activity)
2. Dos hormigas (either toys or laminated pictures)
3. Pelo de jaguar/mono/etc (suitable fabric scraps)
4. Un mono amable (stuffed or toy monkey or a laminated card)
5. Agua para el axolotl (bottle of water with a picture of an axolotl taped to it)
6. Dos papagayos (the class parrot and a second parrot—toy or print)
7. Un murciélago vampiro (toy or print)
8. Pasos de animales (the prints from the earlier activity)
9. Una mariposa grande (toy or print)
10. Una rana de colores (toy or print)

If there's time....Juego: ¡Asiento Caliente! Hot seat

Divide the class into Team Beto and Team Dani and write the team names on the board. Each team should have a chair facing towards their teammates so that a person sitting in it will have his/her back to the board. To start the game, ask each team for a volunteer to sit in the "*asiento caliente*" in front of his/her team, facing away from the board. Next, write one of the vocabulary words on the board. Then, have the students try to elicit the word from their teammate (who is not allowed to turn around to see the word on the board). They cannot write, spell or do



anything else that might be considered cheating. The teammates **can** make animal noises or gestures to represent the animals. (If students get truly stuck on a word, you can tell them the first letter of the word.) Whichever student in the "*asiento caliente*" guesses the word first earns a point for his/her team.

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.

Marta: *¿Te gustó la selva?*

Beto: *¡Sí! Fue excelente! Yes! It was excellent!*

Dani: *Sí, Marta. Me encantó. Yes, Marta. I loved it! La selva es el más padre. The jungle is the coolest.*

Beto: *Gracias, Marta.*

Dani: *Sí, ¡gracias!*

Marta: *No hay de que. No problem.*

Dani: *Hasta la próxima vez. Until next time. Ahora, necesito ir a mi casa. Now, I need to go home.*

Beto: *Yo también. Me too.*

Marta: *Está bien. Vamos a la casa. That's fine. Let's go home.*

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 Adiós*" 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 and their scientific journals** 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 their journals, or play a game of **Pictionary, Charades, or an adapted bag race game.**

***Don't Forget!** You will need your final student books ready to go for the final class period. See the explanation up at the introduction of this lesson.