

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

Lesson Plan 8 Note: All activities should take 5-7 minutes.

**Day 8 Target Vocabulary: Celebración de animales**

¿Tienes un ____?	Do you have ____?
<i>¡Pesca!</i>	Go fish!

**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 the students to 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!

**The Final Class:** This class celebrates the culmination of all of the words the students have learned thus far. The songs, games, and vocabulary words are primarily review. You really want to make this class fun and exciting. Be sure to praise all of the students so they enjoy this final day and feel confident. This lesson plan is extensive and you will not be able to finish everything. Therefore, you will need to pick and choose the songs, games, and activities that you prefer in advance and make sure you have all materials prepared before class. Always remember to have more activities planned than necessary in case something does not work well. **Also, make sure to have the students' final books ready to give them!**

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

**Teacher:** *La semana pasada, Dani y Beto fueron a la selva con Marta.* Last week, Dani and Beto went to the *selva* with their cousin Marta. *¿Qué vieron en la selva?* What did they see in the *selva*? (Once someone mentions animals, challenge the class to name as many animals as they can remember from the last class. Use the flash cards to prompt them once they get stuck, and see if they remember the special animals they learned about: the vampire bat and the axolotl.)

**Dani:** *¿Quieres jugar?* Do you want to play?

**Beto:** *¡Sí, vamos a jugar!*

**Review: Jeopardy**

Jeopardy is a great way to review all the material up until this point. Using the categories and questions below, write the categories and then the numbers 2, 5, 10 underneath them. Divide the class into two teams-Team Dani and Team Beto. Players will ask for a category and then the number. (The number corresponds to the difficulty of the question.) For example: *La playa por diez.* You will then ask the student the corresponding question. If the answer is correct, he or she scores a point for their team. If not, the other team has an opportunity to steal the points. Keep alternating which team has the opportunity to answer a question. **TIP:** Be sure to divide the teams as fairly as possible. Also, you can vary the questions' difficulty based on the level of your students.

**La playa**

2- What does the word *delfín* mean?

5- *¿Cómo se dice turtle en español?*

10- What does this line from our song mean (T: make sure to sing it): *Nadan, nadan, los animales del mar*

**La granja**

2- What does the word *granja* mean?

5- *¿Cómo se dice cow en español?*

10- *¿Cómo se dice "Vamos a la granja" en inglés?*

**Los partes del animal**

2-What does the word *patas* mean?

5-*¿Cómo se dice fur en español?*

10-Name 2 body parts in Spanish that birds have but dogs don't.

**Mi mascota**

2- How do you say *cat* in Spanish?

5-What does *¿Cómo se llama?* mean?

10-Sing the theme song for the class.

**La selva**

2-What does *en la selva* mean?

- 5-What is special about the quetzal bird?  
10-What are the two ways to say *parrot* in Spanish?

### El zoológico

- 10-What is a *cebra*?  
50-¿Cómo se dice *bear* en español?  
100-What does this sentence mean: *En el zoológico, hay hipopótamos.*

### Puppet Time

Invite all of the students to sit down in a circle on the floor. Pull out your puppets and remember to have fun and use your liveliest voices for Dani and Beto to keep your students engaged.

**Dani:** *Hoy es la celebración de animales.* Today is the celebration of animals!

**Beto:** *¡Mágifico! Me gustan los animales.* (Teachers, see if the students remember what this sentence means.)

### Juego: Go Fish-iPesca!

Explain that Dani and Beto are going to play a game to try to collect all their favorite animals. Challenge them with a game of *Go Fish/Pesca*, which is a matching game. First teach your class the basic phrases: *¿Tienes un\_\_\_\_\_?* and *¡Pesca!* To make the *Go Fish/Pesca* cards, follow the simple directions below.

- 1: Start by folding a paper in half lengthwise.
- 2: Then fold the other way two times and unfold.
- 3: This should give you 8 equally sized cards.
- 4: Draw lines with a ruler on the creases so you can see where to cut after you photocopy.
- 5: Cut and paste vocabulary target pictures on the cards. (Leave a space to write the words.)
- 6: Photocopy a set for each student.
- 7: You can give them to the students to cut or have them pre-cut before class.
- 8: Have the students write the correct vocabulary words next to the pictures. (For the younger students you may want to have the words up at the board so they can copy them. Also, be sure to circulate the room and give help where needed.)

### Basic rules:

Each player is dealt 5 cards, and the rest are put in a pile in the middle. The object is to get pairs of cards with the same animal on them. If a player has a pair, s/he can put it face down, thus discarding it. The first person to discard or otherwise get rid of all their cards wins.

The first player begins the game by asking another player for a certain kind of card (E.g., *¿Tienes un mono?*). If the other player has one, s/he hands it over. Otherwise, s/he tells the first player *¡Pesca!* He or she will then pick the top card off the pile in the middle. Either of these answers ends the turn. The next person in the circle then asks someone for a card, etc. (You can have your class break into two or three groups to play this if you want to simplify it.)

### Cantamos: *Los animales del mar*

Once the game is finished, gather all your students and transition by singing the "*Animales del mar*" song from Day Five, making sure to use all the excellent movements and as much expression as they can muster.

**Puppet Time and Pesca, Part 2 (A two-part activity; budget 10-15 minutes)**

**Dani:** *"Pesca" es divertido. Go Fish is fun!*

**Beto:** *Sí. Y los peces son muy padres también. Yeah. And fish are cool, too!*

**Dani:** *¿Te acuerdas de la playa? Do you remember the beach?*

**Teacher:** *Clase, ¿se acuerdan de la playa? Cuáles animales hay en la playa? (Help your students name some of the beach animals.)*

**Beto:** *¡Sí! Me acuerdo de la playa. Vamos a pescar de verdad, Dani. Let's go fishing for real, Dani.*

For Pesca Part 2, you will need to prepare several items ahead of time. You will need plastic sandwich bags, pipe cleaners, a dowel (wooden rod which you can pick up at a craft or hardware store for under a dollar) or a large stick, some yarn or string, a large package of gummi worms or Swedish fish, and a variety of inexpensive prizes such as animal stickers, animal-shaped erasers, animal pencils, animal crackers, etc.

**NOTE:** *Do not spend a lot of money! To stretch your budget for prizes, think creatively. Buy stickers, pencils, etc. in bulk. You can even print off coloring pages off the internet, which are free!*

You will also need three buckets or other reasonably large containers. Using a strong tape, attach about 3 feet of yarn to one end of the dowel like a fishing rod, then twist and shape a doubled pipe cleaner around the other end of the string until you have a sturdy hook. Put a variety of small prizes in sandwich baggies and twist them shut with pipe cleaner, making sure to leave enough pipe cleaner to form a generous loop that the hook can catch. When you bag the prizes, sort them into good, better, and best prizes and put them in buckets separately for good, better, and best fishermen.

In class, explain to your students that they are fishing for prizes, and it's time to figure out who's the best at fishing! You will ask them a simple question about vocabulary (e.g., *¿Qué es "caballo" en inglés?* or *¿Qué es un animal feroz?*), and the first student to raise his or her hand and correctly answer the question earns a gummi worm or gummi fish, **which they should not eat at this time!** After you have asked 5-7 minutes worth of questions, it's time for the students to go fishing! Any student can fish from the "good" bucket. Any student who has 2 fish or worms can line up to fish from the "better" fisherman bucket instead, and any student who has 3 or more fish has earned the right to try fishing from the "best" bucket. Let them fish a group at a time with everyone else supporting them (chanting *"pesca, pesca, pesca"* and cheering them on). Have masking tape or sticky labels with their names on them ready to go so you can mark the bags once they've caught them. This avoids a lot of potential problems and also allows you to collect and store the bags until *merienda*, if you put in edibles. Try to limit the actual fishing to 5-7 minutes as well.

**Important Note:** *You can substitute the above activity for a mercado or an auction where students can spend the pesos they earned over the course of the semester.*

**Cantamos: En la Selva**

Transition with a rousing rendition of the *"En la selva"* song from Day Six. Remember to use gestures and encourage your students to ham it up!

**Puppet time!** Pick the puppets back up and continue the conversation.

**Beto:** *Dani, ¿te acuerdas de la selva? Dani, do you remember the rainforest?*

**Dani:** *¡Me encanta la selva! I love the selva!*

**Beto:** *Me gustan los animales en la selva. (See if your students can interpret this line; support their efforts.)*

**Dani:** *Sí, sí. Vamos a jugar con los animales de la selva.*

**Jungle Red Rover:**

This is a game that should only be played in a large, open space. If the weather is good, try it outside, or see if you can borrow the cafeteria or gym for ten minutes. If you can't get such a space, try the variation that follows the game description. Set your class up in two teams and designate each student as a specific animal by taping a jungle animal vocabulary card to his/her shirt. The students should form two long lines facing each other with plenty of space in between. They should all hold hands. Explain that team Dani and Team Beto are each trying to collect as many *animales de la selva* as they can. One side will call to an animal on the other side to "escape" by using the chant *La selva, la selva. Quiero (animal name)*. When an animal is called, the student wearing that tag must break loose from his or her teammates and barrel across the space. The goal is to escape by breaking through the other team's line at any point. If the student breaks through, that student can take back an animal from the other team to the original team. If the student cannot break through, however, s/he must stay and join the new team. Make sure to carefully review the rules and consequences, as well as the importance of being safe, before beginning this game.

**Variation:** If you do not have access to a large space where the game can be safely played, try a version of charades instead. Divide your class in two. Whisper the name of a jungle animal to one student, taken from either team. That student will then wander around the room while acting like and sounding like the designated animal (but without using words). Whichever team first guesses the animal's identity earns a point and gets to "keep" that animal. Continue, switching which team has a student acting each time. (Pictionary works as a great substitute as well!)

**Merienda & Notas Culturales:** (Be sure to print the Mexican flag picture off the intranet to support this discussion.) Gather all the students on the floor and initiate a discussion about two animals on the Mexican flag: the serpent and the eagle (*águila*). Start by showing them the flag and asking if they can identify any of the animals on the flag. Then, tell them the story of the flag. This explanation comes from the official Mexican government's site for kids:

Green is for hope and victory.  
White is for the purity of our ideals.  
Red is for the blood our national heroes shed.

In addition to the bands of color, our flag also has an emblem. The emblem is based on a legend that tells how the Mexicas traveled from Aztlán (now the state of Nayarit) in search of the sign that Huitzilopochtli had told them they would find in the place where they should establish their empire. This sign was an eagle on top of a Nopal cactus devouring a serpent. They found this on a small island in the middle of a lake. They settled there and founded the city of Tenochtitlán, which is now Mexico City.

During this time, play the Mexican National anthem if you can. You may find it on CD, or you may be able to load it onto a personal MP3 player from the internet.

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

To transition back to class, sing the class theme song.

**Actividad: La Bandera Mexicana**

Have each child take a copy of the *bandera* sheet with Dani and Beto from the supplementary materials. You may have your younger students simply color the sheet while you play music. A creative twist you can use if you have students with fairly well-developed fine motor skills is to give them a bunch of old nature magazines and have them fill in the red, green, and white stripes by cutting and pasting only pictures of animals or animal parts (egrets for the white, parrot wings for the red, frog skin or turtles for the green, etc.).

**Puppet Time and Veterinario con música**

**Dani:** *¿Sabes qué? You know what? Me gustan los animals MUCHO.. I REALLY like animals. Todavía quiero ser veterinaria. I still want to be a veterinarian.*

**Beto:** *¡Yo también!*

You will need a box of Band-Aids\* and the posters of Chico and the parrot from the first lessons to play this game 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 or stickers or some other affordable improvisation.)

**Cantamos: Vamos a la granja**

**Dani:** *Hay veterinarios que ayudan los animales en la granja también. There are vets that help animals on farms, too.*

**Beto:** *¡Sí! ¡Vamos a la granja!*

Encourage your kids to relive all the wacky animal noises of the farm using the "*Vamos a la granja*" song from Day 3.

**Actividad: Multi-Murals by theme**

For this activity, you will need large sheets of paper. For a very affordable source, cut open brown paper grocery bags ahead of time, ironing them with low heat if necessary to knock out the wrinkles. Divide your class into several groups of three to four students and give each group a theme: *animales de la selva, animales del mar, animales de la granja, animales del zoológico, mascotas, animales amables, feroces, interesantes, libres, etc.* Help them write the title very large at the top of the paper and then allow them to create murals by drawing or using pictures from magazines. As they work, walk around and offer positive feedback and help them label the different animals. This is a fun final project to have out to show parents when they come to pick up the students.

**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 (try to focus on farm animals, but you can 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, they must each figure out what animal is taped to their 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. 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, shout the name of the animal together to reinforce learning.

**Alternative Juego:** Try *Asiento caliente* if *Animal de misterio* isn't for your class. Instructions for *Asiento caliente* can be found in the previous classes.

#### **Puppet time and Activity: Final Books**

Gather the students back on the floor and pick the puppets back up.

**Dani:** *¡Los animals son muy padres!!* Animals are so cool.

**Beto:** *Sí. Vamos a escribir un libro sobre los animales.* Yeah. Let's write a book about animals

**Dani:** *¿Cómo se llama el libro?* What's the book called?

**Teachers:** Explain that the class needs to come up with a name for their book about animals using the vocabulary from the class. Encourage a discussion and decide on a name. For the younger students, you may just write *Vamos con los animales* on the board for them to copy.

Hand out the student's collective animal books. Give each student a few minutes to write the name of the book on the cover or the front of the folder. If you have a very young group that is still slow with letter formation, you might just give them time to draw a picture and write their names.

**Cantamos:** Sing one of the class's favorite songs before preparing to leave. Be sure to stand and use gestures.

**Puppet Time/Closing:** When it's time to wrap up, use 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:** *Adiós, 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.

**Adiós:** Sing the "*Les Digo Adiós*" song to the tune of "Jingle Bells" at the end of class.

**Les Digo Adiós**

Adiós--ya me voy

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Hasta luego  
Vamos a la casa ya  
Les digo adiós

Hand out the newsletters and have the students say goodbye to you in Spanish before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom. **Make sure each student takes his or her final book.**