

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

Lesson Plan 4 Note: All activities should take 5-7 minutes.

Day 4 Target Vocabulary: El Zoológico

<i>el tigre</i>	tiger	<i>el elefante</i>	elephant
<i>la jirafa</i>	giraffe	<i>Hay</i>	There is/there are
<i>la cebra</i>	zebra	<i>el gorila</i>	gorilla
<i>el león</i>	lion	<i>el canguro</i>	kangaroo
<i>el hipopótamo</i>	hippopotamus	<i>el oso</i>	bear
<i>el zoológico</i>	the zoo	<i>la foca</i>	seal

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 non-verbal clues or cognates to understand unfamiliar Spanish. 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 here than you can finish in one class, so choose the ones that best fit your class dynamics. Be sure to prepare more than you think you will need and include anything listed on the newsletter.

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 granja.* Last week, Dani and Beto went to the "granja." *¿Qué significa "granja"?* What does "granja" mean? (Have the whole class repeat "granja" and be sure to praise any students who try and answer.) *¿Se acuerdan de los animales de la granja?* Do you remember the animals from the farm?

Repaso: Bingo

Before beginning this game, review the farm vocabulary from last week with your students. Then, give each student a completed Bingo card with images from the intranet. Hand out dry beans, Skittles, or other "markers" for students to use to mark their spaces. Then, begin calling off different animal vocabulary in Spanish. Example: *perro, gato, pato*. Encourage the class to repeat the Spanish after you for practice while playing. 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 or her card and name each animal in Spanish while the class watches and listens to make sure s/he is correct. Use full sentences during this activity to reinforce the builder phrases from class. For example when you call out the animals you can say, "*Hay un perro.*" For older students you can challenge them to give their answers in full sentences using this phrase as well. Award a sticker, peso, or other small prize to the winners and continue playing until 5-7 minutes are up.

Puppet Time/Introducing New Vocabulary

Pick up your puppets for the following segment. (Have your "parrot" handy too!)

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

Dani: *Hmm... ¿Quieres ir al zoológico?* Do you want to go to the zoo?

Beto: *¡Sí! ¡Vamos al zoológico!* Practice the word "zoológico" with your students and ensure that they all understand the meaning.

Teacher: Ask your students what types of animals they might see at the zoo. As they answer, share the Spanish terms for the different animals. Once they've had a good opportunity to guess, pull out copies of the animal vocabulary cards from today. (You'll need two sets for two different activities. DO NOT laminate these, as your students will use them in projects.) Introduce each card, using the model below, and give each one to a student as indicated.

Dani: *En el zoológico, hay tigres.* (Show the class the card. Ask them, "*¿Qué son tigres?*" and reinforce the correct answer by saying, "*Sí, tigres son tigers.*" Give the card to a student. S/he should place it in front of him or herself, where everyone can see it.)

Beto: *También hay jirafas.* (Show the class the card. Point out to them how similar the words *tigre* and *jirafa* are to the English. Have them practice the vocabulary word, then give another student the giraffe card to safeguard.)

Teacher: Continue this pattern for *cebra, león, gorila, cangoru, hipopótamo, oso, foca, and elefante.*

Actividad: Building a Zoo

You will need to prepare some materials before class for this craft activity, so that it goes quickly. Specifically, you will need to punch holes in Styrofoam trays, cardstock, or construction paper at the top and bottom to help the students in creating cages for the animals in the zoo like the example here.



Explain to the students that they are going to build a zoo together using the animals Dani and Beto plan to see that day. Each child will use the clip art vocabulary card you handed them to make their animal exhibit. Have them take out their art supplies and provide them with construction paper, glue, and pre-cut black yarn for the bars. Make sure to limit this project to 5-7 minutes. As students finish, be sure to have them put their names on the backs of these projects and help them write the Spanish word for each animal on the front of the display. For the older students, you can have them come to the front of the room and present their exhibit. Encourage them to use a complete sentence. "Tengo _____" (the name of the animal they were assigned). You will collect and keep these projects at the end of the day to include in the students' final folders.

Puppet Time: Once the "zoo" is finished, have your students put up their art in various spots around the room. Pick up the puppets and continue the conversation below.

Beto: *¡Qué padre! Los animales son maravillosos.* How cool! The animals are wonderful.

Dani: *Imáginate si se escapan de las jaulas.* Imagine if they escaped from the cages.

Parrot: *¡Escape! ¡Escape! Escape! Escape!!*

Juego: Animal Escape/Red Rover

This game can be very active; only try it if you have a safe, large space where there's a bit of room to run such as a gym, empty cafeteria, or playground. Otherwise, try the variation that follows. Set your class up in two teams (Equipo Dani and Equipo Beto) and designate each student as a specific animal by taping a zoo animal vocabulary card to his/her shirt. The students should form two long lines facing each other with plenty of space in between each other. They should all hold hands.

Explain that the zoo animals are escaping. One side will call to an animal on the other to "escape" by using the chant *Escape, escape. ¡Escape (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 zoo animal to one student, taken from either team. That student will then "escape" and 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.

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 with the chair back to the board. To start the game, ask one student from each team to be a volunteer and have him/her 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 (or draw it, if you don't have readers in your class) and 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.

Puppet Time: Gather the students back into a circle. Pick up the puppets and continue the conversation below.

Beto: *¡Vámanos Dani! ¡Quiero explorar el zoológico!* (Teachers: See if your class can guess what this means. Praise all efforts to answer and clarify meaning if necessary.)

Dani: *¿Quieres correr?* Do you want to race?

Beto: *¡Claro!* Of course!

Juego: ¡Béisbol! Teachers: Explain to your students that Dani and Beto want to race around the zoo, but they just found out the zoo doesn't allow running! So, they decided to square off in a game of *béisbol* instead. Divide the class into two teams, Team Dani and Team Beto. (Try and organize the teams to make them fair.) The teacher is the pitcher for both teams. You can flip coins to see which team will go first. The player on the first team then chooses what base he/she is going for. (The higher the base, the harder the word.) Some examples: a first-base word might be lion, and the students need to say *león*. On second base, the word might be *oso* and they need to say bear. On third base, the word could be "zoo," and they need to say *zoológico*, etc. The game is played in a manner similar to real baseball. For example: If someone is on second and the next student chooses a double and gets the answer correct, the student on second goes home and the batter goes to second. The team with most runs wins. Each team plays until there are three "outs," or incorrect answers.

TIPS: Be sure to go over all the vocabulary words beforehand with flashcards to ensure success. If you want, you can add some additional animals from previous classes, like *perro*, *gato*, *caballo*, etc. Also, make sure to clearly mark players on the diamond during plays by drawing it on the board. If you have no board, use post-its to mark the bases on the ground and mark the players with a placeholder of your choice.



*This game is well-suited to older students. For younger students, a fun game of **Zoo Animal Pictionary** or **Las Galletas** would be a great alternative.

Merienda & Notas Culturales:

Gather all the students on the floor and initiate a discussion about the fact that many poor families in Latin America may have animals on their land even if they don't live on farms. These animals are important for their daily lives. For example, they may have chickens from which they get eggs and/or which they may eventually eat. They may have cows or goats they can use for milk, and they may have horses for transportation. The chickens and roosters sometimes roam free! Explain that while small animals like chickens may be common even in some areas of cities, and people may keep them in their yards, larger animals (especially cows), are going to be found in rural areas, but not in cities. See if your students can remember the words for cows, chickens, horses, and roosters. Praise all efforts to answer. Another interesting thing you can talk about is *perros*. There are a lot of stray dogs in Latin America. Sometimes you will see a whole "*banda de perros*," a "dog gang," walking down the street foraging for food. They get pretty skinny! On the other hand, some people keep dogs as pets and some keep them as watchdogs just as we do here. In some big cities the dogs stay on the roofs of the houses to scare people away. (Be sure to hold up the pictures provided on the intranet as you discuss this.) If you have experiences from your travels related to animals, share them! You can also bring in your own photographs to make your stories come alive. **Be sure to be clear that these countries also have modern amenities like cars, grocery stores, etc. as well. The standard of living is completely related to income. It may be interesting to have a discussion about what it would be like to live in a simple *pueblo*.

Note: See Day One for full *merienda* guidelines. Animal crackers may be a good item to bring in for a special snack this lesson.

As the students clean up from the *merienda*, have them join you in singing the class theme song as a transition.

Dos Juegos: Here are a couple of ideas for fun games to review all the animals.

Instructions for El Hipopótamo del Hielo. This is a "dance freeze" game, which is fun for all grades. Put on the song *El Hipopótamo* from the CD and have the students start moving around the room dancing. When you stop the music, all the students must freeze in mid-movement. The teacher can be the "zookeeper." Walk around and watch closely! Whoever moves first must answer a question related to animals. You can use any vocabulary previously covered. Example: "*¿Cómo se dice cat en español?*" or "What does *alas* mean?" (You may want to have some questions jotted down beforehand.) Once the student answers, put the music back on and begin again. You can really make this fun by handing out *sombreros*, *maracas*, etc. for the dancing.

Intructions for Patas No Patas. This is played like duck, duck, goose. The "tapper" goes around the circle using names of animals first with "*patas*," such as *perro*, *jirafa*, and *león*. When the student says an animal that doesn't have "*patas*," e.g. *serpiente*, *foca*, or *peces*, the child he or she tapped at that moment needs to get up and run and sit back down in the circle without getting caught. If the child who is tapped when an animal without "*patas*" is called isn't on the ball and doesn't immediately



jump up, the others in the group will probably tell the child he or she is "it" and should start running. This can get really fun, but it can be rowdy! Be sure to set ground rules ahead of time. **Hint:** Review the word *pata* beforehand and then also review animals with our without them so that this game is a success.

Zoo Stations:

Pick up the puppets and carry on the dialogue below.

Dani: *¿Te gusta el zoológico?*

Beto: *Sí, me gusta mucho el zoológico.*

Teacher: *¿Les gusta el zoológico también? Do you all like the zoo, too? Vamos a divertirnos en el zoológico. Let's have fun in the zoo!*

These stations will need to be set up ahead of time for in-class play. The students are going to take a virtual trip to the zoo for the rest of the class. Out of the station options listed below, **choose two** that you feel best-equipped to set up and manage in class. The students should be organized into three groups that will rotate around to the other stations in a set order, allowing 5-7 minutes for each activity. **Before beginning, be sure to explain each of the stations and review the student responsibilities, as well as the rewards and consequences system.**

- **Paper Plate Animal Masks:** This activity can stand on its own, or you can use it in conjunction with the Zoo Photo activity below. Choose between one and three animals (depending on the age and independent work ability of your students) that the students can make masks of, such as an elephant <http://www.freekidcrafts.com/ppelephant.html>, a lion <http://www.dltk-kids.com/t.asp?b=m&t=http://www.dltk-kids.com/animals/image/blplion.gif>, or another animal mask that you find online or create yourself.
- **Zoo Photos:** Write the words "*Bienvenidos al Zoológico*" up on the board. Have a table or desk set up below it for this station. When they come to the station, ask the students to bring the masks they made at the previous station. If you have a digital camera, take actual pictures of the kids standing in front of the sign and wearing their masks to include in the final folders. Alternatively, bring in some stuffed animals or animal figurines and let your students pose with them as if they saw them at the zoo. To incorporate language learning, be sure to tell them in Spanish which animals you want them to pose with or have them tell you the animals with whom they are choosing to pose. To make this a fun, silly activity, have "tourist items" they can wear in the pictures such as a sun visor, sun glasses, etc.
- **My Visit to the Zoo Collage:** You will need to bring in a number of zoo animal images from the internet and/or a good selection of old magazines such as *National Geographic* and *Audobon* (fairly common in library sales, secondhand stores, and secondhand bookstores very cheaply; many doctors and dentists will also contribute the magazines from their offices if you ask) for students to use on their collages. Each child will use one of the El Zoológico handouts from the supplementary materials, filling the framed space with a collage of images of their favorite animals. Be sure to walk around and help the students label the animals in Spanish. (You can also help by having the words written on the board.) **TIPS:** blunt-tipped scissors for the little ones, glue sticks, and a **sample of what a collage is** will all help this project be



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much more successful. Also, remember to have your students put their names on the backs of their projects and save them for the cumulative folders you will be preparing on the last day.

- **Juego: Sort/Scramble** (Pets/farm animals/ zoo animals) For this game, you will need a set of the vocabulary card clip art from this unit for pets, farm animals, and zoo animals on index cards. Challenge your students to correctly sort them into three piles: pet, farm, and zoo animals. If you have older students, you may want to make this a race.

Cantamos: To end the zoo stations, 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: *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

Adíos--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 let students finish one of the art projects from today or enjoy the "**A Rusti Cha**" song, the "**Vamos a la granja**" (**A-I-A-I-O**) song, or **Galletas** (the flyswatter game).