

Materials:

- Attendance List printed with Emergency Numbers
- Students Responsibility Poster & Star Chart
- Name stickers or name tents, Zoo ticket printed for each student, animal themed stickers
- Flashcards separated for today's lesson, two sets
- Vocabulary Props if possible- stuffed or plastic animal figures
- Cultural visuals from intranet printed or on tablet/laptop to show
- Objects needed for games: Spanish music, ball, maraca,
- Other: Animal crackers for treat/snack activity if possible, Blank paper and coloring supplies, craft supplies: construction paper or Styrofoam trays, yarn, paper plates or animal mask printouts, etc.

Day 1 Target Vocabulary: El Zoológico

<i>el tigre</i>	the tiger	<i>el elefante</i>	the elephant
<i>la jirafa</i>	the giraffe	<i>la cebra</i>	the zebra
<i>el león</i>	the lion	<i>el canguro</i>	the kangaroo
<i>el hipopótamo</i>	the hippopotamus	<i>el oso</i>	the bear
<i>el mono</i>	the monkey	<i>el gorila</i>	the gorilla
<i>el zoológico</i>	the zoo	<i>Hay</i>	There is/there are
<i>¿Cómo te llamas?</i>	What is your name?	<i>Me llamo___.</i>	My name is___.

1. Class Greeting & Introduction

- a. Attendance Procedures
- b. Name tags & Seating Arrangement

2. Classroom Management Information

- a. Student Responsibility Poster
- b. Star Chart with Student Zoo Tickets: Have the students write their names on the ticket and explain that they will collect stickers as rewards during class activities for positive participation and keeping their three stars from class for good behavior
- c. Attention Getter

3. Greetings & Introductions

- i. Conversation practice- Get to know their names by practicing "¿Cómo te llamas" and encouraging students to answer with "Me llamo..." *To make this fun and exciting you can pass a maraca, ball, or puppets.
- ii. Greetings Song- [¡Hola, mis amigos!/ ¿Bien o mal o mas o menos? on Vimeo](#)

4. Introduce new vocabulary with flashcards set up around the classroom and pretend to take the class on a Zoo Safari adventure by having them form pairs in a line like they are riding a train around the "zoo" classroom space.

- i. Act/Mimic animal gestures and animal noises for the animals to physically connect and practice the vocabulary with repetition.
- ii. Show the following Song video & encourage the students to sing and dance with you: <https://www.youtube.com/watch?v=MHwNxfTBBYM>
- iii. Vamos al zoo video: <https://www.youtube.com/watch?v=e22oiFhcXwM> (only show short clip if applicable)
- iv. Here is a puppet skit if you'd like to use Dani and Beto for the adventure:

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. 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 the remaining animals on the vocabulary list.

5. Juego: Animal Escape/Red Rover *Try to go outside for this activity if possible.

This game can be very active and is best in an open gym area or outside if possible. 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.

6. 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 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 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). 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.

7. Notas Culturales & La Merienda (if applicable)

- a. Bring in Animal crackers as a fun themed treat. Have the students share an animal in Spanish they have as a cracker as you go around the circle while they eat.
- b. **Culture Lesson:** Gather all the students on the floor and initiate a discussion about a few special jungle animals. 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. Puerto Rico is home to El Yunque national rainforest, which is home to diverse plants, animals, and many waterfalls. The national symbol of Puerto Rico is a tree frog called a coquí. It gets its name from the sweet, sharp sound it makes: ¡co-quí! ¡co-quí! When you visit Puerto Rico, you can hear the coquis all night.

c. Be sure to hold up the pictures that go along with this activity, which are found on the intranet.

8. **¡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! [Click Here to listen to the Song~](#)

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.....

9. **Patatas No Patatas.** This is played like duck, duck, goose. The “tapper” goes around the circle using names of animals first with “patatas,” such as *perro*, *jirafa*, and *león*. When the student says an animal that doesn't have “patatas;” 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 “patatas” 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 be 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 or without them so that this game is a success. Alternate activity for younger students: Instead of playing “Patatas no patatas,” play regular duck, duck, goose in Spanish. Have the students say “pato, pato, pato, etc.” and then another animal in Spanish while they tap the other students.
10. **Actividad: Building a Zoo:** 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 can draw their animal scene.



Explain to the students that they are going to build a zoo together using the animals Dani and Beto plan to see that day. Have them take out their art supplies and provide them with construction paper, glue, and pre-cut black yarn for the bars. 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). Note: It can help to prepare some materials before class for this craft activity, so that it goes quickly. Specifically, 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 above.

11. El Hipopótamo del Hielo. This is a "dance freeze" game, which is fun for all grades. Put on Spanish music (if possible, animal themed) 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 bear en español?" or "What does *elefante* mean?" 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.

12. Actividad de repasar: 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!

Tip: This works best if the stations are 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) so that the students can make masks. Here is a site with free templates to download: <https://www.preschoolplayandlearn.com/free-printable-animal-masks/> or another animal mask that you find online or create yourself.
- **Zoo Photos: (Please check with area manager if we have the photo releases for this activity)** 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. Take actual pictures of the kids standing in front of the sign and wearing their masks. 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, sunglasses,

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 *Audubon* (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 much more successful.
- **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. 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.

13. Play this fun song video for the Zoo theme and encourage the students to sing and dance along:

<https://www.youtube.com/watch?v=igW0J8x0seM>

14. Closing & Goodbye song

- a. Hand out Reward stickers for Star Chart (place on student zoo tickets and collect them for the next class)
- b. ***Invite students to bring their favorite stuffed animal to class next week to share!
- c. Adios song (Sample Adios song - [¡Es la hora de decir adios! on Vimeo](#))
- d. Orderly Dismissal (line up at door before dismissing class)