

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, buckets or bags, *Parachute!
- Other: goldfish for treat/snack activity if possible, Blank paper and coloring supplies, craft supplies, etc.

Day 2 Target Vocabulary: El acuario

<i>la rana</i>	the frog	<i>la tortuga</i>	the turtle
<i>la serpiente</i>	the snake	<i>la iguana</i>	the iguana
<i>el pulpo</i>	the octopus	<i>el caballito de mar</i>	the seahorse
<i>el pez (los peces)</i>	the fish (fish plural)	<i>el tiburón</i>	the shark
<i>el cocodrilo</i>	the crocodile	<i>la raya</i>	the stingray
<i>los animales</i>	the animals	<i>Me gustan/No me gustan</i>	I like/I don't like

Note: In today's lesson, comprehensively incorporate counting 1-10 in Spanish with the students as well. It is easy to count the animals or do a countdown between activities in Spanish.

1. Class Greeting & Introduction

- Attendance Procedures
- Name tags & Seating Arrangement

2. Classroom Management Information

- Student Responsibility Poster
- Star Chart with Student Zoo Tickets: Remind the students of the zoo tickets that they will collect stickers as rewards during class activities for positive participation and keeping their three stars from class for good behavior
- 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. Repaso:** Teacher: *La semana pasada, Dani y Beto fueron al zoológico.* Last week, Dani and Beto went to the "zoológico." *¿Qué significa "zoológico?"* What does "zoológico" mean? (Have the whole class repeat "zoológico" and be sure to praise any students who try and answer.) *¿Cuáles animales vieron?* What animals did they see? (Have the students name as many as they can.) Hold up the flashcards from the Day 1 Zoo vocabulary from last week and have the students act/mimic animal gestures and noises and repeat the Spanish word after you.
- Play favorite song videos or sing the song *En la Selva* from last class for more review

- Ask the students who remembered to bring their favorite stuffed animal to class to share! Review the names of the animals in Spanish during this activity.
- Play a favorite game from last class to reinforce the vocabulary with the students. This could be: Animal Escape/Red Rover, Patas No Patas/Duck, Duck, Goose, Hipopótamo del Hielo/Dance Freeze, or Béisbol for example.

5. Let the class know that today's zoo adventure will take place at the aquarium~ el acuario! Introduce new vocabulary with picture flashcards and any props if possible.

- Act/Mimic animal gestures and animal noises for the animals to physically connect and practice the vocabulary with repetition.
- Show the video in Spanish with animals from the aquarium:
<https://www.youtube.com/watch?v=fGgqmpZ0FI>
- Baby Shark song video in Spanish: <https://www.youtube.com/watch?v=HtwCZowcGuw>
- Here is a puppet skit if you'd like to use Dani and Beto for the adventure:

Teacher: Ask your students what types of animals they might see at *el acuario*. As they answer, share the Spanish terms for the different animals. Once they've had a good opportunity to guess some animals, pull out the vocabulary words.

Dani: *Me gusta la rana.* I like the frog. *Hay ranas en el acuario.* There are frogs in the aquarium. (Show the class the frog image. Have them repeat "la rana.")

Beto: *En el acuario, hay peces.* In the aquarium, there are fish.

Teacher: *¿Qué son peces? Sí, peces son fish.*

Beto: *No me gustan las serpientes.* I don't like snakes. *¿Hay serpientes en el acuario?* Are there snakes in the aquarium?

Teacher: *Sí, pero no tengas miedo.* Yes, but don't be afraid. *Están en jaulas.* They are in cages. *¿Clase, te gustan las serpientes?* Class, do you like snakes?

Teacher: Continue this pattern and discussion of animals in *el acuario* and which animals they like/dislike with the remaining vocabulary for today's class.

Práctica: After the introduction of the lesson, be sure to hold up all the pictures again and have the class say the corresponding words in Spanish and mimic gestures or make noises to associate with the animals for retention.

6. Juego: Charades

Beto: *Dani, ¿cuál es tu animal favorito?* What is your favorite animal?

Dani: *Hmmm....me gusta el tiburón.* *¿Qué te gusta a ti?*

Beto: *El caballito de mar.* (Check to see if your class remembers what animals these are.)

Teacher: Explain to your class that the animals are all different and special, and they are going to have a chance to play a game where they will act like some of these amazing animals! To review, they will be playing charades. Divide your class into two teams, Team Dani and Team Beto. Take one student from each team up to the front and whisper the name of animal in Spanish in the students' ears. Make sure they can whisper back to you the English name. When you start the game, the students must try to act like that animal, without making noises. The first team to correctly guess the animal being portrayed earns a point. (Note: Include animals from last week also!)

7. Juego: El Huracán: Explain to your class that a hurricane has come and mixed up los animales del acuario y el zoo. ¡Ay caramba! Divide your class into two teams: Team Beto and Team Dani. Have two sets of the animal pictures copied and put each set in paper bags. (Or beach buckets to be fun!) Have the teams line up into two lines facing the bags/buckets. You will call out the name of two animals in Spanish, one from the zoo and one from the aquarium, and the players at the front of the line must race to pull out the pictures that correspond to the words you call out. Whichever player does this the quickest scores a point for the team. You can then move on to the next players and a new combination. At the end of the game review the animals from the zoo and aquarium together and practice "Me gusta and no me gusta" or reinforce the phrase "Hay en el acuario. O Hay en el zoo."

8. Drawing/Coloring Activity: You can further this activity by having the students create an "Animal Loco." You can decide to assign each student an animal combination (like two animals in one) or call out different descriptions like "draw the neck of la jirafa, then the head of el tigre, etc" for crazy animals. You could also invite the students to use their creativity for an animal combination (this works best if they are older). Students will use the provided sheet to draw their unique animal, using their imaginations. Be

sure to walk around and help students label the animals in Spanish on the back of the paper. To wrap up and reinforce learning, have each student come to the front of the room when finished and show their picture. The other students can guess (in Spanish!) which two animals were combined.

9. **Notas Culturales & La Merienda (if applicable)**

- Bring in Goldfish crackers as a fun themed treat. Have the students count the goldfish with you in Spanish to practice basic counting in Spanish. See how high the students can count!
- **Culture Lesson:** Gather all the students on the floor and initiate a discussion about sea animals. Explain that sea turtles nest in coastal areas all over the world, including on the coast of Mexico and other Latin American countries such as Panamá, Ecuador, and more. Four out of the five species of sea turtles lay their eggs in Tortuguero National Park in Costa Rica. <https://www.tortugueronationalpark.com/> The eggs hatch after 60 days. Sea turtles nest and hatch year-round in different months, depending on the country and turtle species. Turtle eggs are a traditional delicacy in many of these areas, which is a problem because of the endangered status of many sea turtles. In addition, you may choose to read them a short story about turtles such as the Panamá-based story Sand Turtles by Michael Erhart.
- The second discussion is related to the sharks that live in Lake Nicaragua. Ask a volunteer to help find Nicaragua on the map. The lake is on the border of Costa Rica and Nicaragua and is the largest lake in Central America. Explain that Lake Nicaragua is sometimes called El Mar Dulce or the sweet sea. This is because though it is a freshwater lake, sharks live there! The Lake Nicaragua sharks are a common bull shark that had traveled up the San Juan River and ended up in Lake Nicaragua many years ago. Since the studies in the 1960's on the sharks, their population has been on the decline.
- Be sure to hold up the pictures that go along with this activity, which are found on the intranet.
- Discuss popular aquariums in the United States and other countries, where students could visit these animals! Note: These can be great real life visuals to make the aquarium adventure come to life!
 - i. This is a video in Spanish of an aquarium in Georgia: [Click here to show the youtube video!](#)
 - ii. In this video Blippi visits el acuario in Florida: [Click here to show the youtube video Blippi in Spanish](#)
 - iii. Shed Aquarium: <https://www.sheddaquarium.org/>
 - iv. Monterey Bay Aquarium: <https://www.montereybayaquarium.org/>
 - v. World Association of zoos and aquariums: <https://www.waza.org/blog/zoo-and-aquarium-educational-resources/>
 - vi. Zoo in Colombia: <http://www.zoobaq.org/info/mapa.php>

10. Científicos~ Scientists study animals in the wild. Some animals are tagged and can be released into the wild. When scientists do field work and they see a tagged animal, they can provide information on where that animal is, how it is, and what it's doing. If you'd like you can share the images from this link at the Monterey Bay aquarium. Note: There are also free printables if you'd like to share with your students to take home and color as well. <https://www.montereybayaquarium.org/for-educators/learning-at-home/crafts-and-printables>

- **Juego:** (variation of Mata la mosca) In this game the students will pretend to be scientists. Divide the class in two teams, Científica Dani and Científico Beto. Explain that they are competing to tag as many animals as possible and that they are slapping on the tags with a flyswatter. Have the picture flashcards of the aquarium animals (and if you'd like the zoo animals as well) in the center of the circle. Invite one student from each team to start the game and hand each one a flyswatter. When you name an animal in Spanish, they should try to "tag" it as quickly as possible with their flyswatters. The first person to do so wins a point for the team. Continue playing for 5-7 minutes.

11. ¡Cantamos! Los Animales~ The following song should be sung to the tune of "Twinkle, Twinkle, Little Star". 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! Don't forget to give instructions in both Spanish and English. [Click Here to listen to the song!](#)

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

- 12. Juego: Animal Relays:** Use this game to review a variety of the animals covered to this point. Explain to your students that not all animals are so easy to tag; some of them try to run away! Form 2-4 teams with your class and clearly mark where the relays will begin and end. Choose animals that are distinct and easy to recognize by movement, like serpientes (army-style belly-crawl) or tigres (on all fours). Practice the movements before the relays begin so your students clearly understand what movements correspond with each animal. When you call out an animal in Spanish, the student in the front of each line must first determine what animal you called and then race as that animal to the finish line and back again. As soon as they reach the finish line and are headed back, prepare the next students by telling them in Spanish what animal they will be once they are tagged. Continue until you've made it through each student in line. Award the winning team a small prize, such as some animal stickers. TIPS: If possible, go outside for this activity! Or do this in a large, clear space for everyone's safety. Make sure to review the rules and consequences before beginning this or any very active game.
- 13. Animal Yoga!** If the students are enjoying acting out animals- feel free to try some animal yoga poses for fun: <https://www.kidsyogastories.com/zoo-animals-yoga/>. This can also be a great "body break" for students to use each class when they need to get some energy out, or as a great way to start the class while reviewing the vocab!
- 14. Alternate or Additional Activity:** If you don't have access to such a space, keep the activity more contained by making it a **Simon Says** activity; when you tell them "Simón dice: sea tigre!" they must act like that animal, including making any appropriate noise. This can also be used as a fun follow up to the animal relay game to reinforce the lessons with fun animal noises and gestures.
- 15. Craft Actividad: Moveable Ocean Picture:** For each child, you will need two pieces of blue construction paper, a set of pictures of marine animals from the lesson, crayons or markers, scissors, and glue. In addition, you might choose to bring in sand or coarse salt to use around the edges as the shore. To start, fold one piece of blue paper in half. Starting at one end, cut slits of varying length into the paper (the cuts should start at the fold, go through it, and not reach all the way to the two open ends). Space the cuts at least 3/4" apart and make as many as you can. When you unfold the paper, you will have several slits running through the center, but the paper should still be in one piece. Now, glue just the edges of this cut and unfolded paper to the other blue sheet. The students can now cut out the animal shapes and slide them into different slits. They should write the Spanish name on all the animals. If they have time, they can color them, add sand to their art, and then have the animals "swim" by moving them along the strips. To limit the time for this activity, you may want to cut the blue paper ahead of time and encourage students to color the animals at home. Make sure to have students write their names on their projects and take them home to show their parents.
- 16. Cantamos: Animales del mar:** To further reinforce the aquarium vocabulary sing the following song to the tune of "My Bonnie Lies Over the Ocean." After the students are familiar with the lyrics, make sure to teach the gestures (shown on the video, or you can make your own) to enhance learning and clarify the meaning of nadan. [Click here to listen to the song!](#)

Animales del Mar (To the tune of "My Bonnie Lies Over the Ocean")

Los peces nadan en el mar
Nadan en agua azul
Los tiburones y pulpos
Y caballitos de mar

Nadan, nadan los animales del mar
Nadan, nadan, los animales del mar

Ballenas también nadan
Nadan en agua azul
Delfines también nadan
Y estrellitas de mar

Nadan, nadan los animales del mar
Nadan, nadan, los animales del mar

17. Actividad con paracaídas: Parachute activities! Please take the students outside for this activity if possible or a large open space.

- **First: Important Parachute Rules!**
 - i. Don't go under the parachute without being asked.
 - ii. Don't go on top of the parachute without being asked.
 - iii. Don't shake the parachute too hard or without being asked.
 - iv. Let go when I say it's time to do so.
- If a student is not following directions, for safety reasons, you can ask them to observe and then re-join the game when he/she knows he/she is ready to play it safe.
- **Number Tag:** Make a circle and everyone holds a handle or part of the parachute. Assign numbers (or animals in Spanish) to each student. You will call two numbers (or animals) in Spanish at a time. The students with these numbers/animals will race to tag the other. They will have to run around the parachute and can also go under. Their turn ends when the tagger tags the other child. It works best to show a demonstration before starting. Play until each student has had turns. You can also allow students to help call out the numbers/animals as well.
- **Counting Ball:** Set a goal with the class of how high they want to count in Spanish. Place the ball in the middle of the parachute and the students should shake the parachute and start counting in Spanish. If "veinte" is their goal, they will continue to shake the ball while counting. If it falls off while counting, they will have to start all over again.
- **Singing Ball:** Place a ball in the middle of the parachute. Have the group sing a song in Spanish with you while shaking the parachute. If the ball falls off the parachute while singing the song, they will have to start all over again. The game ends when they are all able to sing the song while keeping the ball on the parachute.
- **Salsacaídas:** Combining salsa music and the parachute for a fun dancing activity. While you play a fun Spanish song the students take turns dancing in pairs under the parachute. The rest of the class holds the parachute high and shakes it while playing the songs. Children can go in by themselves or in pairs. Here are fun song examples to play: [Vivir mi vida by Marc Anthony](#) or [La Gozadera Gente de zona y Marc Anthony](#)
- **Here is a link to see another Spanish teacher's games/activities with the parachute-** if you'd like to try different things with your students: <http://sarahbreckley.com/parachutes-class-outside/>

18. If extra time- Play any of the games the students enjoyed from last class to review. Or if there was a craft or activity you didn't get to, feel free to incorporate that in this class. You can also use your creativity and ideas if you'd like to!

19. Closing & Goodbye song

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