

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: animal themed for treat/snack activity if possible, Blank paper and coloring supplies, craft supplies, etc.

Day 3 Target Vocabulary: Los pájaros~ El aviario

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| <i>el pájaro</i> | the bird | <i>el colibrí</i> | hummingbird |
| <i>la mariposa</i> | the butterfly | <i>el flamenco</i> | the flamingo |
| <i>el quetzal</i> | the quetzal bird | <i>el loro/el papagayo</i> | the parrot |
| <i>el pingüino</i> | the penguin | <i>el pavo real</i> | the peacock |
| <i>la selva</i> | the jungle | <i>el mar</i> | the sea |
| <i>¿Dónde está...?</i> | Where is it? | <i>Hay___.</i> | There is/are___. |
| <i>¿Cómo estás?</i> | How are you? | <i>Bien, mal, más o menos</i> | Good, bad, okay |

Note: In today's lesson, comprehensively incorporate colors in Spanish with the students as well. It is easy to describe the birds and animals with colors or talk about the colors while doing the craft or drawing 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**- Ask how the students are doing with "¿Cómo estás?" and encouraging students to answer with "Bien, mal, o más o menos..." *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: *Las clases pasadas, Dani y Beto fueron al zoológico y el acuario.* Last classes, Dani and Beto went to the "acuario." ¿Qué significa "acuario?" What does "acuario" mean? (Have the whole class repeat "acuario" 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 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 el Mar* from last class for more review.
- Play a favorite game from last classes 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 from the first class. Or Charades, huracán, animal relays, Simon says, or a parachute activity from Day 2.

5. Let the class know that today's zoo adventure will take place at the aviary~ el aviario! Introduce new vocabulary with picture flashcards and any props. Tip: If possible, set up the picture flashcards or props around the space according to where the bird would be (ie- the peacock on the floor and the bird up on a table or bookshelf) and in an area for the students to look around and pretend to visit the aviary with you.

- i. Act/Mimic animal gestures and animal noises for the animals to physically connect and practice the vocabulary with repetition.
- ii. Show the videos below with birds from the aviary in Mexico;
 1. <https://www.youtube.com/watch?v=eSKYVcLcNIY>
 2. <https://www.youtube.com/watch?v=i5NH907Pzrk>
- iii. Here is a puppet skit if you'd like to use Dani and Beto for the adventure:

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

Dani: *En el aviario, hay los pájaros.* In the aviary, there are birds.

Beto: *Hay muchos pájaros de colores diferentes.* There are a lot of birds of different colors.

Dani: *¿Dónde está un pájaro azul?* Where is a blue bird?

Beto: *Allá es el colibrí. Es azul.* Over there is the hummingbird. It is blue.

Teacher: *Sí, el colibrí es azul.* Yes, the hummingbird is blue. (Have the class repeat the word while you hold up the picture.)

Teacher: Continue this pattern and discussion of birds and their colors in *el aviario* and you can incorporate the questions "¿Dónde está?" And phrase, "Hay" while finding and counting the birds as well.

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. You can also ask the students which birds they like to practice "Me gusta(n)" or don't like "No me gusta(n)."

- 6. Juego: Papa Caliente or Hot Potato.** Start by having your class sit in a circle and put on some fun music. Hand out a ball or object to be the 'hot potato.' When you stop the music whoever is holding the ball needs to answer a question or give the Spanish for a picture flashcard you hold up. For example: ¿Qué significa "mariposa" en inglés? What does mariposa mean in English? Keep playing until everyone has had a turn or until 5-7 minutes have passed. (Include review practice from previous classes as well.)
- 7. Juego: ¿Qué se falta?** Gather the students around a table if possible. Have various animal picture flashcards or props from today's class and previous classes if possible. Hold up each image and say the vocabulary word together for practice. Divide the class into two teams. Explain that one student from each team will turn around away from the table. While those students are turned, you will secretly take away one of the images to be hidden. When the students turn back around, they will race to guess which animal is missing by saying the word in Spanish. Remind the students to pay careful attention! If the student guesses correctly that team earns a point. Be sure to praise all efforts to answer.
- 8. Drawing/Coloring Activity: Mi animal Favorito-** Hand out blank paper to the students and have fun coloring supplies and if possible, craft supplies if they'd like to make their artwork more three dimensional. In this activity, encourage the students to draw/color their favorite zoo animal or bird from class so far and label it in Spanish.
- 9. Notas Culturales & La Merienda (if applicable)**
 - Bring in an animal themed snack as a fun treat. Have the students count the snack with you in Spanish to practice basic counting in Spanish.

- **Culture Lesson:** Gather all the students on the floor and **read the story about Los Galapagos** from the Futura intranet. Note: You can also read any other books you may have or share culture lessons related to animals or your travels and experiences in Spanish speaking countries.
- Initiate a discussion about animal sounds in different languages. Explain that Spanish speakers don't say their dogs go "woof;" instead, they say "¡guau, guau!" Ask your class what noise a gato (cat) makes. When they demonstrate for you, show them how in Spanish, "meow" becomes "miau," which looks different but sounds the same. Continue explaining with common pets. Use some of the following examples:
 - Small birds: pío, pío
 - Frogs: cruá, cruá
 - Mice: iik, iik
- Ask them if they think farm animals "say" the same thing according to Spanish speakers as they do according to English speakers. Tell them that they will be learning all about farm animals next class. Here is a website with many animal sounds: <http://www.transparent.com/spanish/animal-sounds/>
- Ask the students to tell you if they've visited a zoo recently and what their favorite part of the zoo is!

10. Juego: Pictionary: Split the students into two teams and make sure each team has a spot at the whiteboard or a piece of paper on which to draw. Call up the first person in each team and tell them, in Spanish, which vocabulary word they are drawing. Make sure they know what the word is and then have them draw it for their team. The first team to correctly identify it in Spanish gets a point. Variation: You can adapt by having the students in pairs taking turns drawing and guessing. This way they are more engaged and all participating at the same time. In this setting, you would need to go around to each artist and whisper the word in Spanish.

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: Sin Sillas (Musical chairs without the chairs!) Explain to your class in Spanish and English that you all must help Dani choose what animal to see at the zoo. Clear a space in the middle of the room. Give each child an animal or bird picture or object from the vocabulary covered to this point and have them place it on the ground so that the images form a circle the students can walk around. You should have one for each student. Explain that you will play some music, and when you stop the music, all the students must stay on the animal where they are. That animal is their guess for which animal Dani will choose to visit at the zoo next. Ask your students who is on a specific animal (¿Quién tiene "el flamenco?" Who has "flamingo"?), and wait for your students to identify that person. (Alex tiene "flamenco.") The person whose animal was called will repeat the word in Spanish and then can earn an extra sticker for their zoo ticket. Continue playing until everyone has won a sticker. TIP: For extra reinforcement and fun, have each student make the noise of the animal you call! For example, when you say ¿Quién tiene "pollo?" that student can say "pío, pío." (This works especially well for the little ones.)

Sin Sillas Adaption: You can adapt this activity so that it more closely resembles musical chairs. Put chairs in a circle facing outwards, making sure you have enough so that each student has a chair. Put an image of an animal underneath each chair. When you start the music, the students can start walking around the chairs. When the music stops, they need to find a chair. You will then ask an animal

question such as “¿Quién tiene el loro? Who has the parrot?” Everyone will look under their chairs. Whoever has “loro” will hold up the picture, repeat the word, and then take their chair and the image out of the circle. The circle will then become smaller. That child will then ask the next animal question. Tip: It works well to skip the elimination style game and keep the students all playing so that they are engaged and having fun.

- 13. Alternate or Additional Activity: Around el Aviario:** Gather your flashcards and have the students sit in their seats. The first student gets up and stands by the first desk. Hold up a flashcard. The first student to say the word correctly in Spanish moves to the next desk to challenge that student. The losing student sits down in the desk where s/he was challenged and lost. The game keeps going until someone gets “around the world”—all the way back where s/he started.
- 14. Craft Actividad: Quetzal Feather Art:** You will need copies of the quetzal picture located on the intranet, scissors, glue and/or glue sticks, and bags of bright green, red, and white feathers for this project. (You can find large bags of inexpensive feathers at craft stores or ask your area manager if they have some from the Futura library.) Show the students the pictures of the quetzal provided on the intranet. Explain to the class that they are all going to make pictures of the quetzal. They will be using a traditional art technique from Mexico; rather than drawing their picture, they will use feathers to build it! Using the reference images, you printed off along with the handout, each student will construct a resplendent quetzal. Make sure to have all students write their names on the pictures and send them home with their parents after class.
- 15. Cantamos:** As the students clean up from the craft activity, sing one of the songs from this or previous classes.
- 16. Scavenger Hunt Actividad:** Try to go outside for this activity if possible, to make even more fun and exciting. For this activity, you will need copies of the scavenger hunt list you create for your students (complete with clipart pictures for your nonreaders), music- if possible, animal sounds, and the physical hidden, animal-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 pájaro, un animal feroz, una rana, pelo del jaguar, etc. 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 plastic frog, 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 always keep an eye on all students 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 zoo on their own. The individual or team that finds 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 music 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.

Sample Scavenger Hunt List for playing in teams

- Una pluma de quetzal (green feather from the art activity)
- Una ranas de colores (either toys or laminated pictures)
- Pelo de leon/tigre/etc (suitable fabric scraps)
- Un mono amable (stuffed or toy monkey or a laminated card)
- Dos papagayos (stuffed or plastic toy or picture flashcard)
- Una mariposa grande (toy or print)
- Use your creativity or props you have!

- 17. Repaso: Speed Animals:** Another fun way to review all the animals is a game of Speed Animals! Have the class sit in a big circle on the floor and hand a student a ball. The student must then say the name of an animal they have learned thus far and then as quickly as possible pass the ball to the next student who must say a different animal. The goal is to go around the circle as fast as possible. Students only get ten seconds to say an animal and they cannot repeat any words previously used. If they repeat an animal or can't think of one in ten seconds, they come out of the circle and help you referee. Keep playing until only two students remain. They are the winners!
- 18. If extra time-** Play any of the games the students enjoyed from last classes 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)**
 - **Adios song (Sample Adios song - [¡Es la hora de decir adios! on Vimeo](#))**
 - **Orderly Dismissal (line up at door before dismissing class)**