

**Materials:**

- Attendance List printed with Emergency Numbers
- Students Responsibility Poster & Star Chart
- Name stickers or name tents, Zoo ticket\*Given to students at the end of class! 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: iced circus animal crackers for treat/snack activity if possible, Blank paper and coloring supplies, craft supplies, etc.

**Day 4 Target Vocabulary: En la granja**

<i>la vaca</i>	the cow	<i>la cabra</i>	the goat
<i>el pato</i>	the duck	<i>la oveja</i>	the sheep
<i>el gallo</i>	the rooster	<i>el caballo</i>	the horse
<i>el pollo</i>	the chicken	<i>el cerdo</i>	the pig
<i>el burro</i>	the donkey	<i>la granja</i>	the farm
<i>Vamos a ver....</i>	We are going to see	<i>Yo veo...</i>	I see...

**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; \*Since it is the last class- remember to send these home with the students at the end of class!
- 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 “aviario.” ¿Qué significa “aviario?” What does “aviario” mean? (Have the whole class repeat “aviario” and be sure to praise any students who try and answer.) ¿Cuáles pájaros vieron? What birds 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 Los Animales for more review
- 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 from the first week. Or Charades, huracán, animal relays, Simon says, or a parachute activity from Day 2. Or any of the games from last week like: hot potato, Qué falta, Pictionary, Around the world, speed animals, or musical chairs.

**5. Let the class know that today's zoo adventure will take place at *la granja* to see the farm animals! Introduce new vocabulary with picture flashcards and any props if possible.**

- i. Act/Mimic animal gestures and animal noises for the animals to physically connect and practice the vocabulary with repetition.
- ii. Show the song videos in Spanish with animals from *la granja*:
  1. <https://www.youtube.com/watch?v=hhhdU5hFufo>
  2. La vaca lola: <https://www.youtube.com/watch?v=45B7H7uGDGk>
- iii. Here is a puppet skit if you'd like to use Dani and Beto for the adventure:

**Dani:** ¡Vamos a ver muchos animales! (Check to see if your students remember these phrases. Praise their attempts to answer.) ¡Vamos a ver vacas!

**Beto:** ¿Qué hacen las vacas? What noise do vacas make?

**Dani:** Las vacas hacen (make your best moo here).

**Teacher:** Clase, ¿qué es "vaca" en inglés? Sí, "vaca" es "cow."

**Dani:** ¡Vamos a ver ovejas!

**Beto:** ¿Qué hacen las ovejas? What noise do ovejas make?

**Dani:** Las ovejas hacen (make your best baa-ing here).

**Teacher:** Clase, ¿qué es "oveja" en inglés? Sí, "oveja" es "sheep." (For older students, you can point out that the plural is made like it is in English; by adding an s. Have the class repeat both words, and then challenge everyone to bleat as loudly as they can.)

**Teacher:** Continue this pattern and discussion of animals in *la granja* 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. Cantamos~ Teach and sing the song "Señor Lopez had a Granja" to the tune of Old McDonald. Here is the song video in Spanish for reference: <https://www.youtube.com/watch?v=TwkADbTrNrQ>**

**Señor Lopez Had a Granja (Sung to Old McDonald)**

Señor Lopez had a granja ee-ii-ee-ii-oo  
And on his granja he had a vaca ee-ii-ee-ii-oo  
With a moo-moo here and a moo-moo there  
Here a moo there a moo, everywhere a moo-moo

Señor Lopez had a granja ee-ii-ee-ii-oo  
And on his granja he had a cerdo ee-ii-ee-ii-oo  
With a oink-oink here and a oink-oink there  
Here an oink there an oink, everywhere an oink, oink

Señor Lopez had a granja ee-ii-ee-ii-oo  
And on his granja he had a gato ee-ii-ee-ii-oo  
With a meow here and a meow there  
Here a meow there a meow, everywhere a meow, meow

**(Feel free to add on more animals!)**

**7. 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 practice flashcards of the animals from the intranet, 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 as well), 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 aplauso for all efforts. After each answer, shout the name of the animal together to reinforce learning.

- 8. Juego: Pista-** Have the small pictures of the farm animals copied two times and cut out. Divide the class into two teams: Team Dani and Team Beto. Line the two teams up facing you. Put a small bag in front of each line with a set of pictures in each. Explain that you are going to give a "pista" for a farm animal. The players at the front of the line must race to pick out the picture. They must then say the word in Spanish. Whoever does this the quickest, has the correct picture, and says the right word, scores a point for the team. The players then go to the end of the line and the next players in line will be given the next clue. Some suggested clues are listed below. Feel free to add more! Note: If your class is older, you may want to put the words in Spanish instead of pictures in the bags to make the game a bit more challenging and to speed it up.

Clues:

I need to be milked  
I like rolling in the mud!  
You can ride on me.  
I waddle.  
I can be your wakeup call!

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

- Bring in iced circus animal crackers as a fun themed treat. Have the students count the snack with you in Spanish to practice basic counting in Spanish.
- Show the following farm animal video with Spanish to have the students see the animals from the farm in real life! <https://www.youtube.com/watch?v=MaorpnopNA4>
- **Culture Lesson:** Gather all the students on the floor and initiate a discussion about culture. Explain to your class that in Spanish, "ito" is often added on to words to mean cute or little or simply as an endearment (cariño). An example of this is abuelito and abuelita. You can give some examples of how this works with animal words, such as perritos, gatitos, pollitos, etc. Further explain that a very popular song with children from Latin America is "Los pollitos dicen" ("The Chicks say...") If possible, read the story *Los pollitos dicen pío* (Spanish Edition) by Mercedes Figueroa and J. Alonso. Share the song and song video with the students: Teach the song *Los pollitos dicen* using gestures. This is a great, catchy song so have fun! <https://www.youtube.com/watch?v=qcOiatMsjes>
- Encourage the students to continue their Spanish practice and learning after this course. Spanish is an important and beneficial language to learn! Over 500 million people speak Spanish worldwide and there are over 100 million people speaking Spanish in the United States alone. Learning Spanish gives them a global perspective and cultural opportunities to travel and explore more countries~ animals and zoos included! We hope they enjoyed learning about the amazing world of animals in Spanish with a zoo adventure.

- 10. Bingo Repaso:** Give each student a blank Bingo card and let them draw or write in the animal words they have learned. Hand out goldfish crackers (or small markers of any kind) for students to use to mark their spaces. Then, begin calling off different vocabulary and the corresponding Bingo letter in Spanish. Example: I- quetzal, B- tigre, N- oveja. 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/her card and name each animal in Spanish while the class watches and listens to make sure s/he is correct. Award a sticker to the winner and continue playing.

- 11. Juego: ¿Dónde está mi pareja?** Explain that in this game, the students will be helping many different animals in the zoo find a friend! You will need two pictures of each animal word. \*Tip: Use the practice flashcards provided on the Futura intranet for this activity. These must be pictures the students can keep, so don't give away your picture flashcards! Briefly hold up each picture and say the words together before playing to ensure the game is a success. Scramble the pictures and hand them out to everyone

in the class. Students should keep their cards a secret. (Be sure that you count the number of students in the class beforehand and make sure that all the cards that are handed out are complete pairs. You may also choose to make one group of three in case someone is absent or if you have an odd number. If you don't need the third card on game day, just leave it out of the game.) The whole class will start chanting "Animales, animales, animales" and walking in a circle or around the classroom, scrambling up. When you call out, "¿Dónde está mi pareja?" the students must look for their partners. They can't show the pictures; they can only ask by saying the name of their animal in Spanish. A student will answer Sí if that is the same animal they have or No if it isn't.

- 12. Alternate or Additional Activity: ¡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 so that a person sitting in it will have his/her back to the board. To start the game, ask each team for a volunteer 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. Then, 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.
- 13. Play the Telephone Game** using animal sounds and the Spanish words for the animals. Have the students sitting in a circle with pictures of animals displayed in the middle. Start by whispering the name of an animal in Spanish to one student. Then he or she will pass the sound the animal makes around the circle as a secret. When it has gone around the circle the last student guesses what the animal is- in Spanish. This is a great quiet game to play with chatty groups.
- 14. Craft Actividad: Multi-Murals by theme:** For this activity, you will need large sheets of paper. Note: If you don't have access to large paper, have each student draw on paper and then tape them together for the mural. Divide your class into four groups of students and give each group a part of the zoo that was explored: *animales del zoológico*, *animales del acuario*, *los pájaros del aviario*, *animales de la granja*. 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.
  - **Another option would be to make folding paper zoo animals for the students to take home with them. Here is the link for the free template and details on this activity:**  
<https://www.firstpalette.com/craft/folding-paper-zoo-animals.html>
  - **Another craft option is to make a thumbprint zoo. Check out the example and details from this link:** <https://www.freekidscrafts.com/thumbprint-zoo/>
- 15. Cantamos:** As the students clean up from the craft activity, sing one of the songs from this or previous classes.
- 16. Outside Games & Activities:**
  - **Drawing animals on the blacktop areas outside with chalk and labeling them in Spanish**
  - **Any Parachute Games from Day 2**
  - **Duck, Duck, Goose**
  - **Animal Relays**
  - **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 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.

**17. 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!

**18. Closing & Goodbye song**

- **Hand out Reward stickers for Star Chart. Place stickers on student zoo tickets and hand them out to the students to take home and show their parents. Praise the students for their great effort and behavior in class.**
- **Encourage the students to practice the lessons from class with the Futura Parent Portal on our website with optional homework, newsletters, and more!**
- **Adios song (Sample Adios song - [¡Es la hora de decir adios! on Vimeo](#))**
- **Orderly Dismissal (line up at door before dismissing class)**