

## *El Carnaval de los Animales (Carnival of the animals)*

### Overview Unit 11

<b>ABOUT THIS UNIT</b>		<b>WHERE THIS UNIT FITS IN</b>
<p>This unit is based on 'The Carnival of the Animals' by Saint-Saëns. The children learn to describe the animals characterised by the music and talk about their natural habitats. They also learn how to tell the time on the hour (analogue only).</p>		<p>The children learn and use new vocabulary to talk about animals. They are already familiar with the numbers 1–12 and learn to apply these to telling the time. The children continue to develop confidence in speaking and prepare a performance to consolidate work from this unit as well as previous units.</p>
<p><b><u>Prior Learning</u></b></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> <li>• colours</li> <li>• feminine agreement for colours</li> <li>• numbers 1–12</li> <li>• <i>grande, pequeño</i></li> <li>• the names of some animals</li> <li>• <i>¡Feliz Cumpleaños!</i></li> </ul>	<p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>• Names of animals and some animal habitats</li> <li>• Adjectives to describe animals</li> <li>• some adverbs</li> <li>• Telling the time on the hour and asking the time</li> <li>• Phonic focus: revision of <i>ñ, ll, rr, z, soft c, j, i, e, qu, v [ʃ], v [b], silent h, d</i> (like th in 'that'); difference between <i>i</i> and <i>e</i>; synthesising known phonemes to form simple words</li> </ul>	<p><b><u>End of Unit Activity</u></b></p> <p>The children perform their pieces to the class. The class evaluates the performances, discussing the effect of each piece and how they were achieved.</p>
<p><b><u>Expectations</u></b></p> <p>At the end of this unit:</p> <p><i>Most children will:</i> ask and answer questions about animals; describe animals and begin to use feminine agreement; understand time on the hour; devise and perform a short dialogue, using structures learned in this unit and previous units.</p> <p><i>Some children will not have made so much progress and will:</i> understand the names of animals with the support of visual or musical clues; respond with a single word answer to questions about the time.</p> <p><i>Some children will have progressed further and will:</i> give extended descriptions using accurate Spanish which demonstrates some attention to feminine agreement; show creativity and imagination by using known language in a new context.</p>		<p><b><u>Links to the New National Curriculum for KS2 Foreign Languages</u></b></p> <p><i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; <b>key features and patterns of the language</b>; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>

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### Overview Unit 11

#### Resources

- Extracts from *Carnival of the Animals*
- Mini picture flashcards of animals for pupils
- Large picture flashcards of animals
- The rhyme *Los Pollitos* (text and recording) (see session 1)
- Two hula hoops or picture of Venn diagram
- Mirrors
- Flipchart or notebook page with embedded sound files of animals and music clips by Saint Saëns
- Jigsaw / eraser / spotlight tools on the interactive whiteboard
- Flipchart or notebook page with pictures of *e* and *i* words, with sound files of words embedded into pictures
- Large phoneme cards (see session 2)
- Animal sounds in Spanish
- Ball (see session 3)
- Mini whiteboards
- Large clock
- Clock faces from the bank of interactive whiteboard resources
- Text of the song *Un elefante se balanceaba* (see session 3)
- Word cards for the adjectives
- Card with a large red letter *a*
- Music by Camille Saint-Saëns: *Carnival of the Animals*
- Words to the song *Oso Marrón* (see session 4)
- Pictures of the four habitats either from the internet on the IWB or in hard copy
- A4 paper and coloured marker pens for vocabulary exercise.
- Animal puppets or pictures
- Habitat word cards
- Flipchart or notebook page on which the last letter of the feminine form is the same colour as the background of the screen, so that it is invisible until moved into a cell or box that is the 'feminine' colour.
- Backgrounds from the interactive whiteboard resource back or gallery
- Drag and drop function on the interactive whiteboard
- Language imported from previously saved presentations or interactive whiteboard files

## *El Carnaval de los Animales (Carnival of the Animals)*

### 1. Meeting the animals

**Prior Knowledge:** It is helpful if children already know the names of some animals

#### Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

#### Support

Some children may not yet be ready to give a verbal response. Allow them to give the action instead of the word.

#### Extension

Encourage children to give a reason for their choice of animal, e.g. *Es... lento* (slow), *rápido* (quick), *grande* (big), *pequeño* (small) *fuerte* (strong).

Children make a word bank for different animals.

#### Main

Ask children which names of animals they know in Spanish. Play an extract from the Carnival of the Animals and ask children to discuss in pairs which animal they think it is. Play it again and ask children to give reasons for their answers. Explain about this piece of music and that they are going to learn the names in Spanish of animals it characterises.

ICT Opportunities: Create a flipchart or notebook page on the interactive whiteboard with embedded sound files of animals and music clips by Saint Saëns.

Introduce the names of the animals with pictures or actions by using the teaching sequence below: *el león, la gallina, el gallo, el caballo, la tortuga, el elefante, el canguro, el pez, el burro, el cuco, el pájaro, el cisne.*

Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, as you say the word. Children listen and point to their corresponding mini-flashcard.

Show a large flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard.

ICT Opportunities: Play 'Guess the animal' with hidden pictures using the jigsaw / eraser tool / spotlight tool.

Play *Repetid si es verdad*. Say the word and hold up a flashcard. If the two match, children repeat. If not, they remain silent.

Play 'Name that Tune'. Divide the class into two teams and play the first bars of each musical extract. Ask *¿Quién es?* (Who is it?) Children respond by saying which animal they have heard.

ICT Opportunities: Set up to play Name that Tune as a podcast – play music, then ask *¿Quién es?* leave a pause and then give correct answer – did you get it right?

Write the words *elefante, león* and *pez* on the board with the *e* highlighted. Say them as a class. Write the word *gallina* on the board with the *i* highlighted in a different colour. Practise the sounds *e* and *i*.

ICT Opportunities: Create a flipchart or notebook page with pictures of *e* words and pictures of *i* words, with sound files of words embedded into pictures. Children sort into *e* and *i* categories on board and can listen to words if they are unsure.

Sing the song *Los Pollitos* (The little chicks) or play a recording. Children do an action when they hear the *i* sound. Sing the song again and encourage them to join in.

Play a sorting game to practise distinguishing *e* and *i*. Create a Venn diagram using two overlapping hula hoops labelled *i* and *e* (or two overlapping circles on the interactive whiteboard). Show the children pictures of some animals whose names contain the focus sounds e.g. *pez, elefante, gallina, cisne, león, cocodrilo, abeja, conejo, mariquita, tigre, jirafa, ardilla* and ask a volunteer to choose one. Say the word. The children listen and decide in which hoop to place it. If the word contains both sounds it is placed in the overlapping section in the middle. The game continues with the remaining animals.

## El Carnaval de los Animales (Carnival of the Animals)

### 1. Meeting the animals

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p><i>Tener hambre / frío</i> – in Spanish, the phrases to be hungry / cold / thirsty/ hot/ scared are translated as <i>tener</i> (to have) followed by a noun (hunger, thirst, heat, etc.)</p> <p>Diminutives – <i>pollitos</i> is a further example of the diminutives met in Unit 5.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Answering questions – <i>¿quién es?</i></p> <p>(Extension) – adjectives – <i>es lento, rápido, fuerte, grande, pequeño</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p><i>ll [ʎ] – gallo, gallina, caballo, pollitos</i></p> <p><i>z / soft c [θ] – pez, cisne</i></p> <p><i>e [e] – pez, elefante, cisne, león, pequeño, abeja, conejo, tigre</i></p> <p><i>i [i] – gallina, cisne, pío pío pío, cocodrilo, mariquita, jirafa, ardilla, tigre</i></p> <p><i>u [u] – tortuga, cuco, burro, canguro</i></p> <p><i>j [x] – pájaro</i></p> <p><i>ñ [ɲ] – pequeño</i></p> <p><i>qu [k] – pequeño, quién</i></p> <p><i>rr / initial r – burro, rápido</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p><i>e [e] – pez, elefante, cisne, león, pequeño, abeja, conejo, tigre</i></p> <p><i>i [i] – gallina, cisne, pío pío pío, cocodrilo, mariquita, jirafa, ardilla, tigre</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name some animals</li> <li>• give a physical response to something they hear</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>Music</b> – Key Stage 2</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Practise animal names through games such as charades.</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Extracts from <i>Carnival of the Animals</i></li> <li>• Mini picture flashcards of animals for children</li> <li>• Large picture flashcards of animals</li> </ul>	

## El Carnaval de los Animales (Carnival of the Animals)

### 1. Meeting the animals

<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>• Some animal names were covered in Units 2 &amp; 5 and can be incorporated into activities in this unit.</li> <li>• The composer of The Carnival of the Animals, <i>Camille Saint-Saëns</i> was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces that represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saens can be obtained by using an internet search engine.</li> <li>• As an alternative to using mini-picture flashcards, animal mimes can be used.</li> <li>• When working on a phonic focus such as <i>e</i> and <i>i</i> demonstrate the shape that the mouth makes when making the sound. Get children to practise in front of a mirror.</li> </ul>	<ul style="list-style-type: none"> <li>• Two hula hoops or Venn diagram on whiteboard</li> <li>• Mirrors</li> <li>• Flipchart or notebook page with embedded sound files of animals and music clips by Saint Saëns</li> <li>• Jigsaw / eraser / spotlight tools on the interactive whiteboard</li> <li>• Flipchart or notebook page with pictures of <i>i</i> and <i>e</i> words, with sound files of words embedded into pictures.</li> </ul> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Los pollitos</b>  <i>Los pollitos dicen</i>  <i>Pío, pío, pío</i>  <i>Cuando tienen hambre</i>  <i>Cuando tienen frío.</i>  <i>La gallina busca</i>  <i>El maíz y el trigo</i>  <i>Les da la comida</i>  <i>Y les presta abrigo.</i>  <i>Bajo sus dos alas</i>  <i>Se están quietecitos</i>  <i>Y hasta el otro día</i>  <i>Duermen calentitos.</i></p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The little chicks say              Cheep, cheep, cheep              When they are hungry              When they are cold.              The hen looks for              Maize and wheat              She gives them food              And she gives them shelter              Under her wings              They are still              And until the next day              They sleep warm.</p> </div> </div>
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<b>El lenguaje del profesor / de la profesora</b>	<b>Teacher Language</b>	<b>El lenguaje de los niños</b>	<b>Children's Language</b>
<i>Escuchad bien</i>	Listen carefully	<i>el león</i>	the lion
<i>¿Qué animal es?</i>	Which animal is it?	<i>el gallo</i>	the cockerel
<i>¿Quién es?</i>	Who is it?	<i>el elefante</i>	the elephant
<i>es lento / rápido</i>	it's slow/fast	<i>el canguro</i>	the kangaroo

## *El Carnaval de los Animales (Carnival of the Animals)*

### 1. Meeting the animals

<i>es grande / pequeño</i>	it's big/small	<i>el pez</i>	the fish
<i>es fuerte</i>	it's strong	<i>el cuco</i>	the cuckoo
<i>el león</i>	the lion	<i>el burro</i>	the donkey
<i>el gallo</i>	the cockerel	<i>el pájaro</i>	the bird
<i>el elefante</i>	the elephant	<i>la tortuga</i>	the tortoise
<i>el canguro</i>	the kangaroo	<i>la gallina</i>	the hen
<i>el pez</i>	the fish	<i>el cisne</i>	
<i>el cuco</i>	the cuckoo		
<i>el burro</i>	the donkey		
<i>el pájaro</i>	the bird		
<i>la tortuga</i>	the tortoise		
<i>la gallina</i>	the hen		
<i>el cisne</i>	the swan		

## El Carnaval de los Animales (Carnival of the Animals)

### 2. Animal Sounds

**Prior Knowledge:** It is helpful if children already know the names of some animals in Spanish

<p><b><u>Objectives</u></b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p><b><u>Support</u></b></p> <p>For the soundscape activity, ensure children are in mixed ability groups.</p> <p><b><u>Extension</u></b></p> <p>Children play Pictionary in pairs with mini-whiteboards.</p> <p>Add <i>más</i> and <i>menos</i> to the adverbs, for example <i>más rápido</i> (more quickly).</p>	<p><b><u>Main</u></b></p> <p>Sing the song <i>Los Pollitos</i> (The chicks) from Session 1.</p> <p>Play ‘Human Phonemes’ to help the children build phonetically regular words. Give out large phoneme cards such as <i>a, e, i, o, b, c, d, j, ll, m, n, ñ,</i> and <i>r,</i> say a word and ask children to arrange themselves to form the word. Possible words include <i>mono</i> (monkey), <i>rana</i> (frog), <i>araña</i> (spider), <i>erizo</i> (hedgehog), <i>abeja</i> (bee), <i>ardilla</i> (squirrel) and <i>camello</i> (camel).</p> <p>Revise animal vocabulary from the previous session by playing Pictionary. Draw pictures on the board, asking after each stroke <i>¿Qué animal es?</i> Children guess the animal and say the word.</p> <p>Children have a selection of coloured pens or pencils. Give an instruction to draw for example, <i>una tortuga verde</i>. They draw this on paper or a mini-whiteboard.</p> <p>Make an animal sound in the way that would be familiar to a Spanish child at primary school. Ask <i>¿Qué animal es?</i> Children guess.</p> <p><b><u>ICT Opportunities:</u></b> Embed sound files into the words for the animal noises so that the children can click to check if they have matched the English and Spanish correctly.</p> <p>Discuss the job of the orchestra conductor. Teach the adverbs <i>fuerte</i> (loud), <i>bajo</i> (softly), <i>rápido</i> (quickly), <i>despacio</i> (slowly) with hand signals, as a conductor might.</p> <p>‘Conduct’ the class as they make one of the Spanish animal sounds. Give them instructions using the Spanish adverbs and hand signals.</p> <p>Divide the class into groups. Give each group a different animal sound to make. Give them a few minutes to choose a rhythm for their sound. Conduct the class, using instructions, e.g. <i>rápido</i>, creating a soundscape. Individual children can then take the role of conductor.</p>
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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Adjectival agreement and position - when asking children to draw animals, the colour will follow the noun and may need to add an agreement if the noun is feminine (e.g.: <i>un caballo negro</i>, but</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Asking questions, <i>¿Qué animal es?</i></p> <p>Forming comparatives – <i>más</i> + adjective or adverb</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p><i>ll</i> [ʎ] – <i>gallo, gallina, caballo, pollitos, camello, ardilla</i></p> <p><i>z</i> / soft <i>c</i> [θ] – <i>pez, cisne, erizo</i></p> <p><i>e</i> [e] – <i>pez, elefante, cisne, león, pequeño,</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p><i>ll</i> [ʎ] – <i>gallo, gallina, caballo, pollitos, camello, ardilla</i></p> <p><i>z</i> / soft <i>c</i> [θ] – <i>pez, cisne, erizo</i></p> <p><i>e</i> [e] – <i>pez, elefante, cisne, león,</i></p>
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### 2. Animal Sounds

<p><i>una tortuga negra</i>).</p> <p>Pronouns are attached to the end of imperatives and the infinitive e.g. <i>Voy a daros</i> (I'm going to give you...) <i>daros</i> is made up of <i>dar</i> (to give) and <i>os</i> (to you).</p>		<p><i>abeja, erizo, camello</i></p> <p><i>i [i]</i> – <i>gallina, cisne, pío pío pío, ardilla, erizo</i></p> <p><i>u [u]</i> – <i>tortuga, cuco, burro, canguro</i></p> <p><i>j [x]</i> – <i>pájaro, abeja</i></p> <p><i>ñ [ɲ]</i> – <i>pequeño, araña</i></p> <p><i>qu [k]</i> – <i>pequeño, quién</i></p> <p><i>rr / initial r</i> – <i>burro, rápido, rana</i></p>	<p><i>pequeño, abeja, erizo, camello</i></p> <p><i>i [i]</i> – <i>gallina, cisne, pío pío pío, ardilla, erizo</i></p> <p><i>j [x]</i> – <i>pájaro, abeja</i></p> <p><i>ñ [ɲ]</i> – <i>pequeño, araña</i></p> <p><i>rr / initial r</i> – <i>burro, rápido, rana</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• name some animals</li> <li>• recognise some words to describe the music</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>Music</b> – Key Stage 2</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Use a site like <a href="http://www.mamalisa.com">www.mamalisa.com</a> to find other freely downloadable animal songs. Sing <i>La Granja de mi tío</i>. (Old MacDonald had a Farm)</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Song words <i>Los Pollitos</i></li> <li>• Large phoneme cards</li> <li>• Flipchart or notebook page with sound files embedded into the words for the animal noises</li> <li>• Animal sounds in Spanish:</li> </ul> <p><i>¡grrr!</i> (lion)</p> <p><i>¡kikirikí!</i> (cockerel)</p> <p><i>¡biaaah!</i> (elephant)</p> <p><i>¡ cucú-cucú!</i> (cuckoo)</p> <p><i>¡ihaa ihaa!</i> (donkey)</p> <p><i>¡pío pío!</i> (bird)</p> <p><i>¡cocorocó!</i> (hen)</p> <p><i>¡miau!</i> (cat)</p> <p><i>¡bee!</i> (sheep)</p>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• For the sorting game the items do not need to be familiar to the children since you say the words.</li> <li>• Use picture symbols for support when comparing animal sounds in Spanish and English</li> </ul>			

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### 2. Animal Sounds

*¡guau, guau!* (dog)

*¡muuu!* (cow)

## El Carnaval de los Animales (Carnival of the Animals)

### 2. Animal Sounds

- Words to *La Granja de mi tío*. (Old MacDonald had a Farm) from Unit 2 session 2.

*En la granja de mi tío, ia ia ooo  
Hay diez vacas que hacen muuh, ia ia ooo  
Una vaca aquí, una vaca allá,  
Un muh aquí, un muh allá,  
Muh, muh, muh, muh*

*En la granja de mi tío, ia ia ooo  
Hay diez gatos que hacen miao, ia ia ooo  
Con un gato aquí, con un gato allá,  
Una vaca aquí, una vaca allá,  
Miao, miao, muh, muh*

*En la granja de mi tío, ia ia ooo  
Hay diez patos que hacen cuack, ia ia ooo  
Con un pato aquí, con un pato allá,  
Con un gato aquí, con un gato allá,  
Una vaca aquí, una vaca allá,  
Cuack, cuack, miao, muh*

Add other verses with any of the other animals and sounds.

<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<p><i>Vamos a cantar nuestra canción, Los Pollitos</i></p> <p><i>Voy a daros unos fonemas.</i></p> <p><i>Voy a decir una palabra, por ejemplo, 'mono'.</i></p> <p><i>Tenéis que hacer la palabra.</i></p> <p><i>Dibujad p.ej. una tortuga verde.</i></p>	<p>Let's sing our song, <i>Los Pollitos</i></p> <p>I'm going to give you some phonemes.</p> <p>I'm going to say a word, for example, 'mouton'.</p> <p>You have to make the word.</p> <p>Draw e.g. <i>una tortuga verde</i>.</p>	<p><i>¡grrr ! (lion)</i></p> <p><i>¡kikirikí! (cockerel)</i></p> <p><i>¡biaaah! (elephant)</i></p> <p><i>¡ cucú-cucú! cuckoo)</i></p> <p><i>¡iihaa iihaa! (donkey)</i></p> <p><i>¡pío pío! (bird)</i></p>	<p>Grrrr!</p> <p>Cock-a-doodle-doo! (trumpet)</p> <p>Cuckoo!</p> <p>Hee-haw!</p> <p>Tweet tweet!</p>

## El Carnaval de los Animales (Carnival of the Animals)

### 2. Animal Sounds

<p><i>Escoged un ritmo</i>  <i>¿Qué animal es ?</i>  <i>Escuchad bien las instrucciones.</i>  <i>Este grupo, sois p.ej. los burros.</i></p> <p>Animal sounds :</p> <p><i>¡grrr ! (lion)</i>  <i>¡kikirikí! (cockerel)</i>  <i>¡biaaah! (elephant)</i>  <i>¡cúcu-cúcu! (cuckoo)</i>  <i>¡iihaa iihaa! (donkey)</i>  <i>¡pío pío! (bird)</i>  <i>¡cocorocó ! (hen)</i>  <i>¡miau ! (cat)</i>  <i>¡bee! (sheep)</i>  <i>¡guau, guau ! (dog)</i>  <i>¡muuu! (cow)</i></p> <p><i>el director / la directora (de orquesta)</i>  <i>fuerte</i>  <i>bajo</i>  <i>rápido</i>  <i>despacio</i>  <i>más / menos</i></p>	<p>Choose a rhythm          Which animal is it?          Listen carefully to the instructions.          This group, you are e.g. donkeys.</p> <p>Grrrr!          Cock-a-doodle-doo!          (trumpet)          Cuckoo!          Hee-haw!          Tweet tweet!          Cluck cluck!          Miaow!          Baaa!          Woof woof!          Moo!</p> <p>conductor          loudly          softly          quickly          slowly          more / less</p>	<p><i>¡cocorocó ! (hen)</i>  <i>¡miau ! (cat)</i>  <i>¡bee! (sheep)</i>  <i>¡guau, guau ! (dog)</i>  <i>¡muuu! (cow)</i></p>	<p>Cluck cluck!          Miaow!          Baaa!          Woof woof!          Moo!</p>
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## El Carnaval de los Animales (Carnival of the Animals)

### 3. What's the time?

**Prior Knowledge:** It is helpful if children already know numbers 1-23

#### Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

#### Support

Children who become Mr. Wolf could choose a partner to come with them if they are not yet confident with the language.

#### Extension

Some children may be able to extend their responses to include the half hours.

#### Main

Ask children to move around the room in the style of a particular animal. Use phrases such as *más rápido* to vary movements.

Children stand in a circle to play *Pasad la pelota* (Pass the ball) to revise numbers 1-23. Say *uno* and pass the ball to a child, who says *dos* and passes the ball to someone else, and so on.

Children work in pairs with a mini whiteboard. They take it in turns to write the Spanish word for any of the numbers to 12 helping each other as they go. How many did they get? Which were easier and why? Practise as a class any words that children found especially difficult.

Use a large clock as you say times on the hour, e.g. *la una, las dos* etc. up to *las once*. Children listen and repeat. Introduce *mediodía* (midday). What do children think the word means? Introduce *medianoche* (midnight). What do children think it means? Practise *mediodía* and *medianoche* with actions to show the difference.

ICT Opportunities: You can make use of interactive whiteboard resources for clock faces.

Draw children's attention to the changes in pronunciation of some of the numbers. When we say 1 normally we say *uno* but now it changes to *una*. Why might this be? Practise saying the phrases again in pairs and encourage children to listen carefully to each other and comment on pronunciation.

Practise saying *¿Qué hora es?* (What's the time?) Children chorus the question and you respond with a time in Spanish, e.g. *son las seis*. Children stamp their feet or clap their hands six times in response.

Write the question on the board and ask children to identify the letters which make the *qu* sound. Can they remember any other words like this? (see Unit 10, Session 5) What do children notice about the pronunciation of *hora*? Can they identify the silent letter?

ICT Opportunities: Hide animals behind different times on a clock face – guess which animal is behind each time.

Play a variation of 'What's the time Mr Wolf?' Change the name of the animal so that children move in the appropriate style, e.g. *¿Qué hora es Señor Elefante?* Stand at one end of the room and call out a time, e.g. *son las tres*. Children take three steps forward in the style of that animal. If you call *¡ñam, ñam!* children must run back to the start, in the style of that animal. The first child to reach you becomes the animal in the next round.

#### **Grammar**

For teachers:

Imperatives – keep adding to the

#### **Grammar**

For children:

Asking and answering questions – *¿Qué hora es? Es la una / Son las ...*

#### **Phonics focus**

For teachers:

qu – **qué**

#### **Phonics focus**

For children:

qu – **qué**

## *El Carnaval de los Animales (Carnival of the Animals)*

### 3. What's the time?

<p>bank of commands children are used to hearing – here: <i>pasad la pelota, escribid...</i></p> <p>Pronouns are attached to the end of commands. In the plural form, the final d is then omitted. <i>Moverse</i> is a reflexive verb and so the plural command (<i>vosotros</i>) needs the reflexive pronoun <i>os</i>. <i>Movéos</i> is <i>moved + os</i> without the final d.</p>	<p>Telling the time – The question –¿<i>Qué hora es?</i> literally translates as ‘What hour is it?’ The response <i>es ... la una</i> literally translates as ‘It is the one’, in which <i>una</i> refers to <i>hora</i>, meaning hour. From two o'clock onwards the form is <i>son las dos</i>, etc. meaning ‘they are the two.’ Because <i>hora</i> is a feminine word, we use <i>la una</i> rather than <i>el uno</i>.</p>	<p>silent h – <i>hora</i></p>	<p>silent h – <i>hora</i></p>								
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand the time</li> <li>• give a physical response to something they hear</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Mathematics</b></p> <p><u>Measures</u> – Years 3 – 4</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p>										
<p><b><u>Throughout the week:</u></b></p> <p>Ask children the time on the hour. Develop this into a class routine so that children continue using the question and answer beyond the end of the unit.</p> <p>Sing <i>Un elefante se balanceaba</i> to practise numbers.</p> <p>Encourage children to play ¿<i>Qué hora es, Señor Lobo?</i> in Spanish at play time.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Ball</li> <li>• Mini whiteboards</li> <li>• Large clock</li> <li>• Clock faces from the bank of interactive whiteboard resources</li> </ul>										
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• This session is best taught in a hall or large space.</li> <li>• Some interactive whiteboards provide clock faces with little and big hands. There are also interactive clocks whose hands move when clicked. These offer an engaging way of presenting the time</li> </ul>	<ul style="list-style-type: none"> <li>• Text of the song <i>Un elefante se balanceaba</i>: <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;"><i>Un elefante se balanceaba</i></td> <td>One elephant was balancing</td> </tr> <tr> <td><i>sobre la tela de un araña,</i></td> <td>on a spider's web</td> </tr> <tr> <td><i>Como veía que resistía</i></td> <td>when he saw that it was holding</td> </tr> <tr> <td><i>fue a llamar a otro elefante</i></td> <td>he went to call another elephant.</td> </tr> </table> </li> </ul> <p>Repeat with <i>dos elefantes, tres elefantes</i>, etc. but be aware that the verbs must then be plural : <i>se balanceaban, veían</i> and <i>fueron a llamar</i>. Note that <i>resistía</i> does not change, as it refers to the web.</p>			<i>Un elefante se balanceaba</i>	One elephant was balancing	<i>sobre la tela de un araña,</i>	on a spider's web	<i>Como veía que resistía</i>	when he saw that it was holding	<i>fue a llamar a otro elefante</i>	he went to call another elephant.
<i>Un elefante se balanceaba</i>	One elephant was balancing										
<i>sobre la tela de un araña,</i>	on a spider's web										
<i>Como veía que resistía</i>	when he saw that it was holding										
<i>fue a llamar a otro elefante</i>	he went to call another elephant.										

## El Carnaval de los Animales (Carnival of the Animals)

### 3. What's the time?

You can find the music for this song at <http://www.mamalisa.com/?t=es&p=317&c=50>

<i><b>El lenguaje del profesor / de la profesora</b></i>	<b>Teacher Language</b>	<i><b>El lenguaje de los niños</b></i>	<b>Children's Language</b>
<i>Moveos como un / una ...</i> <i>Más rápido</i> <i>Más despacio</i>  <i>pasad / pasa el balón</i> <i>Escribid / escribe el número</i> <i>¿Qué hora es?</i> <i>Es la una</i> <i>Son las...</i> <i>dos</i> <i>tres</i> <i>cuatro</i> <i>cinco</i> <i>seis</i> <i>siete</i> <i>ocho</i> <i>nueve</i> <i>diez</i>	Move like a ... more quickly more slowly  pass (plural / singular) the ball write (plural / singular) the number What's the time? It is one o'clock It is two o'clock three o'clock four o'clock five o'clock six o'clock seven o'clock eight o'clock nine o'clock ten o'clock	<i>¿Qué hora es, Señor Lobo?</i> <i>¿Qué hora es?</i> <i>Es la una</i> <i>Son las...</i> <i>dos</i> <i>tres</i> <i>cuatro</i> <i>cinco</i> <i>seis</i> <i>siete</i> <i>ocho</i> <i>nueve</i> <i>diez</i> <i>once</i> <i>de la mañana</i> <i>de la tarde</i> <i>de la noche</i>	What's the time Mr. Wolf? What's the time? It is one o'clock It is two o'clock three o'clock four o'clock five o'clock six o'clock seven o'clock eight o'clock nine o'clock ten o'clock eleven o'clock a.m. p.m. (midday till approx. 8pm) p.m. (approx. 8pm till midnight)

### *El Carnaval de los Animales (Carnival of the Animals)*

#### 3. What's the time?

<i>once</i>	eleven o'clock	<i>es mediodía</i>	it is midday
<i>de la mañana</i>	a.m.	<i>es medianoche</i>	it is midnight
<i>de la tarde</i>	p.m. (midday till approx. 8pm)		
<i>de la noche</i>	p.m. (approx. 8pm till midnight)		
<i>es mediodía</i>	it is midday		
<i>es medianoche</i>	it is midnight		

## El Carnaval de los Animales (Carnival of the Animals)

### 4. Animal descriptions

**Prior Knowledge:** It is helpful if children already know the function of adjectives

#### Objectives

Describe people, places, things and actions orally and in writing.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; **key features and patterns of the language**; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### Support

Accompany each new adjective with a picture/ illustration and ensure the meaning of the words is understood.

Some children might only work with masculine animals to start with.

#### Extension

Children write new sentences using other known adjectives, e.g. colours.

Ask the children to listen to the word *tímido*. Can they work out what the final two letters are (that are making the sound like 'though')?

#### Main

Display pictures of animals. Show children a selection of adjectives on word cards, e.g. *fuerte*, *lento*, *rápido*, *grande*, *pequeño*.

Ask children what they think these words mean. (Remind them of adjectives from Unit 9.) Give clues with actions. Ask children to come out and stick the adjectives next to the animal they think they describe.

Introduce some new adjectives in the same way, e.g. *tímido* (shy), *feroz* (fierce). Ask children to mime these. Before showing the written words, ask the children to listen to the word *feroz*. Can they work out what the final letter is? Can they think of another adjective that rhymes with *tímido* (*rápido*)?

Divide the interactive whiteboard board in two. Ask children to suggest animals and as they do so, write the name in blue on one side if they are masculine and in red on the other if they are feminine. Ask children if they can guess why the names have been written up in two groups. Explain that some are masculine and some are feminine nouns.

Refer back to *grande* and *pequeño*. Display these on word cards written in black. Ask the question *¿Cómo es el elefante?* Describe the animals in a sentence *El elefante es lento*. Repeat for another masculine animal e.g. *El pez es pequeño*. Bring out a large red letter 'a'. Make a point of moving across to the other side of the board to focus on the feminine words. Ask the question *¿Cómo es la tortuga?* Give a description, e.g. *La tortuga es pequeña*. Encourage the children to listen for the clues that it's a feminine word e.g. *una*, *la* and use the red 'a' to emphasise how the adjective changes from o to a.

Repeat with *la gallina*. Ask children to explain why the change has been made. Continue with *lento* and *tímido*. Ask children to explain the changes again.

Now repeat with the adjectives that do not change, *grande*, *feroz* and *fuerte*. Can the children work out why these adjectives are different? (They do not end in o).

As a whole class, practise feminine agreements by building sentences on the board with a large set of word cards.

ICT Opportunities: Make a grid on the interactive whiteboard and model sentences by dragging elements into the right cell of the grid. Colour-code the nouns and adjectives to reinforce the concept of agreement. Make a copy of the page and change the colour of all the words to black. This will show whether children have grasped the concept when you remove the support.

## El Carnaval de los Animales (Carnival of the Animals)

### 4. Animal descriptions

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p> <p>Note that the order in the question could be reversed: <i>¿El elefante, cómo es?</i></p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Adjectival agreement – adjectives need to agree with the noun they describe. If an adjective describes a feminine noun (<i>la tortuga</i>) the final o will change to a (<i>pequeño – pequeña, tímido – tímida, lento – lenta, rápido – rápida</i>). If the masculine singular adjective does not end in –o it remains the same in the feminine (<i>feroz – feroz, grande – grande, fuerte, fuerte</i>).</p> <p>Definite article – children should be familiar with <i>el</i> (masculine) and <i>la</i> (feminine), both meaning ‘the’</p> <p>Asking questions – <i>¿Cómo es el elefante?</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>ñ [ɲ] - <i>pequeño</i></p> <p>z [θ] - <i>feroz</i></p> <p>qu [k] - <i>pequeño</i></p> <p>d [ð] - <i>rápido, tímido</i></p> <p>d [d] - <i>grande</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>z [θ] - <i>feroz</i></p> <p>d [ð] - <i>rápido, tímido</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand and say a number of adjectives</li> <li>• understand that Spanish has masculine and feminine nouns and use language such as <i>el/la</i> to tell the difference</li> <li>• understand the agreement of simple nouns and adjectives</li> <li>• pronounce the feminine form of some adjectives appropriately</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>ENGLISH</b></p> <p><u>Writing</u> - Years 3-4</p> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul>	
<p><b><u>Throughout the week:</u></b></p> <p>Sing <i>Oso Marrón</i> (Brown Bear) (See Resources)</p> <p>Look at the relationship between nouns and adjectives in English. Compare these with Spanish.</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Pictures of the animals</li> <li>• Word cards for the adjectives</li> <li>• Card with a large red letter <i>a</i></li> <li>• Drag and drop function on the interactive whiteboard</li> <li>• Music by Camille Saint-Saëns: <i>Carnival of the Animals</i></li> </ul>	

## El Carnaval de los Animales (Carnival of the Animals)

### 4. Animal descriptions

<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>Introduce new adjectives with a picture or action and always check that all children understand the meaning.</li> <li>Ensure that you stick to the colour code you have established for masculine and feminine.</li> <li>Build up a bank of question words which the children have now encountered and refer to these regularly – <i>cómo, cuál, qué, cuándo, cuánto/a/os/as</i></li> <li>Some children may benefit from having the opportunity to make a human sentence, to illustrate the changing of the –o to –a for adjectives describing feminine nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Words to the song <i>Oso marrón (Brown bear)</i></li> </ul> <p><i>Oso marrón, oso marrón, ¿qué ves? ¿qué ves?</i>      Brown bear, brown bear, what do you see? what do you see?  <i>Oso marrón, oso marrón, ¿qué es lo que ves?</i>      Brown bear, brown bear, what is it that you see?  <i>Veo un pájaro rojo, veo un pájaro rojo,</i>      I see a red bird, I see a red bird,  <i>Oso marrón, oso marrón, ¿qué es lo que ves?</i>      Brown bear, brown bear, what is it that you see?</p> <p><i>Pájaro rojo, pájaro rojo, ¿qué ves? ¿qué ves?</i>      Red bird, red bird, what do you see? what do you see?  <i>Pájaro rojo, pájaro rojo, ¿qué es lo que ves?</i>      Red bird, red bird, what is it that you see?  <i>Veo una oveja blanca, veo una oveja blanca</i>      I see a white sheep, I see a white sheep,  <i>Pájaro rojo, pájaro rojo, ¿qué es lo que ves?</i>      Red bird, red bird, what is it that you see?</p> <p style="text-align: center;">This is an invented song based on the story Brown bear, Brown bear, what do you see? A shortened version is given here but the song could be lengthened to include all the animals from the story.</p>
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<b>El lenguaje del profesor / de la profesora</b>	<b>Teacher Language</b>	<b>El lenguaje de los niños</b>	<b>Children's Language</b>
<p><i>¿Cómo es el elefante ?</i>  <i>¿Cómo es la tortuga ?</i>  <i>grande</i>  <i>pequeño/a</i>  <i>feroz</i>  <i>tímido/a</i>  <i>lento/a</i>  <i>rápido/a</i>  <i>fuerte</i>  <i>See animal vocabulary from Session 1.</i></p>	<p>What is the elephant like?            What is the tortoise like?            big            small            fierce            shy            slow            fast            strong</p>	<p>El elefante es...            La tortuga es...  <i>grande</i>  <i>pequeño/a</i>  <i>feroz</i>  <i>tímido/a</i>  <i>lento/a</i>  <i>rápido/a</i>  <i>fuerte</i>  <i>See animal vocabulary from Session 1.</i></p>	<p>The elephant is...            The mouse is...            big            small            fierce            shy            slow            fast            strong</p>

## *El Carnaval de los Animales (Carnival of the Animals)*

### 5. Animal Habitats

**Prior Knowledge:** It is helpful if children already know the adjectives *grand* and *petit*

#### Objectives

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

#### Support

Revise / introduce the English words for habitats before the lesson.

#### Extension

Play *El Ahorcado* (Hangman) to help children learn to spell animal and habitat words.

#### Main

Revise feminine agreements by drawing or showing a picture of a large or small tortoise. Ask *¿Qué animal es?* Children answer. Ask *¿La tortuga, es grande o pequeña?* Children answer. Repeat with *la gallina*.

ICT Opportunities: Use the interactive whiteboard to help children to understand the concept of agreement of adjectives. There are various ways of reinforcing adjectival endings, e.g. make the last letter of the feminine form the same colour as the background of the screen, so that it is invisible until moved into a cell/box that is the 'feminine' colour.

Display a picture of an animal habitat, e.g. *la sabana* (savanna). Show word cards with the adjectives *grande*, *pequeño* and a new one, *ruidoso* (noisy). Ask *¿Cómo es la sabana?* As a class, build sentences with word cards on the board, e.g. *La sabana es grande..* Build the sentence again with the new adjective *ruidosa* Highlight the *a* in *ruidosa* and draw out from children that the *o* has changed to *a* because *sabana* is feminine.

ICT Opportunities: Use a photo search engine (Flickr.com) to find pictures of different habitats.

Show images of four habitats where animals from the Carnival of Animals live, e.g. *la sabana*, *el bosque* (forest), *el mar* (sea), *la granja* (farm). Hold up word cards with names of each habitat in Spanish. Children discuss in pairs which pictures and words match. Remind children that they met *La granja* in the song *La granja de mi tío* (Unit 2 session 2). Ask individual children to come out to match them. Use the images to practise saying the habitat words.

Ask *¿Cómo es...?* for one of the habitats. Children can use an adjective from this unit or a colour in response. Highlight the sound and written form of the adjectival ending.

Write each habitat on a separate sheet of A4 paper, using different coloured pens. Add a picture to each. Show a word e.g. the 'orange' word, *la granja* and children read it. Stick this sheet somewhere in the classroom. Repeat with the other habitats, using different colours. Ask children to look at the words displayed around the room and watch as you turn each sheet to face the wall. Ask children to discuss in pairs which word was where. They feed back.

Show animal pictures from previous sessions. Ask children to discuss in pairs where they live. Individual children come out to stick the animals on the appropriate habitat. Using pictures or puppets, model the question and answer *¿Dónde vive el / la...? El / La...vive en ...* (Where does the... live? The... lives in...) Ask children to guess what you are saying. Hold up animal pictures and ask the question again. Model the answer. Children listen and repeat. Practise with other pictures. Focus on the pronunciation of *vive*, making sure that the children are making a different sound for each letter *v*. The first *v* is pronounced like *b*. The second [β] is in between a *v* and *b*, where the lips do not touch.

ICT Opportunities: If your interactive whiteboard has the function, make a slide for each habitat, by importing a picture of the habitat and make it a background. Children can then drag pictures of animals and sit them on top of the background, adding text, either from a writing frame or from memory.

Ask the children to work in pairs to write the question *¿Dónde vive el león?* on mini-whiteboards. Share suggestions then write the correct sentence on the board. What did children find easy to spell? What was harder? Which letters are trickier?

## *El Carnaval de los Animales (Carnival of the Animals)*

### 5. Animal Habitats

Repeat the activity with the answer: *El león vive en la sabana*. What do children notice this time? Children work in pairs to ask the question and to give the answer.

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p><i>¿dónde?</i> / <i>donde</i> – note that in direct and indirect questions <i>¿dónde?</i> has an accent but otherwise it does not (<i>donde</i>) e.g. <i>No sé dónde vive</i> (I don't know where she lives) but <i>La ciudad donde vivo</i> (the town where I live).</p> <p>The same applies to <i>Que/qué, Como/ cómo, Cuando/cuándo, cual/cuál</i></p> <p>Verbs – third person singular of the verb <i>vivir</i> – <i>vive</i>. Remember this is formed by removing the –<i>ir</i> from the infinitive and adding the –<i>e</i> ending.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Asking questions – <i>¿Qué animal es?</i>  <i>¿Cómo es el bosque / la sabana etc ?</i>  <i>¿Dónde vive el león?</i> Remind pupils of key question words.</p> <p>Nouns and adjectives – remind pupils of the function of the adjective in these sentences.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>v [β] – <i>vive</i>  v [b] – <i>vive, veo</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>v [β] – <i>vive</i>  v [b] – <i>vive, veo</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand that Spanish adjectives agree with the noun they describe</li> <li>• say the names of some habitats</li> <li>• say where some animals live</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>ENGLISH</b></p> <p><u>Writing</u> - Years 3-4</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		

<p><b><u>Throughout the week:</u></b></p> <p>Play a version of 'My grandmother went to market' to see how many animals the children can add to the list, eg., <i>En la sabana veo ...</i></p> <p>Children may want to add adjectives to this game.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Music by Camille Saint-Saëns: <i>Carnival of the Animals</i>  Pictures of the four habitats either from the internet on the IWB or in hard copy</li> <li>• A4 paper and coloured marker pens for vocabulary exercise.</li> <li>• Animal puppets or pictures</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• Keep the activity short in which the first animal habitat is introduced. It is meant to</li> </ul>	

## El Carnaval de los Animales (Carnival of the Animals)

### 5. Animal Habitats

<p>reinforce the idea that adjectives agree with all nouns.</p> <ul style="list-style-type: none"> <li>• Play a brisk warm-up game calling out nouns and adjectives at random and asking children to perform a suitable action, according to whether the word is a noun or an adjective.</li> <li>• Using different colours and different locations to pin up the new vocabulary in the room may help some children memorise the new language.</li> <li>• Add <i>¿Dónde?</i> to the bank of question words</li> </ul>	<ul style="list-style-type: none"> <li>• Habitat word cards</li> <li>• Flipchart or notebook page on which the last letter of the feminine form is the same colour as the background of the screen, so that it is invisible until moved into a cell or box that is the 'feminine' colour.</li> <li>• Backgrounds from the interactive whiteboard resource back or gallery</li> <li>• Drag and drop function on the interactive whiteboard</li> </ul>
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<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<p><i>¿Qué animal es ?</i></p> <p><i>El elefante, ¿es grande o pequeño?</i></p> <p><i>La tortuga, ¿es grande o pequeña?</i></p> <p><i>¿Dónde vive el león / la tortuga ?</i></p> <p><i>La tortuga vive en...</i></p> <p><i>La sabana</i></p> <p><i>El bosque</i></p> <p><i>Una granja</i></p> <p><i>El mar</i></p> <p><i>ruidoso</i></p>	<p>Which animal is it?</p> <p>Is the elephant big or small?</p> <p>Is the tortoise big or small?</p> <p>Where does the lion / the tortoise live?</p> <p>The tortoise lives in ...</p> <p>the savanna</p> <p>the forest</p> <p>a farm</p> <p>the sea</p> <p>noisy</p>	<p><i>La sabana</i></p> <p><i>El bosque</i></p> <p><i>Una granja</i></p> <p><i>El mar</i></p> <p><i>ruidoso</i></p> <p><i>la tortuga vive en...</i></p>	<p>the savanna</p> <p>the forest</p> <p>the farm</p> <p>the sea</p> <p>noisy</p> <p>the tortoise lives in ...</p>

## El Carnaval de los Animales (Carnival of the Animals)

### 6. Guess the animal

**Prior Knowledge:** It is helpful if children already know the names of some animals and how to describe them

#### Objectives

Read carefully and show understanding of words, phrases and simple writing

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally and in writing

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### Support

Some children may benefit from a writing frame, or could select from a choice of printed words on word cards to construct sentences.

#### Extension

Encourage children to recycle a greater range of vocabulary from previous units. Adjectives could be linked using *y* (and).

#### Main

Briefly revise questions and answers about animals by playing Secret Signal e.g.

*¿Quién es?*

*Es un león.*

*¿Cómo es el león?*

*¡E león es feroz!*

*¿Dónde vive el león?*

*El león vive en la sabana.*

*¿Cómo es la sabana ?*

*La sabana es grande.*

Remind children of the game Guess Who from Unit 4 session 5. You say *Adivinad quién es. Es gris. Es grande. Vive en la sabana. ¿Quién es?* Children discuss quickly with a partner then respond *el elefante*. Play again with *el león*.

Repeat the game with *la tortuga*. Ask children what they noticed about the clues for *la tortuga* (the adjectives have feminine endings e.g. *lenta*).

Ask a confident child to lead the game. Children work in pairs to play the game taking it in turns to give clues and to guess.

On the board display the following clues. Read them aloud to the children. *Es negro. Es grande. Tiene cuatro patas. Galopa. Vive en la granja. ¿Quién es?* Ask the children to respond and then ask what helped them to guess. Draw attention to *Tiene cuatro patas* and to the verb. Encourage the children to recall other verbs from Unit 5 (*corretea, salta, corre*) and ask them to help spell these as you write them on the board.

Ask children to use knowledge from previous sessions and suggest the spelling of *quién*. Discuss responses and establish that it begins with *qu*.

As a class, construct written clues for *la gallina*. *Es marrón / blanca. Es pequeña. Tiene dos patas. Corre. Vive en la granja*. Encourage children to articulate what needs to change to make the clues appropriate for this animal.

Children construct their own written clues for one of the animals.

## El Carnaval de los Animales (Carnival of the Animals)

### 6. Guess the animal

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Animal legs, or feet, are known as <i>patas</i>, not <i>piernas</i> or <i>pies</i>.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Verbs – third person singular – <i>es, vive, galopa, corre, salta, corretea, tiene</i></p> <p>Asking questions – <i>¿Quién es?, ¿cómo es el león?, ¿dónde vive el león?, ¿cómo es la sabana ?</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p><i>qu [k] – quién</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p><i>qu [k] – quién</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• understand simple role plays</li> <li>• ask and answer questions on different topics</li> <li>• perform in front of an audience</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>ENGLISH</b></p> <p><u>Writing</u> - Years 3-4</p> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• organising paragraphs around a theme.</li> </ul>	

<p><b><u>Throughout the week:</u></b></p> <p>Play <i>Adivinad quién es</i>.</p> <p>Create neat copies of the clues with images in a lift-the-flap type presentation and use these for an interactive class display.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Language imported from previously saved presentations or interactive whiteboard files</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• Play a simple game of <i>¿Pregunta o respuesta?</i> Call out a series of questions or answers and ask pupils to respond by drawing a question mark in the air if they think it is a question, or by folding their arms if they think it is an answer. When they are confident, ask them to do this with their eyes shut. Discuss what clues help them work out it was a question (eg: question word).</li> <li>• Pupils could also be provided with a set of question cards and a set of answer cards which they have to match up, as a prelude to supplying their own information.</li> <li>• Remind pupils of question words encountered so far and add <i>¿Quién?</i></li> </ul>	

## El Carnaval de los Animales (Carnival of the Animals)

### 6. Guess the animal

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<p><i>See language from previous sessions.</i></p> <p><i>Tiene cuatro patas</i></p> <p><i>Tiene dos patas.</i></p> <p><i>Adivinad quién es.</i></p>	<p>It has four legs.</p> <p>It has two legs.</p> <p>Guess who it is.</p>	<p><i>See language from previous sessions.</i></p> <p><i>Tiene cuatro patas</i></p> <p><i>Tiene dos patas</i></p>	<p>It has four legs.</p> <p>It has two legs.</p>

<b>End of Unit Activities</b>			
<ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Children perform their pieces to the class.</li> <li>Class evaluate the performances. They discuss effects and how they were achieved.</li> </ul>	<ul style="list-style-type: none"> <li>take part in a performance in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>Follow up: Performances are repeated in a show for Year 3 children.</li> </ul>