

Los Cuatro Amigos (The Four friends)

1. The Four Friends

Prior Knowledge: It is helpful if children are familiar with using gestures to help them recall new words.

Objectives

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

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

Encourage children to look at mouth shapes when practising new vocabulary.

On a second or third retelling of the story, you can use the children's mimes to prompt recall of the animal names.

Extension

More confident children can be asked to lead the mimes.

Some children may notice that *ratoncito* adds a c in addition to the *-ito* suffix. If they do, congratulate them for noticing it and explain that *-cito* and *-cita* also exist and do the same job as *-ito* and *-ita*.

Main

Use flashcards, props to tell the story *Los Cuatro Amigos*. Ask children to join in with *¡pom, pom, pom!* as they become familiar with the story.

ICT Opportunities: Use a multimedia presentation to introduce the story. Investigate where animal sounds can be found on the internet. Add sound files to the presentation.

Work on some mimes, to secure understanding and pronunciation of the animal words, e.g. *el caballo* (the horse), *la oveja* (the sheep), *el conejo* (the rabbit), *el ratón* (the mouse).

- give an animal word and children mime as a class
- ask individual children to mime and you respond with an animal word
- mime and the class chorus an animal word
- ask individual children to give an animal word and you respond with a mime.

Read the story again and this time, children join in with *¡pom, pom, pom!* and animal mimes. Ask the children if they can hear a difference between the animal words they have been practising and those in the story. Compare *caballo* with *caballito*, *oveja* with *ovejita*, *conejo* with *conejita* and *ratón* with *ratoncito*. Remind them that they met *ratoncito* in the rhyme *Cinco ratoncitos* (Unit 2 session 5). Explain that when a word has *-ito* or *-ita* on the end it means small, so *caballito* is like saying 'little horse'.

Focus on the sound *i*. Can the children remember what letter in Spanish makes that sound (*i*)? Ask them how they would write the endings *-ito* and *-ita*. Can they think of any other Spanish words containing that sound (*cinco*, *amarillo*, *gris*, *nariz*, *abril*)? Write the letter *i* on the board and get the children to repeat it *iiii*. Combine it with *ratoncito* and say *iiii ratoncito* to help them remember it.

Revise the concept of masculine and feminine nouns and how it affects the definite article. Can they remember or guess which animal words use *el* and those that use *la*? Give children two minutes to think about their answers with a partner. Invite several pairs to feedback. Ask children how they arrived at their answers. Reinforce the correct definite article by showing flashcards of the animals and repeating the words.

Play *Pulgares* (Heads down, Thumbs up)

Grammar

For teachers:

Adjectives and adjectival position – adjectives follow the noun in Spanish.

Diminutives – these were introduced in Unit 2 session 1. The suffixes *-ito* and *-ita* can be used instead of the

Grammar

For children

Masculine (*el*) and feminine (*la*) nouns

Phonics focus

For teachers:

ll – *caballo*
j – *oveja, conejo, rojo*
rr / initial r – *ratón, rojo*
v – *oveja*

Phonics focus

For children

i – *caballito, ovejita, conejito, ratoncito*

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<p>word for small (<i>pequeño</i>) but they also denote affection and are often used to refer to something cute. The final vowel is dropped before adding the suffix.</p> <p>Sometimes the suffix <i>-cito</i> or <i>-cita</i> is used. Whilst there is not an exact rule governing which to use, <i>-ito</i> and <i>-ita</i> tend to follow words ending in a vowel or <i>-te</i>, whilst <i>-cito/-cita</i> and <i>-ecito/-ecita</i> are used for other words. Compare <i>caballo</i> – <i>caballito</i> with <i>ratón</i> – <i>ratoncito</i>.</p> <p>There are lots of different diminutive suffixes such as <i>-illo / -illa</i> and <i>-cillo/-cilla</i>.</p>		<p>i – <i>caballito, ovejita, conejito, ratoncito, brilla, dice, imposible</i></p>	
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• listen with care• join in with storytelling• recall vocabulary• use mime to convey meaning and show understanding	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Years 3 – 4</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>
<p><u>Throughout the week:</u></p> <p>Children respond to the register with an animal word.</p> <p>Re-read the story; children join in with chorus phrase and do some animal mimes</p>	<p><u>Resources</u></p> <ul style="list-style-type: none">• The text of the story <i>Los Cuatro amigos</i>• Picture flashcards, props, multimedia or interactive whiteboard presentation for telling the story
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none">• Encourage children to look at mouth shapes when practising new vocabulary.• On the second retelling of the story, you can use the children's mimes to prompt recall of the animal names.• Encourage children to make comparisons between the onomatopoeia in Spanish in the story and the English equivalents (eg: <i>pom, pom, pom, yupi, ñam, ñam, ñam</i>)• To play <i>Les Pulgares</i>:<ol style="list-style-type: none">1. Choose four children to be animal characters from the story and give them a flashcard to show this.2. The rest of the class put their head down on one arm, close their eyes and put a thumb in the air.3. The chosen four walk around the room and gently squeeze one thumb each.4. The class sit up and those with squeezed thumbs stand up. They have one guess as to which animal touched them.5. If they guess correctly, they swap places with that animal.	

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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>'Los Cuatro Amigos'</i> <i>Escuchad la historia</i></p> <p><i>El conejo</i> <i>El caballo</i> <i>La oveja</i> <i>El ratón</i> <i>Una manzana</i> <i>¡Pom ! ¡Pom ! ¡Pom !</i> <i>¿Quién es?</i></p> <p><i>Cuando oigáis el animal, haced el gesto.</i></p> <p><i>Vamos a jugar a 'Pulgares'.</i></p> <p>See also the Spanish and English texts for <i>Los Cuatro Amigos</i></p>	<p>The Four Friends Listen to the story</p> <p>The rabbit The horse The sheep The mouse an apple Knock knock! Who is it?</p> <p>When you hear the animal, do the action. We are going to play 'Heads down, thumbs up.'</p>	<p><i>El conejo, el conejito</i> <i>El caballo, el caballito</i> <i>La oveja, la ovejita</i> <i>El ratón, el ratoncito</i> <i>Una manzana</i></p> <p><i>¡Pom ! ¡Pom ! ¡Pom !</i> <i>¿Quién es?</i></p> <p><i>¿ Es...e.g. el conejo?</i></p>	<p>Rabbit, little rabbit Horse, little horse Sheep, little sheep Mouse, little mouse an apple</p> <p>Knock knock! Who is it?</p> <p>Is it e.g. the rabbit?</p>
Los Cuatro Amigos			
<p><i>Hace buen tiempo. El sol brilla. El caballito negro pasea por los campos. Ve un bonito manzano con una manzana gorda y roja. – ¡Oh! – dice el caballito negro – ¡Qué manzana tan roja y bonita!</i> <i>¡Me gustaría comer esta manzana tan roja y bonita!</i></p> <p><i>Entonces, el caballito negro intenta coger la manzana, pero: – ¡ Hum! ¡Es imposible! – dice el caballito negro. – Voy a buscar a mi amiga la ovejita. – El caballito galopa y galopa hasta la casa de la ovejita blanca.</i> <i>¡Pom, pom, pom!</i> <i>– ¿Quién es? – dice la ovejita.</i></p>	<p><i>– ¡Rápido, rápido! – dice el caballito negro – Móntate en mi lomo. Entonces, la ovejita se montó en el lomo del caballito e intentó coger la manzana, pero: – ¡Es imposible!</i> <i>– ¡Hum! – dice la ovejita blanca. – Voy a buscar a mi amigo el conejito. – La ovejita corre y corre hasta la casa del conejito gris.</i> <i>¡Pom, pom, pom!</i> <i>– ¿Quién es? – dice el conejito gris. – Soy yo, la ovejita blanca. Vengo a pedirte ayuda, por favor.</i> <i>– ¡Sí, ya voy!</i> <i>Los dos amigos vuelven juntos al manzano. El conejito ve la manzana tan roja y bonita.</i> <i>– ¡Oh! – dice el conejito gris – ¡Qué</i></p>	<p><i>– ¡Hum! – dice el conejito gris – Voy a buscar a mi amigo el ratoncito. – El conejito salta hasta la casa del ratoncito marrón.</i> <i>¡Pom, pom, pom!</i> <i>– ¿Quién es? – dice el ratoncito marrón. – Soy yo, el conejito gris. Vengo a pedirte ayuda, por favor.</i> <i>– ¡Sí, ya voy!</i> <i>Los dos amigos vuelven juntos al manzano. El ratoncito ve la manzana tan roja y bonita.</i> <i>¡Oh! – dice el ratoncito marrón – ¡Qué manzana tan roja y bonita! ¡Me gustaría comer esta manzana tan roja y bonita!</i> <i>– ¡Rápido, rápido! – dice el conejito gris – Móntate en mi nariz. Entonces la ovejita se montó en el lomo</i></p>	<p><i>– ¡Yupi! – grita el ratoncito marrón y baja.</i> <i>– ¡Yupi! – grita el conejito gris y baja.</i> <i>– ¡Yupi! – grita la ovejita blanca y baja.</i> <i>– ¡Yupi! – grita el caballito negro y baja.</i> <i>– ¡Ñam, ñam, ñam! – Los cuatro amigos comen la manzana tan roja y bonita.</i> <i>– ¡Ñam!</i> <i>Entonces, el caballito negro galopa a su casa.</i> <i>– ¡Adiós!</i> <i>La ovejita blanca corre a su casa.</i> <i>– ¡Adiós!</i> <i>El conejito gris salta a su casa.</i> <i>– ¡Adiós!</i> <i>Y el ratoncito marrón corretea a su casa.</i> <i>– ¡Adiós!</i></p>

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<p>– Soy yo, el caballito negro. Ven a ayudarme, por favor. – ¡Sí, ya voy! Los dos amigos vuelven juntos al manzano. La ovejita ve la manzana tan roja y bonita. – ¡Oh! – dice la ovejita blanca – ¡Qué manzana tan roja y bonita! ¡Me gustaría comer esta manzana tan roja y bonita!</p>	<p>manzana tan roja y bonita! ¡Me gustaría comer esta manzana tan roja y bonita! – ¡Rápido, rápido! – dice la ovejita blanca – Móntate en mi cabeza. Entonces el conejito se montó en el la cabeza de la ovejita y el conejito se montó en la cabeza de la ovejita e intentó coger la manzana, pero: – ¡Es imposible!</p>	<p>del caballito, el conejito se montó en la cabeza de la ovejita y el ratoncito se montó en la nariz del conejito. El ratoncito extendió su mano y...cogió la manzana tan roja y bonita.</p>	
The Four Friends			
<p>It is a beautiful day. The sun is shining. Little black horse is walking in the fields. He sees a big red apple in a beautiful apple tree. 'Oh', says little black horse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.' So little black horse tries to take the apple but it is impossible! 'Hmmm', says little black horse, 'I am going to look for my friend the sheep.' The horse gallops, gallops to little white sheep's house. Knock, knock, knock! 'Who is it?' says little white sheep. 'It's me, little black horse. Please come and help me.' 'Yes I'll come now.' So the two friends return to the apple tree. The sheep sees the beautiful red apple. Oh', says little white sheep, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'</p>	<p>'Quick, quick, says little black horse, 'climb on my back.' So the sheep climbs on the horse's back. He tries to take the apple but it is impossible! 'Hmmm', says little white sheep, 'I am going to look for my friend the rabbit.' The sheep runs, runs to little grey rabbit's house. Knock, knock, knock! 'Who is it?' says little grey rabbit. 'It's me, little white sheep. Please come and help me.' 'Yes I'll come now.' So the two friends return to the apple tree. The rabbit sees the beautiful red apple. Oh', says little grey rabbit, 'what a beautiful red apple. I would really like to eat the beautiful red apple.' 'Quick, quick, says little white horse, 'climb on my head.' So the sheep climbs on the horse's back and the rabbit climbs on the sheep's head. He tries to take the apple but it is impossible!</p>	<p>'Hmmm', says little grey rabbit, 'I am going to look for my friend the mouse.' The rabbit hops. Hops to the little brown mouse's house. Knock, knock, knock! 'Who is it?' says little brown mouse. 'It's me, little grey rabbit. Please come and help me.' 'Yes I'll come now.' So the two friends return to the apple tree. The mouse sees the beautiful red apple. Oh', says little brown mouse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.' 'Quick, quick, says little grey rabbit, 'climb on my nose.' So the sheep climbs on the horse's back and the rabbit climbs on the sheep's head and the mouse climbs on the rabbit's nose. She reaches out her hand and...takes the beautiful red apple.</p>	<p>'Hoorah!' cries little brown mouse and she gets down. 'Hoorah!' cries little grey rabbit and he gets down. 'Hoorah!' cries little white sheep and he gets down. 'Hoorah!' cries little black horse. Crunch, crunch, crunch. The four friends eat the beautiful red apple. Yum! Then the little black horse gallops home. Goodbye! Then the little white sheep runs home. Goodbye! Then the little grey rabbit hops home. Goodbye! Then the little brown mouse scurries home. Goodbye!</p>