

Los Cuatro Amigos (The Four Friends)

2. Animal characters

Prior Knowledge: It is helpful if the children can recall some animal words

<p>Objectives</p> <p>Explore the patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>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.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Support</p> <p>Be aware that some children may need time and/or support to fully understand the concept of the game <i>Repetid si es verdad</i>.</p> <p>Extension</p> <p>Combine the adverbs <i>rápido</i> (quickly), <i>despacio</i> (slowly) with classroom instructions to add enjoyment to the activity, e.g. <i>¡Las ovejas, levantaos despacio!</i> (Sheep, stand up slowly!)</p> <p>Play Pelmanism with <i>written</i> animal and verb cards.</p> <p>Put animal and verb word cards in alphabetical order.</p>	<p>Main</p> <p>Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters, e.g. <i>¡Las ovejas, levantaos!</i> (Sheep, stand up!)</p> <p>Highlight verbs of movement in the story, e.g. <i>el caballito galopa</i> (the little horse gallops) and ask children for an appropriate mime.</p> <p>Ask a child to volunteer to mime a verb. The others must guess which verb it is and give the answer in a short phrase, for example, <i>galopa</i>. The child who guesses correctly then does a mime for the class. You may like to introduce or revise other verbs here, such as <i>bailar / escuchar / mirar</i>.</p> <p>Read out the story again and ask children to touch their throats gently each time they hear the <i>j</i> sound (e.g. <i>juntos</i> (together), <i>ovejita</i> (little sheep), <i>conejito</i> (little rabbit), <i>roja</i> (red)). Show children some familiar words containing <i>j</i> such as <i>conejo</i> (rabbit), <i>rojo</i> (red), <i>oveja</i> (sheep). Ask them to work out which letter is making the <i>j</i> sound. Remind the children that it is pronounced like the <i>ch</i> in the Scottish word <i>loch</i> and practise saying the sound and the example words aloud. Get the children to put their fingers gently on their throat as they make the sound. They should be able to feel a movement as they make the sound.</p> <p>Add the new words (<i>oveja, conejo, juntos</i>) to the <i>j</i> page in the sound bank.</p> <p>Introduce some written phrases through the interactive whiteboard or large text cards. Play <i>Repetid si es verdad</i> again. Children read aloud, for example, <i>el caballito galopa</i> if it's true in the story. If they see <i>la ovejita galopa</i> they remain silent because this is not true in the story.</p> <p>Children play Pelmanism, matching animal pictures and text verb cards.</p> <p>Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence e.g. <i>La ovejita corre</i> (The sheep runs).</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Nouns, singular and plural Imperatives – classroom instructions <i>levantaos, sentaos,</i></p>	<p>Grammar</p> <p><u>For children :</u></p> <p>Extension: Adverbs – <i>rápido, despacio</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>ll – <i>caballo,</i> v – (pronounced as if saying a b without letting your lips touch) <i>oveja, vuelven</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p><i>j – juntos, roja, oveja, conejo</i></p>
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<p><i>repetid</i> 3rd person singular of following verbs - <i>pasea, dice, galopa, intenta, corre, salta, grita, corretea</i></p> <p>The word <i>y</i> (and) changes to <i>e</i> before words starting with <i>i</i> or <i>hi</i>, to aid pronunciation e.g. e <i>intentó coger...</i></p>		<p><i>v</i> – (pronounced like <i>b</i> in <i>bus</i>) <i>voy, ve, ven, vengo, vuelven</i></p> <p><i>rr</i> / initial <i>r</i> – <i>corre, ratón, corretea, marrón, rápido</i></p> <p>soft <i>c</i> – <i>dice</i></p> <p><i>z</i> – <i>manzana, manzano, nariz</i></p> <p><i>ñ</i> – <i>ñam</i></p> <p><i>j</i> – <i>juntos, roja, oveja, conejo</i></p> <p>soft <i>g</i> – <i>coger, cogió</i> - before an <i>e</i> or <i>i</i> the letter <i>g</i> is soft and makes the same sound as the letter <i>j</i> in Spanish. (A hard <i>g</i> makes the same sound as the English <i>g</i> in 'get').</p>	
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • begin to use verbs in 3rd person singular in simple sentences • identify and read simple phrases • match words and pictures 		<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Sentence structure</u> – Year 4</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p><u>Terminology for pupils</u> – Year 4</p> <p>pronoun, possessive pronoun, adverbial</p>	
<p><u>Throughout the week:</u></p> <p>Try practising the verbs of movement and the adverbs as part of a PE warm-up.</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 or interactive whiteboard presentation for telling the story • <i>j</i> word cards • Picture flashcards and large text cards for the animals in the story • Text cards or IWB for verbs of movement in the story • Sets of small animal pictures and text verb cards 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Allow children to choose their own actions for the verbs and animals. • When showing the written form, encourage children to make comparisons with the word which may appear similar to English but be pronounced quite differently (eg <i>galopa</i> / gallops) • As a quick warm-up, ensure children are clear on verbs and nouns by calling out a word in Spanish – either an animal or a verb – and children perform an appropriate action (eg: hands on heads for a noun, run on the spot for a verb). 			
<p><i>El lenguaje del profesor / de la profesora</i></p>	<p>Teacher Language</p>	<p><i>El lenguaje de los niños</i></p>	<p>Children's Language</p>
<p><i>Os voy a dividir en cuatro grupos</i></p> <p><i>¡Levantaos!</i></p> <p><i>¡Sentaos!</i></p> <p><i>¡Levánta la mano!</i></p> <p><i>¡Cruza los brazos!</i></p> <p><i>¡Daos la vuelta!</i></p>	<p>I'm going to split you into four groups</p> <p>Stand up!</p> <p>Sit down!</p> <p>Put your hand up!</p> <p>Fold your arms!</p> <p>Turn around!</p>	<p><i>El conejo / los conejos</i></p> <p><i>El caballo / los caballos</i></p> <p><i>La oveja / las ovejas</i></p> <p><i>El ratón / los ratones</i></p>	<p>rabbit / rabbits</p> <p>horse / horses</p> <p>sheep / sheep</p> <p>mouse / mice</p>

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<p><i>Los conejos</i> <i>los caballos</i> <i>las ovejas</i> <i>los ratones</i></p> <p><i>¡Repetid si es verdad!</i> <i>El conejo salta.</i> <i>El caballo galopa.</i> <i>La oveja corre.</i> <i>El ratón corretea.</i></p>	<p>rabbits horses sheep mice</p> <p>Repeat if it's true! The rabbit hops. The horse gallops. The sheep runs. The mouse scurries.</p>	<p><i>El conejo salta.</i> <i>El caballo galopa.</i> <i>La oveja corre.</i> <i>El ratón corretea.</i></p>	<p>The rabbit hops. The horse gallops. The sheep runs. The mouse scurries.</p>
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