

Los Cuatro Amigos (The Four Friends)

3. Animal colours

Prior Knowledge: It is helpful if children can recall some animals and the corresponding verbs

Objectives

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

Read carefully and demonstrate understanding of words and phrases.

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

Give individuals and pairs colour coded word lists e.g. blue for verbs red for nouns, with picture prompts as necessary.

For some children writing one sentence may be a sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books.

Extension

Children write from memory familiar e words on mini-whiteboards.

Children write

Main

Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word.

ICT Opportunities: Use a multimedia presentation to revise animal words.

Revisit the phoneme *e* in *oveja, conejo, corre, corretea, negro, dice, es, qué*, (see Unit 1). Ask the children if they can remember which letter in Spanish makes this sound (*e*). Show the grapheme and pronounce it at the same time. Remind the children that, although the sound is similar to a long a in English (as in 'made') it is a different letter and a shorter sound. Pronounce the English sound ay followed by the Spanish e so the children can hear the difference. Ask children to watch the shape of your mouth carefully as you model the sound. The Spanish sound is shorter and purer, rather than a diphthong as in English. Encourage them to imitate the sound. Write the words on the e page of the sound bank.

Show pictures of each animal and describe the colour, e.g. *El caballo es negro* (The horse is black). Show a text card for each colour and invite children to place them next to the correct animal picture. Keep these labelled pictures displayed for the children to use as an aide-mémoire later in the session.

Display text cards for the four verbs of movement, e.g. *galopa* (gallops), *corre* (runs), *salta* (hops), *corretea* (scurries) and read them aloud with actions. Ask children to match the verbs with the correct animal e.g. *¿La oveja, qué hace?* (What does the sheep do?) to elicit *La oveja corre* (The sheep runs). Discuss with the children that it is more natural to reply saying 'it' rather than to repeat the animal in the answer. Remind the children that, in Spanish, you do not need to include the word for he/she/it, if it is clear from the context. Ask the question again so that the children can reply just using the verb e.g. *corre*.

ICT Opportunities: Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.

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	<p>sentences about more than one animal.</p>	<p>Organise the children into small groups. Give each group a text card for all of the verbs describing animal movement, e.g. <i>Salta</i>. Ask the question <i>¿Qué hace, el conejo?</i> (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals.</p> <p>Give children one of the animals to draw. They select the correct animal name and verb from lists on the board or worksheet to make a simple sentence, eg <i>El caballo galopa</i> (The horse gallops). Children then write <i>Es</i> (He/She/It is) and choose the correct colour from the board or worksheet. They read their sentence to their partner.</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p>Question forms – <i>¿Qué hace?</i></p> <p>Definite article (la oveja / el caballo / el conejo / el ratón)</p> <p><i>Buscar</i> – although the phrase ‘Find the correct card’ has been translated as <i>Buscad la tarjeta correcta</i>, the verb <i>buscar</i> actually means ‘to look for’. This would be more usual in Spanish than to say ‘find’.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>e – oveja, conejo, corre, corretea, negro, dice, es</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>e – oveja, conejo, corre, corretea, negro, dice, es</p>

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • write familiar words and sentences using a model • understand words displayed in the classroom • listen with care to identify specific information • speak clearly and confidently when presenting their work 		<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>Children answer the register by giving an animal word and if possible the corresponding verb.</p> <p>They read their mini descriptions to the class.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> • Animal text cards • Multimedia presentation for revising animals • Animal flashcards • The text of the story <i>Los Cuatro Amigos</i> • Multi-link cubes • Colour text cards • Worksheet listing key vocabulary 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Make colour-coded word lists of the key nouns, verbs and adjectives from the story. 			
<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>El conejo salta.</i> <i>El caballo galopa.</i> <i>La oveja corre.</i> <i>El ratón corretea.</i></p> <p><i>¿Qué hace el conejo ?</i> <i>salta.</i> <i>galopa.</i> <i>corre.</i> <i>corretea.</i></p> <p><i>Escuchad / Escucha la historia</i> <i>Buscad /Busca la tarjeta correcta</i></p>	<p>The rabbit hops. The horse gallops. The sheep runs. The mouse scurries.</p> <p>What does the rabbit do? It hops. It gallops. It runs. It scurries.</p> <p>Listen (plural/singular) to the story Find (plural/singular) the right card</p>	<p><i>El conejo salta.</i> <i>El caballo galopa.</i> <i>La oveja corre.</i> <i>El ratón corretea.</i></p> <p><i>salta.</i> <i>galopa.</i> <i>corre.</i> <i>corretea.</i></p> <p><i>Es negro</i> <i>Es blanco</i></p>	<p>The rabbit hops. The horse gallops. The sheep runs. The mouse scurries.</p> <p>It hops. It gallops, It runs. It scurries</p> <p>It's black It's white It's grey</p>

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		<i>Es gris</i> <i>Es marrón</i>	It's brown
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