

Los Cuatro amigos (The Four Friends)

4. Animal magic

Prior Knowledge: It is helpful if the children already know how to play 'pass the parcel'

Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

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

Ensure key vocabulary is clearly displayed for children to refer to.

Accept *sí/no* or thumbs up/down when asking questions involving use of the negative.

Help children remember how to form a negative by incorporating a gesture for *no*. Encourage them to use actions for the animal and verb, as well.

Extension

Explore musical excerpts to represent animals and verbs.

Some children could write down one of the negative sentences.

Main

Display nine pictures (animals, verbs, and colours from the story) and divide the class into two teams. Children score a point by selecting a picture and saying the correct word.

With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence, e.g. *El conejo galopa*. Invite volunteers to show their mime and the class guess the sentence.

Play 'Pass the parcel' by placing toy animals or pictures in a bag and text cards for the four verbs (*galopa, corretea, salta, corre*) in a pile. Play some music. When the music stops, ask the child holding the bag to take out an animal. The child to their left picks a text card. They hold them up for the class to see. Ask the class e.g. *¿El caballo salta?* and introduce the negative *No, no salta*. Contrast this with the affirmative response to *¿El caballo galopa?* *Sí, galopa*. Accept *sí/no* but encourage answers in sentences if appropriate.

Make a 'human sentence' to show how the negative is formed with *no* before the verb.

ICT Opportunities: Display the pictures and sentences in a whiteboard notebook or flipchart. Duplicate the page. Insert *no* before the verbs in the second page, to give the impression that it has pushed its way into the sentence, when you move from one page to the next. This will show children how the negative particle affects the structure of the sentence.

Grammar

For teachers:

Question forms

Negatives – a negative sentence is formed by placing *no* in front of the verb e.g. *el caballo galopa* (the horse gallops), *el conejo no galopa* (the rabbit doesn't gallop).

Sometimes a Spanish sentence will have the word *no* twice. The first time it means 'no' and the second time it is making the verb negative. E.g. **No, no galopa** (No, it doesn't gallop).

Grammar

For children

How to use the negative e.g. *el caballo no salta*

Phonics focus

For teachers:

No specific focus

Phonics focus

For children:

No specific focus

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> remember a sequence of spoken words answer questions with an awareness of the negative recall, retain and use vocabulary 		<p><u>New National Curriculum Links</u></p> <p>No specific links</p>	
<p><u>Throughout the week:</u></p> <p>Play games to reinforce the verbs.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> 9 pictures from the story, either on flashcards or the IWB Picture flashcards or toys for the animals in the story Bag for 'Pass the parcel' Music for 'Pass the Parcel' Text cards for verbs Text cards for 'human sentence' to show how the negative is formed Interactive whiteboard presentation software 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Accept <i>sí/no</i> or thumbs up/down when asking questions involving use of the negative. Explore music and ideas for animal <i>hashtas</i> (traditional Indian hand gestures closely linked to traditional story telling). 			
<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>Mirad las tarjetas</i> <i>Haced una frase, por ejemplo,</i> <i>el conejo corre</i> <i>sí / no</i> <i>el conejo</i> <i>el caballo</i> <i>la oveja</i> <i>el ratón</i> <i>corre</i> <i>galopa</i> <i>corretea</i> <i>salta</i></p> <p><i>Repetid si es verdad e.g.</i> <i>el caballo galopa</i> <i>la oveja baila</i> <i>la oveja corretea</i></p>	<p>Look at the cards Make a sentence, for example, the rabbit runs yes / no rabbit horse sheep mouse runs gallops scurries hops</p> <p>Repeat if it's true e.g. the horse gallops the sheep dances the sheep scurries</p>	<p><i>sí / no</i></p> <p><i>el conejo</i> <i>el caballo</i> <i>la oveja</i> <i>el ratón</i></p> <p><i>corre</i> <i>galopa</i> <i>corretea</i> <i>salta</i></p> <p><i>el caballo galopa</i> <i>la oveja corretea</i> <i>el conejo corre</i></p>	<p>yes / no</p> <p>rabbit horse sheep mouse</p> <p>runs gallops scurries hops</p> <p>the horse gallops the sheep scurries the rabbit runs</p> <p>No, it does not gallop.</p>

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<p><i>el conejo galopa</i> <i>el ratón corre</i> <i>el conejo salta</i> <i>¿el conejo corre?</i> <i>No, no corre.</i> <i>¿El caballo salta?</i> <i>No, no salta etc.</i></p> <p><i>Escuchad la música.</i> <i>Pasad/ pasa el regalo.</i> <i>Sacad / Saca una tarjeta / un animal.</i></p>	<p>the rabbit gallops the mouse runs the rabbit hops Does the rabbit run? No, it does not run. Does the horse hop? No, it does not hop etc.</p> <p>Listen to the music. Pass the present. Pull out a card / an animal.</p>	<p><i>No, no galopa.</i> <i>No, no salta.</i> <i>No, no corretea.</i></p>	<p>No, it does not hop. No, it does not scurry. etc.</p>
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