

Los Cuatro Amigos (The Four Friends)

5. Animal chorus

Prior Knowledge: It is helpful if the children are familiar with some key story phrases

<p><u>Objectives</u></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><u>Support</u></p> <p>Ensure that each group includes several confident children who can lead the choral speaking.</p> <p>Add appropriate mimes and gestures to aid memorisation.</p> <p><u>Extension</u></p> <p>Confident children could lead small group practice in choral speaking.</p> <p>Confident children could be given their own line in the story.</p>	<p><u>Main</u></p> <p>Re-read the story, with children doing actions and mimes to aid understanding.</p> <p>ICT Opportunities: Use a multimedia presentation to re-tell the story.</p> <p>In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases. For example:</p> <ul style="list-style-type: none"> - <i>¡Qué manzana tan roja y bonita!</i> - <i>¡Me gustaría comer esta manzana tan roja y bonita !</i> - <i>Voy a buscar a mi amigo (a)</i> - <i>¡Pom ! ¡Pom ! ¡Pom !</i> - <i>¿Quién es ?</i> - <i>Ven a ayudarme, por favor.</i> <p><i>Los dos amigos vuelven juntos al manzano.</i></p> <ul style="list-style-type: none"> - <i>¡Ñam, ñam, ñam!</i> <p>Play 'Secret Signal'. Two children leave the room while the rest of the class chooses a signal e.g. a wink or scratch of nose and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeats the first extract continuously until the signal is given, at which point the class switches to repeating the second extract. The two children try to spot who is making the signal.</p> <p>Divide the class into four and give each group one extract to practise. They will recite this in a class performance.</p>
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<p><u>Grammar</u></p> <p><u>For teachers:</u></p> <p>Asking questions – <i>¿Quién es?</i></p> <p>Personal a – Spanish word order isn't quite as rigid as English and the subject and object of a sentence can sometimes be reversed. The context usually makes it clear which is the subject. However, when both the subject and object of a sentence are people then it would not be obvious. To avoid any ambiguity Spanish uses something called 'Personal a'. This is simply</p>	<p><u>Grammar</u></p> <p><u>For children:</u></p> <p>No specific focus</p>	<p><u>Phonics focus</u></p> <p><u>For teachers:</u></p> <p>Onomatopoeia – <i>pom, pom, pom, ñam, ñam, ñam</i></p>	<p><u>Phonics focus</u></p> <p><u>For children:</u></p> <p>Onomatopoeia – <i>pom, pom, pom, ñam, ñam, ñam</i></p>
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<p>a letter a, placed in front of the object of a sentence if the object is a person (or an animal that is regarded as a person, such as a pet). E.g. <i>Voy a buscar a mi amigo, la ovejita</i> (I am going to look for my friend, the little sheep).</p>			
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • join in with storytelling • remember a sequence of chosen words • speak clearly and confidently 		<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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	
<p><u>Throughout the week:</u></p> <p>Take every opportunity to rehearse the choral speaking - when the group should start/stop</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> • The text of the story <i>Los Cuatro Amigos</i> • Picture flashcards or props for telling the story • (Teaching tips) Microphone • (Teaching Tips) Key phrase cards, cut into individual words 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • It may be helpful to use a mime or gesture for key story phrases to support children with their choral repetition • Children could record each other saying key story phrases then play them back to evaluate pronunciation and expression • Some children may benefit from having the words to the key phrase cut up and having the opportunity to re-order them to help fix them in their memory 			
<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>Escuchad y repetid</i></p> <p><i>Vamos a jugar a la Señal Secreta.</i></p> <p><i>¿Cuál es la señal ?</i></p> <p><i>¿Quién hará la señal ?</i></p> <p><i>¿Quién es?</i></p> <p><i>Empezad</i></p> <p><i>Parad</i></p>	<p>Listen and repeat</p> <p>We are going to play 'Secret Signal'.</p> <p>What is the signal?</p> <p>Who will do the signal?</p> <p>Who is it?</p> <p>Start</p> <p>Stop</p>	<p><i>See phrases in main teaching activities</i></p> <p>– <i>Voy a buscar a mi amigo (a)</i></p> <p>– <i>¡Pom ! ¡Pom ! ¡Pom !</i></p> <p>– <i>¿Quién es ?</i></p> <p>– <i>Ven a ayudarme, por favor.</i></p> <p><i>Los dos amigos vuelven juntos al manzano.</i></p> <p>– <i>¡Ñam, ñam, ñam!</i></p>	<p>See phrases in main teaching activities</p> <p>I'm going to look for my friend...</p> <p>Knock, knock.</p> <p>Who's there?</p> <p>Please come and help me.</p> <p>The two friends return together to the apple tree.</p> <p>Yum, yum, yum!</p>

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<i>Más fuerte</i> <i>Más bajo</i>	Louder More quietly		
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