

El Carnaval de los Animales (Carnival of the Animals)

2. Animal Sounds

Prior Knowledge: It is helpful if children already know the names of some animals in Spanish

<u>Objectives</u> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Appreciate stories, songs, poems and rhymes in the language	<u>Support</u> For the soundscape activity, ensure children are in mixed ability groups. <u>Extension</u> Children play Pictionary in pairs with mini-whiteboards. Add <i>más</i> and <i>menos</i> to the adverbs, for example <i>más rápido</i> (more quickly).	<u>Main</u> Sing the song <i>Los Pollitos</i> (The chicks) from Session 1. Play 'Human Phonemes' to help the children build phonetically regular words. Give out large phoneme cards such as <i>a, e, i, o, b, c, d, j, ll, m, n, ñ</i>, and <i>r</i>, say a word and ask children to arrange themselves to form the word. Possible words include <i>mono</i> (monkey), <i>rana</i> (frog), <i>araña</i> (spider), <i>erizo</i> (hedgehog), <i>abeja</i> (bee), <i>ardilla</i> (squirrel) and <i>camello</i> (camel). Revise animal vocabulary from the previous session by playing Pictionary. Draw pictures on the board, asking after each stroke <i>¿Qué animal es?</i> Children guess the animal and say the word. Children have a selection of coloured pens or pencils. Give an instruction to draw for example, <i>una tortuga verde</i>. They draw this on paper or a mini-whiteboard. Make an animal sound in the way that would be familiar to a Spanish child at primary school. Ask <i>¿Qué animal es?</i> Children guess. <u>ICT Opportunities:</u> Embed sound files into the words for the animal noises so that the children can click to check if they have matched the English and Spanish correctly. Discuss the job of the orchestra conductor. Teach the adverbs <i>fuerte</i> (loud), <i>bajo</i> (softly), <i>rápido</i> (quickly), <i>despacio</i> (slowly) with hand signals, as a conductor might. 'Conduct' the class as they make one of the Spanish animal sounds. Give them instructions using the Spanish adverbs and hand signals. Divide the class into groups. Give each group a different animal sound to make. Give them a few minutes to choose a rhythm for their sound. Conduct the class, using instructions, e.g. <i>rápido</i>, creating a soundscape. Individual children can then take the role of conductor.
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Grammar <u>For teachers:</u> Adjectival agreement and position - when asking children to draw animals, the colour will follow the noun and may need to add an agreement if the noun is feminine (e.g.: <i>un caballo negro</i>, but	Grammar <u>For children:</u> Asking questions, <i>¿Qué animal es?</i> Forming comparatives – <i>más</i> + adjective or adverb	Phonics focus <u>For teachers:</u> <i>ll</i> [ʎ] – <i>gallo, gallina, caballo, pollitos, camello, ardilla</i> <i>z</i> / soft <i>c</i> [θ] – <i>pez, cisne, erizo</i> <i>e</i> [e] – <i>pez, elefante, cisne, león, pequeño,</i>	Phonics focus <u>For children:</u> <i>ll</i> [ʎ] – <i>gallo, gallina, caballo, pollitos, camello, ardilla</i> <i>z</i> / soft <i>c</i> [θ] – <i>pez, cisne, erizo</i> <i>e</i> [e] – <i>pez, elefante, cisne, león,</i>
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<i>una tortuga negra</i>). Pronouns are attached to the end of imperatives and the infinitive e.g. <i>Voy a daros</i> (I'm going to give you...) <i>daros</i> is made up of <i>dar</i> (to give) and <i>os</i> (to you).		<i>abeja, erizo, camello</i> <i>i [i] – gallina, cisne, pío pío pío, ardilla,erizo</i> <i>u [u] - tortuga, cuco, burro, canguro</i> <i>j [x] – pájaro, abeja</i> <i>ñ [ɲ] – pequeño, araña</i> <i>qu [k] – pequeño, quién</i> <i>rr / initial r – burro, rápido, rana</i>	<i>pequeño, abeja, erizo, camello</i> <i>i [i] – gallina, cisne, pío pío pío, ardilla,erizo</i> <i>j [x] – pájaro, abeja</i> <i>ñ [ɲ] – pequeño, araña</i> <i>rr / initial r – burro, rápido, rana</i>
<u>Learning Outcomes</u> Children can: • name some animals • recognise some words to describe the music	<u>New National Curriculum Links</u> Music – Key Stage 2 Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers		
<u>Throughout the week:</u> Use a site like www.mamalisa.com to find other freely downloadable animal songs. Sing <i>La Granja de mi tío</i>. (Old MacDonald had a Farm)	<u>Resources</u> • Song words <i>Los Pollitos</i> • Large phoneme cards • Flipchart or notebook page with sound files embedded into the words for the animal noises • Animal sounds in Spanish: <i>¡grrr ! (lion)</i> <i>¡kikirikí! (cockerel)</i> <i>¡biaaaah! (elephant)</i> <i>¡ cucú-cucú! (cuckoo)</i> <i>¡iihaa iihaa! (donkey)</i> <i>¡pío pío! (bird)</i> <i>¡cocorocó ! (hen)</i> <i>¡miau ! (cat)</i> <i>¡bee! (sheep)</i>		
<u>Teaching Tips</u> • For the sorting game the items do not need to be familiar to the children since you say the words. • Use picture symbols for support when comparing animal sounds in Spanish and English			

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	<i>¡guau, guau!</i> (dog) <i>¡muuuu!</i> (cow)
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- Words to *La Granja de mi tío*. (Old MacDonald had a Farm) from Unit 2 session 2.

En la granja de mi tío, ia ia ooo
Hay diez vacas que hacen muuh, ia ia ooo
Una vaca aquí, una vaca allá,
Un muh aquí, un muh allá,
Muh, muh, muh, muh

En la granja de mi tío, ia ia ooo
Hay diez gatos que hacen miao, ia ia ooo
Con un gato aquí, con un gato allá,
Una vaca aquí, una vaca allá,
Miao, miao, muh, muh

En la granja de mi tío, ia ia ooo
Hay diez patos que hacen cuack, ia ia ooo
Con un pato aquí, con un pato allá,
Con un gato aquí, con un gato allá,
Una vaca aquí, una vaca allá,
Cuack, cuack, miao, muh

Add other verses with any of the other animals and sounds.

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Vamos a cantar nuestra canción, Los Pollitos</i> <i>Voy a daros unos fonemas.</i> <i>Voy a decir una palabra, por ejemplo, 'mono'.</i> <i>Tenéis que hacer la palabra.</i> <i>Dibujad p.ej. una tortuga verde.</i>	Let's sing our song, <i>Los Pollitos</i> I'm going to give you some phonemes. I'm going to say a word, for example, 'mouton'. You have to make the word. Draw e.g. <i>una tortuga verde</i> .	<i>¡grrr ! (lion)</i> <i>¡kikirikí! (cockerel)</i> <i>¡biaaaah! (elephant)</i> <i>¡ cucú-cucú! cuckoo)</i> <i>¡iihaa iihaa! (donkey)</i> <i>¡pío pío! (bird)</i>	Grrrr! Cock-a-doodle-doo! (trumpet) Cuckoo! Hee-haw! Tweet tweet!

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<i>Escoged un ritmo</i> <i>¿Qué animal es ?</i> <i>Escuchad bien las instrucciones.</i> <i>Este grupo, sois p.ej. los burros.</i> Animal sounds : <i>¡grrr ! (lion)</i> <i>¡kikirikí! (cockerel)</i> <i>¡biaaah! (elephant)</i> <i>¡cúcu-cúcu! (cuckoo)</i> <i>¡iihaa iihaa! (donkey)</i> <i>¡pío pío! (bird)</i> <i>¡cocorocó ! (hen)</i> <i>¡miau ! (cat)</i> <i>¡bee! (sheep)</i> <i>¡guau, guau ! (dog)</i> <i>¡muuu! (cow)</i> <i>el director / la directora (de orquesta)</i> <i>fuerte</i> <i>bajo</i> <i>rápido</i> <i>despacio</i> <i>más / menos</i>	Choose a rhythm Which animal is it? Listen carefully to the instructions. This group, you are e.g. donkeys. Grrrr! Cock-a-doodle-doo! (trumpet) Cuckoo! Hee-haw! Tweet tweet! Cluck cluck! Miaow! Baaa! Woof woof! Moo! conductor loudly softly quickly slowly more / less	<i>¡cocorocó ! (hen)</i> <i>¡miau ! (cat)</i> <i>¡bee! (sheep)</i> <i>¡guau, guau ! (dog)</i> <i>¡muuu! (cow)</i>	Cluck cluck! Miaow! Baaa! Woof woof! Moo!
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