

## Juegos y canciones (Games and songs)

### 2. Old MacDonald

**Prior Knowledge:** It is helpful if children already know the song and actions for *Old MacDonald had a farm* (or an alternative song)

<p><b><u>Objectives</u></b></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; <b>seek clarification and help</b>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p>	<p><b><u>Support</u></b></p> <p>Accept a physical response from children who are not ready to respond verbally.</p> <p><b><u>Extension</u></b></p> <p>Draw pictures of characters with labels for a class display.</p> <p>Confident children could assume the role of the teacher in the <i>Tocad el dibujo game</i>.</p>	<p><b><u>Main</u></b></p> <p>Play or sing <i>En la granja de mi tío</i>. Do children recognise the song and what it is about? Invite them to listen again and find the equivalent to <i>E i e i o</i> in Spanish.</p> <p><u>ICT opportunities:</u> There are different versions of this song in Spanish and further verses. You can find these by entering the Spanish title into an internet search engine. You can also download pictures to illustrate the song and incorporate them into an interactive whiteboard presentation. A foreign language assistant or native speaker could record the song into the presentation.</p> <p>Show a flashcard or prop as you say the word for each of the characters. Remind children that if they want you to repeat a word or phrase, they can also use the phrase <i>Repita por favor</i>. Repeat, with children saying the words after you. Reinforce by playing games such as <i>Tocad el dibujo</i>. Place picture flashcards of the characters on the board</p> <p>Divide the class into two teams. One child from each team comes to the board. Call out one of the animals from the song eg <i>una vaca</i>. Invite children to guess the meaning of the word <i>una</i>. The first child to touch the correct picture wins a team point. Choose two new children for the next round.</p> <p>Focus on the sound <i>j</i> (<i>granja</i>). Model the sound for the children and ask them to repeat it. Explain that it is a sound that does not exist in English but is rather like the ch sound in the Scottish word loch.</p> <p>Write the word granja on the board and say the word slowly several times. Ask the children which letter is making the new sound (j).</p> <p><u>ICT Opportunities:</u> Make a digital picture bank of objects containing the same sound. Embed sound, e.g. ‘j’ in each object and underneath have the whole word, also with sound file. This supports children and less confident teachers.</p> <p>Talk about the similarities and differences between the animal sounds in English and Spanish.</p> <p>Sing the song with actions for the animals.</p>		
<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Possessive pronoun – mi - my</p> <p>Indefinite article – <i>un</i> is used for masculine nouns, and <i>una</i> for feminine</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Indefinite article – <i>un gato / pato, una vaca</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>j – <i>granja</i>, v – <i>vaca</i>, ll – <i>allá</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>j – <i>granja</i></p>	

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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen with care</li> <li>• identify specific words</li> <li>• identify sounds which are the same as or different from English</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Reading</u> – Year 1</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p><b>Music</b> – Key Stage 2</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p><b><u>Throughout the week:</u></b></p> <ul style="list-style-type: none"> <li>• Listen to the song and join in. Act out the song.</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Flashcards or props to represent animals in the song</li> <li>• Internet</li> <li>• Computer</li> <li>• Song / words for <i>En la Granja de mi tío</i>. One version of the song is:</li> </ul> <p><i>En la granja de mi tío, ia ia ooo</i>  <i>Hay diez vacas que hacen muu, ia ia ooo</i>  <i>Una vaca aquí, una vaca allá,</i>  <i>Un mu aquí, un mu allá,</i>  <i>Mu, mu, mu, mu</i></p> <p><i>En la granja de mi tío, ia ia ooo</i>  <i>Hay diez gatos que hacen miau, ia ia ooo</i>  <i>Con un gato aquí, con un gato allá,</i>  <i>Una vaca aquí, una vaca allá,</i>  <i>Miau, miau, muh, muh</i></p> <p><i>En la granja de mi tío, ia ia ooo</i>  <i>Hay diez patos que hacen cuac, ia ia ooo</i>  <i>Con un pato aquí, con un pato allá,</i>  <i>Con un gato aquí, con un gato allá,</i>  <i>Una vaca aquí, una vaca allá,</i></p>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• Children can use a feather duster or fly swatter to touch the correct picture on the board</li> </ul>	

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		<i>Cuac, cuac, miau, mu</i>	
<b><i>El lenguaje del professor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>

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<i>Escuchad</i>	Listen	<i>La granja</i>	the farm
<i>Repetid</i>	Repeat	<i>mi tío</i>	my uncle
<i>Haced un gesto para la vaca</i>	Do an action for the cow	<i>hay</i>	there is/are
		<i>diez</i>	ten
<i>Mirad los dibujos</i>	Look at the pictures	<i>una vaca</i>	a cow
<i>Buscad</i>	Find	<i>un gato</i>	a cat
<i>Tocad el dibujo</i>	Touch the picture	<i>un pato</i>	a duck
		<i>con</i>	with
<i>Los animales</i>	the animals	<i>aquí</i>	here
<i>aquí está :</i>	Here is:	<i>allá</i>	there
<i>una vaca</i>	a cow	<i>Repita por favor</i>	Repeat please
<i>un gato</i>	a cat		
<i>un pato</i>	a duck		
<i>hay</i>	there is/are		
<i>diez</i>	ten		
<i>mi tío</i>	my uncle		
<i>la granja</i>	the farm		
<i>con</i>	with		
<i>aquí</i>	here		
<i>allá</i>	There		
<i>¿es ... o ... ?</i>	Is it ... or ... ?		