

El Carnaval de los Animales (Carnival of the Animals)

1. Meeting the animals

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

Objectives

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.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Support

Some children may not yet be ready to give a verbal response. Allow them to give the action instead of the word.

Extension

Encourage children to give a reason for their choice of animal, e.g. *Es... lento* (slow), *rápido* (quick), *grande* (big), *pequeño* (small) *fuerte* (strong).

Children make a word bank for different animals.

Main

Ask children which names of animals they know in Spanish. Play an extract from the Carnival of the Animals and ask children to discuss in pairs which animal they think it is. Play it again and ask children to give reasons for their answers. Explain about this piece of music and that they are going to learn the names in Spanish of animals it characterises.

ICT Opportunities: Create a flipchart or notebook page on the interactive whiteboard with embedded sound files of animals and music clips by Saint Saëns.

Introduce the names of the animals with pictures or actions by using the teaching sequence below: *el león, la gallina, el gallo, el caballo, la tortuga, el elefante, el canguro, el pez, el burro, el cuco, el pájaro, el cisne*.

Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, as you say the word. Children listen and point to their corresponding mini-flashcard.

Show a large flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard.

ICT Opportunities: Play 'Guess the animal' with hidden pictures using the jigsaw / eraser tool / spotlight tool.

Play *Repetid si es verdad*. Say the word and hold up a flashcard. If the two match, children repeat. If not, they remain silent.

Play 'Name that Tune'. Divide the class into two teams and play the first bars of each musical extract. Ask *¿Quién es?* (Who is it?) Children respond by saying which animal they have heard.

ICT Opportunities: Set up to play Name that Tune as a podcast – play music, then ask *¿Quién es?* leave a pause and then give correct answer – did you get it right?

Write the words *elefante, león* and *pez* on the board with the *e* highlighted. Say them as a class. Write the word *gallina* on the board with the *i* highlighted in a different colour. Practise the sounds *e* and *i*.

ICT Opportunities: Create a flipchart or notebook page with pictures of *e* words and pictures of *i* words, with sound files of words embedded into pictures. Children sort into *e* and *i* categories on board and can listen to words if they are unsure.

Sing the song *Los Pollitos* (The little chicks) or play a recording. Children do an action when they hear the *i* sound. Sing the song again and encourage them to join in.

Play a sorting game to practise distinguishing *e* and *i*. Create a Venn diagram using two overlapping hula hoops labelled *i* and *e* (or two overlapping circles on the interactive whiteboard). Show the children pictures of some animals whose names contain the focus sounds e.g. *pez, elefante, gallina, cisne, león, cocodrilo, abeja, conejo, mariquita, tigre, jirafa, ardilla* and ask a volunteer to choose one. Say the word. The children listen and decide in which hoop to place it. If the word contains both sounds it is placed in the overlapping section in the middle. The game continues with the remaining animals.

El Carnaval de los Animales (Carnival of the Animals)

1. Meeting the animals

<p>Grammar</p> <p><u>For teachers:</u></p> <p><i>Tener hambre / frío</i> – in Spanish, the phrases to be hungry / cold / thirsty/ hot/ scared are translated as <i>tener</i> (to have) followed by a noun (hunger, thirst, heat, etc.)</p> <p>Diminutives – <i>pollitos</i> is a further example of the diminutives met in Unit 5.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Answering questions – <i>¿quién es?</i></p> <p>(Extension) – adjectives – <i>es lento, rápido, fuerte, grande, pequeño</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p><i>ll</i> [ʎ] – <i>gallo, gallina, caballo, pollitos</i></p> <p><i>z</i> / soft <i>c</i> [θ] – <i>pez, cisne</i></p> <p><i>e</i> [e] – <i>pez, elefante, cisne, león, pequeño, abeja, conejo, tigre</i></p> <p><i>i</i> [i] – <i>gallina, cisne, pío pío pío, cocodrilo, mariquita, jirafa, ardilla, tigre</i></p> <p><i>u</i> [u] – <i>tortuga, cuco, burro, canguro</i></p> <p><i>j</i> [x] – <i>pájaro</i></p> <p><i>ñ</i> [ɲ] – <i>pequeño</i></p> <p><i>qu</i> [k] – <i>pequeño, quién</i></p> <p><i>rr</i> / initial <i>r</i> – <i>burro, rápido</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p><i>e</i> [e] – <i>pez, elefante, cisne, león, pequeño, abeja, conejo, tigre</i></p> <p><i>i</i> [i] – <i>gallina, cisne, pío pío pío, cocodrilo, mariquita, jirafa, ardilla, tigre</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> name some animals give a physical response to something they hear 		<p><u>New National Curriculum Links</u></p> <p>Music – Key Stage 2</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</p>	
<p><u>Throughout the week:</u></p> <p>Practise animal names through games such as charades.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> Extracts from <i>Carnival of the Animals</i> Mini picture flashcards of animals for children Large picture flashcards of animals 	

El Carnaval de los Animales (Carnival of the Animals)

1. Meeting the animals

Teaching Tips

- Some animal names were covered in Units 2 & 5 and can be incorporated into activities in this unit.
- The composer of The Carnival of the Animals, *Camille Saint-Saëns* was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces that represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saens can be obtained by using an internet search engine.
- As an alternative to using mini-picture flashcards, animal mimes can be used.
- When working on a phonic focus such as *e* and *i* demonstrate the shape that the mouth makes when making the sound. Get children to practise in front of a mirror.

- Two hula hoops or Venn diagram on whiteboard
- Mirrors
- Flipchart or notebook page with embedded sound files of animals and music clips by Saint Saëns
- Jigsaw / eraser / spotlight tools on the interactive whiteboard
- Flipchart or notebook page with pictures of *i* and *e* words, with sound files of words embedded into pictures.

Los pollitos

*Los pollitos dicen
Pío, pío, pío
Cuando tienen hambre
Cuando tienen frío.
La gallina busca
El maíz y el trigo
Les da la comida
Y les presta abrigo.
Bajo sus dos alas
Se están quietecitos
Y hasta el otro día
Duermen calentitos.*

The little chicks say
Cheep, cheep, cheep
When they are hungry
When they are cold.
The hen looks for
Maize and wheat
She gives them food
And she gives them shelter
Under her wings
They are still
And until the next day
They sleep warm.

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Escuchad bien</i>	Listen carefully	<i>el león</i>	the lion
<i>¿Qué animal es?</i>	Which animal is it?	<i>el gallo</i>	the cockerel
<i>¿Quién es?</i>	Who is it?	<i>el elefante</i>	the elephant
<i>es lento / rápido</i>	it's slow/fast	<i>el canguro</i>	the kangaroo

El Carnaval de los Animales (Carnival of the Animals)

1. Meeting the animals

<i>es grande / pequeño</i>	it's big/small	<i>el pez</i>	the fish
<i>es fuerte</i>	it's strong	<i>el cuco</i>	the cuckoo
<i>el león</i>	the lion	<i>el burro</i>	the donkey
<i>el gallo</i>	the cockerel	<i>el pájaro</i>	the bird
<i>el elefante</i>	the elephant	<i>la tortuga</i>	the tortoise
<i>el canguro</i>	the kangaroo	<i>la gallina</i>	the hen
<i>el pez</i>	the fish	<i>el cisne</i>	
<i>el cuco</i>	the cuckoo		
<i>el burro</i>	the donkey		
<i>el pájaro</i>	the bird		
<i>la tortuga</i>	the tortoise		
<i>la gallina</i>	the hen		
<i>el cisne</i>	the swan		