

## El Carnaval de los Animales (Carnival of the Animals)

### 3. What's the time?

**Prior Knowledge:** It is helpful if children already know numbers 1-23

#### Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

#### Support

Children who become Mr. Wolf could choose a partner to come with them if they are not yet confident with the language.

#### Extension

Some children may be able extend their responses to include the half hours.

#### Main

Ask children to move around the room in the style of a particular animal. Use phrases such as *más rápido* to vary movements.

Children stand in a circle to play *Pasad la pelota* (Pass the ball) to revise numbers 1-23. Say *uno* and pass the ball to a child, who says *dos* and passes the ball to someone else, and so on.

Children work in pairs with a mini whiteboard. They take it in turns to write the Spanish word for any of the numbers to 12 helping each other as they go. How many did they get? Which were easier and why? Practise as a class any words that children found especially difficult.

Use a large clock as you say times on the hour, e.g. *la una, las dos* etc. up to *las once*. Children listen and repeat. Introduce *mediodía* (midday). What do children think the word means? Introduce *medianoche* (midnight). What do children think it means? Practise *mediodía* and *medianoche* with actions to show the difference.

ICT Opportunities: You can make use of interactive whiteboard resources for clock faces.

Draw children's attention to the changes in pronunciation of some of the numbers. When we say 1 normally we say *uno* but now it changes to *una*. Why might this be? Practise saying the phrases again in pairs and encourage children to listen carefully to each other and comment on pronunciation.

Practise saying *¿Qué hora es?* (What's the time?) Children chorus the question and you respond with a time in Spanish, e.g. *son las seis*. Children stamp their feet or clap their hands six times in response.

Write the question on the board and ask children to identify the letters which make the *qu* sound. Can they remember any other words like this? (see Unit 10, Session 5) What do children notice about the pronunciation of *hora*? Can they identify the silent letter?

ICT Opportunities: Hide animals behind different times on a clock face – guess which animal is behind each time.

Play a variation of 'What's the time Mr Wolf?' Change the name of the animal so that children move in the appropriate style, e.g. *¿Qué hora es Señor Elefante?* Stand at one end of the room and call out a time, e.g. *son las tres*. Children take three steps forward in the style of that animal. If you call *¡ñam, ñam!* children must run back to the start, in the style of that animal. The first child to reach you becomes the animal in the next round.

#### **Grammar**

##### For teachers:

Imperatives – keep adding to the

#### **Grammar**

##### For children:

Asking and answering questions – *¿Qué hora es? Es la una / Son las ...*

#### **Phonics focus**

##### For teachers:

qu – **qué**

#### **Phonics focus**

##### For children:

qu – **qué**

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<p>bank of commands children are used to hearing – here: <i>pasad la pelota, escribid...</i></p> <p>Pronouns are attached to the end of commands. In the plural form, the final d is then omitted. <i>Moverse</i> is a reflexive verb and so the plural command (<i>vosotros</i>) needs the reflexive pronoun <i>os</i>. <i>Muevos</i> is <i>moved</i> + <i>os</i> without the final d.</p>	<p>Telling the time – The question – ¿<i>Qué hora es?</i> literally translates as ‘What hour is it?’ The response <i>es ... la una</i> literally translates as ‘It is the one’, in which <i>una</i> refers to <i>hora</i>, meaning hour. From two o'clock onwards the form is <i>son las dos</i>, etc. meaning ‘they are the two.’ Because <i>hora</i> is a feminine word, we use <i>la una</i> rather than <i>el uno</i>.</p>	<p>silent h – <b>hora</b></p>	<p>silent h – <b>hora</b></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand the time</li> <li>give a physical response to something they hear</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Mathematics</b></p> <p><u>Measures</u> – Years 3 – 4</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p>		
<p><b><u>Throughout the week:</u></b></p> <p>Ask children the time on the hour. Develop this into a class routine so that children continue using the question and answer beyond the end of the unit.</p> <p>Sing <i>Un elefante se balanceaba</i> to practise numbers.</p> <p>Encourage children to play ¿<i>Qué hora es, Señor Lobo?</i> in Spanish at play time.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Ball</li> <li>Mini whiteboards</li> <li>Large clock</li> <li>Clock faces from the bank of interactive whiteboard resources</li> </ul>		
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>This session is best taught in a hall or large space.</li> <li>Some interactive whiteboards provide clock faces with little and big hands. There are also interactive clocks whose hands move when clicked. These offer an engaging way of presenting the time</li> </ul>	<ul style="list-style-type: none"> <li>Text of the song <i>Un elefante se balanceaba</i>: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 60%;"> <p><i>Un elefante se balanceaba</i></p> <p><i>sobre la tela de un araña,</i></p> <p><i>Como veía que resistía</i></p> <p><i>fue a llamar a otro elefante</i></p> </div> <div style="width: 35%;"> <p>One elephant was balancing</p> <p>on a spider's web</p> <p>when he saw that it was holding</p> <p>he went to call another elephant.</p> </div> </div> <p style="margin-top: 20px;">Repeat with <i>dos elefantes</i>, <i>tres elefantes</i>, etc. but be aware that the verbs must then be plural : <i>se balanceaban</i>, <i>veían</i> and <i>fueron a llamar</i>. Note that <i>resistía</i> does not change, as it refers to the web.</p> </li> </ul>		

## *El Carnaval de los Animales (Carnival of the Animals)*

### 3. What's the time?

You can find the music for this song at <http://www.mamalisa.com/?t=es&p=317&c=50>

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Moveos como un / una ...</i> <i>Más rápido</i> <i>Más despacio</i>  <i>pasad / pasa el balón</i> <i>Escribid / escribe el número</i> <i>¿Qué hora es?</i> <i>Es la una</i> <i>Son las...</i> <i>dos</i> <i>tres</i> <i>cuatro</i> <i>cinco</i> <i>seis</i> <i>siete</i> <i>ocho</i> <i>nueve</i> <i>diez</i>	Move like a ... more quickly more slowly  pass (plural / singular) the ball write (plural / singular) the number What's the time? It is one o'clock It is two o'clock three o'clock four o'clock five o'clock six o'clock seven o'clock eight o'clock nine o'clock ten o'clock	<i>¿Qué hora es, Señor Lobo?</i> <i>¿Qué hora es?</i> <i>Es la una</i> <i>Son las...</i> <i>dos</i> <i>tres</i> <i>cuatro</i> <i>cinco</i> <i>seis</i> <i>siete</i> <i>ocho</i> <i>nueve</i> <i>diez</i> <i>once</i> <i>de la mañana</i> <i>de la tarde</i> <i>de la noche</i>	What's the time Mr. Wolf? What's the time? It is one o'clock It is two o'clock three o'clock four o'clock five o'clock six o'clock seven o'clock eight o'clock nine o'clock ten o'clock eleven o'clock a.m. p.m. (midday till approx. 8pm) p.m. (approx. 8pm till midnight)

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<i>once</i>	eleven o'clock	<i>es mediodía</i>	it is midday
<i>de la mañana</i>	a.m.	<i>es medianoche</i>	it is midnight
<i>de la tarde</i>	p.m. (midday till approx. 8pm)		
<i>de la noche</i>	p.m. (approx. 8pm till midnight)		
<i>es mediodía</i>	it is midday		
<i>es medianoche</i>	it is midnight		