

El Carnaval de los Animales (Carnival of the Animals)

4. Animal descriptions

Prior Knowledge: It is helpful if children already know the function of adjectives

Objectives

Describe people, places, things and actions orally and in writing.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; **key features and patterns of the language**; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Support

Accompany each new adjective with a picture/ illustration and ensure the meaning of the words is understood.

Some children might only work with masculine animals to start with.

Extension

Children write new sentences using other known adjectives, e.g. colours.

Ask the children to listen to the word *tímido*. Can they work out what the final two letters are (that are making the sound like 'though')?

Main

Display pictures of animals. Show children a selection of adjectives on word cards, e.g. *fuerte*, *lento*, *rápido*, *grande*, *pequeño*.

Ask children what they think these words mean. (Remind them of adjectives from Unit 9.) Give clues with actions. Ask children to come out and stick the adjectives next to the animal they think they describe.

Introduce some new adjectives in the same way, e.g. *tímido* (shy), *feroz* (fierce). Ask children to mime these. Before showing the written words, ask the children to listen to the word *feroz*. Can they work out what the final letter is? Can they think of another adjective that rhymes with *tímido* (*rápido*)?

Divide the interactive whiteboard board in two. Ask children to suggest animals and as they do so, write the name in blue on one side if they are masculine and in red on the other if they are feminine. Ask children if they can guess why the names have been written up in two groups. Explain that some are masculine and some are feminine nouns.

Refer back to *grande* and *pequeño*. Display these on word cards written in black. Ask the question *¿Cómo es el elefante?* Describe the animals in a sentence *El elefante es lento*. Repeat for another masculine animal e.g. *El pez es pequeño*. Bring out a large red letter 'a'. Make a point of moving across to the other side of the board to focus on the feminine words. Ask the question *¿Cómo es la tortuga?* Give a description, e.g. *La tortuga es pequeña*. Encourage the children to listen for the clues that it's a feminine word e.g. *una*, *la* and use the red 'a' to emphasise how the adjective changes from o to a.

Repeat with *la gallina*. Ask children to explain why the change has been made. Continue with *lento* and *tímido*. Ask children to explain the changes again.

Now repeat with the adjectives that do not change, *grande*, *feroz* and *fuerte*. Can the children work out why these adjectives are different? (They do not end in o).

As a whole class, practise feminine agreements by building sentences on the board with a large set of word cards.

ICT Opportunities: Make a grid on the interactive whiteboard and model sentences by dragging elements into the right cell of the grid. Colour-code the nouns and adjectives to reinforce the concept of agreement. Make a copy of the page and change the colour of all the words to black. This will show whether children have grasped the concept when you remove the support.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p> <p>Note that the order in the question could be reversed: <i>¿El elefante, cómo es?</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Adjectival agreement – adjectives need to agree with the noun they describe. If an adjective describes a feminine noun (<i>la tortuga</i>) the final o will change to a (<i>pequeño – pequeña, tímido – tímida, lento – lenta, rápido – rápida</i>). If the masculine singular adjective does not end in –o it remains the same in the feminine (<i>feroz – feroz, grande – grande, fuerte, fuerte</i>).</p> <p>Definite article – children should be familiar with <i>el</i> (masculine) and <i>la</i> (feminine), both meaning ‘the’</p> <p>Asking questions – <i>¿Cómo es el elefante?</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p><i>ñ [ɲ] - pequeño</i></p> <p><i>z [θ] - feroz</i></p> <p><i>qu [k] - pequeño</i></p> <p><i>d [ð] - rápido, tímido</i></p> <p><i>d [d] - grande</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p><i>z [θ] - feroz</i></p> <p><i>d [ð] - rápido, tímido</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• understand and say a number of adjectives• understand that Spanish has masculine and feminine nouns and use language such as <i>el/la</i> to tell the difference• understand the agreement of simple nouns and adjectives• pronounce the feminine form of some adjectives appropriately		<p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Writing</u> - Years 3-4</p> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	
<p><u>Throughout the week:</u></p> <p>Sing <i>Oso Marrón</i> (Brown Bear) (See Resources)</p> <p>Look at the relationship between nouns and adjectives in English. Compare these with Spanish.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none">• Pictures of the animals• Word cards for the adjectives• Card with a large red letter <i>a</i>• Drag and drop function on the interactive whiteboard• Music by Camille Saint-Saëns: <i>Carnival of the Animals</i>	

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<p>Teaching Tips</p> <ul style="list-style-type: none"> Introduce new adjectives with a picture or action and always check that all children understand the meaning. Ensure that you stick to the colour code you have established for masculine and feminine. Build up a bank of question words which the children have now encountered and refer to these regularly – <i>cómo, cuál, qué, cuándo, cuánto/a/os/as</i> Some children may benefit from having the opportunity to make a human sentence, to illustrate the changing of the –o to –a for adjectives describing feminine nouns. 	<ul style="list-style-type: none"> Words to the song <i>Oso marrón (Brown bear)</i> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p><i>Oso marrón, oso marrón, ¿qué ves? ¿qué ves?</i> <i>Oso marrón, oso marrón, ¿qué es lo que ves?</i> <i>Veo un pájaro rojo, veo un pájaro rojo,</i> <i>Oso marrón, oso marrón, ¿qué es lo que ves?</i></p> <p><i>Pájaro rojo, pájaro rojo, ¿qué ves? ¿qué ves?</i> <i>Pájaro rojo, pájaro rojo, ¿qué es lo que ves?</i> <i>Veo una oveja blanca, veo una oveja blanca</i> <i>Pájaro rojo, pájaro rojo, ¿qué es lo que ves?</i></p> </div> <div style="width: 45%;"> <p>Brown bear, brown bear, what do you see? what do you see? Brown bear, brown bear, what is it that you see? I see a red bird, I see a red bird, Brown bear, brown bear, what is it that you see?</p> <p>Red bird, red bird, what do you see? what do you see? Red bird, red bird, what is it that you see? I see a white sheep, I see a white sheep, Red bird, red bird, what is it that you see?</p> </div> </div> <p style="text-align: center; margin-top: 20px;">This is an invented song based on the story Brown bear, Brown bear, what do you see? A shortened version is given here but the song could be lengthened to include all the animals from the story.</p>
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<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<p><i>¿Cómo es el elefante ?</i> <i>¿Cómo es la tortuga ?</i> <i>grande</i> <i>pequeño/a</i> <i>feroz</i> <i>tímido/a</i> <i>lento/a</i> <i>rápido/a</i> <i>fuerte</i> <i>See animal vocabulary from Session 1.</i></p>	<p>What is the elephant like? What is the tortoise like? big small fierce shy slow fast strong</p>	<p>El elefante es... La tortuga es... <i>grande</i> <i>pequeño/a</i> <i>feroz</i> <i>tímido/a</i> <i>lento/a</i> <i>rápido/a</i> <i>fuerte</i> <i>See animal vocabulary from Session 1.</i></p>	<p>The elephant is... The mouse is... big small fierce shy slow fast strong</p>