

El Carnaval de los Animales (Carnival of the Animals)

5. Animal Habitats

Prior Knowledge: It is helpful if children already know the adjectives *grand* and *petit*

Objectives

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

Revise / introduce the English words for habitats before the lesson.

Extension

Play *El Ahorcado* (Hangman) to help children learn to spell animal and habitat words.

Main

Revise feminine agreements by drawing or showing a picture of a large or small tortoise. Ask *¿Qué animal es?* Children answer. Ask *¿La tortuga, es grande o pequeña?* Children answer. Repeat with *la gallina*.

ICT Opportunities: Use the interactive whiteboard to help children to understand the concept of agreement of adjectives. There are various ways of reinforcing adjectival endings, e.g. make the last letter of the feminine form the same colour as the background of the screen, so that it is invisible until moved into a cell/box that is the 'feminine' colour.

Display a picture of an animal habitat, e.g. *la sabana* (savanna). Show word cards with the adjectives *grande*, *pequeño* and a new one, *ruidoso* (noisy). Ask *¿Cómo es la sabana?* As a class, build sentences with word cards on the board, e.g. *La sabana es grande..* Build the sentence again with the new adjective *ruidosa* Highlight the *a* in *ruidosa* and draw out from children that the *o* has changed to *a* because *sabana* is feminine.

ICT Opportunities: Use a photo search engine (Flickr.com) to find pictures of different habitats.

Show images of four habitats where animals from the Carnival of Animals live, e.g. *la sabana*, *el bosque* (forest), *el mar* (sea), *la granja* (farm). Hold up word cards with names of each habitat in Spanish. Children discuss in pairs which pictures and words match. Remind children that they met *La granja* in the song *La granja de mi tío* (Unit 2 session 2). Ask individual children to come out to match them. Use the images to practise saying the habitat words.

Ask *¿Cómo es...?* for one of the habitats. Children can use an adjective from this unit or a colour in response. Highlight the sound and written form of the adjectival ending.

Write each habitat on a separate sheet of A4 paper, using different coloured pens. Add a picture to each. Show a word e.g. the 'orange' word, *la granja* and children read it. Stick this sheet somewhere in the classroom. Repeat with the other habitats, using different colours. Ask children to look at the words displayed around the room and watch as you turn each sheet to face the wall. Ask children to discuss in pairs which word was where. They feed back.

Show animal pictures from previous sessions. Ask children to discuss in pairs where they live. Individual children come out to stick the animals on the appropriate habitat. Using pictures or puppets, model the question and answer *¿Dónde vive el / la...? El / La...vive en ...* (Where does the... live? The... lives in...) Ask children to guess what you are saying. Hold up animal pictures and ask the question again. Model the answer. Children listen and repeat. Practise with other pictures. Focus on the pronunciation of *vive*, making sure that the children are making a different sound for each letter *v*. The first *v* is pronounced like *b*. The second [β] is in between a *v* and *b*, where the lips do not touch.

ICT Opportunities: If your interactive whiteboard has the function, make a slide for each habitat, by importing a picture of the habitat and make it a background. Children can then drag pictures of animals and sit them on top of the background, adding text, either from a writing frame or from memory.

Ask the children to work in pairs to write the question *¿Dónde vive el león?* on mini-whiteboards. Share suggestions then write the correct sentence on the board. What did children find easy to spell? What was harder? Which letters are trickier?

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		Repeat the activity with the answer: <i>El león vive en la sabana</i> . What do children notice this time? Children work in pairs to ask the question and to give the answer.
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Grammar <u>For teachers:</u> <i>¿dónde?</i> / <i>donde</i> – note that in direct and indirect questions <i>¿dónde?</i> has an accent but otherwise it does not (<i>donde</i>) e.g. <i>No sé dónde vive</i> (I don't know where she lives) but <i>La ciudad donde vivo</i> (the town where I live). The same applies to <i>Que/qué</i> , <i>Como/ cómo</i> , <i>Cuando/cuándo</i> , <i>cual/cuál</i> Verbs – third person singular of the verb <i>vivir</i> – <i>vive</i> . Remember this is formed by removing the – <i>ir</i> from the infinitive and adding the – <i>e</i> ending.	Grammar <u>For children:</u> Asking questions – <i>¿Qué animal es?</i> <i>¿Cómo es el bosque / la sabana etc ?</i> <i>¿Dónde vive el león?</i> Remind pupils of key question words. Nouns and adjectives – remind pupils of the function of the adjective in these sentences.	Phonics focus <u>For teachers:</u> <i>v</i> [β] – <i>vive</i> <i>v</i> [b] – <i>vive</i> , <i>veo</i>	Phonics focus <u>For children:</u> <i>v</i> [β] – <i>vive</i> <i>v</i> [b] – <i>vive</i> , <i>veo</i>
<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> understand that Spanish adjectives agree with the noun they describe say the names of some habitats say where some animals live 	<u>New National Curriculum Links</u> ENGLISH <u>Writing</u> - Years 3-4 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		

<u>Throughout the week:</u> Play a version of 'My grandmother went to market' to see how many animals the children can add to the list, eg., <i>En la sabana veo ...</i> Children may want to add adjectives to this game.	<u>Resources</u> <ul style="list-style-type: none"> Music by Camille Saint-Saëns: <i>Carnival of the Animals</i> Pictures of the four habitats either from the internet on the IWB or in hard copy A4 paper and coloured marker pens for vocabulary exercise. Animal puppets or pictures
<u>Teaching Tips</u> <ul style="list-style-type: none"> Keep the activity short in which the first animal habitat is introduced. It is meant to 	

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<p>reinforce the idea that adjectives agree with all nouns.</p> <ul style="list-style-type: none"> • Play a brisk warm-up game calling out nouns and adjectives at random and asking children to perform a suitable action, according to whether the word is a noun or an adjective. • Using different colours and different locations to pin up the new vocabulary in the room may help some children memorise the new language. • Add ¿Dónde? to the bank of question words 	<ul style="list-style-type: none"> • Habitat word cards • Flipchart or notebook page on which the last letter of the feminine form is the same colour as the background of the screen, so that it is invisible until moved into a cell or box that is the 'feminine' colour. • Backgrounds from the interactive whiteboard resource back or gallery • Drag and drop function on the interactive whiteboard
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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>¿Qué animal es ?</p> <p><i>El elefante, ¿es grande o pequeño?</i></p> <p><i>La tortuga, ¿es grande o pequeña?</i></p> <p>¿Dónde vive el león / la tortuga ?</p> <p><i>La tortuga vive en...</i></p> <p><i>La sabana</i></p> <p><i>El bosque</i></p> <p><i>Una granja</i></p> <p><i>El mar</i></p> <p><i>ruidoso</i></p>	<p>Which animal is it?</p> <p>Is the elephant big or small?</p> <p>Is the tortoise big or small?</p> <p>Where does the lion / the tortoise live?</p> <p>The tortoise lives in ...</p> <p>the savanna</p> <p>the forest</p> <p>a farm</p> <p>the sea</p> <p>noisy</p>	<p><i>La sabana</i></p> <p><i>El bosque</i></p> <p><i>Una granja</i></p> <p><i>El mar</i></p> <p><i>ruidoso</i></p> <p><i>la tortuga vive en....</i></p>	<p>the savanna</p> <p>the forest</p> <p>the farm</p> <p>the sea</p> <p>noisy</p> <p>the tortoise lives in ...</p>