

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

### 6. Guess the animal

**Prior Knowledge:** It is helpful if children already know the names of some animals and how to describe them

#### Objectives

Read carefully and show understanding of words, phrases and simple writing

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

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

Some children may benefit from a writing frame, or could select from a choice of printed words on word cards to construct sentences.

#### Extension

Encourage children to recycle a greater range of vocabulary from previous units. Adjectives could be linked using *y* (and).

#### Main

Briefly revise questions and answers about animals by playing Secret Signal e.g.

*¿Quién es?*

*Es un león.*

*¿Cómo es el león?*

*¡E león es feroz!*

*¿Dónde vive el león?*

*El león vive en la sabana.*

*¿Cómo es la sabana ?*

*La sabana es grande.*

Remind children of the game Guess Who from Unit 4 session 5. You say *Adivinad quién es. Es gris. Es grande. Vive en la sabana. ¿Quién es?* Children discuss quickly with a partner then respond *el elefante*. Play again with *el león*.

Repeat the game with *la tortuga*. Ask children what they noticed about the clues for *la tortuga* (the adjectives have feminine endings e.g. *lenta*).

Ask a confident child to lead the game. Children work in pairs to play the game taking it in turns to give clues and to guess.

On the board display the following clues. Read them aloud to the children. *Es negro. Es grande. Tiene cuatro patas. Galopa. Vive en la granja. ¿Quién es?* Ask the children to respond and then ask what helped them to guess. Draw attention to *Tiene cuatro patas* and to the verb. Encourage the children to recall other verbs from Unit 5 (*corretea, salta, corre*) and ask them to help spell these as you write them on the board.

Ask children to use knowledge from previous sessions and suggest the spelling of *quién*. Discuss responses and establish that it begins with *qu*.

As a class, construct written clues for *la gallina*. *Es marrón / blanca. Es pequeña. Tiene dos patas. Corre. Vive en la granja*. Encourage children to articulate what needs to change to make the clues appropriate for this animal.

Children construct their own written clues for one of the animals.

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| <b>Grammar</b><br><u>For teachers:</u><br>Animal legs, or feet, are known as <i>patas</i> , not <i>piernas</i> or <i>pies</i> .  | <b>Grammar</b><br><u>For children:</u><br>Verbs – third person singular – <i>es, vive, galopa, corre, salta, corretea, tiene</i><br>Asking questions – <i>¿Quién es?, ¿cómo es el león?, ¿dónde vive el león?, ¿cómo es la sabana ?</i> | <b>Phonics focus</b><br><u>For teachers:</u><br><i>qu [k] – <b>quién</b></i>   | <b>Phonics focus</b><br><u>For children:</u><br><i>qu [k] – <b>quién</b></i> |
| <b><u>Learning Outcomes</u></b><br>Children can: <ul style="list-style-type: none"> <li>• understand simple role plays</li> <li>• ask and answer questions on different topics</li> <li>• perform in front of an audience</li> </ul> |   | <b><u>New National Curriculum Links</u></b><br><b>ENGLISH</b><br><u>Writing</u> - Years 3-4<br>Pupils should be taught to draft and write by: <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• organising paragraphs around a theme.</li> </ul> |  |

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| <b><u>Throughout the week:</u></b><br>Play <i>Adivinad quién es</i> .<br>Create neat copies of the clues with images in a lift-the-flap type presentation and use these for an interactive class display.  | <b><u>Resources</u></b> <ul style="list-style-type: none"> <li>• Language imported from previously saved presentations or interactive whiteboard files</li> </ul> |
| <b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>• Play a simple game of <i>¿Pregunta o respuesta?</i> Call out a series of questions or answers and ask pupils to respond by drawing a question mark in the air if they think it is a question, or by folding their arms if they think it is an answer. When they are confident, ask them to do this with their eyes shut. Discuss what clues help them work out it was a question (eg: question word).</li> <li>• Pupils could also be provided with a set of question cards and a set of answer cards which they have to match up, as a prelude to supplying their own information.</li> <li>• Remind pupils of question words encountered so far and add <i>¿Quién?</i></li> </ul> |   |

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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                   |
|--|---|--|---------------------------------------|
| <i>See language from previous sessions.</i><br><i>Tiene cuatro patas</i><br><i>Tiene dos patas.</i><br><i>Adivinad quién es.</i> | It has four legs.<br>It has two legs.<br>Guess who it is. | <i>See language from previous sessions.</i><br><i>Tiene cuatro patas</i><br><i>Tiene dos patas</i> | It has four legs.<br>It has two legs. |

| End of Unit Activities  |  |  |   |
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| <ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul> | <ul style="list-style-type: none"> <li>Children perform their pieces to the class.</li> <li>Class evaluate the performances. They discuss effects and how they were achieved.</li> </ul> | <ul style="list-style-type: none"> <li>take part in a performance in front of an audience</li> </ul> | <ul style="list-style-type: none"> <li>Follow up: Performances are repeated in a show for Year 3 children.</li> </ul> |