

Los animales (1) - Teacher Support Notes

Key Language

un león	=	a lion
un pájaro	=	a bird
un conejo	=	a rabbit
un caballo	=	a horse
un cerdo	=	a pig
los animales	=	the animals

TEACHING GRAMMAR NOTE & EXPLANATION

In Spanish, INDEFINITE ARTICLES are the equivalent of our English words "A" and "AN".

We use the INDEFINITE ARTICLE with nouns when the hearer, listener or reader does NOT know exactly what or which one of something we are referring to.

Example: "A dog is barking."

In Spanish, there are TWO INDEFINITE ARTICLE words for our English words "A" or "AN".

Which version you need depends on the noun.

The TWO INDEFINITE ARTICLE words in Spanish are:

- **un** - the INDEFINITE ARTICLE to use before MASCULINE nouns.
- **una** - the INDEFINITE ARTICLE to use before FEMININE nouns.

In Spanish, the indefinite article/determiner (the word for 'a' in English) has more options/choices. This will be clearly seen throughout the unit. It can be quite tricky to grasp as adults if no other foreign language has previously been studied but the children often accept it quite quickly and learn that all nouns must be learnt in Spanish with the correct article/determiner. Many Early Learning units will focus on the different articles and genders for this reason. It will impact grammar that the children will be introduced to in later units such as adjectival agreement. If they have not clearly understood that there are different articles/determiners, and the reason for the different articles/determiners they will not be able to create their own (accurate) sentences going forward.

In this unit, the animals will be introduced with their indefinite article and the lessons have been carefully planned and sequenced to support this learning. The children will see the two indefinite articles and the future lessons in the unit will contain plenty of activities to help the children remember which article goes with each animal. The concept of gender will be fully explored, with all the accompanying terminology in later units.

Lesson Breakdown

<u>Slide 1</u>	Title of lesson	Read or play the voice file provided and the class repeats a few times. Explain to the children that 'Los animales' (the animals) is the title of the unit and that, in this lesson, they are going to learn how to say five out of a total of ten animals in Spanish.
<u>Slides 2-7</u>	Pictures only	Only the pictures of the animals will be shown at this stage of the lesson as the children must focus on the Spanish pronunciation and repeat what they hear before seeing the Spanish spellings. It will discourage the children from applying their English phonics knowledge if they hear the word and repeat it multiple times before they see the spelling. The children should hear the accurate pronunciation via the audio provided and the whole class should repeat each animal 'chorally' three or four times. This allows all the children to repeat the language in a 'safe' low stake fashion as their voice will not be heard above any other. Keep the pace fast, playing the audio and asking for a few repeats on each slide. If teachers wish to vary a little, they can ask for a loud voice, quiet voice etc but the key is to hear the accurate pronunciation and allow an opportunity for choral repeats several times before moving to individual repeats of each animal. The order is: un león – a lion

un pájaro – a bird
un conejo – a rabbit
un caballo – a horse
un cerdo – a pig

Slide 8 All the animals

All the animals are now on the same slide so that the children can see and hear the animals one last time before the recall activities are introduced. A couple of choral repeats for each animal.

Slides 9-14 Listening task

These slides start to ask the pupils to recall the new language by asking them to make a choice. This will teach the children to focus and listen carefully before selecting the correct audio. Answers appear on the click.

Slide 15 Matching task

Another listening activity to consolidate the five new animals in Spanish. Can the pupils match the image to the correct audio file?

Slides 16-22 Speaking task

These slides start to ask the pupils to recall the new language by asking them to provide the correct article /determiner and noun in Spanish. To make it a little more interesting and fun, the animal will be hidden in the bushes and the children must guess what animal it is by offering their answer in Spanish. The correct animal and audio will then appear on the screen on the click.

Slide 23 Plenary

After all the activities – how many animals can the pupils name in Spanish? Start by asking who can name one, accept the answer, who can remember two, three, four and finally five.

The lesson can be finished here but, if teachers wish to continue with some extra stretch and challenge activities, there are some extra challenge slides and the option of some very simple desk-based activities.

Slides 24-31 Spellings

Pupils will now have an opportunity to look more closely at how the animals are spelt in Spanish. These slides are purely to listen to, repeat and then read what they see on the slide, helping to grow their phoneme/grapheme awareness.

<u>Slides 32-38</u>	Reading	For this activity, the pupils should attempt to read what is written on the slide and say in English what animal they expect to see walk across the bridge. If required, they can hear the audio provided for extra support.
<u>Slides 39-45</u>	Writing	Pupils can now attempt to fill in the missing letters, helping them to learn how to spell these animals in Spanish. For weaker students, the vocabulary sheets with the images can also be provided and used as additional support.
<u>Slides 46-52</u>	Phonics	Should teachers wish to have a phonics focus to the lesson, these slides will provide the material necessary. They are very accessible and pupils will learn to listen carefully, identify the key phonemes in this teaching type and apply this knowledge to the animal nouns covered in this lesson.