

## Language

## Core language

¿Dónde vives?	Where do you live?
Vivo en ...	I live in ...

rápido/rápida	quick (m/f)
lento/lenta	slow (m/f)
pequeño/pequeña	small (m/f)
grande	big

rápidamente	quickly
lentamente	slowly
fuerte	strong, loud(ly)
suave	softly

¿Qué hora es?	What's the time?
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la una, las dos, las tres, las cuatro, las cinco, las seis, las siete, las ocho, las nueve, las diez, las once, las doce	one o'clock, etc
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## Additional language for this unit

el león	the lion
el gallo	the cock
el canguro	the kangaroo
el pez	the fish
el cuco	the cuckoo
el elefante	the elephant
el burro	the donkey
el pájaro	the bird
la tortuga	the tortoise
la gallina	the hen
el cisne	the swan

tímido/tímida	shy
feroz	fierce
llano/llana	flat

Es la hora del carnaval!	It's carnival time!
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la sabana	the savannah
una granja	a farm
el mar	the sea
el bosque	the forest

## Additional language for teachers

¿Qué animal es?	What animal is it?
el director de la orquesta	the orchestra conductor
más	more
menos	less/minus

## Unit 11 El Carnaval de los animales ('Carnival of the Animals')

## About the unit

This unit is based on the 'Carnival of the Animals' by Saint-Saëns. Children learn to describe animals characterised by the music and to talk about their habitats. They also learn how to tell the time on the hour (analogue only).

## Where the unit fits in

Children learn and use new vocabulary to talk about animals. They are already familiar with numbers to 12 and learn to use these to tell the time. Children continue to develop confidence in speaking and consolidate work from this and previous units by preparing a performance.

## Prior learning

It is helpful if children already know:

- colours
- feminine agreements for colours
- numbers 1–12
- the names of some animals
- *Feliz cumpleaños!*

## New language

- Giving a simple description (of animals and habitats)
- Telling the time on the hour
- Asking and answering simple questions
- Adjectives: masculine and feminine agreements and invariable
- Adverbs
- Phonic focus: consolidation of phoneme–grapheme correspondence; identifying key phonemes; synthesising words

## Resources

- Recording of the 'Carnival of the Animals' by Saint-Saëns
- Pictures of the animals in large format and as a class set of mini-flashcards
- Large ball
- Large clock
- Word cards for numbers 1–12
- Word cards for adjectives
- Large word cards for sentence building
- Images of animal habitats
- Word cards of animal habitats
- Sheets of A4 paper and coloured pens

## Links with other subjects

Primary framework for literacy: compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); develop a range of personal strategies for learning new and irregular words; comment constructively on plays and performances, discussing effects and how they are achieved

Science: know about the different plants and animals found in different habitats; know about how animals and plants in two different habitats are suited to their environment

Music: listen with attention to detail and internalise and recall sounds with increasing aural memory

PE: create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment

## Expectations

## At the end of this unit

## most children will:

ask and answer questions about animals; describe animals and begin to use feminine agreements; understand time on the hour; devise and perform a short dialogue, using structures learnt in this and previous units

## some children will not have made so much progress and will:

understand the names of animals with the support of visual or musical clues; respond with a single-word answer to questions about the time

## some children will have progressed further and will:

give extended descriptions in accurate Spanish, showing some attention to feminine agreements; show creativity and imagination in using known language in a new context

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. Meet the animals

- to listen for specific words and phrases (O4.2)
- to listen for sounds, rhyme and rhythm (O4.3)
- to use mental associations to remember words (LLS)
- to sort words into categories (LLS)
- to apply phonic knowledge of the language to support reading and writing (KAL)

- Ask children which names of animals they know in Spanish.
- Play an extract from 'Carnival of the Animals'. Play it again and ask children to discuss with a partner which animal they think it is.
- Explain about this piece of music and that they are going to learn the names in Spanish of animals it characterises.
- Introduce the names of the following animals with pictures or actions by using the teaching sequence described below: *el león, el gallo, el canguro, el pez, el cuco, el elefante, el burro, el pájaro, la tortuga, la gallina, el cisne*.
- Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, or use images on the interactive whiteboard, as you say the word. Children listen and point to their corresponding mini-flashcard.
- Play the relevant extract from the suite to accompany each picture.
- Show a large picture flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard.
- Play *Repetid si es verdad*. Say the word and hold up a picture flashcard. If the two match, children repeat. If they don't, they remain silent.
- Show the flashcard and children say the word.
- Play Name that Tune. Divide the class into two teams and play the first bars of each musical extract. Ask *¿Qué animal es?* (What animal is it?) Children respond by saying which animal they have heard.
- Some children may not yet be ready to give a verbal response. Allow them to give the action / show the card instead of saying the word.
- Extension: Encourage children to use an adjective to give a reason for their choice of animal, eg *Es lento* (slow), *rápido* (quick), *grande* (big), *fuerte* (strong).
- Extension: Sing the song *Los tres pollitos* ('The Three Little Chicks') or play a recording.
- Extension: Children make a word bank for different animals.

- name some animals
- give a physical response to something they hear

- Some animal names were covered in Units 2 and 5 and can be incorporated into activities in this unit.
- The composer of 'Carnival of the Animals', Camille Saint-Saëns, was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces which represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saëns can be obtained on the internet.
- The teaching sequence can also be adapted for use with a different piece of music.
- As an alternative to using mini-picture flashcards, animal mimes can be used.
- The words of the song *Los tres pollitos*:

*Los pollitos dicen  
pío, pío, pío  
cuando tienen hambre  
cuando tienen frío*

*La gallina busca  
el maíz y el trigo  
les da la comida  
y les da abrigo*

*Bajo sus dos alas  
se están quietecitos  
y hasta el otro día  
duermen calentitos*

(The little chicks say: pio, pio, pio  
When they are hungry  
When they are cold

The hen looks for  
Corn and wheat  
She gives them food  
She gives them shelter

Under her wings  
They are still  
And till the next day  
They sleep warm)

You can find the tune for this song at:  
[www.elhuevodechocolate.com/cancion1.htm](http://www.elhuevodechocolate.com/cancion1.htm).

- Present the song on the interactive whiteboard with, if possible, an attached recording of the words and music.
- Follow-up: Throughout the week, practise animal names through games such as Charades.
- Follow-up: Use the music as a stimulus for writing poetry or for descriptive writing in literacy work. Children write non-fiction reports on the animals.
- Follow-up: Research the instruments used in the Saint-Saëns piece.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Animal sounds

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - to use mental associations to remember words (LLS)
  - to sort words into categories (LLS)
  - to apply phonic knowledge of the language to support reading and writing (KAL)
- Revise animal vocabulary from the previous session by playing Pictionary. Draw pictures on the board, asking after each stroke *¿Qué animal es?* Children guess the animal and say the word in Spanish.
  - Extension: Children play Pictionary in pairs with mini-whiteboards.
  - Children have a selection of coloured pens or pencils. Give an instruction to draw, for example, *una tortuga verde*. They draw this on paper or a mini-whiteboard.
  - Make an animal sound in the way that would be familiar to a young Spanish child (see 'Points to note'). Ask *¿Qué animal es?* Children guess.
  - Compare Spanish animal sounds with English ones and display in a table on the board.
  - Discuss the job of the orchestra conductor. Teach the adverbs *fuerte* (loudly), *suave* (softly), *rápidamente* (quickly) and *lentamente* (slowly) with hand signals, as a conductor might.
  - 'Conduct' the class as they whisper one of the Spanish animal sounds. Give them instructions using the Spanish adverbs and hand signals.
  - Phonic focus: Practise the key phonemes (*ll, r, j, z, e, u*) by playing Phoneme Salad. The children sit in a circle and each have a toy animal (or picture card). When you call out a sound, all the children with an item containing that sound swap places. As an extension, one pupil could be in the middle, trying to find a place. He/she chooses a sound to call out.
  - Extension: Add *más* (more) and *menos* (less) to the adverbs, for example *más rápido* (more quickly).
  - Create a soundscape. Divide the class into groups. Give each group a different animal sound to make. Give them a few minutes to come up with a rhythm for their sound. Conduct the class, using instructions, eg *rápidamente, rápido*, to create a soundscape. Individual children can then take the role of conductor.

- name some animals
- recognise some words to describe the music

- Animal sounds in Spanish:

*jgrgrgrgr!* (lion)  
*jkikiriki!* (cock)  
*jprraahhh!* (elephant)  
*jcu-cu!* (cuckoo)  
*jja ja!* (donkey)  
*jpio pio!* (bird)  
*jcoc co co coc!* (hen)  
*jmiau!* (cat)  
*jbee!* (sheep)  
*jguae guau!* (dog)  
*jmuuu!* (cow)

- Follow-up: Record soundscapes conducted by children and play them back to the class.
- Follow-up: Throughout the week, practise animal words and sounds through games. For example, children find the animal card which corresponds to a given sound.
- Follow-up: Experiment with instruments to create different animal sounds.

## Section 3. What's the time?

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - to write simple words and phrases using a model (L4.4)
  - to practise new language with a friend and outside the classroom (LLS)
- Ask children to move around the room in the style of a particular animal. Use phrases such as *más rápido* to vary the movements.
  - Children stand in a circle to play *Pasad la pelota* (Pass the Ball) to revise numbers 1–12. Say *uno* and pass the ball to a child, who says *dos* and passes the ball to someone else, and so on.
  - Use a large clock as you say times on the hour, eg *la una, las dos, las tres*. Children listen and repeat.
  - Practise saying *¿Qué hora es?* (What's the time?) Children chorus the question and you respond with a time in Spanish, eg *las seis*. Children stamp their feet or clap their hands six times in response.
  - Play a variation of What's the Time Mr Wolf? Change the name of the animal so that children move in the appropriate style, eg *¿Qué hora es señor elefante?* Stand at one end of the room and call out a time, eg *las tres*. Children take three steps forward in the style of the chosen animal. If you call *¡Ñam, ñam!* (Yum, yum!) children must run back to the start, in the style of that animal. The first child to reach you or to be caught when they run back becomes the animal in the next round.
  - Children who become the animal can choose a partner to come with them if they are not yet confident with the language.
  - Show children word cards of the numbers 1–12. Ask children to copy them, making large numbers in the air with their writing hand.
  - Extension: Children copy-write the numbers in the air using other parts of their body, eg *la cabeza* (head).
  - Extension: Children make a simple daily diary. Provide them with a range of familiar verbs and nouns and model how to construct some sentences: *A las ocho voy a cole* (At 8.00 I go to school); *A las once juego al tennis* (At 11.00 I play tennis); *A las cinco como una manzana* (At 5.00 I eat an apple).

- understand the time
- give a physical response to something they hear

- This session is best taught in a hall or large space.
- 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.
- Follow-up: Encourage children to play the Mr Wolf game in Spanish at playtime.
- Follow-up: Throughout the week, ask children the time on the hour.
- Follow-up: Select extracts from the 'Carnival of the Animals'. Children move around the room in the style of the animals portrayed by the music. They work in groups to create a dance to perform to the rest of the class.
- Follow-up: Children create their own animal music and prepare a dance to go with it.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Animal descriptions

- to memorise and present a short spoken text (O4.1)
  - to read and understand a range of familiar written phrases (L4.1)
  - to recognise and apply simple agreements, singular and plural (KAL)
  - to apply phonic knowledge of language to support reading and writing (KAL)
  - to sort words into categories (LLS)
  - to use mental associations to remember words (LLS)
- Display pictures of the animals. Show children a selection of adjectives on word cards, eg *fuerte, lento, rápido, grande, pequeño*.
  - Ask children what they think these mean. 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, eg *tímido* (shy), *feroz* (fierce). Ask children to mime these.
  - Divide the board in two and ask children to suggest animals. As children suggest them, write the name in blue on one side if they are masculine and in red on the other side if they are feminine. Alternatively, draw two rectangles on the interactive whiteboard, one in each colour. As children suggest animals, type them in black. Change the colour of the definite or indefinite article to white (or the colour of the background outside the rectangles) so that it is invisible until moved into the coloured rectangle. As you type the words, omit a key phoneme and ask children to volunteer to supply the missing letter(s), eg *pá\_aro* (*pájaro*), *pe\_* (*pez*), *ga\_\_o* (*gallo*).
  - Follow-up: Consolidate the children's knowledge of phoneme-grapheme correspondence by playing the phoneme-grapheme running game (see Unit 2, Section 6, 'Points to note'). The animal words and adjectives introduced in this unit cover most of the key phonemes the children need to practise.
  - 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. Make a grid on the interactive whiteboard and model sentences by dragging elements into the right cell of the grid to show the feminine agreements. 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.
  - Explain the use of *el* for masculine nouns and *la* for feminine ones.
  - Refer back to the adjectives *rápido* and *pequeño*. Display these on word cards written in black.
  - Describe the animals in a sentence, beginning with masculine animals, eg *El elefante es lento. El pez es pequeño*.
  - Do the same with feminine animals eg *La tortuga es pequeña*. Use different colours to emphasise the grammatical difference between masculine and feminine endings. Repeat with *la gallina*. Ask children to explain why the change has been made.
  - Practise pronunciation of *pequeño/pequeña, lento/lenta*.
  - As a whole class, practise these feminine and masculine agreements by building sentences on the board with a large set of word cards.
  - Describe both masculine and feminine nouns for animals using *grande, feroz* and *fuerte*, eg *El elefante es grande. La tortuga es fuerte*. Ask children to explain what is different here (ie the adjective is invariable).
  - Refer back to *fuerte, grande* and *feroz*. In pairs, the class uses them to describe both feminine and masculine animals.
  - Extension: Children write new sentences using other known adjectives, eg colours.
  - Sing *Un elefante se balanceaba*, a nonsense song to practise numbers (see 'Points to note').

- understand and say a number of adjectives
- understand the agreement of simple nouns and adjectives
- pronounce the feminine form of some adjectives appropriately
- understand that some Spanish adjectives have the same ending for masculine and feminine, for example *grande, fuerte, feroz*

- 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.
- Link with literacy work: These activities link to work on adjectives in year 3 literacy.
- Follow-up: Create an interactive display. Each day, a pair of children builds a new sentence with the word cards and animal pictures.
- Follow-up: Look at the relationship between nouns and adjectives in English. Compare these with Spanish.
- Some children with knowledge of other languages may already be familiar with the concept of masculine and feminine nouns and adjectives.
- Link with literacy work: Children will have had experience of composing sentences in literacy using nouns, adjectives and verbs for precision, clarity and impact from year 3 onwards.
- Text of the song *Un elefante se balanceaba*:

*Un elefante se balanceaba  
sobre la tela de una araña,  
como veía que no se caía  
fue a llamar a otro elefante.*

(One elephant was balancing  
On a spider's web,  
When he saw that he wasn't falling  
He went to call another elephant.)

Repeat with *dos elefantes* (but make the verbs agree: *se balanceaban, fueron*), *tres elefantes*, etc.

You can find the music for this song at [www.mamalisa.com/world/mexico.html](http://www.mamalisa.com/world/mexico.html).

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Animal habitats

- to memorise and present a short spoken text (O4.1)
- to read and understand a range of familiar written phrases (L4.1)
- to reinforce and extend recognition of word classes and understand their function (KAL)
- to use question forms (KAL)
- to apply phonic knowledge of the language to support reading and writing (KAL)
- to use mental associations to help remember words (LLS)
- to read and memorise words (LLS)

- Revise feminine agreements by drawing a picture of a large or small hen. Ask *¿Qué animal es?* Children answer. Ask *¿La gallina es grande o pequeña?* Children answer. Repeat with *una tortuga*.
- Repeat with other animals and *lento, fuerte, rápido*.
- Display a picture of an animal habitat, eg *la sabana* (savannah). Show word cards with the adjectives *grande, pequeño* and a new one, *llano* (flat).
- As a class, build sentences with word cards on the board, eg *La sabana es grande*. Highlight the adjectival ending and draw out from children that *grande* is one of the adjectives that has the same form for masculine and feminine nouns.
- Show images of four habitats where animals from 'Carnival of the Animals' live, eg *la sabana, el bosque* (forest), *el mar* (sea), *una granja* (farm).
- Hold up word cards with the names of each habitat in Spanish. Children discuss in pairs which pictures and words match. Ask individual children to come out to match them.
- Use the images to practise saying the words for the habitats.
- Write each word on a separate sheet of A4 paper, using different coloured pens. Add a picture of the habitat to each.
- Show, for example, the 'orange' word, *una granja*. Ask children to remember the orange word. Stick this sheet somewhere in the classroom. Do the same with the other three words, using different colours.
- Ask children to look at the four words displayed around the room and remember them. Ask them to watch you 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 the animals live. Individual children come out to stick the animals on the appropriate habitat picture.
- Using animal pictures or puppets, model the question and answer *¿Dónde vives? Vivo en ...* (Where do you live? I live 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 the other pictures.
- Children work in pairs to ask the question and to take on the animal roles to give the answer.
- Extension: Teach children the words for the types of home they live in (or get them to research these on the internet or in a Spanish/English bilingual dictionary). You can then practise asking *¿Dónde vives? Vivo en ... una casa grande* (a big house); *un piso* (a flat), etc.

- understand that Spanish adjectives agree with the noun they describe
- say the names of some habitats
- say where some animals live

- Keep the activity in which the first animal habitat is introduced short. It is meant to reinforce the idea that adjectives agree with all nouns.
- If your interactive whiteboard has the function, make a slide for each habitat, import 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.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. Carnival time

- to memorise and present a short spoken text (O4.1)
- to ask and answer questions on several topics (O4.4)
- to learn about festivals and celebrations in different cultures (IU4.1)
- To use question forms (KAL)
- To plan and prepare for a language activity (LLS)

- Revise time by playing What's the Time Mr Wolf?
- Introduce the phrase *¡Es la hora del Carnaval!* (It's carnival time!) Practise saying this in chorus.
- Use this session as preparation for an end-of-unit performance based on the 'Carnival of the Animals'. This can involve music, dance, dialogue and soundscapes.
- Children work in groups or pairs. They take on animal roles and work out dialogues using questions and answers, eg
  - A) *¡Buenos días!*
  - B) *¡Buenos días!*
  - A) *¿Cómo te llamas?*
  - B) *Me llamo león. ¿Cómo te llamas tú?*
  - A) *Yo me llamo pájaro. ¿Cuántos años tienes?*
  - B) *Tengo ocho años.*
  - A) *Yo vivo en el bosque.*
  - B) *Yo vivo en la sabana.*
  - A) *¿Qué hora es?*
  - B) *Las cinco.*
- (Together) *¡Es la hora del Carnaval!*
- Extension: Introduce *Yo soy* (I am) to enable children to say, for example, *Yo soy feroz.*
- Some children may prefer to perform a shorter dialogue or do a dance with some dialogue interspersed.
- More confident children will be able to prepare an extended dialogue.

- understand simple role-plays
- ask and answer questions on different topics
- perform in front of an audience

- Link with literacy work: This work links to literacy work on performing scenes and commenting constructively on performances (year 4).
- What's the Time Mr Wolf? can be played in the classroom, with children standing behind their chairs and pacing out steps on the spot. They sit down when they hear *¡ñam, ñam!* The last one to sit down becomes the animal in the next round.
- Encourage children to use language from previous units, in addition to this one, in their role-plays. You can import language from previously saved presentations or interactive whiteboard files.
- Suggest to children that the animals could be celebrating a birthday and remind them of the phrase *¡Feliz cumpleaños!*
- Follow-up: Throughout the week, practise the dialogues.
- Link with literacy work: The final activity links to developing sustained conversations in literacy (from year 2 onwards).
- Follow-up: Practise dance scenes and prepare masks, scenery or other props.

## End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- Children perform their pieces to the class.
- Class evaluate the performances. They discuss effects and how they were achieved.

- take part in a performance in front of an audience

- Follow-up: Performances are repeated in a show for year 3 children.
- Children record their performances on handheld devices and play them back on the interactive whiteboard to evaluate them. They could store them on their personal space on a learning platform as evidence of achievement.