



Unit Introduction—Los animales

Scope and Sequence

Aim

In this unit, students will use familiar animal vocabulary to begin exploring social and academic language, number values, color recognition, zoology, basic writing skills and sentence structure, reading comprehension and letter-sound relationships.

- Los animales vocabulary games, circle time activities and workbook pages
- Social and academic language patterns: greetings, idioms, colloquialisms, and nonverbal gestures
- Conversation skills
- Introduce nouns, verbs, adjectives and demonstratives
- Introduce prepositions
- Expressing emotions, likes and dislikes (written and verbal)
- Questions, statements and commands
- Reading comprehension and fluency
- Introduce phonemic awareness and letter recognition
- Writing skills
- Basic sentence structure
- Color recognition
- Introduction to calendar skills
- Introduce time
- Number recognition
- Counting
- Zoology: Animal behavior, diet, classification and habitat
- Cultural appreciation through music: salsa fusion
- Songs: *La cucaracha*, *La granja*, *Tres amigos*
- Video: *Los animales*

Unit Content

Activities

CORE

Memoria
 ¡Ay caramba! Bingo: Los animales
 ¡Péscalo!
 Activity Book: Los animales
 Everyone Has Feelings
 Show and Tell
 ¿Dónde está?
 ¡Cuéntalo!
 ¡Cuéntalo! with Spatial
 ¡Es hora de comer!
 ¿Cómo te sientes?
 ¡Mucho gusto!

ONGOING

Diario de palabras
 Create-a-Word
 Reader Books
 El calendario
 Fun Socializing**
 Aventura musical
 ¡Es hora de comer!/Alpha Word
 Dime los colores
 ¿De qué color es?
 ¡Cuéntalo!/Culebra Puzzle
 Number Basket
 Silly Sentence Game
 Building Game

ENHANCEMENTS

Favorite Animal
 In the Neighborhood
 Animal Collage
 Animal Sing-Along
 Animal Parade
 Animal Guest Speaker
 Story Picture Walk #1
 Charades: Animal Gestures
 Describing Animals
 Pet Visit
 Puppet Show
 Favorite Color #1
 Favorite Color #2

*Special projects that require more planning, materials and time

**Fun Socializing-Conversation games including ¡Mucho gusto!, Musical Greetings

Unit Introduction—Los animales



Unit Content

Vocabulary

NOUNS

el círculo — circle
el animal — animal
la espalda — back
las bananas — bananas
el pico — beak
el oso* — bear
el pájaro* — bird
el cuerpo — body
la joroba — hump
el camello* — camel
el gato* — cat
la gallina* — chicken
la ropa — clothes
el color — color
la vaca* — cow
el desierto — desert
la oreja — ear
los huevos — eggs
el elefante — elephant
el nombre — name
la granja — farm
las plumas — feathers
el bosque — forest
el amigo — friend
el sapo* — toad
la jirafa* — giraffe
el chivo* — goat
el pelo — hair
la miel — honey
el cuerno — horn
el caballo* — horse

la casa — house
la selva — jungle
el rey — king
el lago — lake
la hoja — leaf
las piernas — legs
el león* — lion
la carne — meat
la leche — milk
el mono* — monkey
la nariz — nose
las cosas — things

VERBS

describe — describe
empieza — begin
dibuja — draw
ladra — barks
es — is
alrededor — around
sube — go up, climb
hace — makes
come — eats
siente — feels
se encuentra — is found
vuela — flies
da — gives
tiene — has
se esconde — hides
brinca — jumps
salta — hops
se acuesta — lays

gusta — likes
vive — lives
le encanta — loves
monta — rides
veo — I see
canta — sings
habla — speaks
nada — swims
prueba — try
marca — mark
corresponde — corresponds
(tú)crees — (you)believe
cuéntame — tell me
mira — looks
escribe — writes

ADJECTIVES

lindo — pretty
mejor — better
grande — big
pequeño — small
negro — black
rizado — curly
rápido — fast
chato — flat
divertido — fun
largo — large
viejo — old
redondo — round
afilado — sharp
corto/bajo — short
suave — soft

fuerte — strong
alto — tall
blanco — white
muy — very

READING WORDS

entre — in between
viendo — seeing
algo — something
¿con qué? — with what?
a — to
y — and
pero — but
puede — can
de — of
como — like
en — in/on
mi — my
pues — so
él — he
ella — she
ellos/ellas — they
este — this
por — through
también — also
nosotros — we
usando — using
¿qué? — what?
¿cómo? — how?
¿dónde? — where?
tú — you
tus — your

Note: Additional words from the Reader Book set are included within the mini-books and reproducibles in the Sube box.

Conversational Phrases

Hello! How are you?
Fine, thank you.
What's your name?
My name is . . .
How old are you?
I'm . . . years old.
Do you speak Spanish?
Yes, a little.

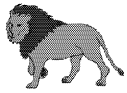
Variations:

What's your mom's name?
How is your dad?
Fine, thank you.
What's your dog's name, cat's name, etc.?
My dog's name is . . .
How big is the cow? Big or little?
Does it have horns? Does it have a long tail?
Does it have hair or feathers?
Does it have a mouth or a beak?

¡Hola! ¿Cómo estás?
Bien, gracias.
¿Cómo te llamas?
Yo me llamo . . .
¿Cuántos años tienes?
Tengo . . . años.
¿Hablas español?
Sí, un poquito.

Variations:

¿Cómo se llama tu mamá?
¿Cómo está tu papa?
Bien, gracias.
¿Cómo se llama tu perro, tu gato, etc.?
Mi perro se llama . . .
¿De que tamaño es la vaca? ¿Es grande o pequeña?
¿Tiene cuernos? ¿Tiene el rabo largo?
¿Tiene pelo o plumas?
¿Tiene boca o pico?



Unit Overview—Los animales

Unit Overview

Lesson 1

PROJECT: Memoria/El calendario

GAMES: Show and Tell
¿Dónde está?
¿De qué color es?
¡Cuéntalo!

SONGS: *La cucaracha, La granja, Tres amigos*

VIDEOS: *Los animales*

Lesson 2

PROJECT: ¡Ay caramba! Bingo:
Los animales/¡Es hora de comer!

GAMES: Show and Tell
¿Dónde está?
¡Mucho gusto!
¡Cuéntalo! with Spatial

SONGS: *La cucaracha, La granja, Tres amigos*

VIDEOS: *Los animales*

Lesson 3

PROJECT: ¡Péscalo!/Reader Book Project

GAMES: Show and Tell
¿Dónde está?
Everyone Has Feelings
Dime los colores
¿Cómo te sientes?

SONGS: *La cucaracha, La granja, Tres amigos*

VIDEOS: *Los animales*

Lesson 4

PROJECT: Activity Book

GAMES: Show and Tell
¿Dónde está?
¡Mucho gusto!
Dime los colores

SONGS: *La cucaracha, La granja, Tres amigos*

VIDEOS: *Los animales*

Teacher Note: You will notice that there are several activities that will be suggested as alternatives in the lesson plans, as well as Enhancement activities. They are there for you to create additional lessons based on this one-hour model. These are suggested for teachers using the curriculum more than once a week. For once-a-week classes, you can either choose between the options that are provided in each lesson to make it fit your time frame and complete the course in one year, or extend the unit to allow more time for additional lessons and continue the course into the next year. In either case be careful to maintain the different modalities of the multisensory approach as outlined in How to Organize Your Lessons, Introduction p. 6.

Ongoing Activities

Diario de palabras

El calendario

Aventura musical

¡Es hora de comer!

Dime los colores

Building Game

Alpha Word Game

¿Cómo te sientes?

LP-20 Lesson Plans

Create-a-Word

Fun Socializing

Number Basket

¡Cuéntalo!

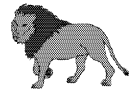
¿De qué color es?

Silly Sentence Game

Reader Books

Culebra Puzzle

Take-Home Sheet—Los animales



Teacher Note: Attach the Activity Book worksheets corresponding to this theme.

Take-Home Sheet

Dear Parents:

Here's what we're working on this month. These are vocabulary words and sentences to practice at home with your child. Depending on your child's level, you can do the following exercises:

- Read the vocabulary below and have your child repeat the word to you.
- Using the attached activity sheet, point to the picture and have the child say the name.
- Ask the questions below in the target language and have your child answer.
- Give your child a spelling test with the vocabulary.
- Have your child tell you something about the pictures below in the target language.
- Use the vocabulary in and outside the home.
- Come up with new ideas and have fun!

Vocabulary

the dog — el perro

the cat — el gato

the cow — la vaca

the chicken — la gallina

the duck — el pato

the goat — el chivo

the sheep — la oveja

the tiger — el tigre

the lion — el león

the giraffe — la jirafa

the monkey — el mono

the bear — el oso

the bird — el pájaro

the elephant — el elefante

the rabbit — el conejo

the pig — el puerco

the horse — el caballo

the frog — el sapo

the zebra — la cebra

the camel — el camello

Phrases

Hello! How are you?

Fine, thank you.

What's your name?

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How old are you?

I'm . . . years old.

Do you speak Spanish?

Yes, a little.

Variations:

What's your mom's name?

How is your dad?

Fine, thank you.

What's your dog's name, cat's name, etc.?

My dog's name is . . .

How big is the cow? Big or little?

Does it have horns? Does it have a long tail?

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Does it have a mouth or a beak?

¡Hola! ¿Cómo estás?

Bien, gracias.

¿Cómo te llamas?

Yo me llamo . . .

¿Cuántos años tienes?

Tengo . . . años.

¿Hablas español?

Sí, un poquito.

Variations:

¿Cómo se llama tu mamá?

¿Cómo está tu papa?

Bien, gracias.

¿Cómo se llama tu perro, tu gato, etc.?

Mi perro se llama . . .

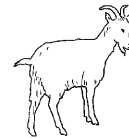
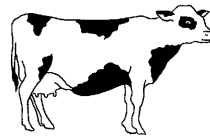
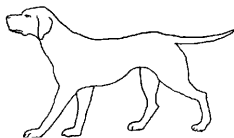
¿De qué tamaño es la vaca? ¿Es grande o pequeña?

¿Tiene cuernos? ¿Tiene el rabo largo?

¿Tiene pelo o plumas?

¿Tiene boca o pico?

Describe the Picture





Unit Lessons—Los animales

Lesson 1

List of Materials

- Los animales (red) Flashcards
- **Memoria: Los animales** game
- Sube™ Spanish Level A/DVD player, monitor
- Lesson Manual
- Little cars, color blocks, etc.

Preparation

- Bring out the Flashcards.
- Prepare for the **Memoria: Los animales** game.
- Set DVD to *Los animales* (Song 1).
- Learn the traditional songs (Appendix p. App-47).
- Review the games below for specific instructions and materials.

Lesson Plan

- 1 Review the **Introduction** section of the Lesson Manual (p. LP-1).
- 2 Introduce beginning conversational phrases by playing **¡Mucho gusto!** (Activities p. Act-41).
- 3 Introduce idioms and colloquialisms as much as possible. For example, “¿Cómo andas?”
- 4 Introduce *La cucaracha* and *Tres amigos* to the class (Appendix p. App-47).
- 5 Bring out the Los animales Flashcards. Follow instructions for **Show and Tell** (Activities p. Act-22).
- 6 Lay the Flashcards out in rows in the middle of the circle and play **¿Dónde está?** (Activities p. Act-23, Version 1). Progress to subsequent versions according to student readiness. Ask students to hand you back the cards: “Por favor, dame las cartas. Gracias”.
- 7 Play **¿De qué color es?** (Activities p. Act-26) and **¡Cuéntalo!** with cars (Activities p. Act-25).
- 8 Set the DVD and play *Los animales*. Sing out the words and tell them to call out the names of the animals as they appear on the screen.
- 9 Play **Memoria** (Activities p. Act-1). On another day this week, alternate the **Memoria** game with **El calendario** (Activities p. Act-37).

Enhancements

- **Favorite Animal:** As students sit in circle, ask, “¿Cuál es tu animal favorito?” Allow students to respond. Have advanced students write about their favorite animal.
- **In The Neighborhood:** Ask students to watch for animals (neighborhood, TV, etc.) and tell about them at the next class. Have them write a list of animals they saw by place, e.g., zoo, home, yard, TV, etc. This activity can be done with the *La casa*, *La comida* and *Los lugares* themes. e.g., favorite places visited, foods they ate, etc.
- **Animal Collage:** Students make a collage of favorite animals and write the name of the animal under each picture. Have students stand up and describe their picture in Spanish. Have the other students raise their hands with questions. Advanced students can write short sentences about their animals in their **Diario de palabras**.