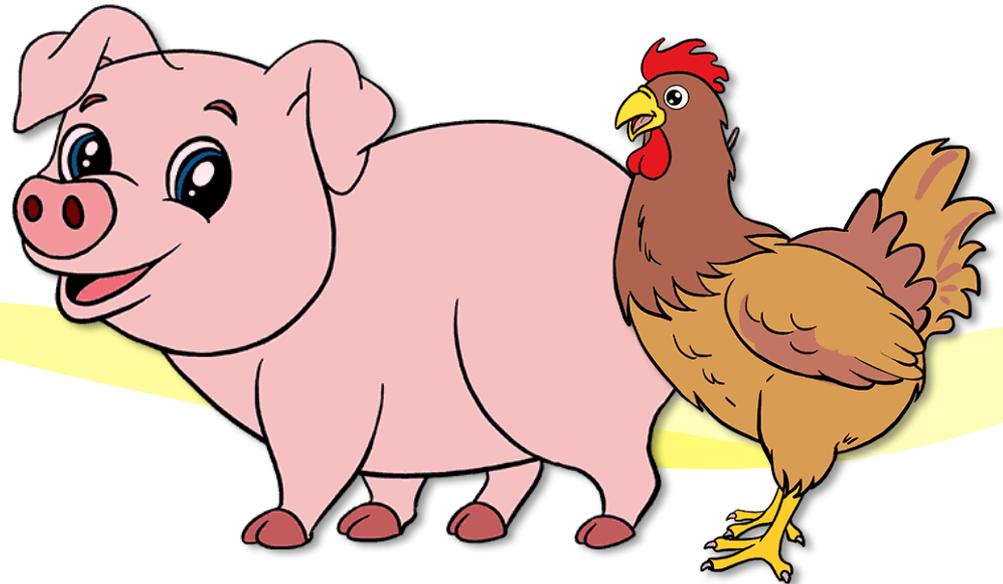
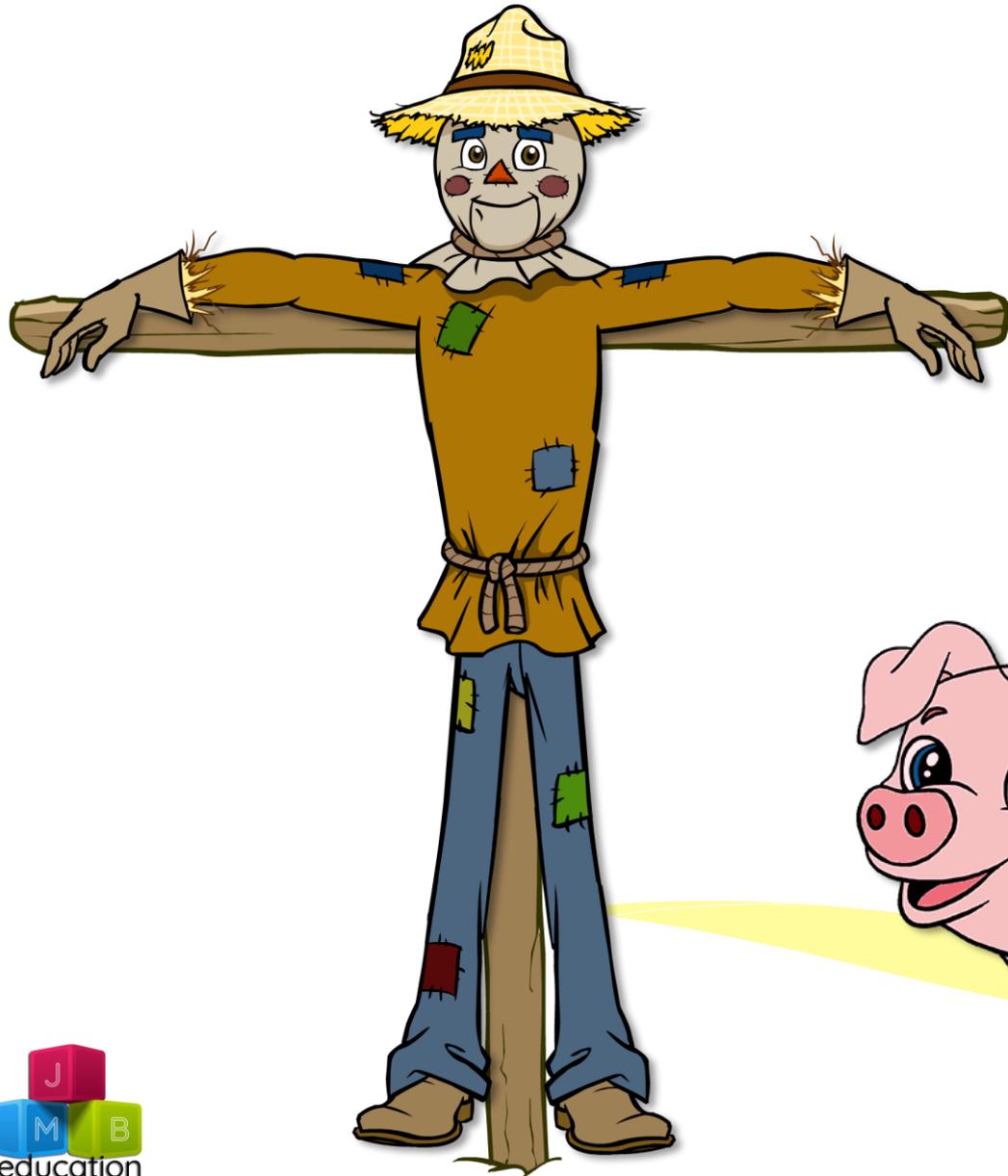


We are learning:

- About the farm



Teacher notes

Additional resources

Copiable flashcards, activity worksheets.

Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with.

- ¿Cómo estás?
- ¿Cómo te llamas?
- ¿De qué color es?
- ¿Cuál es tú color favorito?

Introduce the lesson by using the phrase “**hoy vamos a aprender de la granja**” – “today we are going to learn more about the farm”.

As usual, use **escuchad** and **repetid** to introduce the new vocabulary – provide lots of opportunity for repetition. For each word, ask the children “¿**cómo se escribe** [the farm word]?” – “how do you spell...[the word given]?”.

Remind the children of cognates, which is a great strategy to help remember words in Spanish because they sound very similar to English words. Point out the example, **un tractor** (tractor). Ask the children to tell you examples of other cognates they know from other units.

Teacher notes

Remind the children of the concepts of masculine and feminine. Ask them to work with a partner to decide which farm nouns are masculine and which are feminine. Sort the flashcards into two groups. Discuss how the children decided to group the nouns – they should be more familiar with this concept now. Point at an object on the screen and ask the children to say whether the word is masculine or feminine. Ask the children to explain how they know.

Tell the children that the vocabulary slides show definite singular and plural articles. Some children may be able to explain how to use the vocabulary using indefinite singular and plural articles.

For example:

- el cuervo – un cuervo
- la gallina – una gallina

Some children may be able to explain how these words are used in the plural form.

For example:

- el cuervo – los cuervos - un cuervo – unos cuervos
- la gallina – las gallinas - una gallina – unas gallinas

Play ¿sí o no?. Point at a word on the board and either give the correct word for the object or an incorrect word. Ask the children to respond with thumbs up for **sí** and thumbs down for **no**. They should also call out “**sí**” or “**no**”. Use this as an opportunity to assess the understanding of the children.

Teacher notes

Play **veo, veo** - I spy. One person chooses an animal on the board, or a flashcard. They then say to their partner, group or class “**veo, veo**” (I spy). The others reply “**qué ves?** (what do you see?). The person then says the letter that the word begins with, for example “**empieza por la r**” - it starts with the letter r”. Everyone then needs to say the words that it could possibly be until the correct word is given. The person should reply to each guess with **no** or **sí**.

Play ‘Millionaire’ to consolidate the children’s understanding of the vocabulary.

Ask the children to use the conversation model to create conversations about their favourite farm animal.

Children should then present their conversations to the rest of the class. Use this opportunity to assess pronunciation. Ask the children that are listening if they can suggest a way that the conversation could be even better. What were the strengths of the children presenting the conversation?

Sing the song, **El viejo Macdonald** (Old Macdonald had a farm).

Points to note

- Praise the children regularly to increase their confidence - **genial, excelente, muy bien, fantastico** etc.
- Note the similarity in pronunciation between **abeja** (bee) and **oveja** (sheep). Remind the children to be careful with their pronunciation.

Teacher notes

National Curriculum coverage

- **listen attentively to spoken language and show understanding by joining in and responding**
- **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- present ideas and information orally to a range of audiences
- **read carefully and show understanding of words, phrases and simple writing**
- **appreciate stories, songs, poems and rhymes in the language**
- 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, including (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.**

la granja



la granjera



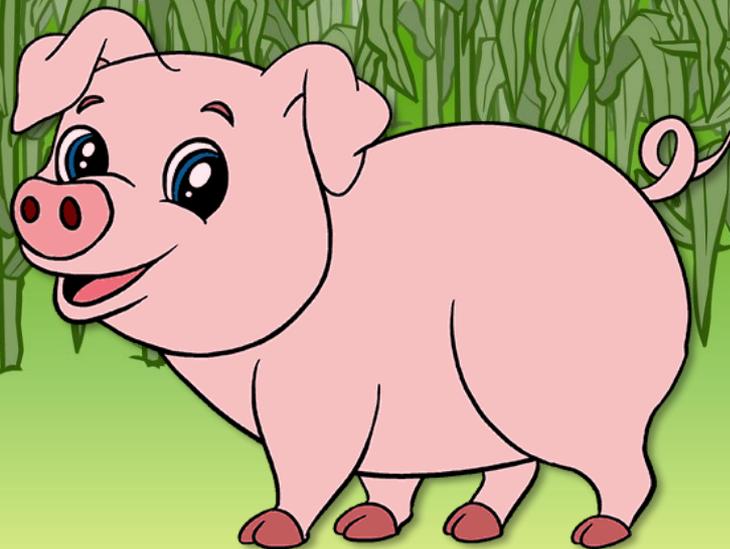
el granjero

A vibrant farm scene featuring a large field of green corn plants in the foreground. In the background, there is a red barn with a white door and a silo, a brown tractor, and a yellow sky. The scene is bright and colorful.

el conejo

la oveja

el cerdo





el granero

el ganso

la cabra

el tractor



la abeja

la colmena

la gallina

el gallo

el pollito

el pavo

el huevo

el espantapájaros

el pato

el cuervo





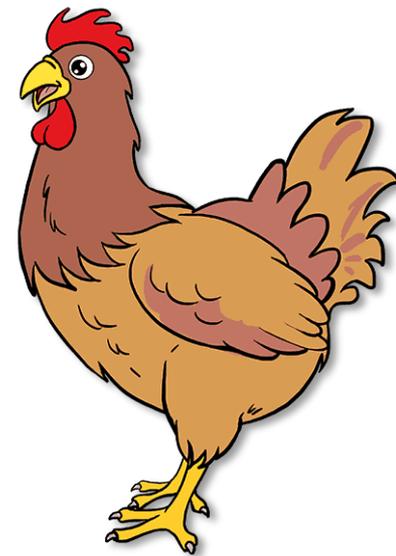
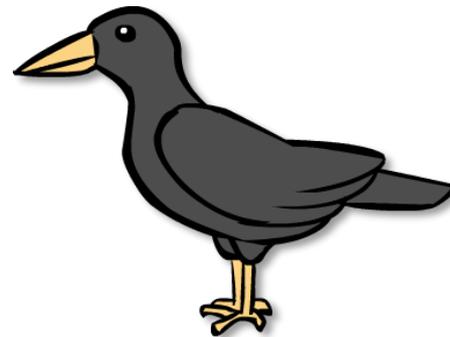
el toro

la vaca

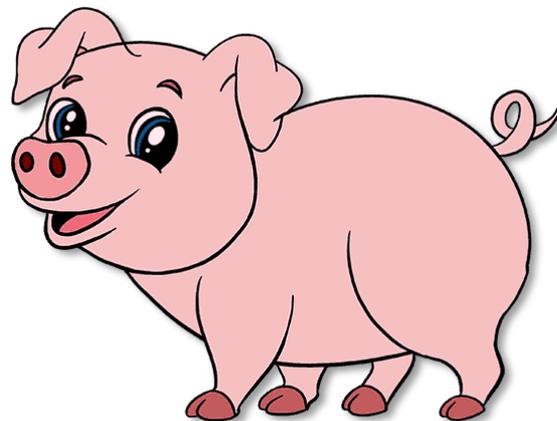
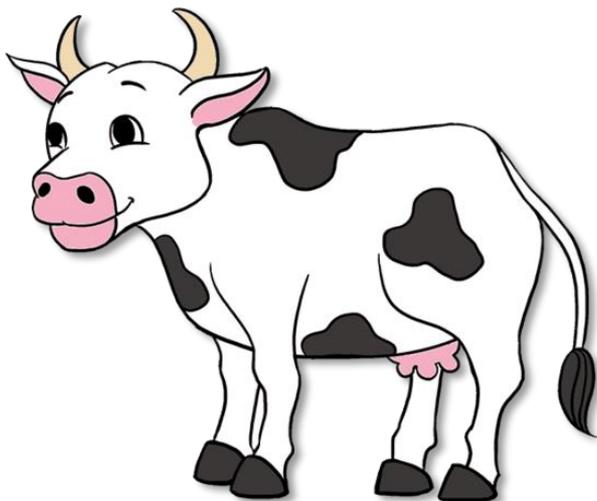
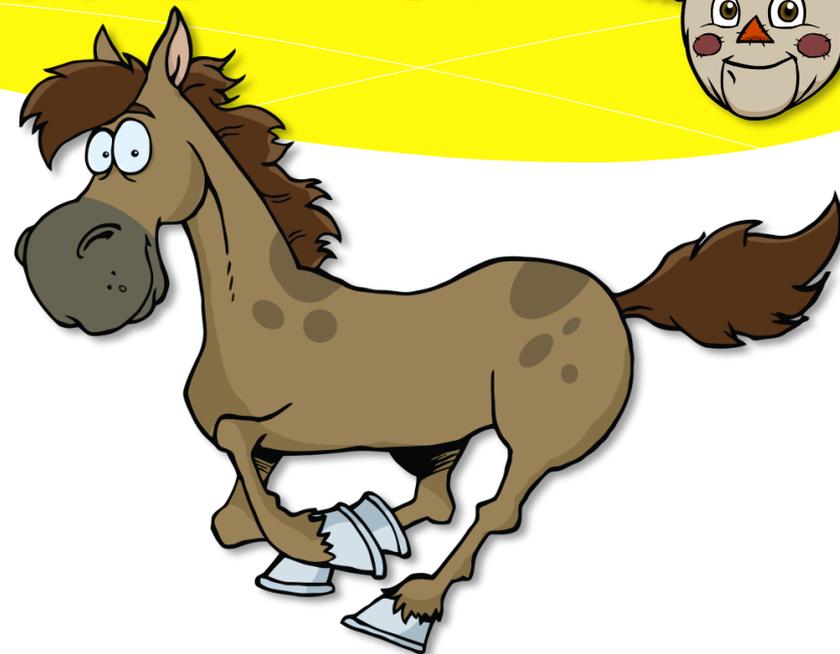
el caballo



¿sí o no? yes or no?



¿sí o no? yes or no?



Veo, veo ...

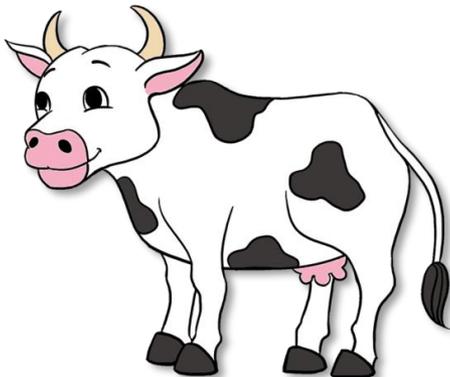
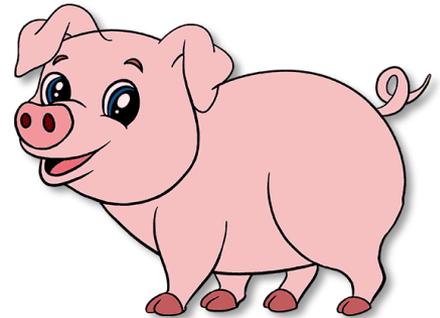
I spy ...

Empieza por la ...

It starts with the
letter ...

¿Qué ves?

What do you
see?



Veo, veo ...

I spy ...

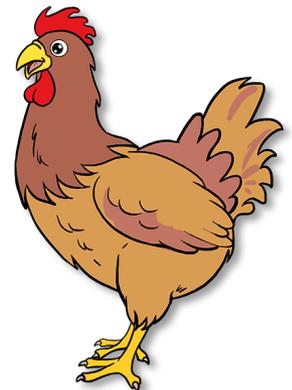
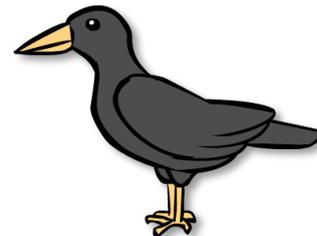
Empieza por la ...

It starts with the
letter ...



¿Qué ves?

What do you
see?



Which word is the odd one out?



A granjero

B conejo

C cerdo

D toro

Which word is the odd one out?

A granjero

B conejo

C cerdo

D toro

Which word is a cognate?



A burro

B granja

C cerdo

D tractor

Which word is a cognate?

A burro

B granja

C cerdo

D tractor

Which word means 'a pig'?



A caballo

B pavo

C cerdo

D pollo

Which word means 'a pig'?

A caballo

B pavo

C cerdo

D pollo

How do you say “**scarecrow**” in Spanish?



A espantapájaros

B huevo

C pato

D colmena

How do you say “**scarecrow**” in Spanish?

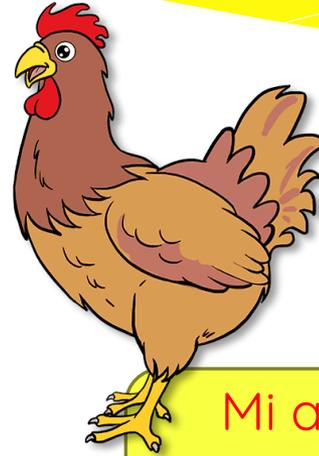
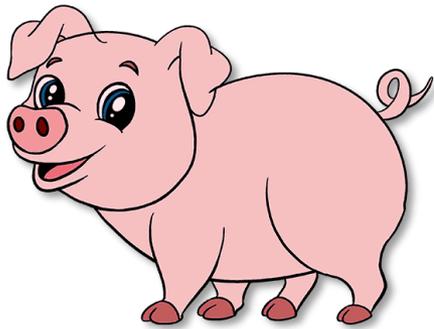
A espantapájaros

B huevo

C pato

D colmena

¿Cual es tu
animal de granja
favorito?



Mi animal de
granja favorito
es...





canción - song

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh, y en esa granja tenía un cerdo ee-ay-ee-ay-oh.

Con un OINK OINK aquí, y un OINK OINK allá, aquí uno y allá uno y en todos lados OINK OINK.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh, y en esa granja tenía un pato ee-ay-ee-ay-oh.

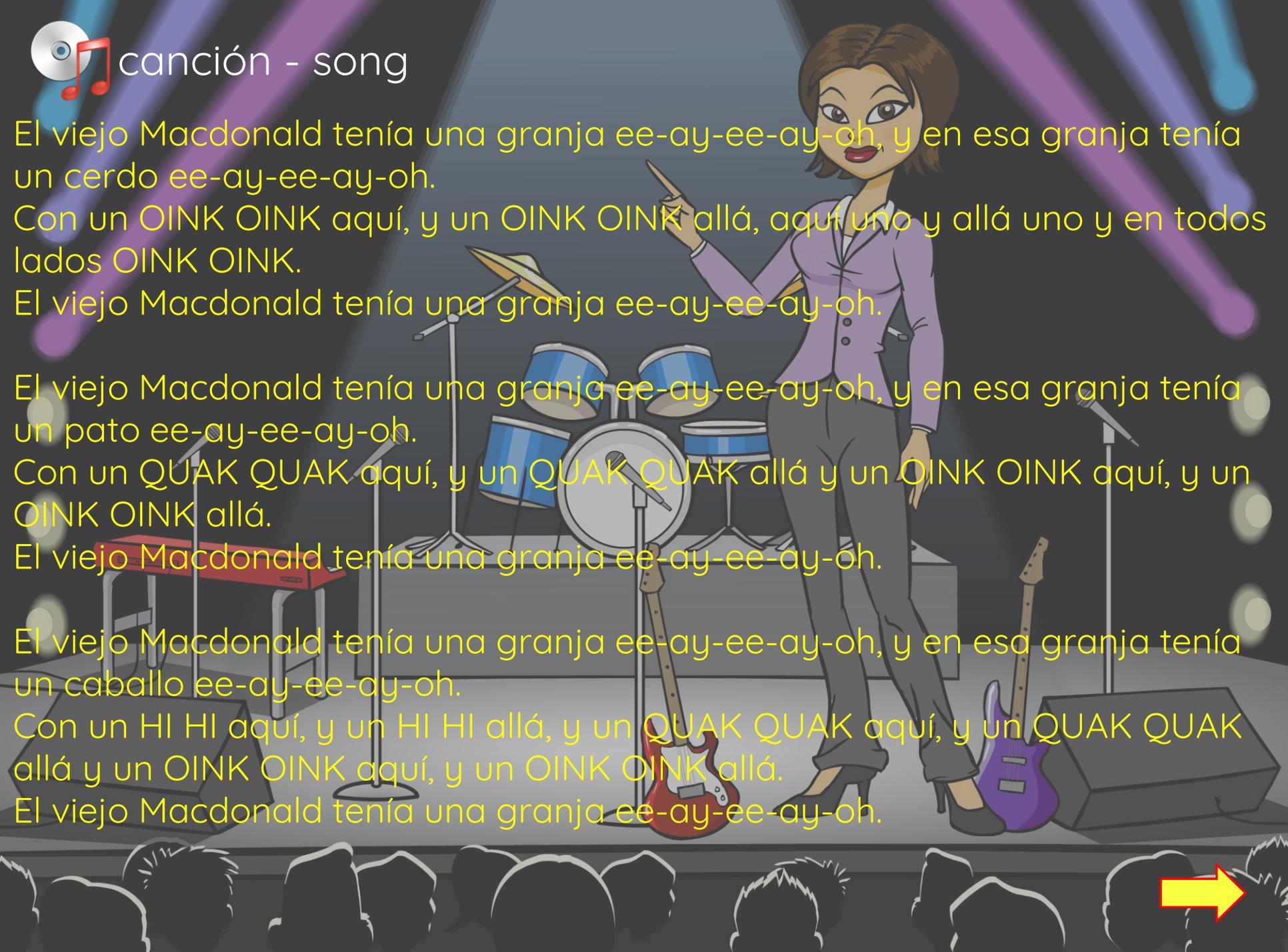
Con un QUAK QUAK aquí, y un QUAK QUAK allá y un OINK OINK aquí, y un OINK OINK allá.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh, y en esa granja tenía un caballo ee-ay-ee-ay-oh.

Con un HI HI aquí, y un HI HI allá, y un QUAK QUAK aquí, y un QUAK QUAK allá y un OINK OINK aquí, y un OINK OINK allá.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh.



El viejo Macdonald tenía una granja ee-ay-ee-ay-oh, y en esa granja tenía una oveja ee-ay-ee-ay-oh.

Con un BE BE aquí, y un BE BE allá, y un HI HI aquí, y un HI HI allá,
Y un QUAK QUAK aquí, y un QUAK QUAK allá, y un OINK OINK aquí, y un OINK OINK allá.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh, y en esa granja tenía una vaca ee-ay-ee-ay-oh.

Con un MU MU aquí, y un MU MU allá, y un BE BE aquí, y un BE BE allá,
Y un HI HI aquí, y un HI HI allá, y un QUAK QUAK aquí, y un QUAK QUAK allá,
Y un OINK OINK aquí, y un OINK OINK allá.

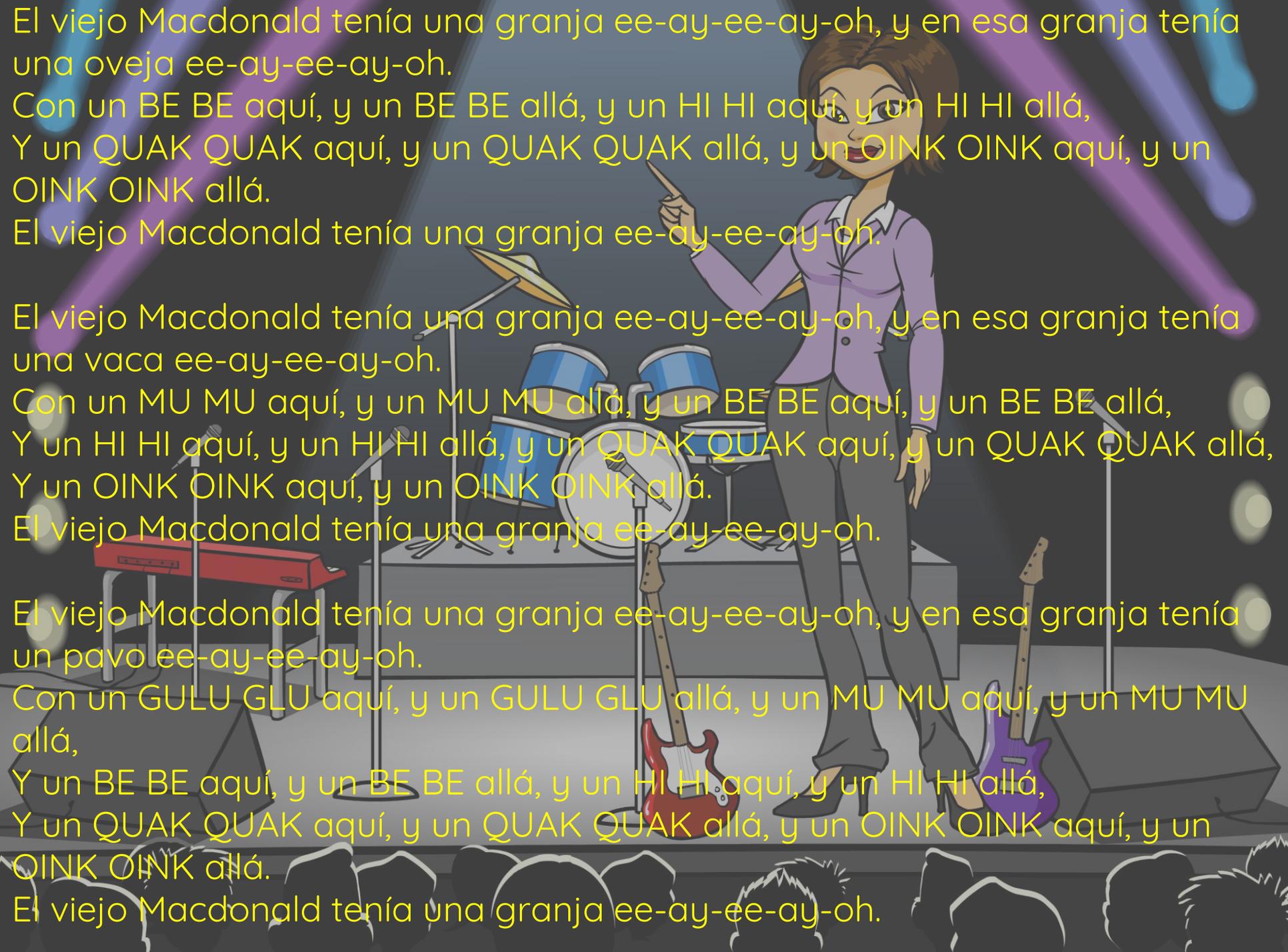
El viejo Macdonald tenía una granja ee-ay-ee-ay-oh.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh, y en esa granja tenía un pavo ee-ay-ee-ay-oh.

Con un GULU GLU aquí, y un GULU GLU allá, y un MU MU aquí, y un MU MU allá,

Y un BE BE aquí, y un BE BE allá, y un HI HI aquí, y un HI HI allá,
Y un QUAK QUAK aquí, y un QUAK QUAK allá, y un OINK OINK aquí, y un OINK OINK allá.

El viejo Macdonald tenía una granja ee-ay-ee-ay-oh.





¡Hasta pronto!