

## Language

## Core language

<i>el caballo</i>	the horse
<i>la oveja</i>	the sheep
<i>el conejo</i>	the rabbit
<i>el ratón</i>	the mouse
<i>... galopa</i> (eg <i>El caballo galopa</i> )	<i>... gallops</i> (eg <i>The horse gallops</i> )
<i>... corre</i>	<i>... runs</i>
<i>Es ...</i>	(It) is ...
<i>gris</i>	grey
<i>No, el conejo no galopa</i> , etc	No, the rabbit doesn't gallop, etc

## Additional language for this unit

<i>la manzana</i>	the apple
<i>el manzano</i>	the apple tree
<i>el caballito</i>	(the) little horse
<i>la ovejita</i>	(the) little sheep
<i>el conejito</i>	(the) little rabbit
<i>el ratoncito</i>	(the) little mouse
<i>... salta</i>	<i>... hops</i>
<i>... corretea</i>	<i>... scurries</i>
<i>¡Pom, pom, pom!</i>	Knock, knock, knock!
<i>¡Ñam, ñam, ñam!</i>	Yum, yum, yum!

## Additional language for teachers

<i>Escuchad/Escucha el cuento</i>	Listen (plural/singular) to the story
<i>Buscad/Busca la tarjeta correcta</i>	Find (plural/singular) the right card
<i>Mirad/Mira las tarjetas</i>	Look (plural/singular) at the cards
<i>Levantaos/Levántate</i>	Stand up! (plural/singular)
<i>Sentaos/Siéntate</i>	Sit down! (plural/singular)
<i>Daos la vuelta / Date la vuelta</i>	Turn around! (plural/singular)
<i>rápido</i>	quickly
<i>despacio</i>	slowly
<i>Vamos a jugar a 'Pulgares arriba, cabezas abajo'</i>	We're going to play Heads Down, Thumbs Up
<i>Vamos a jugar a la 'Señal secreta'</i>	We're going to play Secret Signal
<i>¿Cuál es la señal?</i>	What is the signal?
<i>¿Quién dará la señal?</i>	Who will do the signal?
<i>¿De qué color es el caballo?</i>	What colour is the horse?
<i>El caballo es negro</i> , etc	The horse is black, etc
<i>¿Qué hace el conejo?</i>	What does the rabbit do?
<i>¿Galopa el conejo?</i>	Does the rabbit gallop?
<i>a la casa</i>	to the house / home
<i>¿Quién es?</i>	Who is it?
<i>de repente</i>	suddenly

See also the Spanish and English texts for *Los cuatro amigos* at the end of the unit.

## Unit 5 Los cuatro amigos (The four friends)

## About the unit

In this unit children listen and respond to a story. The story used here is called *Los cuatro amigos* and the text is provided at the end of this unit, with an English translation. Children learn to talk about animals and describe their colour and movement. They add to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. An alternative story to the one suggested here can be used.

## Where the unit fits in

Children develop language and vocabulary from a simple story. There are opportunities to join in with mimes and the telling of the story, and the unit culminates in a performance. Children consolidate some verbs introduced in Unit 3 and learn some new ones.

## Prior learning

It is helpful if children already know:

- some classroom instructions from previous units
- colours: *blanco, negro, marrón*
- (Yo) *nado, bailo, canto* (see Unit 3).

## New language

- Giving a simple description (of an animal)
- Making simple statements (about movement)
- Negatives (*no ...*)
- Regular *-er* and *-ar* verbs: *él/ella* form
- *ser: es*
- Phonic focus: *i*, revision of *ll, j* and *z*

## Resources

- The text of the story *Los cuatro amigos*
- Picture flashcards, props or interactive whiteboard presentation for telling the story
- Picture flashcards and large text cards for the animals in the story
- Text cards for verbs of movement in the story
- Sets of small animal pictures and text verb cards
- Picture flashcards for colours
- Text cards for colours
- Spanish music for playing Pass the Parcel

## Links with other subjects

Primary framework for literacy: speak with clarity (year 2); prepare a story for performance, identifying appropriate expression, tone, volume and use of voices and other sounds; sustain concentration when listening; identify and respond to sound patterns in language; reading aloud and reciting; read on sight high-frequency words and other familiar words

Music: explore and explain own ideas and feelings about music using movement

## Expectations

## At the end of this unit

## most children will:

listen to a story and select keywords and phrases from it; begin to recognise, read and pronounce combinations of letters, words and set phrases; speak clearly and confidently; understand words displayed in the classroom; write familiar words and phrases from a model

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

require support from a spoken model or visual clue in producing responses to simple questions or commands; discriminate between sounds and identify meaning when items are repeated several times

## some children will have progressed further and will:

take an individual part in a brief, prepared oral task; write and say phrases from memory

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. The four friends

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to use gesture or mime to show they understand (LLS)
- to imitate pronunciation (KAL)

- Use flashcards, props or an interactive whiteboard presentation to tell the story *Los cuatro amigos*. Ask children to join in with *¡Pom, pom, pom!* as they become familiar with the story.
- Work on some mimes, to secure understanding and pronunciation of the animal words, eg *el caballo* (the horse), *la oveja* (the sheep), *el conejo* (the rabbit), *el ratón* (the mouse):
  - you give an animal word and children mime as a class
  - you ask individual children to mime and you respond with an animal word
  - you mime and the class chorus an animal word
  - you ask individual children to give an animal word and you respond with a mime.
- Extension: More confident children can be asked to lead the mimes.
- Read the story again and, this time, children join in with *¡Pom, pom, pom!* and animal mimes (supported by flashcards or images if necessary).
- Play *Pulgares arriba, cabezas abajo* (Heads Down, Thumbs Up).

- listen with care
- join in with storytelling
- recall vocabulary
- use mime to convey meaning and show understanding

- Encourage children to look at mouth shapes when practising new vocabulary.
- If digital images of the flashcards are available, use these to make an electronic big book on presentation software or the interactive whiteboard. A confident teacher, foreign language assistant or native speaker can record the text and incorporate it into the pages. If copied onto a word processor or publishing program, the file can be printed out as a real book.
- On the second retelling of the story, you can use the children's mimes to prompt recall of the animal names.
- To play *Pulgares arriba, cabezas abajo*:
  - Choose four children to be animal characters from the story and give them a flashcard to show this.
  - The rest of the class put their head down on one arm, close their eyes and put a thumb in the air.
  - The chosen four walk around the room and gently squeeze one thumb each.
  - The class sit up and those with squeezed thumbs stand up. They have one guess as to which animal touched them.
  - If they guess correctly, they swap places with that animal.
- Follow-up: In an art lesson, make a collage of a scene from the story and display it in class, labelling the key nouns (eg animals, apple, apple tree). This could be extended by adding labels in a different colour for the appropriate verbs of movement.

## Section 2. Animal characters

- to listen attentively and understand instructions and everyday classroom language (O3.4)
- to recognise some familiar words in written form (L3.1)
- to notice the spelling of familiar words (KAL)
- to play games to help remember (LLS)
- to hear main word classes (KAL)

- Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters, eg *Las ovejas, ¡levantaos!* (Sheep, stand up!)
- Extension: Combine the adverbs *rápido* (quickly) and *despacio* (slowly) with classroom instructions to add enjoyment to the activity, eg *Las ovejas, ¡levantaos despacio!* (Sheep, stand up slowly!)
- Highlight verbs of movement in the story, eg *El caballo galopa* (the horse gallops) and ask children for an appropriate mime.
- Play *Repetid si es correcto* (Repeat if it's True) with spoken phrases, such as *El caballo galopa* (see Unit 1, Section 5).
- Read out the story again and ask children to use both index fingers to draw a double *l* in the air each time they hear the *ll* sound, eg *caballo* (horse) or *caballito* (little horse).
- Ask children to think of other examples of words containing this sound, eg *llamo*, *amarillo* (yellow), *mantequilla* (butter). Add the new words to the word bank.
- Draw attention to the *j* in *oveja* and ask children which other animal noun also contains this sound (*conejo*). Challenge them to write this word on their mini-whiteboard, two letters at a time. Add *conejo* to the word bank under *j*.
- Focus on the word *manzana*. What sound can the children hear after the first *n*? Can they remember which letter represents this sound? Challenge them to write *manzana* on their mini-whiteboards. Add *manzana* to the word bank under *z*.
- Show children a familiar word containing *ll*, such as *amarillo*. Ask children to work out how the *y* sound in this word is made.
- Introduce some written phrases through the interactive whiteboard or on large text cards. Play *Repetid si es correcto* again. Children read aloud, eg *El caballo galopa*, if it's true in the story. If they see *La oveja galopa*, they remain silent because this is not true in the story.
- Children play Pelmanism, matching animal pictures and text verb cards.
- Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence, eg *La oveja corre* (The sheep runs).
- Extension: Children arrange a set of animal pictures in alphabetical order.

- match words and pictures
- identify and read simple words
- repeat words and phrases modelled by the teacher

- If you have made an electronic big book (see Section 1), add pages leading from the main story so that children can, for example, move the characters around to narrate the story. They can drag verbs to the animals to build up the text.
- Follow-up: Throughout the week, play *Pulgares arriba, cabezas abajo*, asking a confident child to take the lead.
- Follow-up: Display word cards on the board and play Kim's Game (see Unit 1, Section 4).
- Follow-up: Create a page for *y/ll* in the word bank (see Unit 1, Section 2) and add *caballo* from this unit. Ask children if they can think of any other words containing this letter string, eg *caballito*, *yo*, *amarillo*.
- Follow-up: Try practising the verbs of movement and the adverbs as part of a PE warm-up.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Animal colours

- to recognise and respond to words (O3.2)
  - to recognise some familiar words in written form (L3.1)
  - to experiment with the writing of simple words (L3.3)
  - to recognise question forms (KAL)
  - to recognise how sounds are represented in written form (KAL)
  - to use a physical response (LLS)
- Give children text cards for the animals. Hold up a picture flashcard for an animal and they show you the word.
  - Show pictures of each animal and describe the colour, eg *El caballo es negro* (The horse is black). Show a text card for each colour and invite children to place them next to the correct animal picture. Keep these labelled pictures displayed for the children to use as a memory aid later in the session.
  - Focus on the word *gris*. Ask children what sound the letter *i* is making. Can they think of another colour containing this sound (eg *amarillo*)? Read out some words from the story (eg *amigo, caballo, oveja, conejito*) and ask children to put up their hand each time they hear the sound *i*. Can they spell the words containing *i*? (*Amigo* and *rápido* should be possible.) Add the sound *i* to the word bank.
  - Do the same again, but this time focusing on the sound *e* as well. Ask the children to raise both arms in the air every time they hear the sound *i* (sounds like *ee*) and stretch both arms out to the side when they hear *e* (sounds like *ay*).
  - Display text cards for the four verbs of movement, eg *galopa* (gallops), *corre* (runs), *salta* (hops) and *corretea* (scampers), and read them aloud with actions. Ask children to match the verbs with the correct animal, eg *¿Qué hace la oveja?* (What does the sheep do?) to elicit *La oveja corre* (The sheep runs). Some children may only be ready to give a one-word answer, eg *corre*.
  - Organise children into small groups. Give each group a text card for each of the verbs describing animal movement, eg *salta*. Ask the question *¿Qué hace el conejo?* (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals.
  - Give children one of the animals to draw. They select the correct animal name and verb from lists on the board and copy these as a simple sentence, eg *El caballo galopa* (The horse gallops). They then copy *Es ...* (It is ...) and choose the correct colour from the board.
  - For some children, writing even one sentence in the above activity will be a sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books.
  - Extension: Children write from memory familiar *ll* words on mini-whiteboards.

- write familiar words and sentences using a model
- understand words displayed in the classroom
- listen with care to identify specific information

- Make colour-coded word lists of the key nouns, verbs and adjectives from the story for support/display.
- The seventh activity can be done electronically, combining text and graphics. Ask children to use a whiteboard pen to highlight the graphemes they are learning.
- Use the interactive whiteboard to make a grid into which children can drag elements of a sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.
- Follow-up: Children complete their animal pictures and sentences and present these to their classmates.
- Follow-up: Play the Hoops game to help children distinguish the sounds *i* and *e*. This is best played in the hall or outside. Children work in pairs. Each pair has two large hoops, arranged on the floor so that they overlap like a Venn diagram. Children write the letter 'e' on a piece of paper and place it in one hoop and do the same with 'i' in the other. Call out words containing the sound *e* or *i* and children stand in the appropriate hoop. If the word contains both sounds (eg *conejito*) they must carefully stand in the overlapping section.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Animal magic

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to listen attentively and understand instructions (O3.4)
- to recognise question forms and negatives (KAL)
- to use actions to aid memorisation (LLS)

- Re-read the story, using supporting images, and encourage children to join in with actions and familiar words.
- Display nine pictures (animals, verbs and colours from the story) and divide the class into two teams. Children score a point by selecting a picture and saying the correct word.
- Play Pass the Parcel by placing toy animals or pictures in a bag and text cards for the four verbs (*galopa, corretea, salta, corre*) in a pile. Play some music. When the music stops, ask the child holding the bag to take out an animal. The child to their left picks a card. They hold them up for the class to see. Ask the class, for example, *¿El caballo salta?* and introduce the negative *No, el caballo no salta*. Accept *si/no* but encourage answers in sentences if appropriate.
- Use an interactive whiteboard or 'human sentence' to show how the negative is formed.
- Encourage children to repeat these sentences with gestures.
- Introduce some additional verbs such as *baila, canta, nada* (see Unit 3, where these were introduced in the yo form). With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence, eg *El conejo baila*.
- Invite volunteers to show their mime and the class guess the sentence.

- remember a sequence of spoken words
- answer questions with an awareness of the negative
- recall, retain and use vocabulary

- Encourage children to use actions for the animal and verb. Display the pictures and sentences in a whiteboard notebook or on a flipchart. Clone the page. Insert *no* into the sentence on the second page, to give the impression that it has pushed its way into the sentence, when you move from one page to the next. This will show children how the negative affects the structure of the sentence.
- Accept *si/no* or thumbs up/down when asking questions involving use of the negative.
- Follow-up: Throughout the week, play games to reinforce the verbs.
- Follow-up: Make animal masks in preparation for a performance.
- Follow-up: Explore music and ideas for animal *hashtas* (traditional Indian hand gestures closely linked to traditional storytelling).

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Animal chorus

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to listen attentively and understand instructions (O3.4)
- to imitate pronunciation (KAL)
- to say words to a rhythm (LLS)
- to play games to help remember (LLS)

- Re-read the story, with children doing actions and mimes to aid understanding.
- In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases. For example:  
*¡Qué manzana tan roja y bonita! Me gustaría comer esta manzana tan roja y bonita.*  
*Voy a buscar a mi amigo/amiga ...*  
*¡Pom, pom, pom! ¿Quién es?*  
*Vengo a pedirte ayuda, por favor.*  
*Los dos amigos vuelven juntos al manzano.*  
*¡Ñam, ñam, ñam!*
- Play *Señal Secreta* (Secret Signal). Two children leave the room while the rest of the class choose a signal, eg a wink or scratch of nose, and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeat the first extract continuously until the signal is given, at which point the class switch to repeating the second extract. The two children try to spot who is making the signal.
- Divide the class into four and give each group one extract to practise. They will recite this in a class performance.

- join in with storytelling
- remember a sequence of chosen words
- speak clearly and confidently

- Link with literacy work: The first activity links with performing stories and poems in literacy in year 3.
- Follow-up: Throughout the week, take every opportunity to rehearse the choral speaking.

## Section 6. Animals on show

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to listen attentively and understand instructions (O3.4)
- to say words to a rhythm (LLS)
- to play games to help to remember (LLS)
- to imitate pronunciation (KAL)

- In preparation for the class performance, allocate four confident children to memorise one short phrase each, eg *en el lomo del caballo* (on the horse's back), *en la cabeza de la oveja* (on the sheep's head), *en la nariz del conejo* (on the rabbit's nose), in addition to their group extract.
- Select an additional four children to take on the role of one of the animals and mime their part of the story. You take the role of narrator.
- Practise putting together the teacher's narrative, choral speaking, individual lines and mimes.
- Identify four confident children as group leaders, who will cue in the rest. Less confident children will need practice in remembering to watch and follow the leader.
- Extension: Consider how expression and intonation can bring the performance to life.

- join in with storytelling
- remember a sequence of chosen words
- speak clearly and confidently

- Preparation for the class performance is best done in a hall or other large space. Ensure the involvement of every child.
- Link with literacy work: These activities build on drama work in year 2, when children presented dramatic work to children in their own class.
- Follow-up: Throughout the week, practise speaking parts as a class, in groups and pairs.
- Follow-up: Make some simple props, eg an apple tree and an apple, for the class performance.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## End-of-unit activity

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

- Perform the story to another class or at an assembly.

- take part in a brief prepared task in front of an audience

## Los cuatro amigos

Hoy hace buen tiempo. El caballito negro pasea por los campos. De repente, ve un bonito manzano con una manzana gorda y roja.  
– ¡Oh! – dice el caballito negro – ¡Qué manzana tan roja y bonita!  
¡Me gustaría comer esta manzana tan roja y bonita!

El caballito negro intenta coger la manzana, pero: – ¡Hum! ¡Es imposible! – dice el caballito negro. – Voy a buscar a mi amiga la oveja. – El caballo galopa y galopa hasta la casa de la ovejita blanca.

¡Pom, pom, pom!  
– ¿Quién es? – dice la ovejita.  
– Soy yo el caballito negro. Vengo a pedirte ayuda, por favor.  
– ¡Sí, ya voy!

Los dos amigos vuelven juntos al manzano. La oveja ve la manzana tan roja y bonita.

– ¡Oh! – dice la ovejita blanca – ¡Qué manzana tan roja y bonita!  
¡Me gustaría comer esta manzana tan roja y bonita!

– ¡Rápido, rápido! – dice el caballito negro – Móntate en mi lomo. Entonces, la oveja se montó en el lomo del caballo e intentó coger la manzana, pero: – ¡Es imposible!

– ¡Hum! – dice la ovejita blanca. – Voy a buscar a mi amigo el conejo. – La oveja corre y corre hasta la casa del conejito gris.

¡Pom, pom, pom!  
– ¿Quién es? – dice el conejito gris.  
– Soy yo, la ovejita blanca. Vengo a pedirte ayuda, por favor.  
– ¡Sí, ya voy!

Los dos amigos vuelven juntos al manzano. El conejo ve la manzana tan roja y bonita.

– ¡Oh! – dice el conejito gris – ¡Qué manzana tan roja y bonita!  
¡Me gustaría comer esta manzana tan roja y bonita!

– ¡Rápido, rápido! – dice la ovejita blanca – Móntate en mi cabeza. Entonces la oveja se montó en el lomo del caballo y el conejo se montó en la cabeza de la oveja e intentó coger la manzana, pero: – ¡Es imposible!

– ¡Hum! – dice el conejito gris – Voy a buscar a mi amigo el ratón. – El conejo salta hasta la casa del ratoncito marrón.

¡Pom, pom, pom!  
– ¿Quién es? – dice el ratoncito marrón.  
– Soy yo, el conejito gris. Vengo a pedirte ayuda, por favor.  
– ¡Sí, ya voy!

Los dos amigos vuelven juntos al manzano. El ratón ve la manzana tan roja y bonita.

– ¡Oh! – dice el ratoncito marrón – ¡Qué manzana tan roja y bonita!  
¡Me gustaría comer esta manzana tan roja y bonita!

– ¡Rápido, rápido! – dice el conejito gris – Móntate en mi nariz.

Entonces la oveja se montó en el lomo del caballo, el conejo se montó en la cabeza de la oveja y el ratón se montó en la nariz del conejo. El ratón extendió la mano y ... cogió la manzana tan roja y bonita.

– ¡Yupi! – grita el ratoncito marrón y baja.  
– ¡Yupi! – grita el conejito gris y baja.  
– ¡Yupi! – grita la ovejita blanca y baja.  
– ¡Yupi! – grita el caballito negro y baja.

– ¡Ñam, ñam, ñam! – Los cuatro amigos comen la manzana tan roja y bonita. – ¡Ñam, ñam, ñam!

El caballito negro galopa a su casa. – ¡Adiós!  
La ovejita blanca corre a su casa. – ¡Adiós!  
El conejito gris salta a su casa. – ¡Adiós!  
Y el ratoncito marrón corretea a su casa. – ¡Adiós!

## The four friends

It is a beautiful day. The sun is shining. Little black horse is walking in the fields. He sees a big red apple in a beautiful apple tree. 'Oh', says little black horse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

So little black horse tries to take the apple but it is impossible! 'Hmmm' says little black horse, 'I am going to look for my friend the sheep.' The horse gallops, gallops to little white sheep's house.

Knock, knock, knock!  
'Who is it?' says little white sheep.  
'It's me, little black horse. Please come and help me.'  
'Yes, I'll come now.'

So the two friends return to the apple tree. The sheep sees the beautiful red apple.

'Oh', says little white sheep, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little black horse, 'climb on my back.' So the sheep climbs on the horse's back. He tries to take the apple but it is impossible!

'Hmmm', says little white sheep, 'I am going to look for my friend the rabbit.' The sheep runs, runs to little grey rabbit's house.

Knock, knock, knock!  
'Who is it?' says little grey rabbit.  
'It's me, little white sheep. Please come and help me.'  
'Yes, I'll come now.'

So the two friends return to the apple tree. The rabbit sees the beautiful red apple.

'Oh', says little grey rabbit, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little white sheep, 'climb on my head.' So the sheep climbs on the horse's back and the rabbit climbs on the sheep's head. He tries to take the apple but it is impossible!

'Hmmm', says little grey rabbit, 'I am going to look for my friend the mouse.' Rabbit hops, hops to little brown mouse's house.

Knock, knock, knock!  
'Who is it?' says little brown mouse.  
'It's me, little grey rabbit. Please come and help me.'  
'Yes, I'll come now.'

So the two friends return to the apple tree. The mouse sees the beautiful red apple.

'Oh', says little brown mouse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little grey rabbit, 'climb on my nose.'

So the sheep climbs on the horse's back, the rabbit climbs on the sheep's head and the mouse climbs on the rabbit's nose. She reaches out her hand and ... takes the beautiful red apple.

'Hoorah!' cries little brown mouse and she gets down.  
'Hoorah!' cries little grey rabbit and he gets down.  
'Hoorah!' cries little white sheep and he gets down.  
'Hoorah!' cries little black horse.

Crunch, crunch, crunch. The four friends eat the beautiful red apple. Yum!

Then little black horse gallops home. Goodbye!  
Then little white sheep runs home. Goodbye!  
Then little grey rabbit hops home. Goodbye!  
And little brown mouse scurries home. Goodbye!