

Lesson:

Places & Where We Live



General:

Time:	40 mins - 1 hour
Objectives:	Talking about where animals and people live
Structures:	"¿Dónde vives?" "¿Donde vive (la vaca)?" "Vivo en ...", "Vive en ..."
Target Vocab:	pez, vaca, oso, camello, murciélago, pato, cabra, hipopótamo, mar, granja, bosque, desierto, cueva, lago, montaña, río, ciudad, pueblo, aldea, el campo

You will need to download:

Flashcards:	pez, vaca, oso, camello, murciélago, pato, cabra, hipopótamo, mar, granja, bosque, desierto, cueva, lago, montaña, río, ciudad, pueblo, aldea, el campo
Printables:	<ul style="list-style-type: none"> • ¿Dónde vives? Hoja de trabajo de la canción • ¿Dónde vives? Escribe worksheet • ¿Dónde Vives? Song Poster • Warm Up & Wrap Up lesson sheet
Readers:	¿Dónde vives?
Songs:	¿Dónde Vives? (<i>Where do you live?</i>)

These can be downloaded at <http://www.spanishkidstuff.com/lesson-plans.html>

You will also need:

- large sheet of construction paper / card (*for the craft poster in point 5*)
- blank paper (1 per student) (*for the craft poster in point 5*)
- craft supplies (e.g. glitter, cotton wool, etc.) - this is optional (*for the craft in point 5*)
- colored pens
- scissors and glue
- CD / Tape player or something to play the song on
- white / black board with marker / chalk
- blue tak or something to stick flashcards to the board

Notes:

This lesson practices the structures of "¿Dónde vives?" and "Vivo ...", introduces animals and places vocabulary and shows how to use the prepositions "en" for places. It ends with a fun class poster craft activity.

Lesson Overview:

Warm Up and Maintenance:

1. See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

1. Review animal vocabulary – play "What animal am I?"
2. Teach the vocabulary for places
3. Play the "Flashcards Race" game
4. Sing the "¿Dónde Vives?" song
5. Read classroom reader "¿Dónde vives?"
6. Create an "Animal Habitats" wall poster

Wrap Up:

1. Set Homework: "¿Dónde vives? Escribe" worksheet
 2. See our "Warm Up & Wrap Up" lesson sheet.
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Lesson Procedure:

Warm Up and Maintenance:

See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

1. Review animal vocabulary – play "What animal am I?"
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The song that you are going to play later in the lesson covers two different vocabulary areas: animals and places. At this stage your students should have covered some animal vocab so this can be a review of many of those animals. Before class print out the animal flashcards for pez, vaca, oso, camello, murciélago, pato, cabra, hipopótamo. Also add any other animals your students have studied in previous lessons.

Start by modeling: look at a flashcard but don't show anyone. Then act out that animal (also doing sounds), for example, walking on all fours saying "¡muuu!" (for vaca). Students can put their hands up if they know the answer. Select a student – if he/she answers correctly he/she can do the next animal – show a flashcard and have them do the action. Again, the student who answers correctly can do the next animal. Continue until all the animals have been guessed.



Finally, stick the flashcards on the board. Put everyone in pairs to take turns in acting out and guessing the animals.

2. Teach the vocabulary for places

Remove any animal flashcards from the board that are not in the song and then arrange the remaining animal flashcards in a column from the left-top of the board to the left-bottom (see image below). Make sure the animals are NOT in the order of the song if you are going to do the listening worksheet (as they will be listening for the correct order).

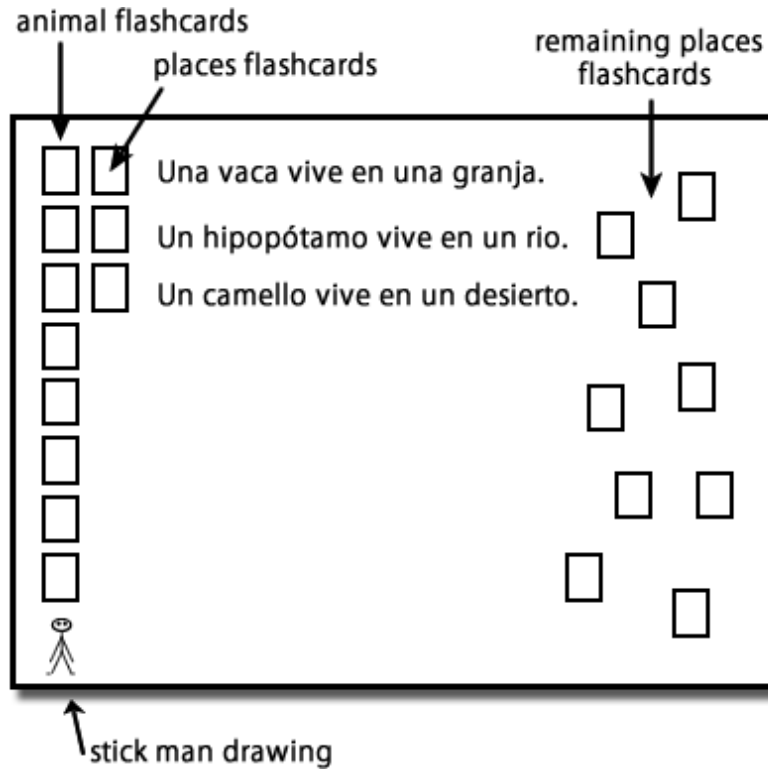
Next take the places flashcards and stick them randomly onto the right-side of the board. You are creating a matching activity on the board – students will need to match the places to where the animals live.

Start with the first animal (e.g. a cow) and say "Hmm. ¿Dónde vive una vaca?" (Hmm. Where does a cow live?). Gesture to the places pictures on the right. Point to the "mar" flashcard and say, "¿Vive una vaca en el mar?" (Does a cow live in the sea?). Make it obvious that this is a crazy idea. Try pointing to a few more places flashcards until everyone has told you the correct card (una granja). Hold the farm flashcard up and chorus it 3 times. Place the farm flashcard next to the cow flashcard and write next to them, "Una vaca vive de una granja" (A cow lives on a farm) and chorus 3 times.

Then, select a student to come to the board and stick the correct place flashcard next to the 2nd animal. If correct, praise the student and ask him/her to sit back down. Chorus the place 3 times, write the sentence on the board and chorus that 3 times. Continue until all the animals have places flashcards next to them.



Board layout:



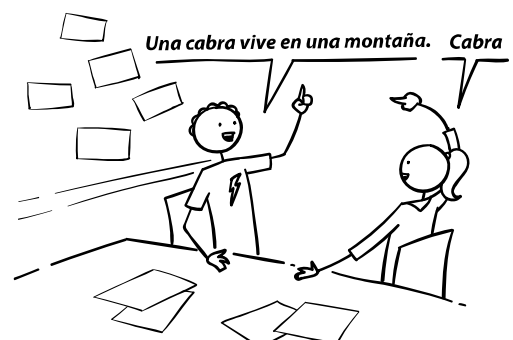
You should still have 4 places flashcards remaining on the right-side of the board: ciudad, pueblo, aldea, el campo.

Under the last animal flashcard draw a stick man. Say, "Yo" and point to yourself. Point to each of the remaining places flashcards and chorus them. Stick all 4 next to the stick man and write 4 sentences (*Yo vivo en una ciudad, Yo vivo en un pueblo, Yo vivo en una aldea, Yo vivo en el campo*). Chorus all four sentences. Then, say where you live (e.g. pointing at the pueblo flashcard say "Yo vivo en un pueblo"). Then go around the class, asking student where they live and having them all use the correct structure. Help out with the meanings of these words (e.g. una ciudad is very, very big, una aldea is small, etc. – you can use place names familiar to your students, such as "Los Ángeles es una ciudad").

Now that you have all of the vocab and structures on the board, let's practice. Put all students in pairs. Student A says an animal (or the word "Yo") randomly, and their partner has to say the sentence (reading from the board). For example:

Student A: "Una cabra."

Student B: "Una cabra vive en una montaña."

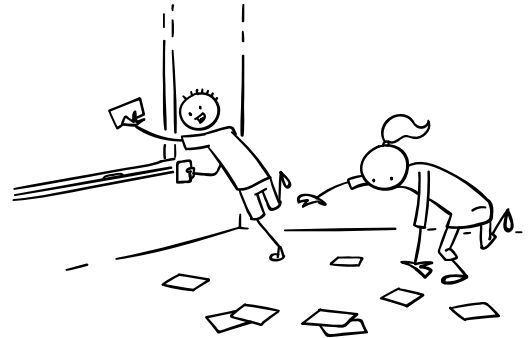


Get students to swap roles after each sentence. After a few minutes, explain that the students are going to test each other. Pairs sit facing each other – one student with his/her back to the board. The other student says an animal and listens to their partner saying the full sentence (he/she should help and correct if necessary). Make sure all students have a go at being tested.

3. Play the "Flashcards Race" game

You will need 2 sets of the animals and places flashcards. Have everyone stand up and divide the class up into two teams – get each team to line up on either side of the classroom. Take the 2 sets of flashcards and shuffle each set. Scatter one set on the floor, face down, on the right-side of the classroom and do the same with the other set on the left-side of the classroom.

Now for the game: the first "player" from each team will have to race to find the correct cards and stick them on the board, according to your instructions. For example, shout "Un murciélago vive en una cueva". The players from each team will run to their flashcards on the floor and turn them over until they find the "murciélago" and "cueva" flashcards, then run to the board and stick them next to the sentence "Un murciélago vive en una cueva." (from point 2 above).



Make sure that they leave all the flashcards on the floor turned face down.

Then continue with other students. Each time, the first student to place the correct flashcards next to the correct sentence on the board wins a point for his/her team.

Alternative #1: for fun, do silly sentences, such as "Un hipopótamo vive en un bosque".

Alternative #2: instead of putting the cards next to the sentence on the board, erase the sentences before starting the game. Each student then has to find the correct cards, put them on the board, and write the sentences correctly.

4. Sing the "¿Dónde Vives?" song

You can either have everyone sing and dance along to the song or use our song worksheet as a listening task. Please see the "*Gestures for the "¿Dónde Vives?" song*" below for full instructions.

Lyrics for "¿Dónde Vives?" (Where Do You Live?)

Coro:

¿Dónde vives?
 ¿Dónde vives?
 Dónde, oh donde, oh
 ¿Dónde vives?

Estrofa 1:

Yo soy un pez, vivo en el mar.
 Yo soy una vaca, vivo en una granja.
 Yo soy un oso, vivo en un bosque.
 Yo soy un camello, vivo en un desierto.

Coro

Estrofa 2:

Yo soy un murciélago, vivo en una cueva.
 Yo soy un pato, vivo en un lago.
 Yo soy una cabra, vivo en una montaña.
 Yo soy un hipopótamo, vivo en un río.

Coro

Estrofa 3:

Yo vivo, vivo, vivo en una ciudad.
 Yo vivo, vivo, vivo en un pueblo.
 Yo vivo, vivo, vivo en una aldea.
 Yo vivo, vivo, vivo en el campo.

Gestures for "¿Dónde Vives?" (Where Do You Live?)

During the song, student can either dance and do gestures, or complete a listening task worksheet:

- **For gestures:** students dance to the song and act as the animals in the song.
- **For the listening worksheet:** give a copy of the "¿Dónde vives? Hoja de trabajo de la canción" to everyone. Chorus the vocab and explain that everyone has to listen to the song to complete the sentences. Play the song 2-3 times until everyone has completed the worksheets. If your students enjoy the song, play once more with everyone dancing and doing animal gestures.



"Yo soy un pato"

5. Read classroom reader "¿Dónde vives?"

Before class, download and print off the reader "¿Dónde vives?" from our website. As you go through each page, point to the pictures and elicit the different animals and where they are - for each animal it will first show a place that they do not live (e.g. a duck in a shoe) and then on the next page the correct place (a duck on a lake) so ask you students if the animal is shown in the right place and then get them to shout out where they think they should live:



Teacher: (pointing to the picture of the duck on page 1) ¿Qué animal es este?

Students: ¡Un pato!

Teacher: ¡Sí, correcto! ¿Y de qué color es este pato?

Students: ¡Amarillo!

Teacher: ¡Sí! ¿Y dónde está el pato? (pointing at the shoe)

Students: ¡En un zapato!

Teacher: ¡Sí, en un zapato, muy bien! ¿El pato vive en un zapato? (looking very doubtful)

Students: ¡No!

Teacher: ¡Correcto! Un pato no vive en un zapato. ¿Dónde vive un pato?

Students: ¿En un lago?

Teacher: Vamos a ver. (Reading) "Yo soy un pato. ¿Vivo en un zapato?" (Turns page) "¡No! Yo vivo en un lago". ¡Están correctos! ¡Buen trabajo!

Get the students really involved in the story by asking lots of questions such as what colors the animals are and the objects they are shown in.

6. Create an "Animal Habitats" wall poster

We'll end with a fun craft activity in which everyone creates a classroom poster. You will need a large sheet of construction paper / card for the poster sheet (as big as possible). Give everyone paper, colored pens, scissors and any other craft supplies you may have (e.g. glitter, cotton wool, etc.). Give everyone a task – to draw, color and cut out an animal or place (use the ones from the song) to put on the poster. Depending on the number of students you have you may need to give more than one picture for each student to do. Just make sure that all 8 animals and places are being made.

After everyone has drawn and cut out their pictures, get them to work together to glue the pictures onto the poster. For example, the student who created the bear and the student who created the forest will have to make sure they stick their pictures together so the bear is on the forest picture.



Finally, have the students draw speech bubbles next the pictures they have made and write inside the speech bubbles where animals live (e.g. "Yo soy un pez. Vivo en el mar.").

Put the poster on the wall and give lots of praise as you go talk about their pictures. In future lessons, you can use this wall poster as a review exercise.

Wrap Up:

1. Assign Homework: "¿Dónde vives? Escribe" worksheet.
2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" lesson sheet.

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at spanishkidstuff.com/lesson-plans.html
 - More free Lesson Plans are available at spanishkidstuff.com/lesson-plans.html

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