

Lesson:

Describing Things (Adjectives)



General:

Time:	40 mins - 1 hour
Objectives:	Describing things with common adjectives
Structures:	"Vamos a ver a ~" "¿Qué es eso?" "Es un/una (adjective)+(noun)"
Target Vocab:	grande, pequeño, largo, corto, gordo, delgado, rápido, lento, fuerte, débil, manzana, lápiz, gato, hombre, auto, oso, ratón, serpiente, hipopótamo, caballo, león

You will need to download:

Printables:	<ul style="list-style-type: none"> • Adjetivos - Dibuja los opuestos worksheet • Adjetivos animales worksheet • Vamos a Ver los Animales Song - Escucha y rodea worksheet (use for the song) • Vamos a Ver los Animales song poster • Warm Up & Wrap Up lesson sheet
Readers:	Amigos Monstruos
Songs:	Vamos a Ver los Animales (Let's Look at the Animals)

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

You will also need:

- large pieces of paper (A3 is ideal - 1 sheet per student)
- colored crayons or pencils
- length of rope
- board with markers or chalk
- CD / Tape player / Computer or something to play the song on

Notes:

In this lesson students will use some common adjectives to describe things and sing a catchy song about describing animals.

Lesson Overview:

Warm Up and Maintenance:

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

New Learning and Practice:

1. Introduce the adjectives
2. Play "Adjectives Pictionary"
3. Sing "Vamos a Ver los Animales "
4. Play "Animal Races"
5. Do the "Adjetivos - Dibuja los opuestos" worksheet
6. Read classroom reader "Amigos Monstruos"

Wrap Up:

1. Set Homework: "Adjetivos animales" 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. Introduce the adjectives

You are going to introduce the following adjectives by drawing pictures on the board: grande/pequeño, largo/ corto, gordo/delgado, fuerte/débil, rápido/lento. Don't worry if you are not very artistic – even simple line drawings will do.

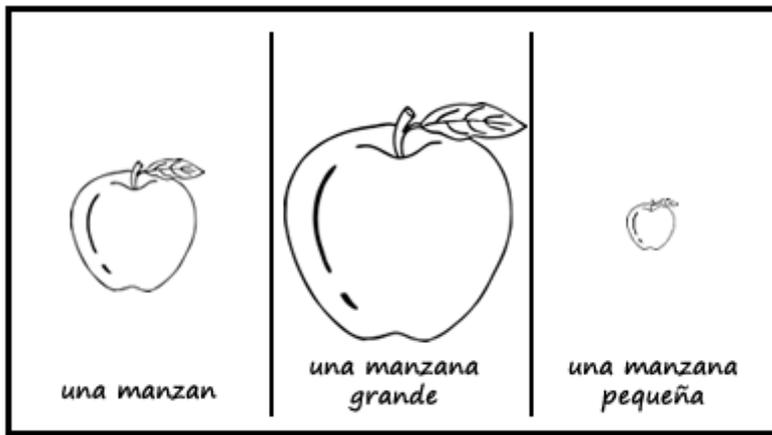
First start by drawing two lines vertically down the board so you divide the board into three equal sections. Then do the following for each set of adjectives:

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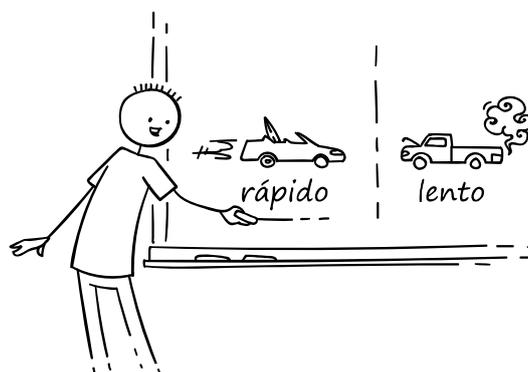
- **big / small:** in the first section draw an apple (as shown below). Elicit "manzana" and write "una manzana" under the picture. Then, in the second section, draw a really big apple – fill up the whole section. Teach / Elicit "grande" and write "una manzana grande" under the picture. Finally, draw a really small apple in the last section, teach / elicit "pequeño" and write "una manzana pequeña".

Chorus each of the phrases three times. Then erase the pictures of the big and small apples. Invite one student up to the board and pointing in the middle section say "dibuja una manzana grande". Then invite another student up and say "dibuja una manzana pequeña" pointing at the last section. Give each student a round of applause.



For the rest of the adjectives, follow the same drawing on the board procedure:

- **largo / corto:** draw a pencil (long and short).
- **gordo / delgado:** draw a cat (fat and thin).
- **fuerte / débil:** draw a man (strong – with big muscles, thin – a stick man with no muscles at all).
- **rápido / lento:** draw a car (a fast, sporty car, zooming around and an old, broken down car with smoke coming out of the exhaust).



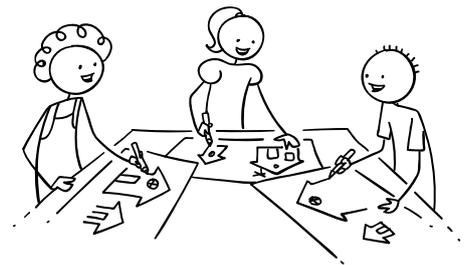
2. Play "Adjectives Pictionary"

Start by playing on the board so everyone understands how to play. Erase everything from the board except the two vertical lines from the previous activity. Invite three students to the board and stand them in front of each blank section on the board and give them a marker / chalk each. Say "Draw two thin snakes and one fat snake". When the drawings are finished select a winner for the best picture. Play another round or two on the board with different students (use different adjectives and nouns each round).



Next, put students into groups of three and give each student a large piece of paper to draw on. Shout out the adjectives to draw and give everyone 1 minute to complete their drawings. At the end of 1 minute get everybody to hold up their pictures – you are the judge and you have to select the best picture from each group of three students as the winning picture. Then move onto the next drawings – play until all the adjectives have been practiced. Here are some ideas for drawings:

- thin / fat snakes (delgadas / serpientes gordas)
- big / small houses (grandes / casas pequeñas)
- fast / slow snails (rápidos / caracoles lentos)
- long / short carrots (largas / zanahorias cortas)
- strong / weak animals (fuertes / animales débiles) (e.g. dogs, lions, elephants, etc.)



3. Sing "Vamos a Ver los Animales"

There are two options for this song – either listening and doing the worksheet or singing along doing the gestures. Or you can do both! See the section below *Gestures and activities for "Vamos a Ver los Animales"*.



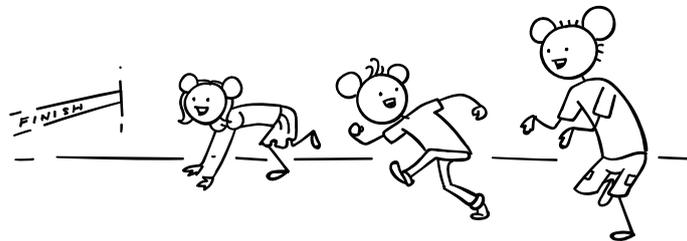
"Es un oso y es grande."

<p>Lyrics for "Vamos a ver a los Animales" (Let's Look at the Animals)</p> <p>Coro: Vamos a ver a los animales, ¡Mira, mira, mira! ¿Qué es eso?</p> <p>Estrofa 1: Es un oso y es grande. Es un oso y es grande. ¡Es un oso grande!</p> <p>Coro</p> <p>Estrofa 2: Es un ratón y es pequeño. Es un ratón y es pequeño, ¡Es un ratón pequeño!</p> <p>Coro</p> <p>Estrofa 3: Es una serpiente y es larga. Es una serpiente y es larga. ¡Es una serpiente larga!</p> <p>Coro</p> <p>Estrofa 4: Es un hipopótamo y es gordo, Es un hipopótamo y es gordo, ¡Es un hipopótamo gordo!</p> <p>Coro</p> <p>Estrofa 5: Es un caballo y es rápido, Es un caballo y es rápido, ¡Es un caballo rápido!</p> <p>Coro</p> <p>Estrofa 6: Es un león y es fuerte, Es un león y es fuerte, ¡Es un león fuerte!</p>	<p>Gestures and activities for "Vamos a ver a los Animales" (Let's Look at the Animals)</p> <p>There are two options:</p> <ul style="list-style-type: none">• Listening worksheet – use the "Vamos a ver los animales (Escucha y rodea)" worksheet. As you play the song students listen and circle the animal which best fits the description in the song.• Actions. Get everyone to stand up and do the following actions as they sing along to the song:<ul style="list-style-type: none">• "Vamos a ver a los animales, ¡Mira, mira, mira!": put your palm above your eyes as if you are looking into the distance• "¿Qué es eso?": point at an imaginary animal• oso: act big and strong and show your claws• ratón: act small and run around like a mouse• serpiente: move your body like a slithering snake• hipopótamo: act big and fat (blow out your cheeks) and roar• caballo: gallop around like a horse• león: act big and strong and roar like a lion
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4. Play "Animal Races"

Now we will have fun running across the room using the animal vocabulary in the song. Clear all the tables and chairs from the room. Line everyone up at one end of the room and lie a rope across the other end of the room (the finish line). This isn't going to be an actual race – there will be no prizes for the first across the finish line, but prizes can be given for the best performance (stickers, stars next to names on the class poster, praise, etc.).

Start modeling the first "race": say "Correr como un oso grande" (Run like a big bear) and demonstrate running like a bear (roaring and clawing the air). Then start the race and give your prize to the best performance (at this point make it obvious that the fastest isn't the winner – the best performance wins!).



Now do more races:

- run like a big bear (correr como un oso grande)
- run like a small mouse (correr como un pequeño ratón)
- slither like a long snake (arrastrarse como una serpiente larga)
- wade across the river like a fat hippo (batearse a través del río como un hipopótamo gordo)
- gallop like a fast horse (galoppear como un caballo rápido)
- chase a deer like a strong lion (persigue un venado como un fuerte león)

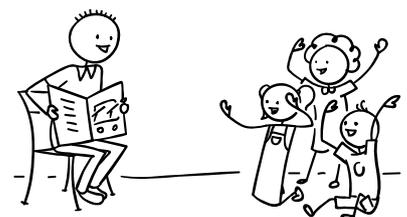
5. Do the "Adjetivos - Dibuja los opuestos" worksheet

Sit everyone down at their desks and give out the worksheets. Have the students draw the opposites. As they are working, circulate and ask questions (e.g. ¿Qué es esto? (What is this?), ¿Es un caballo lento? (Is this a slow horse?), etc.).



6. Read classroom reader "Amigos Monstruos"

We'll end the lesson with a fun story. Before class, download and print off the reader "Amigos Monstruos" from our website. As you go through each page, point to the pictures, elicit each of the different body parts and adjectives. Have fun asking other questions as well, such as the different colors of the monsters, for example:



Teacher: (reading from page 2) "Este es mi amigo Dodo" (pointing at the picture). ¿Qué color es Dodo?

Students: ¡El es azul!

Teacher: ¡Sí ¡es cierto! ¡ Y mira sus brazos! El tiene ... (eliciting the adjective)

Students: ¡Largo!

Teacher: ¡Sí! El tiene brazos largos! Y ¿él es corto?

Students: ¡No, él es alto!

Teacher: ¡Es cierto! ¡El es más alto que Sara!

Get the students really involved in the story by asking lots of questions and asking them if anyone in the class has similar characteristics to the monsters (e.g. the tallest student, the fastest student, etc.).

Wrap Up:

1. Assign Homework: "Adjetivos animales" 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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