

Los Animales y el Clima: Spanish Lesson

Created By	Grades	Subjects	Duration
Elaine Makarevich, Liz Ransom	K, 1st, 2nd	Science	≈70 minutes

Lesson Overview

Essential Questions	- What is the importance of climate to animals? - How can children help reduce the impact of climate change?
Learning Outcomes	Students will be able to: - Use Spanish to identify four animals and the climates where they live. - Understand the importance of climate to animals. - Identify ways that children can save energy at home.
Summary	In this lesson, students learn Spanish phrases about animals, climates, and simple actions to save energy at home. Inquire: Students watch a music video and play games to learn about animals and why climate is important to the animals. Investigate: Students listen to a story from Chile about children taking action to save energy at home. Inspire: Students create postcards in Spanish showing how they will protect Earth's climate.

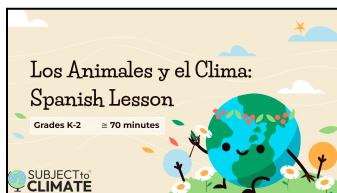
Instructions

Inquire ≈ 30 minutes	- Students watch a "Día de la Tierra" music video about taking care of animals and the Earth. - Students reflect on the images of people and animals in the song. Where are they? What are they doing? Why? - Students share feelings about protecting the Earth. - Teacher introduces the expressions "Hace calor," "Hace frío," and the four animals: el elefante, el cocodrilo, el oso polar and el pingüino. - Students observe the climate where the animals live: ¿Hace frío o Hace calor? - Students identify the pictures on the slide when the teacher says the word or expression in Spanish. - Students act out the Spanish words as the teacher says them. - Teacher introduces the term "cambio." - The teacher says "¡Cambio!" before changing the word the students pantomime. For example: "El oso polar. ¡Cambio! El cocodrilo. ¡Cambio! Hace calor. ¡Cambio! Hace frío." - Teacher adds other vocabulary words that students know and can include in their pantomimes. For example: "el oso polar grande," "el oso polar pequeño."
--	---

	- Students play a game called ¿Dónde está mi clima? - Teacher assigns one of the following words to each student in half of the class: el cocodrilo, el oso polar, el pingüino, and el elefante. Teacher assigns one of the following phrases to each student in the other half of the class: Hace calor or Hace frío. Teachers make sure that students will be able to form the following pairs: el cocodrilo / hace calor; el elefante / hace calor; el pingüino / hace frío; el oso polar / hace frío. - Students find a match by saying their words out loud in Spanish. - Increase the number of students who have “Hace calor” so that some students who are animals will not have a match. Students without a match stand near the teacher or go to a designated spot. Play a final round that restores the climate balance. - Alternatively, teacher prints pictures of the climate expressions from the Teacher Slideshow and hides them around the room. Students search for the climate that matches their assigned animal. - Students ask questions, observe what happened, talk about how they felt, and speculate about what would happen in real life.
Investigate ≅ 20 minutes	- Teachers explain that children and families around the world are working to help animals and prevent “el cambio climático.” Teacher asks students if they remember what “cambio” means and if they’ve heard the expression “el cambio climático” or “climate change” before. - Teachers explain that when children all over the world take small actions to save energy, it can add up to a big impact by reducing the pollution that contributes to climate change. - Teachers introduce a Chilean story, "Hábitos con energía", the same country where <i>el pingüino</i> lives. - Teachers read the sentences and show the pictures of Felipe and Rosita. - Students repeat the sentences and act them out. - Students discuss how these actions save energy. - Students share other ways they can save energy and the teacher provides the phrase in Spanish, such as “reduce, reusa, recicla.”
Inspire ≅ 20 minutes	- Students design a postcard that highlights protecting Earth’s climate. - Students choose an action from the Investigate section and include an illustration and Spanish vocabulary words. - Students can write the postcards from the perspective of one of the animals and cut and paste the phrases from the handout. - Students “trade” postcards with classmates to share messages. - Students can decide to save energy as a class. They can make posters that depict the animals asking students to take actions like “¡Apaga la luz!” as reminders.

Accompanying Materials

[Teacher Slideshow](#)



Teaching Tips

Positives	- This lesson creates a collaborative learning environment as students engage with a variety of modalities. - The games and activities promote engagement and participation from all learners. - The lesson introduces students to an authentic Spanish language story from Chile. - The photographs of animals name the specific places where the animals live.
Prerequisites	- Students need no prior knowledge to complete the lesson. - Teachers may wish to print the Teacher Slideshow to hang in the room to reinforce the concepts and vocabulary. - Some students may find the “¿Dónde está mi clima” game upsetting if they are unable to find a climate that matches their assigned animal. Teachers can choose some students to role-play the activity in front of the class instead.
Differentiation	- Teachers can easily expand the lesson to include short sentences and more active vocabulary. - For the postcard activity, students can cut and paste phrases provided by the teacher or copy the words by hand.

Learning Standards

Primary Standards
Science
K-ESS3-3. Communicate solutions that reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
Supporting Standards
World Languages
7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

