Spanish Vocabulary Concept: Animals

- Spanish words for zebra, penguin, white, and black
- Introduction to the concept of a cognate

Key Vocabulary

- zebra: *cebra*
- penguin: *pingüino*
- white: *blanco*
- black: *negro*
- cognates

Lesson Options: Select lesson elements to create a single-day or multiday lesson.

Lesson Elements

**Digital Playlist:** Generally, children will complete the Digital Playlist first, then follow up with some or all of the activities described below. As you select and do those activities with your child, you may wish to reassign some or all of the digital activities for additional practice.

**Explore Activity:** This follow-up is designed to be used closely with the Digital Playlist to help your child understand the topic.

**Dig Deeper Activity:** This offline activity provides an additional learning experience with the same topic.

**Extend Activity:** This offline activity extends the child’s understanding and application of the same topic.

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### Explore Activity

**Set Up**
1. Gather the materials on the list.

**Procedure**
1. Write one word from the Key Vocabulary list above on each index card. You will create a set of Spanish word cards and a coordinating set of English word cards.
2. This is a memory game that mimics the game on the Digital Playlist.
   a. Mix the cards up and place them with the words facing down.
   b. Have your child turn up one card and say the word.
   c. Then, have them turn up another card and say the word.
   d. Ask them if the words mean the same in English and Spanish.
   e. If the words match, remove the cards. If they do not match, turn both cards back over and flip over two more, following the instructions above.
   f. Repeat until all cards have been identified.

**Materials**

- Index cards
Dig Deeper Activity

Set Up
1. Gather the materials on the list.
2. Have the *Language Academy Spotlight on Spanish* episode ready to play.

Procedure
1. Watch the *Language Academy Spotlight on Spanish* episode on cognates with your child.
2. Tell your child about cognates, or words that sound almost the same in English and in Spanish.
3. Write the word *penguin* on the paper and read it to your child.
4. Then, write the Spanish word for *penguin* (**pingüino**). Explain: *This is the Spanish word for penguin. What’s the same between these words? What’s different?*
   
   **Sample answer:** “Most of the letters are the same. The Spanish word is a bit different because some of the letters have changed.”
5. Have them draw a picture of a *penguin*.
6. Repeat the activity with the words *elephant* (**elefante**) and *zebra* (**cebra**).
7. Have your child cut out their drawings of animals and tape them to the back of craft sticks. Then, encourage them to tell a story with their animal, referring to each animal by their Spanish word. Alternatively, have your child draw two images of one animal and tell a story referring to one animal by the Spanish word and one animal by the English word.

Discussion Questions
1. *Why do you think words may be similar between languages?*
   
   **Sample answer:** “There are many reasons that words in different languages can be similar. Words may be similar between languages because they come from the same original or ancestor language. The languages may come from nearby areas and share some words.”

2. *What other animals do you think may sound similar in different language?* (If desired, look up some other animals with cognates in Spanish, such as *iguana* (**iguana**), *serpent* (**serpiente**), *giraffe* (**jirafa**), *tiger* (**tigre**), and *gorilla* (**gorila**).
Extend Activity

Set Up
1. Gather the materials on the list.

Procedure
1. Show your child a Spanish word card, point to the word and say, Bring me a toy or picture of this! (Note: For white (blanco) and black (negro), the prompt should be, Bring me something that is this color!)
2. Your child should find an image, toy, or other thing that correctly represents the Spanish word.
3. If your child correctly brings you something that represents the word, give them a point. If they do not bring the correct item, remind them that the word means “X” and put the card at the back of the pile.
4. Repeat until your child has found items for all the words.

MODIFICATIONS

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<tr>
<th>Beginning Learner</th>
<th>Advanced Learner</th>
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<td>Your child will benefit from starting with a small number of words and adding more only when they have shown mastery of them. Additional modifications could be associating words with movements or reading them in unique singsong voices.</td>
<td>Your child may be able to write labels on their pictures or stick puppets so they get practice writing cognates, becoming more familiar with how the words are similar.</td>
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Signs of Success and Needs

If your child is easily able to identify the vocabulary words when written down or spoken in isolation, you can be confident that they have learned the word. It is expected that they may have trouble recognizing the word when spoken as part of a sentence.

If your child struggles to identify the vocabulary words, this is a sign that they may need more exposure to the words to help them commit the words to memory. Spaced repetition is the act of exposing the word frequently over short intervals at first and then exposing the words less over time as your child masters the target vocabulary. This way, if your child is more familiar with a word, they will encounter it less frequently. If your child is less familiar, they will encounter it more frequently. If your child struggles with a word, consider putting that word in greater rotation to give them more frequent exposure to the word until they have learned it.

Our activities are designed to be safe with adult supervision. Please follow directions carefully.