

Really Good Stuff® Teaching Guide

English/Spanish Cognates: Animals

Congratulations on your purchase of the Really Good Stuff® **English/Spanish Cognates: Animals**, a comprehensive language building kit that draws upon the background knowledge of Spanish speakers to acquire related English vocabulary.

Objective

The student will demonstrate comprehension of English vocabulary.

Meeting State Standards

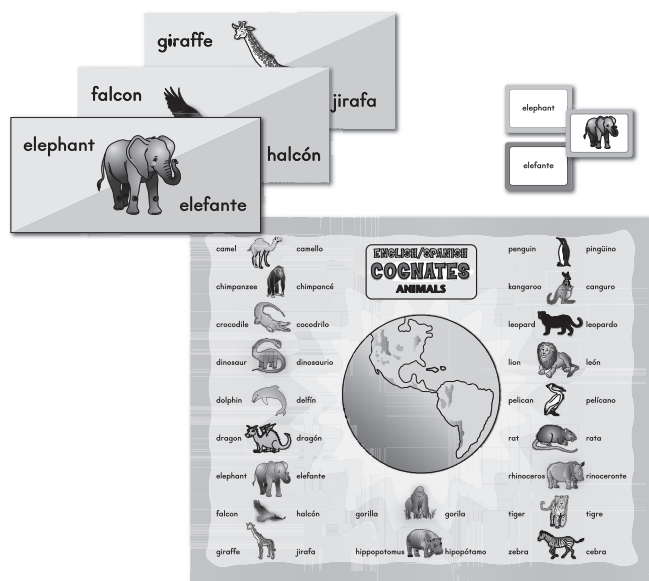
This type of extensive language practice helps students meet grade-level English language development expectations and prepare for standardized testing.

English/Spanish Cognates: Animals also enables students to improve reading comprehension and word analysis skills.

This Really Good Stuff® product includes:

- 60 Animal Cognate Learning Deck Cards™
- 20 Animal Cognate Strips
- 1 English/Spanish Cognates: Animal Poster
- This Really Good Stuff® Teaching Guide

Cognates are a bridge to the English language for Spanish speaking students. Students learn to compare English and Spanish words that are related in meaning and spelling to acquire new vocabulary. Most word pairs in this set vary only slightly in pronunciation and spelling—as in *tiger* and *tigre*, and *dolphin* and *delfin*. The components of this kit provide a variety of instructional tools as well as effective strategies for teaching vocabulary to English language learners.



Managing English/Spanish Cognates: Animals

- Display the *English/Spanish Cognates: Animals Poster* in a visible location.
- Order the *Cognate Strips* as shown on the *Poster* and decide how you will present them—in a *Frayer 4-Square Model Pocket Chart* (#304851) or a standard classroom pocket chart.
- Make copies of the reproducibles you will need while presenting the cognate sets.
- When using the *Cognate Learning Deck Card™* activities at a literacy center, be sure to demonstrate how to store the game parts and tidy the center when the activity is complete.

Introducing English/Spanish Cognates: Animals

English/Spanish Cognates: Animals provides an extensive set of language teaching tools for the acquisition of animal names in English. Included are 20 animal cognate sets—displayed as a whole on the *Poster*, as sets of three on the *Cognate Strips* (English word, picture cue, Spanish word), and individually on the *Learning Deck Cards™*. Each of the components, when used separately, provides a unique vehicle for language acquisition. When used together, the components offer a complete and effective cognate program that can be used in a whole class, small group, and individual setting with all levels of English language learners.

Effective Language Instruction Using English/Spanish Cognates

Learning new vocabulary in a second language requires that teachers take a direct and expanded approach to teaching language. Tapping into the language background of students makes this task a little easier, given that Spanish and English share a large number of words—some identical and others very closely related. Using cognate pairs, students take note of the similarities between the languages and make important language connections.

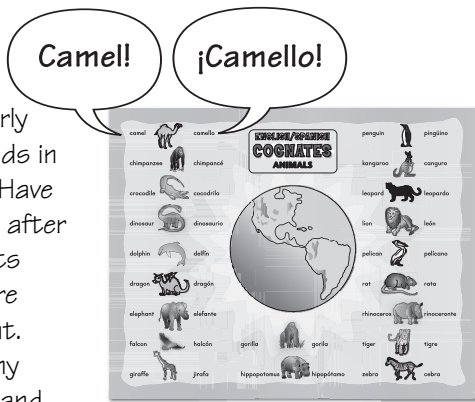
The Animal Cognate Poster

Start by presenting the concept of cognates using the animal cognate *Poster*. Display the *Poster* in front of your group and ask students to identify any of the animals they already know and to name them in English or Spanish.

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Repeat the words that students know, pronouncing clearly each of the sounds in both languages. Have students repeat after you. Ask students how the words are alike and different. Explain that many words in English and Spanish that share sounds and letters also have the same meaning. Remind students that their first language—Spanish—can help them to learn and comprehend English if they begin to recognize the commonalities between the languages.



Use the *Poster* to practice naming and pronouncing the names of animals in English and Spanish. Vary the activity by covering the column of English words and then having students name or write the words as you point to each picture. Alternatively cover the column of picture cues and have students read the words.

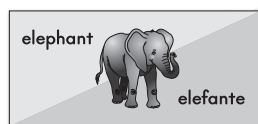
Keep the *Poster* displayed in a central area and refer to it while teaching individual cognate sets.

A Note about False Cognates

Not all words that look and sound alike in Spanish and English have the same meaning. False cognates are pairs of words that can confuse language learners—*actual*, although identical in appearance, means *present time* in Spanish and *real* in English. It's best to point out the existence of false cognates before they create confusion.

The Animal Cognate Strips

Once students understand the concept of cognates, introduce cognate pairs using the *Cognate Strips*. On each *Strip*, there is the English name for an animal, a picture cue, and the Spanish name. The picture cue between the two words connects the graphemes to an image that helps build a strong mental model for English language learners.

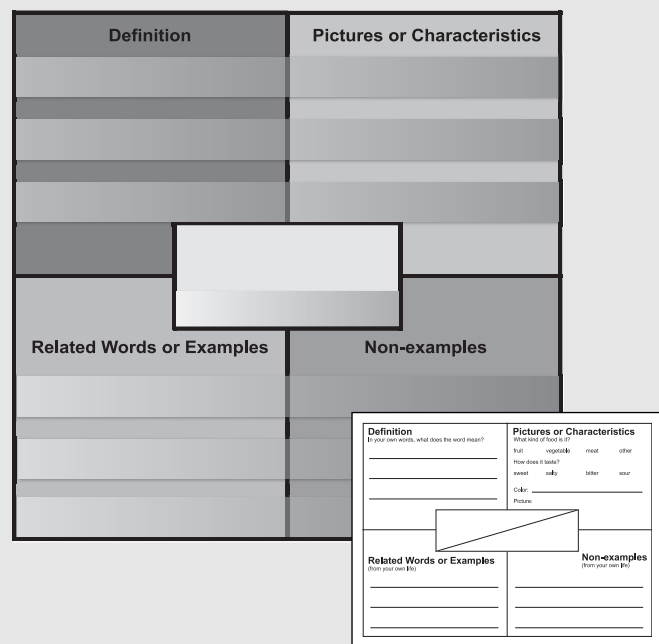


How to Use the Animal Cognate Strips in the Frayer 4-Square Model Pocket Chart

The Frayer 4-square model helps student develop a deeper understanding of a concept. Moving from one quadrant to the next, students will define the term, describe its essential characteristics, provide related words or examples of the concept, and refine their understanding by offering non-examples. By knowing what something is not, one has a greater understanding of what something is.

Note about this lesson

The *Cognate Strips* are intended for use in the *Frayer 4-Square Model Pocket Chart* (#304851); however, they can be used in a standard large pocket chart. Before starting the lesson, make headers and place them in the four sections of the *Pocket Chart* as shown below:




Have blank sentence strips available for use during the lesson. Make copies of the *Frayer 4-Square Model Reproducible* if you plan to have students fill them in as you do the activity.

Pace the lesson to match the level of your students. Introduce the concept one day and complete different steps of the activity on subsequent days, allowing for a review period each day. A suggested sequence would be to complete Steps 1-4 on Day 1, Steps 5-6 on Day 2, and Steps 7-9 on Day 3. Always check for understanding before moving on to the next step of the lesson.



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
1. Place a *Cognate Strip* in the middle section of the *Frayer 4-Square Model Pocket Chart* or in middle of a standard large pocket chart.
2. Pronounce the English and Spanish words clearly for an animal you choose. Repeat the words slowly, emphasizing each syllable, and ask students to listen for how they sound different. Then have students pronounce the words in syllables.
3. Ask students how the English and Spanish words differ in spelling. For example, if using the *Cognate Strip* for *leopard/leopardo*, students should note that the Spanish word *leopardo* has an *o* at the end and the English word does not.
4. Have students locate the animal on the *Poster*.
5. Ask students what the word means and write their response on a *sentence strip*. Place the sentence strip under the *Definition* header in the *Pocket Chart*. For example, *A leopard is a big cat that lives in the mountains.* Depending on the level of your students, they may give a shorter response. Use their words and add to them to write a working definition for the word.

Definition	Pictures or Characteristics
A leopard is a big cat that	
lives in the mountains.	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">leopard</div>  <div style="text-align: center;">leopardo</div> </div>	
Related Words or Examples	Non-examples

6. Continue to the next section of the *Pocket Chart*—*Pictures or Characteristics*. Ask students basic questions about the animal—what color and type of body covering it has (fur, skin, feathers, scales), how it moves (walk, swim, fly), number of legs or size of body, etc. Write each response on a separate *sentence strip* and have the students illustrate as appropriate. Place the completed strips in the *Pocket Chart*. Review the characteristics of the animal, asking students to act out and connect physical movement with the words.







Definition	Pictures or Characteristics
A leopard is a big cat that	yellow fur with black spots
lives in the mountains.	strong 
	walks, runs, and climbs
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">leopard</div>  <div style="text-align: center;">leopardo</div> </div>	
Related Words or Examples	Non-examples

7. Move on to *Related Words or Examples*. Start by asking students if they know any words in English that sound like the one being studied—these are related words. One example could be the plural form of the animal name. Next ask students if they know of any examples of this type of animal—it could be an animal they have seen at the zoo or a character from a book, a movie, or a cartoon. It is important that the students connect the animal to an image or experience they have had in their own life. Write student responses on pocket chart strips and have them illustrate. Review the section by having individual students present their own strips.

Definition	Pictures or Characteristics
A leopard is a big cat that	yellow fur with black spots
lives in the mountains.	strong 
	walks, runs, and climbs
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">leopard</div>  <div style="text-align: center;">leopardo</div> </div>	
Related Words or Examples	Non-examples
leopards 	
Leopard at the zoo 	
Leopard in <i>How the Leopard Got His Spots</i> by Rudyard Kipling	

8. Continue to the last section—*Non-examples*. Review the examples from the previous section and ask students which animals might be confused with the animal being studied because of shared

characteristics. These are non-examples. As students respond, write each animal name on a pocket chart strip and have them illustrate. Place the completed strips under the *Non-examples* header and review with students, asking them how the non-examples are different from the animal being studied. Use the vocabulary from the characteristics section as a basis for comparison, pointing to the appropriate vocabulary strips as you ask questions. For example, “Is a house cat as strong as a leopard? Do lions have black spots?”

Definition	Pictures or Characteristics
A leopard is a big cat that	yellow fur with black spots
lives in the mountains.	strong 
	walks, runs, and climbs
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> leopard  leopardo </div>	
Related Words or Examples	Non-examples
leopards 	House cat 
Leopard at the zoo 	Lion 
Leopard in <i>How the Leopard Got His Spots</i> by Rudyard Kipling	

9. Once the *Pocket Chart* is complete, review key vocabulary and pronunciation. Check for understanding, using a combination of physical, verbal, and written responses.

Animal Cognate Concentration

Use only a selection of the *Animal Cognate Learning Deck Cards™* for this game, making sure to include all three *Cards* for each animal.

1. Use the color-coding on the backs of the *Cards* to separate the English words, the Spanish words, and the picture cues into three piles.
2. Shuffle each pile and place them face down in rows on a table or flat surface.
3. Players turn over three *Cards* at a time—one of each color—to see if they can make a match. They read the words aloud and name the picture. If a match is made, players keep the *Cards* and get another turn. If a match is not made, players turn the *Cards* back over.
4. Players take turns until all the *Cards* are matched up.

Animal Cognate Match Up

This is a whole class activity and the number of *Animal Cognate Learning Deck Cards™* used will depend on the number of students in your class. Students will partner up in threes, so it is important to include the complete set for each cognate—the English word, the Spanish word, and the picture cue.

1. Pass out one *Card* face down to each student.
2. Have students turn over their *Cards* and read their words or name their pictures.
3. Explain to students that they will look for their two cognate partners. As soon as they find each other, they will sit down together.
4. Set a timer.
5. Have students find their two animal cognate partners.
6. Stop the timer as soon as all students are seated with their partners.
7. Go around the class and have the groups of three each present on their animals. Give each student a distinct role—one will name the animal, another will act out how it moves, and the last will say one thing that describes the animal. (Distribute these roles based on language level.)
8. Repeat the activity and compare how quickly the students find their matches.

Animal Cognate Sort

Separate the *Animal Cognate Learning Deck Cards™* into three piles using the color-coded backs as reference. Use the categories introduced in the characteristics section of the Frayer 4-square model activity. Decide on categories—body coverings, how animals move, size, color, etc., and make corresponding header cards. Have students take turns placing the animal picture *Cards* in

The Animal Cognate Learning Deck Cards™

The *Animal Cognate Learning Deck Cards™* include three *Cards* for each of the animals on the *Poster* and *Cognate Strips*—one *Card* each for the English word, the Spanish word, and the picture representation. The backs of the *Cards* are different colors so students do not confuse English and Spanish words, and so that *Cards* can be easily separated for matching games.



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the correct category. Once they have sorted the picture Cards, have them match the Spanish and English word Cards to the pictures.

Additional Cognate Activities Using the Reproducibles

The Frayer 4-Square Model Reproducible

There are a number of ways to use the Frayer 4-Square Model Reproducible.

- Have students complete the reproducible as you model the activity using the *Pocket Chart*.
- Once students are familiar with how to fill out the four sections of the *Pocket Chart*, have them work in pairs to add examples and non-examples on their reproducible. Elicit responses from the group when pairs have had time to make their own connections to the animals—either by looking through books in the classroom, looking online, or talking to each other about movies or cartoons.
- Send the reproducible home as homework. Complete the first two sections of it together, and then have students ask family members and friends for examples and non-examples.

Definition In your own words, what does the word mean? _____ _____ _____	Pictures or Characteristics What kind of food is it? fruit vegetable meat other _____ _____ How does it taste? sweet salty bitter sour _____ _____ Color: _____ Picture: _____
Related Words or Examples (from your own life) _____ _____ _____	Non-examples (from your own life) _____ _____ _____

How Are the Animal Cognates Alike? Reproducible

Help students discover how cognate pairs are similar. As you introduce the animal cognate pairs, have students use the *How Are the Animal Cognates Alike? Reproducible*. Select a cognate pair and instruct students to write the English word in the first column and the Spanish word in the second column. Have them look closely at the two words and circle the letters they have in common. Have them write those letters in the third column and the total number of letters they share in the small box. Instruct them to draw the animal in the last column.





















English Word	Spanish Word	How do the words look alike?	Illustration
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Related Really Good Stuff® Products:

- Frayer 4-Square Model Pocket Chart: (#304851)
- English/Spanish Cognates: Food (#304769)
- English/Spanish Cognates: Transportation (#304776)
- English/Spanish Cognates: Shapes (#304774)

Animal Cognates List Reproducible

Have students practice naming the animals in pairs using the *Animal Cognates List Reproducible*. Students fold over the left side of the reproducible so that the English words are not visible. One student points to a picture and the other student names the animal. Students take turns until all the animals are named. Depending on the language level of your students, one student may point to a picture cue and the other student may write the name of the animal on a separate sheet of paper.

Animal Cognates List Reproducible		name:
asparagus		espárrago
banana		banana
broccoli		brócoli
cauliflower		coliflor
coconut		coco
fruit		fruta
hamburger		hamburguesa
lemon		limón
lemonade		limonada
mandarin orange		mandarina
melon		melón
peach		pera
salad		ensalada
salt		sal
soup		sopa
tea		té
toast		tostado
tomato		tomate
vegetables		vegetales
vinegar		vinagre

Use the *Animal Cognates List Reproducible* to record additional animal cognates students encounter in their reading and classroom activities.

Definition

In your own words, what does the word mean?

Pictures or Characteristics

Circle and draw a body covering:

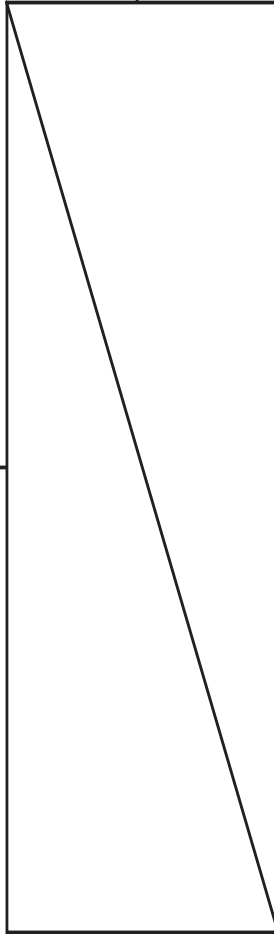
fur feathers scales skin

Circle and draw how the animal moves:

walk fly swim

Color: _____

Other: _____



Related Words or Examples

(from your own life)

Non-examples

(from your own life)

Fold on dotted line to cover the English word.

camel



camello

chimpanzee



chimpancé

crocodile



cocodrilo

dinosaur



dinosaurio

dolphin



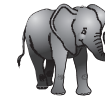
delfín

dragon



dragón

elephant



elefante

falcon



halcón

giraffe



jirafa

gorilla



gorila

hippopotamus



hipopótamo

penguin



pingüino

kangaroo



canguro

leopard



leopardo

lion



león

pelican



pelícano

rat



rata

rhinoceros



rinoceronte

tiger



tigre



zebra



cebra

How Are the Animal Cognates Alike?

1. Write the English word and the Spanish word for each animal cognate pair.
2. Circle the letters that are alike in both words. Write those letters under the eye. Count how many letters you wrote and write the total number in the small box in the corner.
3. Draw a picture of the animal under the crayon.

English Word	Spanish Word	How do the words look alike? 	Illustration 
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		<input type="text"/>	
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