

¡Cuéntame un Cuento ! (Tell me a story)

Overview Unit 9

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
<p>In this unit the children work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. The unit is based on a song that tells the story of Sleeping Beauty.</p>		<p>As in Unit 8, the children develop their confidence in spoken Spanish, enjoy using the language creatively and have the opportunity to perform to an audience. They consolidate and extend their knowledge of numbers by counting in multiples of 10.</p>
<p><u>Prior Learning</u></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> classroom instructions such as <i>Repetid</i> and <i>Escuchad</i> <i>el padre</i> and <i>la madre</i> <i>Aquí está...</i> the feminine agreement for adjectives numbers 1–20 	<p><u>New Language Content</u></p> <ul style="list-style-type: none"> Numbers in multiples of 10, up to 100 Classroom instructions Adjectives that describe the characters in a story Phonic focus: <i>eí</i>; consolidation of <i>z</i>, soft <i>c</i>, <i>d</i> (like <i>th</i> in ‘that’) and <i>rr</i> 	<p><u>End of Unit Activity</u></p> <p>Give the children an opportunity to rehearse their performance. Invite each group in turn to perform their song to the class.</p>
<p><u>Expectations</u></p> <p>At the end of this unit:</p> <p><i>Most children will:</i> understand and use numbers in multiples of 10, up to 100; develop their understanding of the way sounds are represented in writing; sing a song from memory; write short sentences that contain an adjective with the appropriate feminine agreement.</p> <p><i>Some children will not have made so much progress and will:</i> recognise numbers in multiples of 10, up to 100; refer to visual clues when singing a song; copy single written words or short phrases.</p> <p><i>Some children will have progressed further and will:</i> write and say some phrases from memory with clear pronunciation and meaning; produce extended descriptions in Spanish, paying attention to the correct adjectival endings.</p>		<p><u>Links to the New National Curriculum for KS2 Foreign Languages</u></p> <p><i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Appreciate stories, songs, poems and rhymes in the language. Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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Resources

- Pictures or flashcards of the key vocabulary from the story
- 8 pictures using stick drawings or similar from the story
- Text for the *La Bella Durmiente* song
- Three sentences on board (see Session 2)
- Text for tongue twister *Porque puedo, puedes* (see Session 2)
- Puppet
- Tongue twisters
- Envelopes containing word cards 10-100 (tens only)
- Numeracy resources: digit fans, number squares, counting stick
- Rough paper for 'strip lotto' (see Session 4)
- Pictures of characters
- Sentence cards or sentences on the IWB
- Mini whiteboards
- Multimedia software
- Layering facility on the interactive whiteboard
- Large set of word cards for modelling (& visual support) (see Session 5)
- Envelopes containing word cards for sentence building (for example, La / bruja / es / mala).
- Pictures / worksheets for main characters / elements in the story.
- Props for characters.
- Word template software for creating word cards
- Recording or backing track of song (see Session 6)
- Storyboard
- Resources for Assembly
- Digital camera (optional)

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1. Sleeping Beauty

<p>Prior Knowledge: It is helpful if children already know the story of <i>Sleeping Beauty</i>; classroom instructions; simple adjectives; numbers 1-39</p>		
<p>Objectives</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Support</p> <p>Some children will need more time focussing only on actions before producing words.</p> <p>It may help some children to spend some time with an adult before the session looking at the words and phrases.</p> <p>Extension</p> <p>Children use bilingual dictionary to look up other story words from traditional stories (for example, wolf, witch, grandmother).</p>	<p>Main</p> <p>Sing <i>La Bella Durmiente</i> song to the class. What do they think the song is about?</p> <p>ICT Opportunities: Create an mp3 version of the song being sung and also a 'karaoke' version with melody + backing track.</p> <p>Ask your partner school to sing the song and record it.</p> <p>Ask children to retell the story of <i>Sleeping Beauty</i> in pairs. Feed back as a whole class. Create a story board on sugar paper or on the interactive whiteboard.</p> <p>Introduce some key language for retelling the story in Spanish: <i>la bella durmiente, el príncipe, la bruja mala, el seto de espinas, abre los ojos, duerme cien años</i>. Try the following routine:</p> <ul style="list-style-type: none"> • say the word or phrase as you display the picture and do an action • point to the pictures and children do the actions • children join in with actions and repeat the words. Some children will need more time and may focus on actions before producing the words • say a word and give an action. Children repeat only if they match • hide one or more of the pictures and ask children to give the action and say the word for the missing picture • say the word and children do the action. Repeat, vice versa. <p>Invite individual children to lead the game.</p> <p>Sing the <i>La Bella Durmiente</i> song to the class again. Children do the actions when they hear the key words and phrases.</p> <p>Repeat the song. Children join in with the actions and individual words if possible.</p> <p>Display a series of eight pictures with 'stick' drawings for each verse. Repeat the language from the song as you show each picture.</p> <p>Place the pictures in random order, numbered 1-8. Ask children to work with a partner to decide the correct sequence. They write the numbers on a mini-whiteboard.</p> <p>As a class, place the pictures in correct sequence. Repeat the language from the song as you refer to each picture.</p>

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1. Sleeping Beauty

<p>Grammar</p> <p><u>For teachers:</u></p> <p>Adjectives / nouns – the adjective <i>bella</i> meaning 'beautiful' is here used as a noun to mean 'the beautiful one' (Beauty)</p> <p>Examples of the imperative or command form can be found in the singular throughout the song, and pupils may be familiar with these from the classroom context (eg: <i>abre tu cuaderno</i>) – <i>abre</i></p> <p>Verbs in the 3rd person singular – <i>llega, lanza, crece, ve, se casa</i></p> <p>Speech marks are different in Spanish – see the song text below.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Verbs in the 3rd person singular – <i>llega, lanza, crece, ve, se casa</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p><i>ll</i> [ʎ] – <i>bella, llega</i></p> <p><i>z</i> / soft <i>c</i> [θ] – <i>lanza, hechizo, cien, crece</i></p> <p><i>v</i> [β] – <i>ve</i></p> <p><i>j</i> [x] – <i>ojos, bruja</i></p> <p><i>d</i> [ɰ] – <i>cuidado</i></p> <p>silent <i>h</i> – <i>hechizo</i></p> <p><i>ñ</i> [ɲ] – <i>años</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p><i>z</i> / soft <i>c</i> [θ] – <i>lanza, hechizo, cien, crece</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • listen and respond to words and phrases with actions • recognise and say key words in a song • understand that stories from different cultures may be similar 	<p><u>New National Curriculum Links:</u></p> <p><u>English</u></p> <p><u>Reading - Years 3-4</u> <u>Pupils should be able to develop positive attitudes to reading and understanding of what they read by:</u></p> <p>—increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p><u>National Curriculum Links</u></p> <p><u>Literacy:</u> explore how different texts appeal to readers using varied sentence structures and descriptive language</p>
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1. Sleeping Beauty

Throughout the week:

Sing *La Bella Durmiente* and practise the vocabulary with actions or pictures.

Use an internet search engine to find out which other traditional tales exist in Spanish or look at some picture books of other traditional tales in Spanish or other languages. Discuss the similarities and differences.

Teaching Tips

- The story board created here can be used throughout the unit for contextual support.
- Allowing children to choose their actions gives them ownership of the language and may help them to remember key vocabulary
- Teachers may prefer to use a different traditional tale in Spanish to the one suggested here.
- Phonic focus: Draw attention to the sound [θ] (z / soft c), which occurs frequently in the song. Ask the children to work in groups and give each group some multilink cubes (40 per group). They listen to the song again and, as a team, take a cube every time they hear the sound [θ], building the cubes into a tower. After hearing the song two or three times, the groups can compare towers. As a check, give the children the lyrics and a highlighter pen. Remind them that the sound [θ] can be represented as c (before e or i) or z. The sound occurs 26 times in the song. These words can now be added to the word bank.
- When presenting the text, changing the language to Spanish will enable the correct speech marks to be used.

Resources

- Pictures or flashcards of the key vocabulary from the story
- 8 pictures using stick drawings or similar from the story
- Text for the *La Bella Durmiente* song (sung to the tune of 'There was a Princess Long Ago'. You can find this by using an internet search engine):

La bella, la bella durmiente, durmiente, durmiente

La bella, la bella durmiente, durmiente

Bella, bella, ten cuidado, ten cuidado, ten cuidado

La bella, la bella, ten cuidado, cuidado

La bruja mala llega, llega; llega, llega; llega, llega;

La bruja mala llega, llega; llega, llega;

Lanza su hechizo «¡duerme cien años!» «¡ duerme cien años!» «¡ duerme cien años!»

Lanza su hechizo «¡duerme cien años!» «¡cien años!»

El seto de espinas crece, crece; crece, crece; crece, crece;

El seto de espinas crece, crece; crece, crece;

El príncipe llega y ve la bella, ve la bella, ve la bella,

El príncipe llega y ve la bella, ve la bella,

«Mi bella, mi bella, abre los ojos, abre los ojos, abre los ojos»

«Mi bella, mi bella, abre los ojos, abre los ojos, abre los ojos»

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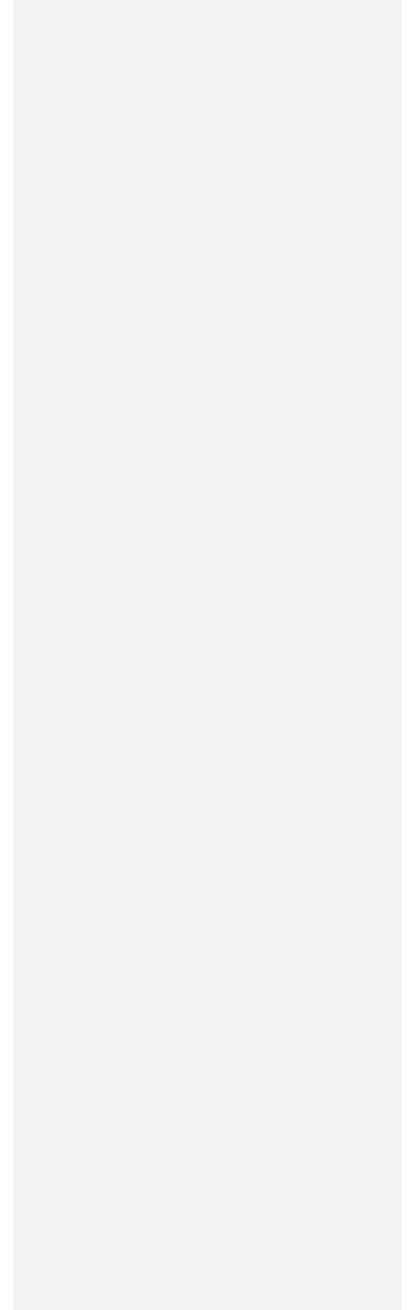
1. Sleeping Beauty

	<p><i>La bella se casa con el príncipe guapo, el príncipe guapo, el príncipe guapo, La bella se casa con el príncipe guapo, el príncipe.</i></p> <p>The song can be translated thus: Sleeping Beauty Watch out! The wicked fairy is coming She casts her spell “Sleep for 100 years!” The hedge of thorns grows The prince arrives and sees Beauty “My Beauty, open your eyes!” Beauty marries her prince.</p>
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<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children’s Language
<i>La Bella Durmiente</i>	Sleeping Beauty	<i>La Bella Durmiente</i>	Sleeping Beauty
<i>El príncipe</i>	the prince	<i>El príncipe</i>	the prince
<i>La bruja mala</i>	the wicked witch	<i>La bruja mala</i>	the wicked witch
<i>El seto de espinas</i>	the hedge of thorns	<i>El seto de espinas</i>	the hedge of thorns
<i>Abre los ojos</i>	open your eyes	<i>Abre los ojos</i>	open your eyes
<i>Duerme cien años</i>	sleep for 100 years!	<i>Duerme cien años</i>	sleep for 100 years!
<i>Ten cuidado (singular)</i>	Be careful / take care	<i>Ten cuidado (singular)</i>	Be careful / take care
<i>Tened cuidado (plural)</i>		<i>Tened cuidado (plural)</i>	
<i>Vais a hacer los gestos.</i>	You’re going to do the actions.		
<i>Escuchad y repetid.</i>	Listen and repeat.		
<i>Repetid sólo si la palabra y el gesto se corresponden.</i>	Repeat only if the word and the action match		
<i>Cerrad los ojos. ¿Qué falta ?</i>	Close your eyes. What’s missing?		

1. Sleeping Beauty

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2. Giving instructions

Prior Knowledge: It is helpful if children already recognise some key words from *Sleeping Beauty*

Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Read carefully and show understanding of words, phrases and simple writing.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Support

Children less confident with the phonic sound should be paired sensitively for oral practice.

Extension

Practise the *d* [d] sound further with this tongue twister: *Un dragón madrugador se levanta de madrugada. Madruga, dragón, madruga, que ya dormirás mañana.* The [d] sounds have been highlighted. All the other letter ds are pronounced like d in 'dog.'

Children write out and illustrate or use ICT to display instructions in Spanish. They could take photographs of each other performing the actions. They import the pictures into a word process and add a caption.

Give children some regular infinitives of verbs and ask them to create instructions, eg

Saltar – ¡saltad! ¡salta!

Dibujar– ¡dibujad! ¡dibuja!

Hablar - ¡hablad! ¡habla!

Buscar - ¡buscad! ¡busca!

Enseñar - ¡enseñad! ¡enseña!

Escribir – ¡escribid! ¡escribe!

Abrir - ¡abrid! ¡abre!

Main

Revise key words from the story of Sleeping Beauty and repeat the actions.

Display the following words on the board in a column: príncipe, años, lanza, espinas, mano. In a second column display the English meanings, but jumbled up. Tell the children they must work with a partner to match the Spanish words to their meanings. Give them the following clues to help them:

A lance was originally invented as a throwing spear.

Spines are like thorns.

Manual tasks are done with your hands.

Annual means every year.

Discuss how the children worked out the meanings. Tell them that sometimes a foreign word does not look like its English meaning but sometimes looks like an English word with a very similar meaning and that can be a useful strategy to use.

Sing the *La Bella Durmiente* song and children perform the actions. Some will be able to join in with the key words.

Focus on the actions and phrases from the *La Bella Durmiente* song where a command is given, *ten cuidado, abre los ojos*. Ask children what the phrase would be in English. Who is giving the command and to whom? Discuss ways of giving instructions, and compare to English.

Revise known classroom instructions and introduce any new ones from the list: *repetid / escuchad / mirad / levantad la mano / abrid los ojos / tocad / buscad / dibujad / enseñad / escribid*

Display the words on the board. Can the children see a pattern? Focus again on *Abre los ojos* from the song. What do the children notice? Who was giving the command and to whom? What about *Abrid los ojos*? Can the children hear the difference? Try the same with some of the other instructions. Is it an instruction for one person or the class?

ICT Opportunities: Use a puppet (with limbs that can be moved) to show different actions – record with video.

Play a version of *Simón dice* with classroom instructions. If you say a singular instruction, one child on each table must follow the command but if you say a plural, everyone must follow it.

Phonic focus: display the words: *cuidado, mirad, buscad, abrid, escribid*. Ask the children which sound all the words have in common. Practise saying the words together. The sound is like the th sound in 'that' and

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so should not be difficult for the children to imitate. Show the word *dibujad* and say it slowly. Ask the children to listen out for the difference between the two d sounds. Which one is like the English d as in 'dog'? (the first one). Give the children some more examples: *dedo, dado, judía, mercado*. Give the children a few minutes with a partner to discuss what the rule might be for whether a letter d makes a hard sound (like d in dog) or a soft sound (like th in that). Explain that a d at the start of a word is pronounced like the English d.

Look at and listen to the following *trabalenguas* (tongue twister). Highlight where the *d* [d] sound occurs.

*Porque puedo, puedes,
porque puedes, puedo.
pero si no puedes,
yo tampoco puedo.*

Children join in. Add the new words to the *d* [d] page in the class word bank.

Grammar

For teachers:

Imperative or command form in the plural (*vosotros*) and the singular (*tú*) form (eg: *mirad / mira*).

When comparing commands with English, note that the Spanish uses a definite article when referring to a body part within the command. Eg: In English we say 'Open **your** eyes', whereas in Spanish this is *Abrid **los** ojos / Abre **los** ojos*; and, 'Put **your** hand up' is *Levantad / Levanta **la** mano*.

Also, be aware that a regular verb usually adds an s to its ending in the 2nd person singular (*¿Cómo te llamas? ¿Dónde vives?*). However, in the imperative, the final s is dropped – *¡mira ¡dibuja! ¡toca!*

Pronouns are attached to the end of imperatives. In the plural form the final d is then omitted. E.g. *Sentad + os* becomes *sentaos*. *Levantad + os* becomes *levantaos*. This is because these verbs are reflexive and so need a reflexive pronoun. It is rather like saying 'sit **yourself** down'.

Grammar

For children:

Imperative or command form in the plural (*vosotros*) and the singular (*tú*) form (eg: *mirad / mira*).

Phonics focus

For teachers:

ll [ʎ] – *bella, llega*

z / soft c [θ] – *lanza, hechizo, cien, crece*

v [β] – *ve*

j [x] – *ojos, bruja*

d [d] – *cuidado, mirad, buscad, abrid, escribid*

silent h – *hechizo*

ñ [ɲ] – *años*

Phonics focus

For children:

d [d] – *cuidado, mirad, buscad, abrid, escribid*

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> hear the <i>d [d]</i> sound in Spanish words and phrases understand and respond to classroom instructions in Spanish understand that verbs change when giving an order in Spanish 	<p><u>New National Curriculum Links</u></p> <p>No specific links</p>
<p><u>Throughout the week:</u></p> <p>Play <i>Simón dice</i> when class are lining up, on the stairs, in the playground etc.</p> <p>Build up a collection of tongue twisters with the <i>d [d]</i> sound.</p> <p>Investigate tongue twisters in English or other languages spoken in the class.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Three sentences on board La Bella Durmiente ‘There was a princess long ago’ see Session 1 Puppet Text for the tongue twisters <p style="text-align: right;"><i>Porque puedo, puedes, porque puedes, puedo. pero si no puedes, yo tampoco puedo.</i></p> <p>Because I can, you can, because you can, I can. But if you cannot, neither can I.</p> <p><i>Un dragón madrugador se levanta de madrugada. Madruga, dragón, madruga, que ya dormirás mañana.</i> (A dragon, who is an early riser, gets up in the early morning. Get up early, dragon, get up early, you can sleep tomorrow).</p>
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Grammar point: Note that the classroom commands given in the <i>La Bella Durmiente</i> song are in the familiar/singular (tú) form. The commands that are introduced in this session are all in the plural (vosotros) form because they address the whole class. If any children ask you about this, then give this simple explanation. Use puppets with movable mouth (specifically for teaching phonics). 	

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children’s Language
<i>Escuchad y repetid.</i>	Listen and repeat	<i>La Bella Durmiente</i>	the beautiful princess
<i>La Bella Durmiente</i>	Sleeping Beauty	<i>El príncipe</i>	the prince
<i>El príncipe</i>	the prince	<i>La bruja mala</i>	the wicked witch
<i>La bruja mala</i>	the wicked witch	<i>El seto de espinas</i>	the hedge of thorns
<i>El seto de espinas</i>	the hedge of thorns	<i>Abre los ojos</i>	open your eyes
<i>Abre los ojos</i>	open your eyes	<i>Duerme cien años</i>	sleep for 100 years!
<i>Duerme cien años</i>	sleep for 100 years!	<i>Ten cuidado</i>	Be careful / take care

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<i>Ten cuidado</i>	Be careful / take care	<i>Repetid</i>	repeat
		<i>Escuchad</i>	listen
<i>Mirad</i>	look	<i>Mirad</i>	look
<i>Levantaos</i>	stand up	<i>Levantaos</i>	stand up
<i>Sentaos</i>	sit down	<i>Sentaos</i>	sit down
<i>Levantad la mano</i>	hands up	<i>Levantad la mano</i>	hands up
<i>Silencio</i>	Be quiet	<i>Silencio</i>	Be quiet
		Extension:	Extension:
<i>La bruja llega</i>	the witch arrives	<i>¡Saltad !</i>	Jump!
<i>El seto crece</i>	the hedge grows	<i>¡Hablad !</i>	Speak!
<i>El príncipe</i>	the charming prince	<i>¡Dibujad !</i>	Draw!
		<i>¡Enseñad !</i>	Show!
		<i>¡Tocad !</i>	Touch!
		<i>¡Buscad !</i>	Look for!

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3. Counting in multiples of 10 - 100

<p>Prior Knowledge: It is helpful if children already know numbers 1-39</p>		
<p>Objectives</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Support</p> <p>Some children will need additional support to carry out the maths investigation elements of this lesson.</p> <p>Some children will need to spend more time on the lower numbers before moving on to numbers 70-100.</p> <p>Extension</p> <p>Ask children to give different combinations of multiples of ten that add up to one hundred e.g. <i>veinte, treinta y cincuenta</i>.</p>	<p>Main</p> <p>Revise sequential numbers 1-39 by playing number ping-pong where you 'bat' a number to the class and they 'bat' the following number back. Repeat, with numbers in random order, backwards or adding on 2, 3, 4 etc.</p> <p>Sing the <i>La Bella Durmiente</i> song and focus on the fourth verse <i>Lanza su hechizo, «¡Duerme cien años!»</i>. Ask children if they can remember or guess what <i>cien años</i> means. Explain that, when counting, the word for 100 is <i>ciento</i> but that the <i>-to</i> is removed before another word. Tell the children that number 1 does exactly the same thing. When counting 1 is <i>uno</i> but when followed by a noun it becomes <i>un</i> e.g. <i>un caballo</i>. Point out that the Spanish do not make a difference between 'one' and 'a'.</p> <p>Display the word <i>cien</i> and ask children if they know any words in English that begin in a similar way but without the <i>i</i> (eg, centimetre, century etc). What do these words mean? Give pairs of children envelopes containing cards with multiples of 10 up to 100 written in Spanish. They work together to put the cards in the correct order. You can either tell them what to do before the task or ask them to work it out for themselves.</p> <p>Children feed back on strategies they used to work on their task. Discuss which numbers were particularly difficult to work out. Using cards with numbers on them, say each number and children repeat.</p> <p>Focus on the words <i>sesenta, setenta, ochenta</i> and <i>noventa</i> and ask children what sound they keep hearing (<i>e</i>). Add these words to the word bank. Say the words <i>veinte</i> and <i>treinta</i> slowly and clearly and ask the children what sound they both have [<i>ei</i>]. Write these words on the board and highlight the <i>ei</i>. Explain to the children that it is made of the sounds <i>e</i> and <i>i</i> blended quickly together. Practise making the sound. Focus on the words <i>veinte</i> and ask the children if they can hear the difference between the <i>ei</i> sound in the middle of the word and the <i>e</i> sound at the end. Practise saying <i>e</i> and <i>ei</i> and hearing the difference.</p> <p>Display the numbers on the board and point to them in random order. Say the word and children repeat. You could clap the syllables to reinforce the words. Say a number and hold up a card. Children repeat only if they match.</p> <p>ICT Opportunities: Use multimedia software to animate numbers and make them whiz across the screen. Children call out the numbers as they see them.</p> <p>Play <i>Toc-Toc</i> (Knock-knock). Display the numbers on the board and split the class into two teams. Invite a child from each team to come to the board. Say a number and the first child to knock on the correct card wins a point for their team. Use digit fans to play <i>Enseñadme</i> (Show me). Say a number. Children have 10 seconds to discuss in pairs and then show the number.</p> <p>Display the written form of the numbers on the board, this time in order. Do the children notice any similarities or patterns between the words? Go through the numbers orally. Children repeat and point to them on a 100 square.</p> <p>ICT Opportunities: Use drag and drop facility on interactive whiteboard flipchart to match numbers.</p>

¡Cuéntame un Cuento! (Tell me a Story)

3. Counting in multiples of 10 - 100

		<p>Children work in pairs to find as many different ways as possible to make 50. They feed back their ideas, saying the numbers in Spanish.</p> <p><u>ICT Opportunities:</u> Display a number grid on the interactive whiteboard and use the pen tool to blank out numbers. Children then use the eraser tool to reveal missing numbers.</p>
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<p>Grammar <u>For teachers:</u> No specific focus</p>	<p>Grammar <u>For children:</u> No specific focus</p>	<p>Phonics focus <u>For teachers:</u> e – <u>sesenta, setenta, ochenta, noventa</u> ei – <u>veinte, treinta</u></p>	<p>Phonics focus <u>For children:</u> e – <u>sesenta, setenta, ochenta, noventa</u> ei – <u>veinte, treinta</u></p>
<p><u>Learning Outcomes</u> Children can:</p> <ul style="list-style-type: none"> recognise multiples of 10-100 in Spanish 		<p><u>New National Curriculum Links</u></p> <p>English <u>Reading</u> – Years 3 – 4 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p>	

¡Cuéntame un Cuento! (Tell me a Story)

3. Counting in multiples of 10 - 100

<p>Throughout the week:</p> <p>Practise listening for the sounds <i>ei</i> and <i>e</i> using objects and sorting games. In the hall, divide children into groups and give them two hoops and a selection of objects or picture cards. Label the hoops <i>ei</i> and <i>e</i> and ask the children to place the objects in the appropriate hoop. The hoops can be overlapped, to look like a Venn diagram, for words containing both sounds, such as <i>veinte</i> and <i>veintitrés</i>.</p>	<p>Resources</p> <ul style="list-style-type: none"> • La Bella Durmiente 'There was a princess long ago.' (See session 1) • Envelopes containing word cards 10-100 (tens only) • Numeracy resources: <ul style="list-style-type: none"> digit fans number squares counting stick
<p>Teaching Tips</p> <ul style="list-style-type: none"> • Some children will need additional support to carry out the mathematics investigations in this unit. • Make a number square with ten columns and four rows. Put the numbers 0-10 across the top row and 30-39 across the bottom row. Encourage children to see the relationship between the numbers in each column. • Next copy the grid and add six more rows, inserting the numbers 60 to 100 in the left-hand column. You can print out these slides and laminate them so that groups of children can use them for subsequent number activities. • As an alternative to teaching multiples of 10-100 in one sequence, it may be more appropriate to spread this as a separate strand over a longer period of time. 	

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Escuchad y repetid</i>	Listen and repeat	<i>uno</i>	one
<i>uno</i>	one	<i>diez</i>	ten
<i>diez</i>	ten	<i>veinte</i>	twenty
<i>veinte</i>	twenty	<i>treinta</i>	thirty
<i>treinta</i>	thirty	<i>cuarenta</i>	forty
<i>cuarenta</i>	forty	<i>cincuenta</i>	fifty
<i>cincuenta</i>	fifty	<i>sesenta</i>	sixty
<i>sesenta</i>	sixty	<i>setenta</i>	seventy
<i>setenta</i>	seventy	<i>ochenta</i>	eighty
<i>ochenta</i>	eighty	<i>noventa</i>	ninety
<i>noventa</i>	ninety	<i>ciento / cien</i>	one hundred
<i>ciento / cien</i>	one hundred		
<i>más</i>	+ plus		

¡Cuéntame un Cuento! (Tell me a Story)

3. Counting in multiples of 10 - 100

<i>menos</i>	- minus		
<i>por</i> <i>(dividido por)</i>	x times (÷ divided by)		
<i>Vamos a jugar al ping-pong numérico</i>	We're going to play number pingpong.		
<i>Vamos a cantar nuestra canción La Bella Durmiente</i>	Let's sing our song 'La Bella'.		

Comment [e1]: I think 'de numeros' might sound better? Did we come across a similar expression in an earlier unit?

¡Cuéntame un Cuento! (Tell me a Story)

4. Description

Prior Knowledge: It is helpful if children recognise some key phrases from *Sleeping Beauty*

Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Understand basic grammar appropriate to the language being studied, such as **(where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these**, for instance, to build sentences; and how these differ from or are similar to English.

Support

Appropriate support will be necessary for the writing section of the lesson, as for other literacy writing activities, such as word cards colour-coded or numbered on the back for each part of the sentence.

Extension

Children read out their sentences in different voices to reflect the characters.

Children write extended sentences using *y*, e.g. *El príncipe es alto y guapo*.

Main

Play 'Strip Lotto'. Each child has a strip of paper divided into six sections. They write down any six multiples of 10 (between 10 and 100), one number per section. Call out numbers in random order and children rip off the number if they have it at either end of their strip. The child who is the first to hold only one number is the winner.

Recap key words from the *La Bella Durmiente* song. Do the actions and encourage children to say the words in Spanish. Encourage them to say as much of the story as they can, in Spanish or English. Then sing the song with the actions.

Show pictures of Sleeping Beauty and the prince. Ask children how they would describe them in English. Explain that they are going to be looking at adjectives in Spanish. Remind them of work in unit 4 on portraits.

Show the sentence *El príncipe es alto*. Ask children what they think it means. Remind children that they met *alto* in Unit 4. Show them *La bella es alta and El seto es alto*. Ask them what they think these mean. Continue by showing children the sentences *el padre es alto, la madre es alta and el niño es alto, la niña es alta*.

Ask children what they notice about the sentences. Invite them to sort the sentences into two groups, either on cards or the interactive whiteboard.

Highlight the *la* words and the *-a* at the end of the adjectives and explain why the *-o* has changed to *-a*.

Ask children to put a further set of masculine and feminine nouns into correct groups. Choose some words that they have already learned such as: *el balón, el ojo, el gato, la boca, la patata, la cabeza*.

Remind children, with gestures, of the meanings of *alto* and *bajo*.

Show children the following table on the board and:

guapo / guapa ; malo / mala; alto / alta ; bajo / baja. Colour-code each box for masculine and feminine as you read out the words.

ICT Opportunities: Use multi-media software to show both masculine and feminine adjectives, using colour coding.

Display the words and pictures for *la bella, el príncipe, la bruja, el seto*. Model writing a sentence, e.g. *La Bella es baja*. Ask children to translate. Model another one or two sentences. On mini-whiteboards, children work in pairs to write a sentence using the table and other words on the board. Take feedback from the class.

Ask the children to challenge themselves to write either one, two or three more sentences.

¡Cuéntame un Cuento! (Tell me a Story)

4. Description

<p>Grammar</p> <p><u>For teachers:</u></p> <p>Nouns – <i>el príncipe, la Bella, la bruja, el seto</i></p> <p>Gender – masculine nouns (<i>el / un</i>) and feminine nouns (<i>la / una</i>)</p> <p>Adjectives - <i>guapo, alto, bajo, malo</i></p> <p>Adjectival agreement – adjectives do not change their spelling when describing a masculine noun (<i>el / un</i>). However, when describing a feminine noun (<i>la / una</i>), the <i>o</i> changes to <i>-a</i> - <i>guapa, alta, baja, mala</i>. Adjectives that end in <i>e</i> or a consonant do not change e.g. <i>el libro azul, la regla azul</i>.</p> <p>Verbs – <i>es</i> (is) comes from the verb <i>ser</i> (to be).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Nouns – <i>el príncipe, la Bella, la bruja, el seto</i></p> <p>Gender – masculine nouns (<i>el / un</i>) and feminine nouns (<i>la / una</i>)</p> <p>Adjectives – <i>guapo, alto, bajo, malo</i></p> <p>Adjectival agreement – adjectives do not change their spelling when describing a masculine noun (<i>el / un</i>). However, when describing a feminine noun (<i>la / una</i>), the <i>o</i> changes to <i>-a</i> - <i>guapa, alta, baja, mala</i>. Adjectives that end in <i>e</i> or a consonant do not change e.g. <i>el libro azul, la regla azul</i>.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>No particular focus</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No particular focus</p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • respond to multiples of 10 and say them in chorus • recognise adjectives and nouns in Spanish • apply simple agreements to adjectives • write simple sentences with support 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Handwriting - Years 3-4</u></p> <p>Pupils should be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>		
<p><u>Throughout the week:</u></p> <p>Children investigate how adjectives are used in English. Is it different from Spanish? Do the endings change?</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Rough paper for ‘strip lotto’ • Song words <i>La Bella Durmiente</i> • Pictures of characters • Sentence cards or sentences on the IWB • Mini whiteboards • Multimedia software • Layering facility on the interactive 		
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • The interactive whiteboard is an excellent way of helping children to make sense of the concept of agreement of adjectives. Once you have established a colour code, there are various ways of reinforcing the ending of the adjective. For example, make the last letter of the feminine form the same colour as the background of the screen, so that it is invisible until moved into a cell or box that is the “feminine” colour. • Play a game to ensure children can distinguish between nouns and adjectives. Choose an action for each and then call out a word from this lesson – children perform the agreed action to indicate their understanding. • Pin up two cards, one on each wall, indicating masculine and feminine. Call out adjectives at random and 			

¡Cuéntame un Cuento! (Tell me a Story)

4. Description

children listen for whether the word is describing a masculine or a feminine noun and point to the correct wall.	whiteboard
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<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<p><i>Numbers 1-100 (multiples of 10)</i></p> <p><i>Escuchad y repetid</i></p> <p><i>El príncipe</i></p> <p><i>la bella</i></p> <p><i>la bruja</i></p> <p><i>el seto (de espinas)</i></p> <p><i>es</i></p> <p><i>guapo / guapa</i></p> <p><i>malo / mala</i></p> <p><i>alto / alta</i></p> <p><i>bajo / baja</i></p> <p><i>Escribid seis múltiplos de diez entre diez y cien. Por ejemplo...</i></p> <p><i>Vamos a cantar nuestra canción 'La Bella Durmiente'</i></p> <p><i>¿Qué significa esta frase en inglés ?</i></p> <p><i>Vais a clasificar las frases en dos grupos.</i></p> <p><i>Ahora os toca a vosotros escribir una frase en vuestras pizarras blancas.</i></p>	<p>Listen and repeat</p> <p>the prince</p> <p>the princess</p> <p>the witch</p> <p>the hedge (of thorns)</p> <p>is</p> <p>attractive / handsome</p> <p>wicked</p> <p>tall / high</p> <p>short</p> <p>Write down 6 multiples of 10 between 10 and 100. For example...</p> <p>Let's sing our song 'La Bella Durmiente'.</p> <p>What does this sentence mean in English?</p> <p>You're going to sort the sentences into 2 groups.</p> <p>It's your turn now to write a sentence on your mini whiteboards.</p>	<p><i>Numbers 1-100 (multiples of 10)</i></p> <p><i>El príncipe</i></p> <p><i>la bella</i></p> <p><i>la bruja</i></p> <p><i>el seto (de espinas)</i></p> <p><i>es</i></p> <p><i>guapo / guapa</i></p> <p><i>malo / mala</i></p> <p><i>alto / alta</i></p> <p><i>bajo / baja</i></p>	<p>the prince</p> <p>the princess</p> <p>the witch</p> <p>the hedge (of thorns)</p> <p>is</p> <p>charming</p> <p>wicked</p> <p>big</p> <p>small</p>

¡Cuéntame un Cuento! (Tell me a Story)

5. Setting the scene

Prior Knowledge: It is helpful if children can recognise adjectives and nouns in Spanish

Objectives

Engage in conversations; ask and answer questions; express opinions and respond to those of others; **seek clarification and help**

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Support

Children to work either in mixed ability pairs / groups or with adult support.

Some children will need to work with a writing frame and word bank when constructing their descriptive sentences, e.g. they may be asked to insert an appropriate noun / adjective only.

Extension

Children look at other story books and write sentences about the characters using the language they know already, e.g. 'La oruga es pequeña y verde.' (The caterpillar is small and green).

Main

Display a series of sentences with visual support on the board, e.g. *El ratón es pequeño, La jirafa es alta*. Children work in pairs to decide whether they are *verdad* or *falso* (true or false).

Model sentence building by using word cards on the board or in a human sentence, e.g. *la/ bella/ es/ guapa*. Discuss with children why *guapa* ends in *a* rather than *o*.

ICT Opportunities: Model sentence building by using word cards on the interactive whiteboard. 'Teacher's pet' free software is a word template for a time-saving way of making word cards.

Deliberately make a sentence containing a mistake. Ask the class *¿Es correcta esta frase?* Invite children to explain why / why not. Ask children to repeat the question after you and practise chorusing it a number of times. Explain that they can use this question when writing, if they want to check something with a partner or with the teacher. Encourage children to use the question during the rest of the lesson.

Focus on the pronunciation of *correcta*. Let the children practise making the rolled / trilled r sound. Explain that a double r and an initial r in Spanish are rolled even more. Practise saying *ratón, rojo* and *correcto*.

Children work in pairs or groups and are given envelopes containing word cards. Use familiar nouns or cognates and adjectives from the previous session plus some cards showing *es*. Give them a time limit to build at least three sentences and display them on their table.

Explain to the class that they will be performing *La Bella Durmiente* and that they will need to introduce the three characters to their audience before singing the song or presenting the dialogue.

Use props (e.g. a sword and crown for the prince) to demonstrate: *Aquí está el príncipe. El príncipe es* Elicit some adjectives from children to describe the prince. Give children thinking time to recall adjectives they know from units 4 and 8. Repeat for the other characters. Highlight the words *está* and *es*. Ask the children what these words mean. Explain that they both mean 'is' and that Spanish has two verbs meaning 'to be'. Give the simple explanation that *es* is used for describing people and *está* is used to say where something is.

Give children pictures or a worksheet with illustrations of the main characters/elements of the story. They write sentences to describe these using the structure in the table used in the previous session. Remind children of the question *¿Es correcta esta frase?* which they can use to check their work with you.

Children use props to share their sentences with the rest of the class, e.g. *Aquí está la bruja. La bruja es mala*.

¡Cuéntame un Cuento! (Tell me a Story)

5. Setting the scene

<p>Grammar</p> <p><u>For teachers:</u></p> <p>Nouns – <i>el príncipe, la Bella, la bruja, el seto, la jirafa, el ratón</i></p> <p>Gender – masculine nouns (<i>el / un</i>) and feminine nouns (<i>la / una</i>)</p> <p>Adjectives - <i>guapo, alto, bajo, malo</i></p> <p>Adjectival agreement – adjectives do not change their spelling when describing a masculine noun (<i>el / un</i>). However, when describing a feminine noun (<i>la / una</i>), the -o changes to -a - <i>guapa, alta, baja, mala</i>. Adjectives that end in e or a consonant do not change e.g. <i>el libro azul, la regla azul</i>.</p> <p>Verbs – <i>es</i> (is) is the third person singular of the verb <i>ser</i>. <i>Está</i> is the third person singular of the verb <i>estar</i>. Both verbs mean 'to be'. <i>Ser</i> is used for inherent characteristics, things that do not change. <i>Estar</i> is used for location and temporary states e.g. <i>Es una mujer</i> (she is a woman). <i>Está embarazada</i> (she is pregnant).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Gender – masculine nouns (<i>el / un</i>) and feminine nouns (<i>la / una</i>)</p> <p>Adjectives - <i>guapo, alto, bajo, malo</i></p> <p>Adjectival agreement – adjectives do not change their spelling when describing a masculine noun (<i>el / un</i>). However, when describing a feminine noun (<i>la / una</i>), the -o changes to -a - <i>guapa, alta, baja, mala</i>. Adjectives that end in e or a consonant do not change e.g. <i>el libro azul, la regla azul</i>.</p> <p>Spanish has two verbs 'to be'. <i>Es</i> means 'is' when you are describing someone e.g. <i>El príncipe es guapo</i>. <i>Está</i> is used for 'is' when you are saying where someone or something is located e.g. <i>Aquí está el príncipe</i>.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p><i>r [r] – jirafa, príncipe, bruja, verdad, durmiente, crece</i></p> <p><i>r / rr [rr] – ratón, correcto,</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p><i>r [r] – jirafa, príncipe, bruja, verdad, durmiente, crece</i></p> <p><i>r / rr [rr] – ratón, correcto,</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise adjectives and nouns in Spanish • apply simple agreements to adjectives • write simple sentences with support 		<p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Writing</u> - Years 3-4</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	

¡Cuéntame un Cuento! (Tell me a Story)

5. Setting the scene

<p><u>Throughout the week:</u></p> <p>Children practise introducing each other using the new language and dramatic expression, e.g. <i>Aquí está Shaun. Shaun es alto. Aquí está Melissa. Melissa es mala.</i> Do this as part of a circle time activity where the class discuss how important it is to be sensitive to the feelings of others.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Large set of word cards for modeling (& visual support) • Envelopes containing word cards for sentence building (<i>for example, La / bruja / es / mala</i>). • Pictures / worksheets for main characters / elements in the story. • Props for characters. • Word template software for creating word cards
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Assessment for learning: Display the vocabulary on the interactive whiteboard and model sentences for children. A first screen can display nouns and adjectives in colour in order to emphasise the relationship between words. A second screen can remove the colours in order to increase challenge and help children to see their progress. If the whiteboard has a screen recording function, the children can record themselves saying individual words as they move them on the screen to make sentences. Their actions and voices are recorded as a video sequence so that they and the teacher can evaluate knowledge, skills and understanding. • Building a human sentence can help some children to remember the correct order of the words. 	

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<p><i>Escuchad y repetid</i> <i>Verdad / falso</i> <i>Aquí está</i> <i>¿Es correcta esta frase?</i></p> <p>See language from Session 4.</p>	<p>Listen and repeat True / false Here is Is this sentence correct?</p>	<p><i>Aquí está</i> <i>¿Es correcta esta frase?</i></p> <p>See language from Session 4.</p>	<p>Here is Is this sentence correct?</p>

¡Cuéntame un Cuento! (Tell me a Story)

6. Tell me a Story

Prior Knowledge: It is helpful if children can use prompts/ actions to recall words and phrases

Objectives

Present ideas and information orally to a range of audiences.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Support

Some children will only be able to perform actions from story.

Extension

Using language from this and previous units, ask the class to suggest dialogue or narration between the verses, e.g. *Aquí está la bella. ¡Buenos días! Me llamo Bella. / La bella es baja y guapa. / Aquí está la bruja mala. Ella no es guapa. / ¡Odio a la bruja mala! / El seto de espinas es alto y negro. / Hmm... Quiero a la bella. ¡Es genial! / Hmm... Quiero al príncipe. ¡Es fantástico!*

Main

Begin the lesson by referring to the *La Bella Durmiente* song. This may be done by:

- performing the actions for each verse and asking children to recall the words with the help of a prompt (which could be a key word for that verse).
- asking children to perform the actions and recall the words together.
- showing a story board of pictures to be put in order.
- asking children to recall key words and phrases.
- asking children to recall the song and actions in pairs.

Sing the song with the whole class performing the actions.

Briefly draw attention to and revise the phonic focus of the *r* sound.

Divide children into groups of about six and ask them to select a role for themselves, e.g. sleeping beauty, prince, wicked witch, hedges. You may wish to create other roles, for example a horse for the prince, a maid for Sleeping Beauty.

In groups, children sing and act out the story. Pair each group up with another. Half the groups act out while their partner group watches and feeds back using 'Two Stars and a Wish' then swap over. It might be helpful to have a recording or backing track of the song playing in the background.

ICT Opportunities: Take digital photos of children freeze-framing different scenes from the story. These can be turned into a photo story or a talking 'Big Book' with captions and speech bubbles. The partner school could be sent the annotated version adding text/audio files to tell the story. (*Cf Richard Walters – how to create a Talking Big Book using PowerPoint*).

Finish the lesson with a game of *El Ahorcado* (Hangman) using words and phrases from the song.

¡Cuéntame un Cuento! (Tell me a Story)

6. Tell me a Story

<p>Grammar</p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>(Extension)</p> <p>Connectives – y (and). E.g.: <i>la bella es baja y guapa</i></p> <p>Verbs – third person singular of <i>ser</i> (<i>es</i> – is, for describing permanent characteristics) and <i>estar</i> (<i>está</i> – is, for describing position)</p> <p>Adjectives, adjectival position and adjectival agreement – <i>la bella es guapa, la bruja mala, un seto alto</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p><i>r [r] – jirafa, príncipe, bruja, verdad, durmiente, crece</i></p> <p><i>r / rr [rr] – ratón, correcto,</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p><i>r [r] – jirafa, príncipe, bruja, verdad, durmiente, crece</i></p> <p><i>r / rr [rr] – ratón, correcto,</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • sing a Spanish song and act out the story • perform the story in front of an audience • recall and describe the agreement between nouns and adjectives 		<p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Reading -Years 3-4</u></p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	
<p><u>Throughout the week:</u></p> <p>Revisit language from the unit with flashcards, games and songs.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> • Song <i>La Bella Durmiente</i> (To tune of ‘There was a princess long ago.’) (See Session 1) • Recording or backing track of song • Storyboard • Resources for Assembly • Costumes / props for the prince, sleeping beauty, the wicked witch, the hedge etc. • Digital camera (optional) 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • The routine for recapping the <i>La Bella</i> song can be adapted for any other song. • When using ‘2 stars and a wish’ ask children to agree their own success criteria before the activity so they can tailor their comments to the criteria. 			

¡Cuéntame un Cuento! (Tell me a Story)

6. Tell me a Story

El lenguaje del profesor / de la profesora	Teacher Language	El lenguaje de los niños	Children's Language
<p><i>Escuchad y repetid</i></p> <p>Language from the song 'La Belle' (See Session 1)</p> <p><i>(Extension – exemples)</i></p> <p><i>Aquí está la bella. ¡Buenos días! Me llamo Bella.</i></p> <p><i>La bella es baja y guapa.</i></p> <p><i>Aquí está la bruja mala.</i></p> <p><i>Ella no es guapa</i></p> <p><i>¡Odio a la bruja mala !</i></p> <p><i>El seto de espinas es alto y negro.</i></p> <p><i>Hmm... Quiero a la bella. ¡Es genial!</i></p> <p><i>Hmm... Quiero al principe. ¡Es fantástico!</i></p>	<p><i>Listen and repeat</i></p> <p><i>(Extension (examples)</i></p> <p><i>Here is the princess. Hello! My name is Bella.</i></p> <p><i>The princess is short and beautiful.</i></p> <p><i>Here is the wicked witch.</i></p> <p><i>She is not beautiful.</i></p> <p><i>I hate the wicked witch!</i></p> <p><i>The hedge of thorns is high and black.</i></p> <p><i>Hmm... I love the princess. She is great!</i></p> <p><i>Hmm... I love the prince. He is fantastic!</i></p>	<p>Language from the song 'La Belle' (See Session 1)</p> <p><i>(Extension – exemples)</i></p> <p><i>Aquí está la bella. ¡Buenos días! Me llamo Bella.</i></p> <p><i>La bella es baja y guapa.</i></p> <p><i>Aquí está la bruja mala.</i></p> <p><i>Ella no es guapa</i></p> <p><i>¡Odio a la bruja mala !</i></p> <p><i>El seto de espinas es alto y negro.</i></p> <p><i>Hmm... Quiero a la bella. ¡Es genial!</i></p> <p><i>Hmm... Quiero al principe. ¡Es fantástico!</i></p>	<p><i>(Extension (examples)</i></p> <p><i>Here is the princess. Hello! My name is Belle.</i></p> <p><i>The princess is short and beautiful.</i></p> <p><i>Here is the wicked witch.</i></p> <p><i>She is not beautiful.</i></p> <p><i>I hate the wicked witch!</i></p> <p><i>The hedge of thorns is high and black.</i></p> <p><i>Hmm... I love the princess. She is great!</i></p> <p><i>Hmm... I love the prince. He is fantastic!</i></p>

End of Unit Activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Give children an opportunity to rehearse their performance taking into account the feedback they had from their partner group. Invite each group in turn to perform their song to the class. 	<ul style="list-style-type: none"> tell a story effectively perform in front of an audience 	<ul style="list-style-type: none"> Follow up: perform the song as part of an assembly. Video the performance and share with other classes and partner schools.