

La Vuelta al Cole (Back to School)

Overview Unit 7

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children learn about 'Back to School' in Spain. They read a poem and take part in a languages detective activity. They learn to say what they like or don't like doing and they learn strategies for writing from memory. Children learn to ask for items and for help in the classroom and work in groups to read, edit and perform a play script.		Children revise how to give brief oral and written personal descriptions. They extend their knowledge of <i>me gusta</i> and <i>no me gusta</i> by using these constructions to say what they like or dislike doing. They learn how to ask for help in the classroom and extend their repertoire of language learning strategies
<u>Prior Learning</u> It is helpful if children already know: <ul style="list-style-type: none"> How to say their name and age in Spanish and when their birthday is Expressing likes and dislikes in Spanish Numbers 1-12 	<u>New Language Content</u> <ul style="list-style-type: none"> Items found in a classroom; school-related verbs (<i>escribir</i>, etc) Polite (<i>usted</i>) and familiar (<i>tú</i>) forms of 'you' Phonics focus: <i>ai/ay</i>; consolidation of <i>e, j</i> and soft <i>c</i>. 	<u>End of Unit Activity</u> Children perform their play script to another group. The 'audience' comments on what they have seen especially on expression and intonation.
<u>Expectations</u> At the end of this unit: <p><i>Most children will:</i> develop strategies for writing words from memory; use clues to make meaning from a text; create simple sentences using a model; identify individual phonemes in words and phrases; distinguish between the use of the <i>tú</i> and <i>usted</i> question forms; take part in a short dialogue; use correct pronunciation and intonation in spoken work; pronounce sounds <i>j, e, ai/ay</i> and soft <i>c</i></p> <p><i>Some children will not have made so much progress and will:</i> require a vocabulary sheet to support their writing; need adult support to make meaning from a text; respond with a gesture or word rather than a full sentence; substitute items when recreating a text</p> <p><i>Some children will have progressed further and will:</i> write sentences unaided; use a dictionary to find verbs and the names of classroom items; use additional language that they have heard the teacher use in class.</p>		<u>Links to the New National Curriculum for KS2 Foreign Languages</u> <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully, show understanding of words, phrases and simple writing. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 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 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.. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
<u>Resources</u> <ul style="list-style-type: none"> Image of two months of a calendar Identity template Poem with images Paper copies of the selected poem Flashcards for verbs (Session 2) 	<ul style="list-style-type: none"> A4 paper for making mini books Text cards for building Human Text Text cards for verbs 12 or more classroom items Large and mini flashcard images of classroom items 	<ul style="list-style-type: none"> Mini whiteboards Large word cards for classroom items Flashcards for Pelmanism Realia for classroom items A bag for putting flashcards in Display copy and paper copies of the play script:

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1. This is me

Prior Knowledge: It is helpful if children already know how to give some brief information about themselves

<p><u>Objectives</u></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p><u>Support</u></p> <p>Some children will require a vocabulary sheet/gap fill to support their writing.</p> <p><u>Extension</u></p> <p>Some children will be able to write the sentences unaided.</p>	<p><u>Main</u></p> <p>Display on the board an image of a calendar showing the two months, <i>agosto</i> and <i>septiembre</i>. On August, write the word <i>vacaciones</i> (holidays) and draw a picture of a large sun, and on September write the phrase <i>La vuelta al cole</i> and draw a picture of a book. Tell the children that the theme of this unit is <i>La vuelta al cole</i> and give them a few moments with their partners to try and work out what the phrase means. Ask some pairs for their answers and how they worked it out.</p> <p>Ask the children to look at the word <i>vacaciones</i> on the board. Say the word and ask the children to repeat it. Ask them to look carefully at the two letter Cs as they say the word. Can they work out what two different sounds they are making and why? Give them a brief time for discussion with their partners before asking for suggestions. Revise the rules for pronunciation of the letter c - soft before e and i and pronounced like th as in think, otherwise it is hard and pronounced like c in cat. Add <i>vacaciones</i> to the class word bank for soft c.</p> <p>Explain a little about <i>La vuelta al cole</i> in Spain and how it compares with Back to School in Britain (see Teaching Tips).</p> <p>Explain that this lesson will be for children to give some information about themselves so that you, as their new teacher, can get to know them a little better. Point to yourself and say <i>Me llamo Señora/Señor...</i> Ask a few confident children <i>¿Cómo te llamas?</i> and invite them to reply. Encourage children to ask and answer the question in pairs.</p> <p>Point to yourself and say <i>Tengo ...años</i>. Ask a few confident children <i>¿Cuántos años tienes?</i> and invite them to reply. Encourage children to practise the question and answer in pairs. Repeat with <i>Mi cumpleaños es el</i> And <i>¿Cuándo es tu cumpleaños ?</i></p> <p>Display a written description of yourself on the board using the identity template (see resources). Read this aloud to the children then give them thinking time in pairs to work out what other information you have given and to create any similar sentences about themselves. Ask the class to suggest what you have written and if any of them can say a similar sentence about themselves. Repeat each sentence (correcting any errors) and ask the class to chorus it back to you.</p> <p>Write one of the new sentences on the board e.g. <i>Tengo los ojos azules</i>. Explain to the children that, although it means I have blue eyes and there are four words in the Spanish sentence and four words in the English sentence, the words are not exactly the same. Ask the children which word means blue and which word means eyes. Allow the time to discuss this with a partner before taking suggestions. Draw the children's attention to the fact that adjectives in Spanish go after the word they are describing, rather than before, as in English. Next ask the children what <i>los</i> means (the). Remind them that in Spanish you say I have the eyes blue, I have the hair blond. Finally, remind the children that you do not always need to use pronouns in Spanish, so the word for I (Yo) does not appear in this sentence.</p>
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1. This is me

		Explain to the children that they are going to create mini books (see Resources) with similar sentences about themselves, which will be displayed in the classroom. Everyone must write at least 3 sentences but children can challenge themselves to write up to 5.
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Grammar <u>For teachers:</u> <i>¿Cuántos?</i> means 'How many' (literally: 'How many years have you?'). The feminine form is <i>¿Cuántas?</i> The spelling depends on whether the noun it agrees with is masculine or feminine (<i>¿Cuántos bolis? (m)</i> - How many pens? <i>¿Cuántas reglas? (f)</i> - How many rulers?)	Grammar <u>For children:</u> No specific focus	Phonics focus <u>For teachers:</u> Soft c (th as in think) - <i>vacaciones</i>	Phonics focus <u>For children:</u> Soft c (th as in think) - <i>vacaciones</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> recall previously learned language develop strategies for writing words from memory 	<u>New National Curriculum Links</u> English <u>Handwriting</u> Years 3 - 4 Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
<u>Throughout the week:</u> Finish the mini books and illustrate them. Children swap books and read them aloud, missing out the person's name, for the class to guess Who's Who?	<u>Resources</u> <ul style="list-style-type: none"> Image of two months of a calendar Identity template: <i>Me llamo Señora Smith.</i> <i>Tengo treinta y nueve años.</i> <i>Mi cumpleaños es el seis de abril.</i> <i>Tengo los ojos marrones.</i> <i>Tengo el pelo rubio.</i> Mini whiteboards
<u>Teaching Tips</u> The Spanish school year starts at the beginning of September, just as in the UK. However, schools break up for the summer earlier, towards the end of June, so the children are returning to school after a much longer summer holiday. Shops are full of Back to School supplies, as parents buy the equipment their child will need for school, including exercise books, folders, paper. There is often an extensive list of supplies that need to be purchased ready for the start of the new school year.	

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1. This is me

	<ul style="list-style-type: none">• A4 paper for making mini books
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La Vuelta al Cole (Back to School)

1. This is me

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Mirad el calendario</i> <i>agosto</i> <i>septiembre</i> <i>Preguntad a vuestra pareja</i> <i>Las vacaciones</i> <i>La vuelta al cole</i> <i>¿Cómo te llamas ?</i> <i>Me llamo Señor / Señora ...</i> <i>¿Cuántos años tienes ?</i> <i>Tengo ... años</i> <i>¿Cuándo es tu cumpleaños ?</i> <i>Mi cumpleaños es el ...</i> <i>Tengo los ojos azules / verdes / marrones</i> <i>Tengo el pelo rubio / negro / castaño / rojo / gris</i> <i>Escribid una frase</i>	Look at the calendar August September Ask your partner the question the holidays the return to school What's your name? My name is Mr / Mrs ... How old are you? I'm ... years old What's the date of your birthday? My birthday is on the ... I have blue / green / brown eyes I have blond / black / brown / ginger / grey hair Write a sentence	<i>La vuelta al cole</i> <i>Me llamo</i> <i>Tengo ... años</i> <i>Mi cumpleaños es el ...</i> <i>Tengo los ojos azules / verdes / marrones</i> <i>Tengo el pelo rubio / negro / castaño / rojo</i>	the return to school My name is ... I'm ... years old My birthday is on the ... I have blue / green / brown eyes I have blond / black / brown / ginger hair

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2. Poem

Prior Knowledge: It is helpful if children already know how to say I like and I don't like.

Objectives

Appreciate stories, songs, poems and rhymes in the language.

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

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Support

Pair children sensitively in the Language Detectives activity so that everyone has a chance to contribute.

Encourage children to add actions for each part of the sentence to help them remember the words.

Extension

Some children may be willing to read the poem aloud by themselves or in a small group. Encourage them to use plenty of expression.

Main

Display on the board the image of the calendar showing the two months, *agosto* and *septiembre* from Session 1. Ask the children to remind you what *La vuelta* means.

Explain that in Spain families are encouraged to provide their children with materials such as pens, pencils etc. but also exercise books for all subjects, paints, paper and brushes for art, their own recorder and mini whiteboard.

ICT Opportunity: download a list of items that Spanish children have to bring with them to school e.g.

http://www.sep.gob.mx/work/apps/site/lista_de_utiles/lista_utiles_escolares_12-13.pdf

www.ni.gob.mx/?P=educacion_utiles_escolares

Children could use an online dictionary to work out what the items are.

Display the poem *La Vuelta al Cole* on the board (see Resources) with images of the classroom items mentioned displayed alongside the appropriate sentence. Tell the children that this is a poem about some of the new items that you might have for Back to School. Read the poem to the class using appropriate intonation and ask if anyone can spot which word(s) might mean 'new' (*nuevo/ nueva*).

Give out copies of the poem and images. Tell the children they are going to be language detectives and will work in pairs to decipher the meaning of the poem. Ask the children what clues they can look for to help them (words they already know, images, cognates, punctuation, inference etc.). Children work in pairs to annotate the poem, working out what it means.

As a class, go through the poem a line at a time with the children making suggestions as to meaning. Ask the children how they worked out the meaning each time.

Underline *escribir*, *subrayar* and *dibujar*. Ask the children what type of words these are (verbs). Explain that the sentences literally mean 'I don't like to...' Draw attention to *dibujar* and ask the children what letter is making the [x] sound (as in loch). Add *dibujar* to the j [x] page in the class word bank.

Practise the verbs with actions/flashcards. Add in 3 new verbs *cantar* (to sing), *colorear* (to colour) and *leer* (to read). Draw attention to the pronunciation of *leer*. Ask the children what sound ee makes in English. Now ask them to listen carefully as you say *leer* and work out what sounds they can hear. Explain that ee in Spanish is simply e pronounced twice. Practise saying leer, trying not to add a y sound between the two Es.

Work through the following sequence:

you say a word and children do the action, children do an action and you say the word, you do an action and

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		<p>children say the word, children say a word and you do the action.</p> <p>Ask children to say what they don't like doing at school using <i>no me gusta</i> + any of the new verbs.</p> <p>Finish by reading the poem again as a class with the children joining in as much as they can.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Negatives – <i>No me gusta</i>. The negative is formed in Spanish by placing <i>no</i> in front of the verb.</p> <p>Verbs – after <i>no me gusta</i> the second verb is in the infinitive (<i>colorear, dibujar, escribir</i>). It is written in full as it would be found in the dictionary, ending in <i>-ar, -er</i> or <i>-ir</i> (<i>escribir, subrayar, dibujar, colorear, leer, cantar</i>).</p> <p><i>Gustar</i> - this verb actually means to please, so the phrase <i>me gusta</i> is, literally, 'it pleases me'.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Gender – remind children that in Spanish nouns are either masculine (un <i>lápiz</i>) or feminine (una <i>regla</i>).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[θ] z – <i>lápiz</i></p> <p>[β] v – <i>nuevo</i></p> <p>[x] j – <i>dibujar, Juan</i></p> <p>[b] v – <i>vuelta</i></p> <p>[e] e – <i>leer</i></p> <p>[i] i – <i>boli, lápiz, dibujar, aquí, mi, amigo</i></p> <p>[k] qu – <i>aquí, qué</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[x] j – <i>dibujar, Juan</i></p> <p>[e] e – <i>leer</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • listen with care • use clues to help them make meaning • remember a sequence of spoken words • join in with reciting a poem 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> - Years 3 - 5</p> <p>Children should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p><u>Grammar and punctuation</u> - Year 2</p> <p>Children should learn to recognise and use the terminology for verb, tense (past, present), adjective, noun, suffix, apostrophe, comma through discussion and practice.</p>
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2. Poem

<p><u>Throughout the week:</u></p> <p>Read (or sing) the poem together.</p> <p>Practise the verbs and their spellings by playing <i>El Ahorcado</i> (Hangman) (note: <i>el ahorcado</i> literally means the hanged man. A hangman is <i>el verdugo</i>).</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Image of two months of a calendar • Flashcards for the verbs • Paper copies of the poem <i>La Vuelta al Cole</i> with images - enough for one between two for children to annotate. 		
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Part of the <i>Vuelta al Cole</i> ritual is working through the <i>lista de útiles escolares</i> (the official list of school supplies). All those brightly coloured notebooks in different sizes and shapes that you might have seen for sale in Spain are not only gorgeous to look at but are also highly specialised. Children and parents spend weeks leading up to the start of term searching the shelves for the exact items on the <i>lista</i>. • The numerous adverts for Back to School equipment in Spain are accompanied by TV, magazine and newspaper stories about whether government grants are sufficient to help poorer families buy these goods. 	<ul style="list-style-type: none"> • Poem <i>¡La Vuelta al Cole!</i> with images (can be sung to the tune of <i>La Cucaracha</i>) <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un boli, es nuevo pero</i></p> <p><i>No me gusta escribir.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo una regla, es nueva pero</i></p> <p><i>No me gusta subrayar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un lápiz, es nuevo pero</i></p> <p><i>No me gusta dibujar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Aquí está mi amigo, Juan!</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Qué guay, qué bien, Fantástico!</i></p> <p><i>(Spoken) ¡Oye, Paul! ¡Soy yo...!!</i></p> </td><td style="width: 50%; vertical-align: top;"> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pen, it's new but</p> <p>I don't like writing.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a ruler, it's new but</p> <p>I don't like underlining.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pencil, it's new but</p> <p>I don't like drawing.</p> <p>Back to School time! Back to School time!</p> <p>Here's my friend, Juan. (John)</p> <p>Back to School time! Back to School time!</p> <p>Cool, great, Fantastic!</p> <p>Yoo-hoo! Juan! It's me...!!</p> </td></tr> </table>	<p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un boli, es nuevo pero</i></p> <p><i>No me gusta escribir.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo una regla, es nueva pero</i></p> <p><i>No me gusta subrayar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un lápiz, es nuevo pero</i></p> <p><i>No me gusta dibujar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Aquí está mi amigo, Juan!</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Qué guay, qué bien, Fantástico!</i></p> <p><i>(Spoken) ¡Oye, Paul! ¡Soy yo...!!</i></p>	<p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pen, it's new but</p> <p>I don't like writing.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a ruler, it's new but</p> <p>I don't like underlining.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pencil, it's new but</p> <p>I don't like drawing.</p> <p>Back to School time! Back to School time!</p> <p>Here's my friend, Juan. (John)</p> <p>Back to School time! Back to School time!</p> <p>Cool, great, Fantastic!</p> <p>Yoo-hoo! Juan! It's me...!!</p>
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2. Poem

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>La vuelta al cole (colegio)</i> <i>agosto</i> <i>septiembre</i> <i>es</i> <i>Tengo...</i> <i>nuevo/a</i> <i>un bolígrafo (un boli)</i> <i>un lápiz</i> <i>una regla</i> <i>No me gusta escribir / subrayar /</i> <i>medir / dibujar / cantar / colorear / leer</i> <i>Aquí está</i> <i>mi amigo</i> <i>¡Qué guay, qué bien, fantástico !</i>	Back to school August September it is I have ... new un pen a pencil a ruler I don't like writing / underlining / measuring / drawing / singing / colouring / reading Here is my friend (how) cool / great / fantastic!	<i>La vuelta al cole (colegio)</i> <i>tengo...</i> <i>nuevo/a</i> <i>un bolígrafo (un boli)</i> <i>un lápiz</i> <i>una regla</i> <i>No me gusta escribir / subrayar /</i> <i>medir / dibujar / cantar / colorear / leer</i>	Back to school I have ... new un pen a pencil a ruler I don't like writing / underlining / measuring / drawing / singing / colouring / reading

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3. Making sentences

Prior Knowledge: It is helpful if children have already heard and seen some regular –ar, -er and -ir verbs in the infinitive and know how to make a Human sentence

<p><u>Objectives</u></p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>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.</p>	<p><u>Support</u></p> <p>Some children will require a vocabulary sheet/gap fill to support their writing.</p> <p><u>Extension</u></p> <p>Some children could use a dictionary to find other verbs to complete their sentences.</p>	<p><u>Main</u></p> <p>Revise the verbs from Session 2 using the same sequence of gestures and spoken words.</p> <p>Display the poem from Session 2 and read it as a class. Encourage the children to use appropriate intonation.</p> <p>Highlight the phrases <i>No me gusta subrayar</i>, <i>¡Ay, qué bien!</i> and <i>¡Qué guay!</i> Read the phrases aloud and ask the children how many times they heard the sound [ai]. Ask them which letters are making that sound (ay). Ask the children if they know another way of writing that sound in Spanish (ai). Remind children of the words <i>hay</i> and <i>bailar</i> and add the words <i>subrayar</i>, <i>¡ay!</i> and <i>¡guay!</i> to the page for [ai] in the word bank.</p> <p>Select a group of children and give each one a word card from the text <i>Es nuevo pero no me gusta escribir</i>. Tell the children to get into the right order to make the Human Text. Ask the rest of the class if they agree with the final order. Encourage them to make any necessary changes then ask them to chorus the text.</p> <p>Ask the child holding the <i>no</i> card to turn it around so the word is not visible. The class reads the text including the missing word. Ask one child at a time to turn their card away until the class can ‘read’ the whole text without any words showing.</p> <p>Show the whole text again. Show the word card for <i>dibujar</i>. Ask the children what type of word it is. To make a new text with this word in, where would it go? Which word would we exchange it for? Ask a child to stand in the correct place in the Human Text with the new card. Chant the new text as a class using clear expression. Repeat with a different verb from activity 1.</p> <p><u>ICT Opportunities:</u> Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.</p> <p>Give children thinking time in pairs to make a new text orally using a verb from the first activity. Ask pairs to say their text to another pair who comments on intonation / pronunciation. Invite some to say their texts to the class.</p> <p>Select one of the new texts and write it on the board. Ask the children; to make a text that means the opposite of this, which word(s) need to change? (<i>pero / no me gusta</i>) Give children thinking time in pairs to work out the spelling of <i>me gusta</i> on mini whiteboards then share answers. Remind children of the word <i>y</i> (and), which they met in Unit 5.</p> <p>Ask the children if they can spell <i>no me gusta</i> from memory.</p> <p>Children use mini whiteboards to write at least one sentence with <i>Me gusta</i> and at least one with <i>No me gusta</i> and then transfer one of each of these to their mini books from Session1.</p>	
<p>Grammar</p> <p><u>For teachers :</u></p>	<p>Grammar</p> <p><u>For children :</u></p>	<p>Phonics focus</p> <p><u>For teachers :</u></p>	<p>Phonics focus</p> <p><u>For children:</u></p>

La Vuelta al Cole (Back to School)

3. Making sentences

Verbs – in Spanish verbs always end in either <i>ar</i> , <i>er</i> or <i>ir</i> . To be – in Spanish there are two verbs ‘to be’ – <i>ser</i> and <i>estar</i> . <i>Ser</i> is used for inherent characteristics that do not change (e.g. <i>es nuevo</i> – it is new) and <i>estar</i> is used for temporary states or locations (e.g. <i>aquí está mi amigo</i> – here is my friend).	Verbs – in Spanish verbs always end in either <i>ar</i> , <i>er</i> or <i>ir</i> .	<p>[θ] z – <i>lápiz</i></p> <p>[β] v – <i>nuevo</i></p> <p>[x] j – <i>dibujar</i>, <i>Juan</i></p> <p>[b] v – <i>vuelta</i></p> <p>[e] e – <i>leer</i></p> <p>[i] i – <i>boli</i>, <i>lápiz</i>, <i>dibujar</i>, <i>aquí</i>, <i>mi</i>, <i>amigo</i></p> <p>[k] qu – <i>aquí</i>, <i>qué</i>, <i>¡guay!</i></p>	[ai] ai / ay - ¡ Ay! , <i>subrayar</i> , ¡ <i>guay!</i>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • create simple sentences using a model • identify individual phonemes in words and phrases • remember a sequence of spoken words 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading comprehension</u> Years 3 - 5</p> <p>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>Finish the mini books and illustrate them.</p> <p>Children swap books and read them aloud, missing out the person's name, for the class to guess Who's Who</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Flash cards of the verbs from Session 2 • Poem from Session 2 • Children annotated copies of the poem from Session 2 • Text cards for building Human Text <i>es nuevo pero no me gusta escribir</i>. • Text cards for verbs • Mini whiteboards • Children mini books from Session 1
<p><u>Teaching Tips</u></p>	

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3. Making sentences

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Mirad el poema</i> <i>Leed el poema</i> <i>No me gusta</i> <i>escribir</i> <i>leer</i> <i>subrayar</i> <i>medir</i> <i>colorear</i> <i>dibujar</i> <i>cantar</i> <i>Tengo un lápiz / un boli nuevo</i> <i>Tengo una regla nueva</i> <i>Es nuevo / nueva</i> <i>pero</i> <i>Aquí está</i> <i>Mi amigo / amiga</i> <i>¡Qué guay, qué bien, fantástico !</i>	Look at the poem Read the poem I don't like to write to read to underline to measure to colour to draw to sing I have a new pen / pencil I have a new ruler It is new but here is my friend (how) cool / great / fantastic!	<i>No me gusta</i> <i>escribir</i> <i>leer</i> <i>subrayar</i> <i>medir</i> <i>colorear</i> <i>dibujar</i> <i>cantar</i> <i>Tengo un lápiz / un boli nuevo</i> <i>Tengo una regla nueva</i> <i>Es nuevo / nueva</i> <i>pero</i> <i>Aquí está</i> <i>Mi amigo / amiga</i> <i>¡Qué guay, qué bien, fantástico !</i>	I don't like to write to read to underline to measure to colour to draw to sing I have a new pen / pencil I have a new ruler It is new but here is my friend (how) cool / great / fantastic!

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4. Pass me a pen!

Prior Knowledge: It is helpful if children already know numbers to 12

Objectives

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

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

Support

Some children may respond with a gesture or word rather than a full sentence. You may wish to limit the number of mini flashcards for some children.

Extension

Some children may be able to use a dictionary to find the names of additional classroom items and could start creating labels for use in the classroom.

Some children may be able to use *Tengo (una goma)* when asked if they have a particular item.

Main

Read the poem as a class concentrating on intonation and pronunciation.

Play *¿Qué necesito?* (What do I need?) Collect 12 or more classroom items to match the verbs learned in Session 2, e.g. pen, pencil, book, CD etc. Display images of the items on the board and number each one. Invite 2 children to the front. Call out a sentence using one of the verbs e.g. *Para escribir, necesito....* Children select appropriate items and show the class. Ask the class *¿Qué número es?*

Pick out the images of the pen, pencil and ruler. Ask the children if they can find the words for these items from the poem. Practise saying the words as a class with actions.

Tell the children that they are going to learn the names a few of the other items. Introduce the words *un cuaderno* (exercise book), *un libro* (book), *un rotulador* (felt-tip), *una goma* (rubber), *un sacapuntas* (pencil sharpener) using flashcards. Play some flashcard games (see Teaching Tips). Hold up a flashcard facing towards you and quickly flash it towards the class so the children get a brief glimpse of the picture. Ask e.g. *¿Es un libro?* Children respond with *sí* or *no*. Repeat with the other flashcards. Now quickly show a glimpse of a flashcard and ask e.g. *¿Es un boli o una goma?* Children respond with the correct article and name. Repeat with the other flashcards. Finally let the children briefly glimpse a card and ask *¿Qué es?* Children respond with a full sentence e.g. *Es un lápiz.*

Give each child a set of mini flashcards of the classroom items from the last activity. Ask one child e.g. *¿Tienes un libro, por favor?* (Do you have a book, please?) The child passes you the correct card and you respond with *¡Gracias!* Repeat until the children are familiar with the question.

Write the phrase *¡Aquí tienes!* on the board. Do the children remember a similar phrase from Unit 6? (*¡Aquí tiene!*). Explain that *¡Aquí tiene!* was the polite form of the phrase but that *¡Aquí tienes!* is the phrase they use when talking to their friends or that the teacher uses when talking to one of them. Ask a few confident children to ask their partner for an item. Encourage the partner to respond with *¡Aquí tienes!*

In pairs children take it in turns asking for and handing over the images. The game finishes when both children have successfully asked for and obtained all their partner's cards.

Display word cards on the board for each of the images. Play *Tocad la etiqueta*. Divide the class into two teams. One child from each team comes to the board. Call out one of the items e.g. *una goma*. The first child to touch the correct word card wins a team point. Choose two new children for the next round.

Finish the lesson with a game of *El Ahorcado* (Hangman) using the classroom items and the verbs from Session 3.

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4. Pass me a pen!

<p>Grammar</p> <p><u>For teachers:</u></p> <p><i>Para</i> usually means 'for', but when preceding a verb it means 'for' in the sense of 'in order to'. It is always followed by the infinitive of the verb, so the verb is written in full ending in <i>ar</i>, <i>er</i> or <i>ir</i> (e.g.: <i>para escribir</i>, <i>para colorear</i>, <i>para leer</i>).</p> <p><i>Tener</i>– to have – is seen in this unit in the first person singular (<i>tengo</i>), the second person singular (<i> tienes</i>) and the third person singular (<i>tiene</i>).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Polite form (<i>usted</i>) and familiar form (<i>tú</i>) of <i>tener</i>.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ʎ] d- <i>rotulador</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>(No specific focus)</p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • recall vocabulary • match words and pictures • repeat words and phrases modelled by the teacher 	<p><u>New National Curriculum Links</u></p> <p>No specific links</p>
<p><u>Throughout the week:</u></p> <p>Play <i>El Ahorcado</i> (Hangman) using the classroom items and the verbs from Session 3. Encourage children to use the question during lessons to ask for what they need.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • The poem from Session 2. • 12 or more classroom items to match the verbs learned in session 2 • Large flashcard images of the above items • Sets of mini flashcards of the classroom items, one set per child • Large word cards for the classroom items
<p><u>Teaching Tips</u></p> <p>It is useful if the sets of mini flash cards are on different coloured paper so that the children can see easily which remain in their own set and which they have successfully 'collected' from their partner.</p> <p>Flashcard games can include Quick Flash (as described above), Slow Reveal (where you place a blank piece of card over the flashcard and reveal the picture gradually) and</p>	

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4. Pass me a pen!

<p>Keyhole (where you place a blank piece of card with a hole in it over the flashcard so only a small section is visible). These same techniques can be used on the interactive whiteboard using tools such as spotlight and blind.</p>	
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4. Pass me a pen!

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>¿Qué necesito?</i> <i>Para escribir / dibujar / subrayar /</i> <i>medir / colorear / cantar / leer</i> <i>necesito</i> <i>¿Qué número es?</i> <i>un lápiz</i> <i>un bolígrafo (un boli)</i> <i>un cuaderno</i> <i>un rotulador</i> <i>un libro</i> <i>un sacapuntas</i> <i>una regla</i> <i>una goma</i> <i>¿Es...?</i> <i>Sí</i> <i>No</i> <i>¿Es ... o ...?</i> <i>Es...</i> <i>¿Qué es?</i> <i>¿Tienes un boli por favor?</i> <i>¡Aquí tienes!</i> <i>Gracias</i> <i>Tocad la etiqueta</i>	What do I need? In order to write / draw / underline / measure / colour / sing / read I need What number is it? a pencil a pen an exercise book a felt-tip a book a pencil sharpener a ruler a rubber Is it ...? yes no Is it ... or ...? It's ... What is it? Have you got a pen please? Here! thank you touch the label	<i>un lápiz</i> <i>un bolígrafo (un boli)</i> <i>un cuaderno</i> <i>un rotulador</i> <i>un libro</i> <i>un sacapuntas</i> <i>una regla</i> <i>una goma</i> <i>Sí</i> <i>No</i> <i>Es...</i> <i>¿Tienes un boli por favor?</i> <i>¡Aquí tienes!</i> <i>Gracias</i>	a pencil a pen an exercise book a felt-tip a book a pencil sharpener a ruler a rubber yes no It's ... Have you got a pen please? Here! thank you

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5. I don't have one!

Prior Knowledge: It is helpful if children already know the names of some classroom items and how to say *por favor*.

Objectives

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.

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

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

Support

You may want to reduce the number of cards that some children use for the final activity. Some children may only be able to remember and respond with *Lo siento*.

Extension

Some children may be able to write their selection of items from memory on mini whiteboards and to cross the words off each time, rather than pictures, to play the final game.

Main

Revise vocabulary from last session by playing Pelmanism (see Teaching Tips).

Introduce two new items *pegamento* (some glue) and *tijeras* (some scissors). Use gestures and flashcard activities from Session 4 to practise the new words. Write the words on the board and ask the children what sound the letter j makes in *tijeras* [x]. Add *tijeras* to the [x] page of the word bank.

Ask children if they can think why these words don't use *un/una* as the others do. Compare with English expressions 'some glue' and 'some scissors' and remind children of the vegetables from Unit 6. (See Grammar for teachers)

Ensure that the children have a supply of real classroom items or the mini flashcards from session 4 plus the two new words. Remind them how to say 'Here you are' to an adult using the phrase from Unit 6 (*¡Aquí tiene!*). Ask a child ¿*Tienes un boli por favor?* from Session 4 and encourage them to respond by passing the picture or item and saying *¡Aquí tiene!* Repeat with some other items.

Remind children that *¡Aquí tiene!* is the reply they use when replying to the teacher but if they are talking to their friends or if the teacher is talking to one of them the phrase is *¡Aquí tienes!*

Write on the board ¿*Tiene un boli, por favor?* Compare how you might ask for an item in a shop in England with how you might ask a friend. Chorus the question as a class.

You have a bag in which you have placed the classroom items or pictures. Invite individual children to ask you for some of the items using ¿*Tiene..?* Encourage the rest of the class to repeat the question each time.

Remove a few of the pictures from the bag. Invite children to continue asking you for items. When they ask for one that you don't have, you respond with *¡Lo siento, no tengo!* (Sorry, I don't have one/any). Ask the class what they think the sentence means. As a class, practise the phrase a few times in different voices. Ask the children for other items using e.g. food vocabulary from Unit 6 and encourage them to chorus the new sentence in response.

On the board display the phrases ¿*Tiene un boli, por favor?* and *¡Aquí tiene!* next to each other. Remind the children that these are the polite forms of each phrase. Next write the phrase *¡Aquí tienes!* directly below *¡Aquí tiene!* and remind children that this is the familiar form of the reply that they can use with their friends. Ask the children if they can work out what the familiar form of the question would be. Tell them to look for a pattern and allow then time to discuss with a partner before taking suggestions. Finally display the phrase ¿*Tienes un boli por favor?* directly below ¿*Tiene un boli, por favor?* and highlight the s of *tienes* in each phrase.

Children work in pairs with their sets of mini flashcards. They each select 6 cards that they keep hidden from their partner. The first child starts and asks their partner ¿*Tienes un/una...por favor?* If the second child has the item they hand it over saying *Aquí tienes*. The first child continues with asking for another item as long as he/she guesses

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5. I don't have one!

		correctly. If the item is not in the selection, the second child replies <i>¡Lo siento, no tengo!</i> and the turn passes to that child to guess. The winner is the first child to correctly obtain all their partner's selected cards.
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Indefinite articles – the indefinite article 'a' (<i>un / una</i>) is used for singular items (eg: <i>una regla</i>), but for plurals no article is used (<i>tijeras</i>). This is the same for non-countable nouns such as 'glue', so 'some glue' is translated simply as <i>pegamento</i>.</p> <p>Plurals – some words in Spanish, as in English, are always plural (<i>tijeras</i>).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Register– in Spanish there are two words for 'you', <i>tú</i> and <i>usted</i>. <i>Tú</i> is used when you are speaking to someone you know well, such as a friend or a member of your family, or to someone younger than you. <i>Usted</i> is used in more formal situations, when speaking to someone older than you, or someone you don't know or someone in authority. <i>Usted</i> uses the third person of the verb, the same as for he or she (e.g. <i>ella tiene</i> = she has; <i>usted tiene</i> = you have).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[θ] z – <i>lápiz</i> [β] v – <i>nuevo</i> [x] j – <i>dibujar, Juan, tijeras</i> [b] v – <i>vuelta</i> [e] e – <i>leer</i> [i] i – <i>bolí, lápiz, dibujar, aquí, mí, amigo</i> [k] qu – <i>aquí, qué, ¡guay!</i> [ð] d- <i>rotulador</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[x] j – <i>dibujar, Juan, tijeras</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> distinguish between the use of the <i>tú</i> and <i>usted</i> forms of a question take part in a short dialogue 	<p><u>New National Curriculum Links</u></p> <p>No specific links</p>
<p><u>Throughout the week:</u></p> <p>Encourage children to begin to use the questions to ask for what they need during lessons.</p> <p>Play Pelmanism to consolidate vocabulary and structures</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Flash cards for Pelmanism Flashcards for the two new items of vocabulary Realia for classroom items or the mini flashcards from Session 4 A bag for putting flashcards in
<p><u>Teaching Tips</u></p> <p>Pelmanism – you will need to prepare this game before the children come into the classroom. Make a 4x4 grid on the board. Choose 8 different coloured shapes and</p>	

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5. I don't have one!

draw one in each cell ensuring that each shape has an identical pair somewhere on the grid. Choose 16 flashcards (you could add in some numbers for revision) and attach one over each cell ensuring that the shape underneath is completely hidden. Divide the class into two teams. One team starts by selecting a flashcard from the grid. If they can name/read the card correctly, you remove it to reveal the hidden shape. The same team chooses a second card in a similar way. The aim is to find the pairs of shapes. If the card is named incorrectly, the turn passes to the other team. If the shapes revealed do not make a pair, the flashcards are replaced and play passes to the other team.

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Pegamento</i> <i>Tijeras</i> <i>¿Tienes un boli, por favor ?</i> <i>¿Tiene un boli, por favor ?</i> <i>¡Aquí tienes !</i> <i>¡Aquí tiene !</i> <i>gracias</i> <i>Me gustaría...</i> <i>Un lápiz</i> <i>Un boli</i> <i>Un cuaderno</i> <i>Un rotulador</i> <i>Un libro</i> <i>Un sacapuntas</i> <i>Una regla</i>	some glue some scissors Have you got a pen please? (informal) Have you got a pen please? (formal) Here! (informal) Here! (formal) Thank you I would like ... a pencil a pen an exercise book a felt-tip a book a pencil sharpener a ruler	<i>Pegamento</i> <i>Tijeras</i> <i>¿Tienes un boli, por favor ?</i> <i>¿Tiene un boli, por favor ?</i> <i>¡Aquí tienes !</i> <i>¡Aquí tiene !</i> <i>gracias</i> <i>Un lápiz</i> <i>Un boli</i> <i>Un cuaderno</i> <i>Un rotulador</i> <i>Un libro</i> <i>Un sacapuntas</i> <i>Una regla</i> <i>Una goma</i>	some glue some scissors Have you got a pen please? (informal) Have you got a pen please? (formal) Here! (informal) Here! (formal) Thank you a pencil a pen an exercise book a felt-tip a book a pencil sharpener a ruler a rubber

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5. I don't have one!

<i>Una goma</i>	a rubber		
<i>Lo siento</i>	sorry	<i>Lo siento</i>	sorry
<i>No tengo</i>	I haven't got one / any	<i>No tengo...</i>	I haven't got one / any

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6. Play scripts.

Prior Knowledge: It is helpful if children already know how to give some brief information about themselves

<p><u>Objectives</u></p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Present ideas and information orally to a range of audiences</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p><u>Support</u></p> <p>Some children may find it easier to read from a paper script in front of them rather than form the board.</p> <p>For the final activity some groups may simply be asked to substitute the classroom items.</p> <p><u>Extension</u></p> <p>Some children may be able to write sentences for the script from memory. They may be able to use additional language that they have heard the teacher use in the classroom.</p>	<p><u>Main</u></p> <p>Revise the question and vocabulary from last session by playing <i>Policías</i> (see Teaching Tips). If the children ask <u>you</u> if you have the item, remind them to use <i>¿Tiene...?</i></p> <p>Write on the board <i>Tengo un problema. Necesito un lápiz</i>. Start by looking at the word <i>Necesito</i>. How should it be pronounced? Remind them of the rules for hard / soft c.</p> <p>Can the children work out what the sentence might mean? Remind them of the game <i>¿Qué necesito?</i> (What do I need?) from session 4. Give the children some thinking time in pairs and then ask them if they can read the whole sentence. Chorus it as a class using appropriate intonation. Ask individual children to substitute the classroom item and say the new sentence aloud.</p> <p>Display the play script (see Resources). Read it to the children with appropriate voices and intonation.</p> <p><u>ICT Opportunities:</u> Use a multimedia presentation to read the script.</p> <p>Read the script again and encourage the children to join in with any of the repeated phrases.</p> <p>Read the script a third time. This time, tell the children that each time you stop reading, they must continue to the end of that line. Start reading the script and encourage children to continue reading some of the lines without you.</p> <p>Tell the children that they are going to be creating a similar script in groups and then they will practise reading it aloud in preparation for showing it to another group. Distribute paper copies of the script that you have prepared for the children. Some groups may simply be asked to substitute the classroom items. Others may be asked to select missing sentences from a prompt sheet and others may be asked to write some sentences from memory.</p> <p>Groups practice reading and acting out their scripts.</p> <p><u>ICT Opportunities:</u> Take digital photos of children freeze framing the play. Use photos to create a photo story.</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p>Although most masculine nouns end in o and most feminine nouns end in a there are some exceptions. In Unit 4 we met <i>la mano</i> (hand), a feminine word ending in o. In this session we have met <i>un policía</i> (a</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking and answering questions.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>(See Phonics focus for children)</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Soft c [θ] – <i>policías, necesito, gracias</i></p>

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policeman) and <i>un problema</i> (a problem), both masculine nouns that end in a.			
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • communicate with others using phrases and short sentences • recognise and understand familiar words and phrases in written form • write some words from memory • use correct pronunciation and intonation in spoken work 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> - Years 3 - 4</p> <p>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> <ul style="list-style-type: none"> • Ensure that all children have the chance to show their role-play and receive feedback from the class. • Encourage children to begin to use the language from the unit during their lessons to ask for what they need. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Picture flashcards or realia for <i>Policías</i>. • Display copy and paper copies of the play script:
<p><u>Teaching Tips</u></p> <p>To play <i>Policías</i>. Agree as a class which classroom item the <i>Policías</i> are going to be looking for and practise asking for it e.g. <i>¿Tienes una goma?</i> Select two children to be the <i>Policías</i> and ask them to leave the room. As a class decide who will hide the item to be found. The <i>Policías</i> come back into the room and wander among the children asking for the item. Each child responds <i>Lo siento, no tengo</i> unless they are the one who has hidden the item in which instance they respond <i>Aquí tienes</i> and show the item. Once the item is found, select a new item and two new <i>Policías</i>.</p>	<p><i>Profesor: Buenos días, niños.</i></p> <p><i>Niños: Buenos días, Señor.</i></p> <p><i>Profesor: ¡Sentaos, por favor!</i></p> <p><i>Óscar: ¡Ay, no! Tengo un problema. Necesito un lápiz.</i> <i>Señor, tiene un lápiz, por favor?</i></p> <p><i>Profesor: Lo siento, no tengo.</i></p> <p><i>Óscar: ¡Ay no! ¡Oye! Juan, ¿tienes un lápiz, por favor?</i></p> <p><i>Juan: Aquí tienes.</i></p> <p><i>Óscar: ¡Gracias !</i></p> <p><i>Ana : ¡Ay, no! Tengo un problema. Necesito una goma.</i> <i>¿Señor, tiene una goma, por favor?</i></p> <p><i>Profesor: Lo siento, no tengo.</i></p> <p><i>Ana: ¡Ay no! ¡Oye! Marta, ¿tienes una goma, por favor?</i></p> <p><i>Marta: Aquí tienes.</i></p> <p><i>Ana : ¡Gracias !</i></p> <p><i>Daniel: ¡Ay, no! Tengo un problema. Necesito un sacapuntas.</i> <i>Señor, tiene un sacapuntas, por favor?</i></p>

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	<p><i>Profesor:</i> Lo siento, no tengo.</p> <p><i>Daniel:</i> ¡Ay no! ¡Oye! David, ¿tienes un sacapuntas, por favor?</p> <p><i>David :</i> Aquí tienes.</p> <p><i>Daniel:</i> ¡Gracias !</p> <p><i>Profesor:</i> Silencio, por favor. Paso la lista. ¡Ay, no! Tengo un problema.</p> <p><i>Niños:</i> Necesito un boli. Niños, tenéis un boli, por favor?</p> <p><i>Profesor:</i> Lo siento, no tengo.</p> <p><i>Profesor:</i> ¡Ay no!</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>Policías</i> <i>¿Tienes un boli, por favor ?</i> <i>¿Tiene un boli, por favor ?</i> <i>¡Aquí tienes !</i> <i>¡Aquí tiene !</i> <i>Gracias</i> <i>Lo siento</i> <i>No tengo</i> <i>Tengo un problema</i> <i>Necesito...</i> <i>¿Qué necesito ?</i> <i>Profesor / Profesora</i> <i>Silencio</i> <i>Paso la lista</i>	<i>Policemen</i> Do you have a pen please? (informal) Do you have a pen please? (formal) Here! (informal) Here! (formal) Thank you Sorry I haven't got one / any I have a problem I need ... What do I need? <i>Teacher</i> <i>Silence</i> <i>I'm calling the register</i>	<i>¿Tienes un boli, por favor ?</i> <i>¿Tiene un boli, por favor ?</i> <i>¡Aquí tienes !</i> <i>¡Aquí tiene !</i> <i>Gracias</i> <i>Lo siento</i> <i>No tengo</i> <i>Necesito...</i>	Do you have a pen please? (informal) Do you have a pen please? (formal) Here! (informal) Here! (formal) Thank you Sorry I haven't got one / any I need ...

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End of Unit Activities			
Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none">to apply the knowledge, skills and understanding in this unit	Children perform their play to another group which comments on what they have seen especially on expression and intonation.	<ul style="list-style-type: none">perform in front of a friendly audience	<p>The performance could be recorded and watched by children on the interactive whiteboard for self-assessment. They could then pick out two positive points and discuss how the performance could be improved next time (two stars and a wish).</p> <p>Children can begin to use the language in this unit during lessons to ask for what they need or to indicate if they have a problem with their work.</p>