

## La Vuelta al Cole (Back to School)

### 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><b><u>Objectives</u></b></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; <b>key features and patterns of the language; how to apply these, for instance, to build sentences;</b> and how these differ from or are similar to English.</p>	<p><b><u>Support</u></b></p> <p>Some children will require a vocabulary sheet/gap fill to support their writing.</p> <p><b><u>Extension</u></b></p> <p>Some children could use a dictionary to find other verbs to complete their sentences.</p>	<p><b><u>Main</u></b></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 (<i>ay</i>). Ask the children if they know another way of writing that sound in Spanish (<i>ai</i>). 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><b><u>ICT Opportunities:</u></b> 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><b>Grammar</b></p> <p><u>For teachers :</u></p>	<p><b>Grammar</b></p> <p><u>For children :</u></p>	<p><b>Phonics focus</b></p> <p><u>For teachers :</u></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p>

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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, 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, ¡guay!</i></p>	[ai] ai / ay - ¡ <b>Ay!</b> , <i>subrayar, ¡guay!</i>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• create simple sentences using a model</li> <li>• identify individual phonemes in words and phrases</li> <li>• remember a sequence of spoken words</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></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><b><u>Throughout the week:</u></b></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><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Flash cards of the verbs from Session 2</li> <li>• Poem from Session 2</li> <li>• Children annotated copies of the poem from Session 2</li> <li>• Text cards for building Human Text <i>es nuevo pero no me gusta escribir.</i></li> <li>• Text cards for verbs</li> <li>• Mini whiteboards</li> <li>• Children mini books from Session 1</li> </ul>
<p><b><u>Teaching Tips</u></b></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>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!