

Yo(All about me)

4. Names

Prior Knowledge: Knowing the difference between vowels and consonants will be helpful to children in this session.

Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding

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

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

Support

. Some children may benefit from the association of a gesture for each number that can be added as an additional clue for the game
Tocad el dibujo.

Some children may feel more comfortable speaking through a puppet.

The shorter form of the question *¿Y tú?* rather than *¿Cómo te llamas?* May be easier for some children.

Extension

More able and confident pupils could be asked to model their dialogue at the front of the class. Some could perform from memory.

Main

Prepare the following dialogue on the board. Explain to the children that this is a conversation between two children eg Harry and Alice and read the conversation aloud.

Alice: ¡Hola Harry!

Harry: ¡Hola Alice! ¿Qué tal?

Alice: Bien ¿y tú ?

Harry: Bien/mal

Alice : Adiós

Harry : Adiós

Can the children guess the meaning of *y tú?*

Revise the meaning of the word consonant and give the Spanish word – *una consonante*. Ask the children if they can remember which consonant in Spanish is always silent (h).

Ask children to give you the 5 vowels in the English language. Introduce the word for vowel in Spanish, *una vocal* and point to individual letters on the board to reinforce in Spanish whether they are vowels or consonants.

Explain that the Spanish language uses the same vowels but they are pronounced differently. Introduce and model the sounds of the five vowels in Spanish. Children repeat. Take one of the vowels and ask for a word from the dialogue that contains that vowel. Repeat for each of the vowels.

Remove the dialogue from the board. Give pairs of children cut-up strips of paper with the Alice/Harry dialogue. Ask children to order the strips correctly to make a simple conversation between two children and read it aloud using their own names. Invite some pairs to read their conversations aloud.

Show a video clip of children greeting each other and introducing themselves. Can they remember any of the names that they heard? Were any of the names similar to / different from ones that they know?

Use a puppet to model the question *¿Cómo te llamas?* and reply with your name Señor/Señora/Señorita..... Use the puppet around the room, so that children can respond individually.

Repeat the question *¿Cómo te llamas?* Model the response *me llamo* and class repeat. Practise the pronunciation of *Me llamo* several times. Using the puppet again around the room to practise: *¿Cómo te llamas?*

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		<p>and the response <i>Me llamo</i>. Reinforce pronunciation by getting children to respond in different voice tones and speeds.</p> <p><u>ICT Opportunities:</u> Combine text with graphics using clip art. Children find a suitable picture to illustrate <i>Me llamo</i>. Alternatively they can take digital photos of each other to illustrate the text. Children can also add speech bubbles with greetings and manipulate the font and colour of the new language <i>¡Buenos días! ¡Hola! Me llamo...</i></p> <p>Finish the session by waving and saying <i>Adiós</i>. Children respond.</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p><i>Me llamo</i> and <i>te llamas</i> are examples of a reflexive verb, one which is done to oneself. This literally means 'I call myself' / 'you call yourself'.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>e – <i>tres, qué, te, me,</i> i – <i>días, cinco,</i> o – <i>hola, uno, dos, cuatro, cómo</i> u – <i>uno</i> c (soft) – <i>cinco</i> ll – <i>llamo, llamas</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Silent <i>h</i></p>

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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">understand and respond to the question <i>¿Cómo te llamas?</i>have an understanding that some Spanish names may look the same as in English but sound differentsay <i>Adiós</i> with accurate pronunciation		<u>New National Curriculum Links</u> English <u>Terminology for pupils</u> – Year 3 word family, conjunction, adverb, preposition, direct speech, inverted commas (or “speech marks”), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause	
<u>Throughout the week:</u> Try another guessing game: invite two children to leave the room. The class chooses an unusual name and one child volunteers to take this new name. The other two children return to the classroom. They have to find out who has the new name by asking <i>¿Cómo te llamas?</i> to individual children, who reply with <i>Me llamo</i> + their name. This continues until the new name has been discovered.		<u>Resources</u> <ul style="list-style-type: none">Prepared dialogue on boardPaper dialogues cut into strips for pairs of pupilsVideo clip on names and introductionsPuppetComputer/DVD playerWord art and graphics	
<u>Teaching Tips</u> Clapping the syllables and rhythm of a question such as <i>¿Cómo te llamas?</i> can help children remember the new structure			
<i>El lenguaje del profesor / de la profesora</i>	Teacher’s Language	<i>El lenguaje de los niños</i>	Children’s Language
<i>¡Hola! / ¡Buenos días! / ¡Adiós!</i> <i>Señor/Señora/Señorita</i> <i>Sí/no</i> <i>¿Qué tal?</i> <i>Bien/mal, ¿y tú?</i> <i>¿Cómo te llamas?</i> <i>Me llamo</i> <i>¡Genial, estupendo, muy bien!</i> <i>Silencio por favor</i>	Hello!/Good morning!/goodbye Sir/Madam, Mr/Mrs/ Miss yes/no How are you? I’m fine/not well and you? What’s your name? My name is Super, great, very good! Be quiet Listen (plural/singular)	<i>¡Hola! / ¡Buenos días! / ¡Adiós!</i> <i>Señor/Señora/Señorita</i> <i>Sí/no</i> <i>¿Qué tal?</i> <i>Bien/mal ¿y tú?</i> <i>Me llamo</i>	Hello!/hi!/goodbye Sir/Madam, Mr/Mrs/Miss yes/no How are you? I’m fine/not well and you? My name is

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<i>Escuchad/Escucha</i> <i>Venid/Ven aquí</i> <i>Enseñadme/Enséñame</i> <i>Repetid/Repite</i> <i>Tocad/Toca el dibujo</i>	Come here (plural/singular) Show me (plural/singular) Repeat (plural/singular) Touch (plural/singular) the picture		
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