

Yo (All about me)

2. Greetings

Prior Knowledge: It is helpful if children know how to speak audibly and clearly.

Objectives

Listen attentively to simple 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

Support

Encourage more reluctant children with plenty of eye contact. Some children may like to speak 'through' a finger puppet.

Extension

Some children may like to present their dialogue with a partner in front of the class or record it using a video camera or sound recorder.

Main

Give the children 5 minutes to work with their partner to recall the countries where Spanish is spoken. Invite a confident child to find one or two of these countries on a world map.

Greet the class with *Hola and Buenos días* and ask children what the phrases mean. Ask the children if they can work out the difference between the two greetings. Explain that the second one is more formal and that is the one they should use when greeting a teacher.

Revise the phoneme *o* for the class to practise. Read out a selection of words eg uno, dos, tres, cuatro, cinco. When the children hear a sound like *o* in *hola*, they raise their hand.

Play a song containing the word *Hola*. Each time children hear the word *Hola*, they give a physical response.

ICT Opportunities: Some Spanish-language websites have words/music to traditional songs and rhymes.

Show the children the written form of *¡Hola!* and ask them what they notice that is unusual. Explain that the letter *h* is always silent in Spanish. They will also notice the upside down explanation mark at the front. Explain that, in Spanish, whenever there is an exclamation mark at the end of a sentence there is an upside down one at the start, to let you know what type of sentence it will be. The same also happens with questions.

Introduce a discussion on how children greet their teachers in the UK. Introduce a discussion on how children greet their teachers in the UK. Teach the words *señor, señora, señorita* and model children's response to greeting their teacher and other adults – *Buenos días Señor/Señora/Señorita*. Focus on the *ñ* sound and create an action to imitate the sound, eg moving your hand in a wavy line. Show the children the written form of *Señor* drawing attention to the *ñ*. Ask the children what they think the wavy line above the *n* does to see if they can suggest that it changes it from an *n* to a 'nyuh' sound, as in onion).

Explain to the children the importance of including *Señor/Señora/Señorita* when greeting their teachers. Greet children in class whom you know to be confident, to elicit the response *Buenos días Señor/Señora/Señorita*. Talk about the conventions in Spain of shaking hands/kissing when greeting people. Show a video clip of children/adults greeting one another.

ICT Opportunities: Show a video clip of children greeting each other.

Yo (All about me)

2. Greetings

		<p>Explain to the children that over the next few weeks they will be learning numbers 1 – 10 in Spanish and introduce <i>uno, dos, tres</i>.</p> <p>Practise calling out the numbers and ask the children to hold up the relevant number of fingers. Repeat the activity but this time children hold up the correct digit card. Put flashcards of 1, 2, 3 around the room. Ask the children to stand up and when you call out one of the numbers the children turn and point to the correct number. Model pronunciation of <i>uno, dos, tres</i> and ask children to repeat.</p> <p>Invite a volunteer to play 'Rock, Scissors, Paper' with you using <i>uno, dos, tres</i> to start each game. Children then play this game in pairs.</p> <p>At the end of the session wave goodbye and say <i>Adiós</i>. Children respond.</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p>In Spanish question marks and exclamation marks go at the beginning and end of a sentence or word. At the beginning they are placed upside down.</p> <p>ñ - the wavy line above the n is called a tilde.</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>buenos, tres</i> (The u in <i>Buenos</i> is a semi-consonant, closer to the sound made by the letter w in English.)</p> <p>o – <i>hola, adiós, uno</i></p> <p>ñ - <i>Señor</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>o – <i>hola, adiós, uno</i></p> <p>ñ – <i>Señor</i></p> <p>silent <i>h</i></p>

Yo (All about me)

2. Greetings

<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">• understand that other languages may have sounds that are different from English• understand the differences in social conventions when people greet each other• say <i>Buenos días!</i> with accurate pronunciation• say and respond to <i>Hola! Adiós</i>		<u>New National Curriculum Links</u> English <u>Punctuation</u> – Year 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	
<u>Throughout the week:</u> <ul style="list-style-type: none">• Answer the register with <i>Buenos días Señor/Señora/Señorita</i>		<u>Resources</u> <ul style="list-style-type: none">• World map• Song to practise greetings• Digit cards• Large number flashcards• Computer/DVD player• Video clip of Spanish speaking children greeting one another	
<u>Teaching Tips</u> <ul style="list-style-type: none">• Pair work provides the teacher with an opportunity to support individual children's pronunciation.• Giving children an opportunity to practise with a partner enables them to develop confidence			
<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>¡Genial, estupendo, muy bien!</i> <i>Silencio por favor</i> <i>Escuchad/Escucha</i> <i>Repetid/Repite</i> <i>¡Hola!</i> <i>¡Buenos días!</i> <i>¡Adiós!</i> <i>Señor/Señora/Señorita</i>	Super, great, very good! Quiet please Listen (plural/singular) Repeat (plural/singular) Hello! Good morning! Goodbye! Sir/Madam, Mr/Mrs/Miss	<i>¡Hola!</i> <i>¡Buenos días!</i> <i>¡Adiós!</i> <i>Señor/Señora/Señorita</i>	Hello! Good morning! Goodbye! Sir/Madam, Mr/Mrs/Miss