

La Vuelta al Cole (Back to School)

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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<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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<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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<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