

Yo (All about me)

3. How are you?

Prior Knowledge: It is helpful if children know numbers one to three			
<p><u>Objectives</u></p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p>		<p><u>Support</u></p> <p>Provide plenty of opportunities for choral repetition of key vocabulary</p> <p>Accept physical responses from those pupils who are not confident enough to volunteer an answer</p> <p><u>Extension</u></p> <p>Confident children can lead the game Enseñadme</p>	
		<p><u>Main</u></p> <p>Revise numbers <i>uno, dos, tres</i>, using activities from the previous session. Introduce <i>cuatro, cinco</i>. Practise counting from 1 – 5 forwards and backwards.</p> <p>Give each child a number fan or digit cards 1 -5. Play <i>Enseñadme</i>. Call out a number between 1 and 5. Children look for the correct digit card and hold it to their chest so that the number is hidden. On the instruction <i>Enseñadme</i> they show their card.</p> <p>Revise greetings from the previous session. Play a greetings song which includes <i>¡Hola!</i> and ask the children to join in with the word <i>¡Hola!</i></p> <p>Play the song again and ask the children to walk around the room. When the music stops they greet the nearest classmate with <i>¡Hola!</i> or <i>¡Buenos días!</i></p> <p>Play the game several times to give children the opportunity to use both greeting words.</p> <p>Introduce the question <i>¿Qué tal?</i> (How are you?) and hold up your thumb or draw a smiley face on the board to illustrate the reply <i>Bien</i>. Model how they can reply using <i>Bien/mal</i>. Give children the opportunity to hear the two responses several times and ask children to put their thumbs up or down to show their understanding of the two phrases. Model the question to the whole class and put your thumb up or down to elicit a class response of either <i>bien</i> or <i>mal</i>. In pairs or small groups, ask children to practise the new question and responses.</p> <p>Invite a volunteer to take part in a dialogue with the teacher that practises key vocabulary.</p> <p><i>Teacher: Buenos días.....</i></p> <p><i>Pupil: Buenos días, Señor/Señora/Señorita</i></p> <p><i>Teacher: ¿Qué tal?</i></p> <p><i>Pupil: Bien/mal</i></p> <p><i>Teacher: Adiós</i></p> <p><i>Pupil : Adiós Señor/Señora/ Señorita</i></p> <p>Allow a few minutes for children to practise their dialogues with a partner and then invite two or three confident pairs to perform to the class. Invite class members to comment on what they liked about the performances. Take the opportunity to practise any pronunciation which children are finding difficult.</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>The teacher's language includes another example of an imperative, this time used</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</i> i – <i>días, cinco,</i></p>	<p>Phonics Focus</p> <p><u>For children:</u></p> <p>No specific focus</p>

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<p>with a pronoun: <i>Enseñadme!</i></p> <p>In Spanish the letter c is hard before a, o and u and is pronounced like the English c in cat.</p> <p>Before e or i it is soft and is pronounced like the English th in think.</p>		<p>o – <i>hola, uno, dos, cuatro</i></p> <p>u – <i>uno</i></p> <p>c (soft) – <i>cinco</i></p>	
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise and respond to numbers 1-5 • say how they feel • have an understanding that some Spanish names may look the same as in English but sound different 	<p><u>New National Curriculum Links</u></p> <p>No specific focus</p>		
<p><u>Throughout the week</u></p> <p>Use ¿<i>Qué tal?</i> in the mornings and after lunch when greeting children and encourage them to use <i>bien/mal / mal</i> in response.</p>			
<p><u>Teaching tips</u></p> <ul style="list-style-type: none"> • Use in the mornings and after lunch when greeting children and encourage them to use <i>¿a va bien / mal</i> in response. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Digit cards 1-5 for pupils or number fans • Greetings song • Board • DVD/Computer 		
<p><i>El lenguaje del professor / de la profesora</i></p>	<p>Teacher Language</p>	<p><i>El lenguaje de los niños</i></p>	<p>Children's Language</p>

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<p>¡Hola!</p> <p>¡Buenos días!</p> <p>¿Qué tal?</p> <p>Bien/mal</p> <p>¡Adiós!</p> <p>Señor/Señora/Señorita</p> <p>Sí/no</p> <p>Uno</p> <p>Dos</p> <p>Tres</p> <p>Cuatro</p> <p>Cinco</p> <p>¡Genial, estupendo, muy bien!</p> <p>Silencio por favor</p> <p>Escuchad/Escucha</p> <p>Repetid/Repite</p>	<p>Hello!</p> <p>Good morning!</p> <p>How are you?</p> <p>fine/not well</p> <p>Goodbye</p> <p>Sir/Madam, Mr/Mrs/Miss</p> <p>yes/no</p> <p>one</p> <p>two</p> <p>three</p> <p>four</p> <p>five</p> <p>Super, great, very good!</p> <p>Quiet please</p> <p>Listen (plural/singular)</p> <p>Come here (plural/singular)</p> <p>Show me (plural/singular)</p> <p>Repeat (plural/singular)</p>	<p><i>¡Hola!</i></p> <p><i>¡Buenos días!</i></p> <p><i>¿Qué tal?</i></p> <p><i>Bien/mal</i></p> <p><i>¡Adiós!</i></p> <p><i>Señor/Señora/Señorita</i></p> <p><i>Sí/no</i></p> <p>Uno</p> <p>Dos</p> <p>Tres</p> <p>Cuatro</p> <p>Cinco</p>	<p>Hello!</p> <p>Good morning!</p> <p>How are you?</p> <p>I'm fine/not well.</p> <p>goodbye</p> <p>Sir/Madam, Mr/Mrs/Miss</p> <p>yes/no</p> <p>one</p> <p>two</p> <p>three</p> <p>four</p> <p>five</p>
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