

Suggested Daily Parcels - Lesson Twenty-One

<p>A Intercultural Understanding: <i>Las Fallas</i></p> <ul style="list-style-type: none"> Watch this clip of a workshop in Valencia. What do the children think the artists are making? Why? <p>www.youtube.com/watch?v=Z8AO9LpWbxY&NR=1</p> <p>Resource: E-mail or video-conferencing facilities</p>	<p>B Finger rhyme: <i>Mi familia</i></p> <ul style="list-style-type: none"> The children copy your actions and echo you as you perform the finger rhyme. Repeat and ask for volunteers to join you at the front to model for the others. <p>Resource: CD <i>Diez deditos - Mi familia</i></p>
<p>C Dictionary Skills - adjectives</p> <ul style="list-style-type: none"> Show the children an entry in the dictionary, e.g. <ul style="list-style-type: none"> pequeño adjective small Establish which half of the dictionary the headword is in, what page it is on, and what the different elements of this dictionary entry are. In pairs the children use the dictionary to find the following headwords: <i>alto, caro, verde, delgado, ancho</i>. They write out the dictionary entries on paper. In a short plenary check that all the children have found the information and that they understand it. <p>Resources: Dictionaries, paper or Spanish folders.</p>	<p>D Identifying nouns by gender and number</p> <ul style="list-style-type: none"> Play a listening and responding game. Call out a noun and ask the children to show their understanding. If you call a masculine, singular noun, e.g. <i>gato</i>, the children raise their left hand. If you call a feminine, singular noun, e.g. <i>jirafa</i>, they raise their right hand. For masculine, plural nouns they raise both hands to the left and for feminine, plural nouns they raise them to the right. Try these: <i>perro, arañas, elefantes, cisne, gatos, jungla, jirafas, tigre</i>. <p>E Reading practice</p> <ul style="list-style-type: none"> Show Slide 21-11. Model the pronunciation for the children or click on the red words for a native speaker voice. Allow them to read the text to a partner. Which words do they find difficult to pronounce? <p>Resource: Interactive whiteboard</p>
<p>F Story: <i>Cúper es así</i></p> <ul style="list-style-type: none"> Read the story, encouraging the children to track the words on the page whilst listening. <p>Resource: Story book - <i>Cúper es así</i></p>	<p>G Infinitives: <i>comer, beber, dormir</i></p> <ul style="list-style-type: none"> Show <i>Quiero comer / beber / dormir</i> on the board. Perform a mime and invite the children to say the Spanish.
<p>H Self and peer assessment</p> <p>I / we can:</p> <ul style="list-style-type: none"> say a finger rhyme with friends find adjectives in the Spanish half of the dictionary. 	<p>I Display</p> <ul style="list-style-type: none"> Take photos of the children responding to the song <i>Los esqueletos</i>. Display photos of the children saying the finger rhyme.