

Lesson 5

Sample Lesson Plan – Catherine Cheater Scheme of Work for Spanish Year 6

Language content: *tiene*

Learning Focus	Teaching Sequence
<p>Starter Activity - greetings, day, date, time, birthdays</p> <p>Play a game to form a sentence</p>	<ul style="list-style-type: none"> • Exchange greetings. Establish the day, date, time and any birthdays. • Play Pass the Sentence Parcel. A bag containing 8 word cards is passed around the circle. Each time the music is paused the child holding the bag removes one card and holds it up. Everyone reads aloud the word on the card and it is placed in the middle of the circle or on the board. When the bag is empty the children look at all the words and try to form a sentence. <p style="text-align: right;">Resources: word cards; CD Nuevo Flamenco, <i>Fernanda</i></p>
<p>Revisiting prior learning: spelling</p>	<ul style="list-style-type: none"> • Show Slide 5-3 and allow the children to work in pairs or small groups to complete the text. • In a plenary ask them to substitute words of their choosing to create new meaning.
<p>New language: <i>tiene</i></p>	<ul style="list-style-type: none"> • Show <i>tiene</i> on the board. Is this familiar to the children (<i>¿Cuántos años tienes? Tengo frío etc</i>)? • Tell them some facts about one of your family members, e.g. <i>Mi hermano se llama David. Tiene 20 años.</i> Do they understand what you have said? Tell them that <i>tiene</i> is the third person singular in the present tense of the infinitive <i>tener</i>. Do they remember what an infinitive is and can they give any examples? • Show the following questions on the board and invite the children to work in pairs to ask and answer them: <i>¿Cuántos años tiene tu madre? ¿Cuántos años tiene tu padre? ¿Tiene amigos tu hermano?</i> • How well do they cope with the last question?
<p>Dictation: A text with some unfamiliar words</p>	<ul style="list-style-type: none"> • Dictate the following to the children (tell them that one of the words has an accent): <i>Mi hermano vive en Madrid con mi primo.</i> <i>Tu hermana es muy listo.</i> <i>Pepe es profesor de matemáticas.</i> • Did they spell <i>primo</i> and <i>listo</i> correctly and remember the accent on <i>matemáticas</i>?

Skills' practice: 'Running text'	<ul style="list-style-type: none"> This activity provides opportunities to practise listening, speaking, reading and writing. The children work in groups of four. You ask each group to send a volunteer to the front where you let them see a simple text. The volunteer returns to base and dictates as much as she / he can to the group. Different members of each group can come to the front or take turns to write. When the activity is finished ask the children how they managed to complete it (did they notice a pattern or memorise chunks of language?). <p>The Text can be found in the Printable Resources folder on the CD.</p>
Pronunciation: Signs around town	<ul style="list-style-type: none"> Show slides 5-10 to 5-15. How well do the children pronounce these words and phrases? Which do they find difficult? A number of the words for shops end in <i>-ía</i>. Can they pronounce the following: <i>carnicería</i> (butcher's), <i>panadería</i> (baker's), <i>lechería</i> (diary), <i>pollería</i> (chicken shop), <i>cafetería</i> (café)
Listen to and then read aloud a short non-fiction text <i>Mi primera historia de España</i>	<ul style="list-style-type: none"> Read aloud the text <i>Una tierra, tres culturas</i>. By listening carefully, can the children pick out any cognates or other key words? Read the text once more, this time allowing the children to see the text as they hear it. Can they find the Spanish words for Jews, Christians, Muslims, shoes, gothic, fresh and to mend? Invite the children to read aloud the text in chorus from slides 31-37. <p style="text-align: right;">Resources: <i>Mi primera historia de España</i>, History PowerPoint slides 31-37</p>
Story <i>¿Y si vivieras en ... ?</i> End of lesson	<ul style="list-style-type: none"> Read <i>En un Glaciar</i> and <i>En una gran Ciudad</i>. What would they enjoy about living in Greenland? Say <i>Adiós</i> to the children and invite them to reply <i>Adiós señor/señora/ señorita</i> <p style="text-align: right;">Resource: Story book <i>¿Y si vivieras en ... ?</i></p>

Intercultural Understanding	Language Learning Strategies	Knowledge About Language
<ul style="list-style-type: none"> Children talk about attitudes towards good manners in different time periods. 	<ul style="list-style-type: none"> Children work in groups to practise their language skills. They listen out for specific words or phrases, ignoring those they do not know or need. 	<ul style="list-style-type: none"> Children can use their phonic knowledge to write and pronounce unfamiliar words. They can answer questions about members of the family.