

Lesson 5

Sample Lesson Plan – Catherine Cheater Scheme of Work for Spanish Year 5

Language content: *y cuarto, y media*

Learning Focus	Teaching Sequence
Starter Activity - greetings & date Pronunciation practice	<ul style="list-style-type: none"> • Exchange greetings with the children. Display the date on the board and ask the question <i>¿Qué fecha es hoy?</i> • Show the following text on the board and invite the children to read it with you: <i>Hoy es sábado y tengo hambre, mucha, mucha hambre. Quiero comer. Quiero comer chocolate. Me gusta mucho el chocolate... mucho, mucho, mucho.</i> • Allow them to practise with a partner.
Revision <i>¿Qué hora es?</i>	<ul style="list-style-type: none"> • Play 'sit down' bingo. Give each child a number from 1 to 12 and ask everyone to stand up (<i>¡levantaos!</i>). Tell the children any time (on the hour only); if you say, e.g., <i>Son las tres</i>, the children given number three sit down. The winners are the last children standing. Each time children sit down ask everyone to repeat the time you say. • Can they tell you why we say Es la una but Son las dos / las tres etc? • Now clap and ask the children to tell you the time. • Play 'Las horas' by José-Luis Orozco (on the Year 4 CD). How much do the children understand? <p style="text-align: right;">Resource: CD <i>Diez dedos - Las horas</i></p>
New language <i>y cuarto, y media</i>	<ul style="list-style-type: none"> • Using an analogue clock show 1 o'clock and say <i>Es la una</i>. Now show 1.15 and say <i>Es la una y cuarto</i>. Repeat to 3.15 (on the quarter and half past the hour only). As you now show the times up to 12.15 invite the children to say the Spanish. Can they say 4.15 correctly? • Repeat the process, this time introducing <i>y media</i> (half past the hour). • Show 'y cuarto y media' (Slide 5-19) for additional practice. <p style="text-align: right;">Resource: interactive whiteboard</p>

<p>Literacy</p> <p>Sentence stations (Syntax)</p>	<ul style="list-style-type: none"> Identify 8 'stations' in the room. At each station place the text cards in a bag or plastic wallet. With music playing, the children, in 8 groups, move from station to station to make a sentence, one of the children recording the answers. They move to the next station each time you pause the music. <p>The text cards can be found in the Printable Resources folder on the CD.</p> <ul style="list-style-type: none"> Show the questions on the board. Can the children offer answers? <p style="text-align: right;">Resources: text cards; CD Joan Baez <i>Gracias a la Vida</i> -</p>
<p>Dictation</p>	<ul style="list-style-type: none"> Dictate the following sentences to the children: <i>Son las cuatro y tengo mucha sed. Quiero beber.</i> Ask them to share what they have written with a partner and make any changes. In a plenary, show the children the sentences on the board. Did they remember the capital letters and the full stops? Discuss openly some of the mistakes that have been made, and ask the children to think how these mistakes happened, and how they can remember the correct version. Praise the children for what they have written, and remind them that it requires knowledge and skill to be able to write in this way in a different language.
<p>Book of poems <i>Hormiguita negra</i></p> <p>End of lesson</p>	<ul style="list-style-type: none"> Read the short poem <i>El caracol</i> using tone of voice and facial expression to support the meaning. Say <i>Adiós. Hasta luego</i> to the children and invite them to reply <i>Hasta luego señor / señora / señorita.</i> <p style="text-align: right;">Resource: Book of poems - <i>Hormiguita negra</i></p>

Intercultural Understanding	Language Learning Strategies	Knowledge About Language
<ul style="list-style-type: none"> Children compare words across languages. They develop an understanding of the monetary system in the UK. 	<ul style="list-style-type: none"> Children play a game to practise recognising time phrases by ear. They use a bilingual dictionary to look up meanings of new words. They identify mistakes made in a dictation and discuss how to remember the correct version. 	<ul style="list-style-type: none"> Children recognise the importance and significance of punctuation. They understand and use a range of common words from a variety of word classes when constructing sentences.

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