

## Lesson 12

### Year 3 sample lesson plan - Catherine Cheater Scheme by Steve Haworth

Language content: *Vocal, consonante; ¿Lobo estás?*

Learning focus	Teaching sequence
Starter activity	<ul style="list-style-type: none"> <li>▪ Teacher, children and cuddly toys all exchange greetings.</li> <li>▪ Play Pass the Spelling Parcel with all the letters to spell 'Arturo' and 'Josefina'. When the music stops (suggest <i>Jugando al escondite</i>), a child takes a letter from the bag and shows it to the class who say the letter out loud. Blu Tack each letter to the board. Model and ask them to repeat if necessary. Whose name can be spelled first?</li> <li>▪ Now ask volunteers to call out a letter, remove it from the board and put it back in the bag.</li> </ul> <p style="text-align: right;"><b>Resources:</b> CD <i>Rosa León</i>; bag containing the letters <i>A-r-t-u-r-o-J-o-s-e-f-i-n-a</i>; cuddly toys</p>
Spelling skills  New vocabulary: <i>vocal</i> <i>consonante</i>	<ul style="list-style-type: none"> <li>▪ A word well known to the children is written on the board, e.g. <i>Josefina</i>. Point to the letters one at a time, saying <i>vocal</i> or <i>consonante</i>, i.e. for <i>Josefina</i> you would say <i>consonante - vocal - consonante - vocal - consonante - vocal - consonante - vocal</i>.</li> <li>▪ Through discussion, revise what the children already know about vowels and consonants.</li> <li>▪ Write on the board a selection of words well-known by the children, e.g. <i>rojo, verde, gato</i>. As you point to the letters in each word, the children chorus aloud the letter formation in terms of vowels and consonants. Invite some children to do this on their own.</li> <li>▪ Show the PowerPoint <a href="#">Vocal consonante 1</a>. Can the children identify the colours?</li> </ul> <p style="text-align: right;"><b>Resource:</b> interactive whiteboard</p>
Song and activity: <i>José se llamaba el padre</i>	<ul style="list-style-type: none"> <li>▪ This song satirises two old traditions in Spanish culture, one being the Christian tradition of naming men José (Joseph), the other passing the mother and father's first name to any children.</li> <li>▪ In the space at the end of each verse repeat the father's name; so the children can sing <i>José, Manuel, Ramón, Tomás</i>.</li> </ul> <p style="text-align: right;"><b>Resource:</b> CD <i>Canciones populares infantiles</i></p>

Relaxation	<ul style="list-style-type: none"> <li>Show the children photos of <i>Nerja</i> (province of <i>Málaga</i>) as a <a href="#">PowerPoint presentation</a>. Play some calming Spanish music (suggest Guitar Favourites, track 13 <i>Danza Española, No5</i>), while the children spend a few minutes simply observing the images.</li> <li>They compare <i>Nerja</i> (landscape/flora) with any seaside towns they have been to in England.</li> </ul> <p style="text-align: right;"><b>Resources:</b> interactive whiteboard; CD Guitar Favourites</p>
Webcam	<ul style="list-style-type: none"> <li>Is it snowing in the <i>Sierra Nevada</i> mountains near <i>Granada</i>? <a href="http://www.andalucia.org/modulos.php?modulo=SierraNevada&amp;fichero=webcams&amp;navegacion=&amp;web=&amp;cache=0">www.andalucia.org/modulos.php?modulo=SierraNevada&amp;fichero=webcams&amp;navegacion=&amp;web=&amp;cache=0</a></li> </ul>
<p>Song and activity: <i>Jugando al escondite</i></p> <p>New vocabulary <i>¿Lobo estás?</i></p>	<ul style="list-style-type: none"> <li>The children listen to <i>Jugando al escondite</i> in small groups with one child in each group holding a cuddly toy. The big bad wolf is in the forest and it's getting dark! Are you there, wolf? (<i>¿lobo estás?</i>) When the children hear this question, they pass the teddy to the next person in the circle or group.</li> <li>Now listen again and cue the class to call out <i>¿Lobo estás?</i></li> <li>Reintroduce <i>un gato, un perro y un mono</i>. Blu Tack the pictures on the board (with the images facing the board) and number them (<i>uno, dos, tres</i>). Now ask the class (e.g. <i>¿Gato estás?</i>). The children echo your model and a volunteer calls a number (e.g. <i>dos</i>). If correct you show the picture answer <i>sí, está</i>. If not correct answer <i>no, no está</i>. Ask the children to repeat these responses.</li> </ul> <p style="text-align: right;"><b>Resources:</b> CD <i>Rosa León</i>; <a href="#">flashcards/pictures of animals</a>; cuddly toys</p>
<p>Story</p> <p>End of lesson.</p>	<ul style="list-style-type: none"> <li>Read the story <i>¡Hombre de color!</i>.</li> <li>Teacher, children and cuddly toys exchange farewells with <i>adiós</i>.</li> </ul> <p style="text-align: right;"><b>Resources:</b> story book - <i>¡Hombre de color!</i>; cuddly toys</p>

Intercultural Understanding	Language Learning Strategies	Knowledge About Language
<ul style="list-style-type: none"> <li>Children observe the weather via a web cam.</li> <li>They become familiar with the physical features of a Spanish seaside resort.</li> </ul>	<ul style="list-style-type: none"> <li>Children re-arrange a series of letters to spell names.</li> </ul>	<ul style="list-style-type: none"> <li>Children become familiar with Spanish consonants.</li> </ul>