

FUTURE LEARNING

Future units will build progressively on the use of numbers, the time, verbs, and sounds and spellings.

CORE VOCABULARY AND STRUCTURES

<i>¿Tienes algún animal (en casa)?</i>	<i>Los números:</i>
<i>¿Tienes un gato?</i>	<i>treinta y dos</i>
<i>Sí, tengo un gato/perro/caballo</i>	<i>cuarenta</i>
<i>No, no tengo un perro/animales</i>	<i>cincuenta</i>
<i>¿Te gustan (los animales)?</i>	<i>sesenta</i>
<i>Me gustan (los gatos)</i>	<i>setenta</i>
<i>No me gustan (los conejos)</i>	<i>ochenta</i>
<i>un animal</i>	<i>noventa</i>
<i>un gato/dos gatos</i>	<i>cien</i>
<i>un conejo/dos conejos</i>	<i>¡Felices Pascuas!</i>
<i>un perro/dos perros</i>	<i>Semana Santa</i>
<i>un pájaro/dos pájaros</i>	<i>un huevo de Pascua</i>
<i>un caballo/dos caballos</i>	<i>un huevo de chocolate</i>
<i>un pez/dos peces</i>	
<i>un ratón/dos ratones</i>	
<i>un hámster/dos hámsters</i>	

Unit 4 Los animales**ABOUT THE UNIT**

In this unit children learn to talk about animals. They continue to gain confidence in manipulating numbers and they also learn further vocabulary associated with festivals, including Easter.

WHERE THE UNIT FITS IN

Children learn and use vocabulary to describe themselves and their pets. They consolidate knowledge of spelling, question forms and parts of the verbs *tener* and *gustar*, positive and negative, and colours. They continue to gain confidence in using numbers, applying techniques practised in previous units. They widen their knowledge of festivals at home and abroad.

PRIOR LEARNING

It is helpful if children already know:

- basic spellings of numbers
- sounds/spelling patterns met in previous units
- how to ask and answer questions using *tener* and *gustar*

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about particular animals found in Spain
- read storybooks or use CD-ROMs for independent learning

NEW LANGUAGE CONTENT

- nouns for animals
- singular and plural of common nouns
- numbers 32 to 100
- vocabulary for festivals, including Easter

RESOURCES

- pictures of animals
- pair cards
- word cards
- number dice
- number fans
- printed information or information from the internet about festivals
- materials for making greetings cards

LINKS WITH OTHER SUBJECTS

The number activities link to aspects of the numeracy strategy. The alphabet and work on sounds and spellings link to aspects of the literacy strategy. The activities in which the children learn about different festivals reinforce aspects of citizenship. Exercises using ICT consolidate learning in that area.

EXPECTATIONS**At the end of this unit****most children will:**

ask and answer questions about pets; understand and use numbers from 32 to 100; communicate in Spanish in pairs, asking and answering simple questions; develop their understanding of the way some sounds are represented in writing

some children will not have made so much progress and will:

understand and respond to simple questions with prompts or visual support; understand names of pets with the support of visual clues

some children will have progressed further and will:

use short phrases for asking and answering questions, using mainly memorised language; begin to apply simple aspects of grammar in new contexts; use number patterns with increasing flexibility

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Section 1. Pets <ul style="list-style-type: none"> to understand and answer questions about pets 	<ul style="list-style-type: none"> Introduce only a few names of pets, in singular and plural, using drawings, soft toys, flashcards, posters or an overhead projector (OHP), allowing plenty of repetition. Introduce with a verb, eg <i>¿Tienes algún animal en casa? Sí, tengo un perro.</i> Ask children if they have a particular pet. Teach children the correct response if they do not have a pet or a particular animal: <i>No, no tengo animales. ¿Tienes un gato? No, no tengo un gato.</i> When children can understand and use the verb construction, introduce more nouns. Practise the question <i>¿Tienes algún animal en casa?</i> with children and encourage them also to ask the question referring to different animals, eg <i>¿Tienes un conejo?</i> Play a guessing game, eg <i>Pienso en algo que empieza con ... G. ¿Un gato?</i> Children take turns to mime an animal and the others guess what it is. Say the first syllable of a word, eg <i>páj-</i> and children finish off the word, eg <i>-aro</i>. Children could work in pairs or groups with animal playing cards, using games such as 'Matching pairs' or 'Snap'. They score only if they pronounce the word correctly and clearly. As the children gain confidence, build in the question <i>¿Cómo se llama?</i> Allow one-word responses but encourage children to use the set phrase, eg <i>Se llama ...</i> As a reading activity, children read aloud and match short sentences about animals to the appropriate picture, eg <i>Me llamo Juan. Tengo dos gatos.</i> As a listening activity, read out short statements or use suitable audio/videotape, asking children to identify the main points using a grid or tick box, circling or ticking the animal mentioned. Children take part in a survey to find out the most common pet owned by children in their class. They ask and answer the question with other children. If they have a Spanish-speaking partner school, classes can exchange information by e-mail. Use songs and/or 'Big books' that contain references to animals. Ask the children to listen out for keywords and to respond with an action or sound. Introduce <i>¿Te gustan los pájaros?</i>, eliciting <i>Me gustan los pájaros</i> or <i>No me gustan los pájaros.</i> Put pictures of animals on the board in two groups: one group below a negative symbol and one group below a positive symbol. Children make up sentences using <i>Me gustan</i> and <i>No me gustan</i>, depending on where the pictures are placed. For example, if the picture of a dog is in the positive group and the picture of a cat is in the negative group, the sentence would be: <i>Me gustan los perros, no me gustan los gatos.</i> 	<ul style="list-style-type: none"> give details of pets in response to the question <i>¿Tienes algún animal en casa?</i> pronounce words clearly and correctly develop their response, eg <i>Tengo un gato. Se llama Blanco</i> show understanding of short phrases presented in a familiar context by matching sound to print and by reading aloud listen carefully to identify meaning and show their understanding of familiar statements ask others if they have any pets, and respond appropriately develop listening skills by picking out keywords use short phrases to express likes and dislikes 	<ul style="list-style-type: none"> Handling objects, finger puppets, toys and cards will help children to remember the words. If introducing several new words, deal with the different genders separately. Attach the flashcards to separate parts of the board or use two colours of card to highlight the difference visually. Vary the presentation of new words by using high and low pitch, different tones of voice, increasing and decreasing volume, by varying the pace, and by multiple repetition of the same word. Children may enjoy saying the words in a voice that suits the character of the animal. For the listening activity provide extra support, if necessary, in the form of visual clues to the animals mentioned, displayed in the correct order. Children could also note more detailed information, such as the names and quantities of pets, the name and age of the person speaking. The survey might be a timed activity in order to provide a challenge and ensure children complete the task in a similar time. Some children may need support when initiating conversation. Children who are more confident can volunteer further information. Children could use various graph techniques to present their findings. Further progression can be achieved by introducing adjectives, eg <i>grande, pequeño/a</i>, and colours. Gradually combine descriptions of animals with the question <i>¿Cómo es?</i> to elicit a response containing an adjective. Allow one-word responses but encourage children to use the set phrase <i>Es pequeño/a</i>, according to your question. Children will be familiar with 'Big books' from their work in English.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 2. Numbers to 100	<ul style="list-style-type: none"> to understand and use numbers up to 100 <p>Revise numbers using techniques introduced in work in numeracy, eg <i>number dice</i>, <i>number fans</i>.</p> <p>Explain in English how numbers from 20 to 40 are made up in Spanish and ask children to try to predict what the Spanish will be for numbers 40 to 49. Encourage them to try to predict as they work.</p> <p>Count backwards. Say the numbers out of sequence.</p> <p>Perform a 'Mexican wave', in which each child in sequence says a higher or lower number, and in steps of one, two, three, four and five, starting from a random number.</p> <p>Play 'Bingo' using numbers 30 to 100 to practise listening and understanding.</p> <p>Play 'Number/colour bingo'. Children work in pairs or in groups. Each group is given a set of cards with numbers written on them. Each card is a different colour. The children spread the cards on the table, face up, and the teacher calls out a colour and a number, eg <i>rojo/veinte, verde/treinta y dos, amarillo/cuarenta</i>. The children turn over the cards that match the colour and number. The first group to turn all their cards over wins. Children must then tell the teacher what was on each card, eg <i>rojo/veinte</i> for the teacher to check and for the children to practise pronunciation.</p> <p>Do times tables in Spanish at a level suited to the class, eg <i>dos por cuatro son ocho; tres por cuatro son doce</i>.</p> <p>Practise using mental mathematics at a level suited to the class, eg <i>ocho por cinco, sesenta menos veinte, quince más quince más quince ... ¿Cuánto es?</i></p> <p>Timed game: children count in sequence around the class and the teacher times them. If a child says a number incorrectly, the class must start again from the beginning. When the last child has said their number, stop the watch and tell them how many seconds they took. The children can then try to beat their record.</p> <p>Sing a song that incorporates numbers, such as (to the tune of 'Here we go, here we go') <i>Uno dos, uno dos, uno dos, tres cuatro, tres cuatro, tres cuatro, cinco seis, cinco seis, cinco seis, siete, ocho, nueve, diez.</i></p>	<ul style="list-style-type: none"> understand and use numbers 1 to 100, both in and out of sequence perform calculations in Spanish 	<ul style="list-style-type: none"> Emphasise the use of <i>y</i> between numbers, eg <i>cuarenta y uno, cincuenta y dos</i>. It might be helpful to exaggerate to help children to remember. Reinforce both the foreign language and number concepts by performing some numeracy activities in Spanish. The children may be revisiting some numeracy activities from earlier years in their school career but will still find them challenging as they are doing them in a foreign language. Also, slower learners will be able to participate as they will recognise the activities from numeracy work done through the medium of English. Children could practise using numbers and letters together to read out car number plates. If possible, use pictures of international car number plates from Spanish-speaking countries or copy them. Spanish CD-ROMs are available to practise number vocabulary and manipulation of numbers up to 60. Some commercially produced CD-ROMs for the numeracy hour can be used in Spanish.
Section 3. Celebrating festivals abroad	<ul style="list-style-type: none"> how others celebrate festivals <p>Discuss ways in which festivals are celebrated in different countries, for example Easter, if using this unit at that time of year. Children could consider the differences and similarities between festivals. Common features would include food and drink, family get-together, closure of businesses, religious traditions.</p> <p>Encourage children to exchange greetings cards with their Spanish-speaking partner school.</p> <p>Teach seasonal greetings using visuals or objects.</p>	<ul style="list-style-type: none"> consider their own culture and compare it with others work with English language materials to research other countries and cultures use Spanish for real purposes 	<ul style="list-style-type: none"> Festivals taking place in spring include Passover, Easter, Holi, Mardi Gras. Children could research the celebration of festivals in other countries using appropriate books or CD-ROMs. Children could use ICT to produce their greetings cards. They select and import appropriate images and combine them with text. They use skills of centring, aligning and resizing graphics. Some will choose effects to match their purpose, ensuring that the text and graphics complement each other. If children use ICT to produce the card, they may be able to send their greetings by e-mail. Researching other countries and cultures provides an opportunity to practise reading for information in English, for example: identifying sources; scanning to locate information quickly; skimming and scanning for overall sense and to locate specific detail (NLS year 3, year 4, year 5).

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Section 4. Sounds and spellings of words			
<ul style="list-style-type: none"> about the sounds and spelling of certain words 	<ul style="list-style-type: none"> Remind children of the sound/spelling rule to form plurals by adding an -s to nouns ending in a vowel and -es to words ending in a consonant. Present singular and plural names of animals using paintings or flashcards. Children show understanding and discrimination by picking the appropriate flashcard when an animal or animals are named. When playing spelling games, add children's names and names of famous people to the bank of words children learn to spell. Introduce children to the spelling and pronunciation of certain sounds using double letters. Use words they have met previously, <i>eg perro, cierra, silla, caballo, llamo, amarillo</i>. Ask children to pick out the sounds, for example by putting up their hand when they hear the sound in a list of words. ▲ Children could take the part of a bingo caller or direct a game of 'Hangman' on the board, using any vocabulary learnt so far. 	<ul style="list-style-type: none"> listen carefully to discriminate sounds and develop strategies for using correct pronunciation 	<ul style="list-style-type: none"> These activities need not be discrete items, and can be easily integrated into the other possible activities in the unit as the teacher deems appropriate. Once they are very familiar with the sounds of the letters, children could spell other subject-specific words in Spanish.
END-OF-UNIT ACTIVITIES			
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding learnt in this unit 	<ul style="list-style-type: none"> Children create a wall display featuring the different animals they have come across in Spanish. They write a profile in Spanish of an animal, including details such as name, age, where they live and other family members. They label the colours of the animal. Children could use ICT to create their display work. Children could reinforce their knowledge of the alphabet through music and rhythm. They could be encouraged to record their performances. Children could reinforce pronunciation of certain sounds by learning a tongue-twister in Spanish, <i>eg tres tristes tigres trisan trigo en un trigal</i>. 	<ul style="list-style-type: none"> write short sentences in Spanish 	<ul style="list-style-type: none"> These activities can reinforce work in art, ICT and music.