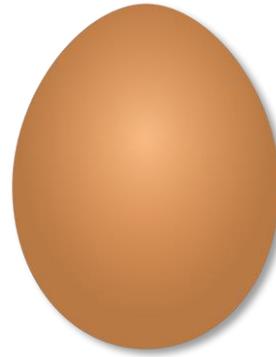
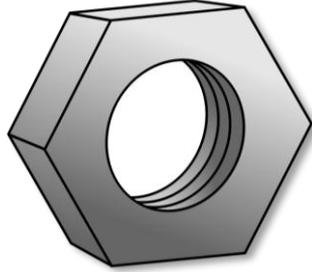
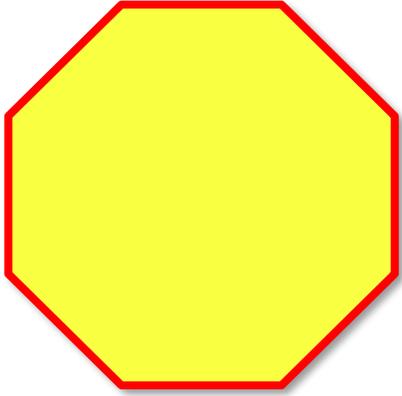
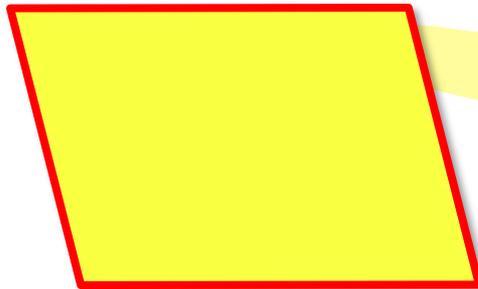
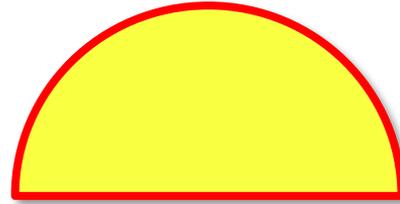
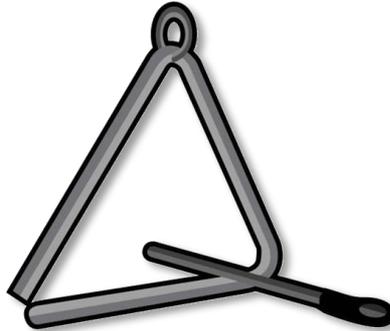


We are learning:

- About 2D shapes



Abdul



Teacher notes

Additional resources

Actual 2D shapes

Flashcards – shape pictures

Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with.

Introduce the lesson by using the phrase “**hoy vamos a aprender las formas en dos dimensiones**” – “today we are going to learn about 2D shapes”. Make sure that the children have a selection of 2D shapes on the table in front of them and you have a selection near you for showing to the children (or use the flashcard pictures).

Remind the children that the letter h is silent and not pronounced in Spanish. Several shapes begin with the letter h so they need to remember this rule.

Practise the numbers up to 10 – chant together. Point at a number at random and ask the children to call out the number. Play **¿sí o no?**. Point at a number on the board and either give the correct word for the number or an incorrect word. Ask the children to respond with thumbs up for **sí** and thumbs down for **no**. They should also call out “**sí**” or “**no**”. Use this as an opportunity to assess the understanding of the children.

As usual, use **escuchad** and **repetid** to introduce the new vocabulary – provide lots of opportunity for repetition. For each word, ask the children “**¿cómo se escribe [the shape]?**” – “how do you spell...[the word given]?”.

Teacher notes

Remind the children of the concepts of masculine and feminine. Ask them to work with a partner to decide which shapes are masculine and which are feminine. Sort the cards into two groups. Discuss how the children decided to group the nouns – they should be quite familiar with this concept now. Point at a shape on the screen and ask the children to say whether the word is masculine or feminine. Ask the children to explain how they know.

Note – all common 2D shapes used in this lesson are masculine nouns. Point this out if the children do not notice the pattern.

Play **¿sí o no?**. Point at a word on the board and either give the correct word for the shape or an incorrect word. Ask the children to respond with thumbs up for **sí** and thumbs down for **no**. They should also call out “**sí**” or “**no**”. Use this as an opportunity to assess the understanding of the children. Praise the children regularly to increase their confidence – **genial, excelente, muy bien, fantastico** etc.

Play **mostradme** (show me). Point at/read out/click a word on the interactive whiteboard. Ask the children to read or listen then show you the correct 2D shape or flashcard picture. Use this as an opportunity to assess the understanding of the children. Praise the children regularly to increase their confidence – **genial, excelente, muy bien, fantastico** etc.

Play **Romeo dice...** (Romeo says). This game slide shows 2D shapes in common everyday objects. Choose a word then either say ‘[name of the shape]’ or ‘**Romeo dice** [name of the shape]’, for example, ‘**el cuadro**’ or ‘**Romeo dice el cuadro**’. Children should select and show you the correct 2D shape or flashcard picture, but ONLY if the name of the shape was preceded with ‘**Romeo dice...**’. Anyone showing a shape or card without hearing ‘**Romeo dice...**’ is out of the game. Who will be the winner? Praise the children regularly to increase their confidence – **genial, excelente, muy bien, fantastico** etc.

Teacher notes

The next slides introduce the properties of 2D shapes. The slide models how to say how many sides a shape has - '¿cuántas aristas tiene?' (how many sides are there?).

Remind the children of the verb **tener** (to have), introduced in the previous lessons about zoo animals. Once again, we will be using the third person singular form of the verb, **tiene** (it has). We can respond to the example question about the triangle with:

tiene tres aristas (it has 3 sides), or

el triángulo tiene tres aristas (the triangle has 3 sides)

Ask the children to work in pairs to ask each other, and respond to, questions using the shapes shown on the slides or they could choose a different 2D shape/picture flashcard from their table. Use the dialogue structure model shown.

Quiz

- Listen to the shape audio and click the shape that is heard.

Points to note

- Display the shape flags in the classroom as part of a maths display to help children remember the names of 2D shapes in Spanish.

Teacher notes

National Curriculum coverage

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

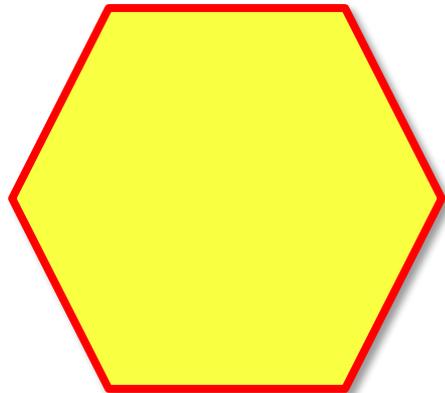
Spanish pronunciation

Remember - some letters in Spanish have a sound that is different to the sound of the letter that is written. For example:

▪ h hola

In Spanish the h is silent

el hexágono



los números numbers



cero



uno



dos



tres



cuatro



cinco



seis



siete



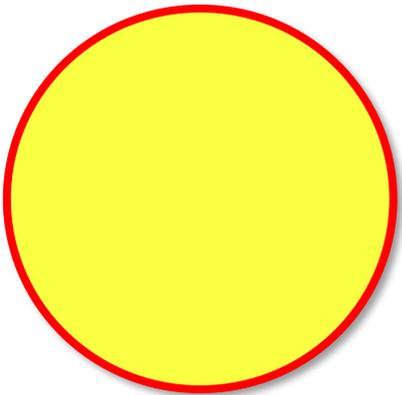
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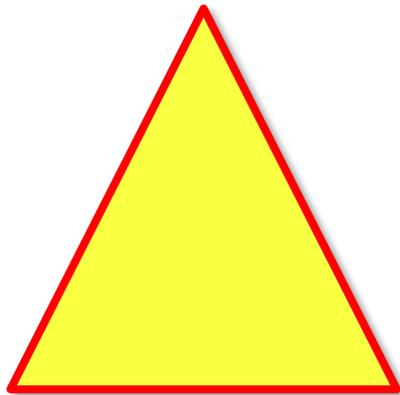
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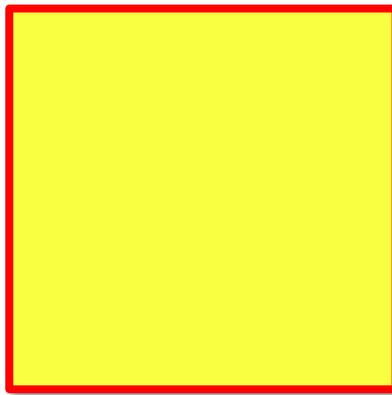
diez



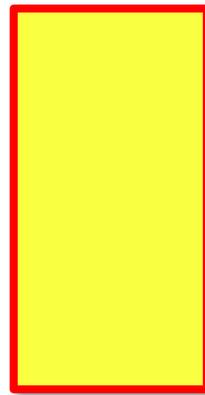
el círculo



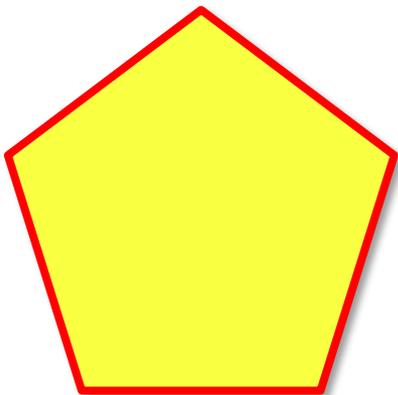
el triángulo



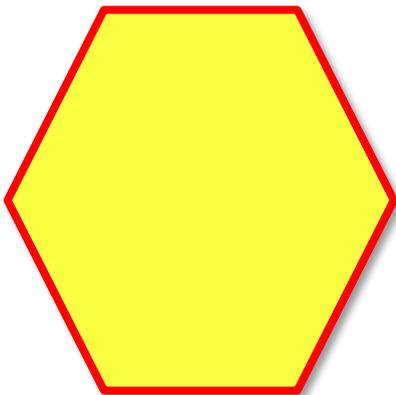
el cuadrado



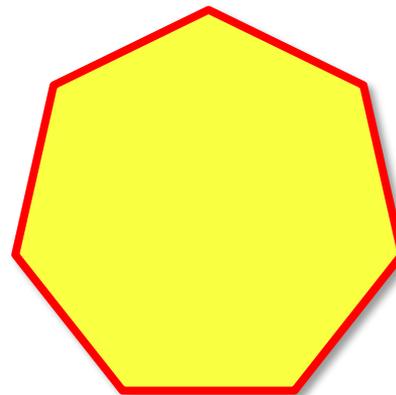
el rectángulo



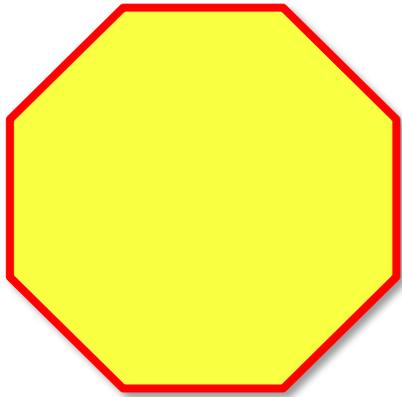
el pentágono



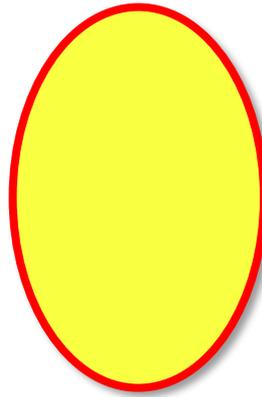
el hexágono



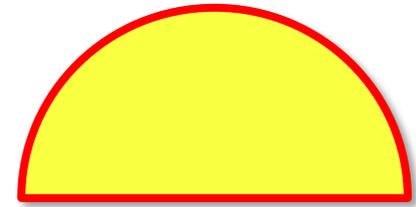
el heptágono



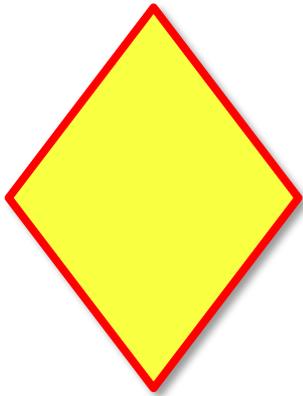
el octógono



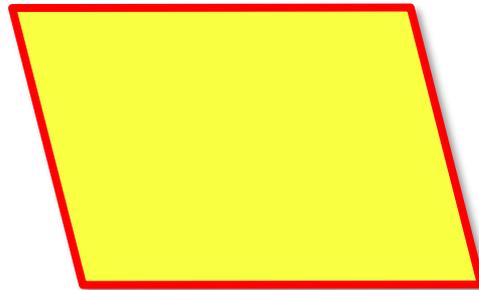
el óvalo



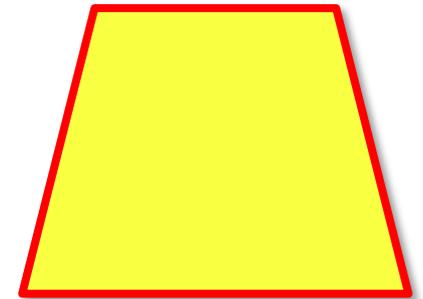
el semicírculo



el rombo

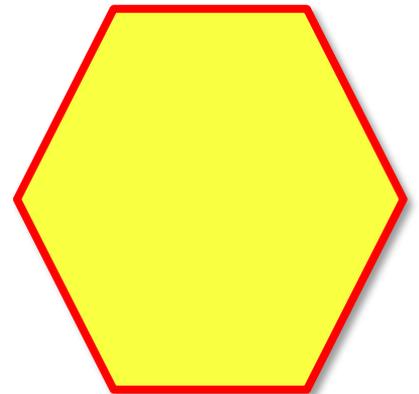
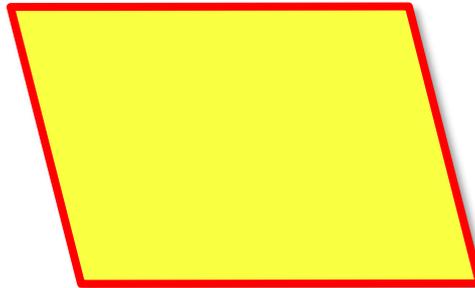
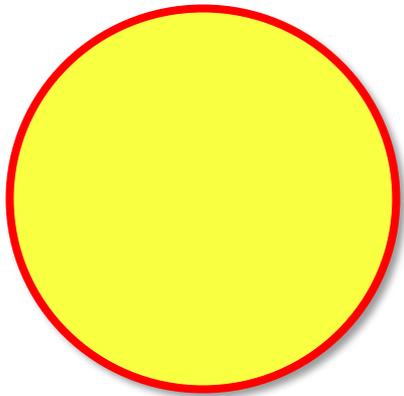
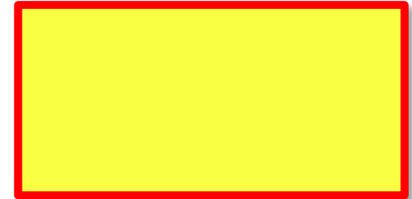
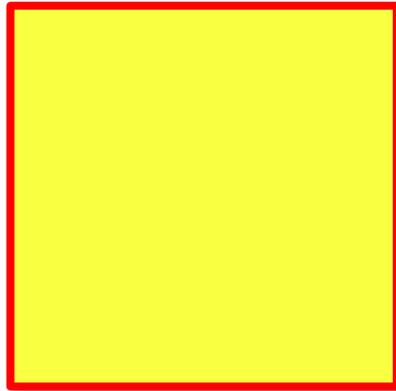
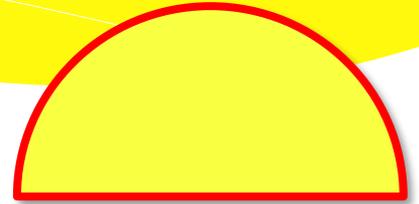
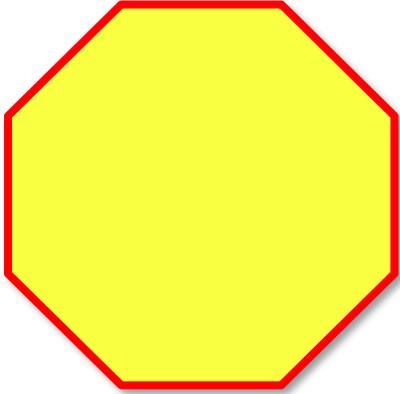


el paralelogramo

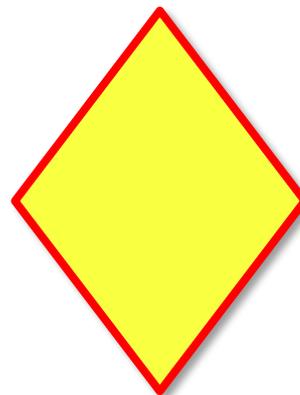
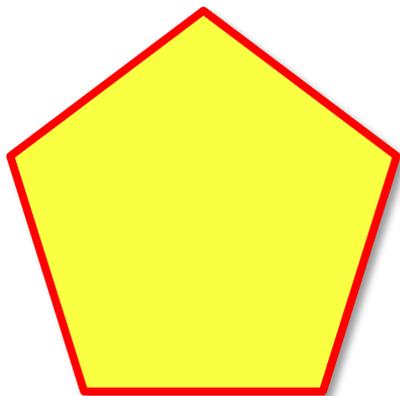
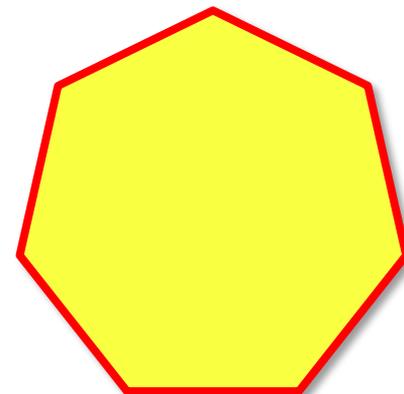
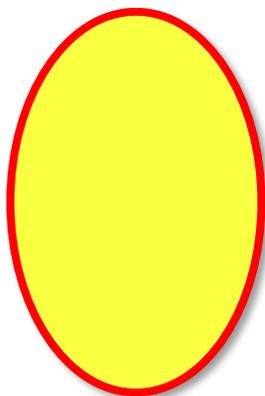
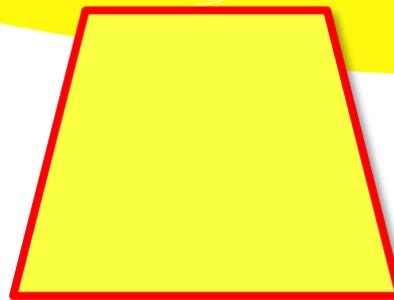
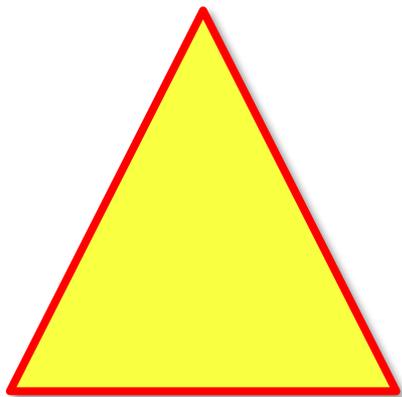


el trapezoide

¿sí o no? yes or no?



¿sí o no? yes or no?



mostradme show me



el óvalo

el círculo

el triángulo

el semicírculo

el octógono

el rectángulo

el cuadrado

el pentágono

el heptágono

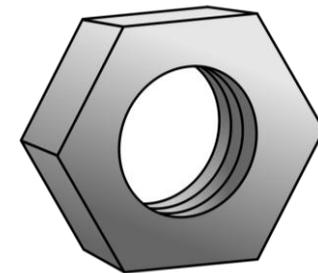
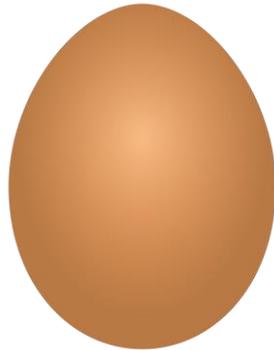
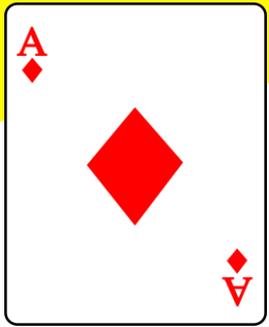
el rombo

el paralelogramo

el hexágono

el trapezoide

Romeo dice ...



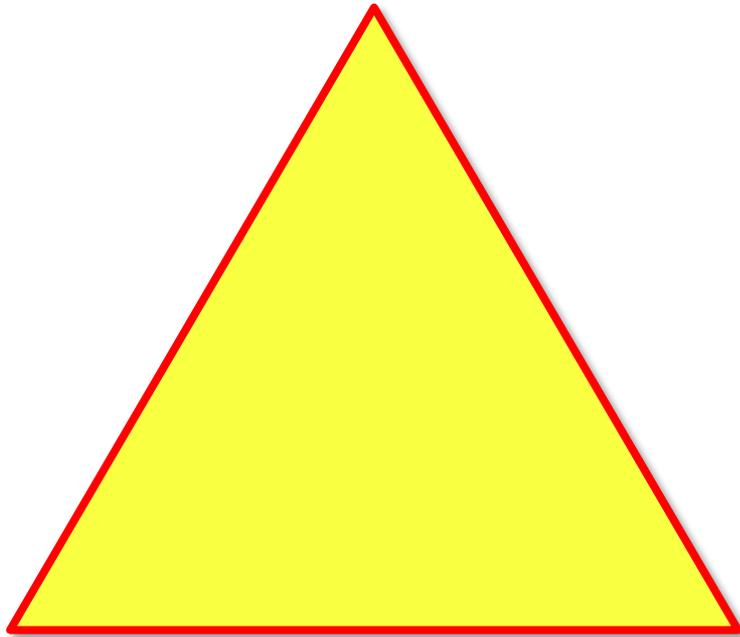
vocabulario vocabulary

- las formas
- dos dimensiones
- la misma
- longitud
- la misma longitud
- una arista
- ¿cuántas aristas tiene?
- tiene tres aristas
- shapes
- 2D
- the same
- length
- the same length
- a side
- how many sides are there?
- there are three sides

How many sides?



¿cuántas aristas
tiene?

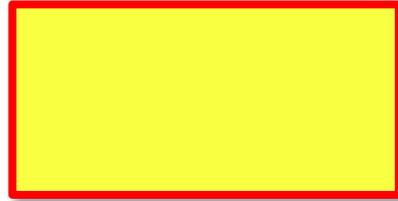
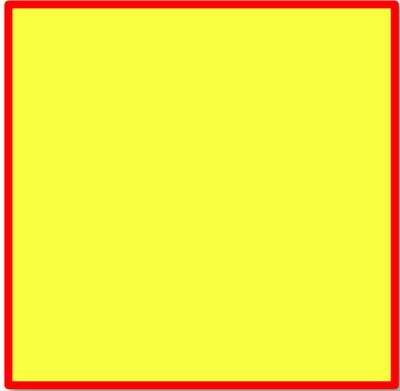


tiene tres aristas

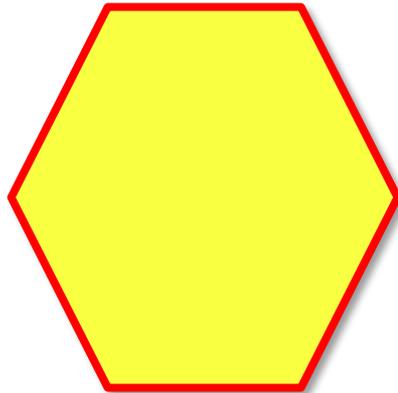
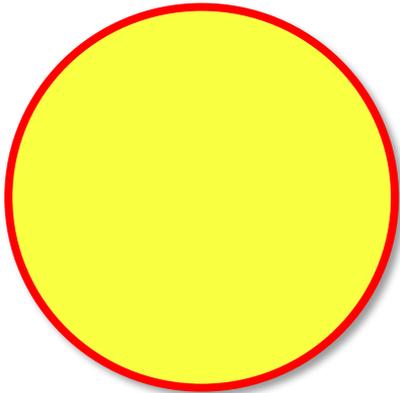


el triángulo tiene
tres aristas

How many sides?



¿cuántas aristas
tiene?

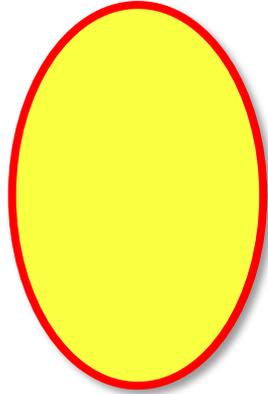
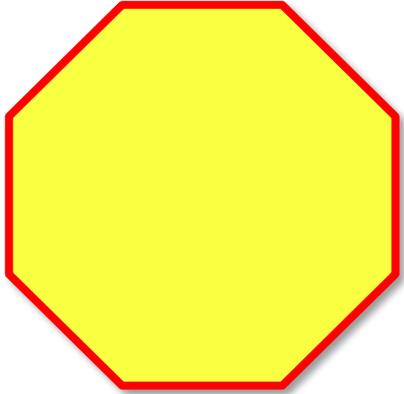


tiene ... aristas

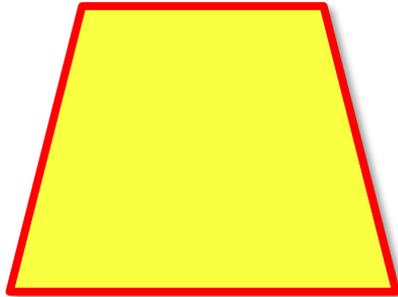
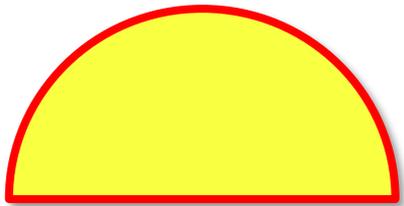


el ... tiene ...
aristas

How many sides?



¿cuántas aristas
tiene?



tiene ... aristas



el ... tiene ...
aristas



¡Hasta luego!