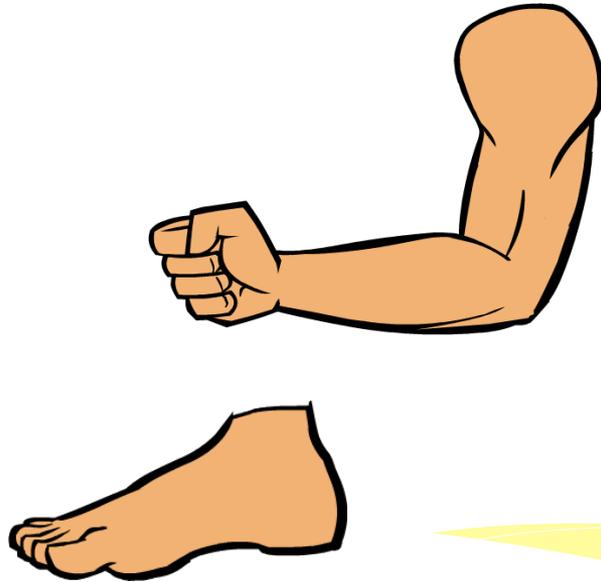


We are learning:

- the parts of the body
- singular and plural articles



# Teacher notes

## Activities

Greet the children in a warm and friendly manner, asking them questions:

- ¡hola!
- ¿qué tal? ¿cómo estás?
- ¿dónde vives?
- ¿qué fecha es hoy?

Introduce the lesson by using the phrase “**hoy vamos a aprender las partes del cuerpo**” – “today we are going to learn about the parts of the body”. Revise the classroom instructions learnt in the ‘parts of the head’ unit of work:

- **tocad** touch
- **moved** move
- **cerrad** close
- **abrid** open

Revise the vocabulary for the parts of the head. Tell the children “**escuchad y mirad**” – “listen and look”. Say an action word and show the corresponding action, then ask the children to repeat the word using “**repetid**” - and to show you the action. Ask the children to tell you what the instruction means in English. Then say an instruction without an action and insist that the children show the action without talking, then show an action and ask the children to tell you what the instruction is in words.

Introduce each of the body parts using lots of repetition, pointing at yourself as you say the words. Ask the children to “**repetid**” and point at their body parts as they repeat each word. For each word ask the children to take it in turns to ask their partner “**¿cómo se escribe [the body part]?**” to practise spelling the new vocabulary.

Note: the word for fingers and toes is the same – **los dedos**.

# Teacher notes

Introduce the following phrases:

- **mano derecha** right hand
- **mano izquierda** left hand
- **brazo derecho** right arm
- **brazo izquierdo** left arm

Tell the children “**vamos a jugar a ‘Romeo dice...’**” – “we are going to play ‘Romeo says...’” (Simon says) using our new instructions, as well as left and right hands and arms. If you have a teaching assistant in the classroom ask them to look out for any children who need support, and to help them. Ask the children to stand up to play the game, using **levantaos**, and tell them to sit down if they are out using **sentaos**. Who will win? Use the new instructions, left and right, for example:

- **abrid la boca** open the mouth
- **cerrad los ojos** close the eyes
- **tocad el pelo** touch the hair
- **moved la cabeza** move the nose
- **tocad el brazo derecho** touch the right arm
- **moved la mano izquierda** move the left hand

Explain that some parts of the body are singular nouns and some are plural nouns – parts of the head that are in pairs (eyes and ears), fingers and toes need to be plural. Discuss the concept of singular and plural definite and indefinite articles using the table to explain. Complete the table in the copiable activities.

Ask the children to label the diagram on the worksheet and find the words in the **sopa de letras** (word search). In partners or small groups, sort all the flash cards for the head and body into singular and plural groups – the children should discuss why each word is either singular or plural and if it uses a definite or indefinite article. Make a class chart for the words.

# Teacher notes

## Quiz

- Listen to each word and touch the appropriate part of the body.

## Points to note

Song – La Macarena – get the children standing to do this song. Do these actions to the song:

- **¡eh, Macarena!** – jump a quarter turn clock-wise each time you sing this
- **brazo derecho** – put your right arm out in front of you
- **brazo izquierdo** – put your left arm out in front of you
- **palma arriba** – palms up in the air (arms above your head)
- **mano derecha** – put your right hand out in front of you
- **mano izquierda** – put your left hand out in front of you
- **mano derecho sobre la cabeza** – put your right hand on your head
- **hombro derecho** – lift your right shoulder up and down
- **hombro izquierdo** – lift your left shoulder up and down
- **cadera derecho, cadera izquierda** – move your hips from right to left

The concept of masculine and feminine will be introduced and explained in subsequent units of work, though some children may have spotted the relationship between **la, las, el, los, un, una, unos, and unas** with the ending of the nouns – **a, as, o** and **os**. The changing of articles, plurals and noun endings can get quite confusing at first. Adjectives change their endings too! That's why left and right have two words depending on the ending of the noun:

- **derecho (brazo)** right arm
- **derecho (mano)** right hand
- **izquierdo (brazo)** left arm
- **izquierda (mano)** left hand

# 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.

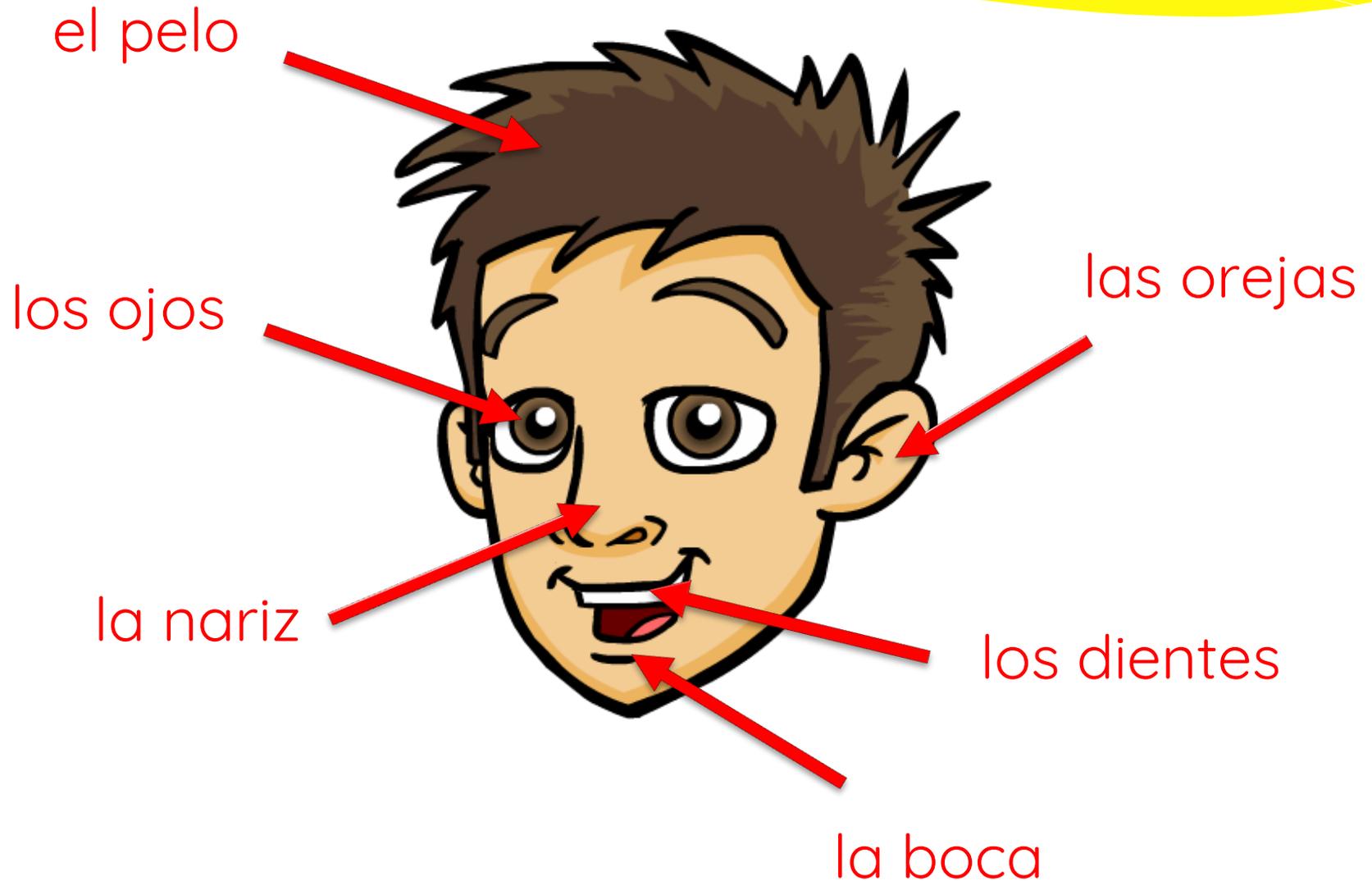
# instrucciones instructions

- tocad
- moved
- cerrad
- abrid

- touch
- move
- close
- open



# la cabeza the head



# el cuerpo the body

la cabeza



el brazo



los dedos



el estómago



la rodilla



los dedos



el cuello



el hombro



la espalda



las caderas



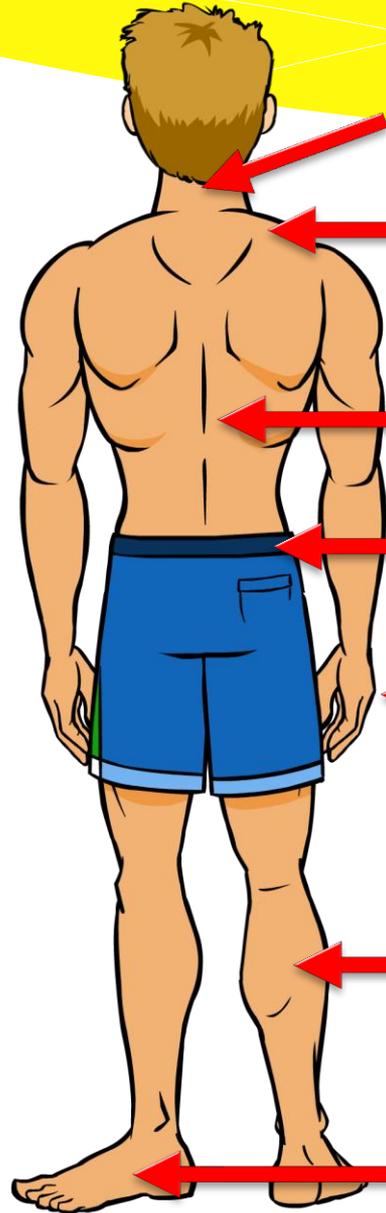
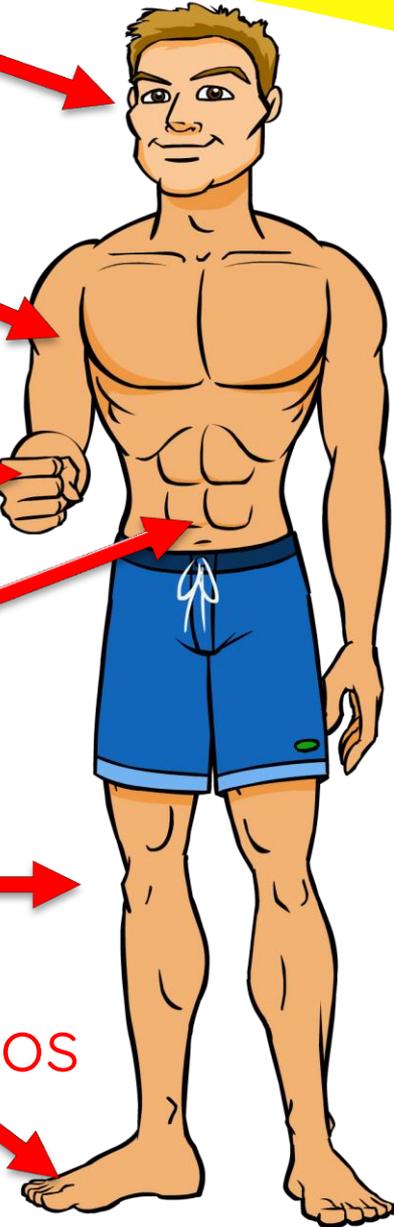
la mano



la pierna



el pie



# grámatica grammar

singular noun	ending	plural ending	plural noun
la pierna	a	as	las piern <u>as</u>
el brazo	o	os	los braz <u>os</u>

Just like in English, there are some different rules for how to use **s** when making nouns plural!

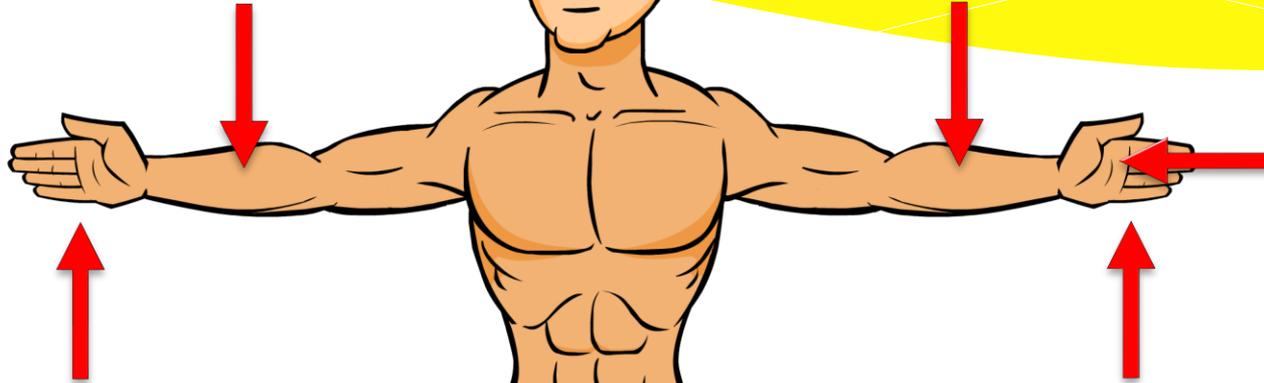
noun	definite article		indefinite article	
	singular	plural	singular	plural
dedo (finger/toe)	el dedo	los ded <u>os</u>	un dedo	unos ded <u>os</u>
rodilla (knee)	la rodilla	las rodill <u>as</u>	una rodilla	unas rodill <u>as</u>
brazo (arm)	el brazo	los braz <u>os</u>	un brazo	unos braz <u>os</u>
pierna (leg)	la pierna	las piern <u>as</u>	una pierna	unas piern <u>as</u>
estómago (stomach)	el estómago	los estómag <u>os</u>	un estómago	unos estómag <u>os</u>
mano (hand)	la mano	las man <u>os</u>	una mano	unas man <u>os</u>
espalda (back)	la espalda	las espald <u>as</u>	una espalda	unas espald <u>as</u>
hombro (shoulder)	el hombro	los hombros	un hombro	unos hombros
cuello (neck)	el cuello	los cuell <u>os</u>	un cuello	unos cuell <u>os</u>
cadera (hip)	la cadera	las cader <u>as</u>	una cadera	unas cader <u>as</u>

brazo derecho

right arm

brazo izquierdo

left arm



la palma  
palm

mano derecha

right hand

mano izquierda

left hand

# Romeo dice...



# Romeo says...

la cabeza



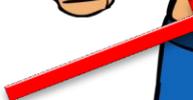
el brazo



los dedos



el estómago



la rodilla



Click the red words to hear the pronunciation.



el cuello



el hombro



la espalda



las caderas



la mano



la pierna



el pie





Head and shoulders, knees and toes, knees and toes.  
Head and shoulders, knees and toes, knees and toes.  
Eyes and ears and mouth and nose,  
Head and shoulders, knees and toes, knees and toes.

Cabeza, hombro, rodilla y pie, rodilla y pie.  
Cabeza, hombro, rodilla y pie, rodilla y pie.  
Ojos, orejas, boca y nariz,  
Cabeza, hombro, rodilla y pie, rodilla y pie. (x2)

 canción - song

Brazo derecho. Brazo derecho.  
Brazo izquierdo. Brazo izquierdo.  
Palma arriba. Palma arriba.  
¡Eh, Macarena!

Mano derecha. Mano derecha.  
Mano izquierda. Mano izquierda.  
Mano derecha sobre la cabeza.  
¡Eh, Macarena!

Hombro derecho. Hombro  
derecho.

Hombro izquierdo. Hombro  
izquierdo.

Cadera derecha, cadera izquierda.  
¡Eh, Macarena!

Macarena, Macarena, Macarena,  
Me gustan los veranos de  
Marbella.

Macarena, Macarena, Macarena,  
También me gusta allí la  
primavera.

[repeat first 3 verses]



¡Hasta pronto!