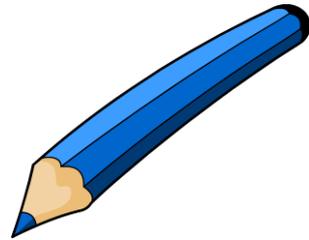


We are learning:

- the classroom objects
- to use the verb 'tener' (to have)



a

ah

b

bay

c

thay

ch

chay

d

day

e

aay

f

effay

g

hay

h

achay

i

ee

j

hotah

k

kah

l

ellay

ll

ay-yay

m

emmay

n

ennay

ñ

enyay

o

oh

p

pay

q

coo

r

airray

s

essay

t

tay

u

ooh

v

oohvay

w

oohvay
doblav

x

ekiss

y

ee-
gree-
ay-gah

z

thaytah



Teacher notes

Additional resources

Classroom objects – scissors, rubbers, pencils, pens, coloured pencils, books, exercise books, rulers, pencil sharpeners, school bags (from the children), pencil cases, calculators

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 los objetos de la clase**” – “today we are going to learn the classroom objects”. Make sure that the children have a selection of classroom objects on the table in front of them and you have a selection near you for showing to the children. Practise the letter sounds as we will need to use them during this lesson.

As usual, use **escuchad** and **repetid** to introduce the new vocabulary – provide lots of opportunity for repetition. For each word, hold up the object and show the class. Ask the children “**¿cómo se escribe [the classroom object]?**” – “how do you spell...[the word given]?”. **¿de qué color es...[the object]?**” – “what colour is [the object]?”.

Introduce the question “**¿me pasas...?**” – “can you pass me...?”. Walk around the tables and ask different children to pass you an item, for example “**¿me pasas un color rojo, por favor?**” – “can you pass me a red colouring pencil, please?”. When the correct object is passed to you, say “**gracias**” – “thank you”. Tell the children they should then reply with “**de nada**” – “you’re welcome” (literally “it’s nothing”). Using gestures, give an object, like a pen, to another child and say “**da un bolígrafo a [person’s name], por favor**” – “give a pen to [the person], please”. Encourage the person receiving the pen to say “**gracias**” – “thank you” and the person giving something that they should say “**de nada**”. Ask children to work in small groups, asking one other to pass things, making sure they say **gracias** if they receive something and **de nada** when someone says **gracias** to them.

Teacher notes

Play **¿sí o no?**. Hold up a classroom object and either give the correct word for the object or an incorrect word. Ask the children to respond with thumbs up for **si** and thumbs down for **no**. They should also call out “**si**” or “**no**”. Use this as an opportunity to assess the understanding of the children.

Play **¿qué es esto?**. Point at an item on the screen or hold up an object and ask “**¿qué es esto?**” – “what is this?”. Children should write the correct word on their whiteboards or choose the correct flashcard word to show you when asked. Expect a 100% response so you can assess understanding. Now tell the children that they need to add an adjective, the colour, to their answer – for example “**es un lápiz amarillo**” – “it is a yellow pencil”. Remind the children of the position of the adjective in Spanish – after the noun – and that some colours change their ending to agree with the gender of the noun.

Discuss the verb **tener** – to have. Ask the children to remind each other where we have come across it before and provide examples of using it:

- family – **tengo dos hermanas** - I have two sisters, for example
- age – **tengo diez años** - I have (am) ten years old
- pets – **tengo un perro** – I have a dog

We use **tener** to say if we have, or do not have, something. We can also use our knowledge of numbers to say “**tengo tres lapices**” - “I have three pencils”, for example. Ask the children to work in partners to apply their understanding and existing knowledge to answer the question “**¿tienes [a classroom object]?**” – “do you have [an object]?” on each slide.

Extend this further by using the phrase “**en mi mochila tengo ...**” – “in my bag I have ...”. Show the slides and ask the children to take it in turns tell their partner the items that they can see in each **mochila**. The children should also apply their knowledge of numbers and colours when explaining. Extend this even further by asking the children to include **pero** (but) and **no tengo** to also say what they do not have in their **mochila**. For example: “**Tengo dos lapices, una goma azul y un libro pero no tengo un cuaderno**”.

Teacher notes

Play **veo, veo** - I spy. One person identifies an object in the classroom that everyone knows the Spanish word for. They then say to their partner, group or class “**veo, veo**” (I spy). The others reply “**qué ves?**” (what do you see?). The person then says the letter that the word begins with, for example “**empieza por la r**” - it starts with the letter r”. Everyone then needs to say the words that it could possibly be until the correct word is given. The person should reply to each guess with **no** or **si**.

Remind the children of the concepts of masculine and feminine. Ask them to work with a partner to decide which classroom object nouns are masculine and which are feminine. Sort the objects into two groups. Discuss how the children decided to group the nouns - they should be more familiar with this concept now. Make an interactive class display on a table-top using small hoops - one for masculine and one for feminine. Label each one appropriately and place a selection of objects nearby for the children to sort.

Quiz

- Match the pictures of the classroom objects to the correct word.

Points to note

- Praise the children regularly to increase their confidence - **genial, excelente, muy bien, fantastico** etc.
- In addition to **gracias** (thank you), you can also say **muchas gracias** or **muchisimas gracias** - many thanks.
- Use “**¿me pasas ... ?**” - “can you pass me ...?” and “**Da ... [something] a [someone], por favor**” - “give [something] to [someone], please” - as often as you can in the classroom. Use “**gracias**” and “**de nada**” appropriately when things are passed and given.
- **Un bolígrafo** (a pen) is often shortened to **un bolí**.
- Draw the children’s attention to accents - **lápiz, bolígrafo** - briefly explain that they change where an emphasis should be in a word. The concept of accents is introduced in subsequent units.

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.**

¿Cómo se escribe?



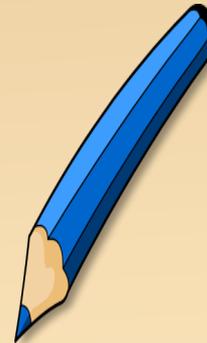
una calculadora unas tijeras



un bolígrafo



una mochila

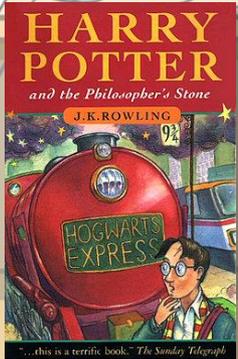


un color



un cuaderno

¿Cómo se escribe?



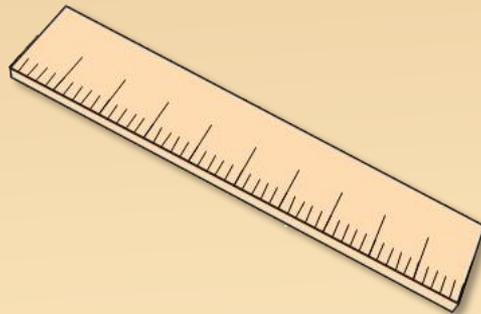
un libro



un lápiz



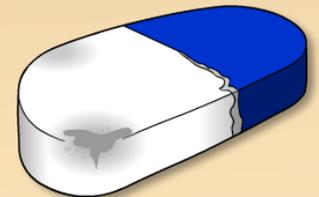
un estuche



una regla



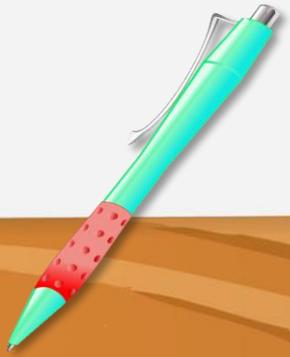
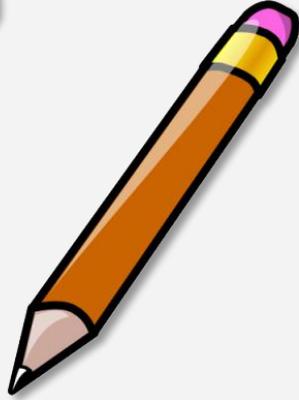
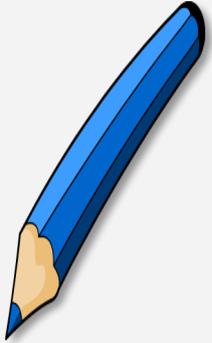
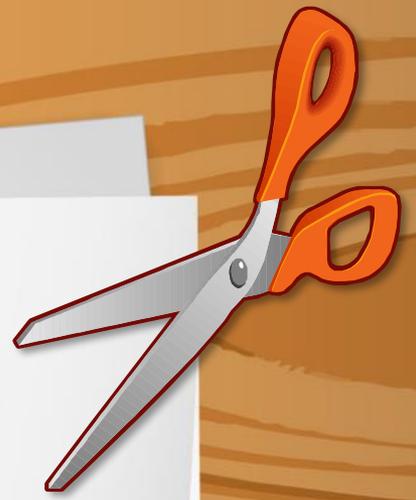
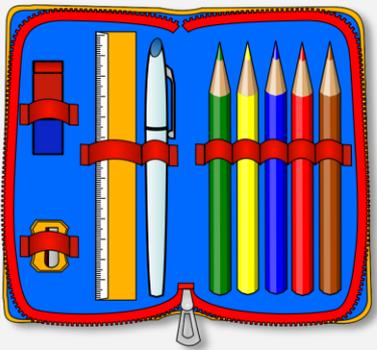
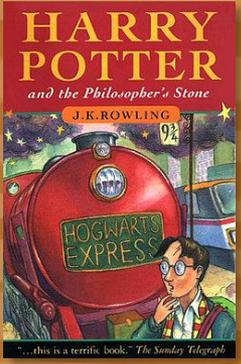
un sacapuntas



una goma

¿qué es esto?

what is this?



grámatica grammar



- el verbo 'tener'

- yo tengo

- tú tienes

- el / ella tiene

- nosotros tenemos

- vosotros tenéis

- ellos / ellas tienen

- the verb 'to have'

- I have

- you have

- he / she has

- we have

- you have (plural)

- they have (male / female)

Teacher notes

Discuss the verb **tener** (to have) and explain that in Spanish the verb changes depending on the singular or plural person – first, second, third. Explain that in English the verb stays the same but only the person word changes. In Spanish both parts change – this is quite complicated so don't worry if the children don't fully understand at first. However this concept does need introducing as the questions and responses change depending on the question asked and the response required, for example “do you have a pencil?”, “he has two pens”, “do you have any books?”, “I have one book”.

To make the verb negative, simply place **no** in front of the conjugation, for example:

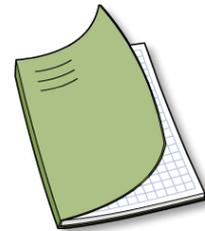
- **No tengo libros** I do not have any book
- **No tiene libros** He/she does not have any books

person		verb		verb
1 st person singular	yo	tengo	I	have
2 nd person singular	tú	tienes	you	have
3 rd person singular	el / ella	tiene	he / she / it	has
1 st person plural	nosotros	tenemos	we	have
2 nd person plural	vosotros	tenéis	you	have
3 rd person plural	ellos / ellas	tienen	they	have

grámatica grammar

In Spanish, **no** is used to make a verb negative, for example:

- No tengo un cuaderno
- I don't have an exercise book
- No tengo una goma
- I don't have a rubber

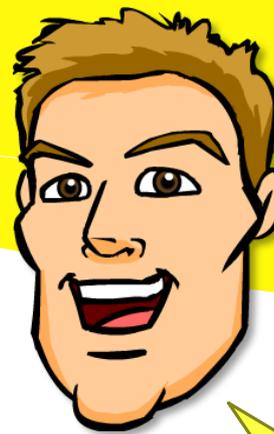


vocabulario vocabulary

- ¿qué es esto?
- ¿cómo se escribe?
- ¿tienes un / una ... ?
- si, tengo ...
- por favor
- gracias
- de nada
- what is this?
- how do you spell it?
- do you have a ... ?
- yes, I have ...
- please
- thank you
- you're welcome



¿Tienes ...?
Do you have ...?

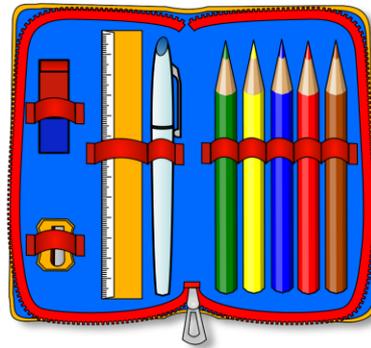


Si, tengo ...
Yes, I have...

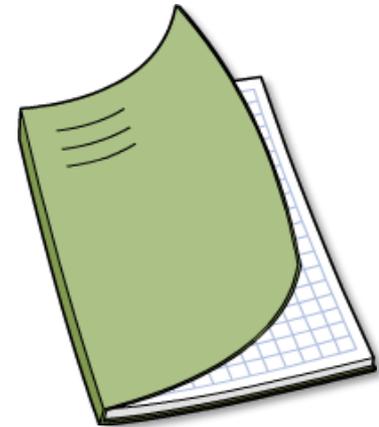
No tengo ...
I don't have ...



una mochila



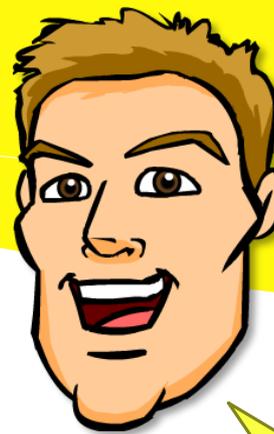
un estuche



un cuaderno



¿Tienes ...?
Do you have ...?

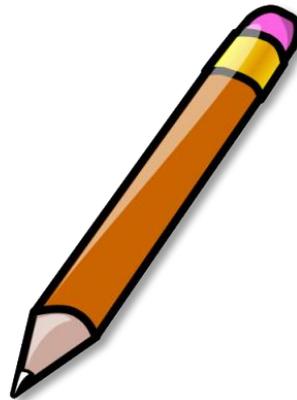


Si, tengo ...
Yes, I have...

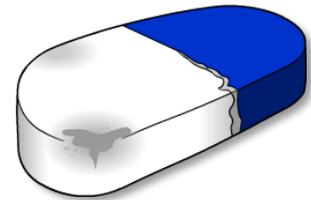
No tengo ...
I don't have ...



unas tijeras



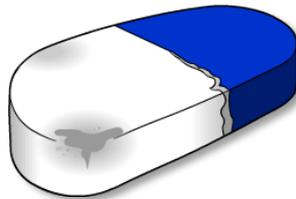
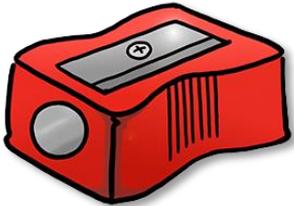
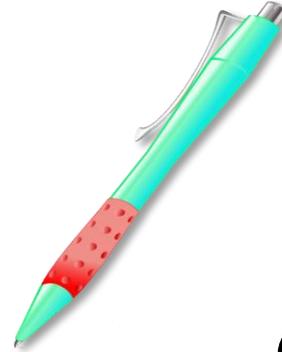
un lápiz



una goma

En mi mochila tengo ...

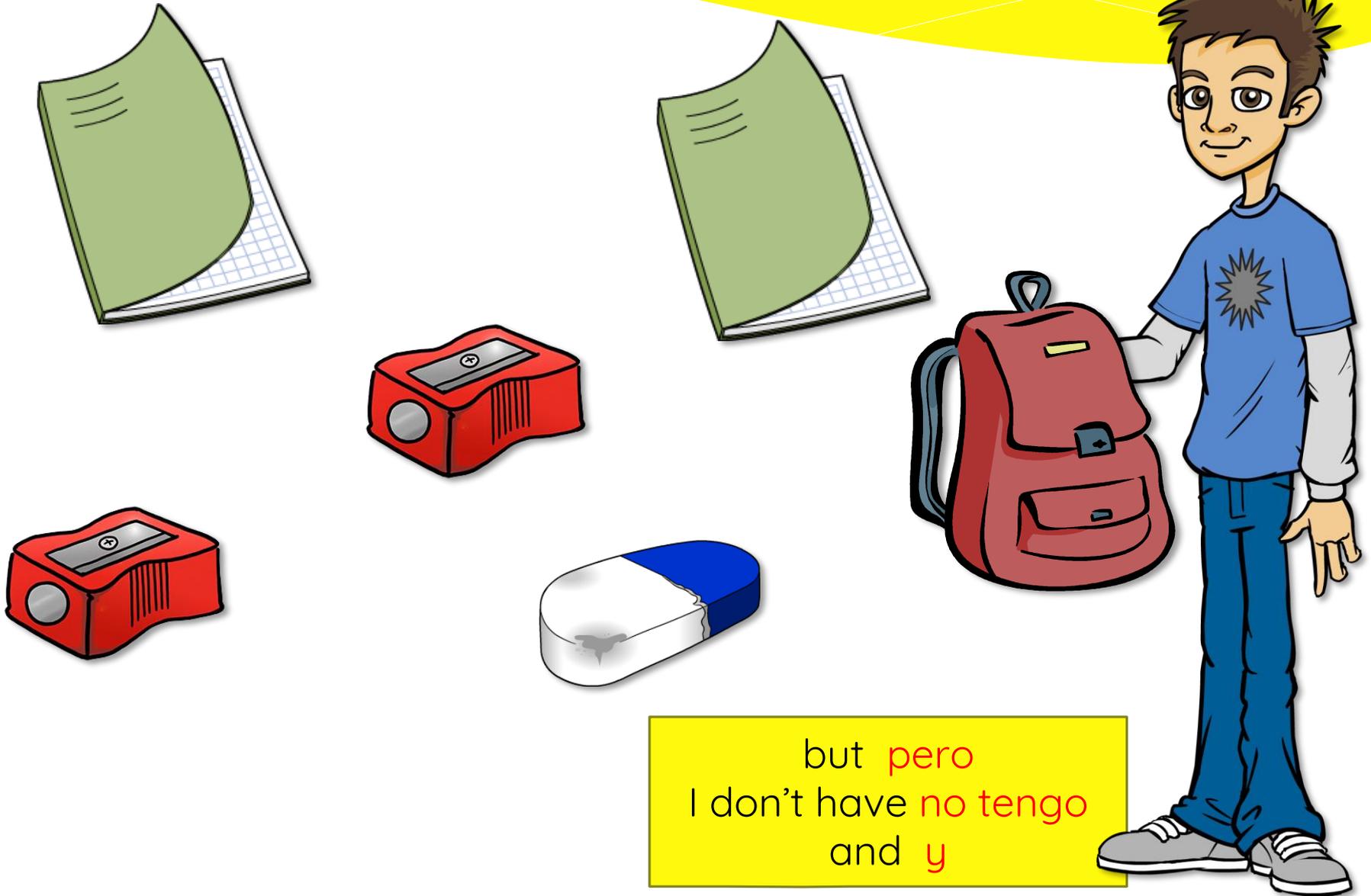
In my bag I have...



but **pero**
I don't have **no tengo**
and **y**

En mi mochila tengo ...

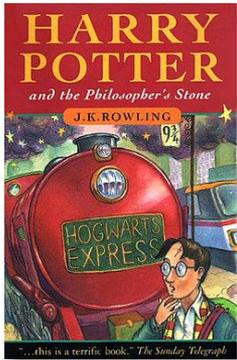
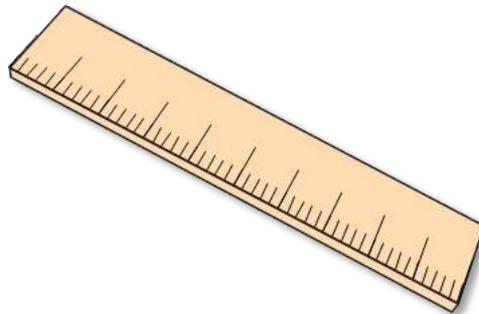
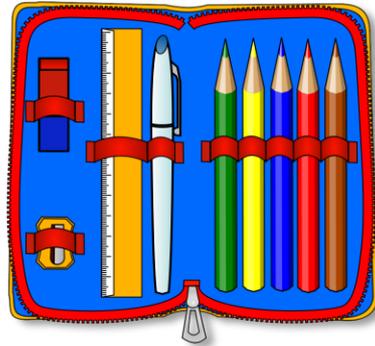
In my bag I have...



but **pero**
I don't have **no tengo**
and **y**

En mi mochila tengo ...

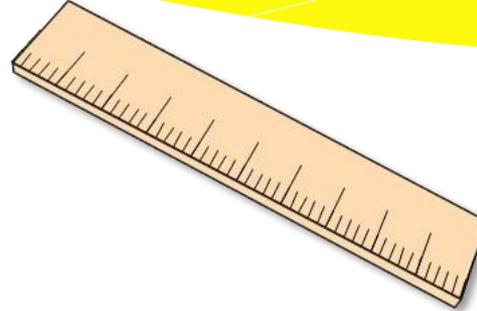
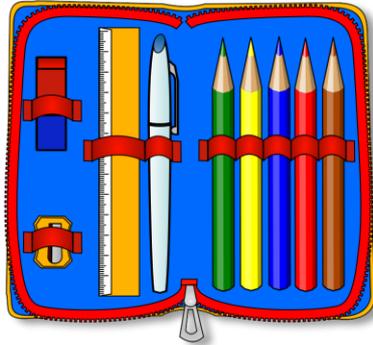
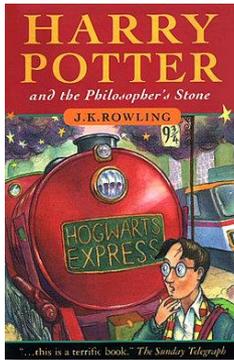
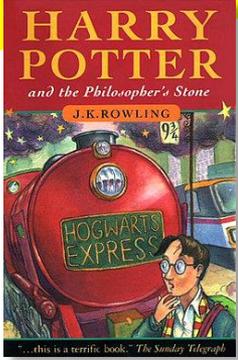
In my bag I have...



but **pero**
I don't have **no tengo**
and **y**

En mi mochila tengo ...

In my bag I have...



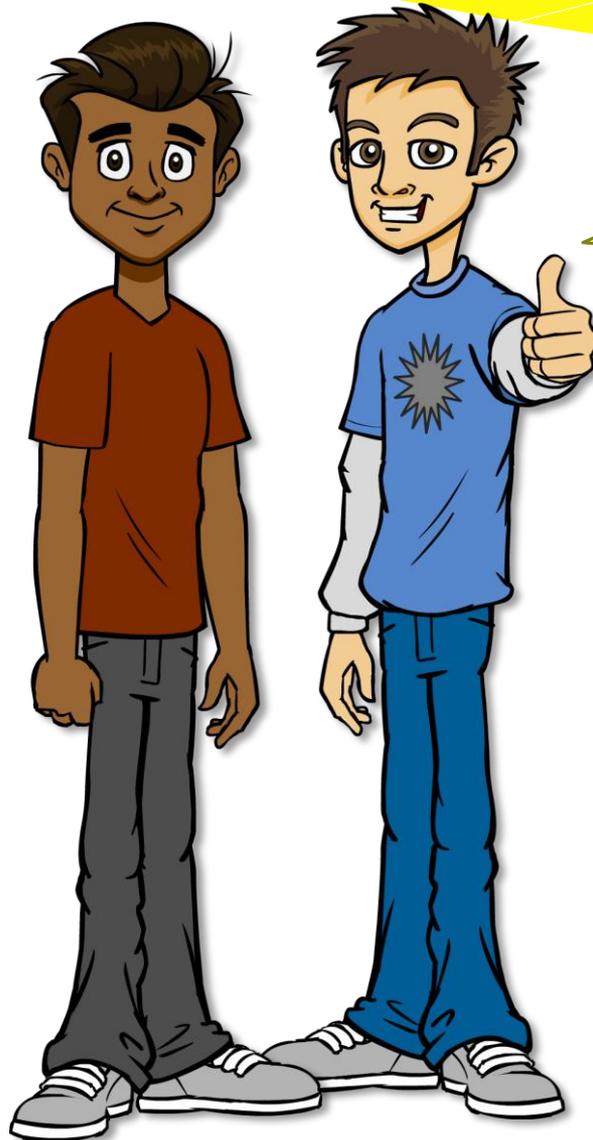
but **pero**
I don't have **no tengo**
and **y**

veo veo... I spy...



Veo, veo ...

I spy ...



¿Qué ves?

What do you
see?

Empieza por la ...

It starts with the
letter ...

?



canción - song

[chorus]

¿Por qué? ¿Por qué?

¿Por qué es mi mochila tan pesada?

No puedo levantarla.

¿Por qué? ¿Por qué?

¡Ayúdame! Y dime porque...

...es tan pesada mi mochila

¿Por qué?

Es el lápiz, es el cuaderno,

Es el libro, es el bolígrafo,

Es la regla, son las tijeras,

Es el legajo,

Es la calculadora.

[chorus]

Son los lapices, son los cuadernos,

Son los libros, son los bolígrafos,

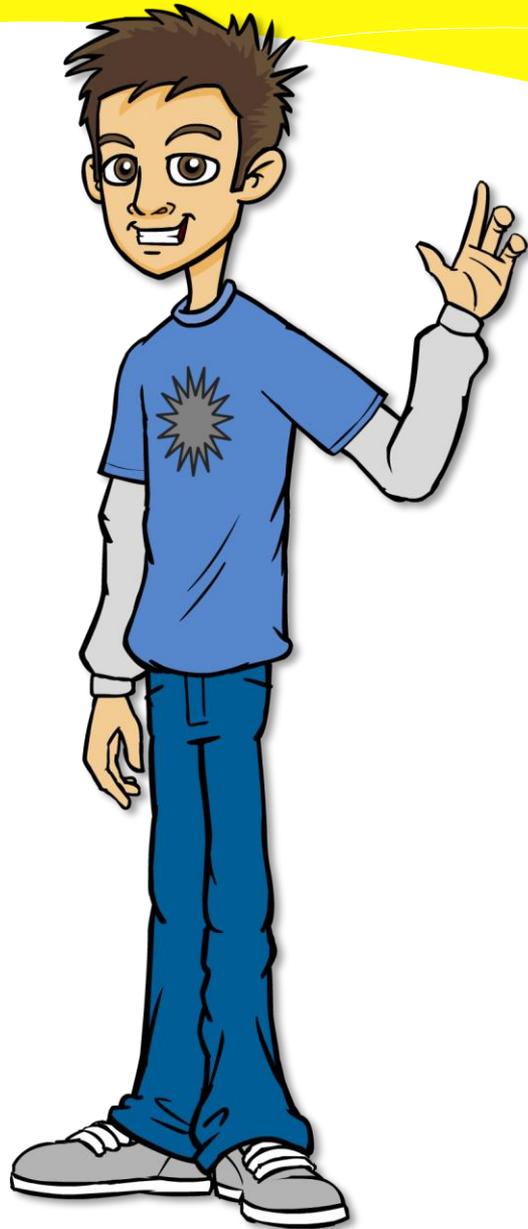
Son las reglas, son las tijeras,

Son los legajos,

Son las calculadoras.

[chorus]





¡Hasta luego!