

We are learning:

- the numbers 16 - 31

¡Hola!



Juan



21

18

28

Teacher notes

Additional resources

Individual whiteboards and dry-wipe pens.

Activities

Revise the numbers 0-15. Point at a number on the slides and ask “¿qué número es?” – children should write the number in words on a whiteboard and show you. Play “¿si o no?”. Say a number in Spanish and ask the children to write the number in digits on a whiteboard and show you. Revise the instruction “mostradme” - show me – by asking the children to show you [x] fingers, for example “mostradme cuatro dedos”. With the new numbers, use **escuchad** and **repetid** to practise them. Point at a number on the slides and ask “¿qué número es?” – children should write the number in words on a whiteboard and show you – check for the correct spelling. Play “¿si o no?”. Say a number in Spanish and ask the children to write the number in digits on a whiteboard and show you.

Introduce the words **antes** (before) and **después** (after). Ask the children to write the number that comes before and after the numbers shown on the slide. Ask them to write their answers on a whiteboard to show you. Using whiteboards in this way will enable you to assess their understanding. Expect a 100% response – ask the children to show you their whiteboards even if they are blank. Now give the children a random number, for example ask them to tell you “¿qué número es antes de quince?” and “¿qué número es después de veinte?”.

Introduce the vocabulary for the four mathematical operations. Press the number buttons with **mas** and **menos** to create number sums that total 31 or less. Ask the children to write the answer on their whiteboards and show you. Write simple number sentences on the whiteboard or flipchart using numbers between 0 and 31 and all four number operations so that the answer will be 31 or less.

- ¿cuánto es 4 mas 5? $4 + 5$
- ¿cuánto es 30 menos 5? $30 - 5$
- ¿cuánto es 4 multiplicado por 5? 4×5
- ¿cuánto es 20 dividido por 5? $20 \div 5$

Teacher notes

Play bingo – use the copiable resource bingo sheets. If they have been laminated then dry-wipe pens can be used so that the cards can be re-used.

- ask the children to write down 6 numbers between 16 and 31
- call out random numbers in Spanish between 16 and 31
- if the children have the number called, they should cross it out
- the children need to call “Bingo” when all the numbers have been called that they have written
- Use the numbers 0 – 31 to extend

Match the digit flashcards to the word flashcards.

Teacher notes

Quiz

- Number sentences in words – can the children calculate the answer?

Points to note

Pronunciation variations exist between Iberian Spanish and Latin American Spanish – even between different regions in Spain. For example, the word **cer**o (zero) starts with a ‘**th**’ sound in most of Spain but it starts with an ‘**s**’ sound in Latin America, some regions of Spain and in the Las Canarias (the Canary Islands). Children should be made aware of and hear these differences. Either is fine and neither is wrong! It is similar to how the word bath is pronounced differently in different parts of England. In the North the ‘a’ sound is a very hard vowel sound whilst in the South it is more of a softer ‘ar’ sound.

Make a point of showing the children that the numbers 6-9 and 10 are combined to make the numbers 16 to 19 (for example, **diez y seis** - 10 and 6 - but the spelling is actually **dieciséis**).

Click a number on the slides to hear the number pronounced, as well as clicking the red word.

Song – read the words of the song then listen to the words and music. Encourage the children to join in when they feel confident to do so.

Counting can be reinforced at any time of the day when there are opportunities to do so. The children should respond in Spanish.

- How many children are in the class today?
- How many books are on the shelf?
- How many children are away today?

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.

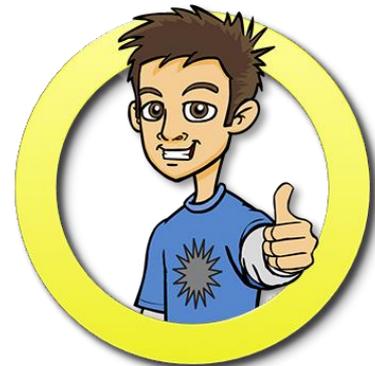
Spanish pronunciation

The letter c has two sounds:

- k c but not ci or ce catorce, cinco, cuatro, cómo
- th ci or ce cero, once, doce, gracias

In Latin America the **th** sound is pronounced as an **s** sound – it is very important to know both ways!

cero, once, doce, gracias



los números numbers



cero



uno



dos



tres



cuatro



cinco



seis



siete



ocho



nueve



diez

los números numbers



once



doce



trece



catorce



quince

los números numbers



16

dieciséis

17

diecisiete

18

dieciocho

19

diecinueve

20

veinte

21

veintiuno

22

veintidós

23

veintitrés

¿qué número es?
what number is it?



16

17

18

19

20

21

22

23

¿jugar si o no? yes or no?

los números numbers



24

veinticuatro

25

veinticinco

26

veintiséis

27

veintisiete

28

veintiocho

29

veintinueve

30

treinta

31

treinta y uno

¿qué número es?
what number is it?



24

25

26

27

28

29

30

31

jugar ¿si o no? yes or no?

antes y después before and after

29

_____ treinta _____

31

4

_____ cinco _____

6

23

_____ veinticuatro _____

25

17

_____ dieciocho _____

19

20

_____ veintiuno _____

22

13

_____ catorce _____

15

vocabulario vocabulary

- antes
- después
- ¿cuánto es?
- mas
- menos
- dividido por
- multiplicado por
- before
- after
- how much is it?
- add (more)
- subtract (less)
- divided by
- multiplied by

¿cuánto es? how much is it?

10

20

30

4

5

9

3

12

15

25

+
mas

-
menos

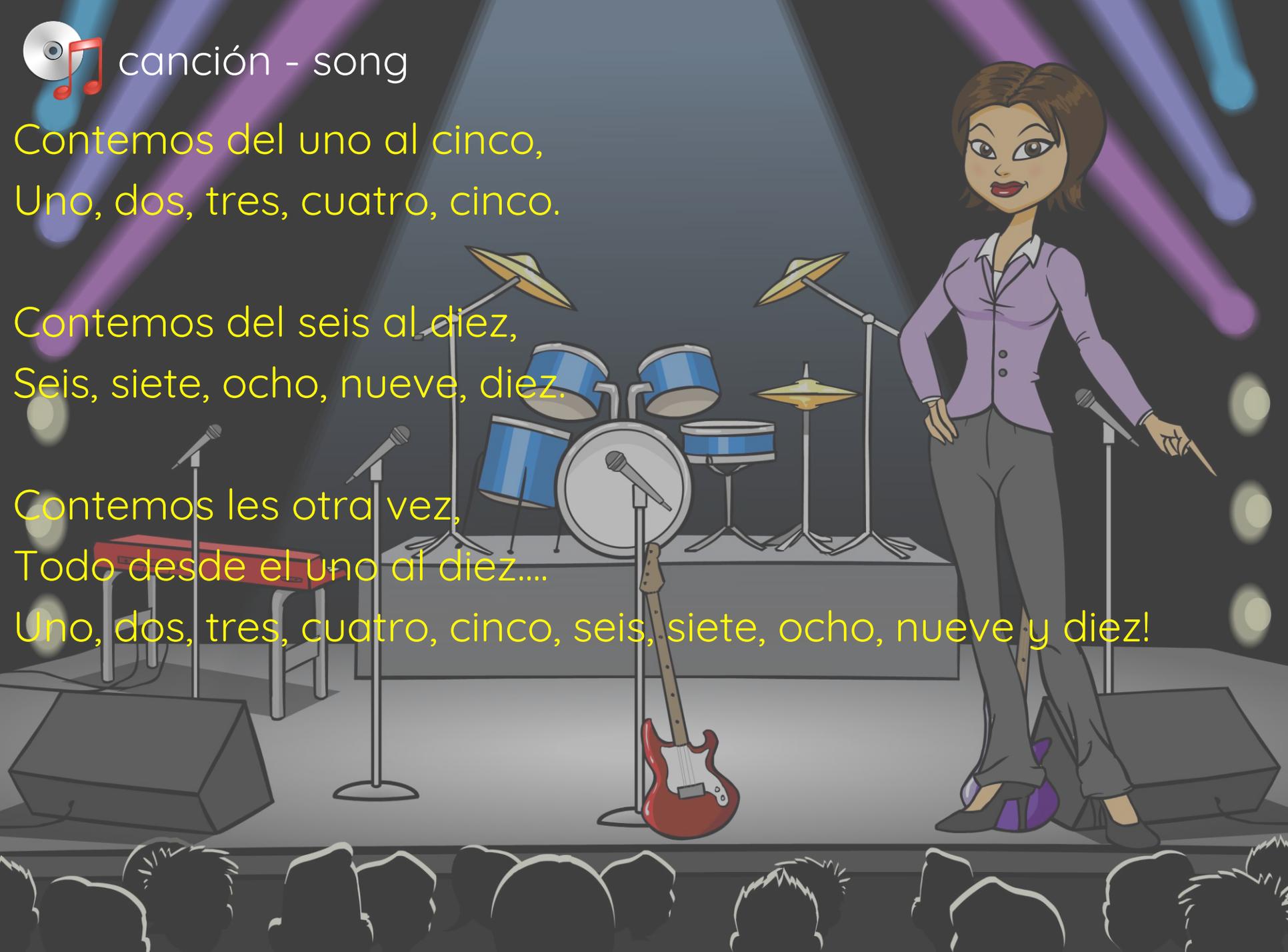
 canción - song

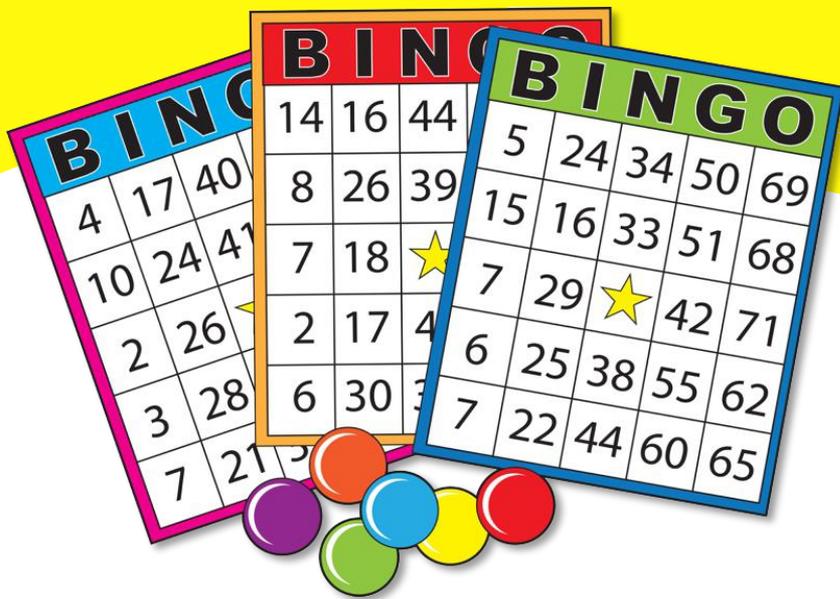
Contemos del uno al cinco,
Uno, dos, tres, cuatro, cinco.

Contemos del seis al diez,
Seis, siete, ocho, nueve, diez.

Contemos les otra vez,
Todo desde el uno al diez....

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve y diez!





- Write down 6 numbers between 0 and 31
- Listen to your teacher call out numbers in Spanish
- If you have the number called, cross it out
- Call “Bingo” when all your numbers have been called



¡Adiós!