

We are learning:

- more about school
- the rules to make words plural



Sara

Diego

Abdul

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 mas cosas de la clase**” – “today we are going to learn more about the classroom”. 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. Revise the names of classroom objects from the previous lesson about classroom objects. Say the name of a classroom object and ask the children to show you the object.

Remind the children of 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”. Remind 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.

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 classroom object]?**” – “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 classroom object nouns are masculine and which are feminine. Sort the noun cards into two groups. Discuss how the children decided to group the nouns – they should be more familiar with this concept now. Point at an object on the screen and ask the children to say whether the word is masculine or feminine. Ask the children to explain how they know.

Revise the concept of singular and plural and show the slides that explain how singular words change into plurals depending on how the noun ends. There is one rule not shown – words ending in ‘ión’, as it does not relate to classroom objects.

- * **la estación** (the station)
- * remove the accent, add -es
- * **las estaciones**

Say a word in either the singular or plural form and ask the children to work in partners to tell you the appropriate change needed. For example, “what is the singular form of **los armarios**?” Expect the children to respond with “**el armario**”.

Show the slide that explains the use of definite and indefinite singular and plural articles. Give the children a noun and ask them to discuss how to say the noun using:

- * The singular definite article (using **la** or **el**)
- * The plural definite article (using **las** or **los**)
- * The singular indefinite article (using **una** or **un**)
- * The plural indefinite article (using **unas** or **unos**)

Use the photocopiable worksheet to show this information in a table.

Teacher notes

Play **veo, veo** - I spy. One person identifies something 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**.

Ask the children to use the conversation model to create conversations about their class and teacher. Ask the children to use as many phrases as they can that may be appropriate to the conversation.

- * greetings
- * classroom objects

Children should then present their conversations to the rest of the class. Use this opportunity to assess pronunciation. Ask the children that are listening if they can suggest a way that the conversation could be even better. What were the strengths of the children presenting the conversation?

Play **¿si o no?**. Point at a word on the board 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.

Teacher notes

Quiz

- Match the word to the picture.
- Match the singular or plural articles to the noun.

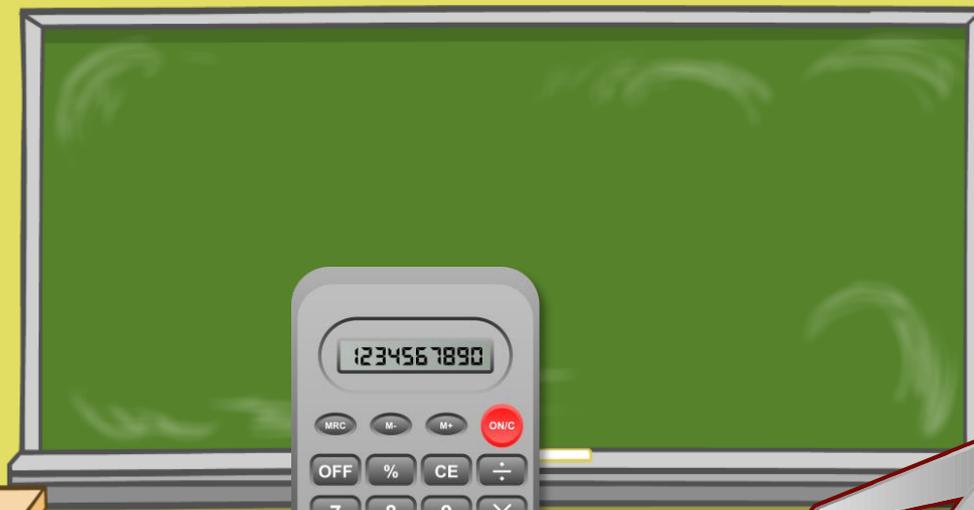
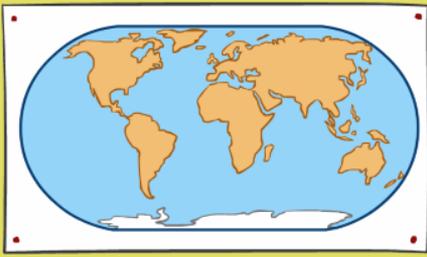
Points to note

- 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.
- Display the labels next to the object in the class to help remind the children of the names for things in and around the classroom.
- The word **reloj** is used for a watch and for a clock.

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.**



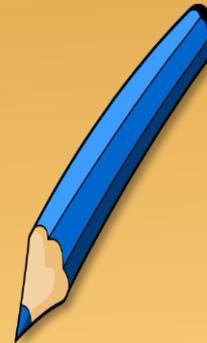
una calculadora unas tijeras



un bolígrafo



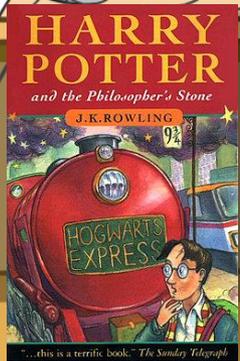
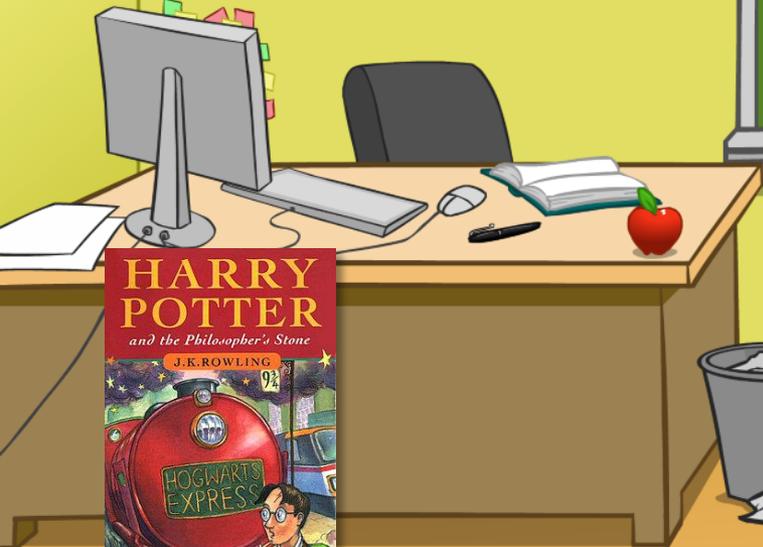
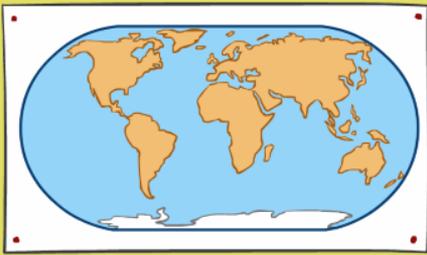
una mochila



un color



un cuaderno



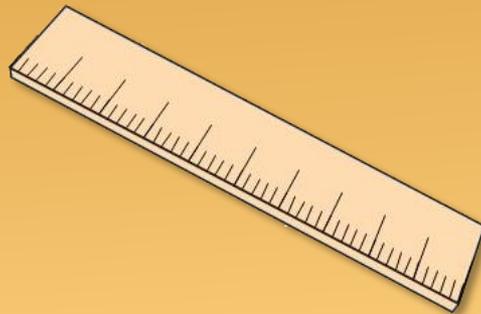
un libro



un lápiz



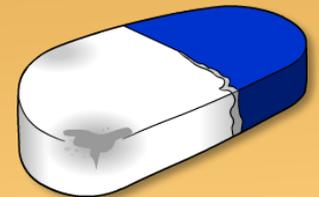
un estuche



una regla



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los alumnos
students



una profesora
teacher



un profesor
teacher



el póster

los armarios

la ventana

los libros

el lavamanos

el ordenador

la impresora

la silla

el bolígrafo

la mesa

las hojas

la pizarra

la puerta



el reloj



el globo

el borrador

las hojas

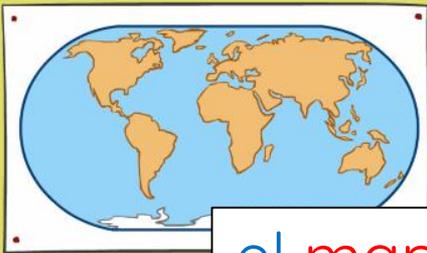
las carpetas

la tiza

la silla

la mesa





el mapa



la pizarra

el borrador

la tiza

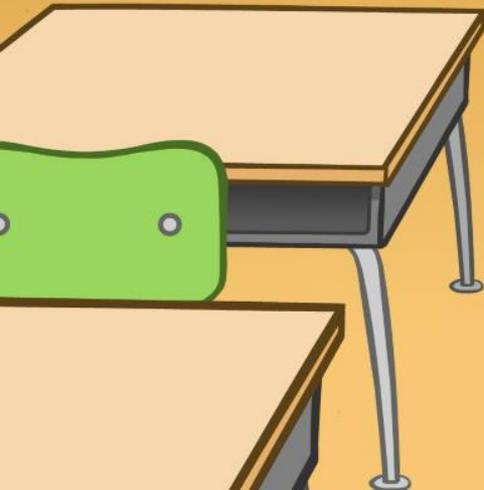


el ordenador



la papelera

la mesa



la silla



vocabulario vocabulary

- la hoja / las hojas
- el bolígrafo
- la ventana
- el lavamanos
- el libro / los libros
- la mesa
- la impresora
- el ordenador
- el armario / los armarios
- el reloj
- sheet(s) of paper
- pen
- window
- sink
- book(s)
- table
- printer
- computer
- cupboard(s)
- clock (or wrist watch)

vocabulario vocabulary

- el póster
- la tiza
- la silla
- el borrador
- la papelera
- la pizarra
- el mapa *
- las carpetas
- la puerta
- el globo
- poster
- chalk
- chair
- board rubber
- waste paper bin
- board
- map
- folders
- door
- globe

* irregular

vocabulario vocabulary

- una escuela
- los alumnos
- una profesora / un profesor
- la sala de clase
- ¿cómo se llama tu profesora?
- ¿cómo se llama tu profesor?
- mi profesor se llama...
- mi profesora se llama...
- a school
- students
- a teacher
- classroom
- what is your teacher called?
- what is your teacher called?
- my teacher is called...
- my teacher is called...

vocabulario vocabulary

- ¿cuántos alumnos hay en tu clase?
- hay 25 alumnos en mi clase
- how many students are in your class?
- there are 25 students in my class

grámatica grammar

singular noun	ending	plural ending	plural noun
la mesa	a	as	las mes <u>as</u>
el amario	o	os	los amari <u>os</u>
el lápiz	z	change z to c and add -es	los lápi <u>ces</u>
el profesor	any consonant	add -es	los profesore <u>s</u>

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

grámatica grammar

noun	singular		plural	
	definite article	indefinite article	definite article	indefinite article
mesa	la mesa	una mesa	las mesa <u>s</u>	unas mesa <u>s</u>
cupboard	el amario	un amario	los amario <u>s</u>	unos amario <u>s</u>

Don't forget - the definite article ['the'] or indefinite article ['a'] also changes depending on whether the noun is singular or plural.

¿qué hay en la clase?

what is in the classroom?

Veo, veo ...

I spy ...

Empieza por la ...

It starts with the
letter ...

¿Qué ves?

What do you
see?

?





Hola Sebastian.
¿Cómo se llama
tu profesora?

Mi profesora se
llama Sara
Lopez. ¿Cómo
se llama tu
profesor?

Mi profesor se
llama Diego
Martinez.
¿Cuántos
alumnos hay en
tu clase?

Hay veinticinco
alumnos en mi
clase. ¿Cuántos
alumnos hay en
tu clase?

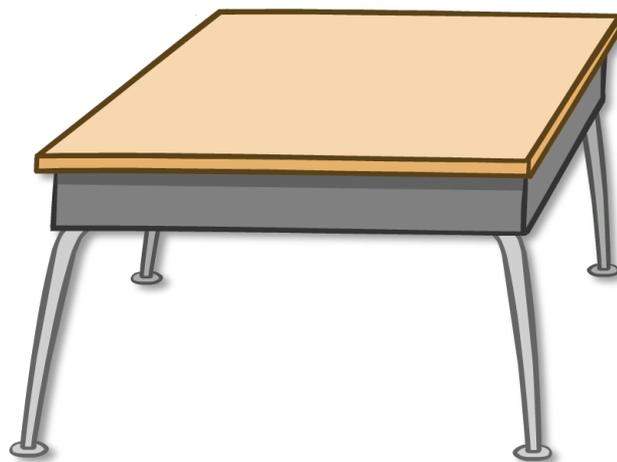
Hay veintidos
alumnos en mi
clase. ¡Hasta
luego, Sebastian!

Adiós Abdul.

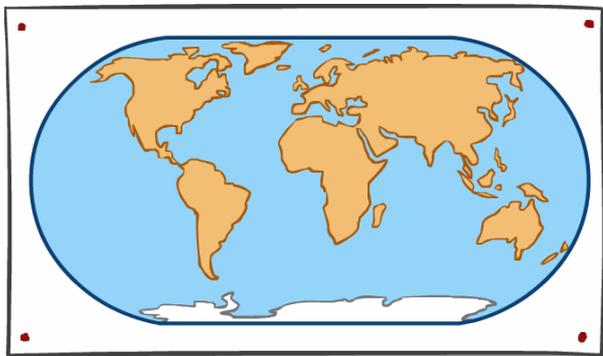
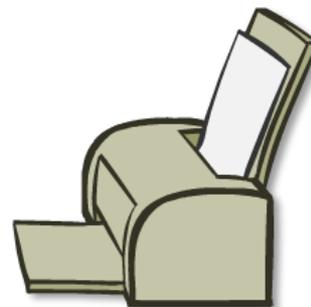
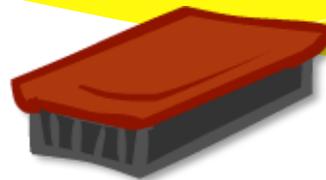
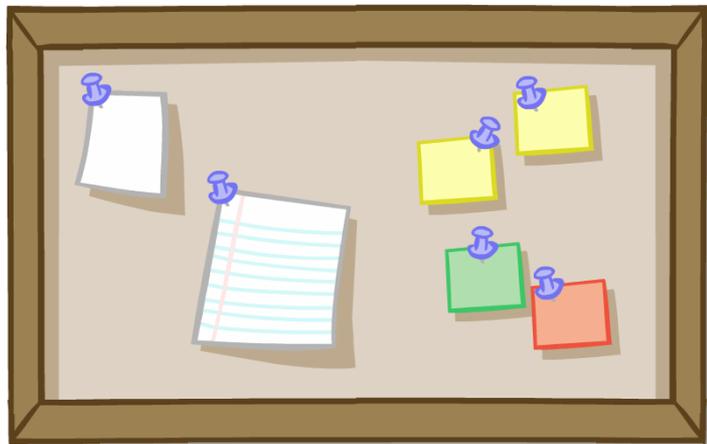
¿sí o no? yes or no?



¿sí o no? yes or no?



¿sí o no? yes or no?





¡Hasta luego!