

THE POWERLANGUAGE PLATFORM
SUGGESTED PLANNING / SPANISH / P1 / YEAR 1 / BLOCK 1 (August-October)



PLANNING OVERVIEW

LA RUTINA	SUGGESTED CLASS PROJECTS
<ul style="list-style-type: none"> ➤ ¡Hola! ➤ ¿Qué tal? ➤ ¿Cómo te llamas? 	<ul style="list-style-type: none"> ➤ learn a traditional Spanish song such as “Debajo de un botón” ➤ make a Spanish display for the classroom

TOPIC AREAS	KEY LANGUAGE
Greetings & salutations	Hola
	¿Qué tal?
	Estoy bien, gracias
	Por favor
	Sí/No
	Adiós
Saying your name	Me llamo
Guessing someone's name	¿Es María?

BLOCK 1 RESOURCES	RESOURCES DESCRIPTION
<ul style="list-style-type: none"> • KL_P1_B1_Spanish.ppt • Introsession.doc • Cómo te llamas.mp4 • Qué tal.mp4 • Debajo de un botón _lyrics.ppt • Debajo de un botón _video.mp4 	<ul style="list-style-type: none"> Key language with audio files Suggested script of 1st session with puppet Spanish children saying their names Spanish children responding to greetings Illustrated lyrics of the song Video recording of the song

SUGGESTED LEARNING EXPERIENCES

Suggested context for learning: Paco, the Spanish puppet, has just arrived at the school. He's been sent to teach pupils about Spain/the Spanish language.

- Intro session with Paco (see Introsession.doc). **Use puppet to interact with pupils as often as required**
- Pupils all have a small plastic ball in their hands and sit in a circle with the teacher. Teacher says **La pelota, por favor...** and says a pupil's name. This pupil has to roll his/her ball to the teacher. The teacher says **¡Gracias!** Then pupils play in groups of 6 or at their table (rolling the ball on the table).
- Pupils practise *Me llamo* by clapping hands with a partner. Each clap represents a syllable. Teacher work with pupils to help with syllables in their name.
- All squat in a circle and practise the intonation for the question **¿Qué tal Paco?** (As the voice goes up, pupils stand up) and the answer **Estoy bien, gracias.** (As the voice goes down, pupils squat back down). Eventually replace "Paco" by a child's name. The child who hears his or her name has to squat back down and say **Estoy bien, gracias.**
- Teacher/a pupil has eyes shut or is blindfolded. Another pupil stands forward and teacher/pupil has to guess who that child is by touching their face and hair, using question **¿Es María/James?** The class responds using **sí** or **no**. Game can then be played in small groups.
- Pupils go around the class and shake hands with other pupils saying **¡Gracias!**
- Work on facial expression and gesture when we say **sí** and **no**. Try to make partner laugh/not laugh.
- Wave hands as you say **¡Adiós!** at the end of the day. Get pupils to wave to a partner (or shake hands), and to teacher/adults. Say adiós to Paco.

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CLASS PROJECT No1 : Learners will familiarise themselves with a traditional Spanish song such as “DEBAJO DE UN BOTÓN”, learn the words and sing along to the tune.

SUGGESTED LEARNING EXPERIENCES

- Clap syllables in each sentence.
- Ask pupils to put their hands up when they hear a certain word in the song.
- Sing the song in a round.
- Play a game of “**ratón y gato**” (pupils in a circle holding hands, singing along to the song (they are the cats); a few pupils outside the circle (they are the mice); the mice go in and out of the circle (cats have arms raised) until they get to a certain word in the song; the cats put their arms down, trying to catch the mice).
- Sing the song at Assembly.
- Record the song to post on school website or send to partner school in Spain.

<p>Key Language</p> <p>Debajo (de) un botón, Under a button ton, ton</p> <p>que encontró Martín, Found by Martin tin, tin</p> <p>había un ratón, ton, ton There was a mouse</p> <p>¡Ay, qué chiquitín, tin, Oh, how little tin!</p> <p>Era aquel ratón, ton, ton That mouse was</p> <p>Escuchad Listen</p> <p>Repetid Repeat</p> <p>¿ Otra vez? Once more?</p> <p>Levanta la mano si Put your hand up if you oyes... hear...</p> <p>Resources</p> <p>KL_P 1_B1_Spanish.ppt</p> <p>Debajo de un botón_lyrics.ppt</p> <p>Debajo de un botón _video.mp4</p>	<p>Possible extensions</p> <p>Create gestures/choreography to demonstrate the song</p> <p>Create new words to the tune, <i>i.e.</i> Hola, ¿cómo te llamas? /Me llamo Emily / ¿Qué tal Emily? / Estoy bien, gracias</p> <p>Work together in a small group to write your own version of the story and share with others in a format such as Comic Life</p> <p>N.B. Although the title of the song and the grammatically correct phrase in Spanish is “Debajo <u>de</u> un botón” (Under a button) you will hear that when the words are sung, the word “de” disappears and the phrase becomes “Debajo un botón”. It is Ok for pupils to sing the song in that way.</p>
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CLASS PROJECT No2 : Learners will discuss things they know about France and create a colourful **SPANISH DISPLAY** for the classroom.

SUGGESTED LEARNING EXPERIENCES

- Ask pupils what they know about Spain. Have they been to Spain?
- Do they know any Spanish words?
- Show pupils where Spain is on a map, and in relation to Scotland (using Google Earth).
- How do they think you can get to Spain from Scotland?
- Show pupils the Spanish flag and get them to colour one in.
- Ask pupils to bring “Spanish things” from home (food packaging, holiday pictures, souvenirs, etc.).
- Create a Spanish display / poster for the classroom. Pupils can copy some Spanish words such as **¡Hola!** on the display.