

Week 1 - Teacher Support Notes

Key Language

Un sacapuntas = a pencil sharpener

Un cuaderno = an exercise book

Un lápiz = a pencil

Un bolígrafo = a pen

Un estuche = a pencil case

Un libro = a reading book

This unit is all about the classroom and starts by simply introducing objects the children use in their classroom every day. PowerPoints are effective but this unit works best when real classroom objects are used. The objects should all be available in the classroom.

Suggestions:

- Have all the classroom objects laid out and hold them up for plenty of oral repetition. Remember that the more times the children hear the word (whilst connecting it to a visual stimulus) the longer they will retain the knowledge.
- Pick up one object at a time, hold it up and play the words from the PowerPoint. Remind the children to listen for both the article and the noun. Repeat each object five times, each time asking the class as a whole to repeat. Now ask three or four students to repeat on their own. Correct incorrect pronunciation. Focus on the correct article and gender.
- Once this has been done hold up one object and play the PowerPoint naming a different object. Ask the children the question **¿sí o no?** The class should shake their heads and say **NO**. Show them how to do this by mime and jest. Keep on saying objects until you say the correct one and they say/shout out **SÍ**. This is harder than it looks, especially when half the class say **SÍ** and the other half **NO**. Make sure you then say the correct word in Spanish again and they all say **SÍ**.

This works really well if the teacher can speed things up forcing the children to stay on task and see what you are holding. The weaker students are now able to hear the words again and are able to repeatedly hear the new language without having to say anything unaided in Spanish as yet.

- Go back to saying the words again correctly one last time, holding the objects up so the children can see them clearly. Say each object three times with class repetition.
- Get the children to cover their eyes and remove an object from view. Which one is missing? The person who guesses correctly in Spanish can come to the front and hide the next object.

If there is a particularly able child, taking away all the objects from view and getting them to say them all from memory can be quite challenging! Encourage other students to help by asking them "if they need to phone a friend."

Consolidate new language with miming activities

To help consolidate their learning a great idea is for the children to pretend to use an item. For example a child mimes gluing in something and the other children have to guess what the item is. Again the child that is able to guess correctly and say it in Spanish correctly is then allowed to come to the front and act out the next mime.

Consolidate new language with matching game

- Children work in pairs and have a set of word and picture cards (provided in your resources pack) between them.
- The words and the pictures are all placed upside down and the children are allowed to choose two cards to turn over at a time. They need to find the matching picture and word.

This is a test of memory as well as language and some students may need help. Some students may prefer to use only pictures. The teachers decide what suits the learner's needs best.

- If there are able children allow them to try and guess the spellings first using mini white boards. They can then check their answers against the words once they have matched them with the picture during the matching game.