

Juegos y canciones (Games and songs)

6. How many...?

Prior Knowledge: It is helpful if the children can recall some numbers 1 – 12.

Objectives

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Understand basic grammar appropriate to the language being studied, such as (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.

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**

Support

Children who are not ready to give a verbal response, could do a mime or hold up a digit card.

Give individual text cards to children needing extra support.

Some children may not be ready to write numbers 1-12 and can be asked to write numbers 1-6.

Children who are not ready to write from memory could be given labels to stick to pictures for the number frieze activity.

Extension

Give children the opportunity to use numbers to 12 in the number frieze and write in full sentences e.g. *Hay dos gatos*.

Some children may be able to change *Cuántos* to *Cuántas* before a feminine noun (such as *vacas* or *granjas*).

Main

Play 'doce' from Session 5 to practise numbers 1 – 12.

Ask children, in pairs, to write the numbers words from 1-12 from memory on a whiteboard. Then display the words on the board and ask children to check their spelling.

Sing *La granja de mi tío* from Session 2. Show visuals of the characters from the song and the words for the characters. Ask children to match the written word to the correct picture.

Show visuals of multiple characters from the song (and add the little mice from the rhyme in Session 5) e.g. 1 farm, 2 uncle, 3 cows, four cats, 5 little mice, 6 ducks. Play *Verdad o falso?* by making a statement e.g. *Hay tres gatos* and asking children to hold their thumbs up or down to show whether the statement is correct.

Ask *¿Cuántos hay?* Encourage children to reply with a full sentence e.g. *Hay seis patos*. Remind children that if they don't understand the question the first time, they can say *Repita por favor*. Write the correct answers on the board and ask children what they notice about the written plurals and the pronunciation.

Say the following aloud slowly and clearly: *¿Cuántos patos hay? ¿Cuántas vacas hay? ¿Cuántos patos hay?* Ask the children to listen carefully to the first word of each phrase. Say the phrases again and ask the children which is the odd one out (*Cuántas*). Invite the children to suggest a reason for this. Explain that the word *Cuántos* changes to *Cuántas* to match *vacas*.

Invite children to practise the question *¿Cuántos hay?* by listening and repeating in different tones of voice.

ICT Opportunities: Create a multimedia presentation to practise the question *¿Cuántos hay?*

In pairs using whiteboards, children play a guessing game where they pick a character e.g. *pato* and then draw a certain number of these on their whiteboard. They ask their partner *¿Cuántos patos hay?* If their partner guesses correctly they get a point.

Give each child a piece of A4 paper divided in to either 4 or 8 sections. Ask children to create a number frieze for numbers 1-4 or 1-8 for display by drawing characters from *La granja de mi tío* and writing e.g. *una granja / dos gatos / tres patos etc*. Children should produce a first draft writing from memory. They can then check their work using a reference sheet or by looking at the board to create a final version for display.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Using question forms: <i>¿Cuántos hay?</i></p> <p>Plural of nouns</p> <p>Adjectival agreement - <i>Cuántos</i> becomes <i>Cuántas</i> before a feminine noun</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Using question forms: <i>¿Cuántos hay?</i></p> <p>Plural of nouns</p> <p>Beginning to notice patterns in the language (adjectival agreement)</p>	<p>Phonics focus</p> <p><u>For teachers :</u></p> <p>j – <i>granja</i></p> <p>v – <i>vaca, verdad</i></p> <p>ll – <i>allí</i></p> <p>z – <i>diez</i></p> <p>soft c – <i>cinco, once, doce</i></p> <p>silent h - <i>hay</i></p>	<p>Phonics focus</p> <p><u>For children :</u></p> <p>j – <i>granja</i></p> <p>v – <i>vaca</i></p> <p>z – <i>diez</i></p> <p>soft c – <i>cinco, once, doce</i></p>

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • pronounce numbers 1-12 with increasing accuracy • answer simple questions • recognise some familiar words when they see them written • write some familiar words from memory 		<p><u>New National Curriculum Links</u></p> <p>No specific links</p>	
<p><u>Throughout the week:</u></p> <ul style="list-style-type: none"> • Play the Spanish playground games at break time. • Find out about playground games played in other countries by researching on the internet or inviting foreign language assistants or speakers of other languages into the classroom. (See Teaching Tips) • Play the phoneme-grapheme running game. Place five cards around the hall – <i>j</i>, <i>z</i>, <i>ñ</i>, <i>v</i>, <i>i</i>. When you call out a sound the children run to the corresponding letter. Progress from calling out a sound to calling out a word containing that sound, such as <i>granja</i>. (Sometimes this will mean the children can choose between two cards e.g. <i>diez</i> - <i>i</i> or <i>z</i>). 		<p><u>Resources</u></p> <ul style="list-style-type: none"> • Flashcards or multimedia presentation for popular playground games • Mini whiteboards • A4 paper • Computer • Interactive whiteboard 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Using actions and rhymes and playing games may aid memorisation • Other popular playground games in Spain are <i>el escondite</i> (hide and seek), <i>el corre que te pilla</i> (tag), <i>el salto con cuerda</i> (skipping), <i>la rayuela</i> (hopscotch). 			
<p><i>El lenguaje del professor / de la profesora</i></p>	<p>Teacher Language</p>	<p><i>El lenguaje de los niños</i></p>	<p>Children's Language</p>
<p><i>Mirad</i> <i>Escuchad</i> <i>Repetid</i> <i>Contestad</i> <i>Dibujad</i> <i>¿Cuántos /cuántas hay?</i> <i>Hay...</i></p>	<p>Look Listen Repeat Answer Draw How many...? There are...</p>	<p><i>¿Cuántos hay?</i> <i>Repita por favor</i> <i>1 uno</i> <i>2 dos</i> <i>3 tres</i> <i>4 cuatro</i></p>	<p>How many...? Repeat please 1 one 2 two 3 three 4 four</p>

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<p>Los números del 1 - 10</p> <p>1 <i>uno</i></p> <p>2 <i>dos</i></p> <p>3 <i>tres</i></p> <p>4 <i>cuatro</i></p> <p>5 <i>cinco</i></p> <p>6 <i>seis</i></p> <p>7 <i>siete</i></p> <p>8 <i>ocho</i></p> <p>9 <i>nueve</i></p> <p>10 <i>diez</i></p> <p>11 <i>once</i></p> <p>12 <i>doce</i></p>	<p>numbers 1-10</p> <p>1 one</p> <p>2 two</p> <p>3 three</p> <p>4 four</p> <p>5 five</p> <p>6 six</p> <p>7 seven</p> <p>8 eight</p> <p>9 nine</p> <p>10 ten</p> <p>11 eleven</p> <p>12 twelve</p>	<p><i>5 cinco</i></p> <p><i>6 seis</i></p> <p><i>7 siete</i></p> <p><i>8 ocho</i></p> <p><i>9 nueve</i></p> <p><i>10 diez</i></p> <p><i>11 once</i></p> <p><i>12 doce</i></p>	<p>5 five</p> <p>6 six</p> <p>7 seven</p> <p>8 eight</p> <p>9 nine</p> <p>10 ten</p> <p>11 eleven</p> <p>12 twelve</p>
<p>Los animales</p> <p><i>aquí está :</i></p> <p><i>una vaca</i></p> <p><i>un gato</i></p> <p><i>un pato</i></p> <p><i>hay</i></p> <p><i>diez</i></p> <p><i>mi tío</i></p> <p><i>la granja</i></p> <p><i>con</i></p> <p><i>aquí</i></p> <p><i>allá</i></p> <p><i>el singular / en singular</i></p> <p><i>el plural / en plural</i></p>	<p>The animals</p> <p>Here is:</p> <p>a cow</p> <p>a cat</p> <p>a duck</p> <p>there is/are</p> <p>ten</p> <p>my uncle</p> <p>the farm</p> <p>with</p> <p>here</p> <p>there</p> <p>singular / in the singular</p> <p>plural / in the plural</p> <p>hopscotch</p>	<p>Los animales</p> <p><i>aquí está :</i></p> <p><i>una vaca</i></p> <p><i>un gato</i></p> <p><i>un pato</i></p> <p><i>hay</i></p> <p><i>diez</i></p> <p><i>mi tío</i></p> <p><i>la granja</i></p> <p><i>con</i></p> <p><i>aquí</i></p> <p><i>allá</i></p>	<p>The animals</p> <p>Here is:</p> <p>a cow</p> <p>a cat</p> <p>a duck</p> <p>there is/are</p> <p>ten</p> <p>my uncle</p> <p>the farm</p> <p>with</p> <p>here</p> <p>there</p>

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<i>la rayuela</i>			
End of Unit activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> To apply the knowledge, skills and understanding in this unit 	<p>Create a labelled display of playground games. Include information from a partner school abroad.</p> <p>Children perform or teach a playground game or 'counting out' game in assembly.</p>	<ul style="list-style-type: none"> use Spanish for real purposes to communicate information 	<p>Children can use ICT to record, display and if appropriate, send information. Hand-held video cameras will record the games and can be used to record children's achievements, as well as to share with a partner school abroad.</p> <p>Make a digital book of classroom games and rhymes with text and video and audio files. Make a bilingual book of rhymes to share with a partner school abroad and also, with other classes in the school.</p> <p>Explore website to create a class bank of songs from around the world. Invite parents to share and record songs in their home language.</p>