

Retratos (Portraits)

4. Monsters

Prior Knowledge: It is helpful if the children already know how to play *Repetid si es verdad*

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

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.

Support

Make sure that the children fully understand the game *Repetid si es verdad* with some 'practice goes' before you start. During the game, some children will benefit from working with partner, who can give a signal when to speak and when to remain silent.

Extension

Children design their own monsters and label body parts and colours.

Children play beetle game in small groups or pairs.

The Human Phrases game can be played with plurals e.g. *dos ojos rojos* and *tres orejas verdes*.

Main

Play *Repetid si es verdad* (Repeat if it's true). Hold up a picture card or point to a part of the body and name it. If you give the correct name, the children repeat it. If you deliberately give the wrong name, they must remain silent.

Read a story with a focus on either colour or body parts. Children can listen and respond by pointing to parts of the body or holding up colour cards as they are mentioned.

ICT Opportunities

Use a visualiser to share a story with the children.

Children listen to the story again and chorus familiar language.

Play Human Phrases. Give out the following A4 flashcards to pairs of children *rojo, roja, una boca, un ojo, amarillo, amarilla, un hombro, una rodilla, verde, azul, blanco, blanca, un pie, una cabeza, marrón*. Call out a phrase e.g. *Una cabeza roja* and the children with the correct word cards come out to the front to form the phrase. Discuss why some cards would be wrong, e.g. *una cabeza rojo*.

Divide the class into two teams to play *Construir un monstruo* or Monster Beetle. (see Teaching Tip)

ICT Opportunities

Create your own monster using a multimedia presentation and save as jpegs. Import images into a digital video editing package.

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| <p>Grammar</p> <p><u>For teachers:</u></p> <p>Agreement of adjectives: colours may change their spelling according to the noun they are describing. Colours describing feminine nouns (<i>la</i>) usually change the o to a, unless the colour ends in e or a consonant. Colours describing plural nouns add s, if the adjective ends in a vowel E.g: <i>un ojo rojo, ojos rojos, una boca roja, bocas rojas, un ojo verde, ojos verdes, una boca verde, bocas verdes</i>.</p> <p>If the adjective ends in a consonant, es is added e.g. <i>ojos azules</i></p> | <p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p> | <p>Phonics focus</p> <p><u>For teachers:</u></p> <p>In Spanish a letter s at the end of a word still makes an s sound as in 'kiss'. Be careful not to turn it into a z sound in words such as <i>verdes</i> (this should rhyme with the English word 'face').</p> | <p>Phonics focus</p> <p><u>For children</u></p> <p>Listening carefully to the final sound of a word to determine its spelling and gender e.g. <i>un ojo rojo</i> but <i>una boca roja</i>.</p> |
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| <p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• listen with care• identify and read simple words and phrases• follow a simple story• read and understand familiar words• read aloud familiar words• appreciate that pronunciation of certain colours changes if the colour describes a feminine noun | <p><u>New National Curriculum Links</u></p> <p><u>English</u></p> <p><u>Spoken Language</u> – Key Stage 1</p> <p>The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.</p> |
| <p><u>Throughout the week:</u></p> <p>Children design a monster and label parts in Spanish for a classroom display.</p> | <p><u>Resources</u></p> <ul style="list-style-type: none">• Picture flashcards or interactive whiteboard images and text cards for parts of the face and head (see Section 3)• Story involving colours and/or body parts (see Section 4)• Interactive whiteboard• Visualiser• Dice• Large sheets of sugar paper• A4 word cards each with a colour or part of the body (include masculine and feminine forms of the adjectives e.g. <i>rojo</i> and <i>roja</i>). |
| <p><u>Teaching Tips</u></p> <ul style="list-style-type: none">• To play <i>Construir un monstruo</i>: <ol style="list-style-type: none">1. You need one die to generate a number that represents a labelled part of the body or head.2. You need a second die to generate a number that represents a labelled colour.3. You need a large sheet of sugar paper for each team on which they draw their monster.4. Children in each team take turns to throw the two dice. They have to read aloud the part of the body or head and the colour. They draw this onto their team's monster.5. The first team to draw a complete monster with a previously agreed set of body parts and features is the winner, e.g. a green mouth, two arms, three legs, a yellow nose etc. <ul style="list-style-type: none">• You may wish to explain adjectival agreement to children (e.g. changing <i>rojo</i> to <i>roja</i> because the noun <i>boca</i> is feminine). | |

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- Playing the Human Phrases game in pairs enables the children to work together to form a decision as to whether they have the correct card. It also eliminates any possible embarrassment from a single child holding up the wrong card.
- If children do hold up an incorrect card, get the class to discuss why it needs to be changed and what the correct card is.

El lenguaje del profesor / de la profesora

Teacher Language

El lenguaje de los niños

Children's Language

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| <p><i>Escuchad y repetid si es verdad</i></p> <p>las partes del cuerpo <i>la cabeza</i> <i>el hombro</i> <i>la rodilla</i> <i>el pie</i> <i>el brazo</i> <i>la pierna</i> <i>la mano</i> <i>los dedos</i> <i>los dedos del pie</i> <i>el pelo</i> <i>los ojos</i> <i>las orejas</i> <i>la boca</i> <i>la nariz</i></p> <p>Los colores <i>rojo</i> <i>azul</i> <i>amarillo</i> <i>verde</i> <i>morado</i> <i>naranja</i> <i>rosa</i> <i>marrón</i> <i>negro</i> <i>blanco</i></p> <p><i>Vamos a jugar a 'Construir un monstruo'</i> <i>¡Juguemos!</i> <i>tirad el dado</i> <i>¡Os toca / te toca!</i></p> <p><i>Un pie azul / rojo / amarillo / verde</i> <i>una boca azul / roja / amarilla / verde</i> <i>¿Quién a terminado su monstruo?</i></p> | <p>Listen and repeat if it is correct</p> <p>parts of the body head shoulder knee foot arm leg hand fingers toes hair eyes ears mouth nose</p> <p>Colours red blue yellow green purple orange pink brown black white</p> <p>We're going to play 'Make-a-monster' Let's play! Throw the die It's your turn! (plural/singular)</p> <p>a blue / red / yellow /green foot a blue / red / yellow / green mouth Who has finished their monster?</p> | <p><i>la cabeza</i> <i>el hombro</i> <i>la rodilla</i> <i>el pie</i> <i>el brazo</i> <i>la pierna</i> <i>la mano</i> <i>los dedos</i> <i>los dedos del pie</i> <i>el pelo</i> <i>los ojos</i> <i>las orejas</i> <i>la boca</i> <i>la nariz</i></p> <p><i>rojo</i> <i>azul</i> <i>amarillo</i> <i>verde</i> <i>morado</i> <i>naranja</i> <i>rosa</i> <i>marrón</i> <i>negro</i> <i>blanco</i></p> <p><i>Un pie azul / rojo / amarillo / verde</i> <i>una boca azul / roja / amarilla / verde</i></p> <p><i>¡Yo gané!</i></p> | <p>head shoulder knee foot arm leg hand fingers toes hair eyes ears mouth nose</p> <p>red blue yellow green purple orange pink brown black white</p> <p>a blue / red / yellow /green foot a blue / red / yellow / green mouth</p> <p>I've won!</p> |
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