

Retratos (Portraits)

5. Guess Who?

Prior Knowledge: It is helpful if children are familiar with the game 'Guess Who?'

Objectives

Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Become acquainted with songs in the language

Support

Allow children to use prompt cards for support where necessary e.g. labelled pictures

Children can join in singing the chorus of the song and during the verses just listen out for parts of the body. Some internet sites have slide shows with the words.

Extension

Invite confident children to lead the game of 'Guess Who'.

Main

Children listen to and join in with the song *Baila con tu cuerpo* (Dance with your body). Children move different parts of their body as they are mentioned in the song.

ICT Opportunities The music for this song can be found through an internet search engine or via the following link:

www.teachertube.com/viewVideo.php?video_id=91549&title=Baila_con_tu_cuerpo_subtitulado&vpkey=

Choose one boy and one girl to come to the front. Using colourful wigs, teach e.g. *Tiene el pelo azul*, (He/She has blue hair). Describe another feature in the same way. Discuss the fact that the sentence does not change regardless of whether it means 'he has' or 'she has'. Explain to the children that *Tiene* simply means 'has' and we usually understand what is meant from the context but that if we need to be clear then we can use the words *Él* (he) and *Ella* (she). Continue describing the children in this way. Ask the children to complete sentences started by you, e.g. (*Él / Ella*) *tiene* ... (the children select one feature to complete the sentence).

Select two boys and two girls to come to the front. Describe the hair and eye colour of a child with black hair using *Él / Ella tiene el pelo negro*. Next describe a child who has brown hair, using *Él / Ella tiene el pelo castaño*. Remind the children that they have heard the word *castaño* before in Unit 2 (session 4 – game of conkers). Challenge them to use this information to work out the hair colour (chestnut). Finally, describe a child who has blond hair. *Él / Ella tiene el pelo rubio*. Did the class work out which child was being described by a process of elimination?

Play *¿Quién es quién?* ('Guess Who?') by inviting six to eight children to the front of the class and describe one of them. Using gesture, bring in some additional language such as *Es grande/pequeño/pequeña*. The children guess the identity. Encourage children to use classroom language learned in Units 1 & 2 (*hable más despacio por favor, repita por favor*) if they would like clarification.

ICT Opportunities

Using the interactive whiteboard, display a number of photos of children in the class or members of staff.

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| | | Use pictures/portraits of famous Spanish-speakers e.g. Christopher Columbus, Fernando Alonso or Fernando Torres, to reinforce describing physical features. |
| <p>Grammar</p> <p><u>For teachers:</u></p> <p>Adjectival agreement: colours may change their spelling according to the noun they are describing. Colours describing feminine nouns (<i>la</i>) change the <i>o</i> to <i>a</i>. If the colour ends in <i>e</i> or a consonant there is no change. Colours describing plural nouns add <i>s</i> if they end in a vowel and <i>es</i> if they end in a consonant. E.g: <i>ojo rojo</i>, <i>boca roja</i>, <i>pierna azul</i>, <i>ojos azules</i>.</p> <p><i>Muévelo</i> – <i>lo</i> is a pronoun meaning 'it'. In Spanish pronouns are attached to the end of commands (imperatives).</p> <p><i>la mano</i> – whilst most masculine nouns end in <i>o</i> and most feminine nouns end in <i>a</i>, there are a small number of exceptions, of which <i>mano</i> is one. Note that it is a feminine noun even though it ends in <i>o</i>.</p> <p>In Spanish the word <i>castaño</i></p> | <p>Grammar</p> <p><u>For pupils:</u></p> <p>Third person singular – <i>tiene</i> (he has / she has); <i>es</i> (he is / she is)</p> <p>The definite article <i>el</i> / <i>los</i> is used before the part of the body in Spanish – <i>tiene el pelo rubio</i>; <i>tiene los ojos azules</i></p> | <p>Phonics focus</p> <p><u>For teachers:</u></p> <p>ai – <i>baila</i> - <i>ai</i> is a diphthong in Spanish, making a sound like the <i>i</i> in 'nice'</p> <p>ue – <i>muévelo</i> - here the <i>u</i> is a semi-consonant and is pronounced like the English <i>w</i> in 'well'</p> |

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| (chestnut) is used to describe brown hair, but <i>marrón</i> is used for eye colour. For red or ginger hair the Spanish say <i>Es pelirrojo / a</i> . | | |
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| <p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> listen with care remember a sequence of spoken words and indicate understanding | | <p><u>New National Curriculum Links</u></p> <p>No specific links</p> | |
| <p><u>Throughout the week:</u></p> <p>Compose a song using only body parts vocabulary, to the tune of a well-known nursery rhyme or 'Happy Birthday to you'.</p> | | <p><u>Resources</u></p> <ul style="list-style-type: none"> Two colourful wigs Pictures/portraits of famous Spanish-speakers past and present Internet search engine These are the words of the song <i>Baila con tu cuerpo</i>. You can find the music through an internet search engine. <p><i>Chorus</i> <i>Baila, baila, baila con tu cuerpo</i> <i>Baila, baila, baila, muévelo así</i> <i>Baila, baila, baila con tu cuerpo</i> <i>Muévelo, muévelo así</i></p> <ul style="list-style-type: none"> The first verse mentions : <i>los pies, las piernas, rodillas and la cadera (hips)</i> The second verse mentions : <i>Los hombros, el cuello (neck), la lengua (tongue), ojos, las manos.</i> <p><i>English version:</i> <i>Dance, dance, dance with your body</i> <i>Dance, dance, move it like this</i> <i>Dance, dance, dance with your body</i> <i>Move it, move it like this</i></p> | |
| <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> A traditional Spanish song that also names different body parts is <i>A mi burro</i>, which can be found in many collections of traditional children's songs, or by using an internet search engine. Encourage pupils to look for similarities between the two languages so they recognise that some words occur both in English and the language being learned although they may sound different. It may be possible to find a video clip of the song being sung by Spanish children, which enables pupils to see the language being used in a real context. When playing 'Guess Who?' children won't be able to use context to determine if it is a boy or girl being described. In this instance the personal pronouns <i>él</i> (he) and <i>ella</i> (she) should be used. | | | |
| <i>El lenguaje del profesor / de la profesora</i> | Teacher Language | <i>El lenguaje de los niños</i> | Children's Language |
| <i>Escuchad la canción</i> « <i>Baila con tu cuerpo</i> » | Listen to the song « <i>Baila con tu cuerpo</i> » | <i>la cabeza</i> <i>los hombros</i> | head shoulders |

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| <p><i>Baila con tu cuerpo</i> <i>muévelo :</i> <i>así</i> <i>los pies</i> <i>las piernas</i> <i>rodillas</i> <i>la cadera</i></p> <p>las partes del cuerpo <i>la cabeza</i> <i>los hombros</i> <i>las rodillas</i> <i>los pies</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> <i>rubio</i> <i>castaño</i></p> <p><i>(Él / ella) tiene...</i> <i>un ojo azul / rojo / amarillo / verde</i></p> | <p>Dance with your body move it like this feet legs knees hips</p> <p>parts of the body head shoulders knees feet arm leg hand fingers toes hair eyes ears mouth nose</p> <p>Colours red blue yellow green purple orange pink brown black white blond chestnut (for brown hair)</p> <p>He / she has... a blue / red / yellow /green eye</p> | <p><i>las rodillas</i> <i>los pies</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> <i>rubio</i> <i>castaño</i></p> <p><i>un ojo azul / rojo / amarillo / verde</i> <i>una boca azul / roja / amarilla / verde</i></p> | <p>knees feet arm leg hand fingers toes hair eyes ears mouth nose</p> <p>red blue yellow green purple orange pink brown black white blond chestnut (for brown hair)</p> <p>a blue / red / yellow /green eye a blue / red / yellow / green mouth</p> |
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| <i>una boca azul / roja / amarilla / verde</i> ¡Adivinad quién es! <i>¿Quién es?</i> <i>Él tiene el pelo rubio</i> <i>Ella tiene el pelo castaño</i> <i>Él / Ella es pelirrojo / a</i> <i>Él es alto / pequeño / bajo</i> <i>Ella es alta / pequeña / baja</i> | a blue / red / yellow / green mouth Guess who! Who is it? He has blond hair She has brown hair He / she has red hair (lit. 'is red-haired') He is tall / small / short She is tall / small / short | | |
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