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| **¡A Desayunar! – Let’s Have Breakfast!** |
| **Learning Outcomes:****BA –** Able understand and say some breakfast items in Spanish. Able to say what they want for breakfast in Spanish with some support. **Core –** Able to understand and say six breakfast items in Spanish. Able to say to say what the want for breakfast in Spanish.**AA –** Same as above +Able to act out dialogue independently. | **Grammar/phonics focus:*** The letter ‘j’ in Spanish is pronounced like a ‘h’. For example in the words ‘jamón’ and ‘naranja’.
* The letter ‘z’ is pronounced as a soft ‘th’ in Spanish from Spain and like a ‘s’ in Latin American Spanish. For example in the word in ‘zumo’.
* The letter ‘c’ followed by an ‘i’ or an ‘e’ is pronounced like a soft ‘th’ in Spanish spoken in Spain and like a ‘s’ in Latin American Spanish. For example in the word ‘cereal’.
 | **Assessment:****Listening assessment** – ticking off breakfast items**Speaking assessment** – ongoing |

**Key Vocabulary**

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| El Desayuno – Breakfast * una tostada con mermelada – toast with jam
* una tostada con jamón – toast with ham
* cereales con leche – cereal and milk
* un zumo de naranja – orange juice
* un yogur – yogurt
* una magdalena – a magdalene
 | Pregunta - Question* para desayunar, como… – for breakfast, como…
* quiero – I want
* gracias – thank you
* por favor – please
* aquí tienes – there you go
* ¡Qué rico! – How delicious!
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| **No.** | **Objectives** | **Vocabulary** | **Lesson Plan** | **Resources** |
| **1** | **To understand and say three breakfast items in Spanish.**  | * un yogur – yogurt
* una tostada con mermelada – toast with jam
* una tostada con jamón – toast with ham
 | **Revisit/Revise*** *What do you eat for breakfast normally? What is your favourite breakfast food? This term we are going to learn about breakfasts that children eat in Spain. What do you think they might have? Do you think it will be the same or different to what you have?*

**Main Activity** * Introduce the three breakfast items (slides 5-7).
* Point out that the letter ‘j’ in ‘jamón’ sounds like a ‘h’.
* Rehearse vocabulary by asking sts to **Escuchad y Repetid** (listen and repeat) (slide 16).
* Play **¿Sí o No?** (slide 16) – T says a word and points at a picture. If it is correct, sts say ‘¡Sí!’. If it is incorrect, sts say ‘¡No!’
* Play **Dos Opciones** (slide 16) – T says two of the phrases and sts repeat back with the correct answer.
* Play **Quick Flash** (slide 25) with vocabulary.

**Plenary** * *What other breakfast items might Spanish children enjoy?* Use an online dictionary such as spanishdict.com to look up other breakfast items and record them on a flipchart to display in the classroom.
 | 1. ¡A Desayunar! PowerPoint
2. Access to an online dictionary
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| 2 | **To understand and say six breakfast items in Spanish.** | * un yogur – yogurt
* una tostada con mermelada – toast with jam
* una tostada con jamón – toast with ham
* un zumo de naranja – orange juice
* una magdalena – a magdalene
* cereales con leche – cereal and milk
 | **Revisit/Revise*** Play **Picture Splat** (slide 16) with vocabulary learnt in the previous lesson.

**Main Activity** * Introduce three more food items (slides 8-10).
* Point out that the letter ‘c’ in ‘cereales’ sounds a soft ‘th’ in Spanish spoken in Spain and a ‘s’ in Latin American Spanish.
* Rehearse vocabulary by asking sts to **Escuchad y Repetid** (listen and repeat) (slide 17).
* Play **¿Sí o No?** (slide 17) – T says a word and points at a picture. If it is correct, sts say ‘¡Sí!’. If it is incorrect, sts say ‘¡No!’
* Play **Dos Opciones** (slide 17) – T says two of the phrases and sts repeat back with the correct answer.
* Play **Cruza el Puente (**Cross the Bridge) with flashcards (Activity PowerPoint slides 4-6) . Sts sit in a circle, ask one st to leave or go to the corner of the room. Place flash cards across the circle like a bridge and remove one. Ask st to return. To cross the bridge they must say the vocabulary on each flash card. Once the reach the gap, they must say the missing vocabulary to cross.

**Plenary** * Use your thumbs to self-assess how well you have achieved the learning objective.
 | 1. ¡A Desayunar! PowerPoint
2. Flashcards - Activity PowerPoint slides 4-6
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| 3 | **To talk about what we have for breakfast in Spanish.** | * Same as above +
* para desayunar, como… – for breakfast, como…
 | **Revisit/Revise*** Play **Quick Flash** (slide 25) with breakfast vocabulary.

**Main Activity** * Introduce the phrase ‘para desayunar, como…’ (slide 35) and display an empty plate with a list to the slide (Activity PowerPoint slide 10).
* Model completing the activity using an enlarged sheet stuck to a flipchart.
* Sts draw a picture of their breakfast and label the food items to the side of the picture.
* Compare their picture with a partner and say ‘para desayunar, como…’ and explain what they have for breakfast.
* Use breakfast plates for display in classroom.

**Plenary** * Ask sts to come to the front of the class and tell the class what they have for breakfast using their picture.
 | 1. ¡A Desayunar! PowerPoint
2. Activity PowerPoint 10 – x1 per st
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| 4 | **To listen to someone talking about their breakfast in Spanish.**  | Same as above. | **Revisit/Revise*** Play **¿Qué Falta?** (slide 22) with breakfast vocabulary.

**Main Activity** * Play **Sit Down Bingo**. Hand out a breakfast flash card to each st (Activity PowerPoint slide 2).
* Remind sts of the phrase ‘para desayunar, como…’ (for breakfast, I eat…) on slide 35.
* Say different breakfast items that you eat, using the phrase, ‘para desayunar, como…’. If sts have that flash card they sit down. The last sts standing win the game.
* Listen to a sound file (slide 36) of a Spanish person talking about what they have for breakfast. Sts must tick off the food items they hear (Activity PowerPoint slide 11)

**Plenary** * Review answers as a class. *How was it to listen to a person speaking Spanish? What made it tricky? What helped you find the answers?* (Elicit language learning skills such as: not panicking; listening carefully; listening more than once).
 | 1. ¡A Desayunar! PowerPoint
2. Activity PowerPoint slide 2 – x1 card per st
3. Activity PowerPoint slide 11 – x1 per st
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| 5 | **To label breakfast items in Spanish.**  | * Same as above
 | **Revisit/Revise*** Throw a bean bag to different sts and say a breakfast item in Spanish. Ask st to translate.
* Then throw bean bag again and say the word in English, ask the st to say it in Spanish.

**Main Activity** * Explain to sts that we are going to create our very own Spanish Breakfast Club.
* Explain that sts will create breakfast items out of paper and label them in Spanish.
* Model making one or two breakfast items so sts have an idea of your expectations.
* Model labelling the item using the word bank (Activity PowerPoint slide 12)
* Provide sts with different colour sugar paper or card, scissors, glue and felt tip pens.

**Plenary** * Sts self-assess against learning objective.
 | 1. ¡A Desayunar! PowerPoint
2. Activity PowerPoint slide 12 – x1 word bank per st
3. Sugar paper or card, pens, glue, scissors
4. Bean bag
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| 6 | **To ask for different breakfast items in Spanish.**  | * quiero – I want
* gracias – thank you
* por favor – please
* aquí tienes – there you go
* ¡Qué rico! – How delicious!
 | **Revisit/Revise*** Play **Blockbusters** (slide 32) with breakfast vocabulary.

**Main Activity** * Introduce vocabulary for the Spanish Breakfast Club (slide 37).
* Practice with class through choral rehearsal.
* Model dialogue with confident st.
* Working in small groups, sts set up breakfast items on their table and take it in turns to complete dialogue, choosing a different breakfast item each time.

**Plenary** * As a class or individually, sts self-assess (Activity PowerPoint slide 13) against objectives for the half-term.
* *What have you enjoyed about this topic? What have you found trickier? What have you found easier? What are you going to improve next half-term?*
 | 1. ¡A Desayunar! PowerPoint
2. Breakfast items made in previous lesson
3. Activity PowerPoint slide 13 – x1 per st or x1 enlarged copy
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