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| **Mi Familia – My Family** | | |
| **Learning Outcomes:**  **BA –**  Able to recognise and say eight family members.  Able to say what their family member’s names are.  **Core –**  Able to recognise and say eight family members.  Able to say what their names are.  Able to use adjectives to describe their family.  **AA –**  Same as above + able to use language learning strategies to understand a longer text. | **Grammar/phonics focus:**   * The letter ‘h’ in Spanish is not pronounced. For example, in ‘hermano’ and ‘hermana’ not pronounced. * The word ‘ñ’ is an additional word in the Spanish alphabet. It is pronounced like a ‘nyeh’. For example in the word ‘años’. * The letter ‘q’ is always followed by a ‘u’ and is pronounced like the letter ‘k’. For example in the word ‘quién’. * The letters ‘ll’ are pronounced as a ‘y’ in Spanish spoken in Spain. In Latin America they are pronounced like a ‘j’. For example in the word, ‘llama’. * Questions in Spanish begin with ¿ and end with a ?. The question words, ‘quién’ and ‘cómo’ are used to ask ‘who’ and ‘how’. The word order does not change. * Conjugation of common verbs: third person of ‘ser’ is ‘es’ (to be); third person of ‘llamarse’ is ‘se llama’ (to call oneself); third person of ‘tener’ is ‘tiene’ (to have). | **Assessment:**  **Listening assessment** – sts listen to a text on someone’s family and answer questions. |

**Key Vocabulary**

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| Familia – Family   * madre – mother * padre – father * hermano – brother * hermana – sister * abuelo – granddad * abuela – grandma * tía – aunty * tío – uncle * primo – cousin * prima – cousin | Preguntas y repuestas – Questions and Answers   * ¿Cómo se llama tu \_\_\_\_\_? – What’s is your \_\_\_\_\_ called? * Mi \_\_\_\_\_\_ se llama – My \_\_\_\_\_ is called… * ¿Quién es? – Who is it? * es mi… – it is my… * ¿Cuántos años tiene tu...? – How old is your…? * Tiene \_\_\_\_\_\_\_ años. – She is \_\_\_\_\_\_\_ years old. * tengo – I have * tiene – he/she has * menor – younger * mayor – older |

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| **No.** | **Objectives** | **Vocabulary** | **Lesson Plan** | **During the week…** | **Resources** |
| **1** | **To understand and say six family members in Spanish.**  **To say the names of family members in Spanish.** | * madre – mother * padre – father * hermano – brother * hermana – sister * abuelo – grandfather * abuela – grandmother * ¿Cómo te llamas? – How do you call your…? * Me llamo… - I call myself… * ¿Cómo se llama tu? – How do you call your…? * Mi \_\_\_\_\_\_ se llama… – My \_\_\_\_\_\_ is called… | **Revisit/Revise**   * Show pictures of families (slide 41) and ask the question *‘What makes a family?’*. * Explain that families come in all shapes and sizes. In pairs, sts tell one another about their families. * Introduce the phrase ‘Mi Familia’ (slide 1) and explain that we are going to learn how to talk about our family in Spanish.   **New Language Activity**   * Introduce the six words for family members (slides 5-10). Ask sts to **Escuchad y Repetid** - listen and repeat (slide 21) . * Play **¿Sí o No?** (slide 21)– T says a phrase and points at a picture. If it is correct, sts say ¡Sí!. If it is incorrect, sts say ¡No! * Play **Dos Opciones** (slide 21) – T says two of the phrases and sts repeat back with the correct answer. * Play **Picture Splat** (slide 21) with new vocabulary.   **Main Activity**   * Sts record new vocab by writing correct word under each picture (Activity PowerPoint slide 2 and 3) * Ask sts how to ask someone their name and say your name ‘¿Cómo te llamas? Me llamo… * Explain that if we are asking about someone else we say ‘¿Cómo se llama tu…? Mi \_\_\_\_\_\_ se llama… (slide 42) * Point out how the question has changed. * Explain that when a verb changes person the end of the verb changes (and with reflexive verb the personal pronoun changes). * Show the grid on slide 43. *Can you spot how the word changes each time?*  Show the changes on slide 44. * Sts record the question and answer in their books.   **Plenary**   * *If we know that families look different and come in all shapes and sizes, what makes a family?* Ask sts to write down adjectives about what makes a family. * Record adjectives on slide 54 of PowerPoint or on a flipchart. They will then look up the words in Spanish in a later lesson. | Play **Picture Splat** (slide 21) with family vocabulary. | 1. Mi Familia PowerPoint 2. Activity PowerPoint 1 slide 2 or 3 – x1 per st |
| 2 | **To say four family members in Spanish. To ask and say their names.** | * tía – aunty * tío – uncle * prima – cousin * primo – cousin | **Revisit/Revise**   * Review vocabulary from previous week by playing **Dos Opciones** (slide 21) * Throw a bean bag to different sts and say a family member in Spanish or English. St translates the word and throws the bean bag back.   **New Language Activity**   * Introduce four new family members (slides 11 – 14). * Ask sts to **Escuchad y Repetid** - listen and repeat (slide 22) . * Play **¿Sí o No?** (slide 22)– T says a phrase and points at a picture. If it is correct, sts say ¡Sí!. If it is incorrect, sts say ¡No! * Play **Dos Opciones** (slide 22) – T says two of the phrases and sts repeat back with the correct answer.   **Main Activity**   * Sts draw a picture of their family and label the family members. * In pairs, sts ask and answer the question ‘¿Cómo se llama tu…? Mi \_\_\_\_\_\_ se llama… about different family members. * Play **Musical Questions**. Sts walk/dance around the classroom to music with their exercise books. When the music stops, the find a partner and ask and answer questions about their families. ‘¿Cómo se llama tu…? Mi \_\_\_\_\_\_ se llama…   **Plenary**   * Sts stand up to ask and answer question ‘¿Cómo se llama tu…? Se llama… in front of class. * Sts self-assess against the learning objective using their thumbs. * Ask sts to bring in photos of their family for the next lesson. | Play **Quick Flash** (slide 27) with family vocabulary. | 1. Mi Familia PowerPoint 2. Technology for playing music |
| 3 | **To ask and answer questions about our families in Spanish** | * ¿Quién es? – Who is it? * Es mi… – It is my… | **Revisit/Revise**   * Revise all family members by playing **Matching Activity** (slide 25)   **New Language Activity**   * Introduce question ¿Quién es? (Who is it?) on slide 45 and answer Es mi… (It is my…) * Show photo/quick drawing of your familiy and ask sts to ask you this question about different members of your family.     **Main Activity**   * Print off Activity PowerPoint slides 4-7. Reduce size so slide 4 and 5 are on one page and slide 6 and 7 are on another. Half the class has Student A and the other half has Student B. * Explain to sts that they are going to complete a missing information activity. Put sts into pairs and label one st ‘Student A’ and another st ‘Student B’. * Quickly show two family trees (slide 46 and 47). Explain that you each have one family tree. You must keep your family tree secret and only share the information by speaking in Spanish. Show blank family trees (48 and 49) and explain the aim of the activity is to complete the family tree. * Model completing activity with another st. * Student A asks Student B ‘¿Quién es?’ and points to a blank space on their empty family tree. Student B find the corresponding space on their family tree and responds ‘Es mi…’ and the name of the family member in Spanish. * Then Student A asks Student B ‘¿Cómo se llama?’ (What are they called) and Student B answers ‘Se llama…’ and their name. * Take it in turns to ask and answer these questions until all the blank spaces are filled.   **Plenary**   * Sts that have bought in a photo of their family come up to the front of the class and introduce their family. Point to each member and say ‘Es mi… y se llama…’ | Throw the bean bag and say a different family members. Sts respond with family member in English or Spanish.  Ask more sts to bring in photos of their family and show them to the class. | 1. Mi Familia PowerPoint 2. Activity PowerPoint slides 4-7 (reduced to fit slide 4 and 5 on one sheet and slide 6 and 7 on another) – x1 per st |
| 4 | **To create a short presentation on my family in Spanish.** | * Same as above + * tengo – I have * menor – younger * mayor - older | **Revisit/Revise**   * Play **Paper Bingo** Sts fold a piece of paper into eight sections. On each section they write a family member. T say family members and if sts has that name at the top or the bottom of their paper they strip it off. Continue until no sections are left and then shout BINGO!   **Main Activity**   * Explain to sts that they are going to introduce their family to the class by writing a short presentation * Read out a short presentation on your own family. For example:   ‘Hola, me llamo Kate. Esta es mi familia. Tengo dos hermanos. Mi hermana menor se llama Elinor. Mi hermano mayor se llama Edward. Tengo una madre y un padre. Mi padre se llama Ted y mi madre se llama Mary.’   * Explain to sts that ‘menor’ means younger and ‘mayor’ means older. They are adjectives so they come after the nounn in Spanish. * Sts write their own short presentation. Use writing template on slide 50. * Provide online or bilingual dictionaries but encourage sts to use exercise books first. * Ask sts to present in front of class. Ask the rest of the class questions to check understanding.   **Plenary**   * Sts self-assess using thumbs:   I can say and understand ten family members.  I can say who a person is in my family.  I can say their name. | Play **¿Qué Falta?** (slide 24) with vocabulary | 1. Mi Familia PowerPoint 2. Scrap paper – x1 per st 3. Online/bilingual dictionaries |
| 5 | **To listen attentively and understand a short spoken paragraph.** | * Same as above + * tengo – I have | **Revisit/Revise**   * Play **Blockbusters** (slide 38)   **Main Activity**   * Print off and hand out Activity PowerPoint slide 9 – x1 per st. * Explain that today we are going to complete a listening activity describing a family who live in Spain. * Explain to sts that some of the words they will know as we have learnt them and some they won’t know and they are new. They can use their language learning strategies to help them:  1. Look for clues in the context (what is the person talking about) 2. Think about words that sound similar in English. 3. Stay calm and listen again!  * Review questions with sts (slide 51). Tell them not to worry if they don’t get all the answers straight away because it will repeat. * Play recording (slide 52).   ¡Hola! Me llamo Ignacio y tengo trece años. Tengo un hermano y una hermana. Mi hermano se llama Juan y es muy divertido. Mi hermana se llama Marta y es muy amable. Vivo con mis padres. Mi madre se llama Laura y tiene treinta años. Mi padre se llama Marc y tiene treinta y dos años. También tengo un abuelo que se llama Enrique y una abuela que se llama María. Viven con mi tía. No tengo primos.   * Repeat a number of times. * Sts review their answers in pairs. * Show the text (by clicking on slide 52 or printing off Activity PowerPoint slide 8) and ask sts to translate as a group. * Sts then use text to add to the paragraph they wrote yesterday. *What words can they reuse to improve their paragraph?* For example ‘menor’ and ‘mayor’. * Display writing template on slide 53 to support.   **Plenary**   * *What did you find difficult in today’s lesson? What helped you? What could you do differently next time?* | Read their finished presentation to their partner. *What new things have you learnt about your partner?* | 1. Mi Familia PowerPoint 2. Activity PowerPoint slide 9 – x1 per st 3. Bilingual/online dictionaries |
| 6 | **To use a bilingual dictionary.**  **To write a short poem about a family** | * Una familia es… | **Revisit/Revise**   * Play **Quick Write –** sts write all the words they know in Spanish associated with families.   **Main Activity**   * Refer back to adjectives (slide 54) sts had thought of in previous lesson to describe their family. * Ask sts if there are any more they would like to add. * Explain that we are going to look up these words in a bilingual dictionary or online dictionary (depending on what you have available). * Model using bilingual dictionary or online dictionary. * In pairs, sts create a list of adjectives to describe their family. * Sts use words to create a poem that begins with the phrase ‘Mi Familia es…’ * Sts write up poem neatly and decorate it (could be used for display).   **Plenary**   * Complete self-assessment form for this topic. * Sts compare with their partner. *What did they find particularly difficult about this topic? What did they find* easier*? Why?* | Tell your partner two facts about your family, e.g. ‘Mi madre se llama Mary.’ My mother is called Mary.  ‘Tengo dos hermanos.’ I have two brothers. | 1. Mi Familia PowerPoint 2. Paper for publising – x1 per st 3. Bilingual dictionaries or access to online dictionary 4. Self-assessment grid – x1 per st |



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