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| **Las Partes del Cuerpo! – The Parts of the Body** | | |
| **Learning Outcomes:**  **BA –**  To read and understand words for parts of the body. To read and understand numbers to ten.  **Core –**  To understand and say numbers to ten.  To understand and say eleven body parts.  To write sentences describing a monster, using a word bank to support.  **AA –**  To understand, say and write numbers to ten.  To understand and say eleven body parts.  To write sentences describing a monster independently. | **Grammar focus:**   * Recognising the gender of nouns. * Making nouns plural. * Imperative verbs (tocad) * The 3rd person singular of the verb ‘tener’ * Negatives * Conjunctions – ‘y’ and ‘o’ * The letter ‘z’ is pronounced like a soft ‘th’ in Spanish spoken in Spain and a like a ‘s’ in Spanish spoken in Latin America. For example in the word ‘nariz’ and ‘cabeza’. * The letters ‘ll’ are spoken like a ‘y’ in Spanish spoken in Spain and like a ‘j’ in Spanish spoken in Latin America. For example in the word ‘rodilla’. * The letter ‘j’ is pronounced like a ‘h’ in Spanish. For example in the word ‘oreja’. * The letter ‘v’ is prounounced like soft ‘b’. For example in the word ‘nueve’. | **Assessment:**  **Writing assessment** – describing a monster. |

**Key Vocabulary**

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| Las Partes del Cuerpo – Parts of the Body   * la cabeza – head * el hombro – shoulder * la rodilla – knee * el pie – foot * la pierna – leg * el brazo – arm * la mano – hand * la boca – mouth * la oreja – ear * la nariz – nose * el ojo – eyes | Números - Numbers   1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez |
| Verbos - Verbs   * tocad – touch * tiene – it has | Extras – Extras   * se busca – wanted * el monstruo – the monster * da miedo – is scary * toca/tocad – touch (imperative singular/plural) * tiene – it has * y – and * o – or |

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| **No.** | **Objectives** | **Vocabulary** | **Lesson Plan** | **During the week…** | **Resources** |
| **1** | **To understand and say numbers to 10 in Spanish.** | 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez | **Revisit/Revise**   * Write down all the words you can remember from the previous topic and test your partner. *Who could remember more?*   **New Language Activity**   * Show numbers to 10 in Spanish (Los Números 1- 10 PowerPoint slides 4 -13). Most sts will have learnt numbers before so this is revision. * Throw a bean bag to different sts and ask them to count forwards and backwards. * Assess their understanding and revise more if needed. If they are very confident, review numbers to 20 or 30.   **Main Activity**   * In pairs or threes, sts play a board game with numbers to 10 (Activity PowerPoint slide 2) * If sts are already confident with numbers to 10, challenge them to play the board game with numbers to 20 (Activity PowerPoint slide 3) or numbers to 30 (Activity PowerPoint slide 3).   **Plenary**   * *How well have you remembered numbers in Spanish? What could you do to help you remember?* (suggestions may include singing a song, making flashcards and putting them around the room; practicing daily) | Play **Blockbusters** with numbers to 10 (Los Números 1-10 PowerPoint slide 34) | 1. Los Números 1 – 10 PowerPoint 2. Activity PowerPoint slide 2 – x1 per 2 sts 3. Activity PowerPoint slide 3 and 4 – extras for confident sts 4. Dice and counters |
| 2 | **To understand and say six parts of the body in Spanish.** | * (la) cabeza – head * (el) hombro – shoulder * (la) rodilla – knee * (el) pie – foot * (la) pierna – leg * (el) brazo – arm | **Revisit/Revise**   * Play **Quick Flash** (Los Números 1-10 PowerPoint slide 22) with numbers 1-10.   **New Language Activity**   * Introduce six words for body parts (slides 5-10). * Practice pronunciation through choral rehearsal. * Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 23). * Play **¿Sí o No?** (slide 23) – 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 23) – T says two of the phrases and sts repeat back with the correct answer. * Play **Quick Flash** (slide 32-37) with vocabulary.   **Main Activity**   * Write the correct word under each picture (Activity PowerPoint slide 5 or 6). Provide less able sts with word bank (slide 6) and more able without (slide 5). * Play ‘Simón dice’ (Simon says) with vocabulary   *‘*Simón dice tocad la cabeza’ (Simon says touch your head)  **Plenary**   * Show the learning objective. *Have you achieved it? How do you know?* Self-assess using thumbs and then discuss in pairs how they know. | Play **¿Qué Falta?** (slide 27) with the parts of the body vocabulary. | 1. Las Partes del Cuerpo PowerPoint 2. Activity PowerPoint slide 6 or 7 – x1 per st |
| 3 | **To sing a song in Spanish.**  **To understand and say eleven body parts in Spanish** | * (la) mano – hand * (la) boca – mouth * (la) oreja – ear * (la) nariz – nose * (el) ojo – eyes | **Revisit/Revise**   * Play **Picture Splat** (slide 16) with numbers.   **New Language Input**   * Introduce the five new words for parts of the body (slides 11-15) * Practice pronunciation using choral rehearsal. * Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 24). * Play **¿Sí o No?** (slide 24) – 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 24) – T says two of the phrases and sts repeat back with the correct answer. * Play **Quick Flash** (slide 31) with all vocabulary. * Sing ‘cabeza, hombros, rodillas, pies’ (Head, shoulder, knees and toes) in Spanish. You can find lots of versions on youtube. This is a good one: <https://www.youtube.com/watch?v=AlYpkpAB8k8>   **Main Activity**   * Show a picture of a monster (slide 46). Ask for two volunteers to come up to the interactive whiteboard. Ask sts to ‘tocad’ (touch imperative plural) the different parts of the monster. * Sts label the different parts of the monster (Activity PowerPoint slides 7 or 8)   **Plenary**   * Remind sts that nouns in Spanish are either masculine or feminine. * If they are masculine they use the definite article (the in English) ‘el’, if they are feminine they use the definite article ‘la’. * If they are masculine they use the indefinite article (a/an in English) ‘un’, if they are feminine they use the indefinite article ‘una’. * You can often guess if a noun is masculine or feminine by its last letter. If it ends in an ‘o’ it tends to be masculine. If it ends in an ‘a’ it tends to be feminine. * Ask sts to put the nouns in the correct part of the grid (slide 49) * Show the answers (slide 50) * *Can sts spot any exceptions to the rule?* Explain that ‘mano’ ends in an ‘o’ but is feminine. | Play ‘**Tocad…**  T says ‘tocad + body part’ sts touch that body part. | 1. Las Partes del Cuerpo PowerPoint 2. Las Partes del Cuerpo Activity PowerPoint slides 7 or 8 – x1 per st |
| 4 | **To understand a short description of a monster in Spanish.** | * se busca – wanted * el monstruo – the monster * da miedo – is scary * toca/tocad – touch (imperative singular/plural) * tiene – it has * y – and * o – or | **Revisit/Revise**   * Write an ‘F’ for feminine and an ‘M’ for masculine on opposite sides of the classroom. * Say a part of the body and ask sts to go to the correct side.   **New Language Input**   * Show plurals of nouns (slide 51) and ask sts if they can spot any rules for changing a noun from singular to plural. * Remind sts of how to change nouns from singular to plural in Spanish by clicking on slide 51. * If the noun ends in a vowel – add ‘s’ * If the noun ends in a consonant – add ‘es’ * If a noun ends in a z – take away the ‘z’ and add ‘ces’ * Ask sts to write the plural of all the body parts.   **Main Activity**   * Each st has three cards (Activity PowerPoint slide 9 cut up), each with a picture of a monster on. * T to read a short text describing a monster:   ‘El monstruo da mucho miedo!  El monstruo tiene cinco ojos.  El monstruo tiene dos pies.  El monstruo tiene una boca.  El monstruo no tiene piernas.  El monstruo no tiene brazos.’   * Sts pick which monster is being described and hold up the corresponding card. * Show slide 51 and read through again. Click on the slide to reveal the monster. * Repeat with slide 52   El monstruo tiene tres ojos.  El monstruo tiene dos pies.  El monstruo tiene una boca.  El monstruo tiene dos piernas.  El monstruo tiene dos brazos.  El monstruo tiene una cabeza.   * Repeat with slide 53:   El monstruo tiene dos ojos.  El monstruo tiene cuatro brazos.  El monstruo tiene una boca.  El monstruo no tiene piernas.  El monstruo tiene una nariz.  El monstruo tiene una cabeza.  *What were the key words that helped you pick the correct monster?*  **Plenary**   * Find the correct sentence (slide 54). Show the below sentences:   ‘El monstruo tiene tres pie’  ‘El monstruo tiene tres el pie’  ‘El monstruo tiene tres pies.’  *Which one is correct? How do you know? Can you check your sentences? Do the nouns and adjectives agree?* | Sing ‘Heads, Shoulders, Knees and Toes’ in Spanish. | 1. Las Partes del Cuerpo PowerPoint 2. Activity PowerPoint slide 9 – x1 sheet per st (cut up). |
| 6 | **To write a short description of a monster.** | * se busca – wanted * el monstruo – the monster * da miedo – is scary * tocad – touch * tiene – it has * y – and * o – or | **Revisit/Revise**   * Show a number of monsters (slide 56) and describe one. Sts must guess which one you are describing. * Ask a st to come to the front of the class and do the same.   **Main Activity**   * Show a picture of another monster underneath a ‘se busca’ sign (slide 57). Explain that ‘se busca’ means ‘wanted’. This monster is wanted for causing trouble around the school! * Model writing a description with the class (slide 57) or show them the description (slide 58). * Encourage sts to use ‘y’ (and) and ‘o’ (or) to link their sentences. * Hand out writing templates (Activity PowerPoint slide 10 and 11). * Sts draw their own monster (give a limited time to do this) * Each st writes a description of a monster. * Hand out word banks for sts that need more support.   **Plenary**   * Sts read their description to their partner and check that their adjectives and nouns agree. * Complete self-assessment grid. | Put up pictures of monsters around the classroom. Describe one monster and ask the sts to point or stand by the correct monster. | 1. Las Partes del Cuerpo PowerPoint 2. Activity PowerPoint slide 10 and 11 – x1 per st 3. Self-assessment grid – x1 per st |



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