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| **Las Banderas – Flags** |
| **Learning Outcomes:****BA –** Able to recognise some colours and shapes in Spanish. **Core –** Able to recognise and say colours and shapes in Spanish. Able to describe a flag with some support.**AA –** Able to recognise and say colours and shapes in Spanish. Able to describe a flag independently. | **Grammar/phonics focus:*** tiene – it has
* es – it is
* Nouns are gendered in Spanish. If a noun ends in an ‘a’ it is likely to be feminine. If a noun ends in an ‘o’ it is likely to be masculine.
* The adjective comes after the noun in Spanish.
* If an adjective ends in ‘o’ and is describing a feminine noun, it changes to an ‘a’.
* If the adjective is describing a plural noun, it changes to a plural.
* The letter ‘r’ when it is at the beginning of a word or two ‘rr’s together are pronounced as a rolling ‘r’. For example in the words ‘rojo’.
* 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, ‘amarillo’ and ‘estrella’.
* The letters ‘v’ and ‘b’ are both pronounced like a soft ‘b’ in Spanish. For example in the word ‘verde’.
 | **Assessment:****Speaking assessment** – students create their own flag and describe it to their partner.  |

**Key Vocabulary**

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| Los Colores - Colours* azul – blue
* rojo/a – red
* amarillo/a – yellow
* verde – green
* morado/a – purple
* negro/a – black
* blanco/a – white
 | Formas – Shapes * las banderas – the flags
* rectángulo – rectangle
* triángulo – triangle
* cuadrado – square
* círculo – circle
* estrella – star
* sol – sun
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| Verbos – Verbs* es – it is
* tiene – it has
* esta es – this is
* y – and
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| **No.** | **Objectives** | **Vocabulary** | **Lesson Plan** | **During the week…** | **Resource** |
| **1** | **To find countries that speak Spanish in the world.** | Las Banderas – The Flags | **Revisit/Revise*** Write down as many words they can remember in Spanish. *How many do you have? Who has the most? Can you add any to your list from your partner’s list?*

**Main Activity** * Introduce the new topic (slide 53) with the phrase ‘Las Banderas’ (the Flags). Explain that we are going to be learning about how to describe flags of different countries that speak Spanish.
* Explain to the class that Spanish is spoken in many different parts of the world. *Can anyone name a country where Spanish is spoken? How many countries do you think speak Spanish?*
* Look on a map (google maps or an atlas) and point out Spanish speaking countries.
* Explain that they are largely located in Central and South America because many years ago Spain colonised large parts of this area.
* Sts use the labelled map (slide 54) to label Spanish speaking countries (Activity PowerPoint slides 2, 3 or 4).
* If you would like to challenge them more, ask them to memorise some and then write them down.

**Plenary** * Tell your partner one new fact you have learnt this lesson. *What has surprised you? Why?*
 | Answer the register naming one Spanish speaking country. Encourage sts to research one country at home and tell the class some of the facts they have learnt.  | 1. Las Banderas PowerPoint
2. Online map/atlas/globe
3. Activiy PowerPoint slides 2,3 or 4 – x1 per st
 |
| 2 | **To recognise and say six shapes in Spanish.**  | * rectángulo – rectangle
* triángulo – triangle
* cuadrado – square
* círculo – circle
* estrella – star
* sol – sun
 | **Revisit/Revise*** In Spanish, count to ten backwards and forwards in pairs. Each time a st says a number they pretend to hit the ball with an imaginary tennis racket.

**New Language Activity** * Introduce the six shapes in Spanish (slides 5-10). *What might help you remember these words?*
* Point out the tildes on top of the ‘a’ in rectángulo and triángulo, and the ‘i’ in círculo.
* Ask sts to **Escuchad y Repetid** - listen and repeat (slide 26) .
* Play **¿Sí o No?** (slide 26) – T says a phrase and points at a picture. If it is correct, sts say ¡Si!. If it is incorrect, sts say ¡No!
* Play **Dos Opciones** (slide 26) – T says two shapes and sts repeat back with the correct answer.
* Play **¿Qué Falta?** (slide 29) and **Picture Splat** (slide 26) to teach vocabulary.

**Main Activity** * Sts make a zig zag shapes booklet to stick into their books.
* Fold an A4 piece of paper. Fold it in half and then half again so you have eight panels. Fold the paper length ways (like a long sausage) and then fold to make a zig zag shape.
* On the front page sts create a title page, ‘Las Formas’ (the shapes).
* On each panel (four on one side and two on the other) sts draw the shape and write the word underneath in Spanish.

**Plenary** * Play **Blockbusters** (slide 40) with shape vocabulary. Assess sts understanding.
 | Play **Quick Flash** (slide 34) with shapes.  | * Las Banderas PowerPoint
* Zig zag booklets (sts could make their own during the session with A4 paper or card)
 |
| 3 | **To recognise and say eight colours in Spanish.**  | * azul – blue
* rojo/a – red
* amarillo/a – yellow
* verde – green
* morado/a – purple
* negro/a – black
* blanco/a – white
* naranja – orange
 | **Revisit/Revise*** Revise all the shapes by playing **Tearing Bingo**.
* Sts fold a piece of paper into six sections and write a shape in each section.
* T or confident st says a shape. If they have that shape at the top or bottom of the paper they tear it off. St who has got rid of all of the sections first, wins.

**New Language Activity** * Introduce the eight colours in Spanish (slides 13-20). *What might help you remember these words? Did you know any before?*
* Explain that if a colour ends in ‘o’ it changes to an ‘a’ if it describes a feminine noun like ‘bandera’.E.g. ‘La bandera es roja.’ (The flag is red.)
* Ask sts to **Escuchad y Repetid** - listen and repeat (slide 27) .
* Play **¿Sí o No?** (slide 27) – 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 27) – T says two colours and sts repeat back with the correct answer.
* Play **¿Qué Falta?** (slide 29) and **Picture Splat** (slide 27) to teach vocabulary.

**Main Activity** * Explain that we are going to describe the colour of flags. We use the feminine version of the adjectives because ‘bandera’ is feminine.
* Show slide 55 and ask sts to tell you which colours complete which sentence. Point out that ‘y’ means ‘and in Spanish.
* Click on slide to reveal answers.
* Sts write the colours to complete the sentences (Activity PowerPoint slides 5 and 6). E.g. ‘La bandera de Argentina es azul y blanca.’
* Working in pairs, sts then describe the colours of a flag on the worksheet using the phrase ‘La bandera es’ (The flag is). Their partner must say which flag they are describing.
* To challenge themselves they can cover the writing.

**Plenary** * **Quick Write** – write down all the colours and shapes that you know on a whiteboard. *How many did you get? Can you add any from your partner’s list?*
 | Play **Tearing Bingo** with colours. | 1. Las Banderas PowerPoint
2. Scrap paper for tearing bingo – x1 per st
3. Activity PowerPoint slides 5 and 6 - x1 per st
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| 4 | **To write a description of a flag in Spanish.** | * Same as above +
* es – it is
* tiene – it has
 | **NB: This lesson assumes students have a previous knowledge of numbers. If they do not, please revise numbers with them.****Revisit/Revise*** Play **Colours Bingo**. Give each st a different colour (pencil or piece of paper). All sts stand up. T or confident st says a colour. If st has that colour they sit down. Last sts standing win.

**New Language Activity** * Introduce the verb ‘tiene’ and remind sts of the meaning of ‘es’ (slide 56). Explain that ‘es’ means ‘it is’ and ‘tiene’ means ‘it has’.
* Read the description of the Argentinian flag (slide 56) and ask sts to translate.
* Esta es la bandera de Argentina. Es azul y blanca. Tiene un sol y tres rectángulos. (This is the Argentinian flag. It is blue and white. It has a sun and three rectangles.)

**Main Activity** * Display Activity PowerPoint slide 4–7 and explain to sts that they must write a description of different flags. Sts can use the word bank (slide 57) to help them.
* Explain to sts that to make a noun plural, we add an ‘s’ at the end if it ends in a vowel and we add an ‘es’ if it ends in a consonant (rectángulo – rectángulos, sol – soles)
* More able sts can describe more flags and challenge themselves to not use the word bank.

**Plenary** * Sts read the description to their partner. *Can they translate it?*
 | Play **Picture Splat** (slide 25) with colours and shapes | 1. Las Banderas PowerPoint
2. Activity PowerPoint slide 4 – 7 – x1 per st (plus extras)
 |
| 5 | **To understand a description of a flag in Spanish.**  | All of the above | **Revisit/Revise*** Write down as many Spanish speaking countries as you can. Compare with your partner.

**Main Activity** * Ask for two volunteers. Show three flags (slide 59) and use the word bank (Activity PowerPoint slide 58) to describe one of them.
* The first st to ‘splat’ the correct flag wins a point.
* Sts play game in pairs or threes. Sts take it in turns to describe a flag and the other sts must guess which flag they are descirbing (Activity PowerPoint slide 12).

**Plenary*** *How well could you understand your partner? What made it tricky? What helped you to understand?*
 | Play **¿Qué Falta?** (slide 28) with shapes and colours vocabulary. | 1. Las Banderas PowerPoint
2. Activity PowerPoint slide 12 – x1 per 2/3 sts
 |
| 6 | **To design their own flag in Spanish.**  | All of the above | **Revisit/Revise*** Play **What Flag’s in the Bag**. Ask for volunteers to pick a flag out (cut up flags on Activity PowerPoint slide 8) of a bag and describe it. *Can sts guess which flag it is?*

**Main Activity** * Sts create their own flag (provide colouring pencils and a ruler; set a limited time to complete) using the template on Activity PowerPoint slide 13.
* Sts use the word bank (Activity PowerPoint slide 11) to write a description of the flag.
* Encourage sts to use an online or bilingual dictionary to look up new words they may want to use.

**Plenary** * Read their description to their partner. *Can you understand the description?*
* Sts complete the self-assessment grid.
 | Display the flags around the classroom. Sts take it in turns to describe their flag to the class while two sts compete to find it.  | 1. Las Banderas PowerPoint
2. Activity PowerPoint slide 13 – x1 per st
3. Activity PowerPoint slide 11 – x1 word bank per st
4. Access to an online or bilingual dictionary.
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