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| **La Geografía – Geography** |
| **Learning Outcomes:****BA –** Able to understand some geographical features in Spanish.Able to understand some adjectives that describe geographical features in Spanish. **Core –** Able to understand and say geographical features in Spanish. Able to use adjectives to describe them in Spanish. Able to write a sentence about where a geographical feature is and describe it using a word banki in Spanish. **AA –** Same as above + Able write a sentence about where a geographical feature is and describe it in Spanish, independently.Able to incorporate new vocabulary into a sentence in Spanish. | **Grammar/phonics focus:*** The third person, singular conjugation of ‘ser’.
* The third person, singular conjugation of ‘estar’.
* The difference in use of ‘estar’ and ‘ser’.
* 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 word ‘río’.
* The letters ‘v’ and ‘b’ are both pronounced like a soft ‘b’ in Spanish. For example in the word ‘volcán’ and ‘bienvenido’.
* The word ‘ñ’ is an additional word in the Spanish alphabet. It is pronounced like a ‘nyeh’. For example in the word ‘montaña’.
 | **Assessment:****Writing assessment:** sts write a leaflet advertising South America as a destination for tourists.  |

**Key Vocabulary**

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| Países – Adjectives * Chile – Chile
* Argentina – Argentina
* Venezula – Venezuela
* Perú – Peru
* Brasil – Brazil
 | Accidentes Geográficos - Geographical Features * el río – a river
* la montaña – a mountain
* el lago – a lake
* la cascada – a waterfall
* el volcán – a volcano
* el desierto – a desert
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| Adjetivos – Adjectives * grande – big
* seco/a - dry
* largo/a – long
* alto/a - high
* frío/ - cold
* caluroso/a - hot
 | Verbos y Frases– Verbs and Phrases* es – it is
* está – it is (place)
* muy – very
* bienvenido – welcome
* ven a visitar – come to visit
* Sudamérica – South America
* el continente increíble – an incredible continent
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| **No.** | **Objectives** | **Vocabulary** | **Lesson Plan** | **During the week…** | **Resources** |
| **1** | **To locate South America and some of the countries in South America.** | * Chile – Chile
* Argentina – Argentina
* Venezula – Venezuela
* Perú – Peru
* Brasil – Brazil
 | **Revisit/Revise*** Write as many Spanish words as they can in 2 minutes. Compare with their partner. *Can you add any to your list?* Find out which pair has the most in the class.

**Main Activity** * Explain that they are going to learn about different places in South America and how to describe them. *What countries do they know in South America? Have they learnt anything about countries in South America?*
* Explain that most countries in South America speak Spanish as people in Spain travelled there a long time ago to take advantage of the people and land. Brazil is an exception, they speak Portugese as Portugese people arrived and exploited the land. England also travelled to different places to exploit the land and people and the people there now speak English. (This is a subject that could and should be explored further).
* Explain to sts that there were lots of different languages and cultures across South America before the Spanish arrived. People travelling to other countries to take over the land and impose their culture and language is called ‘colonialism’.
* Explore the different countries in South America using google maps.
* Look at all the different countries in South and Central America (slide 54) and explain we will mainly be focussing on 5 countries in South America (slide 55).
* On a map of South America children work in pairs to fill in missing countries using a word bank (Activity PowerPoint slides 2 – 3).
* To challenge more able sts ask them to label more countries in South America (Activity PowerPoint slides 4 and 5).
* Check answers (Activity PowerPoint slide 6)

**Plenary** * *What have you learnt today that has surprised you? What will you remember from today’s lesson?*
* Challenge sts to find out more facts about one of these countries and present their findings to the class.
 | Ask sts to find out facts about one of the countries they have learnt about. Present facts to class. | 1. La Geografía PowerPoint
2. Access to google maps
3. Activity PowerPoint slides 2-5 – x1 slide per st
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| 2 | **To say and understand six geographical features in Spanish.** | * el río – a river
* la montaña – a mountain
* el lago – a lake
* la cascada – a waterfall
* el volcán – a volcano
* el desierto – a desert
* es – it is
 | **Revisit/Revise*** Point to a country and see if sts can name it – ‘Es Brasil.’
* Remind sts that ‘es’ is the third person singular of the verb ‘ser’ which means ‘to be’. It translates as ‘he/she/it is’.

**New Language Activity** * Introduce six words for geographical features (slides 4-9)
* Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 3).
* Play **¿Sí o No?** (slide 3) – 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 3) – T says two of the phrases and sts repeat back with the correct answer.

**Main Activity** * Sts can either create picture dictionary by drawing simple drawings of each feature and writing the word next to it, or label the pictures (Activity PowerPoint slide 7 or 8)
* Explain to sts that we are going to learn about famous places in South America.
* Introduce the six locations (slides 56 – 58). Point out that we use capital letters as they are the names of places.
* *Have you heard of these places? Would you like to see them in real life? Why/why not? What makes them special?*
* Like at photos and videos on the internet or click on the links (slide 59)
* Display the location of each place (slide 60) and ask sts to translate sentences into English in their books using their language learning skills.

El Rio Amazonas está en Brasil y Perú. El Lago Argentino está en Argentina. La Montaña Machu Picchu está en Perú.El Desierto de Atacama está en Chile. La Cascada del Ángel está en Venezuela. El Volcán Quizapú está en Chile.* Display translation and ask sts about the word ‘está’ which means ‘it is’. *What other word do we know in Spanish that means it is?*
* Display slide 61. Explain that in Spanish there are two words for ‘to be’ ‘ser’ and ‘estar’. ‘Ser’ is used for characteristics of a place and ‘estar’ is used for location (as well as other things)
* Sts add verbs to verb grid at the back of their book.
* Display location of each place on a map and ask sts to add the locations to their maps (slide 63).

**Plenary** * Write down or tell your partner three new things you have learnt in this lesson.
 | Play **Tocad..** (slide 64)Two volunteers come to front of class. Say a country in South America and ask sts to tap it with their hand or a ruler.  | 1. La Geografía PowerPoint
2. Activity PowerPoint slide 7 or 8 – x1 per st
 |
| 3 | **To find out information about geographical features in South America.** | * Sudamérica – South America
 | **Revisit/Revise*** Revise geographical features by playing **Quick Flash** (slide 37-42)

**Main Activity** * Explain to sts will research one of the geographical features and share what they have found with the other sts in their class.
* Put sts in table groups of six and ask each st to research a different geographical location.
* Sts record facts in form of poster – allow for use of felt tip pens etc. so students can highlight what they think is the most important.
* Present all facts on flipchart (one per table) by sticking on each sts work. Write ‘Sudamérica’ in the middle.

**Plenary** * Each group displays their flipchart and tells the class the most interesting fact they have found out.
 | Play **¿Qué Falta?** with vocabulary (slide 30) | 1. La Geografía PowerPoint
2. Flipchart
3. Plain paper
4. Access to the internet for research.
5. Felt tip pens (not essential)
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| 4 | **To learn six adjectives to describe geographical features in Spanish.****To sort nouns and adjectives into masculine and feminine.**  | * grande – big
* seco/a - dry
* largo/a – long
* alto/a - high
* frío/ - cold
* caluroso/a - hot
 | **Revisit/Revise*** Play **Spanish Whispers** (Activity PowerPoint slide 9). In table groups, give one st a sentence. They whisper it to the person next to them. Continue around the table until the last person writes it on a board. The quickest team to write the sentence correctly wins a point.

**New Language Activity** Play **Dictionary Race** (slide 65) with the following words:* grande – big
* seco/a - dry
* largo/a – long
* alto/a - high
* frío/ - cold
* caluroso/a - hot
* Working in pairs or threes, sts look up the following word on an online or bilingual dictionary. The first to find all six words wins.
* Practice pronunciation of each word (slides 12–17)
* Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 11).
* Play **¿Sí o No?** (slide 11) – 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 11) – T says two of the phrases and sts repeat back with the correct answer.

**Main Activity** * Sts record adjectives in their books.
* Explain to sts that adjectives that end in ‘o’ change to match the a noun that is feminine.
* Feminine nouns often (but not always) end in ‘a’ and masculine nouns ‘o’. The definite article for singular masculine nouns is ‘el’ and feminine ‘la’.
* Using grids (Activity PowerPoint slide 10), sts put nouns into masculine and feminine and adjective spellings into masculine and feminine. Check answers on slide 66 and 67 (click on slide to move words).

**Plenary** * Play **Blockbusters** (slide 52) with adjectives.
 | Play **Quick Flash** (slide 43) with adjectives. | 1. La Geografía PowerPoint
2. Bilingual dictionaries or access to online dictionary.
3. Activity PowerPoint slide 10 – x1 per st
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| 5 | **To write sentences describing a place in Spanish.**  | * es – it is
* está – it is (place)
* muy – very
* bienvenido – welcome
* ven a visitar – come to visit
* Sudamérica – South America
* el continente increíble – an incredible continent
 | **Revisit/Revise*** Play **Human Sentence** (Activity PowerPoint slides 11-13). Hand out words to volunteer and see how quickly they can put themselves in the correct order.

**Main Activity** * Show a number of sentences (slide 68) and ask sts to translate.

El Lago Argentino está en Argentina.Lake Argentino is in Argentina.El Río Amazonas es muy largo.The Amazon River is very long.El Volcán Quizapú está en Chile y es muy alto.The Volcano Quizapú is in Chile and it is very high. La Montaña Machu Picchu está en Perú y es increíble. Es muy alta y muy antigua. Machu Picchu mountain is in Peru and it is incredible. It is very high and very old. * Remind ch that we use ‘está’ for where a place is.
* *How did they translate the sentence? Were there some words they didn’t know? How did they find out what the word means. What word can we use to joing two parts of a sentence together?*  ‘y’ (and)
* Show sts a leaflet and explain that we are going to make a leaflet to advertise South America to tourists.
* Next lesson we will publish our writing and add pictures. Today we will make a first draft.
* Display sentence builder (slide 70) and model writing a sentence.
* Display slide 71. Look at sentences. *Can you use your language learning skills to translate them?* Click on slide to reveal translations. Encourage sts to use phrases for the front cover of the leaflet.
* Sts plan their leaflet using the grid (Activity PowerPoint slide 14).
* Sts to use the sentence builder (Activity PowerPoint slide 15) to support their writing.
* Fast finishers: use ipads to look up more words to add to their sentences.

**Plenary** * Read your best sentence to your partner. *What makes it your best sentence?*
 | Play **Blockbusters** (slides 51 and 52) using geographical features and adjectives | 1. La Geografía PowerPoint
2. Example leaflet if possible
3. Bilingual or online dictionaries
4. Activity PowerPoint slides 11-13 – words cut up
5. Activity PowerPoint slide 14 – x1 per st
6. Activity PowerPoint slide 15 – half a sheet per st
 |
| 6 | **To publish a leaflet on South America in Spanish.**  | * Same as above
 | **Revisit/Revise*** Throw the bean bag to different sts and challenge them to say a sentence. Encourage sts to speak from memory but allow them to use their exercise books if necessary.

**Main Activity** * Print off Activity PowerPoint slides 16-20 and photocopy into a booklet.
* Sts read through each sentence they have written to their partner to check for mistakes.
* Remind them of the expectations:
1. Neatest writing in pen
2. All in Spanish
3. Pictures after you have completed writing
4. Don’t draw on the back as it will be stuck in your book
5. Names on work!
* Sts publish their work into the bookelt using the draft template from the previous lesson.

**Plenary** * Complete self-assessment grid.
* Optional: take leaflets to another class to teach them about South America.
* Put leaflets on display.
 | Present their leaflet to the class or another class if not done in plenary.   | 1. A4 paper folded as a concertina (four sections) OR Activity PowerPoint slides 16 -20 photocopied into a booklet.
2. Colouring pencils etc.
3. Draft leaflets from previous lesson.
4. Self-assessment grids – x1 per st
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