

<b>Y3</b> Unit <b>4</b>	<b>OBJECTIVES</b>	<b>Pupils should learn:</b> <ul style="list-style-type: none"> <li>To say and understand 6 classroom items</li> <li>To say yes and no</li> <li>To identify the gender of a noun ending in o or a</li> <li>To identify the gender of a nouns according to its indefinite article un or una</li> <li>To use a bilingual dictionary to discover gender and meaning</li> </ul>	<b>CULTURE</b>	
<b>En mi estuche</b>	<b>VOCABULARY</b>	<div> <div>verbs</div> <div>nouns</div> <div>adjectives</div> <div>[frequency]</div> </div> <div> <div> <div>lápiz [3740]</div> <div>bolígrafo [&gt;5000]</div> <div>regla [1380]</div> <div>sacapuntas [&gt;5000]</div> <div>goma [4437]</div> <div>estuche [&gt;5000]*</div> </div> <div> <div>veo [38]</div> <div>ves [38]</div> <div>sí [45]</div> <div>no [11]</div> </div> </div> <div> <div>un [6]</div> <div>una [6]</div> </div> <div> <div>*the 10 most common nouns in Spanish are año, vez, día, cosa, vida, parte, hombre, casa, persona and país. It would be useful to use these for examples.</div> </div>	<b>GRAMMAR</b>	gender of singular nouns singular indefinite articles
			<b>PHONICS</b>	u z v vs b
	<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Introduce and practise the classroom objects using flashcards</li> <li>Hold up a flashcard and say ¿Es un(a) ...., sí o no? for children to reply sí or no</li> <li>Play flashcard games and small card games to practise the words further</li> <li>Use the objects numbered on a PowerPoint slide to practise further: un lápiz ¿es qué número? then el número tres, ¿qué es eso?</li> <li>Play Veo veo to practise the words</li> <li>Introduce the concept of gender with familiar words such as members of the family. Ask the children what they notice -&gt; o for masculine, a for feminine</li> <li>Give the children a list of other nouns + indefinite articles to classify masculine or feminine to see if they can work out the un and una rule</li> <li>Children sort items into a masculine and a feminine group by listening carefully</li> <li>To introduce dictionary use, give out word cards to some of the children and ask others to arrange them in alphabetical order</li> <li>"Stop the bus" dictionary game, or ask all children to use the dictionary to find something red, something cold, something fluffy....</li> <li>Children can create multiple choice activities for the class, where the others have to find the word for the object pictured or mentioned</li> <li>Children can complete the dictionary use sheets for further practise</li> <li>Show children how to use the dictionary to find the gender of an unknown noun</li> <li>Read "¿Qué veo?" together. Find out the gender of the nouns used. Show an adaptation of the story (Storybird). Children then write their own version.</li> <li>Children explore and use the bilingual dictionary to find some nouns to use</li> <li>Another possible writing activity: children read Bear's Magic Pencil (Anthony Browne) and write in Spanish the next things that Bear saw</li> </ul> <p><b>Stories, poems, songs and rhymes:</b></p> <ul style="list-style-type: none"> <li>¿Qué veo? minibook</li> <li>¿Qué veo? Storybird story</li> <li>Other possible texts: El Paseo de Nina (Isabelle Carrier); De la cabeza a los pies (Eric Carle)</li> </ul>		
	<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Small cards</li> <li>Toys or other objects to sort into masculine and feminine</li> <li>Bilingual dictionaries</li> <li>¿Qué veo? minibook</li> <li>¿Qué veo? Storybird story</li> <li>Knowledge organiser</li> <li>Bilingual dictionaries</li> </ul>		

	SUMMATIVE TASK	<ul style="list-style-type: none"> <li>¿Qué veo? minibook. Children use the dictionary to find 7 nouns and their genders. They then work out whether they need un or una before their nouns before writing the sentence "Veo un(a) + noun."</li> </ul>
	"I CAN"	<p>I can</p> <ul style="list-style-type: none"> <li>Say and understand 6 classroom objects</li> <li>Use the Spanish words for yes and no</li> <li>Identify the gender of a word by looking at its final letter and/or its indefinite article</li> <li>Use a bilingual dictionary to find the meaning of a word</li> <li>Use a bilingual dictionary to find the gender of a word</li> </ul>
	Pos	<p>Listening:</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding (difference between masculine and feminine)</li> <li>Appreciate stories in the language</li> <li>Understand facts</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Engage in conversations</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>Read carefully and show understanding of words</li> <li>Appreciate stories in the language</li> <li>Develop their ability to understand new words that are introduced into familiar written material</li> <li>Understand facts in writing</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Write at varying length (short sentences) using the grammatical structures that they have learnt</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Gender of nouns, indefinite articles</li> <li>Key feature of the language (gender)</li> </ul> <p>Language learning skills:</p> <ul style="list-style-type: none"> <li>How the patterns and words of the new language are different to English (articles and gender patterns)</li> <li>Develop strategies to understand new words, including through using a dictionary</li> </ul>

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