## Y3 Unit 4

### OBJECTIVES
- Pupils should learn:
  - To say and understand 6 classroom items
  - To say yes and no
  - To identify the gender of a noun ending in o or a
  - To identify the gender of a nouns according to its indefinite article un or una
  - To use a bilingual dictionary to discover gender and meaning

### CULTURE
- En mi estuche

### VOCABULARY
- **verbs**
  - lápiz [3740]
  - bolígrafo [>5000]
  - regla [1380]
  - sacapuntas [>5000]
  - estuche [>5000]*
- **nouns**
  - goma [4437]
- **adjectives**
  - sí [45]
  - no [11]
- **[frequency]**
  - lápiz [3740]
  - bolígrafo [>5000]
  - regla [1380]
  - sacapuntas [>5000]
  - goma [4437]
- **gender of singular nouns singular indefinite articles**
  - un [6]
  - una [6]

*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.

### GRAMMAR
- Gender of singular nouns
- Singular indefinite articles

### PHONICS
- u
- z
- v vs b

### ACTIVITIES
- Introduce and practise the classroom objects using flashcards
- Hold up a flashcard and say ¿Es un(a) …., sí o no? for children to reply sí or no
- Play flashcard games and small card games to practise the words further
- Use the objects numbered on a PowerPoint slide to practise further: un lápiz ¿es qué número? then el número tres, ¿qué es eso?
- Play Veo veo to practise the words
- Introduce the concept of gender with familiar words such as members of the family. Ask the children what they notice -> o for masculine, a for feminine
- 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
- Children sort items into a masculine and feminine group by listening carefully
- To introduce dictionary use, give out word cards to some of the children and ask others to arrange them in alphabetical order
- "Stop the bus" dictionary game, or ask all children to use the dictionary to find something red, something cold, something fluffy....
- Children can create multiple choice activities for the class, where the others have to find the word for the object pictured or mentioned
- Children can complete the dictionary use sheets for further practise
- Show children how to use the dictionary to find the gender of an unknown noun
- 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.
- Children explore and use the bilingual dictionary to find some nouns to use
- Another possible writing activity: children read Bear’s Magic Pencil (Anthony Browne) and write in Spanish the next things that Bear saw

### Stories, poems, songs and rhymes:
- ¿Qué veo? minibook
- ¿Qué veo? Storybird story
- Other possible texts: El Paseo de Nina (Isabelle Carrier); De la cabeza a los pies (Eric Carle)

### RESOURCES
- Flashcards
- Small cards
- Toys or other objects to sort into masculine and feminine
- Bilingual dictionaries
- ¿Qué veo? minibook
- ¿Qué veo? Storybird story
- Knowledge organiser
- Bilingual dictionaries

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### SUMMATIVE TASK

#### "I CAN"

**I can**
- Say and understand 6 classroom objects
- Use the Spanish words for yes and no
- Identify the gender of a word by looking at its final letter and/or its indefinite article
- Use a bilingual dictionary to find the meaning of a word
- Use a bilingual dictionary to find the gender of a word

**Listening:**
- Listen attentively to spoken language and show understanding by joining in and responding (difference between masculine and feminine)
- Appreciate stories in the language
- Understand facts

**Speaking:**
- Ask and answer questions
- Engage in conversations

**Reading:**
- Read carefully and show understanding of words
- Appreciate stories in the language
- Develop their ability to understand new words that are introduced into familiar written material
- Understand facts in writing

**Writing:**
- Write at varying length (short sentences) using the grammatical structures that they have learnt

**Grammar:**
- Gender of nouns, indefinite articles
- Key feature of the language (gender)

**Language learning skills:**
- How the patterns and words of the new language are different to English (articles and gender patterns)
- Develop strategies to understand new words, including through using a dictionary