

¿Tienes hambre?

VOCABULARY

	ACTIVITIES	<ul style="list-style-type: none"> • Read <i>Today is Monday</i> by Eric Carle and then sing the song of the Spanish <i>Hoy es lunes</i>. This will recap days of the week and introduce some food words. • Focus on <i>si tienes hambre</i> from the song. Can children work out how to say “I am hungry”? (<i>Tengo hambre</i>) • Introduce <i>Quiero comer</i> (I want to eat). Use the foods from the song to create sentences such as <i>Tengo hambre. Quiero comer pizza</i>. • Present and practise the remaining food words. • Introduce <i>Tengo sed</i> and <i>Quiero beber</i> and practise with the drinks words. • Play a game like Guess Who. Think of a food or drink. The children take it in turns to ask <i>¿Tienes hambre/sed?</i> / <i>¿Quieres comer + food?</i> / <i>¿Quieres beber + drink?</i> until they guess the food or drink you are thinking of. • Children can hold a picture card or do an action for their partners to practise <i>Tiene hambre/sed, Quiere comer/beber...</i> • Sort the food and drink words into masculine and feminine (recap ways of finding out which is which). Show children how it won't make sense to use <i>un/una</i> in front of most of them. Explain that we have to use <i>el/la</i> instead, which mean ‘the’. • Show examples of opinion sentences with <i>me gusta</i>. Explain that <i>me gusta</i> = ‘it pleases me’. Therefore <i>me gusta el chocolate</i> = chocolate pleases me / I like chocolate. • Introduce <i>no me gusta</i> and <i>me encanta</i> and show how they work in the same way. • Finally introduce <i>odio</i>. • Children can say and write their opinions of the different foods. Encourage use of <i>y</i> and <i>pero</i> to create longer sentences. • Build up practice sentences using flashcards of food and smiley faces to show opinions <p>Stories, poems, songs and rhymes:</p> <ul style="list-style-type: none"> - <i>Hoy es lunes</i> (Eric Carle)
	RESOURCES	<ul style="list-style-type: none"> • Knowledge organiser • Pair activity – opinions • <i>Hoy es lunes</i> song and lyrics • Sentence builder
	SUMMATIVE TASK	n/a
	“I CAN”	<p>I can</p> <ul style="list-style-type: none"> • Say that I am hungry or thirsty and that I want to eat or drink. • Express my opinions of some foods and drinks.

	PoS	<p>Listening:</p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - understand feelings <p>Speaking:</p> <ul style="list-style-type: none"> - express opinions - engage in conversations - communicate feelings - speak in sentences, using familiar vocabulary, phrases and basic language structures <p>Reading:</p> <ul style="list-style-type: none"> - develop their ability to understand new words that are introduced into familiar written material - read carefully and show understanding of words, phrases and simple writing. - Understand feelings in writing <p>Writing:</p> <ul style="list-style-type: none"> - Write at varying length using the variety of grammatical structures that they have learnt (short paragraph, opinions, articles and connectives) - Adapt sentences to create new sentences, to express ideas clearly <p>Grammar:</p> <ul style="list-style-type: none"> - Conjugation of high-frequency verbs (gustar, tener, querer) - Gender and number of nouns - Definite articles - Key features and patterns of the language (use of gustar to express opinion)
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