

Lesson one

Resources/preparation: EarlyStart 2 DVD + folder, food flashcards, mini food flashcards, real food items (optional), all topic flashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>04.2 Listen for specific words and phrases</p> <p>KAL Recognise singular and plural</p>	<p>To understand and use ¿quieres?</p> <p>To understand and use el zumo el agua el queso el jamón la fruta las patatas fritas</p>	<p>Sort all topic flashcards (e.g. classroom objects, animals) by gender to reinforce el = un la = una</p> <p>separate the plurals</p>	<p>Watch unit 12 on Early Start2 DVD whole section (5 minutes) Practise the 6 food items using #standard repetition strategies and #graded questions. Ask the question ¿Quieres ...? offering real food if possible or miniflashcards if not. Pupils should answer with sí or no and gracias</p> <p>Share ‘How Spanish works’ Early Start 2 p100 with the pupils regarding use of ¿quieres?</p> <p>In pairs, pupils practise offering each other food using ¿quieres?</p>	<p>Teacher takes a flashcard and keeps it hidden. Pupils ask what it is using ¿Tienes ...? (have you got...?)</p> <p>Sort new flashcards by gender and singular/plurals</p>	<p>Las patatas fritas is plural. Ask the pupils how they know it is plural = las not la is used</p> <p>Highlight similarities between ¿quieres? and ¿tienes?</p>	<p>Active el zumo (juice) el agua (water) el queso (cheese) el jamón (ham) la fruta (fruit) las patatas fritas (crisps) ¿quieres...? Would you like....?</p>
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> Register: Children reply with a food, they can't be the same as the person before them P.E. Run to relevant items. Multiple copies of the 6 items to avoid safety issues! 				<p>ICT Links</p>		
<p><i>Evaluation</i></p>						

Lesson two

Resources/preparation: Early start folder + CD, food flashcards, mini food flashcards, real food items (optional)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>O4.2 Listen for specific words and phrases</p> <p>O4.3 Listen for sounds, rhyme and rhythm e.g phonemes</p>	<p>To reinforce el zumo el agua el queso el jamón la fruta las patatas fritas</p> <p>To understand and use ¿Qué quieres? (what do you want?) and Quiero... (I want..)</p>	<p>Display the food vocabulary as <u>text only</u> and go through a few key phonemes (early start 2 p100) Z in zumo J in jamón</p> <p>Listen to the beginning of track 18 of Early Start CD.</p> <p>Divide food into 2 groups 'healthy and unhealthy' using bien and mal</p>	<p>Use www.linguafun.eu to introduce ¿Qué quieres? and Quiero (see link below)</p> <p>Give the class 3 random mini flashcards /food items each. The aim is to end up with 1 pair. They need to go round the room asking each other ¿Qué quieres? and responding with Quiero + the correct food item they need. They should use 'toma' (take it/there you go) when handing the card over</p> <p>Use the <u>sentence builder</u> from the en la cafeteria section of www.linguafun.eu</p>	<p>Pupils demonstrate they know how to use Quiero by using dictionaries to look up how to say outlandish things that they want. e.g I want a helicopter / a pony etc</p> <p>Quiero</p>	<p>Point out the o on the end of quiero – this usually means I eg tengo = I have Quiero = I want</p>	<p>Active ¿Qué quieres? (what do you want?)</p> <p>Quiero... (I want..)</p>
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> Literacy: pupils finish cartoon strips adding in all features P.E. Run to relevant items. Multiple copies of the 6 items to avoid safety issues! 				<p>ICT Links www.linguafun.eu Click on <i>en la cafeteria</i> > <i>presentacion 2</i> for activities to show ¿Qué quieres? and Quiero also <i>sentence builder</i></p>		
<p>Evaluation</p>						

Lesson four

Resources/preparation: Food flashcards, mini food flashcards, pretend food if possible, 2 ‘baskets’, letters

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>L4.1 Read and understand a range of familiar written phrases</p> <p>L4.3 read some familiar words and phrases aloud and pronounce them accurately</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p>	<p>To answer the question ¿te gusta? (do you like it?) with me gusta / no me gusta (I like, I don't like) in regard to food vocabulary</p> <p>To understand and use el chocolate el pan el pescado la carne la ensalada las verduras los helados un helado</p>	<p>Make a shopping list on the board using some of the food vocabulary (get the pupils to come up and write <u>from</u> <u>memory</u> if possible - everyone can help).</p> <p>Choral read the list.</p> <p>Spread out the flashcards and put out 2 ‘baskets.’ Get 2 pupils to ‘shop’ as quickly as they can. First to fill the basket with the correct items/ flashcards wins.</p>	<p>Watch unit 13 on Early Start2 DVD (5 minutes)</p> <p>- Introduce terms ¿te gusta ? and me gusta and no me gusta and further food vocabulary</p> <p>In pairs take turns picking up a mini flashcard pupil A asks ¿te gusta ? pupil B replies me gusta or no me gusta (have the full size food flashcards with text on display on the board as an aide memoire) Repeat until all the cards are used.</p>	<p>Teacher holds up flash card and asks ¿te gusta? pupils reply with me gusta ... or no me gusta</p> <p>Read the letters from Estefania and Eduardo What do they like / dislike?</p>	<p>Spanish form negatives by adding <u>no</u> before the verb e.g No tengo No me gusta</p> <p>Note the use of el/la with me gusta = I like <u>the</u> chocolate compared to English I like chocolate <u>Opposite of Quiero</u> where el/la is dropped.</p>	<p>Active ¿te gusta? (do you like it?) me gusta (I like) no me gusta (I don't like)</p> <p>el chocolate (chocolate) el pan (bread) el pescado (fish) la carne (meat) la ensalada (salad) las verduras (vegetables) los helados (ice cream) un helado (an ice cream)</p>
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Register: Children say a food that they like, e.g. me gusta el chocolate • Make a Spanish tally chart of likes and dislikes 				<p>ICT Links</p>		
<p>Evaluation</p>						

Lesson five

Resources/preparation: Food flashcards, food miniflashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
04.2 Listen for specific words and phrases	To revise the question ¿te gusta? (do you like it?) and response me gusta and no me gusta (I like, I don't like) with all food vocabulary	Revise counting up in 5s Play #Wildfire in 2 teams using ¿Qué quieres? and responding with Quiero + any food item	Play splat using the phases me gusta and no me gusta preceding the vocabulary if it's no me gusta they don't splat it!	Play # I went to the shops First child says me gusta el chocolate. Next child me gusta el chocolate pero no me gusta el pan etc Keep adding alternating Me gusta and no me gusta Pupils hold miniflashcards with thumbs up or down to help everyone remember what to say	Note the use of el/la with me gusta = I like <u>the</u> chocolate compared to English I like chocolate <u>Opposite of Quiero</u> where el/la is dropped.	Passive Active pero (but)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES				ICT Links		
<ul style="list-style-type: none"> Maths/ICT: food survey, record results on a spreadsheet and display as a graph. 						
Evaluation						

Lesson six

Resources/preparation: food vocabulary lists, numbers list, sample menu, photocopies of food miniflashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
L4.4 write simple words and phrases using a model and some words from memory	To write some food vocabulary accurately from memory	Revise numbers and counting in 5s up to 100. Display these on the board for use during the lesson.	In small groups, children make a menu using all food and drink vocabulary learnt so far. Stick mini pictures and/or copy write words from the board /from memory and then price items in a multiples of 5 euros. Display the sample menu and ask the price of items. e.g, ¿cuánto cuesta el chocolate? pupils answer giving the price from the menu.	As a class spend a few moments free role playing being in a restaurant using the menus. Quiero por favour me gusta ¿cuánto cuesta? etc		Passive Active Ahí está(n) (There you go)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES <ul style="list-style-type: none"> On flipchart or smart board separate food and drink into healthy and unhealthy choices using smiley and sad face P.E. warm up fruit stall (sit in a circle and give each child a food/drink name. Say name(s) and children run around circle and return to their seat. 				ICT Links		
Evaluation						