

A Family Language Learning Experience

North Ayrshire 1+2 and Family Learning Team
in partnership with SCILT

This pack includes templates, lesson plans and both printable and ICT resources. We hope that you enjoy adapting 'Arriba Familia' to support your own families to engage in Spanish language learning both at school and at home.

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About 'Arriba Familia'

Following the success of 'Wee Famille' we adapted lessons for schools to run this project in Spanish. We are calling it 'Arriba Familia'.

Aim

In North Ayrshire the 1+2 Team embarked on a new initiative to raise the profile of languages and engage families with their children in learning French/Spanish.

Background

The North Ayrshire 1+2 and Family Learning Teams partnered with SCILT to deliver the seven-week project, aptly called 'Wee Famille' in Springside Primary School in Irvine. This new partnership worked to identify language learning opportunities, as well as, exciting and engaging ways to deliver the language and at the same time, encourage intergenerational learning during school and at home.

In order to promote the programme and incite enthusiasm for participating, parents were invited to an open afternoon/focus group with refreshments and croissants. Pupils were motivated by a logo design competition to personalise the project from the outset.

For seven weeks, families were invited to learn French with their children in vertical family learning groups for one afternoon each week. Before each session, parents and carers enjoyed coffee, pastries and a chat with the Family Learning Team.

SPS **1 2** **'Wee Famille'** **SCILT** **Family Learning Team**

A 'Families learning French together' Programme at Springside Primary School

Wee Famille will be run in partnership with pupils and families at Springside, North Ayrshire's 1+2 and Family Learning Teams and SCILT (National Centre for Languages based at Strathclyde University).
Quelle chance! A great opportunity for all!

Oh là là!

When?
Wednesdays
25 October
01 November
08 November
15 November
22 November
29 November
06 December

FREE PRIZE DRAW - French Hamper!
FREE GAMES to take home!
WEEKLY PRIZES!
DELICIOUS FOOD!

Programme

1:45pm - 2:15pm Team, staff and pupils work together in class.
1:45pm - 2:15pm Pupils' families are invited for refreshments and a blether with Amanda.
2:15pm - 3:00pm Family Learning Time - fun activities in French and English. Relaxed, informal and easy to practise at home!



'Wee Famille'

WANTED! A logo for the amazing new Family Language Learning Project called 'Wee Famille'.

The winning logo will be used as the OFFICIAL logo for other schools too (*oui, c'est vrai!*).

Entries must be returned by the 30th of September, 2017.

Talk with your teacher about ideas you could consider for the logo design.



Bonne chance!

Your entry must:

- Have the title of the project 'Wee Famille'
- Include the colours of the French flag
 - Have an illustration of a family
 - Fit in the space below



They then consolidated the key vocabulary into the 'Wee Famille Passeport', bearing the winning 'Wee Famille' logo design, to support family learning at home.

<p style="text-align: center;"><i>Mon Passeport</i> <i>'Wee Famille'</i></p>  <div style="border: 1px solid black; border-radius: 50%; width: 200px; height: 200px; margin: 10px auto;"></div> <hr style="width: 100%;"/>	<p style="text-align: center;">French Facts</p> <ul style="list-style-type: none"> • French is an official language in 29 countries. • French is a 'Romance' language. • French is the native language for almost 76 million people in the world! • 'Crêpes' are very thin French pancakes with either a savoury or sweet filling. • A 'baguette' is a word for long bread stick. • Dogs don't say "woof, woof" in France. In French they say, "Ouaf! Ouaf!" • It depends where you live as to how many times you kiss when you meet. In Paris, they kiss twice - once on each cheek, in the north and in Brittany it's three times and in the south, FOUR times - left right left right!  <p style="text-align: center;">'Wee Famille' by Jordan Young</p> <p style="text-align: center;">7</p>
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passport (front)

passport (back)

For seven weeks, families were invited to learn French with their child one afternoon each week. Before each session, parents and carers have a cuppa and a croissant with the Family Learning Team.

The families were so enthusiastic about the project. The attendance was consistent with the adults to total family ratio at 38% per week. The final week of 'Wee Famille' culminated in a celebration of cultural experiences, including dance, artwork inspired by Matisse and, of course, food!

Week 1

1:45-2:15	Parents and Carers	
	Family Learning Team with Parents/Carers Tea/Coffee & Pastries in the dining hall	Family Learning Worker While parents and carers are enjoying refreshments, Family Learning Worker introduces numbers 1-10 and the greetings. The Family Learning Worker will also give parents/carers a sneak peak of the language passport. The passport will enable all families, including those who can't attend every week, to be able to follow up each week's lesson at home.
1:45...	Classroom Activities Teacher with Pupils	
	Warm-up time <ul style="list-style-type: none"> Songs and Chants Powerpoint (Appendix 9) 	Teaching Greetings: <ul style="list-style-type: none"> Hola Buenos días ¿Cómo te llamas? Me llamo... Adiós ¿Cómo estás? ¿Qué tal? Estoy bien. Así, así Estoy mal Activities: 1. Song: Tell children that you will sing a line, and all they have to do is copy you. <p style="text-align: center;"> ¡Buenos días! (Tune: Frère Jacques) ¡Buenos días! (x2) ¿Cómo estás? (x2) Estoy bien, gracias (x2) ¿Y tú? (x2) </p> 2. Song: Introduce how to ask and say your name through song. <p style="text-align: center;"> ¿Cómo te llamas? (Tune: Row, Row, Row Your Boat) ¿Cómo te llamas? What is your name? Me llamo Angela, </p>

		<p>Angela's my name.</p> <p>3. Drama: 'Pass the Name' Game</p> <p>(¿Cómo te llamas?)</p> <p>Gather in a circle and pass your name round the circle (clockwise), tapping the person to your left on the shoulder 'Me llamo María'. That person then passes his/her name to the person on his/her left. Complete the full circle.</p> <p>Now try 'Me llamo' and then asking the person to your left '¿Cómo te llamas? He or she says his/her name, and does the same to the person to his/her left. Complete full circle.</p> <p>3. Drama: 'Pass the Feeling' Game</p> <p>(¿Cómo estás?) (¿Qué tal?)</p> <p>Played as in above 'Pass the Name' Game, introduce feelings to everyone and pass your feelings around the circle.</p> <ul style="list-style-type: none"> • ¿Cómo estás? • ¿Qué tal? • Estoy bien. • Así, así • Estoy mal
to 2:15	Introduce new language – NUMBERS	
	<p>Resources:</p> <ul style="list-style-type: none"> • Spanish Number flashcards (Appendix 1) • Strips of paper • Spanish Language Passport (Appendix 2) • Songs and Chants Powerpoint (Appendix 9) 	<p>Teaching Numbers:</p> <ul style="list-style-type: none"> • 0-10 <p>Using number flashcards, tell everyone:</p> <p>Escuchad y repetid los números.</p> <p>(Listen and repeat the numbers)</p> <p>Activities:</p> <p>1. Pass the Number 'Circle Game'</p>

Make a circle. Everyone puts their palms facing upwards. Each person's left hand goes underneath the person to the left and the right hand goes on top of the person's to the right. Remember, always palms facing up! First person starts passing the number by taking his/her right hand and claps the left hand palm of the person next to them (because it's on top of their own left hand) and says the number 1 at the same time. Each time you get to 10, the next person starts it off again. Go faster and faster each time.

Variation: Number 10 is a BOMB! Pass the numbers as above, but when you get to 10, if it's you that is about to be hit with 10, try to pull your hand away in time! If you get hit, you can do 10 Star Jumps while class counts in Spanish with you. Or if that's too easy, count backwards from 5.

2. Numbers 1-10 Action Game

Tell everyone:

Levantaos

(Stand up)

As the instructor, you should face the same direction that they are facing so that they can copy you. Practise saying the numbers with the following actions:

- 1 – Left arm out at shoulder height.
- 2 – Right arm out at shoulder height.
- 3 – Left hand on shoulder.
- 4 – Right hand on shoulder.
- 5 – Left hand on hip.
- 6 – Right hand on hip.
- 7 – Left arm above head.
- 8 – Right arm above head.
- 9 – Bring both arms down by side.
- 10 - Star jump!

2:15-
2:50

Family Learning in Vertical Family Groups

Activities:

Song: Buenos días (song as above)

Tell the parents and carers that you will sing a line and everyone, children, parents and carers, just sings the line back to you.

Drama: 'Pass The Name' Game

Depending on space, you could make a few circles (even around tables) to do this activity, or one giant circle. If in small circles, demonstrate '**Me llamo...**' to the parents/carers with a small group of children. After they give this a go, try it with '**Me llamo**' and '**¿Cómo te llamas?**'

Flashcards Numbers 0-10

Pupils (or teacher) introduce numbers 0-10 using flashcards, with listen and repeat.

Escuchad y repetid los números.

'Pass The Number' Game

Again, depending on space, you could make a few circles (even around tables) to do this activity, or one giant circle. Try to pass the numbers 1-10 as fast as you can.

'Rip it' ARRIBA FAMILIA Bingo

Instructions: Distribute strips of paper to everyone. Tell everyone to fold the strip two times so that they have 4 boxes. In each box, they should write a number between 0 and 10. They can repeat numbers if they wish. Explain the rule that when each number is called, they can only 'rip' the number off if the number called appears on an end of the strip. Also, they can only rip off one number each time. So, for example, if they had the number 2 on both ends, and 2 was called, they can only choose one to rip off. When they have one left, they must wait for this number to be called in order to shout '**ARRIBA**'.

Numbers 1-10 Action Game

Get a pupil to lead this with you

Song: Goodbye Friends

¡Adiós, Amigos!

(Tune: 'Here We Go' – Football Chant)

¡Adiós, amigos, adiós!

¡Adiós, amigos, adiós!

¡Adiós, amigos, adiós!

¡Adiós, Amigos!

'High Five'

Finish the session with a '**¡Chócala!**'

2:50-3 p.m.	Plenary with Parents
	Parents and Carers gather in the hall for the live draw of the weekly raffle prize. At this point, parents and carers are invited to give feedback on the session's activities using Post-It Notes.
2:50-3 p.m.	Pupils return to own classes
	<p>'Arriba Familia' Language Passport to be distributed via the eldest child in each family before going home.</p> <p>For next week:</p> <ul style="list-style-type: none"> • Make the Fortune Tellers (1 per pupil)

Week 2

1:45-2:15	Parents and Carers	
	Family Learning Team with Parents/Carers Tea/Coffee & Pastries in the dining hall	Family Learning Worker While parents and carers are enjoying refreshments and croissant, the Family Learning Worker introduces colours in Spanish.
1:45...	Classroom Activities Teacher with Pupils	
	Warm-up time Resources: <ul style="list-style-type: none"> Spanish Number Flashcards (Appendix 1) Puppet/Ball Songs and Chants Powerpoint (Appendix 9) 	Review: <ul style="list-style-type: none"> Greetings Numbers 0-10 Activities 1. Drama: 'Sound Tunnel' Game Form a tunnel (2 rows facing each other, standing with hands together to form a tunnel). 2 people at the top will choose to go down the tunnel with a particular greeting (maybe ' Hola ' or ' Buenos días ' or ' Adiós ') and the people making the tunnel should reply back to them. 2. Pass the Puppet(s)/Ball Circle Game: '¿Cómo te llamas?' Pass the puppet(s) around while everyone sings: <div style="text-align: center;"> <p>'Hola, Hola, Buenos días' (Tune: Bingo)</p> <p>Hola, Hola, Buenos días ¿Cómo te llamas? Hola, me llamo Hola, me llamo Hola, me llamo Me llamo <u>Stacey</u>.</p> </div>

		<p>At the end of the song, everyone should help the person sing the name of the person who is holding the puppet/ball ‘Me llamo + name.’</p> <p>3. Song: “Buenos Días”</p> <p>(Tune: ‘Yankee Doodle’)</p> <p>Buenos días, amigos Hola ¿Cómo estás? Estoy muy bien, ¿Y tú? Muchas gracias.</p> <p>4. Fun with Numbers: Higher/Lower Game</p> <p>(Más/Menos)</p> <p>Guess the Number (Más/Menos) with one child facing the class and the secret number between 0 and 10 behind him/her. The child has to guess numbers in Spanish with the class giving clues using ‘más’ (higher), or ‘menos’ (lower).</p> <p>Say “¡Excelente!” when they guess the number!</p>
to 2:15	Introduce new language – COLOURS	
	<p>Resources:</p> <ul style="list-style-type: none"> • Spanish Colour Flashcards (Appendix 4) • Fortune Tellers printed in colour (made beforehand) (Appendix 6) • Beat the Teacher Colours Powerpoint (Appendix 5) • Songs and Chants Powerpoint (Appendix 9) • Bibs from the gym hall 	<p>Teaching Colours:</p> <ul style="list-style-type: none"> • rojo, amarillo, azul, marrón, blanco, gris, rosa, verde, morado, naranja, negro <p>Using colour flashcards, tell everyone:</p> <p>Escuchad y repetid los colores</p> <p>(Listen and repeat the colours)</p> <p>Activities:</p> <p>1. Song: Display Colours Song from the Songs Powerpoint</p> <p>Tell children that you will sing a line, and all they have to do is copy you.</p>

		<p>‘Los Colores!’ (Tune: Frère Jacques)</p> <p>Red is rojo, red is <u>rojo</u> Blue is azul, blue is <u>azul</u> Yellow is amarillo, yellow is <u>amarillo</u> Verde green, <u>verde</u> green.</p> <p>Black is negro, black is <u>negro</u> Blanco is white, <u>blanco</u> is white Purple is morado, purple is <u>morado</u> Brown marrón, brown <u>marrón</u>,</p> <p>Pink is rosa, pink is <u>rosa</u> Gris is grey, <u>gris</u> is grey Naranja is orange, <u>naranja</u> is orange Shout ¡Olé! Shout ¡Olé!</p> <p>2. Song: ‘Colorín Colorado’ by Rockalingua</p> <p>Children might like this optional YouTube Video. It also appears as a link in the Family Language Passport, so can easily be viewed at home.</p> <p>https://www.youtube.com/watch?v=ZiNFxntWOJw</p> <p>3. ‘Beat the Teacher’ Colours Game</p> <p>Using the ‘Beat the Teacher’ Colours Powerpoint, point at a colour and say the colour in Spanish language. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).</p> <p>4. Fortune Teller (El Comecoco)</p> <p>Demonstrate how to use Fortune Teller (‘El Comecoco’)</p> <p>Children have a practice with each other before parents join.</p>
2:15-2:50	Family Learning in Vertical Family Groups	

Activities:

Flashcards: Colours

Pupils (or teacher) introduce colours using flashcards, with listen and repeat.

Escuchad y repetid los colores.

‘Beat the Teacher’ Colours Game

Explain the game to the parents/carers who have just joined you and then begin to play.

‘Eeny, Meeny, Miny, Moe’

We often use ‘Eeny, Meeny, Miny, Moe’ to choose someone to be ‘it’ or ‘out’. In Spanish speaking countries there are lots of selection rhymes. You can try one called “Pinocho.”

‘Pinocho’ words (on Songs and Chants Powerpoint in Appendix 9):

Pinocho (meaning is “Pinocchio”)
(like ‘Eeny, Meeny, Miny, Moe’)

**En la casa de Pinocho
todos cuentan hasta ocho
uno, dos, tres, cuatro, cinco, seis, siete, ocho**

‘Pinocho’ video link reference:

- <https://www.youtube.com/watch?v=0MAuQohRRKA>

Fortune Tellers: ‘Los Comecocos’

If you can, try using ‘Pinocho’ to see who goes first.

Play as traditional ‘Fortune Teller’ game. Ask ‘**Escoge un número**’ once (for the outer flaps). Move “ ” that many times. Then ask again, ‘**Escoge un número**’ for the inner set of numbers revealed after previous counting. Then ask once last time, ‘**Escoge un número**’, then open it up to reveal your colour in Spanish. Practise the colour inside using the Colour Code:

Keep this handy. Here is what you should say for each of the colours.

rojo	azul	amarillo	verde	negro	blanco	morado	rosa
							
Like Santa Ro-ho-ho! Ro-ho-ho! Rojo	Like a blue dog Ah-thool! Ah-thool! Azul!	An armadillo is amarillo! Amarillo!	Grrrrr! It's my BEAR-day Verde!	It will 'NAY-grow'. Negro!	Oh, no! It's 'blank-oh!' Blanco!	More shadow on morado! Morado!	Smell the rose-AHH! - Rosa!

Human Noughts and Crosses

Place nine chairs in a square, three chairs by three chairs.

Split your class into two teams, the Xs and Os. Works best if you give out the bibs or neckerchiefs. One team can be 'bibs' and the other can be 'street clothes'.

Take volunteers from each team to take it in turns to answer a question about colours or numbers practised today. If they get it right they choose a chair to sit on.

Song: Goodbye Friends

¡Adiós a mis amigos!

(Tune: 'She'll Be Coming Round the Mountain')

¡Adiós a mis amigos, adiós! (¡Adiós!)

¡Adiós a mis amigos, adiós! (¡Adiós!)

¡Adiós a mis amigos!

¡Adiós a mis amigos!

¡Adiós a mis amigos, adiós! (¡Adiós!)

'High Five'

Finish the session with a '¡Chócala!'

2:50-
3 p.m.

Plenary with Parents

Parents and Carers gather in the hall for the live draw of the weekly raffle prize. At this point, parents and carers are invited to give feedback on the afternoon's activities using Post-It Notes.

2:50-
3 p.m.

Pupils return to own classes

Pupils can take home the 'Fortune Tellers'.

For next week, take some time to explain the rules of the game '¡PUM!' which will feature in Week 3.

Week 3

1:45-2:15	Parents and Carers	
	Family Learning Team with Parents/Carers Tea/Coffee & Pastries in the dining hall	Family Learning Worker While parents and carers are enjoying refreshments and croissant, the Family Learning Worker introduces vocabulary for the family members and the game of '¡PUM!'
1:45...	Classroom Activities Teacher with Pupils	
	Warm-up time Resource: <ul style="list-style-type: none"> • Class Whiteboard or Chalkboard • Beat the Teacher Numbers Powerpoint (Appendix 8) • Songs and Chants Powerpoint (Appendix 9) 	Review: <ul style="list-style-type: none"> • Greetings • Numbers • Colours Activities: 1. Song: <p style="text-align: center;"> ¡Buenos días! (Tune: Frère Jacques) ¡Buenos días! (x2) ¿Cómo estás? (x2) Estoy bien, gracias (x2) ¿Y tú? (x2) </p> 2. Song <p style="text-align: center;"> "Buenos días" (Tune: 'Yankee Doodle') Buenos días, amigos Hola ¿Cómo estás? Estoy muy bien, ¿Y tú? Muchas gracias. </p> 3. Beat the Teacher 'Numbers' Game Write some numbers between 0 and 10 in random positions on a chalkboard/whiteboard. Point at a number and say it in Spanish. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the

		<p>teacher gets the point. Play first to 5 (or whatever you wish).</p> <p>4. Song:</p> <p>‘Los Colores!’ (Tune: Frère Jacques)</p> <p>Red is rojo, red is <u>rojo</u> Blue is azul, blue is <u>azul</u> Yellow is amarillo, yellow is <u>amarillo</u> Verde green, <u>verde</u> green.</p> <p>Black is negro, black is <u>negro</u> Blanco is white, <u>blanco</u> is white Purple is morado, purple is <u>morado</u> Brown marrón, brown <u>marrón</u>,</p> <p>Pink is rosa, pink is <u>rosa</u> Gris is grey, <u>gris</u> is grey Naranja is orange, <u>naranja</u> is orange Shout ¡Olé! Shout ¡Olé!</p>
to 2:15	Introduce new language – FAMILY MEMBERS	
	<p>Resources:</p> <ul style="list-style-type: none"> Spanish Family Flashcards (Appendix 10) ¡PUM! Board Game (laminated) (Appendix 11) 1 die per family 1 counter per person ‘The Royal Family’ Beat the Teacher (Appendix 12) 	<p>Teaching Family Members:</p> <ul style="list-style-type: none"> mi mamá, mi papá, mi hermana, mi hermano, mi abuela, mi abuelo, mi tía, mi tío, mi prima, mi primo Using Family Member flashcards, tell everyone: <p>Escuchad y repetid</p> <p>(Listen and repeat)</p> <p>Activities:</p> <p>1. Heads Down, Thumbs Up Game</p> <p>Select 4 pupils as choosers for Heads Down, Thumbs Up (use ‘Pinocho’ if you have time). Give them each a Family Member Flashcard to hold. That is their character for this game. Introduce ‘la familia’ to everyone. Then, say ‘las cabezas abajo, los pulgares arriba’ (heads down, thumbs up). They each put one person’s thumbs down and return to front and hold their character up. Then say: ‘las cabezas arriba’ (heads up). Ask those</p>

		<p>children whose thumbs were put down 'los pulgares abajo' to '¡Levantaos!' (stand up).</p> <p>Teacher says: '¿Quién fue?' (Who was it?)</p> <p>Encourage guesser to answer using the family member word. For example: 'Mi mamá'. If they guess correctly, they can swap cards. If not, then the teacher gets to choose who gets the cards next.</p>
2:15-2:50	Family Learning in Vertical Family Groups	
	<p>Activities:</p> <p>Flashcards: Family Members</p> <p>Pupils (or teacher) introduce Family Members using flashcards, with listen and repeat.</p> <p style="text-align: center;">Escuchad y repetid</p> <p>Activities:</p> <p>Heads Down, Thumbs Up Game</p> <p>Briefly explain the game to the parents/carers who have just joined you. Choose 4 children to assume the role of a family member. Give them a family flashcard and introduce 'la familia' to everyone. Then, play 'las cabezas abajo, los pulgares arriba' (heads down, thumbs up) as above.</p> <p>¡PUM! Game (Dice and Counters)</p> <p>Remind everyone that they should say the name of the family member in Spanish each time they land on one. Tell everyone that they should help each other to remember the words. Then, remember to move the counter along in the same direction as before the number of spaces that the box says. Practise saying the numbers in Spanish as you count.</p> <p>'The Royal Family' Beat the Teacher</p> <p>Mainly for the adults in the room, as the children might not be so au fait with The Royal Family, this game is played as before, using 'The Royal Family' Powerpoint.</p> <p>Point at a family member and say it in Spanish. Everyone should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).</p> <p>Song: Goodbye Friends</p> <p style="text-align: center;">‘¡Adiós, Amigos! (Tune: 'Here We Go' – Football Chant)</p>	

	<p>¡Adiós, amigos, adiós! ¡Adiós, amigos, adiós! ¡Adiós, amigos, adiós! ¡Adiós, amigos!</p> <p>‘High Five’</p> <p>Finish the session with a ‘¡Chócala!’</p>
2:50-3 p.m.	Plenary with Parents
	Parents and Carers gather in the hall for the live draw of the weekly raffle prize. At this point, parents and carers are invited to give feedback on the afternoon’s activities using Post-It Notes.
2:50-3 p.m.	Pupils return to own classes
	<p>Pupils can take ‘¡PUM!’ home game unless you print on both sides and need for future lesson.</p> <ul style="list-style-type: none"> In own classes next week, look at traditional Spanish song: ‘Mi Barba Tiene Tres Pelos’, which means: “My beard has three hairs” See Songs and Chants Powerpoint (Appendix 9) <p>Lyrics for ‘Mi Barba Tiene Tres Pelos’</p> <p>Mi barba tiene tres pelos Tres pelos tiene mi barba Si no tuviera tres pelos Pues no sería mi barba.</p> <p>Song translation:</p> <p>My beard has three hairs, Three hairs has my beard. If it hadn't three hairs, Then it wouldn't be my beard.</p> <p>Listen to the song on Youtube and once you master the words, try it omitting a word each time as suggested on this Youtube video:</p> <p>https://www.youtube.com/watch?v=hNbaF7nEZYI</p>

Week 4

1:45-2:15	Parents and Carers	
	Family Learning Team with Parents/Carers Tea/Coffee & Pastries in the dining hall	Family Learning Worker While parents and carers are enjoying refreshments and croissant, the Family Learning Worker introduces vocabulary for body parts.
1:45...	Classroom Activities Teacher with Pupils	
	Warm-up time Resources: <ul style="list-style-type: none"> Spanish Family Flashcards (Appendix 10) Laminated Colours Connect 4 Game Boards (Appendix 13) Whiteboard marker pens and cloths for cleaning the Colour Connect 4 Game Boards 	Review: <ul style="list-style-type: none"> Greetings Numbers Family Activities: 1. Drama: 'Sound Tunnel' Game Form a tunnel (2 rows facing each other, standing with hands together to form a tunnel). 2 people at the top will choose to go down the tunnel with a particular greeting (maybe ' Hola ' or ' Buenos días ' or ' Adiós ' or ' ¿Qué tal? ' and the people making the tunnel should reply back to them. 2. Drama: 'El Director de Orquesta' Counting Game Someone leaves room. Say ' ¡Sal! ' (Exit! – when speaking to 1 person) or ' ¡Salid! ' (Exit – when speaking to more than 1 person). Now, choose a person to be ' el director de orquesta ' (conductor) and they choose an action (Escoge una señal). For instance, it could be 'scratching their right ear'. Contad (Count!). Now say: (Entra/Entrad) to the person(s) you sent out to signal them to return, during which time the class are all chanting 'cero, cero, cero....' The group watch ' el director de orquesta ' and every time he/she makes the signal, the

		<p>number changes 'uno, uno, uno'. See if they can 'encuentra/encontrad' 'el director de orquesta' before he/she reach 10!</p> <p>Adivina (Guess – when speaking to 1 person) Adivinad = Guess – when speaking to more than 1 person</p> <p>3. Elevenses 'Once' Counting Game</p> <p>Another option is this popular game of strategy, often referred to as 'Killer Eleven' also. Everyone stands and counts from 1-11. Each person can say 1, 2 or 3 numbers in their turn. The name of the game is to avoid saying 'ELEVEN' (or, in this case, 'ONCE'). If you do, then you sit down. So, for example, Player 1 might say, 1, player 2 might say, 2,3,4, and player 3 might say, 5,6,7 and player 4 might say, 8, 9, 10 and that leaves player 5 who has to say 11. So, they would be out.</p> <p>Heads Down, Thumbs Up Game</p> <p>Choose 4 children to assume the role of a family member. Give them a family flashcard and introduce 'la familia' to everyone. Then, play 'las cabezas abajo, los pulgares arriba' (heads down, thumbs up) as in Week 3.</p>
to 2:15	Introduce new language – BODY PARTS	
	<p>Resources:</p> <ul style="list-style-type: none"> Spanish Body Part Flashcards on Powerpoint (Appendix 14) Songs and Chants Powerpoint (Appendix 9) 	<p>Teaching Body Parts:</p> <ul style="list-style-type: none"> la cabeza, los hombros, las piernas, los pies, los ojos, las orejas, la boca, la nariz, las rodillas, <p>Tell everyone:</p> <p>Escuchad y repetid</p> <p>(Listen and repeat)</p> <p>Use the Powerpoint slides on screen, printed flashcards or simply point to</p>

		<p>each body part and say it in Spanish.</p> <p>Activities:</p> <p>1. Song ‘Head, Shoulders, Legs and Feet’ (Cabeza, Hombros, Piernas, Pies). Teach song one line at a time. Use Songs and Chants Powerpoint (Appendix 9)</p> <p>Escuchad y repetid.</p> <p>Display song lyrics on Powerpoint.</p> <p>Cabeza, Hombros, Piernas, Pies Piernas, Pies Cabeza, Hombros, Piernas, Pies Piernas, Pies Y Ojos, Orejas, Boca y Nariz Cabeza, Hombros, Piernas, Pies Piernas, Pies</p> <p>Youtube video link for this song:</p> <p>https://www.youtube.com/watch?v=16Wh3fQnZFE</p> <p>2. ‘Simón Dice’ (Simon says) Game</p> <p>Give commands as follows:</p> <p>‘Simón Dice’ tocad + body part’ or ‘Tocad + body part’.</p> <p>If you didn’t say ‘Simón Dice’, and they followed the instruction, they’re out. (FUERA)</p> <p>Some other useful vocabulary:</p> <ul style="list-style-type: none"> • ¿Quién ganó? = Who won? • Yo gané. = I won.
2:15-2:50	Family Learning in Vertical Family Groups	
	<p>Activities:</p> <p>Flashcards: Body Parts</p> <p>Pupils (or teacher) introduce Body Parts using flashcards, with listen and repeat.</p>	

Escuchad y repetid

Activities:

1. Song 'Head, Shoulders, Knees and Feet' (Cabeza, Hombros, Piernas, Pies)

Display song lyrics on Powerpoint to assist adults who have just joined the class. Teach the song, a line at a time. **Escuchad y repetid**

After practising song, try it in different ways:

- **Más rápido (quicker)**
- **Despacio (slowly)**
- **Silenciosamente (quietly)**
- **Más alto (louder)**

Competition time!

Divide the class into 2 teams **AZUL** y **ROJO**. Who can triumph?

2. Colours Connect Four Board Game (laminated)

Pupils board game with families. When taking a turn, say the colour of the space you want to cover. If you get it right, use a whiteboard pen to draw an 'x' or an 'o'. First team to get 4 in a row wins.

3. Human Noughts & Crosses

Place nine chairs in a square, three chairs by three chairs.

Split your class into two teams, the Xs and Os. Works best if you give out the bibs or neckerchiefs. One team can be 'bibs' and the other can be 'street clothes'.

Take volunteers from each team to take it in turns to answer a question about **body parts** or **colours** practised today. If they get it right they choose a chair to sit on.

4. Dance: 5-a-day Fitness: Hula en español

Clear some space, ¡Levantaos y bailad! (Stand up and dance!)

https://www.youtube.com/watch?v=m_ClWq4osEQ

Song: Goodbye Friends

Introduce this simple new 'goodbye' song. You sing a line and the class repeats it.

¡Adiós a mis amigos!
(Tune: 'She'll Be Coming Round the Mountain')

	<p>¡Adiós a mis amigos, adiós! (¡Adiós!)</p> <p>¡Adiós a mis amigos, adiós! (¡Adiós!)</p> <p>¡Adiós a mis amigos!</p> <p>¡Adiós a mis amigos!</p> <p>¡Adiós a mis amigos, adiós! (¡Adiós!)</p> <p>‘High Five’</p> <p>Finish the session with a ‘¡Chócala!’</p>
2:50-3 p.m.	Plenary with Parents
	Parents and Carers gather in the hall for the live draw of the weekly raffle prize. At this point, parents and carers are invited to give feedback on the afternoon’s activities using Post-It Notes.
2:50-3 p.m.	Pupils return to own classes
	<p>In own classes next week, look at this very catchy Youtube video/song ‘Mi Cuerpo Hace Música’ which means ‘My Body Makes Music’.</p> <p>https://www.youtube.com/watch?v=dRxwOL7J7x0</p>

Week 5

1:45-2:15	Parents and Carers	
	Family Learning Team with Parents/Carers Tea/Coffee & Pastries in the dining hall	Family Learning Worker While parents and carers are enjoying refreshments and croissant, the Family Learning Worker introduces Food and Manners vocabulary as well as ‘Como’ Tic Tac Toe game.
1:45...	Classroom Activities Teacher with Pupils	
	Warm-up time <ul style="list-style-type: none"> • Songs and Chants Powerpoint (Appendix 9) 	Review: <ul style="list-style-type: none"> • Greetings • Numbers • Body Parts Activities: 1. Song: “Buenos Días” (Tune: ‘Yankee Doodle’) Buenos días, amigos Hola ¿Cómo estás? Estoy muy bien, ¿Y tú? Muchas gracias 2. Fun with Numbers: Higher/Lower Game (Más/Menos) Guess the Number (Plus haut, Plus bas) with one child facing the class and the secret number between 0 and 10 behind him/her. The child has to guess numbers in Spanish with the class giving clues using ‘Más’ (higher), or ‘Menos’ (lower). Say “¡Correcto!” when they guess the number! 3. ‘Simón dice’ (Simon says) Game

		<p>Tell class a series of body parts to touch.</p> <p>‘Simón dice’ tocad + body part(s)’</p> <p>For example: ‘Simón dice’ tocad las orejas y los pies’</p> <p>Class should do in that order. Start with 1, then 2, then when ready, try a series of 3.</p> <p>You can make it a game by varying between “Simón dice” and just “Tocad”. If you don’t say “Simón dice”, and they followed the instruction, they’re out. (FUERA)</p>
to 2:15	Introduce new language – FOOD	
	<p>Resources:</p> <p>‘Fifty/Fifty’ Food Powerpoint (Appendix 15) Spanish Food Flashcards (Appendix 16) Laminated ‘Como’ Tic Tac Toe Board Game (Appendix 17) (1 per family) Whiteboard pens and cloths for cleaning</p>	<p>Teaching Food and Manners Vocabulary:</p> <ul style="list-style-type: none"> • una manzana, un plátano, una naranja, (unas) uvas, la pizza, la pasta, las patatas fritas, las patatas fritas de bolsa, el chocolate, el bocadillo <p>Activities:</p> <p>1. ‘Fifty/Fifty’ Food Game on Powerpoint</p> <p>The class needs to decide which of the words is correct. With this activity, they will see that they know a lot more than they thought.</p> <p>Listen and repeat the correct answers.</p> <p>Escuchad y repetid</p> <p>2. ‘Pásame.....por favor.’ (Pass me the.....please) Game</p> <p>Before playing game, introduce Manners vocabulary:</p>

		<ul style="list-style-type: none"> • Pásame...(Pass me...) • Por favor (Please) • Gracias (Thank you) <p style="text-align: center;">Escuchad y repetid</p> <p>Distribute some food flashcards to some children and they stand in front of the class. Get children from the group seated to volunteer to say “passe moi”, for example: Pásame la pizza. The child with “la pizza” has to give it to that person and sit down (both stay sitting). At the end, when all foods have been “passed” then the children holding the cards go up and it starts again. This time, encourage them to use ‘Por favor’ and ‘Gracias’.</p> <p>3. ‘Como’ Tic Tac Toe</p> <p>Introduce ‘Como’ + food using the board game. Pupils play in family groups using lay using whiteboard pens, play ‘x’ and ‘o’ saying ‘Como’ + the food before placing ‘x’ or ‘o’.</p>
2:15-2:50	Family Learning in Vertical Family Groups	
	<p>1. Numbers 1-10 Action Game</p> <p style="text-align: center;">Levantaos</p> <p style="text-align: center;">(Stand up)</p> <p>Remind pupils of this game from week 1. As the instructor, you will face the same direction as the pupils (with pupils looking at your back). Practise saying the numbers with the following actions:</p> <ol style="list-style-type: none"> 1 – Left arm out at shoulder height. 2 – Right arm out at shoulder height. 3 – Left hand on shoulder. 4 – Right hand on shoulder. 5 – Left hand on hip. 6 – Right hand on hip. 7 – Left arm above head. 8 – Right arm above head. 9 – Bring both arms down by side. 	

10 - Star jump!

(¡Cada vez más rápido!) (Each time faster!)

2. 'Beat the Teacher' Food Game

Using Powerpoint

Point at a food and say it in Spanish. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).

2. 'Pásame...por favor.' (Pass me the...please) Game

Teach the whole group some table manners:

- **Pásame...(Pass me...)**
- **Por favor (Please)**
- **Gracias (Thank you)**

Escuchad y repetid

Play as above. Distribute some food flashcards to some children and they stand in front of the class. Get some parents/carers from the group seated to volunteer to say "pásame", for example: **Pásame la pizza**. The child with "la pizza" has to give it to that person and sit down (both stay sitting). Choose new children (or even parents/carers this time!) to hold some food cards and do the same again, but this time, encourage them to use '**Por favor**' and '**gracias**'.

Introduce the 'food' vocabulary to the parents/carers with flashcards playing the "Pásame" game.

To consolidate, all play '**Como**' Tic Tac Toe (whiteboard pens required).

Song: Goodbye Friends

¡Adiós, Amigos!

(Tune: 'Here We Go' – Football Chant)

¡Adiós, amigos, adiós!

¡Adiós, amigos, adiós!

¡Adiós, amigos, adiós!

¡Adiós, Amigos!

'High Five'

Finish the session with a '**¡Chócala**'!

2:50-3 p.m.	Plenary with Parents
2:50-3 p.m.	Parents and Carers gather in the hall for the live draw of the weekly raffle prize. At this point, parents and carers are invited to give feedback on the afternoon's activities using Post-It Notes.
2:50-3 p.m.	Pupils return to own classes
	At the end of this session, eldest child can take home the 'Como' Tic Tac Toe laminated board game to play at home unless there is something printed on the reverse side for next week. For next week, have a look at how to play '¡Pon la Mesa!' with your classes.

Week 6

1:45-2:15	Parents and Carers	
	Family Learning Team with Parents/Carers Tea/Coffee & Pastries in the dining hall	Family Learning Worker While parents and carers are enjoying refreshments and croissant, the Family Learning Worker introduces the vocabulary for 'setting the table' vocabulary. Introduce the dice game '¡Pon la Mesa!' (Set the table!), which is played like 'Beetle Drive'.
1:45...	Classroom Activities Teacher with Pupils	
	Resources: <ul style="list-style-type: none"> • Beat the Teacher Spanish Food Game (Appendix 14) 	Review: <ul style="list-style-type: none"> • Greetings • Numbers • Body Parts • Foods Activities: 1. Song <p style="text-align: center;">"Buenos días"</p> <p style="text-align: center;">(Tune: 'Yankee Doodle')</p> <p style="text-align: center;">Buenos días, amigos Hola ¿Cómo estás? Estoy muy bien, ¿Y tú? Muchas gracias.</p> 2. 'Beat the Teacher' Food Game Using Powerpoint, point at a food and say it in Spanish. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).

		<p>3. Numbers 1-10 Action Game</p> <p>Levantaos</p> <p>(Stand up)</p> <p>Remind pupils of this game from week 1. As the instructor, you will face the same direction as the pupils (with pupils looking at your back). Practise saying the numbers with the following actions:</p> <ol style="list-style-type: none"> 1 – Left arm out at shoulder height. 2 – Right arm out at shoulder height. 3 – Left hand on shoulder. 4 – Right hand on shoulder. 5 – Left hand on hip. 6 – Right hand on hip. 7 – Left arm above head. 8 – Right arm above head. 9 – Bring both arms down by side. 10 - Star jump! <p>4. Action Song: Body Parts</p> <p>‘Cabeza, Hombros, Piernas, Pies’ (Head, Shoulders, Legs & Feet)</p> <p>Cabeza, Hombros, Piernas, Pies Piernas, Pies Cabeza, Hombros, Piernas, Pies Piernas, Pies Y Ojos, Orejas, Boca y Nariz Cabeza, Hombros, Piernas, Pies Piernas, Pies</p>
to 2:15	Introduce new language – SETTING THE TABLE	
	<p>Resources:</p> <ul style="list-style-type: none"> • Game board ‘¡Pon la Mesa’ (Set the table!) (Appendix 19) • ‘Como’ Tic Tac Toe Game Cards (Appendix 17) • Scrap paper and pencils • Songs and Chants Powerpoint (Appendix 9) 	<p>Teach Setting the Table Vocabulary:</p> <p>(Display a Powerpoint for ‘Table Setting’ Song)</p> <p>Escuchad y repetid</p> <p>(Listen and repeat)</p>

		<ul style="list-style-type: none"> • un cuchillo = knife • un tenedor = fork • una cuchara = spoon • un plato = plate • una servieta = napkin • un vaso = cup • una pajita = straw • a la derecha = on the right • a la izquierda = on the left <p>Talk about setting the table and where things go. Refer to the Game board for '¡Pon la Mesa!' so that the children understand how to play when parents join.</p> <p>Activities:</p> <p>1. Song: 'A la Mesa' (Tune: Head Shoulders Knees and Toes)</p> <p>plato, cuchillo, tenedor (tenedor) plato, cuchillo, tenedor (tenedor) servieta, cuchara, vaso y pajita plato, cuchillo, tenedor (tenedor)</p> <p>2. 'Como' Tic Tac Toe</p> <p>If time before parents/carers return, play using whiteboard pens, play 'x' and 'o' saying "Como" + the food before placing 'x' or 'o'.</p>
2:15-2:50	Family Learning in Vertical Family Groups	
	<p>1. Action Song: Body Parts (Display Powerpoint with Song Lyrics)</p> <p>'Cabeza, Hombros, Piernas, Pies' (Head, Shoulders, Legs & Feet)</p> <p>Cabeza, Hombros, Piernas, Pies Piernas, Pies Cabeza, Hombros, Piernas, Pies Piernas, Pies Y Ojos, Orejas, Boca y Nariz Cabeza, Hombros, Piernas, Pies Piernas, Pies</p>	

2. 'Beat the Teacher' Food Game

Review foods. Using Powerpoint, point at a food and say it in Spanish. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).

3. Teach Setting the Table Vocabulary (Display Powerpoint for song 'A la Mesa' as a reference)

Escuchad y repetid

(Listen and repeat)

- un cuchillo = knife
- un tenedor = fork
- una cuchara = spoon
- un plato = plate
- una servieta = napkin
- un vaso = cup
- una pajita = straw
- a la derecha = on the right
- a la izquierda = on the left

3. Table Setting Song 'A la Mesa'

'A la Mesa'

(Tune: Head Shoulders Knees and Toes)

plato, cuchillo, tenedor
(tenedor)

plato, cuchillo, tenedor
(tenedor)

servieta, cuchara, vaso y pajita
plato, cuchillo, tenedor
(tenedor)

4. '¡Pon la Mesa!'

Distribute the '¡Pon la Mesa!' laminated game board and one die to each family. Every person in the class should have a piece of scrap paper and a pencil. Play '¡Pon la Msa' as 'Beetle Drive'. The winner will be the first player to set their place at the table completely.

Teach new vocabulary for setting the table to the parents with the children, using

	<p>the song to the tune of ‘Head Shoulders Knees and Toes’.</p> <p>5. ‘Como’ ‘Tic Tac Toe’ Board Game</p> <p>Parents and pupils play ‘Como’ Tic Tac Toe.</p> <p>Using whiteboard pens, play ‘x’ and ‘o’ saying “Je mange” + the food before placing ‘x’ or ‘o’.</p> <p>5. ‘Simón dice: ¡Dibujad! (Simon says ‘Draw’)</p> <p>Using the foods and place setting vocabulary to give instructions to draw a body parts for a strange character. (More scrap paper and pencils required)</p> <p>Example:</p> <p style="text-align: center;"> un plato para la cabeza ...dos platos para el cuerpo dos cucharas para los brazos ...dos tenedores para las piernas ...una pizza para la nariz ...un plátano para la boca ...dos uvas para los ojos </p> <p>Song: Goodbye Friends</p> <p style="text-align: center;"> ¡ ¡Adiós a mis amigos! (Tune: ‘She’ll Be Coming Round the Mountain’) ¡Adiós a mis amigos, adiós! (¡Adiós!) ¡Adiós a mis amigos, adiós! (¡Adiós!) ¡Adiós a mis amigos! ¡Adiós a mis amigos! ¡Adiós a mis amigos, adiós! (¡Adiós!) </p> <p>‘High Five’</p> <p>Finish the session with a ‘Chócala!’</p>
2:50-3 p.m.	Plenary with Parents
2:50-3 p.m.	Parents and Carers gather in the hall for the live draw of the weekly raffle prize. At this point, parents and carers are invited to give feedback on the afternoon’s activities using Post-It Notes.
2:50-3 p.m.	Pupils return to own classes
	At the end of this session, eldest child can take home the ‘Como’ Tic Tac Toe and ‘Pon la Mesa!’ laminated board games

Week 7 – Celebration Week

1:45-2 p.m.	Parents and Carers	
	Family Learning Team with Parents/Carers Tea/Coffee & Pastries in the dining hall	Family Learning Worker While parents and carers are enjoying refreshments and croissant, the Family Learning Worker talks about the important of language learning and introduces the activities for the day.
2 p.m.-2:15	Family activities	
	Hall and each classroom to offer a different activity	Groups move on after 10 mins.
	Assembly Hall	La Raspa Mexican Dance (Appendix 20)
	Room 1	Photo Booth with red flowers, sombreros and moustaches Spanish Speaking Countries <ul style="list-style-type: none"> • Food Sampling • Flags Making • Flag face painting
	Room 2	La Bamba Song by Daria Songs and Chants Powerpoint (Appendix 9) https://www.youtube.com/watch?v=EGICzWLJ5Qg
	Room 3	Piñata games and Limbo Using bought/donated/made piñatas
	Room 4	Guatemalan Worry Dolls Appendix 23
	Room 5	Pablo Picasso and Joan Miro Roll a picture games Appendix 21 and 22x
2:50-3 p.m.	Plenary with Parents	
2:50-3 p.m.	All gather in hall for raffle of Spanish basket.	

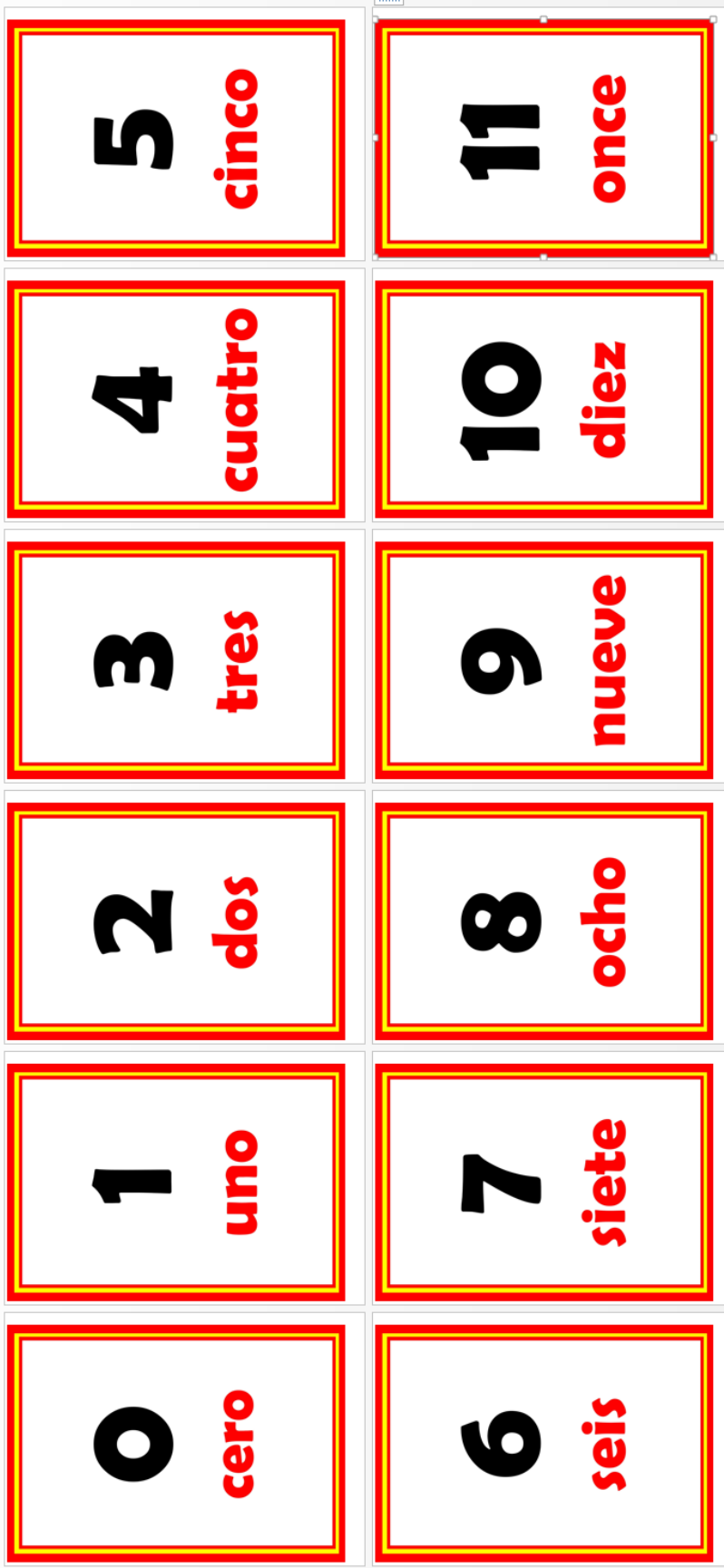
	Parents/carers will be given one last opportunity to feedback on the sessions.
2:50- 3 p.m.	Pupils return to own classes
	Children to feedback orally or with post it notes in Class Teacher.

Appendix

The Appendix is a preview of the resources which are mentioned in the lesson plans. All of the resources in the Appendix are available for download.

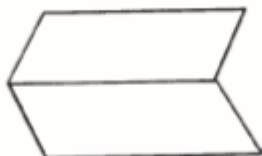
Appendix	1	Spanish Flashcards 0-11
Appendix	2	Spanish Language Passport
Appendix	3	How to fold Language Passport Zig Zag Book Instructions
Appendix	4	Spanish Colour Flashcards
Appendix	5	Spanish Colours and Numbers Fortune Teller Black and White
Appendix	6	Spanish Colours and Numbers Fortune Teller in Colour
Appendix	7	Fortune Teller Code
Appendix	8	Beat the Teacher Numbers and Colours
Appendix	9	Spanish Songs and Chants Powerpoint
Appendix	10	Spanish Family Flashcards
Appendix	11	¡PUM! Spanish Family Vocabulary
Appendix	12	The Royal Family Beat the Teacher
Appendix	13	Connect Four Spanish Colours
Appendix	14	Spanish Body Parts Flashcards
Appendix	15	Fifty Fifty Food Vocabulary Introduction
Appendix	16	Spanish Food Flashcards
Appendix	17	'Como' Tic Tac Toe Game Card
Appendix	18	Beat the Teacher Foods Spanish
Appendix	19	¡Pon la Mesa! Set the table Game
Appendix	20	La Raspa Mexican Dance
Appendix	21	Roll a Juan Miro Game
Appendix	22	Roll a Picasso Game
Appendix	23	Guatamalan Worry Dolls
Appendix	24	Picasso and Miro Powerpoint (still to be completed)
Appendix	25	Javier Mariscal Mural Lesson Plan (https://www.youtube.com/watch?time_continue=42&v=r5XRm3_PPyw)
Appendix	26	Invitation to a Coffee Afternoon Template
Appendix	27	Logo Competition Template
Appendix	28	Arriba Familia Letter Template
Appendix	29	

Appendix 1 Spanish Flashcards 0-11

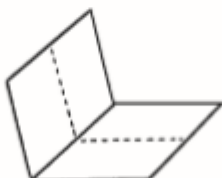


How to make a zigzag book

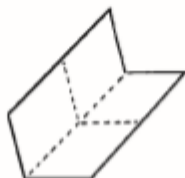
- Fold a piece of A3 paper in half lengthways and then unfold it.



- Fold the same piece of A3 paper in half widthways and leave it folded.



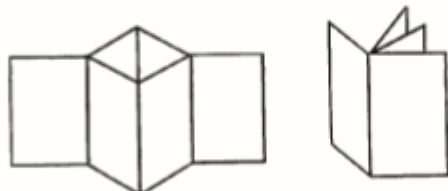
- Fold it in half again in the same direction, then unfold the last fold.



- Cut along the centre crease until you reach the middle of the paper.



- Unfold the paper completely. There should be a slit through the middle of the paper. Fold the paper in half lengthways again and then push the two ends inwards towards each other to create a star shape with four arms.

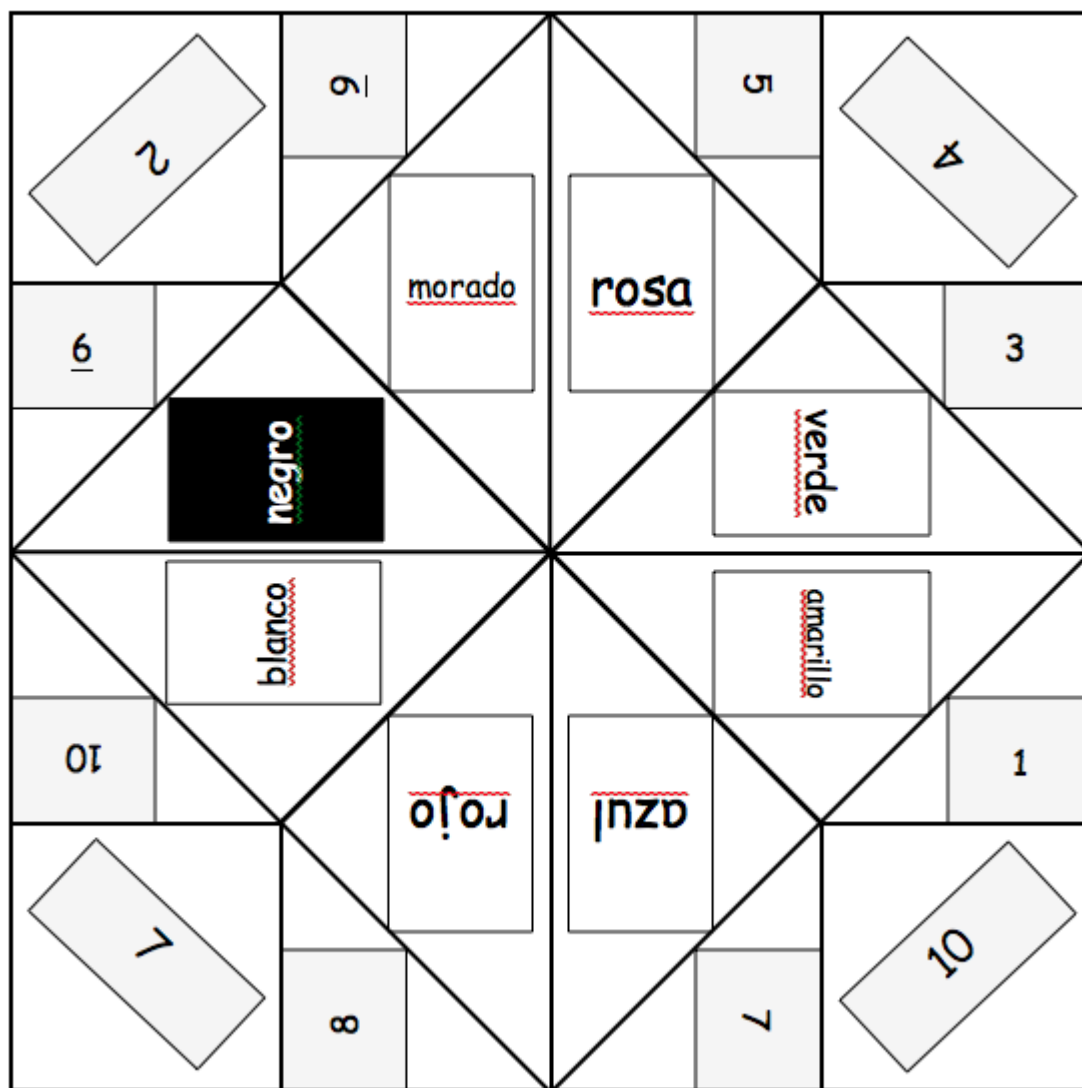


- The four arms are the pages of the book. Fold all of the arms around to face the same direction and the book is complete.

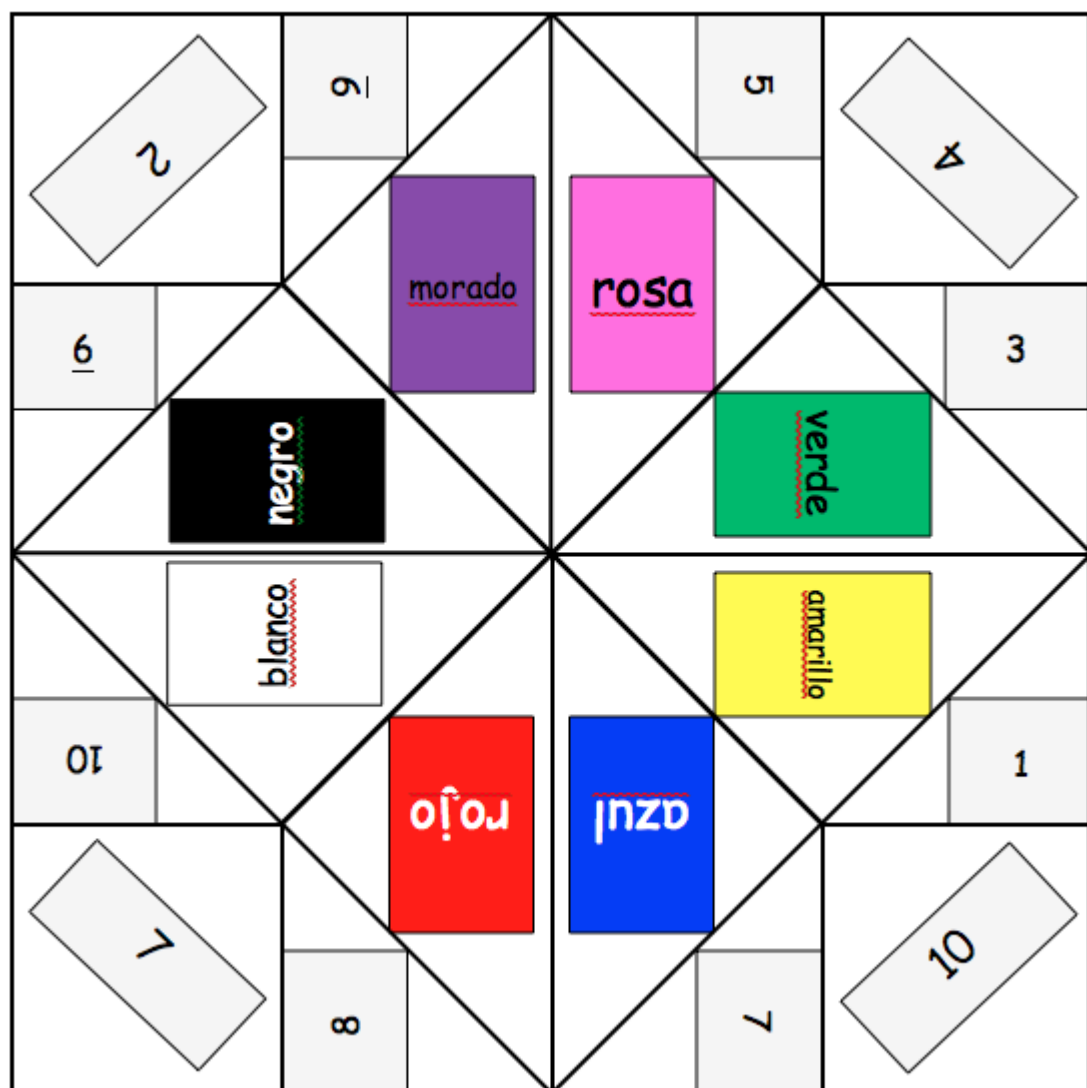
Appendix 4 Spanish Colour Flashcards



Appendix 5 Spanish Colours and Numbers Fortune Teller Black and White




Appendix 6 Spanish Colours and Numbers Fortune Teller in Colour



Appendix 7 Fortune Teller Code

Keep this handy. Here is what you should say for each of the colours.

<u>rojo</u>	<u>azul</u>	<u>amarillo</u>	<u>verde</u>	<u>negro</u>	<u>blanco</u>	<u>morado</u>	<u>rosa</u>
							
Like Santa Ro-ho-ho! Ro-ho-ho! <u>Rojo</u>	Like a blue dog Ah-thool! Ah-thool! <u>Azul!</u>	An armadillo is amarillo! <u>Amarillo!</u>	Grrrr! It's my BEAR-day <u>Verde!</u>	It will 'NAY- grow'. <u>Negro!</u>	Oh, no! It's 'blank-oh!' <u>Blanco!</u>	More shadow on morado! <u>Morado!</u>	Smell the rose- AHH! - <u>Rosa!</u>

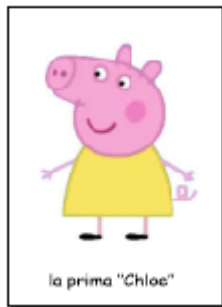
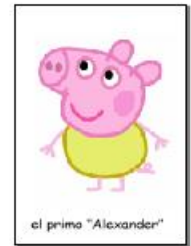
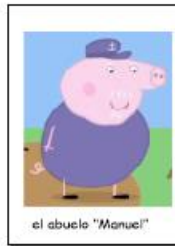
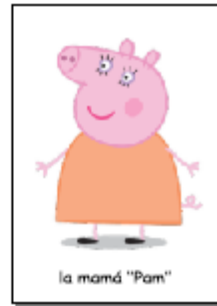
Appendix 8 Beat the Teacher Numbers and Colours

Beat the Teacher Colours and Numbers

- Instructions: Point at and say the colours in target language. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).



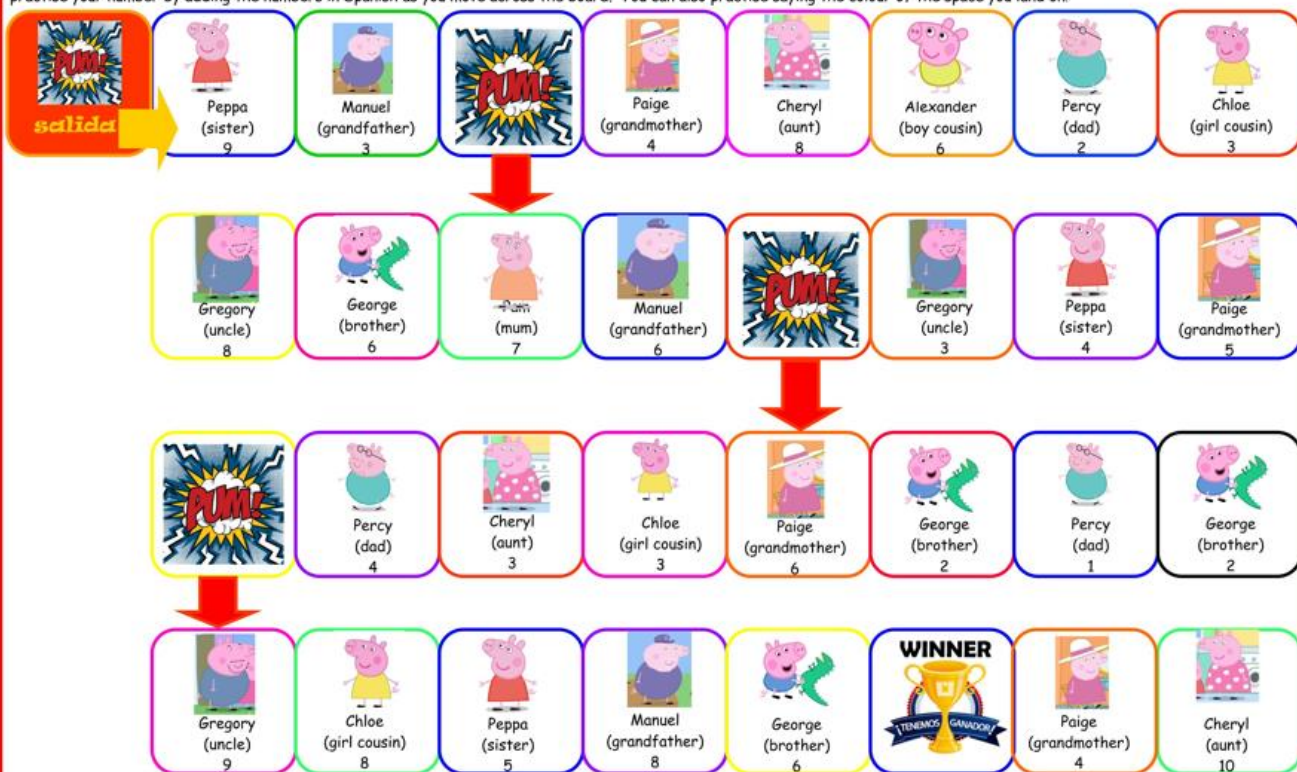
Appendix 10 Spanish Family Flashcards



Appendix 11 ¡PUM! Spanish Family Vocabulary

¡Pum! Rules

All players start at the top left space. Roll a six-sided dice and move your marker from left to right and then right to left after you reach the end of a row if you still have more to count. Remember to count in SPANISH! Look at picture you have landed on and tell who it is using the Spanish family words. After you have answered correctly, move the marker the number of spaces indicated on the square (continuing in the same direction as when you rolled the dice). That is your turn finished. If you land on "PUM!" you get to move to the next row to answer your question or wait for your next turn if you turn has already finished. Remember which direction you were moving for your next turn. For more challenge, practise your number by adding the numbers in Spanish as you move across the board. You can also practise saying the colour of the space you land on!



Appendix 12 The Royal Family Beat the Teacher

Beat the Teacher

Family

Beat the Teacher

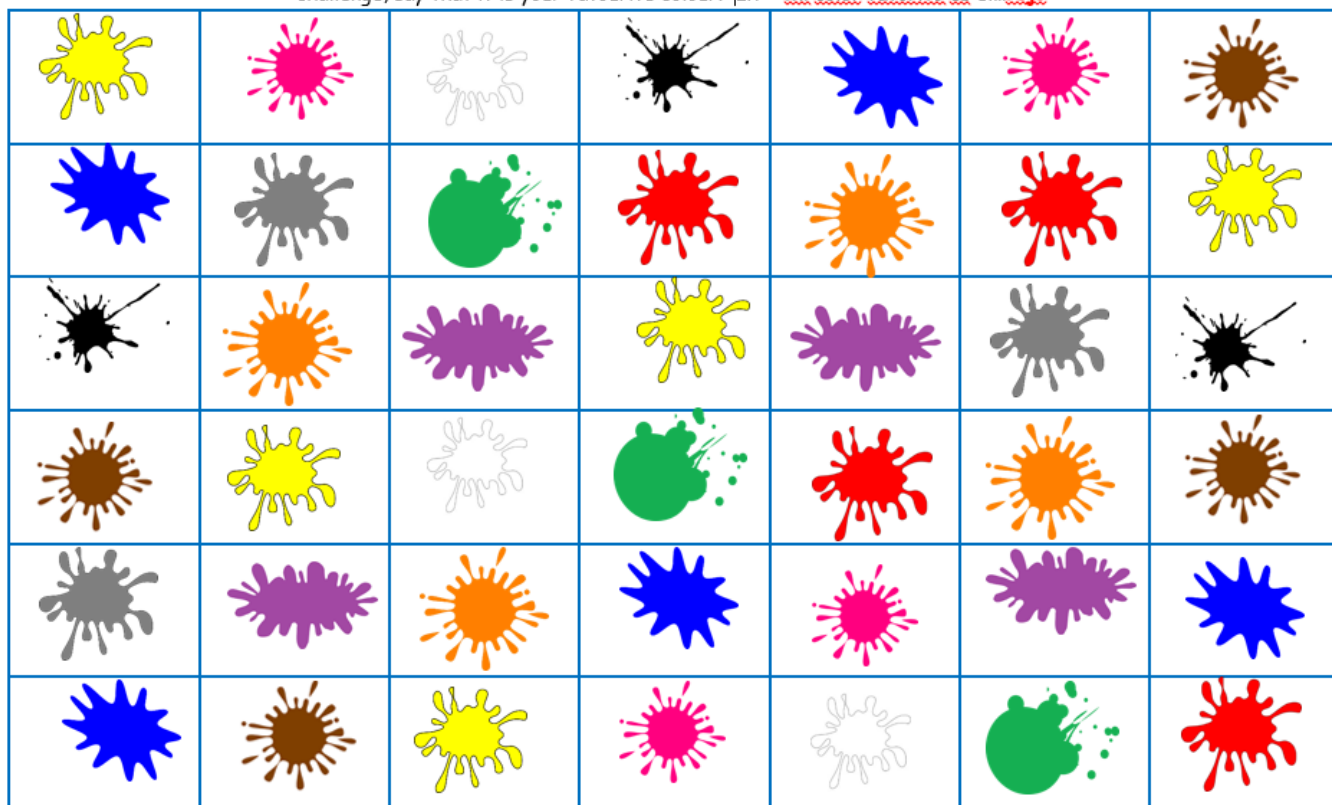
Make a grid to practise vocabulary or numbers. Write the numbers or use pictures or write the word in English on the grid. Point at the number/word and say the word/number in target language. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).



Appendix 13 Connect Four Spanish Colours

CONECTAR 4 "Mi color favorito es el..."

For 2 Players: Be the first to make 4 row, column or diagonal of 4. Place an 'x' or an 'o' in the space you want to go. Say the colour. For a challenge, say that it is your favourite colour. Ex: "Mi color favorito es el...rojo"

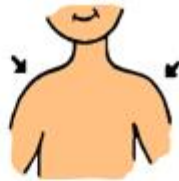


Appendix 14 Body Parts Spanish Flashcards

la cabeza



los hombros



las rodillas



los pies



los ojos



las orejas



la boca



la nariz



las piernas



los brazos
























las manos



el estómago



Appendix 15 Fifty Fifty Food Vocabulary Introduction

1	 <p>Perla Family</p>	2	<p>Spanish Food 50/50</p> <p>* Introduce the Spanish food vocabulary to your class by showing them a picture and asking them to choose which of the words in column (a) and column (b) is the correct word for the picture. They will see the word for the food item in the correct column.</p>	3	 <p>a. las patatas fritas b. las chipas</p>	4		5	 <p>a. las patatas fritas</p>	6		7	 <p>a. una manzana b. una rojana</p>	8		9	 <p>a. una manzana</p>	10	
11	 <p>a. un plátano b. un banano</p>	12		13	 <p>a. un plátano</p>	14		15	 <p>a. una fanta b. una naranja</p>	16		17	 <p>b. una naranja</p>	18		19	 <p>a. el chocolate b. el choco</p>	20	
21	 <p>a. el chocolate</p>	22		23	 <p>a. unas pasas b. unas uvas</p>	24		25	 <p>b. unas uvas</p>	26		27	 <p>a. las patatas fritas de bolsa b. las patatas fritas</p>	28		29	 <p>a. las patatas fritas de bolsa</p>	30	
31	 <p>a. el pasto b. la pasta</p>	32		33	 <p>b. la pasta</p>	34		35	 <p>a. un bocadillo b. una ensalada</p>	36		37	 <p>a. un bocadillo</p>	38		39	 <p>a. la pizza b. la roma</p>	40	
31	 <p>a. la pizza</p>	32																	

Appendix 16 Spanish Food Flashcards

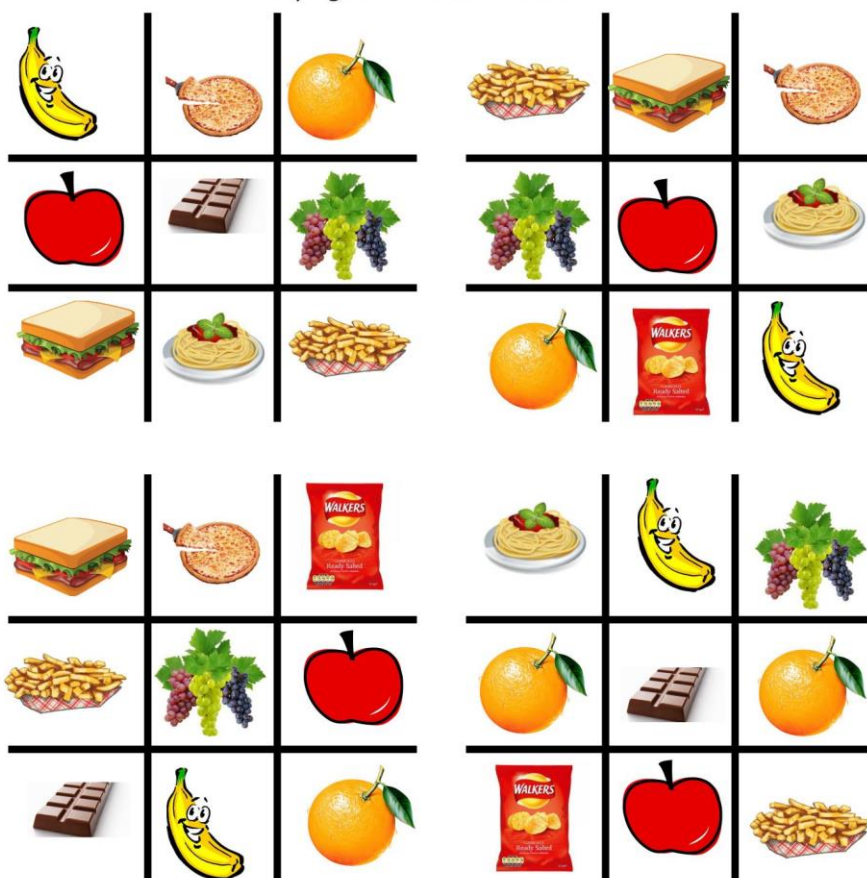
<p>(la) fruta</p> 	<p>una manzana</p> 	<p>un plátano</p> 	<p>(unas) uvas</p> 	<p>una naranja</p> 
<p>(la) pizza</p> 	<p>(la) pasta</p> 	<p>(las) patatas fritas</p> 	<p>(las) patatas fritas de bolsa</p> 	<p>un bocadillo</p> 
<p>(el) chocolate</p> 				

Tic-Tac-Toe "Como..."

You will need 2 different coloured counters (5 for each player) or you can use a whiteboard pen to be 'x' or 'o'.

Choose a grid to play on first. When it is your turn, put your counter (or 'x' or 'o') somewhere on the grid and tell what you are eating by using 'Como'...+ food word in Spanish. For example: "**Como** un plátano." Take turns and continue until someone gets 3 in a row.

Play again - winner is best 3!



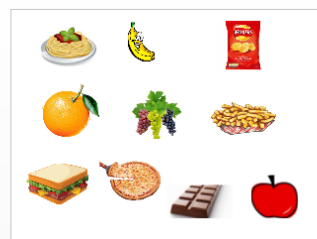
Appendix 18 Beat the Teacher Foods Spanish

Beat the Teacher

Food


Beat the Teacher













Make a grid to practise vocabulary or numbers. Write the numbers or use pictures or write the word in English on the grid. Point at the number/word and say the word/number in target language. The pupils should repeat it after you. At some point you say the wrong word (on purpose, of course!). The children should all stay quiet to get the point. If there is a peep, then the teacher gets the point. Play first to 5 (or whatever you wish).



¡Pon la mesa!

Take turns rolling the dice to win all the pieces you need to set your place at the table. You must get a 6 to begin setting your place at the table with a plate. The first person to get all the pieces necessary to set a place at the table is the winner and should say "¡Ya terminé!"



					
					
un cuchillo	un tenedor	una cuchara	una servieta	un vaso	un plato

La Raspa –

Sometimes called “The Mexican Hat Dance” (although this is incorrectly named)
https://www.youtube.com/watch?v=_VAsCO1oVz

LA RASPA

"La Raspa" is a colorful folk dance from our American neighbors south of the border. It is similar to "La Virgincita" (the little maiden), another very popular social dance of Mexico. "La Raspa" gets its name from the music to which it is danced. The steps in the chorus are identical with many old European folk dances. It is unusual in that the chorus comes first in the music and the figures second. The figures change, but the chorus remains the same. On the record there is music for four figures and choruses. The figures, says Michael Herman, may be used in any combination or they may be constantly repeated. "La Raspa" may be done in couples in free formation around the room, or it may be done in a circle. Sometimes in closing a jarabe step is used (heel, toe, toe, heel), but it is very difficult and is not included here. After the last figure, there is music for 3 claps.

Formation:

Either free formation with couples around the room, or couples in a circle, the men with their backs to the center.

Action:

Chorus:

Partners face each other and join both hands. Both hop on left foot, extend right foot forward and touch heel to the floor. Both hop on right foot, extend left foot forward and touch heel to the floor, both hop on left foot, extend right foot forward and touch heel to the floor, hold. Continuing, hop on right, extend left, hop on left, extend right, hop on right, extend left, and hold. Repeat this entire action three times. This is sometimes referred to as a shuffle step (See Fig. 127.)

Figure 1

If in a circle, partners join inside hands and two-step counterclockwise around the circle (16 counts). If partners are dancing as couples, take a closed dance position to do a two-step turn.

Chorus

Figure 2:

Partners stand right side to right side, join hands with arms outstretched. They skip around in place clockwise for 8 counts. Reverse directions, left side to left side, and skip 8 steps in counterclockwise direction.

Chorus

Figure 3:

Dancers clap own hands once, link right elbows, and turn partners clockwise 8 counts. Clap own hands again, hook left elbows, and turn 8 counts counterclockwise. Repeat.

Chorus

Summary:

Chorus

Right-left-right-hold,
Left-right-left-hold,
Right-left-right-hold,
Left-right-left-hold,
Right-left-right-hold,
Left-right-left-hold,
Right-left-right-hold,
Left-right-left-hold.

Figure 1:

Two-step, turn.

Chorus

Figure 2:

Right-shoulder turn; left-shoulder turn.

Chorus

Figure 3:


















Clap, right elbows, swing; clap, left elbows, swing.

Chorus

Roll a Miró Game

Instructions: Each player takes turns to roll the dice. They create their artwork by adding the characteristic related to the number that they roll. If they roll a number and have already used that characteristic, then they have to pass to the next player. The game continues until someone completes their creature or until they fill their page!

Number Rolled →	•	• •	• • •	• • • •	• • • • •	• • • • • •
Characteristic ↓						
Body Shape (1)						
Head Shape (1)						
Eyes (1 or 2)						
Shapes (minimum of 10 – can be added to creatures and/or the background)						
Colour Scheme	Black, Red, Yellow, & Blue	Black, Red, Blue & Green	Black, Blue, Yellow & Purple	Black, Blue, Green & Yellow	Black, Red, Yellow & Orange	Black, Orange, Blue & Green

Roll a Picasso				
	1st roll face	2nd roll eye	3rd roll nose	4th roll mouth
				
				
				
				
				
				

Worry Doll Instructions

Guatemalan worry dolls were made by adults for their children to tell their worries too. Children used to put them under their pillows at night and the doll, and their worries, were gone in the morning (removed by parents when they slept).

Telling your worries to someone always helps, but what if there is no one around when you need them, or you just can't tell anyone that worry just yet? Use these easy to follow instructions on how to make a worry doll, then you'll always have someone to share your worries with.

This is what you need:

Some pipe cleaners, wooden/plastic bead, wool (or yarn) and scissors –that's it!

Step 1 – Take a pipe cleaner and cut into two pieces making sure that the second piece is HALF the size of the first. The longer piece will be the body and the smaller will be the arms.



Step 2 – Bend each piece of pipe cleaner in 2

Step 3 – To make the head and hair. Using some wool(or yarn), gather some strands together making a zig zag motion until you have a bunch and cut when you have enough hair.



Appendix 25 Javier Mariscal Mural Lesson Plan





How to Limbo Dance

By

www.Entertainment-By-Design.co.uk

Version: V1.00 2012/09

Appendix 26 Invitation to a Coffee Afternoon Template



'Arriba Familia'

CALLING ALL PARENTS AND CARERS!

It will soon be time for 'Arriba Familia' to begin at Loudoun Montgomery Primary School!

Before the Programme begins, we'd like to invite you to a Coffee Afternoon with Lee-Anne, our Family Learning Worker.

Come along for a cuppa and a chat with other families and to meet Lee-Anne on **Wednesday 11th October at 2pm**. If you cannot attend these sessions but would like to know more about 'Arriba Familia', then please contact Amanda on 01294 465591 or email lee-annebratton@north-ayrshire.gov.uk.

Let us know if you can come by completing the tear-off slip below and returning it to the school by Monday 9th October 2017.

Please return to your child's teacher by **Monday 9th October**.

Parent/Carer(s)' Name(s):

.....

I / We will be able to come to The 'Arriba Familia' Coffee Afternoon on **Wednesday 11th October at 2pm**.



'Arriba Familia'

WANTED! A logo for the amazing new Family Language Learning Project called 'Arriba Familia'.

The winning logo will be used as the OFFICIAL logo for other schools, too (¡Sí, es verdad!).

Entries must be returned by the 28th of June, 2018

Talk with your teacher about ideas you could consider for the logo design. ¡Buena suerte!

Your entry must:

- Have the title of the project 'Arriba Familia'
- Include the colours of the Spanish Flag
 - Have an illustration of a family
 - Fit in the space below




'Arriba Familia



A 'Families learning Spanish together' Programme at Loudoun Montgomery Primary School

Arriba Familia will be run in partnership with pupils and families at Loudoun Montgomery Primary School, North Ayrshire's 1+2 and Family Learning Teams. ¡Qué buena oportunidad! A great opportunity for all!

When?
Tuesdays

28 August

4 September

11 September

18 September

25 September

2 October

9 October

Programme

1:45pm - 2:15pm Team, staff and pupils work together in class.

1:45pm - 2:15pm Pupils' families are invited for refreshments and a blether with Lee-anne.

2:15pm - 3:00pm Family Learning Time - fun activities in Spanish and English. Relaxed, informal and easy to practise at home!

DELICIOUS SNACKS!

WEEKLY PRIZES!

¡Arriba! ¡Arriba! ¡Ándale!



FREE PRIZE DRAW - Spanish Hamper!

FREE GAMES to take home!