Planning

**7**

Introduction to planning in the *¡Aprendemos!* series

# A flexible approach to planning

The flexible planning resources in *¡Aprendemos!* (2nd edition) are designed to support *you* to teach Junior Cycle Spanish your way.

The scheme of work included in the Teacher’s Guides present a suggestion of how to use the themed chapters as the basis for your units of learning. In addition to this, the chapter plans also highlight shorter learning sequences, which teachers may use flexibly to build units of learning that fit in with their MFL department planning.

With *¡Aprendemos!* (2nd edition), teachers have the option to:

1. Take a themed textbook chapter plan and use it as a complete unit of learning;

**or**

1. Use the shorter learning sequences identified within the chapter plans as **possible units of learning** to build or create their own individual/departmental units of learning.

The chapter plans are available in editable format on FolensHIVE. An editable sample unit of learning, created with the shorter learning sequences, is also available.

# Supporting you to plan by learning outcome

The suggested scheme of work and chapter plans for *¡Aprendemos!* support you to plan by learning outcome. Each themed chapter focuses in on a small number of learning outcomes from across Strands 1, 2 and 3, to ensure full curriculum coverage over the three years of Junior Cycle. These ‘in focus’ learning outcomes appear in the scheme of work overview table in the Teacher’s Guides and at the start of each chapter plan.

In addition to the learning outcomes listed, there are regular opportunities in each chapter for students to meet a wide range of learning outcomes, so teachers may choose to focus in on the ones suggested or to choose their own, as best suits the needs of their students or department, using the editable planning resources.

Unidad 1: Chapter plan 2nd Year

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| Unidad:  ¡Que aproveche! | Term 1 | Approximate duration: 14–22 lessons |
| Learning outcomes: | These are some of the learning outcomes in focus across the chapter. When planning individual units of learning, teachers may choose to focus on a subset of these or to select their own learning outcomes:1.1 identify the general topic of a conversation on familiar topics when it is expressed clearly 1.6 understand the general sense of a text on familiar topics 1.7 identify specific information in a range of texts dealing with familiar topics1.9 pronounce words accurately enough to be understood, with appropriate intonation1.11 interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language 1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations1.14 understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events 1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities2.3 recognise how gender and social conventions influence target language usage2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate2.7 monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food3.3 reflect on what they have learned about the country/countries associated with the target language3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions3.7 analyse similarities and differences in relation to their peers’ lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together |

Possible unit of learning: **Talking about mealtimes and s**aying what we like to eat

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| Pages | Suggested no. of classes | Key learning content | Learning Activities/Tips |

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| Pages | Suggested no. of classes | Key learning content | Learning Activities/Tips |

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| 1–5 | 2-3 | * Learning outcomes of chapter p. 1
* *¿Qu*é *comes?* p. 2
* Los alimentos & Sopa de letra p. 3
* *¿Qu*é *te gusta comer?* p. 4
* Exercises 8–11 p. 5
 | * Go through the learning objectives p. 1.
* Elicit students’ prior knowledge of Spanish food & customs.
* Students could read the blogs on p. 2 in pairs out loud, alternating each sentence. They could also read in silence underlining words they do not understand and then could brainstorm with their partners what they think the meanings are before reading as a whole class.
* Roberto’s blog post could be used to facilitate a discussion around the similarities and differences between mealtimes in Spain and in Ireland.
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|  |  |  | * Exercise 2 p. 2 could be a nice homework activity
* Exercise 3 p. 3 would work nicely as a pair work activity. As an extension activity, students could ask each other if they eat each item: ‘¿*Comes gambas?’ ‘Sí, como gambas ‘ / ‘ No, no como* gambas’ etc
* Students could also make their own *Sopa de Letras* exercise and swap with a partner.
* As an extension activity after exercise 6 on p. 4 students could report back about what their partner likes to eat, practicing the ‘*A X le gusta’* structure.
* Exercise 9 p. 5 is a great way to improve students’ confidence.
* Exercise 10 p. 5 could be adapted to a speed-dating activity.
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| 6–7 | 1-2 | * Las expresiones con tener p. 6–7
 | * Revise the verb *tener* orally and in written form with students before starting the activity.
* Cover the vocabulary box and elicit the meaning of the expressions from the students, using the images as a prompt.
* A miming activity would work well here to reinforce the vocabulary, students could act out the expression and their partner could say ‘*tienes calor’* etc.
* Students could also practice asking each other questions using the expressions in groups or as a whole class.
* After listening to the audio in Exercise 3 p. 7 students could translate the sentences or practice reading them orally.

Students could write their own sentences in English and then swap with a partner to translate as an extension to Exercise 2 p. 7. |

Possible unit of learning: **Eating out – Exploring popular dishes in Spain and the Spanish-speaking world, the *Menú del día* in Spain, prices and ordering in a restaurant.**

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| Pages | Suggested no. of classes | Key learning content | Learning Activities/Tips |

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| 8–9 | 1-2 | * *Repaso: Los números del 0 al 100* p. 8–9
* **Portfolio:** *Una hoja de repaso: los números*
 | * Oral revision of the numbers is recommended before starting the exercises.
* A game of bingo might help refresh students’ memories.
* It is essential to highlight the spelling change in the numbers 500, 700 & 900.
* The *hoja de repaso* in the portfolio will help students take charge of their own revision and will identify any gaps in knowledge.
* Exercises 1 & 3 p. 9 could be done individually or in pairs. They could also be peer corrected. Encourage students to say the numbers in full in Spanish when correcting.
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| 10-12 | 1–2 | * *Comer fuera en España: tapas, pinchos y raciones* p. 10
 | * Elicit prior knowledge from students about tapas/pinchos/raciones or Spanish eating customs.
* Jigsaw reading strategies might be helpful in this longer text. Students could work in small groups and could divide up the comprehension between them, each reading a paragraph. They could then translate their paragraph to each other.
* Showing additional images of the food mentioned in the blog might reinforce the vocabulary for students.
* Exercise 2 p. 11 is important to build students’ confidence and to reinforce the structures ‘*¿Cuanto cuesta/*vale?’.
* You could choose to practice the ‘*¿Te gusta comer…?* question and answer structure with the vocabulary in the menu on p. 11 and/or the vocabulary in exercise 3 p. 12.
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| 13–16 | 2–3 | * Situaciones formales p. 13 & 14
* El menu del dia p. 15*–*16
* **Portfolio:** Una presentación: platos típicos p. 3
 | * This provides an opportunity to think about the difference between Spanish and English and to reflect on the social conventions of the Spanish language.
* Highlight to students the use of ‘usted/ustedes’ in the conversation p. 4.
* Exercise 3 p. 14 is an excellent way to engage students with the target language.
* Students could write and act out a dialogue similar to that on p. 14 using the menu on p. 15.
* Students could peer correct the listening on p. 15.
* The portfolio activity allows students to exercise their research and presentation skills in a creative way. There is a guided reflection activity on p.7 of the Portfolio to support students to reflect on their work and set goals to improve.
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| 17–19 | 2–3 | * *¿*De que nacionalidad eres?s p. 17–18
* Los países y sus banderas p. 19
 | * Remind students of the concept of adjective agreement.
* Exercise 1 p. 17 could be completed as pair work.
* Exercise 5 p. 19 could also be used as a translation activity or as a short reading activity with focus on pronunciation.
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Possible unit of learning: **Cooking and eating in – Introducing cooking equipment and learning how to follow and write recipes**

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| Pages | Suggested no. of classes | Key learning content | Learning Activities/Tips |

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| 20–23 | 2-3 | * Los electrodomésticos y los utensilos de cocina p. 20
* Algunos verbos culinarios p. 21–22
* Como preparar el guacamole p. 23
* **Portfolio:** Una receta: mi plato favorito p. 4
 | * Students could take turns quizzing each other on the vocabulary p. 20. They could also test each other through a game of Pictionary.
* You could play *‘Sim*ó*n dice’* to practice the verbs in the imperative on p. 21.
* Bring students’ attention to the verbs in the imperative in the guacamole recipe on p. 23.
* The portfolio activity allows students to prepare and perform a cookery show showcasing their favourite recipe. Students can take turns playing the different roles (chef, assistant and narrator).
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Opportunities for revision, consolidation, assessment and reflection

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| 24-26 | 1 | * Un correo electrónico a un/a amigo/a p. 24–25
* Actualidad p. 26
 | * The email p. 24 is an excellent way to stretch students’ reading abilities and show them vocabulary and grammar in context.
* The *Actualidad* reading comprehensions p. 26 give important cultural insights, and allow students to reflect on the differences between their eating habits and those of their counterparts in Spain & Mexico.
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| 27–28 | 1 | Práctica p. 27–28 | * Exam-style questions using content from chapter.
* These pages can be used to assess students’ understanding of content covered in the chapter. Teachers can employ self correction or peer correction.
* It’s a good idea to have completed thePráctica before completing the Clave and Recuerdo for this chapter.
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| 29 | 0–1 | * Clave p. 29
 | * Teachers can allow students to choose between activitiy 1 & 2 for differentiation and to diversify assessment techniques. This can be done in class or as a homework activity.
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| 30–32 | 0–1 | * Repaso p. 30
* Sentence builders/**Diálogo** p. 31
 | * Students can use the *Repaso* page to assist in their revision or to test themselves.
* Students can also use the sentence builders to practice sentences orally or to translate in pairs.
* The *Comic strip dialogue* can be accessed on FolensHIVE..
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Flexible assessment opportunities

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| Formative:  | * Sharing the learning intentions of the chapter & each class
* Peer assessment – students can ask each other vocabulary, correct each other’s written work & practice oral work together.
* The teacher can use formative questioning, ensuring students are given sufficient thinking time.
* Thumbs up/down to indicate level of understanding
* Use of whiteboards – students can quiz each other on spelling or the teacher can check vocab knowledge & spelling by asking students to write on their whiteboards.
* Providing success criteria for written/oral tasks. All of the Portfolio activities include a list of success criteria.
* Formative feedback on written work – providing comments that show students what they need to do to improve their work.
* Self-assessment – Autoevaluación p. 32, students reflect on their learning and take note of where they need to improve & how they plan on doing so.
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| Summative:  | * Students will be able to meet the learning objectives outlined on p. 1 both in spoken and written production.
* Class test: The end-of-chapter class test and solutions can be found on FolensHIVE. These are editable so you can add and change as you see fit. Note that the marks should add up to 20 in total.
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