

Soy Don Toro

Manual related to the workbook

My first Spanish words

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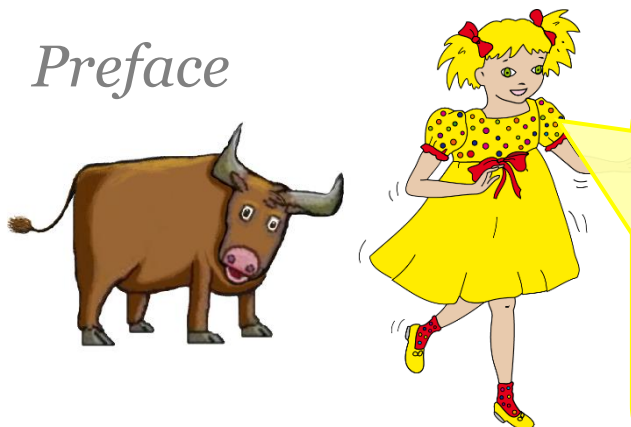
I would like to thank all employees of IVIO-Wereldschool and my loved ones for their patience and the confidence they have given me during the development of this material. Patience and confidence are the two ingredients that have made a major positive contribution to the development process of this part in the series called 'Juan y Rosa', Spanish for primary-school children.

Antoinette Gerichhausen

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Preface



The aims for me and all the pupils who will be working with this book are to:

- get used to the sound of Spanish
- learn how to remember Spanish words and phrases
- prepare to continue learning Spanish in Key Stage 2

Part 1 and Part 2 of the Juan y Rosa learning method are preceded by this part for very young pupils: “*Soy Don Toro*”.

The complete learning method has been designed with a particular aim in mind. Young children are inherently eager to learn. They generally have a natural curiosity to explore the world around them and gain new insights. That is an unconscious process which enables children to gain a better understanding of their surroundings and also of themselves. This process can be disrupted and grind to a halt when the child is insufficiently challenged intellectually. The Juan y Rosa learning method aims to offer this group of pupils the extra intellectual challenge they need in the shape of learning a new language. In addition to the primary-school curriculum, this group of pupils is provided with an extra intellectual challenge to feed and stimulate their natural hunger to learn.

Parts 1 and 2 are designed in such a way that pupils can learn Spanish limitlessly; they have the chance to continue learning at an ever-higher level. At the end of Part 1 the minimum attainable level of proficiency is comparable with A1 in the Common European Framework of Reference for Languages, and at the end of Part 2 it is A2.

This part, *Soy Don Toro*, prepares the pupils for Part 1. The pupils can start after the autumn half-term holiday at the beginning of Key Stage 1. The method pays attention to the differences in pronunciation between Spanish and English. From chapter 3 onwards (approximately in April in early Key Stage 1) attention is also paid to how Spanish is written, which enables the pupils to learn to read Spanish. Pupils are primarily helped to learn Spanish through a combination of sounds, actions, songs, dances, videos and images.

Furthermore, the pupils are cognitively challenged to think about what they themselves like and what they enjoy doing. Various questions make the pupils aware of how they and their classmates experience the world around them. The supervisor discusses these topics with the pupils in English and combines those discussions with examples from the course material. Per exercise, this manual provides the supervisor with a relevant starting point for the discussion. During these exercises, you can talk to the pupils in both English and a combination of English and Spanish. Encourage the pupils to do the same; if they know a relevant word in Spanish, they may also use it in the discussion.

Soy Don Toro

Unlike the other two parts of the learning method, the pupils are not tested in this part. However, they are stimulated and invited to draw pictures and to label them with the Spanish words they have learnt, to recite the Spanish words relating to pictures, to make Theme Pages, to sing songs and to play games of bingo and dominoes. In other words, they become familiar with the new sounds and words in the foreign language which will give them a head start if they continue learning Spanish in Key Stage 2.

Don Toro is the bull who lends a helping hand. He is also featured in Parts 1 and 2. Pupils can follow him on Twitter: @don_toro_. Anne is learning Spanish at the same time as the pupils and she – along with Don Toro – guides them through this part of the Spanish learning method.

The pupils set out on a journey of discovery together with Don Toro and Anne!

Introduction

This manual supports the “*Soy Don Toro*” workbook. Most of the exercises are designed for working on together. The exercises on the website can also be done alone. These exercises prepare the pupils for the Spanish words in a song or the fairy tale. The exercises in the workbook stimulate the pupils to talk about themselves. The songs are ideal for singing and learning all together, either with just the pupils who are learning Spanish or with the whole class. The fairy tale ‘*El Sombrero Mágico*’, written by Liana Castello, has been sourced from the internet. (Source: www.manosalarte.com/)

As the supervisor, you can read the fairy tale aloud yourself or you can watch the video of the story on the website together with the pupils. If you talk Spanish with the pupils, your intonation and body language will help them to understand what you are saying.

You can hold conversations with the pupils in English about the songs, the fairy tale and the other topics. This continually stimulates the pupils to discuss the material. During those discussions, you can prompt the pupils to use a Spanish word every now and again.

As supervisor of the group, you can monitor the pupils’ work and help them to complete the exercises in the workbook and on the website. This manual provides background information for each exercise.

- The workbook comprises seven chapters. Each one has an introduction, exercises for a new song and exercises for the next part of the fairy tale. Guidelines for the exercises can be found in Prezi. See the workbook for the link to the Prezi website.
- The Juan y Rosa website contains the domino game and the bingo cards for the bingo game in chapter 3 which enables the pupils to practise the words from the workbook.
- A blank Theme Page which you can photocopy can also be found in the pupil’s workbook and at the back of this manual. The pupils cut out the images and arrange them to create their own Theme Pages. This helps them to memorise the new Spanish words in their own way. You can stimulate the pupils to keep playing with the pictures in class or at home. All the words and images are also contained in the ‘*Soy Don Toro*’ picture dictionary.
- It will take approx. 8 hours to complete each chapter. The teaching material is intended to last from early Key Stage 1 (from the first autumn half-term holiday) until late June at the end of Key Stage 1. In other words, if pupils spend 1 hour a week working on Spanish (partly in the class and partly in their own time), each chapter will take them approximately two months. A sample learning schedule can be found on the Juan y Rosa website under ‘Levels/Implementation at your school’.
- An e-newsletter is sent to the teacher and the pupils periodically throughout the year containing news about Spanish and Spanish cultural activities. You can also find the e-newsletter on the website www.juanyrosa.nl/en-uk.
- The children can sign up as friends of Rosa on Facebook: www.facebook.com/rosadeespanja.
- Apart from the illustrations designed by Marieke Lambermont and Kaulane Huisman (the fairy tale), most of the other illustrations have been sourced from the internet, from Microsoft Word Clip Art, from the Wereldschool file or from my own photo collection.
- The audio clips in the associated Prezi on the internet have been narrated by three native speakers of Spanish – Lara Jeurissen Lumbreras, Beatriz Lumbreras

Guerrero, María García Álvarez – and María's daughter Laura Maandag García
and one native speaker of English – Helen Armstrong.

Getting started in class

Each yellow text box or speech bubble provides an explanation.

- I. Tell pupils to look out for the yellow boxes/bubbles, since they will help them to progress through the book.
- II. Get the pupils to first remove all the pages containing the pictures. Once those pages have been photocopied, the pupils can cut out one set of individual pictures and save the copy for other exercises.
- III. Don Toro only speaks Spanish but he understands English, and Anne lives in the UK and is learning Spanish for the first time along with the pupils. Their teamwork also helps Don Toro to learn English from Anne.
- IV. Allow pupils to find their own way through the workbook and leave them to approach you with questions. You can also suggest that they send an email to Don Toro (dontoro.espanja@gmail.com) to ask him their questions in English.
- V. In the Prezi “Implementation model for Juan y Rosa”, which is available on the Juan y Rosa website (www.juanyrosa.nl/en-uk/) under ‘Levels/Implementation at your school’, you will find an example of a learning plan/year plan based on this teaching material for Key Stage 1 pupils.

	<i>page</i>
1 El sueño de Don Toro (Don Toro’s dream)	9
2 Don Toro está alegre (Don Toro is happy)	15
3 Don Toro descubre algo (Don Toro discovers something)	19
4 Don Toro está contento (Don Toro is contented)	25
5 Don Toro y sus deseos (Don Toro and his wishes)	29
6 Don Toro ve nuevas posibilidades (Don Toro sees new opportunities)	35
7 Don Toro y su talento (Don Toro and his talent)	41
Bingo game, chapter 1	47
Bingo game, chapters 1 and 2	63
Theme Page	77

Key to the symbols:



The pupils will listen to Spanish words and repeat them or will hold conversations in pairs.



The supervisor will read out loud or the pupils will listen to the story on the Prezi website.



The pupils will draw or make something.



Information about Spain, the Spanish language or Spanish culture.



My name is Don Toro.
Mi nombre es Don Toro.

I am Don Toro.
Soy Don Toro.



You can follow Don Toro in Spanish: @don_toro_

1

Capítulo uno

(Chapter 1)

El sueño de Don Toro

All exercises and numbers correspond with the numbers in the pupil's workbook and the online Prezi.



What will the pupils learn in chapter 1?

- The concept of language. What is Spanish?
- To listen to a Spanish song and learn to sing it themselves
- To listen to a Spanish story
- To talk about their dreams and wishes



1.1 Introduction

Exercise/tarea 1.1a: Children in England learn English from their parents. Children in Spain learn ... from their parents (Spanish). In France ... etc. Encourage the pupils to think of other languages.

Language means that you can talk to one another if you both speak the same language. You can ask each other questions and answer them, but you can also tell each other what you're thinking or feeling. If you're friends with someone from Spain, you both need to speak the same language if you want to talk to each other: English or Spanish. (Anne is learning alongside the children on the website.)

Let's start exploring. Work together with the pupils to see if they can already understand some Spanish words. Are they similar to English? Let the pupils do **exercise/tarea 1.1.a** on the website.

Sometimes you can understand some words in Spanish because they almost sound the same as in English (*pera*, *banana*, *melón*, *limón*). But watch out, because they don't always have the same meaning (e.g. *sandía* doesn't mean sandal or sand). Spanish also sometimes has different words for the same thing, such as '*plátano*' (Castilian) and '*banana*' (Latin American). And the same word can have two or more meanings (*arena* means sand or arena). That happens in English too: bat can mean something you hit with (e.g. cricket bat) or a flying animal.

Can the pupils think of other English words that have a double meaning? (can - seal - fly)

Let's listen to other words and learn more about the Spanish sounds (**exercise/tarea 1.1.b**)



1.1b

Exercise/tarea 1.1b: First, look at the five new images. Ask the pupils to try to think of what the Spanish word could be for soldiers, bridge, water, sun and moon.

Then do **exercise/tarea 1.1b** together.

Briefly touch on the pronunciation of Spanish and its unique sounds. Some are quite similar to English ones, such as the ‘c’/‘z’ – which sounds like the ‘th’ in ‘thank you’. But there are other sounds which are unfamiliar, such as the ‘b’/‘v’ which are pronounced softly with loose lips, and the rolling ‘r’ in ‘arena’ which is made by vibrating your tongue at the front of your mouth. Furthermore the vowel sounds are different since they are shorter than in English (e.g. soldados, pera, limón, sol, luna).

In this game, we also learn to count from 1 to 5. The pupils sing and clap while reciting the numbers. Let the pupils take it in turns to sing followed by their own name, like so:

1st pupil: Un, dos, tres, soy ... (pupil’s name), ¿y tú?, ¿y tú?, ¿qué tal?

2nd pupil: Tres, cuatro, cinco, yo soy ... (pupil’s name), ¿y tú?, ¿y tú?, ¿qué tal?

3rd pupil: Un, dos, tres, soy ... (pupil’s name), ¿y tú?, ¿y tú?, ¿qué tal?

4th pupil: Tres, cuatro, cinco, yo soy ... (pupil’s name), ¿y tú?, ¿y tú?, ¿qué tal?

etc.

Encourage the pupils to think up a different answer each time: *Me siento fenomenal* (I feel fantastic) or *me siento un poco mal* (I feel a bit ill).

As the final exercise, the pupils practise using all the words they’ve learnt so far.

Tip: Arrange all new words on a Theme Page.

As extra help for the pupils, hang up the pages featuring the images in the classroom where the lessons are taught, adding the new pictures each time. Pupils can also make Theme Pages of their own and think up a title for them. (A blank Theme Page is included at the back of the workbook and at the back of this manual for photocopying purposes.)



1.2 Exercise using the Spanish words in the song

The previous exercise helped the children get used to Spanish sounds and some Spanish words. Some of them are easy to understand and remember, and others are more difficult. *Why is that?*

Don Toro has a wish, something he really wants to learn how to do: play the guitar. In Spain, there was a very well-known flamenco guitarist called Paco de Lucía. We will hear some of his music in **exercise/tarea 1.2a**.

Ask each pupil about their wishes, something that he/she would like to learn to do or be (Quisiera ser)

We will now learn an old Spanish song which has been passed down from mother to child for many generations.

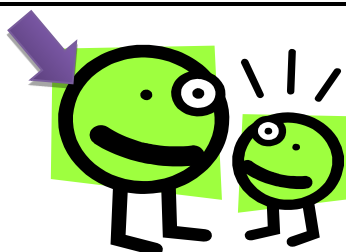
The Catholic faith has influenced Spanish society for many centuries, and the Virgin Mary and Jesus Christ play an important role. You can find an educational explanation of this traditional song via a link on the website under ‘Cantares’.

The boy in the song is dreaming and wishes that he could be as big as the moon. What would you be able to see if you were as big as the moon? How big is the moon? What would you want to do if you were that big? Would you want to see everything?

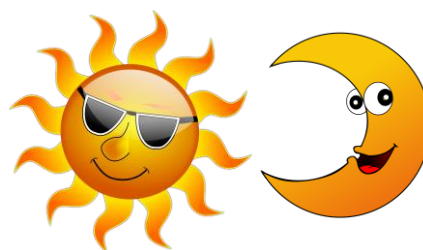
Let the children’s imagination run wild. We will now discuss the new words in **exercise/tarea 1.2a** and then the pupils can set to work with the new words. We come across another unfamiliar sound here: the ‘g’ – if it is in front of an ‘e’ or an ‘i’ it is pronounced as if you are clearing your throat: Virgen de plata. The ‘j’ (jota) is also pronounced like this, think about ‘Juan’.

The pupils can work on these exercises alone or in pairs on the website or you can work with the whole group together in class (IWB). Feel free to vary the approach. The pupils need to cut out the images from the page in their workbook.

For this exercise, we also take a brief look on the website at the Costa Brava, Cataluña, where there are still lots of castles. The soldiers based in the castles could protect the coastline against pirates.

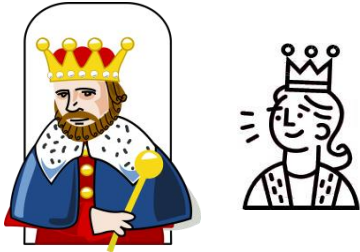
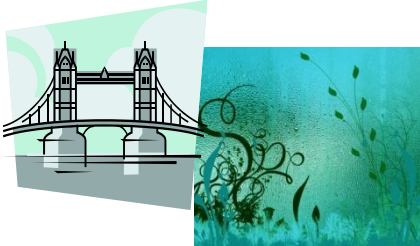


alta (y baja)*
(big and small)



(sol y) luna
(sun and moon)

* Because a girl is singing the song, she sings “Quisiera ser tan alta”. A boy would sing “Quisiera ser tan alto”

 el coronel y los soldados (the colonel and the soldiers)	 Cataluña ...is a region in Spain. Spain is split into 17 comunidades/regions. The capital city of Cataluña is Barcelona.
 el rey (y la reina) (the king and the queen)	 licencia absoluta ... is a law or a decree. It's a long and difficult word in the song.
 punto sobre el agua (bridge over the water)	 anillo para el anular (ring for the ring finger)
 tesoro (treasure / oro=gold)	 una Virgen de plata y un Cristo de oro (a silver statuette of the Virgin Mary and a gold statuette of Jesus Christ)

Ask the children to add the new images to their own Theme Pages, and you can do the same in the classroom. Feel free to vary the approach. Every pupil makes Theme Pages based on their own logic and ideas. The idea is to visualise semantic groups which help the pupils to remember the words.



1.2b

La canción: “Quisiera ser tan alta”

Prezi contains three versions of the song. Doing the actions while they are singing the song makes it more fun for the pupils and also helps them to remember the words. You can make up your own actions together with the children or use the ones that Anne has thought up.

At the end of the song, the boy finds a silver statuette of the Virgin Mary and a gold statuette of Jesus. If you prefer, you can use the version which ends with a pause, and the pupils can decide what kind of treasure they would like to discover (version 2).

There is also a sheet-music version of the song (version 3) so that you can practise the song together with the pupils. Furthermore, you can work with them to think up new ways to help them learn the song off by heart (jumping, dancing, singing to each other, singing in a round, playing musical instruments as well, etc.).

Song lyrics:

*Quisiera ser tan alta como la luna,
iay, ay!, como la luna, como la luna;
para ver los soldados de Cataluña,
iay, ay!, de Cataluña, de Cataluña.*

*De Cataluña vengo de servir al rey,
ay, ay!, de servir al rey, de servir al rey;
con licencia absoluta de mi coronel,
iay, ay!, de mi coronel, de mi coronel.*

*Al pasar por el puente de Santa Clara,
iay, ay!, de Santa Clara, de Santa Clara;
se me cayó el anillo dentro del agua,
iay, ay!, dentro del agua, dentro del agua.*

*Al sacar el anillo saqué un tesoro,
iay, ay!, saqué un tesoro, saqué un tesoro;
una Virgen de plata y un Cristo de oro (e.g.: ... una bella guitarra, total de oro)
iay, ay!, y un Cristo de oro, y un Cristo de oro (... total de oro, total de oro).*



The pupils draw their own treasure for 1.2b, and for 1.2c they draw their dream or what they wish they could do or be.

Source: YouTube – Soy Don Toro
Artist: Canciones Infantiles
Released in: 2014

1.3



“El sombrero mágico”



A. Cuento popular - *El sombrero mágico* – por Liana Castello

Source: www.manosalarte.com/elsombreromagico.html

In **exercise/tarea 1.3a**, the pupils first work in pairs to get to know the new words from the story. The pupils then arrange the pictures in groups on Theme Pages to see if they can also learn the words per theme. They can hang up the pages at home.

Extra: after practising the new words, you can play the bingo game with the pupils using all the words they’ve learnt so far. See more details at the back of this manual.



B. The story

The pupils can listen to the fairy tale in several different ways: the supervisor reads out loud in various voices and making use of actions; the pupils have the pictures in front of them; or the pupils watch and listen – either in pairs or all together – to the fairy tale on the website (**exercise/tarea 1.3b**).

Esta es la historia de un sombrero mágico...

... también es una historia de un padre (papá) y un hijo.

El hijo se llama Jaime.

Jaime había nacido (crying) en un hogar muy pobre.

Sus padres eran campesinos y trabajaban mucho, día y noche sin descanso.

Sin embargo, a veces no había comida.

Desde pequeño, Jaime quería ser músico y tocar el violín (violin music).

Soñaba con tocar en grandes orquestas y ser famoso (applause).

Este sueño parecía imposible de alcanzar, pero Jaime no se daba por vencido.

This is the story of a magic hat...

... but also the story of a father and his son.

The son’s name is Jaime.

Jaime was born into a very poor family.

His parents were peasants and worked hard all day and all night, without a moment’s rest.

And yet they still had no food sometimes.

From a very young age, Jaime wanted to be a musician and play the violin.

He dreamt of playing in a big orchestra and becoming famous.

It seemed like an impossible dream, but Jaime didn’t give up.

Tip: Wanting to learn new words and how to look them up

If a pupil wants to know what a Spanish word means he/she can look it up on a website such as www.interglot.com or in the ‘Soy Don Toro’ picture dictionary.



C. Talking about Jaime’s dream

Get the pupils to tell one another what they think the story is about.

Explain briefly the Spanish concept of ‘cuento’ and the concept of a fairy tale in English. In our language, fairy tales always start with: ‘Once upon a time...’ The theme of a fairy tale is usually related to a certain moral or virtue and the story usually takes place partly in an imaginative world and partly in real life.

In Spanish, fairy tales begin with: ‘Había una vez...’

How does this fairy tale start? What might happen next? What do the pupils think?



The pupils are asked to draw in their workbook what they think happens next.

THE BINGO GAME FOR VERY YOUNG PUPILS

How to play:

Ensure that the supervisor can pronounce the Spanish words correctly. (If this is not the case, you can ask the pupils to play the bingo game with a more advanced pupil from chapter 1 onwards and amongst themselves from chapter 3 onwards. They've already learnt to read Spanish.)

Ensure that the pupils have already seen and worked with all the images below in the exercises/*tareas* on the website.

The pupils place in front of them only the images which are also shown on their black/white bingo card. (First photocopy the bingo card pages onto sturdy paper or card.)

The supervisor/more advanced pupil reads out the words on one of the images. Each pupil who also has that picture on their black/white bingo card covers it with the relevant coloured image.

The first pupil to have a full bingo card calls 'BINGO!'

The supervisor/more advanced pupil checks whether all the words on the bingo card have indeed been read out.

Photocopy the images below onto sturdy paper or card and cut out along the solid lines as shown. Place all the cards showing image and words into a covered box or bag. Pick one card at a time and read out the word, taking care that the pupils can't see the image, then set the card aside face down. Check the winner's bingo card against these cards at the end of the game.

Have fun!

Bingo Game

First copy onto card or thick paper, then cut along the solid lines keeping the pictures and words together.



	pera CH1
	punte CH1
	la familia CH1
	arena CH1
	limón CH1

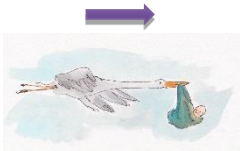
	sol CH1
	rey CH1
	alta y baja CH1
	los campesinos CH1
	licencia absoluta CH1

Bingo Game

	dos CH1
	tesoro CH1
	día y noche CH1
	una Virgen de plata y un Cristo de oro CH1
	luna CH1
	la guitarra CH1

	anillo CH1
	Cataluña CH1
	agua CH1
	tres CH1
	plátano CH1
	hogar muy pobre CH1

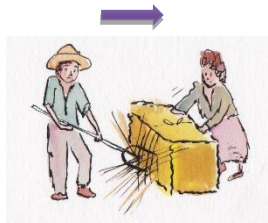
Bingo Game

4	cuatro CH1
	melón CH1
	había nacido CH1
	sandía CH1
	un padre y un hijo CH1
	el sueño CH1

1	uno CH1
	ser famoso CH1
	no había comida CH1
	el sombrero mágico CH1
	el violín CH1
	soldados CH1

Bingo Game

	cinco CH1
	no se daba por vencido CH1
	coronel CH1

	trabajaban CH1
	orquesta CH1

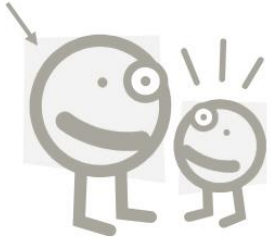
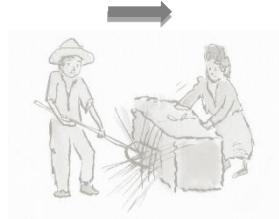
Bingo Game

BINGO CARD 1 - CH1			
			
4			
			
		3	

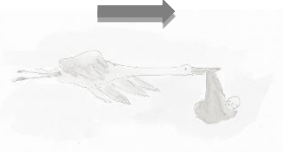
Bingo Game

BINGO CARD 2 - CH1			
			
			
			
			

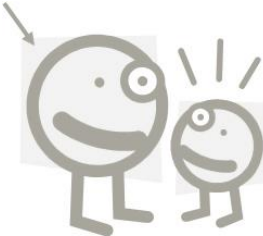
Bingo Game

BINGO CARD 3 - CH1			
			1
			
			
2			

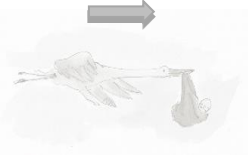
Bingo Game

BINGO CARD 4 - CH1			
			
2			
			
			5

Bingo Game

BINGO CARD 5 - CH1			
			5
			
			
4			

Bingo Game

BINGO CARD 6 - CH1			
2			
			
			
			1

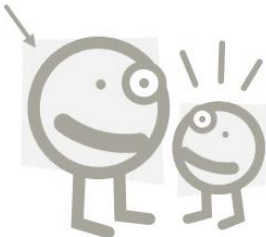
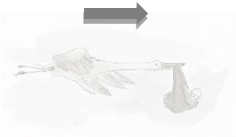
Bingo Game

BINGO CARD 7 - CH1			
			
			
			
			

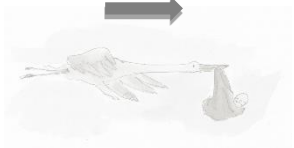
Bingo Game

BINGO CARD 8 - CH1			
			
			
1		2	
			

Bingo Game

BINGO CARD 9 - CH1			
3			
			
			5
			

Bingo Game

BINGO CARD 10 - CH1			
			
			
			
			

Theme Page:

