Unit 4 Retratos (Portraits)

About the unit

In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance.

Where the unit fits in

Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links as well as question forms.

Prior learning

It is helpful if children already know:

• How to play Battleships and Chinese Whispers

New language

• Making simple statements (about appearance)
• Giving a simple description (of a person)
• Adjectives: agreement and position
• *ter: ele/ela tem*
• *ser: ele/ela é*
• Phonic focus: revision of *ç, lh* and *nh*.

Resources

• Picture flashcards, song or interactive whiteboard images to show **body parts (see Section 1)**
• Large colour cards and children's individual colour cards (see Section 2)
• Multi-link cubes
• Portraits by well-known artists
• Picture flashcards or interactive whiteboard images and text cards for parts of the face and head (see Section 3)
• Grids and images for Draw the Face Battleships game (see Section 3)
• Mini-whiteboards
• Story involving colours and/or body parts (see Section 4)
• Dice
• Large sheets of sugar paper
• Two colourful wigs
• Digital portraits of teacher and children copied onto A4 sheets

Links with other subjects

Primary framework for literacy: speak audibly and clearly; listen to others in class, ask relevant questions and follow instructions; actively include and respond to all members of the group; experiment with and build stores of words to communicate in different contexts; apply phonic knowledge and skills as a prime approach to reading and spelling; organise ideas into a coherent structure

Art and design: record from experience and imagination as well as first-hand observation; explore a range of starting points, ie themselves

ICT: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information; share and exchange information in a variety of forms, including email

Music: sing songs in unison; improvise

Expectations

At the end of this unit

most children will: develop their understanding of the way sounds are represented in writing; copy accurately in writing some key words from the unit; sing a song from memory; recognise and respond to instructions including parts of the body; describe the colour of facial features

some children will not have made so much progress and will: understand and respond to simple questions with prompts or visual support; understand parts of the body with the support of visual clues; refer to text or visual clues when singing songs; copy or label using single words or short phrases

some children will have progressed further and will: ask simple questions and write set phrases using mainly memorised language; begin to apply aspects of grammar in new contexts

Language

Core language

As cores (f)	colours
vermelho	red
preto	black
branco	white
amarelo	yellow
roxo	purple
cor-de-laranja	orange
cor-de-rosa	pink
castanho	brown
azul	blue
verde	green
(Eu) tenho …	I have…
(Ele/Ela) tem …	He/She has…
O cabelo azul/vermelho/verde/ amarelo/louro	blue/red/green/yellow/ blond hair
a boca azul/vermelha/ verde/amarela	a blue/red/green/ yellow mouth
os olhos azuis/vermelhos/ verdes/amarelos	blue/red/green/yellow eyes
(Ele/Ela) é …	He/She is…
alto/alta	tall (m/f)
baixo/baixa	short (m/f)

Additional language for this unit

o nariz	nose
o braço	arm
o cotovelo	elbow
a cabeça	head
a boca	mouth
a perna	leg
os ombros	shoulders
os joelhos	knees
os pés	feet
os dedos	fingers
os dedos dos pés	toes
os olhos	eyes
o olho	eye
as orelhas	ears
a orelha	ear
Ganhei!	I've won!

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Additional language for teachers

Portuguese	English
Cantem/Canta	Sing (plural/singular)
Escrevam/Escreve	Write (plural/singular)
Ponham-se em ordem	Put yourselves in the right order
Leiam/Lê	Read (plural/singular)
Joguem/ joga o dado	Throw (plural/singular) the dice
É... ou ...?	Is it ... or...?
Quem já acabou o seu monstro?	Who has finished their monster?
Qual cor para...?	What colour for...?
Vamos rever ...	We're going to revise...
as partes do corpo	parts of the body
as partes da cabeça e da cara	parts of the head and face
Vamos brincar ao monstro/	We're going to play Make-a-Monster /
ao jogo Passa a palavra	Chinese Whispers
Vamos brincar!	Let's play!
É a vossa vez/ é a tua vez!	It's your turn! (plural/singular)

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Body parts			
• to listen and respond to simple songs (O3.1) • to recognise and respond to sound patterns and words (O3.2) • to use gestures to show they understand (LLS)	• Discuss with the class any songs they know in English that would help children to learn parts of the body. • Teach the vocabulary of body parts (*nariz, braço, cabeça, boca, perna, ombros, olhos, dedos, orelhas*) used in the song with picture flashcards. Encourage children to practise pronunciation by repeating after you. • Play *O Rei manda* (Simon Says) to reinforce key vocabulary. Children may respond with a gesture and take turns being the caller. Accept a physical response from those not ready to respond verbally.	• listen with care • identify specific words • respond to instructions and indicate understanding	

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			• Follow-up: Compose a song using only body parts vocabulary, to the tune of a well-known nursery rhyme or 'Happy Birthday to You'. Record the song on a cassette recorder or MP3 player and play to another class, possibly on a whiteboard screen saved on the school network.

• Follow-up: Make a class display of a body with labelled parts. |

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 2. Colours			
• to listen and respond to simple songs (O3.1) • to recognise and respond to sound patterns and words (O3.2) • to perform simple communicative tasks using single words, phrases and short sentences (O3.3) • to use gestures to show they understand (LLS)	• Teach the names of primary and secondary colours (approximately six as a starting point). Try games such as *Mostra-me* (Show Me), in which children show you the colour card that you have asked for, and *Bingo das Cores* (Colour Bingo). • Make up a song about the colours, *Canção das cores* ('The Colours Song'), to the tune of 'Here We Go Round the Mulberry Bush', using the key colour vocabulary (see 'Points to note' for an example). • Play a colour listening game. Children listen to a repeated sequence of colours, e.g. *branco, vermelho, verde, azul* (white, red, green, blue), and place multi-link cubes in the same sequence on their tables. Invite individual children to say the colour sequence aloud. Some children might need to have the keywords displayed for support. • Create a human 'colour line'. Give individual children coloured cards and ask them to form into a line according to your instructions. • Extension: Draw four or five colour sequences on the board and read one of them out. Children work out which is the one that you have said. • Extension: Challenge children in pairs to produce their own sequences for the class to identify. • Extension: Repeat the above activity, this time with written colours. • Add *vermelho* (red) to the *lh* page of the word bank and *castanho* (brown) to the *nh* page. • Phonic focus: revision of *ç, lh* and *nh*.	• join in with a song • repeat words modelled by the teacher • use newly learnt vocabulary to join in a game	• An example of a *Canção das cores The Colours song*. Children could make up their own versions: *Vermelho, preto, branco, cor-de-rosa* *Amarelo, roxo* *Castanho, azul, verde* *Cor-de-laranja.* (Red, black, white, pink, Yellow, purple, Brown, blue, green, Orange.) • Link with work in English: The third activity links to listening with sustained concentration and building new stores of words in different contexts (year 1). • Follow-up: Throughout the week, sing the song and play the colour listening game. • Play *Mostra-me*, e.g. *Mostra-me alguma coisa em azul* (Show me something blue).

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 3. Drawing a face			
• to recognise and respond to sound patterns and words (O3.2) • to perform simple communicative tasks using single words, phrases and short sentences (O3.3) • to recognise some familiar words in written form (L3.1) • to recognise how sounds are represented in written form (KAL) • to identify specific sounds, phonemes and words (KAL)	• Use portraits by well-known artists to revise orally the parts of the face and head. Add *olho* (eye) and *orelha* (ear) to the word bank under *lh* and *nariz* (nose) under *z*. • Introduce the written words for the parts of the face and head. • Display picture flashcards or interactive whiteboard images and play a game where children match pictures to text. • Play *Toca o desenho* (Touch the Picture). Pictures of parts of the head and face are displayed on the board. The class is divided into two teams. One child from each team stands at the board and, when you show the written word, the children race to touch the corresponding picture. • Allow children opportunities to listen, look and say singular and plural forms of parts of the head, face and body. • Revise or introduce numbers to five in Portuguese. Reinforce with flashcard matching games. • Play the *Batalha naval* (Draw the Face Battleships) game with the class divided into two teams. (see 'Points to note'). • Extension: Play the *Batalha naval* (Draw the Face Battleships) game in pairs or small groups. • Challenge the children to create combinations of colours and body parts containing the same phoneme, e.g. *olhos vermelhos* (red eyes) or *nariz azul* (blue nose).	• use newly learnt vocabulary to join in a game	• To make the Draw the Face Battleships game: 1 You have a copy of Grid A, which has numbers 1–5 on the horizontal axis and the names of five colours written on the vertical axis. Some of the blank squares of the grid are filled with an image of part of the head or face (e.g. mouth, nose, ear, etc). 2 In addition, you have separate images of the same parts of the head or face on individual pieces of paper. 3 A blank grid is displayed on the board. 4 The children have mini-whiteboards on which they draw the outline of a head. 5 Invite individuals to give the 'address' of one of the squares by saying the number (horizontal axis first) then the colour (vertical axis second). If an address is given where there is a part of the head or face, place the corresponding image in the appropriate square on the grid on the board. 6 The children can draw that part of the head or face on their mini-whiteboards. This activity may be replicated on an interactive whiteboard.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
			• For children who have difficulty drawing, provide pictures of features that can be stuck onto an outline of a head for the Draw the Face Battleships game. • Follow-up: Throughout the week, play *Jogo do galo* (Noughts and Crosses) with numbers and/or body parts. Play Kim's Game with flashcards of body parts. • Follow-up: Make your own alien from a variety of materials and label the body and face parts that have been learnt in Portuguese.
Section 4. Monsters			
• to listen and respond to a simple story (O3.1) • to hear main word classes (KAL) • to use a physical response and play games to help remember (LLS)	• Play *Repitam se está certo* (Repeat if it's True). Hold up a picture card or point to a part of the body and name it. If you give the correct name, the children repeat it. If you deliberately give the wrong name, they must remain silent. • Divide the class into two teams to play Monster Beetle. (See 'Points to note'). • Extension: Children design their own monsters and label body parts and colours in Portuguese. • Extension: Children play the beetle game in pairs or small groups.	• listen with care • identify and read simple words and phrases	• To play Monster Beetle: 1 You need one dice to generate a number that represents a labelled part of the body or head. 2 You need a second dice to generate a number that represents a labelled colour. 3 You need a large sheet of sugar paper for each team on which they draw their monster. 4 Children in each team take turns to throw the two dice. They have to read aloud the part of the body or head and the colour. They draw this onto their team's monster. 5 The first team to draw a complete monster with a previously agreed set of body parts and features is the winner, e.g. a green mouth, two arms, three legs, a yellow nose, etc.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
			• Follow-up: Throughout the week, children can enjoy listening to and joining in with the story. • Follow-up: Using painting software, children can design a monster and label parts, combining text and graphics. Alternatively, use a digital content provider to perform the same activity. Some digital content providers are accessible at home or in a public library.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 5. Guess who?			
• to recognise and respond to sound patterns and words (O3.2) • to perform simple communicative tasks using single words, phrases and short sentences (O3.3) • to identify specific sounds (KAL)	• Choose one boy and one girl to come to the front. Using colourful wigs, teach *Ele/Ela tem o cabelo azul* (He/she has blue hair), for example. Describe another feature in the same way. • Ask the children to compare and discuss the use of E/*e/Ela tem* … Continue describing the children in this way. • Ask the children to complete sentences started by you, e.g. *Ela tem* … (the children select one feature to complete the sentence). • Select two boys and two girls to come to the front. Describe the hair and eye colour of a child using *Ele/Ela tem*. Which words gave the class clues to work out which child was being described? • Play *Adivinha quem é* (Guess Who?) by inviting six to eight children to the front of the class and describing one of them. Using gesture, bring in some additional language such as *É alto/alta* (tall m/f) or *baixo/baixa* (short m/f). The children guess the identity. • Model this a few times and then ask confident children to lead the game. Allow some children to use labelled prompt cards for support. • Extension: Make 'sets' of children in the class according to eye colour and/or hair colour. • Use pictures/portraits of famous Portuguese people, past and present, to reinforce describing physical features.	• listen with care • remember a sequence of spoken words and indicate understanding	• Grammar point: In Portuguese, the personal pronoun (eu, tu, ele, ela, etc) is used only for emphasis. It is not normally used in everyday speech. It is important that children notice that it is the verb ending that indicates the subject of the verb. (Where included here, the personal pronoun is for your reference.)

LEARNING OBJECTIVES
CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
CHILDREN

POINTS TO NOTE

Section 6. My portrait

LEARNING OBJECTIVES — CHILDREN SHOULD LEARN

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to recognise some familiar words in written form (L3.1)
- to experiment with the writing of simple words (L3.3)

POSSIBLE TEACHING ACTIVITIES

- Play *Passa a palavra* (Chinese Whispers) to build a portrait. Organise children into lines, in teams of about six. Give the last child in each team the first sentence of a written description of a facial feature, face down, e.g. *Ele tem os olhos castanhos* (He has brown eyes). On a given signal, the children turn over their phrase and whisper it to the next child in line. Some children may need help reading the phrases. The phrase is passed along the team to the child at the front, who selects the correct picture and sticks it on an outline of a face or just on a board. The game continues until the portrait is complete.

- Model writing your description as you say it aloud, e.g. *Olá! Chamo-me…. Tenho o cabelo castanho* (Hello! I am called… I have brown hair).
- Ask the children to suggest a new hair colour. Turn to a black-and-white copy of your digital portrait (or a simple drawing) and, using the interactive whiteboard or felt tip pens, colour the hair and write the appropriate sentence (or amend the one that you modelled previously). The children continue to suggest alternative colours for eyes and mouth.
- Children use the model to create colourful self-portraits using black-and-white A4 copies of their digital portraits. Using a phrase bank, children write simple descriptions of themselves. Some children may benefit from a personal vocabulary bank to cut up and stick onto their portrait.
- Extension: Some children can experiment with writing the vocabulary for facial features from memory.
- Extension: Insert a digital image of a child or famous person into the electronic whiteboard. Draw around the image with the whiteboard pen and then delete the original image to reveal the 'pen portrait'. The portrait's features could then be enhanced with the whiteboard pen and printed out, together with a simple description.

LEARNING OUTCOMES — CHILDREN

- understand and pronounce vocabulary for parts of the face and head accurately

POINTS TO NOTE

- Grammar note: Most colours must have an agreement appropriate to the noun they are describing, e.g. *vermelho, preto, amarelo, branco: um braço vermelho / dois braços vermelhos* (one red arm/two red arms). *Verde* and *roxo* do not change according to whether the noun is masculine or feminine, and both take an *s* in the plural. *Cor-de-rosa* and *Cor-de-laranja* do not change according to whether the noun is masculine or feminine, neither if it is plural or singular. *Azul* is also invariable, but when in the plural form it changes to *azuis*.
- Ensure that there are mixed-ability teams for *Passa a palavra* (Chinese Whispers). Place less confident children at the end of the team with a partner, to help them select the appropriate pictures.
- Follow-up: Look at Portuguese portraits on the websites of Portuguese art galleries or those in the National Portrait Gallery via their website:
  www.npg.org.uk/live/educatio.asp.
  Or Museu Nacional de Arte Antiga
  http://traveldk.com/lisbon/dk/highligh t/museu-nacional-de-arte-antiga

- Artists: Nuno Gonçalves
  Antonio Carneiro
  Amadeo de Souza-Cardoso
  Almada Negreiros
  Diogo de Macedo

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	End-of-unit activities		
• to apply the knowledge, skills and understanding in this unit	• Children present their portraits and descriptions. • Build a display of children's colourful portraits. The display can then be used for *Adivinha quem é?* (Guess Who?) game.	• have fun using Portuguese for real purposes	• Children can use ICT to record, display and, if appropriate, send information. • Link with literacy work: This work links to making choices about which ICT programs to select when presenting texts.