

La Rentrée (Back to School)

2. Poem

Prior Knowledge: It is helpful if children already know how to say I like and I don't like.

Objectives

Appreciate stories, songs, poems and rhymes in the language.

Read carefully and show understanding of words, phrases and simple writing.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Support

Some children will need adult support and guidance to decipher the meaning of the poem.

Extension

Confident children could take on the chorus e.g. *C'est la rentrée! Youpi! Oh zut!*

Main

Display on the board the image of the calendar showing the two months, August and September from Session 1. Ask the children to remind you what *La Rentrée* means.

Explain how, in France, families are encouraged to provide their children with materials such as pens, pencils etc. but also exercise books for all subjects, paints, paper and brushes for art, their own recorder and mini whiteboard.

ICT Opportunity: download a list of items which French children have to bring with them to school e.g. <http://www.malistederentree.com/liste/primaire/ce2/303A9>. Children could use an online dictionary to work out what the items are.

Display the poem *La Rentrée* on the board (see Resources) with images of the classroom items mentioned displayed alongside the appropriate sentence. Tell the children that this is a poem about some of the new items that you might have for Back to School. Read the poem to the class using appropriate intonation and ask if anyone can spot which word(s) might mean 'new' (*nouveau/ nouvelle*).

Give out copies of the poem and images. Tell the children they are going to be language detectives and will work in pairs to decipher the meaning of the poem. Ask the children what clues they can look for to help them (words they already know, images, cognates, punctuation, inference etc.). Children work in pairs to annotate the poem, working out what it means.

As a class, go through the poem a line at a time with the children making suggestions as to meaning. Ask the children how they worked out the meaning each time.

Underline *écrire*, *mesurer* and *dessiner*. Ask the children what type of words these are (verbs). Explain that the sentences literally mean I don't like to...' Practise the verbs with actions/flashcards. Add in 3 new verbs *chanter* (to sing), *colorier* (to colour) and *lire* (to read).

Work through the following sequence: you say a word and children do the action, children do an action and you say the word, you do an action and children say the word, children say a word and you do the action.

Ask children to say what they don't like doing at school using *je n'aime pas* + any of the new verbs learned.

Finish by reading the poem again as a class with the children joining in as much as they can.

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<p>Grammar focus</p> <p><u>For teachers:</u></p> <p>Negatives – <i>Je n'aime pas</i>. The negative is formed in French by placing the <i>ne</i> and the <i>pas</i> around the verb.</p> <p>Verbs – after <i>je n'aime pas</i> the second verb is in the infinitive (<i>colorier, dessiner, mesurer</i>). It is written in full, as it would be found in the dictionary, with these examples ending in <i>er</i> or <i>re</i> (<i>écrire, mesurer, dessiner, colorier, lire, chanter</i>).</p>	<p>Grammar focus</p> <p><u>For children:</u></p> <p>Gender – remind children that in French nouns are either masculine (un <i>stylo</i>) or feminine (une <i>règle</i>).</p> <p>Adjectives – there are two words for 'new' – <i>nouveau</i> and <i>nouvelle</i>. <i>Nouveau</i> is used when the word being described is masculine (e.g. <i>un nouveau stylo</i>) and <i>nouvelle</i> is used when the word being described is feminine (e.g. <i>une nouvelle règle</i>).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɔ̃] on – <i>crayon, mon</i></p> <p>[R] r – <i>rentrée, crayon, règle, septembre, lire, écrire</i></p> <p>[o] o / au – <i>stylo, nouveau, Paul</i></p> <p>[i] i – <i>youpi, stylo, lire, écrire, dessiner, nickel, fantastique, colorier</i></p> <p>[z] s – <i>mesurer</i> [s] ss – <i>dessiner</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ʃ] ch – <i>chouette, chanter</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • listen with care • use clues to help them make meaning • remember a sequence of spoken words • join in with reciting a poem 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> - Years 3 - 5</p> <p>Children should be taught to develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p><u>Grammar and punctuation</u> - Year 2</p> <p>Children should learn to recognise and use the terminology for verb, tense (past, present), adjective, noun, suffix, apostrophe, comma through discussion and practice.</p>
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<p><u>Throughout the week</u></p> <p>Read (or sing) the poem together.</p> <p>Practise the verbs and their spellings by playing <i>Le Pendu</i> (Hangman)</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Image of two months of a calendar • Poem <i>La Rentrée</i> with images (can be sung to the tune of the US national anthem)
<p><u>Teaching Tips</u></p> <p>Part of the <i>rentrée</i> ritual is working through the <i>liste des fournitures scolaires</i> (the list of school supplies). All those brightly coloured notebooks in different sizes and shapes that you might have seen for sale in France are not only gorgeous to look at but are also highly specialised. Children and parents spend weeks leading up to the <i>rentrée</i> searching the shelves for just what the teachers requested on the <i>liste</i>.</p>	<div style="display: flex; justify-content: space-around;"> <div> <p><i>C'est la rentrée ! Youpi!</i></p> <p><i>J'ai un nouveau stylo.</i></p> <p><i>C'est la rentrée ! Oh zut!</i></p> <p><i>Je n'aime pas écrire.</i></p> </div> <div> <p><i>C'est la rentrée ! Youpi!</i></p> <p><i>J'ai un nouveau crayon.</i></p> <p><i>C'est la rentrée ! Oh zut !</i></p> <p><i>Je n'aime pas dessiner.</i></p> </div> </div>

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<ul style="list-style-type: none"> It's very important that children learn to tell the difference between a <i>répertoire</i> and a <i>protège-cahier</i>. If the teacher wants the children to have a diagram, she draws it on the board and they all copy it. It matters what kind of pen they copy it with, and in what colour ink, and on what type of paper, in what type of notebook. The numerous adverts for Back to School equipment in France are accompanied by TV, magazine and newspaper stories about whether government grants are sufficient to help poorer families buy these goods. 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>C'est la rentrée ! Youpi !</i></p> <p><i>J'ai une nouvelle règle.</i></p> <p><i>C'est la rentrée ! Oh zut !</i></p> <p><i>Je n'aime pas mesurer.</i></p> </div> <div style="width: 45%;"> <p><i>C'est la rentrée ! Youpi !</i></p> <p><i>Voici Paul, mon copain !</i></p> <p><i>C'est la rentrée ! Nickel !</i></p> <p><i>Super, chouette, fantastique !</i></p> <p><i>(Spoken) Coucou, Paul! C'est moi...!!</i></p> </div> </div> <ul style="list-style-type: none"> Paper copies of the poem enough for one between two for children to annotate. Flashcards for the verbs
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>La rentrée</i> <i>août</i> <i>septembre</i> <i>c'est</i> <i>youpi</i> <i>j'ai ...</i> <i>nouveau / nouvelle</i> <i>un stylo</i> <i>un crayon</i> <i>une règle</i> <i>zut</i> <i>je n'aime pas écrire / mesurer / dessiner</i> <i>chanter / colorier / lire</i> <i>voici</i> <i>mon copain</i> <i>nickel / super / chouette / fantastique</i>	The return to school August September it is yippee I have ... new un pen a pencil a ruler drat I don't like writing / measuring / drawing singing / colouring / reading Here is my friend great / super / great / fantastic	<i>La rentrée</i> <i>youpi</i> <i>j'ai ...</i> <i>nouveau / nouvelle</i> <i>un stylo</i> <i>un crayon</i> <i>une règle</i> <i>je n'aime pas écrire / mesurer / dessiner</i> <i>chanter / colorier / lire</i>	The return to school yippee I have ... new un pen a pencil a ruler I don't like writing / measuring / drawing singing / colouring / reading