

## La Vuelta al Cole (Back to School)

### 1. This is me

**Prior Knowledge:** It is helpful if children already know how to give some brief information about themselves

<p><b><u>Objectives</u></b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p><b><u>Support</u></b></p> <p>Some children will require a vocabulary sheet/gap fill to support their writing.</p> <p><b><u>Extension</u></b></p> <p>Some children will be able to write the sentences unaided.</p>	<p><b><u>Main</u></b></p> <p>Display on the board an image of a calendar showing the two months, <i>agosto</i> and <i>septiembre</i>. On August, write the word <i>vacaciones</i> (holidays) and draw a picture of a large sun, and on September write the phrase <i>La vuelta al cole</i> and draw a picture of a book. Tell the children that the theme of this unit is <i>La vuelta al cole</i> and give them a few moments with their partners to try and work out what the phrase means. Ask some pairs for their answers and how they worked it out.</p> <p>Ask the children to look at the word <i>vacaciones</i> on the board. Say the word and ask the children to repeat it. Ask them to look carefully at the two letter Cs as they say the word. Can they work out what two different sounds they are making and why? Give them a brief time for discussion with their partners before asking for suggestions. Revise the rules for pronunciation of the letter c - soft before e and i and pronounced like th as in think, otherwise it is hard and pronounced like c in cat. Add <i>vacaciones</i> to the class word bank for soft c.</p> <p>Explain a little about <i>La vuelta al cole</i> in Spain and how it compares with Back to School in Britain (see Teaching Tips).</p> <p>Explain that this lesson will be for children to give some information about themselves so that you, as their new teacher, can get to know them a little better. Point to yourself and say <i>Me llamo Señora/Señor...</i> Ask a few confident children <i>¿Cómo te llamas?</i> and invite them to reply. Encourage children to ask and answer the question in pairs.</p> <p>Point to yourself and say <i>Tengo ...años</i>. Ask a few confident children <i>¿Cuántos años tienes?</i> and invite them to reply. Encourage children to practise the question and answer in pairs. Repeat with <i>Mi cumpleaños es el ....</i> And <i>¿Cuándo es tu cumpleaños ?</i></p> <p>Display a written description of yourself on the board using the identity template (see resources). Read this aloud to the children then give them thinking time in pairs to work out what other information you have given and to create any similar sentences about themselves. Ask the class to suggest what you have written and if any of them can say a similar sentence about themselves. Repeat each sentence (correcting any errors) and ask the class to chorus it back to you.</p> <p>Write one of the new sentences on the board e.g. <i>Tengo los ojos azules</i>. Explain to the children that, although it means I have blue eyes and there are four words in the Spanish sentence and four words in the English sentence, the words are not exactly the same. Ask the children which word means blue and which word means eyes. Allow the time to discuss this with a partner before taking suggestions. Draw the children's attention to the fact that adjectives in Spanish go after the word they are describing, rather than before, as in English. Next ask the children what <i>los</i> means (the). Remind them that in Spanish you say I have <b>the</b> eyes blue, I have <b>the</b> hair blond. Finally, remind the children that you do not always need to use pronouns in Spanish, so the word for I (Yo) does not appear in this sentence.</p>
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		Explain to the children that they are going to create mini books (see Resources) with similar sentences about themselves, which will be displayed in the classroom. Everyone must write at least 3 sentences but children can challenge themselves to write up to 5.
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<b>Grammar</b> <u>For teachers:</u> <i>¿Cuántos?</i> means 'How many' (literally: 'How many years have you?'). The feminine form is <i>¿Cuántas?</i> The spelling depends on whether the noun it agrees with is masculine or feminine ( <i>¿Cuántos bolis? (m)</i> - How many pens? <i>¿Cuántas reglas? (f)</i> - How many rulers?)	<b>Grammar</b> <u>For children:</u> No specific focus	<b>Phonics focus</b> <u>For teachers:</u> Soft c (th as in think) - <i>vacaciones</i>	<b>Phonics focus</b> <u>For children:</u> Soft c (th as in think) - <i>vacaciones</i>
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>recall previously learned language</li> <li>develop strategies for writing words from memory</li> </ul>	<b><u>New National Curriculum Links</u></b> <b>English</b> <u>Handwriting</u> Years 3 - 4 Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
<b><u>Throughout the week:</u></b> Finish the mini books and illustrate them. Children swap books and read them aloud, missing out the person's name, for the class to guess Who's Who?	<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>Image of two months of a calendar</li> <li>Identity template:  <i>Me llamo <b>Señora Smith.</b></i>  <i>Tengo <b>treinta y nueve</b> años.</i>  <i>Mi cumpleaños es el <b>seis de abril.</b></i>  <i>Tengo los ojos <b>marrones.</b></i>  <i>Tengo el pelo <b>rubio.</b></i> </li> <li>Mini whiteboards</li> </ul>
<b><u>Teaching Tips</u></b> <p>The Spanish school year starts at the beginning of September, just as in the UK. However, schools break up for the summer earlier, towards the end of June, so the children are returning to school after a much longer summer holiday.</p> <p>Shops are full of Back to School supplies, as parents buy the equipment their child will need for school, including exercise books, folders, paper. There is often an extensive list of supplies that need to be purchased ready for the start of the new school year.</p>	

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	<ul style="list-style-type: none"><li>• A4 paper for making mini books</li></ul>
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<i><b>El lenguaje del profesor / de la profesora</b></i>	<b>Teacher Language</b>	<i><b>El lenguaje de los niños</b></i>	<b>Children's Language</b>
<i>Mirad el calendario</i> <i>agosto</i> <i>septiembre</i> <i>Preguntad a vuestra pareja</i> <i>Las vacaciones</i> <i>La vuelta al cole</i> <i>¿Cómo te llamas ?</i> <i>Me llamo Señor / Señora ...</i> <i>¿Cuántos años tienes ?</i> <i>Tengo ... años</i> <i>¿Cuándo es tu cumpleaños ?</i> <i>Mi cumpleaños es el ...</i> <i>Tengo los ojos azules / verdes / marrones</i> <i>Tengo el pelo rubio / negro / castaño / rojo / gris</i> <i>Escribid una frase</i>	Look at the calendar August September Ask your partner the question the holidays the return to school What's your name? My name is Mr / Mrs ... How old are you? I'm ... years old What's the date of your birthday? My birthday is on the ... I have blue / green / brown eyes I have blond / black / brown / ginger / grey hair Write a sentence	<i>La vuelta al cole</i> <i>Me llamo</i> <i>Tengo ... años</i> <i>Mi cumpleaños es el ...</i> <i>Tengo los ojos azules / verdes / marrones</i> <i>Tengo el pelo rubio / negro / castaño / rojo</i>	the return to school My name is ... I'm ... years old My birthday is on the ... I have blue / green / brown eyes I have blond / black / brown / ginger hair