

## ***La Rentrée (Back to School)***

### **1. This is me**

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

#### **Objectives**

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

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

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

#### **Support**

Some children will require a vocabulary sheet/gap fill to support their writing.

#### **Extension**

Some children will be able to write the sentences unaided.

#### **Main**

Display on the board an image of a calendar showing the two months, August and September. On August, write the word *vacances* (holidays) and draw a picture of a large sun, and on September write the phrase *La Rentrée* and draw a picture of a book. Tell the children that the theme of this unit is *La Rentrée* 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.

Explain a little about *La Rentrée* in France and how it compares with Back to School in Britain (see Teaching Tips).

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 *Je m'appelle Madame/Monsieur...* Ask a few confident children *Comment tu t'appelles?* and invite them to reply. Encourage children to ask and answer the question in pairs.

Point to yourself and say *J'ai ... ans*. Ask a few confident children *Quel âge as-tu?* and invite them to reply. Encourage children to practise the question and answer in pairs. Repeat with *Mon anniversaire est le...* and *Quelle est la date de ton anniversaire?*

Display a written description of yourself on the board using the identity template (see resources). Read this aloud to the children. Give them some 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.

Write one of the new sentences on the board e.g. *J'ai les yeux bleus*. Ask the children to look at it very carefully then cover it up and ask children to work in pairs to write the sentence on their mini whiteboards. Show the sentence again and allow children time to compare their efforts. Ask them what was easy/difficult and how they worked out/remembered the spellings. Encourage the children to write *J'ai* in the air whilst chanting *J'ai, J, apostrophe, a, i*. Repeat the activity with two or three further sentences.

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 focus</b> <u>For teachers:</u> <i>Quel</i> and <i>Quelle</i> both mean 'What' (literally: 'What age have you?' 'What is the date of your birthday?'. The spelling depends on whether the noun it agrees with is masculine or feminine ( <i>Quel âge (m)</i> , <i>Quelle est la date (f)</i> ).	<b>Grammar focus</b> <u>For children:</u> Asking questions – remind children of the rising intonation in the questions <i>Comment t'appelles-tu?</i> , <i>Quel âge as-tu?</i> , <i>Quelle est la date de ton anniversaire?</i>	<b>Phonics focus</b> <u>For teachers:</u> [k] qu – <b>quel(le)</b> silent final consonant – <i>vacances</i> , <i>comment</i> , <i>t'appelles</i> , <i>ans</i> , <i>c'est</i> , <i>est</i> , <i>les</i> , <i>yeux</i> , <i>bleus</i> , <i>as</i> [ø] eu – <i>yeux</i> , <i>bleu</i> [ɑ̃] en - <i>calendrier</i> [ʒ] j – <i>je</i> , <i>j'ai</i> [a] a – <i>a</i> , <i>apostrophe</i> , <i>as</i> , <i>anniversaire</i>	<b>Phonics focus</b> <u>For children:</u> [ɑ̃] en / an – <b>rentrée</b> , <i>vacances</i> , <i>comment</i> , <b>ans</b> [i] i – <i>anniversaire</i>
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<b>Learning Outcomes</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>New National Curriculum Links</b> <b>English</b> <u>Writing – Spelling</u> Years 3 - 4 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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<b>Throughout the week:</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>Resources</b> <ul style="list-style-type: none"> <li>Image of two months of a calendar</li> <li>Identity template:</li> </ul> <i>Je m'appelle <b>Madame Smith</b>.</i> <i>J'ai <b>trente-neuf</b> ans.</i> <i>Mon anniversaire c'est le <b>six avril</b>.</i> <i>J'ai les yeux <b>marron</b>.</i> <i>J'ai les cheveux <b>blonds</b>.</i>  <ul style="list-style-type: none"> <li>Mini whiteboards</li> <li>A4 paper for making mini books</li> </ul>
<b>Teaching Tips</b> <ul style="list-style-type: none"> <li><i>La rentrée</i> roughly translates to "the coming in" or "the re-entry." In France, it marks the end of <i>les vacances</i>, the relaxed period during July-August when nearly all small businesses close for at least a week or two (some take a whole month off).</li> <li>Probably the most well known <i>rentrée</i> concerns schools, an event which is preceded by weeks of adverts for pens, paper and other school equipment.</li> <li>There is also a political <i>rentrée</i> when the president returns from his holiday and the Socialist Party holds its summer conference. There is a literary <i>rentrée</i> when France's top writers see their creations appearing on bookstore shelves and the broadcast media also have their own <i>rentrée</i> when radio jingles get changed, shows move around or disappear and when presenters swap programmes.</li> </ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Regardez le calendrier</i>	Look at the calendar	<i>la rentrée</i>	the return (to school, work etc)
<i>août</i>	August	<i>Je m'appelle ...</i>	My name is ...
<i>septembre</i>	September	<i>J'ai ...ans</i>	I'm ... years old
<i>Posez la question à ton partenaire</i>	Ask your partner the question	<i>Mon anniversaire est le ...</i>	My birthday is on the ...
<i>les vacances</i>	the holidays	<i>J'ai les yeux bleus / verts / marron</i>	I have blue / green / brown eyes
<i>la rentrée</i>	the return (to school, work etc)	<i>J'ai les cheveux blonds / noirs / bruns / roux</i>	I have blond / black / brown / ginger hair
<i>Comment t'appelles-tu ?</i>	What's your name?		
<i>Je m'appelle Monsieur / Madame ...</i>	My name is Mr / Mrs ...		
<i>Quel âge as-tu ?</i>	How old are you?		
<i>J'ai ...ans</i>	I'm ... years old		
<i>Quelle est la date de ton anniversaire ?</i>	What's the date of your birthday?		
<i>Mon anniversaire, c'est le ...</i>	My birthday is on the ...		
<i>J'ai les yeux bleus / verts / marron</i>	I have blue / green / brown eyes		
<i>J'ai les cheveux blonds / noirs / bruns / roux / gris</i>	I have blond / black / brown / ginger / grey hair		
<i>Ecrivez une phrase</i>	Write a sentence		