

La Vuelta al Cole (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

Pair children sensitively in the Language Detectives activity so that everyone has a chance to contribute.

Encourage children to add actions for each part of the sentence to help them remember the words.

Extension

Some children may be willing to read the poem aloud by themselves or in a small group. Encourage them to use plenty of expression.

Main

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

Explain that in Spain 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 that Spanish children have to bring with them to school e.g.

http://www.sep.gob.mx/work/apps/site/lista_de_utiles/lista_utiles_escolares_12-13.pdf

www.ni.gob.mx/?P=educacion_utiles_escolares

Children could use an online dictionary to work out what the items are.

Display the poem *La Vuelta al Cole* 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' (*nuevo/ nueva*).

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 *escribir*, *subrayar* and *dibujar*. Ask the children what type of words these are (verbs). Explain that the sentences literally mean 'I don't like to...' Draw attention to *dibujar* and ask the children what letter is making the [x] sound (as in loch). Add *dibujar* to the j [x] page in the class word bank.

Practise the verbs with actions/flashcards. Add in 3 new verbs *cantar* (to sing), *colorear* (to colour) and *leer* (to read). Draw attention to the pronunciation of *leer*. Ask the children what sound ee makes in English. Now ask them to listen carefully as you say *leer* and work out what sounds they can hear. Explain that ee in Spanish is simply e pronounced twice. Practise saying leer, trying not to add a y sound between the two Es.

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

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		<p>children say the word, children say a word and you do the action.</p> <p>Ask children to say what they don't like doing at school using <i>no me gusta</i> + any of the new verbs.</p> <p>Finish by reading the poem again as a class with the children joining in as much as they can.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Negatives – <i>No me gusta</i>. The negative is formed in Spanish by placing <i>no</i> in front of the verb.</p> <p>Verbs – after <i>no me gusta</i> the second verb is in the infinitive (<i>colorear, dibujar, escribir</i>). It is written in full as it would be found in the dictionary, ending in <i>-ar, -er</i> or <i>-ir</i> (<i>escribir, subrayar, dibujar, colorear, leer, cantar</i>).</p> <p><i>Gustar</i> - this verb actually means to please, so the phrase <i>me gusta</i> is, literally, 'it pleases me'.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Gender – remind children that in Spanish nouns are either masculine (un <i>lápiz</i>) or feminine (una <i>regla</i>).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[θ] z – <i>lápiz</i></p> <p>[β] v – <i>nuevo</i></p> <p>[x] j – <i>dibujar, Juan</i></p> <p>[b] v – <i>vuelta</i></p> <p>[e] e – <i>leer</i></p> <p>[i] i – <i>boli, lápiz, dibujar, aquí, mi, amigo</i></p> <p>[k] qu – <i>aquí, qué</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[x] j – <i>dibujar, Juan</i></p> <p>[e] e – <i>leer</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:</p> <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <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>El Ahorcado</i> (Hangman) (note: <i>el ahorcado</i> literally means the hanged man. A hangman is <i>el verdugo</i>).</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Image of two months of a calendar Flashcards for the verbs Paper copies of the poem <i>La Vuelta al Cole</i> with images - enough for one between two for children to annotate. 		
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Part of the <i>Vuelta al Cole</i> ritual is working through the <i>lista de útiles escolares</i> (the official list of school supplies). All those brightly coloured notebooks in different sizes and shapes that you might have seen for sale in Spain are not only gorgeous to look at but are also highly specialised. Children and parents spend weeks leading up to the start of term searching the shelves for the exact items on the <i>lista</i>. The numerous adverts for Back to School equipment in Spain are accompanied by TV, magazine and newspaper stories about whether government grants are sufficient to help poorer families buy these goods. 	<ul style="list-style-type: none"> Poem <i>¡La Vuelta al Cole! with images (can be sung to the tune of La Cucaracha)</i> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un boli, es nuevo pero</i></p> <p><i>No me gusta escribir.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo una regla, es nueva pero</i></p> <p><i>No me gusta subrayar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un lápiz, es nuevo pero</i></p> <p><i>No me gusta dibujar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Aquí está mi amigo, Juan!</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Qué guay, qué bien, Fantástico!</i></p> <p><i>(Spoken) ¡Oye, Paul! ¡Soy yo...!!</i></p> </td><td style="width: 50%; vertical-align: top;"> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pen, it's new but</p> <p>I don't like writing.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a ruler, it's new but</p> <p>I don't like underlining.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pencil, it's new but</p> <p>I don't like drawing.</p> <p>Back to School time! Back to School time!</p> <p>Here's my friend, Juan. (John)</p> <p>Back to School time! Back to School time!</p> <p>Cool, great, Fantastic!</p> <p>Yoo-hoo! Juan! It's me...!!</p> </td></tr> </table>	<p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un boli, es nuevo pero</i></p> <p><i>No me gusta escribir.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo una regla, es nueva pero</i></p> <p><i>No me gusta subrayar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Ay qué bien ! ¡Fantástico!</i></p> <p><i>Tengo un lápiz, es nuevo pero</i></p> <p><i>No me gusta dibujar.</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Aquí está mi amigo, Juan!</i></p> <p><i>¡La vuelta al cole! ¡La vuelta al cole!</i></p> <p><i>¡Qué guay, qué bien, Fantástico!</i></p> <p><i>(Spoken) ¡Oye, Paul! ¡Soy yo...!!</i></p>	<p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pen, it's new but</p> <p>I don't like writing.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a ruler, it's new but</p> <p>I don't like underlining.</p> <p>Back to School time! Back to School time!</p> <p>Oh, (how) great! Fantastic!</p> <p>I've got a pencil, it's new but</p> <p>I don't like drawing.</p> <p>Back to School time! Back to School time!</p> <p>Here's my friend, Juan. (John)</p> <p>Back to School time! Back to School time!</p> <p>Cool, great, Fantastic!</p> <p>Yoo-hoo! Juan! It's me...!!</p>
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<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>La vuelta al cole (colegio)</i> <i>agosto</i> <i>septiembre</i> <i>es</i> <i>Tengo...</i> <i>nuevo/a</i> <i>un bolígrafo (un boli)</i> <i>un lápiz</i> <i>una regla</i> <i>No me gusta escribir / subrayar /</i> <i>medir / dibujar / cantar / colorear / leer</i> <i>Aquí está</i> <i>mi amigo</i> <i>¡Qué guay, qué bien, fantástico !</i>	Back to school August September it is I have ... new un pen a pencil a ruler I don't like writing / underlining / measuring / drawing / singing / colouring / reading Here is my friend (how) cool / great / fantastic!	<i>La vuelta al cole (colegio)</i> <i>tengo...</i> <i>nuevo/a</i> <i>un bolígrafo (un boli)</i> <i>un lápiz</i> <i>una regla</i> <i>No me gusta escribir / subrayar /</i> <i>medir / dibujar / cantar / colorear / leer</i>	Back to school I have ... new un pen a pencil a ruler I don't like writing / underlining / measuring / drawing / singing / colouring / reading