Skills and, dare we say, thrills...?

Ladders to break down the skill steps

Es and Os to plan

Benchmarks to set success criteria and make assessment judgements
<table>
<thead>
<tr>
<th>Time &amp; Overarching SALs etc.</th>
<th>Progression Framework Key Themes (1-5)</th>
<th>Holistic Assessment Tasks for Moderation</th>
<th>Range of Es and O3 to that may be covered in tasks of this nature</th>
<th>External Events &amp; Whole School Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Transition</td>
<td>(1) engage with an increasingly broad range of texts, including Scottish and Scots texts.</td>
<td>N/A</td>
<td>Reflective Writing piece:</td>
<td>European Day of Languages-26th September</td>
</tr>
<tr>
<td>August-October Hols Writing</td>
<td>(2) develop and apply knowledge and understanding of language.</td>
<td>N/A</td>
<td>(a) My first day at Hogwarts: in simple form, transactional with thoughts and feelings added in a linear way.</td>
<td>National Poetry Day: 28th September</td>
</tr>
<tr>
<td>Reading</td>
<td>(3) find, use and organise information, including developing critical literacy skills.</td>
<td>N/A</td>
<td>(b) My Autobiography/ fact file: shorter bursts of personal information recounts again mainly transaction, with some straightforward thoughts and feelings. There must be reflection somewhere in this work- going beyond conveying information. Complex:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) Create texts of increasing complexity using more sophisticated language.</td>
<td>N/A</td>
<td>KAL: (Phase 1): please begin this programme of work- using your AR period when possible. Reading: AR- Star Reader Tests and a whole class novel to be read at home/ during E.R.I.C. time only. AR test done on this text- might be their first AR quiz.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) engage with an increasingly broad range of texts, including Scottish and Scots texts.</td>
<td>N/A</td>
<td>Writing: Literacy Focus on note making; planning, up-levelling vocabulary/ style and checking for technical accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

Please refer pupils to their Writing Skills Ladder.

**Writing:** Literacy Focus on note making; planning, up-leveling vocabulary/style and checking for technical accuracy.

Pupils complete a first and second draft of this piece. Assessed and next steps for English using the Reflective Writing Criteria grid.

KAL: (Phase 1) please begin this programme of work- using your AR period when possible. Reading: AR- Star Reader Tests and a whole class novel to be read at home/ during E.R.I.C. time only. AR test done on this text- might be their first AR quiz.

Writing Tools: LIT 3-30a, LIT 3-21a, 3-LIT 22a, LIT 3-23a, LIT 3-27a.

Reflective: ENG 3-30a- if a personal account.

KAL: (Phase 2): Reflective account of transition from primary to secondary- this could become creative as they change Ganock into Hogwarts etc. (b) A detailed and complex autobiography; array of work that builds in more sophisticated layers of far writing beyond conveying facts- this is achievable for the more able and those committed to impressing.
**Modern Languages S1 SKILLS COURSE PLAN**

<table>
<thead>
<tr>
<th>Skills focus</th>
<th>Es and Os</th>
<th>Linked benchmark(s)</th>
<th>Context for learning</th>
<th>Learning intentions around selected activity</th>
<th>Success criteria around selected activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August – October</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>FRENCH TOPIC</strong></td>
<td><strong>I can</strong></td>
<td>Present to group or class, in the target language, a <strong>brief presentation</strong> on a theme which interests him/her using, for example, pictures, power point, podcast or video recording as support.</td>
<td>Learners read varying texts about French YouTube stars and worked on consolidating familiar vocabulary as well as integrating unfamiliar words and phrases into their work. Learning extended through <strong>practising vocabulary</strong> for some of the more specialised vocabulary for physical descriptions. The class should link the more unusual vocabulary to <strong>cognates</strong> in English, supporting aspects of literacy.</td>
<td>I am learning about different French YouTube stars</td>
<td>I can write a description in French of a famous French YouTube star, describing himself/herself and their family</td>
</tr>
<tr>
<td><strong>ALLEZ UNIT 1 PERSONAL INFO</strong></td>
<td></td>
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<td></td>
<td>I am learning how to pronounce and use new French vocabulary for descriptions and basic information</td>
<td>I can present, using my best French accent, a description of my chosen YouTube star with some support</td>
</tr>
<tr>
<td><strong>Listening and Talking</strong></td>
<td><strong>Listening to partner’s description. Engaging in dialogue with partner.</strong></td>
<td></td>
<td></td>
<td>I am learning about placing adjectives of colour after the noun they describe</td>
<td>I can listen to and understand others describe themselves.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Short descriptions in the target language</strong></td>
<td></td>
<td></td>
<td><strong>Regular short talking tasks</strong> implemented to focus on accuracy of pronunciation and use of more difficult vocabulary</td>
<td></td>
</tr>
<tr>
<td>Skills focus</td>
<td>Es and Os</td>
<td>Linked benchmark(s)</td>
<td>Context for learning</td>
<td>Learning intentions around selected activity</td>
<td>Success criteria around selected activity</td>
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</tbody>
</table>
| **August – October** | **SPANISH TOPIC**  
– MIRA UNIT 1  
INTRO TO SPANISH | **Listening and Talking**  
- Demonstrating understanding of spoken information  
- Improve pronunciation | **Demonstrates understanding of spoken information** from a variety of sources including, for example, TV and/or film clips in the target language, **expressed in mainly familiar words and phrases.**  
Uses contextual clues to interpret the meaning of unfamiliar vocabulary and expressions. | **Learners listen to different sources and develop note-making skills to show understanding of vocabulary.**  
**Pupils take part in role-plays to further enhance their understanding of turn-taking and to specify key vocabulary.** | **I can listen to and understand others describe themselves.**  
**I can learn how to give basic information about myself and others to someone else.**  
**I am learning how to pronounce and use new Spanish vocabulary for basic information.**  
**I am learning about the difference in use of capital letters when writing dates in Spanish.** |
One School’s Vision—skill stages in the writing process

1. An annotated example of a rich task in the genre
2. Specific direction to aspects of Content Organisation and Skills to support pupils as they prepare for the holistic assessment task.
3. The PowerPoint on the Cornell Note Making system and its significance to the process—Including the need for a variety of sources.
4. A modelled/annotated example of a completed writing task.
5. Support—possibly at a later date—with the finer elements of style.
6. Introduction to the generic success criteria for writing (HAT).

Feedback:
What did you find helpful about the information provided today?

Is there anything covered that you think requires further clarity?

Looking at stages 5 & 6, is there anything in advance of the in-service day that you would like to ensure that we cover?

Monday 23rd October In-service

Monday 25th September—In-service

Staff feedback—presented at PTs’ meeting.
This is the main section for your notes. You should decide on main keywords when you have read them over AFTER the lesson. Use this section to write any questions you have before/during or after the lesson. Write a brief summary of the main points after the lesson. Important sources/names/references go here.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Notes</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

https://youtu.be/pZgMpjgCRA
Examples of Note Making on this clip:

Key:
- Painted brush
- Cream contour powder
- Dab / Pat
- Light to highlight
- Dark under hollows

1. Start lightest:
   - Painted Brush + Blender

2. Beauty Blender:
   - Dab under eyes
   - Outer corners of eyes

3. Darken Brown:
   - Contour hollows of cheeks, temples, sides of nose, and under lower lip.
   - Blend:
   - Light to highlight
   - Dark under hollows

4. Blending:
   - Use cream products
   - Light to highlight
   - Dark under hollows

5. Where to get:
   - How much do they cost?
   - Do all products work the same?

6. Summary:
   - Use cream products
   - Point of brush / beauty blender
   - Light to highlight
   - Under eyes

7. Sources:
   - YouTube
   - Videos

8. Extra:
   - Extra brushes

9. Where to buy products:
   - How much do they cost?
   - Do all products work the same?

- Use pointed brush for contour - Use light colours for highlighted areas. Use point of blender to dab, do not push. Use dark for bunny parts and lips. Conclude at the end to conceal. Conclude at the end.
Keywords capture the main ideas and are mostly single words written after the notes are completed.

2 (a) Notes made are relevant—written in short sentences/bullet points/single words; as pictures, have dividers and are colourful.

2 (b) Notes made capture the main facts/events information and make recalling important information possible afterwards.

Page set out properly with five sections: Notes, Sources, Keywords; Questions and Summary.

Making the notes

of the text being read, listened to, viewed.
Note Making

Texts created from note making meet the audience and purpose success criteria of the task and are written in learner's own words.

Note making pages successfully help in remembering/recalling information as well as planning and creating new texts with the appropriate facts, information and detail.

The summary section contains a brief and accurate summary of the main ideas/information from the text. A summary can be a short paragraph, a diagram or a mixture of both.

Any questions are written in the questions section— at any time— and are answered, when appropriate.

Increasing the complexity of the text being created/information being recalled using your notes.

Making the notes

Increasing the complexity of the text
<table>
<thead>
<tr>
<th>Ladder Rung Number</th>
<th>Next Steps/ Target</th>
<th>What I have been doing to improve...</th>
<th>Achievement Date</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Type and purpose of writing</td>
<td>Examples</td>
<td>Language features</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
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<td>------------------</td>
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</tr>
</tbody>
</table>
| Writing to recount or instruct | History – newspaper article  
Maths/science – account of an investigation  
Technical - instructions on how to create a table  
Home Economics - account of creating a dish  
Science – instructions for setting up an experiment  
PE – instructions for performing a skill  
Geography – guide to read/interpret a map  
Art – instructions on how to create a colour | Written in order of events (chronological)  
Short clear sentences  
Mostly based on action statements  
Recount in past tense  
Instruct in present tense |
| Newspaper articles | PSE – report on drugs and society  
Geography – report on volcanoes  
Science – report on climate change  
Pupil Council – report on changes for pupils  
History – report on causes of a war  
Science - explaining a process  
Maths – explaining a solution to a problem | Written in logical structure  
Present tense  
Clear topic sentences leading into further explanation  
Linking ideas together  
Third person |
| Instructions |  |  |
| Account |  |  |
| Guide |  |  |
| Writing to explain or inform |  |  |
| Report |  |  |
| Information leaflet |  |  |
| Explanation |  |  |
| Writing to discuss or persuade |  |  |
| Posters |  |  |
| Adverts |  |  |
| Brochures |  |  |
| Speeches to persuade |  |  |
| RE – the existence of a deity  
Computing/business – using one system over another  
Modern Studies – comparison of political systems  
Pupil council – debates, speeches, comparison of one school policy over another  
School Committees - persuading one idea over another, creating speeches  
PSE – anti-bullying campaigns, rights of the child charter | Clear statement of intent then organised in themes or topics  
Past or present tense  
Third person  
Logical linking words  
Use of evidence  
Detached or balanced stance | Persuasion  
Present tense |

See the staff shared area: Literacy Across Learning (in the collegiate file) and/or [https://education.gov.scot/improvement/Pages/lit15-literacy-across-learning-in-secondary-schools.aspx](https://education.gov.scot/improvement/Pages/lit15-literacy-across-learning-in-secondary-schools.aspx) - scroll down to zip files and PDF file at the bottom of the page (same info in both places).
Stage 1 - wording the task
• Getting the wording of the task right.
• 3 important ingredients
Examples of Holistic Assessment Task-Writing Tasks

• Task 1. Now that you are coming to the end of your photography elective, your task is to research, using classwork and independent research, one type of camera you have learned about and produce a piece of writing informing others about this camera and how to use it.

**Audience:** peers

**Purpose:** to convey information to support understanding of how this camera works to someone who may not know and, in doing so, demonstrate pupils’ own understanding.

(a) The context of the learning in relation to your course planning and work done in class.

(b) Type of writing

(c) Audience and Purpose of the task
Now that you are coming to the end of your **town and local area topic**, your task is to research, using classwork and independent research, **one French town or city you have learned about** and produce a pamphlet informing others about this town and what can you do in that area.
<table>
<thead>
<tr>
<th>Curriculum organisers</th>
<th>Experiences for planning learning, teaching and assessment</th>
<th>Expected Benchmarks to support practitioners’ professional judgement of achievement of a level</th>
</tr>
</thead>
</table>
| Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life | *I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.*  
*LIT 3-20a / LIT 4-20a* | *Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.* |
| Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | *I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.*  
*LIT 3-21a*  
*As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.*  
*LIT 3-22a / LIT 4-22a* | *Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.*  
*Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.*  
*Writes almost all sentences in a grammatically accurate way.*  
*Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition.*  
*Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.*  
*Writes in a fluent and legible way.*  
*Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language.*  
*Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.* |
**Uses simple sentences** of increasing length.

Applies knowledge of spelling patterns and rules to **spell familiar words correctly**.

**Demonstrates knowledge of punctuation** in the target language such as use of capital letters, full stops, commas, exclamation marks, question marks and accents.

**Works with others to plan written work** using modelled examples for support.

Complexity of the language used.
Writing – MFL (Literacy Across Learning)

**Produces written work which is mostly accurate** in terms of use of personal pronouns, possessive pronouns, verbs, tenses, adjectives and adverbs.

**Attempts to regularly link sentences** using both coordinating and subordinating conjunctions, **demonstrating some knowledge of word order rules** where appropriate.

**Uses support** such as a bilingual dictionary **to check accuracy in spelling or structure**.
Why am I writing this?

- To enable me to correctly produce a pamphlet giving information to an audience.
- To share my knowledge and skills in this subject of this topic with others.
- To develop literacy skills that I can use in all my subjects and situations outside school.
- To develop confidence in my ability to successfully create a pamphlet.

Stay organised

There are 3 main parts when producing a pamphlet:

Front cover – This should be clear and easy-to-read to encourage your audience to read the content within.

Main body – You should keep in mind the purpose of the pamphlet to keep your information relevant and focused. Simple statements, bold headings and images will help.

Closing Section – A short summary in French of what there is and isn’t in your chosen town/city using ‘Il y a…’

Content

Front Cover:
The front cover should include:
- an eye-catching image
- a main heading in a large font
- smaller subheading giving a bit more information on the topic

Main Body
Write main headings to clearly label different sections in your pamphlet
- Begin sections with topic sentences.
- Keep the pamphlet sections brief
- use varied sentence openers and at least one list.

Specialist Vocabulary

- Important subject/topic specific
- For example: Glasgow is a port city on the River Clyde in Scotland’s western Lowlands.
- Language used to describe and explain that is appropriate to the Audience & Purpose.
- For example: Like a bowl of jelly, Glasgow’s recent Flip Out arena boasts 200 springing trampolines, 4 wall runners and a Ninja Warrior course.
Subject Content Targets:

- explain in more detail the location of your town or city
- analyse at least 2 tourist attractions or activities that can be done in that town/city
- explain why this town/city should be visited by others
- state in French what there is and isn’t in the town/city using ‘il y a / il n’y a pas’...
HAT: Now that you are coming to the end of your town and local area topic, your task is to research, using classwork and independent research, one French town or city you have learned about and produce a pamphlet informing others about this town and what you can do in that area.

Subject Spotlight: I should be able to show that I:
- can investigate one French town or city
- can explain in more detail all the location of this town or city
- can analyse at least 2 tourist attractions or activities that can be done in that town/city
- can explain why this town/city should be visited by others
- can state in French some important vocabulary.

Step 1: Planning

My notes:
- Are set out as a Cornell note page
- Have information in them that will help me plan and complete my task and match the Audience and Purpose
- Have colour, pictures, shortened words, bullet points— not huge paragraphs
- Have appropriate keywords, questions and a summary
- Show my sources.

Step 2: Writing

- Meets the Audience and Purpose
- Is neat
- Is set out looks like a pamphlet
- Is written in paragraphs and in a logical order
- Is written in my own words and not copied from another source in chunks
- Has ambitious vocabulary from the topic/subject and from other words/phrases I use to make my writing sound good
- Has accurate spelling and punctuation
- Shows that I can successfully use different types of sentence and punctuation
- Use topic sentence, long and short and at least 1 list to make the writing successful
- Must be able to be folded to look like a pamphlet.

Step 3: Reflecting & Checking

I have checked that all of these are as good as they can be:
Spelling
Punctuation
Sentence Structure
Paragraphing

Step 4: Feedback to move forward!

Strengths:

Next Steps:
Strasbourg

Key
Formally Alsace
Capital of grand est region
Northern east France

What
Cathedral of Strasbourg
Famous for European Parliament
Near German border

Culture
Influence of German culture

Landmarks
Notre Dame Cathedral

European Parliament building

Food
Top foods sauerkraut, pork
Franco German, smoked Morteau or Montbeliarde sausages

Source
Summary
Strasbourg is a large town located in the northeastern part of France, known for its culture and business. Strasbourg keeps high standards, but cheap prices.
Montpellier (Beach and Street Art)

In the South of France, the grand white sandy beaches really is a beautiful easy-going place to have some fun and relax.

Behind the white sandy beaches, the amazing town lies just away with street art all around. This place is full of creative and inspiration for all flying and art lovers.

Introduction

Montpellier is a bright and beautiful place. There are long white sandy beaches and the sand feels like very soft, very light sand that has just been washed through a big sieve. Also, the walls are filled with inspirational street art with amazing flying facades for you to enjoy.

In a short, this is a great place to go and have some fun.

Nice, ah, what a lovely beach side town. From its magnificent scenery to its fascinating colonial background, this is the sacred location for holidaymers in the southern part of France. Nice has argues the best beach in the entire of France. Enjoy its glorious attractions like the famous Negre street for its glamorous style and the delightful restaurants, that is not the only reason.

Places To Visit

- Étage des Anges (beach)
- Port Jardin Albert 1
- Hill Nice
- Old Cannon
- Castle Hill
- Russian Palace
- Old Church
- Old Castle Ruins

To get to these places, using the Sightseeing Train.

What Is There

- Musée des Beaux Arts
- Musée d'Art Moderne et d'Art Contemporain
- Musée d'Histoire Nautique
- Musée d'Art Contemporain

Use the following websites to book hotels/villas:

- AirAdvisor
- Villahome
- Booking.com
- Set 2 Holidays

Eat:

- Nice Café
- Le Bistrot des Halles
- Le Café des Arts
- Le Bistrot des Halles
- Le Café des Arts
# English & Literacy B.G.E. Planner 2017 - 2018

4 HAT tasks

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SL</td>
<td>N/A</td>
<td>SL: Writing</td>
<td>SAL: Reading- UAE Project Text 1 Reading AE SHORT STORY 1-Reading aloud 2-RUAE skills 3- Critical Essay-comparative skills KAL- Phase 3</td>
<td>3 SAL: Writing Creative writing skill-building Possible BBC 500 Word Short Story entries? KAL- Phase 3</td>
<td>4 SAL: Writing documentary media text. KAL- Revision</td>
<td>4 HAT tasks Discussion</td>
<td>2- RUAE skills KAL- Revision After timetable change- free choosing!</td>
</tr>
</tbody>
</table>

An overall level judgement in Reading, Writing, Talking & Listening will be made based on evidence from:

1) pupils' skills folders (S3 only) / jotters (S1/S2)
2) both of skills development in progress day-to-day class work) and (where appropriate, final pieces, such as critical/reflective essays/short stories.
3) position in the appropriate skill ladder pupil engagement
4) more formal assessment evidence
5) Their skills development interaction and motivation to succeed in year group challenges/external events.
P.E.- analysis and evaluation of performance(s).

Science- A report

Art & Design- Creative writing

P.S.E.- Writing to convey information and reflect.

English – reflective writing

MFL- Pamphlet

D&T- Creative Writing

RME- Pamphlet

Music & Drama- Newspaper Report

Pending- Computing and HE
Challenge:
Can you create your own holistic assessment writing task?

Give it a bash!
Examples of Holistic Assessment Task-Writing Tasks

- Example- Now that you are coming to the end of your **town and local area topic**, your task is to research, using classwork and independent research, **one French town or city you have learned about** and produce a pamphlet informing others about this town and what you can do in that area.

**Audience:** peers

**Purpose:** to convey information to support understanding of how this camera works to someone who may not know and, in doing so, demonstrate pupils’ own understanding.

(a) The context of the learning in relation to your course planning and work done in class.

(b) Type of writing

(c) Audience and Purpose of the task
Skills and, dare we say, thrills...?

<table>
<thead>
<tr>
<th>Ladders to break down the skill steps</th>
<th>Benchmarks to set success criteria and make assessment judgements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Es and Os to plan</td>
<td></td>
</tr>
</tbody>
</table>
Personifying the Plan with a MFL Man?

CfE Skills-led planning
<table>
<thead>
<tr>
<th>Focus</th>
<th>Experiences and Outcomes</th>
<th>Skills based learning intention</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings</td>
<td>MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-02a MLAN 1-02b MLAN 1-03 MLAN 1-07a MLAN 1-08b</td>
<td>Listen actively to the sounds of the target language. Respond simply to greeting/ question asked. Use target language in some everyday routines.</td>
<td>Use hello and goodbye in the target language. Reply with basic response to question asked using target language – Hello/Goodbye/How are you?</td>
</tr>
<tr>
<td>Personal Information</td>
<td>MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-02a MLAN 1-02b MLAN 1-03 MLAN 1-07a MLAN 1-08b</td>
<td>Listen actively to the sounds of a modern language. Respond appropriately to questions asked.</td>
<td>Reply, reply to – ‘What is your name? Identify the correct question and answer connection.</td>
</tr>
<tr>
<td>Number</td>
<td>MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-02a MLAN 1-03 MLAN 1-05a MLAN 1-07a MLAN 1-08a</td>
<td>Listen actively to the sounds of a modern language. Count using numbers of modern language.</td>
<td>Repeat number vocabulary correctly. Begin to Identify and recall number vocabulary to 10. Take part and cooperate in simple number games. Use numbers to 10 in target language as part of daily routine and in other curricular areas.</td>
</tr>
<tr>
<td>Body</td>
<td>MLAN 1-01a MLAN 1-01b</td>
<td>Listen actively to the sounds of a target language. Say the days of the week in order using target</td>
<td>Repeat vocabulary for days of the week. Begin to respond in target language when asked</td>
</tr>
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<td>Calendar</td>
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</tr>
</tbody>
</table>
Comment t’appelles-tu?

Ça va?

Ça va bien.

Quel temps fait-il aujourd’hui?

Il fait beau.

Il fait chaud.

Il fait froid.
Back

la tête
les épaules
vert
A u r é v o i r
C'est quel jour aujourd'hui?

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

-Calendar
-Colours
-Goodybye
-BODY parts

-vert
-jaune