

1+2 Initiative Pilots, 2012-2013 / year 1 of the project

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INTRODUCTION

“We will introduce a norm for language learning in schools based on the European Union 1 + 2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”

Scottish Government manifesto commitment, 2011

RATIONALE OF THE 1+2 PRIMARY PILOT PROJECTS

- To **embed** L2 into the life of the school, and teach it at all levels from P1 to P7
- To use **L2** as much as possible for **classroom interaction** (modelled on the “Immersion approach”), using gesture and expression if necessary
- To create **relevant** and **meaningful** learning contexts for L2 through **interdisciplinary** learning
- To work with practitioners to plan **collaboratively** to ensure **coherence** and **progression** in the language learning experiences provided for all learners

CURRICULUM FOR EXCELLENCE, MODERN LANGUAGES, INTRODUCTORY STATEMENTS

The **1+2 pilot project** is planned around the **three key Introductory Statements** of the CfE Modern Languages (see below). Suggested Learning Experiences align with the **seven Principles of Curriculum Design**, focusing specifically on **progression, relevance and challenge and enjoyment**.

“Learning a new language encourages pupils and young people to broaden their horizons as they explore the language and its associated culture. Through my learning of a new language:

- *I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages*
- *I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world.*
- *I develop skills that I can use and enjoy in work and leisure throughout my life.”*

CfE Modern Languages Framework

GENERIC PRINCIPLES

Responsibility of All

Literacy, Numeracy and Health and well-being remain the responsibility of all practitioners. Aspects of all three, but particularly literacy, will be a natural part of modern language lessons. Through learning how another language works, pupils can understand their own language better.

The study of another language **plays an important role in all language learning and the development of literacy skills**.

“Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence”

Building the Curriculum 1

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PLANNING FOR PROGRESSION – P5-P7 / Block 3 – SPANISH

*“The open-ended nature of the experiences and outcomes allows for **creativity** and **flexibility** and allows primary teachers to focus on teaching methodologies for **skills development** and for a **deeper understanding** without having to plan for too much content/topic coverage.”*

CFE Modern Languages Principles and Practice

The 1+2 pilot projects will provide pupils with a range of meaningful language learning experiences which will allow for early achievement of some or all of the second level outcomes and, in the longer term, opportunities for depth and breadth of learning.

Practitioners are expected to build on prior learning and teaching by revisiting and recycling language previously learned.			
Suggested learning experiences	Suggested learning intentions	Suggested success criteria	How do I assess the learning? Possible evidence
<p>Learning vocabulary for fruit and colours</p> <ul style="list-style-type: none"> - using flashcards or plastic objects. Get pupils to repeat using different voices - Encourage pupils to echo and chorus the new words with accurate pronunciation and show written form of words - Play a writing/reading game on the board. Divide the pupils into two teams. One from each team stands in front of the board facing the class. The teacher hold a fruit’s name in Spanish, the two pupils turn around and write as fast as they can. Check spelling. - Working individually, pupils can use their mini-whiteboards and write the fruit call out by the teacher (all fruit’s names can be displayed on the board) - Maths game i.e. pera + fresa = 	<ul style="list-style-type: none"> I will learn some fruits and colours in L2 and use them together for description I will read and write some simple words in L2 and gain confidence in my spelling I will explore words and patterns in L2 relating to gender when using colours as adjectives. I will make comparisons and connections between written patterns in different languages. 	<ul style="list-style-type: none"> I can use and demonstrate my understanding of fruit and colours and how to use both to make complex sentences. MLAN 2-14a (refer to IDL Activity 1) I can read and write simple phrase using familiar patterns in L2 MLAN 2-08b/2-13a I can understand and read a familiar story being told in L2 MLAN 2-08b (refer to IDL Activity 1) I can talk briefly about likes and dislikes MLAN 2-05b I can use appropriate intonation when asking and answering questions and my pronunciation will become increasingly accurate and easily understood by others MLAN 2-07b 	<ul style="list-style-type: none"> Do: Taking part in simple games and activities using phrases and words from L2 Do: react appropriately to classroom instructions when introducing a new activity Say: Take part in a role play activities Do: Repeat key vocabulary or sentences from the storytelling Say/write: simple phrases in L2. Record data from role play experience.

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<p>- Play memory game, where pupils will match images and words.</p> <p>- Play “De Madrid ha venido un avión, cargado de...” Pupils will read out one by one different flashcards with fruit vocabulary i.e. manzanas verdes, fresas rojas, etc</p>	<p>I will demonstrate my understanding by matching written words and pictures</p> <p>I will learn about social conventions in L2 when acting out a role play about shopping/ordering (price and weight) (refer to IDL Activity 2)</p> <p>I will learn new words in L2 relevant to specific contexts such as a shopping/ordering food items (refer to IDL Activity 2)</p> <p>I will deliver a brief presentation on fruit topic using familiar language and phrases. (refer to IDL Activity 2)</p> <p>I will talk about my likes and dislikes in L2 (refer to IDL Activity 1)</p> <p>I will become aware of other cultures, and traditions through the study of relevant materials in L2</p>	<p>I can demonstrate awareness of when to listen and when to talk in a “real” context. MLAN 2-03A</p> <p>I can ask for prices and weights in L2 MNU 2-11b/MLAN 2-05b/ MNU 1/2-09a</p> <p>I can use and demonstrate my understanding of prices in euros and weight in metric system. MNU 2-11b/ MNU 1-09a</p> <p>I can take part in simple role plays to practise new vocabulary and reinforce it in context MLAN 2-05B (refer to IDL Activity 2)</p>	<p>Make/read: simple sentences from storytelling and role play</p> <p>Say: Taking part in simple dialogues with a partner. Do: Recording the dialogues</p> <p>Say: Greet people in a shop in L2. Make/write: Making new shopping conversation using learned phrases</p> <p>Do: Pupils participate in the sequencing activity. Say: fruit name and colours when describing.</p> <p>Do: Role play Do: filming the role play and post on school website</p>
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ACTIVITY 1 - SUGGESTED STORYTELLING / P5-P7 / Block 3 – SPANISH

Learners will explore a story such as “**La oruga que tiene hambre**” (the hungry caterpillar). They will learn new words and phrases in a familiar context, and express themselves through drama / storytelling.

<p>Learning Intentions</p> <ul style="list-style-type: none"> - I will enjoy listening to a familiar story in L2 and draw on my knowledge of this story to infer meaning - I will learn new words and phrases in L2 which I can apply in different contexts - I will be able to retell the story in L2 using gesture and expression <p>Success Criteria</p> <ul style="list-style-type: none"> - I can understand a familiar story being told in L2 - I can use new words and phrases from the story in different contexts - I can retell the story in an expressive way through drama/storytelling techniques <p>Possible Evidence</p> <ul style="list-style-type: none"> - Make/say: a film of the story being acted out by pupils, to be posted on school website - Say / write: reflection on the learning experience such as <i>me gusta/ le gusta</i> - Make: colourful wall displays to illustrate the story 	<p>Suggested Learning experiences</p> <ul style="list-style-type: none"> - Play the PPT of the story: pupils put their hand up when they recognise a word - Play the story again and look at the text: ask pupils to identify cognates - Practise the words and phrases needed to do the drama / storytelling (refer to Key language), using gesture and expression - Get pupils to act out parts or all of the story in small groups, using drama/storytelling techniques <p>Resources/Support</p> <ul style="list-style-type: none"> - PPT with Key language and sound files - Flashcards of food items - On-going e-mail support from LFEE team 	<p>Key Language</p> <table border="0"> <tr> <td>La oruga que tiene hambre</td> <td>The hungry caterpillar</td> </tr> <tr> <td>Lunes</td> <td>Monday</td> </tr> <tr> <td>Martes</td> <td>Tuesday</td> </tr> <tr> <td>Miércoles</td> <td>Wednesday</td> </tr> <tr> <td>Jueves</td> <td>Thursday</td> </tr> <tr> <td>Viernes</td> <td>Friday</td> </tr> <tr> <td>Sábado</td> <td>Saturday</td> </tr> <tr> <td>Domingo</td> <td>Sunday</td> </tr> <tr> <td>Rojo/a</td> <td>Red (masc/fem)</td> </tr> <tr> <td>Verde</td> <td>Green</td> </tr> <tr> <td>Morado/a</td> <td>Purple (masc/fem)</td> </tr> <tr> <td>Redonda</td> <td>Round (fem)</td> </tr> <tr> <td>Tiene hambre</td> <td>He/she is hungry</td> </tr> <tr> <td>Tengo hambre</td> <td>I'm hungry</td> </tr> <tr> <td>Busca comida</td> <td>He/she look for food</td> </tr> <tr> <td>Le gusta</td> <td>He/she likes</td> </tr> <tr> <td>Me gusta</td> <td>I like</td> </tr> <tr> <td>Manzana</td> <td>Apple</td> </tr> <tr> <td>Pera</td> <td>Pear</td> </tr> <tr> <td>Ciruela</td> <td>Plum</td> </tr> <tr> <td>Fresa</td> <td>Strawberry</td> </tr> <tr> <td>Naranja</td> <td>Orange</td> </tr> <tr> <td>Pero aún tiene hambre</td> <td>But still hungry</td> </tr> </table>	La oruga que tiene hambre	The hungry caterpillar	Lunes	Monday	Martes	Tuesday	Miércoles	Wednesday	Jueves	Thursday	Viernes	Friday	Sábado	Saturday	Domingo	Sunday	Rojo/a	Red (masc/fem)	Verde	Green	Morado/a	Purple (masc/fem)	Redonda	Round (fem)	Tiene hambre	He/she is hungry	Tengo hambre	I'm hungry	Busca comida	He/she look for food	Le gusta	He/she likes	Me gusta	I like	Manzana	Apple	Pera	Pear	Ciruela	Plum	Fresa	Strawberry	Naranja	Orange	Pero aún tiene hambre	But still hungry
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- Think, talk and compare the story with the English version
- Work on written form of the story : do sentence re-ordering or fill in the blank exercises (go over the story without written words for food items and encourage pupils to write them down from memory)
- Make up a new story using other familiar or researched language (i.e. using months of the year and researching on the internet, to find a typical fruit/vegetable for each month. i.e. Enero una uva, febrero dos aguacates, marzo tres tomates...etc.)
- Make your own illustration of the story and create an e-book, using a programme like FlipSnack.com
- Learn months of the year song <http://www.youtube.com/watch?v=Ga8h5d242-M>

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ACTIVITY 2 - SUGGESTED INTERDISCIPLINARY LEARNING / P5-P7 / Block 3 – SPANISH

MATHS IN CONTEXT: pupils will familiarise themselves with euro notes and coins and weights using the metric system. They will take part in “shopping/ordering” role plays in L2, where prices have to be worked out using Euros.

<p>Learning Intentions</p> <ul style="list-style-type: none"> - I will become familiar with Euro coins and notes - I will learn to tell prices of food items in Euros, count and make calculations using Euros - I will learn to ask for food items in a shop/market/restaurant and ask how much they are - I will enjoy taking part in short “shopping/ordering” role plays in L2 <p>Success Criteria</p> <ul style="list-style-type: none"> - I can recognise some or all Euro coins and notes - I can use and demonstrate my understanding of prices in Euros - I can use Euros to make calculations about the cost of food items - I can ask for food items in a shop/market/restaurant in a role-play context & ask about their cost - I can take part in short “shopping /ordering” role plays in L2 <p>Possible Evidence</p> <ul style="list-style-type: none"> - Do/say: Pupils participate in 	<p>Possible learning experiences</p> <ul style="list-style-type: none"> - Ask the pupils to brainstorm shopping phrases in L1 - Elicit phrases from the pupils and write them on the board under “Shop owner” or “Customer”. - Show the pupils the dialogues for “shop owner” and “customer” in L2. These dialogues cards can be taken by pupils when doing the role play - Provide different shopping list so pupils can get several items and calculate how much they spent. <p>Resources/Support</p> <ul style="list-style-type: none"> - PPT with Key language and sound files - Flashcards with food items and prices - Dialogues cards - Euro coins/notes cards - On-going e-mail support from LFEE team 	<p>Key Language</p> <table border="0"> <tr> <td>Hola</td> <td>Hello</td> </tr> <tr> <td>Buenos días</td> <td>Good morning</td> </tr> <tr> <td>Buenas tardes</td> <td>Good afternoon</td> </tr> <tr> <td>¿Qué desea?</td> <td>Can I help you?</td> </tr> <tr> <td>¿Cuánto cuesta?</td> <td>How much does it cost?</td> </tr> <tr> <td>¿Cuánto cuestan?</td> <td>How much do they cost?</td> </tr> <tr> <td>¿Cuánto es?</td> <td>How much is it?</td> </tr> <tr> <td>¿Cuánto son?</td> <td>How much are they?</td> </tr> <tr> <td>Quiero una pera</td> <td>I would like a pear</td> </tr> <tr> <td>Quiero dos peras</td> <td>I would like two pears</td> </tr> <tr> <td>Aquí tienes</td> <td>Here you are</td> </tr> <tr> <td>Gracias</td> <td>Thanks</td> </tr> <tr> <td>Hasta luego</td> <td>See you later</td> </tr> <tr> <td>Adiós</td> <td>Bye</td> </tr> <tr> <td>1 euro</td> <td>One euro</td> </tr> <tr> <td>2 euros</td> <td>Two euros</td> </tr> <tr> <td>10 céntimos</td> <td>10 cents</td> </tr> <tr> <td>20 céntimos</td> <td>20 cents</td> </tr> <tr> <td>1 céntimo</td> <td>1 cent</td> </tr> <tr> <td>Precio</td> <td>Price</td> </tr> </table>	Hola	Hello	Buenos días	Good morning	Buenas tardes	Good afternoon	¿Qué desea?	Can I help you?	¿Cuánto cuesta?	How much does it cost?	¿Cuánto cuestan?	How much do they cost?	¿Cuánto es?	How much is it?	¿Cuánto son?	How much are they?	Quiero una pera	I would like a pear	Quiero dos peras	I would like two pears	Aquí tienes	Here you are	Gracias	Thanks	Hasta luego	See you later	Adiós	Bye	1 euro	One euro	2 euros	Two euros	10 céntimos	10 cents	20 céntimos	20 cents	1 céntimo	1 cent	Precio	Price
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“shopping /ordering role play activities - Say / write: The price for different items in euros - Say/make/write: a shopping list of Spanish food items with their prices - Make: a film of the pupils acting out in role plays, to be posted on school website or sent to Partner school		
Challenge & Application (relevant to age and stage of learners) <ul style="list-style-type: none">• Research traditional Spanish food online• Compare prices of food items in Spain and in the UK (from supermarket websites)• Work collaboratively to come up with a new script for a role-play• Build up intercultural understanding by watching a video from a traditional Spanish fruit shop http://www.youtube.com/watch?v=-KkJLUQtdc		