

# Teaching children how to learn



## My Activity Record pages

### Chapter Two **Listen and respond**

What's Fred wearing?

Pat-a-cake!

Everyone is different

H is for Halloween

How do you come to school?

A friend is someone who ...

A listening experiment

Sounds in a town

It's snowing!

Leisure time

At the Safari Park

My two hands

Earthworm – a poem

A royal feast

Our language learning rights

# My Activity Record

Activity title: **What's Fred wearing?**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?

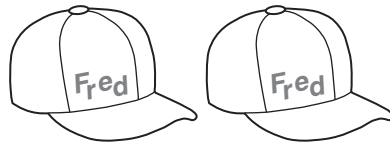


Colour the number of caps, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



*Excellent! I understood all the nouns and adjectives, and drew them correctly.*



*Good. I understood most of the nouns and adjectives, and drew them correctly.*



*OK. I must try harder.*

## What do I need to do next?

.....  
.....

## Sharing with my family.



Prepare to do the *What's Fred wearing?* picture dictation (or another one).

Do the dictation with your family.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **Pat-a-cake!**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



Colour the cakes, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.

3 cakes = *Very good!*    2 cakes = *Good.*    1 cake = *I must practise more.*



I can say a traditional English rhyme.



I can discriminate between /æ/ and /ei/.



I can perform actions while I say a rhyme.

## What do I need to do next?

.....  
.....

## Sharing with my family.



Teach your family the *Pat-a-cake!* action rhyme.

Recite it together.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **Everyone is different**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



Draw yourself in the mirror, with the expression that best shows how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



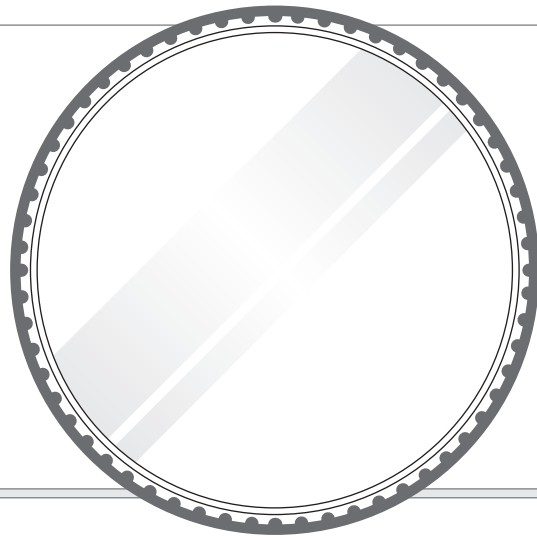
*I did very well!*



*I did OK.*



*I must practise more.*



## What do I need to do next?

.....  
.....

## Sharing with my family.



Show your *Everyone is different* book to your family.

Together, choose a member of your family, and write one way in which they are the same as, and one way in which they are different from, another family member.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **H is for Halloween**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



Select and colour a pumpkin, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



*Excellent!*  
*I understood everything.*



*Good.*  
*I understood most  
of the activity.*



*OK.*  
*I understood some  
of the activity.*

## What do I need to do next?

.....  
.....

## Sharing with my family.



Teach your family the *H is for Halloween* poem.

Recite it together.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **How do you come to school?**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



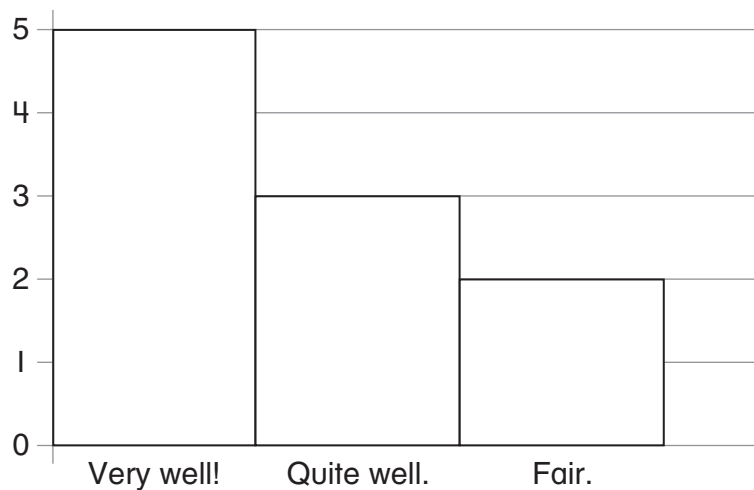
Colour the bar graph, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.

5: Blue = *Very well!*

3: Pink = *Quite well.*

2: Green = *Fair.*



## What do I need to do next?

.....  
.....

## Sharing with my family.



Complete a bar graph, using the worksheet your teacher gives you, to record how your family members go to school or work.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **A friend is someone who ...**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....  
.....

Because .....

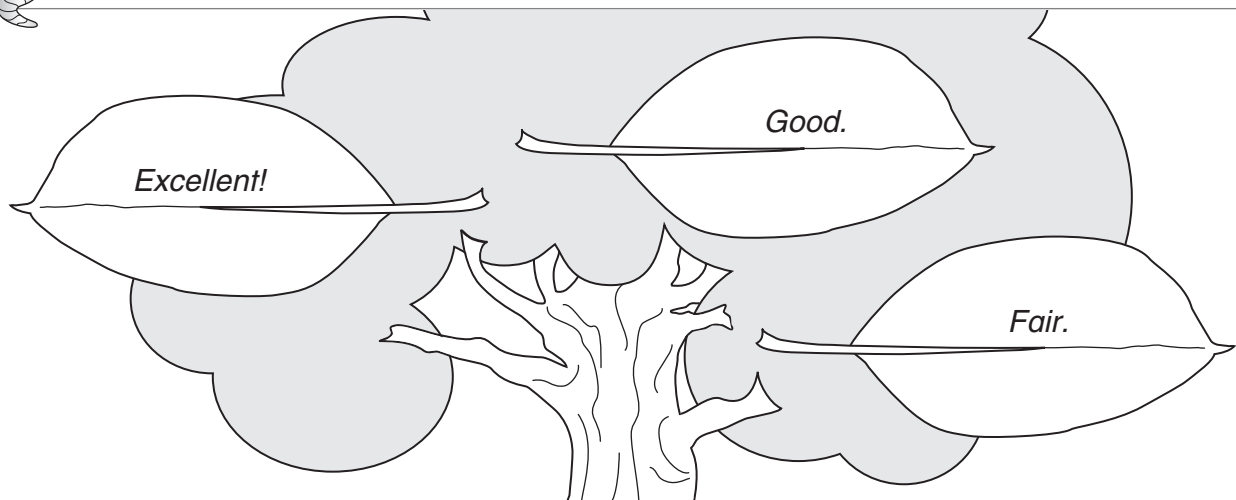
.....

## How well did I do?



Colour the leaf on the friendship tree that best describes how well you did this activity.

Discuss your assessment with your teacher and your classmates.



## What do I need to do next?

.....  
.....

## Sharing with my family.



Make a 'family tree' at home, using the tree worksheet that your teacher gives you.

Think of ideas and definitions with your family.

Write them on the tree together.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **A listening experiment**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



Colour the ears, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.

3 ears = *I did very well!*    2 ears = *I did OK.*    1 ear = *I must try harder.*



I can say the names of six objects.



I can ask and answer the question:  
*What is it? / It's a ...*



I can concentrate, in order to listen to  
and identify different sounds.

## What do I need to do next?

.....  
.....

## Sharing with my family.



Carry out the listening experiment at home with your family or friends.

Do it in English with them!

**My family's comments:** .....

.....



# My Activity Record

Activity title: **Sounds in a town**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

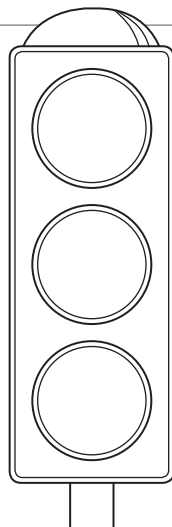
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## How well did I do?



Colour the traffic lights.

Assess how well you did this activity, and mark the syllables and word stress on the adjective you choose.



Red = **Average.**

Yellow = **Good.**

Green = **Excellent!**

## What do I need to do next?

.....  
.....

## Sharing with my family.



Choose five 'town' words in English, and test your family's pronunciation.

Correct their word stress, if necessary.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **It's snowing!**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



Underline the number of snowflakes, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



*I followed the instructions, and made a beautiful snowflake.  
I understand how snow is formed.*



*I followed the instructions quite well, and made a snowflake.  
I understand a little how snow is formed.*



*I must practise listening to instructions more.  
I don't understand yet how snow is formed.*

## What do I need to do next?

.....  
.....

## Sharing with my family.



Show your family your snowflake, and show them how to make one by giving instructions in English.

Demonstrate and repeat the instructions, using gestures to help them.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **Leisure time**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



Colour the archery target, following the descriptions below.

Assess how well you did this activity, by writing 1, 2 or 3 in the corresponding circle.

### Colour:

Inner circle: Yellow

Second circle: Red

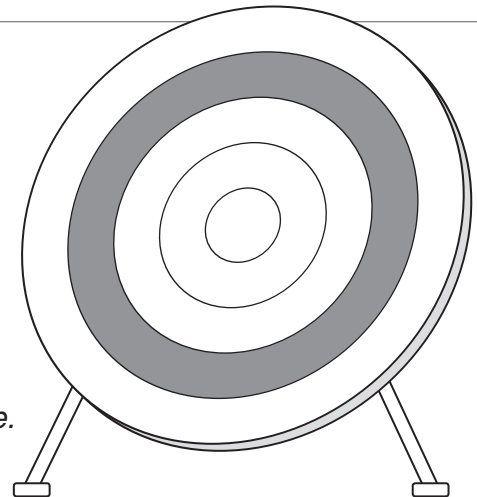
Third circle: Blue

### Write:

Inner circle: 1 = *Excellent! I can use 'play' and 'go' with the correct nouns.*

Second circle: 2 = *Good. I can use 'play' and 'go' with the correct nouns most of the time.*

Third circle: 3 = *OK. I must practise more.*



## What do I need to do next?

.....  
.....

## Sharing with my family.



Show your family your bookmark, and do the mime activity.

Mime the games and activities, for your family to guess:

*play + games (football, ...); go + activities (dancing, ...)*

**My family's comments:** .....

.....

# My Activity Record

Activity title: **At the Safari Park**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

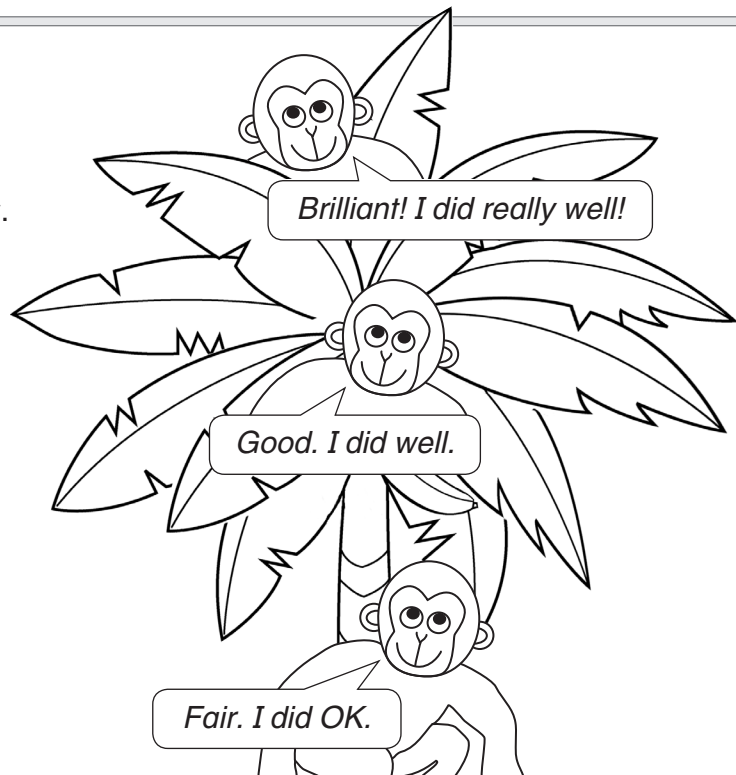
.....

## How well did I do?



Colour the monkey on the banana tree, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



## What do I need to do next?

.....  
.....

## Sharing with my family.



Show your map to your family, and ask where the animals are.

Test your family's knowledge of prepositions in English: *Where's the monkey?* etc.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **My two hands**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

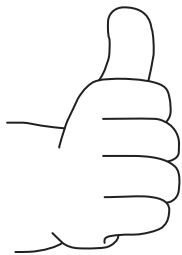
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## How well did I do?

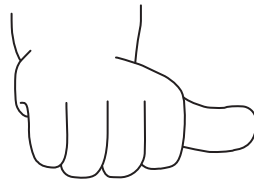


Colour the thumb sign that best assesses how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



*I worked hard, and can say what my two hands can do, and what my classmates' hands can do.*



*I worked hard, and can say what my two hands can do.*



*I must work harder. I can say a few things that my two hands can do.*

## What do I need to do next?

.....  
.....

## Sharing with my family.



Make a *My two hands can ...* poster at home with your family.

Each family member writes on it something they can do with their hands, with their name next to it.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **Earthworm – a poem**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?



Tick (✓) the line of the poem below that best assesses how well you did this activity.  
Ask yourself why, and discuss with your teacher and your classmates.



**W**onderful work today!

**O**nly OK today.

**R**evision time today.

**M**ust work harder tomorrow.

## What do I need to do next?

.....  
.....

## Sharing with my family.



Recite the *Earthworm* poem to your family.

Teach them the poem and the actions, and put on a family recital!

**My family's comments:** .....

.....

# My Activity Record

Activity title: **A royal feast**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

.....

## How well did I do?

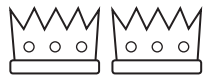


Draw the number of crowns in the boxes on the Activity Menu below, to assess how well you did this activity.

Ask yourself why, and discuss with your teacher and your classmates.



*Excellent!*



*Good work today.*



*I must try harder.*

### Activity Menu

#### Starter – Plan!

I understood the aims of the activity.

#### Main course – Do!

I completed the activity.

#### Dessert – Review!

I reflected on what and how I learned.

## What do I need to do next?

.....  
.....

## Sharing with my family.



Show the Royal Feast Menu to your family. Ask them to choose a starter, a main course and a dessert (help them with pronunciation!) and to write their name next to the dishes.

Act out the 'order scene' together if you wish.

**My family's comments:** .....

.....

# My Activity Record

Activity title: **Our language learning rights**

Date: .....

## What have I learnt?

.....  
.....

What samples of work have I selected for my portfolio? Why?

.....

Because .....

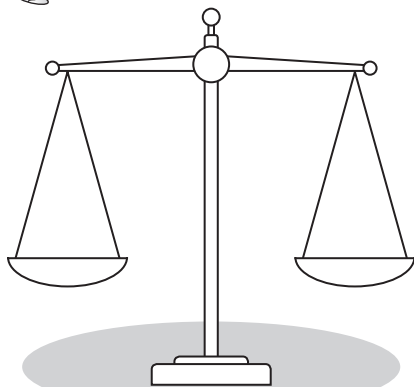
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## How well did I do?

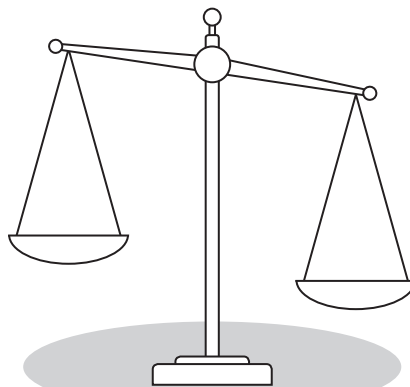


Choose and colour the scales that best assess how well you did this activity.

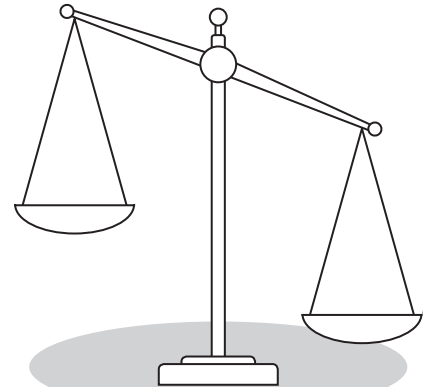
Ask yourself why, and discuss with your teacher and your classmates.



*Excellent!*  
*I worked hard.*



*Good.*  
*I worked quite hard.*



*OK.*  
*I must work harder.*

## What do I need to do next?

.....  
.....

## Sharing with my family.



Show your family, and tell them about your Language Learning Rights convention.

Write together a 'My language learning rights at home' convention.

**My family's comments:** .....

.....