




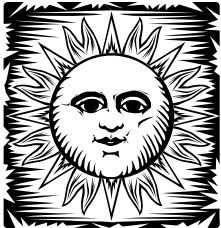










Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p>The Beginning</p>  <p>Week _____</p>	Find my name on the class list			
	Read the alphabet			
	Say the alphabet			
	Write the alphabet			
	Say my name, country and nationality			
	Write my name, country and nationality			
	Find my country on a map			
	Telephone the school			


Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
 <p>Education</p> <p>Week _____</p>	Talk about schools in my country			
	Talk about schools in Ireland			
	Talk about this class			


Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="248 628 481 667">Daily Routine</p>  <p data-bbox="248 1169 481 1208">Week _____</p>	Talk about what I do every day			
	Talk about how often I do things			

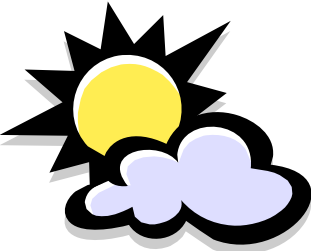






Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
 <p>Week _____</p>	Talk about people in my family			
	Write about people in my family			
	Ask people about their family			
	Draw my family tree			





Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<div data-bbox="212 774 515 1005" style="text-align: center;">  </div> <p data-bbox="264 1114 465 1157">Week _____</p>	Say my address			
	Talk about the outside of my house			
	Talk about rooms in my house			
	Talk about furniture in my house			
	Talk about things in my house			
	Talk about where things are in my house			


Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="322 628 405 663">Food</p>  <p data-bbox="264 1011 468 1046">Week _____</p>	Name fruits and vegetables			
	Talk about food I like and don't like			
	Talk about food in my country			
	Talk about how to cook my favourite foods			
	Write a recipe			

Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="293 628 439 663">Hobbies</p>  <p data-bbox="264 1086 465 1121">Week _____</p>	Talk about sports I like and don't like			
	Talk about what I like to do on the weekend			


Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p>Weather</p>  <p>Week _____</p>	Talk about weather in my country			
	Talk about weather I like and don't like			


Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="309 683 421 715">Travel</p>  <p data-bbox="264 1198 465 1230">Week _____</p>	Say how I travel in Ireland			
	Say ways I like and don't like to travel			
	Read a bus and train timetable			


Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p>People</p>  <p>Week _____</p>	Talk about different hairstyles			
	Talk about different body shapes			
	Talk about emotions			
	Talk about personality			
	Describe myself			
	Describe classmates			
	Describe my family			

Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p>Maps</p>  <p>Week _____</p>	Find the place I live			
	Find important streets on a town or city map			
	Follow directions			

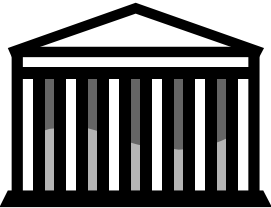


Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="322 628 409 667">Body</p>  <p data-bbox="264 1153 468 1192">Week _____</p>	Say and write parts of the face			
	Say and write parts of the body			
	Telephone to make a doctor's appointment			
	Tell the doctor my problems			





Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="300 628 430 663">Clothes</p>  <p data-bbox="264 1145 465 1184">Week _____</p>	Talk about clothes for men and women			
	Talk about colours and patterns			
	Talk about accessories			
	Talk about clothes in my country			
	Ask for help in a shop			

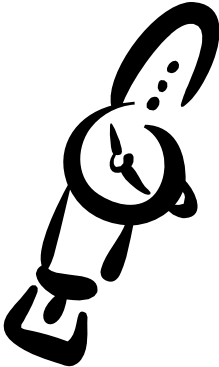
Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="322 628 407 663">Jobs</p>  <p data-bbox="264 1072 465 1107">Week _____</p>	Talk about jobs I like and don't like			
	Talk about jobs I did in my country			
	Talk about jobs I want in Ireland			








Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p>Officials</p>  <p>Week _____</p>	Read simple letters			
	Fill in a form			




Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p>Telephones</p>  <p>Week _____</p>	Find phone numbers in the directory			
	Spell my name so people understand			
	Say, "Can you repeat that please?"			
	Say, "Can you speak slowly, please?"			
	Give a simple message			
	Understand a simple message			
	Write a simple message			

Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="322 628 409 660">Time</p>  <p data-bbox="264 1098 465 1134">Week _____</p>	Say and write numbers			
	Say and write prices			
	Tell the time			
	Say days of the week, months and seasons			
	Talk about the past			
	Write about the past			
	Talk about the future			
	Write about the future			

Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="309 683 421 719">Money</p>  <p data-bbox="264 1126 465 1163">Week _____</p>	Say numbers			
	Say prices in a shop			
	Say how I get money			
	Say what I do with money			
	Say how much things cost in my country and Ireland			
	Write a cheque			
	Join a credit union			

Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
<p data-bbox="300 683 427 715">Nature</p>  <p data-bbox="264 1129 465 1168">Week _____</p>	Talk about local parks I visit			
	Talk about what I see in the parks I visit			
	Talk about my garden			
	Talk about my country			



Topic	I can:	This is a BIG problem for me.	This is a SMALL problem for me.	This is NO problem for me.
Learning to Learn 	Write in my spelling book every day			
	Write words correctly in my spelling tests			
	Use a picture dictionary to find new words			
	Organise my papers by topic in my folder			
	Ask questions when I don't understand			



Using ELP "Soft Pages"

Time: 45 to 60 minutes for first presentation and practice Weekly: 10 minutes	Focus: autonomous tracking of progress
Class organisation: whole class, individual	Type of activity: writing, reflection
Can be adapted to: R1Lower	Prerequisites: Introduce around Week 3. Students know "can", "topic", alphabet, country and nationality.
FETAC:	
ELP: p. 22-24 My checklist for setting learning targets and assessing progress. Level A0 and A1. p. 34 Learning about Learning "I can think about what I have learnt and how important it is to me."	
For this activity you need... Class sets of: Weekly Topic "I can" grids <i>Topic examples: The Beginning Daily Routines Family House</i>	N.B. "Soft pages" supplement the Milestone ELP and are not officially recognised by the Council of Europe Committee.

In Class Procedure in Detail

Preparation:

- Select the Topic grid "soft" page worksheet (from those provided here) to be taught in class during the week.
- Edit the "I can statements" to suit your class aims for the week if required.
- Photocopy a class set of the chosen Topic grid.

Introduction: Boardwork : Part 1

_____Learns to Cook

	1978	1985	2001
I can cook...	...with a lot of help	...with a little help	...with no help
	Big problem ☹	Small problem ☹	No problem ☺
	Difficult	OK	Easy

Boardwork Aim: Students reflect on their acquired life skills

- Draw a timeline on the board.
- Write the heading “_____learns to cook”.
- Write your name in the space.
- Write a time sequence along the timeline of years.
Example: 1978, 1985, 2001
- Below the dates on the far left, write: “I can cook...”
- On the far left, write, “with a lot of help”
- Draw pictures to illustrate the process of learning to cook.
- Below the second date, write, “with a little help”.
- Below the third date, write, “with no help”.
- To reinforce the concept of progression, draw smiley faces along the timeline in the appropriate place.
- Describe the level of difficulty at each stage of learning.
 - ☹ Big problem - Difficult
 - ☺ Small problem - OK
 - ☺ No problem - Easy
- Ask comprehension questions to confirm students’ understanding.
Example: Teacher - Is it difficult for me to cook in 1978?
Students - Yes! It’s a big problem.
- Repeat timeline drawings and headings with another learning situation.
Example: “_____ learns to use a computer.”
- Now write a student’s name in the space.
- Draw pictures and dates along the time line to illustrate the learning process.
- Reinforce progression with smiley faces and level of difficulty as before.

Boardwork :Part 2

Copy a “soft page” portfolio grid on the board with the faces as shown below:
Include what week of the course it is. Example: Week 3.

Topic	I can:	Big problem ☹	Small problem ☺	No problem ☺
The Beginning	Find my name on a class list			

- Students look at the class attendance list.
- Check the task: Teacher - “Was it a problem to find your name on the list?”
Students - “No problem, easy!”
- Write **the date** under the heading “No problem.”
- Add another “I can” statement from your master copy to the grid.

Topic	I can:	Big problem ☹	Small problem ☺	No problem ☺
The Beginning Week <u>3</u>	Find my name on a class list			<i>Friday, 21 April, 2006</i>
	Read the alphabet			

- Write the alphabet on the board.
- Students work in pairs, reading the alphabet to their partner.
- Check the task. Teacher – “Was it a problem to read the alphabet?”
Students – “No problem, easy!”
- Write **the date** under the heading “No problem”
- Continue to add “I can” statements from your master copy.
- Students complete each task in pairs one by one.
- Elicit the level of difficulty from different students, noting their answers with the date under the appropriate heading.
- Hand out the ELP “Soft” page worksheet for “The Beginning.”
- Students complete worksheet individually, writing the date under the appropriate headings.
- Students can keep “Soft pages” within appropriate topic dividers in their folders.

Variations / Comments / Supplementary Activities

Comments:

Students are not usually asked to think about their learning. It can be a very abstract concept, particularly for learners who may not have had educational opportunities before.

The thematic structure of these “soft pages” is more manageable for low levels than the European Language Portfolio. However, the same learning targets are achieved (and more!)

I hand out the weekly “soft page” topic near the start of Monday’s class. The “I can” statements provide students with their aims for the week. At the next level (R1Transition), students can decide their weekly targets for themselves.

The “smiley face” grid is a measure of progress for students to look back on at a later date. Therefore, it is important that students complete the grids with the date and not a tick, for example. A tick will hold no significance for them. A date is a reminder of how far they have come.

It is helpful for students to write the date beside the “I can” statement **immediately** after completing the task. Otherwise some students are likely to forget what they learned even a short time later.

Supplementary Activities:

See Choosing Course Topics.