

Milestone 2: read and understand the main points in a short written text.

WALT - read and understand the main points in short written texts.

Read the description of the monster below. Use this to draw and colour the monster accurately.

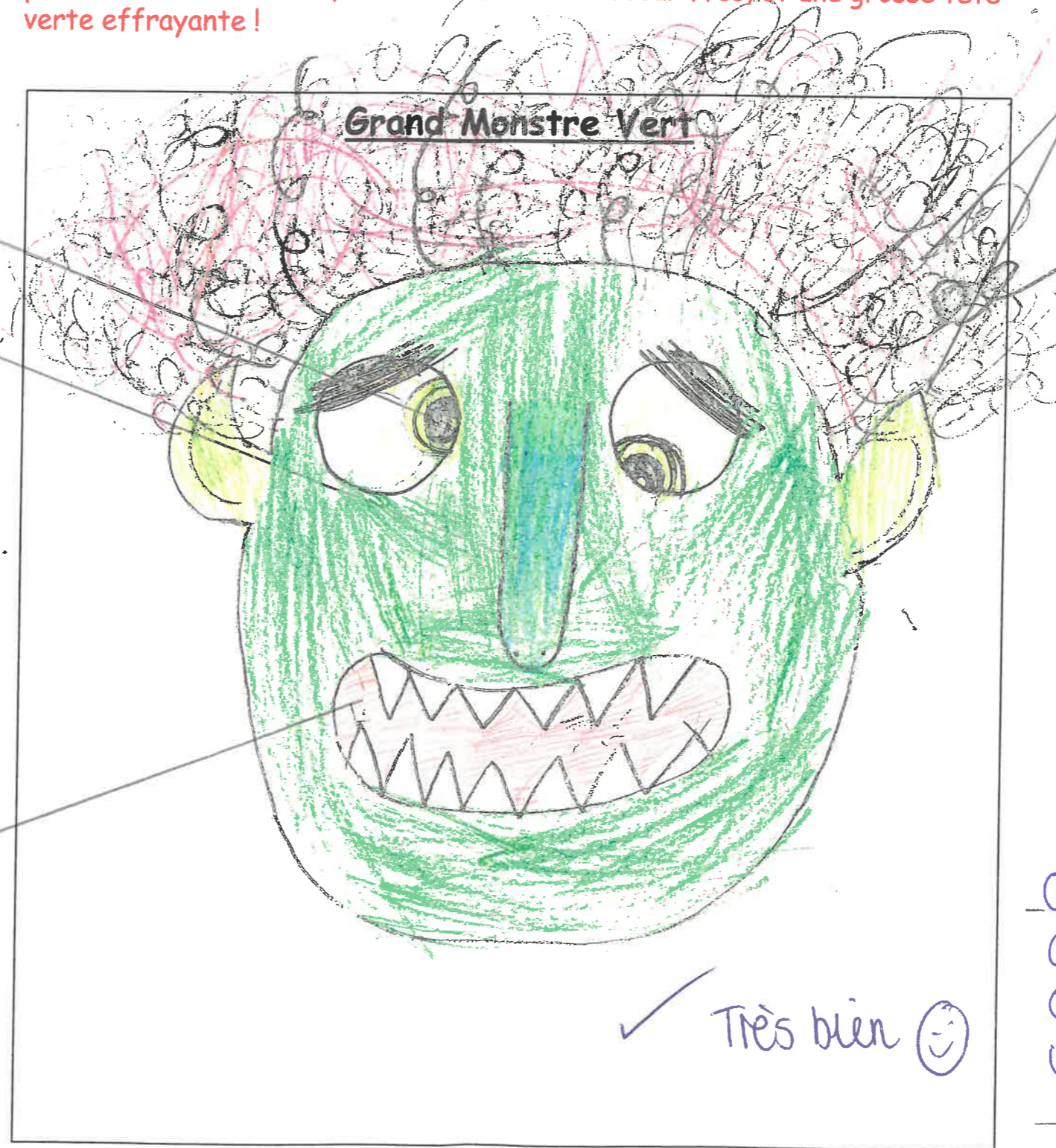
Grand Monstre Vert a deux grands yeux jaunes, un long nez bleu turquoise et une grande bouche rouge avec des dents blanches et pointues. Il a deux petites oreilles tordues, des cheveux violets ébouriffés, et une grosse tête verte effrayante !

This pupil has understood that the monster has big yellow eyes and a long blue nose.

This pupil has understood that the monster has small twisted ears and purple curly hair

They have understood that the monster has a big green head

This pupil has understood that the monster has a big red mouth with pointy white teeth.



Overall, this pupil has achieved Milestone 2 as they can read and understand the main points in a text.

Milestone 2: read and understand the main points in a short written text.

This pupil was able to identify basic vocabulary taught in Year 3 such as family members (grand-mère) and greetings (bonjour, salut).
Je m'appelle ça va?

Overall the pupil has achieved milestone 2 as they have read and understood this text.

The little riding hood red
Le petit chaperon rouge

avril / April

(LPCR meets the wolf in the forest.)

LPCR: ^{hello} I am called the little red riding hood
Bonjour. Je m'appelle le petit chaperon rouge. J'ai dix ans. Je suis fille unique.
^{10 years, I am an only child.}
Le loup: Bonjour ma petite. Que fais-tu ici?
LPCR: ^{hello my little.} Ma grand-mère est malade. Elle habite dans la forêt.



(The wolf goes to Grandma's house, dressed as LPCR.)

Le loup: ^{Hello grandma.} Bonjour grand-mère.
Grand-mère: ^{hello red riding hood. How are you?} Bonjour chaperon rouge. Ça va?
Le loup: ^{I feel super thank you} Ça va super, merci. Et toi, grand-mère?
Grand-mère: ^{and you grandma} Ça va mal, ma petite.
^{I feel sad my little.}

(The wolf eats Grandma and disguises himself as her.)

LPCR: ^{hi grandma. It's me red riding hood.} Salut grand-mère. C'est moi, chaperon rouge.
Le loup: ^{hello. Enter my little} Salut. Entre, ma petite.
LPCR: ^{oh grandma you have big eyes.} Oh, grand-mère, comme tu as de grands yeux!
Le loup: ^{It's for to see!} C'est pour mieux te voir!
LPCR: ^{Oh, grandma, what big ears.} Oh, grand-mère, comme tu as de grandes oreilles!
Le loup: ^{It's for} C'est pour mieux t'entendre!
LPCR: ^{oh, grandma, what a big mouth... and big teeth!} Oh, grand-mère, comme tu as une grande bouche....et de grandes dents!
Le loup: C'est pour mieux te manger!
LPCR: ^{see help!} Au secours!

(The woodcutter runs in the house and saves LPCR – and cuts open wolf's stomach to save Grandma.)

LPCR & grand-mère: ^{thank you very much Mr.} Merci beaucoup, Monsieur.

La fin

This pupil was able to identify adjectives taught in Year 4 such as rouge, petit, grand.

This pupil was able to understand body parts taught in Year 4 such as yeux, oreilles, bouche & dents.

They were able to identify the meaning of most words in this text and use a bilingual dictionary to identify the meaning of any new words.

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