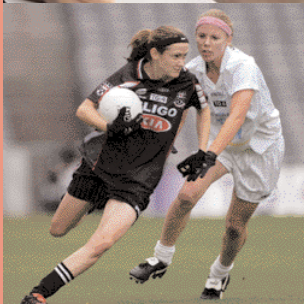
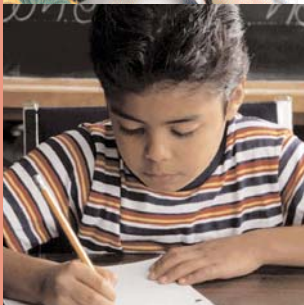
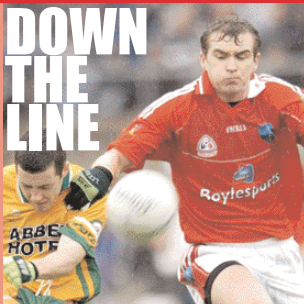




TEACHER CARDS

ENGLISH

2



- Receptiveness to language
- Competence and confidence in using language
- Developing Cognitive abilities through language
- Emotional and imaginative development through language

Module

2

TO BE USED IN CONJUNCTION WITH
WORKSHEETS 2A TO 2M



www.gaa.ie



Strand: Oral Language:

Strand Unit: Receptiveness to language

1. Listen to radio broadcasts and discuss the language used. Discuss the difference between pre-match and post match as well as match commentary. Match commentaries are available online, see resources http://www.rte.ie/sport/sports_video.html
www.rte.ie contains a wide range of resources which can be linked to teaching ideas in this pack including interviews and footage.
2. Name game: allow the children to place sporting objects in hiding and ask others to identify them through descriptions or questions.
3. Use mime to show the reactions during a game. Identify between the reactions of the supporters and players. Through integration with SPHE discuss the feelings of the players and the importance of encouragement from team members.
4. Look at some advertisements where the theme of GAA is used. Discuss the atmosphere, mood and emotion in the clips. Different clips from matches can also be used e.g. the All-Ireland final in autumn as opposed to a Club match in winter.

Strand unit: Competence and confidence in using language

1. Allow the children to identify the parts of speech through the focus on grammar worksheets. **WORKSHEET 2A, B, C**
2. Select and read a paragraph from one of the newspaper articles supplied **WORKSHEET 2D**
Collect a series of newspaper articles from local and national newspapers including match previews and match reports.

1. List the verbs, adverbs, adjectives and nouns
2. Discuss in groups
 - More suitable adjectives and adverbs.
 - More verbs to describe the action.
 - Adjectives to describe how the supporters might feel
 - How you feel when you watch a GAA match
 - The difference between articles from local and national media.
3. Select some books from the selected reading list in the resources section and ask the children to pickout nouns, adjectives, verbs and adverbs and think of other suitable synonyms.



Strand Unit: Developing Cognitive abilities through language.

1. Organise a class debate selecting two teams of three to discuss the motions with three judges, a chairperson and a timekeeper.
Some possible motions are:
 - All GAA players should be professional
 - Croke Park should only be used for Gaelic Games
 - There should be a sin bin in GAA
 - Fans should not be allowed onto the pitch after games.
 - Helmets should not be compulsory in hurling



- Circle-time: Pupils in role as the Gaelic Administration Committee (GAC), who are discussing whether a player should be banned for a period of time due to dangerous play. The teacher is in role as chairperson of the meeting, she/he will encourage the committee to express their opinions on this player and what should be done about him/her.

Strand Unit: Emotional and imaginative development through language

- Use the posters/pictures supplied to initiate conversation about GAA in the context of colour, skill, expressions, determination etc. **WORKSHEET 2F**
- Collect a variety of photographs from newspapers (Include pictures from local newspapers, national newspapers and magazines.
 - Ask the children to compose a caption for the photograph
 - Allow the children to talk about their photograph and discuss its context comparing it with others in their group.
 - Ask the children to imagine they were the photographer (What were they trying to capture? etc.
 - Invite a sports photographer to speak to the class
 - Allow the pupils to take photographs of GAA games in school (e.g. Go-Games mini leagues) and discuss the photographs.
 - Through integration with Visual Arts the children can discuss their pictures.
- Watch a section of a hurling/football match
 - Discuss the action with your group
 - Imagine you are a reporter, give a report for radio
 - Imagine you are a player give an account of the action
- Ask the children to imagine they are captain of their team after winning/ losing a major game and to give their reaction.



Role on the wall: Draw the outline of a GAA player on the blackboard/chart and allow the children to think of as many adjectives as possible to describe the player and write them inside the shape.

The SPHE section contains further ideas for Oral Language.

Strand: Reading:

Strand Unit: Receptiveness to language

- Non- Fictional piece: Read the extracts provided and answer the questions. **WORKSHEET 2G, H.** Differentiation worksheets for SEN pupils are also available in this pack. **WORKSHEET 8B, 8C** for those with reading difficulties and **WORKSHEETS 8I, 8J** for advanced pupils.
- Fictional piece: Read the extract provided from **"Down The Line"** and answer the questions. **WORKSHEET 2I.** Some children could read the full novel and report back to class.
- There are a variety of GAA books available that are suitable for children aged 9-13. An extensive list can be found in the "Resources section". The children can select books and provide reviews for the class.

See the SEN section for more suggestions for developing reading strategies



Strand unit: Competence and confidence in using language

See resource section for recommended reading

1. Study the sports section of the newspaper and discuss the structure of the newspaper, taking into account which sport takes precedence and why. Try to have papers from different parts of the year allowing a variety of sports and headlines.
2. Read the GAA reports on www.gaa.ie or www.rte.ie



Strand Unit: Developing cognitive abilities through language

1. Listen to and respond to the poems supplied. **WORKSHEET 2J**
2. Through integration with maths allow the children to interpret information shown in surveys and charts.
3. Through integration with ICT and history ask the children to retrieve information on the GAA for projects and presentations.
4. Distinguish between bias and objectivity in the media through examination of local medias coverage of matches as opposed to the national media.

Strand Unit: Emotional and imaginative development through language:

1. Allow the children to read aloud from some of the selected books and ask the children to share their opinions of the books.
2. Choose a GAA book, which you have read and read a passage giving your opinion of the book.
3. Read the poems in the pupil's section allowing the children discuss the thrust and meaning of the poems as well as the effect of rhyme and repetition. They may suggest a different rhyming pattern and compose their own poems. Ask the children to source other GAA poems and read them to the class. Display the poems in the writing corner or in conjunction with an SESE project on the GAA.

WORKSHEET 2J

Strand: Writing

Strand Unit: Receptiveness to language

1. Create a school GAA magazine like *Cúl4kidz* making sure to include
 - Art work
 - Photographs
 - Interviews
 - Player profiles
 - Match Reports
 - Poems and stories.
 - Book reviews
2. Groups could work on magazines for different audiences, e.g. younger classes, peer classes, parents, teachers. These magazines can be displayed in the writing corner in the classroom or school



Strand unit: Competence and confidence in using language

Below are suggestions for writing topics, the children will be eager to come up with their own topics also.

Writing Fiction:

Write a story about

- 1 When my county won the All-Ireland Final (ask the children to think about the preparations, the excitement in school, travelling to the game, the big day, the celebrations, returning home)
- 2 A fictional final where you were player of the match.
- 3 The magical hurley/sliotar or the magical football boots.
- 4 Allow the children write on a sporting topic of their choosing.

Recount writing

Write about

- 1 A match that you played
- 2 Watching your county team play.
- 3 A game which you lost
- 4 A trip with the school team
- 5 A Go Games Blitz



Report Writing

- 1 The player you admire most
- 2 The importance of the referee.
- 3 My school/club/county team.
- 4 The U-CAN Skill Awards.

Letter writing

- 1 Write to a Canadian pen pal explaining what is Hurling/Gaelic football mentioning
 - The aims of the game
 - The equipment used
 - The number of players
 - The equipment used
 - The rules
 - The phrases used
- 2 Write a letter to an inter-county player asking him about his/her experiences.
- 3 Write a letter of complaint to the local county board.
- 4 Write a letter of thanks to your coach for training your team.

Procedural writing

1. Write the rules for the game of hurling/ Gaelic football/ camogie/ handball/rounders.
2. Write the directions to the local GAA pitch/ Croke Park



Writing to predict:

1. Write a prediction/forecast for your club/county/school match.
2. Write predictions for story endings.

Strand Unit: Developing cognitive abilities through language

1. GAA personality profile:

Allow the children to research their favourite camogie, Gaelic football, handball, hurling or ladies football personality either through access to the internet, interview or past and present newspaper articles. The children could make a collage of their GAA personalities or design a poster of their chosen star using pictures and headings from the newspaper. **WORKSHEET 7C**

2. Sports Journalist:

Place the children in a position where they need to take notes to summarise an event. Tell the children that they are working for the sports section of a newspaper; ask them to prepare some questions for a GAA player. In groups they can compare questions and pick the most popular 15-20 questions. If it is not possible to invite a player to the school, try getting some contact details of players from the GAA county board. You can then record an interview with the player by voice recorder and play it for the children. The children will take notes and then write up the report for their newspaper. (You could appoint some sub editors to help weaker pupils with spelling etc)

3. Supply the children with the crossword provided **WORKSHEET 2E**

Strand Unit: Emotional and imaginative development through language

Allow the children to:

1. Compose poems about Gaelic Games using the topics below as examples (**WORKSHEET 2J**) can be used as an example prior to writing)
 - The Magic Sliotar/Ball
 - The Magic Hurley
 - The Final
 - Croke Park
 - My County's Colours
 - Playing a Match
2. Compose acrostics for GAA terms
3. Write a piece of commentary for a match involving your school/club/county.
4. Write a short drama involving different aspects of the GAA.
5. Make a collection of the children's GAA poems/stories in book form.

