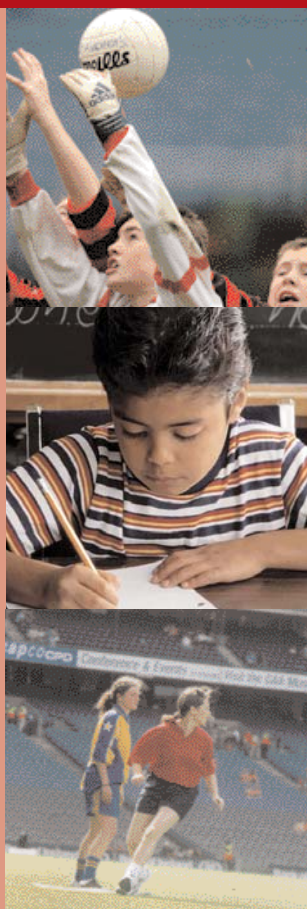




# TEACHER CARDS SEN

# 8



This Section will cover the following areas:

## Core Skills

- Visual discrimination
- Visual perceptual and spatial awareness
- Visual sequential memory and short term working memory
- Auditory discrimination and sequential memory

## Literacy Skills

- Phonological awareness
- High frequency words
- Sight vocabulary
- Sentence formation
- Reading and spelling
- Reading comprehension
- Creative writing
- Differentiation for all levels

## Gifted and Talented

- Differentiation
- Task work and planning

Module

# 8

TO BE USED IN CONJUNCTION WITH  
WORKSHEETS 8A TO 8K



[www.gaa.ie](http://www.gaa.ie)



**Introduction**

In keeping with the ethos of the GAA, this manual is designed to promote participation for all. Further to this, the manual looks not only to promote participation but also to ensure that all pupils can aspire to their full potential.

**Planning for Differentiation**

- Grouping:**
- Mixed ability group.
  - Triads.
  - Pair work.
  - Peer tutoring / Buddy systems.

**Input**

*Instructions for children:*

Presentation - Demonstration, audio, video, guest speaker  
 Provide clear instructions, illustrations or diagrams,  
 breaking into steps and having visual cues - modeling and demonstration by teacher. - Underlining key words and highlight critical features - ask pupil to repeat back instructions or give instructions to a peer.

**Task:**

Modify the task so as it can be presented at higher and lower levels of difficulty – provide materials to scaffold learning - Visual cues, framework, preview and predict. Have pupils work on different parts of the task in co-operative groups.

**Presentation, resources and materials:**

Adapting worksheets - large font (Arial, Sasson, Century, Gothic etc.) - clear layout, highlight key words – written / spoken doing / making, audio, video presentation – using variety of materials and linking these to outside experiences (field trips and guest speakers).

**Outcome**

Represent story by drawing, storyboard, story map cloze procedure / quiz / - sequencing and rearranging sentences, verbal response / or record on tape- word web / topic web -think, pair, share – make response self-correcting if possible.

**Teacher Notes to accompany Worksheets****Worksheet 8 (A) - Block Aid**

Block Aid is a well-recognised tool in developing the ability of pupils with special educational needs to read and spell words, which fail to follow any recognisable phonological pattern (e.g. High frequency words - Dolch List).

- The spelling of such words requires the child to internalise a visual image, process, and work with it.
- This activity focuses on forming a strong visual image of the word, while also developing phonemic awareness, which is the awareness of individual letter sounds.



**Instructions**

For this activity the pupil is required to:

1. Match the shape of the word in the text box to the correct block aid box below.
2. To fill in the blank spaces again, using the correct word from the text box.
3. Finally the pupils are requested to alphabetically order a number of well-known county players and match them to their respective counties.

**Solutions**

Armagh - Stephen McDonnell / Aaron Kernan

Cork - Seán Óg Ó h-Ailpín / Anthony Lynch

Dublin - Alan Brogan / Stephen Cluxton

Kerry - Colm Cooper / Seamus Moynihan

Kilkenny - Henry Shefflin / DJ Carey

Mayo - Cora Staunton / Ciarán McDonald

Wexford - Damien Fitzhenry / Ursula Jacob

**Extension**

- Take the Dolch list / 100 most common words.
- Divide the class into pairs.
- Give 10 - 15 words to each pair and ask the children to produce their own block aid shapes.

This could be merged into a group activity, using the white board, and extended to include some phonemic manipulation e.g. by writing a high frequency word on the board e.g. Ball, ask a pupil to change one letter to produce hall, and gradually increase the complexity of the activity.

With the alphabetical order activity, again in pairs

- Give each pair a list of the Counties of Ireland.
- Have the pupils put the counties into alphabetical order.
- Finally they must match each county to their respective crest or colours (Available for download from [www.gaa.ie](http://www.gaa.ie)).

**Worksheets 8 (B) (C) (I) (J) – Differentiation**

The practice of differentiation is central to ensuring a level of success or achievement for all our pupils. Differentiation is a method of tailoring materials, presentation or expectations to match the varying ability levels of all the pupils within the diverse mainstream classroom of today.

**Worksheet 8 (A) & (B)** are taken from the English and History sections and differentiated to meet the lower ability levels within the classroom.

It is important to remember that the practice of differentiation not only applies to our pupils with learning difficulties but also to our gifted children for whom activities are simply not challenging enough. Therefore we have included **WORKSHEETS 8i and 8j** to cater for the gifted and talented children. We are aware that it can be difficult to source advanced material that is relevant to the Irish Curriculum and supplementary material will be made available online. (See Resources section for website details).



**Worksheet 8 (D) – Visual Perceptual & Spatial Awareness**

This activity focuses on the development of visual perceptual and spatial awareness skills which are vital in the writing process and general visio and fine motor skills.

- It helps to enhance/develop writing and general Visio-motor skills.
- It also promotes critical thinking.

**Instructions**

For this activity the pupil is required.

1. Complete the image of the old GAA crest provided.
2. Colour in the completed image and cut it out.

**Extension**

Using a blank grid sheet:

- Have the pupils produce their own symmetrical image.
- The image must relate to the GAA and be symmetrical.
- When this is complete have the pupil swap it with a partner and complete the respective images.

**Worksheet 8 (E) - Code Sheet (Visual Sequential Memory)**

This code exercise is designed to develop the pupil's visual sequential memory. While enhancing the pupil's ability to scan which is a key skill in comprehending text and answering questions.

- This activity enhances the pupil's working and short-term memory, which are key components in a pupil's ability to learn.
- It also develops the pupils ability to copy text and figures from the board.

**Instructions**

Each letter of the alphabet is assigned a number, and these numbers are then used to produce a code.

1. The pupils must match the number to the letter it represents.
2. And piece by piece unravel the code. This requires the pupil to internalise the letter the number represents and then return to the code and work with that information.
3. The code is unlocked piece by piece, to reveal the player the text relates to.

**Extension**

Have the class as a group produce a new set of codes.

- Using the grid provided on the bottom of the sheet, ask the pupils to copy down the new code.
- They then produce a secret message or clue about a well-known GAA star. Simply have the pupils produce a clue of their own relating to a famous GAA player and see if their partner can unlock the clue and guess the player.



**Worksheet 8 (F) - Creative writing**

Here we look at creative writing in simple sentence form. It is a form of scaffolding the process of creative writing.

**Instructions**

For this activity the pupil is:

1. Required to creatively thinking of a way to form a sentence with the two words provided.
2. The word box above is designed to provide a pool of high frequency words to help complete the task and eliminate the worry of misspelling.

This activity is then extended to include some phonemic manipulation through the use of word sums.

**Extension**

To reinforce this activity

- Have the pupils put as much as ten chosen words into a short story.
- Give the pupil's pictures / images rather than words to put into a creative writing piece.

**Worksheet 8 (G) - Sentence Formation**

This exercise focuses on sentence structure, and enhances the pupil's ability to formulate a sentence correctly.

- Pupils are forced to read carefully and be aware of the importance of each individual word to the overall effectiveness of the sentence.
- This is important as many pupils with special educational needs, particularly pupils with specific learning difficulty, often omit key words in their writing.
- The second activity on the page looks at the many different ways there are to say the same thing.
- Highlighting the fact that the simple inclusion / exclusion of a word can totally change a sentence.

**Extension**

To extend the activity

- When the sentences are unjumbled, look at punctuation (i.e. inserting full stops, question marks etc.).
- Give the pupils regular sentences and have them jumble the words up and swap with a friend.
- Finally you could try putting an extra word into a regular sentence and have the pupils find it.

**Worksheet 8 (H) - Comprehension**

The ability to comprehend or extract meaning from information provided becomes ever more important as pupils progress up through the school cycle. Reading comprehension is often an area of weakness for a majority of pupils with SEN.

- There is often a significant discrepancy between their reading age/level and that of their comprehension age. Here we use informational text to develop comprehension skills.



**Instructions**

The use of informational text (map) limits the text involved and ensures access across all ability ranges. Again the questions are scaffolded and tailored to ensure success.

1. Study map carefully, familiarise themselves with the features.
2. As a group go through the road names and features on the map to ensure understanding and ask them to answer the questions.
3. You may need to go through an example with the group before the pupils answer the directions question.

**Extension**

Following on from this activity pupils could

- Conduct other informational text exercises, such as answering questions on TV listings, statistics provided in match programmes, or on league tables or fixture lists.
- Also it would be beneficial at this stage for mixed ability groups to come up with some helpful tips or strategies to help when answering questions / comprehending text.
- A top five tips could be compiled and distributed to each child or displayed on a chart.

**Tasks for Gifted and Talented**

1. Complete a detailed project about the founding of the GAA. and present your findings to the class (using PowerPoint if available).
2. Research GAA in other countries. Pick one country and compile a list of clubs and competitions.
3. Study the success of the club or county team in the locality of particular era, (perhaps a provincial winning team). Interview the members of the squad; compile a list of results and match facts as well as photographs. The children could be introduced to recording an interview. Local libraries and the Internet may be useful resources.
4. Design a healthy diet and fitness plan for one week for your school team.  
The children could use the Task sheet supplied: **WORKSHEET 8K**.

