



TEACHER NOTES ENGLISH

MODULE

2

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

Lesson 1

Strand Unit: Developing Competence And Confidence Using Language.

Aims: The child should be enabled to:

1. Talk about and reflect on past and present experiences.
2. Focus on the subject under discussion and sustain a conversation on it.
3. Become familiar with the functions of words and understand that conventions of punctuation help to make meaning clearer in writing (full stops and capital letters).

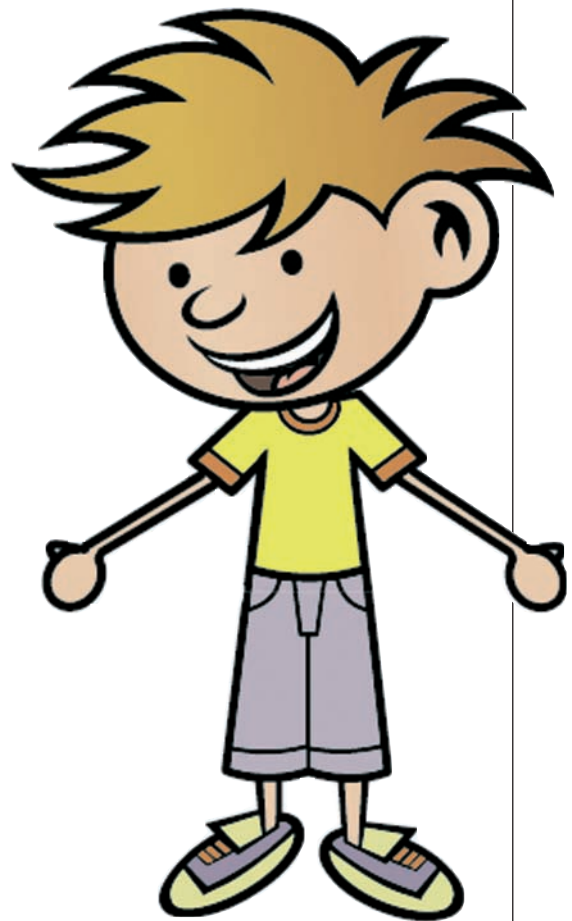
Resources: DVD, Worksheet 2A and 2B.

Suggested Activities:

1. Brainstorm about Gaelic games allowing all pupils, in small groups, to share what games they play. Record the responses on the board and ask the children to summarise and prioritise the main ideas.
2. Encourage the children to talk about their experiences of playing or attending GAA matches.
3. Using the "Name Game" in the English section of the DVD as an example, allow the children to place sporting objects in hiding and ask others to identify them through descriptions or questions.
4. Explain the importance of the capital letters and ask pupils to complete **Worksheet 2A**.

Extension Exercises:

1. Brainstorm various adjectives to describe a GAA match. For example, it was exciting, thrilling etc.
2. **Worksheet 2B** can be used as a follow-up exercise to teach the pupils about capital letters.



Lesson 2

Strand Unit: Developing Cognitive Abilities Through Language (Reading).

Aims:

1. To enable the children to pursue individual interests through independent reading of non-fiction.
2. To develop comprehension strategies.

Resources: Worksheets 2C, 2D.

Suggested Activities:

1. Non-fictional piece: Read the extracts provided and answer the questions from **Worksheet 8A and Worksheet 8D**. Differentiation worksheets for SEN pupils are also available in this pack.
2. The pupils could read the *Cúl Stars* section of www.cul4kidz.com.
3. Read the GAA reports on www.gaa.ie and www.rte.ie.



2

ENGLISH

GAA Grassroots to National Programme (GNP)

Lesson 3

Strand Unit: Receptiveness To Language.**Aim:** To enable the pupils:

1. To write the significant details about an event or an activity.
2. To describe in words and writing their own appearance and that of others.

Resources: Worksheets 2E.**Suggested Activities:**

1. Play the game called *What have I?*
 - Begin the game by asking all of the children to close their eyes;
 - The teacher then uses familiar everyday items to create sounds;
 - The children guess the sound;
 - Divide the class into pairs A and B;
 - A is given a card with the name of an object that s/he describes;
 - A is given one minute to describe the object to B;
 - B can have two chances at guessing the object in question;
 - As time goes on decrease the amount of time given to describing the object or ensure that the children give a more detailed account of the object;
 - The children may also be asked to describe countries, places, monuments, characters, food etc;
 - Develop this game by blindfolding two children, A and B. Child A is given an object and begins to describe the feel, size, shape, smell, taste etc. of the object;
 - Child B then guesses what the object is.
2. Ask the pupils to describe their own appearance and the appearance of their friend. Distribute **Worksheet 2E** to the pupils allowing them to describe famous GAA players.



Lesson 4

Strand Unit: Developing Cognitive Abilities Through Language.**Aim:**

1. Enable the pupils to mime and interpret gesture, movement and attitudes conveying various emotions.
2. Enable the pupils to engage in activities designed to increase awareness of sounds.

Resources: Worksheet 2F, Cards.**Suggested Activities:**

1. Play the oral language game *What's Happening Now?*
 - Make out a set of cards, with pictures or simple sentences.
 - One child takes a card and goes to the centre of the circle. She/he mimes whatever is on the card. (For example, they may mime someone scoring a goal, blocking the ball etc.) The children may perform in pairs or small groups, where they work together to create the mime. The mime is frozen when the rest of the class begin to guess what the child is referring to.
 - Remind the children to mime things slowly with clear and expressive gestures.
2. Distribute **Worksheet 2F** to the pupils asking them to compose other words with the vowel combinations and words that rhyme with the words supplied on the worksheet.

