RAINBOW
ENGLISH PROGRAMME

RAINBOW
Oral Language Programme

TEACHER'S RESOURCE BOOK



MERIEL McCORD · DEIRDRE MULLIGAN · ANDRÉE MULVIHILL

CJFallon
ESTABLISHED 1895

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Introduction

The Rainbow Oral Language Programme is a response to the Oral Language strand of the 2015 Primary Language Curriculum and answers the needs of teachers and pupils.

- 10 digital oral language development units are provided for each class level for use on the interactive white board (IWB). Accompanying each unit is a set of teaching notes, to stimulate talk, conversation or discussion.
- Each unit is thematic and presented as six separate lessons. Interactive posters, short videos, dialogues, oral language games and slideshows act as a stimulus for oral language development. Each theme is linked to the Rainbow core reader for that particular class.
  - The five components of effective oral language instruction are explored, as stated in the PDST guidelines. Each unit explores a spoken text type. **The Spoken Text Types** are: Conversations, Pair and Small Group Work, Questioning and Interviews, Storytelling and Anecdotes, Oral Reports, Giving Instructions and Procedures, Informal Debates and Arguments, Formal Debates and Interest Talks and Cooperative Groups.
  - The spoken text types are explored using the **Gradual Release of Responsibility Framework:** Familiarisation → Discovery → Topic preparation/Text Type Vocabulary → Teacher Modelling → Teacher Scaffolding → Independent work.
- The familiar settings for each unit allow the child to draw on their own experiences and the experiences of their classmates. Language games, group work, interviews, debates, drama, stories and poems build on the foundations of topic-specific language and spoken text type specific language.
- Included in this manual are Rubrics for each oral language text type so the teacher can assess target pupils before and after completing each unit. Another method called Two Stars and a Wish is used to allow students to reflect on the positive aspects of their work and focus on areas for improvement.
- Fortnightly Notes and comprehensive Lesson Notes are provided in the accompanying Teacher's Resource Book. The Rainbow Oral Language Programme is stand-alone, so that it is compatible with any other reading programme that you may choose to use.

The oral language strand supports the teacher in achieving the learning outcomes described in the Primary Language Curriculum.

6th Class Fortnightly Notes

Fortnightly Notes:	**September Weeks 1 and 2**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 4: Learning Outcomes	**Elements:** Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 1:** **Text Type: Conversations** **Theme: An Garda Síochána** Lesson 1: Brainstorm! Digital Poster: Conversations Lesson 2: Silent Video Game: True or False? Game: Questions, Questions Lesson 3: Slideshow: An Garda Síochána – The Work of the Garda Technical Bureau Lesson 4: The Think-Aloud Strategy Conversation Stations Game: Articulate
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *An Garda Síochána* and the text type vocabulary associated with conversations. (LO5) • Recognise themselves as listeners and speakers and engage purposefully and empathetically with others. (LO1) • Use language flexibility and with empathy while initiating, sustaining and engaging in conversations. (LO3) • Demonstrate understanding by listening to, analysing and responding to conversations. (LO6)
Resources	*Oral Language Programme* Unit 1 *Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Conversations
Integration	SPHE, SESE

Fortnightly Notes:	**September Weeks 3 and 4**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 4: Learning Outcomes	**Elements:** Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 1:** **Text Type: Conversations** **Theme: An Garda Síochána** Lesson 5: Conversations Scenarios Game: 'Yes' or 'No' Game: Eye Witness Lesson 6: Poem 1: 'Mr Nobody' Poem 2: 'Macavity: The Mystery Cat' **Unit 2:** **Text Type: Pair and Small Group Work** **Theme: The Phoenix Park** Lesson 1: Brainstorm! Digital Poster: Small Group Work Lesson 2: Silent Video Game: Two Truths and a Wish Game: Fortunately, Unfortunately!
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *An Garda Síochána* and *The Phoenix Park*, and the text type vocabulary associated with conversations and pair and small group work. (LO5) • Recognise themselves as listeners and speakers and engage purposefully and empathetically with others. (LO1) • Use language flexibly and with empathy while initiating, sustaining and engaging in conversations and pair and small group work. (LO3) • Demonstrate understanding by listening to, analysing and responding to conversations and pair and small group work. (LO6)
Resources	*Oral Language Programme* Units 1 and 2 *Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Conversations and Group Work
Integration	SPHE, SESE

Fortnightly Notes:	**October Weeks 1 and 2**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 2:** **Text Type: Pair and Small Group Work** **Theme: The Phoenix Park** Lesson 3: Slideshow: The Phoenix Park Lesson 4: The Think-Aloud Strategy Group Work Stations Game: Pass the Paper Lesson 5: Group Work Scenarios Game: Articulate Lesson 6: Poem 1: 'Ghostly Problem' Poem 2: 'Bats'
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *The Phoenix Park* and the text type vocabulary associated with pair and small group work. (LO5) • Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and share feedback and ideas, and decisions and outcomes in a range of contexts. (LO3) • Use language flexibly and with empathy while initiating, sustaining and engaging in pair and small group work. (LO3) • Demonstrate understanding by listening to, analysing and responding in pair and small group work exercises. (LO6)
Resources	*Oral Language Programme* Unit 2 *Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Group Work
Integration	SPHE, SESE

Fortnightly Notes:	**October Weeks 3 and 4**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 4: Learning Outcomes	**Elements:** Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 3:** **Text Type: Questioning and Interviews** **Theme: History** Lesson 1: Brainstorm! Digital Poster: Interviews Lesson 2: Silent Video Game: 'Yes' or 'No' Game: What's the Question? Lesson 3: Slideshow: Irish History Lesson 4: Modelled Questioning: Teacher-in-role Game: Hot Seat Game: Twenty Questions
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *History* and the text type vocabulary associated with questioning and interviews. (LO5) • Ask and answer a variety of questions – open, closed, leading and rhetorical – for a range of purposes including clarifying and extending thinking, comparing views and opinions. (LO7) • Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language. (LO4) • Demonstrate understanding by listening to, analysing and responding to and formulating questions. (LO6)
Resources	*Oral Language Programme* Unit 3 *Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish
Integration	SPHE, SESE, Drama

Fortnightly Notes:		**November Weeks 2 and 3**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language	
No. of lessons: 4	**Oral Language**	
Stage 4: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6, 7 / Exploring and using 8–14	
Content/ Topic	**Unit 3:** **Text Type: Questioning and Interviews** **Theme: History** Lesson 5: Interview Scenarios Game: Articulate Lesson 6: Poem 1: 'W is for Witch' Poem 2: 'Spells' Game: What Letter is…?	**Unit 4:** **Text Type: Storytelling and Anecdotes** **Theme: World War 1** Lesson 1: Brainstorm! Digital Poster: Storytelling Lesson 2: Silent Video Game: Tell Me a Story Game: When…
Learning Experiences	The children should be able to: • Learn and use the topic-specific language associated with the themes *History* and *World War 1* and the text type vocabulary associated with questioning and interviews and storytelling. (LO5) • Name and describe experiences showing increasing depth of knowledge and improved understanding of conversations. (LO8) • Show interest in, demonstrate joint attention and actively listen to modelled storytelling about *World War 1*. (LO1) • Actively listen and attend for enjoyment. (LO1) • Respond to the poem aesthetically and imaginatively and use language playfully and creatively. (LO7)	
Resources	*Oral Language Programme* Units 3 and 4 *Teacher's Resource Book*	
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Storytelling and Anecdotes	
Integration	SPHE, SESE, Drama	

Fortnightly Notes:	**November Week 4 and December Week 1**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 4: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6, 7 / Exploring and using 8–14
Content/ Topic	**Unit 4:** **Text Type: Storytelling and Anecdotes** **Theme: World War 1** Lesson 3: Slideshow: World War 1 Lesson 4: The Think-Aloud Strategy Story Openings Story Settings Story Characters Lesson 5: Storytelling Scenarios Game: Articulate Lesson 6: Poem 1: 'A Crystal Forest' Poem 2: 'In Flanders Fields'
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *World War 1* and the text type vocabulary associated with storytelling. (LO5) • Evaluate how the purpose, situation and audience/listener influences the speaker's register, dialect and accent. (LO2) • Actively listen and attend for extended periods of time, listening for more detail and nuanced meanings. (LO1) • Listen and speak with increasing confidence, independence and skill in order to work collaboratively and to share feedback, ideas, decisions and outcomes in a range of contexts. (LO3) • Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics. (LO5) • Create narratives and retell stories and events both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. (LO9) • Use language playfully and creatively in their own conversations. (LO10) • Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts. (LO12)
Resources	*Oral Language Programme* Unit 4 *Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Storytelling and Anecdotes
Integration	SPHE, SESE

Fortnightly Notes:	**December Weeks 2 and 3**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 4: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 5:** **Text Type: Storytelling and Anecdotes** **Theme: Great Survivors** Lesson 1: Reader's Theatre Introduction Brainstorm! Classroom Living Chart Lesson 2: Script Script Read-Through Lesson 3: Performance! Lesson 4: Christmas Poem: 'A Christmas Childhood'
Learning Experiences	The children should be able to: • Learn and use the topic-specific language associated with the theme *Great Survivors* and the text type vocabulary associated with storytelling and anecdotes. (LO1, 5) • Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. (LO2) • Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. (LO3) • Use language playfully and creatively in their own storytelling. (LO10)
Resources	*Oral Language Programme* Unit 5 *OLP Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Storytelling and Anecdotes
Integration	SPHE, Drama

Fortnightly Notes:	**January Weeks 2 and 3**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 4: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 5:** **Text Type: Storytelling and Anecdotes** **Theme: Great Survivors** Lesson 5: Story Stations Game: Storyteller's Chair Lesson 6: Poem 1: 'The Donkey' Poem 2: 'The Rescue' **Unit 6:** **Text Type: Oral Reports** **Theme: Space** Lesson 1: Brainstorm! Digital Poster: Oral Reports Lesson 2: Silent Video Game: Just a Minute Game: Newshound
Learning Experiences	The children should be able to: • Learn and use the topic-specific language associated with the themes *Great Survivors* and *Space*, and the text type vocabulary associated with storytelling and anecdotes and oral reports. (LO1, 5) • Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. (LO4) • Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. (LO9). • Respond to the poetry aesthetically and imaginatively and use language playfully and creatively. (LO10)
Resources	*Oral Language Programme* Units 5 and 6 *OLP Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Storytelling and Anecdotes; Oral Reports
Integration	SPHE, SESE

Fortnightly Notes:	**January Week 4 and February Week 1**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 4: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 6:** **Text Type: Oral Reports** **Theme: Space** Lesson 3: Slideshow: Space Lesson 4: The Think-Aloud Strategy Oral Report Stations Game: Name Three... Lesson 5: Oral Report Scenarios Game: Articulate Lesson 6: Poem 1: 'My Dad's a Secret Agent' Poem 2: 'The Moon'
Learning Experiences	The children should be able to: • Learn and use the topic-specific language associated with the themes *Space*, and the text type vocabulary associated with oral reports. (LO1, 5) • Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. (LO4) • Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. (LO5) • Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. (LO9). • Respond to the poetry aesthetically and imaginatively and use language playfully and creatively. (LO10)
Resources	*Oral Language Programme* Unit 6 *OLP Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Oral Reports
Integration	SPHE, SESE

Fortnightly Notes:	**February Weeks 2 and 3**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 3: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 7:** **Text Type: Giving and Following Instructions** **Theme: World War II** Lesson 1: Brainstorm! Digital Poster: Instructions Game: Blindfold Obstacle Course Lesson 2: Silent Video Game: Blindfold Maze Lesson 3: Slideshow: World War II Lesson 4: The Think-Aloud Strategy Instruction Stations – Following Instructions Instruction Stations – Giving Instructions
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *World War II* and the text type vocabulary associated with giving and following instructions. (LO1, 5) • Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. (LO2) • Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. (LO7) • Use language playfully and creatively in when giving instructions. (LO10)
Resources	*Oral Language Programme* Unit 7 *OLP Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Giving and Following Instructions
Integration	SPHE, SESE

<table>
<tr><th colspan="2">Fortnightly Notes:</th><th>March Weeks 1 and 2</th></tr>
<tr><td>Date:
From:
To:</td><td colspan="2">Stage 4 – Sixth Class Teacher:
Subject: English – Oral Language</td></tr>
<tr><td>No. of lessons: 4</td><td colspan="2">Oral Language</td></tr>
<tr><td>Stage 3: Learning Outcomes</td><td colspan="2">Elements:
Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12</td></tr>
<tr><td>Content/ Topic</td><td>Unit 7:
Text Type: Giving and Following Instructions
Theme: World War II

Lesson 5:
Scenarios – Following Instructions
Scenarios – Giving Instructions
Game: Articulate

Lesson 6:
Poem 1: ‘Dulce et Decorum Est’
Poem 2: ‘London, Spring 1941’</td><td>Unit 8:
Text Type: Arguments and Informal Debates
Theme: Russia

Lesson 1:
Brainstorm!
Digital Poster: Arguments/Informal Debates
Game: Four Corners

Lesson 2:
Silent Video
Game: Both Sides
Game: Counterargument Tennis</td></tr>
<tr><td>Learning Experiences</td><td colspan="2">The children:
• Learn and use the topic-specific language associated with the theme World War II and Russia and the text type vocabulary associated with giving and following instructions and arguments and informal debates. (LO1, 5)
• Demonstrate understanding of the themes World War II and Russia by listening actively to, analysing, comparing and evaluating instructions and debates. (LO6)
• Respond to poetry aesthetically and imaginatively and use language playfully and creatively. (LO10)
• Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. (LO11)</td></tr>
<tr><td>Resources</td><td colspan="2">Oral Language Programme Units 7 and 8
OLP Teacher’s Resource Book</td></tr>
<tr><td>Assessment</td><td colspan="2">Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Giving and Following Instructions; Arguments and Debates</td></tr>
<tr><td>Integration</td><td colspan="2">SPHE, SESE</td></tr>
</table>

Fortnightly Notes:	**March Week 3 and April Week 1**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 3: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 8:** **Text Type: Arguments and Informal Debates** **Theme: Russia** Lesson 3: Slideshow: Wolves Lesson 4: The Think-Aloud Strategy Argument/Informal Debate Stations Game: Alley Debates Lesson 5: Argument/Informal Debate Scenarios Game: Articulate Lesson 6: Poem 1: 'Whispering Waves' Poem 2: 'The Charge of the Light Brigade'
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *Russia* and the text type vocabulary associated with arguments and informal debates. (LO1, 5) • Demonstrate understanding by listening actively to, analysing, comparing and evaluating debates. (LO6) • Respond to poetry aesthetically and imaginatively and use language playfully and creatively. (LO10) • Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. (LO11)
Resources	*Oral Language Programme* Unit 8 *OLP Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Arguments and Debates
Integration	SPHE, SESE

Fortnightly Notes:	**April Week 4 and May Week 1**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 3: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 9:** **Text Type: Formal Debates** **Theme: Asia** Lesson 1: Brainstorm! Digital Poster: Formal Debates Lesson 2: Game: Balloon Debates Game: Both Sides Lesson 3: Slideshow: Asia Lesson 4: The Think-Aloud Strategy Formal Debate Stations Game: Counterargument Tennis
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *Asia* and the text type vocabulary associated with formal debates. (LO1, 5) • Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. (LO4) • Demonstrate understanding by listening actively to, analysing, comparing and evaluating debates. (LO6) • Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. (LO11)
Resources	*Oral Language Programme* Unit 9 *OLP Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Arguments and Debates
Integration	SPHE, SESE

<table>
<tr><th colspan="2">Fortnightly Notes: May Weeks 2 and 3</th></tr>
<tr><td>Date:
From:
To:</td><td>Stage 4 – Sixth Class Teacher:
Subject: English – Oral Language</td></tr>
<tr><td>No. of lessons: 4</td><td>Oral Language</td></tr>
<tr><td>Stage 3: Learning Outcomes</td><td>Elements:
Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12</td></tr>
<tr><td>Content/ Topic</td><td>Unit 9:
Text Type: Formal Debates
Theme: Asia

Lesson 5:
Formal Debate Scenarios
Game: Articulate

Lesson 6:
Poem 1: 'Spells'
Poem 2: 'Beaches'

Unit 10:
Text Type: Interest Talks and Cooperative Group Work
Theme: On Safari

Lesson 1:
Brainstorm!
Interest Talks
Digital Poster: Interest Talks

Lesson 2:
Silent Video
Game: Twenty Questions
Game: Alphabet Game</td></tr>
<tr><td>Learning Experiences</td><td>The children:
• Learn and use the topic-specific language associated with the themes of Asia and On Safari and the text type vocabulary associated with formal debates and interest talks and co-operative group work. (LO1, 5)
• Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. (LO3)
• Demonstrate understanding of the theme On Safari by listening actively to, analysing, comparing and evaluating interest talks and co-operative group work. (LO6)
• Respond to poetry aesthetically and imaginatively and use language playfully and creatively. (LO10)</td></tr>
<tr><td>Resources</td><td>Oral Language Programme Units 9 and 10
OLP Teacher's Resource Book</td></tr>
<tr><td>Assessment</td><td>Peer Assessment / Self-Assessment: Two Stars and a Wish / Rubrics on Arguments and Debates</td></tr>
<tr><td>Integration</td><td>SPHE, SESE</td></tr>
</table>

Fortnightly Notes:	**June Weeks 1 and 2**
Date: From: To:	Stage 4 – Sixth Class Teacher: Subject: English – Oral Language
No. of lessons: 4	**Oral Language**
Stage 3: Learning Outcomes	Elements: Communicating 1, 2, 3 / Understanding 4, 5, 6 / Exploring and using 7–12
Content/ Topic	**Unit 10:** **Text Type: Interest Talks and Cooperative Group Work** **Theme: On Safari** Lesson 3: Slideshow: On Safari Lesson 4: The Think-Aloud Strategy Interest Talk Stations Game: The Jigsaw Technique Lesson 5: Interest Talk Scenarios Game: Articulate Lesson 6: Poem 1: 'Mid-Term Break' Poem 2: 'My Mother Saw a Dancing Bear'
Learning Experiences	The children: • Learn and use the topic-specific language associated with the theme *On Safari* and the text type vocabulary associated with interest talks and cooperative group work. (LO1, 5) • Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. (LO2) • Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. (LO3) • Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. (LO4) • Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. (LO9)
Resources	*Oral Language Programme* Unit 10 *OLP Teacher's Resource Book*
Assessment	Peer Assessment / Self-Assessment: Two Stars and a Wish
Integration	SPHE, SESE

Text Type: Conversations
Theme: An Garda Síochána

UNIT 1

Many of the children will have read about detectives in their Sixth Class textbook. This topic will familiarise them with the work carried out by the Garda Technical Bureau in Ireland and also provide practice with the vocabulary associated with crime detection.

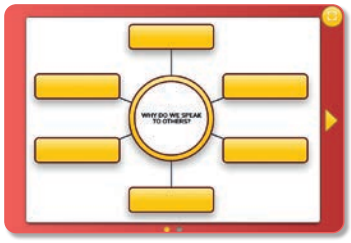
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Conversations	**Lesson 2**	1. Silent Video 2. Game: True or False? 3. Game: Questions, Questions
Lesson 3	1. Slideshow: An Garda Síochána – The Work of the Garda Technical Bureau	**Lesson 4**	1. The Think-Aloud Strategy 2. Conversation Stations 3. Game: Articulate
Lesson 5	1. Conversation Scenarios 2. Game: 'Yes' or 'No' 3. Game: Eye Witness	**Lesson 6**	1. Poem 1: 'Mr Nobody' 2. Poem 2: 'Macavity: The Mystery Cat'

Topic-Specific Vocabulary				
incident	CCTV	premises	activated	perpetrators
fingerprints	fatalities	collision	prevention	investigation
ballistics	facial identification	equipment	techniques	forensic suits
contaminate	weapons	ammunition	firearms	explosives
tool impressions	installation	webcam		

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following:

1. Why do we speak to others?
2. What are the characteristics of a good speaker?
3. What are the characteristics of a good listener?

Show the children the spider diagram on the interactive whiteboard.

Digital Poster: Conversations

Introduce the topic 'Conversations' by having the children listen to the conversations modelled on the IWB. There are the following conversations: (a) a garda having a telephone conversation (b) two people at reception having a conversation and (c) two Gardaí having a conversation. Draw attention to the fact that good listening and good speaking skills are required for a successful conversation.

Script



1 Man reporting a robbery

Garda (on phone): Hello, An Garda Síochána. How can I help you?

Shop Owner (on phone): I would like to report a robbery in our shop on Church Street in the last hour.

Garda: When did this incident occur?

Shop Owner: We closed the shop for lunch, as usual, at 2 o'clock today. The incident occurred at 2.30pm.

Garda: How do you know the exact time of the robbery?

Shop Owner: I scrolled back through the CCTV recording and saw that it happened at 2.30. A black car pulled up outside our premises and three people went around to the rear. They entered the shop through a skylight. When they entered the premises, the alarm was activated. I was alerted by text but it took me 20 minutes to reach the scene. When I arrived at the shop, the perpetrators were gone and so too were some very valuable items.

Garda: Were there any witnesses to the robbery?

Shop Owner: As far as I know, nobody saw the thieves enter the premises. A few people witnessed them leaving the shop through the front door. They're prepared to give descriptions of the thieves.

Garda: I'll send a guard out to you in 15 minutes to take a statement from you and the witnesses. In the meantime, don't touch anything as we will need to dust the scene for fingerprints.

Shop Owner: Thank you. The shop is closed and will remain that way until you complete your work.



2 Two men talking in the reception area of a Garda Station

Person 1: The Gardaí are very busy here at the station today. I've been waiting here for at least half an hour. An accident was reported on the bypass and a patrol car has just left to attend the scene.

Person 2: I actually came on that accident on the way here. It involved two cars. One car was stopped in the middle of the road, when another car came up behind and crashed into the back of it. I saw the emergency services – the fire brigade, an ambulance and a Garda at the scene.

Person 1: Were there people injured in the accident?

Person 2: Luckily enough, there were no fatalities but there seemed to be people with minor injuries being taken to hospital.

Person 1: Well that's good. I hope I'm not waiting here too much longer. I only want to get a passport form signed. We're hoping to go on holiday in the summer and my passport has expired.

Person 2: I only want to show my driver's licence. I was driving my car yesterday and I was stopped by a Garda, looking for my tax, insurance and driver's licence. I hadn't my licence with me, so they asked me to show it at the station within a week.

Garda: Next please!

Person 1: Nice chatting with you. See you again.

Person 2: Certainly. See you.



3 Two Gardaí talking

Garda 1: Hi Eoin! Has it been busy during your shift?

Garda 2: It certainly has. A robbery has been reported in a shop on Church Street at 14:30. A guard has gone to attend the scene and interview some witnesses. There has been a two-car collision on the bypass and Gardaí are attending that scene. From the CCTV there seems to be a build-up of traffic on Main Street. This appears to be due to the earlier accident on the bypass. A guard has gone out to conduct traffic to ease the congestion. The situation should rectify itself when the accident on the bypass is cleared. There has been a routine flow of people at the desk getting passport forms signed and reporting minor crimes. Two more Gardaí from the station have gone to the local school to talk to the children about road safety.

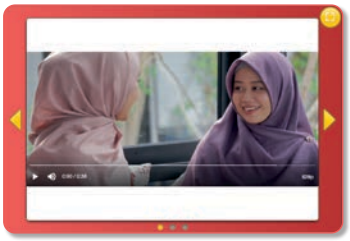
Garda 1: Right! A very busy day so!

Garda 2: By the way, remember that the county final will be on at the GAA grounds at the weekend. An additional 10,000 people are expected to be in the town so we will be very busy. I'm off duty now. I'll be back on duty again on Thursday.

Garda 1: Thanks, Eoin. Enjoy the rest of your day!

Lesson 2

Silent Video



Show the video of people having a conversation without the sound. Ask the children what they think the conversation is about.

Brainstorm with the children the non-verbal skills involved in the conversation, e.g. nodding, eye contact, gestures, facial expressions, etc. These skills can be recorded on a classroom **Living Chart**. Words on the chart may include:

1. Eye contact – we look at the person we are talking to.
2. Nodding – we listen to the person we are talking to.
3. Taking turns.
4. Questioning (When, Where, What, Who, Why, How).
5. Answering the questions that have been asked.

Game: True or False?



Purpose: To practise and develop the skills involved in having a conversation

- Arrange the children in pairs.
- Have Child A tell Child B a story that can be either true, based on real life or general knowledge, or it may be pure fiction. Child B has to guess whether the story is true or false and make an argument for his/her choice.

- The children then reverse roles.

Example:

Child A: I was born in America and I moved to Ireland when I was six years old.

Child B: I don't think that story is true because we started school when we were both five and you were in my Junior Infant class when we started school.

Game: Questions, Questions



Purpose: To practise and develop the skill of asking questions

- Arrange the children in pairs.
- Have Child A ask Child B a question.
- Child B doesn't actually answer the question but must reply with another question that must be linked in some way to the original question.
- This continues back and forth until either Child A or Child B cannot think of anything to say/makes a statement/repeats a question.

Example:

A: What's your name?

B: What do you want to know for?

A: Why won't you tell me your name?

B: Why do you think I won't tell you my name?

A: Why can't you give me a straight answer?

B: Why should I give you a straight answer?

Lesson 3

Slideshow: An Garda Síochána – The Work of the Garda Technical Bureau

1. Introduce the topic **An Garda Síochána – The Work of the Garda Technical Bureau** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. ballistics) if it is felt that some children do not understand them.

Slide 1	An Garda Síochána, or the Gardaí, is the national police force of Ireland. In English, the name means 'Guardians of the Peace'. The prevention and investigation of crime is the main function of An Garda Síochána. The Gardaí have many powers including the power to arrest you if they suspect you of committing a criminal offence.
Slide 2	The Garda Technical Bureau is the Garda unit responsible for crime investigation. Within the Bureau, there are teams of experts in fingerprints, photography, facial identification, documents and handwriting and ballistics. Using advanced equipment and techniques, these highly-skilled teams investigate major crime scenes throughout the country. When the Garda Technical Bureau visits the scene of a crime, its members wear white forensic suits so that they don't contaminate the scene.

Slide 3	The Fingerprint Section is the biggest section in the Technical Bureau. This section examines fingerprints taken from crime scenes and maintains fingerprint and palm records. A new cutting-edge system was introduced in 2007. It includes using machines called Livescans that take fingerprints without the use of ink. These prints can be sent electronically to any Garda station. The new system is proving to be of great assistance in supporting crime investigations.
Slide 4	The Photography Section in the Technical Bureau has a state-of-the-art photographic laboratory. Photographs have proven to be one of the most reliable sources of evidence in the courts. The Photography Section provides photographs of crime scenes as well as photographs of weapons, drugs and stolen property for exhibitions. The Mapping Section is also an important section within the Technical Bureau. It provides drawings and maps to guards investigating major crimes.
Slide 5	The Facial Identification Unit interview victims and witnesses of crimes and, from information given, produce a realistic facial picture of the suspect. The system can also change the facial images to show the facial features of a person when he or she is older.
Slide 6	The Document and Handwriting Examination Section was set up to help investigate the large amount of fake documents in Ireland. The type of documents include passports, driving licences and cheques. These documents are sometimes used as part of criminal activities.
Slide 7	The Ballistics Section of the Technical Bureau are experts in matters relating to guns, ammunition and bombs. Their tasks include examining all firearms and explosives found by the guards and taking footwear, tyre marks and tool impressions from crime scenes.
Slide 8	Closed Circuit TV, or CCTV as it is better known, is proving to be a valuable system in preventing and solving many crimes. The installation of CCTV in public buildings and on streets, as well as webcams in cars, are assisting the Garda Technical Bureau in solving many crimes.

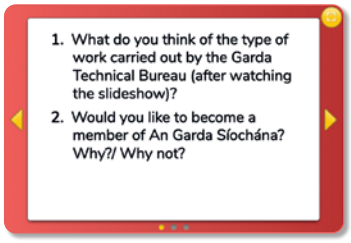
Review Post-Activity:

Arrange the children in pairs. Ask each pair to talk about the following:

1. What did you like or dislike about the slideshow?
2. What did you learn from the slideshow?
3. If you could add another slide to the slideshow, what slide would you add?
4. Do you watch any detective movies or television programmes. If so, which ones? What do you like about these programmes?
5. Have you seen police detective programmes such as *Crime Stoppers* or *Crime Call*?
6. What types of crime are usually reported on radio, television or in the newspapers?

Lesson 4

The Think-Aloud Strategy



Purpose: To model for the children the skills used in engaging in meaningful conversations

- Model using the think-aloud strategy. Verbalise aloud; describe things you want the children to note when having a conversation, e.g. 'When I am engaging in conversation, I need to remember that I shouldn't do all the talking. I should try to ask my listener a question so they take part in the conversation too. I should then respond to what the other person has said.' The purpose of the think-aloud strategy is to model for the children the skills used in having a meaningful conversation.
- Arrange the children in pairs and ask them to use the following to stimulate conversation:
  1. What do you think of the type of work carried out by the Garda Technical Bureau (after watching the slideshow)?
  2. Would you like to become a member of An Garda Síochána? Why?/Why not?
- Offer support to any child who needs it, encouraging him/her to use the **text type conversation vocabulary** on page 168 of this Resource Book.

Conversation Stations



Purpose: To encourage/enable the children to engage in conversation

- Arrange the children in pairs or small groups of four or five.
- The following questions/statements may be put on the interactive whiteboard and the children engage with each other to ask and find out information on the following:

1. Would you like to become a member of An Garda Síochána?
2. What would you like about being a member of An Garda Síochána?
3. What would you dislike about being a member of An Garda Síochána?
4. In which section of An Garda Síochána would you like to work?
5. Talk about a member of An Garda Síochána that you know.
6. Talk about what you might see if you visited a Garda station.
7. Have you ever experienced an incident where you had to ring An Garda Síochána?
8. Have a conversation on what you would do to stop cyberbullying.

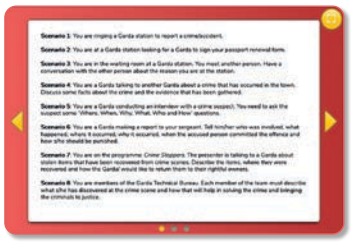
Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the IWB and ask all the Child As to read it. Then hide the word.
- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word without saying the word themselves. If Child B says the correct word within 30 seconds, s/he wins a point.
- The children swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 5

Conversation Scenarios



Purpose: To encourage the children to work together to plan and discuss the type of conversation in which they will engage

- Arrange the children in pairs.
- Each pair is assigned a scenario (examples of scenarios below).
- Ask the children to plan and discuss the type of conversation in which they will engage. Then have the children role-play for the whole class.

Scenario 1: You are ringing a Garda station to report a crime/accident.

Scenario 2: You are at a Garda station looking for a Garda to sign your passport renewal form.

Scenario 3: You are in the waiting room at a Garda station. You meet another person. Have a conversation with the other person about the reason you are at the station.

Scenario 4: You are a Garda talking to another Garda about a crime that has occurred in the town. Discuss some facts about the crime and the evidence that has been gathered.

Scenario 5: You are a Garda conducting an interview with a crime suspect. You need to ask the suspect some 'Where, When, Why, What, Who and How' questions.

Scenario 6: You are a Garda making a report to your sergeant. Tell him/her who was involved, what happened, where it occurred, why it occurred, when the accused person committed the offence and how s/he should be punished.

Scenario 7: You are on the programme *Crime Stoppers*. The presenter is talking to a Garda about stolen items that have been recovered from crime scenes. Describe the items, where they were recovered and how the Gardaí would like to return them to their rightful owners.

Scenario 8: You are members of the Garda Technical Bureau. Each member of the team must describe what s/he has discovered at the crime scene and how that will help in solving the crime and bringing the criminals to justice.

Game: 'Yes' or 'No'



Purpose: To facilitate children in using the process of elimination in solving a problem

- This can be a whole-class activity or the children can be arranged in groups of five or six.
- Have one child in the class/group think of an object, the more unusual the better. S/he writes the name of the object on a piece of paper.
- Each of the other children in the class/group asks one question in order to find out the object in question. The child is only allowed answer 'yes' or 'no' to their questions.
- The child who guesses the object correctly thinks of the next object.

Game: Eye Witness



Purpose: To provide an opportunity for groups to act out an event and then describe what happened

- Arrange the children in groups of four or five.
- Each group is given a set time to organise a detailed improvisation in which an event occurs (sample improvisations below).
- At the end of the allotted time, each small group acts out its improvisation to the class.
- Get a child from one of the other groups to describe what s/he thought was happening in the improvisation.

1. There has been a road traffic collision and the Gardaí and other emergency services are at the scene. Both motorists blame each other for the collision.
2. There has been a burglary in a shop. The Gardaí have been called and the crime scene is being examined. Upon examination, it seems the 'burglary' was carried out by the neighbourhood cat.
3. The Gardaí have set up a traffic checkpoint to check motorists have tax, insurance and driving licences. A motorist drives away before the Gardaí have checked his information.
4. A famous person has arrived in your town. The Gardaí are providing an escort for this person through a huge crowd of people. A member of the public tries to reach the famous person.
5. A family are watching *Crime Stoppers* on TV when Dad's picture appears…
6. A thief is caught in the act of breaking into a house. The Gardaí have been called.
7. You have been arrested by the Gardaí for a crime you didn't commit. What happens next?
8. A person has collapsed and is lying unconscious in the main street of the town. The Gardaí are at the scene and the emergency services have been called.
9. The bank has just been robbed. The Gardaí arrive just as the robbers are leaving the bank…
10. You go outside to investigate a noise. You hear someone moving in the bushes. You hit them on the head. They are knocked unconscious. What happens next?

Lesson 6

Poem 1: Mr Nobody

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr Nobody.

'Tis he who always tears our books,
Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
For, prithee, don't you see,
We leave the oiling to be done
By Mr Nobody.

He puts damp wood upon the fire,
That kettles cannot boil;
His are the feet that bring in mud,
And all the carpets soil.
The papers always are mislaid,
Who had them last but he?
There's no one tosses them about
But Mr Nobody.

The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.
The ink we never spill; the boots
That lying round you see
Are not our boots – they all belong
To Mr Nobody.

Anonymous

- Read the poem 'Mr Nobody' using voice, facial expression and body language to help the children understand the poem. Pay attention to the punctuation and its impact when reading the poem.
- Then ask the children to read the poem. They should be encouraged to use the non-verbal behaviours modelled. In small groups, the children discuss the poem using the questions provided to aid them.

1. Who is this funny person who lives in everybody's house?
2. Why do you think he appears to be 'invisible'?
3. What kind of mischief does this person do?
4. How do you know that Mr Nobody is quite destructive?
5. What adjectives describe Mr Nobody?
6. Why do you think the people in the household blame Mr Nobody?
7. Who do you think really causes all the chaos in everybody's house?
8. Who wrote this poem?
9. Discuss the rhyming scheme of this poem.
10. Add another verse to this poem starting with the line:
    'He left the crayons upon the floor,
    And _____'

Poem 2: Macavity: The Mystery Cat

Macavity's a Mystery Cat: he's called the Hidden Paw –
For he's the master criminal who can defy the Law.
He's the bafflement of Scotland Yard, the Flying Squad's despair:
For when they reach the scene of crime – Macavity's not there!

Macavity, Macavity, there's no one like Macavity,
He's broken every human law, he breaks the law of gravity.
His powers of levitation would make a fakir stare,
when you reach the scene of crime – Macavity's not there!
You may seek him in the basement, you may look up in the air –
But I tell you once and once again, Macavity's not there!

Macavity's a ginger cat, he's very tall and thin;
You would know him if you saw him, for his eyes are sunken in.
His brow is deeply lined with thought, his head is highly domed;
His coat is dusty from neglect, his whiskers are uncombed.
He sways his head from side to side, with movements like a snake;
And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,
For he's a fiend in feline shape, a monster of depravity.
You may meet him in a by-street, you may see him in the square –
when a crime's discovered, then Macavity's not there!

He's outwardly respectable. (They say he cheats at cards.)
And his footprints are not found in any file of Scotland Yard's.
And when the larder's looted, or the jewel-case is rifled,
Or when the milk is missing, or another Peke's been stifled,
Or the greenhouse glass is broken, and the trellis past repair –
Ay, there's the wonder of the thing! Macavity's not there!

And when the Foreign Office find a Treaty's gone astray,
Or the Admiralty lose some plans and drawings by the way,
There may be a scrap of paper in the hall or on the stair –
But it's useless to investigate – Macavity's not there!
And when the loss has been disclosed, the Secret Service say:
'It must have been Macavity!' – but he's a mile away.
You'll be sure to find him resting, or a-licking of his thumbs,
Or engaged in doing complicated long division sums.

Macavity, Macavity, there's no one like Macavity,
There never was a Cat of such deceitfulness and suavity.
He always has an alibi, and one or two to spare:
At whatever time the deed took place – MACAVITY WASN'T THERE!
And they say that all the Cats whose wicked deeds are widely known,
(I might mention Mungojerrie, I might mention Griddlebone)
Are nothing more than agents for the Cat who all the time
Just controls their operations: the Napoleon of Crime.
T.S. Eliot

The following questions may be asked about the poem:

1. What other name is Macavity known as?
2. Why is Macavity the bafflement of Scotland Yard (English police)?
3. Describe Macavity. What does he look like?
4. What is the meaning of the word 'bafflement'?
5. What happens to Macavity when a crime has been committed?
6. How does Macavity prove that he wasn't at the scene of the crime?
7. Name two other cat criminals mentioned in the poem.
8. Discuss the rhyming pattern of the poem.
9. In his spare time, what types of activity does Macavity engage in?
10. Who wrote this poem?

Research Work

1. Arrange the children in small groups. Ask each group to create a 'Wanted' Poster for the criminal Macavity. Include a description of the suspect 'Macavity'.
2. Create Macavity's police file; use the poem to help you list all the crimes of which he is guilty.
3. Find out: What is Scotland Yard? What is the Flying Squad?

Assessment

A Peer Assessment

The conversation groups discuss what went well in their group work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Conversation

Use the conversation rubric on page 161 of this Resource Book to assess children's improvement in text type.

Unit 2 Text Type: Pair and Small Group Work
Theme: The Phoenix Park

The Phoenix Park is the largest enclosed park in Europe. It has a long history. It is home to Dublin Zoo and to the President of Ireland, who lives in Áras an Uachtaráin.
Partner and small group work provide a learning context in which children can develop both listening and speaking skills. This can often lead to greater understanding of material. The teacher can scaffold the children's learning by guiding them to ensure that their group work runs smoothly.

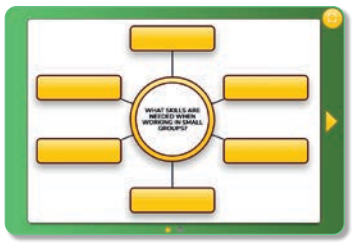
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Small Group Work	**Lesson 2**	1. Silent Video 2. Game: Two Truths and a Wish 3. Game: Fortunately, Unfortunately!
Lesson 3	1. Slideshow: The Phoenix Park	**Lesson 4**	1. The Think-Aloud Strategy 2. Group Work Stations 3. Game: Pass the Paper
Lesson 5	1. Group Work Scenarios 2. Game: Articulate	**Lesson 6**	1. Poem 1: 'Ghostly Problem' 2. Poem 2: 'Bats'

Topic-Specific Vocabulary				
fallow deer	roam	prohibited	graze	grasslands
woodlands	wildlife	habitats	tourist attraction	monuments
commemorate	victories	Áras an Uachtaráin	nesting sites	species
sports facilities	pitches	circuits	motor racing	motor rally
festivals	performers			

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following: **What skills are needed when working in small groups?**

Show the children the spider diagram on the interactive whiteboard.

Brainstorm 'Our Group Work Rules' and write them on a Living Chart.

Example:

1. We take turns talking.
2. We listen to one another.
3. We allow others to join in.
4. We share our ideas.
5. Everyone gets a chance to say something.
6. We help one another out.

7. We respect everyone's answers.
8. We take everyone's ideas seriously.

Digital Poster: Small Group Work

Introduce the topic 'Small Group Work' by by having the children listen to the group work conversations modelled on the IWB.

Script



Group 1 A group that works well

Leader: We have been asked by our teacher to do a project on 'zoo animals'. Has anyone in the group got an idea they would like to share with the rest of us?

Reporter: How about doing our project on penguins? I saw Humboldt penguins when I visited the zoo last week. They are very interesting animals.

Leader: That sounds great, Clara! Have you anything else you'd like to add, Danny?

Recorder: I have a book at home about Emperor penguins. I can bring it into school tomorrow.

Leader: That's brilliant, Danny. We could all take a different penguin to research and meet next Friday to discuss it further. How much time have we left, Sofia?

Timekeeper: We have about ten minutes left. Can we just check what we've decided?

Recorder: I've taken down some notes about what we are going to research and the things we need to get.

Leader: That's brilliant, Danny!



Group 2 A group with a shy leader

Timekeeper: Ok! We better get started, all the other groups started ages ago. What do we need to do?

Leader: Em… em… a project on a zoo animal… eh…

Recorder: I think we should do our project on cats. We could include the jaguar, cougar, snow leopard, cheetah, lynx and lion.

Reporter: That's great but it might work better if we focus on three cats and research them thoroughly rather than spreading our work over more animals.

Timekeeper: That could work. We better decide on what three cats to choose. Andrew, have you any ideas you would like to share with us?

Leader: Em, eh, em… I'm not really sure!

Recorder: Oh come on! How about the Siberian tiger, the lion and the jaguar?

Reporter: Would you mind if we chose the cheetah rather than the jaguar? I have great photographs of cheetahs at home that I took while I was on holiday in Africa last year. I would be delighted to bring them and to have them included in our project.

Recorder: OK, that's fine with me! So just to clarify, the three animals we are going to do our project on are: the Siberian tiger, the lion and the cheetah? Are we happy with that?

All: That's fine!

Group 3 A group with a disorganised recorder



Leader: OK everyone! We need to make a decision on what animal we are going to do for our project. Does anyone have any ideas?

Reporter: How about doing our project on animals that are native to Ireland or used to be native to Ireland?

Timekeeper: Great idea! We could do our project on bears, grey wolves or red squirrels.

Leader: How about doing our project on the grey wolf? The grey wolf was last seen in Ireland way back in 1786. However, it has survived in other countries. Dublin Zoo welcomed eight grey wolves from Germany in 2016.

Recorder: So, we're going to do our project on bears?

Leader: No Adam! Have you been half asleep? We've decided to do our project on the grey wolf. Once upon a time, these animals lived in the forests of Ireland but their habitat was destroyed and they were hunted for their skins.

Recorder: Does anyone know where I put my pen? I need to take some notes.

Timekeeper: It's on the floor, beside you. We must move along quicker as we only have ten minutes left. We had better decide what we are going to do, ASAP.

Leader: We all need to carry out some research on the grey wolf in the library or on the internet, get some pictures from magazines and find out some interesting facts.

Timekeeper: Our time is nearly up. Adam, can you read out the notes you have written down, please?

Recorder: I'm sorry! I haven't written anything yet. I can't find my notebook.

Reporter: We're really in trouble now!

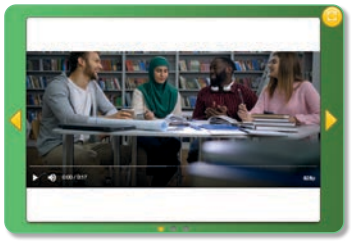
The following can be written on the whiteboard or on a chart to guide the pupils when they get the opportunity to discuss the group work.

Role	Function
Leader	I keep the group on task. I make sure everyone gets to contribute. I guide the discussion or activity.
Timekeeper	I make sure the group is aware of how much time we have. I try to keep my group on point.
Recorder	I record what my group is saying. I ask questions if I do not understand.
Reporter/Speaker	I contribute to the discussion or activity. I report the findings of my group to my teacher/class.

- Discuss each of the four roles in each group conversation, paying particular attention to the different functions of each member, for example:
  - Did the leader keep the group on task, encourage contributions from everyone and guide the discussion?
  - Was the timekeeper organised and keep everybody on task?
  - Did the recorder take notes and ask questions to clarify?
  - Did the reporter contribute to the discussion and report correctly?

Lesson 2

Silent Video



Show the video of a small group having a discussion without the sound. Ask the children what they think the discussion is about.

Ask the children to discuss the following:

1. Who do you think is the leader? Why do you think this?
2. Who do you think is the recorder? How do you know this?
3. Who do you think is the reporter/speaker? How do you know this?
4. Who do you think is the timekeeper? How do you know this?
5. What do you think the group are planning/discussing?

Game: Two Truths and a Wish



Purpose: To enable/encourage the children to get to know each other better, in a fun way. To encourage introverted children to reveal some details about themselves so as to help them integrate into the group.

- Arrange the children in groups of six.
- Have each group sit in a circle with the children facing each other. Ask each child to come up with two facts about themselves and one thing that is not factual but s/he wishes were true.
- Go around the circle and have each child state the two facts and the wish in a random order, without revealing which is the wish, e.g. Child A says: 'I went on holiday to Turkey last summer. I have a pet Labrador at home. I have three brothers and one sister.' After Child A has shared his/her three sentences, the others must guess which of the three statements is the wish rather than a fact. Each child must give a reason(s) for his/her choice.

Game: Fortunately, Unfortunately!



Purpose: To encourage the children to work together to create interesting stories. They must think quickly and use good listener–speaker skills.

- Arrange the children in pairs and tell them they are going to come up with a story in their pairs.
- Child A comes up with a sentence. Child B replies with a sentence that begins with 'Unfortunately…' Child A continues the story with a sentence that starts with 'Fortunately', and this continues until a story is formed.
- **For example:** Child A starts the story by saying a simple statement like: 'Anna loaned Evie a nightdress.' Child B adds a sentence to the story beginning with the word 'unfortunately', e.g. 'Unfortunately, it didn't fit her and was too small.' Child A says: 'Fortunately, Anna had a pair of pyjamas to give Evie.' Child B says: 'Unfortunately, these pyjamas didn't fit Evie either as they were too big.'

Lesson 3

Slideshow: The Phoenix Park

1. Introduce the topic **The Phoenix Park** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. prohibited, commemorate) if it is felt that some children do not understand them.

Slide 1	The Phoenix Park started as a deer park. The Duke of Ormonde shipped over fallow deer from Wales in 1662. There are about 400 wild fallow deer in the Phoenix Park today. Though the fallow deer roam freely, people are prohibited from touching or feeding them. The deer graze happily on the grasslands and mixed woodlands.
Slide 2	Less than 10% of the Phoenix Park is covered with buildings and roads. Most of the Park consists of green areas, which are excellent for wild plants and wildlife. There are 24 different habitats: places where wild plants and animals live.
Slide 3	Dublin Zoo is located in the Phoenix Park. It opened for the first time in 1831, which makes it one of the oldest zoos in the world. It's the third most popular tourist attraction in Ireland, with 1 million visitors every year!
Slide 4	There are important monuments and buildings in the Phoenix Park, including the Wellington Monument. It was built in 1861 to commemorate the Duke of Wellington's victories in battle. The President of Ireland lives in the Park in a house called Áras an Uachtaráin (this means 'House of the President'). Áras an Uachtaráin is very big – it has 95 rooms!
Slide 5	The Phoenix Park is the most important site for birds in Dublin. The presence of habitats, lots of food supplies and nesting sites have encouraged over 72 species of bird to inhabit the Park.
Slide 6	The Phoenix Park boasts a huge amount of sports facilities – 12 soccer pitches, 10 GAA pitches, 2 cricket pitches and a pitch for the Army. There is also a model aeroplane area and a polo ground. There are many different walks and circuits for walkers, cyclists and runners to use all year round.
Slide 7	Motor racing also takes place in the Phoenix Park. The first motor rally was held there in 1903. The Phoenix Park Motor Race has featured many famous drivers such as Eddie Jordan, Eddie Irvine and Tommy Byrne. This event is free with no tickets required.
Slide 8	The Phoenix Park has hosted several high-profile concerts and festivals over the years. Performers such as U2, Robbie Williams, Red Hot Chili Peppers, Coldplay, Snow Patrol and Ed Sheeran have played there.

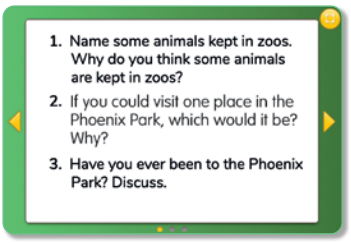
Review Post-Activity:

Arrange the children in small groups. Ask them to talk about the following:

1. What did you know about the Phoenix Park before this slideshow?
2. What have you learned about the Phoenix Park?
3. What facts did you learn from the slideshow that surprised you?
4. What words did you not understand?
5. If you could add another slide to the slideshow, what would it be about?

Lesson 4

The Think-Aloud Strategy



Purpose: To model for the children the skills used in engaging in meaningful group work

- Model partner and small group work based on the topic below with a group of the children. Take the role as the leader and use the 'think-aloud' strategy.

  Topic: 'Name some differences between the Phoenix Park and your local park.'

- Verbalise aloud good group work skills by ensuring contributions from all children and guide the discussion or activity.

  Example:

  — Mark, would you like to contribute to the activity?

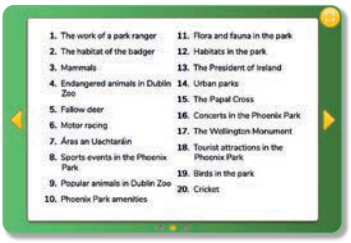
  — What is your view on this, Jane?

  — Can you explain how…?

  — This might work better if…

- Arrange the children in pairs and ask them to discuss the following:
  1. Name some animals kept in zoos. Why do you think some animals are kept in zoos?
  2. If you could visit one place in the Phoenix Park, which would it be? Why?
  3. Have you ever been to the Phoenix Park? Discuss.
- Offer support to any child who needs it, encouraging him/her to use the **text type group work vocabulary** on page 168 of this Resource Book.

Group Work Stations



Purpose: To encourage the children to engage in meaningful conversations

- Arrange the children in small groups of four.
- Each child in the group takes on a different role (leader, reporter, recorder and timekeeper). Give each group ten minutes to engage with each other to find out information on one of the topics from the list below.

1. The work of a park ranger
2. The habitat of the badger
3. Mammals
4. Endangered animals in Dublin Zoo
5. Fallow deer
6. Motor racing
7. Áras an Uachtaráin
8. Sports events in the Phoenix Park
9. Popular animals in Dublin Zoo
10. Phoenix Park amenities
11. Flora and fauna in the park
12. Habitats in the park
13. The President of Ireland
14. Urban parks
15. Papal Cross
16. Concerts in the Phoenix Park
17. The Wellington Monument
18. Tourist attractions in the Phoenix Park
19. Birds in the park
20. Cricket

Game: Pass the Paper



Purpose: To encourage the children to review what has been learned in the lesson

- Arrange the children in groups of four and assign two of the children in each group the role of either leader or reporter.
- Give the leader of each group a blank piece of paper. Ask the leader to write down one thing that s/he learned during the lesson.
- This piece of paper is passed around the group and each child writes one thing that s/he learned.
- If time permits, the leader writes a second thing on the piece of paper and passes it around the group.
- At the end of the lesson, the reporter in each group reports back to the class what his/her group wrote down.

Lesson 5

Group Work Scenarios



Purpose: To enable/encourage the children to work together in pairs or small groups

- Arrange the children in groups of four.
- Each group is assigned a scenario (examples of scenarios provided) and each child will take on a role, i.e. leader, reporter, recorder or timekeeper.
- Ask the children to plan and discuss the improvisation in which they will engage.
- Then have the children role-play for the whole class.

Scenario 1: Imagine your group is setting up a Green-School's committee. Your theme is conservation.
Scenario 2: Imagine your group is setting up a committee to raise money for your local sports club.
Scenario 3: Imagine your group is doing a project on endangered animals.
Scenario 4: Imagine your group is organising a campaign to stop littering in the Phoenix Park.
Scenario 5: Imagine your group is organising a trip to Dublin Zoo.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the IWB and ask all the Child As to read it. Then hide the word.
- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word without saying the word themselves. If Child B says the correct word within 30 seconds, s/he wins a point.
- The children swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: Ghostly Problem

I'm a ghost who got stuck in the laundry,
A ghost who they thought was a sheet.
I sloshed through a 'delicates' cycle,
And dried at a medium heat.

I bathed with a fluffy red sweater –
A colour that ran like thin ink.
And now that the turmoil is over,
I'm a terribly unspooky pink.

Suzie Bitner

- Read the poem 'Ghostly Problem' using voice, facial expression and body language to help the children understand the poem. Pay attention to the punctuation and its impact, when reading the poem.
- Have the children then read the poem. They should be encouraged to use the voice, facial expression and body language modelled. In small groups, the children discuss the poem using the questions provided to aid them.

1. What is the title of the poem?
2. Is it a serious or a humorous poem?
3. What happened the ghost in the first stanza (verse)?
4. What is the 'ghostly problem' the ghost has?
5. Who do you think put the ghost into the washing machine?
6. Do you think a pink ghost would be spooky? Why?
7. Does the poet use rhyme or is it blank verse (does not rhyme)? Give some examples.
8. Do you think there is good imagery in the poem? Describe some of the images created.
9. Can you think of other titles for this poem?
10. Do you like this poem? Why/Why not?

Further Work

Arrange the children in small groups. Ask each group to have a conversation about colours. Ask each group member to take on one of the four roles: leader, reporter, recorder, timekeeper.

Use the following to aid conversation:

- Colours of traffic lights
- Colours associated with being calm and relaxed
- Colours associated with danger
- Colours associated with ghosts
- Colours associated with emotions
- Why we like certain colours.

Poem 2: Bats

A bat is born
Naked and blind and pale
His mother makes a pocket of her tail
And catches him. He clings
to her long fur
By his thumbs and toes and teeth.
And then the mother dances through the night
Doubling and looping,
Soaring, somersaulting –
Her baby hangs on
underneath.
All night, in happiness,
She hunts and flies.
Her high sharp cries
Like shining needlepoints of sound
Go out into the night and
echoing back,
Tell her what they have touched.
She hears how far it is,
how big it is,
which way it's going:
She lives by hearing.
The mother eats the moths and gnats
she catches
In full flight, In full flight.
The mother drinks the water of the pond,
She skims across,
Her baby hangs on tight.
Her baby drinks the milk she makes him.
In moonlight or starlight,
In midair
Their single shadow,
printed on the moon
Or fluttering across the stars,
Whirls on all night.
At daybreak,
the tired mother flaps home to her rafter
The others all are there.
They hang themselves up by their toes,
They wrap themselves in their brown wings.
Bunched upside down, they sleep in air.
Their sharp ears,
Their sharp teeth
Their quick sharp faces
Are dull and slow and mild.
All the bright day, as the mother sleeps,
She folds her wings about her sleeping child.

Randall Jarrell

The following questions may be asked about the poem:

1. Describe the bat when he was born.
2. What does the mother bat do all night?
3. How do you know that a bat is a mammal?
4. Do you like this poem? Why/Why not?
5. What does the phrase 'like shining needlepoints of sound' mean?
6. Is there a rhyme scheme?
7. The poem is full of imagery. What is your favourite image? Why?
8. Why do you think the phrase 'in full flight' is repeated?
9. What phrases tell us that the mother bat is very caring?
10. Do bats frighten you? Why?

Further Work

Arrange the children in small groups. Have the children discuss facts about bats that they learnt from the poem. Ask each group member to take on one of the four roles: leader, reporter, recorder, timekeeper.

Assessment

A Peer Assessment

The pairs/groups discuss what went well in their group work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Group Work

Use the group work rubric on page 162 of this Resource Book to assess children's improvement in text type.

Unit 3 Text Type: Questioning and Interviews Theme: History

Questioning encourages higher-order thinking and forms the basis of enquiry. Good questioning enhances learning, provides opportunities for explanation, helps make connections and identifies problems and issues.
The text type of Questioning and Interviews will be explored through the theme of history. The children will explore various eras in history, including Irish history through the ages.

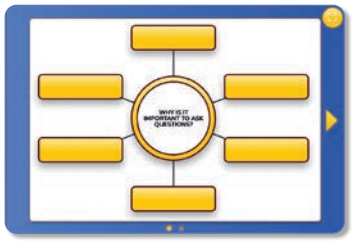
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Interviews	**Lesson 2**	1. Silent Video 2. Game: 'Yes' or 'No' 3. Game: What's the Question?
Lesson 3	1. Slideshow: Irish History	**Lesson 4**	1. Modelled Questioning: Teacher-in-role 2. Game: Hot Seat 3. Game: Twenty Questions
Lesson 5	1. Interview Scenarios 2. Game: Articulate	**Lesson 6**	1. Poem 1: 'W is for Witch' 2. Poem 2: 'Spells' 3. Game: What Letter is…?

Topic-Specific Vocabulary				
culture	tools	ancestors	distinct	Palaeolithic
Mesolithic	Neolithic	bronze	mixture	copper
tin	material	durable	tribes	clans
chalices	Christianity	monasteries	monks	gospel
high crosses	raid	round towers		

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following: **Why is it important to ask questions?**

Show the children the spider diagram on the interactive whiteboard.

Brainstorm **Our Questions** and write them on a **Living Chart**.

1. Ask the children to come up with lower-order questions such as: Who? What? When? Where? How?
2. Encourage the children to think of slightly harder questions, e.g. What is meant by? What do you think will happen next? How would you describe _____? What is the difference between ____ and _____? etc.

Digital Poster: Interviews

Introduce the topic 'Interviews' by having the children listen to children questioning and interviewing. In this poster, there are several situations where the children are engaging in interviews with historical figures from the past.

Script



Interview 1 Fidel Castro

Child: Hello Sir! Can you tell me who you are and why you are famous?

Fidel Castro: Hola! My name is Fidel Castro and I was Prime Minister of Cuba from 1959 until 2008.

Child: Wow! That was a long time to be Prime Minister. Why do you think you remained Prime Minister for so long?

Fidel Castro: There are a number of reasons for it. The first reason is that before I became leader of Cuba, there was a lot of corruption here. The rich people were getting richer and richer while most Cubans were getting poorer and poorer. When I took over, I made sure everyone shared the wealth. Many people liked that idea. The second reason was the fact that Cuba doesn't have a democratic government like in Ireland where elections are held every few years. Therefore, I remained in power longer than most leaders.

Child: Do you think the communist system in Cuba is fair?

Fidel Castro: Yes, I think so. It means that all people are treated the same, regardless of their education. Nobody here is very wealthy or very poor.

Child: How did you feel about your brother Raúl taking over as Prime Minister after you?

Fidel Castro: I was delighted and proud that Raúl took over from me. I was very unwell at that stage, so I was glad I could leave the Cuban people in safe hands.

Child: Thank you for your time.

Fidel Castro: Thank you for talking to me.



Interview 2 Napoleon Bonaparte

Child: Mr Bonaparte, it's a great pleasure for me to meet you. There are a few questions I would like to ask you today, if you don't mind.

Napoleon: No problem! Please feel free to ask away.

Child: How did you get involved in becoming a leader and emperor?

Napoleon: My love for the army came early on at the age of eight. I went to study at the École Militaire, which is a French military school. I began my studies and loved what I did. I graduated at 16 and shortly after that I became Second Lieutenant in the army.

Child: How did you manage to become leader of the French army?

Napoleon: After the reign of Louis XVI, the country was in chaos. The French Revolution had just ended and the country and its people were in a poor state. I was promoted to the rank of General and in 1800, I led the French army to victory over the much-larger Austrian army. As a result, I was offered the leadership of the army, an offer I could not refuse.

Child: Why were you sent away to the island of St Helena?

Napoleon: We were defeated by the British at the Battle of Waterloo. It was a huge embarrassment to me after working so hard. All my power was taken from me in June 1815 and I was sent to St Helena, a remote island in the Southern Atlantic Ocean.

Child: How did you spend your final years?

Napoleon: I spent my time in St Helena doing what I loved – writing letters and reading history books.

Child: Mr Bonaparte, thank you so much for taking the time to talk to me.

Napoleon: It was my great pleasure.



Interview 3 Daniel O'Connell

Child: Hi, Mr O'Connell. Nice to meet you. Could I ask you a few questions, please?

Daniel O'Connell: Certainly. I would be happy to answer any of them.

Child: Can you please tell me about your early years in Kerry?

Daniel O'Connell: As you know, I was born in Co. Kerry in 1775. At that time, Ireland was controlled by the British. Irish Catholics had Penal Laws that prohibited them from voting, being educated or owning property. If you wanted to be educated, you had to go abroad and that was very expensive. My parents realised I was very clever, so they decided that my Uncle Maurice would adopt me because he was quite wealthy. As a result, I was educated in France and qualified as a barrister.

Child: What did you want for Ireland at that time?

Daniel O'Connell: I wanted Ireland to have freedom from Britain and to be able to make some decisions for ourselves. I worked hard to get rid of the Penal Laws and succeeded. I then tried to gain Home Rule for Ireland, which meant that we would have a government in Dublin and not be ruled by London.

Child: You didn't like to use violence. Why was that?

Daniel O'Connell: The French Revolution was happening in France when I was studying to become a barrister. I witnessed a lot of violence and bloodshed. I made a vow to myself that no matter what happened, I would never use violence.

Child: Why do you think you became unpopular with the Irish people towards the end of your life?

Daniel O'Connell: I was gaining more and more support at my meetings nationwide. However, I became aware that people were bringing weapons to my last meeting in Clontarf. I didn't want to see people being hurt and killed so I decided to cancel it. People weren't happy with me for this. I think eventually though they realised I was only thinking of their safety.

Child: Well thank you very much for that. It was very informative.

Daniel O'Connell: You're welcome. Nice talking to you.

Lesson 2

Silent Video



- Show the video of a person being interviewed without the sound. Ask the children what they think the interview is about.
- Brainstorm with the children the skills involved in interviews, e.g. questioning, answering, listening to each other, sharing information, recording of information, eye contact, etc.
- Record skills involved in interviews on a classroom **Living Chart.**

Game: 'Yes' or 'No'



Purpose: To enable the children to ask good-quality questions that help solve the mystery quicker

Arrange the children in a circle. One child is chosen to come to the middle of the circle. Give him/her a historical figure card, e.g. Christopher Columbus. All the other children must take turns asking questions to try to find the person's identity. The child can only answer 'yes' or 'no' to the questions asked. The child who guesses the character is the winner.

Game: What's the Question?



Purpose: To give the children an effective oral language and questioning starter

Arrange the children in pairs or small groups. Ask one child to think of an answer and the other child has to think of a question that goes with that answer.

Example answers:

a) It was hot.

b) We got there on time.

c) She was very annoyed with you.

d) They started to scream.

e) I was afraid of the dark.

f) My friend Mary went too.

g) I couldn't find it.

h) She jumped up in the air with joy.

i) It was scary.

Lesson 3

Slideshow: Irish History

1. Introduce the topic **Irish History** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. ancestor, bronze, durable) if it is felt that some children do not understand them.

Slide 1	The Stone Age is the name given to the earliest period of human culture when stone tools were first used. It was divided into three distinct periods – Palaeolithic (Early Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). The first stone tools were made by our ancestors more than 2.5 million years ago.
Slide 2	About 2,500 years ago, the Stone Age ended with the introduction of bronze. Bronze is a mixture of copper and tin. Bronze became the main material for making tools and weapons as it was stronger and more durable than stone.
Slide 3	The Celts introduced iron to Ireland over 2,000 years ago. The Celts were a collection of tribes who lived in small clans. The introduction of iron gave the people better farming tools and weapons. They were able to settle in one place for longer as a result of this.
Slide 4	The next important arrival into Ireland was Christianity. St Patrick brought Christianity to Ireland in 432AD. Soon, many monasteries were built around Ireland. Monks lived in these monasteries and some of them wrote beautiful manuscripts. Others worked tirelessly in the fields producing food. High crosses were erected around Ireland like the ones in Clonmacnoise, Co. Offaly to teach people about the gospel.
Slide 5	In 795AD, the Vikings arrived in Ireland from Scandinavia. They began to attack the monasteries along the coast and then raided further inland. The Vikings stole many valuable chalices and treasures from the monasteries. As a result of these raids, the monks built high towers known as round towers to protect themselves and their treasures from the Vikings.
Slide 6	In the 12th century, there were many clans at war in Ireland. Each clan had its own king. In order for one of the kings to become the High King of Ireland, they had to fight against the other powerful kings. In 1169, the king of Leinster, Diarmuid MacMurrough, invited a group of Normans from France to help him become High King of Ireland. He promised one of these soldiers, Strongbow, his daughter's hand in marriage. When Diarmuid died, Strongbow became the King of Leinster and the Normans took over many parts of Ireland.

Review Post-Activity:

Arrange the children in small groups. Each group should discuss the following questions:

1. What was the first period discussed?
2. Why was this period called the Stone Age?
3. Why was the introduction of bronze so important?
4. Why do you think that iron tools were better than stone or bronze tools?
5. When did Christianity come to Ireland?
6. Who is said to have brought Christianity to Ireland?
7. Why were high crosses built around the country?

8. What did the monks do to protect themselves from the Vikings?
9. Do you think that Diarmuid MacMurrough was a nice man? Explain.
10. In your groups, find out about one more period in Irish history.

Lesson 4

Modelled Questioning: Teacher-in-role



Purpose: To enable the children see how good questioning is modelled

- Bring one child to the top of the class.
- Ask this child to play the role of a famous historical character, e.g. Brian Boru, Daniel O'Connell, Viking soldier, Saint Patrick, Stone Age hunter, Bronze Age housewife, Iron Age farmer, etc.
- Take the role of the main questioner and interview the 'historical figure', modelling good questioning. Use the think-aloud strategy.

Game: Hot Seat



Purpose: To enable and encourage the children to answer questions quickly and to clearly give information that is requested

- Arrange the children in small groups of four, five or six.
- One child takes the hot seat and takes on the role of one of the historical figures below. (The children should be given time to research their characters before doing this activity.) This child is questioned by the others in the group about his/her role, background, behaviour, etc. The child in the hot seat has to think on the spot about what answer(s) his/her historical figure would give. The rest of the group is developing their questioning skills.
- The child in the hot seat changes places with another child after each round so that a number of historical characters are dealt with.

Sample Historical Figures

1. Abraham Lincoln
2. John F. Kennedy
3. Mother Teresa
4. Martin Luther King
5. Albert Einstein
6. Elvis Presley
7. Pádraig Pearse
8. Pope Francis
9. Leonardo DaVinci
10. Vincent Van Gogh
11. Neil Armstrong
12. Amelia Earhart
13. Adolf Hitler
14. Anne Frank
15. Marie Curie
16. Stephen Hawking
17. Florence Nightingale
18. Fidel Castro
19. Éamon de Valera
20. Walt Disney

Game: Twenty Questions



Purpose: To enable/encourage children to formulate valid questions

- This is a whole-class activity.
- Choose the first child to be 'it'. The child who is 'it' must choose a person, place or thing. The person can be living or a famous person from history. The place can be anywhere in the world, including imaginary places, e.g. Narnia. The thing can be an inanimate object, e.g. bell, door, television, etc.; an animal; a food, etc.
- After 'it' has chosen a person, place or thing, the guessing begins! The other children take turns asking questions to figure out what the chosen answer is. 'It' can only answer with 'Yes' or 'No'. Keep track of the number of guesses that are used until the limit of 20 is reached. If nobody guesses the correct person, place or thing, the 'it' wins the game and chooses the next person to become the 'it'. Otherwise, teacher chooses the next 'it'.

Lesson 5

Interview Scenarios

Purpose: To encourage the children to use their questioning skills in different scenarios

- Arrange the children in pairs.
- Each pair is assigned a scenario (examples of scenarios provided). One of the children is chosen to act as the interviewer and another to act as the interviewee. The interviewer will prepare and ask the interviewee a number of questions.
- Have the children role-play for the whole class.

Scenario 1: Imagine you are a radio programme presenter interviewing a famous singer/musician from the past.

Scenario 2: Imagine you are sent by your newspaper to interview the President of Ireland.

Scenario 3: Imagine you get to interview a Nazi soldier or a prisoner in a concentration camp during World War 2.

Scenario 4: Imagine the Taoiseach visits your school. You are sent to interview him/her for the school magazine.

Scenario 5: Imagine you have to phone a famous singer's agent to get some information from them about the singer's upcoming tour of the country.

Scenario 6: Imagine you have to interview your favourite singer.

Scenario 7: Imagine you have to interview the captain of your favourite football/hurling team after winning the All-Ireland Final.

Scenario 8: Imagine you have to interview Neil Armstrong just after he arrived back on Earth having walked on the Moon.

Scenario 9: Imagine you have to interview Mary Robinson, President of Ireland from 1990 to 1997, just after she had been elected.

Scenario 10: Imagine you have to interview Douglas Hyde, the first President of Ireland, just after he had been elected.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the IWB and ask all the Child As to read it. Then hide the word.
- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word without saying the word themselves. If Child B says the correct word within 30 seconds, s/he wins a point.
- The children swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: W is for Witch

I met a wizened woman
As I walked on the heath,
She had an old black bonnet
Her small eyes peeped beneath,
Her garments were so shabby
She couldn't have been rich,
She hobbled with a crutchstick,
And I knew she was a Witch.

She peered at me so slyly
It made my heart feel queer,
She mumbled as she passed me,
But what I couldn't hear.

I smiled at her for answer
And wished her a good day
She nodded and she chuckled
And she hobbled on her way.

And so I got home safely.
I didn't drop the eggs,
My nose had grown no longer,
My legs were still my legs,
I didn't lose my penny
Or tumble in a ditch –
So mind you smile and say 'Good day'
When you meet a witch.

Eleanor Farjeon

- Read the poem 'W is for Witch' using voice, facial expression and body language to help the children understand the poem.
- Use the following questions to encourage the children to discuss the poem.

1. What is the poet's name?
2. How do we know that the wizened woman is poor?
3. What made the poet feel nervous passing the witch?
4. Why does the poet think you should say 'Good day' when you meet a witch?
5. What lines rhyme in this poem? Can you see the rhyming pattern? Explain.

6. Does the poet use any alliteration in this poem? Give examples.
7. Describe the witch using suitable adjectives.
8. Write synonyms from the poem for the following words: withered, limped, muttered, laughed, fall.
9. Do you like/dislike this poem? Why?
10. Can you think of another title for this poem?

Further Work

Arrange the children in small groups. Ask them to talk about witches' spells. How do they make their spells? What films have you seen about witches? Are there any historical figures thought to have been witches?

Poem 2: Spells

I dance and dance without any feet –
This is the spell of the ripening wheat.

With never a tongue I've a tale to tell –
This is the meadow-grasses spell.

I give you health without any fee –
This is the spell of the apple tree.

I rhyme and riddle without any book –
This is the spell of the bubbling brook.

Without my legs I run forever –
This is the spell of the mighty river.

I fall forever and not at all –
This is the spell of the waterfall.

Without a voice I roar aloud –
This is the spell of the thunder cloud.

No button or seam has my white coat –
This is the spell of the leaping goat.

I can cheat strangers with never a word –
This is the spell of the cuckoo bird.

We have tongues in plenty but speak no names –
This is the spell of the fiery flames.

The creaking door has a spell to riddle –
I play a tune without any fiddle.

James Reeves

Arrange the children in small groups. In their groups, ask them to write the question to each answer given below.

1. James Reeves is the poet.
2. That is the spell of the apple tree.
3. That is the spell of the thunder cloud.
4. That is the spell of the cuckoo bird.
5. 'Fiery flames' is an example of alliteration.
6. The rhyming scheme for this poem is AA BB CC and so on.

7. The theme of this poem is making spells.
8. A fiddle is the instrument mentioned.
9. 'Scream' has a similar meaning to 'roar'.
10. I like this poem because it has a nice rhythm to it.

Game: What Letter is...?



Purpose: To encourage the children to think about the answers to particular questions

Arrange the children in small groups of three or four. Ask one child to pick a letter from the alphabet, e.g. letter r. This child must then think of six categories, e.g. girl's name, and the other children have to think of something in that category beginning with the chosen letter, e.g. Ruth.

Example:

Question: What animal/girl's name/place/sport/book/food begins with the letter r?

Answer: Rabbit/Rachel/Romania/Running/Rumpelstiltskin/Rice

The child who completes it the fastest is the winner.

Assessment

A Peer Assessment

The groups discuss what went well in their group work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

Unit 4 Text Type: Storytelling and Anecdotes Theme: World War 1

The children will have read about World War 1 in their textbook. It is an interesting topic that children in Fifth and Sixth Classes study about in their history syllabus. This will give the children an opportunity to engage orally with this topic through storytelling.

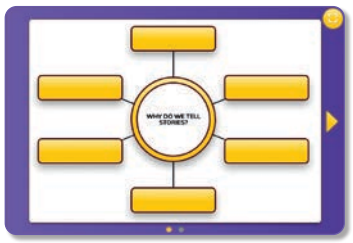
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Storytelling	**Lesson 2**	1. Silent Video 2. Game: Tell Me a Story 3. Game: When…
Lesson 3	1. Slideshow: World War 1	**Lesson 4**	1. The Think-Aloud Strategy 2. Story Openings 3. Story Settings 4. Story Characters
Lesson 5	1. Storytelling Scenarios 2. Game: Articulate	**Lesson 6**	1. Poem 1: 'A Crystal Forest' 2. Poem 2: 'In Flanders Fields'

Topic-Specific Vocabulary				
assassination	nationalists	independent	direct attack	global war
opposing	Allies	Central Powers	heir	throne
trenches	front line	no man's land	enemy	tactic
Lusitania	submarine	armistice	peace terms	responsibility
neighbouring countries	Treaty of Versailles			

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following: **Why do we tell stories?**

Show the children the spider diagram on the interactive whiteboard.

Digital Poster: Storytelling

Introduce the topic 'Storytelling' by having the children listen to the two stories modelled on the IWB.

Script



Story 1 The Assassination of Archduke Ferdinand and Sophie – The start of World War 1

The assassination of Austria's Archduke Franz Ferdinand and his wife Sophie is considered to be the start of World War 1.

Franz Ferdinand and his wife Sophie arrived in Sarajevo, the capital of Bosnia, on June the 28th, 1914. When Archduke Ferdinand announced his trip to Sarajevo, Bosnian nationalists saw their opportunity to assassinate the Archduke. They wanted Bosnia to be independent of the Austro-Hungarian empire. These assassins were members of a terrorist group called the Black Hand.

Franz Ferdinand had a lucky escape on the way to a town hall when a bomb bounced off his car. Unfortunately, he wasn't as lucky the next day. His driver took a wrong turn down a street and was beginning to back up, when an assassin opened fire on Ferdinand and his wife. Within minutes, both were dead. The Austro-Hungarian government saw these deaths as a direct attack on their country and neighbouring countries started getting their armies ready for war.



Story 2 The War Horse

I was bought at an auction in Devon in England by a man called Ted Narracott, for his son Albert. Albert promised to raise and train me. He named me Joey and we formed a strong bond during training. He even taught me how to pull a plough.

Then World War 1 broke out and I was sold to the army. Albert didn't want me to go. He tried to sign up for the army to be with me but he was too young. I was shipped to France where I was trained for the army. Soon I befriended another horse called Topthorn.

Then, during battle, Topthorn and I were captured by the Germans. They used us to pull an ambulance cart for the hospital. We became the most respected horses ever for saving the lives of many people. We were cared for by a girl called Emilie and her grandfather, who lived in a farm near the front lines. Emilie grew to love us, like Albert had loved me. Soon, the Germans moved their hospital somewhere else because there was a battle, and Emilie and her grandfather were allowed to keep us.

Soon, however, a group of German artillerymen passed by their farm and took us away to pull their artillery wagon. Topthorn and I became two of the last few survivors of the artillery-pulling team.

Sadly, not long after that, my good friend Topthorn died. Then a tank attack hit my group, driving me to run. I got caught in barbed wire in no man's land between the enemy lines. The Germans and British each sent out a man under a white flag to help me. Winning a coin toss, the British took me back to camp. I needed to be treated but the doctor back in the camp instructed a sergeant to put me down. Just then, Albert, my original owner, arrived at the hospital and recognised me. He knew it was me as he recognised my 'white socks' and the white symbol on my forehead. The sergeant, instead of shooting me, helped Albert take me to a nearby stable.

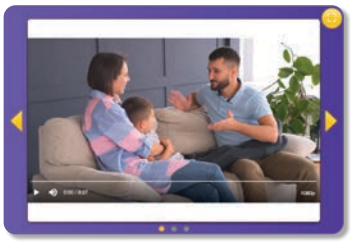
After listening to the stories, brainstorm with the children (a) the genres of story each story and (b) the oral language skills involved in telling the stories.

Skills involved could include the following:

1. Storytellers know their stories well.
2. Storytellers organise their stories well.
   - The characters are developed with thoughts, feelings and actions.
   - The setting is described by appealing to the five senses.
   - Dialogue is used to give voice to the characters and to move the story forward.
   - The events in the plot are well structured (rising action, climax, falling action).
   - The problems that the characters faced are resolved in the end.
3. Storytellers use vocal expression to bring their stories to life.
   - They speak clearly and are easy to understand.
   - They vary the pace, pitch and volume of their voice and use pausing for dramatic effect.
   - They use different voices for their characters.
4. Storytellers use facial expression and body language.
   - They appear comfortable, relaxed and confident in front of their audience.
   - They use facial expressions that match the mood of the story.
   - They use gestures that complement the story.
5. Storytellers are creative and entertain their audience.
   - They engage the audience by making eye contact, asking questions, telling jokes, etc.
   - They use special actions or small props to make the story more entertaining.
   - They get a good response from the audience.

Lesson 2

Silent Video



Show the video of a person telling a short story without the sound. Ask the children what they think the story is about.

Brainstorm with the children the non-verbal skills involved in storytelling, e.g. facial expressions, gestures, eye contact, etc.

Game: Tell Me a Story



Purpose: To enable children to work in groups to tell a story

- Arrange the children in small groups of four, five or six.
- Ask one child to start the story using only four words. (You may prefer to have each child give a complete sentence.)
- The next child adds four words and so on until the story is completed.

Example:

Child 1: Once upon a time…
Child 2: … there lived a great…
Child 3: … big hairy spider with…
Child 4: … only four legs. He…
Child 5: … loved chocolate! And he…

Game: When…



Purpose: To enable the children to think of unexpected twists and turns in storytelling

Arrange the children in a circle. Read out the following statements. Ask each child to finish the statement when his/her turn comes. S/he should give the answer as quickly as possible – the first thought to enter his/her head!

1. You are chopping wood when…
2. You are visiting a crocodile farm when…
3. You are fishing from a small boat when…
4. You were sent home from school when…
5. You are brushing your teeth when…
6. You are skateboarding down the middle of the road when…
7. You are out in a canoe when…
8. You were waiting for the bus when…
9. You are visiting a sick friend in hospital when…
10. You are at the reception desk at the Garda Station when…
11. You are kicking a ball around the garden when…
12. You are sunbathing at the beach when…
13. You are at the cinema when…
14. You are out shopping with your mum when…
15. You are cycling your bike downhill when…
16. You are climbing a ladder when…
17. You walk on stage to sing a solo when…
18. You are washing the kitchen floor when…
19. You are eating your dinner when…

20. You are flying a kite when…
21. You are dining in a restaurant when…
22. You are on a flight to New York when…
23. You are just finishing a sculpture in Art class when…
24. You are feeding your dog when…
25. You are conducting an orchestra when…
26. You are directing traffic when…
27. You are teaching the class when…
28. You are after scoring the winning goal in the soccer match when…
29. You are blowing out the candles on your cake when…
30. You are about to dive into a swimming pool when…

Lesson 3

Slideshow: World War 1

1. Introduce the topic **World War 1** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. assassination) if it is felt that some children do not understand them.

Slide 1	World War 1, also known as the First World War, was a global war that happened in Europe. It began on July 28th, 1914, and lasted four years, until November 11th, 1918. Fifteen countries took part in World War 1 and, unfortunately, more than 15 million people died.
Slide 2	World War 1 involved two opposing groups – the Allies and the Central Powers. The Allies included countries such as Russia, France, the British Empire, Italy, United States, Japan, Romania, Belgium, Greece and Portugal. The countries of the Central Powers included Germany, Austria-Hungary, Turkey and Bulgaria.
Slide 3	World War 1 was triggered on June 28th, 1914, by the assassination of the Archduke Franz Ferdinand of Austria and his wife Sophie. Franz Ferdinand was heir to the throne of Austria and Hungary. On August 4th, 1914, Germany, allies of Austria and Hungary, invaded Belgium. So, standing by its promise to stick up for Belgium, Britain declared war on Germany. World War 1 had officially begun.
Slide 4	By the winter of 1915, the opposing sides had both dug long ditches called trenches that faced each other. Soldiers lived in these muddy, miserable ditches, taking it in turns to be on the front line – the trench closest to the enemy. Every so often, soldiers on the front line were instructed to leave their trenches and go over the top into no man's land to try to push back the enemy. This was a ridiculous tactic as it led to near-certain death for most of the soldiers.
Slide 5	The Battle of the Somme was one of the worst battles that occurred during World War 1. It took place near the Somme River in France and lasted for five long months in 1916. The battle was fought between the British and French on one side and the German Empire on the other. Over one million people were killed during this terrible battle.

Slide 6	In 1915, the British passenger ship the Lusitania was sunk by a German submarine just south of the Old Head of Kinsale in Cork. Over 1,000 passengers, including 128 Americans, lost their lives. Americans were outraged by these deaths and put pressure on the US government to enter the war. In April 1917, when the Germans announced that their submarines would sink any ship that approached Britain, the American President Woodrow Wilson declared war on Germany to help the Allies.
Slide 7	After much fighting and huge loss of life, Germany requested an armistice in November 1918, four years after the war began. An armistice is when both sides agree to stop fighting while they discuss peace terms.
Slide 8	The Treaty of Versailles was signed between the Allies and Germany on June 28th, 1919. This officially ended World War 1. The treaty was extremely harsh on Germany. It forced Germany to accept responsibility for causing all the loss and damage of the war.

Post-Activity Review

Arrange the children in small groups. Ask them to discuss the following:

1. What did your group like or dislike about the slideshow?
2. What did your group learn from the slideshow?
3. Discuss how difficult life was for (a) soldiers in the trenches (b) women and children left at home.
4. If your group could add another slide to the slideshow, what slide would you add and why?

Lesson 4

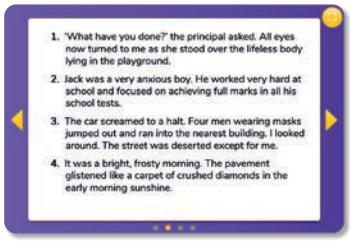
The Think-Aloud Strategy



Purpose: To model for children the skills used in engaging in storytelling

Model the skills used in storytelling by using the think-aloud strategy. Verbalise aloud and highlight the storytelling elements, e.g. 'I should start my story with a good opening… "It was a dark dismal night…" I should keep eye contact with my audience and vary my tone of voice' etc. Tell any short story of your choice to the children.

Story Openings



Purpose: To focus the children's attention on the importance of creating a good story opening and to enable them to practise creating a story opening

Explain to the children that stories can begin in different ways. Four types of story openings include: (a) action (b) dialogue (c) description of a character (d) description of a setting.

Read the following story openings aloud and ask the children to 'Think-Pair-Share' to identify which type of opening each one is.

1. 'What have you done?' the principal asked. All eyes now turned to me as she stood over the lifeless body lying in the playground.
2. Jack was a very anxious boy. He worked very hard at school and focused on achieving full marks in all his school tests.
3. The car screamed to a halt. Four men wearing masks jumped out and ran into the nearest building. I looked around. The street was deserted except for me.
4. It was a bright, frosty morning. The pavement glistened like a carpet of crushed diamonds in the early morning sunshine.

Pair/Group Work:

Arrange the children in pairs or small groups. Give the four story openings above to each pair or group. Allow time for the children to further discuss the story openings. Then ask them to create similar story starters. When finished, ask each pair/group to tell one story to the class.

Story Settings



Purpose: To focus the children's attention on the importance of creating a good story setting and to enable them to practise creating a story setting

Explain to the children that the setting is where a story takes place. The setting includes a few elements: place, time in history, e.g. 'One day last year, when I was at school…'

Read the following story openings aloud and ask the children to 'Think-Pair-Share' to identify where each is set.

1. The resounding explosions of mortar over no man's land make my ears ring, but over the ringing I can still hear the yells and shouts of a hundred men. That's not all the time though. Usually, we sit in a cramped trench, so small that we have to sleep almost shoulder to shoulder. That is the reason that we don't freeze during the cold, damp nights.
2. The automatic doors opened swiftly as Jade strode in. She glanced quickly at the cluster of signs and pressed on down the wide, polished corridor. Ahead of her, a set of double doors flew open and a trolley, pushed by five concerned faces, passed rapidly by. The smell of antiseptic caught at the back of her throat. Pushing through the doors at the end of the corridor, she emerged into a brightly-lit room. Rows of plastic seats groaned with injured people. Where was Julie? The call had been brief. All she knew was that Julie was here somewhere…
3. Sadie pushed the ticket into the man's hand. He returned the ticket after checking it and pulled open the door. Her eyes narrowed as she stepped into the dimly-lit room. Stale popcorn crunched under her feet. She felt her way down the narrow aisle. She had agreed to meet Gina somewhere in the middle.

4. The vegetables gleamed under the lighting as special offers posters swung giddily on their strings from the ceiling. A woman, whose child rocked back and forth in the trolley fighting to be released, walked in front of him. As he passed the cheese and milk fridges, a cool draught sent a shiver through his body…

Pair/Group Work:

Arrange the children in pairs or small groups. Allow time for the children to further discuss the story settings above. Then invite them to create one story setting of their own. Have one member of the group deliver the agreed story setting orally.

Story Characters



Purpose: To focus the children's attention on the importance of creating good story characters and to enable them to practise creating story characters

- Arrange the children in pairs.
- Allow them to work with a variety of materials to help them generate ideas about characters, e.g. masks, pictures, hats, etc.
- Ask them to invent a character and to describe their character by giving the following information about him/her: age, where s/he lives, what s/he likes/dislikes, what sort of home s/he lives in, his/her hobbies/pastimes, etc.
- Have one member of the pair describe their character orally.

Unit 4

Lesson 5

Storytelling Scenarios



Purpose: To enable the children to use their storytelling skills in different scenarios

- Arrange the children in groups of five or six.
- Each group is assigned a scenario (examples of scenarios below).
- The children are required to prepare a story around the scenario. They must use the correct structure of a story and some of the text type for storytelling and anecdotes learned previously.

Scenario 1: You are a soldier in the trenches during World War 1. The resounding sound of bombs exploding over no man's land makes your ears ring and you are surrounded by misery…

Scenario 2: Students and teachers visit a natural history museum. Suddenly the exhibits come to life.

Scenario 3: You are in a posh restaurant with your friends. Everything goes wrong. Describe what goes wrong and finish the story.

Scenario 4: Your parents are away and you are left in charge of the house. It is late at night…

Scenario 5: You discover, accidentally, that you have supernatural powers. Where did these powers come from and what can you do with them?

Scenario 6: A disease, similar to chicken pox, breaks out in your school. All the children have to go into quarantine (isolation to stop the spread of the disease) because the disease causes the children to…

Scenario 7: You've bought an old chest of drawers and discover a piece of paper stuck inside. This piece of paper will change your life. What is on the piece of paper and how will it change your life?

Scenario 8: You wake up in prison suffering from amnesia. How did you get there? What is going to happen next?

Scenario 9: One bright morning in spring, all domestic pets start talking…

Scenario 10: You are on board the *Lusitania* ship that was torpedoed by a German submarine off the coast of Cork in 1915. Tell the story of your survival.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the IWB and ask all the Child As to read it. Then hide the word.
- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word without saying the word themselves. If Child B says the correct word within 30 seconds, s/he wins a point.
- The children swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: A Crystal Forest

The air is blue and keen and cold,
With snow the roads and fields are white
But here the forest's clothed with light
And in a shining sheath enrolled.
Each branch, each twig, each blade of grass,
Seems clad miraculously with glass:
Above the ice-bound streamlet bends
Each frozen fern with crystal ends.
William Sharp

- Read the poem 'A Crystal Forest' using voice, facial expression and body language to help the children understand the poem.
- Have the children then read the poem. They should be encouraged to use the voice, facial expression and body language modelled.
- In small groups, the children discuss the poem using the questions provided to aid them.

1. What colour is the air according to the poet?
2. Why are the roads and fields white?
3. In what way do you think the 'forest's clothed with light'?
4. Describe the clothing of each branch, twig and blade of glass.
5. How did each fern get their 'crystal ends'?
6. Who wrote the poem?
7. Discuss the rhyming scheme of the poem.
8. Discuss the story of the poem.
9. What is the meaning of the line 'Seems clad miraculously with glass'?
10. Why do you think the poet calls the poem 'A Crystal Forest'?

Poem 2: In Flanders Fields

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie,
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

John McCrae

Use the following questions to encourage the children to discuss the poem:

1. What do you think this poem is about?
2. Who are the 'speakers' in this poem?
3. Where is the poem set?
4. What drowns out the singing of the larks?
5. What do you think has happened to the people in the poem?
6. What do you think is the feeling or emotion in this poem?
7. What is the rhyming scheme in the poem?
8. Of what is the poppy flower a symbol?
9. Discuss the story behind the poem.
10. Do you like the poem? Why/Why not?

Further Work

Arrange the children in small groups and ask them to talk about the poem. One group member is chosen to give the opinions of the group to the rest of the class.

Assessment

A Peer Assessment

The groups discuss what went well in their group work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Storytelling and Anecdotes

Use the storytelling and anecdotes rubric on page 163 of this Resource Book to assess children's improvement in text type.

Text Type: Storytelling and Anecdotes
Theme: Great Survivors

UNIT 5

Telling stories and recalling events have been how many cultures and societies have preserved and passed on their traditions. Storytelling is a vital part of everyday conversation and so should be an important feature in all classrooms. Telling stories and recalling events will be addressed in this unit by means of Reader's Theatre.

Plan			
Lesson 1	1. Reader's Theatre Introduction 2. Brainstorm! 3. Classroom Living Chart	**Lesson 2**	1. Script 2. Script Read-Through
Lesson 3	1. Performance!	**Lesson 4**	1. Christmas Poem: 'A Christmas Childhood'
Lesson 5	1. Story Stations 2. Game: Storyteller's Chair	**Lesson 6**	1. Poem 1: 'The Donkey' 2. Poem 2: 'The Rescue'

Topic-Specific Vocabulary					
gestures	facial expression	character	tone	voice	props
survivors	performance	script	audience	wigwam	narrator
rehearse	highlight	theme	invisible	succeeded	incredulously
decided	moccasins	pretend	pathetic	barefoot	braids
huddled	bowstring				

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

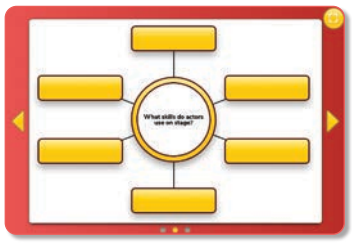
Reader's Theatre Introduction



In Reader's Theatre, the parts are read from a script. There is no need for props, costumes or lighting. The readers do not need to memorise the script. The aim of Reader's Theatre is to have fun and to develop reading, speaking and listening skills. It encourages children to use non-verbal gestures as well as vocal expression. It develops children's confidence and competence orally and improves reading fluency.

In the anthology, we read about Pepe and his efforts to survive in a jungle commune under attack from guerrillas. In *The Hunger Games,* we read about 12 districts and how they compete to survive. There, we have four survivors who cheat death and manage to survive the impossible odds. Survivors cope well with difficulties in their lives. In this unit, we look at a Reader's Theatre that features a survivor as the main character.

Brainstorm!



Invite the children to brainstorm the following: **What skills do actors use on stage?**

Show the children the spider diagram on the interactive whiteboard.

Classroom Living Chart



Have a class discussion on the skills involved in taking part in Reader's Theatre. Record these skills on a classroom **Living Chart**.

Examples of Reader's Theatre skills:

1. Read with expression, varying your tone of voice.
2. Speak loudly and clearly.
3. Pronounce each word correctly.
4. Stand up tall.
5. Listen to others and follow along.
6. Use gestures and facial expression.
7. Take note of the punctuation.
8. Practise, practise, practise!

Lesson 2

Script



Read out the script of *The Hidden One* for the class, explaining and pronouncing difficult words. This is an opportunity for you to model expression, tone, use of gestures and facial expression.

Highlight areas that you want the children to focus on.

A photocopiable version of this script can be found on page 183.

The Hidden One: A Native American Legend

Roles (13): Narrator 1, Narrator 2, Narrator 3, Narrator 4, Little Scarface, Sister, Father, Patient One, Hidden One, Boy, Young Man, Old Woman, Young Woman

Narrator 1: A long time ago, in a village by a lake, there lived a great hunter who was invisible. He was called the Hidden One. It was known that any young woman who could see him would become his bride.

Narrator 4: Many were the hopeful young women who visited his wigwam at the far end of the village. Each was tested by the hunter's sister, who was called the Patient One. But years passed, and none succeeded.

Narrator 2: In the same village lived two sisters who had lost their mother. The younger sister had a good heart, but the older one was jealous and cruel.

Narrator 3: While their father was out hunting, the older sister would torment the younger one, holding her down and burning her arms and face with sticks from the fire. Then she would tell her,

Sister: Don't you dare tell our father, or next time will be worse!

Narrator 1: When the father came home, he would ask in dismay,

Father: Why is she burnt again?

Narrator 4: The older sister would answer,

Sister: The stupid, clumsy thing! She was playing with the fire, just like you told her not to!

Narrator 2: The father would turn to the younger.

Father: (*incredulously*) Is this true?

Narrator 3: But she only bit her lip and said nothing.

Narrator 1: After a while, she had so many scars, she was called Little Scarface. She lost her long braids too, when her sister singed them off.

Narrator 4: And she had to go barefoot and wear rags, for her sister would not allow her any animal skins to make moccasins or new clothes.

Narrator 2: Of course, the sister made up all different reasons to tell their father.

Narrator 3: And he would shake his head in sorrow and disappointment.

Narrator 1: One day, the older sister put on her finest clothes and many shiny strings of shell beads. She asked Little Scarface,

Sister: (*snootily*) Do you know what *I'm* doing? *I'm* going to marry the *Hidden One*. Of course, that's something *you* could never *dream* of.

Narrator 4: Little Scarface bowed her head.

Narrator 2: When the older sister reached the wigwam at the edge of the village, she was greeted by the sister of the hunter. The Patient One told her,

Patient One: You are welcome. My brother will return soon from the hunt. Come help me prepare the evening meal.

Narrator 3: The two of them worked awhile, till the sun was nearly down. Then the Patient One led the young woman to the lake.

Narrator 1: She pointed along the shore.

Patient One: (*pointing past the sister*) My brother comes. Do you see him?

Narrator 4: The young woman saw no one, but she had decided to pretend.

Sister: Of course. (*pointing*) There he is now!

Narrator 2: The eyes of the Patient One narrowed.

Patient One: (*suspiciously*) And what is his shoulder strap?

Sister: A strip of rawhide.

Narrator 3: … said the young woman, thinking it a safe guess.

Narrator 1: The Patient One frowned.

Patient One: Let us return to the wigwam.

Narrator 4: They had just finished making the meal when a deep voice said,

Hidden One: Greetings, my sister.

Narrator 2: The young woman jumped in surprise.

Narrator 3: She stared at the entrance but saw no one.

Patient One: Greetings, my brother.

Narrator 1: As the young woman watched with wide eyes, a moccasin appeared in mid-air and dropped to the floor, followed by another.

Narrator 4: A moment later, bits of food were rising from a birch-bark tray near the fire and vanishing into an invisible mouth.

Narrator 2: The young woman turned to the Patient One.

Sister: (*cheerily*) When will our wedding take place?

Patient One: (*turning on her angrily*) What wedding? Do you think my brother would marry a liar and a fool?

Narrator 3: The young woman ran crying from the wigwam.

Narrator 1: All the next morning she stayed in bed, weeping and sobbing.

Narrator 4: Then Little Scarface came to her.

Little Scarface: (*softly*) Sister, let me have skins to make moccasins and new clothes. It is my turn to visit the Hidden One.

Sister: (*screaming*) How dare you!

Narrator 2: The sister jumped up and slapped Little Scarface, knocking her to the floor.

Sister: Are you so *stupid* to think you can do what I *couldn't*? Even if you *saw* him, do you think he'd marry a pathetic thing like *you?*

Narrator 3: She sank back to the bed in tears.

Narrator 1: Little Scarface sat huddled for a long time, listening to her sister howl and sob. Then she rose and said again,

Little Scarface: (*still softly*) It is my turn to visit the Hidden One.

Narrator 4: Her sister stopped crying and stared in amazement.

Narrator 2: Little Scarface went to her father's chest and took out an old pair of moccasins. She put them on her own small feet.

Narrator 3: Then she went out into the woods. She chose a birch tree and carefully stripped off the bark in a single sheet. From this she made a suit of clothes, which she put on in place of her rags. Then she started back through the village.

Boy: (*pointing*) Look at Little Scarface!

Narrator 1: … yelled a boy.

Boy: She's dressed like a tree!

Young Man: Hey, Little Scarface!

Narrator 4: … a young man called.

Young Man: Are those moccasins big enough for you?

Old Woman: I don't believe it!

Narrator 2: … an old woman said.

Old Woman: She's on her way to the Hidden One!

Young Woman: Oh, Little Scarface,

Narrator 3: … called a young woman,

Young Woman: Did you burn yourself and cut off your hair to look pretty for him?

Narrator 1: Ignoring their taunts and laughter, Little Scarface walked on till she reached the wigwam at the village edge.

Narrator 4: The Patient One regarded the young woman with surprise but told her,

Patient One: You are welcome.

Narrator 2: Little Scarface helped prepare the evening meal. When the sun was nearly down, the Patient One led her to the lake. She told her,

Patient One: (*pointing*) My brother comes. Do you see him?

Narrator 3: Little Scarface gazed along the shore.

Little Scarface: (*looking hard*) I'm not sure…

Narrator 1: Then her eyes lit in wonder.

Little Scarface: Yes, I see him! But how can there *be* such a one?

Narrator 4: The Patient One looked at her curiously.

Patient One: What is his shoulder strap?

Little Scarface: His shoulder strap is… is the Rainbow!

Narrator 2: The Patient One's eyes grew wide.

Patient One: And his bowstring?

Little Scarface: His bowstring is… the Milky Way!

Narrator 3: The Patient One smiled.

Patient One: Let us return.

Narrator 1: When they reached the wigwam, the Patient One took the strange clothes off Little Scarface and washed her with water from a special jar.

Narrator 4: The young woman's scars disappeared, leaving her skin shining and smooth.

Narrator 2: A magic comb made the young woman's hair grow quickly to her waist, ready for braiding.

Narrator 3: Then the Patient One opened a chest and took out a beautiful wedding outfit. Little Scarface had just put it on when a deep voice said,

Hidden One: Greetings, my sister.

Narrator 1: Little Scarface turned to the entrance and stared at the magnificent young hunter.

Narrator 4: As their eyes met, she saw the surprise in his.

Patient One: (*smiling*) Greetings, my brother. You are discovered!

Narrator 2: The Hidden One walked over to Little Scarface and took her hands in his.

Hidden One: (*with deep feeling*) For years I have waited to find a woman of pure heart and brave spirit. Only such a one could see me. And now you shall be my bride.

Narrator 3: So they were married.

Narrator 1: And from then on, Little Scarface had a *new* name –

Narrator 4: the Lovely One.

Narrator 2: For she too had been hidden,

Narrator 3: … and now was hidden no more.

Discuss the Reader's Theatre with the children and ask questions such as the following:

1. What was the story of the script?
2. What happened at the beginning; in the middle; at the end?
3. What was the plot (problem to be solved)?
4. Describe Little Scarface and her sister.
5. Where is the story set?
6. Who showed friendship to Little Scarface?
7. How did they show friendship?

Script Read-Through



Now it's time for the class to practise performing their own Reader's Theatre.

- Assign the children their parts. There are 13 parts. If there are more than 13 children in your class, you can divide the narrator parts or make some parts choral.
- Tell the children to highlight their part.
- Then have them rehearse their lines.
- As a class, read through the script, with each child reading their part.
- Offer support to any child who needs it, by scaffolding any child who needs help with pronunciation, speed, gestures, tone and so on.

Lesson 3

Performance!



The children will perform their Reader's Theatre in front of an audience. This can be recorded on a tablet. Children can self-assess using the classroom **Living Chart** for Reader's Theatre skills.

Lesson 4

Christmas Poem: A Christmas Childhood

One side of the potato-pits was white with frost –
How wonderful that was, how wonderful!
And when we put our ears to the paling-post
The music that came out was magical.

The light between the ricks of hay and straw
Was a hole in Heaven's gable. An apple tree
With its December-glinting fruit we saw –
O you, Eve, were the world that tempted me

To eat the knowledge that grew in clay
And death the germ within it! Now and then
I can remember something of the gay
Garden that was childhood's. Again

The tracks of cattle to a drinking-place,
A green stone lying sideways in a ditch,
Or any common sight, the transfigured face
Of a beauty that the world did not touch.

My father played the melodion
Outside at our gate;
There were stars in the morning east
And they danced to his music.

Across the wild bogs his melodion called
To Lennons and Callans.
As I pulled on my trousers in a hurry
I knew some strange thing had happened.

Outside in the cow-house my mother
Made the music of milking;
The light of her stable-lamp was a star
And the frost of Bethlehem made it twinkle.

A water-hen screeched in the bog,
Mass-going feet
Crunched the wafer-ice on the pot-holes,
Somebody wistfully twisted the bellows wheel.

My child poet picked out the letters
On the grey stone,
In silver the wonder of a Christmas townland,
The winking glitter of a frosty dawn.

Cassiopeia was over
Cassidy's hanging hill,
I looked and three whin bushes rode across
The horizon – the Three Wise Kings.

And old man passing said:
'Can't he make it talk –
The melodion.' I hid in the doorway
And tightened the belt of my box-pleated coat.

I nicked six nicks on the door-post
With my penknife's big blade –
There was a little one for cutting tobacco.
And I was six Christmases of age.

My father played the melodion,
My mother milked the cows,
And I had a prayer like a white rose pinned
On the Virgin Mary's blouse.

Patrick Kavanagh

- Read the poem 'A Christmas Childhood' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the questions on the next page to encourage the children to discuss the poem.

1. Who wrote this poem?
2. What is the main theme (subject) of the poem?
3. What instrument did the poet's father play?
4. What music does his mother make?
5. What line tells us how old the poet was in the poem?
6. Where is the poem set?
7. What is the mood of the poem?
8. Why do you think the poet compares 'three whin bushes' to the Three Wise Kings?
9. Do you like the imagery in the poem? Why or why not?
10. Onomatopoeia is when a word sounds like the sound that is being described, for example, 'crunched'. Find another example of onomatopoeia in the poem. What effect does this create?

Lesson 5

Story Stations



Purpose: To focus children's attention on the importance of creating a good story opening and to enable the children to work together to create a story

- Arrange the children in groups of four.
- Get the children to pick one of the story starters below and take turns adding a line to continue the story.
- Explain that each child should have contributed about three or four lines before they move to another story starter.

Example:

Story starter: I watched in horror as the world I had known disappeared.

Child 1: The ground trembled under my feet and the sky filled with thick smoke.

Child 2: Buildings collapsed and people ran in a frenzy in all directions.

Child 3: It was all my fault; I had caused this.

Child 4: I knew what I had to do.

Child 1: I grabbed my magical wand and ran in the direction of the mountains.

And so on…

Story Starters

1. Knocked unconscious by the impact, it took me five hours to come round.
2. This was my worst nightmare. I was stuck in a lift with…
3. As the boat sank, the two boys held onto…
4. When I woke up, I realised that I was inside the television.
5. The children were trapped in the castle.
6. The plane disappeared without a trace.
7. The postman handed me the strange box.
8. I pushed the magic button.

9. I touched my hand, sending shivers down my back.
10. Detective Smith didn't believe a word the man confessed.

Game: Storyteller's Chair



Purpose: To promote teamwork, improve listening and speaking skills and give children an opportunity to tell part of a story as if they were a character in the story

- Arrange the children in groups of four.
- Have the children choose a story that they are familiar with, for example, *Oliver Twist* or *The Little Match Girl*.
- Explain that each child takes a turn to sit in the storyteller's chair and tell part of the story to their group from their own point of view (as if they are a character in the story).

Example

Child 1: My name is Robin Hood. A few years ago, a good king ruled the land. His name was Richard. He allowed everyone to hunt the royal deer in Sherwood Forest. Now his brother John rules the land. He has passed a law that states that anyone found hunting deer in Sherwood Forest will be thrown in jail.

Child 2: The poor people are starving. I decide…

Lesson 6

Poem 1: The Donkey

When fishes flew and forests walked
And figs grew upon thorn,
Some moment when the moon was blood
Then surely I was born.

With monstrous head and sickening cry
And ears like errant wings,
The devil's walking parody
On all four-footed things.

The tattered outlaw of the earth,
Of ancient crooked will;
Starve, scourge, deride me: I am dumb,
I keep my secret still.

Fools! For I also had my hour;
One far fierce hour and sweet:
There was a shout about my ears,
And palms before my feet.

G. K. Chesterton

- Read the poem 'The Donkey' using voice, facial expression and body language to help the children understand the poem. Pay attention to the punctuation and its impact when reading the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- In small groups, the children discuss the poem using the questions provided to aid them.

1. Who wrote the poem?
2. What was born in the first stanza?
3. What is the mood in the first stanza?
4. What does the phrase 'the tattered outlaw of the earth' mean?
5. What line tells us that the donkey views itself as a creature of the devil?
6. What secret did the donkey keep?
7. How does the poet use imagery in the poem?
8. Do you like this poem? Why or why not?
9. Can you think of another title for this poem?
10. What is the rhyming scheme of the poem?

Poem 2: The Rescue

The boy climbed up into the tree.
The tree rocked. So did he.
He was trying to rescue a cat,
A cushion of a cat, from where it sat
In a high crutch of branches, mewing
As though to say to him, 'Nothing doing',
Whenever he shouted, 'Come on, come down'.
So up he climbed, and the whole town
Lay at his feet, round him the leaves
Fluttered like a lady's sleeves,
And the cat sat, and the wind blew so
That he would have flown had he let go.
At last he was high enough to scoop
That fat white cushion of nincompoop
And tuck her under his arm and turn
To go down –
But oh! he began to learn
How high he was, how hard it would be,
Having coming up with four limbs, to go down
with three.
His heart-beats knocked as he tried to think:
He would put the cat in a lower chink –
She appealed to him with a cry of alarm
And put her eighteen claws in his arm.
So he stayed looking down for a minute or so,
To the good ground so far below.
When the minute began he saw it was hard:
When it ended he couldn't move a yard.
So there he was stuck, in the failing light
And the wind rising with the coming of the night.
His father! He shouted for all he was worth.
His father came nearer: 'What on earth – ?'
'I've got the cat up here but I'm stuck.'
'Hold on… ladder…,' he heard. O luck!
How lovely behind the branches tossing
The globes at the pedestrian crossing
But his father didn't come back, didn't come;
His little fingers were going numb.
The cat licked them as though to say
'Are you feeling cold? I'm O.K.'
He wanted to cry, he would count ten first,
But just as he was ready to burst
A torch came and his father and mother
And a ladder and the dog and his younger brother.
Up on a big branch stood his father,
His mother came to the top of the ladder,
His brother stood on a lower rung,
The dog sat still and put out its tongue.
From one to the other the cat was handed
And afterwards she was reprimanded.
After that it was easy, though the wind blew:
The parents came down, the boy came too
From the ladder, the lower branch and the upper
And all of them went indoors to supper,
And the tree rocked, and the moon sat
In the high branches like a white cat.

Hal Summers

- Read the poem 'The Rescue' using voice, facial expression and body language to help the children understand the poem. Pay attention to the punctuation and its impact when reading the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- In small groups, have the children discuss the poem using the questions provided to aid them.

1. What do you think the poet means by the phrase 'a cushion of a cat'?
2. How do you know that it was a windy day?
3. Why do you think the poet calls the cat a 'nincompoop'?
4. How did the boy feel when he realised how high he was?
5. Why do you think his 'fingers were going numb'?
6. Describe what the boy could see below.
7. Do you think it took his father a long time to come with the ladder? Why?
8. Why do you think the poet compares the moon to the cat?
9. What would you do if you saw a cat stuck up a tree?
10. Can you suggest another title for the poem?

Independent Speaking and Listening

- In groups, discuss the work of a rescue service near you, for example, the Fire Brigade, the Irish Red Cross, Mountain Rescue, the Coast Guard.
- Do you know any rescue stories? Tell your story to your group.

Assessment

A Peer Assessment

The storytelling groups discuss what went well in their group work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Storytelling and Anecdotes

Use the storytelling and anecdotes rubric on page 163 of this Resource Book to assess children's improvement in text type.

Unit 6 Text Type: Oral Reports Theme: Space

The text type of oral reports will be explored through the theme of space. The children will explore the moon landing and *Apollo 11*, and give oral reports on various space scenarios themselves. Oral reports give children experience in selecting and organising information that will suit specific purposes, situations and audiences. They can be based on a particular topic or a shared focus of interest.

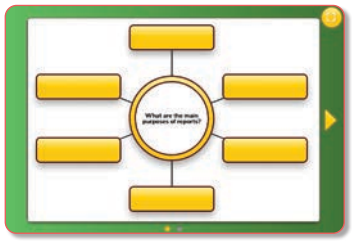
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Oral Reports	**Lesson 2**	1. Silent Video 2. Game: Just a Minute 3. Game: Newshound
Lesson 3	1. Slideshow: Space	**Lesson 4**	1. The Think-Aloud Strategy 2. Oral Report Stations 3. Game: Name Three…
Lesson 5	1. Oral Report Scenarios 2. Game: Articulate	**Lesson 6**	1. Poem 1: 'My Dad's a Secret Agent' 2. Poem 2: 'The Moon'

Topic-Specific Vocabulary					
crew	surface	lunar	module	orbit	descent
abort	mission	performed	crater	helicopter	commander
acknowledge	heroic	footprints	boulders	jagged	reflecting
inhabit	fulfilment	galaxy	dark matter	universe	Celsius
solar	satellite	volcano	downgraded		

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following: **What are the main purposes of reports?**

Show the children the spider diagram on the interactive whiteboard.

Digital Poster: Oral Reports

Introduce the topic 'Oral Reports' by having the children listen to the reports modelled on the interactive whiteboard.

Script

Report 1: Neil Armstrong giving a report about his experience of the moon landing



Hello all. I want to give you my report on the *Apollo 11* mission. A month before the launch, our mission control and all crew members decided that we were confident enough to attempt to land on the surface of the moon. Personally, I was of the opinion that we had a 90 per cent chance of getting back to Earth safely on that flight. I also felt that we only had a 50–50 chance of making a landing on the moon at our first attempt. There were so many unknowns on that descent from lunar orbit to the surface that had not been tested. There was a big chance that something could go wrong as we didn't understand everything about the surface of the moon. We had to acknowledge that we might have to abort the mission at the last moment and return to Earth.

We finally made our descent to the moon's surface, aboard the small lunar module named *Eagle*, on the 20th of July 1969. The on-board computer was going to land us on the side of a large crater with steep slopes littered with huge boulders. Not a good place to land at all!

However, Buzz Aldrin and I took the controls of the lunar module and flew it, like a helicopter, to a level area without jagged rocks. Luckily, I was able to land it before we ran out of fuel. There was only enough fuel left in the module to last about another 20 seconds!

When we landed on the surface of the moon, I said my now famous line: 'One small step for a man, one giant leap for mankind'. There was so much work to do that I didn't have time to spend too long thinking or reflecting on where I was. It is only now, having returned to Earth, that I realise the enormity of what I and the other crew members achieved.

Report 2: A scientist in the space station giving a report on *Apollo 11*



Hi all. Here is my report on the launch of the *Apollo 11* space mission to the moon. *Apollo 11* was the first mission organised to send people to the moon. NASA, the American space agency, organised the mission. It took place in July 1969. Neil Armstrong, Buzz Aldrin and Michael Collins were the three astronauts chosen to be on board. Collins stayed in orbit around the moon whilst Buzz Aldrin and Neil Armstrong became the first humans to set foot on the moon.

After finishing their activity on the moon, the two astronauts returned to the command module and slept for seven hours before starting the return journey to Earth. Aldrin and Armstrong left many things on the moon, including an American flag and a plaque bearing the following statement:

> Here men from the planet Earth first set foot upon the Moon, July 1969 AD. We came in peace for all mankind.

I have to say that it was a great day for all Americans, as well as for people all over the world. I hope we scientists continue our research and that, some day, in the not too distant future, people will actually inhabit the moon!

Report 3: A journalist reporting on the moon landing on live television



Hello! Clara Murtagh here reporting outside the White House. I have just learned that at 3.56 a.m., Neil Armstrong stepped from the lunar module *Eagle* and became the first human being to set foot on the moon. It was the fulfilment of a dream to explore the moon that people have shared since the beginning of recorded history. Buzz Aldrin followed his commander down the steps of the lunar module 19 minutes later to become the second human to set foot on the moon.

Armstrong reported that the surface of the moon seemed to be made up of very fine powder. He said that his feet sank down into it when he stepped off the ladder. He could see his footprints clearly. He reminded us that these footprints would be there for ever as there is no wind on the moon to scatter the dust.

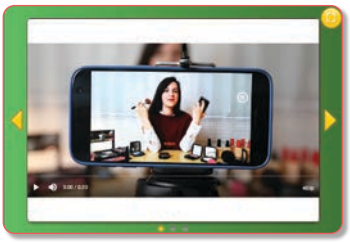
Armstrong's first words on the moon were:

'That's one small step for a man, one giant leap for mankind.'

He has said that we should not forget Michael Collins, the command module pilot, nor the ground crew who performed heroic work to achieve this mission.

Lesson 2

Silent Video



- Show the video of a person giving a report without the sound. Ask the children what they think the report is about.
- Brainstorm with the children the skills involved in giving a report, e.g. facial expression, making eye contact, use of gestures, engagement with audience.
- Record these skills on a classroom **Living Chart**. They can use the following to help them:

1. Use the Five Ws and H – Who? What? When? Where? Why? How?
2. Use topic-specific language.
3. Be able to structure a report so that it contains enough detail for the listener to follow and understand.
4. Use clear and precise language.
5. Keep a good pace throughout – do not speak too quickly or the listener will not follow, and do not speak too slowly or you will become monotonous.
6. Summarise the information.
7. Make sure your report has a beginning, a middle and an end.

Game: Just a Minute



Purpose: To enable the children to talk about a specific topic and give as much detail as is possible in a short timeframe

- Arrange the children into groups of three or four.
- Give each group a topic, for example, dogs.
- Give the group members one minute to come up with as much information as possible on that topic.
- When the minute is up, have one person from each group report back on that topic. The group that comes up with the most points is the winning group.

Examples of possible topics:

1. Trains
2. Fish
3. Polar bears
4. Endangered animals
5. Zoos
6. Television
7. Rugby
8. Hurling
9. Space
10. School uniforms

Game: Newshound



Purpose: To enable the children to understand and gain information from news items and reports, both written and oral

- Arrange the children into groups of four or five.
- Read a news article from a newspaper or magazine to the class. In their groups, the children must:
  - Decide what the article is about.
  - Pick out the main ideas in the article.
  - State three things that they learned from the article.
  - Write/say any words they particularly remember that gave the piece meaning.
  - List the people mentioned.
  - List the place(s) mentioned.
  - Decide when it happened.
- Give the children three minutes, after listening to the article, to think of as many points from above as they can. The group with the most valid points is the winner.

Lesson 3

Slideshow: Space

1. Introduce the topic **Space** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. galaxy, dark matter) if it is felt that some children do not understand them.

Slide 1	A galaxy is a system of millions, billions or even trillions of stars, gases, dust and dark matter. We live in the Milky Way galaxy. There are billions of galaxies in the universe. The word 'galaxy' comes from the Greek *galaxias*, which means 'milky'.
Slide 2	Mercury is the closest planet to the sun. This small planet is only about as wide as the Atlantic Ocean! Mercury is very different to planet Earth. There is no water or wind on this planet. Because it is so close to the sun, the daytime temperature can reach 430° Celsius. Venus is the second closest planet to the sun. Venus is sometimes referred to as the evening or morning star because it is visible in the sky. It is the second brightest object in the night sky after the moon.
Slide 3	Earth is the fifth largest planet in our solar system. It has one large natural satellite, the moon. The word 'Earth' means 'ground'. It is the only known planet where life currently exists. Mars is the most likely planet for humans to inhabit in the future. It is very cold and dry but water exists on it in the form of ice. The surface of Mars has many craters, deep valleys and volcanoes. The largest peak on the planet is a volcano called Olympus Mons, which is three times higher than Mount Everest, the highest mountain on Earth.
Slide 4	Jupiter is the largest planet in the solar system. The most famous feature on the surface of the planet is the 'Great Red Spot'. This is actually a storm that has been raging on it for about 350 years, possibly longer. Jupiter has thick rings around it that are made up of dust and particles of floating rocks. Saturn is the second largest planet. It spins much more quickly than Earth. This quick spinning causes violent storms on Saturn that are far more severe than anything ever experienced on Earth. Like Jupiter, Saturn has rings but they are made up of ice.
Slide 5	Uranus is the second furthest planet from the sun. Uranus appears blue, not because of water but because of gases present. Unlike other planets, Uranus orbits on its side. This means that summer and winter last for 21 years at the North and South Poles. Like Uranus, Neptune appears blue. Neptune is the furthest planet from the sun. It takes 165 years to orbit once around the sun. Neptune's temperature can drop as low as minus 222 °C.
Slide 6	For many years, Pluto was classed as the ninth planet. In 2006, it was downgraded to a dwarf planet because it did not meet all the conditions for a full-sized planet. Pluto was first discovered in 1930. In the 76 years from when it was discovered until it was downgraded, Pluto had only completed about one-third of its orbit around the sun!

Group Discussion

The children will now discuss what they learned from the slideshow. Arrange the children into groups of four or five. Ask each group to complete one of the following:

1. Find out more about each planet. Report your findings back to the class.
2. Look at the slides and notice the differences between the planets. Report your findings to the class.
3. Find out about any other solar systems in our galaxy. Report your findings back to the class.
4. What other things might you see in space apart from the planets? Report your findings back to the class.

Lesson 4

The Think-Aloud Strategy



Purpose: To model for children the skills used in reporting and having a meaningful conversation

- Model using the think-aloud strategy. Verbalise aloud; describe things you want the children to note when giving a report. For example: 'When I am speaking, I should try to maintain eye contact and correct facial expressions.'
- Arrange the children in pairs and ask them to use the following to stimulate conversation: Imagine you are a news reporter. Make a report on breaking information about the moon, including the Five Ws and H – Who? What? When? Where? Why? How?
- Use a selection of the **text type oral report vocabulary** on page 180 of this Resource Book to scaffold the children.

Oral Report Stations



Purpose: To enable the children to speak about a particular topic for a certain length of time

- Arrange the children in groups of four.
- Ask each group to pick a topic from the list on the next page to report on.
- Give each group time to research the chosen topic and then write their report.
- Explain that the report should include an introduction, the main body of the report and a conclusion. The children should answer the Five Ws and H, where possible.
- Then get them to choose one person to report back to the class. This can be repeated as many times as necessary with a different child reporting each time.

Sample topics for group oral reports

1. Elephants
2. Tigers
3. Dolphins
4. Eagles
5. Cheetahs
6. Neil Armstrong
7. Yuri Gagarin
8. NASA
9. A famous singer
10. A famous sportsperson
11. Russia
12. Japan
13. Norway
14. United States of America
15. Canada
16. Earthquakes
17. San Andreas Fault
18. Empire State Building
19. Newgrange
20. Tsunamis

Game: Name Three...



Purpose: To develop the children's ability to think quickly, to help with their debating responses and to develop fluency of thought, speech and delivery

- Arrange the children in groups of four or five.
- Photocopy and cut out the cards on PCM 1.
- Give each group some or all of the cards. Explain that they must name three examples of the things listed on the card. For example: 'Name three things that are fast.' Possible answer: 'A cheetah, a racing car, a speedboat.'
- The child in the group who gets the most answers correct wins the game. Give a bonus point for any correct extra answers given!
- Note that this could be a suitable game for Circle Time.

Lesson 5

Oral Report Scenarios



Purpose: To encourage the children to work together to plan and give an oral report

- Arrange the children in pairs.
- Assign each pair a scenario (examples of scenarios on the next page) in which they must give a report.
- Give the children 5–10 minutes to plan and discuss their report. They must remember to have an introduction, a main body and a conclusion.

Scenario 1: You are asked to give a report on one of the following planets: Neptune, Jupiter, Uranus, Mars.

Scenario 2: Imagine you were involved in an expedition to the moon. You are asked for your report.

Scenario 3: You are a news reporter reporting outside NASA headquarters after a space discovery/ expedition. Plan and write your report.

Scenario 4: Imagine the teacher asks you to report on your recent science/geography project. It may be about earthquakes, Mount Everest, the eye, etc. Write your report.

Scenario 5: Imagine you are asked to report on sports day in your school. Write your report.

Scenario 6: Imagine you are asked to report on your last school tour. Write your report.

Scenario 7: Imagine you are the referee of the All-Ireland Football Final in Croke Park. Give your oral report to the committee.

Scenario 8: Give a report to your parents on the events of your school day.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the interactive whiteboard and ask all the Child As to read it. Then hide the word.
- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word, without saying the word themselves. If Child B says the correct word within 30 seconds, s/he wins a point.
- The children swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: My Dad's a Secret Agent

My dad's a secret agent.
He's an undercover spy.
He's the world's best detective.
He's the perfect private eye.

He's a Pinkerton, a gumshoe,
He's a snoop and he's a sleuth.
He's unrivalled at detecting
and uncovering the truth.

He's got eyesight like an eagle.
He's got hearing like a bat.
He can out-smell any bloodhound.
He's as stealthy as a cat.

He can locate nearly anything
with elementary ease.
But no matter how he looks and looks
my dad can't find his keys!

Kenn Nesbitt

- Read the poem 'My Dad's a Secret Agent' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the following questions to encourage the children to discuss the poem:

1. What words does the poet use to say his dad is a detective?
2. What skills show us that the dad is good at his job?
3. What shows us that the dad makes everyday mistakes too?
4. Who is the poet? Can you find any other poems written by him?
5. What is the rhyming scheme in this poem?
6. Find the synonyms of the following words in the poem: unopposed, secret, find, revealing, private.
7. What do you think is the poet's impression of detectives?
8. What is the mood of the poem?
9. Do you like/dislike this poem? Why?
10. Can you think of any other titles for this poem?

Poem 2: The Moon

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

Robert Louis Stevenson

Ask the children to form a circle and talk about the poem. They should **analyse and express** their own experiences and feelings, and **communicate** their opinions to the class.

The following questions may be asked about the poem:

1. What do you think the poet means by the line: 'The moon has a face like the clock in the hall'?
2. What is meant by 'the bat that lies in bed at noon'?
3. What adjectives does the poet use to describe the animals in the poem?
4. What is the rhyming scheme of this poem?
5. Find the antonyms (opposite words) for the following words in the poem: awake, night, open, stands, midnight.
6. Why do you think all the things go to sleep 'to be out of her way'?
7. Do you like/dislike this poem? Why?
8. How would you illustrate this poem? What would you have in the picture?

Now try writing a poem about the sun. Describe why the sun is important. What things enjoy the sunlight? What things come to life when the sun sets?

Independent Speaking and Listening

Arrange the children in small groups. Ask them to talk about the moon and the night sky. What creatures appear at night?

Assessment

A Peer Assessment

The groups discuss what went well in their reports and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Oral Reports

Use the oral reports rubric on page 167 of this Resource Book to assess children's improvement in text type.

UNIT 7

Text Type: Giving and Following Instructions
Theme: World War II

The children will have read about World War II in their textbook. This is also a hugely important topic in the 6th class history programme. Giving instructions and outlining rules involve communicating a series of steps in order to get to a conclusion. This helps children to present ideas in a clear and logical manner.

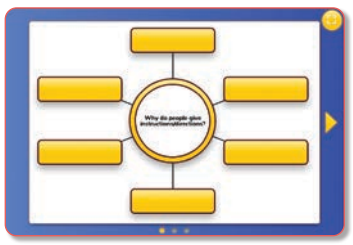
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Instructions 3. Game: Blindfold Obstacle Course	**Lesson 2**	1. Silent Video 2. Game: Blindfold Maze
Lesson 3	1. Slideshow: World War II	**Lesson 4**	1. The Think-Aloud Strategy 2. Instruction Stations – Following Instructions 3. Instruction Stations – Giving Instructions
Lesson 5	1. Scenarios – Following Instructions 2. Scenarios – Giving Instructions 3. Game: Articulate	**Lesson 6**	1. Poem 1: 'Dulce et Decorum Est' 2. Poem 2: 'London, Spring 1941'

Topic-Specific Vocabulary					
grams	Celsius	Fahrenheit	ingredients	liquid	knead
dough	draughts	chequered	counters	opponent	diagonally
capture	clockwise	anticlockwise	degrees	instructions	allies
Axis	invasion	ghettos	Holocaust	concentration camp	Blitz
persecution	declared	plane	Luftwaffe	unconditionally	surrendered
parachute	D-Day	atomic bomb	destructive	United Nations	

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following: **Why do people give instructions/directions?**

Show the children the spider diagram on the interactive whiteboard.

Digital Poster: Instructions

Introduce the topic 'Instructions' by having the children listen to the instructions modelled on the interactive whiteboard.

Script

Instruction 1: How to make brown bread



Hi children! In today's class, we are going to learn how to make brown bread.

What do you need:

- 200 grams of plain cream flour
- 250 grams of coarse wholemeal flour
- 1 teaspoon of bread soda
- 1 level teaspoon of salt
- 1 teaspoon of cream of tartar
- 1 tablespoon of oat bran
- 1 tablespoon of wheatgerm
- 1 tablespoon of wheat bran
- 25 grams of butter or margarine
- 1 teaspoon of honey
- 1 large egg, beaten
- 350–400 millilitres of buttermilk

Now you must follow the instructions for baking:

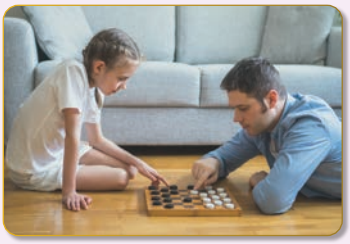
1. Preheat the oven to 210 °Celsius or 425 °Fahrenheit at Gas 7.
2. Lightly grease a 19 cm or 8 inch cake tin or two 900 g or 2 lb loaf tins.
3. Sieve the cream flour, salt, bread soda and cream of tartar into a bowl.
4. Add the wholemeal, oat bran, wheatgerm and wheat bran and mix well.
5. Rub in the butter or margarine to soften.
6. Mix the egg, honey and buttermilk together and add sufficient liquid to the dry ingredients.
7. Mix well until it is a soft dough.
8. Turn the dough out onto a floured board and knead.
9. Place into the prepared tin or tins and cut a cross on top.
10. After 15 minutes, reduce the heat to 190 °C or 375 °F at Gas 5 and bake for a further 30 minutes or so.
11. When cooked, the bread should have a hollow sound when tapped underneath.
12. Wrap in a clean tea towel and leave to cool.

Instruction 2: How to make tea



1. Fill the kettle from the cold water tap.
2. Put the kettle on to boil.
3. To make proper tea, you need hot water. A chilly teapot cools the water down, so first swirl a little boiling water around the empty teapot.
4. Add two or three teabags to a regular teapot or one teabag to a mini teapot or mug.
5. If you are using loose tea, add one teaspoon per person and one for the pot!
6. Pour the just-boiled water in and stir for a few seconds.
7. Tea needs time to unlock all its flavour, so leave it for 4–5 minutes to brew.
8. Pour the tea into a cup or mug.
9. Add milk, sugar, honey, lemon or nothing at all. Remember: Too much sugar can be bad for you!
10. Most importantly, enjoy!

Instruction 3: How to play a game of draughts



The game of draughts is played on a standard chessboard, which has 64 chequered squares, half of which are black and half white.

1. To begin, each player has 12 pieces, usually in the form of fat round counters.
2. Black always plays first. A coin is tossed to decide which player will use black counters.
3. Each player's pieces are placed on the 12 black squares nearest to that player.
4. The white squares are not used at all in the game.
5. The pieces can only be moved diagonally and so stay on the black squares throughout.
6. The objective of the game is to take all of your opponent's pieces or to force your opponent into a position from which they are unable to move.
7. Players take turns to move a piece of their own colour.
8. Pieces can only move and capture in a diagonally forwards direction (unless they are crowned – we'll come to that later!).
9. You capture an opponent's piece by jumping over it in a diagonal movement.
10. The square immediately beyond your opponent's piece must be vacant in order for you to jump over their piece.
11. Your opponent's piece is then removed from the board.
12. Unlike an ordinary move, a capturing move can consist of several jumps.
13. If you are able to take an opponent's piece or pieces, you must do so. If you don't, your piece can be taken by your opponent.
14. If you take an opponent's piece and your new position allows you to take more pieces, then you must do so straightaway.

15. If more than one of your opponent's pieces can be captured, then you can choose which piece to capture.
16. Any piece that reaches the opposite end of the board is immediately crowned. This means you win back one of the pieces lost to your opponent. This is placed on the piece that reached the opposite end. This new piece is thereafter known as a 'King'.
17. Unlike an ordinary piece, Kings are allowed to move and capture diagonally forwards and backwards. This makes them more valuable than ordinary pieces. However, ordinary pieces can capture Kings.
18. If a King is able to capture in more than one direction, the player is free to choose which direction it moves.
19. The game is won by the player who first manages to take all their opponent's pieces or renders them unable to move.
20. Players can agree to a draw at any point during the game. Draws are fairly common in the game of draughts – especially at the top level of the game.

Instruction 4: A PE teacher giving instructions to a group of children



1. Take six steps forward.
2. Turn 90 degrees clockwise and walk four steps backwards.
3. Take three steps to the right, then three steps to the left.
4. Turn 90 degrees clockwise and take five steps forward.
5. Turn 360 degrees clockwise and then turn 360 degrees anticlockwise.
6. Stand on your right leg and hop forwards four steps.
7. Stand on your left leg and hop backwards for four steps.
8. Take one step to the left followed by one step to the right.
9. Stand on your tippy-toes and clap your hands over your head.
10. Bend down and touch your toes.

Replay each set of instructions and ask the children (in pairs) to record key information under the Five Ws and H headings:

1. **Who** is giving the instructions?
2. **What** instruction words are used in each scenario? Make a list.
3. **When** are the instructions being given?
4. **Where** are the instructions being given?
5. **Why** is the individual giving the instructions?
6. **How** is the individual giving the instructions?

Class Discussion

Have a class discussion on the verbal techniques used by the speakers, for example, speaking clearly (pitch, pace, volume, pausing) and clear precise instructions with short sentences. Write these on the classroom **Living Chart**.

Examples of Giving Instructions skills:

- Speak clearly, at a good pace and good volume.
- Use eye contact and hand gestures.
- Have a clear introduction that lets the listener know what is involved in the task.
- Give clear and organised instructions in sequence.
- Give detailed descriptions.
- Have a clear and logical outcome to the task.
- Use relevant language.
- Use turn taking, when necessary.

Game: Blindfold Obstacle Course



Purpose: To develop the children's ability to give and follow instructions

- Arrange the children in groups of five or six.
- Blindfold all the participants in the group except for one, the leader, who will be giving instructions to the blindfolded participants.
- Have the blindfolded participants stand in a straight line, with their hands on the shoulders of the person in front of them.
- Explain that when the time starts, the leader has to guide these participants through an obstacle course (set up by you) in the shortest time possible. The leader has to shout instructions, for example, 'Turn left. Walk two steps forward…' and so on.
- Allow the leader to only give instructions and not touch the participants.
- In the course of moving through the obstacles, do not allow the participants to let go of their partner's shoulders. The round is complete when the last person has passed through the finish line.
- Record the time taken for all groups. The group that finishes fastest wins the game.

Lesson 2

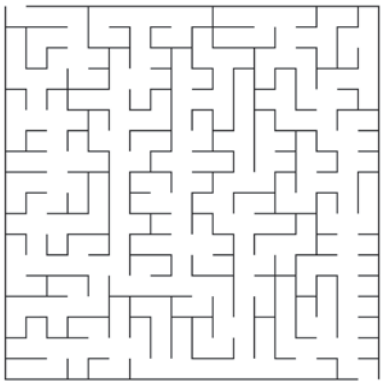
Silent Video



Show the video of a person giving instructions without the sound.
Ask the children what they think the person is speaking about.

Game: Blindfold Maze

Purpose: To develop the children's speaking and listening skills through giving and following instructions



- Arrange the children in pairs.
- Photocopy PCM 2 at the back of this Resource Book so that each pair has a maze.
- Make sure the children keep their mazes face down on their desks until you start the race.
- Give each pair a blindfold. Child A puts on the blindfold. They must hold a pencil.
- Make sure that Child B turns the maze over and positions Child A's pencil at the entrance to the maze.
- When you say 'Go', Child A uses their directional vocabulary to get Child B through the maze. They use words such as 'go up', 'go down', 'turn right', 'turn left', etc. to help their partners find their way through the maze. The first pair to reach the exit of the maze wins.
- Now switch roles and repeat. You can reuse the same piece of paper.

Lesson 3

Slideshow: World War II

1. Introduce the topic **World War II** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. Allies, Axis, Holocaust) if it is felt that some children do not understand them.

Slide 1	World War II was a battle between two groups of countries: the 'Allies' and the 'Axis'. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan. Before World War II began, Germany was ruled by a man named Adolf Hitler. Hitler and his Nazi Party wanted to gain more land and power. Hitler's main aim was to rule Europe. On 1 September 1939, German troops invaded Poland. This caused Britain and France to delcare war on Germany – World War II had begun.
Slide 2	Hitler wanted to create what he thought was the 'best' and strongest race in the world. He set about imprisoning and killing millions of people who did not fit into this 'ideal' race of people. He ordered that Jews, gypsies and those with physical and mental disabilities be rounded up and imprisoned in concentration camps. The Jewish community was the group most heavily targeted by the Nazis during World War II. This persecution is called the Holocaust and is one of history's most terrible events. Millions of Jews were forced out of their houses and made to live in ghettos and eventually sent to concentration camps. Around six million Jewish people were killed during the Holocaust.

Slide 3	By the summer of 1941, Germany had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece and the USSR (including Russia). After they had conquered most of mainland Europe, the Germans wanted to invade Great Britain. From September 1940 through May of 1941, the German Luftwaffe bombed London and other cities in England. The Luftwaffe targeted populated areas, factories and dockyards. The bombing was known as the Blitz. The Battle of Britain was the name given to Britain's Royal Air Force's defence against the German Luftwaffe. It was the first ever battle to be fought only in the air.
Slide 4	Around the same time that Germany fought for power in Europe, Japan wanted to control Asia and the Pacific in the east. Japan and Germany became allies and decided to work together to get more power and land. The US did not join the war until 1941, when Japan attacked the US naval base at Pearl Harbour in Hawaii. On 8 December 1941, the day following the attack, the US declared war on Japan and, in turn, its German allies. That made a huge difference to the outcome of the war as the US had a very powerful army, navy and air force.
Slide 5	On the 6th of August 1945, the US dropped an atomic bomb on the city of Hiroshima in Japan. The explosion was enormous, destroying the city and killing tens of thousands of people. The bomb was dropped by a plane named the *Enola Gay*. Three days later, another atomic bomb was dropped, this time on the city of Nagasaki in Japan. Again, the city was devastated. The two bombings killed between 129,000 and 226,000 people, most of whom were civilians. Six days after the bombing of Nagasaki, Emperor Hirohito and Japan surrendered to US forces and the war in the east was over.
Slide 6	D-Day was the biggest seaborne invasion in history. It took place on the 6th June 1944. The Allied forces landed their 156,000 soldiers on the beaches of Normandy in northern France. Another 23,000 troops were landed by parachute behind the German lines to stop any Germans retreating inland. The attack lasted for 11 long, harrowing months. Eventually, the Allies got all the way to the German capital, Berlin. When they arrived at the bunker that was used as Hitler's headquarters, they found that he had died of gunshot wounds.
Slide 7	After five years and eight months, World War II came to an end in Europe. Germany surrendered unconditionally on the 8th of May, 1945. This is known as Victory in Europe Day. World War II had been the most destructive war in human history, involving more than 60 nations and some 110 million soldiers. It is estimated that 15 million soldiers were killed, with a further 25 million wounded. About 45 million civilians died in bombings, from disease or starvation or in concentration camps. The United Nations (or UN) was founded soon after the end of World War II. It was founded by 51 countries to ensure that such a dreadful war would never happen again. There are now 193 nations in the UN working to keep peace in our world.

Group Discussion

The children will now discuss what they learned from the slideshow. Arrange the children into groups of four or five. Each group should discuss the following questions:

1. What did your group like or dislike about the slideshow?
2. What did your group learn from the slideshow?
3. Discuss the importance of the United Nations as a peacekeeping force in our world today.
4. Research and find out the symbolism behind the United Nations logo.
5. If your group could add another slide to the slideshow, what slide would you add and why?

Lesson 4

The Think-Aloud Strategy



Purpose: To model for children the skills used in giving clear instructions

- Model using the think-aloud strategy. Verbalise aloud; describe things you want the children to note when giving instructions.
- Arrange the children in pairs and ask them to give instructions to each other on one of the following:
  - How to cross the road
  - How to get from school to the local football pitch
  - How to make a cup of tea
  - How to play your favourite game
  - How to make a milkshake or a smoothie
  - How to take a photograph with a mobile phone.
- Offer support to any child who needs it, encouraging them to use the **text type giving instructions vocabulary** on page 177 of this Resource Book.

Instruction Stations – Following Instructions



Purpose: To give children the opportunity to listen to and follow instructions

- The following tasks can be done as group or class activities.
- Give each child an A4 or A5 page and call out the following instructions:

1. Draw a line vertically down the centre of the sheet to split it in half.
2. Then draw a horizontal line across the centre of the sheet. The sheet is now divided into quarters.
3. In the centre of the bottom left quarter, draw an equilateral triangle.
4. In the top right quarter, draw a circle and add a black dot in the centre of the circle.
5. In the bottom right quarter, draw a large tick.
6. In the top left quarter, draw two dots and a curved line to make a smiley face.

Instruction Stations – Giving Instructions



Purpose: To enable the children to cooperate with each other in giving instructions

- Arrange the children in groups of four to six.
- Give each group one of the tasks below.
- Allow all the children in the group to help prepare a set of instructions.
- Explain that the instructions can be delivered to the class by the whole group or by one person from the group.
- Set a time limit on the length of the instructions.

Task 1: Organise and give instructions on how to play a card game of your choice.

Task 2: Organise and give instructions on how to play the board game Snakes and Ladders.

Task 3: Organise and give instructions on how to make a ham and cheese sandwich.

Task 4: Organise and give directions on how to get from the classroom to the playground.

Task 5: Organise and give instructions on how to get from the school to the nearest town.

Task 6: Organise and give instructions on how to make a cup of coffee.

Task 7: Organise and give instructions on how to play a game of football/hurling.

Task 8: Organise and give instructions on how to get a book from a library.

Lesson 5

Scenarios – Following Instructions

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

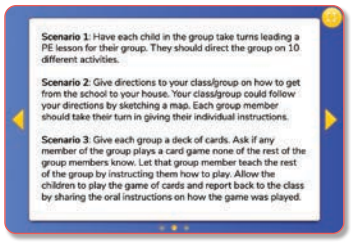
Purpose: To enable the children to develop their listening skills by following the instructions

- Do this activity as a whole-class exercise.
- Photocopy the photocopiable master sheet divided into 11 × 11 boxes, with a black box in the lower right-hand corner (PCM 3).
- Tell the children that they must listen carefully to your directions. You will only say each direction once and it is their job to follow it.
- Have them listen to a short story that will require them to move their pencil up, down, left or right to a new box. Get them to draw pictures in different boxes as they listen to the story.

1. Put your pencil on the black box in the lower right-hand corner of the paper. This is where the story is going to start.
2. You are going on a walking tour of Dublin. The first stop is at Leinster House in Kildare Street. Walk six boxes to the left and write the word 'Dáil' on the box you land in.

3. You then visit Trinity College and the Book of Kells. Move your pencil two boxes to the right, move up four spaces, and then go one space to the left. Write the word 'Kells' in that box.
4. You walk over O'Connell Bridge up towards the statue of Daniel O'Connell. Walk three boxes to the right and then move straight up three boxes. Write 'DOC' in the box.
5. Then you walk further up O'Connell Street and look up at the Spire, which stands at 120 metres tall. Move three boxes to the left and then move straight up two boxes. Draw the Spire in the box.
6. You cross the road into the GPO and take the 1916 tour. Move two boxes to the left and then one box straight down. Then go two more boxes to the left followed by three boxes straight down. Write the letters 'GPO' in the box you land in.
7. You get on the bus. Move two boxes down followed by two boxes to the right and then three boxes straight down. Write the word 'bus' in the box you land in.

Scenarios – Giving Instructions



Purpose: To enable the children to develop their skills in giving instructions

- Arrange the children in groups of four to six.
- Give each pair a scenario (examples of scenarios below).

Scenario 1: Have each child in the group take turns leading a PE lesson for their group. They should direct the group on 10 different activities.

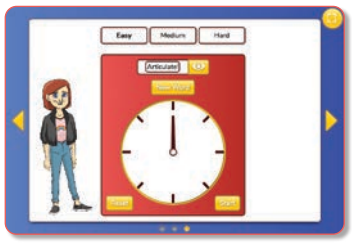
Scenario 2: Give directions to your class/group on how to get from the school to your house. Your class/group could follow your directions by sketching a map. Each group member should take their turn in giving their individual instructions.

Scenario 3: Give each group a deck of cards. Ask if any member of the group plays a card game none of the rest of the group members know. Let that group member teach the rest of the group by instructing them how to play. Allow the children to play the game of cards and report back to the class by sharing the oral instructions on how the game was played.

Remember the process:

- Organise your information into clear points.
- Speak clearly (tone, pace, pitch, volume).
- Use facial expressions and hand gestures.
- Keep eye contact.
- Engage the attention of your audience.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the interactive whiteboard and ask all the Child As to read it. Then hide the word.
- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word, without saying the word themselves. If Child B says the correct word within 30 seconds, s/he wins a point.
- The children swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: Dulce et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed
through sludge,
Till on the haunting flares we turned our backs,
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys! – An ecstasy of fumbling,
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime. —
Dim through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues, —
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est*
Pro patria mori.

Wilfred Owen

- Read the poem 'Dulce et Decorum Est' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the questions on the next page to encourage the children to discuss the poem.

1. How does the poet describe the soldiers in the first line of the poem?
2. What ailments are the soldiers suffering from in stanza 1 as a result of the war?
3. Why do the soldiers put on their helmets in the second stanza?
4. What happens to the soldier in the two-line third stanza?
5. What line in the fourth stanza tells us that the poet does not think we should recommend to young people that death on the battlefield is 'sweet'?
6. What do you think the main theme of this poem is?
7. Who wrote this poem?
8. Discuss the rhyming scheme of this poem.
9. Find out what 'Dulce et Decorum Est' means in English.
10. Why do you think the poet wrote this anti-war poem?

Poem 2: London, Spring 1941

If I could paint I'd show you
Something I saw today;
A house bombed, blasted sideways,
The roof blown clean away;
A bath perched near a chasm;
A waste of broken floors, the staircase turned to matchwood
And twisted, tortured doors.
While in the neighbour's garden,
With slender fence and tree
Dividing all its modest lengths
From dark catastrophe,
A little Moses cradle
Was placed upon the ground
And in it slept a baby
So pink and sweet and round
With no one there to mind it,
To fuss or fear, not one!
But all the jolly crocuses
Wide open to the sun.

Eiluned Lewis

- Read the poem 'London, Spring 1941' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem with a partner or in a group. They should practise their recitals by swapping single lines, couplets, stanzas, or any manner you decide.

The following questions may be asked about the poem:

1. What picture would the poet paint if she could?
2. With reference to World War II and what was happening in London in 1941, what do you think happened to this house?
3. What is in the neighbour's garden?
4. Apart from the title, what other hint tells us that this poem is set in springtime?
5. How do you think the baby came to be in the garden?
6. What is the meaning of the word 'catastrophe'?
7. How do you know that the baby was completely undisturbed by what was happening around him/her?
8. Who wrote this poem?
9. Discuss the story behind the poem.
10. Do you like/dislike this poem? Why?

Group Discussion

Arrange the children in small groups and ask them to talk about the poem. Ask each group to write a poem about a picture they would like to paint, starting with the line:

If I could paint I'd show you
Something I saw today…

Assessment

A Peer Assessment

The pairs/groups discuss what went well in their work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Giving and Following Instructions

Use the giving and following instructions rubrics on pages 165 and 166 of this Resource Book to assess children's improvement in text type.

Text Type: Arguments and Informal Debates

Theme: Russia

UNIT 8

Russia is the largest nation in the world. It borders European and Asian countries, as well as the Pacific Ocean and Arctic Ocean. Russia's landscape ranges from tundra and forests to subtropical beaches.

Russia is home to more than 190 ethnic groups. Russian is the official language, but many people also speak English and other minority languages. Ballet is the most famous Russian art form.

The purpose of Arguments and Informal Debates is to persuade an audience to accept a particular point of view. Arguments and informal debates can influence the behaviour, feelings and attitudes of others.

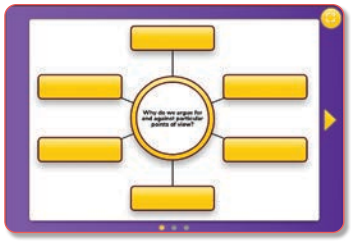
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Arguments/Informal Debates 3. Game: Four Corners	**Lesson 2**	1. Silent Video 2. Game: Both Sides 3. Game: Counterargument Tennis
Lesson 3	1. Slideshow: Wolves	**Lesson 4**	1. The Think-Aloud Strategy 2. Argument/Informal Debate Stations 3. Game: Alley Debates
Lesson 5	1. Argument/Informal Debate Scenarios 2. Game: Articulate	**Lesson 6**	1. Poem 1: 'Whispering Waves' 2. Poem 2: 'The Charge of the Light Brigade'

Topic-Specific Vocabulary					
Saint Petersburg	argument	agreement	valuable	journey	sleeper train
magnificent	picturesque	experience	rugged	border	outstanding
teaming	wildlife	passport	imprisoned	deported	internet
depicted	domesticated	populations	packs	pups	alpha male
territory	carnivores	habitat	subspecies	predator	prey
livestock	camouflage	endangered	extinct	rodents	boreal
domestic	communicate	instinct	aggressive	prowling	Arctic

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following:

Why do we argue for and against particular points of view?

Show the children the spider diagram on the interactive whiteboard.

Digital Poster: Arguments/Informal Debates

Introduce the topic 'Arguments/Informal Debates' by having the children listen to the arguments/debates modelled on the interactive whiteboard.

Before listening, encourage the children to see how important it is to take turns when speaking.

Script

1. A couple arguing about where to go on holidays



Woman: Michael, we should be thinking about plans for our summer holidays this year.

Man: Well, I really think we should visit the beautiful city of Saint Petersburg in Russia. We could visit the Hermitage Museum and then go to see a Russian folk show.

Woman: I'm not fully in agreement with you on that. I'd prefer to visit Moscow. I have always wanted to see the Kremlin and Red Square. As well as that, we could see lots of shows in Moscow.

Man: The problem with travelling to Moscow is that there are no direct flights at weekends. We would have to make a long, tiring road or train trip to get there. We really have to start our holidays on a Saturday or Sunday, so as not to lose two valuable days.

Woman: In that case, I think we should visit both cities. We could fly to Saint Petersburg on Saturday and then take a train to Moscow.

Man: That's a good idea but the train journey would be very long.

Woman: The Sapsan Express only takes four hours, which is not much longer than the trip from Dublin to Cork.

Man: That could be very expensive!

Woman: There's a cheap, overnight sleeper train that takes eight hours. We could sleep on board and be fresh in the morning.

Man: That's a brilliant idea.

2. A mother and daughter arguing on a train



Mum: Come on, Ava, please put down your iPad and look out the window. You're missing the magnificent scenery and picturesque mountains that surround us. This is a dream trip and I really don't want you to miss any of it.

Ava: Ah Mum! I'm playing a brilliant game and I'm nearly at the next level. All my friends are on the next level and I want to be as good as them.

Mum: I know that getting to the next level is very important to you. However, I know you'll be sorry if you don't experience travelling through the beautiful, rugged Ural Mountains. These mountains form a natural border between Europe and Asia.

Ava: Mum, a mountain is a mountain. We have many of them back home in Ireland.

Mum: You're right, Ava, but these are vast areas of outstanding natural beauty, with lakes, forests and valleys all teaming with wildlife.

Ava: Okay, Mum. I'll have a look just to keep you happy.

Mum: Don't look just to please me. I know you will regret it if you don't see this lovely scenery.

Ava: Wow, the views are amazing. I can't wait to tell my friends about my dream journey on the Trans-Siberian Railway through northern Russia! Thanks for your good advice, Mum.

3. A father and son arguing about keeping his passport safe



Dad: Andrew, we need to show our passports in many places in Moscow.

Andrew: Dad, I didn't bring it with me. I didn't think that I'd need it.

Dad: But I specifically told you that you must keep your passport on you, in your money belt, all the time when in Moscow.

Andrew: I don't see what the big deal is. I left it on my locker in my hotel room. It has to be safe there. You are really worrying too much about everything.

Dad: Andrew, we both know it could be stolen out of your hotel room. As well as that, if the police stop us and ask you for your passport, we will have to produce it. We could be imprisoned or deported because you would not be able to prove who you are. I read all about important safety tips on travel in Russia on the internet.

Andrew: Gosh, I never thought of that. I think we should go back to the hotel and get it. Will you mind it for me, Dad? I'd feel much safer if you had it.

Dad: Great idea. I'll put it with my money and my passport in my money belt.

Replay each conversation. Divide the children into pairs. Ask them to record key information using the Five Ws and H (Who, What, When, Where, Why, How?). For example:

1. **Who** are the people involved in the informal debate?
2. **What** is the debate about? **What** argument/informal debate-specific language have you heard? List it.
3. **When** are these people involved in the debate?
4. **Where** are the arguments/informal debates happening?
5. **Why** are the people involved in these debates?
6. **How** do the people feel about Russia?

Classroom Living Chart

After listening to the Digital Poster, have a general class discussion on the oral language skills involved in engaging in an informal debate/argument. Record these skills on a **Classroom Living Chart**.

Skills involved could include the following:

1. Speak clearly (paying attention to tone, pace, pitch, volume).
2. Make sure your audience is paying attention.
3. Use debate-specific language.
4. Use sentence starters like:
   - I strongly/firmly believe that
   - It has been proven that
   - To begin
   - In particular
5. Organise your information. Have an introduction, evidence to support your point of view and a good conclusion.
6. Use persuasive language to present your argument.
7. Use hand gestures and facial expressions.
8. Keep eye contact.
9. Be confident.
10. Listen to the other person and respond appropriately.

Game: Four Corners



Purpose: To develop the children's ability to make decisions and form opinions on various topics

The game Four Corners gets children up and out of their seats, which encourages even the shy ones to choose a side.

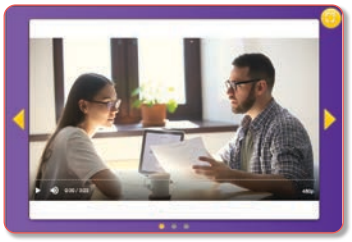
- Before playing, place a sign in each of the four corners of the classroom:
  1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- Inform the children that they will listen to statements and then, having considered them for a few moments, will move to the corner of the room that matches their viewpoint.
- Read the first statement and ask the children to move.
- Once they have all chosen a corner, ask for some children from each corner to justify their choices.
- Allow time for children in other corners to make rebuttals and change corners if they wish.
- Spend a set amount of time on each statement, perhaps three to five minutes, then repeat the exercise with another statement.

Possible Statements

1. All children should have daily jobs.
2. All children should walk to school.
3. Every child should play a musical instrument.
4. Children should get hot lunches in school.
5. All schools should have a uniform.
6. All schools should not have a uniform.
7. Children should not be allowed fizzy drinks.
8. All children in primary school should have to do P.E.
9. All children should help out in their local areas.
10. Children should not have mobile phones until the age of 16.
11. Children should learn a foreign language in primary school.
12. All fossil fuels should be banned in Ireland.
13. Cars should be removed from our roads during the day.
14. Air travel should be banned as it causes too much pollution.

Lesson 2

Silent Video



- Show the video of the people having an argument, without the sound.
- Arrange the children in pairs.
- Have Child A ask Child B some of the following questions:
  1. What do you think is happening?
  2. Who is arguing?
  3. How do you think the person arguing is feeling? Why?
  4. What do you think the argument is about?
  5. Where do you think the argument took place?
- Brainstorm with the children the verbal skills involved in an argument. Record these skills on a **Classroom Living Chart**.

Examples might include:

- Keep good eye contact.
- Use hand gestures and facial expressions.
- Take turns.

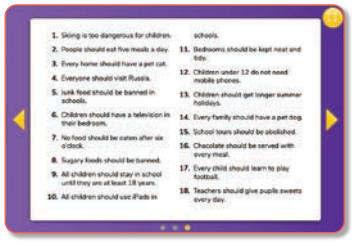
Game: Both Sides



Purpose: To enable the children to practise taking a particular/specific point of view

- Arrange the children in two large groups.
- Make one group the Yes side and the other group the No side.
- Read out a statement to the class. For example: School books should be banned.
- Tell the Yes side to come up with as many reasons as they can to support this statement.
- Tell the No side to come up with as many reasons as they can to reject this statement.
- The side that comes up with the most valid reasons wins the game.

Game: Counterargument Tennis



Purpose: To enable the children to practise making rebuttals or counterarguments and to enable them to think quickly in an argument/debate

- Arrange the children in pairs, Child A and Child B.
- Sit each pair facing each other. Allow each pair to pick five statements to debate.
- Have Child A make a statement related to the debate topic and Child B must quickly offer a rebuttal or counterargument.
- Have Child A then rebut this statement, and the two continue back and forth.
- Set a time limit for each rebuttal, perhaps 15 seconds to half a minute.
- The child who cannot think of a rebuttal loses the round.
- Ask each pair to play five rounds so that there is an overall winner.

Possible Statements

1. Skiing is too dangerous for children.
2. People should eat five meals a day.
3. Every home should have a pet cat.
4. Everyone should visit Russia.
5. Junk food should be banned in schools.
6. Children should have a television in their bedroom.
7. No food should be eaten after six o'clock.
8. Sugary foods should be banned.
9. All children should stay in school until they are at least 18 years old.
10. All children should use iPads in schools.
11. Bedrooms should be kept neat and tidy.
12. Children under 12 do not need mobile phones.

13. Children should get longer summer holidays.
14. Every family should have a pet dog.
15. School tours should be abolished.
16. Chocolate should be served with every meal.
17. Every child should learn to play football.
18. Teachers should give pupils sweets every day.

Lesson 3

Slideshow: Wolves

1. Introduce the topic **Wolves** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. habitat, boreal) if it is felt that some children do not understand them.

Slide 1	In most stories and tales, wolves are depicted as being big evil creatures. In fact, wolves are necessary to keep the balance of nature. They ensure that populations of animals don't grow so much that there isn't enough food to support them all.
Slide 2	Wolves are social creatures that hunt and live in groups called packs. Packs usually consist of one female, one male and their pups. The male leader is called the alpha male. The alpha male protects the pack and their territory. Wolves are carnivores, eating deer, mountain goats, bison, beavers, frogs, birds and even fish. Their habitat is often in very remote areas. Wolves can survive in a variety of temperatures, both very cold and very warm.
Slide 3	There are four main types of wolf that live in Russia: the Eurasian wolf, Caspian Sea wolf, Tibetan wolf and Tundra wolf. They are all subspecies of the grey wolf. The grey wolf is the most common wolf in the world. Like other wolves, it is renowned for its chilling howl. It uses this howl to communicate with other members of the pack. It has been known that a wolf will sacrifice itself in order to save other pack members from a predator.
Slide 4	The Eurasian wolf has a pale grey-brown coat, which is lighter on the undersides and darker on the back and shoulders. Eurasian wolves are found as far apart as Scandinavia to the lower Himalayan Mountains. There are about 30,000 grey wolves in Russia. In Russia, their largest prey is the yak, but they also feed on hares and fish.
Slide 5	The Caspian Sea wolf is also known as the Steppe wolf. It can be found in the area of Russia that borders the Caspian Sea. The Caspian Sea wolf is sandy coloured, which helps them to camouflage and blend into their surroundings. These animals are an endangered species, so they face a high risk of becoming extinct. They eat Caspian seals, rodents and fish. These wolves can survive for a number of weeks without eating food. When food is scarce, they often live on berries.

Slide 6	The Tundra wolf is also known as the Arctic wolf. It is found in the northern Arctic and boreal regions of Russia. Because these wolves live in an extremely cold region, they grow an extra layer of fur during the winter to keep them warm. Tundra wolves are hunted for this thick soft fur. Tundra wolves also have longer legs than most other wolves. These help them to walk and hunt better in deep snow.
Slide 7	The Tibetan wolf is often called the woolly wolf due to its thick fur. It lives in Alpine forests of Russia. This wolf has a sharp face and big pointed ears. They are hated by many farmers as they hunt small livestock, particularly sheep and chickens. It is thought that the Tibetan wolf is the closest of the wolf family to the domestic dog.
Slide 8	Wild wolves are sometimes kept as exotic pets, and in some rare occasions as working animals. These pups are taken from their mothers when they are two or three weeks old. These majestic animals are not as easy to train as dogs. Unfortunately, because wolves' natural instinct is to be aggressive, their owners often chain them to stop them prowling. This is very cruel as they are used to being in the wild.

Discussion

Have a general class discussion on the topic of Wolves. Arrange the children in small groups. Ask them to discuss the following:

1. What did your group like or dislike about the slideshow?
2. What did your group learn from the slideshow?
3. If your group could add another slide to the slideshow, what slide would you add? Explain why.
4. Discuss the topic: Should we be afraid of the wolf?
5. Discuss the topic: Should wolves be kept as domesticated pets?

Lesson 4

The Think-Aloud Strategy



Purpose: To model for the children the skills used in debating

- Model debating by working with one group of children at the top of the class. Carry out a debate with this group. The other children observe what is happening.
- Model using the think-aloud strategy. Verbalise aloud; describe things you want the children to note when debating. For example:

'I should start by outlining/saying what stance/side I am going to take in the argument. When arguing/debating, I should keep eye contact with the person I'm having the debate with. I should listen carefully to the points they are making, so that I can rebut or answer them with my

arguments/opinions. I should speak slowly and clearly so that nothing in my argument is missed. I should use sentences like:

— I firmly believe…

— I agree/disagree…

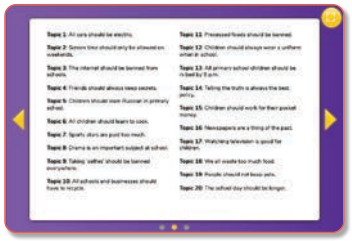
— It is widely believed…

— I know…

In conclusion, I use hand gestures and facial expressions to emphasise/demonstrate what I am saying. When debating, I should appear confident and my reasons should be supported with facts.'

- Offer support to any child who needs it, encouraging them to use the **text type arguments and informal debates vocabulary** on page 173 of this Resource Book.

Argument/Informal Debate Stations



Purpose: To enable the children to cooperate with each other in developing the skills involved in arguing and debating

- Arrange the children in groups of six.
- Give each group a debate topic from the list below and ask them to plan arguments and counterarguments using a sheet of paper with two columns.
- Invite all the children in the group to take part in the preparation of the arguments/informal debates.
- After 10 minutes of planning, divide each group into two subgroups, with three children supporting the topic and three against it.
- Have each subgroup argue/debate the issues.
- Circulate and listen to the debates, scaffolding the children, where necessary.
- Spotlight some groups or get a two-minute snippet from each group.

Topic 1: All cars should be electric.

Topic 2: Screen time should only be allowed on weekends.

Topic 3: The internet should be banned from schools.

Topic 4: Friends should always keep secrets.

Topic 5: Children should learn Russian in primary school.

Topic 6: All children should learn to cook.

Topic 7: Sports stars are paid too much.

Topic 8: Drama is an important subject at school.

Topic 9: Taking selfies should be banned everywhere.

Topic 10: All schools and businesses should have to recycle.

Topic 11: Processed foods should be banned.

Topic 12: Children should always wear a uniform when in school.

Topic 13: All primary school children should be in bed by 9 p.m.

Topic 14: Telling the truth is always the best policy.

Topic 15: Children should work for their pocket money.

Topic 16: Newspapers are a thing of the past.

Topic 17: Watching television is good for children.

Topic 18: We all waste too much food.

Topic 19: People should not keep pets.

Topic 20: The school day should be longer.

Game: Alley Debates



Purpose: To enable/encourage the children to become proficient at debating

This game is an excellent introduction to debating and brilliant for children of different abilities.

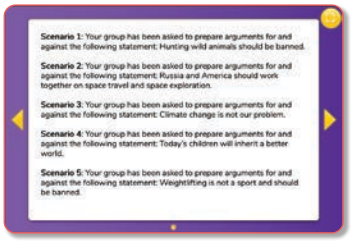
- Draw an imaginary line in the classroom. One side of the line represents those who agree with a motion/topic, while the other side represents those who disagree with the motion.
- Pose the motion/topic. For example: 'Should general elections take place on a Saturday?'
- Have the children place themselves on the side of the imaginary line according to their point of view. Ask the children who are unsure of their opinion to go to the middle of the line.
- Allow the children to share their reasons for their position.
- Give the children an opportunity to change their position after they have heard the different justifications.
- Ask questions such as: 'Would anybody like to change their position having heard other children's thoughts?', 'What can you tell about a person's belief from the tone in their voice?'

Other Sample Topics

1. Mobile phones should be banned in public places.
2. Air travel is good for the environment.
3. Watching television increases our vocabulary.
4. E-books are much better than real, paper books.
5. Rugby players should be paid more than soccer players.

Lesson 5

Argument/Informal Debate Scenarios



Purpose: To provide the children with further practise in debating/arguing and to enable them to cooperate with each other in developing the skills involved in arguing and debating

In the Argument/Informal Debate Stations activity, the children had only 5–10 minutes to plan, so their arguments would have been quite short. In the following activity, they plan for longer, possibly doing it as homework over the course of the week.

- Arrange the children in groups of about six to eight.
- Given each group a debate topic (from the scenarios listed below) and ask them to plan arguments and counterarguments using a sheet of paper with two columns. Ask them to include an introduction, evidence to support their point of view and a conclusion.
- Invite all the children in the group to take part in the preparation of the arguments/informal debates.
- Divide each group into two subgroups, with three children supporting the topic and three against it.
- Allow each subgroup to argue/debate the issues.
- Circulate and listen to the debates, scaffolding the children, where necessary.
- Spotlight some groups or get a two-minute snippet from each group.

Scenario 1: Your group has been asked to prepare arguments for and against the following statement: Hunting wild animals should be banned.

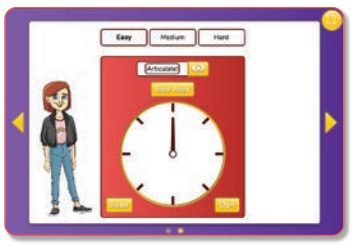
Scenario 2: Your group has been asked to prepare arguments for and against the following statement: Russia and America should work together on space travel and space exploration.

Scenario 3: Your group has been asked to prepare arguments for and against the following statement: Climate change is not our problem.

Scenario 4: Your group has been asked to prepare arguments for and against the following statement: Today's children will inherit a better world.

Scenario 5: Your group has been asked to prepare arguments for and against the following statement: Weightlifting is not a sport and should be banned.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the interactive whiteboard and ask all the Child As to read it. Then hide the word.

- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word, without saying the word themselves. If Child B says the correct word within 30 seconds, he or she wins a point.
- Allow the children to swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: Whispering Waves

Waves come crashing to grey sullen shores.
Powerful and strong, it breathes and roars.
Cascading and caressing each grain of sand,
A warm embrace between sea and land.

High above, a seagull soars high.
Wings of purity it spreads to fly.
Battling high against darkened cloud,
In a wind that blows fiercely, flying graceful and proud.

Beneath, the sand is soft and warm.
Sculpted by nature, it's weathered the storm.
A passionate battle between calmness and rage,
A new chapter's beginning; don't turn the last page.

I listen again to the whispering waves,
Music of nature calming and brave.
Its power unknown, its stillness untamed,
Mysterious and magical, a treasure earth claims.

Edel T. Copeland

- Read the poem 'Whispering Waves' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the following questions to encourage the children to discuss the poem:

1. What is the theme of this poem?
2. What ideas about nature are conveyed in this poem?
3. What sense does this poem appeal to? Give examples from the poem.
4. What is the rhyming scheme of this poem?
5. Are there any examples of alliteration in this poem?
6. What is the mood of the poem?
7. What do you think is meant by the line 'a passionate battle between calmness and rage'?
8. Do you like or dislike this poem? Why?
9. Can you find examples of personification in the poem? (Personification is when an object or animal is described as if it were human.)
10. In this poem, a seagull is battling against the wind to fly. Discuss other battles that happen in nature.

Group Work

Arrange the children in small groups. Ask them to discuss the topic: Pollution is endangering our sea life.

Poem 2: The Charge of the Light Brigade

I
Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
'Forward, the Light Brigade!
Charge for the guns!' he said.
Into the valley of Death
Rode the six hundred.

II
'Forward, the Light Brigade!'
Was there a man dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

III
Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of hell
Rode the six hundred.

IV
Flashed all their sabres bare,
Flashed as they turned in air
Sabring the gunners there,
Charging an army, while
All the world wondered.
Plunged in the battery-smoke
Right through the line they broke;
Cossack and Russian
Reeled from the sabre stroke
Shattered and sundered.
Then they rode back, but not
Not the six hundred.

V
Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;
Stormed at with shot and shell,
While horse and hero fell.
They that had fought so well
Came through the jaws of Death,
Back from the mouth of hell,
All that was left of them,
Left of six hundred.

VI
When can their glory fade?
O the wild charge they made!
All the world wondered.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

Alfred, Lord Tennyson

- Read the poem 'The Charge of the Light Brigade' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the following questions to encourage the children to discuss the poem:

1. How many soldiers rode into the 'valley of Death'?
2. Why did the soldiers not turn back when they thought a blunder had been made?
3. Why do you think the poet repeats the phrase 'half a league' three times?
4. How did the poet describe the charge?
5. With what weapons were the Russians and the Cossacks fighting?
6. How do you think the soldiers were feeling as they faced their enemy with only swords?
7. Find some examples of imagery the poet uses to personify death and hell.
8. What is the rhyming scheme in this poem?
9. What is the mood of the poem?
10. Do you like or dislike this poem? Why?

Group Work

Arrange the children in small groups. Ask them to discuss the topics:

- Soldiers should obey their commander at all times.
- Wars can be avoided.

Assessment

A Peer Assessment

The pairs/groups discuss what went well in their work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Arguments and Debates

Use the arguments and debates rubric on page 164 of this Resource Book to assess children's improvement in text type.

Text Type: Formal Debates
Theme: Asia

UNIT 9

Debates can be used to explore issues and different points of view, such as controversial topics or literature discussed in class. The children will be required to research topics to provide relevant information to support their point of view.

This text type is explored through the theme of Asia. The children will learn how to debate while learning more about the continent of Asia.

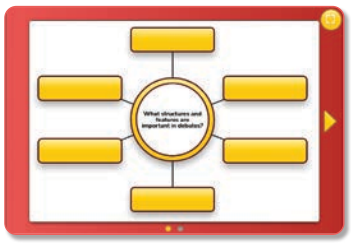
Plan			
Lesson 1	1. Brainstorm! 2. Digital Poster: Formal Debates	**Lesson 2**	1. Game: Balloon Debates 2. Game: Both Sides
Lesson 3	1. Slideshow: Asia	**Lesson 4**	1. The Think-Aloud Strategy 2. Formal Debate Stations 3. Game: Counterargument Tennis
Lesson 5	1. Formal Debate Scenarios 2. Game: Articulate	**Lesson 6**	1. Poem 1: 'Spells' 2. Poem 2: 'Beaches'

Topic-Specific Vocabulary					
effect	affect	motion	support	development	addictive
personality	adversely	detrimental	evidence	interactions	peers
confuse	fantasy	influence	underactive	inherently	isolated
educational	expensive	financial	irresponsible	household	starvation
neglect	continent	population	billion	difficult	mountain
attempt	summit	Sherpa	conquered	stretching	Forbidden City
tourist attraction		massive	palace	Trans-Siberian	species
freshwater	tropical	venom	China	Russia	border
India	Nepal				

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following:

What structures and features are important in debates?

Show the children the spider diagram on the interactive whiteboard.

Digital Poster: Formal Debates

Introduce the topic 'Formal Debates' by having the children listen to the debates modelled on the interactive whiteboard.

Before listening, encourage the children to see how important it is to take turns when speaking.

Script

1. A formal debate on the topic 'All computer games are bad for children'



Chairperson: The topic for today's debate is: All Computer Games Are Bad for Children. Today, we have Team A here on the right and its members, Cian and Clara, who support the motion that all computer games are bad for children. Team B, Danny and Sofia on your left, are against the motion. Good luck to both sides!

Cian: Hi! My name is Cian and I believe that computer games have a seriously bad effect on children. I firmly believe this because children who play video games when they are younger become totally addicted to this unrealistic, make-believe world. This addictive behaviour can affect them in later life. They may easily become addicted to other things, including drugs, nicotine or alcohol, due to the development of this addictive personality.

Danny: A hearty welcome to you all! My name is Danny and I totally disagree with Cian. I believe that computer games do not adversely affect the lives of children. There is no real evidence to support this point of view. In fact, the opposite is true, as video games teach children to follow directions correctly. They also increase children's hand–eye coordination, problem-solving skills and decision-making abilities. The brains of children who play computer games become more developed and they learn about teamwork through interactions with other players. They also increase their short-term memory.

Clara: Hi! Good to see you all here. I'm also glad to note that you are not cooped up in a stuffy room playing video games. My name is Clara and I am completely of the view that video games are evil and detrimental to the lives of children.

You make a valid point, Danny, that players interact with other players. However, this all takes place online with faceless people who are not real friends. Rather than helping personality development and communication skills, playing these types of video games socially isolates children. When in company, these children are unable to interact socially with their peers. As well as that, they spend less time on other activities, such as doing homework, reading, playing sports and interacting with friends and family. Constantly playing these games causes these children to confuse reality with fantasy. Because they are not active, some children develop health problems such as obesity.

Sofia: Hello all! My name is Sofia and I am strongly against the motion that computer games are a bad influence on children. While I understand your point that some players can be underactive and become isolated, video games cannot inherently be a bad influence on children. These are simply computer programmes built by people for the enjoyment of

others. If there is a detrimental effect, then the cause must be down to poor parenting or guardian skills. It's the job of parents to ensure that their children do not spend too much time online. Used properly, video games can be educational as well as entertaining.

2. A formal debate on the topic 'All homes should have a pet'



Chairperson: The topic for today's debate is: All Homes Should Have a Pet. Today, we have Team A here on the right and its members, Simona and Michael, who support the motion that all homes should have a pet. Team B, Rowan and Livia on your left, are against the motion. Good luck to both sides!

Simona: Hi all! I'm Simona and I want to state firmly that all homes should have a pet. Nobody likes to feel lonely or to be left on their own, as this can lead to stress and anxiety. If you have a pet at home, you always have someone to welcome you home every time you come back to the house. Imagine having a nice, pleasant animal to welcome you at your door when you return home. You don't need to imagine this, because you can make it happen by simply owning your own pet.

Rowan: Hi! My name is Rowan and I am here to talk against this silly motion. I totally disagree that all homes should have a pet. Pets are amazing and I love having one, but not everyone is suited to owning a pet. Some people just can't afford to have one. The upkeep of a pet can be very expensive – buying their housing, food and toys. The list of expenses goes on and on. Also buying the pet itself can be pricey, with some dogs going for four-figure sums. If you want a pet and can afford to have one, that's fine, but nobody should get one if they can't handle the financial responsibility. As well as that, many people look after their pets. Unfortunately, there are people out there who are not responsible animal lovers.

Michael: Hi all! I'm Michael and want to state that I am strongly in favour of the motion. Rowan makes a valid point that some people out there are not responsible animal lovers. However, we can't tar everybody with the same brush! I sincerely believe that having a pet helps to make children into good responsible adults. As well as that, pet owners are generally healthier than those who do not own pets. Pet owners are sick less often and more physically active than those without pets. Depression is quite a common illness today and it is widely accepted that pet owners are less likely to be depressed as their pets bring extra joy into their lives.

Chairperson: Sorry to interrupt, but you have already gone over your allotted time.

Michael: My apologies, Chairperson, I will just conclude by saying that pets can help develop children's social skills, by enabling them to interact and talk to other owners.

Livia: Thank you all for coming to listen to this debate. My name is Livia and I wish to join Rowan against the motion. While I completely agree with the benefits pets bring to some families, not every household is suitable to owning a pet. Some people get angry when a pet does something unexpected or unacceptable. Animals are not humans and so need to be trained well by supportive owners. It is a sad reflection on humans that some of them can hurt the animals in their care. Others are irresponsible and may neglect or forget

to feed their pets. How often have we seen on television poor pets being left for days without food or dying of thirst or starvation? The hard fact is that some people are not capable of treating a pet properly. Some parents think that buying a pet as a Christmas present is great for their children. However, the truest saying I've ever heard is that: a pet is for life, not just for Christmas.

Chairperson: Could I sincerely thank you all for coming to listen to this debate tonight. I would also like to thank all the team members who spoke so eloquently. That concludes our debate. I'll leave it to the adjudication panel to decide the winner of this debate.

Replay each debate. Divide the children into pairs. Ask them to record key information using the Five Ws and H (Who, What, When, Where, Why, How?). For example:

1. **Who** is involved in the formal debate?
2. **What** is the debate about? Did you hear any specific formal-debate language? List what you heard.
3. **When** do you think this debate is taking place?
4. **Where** do you think the debate is taking place?
5. **Why** are the people involved in these debates?
6. **How** does each speaker respond to the motion?

Debating

A formal debate is the act of arguing over a point in a formal and professional way. It has speakers on each side (for and against the debate topic). It will also have adjudicators and a chairperson.

What are the four steps involved in a formal debating process?

Step 1: Form an initial opinion – for or against the debate topic.

Step 2: Research arguments for the debate topic or research arguments against the debate topic.

Step 3: Write your debate speech.

Step 4: Debate the topic.

Classroom Living Chart

Brainstorm with the children the skills involved in formal debates. Record these skills on a **Classroom Living Chart.**

Examples might include:

- Use debate-specific language.
- Speak clearly (paying attention to tone, pace, pitch, volume).
- Use persuasive hand gestures and facial expressions.
- Keep good eye contact.
- Listen to the other person and respond appropriately.
- Organise your information, with an introduction, evidence to support your point of view and a conclusion.

Lesson 2

Game: Balloon Debates



Purpose: To encourage the children to question a point of view, to help improve general communication skills, to help the children handle objections, to encourage quick thinking skills and encourage rebuttal and listening skills

- Balloon debates are a fun way to introduce debating to a class or to a debating society and can be used as a platform for a wider discussion in class.
- Arrange the children in groups of five or six.
- Assign each child in the group a historical figure or famous person to impersonate or let them choose one themselves.
- Ask the children to imagine that they are together in a hot air balloon that is rapidly falling. One person must be thrown overboard in order to save the others, but who will it be?
- Ask each child to make a speech saying why they should be allowed to stay in the balloon.
- Get the rest of the class to vote on whether they should stay or not. If the class votes to throw them out of the balloon, the child is disqualified from the rest of the debate.
- Continue the game until only one child is left in the balloon.

Examples of Famous People

1. Martin Luther King
2. Napoleon
3. The President of Ireland
4. A famous footballer
5. A famous singer

Class Discussion

The other children will need to listen carefully to the arguments so that they can vote on who gets thrown out of the balloon! Ask the class why they made the decision they came to. Discuss whether they voted someone off because of the arguments the speaker made or because they already had an opinion on what the famous person is like.

Game: Both Sides



Purpose: To enable the children to practise taking a particular/specific point of view

- Arrange the children into two large groups.
- Designate one group the Yes side and the other group the No side.
- Read out a statement to the class. For example: Sport should be banned in the playground for health and safety reasons.

- Ask the Yes side to come up with as many reasons as they can to support this statement.
- Then ask the No side to come up with as many reasons as they can to reject this statement.
- The side that comes up with the most valid reasons wins.

Lesson 3

Slideshow: Asia

1. Introduce the topic **Asia** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. summit, Trans-Siberian) if it is felt that some children do not understand them.

Slide 1	Asia is the largest continent in the world. It makes up about one-third of the world's land. The population of Asia is almost 4.5 billion people. There are 48 countries in Asia. China and India are the only two countries in the world with populations of more than 1 billion people!
Slide 2	Mount Everest is the highest peak in Asia and the world. It is on the border of China and Nepal. It is 8,848 metres high. At this height, air is very thin. The thin air makes it very difficult for mountain climbers to reach the summit of Everest. In 1921, George Mallory was part of the first real attempt to reach the summit which failed. Mallory was killed on his second attempt in 1924. It wasn't until 1953 that New Zealander Edmund Hillary and the Sherpa mountaineer Tenzing Norgay finally conquered Everest.
Slide 3	Russia is the biggest country in Asia. Even though part of Russia is in Europe, it is still Asia's largest country. Almost half of the country is covered in forest. Its capital city is Moscow. The longest railway line in the world, the Trans-Siberian Railway, runs across Russia from Moscow to Vladivostok for a total of over 9,000 km. That's more than 35 trips from Dublin to Cork by train.
Slide 4	China is the fourth largest country in the world after Russia, Canada and the USA. It is the most populated country in the world though, with a population of 1.4 billion. The Great Wall of China, which once marked the border of the old Chinese Empire, is the longest wall in the world, stretching for over 21,000 km. The Forbidden City is said to be the largest palace in the world. It took nearly one million labourers to build it. The Forbidden City is China's most popular tourist attraction and is situated in the centre of Beijing, the capital of China. There are nearly 9,000 separate rooms in this massive palace.
Slide 5	The Caspian Sea in Asia is the largest inland body of water. It covers an area about the size of Japan. About 130 rivers flow into the Caspian Sea, with the Volga supplying most of the water. Unusually, no river flows out of the sea! Lake Baikal, close to the Russian border with Mongolia, is the world's largest freshwater lake. It is also the deepest at 1,637 metres. Lake Baikal holds about 20 per cent of the Earth's freshwater. It could keep all humans supplied with fresh water for nearly 40 years!

Slide 6	There is a wide variety of animals in Asia. There are snow leopards and polar bears in the north due to the cold weather. In the warm tropical areas of the south, there are species such as Komodo dragons, which is the world's largest lizard. Komodo dragons have long forked tongues and it is claimed that they stun their prey using a type of venom. The Asian or Indian elephant is smaller than the African elephant. They are easy to recognise as they have much smaller ears than their African relatives.

Class Discussion

Have a general class discussion about the topic Asia. Arrange the children in small groups.
Ask them to talk about the following:

1. Name some other countries in Asia.
2. Why do you think the population of Asia is so big?
3. Why do you think Mount Everest is so hard to climb?
4. What facts tell us that Russia is a huge country?
5. Why do you think there is such a variety of species of animals in Asia?

Lesson 4

The Think-Aloud Strategy



Purpose: To model for the children the skills used in debating

- Model formal debating by working with one group of children at the top of the class. Carry out a formal debate with this group on the topic 'Endangered animals should be protected so they do not become extinct'.
- Model using the think-aloud strategy. Verbalise aloud; describe things you want the children to note when debating formally. For example:

'I should start with my introduction, outlining why I think… I should keep eye contact with the person/people I am arguing or debating against. I must listen carefully to the opposing side's point of view so that I can make a valid counterargument. I should speak clearly and be precise with my answers. I should speak slowly and clearly. I should use sentence starters like:

— I would like to take this…
— The topic for today's debate is…
— To begin…
— In particular…
— I firmly believe…
— I agree/disagree…
— It is widely believed…
— I think…

I can use hand gestures and facial expressions to emphasise/demonstrate what I am saying. When debating, I should appear to be confident and my arguments should be well thought through.'

- Offer support to any child who needs it, encouraging them to use the **text type formal debates vocabulary** on page 174 of this Resource Book.

Formal Debate Stations



Purpose: To enable the children to work in groups to plan for a debate

- Arrange the children in pairs or groups of six to eight.
- Ask each group to choose a topic from the list below to debate.
- Have each child in the group take part in the preparation of the formal debate.
- Give the children time to prepare, brainstorm and take notes on their possible arguments and counterarguments.
- Tell the children to write these notes on a sheet of paper with two columns.
- After 10 minutes of planning, divide each group into two subgroups, with one group supporting the topic and the other group arguing against it.
- Have each subgroup argue/debate the issues.
- Circulate and listen to the debates, scaffolding the children, where necessary.
- Spotlight some groups or get a two-minute snippet from each group.

Topic 1: Your class should be permitted to go on a school trip this year.

Topic 2: Children should be required to wear uniforms at school.

Topic 3: Children should be permitted to choose whatever clothes they want to wear outside of school.

Topic 4: Children should be permitted to purchase whatever they want with their own money or allowance.

Topic 5: Children should be permitted to get any style of haircut they want.

Topic 6: Children should be allowed go anywhere they want with their friends.

Topic 7: Sleepover parties are beneficial for children.

Topic 8: All children should have a pet.

Topic 9: Children should not have to play a sport.

Topic 10: All children should do chores around the house.

Topic 11: Children are entitled to their own bedroom.

Topic 12: Children should be allowed to take up any hobby they want.

Topic 13: All children should play a musical instrument.

Topic 14: Children should be allowed to take the day off school when their family goes to visit someone for the day.

Topic 15: All children should have a TV in their bedroom.

Topic 16: All cyclists should be required by law to wear a helmet.

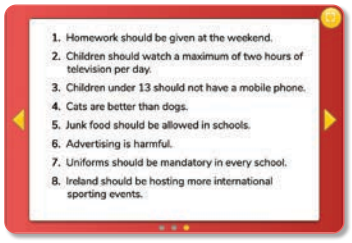
Topic 17: Homework assignments should be compulsory every night.

Topic 18: All children should have a set bedtime.

Topic 19: School hours should be changed to 12 noon to 6 pm.

Topic 20: Children should be allowed to bring their pets to school.

Game: Counterargument Tennis



Purpose: To enable the children to practise making rebuttals or counterarguments and to enable them to think quickly in an argument/debate

- Arrange the children in pairs, Child A and Child B.
- Sit each pair facing each other. Allow each pair to pick five topics to debate (provided below).
- Have Child A make a statement related to the debate topic and Child B must quickly offer a rebuttal or counterargument.
- Have Child A then rebut this statement, and the two continue back and forth.
- Set a time limit for each rebuttal, perhaps 15–30 seconds.
- The child who cannot think of a rebuttal loses the round.
- Ask each pair to play five rounds so that there is an overall winner.

Sample Statement

Statement: Children should earn their pocket money.

Rebuttal: Children shouldn't be asked to work.

Rebuttal: A little work never killed anybody.

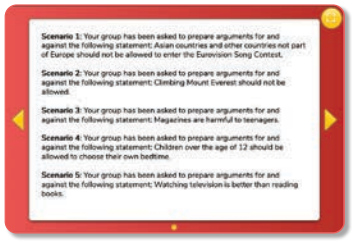
Rebuttal: A lot of young children died cleaning chimneys in Victorian times.

Topics

1. Homework should be given at the weekend.
2. Children should watch a maximum of two hours of television per day.
3. Children under 13 should not have a mobile phone.
4. Cats are better than dogs.
5. Junk food should be allowed in schools.
6. Advertising is harmful.
7. Uniforms should be mandatory in every school.
8. Ireland should be hosting more international sporting events.

Lesson 5

Formal Debate Scenarios



Purpose: To provide the children with further practice in debating/arguing and to enable them to cooperate with each other in developing the skills involved in arguing and debating

- Arrange the children in groups of six to eight.
- Give each group a debate topic (from the scenarios listed below) and ask them to plan arguments and counterarguments using a sheet of paper with two columns. They should include an introduction, evidence to support their point of view and a conclusion.
- Invite all the children in the group to take part in the preparation of the arguments/debates.
- Divide the groups into two subgroups, with three children supporting the topic and three against it.
- Allow each subgroup to argue/debate the issues.
- Circulate and listen to the debates, scaffolding the children, where necessary.
- Spotlight some groups or get a two-minute snippet from each group.

Scenario 1: Your group has been asked to prepare arguments for and against the following statement: Countries not part of Europe should not be allowed to enter the Eurovision Song Contest.

Scenario 2: Your group has been asked to prepare arguments for and against the following statement: Climbing Mount Everest should not be allowed.

Scenario 3: Your group has been asked to prepare arguments for and against the following statement: Magazines are harmful to teenagers.

Scenario 4: Your group has been asked to prepare arguments for and against the following statement: Children over the age of 12 should be allowed to choose their own bedtime.

Scenario 5: Your group has been asked to prepare arguments for and against the following statement: Watching television is better than reading books.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the interactive whiteboard and ask all the Child As to read it. Then hide the word.
- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word, without saying the word themselves. If Child B says the correct word within 30 seconds, he or she wins a point.
- Allow the children to swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: Spells

I dance and dance without any feet –
This is the spell of the ripening wheat.

With never a tongue I've a tale to tell –
This is the meadow-grasses spell.

I give you health without any fee –
This is the spell of the apple tree.

I rhyme and riddle without any book –
This is the spell of the bubbling brook.

Without my legs I run forever –
This is the spell of the mighty river.

I fall forever and not at all –
This is the spell of the waterfall.

Without a voice I roar aloud –
This is the spell of the thunder cloud.

No button or seam has my white coat –
This is the spell of the leaping goat.

I can cheat strangers with never a word –
This is the spell of the cuckoo bird.

We have tongues in plenty but speak no names –
This is the spell of the fiery flames.

The creaking door has a spell to riddle –
I play a tune without any fiddle.

James Reeves

- Read the poem 'Spells' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the following questions to encourage the children to discuss the poem:

1. Who wrote this poem?
2. What spell gives 'you health without any fee'?
3. What spell gives you 'no button or seam' on a white coat?
4. What spell can 'cheat strangers with never a word'?
5. Are there any examples of alliteration in this poem? List them.
6. What is the rhyming scheme for this poem?
7. What is the theme of this poem?
8. What musical instrument is mentioned in this poem?
9. What word from the poem has a similar meaning to scream?
10. Do you like or dislike this poem? Why?

Poem 2: Beaches

- Arrange the children in small groups.
- Ask them to discuss haiku. This is a traditional form of Japanese poetry. Haiku poems consist of three lines. The first and last lines of a haiku have five syllables and the middle line has seven syllables. The lines rarely rhyme.
- Read the haiku 'Beaches'.

Sand scatters the beach
Waves crash on the sandy shore
Blue water shimmers

Kaitlyn Guenther

- In groups, ask the children to write their own haiku on one of the following topics:
  - Winter
  - Spring
  - Easter
  - Frogs
  - School
  - Family
  - Christmas
  - History
  - Tigers

Assessment

A Peer Assessment

The pairs/groups discuss what went well in their work and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

C Rubrics on Arguments and Debates

Use the arguments and debates rubric on page 164 of this Resource Book to assess children's improvement in text type.

Text Type: Interest Talks and Cooperative Group Work

Theme: On Safari

UNIT 10

The children will have read the extract from *Going Solo*, which is set on safari. The children will also have read a fact piece on Wild Cats, which explores some information about the wild animals. This topic will allow the children to talk about some of the animals that can be seen on a safari and to practise using the new topic-specific vocabulary explored in their textbook and in this unit of work.

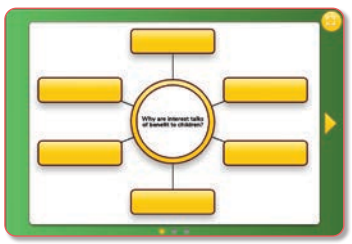
Plan			
Lesson 1	1. Brainstorm! 2. Interest Talks 3. Digital Poster: Interest Talks	**Lesson 2**	1. Silent Video 2. Game: Twenty Questions 3. Game: Alphabet Game
Lesson 3	1. Slideshow: On Safari	**Lesson 4**	1. The Think-Aloud Strategy 2. Interest Talk Stations 3. Game: The Jigsaw Technique
Lesson 5	1. Interest Talk Scenarios 2. Game: Articulate	**Lesson 6**	1. Poem 1: 'Mid-Term Break' 2. Poem 2: 'My Mother Saw a Dancing Bear'

Topic-Specific Vocabulary					
vegetation	jungle	rainforests	overgrown	dense	savannah
predators	fictional	grassland	woodland	climate	roaming
language	ethnic group	communication	safari	exploration	endangering
tusks	ivory	herd	mammal	horn	stripes
herbivores	provocation	temperamental	dominance	flightless	prey
braying	huffing	snorting	reptiles	ambush	webbed feet
boss					

Teacher can add to the children's vocabulary above, where necessary.

Lesson 1

Brainstorm!



Invite the children to brainstorm the following:

What is the purpose of interest talks?

Show the children the spider diagram on the interactive whiteboard.

Interest Talks



Interest talks contain information about something or someone and can also contain explanations. They are a way for children to share topics of personal interest with others. Choosing to speak on a topic they know well allows children to concentrate on developing the skills needed to organise and present the information to others. Interest talks can be part of daily sharing sessions with a partner/small group or they can be developed into planned, formal presentations.

Steps Involved in Giving an Interest Talk

Step 1: Decide what topic/theme you want to talk about to your class/group. Pick a topic that you already know quite a lot of information about.

Step 2: Research your topic/theme in detail.

Step 3: Write out bullet points on a prompt card to help you when giving the talk.

Step 4: Rehearse your talk at home with your parents or in front of a mirror.

Step 5: Give your interest talk and be confident. Remember that you are the expert because you are interested in this topic/subject and have researched it in detail.

Digital Poster: Interest Talks

Introduce the topic 'Interest Talks' by having the children listen to the interest talks modelled on the interactive whiteboard.

Script

Interest Talk 1: The jungle



Hi! My name is Lily. I'm just back from a wonderful trip to the African jungle. I want to tell you about what I know about the jungle.

Jungles are large areas overgrown with wild thick vegetation and dense forest. Jungles are quite similar to rainforests, but rainforests are protected by thick canopies of trees that often block the light from reaching the forest floor. Jungles let the light in, which allows thick vegetation to grow all over the forest floor. This vegetation makes it difficult to move through the jungle.

Jungles are home to a wide range of plants and animals. While lions have the nickname 'King of the Jungle', African lions don't actually live in the jungle. Instead, they usually live in the open savannah and grasslands. Chimpanzees, gorillas, bonobos and elephants all live in the jungle, as it supplies them with lots of food.

Tarzan is a famous fictional character who was raised by apes in the African jungle.

Interest Talk 2: Giraffes



Hello! My name is Joseph and today I want to tell you all about the giraffe, which is my favourite savannah animal in Africa. The savannah is a mixture of grassland and woodland.

Giraffes are native to Africa. They like to live in areas where the climate is very warm and dry! You can find them in savannahs and also in open forests.

Giraffes are herbivores and spend a lot of time roaming around looking for food. It has been estimated that during certain times of the year, giraffes spend 75 per cent of their time roaming for food and eating! Their favourite food is acacia leaves and shoots. These make up the most of the giraffe's diet, but they also enjoy buds, herbs and vines.

The giraffe is the world's tallest animal and can grow to 5.5 metres. That's about as high as three tall adults standing on each other's shoulders. The legs of a giraffe average almost 2 metres. That's actually taller than most humans!

Interest Talk 3: The Maasai tribe of Africa



Hi all! My name is Amy and today I want to talk to you all about my favourite subject – the Maasai tribe in Africa. The Maasai are an ethnic group of people who live in Kenya and the north of Tanzania. They are well known for the way that they dress and because they live near some major safari parks in Africa. They speak a language called Maa. They do not write anything down. All communication is done orally. They are called after their language, as the name Maasai actually means 'people who speak Maa'.

The Maasai people are farmers who care for their animals. The more cattle a Maasai man has, the richer he is. They cannot live without animals because their wealth comes from them. They follow their animals who roam in search of food. However, they try to stay in the one place for as long as possible and will always return. The Maasai have the unusual custom of drinking cow's blood because they believe it will make them stronger. They only do this on special occasions.

Replay each interest talk. Divide the children into pairs. Ask them to record key information using the Five Ws and H (Who, What, When, Where, Why, How?). For example:

1. **Who** is the person giving this interest talk?
2. **What** is the interest talk about? **What** have you learned from the talk that you did not know already?
3. **When** do you think this interest talk is happening?
4. **Where** do you think the interest talk is happening?
5. **Why** do you think the person is giving this interest talk?
6. **How** much does the person know about the topic?

Classroom Living Chart

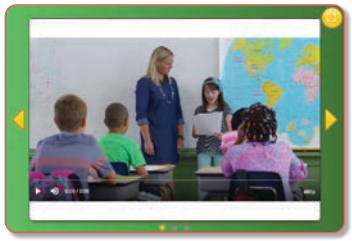
After listening to the Digital Poster, brainstorm with the children the non-verbal skills involved in the giving an interest talk. For example: eye contact, gestures, facial expressions, etc. Record verbal and non-verbal skills involved in giving an interest talk on a **Classroom Living Chart**.

Skills involved could include the following:

- Speak clearly (tone, pace, pitch, volume).
- Use facial expressions.
- Use hand gestures.
- Make eye contact.
- Engage the attention of your audience.
- Use topic-specific language.
- Be confident about your facts on the subject.
- Use sentence starters, such as:
  - I would like to take this opportunity to talk to you about…
  - I first became interested in…
  - I have a passion for…
  - Today I would like to talk to you about…

Lesson 2

Silent Video



Show the video of a person giving an interest talk to the class, without the sound. Ask the following question: What do you think the speaker is talking about?

Game: Twenty Questions



Purpose: To develop the children's ability to think quickly and to ask valid questions related to a topic

- Start the game with a single object in mind.
- Say 'I am thinking of something…,' and then name a feature or attribute of the object or thing. For example: 'I am thinking of something that is green.'
- After each clue, invite the children to put their hand up to make a guess or ask for another clue.
- Keep giving clues, until one child works out the correct answer or until 20 questions have been asked.
- When the children get used to the game, allow them to take it in turns to think up the object and clues.

Sample Game

Teacher: I am thinking of something that is hard.

Child 1: Is it a rock?

Teacher: It is not a rock.

Child 2: Is it a living thing?

Teacher: It is not a living thing as such, but you are on the right track.

Child 3: Can it be eaten?

Teacher: Yes! It can be eaten.

Child 4: Is it sweet?

Teacher: No! It's not sweet.

Child 5: Is it used in a salad?

Teacher: Yes! Some people might use it in a salad.

Child 6: Is it an onion?

Teacher: No! It's not an onion.

Child 7: Is it a nut?

Teacher: Yes! It is a nut!

Game: Alphabet Game



Purpose: To enable the children to make connections between words and to focus on words related to a common topic

- Arrange the children in groups of five or six.
- Pick a topic such as animals, countries, food, boys' names, girls' names, surnames or pastimes.
- Have the children go through the alphabet naming something from that particular category. For example, if the topic Pastimes were picked, the first person might say 'athletics', the second 'bowling', the third 'cricket', and so on.
- If a child is unable to think of an appropriate word beginning with that letter, they are out. The game continues until there is one child left.

Lesson 3

Slideshow: On Safari

1. Introduce the topic **On Safari** by referring to the slides and playing the audio.
2. Where necessary, pause to explain or discuss particular words or phrases (e.g. safari, predators) if it is felt that some children do not understand them.

Slide 1	A safari is an overland journey, for hunting or exploration. Many people go to Africa on safari. In the past, many safaris involved a big-game hunt. This meant that animals such as leopards, buffalos, elephants, lions and rhinoceros were hunted and killed. This was done simply for the entertainment of the wealthy tourists. Today, safaris are usually organised to allow tourists observe these beautiful creatures in their natural habitats. It allows interested tourists to get close to the wild animals without endangering themselves or the animals.
Slide 2	The African elephant is the largest land animal in the world. African elephants have big floppy ears and long trunks that they use to smell their food and to get it into their mouths. Both male and female African elephants grow tusks made of ivory. These tusks never stop growing. If an elephant has very long tusks, you can be sure that it is very old. Elephants live in tight-knit groups of related females, known as a herd. They are extremely intelligent and protective of each other. They have great memories and it is said that they never forget!
Slide 3	The rhinoceros is the second-largest land mammal (along with the hippopotamus). Two of the five rhino species, known as the black and white rhinoceros, are from Africa. Rhinos have one small horn and one very large horn at the tip of their nose or snout. Rhinos use their horns when fighting with each other. Rhinos have no natural predators, other than humans, but young rhinos can be attacked by lions, crocodiles and hyenas. Rhinos eat by night and spend the day in the shade or in muddy areas. They love the mud as it keeps them cool and helps to block out the hot rays of the sun.
Slide 4	The African buffalo is cow-like in appearance and come in different colours and have different types of horn. The horns of the adult male are very distinctive. They are a continuous bone across the head forming a shield known as a boss. African buffalo use these horns to fight for dominance in the herd. They are very temperamental and are known to attack other animals and even humans, without provocation. So, when on an African safari, keep your distance from them.
Slide 5	Ostriches are the largest flightless bird in the world. They also lay the largest eggs of any bird. Ostriches have extremely powerful legs that they use for running. When an ostrich feels that it is in danger, it usually runs away. If an ostrich is cornered by a human, it will kick viciously as well as bite with its long beak. It is easy to spot a male and a female in the wild. The male is dark and the female is grey. Though they are native to Africa, ostriches are farmed throughout the world for their meat, eggs and beautiful feathers.
Slide 6	Zebras are native to Africa and are from the same family as donkeys and horses. They have distinctive black and white stripes on their coats. The stripes on each zebra are unique. No two zebras have the same pattern. They are to zebras what fingerprints are to humans. Zebras have an intriguing way of communicating through their body language, such as baring their teeth or widening their eyes. Also, they have specific means of braying, huffing and snorting.

Slide 7	Crocodiles are cold-blooded reptiles. This means that their body temperature changes depending on how hot or cold their environment is. Crocodiles like the hot climate of the tropics, in Africa. They are called ambush predators as they lie in wait for their prey and then attack it. They spend most of their time in or near the water. They have webbed feet which helps them to move very quickly in the water. It is not a good idea to approach crocodiles, as, if they feel threatened, they are capable of attacking humans.

Group Discussion

Arrange the children in small groups. Ask them to talk about the following:

1. What did your group like or dislike about the slideshow?
2. What did your group learn from the slideshow?
3. If your group could add another slide to the slideshow, what slide would you add? Explain why.
4. What is your favourite animal that you might see on safari? Why?
5. Discuss the advantages and disadvantages for the animals of people going on safaris.

Lesson 4

The Think-Aloud Strategy



Purpose: To model for children the skills used in giving an interest talk

- Model an interest talk at the top of the class. The children observe what is happening.
- Model using the think-aloud strategy. Verbalise aloud; describe things you want the children to note when giving an interest talk. For example: 'Start as follows:
  - I would like to take this opportunity to talk to you about…
  - I first became interested in…
  - I have a passion for…
  - Today, I would like to talk to you about…

When talking, I should keep eye contact with my audience. I should have my thoughts/points planned and I might even write words on prompt cards to help me. I should speak slowly and clearly. I can use sentences like:

- I have chosen to speak about this because…
- Have you ever heard of…?
- You may already know…
- Every day, you encounter…

I can use hand gestures and facial expressions to emphasise/demonstrate what I am saying.

When giving the interest talk, I should appear confident and explain to my audience why I am interested in this particular topic. I can encourage my audience to ask questions at the end of the talk.'

- Offer support to any child who needs it, encouraging them to use the **text type interest talks vocabulary** on page 182 of this Resource Book.

Sample Topics to Model

1. My favourite place
2. My favourite book
3. My favourite film
4. Countries of Europe/Asia/Africa/America/the world
5. My favourite pet/animal
6. Big cats in the wild
7. Zoo animals
8. Birds
9. School
10. Transport

Interest Talk Stations

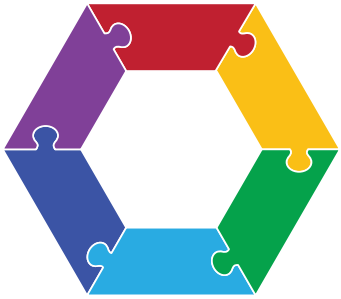
Purpose: To enable/encourage the children to talk about a topic for as long as they can and to develop fluency of thought, speech and delivery

- Arrange the children in small groups of five or six.
- Photocopy PCM 4 at the back of this Resource Book.
- Give a copy of the sheet to each child in the group.
- Ask each child to study the sheet for a minute or so. Have each child pick one topic from the sheet.
- Give the children about five minutes to plan what they will say.
- Ask them to write some keywords to act as prompt cards.

my favourite wild animal	a holiday I would like to go on	my favourite time of the year	my favourite book	my favourite pastime
colours	friends	music	rainbows	cars
pets	inventions	photographs	my favourite food	clocks
TV	Christmas	art	sport	computer games
school	clothes	my favourite singer	balloons	kitchens
garage	where I live	a historic character I admire	a place I'd like to visit	the town where I live
my country	my county	a time in history that I liked studying	my favourite subject at school	my favourite film

- As this is an oral presentation, have each child stand and talk to their group on the given topic for 60 seconds.
- Get the group members to pick the best presentation from their group to be presented to the whole class.
- Remember, the more you do this activity, the better pupils become at it.

Game: The Jigsaw Technique



Purpose: To enable the children to work in a large group and to divide the work to be carried out in segments

- Arrange the children into study groups of six.
- Assign each member of the group a number between 1 and 6.
- Decide on a topic that has six parts. For example: if you choose the topic of safari animals, the parts could be: 1. crocodiles, 2. warthogs, 3. wildebeests, 4. vultures, 5. gazelles, 6. topis.
- Give each child one part, in this case a safari animal.
- Allow each child to study their allotted animal.
- Explain that the children now form 'expert groups', where all the 1s from each group come together, all the 2s come together, and so on.
- Ask the expert groups to discuss what they have learned about their particular animal and agree on the main points.
- Get each child to then return to their group, where they 'teach' them about the animal that they have studied.

Lesson 5

Interest Talk Scenarios



Purpose: To encourage the children to talk about a topic that they are interested in for as long as they can, aiming for 45 seconds, and to develop fluency of thought, speech and delivery

- Arrange the children in groups of five or six.
- Ask each child to present a talk to their group on a topic in which they have a particular interest.
- Get them to research and plan their topic as homework the night before.
- Allow each child to have a prompt card with words which they can use during their presentation.
- To conclude this activity, spotlight some groups and allow the children to give a presentation to the whole class.

Game: Articulate



- Arrange the children in pairs. In each pair, have the children assign a Child A and a Child B.
- Ask all the Child Bs to put their heads down on the table.
- Display the first word on the interactive whiteboard and ask all the Child As to read it. Then hide the word.

- Explain to the Child As that they have 30 seconds to use language to get their partner to guess the word, without saying the word themselves. If Child B says the correct word within 30 seconds, he or she wins a point.
- Allow the children to swap around and repeat the game.
- The child with the most points at the end of the game is the winner.

Lesson 6

Poem 1: Mid-Term Break

I sat all morning in the college sick bay
Counting bells knelling classes to a close.
At two o'clock our neighbours drove me home.

In the porch I met my father crying –
He had always taken funerals in his stride –
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand

And tell me they were 'sorry for my trouble'.
Whispers informed strangers I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived
With the corpse, stanched and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple,
He lay in the four-foot box as in his cot.
No gaudy scars, the bumper knocked him clear.

A four-foot box, a foot for every year.

Seamus Heaney

- Read the poem 'Mid-Term Break' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the following questions to encourage the children to discuss the poem:

1. What is the theme of this poem?
2. Do you think this is a good title for this poem? Can you think of any other titles for it?
3. What has happened to the poet's brother?
4. What do you think the poet meant by 'hard blow'?
5. Why do you think the poet was 'embarrassed' in Stanza 3?
6. With whom do you think the mother is angry?
7. What is the effect of the poet's use of imagery throughout the poem?
8. What age was the poet's brother when he died? How do you know this?
9. Are there any examples of alliteration in this poem? List them.
10. What is your reaction to this poem?

Group Activity

- Arrange the children in small groups and ask them to discuss the reactions of the mother and father in the poem.
- Ask them to write the poem from the point of view of the mother or the father. They can do this individually or in pairs or small groups.

Poem 2: My Mother Saw a Dancing Bear

My mother saw a dancing bear
By the schoolyard, a day in June.
The keeper stood with chain and bar
And whistle-pipe, and played a tune.

And bruin lifted up its head
And lifted up its dusty feet,
And all the children laughed to see
It caper in the summer heat.

They watched as for the Queen it died.
They watched it march. They watched it halt.
They heard the keeper as he cried,
'Now, roly-poly!' 'Somersault!'

And then, my mother said, there came
The keeper with a begging-cup,
The bear with burning coat of fur,
Shaming the laughter to a stop.

They paid a penny for the dance,
But what they saw was not the show;
Only, in bruin's aching eyes,
Far-distant forests, and the snow.

Charles Causley

- Read the poem 'My Mother Saw a Dancing Bear' using voice, facial expression and body language to help the children understand the poem.
- Then have the children read the poem. Encourage them to use their voice, facial expression and body language as modelled.
- Use the following questions to encourage the children to discuss the poem:

1. Why are the children laughing in the first verse?
2. What do you think the line 'They watched as for the Queen it died' means?
3. Why did the keeper hand around a begging cup?
4. How do you know that the poet disapproves of bears being made to perform?
5. Why did the bear have a 'burning coat of fur' after its performance?
6. Why did the children stop laughing at the bear?
7. What is your reaction to this poem?
8. Do you like the imagery in the poem? Why?
9. What is the rhyming scheme of this poem?
10. Animals should be chained up and forced to perform for an audience. Discuss.

Group Activity

Arrange the children in small groups of four or five. Ask them to discuss the following:

1. How do you think the bear is feeling in the poem?
2. If the bear could speak, what do you think it would like to say to the audience?
3. If the bear could speak, what do you think it would like to say to the keeper?
4. Rewrite this poem from the bear's point of view.

Assessment

A Peer Assessment

The groups discuss what went well in their interest talks and areas that could be improved. The children can use the 'Classroom Living Chart' as their assessment tool.

B Self-assessment: Two Stars and a Wish

The child talks about two areas of their work that they feel proud of and one wish – an area where there can be some level of improvement.

Curriculum Links

Unit: 1
Text Type: Conversations
Theme: An Garda Síochána

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type (Conversations)	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.

4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.
5. Games: • True or False? • Questions, Questions • Articulate • 'Yes' or 'No' • Eyewitness	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language creatively and playfully on their own conversations and texts and across other languages as appropriate.
6. Slideshow on An Garda Síochána	Communicating Understanding	LO 1, 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.

7. The think-aloud strategy	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.
8. Conversation stations: Teacher scaffolding pupils	Exploring and using	LO 7, 8, 9,	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.
9. Conversation scenarios: Pupils using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.

10. Poetry: • 'Mr Nobody' • 'Macavity the Mystery Cat' by T.S. Eliot	Communicating Exploring and using	LO 1, 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
11. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 2
Text Type: Pair and Small Group Work
Theme: The Phoenix Park

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type (Pair and small group work)	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

5. Games: • Two Truths and a Wish • Fortunately, Unfortunately! • Pass the Paper • Articulate	Communicating Understanding Exploring and using	LO 1 LO 5 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
6. Slideshow on the Phoenix Park	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
7. The think-aloud strategy	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

8. Group work stations: Teacher scaffolding pupils	Exploring and using	LO 7, 8, 9	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.
9. Group work scenarios: Pupil using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
10. Poetry: • 'Ghostly Problem' by Suzie Bitner • 'Bats' by Randall Jarrell	Communicating Exploring and using	LO 1 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
11. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 3

Text Type: Questioning and Interviews

Theme: History

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type (Questioning and interviews)	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

5. Games: • 'Yes' or 'No' • What's the Question? • Hot Seat • Twenty Questions • Articulate • What Letter is…?	Communicating Understanding Exploring and using	LO 1 LO 5 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
6. Slideshow on Irish History	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
7. Modelled questioning: Teacher-in-role	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

8. Interview scenarios: Pupil using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
9. Poetry: • 'W is for Witch' by Eleanor Farjeon • 'Spells' by James Reeves	Communicating Exploring and using	LO 1 LO 2	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
10 Assessment • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 4
Text Type: Storytelling and Anecdotes
Theme: World War 1

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type (Storytelling and Anecdotes)	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

5. Games: • Tell Me a Story • When… • Articulate	Communicating Understanding Exploring and using	LO 1 LO 5 LO 10	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
6. Slideshow on World War 1	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
7. The think-aloud strategy	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
8. Storytelling stations: • Story openings • Story settings • Story characters	Exploring and using	LO 7, 8, 9	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.

9. Storytelling scenarios: • Story sacks • Circle stories • Basket stories	Exploring and using	LO 9, 10	Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
10. Poetry: • 'A Crystal Forest' by William Sharp • 'In Flanders Fields' by John McCrae	Communicating Exploring and using	LO 1 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
11. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 5

Text Type: Storytelling and Anecdotes

Theme: Great Survivors

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Reader's Theatre Script and roles	Communicating Exploring and using	LO 2, 3 LO 9	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.

4. Poetry: • 'A Christmas Childhood' by Patrick Kavanagh • 'The Donkey' by G.K. Chesterton • 'The Rescue' by Hal Summers	Communicating Exploring and using	LO 1 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
5. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 6
Text Type: Oral Reports
Theme: Space

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

5. Games: • Just a Minute • Newshound • Name Three… • Articulate	Communicating Understanding Exploring and using	LO 1 LO 5 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
6. Slideshow on Space	Communicating Understanding	LO 1, 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
7. The think-aloud strategy	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

8. Oral report stations: Teacher scaffolding pupils	Exploring and using	LO 7, 8, 9	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.
9. Oral report scenarios: Pupil using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
10. Poetry: • 'My Dad's a Secret Agent' by Kenn Nesbitt • 'The Moon' by Robert Louis Stevenson	Communicating Exploring and using	LO 1 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
11. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 7
Text Type: Giving and Following Instructions
Theme: World War II

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type (Giving and following instructions)	Communicating	LO 1	Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

5. Games: • Blindfolded Obstacle Course (in pairs) • Blindfolded Maze (in groups) • Articulate	Communicating Understanding Exploring and using	LO 1 LO 5 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
6. Slideshow on World War II	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
7. The think-aloud strategy	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

8. Instructions stations: Teacher scaffolding pupils	Exploring and using	LO 7, 8, 9	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.
9. Instructions scenarios: Pupil using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
10. Poetry: • 'Dulce et Decorum Est' by Wilfred Owen • 'London, Spring 1941' by Eiluned Lewis	Communicating Exploring and using	LO 1, 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
11. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 8

Text Type: Arguments and Informal Debates

Theme: Russia

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type (Informal debates and arguments)	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

5. Games: • Four Corners • Both Sides • Counterargument tennis • Ally Debates • Articulate	Communicating Understanding Exploring and using	LO 1 LO 5 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
6. Slideshow on Wolves	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
7. The think-aloud strategy	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

8. Argument/Informal debate stations: Teacher scaffolding pupils	Exploring and using	LO 7, 8, 9	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.
9. Argument/Informal debate scenarios: Pupil using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
10. Poetry: • 'Whispering Waves' by Edel T. Copeland • 'The Charge of the Light Brigade' by Alfred, Lord Tennison	Communicating Exploring and using	LO 1 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
11. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 9
Text Type: Formal Debates
Theme: Asia

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
3. Digital poster – Familiarisation of text type (Formal debates)	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Games: • Balloon Debates • Both Sides • Counterargument Tennis • Articulate	Communicating Understanding Exploring and using	LO 1 LO 5 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.

5. Slideshow on Asia	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
6. The think-aloud strategy	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

7. Formal debate stations: Teacher scaffolding pupils	Exploring and using	LO 7, 8, 9	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.
8. Formal debates scenarios: Pupil using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
9. Poetry: • 'Spells' by James Reeves • 'Beaches' by Kaitlyn Guenther	Communicating Exploring and using	LO 1 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
10. Assessment: • Rubrics • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Unit: 10

Text Type: Interest Talks and Cooperative Group work

Theme: On Safari

Activity	Element	Learning Outcome	Children should be able to:
1. Brainstorm!	Exploring and using	LO 7, 10	Express personal needs, opinions and preferences, explaining and justifying their perspective. Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
2. Topic-specific vocabulary	Understanding Exploring and using	LO 5, 6 LO 11	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
2. Digital poster – Familiarisation of text type	Communicating	LO 1	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
4. Silent video and discussion	Communicating	LO 2, 3	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

5. Games: • Twenty Questions • Alphabet Game • The Jigsaw Technique • Articulate	Communicating Understanding Exploring and using	LO 1 LO 5 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
6. Slideshow on Safari	Communicating Understanding	LO 1 LO 6	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.
7. The think-aloud strategy	Communicating Understanding	LO 2, 3 LO 4, 5, 6	Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose. Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

8. Interest talk stations: Teacher scaffolding pupils	Exploring and using	LO 7, 8, 9	Express personal needs, opinions and preferences, explaining and justifying their perspective. Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.
9. Interest talk scenarios: Pupil using text type independently	Exploring and using	LO 10	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.
10. Poetry: • 'Mid-Term Break' by Seamus Heaney • 'My Mother Saw a Dancing Bear' by Charles Causley	Communicating Exploring and using	LO 1 LO 12	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.
11. Assessment • Living charts	Understanding	LO 6	Respond creatively and critically to what they have heard and experienced.

Rubric for Conversations

	1	2	3	4
Text Structure				
Contributions made	No attempt made to contribute.	Limited attempts made to contribute to the conversation.	Made several attempts to contribute.	Contributed appropriately throughout the conversation without monopolising.
Asking questions	No questions asked.	Posed one question during the conversation.	Asked a limited number of questions throughout the conversation.	Asked a number of appropriate questions throughout the conversation.
Follow peer discourse	No evidence of following the content of the conversation.	Limited evidence that the conversation was being followed.	Appeared to follow the conversation for the most part.	Involved in the conversation, following peer discussion and responding appropriately.
Identify and respond different points of view	Inability to identify and respond to different points of view.	Some attempt to identify different points of view. Some appropriate responses to others opinions.	Identified the majority of the viewpoints expressed with appropriate responses for the most part.	Identified and acknowledged different points of view throughout the conversation and responded appropriately to them.
Express opinions and substantiate	No attempt to express and opinion.	Some attempt made to express an opinion.	Presented their opinion but failed to substantiate.	Very capable of expressing their opinion and substantiating.
Language				
Language features associated with the text type	No use of linking words or appropriate interjections.	Limited/repetitive use of linking words and interjections.	A number of linking words and appropriate interjections used.	A wide variety of appropriate linking words and interjections used throughout the conversation.
Topic specific vocabulary	No technical vocabulary used.	Some attempts to use technical vocabulary and emotive language.	Technical vocabulary used with evidence of background knowledge. Some attempts to use emotive language.	Technical vocabulary, background knowledge, experience and emotive language used accurately throughout.
Speaking and Listening Skills				
Broad rules that govern social interaction	Very poor turn taking skills.	Attempted to turn take. Was uncomfortable and could not repair errors made.	Turn taking was appropriate for the most part. Was capable of some repair.	The speaker was very confident and took turns speaking, interjecting appropriately and using repair throughout.
Use of voice	Poor projection. Mumbled speech without clear pronunciation. Audience disengaged.	Some projection with most words pronounced accurately.	Good projection and pronunciation. Interjections need work.	Smooth, effective engagement with clear pronunciation and projection throughout. Audience engaged.
Non-verbal behaviours	Poor eye contact. Limited use of gesture and facial expression.	Some attempts at eye contact made. Repetition of gesture throughout.	Good eye contact. Limited gestures used.	Sustained eye contact, appropriate gesture used. Appeared relaxed, using comfortable movement and posture throughout.

Rubric for Group Work

	1	2	3	4
Text Structure				
Contributions made	No attempt made to contribute.	Limited attempts made to contribute to the group.	Made several attempts to contribute.	Contributed appropriately throughout the group work without monopolising.
Asking questions	No questions asked.	Posed only closed questions during the group work.	Asked a number of open and closed questions during the group work.	Asked a variety of appropriate questions throughout – closed, open and clarifying.
Acknowledge and build on others contributions	No attempt to acknowledge others contributions.	Limited acknowledgement of contributions of others.	Acknowledged the contributions of others but unable to build on them.	Acknowledged the contributions of others in the groups and attempted to build on and clarify these contributions.
Involving/ encouraging others	No attempt to involve others in the group.	One attempt made to involve others in the group.	Made a couple of attempts to involve others in the group appropriately.	Made several attempts to involve others appropriately and provide encouragement.
Express opinions and substantiate	No attempt to express and opinion.	Some attempt made to express an opinion.	Presented their opinion but failed to substantiate.	Very capable of expressing their opinion and substantiating.
Language				
Language features associated with the text type	No use of linking words or appropriate interjections.	Limited/repetitive use of linking words and interjections.	A number of linking words and appropriate interjections used.	A wide variety of appropriate linking words and interjections used throughout the group work.
Topic specific vocabulary	No technical vocabulary used.	Some attempts to use technical vocabulary and emotive language.	Technical vocabulary used with evidence of background knowledge. Some attempts to use emotive language.	Technical vocabulary, background knowledge, experience and emotive language used accurately throughout.
Speaking and Listening Skills				
Broad rules that govern social interaction	Very poor turn taking skills. Was more of a hindrance than a help to the group generally.	Attempted to turn take but did not contribute to the success of the group.	Turn taking was appropriate for the most part. Was a good group member.	Very confident working as part of a group. an integral member adding to the success of the group.
Use of voice	Poor projection. Mumbled speech without clear pronunciation. Failed to engage the group.	Some projection with most words pronounced accurately. Engaged the group on occasion.	Good projection and pronunciation. Engaged the group on a few occasions.	Smooth, effective engagement with clear pronunciation and projection throughout. Successfully engaged the group throughout.
Non-verbal behaviours	Poor eye contact. Limited use of gesture and facial expression.	Some attempts at eye contact made. Repetition of gesture throughout.	Good eye contact. Limited gestures used.	Sustained eye contact, appropriate gesture used. Appeared relaxed, using comfortable movement and posture throughout.

Rubric for Storytelling and Anecdotes

	1	2	3	4
Text Structure				
Orientation	No clear orientation.	Attempted to introduce a story setting.	Described the setting well but failed to introduce other elements.	Orientation clearly described the situation, characters and timeframe for the story.
Series of events	No clear series of events.	Some attempt to sequence events of the story.	Events were presented but needed to be more logically sequenced.	Events were well outlined with a clear and consistent sequence.
Complication	No complication included.	Some attempt made to include a complication.	A complication was included but was not appropriate to the story.	An interesting complication was included at a suitable point which added to the quality of the storytelling.
Conclusion	No conclusion to the story.	Some attempt made to conclude the storytelling.	The story had a satisfying conclusion.	The conclusion tied the story up appropriately and left the audience satisfied.
Language				
Descriptive vocabulary	Very limited use of descriptors.	Limited use of descriptors when describing both characters and setting.	Some good descriptors used throughout the story.	A varied and rich use of descriptive language to describe characters, setting and events throughout the story.
Time connectives	No use of time connectives.	Repetition of time connectives throughout the storytelling.	Some attempt made to use a small variety of time connectives.	A varied and rich use of time connectives and consistent use of tense throughout the storytelling.
Speaking and Listening Skills				
Broad rules that govern social interaction	Poor eye contact with audience. Stiff presentation and posture. Quits if makes a mistake.	Eye contact made with some of the audience. Nerves evident but can correct self.	Good eye contact with audience. Comfortable in speaking and recovers easily from mistakes.	Holds attention of the audience with direct eye contact. Relaxed and self-confident, covering mistakes so unknown to audience.
Use of voice	Poor projection. Mumbled speech with monotone voice. Audience disengaged.	Some projection with most words pronounced accurately. Pace of storytelling needs attention.	Good projection and pronunciation. Some use of expression. Story moved at a suitable pace.	Smooth, effective delivery with clear pronunciation and projection throughout. Appropriate volume, pace and expressions.
Non-verbal behaviours	Very little facial expression. Showed nerves and rarely uses body movement or gestures.	Shows some facial expression. Some attempts to use movement and gesture.	Uses facial expression to express some words. Often used appropriate movement and gesture to enhance the storytelling.	Uses facial expression to show emotions and mood. Appeared relaxed, using comfortable movement and gesture to enhance action without detracting.

Rubric for Arguments and Debates

	1	2	3	4
Text Structure				
Thesis	No clear opening statement presented.	Some attempt to make an opening statement.	Opening statement made.	Opening statement made very clear to audience.
State position	No clear position stated.	Some attempt to state position made.	Position of speaker stated.	Position of speaker explicitly stated with appropriate language used.
Provide supporting evidence	No supporting evidence.	Evidence provided with no support.	Evidence provided with some support.	Series of detailed arguments made with supporting evidence.
Present alternative position	No alternative position presented.	Alternative position presented with no support.	Alternative position presented with some support.	Alternative position explicitly stated with supporting evidence.
Summary argument	No summary argument.	Some attempt made at summary argument.	Summary argument evident but without logical approach.	Explicit and logical summary of points made to conclude.
Language				
Language features associated with the text type	Limited connectives and verbs used with no facts and statistics.	Some connectives and verbs used with limited facts and statistics.	A range of connectives and verbs used with some facts and statistics.	Logical connectives, powerful verbs, facts and statistics used accurately throughout.
Topic specific vocabulary	No technical vocabulary used.	Some attempts to use technical vocabulary and emotive language.	Technical vocabulary used with evidence of research done. Some attempts to use emotive language.	Technical vocabulary, evidence from experts and emotive language used accurately throughout.
Speaking and Listening Skills				
Broad rules that govern social interaction	Poor turn taking. Did not hold the floor.	Some attempt to take turns during argument. Did not successfully hold the floor when given the opportunity.	Took turns appropriately for the most part and managed to hold the floor for a time.	Took turns and interjected appropriately throughout. Held the floor effectively receiving attention when stating position.
Use of voice	Poor projection. Mumbled speech without clear pronunciation. Audience disengaged.	Some projection with most words pronounced accurately.	Good projection and pronunciation. Delivery needs work.	Smooth, effective delivery with clear pronunciation and projection throughout. Audience engaged.
Non-verbal behaviours	Poor eye contact with audience. Stiff presentation with no gesture. Over reliant on speaking cues.	Some attempts at eye contact made. Repetition of gesture throughout. Speaker used some appropriate movements and attempted to use speaking aids appropriately.	Speaker had good posture and attempted to use speaking aids appropriately.	Sustained eye contact with audience, appropriate repair and gesture used throughout. Appeared relaxed, using comfortable movement and posture with appropriate use of speaking aids.

Rubric for Giving Instructions

	1	2	3	4
Text Structure				
Introduction	The speaker did not attempt an introduction to the procedure.	The speaker attempted an introduction but it was confused and unclear.	The speaker introduced the procedure but did not use sufficient details.	The speaker had a strong introduction that provided the listener with a clear overview and a context for the task in hand.
Organisation & Sequencing	Instructions were poorly sequenced, unclear and difficult to follow.	Instructions were somewhat sequenced but needed to be clearer and better explained.	Instructions were sequenced in the main but could have been provided in a more logical manner.	Instructions were very well presented, clearly organised and given in a logical, sequential manner.
Detailed factual descriptions	No details were used in the instructions.	Minimal details were used throughout the instructions.	Some details were provided.	The speaker provided many details throughout their instructions.
Conclusion	There was no clear conclusion to the instructions.	There was some attempt made to conclude the instructions.	The instructions concluded, but somewhat abruptly.	There was a clear, logical conclusion to the instructions provided.
Language				
Use of time connectives	The speaker did not use time connectives throughout their instructions.	The speaker repeated the same time connective throughout their instructions.	The speaker used a couple of time connectives throughout their instructions.	The speaker used a good variety of appropriate time connectives throughout their instructions.
Use of verbs in the imperative	Very limited use of verbs and tense confused.	A limited use of verbs used. Inconsistent use of tense.	Some attempts to vary the verbs provided in instructions. Tense used was mostly correct.	A good variety of appropriate verbs used in the correct tense throughout.
Speaking and Listening Skills				
Broad rules that govern social interaction	The speaker did not respond appropriately to turn taking, was unclear when to speak and could not repair mistakes.	The speaker attempted to turn take and made some attempts to correct errors made.	The speaker followed turn taking appropriately for the most part and was capable of some self-correction.	The speaker followed turn taking appropriately throughout and was confident when correcting errors.
Use of voice	In appropriate pitch and volume used throughout. Mumbled speech and inappropriate pace.	Some pitch and volume issues when providing instructions. Speech was somewhat clear.	Pitch and volume were good in parts. Generally clear speech at an appropriate pace.	Smooth, effective delivery appropriate pitch, volume and pace throughout. Clear pronunciation that the listener could follow.
Non-verbal behaviours	Speaker positioned themselves inappropriately to the listener. Poor eye contact and gesture throughout.	Speaker attempted to position themselves appropriately to the listener. Speaker used some appropriate gestures and attempted to use eye contact.	Speaker positioned themselves appropriately for the most part. Good use eye contact and gesture to support instructions.	Speaker positioned themselves very well for the listener. Excellent use of eye contact and gesture throughout to encourage and respond to the listener.

Rubric for Following Instructions

	1	2	3	4
Text Structure				
Following instructions	No attempt made to follow instructions.	Some attempt made to follow instructions.	Good attempt made to follow instructions.	Followed instructions appropriately throughout.
Responding to the speaker	No evidence of responding to the speaker.	Some evidence of responding to the speaker.	Responded to the speaker but not always appropriately.	Responded appropriately to the speaker throughout.
Asking questions	No follow up questions asked.	Some follow up questions asked.	Asked questions of the speaker but not in a logical manner appropriate to the instruction provided.	Asked relevant questions that progressed naturally from the instructions provided but the speaker.
Speaking and Listening Skills				
Broad rules that govern social interaction	The listener did not take turn appropriately and was unclear when to respond to instructions.	The listener attempted to turn take and made some appropriate responses.	The listener followed turn taking appropriately for the most part and responded well to instructions.	The listener followed turn taking appropriately throughout and was very confident when responding to instructions.
Non-verbal behaviours	The listener positioned themselves inappropriately to the speaker. Poor eye contact and gesture throughout.	The listener attempted to position themselves appropriately to the speaker. The listener used some appropriate gestures and attempted to use eye contact.	The listener positioned themselves appropriately for the most part. Good use eye contact and gesture when responding to instructions.	The listener positioned themselves very well for the speaker. Excellent use of eye contact and gesture throughout to show response to the speaker.

Rubric for Oral Reports

	1	2	3	4
Text Structure				
Introduction	No clear introduction.	Greets the audience. No introduction to the report.	Greets the audience and provides a brief introduction.	Audience are greeted appropriately. Topic for report is introduced in clear and concise manner.
Purpose and outline	No purpose or outline provided.	Some attempt made to provide a purpose for the report.	A purpose was provided but with no clear outline.	A clear purpose was provided and the outline for the report was clearly stated.
Main points	No clarity of main points within the report.	Some information was provided.	Key information was provided but lacked clarity and structure.	Information clearly organised. Key facts presented in a clear and logical manner with relevant explanations throughout.
Summarising statement	No summarising statement.	Some attempt made to summarise the report.	A summarising statement was used but did not include all the main points.	The summarising statement was clear, concise and relevant to the report.
Language				
Language features associated with the text type.	Limited connectives and key words used.	Limited use of connectives and key words.	Some good connectives and key words used throughout the report.	A varied and rich use of connectives and key words used appropriately throughout the report.
Subject specific concepts and vocabulary	Very limited use of subject specific concepts and vocabulary.	Repetition of limited vocabulary throughout with little explanation of concepts.	Good use of subject specific vocabulary with some explanation of concepts.	A varied and rich use of subject specific vocabulary with concepts very well presented and explained.
Speaking and Listening Skills				
Broad rules that govern social interaction	Speaker did not seem confident having the floor. Quits if makes a mistake.	Speaker attempted to show confidence but nerves were evident. Some attempts to self-correct.	Speaker was comfortable holding the floor and recovers easily from mistakes.	Speaker was relaxed and self-confident, covering mistakes so unknown to audience.
Use of voice	Poor projection. Mumbled speech with monotone voice. Audience disengaged.	Some projection with most words pronounced accurately. Pace of report needs attention.	Good projection and pronunciation. Some use of expression. Report moved at a suitable pace.	Smooth, effective delivery with clear pronunciation and projection throughout. Appropriate volume, pace and expressions.
Non-verbal behaviours	Poor eye contact with audience. Stiff presentation and posture. Very little facial expression and movement. No props used.	Eye contact made with some of the audience. Shows some facial expression and attempts to use movement and gesture. Very limited use of props.	Good eye contact with audience. Uses some facial expression and appropriate movement to enhance the report. Limited use of props.	Holds attention of the audience with direct eye contact. Uses facial expression to convey meaning and enhance audience understanding. Appeared relaxed and used props appropriately.

Text Type Vocabulary

Conversations

- That was a good point about… it could also…
- I would like to add to what ____ said by…
- Yes! And then you could…

- Am I right in thinking that you mean…?
- Are you saying…?
- Have I got it right? You think…?

- What is it about… that makes you say…?
- Can you tell us a little more about…?
- What do you mean when you say…?
- Can you give us an example?
- Is that the same as…?
- Can you explain a little more about…?

Pair and Small Group Work

- I think we should try…
- This might work better if we…
- That's a great idea
- We should experiment with
- It might be better if…
- That could work if/when…
- The result of that would be…
- Would you mind if I…?
- What caused this?
- What might this be the result of?
- Why do you think so?
- Can you think of another reason?
- Can you explain how…?
- Would you mind repeating that for me?
- Can I just clarify…?
- Just to be clear…?
- Is what you meant that…?
- So just to be clear… what we are saying is…
- What might the outcome be if…?

Questioning and Interviews

Purpose	
To recall	• What is the name of…? • Which is true or false?
To understand	• What is meant by…? • How would you describe...? • What is the main idea? • Can you tell me about…? • Can you provide an example of…? • Can you explain exactly why...?
To solve	• How might you use this? • What information would you need to…? • What would you do next time? • If you had to... what would you do? • Why is _____ significant? • Where have you seen something like this before?
To reason	• Which were the facts and which were opinions? • What do you see as other possible outcomes? • What were the causes of…? • What were the effects of…? • How are these the same? • What is the difference between…?
To create	• What conclusions are you making? • Can you see possible solutions? • Can you develop an idea which…? • What other ideas do you have for…? • How can you use what you have learned to…?
To judge	• How could this be improved? • How would you rank order…? • What is the most important…? • How did you come to that conclusion? • How did you make your decision? • What is your top priority?

Storytelling and Anecdotes

Structure	
Introduction	• Long ago in the mists of time… • This is a story I heard a long time ago… • We were in the _____ one morning when… • It was a dark and dismal night… • It all started when… • Once upon a time, when the world was young… • I'm going to tell you a tale about… • One day, not too long ago… • It had all happened so quickly… • That reminds me of… • I have a story to tell you about… • Did you hear the one about…
Describing characters	• Bloated/broad/bulky/curved/crooked • Delicate/gangly/gaunt/lanky/plump • Stocky/stout/symmetrical • Berserk/enraged/furious/hysterical • Appalling/beastly/pessimistic/revolting/shameful/shocking/vicious • Attractive/desirable/pleasant/delightful • Admired/affectionate/appreciated/considerate/compassionate/enthusiastic/ • generous/genuine/gracious/obedient • Exceptional/fabulous/glorious/superb

Describing setting	• Among/across/against/around • Between/beneath • Beyond/closely • Throughout/underneath/toward • Balmy/humid/muggy/overcast • Blazing/scorching/tropical • Blizzard/gust/severe/squall • Dense/drizzly/gale/heavy • Colossal/enormous/immense/gigantic/massive/vast • Microscopic/miniature/miniscule/narrow/shallow/slight • Babbling/buzz/clatter/high-pitched/ • screeching/shrieking/snarling/whining • Deafening/ear-splitting/shrill/uproar • Dull/faint/inaudible/mumble/murmur/rustle/whisper
Time connectives	• Meanwhile/eventually... • But as soon as… • It wasn't long before… • Soon afterwards… • Along came… • That very morning/day… • All at once… • All of a sudden… • Out of the blue…
Words instead of 'went'	• Crept/tip-toed/roamed/meandered • Floated/drifted/slithered • Screeched/skidded/squeezed • Strode/stormed/thumped/thundered • Tumbled/zoomed/ambled/trekked

Words instead of 'said'	• Added/admitted/announced/agreed • Boasted/bragged • Complained/concluded/confessed • Denied/described/discussed • Encouraged/explained/exclaimed • Informed/interrupted • Moaned/pleaded/protested • Remarked/replied/reminded • Sighed/suggested/urged/uttered • Commanded/declared/directed/insisted/instructed • Examined/inquired
Connectives	• Even though/lest/provided/unless • In order that/since/so that • Except/however/save • As though/neither/otherwise/whereas/ • therefore/whenever/whereby
Conclusion	• …and so we'll never know what really happened. • …it had finished, at last. • … and so it was over. • …and now we could all have a well-earned rest. • ...and I can't wait to do it again!

Arguments and Informal Debates

- I strongly/thoroughly/firmly believe
- I agree/disagree that
- It is believed/widely believed that
- It has been found/discovered/proven
- On one hand/other hand
- Consider the following
- To begin
- Furthermore
- In fact
- As with
- Likewise
- Owing to
- Equally
- Alternatively
- Significantly
- Indeed
- In particular
- In the case of
- Firstly, secondly, next
- For example
- However/although
- To further illustrate my point
- To reinforce my point
- The problem with _____ is...
- Similarly, conversely
- Finally
- Therefore
- Because of that
- Overall
- In conclusion
- In summary
- Consequently

Formal Debates

Greeting	• Good afternoon esteemed guests. • Welcome to today's… • I would like to take this opportunity to welcome you all to… • On behalf of _____ I would like to welcome you to… • Chairperson, adjudicators and fellow debaters…
Thesis	• I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about… • Today we are proposing/opposing the motion… • The topic for today's debate is… • The motion being debated today is…
State position	• I strongly/thoroughly/firmly believe… • I agree/disagree that… • Firstly, secondly, next… • I would like to start off by saying… • I propose the following… • The problem with _____ is… • To begin… • In my opinion…

Provide supporting evidence	• It is believed/widely believed that… • It has been found/discovered/proven… • On one hand/other hand… • Consider the following… • To further illustrate my point… • To reinforce my point… • Furthermore… • In fact… • As with… • Likewise… • Owing to • Equally… • Significantly… • Indeed… • In particular… • For instance… • An example of this can be found… • In other words… • That is to say… • What is important to remember… • I'd like to emphasise… • I like to stress the importance of… • I would like to highlight… • Here I'd like to refer to… • As you may well know… • As you are probably already aware…
Present alternative position	• Similarly, conversely… • Alternatively… • In the case of… • Others believe… • According to… • Although others believe… • Regardless of… • Contrary to… • _____ stated that… however…

Conclusion	• Therefore… • Because of that… • Overall… • In conclusion... • In summary… • Consequently… • As I have already said earlier… • As previously stated… • I'd like to summarize/sum up… • Let me summarise by saying… • So that concludes my… • At this stage I would like to run through/over the main points... • So, as we have seen today... • In conclusion I would like to say that... • My final comments concern... • I would like to finish by reminding everyone that... • I am confident that you will all agree that…

Giving Instructions/Procedures

- In order to
- The process involved
- The steps taken were
- First of all
- In the first instance
- Initially
- To begin the process
- Starting out
- Meanwhile
- Previously
- Additionally
- Alternatively
- Eventually
- Accordingly
- Consequently
- While
- In summation
- To conclude
- In conclusion
- The final step
- On completion

Cooperative Group Roles

Role in cooperative group	Function	Language Required
Manager	Keep the group on task, ensure contributions from all and guide discussion or activity.	• Let's take it in turns to… • We have _____ left to get this done. • Let's make a decision on… • So what you're saying is… • How do you think we should approach this? • Has anyone got any ideas about…? • What do you think about…? • What about if we…? • Are we getting there with…? • How's _____ going? • Can I check in with you on…? • Are we happy with progress?
Encourager	Encourage speakers and promote tolerance within the group.	• That's a great idea. • Well done. • Brilliant. • That's super. • We are doing really well. • Keep it up. • Just to remind you that... • Let's listen to _____'s opinion. • Let's see what _____ has to say about... • Is there anything I can do? • Would you like me to…? • Are we all happy with...? • Is everyone ready to...?

Record keeper/ Data gatherer	Take notes or summarise ideas, clarify ideas, read aloud from material when appropriate.	• Am I right in saying that...? • So are you happy with me saying...? • Can I clarify _____with you? • Can I ask you to check this with me? • Have I heard you correctly? • Is that accurate? • Just to be clear... • So what you are saying is.... • I hear what you are saying…
Spokesperson	Act as spokesperson when reporting to the class.	• Our group worked on… • We discovered that… • In order to... we… • In doing this, we learned that... • _____ had responsibility for • Our findings were... • In summary…

Oral Reports

Structure:	
Introduction	
Greet audience	• Good afternoon esteemed guests. • Welcome to today's… • I would like to take this opportunity to welcome you all to… • On behalf of _____ I would like to welcome you to...
Introduce self & subject	• I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about… • I plan to speak about... • Today I'm going to talk about... • The subject of my presentation is... • I would like to give you an overview of…
State purpose	• I have chosen to speak about this because... • I have been asked to speak about _____ because... • Have you ever heard of…? • You may already know... • Every day you encounter… • The purpose of my talk today is…
Provide outline	• To illustrate... • To give you the essential background information on... • To outline... • To have a look at... • What I want my listeners to get out of my speech is... • If there is one thing I'd like to get across to you today it is that… • What I would like to do today is to explain… • In the first part I give a few basic definitions. • In the next section I will explain… • In part three, I am going to show... • In the last part I would like/want to give a practical example...

Body of report	• For instance… • An example of this can be found… • In other words… • That is to say… • What is important to remember… • I'd like to emphasise... • I like to stress the importance of… • I would like to highlight... • As I have already said earlier… • As previously stated... • In the words of... • According to... • Here I'd like to refer to... • There is a famous quotation that goes... • As you may well know... • As you are probably already aware...
Conclusion	• I'd like to summarize/sum up… • Let me summarise by saying… • So that concludes my... • At this stage I would like to run through/over the main points... • So, as we have seen today... • As I have tried to explain... • In conclusion I would like to say that... • My final comments concern... • I would like to finish by reminding everyone that...

Interest Talks

Structure	
Introduce the topic	• I would like to take this opportunity to talk to you about… • I first became interested in... • I have a passion for... • Today I would like to talk to you about…
State reasons for an interest in the topic	• I am passionate about… • I have a passion for... • I have, for many years, enjoyed… • I like challenging myself to... • It is a creative pastime that... • I enjoy the feeling of... • It gives me great satisfaction to… • I have enjoyed many successes…
Provide relevant information	• I have chosen to speak about this because... • Have you ever heard of? • You may already know... • Every day you encounter… • You may already be familiar with…
Explain technical terms to the audience	• To illustrate... • To give you the essential background information on... • To outline... • To have a look at... • What I would like to do today is to explain… • We use the word _____ to describe... • The function of _____ is...
Conclusion	• I'd like to summarize/sum up… • Let me summarise by saying… • So that concludes my... • Would anybody like to ask me any questions? • I welcome any questions or comments that you may have.

Script

The Hidden One: A Native American Legend

Roles (13): Narrator 1, Narrator 2, Narrator 3, Narrator 4, Little Scarface, Sister, Father, Patient One, Hidden One, Boy, Young Man, Old Woman, Young Woman

Narrator 1: A long time ago, in a village by a lake, there lived a great hunter who was invisible. He was called the Hidden One. It was known that any young woman who could see him would become his bride.

Narrator 4: Many were the hopeful young women who visited his wigwam at the far end of the village. Each was tested by the hunter's sister, who was called the Patient One. But years passed, and none succeeded.

Narrator 2: In the same village lived two sisters who had lost their mother. The younger sister had a good heart, but the older one was jealous and cruel.

Narrator 3: While their father was out hunting, the older sister would torment the younger one, holding her down and burning her arms and face with sticks from the fire. Then she would tell her,

Sister: Don't you dare tell our father, or next time will be worse!

Narrator 1: When the father came home, he would ask in dismay,

Father: Why is she burnt again?

Narrator 4: The older sister would answer,

Sister: The stupid, clumsy thing! She was playing with the fire, just like you told her not to!

Narrator 2: The father would turn to the younger.

Father: (*incredulously*) Is this true?

Narrator 3: But she only bit her lip and said nothing.

Narrator 1: After a while, she had so many scars, she was called Little Scarface. She lost her long braids too, when her sister singed them off.

Narrator 4: And she had to go barefoot and wear rags, for her sister would not allow her any animal skins to make moccasins or new clothes.

Narrator 2: Of course, the sister made up all different reasons to tell their father.

Narrator 3: And he would shake his head in sorrow and disappointment.

Narrator 1: One day, the older sister put on her finest clothes and many shiny strings of shell beads. She asked Little Scarface,

Sister: (*snootily*) Do you know what *I'm* doing? *I'm* going to marry the *Hidden One*. Of course, that's something *you* could never *dream* of.

Narrator 4: Little Scarface bowed her head.

Narrator 2: When the older sister reached the wigwam at the edge of the village, she was greeted by the sister of the hunter. The Patient One told her,

Patient One: You are welcome. My brother will return soon from the hunt. Come help me prepare the evening meal.

Narrator 3: The two of them worked awhile, till the sun was nearly down. Then the Patient One led the young woman to the lake.

Narrator 1: She pointed along the shore.

Patient One: (*pointing past the sister*) My brother comes. Do you see him?

Narrator 4: The young woman saw no one, but she had decided to pretend.

Sister: Of course. (*pointing*) There he is now!

Narrator 2: The eyes of the Patient One narrowed.

Patient One: (*suspiciously*) And what is his shoulder strap?

Sister: A strip of rawhide.

Narrator 3: … said the young woman, thinking it a safe guess.

Narrator 1: The Patient One frowned.

Patient One: Let us return to the wigwam.

Narrator 4: They had just finished making the meal when a deep voice said,

Hidden One: Greetings, my sister.

Narrator 2: The young woman jumped in surprise.

Narrator 3: She stared at the entrance but saw no one.

Patient One: Greetings, my brother.

Narrator 1: As the young woman watched with wide eyes, a moccasin appeared in mid-air and dropped to the floor, followed by another.

Narrator 4: A moment later, bits of food were rising from a birch-bark tray near the fire and vanishing into an invisible mouth.

Narrator 2: The young woman turned to the Patient One.

Sister: (*cheerily*) When will our wedding take place?

Patient One: (*turning on her angrily*) What wedding? Do you think my brother would marry a liar and a fool?

Narrator 3: The young woman ran crying from the wigwam.

Narrator 1: All the next morning she stayed in bed, weeping and sobbing.

Narrator 4: Then Little Scarface came to her.

Little Scarface: (*softly*) Sister, let me have skins to make moccasins and new clothes. It is my turn to visit the Hidden One.

Sister: (*screaming*) How dare you!

Narrator 2: The sister jumped up and slapped Little Scarface, knocking her to the floor.

Sister: Are you so *stupid* to think you can do what I *couldn't*? Even if you *saw* him, do you think he'd marry a pathetic thing like *you?*

Narrator 3: She sank back to the bed in tears.

Narrator 1: Little Scarface sat huddled for a long time, listening to her sister howl and sob. Then she rose and said again,

Little Scarface: (*still softly*) It is my turn to visit the Hidden One.

Narrator 4: Her sister stopped crying and stared in amazement.

Narrator 2: Little Scarface went to her father's chest and took out an old pair of moccasins. She put them on her own small feet.

Narrator 3: Then she went out into the woods. She chose a birch tree and carefully stripped off the bark in a single sheet. From this she made a suit of clothes, which she put on in place of her rags. Then she started back through the village.

Boy: (*pointing*) Look at Little Scarface!

Narrator 1: … yelled a boy.

Boy: She's dressed like a tree!

Young Man: Hey, Little Scarface!

Narrator 4: … a young man called.

Young Man: Are those moccasins big enough for you?

Old Woman: I don't believe it!

Narrator 2: … an old woman said.

Old Woman: She's on her way to the Hidden One!

Young Woman: Oh, Little Scarface,

Narrator 3: … called a young woman,

Young Woman: Did you burn yourself and cut off your hair to look pretty for him?

Narrator 1: Ignoring their taunts and laughter, Little Scarface walked on till she reached the wigwam at the village edge.

Narrator 4: The Patient One regarded the young woman with surprise but told her,

Patient One: You are welcome.

Narrator 2: Little Scarface helped prepare the evening meal. When the sun was nearly down, the Patient One led her to the lake. She told her,

Patient One: (*pointing*) My brother comes. Do you see him?

Narrator 3: Little Scarface gazed along the shore.

Little Scarface: (*looking hard*) I'm not sure…

Narrator 1: Then her eyes lit in wonder.

Little Scarface: Yes, I see him! But how can there *be* such a one?

Narrator 4: The Patient One looked at her curiously.

Patient One: What is his shoulder strap?

Little Scarface: His shoulder strap is… is the Rainbow!

Narrator 2: The Patient One's eyes grew wide.

Patient One: And his bowstring?

Little Scarface: His bowstring is… the Milky Way!

Narrator 3: The Patient One smiled.

Patient One: Let us return.

Narrator 1: When they reached the wigwam, the Patient One took the strange clothes off Little Scarface and washed her with water from a special jar.

Narrator 4: The young woman's scars disappeared, leaving her skin shining and smooth.

Narrator 2: A magic comb made the young woman's hair grow quickly to her waist, ready for braiding.

Narrator 3: Then the Patient One opened a chest and took out a beautiful wedding outfit. Little Scarface had just put it on when a deep voice said,

Hidden One: Greetings, my sister.

Narrator 1: Little Scarface turned to the entrance and stared at the magnificent young hunter.

Narrator 4: As their eyes met, she saw the surprise in his.

Patient One: (*smiling*) Greetings, my brother. You are discovered!

Narrator 2: The Hidden One walked over to Little Scarface and took her hands in his.

Hidden One: (*with deep feeling*) For years I have waited to find a woman of pure heart and brave spirit. Only such a one could see me. And now you shall be my bride.

Narrator 3: So they were married.

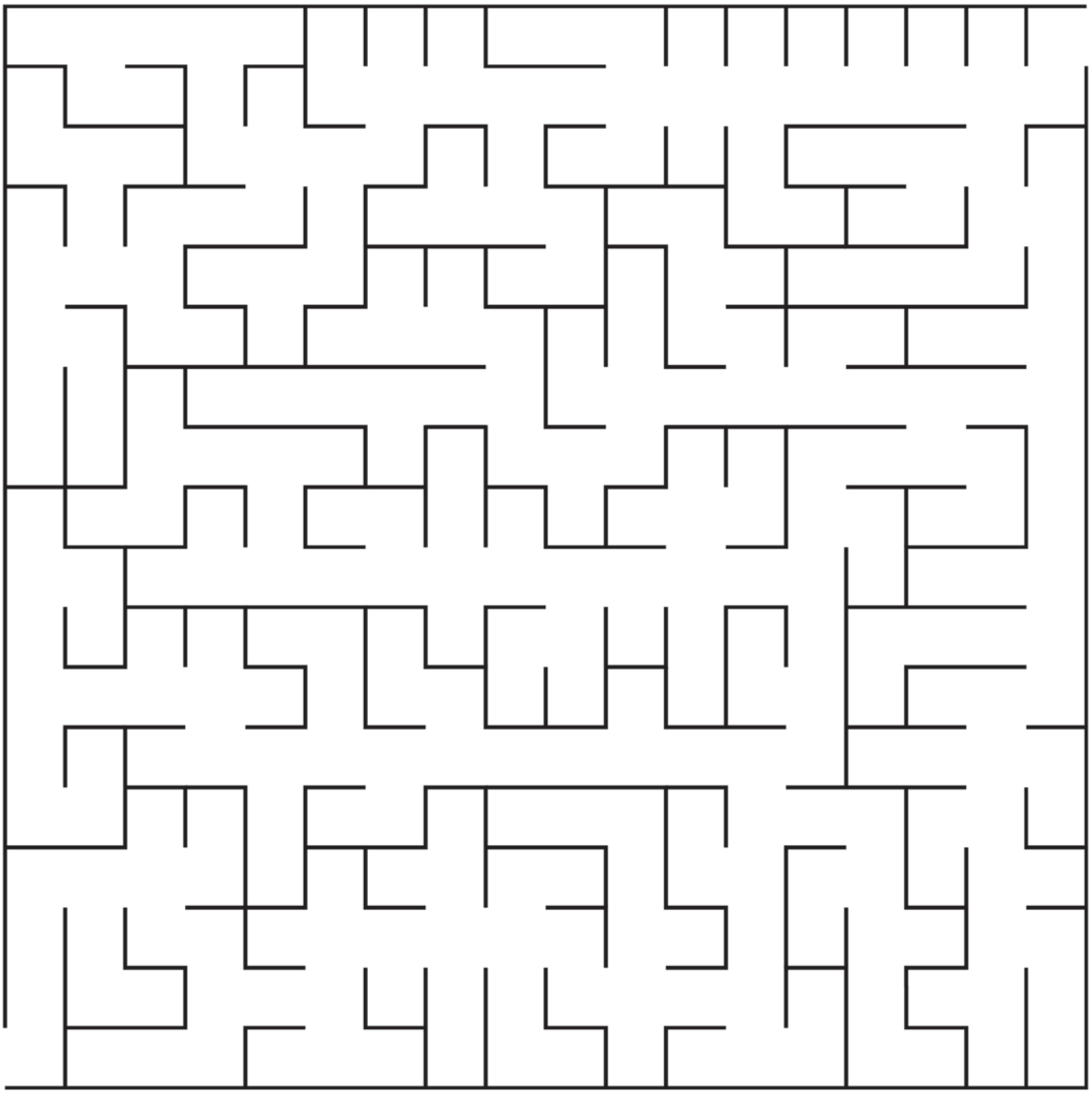
Narrator 1: And from then on, Little Scarface had a *new* name –

Narrator 4: the Lovely One.

Narrator 2: For she too had been hidden,

Narrator 3: … and now was hidden no more.

things that make you happy	things that you can do in summer	types of wild cat	countries in Europe	things that need electricity
things that you would like for your birthday	things that you can do in winter	TV programmes	things at a circus	things that are sweet
things that can roll	things that you can do on the beach	types of reptiles	of your favourite movies	things that are salty
things that are red	things that you can wear on your feet	types of trees	lakes in Ireland	things that are green
things that are blue	types of music	colours of a rainbow	countries in Asia	things that float



CJFallon
ESTABLISHED 1895

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ESTABLISHED 1895

my favourite wild animal	a holiday I would like to go on	my favourite time of the year	my favourite book	my favourite pastime
colours	friends	music	rainbows	cars
pets	inventions	photographs	my favourite food	clocks
TV	Christmas	art	sport	computer games
school	clothes	my favourite singer	balloons	kitchens
garage	where I live	a historic character I admire	a place I'd like to visit	the town where I live
my country	my county	a time in history that I liked studying	my favourite subject at school	my favourite film

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ESTABLISHED 1895