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Welsh in Professional Practise ECAD 6052-C

Word Count: 1130

Cynllun Gwers Lesson Plan

Blwyddyn: Un Year: One	Maes Dysgu a Phrofiad: Llythrennedd, Iaith a Chyfathrebu Area of Learning and Experience: Literacy, Language and Communication.	Amcan y wers: Aims of the lesson: To ask and answer the question ‘Beth sy’n y bocs?’ using familiar Welsh Vocabulary.
Gwybodaeth flaenorol: Previous knowledge: Learners familiar with the song ‘Beth sy’n y bocs?’, from ‘slot drillo’ sessions during snack time where Welsh songs are sung. Items selected for the box are familiar and concrete. Selected either due to familiarity to learners already (horse, pig) this is vocabulary introduced in other Welsh lessons. Alternatively, other words are familiar to the children from the song (apple, orange).	Geirfa allweddol / Ffocws iaith: Key vocabulary / Language focus: Language focus: Q: Beth sy’n y bocs? – What’s in the box? A: Mae yn y bocs. - There is X in the box. Key vocabulary: Variety of familiar and concrete items (range of categories). Rehearsal and introduction of new vocabulary. Language gathered from previous lessons as well as vocabulary introduced in the song for example: Carrot- Moron Horse- Cefyll Apple- Afal	Gweithgareddau Addysgu a Dysgu: Teaching and Learning Activities: Introduction: Focused song time, refamiliarise learners with language patterns that will be practised during the short session. Teacher modelling throughout to demonstrate appropriate pronunciation etc. Main activity: Teacher and learners engage in a question and answer of ‘Beth sy’n y bocs?’, visual support provided on the board to expose learners to written form of questioning. Peer involvement asking other learners. Ongoing provision: Activity moved to continuous provision, ‘Role Play’ one learner becomes the teacher and practises the pattern with peers. Supports provided included language patterns as well as prompts to remind learners of item vocabulary
Adnoddau: Resources: Box and items, Q & A supporting powerpoint. For main activity as well as provision.	Differentiated: Challenging some children with ‘and ‘(a) to extend sentence.	

Evaluation:

This evaluation aims to investigate the impact of a ‘Beth sy’n y bocs?’ lesson, this lesson aimed to reinforce familiar language patterns (Beth sy’n y bocs? - Mae yn y bocs), in an engaging and interactive manner. This evaluation will assess the planning of the session and delivery of teaching. After participating in the main activity where language is modelled and learners engage in a short question and answer session, learners had the opportunity to replicate these patterns when the activity transfers to a ‘Challenge’ in the ‘Role Play’ enhanced provision in the classroom.

During this session I demonstrated effective and consistent use of a range of teaching and learning styles aiming to create the opportunity for learners to experience a multisensory experience. Mason et al, (2019) emphasises how providing learners with opportunities to stimulate all the sense will increase successfulness of memory retention. Learners had the opportunity to ‘hear’ the song, and ‘feel’ the physical items when pulling them out of the box. Learners were supported throughout the activity with visual prompts on the whiteboard as well as a visual prompt to remind learners of the pattern when engaging in the activity. These visual elements allowed learners to access the activity independently, promoting autonomous independent learners in line with the four purposes in 2022, Curriculum for Wales (Welsh Government, 2022).

Despite a focus on ensuring a range of teaching styles and developing Welsh oral language there is limited evidence of providing opportunities to develop learners’ Welsh literacy skills. There is a small opportunity for learners to read the activity support but no writing opportunities. To enhance this aspect in future planning, I would include an element of the activity to evidence their learning through writing their own sentence using the sentence pattern. Sweller (2017) suggested that writing helps offload working memory by allowing learners to externalise and structure information, therefore making the learning experience more successful.

Regarding the questioning throughout the activity, there were clear expectations set through structured questioning and consistent teacher modelling. The target phrase was used repetitively throughout the activity, as suggested by Lynch (2018) this enhances learner retention. This alongside the concrete activity of taking the items out of the box ensured learners were engaged and accessible. For example, an apple as familiar vocabulary and a horse as a familiar word to the learners. Throughout the planning I ensured there was support and challenge for the appropriate learners, learners could independently access the support (visual prompt) and challenge, where learners had the opportunity to extend sentences using ‘a’ (and). The visual prompt present in the ‘Challenge’ area meant that learners could autonomously challenge themselves, allowing learners to guide their own learning.

However, there is room for improvement in specifically scaffolding the differentiation, during the explanation and modelling part of the session it would have been helpful to learners to model the differentiation. This is something I as the teacher omitted during the lesson. For example, picking a higher ability child and modelling this additional expansion with them, or modelling as the teacher myself. Studies highlights the importance of modelling and how this can help enhance learner confidence in the task therefore making it more likely learners would attempt this independently. Alongside this modelling clearly demonstrates expectations, Settles et al (2018) emphasises how modelling is fundamental to ensure learner successfulness in the task. Modelling the expansion of the skill would have prompted greater understanding and knowledge depth (Hummel, 2021).

To conclude, the ‘Beth sy’n y bocs?’ lesson provided an interactive experience that gave learners the opportunity to meet the learning objectives. Learners had the opportunity to develop their Welsh oracy skills in a multisensory way, if I was to replicate this lesson, I would place a larger focus on teacher modelling to ensure a challenge for appropriate learners as well as planning a more concrete way to evidence their skills. Incorporating a set activity to check for understanding not only informs future planning but ensures that learning is being properly consolidated and supported in the moment (Parker & Hurry, 2007).

References:

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Challenge 1

LO: To practice speaking Welsh using the pattern 'Mae ... yn yr bocs' to describe objects in a box.

Time to be the Teacher! Take it in turns asking 'Beth sy'n yn yr bocs?', and practising answering using 'Mae ... yn yr bocs'. Remember to swap the Teacher when you're done!

When you have completed the challenge.

1. take a photo of your work next to your *name card*.
2. upload it to your portfolio.
3. Put a tick by the correct number on the number sheet.



1

Arthro/ Athrawes (Teacher)

Beth sy'n y bocs? : What's in the
box?

Disgybl (Pupil)

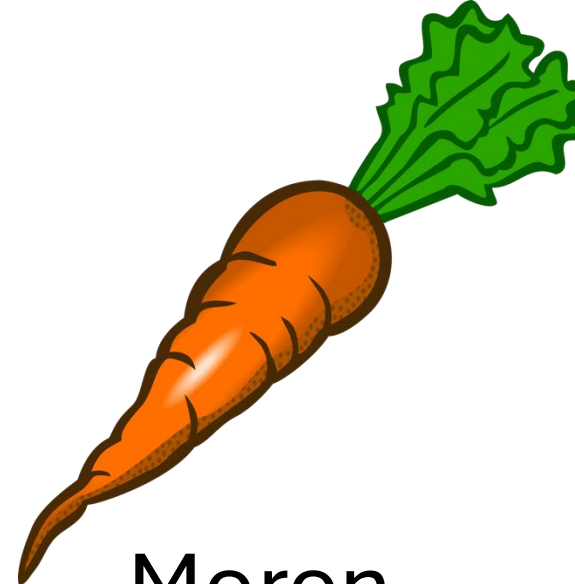
Mae yn y bocs. : is in the
box.



Cefyll



Afal



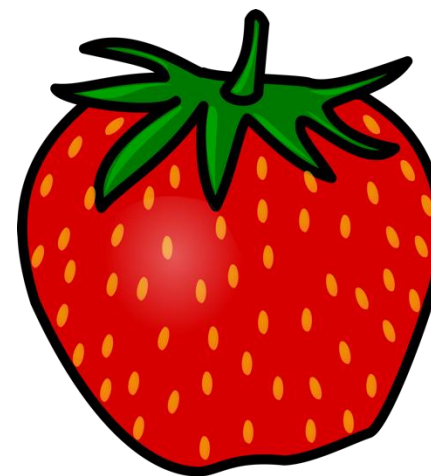
Moron



Oren



Car



Mefus