

Lesson plan

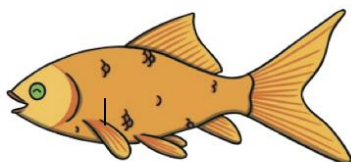
Year: 4/5	Area of Learning and Experience: Languages, literacy and communication through Welsh language. The children are developing their use of Welsh language through a new topic.	Aims of the lesson: the aims of the lesson are for the children to develop on previous knowledge of the new topic by being able to use the new sentence patterns verbally and written, develop their knowledge of animals and extend their answers by add the name of their pet.
Previous knowledge: The children have had one previous lesson to introduce the new Welsh question, along with the sentence patterns to answer. The children have also played numerous Helpwr Heddiw games to develop an understanding of different animals in Welsh.	Key vocabulary: Anifail anwes, pysgod, crwban, cwningen, ci, mochgyn gini, cath, bochdew, oes, nag oes. Language focus: The language focus is to develop the correct sentence patterns of the children's new topic of animals through speaking and writing down their answers. Pet vocabulary is important to develop correctly. The children are focusing on building simple sentences using the sentence patterns.	Teaching and Learning Activities: The lesson will start with a drilling of the Welsh animals by using my turn your turn and different voice levels. Then there will be a recap of the new question and sentence patterns to ensure the children know how to answer the questions. The teacher will then give the children several different question and the children must write the answer down to check they understand how to write their answers. To finish the lesson, the teacher can suggest bingo, where the teacher will give a question and the first person to answer the question can mark off the animal until one pair has all the animals on their card.
Resources: The resources include the question and sentence patterns, flash cards of welsh animals, bingo pictures and writing cards and a language mat of the animals.		



Oes ... gyda ti?

Oes, mae ... gyda fi.

Nag oes, does dim ...
gyda fi.



Pysgod



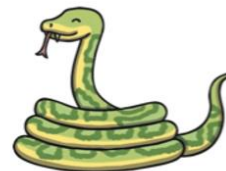
Byji



lâr



Crwban



Neidr



Ceffyl



Cwningen

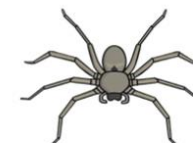
Anifail Anwes



Mochyn gini



Bochdew



Pry copyn



Ci



Cath



Tsintsila

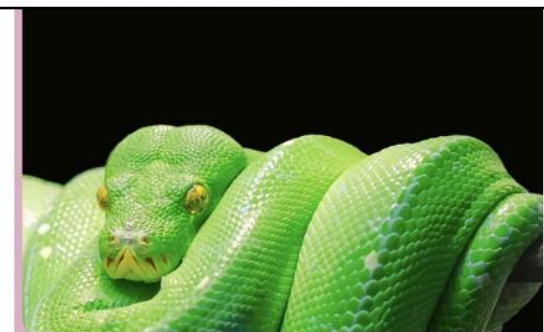


Parot









Madfall	Ci	Cwningen
Cath	Mochyn gini	Llygoden
Byji	Neidr	Parot

Madfall	Ci	Cwningen
Cath	Mochyn gini	Llygoden
Byji	Neidr	Parot

Madfall	Ci	Cwningen
Cath	Mochyn gini	Llygoden
Byji	Neidr	Parot

Madfall	Ci	Cwningen
Cath	Mochyn gini	Llygoden
Byji	Neidr	Parot



Ci



Cath



Neidr



**Mochyn
gini**



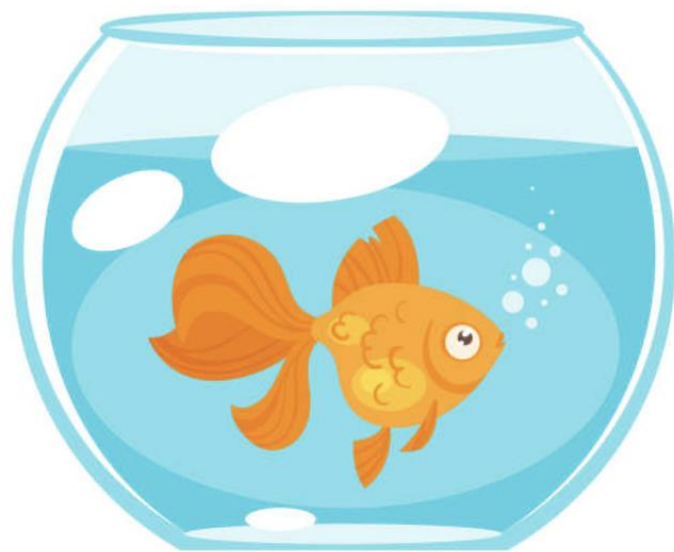
Aderyn



Crwban



Ceffyl



Pysgodyn



Llygoden



Cwningen



Hamster

Lesson evaluation

Throughout the lesson it was evident that I used several teaching methods to implement the Welsh language. I began the lesson with the drilling approach of the Welsh animals through using flash cards. When drilling the flashcards, I suggested the children to use different voice levels to increase the level of engagement. It became visible that this strategy assisted the engagement from the children because of the excitement and enjoyment of being able to shout and whisper. However, when the children were changing their voice levels it was harder to hear whether the children were correctly pronouncing the words. I will continue to use different voice levels when drilling throughout my teaching practice because the strategy benefited the children's Welsh language development through an increase of involvement. However, I would split the class into smaller group of approximately 4-5 children to take part in drilling to be able to hear each child. This will prevent incorrect pronunciation.

Additionally, when drilling the flashcards, I also took the approach of my turn your turn. This strategy requires the teacher to read the word first and the students to then mirror the teacher. It was apparent that the children's pronunciation of the Welsh animals improved throughout the drilling because the children were not reading certain sounds such as 'll' and 'ch' correctly. However, throughout the drilling the children began to notice how I was pronouncing the sounds differently and then mirrored the correct pronunciation. The children also became more confident when speaking Welsh because at the beginning of the drilling there were numerous children that felt too nervous to take part but after I read the words out several times, they were able to actively listen and then develop the confidence to take part. Contrastingly, I found that the children were not able to take control of their own learning by attempting to pronounce the words beforehand as the children had to copy myself. I would change the way I implement this strategy by allowing the children to have a go at reading the words with a partner or as a group before drilling. This will also help myself see the development of the children's speaking skills from the beginning of the lesson to the end.

During the lesson, I focused on providing constructive feedback by discussing anything the children said incorrectly supportively and then encouraged the children to correct their answers instead of correcting them. It was clear that the children became motivated to get their answer correct by critically thinking about how to develop their answers. This strategy targeted the children's progress by giving the children areas they can improve on. In contrast, the lessons pace slowed down when I had to give specific feedback to a child which effected the classroom management. Some children became irritated and distracted when they had to wait for a correct answer. When using this approach again, I would group the children in levels of Welsh language ability so that when a child gets an answer wrong, it is more likely that most of the children in that group are too. This will then benefit all of the children within the group because they are learning at their ability, keeping the same level of engagement.

After the lesson, it was clear that the strategies and approaches I used had a positive benefit on the children's learning and development. The strategies supported the learner's confidence levels, pronunciation, engagement and ability to be critical. However, I will acknowledge the limitations and weaknesses of each strategy when implementing into my teaching practice to ensure the best outcome for all learners.