

Portffolio Cymraeg

Word Count: 1219

Declan Milton-Harris

ECAD6052

1900817

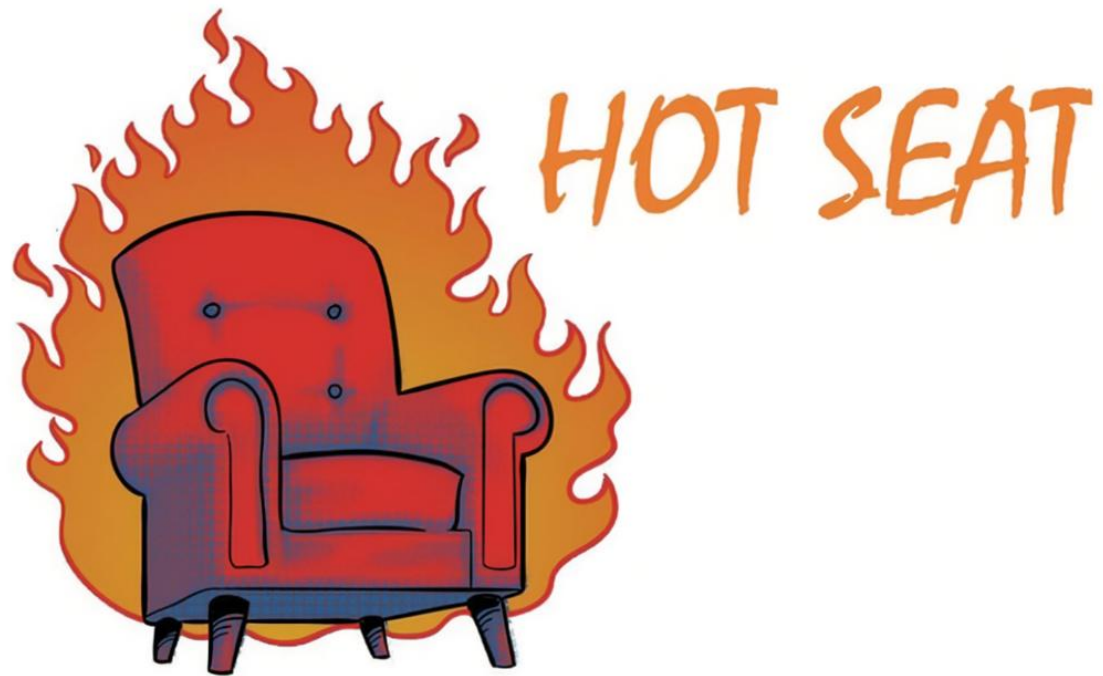
Cynllun gwers

Blwyddyn Pedwar	Maes Dysgu a Phrofiad / Area of Learning and Experience: Literacy, Language and Communication. Health and Wellbeing.	Amcan y wers / Aims of the lesson: To develop the learner's ability using the mwynhau and casau sentence patterns and encourage extended sentences when writing.
Gwybodaeth flaenorol / Previous knowledge: Sedd poeth (deg munud) – The hot seat game will retrieve the learner's prior knowledge by practicing Welsh verbs through actions.	Geirfa allweddol / Key vocabulary: Mwynhau Casau Welsh verbs/sports – rhedeg, pel roedd, gwilio teledu. Achos Ond Ffocws iaith / Language focus: Beth wyt ti'n fwynhau? Beth wyt ti ddim yn fwynhau? Dw i'n mwynhau. Dw i ddim yn mwynhau. Beth wyt ti'n gasau? Beth wyt ti ddim yn gasau? Dw i casau. Dw i ddim yn casau.	Gweithgareddau addysgu a dysgu / Teaching and Learning Activities: - Drilio (pump munud) – Mwynhau language patterns will be modelled at the front of the class. The teacher will say the sentence pattern and the learners will repeat. Use different voices/pitch to ensure the learners remain engaged. - Tasg gwaith par/grwp (deg munud) – Learners will speak in partners or groups and discuss hobbies they enjoy then record their peers answers on the question grid. The teacher will listen and participate in conversation to assess understanding. - Drilio (pump munud) – Casau language patterns will be modelled in the same format as the mwynhau pattern. - Tasg gwaith par/grwp (deg munud) – Learners will speak in partners or groups and discuss hobbies they hate then record their peers answers on the question grid. - Tasg ysgrifennu (dau ddeg munud) – Learners will write three extended sentences using mwynhau and casau in their books. - Live marking and pit stops can be used to reinforce learning by showing learner's good work as examples.
Adnoddau / Resources: - PowerPoint resource for drilio session. - Question grid for gwaith dosbarth/gwaith par work. - Language mat to extend sentences.		



Lesson Resources



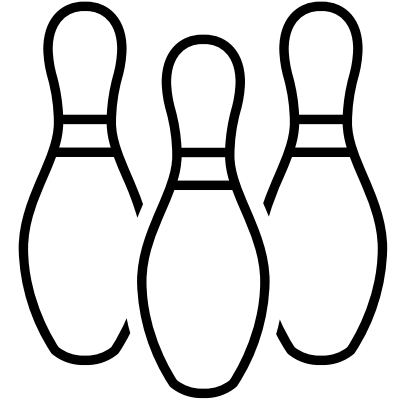
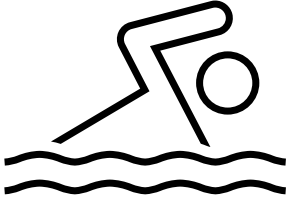


Sedd poeth – Hot seat

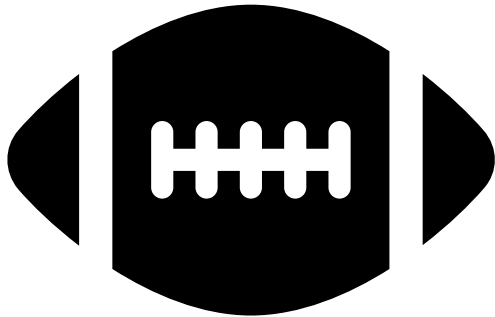
(PowerPoint slide)

Pêl droed	Rhedeg
Pêl roedd	Pêl fas
Rygbi	Tenis
Gymnasteg	Neidio
Nofio	Dawnsio
Cerdded	Canu

Welsh verb
cut outs



Mwynhau – to enjoy

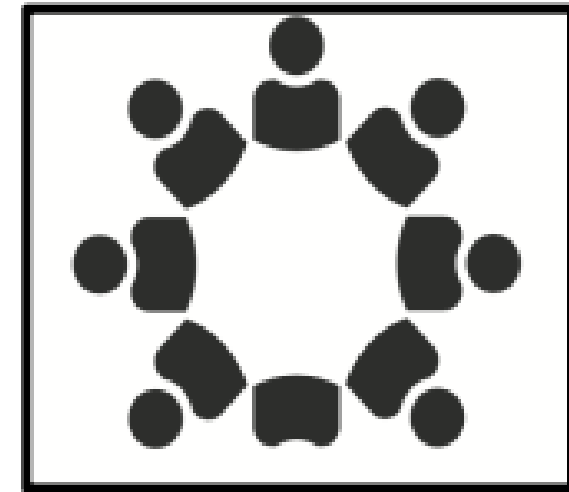
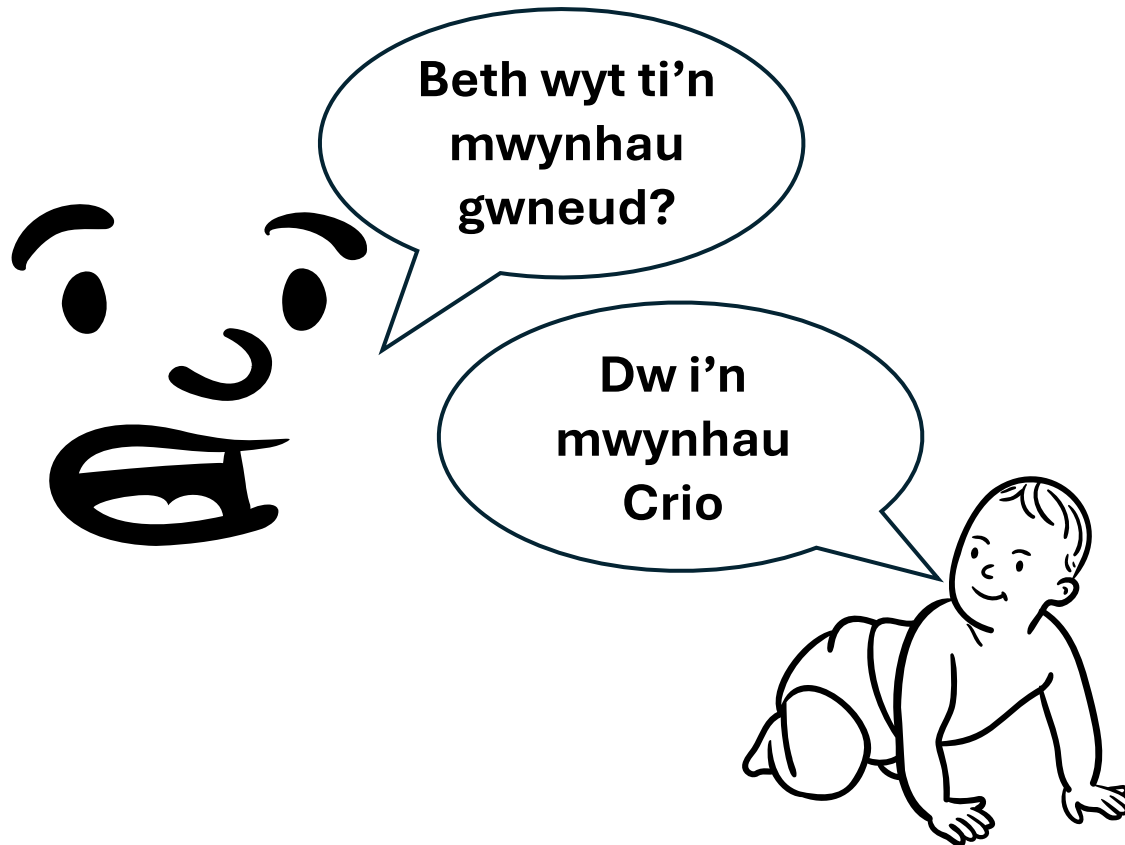


- **Beth wyt ti'n fwynhau?** – What do you enjoy?
- **Beth wyt ti ddim yn fwynhau?** – What do you not enjoy?
- **Dw i'n mwynhau...** - I enjoy
- **Dw I ddim yn mwynahu...** - I don't enjoy

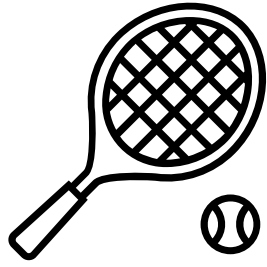
Tasg – Using the template in front of you. You must go around the class and ask the following questions:

Mwynhau – to enjoy

- **Beth wyt ti'n fwynhau?** **Dw i'n mwynhau....**
- **Beth wyt ti ddim yn fwynhau?** **Dw I ddim yn mwynhau...**



Gwaith grŵp



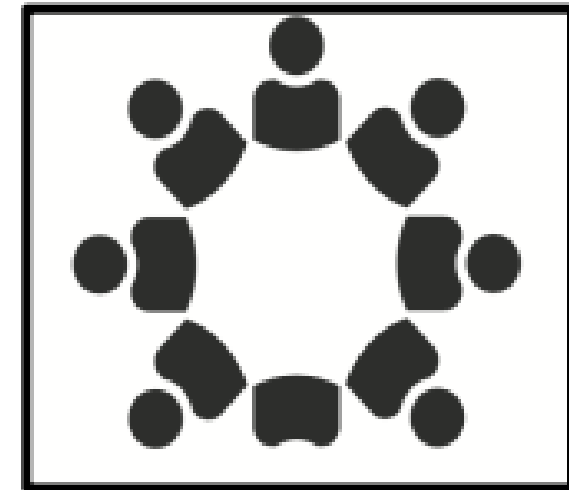
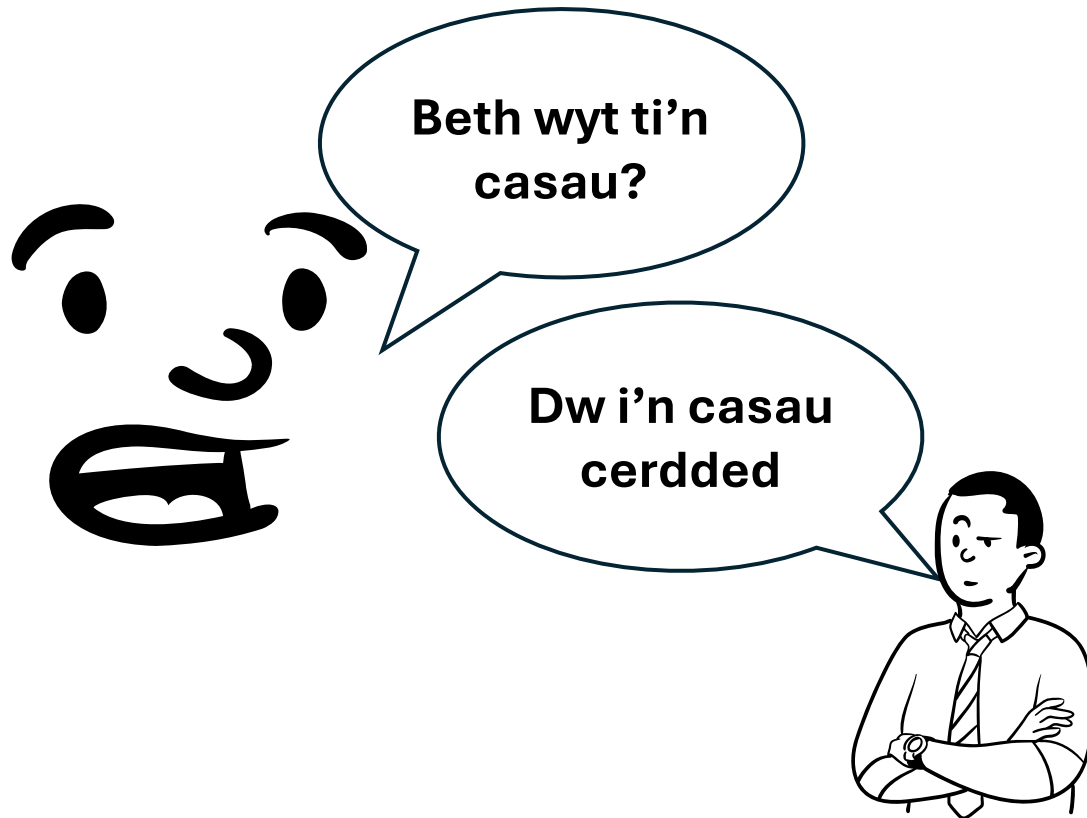
Casau – to hate

- **Beth wyt ti'n gasau ? – What do you enjoy doing?**
- **Beth wyt ti ddim yn gasau? - What do you not hate doing?**
- **Dw i'n casau... - I hate**
- **Dw I ddim yn casau... - I don't hate**

Tasg – Using the template in front of you. You must go around the class and ask the following questions:

Casau – to hate

- **Beth wyt ti'n gasau?** **Dw i'n casau....**
- **Beth wyt ti ddim yn gasau?** **Dw I ddim yn casau...**



Gwaith grŵp

Oral task

Name	Beth wyt ti'n fwynhau?	Beth wyt ti ddim yn fwynhau?
1.		
2.		

Name	Beth wyt ti'n gasau?	Beth wyt ti ddim yn gasau?
1.		
2.		

Language Mat

Chwarae
pel-droed
Pel-fasged
Pel-fas
rygbi

Gret - Great
Ddiddorol – Interesting
Hwyl – fun
Fendigedig – Fabulous
lach – healthy

Mwynhau

Dw I'n

Dw i ddim yn

Hobby

Achos mae'n

Ond...
a...

Casau

Rhedeg
Nofio
Cerddedg
gymnasteg
Carati
Dawnsio

Ddiflas – boring
Anodd – Difficult
Ofnadwy – awful
Sbwriel – rubbish
**Wastraff amswer – waste
of time**

Start

End

Lesson Evaluation



What went well?

The Learners were enthusiastic and engaged during the 'hot seat' game which retrieved prior knowledge of Welsh verbs. The learners understood the sentence patterns during drilio and I asked them to respond as a whole group, as tables and as individuals, to ensure they understood. The learners were confident when completing the oral group task and communicated clearly using the sentence structures on the whiteboard to guide them. I assessed their understanding by listening and engaging within conversations. The learners developed their extended sentences in their written work with most learners incorporating a positive and negative sentence by connecting them with 'ond'. Live marking and pitstops allowed me to assess their understanding and provide excellent examples from the learner's work to motivate the other learners.



Even Better if?

Behaviour and engagement in the class began to decrease as children were sat for too long during the drilio activities. To improve the drilio activities, I will instruct the children to repeat the sentence patterns back to me in the same voice that I use. This could improve engagement as different voices, pitches or tempos are used. I will reduce the amount of time children are sitting during drilio sessions and allow them to work collaboratively as they performed better in the collaborative oral activity. I will include the writing activity in another lesson as it will allow more time for the learners to practice their oral skills and develop confidence. I will incorporate more game-based activities or a quiz to improve the children's engagement and understanding of the sentence patterns before they begin writing. This would be an effective plenary to summarise their learning, and they would be more likely to retain the information.



What next?

The lesson was successful and developed the children's ability to use the 'mwynhau' and 'casau' sentence patterns, but the lesson could be structured better to improve learner's outcomes. Within my planning I will ensure to chunk the learning into more achievable blocks. Learners will focus on their oral skills first and build confidence before progressing onto writing tasks. This will allow learners to practice the sentence patterns and develop thorough understanding to be able to use the language effectively. I will incorporate new sentence patterns which have similar structure, like 'to love'/'dwlu', which will increase the learner's vocabulary. I will use games to reinforce language acquisition in daily 'helper Heddiw' sessions.
