

Blwyddyn: <i>Year: 3 / 4</i>	Maes Dysgu a Phrofiad: <i>Area of Learning and Experience:</i> <i>Languages, Literacy and Communication.</i> <i>WMS2 -PS2 - I can develop my vocabulary and pronunciation through listening and reading and can use these new words.</i>	Amcan y wers: <i>Aims of the lesson:</i> <i>To enable learners to ask and respond to the question “Ble est ti?”</i>
Gwybodaeth flaenorol: <i>Previous knowledge:</i> <i>Learners should be familiar with place names:</i> <i>Ysgol Sinema</i> <i>Castell Pwll nio</i> <i>Siop Traeth</i> <i>Stadiw Parc</i>	Geirfa allweddol / Ffocws iaith: <i>Key vocabulary / Language focus:</i> <i>Ble est ti? (Where did you go?)</i> <i>Es i ... (I went)</i>	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> Drilling – <i>I will repeat the question and answer multiple times as a class before sending the children to practice in pairs</i> Repetition - <i>sandwich method for translating the Welsh Place names to English</i> Partner work – <i>There will be a game after the drilling of the sentence pattern for the children to walk around ask ask and answer the question with a partner.</i> Visuals on powerpoint – <i>I will have pictures on a PowerPoint to support the children with ideas of answers.</i> Hand gestures – <i>I will use question hand gestures when saying ble est ti? So the children understand that it is a question.</i> Music – <i>I will play music while the children move around the room during the pair game.</i>
Adnoddau: <i>Resources:</i> <i>Powerpoint for visual support</i>		

A red dragon is depicted in a stylized, cartoonish manner, standing on a green field. The dragon has large, spread wings, a long tail with a pointed tip, and a fierce expression with sharp teeth. The background is a solid light green.

Ble est ti?

Where did you go?

Es I ir.....

I went to.....



ysgol



sinema



castell



Pwll nofio



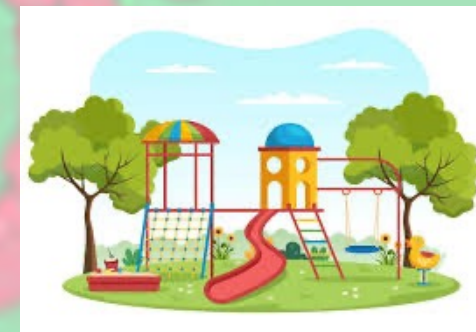
siop



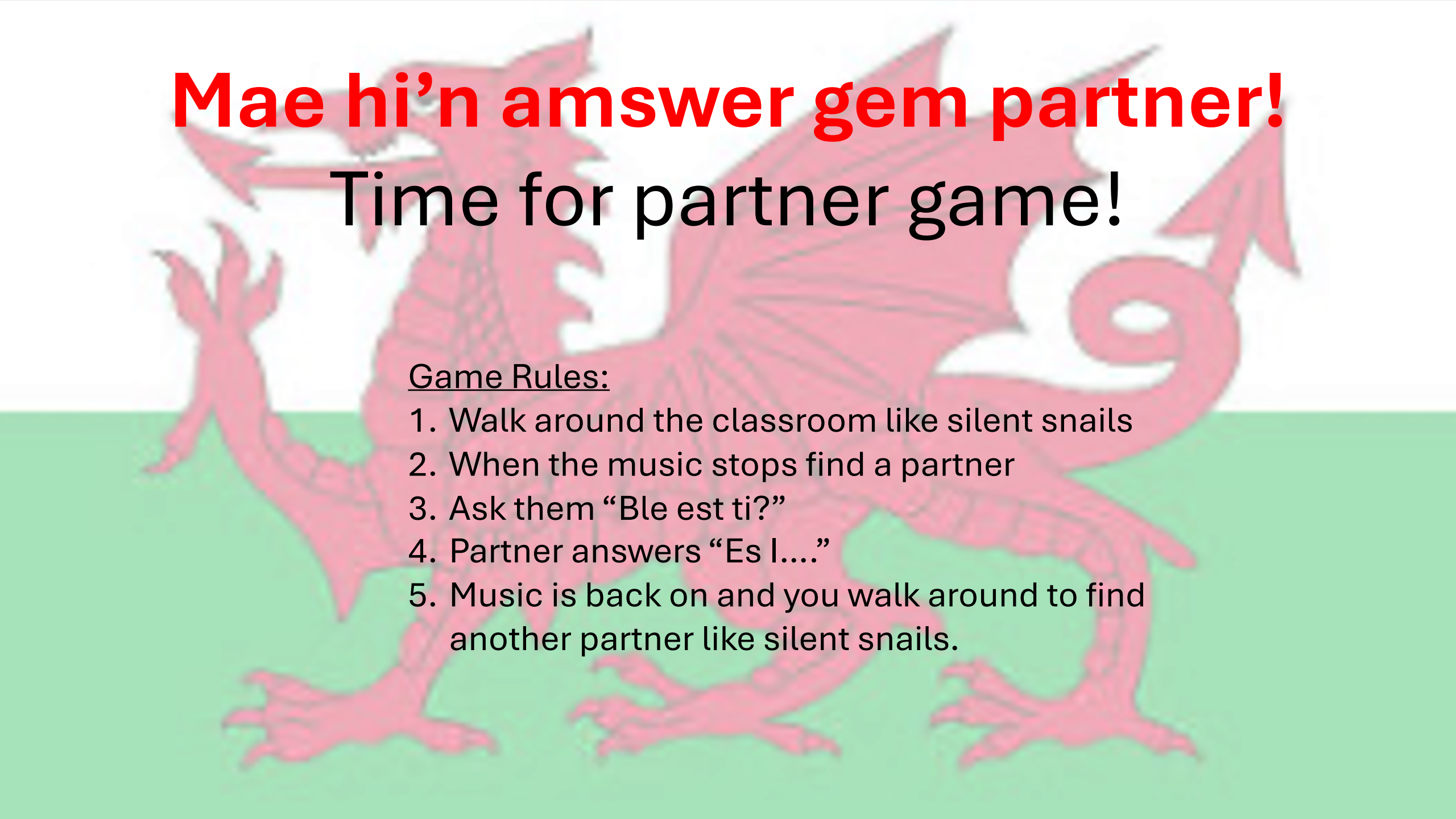
traeth



stadiwm



parc



Mae hi'n amswer gem partner!

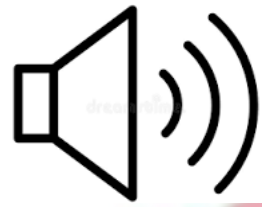
Time for partner game!

Game Rules:

1. Walk around the classroom like silent snails
2. When the music stops find a partner
3. Ask them “Ble est ti?”
4. Partner answers “Es I...”
5. Music is back on and you walk around to find another partner like silent snails.

Ble est ti?

Where did you go?



Es I ir.....

I went to.....



ysgol



sinema



castell



Pwll nofio



siop



traeth



stadiwm



parc

Evaluation

The micro lesson I taught based on “Ble est ti?” incorporated a range of teaching and learning strategies such as, drilling, repetition, partner work, visuals on a Power Point, hand gestures and music. In this evaluation, I will assess the effectiveness of these strategies, identifying what I think worked well and what I would change next time.

What went well:

Firstly, I feel that the drilling of the sentence pattern with the support of visuals on the PowerPoint and use of repetition worked really well for the children in my class. I feel that the mix of images and words on the PowerPoint made it engaging for all the children, catering to all their different learning styles. Previously, I had noticed that when asked the question “Ble est ti?” a number of the children could only think of one or two places independently, without any prompts. The PowerPoint effectively provided them with additional ideas, which expanded their vocabulary and options for answering the question.

Another aspect that went well was the interactive element of the lesson, where the children practiced asking and answering the question with their partners during the game. Through working collaboratively with a partner, the aim was for the children to build confidence in their speaking skills, by supporting each other as they asked and responded to the question. This activity also gave the children the opportunity to use a variety of different answers, reinforcing their prior knowledge of place names. Overall, all the children engaged with this activity, and I would use it again for different sentence patterns.

Additionally, to capture the children’s interests, I incorporated the idea of a stadium as one of the potential places to go, knowing that the boys in my class have an interest in football. By catering the learning to the children’s interests, I was able to create an enjoyable learning environment, where the children felt that their interests have been acknowledged. I feel that this was successful as the boys were using the football stadium as the answers during the game. In the future I will try and incorporate more ways to involve the children’s interests into the learning.

Even better if:

My micro teach lesson could have been even more effective if I had not included the Welsh vocabulary on the PowerPoint prior to the lesson. I believe that only having the images and asking the children to identify them in Welsh would have been an even more effective approach for teaching the language. This approach would have encouraged the children to recall the vocabulary for place names, rather than me relying on them to translate the Welsh into English.

Additionally, it would have been beneficial to collaboratively discuss the names of places in Welsh and type them on the PowerPoint as we go along as a class. This approach would not only enhance their understanding of the vocabulary but also support their pronunciation of the letters.

To enhance the lesson further with this idea, I could have also hidden the place names on the PowerPoint and encouraged the children to write down the spellings on a white board. This would have added to the interactive aspects of my lesson, while also involving the children in the learning process. This would have provided challenge to the children as they already have prior knowledge on place names, so introducing them to spelling them could have improved the effectiveness of my microteach.

Next time:

Next time, I plan to include a Falala song related to the sentence pattern, as I feel that incorporating a song would be a beneficial way to help the children remember the sentence. I feel that incorporating a song the children can sing along to will add an element of fun.

Conclusion

My micro-teach lesson on “Ble est ti?” was effective in engaging the children through repetition, visuals, and partner work, helping them to expand their vocabulary and build confidence. I found that tailoring their interest to the lesson increased engagement with the boys in my class, however, I could have included more of the interests of the whole class.

Next time, I would improve this by removing pre-written vocabulary from the PowerPoint and involving the children in the learning process by recalling what the image is in Welsh and possibly practicing the spelling of the place names. Additionally, adding a Falala song next time will further enhance engagement.

In the future, I will continue to refine my teaching strategies of the Welsh language to create an interactive and fun experience for the children.