

access
opportunities

Gaeilge Teanga agus Cultúr



Draft Curriculum Guidelines

for Teachers of Students with
Mild General Learning Disabilities

participation

Dréacht – Treoirlínte

Gaeilge
Teanga agus Cultúr

do Mhúinteoirí

Daltaí le Míchumais

Ghinearálta Éadroma Foghlama

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Réasúnú agus réamhrá

RÉASÚNÚ

Daltaí lena mbaineann na treoirlínte seo

Cuireadh na treoirlínte seo ar fáil chun cabhrú le múinteoirí an curaclam Gaeilge a chur in oiriúint do dhaltaí le míchumais ghinearálta éadroma foghlama. Tuigtear, ar ndóigh, go bhfuil cead ón Roinn Oideachais agus Eolaíochta ag a lán daltaí dá leithéid seo, gan Gaeilge a dhéanamh ar scoil. Mar sin féin, cuirtear na treoirlínte seo ar fáil do mhúinteoirí ar toil leo, deis a thabhairt dá ndaltaí, feasacht éigin teanga (idir labhairt agus éisteacht) agus cultúr na Gaeilge, dá laghad é, a bhreith leo.

Tábhacht na Gaeilge do dhaltaí le míchumais ghinearálta éadroma foghlama

Léiríonn Curaclam na Bunscoile an tábhacht atá le foghlaim na Gaeilge sa churaclam scoile. D'fhéadfaí an réasúnú a achoimriú mar seo.

- Is í an Ghaeilge an tréith is suntasaí d'oidhreacht chultúrtha na tíre.
- Soiléiríonn buneolas ar an nGaeilge tuiscint ar chultúr agus ar oidhreacht na tíre.
- Is í an Ghaeilge máthairtheanga formhór daltaí na Gaeltachta agus is í an teanga bhaile do chuid bheag eile de theaghlaigh na tíre í.

- Cuireann foghlaim teangacha go ginearálta le féinmhuinín agus le forbairt intleachtúil, shóisialta agus phearsanta an dalta.

Dá bhri sin, tá sé tábhachtach go mbeadh deiseanna ag daltaí le míchumais ghinearálta éadroma foghlama, cleachtadh cuí a fháil ar churaclam na Gaeilge. Is chuige sin, maraon leis na fáthanna eile thuas, a chuirtear na treoirlínte seo ar fáil.

Aidhmeanna an churaclaim Gaeilge do dhaltaí le míchumais ghinearálta éadroma foghlama

Seo a leanas na haidhmeanna le Gaeilge a mhúineadh do dhaltaí le míchumais foghlama:

- scileanna éisteachta agus labhartha na ndaltaí a fhorbairt ionas go mbíonn muinín acu an Ghaeilge atá acu a úsáid ar scoil, sa bhaile agus sa saol comhaimseartha
- dearcadh dearfach i leith na Gaeilge a chothú sna daltaí
- féachaint chuige go gcuireann an Ghaeilge le héagsúlacht, le sásamh agus le taitneamh na foghlama do na daltaí
- feasacht cultúir a chothú ionas go mbíonn tuiscint níos fearr ag na daltaí ar oidhreacht chultúrtha na tíre

- scileanna aithris agus cumarsáide trí chéile a fhorbairt ionas go mbeidh na daltaí níos muiníní agus níos stuama agus iad i mbun cumarsáide, pé acu i nGaeilge nó i mBéarla é, nó, go deimhin, pé teanga eile.
- scileanna sóisialta agus pearsanta na ndaltaí a chothú
- spreagadh agus deiseanna breise a sholáthar do na daltaí a bheith níos gníomhaí sa rang, agus díriú níos fearr ar thascanna.

Ba cheart go mbeadh deiseanna foghlama ag na daltaí a dhíríonn ar na haidhmeanna seo.

Idirchultúrachas

Ceiliúrann Curaclam na Bunscoile ilchultúrachas na tíre agus molann sé tuiscint agus feasacht idirchultúrtha, go mórmhór i leith cultúir agus grúpaí mionlaigh. Ar ghnéithe an chultúir ghaelaigh amháin, áfach, a dhíríonn na treoirlínte seo, mar gurb é an cultúr sin is foinse don Ghaeilge.

RÉAMHRÁ

Déantar cúram sna treoirlínte seo den teanga féin agus d'fheasacht cultúir na Gaeilge do dhaltaí le míchumais ghinearálta éadroma foghlama. I gcás na teanga féin, tá an bhéim ar chumarsáid agus ar fhoghlaim scileanna teanga. Ar thraidisiúin, nósanna agus saintréithe éagsúla a bhaineann le cultúr gaelach na tíre atá an bhéim sa dara heilimint. Múintear an fheasacht cultúir trí ábhair eile an churaclaim, go mórmhór oideachas sóisialta, imshaoil agus eolaíochta (OSIE), oideachas ealaíon agus oideachas sóisialta, pearsanta agus sláinte (OSPE). Beidh teanga na Gaeilge ina dlúthchuid chomh maith den fheasacht cultúir.

Daltaí le míchumais ghinearálta éadroma foghlama

Bíonn impleachtaí foghlama ag na réimsí deacrachtaí a d'fhéadfadh a bheith ag daltaí le míchumais ghinearálta éadroma foghlama. Léirítear ar leathanach 5 agus 6 na réimsí deacrachtaí seo, na himpleachtaí foghlama agus straitéisí samplacha teagaisc.

Réimse deacrachtaí

<p>D'fhéadfadh deacrachtaí a bheith ag an dalta maidir le:</p> <ul style="list-style-type: none">• cuimhne ghearrthéarma
<ul style="list-style-type: none">• féinmhuinín• misneach• fonn cumarsáide (go briathartha nó go neamh-bhriathartha)
<ul style="list-style-type: none">• eolas agus scileanna atá foghlamtha a chur i bhfeidhm agus a ghinearálú

Impleachtaí ar an bhfoghlaim

<ul style="list-style-type: none">• bíonn sé deacair aird a dhíriú agus a choimeád• bíonn sé deacair treoracha a leanúint
<ul style="list-style-type: none">• bíonn sé deacair an Ghaeilge a úsáid go cumarsáideach• ní bhíonn fonn ar dhaltaí comhoibriú le daltaí eile
<ul style="list-style-type: none">• bíonn sé deacair an Ghaeilge a úsáid i saorchomhrá cruthaitheach• bíonn sé deacair tarraingt ón stór eolais agus scileanna atá foghlamtha

Straitéisí samplacha

<ul style="list-style-type: none">• coimeád na tréimhsí teagaisc gairid• cuir béim ar taitneamh agus ar spraoi sa cheacht• teorannaigh ábhar an cheachta agus leasaigh na cuspóirí foghlama dá réir• téigh siar go tráthrialta ar an méid atá foghlamtha chun é a athneartú, a threisú agus a ghinearálú go comhthéacsanna eile• úsáid druil agus cleachtadh go minic chun an foclóir agus na struchtúir a mhúineadh• soláthar deiseanna san fhoghlaim na cúig chéadfa a úsáid—radharc, éisteacht, tadhall, boladh agus blas• cabhraigh le daltaí foclóir a chur de ghlanmheabhair trí<ul style="list-style-type: none">- gheáitsíocht agus comharthaí a úsáid chun tuin cheart a chothú- frásaí le rithimí taitneamhacha a mhúineadh- úsáid a bhaint as geáitsíocht chun cuimhne níos fearr a chothú, mar shampla, ainmneacha na mball beatha a úsáid agus iad á rá ag an am céanna
<ul style="list-style-type: none">• féach chuige go n-éiríonn leis na daltaí sna tascanna foghlama• pleanáil cuspóirí insroichte foghlama agus cuir struchtúir chinnte ar ghníomhaíochtaí• soláthar deiseanna do na daltaí obair i ngrúpaí agus tabhair tacaíocht
<ul style="list-style-type: none">• cothaigh feasacht teanga agus cultúir trí chomhtháthú le ranna eile an churaclaim• soláthar deiseanna do na daltaí an méid atá foghlamtha a úsáid go minic• téigh siar go rialta• úsáid greann agus cluichí taitneamhacha

Réimse deacrachtaí

Impleachtaí ar an bhfoghlaim

Straitéisí samplacha

<p>D'fhéadfadh deacrachtaí a bheith ag an dalta maidir le:</p> <ul style="list-style-type: none">• feasacht spásúla• comharthaí agus siombaileacha a idirdhealú óna chéile• gluaiseacht ama a thuscint	<ul style="list-style-type: none">• d'fhéadfadh ábhar agus eolas nua a bheith dothuigthe agus deacair do dhaltaí• deacrachtaí le coincheapa nua	<ul style="list-style-type: none">• múin scileanna, eolas, agus tuiscintí nua i modh céimnithe• déan forbairt ar scileanna éisteachta agus féachana• déan forbairt ar na céadfaí eile, agus úsáid iad go minic sa teagasc• úsáid mórchomharthaí
<ul style="list-style-type: none">• dul i mbun samhlaíochta	<ul style="list-style-type: none">• bíonn sé deacair úsáid a bhaint as an drámaíocht agus an ról-aisteoireacht mar mhodh foghlama	<ul style="list-style-type: none">• spreag daltaí chun dul i mbun samhlaíochta trí úsáid a bhaint as ceol, fuaim, glór, gluaiseacht, geáitsíocht, pictiúir, bréagáin• cabhraigh le daltaí oibriú le chéile
<ul style="list-style-type: none">• foclóir a leathnú	<ul style="list-style-type: none">• bíonn an raon foclóra teoranta	<ul style="list-style-type: none">• cuir béim ar an nGaeilge mar ghnáth-theanga bheo chumarsáide• soláthar deiseanna do na daltaí pé Gaeilge áta acu a úsáid• téigh siar go rialta ar an bhfoclóir atá foghlamtha

An curaclam do dhaltaí le míchumais ghinearálta éadroma foghlama

Tá dhá chuid sa churaclam Gaeilge do dhaltaí le míchumais fhoghlama ar gá díriú orthu:

- An teanga
- Feasacht cultúir

An teanga

Seo a leanas na ceithre snáithe sa churaclam Gaeilge:

- Éisteacht
- Labhairt
- Léitheoireacht
- Scríbhneoireacht

Ar an gcéad dá cheann a bheidh foghlaim na teanga bunaithe do dhaltaí le míchumais ghinearálta éadroma foghlama.

Éisteacht

Éisteacht ghníomhach agus na scileanna sin a fhorbairt is cúram don mhúinteoir sa snáithe seo. Léiríonn an dalta tuiscint trí ghníomh a dhéanamh, pictiúr a tharraingt nó treoracha a leanúint. De réir a chéile ba cheart go gcabhrófaí leis an dalta an tuiscint atá aige/aici a léiriú trí labhairt na Gaeilge.

Labhairt

Ba cheart go mbeadh ar chumas an pháiste le míchumais ghinearálta éadroma foghlama, Gaeilge a labhairt ag leibhéal bunúsach, sa mhéad is go mbeadh

sé/sí in ann cúpla focal nó abairtí simplí a úsáid go tuisceanach.

Braitheann an leibhéal cumarsáide seo ar éirim an dalta i bhfoghlaim teanga go ginearálta. Ba cheart go gcabhrófaí leis an dalta le míchumais ghinearálta foghlama labhairt ag leibhéal bunúsach, sé sin, cúpla focal nó abairt a chur le chéile agus a úsáid go tuisceanach. Baintear úsáid as raon leathan gníomhaíochtaí cumarsáide chun scileanna cainte na ndaltaí a fhorbairt sa seomra ranga, mar shampla, cluichí cainte, imirt i rólanna, drámaí, aithris, rainn, amhráin agus gníomhaíochtaí eile. Sa tslí seo, tugtar deiseanna do na daltaí na struchtúir foclóra agus an teanga atá foghlamtha acu a úsáid.

Éisteacht agus labhairt

Déantar forbairt ar scileanna teanga agus ar chumas foghlama na ndaltaí nuair a spreagtar iad chun

- éisteacht le hamhráin, rainn, dánta, scéalta, agus pléisiúr a bhaint as rithim agus ceol na bhfocal, as athrá agus as imeartas focal
- canadh agus aithriseoireacht a éagsúlú, ar mhaithe le héifeacht nó le greann, mar shampla, focail áirithe a aithris go hard, go híseal, go mall
- éisteacht go géar, agus idirdhealú a dhéanamh idir foghair chainte
- brí fhocal a thomhas ón tuin chainte, agus ón gcomhthéacs
- freagra cuí a thabhairt ar abairtí áirithe, mar shampla, beannacht
- éisteacht le hábhar taifeadta, agus úsáid a bhaint as gléas taifeadta chun iad féin agus a gcomhdhaltaí a thaifeadadh.

Léitheoireacht agus scríbhneoireacht

Cé gur beag léitheoireacht nó scríbhneoireacht sa Ghaeilge a bheidh ar siúl ag an dalta le míchumais ghinearálta éadroma foghlama, tá snáitheanna an churaclaim chomh fite fuaite lena chéile gur minic an léitheoireacht agus an scríbhneoireacht theagmhasach á n-úsáid chun chur leis an dá snáithe eile. Mar shampla, léifidh na daltaí lipéidí, focail scríofa ar phostaeirí, luascháirtaí agus a leithéid sa seomra ranga, agus iad ag foghlaim foclóra. Léifidh said, chomh maith, focail i siopaí agus ar an teilifís, mar shampla, mná, oscail, fáilte.

Feasacht cultúir

Cuirfear an-bhéim ar an gcuid seo den churaclam do dhaltaí le míchumais foghlama. Ba cheart go gcabhrófaí leo eolas a chur ar ghnéithe d'oidhreacht chultúrtha na tíre, idir nádúrtha agus tógtha, chomh maith leis an gcultúr comhaimseartha. Ina theannta sin, ba cheart go mbeadh deis ag na daltaí páirt a ghlacadh in imeachtaí Gaelacha, mar shampla, spórt, ceol, amhránaíocht, damhsa, agus drámaíocht.

Ba cheart go gcuirfeadh sé seo le cothú dearcadh idirchultúrtha sna daltaí. Cuirfidh siad eolas ar ghnéithe de chultúir eile chomh maith.

Cuirtear le feasacht cultúir na ndaltaí sna slite seo a leanas:

- féilte gaelacha a cheiliúradh, mar shampla, an seomra ranga a mhaisiú, lá téama curaclaim a bhunú ar fhéile
- díriú ar shainghnéithe an chultúir ghaelaigh, mar shampla, slite agus nósanna beatha, logainmneacha, béaloideas, amhránaíocht, stair, litríocht, bia, éadaí
- úsáid a bhaint as scéalaíocht, drámaíocht, ceol agus damhsa chun gnéithe an chultúir a chur i láthair
- cabhrú leis na daltaí comparáid a dhéanamh idir cultúr na hÉireann agus cultúir ó thíortha eile, agus tuscint idirchultúrtha a chothú freisin
- úsáid a bhaint as na cúig chéadfa chun cur le feasacht agus tuscint na ndaltaí
- deiseanna a sholáthar do na daltaí eolas a chur ar shéadchomharthaí agus ar shaothar ealaíne na tíre
- foinsí oiriúnacha a sholáthar, mar shampla, idirlíon, CD-ROM, DVD, pictiúir, cártaí poist, leabhair, físeáin, agus fearas tadhlaigh

- cuairteanna a thabhairt go háiteanna spéisiúla, mar shampla, séadchomharthaí áitiúla, músaeim, leabharlanna, fothraigh, tobair bheannaithe.

Comhtháthú

Ós rud é gur féidir feasacht cultúir a fhorbairt trí ábhair dhifriúla an churaclaim, is é an modh traschuraclaim is feiliúnaí a oireann do mhúineadh na gné seo de churaclam na Gaeilge. Tugann an líon thíos roinnt tuairimí ar conas feasacht cultúir na Gaeilge a chomhtháthú le hábhair éagsúla an churaclaim.

Feasacht cultúir sa Ghaeilge

Corpoideachas

- Damhsa traidisiúnta
- Cluichí Gaelacha: camógaíocht, iománaíocht, peil, liathróid láimhe—foirne an chontae, geansaithe, bratacha, fearas (camáin, clogaid)

Stair

- Mé féin, mo mhuintir agus mo cheantar
- Nósanna agus caitheamh aimsire, mar shampla, *an seanchaí*
- Féastaí & Féilte, mar shampla, *Oíche Shamhna, Lá 'le Bríde*
- Mo cheantar trí na haoiseanna, mar shampla, *logainmneacha, foirgnimh agus foithrigh*
- Miotais agus finscéalta, mar shampla, *Fionn Mac Cumhail*
- Pobail ársa, mar shampla, *na Ceiltigh, na Normannaigh*
- Seoda náisiúnta, mar shampla, *Bróiste Teamhrach, Leabhar Ceanannais*

Feasacht cultúir sa Ghaeilge

Na hAmharcealaíona

- Gnéithe de chultúr na hÉireann, mar shampla, an cros cheilteach, suaitheantas Lá 'le Pádraig, cros Naoimh Bhríde
- Pátrúin ceilteacha

Eolaíocht

- Plandaí agus ainmhithe dúchasacha
- Seanchas na bplandaí agus na n-ainmhithe, mar shampla, *Clann Lir, Labhraí Loinseach*

Tíreolaíocht

- aimsir na hÉireann
- logainmneacha

Ceol

- Ceol traidisiúnta agus comhaimseartha
- Ceol ó chultúir eile
- Amhráin na bhFiann
- Uirlisí ceoil traidisiúnta

Teanga

- Scéalaíocht, mar shampla, scéalta béaloidis, finscéalaíocht, seanfhocail
- Filíocht
- Drámaíocht
- Comharthaí sa timpeallacht, mar shampla, *garda, oscail, mná*

Oideachas sóisialta pearsanta agus sláinte

- Na meáin chumarsáide, mar shampla, *TG4*

Pleanáil scoile

Tá sé tábhachtach go mbeadh fáil, oiread agus is féidir, ag daltaí le míchumais ghinearálta éadroma foghlama ar leithead agus ar chothromaíocht an churaclaim. Dá bharr seo, ba cheart, go gcuirfí san áireamh sa phleanáil scoile, mar a oireann, ról na Gaeilge agus an chultúir ghaelaigh i bhforbairt ghinearálta an pháiste

PLEANÁIL EAGAIR

Agus an scoil i mbun pleanála, is fiú na fachtóirí seo a leanas a chur san áireamh

Cuimsiú

Ba cheart go gcuirfí ar chumas an dalta an teanga labhartha agus an fheasacht cultúir sa Ghaeilge a fhorbairt. Is gá cuspóirí réalaiócha a cheapadh, ag cur san áireamh riachtanais agus cumas na ndaltaí ionas gur féidir leo a bheith páirteach i slí oiriúnach.

Cur chuige cumarsáide

Is fearr má bhíonn an príomhoide agus foireann teagaisc na scoile ar aon intinn maidir leis an gcur chuige seo. Is ar fhorbairt chumas cumarsáide na ndaltaí a chuirtear an bhéim.

Timpeallacht na scoile

Cuirfidh atmaisféar dearfa gaelach spráúil sa scoil go

mór le múineadh na Gaeilge. D'fhéadfadh gnéithe áirithe den chultúr agus den teanga ghaelach a thaispeáint mórthimpeall na scoile. Ba cheart go mbeadh na daltaí páirteach i gcóiriú na scoile sa tslí seo.

Imeachtaí

Is féidir imeachtaí faoi leith a eagrú a chuirfidh le múineadh agus foghlaim na Gaeilge do na daltaí:

- lá/seachtain na Gaeilge a eagrú sa scoil go rialta
- cuireadh a thabhairt do chuirteoirí chun na scoile mar shampla, ceoltóirí, amhránaithe, agus ealaíontóirí eile
- freastal ar ócáidí speisialta mar shampla, cluichí, ceolchoirmeacha, feiseanna
- cuairt a thabhairt ar áiteanna agus ar fhoirgnimh chultúrtha sa cheantar, mar shampla, músaem, leachtanna.

Ról na dtuismitheoirí/gcoimirceoirí

Cabhraíonn tuismitheoirí agus an pobal mórthimpeall, le cur chun cinn na Gaeilge, nuair a thacaíonn siad le hobair na scoile, agus nuair a úsáideann siad féin an Ghaeilge.

Áiseanna teagaisc

Cuirfidh raon leathan áiseanna teagaisc le héifeacht agus le taitneamh fhoghlaim na Gaeilge. I gceist anseo, tá teicneolaíocht an eolais agus na cumarsáide, pictiúir agus póstaer, leabhair shimplí ildaite, puipéid agus bréagáin.

Teicneolaíocht an eolais agus na cumarsáide (TEC)

Is féidir leis an dteicneolaíocht seo cur go mór le taitneamh agus le héifeacht na foghlama do dhaltáí le míchumais ghinearálta éadroma foghlama.

Soláthraíonn an teilifís, an fiseán, an t-idirlíon, chomh maith leis an raon leathan bogearraí atá ar fáil, a lan bealaí eile chun scileanna teanga agus feasacht cultúir a fhorbairt.

B'fhéidir go mbeadh roinnt múinteoirí ar fhoireann teagaisc na scoile le cur amach éigin acu ar theicneolaíocht an eolais agus na cumarsáide, agus a bheadh ábalta comhairle chuí a chur ar mhúinteoirí eile.

PLEANÁIL AN CHURACLAIM

Cumas cumarsáide na ndaltaí

Is ar fhorbairt chumas cumarsáide na ndaltaí atá an bhéim sa churaclam Gaeilge. Cabhróidh raon leathan modhanna múinte, maraon le gníomhaíochtaí taitneamhacha athneartaíthe chun na daltaí a spreagadh chun cumarsáide. Is gá chomh maith, na feidhmeanna teanga (atá mínithe i gCuraclam na Bunscoile) a chur in oiriúint do leibéil chumais na ndaltaí.

Nascadh agus comhtháthú

An cur chuige comhtháite is fearr a oireann d'fhorbairt feasachta cultúir. I gcás feasachta teanga, rachaidh nascadh idir na ceithre snáithe chun tairbhe d'fhorbairt scileanna cainte, cé gur go teagmhasach amháin a úsáidfean an léitheoireacht agus an scríbhneoireacht.

Tugtar sampla ag deireadh na caibidle seo ar conas a d'fhéadfaí Bia a chur i láthair le cur chuige comhtháite.

Measúnú

Is dlúthchuid í an measúnú sa phróiseas teagaisc agus foghlama. Tá an t-aiseolas ar dhul chun cinn na ndaltaí riachtanach do phleanáil an chláir teagaisc agus do roghnú stráitéisí múinte.

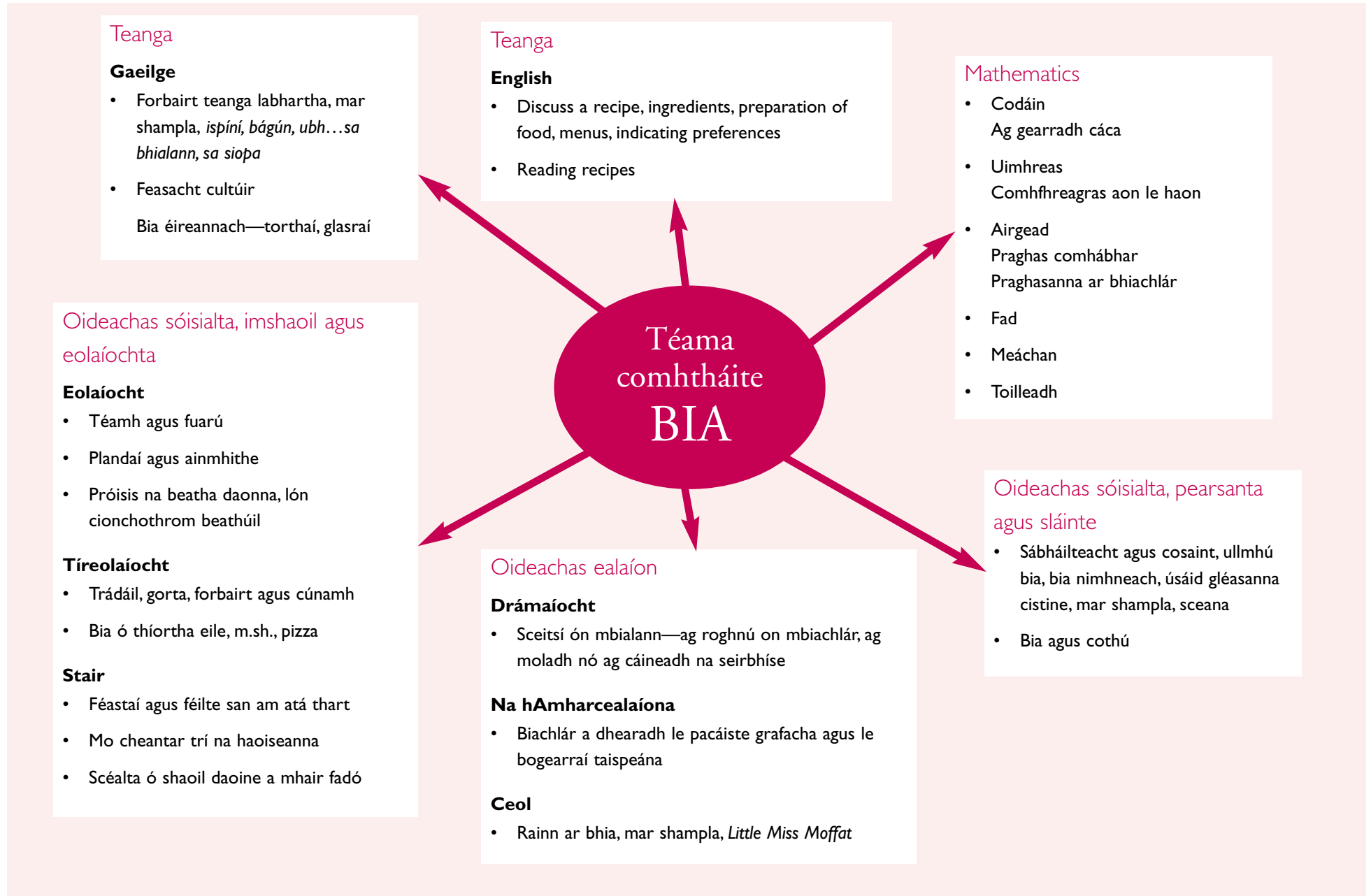
Eagsúlacht modhanna múinte

Cabhróidh raon leathan modhanna múinte chun an dalta a choinneáil gníomhach san fhoghlaim. Ba cheart na tascanna, cluichí agus gníomhaíochtaí a éagsúlú ó am go chéile.

Leanúnachas

Cabhraíonn pleanáil do na feidhmeanna teanga le féachaint chuige go bhfuil leanúnachas ann de réir mar a théann an dalta tríd an scoil. Tá cur síos ar na feidhmeanna teanga i gCuraclam na Bunscoile.

Téama comhtháite a phleanáil



Pleanáil ranga

Seo a leanas na príomhphointí maidir le pleanáil ranga do dhaltáí le míchumais ghinearálta éadroma foghlama. Tá a thuilleadh cur síos ar fáil i dtreoirilínte Churaclam na Bunscoile féin.

Clár ama

Ba cheart clár ama an ranga a leagadh amach i dtreo is go mbíonn daltaí le míchumais ghinearálta éadroma foghlama páirteach le daltaí eile sa cheacht Gaeilge. Ní gá a leithéid, áfach, nuair is léitheoireacht agus scríbhneoireacht fhoirmiúil a bhíonn ar siúl.

Nascadh agus comhtháthú

I bpleanáil an churaclaim Ghaeilge ba cheart go nascaí an fheasacht teanga agus an fheasacht cultúir chomh minic agus is féidir. D'fhéadfaí gné éigin den chultúr gaelach a roghnú agus foclóir cuí sa Ghaeilge a mhúineadh.

Beidh nascadh ar siúl chomh maith idir na snáitheanna difriúla, sé sin, Éisteacht, Labhairt, Léitheoireacht agus Scríbhneoireacht. Déanfar comhtháthú idir an Ghaeilge agus ábhair eile an churaclaim trí aird na ndaltaí a dhíriú ar ghnéithe an chultúir ghaelaigh nuair is cuí. Tugtar léiriú ag deireadh na snáithaonad i gCuraclam na Gaeilge, ar chomhtháthú na Gaeilge le ranna eile an churaclaim. Is féidir an Ghaeilge a úsáid go teagmhasach freisin sa rang.

Éisteacht agus labhairt

Den éisteacht agus den labhairt a dhéantar cúram sa churaclam Gaeilge do dhaltáí le míchumais ghinearálta éadroma foghlama agus ba chóir go mbeadh cothromaíocht ann eatarthu. Ar éisteacht agus ar labhairt go tuisceanach atá an bhéim.

Comhlíonadh na bhfeidhmeanna teanga

Leagann Curaclam na Bunscoile béim mhór ar úsáid teanga sna réimsí éagsúla cumarsáide:

Is iad na feidhmeanna teanga croílár an churaclaim Ghaeilge, agus beidh siad le comhlíonadh i ngach gné den chumarsáid, pé acu ag éisteacht, ag labhairt, ag léamh nó ag scríobh atá an páiste.

Is féidir na feidhmeanna seo a chomhlíonadh ag leibhéil éagsúla cumais chumarsáide trí úsáid a bhaint as eiseamláirí cuí. Mar shampla, d'fhéadfaí an fheidhm teanga dearcadh a léiriú agus a lorg, a chomhlíonadh leis an eiseamláir, Is maith liom bainne. Tugann na snáithaonaid sa churaclam, samplaí de chomhthéacsanna agus de shuímh chainte éagsúla. Ar ndóigh, beidh foclóir bunúsach breise ag teastáil chun feidhmeanna teanga a chomhlíonadh ó chomhthéacs go chéile.

Idirdhealú

Is gá an t-ábhar, an fearas, na gníomhaíochtaí agus na modhanna múinte a roghnú agus a leasú, ag cur san áireamh taithí saoil na ndaltaí, rudaí ar spéis leo, agus a láidreachtaí foghlama. Is gá, freisin, idirdhealú a dhéanamh sna cuspóirí foghlama ó dhalta go chéile.

Measúnú

Áitíonn Curaclam na Bunscoile gur cuid lárnach den phróiseas teagaisc agus foghlama é an measúnú. Ar éisteacht agus ar labhairt a dhéanfar measúnú go príomha sa Ghaeilge do dhaltaí le míchumais ghinearálta éadroma foghlama.

Éisteacht

Déanfar cúram de scileanna éisteachta na ndaltaí a mheasúnú sa snáithe seo. Tuigfidh na daltaí caint neamhfhoirmiúil sa rang agus leanfaidh siad treoracha an mhúinteora. Déanfaidh siad gníomh agus/nó tabharfaidh siad freagra ó bhéal chun a dtuiscint a léiriú.

Labhairt

Ar úsáid geáitsí agus ar úsáid fhoclóra i gcomhthéacsanna éagsúla a dhéanfar measúnú sa snáithe seo. Úsáidfidh daltaí eiseamláirí éagsúla chun na feidhmeanna teanga céanna a chur in iúl.

Feasacht cultúir

Déanfar measúnú ar an bhfeasacht cultúir sna hábhair eile.

Uirlisí measúnaithe

Tugtar cuntas cuimsitheach i gCuraclam na Bunscoile ar an réimse uirlisí atá ann chun cumas tuisceana agus cumarsáide a mheasúnú. Iad seo a leanas na slite is

áisiúla i gcomhair mheasúnú na Gaeilge do dhaltaí le míchumais éadroma foghlama:

- Dírbhreathnú an mhúinteora ar an dalta
- Tascanna agus trialacha deartha ag an múinteoir
- Samplaí oibre agus bailiúcháin
- Próifílí curaclaim.

Cur chuige agus modhanna teagaisc

Cur chuige cumarsáide

Ar fhorbairt chumas cumarsáide an dalta atá an bhéim sa churaclam Gaeilge. Molann an curaclam go mbeadh gach cuid den cheacht Gaeilge chomh cumarsáideach agus is féidir agus tugann sé na modhanna múinte is fearr chun an chumarsáid a fhorbairt.

Bunaítear an cheacht de ghnáth ar thrí thréimhse cumarsáide: réamhchumarsáid, cumarsáid, agus iarchumarsáid. I gcás daltaí le míchumais ghinearálta éadroma foghlama, beidh tábhacht nach beag ar an dtréimhse réamhchumarsáide, mar a léiríonn an tábla thíos.

Na tréimhsí cumarsáide do dhaltáí le míchumais ghinearálta éadroma foghlama

Tréimhse cumarsáide	Gníomhaíochtaí
Réamhchumarsáid	<ul style="list-style-type: none"> • Múscailt suime • Teanga an mhúinteora • Gaeilge neamhfhoirmiúil • Aithris agus athrá • Cleachtadh • Gníomhaíochtaí teoraithe
Cumarsáid	<ul style="list-style-type: none"> • Tascanna le déanamh • Cluichí teanga • Drámaíocht • Filíocht & Rainn
Iarchumarsáid	<ul style="list-style-type: none"> • Cluichí breise

Foinsí na teanga

Cabhróidh raon leathan foinsí teanga leis an múinteoir, Gaeilge shaibhir spreagúil a úsáid leis na daltaí, mar shampla, filíocht, rainn agus amhráin. Bainfidh siad taitneamh as fuaimenna agus as rithim na teanga, cé nach den riachtanas é go dtuigfidís gach focal.

Gaeilge neamhfhoirmiúil

Cabhróidh úsáid theagmhasach na Gaeilge sa rang leis na daltaí. Seo roinnt samplaí:

- Gnáth-chaint sa seomra ranga

Tá/Nil sé anseo...Tá sé /sí tinn...Seasaigí...Tógaigí amach an lón

- Oideachas ealaíon

Faigh na criáin/péint led' thoil...Ar mhaith leat glas/buí/dearg?

- Corpoideachas

Seas suas...Suigh síos...Cas timpeall...Déan líne

Modhanna teagaisc

Tá modhanna múinte éagsúla leagtha amach i gCuraclam na Bunscoile. Déantar gearr-chur síos anseo ar na modhanna is éifeachtaí do dhaltaí le míchumais ghinearálta éadroma foghlama. B'fhiú féachaint sa churaclam féin chun eolas níos cuimsithí a fháil orthu. Tugtar roinnt cluichí anseo freisin, ach tá a lán cluichí eile le fáil i dtreoirilínte Churaclam na Bunscoile, ó leathanach 74 ar aghaidh.

An modh díreach

Is modh éifeachtach é seo do dhaltaí le míchumais ghinearálta éadroma foghlama. I measc na

ngníomhaíochtaí ata bunaithe ar an modh seo, tá:

- deiseanna a thabhairt do ghasúir rudaí a láimhseáil agus a ainmniú
- úsáid a bhaint as pictiúr chun foclóir a mhúineadh
- úsáid a bhaint as puipéid chun teanga níos teibí a mhúineadh
- úsáid a bhaint as an teanga a mhúintear i ranganna eile.

Úsáidtear cluichí chun an foclóir atá múinte a athneartú.

Modh na lánfhreagartha gníomhaí

Sa mhodh seo déantar ceangal in aigne an dalta idir gníomh agus an foclóir a ghabhann leis. Bíonn a lán aithrise ar chaint an mhúinteora nó ar aon fhoinsé eile teanga i gceist, mar shampla, téip, clár ríomhaire.

Modhanna eile

Chomh maith leis na modhanna a léiríodh ar leathanach 64-67 de Treoirilínte do Mhúinteoirí, is féidir an modh closamhairc a úsáid go héifeachtach le daltaí le míchumais ghinearálta éadroma foghlama.

Is féidir téipeanna agus bogábhar a úsáid freisin mar acmhainní teanga.

Cluichí

Is an-éifeachtach é úsáid cluichí i múineadh teanga. Is féidir na cluichí seo a leanas a leasú chun teacht le riachtanais dhaltaí le míchumais ghinearálta éadroma foghlama. Cuirtear síos ar cluichí eile ar leathanach 74-83 de Treoirilínte do Mhúinteoirí.

Cluiche 1: Cluiche Kim

Ainmníonn an múinteoir 4/5 rud, á gcur amach ar an ndeasc, ceann i ndiaidh a chéile, m. sh., mála, bosca lóin, cóta, hata, scairf (ag brath ar an bhfoclóir atá á mhúineadh sa rang). Iarann an múinteoir ar dhalta iad a ainmniú.

Iarrtar ar na daltaí a súile a dhúnadh, tógann an múinteoir rud amháin ón deasc agus tomhaiseann na daltaí cén ceann atá 'caillte'.

Scileanna teanga	Éisteacht agus labhairt
Feidhmeanna teanga	Rudaí a aithint agus a ainmniú
Eiseamláirí	
• Múinteoir	<i>Cad é seo?</i>
• Dalta	<i>Seo hata, leabhar, bróg...</i>
• Múinteoir	<i>Cad atá cailte?</i>
• Dalta	<i>mála, liathróid, peann, teidí...</i>

Cluiche 2: Cluiche cuimhne

Leantar na treoracha do Chluiche 1 ach sa chás seo tógtar gach rud ón deasc agus caithfidh na daltaí iarracht a dhéanamh cuimhneamh orthu. Is féidir le beirt nó le grúpa comhoibriú le chéile sa chluiche seo.

Scileanna teanga	Éisteacht agus labhairt
Feidhmeanna teanga	Rudaí a aithint agus a ainmniú
Eiseamláirí	
• Múinteoir	<i>Cad atá cailte?</i>
• Dalta	<i>bábóg, raidió, caipín...</i>

Cluiche 3: Céard é?

Roghnaíonn an múinteoir rud éigin sa rang ach gan a chur in iúl céard é. Déanann an múinteoir cur síos air.

Iarrtar ar na daltaí a thomhas cad é. Glactar le focail Bhéarla agus d'fhéadfadh an múinteoir an focal Gaeilge a thabhairt mar is cóir.

Tugtar bualadh bos mór don dalta a fhaigheann an freagra ceart. Is féidir cur leis an bhfoclóir i rith an chluiche.

Scileanna teanga	Éisteacht agus labhairt
Feidhmeanna teanga	tuairim a léiriú
Eiseamláirí	
• Múinteoir	<i>Tá sé mór/beag ... tá sé dearg (nó pé dath é). Céard é?</i>
• Dalta	<i>rothar ... carr ... geansaí ...?</i>

Cluiche 4: Cúig cheist

Mar an gcéanna le Cluiche 3 (Céard é), ach an babhta seo, ní thugtar aon leid do na daltaí. Cuireann daltaí eile sa rang nó an múinteoir féin ceisteanna ar an dalta. 'Tá' agus 'Níl' amháin a cheadaítear mar fhreagra. Tomhaiseann an dalta tar éis roinnt ceisteanna. Ní gá mórán foclóra a bheith ar eolas chun an cluiche seo a imirt. Caithfear, áfach, cleachtadh a thabhairt ar conas ceist a chur. Is féidir cur leis an bhfoclóir de réir a chéile agus mar a oireann.

Scileanna teanga	Éisteacht agus labhairt
Feidhmeanna teanga	Tuairim a léiriú
Eiseamláirí	
• Múinteoir	<i>Céard é?</i>
• Dalta	<i>An bhfuil sé mór? An bhfuil sé beag? An bhfuil sé dearg/builglas srl.</i>
	<i>fón, capall, muc, fuinneog...</i>

Cluiche 5: Pictiúr le dathú

Tugtar pictiúir do na daltaí le dathú agus tugann an múinteoir na treoracha don rang. Is féidir cur leis an spraoi trí threoracha amaideacha a thabhairt.

D'fhéadfadh an múinteoir a thuilleadh cabhrach a thabhairt dá mba ghá, mar shampla, samplaí de dhathanna a thaispeáint. Is féidir gníomhaíocht mar seo a cheangal le hábhar ar bith eile sa churaclam, mar shampla, ceacht sa Tíreolaíoch...*dathaigh an abhainn...an sliabh...*

Scileanna teanga Éisteacht agus labhairt

Feidhmeanna teanga tuiscint a léiriú

Eiseamláirí

- Múinteoir *dathaigh an moncaí donn, dathaigh an eilifint liath, dathaigh an cat oráiste*

Cluiche 6: Deireann Síomóin

Iarann an múinteoir ar na daltaí gníomhaíochtaí éagsúla a dhéanamh. Ba cheart treoracha neamhghnáthacha a úsáid ó am go chéile ar mhaithe le spraoi. Beidh moltaí greannmhara ag na daltaí féin.

Tá sé de bhuntáiste ag an gcluiche, nach féidir teip ann, agus, dá bharr, bheifí ag súil go bhféadfadh gach dalta a bheith páirteach ann. Léiríonn na daltaí a dtuiscint trí na treoracha a leanúint. Sa chás nach dtuigeann daltaí áirithe, is féidir leo aithris a dhéanamh orthu siúd a thuigeann. Tar éis do na daltaí dul i dtaithí ar na treoracha, bheidís féin ábalta treoracha simplí a thabhairt dá chéile.

Scileanna teanga Éisteacht agus labhairt

Feidhmeanna teanga tuiscint a léiriú

Eiseamláirí

- Múinteoir *deireann Simon seasamh suas... suí síos... casadh timpeall...*
- Dalta *deireann Simon suí síos ar do lámha... luí siar... dul a chodladh*

Cluiche 7: Mím

Is bealach éifeachtach é seo chun daltaí nach labhrann ach go drogallach, a chur i mbun gníomhaíochta agus cumarsáide neamhbhriathraí. Níl aon chaint i gceist. Déanann an dalta aithris ar ainmí, mar shampla, agus tomhaiseann na daltaí eile cad e. D'fhéadfadh na daltaí sraith ceisteanna a chur, nó d'fhéadfaidís an mhím a thomhas láithreach.

Scileanna teanga Éisteacht agus labhairt

Feidhmeanna teanga Ceisteanna a lorg agus a fhreagairt

Eiseamláirí

- Múinteoir/dalta *Cé mise?*
Moncaí, capall, madra, dochtúir...
- Dalta *An bhfuil tú mór/beag?*
An bhfuil tú donn/liath/dubh?
An maith leat bananaí/féar/cairéidí

Frásaí úsáideacha

Dia duit... Dia is Muire duit ...Slán... Go raibh maith agat... Fáilte romhat... Le do thoil... Gabh mo leithsceál... Bualadh bos do... An bhfuil cead agam...? Is maith liom... Tá mé anseo... Níl sé/sí ar scoil... Lá breithe shona duit... Nollaig shona duit...

Snáitheanna: Éisteacht, Labhairt

Snáithaonaid: Ag cothú spéise, Ag tuiscint teanga

Téama: Bia

Beidh deiseanna ag na daltaí

- foclóir a bhaineann le bia agus le ham lóin a fhoghlaim, mar shampla, bosca lóin, bainne, úll, *Is maith liom*
- taitneamh a bhaint as as úsáid na Gaeilge ag am lóin
- athneartú a dhéanamh ar an bhfoclóir i gcluichí agus i ngníomhaíochtaí eile.

ÁISEANNA

- bosca lóin, bia éagsúil, pictiúr de bhosca lóin
- cártaí Biongó agus Snap (le rogha rudaí mar seo a leanas orthu—bosca lóin, bainne, úll, iógart, pizza, banana).
- leathanach oibre le pictiúir de na rudaí thuas
- plátaí agus cupáin phlaisteacha, seanra plaisteach, naipcíní boird

MODH

Ba cheart na cluichí agus na gníomhaíochtaí seo a leasú ar mhórán slite. Múineadh nathanna gearra simplí agus iad a chleachtadh le cluichí is ea an modh is fearr.

- Múintear an foclóir.

Múinteoir: *Seo bosca lóin.*

Céard é seo?

Daltaí: *Bosca lóin.*

Tá sé cailte: Cuirtear rudaí áirithe i bhfolach agus iarrtar ar dhaltaí áirithe a rá cad atá ‘cailte’.

- Múintear foclóir eile leis an modh díreach. Déanann na daltaí aithris. Déanann an múinteoir ‘dearmad’ cén bia a bhí ar an deasc. Cabhraíonn na daltaí leis an múinteoir na rudaí a ainmniú.
- Púicín: Púicín a chur ar an dalta, rogha bia os a chomhair, bia éagsúil a bhlaiseadh. Deireann *sé/sí, ‘Táim ag ithe...Is maith liom...Ní maith liom...’*

- D’fhéadfaí cabhrú leis na daltaí agus iad a chur ag caint lena chéile:

Dalta: *Taispeáin dom úll*

Dalta: *Seo úll*

Dalta: *Cá bhfuil an bainne?*

- Snap: Roinntear cártaí snap le pictiúir de bhia éagsúil orthu. Gach uair a deireann an múinteoir *Is maith liom ...* deireann dalta éigin sa ghrúpa ‘snap’, agus cuireann an cárta in airde ag déanamh aithrise ar an múinteoir, nó ag déanamh gníomhaíochta.
- Úsáidtear an foclóir atá foghlamtha ag am lóin. D’fhéadfaí lón speisialta a chur ar siúl agus na daltaí a chur i mbun rudaí áirithe a thabhairt isteach agus a eagrú, mar shampla, na plátaí, cupáin, naipcíní boird, srl.
- Biongó le 5/6 pictiúr de bhia éagsúil—an múinteoir nó daltaí á nglaoch amach.
- Deireann Siomóin: Is féidir foclóir a bhaineann le ham lóin a úsáid, mar shampla, *Bí ag ithe/ag ól, oscail an naipcín...*
- Amhráin/Rainn: Rann simplí a chumadh ag úsáid an fhoclóra atá ar eolas ag na daltaí, m.sh., *Is maith liom úll, Is maith liom bainne.*
- Ag siopadóireacht: Ceannaíonn dalta bia ón siopadóir. Is féidir comhrá a bhunú mar seo: *Úll más é do thoil é...Sin 10c...Seo duit...Go raibh maith agat...slán.*

COMHTHÁTHÚ

Féach Caibidil 3, mar a bhfuil léiriú ar conas comtháthú a dhéanamh ar théama an bhia sa churaclam.

Snáitheanna: Éisteacht, Labhairt

Snáithaonaid: Ag cothú spéise, Ag tuiscint teanga

Téama: Baill Bheatha

Beidh deiseanna ag na daltaí:

- na baill bheatha a fhoghlaim
- cur síos a dhéanamh ar na baill bheatha atá ar phuipéad.

ÁISEANNA

- pictiúir de bhaill bheatha
- puipéad, bábóg

MODH

- Úsáid luaschartaí chun na baill bheatha nó puipéad a mhúineadh.
- Úsáid an cluiche ‘Beetle’ chun corp iomlán a thógáil. Úsáideann na daltaí ainmneacha Gaeilge na mball beatha.
- Úsáid puipéad, bábóg, nó póstaeir chun cur síos a dhéanamh ar bhaill bheatha, *m.s.h, tá béal mór air, tá srón fada air*
- Deireann Síomóin: *Cuir do lámh ar do ghlúin ...* agus a leithéid eile. An duine deireanach in s(h)easamh a bhuann.
- Cuirtear baill bheatha isteach i mála. Tógann na daltaí amach na baill bheatha, ceann i ndiaidh a chéile, á n-ainmniú, agus ag déanamh cur síos orthu.
- Tarraingíonn na daltaí pictiúir de *aliens* nó pearsaí áiféiseacha ag leanúint treoracha an mhúinteora. D’fhéadfaidís bogearraí ríomhaire a úsáid, mar shampla, *Paint*.
- Úsáid rainn le geáitsí, mar shampla, *súil, súil eile, a haon a dó, cluas, cluas eile, a haon, a dó, cos, cos eile...*

COMHTHÁTHÚ

Na hAmharcealaíona: ag tarraingt pictiúr

Oideachas Sóisialta, Pearsanta agus Sláinte: fás an choirp

Mata: cé chomh ard is atá na daltaí.

Snáitheanna: Éisteacht, Labhairt

Snáithaonaid: Ag cothú spéise, Ag tuiscint teanga

Téama: Ainm agus aois

Beidh deiseanna ag na daltaí:

- eolas orthu féin a thabhairt, mar shampla, aois
- ceisteanna a chur ar a chéile chun an t-eolas seo a lorg, mar shampla, cén aois tú, cad is ainm duit
- comhaireamh go 12.

ÁISEANNA

- cláracha ríomhaire
- luaschártaí, pictiúir
- coinne breithlae

MODH

- Úsáid mím, aithris, geáitsí, tuin, luaschartaí, agus fearas nuair atá an foclóir nua á chur i láthair, mar shampla, na huimhreacha (go 12), *cén aois thú, táim 6 bliana d'aois...*
- Úsáid bogearraí ríomhaire chun athneartú a dhéanamh ar an bhfoclóir. D'fhéadfaí léiriú ilmheánach (*multimedia presentation*) a dhéanamh, mar shampla, íomhánna de na daltaí, agus iad a thaifeadh i mbun cainte.
- Is cabhair í uaireanta do dhaltaí cúthaileacha, ligint dóibh aghaidh fidil a chaitheamh agus iad i mbun cainte.
- Tabhair cárta amháin do gach dalta, le hainm—ceann áiféiseach más maith—agus aois air. Cuireann na daltaí ceisteanna ar a chéile, chun na hainmneacha agus na haoiseanna cearta go léir a fháil amach, mar shampla, *cén aois thú, cad is ainm duit?* D'fhéadfaí eolas breise a chur ar na cártaí freisin. D'fhéadfadh na daltaí foghlaim conas eolas breise a bhailiú, mar shampla, dath gruaige, caitheamh aimsire.
- Úsáid breithlaethanta na ndaltaí chun athneartú a dhéanamh ar an bhfoclóir. Canann na daltaí *Lá breithe sona duit...* Maisíonn na daltaí cártaí le teachtaireachtaí i nGaeilge.
- Roinn an rang in dhá ghrúpa, A agus B. Cuir ainm gach dalta ar chárta. Píocann gach dalta ó ghrúpa

A ainm ó ghrúpa B. Téann siad chun cainte leis an rang, mar shampla, Seo Seán. Tá sé ...bliana d'aois. Is maith leis...

COMHTHÁTHÚ

Mata: Úsáid rainn chomhairimh i nGaeilge. Déanann na daltaí suirbhé sa rang ar aoiseanna na ndaltaí.

Na hAmharcealaíona: Cártaí breithlae a mhaisiú, cuireadh féasta a mhaisiú. Déanann na daltaí puipéid agus cuireann na daltaí iad in aithne do rang, mar shampla, *Is mise Bart Simpson, Roy keane... Táim ...bliana. Is maith liom*

Feasacht cultúir

Téama 1: Ceol agus damhsa na hÉireann

Beidh deiseanna ag na daltaí:

- éisteacht le ceol traidisiúnta na hÉireann
- saintréithe an cheoil a aithint agus cur síos a dhéanamh orthu, mar shampla, rithim, uirlisí
- saintréithe damhsa traidisiúnta a aithint agus cur síos a dhéanamh orthu
- comparáid a dhéanamh le ceol agus le damhsa ó chultúir eile
- buaileadh le ceoltóirí agus rincooirí.

ÁISEANNA

- foinsí ceoil
- uirlisí
- fiseáin
- téipeanna

MODH

- Éistíonn na daltaí le ceol gaelach. Aithníonn siad na difríochtaí idir na rithimí éagsúla, mar shampla, fonn mall, ríl, port, váls. Spreagtar iad chun gluaiseachta de réir rithim an cheoil.
- Tabhair deis do na daltaí éisteacht le huirlis amháin ar dtús, agus ansin roinnt uirlisí le chéile. Ba cheart go mbeidís ábalta fuaim na n-uirlisí a aithint. Má thagann ceoltóirí chun na scoile, b'fhéidir go mbeadh deis ag na daltaí na huirlisí a thriail iad féin.
- Bailíonn na daltaí pictiúir d'uirlisí éagsúla, de cheoltóirí agus déanann siad *frieze*.
- Éistíonn na daltaí le hamhráin dhúchasacha i mBéarla agus i nGaeilge. D'fhéadfaí drámaí a chumadh chun scéal na n-amhrán a léiriú.

COMHTHÁTHÚ

Ceol: múintear amhráin agus ceol traidisiúnta do na daltaí.

Corpoideachas: foghlamaíonn na daltaí damhsaí gaelacha.

Feasacht cultúir

Téama 2: Seoda ealaíne agus séadchomharthaí

Beidh deiseanna ag na daltaí:

- eolas a chur ar sheoda ealaíne agus shéadchomharthaí na tíre
- roinnt acu seo a aithint agus a ainmniú
- éisteacht le cuid den seanchas agus den fhinscéalaíocht a ghabhann leo.

ÁISEANNA

- pictiúir
- idirlíon
- bogearraí
- leabhair thagartha

MODH

- Taispeántar samplaí de ghnáth-shéadchomharthaí na tíre, mar shampla, clocha ogham, dolmain, túir, crosta ceilteacha, caisleáin. Taispeántar samplaí de na seoda ealaíne is cáiliúla, mar shampla, Leabhar Ceanannais, Cailís Ard Átha. Bailíonn na daltaí pictiúir díobh agus foghlamaíonn siad cad chuige iad, agus cár úsáideadh iad.
- D'fhéadfaí an t-idirlíon a úsáid chun teacht ar eolas agus ar léaráidí de na seoda ealaíne.
- D'fhéadfaí turasanna a eagrú go háiteanna éagsúla, mar shampla, tobair bheannaithe, seanchaisleáin, agus a leithéid eile.
- Insítear na scéalta agus an seanchas a ghabhann leis na séadchomharthaí, m.sh, conas a theith na manaigh ó na Lochlannaigh sna túir arda.

COMHTHÁTHÚ

Stair: stair na séadchomharthaí agus cén bhaint a bhí acu le stair na tíre

Tíreolaíocht: suíomh na séadchomharthaí

Na hamharcealaíona: pictiúir a tharraingt de na séadchomharthaí; na pátrúin ceilteacha a úsáid chun cártaí agus leabharmhairc a mhaisiú; cré a úsáid chun mion-chlocha a dhéanamh—cuireann na daltaí a n-ainmneacha orthu.

Aguisín

GLUAIS

bogearraí taispeána	presentation software
comhtháthú	integration
cur chuige cumarsáide	communicative approach
éadrom	mild
eiseamláir	exemplar
feasacht cultúir	cultural awareness
feasacht teanga	language awareness
foghlaim	learning
ginearálta	general
iarchumarsáid	post-communication
idirchultúrachas	interculturalism
ilchultúrachas	multiculturalism
logainmneacha	placenames
míchumais	disabilities
réamhchumarsáid	precommunication
snáithe	strand
tadhlaigh	tactile
teagmhasach	incidental
tomhas	to guess

Ballraíocht an Ghrúpa Oibríthe Oideachais Speisialta

Cathaoirleach

Tony Bates

Baill an ghrúpa

Margaret Carroll (ó Dheireadh Fómhair 2002) Comhairle Náisiúnta na dTuismitheoirí- Bunbhrainse

Anita Craig

Múinteoir, Scoil speisialta

Mary Gordon (ó Márta 2002)

Seirbhís Náisiúnta Síceolaíochta Oideachais

Áine Kirwan

Múinteoir, Gnáthrang

Eamonn McCauley

Comhordaitheoir Cúnta, Clár Náisiúnta Oiliúna do Mhúinteoirí
Acmhainne (Iarbhunoidéachas)

Muireann Ní Mhóráin

Roinn Oideachais agus Eolaíochta

Pat O'Keeffe

Príomhoide, Scoil speisialta

Áine O'Neill

Múinteoir, Scoil speisialta

Ita Teegan

Múinteoir, Scoil speisialta

Seán Terry

Roinn Oideachais agus Eolaíochta

Nuala Uí Dhúill (go Meán Fómhair 2002)

Comhairle Náisiúnta na dTuismitheoirí- Bunbhrainse

Joan Walsh (go Márta 2002)

Seirbhís Náisiúnta Síceolaíochta Oideachais

Oifigigh Oideachais

Maighrэд Uí Dhomhnaill

Valerie O' Dowd (go 2001)

Comhordaitheoir-Bunoidéachas

Paul Brennan

Leas-phríomhfheidhmeannach

Lucy-Fallon Byrne (go 2001)

Príomhfheidhmeannach

Anne Looney

Albert Ó Ceallaigh (go 2001)

Gabhann an CNCM buíochas faoi leith le Máiría Ní Dhúiliúin.

Ballraíocht an Choiste Stiúrtha Oideachais Speisialta

Oifigigh Oideachais

Helen Guinan

Emer O'Connor

Maighréd Uí Dhomhnaill

Valerie O'Dowd (*go 2001*)

Comhordaitheoir- Bunoideachas

Paul Brennan

Príomhfheidhmeannach

Anne Looney

Cathaoirleach

Tom Gilmore

Baill an choiste

Tony Bates

Antoinette Buggle

Seámus Caomhánach

An tSr. Marie Carroll

Josephine Doncel

Shane Foley

Jane Glanville

Margaret Horgan

Ann Jackson

Patricia Lynch

Peadar Mac Canna

Deirbhile Nic Craith

Muireann Ní Mhóráin

Paul O'Mahony

Frances Ryan

Bendan J. Spelman

Nuala Uí Dhúill

Joan Walsh

Ann Whelan

An tSr. Eithne Woulfe

Leas-chathaoirleach, Comhairle Náisiúnta Curaclaim agus Measúnachta

Cumann Múinteoirí Éireann

Cumann Náisiúnta Bord Bainistíochta san Oideachas Speisialta

Roinn Oideachais agus Eolaíochta

Cumann Bhainisteoirí na mBunscoileanna Caitliceacha

Cumann Múinteoirí Oideachais Speisialta Éireann

Aontas Múinteoirí Éireann

Cumann na Scoileanna Pobail is Cuimsitheacha

Comhairle Náisiúnta na dTuismitheoirí- Iarbhunbhrainse

Bord Oideachais Eaglais na hÉireann

Roinn an Oideachais Speisialta, Coláiste Phádraig

Roinn Oideachais agus Eolaíochta

Cumann Múinteoirí Éireann

Roinn Oideachais agus Eolaíochta

Príomhoide

Comhairle Náisiúnta na gCáilíochtaí Oideachais

Cónaidhm Éireannach na Múinteoirí Ollscoile

Comhairle Náisiúnta na dTuismitheoirí-Bunbhrainse

Seirbhís Náisiúnta Síceolaíochta Oideachais

Cumann na Meánmhúinteoirí, Éire

Comhchoiste na mBainisteoirí

Draft Guidelines

Irish Language and Culture

*for Teachers of
Students with Mild
General Learning Disabilities*

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Rationale and Introduction

RATIONALE

Students for whom these guidelines are intended

These guidelines were developed to help teachers mediate the Irish curriculum for students with mild general learning disabilities. It is understood, of course, that many of these students have exemption from Irish from the Department of Education and Science. These guidelines are for teachers who would like to give their students an opportunity to acquire certain language skills, both listening and speaking, and an awareness of Irish culture.

Importance of Irish for students with mild general learning disabilities

The Primary School Curriculum outlines the importance of learning Irish in the school curriculum. The rationale can be summarised as follows:

- Irish is the most distinctive feature of the country's cultural heritage.
- Some knowledge of Irish facilitates a better understanding of the country's heritage and culture.
- Irish is the first language for many students in the Gaeltacht and it is the home language of a number of families in other parts of the country.

- Language learning in general enhances the student's self-esteem and contributes to his/her intellectual, social, and personal development.

It is important, therefore, that students with mild general learning disabilities should, where appropriate and desirable, be provided with opportunities to access the Gaeilge curriculum. This, together with the reasons given above, provides the rationale for making these guidelines available.

Aims of the Irish curriculum for students with mild general learning disabilities

The following are the aims for teaching Irish to students with mild general learning disabilities:

- to develop the listening and speaking skills of the students so that they are confident enough to use the Irish they acquire at school, at home, and in everyday life
- to foster a positive attitude towards Irish among students
- to ensure that Irish adds to the variety, satisfaction, and enjoyment of learning for the students
- to promote cultural awareness so that students are more aware of their country's cultural heritage

- to develop narrative and communicative skills so that the students are more confident and resourceful when they are communicating, whether in Irish or in English, or indeed, in any other language
- to promote the social and personal skills of the student
- to provide extra encouragement and opportunities to the students to participate more fully in classroom activities
- to improve concentration levels

Students should have learning opportunities, which are directed towards achieving these aims.

Interculturalism

The Primary School Curriculum celebrates the multicultural nature of Irish society, promoting intercultural awareness and understanding, especially towards minority ethnic groups. However, these guidelines focus largely on aspects of Gaelic culture only, as it is this culture, which provides the source of the Irish language.

INTRODUCTION

These guidelines deal with both Irish language and cultural awareness for students with mild general learning disabilities. In the case of the language, the emphasis is on communication and on the acquisition of language skills. The emphasis in the second element is on traditions, customs and on various other features of Irish culture. Cultural awareness can be taught through other subjects of the curriculum, especially social, environmental and scientific education (SESE), arts education, and social, personal and health education (SPHE). The Irish language will also feature prominently in the cultural awareness dimension.

Students with mild general learning disabilities

Students with mild general learning disabilities can experience a number of potential areas of difficulty which have implications for their success in learning. These potential areas of difficulty, their implications for learning, and possible teaching strategies that might be used to address them are outlined on pages 5 and 6.

Potential area of difficulty

Implications for learning

Possible strategies

<p>The student may experience difficulty in relation to:</p> <ul style="list-style-type: none">• short-term memory.	<p>The student may find it difficulty:</p> <ul style="list-style-type: none">• to concentrate and remain attentive• to follow instructions	<ul style="list-style-type: none">• keep lessons short• make lessons as enjoyable as possible• limit lesson content and modify learning objectives accordingly• revise frequently to reinforce, consolidate and help students generalise to other contexts• use drill and practice frequently to teach vocabulary and language structures• provide opportunities for using the five senses in learning—sight, hearing, touch, smell, taste• help students learn vocabulary by<ul style="list-style-type: none">- using actions and signs to encourage proper articulation- teaching phrases with attractive rhythms- using actions to develop better memory skills, for example, using the parts of the body, while calling them out at the same time
<ul style="list-style-type: none">• self-esteem• confidence• a reluctance to communicate (verbally or non-verbally).	<ul style="list-style-type: none">• to use Irish communicatively• to co-operate with others	<ul style="list-style-type: none">• ensure that students succeed in the learning tasks• plan achievable learning objectives and structure activities as necessary• create opportunities for students to work together and provide support
<ul style="list-style-type: none">• in transferring and using information and skills which have been learned.	<ul style="list-style-type: none">• to use Irish in free creative conversation• to draw from the bank of knowledge and the skills that have been learned	<ul style="list-style-type: none">• promote language and cultural awareness by integrating with other subjects in the curriculum• create opportunities for the students to use frequently what they have learned• use frequent revision• use fun and games

Potential area of difficulty	Implications for learning	Possible strategies
<p>The student may experience difficulty in relation to:</p> <ul style="list-style-type: none"> • spatial awareness • differentiation between signs and symbols • understanding time. 	<ul style="list-style-type: none"> • to comprehend new vocabulary • to grasp new concepts 	<ul style="list-style-type: none"> • teach new skills, knowledge, and ideas incrementally • develop listening and visual skills • develop the other senses and use them frequently in teaching • use large signage
<ul style="list-style-type: none"> • using his/her imagination. 	<ul style="list-style-type: none"> • to use drama and role-play as a learning approach 	<ul style="list-style-type: none"> • help students to use their imagination by using music, sound, voice, movement, actions, pictures, toys • help students work together
<ul style="list-style-type: none"> • expanding his/her vocabulary. 	<ul style="list-style-type: none"> • understanding new vocabulary 	<ul style="list-style-type: none"> • emphasise Irish as a living communicative language • create opportunities for the students to use whatever Irish they have • revise frequently the vocabulary which has been learned

The curriculum for students with mild general learning disabilities

There are two parts to the Irish curriculum for students with mild general learning disabilities:

- Language
- Cultural awareness

Language

The following are the four strands in the Irish curriculum:

- Listening
- Speaking
- Reading
- Writing

Language learning for students with mild general learning disabilities will be based on the first two of these.

Listening

This strand is concerned with the development of active listening skills. The student shows understanding by doing an action, drawing a picture or following directions. Gradually, the student should be enabled to express his/her own understanding through speaking Irish.

Speaking

The level of communicative competence will depend on the students' facility in language learning in general. The student with mild general learning disabilities should be enabled to speak Irish at a basic level, to the extent of being able to use some words

and simple sentences with understanding. Various communicative activities can be used to promote speaking skills in the classroom, for example speaking games, role-playing, short drama pieces, narration, verses and songs. In this way, students are given opportunities to use the vocabulary and language structures that they have learned.

Listening and speaking

Students' listening and speaking skills are developed when they are encouraged to

- listen to songs, verses, poems and stories, and enjoy the rhythm and music of the words, word-repetition and word-play
- experiment with song and recitation for effect or for fun, for example, articulating certain words loudly, quietly, slowly
- listen carefully and differentiate between speech sounds
- guess the meaning of words from the tone of voice and from the context
- respond appropriately to certain expressions, for example, a greeting
- listen to recorded material, and use recording equipment to record themselves and their classmates.

Reading and writing

While the student with mild general learning difficulties will be doing little reading or writing in Irish, the curriculum strands are so interwoven with each other, that reading and writing will often be used to support the teaching of oral Irish. For example, the students may read labels, posters and flashcards when learning new vocabulary. They will

also read Irish words in shops and on television, for example mná, oscail, fáilte.

Cultural awareness

There is a particular emphasis on this part of the Irish curriculum for students with mild general learning disabilities. They should be enabled to become familiar with aspects of Irish cultural heritage, both natural and made, as well as with contemporary culture. The students should also have opportunities to participate in distinctively Irish activities in sport, music, song, dance and drama.

This can enhance the fostering of an intercultural understanding in the students, as they also become familiar with aspects of other cultures.

The cultural awareness of students is developed by

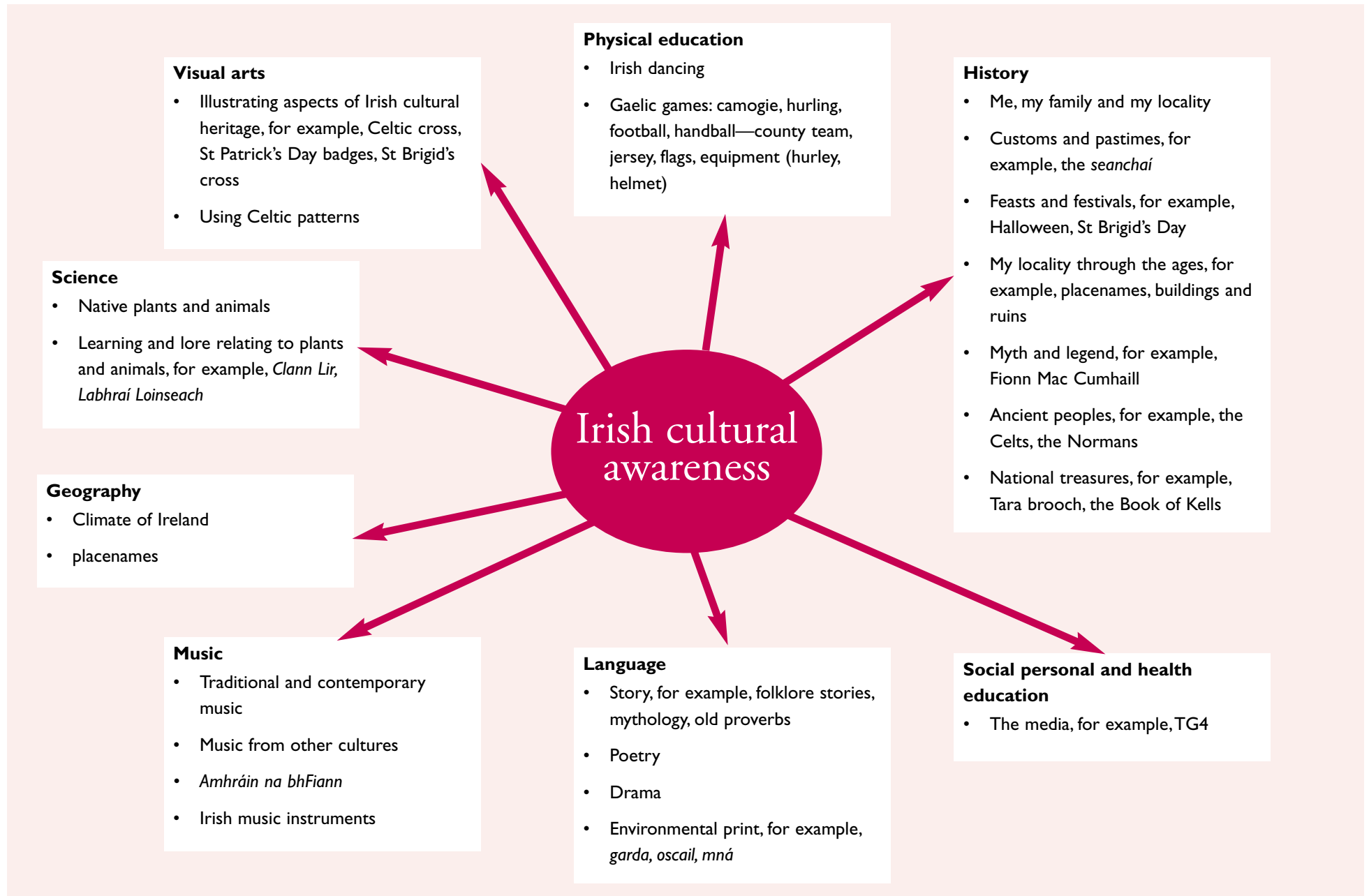
- celebrating significant events in Irish culture, for example decorating the classroom, basing a curriculum theme day on an Irish festival
- focusing on distinctive features of Irish culture, for example customs and ways of life, placenames, folklore, song, history, literature, food, clothes
- using story, drama, music and dance to present aspects of the culture
- helping students to compare Irish culture with cultures from other countries, while promoting an intercultural understanding
- using the five senses as students learn, so that student's awareness and understanding are enhanced
- providing opportunities for the students to become familiar with national monuments and artifacts

- providing access to appropriate sources, for example the internet, CD-ROM and DVD, pictures, postcards, books, videos, and tactile materials
- arranging visits to places of interest, for example local monuments, museums, libraries, old ruins, blessed wells.

Integration

Since cultural awareness can be developed through different subjects in the curriculum, a cross-curricular approach is best suited to teaching this dimension of the Irish curriculum. The web below offers some ideas on how cultural awareness in Irish can be integrated with other curriculum areas.

Irish cultural awareness



School planning

It is important that students with mild general learning disabilities should have access, as much as possible, to the breadth and balance of the curriculum. School planning, therefore, should where appropriate, take account of the contribution that an experience of Irish language and culture can make to the overall development of the student.

ORGANISATIONAL PLANNING

The following items need to be considered when planning the Irish curriculum.

Inclusion

Students should be enabled to develop their oral Irish communicative skills and their Irish cultural awareness. Realistic learning objectives based on the needs and abilities of the students need to be devised, so that they can participate in an appropriate way.

Communicative approach

Sharing a common understanding of this approach will help the principal and teachers to ensure the effective teaching of Irish. The emphasis is on the development of the communicative abilities of the students.

School environment

A positive and pleasant atmosphere will greatly enhance the teaching of Irish in the school. Various aspects of Irish culture and language could be displayed throughout the school. Students should be involved in preparing such displays.

Events

Special events can be organized which will enhance the teaching and learning of Irish for students. These might include:

- holding an Irish day/week regularly
- inviting visitors to the school, for example, musicians, singers, and other artists
- organizing special events, for example, games, concerts, competitions
- visiting places and buildings of cultural significance in the locality, for example, museums, monuments.

Role of parents/guardians

Parents and the wider community help the teaching of Irish, when they support the work of the school, and when they use Irish themselves. Schools can encourage parents in this way.

Teaching resources

A wide range of teaching materials in the school will add to the effectiveness and enjoyment of learning Irish. These include Information and Communication Technology, pictures and posters, colourful books, puppets and toys.

Information and Communication Technology (ICT)

This technology can greatly enhance the effectiveness and enjoyment of learning for students with mild general learning disabilities. The internet, as well as the wide range of software available on CD-ROM, offers many exciting ways for developing language skills and cultural awareness.

There may be some teachers among the staff who have some expertise in ICT, and who can advise other teachers accordingly.

CURRICULUM PLANNING

Communicative skills

The emphasis in the Irish curriculum is on the development of students' communicative skills. A wide range of teaching approaches, as well as enjoyable reinforcement activities, will help to encourage students to communicate in Irish. The language functions or *feidhmeanna teanga* (which are outlined in the Primary School Curriculum) need to be adapted to take account of the ability levels of the students.

Linkage and integration

Developing students' cultural awareness is best approached in a cross-curricular manner. Linkage

between the four strands in Language can also support oral language development, even though work in reading and writing will only be incidental.

An example of how Food might be explored in a cross-curricular way is given at the end of this chapter.

Assessment

Assessment is an integral part of teaching and learning. Feedback on the progress of students is essential for planning learning objectives and for choosing teaching strategies.

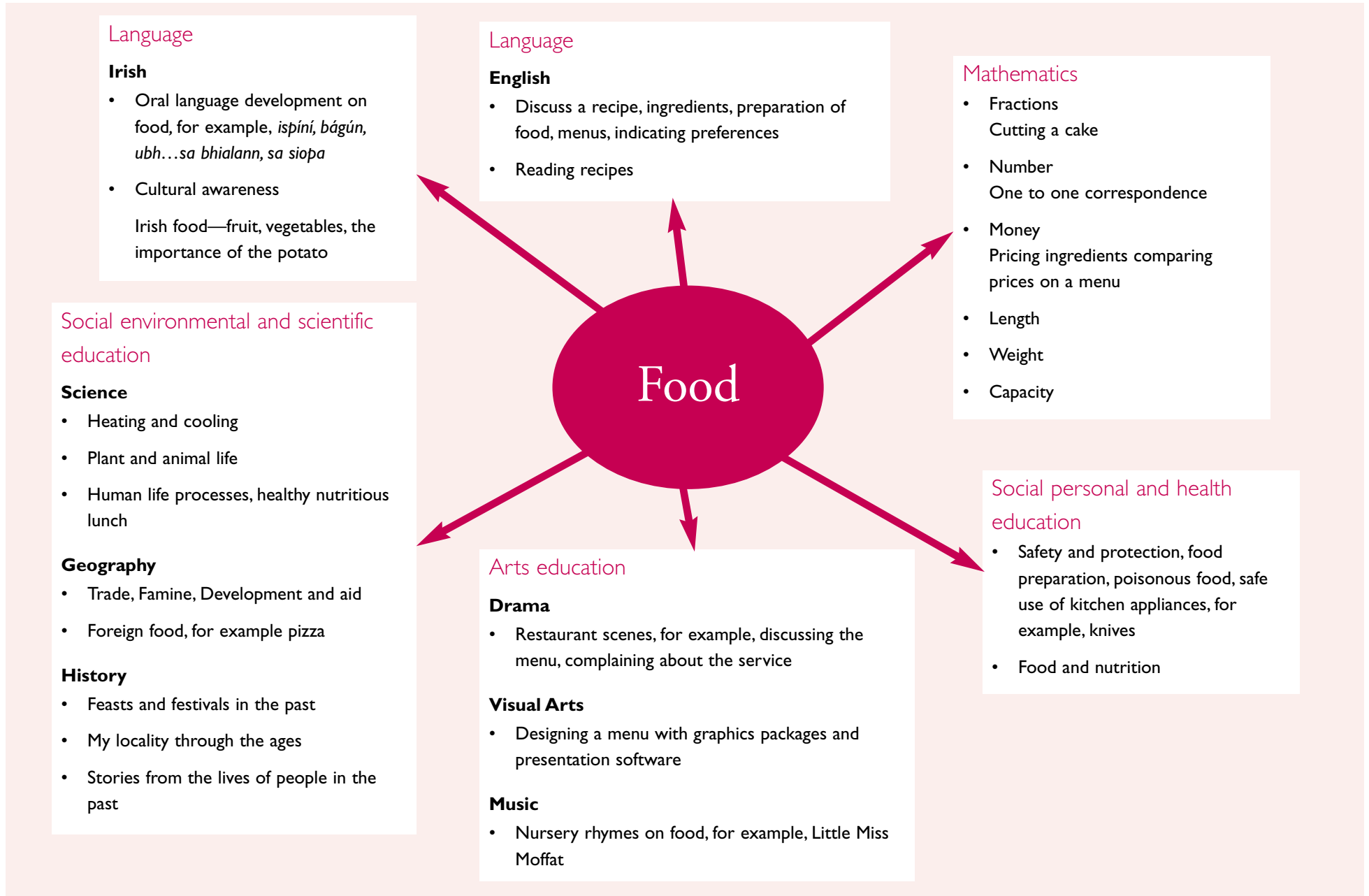
Variety of teaching methodologies

A wide range of teaching methodologies will help to keep the student actively involved in learning. A variety of tasks, games, and activities should be included.

Continuity

Planning the selection of suitable vocabulary to fulfil the language functions helps to ensure that there is continuity as the student progresses through the school. See the Primary School Curriculum for a description of the language functions.

Planning the integration of a theme



Classroom planning

The following are the principal considerations in classroom planning for Irish for students with mild general learning disabilities. Other relevant guidance is available in the Primary School Curriculum.

Timetable

The timetable should be planned so that students with mild general learning disabilities can participate with others in the Irish lesson. However, this won't be necessary during formal reading and writing lessons.

Linkage and integration

In planning the Irish curriculum, an attempt should be made to link language and cultural awareness as much as possible. A particular aspect of culture could be chosen and some appropriate vocabulary taught.

Linkage is also possible between the various strands of the Irish curriculum, namely, listening, speaking, reading and writing. Irish can also be integrated with other curriculum subjects by focusing on aspects of Irish culture when appropriate. Suggestions on the integration of Irish with other subjects can be found at the end of the strand units in the Primary School Curriculum. Irish can also be used incidentally in the classroom.

Listening and speaking

The teaching of Irish to students with mild general learning disabilities focuses on the development of listening and speaking skills. The emphasis is on listening and speaking with understanding.

Language functions

The Primary School Curriculum places great emphasis on the use of language for different types of communicative purposes:

Is iad na feidhmeanna teanga croílár an churaclaim Ghaeilge, agus beidh siad le comhlíonadh i ngach gné den chumarsáid, pé acu ag éisteacht, ag labhairt, ag léamh nó ag scríobh atá an páiste.

These language functions can be used with varying levels of communicative competence by using appropriate formulas or exemplars. For example, the language function *dearcadh a léiriú agus a lorg*, can be achieved with the exemplar, *Is maith liom bainne*. The strand units in the curriculum give examples of various speech contexts.

Differentiation

This requires using appropriate content, equipment, activities and teaching methodologies taking into account students' life experiences, interests and learning strengths. There is also a need to differentiate learning objectives for each student.

Assessment

Assessment is an integral part of teaching and learning in the Primary School Curriculum. Assessment of Irish for students with mild general learning disabilities will focus on listening and speaking.

Listening

The students' ability in listening with understanding is assessed in this strand. The student should understand informal use of Irish in the classroom by the teacher. They will show their understanding through action or by responding orally.

Speaking

Assessment in this strand will focus on the use of Irish to carry out a particular language function in a particular context. Student will use different exemplars to carry out the same language functions.

Cultural awareness

Cultural awareness will be assessed within the other subjects of the curriculum. However, students should be making connections between subjects on aspects of Irish culture.

Assessment tools

A comprehensive account is given in the Primary School Curriculum on the range of tools available to assess students' understanding and communicative abilities in Irish. The following are the most useful methods for assessing Irish language competence for students with mild general learning disabilities.

- teacher observation
- teacher-designed tasks and tests
- work samples and portfolios
- curriculum profiles

Approaches and methodologies

Communicative approach

The main emphasis in the Irish curriculum is on the development of communicative competence and teaching methodologies are selected accordingly.

There are three communication periods within the Irish lesson: pre-communication, communication and post-communication. In the case of students with mild general learning disabilities, there will be a strong emphasis on pre-communication, as shown in the table below.

The communication periods for students with mild general learning disabilities

Communication period	Activities
Pre-communication	<ul style="list-style-type: none"> • Arousing interest • Teacher's language input • Use of informal Irish • Imitation and repetition • Drill and practice • Teacher-directed activities
Communication	<ul style="list-style-type: none"> • Oral language activities • Language games • Drama • Poetry and verse
Post-communication	<ul style="list-style-type: none"> • Other games

Language sources

There are many sources available which will enable the teacher to use rich and expressive Irish with the students, for example, poetry, verse and songs. Students may be encouraged to enjoy the sound and rhythm of language, even though they may not necessarily understand every word.

Informal use of Irish

Informal use of Irish will help the students reinforce their language skills. Here are some examples:

- talking in the classroom

Tá/Níl sé anseo...Tá sé /sí tinn...Seasaigí...Tógaigí amach an lón

- Visual arts

Faigh na criáin/péint led' thoil...Ar mhaith leat glas/buí/dearg?

- Physical education

Seas suas...Suigh síos...Cas timpeall...Déan líne

Teaching approaches

The Primary School Curriculum outlines the various teaching methods that can be used in teaching Irish. Methods, which are most suited for teaching students with mild general learning disabilities, are described below. Some games are also described. Other games can be found in the Primary School Curriculum guidelines on page 74.

The direct method

This approach can be very effective with students with mild general learning disabilities. It involves activities such as

- giving students opportunities to handle and name objects
- using pictures to teach vocabulary
- using puppets to teach more abstract language
- using the language that is taught frequently in other classroom situations.

Games can be used to reinforce the language that is taught.

Total physical response method

In this method, there is a connection made in the student's mind between an action and certain vocabulary. A lot of imitation and repetition is required.

Other methods

Among other methods described on pages 64-67 of Treoirlínte do Mhúinteoirí, the audio-visual method can be used effectively with students with mild general learning disabilities.

Tapes and software can also be used as language resources

GAMES

The use of games is particularly effective in language teaching. The following games can be modified to suit the needs of students with mild general learning disabilities. Other games are outlined on pages 74-83 of Treoirlínte do Mhúinteoirí.

Game 1: Kim's game

The teacher names 4/5 things, displaying them on a desk, one after another, for example, mála, bosca lóin, cóta, hata, scairf (depending on the vocabulary being taught in the class). The teacher asks a student to name them.

The students close their eyes, the teacher hides one item, and the students must say which item is 'caillte'.

Strands	Listening and speaking
Language functions	Recognising and naming things
Exemplars	
• Teacher	<i>Cad é seo?</i>
• Student	<i>Seo hata, leabhar, bróg...</i>
• Teacher	<i>Cad atá caillte?</i>
• Student	<i>mála, liathróid, peann, teidí...</i>

Game 2: Memory Game

The directions for Game 1 are followed, but this time everything is taken from the desk and the students must remember what was on the desk. Students can work together in this game.

Strands	Listening and speaking
Language functions	Recognising and naming things
Exemplars	
• Teacher	<i>Cad atá caillte?</i>
• Student	<i>bábóg, raidió, caipín...</i>

Game 3: What is it?

The teacher describes some item in the classroom, without telling the students what it is. They must then guess what it is. They may use English words and the teacher can provide the Irish word as appropriate. The students can applaud the student who offers the correct answer. This game can be used to teach new vocabulary.

Strands	Listening and speaking
Language functions	expressing an idea
Exemplars	
• Teacher	<i>Tá sé mór/beag ... tá sé dearg (nó pé dath é). Céard é?</i>
• Student	<i>rothar ... carr ... geansaí ...?</i>

Game 4: Five questions

This is the same as Game 3 (Ceard é), except that no description of the item is given. Other students or the teacher ask questions, for which only Yes and No are allowed as answers. Students make a guess after the fifth question. This game doesn't require too much vocabulary. Practice is needed, however, on asking questions. Vocabulary can be taught as appropriate.

Strands	Listening and speaking
Language functions	expressing an idea
Exemplars	
• Teacher	<i>Céard é?</i>
• Student	<i>An bhfuil sé mór? An bhfuil sé beag? An bhfuil sé dearg/buí/glas srl.</i>
	<i>fón, capall, muc, fuinneog...</i>

Game 5: Colouring a picture

The students are given a picture to colour and the teacher calls out directions. Nonsensical colours can be used to add to the fun, for example, colour the elephant red.

An activity like this can be used within any subject, for example, a Geography lesson... *dathaigh an abhainn... an sliabh...*

Strands	Listening and speaking
Language functions	Showing understanding
Exemplars	
• Teacher	<i>dathaigh an moncaí donn, dathaigh an eilifint liath, dathaigh an cat oráiste</i>

Game 6: Simon says

The teacher asks the students to do various actions. Nonsensical directions can be used for fun and students may have their own ideas.

The advantage with this game is that all students can participate in some way. The students show their understanding by following the directions. With practice, students may offer their own instructions.

Strands	Listening and speaking
Language functions	Showing understanding
Exemplars	
• Teacher	<i>deireann Simon seasamh suas... suí síos... casadh timpeall...</i>
• Student	<i>deireann Simon suí síos ar do lámha... luí siar... dul a chodladh</i>

Game 7: Mime

This is an effective way of encouraging student, who may be reluctant to communicate verbally, to use nonverbal communication. The students perform a mime, imitating an animal, for example, and the other students try and identify what the mime is.

Strands	Listening and speaking
Language functions	Asking and answering questions
Exemplars	
• Teacher/student	<i>Cé mise?</i>
• Student	<i>Moncaí, capall, madra, dochtúir...</i>
Advanced level	
• Student	<i>An bhfuil tú mór/beag?</i>
	<i>An bhfuil tú donn/liath/dubh?</i>
	<i>An maith leat bananaí/féar/cairéidí</i>

Useful phrases

Dia duit... Dia is Muire duit ...Slán... Go raibh maith agat... Fáilte romhat... Le do thoil... Gabh mo leithsceál... Bualadh bos do... An bhfuil cead agam...? Is maith liom... Tá mé anseo... Níl sé/sí ar scoil... Lá breithe shona duit... Nollaig shona duit...

Strand: Listening, Speaking

Strand unit: Generating interest and understanding language

Theme: Food

The students will have opportunities to

- learn vocabulary relating to food and lunchtime, for example, bosca lóin, bainne, úll, Is maith liom
- enjoy using Irish at lunch time
- reinforce vocabulary with games and other activities.

RESOURCES

- lunch box, food, pictures of food
- Bingo and Snap cards (with various illustrations—lunch box, milk, apple, yogurt, pizza, banana).
- worksheets with pictures of food
- plates and plastic cups, plastic cutlery, napkins

METHODOLOGIES

The following approaches and activities should be modified as necessary.

- The vocabulary is taught.

Teacher: *Seo bosca lóin.*

Céard é seo?

Student: *Bosca lóin.*

Certain items are hidden and students are asked to say what is lost.

- Other vocabulary is taught with the direct method. The teacher ‘forgets’ what items were on the desk. The students ‘help’ the teacher to name the missing items.

- Students can be enabled to talk to each other:

Student: *Taispeáin dom úll*

Student: *Seo úll*

Student: *Cá bhfuil an bainne?*

- Snap: The cards with various items of food are distributed. The teacher chooses different items saying *Is maith liom...* The student with the card showing that item shouts ‘snap’, showing the card, while repeating the phrase after the teacher, or perhaps performing an action.

- The vocabulary, which is learned, is used at lunchtime. The students could be involved in organizing a special lunch, for example, organizing plates, cutlery, cups and napkins.
- The students can play bingo with cards showing various types of food.
- Simon says: Vocabulary related to food can be used, for example, *Bí ag ithe/ag ól, oscail an naipcín...*
- Songs/Verses: Simple verses can be created using the vocabulary learned by the students, for example, *Is maith liom úll, Is maith liom bainne*

LINKAGE/INTEGRATION

See Chapter 3, where ‘food’ is presented as a cross-curricular theme.

Strand: Listening, Speaking

Strand unit: Generating interest
and understanding language

Theme: Parts of the body

The students will have opportunities to

- learn the parts of the body in Irish
- describe a puppet's body parts.

RESOURCES

- pictures of parts of the body
- puppet, doll

METHODOLOGIES

- Use flashcards to teach parts of the body.
- Use the game of 'Beetle' to get the student to build bodies, while using Irish names for parts of the body.
- Use a puppet, doll or poster to describe the parts of a character's body, for example, *tá béal mór air, tá srón fada air.*
- Put cardboard parts of the body in a bag. Each student takes out a part, naming it, describing it. The full body is assembled.
- The students draw pictures of aliens following directions from the teacher. Computer packages could also be used, for example, Paint.
- Use action rhymes about the body, for example,
súil, súil eile, a haon a dó,
cluas, cluas eile, a haon, a dó,
cos, cos eile...

INTEGRATION

Visual arts: drawing parts of the body; making masks

SPHE: growth of the human body

Mathematics: counting fingers; Parts of the body in pairs

I R I S H

Strand: Speaking

Strand unit: Generating interest,
Understanding language

Theme: Name and age

The students will have opportunities to

- talk about themselves, for example, their age
- ask each other questions to find out information, for example, *cén aois tú, cad is ainm duit*
- count to 12.

RESOURCES

- computer software
- flashcards, pictures
- birthday candles

METHODOLOGIES

- Use mime, imitation, actions, tone of voice, flashcards, and other materials to present new vocabulary, for example, *a haon ...a dó dhéag, cén aois thú, táim 6 bliana d'aois...*
- Use computer software to reinforce vocabulary. For example, content-free software could be used to make a multimedia presentation, where the students record their own voices and use images of themselves.
- The use of masks may help students who are reluctant speakers.
- Give cards containing fictitious names and ages to students (perhaps humorous). The students fill in worksheets by asking each other questions, e.g., *cén aois thú, cad is ainm duit?* Additional information could also be collected, for example, hobbies, hair colour.
- The students' birthdays can be used to reinforce certain vocabulary. The students sing *Lá breithe sona duit...*

INTEGRATION

Mathematics: Use counting verses in Irish. The student could carry out a class survey on ages.

Visual arts: Decorate birthday cards, party invitations.

IRISH

Cultural awareness

Theme 1: Music and dance in Ireland

The students will have opportunities to

- listen to Irish traditional music
- recognise and describe Irish music, for example, rhythm, instruments
- recognise and describe Irish traditional dance
- compare Irish music and dance with that of other cultures
- meet traditional Irish musicians and dancers.

RESOURCES

- music sources
- instruments
- videos
- tapes

METHODOLOGIES

- The students listen to Irish music. They identify the various types, for example, slow air, reel, jig, waltz. They respond to the music.
- The students listen to different instruments individually, then collectively. Visits by local musicians to the school will enable the students to become more familiar with the instruments.
- The students collect pictures of musicians and make a *frieze*.
- The students listen to traditional Irish songs in English and Irish. Drama can be used to illustrate the stories in the songs.

INTEGRATION

Music: The students listen to traditional Irish songs and music and sing and play short pieces.

Physical education: The students learn Irish dance.

IRISH

Cultural awareness

Theme 2: Cultural artefacts and monuments

The students will have opportunities to

- learn about the country's cultural artifacts and monuments
- recognise and name some of these
- listen to stories about some of these.

RESOURCES

- pictures
- internet
- computer software
- reference books

METHODOLOGIES

- Show samples of the country's ancient monuments, for example, Ogham stones, tower houses, dolmens, Celtic crosses. The students may be asked to gather pictures. Show pictures of ancient artefacts, for example, The Book of Kells, The Ardagh Chalice. The internet can be used to find illustrations of these and to access museum collections.
- Arrange visits to places of interest, for example, old tower houses, museums and sites of local interest.

INTEGRATION

History: History of the monuments

Geography: Locating sites on a map

Visual arts: The students draw pictures of ancient artifacts. They use Celtic patterns to make cards and book marks.

Appendix

Special education working group

Chairperson

Tony Bates

Working group members

Margaret Carroll (<i>from October 2002</i>)	National Parents Council -Primary
Anita Craig	Teacher, Special school
Nuala Uí Dhúill (<i>to September 2002</i>)	National Parents Council-Primary
Mary Gordon (<i>from March 2002</i>)	National Educational Psychological Service
Áine Kirwan	Teacher, Mainstream class
Eamonn McCauley	Assistant Co-ordinator-National Training Programme for Resource teachers (<i>post-primary</i>)
Muireann Ní Mhóráin	Department of Education and Science
Pat O'Keeffe	Principal, Special school
Áine O'Neill	Teacher, Special class
Ita Teegan	Teacher, Special school
Seán Terry	Department of Education and Science
Joan Walsh (<i>to March 2002</i>)	National Educational Psychological Service

Education officers

Margaret O'Donnell
Valerie O' Dowd (*to 2001*)

Primary Co-ordinator

Paul Brennan
Lucy-Fallon Byrne (*to 2001*)

Chief Executive

Anne Looney
Albert Ó Ceallaigh (*to 2001*)

The NCCA acknowledges the particular contribution of Máiría Ní Dhúiliúin.

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Emer O'Connor
Margaret O'Donnell
Valerie O'Dowd (to 2001)

Primary Co-ordinator

Paul Brennan

Chief Executive

Anne Looney

Chairperson

Tom Gilmore

Committee members

Tony Bates
Antoinette Buggle

Seámus Caomhánach
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Ann Whelan
Sr Eithne Woulfe

Irish National Teachers' Organisation
National Association of Boards of
Management in Special Education

Department of Education and Science
Catholic Primary School Managers' Association
Irish Association of Teachers in Special Education
Teachers' Union of Ireland
Association of Community and
Comprehensive Schools

National Parents' Council—Post Primary
Church of Ireland General Synod Board of Education
Catholic Primary School Managers' Association
Special Education Department, St. Patrick's College
Department of Education and Science
Irish Association of Teachers in Special Education
Irish National Teachers' Organisation
Department of Education and Science
Teachers' Union of Ireland
Principal, Special School
National Parents' Council—Post Primary
Irish Vocational Education Association
Association of Community and
Comprehensive Schools

Irish Federation of University Teachers
National Parents' Council—Primary
National Educational Psychological Service
Association of Secondary Teachers, Ireland
Joint Managerial Body

