

# Ócáidí speisialta (Special occasions)

Second class  
Irish-medium school

This sample unit of work accompanies the information sheet *Building on what we know* which can be downloaded from [www.ncca.ie/primary/languages](http://www.ncca.ie/primary/languages).

## 1. Collect samples of children's work

The teacher recorded the children talking about Halloween.

*Is mise Pauline agus ghléas mé suas mar skeleton agus dul mé go dtí teach go teach agus faigh mé a lán milseán.*

*Oíche Shamhna a bhí ann. Bhí mé gléasta suas mar Dracula. Bhí mé ag chuaigh ó theach go teach. Nuair a bhí mé ag cnag ar an doras rá mé 'Bob nó bia?'*

*Is mise Stiofán. Ghléas mé suas ar Oíche Shamhna mar werewolf. Chuaigh mé ó theach go teach. Nuair a d'oscail siad an doras dúirt mé 'Bob nó bia?' Bhí sé dubh dorcha amach. Ní maith liom tinte ealaíne agus tine cnámh. Fuair mé a lán milseán agus d'ith mé a lán milseán agus fuair mé bolg breoite.*

*Is mise Cáit. Ar Oíche Shamhna ghléas mé suas mar chailleach agus dul mé go dtí teach mo aintín. Imirt muid cluiche Samhna mar 'bob the apples' agus dul muid ó teach go teach le trick agus treat.*

*Is mise Eoin. Ghléas mé suas mar Frank Ross. Chuaigh mé ó teach go teach agus dúirt mé 'bob nó bia?' Bhí a lán tinte ealaíne agus a lán daoine. Bhí a lán tine cnámh. Bhí a lán daoine ag fáil a lán milseán. Bhí mé ag siúl ar an mbóthar. Bhí mé ag scareáil daoine. Bhí muid ag imirt le chéile agus bhí am iontach agam.*

## 2. Reflection and analysis

### Curriculum links

#### Content objectives > Speaking > Using language

- recount simple personal news
- use and extend vocabulary specific to the theme, with the help of resources
- speak about things that have happened, happen all the time, are happening and will happen

#### Language functions

- Social interaction: introducing someone/self
- Give and seek information: report

### Teacher's commentary

“ Most of the children can recount simple personal news in a continuous oral account, and can use the vocabulary associated with Halloween.

Some of the children can accurately describe things that happened in the past, but others have difficulty using a certain verbs in the past tense, for example *fuair mé, dúirt mé, chuaigh mé.* ”

## Sample unit of work

### 3. Identify objectives

Amongst the objectives for the unit, the teacher decided to focus on

- ✓ correct use of the past tense of the verbs *téigh, imir, feic, buail, abair, faigh* in speaking and writing
- ✓ in particular, to use *Chuaigh mé* correctly when speaking

### 4. Learning activities

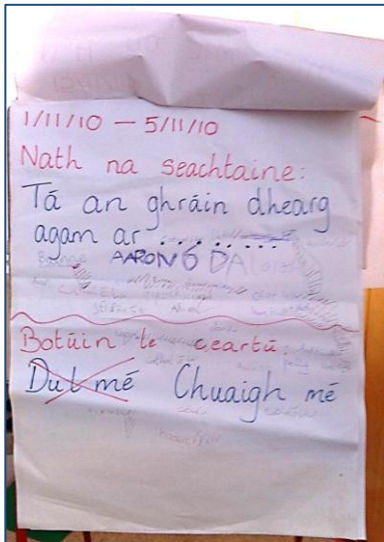
The unit encompassed a wide range of learning activities. These included a few activities that the teacher chose specifically to help the children achieve the objectives highlighted above.

#### Large books

The teachers made a big book for each table in the class. The books showed the correct form of the verbs in the past tense, as a support and reminder to the children when preparing written or spoken texts.



#### Common mistakes on display



The teacher chose one of the children's most common mistakes and set them the challenge of correcting this. The chosen structure was to say *Chuaigh mé* (correct form) instead of *dul mé* (incorrect form). This was written on the notice board. Each time a child used the correct form he/she wrote his/her name on the notice board. The children were familiar with this system, as it system was already in use to encourage the children to use the *nath na seachtaine* or phrase of the week. This rewarded correct production rather than focusing on children's errors.

**Self-correction of writing tasks:** After writing tasks, the teacher drew the children's attention to the correct form of the verbs and the common errors they were trying to correct, and reminded the about their big books which they could use as a reference. She asked the children to look through their work again, checking specifically for these features.

### 5. Collect more samples: how did we get on?

In order to see how the children got on, the teacher recorded a second sample of the children talking about Halloween. These records show that most children had achieved the objectives highlighted above.

*Is mise Laoise. Ghléas mé suas mar Dracula. Bhí sé dubh dorcha. Chuaigh mé ó theach go teach. Dúirt mé 'bob nó bia?' Fuair mé a lán milseán. Chonaic mé tinte ealaíne.*

*Is mise Eoin. Oíche Shamhna chuaigh mé go dtí mo chol ceathrar. Ghléas mé suas mar Bhatman. Bhí an aimsir fuar agus báisteach. Chuaigh mé ó theach go teach agus dúirt mé 'bob nó bia'. Fuair mé a lán milseán. Las mo Dhaid tinte ealaíne. Chuaigh mé go dtí tine chnámh. Bhí am iontach agam.*

**Further information** This sample unit of work should be read in conjunction with the information sheet *Building on what we know*, available on [www.ncca.ie/primary/languages](http://www.ncca.ie/primary/languages).