

**Developing Young People's Fluency in  
Reading and Writing in Gaelic**

**Pupils' Materials:**

**A**

**FlaT Funded Project**

**For**

**East Ayrshire Council**

**Anne Neil**

**University of Strathclyde**



# Group Discussion Board



Word / Phrase	Page	Context Clues	Our Definition	Correct Definition
				©Anne Neil



## EDITING BOARD

This is an excerpt from *The Iron Woman*.

Work with a partner and add adjectives to it. Join up with another pair and decide on a final selection of adjectives.

Read p. 30 and compare your group's use of adjectives with those selected by Ted Hughes.

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*In Lucy's attic bedroom it was still \_\_\_\_\_ black. But if she had been awake she would have heard a \_\_\_\_\_ sound – a skylark singing high in the garden, and looking up into the \_\_\_\_\_ sky through binoculars, she might have seen the \_\_\_\_\_, \_\_\_\_\_ body of the lark, far up there, catching the \_\_\_\_\_ rays of the sun, that peered at the bird from behind the world.*

The lark's song showered down over the \_\_\_\_\_, \_\_\_\_\_ fields, over the \_\_\_\_\_ roofs, and over the \_\_\_\_\_, \_\_\_\_\_ gardens. But in Lucy's bedroom it mingled with an even stranger sound, a \_\_\_\_\_, \_\_\_\_\_ whimper.









Now read on to the bottom of page 32.

In pairs, prepare an "Adjective Challenge" for another pair from one of the following:

Page 30: paragraphs 2, 3

Pages 30 -31: paragraphs 4, 5

All of Page 31

READ LIKE A WRITER	READ LIKE A WRITER	READ LIKE A WRITER	READ LIKE A WRITER
 <p>WHAT WILL THE WRITER WRITE?</p> <p>USE:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• blurb</li> <li>• illustrations</li> <li>• headings</li> <li>• contents page</li> </ul> <p>WHAT DO YOU KNOW ABOUT THESE IDEAS?</p>	 <p>WHAT WILL THE WRITER WRITE?</p> <p>USE:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• blurb</li> <li>• illustrations</li> <li>• headings</li> <li>• contents page</li> </ul> <p>WHAT DO YOU KNOW ABOUT THESE IDEAS?</p>	 <p>WHAT WILL THE WRITER WRITE?</p> <p>USE:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• blurb</li> <li>• illustrations</li> <li>• headings</li> <li>• contents page</li> </ul> <p>WHAT DO YOU KNOW ABOUT THESE IDEAS?</p>	 <p>WHAT WILL THE WRITER WRITE?</p> <p>USE:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• blurb</li> <li>• illustrations</li> <li>• headings</li> <li>• contents page</li> </ul> <p>WHAT DO YOU KNOW ABOUT THESE IDEAS?</p>
 <p><b>BE THE TEACHER!</b></p> <ul style="list-style-type: none"> <li>• Who is _____?</li> <li>• What is _____?</li> <li>• When is _____?</li> <li>• Where is _____?</li> <li>• What does _____?</li> <li>• Why does _____ happen?</li> <li>• How does _____ happen?</li> <li>• Will _____ happen?</li> <li>• Which part best tells _____?</li> </ul> <p>CAN YOU MAKE A QUESTION?</p>	 <p><b>BE THE TEACHER!</b></p> <ul style="list-style-type: none"> <li>• Who is _____?</li> <li>• What is _____?</li> <li>• When is _____?</li> <li>• Where is _____?</li> <li>• What does _____?</li> <li>• Why does _____ happen?</li> <li>• How does _____ happen?</li> <li>• Will _____ happen?</li> <li>• Which part best tells _____?</li> </ul> <p>CAN YOU MAKE A QUESTION?</p>	 <p><b>BE THE TEACHER!</b></p> <ul style="list-style-type: none"> <li>• Who is _____?</li> <li>• What is _____?</li> <li>• When is _____?</li> <li>• Where is _____?</li> <li>• What does _____?</li> <li>• Why does _____ happen?</li> <li>• How does _____ happen?</li> <li>• Will _____ happen?</li> <li>• Which part best tells _____?</li> </ul> <p>CAN YOU MAKE A QUESTION?</p>	 <p><b>BE THE TEACHER!</b></p> <ul style="list-style-type: none"> <li>• Who is _____?</li> <li>• What is _____?</li> <li>• When is _____?</li> <li>• Where is _____?</li> <li>• What does _____?</li> <li>• Why does _____ happen?</li> <li>• How does _____ happen?</li> <li>• Will _____ happen?</li> <li>• Which part best tells _____?</li> </ul> <p>CAN YOU MAKE A QUESTION?</p>



**WHEN READING IS HARD:**

- Read on to see if you can think of what word would make sense.
- Read back to remind yourself of the story so far.
- Remind yourself of your “teacher” questions.
- Look for sounds that you know.
- Ask for help.



**WHEN READING IS HARD:**

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- Remind yourself of your “teacher” questions.
- Look for words inside words.
- Look for chunks that you know.
- Ask for help.



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**IMAGINE**

- When I read this, I can see...



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- When I read this, I can see...



**IMAGINE**

- When I read this, I can see...



**IMAGINE**

- When I read this, I can see...



**FIND THE KEY TO YOUR BRAIN**

**What’s the Big Idea?**

- Think what the writing is **about**: Who? What? Why? When? Where? How?
- Think about what the writing **means**. Finish the sentence: The writer is trying to tell me \_\_\_\_\_

© Anne Neil



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© Anne Neil



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© Anne Neil

## I can spell these words

Aa	b	c	d
Ee	f	g	h
Ii	j	k	l
Mm	n	o	p
Qq	r	s	t
Uu	v w	x y	z



--	--	--



--	--	--

# Spelling Wizard Board © Anne Neil

					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
					



# Have - a - Go



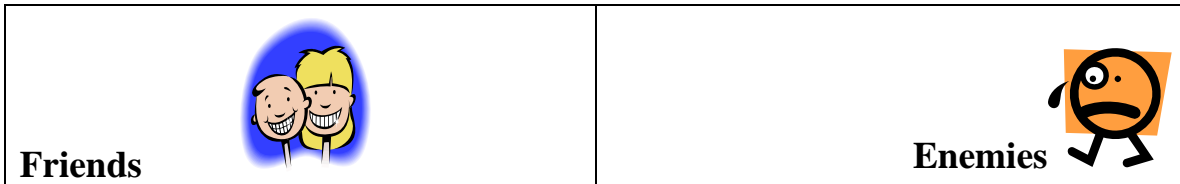
© Anne Neil

Name: \_\_\_\_\_



Fold over	Word	First try	Second try	Third try

## Friends and Enemies

© Anne Neil



1. Take a child's piece of independent writing and identify up to 5 correct spellings. Put these in an envelope / folder marked "Friends".
2. From the same piece, identify up to 5 spelling errors in which the child has shown some knowledge of the word. Put the correct spellings of these or Elkonin aid for them in an envelope / folder marked enemies along with a "have- a- go" spelling jotter.
3. Explain to the class the purposes of these envelopes and how to use them:
  - **Decorate your "friends" and "enemies" envelopes.**
  - **When writing, check your "friends" before you ask for help to spell a word.**
  - **As part of the daily language programme "have-a-go" at your "enemies".**
  - **When you have 5 consecutive, correct spellings of the word in your spelling jotter, add the word to your "friends".**
  - **When you have 25 friends make an "I can spell" book (alphabetical order) and empty out your friends envelope so that you can add "new" friends.**
  - **Add your new friends to your "I can spell" book every week / fortnight.**

<b>WORD</b>	<b>SYNONYM</b>	<b>ANTONYM</b>
		

**LOOKS LIKE:**

Stunning  
Glorious  
Gorgeous  
Gruesome

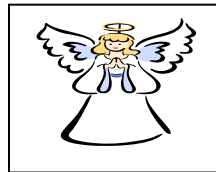
Word of the day:

Image of the week:



***Terribly Nice!***

***Awfully good***



**FEELS LIKE:**

Confident  
Ecstatic  
Delighted  
Miserable  
Exhausted

Word of the day:

Image of the week:

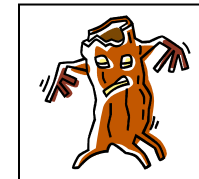
**ACTS LIKE:**

Angelic  
Polite  
Mischievous  
Furtive

Word of the day:

Image of the week:









***Gruesomely Bad!***











# Conversation Cards

1. Use these cards to practice using the synonyms from our *Awfully Good, Terribly Nice and Gruesomely Bad* word wall.
2. When you use a word from the wall, use a conjunction, such as *because, when, that* or *although* to give a reason for your statement.
3. In pairs, make a conversation card and add it to the grid.

Why is your favourite sports / pop star so special?		How do you feel about moving to High school?
What do you think about your neighbourhood?		What was the weather like on Sunday?
	Describe the best meal you ever had.	
	Tell your partner about a character in the book you are reading.	
How did you feel when you woke up this morning?	© Anne Neil	Describe your bedroom so that your partner can draw it.

REASONS FOR READING	REASONS FOR READING	REASONS FOR READING	REASONS FOR READING
 <p><b>SKIM</b></p> <p><i>Is it Readable?</i></p> <ul style="list-style-type: none"> <li>• How long?</li> <li>• How hard?</li> </ul> <p><i>Main Idea</i></p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When?</li> <li>• Why?</li> </ul> <p><b>SKIM FAST!</b></p>	 <p><b>SKIM</b></p> <p><i>Is it Readable?</i></p> <ul style="list-style-type: none"> <li>• How long?</li> <li>• How hard?</li> </ul> <p><i>Main Idea</i></p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When?</li> <li>• Why?</li> </ul> <p><b>SKIM FAST!</b></p>	 <p><b>SKIM</b></p> <p><i>Is it Readable?</i></p> <ul style="list-style-type: none"> <li>• How long?</li> <li>• How hard?</li> </ul> <p><i>Main Idea</i></p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When?</li> <li>• Why?</li> </ul> <p><b>SKIM FAST!</b></p>	 <p><b>SKIM</b></p> <p><i>Is it Readable?</i></p> <ul style="list-style-type: none"> <li>• How long?</li> <li>• How hard?</li> </ul> <p><i>Main Idea</i></p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When?</li> <li>• Why?</li> </ul> <p><b>SKIM FAST!</b></p>
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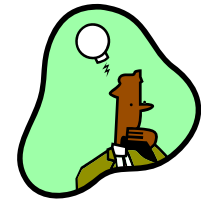
# Comprehension Copper



<b>Context Clues</b>	<b>What they tell us</b> <small>© Anne Neil@ Strathclyde University</small>	<b>Page</b>



# Prediction Board



Source	Clues	Prediction	1. Were you right? 2. What's your evidence?
E.g. Title, blurb, illustrations, chapter headings, the story so far, genre			



# COMPARISONS



My Name: \_\_\_\_\_

Title: \_\_\_\_\_

	Chapter _	Chapter _
Settings		
Events		
Characters' behaviours towards each other		

## The story so far...

Read Chapter \_\_\_\_

### To the storyteller:

You have one minute. Use these words to tell the story so far to your reading partner.

### To the listener:

Have all of the words been included? Have all of the important ideas in the chapter been included?

**As a pair, now devise a “Story so far...” word list for Chapter \_\_\_\_\_.**

# Conflict Map



What is the Conflict?	Why does it occur?	How might it be resolved?
		© Anne Neil @ Strathclyde University

# In My Experience...

What happened in the text:	What happened to:

# Readers' Theatre Board



**Play:**

**Cast:**

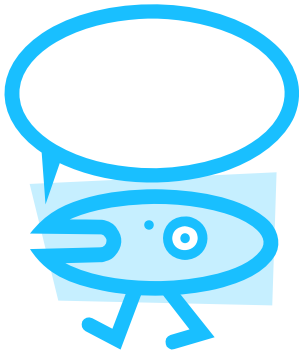
**Directors:**

<p><b>Script:</b></p> <ul style="list-style-type: none"><li>• All main ideas included</li><li>• Pacing</li><li>• Audience Engagement</li></ul>	<p><b>Narrator:</b></p> <ul style="list-style-type: none"><li>• Detail</li><li>• Audience Engagement</li></ul>
<p><b>Acting:</b></p> <ul style="list-style-type: none"><li>• <b>Characterisation:</b><ol style="list-style-type: none"><li>1. When speaking</li><li>2. When not</li></ol></li><li>• Cue pick up</li><li>• Movement</li><li>• Voice projection</li><li>• Body language</li></ul>	<p><b>Best bit:</b></p> <p><b>Could do better bit:</b></p> <p><b>How?</b></p>

# Thought Tracker

1. Read the dialogue excerpt from the story.
2. In the blue bubbles, record what each character says.
3. In the orange bubbles, record what each character is thinking as he or she speaks.
4. In your group, act out the scene. One of you should use the orange bubbles to provide a "thought tracker" narration for the audience.

© Anne Neil



## CONFLICTS

Conflicts can result when people have different points of view. If a conflict is to be resolved, it is important to try to understand each other's point of view.

In *Talking to the Cat*, Ciaran is bullied but keeps it a secret. This is a cause of his family conflict.

With a partner:

List other causes of conflict.

1.

2.

3.

4.

5.

Are there any understandable reasons for becoming involved in a conflict? Give examples of conflicts and understandable reasons for them.

1.

2.

3.

**RESOLVING A CONFLICT  
INDIVIDUALLY**

**COOL IT!**

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**WHAT'S YOUR PROBLEM?**

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**TOGETHER**

**BRAINSTORM SOLUTIONS**

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**AGREE ON A COMPROMISE SOLUTION**

---

**MAKE A PLAN**

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**STICK TO IT!**



*ONE  
PERFECT PARENT*

Alliterative or catchy title  
Boastful Language

© Anne Neil



**GUARANTEED TO  
HELP WITH  
HOMEWORK!**

Offer guarantees to attract buyers

Sell – don't tell! Make them laugh all the way to the bank!



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**A  
COMPUTING  
COLOSSUS!**



Amazing Adjectives

Exciting Exclamations!

**BRILLIANT  
BAKER!**



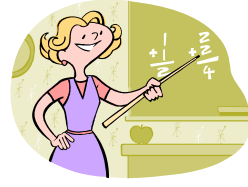
Free Offers



**FOR THIS WEEK ONLY:  
FREE HEADPHONES WITH  
EVERY PURCHASE!  
DROWN OUT THOSE  
MOANS!**



# T-Chart



Topic: \_\_\_\_\_

Sounds Like	Looks Like	Behaves Like
	(C) Anne Neil	

# Expressions of Interest

I liked these words the author used for:

Feature	Why?
<b>Character:</b>	
<b>Setting:</b>	
<b>Plot:</b>	

# Character Profile

**For each character, complete the following using evidence from the story or your knowledge of stereotypes of the characters.**

**Name:**

**Age:**

**Job Title:**

**Who are his / her best friends?**

**What is he/ she really good at?**

**What is his/ her favourite place?**

**What makes her / him happy?**

**What frightens her / him?**

**Which adjectives best describe her / his appearance?**

**Do you like this character? Explain: write three points about her / his personality.**

**1.**

**2.**

**3.**

**Now use this information to write a character thumbnail. © Anne Neil**





# Writer's Blueprint



<p style="text-align: center;"><b>Opening</b>    ➔</p> <p><b>Checklist:</b> Character's: name, age, appearance, feelings. Setting: where, when, looks like. Action: exciting/ mysterious event</p>	<p style="text-align: center;"><b>Build-Up</b></p> <p><b>Checklist:</b> Character's action; adjectives; adverbs; new character</p>
<p style="text-align: center;"><b>Resolution</b></p> <p><b>Checklist:</b> one answer; believable</p>	<p style="text-align: center;"><b>Problem</b></p> <p><b>Checklist:</b> short opening; powerful verbs &amp; connectives</p>
<p style="text-align: center;"><b>Ending</b></p> <p><b>Checklist:</b> is it short? Comment on the resolution: How has it affected the central character(s)? What <b>choice &amp; use of language</b> will best show this?</p> <p style="text-align: right;">© Anne Neil</p>	



# COMPARISONS



My Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Positive	Negative
	© Anne Neil @ Strathclyde University

I would rather \_\_\_\_\_

because \_\_\_\_\_

# LOOK AROUND YOU!

©Anne Neil

This grid gives some suggestions for settings where children are likely or unlikely to be bullied.

<b>Home</b>		Home alone
<b>Journey</b>	On the school bus with an adult supervisor	
<b>School</b>	First to arrive in the playground	

Not threatening  $\longrightarrow$  Very threatening

**Whole class:** Do you agree with the suggestions in the grid? If not, change them.

**Pairs:** Complete the grid using appropriate settings for each box.

**In fours:** Compare your grids. Can you make one grid between you? If not, why not?

**Individually:** Choose a box and imagine you are there.

You now have two tasks. You have to:

- 1 Sketch what the setting looks like.
- 2 Provide written details of this setting in your Settings Map.
- 3 You choose which task to complete first.

**SKETCH YOUR SETTING IN THE BOX BELOW**



# Settings Map



PLACE	TIME	ENVIRONMENT (weather, noise, colours, smells. Use your 5 senses)
		<p>© Anne Neil @ Strathclyde University</p>

# A Day in the Life of \_\_\_\_\_

Use your character thumbnail to write an account of an *imaginary* day in the life of your character from the book. Use your *Writer's Blueprint* to help you to plan your story.



## Writer's Blueprint



<p><b>Opening</b> ➔</p> <p><b>Checklist:</b> Character's name, feelings, age, appearance; question; exclamation; time word; setting; exciting/ mysterious event</p>	<p><b>Build-Up</b></p> <p><b>Checklist:</b> Character's action; adjectives; adverbs; new character</p>
<p><b>Resolution</b></p> <p><b>Checklist:</b> one answer; believable</p>	<p><b>Problem</b></p> <p><b>Checklist:</b> short opening; powerful verbs &amp; connectives</p>
<p><b>Ending</b></p> <p><b>Checklist:</b> is it short? Comment on the resolution, how a character has changed; ask a question; write an exclamation</p> <p>© Anne Neil</p>	

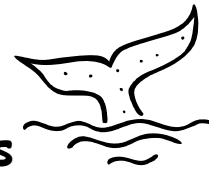
# Try Walking in My Shoes



1. Describe the shoe: size; style; condition.
2. Give the owner a full name.
3. What age is the owner?
4. What is the owner's position in her / his family?
5. Where does he / she live?
6. Who with?
7. What does he / she do - school year / job?
8. What does he /s he do in her/his spare time?
9. List three interesting things about the owner's personality.
10. What is the owner's greatest achievement?
11. What is the owner's worst habit?
12. What do the owner's
  - Family
  - Friends
  - Employers/ teachers/ pupilsthink about her / him?
13. What does the owner think about these people?
14. Draw the owner and add words to describe her / his looks and personality.



## Character Heads and Tails



Questions	Answers
1. Male or Female?	
2. Adult or Child?	
3. Has a family or Not?	
4. Good looking or Not?	
5. Popular or Not?	
6. Clever or Not?	
7. Nervous or Calm?	

Give your character a name.

Use your answers to draw your character.

Add words to further describe his / her appearance and personality.

After your Pupil Conference, redraft your character profile.

Next use your profile to write a character thumbnail.

# I'm in Agony, Aunt!

Dear Annie,  
This year, I started at a High School where I can continue to learn Gaelic. I am the only boy from my old primary school to go there. I have to travel on 2 buses and a train to get there.  
My problem is that a 3<sup>rd</sup> Year boy is hassling me. He broke my new calculator. My Mum was furious! She thought that I had lost it. Then, when I went out of school to the local chip shop at lunchtime, he stole my chips. Worst of all he then stole £5 from me.  
I punched him but he's bigger than me and he has lots of friends.  
What should I do?  
C

## Class discussion:

What can C do to:

- 1 Avoid this bullying?
- 2 Stop this bullying?

PLAN

Dear C

To avoid the bullying you could:

To stop the bullying you must:

Yours sincerely,  
Annie

## Individually:

Use these ideas to write a letter of advice to C.

# Beat the Bully!

Your Task:

Create a board game that will help children aged 7-12 understand what bullying is and what they should do about it.

Group 1: Design

You have to design the game board, cards and pieces for the game.

Group 2: Rules

You have to devise the rules for the game.

Group 3: Questions and Answers

You have to decide on instruction cards. See "Your Task".

As a team, you have to give your game a name.

Individually, you have to write an advert for your game.

# Interview Evaluation

Interviewer:

Topic:

Date:

## INTERVIEW QUESTIONS:

- Was prepared
- Asked questions related to the interviewee
- Asked open-ended questions

Praise: \_\_\_\_\_

Advice: \_\_\_\_\_

## SPEECH:

- Spoke clearly
- Varied tone of voice
- Did not interrupt

Praise: \_\_\_\_\_

Advice: \_\_\_\_\_

## BODY LANGUAGE:

- Made eye contact
- Sat facing the person
- Shoulders were up and back straight

Praise: \_\_\_\_\_

Advice: \_\_\_\_\_

# The Connotations Game

<b>NAME</b>	<b>MIND'S EYE</b>	<b>CHARACTERISTICS</b>
Gold Wing motorcycle		
Jaguar car		
Bradford Bulls rugby league team		
Ferrero Roche chocolates		
Maclean's toothpaste		
Rob Roy in Rob Roy and the Widow		
Miss Tutu in Horrid Henry		
Now make a name for ...		



# COMPARISONS



My Name: \_\_\_\_\_

Title: \_\_\_\_\_

	Name:	Name:
Behaviour		
Feelings		
Your advice		

# Story Endings

**Reflective:** He was waving his stick at me from the barn door, and laughing. “Mighty noisy, that old tractor,” he said. “And you want to watch the brakes. You can’t trust ‘em. Remember what happened to old Harry Medlicott.”  
“I remember,” I said.

*Farm Boy*, Michael Morpurgo, Collins

**Setting the Scene for a Sequel:** The Martians stared back up at them for a long, long silent time from the rippling water...

*The Million Year Panic*, Ray Bradbury, Alien Worlds

**Authorial Intrusion:** That’s how I heard the story and if it’s a lie, then it was a liar who told it to me.

*The King and the Miller*, adapted by Sheila Douglas, *Telling Stories*, The Scottish Story Telling Centre

**And Finally: GAME OVER...**And the fleet roared past. Tankers, battleships, fighters...they soared and rolled, their shadows streaking across the letters as ship after ship escaped, for ever.

*Only You Can save Mankind*, Terry Pratchett

**Shockers:** Pet descended from the chair. Its dark, matted, greasy hairball of a body shambled off to bed, its single yellowish eye casting a faint glow as it disappeared into the shadows.

*Edgar & Ellen: Rare Beasts*, Charles Ogden, Simon & Shuster

**Traditional:** And that’s how the place got its name. It seems that Cnoc-an-torran is not the right name at all, but Cnoc-mo-dhorrain.

*Cnoc-an-Torran*, adapted by Mairi Kidd & Christine MacLeod, The Scottish Story Telling Centre

# Follow That Plot!

1. Write your story problem on a post-it and put it in the writer's launch pad.
2. Devise two different plot lines, using post-it notes to record possible story directions.
3. Show your ideas to your writing partner. Which one does he/ she prefer? Why?
4. Can you, Follow That Plot?



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# Story Starters

**Traditional:** In a time long ago, before reapers and binders and harvesting implements of that kind came, people used to go from here, and from all over the islands, down to Lowdie....

*Spog Bhuidhe*, adapted by Sheila Douglas, *Telling Stories*, The Scottish Story Telling Centre

**Character Description:** My Name is Tracey Beaker. I am 10 years 2 months old. My birthday is on 8 May.

*The Story of Tracey Beaker*, Jacqueline Wilson, Corgi

**Setting:** Even before they reached the haunted house, the night had turned wild.

*Step by Wicked Step*, Anne Fine, David Highman Associates

**Scene:** Not for the first time, an argument had broken out over breakfast at number four, Privet Drive. Mr Vernon Dursley had been woken in the early hours of the morning by a loud, hooting noise from his nephew Harry's room.

*Harry Potter and the Chamber of Secrets*, J. K. Rowling, Bloomsbury

**Conversation:** "And another thing, Dean," said Dad, "You were very late going to sleep last night. It was past twelve when I came in, and I'm pretty sure I heard your computer."

*Project Nemesis*, Tony Bradman, Sensational Cyber Stories

**Question:** "Yes," said Tom bluntly on opening the front door, "what do you want?"

*Goodnight Mister Tom*, Michelle Magorian, Penguin

**Action:** DANGER! Clear and distinct came the warning signal inside Jodie's receiving cell. DANGER!

*Alien Force*, Teresa Breslin, Penguin

**Object:** K sat silently waiting. A mere machine, the sum of its parts.

*K*, L. Stig, Sensational Cyber Stories, Doubleday/Corgi