

Planning sheet for the film Beiyin - but also for the uploaded worksheets
(3/4//2020)

Take a look at the film Beiyin (it may be in a queue for uploading so if you don't see it yet... use the picture sheet that has the animals on it)

Lesson ideas....

1.

Ask the children to call out the names of the animals. The words (on the film but not on the sheet) are for you to help them rather than the children to read, but certainly some of the children will be able to read some, or all, of the words with or without help. If they can't you could pause the film and ask them about the first letters/sound of the word. What are they and can they find the first sound/letter and tell you what it is. If they are finding it hard to recall the word - giving them the first sound/letter helps them remember.

Here is a breakdown of how to say the words in case you need them...

Say:

cun-ying (rabbit)

qual-yun (puppy)

more-the (dog)

pijz-in (jz - like the soft 'g' in 'ginger')(kitten)

ket (cat)

lu-ckh (like the 'ch' in the Scottish word 'loch')
(mouse)

boo-er (cow)

ban-oo (piglet)

muc (pig)

lan (like the boys name)(lamb)

care-ruh (sheep - just one) 'Kirree,' is the plural and the children often say this for one sheep.

Interesting as the English word is the same for one or many... 1 sheep, 10 sheep!

Cav-ill (horse)

Tun-ug (duck)

2. Okay - if the children managed all of that at speed I wonder if we can make some oral sentences in Manx like:

Shoh conning. Shen quallian. Shoh moddey mooar.
Shen pishin beg. Ta kayt skee. Ren yn lugh
shassoo. 'Mooo,' as y vooa! Ren bannoo goll dy
valley. 'Ta mee mie!' dooyrt y vuc. Eayn boght.
Haink mummig keyrrey son yn eayn. Hie mee
stiaight dy yeeaghyn er filym mychione cabbyl.

So in these examples above we are getting progressively more difficult. This is to show some examples across the range of abilities for the children. Only take the idea as far as your child can manage. It is fine to mirror the same pattern all the

way through and I would encourage this so the lesson has a repeating pattern to it... like this: Shoh conning (this is a rabbit or here's a rabbit) all the way through, shoh quallian, shoh moddey, shoh pishin... and so on. You will need to press the pause button a lot I should think! You can repeat this session with a new sentence idea another day.

You could progress to writing simple sentences (even just one or two) to record the spoken work you are practicing but I wouldn't labour the point unless the child is very eager to do so. If we force the work at this young stage when they are not ready to do it for a prolonged period - they will likely switch off even wanting to do a little each day. I have attached a ABC sheet for sounding out in Manx for spelling and reading.

3.

Stories.

We like stories at this stage to have a simple beginning, middle and end.

Beginning: give an idea of what is happening and to who(m).

Middle: something happens!

End: the story is resolved (for good or bad!)

For example - chose a character and let's take that character on an adventure.

Haink conning. Ve'h occryssagh. Dee eh carradje!
(A rabbit came. He was hungry. He ate a carrot!)

Obviously if your child is capable of introducing us to multiple characters and having a long adventure I would encourage this.

Focus on the story for the first draft: get the ideas down without focusing on the spelling or punctuation. Focusing on too much (like composition, punctuation and spelling) all at once is overwhelming and an older child/adult skill.

Then once a story is established at another session rewrite the story with the correct punctuation and accept all plausible attempts at spelling, unless your child can cope with being corrected to this level. I try to only make one or two corrections for spelling at this stage.

Things to look out for but not all at once:

A full stop at the end of every line instead of at the end of each idea.

Lollipop full stops and floating in the air full stops higher than the writing... praise the fact that your child remembered a full stop but correct it. Small turn with the pencil low down on the writing or on a line or visible dot.

Sizing of letters: tall, small and ones with tails that go under and do not stand like tall letters.

Capital letters - these should not be just a bigger lower case letter (unless this is correct as with letter Cc or Ss for example)

4. Revise the words for parts of the body. Can they recall them?

4. Counting - using the video or the animals sheet. How many tails, eyes, legs, etc....Further work could be done on totals for the older/higher achievers... they will argue about this and who is right with finding the most body parts and how many altogether! Enjoy, but let them win!

5. If you have a printer: print a few pages of the animals sheet. There are 3 empty boxes - add/draw three more animals or mini beasts (even simple shapes with legs and eye!) but don't forget to do the same on all the pages you print off. Cut up and play snap. Do let them win!

Sorting Shapes Sheet. Level 1: colour all the triangles in one colour. Squares in another etc...
Make the shapes into animals. Level 2: Half all the shapes with one line down the middle. Colour each side a different colour to identify half. Write the number $\frac{1}{2}$ (a half) by each shape. Know the number $\frac{1}{2}$ can be described as - one piece of a shape that has been chopped into two pieces.
Level 3: Can they do quarters? This is much harder - especially with the triangles.

Crocodile sheet - a bit of fun. If you have a dice throw it and add teeth to the crocodiles mouth.

Croggeeyl (say crog-eel)

Feeacklyn (Say - fee-agh-lynn)

Quoid (say - qu - o (letter name) d)

Quoid feeacklyn er yn croggyl?

(How many teeth on the crocodile?)

Double dice

Tripple dice....

Single counting (big teeth), doubling (smaller teeth) and tripling (tiny teeth).

What to use for teeth: bits of white paper/card work well.

They can cut them up - recalling that cutting is away from the body and always supervised. The cutting will get more and more advanced as the child needs smaller and smaller teeth to fit them all in the mouth. This is excellent for their fine motor skills and developing muscles in the fingers and hands.

'Ta rannag cummal ayns ushtey' work sheet

1. Oral sentences (as in the one above).
2. Add the correct writing in the spaces
3. Can they spell 'ta' on their own without looking after this task is complete?
4. Can they spell ayns? it's the one with the silent 'a' at the beginning: knowing this makes it easy to sound out remembering that 'y' makes an 'u' sound in Manx a lot so if they spell it auns (this is great - nearly there)... even 'uns' is a good try. Any other words they want to try - let them have a go. All attempts are good.
5. Cut up and re:sequence the sentences (silly ones accepted - like: Ta whale cummal ayns magher! It's the pattern that is important rather than the accuracy of where the creature lives and in a silly story a whale could certainly live in a field! He could be desperately seeking an ocean to move to!

Blank sheet with spots: Drawing shapes and recalling shape names.

Can they make a small square (kerrin/kerrinyn), then a larger one... even larger

NB: lots of small squares are fine - asking them to do it larger is early multiplication and it is hard for some children to do - accept all attempts and if you wish to progress them show them how to do one other (with three spots joined on each side for example).

Repeat with triangles (troorane/trooraneyn)

Various kinds of triangle are possible - explore this

Repeat with kiare-chuilleig (say: key-air-cull-yair-g)

Various kinds of kiare-chuilleig are possible too.

Finally having completed this work, make all the shapes into animals for fun. Count how many tails and legs etc... if they enjoyed that last time.

As an extension to this: how many pairs of eyes?

Counting in twos

How many pairs of legs? Counting in fours

Finally, do bear with us on the lesson planning and uploading of work for you to do.

A lot of work is going on in the background to create this online platform and we are all learning it remotely, away from each other, with the help of department and the computer department without meeting together.

Take care and have a lovely Easter Break - as lovely as you can under these unusual circumstances. A big hello to all the children from myself, Bnr McVerry (Jackie) and Bnr Christian (Sharon) and Mnr McFarlane and anyone else who has helped out in Brastyl Nane recently.