

Planning sheet for: Beiyn-bee as c'raad t'ad cummal. (Food animals and where they live)

Some of our food, that we grow, has visitors (lots more than listed here but this is just to help with writing and understanding) and animals live on and in those things where our food grows.

This week let's write about those things.

Ideas:

Take your child for a nature walk (even online if necessary) and see if you can find any of the items listed and name them in Manx.

Put the words in an oral sentence.

Shoh praddag. Shen blaa. Ta shoh foillycan. Va shen ushag. Ren mee fakin shellan. Ta mee fakin billey. By vie lhiam maidjey. S'mie lhiam duillagyn. Lhig dooin çhymsaghey duillagyn. C'raad ta'n ushag

cummal? Ayns y billey shen. Jeeagh er y shellan Mummig! Fow foillycan. Nod shin geiyrt er yn foillycan. T'ad getlagh.

For younger children, drawing and labelling the items is enough for one session and they probably won't manage them all.

If you have a printer - you can print them / cut them up and then cut and paste the words and pictures to match. If you don't have a printer some easy drawn pictures and words will be fine.

Again - you can make a snap game and say the words as the cards go down. This is a good repetitive type task for word building and recognition as well as being good for their fine motor skills in cutting (or ripping if you don't have scissors) and handling smaller things.

For more advanced learners - before your card goes down - they could give a clue (for example - t'eh talley, dhone as

geayney - it's tall, brown and green-
obviously within your and their Manx
capabilities)

Writing: as previous planning. Explore
stories and sentences and look out for the
same things. The more practice they get at
full stops, capitals, finger spaces,
spellings, 3 part stories with beginning,
middle and end or just a sentence on a line
going in the right direction about one item:
wherever they are up to.

I would encourage a free story write.
This is where children are write and it
won't be marked or judged by an adult.
They read it back to you even if they are
making it up off the top of their head! This
is a skill too.
Sometimes it looks a bit like this (as lots of
you know...)

TmeglcloolSHshlN

In this example they tried to write;
Ta mee goll as cloie lesh shellan.
Possibly they might read back;
Ta mee goll dy cloie lesh yn shellan mooar
as t'eh jeeaghyn mooar erskyn towse.
Kindagh rish shen, ren mee roie ersooyl!

You get the idea. All this is highly encouraged!

Let them draw a picture to go with the writing as a reward for working hard. Some children don't see this part as a reward: Let them play.

Technology and design.

About now, we would usually design, draw and label and then record our findings (either written or on video for younger ones) a sandwich and then make it and eat it. We would then decide if the sandwich was good, ok or not very nice and decide how we could improve it to make it wonderful, good or ok within the

confines of the ingredients you have. The children always enjoy this lesson.

For younger children - do everything hands on rather than written and recorded on paper. This lessons the load but not the learning.

Art. If you can - sit in nature and let them paint, draw or make a collage of the trees, flowers and birds etc...

I hope everyone is okay.
A maths plan will follow.

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