

LINKS TO RESOURCES

- Primary Language Curriculum: NCCA Resources
- Teagasc na Gaeilge: PDST Resources
- Literacy: PDST Resources
- Numeracy: PDST Resources
- ICT: PDST Resources

Primary Language Curriculum

Link to NCCA resource	Brief description of the resource
	<p>It may be useful to remind the teachers planning this Summer Camp of these underlying principles of play, especially when focusing on the less "structured" games within the day like activities that will involve choice, pretence, imagination and creativity, thus developing cognitive flexibility and creativity. In play, children imitate language and literacy behaviours that they have experienced in the wider environment.</p>
<p>Podcast of Dr. Elizabeth Wood on "Understanding Play". Interview 16 July 2014</p> <p>NCCA; Assessment for learning: ACTION site: Sector: Early Learning, Content: Disposition</p>	<p>A broad, holistic understanding of the benefits of all play and the learning that can be achieved by the children, once the teacher has a clear vision and understanding of what the goal is.</p> <p>Play can involve the "What if" and "As if" modes of activity, where the Learning Process (how they learn) and the Learning Outcome (what they learn) are equally important and developed. Motivation to play is highly linked to motivation to learn.</p>
<p>Early Childhood Sector</p>	<p>In "Play in Primary schools with a subject-based curriculum" Wood states that:</p> <p>"You can put the knowledge, imagination and playfulness together to extend children's thinking and to make sure that knowledge and creativity and imagination are working together."</p> <p>Also in "Appropriate learning experiences for children age 4-8 years" and in "Key messages for teachers of children aged 4-8 years" she discusses the need to allow children the opportunity to co-construct with others and afford them the time, space and flexibility to consolidate information and make their own of it by using and applying it.</p>
<p>PLC: Support Material;</p>	<p>Socio-dramatic play supports children's language and literacy</p>

<p>Using Socio-Dramatic Play to Support Oral Language and Early Literacy</p>	<p>development. Language is fluent in play because children are at ease when playing. Teacher's observation is essential so that she/he can evaluate what type of intervention will progress the play and support the children.</p>
<p>PLC: Support Material; Infusing Playfulness into Language Teaching and Learning</p>	<p>This support material highlights the 'Role of the Playful Language Teacher' and how to monitor and support playful learning and teaching experiences.</p>
<p>SPHE Teacher Guidelines SPHE: Exemplar 2: Strand Unit: My Friends and other people. SPHE: Exemplar 4: Strand Unit: Developing Citizenship</p>	<p>Early development of the positive culture/vibe/atmosphere of the summer camp might allow more positive participation and make it more enjoyable and interactive for the children.</p>
<p>PLC: Support Material; Talk Time</p>	<p>Throughout the summer camp teachers could be aware of developing children's vocabulary (through repeated modelling) and oral communication skills.</p> <p>In terms of quantity, we know that children's oral language skills are enriched when teachers provide many language learning experiences, frequently promote <i>children's active engagement</i> with oral language and create <i>many opportunities</i> for children to communicate.</p> <p>We are also aware that more frequent exposures to the same oral language objective, spaced across several days, is more useful than one exposure on a single day. Quality is typically described in the context of teacher/child interactions, rich oral language environments, and explicitly teaching oral language. Opportunities for such language development could be an underlying goal of the summer course.</p>
<p>PLC: Support Material; Story</p>	<p>Wet days and lunchtimes can provide opportunities for restful exposure to story and all the benefits the children will receive while a story is being read to them.</p>
<p>PLC: Support Material; Critical thinking and Booktalk + 4 video clips</p>	<p>The theme of this story could develop into a discussion in a structured, safe environment where children might be able to express their thoughts, opinions and emotions. The children use</p>

	language like "I agree with ...because.." and "I disagree with...because" which can foster higher order thinking as well as wonderful interactions between the children.
PLC: Support Material; Story Sacks and Puppet Plays Málaí Scéalaíochta agus Drámaí Puipéad	The story could also lend itself into developing a little play with puppets where the children get to dramatize the story and repeat the rich language of the text. This could also be done 'as Gaeilge'. These short dramas can also encourage the children to mix well together.
PLC: Support Material; Poetry	Exposure to and for the children to encounter interesting language presented through poetry. The children can: Speak the Poem, Explore the Poem, Respond to the Poem and Speak the poem again.
PLC: Support Material; Content and Language Integrated Learning (CLIL)	'CLIL involves teaching another curriculum subject, or aspects of another subject through a second language, not that of the learner's mother tongue (Irish in this instance).' (NCCA) For example, P.E., science, art, etc, could be explored through the medium of Irish during the summer course.

Gaeilge

Link to resource	Brief description of the resource
http://www.pdst.ie/sites/default/files/Cluich%C3%AD%20Cl%C3%B3is.doc	20 yard games and instructions as <i>Gaeilge</i> focused on teacher and child oral output. Mixture of games inside and outside, for classes from Naíonáin to Rang 6. Link to videos of these games being played. List of target language for teacher and student provided also, progressing incrementally throughout from Naíonáin to Rang 6.
http://www.pdst.ie/sites/default/files/Alt%20InTouch%20An%20Ghaeilge%20Neamhfhoirmi%C3%BAil_0.pdf	Article from InTouch magazine espousing the benefits of using <i>Gaeilge</i> Neamhfhoirmiúil throughout the day. A further grid compiled by foireann na <i>Gaeilge</i> of the instances during the school day where <i>Gaeilge</i> can be used informally. A progressive list focused on developing the child's oral output from Naíonáin to Rang 6. A focus also on expanding the aural

	Gaeilge they hear from the teacher as they progress through the school. Ready to download for teachers, and for them to edit appropriately for their own context.
http://www.pdst.ie/sites/default/files/Cluich%C3%AD%20gasta.pdf	A PDF of various language games for primary school children as Gaeilge. Focused on oral output and aural competency development. Easy for visitors to the site to download, edit to suit their own context, and print out.
http://www.pdst.ie/sites/default/files/Liosta%20%C3%81iseanna%20ar%20L%C3%ADne%20don%20Ghaeilge%20%281%29.docx	A PowerPoint highlighting some useful internet sites for Gaeilge. A comprehensive list of sites in accordance with the development of the child in Gaeilge. Sites divided into three discrete elements in line with the Primary Language Curriculum; teanga ó bhéal, léitheoireacht, agus scríbhneoireacht.

Literacy

Link to resource	Brief description of the resource
http://www.pdst.ie/sites/default/files/14.%20Five%20Components%20of%20Oral%20Language_0.pdf	<p>Activities for developing the 7 Oral Language text types based on Halliday's functions.</p> <ul style="list-style-type: none"> • Page 8&9: activities for developing the oral language text type of oral reporting. (TV/ Radio reports, my news, today's news report, projects, speech pyramid, to summarise, verbatim split page procedure) • Page 11&12: activities for developing the oral language text type of Storytelling and anecdotes. (creating character profiles, character interviews, story sacs, circle stories, that's good that's bad, varied stories, sound stories, puppetry, story builders, drama) • Page 14&15: activities for developing the oral language text type of Partner and small group work. (rules of group work, think pair/share/square, partner conversations, circle within a circle, cooperative learning groups, jigsaw, listening triads, • Page 17&18: activities for developing the oral language text type of Conversations. (conversation stations, conversations

	<p>scenarios, analyse a video, conversation web)</p> <ul style="list-style-type: none"> • Page 20&21: activities for developing the oral language text type of Questioning and interviewing. (Bloom's taxonomy, feely bag, taped TV/radio segments, who am I?) • Page 23: activities for developing the oral language text type of Arguments and debates. (both sides, brainstorming, take a stand, four corners, Persuade me/ persuade me not) • Page 25: activities for developing the oral language text type of Instructions and procedures. (Barrier games, complete the steps, is this the way?)
http://www.pdst.ie/sites/default/files/14.%20Five%20Components%20of%20Oral%20Language_0.pdf	<p>Activities for developing Speaking and listening skills.</p> <ul style="list-style-type: none"> • Page 30 activities for developing the speaking and listening skills. (Barrier games, Living Charts, Modelling, Watching video clips and analysing behaviours verbal and non-verbal)
http://www.pdst.ie/sites/default/files/14.%20Five%20Components%20of%20Oral%20Language_0.pdf	<p>Activities for supporting the development of Vocabulary.</p> <ul style="list-style-type: none"> • Page 34,35,36,37 (word banks/ word walls, chain game, how many meanings? , 10/20 questions, text innovation, PWIM pictures, semantic gradient, semantic mapping)
http://www.pdst.ie/sites/default/files/14.%20Five%20Components%20of%20Oral%20Language_0.pdf	<p>Activities for supporting the development of auditory memory.</p> <ul style="list-style-type: none"> • Page 39,40,41 (recite poems/ tales/ songs/ rhymes, memories sequences and songs, retell stories and myths, retell stories using puppets/ illustrating on a map, recall verbal messages or phone numbers, play memory games simon says/kim's game/ I went to the shop/ chinese whispers, hide an object and give instructions to find it, Activities adapted from Jeffries and Jeffries books)
http://www.pdst.ie/sites/default/files/15.%20The%20Reading%20Process%20(1).pdf	<p>Activities for supporting the development Fluency</p> <ul style="list-style-type: none"> • Page 11 (Choral reading, taped reading, echo reading, buddy reading, readers theatre) links to websites for developing the above.
http://www.pdst.ie/sites/default/files/15.%20The%20Reading%20Process%20	<p>Activities for supporting the development of comprehension strategies</p>

(1).pdf	<ul style="list-style-type: none"> • Reading a story with a view to developing the following strategies: Predicting, visualising, connecting, skimming, scanning, determining importance, inference, summarising, paraphrasing connecting, comparing and synthesising • Page 14 Links to websites
http://www.pdst.ie/sites/default/files/15.%20The%20Reading%20Process%20(1).pdf	<ul style="list-style-type: none"> • Activities for supporting word identification strategies • Page 15 Rereading, reading on, adjusting the reading rate, sounding out, chunking, using analogy, consulting a reference.
http://www.pdst.ie/sites/default/files/15.%20The%20Reading%20Process%20(1).pdf	<p>Activities for supporting the development of reading vocabulary</p> <ul style="list-style-type: none"> • Page 21 weblinks for vocab development
http://pdst.ie/sites/default/files/1.%201%20OurStory.pdf	<p>Our reading initiative our story</p> <ul style="list-style-type: none"> • Stories from Primary schools across the country based on their experiences with initiatives such as bedtime story night, readers theatre, story sacks
http://www.pdst.ie/sites/default/files/Phonological%20Awareness%20Worksop%201_0.pdf	<p>Phonological awareness</p> <ul style="list-style-type: none"> • Slide 16, 17, 18 activities on initial, medial and final sound. • Slide 21,22 activities on how many phonemes. • Slide 24 video of activities for development of phonological awareness

Numeracy

Link to resource	Brief description of the resource
http://www.pdst.ie/sites/default/files/Shape%20and%20Space%20Slides.pdf	<p>Activities and experiences to support the development of Shape and Space</p> <ul style="list-style-type: none"> • Slide 11: Square Corners https://nrich.maths.org/1142 • Slide 17: Nets of a Cube (Manual) pg.138 http://gwydir.demon.co.uk/jo/solid/cube.htm#cubenet • Slide 18: A Puzzling Cube https://nrich.maths.org/1140 • Slide 23: Spaghetti Structures <a 862="" 884="" 915="" 934"="" data-label="Page-Footer" href="https://learning- </td> </tr> </tbody> </table> </div> <div data-bbox="> <p>5</p>

	<p>resources.sciencemuseum.org.uk/resources/spaghetti-structures/</p>
<p>http://www.pdst.ie/sites/default/files/Problem%20Solving%20Workshop%201.pdf</p>	<ul style="list-style-type: none"> • Activities and experiences to support the development of Problem Solving skills • Slide 7: Dice Train https://nrich.maths.org/9747 • Slide 9: Magic V's https://nrich.maths.org/6274 • Slide 11: School Fair Necklaces https://nrich.maths.org/9692 • Slide 11: Teddy Town https://nrich.maths.org/108
<p>http://www.pdst.ie/sites/default/files/Problem%20Solving%20Workshop%201.pdf</p> <p>http://www.pdst.ie/sites/default/files/Junior%20Task%20Cards_0.pdf</p> <p>http://www.pdst.ie/sites/default/files/Senior%20Task%20Cards.pdf</p> <p>http://www.pdst.ie/sites/default/files/Data%20and%20Chance%20Workshop%202.pdf</p> <p>http://www.pdst.ie/sites/default/files/Chance%20Task%20Cards.pdf</p> <p>http://www.pdst.ie/sites/default/files/PDST%20Data%20Manual.pdf</p>	<p>Activities and experiences to support the development of Data and Chance</p> <p>PDST Workshop 1 Slides: http://www.pdst.ie/sites/default/files/Problem%20Solving%20Workshop%201.pdf</p> <p>Junior Task Cards: http://www.pdst.ie/sites/default/files/Junior%20Task%20Cards_0.pdf</p> <p>Senior Task Cards: http://www.pdst.ie/sites/default/files/Senior%20Task%20Cards.pdf</p> <p>PDST Workshop 2 Slides: http://www.pdst.ie/sites/default/files/Data%20and%20Chance%20Workshop%202.pdf</p> <p>Chance Task Cards: http://www.pdst.ie/sites/default/files/Chance%20Task%20Cards.pdf</p> <p>Other activities are available in our PDST Data and Chance Manual: http://www.pdst.ie/sites/default/files/PDST%20Data%20Manual.pdf</p>

http://www.pdst.ie/sites/default/files/FINAL_MeasuresManual24thApril_ToPrinter.pdf	<p>Activities and experiences to support the development of Measures (Inquiry Based Learning and STEM)</p> <p>Activities from our PDST Measure Manual include:</p> <ul style="list-style-type: none"> • Weight: Marbles in a cup p.155 (similar to https://nrich.maths.org/5827) • Capacity: Who can hold the most? p.174 • Time: Just a minute p.237 (http://nzmaths.co.nz/resource/just-minute) • Coins in my pocket p.287 (similar to http://www.teachingmoney.co.uk/eurosite/games/coinbreakerEURO.html)
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Digital Technologies

Link to resource	Brief description of the resource
Book Creator https://bookcreator.com/	Pupils can take images, videos and voice recordings to make an online digital book
Adobe Spark https://spark.adobe.com/home/	Pupils can create stories, videos and pages for projects
Kahoot https://kahoot.com	Teachers can create interactive quizzes for pupils
Toontastic (IOS and iPad app)	Make interactive 3D cartoons