



Treoracha do thuismitheoirí Guidelines for parents

Homework will usually come with instructions in Irish, but please find below a list of the basic directions pupils will receive, and anything that needs further explanation will be given with the individual tasks. I hope this wordbank will be of help to you and your child, and if you are experiencing any problems, please don't hesitate to come and speak with me. A fantastic website to help with pronunciation of any of these instructions is www.abair.ie .

| | | |
|------------------------|------------------------|--------------------|
| Dathaigh | Dahee | Colour |
| Dathaigh isteach | Dahee isschack | Colour in |
| Dathaigh an pictiúr | Dahee an picktoor | Colour the picture |
| Meaitseáil | Match-i'll | Match |
| Meaitseáil suas | Match-i'll soo-iss | Match up |
| Ceangal | Kang-gill | Join up |
| Ceangal na poncanna | Kang-gill na punk-inna | Join the dots |
| Críochnaigh | Kreek-nee | Finish |
| Críochnaigh an pictiúr | Kreek-nee an pick-toor | Finish the picture |
| Tarraing | Tarring | Draw |
| Tarraing an pictiúr | Tarring an pick-toor | Draw the picture |
| Scríobh | Skreev | Write |
| Scríobh an abairt | Skreev an ab-irch | Write the sentence |
| Léigh | Lay | Read |
| Léigh an focal | " an fock-ill | Read the word |
| Léigh na focail | " na fock-ill | Read the words |
| Abair | Abbir | Say |
| Déan cuntas | Jan cun-tiss | Count |
| Déan comhaireamh | Jan core-oo | Count |
| Cá mhéad? | Ka vade? | How many? |

Uimhreacha Numbers

| | | |
|----------|---------|-------|
| aon | ian | one |
| dó | daw | two |
| trí | tree | three |
| ceathair | kahir | four |
| cúig | koo-ig | five |
| sé | shay | six |
| seacht | shocked | seven |
| ocht | ocked | eight |
| naoi | knee | nine |
| deich | jye | ten |

When counting, 'a' is put in front of the word, for example a haon, a dó, a trí, a ceathair..... This doesn't change any pronunciation except 'a haon' and 'a hocht' when you simply put a 'h' sound at the beginning of the word.

Suggested games to play with your child as homework exercises

- Please note, we may not have covered all the numbers / words on the cards yet, and so they may not be able to read them all, but encourage them to read what they can, and the other words/numbers will be covered in the near future. Including them in these games allows the pupils to familiarise themselves with the shapes, letters and symbols.

Snap – simply play snap with the number/word cards, and when you get a snap (two cards the same), shout snap and invite your child to say the number / word on the matching cards.

Picture Match – match the number cards to the card with the same amount of animals/fish/sweets etc....

Mála Rúnda (ma-la roon-da) Mystery Bag – use a gift bag/deep hat, put the words / numbers / picture cards in, and ask your child to close their eyes, put their hand in and select a random card. They could do a number of things, tell you what the card says, show you that number, show you that amount of fingers, find you that amount of things, draw the number on your back and you have to guess what it is, later on in the year you could ask your child to write down that word/number, etc.... We play this game and its many variations very often in the class, and they love the fun of picking the card out of the bag.

Memory – lay the cards out on a table upside down, and take turns to pick 2 cards up at a time. When you get a matching pair, you read the word/number on the cards. If they don't match, put them back.

Flashcards – hold up the cards quickly and at random, asking your child to read the word/number out loud/show you that many fingers/find you a picture card with that many items etc....

Sound search – spread out the cards and pick a sound, like m ('mmm') and ask them to find all the words that start with the sound 'mmm'. Once they have picked out all these words, change the sound, and start over.

(In Rang 1, we are using phonological awareness as a reading strategy, and so we look at the sounds letters make, rather than calling the letters by their names, such as the sound 'sss' instead of calling it the letter 's')

How many? – Put out a number of objects on the table and ask your child to tell you how many things there are, and then show you the number on one of the number cards. For example, put out three crayons. Ask you child 'how many ?' (or, in Irish, cá mhéad? ka vade?). They will say the amount, and then ask them to show you the card with number three on it, and so on.....

These games are suggested as guidelines to assist you in your child's learning. They can be modified or changed in any way to keep them fresh and interesting to your child. Please do not attempt do them all every night! They are simply meant as short snappy exercises to teach them keywords and numbers in a fun and lively way.

Treoracha Mata – Maths Instructions

| | | |
|----------------|--------------------|----------------------|
| cuir le cheile | - kurr le kale-a | – add/put together |
| bain ar shúil | - bwin air hugh-ll | – take away/subtract |
| suimigh | - sum-ee | - add |
| dealaigh | - jall-ee | - subtract |
| uimhir | - ivv-irr | - number |
| uimhreacha | - ivv-ra-ha | - numbers |

| | | |
|---------|-------------|---------------------------|
| mór | - more | - big |
| níos mó | - neese mow | - can mean bigger or more |
| is mó | - iss mow | - biggest / most |
| beag | - byug | - small |
| níos lú | - neese lew | -smaller/less |
| is lú | - iss lew | - smallest / least |

| | | |
|------------|-----------------|-----------|
| fada | - fada | - long |
| níos faide | - neese fwid-ja | - longer |
| is faide | - iss fwid-ja | - longest |

| | | |
|-------------|---------------|------------|
| gairid | - girr-idge | - short |
| níos giorra | - neese girra | - shorter |
| is giorra | - iss girra | - shortest |

| | | |
|-------------|--------------|-------------|
| airgead | - are-gade | - money |
| bonn | - bun | - coin |
| boinn | - bwin | - coins |
| cá/cé mhéad | - ka/ke vade | - how much? |

| | | |
|-----------|--------------|----------|
| cruth | - crew | - shape |
| cruthanna | - crew-ha-na | - shapes |

| | | |
|-------------|-----------------|-------------|
| cearnóg | - kar-noge | - square |
| dronuilleog | - drun-ill-yoge | - rectangle |
| triantán | - train-tan | - triangle |
| ciorcal | - kir-kal | - circle |

| | | |
|---------|---------------|------------|
| cón | - cone | - cone |
| sféar | - sphere | - sphere |
| ciúb | - cube | - cube |
| ciúbóid | - cube-oi-dge | - cuboid |
| sorcóir | - sore-core | - cylinder |

priosma triantanach – prisma trai n-tan-ach – triangular prism

| | | |
|---------|-----------|---------|
| lán | - lan | - full |
| follamh | - foll-oo | - empty |
| leath | - la | - half |

Eochairfhocail Keywords

Treoracha do thuismitheoirí

Guidelines for parents

Below is a list of keywords we plan to learn in term 1 of Rang 1. Each week as part of their homework, pupils will receive keyword(s) to take home and learn. Parents are asked to provide their child with a pencil case in which they can store their own keywords. Words should be read every night, and please try to play a game with your child involving the cards, such as snap, memory, etc...

The Northern Ireland Curriculum requires that we move along at the pace of each individual child, therefore it is possible that we may not cover each word by Christmas, and similarly we could extend beyond this list into the next stage of Rang 1 vocabulary. We will also begin to use early reading books containing basic vocabulary the pupils will have learned, but again we will reach this stage when the pupils are ready.

| | | |
|------------|--------------|-----------------|
| seo | shaw | here / this is |
| madadh | mad-oo | dog |
| cat | cat | cat |
| amharc | ark | look |
| an | an | the |
| liathróid | leah-roy-dge | ball |
| rothar | raw-her | bicycle |
| tábla | ta-bla | table |
| ag | ig | has / at / -ing |
| ar | air | on |
| siúl | shool | walk |
| rith | ree | run |
| súgradh | soogroo | play |
| ag siúl | ig shool | walking |
| ag rith | ig ree | running |
| ag súgradh | ig soogroo | playing |
| ag amharc | ig ark | looking |

Samplaí examples

| | |
|----------------------|---------------------|
| Seo liathróid | Here is a ball |
| Seo an tábla | Here is the table |
| Tá cat ag siúl | A cat is walking |
| Tá an madadh ag siúl | The dog is walking |
| Níl Liam ag rith | Liam is not running |

Treoiríní léitheoireachta do thuismitheoirí

Reading guidelines for parents

Rang 1 will take home reading books each week. We work at the pace of each individual child, and so different books will be going home at different stages. Picture books will be sent home at first to introduce pupils to 'reading' independently. Although you may feel your child isn't 'learning' anything from such books, they are learning basic reading skills of turning one page at a time, reading across the pages from left to right, recognizing the difference between print and illustrations, and understanding that pictures help tell the story, and that we can look at the pictures for clues as to what the text may be telling us.

When reading picture books with your child, try to draw their attention to:

- Title / name of the book – PUPILS WILL NOT ALWAYS BE ABLE TO READ THE TITLE OF A BOOK – THAT'S OK! Sometimes the titles are more complicated than the keywords your child has been learning. Hopefully you'll find the phonetic key on the inside of each book cover helpful, and if your child is struggling to read a book title, just read it for them – this usually will jog their memory.
- Pictures on the cover – what do you see? What do they tell us? What could the book be about?
- Inside - describe the things you see, what are they called? Do you have one / have you seen one before? Where would you find it? Who would own something like that?
- What is the sound you hear at the beginning of the word? What sound do you hear at the end of the word? How many syllables can you hear in the word (ask them to clap it out)? Can you think of a word that rhymes with it? Can you make up a nonsense word that rhymes with it?

These are merely guidelines for you, and it is not expected that you ask all these questions for every page! They are intended to encourage your child to think about the words they use and the various sounds they hear in words. I hope they are of help to you as you and your child beginning the reading process.

The school reading schemes 'Cléite', 'Sraith Loch Laoi' and 'Dréimire' contain the characters Mamaí, Daidí, Liam, Nóra, Lára and Ricí, and pupils will have read these texts already in class. Home reading therefore is to reinforce what they have

learnt in school, practice their reading, and increase their confidence. They will have already learned the main keywords featured in the texts, and reading will only be given home once the pupil has demonstrated in class that they are able to read the text independently.

If you have any questions please don't hesitate to come in and we can discuss any problems or queries you may have.

Strategies to Help Improve Working Memory

A good memory is crucial to ensuring that children can retain the information they have learnt and apply it to a variety of contexts. Building up children's working memory will also mean they are able to draw on their wealth of knowledge and make cross-curricular links between subjects.

A joint research paper conducted by the University of Durham and the University of York (*How does working memory work in the classroom?*) highlighted how memory can impact upon a child's education:

'Working memory plays a key role in supporting children's learning over the school years, and beyond this into adulthood. Working memory is crucially required to store information while other material is being mentally manipulated during the classroom learning activities that form the foundations for the acquisition of complex skills and knowledge. A child with a poor working memory capacity will struggle and often fail in such activities, disrupting and delaying learning.'

The research also made the following conclusion: *'Without early intervention, memory deficits cannot be made up over time and will continue to compromise a child's likelihood of academic success.'*

Below are just a few activities that will help to enhance children's memory and recall:

Kim's game

Kim's game is used across a number of subjects, particularly modern foreign languages, to test children's memory. A selection of objects, numbers or words are displayed before the objects are covered up and children are asked which item has been removed. This can continue indefinitely with different combinations of objects.

Repetition

Reciting poems, asking questions and regularly reviewing letters and vocabulary cards should ensure that children retain information in both their short and long-term

memories. Research conducted by Kent State University in the United States found that 'with retrieval practice, everything gets substantially better,' and that includes 'associative memory' (the relationship between things) and 'cue memory' (when something triggers memory).

Number and letter sequences

You could try typing a short number sequence and gradually building this up digit by digit. Give children a minute to review it before removing it all together. The children can then attempt to recall as much of the sequence as they can, before the process is repeated with letters.

Memory games

There are lots of children's games that involve utilising memory to win. Often these games will begin with a location, a situation and items required. For example, the first person could say "I went to the moon for a year and I took with me a star-catcher". The next person would need to repeat the sentence, including the first person's item, and then add their own to start a list.

As the game goes on, each participant needs to recall the full list and add their own, and if they can't they will be out of that round. The theme can vary from space to beeches, school to a fun fair, and the basic task of thinking of relevant items and recalling those already mentioned is a great and simple way to develop your child's memory skills.

Strategies to improve listening skills

- Make sure to have your child's hearing tested regularly to eliminate this as possible cause for poor listening skills. Especially for younger children, pay attention to signs that there may be a hearing difficulty, such as little or no reaction to sudden loud noises.
- Teach and demonstrate active listening by always making eye contact with your child and providing nonverbal behavior cues that you are paying attention to what he or she is saying, such as nodding and smiling. You may also repeat parts of what are said to inform him or her that you were listening. Encourage your child to do similar behavior when you are speaking as well.
- Read to him/her on a regular basis. This is another activity that exercises active listening. Ask questions about the story and objects on the page to encourage listening to what you are reading.
- Engage in daily conversation skills. Talk about everything you did that day, what you will be doing tomorrow and even what you did yesterday. This requires listening

in order to understand what you are saying and over time teaches about past, present and future events. Also, frequently engage in conversations about subjects that your child is interested in talking about.

- Limit television and video games. Images on televisions and video games are frequently changing. This requires the brain very little time to perceive and process the information that is presented. As a result, when engaging in simple conversation the brain may have more difficulty paying attention and listening to what is being said.

- Limit caffeine, fizzy drinks and sugar. These cause a temporary high that usually results in hyperactive behavior, followed by a slump resulting in fatigued behavior, making poor listening skills even more likely.

- Add an Omega-3 fatty acid supplement to your child's diet. Studies have shown this essential nutrient to improve focus and concentration.

**For those of you who wish to learn prayers in Irish,
please see below with phonetic guides prepared for
you .**

Sign of the Cross

In ainm an Athair,
agus an Mhic,
agus an Spiorad Naoimh,
Áimean.

In anyim an a-hir
agus an vick
agus an spir-id neev
Amen.

Morning Prayer

A Dhia, tá grá agat dom.
Bíonn tú liom de lá is d'oíche.
Ba mhaith liom grá
a thabhairt duit
gach bomaite den lá.
Ba mhaith liom tú
a shásamh,
A Athair cuidigh liom,
Áimean.

A yee-a, ta gra og-it do.
Been to lom de la iss de ee-ha.
Ba why lom gra
a horch ditch
gack bom-a-cha den lá.
Ba why lom to
a hass-oo,
A a-hir cudge-ee lom,
Amen.

Night Prayer

A Dhia, A Athair,
Molaim thú,
As ucht do chineáltas
liom inniu.
As ucht mo chairde,
molaim thú,
Agus as an teaghlach
a thug tú dom.
I ndorchadas na hoíche,
cosain mé,
solas na Maidne
go bhfeice mé, Áimean.

A yee-a, a a-hir,
moll-im hoo,
ass uct daw cinn-yil-tas
lom in-you.
Ass uct mo hard-je,
moll-im hoo,
agus ass an chow-lough
a hug too do.
Eh nor-ha-duss na hee-ha
cuss-an may,
solace na madge-in-ye,
go veck-ee may, Amen.

Prayer Before Meals

Beannacht a Dhia
ar an bhia,
a ithimid inniu.
Beannacht ar na lámha,
a d'ullmhaigh dúinn é.
Áimean.

Bann-act a yee-a
air an vee-a
a ee-hee-midge in-you.
bann-act air na lava,
a dull-wee do-een ey.
Amen.

Prayer After Meals

Go raibh maith agat a Dhia,
mar is tú a thug an bia dúinn.
Go raibh maith agat a Dhia,
Mar is tú a thug ár gcairde dúinn.
Go raibh maith agat a Dhia,
Mar is tú a thug gach rud dúinn,
Áimean.

Guh row my ugut a yee-a,
Mar iss to a hug an bee-a do-een.
Guh row my ugut a yee-a,
Mar iss to a hug our gar-ja do-een.
Guh row my ugut a yee-a,
Mar iss to a hug gack rud do-een,
Amen.