



Granda's FIR

AFF



Granda's Fir Aff Contents

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Granda's Fir Aff

Granda's Fir Aff is an Ulster-Scots language learning resource for children in Key Stage 1 (primary school years 3 and 4). The two main characters are a grandfather- "Granda", and his talking dog- "Doag".

Each short episode takes place in a recognised landmark in Northern Ireland. As the pair explore different places, they chat about the real world locations which they visit.

There are ten animated episodes based in the following locations:

1. Exploris Aquarium in Portaferry
2. Portavogie Harbour
3. The Mourne Mountains and Silent Valley
4. The Ulster-American Folk Park
5. Rathlin Island
6. Dunluce Castle
7. Portrush
8. Cuilcagh Mountain- Stairway to Heaven
9. The Marble Arch Caves
10. Armagh Planetarium

While this is primarily a language resource, the episodes lend themselves to being used as stimuli for learning about Northern Ireland within the curriculum area of the World Around Us, and for developing ICT research skills through focusing on each location.

Each story is accompanied by teaching notes with an Ulster-Scots language activity specific to it. A final activity draws together all of the children's learning from the series.

A suggested lesson framework for using the series is given below. This contains an oral language activity which should be used for every episode. It is intended to aid language acquisition, set the context for the story, and consolidate learning.

Key words/phrases are given for each story however teachers should not feel limited solely to those if discussion over other Ulster-Scots words is prompted by the children.

In order to reinforce vocabulary and to allow children to recognise Ulster-Scots words with which they may already be familiar (some of which are used in the series), it is suggested that the flashcards from the series and any other Ulster-Scots words children or adults say are put up on a "Word Wall". This can be referred to whenever new or familiar words are used in the normal course of the school day.

Links to the Northern Ireland Curriculum are highlighted as follows:



LINKS TO THE NORTHERN IRELAND CURRICULUM

Curriculum Area	Statutory Requirements
<p>Communications, Language and Literacy</p>	<p><u>Talking and Listening</u></p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Participate in talking and listening in every area of learning. • Listen to, respond to and explore stories, poems, songs, drama and media texts through the use of traditional and digital resources. • Listen to, interpret and retell a range of oral and written texts. • Listen to and respond to guidance and instructions. • Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities. • Recognise and talk about features of spoken language, showing phonological awareness. <p><u>Reading</u></p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Participate in modelled, shared, paired and guided reading activities. • Read, explore, understand and make use of a range of traditional and digital texts. • Use a range of strategies to identify unfamiliar words. • Recognise and notice how words are constructed and spelt.
<p>World Around Us</p>	<p>Teachers should enable pupils to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> • Interdependence- <ol style="list-style-type: none"> 1. Explore “Me” in the world. 2. Interdependence of people and the environment. • Changes over time in local places. • Place- Features of the immediate world and comparisons between places.
<p>PDMU</p>	<p>Similarities and differences between people. Developing themselves as members of a community.</p>



LEARNING OBJECTIVES FOR THE SERIES

- To become familiar with the target words/phrases for each episode
- To understand the meanings of the target words/phrases in each episode
- To be able to use the targets words/phrases correctly in context.

LESSON FRAMEWORK

INTRODUCTION

1. Introduce the context for the story, e.g.
“Today Granda and Doag are going to...”

2. Ask the children what they know about the focus location for the episode-
“Has anyone been to...?”
“What did you see/hear there?”
“What might we see/hear there?”

3. Use the flash cards to show and read words which the children will hear in the story. Ask them to listen out for them. Discuss the words, e.g. Have they heard them before? What might they mean?

DEVELOPMENT

Watch the episode.

- Discuss with the children what they have seen and heard. What happened in the story?
- Which “new” (Ulster-Scots) words did they hear? What did they mean?
- Use the flashcards to read through the focus words with the children.

Discuss and complete the follow-up activity for the episode.

PLENARY

Share and compare the completed activity, highlighting learned vocabulary. This can be done in groups or as a whole class.



Episode 1- EXPLORIS PORTAFERRY



TARGET WORDS/PHRASES:

leeve-live

swum-swim

gye-very

ate-eat

baste-beast

ACTIVITY:

Resource Sheet Episode 1- Whole Class/Group Activity.

- Read the flashcard words with the children.
- Read each sentence sheet in turn, asking the children to choose the right word for the space.
- All read the completed sentence together.
- Ask the children to make up a new sentence using each word in turn, e.g.

I leeve in Belfast.

It's gye wet today.

We like to swum in the sea.



Episode 2- PORTAVOGIE HARBOUR



TARGET WORDS/PHRASES:

goot-go out

shaps-shops

mony-many

ony-any

hae sote-have so

coddin-joking

ACTIVITY:

Resource Sheet 2- Cloze Procedure Activity. Discuss, then complete individually.



Episode 3- THE MOURNES AND SILENT VALLEY



TARGET WORDS/PHRASES:

danner-walk

pad-path

Whit's thon?-What's that?

com fae-come from

plump-heavy rain

smur-drizzle

saft-silly/soft

hame-home

ACTIVITY:

Resources Sheets 3- Ordering Events.

Use the sheets with groups to put events in the order they happened in the story.
Encourage the children to read the sentences at the top of each sheet to help them.



Episode 4- ULSTER-AMERICAN FOLK PARK



TARGET WORDS/PHRASES:

scran-food

hunner-hundred

ower-over

hae-have

mair-more

ACTIVITY:

Resource Sheet 4

- Read the short story together, talking about which words fit in best to which space.
- Children write out the story, filling in the missing words which are the target words from the episode.



Episode 5- RATHLIN ISLAND



TARGET WORDS/PHRASES:

licht-light

thonner-over there

ony mair-any more

grun-ground

bricht-bright

ACTIVITY:

Following Instructions: Use the Title Sheet (Resource 5), one for each child.

Read out these instructions and the children have to draw what they hear.

- 1. Draw the lighthouse. Colour the big licht yellow.**
- 2. Draw Doag on the grun.**
- 3. Draw Grandpa with a bricht jumper on.**
- 4. Set your finished picture thonner (point to a designated place in the classroom).**



Episode 6- DUNLUCE CASTLE



TARGET WORDS/PHRASES:

luk-look

boady-body/person

brave-very

hooses-houses

nay-no

gye rugh-very rough

ACTIVITY:

Story Starter- Having read again through the target words/phrases, read out the story below, asking the children to supply the missing words.

Re-read the completed story, then ask "What happens next?" (This can be either oral or written, depending on the age and ability of the children).



It was a dark and stormy night- the sort of night when a _____ (boady) might want to stay snuggled up in bed.

In the ancient cottage, Wee Aggie couldn't sleep. The sea was _____ (gye rugh) and the waves were crashing against the rocks. She sneaked a _____ (luk) through the bedroom curtains. The _____ (hooses) were in darkness. There was _____ (nay) light except for the eerie shafts of the moon kissing the tops of the rolling waves.

Wee Aggie was _____ (brave) and scared.

As her eyes became used to the darkness she spotted something moving on the shore.....

WHAT HAPPENS NEXT?



Episode 7- PORTRUSH LIFEBOAT



TARGET WORDS/PHRASES:

caal-call

feared they're gan tae-afraid they are going to

when o boadies-group of people

yin-one

nicht-night

gye gutsy boadies-very brave people

ACTIVITY:

Resource Sheet 6- Ask the children to use the phrases from the episode to describe the Lifeboat people and what they do.



Episode 8- CUILCAGH MOUNTAINS-STAIRWAY TO HEAVEN



TARGET WORDS/PHRASES:

richt-right

lock-a lot of

clatter-many

tak-talk/take

pech-gasp or pant

ACTIVITY:

Resource Sheet 7- Cloze Procedure exercise. Use the Word Bank to complete the phrases.



Episode 9- MARBLE ARCH CAVES



TARGET WORDS/PHRASES:

grun-ground

caa'ed-called

aal-all

thegither-together

mak-make

watter-water

feared-afraid

ACTIVITY:

Resource Sheet 9- Draw pictures to match the phrase.



Episode 10- ARMAGH PLANETARIUM



TARGET WORDS/PHRASES:

bin-been

fit-able

ony ither-any other

dizzen-dozen

didnae-didn't

lang-long

ACTIVITY:

Resource Sheet 10. Complete the sentences using words and phrases from the word bank.

FINAL CONSOLIDATION ACTIVITY:

TO BE PLANNED AND CARRIED OUT OVER SEVERAL SESSIONS:

Working in groups with teacher direction, the children should imagine they are telling Granda and Doag about their school. Encourage them to use as many Ulster-Scots words as possible. Use recording apparatus (either voice only or voice and camera). Share the results with each other, other classes, or even other schools!



Words for Episode 1:

leeve

swum

gye

ate

baste



Words for Episode 2:

goot

shaps

mony

ony

hae sote

coddin



Words for Episode 3:

danner

pad

Whit's thon?

com fae

plump

smur

saft

hame



Words for Episode 4:

scran

hunner

ower

hae

mair



Words for Episode 5:

licht

thonner

ony mair

grun

bricht



Words for Episode 6:

luk

boady

brave

hooses

nay

gye rugh



Words for Episode 7:

caal

feared they're gan

tae

when o boadies

yin

nicht

gye gutsy boadies



Words for Episode 8:

richt

lock

clatter

tak

pech



Words for Episode 9:

grun

caa'ed

aal

thegither

mak

watter

feared



Words for Episode 10:

bin

fit

ony ither

dizzen

didnae

lang



RESOURCE SHEET 1- Enlarge to A3 and use with whole class.

1. The fish _____ in the sea.
2. Doag wanted to go for a _____ with the shark.
3. It's _____ wet today.
4. The shark would _____ you.
5. Doag asked, "What's that big _____?"



RESOURCE SHEET 2- Cloze Procedure

Fill in the missing words:

1. How _____ fish did you catch?
2. Granda made a joke. He was _____.
3. The boats _____ to sea.
4. We go to the _____ to buy our food.
5. Granda said, "Fish haven't any _____".
6. They _____ _____ answered Doag.

mony

shaps

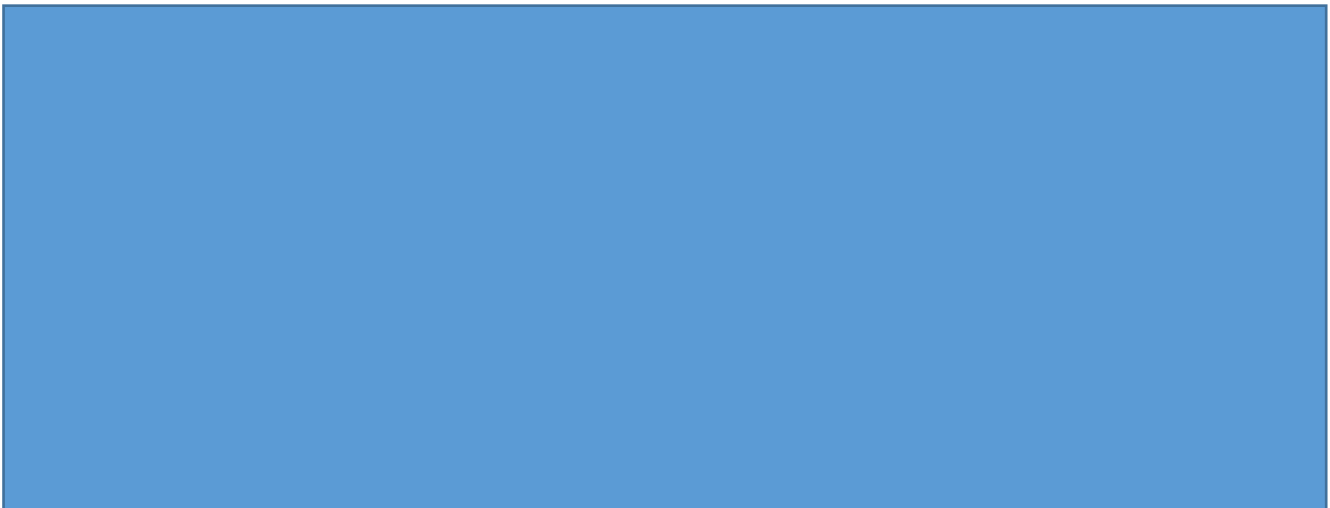
ony

coddin

goot

hae sote

Draw a picture of Granda and Doag in the harbour.





RESOURCE SHEET 3-Ordering Events-Group Work

Watch and listen to the story again and put these sentences in the right order.

Doag asked. "What's thon?"

Granda told Doag not to be so saft.

Granda and Doag went for a danner.

They walked along the pad.

They went hame.

Granda said, "When it rains it could be a plump or a smur".

"Where does the water comfy?" asked Doag.



RESOURCE SHEET 4

Write out the story and fill in the missing words.

I called Mum _____. "Mum", I said, "Can I have some _____ please?"

Mum smiled at me and said, "I haven't time just now. I _____ a _____ things to do!"

Draw a picture to match the story.



RESOURCE SHEET 5 Following instructions.

Listen carefully to the instructions and draw what you hear on the sheet below.





RESOURCE SHEET 6 Episode 7

Write about the lifeboat people in the RNLI. Who do they help? What do they do?

Here are some words and phrases to help you:

A when o boadies

feared they're gan tae

Gye gutsy boadies



RESOURCE SHEET 7 –Cloze Procedure

Write out these sentences putting in the correct word.

1. The long walk made Doag _____.
2. The _____ name for a joiner is a _____.
3. Doag was special. He was able to _____.
4. It took a _____ of joiners, a _____ of them to build the stairway.



RESOURCE SHEET 8 –Draw pictures to match...

Draw pictures to match the sentences from the story:

The river is caa'ed the Cladagh.

The watter runs over the rocks.

The rivers aal come thegither to make the Cladagh River.

Doag is feared of the dark!



RESOURCE SHEET 9- Cloze Procedure

Use the words from the story to fill in the spaces.

1. We are _____ to see the stars with a telescope.
2. We _____ know how to tie our laces.
3. We have ____ to the park.
4. The opposite of short is _____.
5. There are twelve buns in a _____.
6. I like Cheddar. Do you know _____
kinds of cheese?

fit

dinnae

ony ither

dizzen

lang

bin