

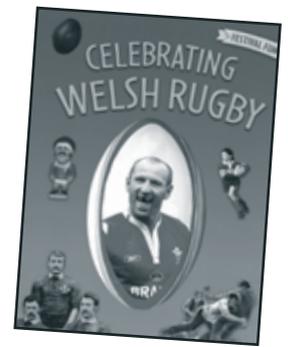
'Before Rugby – bando and cnapan' from *Celebrating Welsh Rugby* by Elin Meek

Introducing the Text

- Read through the text as a class, discussing any unfamiliar words.
- Ask each pupil to reveal one fact that they have learnt from reading the text (for example – 'We have only been playing rugby in Wales for a little over a hundred years'.)

Thinking Work

- Divide the pupils into groups and ask them to consider the main differences between cnapan and the game of modern rugby. They could then form a list of differences between cnapan and rugby and record them in a table:



Cnapan	Rugby
<ul style="list-style-type: none"> • Played with a wooden ball, about the size of a cricket ball. • No rules. 	<ul style="list-style-type: none"> • Played with an egg-shaped ball, made of plastic. • Definite rules. <p style="text-align: right;">etc</p>

Discussion Work

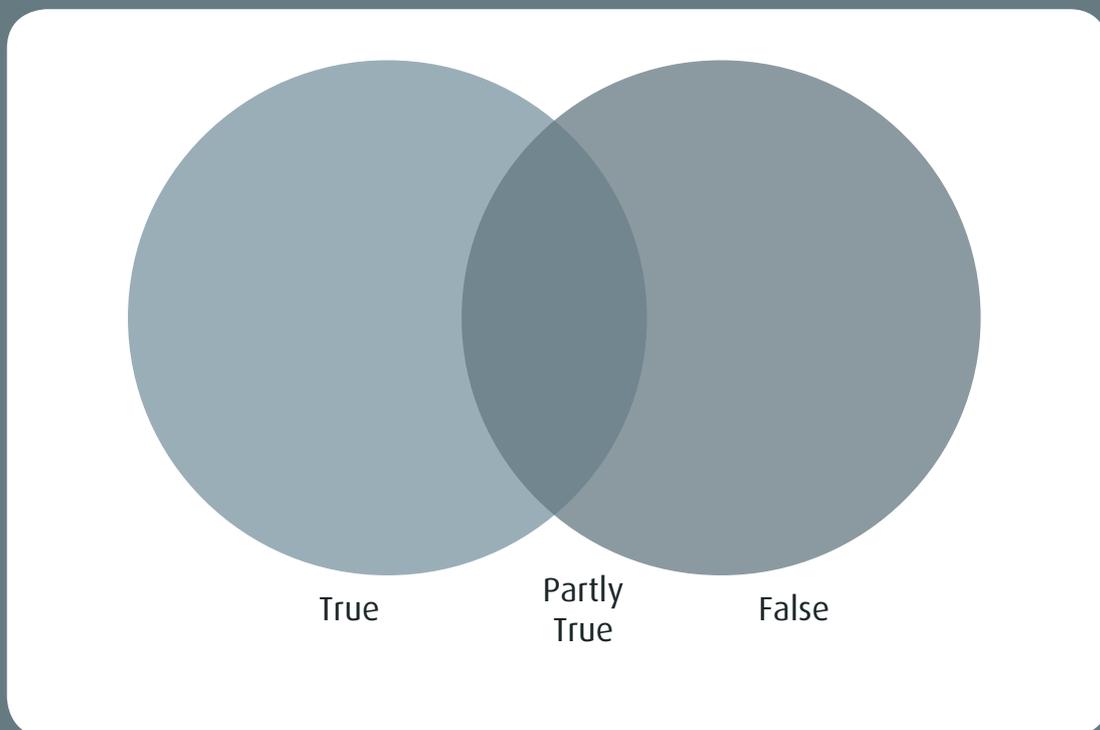
- Discuss each group's ideas about the *differences* between cnapan and rugby, before creating a class list of the *similarities* between the two games, for example:
 - Both games use a ball;
 - Both games use 'scrumms' and 'lineouts';
 - Both games involve two teams,

etc.

Activities

- Play a short clip from a rugby match to the pupils, and ask them to listen carefully to the commentary. Discuss with the pupils what makes an effective sports commentary, before determining the *success criteria* of a sports commentary as a class.
- Then, play a different short clip of a rugby match, without sound this time. Ask the pupils in pairs/small groups to write an appropriate commentary for the clip, considering carefully the success criteria for an effective sports commentary determined earlier by the class. If needed, basic vocabulary – such as players' positions, etc – could be introduced before hand. Each pair/group's commentary could be recorded on *Easy Speak* microphones or a digital camera and played back to the rest of the class along with the clip of a rugby match, in order to evaluate as a class whether or not it meets the class success criteria.
- Play another short clip of the Welsh rugby players running out onto the field and lining up to sing the national anthem at the beginning of an important international match. Ask the pupils to think of effective adjectives to describe how the players are likely to be feeling at that moment, before brainstorming adjectives as a class (*excited, nervous, pressured, proud, apprehensive, etc*).
- Discuss the form of a *soliloquy* with the class, deciding what makes an effective soliloquy (use of the first person and present tense verbs; use of the senses; rhetorical questions, etc). Pupils could then write the soliloquy of a Welsh rugby player winning his/her first cap as they're about to run onto the field from the changing room at the beginning of an important international match.

- Concentrating on the singing of the anthem that occurs at the beginning of international rugby matches, pupils could research the history of the Welsh national anthem, 'Hen Wlad fy Nhadau', before attempting to learn the Welsh words. Further research into other countries' national anthems (such as the countries competing in the Six Nations Championship, for example) could lead on from this task.
- Discuss briefly with the class the facts that they've learnt about a form of rugby that was played in the past – cnapan – as well as the version of the game which is played today. Divide pupils into groups and ask them to devise a version of rugby that could be played in the future (in about a hundred years' time, for example). Ask each group to consider carefully how the game could have changed by then; what the rules would be; what kit the players would wear, and so on. Instruct them to have fun using their imagination and to draw effective diagrams when devising their new game.
- Prepare statements on small cards and distribute them to the pupils in groups. On each card should be a mixture of 'true', 'false' and 'partly true' statements, based on the 'Before Rugby – bando and cnapan' article ('Rugby is a fairly modern game' – true; 'The cnapan ball was the size of a football' – false; 'Bando was popular in Glamorgan until the end of the twentieth century' – partly true, etc). Ask each group to discuss the statements before distributing them on a large Venn Diagram, similar to the one below:



An extract from *Dear Mr Author* by Paul Manship

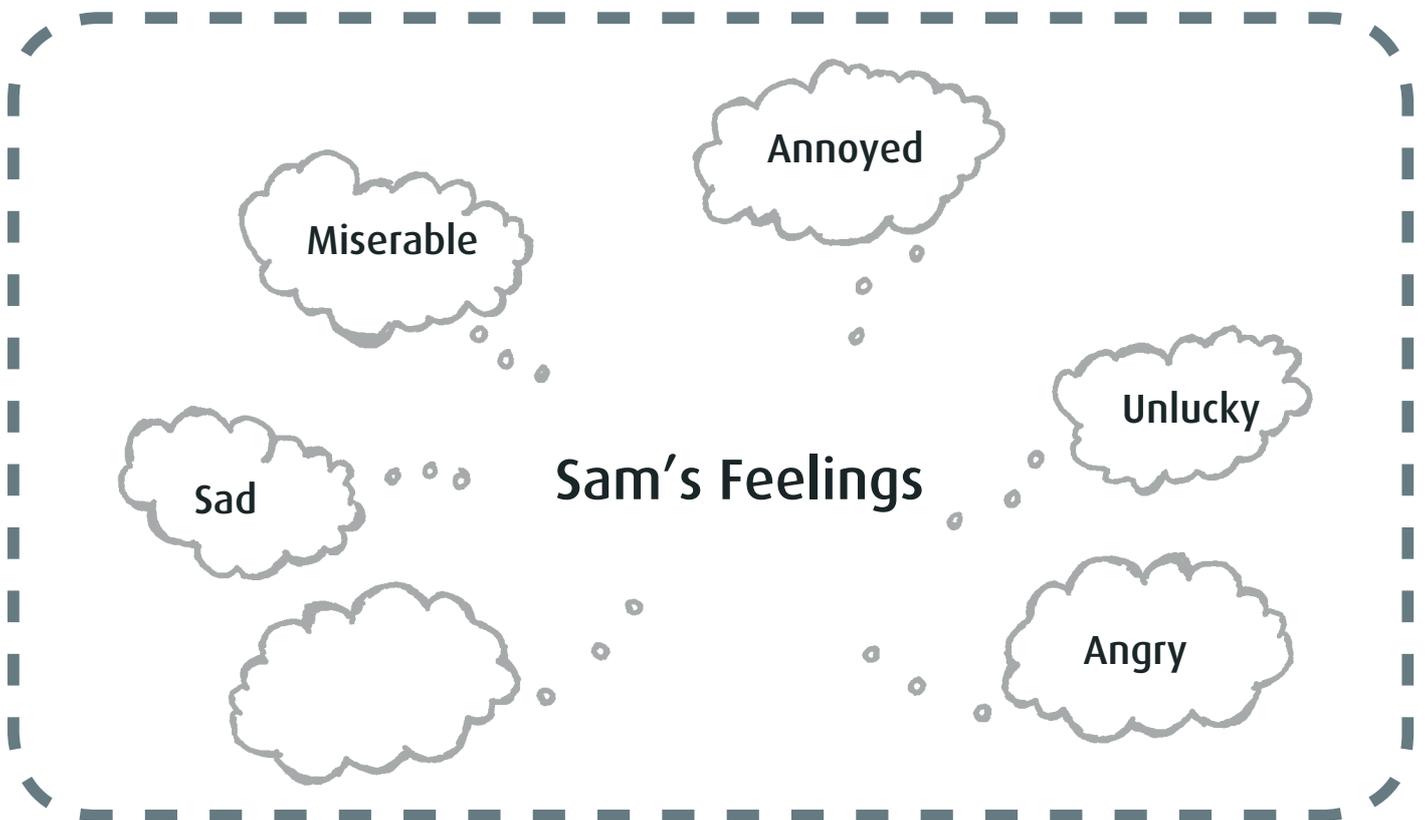
Introducing the Text

- Read the extract with the class, explaining any unfamiliar words if necessary. Discuss which characters have been introduced so far and what has been learnt about each one.

Thinking Work

- Split the class into groups and ask them to concentrate on Sam Willoughby's character. Instruct them to make concise notes in the form of bullet points on what they have learnt about Sam so far.
- Ask the pupils to concentrate on the scene at last year's swimming gala which is portrayed at the beginning of the chapter. What adjectives would they use to describe how Sam is feeling at the end of the gala? Each group could brainstorm their ideas on a diagram similar to this one:





Discussion Work

- Note that Sam feels as though "... *good luck never seemed to come anywhere near him...*" at this point in the story. Ask the pupils to think of an occasion when they have felt unlucky or unfairly treated, possibly during a sporting activity. Encourage them to share their experiences with the rest of the group.

Language Work

- Discuss with the pupils the following quote from the extract:

"Bethany used a lot of posh words like 'exclaimed' and 'bellowed' and 'declared' when her characters talked. As far as Sam was concerned, there was nothing wrong with plain old 'said'."

Ask the pupils in their groups to brainstorm as many different words for 'said' as they can think of ('complained', 'demanded', 'shouted', etc). They could scan their current reading books or texts from the class reading corner to help them with the task.

- Discuss as a class the words brainstormed by each group, before introducing various sentences on the interactive whiteboard and asking pupils to decide on the best word to use instead of 'said' in each sentence (for example: "Don't go outside without a coat," said my mum/ "You must remember to do your homework on time," said the teacher/"Get into the spaceship at once!" said the alien).

Activities

- Determine with the pupils the *success criteria* for a diary (first person verbs, the use of feelings and senses, recording events in chronological order, etc), before instructing them to write Sam's diary entry for the night of the swimming gala.
- Re-read the opening sentence of the chapter with the class:
"When you toss a coin in the air and call heads or tails, the probability is that you'll be right at least some of the time."
 Ask pupils to consider what, in their opinion, would be the probability of landing on heads/tails when tossing a coin. Discuss the idea of *equal chance*, and then instruct them to plan and carry out an investigation in pairs/groups – *What do you think would happen if you tossed a coin 10/50/100 times? What do you predict the outcome would be?* After recording their predictions, pupils could present their findings in the form of a graph or pie chart using a program such as *Excel* on the computer.
- Instruct pupils to re-read the swimming gala scene in small groups, stopping at:
"He was in the 'zone'. There was just him and the finish. Relentlessly, he powered towards it. Surely nothing could prevent him winning?"

- Using the above extract as their opening paragraph, ask pupils to re-write the ending of the swimming gala scene individually, imagining that Sam's luck changes and that he does actually win the race. How would the scene differ from the one presented in the text?
- Discuss with the class the elements Sam considers essential in a good story (*plenty of action; lots of fighting; cool jokes*) as well as the elements considered essential by Mr Webb, his teacher (*different words for 'said'; punctuation; characters; a clear beginning, middle and end*). Encourage pupils to think which other elements they would consider essential in a good story (*interesting plot/use of paragraphs/lively dialogue, etc*), before determining the *success criteria* of a good story as a class. Then, pupils in groups could write each element on small cards and discuss which ones they consider most/least important, ranking them in the form of a diamond ranking activity.
- Pupils could use the internet to research the diet and training regime of an Olympic swimmer, such as Michael Phelps, before producing an information leaflet on the computer.
- After modelling an example of a micro story to the class and discussing the main features of the form (*the use of short, concise sentences; choosing the most important events and emotions to include, etc*), divide pupils into groups and instruct them to re-write the swimming gala scene in their own words, as a micro story of no more than 100 words. If they complete the first task successfully, challenge them to shorten the story to 75 or even 50 words.

Are today's children becoming bored of 'safe' sports? – article

Introducing the Text

- Read through the text with the whole class, explaining unfamiliar vocabulary as necessary. A class list of 'new words' and their definitions could be compiled on the interactive whiteboard as pupils work through the text.
- Ask pupils to discuss their opinions on the text in groups, using the following questions as prompts:
 - Is the text hard or difficult to understand?
 - Is the text effectively presented?
 - Does the article draw your attention? Why?
 - Is the headline effective?
 - What kind of language is used in the text?
 - Is the text interesting? Why?
 - Who is the text aimed at, in your opinion?
 - Does the text present a balanced argument?
 - How do the pictures add to your understanding and enjoyment of the text?
 - Can you list five new facts you have learnt from the text?
 - Have you enjoyed reading the text? Why?

Language Work

- Consolidate pupils' understanding of the use of a comma to separate items in a list. Give them the following piece from the text with each comma missing, and ask them in pairs to consider where the commas need to be added:

These include activities such as BMX and mountain biking skateboarding surfing indoor and outdoor wall climbing kayaking canoeing scuba diving snorkelling quad biking snowboarding rollerblading coastering white water rafting caving jet skiing and windsurfing.

Then, ask each pair to write a rule to be displayed in the classroom in order to remind the class when to use a comma – e.g.
We should use a comma when _____.

Discussion Work

- After reading the text, ask pupils to work in groups to list:
 - five different extreme sports named in the article;
 - five reasons why extreme sports are appealing or beneficial for children;
 - five reasons why extreme sports could be dangerous for children.
- Then, ask each group to consider how the viewpoints of **the two parents** quoted in the article differ, before discussing as a group their opinions on children participating in extreme sports. Remind them to consider the arguments **for** and **against** presented in the article, as well as any personal experiences group members may have of extreme sports, before reaching an agreement as a group on whether or not children should participate in extreme sports.
- Ask pupils to consider any experiences they've had of participating in extreme sports, either in the local area, on a school trip or whilst on a family holiday. Invite individuals to share their experiences with the rest of the class, by considering what they found to be the best and worst elements of the activity. Alternatively, individual pupils could be invited to share their experiences of an extreme sport with the class in the form of a 'Hot Seating' activity.

Thinking Work

- Discuss as a class the difference between *fact* and *opinion*, before asking pupils in pairs or small groups to find examples of facts, opinions and, possibly, a combination of both, in the text.

Activities

- In pairs give pupils role-play scenario cards such as the ones below. Ask one pupil to play the role of a child who wants to attend a coasteering activity (or another extreme sport of your choice) and the other to play the part of a reluctant parent. Each pupil should think of arguments to back up their opinion and argue their case effectively.
- Pupils could use the internet individually or in pairs to research the opportunities available for children of their age to participate safely in extreme sports in their area. They could then compile a 'Top 5' list of the most appealing extreme sports for children locally.
- Pupils in groups could be given 8-10 cards showing the names of a variety of extreme sports, before discussing which sport they feel is the most/least dangerous and why, and ranking the cards in order of danger.
- Ask the pupils to imagine that a new facility for an extreme sport (a skateboarding park/ indoor or outdoor climbing wall/ mountain biking trails, etc) is to be built in your area. They must compile a news report that is no longer than five minutes for a local radio or television station about the development. Instruct them to include any relevant background information, as well as interviews with local residents conveying opinions in favour of and against the development. Groups could be recorded using *Easy Speak* microphones or filmed on a digital camera, and each group's clip could be played back and evaluated as a whole class.

Role-play Card – Child

Your best friend has invited you to go coasteering with him/her and their family this Saturday. Your mum/dad is refusing to let you go, as they think the activity is too dangerous and expensive. You really want to go as the activity sounds like fun and you don't want to disappoint your friend. Try to change your parent's mind, by using effective arguments to back up your opinion.

Role-play Card – Parent

Your son/daughter has been invited to go coasteering with his/her best friend and their family this Saturday. You don't want them to go, as you think the activity would be dangerous and expensive, but your son/daughter really wants to go. Try to explain why you are refusing to let him/her go, using effective arguments to back up your opinion.

'Kangaroo Hop' from *Welsh Fun and Games* by Ethne Jeffreys



Introducing the Text

- Ask pupils to read over the text in pairs, before reading as a whole class and discussing any unfamiliar words.
- Prepare the instructions found in the text, but without numbers, on laminated strips and mix them up before distributing to the pupils in groups. They should then attempt to put the instructions back in their correct order, by discussing carefully as a group.

Thinking Work

- Discuss with the class what makes instructions effective. Ask the pupils in pairs to record on post-it notes the most important elements of effective instructions, in their opinion (for example – they must be clear, concise and to the point; they must include all the necessary information; they must follow a definite order, etc). As a class, determine the *success criteria* for the instructions of a children's game. The pupils could then record each success criteria determined by the class on small cards and rank them in the form of a diamond ranking activity in their groups.

Discussion Work

- Discuss with the class whether or not they find the instructions for 'Kangaroo Hop' effective, considering the *success criteria* for a children's game determined by the class. How well do these instructions match the success criteria? Ask the pupils to consider the following questions when evaluating the instructions for 'Kangaroo Hop':
 - Do you think the instructions were written for children or adults? What makes you think this?
 - Are the instructions effective, in your opinion? Why?
 - What do you think of the way the instructions are presented?
 - Does the diagram add to the effectiveness of the instructions? Is the diagram essential for your understanding of the game?
 - Could you improve these instructions in any way, in your opinion? How?

Activities

- Ask the pupils in groups to re-write the instructions for 'Kangaroo Hop' in their own words, aimed specifically at children of their age. Remind them to consider carefully the *success criteria* of instructions for a children's game determined by the class, and encourage them to consider both content and presentation when forming their instructions. Groups could work on class computers to create their instructions.
- Each group could then swap instructions, with pupils attempting to play 'Kangaroo Hop' by following another group's instructions, before evaluating the effectiveness of the instructions in retrospect of the class *success criteria*.
- After considering the note at the bottom of the text – 'This game is likely to suit the over-7s, as the footwork is difficult for younger children', ask the pupils in their groups to devise a simpler version of 'Kangaroo Hop' for the under-7s, before writing their own clear instructions for it.
- Ask pupils in their groups to list any other children's games they know of which involve animals (e.g. 'What's the time, Mr Wolf?'; etc). Then, give each group a card with the name of an animal on it (*panda, horse, dog, tiger, dragon*, etc). Each group should devise a game for children involving the animal on their card, by carefully considering the characteristics of the animal as they do so.
- Pupils could individually research for information on kangaroos in reference books and on the internet, before creating an attractive information poster on the computer. They could complete a KWLH grid before, during and after the information finding process.
- Pupils in groups could use a stopwatch to time themselves playing the game 'Kangaroo Hop' five, ten or fifteen times, before recording the results in the form of a line graph using a programme such as *Excel* on the computer. They could also calculate the *mode, median, range* and *average* of their set of results.

K	What do I already know about kangaroos?	W	What do I want to find out about kangaroos?
	.		.
	.		.
	.		.
H	How did I learn it?	L	What have I learnt about kangaroos?
	.		.
	.		.
	.		.

'Gymnast' by Jenny Sullivan from *C'mon Cymru*

Introducing the Text

- Read the poem together as a whole class, paying attention to the sound and rhythm of the lines.
- Discuss briefly the style and content of the poem. Ask purposeful questions to encourage pupils' response to the text:

Work on Style

- What is the poet's name?
- How many verses are there in the poem?
- Is it a rhyming poem? If so, what's the rhyming pattern? Which lines rhyme in each verse?
- Are there examples of alliteration in the poem?
- What names/verbs/adjectives are used in the poem?
- Are there any unfamiliar words used in the poem?
- Is there any vocabulary directly related to gymnastics used in the poem? If so, can you give examples?
- In what person is the poem's narrative written?

Work on Content

- What is the poem about?
- What types of sports does the poet not enjoy? What does the poet enjoy?
- What type of person is the poet, in your opinion?
- Do you agree with the poet's point of view on the different sports mentioned in the poem?
- What message does the poet try to convey at the end of the poem?
- Is it a positive or negative poem, in your opinion? Why?

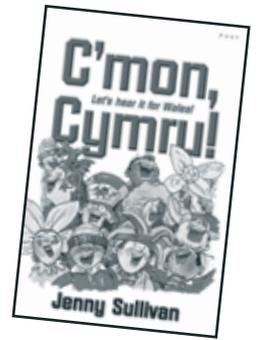
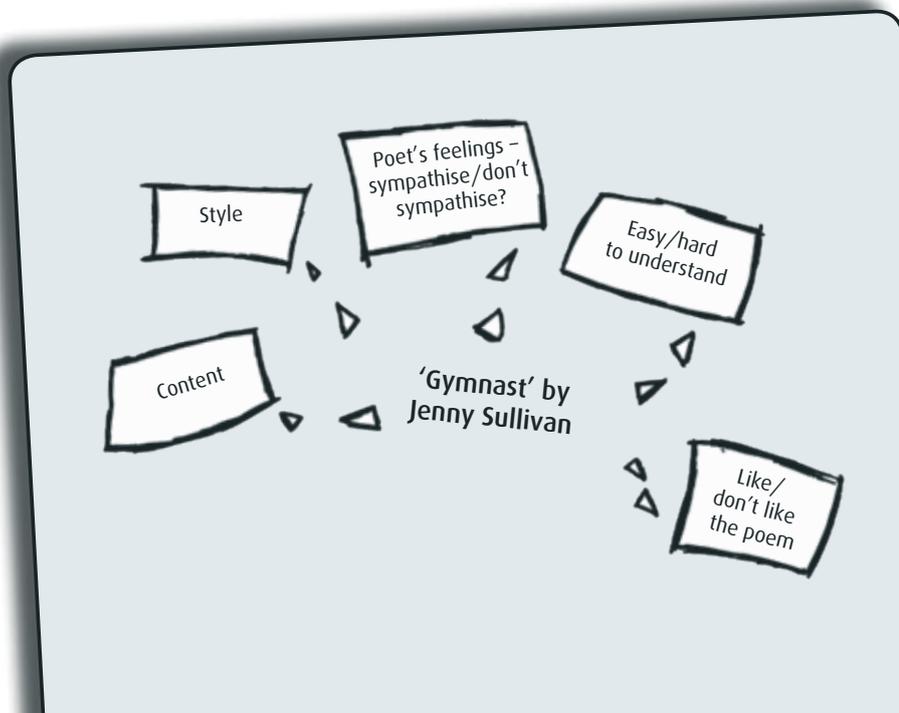
Language Work

- Draw the pupils' attention to the pair of rhyming words found in each verse (*tall, small; face, base; me, flea; lightning, frightening; splits, bits; shattered, mattered; net, bet*). Divide the pupils into groups/pairs and give each group/pair a rhyming word from each verse – *tall, face, me, lightning, splits, shattered* or *net*. Ask the pupils to create a list of as many words that rhyme with their word as possible (for example – *tall: ball, small, wall, call*, etc). Rhyming dictionaries could be given to each group to help pupils with the task, and it could be discussed as a whole class beforehand whether some words will be harder to rhyme than others (i.e. *lightning, shattered*).
- To consolidate pupils' understanding of the use of capital 'I' for myself, a copy of the poem 'Gymnast', with each capital 'I' changed to lower case, could be prepared and distributed to the pupils individually or in pairs. They should then try to spot and correct each incorrect 'I' – for example:

When **I** started at the High School
I wasn't very tall,
And **I** wasn't good at team games:
I was really much too small.

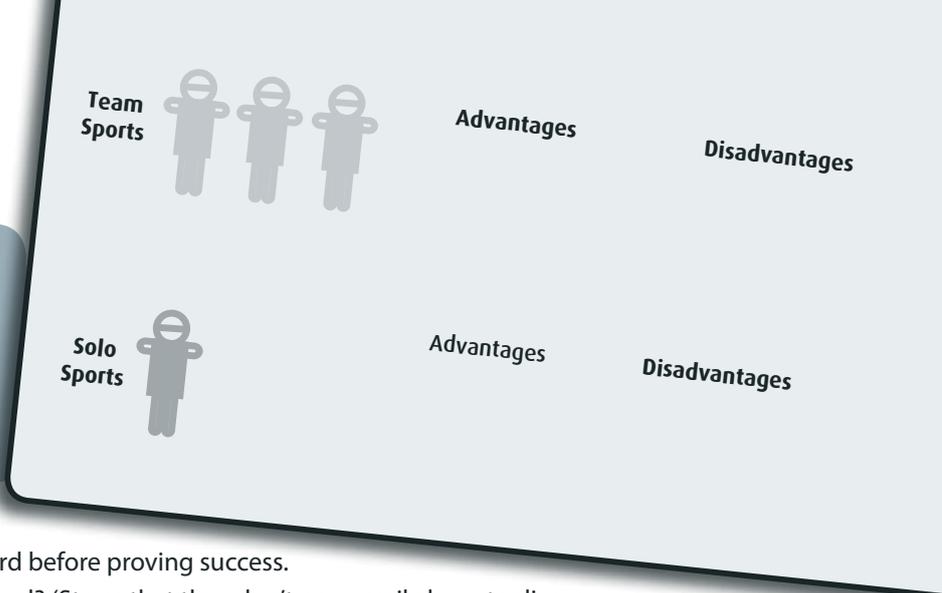
Discussion Work

- Split the class into groups and ask them to use the following mind map to help them discuss the poem:
- Then, a class discussion on the poem could be held, with one member of each group sharing their group's viewpoint with the rest of the class.
- In their groups, pupils could discuss the advantages and disadvantages of team and solo sports, with each member expressing their opinion on their favourite types of sports, giving reasons to back up their argument.



- Re-read the poem's sixth verse –

*'They entered me in a gymnastic event,
I practised until I was shattered,
But then I came first and they gave me the prize
– well, none of the hard work mattered.'*



Ask the pupils to discuss in pairs or small groups an experience they have had of working very hard before proving success. How did they feel once they had reached their goal? (Stress that they don't necessarily have to discuss a sport-related experience – they could have worked hard for a piano exam, a piece of school work, learning a skill such as tying their shoe laces or making a cup of tea, etc).

Activities

- Laminate the poem and cut it into strips beforehand, with one verse on each strip. Ask the pupils in small groups to put the poem back in its correct order. To make this task more difficult, each strip could include a single line from the poem, rather than a whole verse. Then, each group could attempt to learn one verse from the poem, line by line, and prepare to perform the poem as a whole class.
- Ask the pupils to find the names of all the different sports mentioned in the poem before listing them in alphabetical order. They could then try to think of sports, games or activities which start with each letter of the English alphabet, where possible, using a dictionary to help them if necessary, before creating their own 'Sports Dictionary'.
- After listing the various gymnastic positions/activities/apparatus mentioned in the poem (*horse, trampette, wall bars, baseboard, cartwheel, back flip*, etc), pupils could research in books and on the internet for further information and pictures, before producing a simple information booklet on gymnastics on the computer.
- Ask pupils individually to consider the sports the poet lists in the poem as the ones she does not enjoy. Encourage them to think which sports they themselves do and don't enjoy, before filling a table similar to the one below:

Sports I enjoy	Reason
• • •	• • •
Sports I don't enjoy	Reason
• • •	• • •

This work could lead on to a class discussion about the type of sports pupils enjoy or don't enjoy. Do the majority of pupils enjoy team or solo sports? What is the most popular sport amongst class members? What is the least popular sport amongst class members? Is there a difference in opinion between girls and boys? Are there some sports pupils prefer to watch, rather than participate in?

- Pupils in pairs/groups could conduct a survey of the class's favourite sports, before creating a bar graph or pie chart of the results using a programme such as *Excel* on the computer.
- Individually, pupils could create a *PowerPoint* presentation on their favourite sport/pastime, using the internet to find information and pictures, before presenting it to the rest of the class.

'Dawn Surfer' by Jenny Sullivan from *C'mon Cymru*

Introducing the Text

- Read the poem together as a class, explaining any unfamiliar words or imagery as necessary.
- Split the pupils into pairs and instruct them to read the poem aloud to each other, paying great attention to punctuation in order to apply appropriate meaning to the text.
- As a class, discuss briefly the style and content of the poem. Ask purposeful questions to encourage pupils' response to the text:



Work on Style

- What is the poet's name?
- How many verses are there in the poem?
- Is it a rhyming poem? If not, what do we call a poem that does not rhyme?
- Does the fact that the poem does not rhyme make it more or less effective, in your opinion? Why?
- How do the lines and verses vary in length? Is this effective?
- Are there examples of alliteration in the poem?
- Are there examples of similes/ metaphors/ personification in the poem?
- Are there any unfamiliar words used in the poem?
- Is there any vocabulary directly related to the sea used in the poem? If so, can you give examples?
- In what person is the poem's narrative written?
- In what tense of the verb is the poem written – past, present or future?

Work on Content

- What is the poem about?
- What do we learn about surfing from reading the poem?
- What do we learn about the poet from reading the poem?
- How do the verses contrast with each other? Is there a development in the poem's narrative from beginning to end?
- How do you think the poet feels in the poem? What clues do we get in the text?
- How do you feel after reading the poem?

Language Work

- Consolidate the class' understanding of nouns and adjectives. Distribute small cards to pupils in groups displaying the following nouns taken from the poem – *sky, gulls, air, sea, rocks, face, waves*. Ask groups to list the adjectives used by the poet to describe each of the nouns (*rosy sky, swooping gulls, sea is calm*, etc). Then, ask pupils to brainstorm as many alternative adjectives as possible to describe each noun (i.e. *sky – clear/cloudy/blue/beautiful/magical*, etc) before deciding on the best adjective for each noun as a group. Each group could then read their version of the poem, with the alternative adjectives used instead of the original ones, to the rest of the class. It could be discussed as a whole class whether or not the poem's meaning has altered in any way due to the use of alternative adjectives.
- Consolidate pupils' understanding of *verbs*, before asking them in groups to distribute some of the verbs used in the poem into two categories:

Surfer Verbs	Sea Verbs
Paddle	Bow
Lifting	Curve
Wait	Break
Drive	Curl
Ride	Shapes
Skim	Peaks
	Releases
	Shatters,
	etc

Discussion Work

- Ask pupils in groups to compare and contrast 'Dawn Surfer' with 'Gymnast', the other poem by Jenny Sullivan featured in the booklet. Instruct them to think carefully how the poems are similar and different in terms of style and content, before recording their ideas in a table similar to the one below.

When each group has finished discussing, a whole class discussion could be held on the differences/similarities between both poems, with pupils expressing their opinion on which poem they prefer, and why.

	Similar	Different
STYLE	<ul style="list-style-type: none">• Both poems use alliteration.• Both use first person narrative.	<ul style="list-style-type: none">• One is a rhyming poem, one isn't.• 'Gymnast' has a definite rhythm pattern, 'Dawn Surfer' hasn't.
CONTENT	<ul style="list-style-type: none">• Both poems are about sports.	<ul style="list-style-type: none">• One is about gymnastics, the other about surfing.

- After re-reading the poem's opening line,

'The best times are dawn and sunset,'

ask pupils to discuss in pairs or small groups why they think this is true – why are dawn and sunset the best times of day for surfing, in their opinion? They could compile a list of the *advantages* and *disadvantages* of surfing at dawn or sunset, before considering which times of day are best for other types of sports (for example – football, jogging, swimming, cycling, etc).

Further language work could also lead on from this task, with the consolidation of pupils' understanding of vocabulary relating to the different times of the day (*dawn, morning, noon, midday, evening, sunset, midnight, etc*).

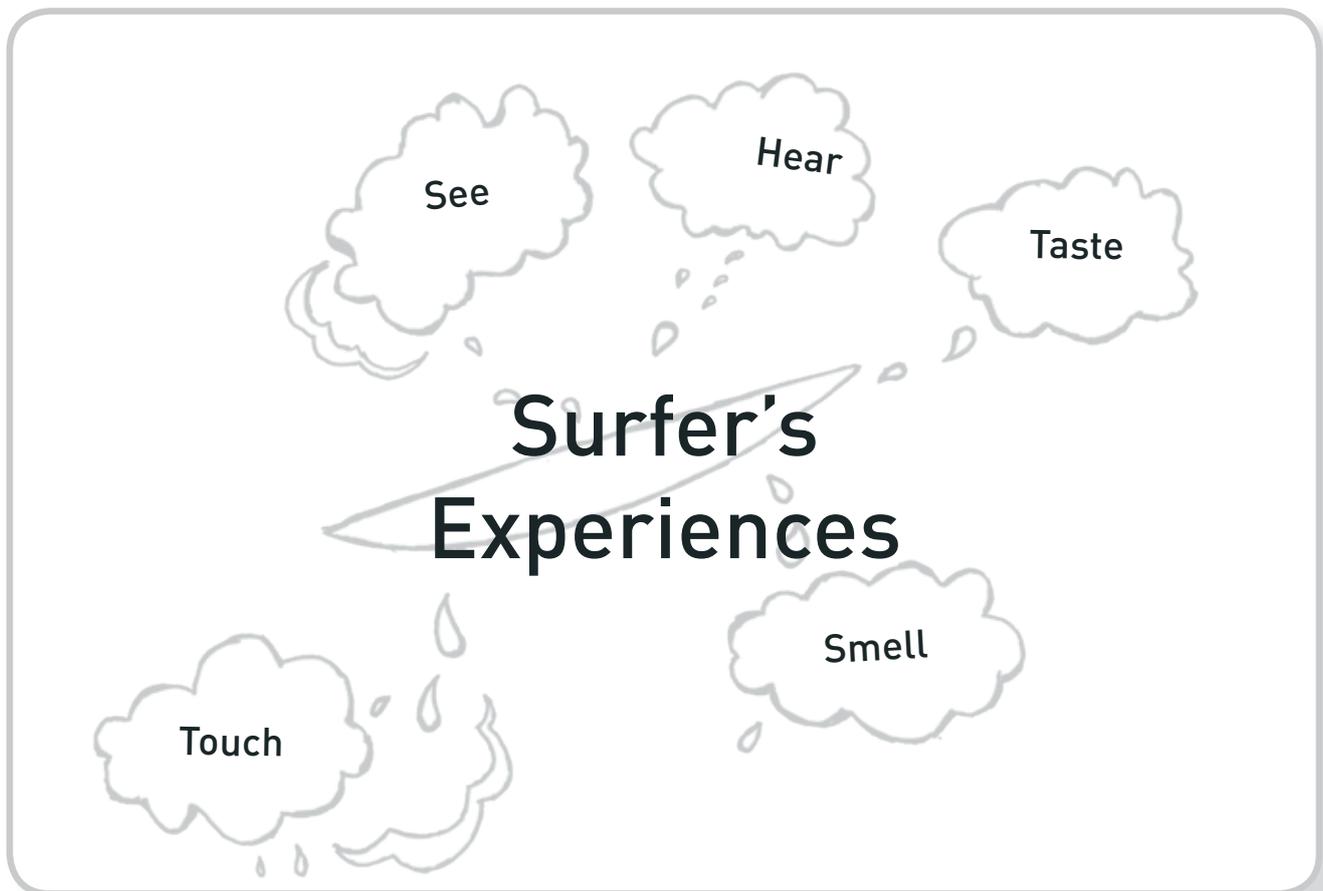
Thinking Work

- Ask pupils to consider the following lines from the poem's second verse –

*'... I am
surrounded,
sheltered by it, enclosed'*

as well as study the illustration that accompanies the text. Instruct them in small groups to consider what the surfer in the poem and/or the illustration is experiencing at that specific moment, as he/she becomes engulfed by the wave. They should consider the *five senses* and brainstorm their ideas on a diagram similar to the one overleaf.

- Pupils could also brainstorm adjectives to describe how the surfer is feeling at that moment – i.e. *excited, scared, overwhelmed, amazed, nervous, etc*.



Activities

- Pupils could work individually or in pairs to research some of the dangers of surfing, especially for children and young people, before creating a 'Surfing Safety Tips' poster or information booklet on the computer.
- Pupils could discuss in pairs or small groups the qualities they consider to be most essential for a surfer (*a strong swimmer; fit; doesn't mind the cold; brave*, etc), before compiling a 'Top 10 Qualities of a Surfer' list.
- Using surfing websites to help them, pupils could create an imaginary itinerary and budget for a day's surfing (including lessons, equipment, etc) for a child of their age at a surfing centre in Wales.
- Pupils could research different surfboard designs on the internet and in surfing magazines, before creating their own personal design for a surfboard.
- Pupils individually or in groups could use the www.surfwales.com website to investigate the surfing locations found in Wales, before locating the various beaches mentioned using atlases. Alternatively, they could concentrate on the beaches of one specific region listed on the website (The North, West Coast, Pembrokeshire, The Gower or Glamorgan), and, after reading the description for each beach in that region, decide on the best beach for surfing, in their opinion, by listing its main qualities.
- Pupils could choose one surfing beach in Wales and research on the internet for tide tables and/or a weather forecast for the week ahead in order to decide on the most appropriate day for surfing.

Play On! pack: Pupil's Booklet and Teacher's Book

This pack was prepared to coincide with the 2011 Book Day celebrations. Its aim is to introduce a variety of reading materials on the same theme – games and sports – to KS2 pupils, but it could also be used in Year 7, or for transitional purposes between primary and secondary schools. Most of the texts come from books published in Wales over the past few years, and it is hoped that the extracts introduced in the pack will give pupils a taste of the books, and attract them to the texts as a whole.

The pack includes a handbook for teachers which gives suggestions on activities based on the texts that could be introduced in the classroom. There are a variety of cross-curricular tasks which have been structured to meet the needs of the *Skills Framework for 3 to 19-year-olds in Wales* (2008) – Thinking, Communication, Number and ICT.

They are not 'lesson plans' to be followed rigidly. Teachers can either use the activities as a whole or pick and choose some of them, according to the needs of their classes. The texts, as well as the activities based upon them, vary in terms of content and difficulty, and the hope is that they will meet the various needs of the targeted age range.

The pack's main aim is to encourage pupils and teachers to read and enjoy a range of various reading materials.

The texts were chosen and the activities prepared by Mared Llwyd, Year 5 teacher and Head of KS2 at Ysgol Gymraeg Aberystwyth, Ceredigion. Thanks are due also to Nia Mair Jones, DCELLS, for her advice and guidance.

Details of the books and other resources that were used in the compilation of the *Play On!* pack can be found below. The publishers' help and cooperation, and their permission to use the text and illustrations that appear in the *Pupil's Booklet*, are gratefully acknowledged.

All the titles listed below are available through your local bookshop or www.gwales.com and the prices were correct as the pack was going to print.

CYCLING SKILLS CD-ROM

(Also available in Welsh)
Publisher: G. Butler Education
Consultancy
£9.99



Welsh Fun and Games

It's Wales Series
Ethne Jeffreys
Publisher: Y Lolfa
ISBN: 9780862436278
£4.95



Celebrating Welsh Rugby

Festival Fun Series
Elin Meek
Publisher: Gwasg Carreg Gwalch
ISBN: 9781845271510
£6.95



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