|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Junior Infants Oral Language Development Sample Unit Lesson Plan | | | | | | |
| Unit: 1 | Theme: | First Day at School | | Response Book: | Pages XX | |
| This unit introduces pupils to oral language and encourages them to draw on their recent experience of a new school and new friends. | | | | | | |
| **Fortnightly Plan** | | | | | | |
| **Lesson 1** | | Introduction to theme through Digital poster.  Introduction Activity  Response Book – My First Day at School  Vocabulary Game | **Lesson 2** | | | Discussion, using topic specific language.  Activity ‘The Name Game’  Vocabulary Game |
| **Lesson 3** | | Digital Poster – Review  The Circle Game  Partner Work - ‘Getting to Know You’  Poem  Vocabulary Game | **Lesson 4** | | | Digital Slide show  Song  Interactive Activity |
| **Relating to Curriculum** | | | | | | |
| **Element** | | **Learning Outcome** | | **Through appropriately playful learning experiences, children should be able to:** | | |
| Communicating | | 1. Engagement, listening and attention | | Show interest in the new setting of the classroom. Actively listen to various dialogues. | | |
|  | | 2. Social Conventions & awareness of others | | Listen to how we speak to other classmates and teachers at school. Introduce themselves and others to other pupils. | | |
|  | | 3. Social Conventions & awareness of others | | Show awareness of others in the school setting. Find out more about their classmates (names/likes). | | |
| Understanding | | 4. Sentence Structure and Grammar | | Use coherent sentences to discuss the preferences and activities of other pupils. (My favourite game is ..., My favourite colour is ...) | | |
|  | | 5. Acquisition and use of Vocabulary | | Acquire and show understanding of new words relating to people and items in the school environment through poster-related discussion, activities and games. | | |
|  | | 6. Acquisition and use of Vocabulary | | Use oral vocabulary and phrases in the topic-specific language games, relating words to pictures. | | |
|  | | 7. Demonstration of Understanding | | Follow instructions in playing classroom-based games such as ‘The Name Game’. Using language to express opinions. | | |
| Exploring and Using | | 8. Requests and questions | | Express personal preferences in the ‘Getting to Know You’ Game. | | |
|  | | 9. Requests and questions | | Ask and answer various questions from teacher and other children in order to exchange information (relating to school scene, names, favourite colour/toy/game). | | |
|  | | 10. Categorisation | | Categorise pupils, teachers, parents and other members of the school community. | | |
|  | | 11. Retelling and Elaborating | | Retell and elaborate on their first day at school and their school experience in general. | | |
|  | | 12. Playful and Creative use of Language | | Use language creatively and playfully in responding to the classroom poster, through discussion and through the song and poem. | | |
|  | | 13. Information giving, explanation and justification | | Give points of information relating to school life and themselves to individuals and class. | | |
|  | | 14. Description, prediction and reflection | | Describe poster scene, predict what the various people will say or talk about in the dialogues. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Topic Specific Language | | | |
|  | |  | | --- | | **Basic** | | teacher | | children | | lunchbox | | school bag | | toilet | | friends | | play | | colour | | book | |  | |  | |  | | |  | | --- | | **Core** | | uniform | | classroom | | desk | | playground | | cloakroom | | pencil case | | break/lunch/home time | | Junior Infants | | whiteboard | |  | |  | |  | | |  | | --- | | **Stretch** | | pupil | | principal | | secretary | | caretaker | | cleaner | |  | |  | |  | |  | |  | |  | |  | |
| Please add any other words that you feel might be suitable for your class. Many words, such as ‘teacher’ and ‘children’, will occur naturally through discussion. Pupils may need to be led to the acquisition and understanding of words such as ‘secretary’ and ‘caretaker’. | | | |
| Resources: | * Interactive Whiteboard Poster * Name Game Dialogue * Classroom-based activities (provided in TRB and onscreen) * Interactive Whiteboard Topic-specific language games * Related pages in response book * Song: This is the Way * Poem: First day at School | | |
| Glow Button Dialogues.  Pupils can model their own conversations and interactions on these dialogues. Dialogues can be played individually or all the way through. | * Two children at a table:   ‘My name is Sarah. What’s your name?’.  ‘My name is David. I’m building a tower.’   * Sarah: ‘I like your tower. I am making a jigsaw.’ * David: ‘Can I help?’ * Sarah: ‘Yes, please!’ * Teacher: ‘Welcome to Junior Infants.’ * Child: ‘I’m scared.’ * Parent: ‘Don’t worry, there’s your friend James.’ * Child with coat: ‘Here’s my nametag.’ * Child with lunchbox: ‘Mmmm, I wonder what’s in my lunchbox?’ * Caretaker: whistling. | | |
| Vocabulary Games | The interactive games are designed to focus children’s attention on the theme and to facilitate them in talking about it and using the topic specific vocabulary. It is important that the children are encouraged to talk while playing these games. Teachers may wish to give children opportunities to play these games at the end of the lessons. | | |
| Integrated Child-Led Play: | Dramatic Play: Children create a ‘classroom’ and play within roles of teacher, pupil, principal etc. | | |
| Additional Resources: | * Suggested Book: *Pete the Cat Rocking in my School Shoes* by Eric Litwin | | |
| Integration: | SPHE, Geography, Music, Art | | |
| Assessment: | * Self: Smiley faces/emoticons at the bottom of the pages in the Response Book * Informal: Response Book Activities, Teacher Observations, Recordings * Formal: Assessment Booklet to be completed after Unit 4 | | |
| Spotlight | Use the spotlight tool to focus on parts of the poster or other images in discussions relating to the theme. | | |

|  |  |
| --- | --- |
| **Lesson 1 – Introduction to theme LO 1 3 4 6 11 12 14**  Through sustained shared thinking discuss the picture.   * What is happening in this picture? Tell me what you can see. Is the classroom in the picture the same as our classroom? Are there any differences? (They have one whiteboard but we have two.)   Ask the pupils the following questions. Think, Pair, Share.   * *What do you remember about your first day at school?* * *How did you feel coming in to class for the first time? (Tease out why e.g. I felt nervous because I didn’t know anyone)* * *What did you do to get ready for school? (Getting schoolbag ready, new lunch box, uniform, etc)* * *Did you know anyone in your class/school and how? (brother, sister, friend from club, etc)*   Look at the poster. Using the comprehension strategy of prediction, ask   * Who can you see in the picture? * What do you think they are saying?’   Now press the **play** button to play the dialogues.  **Response Book – see page XX of the Response Book to carry out the following activity:**  **My First Day at School**  **Introduction Activity**  In a circle, invite children to tell the class the name of a classmate and how they already know them. The children could wear nametags.  Vocabulary Game | **Lesson 2 – Vocabulary LO 1 2 3 4 5 6 7 8 9 10**  Look again at the whiteboard poster but ask different questions, which lead to the use of new vocabulary, for example:   * Where are the children? (Classroom at School) * What are the children wearing? Are the children all wearing the same clothes? (Uniforms – are they wearing uniforms? Do we wear uniforms? What is our uniform? * Who is here to help them? (School Community) * How is their classroom the same/different to ours? * Tell me about your favourite thing in their classroom. (The jigsaw looks fun) * Who else do you think is in the school? (Others within the school community e.g. Principal, older classes etc)   Activity  Play the Name Game  1. Instruct the children to walk about the classroom.  2. When you give the signal they are to find a person who:   * They know, or * Who they don’t know, or * Has a name starting with the same first letter, or * Has something that is the same as theirs (in terms of appearance/clothing).   Support pupils by modelling the language needed:  Hello! What is your name? My name is \_\_\_\_\_.  What does you name start with? Does your name start with \_\_\_\_?  Vocabulary Game |
| **Lesson 3 – Collecting Information LO 3 4 6 8 9 13**  Review the poster and new vocabulary.   * Can you remember what the children did in the poster? (drawing pictures, building towers.) * What’s your favourite thing about school? (friends, learning, games)   Play the Circle Game  In a circle, each child takes a turn with the speaking object (microphone/teddy/ball) to say the teacher’s modelled sentence:   * My name is\_\_\_\_/ * My favourite colour is\_\_\_\_.   Play the Getting to Know you Game  Ask the children to turn to a partner and find out their favourite toy/book/game/day etc. Find out why. Ask the children to tell the class what they found out.  **Response Book – see page XX to carry out the following activity:**  **Getting to Know You**  **Poem**  **First day at School**  Hooray! Hooray!  Today was my first day!  I made new friends and  Ran out to play!  I met my teacher and  I want to stay!  Hooray! Hooray!  Today was my first day!  Vocabulary Game | **Lesson 4 – Slideshow LO 1 2 3 4 5 6 10 11 12 13 14**  What is happening in this picture? Tell me what you can see.   * How is their classroom the same as ours? * How is their classroom different to ours? * What is your favourite thing about school?   **Song**  This is the Way (to the tune of Early in the Morning)  This is the way we say ‘Hello!’, say ‘Hello!’, say ‘Hello!’  This is the way we say ‘Hello!’  When we are at school.  This the way we hang our coats....  This is the way we do our work...  This is the way we play our games...  This is the way we eat our lunch...  This is the way we say ‘Goodbye!’...  Vocabulary Game |
| **Differentiation by (select from the following)** | * Curriculum content * Activities * Resource materials * Products from the lesson * Environment * Teaching strategies * Pace * Amount of Assistance * Testing and grading * Classroom grouping |