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| **First Class Oral Language Programme Sample Unit Lesson Plan** | | | | | **Theme: Storytelling** | | |
| **Unit 1** | | | | | Response Book: p. XX | | |
| **Date**  **From: To:** | | **Stage 2 / Class: Second Class** | **Teacher:** | | | | **Subject: English - Oral Language** |
| **No. of lessons: 4** | | **Oral Language** | | | | | |
| **Stage 2 Learning Outcomes** | | **Elements:**  Communicating 1, 2 and 3 / Understanding 4, 5, 6, 7./ Exploring and Using 8–14 | | | | | |
| **Content/Topic** | This unit explores the tradition of storytelling through the tale of Rip Van Winkle. | | | | | | |
| **Learning experiences** | **Lesson 1:**   * Introduction to theme through the digital poster * Listening to the Interactive story * Class discussion on favourite stories * Vocabulary Game * Response Book – p. XX. Poster and thumbnail pictures | | | | | **Lesson 2:**   * Listening and acquisition * Interpret new information and relate information to previous experience. * In groups: The children compose dialogue for various storytelling scenarios * Vocabulary Game * Response Book – p. XX. Sequence the story. | |
| **Lesson 3:**   * Revise the poster. Explain and use new words in differing contexts. * Poem: ‘The Storyteller’ * Vocabulary Game | | | | | **Lesson 4:**   * Describing and reflecting * Story composition * Vocabulary Game * Slide show * Response Book – p. XX. In twenty years time. | |
| **Resources** | * Interactive Whiteboard Poster * Classroom-based Activities (provided in TRB and onscreen) * Interactive Whiteboard Topic Specific Language Games * Related pages in response book * Poem * Slideshow | | | | | | |
| Topic Specific Language | |  |  | | --- | --- | | facial expression | atmosphere | | entertainment | exaggerated | | volume | curiosity | | actions | prompt | | pause | tradition | | effect | folktales | | audience | technique | | | | | | | |
| **Assessment** | **Assessment of the pupil’s ability to:**   * Respond to and engage with the vocabulary and activities of the oral language unit. * Engage with and complete the Response Book activities.   **Method:** Teacher observation and self-assessment | | | | | | |
| **Differentiation** | Plan and provide for differentiated support specific to the children’s needs on vocabulary and comprehension. | | | | | | |
| **Integration** | History, Drama. | | | | | | |
| **Glow Button Dialogue** | *Storyteller “Let me tell you a tale that will make your hair curl...*  *Child hiding: little girl “No, no I can’t listen to another word....don’t stop!”*  *Child sucking thumb: boy: “Mammy!”*  *Child burning marshmallow: “what’s that smell...never mind keep going!”*  *Child \*gasps\**  *Adult: “Wow, this storyteller is amazing! I’ve never heard the children so quiet!”*  ***Rip Van Winkle***  *Long ago in a village at the foot of the Catskill Mountains in North America, there lived a man named Rip Van Winkle. He lived in a tiny house with his wife, his son and his daughter. The family were very poor. One day his wife said, ‘we have no food, how are we going to feed our children?’ ‘Tomorrow I will go to the village to look for work,’ answered Rip, ‘then we will have money for food.’*  *The following day Rip Van Winkle set off for the village. There he met his friends and they began to talk. It wasn’t long before Rip forgot all about work. His wife was angry when he got home. ‘Tomorrow I will go up the mountain to catchs some rabbits. Then we will have a tasty rabbit stew for dinner,’ promised Rip. ‘Tomorrow and tomorrow,’ said his wife, ‘you promise everything will happen tomorrow.’*  *Early the next morning Rip Van Winkle went up the mountain to hunt for rabbits. His faithful dog Wolf was by his side. He walked the path he had taken many times before. Suddenly, Wolf began to bark. Rip guessed that his dog had seen something in the bushes. He stopped, hoping it was a rabbit. Out of the bushes came a tiny man dressed in strange clothes. He was carrying a barrel on his shoulder. ‘Will you help me carry this barrel up the mountain,’ asked the tiny man. Rip Van Winkle was surprised at this strange request but he agreed to help the man.*  *They walked up the mountain to a place where Rip had never been before. The tiny gentleman didn’t speak a word. They both travelled in silence. Soon they came to a large green area that was surrounded by trees. In the clearing Rip could see a group of men all dressed just like the tiny man. They were playing a strange game with huge rocks. Rip was puzzled. He was about to ask what game was being played when the tiny man looked up at him and said, ‘will you help me open the barrel?’ Rip’s eyes lit up when he saw that the barrel was full to the brim with a bright, golden liquid. ‘Help yourself,’ said the tiny man.*  *Rip filled a mug with the golden liquid and drank it down heartily. It tasted as sweet as honey. He was thirsty after the long journey and so he drank a second mug. But soon he felt dizzy and he sat down under a tree to rest. Wolf lay down beside him; it wasn’t long before Rip Van Winkle was fast asleep.*  *The next morning he woke up to the sound of birds singing. He stretched and took in a deep breath of the clean, mountain air. He called for Wolf but the dog was nowhere to be seen. ‘Wolf must have made his way back home when I fell asleep’ thought Rip. He knew he couldn’t return without food. He put his hand to his chin trying to think of a plan. He got a shock. Instead of his chin, he felt a hairy, grey beard.*  *He walked down the mountain and soon came to the village where he lived. To his surprise he didn’t recognise anyone. ‘I thought I knew everyone in my village and everyone knew me. But who are these people?’ he asked himself.*  *Then the children came up to him and began to point at his funny clothes and to laugh. Soon a crowd gathered. All the people thought he had come from a far-off land. ‘Who is this stranger who has come to our village?’ they asked. Then from the back of the crowd came a voice. ‘I know this man. His name is Rip Van Winkle. He went up the mountains twenty years ago and never came back.’ Rip was delighted that someone had recognised him but could not believe that he had slept for twenty years. Out of the crowd stepped a young woman. ‘Rip Van Winkle is my father,’ she said. ‘We have not seen him for twenty years.’ Rip and the woman spoke to each other. Soon he knew she was indeed his daughter who had now grown up. She was married and had a son. She told him all about what that had happened in the twenty years he had been asleep. Rip went home with his daughter and there he lived happily ever after, telling stories about life long ago.* | | | | | | |
| **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. | | | | | | |
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| 1. Lesson 1   Talk About  Whole Class: Introduce the topic ‘Storytelling’ by referring to the poster and playing the audio. Use the spotlight or the pen feature to highlight certain parts of the posters while they are being discussed.  Through sustained shared thinking discuss the poster. Ask the pupils to tell you what they can see. Discuss the image of the story being told around the campfire.  Draw on the pupils’ experience of camping, scouts, holidays, sleepovers, blackouts or any situation where storytelling may feature. Bring to mind the people at home who tell stories, particularly grandparents. Are these stories factual, factual but exaggerated, stories from a book, scary stories, or stories about real people?  Engage in a general class discussion about storytelling.   * What are is your favourite story? * Who do you think is best at telling stories? * Would you prefer to listen to or read a story?   Individual children talk about their own experiences while others may wish to make an observation or ask a question. During the discussion model the use of the topic specific language.  In Pairs: Talk about reactions to the story. What was good about the story of Rip Van Winkle? (cliff-hanger, surprise ending, etc.)  How did the storyteller tell the story? (changing volume/tempo of voice, face, hands, etc.)  Vocabulary Game | | | | 1. Lesson 2   Talk About  Whole Class: Revise the poster, talks about all that is happening and play the audio. This time certain extra details may be noted and discussed.   * How do the listeners react to the story? * How does the story teller use his voice? * Why do you think people often tell stories around a camp fire? * What effect does darkness have when you are listening to a scary story?   In Pairs or Small Groups (three or four): Pupils compose dialogues and act out the following scenarios.   * The conversation that takes place between Rip Van Winkle and his daughter when she first tells him that he has been asleep for twenty years. * You have been camping with the scouts for the weekend. One of the leaders told stories around the campfire. When you go to school on Monday you tell your friends what happened. Tell how the storyteller held everyone’s attention, how the story began or what type of story was told. What was the audience’s reaction at the end of the story?   Vocabulary Game | | | |
| 1. Lesson 3   Talk About  Whole Class: Revise the poster, talk about all that is happening and plays the audio. Again, particular words may be explained or used in different contexts.  The poem ‘The Storyteller’ or any other poem of your choice may be read and discussed.  **The Storyteller**  When the story teller starts a story,  ‘One dark and windy night...,’  We know it’s going to be scary,  At the end we all get a fright.  And when he starts by saying,  ‘Once upon a time long, long ago,’  He tells of North Pole adventures,  And of battles in the snow.  When his story begins,  ‘In a land far, far away,’  He tells us about brave heroes,  And the dragons that they slay.  We hear about giants and goblins,  About castles that knights defend.  But there’s one thing you can be sure of,  We’ll keep listening right to the end.  Pupils form a circle and talk about the poem. As a class, compose a new poem or talk about what are the elements that make a good story.  Vocabulary Game | | | | 1. Lesson 4   Compose a Story  Whole Class: Revise the poster and play the audio. Particular words are explained or revised. Use the spotlight feature to highlight certain items on the poster while they are being discussed.  In Small Groups (of three or four), children compose a story which they will later tell to the whole class. They first randomly pick a setting, a character and an object (or the teacher may assign these) from the lists below. The stories may be silly and nonsensical, adventurous or scary – the storyteller is always in charge. Emphasis should be put on keeping the audience engaged and using the skills of a good storyteller when recounting the story to the class.   |  |  |  | | --- | --- | --- | | **Setting** | **Character** | **Object** | | mountain | boy | stone | | field | farmer | pot | | beach | mermaid | comb | | cave | goblin | pick axe | | castle | doctor | bag | | stream | girl | rug |     Vocabulary Game | | | |
| 1. **Slide show**   A series of photographs or pictures about story telling - e.g. illustrations from well-known stories and fairy tales, other illustrations of the story of Rip Van Winkle, photographs of audiences listening to a story etc. | | | | 1. **Suggested Activities**   Ask the children to look at the poster really carefully. Then hide part of the poster using the black-out cover feature. Ask specific questions about what is hidden – what colour is it, how many were there, was it a boy or girl, etc.  Talk about the role of the seanchaí in Ireland long ago. | | | |