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| Second Class Oral Language Development Sample Unit Lesson Plan | | | | | | | | |
| Unit: | 1 | Theme: | | Pets | | Response Book: | Pages XX | |
| Many of the children will have pet animals at home. This topic will allow them to talk about pets and generally how to look after animals. | | | | | | | | |
| **Fortnightly Plan** | | | | | | | | |
| Lesson 1 | | | Introduction to theme through Digital Poster and Discussion.  Topic Specific Language  Vocabulary Game | | Lesson 2 | | | Revision on Language referring to Digital Poster.  Hot Seat Activity  Vocabulary Game |
| Lesson 3 | | | Poem: My Marmalade Cat  Talk about looking after pet  Vocabulary Game | | Lesson 4 | | | ‘Who or What am I? Game Special Tricks  Slideshow |
| **Relating to the Curriculum** | | | | | | | | |
| **Element** | | | **Learning Outcomes** | | **The child …** | | | |
| **Communication** | | | LO 1 Engagement, listening and attention | | With the aid of the poster, gains insight from listening to new information about various pet animals. | | | |
|  | | | LO 2, 3 Social Conventions & awareness of others | | Works in pairs and small groups and reports on the main points of a discussion about pets to the rest of the class. | | | |
| **Understanding** | | | LO 4 Sentence Structure and Grammar | | Communicates ideas and thoughts relating to keeping a pet using complex sentence structures. | | | |
|  | | | LO 5,6 Acquisition and use of Vocabulary | | Uses an expanding vocabulary to talk about keeping pet animals. (breed, cat flap, purring, hutch, burrow, warren, flock, aquarium etc.)  Describes experiences involving the keeping of pets using descriptive language creatively. For example, caring for a pet dog. | | | |
|  | | | LO 7 Demonstration of Understanding | | Analyses and reflects on a topic with others. E.g. work of rescue dogs. | | | |
|  | | | LO 8,9 Requests and questions | | Asks a variety of open and closed questions about pet animals. Responds to questions about their own experiences of keeping a pet. | | | |
|  | | | LO 10 Categorisation | | Describes and categorises animals. E.g. breeds of dogs, exotic pets etc. | | | |
|  | | | LO 11 Retelling and Elaborating | | Can retell and elaborate on a story and describe a problem and a resolution. For example, what to do with an orphan lamb. | | | |
| **Exploring and Using** | | | LO 12 Playful and Creative use of Language | | Uses figurative language associated with animals. For example, a leopard cannot change its spots; like a fish out of water etc. | | | |

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| Topic Specific Language | | | |
| vet, kennel, breed, iguana, clinic, injection, cat flap, purring, hutch, burrow, warren, flock, aquarium, exotic pets, perch, temperature. | | | |
| The teacher should explain the topic specific vocabulary in as the words arise when looking at the posters. Encourage the children to use this vocabulary when talking about their own pets. Please add any other words that you feel might be suitable for your class. | | | |
| **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 | | |
| Dialogue:  Pupils can model their own conversations and interactions on these dialogues. Dialogues can be played individually or all the way through. | 1. Child’s voice: ‘We have a pet dog. He is a cocker spaniel **breed** of dog. His name is Otto and he is four years old. His birthday is the same as mine – the fifth of April. Otto sleeps in his **kennel** every night. Otto loves his food and he especially loves chewing on a bone.’ 2. Child’s voice: ‘We bring Otto for a walk every day. At the week end we take him to the park. He loves chasing after a ball. When we get home we give Otto a nice bath and then he falls asleep straight away.’ 3. Adult/child voice: ‘We often take Otto to the **vet** for a check-up. The vet makes sure Otto stays healthy and well. When Otto was a pup, the vet gave him **injections** that prevented him from catching diseases. Otto is a healthy dog.’ 4. Child’s voice: ‘When we go on holidays we bring Otto to stay with Granny and Grandad. They mind Otto while we are away.’ 5. Child’s voice: ‘This is our pet cat called Dusty. She is three years old. Dusty loves being warm and cosy and she is very fond of TV. Dusty often **purrs** like this … (make purring sound) when she is happy.’ 6. Adult/child’s voice: ‘At night Dusty sleeps in her basket in the kitchen. We have a **cat flap** on the door. That means Dusty can go out and come back in whenever she wants.’ 7. Adult voice: ‘Last year Dusty had two kittens. They were very playful. When the kittens were old enough we gave one to Granny and another to our neighbour. Dusty uses her tongue to wash herself.’ 8. Adult voice: ‘Every year we take Dusty to the cat show. Last year she won first prize. We were all very proud of Dusty.’ 9. Child’s voice: ‘Do you like our pet rabbits? Mammy bought them in the pet shop for us as a birthday present. We call our rabbits Bugsy and Bunty. Daddy made the rabbit **hutch** for us. Bugsy and Bunty are very happy in their hutch.’ 10. Child’s voice: ‘Rabbits love to dig and make **burrows** in the ground. In the wild rabbits all live together in underground burrows. This is called a **warren**. But Bugsy and Bunty are pet rabbits. The live in a hutch.’ 11. Child’s voice: ‘Rabbits love to eat carrots and green vegetables. We feed our pet rabbits every day.’ 12. Child’s voice: ‘Sometimes we let Bugsy and Bunty out of their hutch to run around the garden. They love to run and play. There is a wall all around the garden so they can’t run away.’ 13. Adult male voice: ‘We have a lot of sheep on our farm. In spring the baby lambs are born. This poor mother lamb is sick and will not be able to feed her baby lamb.’ 14. Adult male voice: ‘I’ll have to ask Maeve to look after this little fellow. She loves having a pet lamb. She is really good at minding them.’ 15. Girl’s voice: ‘Nearly every year Daddy gives me a pet lamb to mind. I love giving them milk from a bottle. I’m going to call this little one Bobtail. Soon he will be strong and able to run around with all his friends.’ 16. Girl’s voice: ‘Bobtail is now over two months old. Look how big he has grown! It’s now time for him to join the rest of his friends in the **flock.**’ 17. Adult voice: ‘These are all **exotic pets**.’ 18. Child’s voice: ‘Look at the beautiful fish in this **aquarium**. They are very colourful.’ 19. Adult voice: ‘Some people like to keep exotic animals as pets. Most snakes live in warm countries so the temperature must be kept right or they will die.’ 20. Adult voice: ‘A parrot is another exotic pet. This parrot is on his **perch.** Some parrots can be taught to talk.’ 21. Adult voice: ‘A pet iguana is a type of lizard. They like to eat green leaves and fruit.’ | | |
| 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. to focus children’s attention on various pets and to facilitate them in talking about the topic ‘Pets’. Teachers may wish to given children opportunities to play the interactive games at the end of lessons. | | |
| Additional Resources: | Depending on circumstances, some teachers might like one or two children to bring a small pet to school and use it during a ‘Show and Tell’ session. Other classrooms may have a pet goldfish that could be the focus of further discussion. | | |
| Integration: | Irish (Peataí) | SPHE | Geography |
| 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. | | |

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| **Lesson 1**  Whole class: Introduce the theme ‘Pets’, referring to the poster. Talk about your experience of owning a pet. Talk about the pets in each of the pictures. Talk about what pets eat, where they live and what they like to do. You may wish to focus on one or two of the pet animals. Pupils should be encouraged to use the new vocabulary in context. Then invite a number of pupils who have pets tell the class about them.  Vocabulary Game | **Lesson 2**  Whole class: Revise the poster, showing all the pets. Focus on the topic specific vocabulary.  Activity  Hot Seat  Whole class: Ask a number of pupils who have a pet to take turns to sit in the hot seat. The class asks them questions about their pet.  What is the pet’s name?  What does it look like?  Do you ever talk to your pet?  Vocabulary Game |
| **Lesson 3**  My Marmalade Cat  Whole Class: Read the poem ‘My Marmalade Cat’, or any other poem of choice about pets. Arrange a circle-time discussion and ask the pupils to talk about why they think the term marmalade cat is used to describe this cat. Ask pupils to talk about what they like or dislike about this poem. Ask them to describe the images the poem brings to their minds.  In pairs: Talk about how best to take care of pet cats. Some sample answers may be shared with the whole class.  Poem: My Marmalade Cat  My pet is a fluffy, cuddly fellow,  His colour is a mixture of orange and yellow.  He has whiskers and lots and lots of fur,  When he is happy I can hear him purr.  He likes to sleep by the fire on a mat,  His name is Flick, my marmalade cat.  Vocabulary Game | **Lesson 4**  Whole class: Play ‘Who or What am I’ game.  A pupil describes a particular pet without actually naming it. The other pupils then have to guess what the pet is. A variation on this game is to ask pupils to write the name or draw a pet animal on a piece of paper. Then, one pupil comes to the top of the class with the paper folded and hidden from the class and others ask them questions about what they have written or drawn. The pupil is only allowed to give a ‘yes’ or ‘no’ answer to the questions. The first to guess the pet wins the game.  In pairs: Invite the pupils to talk about any special tricks their pet can do or tricks they have seen other pet animals do. Some sample answers may be shared with the whole class.  Slideshow |
| Some more suggested activities:  Talk about:  The work of a vet.  Specialist animals – e.g. search and rescue dogs, homing pigeons.  Talk about the following phrases and explain what they mean:   * A bird in the hand is worth two in the bush * Like a fish out of water * A leopard cannot change its spots * A little bird told me … * A wolf in sheep's clothing * As the crow flies | |