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| Junior Infants Oral Language Development Sample Unit Lesson Plan |
| Unit:  | 2 | Theme: | Visit to the Doctor | Response Book: | Pages XX |
| This unit explores the waiting room and doctor’s room. |
| **Fortnightly Plan** |
| **Lesson 1** | Introduction to theme through Digital poster. Retell experience of visiting the doctor. Vocabulary Game | **Lesson 2** | Questioning to draw out topic-specific language.Play – ‘Charades’Response Book – What is the Doctor helping each patient with?Vocabulary Game |
| **Lesson 3** | Poem – Doctor FosterRole Play – Doctors and PatientsVocabulary GameDigital Poster – Review | **Lesson 4** | SlideshowHot Seat – Who am I?Response Book – Doctor’s ChecklistJokes – Doctor, Doctor |
| **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 this familiar setting of the Doctor’s Surgery. Actively listen to various dialogues of doctor, patient, nurse and secretary. |
|  | 2. Social Conventions & awareness of others | Recognise how the various roles/characters of doctor, nurse, patient, parent and secretary behave and speak at the Doctor’s Surgery. |
|  | 3. Social Conventions & awareness of others | Playing ‘Charades’, children collaborate to explore new language in describing ailments e.g. ‘I have a sore throat.’ |
| Understanding | 4. Sentence Structure and Grammar | Use coherent sentences whilst ‘Hot Seating’ to explain who the Role is by explaining what they do.  |
|  | 5. Acquisition and use of Vocabulary | Show understanding of new language by choosing the correct equipment and categorise it as belonging to the Doctor’s Surgery. |
|  | 6. Acquisition and use of Vocabulary | Use sophisticated oral language to predict what the roles of doctor, patient, nurse, parent and secretary saying in the poster dialogues. |
|  | 7. Demonstration of Understanding | Speculating on the needs of the various patients playing ‘Charades’.  |
| Exploring and Using | 8. Requests and questions | Making and receiving requests to see the nurse /doctor and reasons. |
|  | 9. Requests and questions | Questioning the role of the child in the ‘hot seat’. |
|  | 10. Categorisation | Categorisation of the doctor, nurse, receptionist and patient through the game of charades. Categorisation of equipment found at the Doctor’s Surgery. |
|  | 11. Retelling and Elaborating | Retelling and elaborating on the child’s own experience of visiting the doctor. |
|  | 12. Playful and Creative use of Language | Listening to and retelling ‘Doctor Doctor’ jokes.Playful and creative use of language in character as a doctor, nurse, receptionist, parent and patient. |
|  | 13. Information giving, explanation and justification | Explain and descried be equipment being used in the poster, such as a thermometer. |
|  | 14. Information giving, explanation and justification | Describe poster scene, predict what the various people will say or talk about what they have said in the various dialogues.Reflect on different personal experiences of visiting the doctor whilst showing an awareness of others. |

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| Topic Specific Language |
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| **Basic** |
| doctor |
| nurse |
| bed |
| cough |
| runny nose |
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| **Core** |
| patient |
| sick |
| injection |
| plaster |
| bandage |
| medicine |
| waiting room |
| sore throat |
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| **Stretch** |
| receptionist |
| appointment |
| check-up |
| thermometer |
| temperature |
| stethoscope |
| weighing scales |
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| Please add any other words that you feel might be suitable for your class. Children will be familiar with the equipment but may not have the language of it (thermometer) – reinforce often in order to acquire. |
| Digital Resources: | * Interactive Whiteboard Poster
* Classroom-based activities (provided in TRB and onscreen)
* Interactive Whiteboard Topic Specific Language Games
* Related pages in response book
* Song: Miss Polly
* Poem: Doctor Foster
* Jokes: Doctor Doctor
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| Dialogue: Pupils can model their own conversations and interactions on these dialogues. Dialogues can be played individually or all the way through. | Waiting Room:Dialogue 1:Doctor opening door: ‘Baby Tom please.’Dialogue 2:Receptionist (speaking into phone): ‘I can give you an appointment for Monday.’Dialogue 3:Sad child: ‘My tummy hurts. Parent: ‘I know honey, but the doctor will give you some medicine to help you feel better.’Dialogue 4:Parent to toddler: ‘Clever girl. The doctor will be happy to see you.’Dialogue 5:Parent: singing a lullaby to baby.Doctor’s Room:Dialogue 6:Doctor: ‘Please open wide and say Aah!’Child: ‘Aah!’Parent: ‘He is feeling very hot and complaining of a sore throat Doctor.’Nurse: ‘You are a brave boy. I think I have a sticker for you.’ |
| Integrated Child-Led Play: | Dramatic Play: Children create a Doctor’s Surgery including waiting room with magazines, patient sign in, patient information, receptionist’s desk with phone and appointments sheet, etc. Set up a Doctor’s room with bed, tools, eye chart, height chart. |
| Additional Resources: | * Suggested Book: *Hello Doctor* by Michael Escoffier
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| Integration: | Maths, SPHE, Drama, Science |
| Assessment:  | * Self: 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
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| 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 – Introduction to theme LO 1 3 4 6 7 8 9 10 11 13 14**Look at the whiteboard poster. Through sustained shared thinking discuss the picture. * What is happening in this picture? (Different people attending doctor for different reasons; sick, injections etc) Tell me what you can see. Did you ever visit the doctor? How is the picture the same? (There are magazines in my doctor’s waiting room too.) How is it different? (That doctor is a woman, my doctor is a man.)

Ask the children the following questions. Think, Pair, Share.* Have you ever been to the doctor’s surgery?
* Why did you have to go to the doctor’s surgery?
* What happened when you were there?
* Did the doctor or nurse give you anything? (medicine, injections, rewards)

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 out the interactive story.Vocabulary Game | **Lesson 2 – Vocabulary LO 1 2 4 6 7 9 10 11 13 14**Look again at the whiteboard poster but ask different questions, which lead to the use of new vocabulary, for example: * Tell me what you can see in the picture (Lead discussion to items that did not get mentioned in lesson 1)
* Who is here to help them?
* What are the people waiting for? (To be called by the nurse or doctor for their turn)
* Do you think they are all sick? (check-ups, vaccinations etc)
* What is there to do whilst waiting? (Waiting room activities)
* Does everyone look happy? (sick, nervous )

Play CharadesA child mimes what is wrong with them and the class guesses the ailment. (Encourage more confident children to add sound effects/statements ‘I have a pain in my tummy.’)**Response Book – see page XX of the Response Book to carry out the following activity: What is the Doctor helping each patient with?**Vocabulary Game |
| **Lesson 3 – Role Play LO 2 3 4 5 6 7 10 11 12 13 14**PoemDoctor FosterDoctor Foster went to Gloucester,In a shower of rain.He stepped in a puddleRight up to his middleAnd never went there again!Role Play: In pairs, children act out the role of the doctor and the patient. (Children can copy from the poster or replay their own experiences)Vocabulary Game | **Lesson 4 – Slideshow LO 2 3 5 6 10****Review vocabulary and phrases relating to the theme.**Digital SlideshowHot Seat: Who am I? A child describes their role (patient, doctor, nurse, receptionist, parent) and the class have to guess who they are. (“I’m bringing my child to see the doctor. Who am I? A parent.”)**Response Book - see page XX of the Response Book to carry out the following activity: Doctor’s Checklist**Jokes ‘Doctor, Doctor...’ |
| **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
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