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| Junior Infants Oral Language Development Sample Unit Lesson Plan |
| Unit:  | 3 | Theme: | Autumn | Response Book: | Pages XX |
| This unit explores The Park during the season of Autumn. It encourages children to draw on their senses and to communicate in relation to this environment. |
| **Lesson 1** | Introduction to theme through Digital poster. Play: Touchy Feely bag encouraging descriptions and questioning through senses.Vocabulary Game | **Lesson 2** | Topic specific language.Play: ‘Spot the Difference’ comparing Summertime.Response Book – Spot the DifferenceVocabulary Game |
| **Lesson 3** | Pair Work – Play ‘Five Alive’ identifying senses used in park.Response BookVocabulary GameSong: Dingle Dangle Scarecrow | **Lesson 4** | Digital Poster - ReviewShared Storytelling – The Little Red henAutumn SlideshowApple Tree rhyme and elimination game. |
| **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 park during Autumn. Demonstrate joint interest in the activities children enjoy in the Park during Autumn. Actively listen to various dialogues of children, friends and parents playing in the park. |
|  | 2. Social Conventions & awareness of others | Recognise the language styles of others using the poster dialogues to explore the language of the families, friends and workers in the park and surrounding environment.  |
|  | 3. Social Conventions & awareness of others | Use language with confidence to play the Touchy Feely Bag game. |
| Understanding | 4. Sentence Structure and Grammar | Use coherent sentences whilst playing ‘Five Alive!’. |
|  | 5. Acquisition and use of Vocabulary | Give descriptions as clues about autumnal nature items in the ‘Touchy Feely Bag’ Game |
|  | 6. Acquisition and use of Vocabulary | Use sophisticated topic specific language to engage in response to and discussion of autumn slideshow. |
|  | 7. Demonstration of Understanding | Demonstration of understanding by analysing what the Little Red Hen is doing and why. |
| Exploring and Using | 8. Requests and questions | Express personal preferences of park games they like to play such as conkers, climbing frame, scavenger hunt, etc.  |
|  | 9. Requests and questions | Clarify and extend thinking whilst discussing the digital poster and whilst guessing what it is in the ‘Touchy Feely Bag’. |
|  | 10. Categorisation | Name and describe people, animals and nature and their behaviours in the park during Autumn.  |
|  | 11. Retelling and Elaborating | Retelling and elaborating on the child’s own experience of visiting the park and their observations of autumn. |
|  | 12. Playful and Creative use of Language | Playful and creative use of language playing rhyming games such as ‘Apple Tree’, ‘Dingle Dangle Scarecrow’ song and vocabulary games. |
|  | 13. Information giving, explanation and justification | Supply, explain and justify solutions to Spot the Difference Game: the park in summer, the park in autumn. |
|  | 14. Description, prediction and reflection | Description of, prediction of and reflection on behaviours and dialogue occurring in the digital poster. |

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| Topic Specific Language |
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| **Basic** |
| colours |
| red |
| rain |
| wind |
| leaves |
| bread |
| tree |
| apple |
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| **Core** |
| orange |
| yellow |
| brown |
| cold |
| wet |
| weather |
| pumpkin |
| nut |
| burn |
| farmer |
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| **Stretch** |
| dark/darker |
| short/shorter |
| season |
| chestnut/conker |
| acorn |
| fir cone |
| scarecrow |
| squirrel |
| hedgehog |
| wheat |
| combine harvester |
| hibernation |
| rake |

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| Please add any other words that you feel might be suitable for your class. Many words such as ‘leaves’ and ‘weather’ will occur naturally through discussion. Pupils may need to be led to the acquisition and understanding of words such as ‘season’ and ‘wheat’. |
| 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: Dingle Dangle Scarecrow
* Spot the difference: autumn and summer
* Slideshow
* Story: The Little Red Hen
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| Glow Button Dialogues:Pupils can model their own conversations and interactions on these dialogues. Dialogues can be played individually or all the way through.  | * Children in leaves: ‘One, two, three, jump!’ ‘I’m a little hedgehog!’ ‘I can throw them higher than you!’ ‘I love the crunchy leaves in Autumn!’
* Father & Child: ‘Now try to smash my conker!’ ‘Like this?’
* Child on climbing frame: ‘Oh no, it’s very windy up here!’
* Mother & Child: ‘What’s the squirrel doing with all the acorns Mammy?’ ‘It’s gathering its food for the Winter.’
* Children & apples: ‘The wind is really helping us today!’ ‘Look out!’ ‘These apples are delicious!’
* Park Keeper: singing ‘This is the way we rake the leaves, rake the leaves…’
* Hedgehog: yawning.
* Farmer: Sound of the combine harvester cutting and birds cawing.
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| 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: | Set up a Role Play area in your classroom for children to use pretend play to explore the story of The Little Red Hen using puppets/masks/images. |
| Additional Resources: | *Percy the Park Keeper – The Lost Acorns* by Nick Butterworth  |
| Integration: | Geography, Maths, Drama, SPHE, History, Science, Music |
| 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
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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 5 6 7 10 11 12 13 14**Through sustained shared thinking discuss the picture. * What is happening in this picture? Tell me what you can see. (describing Autumn activities in the park)

Ask the children the following questions. Think, Pair, Share.* Can you find any clues to tell us the weather/season? (clothes worn/colour of leaves)
* What games/jobs are being played/done? (Conkers/raking leaves)
* Do you go to a park like this?
* How do you think the park got its name? (Oak trees)

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.Touchy Feely Bag ActivityFrom the nature table choose some objects that appear in the Autumn Poster and place them in a cloth bag. A child reaches into the bag, holds one object in their hand but still inside the bag and begins to describe it using their sense of touch. Children listen carefully to the description and try to identify what it is. Did they guess correctly? Which properties of the object were described? Which properties were not described? (The conker is small, round, hard, smooth but we couldn’t see the colour brown.)Vocabulary Game | **Lesson 2 – Vocabulary LO 1 4 6 7 10 11 13 14**Look again at the whiteboard poster but ask different questions, which lead to the use of new vocabulary, for example: (Lead discussion to items that did not get mentioned in lesson 1.)* Which autumn activities do you think they are doing?
* What can be collected during autumn?
* Name all of the colours that you can see.

Spot the Difference ActivityDiscuss and highlight the differences in terms of clothes, weather, activities, colours, growth, animals etc. (Help pupils identify the comparison of Autumn and Summertime)**Activity book – see page XX of the Activity book to carry out the following activity.**Template ‘Spot the Difference’.Vocabulary Game |
| **Lesson 3 – Dialogue LO 2 4 5 6 10 12 13 14**Five Alive! ActivityIn pairs, using the five senses, play the interactive story again and encourage the children to identify what they could see, smell, taste, touch and hear if they were in a park in Autumn. (‘See’ is done. Focus on one sense at a time, use the classroom environment to help e.g. I can touch the carpet in the classroom, what could I touch in the park?)**Response Book – see page XX of the Response Book to carry out the following activity:** Template of ‘Five Alive’ senses template.Vocabulary GameSong:Dingle Dangle Scarecrow, by Mollie Russell-SmithWhen all the cows were sleeping And the sun had gone to bed, Up jumped the scarecrow And this is what he said!Chorus: ‘I'm a dingle, dangle scarecrow With a great big floppy hat, I can shake my hands like this And I can shake my feet like that.’When all the hens were roosting And the moon behind a cloud, Up jumped the scarecrow And shouted very loud.Loud ChorusWhen dogs were in the kennelsAnd doves were in the loft,Up jumped the scarecrow And whispered very soft.Soft ChorusLoud Chorus | **Lesson 4 – Storytelling LO 1 2 3 5 6 7 11 14**Review the vocabulary and dialogue from the poster. Use the spotlight to focus on the farmer’s activity in the background of the poster in more detail:* What is he doing and why? (harvesting the wheat)
* What is the scarecrow for? (scare birds away)
* What will happen next to the wheat? (milled, flour)

The Little Red Hen Shared StorytellingRead the story of The Little Red Hen. Encourage the children to help tell the story using the icons of the main characters and objects. Repeat and invite individual children to say the parts of the animals: ‘Who will help me...?’ and ‘Not I!’ (make the connection between the farmer from poster and hen in story)Autumn slideshowAdditional ActivityIn a circle, the children pass an apple and sing the rhyme (to the tune of Ring a Ring a Rosie). They use their hands to gesture whether they are in the game or not, hands out for in the game, arms folded for out of the game. Whoever has the apple when they sing the word ‘out’, is out. (smaller simultaneous groups for quicker end to game)‘Apple Tree, Apple Tree,Will the apple fall on me?I won’t scream, I won’t shout,If the apple knocks me out!’ |
| **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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