|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Senior Infants Oral Language Development Sample Unit Lesson Plan | | | | | | | | | |
| Unit: | 1 | Theme: | The Birthday Party | | | Response Book: | | Pages XX | |
| This unit explores the traditional setting of a child’s birthday party at home with family and friends and encourages pupils to share their favourite party activities and memories. | | | | | | | | | |
| **Fortnightly Plan** | | | | | | | | | |
| **Lesson 1** | | | | | Introduction to theme through Digital poster and discussion.  Game – Birthday Buddies  Vocabulary Game | | **Lesson 2** | | Questions & Answers – Favourite Party Food and games  Play - Guess the Party Game  Response Book – My Favourite...  Vocabulary Game |
| **Lesson 3** | | | | | Digital Poster – Dialogue Glow Buttons  Play – What’s the Magic Word?  Poem | | **Lesson 4** | | Digital Poster Review  Play – Pass the Parcel  Response Book – Match the Present  Poem  Song |
| **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 a birthday party at home. Demonstrate joint interest in the activities children enjoy at a party such as party games. Actively listen to various dialogues of children, friends and family attending a birthday party. | | | |
|  | | | | 2. Social Conventions & awareness of others | | Recognise the language styles of others using the poster dialogues to explore the language of family and friends at a Birthday Party. | | | |
|  | | | | 3. Social Conventions & awareness of others | | Use language with confidence to play the Pass the Parcel game. | | | |
| Understanding | | | | 4. Sentence Structure and Grammar | | Use coherent sentences whilst playing the Guess the Party Game. | | | |
|  | | | | 5. Acquisition and use of Vocabulary | | Use strategies such as speaker’s gestures, tone of voice and known words to play the Birthday Buddies Game. | | | |
|  | | | | 6. Acquisition and use of Vocabulary | | Use sophisticated topic specific language to engage in response and discussion of the Birthday Party scene and use decontextualised language in What’s the Magic Word Game. | | | |
|  | | | | 7. Demonstration of Understanding | | Showing understanding by giving and following instructions in order to find a Birthday Buddy. | | | |
| Exploring and Using | | | | 8. Requests and questions | | Express personal preferences in terms of Birthday Games that the child likes to play, such as Pass the Parcel. | | | |
|  | | | | 9. Requests and questions | | Clarify and extend thinking whilst discussing the Digital Poster and whilst seeking information on a partner’s favourite party food. | | | |
|  | | | | 10. Categorisation | | Name and describe people and animals and their behaviour and the activities they enjoy at a Birthday Party. | | | |
|  | | | | 11. Retelling and Elaborating | | Elaborating on the child’s own experience of Birthday Parties they have had/attended, using topic-specific language. | | | |
|  | | | | 12. Playful and Creative use of Language | | Playing word sorting game What’s the Magic Word, ‘Three Guests’ and ‘My Birthday’ poetry, ‘Happy Birthday’ song and vocabulary games. | | | |
|  | | | | 13. Information giving, explanation and justification | | Supply, explain and justify solutions to Guess the Party Game. | | | |
|  | | | | 14. Description, prediction and reflection | | Description of, prediction of and reflection on behaviours and dialogue occurring in the digital poster. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic Specific Language | | | | |
|  | | |  | | --- | | **Basic** | | cake | | candles | | balloons | | presents | | friends | | pizza | | happy | | birthday | |  | |  | |  | | |  | | --- | | **Core** | | party food: buns, biscuits, chips, popcorn, juice | | guests | | cocktail sausages | | excited | | party games list | | months of the year | | paper plates & cups | |  | |  | |  | | |  | | --- | | **Stretch** | | invitation | | organise | | magician | | flustered | | celebrate | | annual | | grateful | |  | |  | |  | |  | |
| Please add any other words that you feel might be suitable for your class. Many words such as ‘cake’ and ‘months of the year’ will occur naturally through discussion and activities. Pupils may need to be led to the acquisition and understanding of words such as ‘celebrate’ and ‘organise’. | | | | |
| Resources: | * Interactive Whiteboard Poster * Classroom-based activities (provided in TRB and onscreen) * Interactive Whiteboard Topic Specific Language Games * Related pages in response book * Song * Poems * Slideshow: Children’s birthday parties in different cultures | | | |
| Dialogue:  Pupils can model their own conversations and interactions on these dialogues. Dialogues can be played individually or all the way through. | * Birthday boy: ‘This is the best birthday ever, thank you Mam and Dad.’ Birthday girl: ‘I love being six.’ * Daddy: ‘Here comes the cake everyone.’ * Everyone: ‘Happy Birthday to you, Happy Birthday to you, Happy Birthday dear Sean and Eva, Happy Birthday to you.’ * Granny: ‘Oh I do hope you like my cake, I’ve put two different flavours in for a special twin cake!’ * Birthday boy: ‘Thank you Granny, it’s super.’ Birthday girl: ‘It’s super!’ Both: ‘It’s super duper!’ * Teenage girl huffing to herself, muffled headphone music. * Mammy: ‘Oh dear, these pizzas are very well done.’ * Magician: ‘Alakazam, Alakazat, make a rabbit come out of my hat!’ * Toddler: giggling and clapping. ‘Wow, look at the bunny rabbit!’ * Dog thought: ‘And now for my next trick I’m going to make these sausages disappear – tah dah!’ * Granddad, as his teeth fall out: “Oh my goodnesh, my sheesh!” [Oh my goodness, my teeth] * Friend 1: ‘I hope you like your present, I got it in the toy shop.’ Friend 2: ‘You are going to love this present, you can play with it outside.’ | | | |
| 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: | In the Role Play Area set up a home that a birthday party could be had using lots of decorations from junk art. Set the table for party food and create a space for party games.  In Physical Play, children might use playdoh to make ‘birthday cakes’.  \*Provide opportunities for children to develop their own party games (child-led). | | | |
| Additional Resources: | * Read Along: * *This is actually my Party, Charlie and Lola* by Lauren Child | | | |
| Integration: | Maths, Drama, SPHE, History | | | |
| 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 2 3 4 6 7 8 9 10 11 13 14**  Look at the whiteboard poster. Through sustained shared thinking discuss the picture. Ask the pupils to Think/Pair/Share:   * Do you like this picture? * Describe where it is. (Birthday Party at home) * Who can you see? What are they doing? Why do you think people celebrate? (To take time to appreciate each other) * Tell me about a time you had or went to a birthday party. * What might you wish for when you blow out your candles? * How is party food different to regular food? (Not everyday food, healthy V unhealthy) * If you were organizing a party, what food and games would you have? * What other types of parties do people have? (Surprise, Communion, New Baby, Wedding)   Using the poster and the comprehension strategy of prediction ask: who can you see in the picture? I wonder what they are saying?  Now, play the dialogues.  Activity  **Birthday Buddies**  Whole Class: Ask pupils to recite the months and identify their birthday month.  Find a partner: Pupils move around the room asking each other ‘What month is your birthday?’ (have list for pupils unsure of their birthday)  Ask pupils to sit down with their birthday partner.  Ask pupils to make birthday groups for each month.  Is there anyone in the group with a birthday on the same day?  Each group is to stand up when their month is called.  Vocabulary Game | **Lesson 2 – 1 3 4 5 6 7 8 10 11 13 14**  **My Favourite….**  In Pairs: Ask and answer ‘What is your favourite party food?’  ‘What is your favourite party game?’  (child can offer what they found out about their partner to the class)  Whole Class: Guess the Party Game – without saying the name of the game, a child volunteers to explain how to play a particular party game. The class is to guess which game it is. For example, ‘the music starts and everyone dances, when the music stops everyone must freeze, if you move you are out.’ Everyone answers: ‘Musical Statues!’ (play a quick round if the child is confident enough to lead the game)  Response Book: My Favourite…  Three boxes for drawing in. An image to indicate what should be drawn. My favourite party food/party game. The best present I ever got.  Vocabulary Game |
| **Lesson 3 – Dialogue & Playful Use of Language LO 1 2 3 4 5 6 7 10 12 14**  Activity  **What’s the Magic Word?**  Use the IWB Poster Spotlight to highlight the magician. The magician is doing a magic trick. Can you remember what he says? (Alakazam, Alakazat, make a rabbit come out of my hat!)  What is the magic word? (Alakazam, Alakazat)  Do you know any other magic words? ([abracadabra](https://en.wikipedia.org/wiki/Abracadabra), alakazam, [bibbidi-bobbidi-boo](https://en.wikipedia.org/wiki/Bibbidi-Bobbidi-Boo), [hocus pocus](https://en.wikipedia.org/wiki/Hocus_pocus_(magic)), izzy wizzy, let's get busy, [open sesame](https://en.wikipedia.org/wiki/Open_Sesame_(phrase)), hey [presto](https://en.wiktionary.org/wiki/presto), tah dah.**)**  Pretend to be a magician and make up a magic word for your spell. What does it mean when someone says: ‘What’s the magic word?’ Maybe your parents have said this to you when you’ve asked for something. Discuss mannerly words such as: please, thank you, sorry, excuse me, pardon, may I.  Quick fire game: Call out a word from either of the lists above and the children must shout ‘magic’ or ‘manners’.  Poem: Three Guests, by Jessic Nelson North I had a little tea party This afternoon at three. 'Twas very small- Three guests in all- Just I, myself and me.  Myself ate all the sandwiches, While I drank up the tea; 'Twas also I who ate the pie And passed the cake to me.  Vocabulary Game | **Lesson 4 – Review & Describing LO 4 5 6 8 9 13 14**  Review the vocabulary and dialogue from the poster.  **Pass the Parcel**  Whole Class: Put a toy in a touchy feely bag and start the music. When it stops the pupil describes what it might be, e.g. Pupil: ‘It’s round, like a sphere, you can bounce it.’ Class: ‘Is it a ball?’ Repeat with new toy. (You could sing Happy Birthday)  **See page XX of the Response Book to carry out the following activity.**  Pass the Parcel  Match the wrapped presents from the poster of either twin playing with it unwrapped.  Poem: My Birthday  On the day that I was born,  My family gave a cheer,  I’m just so fab in every way  They celebrate once a year  I wish it could be every day  For parties, sweets and cake,  But maybe once a year is best  Who wants a tummy ache?  Song: Happy Birthday!  Vocabulary Game 4 |
| **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 |