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| Senior Infants Oral Language Development Sample Unit Lesson Plan | | | | | | | | |
| Unit: | 2 | Theme: | | Space | | Response Book: | Pages XX | |
| This unit builds on pupils’ knowledge and understanding of Space and Planet Earth challenges misconceptions and provides opportunities for debate and for individuals to share information. | | | | | | | | |
| **Fortnightly Plan** | | | | | | | | |
| **Lesson 1** | | | Introduction to theme through Digital Poster and Discussion.  Video – Rocket Launch  Role play – Preparing for Launch  Vocabulary Game | | **Lesson 2** | | | Select and analyse topic-specific language.  Role Play – Space Movement Words  Play – ‘The Name Game’  Vocabulary Game |
| **Lesson 3** | | | Partner Work – Compare Day and Night  Digital Game – Day or Night  Response Book – Day or Night  Vocabulary Game | | **Lesson 4** | | | Digital Story time – The Story of Zen  Partner work – talk about the story.  Opinion – Did you like the story?  Slideshow |
| **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 theme. Demonstrate interest in the sharing of factual information on Earth and Space. | | |
|  | | | 2. Social Conventions & awareness of others | | | Recognise the language styles changes for instructional language of launching a Space Rocket and mime in response. | | |
|  | | | 3. Social Conventions & awareness of others | | | Use language with confidence to collaborate on discussion of items they would bring to space. | | |
| Understanding | | | 4. Sentence Structure and Grammar | | | Use coherent sentences whilst playing ‘If I Went to Space’. | | |
|  | | | 5. Acquisition and use of Vocabulary | | | Use strategies such as speaker’s gestures, tone of voice and known words to role-play ‘Walking in Space’. | | |
|  | | | 6. Acquisition and use of Vocabulary | | | Use sophisticated topic specific language to engage in response and discussion in comparing Night and Day images using topic-specific language such as dark and bright. | | |
|  | | | 7. Demonstration of Understanding | | | Comprehending the narrative of ‘The Story of Zen’ and explanations of Day and Night. | | |
| Exploring and Using | | | 8. Requests and questions | | | Express personal preferences of items the children would want to take to space, such as their teddy-bear. | | |
|  | | | 9. Requests and questions | | | Clarify and extend thinking whilst discussing the digital poster and whilst seeking information on what their partner would take to Space. | | |
|  | | | 10. Categorisation | | | Name, describe and categorise space exploration and Day and Night. | | |
|  | | | 11. Retelling and Elaborating | | | Elaborating on the child’s own knowledge of space exploration using topic-specific language. | | |
|  | | | 12. Playful and Creative use of Language | | | Listen and respond to Rocket Launch Countdown, Day and Night sorting, ‘Off to See the Moon’ poem, and vocabulary games. | | |
|  | | | 13. Information giving, explanation and justification | | | Supply, explain and justify points of information in relation to space language and ‘Day and Night’ categories. | | |
|  | | | 14. Description, prediction and reflection | | | Description of, predication of and reflection on ‘The Story of Zen. | | |

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| Topic Specific Language | | | | |
|  | | |  | | --- | | **Basic** | | sky | | sun | | moon | | stars | | rocket | | night | | day | |  | |  | |  | |  | |  | |  | |  | | |  | | --- | | **Core** | | space | | lift-off | | numbers: zero, one, two, three, four, five, six, seven, eight, nine, ten | | flames | | explosion | | spaceman/spacewoman | | spacemen/spacewomen | | alien | | planet | | dark | | bright | | floating | | |  | | --- | | **Stretch** | | the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune | | gravity | | astronaut | | craters | | antennae | | gliding | | rising | | exploring | |  | |  | |  | |  | |
| Please add any other words that you feel might be suitable for your class. Pupils will manage this theme with the basic and core language. Some pupils who express a particular interest in this theme will appreciate stretch language. | | | | |
| Resources: | * Interactive Whiteboard Poster * Classroom-based activities (provided in TRB and onscreen) * Interactive Whiteboard Topic Specific Language Games * Related pages in response book * Song * Poem * Slideshow | | | |
| Glow Button Dialogue: | Countdown for pupils to join in with. | | | |
| 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 Construction or Junk Art Areas, pupils are provided with resources to build spacecrafts such as recycled tubes and cardboard, magazine cuttings, tissue paper, pipe cleaners, tinfoil, etc. | | | |
| Additional Resources: | * Suggested Story: *Zen*, by John Newman, included in Lesson 4 . | | | |
| Integration: | Science, Maths, Drama, Art | | | |
| 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 – Introduction to theme LO 1 2 3 4 5 6 7 10 12 13**  Through sustained shared thinking discuss the poster. Ask the pupils to Think/Pair/Share:  Drawing on pupil’s prior knowledge talk about the sky at night, darkness, stars, moon, planets, etc. Also, talk about the rocket launch (the explosion and flames at take-off).  Questions:   * Where is the rocket going? (moon/space/sky) * Who is in the rocket? (spacewomen/spacemen/astronauts) * What are they doing? (space missions) * What are they seeing? (introduce any topic-specific language not used, e.g. planet names)   **Role Play**  As interactive poster is played, pupils squat on floor and join in the count-down, shaking as the launch approaches and then moving slowly in to a standing position, with arms in air, as the rocket lifts-off. (have pupils space out and move away from furniture)  Vocabulary Game | **Lesson 2 – Vocabulary LO 1 2 3 4 6 8 10 12 13**  Review digital poster with new vocabulary. In particular, focus on the astronauts. Ask the following questions:   * What are they wearing? (both inside and outside the rocket) * How do they move in the rocket? How do they move outside the rocket? (lack of gravity, floating) * Why are they tied to the rocket? * How do they walk on the moon?   **Role play**  Pupils mime floating in space and walking on the moon – they make slow, floaty swim-like movements, lifting feet and arms, bouncing and jumping – but all in **slow-motion**.  **Response Book**  **If I Went to Space**  What items might an astronaut take when travelling into space? (need: food, want: photograph)  Discuss. Categorise and justify the different items into ‘needs and wants’. Would all of the items be allowed? Why/Why not? (room, safety)  **Response Book -** If I Went to Space  Vocabulary Game |
| **Lesson 3 – Comparisons LO 1 2 4 5 6 7 10 13**  In pairs, talk about:   * Day and night (How to identify) * Daytime vs night-time activities (going to school/going to bed) * The sky during day vs sky at night (sunlight/moonlight) * Animal life during the day and night (dog/cat)   Clarify that some items might be in the sky at either time but that they may not be visible, e.g. a star.  **Response Book -** Day or Night  Poem: We’re off to see the Moon  Have you got your spacesuit on?  We’re off to see the moon.  The spaceship is all set to go  We’re leaving sharp at noon.  Buckle up and helmet on  And hold on very tight.  I hope you’ve brought your teddy bear  We’re staying overnight.  Song: Twinkle Twinkle Little Star  Vocabulary Game | **Lesson 4 – Story time LO 1 2 3 4 5 6 7 8 12 14**  Read the story of Zen to the pupils, highlighting the illustrations on the IWB.  **Talk About**  Talk about the story and ask the following questions;  Pupils discuss their answers with a partner.   * What does Zen see on his journey? (use the numerical order to jog memory) * What helps him fly? (The more balloons he has the higher he can go) * Why is he sad? (He has missed the space bus home) * Where is he going? (Returning home to Planet Zoodle) * How many balloons does he need? (10) * How is he welcomed on his return to his own planet? (with his favourite tea – oodles of noodles) * Ask/Answer: Did you like this story and why? (Pupils express opinion with reason and given space and respect to express this)   Slideshow  Vocabulary Game |
| **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 |