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| Senior Infants Oral Language Development Sample Unit Lesson Plan | | | | | | | |
| Unit: | 3 | Theme: | Fun at the Fair | | Response Book: | Pages XX | |
| This unit explores the exciting environment of the Funfair and looks at topic-specific language that is traditionally associated with this environment. | | | | | | | |
| **Fortnightly Plan** | | | | | | | |
| **Lesson 1** | | | Introduction to theme through Digital poster.  Play – What’s that sound?  Vocabulary Game | **Lesson 2** | | | Select and analyze topic-specific language – Funfair rides/games  Play – ‘Big Wheel’ listening game.  Response Book – ‘Big Wheel’  Vocabulary Game |
| **Lesson 3** | | | Digital Poster – Dialogue  Slideshow  Role Play – Funfair Workers  Vocabulary Game | **Lesson 4** | | | Digital Poster – Review  Select and Analyse topic-specific language – Reduplicated Phrases  Play ‘Helter Skelter’  Response Book – Helter Skelter |
| **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 exciting setting of the funfair.  Demonstrate joint interest in the rides and games children and adults enjoy at the funfair, such as the roller-coaster and the fortune-teller. Actively listen to various dialogues of children, friends, family and workers at the funfair. | | |
|  | | | 2. Social Conventions & awareness of others | | Recognise the language styles of others using the poster dialogues to explore the language of the family, friends and workers at the Funfair. | | |
|  | | | 3. Social Conventions & awareness of others | | Use language with confidence to get partner’s attention by calling our phrases in the ‘Roll Up, Roll Up’ game. | | |
| Understanding | | | 4. Sentence Structure and Grammar | | Use coherent sentences to describe and identify funfair sounds heard when playing the Digital Poster. | | |
|  | | | 5. Acquisition and use of Vocabulary | | Use strategies such as speaker’s gestures, tone of voice and known words in the Role Play ‘Roll Up, Roll Up’. | | |
|  | | | 6. Acquisition and use of Vocabulary | | Use sophisticated topic specific language to engage with, respond to and discuss the funfair scene. Explore the language relating to the Funfair. How do certain rides get their names? | | |
|  | | | 7. Demonstration of Understanding | | Aural discrimination: Response Book, Big Whell Activity – placing people in the correct Big Wheel buckets based on their description. | | |
| Exploring and Using | | | 10. Categorisation | | Name and describe and categorise people, rides, games and food at the Funfair. | | |
|  | | | 11. Retelling and Elaborating | | Elaborating on the child’s own experience of funfairs using topic-specific language relating to family, rides, games and food. | | |
|  | | | 12. Playful and Creative use of Language | | Using reduplicated phrases in playing the game ‘Helter-Skelter’, reading the ‘Fun Fair’ poem, Fuzzy Bear tongue twister, Knock Knock jokes and vocabulary games. | | |
|  | | | 14. Description, prediction and reflection | | Description and predication of and reflection on the behaviours and dialogue of the people at the funfair. | | |

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| Topic Specific Language | | | | |
|  | | |  | | --- | | **Basic** | | child | | family | | parents | | grandparents | | friends | | balloon | | popcorn | | sweets | | ice cream | |  | |  | |  | |  | | |  | | --- | | **Core** | | helter-skelter | | ghost train | | swing chairs | | roller coaster | | merry-go-round | | big wheel | | bumper cars | | teenager | | stall | | toffee apple | | candy floss | | strongman | | toddler | | |  | | --- | | **Stretch** | | fortune teller | | crystal ball | | loop the loop | | mallet | | attention | |  | |  | |  | |  | |  | |  | |  | |  | |
| Please add any other words that you feel might be suitable for your class. Reinforce language and encourage word play using reduplicated phrases such as ‘helter-skelter’. | | | | |
| Resources: | * Interactive Whiteboard Poster * Classroom-based activities (provided in TRB and onscreen) * Interactive Whiteboard Topic Specific Language Games * Related pages in response book * Poem: Fun Fair * Slideshow * Tongue Twister: Fuzzy Wuzzy * Knock Knock Jokes | | | |
| Dialogue:  Pupils can model their own conversations and interactions on these dialogues. Dialogues can be played individually or all the way through. | * Funfair Worker: ‘Roll up, roll up, the Funfair is here for three days only. ‘Loop the Loop’ on the loopiest roller coaster in town! Are you brave enough to try the Big Wheel? How about a sneaky peek into the future with our crystal ball? Roll up, roll up, to the best Funfair in the land.’ * Worker at Strong Man stall: ‘Step right up, step right up, grab the mallet and test your strength.’ * Worker at Hook a Duck: ‘Grab a hook, hook the duck and you’re in luck. You’d be quackers to miss this game.’ * Worker at Roller Coaster measuring children to go on ride ‘Stand up straight and don’t be late, grab a seat and put in your feet, hands in the air like you just don’t care, loop the loop...’ * Child: ‘This Funfair is amazing, I don’t know where I want to go first.’ Child: ‘Well let’s go on the roller coaster before we eat the candy floss!’ Child: ‘I hope I have enough money for all of these rides.’ Child coming off roller coaster (male): ‘Jeepers-creepers, that was fast!’ * Children at Ghost Train. Child 1: ‘The Ghost Train looks terrifying.’ Child 2: ‘Come on, it’ll be fun.’ Child: ‘That ghost train gave me the heebie-jeebies!’ The ghost Train makes ‘choo-choo’ sound. * Mother to child: ‘I’ll meet you at the popcorn stand when you finish the ride, now don’t dilly-dally.’ Child: ‘Okey-dokey Mam.’ * Fortune Teller: ‘Cross my palm with silver and I’ll reveal your future.’ Child: ‘Pah! I don’t believe in all that hocus-pocus.’ Child ‘She said I’d win!’ * Child: ‘One last go Dad, please, please, please?’ Dad: ‘Ok, one last go and then we promised to meet your Mam by the swings.’ Dad ‘Tick-tock.’ * Child on Big Wheel crying: ‘It’s too high, I don’t like it, let me off!’ Grandmother: ‘Don’t worry, we’ll be down in a minute.’ * Various screams, laughs and noises coming from the crowd and the rides and games. | | | |
| 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 funfair with funfair workers, tickets, rides, games, sweets, music.  Small World  In Small World pupils build a funfair using straws and connectors and have various toys take turns on the rides.  Water Area  In the Water Area pupils create water-based games for the fair using rods, magnets, ducks, fish, water tray, foam letters.  \*Note: provide opportunities for the pupils to develop their own games (child-led). | | | |
| Additional Resources: | * Suggested Picture Book: *Sarah and Duck go to the Funfair* by Sarah Gomes Harris | | | |
| 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. | | | |

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| **Lesson 1 – Introduction to theme LO 1 2 3 4 5 6 10 11 12**  Look at the whiteboard poster. Through sustained shared thinking discuss the picture. Ask the pupils to Think/Pair/Share.   * Do you like this picture? (Justify response) * Describe what the picture shows (funfair) and what is happening. * Who can you see? What are they doing? Why do people go to the funfair? * Did you ever go to the funfair? Tell us about it. * Do you think that everyone likes the funfair? Why? Why not? (Talk about different ages, the fear factor, money.) * Engage the senses – what can you hear/see/taste/smell/feel at the funfair? * Do you know the names of any of the rides/games? Why do you think it’s called that? (Cups and saucers look like their name)   Using the poster and the comprehension strategy of prediction, ask the following questions: Who can you see in the picture? What do you think they are saying?  Now, play the dialogues.  Activity  **What’s that sound?**  Whole Class. Refer to the poster and identify the sounds of the following rides and games:   * The ghost train * Bumper cars * The bell of the strongman game * The merry-go-round * The splash of the duck being dropped in the ‘Hook a Duck’ Game * Money in the fortune teller’s hand * Water squirting into the clown’s mouth * A balloon popping.   Vocabulary Game | | | | **Lesson 2 – Questions & Aural Discrimination LO 5 6 7 12**  Review the whiteboard poster, using new vocabulary. In particular, focus on the vocabulary relating to the **names of various rides**. Discuss why rides have certain names: cups and saucers, big wheel, bumper cars and roller coaster. We might use different names for different rides depending on where we live: bumping cars/dodgems, big wheel/ferris wheel.  **Response Book – Big Wheel**  **Big Wheel**  Put the children into the correct bucket on the big wheel by listening to the following descriptions:  *The girl with the hat belongs in the bucket with zig-zags.*  *The boy with the candyfloss belongs in the bucket with spots.*  *The Mammy and child belong in the bucket with hearts.*  *The grandparents belong in the bucket with straight lines.*  *The teenagers belong in the bucket with stars.*  Vocabulary Game |
| **Lesson 3 – Dialogue and Role Play LO 1 2 3 4 5 6 7 10 12 14**  Activity  **Roll Up Roll Up**  The funfair workers shout to try and get your attention so that you will go on their ride or play their game. What phrases do they use? (Click on the poster again to listen again).  In pairs, choose your favourite ride or game, pretend to be a funfair worker and shout about it to your partner. Use the phrases you have heard, e.g. ‘Roll Up, Roll Up.’ (Allow loud volume)  Tongue Twister  Fuzzy Wuzzy  Fuzzy Wuzzy was a bear,   Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't fuzzy,  was he?  Slideshow  **Poem: Fun Fair**  Fun Fair Fun Fair  Helter Skelter, Teddy Bear  Fun Fair Fair Fun  Hook a Duck now you have won  Fun Fair Fun Fair  Candy Floss stuck in my hair  Fun Fair Fair Fun  Roll Up Roll Up Everyone | | | | **Lesson 4 – Reduplicated Phrases LO 6 10 12**  Activity  **Helter-Skelter Game**  Whole Class Listen: Which sounds best? Helter-Skelter, Helter-Jeebie, Helter-Dong. Encourage the pupils to explore the rhyme and rhythm of various phrases. The funfair is sometimes known as the Hurdy-Gurdys.  There are lots of fun words like this that have all sorts of meanings: (Reduplicated Phrases, below)   * Same word said twice, e.g. bye-bye or knock-knock. * Rhyming words like helter-skelter or ding-dong. * Do you know any more? Give examples from the poster and the list below.   In this game, you will hear the first part of the phrase. Call out the second part if you know it, e.g. if I said ‘tick’, you would say... ‘tock’. Teacher to select from the list of reduplicated phrases to suit level of class. (Choose some your class will know and some new phrases or phrases they could guess)  **Response Book Helter Skelter** |
| **Reduplicated Phrases** | | | | |
| **Exact** | **Rhyming** | | **Ablaut** | |
| Blah-blah Bye-bye Choo-choo [Chop-chop](http://www.phrases.org.uk/meanings/chop-chop.html) Goody-goody Knock-knock Rah-rah [Wee-wee](http://www.phrases.org.uk/meanings/wee-wee.html) [Yada-yada](http://www.phrases.org.uk/meanings/yada-yada.html) | [Boogie-woogie](http://www.phrases.org.uk/meanings/boogie-woogie.html) [Fuzzy-wuzzy](http://www.phrases.org.uk/meanings/146100.html) Harum-scarum [Heebie-jeebies](http://www.phrases.org.uk/meanings/heebie-jeebies.html) [Helter-skelter](http://www.phrases.org.uk/meanings/helter-skelter.html) [Higgledy-piggledy](http://www.phrases.org.uk/meanings/higgledy-piggledy.html) [Hocus-pocus](http://www.phrases.org.uk/meanings/hocus-pocus.html) Hodge-podge Hokey-pokey Hubble-bubble Hurly-burly Jeepers-creepers | Lovey-dovey [Mumbo-jumbo](http://www.phrases.org.uk/meanings/mumbo-jumbo.html) [Namby-pamby](http://www.phrases.org.uk/meanings/namby-pamby.html) [Nitty-gritty](http://www.phrases.org.uk/meanings/nitty-gritty.html) [Okey-dokey](http://www.phrases.org.uk/meanings/264800.html)  Razzle-dazzle [Shilly-shally](http://www.phrases.org.uk/meanings/willy-nilly.html) Teenie-weenie [Topsy-turvy](http://www.phrases.org.uk/meanings/topsy-turvy.html) Walkie-talkie [Willy-nilly](http://www.phrases.org.uk/meanings/willy-nilly.html) | [Chit-chat](http://www.phrases.org.uk/meanings/chit-chat.html) Dilly-dally Ding-dong  Flim-flam [Knick-knack](http://www.phrases.org.uk/meanings/knick-knack.html) Mish-mash Ping-pong Pitter-patter Riff-raff See-saw [Shilly-shally](http://www.phrases.org.uk/meanings/shilly-shally.html) Sing-song Tick-tock Tip-top Tittle-tattle | |
| **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 |