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| `First Class Oral Language Development Sample Unit Lesson Plan |
| Unit:  | 1 | Theme: | Fairytales | Response Book: | Pages XX |
| This unit revisits the well-known theme of Fairytales with a more mature approach. It encourages pupils to identify with others and use playful language and persuasive speech. |
| **Fortnightly Plan** |
| **Lesson 1** | Introduction to theme through Digital poster. Dialogue Glow ButtonsSmall Groups – Other Fairytales DialogueVocabulary Game | **Lesson 2** | Digital Poster ReviewPlay – Name that FairytaleResponse Book – Name that FairytaleVocabulary Game |
| **Lesson 3** | Digital Poster – ReviewThe Hot Seat – Goodies & BaddiesResponse Book – Goodies & BaddiesVocabulary Game | **Lesson 4** | Digital Poster - ReviewCreate your own Fairy TalePoemVocabulary Game |
| **Relating to the Curriculum** |
| **Element** | **Learning Outcome** | **Children should be able to:** |
| Communicating | 1. Engagement, listening and attention
 | Show interest in the age-appropriate approach to the topic of fairy tales. Actively listen, attend and recognise the various elements. |
|  | 1. Social Conventions & awareness of others
 | Observe the characteristics of fairy tales, such as setting, magic, heroes and villains.  |
|  | 1. Social Conventions and awareness of others
 | Work collaboratively with classmates to use language styles to explain, convince or persuade audience in Guilty or Not Guilty. |
| Understanding | 1. Sentence Structure and Grammar
 | Use coherent sentences to create new dialogue for fairy tale characters present (Gingerbread Man) and not present (The little Mermaid) with increasing complexity to convey a story. |
|  | 1. Acquisition and use of Vocabulary
 | Acquire and show understanding of new words relating to fairy tales such as ‘guilty’ and ‘not guilty’ to engage in character judging. |
|  | 1. Acquisition and use of Vocabulary
 | Use sophisticated oral vocabulary and phrases to establish the identity of a fairy tale character in Goodies and Baddies hot seating. |
|  | 1. Demonstration of Understanding
 | Follow instructions for games, speculate on the identity of various fairy tale characters and hypothesise the motives for fairy tale characters’ actions. Contribute appropriately.  |
| Exploring and Using | 1. Requests and questions
 | Express personal preferences in terms of favourite fairy tales and identify classic lines used such as ‘Run run as fast as you can...’ |
|  | 1. Requests and questions
 | Ask and answer a variety of questions to seek information in relation to the fairy tale character in the Hot Seat. |
|  | 1. Categorisation
 | Categorise of fairy tale characters as Goodies or Baddies. Attribute well known fairy tale phrases to the correct fairy tale. |
|  | 1. Retelling and Elaborating
 | Use sequencing and the past tense whilst retelling a fairy tale character’s actions and feelings. |
|  | 1. Playful and Creative use of Language
 | Listening and responding to dialogues and character behaviour, naming fairy tales and placing various characters in the hot-seat. Listen and recite ‘Hairy Tales’ Poem. |
|  | 1. Information giving, explanation and justification
 | The Hot Seat – Goodies and Baddies: children as fairy tale characters provide witness statements and explain what they were doing and why. |
|  | 1. Description, prediction and reflection
 | Describe poster scenes, predict what the various fairy tale characters will say or talk about in various dialogues. Reflect on the actions of fairy tale characters giving justifications for their actions. |

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| Topic Specific Language |
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| **Basic** |
| story |
| Fairy Tale Titles: |
| The Gingerbread Man |
| Rapunzel |
| Goldilocks and the Three Bears |
| The Three Little Pigs |
| Snow White and the Seven Dwarves |
| Little Red Riding Hood |
| voice |
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| **Core** |
| character |
| storytelling  |
| goody |
| baddy |
| setting |
| magic |
| repeat |
| behaviour |
| feelings |
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| **Stretch** |
| summarise |
| fiction |
| magical creatures |
| hero |
| villain |
| guilty |
| not guilty |
| convince/persuade |
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| Please add any other words that you feel might be suitable for your class. This unit revises the typical language of fairy tales (names of characters, storytelling) and extends language use to language skills (summarise, convince, persuade).  |
| Resources | * Interactive Whiteboard Poster
* Classroom-based Activities (provided in TRB and onscreen)
* Interactive Whiteboard Topic Specific Language Games
* Related pages in response book
* Poem: Hairy Tales
* Slideshow
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| Glow Button Dialogue:  | * Gingerbread Man: ‘These two think they can just eat me, well I’ll show them. I’m leaving.’ Old Couple: ‘Just where do you think you’re going?! Get back here this minute!’ Fox: ‘Here comes dinner!’
* Baby Bear: ‘Are we there yet? Are we there yet? I’m hungry!’ Goldilocks: ‘This porridge is far too salty, I wonder who made it? It’s unBEARable.’
* Three Little Pigs: Two pigs, to the other ‘I hope we are safe here in your house of bricks.’ Other pig: ‘Of course we are, I would never use straw or sticks to build with.’ Wolf: \*huffing and puffing and then coughing\*
* The Witch: ‘Rapunzel, Rapunzel, throw down your hair.’
* Little Red Riding Hood: “Lots of goodies for Granny, I hope she’s hungry.” Wolf: “Ooooh, I quite like this nightdress, very comfy, now where are Granny’s slippers?”
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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: | * Small World Theatre: Using finger/hand puppets, pupils retell well-known fairy tales. Ending could be changed.
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| Additional Resources: | * Suggested Picture Book: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury

Tomás na hOrdóige agus Scéalta Eile By [Nóirín Ní Nuadhain](https://www.cic.ie/en/browseby/noirin-ni-nuadhain)* Station Teaching: Oral language Station:
* images of Fairy Tale characters to be classified as Goody or Baddy. Children take it turns to say which and why. Children can disagree and explain.
* Sequence images from a Fairy Tale and retell the story.
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| Integration: | History, SPHE, Drama, Gaeilge |
| 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 & Dialogue LO 1 2 3 4 5 6 7 10 11 12 14**Whole Class: Talk about the poster. Identify the theme as being fairy tales. Small Groups: Ask the pupils to:* Name as many fairy tales as they can from the poster. Gingerbread Man, Rapunzel, Goldilocks and the Three Bears, The Three Little Pigs, Little Red Riding Hood.
* Name other fairy tales that they know.
* Name their favourite fairytale. Why is this their favourite fairytale?

Whole class collaborate answers.Small Groups: Ask the pupils to pick a fairytale that they know and to talk about it. Who are the different characters? What happens?Using the IWB poster and the comprehension strategy of prediction ask: Who can you see in the picture? I wonder what they are saying? Now press the **play** button to play out the interactive story. | **Lesson 2 – Listening & Acquisition LO 1 2 5 6 7 10 11 12 14****Name that Fairy Tale**Whole Class: In Fairy Tales, lines from the story are often repeated by a main character, e.g. ‘Run, run as fast as you can, you can’t catch me I’m the Gingerbread Man.’On IWB game: Listen to each line and identify:* Which character in the Fairy Tale says the line?
* How might the character say this line? Angry, fierce, happy etc.
* Repeat the line using the character’s voice.

**Audio Lines:*** ‘Rapunzel, Rapunzel, throw down your hair.’ (Witch)
* ‘This porridge is too hot, this porridge is too cold, but this porridge is just right.’ (Goldilocks)
* ‘Little pig, little pigs let me come in.’ Big Bad Wolf
* ‘Not by the hair on my chinny chin chin.’ (Three Little Pigs)
* ‘I’ll huff and I’ll puff and I’ll blow your house in.’ (Big Bad Wolf)
* ‘Oh Granny, what big teeth you've got!’ (Little Red Riding Hood)
* ‘All the better to eat you with, my dear!’ (Big Bad Wolf)

**Response Book - Name that Fairy Tale** |
| **Lesson 3  – Character Analysis LO 1 2 3 4 5 6 7 9 10 11 12 13 14****The Hot Seat – Goodies and Baddies**Whole Class: Model being in the hot seat as any Fairy Tale character from the list below.Ask the pupils to identify this character as a Goody (thumbs up) or Baddy (thumbs down). Who are the goodies and the baddies or heroes and villains in the fairy tales? Decide which category each character belongs in, and why. Gingerbread ManFoxRapunzelWitch (from Rapunzel)Three Bears (from Goldilocks and the Three Bears)GoldilocksThree PigsBig Bad Wolf (from the Three Little Pigs) Little Red Riding HoodBig Bad Wolf (from Little Red Riding Hood)Invite a child to choose a character and take the hot seat. Character tells their story and class can ask questions. Support with dialogue from IWB poster. (Pupils who are not going to go on the hot seat should be encouraged to ask a question, partners might prepare a question together)**Response Book - Goody or Baddy**Vocabulary Game | **Lesson 4 – Describing and Reflecting LO 1 2 3 4 5 6 7 9 11 12 13**Create your own fairy taleWhole class or small groups: Ask pupils to compose a new fairy tale. Pupils can work from one of the stories they already know. Create new characters. What are they like? Where does the action take place? What happens in the story? Does magic play a part? What happens in the end? Act out examples for the rest of the class. **Poem:** Hairy Tales The Big Bad WolfHas changed his mindHe’s really not the huffing kind.The Prince is not for Cinderella,She’d much preferA simpler fella.And as for mean oldCaptain Hook,Instead of fightHe’d rather cook.Sleeping Beauty Was shown the door,Because of herAnnoying snore. These Fairy FolkHave too much strifeI think they needAn easier life!SlideshowVocabulary 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
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