|  |  |
| --- | --- |
| **First Class Oral Language Programme Sample Unit Lesson Plan**  | **Theme:** Fun at the Playground |
| **Unit 2** | Response Book: p. XX |
| **Date****From: To:**  |
| **No. of lessons: 4** | **Oral Language** |
| **Stage 2 Learning Outcomes** | **Elements:** Communicating 1, 2 and 3 / Understanding 4, 5, 6, 7 / Exploring and Using 8–14  |
| **Content/Topic** | This unit explores playground activities. |
| **Learning experiences** | **Lesson 1:** * Introduction to theme through the digital poster
* Listen to audio, watch animations
* Classroom discussion about playgrounds
* Vocabulary Game
* Response Book – p. XX. Poster and thumbnail pictures
 | **Lesson 2:*** Review of Poster plus dialogue with questioning to draw out topic specific language
* Individual children talk about their preferred playground equipment
* Composing dialogue for various playground scenarios
* Vocabulary Game
* Response Book – p. XX Design your own Playground
 |
| **Lesson 3:*** Revise poster/ replay audio
* Poem: The Playground
* Circle time: discussion of poem
* Vocabulary Game
 | **Lesson 4:*** Revise poster and audio
* Play ‘What am I?’ game.
* Slide show: Playground equipment
* Vocabulary Game
* Response Book – p. XX ‘What am I?’
 |
| **Resources** | * Interactive Whiteboard Poster
* Classroom-based Activities (provided in TRB and onscreen)
* Interactive Whiteboard Topic Specific Language Games
* Related pages in response book
* Poem
* Slideshow
 |
| Topic Specific Language |

|  |  |  |
| --- | --- | --- |
| playground | climbing frame | challenge |
| swing | dizzy | risk |
| slide | skill | imagination |
| see-saw | fear | excitement |
| favourite | frightening | achievement |
| roundabout | mast | balance |
| safe | relax | topple off |
| backwards | bounce | partner |
| forwards  | narrow | prevent |

 |
| **Assessment** | **Assessment of the pupil’s ability to:** * Respond to and engage with the vocabulary and activities of the oral language unit.
* Engage with and complete the Response Book activities.

**Method:** Teacher observation and self-assessment |
| **Differentiation** | Plan and provide for differentiated support specific to the children’s needs on vocabulary and comprehension. |
| **Integration** |  Drama, SPHE |
| **Glow Button Dialogue** | Commentator:*There is a big playground in town. On sunny days all the children love going there to play. They have lots of fun. You can almost feel their excitement! (We now get a close-up view of the children on the big swings)* Glow button 1: Child A being pushed by her friend: *This is great. Give me a bigger push! I want to touch the sky.*  Child B on another swing: *Look, I can go higher than you.* Commentator:*(We now move to a close-up view of the children on the smaller swings)**The smaller children love to play on these swings. Their parents lift them into the seats which keep them safe. They have lots of fun swinging backwards and forwards.* Commentator:*(Now close-up view of the children on the big see-saw)**The see-saw is a favourite of all the children. They love going up and down. Partners play together and have fun. Up, down, up, down, one after the other.* Glow button 2: Child A: *Let’s see if we can stop the see-saw in the middle.* Child B: *No! It’s impossible to keep it steady. Let’s just bounce up and down.*Commentator:*(Close-up view of the child on his own on the see-saw)**This little fellow needs a partner so he can play on the see-saw. Oh look! Here comes his friend to play with him.* Commentator:*(Close-up view of the rubber material on the ground)**Look at the special soft material on the ground. That is put there to prevent children hurting themselves if they fall. It is important that everyone is safe at the playground.*Commentator:*(Close-up of the playhouse and the slide)**All the children love going into the playhouse and then sliding down the slide.* Glow button 3: Child A: *This is my fourth go on this slide. I love it!* Child B: *I’m going on the big slide next.*Commentator:*(Close-up of the big slide)**It’s a bigger challenge going on this slide. It can be frightening going on it for the first time. But soon everyone gets over their fear and slides right down to the bottom. The second time around, it’s much easier.* Commentator:*(Close-up of the climbing frame)**Look at the fun these children are having on the big climbing frame! Would you risk going right up to the top?* Glow button 4: Child A at the top of the climbing frame: *Look Daddy! I’m the king of the castle.* Parent on ground looking up: *Well done! That’s a great achievement, you are very brave!*Commentator:*(Close-up of children crossing the narrow wooden bridge)**It’s hard to keep your balance when you’re crossing the narrow bridge. The children hold on to the ropes if they think they are going to topple off.* Commentator:*(Close-up of children playing on the wooden boat)**The play boat is a great favourite with everyone. The children use their imaginations and pretend to be pirates on the high seas. Hang on tight to the mast! There’s a storm coming!* Commentator:*(Close-up of children playing on the roundabout.)**The roundabout can turn quickly. Hold on tight! It takes great skill to be able to jump off just at the right time.*Glow button 5: Child A Running along turning the roundabout. There are about five children on the roundabout. *This is going to be the fastest roundabout in the world!* Child A Jumping off. *I’m getting off. I feel a bit dizzy already!*Commentator:*(Close-up of parents sitting on the benches)**Parents can relax knowing that their children are safe and having fun when they are in the playground. They can catch up on all the news together. Some can even catch up on their knitting!*  |
| **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. |

|  |  |
| --- | --- |
| Lesson 1 – Fun at the PlaygroundTalk AboutWhole Class: Introduce the topic ‘The Playground’, referring to the poster. Listen to the dialogues, which include the topic specific language. Where necessary, pause to explain particular words or phrases. Use the spotlight feature to highlight certain items. Encourage general class discussion relating to the playground – where the nearest playground is, what equipment is in it, how often do pupils go there, what’s best about being in the playground. In Pairs: Encourage pupils to talk to each other about what they like about being in the playground. Are there any elements that they don’t like?Vocabulary Game | Lesson 2 – Fun at the PlaygroundTalk AboutWhole Class: Revise the poster, talk about all that is happening in it and play the audio. Individual Pupils: Ask individuals to talk about how they like to play on various pieces of equipment in the playground. Emphasise the topic specific language. In Small Groups: Working in groups of three or four, pupils compose dialogue for various scenarios.* You are at the playground. You see your friends playing on the swings. Ask them whether you can join in.
* You have been playing in the playground. When you go home you tell your Mum all about what you have been doing.
* You are on a team in charge of designing a new playground. What pieces of equipment would you like to put in this playground?

Vocabulary Game |
| Lesson 3Talk AboutWhole Class: Revise the poster. The poem ‘The Playground’ or another poem of your choice is taught. Ask pupils to form a circle and share their thoughts and feelings about the poem. Poem <title in blue menu>Lesson 3 – Poem: The PlaygroundSwinging on the swingsOr climbing really high things.The playground,With friends all around.Up on the climbing frameThat’s my favourite game.The playground,With friends all around.See-saw up and see-saw downThis is the best place in town.The playground, With friends all around.Vocabulary Game | Lesson 4What Am I? ActivityWhole Class: Play a game of ‘What Am I?’ Ask a pupil to come to the top of the class and describe a particular piece of equipment in the playground without actually naming it (roundabout, swing, slide, see-saw, climbing frame). The other pupils then have to ask questions and guess what the item is. A variation on this game is to ask the pupil to draw a picture of the playground item. Then this pupil comes to the top of the class with the paper folded and hidden and others ask them questions about what they have drawn. The pupil is only allowed to give a ‘yes’ or ‘no’ answer to the questions. The first to guess the playground item wins the game. Vocabulary Game |
| **Slideshow** **Talk About**<A series of photographs of specific pieces of equipment in a playground.>Talk about each item. Ask pupils to take turns to explain to the class how the equipment is used. Is the equipment pictured the same or different in comparison to the equipment in the local playground? Use the spotlight feature to highlight specific aspects of the photographs.  | **Additional Activities****Talk About*** In small groups, ask pupils which playground equipment requires you to have a partner to play with (see-saw, roundabout, swing). How do you play on these pieces of equipment with your partner?
* Talk about other times when you need a partner or friend to help you.
* Ask the pupils to look at the poster really carefully. Then hide part of the poster using the black-out cover feature. Ask particular questions about what is hidden – what colour was the piece of equipment, how many children were there, was it a boy or girl on the big swing, etc.
* Talk about how to keep safe in the playground.
 |