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| **First Class Oral Language Programme Sample Unit Lesson Plan** | | | **Theme:** An Autumn Walk | | |
| **Unit 3** | | | Response Book: p. XX | | |
| **Date**  **From: To:** | | | | | |
| **No. of lessons: 4** | | **Oral Language** | | | **Writing** |
| **Stage 2 Learning Outcomes** | | **Elements:**  Communicating 1, 2 and 3 / Understanding 4, 5, 6, 7 / Exploring and Using 8–14 | | | |
| **Content/ Topic** | Unit 3: An Autumn Walk - This unit explores the changing season on the farm, in the woodland and in towns. | | | | |
| **Learning experiences** | **Lesson 1:**   * Introduction to theme through the digital poster * Listening to the audio * Classroom discussion about autumn * In Pairs: Children talk about signs of autumn. * 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 what they have noticed about and their activities in autumn. * In groups: Children compose dialogue for various autumn scenarios * Vocabulary Game * Response Book – p. XX Autumn Fruit and Vegetables | |
| **Lesson 3:**   * Revise poster/replay audio * Poem: Signs of Autumn * Circle time: Discussion of poem * Vocabulary Game | | | **Lesson 4:**   * Revise poster plus audio * Play: Autumn words and sounds game * Slide show: Signs of autumn * Vocabulary Game * Response Book – p. XX. Name the season | |
| **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 | |  |  | | --- | --- | | evergreen | autumn fruit | | deciduous | ripe | | hibernate | season | | nature | windfalls | | daylight | orchard | | harvest | store | | crops | combine harvester | | migrate | woodland | | | | | |
| **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, SESE | | | | |
| **Glow Button Dialogue** | Commentator:  *Audio 1*  There are four seasons, and we are now in the season of autumn.  *Audio 2*  *Dad: In autumn the leaves on some of the trees change colour. They turn yellow, red and brown. Soon, they will fall to the ground. It’s lovely to go for a woodland walk in autumn.*  *Kick up the leaves and hear them crunching under your feet.*  Commentator:  *Audio 3*  *The trees that lose their leaves during autumn are called deciduous trees. The leaves on this big horse-chestnut tree are already changing colour. Soon, there will be a carpet of colourful autumn leaves on the ground.*  Commentator:  *Audio 4*  *Autumn is also the season when the crops and fruit are ripe. Chestnuts or conkers are the fruit that grows on the horse-chestnut tree. Children love to play games with the conkers.*  Commentator:  *Audio 5*  *Some trees, like this pine tree, don’t lose their leaves at all. They are called evergreen trees. Look, the pine cone is the fruit of the pine tree.*  *Audio 6*  *Dad: The fruit has been growing all summer long and now in autumn it is ripe and ready to pick. Look at all the fruit on these blackberry bushes. The ripe, black juicy berries taste delicious. Blackberries can also be used to make lovely blackberry jam.*  *Children, together: Yumm!*  Commentator:  *Audio 7*  *This apple orchard is full of autumn fruit. Some of the apples have already fallen to the ground. We call them windfalls. It is time to start gathering the harvest of lovely ripe apples.*  Commentator:  *Audio 8*  *September, October and November are the months of autumn. Animals and birds know that the season after autumn is winter. They begin to get ready for the colder weather.*  Commentator:  *Audio 9*  *Some animals, like the hedgehog, hibernate during the winter. This cute little fellow is gathering leaves to make a cosy bed for his long winter sleep.*  Commentator:  *Audio 10*  *Squirrels don’t hibernate for the winter. In autumn they get ready for the winter. They collect nuts and store them up so that they will have enough food to last right through the cold winter. They wake up from time to time to feed on their store of nuts.*  Commentator:  *Audio 11*  *These swallows know that autumn is here. Look how they gather together on telephone wires. Soon they will fly off or migrate to a warmer country for the winter. They migrate in autumn and will return again in spring next year.*  Commentator:  *Audio 12*  *A lot of our birds of course do not migrate to warmer countries in autumn. They stay here the whole year round. It’s good to put out some food for the birds in winter.*  Commentator:  *Audio 13*  *Autumn is the season when the crops are ripe in the fields. It is a busy time for farmers as they gather in the harvest. This farmer is busy working on his combine harvester.*  *Audio 14*  *Farmer (male) When the crop has been harvested, I take my grain to the mill. Some of it will be turned into flour to make bread.*  Commentator:  *Audio 15*  *The evenings start to get darker in autumn. In the towns, the street lights are switched on early. Soon, it will be winter.* | | | | |
| **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. | | | | |

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| Lesson 1  Talk About  Whole Class: Introduce the topic ‘Autumn’, referring to the posters. Play the audio and listen to the target vocabulary. Where necessary, pause to explain particular words or phrases if it is felt that some pupils do not understand them. Use the spotlight feature to highlight certain aspects of the pictures while they are being discussed.  There follows a general class discussion about autumn. Encourage the pupils to share the information they have and explore the theme.  In Pairs: Arrange the pupils in pairs. Encourage them to talk to each other about what they know about autumn. Depending on the school setting, the focus may be on rural or urban signs of autumn.  Vocabulary Game | Lesson 2  Talk About  Whole Class: Revise the poster, talk~~s~~ about all that is happening in it and play the audio. Particular words or phrases may be explained or used in a different context. Use the spotlight feature to highlight certain items on the poster while they are being discussed.  Individual Pupils: Ask individuals to talk about what they have noticed about autumn, or activities they have taken part in during autumn. When necessary, model using the topic specific language.  In Small Groups: Working in groups of three or four, pupils compose dialogue for the following scenarios.   * You are with your family on a woodland walk in autumn, kicking through the leaves on the ground. * You have been in the park gathering conkers with your Dad. When you go home, tell your Mum about all the things you have done. * You are playing a game of conkers with your friends. |
| Lesson 3  Talk About  Whole Class: Revise the poster. The poem ‘Signs of Autumn’ or another poem of your choice is taught.  Poem <title in blue menu>  Lesson 3 – Poem: Signs of Autumn  When leaves start to turn yellow and red,  And hedgehogs search for a cosy bed,  When squirrels gather their nutty store,  And long summer days are no more,  It’s autumn.  When farmers get busy harvesting their crops,  And ripe fruit falls from the tree tops,  When swallows prepare for their long, long flight,  And days are shorter than the night,  It’s autumn.  When streetlights shine in the afternoon,  And foxes roam under a harvest moon,  When conkers are gathered for fun and games,  And bonfires blaze with Halloween flames,  It’s autumn.  Pupils form a circle and talk about the poem. | Lesson 4  Autumn Words and Sounds  Activity  Whole Class: Play the ‘Autumn Words and Sounds’ game. Pupils sit in a circle. Invite each pupil in turn to give a word or sound that makes them think of autumn. Model examples of appropriate words and sounds. They may be the colours, animals, birds, fruit, trees, games, etc., associated with autumn (rustles, the crackle of dry leaves underfoot, the swoosh of the wind blowing through the pines). Then, taking one category at a time (e.g., colours) pupils are asked to provide their own words or sounds. Some pupils will repeat a word the teacher used or one another pupil has already provided. That should be allowed but the teacher should highlight when new creative words or sounds (e.g. imaginary sound of a hedgehog sleeping) are supplied. It may be possible to compose a new sound poem using some of the words or sounds. |
| **Slide show**  **Talk About**  <A series of photographs about autumn – E.g. various autumn scenes in urban and rural settings.>  Talk about each photograph. Notice the various signs of autumn in the pictures. Use the spotlight feature to highlight specific aspects of the photographs. | 1. **Additional Activities**   **Talk About**   * Look at pictures of three or four common Irish trees (chestnut, oak, ash, beech). Talk about how to recognise the tree by the shape of its leaf. Ask for leaf samples for the nature table. * Ask the pupils to look at the poster really carefully. Then hide part of the poster using the black-out cover feature. Ask specific questions about what is hidden – what colour was, how many were, was it a boy or girl etc. * Talk about games that can be played with conkers. |