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Starlight

A Complete Primary English Programme

Senior Infants

Oral Language Lesson Plans

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Authors: Áine Cregan

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About *Starlight* Oral Language Posters

Oral language is a child's first and most important method of communication. It is the foundation of learning to read and write and studies have shown that poorly developed language skills are a barrier to overall literacy achievement.

Starlight's oral language programme for Senior Infant is fully aligned to the 2015 Primary Language Curriculum. It features 16 full-colour posters with a mix of illustrations and photo-based images, as well as accompanying lesson plans. The posters are available as a dual print and digital package, providing teachers with the flexibility to teach in a variety of ways to suit different learning styles. Each poster can be covered over a two-week period. There are four mini-lessons outlined within each lesson plan and it is suggested that two are covered in the first week and two in the second week.

The digital posters contain seven different Modes:

Explore:
Provides the teacher with a range of useful tools for interacting with the poster, including spotlight, zoom, pen/highlighter, etc.

Story Mode 1 (*Starters*):
Provides a simple narration to accompany a poster animation. The vocabulary and syntax for this mode are at an easier level than that for the flyers story.

Story Mode 2 (*Flyers*):
Provides a more challenging narration than the starters story and features richer, more complex vocabulary and syntax.

Question:
Provides children with 10 questions relating to the image(s). The question levels are indicated by the button outline colour – light pink for lower-order questions to maroon for more challenging questions.

Label:
Provides a useful literacy link for the oral language vocabulary that the children have been hearing.

Activity:
Contains one of a variety of tasks and games including sorting, categorising, 'Who Am I?' and 'Spot the Difference'.

Poem:
Contains a poem relating to the unit theme, supported by attractive audio and visuals.

The lesson plans contain a variety of ideas as well as suggestions for group and pair work to support the poster content. At various times, children are required to recount, explain, entertain, inform, give instructions, narrate, persuade and justify their opinions. In this way, they are covering all of the oral language forms defined in the curriculum.

Checklists for assessment of oral language are also available on Folensonline.

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Class	Senior Infants	**Theme**	Myself
Unit	1	**Subtheme**	My pastimes
Unit genre	Report		
Vocabulary	Tier 1 examples: soccer, match, team, swimming, acting, drama, art, paint, ballet, Irish dancing, music, violin, piano, tennis racket, goggles, swimsuit Tier 2 examples: popular, pastimes, imagination, instrument, costume, energy, flexible, alone, together, equipment, easel, protective clothing		
Lesson resources	Multimedia links, hide-and-seek image		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Add it on! (Compound word game)	**Lesson 3**	Digital poster (Explore mode): Pair talking task 2 Digital poster (Activity mode): Pick a hobby Hide and seek Hide and seek how-to!
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Playground rhyme and clap games Pair talking task 1	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Dear Summer' Review and report

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Focus on the four main images and use them to play a game of *Where do I belong?*

Use one object for each of the activities represented in the four main images, e.g. a jersey/glove; a sheet of paper; a helmet/bicycle bell; elbow/knee guards. Ask the class, 'Which activity needs this item?' Encourage children to name the item and the activity and to explain why the item is necessary, e.g. *We need a glove when we are playing soccer* ***so that*** *the ball won't hurt our hands; We need a sheet of paper when we are painting a picture* ***so that*** *we have something to paint on; We need a bicycle bell when we are cycling* ***so that*** *people can hear us coming on our bikes; We need knee guards when we are roller-skating* ***so that*** *we don't hurt our knees if we fall.*

Continue to focus on these images, zooming in as necessary on each activity. Ask children the following questions:

- Do you ever do any of these activities? When? Where?
- Who is with you when you do this activity?
- Which activity do you really enjoy? Why?
- When we do activities that we really like, we call them **pastimes**. A pastime is an activity that makes the time pass in a pleasant way because we really like doing it. Another word we can use for a pastime is a **hobby**.

Reveal the rest of the images on the poster. Ask the children the following questions:

- Can you see any pastimes where we use our ...
  - legs and feet? (*football; roller skating; cycling; dancing; jumping on the trampoline*)

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- hands? (*painting; craft; playing tennis*)
- fingers? (*playing the tin whistle/piano*)
- face? (*drama*)

- Can you think of an activity we do where we ...
  - use our whole body? (*e.g. gymnastics*)
  - use our eyes? (*e.g. exploring on the beach/in the garden*)
  - use our ears? (*e.g. listening to music*)
  - need to move really fast? (*e.g. playing tag*)
  - need to move really quietly? (*e.g. playing hide and seek*)
  - take really big steps? (*e.g. hopscotch*)
- Which pastimes do we **usually** do **indoors**? (*we usually ... paint, do crafts, play music, do drama, dance ... indoors*)
- Which pastimes do we **usually** do **outdoors**? (*football; tennis; roller-skate; jump on the trampoline*)
- Can you see a pastime that we **usually** do in the **daytime/night-time**?
- I'm thinking of a pastime where I **usually ... pretend**. Which pastime is that? (*drama*)
  (where I usually... *play an instrument/create/pedal/hit/kick/throw/jump/catch/colour/roll, etc.*)
- Which pastimes do we do **alone/together**?
- Look at the faces of the children in the poster. Do you think they like the activities/are enjoying the activities/are having fun? How are they feeling? (*happy; delighted; excited; thrilled*)
- What **equipment** do we need for our pastimes? (e.g. Football: *ball, goalposts, playing pitch;* painting: *paint, colours, paintbrushes, paper, water, easel*; roller-skating: *roller-skates, knee/elbow guards, helmet*; cycling: *bicycle, helmet*; tennis: *racquet, ball*; music: *piano, piano stool, recorder, tin whistle, violin;* crafts: *paper, cardboard, felt, scissors, glue*)
- Which of our pastimes are **games/crafts**?
- What special **clothes** do we wear for our pastimes? (e.g. football gear – *jersey/shorts/socks/football boots;* painting – *apron;* drama – *dress-up, costumes;* cycling/roller-skating/trampolining – ***protective clothing***)
- What types of **shoes** do we need for different pastimes? (e.g. *tennis shoes; football boots; bowling shoes; ballet shoes; dancing shoes; runners; roller-skates; skis ...*)

Zoom in on the image of the dancing shoes. Ask the children the following questions:

- Which part of our body do we use to dance? (*feet*)
- What do we call one of these? (*foot*)

Add it on! (Compound word game)

Sometimes we can add something on to a word to make a brand new word. Think about the word 'foot'. What other word can we add to the word 'foot' to make a new word?

- When we play Gaelic/soccer we use a ... foot***ball***
- When we walk we take a ... foot***step***
- When we walk on wet sand our foot makes a ... foot***print***

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- When we are in the city we walk on the ... foot***path***
- If we are tired we can rest our legs on a ... foot***stool***

Nouns e.g. **football gear** – jersey/shorts/socks/football boots; **painting** – apron; **drama** – dress-up, costumes

Compound words e.g. football; footstep; footprint; footpath; footstool; paintbrush;

Verbs e.g. play/think/create/pedal/hit/kick/pass/throw/jump/catch/brush/colour/roll

Opposites, e.g. alone/together; indoor/outdoor; day/night

Categorical terms, e.g. equipment; protective clothing; games; crafts; hobbies

Lesson 2

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What sport are the children in the top-left picture playing?
Q2.	What musical instruments do you see in the poster?
Q3.	Look at the black, dancing shoes on the poster. What kind of dancing are they used for?
Q4.	How can you tell that the little girl enjoys trampolining?
Q5.	What kind of pictures do you think the boy and girl are painting?
Q6.	What do you think the boys and girls in the drama class are pretending to be?
Q7.	Look at the picture of the girls roller-skating. Why do you think they are wearing knee pads and elbow pads?
Q8.	Do you think it is a good idea to wear a helmet when you are cycling? Why?
Q9.	A recorder is called a wind instrument. Can you think of any other wind instruments?
Q10.	Do you think it is good to have a hobby? Why?

Playground rhyme and clap games

Organise children in pairs. Teach them the rhymes and movements below. Have children say the rhymes and clap along with their partner.

Double double

This is a version of the playground clapping game 'Double double'. See videos of the game at http://funclapping.com/song-list/double-this-double-that/

1. Face your partner. Hold your hands up, palms facing out.
2. As you are saying the rhyme, clap hands. **Clap your own hands together** when you say 'double'. Clap **your partner's hands, palms facing out**, when you say 'this'. **Clap your partner's hands, palms facing in**, (using the back of your hands) when you say 'that'. You could simplify this by having children clap with their palms facing out for both 'this' and 'that'.

Double double (*clap your own hands together twice*) this this (*clap your partner's hands twice, palm out*)

Double double (*clap your own hands together twice*) that that (*clap your partner's hands twice, palm in*)

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Double (*clap your own hands together once*) this (*clap your partner's hands once, palm out*)

Double (*clap your own hands together once*) that (*clap your partner's hands once, palm in*)

Double double (*clap your own hands together twice*) this that (*clap your partner's hands twice, palm in first, then palm out*)

Now replace 'this' and 'that' with pairs of pastime words, or compound pastime words, e.g.:

Double double *foot foot*

Double double *ball ball*

Double *foot*

Double *ball*

Double double *football*

(Other words: paintbrush, roller-skate, dance shoes, tennis ball, etc.)

Teddy bear, teddy bear

This is a simple 'move and chant' game – have children do the actions as they say them.

Teddy bear, teddy bear, touch the ground,
Teddy bear, teddy bear, turn around,
Teddy bear, teddy bear, jump up high,
Teddy bear, teddy bear, stretch to the sky!

Pair talking task 1

Organise children in pairs and have them take turns telling their partner about their favourite pastimes, e.g.:

- My favourite pastime is (*drama; football; singing; cycling, etc.*) because I enjoy (*pretending; kicking the ball; making music; being outside, etc.*)
- Every (*Tuesday, Saturday, weekend, evening, etc.*) I go/play/do/learn ... with (*my classmates; my brother; my friend; my Dad*). I really like it because ...

Lesson 3

Digital poster (Explore mode): Pair talking task 2

Go to the Explore mode with the children again. Play a whole-class game of **Five Questions**.
Model the activity for the children first, e.g:

Teacher: *I'm thinking of a pastime.*

Children can then ask the teacher five questions as they try to guess which pastime it is, e.g:

Children:

1. What equipment do you use for this pastime?
2. Do you wear special/protective clothing for this pastime?
3. Is this an indoor or an outdoor pastime?
4. Do you usually do this pastime alone or together?
5. Is this a pastime that you do during the day/at night?

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When the children are familiar with the format, organise them in pairs and encourage them to play with each other, swapping roles with their partner once a correct guess has been made.

The game can be made easier by zooming in on only two pastimes on the poster, narrowing the choice of possibilities, or made more difficult by limiting the answers to the questions to *yes/no*.

Digital poster (Activity mode): Pick a hobby

Go to the Activity mode of the poster. Click the buttons to play the audio clips for the class. Discuss the suitability of all the possible hobbies briefly before moving on.

Can you pick a hobby for me?	
I am creative and I enjoy making things.	Painting, arts and crafts
I like listening to music and keeping fit.	Dancing
I love sports and being part of a team.	Football
I like to dress up and I love being the centre of attention.	Drama
I like spending time outdoors in nature.	Rollerblading/skating, cycling
I like learning how to play songs and performing them for my friends.	Music (piano, recorder)

Hide and seek

Explain to children that, when we are babies, we play peekaboo. You could show them an example of playing Peekaboo here: https://www.youtube.com/watch?v=lVFj91Z1AfM)

When we are older we don't play Peekaboo, we play ***Hide and seek*** instead. Show the class the image of children playing Hide and seek (Lesson resource 1). Ask the following questions:

- What game are the children playing?
- How do you know?
- Which child is seeking?
- What do we call the child who is seeking? ('*it*')
- Where are the other children hiding? (*e.g. in; under; between; behind; beside; above, etc.*)
- What other games do the children like to play? (*I think this child/these children like to play/do/enjoy … because I see a … in the picture*)

Hide and seek how-to!

Scaffold children to help you to **explain** how to play hide and seek, e.g. ***First*** *we pick a person to be 'it'. This is the person who is seeking.* ***Next*** *the seeker covers her/his eyes, turns around and counts to (10/20/100) at the 'base'* ***while*** *everyone else runs quickly and they hide.* ***Then****, when the counting is finished, 'it' says, 'Ready or not, here I come!'* ***Finally****, 'it' looks for and finds everyone who is hiding.*

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'Dear Summer'

Go to the Poem mode of the poster and play the poem 'Dear Summer' by Kenn Nesbitt:

Dear Summer

By Kenn Nesbitt

Dear Summer, you're always my favourite.
I really do like you a lot.
You come every year,
and I'm glad when you're here.
I don't even mind that you're hot.

Dear Summer, whenever you visit,
I love to go outside to play.
I get to wear shorts
and play summertime sports,
or sometimes do nothing all day.

I put on my goggles and swim suit,
and head for the beach or the park.
I go for a hike
or I ride on my bike,
and stay awake long after dark.

Dear Summer, I'm glad you could join us.
without you, it won't be the same.
I promise I know
that you do have to go,
but, still, it seems sort of a shame.

I'm sure that I'm going to miss you.
The school year is finally here.
I had so much fun
playing out in the sun.
I guess that I'll see you next year.

Have children speak the poem with appropriate expression, pace, intonation and actions (if the poem is too long, speak as many verses as appropriate for your class group)

Discuss the poem with the class – this poem tells us about lots of pastimes we can do in the summer.

Ask children, 'What pastimes can we do in the winter no matter what the weather is like?'
(*We can read stories/watch movies/paint pictures/play videogames/play board games/write stories/sing songs, etc.*)

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Review and report

Scaffold the children to review a recently read book (or movie) and share their experience with the class.

- Can you remember a book you really liked?
- What was the name of the book? What was the author's name?
- Can you tell us one (or more, as appropriate) thing you really liked about the book? (e.g. humour, characters, setting, pictures, plot, words or sounds, ending, etc.).
- Encourage the children to justify their point of view (*e.g. I really like … because it …* (*is very funny/has exciting adventures/has nice pictures/has pop-outs, etc.*)

When this has been modelled as a whole-class activity, encourage the children in pairs to report to each other about books, TV programmes and movies that they particularly enjoyed and would recommend.

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Lesson Resource 1

© Talkabout Pictures, Speaking and Listening Activities, Easylearn 2007, Maggie Jack & Mick Davis

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Class	Senior Infants	**Theme**	Myself
Unit	2	**Subtheme**	The birthday party
Unit genre	Recount		
Vocabulary	Tier 1 examples: birthday, party, games, balloons, birthday cake, present, gift, card, drink, sausages, nuggets, buns, cupcakes Tier 2 examples: excited, delicious, arrived, pirate, blindfold, accident, icing, costume, sword, guests, bunting, banner, envelope, partyware, occasions, scoffing		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion 'I spy'	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Spot the difference Telephone talk
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime: *Happy Birthday Moon*	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Tastes' Party games Collaborative group talking task: Design and draw

Lesson 1

Digital poster (Story mode)

Before showing the children the poster, introduce the topic of birthdays to the class with an oral cloze activity.

Teacher: *I'm going to say some phrases but I will leave out one word in each phrase I say. Can you guess what the word is?* (*Birthday*)

Happy _____ *!*

_____ *wishes to you!*

Have fun on your _____.

May all your _____ *wishes come true.*

Thinking of you on your _____.

Now play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Use the conceal tool to conceal everything but the top third of the poster (balloons and bunting). Ask children the following questions:

- To **celebrate** our birthday, what do we organise? (*A party*)
- What would you expect to see in a picture of a party? (Elicit as many ideas as possible from the children here)
- Sometimes, we **decorate** our house when we are having a birthday party. What **decorations** do we use? (*balloons*; ***bunting***; ***banner*** *saying Happy Birthday*; *candles on the birthday cake*)
- Can you think of any other **occasions** when we would decorate our house to celebrate something?

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Now also reveal the middle third of the poster (containing Mark and Kate)

- What do we call the person who is having a birthday party? (*Birthday boy/girl*)
- Who is the birthday boy in the poster? (*Mark*)
- How do you know? (*He is wearing a birthday badge and he looks really happy*)

Now reveal the remainder of the poster.

- What do we call the people who come to the party? (***Guests***)
- What do guests bring to the party? (*Gifts/presents wrapped in birthday wrapping paper/in a gift bag with a label/**tag** which has the birthday boy's name written on it; birthday card in an **envelope***)

Use the spotlight to focus on the kitchen scene.

- When we have a birthday party what special food do we **serve**/eat? (*Cake; sweets; cupcakes; crisps; dips; popcorn; Rice Krispie buns; sandwiches; goujons; chips; pizza*) What drinks do we serve/drink? (*fizzy drinks; orange squash/juice*)
- We use **partyware** to serve, eat and drink at a party (*paper cups; beakers; tumblers; bowls, plates*)

Use the spotlight to focus on Tom and the presents under the table.

- Look at Tom. What is he doing? (*eating sweets*). Tom is eating a lot of sweets quickly. He is ***scoffing*** sweets. Do you ever scoff your food?
- What gifts did Mark receive for his birthday? (*Pirate outfit; pirate sword; toy car; ball*)
- What might be in the other parcels under the table that Mark has not opened yet?
- If it were your birthday, what would you like to find in those parcels?

Organise children in pairs. Have children turn to their partners and ask him/her what he/she would like to get as a gift for his/her birthday. Why would he/she like that? Swap roles. Have children share with the class what their partner would like and why. Now ask children the following questions:

- What kinds of things do we do at a party? (*Play games; listen/dance to music*)
- What game is Dad playing at Mark's party? (*Pin the tail on the donkey*)
- How do you play that game?
- Do you know any other party games?
- What is your favourite party game? Why?
- Why do we wish someone a **Happy** birthday on their birthday? Can you think of other *happy* words we could use? (*joyful; delighted; glad; satisfied; contented; pleased; thrilled; ecstatic; overjoyed; jubilant; elated*, etc.)
- Can you think of words that express the opposite of *happy*? (e.g. *sad; miserable; unhappy; melancholy*, etc.)

Nouns: e.g. Decorations – balloons; bunting; banner saying Happy Birthday; candles; Partyware – paper cups, beakers, tumblers, bowls, plates; guests; serve; envelope; label; tag

Synonyms: e.g. gift/present; label/tag; joyful; delighted; glad; satisfied; contented; miserable/unhappy; eating/scoffing

Opposites: e.g. happy/unhappy; happy/sad

Compound words: e.g. birthday

Verbs: e.g. to celebrate; decorate; give; receive; wish; play; eat; scoff

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'I spy'

Go to Explore mode of the poster again. Model a game of 'I spy' for the whole class.

I spy ***someone who is ...*** e.g. *sad, angry; mean; annoyed; tired; laughing; playing; balancing; building; pretending*

I spy someone who is ... e.g. *on/in/on top of/beside/behind/between ...*

I spy someone who is wearing ...

I spy **something which is** ... e.g. *under the table; thrown on the floor; hanging from the wall; pinned on the wall; beside/behind/over/near ...*

Now organise children in pairs and have them play the game with their partners. Teacher supplies the stem – e.g. *I spy someone who is on the ...*

Partner A repeats this and completes the clue – *I spy someone who is on the armchair.*

Partner B guesses the answer – *I think it is Mark, the birthday boy, who is wearing a pirate outfit and a birthday badge.* When the child has guessed correctly, have the pairs swap roles. Encourage the children to supply as much information about the person/item as possible – aim for two to three complex sentences.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	Who is having a birthday party?
Q2.	What is Cian doing?
Q3.	What is Tom doing?
Q4.	Does Mark like his pirate set? How can you tell?
Q5.	Why is Mark's Dad wearing a blindfold?
Q6.	What kind of songs do you think are playing on the radio?
Q7.	How do you think Karen is feeling? Why do you think that?
Q8.	Have the children had the party food yet? How do you know?
Q9.	What do you think Mike will do with Karen's balloon if he manages to get hold of it?
Q10.	What other party games do you think Mark and his friends might play?

Storytime: *Happy Birthday Moon*

Play an animated or read-aloud version of the story *Happy Birthday Moon* by Frank Asch for the class.

https://www.youtube.com/watch?v=HusFHbN_96Y

https://www.youtube.com/watch?v=quagZt1uAQw

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Ask children to do the following:

- Make up a name for Bear/the moon
- Tell the story again, but taking the part of the moon this time
- Describe Bear's journey (*across; through; into; paddled, hiked*)
- Listen and do (children mime the actions as they are listening to the story)
- Role-play: a conversation between Bear and the moon/Bear in the hat shop
- Talk about buying a present for someone: *money, shop, town, choose, wrap, card*.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with children again. Play some word games. Model the games with the whole class first, then encourage the children to play the games in pairs when they are familiar with the format.

Word tennis games: Knee to knee and eye to eye

Echo game

Child A says a word based on the poster, e.g. *cake; party; present; balloon*, etc.

Child B echoes Child A's word.

Pairs then switch roles.

Word opposites

Child A says one word based on something that can be seen in the picture, e.g. *boy/girl; happy/unhappy; wrapped/unwrapped; under/on top of; food/drink*

Child B says the opposite.

Pairs then switch roles.

Digital poster (Activity mode): Spot the difference

Go to the Activity mode of the poster and display the two images. Ask the children to work in pairs to identify differences. Encourage the children to identify and explain the differences to the class.

Remember: It is important to encourage the children to use language rather than pointing, e.g. 'Cian has glasses in one picture and no glasses in the other OR in the picture on the left/the picture on the right.'

Telephone talk

In pairs, have one child pretend to make a phone call to their partner, inviting them to their birthday party.

You could model the script below for the whole class before having children do it in pairs.

Partner A: Hello. This is ...

Partner B: Hello. How are you?

Partner A: I am having my birthday party in my house/in the park/at the pool/at the zoo, etc. ... on Saturday at 3 pm. I would like if you could come.

Partner B: I would be delighted to come. Thank you for the invitation.

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'Tastes'

Go to the Poem mode of the poster and play the poem 'Tastes' by John Foster:

Tastes

By John Foster

Jelly's slippery.
Ice-cream's cold.

Toffee's sweet
And sticky to hold.

Curry is hot
And full of spice.

Crisps are crunchy.
Chocolate's nice.

Encourage children to speak the poem with appropriate expression, pace and intonation.

Add a line/lines to the poem about your favourite food to eat at a birthday party, e.g. *but best of all at birthday parties is chocolate cake covered in smarties*!

Party games

Play amended versions of some traditional birthday party games with the children.

Simon says

Model this for the whole class first, giving an instruction and having all children follow it, e.g., 'Simon says … touch your nose!' Explain to children that if the don't hear 'Simon says' before the instruction, they shouldn't do it.

Next have individual children give instructions to the whole class, then have children give each other instructions in pairs, alternating roles.

Guess what's in the parcel

Show an interestingly shaped parcel to the class and encourage the children to make guesses as to what might be inside it, justifying their guesses. Reveal the contents of the parcel to the children once everyone has had a guess.

Collaborative group talking task: Design and draw

Organise the children into small groups. Give each group ONE sheet of drawing paper and ONE set of crayons. Only ONE child draws/writes, while other members of the group make suggestions and reach consensus on the design.

Choose from one of the below tasks to give to the group:

Design a *birthday card* for a child your age.

OR

Draw a *picture* of your favourite type of birthday cake.

Have each group present and explain their design to the class when they are finished.

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Class	Senior Infants	**Theme**	The world around us
Unit	3	**Subtheme**	Animals that hibernate
Unit genre	Report		
Vocabulary	Tier 1 examples: autumn, winter, spring, summer, squirrel, hedgehog, mouse, nest, frog, bear, bat, bird, swallow, nuts, leaves, cave Tier 2 examples: hazelnut, upside-down, shoots, maple leaf, hibernate, migrate, underneath		
Lesson resources	Hibernation or migration? sheet, multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Sing and say Poem: 'Bed-Time' When, where, why?	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Multiple-choice questions Let's introduce ourselves! Same and different Freeze chant 'Hibernation' song
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime: *Bear Snores On* Pair talking task: What's my name?	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Furry Bear'; Hibernating bear fingerplay Report: Hibernation or migration?

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Zoom in on the dormouse.

Ask children the following questions:

- Can you see the hedgehog on this poster?
- Where is it? (Encourage children to locate on the poster using language, without pointing – e.g. *he is in the picture at the top of the poster between the brown bear and the bird*).
- What is it doing? (*curling up, sleeping*)

Now show the class this video of a dormouse snoring while hibernating https://www.youtube.com/watch?v=DlS3w1GGE8g and ask the following questions:

- What kind of animal is this?
- What is happening in the video?
- Why is the dormouse snoring so loudly?

Introduce the word **hibernate**. Explain that this refers to when an animal goes to sleep for a very long time when the cold weather comes in autumn. All the animals on the poster are animals that **hibernate**.
Definition: *Sleep during winter; be in an inactive or dormant state* http://dictionary.kids.net.au/word/hibernate

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Now ask children to carry out the following tasks:

- Name the animals (*squirrel, hedgehog, brown bear, dormouse, bat, snail, frog*)
- Locate where the animals are on the poster (*beside, above, underneath, between*)
- Talk about where the animals live/what the animals eat/how the animals prepare to hibernate.
- Talk about the season (*autumn, colours, leaves, nuts*)

Sing and say

Play the song, 'I Can't Wait to Hibernate' by Brent Holmes for the class:
https://www.youtube.com/watch?v=MHAQN5wf4vg

Encourage children to **sing** along with the chorus.

Now ask children to **say** what they learned from the song using the following 'wh' questions:

- *What* words can you hear that rhyme in the song? (*wait, hibernate, great; more, snore*)
- *When* does the bear hibernate?
- *Why* does the bear hibernate?
- *Where* does the bear go to hibernate?
- *What* story does Bear read before he goes to sleep? Why do you think he likes this story?

Next, ask children the following:

- Can you retell the story of *Goldilocks and the Three Bears*? (this can be facilitated by the teacher as a whole-class activity followed by shared retelling by children in pairs. Pictures may be used as scaffolding for this activity if appropriate).
- What is the difference between *sleeping* and *hibernating*? (*body temperature drops, rate of breathing slows down*) What kind of sleep does a hibernating animal have? (*a **deep** sleep*)
  Can you think of any other words that have a long 'ee' sound in them? (*bee, deer, feel, keep, sweep, sheep, week, feet, heel, knee*)
- In the song, Bear talks about going to sleep. Can you remember any of the words that Bear uses that remind us of sleeping/going to bed? (***tuck** myself in; **pillow**; **fluff** it up*)
- How do you think Bear feels when he is hibernating? (Synonyms for *comfortable – snug, cosy, toasty, comfy, cuddled up, sheltered, curl up, snuggle*)
- Introduce the simile '*as snug as a bug in a rug*'.
- How do you feel when you are in your cosy bed?
- What makes you cosy in bed?
- What do you take to cuddle in bed?

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Poem: 'Bed-Time'

Read the poem Bed-Time to the class, then read it again and ask the children to join in quietly where they can.

Bed-Time

By John Kitching

Bed-Time, Bed-Time
Hot milk, honeyed-bread time,
Favourite book to read time,
Best rhymes to be said time,
Stairs quietly tread time,
Cosy bedspread time,
Cuddle with Ted time,
Eyes heavy as lead time,
Sleepy old head time.
Bed-Time, Bed-Time.

Can you add another line before the very last line about when you are going to bed? e.g. *snug as a bug in a rug time, comfy and toasty and snug time, hugging my favourite toy time, snuggling softly with Mum/Dad time*, etc.

When, where, why?

Organise children in pairs. Have them turn to their partners and ask a 'wh' question about animals that hibernate, e.g. *where do bears like to hibernate? When do hedgehogs go to sleep?* Once the question has been answered, children swap roles and repeat.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What colours are autumn leaves?
Q2.	What do squirrels like to eat?
Q3.	Where do bats sleep?
Q4.	How do hedgehogs build up their body fat in the autumn?
Q5.	Where do you think squirrels hide their food?
Q6.	Why do some animals migrate from one place to another?
Q7.	Where do swallows fly to in the autumn?
Q8.	If you were a bird where would you migrate to?
Q9.	Animal experts say you shouldn't wake a bear when it's hibernating. Why do you think this is?
Q10.	Which season is your favourite? Why?

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Storytime: *Bear Snores On*

Listen to the story of *Bear Snores On* by Karma Wilson:
https://www.youtube.com/watch?v=L4AemrqBQCo Ask children the following questions:

- Do you think this is a true story?
- What is in the story that *is* true about what bears do in winter?

Pair talking task: What's my name?

Have children think of a name for each animal in the poster, making sure it begins with the same sound as the animal, e.g. *Harry Hedgehog, Bella Bear,* etc.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with children again. Focus on the birds in the poster, asking children the following questions:

- Which pictures show us birds in the poster? (e.g. *There are birds in the two pictures on the top row on the right-hand side*).
- Do birds hibernate?

Explain to the children that birds travel long distances to escape the cold, harsh winter. They go in search of food and warm shelter. We stay warm in winter with coats, scarves, hats, gloves and warm shoes or boots. Birds turn their feathers into puffy warm coats and some birds fly to warmer areas to stay warm and find food.

Introduce the word *Migrate*. Definition: *the periodic passage of groups of animals* (*especially birds or fishes*) *from one region to another for feeding or breeding* http://dictionary.kids.net.au/word/migration

Explain to children that an animal that hibernates is called *a hibernator*; a bird or fish that migrates is called a *migrator*; an animal that tries to prey on another animal is called a *predator*. Watch 'Hibernation – The Dr. Binocs Show' to further explore the vocabulary around hibernation:
https://www.youtube.com/watch?v=FonCq9YJJxw

Digital poster: Multiple-choice questions

Go to the Activity mode of the poster and play the multiple choice questions. In each question, children must identify the animal that hibernates. Briefly discuss the answers with the class.

Hedgehog, deer, dog

Lion, dolphin, **bear**

Cow, **bat**, rabbit

Let's introduce ourselves!

Have children take on the role of one of the animals in the poster and introduce themselves, first to their partner and then to the rest of the class, e.g. *Hello/Good morning/Good afternoon. My name is … Bat/Bear/Hedgehog/Bird. I am … I like to …*

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Same and different

Ask children to explain the similarities and differences between the different animals on the poster. Scaffold the children by starting the sentence and then having them complete it in pairs, before sharing their observations with the class, e.g.:

- A bat and a bear are the same because ... *they both hibernate, they both live in caves.*
- A bat and a bear are different because ... *a bat can fly and a bear can't, a bat is small and a bear is big.*

Freeze chant

Have the children move around the room. As they do so, call out the phrase, '*an animal that hibernates is called a hibernator*'. Children repeat the phrase, putting their hands together at the side of the face to signify sleeping. Next, call out the phrase, '*a bird that migrates is called a migrator*.' Children repeat the phrase, moving their arms up and down to signify flying. Teacher calls out the phrase. '*an animal that preys on others is called a predator*'. Children repeat the phrase, raising arms to signify an attack.

Listen to the '*-or*' sound at the end of the words. Explain to the children that we use this sound for a person or a thing who/that does something, e.g. *sailor; actor; visitor; decorator; editor; doctor; author; supervisor*, etc.

'Hibernation' song

Sing the song *Hibernation* for the class – to the tune of *Alouette*. Encourage children to sing along.

Hibernation, time for hibernation.
Hibernation, time to go to sleep.
In the winter where's the bear?
Sleeping in its log or lair.
Where's the bear? Log or lair. OH!
In the winter where's the frog?
Sleeping by a pond or log.
In the winter where's the snake?
In the mud beneath the lake.
In the winter where's the bat?
In a cave is where it's at!
Hibernation, time for hibernation,
Hibernation, time to go to sleep.

Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

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Digital poster (Poem mode): 'Furry Bear'

Go to the Poem mode of the poster and play the poem 'Furry Bear' by A. A Milne:

Furry Bear

By A. A. Milne

If I were a bear,
And a big bear too,
I shouldn't much care
If it froze or snew;
I shouldn't much mind
If it snowed or friz--
I'd be all fur-lined
With a coat like his!

For I'd have fur boots
and a brown fur wrap,
And brown fur knickers
and a big fur cap.
I'd have a fur muffle-ruff
to cover my jaws.
And brown fur mittens
on my big brown paws.
With a big brown furry-down
up to my head,
I'd sleep all the winter
in a big fur bed.

Have children join in with reading the poem. Encourage them to speak with appropriate intonation and expression. Children could perform actions to go with each item of 'clothing' described in the poem (wrapping up in a fur wrap, putting on their fur mittens, etc.)

<u>Hibernating bear fingerplay</u>
Teach children the fun hibernation fingerplay, 'hibernating bear':

Here is a cave (*bend fingers to form cave*)
Inside is a bear (*put thumb inside fingers*)
Now he comes out (*thumb out*)
To get some fresh air.
He stays out all summer
In sunshine and heat.
He hunts in the forest
For berries to eat. (*move thumb in circle*)
When snow starts to fall (*waggle fingers of other hand to show snow falling*)
He hurries inside
His warm little cave (*thumb in*)
And there he will hide.
Snow covers the cave
Like a fluffy white rug (*cover with other hand*)
Inside the bear sleeps
All cozy and snug.

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Report: Hibernation or migration?

Organise children in pairs. Give each pair one copy of the hibernation or migration sheet (see Lesson resources 1).

Pairs should decide which pictures go in each column and take turns to draw the pictures in the correct column. Encourage children to report their answers to another pair or to the rest of the class.

e.g. ***A*** *brown bear* ***hibernates****.* ***While he is hibernating, he*** *curls up tight and he sleeps in a cave. His body temperature drops.* ***Before he hibernates, he*** *stores up food to eat.*

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Lesson Resource 1

Hibernate	Migrate

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Class	Senior Infants	**Theme**	The world around us
Unit	4	**Subtheme**	Kate's garden
Unit genre	Narrative		
Vocabulary	Tier 1 examples: leaves, grass, shed, flowers, trees, apple, blackberry, turnip, carrots, pumpkin, broccoli, spade, peas Tier 2 examples: greenhouse, wheelbarrow, rake, hose, wellies, watering can, hose, plant food, soil, cabbage, butterfly, domestic animals, peer, vibrant		
Lesson resources	'How to grow a pumpkin' printable, multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Finger rhyme: 'Five Little Pumpkins'; What am I?	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Storytime: *The Tale of Peter Rabbit* Action rhyme: 'I'm a Little Sunflower' Digital poster (Activity mode): Spot the difference
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Turn and tell: Explain how a pumpkin grows; Can you find me?	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'A Garden' Catch my eye!

Lesson 1

Digital poster: Story mode

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster: Talk and discussion

Recite the rhyme *Mary, Mary, Quite Contrary* for the class, omitting the word 'garden'.

Mary, Mary, quite contrary

How does your _____ grow?

With silver bells,

And cockle shells,

And pretty maids all in a row.

Ask the class, what word is missing from the rhyme?

Go to the Explore mode of the poster. Use the spotlight tool to highlight different categorical terms during the discussion. Ask children the following questions:

- What tools/equipment can you see in the poster? *Watering tools (watering can, hose); Digging tools (shovel, spade, trowel); Raking tools (rake, hoe); Clothes we wear when we are working in the garden*
- Can you see any fruits/vegetables/plants in the poster?
- What animals can we see? *Wild animals (snail, hedgehog, squirrel, spider); domestic animals (dog, rabbit, bird)*
- Let's describe what we can see, e.g. *I see a friendly snail lying on a bright green leaf; I see a luscious apple growing on a tall tree; I see a muddy mat at the entrance/door into the shed.* Encourage the children to use complex sentences with a range of adjectives.

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Focus on the following vocabulary during this discussion:

- Adjectives – friendly; nutritious; fresh; juicy; succulent; plump; prickly; bushy
- Verbs – gardening; planting; raking; rooting; digging; growing; tending; watering
- Adverbs – swiftly; deftly; slowly; quickly; carefully; neatly; cautiously; lovingly
- Plurals – leaf/lea**v**es; berry/berr**ies**; snail**s**/hedgehog**s**/squirrel**s** (all plurals which make a **'z'** sound)
- Suffixes – derived words; verbs formed from a noun root (rooting; planting; gardening; watering)
- Rhyming words – words that sound similar (long 'ee' sound: weed; seed; feed)
- Multiple meaning words – row; fly; bulb; pot
- Prepositions – pumpkins grow *on* a vine; apples grow *on* the tree; berries grow *on* a hedge; turnips grow *in* the ground; roots grow *under* the earth; apples hang *from* the branches; sunflowers grow *towards* the sun
- Opposites – e.g. growing up/falling down
- Compound words – e.g. sunflower; hedgehog; wheelbarrow; ladybird; sunshine; rainfall
- Alliteration – e.g. pumpkin pie

Finger rhyme: 'Five Little Pumpkins'

Teach the class the fingerplay 'Five Little Pumpkins'. Have them recite it and perform the actions.

Five Little pumpkins sitting on a gate (*show five fingers*)
The **First** one said, 'Oh my … it's getting late!' (*Hands on cheeks, shocked expression*)
The **Second** one said, 'There are witches in the air!' (*Look scared*)
The **Third** one said, 'I don't care!' (*Hands out, palms up*)
The **Fourth** one said, 'Let's run and run and run!' (*Stomp feet to feign running*)
The **Fifth** one said, 'It's only Halloween fun!' (*shake pointer finger*)
Then whoooooooo went the wind … (*sway arms back and forth*)
And out (*clap hands*) went the lights

And the **Five** little pumpkins (*show five fingers*) rolled out of sight! (*roll arms*)

Visit the link below for more pumpkin-themed ideas that you can incorporate into the lesson:
https://www.scholastic.com/teachers/lesson-plans/teaching-content/pumpkins-primary-classroom-curricular-unit/

What am I?

Organise children in pairs. Have children take turns secretly picking something in the poster and giving their partner clues about what that thing is, e.g:

Partner A: *I'm thinking of something that is round and red and sometimes green. It is a fruit.*

Partner B: *Is it an apple?*

Once the object has been guessed correctly, children swap roles and repeat.

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Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	Where is the family?
Q2.	What is Mum doing?
Q3.	What is Jack using to gather the leaves?
Q4.	What is Kate growing in her garden patch?
Q5.	Does Kate like gardening? How can you tell?
Q6.	What will Mum do with the vegetables in her basket?
Q7.	Do you think Rocky likes squirrels? Why do you think that?
Q8.	Can you think of other vegetables that could be grown in the garden?
Q9.	What do you think Kate will do if she sees the rabbit?
Q10.	Why do you think people spend time gardening?

Turn and tell: Explain how a pumpkin grows

Organise the children in pairs. Give each pair a set of images showing the sequence of a pumpkin growing (see Lesson resource 1). The images are mixed up. The pairs have to sort the images into the correct order. Encourage the children to use sequencing words, e.g. *first, next, then, after that, finally*, etc.

Have each pair turn and explain to another pair how a pumpkin grows, using the pictures to scaffold the sequence.

Can you find me?

Organise children in pairs and have them ask each questions and answers about the locations of different objects, animals or people in the poster, e.g.:

Partner A: *Can you find the wheelbarrow in the picture?*

Partner B: *The wheelbarrow is in front of the shed.*

Once the children have asked and answered a question, have them switch roles and repeat, e.g.:

Partner B: *Can you find the tomatoes in the picture?*

Partner A: *The tomatoes are in the glasshouse.*

Encourage children to use positional language when identifying the locations.

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Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Zoom in on the sunflowers on the poster. Ask the class the following questions:

- What do we call these flowers?
- Why do you think they are called sunflowers?
- Can you hear any small word(s) in the word *sunflower*?
- What words rhyme with 'sun'? e.g. *run, bun, fun, spun, stun*, etc.
- What words can you think of that remind you of the sun? e.g. *warm, bright, yellow, shining, hot, sweltering*
- What words could we use to describe a sunflower? e.g. *tall, straight, colourful, beautiful, radiant*
- How are sunflowers the same as/different from other flowers? e.g. *a sunflower is the same as other flowers because it has a stem, leaves and petals; a sunflower is different from other flowers because the stem is very tall/long and the flower is very large and vibrant*

Storytime: *The Tale of Peter Rabbit*

Read children *The Tale of Peter Rabbit*: http://etc.usf.edu/lit2go/148/peter-rabbit-and-other-stories/4923/the-tale-of-peter-rabbit/ or watch a read-aloud version: https://www.youtube.com/watch?v=0OwQxGwMlgM&t=1s

Now ask children the following questions:

- Do you think that Peter is clever? Do you think that Mr McGregor is clever? Why?
- What foods does Peter eat in Mr McGregor's garden? Where does he hide? What sounds do we hear in the story?
- If you were Peter/Mr McGregor, what would you have done?

Have children role play the conversation between Peter and his mother when he gets back to his burrow, missing his coat and shoes and feeling sick. You could also have them draw a picture of Mr McGregor's garden, including the foods (radishes, lettuces, French beans, parsley, cabbages) and animals (dormouse, cat, goldfish) mentioned in the story.

Action rhyme: 'I'm a Little Sunflower'

Teach the class the action rhyme 'I'm a Little Sunflower', sung to the tune of 'I'm a Little Teapot'.

Children start standing upright (body is the stem, head is flower) with their arms outstretched (arms are the leaves).

I'm a little sunflower
Look and see!
Here is my stem (*move the body*)
And here are my leaves (*raise arms up and down*)
When the sun comes up I turn my head (*turn head*)
When the sun goes down I go to bed! (*bow head*)

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Digital poster (Activity mode): Spot the difference

Go to the Activity mode of the poster and display the two images. Ask the children to work in pairs to identify differences. Encourage the children to identify and explain the differences to the class.

Remember: It is important to encourage the children to use language rather than pointing, e.g. 'Jack is holding a sweeping brush in one picture and a rake in the other picture OR in the picture on the left/the picture on the right.'

Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'A Garden'

Go to the Poem mode of the poster and play the poem 'A Garden' by Leila Berg:

A Garden
by Leila Berg

If I should have a garden
I know how it would be,
There'd be daisies and buttercups
and an apple tree.
A dog would chase a ball there,
A bird would sit and sing,
And a little cat would play with
A little piece of string.
And in the very middle
I'd only have to stand
For ladybirds and butterflies
To settle on my hand.

Ask children the following questions about the poem:

- It sounds like the garden is a *hive of activity*! (a very busy place) What can you say is happening in that garden?
- Can you remember all the things happening in the garden in the poster?
- The blackbird in the poster has a *bird's eye view* of everything happening in the garden. What interesting thing do you think would *catch his eye*?

Catch my eye!

Look at the poster with the whole class first. Play a game of *Eye Spy* (I Spy, focusing on the eyes in the poster!)

e.g. I spy with my little eye something/someone with [*insert adjective here*] eyes.

e.g. looking, staring, peering, glancing, noticing, round, oval, blue, brown, black, bulging, piercing, bright, shining, hazel, wide, etc.

You can expand the game to include *eyebrows*, *eyelashes*, *eyelids*, *eyeballs*, etc.

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Now ask children to name something interesting they notice in the poster, something that ***catches your eye***. Explain the meaning of the phrase further if necessary, e.g.:

- *Something I notice that **catches my eye** is the rabbit peering around the corner of the shed.*
- *Something I notice that **catches my eye** is the wellingtons stored neatly outside the door of the shed*
- *Something I notice that **catches my eye** is the spider's web on the back of the door of the shed*)

Encourage each child to contribute. Encourage children to produce the most complex syntax they can using a wide range of vocabulary.

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Lesson Resource 1

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Class	Senior Infants	**Theme**	Work
Unit	5	**Subtheme**	Taking care of ourselves
Unit genre	Procedure		
Vocabulary	Tier 1 examples: bath, shampoo, razor, relaxed, neat, clean, haircut, scissors, hairdryer, comb, towel Tier 2 examples: hairstyle, puzzled, trim, gown, equipment, accessories, pampered, grooming, smock, salon, stylish, strand, products		
Lesson resources	Multimedia links, printable photo		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion My hair, your hair	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Sorting activity Circle time game: Sheep and shepherd
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime: *Crazy Hair Day* Not a hair out of place! Pair talking task: Knee to knee, eye to eye	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Bathtime' Design and draw: Horrible hairstyle

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Use the conceal tool to show only the right-hand side of the poster. Ask children the following questions:

- What do we call the place where we go to get our hair cut? (*the hairdressers*)
- Can you hear any smaller words in that word? (*hair; dress; dresser*)
- Does the **hairdresser** really 'dress' our hair? (*The hairdresser does not put clothes on our hair! But the hairdresser 'dresses up' our hair and makes it look really nice and tidy*)
- This is a very busy picture! What can you see happening in the picture? (*Kate is getting a trim; the hairdresser is cutting hair; Kate is looking in the mirror; another hairdresser is drying hair*)
- What else happens in a hairdressers? (*Washing, shampooing, rinsing, brushing, sweeping ...*)
- Look carefully at the **hairstyles** of the two girls. How are they different? (*Colour – black/red, length – long/short, style – curly/straight*)
- Do you like the hairstyle in the picture on the wall? Describe what you see. (*I see ... an upstyle, bun, donut*).
- What about the male hairdresser's hairstyle? How would you describe that? (*Dyed, streaked, spiky tuft*)
- Do you think the hairstyles are nice? What words could we use to describe the hairstyles? (*Neat, tidy, **stylish**, etc.*)
- Which is your favourite hairstyle in the poster? (*My favourite hairstyle in the poster is ... because ...*)

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- What can you see in the poster that we find in a hairdressing **salon**? (*I see … sink, hose, towel, gown/smock, **hair care products** – shampoo, conditioner; **hair styling equipment** – hairbrush, comb, hairdryer, scissors*)
- Besides washing and cutting it, what else can we do to make our hair look nice/stylish? (*Decorate it with hairbands, hairclips, hair gel, scrunchies, go-gos, hair ties, bobbles, slides, alligator clips, bows, etc.*)
- What do we call the things that we use to decorate our hair? (*Accessories*)
- What accessories can you see in the poster? (*A go-go; a flower slide*)
- How many 'hair' words can you think of? (*Haircut, hairdryer, hairbrush, hairband, hairstyle, haircare*)
- Do you like going to the hairdressers? Why?
- How do you feel after you have your hair done? (e.g. *happy, pleased, satisfied*)

My hair, your hair

Talk about a range of hairstyles (*ponytail, plait, braid, bob, bun, fringe*, etc)

If there are children from other cultures in the classroom, talk about what is fashionable in their culture. Encourage children to celebrate their particular type of hair, e.g. *What I like most about my hair is …*

Organise children sitting back to back in pairs.

Each child in turn describes the partner's hair without looking, giving detailed descriptions.

Encourage the children to focus on colour, length, style, and accessories as appropriate in their descriptions, e.g. *your hair is short, brown, spikey, neat and tidy; your hair is long, blonde, wavy, in a ponytail and is decorated with a stylish hairband, bobble, slide*, etc.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	Where is Kate?
Q2.	Where is Rocky?
Q3.	What is the hairdresser doing to Kate's hair?
Q4.	How can you tell Kate enjoys going to the hairdresser?
Q5.	Do you think Rocky likes having his hair cut? Why?
Q6.	Why do you think the hairdresser put a gown over Kate's dress?
Q7.	How do you think Rocky climbed into the bath?
Q8.	Do you think hairdressers have a responsible job? Why?
Q9.	Do you think it's easier to groom a dog or cut a person's hair? Why?
Q10.	Would you prefer to work in a dog grooming salon or a hair salon? Why?

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Storytime: *Crazy Hair Day*

Play the story *Crazy Hair Day* by Barney Saltzberg for the class: https://www.youtube.com/watch?v=Ckm1c5N9EoM

Now ask children the following questions:

- What did Stanley's mum do to his hair? (*Wrapped, dipped, sprayed*) What **products** and **accessories** did she use? (*Rubber bands; styling gel; Halloween hair spray*)
- How would you describe the hairstyles and hair accessories in the class picture? (*Crazy, insane, ridiculous, creative, absurd, silly, wild, unusual, different* etc.)
- Why did the class decide to make their hair crazy for the class picture?
- Invent a crazy hair day hairstyle for yourself. Now turn and tell your partner what it looks like.

Not a hair out of place!

Play the trailer of the movie *Tangled* https://www.youtube.com/watch?v=hWJviQ1iDlc

Ask the class the following questions:

- What is this movie about?
- Why is it called '*Tangled*'? This word is often used to describe hair that is messy and untidy. Is Rapunzel's/Flynn's hair tangled? Why?

Explain that the opposite of someone whose hair is tangled is someone who hasn't got **a hair out of place** (*a person who is extremely neat and tidy*).

Pair talking task: Knee to knee, eye to eye

Display for the class the images of people included in Lesson resource 1.

Organise children in pairs. Child A describes the hairstyle of one of the people so that their partner can identify them and locate them in the picture, e.g:

Child A: The person I'm looking at has big, curly black hair that sits up high on their head.

Child B: I think the person you are looking at is the man wearing the orange jumper and jeans.

Children then swap roles and repeat.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Use the conceal tool to show just the left-hand side of the poster.

Ask children the following questions:

- What is happening to Rocky?
- Is Rocky at the hairdressers? (*No, he is at the dog salon*)

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Now reveal the whole poster.

- How do we know Rocky is at the dog salon? (*It's called Wuff Cutz; there is a picture of a poodle on the wall; there are doggie treats on the floor; there are dog outfits hanging on the wall*)
- Describe the dog salon hair (*wavy with a **parting**, blonde, shoulder-length*)
- In what ways is the dog salon the same as the hairdressers? In what ways is it different?

Scaffold the children to complete the following sentence stems:

The dog salon is the same as the hairdressers because they **both** … (*wash hair; use shampoo; cut hair; use scissors; use a hairbrush*)

The dog salon is different from the hairdressers because … (*only dogs go to the dog salon **but** people go to the hairdressers; the dog groomer washes hair in the bath but the hairdresser washes hair in the sink; the dog stands on a table but the person in the hairdressers sits on a chair; the dog groomer uses an electric razor to shave the dog's hair but the hairdresser cuts hair with a scissors; there is no mirror in the dog groomers but there is a mirror in the hairdressers*)

Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle all the … (styles; accessories; haircare products; styling equipment)

Verbs: cutting; looking; drying; washing; shampooing; rinsing; brushing, sweeping

Adjectives: clean; neat; tidy; happy; pleased; satisfied; stylish

Compound words: haircut; hairdryer; hairbrush; hairband; hairstyle; haircare

Categorical terms: accessories; products; equipment

Opposites: e.g. tangled/untidy and smooth/sleek

Digital poster (Activity mode): Sorting activity

Go to the Activity mode of the poster and play the sorting activity. Children must decide if the items presented belong in a dog grooming salon or a hairdressers. Encourage children to justify their decisions.

Circle time game: Sheep and shepherd

Children stand in a circle while one child (the shepherd) walks around the outside of the circle. The shepherd taps one child (sheep) on the shoulder and asks, '*Have you seen my dog?*' to which the sheep replies '*What does your dog look like?*' The shepherd then describes the ***hair*** of one of the other children, e.g. '*My dog has long, thick, black hair tied up in a ponytail with a pretty blue scrunchie.*' The child (sheep) who was tapped has to identify the dog, naming another child in the circle. '*I think your dog is …*' The shepherd then chases the 'dog' around the outside of the circle, trying to catch the dog before it gets back to its place in the circle. If the dog gets back without being caught, that child becomes the new shepherd. Otherwise, the shepherd continues on to another child (sheep).

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'Bathtime'

Go to the Poem mode of the poster and play the poem 'Bathtime' by Lucy Coats.

Bathtime
By Lucy Coats

Bathtime is washy
And splashy
And wet.
I've scrubbed *both* my knees
And wiped round my neck.
Bathtime is lovely
And bubbly
And clean.
My toes are inspected
And fit to be seen.
Oh …
Don't you believe me?
That's *really* unfair.
I can't see my ears
'Cos they're covered by hair.

Encourage children to speak the poem with appropriate expression, pace and intonation.

Pay particular attention to articulating the 'sh' sounds in the poem. Ask children if they can think of some more 'sh' sounds, e.g. *sploshy, sloshy, slushy*

Have a whole-class discussion about bathtime and hair washing. Ask children what they use to wash their hair (*shampoo, conditioner, etc.*) what they like about washing their hair (*smells nice, hair is clean and shiny afterwards, etc.*) what they dislike about it (*getting shampoo in your eyes, having your hair dried after, etc.*) and the difficulties of hair washing (*getting all the bubbles out, etc.*)

Design and draw: Horrible hairstyle

Ask children to imagine how hard it would be to wash their hair if they were monsters!

Have each child create their own monster/witch hairstyle and draw a picture of it.

Children can then present and describe the hairstyles to the class. These could be displayed together at the top of the classroom.

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Lesson Resource 1

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Class	Senior Infants	**Theme**	Work
Unit	6	**Subtheme**	The post office
Unit genre	Recount		
Vocabulary	Tier 1 examples: gift, letter, address, post office, postman, postwoman, map, sack, sign, counter, stamp, post Tier 2 examples: parcel, envelope, letterbox, customer, strewn, uniform, peaked cap, through, before		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Queue up! Can you find?	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Sorting activity Storytime: *Dear Mr Blueberry*
Lesson 2	Digital poster: Recap Digital poster: (Question mode) Circle time game: A tisket, a tasket Role-play: At the post office	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'The Postman' Can I trick you? Silly sentences!

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Focusing on the whole poster, ask children the following question:

- Kate and Mum are in the post office. How many things can you see in the poster starting with a **'p'** sound? (e.g. *post office, postman/postperson, postbag/sack, postbox, parcel/package, people, pen, peaked cap*)

Zoom in on/spotlight Kate and Mum. Ask children the following questions:

- What is Kate doing? (*Posting a parcel*)
- Where is she sending the parcel? (*Australia*)
- How will the postman know where to take it? (*The address*)
- What will happen next? (*Postal clerk will weigh the parcel on the weighing scale; will tell Kate how much it will cost to post it; will put the stamps on the parcel and then will send it to the address in Australia*)
- Why can't Kate put the parcel in the postbox? (*It's too big, it needs to be weighed*)

Zoom in on/spotlight the man at the desk. Ask children the following questions:

- Is this man sending a parcel? (*No, he is sending a letter*)
- How do we know it is a letter? (*it's in an envelope*)
- What has the man put on the envelope? (*Address, stamp*)
- Are all the stamps the same? (*No, different prices, designs, pictures*)

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Zoom in on/spotlight the queue. Ask children the following questions:

- What do we call these people? (*Customers*)
- What are these people doing? (*Waiting in the queue to be served*)
- Who is *first/last* in the queue?
- Who is in between the two ladies in the queue?
- Who is *behind* the screen?
- Who is *inside/outside* the post office?

During discussion and throughout the unit, you could refer to the *An Post* website, which features a variety of classroom activities, facts and fun ideas based around the post office: http://www.anpost.ie/AnPost/Schoolbag/Primary/Your+Post+Office/Things+To+Do+At+Your+Post+Office/

Queue up!

Have a group of children line up at the top of the classroom. Ask the rest of the class:

- Who is first/last in the queue?
- Who is in front of/behind … ?

Have each child in the queue, in turn, say: X is *in front of* me, Y is *behind* me, I am *between* X and Y.

Can you find?

Model the game with the whole class first, e.g. ask the class, can you find ***someone who*** is wearing a uniform?

Children identify the person in the poster. Once children understand the game, have them play in pairs or small groups. Examples of people to find:

- Someone who is greeting a customer
- Someone who has a lot of parcels
- Someone who has just had an accident
- Someone who is posting a letter/parcel
- Someone who is putting a stamp on a letter
- Someone who is in front of/between/behind a person
- Someone who is tall/short/small
- Someone who is happy/disappointed/shocked/struggling, etc.

Next, move the focus onto **something which** is heavy/light; something which is used to pay for postage; something which is used to weigh a parcel; something which is used to carry the post (postbag); to deliver the post (bicycle); to store the post (postbox), etc.

Encourage children to respond using a whole sentence and without pointing at the poster, e.g. *I can find someone who is disappointed. Rocky is disappointed because he can't go into the post office.*

Vocabulary to focus on in this lesson includes:

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Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle: people working, items found in a post office ...

Verbs: wrap, post, weigh, collect, sort, deliver...

Prepositions: e.g. in front of, behind, between

Opposites: e.g. heavy/light; tall/short/small

Synonyms: e.g. post/mail; parcel/package; bag/sack

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	Where are Mum and Kate?
Q2.	What is Kate holding?
Q3.	What is hanging on the wall?
Q4.	Why can't Rocky go into the post office?
Q5.	Do you think Rocky would like to go inside? How do you know?
Q6.	What has to be done with Kate's parcel before it is stamped?
Q7.	How do you think the postman is feeling?
Q8.	What do you think the postman will do next?
Q9.	Do you think the people working behind the desk are friendly? Why do you think that?
Q10.	Do you think the postman has an important job? Why?

Circle time game: A tisket, a tasket

For this game you will need the following resources:

- A basket with a green and yellow ribbon on it
- A pack of envelopes

Each of the envelopes used in the game should have an address written on it, with bits of the address missing (blanked out or replaced with a line). Have the children sit in a circle. One child skips around the outside of the circle with the basket. As the child skips, the whole class chants together ***A tisket, a tasket, a green and yellow basket. I wrote a letter to my friend and on the way, I dropped it.*** The child with the basket drops an envelope behind one of the children in the circle. That child then reads the address out loud – with support if necessary. The whole class brainstorms to fill in the missing bits of the address. Possible addresses to use include: School address; The President's address; Santa's address; addresses of fairytale characters (Goldilocks, Little Red Riding Hood the Three Little Pigs ...), animal addresses and popular children's characters' addresses (Winnie the Pooh, the Gruffalo). You could use the addresses in Janet and Allan Ahlberg's *The Jolly Postman* as templates.

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e.g. *Rudolph the ___nosed _____,*
The North _____;

Baby _____
_____ Bears' Cottage,
The deep, dark _____

Continue, giving other children a chance to skip around the circle until all the envelopes have been distributed and all the addresses completed.

Role-play: At the post office

Have children engage in a post office role-play.

Characters: Postman/postperson; post office clerk; customers

Resources: Postbag; parcels and letters; signs; paper and pen; stamps

Scenarios: Design and make a thank you card/birthday card/invitation

Take a letter/parcel to the 'post office'

Encourage children to consider the purpose of the card, the recipient, the process of posting, the journey of the card, etc. Encourage the use of some of the following phrases: *May I help you; I would like to ...; Certainly, that will cost ...; Let me weigh ...*

Alternatively, plan an event in your classroom and invite another class to attend. Go through the process of developing an invitation, putting it in an envelope, writing an address, posting it, and receiving a response through the post.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Focus on Kate's Parcel.

Ask children, 'Can you think about what might have happened ***before*** Kate got to the post office?'

Scaffold the children to speculate and recount what happened before what we see in the poster. Parts of these videos, *The Journey of Aisling's Letter* and *The Journey of Jack's Parcel* could be used to support this discussion: http://www.anpost.ie/anpost/schoolbag/primary/our+people/the+journey+of+your+mail/#video1

Discuss the story of Kate's parcel with the class, asking questions such as:

- Why is Kate posting a parcel to Australia?
- What do you think is in the parcel?
- Who is the parcel for?
- How did Kate make the parcel? e.g. *Before Kate and Mum got to the post office this is what happened. First Kate went shopping with Mum to buy a gift. When Kate and Mum got home, they wrapped the parcel. Then they wrote the address on the parcel. Finally, Kate and Mum took the parcel to the post office. Kate and Mum left Rocky outside the post office while they were posting the parcel.*

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Now discuss the dropped letters, asking questions such as:

- How did the sack get a hole in it?
- How did the postman feel?
- What do you think happened next?
- Who helped the postman to gather all the letters?
- Were the letters important?
- Who might they have been for? *They might be … to … from … because … to celebrate, to thank, to let … know …, to ask, etc.*

Focus next on the lady with a large pile of parcels – What was in the parcels? How much did it cost to send them in the post? How did the lady feel when all the parcels were gone in the post?

Focus on the following terms:

Language of recount: e.g. who, when, where, why, what

Sequencing words: e.g. first, next, then, after, finally

Connective words: e.g. and, if, but, because, while

Digital poster (Activity mode): Sorting activity

Go to the Activity mode of the poster and play the sorting activity. Children must decide if the items presented would be found in a post office or not. Encourage children to justify their decisions.

Storytime: *Dear Mr Blueberry*

Read or listen together to the story *Dear Mr Blueberry* by Simon James, https://www.youtube.com/watch?v=1AC5knHUwUA

After reading/listening, ask children the following questions:

- Why did Emily write to Mr Blueberry? Why did Mr Blueberry write back?
- Did you ever get a letter in the post? Tell us all about it. (Who was it from? Why did you get it? Where did you find it in your house? How did it get **through** the postbox?)
- Have you ever sent a present/card/letter in the post? Tell us all about it. (Who did you send it to? Why did you send it? How did you send it?)

As a follow-up activity, have some post 'delivered' to the classroom. Speculate using 'wh' questions (who wrote it? Where did it come from? Why did they send it?) as appropriate. Include 'clues' such as a stamp, return address, etc.

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'The Postman'

Go to the Poem mode of the poster and play the poem 'The Postman' by Clive Sansom.

The Postman

Clive Sansom

Rat-a-tat-tat, Rat-a-tat-tat,
Rat-a-tat-tat tattoo!
That's the way the Postman goes,
Rat-a-tat-tat, tattoo!
Every morning at half-past eight
You hear a bang at the garden gate,
And Rat-a-tat-tat, Rat-a-tat-tat,
Rat-a-tat-tat, tattoo!

Have children speak the poem with appropriate actions, expression, pace and intonation.

Can I trick you? Silly sentences!

Say the sentences out loud. Ask children to explain why each sentence is silly and then correct it.

- The postman **delivered** a loaf of bread to my house.
- Tomorrow I got a **letter** from the postman.
- The postman delivered the letter **through** the chimney.
- I went to the **post office** to get a new coat.
- The post office clerk put a **stamp** on the parcel and then **weighed** it.
- I wrote my auntie's name and age on the **envelope** and then put it in the **postbox**.
- The postman cycled to Australia with Kate's **parcel**.

Can you trick me?
Encourage children to create a silly sentence to trick the teacher!

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Class	Senior Infants	**Theme**	Shopping
Unit	7	**Subtheme**	The shopping centre
Unit genre	Narrative		
Vocabulary	Tier 1 examples: Christmas tree, snowman, presents, reindeer, wrapping paper, decorations, etc. Tier 2 examples: sleigh, grotto, candy cane, tunic, buckle, trimmed		
Lesson resources	Snowman outline; multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and Discussion Pair talking task: Naughty Ned's Dilemma	**Lesson 3**	Digital poster (Explore mode): Talk and Discussion Ask about the reindeer Digital poster (Activity mode): Spot the difference Storytime: *The Great Reindeer Rebellion*
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Dress the snowman	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'A Shy Santa' Chop and change Odd one out

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Zoom in on the shop window. Ask children the following questions:

- Look at the snowmen in the shop window. Which one is different? Why? (*the snowman in the middle is different because he is smaller than the other snowmen, he has no hat, and he is wearing a green scarf*)
- Look at the candles in the next shop window. Which one is different? Why?

Zoom in on the two elves in the middle of the poster. Ask the children the following questions:

- Look at the elves. **Describe** what they are wearing. (*They **both** have green tunics, red and white striped tights/leggings, pointy shoes with curly toes and gold bells on each shoe, red belts with gold buckles, pointy hats **trimmed** with green*).
- How are the elves different? (*the elf on the right has black hair **but** the other elf/the elf on the left has red hair; one elf has buttons on his tunic **while** the other elf has no buttons*)

Encourage the children to give clear descriptions. Scaffold the children to use interesting vocabulary and connectors, e.g. *with, but, while.*

Zoom out to show the whole poster. Ask children the following questions:

- Can you see something *stripy, swirly, pointy, bright, shiny, red, white, etc.* in the poster? (*I can see something … in the poster. It is a …*)
- Can you see something *high/low, wide/narrow, tall/short, open/closed, light/heavy, etc.* in the poster?

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- Can you find something in the poster that rhymes with log (*dog*), boy (*toy*), cake (*flake*), cheer (*deer*), lift (*gift*)?
- Everyone in the poster is happy. How do we know they are happy? (*They are smiling*). Do you think the children are *happier* than the grown-ups? Why? Who do you think is the *happiest* of all in the picture? Why?

During discussion, focus on the following vocabulary:

Nouns – Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named – *e.g. circle all the items on the poster which are toys, shops, presents, sweets, people, animals, winter clothes, packaging (shopping bag, carrier bag, box) and decorations (wreaths, shiny Christmas baubles, holly, tinsel, candy cane, ornaments, bell, angel, star, snowflake, stocking, candle).*

Describe – the various items using increasingly complex syntax – *the children in the poster are very happy because they are going to see Santa and get presents*

Verbs – *shop, choose, wrap/unwrap, tie, write, post, give, get, hang, decorate, prepare, eat, drink, sing*

Adverbs – *merrily, joyfully*

Adjectives – *amazing, multi-coloured, magical, fluffy, enormous, naughty, nice, bright, fluffy, special*

Comparative and Superlative – *happy, happier, happiest*

Opposites – *naughty/nice*

Play the song *Must be Santa* for the class: https://www.youtube.com/watch?v=gZXbxp3RSzA

How many describing words can you hear? (*long, white* beard, *special* night, suit of *red, great big cherry* nose, *little* reindeer, etc.) Aim to have the children name as many items associated with Santa and Christmas as possible and to use complex sentences where appropriate.

Pair talking task: Naughty Ned's Dilemma

Organise children in pairs. Focus on Santa reading the list in his grotto. Tell children that one child is on the Naughty List. His name is Ned.

- Why do you think Ned is on the 'Naughty' list?
- What could Naughty Ned do to get onto the 'Nice' list in time for Christmas?
- Would he be Naughty Ned then?

Have each pair come up with a solution to help Naughty Ned get onto the Nice list, then share their solution with another pair.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

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Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	Where are Kate, Jack and Mark?
Q2.	What is on top of the Christmas tree?
Q3.	Who are Kate and Mark on their way to see?
Q4.	Do you think Santa's elves enjoy working at the grotto? Why?
Q5.	What does Mark think of the Christmas tree? How can you tell?
Q6.	Why do you think Santa chose sweets and lollipops to decorate his grotto?
Q7.	How do you think Kate and Mark are feeling about meeting Santa?
Q8.	What do you think Rocky will do when he sees the reindeer?
Q9.	Do you think Jack is a nice big brother? Why do you think that?
Q10.	What would you say to Santa if you visited his grotto?

Dress the snowman

Organise the children in pairs with barriers (e.g. schoolbag, large book) between them. Give each child an outline drawing of a snowman (see Lesson Resource 1).

Have children take turns **giving and following instructions** to complete the drawing of the snowman, e.g:

Child A: *Draw a tall black hat on the snowman's head.*

Both children draw.

Child B: *Give the snowman a long, orange carrot for a nose*

Both children draw.

Children should continue until the snowman is completely dressed, then remove the barrier and compare results, discussing the similarities and differences in their images. Pairs can then swap roles and repeat.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Have a general discussion with the children, asking questions to elicit the following vocabulary and grammar terms:

- Plurals – particularly words which sound the same in the singular and plural (reindeer, lego, fish, sheep); words which have **f/ve** endings e.g. elf/el**ves**; hoof/hoo**ves**; scarf/scar**ves**; words which we add 'es' to e.g. box/box**es**; wish/wish**es**
- Rhyming words – elf, self, shelf, myself
- Prepositions – decorations *on* the tree; presents *under* the tree; Santa *in* the grotto; shoes *in* the window display; star *on top of* the tree; candy cane *over* the door; red candle *between* the two white candles; elves *outside* the grotto; reindeer *in front of* the sleigh;
- Synonyms – *Gift/Present; Happy/Jolly/Glad/Delighted/Cheerful/Thrilled*
- Compound words – *snowman, snowball, snowflake, snowfall, workshop, gingerbread, peppermint, starlight, fruitcake, fireplace, pinecone*

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Ask about the reindeer

Go to the explore mode of the poster again. Use the spotlight tool to focus on the two reindeer.

Model the questioning interaction for the class first. Have one child to come up in front of the class and ask a question about the reindeer, then give an answer. Now organize children in pairs and encourage them to ask and answer questions about the reindeer. Possible questions include: *What colour nose does the reindeer on the right/on the left have? How many legs does the reindeer have? Which is your favourite reindeer and why? What do we call reindeer horns?*

Digital poster (Activity mode): Spot the difference

Go to the Activity mode of the poster and display the two images. Ask the children to work in pairs to identify differences. Encourage the children to identify and explain the differences to the class.

Remember: It is important to encourage the children to use language rather than pointing, e.g. 'Rudolph's nose is red in one picture and black in the other OR in the picture on the left/the picture on the right.'

Storytime: *The Great Reindeer Rebellion*

Listen to the story of *The Great Reindeer Rebellion* by Lisa Trumbauer:
https://www.youtube.com/watch?v=UfgMv6Xmrcg

Pause the story reading at the point where the Reindeer return: '*We'll help you dear Santa but a few things must change ...*'

As a whole class, brainstorm three things the Reindeer should demand before they will help Santa.

In role as the reindeer, have the class chant aloud:

'*We'll help you dear Santa but a few things must change*

We want ...'

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (poem mode): 'A Shy Santa'

Go to the Poem mode of the poster and play the poem *A Shy Santa:*

A Shy Santa

Isn't it the strangest thing
That Santa is so shy?
We can never, never catch him,
No matter how we try.
It isn't any use to watch,
Because my parents said,
'Santa Claus will only come
When children are in bed!

Have children join in reading the poem with appropriate pace, expression and intonation.

Chop and change

Re-read the line, *isn't it the strangest thing that Santa is so shy?*
Ask the class, why is it ***strange***? (surprising)

Tell children we are going to **chop and change** the poem by finishing the line with a different word, e.g. Isn't it the ***strangest*** thing that Santa is so … Fat/Tall/Old/Big/Jolly/Hairy, etc.

Have children draw a shy/fat/tall/old/big, etc. Santa

Odd one out

Read out the lists below for the class and ask them to identify the odd one out, justifying their choices.
Scaffold them to answer with complete sentences: *I think … is the odd one out because …*

Red nose, *beard, sack, ho ho ho!*
Angel, lights, baubles, ***spaghetti***
Snow, frost, icicles, ***sunshine***
Red nose, antlers, hooves, ***wings***

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Lesson Resource 1

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Class	Senior Infants	**Theme**	Shopping
Unit	8	**Subtheme**	Different types of shops
Unit genre	Report		
Vocabulary	Tier 1 examples: shopping, shoe shop, bookshop, toyshop, medicine, cough syrup, shopping bag, shelf, pop-up book, runners, toy, jigsaw puzzle, checkout, till, shopping basket, money, cash Tier 2 examples: display, aisle, shelves, pharmacy, cash register, sale sign, euros, cheap, expensive, pharmacist, shop assistant, cabinet		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Shop announcement Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Finish the sentence Let's go shopping!	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Discuss and sort activity Storytime: *Caps for Sale*
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Let's talk shop May I interest you?	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Magic Shoes' Would you rather?

Lesson 1

Shop announcement

Before displaying the poster, ask the class to close their eyes and listen.

Play audio of an announcement being made in a shop:

https://www.youtube.com/watch?v=I5NYg0DRhOY

Ask the class, where do you think you are? (a shop)

Next ask the class to think of ONE word that can follow each of these words:

Toy … Shoe … Book … (*shop*)

What are we doing when we go into a shop? (*Shopping; Buying; Purchasing*)

What are the people in the shop trying to do? (***Sell** their products*)

Digital poster (Story mode)

Now play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Ask children the following questions:

- What kind of shops can you see in the poster?
- What do we buy in …?
- What other kinds of shops can you name? (*butcher; baker; clothes shop; jewellery shop; electrical; grocery; florist; newsagent, etc.*)

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- Where can we find shops? (*village; town; city; shopping centre*)
- Who works in a shop? (*shopkeeper; shop assistant; sales person*)

Shoe shop vocabulary

Discuss with the whole class the following vocabulary:

- Types of shoes that the children wear: e.g. tennis shoes; football boots; wellingtons; flip-flops; slippers; ballet shoes; runners; roller-skates; sandals. Discuss also:
- Shoe parts: Tongue; heel; sole; toe; arch; **insole**; laces; **buckle**; strap
- Features of shoes: e.g. size; colour; **materials** they are made from; **design**; purpose; decoration; age group for which they are appropriate
- Function and **Fashion**: Describe the kind of footwear you would put on … going to a party/going to the beach; playing tennis, football, bowling, running (weight, design, support, colour, grip, spikes, **cleats**); on a wet day (wellingtons, galoshes, overshoes, boots); at night in your bedroom (slippers); dancing – Irish dancing/ballet (**toe-blocks**); working on a farm (wellingtons)

Toy shop vocabulary

Elicit from the class the names of different toys in a toy shop: dolls; teddies; moving toys (cars, trucks, cranes); action figures; sports equipment (trampoline, different kinds of balls, bicycles, roller skates, scooters); drawing materials; dress-up clothes; construction materials (Lego, Play-Doh, bricks, Meccano); board games, musical instruments; stuffed animals, etc.

Book shop vocabulary

Discuss and name with the whole class the features of a book (cover, title, binding, spine, pages, illustrations, chapters, hardcover, paperback, big book, board book, lift-the-flap, sound book); different types of books (fairytales, picture story books, information books, poetry books); where books are kept (shelves, display cabinets)

Pharmacy vocabulary

Explore pharmacy vocabulary medicine: tablets; pills; drops; plasters; sling; crutch; splint; medicine; cough bottle; antibiotic – pharmacy/chemist; When do we need to go the pharmacy?

Finish the sentence

Scaffold children to complete these sentences:

If I want to buy … I will go to a … shop

If I am in a … shop, I can buy a …

Aim to label as many shops as possible, focusing on types of shop, people who work in shops and items that can be bought in various shops. *Use the spotlight function on each item.* Describe the various items using increasingly complex syntax, e.g. *In the bookshop I see a little girl showing her mum a book; the lady in the pharmacy is asking the chemist for medicine for her little girl because the little girl is not feeling well …*

Let's go shopping!

Ask children to imagine they are going shopping for a special occasion. Make a list of the items you would need to buy, e.g. for a birthday party/barbecue/baby/to make a sandwich/if you want food that can be eaten without cutlery/to look after your hair/for your pet, etc.

This activity can be completed orally as a whole-class activity, by drawing pictures of the items on the list or by using words written on the whiteboard.

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Organise children in pairs and have them try to trick their friends by including an item that doesn't belong.

Pairs can swap their lists with other pairs and see if they can spot what doesn't belong.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What shops do you see in the poster?
Q2.	The jigsaw puzzle is shaped like an animal. What animal is it?
Q3.	Who is the man wearing the long white coat?
Q4.	What do you think the boy in the sports shop is saying to his father?
Q5.	Name three different things you can buy in a toyshop.
Q6.	What kind of book is the little girl looking at? How do you know?
Q7.	Do you think the pharmacist is helpful? Why do you think that?
Q8.	Why do you think it's a good idea to buy things during the sale?
Q9.	What kind of books do you enjoy reading?
Q10.	If you were to open up your own shop, what kind of shop would it be?

Let's talk shop

Ask the children, 'What do we say to the shopkeeper when we go into a shop to buy something?' Introduce appropriate greetings and questions, such as:

- *Good morning.*
- *Can you help me ...*
- *I would like ...*
- *Have you got ...?*
- *Please may I have ...?*
- *How much is ...?*
- *Thank you.*

What do we say to a customer if we are a shopkeeper and a customer comes in to buy something

How may I help you?

Yes, we have ...

It costs ...

Please come again soon.

Model some shopping scenarios with some children, then encourage them to role-play the scenarios in pairs, using the vocabulary they have covered.

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May I interest you?

For this lesson, create a pile of objects including toys, books, shoes, etc. Organise children in pairs and have one child in each pair choose an item from the pile. They must then try to persuade their partner to buy the item. Instruct the children to look at your partner, be polite, show them the book/shoes/toy etc. and tell them why it is so good that they should buy it (*it's bright/colourful/pretty/stylish/attractive/fun/interesting, etc.*) The child persuading must answer questions their partner has, then tell them the price of the book/shoes/toy.

Children then swap roles and repeat.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again.

Organise children in pairs. Look at the shoe shop first.

Convince me! (persuade)

The adult wants the boy to buy a different pair of shoes. What do you think he is saying to the boy? What is the boy saying to the adult? Encourage the children to express opinion and persuade here – *I think you should buy this pair of high top shoes. But I like these regular shoes much better … etc.*

Next, look at the book shop.

Tell me! (narrate)

The girl wants her mum to buy this book for her. She is telling her mum what the story is about. What story is she telling? Encourage the children to narrate a favourite story here. You may want to model the task first before asking children to do it in pairs.

Now focus on the toy shop.

Find me! (locate prepositions)

Where in the toy shop is a toy you like/your favourite toy?

Encourage children to use language to locate a toy in the picture, e.g. *My favourite toy is on the high shelf at the front of the picture …*

Move on to the pharmacy.

Can you help me? (question and answer)

What do you think the mum is asking the pharmacist/chemist? Encourage the children to think of questions that they might need to ask a pharmacist – *Please can you help me? My child has a very bad cough and needs some medicine, etc.*

Digital poster (Activity mode): Discuss and sort activity

Go to the Activity mode of the poster. Display the photos for the class. Have the entire class discuss and then decide what shop they think each item shown would be purchased from.

The images included show: football boots; toy dinosaur; books; cough syrup; kid's piano; allergy medications; runners; pens/notebooks

Storytime: *Caps for Sale*

Listen to the story of *Caps for Sale* by Esphyr Slobodkina: https://www.youtube.com/watch?v=INptSCKqdfg

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Ask the children the following questions:

- Can you see what is different about how the caps are for sale in this story?
- What 'shopping' words do we hear in the story? (*for sale, streets, 50c a cap, sell, money, one size fits all, pedlar* – someone who goes from place to place selling things)
- Do we always need to go to a shop if we want to buy something? Where else might we go? (market, stand, stall, fair)
- Can you think of words that rhyme with *cap; sale?*
- Put these shopping places in order of size: *stall; shopping centre; market; supermarket; stand; corner shop*

Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'Magic Shoes'

Go to the Poem mode of the poster and play the poem 'Magic Shoes' by Brian Moses:

Magic Shoes

By Brian Moses

I've got a pair of magic shoes,
they take me to the moon.
Dad says, 'Watch out for rockets,'
and Mum says, 'Come back soon.'

I've got a pair of magic shoes,
they take me to the stars,
and sometimes if I'm early,
I'll stop and have tea on Mars.

I've got a pair of magic shoes,
I can high jump over the school,
I can walk up walls like Spiderman
and act like I'm really cool!

I've got a pair of magic shoes,
I can dance like a disco king,
they spring me up to the rooftops,
they let me do anything.

But what if I had some magic socks,
magic underwear too!
With a magic suit of clothes I'm sure
there'd be nothing I couldn't do.

Encourage children to speak the with appropriate intonation, expression and actions.

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Would you rather?

Play a game of *Would you rather?* With the whole class, encouraging children to justify their answers using complex sentences, where appropriate.

Sample questions:

- Would you rather buy a pair of magic shoes or a toy train?
- Would you rather buy runners or slippers?
- Would you rather buy a book or a cough bottle?
- Would you rather buy a toy or a chocolate cake?
- Would you rather go shopping in a supermarket or in a pharmacy?

I would rather … because … / I agree/disagree with … because …

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Class	Senior Infants	**Theme**	School
Unit	9	**Subtheme**	The school building
Unit genre	Report		
Vocabulary	Tier 1 examples: building, teacher, children, classroom, desk, school yard, outside, hall, sports, drama, basketball, computer Tier 2 examples: whiteboard, uniform, climbing frame, library, shelves, basketball hoop, keyboard, mouse, display, creature, loyal, spine, paperback		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion My favourite game: Oral report Let's play a game: Mother/Father, may I?	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Sorting activity Question circle
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) True or false?	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'The Creature in the Classroom' Convince the creature

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Ask children the following questions:

- Look carefully at the poster. Where are these children? (*In school*)
- How are these children the same as us? (*uniform; boys/girls; playing; learning*)
- Think about what we do on schooldays. Which picture shows us what we do first? (*The picture of the school **building** shows where we come in the morning.*)
- What do we do next? (*We go into our classroom*) Which picture is that? (*The small picture on the top right*)
- After the classroom, where do we go? (*Out to the school yard to play*) Where can we see that in the poster? (*Big picture; middle picture on the right-hand side*)
- Are we always in the classroom in school? Where else do we go? (*Computer room; library*)
- What is your favourite thing to do in school? Why?

Encourage individual children to outline their school day using the poster as a support and including terms such as *first, next, after, when, if, at, finally*.

Zoom in on each external picture in turn and ask questions such as the following:

- How is this school building the same as/different from ours?
- What can you see in this picture? (e.g. *I see children playing/smiling/having fun/throwing/looking; I see a building, yard, grass, trees, etc.*)

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- Do we have a rope bridge in our school yard? Would you like to have one? How do you think it would it feel to walk on a rope bridge? (*wobbly*) What else would you like to have in our school yard? Do you think we have anything in our school yard that these children would like? (Encourage a range of responses here and scaffold the children to use *I think/I agree/I disagree.*)
- What game are the children playing in the schoolyard? Talk about games we play – encourage children to name as many games as they can.
- What do we do in the school yard? (*We run quickly/slowly; jump high/low; chase, tag, pull, catch, follow, skip, play games; hide in/under/behind/beside/near; talk/eat/listen/rest/wait* (*quickly, slowly, quietly, noisily, together, alone*) *clamber and climb* (*on the climbing frame*) *skip and jump* (*playing hopscotch*), *twirl and twist* (*with a hula-hoop*) *play hide and seek, skipping, ball games, e.g. football, basketball – kick, throw, bounce, pass, shoot, score*).
- Show me a still image of something we do in the yard that is e.g. *fast, quiet, up high, twirly, bouncing.* (Children create a physical freeze frame showing the activity)
- Talk about the games children like to play most. Include a description of each of the games in the discussion. Scaffold the children to tell about the rules of the game, including how many people can play the game together, how you can score in the game, how you decide who wins the game, if there is any special equipment or clothing necessary for the game, etc.

In your discussion, explore the following vocabulary:

Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle … (playground equipment, games we play, things we do)

Verbs: e.g. *chase, tag, pull, catch, follow, skip, play* (*games*); *hide in/under/behind/beside/near; talk/eat/listen/rest/wait*

Adverbs: e.g. *quickly, slowly, high, low, noisily, quietly, together, alone*

My favourite game: Oral report

Ask individual children to stand at the top of the class and report on their favourite game. Scaffold children to include as much as possible of the following: Greeting, introduction, purpose, outline and conclusion, e.g. *Hello, my name is … I would like to tell you about the game of/a game called … because this is my favourite game. To play the game you need …. When you are playing the game you … The winner of the game is … I think you would like this game because … Thank you for listening.*

When children are familiar with the structure, the task may completed in pairs.

Let's play a game: Mother/Father, may I?

(Adapted from *Bright Ideas for Language Development*, published by Scholastic Publications).

Play the game with the whole class first. Children can play in pairs once they understand the format.

Someone is chosen to be the mother or father. This person stands about ten metres away from the rest of the players. The object of the game is to be the first person to reach Mother/Father.

Mother/Father gives instructions to each child in turn about the number and kind of steps to take, e.g. giant steps; skipping steps; bunny hops; frog jumps; twirling steps; Superman steps; fairy steps; and any other types of steps the children can think of. After Mother/Father says, for example, '*Sam, you can take four giant steps?*', Sam has to ask '*Mother/Father, may I?*' The reply may be *yes* or *no*, but if Sam forgets to ask, he forfeits his turn and has to return to the starting line. The first child to reach Mother/Father takes over that role.

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Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What are the children in the first photo doing?
Q2.	Look at the photo of the children in the school yard. What game are they playing?
Q3.	What are the boys in the bottom right photo doing?
Q4.	What do the boys in the bottom right photo have on their heads?
Q5.	What kind of uniform does this school have?
Q6.	Name three things that you see in the classroom on the top right.
Q7.	What do you usually find in a library?
Q8.	What is your favourite subject in school? Why?
Q9.	Why is it useful to have an interactive whiteboard in the classroom?
Q10.	Do you think teachers have an important job?

True or false?

Read out the following statements to the class. Children have to say whether they think the statement is true or false and justify their answers (*I think this is true/false because ...*)

- Our school building is enormous.
- We go to school on Saturday.
- We bring our books to school in a binbag.
- Our favourite thing to do in school is to play in the yard.
- When we are in school we write with a feather **quill**.
- We read lots of great stories in school.
- We use lots of pretty colours to draw pictures in school.
- Our school has no children.
- Our school has two hundred teachers.
- We come to school on a helicopter.
- We learn lots of interesting things in school.

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Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Focus on pictures of the interior of the school:

First examine the classroom image:

- Where are the people in this picture? (*In the classroom.*)
- Who/what can you see in this picture?
- How is this classroom the same as/different from our classroom?
- Name as many things as you can think of that we would find in a classroom (*equipment; furniture; stationery; resources*)
- How is the uniform the same as/different from our uniform?

Refer back to what we do in the school yard.

- When we are in the school yard, who do we play with? (*Our friends*)
- What is a friend?
- Brainstorm vocabulary associated with friendship, e.g. friend, *chum, buddy, pal*; friendly, *kind, caring, helpful, funny, etc.* Talk about what friends do together, characteristics of good friends (*helpful, caring, understanding, loyal, etc.*), how we feel when we are with our friends (*e.g. happy, delighted, thrilled*), when friends are most important (*a friend in need is a friend indeed*); how we feel when friends let us down – *disappointed, sad, lonely, alone, etc.*
- Ask the children to create a still image with a friend to show how they feel when they are together, e.g. friends playing together, watching TV together, eating together. Move into another still image which depicts how we feel when our friend can't come to play, when our friend is on holiday, etc.

Move on to the library image:

- Where are the children?
- What are they doing?
- How do we know they are reading?
- What does a book look like? What are the parts of a book called? (*Cover, title, binding, spine, pages, illustrations, chapters, hardcover, paperback, big book, board book, lift-the-flap, sound book*)
- Where do we look when we read?
- What side of a book do we read first?
- What sense do we use to help us to read?
- What kinds of books do we like to read? (*Fairytales; picture story books; mystery stories; comic books; animal story books; fiction; information books; poetry books*)
- What parts of a book do we look at to see if we might like to read it? (*title; blurb; author; introduction; illustrations*)
- Where are the books in a library? (*Shelves; display cabinets*)

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- What are the rules in a library?
- Can we find anything in a library other than books?
- What do we call a person who works in a library?

Focus on the following vocabulary during the discussion:

Adjectives: e.g. kind; caring; helpful; funny; understanding; **loyal;** disappointed; sad; lonely

Synonyms: e.g. friend; buddy; pal; happy; delighted; thrilled

Compound words: e.g. classroom; homework

Digital poster (Activity mode): Sorting activity

Go to the Activity mode of the poster. Children have to decide which items should be packed into the schoolbag and which should not. Encourage children to justify their choices.

Images included show: lunchbox; DVD; teddy; drink; maths tools; pencil case; Lego; iPad; crayons; workbook; calculator; apple

Question circle game

Focus on the whole poster. This game could be played in a question circle, where there is one **question seat** which is occupied by each child in turn as the questioner.

Encourage the questioner to ask 'wh' questions, e.g. *Who is wearing short pants in the picture? Where is the teacher standing? Why are the boys in the computer room wearing earphones? What game are the children playing with a ball? When do the children go out to play?*

Encourage the other children to respond to the questions asked without pointing, insofar as this is possible.

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'The Creature in the Classroom'

Go to the Poem mode of the poster and play the poem 'The Creature in the Classroom' by Jack Prelutsky:

The Creature in the Classroom

By Jack Prelutsky

It appeared inside our classroom
at a quarter after ten,
it gobbled up the whiteboard,
three erasers and a pen.
It gobbled teacher's apple
and it bopped her with the core.
'How dare you!' she responded.
'You must leave us . . . there's the door.'

The Creature didn't listen
but described an arabesque
as it gobbled all her pencils,
seven notebooks and her desk.
Teacher stated very calmly,
'Sir! You simply cannot stay,
I'll report you to the principal
unless you go away!'

But the thing continued eating,
it ate paper, swallowed ink,
as it gobbled up our homework
I believe I saw it wink.
Teacher finally lost her temper.
'OUT!' she shouted at the creature.
The creature hopped beside her
and GLOPP . . . it gobbled teacher.

Children listen to the teacher speaking the poem. Have the children speak as much of the poem as is appropriate with expression and intonation.

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Discuss the bad things the creature does and use these things to come up with a name for the creature, e.g. the everything-gobbler; the classroom-eater; the teacher-swallower, etc.

Ask children the following questions:

- What did the Creature look like?
- What was the Creature's name?
- What happened next?
- How would you get rid of the creature?
- What words about school can you hear in the poem? (*Classroom*; *whiteboard*; *eraser*; *pen*; *teacher*; *pencils*; *notebooks*; *principal*; *paper*; *ink*; *homework*)

Convince the creature

Set up this dilemma for the children:

This Creature is ruining our school day! We need to tell the Creature about the important things we do in school so that the Creature lets us get on with what we need to do.

Scaffold the children to create arguments to convince the Creature that he must leave. Have the children perform these in a pair role play.

Pair role-play

Child A plays a schoolchild, Child B plays the Creature. Child A reports to the Creature what goes on in school during the day, then Child B asks any questions to clarify what the Creature doesn't understand, e.g.:

Child A: On Tuesdays we have P.E which is very important for all the children in the class.

Child B: What is P.E?

Child A: P.E is where we all wear tracksuits and play sports like basketball and hockey that are very good for us.

Child B: Why are these sports good for you?

Child A: They're good for us because they help us to get fitter and stronger.

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Class	Senior Infants	**Theme**	School
Unit	10	**Subtheme**	The school play
Unit genre	Recount		
Vocabulary	Tier 1 examples: hall, clap, show, stage, curtains, microphone Tier 2 examples: concert, backstage, excited, beam, performance, script, character, prompt		
Lesson resources	The story of *Jack and the Beanstalk*, crossword, multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Complete the crossword	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Multiple-choice questions Let's Say It! – Rhyme and Mime
Lesson 2	Digital poster: Recap Digital poster (Question mode) Design and draw; Who said it?	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Giant Thunderclogs' Have your Say!

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Before displaying the poster for the children, use the conceal tool to hide everything but the audience at the bottom of the image. Show the children the poster, and then ask them the following questions:

- Where do you think the people are? (*School hall; theatre*)
- Why do you think that? (*They are sitting in a row.*)
- Who do you think these people are? (*Parents, grandparents, brothers, sisters and friends*)
- What are they doing with their hands? (*Clapping/applauding*) Why? (*They are enjoying the concert/show/performance.*)
- How else do we know that they are enjoying the performance? (*They are smiling and laughing.*)

Next, reveal the title of the show at the top of the screen. Ask the children what they think the show is about (*Jack and the Beanstalk; a fairy tale; a boy called Jack, etc.*).

Read the story of *Jack and the Beanstalk* to the children (see Lesson Resource 1) or watch it together (https://www.youtube.com/watch?v=_VCpAYajmvo) to recap on the story. Discuss the story with the class, making particular reference to key vocabulary from the story (e.g. *giant, poor, sell, magic beans, trading, happiness, exchanging, useless, beanstalk, climbed, castle, golden, harp, chicken, egg, chopped, axe, etc.*)

Next, reveal the whole picture. Ask the children the following questions:

- Where are the children? (*On the stage; next to the curtain*)
- Do they look the same as they do in school every day? Why not? (*They are wearing costumes.*)

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- What do we call people when they are on the stage pretending to be someone else? *Actors*)
- What **characters** are the children playing in the story? (*Jack; Giant; Giant's wife; Mother; Cow*). How do you know? (Describe the costumes and how they signify each character.); Who is **playing the part of** Jack/Wife/Giant/Mother/Cow?
- Who is at the side of the stage/**backstage**? (*Teacher*). What does the teacher have in her hand? (*A clipboard with the **script**/the words of the play, to **prompt**/tell the actors what to say if they forget their words*)
- Which of the characters do you like best? (*I like … because …*) If you were an actor playing the part of one of the characters, who would you like to be? (*e.g. I would like to play the part of Jack because he is a hero/ he climbs the beanstalk; I would like to play the part of the Giant because he is a scary character, etc.*)
- Review a trailer for a popular children's movie (e.g. *Beauty and the Beast* – https://www.youtube.com/watch?v=e3Nl_TCQXuw) to reinforce the technical terminology introduced: Who are the **characters** in the story? What **costumes** are they wearing? What do we call the **words** they are speaking?
- Describe the characters/costumes of your favourite TV programme/movie.
- Recount: Retell a personal story of an experience of going to a play/show/concert (recount in the correct sequence – who went, where was it, when was it, what was the event about/like, what were your feelings about the experience?)

Complete the crossword

Display the *Jack and the Beanstalk* crossword (Lesson Resource 2) for the class. Scaffold the children to use the picture clues to generate the words, e.g. *this picture **clue** shows us **someone who is** a character from the story; **something which is** a tall plant in the story; a musical instrument; an animal, etc.*) Fill in the words in the crossword as the children suggest them, introducing the terms ***crossword, clue, across, down.***

Pair talking task: Look and say

Organise the children into pairs. Display the *Jack and the Beanstalk* crossword on the screen or give each pair a printed copy. The children then complete the crossword in pairs orally, taking turns to give clues for their partner to guess.
e.g. Child 1: *This picture clue shows us someone who/something which …*

Child 2: *I think the word is …*

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

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Q1.	What part of the school are the children in?
Q2.	What play are the children performing?
Q3.	Who is playing the role of Jack?
Q4.	What two items can you see on the table?
Q5.	How do you know the audience are enjoying the play?
Q6.	Do you think Tom is a good actor? Why?
Q7.	Which fairy tale would you like to do a school play about?
Q8.	Why is there a microphone hanging above the stage?
Q9.	Do you think it's a good idea to put on a school play? Why?
Q10.	Why do you think Miss Kelly is watching from backstage instead of from the audience?

Design and draw

Organise the children into pairs. Ask each pair to design a backdrop for a performance of *Jack and the Beanstalk*. Each pair draws ONE picture of the giant's kingdom at the top of the beanstalk as a backdrop for the show. Ask the children to take turns to give directions/draw. The children should decide *where the giant lives, what he is called, who he is living with, what the castle looks like, the kind of furniture in the castle, the clothes he is wearing, what the special magic items he owns look like*, etc. Ask the pairs show their pictures to the class and describe them.

Who said it?

Model this game for the class first. Speak the words of one of the characters in the story and encourage the children to guess which character is speaking, e.g. *I can't believe you were so silly!; Quick, quick, bring me an axe!; I promise you will not regret making this trade*, etc.

This game can then be played in pairs, with each child taking a turn to speak in role/identify the character.

If children need extra support, put up familiar images of each character on a PowerPoint slide.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster again. Use the spotlight tool to focus on different **categories** associated with putting on a concert/performance. Use the pen tool to categorise the various items after they have been named, e.g. circle all the equipment, props, cast members, parts of the set, etc.

Nouns: ***equipment*** – *microphone; lights; spotlight*; **props** – *golden eggs; golden harp; bag of gold; hen; bottle of wine; bean stalk; trapdoor*; ***cast*** – characters – *Jack; Mother; Giant; Wife; Cow*; **set** – *backdrop; castle; kitchen*

Adjectives: *colourful; enormous; angry/furious; frightened*

Verbs: *beam; shine; exchange; prompt; speak; whisper; entertain*

Compound words: *beanstalk; backstage; trapdoor*

Feeling words: *excited; nervous; anxious; proud; relieved*

Opposites: *big/small; loud/quiet; bright/dull*

Prepositions: *in the show; on stage; at the back*

Synonyms: *big/enormous/huge/massive/immense; bright/shiny/glistening; said/shouted/whispered/cried*

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Let's say it!

Use the spotlight tool to highlight each of the characters in turn. Speak one line for the class in character, using appropriate intonation for each 'said' synonym, e.g. *Fee-fi-fo-fum*, ***shouted*** the Giant (hands cupping mouth).

- Draw the children's attention to the intonation and the word (*shouted*) which tells us how the line is spoken. Ask the children to repeat the word after you using appropriate intonation.
- Develop this so that the children fill in the correct synonym for 'said' using intonation and gesture to support their understanding, e.g. Teacher: *Fee-fi-fo-fum*, Children: ***shouted*** the Giant (spoken loudly with hands cupping mouth).

Introduce as few or as many synonyms for '*said*' as appropriate:

'*Where are you taking me?*' ***whispered*** the hen (finger to the mouth)
'*Climb down the beanstalk fast*,' ***warned*** the Wife (finger pointing)
'*I'm going to get very rich with this hen*,' ***laughed*** Jack (laughing out loud)
'*Please take me with you too*,' ***begged*** the harp (hands in a pleading gesture)
'*Hmm! It looks like Jack will save this family after all*,' ***thought*** the Mother (stroking her chin)
'*Yippee! Now I will have a hen to keep me company*,' ***cried*** the Cow (using intonation to convey excitement)
Encourage individual children to come to the top of the room and perform a line. The rest of the class completes the line using the appropriate synonym for 'said'.

Digital poster (Activity Mode): Multiple-choice questions

Go to the Activity mode of the poster. Play each multiple-choice question for the children and see if they can correctly identify each fairy tale. Click the right answer to progress to the next question.

Q1.	Click on the **indoor toy** (Options: bike; **teddy bear**; frisbee; ball)
Q2.	Click on the **indoor toy**. (Options: trampoline; skateboard; **board game**; pogo stick)
Q3.	Click on the **outdoor toy** (Options: paint; doll's house; play dough; **rollerblades**)
Q4.	Click on the **outdoor toy.** (Options: jigsaw; toy train; **basketball**; Lego)

Rhyme and mime

Explain to the class that the giant in the story gave *commands* (telling someone to do something) to the hen and the harp. Speak this rhyme aloud for the class, encouraging the children to identify which word in each line is this command.

Lay an egg
Play a tune
Stay still in your seat
Bay at the moon

Say a poem
Pay for your sweets
Spray weeds in the grass
Pray for a treat!

Encourage the children to speak the rhyme, emphasising the command words with accompanying actions.

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Ask the children to take turns dragging the labels onto the correct location in the poster.

Digital poster: 'Giant Thunderclogs'

Go to the Poem mode of the poster and play the poem 'Giant Thunderclogs' by Jean Kenward:

Giant Thunderclogs

By Jean Kenward

Here comes Giant
    Thunderclogs!
What a noise
    he makes!
How he rattles, rants
    and roars,
how he shouts
    and shakes!

Blundering
    Across the hills
and stamping
    through the sky ...
what a tantrum
    he is in
as he passes
    by!

Giant Thunderclogs
    is huge ...
his mouth
    is like a pit
and all the echoes
    of the earth
come rushing out
    of it:

Not fifty thousand
    elephants
could trumpet
    such a din.
If you hear him
    at your gate ...
Don't let him in!

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Discuss with the class what giants look like. Focus on **size**: big, huge, gigantic, large and massive. Compare the size of giants with the size of the animals, people, trees, houses and other buildings. Discuss **opposites**: big, small; tall, short; gigantic, tiny; heavy, light. Talk about the **sounds** giants make: *rattle, rant, roar, shout*; the **noises** giants make when **eating** and **sleeping**: slurps, chomps, guzzles, gobbles, snores, snorts, grunts, screams, shrieks, bellows and moans. Ask questions such as: why does the giant make so much noise? (He is big, huge, clumsy, selfish, rude) How does he **move**? (he blunders, stamps and shakes). How do giants make us **feel**? Do you think that giants are frightening/mean/cross/fierce?

Ask the children to speak the poem with actions and intonation to show the movements and volume of the Giant.

Pair/group talking task: Have your say!

Present the children with a scenario, or several scenarios, related to the story of *Jack and the Beanstalk*.

Encourage the children to discuss the scenario, expressing opinions/agreement/disagreement, justifying their stance, e.g.

Should Jack have traded the cow for a handful of beans when his family needed money for food?

In my opinion ...

I agree/disagree ...

Ask the children also to consider alternate endings to the story, e.g.:

How might the story have ended if the Giant had caught Jack and wouldn't let him go?

I think that ... because ...

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Lesson Resource 1

Jack and the Beanstalk

Jack and his mother lived in a cottage in the woods. They were very poor. All they had was an old cow. One day, Jack's mother said, 'Go and sell our cow and bring the money back to me.'

Jack took the cow away to sell. On the way he met a strange, old man who wanted to buy the cow.

'I have no money,' said the man. 'But I will give you five magic beans for your cow. These beans are very special. They will make you and your mother very happy.'

'All right,' said Jack, and he gave the man his cow and took the magic beans. Jack took the beans back to his mother, but she was not happy at all. She was very angry.

'You foolish boy! We can't buy food with these useless beans,' she said. And she threw the beans out of the window.

The next day when Jack woke up, he saw that a giant beanstalk had grown outside his window. He wondered where it went. Jack started to climb the beanstalk. 'No, Jack, it's too dangerous!' cried Jack's mother. But Jack ignored her. He climbed up and up and up to the very top of the beanstalk, where he found an enormous castle with a huge door. Jack went inside, where he saw a giant woman. The woman was very surprised to see Jack.

'Look out!' she said. 'My husband will be home soon, and he loves to eat little boys. If he sees you, he'll eat you right up!'

They heard loud footsteps. 'Fee-fi-fo-fum, watch out everyone, HERE I COME!' roared the giant.

'You must hide,' said the woman. And she hid Jack in a cupboard.

The giant came in and sat down at the table. He had with him some giant bags of gold coins. He ate his breakfast, and then started to count his money. Soon, the giant fell asleep.

Jack came out of the cupboard and took one of the bags of gold coins. He climbed down the beanstalk and gave the money to his mother. She was very happy. For a while, Jack and his mother lived very well. But Jack was curious about what else he might find in the castle.

The next day, Jack climbed the beanstalk again. When he reached the castle, Jack saw the giant woman again.

'Look out!' she said. 'My husband will be home soon, and he is very angry because his money has been stolen.'

They heard loud footsteps. 'Fee-fi-fo-fum, watch out everyone, HERE I COME!' roared the giant.

'You must hide in the cupboard,' said the woman.

The giant came in and sat down at the table. He had with him a magic hen. The giant ate his breakfast, then watched his magic hen lay three golden eggs. Soon, the giant fell asleep.

Jack came out of the cupboard and took the hen. Then he climbed down the beanstalk and gave the hen to his mother. She was very happy. But Jack was curious about what else he might find in the castle.

The next day, Jack climbed the beanstalk again. When he reached the castle, Jack saw the giant woman again.

'Look out!' said the woman. 'My husband will be home soon, and he is angry because his hen and his money have been stolen.'

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'Fee-fi-fo-fum, watch out everyone, HERE I COME!' roared the giant.

'You must hide in the cupboard again,' said the woman.

The giant came in and sat down at the table. He had with him a magic harp. He ate his breakfast, and then listened as the harp started to play beautiful music all by itself. Soon, the giant fell asleep.

Jack came out of the cupboard and took the harp. Then he started to climb down the beanstalk. But the harp started playing all by itself, very loudly, and woke the giant up.

'Run away!' said the woman. 'The giant is behind you!'

Jack climbed down the beanstalk as fast as he could. His mother was waiting at the bottom of the beanstalk. When Jack reached the bottom, his mother took an axe and cut down the beanstalk. CRASH! The beanstalk came tumbling down. The giant fell to earth with a huge THUD! Nobody ever saw the giant again.

Now Jack and his mother were no longer poor. They had a bag of gold coins, a magic hen that laid golden eggs and a magic harp that played beautiful music. They lived happily ever after.

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Lesson Resource 2

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Class	Senior Infants	**Theme**	Animals
Unit	11	**Subtheme**	Sea creatures
Unit genre	Report		
Vocabulary	Tier 1 examples: sea creatures, ocean, underwater, deep, turtle, starfish, jellyfish, octopus, lobster, stingray, shark, whale, dolphin, sea lion, flippers, fin Tier 2 examples: anemone, tentacles, camouflage, coral reef, antenna, pincer, habitat, species, endangered, pollution, extinct, ocean floor		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Pair talking tasks: Can you find …? Storytime: *Hooray for Fish!* Rhyme Time: 'What's that Bobbing on the Sea?' 'A Sailor Went to Sea, Sea, Sea'	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Question circle Digital poster (Activity mode): Who am I? Ocean tongue twisters
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime: *Commotion in the Ocean* Rhyming words: Let's make a poem! Pair talking task: I like …	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Ocean Travel' Dance drama: 'Under the Sea'

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Focus on the story line: *Lots of amazing sea creatures live in the sea.* Ask children the following questions:

- Do you know another word for the 'sea'? (*Ocean*)
- What is an ocean? (*A very large body of salty water*)
- Do we live in an ocean? What lives in an ocean? (*Lots of sea creatures*) We call the ocean their **habitat.** A habitat is a place where an animal or plant lives.

Go to the Explore mode of the poster. Use the spotlight tool to focus on different items as they are named. Ask the children the following questions:

- Can you name the creatures we can see on the poster? (*Sea turtle, jellyfish, octopus, starfish, stingray, shark, dolphin, whale, sealion, lobster*)
- We call these animals **sea creatures**. The ocean is a home to many creatures and plants. What does their ocean habitat look like? (*Wet, dark, deep, wavy, rippling, crystal clear, deep blue, noisy, murky*)
- How is their ocean habitat decorated? (*Coral, rocks, plants, seaweed, sand*)

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Zoom in on each of the fish in turn and brainstorm information about each one.

Ask the class, what do you know about …

- Name, physical description – colour, shape, features, eating habits, movements, e.g. *sparkling, shimmering, glistening, dazzling, gleaming, spotted, striped, pattern, flat, rough, bumpy, fin, tail, gills, scales, hard, bony shell, tentacles, sting*

Next, zoom in on the large image of the scuba diver. Ask the class:

- Is this a human or a fish? How do you know?
- Where is he?
- What is he wearing on his … feet? (Flippers) body? (Wet suit) head? (Helmet) in his mouth? (Breathing tube) on his back? (Oxygen tank). Why is he wearing these things?

Spotlight the dolphin. Ask the class, what do we call this sea creature? Are there any dolphins in Ireland?

Have the whole class watch these videos about Fungi the dolphin:
https://www.youtube.com/watch?v=-w8HRSoVTI4

https://www.youtube.com/watch?v=eK-LeeGsIMA

Explain to the class that this dolphin is called Fungi. Ask children to look at the creatures on the poster and give each one of them a name, e.g. Ollie Octopus; Stanley Starfish; Tina Turtle; Seán Shark. Children from other countries could think of names in their language for the creatures, e.g. Safia Sealion; Lidia Lobster. Other options include naming the creature with an appropriate adjective, e.g. Jolly Jellyfish, Lucky Lobster, Whopping Whale, Slippery Sea Lion, Stunning Stingray.

Pair talking task: Can you find …?

Ask children to find different sea creatures on the poster, encouraging them to use prepositions to locate them, e.g.

Teacher: Can you find the (shark/lobster/jellyfish) on the poster?

Child: The shark/lobster/jellyfish is *on the bottom/in the middle/above/below, beside/between/underneath/beneath …*

Model this with the whole class. If appropriate, encourage children to locate the different sea creatures in pairs, using only language.

Storytime: *Hooray for Fish!*

Play the story *Hooray for Fish!* By Lucy Cousins for the class: https://vimeo.com/52877670

Ask the class, what describing words can you hear? e.g. *little, big, fat, thin, red, blue, yellow, spotty, stripy, happy, grumpy, hairy, scary, curly, twirly, twisty, etc.*

Organise children in pairs and have them carry out a talking task, identifying the sea creatures in the poster with describing terms, e.g.:

Partner A: I'm looking at a fish that is/has …

Partner B: I think the fish you are looking at is … (location) and is called (name) and is/has (description)

Children swap roles and repeat.

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Rhyme time: 'What's That Bobbing in the Sea?'

Read the rhyme What's That Bobbing in the Sea? aloud to the class.

What's That Bobbing in the Sea?

By Ann Bryant

Sitting on the sand, happy as can be,
What's that bobbing, bobbing in the sea?
It's a lobster, lobster, bobbing in the sea
Lobster, lobster, bobbing in the sea.
Lobster, lobster, bobbing in the sea,
And the waves brought the lobster bobbing up to me!

Repeat the rhyme, replacing the word 'lobster' with other sea creatures – *dolphin, turtle, whale, shark, etc.* and replacing the word 'bobbing' with other words, such as – *swimming, diving, darting, jumping, leaping, gliding, surfing, floating, plunging, wriggling …*

'A Sailor went to Sea, Sea, Sea'

Sing this version of the song 'A Sailor Went to Sea, Sea, Sea' to revise the names of the sea creatures:

https://www.youtube.com/watch?v=DX2Er--LYmQ

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What is the man in the first photo doing?
Q2.	Which sea creature looks like a star?
Q3.	How many arms does an octopus have?
Q4.	Which of these sea creatures has a strong shell?
Q5.	Which sea creature has an umbrella-shaped body?
Q6.	Which part of a jellyfish can give a nasty sting?
Q7.	What does an octopus do to blend in with its surroundings?
Q8.	Do you know any other name for a starfish?
Q9.	How are a dolphin and a shark the same? How are they different?
Q10.	How do you think scuba divers breathe under water?

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Storytime: *Commotion in the Ocean*

Play the story *Commotion in the Ocean* by Giles Andreae for the class:
https://www.youtube.com/watch?v=1n9KGqlwX_8 (up to the 3.48 mark).

- What creatures do we meet in the story?
- What did you learn about the crab, turtle, dolphin, etc.?
- How do dolphins speak? (*Click, whistle, squeak*)
- Turn to your partner and say something in dolphin language! What do you think your partner was saying?
- How does the jellyfish move? **(*jiggles*)**
- Where does the stingray live? (*Bottom of the ocean*)
- What does he use to sting? (*Tail*)
- What sounds does a lobster make? (***clippety clap; snippety snap***)

Rhyming words: Let's make a poem!

Speak the poem below aloud for the class, leaving gaps for the children to fill in, e.g.

Clippety-Clap, Clippety-Clap
If you see a [red] lobster
You'd better stand [back]
With a [hard] crusty [shell]
And a [sharp] pincer [claw]
He's a [strong] sturdy chap
Who goes Snippety-Snap!

Pair talking task: I like ...

Organise children in pairs for this talking task discussing their favourite sea creatures/sea creatures they like.

Child A: The sea creature I like is ... because ...

Child B: The sea creature I like is ... because ...

Encourage each child to justify his/her preference with a few reasons. Each child then orally **reports** to the rest of the class which sea creature his/her partner likes and why.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Show the class a video about ocean habitats: **https://www.youtube.com/watch?v=_YtofuJ-TL4**

Focus on the following during the exploratory discussion:

Top, bottom, deep; crabs **in** the ocean/**on** land, sharks – smooth skin, sharp teeth; octopus – soft body, long arms; **ocean floor**; fish – under the water; sea turtles – in/out of the water; **pollution**, **endangered**, species, **extinct**; whales – **largest**, blowholes, smart, sing songs; dolphins – **smartest**, friendly, playful, dolphin language

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Go to the Explore mode with the children again. Ask the following questions:

- Can you see a creature that is endangered?
- Can you see a creature that is not a fish? Why is it not a fish?
- Can you see a creature that can live in the ocean and on land?
- Can you see a creature that is the largest animal in the world?
- Can you see a creature that is the smartest animal?
- Can you see a creature that is friendly?
- Can you see a creature that lives deep in the ocean?
- What is the difference between a fish and a sea creature that is not a fish? (*gills/no gills, blowhole; move tail from side-to-side to swim/move tail up and down to swim*)

General vocabulary to focus on:

Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle … names of sea creatures, characteristic features, fin, tail, gills, scales, hard, bony shell, tentacles, sting, etc.

Verbs: e.g. bobbing; swimming; diving; darting; jumping; leaping; gliding; surfing; floating; plunging; wriggling

Adjectives: e.g. sparkling; shimmering; glistening; dazzling; gleaming; vibrant; spotted; striped; pattern; flat; rough; bumpy

Prepositions: e.g. on the bottom; in the middle; above; below; beside; between; underneath/beneath

Categorical terms: e.g. colour; shape; features; movements

Question circle

When the children are familiar with the topic, organise a circle time with a question chair. Each child gets a chance to sit on the question chair and ask the others a question, using the poster as a scaffold.

Digital poster (Activity mode): Who am I?

Go to the Activity mode of the poster. Click the buttons to play the audio clips for the class. Discuss whether or not each creature in the poster fits the description briefly before moving on.

Who am I?	
I have a very strong shell and it protects me.	turtle
Some people think I look strange because I have eight long arms.	octopus
Don't step on my tentacles or you might get a nasty sting!	jellyfish
Even though the word 'fish' is in my name, I'm not really a fish.	starfish
I use special equipment to help me breathe and see underwater.	scuba diver

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Ocean tongue twisters

Have children chant these ocean-themed tongue twisters:

- Round and round the rugged rocks the ragged rascal ran!
- She sells seashells on the seashore,
  The shells she sells are surely seashells.
- Toy boat. Toy boat. Toy boat.

Ask some follow-up questions to generate discussion:

- Why do you think the ragged rascal was running around the rugged rocks?
- Why was the rascal ragged?
- Why was the rock rugged?
- Can you think of any other words to describe rocks on the seashore? (*Hard, sharp, smooth, jagged, rough, spiky, uneven, cold, etc.*)
- Have you ever run around rocks on the seashore? When? Tell us about it!
- Why do you think that she was selling se-shells on the seashore?
- Have you ever seen anyone selling anything on the seashore? Tell us about it!

General vocabulary to focus on:

Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle … (fish; animals that can't breathe under water; animals that live on land and on the sea)

Opposites: e.g. top/bottom; deep/shallow; hard/soft; scary/friendly; bright/dark

Superlatives: e.g. largest; smartest;

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'Ocean Travel'

Go to the Poem mode of the poster and play the poem 'Ocean Travel' by Jennifer Tweedie:

Ocean Travel

By Jennifer Tweedie

If I could travel
the oceans blue,
these are the things
that I would do:

Fly with puffins
under the sea.
Dive with seagulls.
Fish for my tea.

Cling to the tail
of a rolling whale.
Leap with dolphins
in a buffeting gale.

Soar with an eagle.
Hunt with a shark.
Frolic with seals.
Fly home before dark.

Have children speak the poem with appropriate pace, intonation and expression.

Draw the children's attention to the movement words in the poem (*fly; dive; cling; leap; soar; hunt; frolic*)

Encourage the children to perform appropriate actions while speaking the poem.

Dance drama: 'Under the Sea'

Playing the song 'Under the Sea' (from Disney's *The Little Mermaid*) for the class
https://www.youtube.com/watch?v=GC_mV1IpjWA

Think about the movements sea creatures make, e.g. crab crawls sideways; dolphin leaps and twirls; large fish glide; little fish dart; long fish wriggle; tails move from side to side/up and down, etc.

Have the whole class create a Mermaid Dance School and encourage the children to move in the way that lots of different kinds of sea creatures move underwater – prance; crawl; dart; float; dive; swim; flip; plunge; sway; rise to the surface; jump; glide gracefully; comb your hair like a mermaid on a rock, etc.

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Class	Senior Infants	**Theme**	Animals
Unit	12	**Subtheme**	The zoo
Unit genre	Narrative		
Vocabulary	Tier 1 examples: elephant, mud, giraffe, zebra, ostrich, rhinoceros, lion, cheetah, flamingo, monkey, peacock, drinking, eating, feeding, cleaning Tier 2 examples: swamp, watering hole, peacock, flamingo, habitat performing, enclosure, escape, strutting		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster: (Story mode) Digital poster: (Explore mode): Talk and discussion Stop, stare and share Mime and rhyme	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Pair talking task: Can I/can't I? Digital poster (Activity mode): Sorting activity A flamingo leg up 'Monkey See, Monkey Do'
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime: *Goodnight Gorilla* Pair talking task: Guess my animal	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Zoo Dream' Zoo riddles

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Start off discussion with the class with some verbal puzzles:

Today we are ***at*** the zoo. What a treat! Let's play some zoo puzzles.

- Listen to the word 'zoo'. What is the first sound do you hear? (z). Say the sound out loud. Feel inside your mouth as you are saying the sound. What are you using to make the 'z' sound? (tongue)
- Can you see any other pictures on the poster of 'z' things that we find in the zoo? (Zebra, zookeeper). The stripes on the zebra might make us feel dizzy!
- Let's zoom in on the zebras in the poster. Try saying the tongue twister *zebras zig and zebras zag* (repeat, saying it faster each time).

Zoom out to reveal the rest of the poster. Explain that the zoo is divided into different zones. Different animals live in each zone.

- What other animals besides zebras can you see in the poster? (*Lion; leopard; monkey; elephant; giraffe; ostrich; flamingo; peacock; rhino*)
- There is only one lion and one peacock, but there are two leopard**s**, four monkey**s**, two ostriche**s**, three flamingo**s** and two rhino**s**. Listen to the sound at the end of those words ('z'). Repeat the words, emphasising the 'z' sound at the end. When we talk about more than one elephant/giraffe we say elephant**s** and giraffe**s**. The sound at the end of those words is a hissing sound like a snake.

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- All these animals live in the zoo. But are they all the same? Can you think of ways that the animals are different? (e.g. *colours, sizes, patterns, features, habits*)
- Let's talk about the differences: Colour (*e.g. pink, grey, brown, black, white, brightly coloured, colourful*); pattern (e.g. *spots, stripes, plain*); size (e.g. *tall/short; Big/small; heavy/light; long/short; wide/narrow*)
- Sing *Heads, Shoulders, Knees and Toes* performing appropriate actions **OR** read the poem *Bird Talk* by Aileen Fisher. Think about how animal features are similar to/different from humans, e.g. do animals have the same physical features as we have? What are they called? How are they different? (e.g. ***nose*** – *trunk, snout, rhino horn*; ***mouth*** – *beak/bill*; *foot – paw(s), hoof(ves), claw(s), webbed*; ***skin*** – *hide, fur, feathers, fan, mane*)
- Look at each of the animal zones (**enclosures**). Can you hear a small word in the middle of the word enclosure? (*close*) Are we in an enclosure? (*No, because we can open the door and go out, but an animal in an enclosure is locked in – lock/unlock*). Why are all the animals except the peacock in enclosures? How is each animal zone (**habitat**) different? (*e.g. food, shelter, etc.*)
- Look carefully at the poster again. We are ***at*** the Zoo. Can you find something *in/on/under/around/above/* between ... in the poster? (*e.g. the peacock is strutting* ***around*** *the zoo; the zookeeper is* ***between*** *the elephant enclosure and the flamingo enclosure*)

Stop, stare and share

Organise children in pairs. Zoom in on one of the animal zones in the poster, e.g. the giraffes.

Encourage the children to stare at the giraffes and their enclosure for ten seconds.

Now tell them to turn away from the poster, face your partner and say everything you can remember about the giraffes and their zone in the poster. Children then swap roles and repeat the exercise. Repeat for other zoo zones.

Aim for three to five sentences from each child, incorporating descriptive language as appropriate.

Mime and rhyme

Teach children the rhymes below and encourage them to have fun chanting them, miming the actions as they chant.

'The Elephant's Nose'

An elephant goes like this and that (stomp feet)
He's terribly big (raise arms over head)
And he's terribly fat (stretch arms to side)
He has no fingers (wiggle fingers)
And he has no toes (wiggle feet)
But, goodness gracious WHAT A NOSE! (use arm to make a trunk in front of nose)

'The Yellow Giraffe'

The yellow giraffe is tall as can be.
His lunch is a bunch of leaves off a tree.
He has a long neck and his legs are long too,
And he can run faster than I can, woo-hoo!

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'A Rhinoceros'

A rhinoceros, a rhinoceros
Sometimes he makes a dreadful fuss.
He has a big horn on his nose.
He snorts and rumbles as he goes.
He's very long and very wide.
He has a very wrinkled hide.
He has big hooves on his four feet.
We feed him grass and hay to eat.
A rhinoceros, a rhinoceros,
Is surely not a pet for us.

'The Itsy-Bitsy Monkey'

Itsy bitsy monkey climbed down the coconut tree
Down came a coconut and hit him on his knee – OWW
Out came a lion shaking his mighty mane
and the itsy-bitsy monkey climbed up the tree again.

(All taken from https://www.kidsparkz.com/preschool-sings-zoo.html)

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	Where do these animals live?
Q2.	What are the giraffes doing?
Q3.	What are the pink birds called?
Q4.	Do you think the elephant likes being washed? Why do you think that?
Q5.	Which of the animals in the zoo do you think are the most playful?
Q6.	Why do you think rhinos like to relax in the mud?
Q7.	Lions are called 'big cats'. Can you think of any other big cats you might find in a zoo?
Q8.	Would you like to be a zookeeper? Why?
Q9.	If you were an animal, would you like to live in a zoo? Why?
Q10.	Can you think of some good things and some bad things about zoos?

Storytime: *Goodnight Gorilla*

Play the story *Goodnight Gorilla* by Peggy Rathman for the class: https://vimeo.com/31572493

Ask the class the following questions:

- Where was the gorilla?
- How did he ***escape*** from his cage?

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- How did the gorilla know which key to use to ***unlock*** each cage?
- Revise the descriptive language to identify each of the animals in the zoo.
- How did the zookeeper's wife discover the animals?
- When do we say 'Goodnight?' How do we say 'Goodnight' in other languages?
- Who was first/second/last animal in the line?
- Who was the tallest/scariest/smallest/funniest animal in the line?
- Choose one image from the story. Encourage children to make a sentence about the image, telling what is happening.
- **Retell** the story in sequence as the gorilla/zookeeper/elephant, zookeeper's wife, etc.
- What happened before the zookeeper came to check on the animals?
- What happened after the zookeeper's wife put the animals back in the zoo?

Have children role-play a conversation between the gorilla and the mouse in pairs, e.g.

Mouse: *What are you doing Gorilla?*

Gorilla: *I'm unlocking the cage.*

Mouse: *Why?*

Gorilla: *So that I can get out!*

Mouse: *Can I come with you?*

Gorilla: *Of course, but bring the banana.*

Pair talking task: Guess my animal

Organise children in pairs. Have them pick an animal in the poster and describe it to their partner, e.g.:

Child A: *My animal's eyes are .../nose is ... mouth is ... ears are ... body is covered with ... my animal is different from other animals because ...*

Child B: *I think your animal is a ...*

Children then swap roles and repeat.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Focus on what is happening in the picture and ask children to describe what they see, e.g.:

I see a ... *peacock strutting; giraffe reaching; monkey swinging; rhino wallowing; ostrich burying his head in the sand; elephant swinging his trunk/lumbering; leopard watching out for danger; lion sleeping peacefully; flamingo wading; zebra prancing, etc.*

Introduce the adjectives 'proud' (proud as a peacock) and 'brave' (brave as a lion).

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Pair talking task: Can I/can't I?

Child A: I'm a tall, graceful giraffe. Can I run?

Child B: Yes, you can/No, you can't.

Child B: I'm a vibrant, striped zebra. Can I climb?

Child A: Yes, you can/No, you can't.

Digital poster (Activity mode): Sorting activity

Go to the Activity mode of the poster. Play the sorting activity. Children must decide which animals are zoo animals and which are pets and sort them into the correct categories.

Zoo	Pet
tiger, rhino, bear, zebra, giraffe, elephant, penguin	dog, cat, guinea pig, goldfish, rabbit

A flamingo leg up

Read the story of Floyd the flamingo in San Diego Zoo to the class. If possible, show them the pictures to go along with it: http://kids.sandiegozoo.org/stories/flamingo-leg) The text is reproduced below:

A flamingo's long legs are an important adaptation. They keep most of the bird's body dry and warm while it wades in water, searching for food. Floyd is a flamingo at the San Diego Zoo that had a problem with his legs, but the zoo staff was able to help him.

Straightening out

As Floyd grew, keepers noticed that his legs were crooked. Veterinarians did three surgeries to help straighten Floyd's legs. But after the surgery, Floyd needed to not stand on his legs to let them heal. Luckily, his keepers had a plan.

Have a seat, Floyd!

From the time he was just a fuzzy chick, his keepers noticed that Floyd was kind of a 'lap flamingo'. He liked to sit in their laps or have them hold him, so that's what they did while his legs healed!

'For 2 weeks, someone was always holding him, 24-hours a day,' says Kristina Nelson, a senior animal trainer at the Zoo. 'He was very happy with that!'

Special care

As Floyd's legs got stronger, the staff made a sling so he could practise standing. In between times, the keepers held him. The keepers even stayed with at night. "Sometimes we'd watch a movie on a tablet," Kristina remembers. "Floyd watched 'Finding Nemo' and was very interested in it!"

Standing tall

Floyd is now one of the flamingos that guests meet during the Animals in Action Programme. "We check his legs daily," says Kristina. "Sometimes his legs get tired, and he'll sit down. But if we're nearby, he still likes us to pick him up and hold him, so we do (even though he's five feet tall!)

Use this story to introduce the children to the idioms, *a leg up* (to give someone help) and *standing tall* (brave and proud).

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'Monkey See, Monkey Do'

Have the whole class recite the rhyme with actions.

When I clap, clap, clap *my* hands,
The monkey claps, claps, claps *his* hands.
Monkey see, monkey do.
The monkey does the same as you!

Repeat the rhyme with a variety of actions and body parts: stomp, stomp, stomp my feet; nod my head; shrug my shoulders; wave my arms, etc. Children could recite the rhyme in pairs, with one child being the 'monkey'.

(Rhyme taken from https://www.kidsparkz.com/preschool-sings-zoo.html)

Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'Zoo Dream'

Go to the Poem mode of the poster and play the poem 'Zoo Dream' by John Foster:

Zoo Dream
By John Foster

I dreamed I went
To the zoo one day.
All the animals came out to play.
There were
Ten whales whistling,
Nine hippos hopping,
Eight monkeys marching,
Seven lions laughing,
Six snakes skipping,
Five donkeys dancing,
Four crocodiles clapping,
Three rhinos roaring,
Two giraffes giggling
And one seal snoring!

Have children speak the poem with appropriate tone, pace and expression.

Encourage the children to perform the movements as they speak the poem.

Remind the children of the idioms *proud as a peacock*, *brave as a lion*, and *standing tall*, to support the children as they move.

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Zoo riddles

Read these riddles out for the class. Encourage children to work through the possible answers out loud.

- What has a horn but does not honk? (*A rhinoceros*)
- What key can't open any doors? (*A monkey*)
- I am a type of animal
  You might see on a safari
  I'm covered in black and white stripes
  I'm part of the horse family (*Zebra*)

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Class	Senior Infants	**Theme**	Food
Unit	13	**Subtheme**	Healthy foods
Unit genre	Procedure		
Vocabulary	Tier 1 examples: vegetables, soup, peas, salad, fruit juice, lettuce, oranges, strawberries, carrots, broccolli, peppers, tomatoes, apples, bananas, brown bread, potatoes, pasta, rice, milk, cheese Tier 2 examples: pyramid, diet, dairy products, sugar, portion, activity, alike, picky, food option, vine, stalk, pips, sprout, alike, ingredients, garnish, layer		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Freeze chant Make and mime: At the sandwich bar	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Who am I? Sing together! 'The Healthy Eating Song' Food teasers Digital poster (Activity mode): Multiple-choice questions
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime: *Gregory the Terrible Eater* Favourite food Fairytale food Word tennis: Food pairs	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'My Sister's Eating Porridge'

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Ask the class, 'Why do you think this is called a food **pyramid?**'

Use the conceal tool to hide everything but the bottom row of the pyramid. Ask children the following questions:

- What foods can you name on this row of the food pyramid?
- Which of the foods are fruit/salad/vegetables?
- Can you name the foods that are berries?
- Can you find a food that is green/red/yellow; round/long/smooth; has skin which you peel; grows on a **vine**; rhymes with parrot/knees; has a **stalk**; has **pips?**
- What is your favourite fruit/salad/vegetable? Why? (*My favourite ... is ...because ...*)

Reveal the next two rows of the pyramid. Ask the children the following questions:

- Can you find something that starts with a 'p' sound?
- Can you find something that we slice/serve in a bowl/spread/drink?

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- Can you find a soft/hard/fluffy/crisp food?
- Can you find something that rhymes with please/silk/head/mice?
- Can you find dairy foods on the poster?

Play one of these videos of the song 'One Potato, Two Potato' for the class:

https://www.youtube.com/watch?v=efMHLkyb7ho (without actions)

https://www.youtube.com/watch?v=dI3kGu7MrSk (with actions)

For the next part of this lesson, you will need a potato for each child in the class (or you will need to ask each child to bring in a potato). Organise the children into pairs and ask them the following questions:

- Look at your potato. Can you find the **eye of the potato?** This is the **bud** from which a new potato can **sprout**. Why do you think it is called the 'eye'?
- Draw a nose, mouth, ears and hair on your potato and give it a name. **Introduce** your potato friend (Mr Potato) to your partner, e.g. *Good morning, my name is Peter. I am a potato. I came from the ground. You can cook me. I am one of your healthy food options*.
- What can you make from a potato? (*boiled, mashed, baked, roast, chips, garlic potatoes*)
- Describe your favourite type of potato, (e.g. *My favourite type of potato is crispy, soft, creamy, delicious, scrumptious, tasty*)
- Look at the bread in the poster. Bread is a **grain** and necessary for a healthy diet. How many different types of bread can you name? (*Sliced pan, loaf, batch, soda (Irish); bread rolls, garlic bread, black bread (Polish/Russian/Swedish); bagel (Jewish); croissant, baguette (French); bread sticks, ciabatta (Italian); hamburger bun (American); tortilla wrap (Mexican), etc.*)
- Tell us about your favourite type of bread. Why is it your favourite?
- What can we make with bread? (*a sandwich*) What kinds of **fillings** can we put in a sandwich?
- Describe how to make a sandwich. Encourage the use of categorical terms – ***ingredients*** (*bread, butter, jam, cheese, ham, tuna*) ***utensils*** (*knife, plate*), ***method*** (*add, slice, spread, top,* ***garnish***) sequencing words and connectors (*first, then, next, after that, when, if, although*). If possible, use a set of pictures to scaffold the description/sequencing in this activity, or mix up a set of pictures and ask the children to put them in the right order and then describe the procedure of making a sandwich.

Freeze chant

This chant is a way to practise the use of verbs and phrases containing verbs.

Have the children walk around the classroom. Call out a food action phrase (e.g. ***peel*** *a banana;* ***eat*** *an apple;* ***chop*** *a carrot;* ***pour*** *some milk;* ***grate*** *the cheese;* ***slice*** *the bread;* ***spread*** *the butter*, etc.) The children must chant the phrase and mime the action until the teacher calls out 'freeze!' Children then freeze on the spot, and any child that moves after the teacher 'freezes' the class is out. Repeat with another phrase until there is an overall winner or winners.

If appropriate, some individual children could take the role of the teacher calling out the verb phrase when they are familiar with the activity.

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Make and mime: At the sandwich bar

Have the class make a baker's/chef hat during an art and craft lesson.

In pairs, children put on their baker's hats and mime making a sandwich – *slicing* bread, *spreading* butter, *layering* on the fillings with a knife/spoon, putting on the top slice, *cutting* and *wrapping* the sandwich, etc.

As one child makes the sandwich, their partner gives a **running commentary** on what they are doing.

Children swap roles and repeat.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the students again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What food group is at the bottom of the pyramid?
Q2.	What food group is at the top of the pyramid?
Q3.	How many servings of milk, yoghurt and cheese should you have every day?
Q4.	Can you give an example of poultry?
Q5.	Why is it important not to add too much butter to your food?
Q6.	From which food group should you have two servings each day?
Q7.	How many glasses of water should you drink each day?
Q8.	How often should you eat foods that are high in fat, sugar and salt?
Q9.	What is your favourite food? Which part of the pyramid does it belong to?
Q10.	What does eating a balanced diet mean?

Storytime: *Gregory the Terrible Eater*

Play the story *Gregory the Terrible Eater* by Mitchell Sharmat.
https://www.youtube.com/watch?v=svni5cNNE_s&t=51s. Ask the class the following questions:

- Do you think Gregory was a terrible eater?
- Why did his parents think he was a terrible eater?
- Do your parents ever think you are a terrible eater? When? Why?
- The doctor called Gregory a 'picky eater'. What does this mean?
- Why was it OK for Gregory to 'eat like a goat' but not to 'eat like a pig'?

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Favourite food

Organise children in pairs. Explain to the class that if you like one food better than anything else, you can say it is your **favourite** food. Organise children in pairs and have them:

- Ask their partner what his/her favourite food is.
- Tell the class what they discovered.
- Explain why it is his/her favourite food.

Next ask children the following questions:

- What is Winnie-the-Pooh/Peter Rabbit/the Gruffalo's favourite food?
- What is a baby's favourite food?
- Name the favourite food of a mouse, rabbit, horse, squirrel, cow, goat, etc.
- When do you eat your favourite food?
- What would happen if we only ate our favourite food?

Fairytale food

Give out copies of the Fairytale food images (see Lesson resource 1). Have children match the characters with the correct fairytale food and **retell the part of the story** where the food featured:

- Princess (pea)
- Snow White (poisoned apple)
- Jack (beans)
- Cinderella (pumpkin)
- Red Riding Hood (basket of treats)
- Goldilocks (porridge)
- Hansel and Gretel (gingerbread house)

Word tennis: Food pairs

Name one item from a binomial pair of food items and have children supply the other. When the children are familiar with the game, they can play the game in pairs.

Food pair examples: *bread and butter, jelly and ice-cream, salt and pepper, fish and chips, tea and toast, milk and sugar, bacon and eggs*, etc.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with children again. Focus on the third row from the top of the pyramid.
Ask the children the following questions:

- This row contains meat and poultry. What type of food is poultry?
- What other type of meat can we eat?
- Where do we get fish from? What is your favourite type of fish? Are fish fingers really the fingers of fish? Do fish have fingers? Why do we call them fish fingers?

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- How many ways can we cook eggs? Do all eggs come from hens? (*duck eggs; Easter eggs, etc.*)
- Do you know the names of any nuts? (*almonds; brazils; cashews; hazelnuts; peanuts; pecans; walnuts*)

Focus on the top two rows on the pyramid. Ask the children the following questions:

- Now the pyramid is getting narrower. What does this mean? (*These are foods that are* **un**healthy *and we should not eat too much of them*)
- Why are these foods unhealthy? (*They contain fat and salt and sugar*)
- Are these foods nice to eat?
- When do we eat these foods?

Have children complete the sentences:

- A … is a healthy food.
- A … is an unhealthy food.

Cover the following vocabulary during the discussion:

Nouns: pyramid; dairy products; sugar; portion; vine; stalk; pips; sprout; ingredients

Adjectives: e.g. crispy; soft; creamy; delicious; scrumptious; tasty

Verbs: e.g. peel; chop; pour; grate; slice; spread

Categorical terms: e.g. ingredients; method; equipment; dairy; poultry

Opposites: e.g. crisp/fluffy; hot/cold; healthy/unhealthy

Rhyming words: e.g. cheese/please/milk/silk/bread/head/rice/mice

Verbs: cutting; looking; drying; washing; shampooing; rinsing; brushing, sweeping

Adjectives: clean; neat; tidy; happy; pleased; satisfied; stylish

Sing together! 'The Healthy Eating Song'

https://www.youtube.com/watch?v=-JldSBUQB34

Play the healthy eating song, encouraging the children to sing along once they are familiar with it.

Talk about the foods we eat for breakfast, lunch, supper, morning coffee, dinner, afternoon tea, snacks, etc.

Name the different meals we eat. Ask children, 'What time of day do you eat breakfast?' Draw children's attention to the two separate words *break/fast* and explain the meaning of the word). What time do you eat lunch/dinner?

Discuss the food we eat at different meals. When would we eat a sandwich/fish fingers/jelly and ice-cream/an apple/chicken/soup/toast, etc.?

Food teasers

Ask the class the following food-themed brain teasers:

- Name a food that you must cook before you eat it.
- Name a food that you eat with a spoon.
- Name three things that you can spread on bread.

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- Name a food that grows on a tree/in the ground.
- Name a food that humans and an animal both like to eat (cheese, carrot, nuts, bananas, etc.)

Digital poster: Multiple-choice questions

Go to the Activity mode of the poster. Listen to each multiple-choice question and discuss the possible answers with the children.

Which food group gives you lots of energy?	**Cereals and breads** Dairy Fruit and vegetables
Which food group is only okay to eat in very small amounts?	Meat, fish and poultry Fruit and vegetables **Fats, spreads and oils**
Which food group is good for your teeth and bones?	Sweets **Dairy** Cereals and breads
Which food group should you eat most of every day?	**Fruit and vegetables** Meat, fish and poultry Fats, spreads and oils

Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have students take turns dragging the labels onto the correct location in the poster.

Digital poster: 'My Sister's Eating Porridge'

Go to the Poem mode of the poster and play the poem 'My Sister's Eating Porridge' by John Coldwell.

My Sister's Eating Porridge
By John Coldwell

My sister's eating porridge
It's going everywhere.
Up her nose and down her front;
A dollop in her hair.

My sister's eating porridge,
She's missed her mouth again.
Now it's dripping off her spoon
Like lumpy porridge rain.

My sister's eating porridge
And most is on the floor.
No wonder she is hungry
And crying out for, 'More!'

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Encourage children to speak the poem aloud with appropriate tone and expression.

Class discussion points:

- Place particular stress on the words to do with food and eating (*eating*, *porridge*, *dollop mouth*, *dripping*, *spoon*, *lumpy*, *hungry*)
- Talk about baby sisters and brothers and how they eat and drink. Scaffold the children to **retell** any stories about food experiences involving babies
- Organise children in pairs or small groups and have them draw a picture of the baby in the poem. Groups then share and describe their pictures to the class.

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Class	Senior Infants	**Theme**	Food
Unit	14	**Subtheme**	Eating out
Unit genre	Recount		
Vocabulary	Tier 1 examples: restaurant, waiter/waitress, menu, pizza, pasta, spaghetti, table, tablecloth, food, water, glass, jug, knife, fork, plate, bread, salt, pepper, notepad, napkin, bill, money, dessert Tier 2 examples: Italian flag, olive oil, cutlery, candle, serve, spill, carry apron, customer, flavour, choices, greet, condiments, appetisers, cutlery, ravenous, choices		
Lesson resources	Ice-cream sundaes image, Multimedia Links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode) – Talk and Discussion Dialogue Dilemma! Rhymes and Tongue Twisters	**Lesson 3**	Digital poster (Explore mode) – Talk and Discussion Digital poster (Activity mode) – Spot the Difference Pair Talking Task: Strawberry Supreme Design and Draw: Ice-Cream Sundae
Lesson 2	Digital poster (Story mode) – Recap Digital poster (Question mode) Eating Food Turn and Tell: Food on Special Occasions Odd-One-Out	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode) – 'The Meal'

Lesson 1

Digital poster (story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (explore mode): Talk and discussion

Go to the Explore mode of the poster. Zoom in on the word 'Mario's'. Ask children the following questions:

- Where do you think the family is? (*In a restaurant*)
- What is the restaurant called? (*Mario's*)
- What kind of restaurant is Mario's? (*Italian*)
- How do you know? (*Name/flag*)

Zoom out and focus on the whole poster. Ask children the following questions:

- Are there any other clues that tell us this is an Italian restaurant? (Food – *pizza, garlic bread, olives, olive oil*)
- Do you have a favourite restaurant? What is it called? What type of food can you get there? Why is it your favourite restaurant? (*The food is delicious/yummy/tasty/scrumptious/mouth-watering*)
- What other types of places can we go to eat out? (*hotel, café, coffee shop*)

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Focus on Kate's family at the table. Scaffold the children to use some of the following vocabulary: *table cloth, candle, serviettes/napkins* (*where do we put the napkins/why?*) ***cutlery*** (*knife, fork, desert spoon*), *glasses, salt/pepper/olive oil* (***condiments***), ***bowl*** *of olives*, ***basket*** *of bread*, ***appetisers***, *menu, etc.*

Ask children the following questions:

- What is happening here? (e.g. *Mum is* ***ordering*** *food from the menu, the waiter is* ***writing*** *down the order, Kate and Jack are* ***helping themselves*** *to appetisers because they are hungry/starving/****ravenous****/****peckish*** *etc.*)
- Spotlight the menu. The menu tells us the ***choices*** of food available to order in the restaurant (*starter, main course, dessert, drinks*). What food choices do you think are on the menu in this restaurant? What food do you like to choose/order when you go to a restaurant?
- How is going to a restaurant different from eating at home? (e.g. *going to a restaurant is different from eating at home because you dress up/there lots of people/greater choice of food from the menu/we don't have to cook or clean-up/we pay at the end, etc.*)
- Who works in a restaurant? (*waiter/waitress, chef/cook, receptionist/host/hostess*)
- What do we call the people who come to eat in a restaurant? (*Customers*)
- Sometimes we take the food away and eat it at home. What do we call this food? (*Fast Food, takeaway*). Why? What is your favourite Fast Food? Describe it and ***make our mouths water***!
- Spotlight the waiter/waitress. What do we call this person who works in a restaurant? How do you know? (*Uniform, notepad and pen, tray of food*); Do you notice anything different about what they are wearing? (***apron***). Why do you think they are wearing an apron? Do you ever wear an apron?
- What does the waiter/waitress do in the restaurant? (***greet*** *the customer,* ***take*** *the food order,* ***bring*** *food/drink to the table, take payment****, give*** *change*)

Teacher-in-Role: *Are you ready to order?*

Take on the role of waitress and have groups of four children take on the role of customers. Role play a restaurant scenario with the children as follows:

Teacher: **(Greeting)** Hello/good evening/welcome/how are you today?

Children: Hello/good evening/thank you/how are you? **We would like** a *table for four* please.

Teacher: Of course, follow me please. **Have a seat**. Here are your menus.

Children: Thank you.

Teacher: **May I take your order?**

Children: I would like ...

Teacher: Of course. **Can I bring you** something to drink?

Children: Yes, I would like ...

Teacher: Here is your food. Enjoy!

Repeat the role play a number of times. Give children an opportunity to role-play independently.

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Dialogue Dilemma!

Put the following dilemma to the children:

Oops! The waiter/waitress and the customer are confused. Their words are coming out in the wrong order! Can you sort them out?

Read out the mixed-up dialogue before and have children say them in the correct order.

Waiter/Waitress: evening good welcome

Customers: you thank

W: today are you how

C: you thank well very

C: four for table

W: me please follow

W: seat a have

W: here menus your are

C: would like I please pizza

W: can I you bring drink a

Rhymes and Tongue Twisters

Encourage children to recite these rhymes and tongue twisters in pairs or small groups.

Sippity Sup
Sippity sup, sippity sup,
Bread and milk from a china cup.
Bread and milk from a bright silver spoon
made of a piece of the bright silver moon.
Sippity sup, sippity sup,
Sippity, sippity sup.

Annie the ant ate an apple
How many cookies could a good cook cook if a good cook could cook cookies?
Fresh fried fish, fish fried fresh
My Mummy makes me yummy muffins on Mondays

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Lesson 2

Digital poster (story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What kind of restaurant are Mum, Kate and Jack eating in?
Q2.	What is Jack eating?
Q3.	What special occasion are Kate's family celebrating?
Q4.	What is the boy at the next table eating?
Q5.	What do you think Mum is saying to the waiter?
Q6.	Do you think the baby is enjoying her dinner? Why?
Q7.	Would you like to work as a waiter? Why?
Q8.	Why do you think people like to go to restaurants on special occasions?
Q9.	How do you like to celebrate your birthday?
Q10.	If you were to open up your own restaurant, what type of food would be on your menu?

Eating Food

Play Apples and Bananas from Barney for the class:
https://www.youtube.com/watch?v=Cm8japh-EwY

Use the song as a starting point to discuss the tenses of the verb 'eat' and synonyms for it.

Ask the class, what do we do with food? We eat food!

Every day at lunch time we eat our lunch. What did we do at lunch time yesterday? (We ate our lunch)

Teacher makes a chewing action with mouth. What am I doing now? (eating food)

If we are really hungry we say we ***gobble*** food (eat something quickly and noisily).
Kate and Jack were ravenous, so they were ***tucking into*** the food at the restaurant because the food was scrumptious! If we are not very hungry we say we ***nibble*** food (take small bites of food).
Sometimes we have to ***crunch*** food if the food is hard (crush food with our teeth).
Can you think of a food that you would need to ***crunch***? (carrot, celery, toast, nuts, crisp, biscuits)

Food mime

Organise children in pairs. One child mimes eating food in a particular way (e.g. *gobbling, nibbling, crunching, tucking in*, etc.) The other child then describes what their partner is doing, e.g. *I think you are gobbling your food because you are ravenous/Nibbling because you only want a small bit of food/Crunching because the food is hard to crush/Tucking into food because you are very hungry and the food is scrumptious*

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Knee to Knee and Eye to Eye

Organise children in pairs and encourage them to discuss the foods they like and do not like to eat.

Partner A: I like … because it is …

Partner B: I like … because it is …

Partner A: I **dis**like … because it is …

Partner B: I **dis**like … because it is …

e.g. *horrible, disgusting, nasty, smelly, revolting*, etc.

Turn and Tell: Food on Special Occasions

Ask children, why did Kate and Jack and Mum go to the restaurant? (to **celebrate** Mum's birthday)

Remind the children of the food we eat for a birthday party (you could revise the vocabulary from Unit 2 here)

Elicit the names of other **special occasions** we celebrate with special foods, (e.g. *Halloween, Christmas, Easter, Christening, Wedding*) and encourage children from other cultures to share their celebratory food and eating rituals with the class, or with their partner (e.g. *Thanksgiving, Chinese New Year, Ramadan, Hanukkah*)

Odd-one-out

Ask children to identify which food in each list does not belong, encouraging them to explain why:

Sweets, crisps, breakfast cereal, cake (Birthday party foods)

Sushi, pizza, garlic bread, spaghetti (Italian food)

Christmas cake, smarties, turkey, mashed potatoes (Christmas dinner)

Nuts, pumpkin, barmbrack, toast (Halloween)

Hamburger, chicken casserole, fries, fizzy drink (Fast food)

Lesson 3

Digital poster: Talk and discussion

Go to the Explore mode with the children again. Zoom in on the second family in the restaurant. Ask the children the following questions:

- Is this family ready to order their meal? (*No, they are at the end of the meal*)
- How do we know they are at the end of the meal? (*Mum is drinking steaming coffee/tea, the small boy is eating/slurping ice-cream for desert, Dad is paying the bill with a credit card*)
- Scaffold the children to relay the sequence of events in a restaurant – ***first*** *we are* ***greeted*** *at the door by the* ***host/hostess***, ***next*** *the waiter* ***shows us to*** *our table,* ***then*** *we look at the menu and* ***when*** *the waiter comes to the table he/she takes our order and writes it down on a notepad.* ***After a while*** *the waiter brings our delicious food* ***which*** *we eat/enjoy/tuck into. When we have finished eating, the waiter brings the bill* ***and then*** *we pay for our meal.*

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Vocabulary to cover during discussion:

Nouns Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle… (menu, tableware, waiter/waitress)

Verbs, e.g. (*greet, give/take order, bring, serve, pay …*)

Adjectives, e.g. (*icy, cool, cold, chillled, freezing, delicious, tasty, scrumptious, creamy*)

Categorical terms, *e.g. appetisers, condiments, cutlery, special occasions*

Synonyms, e.g**.** *delicious/yummy/tasty/scrumptious/mouth-watering; hungry/starving/ravenous/peckish; eat/gobble/nibble/tuck into*

Restaurant Recount

Scaffold the children to give a recount of a time when they were at a restaurant, including who went, when, why, where, what happened in the restaurant, what they ate, how it tasted, etc.

Having modelled this with the whole class, encourage children to give recounts in pairs, and to share their partner's recount with the rest of the class.

Spotlight the small boy eating ice-cream. Ask children the following questions:

- What flavours of ice-cream is he eating? (*chocolate, vanilla, strawberry*)
- Do you like to eat ice-cream? Why? (*icy, cool, cold, chillled, freezing, delicious, tasty, scrumptious, creamy*)
- What types of ice-cream do you like best? (*whipped, wafer, cone, cornet, tub, twister, banana split*) What ice-cream **flavours** do you like? (*chocolate, vanilla, raspberry ripple, chocolate chip, cookie dough*); What toppings? (*strawberry, butterscotch, chocolate sauce, flake, sprinkles, smarties, buttons*)

Digital poster (activity mode): Spot the difference

Go to the Activity mode of the poster and display the two images. Ask the children to work in pairs to identify differences. Encourage the children to identify and explain the differences to the class.

Remember: It is important to encourage the children to use language rather than pointing, e.g. 'The waiter is wearing a bow-tie in the picture and not in the other OR in the picture on the left/on the right.'

Pair Talking Task: Strawberry Supreme

Display the image included in Lesson Resource 1 showing different types of ice-cream sundae.

Organise children in pairs ad have them describe which is their favourite and why.

Encourage the children to describe clearly using language only and without pointing, e.g. *My favourite ice-cream sundae is the one with chocolate, vanilla and mint ice-cream and chocolate sauce in a glass bowl with two chocolate wafers on top. I like this one because it has wafers and chocolate sauce, which is my favourite.*

Design and Draw: Ice-cream Sundae

In groups, children design their ideal/favourite ice-cream sundae. One child draws the image, incorporating the ideas from other children in the group. Encourage children to give their sundaes imaginative titles, e.g. *chilly chocolate treat, super strawberry surprise*, etc. Encourage groups to present (tell) their instructions for making their favourite sundae to the class, using sequencing words. Encourage all members of the group to contribute to the presentation.

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Lesson 4

Digital poster (label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

Digital poster (poem mode): 'The Meal'

Go to the Poem mode of the poster and play the poem 'The Meal' by Karla Kuskin.

The Meal
By Karla Kuskin

Timothy Tompkins had **turnips** and tea.
The **turnips** were tiny.
He ate at least three.
And then, for **dessert**,
He had **onions** and **ice**.
He liked that so much
That he ordered it twice.
He had two cups of **ketchup**,
A **prune**, and a **pickle**.
"Delicious," said Timothy.
"Well worth a **nickel.**"
He folded his napkin
And hastened to add,
"It's one of the loveliest **breakfasts** I've had."

Encourage children to speak the poem with appropriate expression, pace and intonation.

Ask children the following questions:

- What's wrong with the menu? Listen to the poem and identify what is wrong with Timothy's menu. Encourage/scaffold the children to identify the mistakes in Timothy's meal, using complete and detailed sentences Try to elicit vocabulary such as *horrible*, *disgusting*, *nasty*, *tasteless*, ***unappetising, unpleasant, unsatisfying, disagreeable,*** etc.
- Scaffold the children to replace some of the bolded words in the poem with words that would make a delicious, tasty meal for Timothy.

Organise children in groups or pairs and give them the following tasks:

- Devise a menu for a proper meal that Timothy could eat
- Draw the new menu. Present your menu to the class and explain why it would be a much better menu than the one that Timothy ate.

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Lesson Resource 1

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Class	Senior Infants	**Theme**	Holidays
Unit	15	**Subtheme**	The fairground
Unit genre	Report		
Vocabulary	Tier 1 examples: funfair, merry-go-round, big wheel, funfair game, ride, horse, pole, swing, seat, cans, ball, ticket, prize, cuddly toy Tier 2 examples: candyfloss, giant lollipop, coloured lights, spin, swing, attraction, saucer, booth, carousel, vehicle, passenger, preference		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Pair talking task: What happened?	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Find someone who … Digital poster (Activity mode): Pick an activity
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Step right up and try your luck! Ring toss game Would you rather?	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Merry-Go-Round' Fairground treats Design and draw

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Play the fairground music for the class:
https://www.youtube.com/watch?v=ZtA7sshtQZk

Listen to the music! Where are we? (*At the fairground/funfair*) Ask children the following questions:

- What is a funfair? (*A large outdoor area where there are lots of exciting rides, games and activities for us to do. It comes at certain times of the year, and then it moves on to another place*)
- What small words can you can hear in the word '*funfair*'? (*Fun, fair*)
- When do we have fun? (*When we do something that we enjoy*) What kinds of things do you like to do for fun?
- What sorts of fun could we have at a funfair? (*Go on thrilling rides, play interesting games, win amazing prizes, do lots of exciting activities, eat sweet treats*)
- We call all the things that we can do at a Funfair ***attractions***.

Zoom in/focus on the merry-go-round.

- What is this ride/attraction called? (*Merry-go-round*) Why do you think it is called that? (Elicit answers focusing on the terms *merry* and *round*).
- How do you think you would feel on a merry-go-round? (*Merry/happy*)
- Do you know any other times when we use the word 'Merry'? (*Christmas*). Why?

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- When you are riding on a merry-go-round what are you sitting on? (*Wooden or plastic animal/**vehicle***)
- How is the ride moving? (***Bobbing** up and down; **spinning** round and round*)
- How do you stay on? (*Hold on tight to a pole as you go up and down and round and round*)
- How do you think the children on the merry-go-round are feeling? (*Thrilled, delighted, exhilarated*)
- Another name for a merry-go-round is a **carousel**. Have you ever been on a merry-go-round? Tell us about it!

Next, zoom in/focus on the tea cups.

- Do you know what this ride is called? (*Tea cup ride*) Why? (*Because you sit in a giant tea cup on a **saucer***). This ride spins around as it moves.
- Would you like to go on this ride? Why?

Zoom in on the chair-o-plane ride.

- This ride is called a chair-o-plane ride. Why do you think it is called that? How is this ride the same as/different from the merry-go-round? (*Goes round, high in the air, very fast*)
- Would you like to go on this ride? Why? How do you think you would feel if you were on this ride? (*Nervous, worried, scared, exhilarated, thrilled*)
- I see another ride that goes round but this one moves very slowly. Which image is it? (*The big wheel on the bottom of the poster with **passenger cabins** on it*)
- This is called a big wheel or a Ferris wheel. What do you think you would see if you were on this ride?
- Can you see anything on the poster that is not a ride? (*The target **booth** where you try to knock down a target and if you do you win a prize*).

Categorical terms: e.g. vehicle

Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle … funfair; attractions; rides; games; booth; prize)

Verbs: e.g. swing, turn, spin

Adjectives: e.g. thrilling; exhilarating; exciting

Pair talking task: *What happened?*

Show the class this video of what happened to Agnes at the target booth in the movie *Despicable Me!*
https://www.youtube.com/watch?v=HigYfmKD9Xs

Organise children in pairs. Have each child turn to their partner and **report** what happened to Agnes at the target booth. Child A reports the first part of the event, then Child B reports what happened when Gru decided to play the game.

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Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	What funfair rides can you see in the poster?
Q2.	What is the little boy at the bottom of the poster eating?
Q3.	Look at the picture of the game. What kind of prizes can be won by knocking down the cans?
Q4.	Why would you be dizzy after the tea cup ride?
Q5.	Why do you think the big wheel spins slowly instead of quickly?
Q6.	Which of these funfair rides would you most like to go on? Why?
Q7.	Which of these funfair rides would you least like to go on? Why?
Q8.	Do you know another name for a merry-go-round and a big wheel?
Q9.	Do you think a person who is afraid of heights would like the big wheel? Why?
Q10.	Why do some people scream when they go on a roller-coaster?

Step right up and try your luck! Ring toss game

Follow these instructions to make a ring toss game in class: https://www.youtube.com/watch?v=bl8p5tHPH9E The player tries to toss wood, plastic, or rope rings over a target. Play the ring toss game in class and ask children the following questions:

- Did … shoot **farther** than …?
- Who had a **longer** shot than …?
- Who shot **closer** to the target than …?

Once children are familiar with the game, organise them in pairs and have each child **explain** to their partner how to play the game.

Would you rather?

Model the game for the class first, then encourage pairs to play the game independently. Ask children the following questions:

- Would you rather play ring toss or bowls?
- Would you rather go on a Ferris wheel or a tea cup ride?
- Would you rather eat candy floss or popcorn?
- Would you rather ride in a bumper car or a merry-go-round?
- Would you rather win a stuffed toy or a toy car?

Scaffold children to respond with full sentences and justify their answers, e.g.: *I would rather/I would prefer to … because …*

Have children **report** their findings about their partner's **preferences** to the class.

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Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with children again. Ask them to look at the poster and find the following:

- Something that goes very fast/high/up and down/spins round and round/swings/does not move at all.
- Something that you throw/drive/eat/buy/win.
- Something brightly coloured/tasty.
- Something that makes you feel happy/scared/sick/dizzy.
- Something that rhymes with jumper/tooth/pup/brain/steel.
- Something that goes **faster** than the tea cup ride; **higher** than the merry-go-round; **slower** than the chair-o-plane ride; takes **longer** than the tea cup ride; is **more scary** than the train ride.

Model the game first, then encourage pairs to play the game independently.

Cover the following vocabulary during general discussion:

Comparative: bigger; faster; higher; farther; slower

Rhyming words: bumper/jumper; booth/tooth; cup/pup; train/brain; wheel/steel

Find someone who ...

Children move around the classroom trying to find someone who fits the criteria given by the teacher, asking questions when necessary. They then **report** back to the teacher.

Instruct the children to find *someone who has*... e.g. *longer* hair than you/*smaller* feet than you/has *bigger/hotter/colder* hands than you/is *taller* than you/is *smaller* than you/can run *faster* than you, etc.

Digital poster (Activity mode): Pick an activity

Go to the Activity mode of the poster. Ask children to listen to the audio and then pick a funfair activity for each person who speaks, based on what they like and do not like.

I like trying to win prizes.
I like driving around and bumping into my friends.
I like scary rides that go very fast.
I like rides that spin around – but not too fast. I prefer gentle rides.
I like to relax and take in all the views of the funfair.

Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

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Digital poster (Poem mode): 'Merry-Go-Round'

Go to the Poem mode of the poster and play the poem 'Merry-Go-Round' by Dorothy W. Baruch:

Merry-Go-Round

By Dorothy W. Baruch

I climbed up on the merry-go-round,
And it went round and round.
I climbed up on a big brown horse,
And it went up and down.

Around and round
And up and down,
Around and round
And up and down.

I sat high up
On a big brown horse
And rode around
On the merry-go-round
And rode around

On the merry-go-round
I rode around
On the merry-go-round
Around
And round

Play some merry-go-round music in the background while children speak the poem with appropriate tone, pace and expression: https://www.youtube.com/watch?v=2TWGPFpeyPw

Fairground treats

There are lots of tasty treats we eat at the fairground, but it would be very difficult to eat them on a merry-go-round! Encourage children to collaborate to create another verse of the poem based around fairground treats and the sounds they make, e.g.:

On the merry-go-round
I rode around
And made a sound
A fairground sound
*A **popcorn** sound:*
Crunch crunch pop!

On the merry-go-round
I rode around
And made a sound
A fairground sound
*A **lollipop** sound:*
Slurp slurp lick!
(a candy floss sound, a hot-dog sound, an ice-cream sound, etc.)

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Group talking task: Design and draw

Organise children in small groups and give one child in each group a sheet of paper and drawing materials.

The group has to collaborate to design a new fairground ride, giving instructions to the child who is drawing.

Each group then presents their creation to the class. These could be displayed together at the top of the class and used to facilitate whole-class discussion at the end.

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Class	Senior Infants	**Theme**	Holidays
Unit	16	**Subtheme**	The beach
Unit genre	Narrative		
Vocabulary	Tier 1 examples: beach, sand, sandcastle, shells, bucket, spade, net, goggles, picnic, towel, beach ball, sun hat, sunglasses, sun cream, shorts, T-shirt, swimsuit Tier 2 examples: body board, surf, snorkel, volleyball, overjoyed, bobbing, grainy, luscious		
Lesson resources	Multi-media links; graphic organiser; message in a bottle image		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Word game: Seashell sounds Sensational poetry: Let's make a beach sense poem!	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Sorting activity What am I doing? A seagull story
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime: *Mr McGee goes to Sea* True or false? Circle time game: Beach baggage	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'The Sunshine Tree' Message in a bottle

Lesson 1

Digital poster (Story mode)

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster. Ask children the following questions:

- Jack, Mum and Kate are at the beach! How do you feel when you are going to the beach? (*Happy, delighted, excited, thrilled, **overjoyed**, ecstatic, **jumping for joy**!*)
- Make a still image of how you would look if you discovered you were going to the beach. Now say out loud how you feel (*I feel …*) Now jump for joy!
- What do we bring to the beach to **play** with? (*Beach ball, volleyball, bucket, spade, snorkel, flippers, net, goggles, swim ring, surf/body board*); to **wear**? (*Sun hat, swimsuit, flip flops, tee-shirt, shorts, sunglasses*); to **eat?** (*Picnic, sandwiches, rolls, fruit – grapes, apples, oranges, bananas, biscuits, crisps*); to **drink?** (*Water, tea/coffee, juice*); to **use?** (*Rug, towel, deckchair, umbrella, windbreaker*)
- What **activities** can we do at the beach? (*Punch volleyball, throw beach ball/frisbee, fly kite, build sandcastle, kick football, etc.*)
- What things can we **see** at the beach? (*Colours – brown sand, yellow sun; blue sky/water; striped deckchair, bright clothes, white volleyball net, red/yellow flag, turquoise ice-cream hut, grey dolphin*); **hear** (*waves crashing, seagull, people splashing, dogs barking, people laughing/calling*); **feel** (*grainy sand, cold water, sharp rocks, warm towel, wet swimsuit, dry, warm clothes*);

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smell (*barbecue, sun cream, seaweed*); **taste** (*delicious, scrumptious, tasty picnic food; cool, creamy luscious ice-cream, salty water*)

- Look at the lifeguard. Where is he sitting? Why is his chair so high up? What does the flag tell us? What is underneath his seat? What is this used for?

Word game (verbs): *Seashell sounds*

Organise the class in a circle and pass around a large seashell. Encourage each child to put the shell to his/her ear and listen, describing a sea sound as they listen to the shell (e.g. *water lapping; seagulls screeching; waves crashing; people splashing/laughing/playing/shouting/selling ice-cream; donkeys jingling bells; fish jumping; seals barking; ships hooting their horns, etc.*)

Sensational poetry: Let's make a beach sense poem!

Using the vocabulary from the exploration and the poster as a guide, and using the graphic organiser included in Lesson resource 1, scaffold the children to create a beach sense poem. This could be done as a whole class or in small groups.

Ensure children cover all five senses in their poem, give it a title and incorporate *in, on, over, under, beside, near* … as appropriate. They should then read their poems aloud.

e.g. *I see a yellow sun beaming in the sky, I feel the warm sand, soft and dry, I smell the seaweed on the seashore, I hear a seagull screech a little roar, I taste an ice-cream, please give me some more!*

Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle … (things on the beach to play with/wear/eat/drink/use; senses at the beach)

Verbs: e.g. bobbing; digging; playing; building; floating; swimming; sailing; flying; selling; jumping; paddling; relaxing; watching; helping; spraying; punching; exploring …

Adjectives: e.g. striped; bright; grainy; sharp; scrumptious; creamy; luscious; salty …

Prepositions: e.g. in; on; beside; under; near; above

Categorical terms: e.g. senses; clothing; equipment; food

Synonyms: e.g. happy; delighted; excited; thrilled; ecstatic; overjoyed

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Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

Digital poster (Question mode)

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

Q1.	Where are Mum, Jack and Kate?
Q2.	What kind of day is it?
Q3.	What is Kate doing?
Q4.	What game are the two friends playing on the beach?
Q5.	Why is Kate wearing a sun hat?
Q6.	What is Mum doing to protect her skin from the sun?
Q7.	What does the lifeguard use to see if anyone is getting into difficulty in the water?
Q8.	Why do you think beaches are most popular during the summer months?
Q9.	What equipment does Jack have for snorkelling?
Q10.	Would you like to be a lifeguard? Why?

Storytime: *Mr McGee Goes to Sea*

Read or play *Mr McGee Goes to Sea* by Pamela Allen for the class: https://www.youtube.com/watch?v=jH8oXCernA0. Ask children to:

- Make a wave movement with their hands whenever they hear a 'sea' word (*floating; sea; afloat; boat; sailed; deep; fish*)
- Identify the other 'water' words in the story (*rain; drip; drop; pour*)
- Identify the differences between rain and the sea
- Identify the rhyming words in the story *tea/sea; brolly/jolly; town/down; deep/asleep; out/about*
- Identify the 'ea' words in the story (e.g. *sea; tea*). Ask children if they can think of other words with 'ea' sounds at the beach (e.g. *peach; ice-cream; eat; sun cream; heat; seal; treat; feast; hear; ear; sunbeam*)

True or false?

Read the statements below out to the class. Children have to decide whether each statement is true or false and explain why.

- Mr McGee was under a pear tree.
- Mr McGee was drinking milk.
- Mr McGee was slurping tea.
- Mr McGee was warm and dry.
- Mr McGee used a brolly to keep him dry.
- Mr McGee was frightened.

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Circle time game: Beach baggage

Organise children in a circle. Start off the list by saying '*When I go to the beach I bring … a towel.*'

The next child must recall the previous items on the list and add something of their own, e.g. '*When I go to the beach I bring … sun cream and a towel.*' Use the poster as a support and continue the game until each child has added something to the list.

Lesson 3

Digital poster: Talk and discussion

Go to the Explore mode with the children again. Ask them the following questions:

- Can you see three things that we find at the beach that make us very happy? (*Sea; sun; sand*)
- We sometimes call the beach the *seaside*. Can you hear two small words in that word? (*Sea; side*)
- Lots of things that we see at the seaside/beach have two small words in their names. Can you see anything on the poster that starts with the word **sea**? (*Seagull, seashell, seaweed, seashore*); **sun** (*sunhat, sunscreen, sunglasses, sunburn*); **sand** (*sandcastle*)
- Scaffold the children to understand that lots of other things at the beach have two small words in their names which we can hear if we listen very carefully. Give some examples. Encourage the children to identify others (*armbands; lifeguard; deckchair; volleyball; surfboard; sailboat; flip-flops; sandcastle; swimsuit; T-shirt*). Point to each of the items, chant the word slowly with the children, emphasising each of the small words within the compound word.
- What can you can see happening at/on/above/in the beach/water? (e.g. *I see a … digging; playing; building; floating; swimming; sailing; flying; selling; jumping; paddling; relaxing; watching; helping; spraying; punching; exploring*). As children say the sentence, encourage them to accompany each action word with an appropriate action.

Vocabulary to cover during discussion:

Nouns: Use the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle … things on the beach we play with/wear/eat/drink/use, etc.

Verbs: e.g. bobbing, digging, playing, building, floating, swimming, sailing, flying, selling, jumping, paddling, relaxing, watching, helping, spraying, punching, exploring

Compound words: e.g. seagull, seashell, seaweed, seashore, armbands, lifeguard, deckchair, volleyball, surfboard, sailboat

Rhyming words: e.g. tea/sea; brolly/jolly; town/down; deep/asleep; out/about; tide/hide; sand/hand; hat/bat; shell/fell

Fun with words: Encourage children to have some fun with beach/seaside words by mixing them up! e.g.
I like to wear a flip-hat at the beach! I like to wear a sunsuit at the beach! I like to wear T-shorts at the beach!
I wear armcream when I am swimming! I play with a sunball at the seaside! I like to build a deckcastle at the beach! I like to eat surfcream at the beach! I always play volleyboard at the beach!
I like to sit on a deckring on the beach!

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Digital poster (Activity mode): Sorting activity

Go to the Activity mode of the poster. Ask children to listen to the audio and choose from the objects displayed the things they would pack for a trip to the beach.

Items displayed include: fishing net; snorkel; wetsuit; slippers; armbands; surfboard; blanket; bucket and spade; towel; sunglasses; picnic; sunscreen; sandals; boots

Pair talking task: What am I doing?

Organise children in pairs. Child A performs an action associated with being at the beach and asks their partner: *What do you think I am doing at the beach?* Child B then guesses, e.g. *I think you are building a sandcastle at the beach/punching a volleyball/selling ice-cream/watching the swimmers (bathers) at the beach/relaxing on a deckchair at the beach/helping a little child in the water, etc.*

Children then swap roles and repeat the exercise.

A seagull story

Spotlight the seagull on the deckchair. Ask children:

- Why do you think he is on the deckchair?
- What do you think the other seagull is saying to him?
- What do you think happened next?

Scaffold the children to tell the story of the seagulls, e.g.:

Kate and Jack were having great fun on the beach. Suddenly, a seagull landed on a nearby deckchair and frightened the children. The seagull was looking at the tasty food in the picnic basket. His mother was flying over them. 'Come up here into the sky at once and leave those people alone!' she called.
So the seagull quickly flew away into the blue sky and Kate and Jack were very relieved. They had lots of fun on the beach for the rest of the day.

Encourage the children in pairs/groups to retell the story AND/OR to create another story based on the poster, e.g. what the lifeguard saw through the binoculars, when the ice-cream man ran out of ice-cream, when the sun disappeared behind the cloud and it began to rain, etc. Aim for 3–5 sentences in the past tense, sequencing the events correctly, including a climax and a resolution.

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Lesson 4

Digital poster (Label mode)

Go to the Label mode of the poster. Review the vocabulary. Have children take turns dragging the labels onto the correct location in the poster.

Digital poster (Poem mode): 'The Sunshine Tree'

Go to the Poem mode of the poster and play the poem 'The Sunshine Tree' by Clive Webster:

The Sunshine Tree
By Clive Webster

If I had just one wish to wish
Do you know what it would be?
That growing in my garden
Was a great big sunshine tree.
A tree that never rained or blew,
A tree that shone all day.
And there I'd sit with all my toys
And play and play and play.

Encourage children to speak the poem with appropriate intonation, facial expression and gesture.

Message in a bottle

Show the children a bottle with a torn message inside with the word 'help!' on it (see Lesson resource 2).

Ask children, what do you think happened? Aim for 3–5 sentences in the past tense, sequencing the events correctly, including a climax and a resolution.

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Lesson Resource 1

Seaside Poetry

I can see _____

_____

_____

I can hear _____

_____

_____

I can smell _____

_____

_____

I can feel _____

_____

_____

I can taste _____

_____

_____

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Lesson Resource 2

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Starlight oral language – Senior Infants Starters and Flyers stories

Unit 1	Starters Story	Flyers Story
	What do you like to do for fun? What are your hobbies? Do you play sports or a musical instrument? Do you like drawing or painting?	When you're not in school, what do you like to do? What hobbies do you enjoy? There are so many to choose from. You can play sports, a musical instrument, draw, act, sing or dance!
	Football is a popular sport. You can play with a team or just for fun!	Football is a hugely popular sport. It's great for exercise and playing outdoors with your friends. You can play matches with a team or just play for fun.
	Do you like looking at pictures in books? Maybe you like drawing your own pictures.	Do you like looking at pictures in books or watching cartoons? Maybe you prefer drawing and painting your own pictures. Art is a very creative pastime and you can use your imagination to make just about anything!
	Roller skating is fun, but you need to keep your balance! Cycling is another hobby you can do outdoors.	Roller skating is an exciting pastime! But you need to concentrate in order to keep your balance! If roller skating isn't for you, how about cycling? A bike ride through the park is a great way to spend time outdoors.
	Do you play the recorder? It's nice to play music for your friends and family.	Playing a musical instrument such as the recorder takes lots of concentration. You need to be focused in order to play the right notes. With time and effort, you can play music for your friends and family.
	Do you like to dress up and pretend you are someone else? Then you might enjoy acting and drama.	Roar! Do you like to dress up and play pretend? If so, drama might be the hobby for you. You get to use your imagination to act and play different characters.
	There are so many hobbies for you to enjoy! Even jumping on a trampoline could be a hobby! What is your favourite hobby?	There are so many hobbies to discover and enjoy! Even jumping on a trampoline could be a hobby! Are there any hobbies on this poster that you would like to try out?
Unit 2	**Starters Story**	**Flyers Story**
	Today is Mark's birthday – he is six years old. All his friends are at his party and they are having lots of fun!	Today is Mark's birthday! He is turning six years old and all his friends are at his party! The room is decorated with bunting and balloons. Party songs are blasting from the radio. Mark is having so much fun!
	Here's Mark now! He is dressed up as a pirate. He has a hat, an eye patch and a sword! Kate is wearing her new pink dress.	Here's the birthday boy now! He is trying out the cool pirate set that Kate gave him! It comes with a hat, an eye patch, a waistcoat and even a sword! Kate is wearing her new pink dress. She is trying to keep her balance on the arm of the chair – I hope she doesn't fall off!

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	Dad is playing party games. He is wearing a blindfold, so he can't see anything! He is trying to pin the tail on the donkey. Good luck Dad!	Dad is in charge of party games for the day. He is wearing a blindfold and is trying to pin the tail on the donkey. This is his third attempt, but he's not getting any closer! Keep on trying, Dad!
	Mum is getting food ready for the party. Here she is with a bowl of cocktail sausages. On the table, there is a big cake with six candles on top.	Mum has prepared some scrumptious treats for everyone to enjoy! Here she comes with a big bowl of cocktail sausages. She has just finished putting six birthday candles on Mark's cake. Earlier today, she baked a batch of buns. Don't they look delicious?
	Tom is eating sweets from a bowl on the coffee table. Mark's presents are underneath the table.	Tom is over by the coffee table. He is gobbling sweets from the sweet bowl. He'd better be careful not to eat too many – or he won't have any room left for cake! Mark's presents are piled up underneath the table. I wonder what could be in those boxes?
	Uh-oh! Mike is trying to take Karen's balloon! She doesn't look very happy. Nearby, Cian is playing with Lego.	Uh-oh! Looks like there's trouble brewing. Karen is frowning and Mike looks like he's up to no good. I think he has his sights set on Karen's balloon! Cian is nearby, but he's taking no notice – he is too engrossed in Mark's Lego set.
	Soon, Dad will light the candles on the cake and everyone will sing Happy Birthday to Mark!	Soon, Dad will light the candles on the cake and everyone will sing Happy Birthday! Mark still has lots of cards and presents to open! He wishes every Saturday could be like this one!
Unit 3	**Starters Story**	**Flyers Story**
	It is autumn and the leaves are turning red, yellow and orange. Animals are getting ready for winter. Some animals will hibernate.	It is autumn and the leaves are turning spectacular shades of red, yellow and orange. Animals are busy preparing themselves for winter. Some animals are gathering food and getting ready for hibernation.
	When an animal hibernates it goes into a deep sleep for the winter. In autumn, hedgehogs eat lots of food. They do this because they won't eat again until spring.	When an animal hibernates it goes into a deep sleep for the winter. In autumn, hedgehogs eat lots of food. They do this because they won't eat for several months during hibernation.
	Some bears hibernate. They sleep in dens and can survive for a long time without eating or drinking anything.	Not all bears are hibernators, but many like this brown bear hibernate in dens for several months. Believe it or not, hibernating bears can go an extremely long time without food and water!

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	Bats hibernate in winter when it is too cold to hunt for food. The bats in this photo are close together to keep warm.	Bats hibernate in winter. This is because there are fewer bugs around for them to catch. They hang upside down in a dark sheltered place like a cave. The bats in this photo are huddled together to keep warm.
	It is difficult for squirrels to find food in winter, so they gather lots of nuts and acorns during autumn. They hope that this food isn't stolen by other animals!	Food can be quite scarce for squirrels in the winter. So these crafty animals gather as many nuts and acorns as they can in autumn. Squirrels hide their food to stop other creatures from stealing it.
	Many animals move from one place to another in the autumn. This is called migration. Lots of birds migrate – like this swallow. Every autumn it flies from Ireland to Africa!	In autumn, many animals leave the country in search of food and warmer weather. This is called migration. This swallow spends the summer in Ireland, but once autumn arrives, it sets off on an incredible journey to Africa. Amazingly, swallows return to the same nests each year.
	What other animals can you see in this poster?	In springtime when the weather gets warmer and buds start appearing on trees, animals begin waking up from their long winter sleep.
Unit 4	**Starters Story**	**Flyers Story**
	The family garden looks very busy. Birds are flying to the birdhouse. Rocky is running after a squirrel. Mum, Kate and Jack are working hard.	The family garden is a hive of activity today. Birds are flying to the birdhouse for food. Rocky is chasing after a squirrel. Mum, Kate and Jack are hard at work.
	Everything that Mum needs for gardening is in the garden shed. It has pots, cans and a hose for watering plants. It also has a friendly spider.	Everything that Mum needs for gardening is stored in the blue garden shed. It has equipment such as flower pots, watering cans and a long garden hose. A friendly spider lives in the shed too – can you see it?
	Look at all the fruit growing in the garden! There are juicy apples and pears on the trees. Tomatoes are growing in the greenhouse.	Look at all the fresh fruit growing in the garden! There are juicy red apples and succulent pears on the trees. In the greenhouse, plump tomatoes are growing on tall vines.
	Mum is picking vegetables. She has a cauliflower, a turnip and carrots in her basket. She will cook these later for a tasty dinner.	Mum is picking vegetables from the vegetable patch. In her basket, she is carrying a fresh head of cauliflower, a bunch of carrots and a large turnip. She will cook these later to make a nutritious dinner.
	Jack is raking up the fallen leaves. He will rake them into a pile and then put them into a bag.	Jack is using a rake to gather up some of the autumn leaves that have fallen from the trees. He will gather them all up neatly in a pile and then put them into a bag.

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	Kate grows sunflowers and pumpkins in the garden. Look at this great big pumpkin! Mum will carve a face on it for Halloween!	Kate grows sunflowers and pumpkins in her garden patch. Look at this pumpkin – it's an impressive size! Mum will carve a face on it and put a candle inside for Halloween!
	What jobs do you do in the garden?	What would you like to grow in your garden?
Unit 5	**Starters Story**	**Flyers Story**
	Rocky and Kate both need to get their hair cut. But they can't go to the same hairdresser!	Hooray – it's a day for pampering and treating ourselves! Rocky and Kate both need haircuts, but they can't go to the same hairdresser!
	Rocky is at the dog grooming salon. His coat has gotten very long. The dog groomer is shaving it with a razor.	Rocky is at the dog grooming salon. His coat has grown too long, so the dog groomer is using a razor to shave it.
	Rocky is feeling worried. Don't worry Rocky. Soon, you will get a tasty treat.	Rocky enjoyed his bath earlier, but now he is a bit puzzled by what is happening. Don't worry Rocky, soon you will look neat and clean again. Best of all, there are some tasty doggy treats waiting for you.
	Kate hopes that Rocky is enjoying the pet salon. She is enjoying getting her hair cut. It has gotten quite long.	Kate is hoping that Rocky is having a lovely time at the dog grooming salon. She is thoroughly enjoying herself at the hairdresser. Her hair has grown quite long and needs a good trim. Kate is wearing a gown to protect her clothes.
	Kate's hairdresser is friendly. He washed her hair and now he is cutting it with a scissors. Next, he will dry it with a hairdryer.	Kate's hairdresser is chatty and friendly. He washed her hair with shampoo. Now he is cutting it with a scissors. Kate is feeling very relaxed. After her haircut, the hairdresser will use a hairdryer to dry her hair. She cannot wait to see how it turns out!
	Do you like getting your hair cut?	Do you enjoy going to the hairdresser?
Unit 6	**Starters Story**	**Flyers Story**
	Kate and Mum are in the post office. It is very busy. People are posting letters and parcels. Dogs are not allowed in, so Rocky must wait outside!	Kate and Mum have gone to the post office. It is very busy and customers are queueing up to post letters and parcels. There are no dogs allowed in the post office, so Rocky has to wait outside by the letterbox! He is enjoying all the activity inside.
	Kate is giving her parcel to the man at the desk. Her parcel is going all the way to Australia!	Kate and Mum are at the cashier's desk. Kate is passing her parcel to the man behind the desk. Kate has decorated it with lots of stickers. It has a long way to go – all the way to Australia!

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	Kate's parcel will be weighed. Then the man at the desk will tell her how much it will cost to post it.	Kate's parcel will have to be weighed before it can be stamped. The price of the stamp will depend on the weight. The heavier Kate's parcel is, the more expensive it will be to post!
	A man is standing at a table. He is sticking a stamp on an envelope. Soon, he will put it in the post sack beside the table.	Nearby, a man is standing at a high table. He is sticking a stamp on an envelope and has written the address. Soon, he will put the envelope in the big yellow post sack beside the table.
	This lady has a lot of parcels. Look at the map of the world behind her. Mail is sent from Ireland to these countries every day!	The lady at the back of the queue is carrying a tall stack of parcels. On the wall behind her, there is a huge map of the world. Mail comes from, and goes to, these countries every day!
	The postman is walking into the post office with a big bag of letters. Oh no! There is a hole in the side of the bag and letters are falling out!	The postman is on his way into the post office with a big bag of letters. Oh no! There is a big hole in the side of the bag and letters are falling out all over the floor. The postman is worried – he wonders if any post has gotten lost along the way!
	Do you like going to the post office?	Have you ever been to the post office to collect or send a parcel?
Unit 7	**Starters Story**	**Flyers Story**
	It's Christmas time! Kate and Mark are at the shopping centre with Jack. They are on their way to Santa's grotto.	It's Christmas time! There is an air of excitement in the shopping centre. Kate and Mark are here with Jack. They cannot wait to visit Santa's grotto.
	Mark loves the Christmas tree. It is full of colourful decorations. A gold star shines on top.	Mark has stopped to admire the enormous Christmas tree. It is beautifully decorated with multicoloured balls and red beads. It is so tall, Mark wonders how they were able to get the shiny star on top!
	The shopping centre is busy at Christmastime. All the shops are full of customers buying presents for their family and friends. Don't forget the wrapping paper!	It is hectic at the shopping centre coming up to Christmas. The shops are packed with customers buying gifts and cards for family and friends. Don't forget to pick up some wrapping paper!
	Santa's grotto looks amazing. It is covered in snow and decorated with candy canes, sweets and lollipops.	Santa's grotto looks magical. It is covered in fluffy white snow. Giant striped candy canes and colourful sweets and lollipops are dotted all around. They look good enough to eat!

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	Santa is in the grotto reading his Naughty or Nice list to see who will get a present at Christmas. The elves outside his door are waiting for children to arrive.	Inside the grotto, Santa is relaxing in an armchair. He is examining his Naughty or Nice list and is delighted to see that there are so many well-behaved children this year. The elves outside his door are greeting passersby. They are wearing matching green and red outfits. Look at the jingly gold bells on their slippers!
	Rudolph and his reindeer friend are standing in front of Santa's sleigh. The sleigh has presents in it. Which one of Santa's reindeer is with Rudolph?	Beside the grotto, Rudolph and his reindeer friend are waiting by a sleigh full of nicely wrapped gifts. I wonder what the other reindeer's name is. Should we ask him?
	Would you like to visit this grotto?	Have you ever been to Santa's grotto? What was it like?
Unit 8	**Starters Story**	**Flyers Story**
	There's a sale on in the local shopping centre. This means that lots of things are less expensive than usual. Let's see if we can find a good deal.	There's a sale on in the local shopping centre. What bargains can we find? Let's go check it out.
	Sports shops sell a lot of things like clothes, shoes and sports gear. This boy likes these shoes, but he needs to buy new runners. This black and white pair are on sale!	Sports shops sell a variety of products. For example, they sell sports equipment such as tennis rackets and footballs as well as clothing and footwear. This boy is admiring a pair of converse shoes, but he needs some practical runners for PE. How about this black and white pair? They are on special offer!
	The toyshop has all the latest toys. The shelves are full of computer games, action figures, dolls and cars. The elephant jigsaw looks like lots of fun.	The toyshop has rows and rows of aisles filled with the latest toys and gadgets. There are shelves stocked with computer games, action figures, dolls and cars. Down this aisle we can see games and electronic toys. The elephant jigsaw looks like it could be lots of fun. Let's buy that!
	Bookshops are cosy places full of exciting stories. The children's section is my favourite. This little girl is reading a pop-up book.	Bookshops are warm, friendly places. There are so many colourful and exciting books to choose from in the children's section. This little girl is flicking through a pop-up book. Do you have any pop-up books?
	The pharmacy sells medicines to make us better if we are sick. In summertime, you can get medicine for hayfever. If you have a cough, you can buy cough syrup. The pharmacist is there to help you.	The pharmacy stocks plenty of items that help us when we are sick. In summertime, you might need hayfever tablets. If you have a cough, you may need some cough syrup. The pharmacist is there to give advice about what to buy.

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	We can use a basket while we are shopping. Then we can pay for our items at the till and put them into bags.	We pay for our basket of goods at the till using money or a bank card. Then we pack all our items into shopping bags.
	Which of these shops is your favourite?	Which of these shops would you spend your money in?
Unit 9	**Starters Story**	**Flyers Story**
	It's half past eight and it's almost time for school.	It's half past eight and it's almost time for school. In the houses nearby, lots of boys and girls are getting ready for the day ahead.
	There are bushes and trees in front of this school. It is quiet now, but soon the children and teachers will arrive!	This school building is modern and there are lovely bushes and trees around the entrance. At the moment it all seems quiet, but that will change once the teachers and pupils start to arrive!
	Teachers are very clever. They teach lots of different things. This teacher is using an interactive whiteboard with her class.	The teacher's job is to help the children in their class to learn. Every day, they teach lots of interesting things across a variety of subjects. This teacher is using an interactive whiteboard. Does your classroom have one of these?
	Some children like to learn using computers. The Internet has lots of games and videos that can help children to learn.	Some people like to learn from books, whereas others prefer to study using laptops and tablets. There are videos, games and animations about all sorts of different topics on the Internet.
	It is lunchtime. Some children play ball games in the yard. These children are playing on a rope bridge!	School is not just about learning. It's also about having fun with friends. There are plenty of games to be played at break and lunchtime. Some children enjoy playing ball games in the school yard. These lucky kids have a rope bridge at their school!
	School libraries have lots of books, with stories and pictures. There are so many great books – like this one!	Does your school have a library? School libraries are usually full of colourful books, with fantastic stories and pictures. There are so many wonderful books to choose from! This one looks great!
	School is where children learn and make new friends. It is a very special place.	School is a special place where you have the opportunity to learn and have fun with friends. It's where you will discover many interesting facts in subjects like history, geography and maths. School can teach you new ways of seeing the world!

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Unit 10	Starters Story	Flyers Story
	It's time for the school play! The hall is full. The children are excited. The play is *Jack and the Beanstalk*.	It's the day of the school play! The hall is packed with friends and family. The children are excited but also a little nervous. They are performing *Jack and the Beanstalk.*
	The teacher, Miss Kelly, did a lot of work for the play. She helped the children with their costumes. Don't they look great?	Miss Kelly has put together a fun play based on the fairytale *Jack and the Beanstalk.* She helped the children with their costumes and decorated the stage. She also held lots of rehearsals so that everyone had plenty of practice. She is feeling very proud of her class.
	There is a beanstalk on the stage. Anna is standing next to it. She is playing the part of Jack. She is holding a chicken under her arm.	There is a giant beanstalk sticking out of a trapdoor on the stage. Anna, who is playing the part of Jack, is standing next to it. She is holding a chicken under her arm – I wonder if that's the chicken who lays the golden eggs in the fairytale?
	Karen is playing the role of the giant's wife. She is wearing a costume. The microphone above her head makes her voice loud.	Karen is playing the role of the giant's wife. She is wearing a bonnet and apron as part of her costume. A nest of golden eggs sits at her feet. There is a microphone above her head so that everyone can hear what she is saying.
	Tom is playing the giant. He is sitting at the table in his castle. He is pretending to be asleep, but he has one eye open! Psssst! Tom – close your eyes!	Tom got the role of the giant. He is sitting on a chair in his castle – his head is resting on the table. He is supposed to be asleep in this scene, but he is watching what's going on around him! Psssst! Tom – close your eyes!
	The audience think the play is very funny. They are laughing and clapping along.	The audience are finding the play very entertaining. They are laughing and clapping along. They are proud of all their children for taking part and give them a huge round of applause at the end of every scene.
	Have you ever been in a school play?	What role would you like to play in *Jack and the Beanstalk*?
Unit 11	**Starters Story**	**Flyers Story**
	Lots of amazing sea creatures live in the sea. Some live near land and others live below the surface.	Lots of amazing sea creatures live in the sea. Some of them live close to land, whereas others live deep beneath the surface.
	This man is scuba diving. Special equipment helps him to breathe under water. He is swimming near some corals. Corals look like rocks, but they are alive!	This man is scuba diving in the ocean. His equipment allows him to see and breathe under water. He is exploring a coral reef. Corals look like rocks, but they are alive!

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	Turtles have been around for a very long time. Some turtles live in the sea and others stay on land. Turtles have strong shells to protect them.	Did you know that turtles have been around since the time of dinosaurs? Some turtles live in the sea, whereas others stay on land. Turtles have strong shells to protect them.
	Have you ever seen a jellyfish? They can sting! Jellyfish can be lots of different colours, such as blue and pink.	Have you ever seen a jellyfish? They have umbrella-shaped bodies and long tentacles. These tentacles can give a nasty sting. Jellyfish can be many different colours, such as blue and pink.
	Octopuses have eight long arms. They are very good at hiding and can change colour to blend in with rocks and corals.	Octopuses are odd-looking creatures with eight long arms. If an octopus feels like it is in danger, it can spray ink to help it escape. Octopuses are also really good at hiding. They can change their colour to blend into their surroundings. This is known as camouflage.
	Did you know that a starfish is not really a fish? This is because it does not have a backbone. Most starfish have five arms, but some starfish can grow fifty arms!	Don't let the name fool you! Starfish aren't actually fish. This is because they don't have any backbones. Many starfish have five arms, but some can grow as many as fifty!
	Lots of creatures live under the sea – such as sharks, dolphins and whales. Which sea creature is your favourite?	There are lots of different sea creatures. Stingrays, sharks, dolphins, whales and sea lions are just some of the animals that swim through our oceans. Which sea creature would you like to know more about?
Unit 12	**Starters Story**	**Flyers Story**
	It's a sunny day at the zoo. Some of the animals are awake. Other animals are still asleep. The zookeeper is busy at work.	It's a fabulous sunny morning at the zoo. Some of the animals are wide awake, and ready for breakfast. Others are still sound asleep. The zookeeper has a lot of work to do today.
	The elephants are in the pool. They are having a bath to wash away the mud. Soon, they will be nice and clean.	An elephant and her calf are having a refreshing bath in the pool. Both elephants are muddy from the day before and need a good clean.
	Nearby, some pink birds are standing on one leg. They are called flamingos. They have long necks and lots of feathers. Two of them are awake and one is asleep.	Nearby, a group of feathery pink birds stand on one leg. Do you know what they're called? **[pause]** That's right – flamingos! These tall birds have long S-shaped necks. Two of them are up and about, but one is still resting.

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	Look at the sleeping lion. Lions have sharp teeth and big claws. They use them to catch and eat their dinner.	Look at the sleeping lion. Lions have sharp teeth and big claws, which help them to catch and eat their dinner. I wonder what lions dream about when they sleep?
	Monkeys like having fun and climbing. They use their tails to swing from tree branches.	Close by, the cheeky monkeys are up to their usual tricks. They like to swing on branches and make lots of noise. They are excellent climbers and can even use their tails to swing from one branch to another. Monkeys are lively animals – they love having fun!
	Look, one of the rhinos is asleep in the mud. Close by, the mummy zebra is watching over her baby. The giraffes are eating some tasty leaves.	Look, one of the rhinos is asleep in the mud. Close by, the mummy zebra is watching over her baby. The giraffes are eating some tasty leaves.
	Have you ever been to the zoo?	Which animal in the poster is your favourite?
Unit 13	**Starters Story**	**Flyers Story**
	This is the food pyramid. It shows us what we should eat. The foods you should eat most of, are at the bottom. The foods you should eat least of, are at the top.	This is the food pyramid. It shows us what foods we should eat and in what amounts. The most important and healthy foods are at the bottom, whereas the least healthy foods are at the top.
	Fruit and vegetables are the healthiest food group. They are very good for you. Most of the food you eat during the day should be from this group.	Let's start by looking at fruit and vegetables. You should eat more of these types of food than any other. They contain lots of important vitamins which will keep you healthy and strong. They are also great foods to snack on if you are feeling peckish.
	The next group is wholemeal cereals and breads, potatoes, pasta and rice. Eating these foods will give you lots of energy.	The next group is wholemeal cereals and breads, potatoes, pasta and rice. These foods fill you up and give you lots of energy. They are ideal to eat at lunch or dinner!
	Milk, yogurt and cheese are on the next layer of the pyramid. They are very good for your bones and teeth.	Dairy products such as milk, yogurt and cheese are on the next layer of the pyramid. These foods are very good for your bones and teeth.
	Meat, poultry, fish, eggs, beans and nuts are quite good for you. You can pick two servings from this group to eat each day.	Meat, poultry, fish, eggs, beans and nuts make up the next food group. Poultry includes things such as chicken and turkey. You can choose two servings from this group to eat each day.

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	You should only eat small amounts of fats and oils every day. Too much butter is bad for your heart.	Foods such as fats and oils should only be used in very small amounts. It's important not to add too much butter to your food, as this can be bad for your heart.
	Some food and drinks have lots of sugar and salt. Crisps, biscuits, chocolate and fizzy drinks taste nice, but they are bad for you. You should only eat them sometimes.	At the top of the food pyramid are food and drinks that are high in fat, sugar and salt. Crisps, biscuits, chocolate and fizzy drinks all taste nice, but are not very healthy. You should only have these foods and drinks occasionally.
	It is good to have a healthy diet. Don't eat too many salty or sugary foods. Eat lots of fruit and vegetables and drink lots of water.	For a balanced diet, it's good to eat foods from all parts of the pyramid. Avoid foods that are full of sugar and salt and try to drink about eight glasses of water a day.
Unit 14	**Starters Story**	**Flyers Story**
	Welcome to Mario's! This is Mum's, Jack's and Kate's favourite Italian restaurant! They are celebrating Mum's birthday.	Welcome to Mario's! This is Mum's, Jack's and Kate's favourite Italian restaurant! They like it because the food is delicious and there is always a lovely smell of pizza in the air. They are here to celebrate Mum's birthday.
	A waiter is taking their order. Jack is eating some olives and Kate is having some bread.	A friendly waiter has come over to take their order. Kate is tucking into some fresh Italian bread while Jack is snacking on some yummy olives. Don't eat too much or you won't be able to eat your dinner!
	Nearby, another family are enjoying their food. The parents are eating a pizza. The baby is eating spaghetti bolognaise. She is making a mess!	At the table behind theirs, a family is in the middle of their meal. The parents are sharing a pepperoni pizza while the baby is gobbling up some spaghetti Bolognese. What a mess she is making!
	This family is nearly finished their dinner. The little boy is eating some ice cream.	This family have almost finished their meal. The little boy is eating ice cream very quickly – he should slow down. Otherwise, he could end up getting 'brain freeze'!
	This waitress is carrying two pizzas on a tray. Oh look! One of the pizzas has chilli peppers on it. It will taste very hot and spicy!	Mario's is always busy, so they need lots of staff. This waitress is carrying two pizzas on a tray. Oh look! One of the pizzas has hot chilli peppers on it. Whoever ordered this one had better drink plenty of water – it's going to be scorching hot!
	Mum, Jack and Kate are enjoying being at Mario's. After dinner, they will have some birthday cake for Mum! Have a good evening everyone!	Mum, Jack and Kate are really enjoying their time at Mario's. After dinner, they may even have some birthday cake for Mum! This looks set to be a wonderful evening!

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Unit 15	Starters Story	Flyers Story
	It's the weekend. Let's go to the funfair! There are exciting rides, fun games and great prizes!	It's the weekend. I have an idea – let's go to the funfair! There are thrilling rides, amusing games and brilliant prizes to be won!
	I can hear music. We are at the merry-go-round! The horses go up and down and the ride spins around.	I can hear lovely music playing. We are at the merry-go-round! The wooden horses bob up and down as the ride spins around. Shall we go for a spin?
	Wow! These people are swinging around in the air. I don't think I would like this ride. Let's find something else.	Woah! Look at this ride! It's swinging people around high up in the air – aren't they brave? I can hear them laughing and shrieking with delight ... but … I think this ride is too scary for me!
	The teacup ride looks perfect. Pick a cup and jump in! You will spin around, so you might feel dizzy afterwards!	Ah – the teacup ride, perfect! Choose a giant teacup painted in your favourite colour and hop in! Now relax and watch the world fly by! When the ride stops, take your time before you hop out – you may feel a little dizzy.
	Do you want to play a game? You can win a teddy bear! Just throw the ball and try to knock over the cans. You have three chances! Good luck.	Anyone up for a game? You could win a teddy bear! All you have to do is throw the ball and try to knock over all of the cans. Don't worry if you miss on your first try – you get two more chances! Good luck!
	Let's take a trip on the big wheel. The wheel is quite high, but it spins around very slowly. Afterwards, you can have some sticky candyfloss. Mmmm tasty!	It's time to take a trip on the big wheel. This ride spins around very slowly, so you will get an amazing view of the whole funfair. When you come back down to earth, why not buy some candyfloss? It's sticky and a little messy, but it tastes so good!
	There is so much to do at the funfair. There are fast rides and slow rides. There are games and bumper cars and lots of sweets! Have fun!	There's something for everyone at the funfair. If you like thrills – there are fast rides, such as the rollercoaster. If you don't like speed, there are gentler rides, such as the merry-go-round. Then there are games, bumper cars and, of course, tasty treats! Have a great time!

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Unit 16	Starters Story	Flyers Story
	We are at the beach. The sun is shining and the sky is blue. People are sunbathing, swimming and playing games.	It's the perfect day for the beach. The sun is beaming down and the sky is a beautiful shade of blue; there isn't a cloud in sight. The beach is full of people relaxing, playing games, swimming and sunbathing.
	Mum is wearing a big sun hat. She is putting sunscreen on her skin – she does not want to get sunburned! She has brought a picnic basket with food for later.	Mum is wearing a large, wide-brimmed hat to protect her face from the sun. She is being very sensible and rubbing sunscreen on her skin. This is to make sure she won't get sunburned. She has packed a picnic basket, so that they can eat lunch later on.
	Kate is building a giant sandcastle. She has put pretty seashells on it! Good job, Kate!	Kate isn't interested in sunbathing – she is busy building a giant sandcastle with her red bucket and spade. Kate's castle is decorated with seashells. Kate really enjoys being creative! Good job, Kate – that castle is impressive!
	Jack wants to go snorkelling. He is wearing a diving mask, a snorkel and flippers. He has a fishing net and hopes he can catch something.	Jack wants to go snorkelling. He is wearing a diving mask to help him see under water, a snorkel to help him breathe, and flippers to make swimming easier. He has a fishing net and hopes to catch a starfish or maybe even a crab.
	The lifeguard is sitting on a high chair. He uses binoculars to see if anyone in the water needs help. Look! A dolphin is saying hello.	The lifeguard is sitting on top of a high chair. His binoculars make it easy to spot if anyone is getting into difficulty in the water. Everyone seems to be safe. Look! A friendly dolphin is leaping through the air to say hello.
	These children are playing a game of volleyball. When they get too warm, they can buy an ice cream.	Over near the ice cream trolley, two friends are playing volleyball. When they get too warm, they can buy an ice cream to help them cool down.
	Do you like going to the beach?	What is your favourite thing to do at the beach?

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