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Starlight

A Complete Primary English Programme

Junior Infants

Oral Language Lesson Plans

FOLENS

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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 Junior 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	Junior Infants	**Theme**	Myself
Unit	1	**Subtheme**	Me
Vocabulary	Tier 1 examples: tongue, happy, hand, friend, teacher Tier 2 examples: wrist, knee, elbow, nervous, excited, slightly, ankle, fingers, chest, chatting, older, welcoming, wonderful		
Lesson resources	Printable sock template		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Think and talk: Compare and contrast Pair talking task: The missing pet	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Question mode) Pair talking task: Meet my friend! Poem: *Who is it?*
Lesson 2	Digital poster (Story mode): Recap Digital poster (Activity mode): Spot the difference Think and talk: Compare and contrast Tell me what to draw: Giving instructions	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Toes' Pair talking task: Design a sock

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

Using the reveal/conceal tool, hide everything but the left-hand side of the poster, which shows Kate and her family. Make a statement about Kate and her family, focusing on naming and identifying **physical features/ clothing/colours/pets**. The children should then identify whether the statement is true or false. This may be developed by encouraging children to explain why the statement is true/false.

This is Kate. Kate is a girl. She is five years old. Kate is going to school too / also / as well.

Kate is wearing a hat; Kate has short hair; Kate is wearing spotty tights; Kate is wearing a cloak; Kate has runners on; Kate has a green schoolbag; Kate's schoolbag is across her body; Kate is with her brother and her mother/family; Kate brought her dog with her; Kate's dog is grunting; Kate likes the bird.

Use the Spotlight feature to highlight the trickier words associated with **clothing and colour** (*e.g. green handbag; black dog lead; red coat; blue bird; orange hoodie; turquoise hat*). Focus on as many or as few of these as appropriate.

Encourage each child to say one thing about Kate that is true. This may be a repeat of what has already been said or a new comment, *e.g. Kate is five years old; Kate is looking up at a bird; Kate's mum is holding a dog; the dog is barking at the bird; Kate has something in her pocket; Kate likes her dog.*

Use the spotlight tool to highlight Mark and his mother. Make another statement, this time about Mark.

This is Mark. Mark is a boy. He is five years old. Today Mark is going to school.

How do we know Mark is going to school? (*Schoolbag, schoolyard*)

Go through the same steps as above with Kate, but this time focusing on Mark.

Think and talk: Compare and contrast

How is Kate the same as/different from Mark? Focus on common features and highlight the main differences.

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Pair talking task: The missing pet

Organise the children into pairs. Instruct them to draw a picture of a fictional pet who has gone missing. Children can work together to create the pet or could take turns instructing one another on what to draw. Have pairs introduce their lost pets to the class, describing them in as much detail as they can, using the vocabulary explored already in the lesson. Ask the class to look out for the pet because ...

Ask: How do you feel about your pet? How do you think your lost pet would be feeling?

Lesson 2

Digital poster (Story mode): Recap

Play either Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Revise the vocabulary.

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 six 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. 'Kate's mum is holding a handbag in one picture and not holding a handbag in the other picture' OR 'In the picture on the left/the picture on the right ...'

Think and talk: Compare and contrast

How is Cian the same as/different from Mark/Kate/Anna? Focus on common features and highlight main differences.

Tell me what to draw: Giving instructions

Draw an outline of a figure on the whiteboard. Ask the children to issue instructions to complete the drawing, e.g. *Draw long, black hair on the head; put two eyes on the face; Put a moustache over the mouth, etc.*

This can be made easier by only drawing a head or face, and more difficult by encouraging the children to place adjectives before the body parts as they give instructions.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Use the Spotlight tool to highlight Anna, who has fallen in the schoolyard.

- This is Anna. Where is Anna? (*In the schoolyard/inside the railings/on the ground*)
- What do you think has happened to Anna? (*Anna fell in the yard*)

As in Lesson 1, make a statement, focusing on naming and identifying **physical features/clothing/colours/friends/games** and ask the children to identify whether it is true or false. This may be developed by encouraging children to explain why the statement is true/false.

Use the Spotlight tool to highlight the trickier words associated with **friends/games**.

Encourage each child to say one thing about Anna that is true. This may be a repeat of what has already been said or a new comment, *e.g. Anna is a girl; Anna has shiny, curly hair; Anna has freckles on her face; Anna has a yellow schoolbag; Anna's schoolbag is on the ground; Anna is sad; Anna's friend is worried.*

Expand the area of the poster which is revealed to include Cian outside the school gates.

Once again make a statement, this time focusing on naming and identifying physical **features/clothing/colours/friends/games/feelings**, and asking children to identify whether it is true or false. This may be developed by encouraging children to explain why the statement is true/false.

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Use the Spotlight tool to highlight the trickier words associated with **feelings**.

Encourage each child to say one thing about Cian that is true. This may be a repeat of what has already been said or a new comment, e.g. *Cian has a schoolbag on his back; Cian is holding on to the lamp post; Cian is sad; Cian is unhappy; Cian does not want to let go.*

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 day is it?
Q2.	Who is starting school?
Q3.	What is Rocky the dog barking at?
Q4.	Which of the children are feeling nervous? How can you tell?
Q5.	Why do you think some of the children are feeling nervous?
Q6.	Why do you think Mum looks cross with Rocky the dog?
Q7.	How do you know Mark is excited to be starting school?
Q8.	What do you think Mum is saying to Rocky the dog?
Q9.	What do you think Jack is saying to Kate?
Q10.	Do you think this looks like a nice school? Why do you think that?

Pair talking task: Meet my friend!

Ask the children to **share information** with each other to build a **profile** of each other. Focus on as many or as few of these as appropriate.

My name is (*name*). I am a (*boy/girl*). I am (*four/five*) years old. I have (*red/brown/blonde/black*) hair and (*blue/green/brown*) eyes. I have two ears, hands, arms, feet, shoulders, elbows, wrists, knees, ankles, ten fingers, fingernails, etc … (*How many? What colour? Where on my body? What do I use them for?*)

I eat (*names of foods: mealtime foods, foods from different cultures*) My favourite food is (*pasta/cheese/yoghurt/chocolate, etc.*) because … I like (*names of toys/people/places/events/TV programmes*) because … I am special because …

Encourage children to **introduce** their friend to the whole class.

Poem: 'Who is it?'

Read the poem aloud for the whole class:

Who is it?

By Theresa Heine

Take…
A head, some shoulders, knees and toes,
A mouth and eyes that see,
A pair of legs, two feet, one nose,
And what you've got is
ME!

Read as far as the end of the second-last line then get the children to supply the last line. Chant a few times with the children using accompanying gestures to identify the various body parts mentioned in the rhyme.

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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): 'Toes'

Go to the Poem mode of the poster and play the poem 'Toes' by Judith Nicholls:

Toes
By Judith Nicholls

Toes,
handy to wiggle,
useful to kick;
fun to tickle,
hard to lick!
Good to count on,
walk on, run –
feet without toes
would be much less fun!
To me it's quite clear
there is nothing as neat
as a fine set of toes
on the end of your feet!

Instruct the children to think about toes. Where are they? What do they look like? How are they the same as/different from fingers? How do they move? There is one word the poet did not use about toes that every toe has – can you think what that word might be? (*nail*)

During the discussion, talk about **long** toes, **short** toes, **big** toe, **small** toe, toes are **soft**, nails are **hard**, nails grow **long**, etc.

Pair talking task: Design a sock

Organise the children into pairs and give each child a copy of the sock template (see Lesson Resource 1). Ask each child to design a brand-new type of sock, making it as stylish and colourful as possible. They should draw the design without showing it to their partner. Children should then describe their sock to their partner (using descriptive vocabulary such as *soft, fluffy, bright, colourful, long, short, frilly,* etc.) and see if they can draw the matching sock.

Children can then swap roles and repeat the exercise.

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Lesson Resource 1

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Class	Junior Infants	**Theme**	Myself
Unit	2	**Subtheme**	My family
Vocabulary	Tier 1 examples: mother, father, granny, grandad, sister, knives, spoons, brother, table Tier 2 examples: parents, adults, cutlery, saucepan, oven, delicious, piping, younger, older, cutlery, scrumptious, responsible, famished		
Lesson resources	Printable family pictures		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Pair talking task: Ask me a question!	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Mealtime manners Let's make a story: Rocky's bad manners
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Memory game: I went into the kitchen …	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'What is a Family?' Turn and tell, then stand and share: My family; Things I like to eat; Things I like to do with my family Pair talking task: Draw my kitchen

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 children to look at the poster carefully, then ask them the following questions:

- Can you see anyone you know/recognise? (*Kate*)
- Is Kate at school now? Where is she? (*At home*)

Family/family members

Explain to the children that Kate's family are the people Kate is **related** to. Ask the class what **family members** they can see in Kate's family (*Her mother, brother, grandmother, grandfather*)

Look at the **children** in the poster. One of the children is Kate. What do we call the other child? (*Kate's brother.*) He is Kate's **brother** because he is a **boy**. If there were another **girl** in the family, she would be Kate's **sister**. Do you have brothers/sisters? How many? What are their names? **Turn and Tell** your partner.

Sometimes we have a **baby** in our family. Is there a baby in Kate's family? How do you know? Do you have a baby in your family? **Turn and Tell** your partner.

We use lots of different words to name our grown-up/adult family members. Ask children what words they use at home. Explore words used to refer to:

- Mother – Mom, Mummy, Mam, Mum, Ma
- Father – Dad, Daddy, Da, Papa

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- Mother and father – **parents**
- Grandmother – Nana, Granny, Grandma
- Grandfather – Grandad, Grandpa, Gramps
- Grandfather and grandmother – **grandparents**
- Aunt/auntie and uncle

Compare and contrast names used in different cultures if appropriate, e.g. Irish – Mamo/Daideo; Dutch – Omah/Opah, etc.

What do you call the grown-up members of your family? **Turn and tell** your partner.

Pair talking task: Ask me a question!

Have the children practise asking *who* and *where* questions. Demonstrate by asking who and where questions first, then encourage the children to ask you and each other questions, such as: *Who is mashing potatoes? Who is patting the dog? Who is taking the chicken out of the oven? Who has two pigtails? Where is the dog's bowl? Where is the fridge? Where is the tea towel? Where is the clock?*

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 the family?
Q2.	Why are they in the kitchen?
Q3.	What is Jack putting into the jug?
Q4.	What is Kate doing? Why is she doing this?
Q5.	How do you know that Rocky the dog is hungry?
Q6.	How do you know that the chicken is very hot?
Q7.	Why do you think everybody is smiling?
Q8.	Do you think Kate and Jack are helpful children? Why?
Q9.	When your food is very hot, what can you do to cool it?
Q10.	What would you have if you were making a Sunday dinner?

Memory game: I went into the kitchen ...

Have the children take turns completing the sentence, 'I went into the kitchen and I ... *made a sandwich/ put on the kettle/turned on the light/opened the fridge', etc.*

Each child must repeat all of the previous tasks before adding their own task. When a child forgets or misses a task, the game starts again from the beginning.

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Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster again. Ask children to look at the poster carefully. Now ask children to name:

- All of the kitchen **utensils** they can see (*saucepan; pot; roasting tray; masher; jug; whisk; wooden spoon*)
- All **appliances** (*fridge; freezer; oven; hob; extractor fan*)
- All **furniture** (*table; chair; press/cupboard; drawer; shelf/shelves*)
- All **cutlery** (*knives; forks; spoons*)
- All **tableware/crockery** (*plates/dishes; glasses/cups/mugs; bowls*)
- All **food** (*vegetables, meat, potatoes: peas; carrots; chicken; butter; milk; mashed potatoes; chips*).

Finally, explore the extra vocabulary associated with the kitchen (*knobs; handles; taps, spout; tines of a fork*).

Ask the children for **adjectives** to describe food, e.g. *yummy; tasty; delicious; scrumptious*.

Now ask for **verbs** connected with food, e.g. *mash; pour; rub; eat; prepare; scoop; carve; serve; boil*.

To expand, encourage children to describe the look, taste and texture of the different items they see. e.g. I see *delicious* mashed potatoes in the saucepan; I see a *red* plant in the pot; I see a *hungry* dog; I see a *stripy* jug; I see *crunchy* carrots.

Mealtime manners

Ask the children the following questions focusing on mealtime manners.

- Is Kate showing good manners in the picture? (*Yes, because she is helping to set the table for dinner*)
- What does Grandma need to do after petting the dog, before she eats dinner? (*Wash her hands*)
- When Grandad and Mom serve dinner what should Kate and Jack say? (*Thank you*)
- If we would like more food what should we say? (*May I have more [potatoes, carrots, etc.] please*)
- When you would like more water in your glass, what should you say? (*Please pass the jug of water*)
- When you have finished eating dinner what should you say (*Thank you/May I be excused, please*)
- Do you think Rocky knows about good mealtime manners?
- What do you think Rocky will do when he gets his dinner?

Let's make a story: Rocky's bad manners

Ask the class to create a story about Rocky and his bad manners. Use prompts and who/what/when/where questions to help them identify the characters, locations and events in the story. Some examples are given below:

- Who is in the story?
- Where did it happen?
- What was for dinner? Where was Rocky? How was he feeling?
- What do you think happened? Why did it happen?
- What is the end of the story?

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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): 'What is a Family?'

Go to the Poem mode of the poster and play the poem 'What is a Family?' by Mary Ann Hoberman:

What is a Family?

By Mary Ann Hoberman

What is a family?
Who is a family?

One and another makes two is a family!
Baby and father and mother: a family!
Parents and sister and brother: a family!

All kinds of people can make up a family
All kinds of mixtures can make up a family
What is a family?
Who is a family?

The children that lived in a shoe is a family!
A pair like a kanga and roo is a family!
A calf and a cow that go moo is a family!

All kinds of creatures can make up a family
All kinds of numbers can make up a family
What is a family?
Who is a family?

Either a lot or a few is a family;
But whether there's ten or there's two in your family,
All of your family plus you is a family!

1. Speak the poem aloud to the class. Encourage children to join in on the refrain.
2. Draw children's attention to the words which have been the focus of the whole class discussion previously – *family; baby; father; mother; parents; sister; brother*. Distribute pictures of these family members among the children (see Lesson Resource 1). Encourage the children to raise their picture and join in speaking the poem when these words are used.
3. Encourage children to customise the poem to reflect their own families, for example:

What is a family?
Who is a family?
One and another makes two is a family!
Mary and Patrick and Daddy: a family!
David and Mum and our doggie: a family!
All kinds of people can make up a family
All kinds of mixtures can make up a family

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Turn and tell, then stand and share

Organise the children into pairs.

My family

Ask the children to ***turn*** to their partner and ***tell*** them something about someone in their family, e.g. *My mother has long hair; my father has a moustache; my brother is older than me; my sister is a baby*.

Now they can ***stand and share*** with the class something about their partner's family, e.g. *Danny's sister is a baby; Sarah's mother has brown hair; Patrick has a pet dog; Una is younger than her brother*.

Things I like to eat

Ask the children to ***tell*** their partner about the things they like to eat for dinner. Now they can ***stand and share*** with the class one thing their partner likes to eat for dinner.

Encourage the children to name, describe, and embed the vocabulary in a complex sentence, e.g. *John likes to eat delicious pasta with chicken for dinner; Rachel likes to eat tasty burgers and scrumptious chips that her Mum makes for dinner, etc*.

Things I like to do with my family

Ask the children to ***tell*** their partner things they like to do with their family. Now they can ***stand and share*** with the class one thing their partner likes to do with his/her family.

Encourage the children to name, describe, and embed the vocabulary in a complex sentence, e.g. *John likes to go to the park with his family; Mary likes to help her Mum cook dinner; Rachel likes to play football with her brother, etc*.

Pair talking task: Draw my kitchen

Organise the children into pairs, then get them to describe their kitchen at dinner or breakfast time to their partner. Their partner must attempt to draw the kitchen scene using the description that they are being given by their partner.

The children then swap over and the second partner describes the kitchen scene while his/her partner draws.

e.g. In my kitchen at breakfast, Dad sits at the end of the table. He has cornflakes. Molly sits in her high chair beside me and Mum sits at the kitchen island. Mum makes our lunches while Dad feeds Molly…

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Lesson Resource 1

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Class	Junior Infants	**Theme**	The world around us
Unit	3	**Subtheme**	Autumn
Vocabulary	Tier 1 examples: tree, leaf, colour, fruit, apple, farmers Tier 2 examples: blackberry, acorn, carve, conker, berries, seeds, squirrel, hedgehog, delicious, crunchy, sweet, juicy, nibble, pine cone, plough, harvest, hibernation		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Pair talking task: Can you remember?	**Lesson 3**	Digital poster (Activity mode): Multiple choice questions Digital poster (Explore mode): Talk and discussion Compound words Digital poster: Picture puzzlers Turn and tell, then stand and share: Would you rather?
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Finish the sentence Autumn finger play	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Noisy, Noisy' Storytime Paired poem construction

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 photographs as starting points for a whole class brainstorm on the topic of Autumn. Introduce the words **autumn** and **season**, e.g. Autumn is a season that comes after summer.
A season lasts for a long time, longer than a day or a week. Lots of things around us change in autumn. Let's look at the poster to see what changes show us that autumn is coming.

Use the spotlight tool to focus first on the largest picture – changes in the trees. Ask children the following questions:

- What can we see? (*Trees*)
- What do we call one of them? (*a tree*)
- What grows on a tree? (*Leaves*)
- What do we call one of them? (*A leaf*)
- Different kinds of trees have different kinds of leaves. Compare and contrast samples of leaves for size, shape, colour, etc. What colour are the leaves in summer? (*green*)
- What do you notice about the trees in our picture? (*Different colours*)
- What part of the tree is changing colour? (Parts of a tree – *leaves*)

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- What colours can you see? (*Red; yellow; orange; brown*)
- Can you name the parts of the tree that don't change colour? (Parts of a tree – *trunk; branches*)
- What happens in autumn that makes the leaves change colour? (*Leaves change colour because their food runs out in the autumn*)
- What happens to the leaves after they turn brown? (*They fall from the trees*)

Continue discussing the other signs of autumn seen on the poster.

Pair talking task: Can you remember?

Organise the children into pairs. Have one child in each pair turn their back to the board and try to remember all that they have seen on the board about autumn. They have 60 seconds to tell their partner everything they can recall about autumn. The partner can give hints if the child gets stuck by describing one of the pictures. When the 60 seconds are up, the partners swap places and begin again.

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. Ask children to listen to each question. Discuss the answers with the class briefly.

Q1.	What season is it?
Q2.	What colours are the leaves?
Q3.	What fruit and vegetables can you see?
Q4.	What does the farmer do on the land at this time of year?
Q5.	Why are pumpkins popular at Halloween?
Q6.	What do squirrels do during autumn? Why do they do this?
Q7.	Why do hedgehogs eat as much food as they can during autumn?
Q8.	Do you know what kind of tree an acorn comes from?
Q9.	Do you know another word for autumn?
Q10.	Do you think autumn is a nice time of year? Why do you think that?

Finish the sentence

Ask the children to look at the poster carefully. Then ask them to complete these sentences:

- The boy is happy because ...
- The squirrel is ...
- We make ... out of pumpkins.
- Three signs of autumn that I can see are ...
- The tractor is ...

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- My favourite picture is … because …
- I like … and … because …
- The little girl is … for …
- The red/brown/orange things I can see are …

Autumn finger play

Chant the finger play below, encouraging children to join in and perform the actions.

Autumn winds begin to blow (*blow*)

Coloured leaves fall fast and slow (*move hands to show leaves falling*)

Twirling, whirling all around (*turn around a few times*)

Until at last, they touch the ground (*fall to the ground*)

Follow this link for more suggestions of autumn activities:
http://www.preschool-plan-it.com/fall-preschool-activities.html

Lesson 3

Digital poster (Activity mode): Multiple choice questions

Go to the Activity mode of the poster and play the multiple choice questions. For each question, children must identify the picture which is associated with autumn. Briefly discuss the answers with the class.

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Focus this time on **plurals.**
List singular autumn nouns and ask the class to respond with the plural. e.g., *one leaf, many leaves*

- One tree, many … (*trees*)
- One branch, many … (*branches*)
- One tree trunk, many tree … (*tree trunks*)
- One apple, many …
- One pumpkin, many …
- One hedgehog, many …
- One squirrel, many …
- One pinecone, many …
- One blackberry, many …
- One conker, many …
- One potato, many …

Expand to focus on *lf/ves* plural sounds, *e.g. calf/calves; hoof/hooves; knife/knives; loaf/loaves; leaf/leaves*

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Compound words

Explain to children that sometimes, we can put two small words together to make one longer word (compound words), *e.g. scare + crow = scarecrow*

Ask children if they can think of any other compound words to do with autumn, *e.g. haystack; pinecone; blackberry; hedgehog; cornfield; farmyard, etc*. Alternatively, give children the first half of the compound word and ask them to complete it.

Digital poster: Picture puzzlers

Ask children to solve the following 'picture puzzles' using the clues below – the answers are all in the picture!

- I'm sometimes big and sometimes small. In the autumn, you see me fall (*leaf*)
- We're round and brown and in a crate (*potatoes*)
- We grow into oak trees (*acorns*)
- This word rhymes with teaching (*reaching*)
- The farmer drives this machine (*tractor; harvester*)
- This is great for playing a cracking game (*conker*)
- I'm a red and juicy fruit (*apple*)
- You can make a lantern out of my shell (*pumpkin*)
- I have spikes and a pointy snout (*hedgehog*)
- I hide nuts for winter (*squirrel*)
- This word starts with a 'p' sound (*pine cone; pumpkin*)

Turn and tell, then stand and share

Would you rather?

Organise children into pairs and have them ask each other autumn-themed 'Would you rather?' questions, then have them share their answers, and their partner's answers, with the class.

Would you rather:

- … go blackberry or apple picking?
- … hug a squirrel or a hedgehog?
- … have a pumpkin for a head or acorns for toes?
- … play with conkers or pinecones?
- … eat pumpkin pie or apple pie?

I would rather … because …

My partner would rather … because he/she …

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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): 'Noisy, Noisy'

Go to the Poem mode of the poster and play the poem 'Noisy, Noisy' by Jack Prelutsky:

Noisy, Noisy
By Jack Prelutsky

It's noisy, noisy overhead,
The birds are winging south,
And every bird is opening
A noisy, noisy mouth.

They fill the air with loud complaint,
They honk and quack and squawk-
They do not feel like flying,
But it's much too far to walk.

Storytime

Ask the children if they know what some birds do in autumn (*fly south to warmer countries*).

Watch this video of a young boy making up a story based on a wordless picture book called *South* by Patrick McDonnell, about a bird looking for his family to fly south for winter.

https://www.youtube.com/watch?v=nYpimy_VwU4

With the sound turned down, play the video again. Organise the children into pairs and ask them to tell each other the story in their own words. Pause the video at regular intervals and get the children to swap partners in order to continue the story.

Paired poem construction

Organise the children into pairs and have them create a poem about things we say goodbye to at the end of summer and say hello to at the start of autumn. One person has the 'goodbye' line and their partner has the 'hello' line, e.g.:

Goodbye Summer,
Hello autumn!
Goodbye holidays,
Hello school!
Goodbye ice-cream sundaes,
Hello hot chocolate!

Ask the pairs to share their poem with the rest of the class.

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Class	Junior Infants	**Theme**	The world around us
Unit	4	**Subtheme**	Halloween
Vocabulary	Tier 1 examples: Halloween, festival, spooky, costume, pumpkin, devil, witch Tier 2 examples: barmbrack, zombie, vampire, decorations, skeleton, fireworks, ceiling, overflowing, attempting, gobbling, munching, brim, dangling, whizzing, exploding		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Explore mode): Talk and discussion Digital poster (Story mode) Pair talking task: Dressing up	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Spot the difference Halloween rhymes and finger play
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Storytime and discussion Pair drawing task	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Two Witches' Pair talking task: Who's who?

Lesson 1

Digital poster (Explore mode): Talk and discussion

Before you display the poster for the class, use the conceal tool to block it out completely. Tell the children that the theme of the poster is Halloween. Ask them the following questions:

- Who do you think we will see in the poster? (*family members*)
- What do you think they will be doing? (*having a party, trick or treating*)
- What colours will we see? (*black, orange*)
- What food will we see? (*sweets; nuts; barmbrack; apples, etc.*)
- What costumes will we see? (*witch; princess; vampire; ghost, etc.*)
- What else might we see? (*ghosts; skeletons; spiders; fireworks, etc.*)

Slowly reveal the poster from the top down, encouraging the children to guess what they are looking at and how it fits into the overall theme of Halloween. Show the top of the skeleton's head (What/who do you think this is?), the point of the witch's hat, the top of a pumpkin, etc. Then reveal the bottom of the poster so we can see the lower half of Kate, Mark and Mum's costumes (Who is this? What could they be dressed as?)

Next reveal the right-hand side of the poster so we can see the fireworks outside the window (What are these? Describe them. When do we have fireworks? When we are **celebrating**.)

Next, reveal the entire poster. Ask the children the following questions:

- What were we right about? What's different?
- Who is dressed up? What are they dressed up as?
- What does the witch in the picture not have that another witch might have? (*A broom*)

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- Do you think the children have been trick-or-treating? How do we know? (*They are dressed up, they have buckets of sweets*)
- In the poster, can you find… (*a spider; an apple; a ghost; a vampire, etc.*)

Digital poster (Story mode)

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

Pair talking task: Dressing up

Organise the children into pairs. Ask them to discuss what they would like to dress up as for Halloween and what they would use for their costumes. This could include a discussion about past costumes and the costumes of their family members.

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 the family?
Q2.	Why is everyone wearing costumes?
Q3.	What is Mum dressed up as?
Q4.	How do you know that Kate and Mark have been out trick or treating?
Q5.	Why does Kate have her hands behind her back?
Q6.	What kind of movie is Jack watching? How do you know?
Q7.	Does Rocky like the fireworks? How do you know?
Q8.	What would you like to dress up as for Halloween?
Q9.	What games do you like to play at Halloween?
Q10.	Which of the decorations in Kate's living room is the spookiest? Why?

Next, go to the Explore mode of the poster and spotlight Kate's mum. Model questioning interaction with one child at the top of the room, e.g. 'What colour is Mum's hat?' Next, encourage the child to ask you a question, e.g. 'What is Mum holding?' Encourage all the children to work in pairs asking and answering questions, e.g. 'How would you describe Mum's costume? What colours are her dress? Have you ever dressed up as a witch?' etc.

Storytime and discussion

Play the video of the picture book *Room on the Broom* by Julia Donaldson and Axel Scheffler. Emphasise the friendly nature of this witch. Predict what the story might be about before you begin.

Video: https://www.youtube.com/watch?v=l3SlfLha1fw

Focus on the following language during and after the story reading:

- Broom; broomstick; shriek; wand; scary
- The past tense of regular and irregular verbs

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- Onomatopoeia (whoosh, thud)
- Rhyming words, sensory words
- Plurals – brooms, frogs, dogs (all with a 'z' sound)

Discussion

How do we know she is a witch? How is the new broom different from the old one? What foods do you think witches eat? Encourage the children to join in when lines are repeated in the story, e.g. *Is there room on the broom for a _____ like me?*

Pair drawing task

Organise the children into pairs. Get one to draw a picture of the monster from the story. Ask them to describe to their partner what they have drawn, then show it to him or her. Get them to ask their partner if the monster looks how they imagined it would look. Get each pair to switch roles and repeat, then to name their monsters.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Use the spotlight function to categorise the various items in the poster – e.g. spotlight all the items on the poster which are clothes, food, decorations, creatures, containers, games, scary things, etc.

Describe the various items using increasingly complex syntax, e.g.

Adjectives: *black; orange; sharp; pointy; scary; spooky*

Verbs – *rattles; shrieks; flies, plays; eats; screams; frightens*

Adverbs – *loudly, noisily, etc.*

Focus particularly on:

- **Plurals** – witch/witches; vampire/vampires; broom/brooms; pumpkin/pumpkins; costume/costumes (all plurals which make a 'z' sound); cats; bats; sweets; nuts (all plurals which make a 's' sound)
- **Suffixes** – based on the root verb 'to celebrate': celebrate(v), celebrating(v), celebrated(v), celebration (n)
- **Rhyming words** – short 'a' sound – cat; hat; bat
- **Multiple meaning words** – bat
- **Prepositions** – hanging *from* the ceiling, *on* the TV, *between* the cat and the witch
- **Opposites** – e.g. black/white
- **Synonyms** – e.g. scary/spooky
- **Compound words** – spiderweb; fireplace; broomstick
- **Alliteration** – e.g. Happy Halloween!

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. 'Kate has a tail in one picture and no tail in the other,' OR 'In the picture on the left/the picture on the right.'

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Halloween rhymes and finger play

There are many examples of Halloween rhymes, songs and finger play online. Below you will find a series of links that can be used to find a rhyme to use with your class.

https://www.nanascorner.com/7-halloween-poems-for-preschoolers/

http://www.dltk-holidays.com/halloween/halloween_songs.htm

http://www.kidnkaboodle.net/fingerplay.html

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): 'Two Witches'

Go to the Poem mode of the poster and play the poem 'Two Witches' by Alexander Resnikoff:

Two Witches

By Alexander Resnikoff

There was a witch
The witch had an itch
The itch was so itchy it
Gave her a twitch.

Another witch
Admired the twitch
So she started twitching
Though she had no itch.

Now both of them twitch
So it's hard to tell which
Witch has the itch and
Which witch has the twitch.

Recite the poem as a whole class with accompanying actions. The children then recite the poem together in pairs.

Pair talking task: Who's who?

Arrange the children into pairs. Each child chooses a character in the poster to identify with and gives their partner clues. Their partner then guesses which character they are, e.g.:

Child 1: I'm standing between Kate and Mum. I'm dressed all in red.

Child 2: I think you are Mark. I'm holding a tray of barmbrack. I'm dressed as a witch.

Child 1: I think you are Mum.

(*I'm dressed as a cat, I'm sitting on the couch, I'm a spooky monster, I'm hanging from the ceiling, I'm flying over your head, I'm barking at the fireworks … etc.*)

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Class	Junior Infants	**Theme**	Work
Unit	5	**Subtheme**	At the doctor
Vocabulary	Tier 1 examples: doctor, sick, weight, height, diseases, cough Tier 2 examples: medicine, breathing, injection, asthma, inhaler, crutches, stethoscope, thermometer, properly, temperature		
Lesson resources	Multimedia links, Doctor Dolly and patient printables		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Think and talk: Complete the sentence Role play: May I introduce …	**Lesson 3**	Digital poster (Story mode): Recap Digital poster (Question mode) Pair talking task: Role play
Lesson 2	Digital poster (Story mode): Recap Digital poster (Explore mode): Talk and discussion Watch and discuss Pair drawing task	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): '*Hickory, Dockery, Hic*' Pair talking task: *Miss Molly* Role play: A visit to the doctor's surgery

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

Using the poster as a guide, have a whole class brainstorm on the topic of going to the doctor.

- When do we go to the doctor? (*when we feel sick/unwell/ill; have a fever, pain, sore, sore throat, broken arm, leg, cough, etc.*) *When we have* ***symptoms***.
- How do we feel when we go to the doctor? (*sad; scared; frightened; nervous; afraid; anxious*)
- Different areas in the doctor's surgery (*reception; waiting room; doctor's surgery*)
- People who work in the doctor's surgery (*receptionist; nurse; doctor*)
- Doctor's instruments (*stethoscope; needle; thermometer; torch; bandages; plaster; spatula; rubber gloves*)
- Action words for a doctor (*stitched; bandaged; soothed; cured; poked, tested; examined*)
- Things that make us better/cure us (*medicine, tablets, pills, injection, inhaler, drops, plaster, sling, crutch, splint, medicine, cough bottle, antibiotics, pharmacy/chemist*)

Think and talk: Complete the sentence

Model completing sentences with a child up at the top of the class. Begin a sentence and ask the child to finish it. Organise the children into pairs and get them to perform the same task and then swap roles. Encourage detailed reasons, using more complex explanations and syntax.

- I like going to the doctor because …
- I dislike going to the doctor because …
- I like going to the doctor because … but I don't like when the doctor …

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Role play: May I introduce ...

Continue the theme by introducing characters to 'Doctor Dolly'. Use a doll or puppet dressed in a white coat with a stethoscope, and another doll or puppet wearing normal clothing. Alternatively, use the images of Doctor Dolly and her patient included in Lesson Resource 1.

Teacher: *May I introduce Doctor Dolly?*

Model a conversation between the two characters, e.g.

Doctor: *Good morning* (greeting). *My name is Doctor Dolly* (introduction). *I work in a doctor's surgery* (information about the character). *How may I help you today?* (Start a conversation)

Patient: *Good morning Doctor Dolly. I am feeling sick. Can you help to make me better?*

Repeat, giving the soft toy/puppet/picture to one child while you continue to play the part of the doctor. Repeat with two children playing both character roles.

Arrange the whole class in pairs, playing the **roles** of doctor and patient (signifiers to identify each role can be used if preferred). Repeat this a number of times, switching roles. Encourage some pairs to present their role-play introduction to the class. Start the presentation each time with one child introducing the doctor to the class – *May I introduce/I would like you to meet Doctor Dolly.*

When teaching the children about introductions, encourage them to look at the person they are speaking to, speak slowly and clearly, begin with a greeting, use formal language and the appropriate title – *Doctor, Miss, Mr*, etc.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Revise the vocabulary.

Digital poster (Explore mode): Talk and discussion

Look, who's talking?

Say a variety of phrases/sentences to the children (examples below). For each sentence, children must guess who is talking and locate the correct image on the poster. Encourage the children to use clear, unambiguous language. Discourage the use of vague pronoun references.

- Open wide please! (*I think the person who is talking is the doctor looking into the girl's mouth*)
- Oh, I can hear your heart beating loud and clear. (*I think the person who is talking is the doctor in the big picture listening to the girl's heart with a stethoscope*)
- You will feel a tiny prick, but it will only hurt for a second. (*I think the person who is talking is the doctor at the top of the poster who is giving the boy an injection with a needle*)
- Just one spoonful and you will feel much better. (*I think the person who is talking is the grown-up who is giving the boy some cough medicine*)
- There, there, this plaster will help your knee to heal. (*I think the person who is talking is the nurse who is putting a plaster on the little boy's knee*)
- What a tall girl you are! (*I think the person who is talking is the doctor measuring the height of the girl in the picture on the top of the poster*)
- Take one, deep puff and then hold your breath.

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- Walking like this is so much fun!
- Let me check your temperature.
- Now I know how much I weigh!

Digital poster (Explore mode): Talk and discussion

Use the spotlight function to categorise the various items after they have been named, e.g. spotlight all the items on the poster which are: medical conditions; feelings; areas in the surgery; instruments; people; medicine; action words, etc.

Describe the various items using increasingly complex syntax including:

Adjectives, e.g. *painful; breathless; stiff*

Verbs, e.g. *check; tests; asks; weighs; examines*

Adverbs, e.g. *carefully; kindly,* etc.

Focus particularly on:

- Plurals – child/children; instrument/instruments; doctor/doctors; nurse/nurses
- Suffixes – based on the root verb 'to examine': examined(v); examination(n), and the noun 'reception': reception(n); receptionist(n)
- Compound words – earache; eardrop; eardrum; eyebrow; eyelash,;eyelid; eyesight
- Prepositions – going **to** the doctor; **at** the doctor's surgery; i**n** the waiting room; **in** pain; examined **by** the doctor
- Phrases – make an appointment; take your temperature; check your heartbeat/pulse; examine your eyes/ears, etc.
- Opposites – e.g. sick/well; frightened/relieved
- Synonyms – e.g. scared/frightened; nervous/anxious

Watch and discuss

Play this episode of Charlie and Lola, *I Really Absolutely Must Have Glasses*, for the class: https://www.youtube.com/watch?v=w8Z6B9Redlc&t=174s

Discuss the episode with the class. Encourage children to recount their own experiences of wearing glasses or visiting the eye doctor. Focus on terminology: optician; eye test; long-sighted; short-sighted; eye chart; appointment; prescription, etc.

Pair drawing task

Organise children into pairs and have them design a new, stylish pair of glasses. Ask them to describe what they have drawn, first to their partners and then to the class, before showing everyone their picture.

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Lesson 3

Digital poster (Story mode): Recap

Play the story for the children again. Make sure that they understand all of the vocabulary.

Digital poster (Question mode)

Listen to each question and discuss the answers with the children briefly.

Q1.	Why do people go to the doctor?
Q2.	In the picture on the top left, what is the doctor doing?
Q3.	In the picture on the top right, what is the doctor doing?
Q4.	What do we put on a cut?
Q5.	What is a thermometer used for?
Q6.	What is a stethoscope used for?
Q7.	Why does a doctor give us medicine?
Q8.	Why does the doctor check your height and weight?
Q9.	Why does a doctor put a cast on a broken arm?
Q10.	Would you rather be a nurse or a doctor? Why?

Pair talking task: Role play

Returning to the previous lesson's **watch and discuss** activity, ask the children, in pairs, to act out a role play based on a trip to the optician.

This time, one person is the patient and the other is the optician, e.g.

Child 1: *Good morning. My name is Dr. (child's name). I am the optician. How may I help you today?*

Child 2: *Good morning Doctor. My name is (child's name). I am having trouble seeing. Can you help make me better?*

Child 1: *You can have an eye test. Then we will know if you need glasses.*

Child 2: *Thank you very much!*

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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): 'Hickory, Dockery, Hic'

Go to the Poem mode of the poster and play the poem 'Hickory, Dockery, Hic' by Bob Zanger:

Hickory, Dockery, Hic

By Bob Zanger

Hickory, dockery, hic,
The day your clock gets sick,
And says, 'Tock, tick',
But not, 'Tick, tock',
Call the Hickory Dickory Doc

Discuss with the children the playful aspects of language used in this rhyme. Recite the poem in pairs, in groups and as individuals.

Pair talking task: *Miss Molly*

Listen to this version of Miss Molly by The Speks.

https://www.youtube.com/watch?v=6bnPa1ii7SI

Ask the children to tell the story of Miss Molly to their partners in their own words. Pairs should work together to come up with a set of actions to accompany the song, then show their actions to the rest of the class. Teach the class the actions so that they can accompany the song with you.

Role play: A visit to the doctor's surgery

Set up a doctor's surgery or a clinic in the classroom. Divide it into three distinct areas – the reception area, the waiting room and the surgery. Label each area with large signs. Talk to the children about what you would find in each area. Set up each area with a range of appropriate props and dress-up clothes to facilitate role play. Reception Area – desk, telephone, appointment cards, writing materials; Waiting room – chairs, radio, TV, magazines, box of toys; Surgery – desk, chairs, toy patients, prescription pad, doctor's bag with equipment (stethoscope, thermometer, spatula, small torch, bandages, plasters, cotton wool, disinfectant)

Facilitate free play in the doctor's surgery. Include **making an appointment**, **greeting** the receptionist on arrival, **waiting** in the waiting room, **introducing** the patient to the doctor, **questioning** by the doctor to discover the symptoms, **describing** the problem, **examining** the patient, **informing** the patient of how to get better.

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Lesson Resource 1

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Class	Junior Infants	**Theme**	Work
Unit	6	**Subtheme**	Being sick
Vocabulary	Tier 1 examples: doctor, nurse, hospital, plaster, broken, bleeding Tier 2 examples: accident, stitches, X-ray, injection, painful, forehead, stethoscope, examining, relieved, needle, prevent, fracture		
Lesson resources	Doctor and nurse template, Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Digging deeper Oral recount Sing along!	**Lesson 3**	Digital poster (Story mode): Recap Digital poster (Question mode) Pair talking task: Odd-one-out game
Lesson 2	Digital poster (Story mode): Recap Digital poster (Explore mode): Talk and discussion Role play	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Must I go to Hospital?' Pair drawing task Sing along!

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

Use the spotlight tool to highlight Kate. Ask the class the following questions:

- What is wrong with Kate?
- What do you think happened to her? Scaffold the children to make a range of guesses about what happened before the events shown in the picture. Encourage the children to justify their suggestions using any evidence they can.
- How do you think she is feeling? How do you know?
- Do you know where Kate is? How do you know?
- Kate is in the hospital. What do we call a sick person in a hospital? (*A patient*)
- What do we call the room the patient is in? (*A ward*)
- Were you ever a patient in a hospital ward? Tell us what happened. (Recount).

Possible vocabulary: surgery; anaesthetic; emergency room; ambulance; A & E; waiting room; diagnosis; operation; X-ray; nurses' station; clinic; appendix; tonsils

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Digging deeper

Ask the children: What clues are in the picture that tell us this is a hospital?

People: *Doctor/nurse* – how do we know who is the doctor/who is the nurse?

Uniform: *Coat; stethoscope; scrubs; name badge*

Equipment: *X-ray image; wheelchair; crutches; hospital bed; bedside locker; sink; paper towel dispenser; bandages; syringe*

Revision: *medicine; thermometer; injection; syrup, etc.*

Use the spotlight to highlight the doctor and the X-ray. Ask the children the following questions:

- Which leg is hurt? How do you know?
- What do you think is wrong with Kate's leg?
- How do you think the doctor will fix it?
- Why do you think there is a wheelchair and crutches in the room?

Oral recount

Organise the children into pairs. Ask them to talk about a time when they fell, using the following prompts:

When did it happen? Where did it happen? How did it happen? Who was there? How were you hurt? How did it feel? How did it look? What did you do?

Ask the children to recount the experience to one another, e.g. *One day I was running in the yard/garden/house/street … I tripped over a … and I fell. My arm/leg/knee/elbow hit/banged/scraped the ground. It started to bleed. I was scared/frightened/upset. I began to cry/shout/scream. My mum/dad/granny/grandad/teacher/friend came running out and helped me up …*

Encourage each child to use the most complex sentence structure and vocabulary possible according to his/her language ability. Scaffold children with prompts and challenge them with probing questions. Repeat a few times to allow children to augment their recounts.

Sing along!

Listen to the song in the video and try to sing along. Pay particular attention to the medical vocabulary, e.g. *thumping, chest, heart, stethoscope, throat, tongue*, etc. Sing along with Doctor Kiki and Doctor Miumiu:

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

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Revise the vocabulary.

Digital poster (Explore mode): Talk and discussion

Ask the children to **compare and contrast** the hospital room and their own houses, e.g. a hospital bed/my bed at home; a wheelchair/a kitchen chair. How are they the same? How are they different?

- A hospital bed (*has wheels, sides, is high, can be raised and lowered, has notes/a clipboard about what is wrong with me, is bigger/higher*)
- My bed at home (*is bright and colourful, is low, has a fun duvet cover, has my teddies on it, is smaller/bigger*)

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- A wheelchair (*is a chair with big wheels, can move, has handles for the person pushing it to hold, has arms, has foot rests, is wider*)
- A kitchen chair (*has no wheels, does not usually move, may have arms, has no foot rests, can be hard or soft, is narrower*), *etc.*

During the whole-class brainstorming talk, the aim is to **name** as many items (nouns) associated with the hospital as possible. Use the highlight function on each item as it is named.

Use the drawing function to categorise the various items after they have been named – e.g. spotlight all the items on the poster which are people, equipment, medicine, etc.

Describe the various items using increasingly complex syntax, including:

Adjectives – e.g. sore; scared; noisy

Verbs – e.g. explains; helps; mends; heals

Adverbs – e.g. slowly; nervously; carefully

Pay particular attention to:

Comparative – bigger; smaller; higher; lower; wider; narrower

Tense – past/present/future

Prepositions – **on** the trolley; **on** medication; **on** the waiting list; **under** anaesthetic

Role play

The doctor **explains** to Kate what is wrong with her leg.

Spotlight the doctor. Encourage individual children to take on the role of the doctor and explain the problem (monologue). Aim for two to four sentences from each child, e.g.

Doctor: *Good morning Kate. My name is Dr … As you can see from the X-ray, one of the bones in your leg is broken (fractured). We will put a plaster on your leg so that the bone can heal. You will have to use crutches/a wheelchair until the bone is mended. Come back in two weeks and we will check how your broken bone is healing.*

Discuss what questions Kate might need to ask the doctor, e.g. *Will it hurt? Will my leg be sore for a long time? Will I be able to walk? Will I be able to go to school? Will I be able to play games?* (**future** tense).

Have the children swap roles and repeat the exercise.

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Lesson 3

Digital poster (Story mode): Recap

Play the story for the children again. Make sure that they understand all of the vocabulary.

Digital Poster (Question mode)

Listen to each question and discuss the answers with the children briefly.

Q1.	Where are Kate and Mum?
Q2.	Who is the person wearing the white coat?
Q3.	Who is the person holding the tray?
Q4.	How do you know that Kate cut her forehead?
Q5.	Why did the doctor take an X-ray of Kate's leg?
Q6.	Why does the nurse have a lollipop for Kate?
Q7.	How do you think Kate is feeling?
Q8.	What do you think the doctor will say about Kate's X-ray?
Q9.	Do you think Kate will need to use the wheelchair or crutches?
Q10.	Have you ever had to get an injection? Why?

Pair talking task: Odd-one-out game

In pairs, the children must discuss and decide which of the words below does not belong with the others and why it does not belong.

- Fire engine, ambulance, tractor, race-car (*speed*)
- Nurse, doctor, actor, surgeon (*people who work in a hospital*)
- Bed, trolley, sofa, locker, wheel-chair, stretcher (*furniture found in a hospital*)
- X-ray machine, microphone, stethoscope, thermometer, clipboard, timepiece (*equipment used by people who work in a hospital*)
- Reception, operating theatre, ward, playroom, shopping centre, nurses' station, waiting room, emergency room (*areas in a hospital*)
- Tablets, sweets, cough bottle, antibiotics, vitamins (*things we take to make us feel better*)
- Bandage, plaster, sling, crutch, tennis racquet (*equipment to help us heal our wounds*)
- Appointment, ambulance, accident, triage, appendix, anaesthetic (*words beginning with 'a'*)
- Fire engine, bus, ambulance, squad car (*vehicles with a siren*)
- Pyjamas, slippers, football boots, dressing gown (*clothes we wear in bed when we are sick*)

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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): 'Must I go to Hospital?'

Go to the Poem mode of the poster and play the poem 'Must I go to Hospital?':

Must I go to Hospital?

Must I go to hospital?
Can't I just say no?
Can I take my teddy?
I don't want to go!
Must I stay overnight?
Can't I just say no?
Can I take my new cars?
I don't want to go!
Are the doctors friendly?
Are the nurses pleasant?
Ok, Dad, just this once then
But you must bring me a present!

Recite the poem as a whole class, then ask children to recite it in groups, in pairs and individually.

Discuss the feelings that the child in the poem has about the hospital – e.g. do you think he/she wants to go to the hospital? Why do you think that? Does he/she change his/her mind? What would you take with you if you had to go to the hospital overnight?

Pair drawing task

Organise the children into pairs. Ask each child to use the template to draw what they think a doctor and a nurse in a hospital look like. Get them to compare their drawing with their partner's. What is different? What is the same? Ask them to describe their drawing to the rest of the class.

Sing along!

Revisit the song in the video and try to sing along with Doctor Kiki and Doctor Miumiu.

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

This time try to create new verses of your own based on what the children have learned throughout the unit. Focus on the vocabulary that you have touched on in the lessons and try to incorporate this vocabulary into your new verses.

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Lesson Resource 1

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Class	Junior Infants	**Theme**	Shopping
Unit	7	**Subtheme**	Christmas presents
Vocabulary	Tier 1 examples: markers, jumper, helmet, telescope, present, fireplace, bow, rug, Christmas tree, fire, bicycle, stocking Tier 2 examples: unwrapping, generous, grateful, bauble; exchange		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Pair talking task: Rhyme and mime	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Spot the difference Role play: Christmas shopping
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) *Wrap it Up!, Guess the Gift*	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Christmas Presents' Santa's list: Naughty or Nice?

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 children the following questions:

- What presents can you see in the picture that are still **wrapped**? (*ball, mug*). How do you know they are presents? (***wrapping paper***). What do you think they are? How do you know? Who are they for? How do you know? (*label*). Can you see presents that are **unwrapped?** (*markers, bike, football boots*). Who do **you think** they belong to? (e.g. *I think the bike is a present for Kate because it has a bow and it is purple; I think the markers belong to Kate because she is **unwrapping** the present; I think the football boots belong to Jack because ... etc.*)
- What other presents might be in Mum's/Jack's stocking? (*there might be* ...)
- Do you think there are presents for Rocky/Grandad/Granny? We can't see them. Where might they be? (***in** the stockings; **on** the floor; **under** the Christmas tree; **behind** the sofa*). What presents do you think Rocky/Granny/Grandad are getting? (*I think ... because* ...)
- What else can you see in the picture that is in/on/under/behind something? (e.g. the carrot is *on* the plate; the rug is *under* Rocky; the cushion is *behind* Grandad ...)
- ***I spy*** (model the game first, then invite individual children to take part) a present in the poster which is *round/big/black/has wheels/is standing on three legs/has studs etc.*
- Which is your favourite present? (*My favourite present is ... because* ...)

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Pair talking task: Rhyme and mime

(The children sit knee to knee and eye to eye.)

Read the rhyme below for the class. The children should then chant the rhyme while miming the actions.

Next, they should share with their partner details of their present and describe why they like it.

Lift the present
Drop the present
Let's untie the bow

Tear the paper
Scrunch the paper
Toss it high and low

What's in the present?
What's in the present?
My goodness! I don't know!

Let's look inside ...
Eyes open wide!
What a great surprise!

I like the present
I LOVE the present
Thank you, thank you so!

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 day is it?
Q2.	Who is in the living room?
Q3.	What is Kate doing?
Q4.	What other presents can you see around the room?
Q5.	What is a telescope used for?
Q6.	How do you know that Kate likes her present?
Q7.	Does Grandad like Christmas? How do you know?
Q8.	Who do you think may have eaten the carrot and the mince pie on the table?
Q9.	What do you think Mum will say to Jack when she opens her gift?
Q10.	How does your family spend Christmas Day?

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Wrap it Up!

Talk to the children about wrapping a present.

Materials – wrapping paper, scissors, Sellotape, ribbon, bows, glitter, label

Sequence – *first*, cut the paper, *next* seal the package with Sellotape, *then* tie the ribbon and decorate with glitter, *finally* write the label (from ... for/to ...). Mime the actions.

Guess the Gift

Model the game first. Give the children clues and have them guess what gift is being described.

For Christmas, I would like a gift that *can bounce/roll/has wheels/is soft and cuddly/you can use to draw* ...

This game can then be played in pairs, each child taking a turn to describe or guess the gift. If the children need extra support, put up a PowerPoint slide of some possible gift ideas, e.g. Lego – *you can use it to build*; Play-Doh – *is soft and stretchy*; chocolate – *tastes very sweet*, etc.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Use the spotlight tool to focus on the different signs of Christmas we can see in the poster.

Nouns – Use the pen tool to categorise the various nouns after they have been named, e.g. **decorations** – baubles, star, garland, cards, candles; **confectionery** – sweets, chocolates, biscuits; **containers** – a tin of, box of, jug of, bowl of, pot of, cup of, tray of; **colours** – red, green, white; **nature** – tree, holly; **clothes** – reindeer jumper, dress, shirt, Santa hat

Adjectives – brightly coloured, shining, glittering, tasty, delicious, scrumptious

Verbs – give/get, receive, exchange, decorate, enjoy

Prepositions – in, on, under, behind, over, on top of

Prefix – **un:** unwrap, untie, undo

Synonyms – present/gift, get/receive

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. 'Rocky is wearing a Santa hat in one picture and not wearing a Santa hat in the other picture OR in the picture on the left/the picture on the right.'

Role play: Christmas shopping

Set up a Christmas shop (using real toys, or pictures of toys and Christmas goods).

The children should visit the shop one by one, with one child playing the role of the shopkeeper.

Shopkeeper – *Welcome to our Christmas Shop. How may I help you?*

Customer – *I would like a* ... (e.g. *bouncy ball, cuddly teddy, pretty mug*, etc.) *please as a present for* ... (*my dog, baby brother/baby sister, mum, dad, granny, friend, neighbour*, etc.)

Shopkeeper – *Of course. Here you are.*

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Alternative dialogue

Customer – I would like a present for my ... (*friend, auntie, dad*, etc.), but I don't know what to buy!

Shopkeeper – I think they might like a ... (*shiny necklace, cosy jumper, funny book*, etc.)

Customer – *Thank you. Merry Christmas.*

Shopkeeper – *Merry Christmas!*

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): 'Christmas Presents'

Go to the Poem mode of the poster and play the poem, 'Christmas Presents':

Christmas Presents

See all the presents by the Christmas tree.
Some for you
And some for me.
Long ones,
Tall ones,
Short ones, too.
And here is a round one
Wrapped in blue.
Isn't it fun to look and see
All the presents by the Christmas tree?

The children speak the poem with actions to show how each present is different.

Santa's List: Naughty or nice?

Who should get presents from Santa this year? Can you help Santa to decide who is on the Naughty list and who is on the Nice list?

Read out a list of fictional children and some good or bad things they have done, and ask the children to decide who is Naughty and who is Nice (*I think ... is naughty/nice because* ...) e.g. *John tidied his room; Niamh ate all her vegetables; Liam pushed his little brother; Angela helped her mum to look after her baby brother; Martin visited his granny and gave her a hug; Sarah wouldn't share her toys; Peter wouldn't brush his teeth, etc.*

Extension: ask the class what they think the children who are on the Naughty list could do to get themselves onto the Nice list in time for Christmas, e.g. *Liam could apologise to his brother, Sarah could be more generous with her toys, etc.*

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Class	Junior Infants	**Theme**	Shopping
Unit	8	**Subtheme**	The toyshop
Vocabulary	Tier 1 examples: doll, teddy bear, cars, plane, bicycle, paint, till, toyshop, Lego Tier 2 examples: whizzing, imagination, trampoline, rollerblades, shop assistant, smoothly, forwards, backwards		
Lesson resources	Multimedia links, toy picture cards printable, shelf printable		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Pair talking task: Pick and place barrier game	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Multiple choice questions
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Solve the dilemma: It's mine!	**Lesson 4**	Digital poster (Poem mode): 'Patchy Bear' My special toy

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.

- Look at the picture of the toyshop on the poster. Ask the class to name and categorise as many different types of toy as possible – e.g. dolls; teddies; moving toys (cars, trucks, fire engines, aeroplanes); action figures; sports equipment (trampoline, balls, bicycle, roller skates, tennis racquet); arts and crafts toys (jewellery-making kit, Lego, painting materials); stuffed animals, etc.

The aim in this discussion is to **label** a range of toys, **describe** the toys, talk about the **function** of the toys and **classify** the toys, e.g.:

I see a toy car. It is on the top shelf. It is an orange sports car. The driver of the car is wearing a helmet. You can play racing with this toy.

I see a beautiful doll. She has long, brown, curly hair and bright, sparkling, green eyes. She is wearing stripy tights which match her jumper. I think her name is …

I see an action figure. He is big and strong, with lots of muscles. He is wearing (A cape, mask, gloves, strong boots, etc.) You can play 'superheroes' with him. I think his name is …

- Who is the only person you can see in the shop? (*Shop assistant*)
- How is the toyshop the same as/different from other shops? (*The toyshop has a till where you pay for toys; there is a shop assistant working in the toyshop; this shop sells toys, not food or clothes or furniture; the seats in the toyshop are giant Lego bricks; the floor of the toyshop is decorated with stars; the shop is very colourful*)
- How are the toys in the shop displayed? (*Most of the toys are **displayed** on **shelves**; some toys are mounted on the wall/hanging from the ceiling/on the floor/kept in a bin/on a stand*)

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- Where do you think the lion was displayed in the shop? (*On the stand **beside** the rabbit/**between** the rabbit and the teddy*)
- Why do you think the shop assistant is holding the lion? (***I think that** someone is buying the soft, cuddly lion as a birthday present; Maybe/perhaps/possibly …*)
- Look at the sheep and the giraffe. Where might they be looking? What could they be thinking?
- Do you think that any of the toys in the toyshop are suitable for babies? Why?
- If you had a toyshop, what would you name it? (*Tons of Toys; Fun and Games; Toys, Toys, Toys!; **Fun**town; **Fun**tastic Toys; Tiddlywink Toys, etc.*)

Pair talking task: Pick and place barrier game

Organise the children into pairs and arrange a barrier between each pair. Give each child a picture of some shelves and a set of cards featuring pictures of toys (see Lesson Resource 1). Ask them to place the cards face up before them. One child picks a card and places it on one of the shelves, instructing the other child to do the same, e.g. *Pick the teddy bear and place it on the top shelf; Pick the rocking horse and place it on the bottom shelf, etc.* Get the children to take turns doing this until all of the cards have been placed. Then ask them to compare their shelves, to see if they have placed all the cards in the same way.

You can make this game simpler/more difficult by having more/fewer shelves, colour-coding the shelves and increasing/reducing the number of cards each child has. As children become more familiar with the routine, encourage the use of more complex language including positional terms, e.g. *Pick the cuddly, brown teddy and place it on the right side of the bottom shelf, beside the green car.* You can label the left/right side of the shelves 'L' and 'R' to support the children.

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 shop is this?
Q2.	What colour is the bicycle?
Q3.	What does the white teddy bear have around its neck?
Q4.	How do you know that Tom is the shopkeeper?
Q5.	How do you know which truck is the fire engine?
Q6.	Which toys would be good for somebody who likes playing outdoors?
Q7.	Why do you think that the paint and play dough and Lego are kept in the same section of the toyshop?
Q8.	Which section of this toyshop is the best? Why do you think that?
Q9.	What other toys would you find in a toyshop?
Q10.	Would you like to be a shopkeeper in a toyshop? Why?

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Solve the dilemma: It's mine!

Play the opening of the story *Mine* by Rachel Bright (http://www.youtube.com/watch?v=WxYjvrxfyHo, as far as about 1:38). Ask the children to think about how Frankie and Fifi are the same/different. What is the problem? What do they think might happen next?

Pause the story again when the dilemma is clear (around 2:15) and ask the children to consider, in pairs or groups, how to solve the problem. Encourage children to present their solutions. The whole class must then decide on which is the best solution and why. Then, continue to the end of the story and compare the real ending with the solutions the children suggested.

Encourage each child to bring in one toy from home. Explain that when we own something we say it is **mine**. If someone else owns it, we say it is **his** or **hers.**

Organise the children into pairs. One child asks the question: '*Who owns this toy?*' Their partner replies: '*This teddy/doll/car ... is* **mine**.' Now expand the range of possessive pronouns, e.g. have three children stand at the top of the classroom, each one holding a toy which belongs to them. Each child in turn identifies ownership – e.g. '*The teddy is* ***mine****. The remote-control car is* ***his****. The doll is* ***hers****.*'

Lesson 3

Digital poster (Explore mode): Talk and discussion

Identify a toy or group of toys within the poster using simple clues. Now ask the children to identify the toys based on the clues, using positional language to indicate where exactly the toys are.

E.g. In the picture, can you find/name ...

- A toy that you push?
- A toy that rolls/bounces?
- A toy that says *ting-a-ling/choo-choo*?
- A toy that begins with a 'b'/'t'/'d' sound?
- A toy that is soft/hard?
- A tall toy/a small toy?
- A spotted toy/a stripy toy?
- A toy that is round/tall/smiling/stiff/floppy?
- A toy that moves?
- A toy that you use to make/build things?
- A multicoloured toy?
- A noisy/quiet toy?
- A toy that you wear on your feet?

Encourage the children to be as specific as possible in identifying the toys, using adjectives (*cuddly*; *shiny*; *plastic*; *wooden*; *colourful*; *noisy*; *soft*; *stuffed*; *electrical*; *metallic*) and specific positional language (*near*; *beside*; *above*; *under*; *on top of*; *between*, *leaning against*, *hanging on*).

Next, invite individual children to give clues to the whole class, or organise children into pairs/groups and have them take turns giving clues and identifying toys.

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Increase the complexity by focusing on action words (verbs: *bounce on; cycle; play with; roll; push; fly; hug; control; race; dress; brush*) and words indicating how the action is done (adverbs: *bounce high; cycle fast; roll smoothly; push hard; fly forwards/backwards; dress carefully; brush gently; play noisily/quietly*).

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 categorise indoor and outdoor toys. 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)

Lesson 4

Digital poster (Poem mode): 'Patchy Bear'

Go to the Poem mode of the poster and play the poem 'Patchy Bear' by Joan Poulson:

Patchy Bear

By Joan Poulson

I'm a roly-poly
plump teddy bear
with a lopsided smile
and gold coloured fur
I've lost my growl
and a lot of hair
I'm old and I'm bald
and my fur has gone bare
but I love to be cuddled
and snuggle in bed
I need someone to say
You're my very best Ted
I like listening to stories
to dance and to play
I can keep secrets
and I'll do what you say
I need someone special
a friend just like you
so take care of me
and I'll take care of you.

Children then speak the poem aloud with actions and intonation to show the movements of Patchy Bear.

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My special toy

Organise children into pairs and ask them to talk about their **special toy**.

Each child describes their **most special/favourite** toy to their partner. Ask children to discuss the following:

- Why is it special?
- Who bought it for you?
- Where was it bought?
- When did you get it?
- What do you do with it?

Encourage some of the children to tell the class about their partner's special toy, e.g. *This is Seán.* ***His*** *special toy is ...* ***He*** *likes it because ...* ***He*** *got it for ... from* ***his*** *...* ***He*** *likes to ...*

This is Sorcha. ***Her*** *special toy is ...* ***She*** *likes it because ...* ***She*** *got it for ... from* ***her*** *...* ***She*** *likes to ...*

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Lesson Resource 1

Lesson Resource 2

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Class	Junior Infants	**Theme**	School
Unit	9	**Subtheme**	What I wear to school
Unit genre	Report		
Vocabulary	Tier 1 examples: shirt, jumper, t-shirt, trousers, skirt, dress, tie, socks, shoes, boots, trainers, coat, hat, gloves, tracksuit Tier 2 examples: comfortable, uncomfortable, prefer, similar, different		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Think and talk: I wonder …	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Sorting into categories Storytime: *The Lost Button* Clothing songs and rhymes
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Pair talking task: What am I wearing today? Barrier game: Listen and draw	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Getting Dressed for School' Listen and say Giggle and grin

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 photographs of the two groups of children as a starting point to have a whole-class brainstorm focusing on the topic of clothes and clothes we wear to school. Introduce the word uniform (clothes we wear in school to show that we are all part of/members of our school). During the discussion, focus on characteristics such as colour, design, fabric, style, etc.

Now ask children to look at each item of clothing in turn, naming, describing and locating it in the big picture *e.g. I see a shirt. It is white. It has a collar. It has short sleeves. There is a tie knotted around the collar. I can find it on the boy playing by the railings.*

Nouns: jumper/sweater; t-shirt; sleeves; collar; pants/trousers; skirts; shoes; buckles; straps; laces; Velcro; crest; label; leggings; jeans; track bottoms; hoodies; sweatshirts; cardigan; shirt; runners; ankle boots; buttons.

Verbs: take off, put on, button, tie, pull up, close, knot, zip, take off; dress; undress.

Prepositions: **over** my head, **through** the sleeves, **around** my neck, **under** my pants, **on** my feet, **in** my shoes

Adjectives: long, short, red, grey, black, white, leather, shiny, soft, comfortable, pleated, smooth, knee socks, ankle socks, white socks, grey socks, woollen/cotton

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Think and talk: I wonder ...

Ask children the following questions:

- Looking at the pictures on the right, which clothes might you wear to school? Which clothes would you not wear to school? Why?
- What items of clothing are the children wearing that we can't see in the picture? (*Vest, underpants, belt, jacket, coat, anorak*)
- Can you name another type of shoe? (*Slippers, runners/trainers, boots, wellingtons, flip-flops, football boots, dancing shoes, ballet shoes, roller-skates, sandals, pumps*)
- Which clothes do you like?
- I like ... although ... e.g. *I like the red jumpers **although** (even though) I think our navy jumper is nicer; I like the boys' trousers although shorts would be cooler in the hot sun; I like the girl's hairband in the bottom picture although it is a bit too far down her forehead; I like the boy's jeans although they are a bit too long, 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.	Look at the picture of the children wearing a uniform. What colour are the school jumpers?
Q2.	Look at the picture of the children wearing a uniform. What colour are the skirts and trousers?
Q3.	What is the girl with the football wearing?
Q4.	What kind of clothes do you wear for PE?
Q5.	In the picture with the snow, what are the children wearing? Why are they wearing these clothes?
Q6.	What kind of clothes do you wear during the summer?
Q7.	What kind of clothes do you find most comfortable?
Q8.	Why do you think many schools have uniforms?
Q9.	Do you think wearing school uniforms is a good idea or a bad idea?
Q10.	What is your favourite item of clothing? Why?

Pair talking task: What am I wearing today?

Organise children in pairs. Each child turns to his or her partner and names and describes what he/she is wearing. Encourage children to use as many descriptive words (adjectives) as possible.

Barrier game: Listen and draw

Draw a large, blank outline of a child on a flipchart or on the whiteboard. Ask the class to instruct you on how to dress the child in their school uniform, eliciting the most detailed descriptions possible, *e.g. He is wearing a bright blue jumper with long sleeves; She is wearing old white school socks with a hole above the right knee, etc.*

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Now organise children in pairs. Distribute a blank child template to each child or have them draw their own. Ensure pairs cannot see each other's paper. Child A draws a uniform and describes what they are drawing to Child B, who tries to draw the same. Children then compare their drawings, switch roles and repeat.

Lesson 3

Digital poster: Talk and discussion

Go to the Explore mode with children again. Start by focusing on opposites. Ask children, what opposites can you see in the pictures? (*Same/different; long/short; bright/dark; black/white; open/closed; plain/patterned; striped/spotted; one colour/multi-coloured; pleated/smooth; baggy/tight*) How are the pictures similar or different?

Instead of pointing to the differences and similarities, encourage the children to use words to compare and contrast, e.g. *The girls in the top picture are wearing skirts and the girls in the bottom picture are wearing pants; in the top picture, all the children are wearing a similar/the same coloured uniform but the girls are wearing skirts and the boys are wearing trousers; in the bottom picture all the children are similar because they are all wearing pants but some of them are wearing jeans and some are wearing track bottoms and some of them are wearing leggings, etc.*

Use the highlight function to encourage children to name individual items, then categorise the various items after they have been named – e.g. spotlight all the items on the poster which are red; all the tops/bottoms; those that have buttons/zips/buckles; those that are made of wool/cotton/leather; something you wear on your feet, etc. Encourage children to describe the various items using increasingly complex syntax, e.g. *The children in the top picture are wearing a uniform which is red and grey with a white shirt and black shoes; the boys' and girls' uniforms are similar although the girls are wearing skirts and the boys are wearing trousers; the girls' uniform is the same colour as the boys'* ***but*** *the girls are wearing grey skirts* ***instead of*** *pants/trousers and they are wearing white socks* ***which*** *are ankle/knee socks; My favourite child is wearing … I like these clothes because … ;*
If I could change the school uniform I would … because …

Digital poster: (Activity mode): Sorting into categories

Go to the Activity mode of the poster. Play the sorting activity for the children and see if they can correctly categorise summer and winter clothes.

Summer	shorts, vest, sunglasses, t-shirt, sandals, sun hat
Winter	coat, woolly hat, jumper, boots, scarf, woolly gloves

Storytime: *The Lost Button*

Play the story of *The Lost Button* from *Frog and Toad are Friends* by Arnold Lobel for the class: https://www.youtube.com/watch?v=ICWySmmJE-8

Ask children to find out what kind of button Toad lost. Distribute buttons among the children – one button for each child – in a range of colours, shapes, size, thickness and number of holes. As the story is read aloud for a second time, ask the children to raise their buttons in the air if they match any of the characteristics identified in the story – e.g. when a white button is named, raise your button if it is white; if a round button is named, raise your button if it is round, etc.

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Ask the children these follow-up questions:

- How many opposites can you remember from the story? (Black/white; two holes/four holes; small/big; square/round; thin/thick)
- How is your button the same as/different from Toad's button/your partner's button?
- Where did Frog and Toad walk (*Across a large meadow; in the woods; along the river*)
- Where did they walk first, next, in the end?
- When they were going home, where did Frog and Toad walk? (*Along the river, in the woods, across a large meadow*)

Clothing songs and rhymes

Encourage children to join in with these clothing songs and rhymes, doing appropriate actions and gestures and pointing to the items of clothing mentioned.

The Clothing Pokie
(sung to the tune of 'The Hokie Pokie')

You put your socks in
You take your socks out
You put your socks in
And you shake them all about

You do the clothing pokie
And you turn yourself about
That's what it's all about

You put your hat in … etc.
You put your gloves in … etc.
You put your jumper in … etc.

Hat, Jumper, Trousers, Shoes
(to the tune of 'Head, Shoulders, Knees and Toes')

Hat, jumper, trousers, shoes
Trousers, shoes.
Hat, jumper, trousers, shoes
Trousers, shoes.
And shirt and scarf and underwear,
Hat, jumper, trousers, shoes
Trousers, shoes.

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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): Getting Dressed for School

Go to the Poem mode of the poster and play the poem 'Getting Dressed for School' by Kenn Nesbitt:

Getting Dressed for School

By Kenn Nesbitt

I must have been too sleepy
getting dressed for school today.
I tried to tuck my shirt in
but I couldn't make it stay.

I also couldn't tie my shoes.
I fumbled with the laces.
I snagged my scarf, and now some yarn
is dangling from my braces.

My socks are different colours,
and my pants are inside out.
My sweater from the hamper left me
smelling like a trout.

I thought I put a hat on
to control my crazy hair.
The hat turned out to be a pair
of purple underwear.

I spilled my breakfast on my clothes
and headed into school.
My friends, of course, were all impressed.
I'd never looked so cool.

Encourage children to join in speaking the poem. Encourage appropriate intonation, pacing and facial expression.

Listen and say

Have children name and describe the items of clothing featured in the poem (*shirt, shoes, laces, pants, torn scarf, different-coloured socks, smelly sweater, purple underwear*) and the actions the speaker uses when he gets dressed (*tuck in, tie, fumbled with, put on, dress, undress, snagged*).

Giggle and grin

Ask children to listen to the poem and name any silly things the poet did when getting dressed that made them giggle or grin. The child in the poem says his pants are inside out. Is that a silly thing to do? Why? How do we know if we are wearing something inside out? (*Label*). Ask children what they think is the silliest thing the boy in the poem did, e.g. *I think … I agree/disagree … because …*

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Class	Junior Infants	**Theme**	School
Unit	10	**Subtheme**	My classroom
Unit genre	Recount		
Vocabulary	Tier 1 examples: snake, missing, between, worried, nervous, cupboard Tier 2 examples: slid, escaped, anxious, library, bending, hiding, aside, slithered, peering, terrified, nervously		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Pair/group talking task: 'I Spy'	**Lesson 3**	Digital poster (Story mode): Recap Digital poster (Question mode) Digital poster (Activity mode): Spot the difference Oral recount
Lesson 2	Digital poster (Story mode): Recap Digital poster (Explore mode): Talk and discussion Pair/Group talking task: 'I Spy' Where is it?	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Undertable Land' Draw your own Undertable Land

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

Go to the Explore mode of the poster Jake the Snake. Use the tools to explore the poster. Ask the following questions:

- What room is this? (*A classroom*) How do you know it is a classroom? *It has **furniture**: desks, chairs, bookshelves, etc.; **equipment**: bin, clock, laptop/computer, etc.; **materials**: art materials, paint, paintbrushes, etc.; **stationery**: pencils, crayons, etc.; **decorations**: posters, mobile, plant, etc.*
- What day of the week is it? How do you know? What sound does that word begin with?
- Can you see anything else in the picture that starts with an 'm' sound? *mobile, mouth*
- What have we in our classroom that is not in this classroom?
- What is in this classroom that you would like to have in our classroom? (*e.g. a truck*) Why?
- Do you think any of the people in the picture are staring/glancing?

Aim to name as many items as possible. Use the highlight tool to highlight each item as it is named.

Describe the various items using increasingly complex syntax, e.g. 'this classroom has a large desk for the teacher **with** an apple on it for the teacher's lunch; it has a white radiator to heat up the classroom **when** the weather is cold in the winter.'

Categorical terms: Use the highlight tool to categorise the various items after they have been named, e.g. highlight all the items on the poster which are 'furniture'.

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Listen to the *Where is it?* song on YouTube (https://www.youtube.com/watch?v=8F0NYBBKczM). Ask the children questions about where things are positioned in the poster and in their own classroom. Point out the following: 'When we are **searching** we are using our eyes. We could also say that we are **looking**. If we look for a long time, we are **staring**. If we look very quickly, we are **glancing**.'

Return to the poster. Ask the children: Where is Kate looking? (***in*** *the cupboard*) Where is Mark looking? (***under*** *the desk*) Where is Anna looking? (***between*** *the books*) Where is Cian looking? (***beside*** *the bin*) Where is Miss Sharpe looking? (***above*** *the clock*)

Pair/group talking task: 'I Spy'

Model an 'I Spy' game with one of the children.

Teacher: I spy with my little eye a piece of furniture that you sit on in the classroom; Child: You spy a chair!

Teacher: I spy with my little eye some decorations that hang from the ceiling; Child: You spy a mobile!

Get children to play the game in pairs. Encourage them to label, describe and locate objects using increasingly complex syntax.

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 (Explore mode): Talk and discussion

Focus on the poster again this time, with reference to the location of various objects around the classroom. For example: The truck is **on** the table **beside** the tank. The poster is **on** the wall **beside** the door. The teacher is looking **above** the clock that is **over** the radiator. Other possible vocabulary items to include here: under, underneath, on top of, inside, through, beneath, next to, to the left of, to the right of, over by, in, hanging from, etc.

Pair/group talking task: 'I Spy'

In pairs, get the children to revisit the game of 'I Spy', this time trying to use as many words associated with location as possible. For example: 'I spy with my little eye something that is **on top of** the library shelf **to the right of** the door.'

Where is it?

Sing the *Where is it?* song again (https://www.youtube.com/watch?v=8F0NYBBKczM)

Give one child an object to hide. Close your eyes while the child hides the object.

Ask questions while the children sing the *Where is it?* song, e.g. Is it in; on; under; between; beside ...?

Repeat.

Then hide an object while the children close their eyes. The children ask questions while singing the song – is it in; on; under; between; beside; above ...? etc.

Note: This activity may be completed in pairs later on.

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Lesson 3

Digital poster: (Question mode)

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

Q1.	Where are the children?
Q2.	What are they doing?
Q3.	Where are the teacher and children looking?
Q4.	What is Kate doing with the paint bottles? Why is she doing this?
Q5.	How is Anna feeling? Why is she feeling this way?
Q6.	Who is feeling nervous? How can you tell?
Q7.	Can you find Jake in the picture? How do you know he is there?
Q8.	Do you think that Mark is brave? Why?
Q9.	Why do you think no one can see Jake?
Q10.	Would you like if there was a snake slithering around your classroom? Why or why not?

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. 'Kate has bottles of paint in her hand in one picture, but not in the other'.

Oral recount

Have children orally recount events. The events can be of increasing complexity in order to encourage the use of more sophisticated language.

Level 1	Ask the children to share stories of when they first came to school and how it felt. Model this with the children first.
Level 2	Ask the children to describe a time when something happened at school (e.g. one day I forgot my lunch/schoolbag/coat; one day I was playing at school and ...; one day at school I really liked my Art/PE/Gaeilge lesson because ...; one day at school my friend played XXX with me/shared XXX with me. That made me feel ...
Level 3	What would you do if a snake broke loose in the classroom? (Describe, locate, recount)

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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 position in the poster.

Digital poster (Poem mode): Undertable Land

Go to the Poem mode of the poster and play the poem 'Undertable Land' by Paul Rogers:

Undertable Land

By Paul Rogers

Daddy's baggy trousers,
Grandma's bony knees,
Tommy's lost a slipper,
Someone's dropped some cheese.

Chair legs, their legs, table legs,
The hairs on Grandpa's hand ...
No one knows what I can see,
In Undertable Land

Up above the table top,
Chatter and clatter of tea.
Down here, invisible,
No one else but me.

Listening to what they say ...
Some I understand.
But I know all there is to know
In Undertable Land.

Ask the children the following questions about *Undertable Land*:

- What meal do you think it is? Why?
- Who is sitting at/under the table?
- What can be seen in Undertable Land?
- How many types of legs are there? How are they the same/different?
- Have you ever visited Undertable Land? When/Why/What did you see/hear/smell/touch?
- Is it better there? Why?

Draw your own Undertable Land

Either on their own, or in pairs, ask the children to draw a picture of Undertable Land in their house. Give them examples of things they might see, e.g. crumbs scattered, baby toes, spilt drink, purring cat, hungry dog, legs crossed, fluffy socks, etc. Children draw their picture and explain it to their partner or to the class.

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Class	Junior Infants	**Theme**	Animals
Unit	11	**Subtheme**	The farm
Unit genre	Report		
Vocabulary	Tier 1 examples: farm, farmer, food, grow, seeds, hay, animals, cow, pig, sheep, hen, sheep, wool, spring, summer, autumn, winter, tractor Tier 2 examples: meadow, harvests, crops, farmyard, tethered, notice, pecking		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Sing along: Farm rhymes Group talking task (Explore mode): Who/what am I?	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Animal matching Class/pair talking task: True or false? Odd-one-out
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Story: *Rosie's Walk* Group talking task: If I were a farm animal …	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'The Cow' Fill in the gap Report: Let's make butter! Role play: At the farmer's market

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 spotlight tool to highlight the tractor.

Ask children the following questions:

- What is this? (*a **tractor***)
- How do we know? (*It has big wheels/**tyres**, it's red, it's bigger than a car*)
- Where might we find it? (*On a farm*)
- What is a farm? (*A farm is where we rear/raise animals and/or grow crops*)
- Where would we find a farm? (*In the countryside*)
- Who works on a farm? (*A farmer*)

Use the spotlight tool to focus on the different animals shown in the poster.

- Ask children to name the animals in the poster, and to name other common farm animals.
- What words would you use to describe a cow/horse/pig/sheep/chicken/donkey? (*friendly; furry; fuzzy; cute; fast; smelly; heavy; huge; strong; calm; tame*)
- What sounds do they make? (*moo; neigh; oink; baa; cluck; hee-haw*)
- Can you spot anything interesting, e.g. ***body features*** – *horn, mane, fur, hide, feathers;* ***legs*** – *two legs, four legs, hooves, trotters, paws; claws; webbed toes;* ***noses*** – *snout, beak, muzzle;* ***animal tails*** – *curly, long, stubby*

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Nouns: **Animals** – pig; cow; horse; hen; goose; turkey; sheep; goat; dog/sheepdog; cat
Homes/buildings – barn; shed; pen; stable; chicken coop; henhouse; pigsty; milking parlour
Food – e.g. *grain; grass; carrots*
Clothes we wear on the farm – e.g. overalls; wellies; cap

Compound words: farmhouse, farmyard, haybarn, henhouse, pigsty/pigpen

Plurals: cow/cattle; sheep/sheep; goose/geese; hoof/hooves

Adjectives: **colour** – pink, black, brown, white; **size** – big, huge, small, tall, tiny; **weight** – heavy, light, fat, thin

Verbs: to milk; clean; feed; shear; chew; peck; fly; roll; waddle; graze; gallop; trot; strut; plough

Use the spotlight tool to focus on different items/actions as they are named. Use the pen tool to categorise the various items after they have been named.

Sing along: Farm rhymes

Play *The Farmer in the Dell* for the class. Encourage children to sing along to the rhyme.
https://www.youtube.com/watch?v=TJb1ozI7TpU

Play *Down on Grandpa's farm*, from Barney https://www.youtube.com/watch?v=irdaGc_HDnQ

Encourage the class to add their own verse to the end of the song, e.g. Down on Grandpa's farm ... *there is a big friendly horse/a little yellow chick/a cranky goat, etc.*

Group talking task (Explore mode): Who/what am I?

Use the spotlight tool to highlight an animal or place (green field, field of earth, cattle barn, etc.) in the poster. Supply the sentence starter and prompt a child or group of children to complete the sentence by giving information on the animal or place and then naming the animal or place, e.g.:

Teacher: *Who am I? I am an ...*
Child: ... *animal* ***that*** *says 'Moo'. I am a cow!*

Teacher: *What am I? I am a ...*
Child: ... *place* ***where*** *sheep graze. I am a green field!*

Focus on the children's use of categorical terms (*animal, place*) and ability to complete complex sentences (using *that* or *where*). The game may be played in pairs once children are familiar with the format.

Differentiation: This game can be simplified if the teacher gives the whole sentence and the child(ren) guess the answer, e.g.:

Teacher: *I'm thinking of a place where we grow crops.*
Children: *You're thinking of a farm!*

Teacher: *I'm thinking of an animal that has a curly tail.*
Children: *You're thinking of a pig!*

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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 colour is the tractor on the poster?
Q2.	What do sheep like to eat?
Q3.	What is the little girl in the poster doing?
Q4.	Where did the milk in the little boy's glass come from?
Q5.	What is happening in the picture on the top right?
Q6.	What do you call a baby pig?
Q7.	Where do hens lay their eggs?
Q8.	When do farmers shear sheep? Why do they do this?
Q9.	What is the farmer in the tractor doing?
Q10.	Do you think being a farmer is hard work? Why?

Story: *Rosie's Walk*

Play this animated version of the story *Rosie's Walk* by Pat Hutchins *https://www.youtube.com/watch?v=2qDIAeNtO1o* then ask children the following questions:

- What is Rosie?
- Is 'Rosie' a good name for a hen? Why do you think that?
- Where does Rosie live?
- What did you notice about Rosie's coop?
- Did Rosie notice that? How do you know?
- Why do you think the fox was following Rosie?
- Rosie went *around* the pond. Where did the fox go? (***into*** *the pond*)
- Rosie went over the haystack. Where did the fox go? (***into*** *the haystack*).
- Why didn't the bees chase Rosie?
- Why didn't the fox catch Rosie?
- Why did the goat not follow Rosie? (*he was* ***tethered***)
- What words could we use to describe Rosie (*e.g.* ***lucky****; proud; confident; happy; strutting; unaware*)
- What words could we use to describe the fox (*e.g. sly;* ***unlucky****/unfortunate; creeping; prowling*)
- What would be a good name for the fox?

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- What signs of a farm do we see in the story? (*coop; yard; tractor; trailer/cart; rake; haystack; goat; beehive*)
- Look at the picture on the bottom right of the poster. What do you notice about the hens? (*their colours, their foods, they are pecking, they are fenced in*)

Group talking task: If I were a farm animal ...

Organise the children into groups. Give each group a set of pictures showing different farm animals.

Each child in the group chooses a favourite animal and reports to other members of the group which animal they would like to be, explaining why, and giving as many reasons as possible:

If I were a farm animal *I would like to be a pig* ***because*** *I could roll around in the mud and I would have a cute curly tail.*

If I were a farm animal *I would like to be a cow* ***because*** *I would have a swishy tail and I could spend all day in a meadow.*

Focus on the children reporting information to one another and justifying their preferences.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Focus on **farm families** (collective nouns).
First, use the spotlight tool to focus on the image of sheep grazing in the field. Ask children questions:

- Can you see one sheep or lots of sheep in this picture?
- Where are they? (*Field/meadow/pasture*)
- When we see lots of sheep together, we call them a ***flock of sheep***.

Now focus on the image of cattle in the shed.

- Can you see one cow or lots of cows/cattle?
- Where are they? (*In the cowshed*)
- When we see lots of cows/cattle together, we call them a ***herd of cattle***.

Now focus on the image of chickens in the yard.

- Can you see one chicken or more than one chicken?
- Where are they? (*In the farmyard*)
- When we see a group of chickens together, we call them a ***clutch of chickens***.

To reinforce this language, move the pointer from one group of animals to another, trying to trick the children about what we call each group of animals, e.g.:

Teacher: (pointing to a group of sheep): *Is this a clutch of sheep?*
Children: *No, it's a flock of sheep!*

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Encourage individual children to use the pointer to point out and name a group of animals. More collective nouns are listed below.

Animal (singular)	Animal (plural)	Collective noun
Goose	Geese	Gaggle
Ox	Oxen	Drove
Pig	Pigs	Drove
Swan	Swans	Bank
Fish	Fish	School
Kitten	Kittens	Litter
Hen	Hens	Brood

Digital poster: (Activity mode): Animal matching

Go to the Activity mode of the poster. Ask the children to look at the photos showing adult animals and baby animals. They should then match the adult animal to its baby (cow-calf; pig-piglet; sheep-lamb; hen-chick). Use the drawing tool to connect the images on-screen.

Class/pair talking task: True or false?

Read the following true or false statements to the class, asking after each statement if it is true or false. Encourage the children to explain their answers as fully as they can.

- A baby sheep is called a calf.
- A grown-up/adult lamb is called a pig.
- A grown-up/adult chick is called a hen.
- A baby cow is called a chick.
- A baby pig is called a piglet.
- A grown-up/adult piglet is called a cow.
- A baby cow is called a calf.
- A grown-up/adult lamb is called a sheep.
- A turkey is bigger than a chicken.
- A horse is smaller than a sheep.
- A cow is heavier than a hen.
- A pig is fatter than a duck.
- A chicken is lighter than a pig.
- A duck is taller than a cow.
- A piglet is thinner than a cow.

When giving these statements, focus on:

Opposites – *big/small; black/white/; clean/dirty; young/old*

Comparatives – *big/bigger; small/smaller; tall/taller; light/lighter; heavy/heavier; fat/fatter; thin/thinner*

Encourage children to explain their answer. When the children are familiar with the form, the children may play this game in pairs.

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Odd-one-out

Read the following lists to the class and ask them to identify what in each list is the 'odd-one-out'. Encourage children to justify their choice.

- Farmer, sheep, hen, cow

  e.g. ***I think*** *the farmer is the odd one out* ***because*** *he is a human/person and the others are all farm animals.*

- Lamb, duck, calf, duckling (*babies*)
- Wellies, cap, party dress, overalls (*farm clothing*)
- Pizza, milk, eggs, wool (*things we get from farm animals*)
- Tractor, race-car, jeep, trailer (*vehicles on a farm*)

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 Cow'

Go to the Poem mode of the poster and play the poem 'The Cow' by Robert Louis Stevenson:

The Cow

By Robert Louis Stevenson

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

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

Fill in the gap

Read the sentences below out loud to the class and ask children to complete them.

We get ... from a cow (*cream; milk; butter; cheese*)

We get ... from a chicken (*eggs*)

We get ... from a sheep (*wool*)

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Report: Let's make butter!

Show the class this video on how butter was traditionally made by hand with a churn:
https://www.youtube.com/watch?v=itRfFkqDSrs

Now tell the class that they are going to try making their own butter, with cream and a jar and some very strong arms!

You will need

Ingredients:

1 carton of double cream (250ml)

1 pinch of salt

Bread or crackers (optional)

Equipment:

1 jar with a tightly-sealing lid OR 1 plastic container with a tightly-sealing lid and one marble

1 glass or bottle

1 plate

Instructions:

- Let the cream come to room temperature.
- Pour the cream into the jar or container until about half full. Add a pinch of salt. To avoid the risk of breakage, you could use a tightly-sealed plastic container with a clean marble inside instead. The marble helps to speed up the whipping process.
- Play some music and have the children take turns shaking the jar up and down.
- After about 15 minutes the cream will be whipped. Have children continue to shake the jar until they see a solid lump inside the jar and a whitish liquid. This is butter and buttermilk.
- Pour the buttermilk into a glass. Explain to the children that buttermilk is used for baking to make things like pancakes, scones and soda bread.
- Rinse the butter in water to remove any buttermilk and then spread a little on bread or crackers for the children to taste (optional).

After the butter-making is done, organise the children in groups and have them visit other classes in the school with the butter and buttermilk to give an oral report of how they made it. See example below:

*We made our own butter and buttermilk. We used two **ingredients** (cream, salt) and some **equipment** (jar with a lid/plastic container and a marble, very strong arms to shake the jar) to make our butter. We put the cream and salt in the jar and closed the lid tightly. We took turns passing the jar around and shaking it. We shook the jar for a long time, until there was a hard lump inside. Then we separated the butter and the buttermilk.*

Role play: At the farmer's market

Have children engage in free play in a farmer's market set-up.

Roles: Farmer; sales assistant; customer

Props: Farmer's cap; apron; cash register; crates; real or plastic fruits and vegetables; milk and butter; shopping basket; prop money; signs for prices; weighing scales; paper or plastic bags, etc.

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Class	Junior Infants	**Theme**	Animals
Unit	12	**Subtheme**	The duck pond
Unit genre	Narrative		
Vocabulary	Tier 1 examples: duck, swan, pond, bank, barking, wings, angry, frog, mouse, fish Tier 2 examples: splash, waddle, flap, antennae, bulging, graceful, spines, slithering, darting		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion 'I spy' – part 1 Rhyme and mime	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Categorising: Bird watch/identify the insect Digital poster (Activity mode): Who am I? Pair talking tasks: Busy bees (I Spy – part 2; How are they alike? How are they Different? – Part 2)
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Story: *I don't want to be a Frog* How are they different? – Part 1	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode) – 'Ten Little Tadpoles'; Group speaking Pair/group talking task: Tadpole treats

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 children the following questions:

- How many **creatures** can you name **on** the water/**under** the water/**over** the pond/on the **bank** of the pond/ **around** the pond?
- Can you describe how the animals are moving?
- What words would you use to describe the creatures?
- What sounds do they make? (e.g. *croak; chirp; quack; squeak*)
- Can you name some interesting feature about each animal(*e.g. ladybird – spots; frog – bulging eyes; hedgehog – prickly spines; swan – long neck; duck – yellow beak/bill; mouse – whiskers*)
- What baby animals can you see? What are their names? (*e.g. ducklings, hoglets, tadpoles, cygnets, pinkies, chicks*)

Nouns – e.g. swan; ducks; ducklings; frogs; fish; birds; hedgehog; worm; mouse; ladybird; butterfly; reeds; lily pads

Synonyms – e.g. beak/bill

Adjectives – e.g. green; graceful; beautiful; pretty; colourful; soft; furry; prickly; wriggly; slimy; bulging; slithery; pretty; colourful; delicate; fragile; fluffy

Verbs – e.g. swan gliding; duck swimming/waddling/diving/paddling; wings flapping; fish darting/splashing; frogs leaping; birds flying; hedgehog burrowing/rooting/curling up; worm wriggling/slithering; mouse creeping; ladybird crawling; butterfly fluttering; water rippling; reeds growing; lily pads floating

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Adverbs – e.g. gracefully; lightly; smoothly; quietly; carefully; busily

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… (**on** the water; **under** the water; **over** the pond; **on** the bank; **around** the pond)

'I spy' – part 1

Play a game of 'I spy' with the class, focusing on colour, features, movement, sound and location.

e.g. *I spy with my little eye something that is green/has spots/waddles/tweets/lives under the water*, etc.

Encourage correct naming and expanded descriptions, using the most interesting and varied vocabulary possible.

Rhyme and mime

Speak the rhyme below for the class, encouraging children to join in and perform appropriate movements.

Ducks waddle
Frogs leap
Hedgehogs burrow
Mice creep

Fish dart
Swans glide
Worms wriggle
I hide

Ask children to speak the rhyme again, this time adding a descriptive word to each line – first an adjective (*e.g. Brown ducks waddle; fat frogs leap; graceful swans glide*) then an adverb (*e.g. fish dart quickly; hedgehogs burrow busily; worms wriggle quietly*).

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 is the swan doing?
Q3.	Where is the worm?
Q4.	There are baby ducks beside the pond. What is a baby duck called?
Q5.	The frogs are sitting on floating leaves. What are these leaves called?
Q6.	How are the swan and the ducks alike? How are they different?
Q7.	Do you think the hedgehog is afraid? How can you tell?
Q8.	Do you think swans are graceful? Why?
Q9.	What do you think the pond might look like in winter?
Q10.	Which of the animals at the pond is your favourite? Which is your least favourite? Why?

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Story: *I don't want to be a Frog*

Play the story *I Don't Want to be a Frog* by Dev Petty for the class. (https://www.youtube.com/watch?v=mqLB9pbJprU) Ask children the following questions:

- What does Frog want to be?
- Why does he not want to be a frog? (*frogs are too wet, too slimy, eat bugs*)
- Do you think he is right? Why?
- What animal would you like to be? Why?

How are they different? Part 1

Discuss how the animals in the story are **different from** one another. Have children complete sentences contrasting different animals in the poster, e.g:

A frog is **different from** a rabbit because … (*a frog doesn't have long ears*)

A frog is **different from** a pig because … (*a frog doesn't have a curly tail or eat garbage*)

A frog is **different from** an owl because … (*a frog doesn't have wings; doesn't look wise; can't turn its head all the way around*)

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster again. Focus on categorising the creatures in the poster – birds, insects, fish, amphibians, animals that hibernate, animals that don't hibernate, etc.

Categorising: Bird watch/identify the insect

Ask children the following questions to identify **birds** in the poster.

- Which of the creatures on the poster are birds? (*Swan, ducks, birds in the air*)
- How do we know this? (*Feathers, wings, beaks, eggs*)
- Birds have feathers. We might say that something is as _____ as a feather. (*light, soft*)

Ask children the following questions to identify **insects** in the poster.

- Which creatures are insects? (*butterfly, ladybird*)
- How do we know? (***hard** shell; wings; **antennae**; three pairs of legs*)

Digital poster (Activity mode): Who am I?

Go to the Activity mode of the poster. Play each question and ask the children to guess which animal is speaking.

Q1.	I have soft white feathers. My beak is orange. People say I'm graceful! Who am I?	A.	*Swan*
Q2.	I have prickly spines. I curl up into a ball when I'm afraid. Who am I?	A.	*Hedgehog*
Q3.	I have green skin. I love to leap around on my webbed feet! Who am I?	A.	*Frog*
Q4.	I am orange. I like to swim under the water. Who am I?	A.	*Fish*
Q5.	I am very small. I like to flutter my colourful wings. Who am I?	A.	*Butterfly*
Q6.	I am brown. I wriggle around on the ground. Who am I?	A.	*Worm*

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Use the spotlight tool to focus on different animals as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle all the… (animals; birds; fish; insects; plants)

Pair talking tasks: Busy bees

Model each of the games below for the whole class. When the children are familiar with the game, encourage them to play in pairs.

'I spy' – part 2

As before, play a game of 'I spy' with the class, but increase the difficulty with the following sentence starter – *I spy with my little eye an* ***animal/bird/fish/insect which is/has/can…***

e.g. I spy with my little eye an insect which has a hard shell, two antennae, pretty black spots and can crawl along a leaf.

How are they alike?

Discuss how the animals in the story are **the same as** one another. Have children complete sentences comparing creatures in the poster, e.g:

A duck **is like a** swan **because they both** … (*have wings/feathers/beaks, lay eggs*)

A ladybird is like a butterfly because they both … (*have antennae/three pairs of legs/hard bony shells*)

A frog is like a fish because they both … (*can swim*)

A worm is like a hedgehog because they both … (*live on land*)

How are they different? – part 2

Discuss how the animals in the story are **different from** one another. Have children complete sentences contrasting creatures in the poster, e.g.

A fish **is different from a** frog **because** … *a fish has no legs*

A frog is different from a hedgehog because … *a frog is green*

A swan is different from a duck because … *a swan has a long neck*

A mouse is different from a bird because … *a mouse can't fly*

Categories, e.g. creatures; animals; birds; fish; insects; plants

Opposites, e.g. soft/hard; furry/prickly

Similes, e.g. as soft as a feather; as busy as a bee; as snug as a bug in a rug

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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): 'Ten Little Tadpoles'

Go to the Poem mode of the poster and play the poem 'Ten Little Tadpoles' by Rose Fyleman:

Ten Little Tadpoles

By Rose Fyleman

Ten little tadpoles playing in a pool,
'Come,' said the water-rat, 'Come along to school.
Come and say your tables, sitting in a row,'
And all the little tadpoles said, 'No, no, no!'

Ten little tadpoles swimming in and out,
Racing and diving and turning round about,
'Come,' said their mother: 'Dinner time I guess.'
And all the little tadpoles cried 'Yes, yes, yes!'

Ask the children the following questions about the poem:

- Where did the tadpoles live?
- What words can you hear in the poem that tell us this poem is set in water (*pool; water; swimming; diving*)
- What games do you think the tadpoles were playing? (*e.g. swimming chase; who can dive deepest*)
- Why did the tadpoles not want to go to school?
- Who was the teacher?
- What kind of teacher do you think the water-rat was? (*strict*)
- What do you think the tadpole mother is called? (*frog*)
- What will the tadpoles eat for dinner? (*e.g. greens; lettuce; spinach; egg yolk; algae*)

Group speaking

Organise the children in four groups and have them speak the poem aloud – Group 1 speaks as the narrator; Group 2 speaks as the water-rat; Group 3 speaks as the mother; Group 4 speaks as the tadpoles. Repeat, alternating groups.

Encourage appropriate *vocal and facial expression, pace, and intonation* while speaking the poem.

Pair/group talking task: Tadpole treats

Organise the children into pairs. Show the class this video of wild tadpoles eating:
https://www.youtube.com/watch?time_continue=15&v=TtgdPiccdMs

Explain to the class that wild tadpoles eat algae, plant stems and leaves. When kept as pets, tadpoles eat special tadpole food which is made from vegetables such as spinach or lettuce.

Ask each pair to name the ten tadpoles in the poem, and to create a menu for their dinner which includes lots of delicious tadpole treats.

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Class	Junior Infants	**Theme**	Food
Unit	13	**Subtheme**	Pizza and pancakes
Unit genre	Procedure		
Vocabulary	Tier 1 examples: pizza, mushroom, pepper, flour, cheese, tomato sauce, basil, bowl, spoon Tier 2 examples: dough, topping, knife, baking tray, rolling pin, oven, apron, delicious, ingredients, utensils, catastrophe, whisk, scrumptious		
Lesson resources	Multimedia links; poster images		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Food word games Pair talking task: What foods do you like?; Silly sentences	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Let's make a pizza Narrative: Kitchen catastrophe
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) *Let's make a pizza!* Pair talking task: *Pop a Pizza in the Oven* (Sequencing; giving instructions)	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Dad's Cooking Pancakes'

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:

- Where are the people in the picture? (*Kitchen*)
- How do we know they are in the kitchen? (*They are making food – pizza*)
- What **ingredients** can you see for making pizza? (*dough; pizza base; tomato sauce; cheese; toppings – mushrooms; tomatoes; red/yellow/green peppers*)
- What toppings do you like on your pizza? (*e.g. pepperoni, ham, chicken, pineapple, cheese, etc.*)

Food word games

- Name a food that is **red** (*red pepper; apple; tomato; strawberry; raspberry; red onion; watermelon*); **yellow** (*cheese; banana; pineapple; yellow pepper; lemon; melon*); **green** (*peas; kiwi; cucumber; cabbage; celery; avocado*); **purple** (*grapes; cabbage; cherries; plums; aubergine*); **orange** (*oranges; orange peppers; carrots; sweet potatoes; pumpkins*), etc.
- Name a food that is **crunchy** (*cornflakes, crisps, toast*); juicy (*tomatoes, oranges, lemons*); **creamy** (*yoghurt, ice-cream, hummus, macaroni cheese, chocolate*)
- Name a food that is **cold** (*ice-cream, ice-pops, yoghurt, cheese*) **hot** (*pizza, pasta, soup*)
- Name a food that you can **peel** (*banana, carrot, potato, kiwi*)

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Pair talking tasks

What foods do you like?

Play the song *Do you Like Lasagna Milkshakes?* (https://www.youtube.com/watch?v=13mftBvRmvM) for the whole class, inviting the children to sing along.

Organise the children into pairs. Give them the following talking task instructions:

- Turn to your partner and describe for him/her the kind of pizza you like (*e.g. I like a cheesy/crunchy/fresh/hot/crispy/salty/doughy/round/small/large/yummy/tasty/delicious/scrumptious pizza*).
- Ask your partner what he/she **likes** to eat for breakfast/lunch/dinner/dessert/supper. Ask them to explain why (*e.g.* ***I like to eat*** *cereal for breakfast because it is crunchy and* ***delicious****; I like to eat mashed potatoes for dinner because they are* ***scrumptious*** *and creamy; I like to eat strawberries for dessert because they are sweet and juicy*).
- Now tell your partner what foods you dislike (don't like), (*e.g. I dislike porridge/beetroot/Brussels sprouts/mangoes because …*)

Nouns: red pepper; apple; tomato; strawberry; raspberry; red onion; watermelon; peas; kiwi; cucumber; cabbage; celery; avocado; banana; carrot; potato; kiwi; dough; pizza base; tomato sauce; cheese, toppings – mushrooms

Adjectives: delicious; scrumptious; tasty; juicy; creamy; crunchy; horrible; disgusting; nasty; burnt; raw

Silly sentences

Read the sentences below out loud. Ask the children to discuss each sentence with their partner, identifying what's wrong.

- At lunchtime I ate some milk and drank a sandwich.
- Yesterday Mum made brownies for dinner and shepherd's pie for dessert.
- Alannah's favourite breakfast is orange juice on toast.
- If I'm hungry between meals, I eat some ketchup.
- John cut his chicken with a spoon.
- Tim eats porridge for dinner every day.
- Dad fried some lettuce for dinner.
- My baby sister eats steak for breakfast every morning.
- Sarah made toast in the microwave.
- The first meal I eat every day is supper.

Now ask each child to make up a silly sentence of their own, tell it to their partner and see if he/she can guess what is wrong.

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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 food are the father and son making?
Q2.	What is the boy using to roll the dough?
Q3.	What is the boy using to stir the sauce?
Q4.	Why do people wear aprons when they cook?
Q5.	Why do people wear oven gloves?
Q6.	How many toppings are on this pizza?
Q7.	Why does the boy need help cutting the pizza?
Q8.	Why do you think people cut pizzas into slices?
Q9.	Have you ever helped your mum or dad to cook something?
Q10.	What would happen if you left a pizza in the oven for too long?

Let's make a pizza!

Watch the Sesame Street video, Let's make a pizza! https://www.youtube.com/watch?v=Cvym6uVKOc4.

Think about the sequence involved in making a pizza. Talk about the **actions** (*roll; pour; spread; smooth; grate; sprinkle; slice; chop; mix; stir; add; put*); the **ingredients** (*dough; sauce; cheese; toppings*); and the **utensils** (*rolling pin; spoon; measuring cup; grater; knife*).

- *Roll* the dough with a rolling pin
- *Pour* the sauce onto the base.
- *Spread/smooth* the sauce with the back of a spoon.
- *Grate* the cheese with a grater.
- *Sprinkle* the cheese on the pizza.
- *Slice/chop* the toppings with a knife.
- *Add* the toppings to the pizza.
- *Put* the pizza in the hot oven carefully
- *Cut* the pizza into slices.

Pair talking task: Pop a Pizza in the Oven

Children mime the actions of making their own pizza in pairs, while chanting the rhyme *Pop a Pizza in the Oven*.

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Pop a Pizza in the Oven

Roll the dough

and spread the sauce.

Grate the cheese

and sprinkle on top.

Add the toppings

one by one.

Pop in the oven ...

Ding! It's done!

It looks tasty

but it's HOT!

Let it cool ...

Then scoff the lot!

Ask the children to look again at the poster. Zoom in on the small picture on the top left. Tell the children that this picture shows us what we should do **first**. Ask the children, what is the **first** thing we have to do when we are making a pizza? (***First***, *roll the dough with a rolling pin*). Repeat with the other pictures on the poster, in order, using the terms **then, when, next, after that,** and **last/finally**.

Give each pair a copy of the images from the poster (see Lesson Resource 1) cut out and shuffled so they are in a random order. Ask the children to work with their partner to put the pictures in the correct order, talking through the procedure as they go.

Extension: Ask pairs to explain to the class how to make a different dish, e.g. an ice-cream cone, ice-cream sundae, jam on toast, a cheese sandwich, etc.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode of the poster again. Focus on the **utensils** in the poster. Model a game of 'what's my name? with the children by selecting a utensil in the poster and giving clues.

- **I am** big and square.
- **I have a** door and a handle.
- **I am stored** beneath the counter top.
- **I am used to** cook food.
- **What's my name?** Oven!

Ask individual children to come to the top of the class and choose a utensil in the poster, then give clues to the class. Further examples are listed below.

- **I am ...** big; small; square; round; long; short; sharp; blunt; metallic; wooden, etc.
- **I have a ...** handle; lid; door; sharp point, etc.
- **I am stored ...** In the drawer/press/cupboard/oven; on the counter top; in the corner; on a shelf, etc.

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- **I am used to ...** Roll, boil, cut, measure, chop, toast, fry; roast; bake; whip; slice, etc.
- **What's my name?** Rolling pin; kettle; pizza cutter; pizza tray; measuring spoons; chopping board, etc.

When the utensils in the poster have all been covered, ask children to think of other utensils in their kitchen. (*e.g. coffee pot, cutlery – knife/fork/spoon; pots and pans; blender; dishes – plates, mugs, cups, glasses, bowls; whisk; teapot*).

Digital poster (Activity mode): Let's make a pizza

Go to the Activity mode of the poster. Play the sorting activity 'make a pizza'. Children decide which of the toppings they would like to include on their pizza. Encourage children to justify their choices.

Narrative: Kitchen catastrophe

Show the class one of these pictures of a **kitchen catastrophe**.

1. Christmas kitchen catastrophe:

   http://i.telegraph.co.uk/multimedia/archive/02740/xanthexmasweb_2740034k.jpg

2. Chef kitchen catastrophe:

   http://d3lp4xedbqa8a5.cloudfront.net/s3/digital-cougar-assets/food/2015/11/02/27365/GettyImages-100542381.jpg?width=1229&height=768&mode=crop&quality=75

3. Baking catastrophe:

   https://fthmb.tqn.com/lSzKTaIAlKuVnn2FeGViQya5I1M=/960x0/filters:no_upscale()/burntcookies2500-58f960b55f9b581d591b57eb.jpg

Organise the children into pairs/groups and scaffold them to establish a narrative around the picture. Encourage children to think about who is in the story, where it happened, when it happened, what caused the disaster, how it was sorted out in the end, etc. Ask each pair/group to present (tell) their story to the class.

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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): 'Dad's Cooking Pancakes'

Go to the Poem mode of the poster and play the poem 'Dad's Cooking Pancakes' by John Foster:

Dad's Cooking Pancakes

By John Foster

Dad's cooking pancakes for our tea –
One for you, one for you, and one for me.

Stir the batter in the bowl.
Mix. Mix. Mix.
Stir up all the flour and eggs.
Whisk. Whisk. Whisk.

Fry the batter in the pan.
Fry. Fry. Fry.
Toss the pancakes in the air.
High. High. High.

Put the pancake on your plate,
Crisp and golden brown.
Sprinkle it with sugar
And gobble it down!

Have children speak the poem out loud, adding movements for each action (mixing the batter, tossing the pancakes, etc.)

Play the poem again, asking children the following questions:

- What **food/ingredient** words can you hear? (*pancakes, batter, flour, eggs, sugar*).
- What **utensil** words can you hear? (*bowl, whisk, pan, plate*).
- What **eating** words can you hear? (*gobble*).
- What word for a **meal** can you hear? (*tea*).
- Is there another word for 'tea'? (*supper*).
- Is there another meal where we might eat pancakes? (*breakfast*).

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Lesson Resource 1

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Class	Junior Infants	**Theme**	Food
Unit	14	**Subtheme**	The supermarket
Unit genre	Recount		
Vocabulary	Tier 1 examples: supermarket, basket, meat, fish, bread, apples, oranges, bananas, potatoes, carrots, tomatoes, eggs, butter, milk Tier 2 examples: trolley, shop assistant, shelf/shelves, cash register, groceries, aisle, dairy, customer, barcode, conveyor belt		
Lesson resources	Supermarket bingo cards, multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Supermarket Bingo	**Lesson 3**	Digital poster (Explore mode): Talk and discussion; True or false Digital poster (Activity mode): Supermarket sorting Food Tongue Twister What would you do if …?
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) Make a list Pair talking task: Check it twice! Supermarket workout	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Shopping Basket' Remembered experience: A trip to the supermarket (Recount)

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 children the following questions:

- Where do we go when we are shopping for food? (*Supermarket*).
- A supermarket is a place that sells lots of different kinds of food for us to eat. What do we call the food we buy in a supermarket? (*Groceries*).
- What does a supermarket look like? (It has lots of ***shelves***. These are separated by long passages called ***aisles***).
- What do we use to carry our groceries in a supermarket? (*A basket/trolley*).

Zoom in on each section of the poster in turn – Fruit and Vegetable; Bakery; Breakfast Cereal; Dairy; Meat; Fish; Frozen Foods. Ask children the following questions about each section:

- What food can you see in this section of the supermarket?
- What is this section called?

Encourage the children to name as many of the food items as possible in each section. Introduce any unfamiliar items. Talk about size, shape, colour and texture. Talk about what meal we eat these foods at/what we eat them with. Encourage children to express preferences (my favourite … I like/dislike … etc).

Help the children to sort the foods we buy in the supermarket by their characteristic features, e.g. *name a food that you peel/spread on bread/is yellow/is crunchy/has pips in it/you eat with a spoon/you must cook before you eat it/is spicy/is sweet, etc.*

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Help the children to sort the foods we buy in the supermarket by **packaging**, e.g. *a can of/a bottle of/a pot of/a jar of/a box of/a tin of/a packet of/a carton of/a bunch of/ a head of/a dozen of, etc.*

Next, focus on the checkout area of the poster. Ask the children the following questions:

- Who works at the checkout? (the *sales assistant*)
- How do we know this person works in the supermarket? (*She is wearing an apron/uniform and has a name tag*)
- What do we call the person who is buying the groceries? (*Customer*)
- When do we use a basket/trolley in the supermarket? (*When we have a few/lots of groceries*)
- Where do we put our groceries when we are checking out? (*On the conveyor belt*)
- What does the sales assistant do when we are checking out? (*Scans the barcode to check the price*)
- What is the till used for? (*to take the money for the groceries*)
- How do we pay for the groceries (*with cash or with a card, using the card machine*)
- Where do we put our groceries after we have paid for them? (*in our shopping bags*)

Synonyms – buy, purchase

Compound words – supermarket, breakfast, strawberry, pancake, pineapple, peanut, popcorn

Supermarket Bingo

Organise the children in pairs and give each pair one of the eight Supermarket Bingo cards (see Lesson Resource 1) and some plastic counters.

Randomly read from the list of different food items included. If the item is on their card, the children cover it with a counter. The first pair to cover all items on their card shout ***Bingo!***

As the children become familiar with this game, encourage individual children to take the role of the teacher and name items of food for the others to cover.

After the game is over, ask the children to name the section of the supermarket where each of the items on their card can be found.

Bingo word list:

1. Steak
2. Jam
3. Pineapple
4. Cheese
5. Fish
6. Bananas
7. Broccoli
8. Tomato
9. Bread
10. Milk
11. Apple
12. Carrot

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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 shop is this?
Q2.	What fruit can you see in the fruit and vegetables section?
Q3.	Who is standing at the checkout?
Q4.	How many items are on the shopping list?
Q5.	What kind of food do you find in the dairy section of a supermarket?
Q6.	If you had a big shopping list, would you use a basket or a trolley?
Q7.	Why is it a good idea to make a shopping list before you go shopping?
Q8.	Why is the dairy section kept at a cool temperature?
Q9.	What other things can you find in a supermarket?
Q10.	Would you like to work in a supermarket? Why?

Make a list

Play the story *At the Supermarket* by Ann Rockwell for the class (https://www.youtube.com/watch?v=40bE0gKpcYI). Ask children the following questions:

- Can you remember the groceries the family bought? (*meat: chicken, hamburger, pork chops; vegetables: onions, lettuce, carrots, potatoes; fruit: grapes, oranges, apples; bread; peanut butter; dairy: milk, butter, eggs, cheese; laundry soap; dish soap; toilet paper; kitchen paper; paper napkins; coffee; tea*)
- What special groceries did they buy? (*ingredients for a birthday cake: flour, sugar, baking powder, vanilla, candleholders and candles, sugar sprinkles*)

Make a shopping list

Ask children to look at the list of groceries on the poster and identify when/for what meals we would eat the foods listed (*e.g. we eat potatoes for dinner, we put milk on our cereal at breakfast time, etc.*)

Have children make their own shopping lists for foods we eat for breakfast/lunch/dinner. Where would we find these foods in the supermarket? (*dairy aisle, fruit and vegetable aisle, etc.*)

Next, have children make their own shopping lists for foods/items we need from the supermarket for a birthday party/barbecue/baby/to make a sandwich/for a pet, etc.

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Pair talking task: Check it Twice!

Organise the children in pairs. Model the activity for children first by reading the following:

> Listen to my list. Which food does not belong?
> Cereal, milk, **ice-cream**, orange juice.
> (*ice-cream does not belong because it is not a breakfast food*)
> **Chicken nuggets**, bread, cheese, ham
> (*chicken nuggets do not belong because they are not a lunch food*)
> Burgers, chips, beans, **yoghurt**
> (*yoghurt does not belong because it is not a dinner food*)

Encourage the children to take turns making up their own lists, each including one food item that does not belong, and tell them to their partners. Once their partners have identified the odd item out, children swap roles and repeat.

Supermarket Workout

Call out the actions listed below. Encourage children to repeat the actions while miming the movement.

Pull (the trolley)
Push (the trolley)
Turn (the trolley round)
Reach for (the cereal packet)
Stretch for (the tin of beans)
Lift (the bag of potatoes)
Squat down low (for the box of teabags)
Pack (the groceries into bags)
Carry (the bag of groceries)

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. Direct children to look at the poster and listen to the following sentences. After each sentence, ask: Is this true or false? Why?

<u>True or false</u>

- *There are three bottles of potatoes in the vegetable section.*
- *There is a picture of a cow on the carton of orange juice.*
- *There are six eggs in each egg carton.*
- *There are strawberry yoghurts in the dairy fridge.*
- *The customer is buying steaks.*
- *There are frozen peas in the bakery section.*
- *There is a long queue at the checkout counter.*

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Digital poster: (Activity mode) Supermarket sorting

Go to the Activity mode of the poster. Play the sorting activity. Ask children to identify which section of the supermarket each food item belongs in.

Dairy section	Milk, yoghurt, cheese
Fruit and veg section	Carrots, bananas, lemons
Fish section	Fish, lobster, salmon

Food Tongue Twister

Organise children in groups. Have each group choose a tongue twister from the list below and practice chanting it quickly.

How many cookies could a good cook cook if a good cook could cook cookies?

Betty bought some butter but the butter Betty bought was bitter.

Red lolly, yellow lolly

A proper cup of coffee from a proper copper coffee pot

I bought a big basket of mixed biscuits from the bakery

One fish, two fish, red fish, blue fish

Please pay promptly!

What would you do if ...?

Have children to complete the following sentences examining manners and etiquette in a supermarket setting.

- If I got lost in a supermarket, I would ...
- If I found a (*wallet, handbag, lost ring, etc.*) in the supermarket, I would ...
- If I broke (*a bottle of milk, a carton of eggs, a glass door*) in the supermarket, I would ...

Verbs: talk to; ask for help; return; apologise; remember for next time, 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: 'Shopping Basket'

Go to the Poem mode of the poster and play the poem 'Shopping Basket' by Charles Thomson:

Shopping Basket
By Charles Thomson

I bought two loaves of bread.
I bought one piece of meat.
I bought three big, green apples.
I bought one sticky sweet.
I bought one custard pie.
How many things did I buy?

Have children listen to the poem. Ask them to recall everything the customer put in their shopping basket, then add some more items to the list, e.g:

I bought a bunch of purple grapes

I bought delicious chocolate cake

I bought a chunk of creamy cheese

I bought a bag of frozen peas

Remembered experience: A trip to the supermarket (Recount)

Organise the children in pairs again. Ask children to close their eyes and think about the last time they went on a trip to the supermarket – who they went with, where they went, how they went, what they brought with them (*shopping list, money, grocery bags, etc.*) what the supermarket felt like when the got there, sounds they could hear, things they could see, what they bought, how long it took, how they felt about going to the supermarket and why. Encourage children to use sequencing words first, then, next, after that, finally.

Have children share their stories of their trip to the supermarket with their partners.

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Lesson Resource 1

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BINGO

BINGO

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BINGO

BINGO

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Class	Junior Infants	**Theme**	Holidays
Unit	15	**Subtheme**	Holiday fun
Unit genre	Report		
Vocabulary	Tier 1 examples: holiday, car, camera, sunglasses, beach, sand, sea, sandcastle, bucket, spade, beach ball, suitcase, sunhat, ice-cream Tier 2 examples: wetsuit, float, surfboard, between, underneath, tentacles, ocean, deep		
Lesson resources	Multimedia links		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Opposites	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Fun at the beach Beach ball adventure: Focus – finish the sentence
Lesson 2	Digital poster (Story mode): Recap Digital poster (Question mode) 'S' is for sea, sun and sand! Where is it? Focus word: Between Underwater wonders *The Rainbow Fish*	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Ice Lolly' Unscramble the sentence

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. Tell children to look at the poster carefully, then ask them to try to solve the following poster puzzles:

You use me to build a castle.
Or let me run through your hand.
I cover the entire beach.
I am the ... (*sand*)

I am lots of fun to play with.
I bounce if you let me fall.
I am many brilliant colours,
I am a ... (*beach ball*)

I'm found on people's faces
As I'm something that they wear
I shield you from the sunlight
And always come as a pair.
What am I? (*Sunglasses*)

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You use me every single day,
Many times I would bet.
The more that you get dry,
The more that I get wet!
What am I? (*A towel*)

Zoom in on individual items in the poster and encourage children to create their own 'what-am-I?' riddle about that item, e.g. *Goggles: you wear me to cover your eyes when you are swimming underwater. When you come out of the water, you push me to the top of your head. What am I?*

Opposites

In the poster can you see ...

- Something **hot** (sand, people, sunshine) and something **cool** (ice-cream, sundress, sea)
- Something **dry** and something **wet**; something **solid** and something **liquid**; something **bright** and something **dark**
- Someone **lying down** and **standing up**; someone **jumping** and **staying still**; something **right side up** and **upside down**

When these opposites have been identified, encourage the children to think of examples that are not visible on the poster, e.g. ***hot*** *chocolate,* ***cool*** *lemonade*

Ask children to look at the poster and discuss the following categories with the whole class. Use the spotlight tool to focus on different items as they are named, and use the pen tool to categorise the various items after they have been named.

Clothes we wear at the beach, *e.g. swimming togs/trunks; sunhat; sunglasses; flip-flops; sandals, shorts; t-shirt; wetsuit*

Food/drink we have at the beach, *e.g. picnic foods – sandwiches, crisps, biscuits, fruit, juice, lemonade ice-cream, water; barbeque foods – burgers, sausages, hotdogs, chicken wings, lettuce, tomato*

Equipment we bring to the beach, *e.g. rug; towels; deckchair; umbrella, windshield, beach ball, arm-bands, swimming ring, sunscreen, kite*

Nouns: *e.g. sea; sand; beach ball; sunglasses; towel; shark*

Adjectives: *e.g. bright, dark, hot, cool, wet, dry, solid, liquid, upside down, still*

Compound words: *e.g. sunscreen, armbands, sandcastles, underwater, sailboat*

Rhyming words: *e.g. sand – hand, strand, tanned; cool – pool, dry – spy, fly; kite – bite*

Categorical terms: *e.g. clothes; food; equipment*

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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 is the girl in the pink hat holding?
Q2.	What is the girl in the top left picture doing?
Q3.	What is the boy with the yellow bucket making?
Q4.	What do we wear when we go swimming?
Q5.	What kind of shoes do people wear on the beach?
Q6.	How do you protect your eyes from the sun?
Q7.	Name three items you might bring with you to the beach.
Q8.	Do many people go to the beach in winter? Explain why.
Q9.	What can you do to stay cool on a hot day?
Q10.	Do you think it is important to wear sunscreen on a hot day? Why?

'S' is for sea, sun and sand!

Ask children, how many 's' words can you name that having something to do with summer?

Differentiation: Ask children to name small 's' words first, then long 's' words, then compound 's' words, etc.

Sea, sand, sun, sunglasses, sunscreen, sundress, sandcastle, summer, sail, sailboat, saltwater, sandals, seagull, seashell, seaweed, starfish, sunbathe, sunburn, sunhat, suntan, surf, surfboard, swim, swimming cap, swimsuit

Where is it? Focus word: Between

Ask children the following questions, focusing on the positional word 'between'.

- Where is the hat in the picture? (***Between*** *the flip flops and the swimming trunks*)
- Where is the dog in the picture? (***Between*** *the girl and the suitcases*)
- Where is the boy in the picture? (***Between*** *the girl surfing and the girl eating an ice-cream*)
- Can you find something that is **between** two other things in the picture? (*e.g. sunglasses, swimming trunks, girl eating ice cream, two girls in the swimming ring*). Encourage full sentences from the children here, *e.g. The sunglasses in the picture are between the sunscreen and the flip flops.*

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Underwater wonders

Explain to children that the ocean is very wide and deep. We can see what is happening **over** the water, but we can't see what's happening **underneath** the surface of the water. Present children with the following riddle:

Can you solve this riddle? It's something we can't see on the poster. What is it and why can't we see it?

I have a very big bite
But I do not ever bark...
I live in the ocean
I have a fin. I am a ... (*shark*)

Now play the story of *The Rainbow Fish* by Marcus Pfister for the class on YouTube.

https://www.youtube.com/watch?v=RbKr-k1PTvA

Tell the children to listen to the story carefully, then ask the class the following questions:

- Where did the Rainbow Fish live? (*In the ocean*)
- What is the difference between the ocean and the sea? (*The ocean is larger and **deeper***)
- What did the Rainbow Fish learn? (*That sharing your things makes you happier than keeping them all to yourself*)
- What other types of fish did you hear about in the story? (*starfish; octopus*)
- Can you name any other fish in the ocean (*crabs; seahorses; sea anemones; jellyfish, etc.*)
- Can you describe them so that we can tell how each one is different? (Encourage the children to use the most descriptive language possible to differentiate the sea creatures, e.g. *a jellyfish is wobbly and can give you a sharp sting, a crab has a hard shell and pincers, an octopus has a lot of tentacles,* etc.)

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again and play a game of *Who am I?*

Model the game for the children first by choosing a character in the poster to speak as and giving clues as to which character you are, e.g.:

- I am building an enormous sandcastle with my bucket and spade.
  *You are the boy on the **top** of the poster making a sandcastle.*
- I am jumping into the pool in my swimming ring.
  *You are the girl on the **bottom** of the poster on the right jumping into the swimming pool.*
- I am enjoying a delicious cool summer treat.
  *You are the girl on the **top** of the poster, eating an ice-cream.*
- I am skimming smoothly over the crashing waves.
  *You are the girl in the **first** picture on the top of the poster, surfing.*

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- I am floating with my sister in the clear, blue water.
  *You are the girl **in the middle** on the right in the swimming pool.*
- I am basking in the warm sunshine as I lie on the warm soft sand.
  *You are the girl in the **main**/big picture on the poster.*
- I am setting off for the beach on holidays with my dog.
  *You are the girl in the boot of the car on the top **right** side of the poster.*

When modelling, use the most complex language the children can understand. Scaffold the children to identify the person in question as clearly as possible. Focus on descriptive language, complex sentences and prepositions. When the children are familiar with the game, encourage some children to choose a character to speak as and give the clues, as previously modelled by you. This could also be carried out as an independent pair talking task.

Digital poster (Activity mode): Fun at the beach

Go to the Activity mode of the poster. Play the sorting activity. Ask the children to decide which of the activities listed can be done at the beach. Encourage them to give reasons for their choices.

Verbs: *swim; float; play; dig; build; pour; lick; eat; wear; fish; camp; sail; surf; snorkel; sunbathe*

Beach ball adventure: Focus – finish the sentence

Blow up a multicololoured beach ball. On each coloured panel of the ball stick an image to represent one of the senses, i.e. eyes, ears, nose, tongue, hand/foot. Throw the ball. Whoever catches the ball must say a sentence about something he or she saw/heard/felt/smelled/tasted on the beach/ on holidays, e.g. *I went on my holidays to the beach/my cousins house. I saw/heard/felt/smelled/tasted …*

Scaffold the children to use descriptive language, e.g. *I saw a huge jellyfish swimming in the water; I heard noisy seagulls flying in the sky; I felt soft, warm sand under my feet; I smelled delicious burgers on the barbeque; I tasted creamy, delicious ice-cream.*

Differentiation: This game can be made easier by reducing the number of options printed on the beach ball.

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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): 'Ice Lolly'

Go to the Poem mode of the poster and play the poem 'Ice Lolly' by Pie Corbett:

Ice Lolly
By Pie Corbett

Red rocket
on a stick.
If it shines,
lick it quick.

Round the edges,
on the top,
round the bottom,
do not stop.

Suck the lolly.
lick your lips.
Lick the sides
as it drips

Off the stick –
quick, quick,
lick, lick –
Red rocket
on a stick.

Have the children speak the poem with actions, increasing the pace as the poem goes on.

Unscramble the sentence

Speak sentences based around the action in the poem in the wrong order, e.g.:

- licked lolly the I
- red The was lolly
- love I eating lollies
- dripping lolly was The

Have children repeat each sentence in the correct order. They could then give their own mixed-up sentences for the class to unscramble. This could also be done as an independent pair talking task.

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Class	Junior Infants	**Theme**	Holidays
Unit	16	**Subtheme**	The airport
Unit genre	Narrative		
Vocabulary	Tier 1 examples: suitcase, airport, aeroplane, trolley, runway, tickets, clothes, shorts, t-shirt, sunhat, air hostess, pilot Tier 2 examples: passport, check-in, queue, take-off, luggage, terminal, arrivals, departure lounge, board, announcement		
Lesson resources	Multimedia links, airport signs		

Fortnightly plan

Lesson 1	Digital poster (Story mode) Digital poster (Explore mode):Talk and discussion Attention please!	**Lesson 3**	Digital poster (Explore mode): Talk and discussion Pair talking task (Role play): Passport please! Digital poster (Activity mode): Let's pack a suitcase
Lesson 2	Digital poster(Story mode): Recap Digital poster (Question mode) Group talking task (Narrative): What happened to Kevin? Pair talking task: Design a sign	**Lesson 4**	Digital poster (Label mode) Digital poster (Poem mode): 'Taking Off' Dramatic play: *At the Airport*

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

Before displaying the poster for the class, play this aeroplane take-off sound effect: https://www.youtube.com/watch?v=B-i4VRyNIKo. Ask the children if they can guess where Kate and her family are going today.

Now go to the Explore mode of the poster. Use the spotlight tool to focus first on Kate, Jack and Mum. Ask children the following questions:

- Where do you think the family is? (*At the airport*)
- How do we know? (*Suitcases; luggage; luggage trolley; passport; boarding pass; check-in counter*)
- Why are they at the airport? (*They are going on holidays*)
- Do we always go to the airport when we are going on holidays? (*If we are going to another country by aeroplane*)
- How do you think they feel? (*Excited, happy, delighted*) Why? (*Going on holidays; it is fun to go on a plane high up above the clouds*)

Explain to children that if we are going on a train, we go to the train station. If we are travelling by aeroplane we go to the airport **terminal** – that's what this building is called. These people are in the airport terminal. They are in the **departure lounge** because they are **departing.** People who are arriving to Ireland come to the **arrivals lounge**.

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Now focus on the other people in the airport. Ask children the following questions:

- What do we call people travelling on an aeroplane? (*passengers*)
- Look at the people at the bottom of the poster. Where do you think they might be going? (*Somewhere sunny*) How do you know? (*Sunhat, sunglasses, light summer clothing*)
- What is the little boy looking at? (*An aeroplane*)
- Where is the aeroplane? (*On the tarmac*)
- Where will it go to take off? (*The runway*)
- Who will tell the pilot when it is time for the plane to take off? Who will guide the plane? (*The people in the control tower*)
- Have you ever been a passenger on an aeroplane? Or have you ever gone to the airport to collect someone who is coming to visit? (Encourage children who have been to the airport to recount the experience – who, where, when, why, how; Scaffold the children to use the words *passenger; feelings; luggage; arrivals; departure*)

Now focus on the pilot and air hostess. Ask children the following questions:

- Who do you think these people are? (*Pilot and air hostess*) How do you know? (*Uniform, luggage, peaked cap*)
- What does the pilot do (*Flies the aeroplane*)
- What do we call the pilot? (***Captain)***
- What does the air hostess do? (*Takes care of the passengers; gets the plane ready for take-off and landing; serves beverages/drinks and snacks*)

Now focus on the boarding pass. Ask children these questions:

- What is a boarding pass? (*It allows you to* **board** *– get on – the plane; it tells the airport staff your name, the flight you are going on and the seat you will have on the plane; it proves that you have paid for the flight and checked in*)
- Look at Kate's boarding pass. What information can we learn from her boarding pass? (*She is going to Milan, Italy; her aeroplane will leave from gate 6, her seat number is 23A, her flight will depart at 9 a.m. and arrive at 12.30 p.m.*)

Nouns: aeroplane; terminal; passport; boarding pass; pilot; captain; air hostess; passenger; runway; control tower; luggage; check-in desk.

Verbs: board; pack; check in; arrive; depart

Attention please!

Play the airport announcement chime for the class.
https://www.youtube.com/watch?v=Od134YwWzOM

Explain to the children that when your flight is ready to board, you will hear an **announcement**.

When we hear the announcement chime we must listen very carefully because it means there will be information about our flight.

Tell children that we are going to create an announcement for Kate and Jack and Mum to tell them about their flight. Our announcement needs to get everyone's attention. So we begin by saying: *Attention please.*

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Then we say the flight number and where it is going: *Passengers for flight E107 from Dublin to Milan*

Finally, we tell the passengers where to go to board their flight: *Please make your way to gate 6 as this flight is now boarding.*

Scaffold the children to generate the announcement. Using a microphone as a prop, encourage individual children to make the announcement. Focus on **pace and clarity of intonation** while making the announcement, as well as constructing a complex sentence using the conjunction 'as'.

Lesson 2

Digital poster (Story mode): Recap

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the 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 Kate, Mum and Jack?
Q2.	Where is their luggage?
Q3.	What colour is Kate's suitcase?
Q4.	What is Mum doing?
Q5.	What does a pilot do?
Q6.	What kind of information is found on a passport?
Q7.	What kind of information is found on a boarding pass?
Q8.	What kinds of things would you put in your suitcase before a holiday?
Q9.	Would you like to be a pilot? Why?
Q10.	Where in the world would you like to fly to on a plane?

Group talking task (Narrative): What happened to Kevin?

Play this clip of Home Alone 2 for the class: https://www.youtube.com/watch?v=9epIc6ipBIg Ask children the following questions:

- Where is everyone? (*In the airport terminal*)
- What clues do you see that tell us this is an airport terminal? (*Announcement; lots of people with luggage; large building; signs; shops; boarding gate; boarding passes; air hostesses*)
- What are they trying to do? (*Board their flight before it departs*)

Organise children into pairs/groups and have them retell the story of what happened to Kevin in the scene. Pairs can then tell their version of the narrative to the class. Following this, ask the whole class the following questions about airport safety:

- What must we never do in an airport? (*Get separated from our parents/families*)
- If we do get separated from our parents/family, what should we do? (*Tell a member of staff*)
- What can help us find our way around the airport if we get lost? (*Airport signs*)

Show children the airport signs included in Lesson Resource 1. Explain what each sign means and where we might see it in the airport.

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Pair talking task: Design a sign

Give each pair of children one sheet of drawing paper and colouring/drawing materials.

Tell the children that Kate and Jack want to play while they are waiting to board the plane. Ask each pair to **design a sign** for an airport which tells them where they can find a **play area** for children.

Pairs can then display their signs and explain what they mean to the rest of the class.

Lesson 3

Digital poster (Explore mode): Talk and discussion

Go to the Explore mode with the children again. This time, focus on the passport. Ask children the following questions.

- What is a **passport** for? (*A passport is a document which allows you to travel to another country. It says who you are, where you are from, and a little bit of information about you*)
- Who do we show our passport to? (*The person at the check-in desk, the person at passport control, the person at the gate when we are boarding the plane*)
- When do we show our passport? (*When we are leaving/departing from a country, when we arrive in a country*)

Ask children to pay close attention to the passport in the poster.

- What do you notice on the cover of the passport? (Point out the word '*passport*', the name of the country – *Ireland/Eire*, emblem, *Harp*)
- What does this tell us? (*This tells us that the person who owns this passport is from Ireland.*)

Pair talking task (Role play): Passport please!

Tell the children that we are going to make our own 'school' passports. Give each child a folded piece of card, drawing/colouring materials, printed pictures of the school or school crest and a picture of each child (optional).

Ask children, what should we include in our passports? A cover (picture of our school/school crest; the word '*passport*'); some information inside (a photo/drawing of myself; my name; a picture of my favourite thing to do in school) Instruct/guide children as they create their individual passports.

Explain to children that we have to show our passport in the airport when we hear 'passport please'. Pair the children up, and have Child A play the passport office and Child B play the traveller/passenger. Children could stand or sit on opposite sides of the desk to replicate a check-in desk/passport control. Run the role play as follows:

Child A: *Passport please!*

Child B: (handing their passport to Child A) *Hello. My name is .... My school is called/I go to ... school. My favourite thing to do in school is ...*

Child A: (checking the passport). *Thank you.*

Child A Stamps the passport with a school stamp and returns it to Child B.

Children then switch roles and repeat.

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Digital poster: (Activity mode) Let's pack a suitcase

Go to the Activity mode of the poster. Play the sorting activity. Get children to decide which of the items listed should be packed in their suitcase for a sun holiday. Encourage children to give reasons for their choices.

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): 'Taking Off'

Go to the Poem mode of the poster and play the poem 'Taking Off' by Mary McB Green:

Taking Off

By Mary McB Green

The airplane taxis down the field
And heads into the breeze,
It lifts its wheels above the ground,
It skims above the trees,
It rises high and higher
Away up toward the sun,
It's just a speck against the sky
And now it's gone!

Encourage children to speak the poem with accompanying actions for the plane's movements.

Dramatic play: *At the airport*

With the help of the children, set up airport signs with props in three areas around the classroom and allow children to engage in dramatic play.

1. **Check-in desk –** official with a name tag; luggage; conveyor belt; prop boarding passes; prop microphone≈for flight announcements.
2. **Passport control –** official with a name tag; stamp.
3. **Departure lounge** – shopping area; food court; play area for children.

Encourage children to adopt roles such as passenger, pilot, air hostess, check-in desk attendant and passport officer.

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Lesson Resource 1

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Starlight oral language – Junior Infants Starters and Flyers stories

Unit 1	Starters Story	Flyers Story
	It is the first day of school.	Today is the first day of September and the start of the new school year.
	This is Kate. She is five years old.	Everyone is arriving at the school gates. Most of the children are chatting excitedly.
	She is starting in Junior Infants and is a little bit nervous.	This is Kate. She is five years old and has brown hair and brown eyes. Today is Kate's first day in Junior Infants, so she is feeling slightly nervous.
	Kate is with her Mum, her big brother Jack and her dog, Rocky.	Kate is with her Mum, her older brother Jack and her dog, Rocky.
	This is Mark. He is Kate's best friend. He is excited about starting school.	This is Mark. He is Kate's best friend. He is starting Junior infants too and is feeling very excited.
	Here is a teacher. He looks nice.	There is a teacher in the yard. He is welcoming all the children to the school.
	Good luck today Kate and Mark!	Good luck Kate and Mark! Have a wonderful first day at school!

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Unit 2	Starters Story	Flyers Story
	It is Sunday. Granny and Grandad have come over for dinner.	It is Sunday. Granny and Grandad have come over to Kate's house for a delicious roast dinner.
	Everyone is helping to get the dinner ready. Kate is helping Mum by setting the table. She puts out knives, forks and spoons.	Everyone is helping to prepare for dinner. Kate is responsible for setting the table. She puts out cutlery, plates and glasses.
	Mum is mashing the potatoes with butter.	Mum is using butter to mash the potatoes into a creamy mix.
	Jack is filling a jug with cold water from the tap.	Jack is at the kitchen sink. He is filling a jug with cold water from the tap.
	Grandad is taking the chicken out of the oven. It smells delicious!	Grandad is taking the roast chicken out of the oven. It is piping hot and it smells delicious. Grandad is starting to feel very hungry.
	Rocky likes the smell too. He is getting hungry.	Rocky is famished. He can't wait to sink his teeth into some yummy chicken!
	Yum! That looks like a very tasty dinner!	Everyone is looking forward to a tasty roast dinner! Enjoy everybody!

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Unit 3	Starters Story	Flyers Story
	It is autumn. The weather is getting colder.	The days grow shorter and the nights grow longer. There is a chill in the air. Summer is over and autumn has arrived.
	The leaves are changing colour. They are turning red, yellow, orange and brown. Soon they will fall to the ground.	The leaves on the trees are turning beautiful colours like red, yellow, orange and brown. Soon they will fall gently to the ground.
	Farmers are preparing their fields so that they can plant new crops.	Farmers are busy harvesting crops in the autumn. They also plough the land and plant new crops.
	Apples, potatoes and other fruit and vegetables are being collected. They will be sent to the shops.	Fruit and vegetables are collected and sent to the shops. This farmer has a crate of potatoes.
	Halloween takes place in the autumn. People carve pumpkins and put candles inside.	Halloween takes place in the autumn. Pumpkins are very popular at Halloween – people carve scary faces into them and put candles inside.
	Squirrels are busy in autumn. They collect food and hide it. They will eat it in winter.	As the weather gets colder, squirrels are busy gathering food like nuts and acorns to hide for winter.
	Hedgehogs eat as much as they can in the autumn because they will be in a deep sleep during the winter.	Hedgehogs eat as much food as they can during autumn. When winter comes, they will go into a deep sleep called hibernation.

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Unit 4	Starters Story	Flyers Story
	It is Halloween. Kate and Mark have been trick-or-treating in their spooky costumes.	It is Halloween. Kate and Mark have been trick-or-treating in their costumes. Their buckets are overflowing with tasty treats.
	Kate is dressed up as a cat. She has whiskers and a long tail. She is trying to take a bite from the apple.	Kate is dressed up as a cat. She has pointy ears, black whiskers and a long tail. She is attempting to take a bite out of the apple without using her hands!
	Mark is dressed up as a red devil. He has horns and a tail. He is eating barmbrack.	Mark is wearing a red devil costume. He has black horns on his head and a long, red tail. He is gobbling up Mum's barmbrack.
	Jack is dressed up as a zombie. He is eating popcorn and watching a scary movie.	Across the room, Jack is munching popcorn while watching a scary movie. His face is painted and he is wearing old, torn clothes. Can you guess what he is dressed as?
	Mum is wearing a witch's costume. She has a black, pointed hat on her head.	Mum is standing by the coffee table. She is wearing a witch's costume. She has tall pointed hat with a wide brim.
	Mum has hung up some spooky Halloween decorations. Pumpkins, a skeleton and a ghost are hanging from the ceiling.	There are lots of spooky Halloween decorations. A skeleton is dangling in front of the fireplace. A ghost is floating nearby.
	Rocky is barking at the window. He is afraid of the loud fireworks outside.	Outside the house, fireworks are whizzing through the air and exploding loudly in the sky. Rocky is barking fiercely at them. He doesn't like noisy fireworks!

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Unit 5	Starters Story	Flyers Story
	Have you ever been to the doctor? You go there when you are sick and need medicine to make you better.	Have you ever been to the doctor's surgery? You go there when you are not feeling well and need special medicine to make you better.
	If you have a cough or cold, the doctor may listen to your breathing. They use a stethoscope to do this.	If you have a cough or cold, the doctor may listen to your breathing. They use a special device called a stethoscope to do this.
	The doctor may also check your temperature using a thermometer.	The doctor may also check your temperature using a thermometer. When you are sick, your temperature is often higher than normal.
	Sometimes the doctor will check your weight and height.	Sometimes the doctor will check your weight and height to make sure you are growing properly.
	Young children often go to the doctor to get a special injection. This protects them from some diseases.	Young children often go to the doctor to get a special injection. This helps protect them from common diseases.
	If you have asthma, the doctor will give you an inhaler like this one. It will help you to breathe more easily.	If you have asthma, the doctor may give you an inhaler like this one. It will help you to breathe more easily.
	Would you like to be a doctor?	Do you think doctors have an important job? Why?

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Unit 6	Starters Story	Flyers Story
	Kate and Mum are at the hospital. Kate had an accident! A doctor and a nurse are taking care of her.	Kate and Mum are at the hospital. Kate has had an accident and has injured her leg. A nurse and a doctor are taking care of her.
	She had a bad fall and hurt her leg. It was very sore. She had to get stitches.	She had a bad fall. Her leg was bleeding and very painful. Kate had to get five stitches, but she was really brave.
	Kate cut her forehead too. The doctor cleaned it and put a plaster on it.	When she fell, Kate also banged her head and cut her forehead. Luckily, it was a small cut, so she only needed a plaster.
	This is the doctor. She is kind. She is wearing a white coat. She has a stethoscope around her neck.	This is the doctor. She has been very kind to Kate. She is wearing a long white coat and has a stethoscope around her neck.
	The doctor is looking at an X-ray of Kate's leg. She says that it is not broken. Kate and Mum are happy to hear this.	The doctor is examining an X-ray of Kate's leg. She says there are no broken bones. Mum is very relieved to hear this.
	Here is the nurse. She is going to give Kate an injection. She will give Kate a lollipop too.	Here is the nurse. She is holding a tray with a needle on it. She is going to give Kate an injection. This is to prevent Kate's leg from getting infected.
	Have you ever been in a hospital before?	Have you ever been in a hospital? What was it like?

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Unit 7	Starters Story	Flyers Story
	It's Christmas Day! The family are all together in the living room. Everyone is feeling very happy.	It's Christmas Day! The family are all gathered together in the living room to exchange gifts. Everyone is in a good mood.
	Grandad is wearing a red Christmas jumper. He is eating sweets and looking at the telescope.	Grandad is looking fashionable in his red Christmas jumper. He is eating some scrumptious chocolates and admiring Jack's new telescope.
	Kate has opened her present. It is a new box of markers. She can't wait to start colouring.	Kate has torn open the wrapping paper on her gift to reveal a new set of markers. She can't wait to use them on her next arts and crafts projects.
	Jack is wearing a blue shirt and trousers. Mum is wearing an orange dress. Jack is giving Mum a present. What can it be?	Jack is looking smart in a new shirt and trousers. Mum is dressed up too, in a stylish orange dress. Jack is giving Mum a present. What could it be?
	There are stockings, cards and candles over the fireplace. Rocky is fast asleep on the mat.	The fireplace is decorated with Christmas stockings, cards and candles. The fire is blazing and Rocky is curled up on the mat in front of it.
	Did you see Kate's new bicycle? It is purple and it has a matching helmet. It has a basket too.	Do you see Kate's gleaming new bicycle? It comes with a matching helmet. It even has a handy basket on the front!
	Merry Christmas everybody!	Merry Christmas everybody! Enjoy the festivities and have lots of fun!

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Unit 8	Starters Story	Flyers Story
	What toys do you like to play with? Let's see which ones we can spot in the toyshop.	What toys do you like to play with? There are so many different toys that you can buy. Let's see which ones we can spot in the toyshop.
	Look over here – I spy a doll with floppy legs. And look – a white teddy bear with a big bow. He looks nice and cuddly.	Look over here. I spy a smiling, curly-haired doll. She has long, floppy legs. Below the doll is a fluffy white teddy bear with a big bow around his neck. He looks soft and nice to cuddle.
	I spy lots of toy cars and trucks. I even see a red fire engine and a plane.	Do you like toy cars and trucks? I spy a great selection here! I even see a bright red fire engine and a plane hanging from the ceiling.
	Do you like to play outdoors? I spy a trampoline and a purple bicycle. And look at these rollerblades!	Do you like to play outdoors? Then let's check out this corner. I spy a bouncy trampoline and a shiny purple bicycle. And look at these rollerblades – you can go whizzing down the street on these!
	This is the Arts and Crafts section. I spy lots of paint, play dough and Lego. You can build and make lots of things.	This is the Arts and Crafts section. I spy lots of paint, play dough and Lego on these shelves. You can use your imagination to build and make so many things.
	I spy Tom the shopkeeper. Tom can help you find what you are looking for.	I spy Tom the shopkeeper at the till. Tom can help you find what you are looking for.
	What is your favourite toy?	What would you buy in this toyshop?

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Unit 9	Starters Story	Flyers Story
	There are different clothes for every situation! Even going to school, children can wear lots of different clothes!	There are different clothes for every season and every situation! Even going to school, children wear a wide variety of clothes.
	In this school, the children wear a uniform. The boys wear trousers and the girls wear skirts. They all wear white shirts and red jumpers. Do you have a school uniform?	In this school, the pupils wear a uniform. The boys wear grey trousers whereas the girls wear grey skirts. They all wear the same white shirts and red jumpers. Do you have a school uniform? What does it look like?
	Some schools don't have a uniform. Children wear their own clothes to school – like jeans and leggings.	Some schools don't have a uniform. Children wear their own clothes to school – like jeans and leggings. These clothes are sometimes called casual clothes.
	It's cold out, brrr! These children are going to school in the snow – so they need warm coats, hats, scarves and gloves to keep them warm.	It's cold out, brrr! Some children live in a cold climate. So they need warm coats and woolly hats going to school. Gloves are also useful for snowball fights!
	This girl has PE today. Instead of a uniform she is wearing a navy tracksuit and short-sleeved top. She is also wearing runners.	It's time for PE! Uniforms aren't always suitable for running around in. Tracksuits and t-shirts are loose-fitting, so they are perfect for football, basketball or athletics.
	This boy has to wear a uniform, but the weather is very hot. He needs to keep cool, so he is not wearing his school jumper. His shirt has short sleeves and he wears shorts instead of trousers.	School uniforms can vary depending on the weather. Today is hot, so this boy is wearing a short-sleeved shirt and shorts instead of trousers.
	You can wear different clothes in school and at home. What kind of clothes do you like? Do you prefer trousers or jeans? Do you wear runners or shoes?	You can wear different clothes in and out of school. What kind of clothes do you prefer to wear? Do you like wearing leggings, jeans or tracksuits? Which suits you better – t-shirts or shirts? Do you prefer wearing runners or shoes?

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Unit 10	Starters Story	Flyers Story
	Jake the snake is missing. The children and their teacher are looking everywhere for him.	Jake the snake has escaped from his tank. The children and their teacher are searching the classroom for him. They are all anxious to find Jake.
	Anna is looking *between* the books. Jake is her pet. She is worried. She hopes she can find him.	Anna is looking carefully *between* the books in the library. Jake is her pet and she really wants to find him. She is worried that Jake might feel lost and afraid.
	Kate is looking *in* the art cupboard. Jake may have slid behind the paint bottles and paint brushes.	Kate is looking *in* the art cupboard. She is gently moving all the bottles of paint aside in case Jake has slithered in behind them.
	Mark is looking *under* a table. He feels very nervous because he is afraid of snakes.	Mark is on his hands and knees. He is peering nervously *under* one of the classroom tables because he is terrified of snakes.
	Cian is up at the teacher's desk. He is looking *beside* the bin.	Cian is bending down and searching the area *beside* the bin. There is no sign of Jake!
	Miss Sharpe is looking for Jake *above* the clock.	Miss Sharpe, the teacher, is at the top of the classroom. She is standing on her tippy-toes. She is trying to see if Jake is *above* the clock.
	Can you see Jake?	Where do you think Jake might be hiding?

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Unit 11	Starters Story	Flyers Story
	Welcome to the farm! Sheep, cows, pigs and chickens live here.	Welcome to the farm! Lots of animals live here – like sheep, cows, pigs and chickens. The farmer works very hard to take care of them.
	This is the farmer's tractor. It is red and it has big tyres. The farmer uses the tractor to plough the field.	This is the farmer's tractor. It is red and it has huge tyres. There are lights all around the front. The farmer uses the tractor to plough the land.
	The sheep are grazing on the grass. In summer, when it gets hot, the farmer will shave off their fluffy wool coats.	Sheep love to graze on the grass. In summertime, the farmer shears their fluffy wool fleeces. This helps them to stay cool and comfortable during hot weather.
	Cows eat lots of different foods. They like to eat grass, hay and grains. Cows can be milked by hand or with a milking machine.	Cows eat a variety of foods for a healthy diet. They like to eat grass, hay and grains. Cows can be milked by hand or with a milking machine.
	Look at this little piglet! The boy is able to pick it up because it is so small. The boy looks very happy.	Look at this lovely newborn piglet! It is so small that the boy can easily pick it up! Doesn't it look sweet? The boy seems to think so!
	This little girl is feeding the chickens. She is holding a bucket of seeds and grains. Hens lay eggs and the farmer sells the eggs.	This little girl is feeding the chickens grains and seeds. Female chickens are called hens – they sleep and lay eggs in chicken coops. The farmer can sell these eggs to shops and markets.
	What is your favourite farm animal?	Can you think of other animals that would live on a farm?

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Unit 12	Starters Story	Flyers Story
	Here is a duck pond. Fish swim in the pond and lots of animals live near the pond.	We are at the duck pond. A wide variety of animals live here. Some – like fish – live in the pond. Others – like mice – live near the pond.
	Look at this lovely swan. It has soft, white feathers and an orange beak.	A beautiful swan is gliding across the water. It has soft, white feathers and a bright orange beak. Swans are very graceful creatures.
	Nearby, some frogs are sitting on lily pads. One frog is leaping through the air.	Not far away, some frogs are perched on giant lily pads. One of the frogs is leaping from one lily pad to another.
	There are ducks at the pond too. Some of them are in the water. Others are on the grass.	There are ducks and ducklings at the pond too. Some of them are swimming in the water while others are waddling on the grass.
	Here is a little hedgehog. He has prickly spines on his back. His face and belly are soft.	On the bank of the pond, a little hedgehog looks on. His prickly spines protect him from animals that might try to eat him. Did you know that when a hedgehog is scared, it curls up into a ball?
	Look at this wriggly worm. He is very happy living at the duck pond.	Nearby, a little worm wriggles along the ground. Soon he will burrow back down into the ground.
	What other animals can you see at the duck pond?	There are so many animals at the duck pond. What other creatures can you see?

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Unit 13	Starters Story	Flyers Story
	Time for pizza. Let's start cooking Dad!	It's pizza time! C'mon Dad let's get cooking!
	First, let's roll the dough and make it nice and thin. We can use this rolling pin to flatten it.	What needs to be done first? Let's roll the dough and make it nice and thin. We can use this rolling pin to flatten it out.
	Next up – sauce! Sprinkle some basil into the bowl and then stir it with a spoon.	We'd better make the sauce next! Let's add some basil to the tomato purée and mix it all up with a spoon.
	Now let's pour some sauce on the dough. Use the back of a spoon to spread it around!	We can pour some sauce on the dough and then spread the mixture around. The back of a tablespoon works great for this job!
	Pizzas must have toppings. Let's add some cheese, mushrooms and peppers.	Toppings are essential! First, some grated cheese ... but what else? Mushrooms and peppers sound good. This pizza will be yummy!
	Dad is putting the pizza in the oven. It will be ready in 15 minutes, when the cheese melts.	Dad is putting the pizza in the oven. Oven gloves protect his hands from the heat. The pizza should be ready in about 15 minutes. When the cheese melts and the crust turns golden, we'll know it's done!
	Mmmm this pizza smells delicious! Dad has cut it into slices for us to share.	Mmmm this pizza smells delicious! Dad has cut it into four large slices – one for him … and three for me!

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Unit 14	Starters Story	Flyers Story
	We are at the supermarket. There is a variety of food here – meat, fish, fruit and vegetables.	We are at the supermarket. This is where we do our weekly grocery shopping. You can find an assortment of food here – meat, fish, fruit and vegetables.
	Customers bring baskets and trolleys to the checkout. They pay the cashier for their shopping. She puts the money in the till.	Customers pay for their baskets and trolleys of goods at the checkout. Each night before going home, the cashier counts the money in the till.
	A shopping list helps you to remember the various things you need to buy. Where should we start?	A shopping list helps you to remember the various things you need to purchase. This list has fruit, vegetables and dairy products on it. Where should we start?
	The fruit and vegetables section looks great. There are green and red apples, ripe bananas and fresh lemons. There is a selection of vegetables too.	The fruit and vegetables section has exactly what we need. Green and red apples, lovely ripe bananas and some fresh lemons. There is a great selection of vegetables too – those potatoes look heavy!
	The dairy section is nice and cool. It has all the things we store in the fridge – like milk, butter, yogurt and cheese.	The dairy section is kept at a cool temperature, so that the products stay fresh. Here's where you'll find products like milk, eggs, butter and creamy yogurt. Should we pick up some cheese?
	The fi sh section is cold – this helps the fi sh stay fresh. There's lots of choice – even lobster! Which one should we have for dinner?	The fish section is even colder! The ice helps to keep the fish fresh. We have cod, salmon and lobster to choose from. Which one would you like to eat for dinner?
	Do you like going to the supermarket?	Do you like grocery shopping? Why?

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Unit 15	Starters Story	Flyers Story
	Everybody loves going on summer holidays! It's the perfect time to play with friends and have fun!	Everybody loves going on summer holidays! It's the ideal time to take a break, play with friends and have lots of fun!
	The weather is warm and sunny. We can go to the beach and surf in the waves.	The sky is blue and the sun is beaming down. We can head to the beach and catch some waves on our surfboards.
	Afterwards, we can make sandcastles at the beach. Or have a tasty ice cream cone to cool down. Yum!	Afterwards, we can make sandcastles at the beach. Or treat ourselves to a delicious ice cream cone!
	Why not have a splash in the swimming pool? A swimming ring helps you to float. Goggles help you to see underwater.	It's getting hotter! Time for a refreshing swim in the pool! Swimming rings and armbands can help you to float. Goggles can help you to see underwater.
	It's getting pretty hot out, so we need to put sunscreen on our skin. This stops us getting sunburnt. Sunglasses help us to see, when the sun gets too bright.	We need to take care when we are outdoors on hot days. Sunscreen protects our skin from getting sunburnt. Sunglasses protect our eyes from the sun's glare.
	At the beach, it's nice to wear flip-flops – you can feel the sand between your toes! A big sun hat is good too. And don't forget your swimming togs!	Flip-flops are also essential on holidays! It's nice to feel the sand between your toes! A big floppy hat can shade your face from the sun. And, of course, don't forget your swimming togs!
	Summer holidays are the best!	What has been your favourite holiday? Where did you go? What did you do?

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Unit 16	Starters Story	Flyers Story
	Kate, Jack and Mum are at the airport. They are going on holidays to Italy! Soon they will be in a plane!	Kate and Jack are at the airport with Mum. They are going on holidays. Soon they will all be on board a flight to Italy!
	Kate and Jack are really excited. Jack has a green suitcase and Kate has a purple one. The cases have wheels, so they are easy to push around.	Kate and Jack are looking forward to the trip. Their luggage is piled up on a trolley. Jack's suitcase is green. Kate's suitcase is purple with blue and yellow flowers. Both cases have wheels, so they can be pushed around easily.
	Mum is at the check-in desk. She has the passports in her hand. She is collecting the boarding passes for the flight.	Mum is at the check-in desk. She has the passports in her hand. A friendly man at the check-in desk is giving Mum the boarding passes. She will need to show these when boarding the plane.
	Everyone needs a passport to travel to other countries. A passport has a photo of the person who is travelling and information about them.	Everyone needs a passport to travel from one country to another. Each passport has a photo of the passenger and personal information about them – such as their name and what country they are from.
	Here is Kate's boarding pass. It says what time the plane takes off and what time it lands. It also says that Kate is sitting in seat 23A.	Here is Kate's boarding pass. It tells Kate that she is departing from Dublin at nine o'clock. And arriving in Milan at half past twelve. It also tells her that she is sitting in row 23A.
	Here are the captain and the air hostess. The captain will fly the plane while the air hostess looks after the passengers.	The captain and air hostess have just arrived. The captain will prepare the plane for the flight while the air hostess helps the passengers during the flight.
	Have you ever been on a plane? Did you like it?	Have you ever been on a plane? Was it an enjoyable experience?

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