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| **Class** | 1st | **Theme** | Myself |
| **Unit** | 2 | **Subtheme** | New friends |
| **Unit genre** | Recount | | |
| **Vocabulary** | Tier 1 examples: truck, house, boxes, bicycle, lonely,  curious, neighbours, teacher, nervous, friendly, uniform  Tier 2 examples: semi-detached, neighbourhood, commotion, classmates | | |
| **Lesson resources** | Blank person image | | |

# Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Group work: What questions?  Giving important information | **Lesson 3** | Digital poster (Explore mode): Talk and discussion  Digital poster (Activity mode): Multiple choice questions  Timeline |
| **Lesson 2** | Digital poster: Recap  Digital poster (Question mode)  Who are you? Group and pair work | **Lesson 4** | Digital poster (Label mode)  Digital poster (Poem mode): *My Brilliant Friend*  Descriptive words |

# 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. Us the conceal tool to hide the left-hand side of the poster. Ask children the following questions about the right-hand side of the poster:

* Spotlight the globe and world map. Ask, what are these and what do you think the children use them for?
* How many people in the class wear glasses?
* What do you think the children were learning about today? Why do you think that?
* Describe the children’s school uniform. Compare it to your one. *(My uniform is/has… but their uniform is/has…)*
* What colour do you think the living room of the new house will be? Why do you think that?
* What do you think the little boy with the football is thinking? How do you think he will introduce himself to Fionn?
* Can you think of another word for couch/desk/truck/etc.?

**Group work: What questions?**

Discuss the following with the class: Fionn is starting a new school and moving into a new house. They’re different from his old house and school, and this is very different and a bit scary. Ask the class, what questions do you think Fionn has about his new neighbourhood and new school? Organise children in groups and encourage them to think of five questions about his new neighbourhood and five questions about his new school that they think Fionn would ask. Have each group share their responses with the whole class.

**Group work: Giving important information**

Organise children in pairs or groups and put the following scenario to them:

*A new child is coming to our class tomorrow. What important information does he/she need to know to help him/her settle in on his first day in our class?*

Allow the children some time to discuss their ideas and then share with the rest of the class. Encourage them to address the information to the rest of the class as if they are talking to the new child, opening and closing with appropriate greetings/welcoming statements, e.g. *Welcome to our class! We hope you will be very happy here and can’t wait to get to know you.*

If iPads or tablets are available, children can be encouraged to take pictures of things in the class to aid their talk.

# Lesson 2

**Digital poster (Story mode): Recap**

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

**Digital poster (Question mode)**

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

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| Q1. | Look at the picture on the left. What are the men carrying out of the truck? |
| Q2. | Look at the picture on the right. Where is Fionn? |
| Q3. | In the picture on the right, what is the teacher pointing at? |
| Q4. | How do you think Fionn is feeling in these pictures? |
| Q5. | Look at the picture on the left. What do you the boy next door is thinking about? |
| Q6. | In the picture on the right, what do you think the teacher is saying to Fionn? |
| Q7. | What do you think Fionn’s new classmates are like? Why do you think that? |
| Q8. | What do you think would be the best and worst thing about moving to a new neighbourhood? |
| Q9. | Why do you think people need a van when moving house? |
| Q10. | Would you feel nervous or excited about starting in a new school? |

**Who are you? Group and pair work**

Organise children in groups, and in pairs within their groups. Ask each child to introduce themselves to their partner and to find out a few facts about them, e.g. A’s favourite/least favourite food, B’s hobbies, favourite TV programme, etc. Allow about 30 seconds for this. Each child then introduces their partner to the group and vice versa. Repeat, giving the children new partners and asking them to find out as much information about each other as they possibly can. Topics may include family, friends, school, hobbies, etc. When giving the information about themselves the children should incorporate non-verbal cues to aid the listener, for example *I hate cabbage* (thumbs down), I play soccer (pretend to kick a ball). Once this is done a few times the teacher can bring the class back as a whole group. Discuss with the children surprising things that they found out about each other.

# Lesson 3

**Digital poster (Explore mode): Talk and discussion**

Go to the Explore mode with children again. Focus on: Tier one and tier two vocabulary (truck, house, boxes, bicycle, lonely, curious, neighbours, teacher, nervous, friendly, uniform, semi-detached, neighbourhood, commotion, classmates, etc.)

**Flyswatter vocabulary game**

Display some or all of these vocabulary words on the board. Bring up two children to the front of the room and give them fly swatters (or have them play with their hands). Give the two children a clue about the word you are thinking of. The winner is the first child to locate and ‘swat’ the correct word. You could also ask the child to use the word in a sentence to ensure they fully understand how to use it.

**Examples:** Find the word on the board …

* that rhymes with mouse.
* that describes the people living near you .
* that means the same as scared.
* that is a compound word.
* that describes me!
* that is a kind of vehicle.
* that is the opposite to calm.
* that describes the house I live in.
* that rhymes with creature.
* that describes an object with two wheels.
* that describes the people in this class.

Invite the class to select questions for the child or children playing once they are familiar with the game.

**Digital poster (Activity mode): Spot the difference**

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

**Remember:** It is important to encourage the children to use language rather than pointing, e.g. ‘The boy is wearing glasses in one picture and not in the other OR in the picture on the left/the picture on the right.’

**Timeline**

In groups, have children orally create a timeline of events for a particular day or week in school, drawing pictures to accompany the events. You could choose a time when something especially significant happened, such as a class outing or assembly. Ensure children use appropriate connectives when creating the timeline, e.g. *first, next, then, after that, finally, etc.* Have each group present their timeline to the rest of the class, using their pictures as supports. Encourage children to explain the importance or significance of different events in the timeline.

# 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):** ***My Brilliant Friend***

Go to the Poem mode of the poster and play the poem, *My Brilliant Friend.*

***My Brilliant Friend***

By Roger McGough

He’s brilliant at karate

He’s brilliant at darts

He’s brilliant at acting

He gets all the best parts

He’s brilliant at swimming

He’s brilliant at skates

He’s brilliant at juggling

With real china plates

He’s brilliant at poetry

He’s brilliant at rhyme

He’s brilliant at lessons

He comes top every time

He’s Brilliant just Brilliant

With a capital B

(Although he’s only average

In comparison with me).

Identify and discuss the rhyming words used in the poem: darts/parts, skates/plates, rhyme/time, B/me. How many other words can the children come up with that rhyme with each pair? Record suggestions on the board.

**Descriptive words**

Discuss with the children the different adjectives that can be used to describe a person. In the poem the author uses one word to describe his friend – brilliant. What other words can we use to describe our friends? Brainstorm with the children and record some ideas on the board.

Next, give the children a page with the outline of a person (see Lesson resource 1). Have them complete the picture so it looks like one of their friends, and label their picture with words to describe him or her. Invite children to share their picture and descriptive words with the class.

# Lesson resource 1

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