**Starlight 5th Class: Fortnightly Plans**



*Note: This document suggests two specific learning experiences per strand for each fortnightly plan. However, as the majority of the learning outcomes are covered in every unit, teachers may prefer to select their own learning experiences. In this case, detailed mapping for all learning outcomes for every unit is also available on Folensonline.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **September: Week 1 & 2**  **Unit: 1**  **Theme: FAMILY AND COMMUNITY: COMMUNITIES IN NEED** | | | | | | |
| **STRAND: Oral Language** | | **STRAND: Reading** | | **STRAND: Writing** | | |
| **Learning Outcomes Covered** | | **Learning Outcomes Covered** | | **Learning Outcomes Covered** | | |
| **Elements**  Communicating: LO1, LO2, LO3  Understanding: LO4, LO5, LO6  Exploring and Using: LO7, LO10, LO11 | | **Elements**  Communicating: LO1, LO2  Understanding: LO3, LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO9, LO10 | | **Elements**  Communicating: LO1, LO2  Understanding: LO3, LO4, LO5  Exploring and Using: LO6, LO7, LO8, LO9 | | |
| **Oral Language: Key Learning Experiences** | | **Reading: Key Learning Experiences** | | **Writing: Key Learning Experiences** | | |
| * Actively listen to and extract meaning from a poster story about various Irish rescue services and workers. **(LO1)** * Listen and respond to an oral recount about rescue services.   Create a short, dramatic oral recount, i.e. A Friend in Need. **(LO2)** | | * Develop their interest in and enjoyment of literature by reading and understanding recounts about a weather event. **(LO1)** * Read and critically respond to two recounts about weather events for pleasure, interest and to understand the structure and purpose of recounts. **(LO2)** | | * Engage positively and purposefully while creating a recount text. Use writing as a tool to clarify and structure thought and express individuality while writing a recount text. **(LO1)** * Use a broadening range of conventions of print and sentence structure in an appropriate way.   Demonstrate an understanding of the impact of varying types and lengths of sentences when creating a recount. **(LO3)** | | |
| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Oral recount/Interviewing | n/a | Recount | Inferring  Questioning  Making connections | 1a: Capital letters and end punctuation  1b: Punctuating speech | 1a: Sequencing writing  1b: Paragraphs | 1a: Planning a recount  1b: Writing a recount |
| **Oral Vocabulary** | | **Reading vocabulary** | |
| Tier 1 examples: communities, emergency, volunteer, firefighter, hazard, snow-plough, grit, wounded, collapsed, charities, harness, rubble  Tier 2 examples: humane, undertake, arduous, volatile, terrain, paramedic, apparatus, compassionate, altruistic, humanitarian, conscientious | | Text 1a: temperatures, moisture, atmosphere, meteorologists, plummeted, ground to a halt, extended, rejoiced, blizzard, widespread, approximately, significant, authorities, generosity  Text 1b: celebrated, frolicked, flocks, troughs, impact, elderly, isolated, forecast, grazed, braying, mourning, distressed, weary | |
| **Content** | | **Content** | | **Content** | | |
| Week 1  *Lesson 1*  Digital poster (Story mode)  Digital poster (Talk and discussion)  Pair talking task: Who am I?  Pair talking task: Nice to meet you  *Lesson 2*  Digital poster (Story mode): Recap  Digital poster (Question mode)  Same difference  Week 2  *Lesson 3*  Digital poster (Explore mode) – Talk and discussion  Pair talking task: Tell me why  Group talking task (Oral recount/interviewing): On the hotseat!  *Lesson 4*  Digital poster (Let’s Talk! mode): The importance of people who help us  Small group talking task: A friend in need | | *Starlight 5th Class Combined Reading and Skills Book*  Week 1  Text 1a: The Beast from the East (pp.6–8)  Comprehension questions: Fact finding (p.9)  Comprehension questions: Read between the lines (p.9)  Vocabulary activities (p.9–10)  Week 2  Text 1b: A Rescue with a Difference (p.12–14)  Comprehension questions: Fact finding (p.15)  Comprehension questions: Read between the lines (p.15)  Vocabulary activities (p.15–16) | | *Starlight 5th Class Combined Reading and Skills Book*  Week 1  Grammar: Capital letters and end punctuation (p.10)  Writing skills: Sequencing writing (p.11)  Writing genre: Planning a recount (p.11)  Week 2  Grammar: Punctuating speech (p.16)  Writing skills: Paragraphs (p.17)  Writing genre: Writing a recount (p.17) | | |
| **Assessment** | | **Assessment** | | **Assessment** | | |
| Oral language assessment checklist | | Reading assessment checklist  Teacher-designed tests and tasks  Questioning: Use the prompts.  Conferencing  Teacher observation | | Writing assessment checklist  Self-assessment: Children self-assess their recount using smiley faces.  Portfolio assessment: Children can add their recount to an assessment portfolio. | | |
| **Differentiation** | | **Differentiation** | | **Differentiation** | | |
| Starters and flyers modes in the digital poster  Below-, on- and above-level questions in the digital poster | | Challenge questions in combined reading and skills book  Early finishers/Alternative questions worksheets | | All children carry out the same writing tasks (Starlight 5th Class Combined Reading and Skills Book p.11 and p.17). Writing is differentiated by outcome. | | |
| **Integration** | | | | | | |
| *SPHE*  Explore the idea of people in the community who help us. Brainstorm the topic with the class and then investigate the benefits of being part of a community, as well as the responsibility that being in a community creates.  *SESE – Geography – Natural environments – Weather*  Investigate weather and climate. Keep track of the weather over the course of a week, noting temperature, pressure, rainfall, wind, etc. What can tracking the weather tell us?  *Music*  Use body percussion to compose a piece of music entitled ‘The Beast from the East’. | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **September: Week 3 & 4**  **Unit: 2**  **Theme: FAMILY AND COMMUNITY: HOMES AND HOUSES** | | | | | | |
| **STRAND: Oral Language** | | **STRAND: Reading** | | **STRAND: Writing** | | |
| **Learning Outcomes Covered** | | **Learning Outcomes Covered** | | **Learning Outcomes Covered** | | |
| **Elements**  Communicating: LO1, LO2, LO3, LO4  Understanding: LO5, LO6, LO7  Exploring and Using: LO8, LO10, LO11, LO12 | | **Elements**  Communicating: LO1, LO2  Understanding: LO3, LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO9, LO10 | | **Elements**  Communicating: LO1, LO2  Understanding: LO3, LO4, LO5  Exploring and Using: LO6, LO7, LO8, LO9 | | |
| **Oral Language: Key Learning Experiences** | | **Reading: Key Learning Experiences** | | **Writing: Key Learning Experiences** | | |
| * Develop vocabulary (nouns, verbs, adjectives) on the topic of homes and houses.   Explore the vocabulary of architecture *(e.g. north/south-facing, design, accessibility, etc.)*.  Engage playfully with new vocabulary through anagrams, i.e. Awesome Anagrams.  Explore synonyms for house (e.g. abode, dwelling) and terms in other languages that describe houses. **(LO5)**   * Reflect upon the information given in the poster.   Use language to describe in detail one of the houses shown in the poster.  Describe their dream house. **(LO12)** | | * Analyse and understand the conventions of report texts including the use of paragraphs and topic sentences. Understand the conventions of sentence punctuation (e.g. question marks, exclamation marks and end punctuation). **(LO3)** * Identify and discuss the features of the report genre including use of headings, clear openings and use of topic sentences to open paragraphs. Understand that the purpose of reports is to give information. **(LO7)** | | * Justify the selected topic/building and content of their report with the audience, theme and purpose in mind. **(LO2)** * Use the appropriate text structures and language features when writing a report including headings, sub-headings, clear openings and endings, topic sentences and paragraphs. **(LO6)** | | |
| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Oral report | ‘Empty House’ by Gareth Owen | Report | Inferring  Visualising  Summarising  Making connections | 2a: Commas  2b: Alternative punctuation | 2a: Using paragraphs to organise information  2b: Organising information | 2a: Planning a report using a KWL chart  2b: Writing a report |
| **Oral Vocabulary** | | **Reading vocabulary** | |
| Tier 1 examples: apartments, balconies, materials, aeroplane, bungalow, architect, engineer, houseboat, unwise  Tier 2 examples: communal, submerged, techniques, premium, optical illusion, detached, semi-detached, terraced | | Text 2a: possessions, unique, architects, landscape, boulders, heritage, remarkable, traditionally, foundation, entirely, terrain, retreat, permanently, disorientated  Text 2b: native, tribes, constructed, temporary, ventured, dome, ventilation, insulation, sealing, caribou, typically, thermal, hide, dwelling, inhabitants | |
| **Content** | | **Content** | | **Content** | | |
| Week 1  *Lesson 1*  The Burrow  Digital poster (Story mode)  Digital poster (Talk and discussion)  The minister’s cat  *Lesson 2*  Digital poster (Story mode): Recap  Digital poster (Question mode)  Class talking task: Why we need homes  Design a dream dwelling  Week 2  *Lesson 3*  Digital poster (Explore mode): Talk and discussion  Pair-talking task (Oral report): Where I live  *Lesson 4*  Digital poster (Poem mode): ‘Empty House’ | | *Starlight 5th Class Combined Reading and Skills Book*  Week 1  Text 2a: Bizzarchitecture (pp.18–20)  Comprehension questions: Fact finding (p.21)  Comprehension questions: Read between the lines (p.21)  Vocabulary activities (p.21–22)  Week 2  Text 2b: Igloos and Tipis (pp.24–26)  Comprehension questions: Fact finding (p.27)  Comprehension questions: Read between the lines (p.27)  Vocabulary activities (p.27­–28) | | *Starlight 5th Class Combined Reading and Skills Book*  Week 1  Grammar: Commas (p.22)  Writing skills: Using paragraphs to organise information (p.23)  Writing genre: Planning a report using a KWL chart (p.23)  Week 2  Grammar: Alternative punctuation (p.28)  Writing skills: Organising information (p.29)  Writing genre: Writing a report (p.29) | | |
| **Assessment** | | **Assessment** | | **Assessment** | | |
| Oral language assessment checklist | | Reading assessment checklist  Teacher-designed tests and tasks  Questioning: Use the prompts.  Conferencing  Teacher observation | | Writing assessment checklist  Self-assessment: Children self-assess their report using smiley faces.  Portfolio assessment: Children can add their report to an assessment portfolio. | | |
| **Differentiation** | | **Differentiation** | | **Differentiation** | | |
| Starters and flyers modes in the digital poster  Below-, on- and above-level questions in the digital poster | | Challenge questions in combined reading and skills book  Early finishers/Alternative questions worksheets | | All children carry out the same writing tasks (Starlight 5th Class Combined Reading and Skills Book p.23 and p.29). Writing is differentiated by outcome. | | |
| **Integration** | | | | | | |
| *Visual arts – Construction*  Ask the children to choose any one of the houses shown in Unit 2a and to construct a model of it using recycled materials. Alternatively, the children could carry out further research on other unusual and interesting homes and create a model of those instead.  *SESE – History – Change and continuity* or *Stories from the lives of people in the past*  Examine houses in Ireland through the ages. What has changed and what has stayed the same?  Investigate any older houses that may be in the locality. When were they built? Who lived in them?  Alternatively, children could learn more about the Inuit people and the Native American peoples. Carry out a mini-project (an A4 page) listing some facts and figures related to one of these indigenous peoples.  *SESE – Science – Environmental awareness and care*  Discuss how houses can be more energy-efficient today and how we can conserve energy in the home. Children could ‘rate’ their own homes based on a list of criteria (whether they use gas or oil heating, if they have energy saving bulbs, whether lights and appliances are switched off when not in use, etc.). Children could then write a short report about how their home could be made more energy-efficient. | | | | | | |