**Starlight Junior Infants: Sample Fortnightly Plan**

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| **january: Week 3 & 4**  **Unit: 9**  **Theme: school - what I wear to school** | | | | |
| **STRAND: Oral Language** | **STRAND: Reading** | | | **STRAND: Writing** |
| **Elements**  Communicating: LO1, LO2 LO8  Understanding: LO4, LO5, LO6  Exploring and Using: LO8, LO9, LO10 LO11, LO12 | **Elements**  Communicating: LO1  Understanding: LO3, LO5, LO6  Exploring and Using: LO7, LO8, LO9, LO10 | | | **Elements**  Communicating: LO1,  Understanding: LO3, LO4, LO5,  Exploring and Using: LO6, LO7, LO9 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | | | **Writing: Key Learning Experiences** |
| The child should be able to…  Listen and respond to an oral report. **(LO2)**  Express and understand complex sentence structures using connectives. Understand how to use the prepositions ‘in’, ‘on’, ‘over’, ‘under’, ‘through’ and ‘around’. **(LO4)** | The child should be able to…  Understand conventions of print including left–right directionality **(LO3)**  Recognise the sight words: I, have, the, my  Read CVC words and short simple sentences  Use cues from photographs to read **(LO5)** | | | The child should be able to…  Enjoy drawing classroom items of clothing and creating letter-like forms **(LO1)**  Use letters to represent words  Begin to copy print **(LO4)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | | **Writing genre** |
| ‘Getting dressed for school’ By Ken Nesbit | Report | Core: Red  Foundation: Pink | | Report |
| **Oral Vocabulary** | **Sight words** | **New Words** | |
| 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 | I, have, the, my | *Core*: must, get, dressed, let’s, a, top, put, it, on, long, tie, dress, good, job, shoes, school, bag, forgot, socks, oops  *Foundation*: get, dressed, a, top, put, it, on, fun, socks, hat, job, pen, lost, bag, big, hug | |
| **Phonics Focus** | **Comprehension Strategies** | |
| /l/, /f/ | Predicting, Making Connections, Clarifying (C),  Inferring (F) | |
| **Content** | **Content** | | | **Content** |
| Oral language poster  *What I wear to school*  Week 1  Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Think and talk: I wonder …  *Lesson 2*  Digital poster (Story mode): Recap  Digital poster (Question mode)  Playground rhyme and clap games  Pair talking task 1  Week 2  *Lesson 3*  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 | Shared Reader  Starlight Print and Digital Big Book: What Do You Wear to School? | Class Readers  *Core Reader 1*: School Clothes (p. 1–12)  *Foundation Reader 1:* School Clothes (p.1–12)  Junior Infant Skills Book  Sight Word Activities (p.1, 3)  Comprehension Activity (p.2)  Digital  Unit 9 Vocabulary Flashcards  Unit 9 Sight Word Activity | | Junior Infant Skills Book  Report writing (p.8) |
| **Differentiation** | **Differentiation** | | | **Differentiation** |
| Starter and flyer stories in the digital posters  Below-, on- and above level questions in the digital poster | Teachers can differentiate by using either the Foundation or the Core reader.  A full list of levelled readers at a variety of book band levels for the theme of ‘School’ can be found on p.104 of the Teacher’s Guide. | | | All children carry out the same writing task (Starlight Skills Book p. 4). Writing is differentiated by outcome. |
| **Assessment** | **Assessment** | | | **Assessment** |
| Oral language assessment checklist | Running record – Unit 9, Core Reader 1: School Clothes  Running record – Unit 9, Foundation Reader 1: School Clothes  Reading and writing assessment checklist | | | Reading and writing assessment checklist |
| **Integration** | | | | |
| Maths – Sorting and matching: Children sort items of clothing according to a variety of criteria (e.g. colour, type and purpose) and match up socks into pairs.  Gaeilge: Teach the children vocabulary associated with the topic Éadaí, including: briste, sciorta, gúna, léine, geansaí, cóta. Once the vocabulary has been covered, children could put baby clothes on a doll or teddy bear and sing the song ‘Cuir ort do \_\_\_\_\_\_\_\_\_ mar tá tú ag dul ar scoil’, using the clothing vocabulary.  SESE – Science: Ask the children to work together to investigate the different types of materials in school clothes. They could discuss the purpose of the material and figure out where it comes from: wool comes from sheep, cotton from a plant, etc.  SESE – Geography (weather): Explore the link between weather and what we wear. What should Teddy wear each morning? If it is warm, does he need his jumper? | | | SESE – Geography (other countries): The children could examine pictures of school uniforms from different countries. They could discuss the similarities and differences with their own uniform, and the possible reasons for this.  History: Ask the children to explore school uniforms from the past, through old photographs and drawings.  Art: The children could use fabric and fibre to create touch-and-feel pictures of school uniforms.  PE: Play a game where the children work in relay teams to try to be the first to peg a full basket of washing on a low line. | |
| **Aistear** | | | **Games/Activities** | |
| Sociodramatic play: The children could explore how to use their new vocabulary in settings such as a laundrette or clothes shop.  Puppets: The children could practise tying buttons and laces and putting clothes on soft toys in the class.  Small world: The children could act out the following scenario: children at home getting ready for school in the morning.  Construction: The children could use junk-art to make washing machines, tumble dryers and irons.  Creative play: The children could create textured pictures out of different materials.  Water area: The children could wash dirty dolls’ clothes using brushes and bubbles. | | | Game: Sesame Street ‘Dress Up Time’ game (sesamestreet.org).  Song: ‘The Sock Song’ by ABCKidTV (YouTube). | |