**Starlight Senior Infants: Fortnightly Plans**

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| **September: Week 1 & 2**  **Unit: 1**  **Theme: Myself**  **SUBTHEME: PASTIMES** | | | | |
| **STRAND: Oral Language** | **STRAND: Reading** | | | **STRAND: Writing** |
| **Elements**  Communicating: LO1, LO2, LO3  Understanding: LO4, LO5, LO6  Exploring and Using: LO7, LO8, 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 Learning Experiences** | **Reading Learning Experiences** | | | **Writing Learning Experiences** |
| Listen and respond to an oral report. **(LO 2)**  Demonstrate good turn-taking in pair talking tasks and games. **(LO 3)** | Enjoy reading and sharing their interpretation of a report. **(LO 1)**  Use correct word order when reading, and adhere to punctuation  Understand conventions of print, including left-right directionality **(LO 3)** | | | Enjoy copying print, tracing and writing words and completing sentences **(LO 1)**  Write with correct word order and sentence structure most of the time **(LO 3)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | | **Writing genre** |
| ‘Dear Summer’ by Ken Nesbitt | Report | Core: Yellow  Foundation: Red | | Report |
| **Oral Vocabulary** | **Sight words** | **New Words** | |
| Tier 1 examples: soccer, match, team, swimming, acting, drama, art, paint, ballet, Irish dancing, music, violin, piano, tennis racket, goggles, swimsuit  Tier 2 examples: popular, pastimes, imagination, instrument, costume, energy, flexible, alone, together  Tier 3 examples: equipment, easel, protective clothing | you, with, the, here, is, like, to, she *(revised from JI)* | *Core*: play, tennis, Saturday, racket, ball, hit, net, must, not, lines, Jen, black, hard, match, win  *Foundation*: play, tennis, racket, black, hit, ball, net, win | |
| **Phonics Focus** | **Comprehension Strategies** | |
| /s/, /a/, /t/, /i/ | Predicting, Making Connections, Summarising (C), Inferring (C), Justifying (F) | |
| **Content** | **Content** | | | **Content** |
| Week 1  *Lesson 1*  Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Add it on! (Compound word game)  *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 (Explore mode): Pair talking task 2  Digital poster (Activity mode): Pick a hobby  Hide and seek  Hide and seek how-to!  *Lesson 4*  Digital poster (Label mode)  Digital poster (Poem mode): ‘Dear Summer’  Review and report | Shared Reader  Starlight Print and Digital Big Book: What Do You Like to Do? | | Class Readers  *Core Reader 1*: Let’s Play Tennis (p. 1–14)  *Foundation Reader 1*: Let’s Play Tennis (p.1–14)  Senior Infant Skills Book  Sight Word Activities (p. 1, 3)  Comprehension Activity (p.2)  Digital  Unit 1 Vocabulary Flashcards  Unit 1 Sight Word Activity | Senior Infant Skills Book  Report writing (p.4) |
| **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 ‘Myself’ can be found on p. 104 of the Teacher’s Guide.  Early finisher worksheet – 01: My pastimes | | | All children carry out the same writing task (Starlight Skills Book p. 8). Writing is differentiated by outcome. |
| **Assessment** | **Assessment** | | | **Assessment** |
| Oral language assessment checklist | Running record – Unit 1, Core Reader 1: Let's Play Tennis!  Running record – Unit 1, Foundation Reader 1: Let's Play Tennis!  Reading and writing assessment checklist | | | Reading and writing assessment checklist |
| **Integration** | | | | |
| Maths – Sorting and categorising: The children could sort through a pile of sports equipment, sorting and categorising it by the sport it would be used for.  Maths – Data: The children could gather data on the favourite sports of their classmates and use it to create a pictograph.  Gaeilge: The children could cover the topic Caitheamh aimsire. The children could learn vocabulary such as ag imirt peile, ag imirt leadóige, ag imirt cispheil and ag imirt iománaíochta. The children could play ‘Deir O’Grádaigh’ and ‘Cluiche Mím’ with the new vocabulary.  SESE – Geography: The children could discuss the sports we play in Ireland and learn about the sports people play in different countries (American football, ice hockey, etc.).  SESE – Science: The children could learn about the importance of healthy eating in maintaining a healthy lifestyle and having the energy to play sports.  Art: The children could work in groups with oil pastels and extra-large sheets of paper to create pictures of them all playing their favourite sports in the school yard, sports field or gym.  PE: The children could practise tennis skills (e.g. balancing the ball and underhand passes), using beanbags and rackets. | | | | |