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| **Class** | Senior Infants | | **Theme** | Holidays |
| **Unit** | 16 | | **Subtheme** | The beach |
| **Genre** | Narrative | | | |
| **Shared text title** | *Sammy to the Rescue* | | | |
| **Vocabulary** | Tier 1 examples: ball, beach, hot, sun, sky, sea, shore, game, sandcastle, waves, dog, seal, lifeguard, seal, flippers, tail  Tier 2 examples: rescue, flippers, quickly, floated, watched, further, strong, splashed, bobbing, laughed, welcome, building, reading, swimming, passed, kicked, hard, towards, playful, flick, beaming, clear, safe, current, strong, today, nudge, waded, picked, instead, pushed, disappeared, delighted, crossly, further, suddenly, began, shouted, lived, laughed | | | |
| **Lesson resources** | Interactive text and/or printed big book; multimedia links; e-prompts | | | |
| **ELL focus** | * Focusing on sentence building in the past tense, based on tier 2 words in the text. * Using colourful semantic cardsto aid sentence construction | | | |
| **Cross curricular links** | **Music**: Play sounds of under the sea and guide children in sensory meditation**.**  **Geography (Animals):** Make a display about seals and include children’s own fact files.  **P.E.:** Organise the children in a movement activity, asking them to imagine being at the beach, walking in the sand, swimming, walking like a crab, moving like a seal, etc.  **Visual Arts:** Organise the children to make beach scenes with different coloured sand glued onto paper. Add to seal display from Lesson 4.  **Science:** Ask children what the word ‘float’ means. Ask them to list some other things that float in water. | | | |
| **Aistear** | * Relax and read at the beach corner with beach items e.g. umbrella, towel, the unit’s big book. * Explore a sensory box in groups with beach items buried in sand e.g. shells, stones, plastic fish (e.g. crabs and starfish), small shovels and containers. | | | |
| **Related picture books** | *The Snail and the Whale* by Julia Donaldson and Axel Scheffler  *Sometimes the Beach* by Scott C. Johnson (audiobook - <https://www.youtube.com/watch?v=WxLNYsmeH7U>)  *Duck & Goose Go to the Beach* by Tad Hills | | | |
| **Home school links** | Collect shells the next time you are at the beach. | | | |
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| **Element** | **Learning outcome** | **The child should be able to …** | | |
| **Communicating** | LO 1, 2 | Take part in, talk about and enjoy listening to the teacher read aloud the narrative ‘Sammy to the rescue’. | | |
| **Understanding** | LO 3 | Identify the title, author and illustrator. Identify speech marks in the text and recall their purpose. | | |
| LO 4 | Listen to and join in the song. Become aware of onomatopoeia – exploration of the word ‘Whoosh’ used in the text. Identify syllables. | | |
| LO 5 | Read words that contain the consonant digraph /ck/. Identify the tricky word ‘would’. | | |
| LO 6 | Identify, understand and read a range of tier 1 and 2 words in the text. Identify and read past tense verbs ending in ‘ed’ in the text and make sentences. Read and understand adjectives in the text. | | |
| **Exploring and using** | LO 7 | Recall features of a narrative (story in the past tense, beginning, middle, end, introduces the concept of problem/solution). Identify characters in the story. | | |
| LO 8, 9 | Predict the storyline using picture cues. Make connections with their own lives. Visualise, infer and question. Determine importance e.g. What were the main events of the story? | | |
| LO 10 | Listen to fluent reading by the teacher, join in and self-correct, where possible. Vary intonation for speech marks. | | |

# Fortnightly plan

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| **Lesson 1: Text read aloud** | *Introduction:* Discussion; narrative genre, comprehension  *Development:* Modelled reading; tier 1 vocabulary instruction  *Conclusion:* ‘Down at the Seashore’ song | **Lesson 3:**  **Practice reading** | *Introduction:* ‘Down at the Seashore’ song.  *Development*: Participation and practice reading  *Conclusion:* Sensory meditation using sounds of the sea music |
| **Lesson 2: Shared reading** | *Introduction:* Thought tracking  *Development:* Shared reading, engagement and participation  *Conclusion:* Determining importance; ‘Down at the Seashore’ song | **Lesson 4: Consolidation and follow-up** | *Introduction:* listen to and find out about seals *Development:* Shared writing*Conclusion:* SAM strategy on writing drafts *Follow-up Activities:* Seal display; at the beach movement activity; share the picture book |

# Lesson 1: Text read aloud

**Introduction**

**Introduction and discussion; narrative text, comprehension *LO 1, 2, 3, 6, 7***

Reveal beach props from a box to encourage children to guess the story’s title, setting and plot, e.g. cuddly seal, ball, beach hat, swimming suit, shells, sand in a box, towel, etc. Ask the children questions, e.g.

* Who are the author and illustrators?
* What type of book is this? (*Narrative*)
* How do you know? (*Story in the past tense, beginning, middle, end, introduces the concept of problem/solution*).
* Can you think of another narrative we covered?
* Who are the people/characters in this story?

Ask questions that make connections with the children’s own lives, e.g.:

* Have you ever been to the beach?
* Who went with you?
* What did you do there?
* Did something unexpected ever happened? What did you do?

**Development**

**Modelled reading; tier 1 vocabulary instruction *LO 1, 2, 6, 8, 9, 10***

Use either the interactive or print big book to read through the text. Point to each word as it is being read using either the e-pointer or physical pointer and ask children to follow along with their eyes. Read the text as naturally as possible, phrased and fluent, though you may choose to slow the pace just a little for children to join in. Pause from time to time to allow children to predict what is happening in the pictures. With the e-text, use the spotlight tool to draw attention to chosen tier 1 vocabulary without breaking the flow of reading, e.g. ball, beach, hot, sun, sky, sea, shore, game, sandcastle, waves, dog, seal, lifeguard, seal, flippers, tail.

**Remember:** The aim at this stage is to model reading for children and instil interest in the storyline.

**Conclusion**

**‘Down at the Seashore’ song *LO 4***

Sing the ‘Down at the Seashore’ song (To the tune of ‘Down by the Station) to the class a few times. Ask them to sing each line after you until they become familiar with the words.

Down at the seashore,

Early in the morning,

See the little sea shells,

Lying in the sun.

See the happy children coming out to count them,

One, two, three, four, off they run.

# Lesson 2: Shared reading

**Introduction**

**Thought tracking *LO 6***

Explain to the children how to do thought tracking. They must imagine they are in the story –what are they thinking as the ball splashes into the sea?

**Development**

**Shared reading, engagement and participation *LO 1, 2, 3, 5, 6, 8, 9, 10***

Remodel the text, varying intonation for speech marks. Stop periodically and ask comprehension questions, e.g.:

* Look at page 5. What do you think will happen next? Where do you think the ball will land?
* Look at page 8. What do you think Jack is feeling as he watches the ball floating further away? Why do you think this?
* What clues in the picture on page 3 suggest that Jack wants to go swimming? How do you think he feels when the lifeguard tells him it is not safe to swim?
* have you ever seen a lifeguard? Do you know what a lifeguard does?

Encourage children to join in the second time round, varying intonation for speech marks. Focus on the specific aspects of the text using the pen/conceal/spotlight tools, e.g.:

Speech marks; tier 2 words, e.g. rescue, flippers, quickly, floated, watched, laughed, welcome, building, reading, kicked, hard, towards, playful, picked, instead, pushed, disappeared, delighted, crossly, further.

Find words in the text that contain the consonant digraph /ck/ e.g. quickly

Find the tricky word ‘would’ in the text. Play the ‘Tricky Word’ song below, which can be adapted for any tricky words. https://www.youtube.com/watch?v=TvMyssfAUx0&feature=youtu.be

**Conclusion**

**Determining importance; ‘Down at the Seashore’ song *LO 4, 8***

Organise the children in pairs to determine importance, e.g. imagine that you were telling this story to a friend. What were the main events of the story?

Sing the song ‘Down at the Seashore’ again and encourage the class to sing the song completely after you have sung it to them.

Down at the seashore,

Early in the morning,

See the little sea shells,

Lying in the sun.

See the happy children coming out to count them,

One, two, three, four, off they run.

# Lesson 3: Practice reading

**Introduction**

**‘Down at the Seashore’ song *LO 4***

Sing the song ‘Down at the Seashore’ again and eventually encourage the class to sing the song independently, now that they have heard it a few times.

Down at the seashore,

Early in the morning,

See the little sea shells,

Lying in the sun.

See the happy children coming out to count them,

One, two, three, four, off they run.

**Development**

**Participation and practice reading *LO 1, 2, 5, 6, 10***

Revisit the text using either the interactive or print big book. Move the focus from decoding words and sentences to reading with expression, particularly for speech marks. Vary the reading, using echo reading, group reading or shared reading. Focus on the specific aspects of the text using the pen/conceal/spotlight tools, e.g.:

* Identify and read past tense verbs ending in ‘ed’ and make sentences, e.g. floated, watched, splashed, laughed, passed, kicked, waded, picked, pushed, disappeared, delighted, shouted, laughed.
* Identify and read adjectives and make sentences e.g. beaming (The sun is beaming);
* Identify onomatopoeia, e.g. the author uses the word ‘WHOOSH’ to describe the sound the ball makes as it flies through the air. What sound might the ball make as it splashes into the water?
* Identify syllables, e.g. sud-den-ly.

**Conclusion**

**Sensory meditation using sounds of the sea music *LO 8, 9***

Play the sounds of the sea music from this link to the class:<https://www.youtube.com/watch?v=8qTUmsuAPik>

Ask the children: ‘What do you think Mum, Kate and Jack did after Sammy rescued Jack’s ball?’

Tell them to close your eyes, listen to the sounds of the sea and imagine they are on the beach with Mum, Kate and Jack. Ask them to think about what you see, hear and smell.Share thoughts.

# Lesson 4: Consolidation and follow-up

**Introduction**

‘All Things Animal TV’ video clip ***LO 1, 2, 6***

With the class, watch the online video clip from ‘All Things Animal TV’: <https://www.youtube.com/watch?v=uiSN_fORzyg>

Ask children to listen and find out four facts about seals, then record the facts in pictorial format.

**Development**

**Shared writing *LO 1, 2, 3, 6, 10***

Ask the class to share their facts about seals while you record sample sentences/descriptions on the whiteboard.Children then choose from the sample sentences or draft their own fact files on seals. They can include some tier 2 vocabulary from the text too, e.g. flippers, quickly, float, strong, splash, bobbing, towards, playful, flick, disappear.

**Conclusion**

**SAM strategy on writing drafts *LO 1, 2, 6***

Organise the children in pairs. Ask them to use the SAM strategy to peer-edit their writing drafts, while you monitor and help. Note: **S**ay something nice about your partner’s writing; **A**sk them a question about their picture/writing; **M**ake a suggestion. Re-write, if necessary. Stick the finished fact files on seal-shaped cardboard and decorate.

**Follow-up activities**

**Seal display; at the beach movement activity; share the picture book**

Ask children to give advice to one of the characters in the book for the next time they bring a ball to the beach. Make a display about seals and include children’s own fact files and a ‘Did you know?’ section.

Keep the unit’s big book in an area accessible to children for independent and familiar browsing/re-reading. For a movement (P.E.) activity, ask children to imagine being at the beach. Say: ‘You are walking barefoot on the hot sand. You decide to go swimming in the sea, splashing in the water. You see a crab – what is it like to walk like a crab? Bend down and walk on hands and legs. Next you see a seal in the water. Move like a seal.’ etc.

Share also an additional picture book ‘A day in the Life: Seal’ by Louise Spilsbury. This factual book follows a seal through its day as it sleeps, eats and moves.

**Interactive big book prompts**

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| --- | --- | --- |
| Cover | Conventions of print – book title, genre | The title of this book is ‘Sammy to the Rescue’. Where do you think this story takes place? Why do you think this? |
| 2 | Vocabulary development, sentence development | The author describes the sunny beach scene and says that the sun is ‘beaming’ down from a clear blue sky. Do you know what the word ‘beaming’ means? What other word could you use instead of ‘beaming’? |
| 3 | Comprehension strategy – inferring | What clues in the picture suggest that Jack really wants to go swimming? How do you think he feels when the lifeguard tells him it is not safe to swim? |
| 4 | Sight words | This is the tricky word ‘would’. Can you think of a sentence with the word ‘would’? |
| 5 | Comprehension strategy – predicting | Look at the picture on this page. What do you think will happen next? Where do you think the ball will land? |
| 6 | Phonological awareness – onomatopoeia | The author uses the word ‘WHOOSH’ to describe the sound the ball makes as it flies through the air. What sound might the ball make as it splashes into the water? |
| 7 | Vocabulary development | Mum says that the ball might ‘float’ back. What does the word ‘float’ mean? Can you list some other things that float in water? |
| 8 | Comprehension strategy – making connections | What do you think Jack is feeling as he watches the ball floating further away? Why do you think this? |
| 9 | Phonological awareness – syllables | How many syllables does the word ‘suddenly have? Can you find a word on this page that has two syllables? |
| 10 | Conventions of print – speech marks | These marks are called speech marks. They tell us that a character is speaking. Who is speaking on this page? |
| 11 | Phonological awareness – syllables | The word ‘kicked’ contains the letters ‘ck’ together. The letters ‘ck’ together make the /ck/ sound Can you find another word on this page that contains the /ck/ sound? |
| 12 | Comprehension strategy – questioning | Have you ever seen a lifeguard? Do you know what a lifeguard does? |
| 13 | Vocabulary development | The word ‘nudge’ means to give someone a gentle push. Why might you nudge someone? Would you use your nose, like the seal? |
| 14 | Conventions of print: genre | The people in a story are called characters. Who are the characters in ‘Sammy to the Rescue’? |
| 15 | Comprehension strategy – determining importance | Imagine that you were telling this story to a friend. What were the main events of the story? |

# Tier 1 vocabulary

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| --- |
| beach |
| sun |
| sky |
| sandcastle |
| ball |
| further |

**Tier 1 vocabulary**

|  |
| --- |
| waves |
| dogs |
| seal |
| flippers |
| shore |
| lifeguard |

# Tier 2 vocabulary

|  |
| --- |
| beaming |
| safe |
| current |
| nudge |
| waded |
| disappeared |