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| **Class** | Junior Infants | **Theme** | School |
| **Unit** | 10 | **Subtheme** | My Classroom |
| **Genre** | Narrative | | |
| **Vocabulary** | Tier 1: school, class, snake, lunchtime, cupboard, desk, library books, bin, clock, chair, under, between  Tier 2: awesome, enormous, nervously, excitedly, glancing, favourite | | |
| **Lesson resources** | Interactive text, supporting picture book (see below), multimedia links, e-prompts | | |
| **ELL focus** | Using the past tense of the word ‘brought’ – *I brought, Cian brought,* etc. | | |
| **Cross curricular links** | SESE: Learn about snakes, where they live and what they eat. Cover the story of St Patrick and how he banished snakes from Ireland. | | |
| **Aistear** | Set up a mini-classroom station during structured play sessions, using blackboards, chalk, books, and a soft snake toy where children can practise using language from this unit at the word, sentence and conversational levels. | | |
| **Related picture books** | *Show and Tell* by Robert Munsch *That Stinks!* by Alan Katz | | |
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| **Element** | **Learning Outcome** | **The child should be able to …** | |
| Communicating | LO 1, 2 | Take part in and enjoy listening to reading and talking about a recount set in the classroom.  Demonstrate reading behaviours in play scenarios. | |
| Understanding | LO 3 | Understand conventions of print, including: title, author and illustrator, words and sentences, left-right directionality, spaces between words, question marks, exclamation marks and speech marks. | |
| LO 4 | Recognise and identify rhyming words that end in the /ake/ letter string. | |
| LO 5 | Display some word identification strategies for high-frequency words. | |
| LO 6 | Talk about and use new reading vocabulary as it arises, drawing on context and words with similar meaning.  Understand and use sequencing terms associated with recounts (first, then, next, after that, etc.). | |
| Exploring and using | LO 7 | Identify the features of a recount. | |
| LO 8, 9 | Make predictions based on the front cover of a text.  Modify predictions based on new information.  Ask questions about texts to demonstrate or clarify understanding.  Make connections between their own lives and the lives of others in the context of a recount.  Summarise main points of a story and sequence events in order. | |

# Fortnightly plan

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| **Lesson 1: Text read aloud** | *Introduction:* Interactive/print Big Book – introduction and discussion  *Development:* Interactive/print Big Book – modelled reading; Tier 1 vocabulary instruction, differentiated questioning  *Conclusion:* Song – ‘I went to School One Morning’ | **Lesson 3:**  **Practice reading** | *Introduction:* Vocabulary game  *Development:* Interactive/print Big Book – participation and practice reading  *Conclusion:* Sketch to stretch |
| **Lesson 2: Shared reading** | *Introduction:* Interactive/print Big Book – picture walk  *Development:* Interactive/print Big Book – shared reading, engagement and participation  Does it rhyme?  *Conclusion:* Whole-class retelling | **Lesson 4: Consolidation and follow-up** | *Introduction:* Story sack  *Development:* Graphic organiser  *Conclusion:* Mini-show |

# Lesson 1: Text read aloud

**Introduction**

**Interactive/print Big Book – Introduction and discussion *LO 3, 8, 9***

Read the title of the book to the children, explaining the concept of a cover, e*.g. This is the book cover. It tells us who wrote the book and who illustrated it. This book is called ‘Jake the Snake’. What do you think this story could be about?* Introduce the children to the concept of a recount, e.g. *This story is a recount. A recount is a piece of writing that tells us about something that has happened. What do you think might happen in this story? What do you know about snakes? Why are there no snakes in Ireland?*

**Development**

**Interactive/print Big Book – Modelled reading; Tier 1 vocabulary instruction; Differentiated questioning**

***LO 1, 6, 8, 9***

Using either the interactive or print Big Book, read through the story. If using the printed book, point to each word as it is being read and ask the children to follow along with their eyes. Read the text as naturally as possible, phrased and fluent, although you may choose to slow the pace just a little to enable the children to join in. Pause from time to time to allow the children to predict what will happen next in the story, to confirm if what they predicted has happened, and to ask clarifying questions about the text. Draw attention to Tier 1 vocabulary throughout, e.g. school, class, snake, lunchtime, cupboard, desk, library books, bin, clock, chair, under, between. Use a variety of approaches to encourage the children to identify new words, e.g. model, sound it out, look and say, make a sentence, create a new word wall, etc.

Ask further questions about the text, encouraging the children to make connections with their own lives, e.g. *Have you ever seen a snake? Where? What would you do if somebody brought a snake into our classroom? Would you keep a snake as a pet? Why?*

**Conclusion**

**Song: ‘I Went to School One Morning’ *LO 6***

Play the song ‘I Went to School One Morning’ on YouTube for the whole class: <https://www.youtube.com/watch?v=zwPLhqVEGv4> Encourage the children to sing along with the first two verses, then adapt them to include *Jake the Snake*:

1. *I saw an awesome pet and he hissed like this, hissed like this, hissed like this.   
   I saw an awesome pet and he hissed like this, all on my way to school.*
2. *It was Jake the Snake that hissed like this, hissed like this, hissed like this,  
   It was Jake the Snake that hissed like this, all on my way to school.*

Include slithering arm and hissing tongue movements to accompany the song and encourage the children to join in.

# Lesson 2: Shared reading

**Introduction**

**Interactive/print Big Book – Picture walk *LO 3, 8, 9***

Do a picture walk using the five ‘wh’ questions (who, what, when, where, why) to revise the events of the recount and promote language and comprehension development. Organise the children into small groups and have them conduct their own picture walk with the images on the screen, encouraging them to ask each other ‘wh’ questions.

**Development**

**Interactive/print Big Book – Shared reading, engagement and participation *LO 1, 3, 4, 6, 8, 9***

Revisit the text using either the interactive or print Big Book to read through the story and encourage the children to join in. Focus on the specific aspects of the text, using the prompts, i.e. comprehension strategies – making connections (*If Jake was lost in your classroom, where would you look for him?)* and inferring (*Mark kept glancing at Jake nervously. He didn’t want to touch Jake, either. Why do you think this is?);* as well as conventions of print – page numbers and full stops (*the mark or dot at the end of a sentence is called a full stop. We use it to show that we have reached the end of a sentence*). Use the tools (e.g. pen/conceal/spotlight) to highlight, hide or focus on particular words, phrases or text features. Make sure to explicitly teach any Tier 2 vocabulary words, e.g. nervously.

**Does it rhyme? *LO 5***

Turn to page 6 of the interactive or print Big Book. Ask the children: Can you find two words on this page that rhyme? *(Jake and snake)* Explain to the children that words rhyme when they end with the same sound.

Using the word snake, ask the children to identify word pairs that rhyme and word pairs that don’t, e.g. *Does snake rhyme with cake? Does snake rhyme with plate? Does snake rhyme with take? Does snake rhyme with name?,* etc. Ask the children to suggest other words that rhyme with snake.

**Conclusion**

**Whole-class retelling *LO 8, 9***

Organise the class into a circle. Begin a retelling of the story, then pass a speaking object around the circle. As each child takes the object, encourage them to add one sentence to the retelling, e.g.:

*Teacher: On Monday, Kate’s class had a show-and-tell.*

*First child: Anna brought her pet snake to school.*

*Second child: The snake was called Jake.*

Continue around the circle until the whole story has been retold.

# Lesson 3: Practice reading

**Introduction**

**Vocabulary game *LO 6***

Create print-outs of any Tier 2 vocabulary words, e.g. *awesome, enormous, nervously, excitedly, glancing, favourite*. Have the children take turns picking a word from a bag or hat, and then putting that word in a sentence.

**Development *LO 1, 5, 8, 9***

**Interactive/print Big Book – Participation and practice reading**

Revisit the text using either the interactive or print Big Book. Move the focus from decoding words and sentences to reading with expression and fluency. Demonstrate pace, pausing and varying pitch and expression, particularly for exclamation marks and question marks. Focus on the sounds /b/ and /j/ and the unit sight words (was, we, to, he, she). Use the tools (e.g. pen/conceal/spotlight) to highlight, hide or focus on particular words, phrases or text features. Encourage the children to echo read or read along with you.

Use the pen tool to circle exclamation marks throughout the text. Explain to the children that exclamation marks are used at the end of an exciting sentence to show strong feelings, such as anger, happiness or surprise.

**Conclusion**

**Sketch to Stretch *LO 6, 8, 9***

Have the children draw and colour a picture of Jake the snake asleep, and label their images. More able children could be challenged to write additional words from the story around their image, e.g. show-and-tell, Anna, tank, chair, etc., or to write a sentence. You could then display the images together at the top of the class.

# Lesson 4: Consolidation and follow-up

**Story Sack *LO 1, 2, 10***

Create a story sack for *Jake the Snake* by putting a copy of the print Big Book (optional), a puppet or toy snake, and other show-and-tell objects (such as a truck, ball, camera, etc.) in a bag. You could include other related items such as print-outs of classroom scenery, a clock, or dolls to represent the characters. Allow groups of children time to play with the story sack and to read/interact with the text independently (if using).

**Graphic Organiser *LO 8, 9***

Organise the children into groups. Have each group draw three scenes – one showing what happens in the beginning of the story, one showing the middle, and one showing the ending. Children can caption or label each scene if they are able.

Have each group come up to the front of the class and explain to the other groups what the scenes depict. Encourage them to use sequencing terms associated with recounts, i.e. *first, then, next, after that, finally.*

**Mini-show *LO 1***

Conduct a whole-class reading performance of the story or a section of the story as a mini-show. Assign varying performance roles to children, e.g. narrator, Anna, Mark, Miss Sharpe. Have children read individually or in groups. Use puppets or realia and encourage the children to act out their role.

**Interactive Big Book Prompts**

|  |  |  |
| --- | --- | --- |
| Cover | Conventions of print – author/illustrator | The title of this book is *Jake the Snake*.  This book was written by a person called Bella Black. The person who writes a book is called an author. The book was illustrated by Sinéad and Una Woods. An illustrator is someone who draws or creates pictures. |
| Page 2 | Conventions of print – words and sentences, left-right directionality | This is the first sentence in this book. The first word in this sentence is ‘On’ and the last word` is ‘school’. Remember, we always read from left to right. |
| Page 3 | Genre – recount | This book is a recount. A recount is a piece of writing that tells us about something that has happened. For example, if you write about your trip to the zoo, you are writing a recount. What do you think this recount is going to be about? |
| Page 4 | Phonological awareness – rhyming words | Can you find two words on this page that rhyme? |
| Page 5 | Vocabulary development | Kate spoke ‘excitedly’. Do you know what ‘excitedly’ means? Can you describe or show how you think Kate spoke? |
| Page 6 | Phonics - /b/ | Look at the word ‘but’. It starts with the letter ‘b’. The letter ‘b’ makes the sound /b/. Can you think of any other words that start with the sound /b/? |
| Page 7 | Comprehension strategy - inferring | Mark kept glancing at Jake nervously. He didn’t want to touch Jake either. Why do you think this is? |
| Page 8 | Conventions of print – full stops/exclamation marks | The mark or dot at the end of this sentence is called a full stop. We use it to show we have reached the end of a sentence.  Now look at this mark. It is called an exclamation mark. Exclamation marks are used at the end of an exciting sentence or to show strong feelings, like anger, joy or surprise. |
| Page 9 | Phonics - /j/ | Look at the word ‘Jake’. It starts with the letter ‘j’. The letter ‘j’ makes the sound /j/. If you swapped the sound /j/ with the sound /r/ what new word would you get? |
| Page 10 | Vocabulary development | Can you explain what the words ‘under’ and ‘between’ mean? Can you use each word in a sentence? |
| Page 11 | Comprehension strategy – making connections | If Jake was lost in your class, where would you look for him? |
| Page 12 | Sight words – to | This is the tricky word ‘to’. It’s a tricky word because you can’t sound it out like other words. You have to recognize it by sight. Say it with me … ’to’. Can you think of sentence with the word ‘to’ in it? |
| Page 13 | Comprehension strategy – inferring | Why do you think Miss Sharpe jumped into the air screaming? |

# Tier 1 Vocabulary

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| --- |
| school |
| class |
| snake |
| lunchtime |
| cupboard |

# Tier 1 Vocabulary

|  |
| --- |
| desk |
| library |
| books |
| bin |
| clock |
| chair |

# Tier 2 Vocabulary

|  |
| --- |
| awesome |
| enormous |
| nervously |
| excitedly |
| glancing |
| favourite |