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| **Class** | Junior Infants | **Theme** | Holidays |
| **Unit** | 16 | **Subtheme** | The airport  |
| **Unit genre** | Narrative |
| **Vocabulary** | Tier 1 examples: suitcase, airport, aeroplane, trolley, runway, tickets, clothes, shorts, t-shirt, sunhat, air hostess, pilotTier 2 examples: passport, check-in, queue, take-off, luggageTier 3 examples: terminal, arrivals, departure lounge, board, announcement |
| **Lesson resources** | Multimedia links, airport signs |
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| **Element** | **Learning outcome** | **The child should be able to …** |
| Communicating | LO 1 | Listen with interest to the story accompanying the poster.Understand intentional communication of meaning, e.g. *Design a sign.* |
| LO 2, 3 | Develop pace and intonation when delivering an announcement.Use eye contact, demonstrate awareness of listener’s needs and alter language style in the formal context of passport control, **Passport please!**Engage confidently in role play. |
| Understanding | LO 4 | Construct complex sentences, *making an announcement.* |
| LO 5, 6 | Use a wide range of nouns to explore the poster scene. |
| LO 7 | Demonstrate understanding while engaged in discussion and dramatic play . |
| Exploring and using | LO 8,9 | Ask and answer a variety of open and closed questions. |
| LO 11, 12 | Tell the story of *What happened to Kevin?*Recount a *remembered experience* at the airportExplore the aesthetic use of language through the poem *Taking Off*.Engage in dramatic play: *At the airport* |
| LO 13, 14 | Introduce *Passport Please!*Use language to explain: *Design a sign*Using language to describe: *Let’s pack a suitcase* |

Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode) Digital poster (Explore mode):Talk and discussion Attention please! | **Lesson 3** | Digital poster (Explore mode): Talk and discussion Pair talking task (Role play): Passport please!Digital poster (Activity mode): Let’s pack a suitcase |
| **Lesson 2** | Digital poster( Story mode): RecapDigital poster (Question mode) Group talking task (Narrative): What happened to Kevin?Pair talking task: Design a sign | **Lesson 4** | Digital poster (Label mode) Digital poster (Poem mode): ‘Taking Off’Dramatic play: *At the Airport*  |

Lesson 1

**Digital poster (Story mode) *LO 1***

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

**Digital poster (Explore mode): Talk and discussion *LO 5, 6, 7, 10, 13***

Before displaying the poster for the class, play this aeroplane take-off sound effect: <https://www.youtube.com/watch?v=B-i4VRyNIKo>. Ask the children if they can guess where Kate and her family are going today.

Now go to the Explore mode of the poster. Use the spotlight tool to focus first on Kate, Jack and Mum. Ask children the following questions:

* Where do you think the family is? *(At the airport)*
* How do we know? *(Suitcases; luggage; luggage trolley; passport; boarding pass; check-in counter)*
* Why are they at the airport? *(They are going on holidays)*
* Do we always go to the airport when we are going on holidays? *(If we are going to another country by aeroplane)*
* How do you think they feel? *(Excited, happy, delighted)* Why? *(Going on holidays; it is fun to go on a plane high up above the clouds)*

Explain to children that if we are going on a train, we go to the train station. If we are travelling by aeroplane we go to the airport **terminal** – that’s what this building is called. These people are in the airport terminal. They are in the **departure lounge** because they are **departing.** People who are arriving to Ireland come to the **arrivals lounge**.

Now focus on the other people in the airport. Ask children the following questions:

* What do we call people travelling on an aeroplane? *(passengers)*
* Look at the people at the bottom of the poster. Where do you think they might be going? (*Somewhere sunny*) How do you know? (*Sunhat, sunglasses, light summer clothing)*
* What is the little boy looking at? (*An aeroplane*)
* Where is the aeroplane? (*On the tarmac*)
* Where will it go to take off? (*The runway*)
* Who will tell the pilot when it is time for the plane to take off? Who will guide the plane? (*The people in the* *control tower*)
* Have you ever been a passenger on an aeroplane? Or have you ever gone to the airport to collect someone who is coming to visit? (Encourage children who have been to the airport to recount the experience – who, where, when, why, how; Scaffold the children to use the words *passenger; feelings; luggage; arrivals; departure*)

Now focus on the pilot and air hostess. Ask children the following questions:

* Who do you think these people are? (*Pilot and air hostess*) How do you know? (*Uniform, luggage, peaked cap*)
* What does the pilot do (*Flies the aeroplane*)
* What do we call the pilot? *(****Captain)***
* What does the air hostess do? (*Takes care of the passengers; gets the plane ready for take-off and landing; serves beverages/drinks and snacks*)

Now focus on the boarding pass. Ask children these questions:

* What is a boarding pass? *(It allows you to* ***board*** *– get on – the plane; it tells the airport staff your name, the flight you are going on and the seat you will have on the plane; it proves that you have paid for the flight and checked in)*
* Look at Kate’s boarding pass. What information can we learn from her boarding pass? *(She is going to Milan, Italy; her aeroplane will leave from gate 6, her seat number is 23A, her flight will depart at 9 a.m. and arrive at 12.30 p.m.)*

Nouns:aeroplane; terminal; passport; boarding pass; pilot; captain; air hostess; passenger; runway; control tower; luggage; check-in desk.

Verbs: board; pack; check in; arrive; depart

**Attention please! *LO 13***

Play the airport announcement chime for the class. <https://www.youtube.com/watch?v=Od134YwWzOM>

Explain to the children that when your flight is ready to board, you will hear an **announcement**.

When we hear the announcement chime we must listen very carefully because it means there will be information about our flight.

Tell children that we are going to create an announcement for Kate and Jack and Mum to tell them about their flight. Our announcement needs to get everyone’s attention. So we begin by saying: *Attention please.*

Then we say the flight number and where it is going: *Passengers for flight E107 from Dublin to Milan*

Finally, we tell the passengers where to go to board their flight: *Please make your way to gate 6 as this flight is now boarding.*

Scaffold the children to generate the announcement. Using a microphone as a prop, encourage individual children to make the announcement. Focus on **pace and clarity of intonation** while making the announcement, as well as constructing a complex sentence using the conjunction ‘as’.

Lesson 2

**Digital poster (Story mode): Recap *LO 1***

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the the children again. Make sure they understand all of the vocabulary.

**Digital poster (Question mode) *LO 8, 9, 13, 14***

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

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| Q1. | Where are Kate, Mum and Jack? |
| Q2. | Where is their luggage? |
| Q3. | What colour is Kate’s suitcase? |
| Q4. | What is Mum doing? |
| Q5. | What does a pilot do? |
| Q6. | What kind of information is found on a passport? |
| Q7. | What kind of information is found on a boarding pass? |
| Q8. | What kinds of things would you put in your suitcase before a holiday? |
| Q9. | Would you like to be a pilot? Why? |
| Q10. | Where in the world would you like to fly to on a plane? |

**Group talking task (Narrative): What happened to Kevin? *LO 11***

Play this clip of Home Alone 2 for the class: <https://www.youtube.com/watch?v=9epIc6ipBIg> Ask children the following questions:

* Where is everyone? *(In the airport terminal)*
* What clues do you see that tell us this is an airport terminal? *(Announcement; lots of people with luggage; large building; signs; shops; boarding gate; boarding passes; air hostesses)*
* What are they trying to do? *(Board their flight before it departs)*

Organise children into pairs/groups and have them retell the story of what happened to Kevin in the scene. Pairs can then tell their version of the narrative to the class. Following this, ask the whole class the following questions about airport safety:

* What must we never do in an airport? *(Get separated from our parents/families)*
* If we do get separated from our parents/family, what should we do? *(Tell a member of staff)*
* What can help us find our way around the airport if we get lost? *(Airport signs)*

Show children the airport signs included in Lesson Resource 1. Explain what each sign means and where we might see it in the airport.

**Pair talking task: Design a sign *LO 3, 13***

Give each pair of children one sheet of drawing paper and colouring/drawing materials.

Tell the children that Kate and Jack want to play while they are waiting to board the plane. Ask each pair to **design a sign** for an airport which tells them where they can find a **play area** for children.

Pairs can then display their signs and explain what they mean to the rest of the class.

Lesson 3

**Digital poster (Explore mode): Talk and discussion *LO 5, 6***

Go to the Explore mode with the children again. This time, focus on the passport. Ask children the following questions.

* What is a **passport** for? (*A passport is a document which allows you to travel to another country. It says who you are, where you are from, and a little bit of information about you*)
* Who do we show our passport to? *(The person at the check-in desk, the person at passport control, the person at the gate when we are boarding the plane)*
* When do we show our passport? *(When we are leaving/departing from a country, when we arrive in a country)*

Ask children to pay close attention to the passport in the poster.

* What do you notice on the cover of the passport? (Point out the word ‘*passport*’, the name of the country – *Ireland*/*Eire*, emblem, *Harp*)
* What does this tell us? *(This tells us that the person who owns this passport is from Ireland.)*

**Pair talking task (Role play):** **Passport please! *LO 2, 7, 12, 13***

Tell the children that we are going to make our own ‘school’ passports. Give each child a folded piece of card, drawing/colouring materials, printed pictures of the school or school crest and a picture of each child (optional).

Ask children, what should we include in our passports? A cover (picture of our school/school crest; the word ‘*passport*’); some information inside (a photo/drawing of myself; my name; a picture of my favourite thing to do in school) Instruct/guide children as they create their individual passports.

Explain to children that we have to show our passport in the airport when we hear ‘passport please’. Pair the children up, and have Child A play the passport office and Child B play the traveller/passenger. Children could stand or sit on opposite sides of the desk to replicate a check-in desk/passport control. Run the role play as follows:

Child A: *Passport please!*

Child B: (handing their passport to Child A) *Hello. My name is …. My school is called/I go to … school. My favourite thing to do in school is …*

Child A: (checking the passport). *Thank you*.

Child A Stamps the passport with a school stamp and returns it to Child B.

Children then switch roles and repeat.

**Digital poster: (Activity mode) Let’s pack a suitcase *LO 2, 7, 13***

Go to the Activity mode of the poster. Play the sorting activity. Get children to decide which of the items listed should be packed in their suitcase for a sun holiday. Encourage children to give reasons for their choices.

Lesson 4

**Digital poster** **(Label mode) *LO 6, 7***

Go to the Label mode of the poster. Review the vocabulary. Have children take turns dragging the labels onto the correct location in the poster.

**Digital poster** **(Poem mode): ‘Taking Off’ *LO 12***

Go to the Poem mode of the poster and play the poem ‘Taking Off’ by Mary McB Green:

**Taking Off**

By Mary McB Green

The airplane taxis down the field

And heads into the breeze,

It lifts its wheels above the ground,

It skims above the trees,

It rises high and higher

Away up toward the sun,

It’s just a speck against the sky

And now it’s gone!

Encourage children to speak the poem with accompanying actions for the plane’s movements.

**Dramatic play: *At the airport LO 2, 3, 4, 5, 6, 7, 12***

With the help of the children, set up airport signs with props in three areas around the classroom and allow children to engage in dramatic play.

1. **Check-in desk –** official with a name tag; luggage; conveyor belt; prop boarding passes; prop microphone for flight announcements.

2. **Passport control –** official with a name tag; stamp.

3. **Departure lounge** – shopping area; food court; play area for children.

Encourage children to adopt roles such as passenger, pilot, air hostess, check-in desk attendant and passport officer.

**Lesson Resource 1**

