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| **Class** | Senior Infants | **Theme** | Shopping |
| **Unit** | 7 | **Subtheme** | The shopping centre  |
| **Vocabulary** | Tier 1 examples: Christmas tree, snowman, presents, reindeer, wrapping paper, decorations, etc.Tier 2 examples: sleigh, grotto, candy caneTier 3 examples: tunic, buckle, trimmed |
| **Lesson resources** | Photocopiable: Snowman outline drawing  |
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| **Element** | **Learning Outcome** | **Learning Objective (The child will be enabled to …)** |
| Communication | LO 1  | Listen to new information |
| LO 2, LO 3 | Initiate and take turns in conversation with teacher and peersWork in pairs/groups to problem-solve |
| Understanding | LO 4 | Use complete sentences, plurals (note plural of ‘reindeer’), prepositions (e.g. on top of; between; in front of) and some basic connectives (e.g. but; because) |
| LO 5, LO 6 | Acquire and understand new vocabulary and phrases from a story Understand and use nouns, adjectives, verbs, adverbs, compound words (e.g. snowflake; workshop) |
| LO 7 | Show understanding of a storyFollow instructions |
| LO 8, LO 9 | Ask and respond to simple questions |
| LO 10 | Name and categorise objects |
| Exploring and using | LO 12 | Listen and respond to poetry |
| LO 13 | Name and describe objects and peopleGive instructions |
| LO 14 | Describe and interpret other people and their feelings/behaviour |

Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode) Digital poster (Explore mode) – talk and discussion Pair talking task – Santa’s list  | **Lesson 3** | Digital poster (Explore mode) – talk and discussion Digital poster (Activity mode) – spot the difference Odd one out  |
| **Lesson 2** | Digital poster – recapDigital poster (Question mode) Barrier game – dress the snowman  | **Lesson 4** | Digital poster (Label mode) Digital poster (Poem mode) – *A Shy Santa* Describe Santa |

Lesson 1

**Digital poster *LO 1***

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

**Digital poster: Talk and discussion *LO 4, 5, 6, 7, 10, 14***

Go to the Explore mode of the poster. Ask students the following questions:

* Look at the snowmen in the shop window. Which one is different? Why? *The snowman in the middle is different because he is smaller than the other snowmen, he has no hat, and he is wearing a green scarf.*
* Look at the candles in the shop window. Which one is different? Why?
* Can you see something stripy; swirly; pointy; bright; shiny; red; white, etc. in the poster?
* Can you see something high/low; wide/narrow; tall/short; open/closed; light/heavy, etc.in the poster?
* Look at the elves. Describe what they are wearing. *They both have green tunics, red and white striped tights/leggings, pointy shoes with curly toes and bells on each shoe, red belts with gold buckles, pointy hats trimmed with green.*
* Can you find something in the poster that rhymes with log *(dog),* boy *(toy),* cake *(flake*),cheer *(deer),* lift *(gift)?*
* Everyone in the poster is happy*.* How do we know they are happy? Do you think the children are happier than the grown-ups? Why? Who do you think is the happiest of all in the picture? Why?

**Remember:** the aimis to name as many items associated with Santa and Christmas as possible.

NounsUse the spotlight tool to focus on different items as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle all the items on the poster that are toys, shops, presents, sweets, people, animals, winter clothes, packaging (shopping bag, carrier bag, box), decorations (wreaths, shiny Christmas baubles, holly, tinsel, candy cane, ornaments, bell, angel, star, snowflake, stocking, candle).

Describe the various items using increasingly complex syntax.

Verbs, e.g. shop, choose, wrap, unwrap, tie, write, post, give, get, hang, decorate, prepare, eat, drink, sing

Adverbs, e.g. merrily, joyfully

Adjectives, e.g. amazing, multicoloured, magical, fluffy, enormous*.*

Listen to the song *Must be Santa* on YouTube (<https://www.youtube.com/watch?v=42_vCV2_gf0>)*.* How many describing words can you hear? (e.g. red, long, white, big, special, amazing, multicoloured, naughty, nice, bright, fluffy*)*

**Pair talking tasks: Santa’s list *LO 2, LO 3***

Tell students the following:

‘Santa is reading his list in his grotto.

One child is on the naughty list. His name is Alan.

Can you tell Santa why Alan was put on the naughty list?

Is there anything that Santa can do to get Alan off the naughty list in time for Christmas?’

Tell students to share their solution with another pair.

Lesson 2

**Digital poster: Recap**

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

**Digital poster *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, Jack and Mark? |
| Q2. | What is on top of the Christmas tree? |
| Q3. | Who are Kate and Mark on their way to see? |
| Q4. | Do you think Santa’s elves enjoy working at the grotto? Why? |
| Q5. | What does Mark think of the Christmas tree? How can you tell? |
| Q6. | Why do you think Santa chose sweets and lollipops to decorate his grotto? |
| Q7. | How do you think Kate and Mark are feeling about meeting Santa? |
| Q8. | What do you think Rocky will do when he sees the reindeer? |
| Q9. | Do you think Jack is a nice big brother? Why do you think that? |
| Q10. | What would you say to Santa if you visited his grotto? |

Next, go to the Explore mode of the poster and spotlight the reindeer. Teacher models questioning interaction with one child at the top of the room (teacher asks a question and the child answers). Next, encourage the child to ask the teacher a question. Have one child come up in front of the class and get them to model asking a question about the reindeer. Encourage all the children to work in pairs asking and answering questions, e.g. ‘What colour is the reindeer’s nose? How many legs has the reindeer? Which is your favourite reindeer? What do we call the reindeer horns?’

**Barrier game: Dress the snowman *LO 7, 13***

Group the children in pairs. Give each pair an outline drawing of a snowman without any eyes, nose, hat, etc.

Child A gives instructions to Child B to draw facial features and clothes on the snowman, e.g. ‘Draw a tall black hat on the snowman’s head.’ ‘Give the snowman a long orange carrot for a nose’, etc.Child B then gives instructions to Child A to do the same thing. Each pair should then compare results.

Lesson 3

**Digital poster: Talk and discussion *LO 5, 6***

Go to the Explore mode with students again. Focus on:

Plurals – words that sound the same in the singular and plural (reindeer; Lego; fish; sheep); elf/el**ves**; hoof/hoo**ves**; scarf/scar**ves**; box/box**es**; wish/wish**es**)

Opposites – *naughty/nice*

Comparative and Superlative – *happy, happier, happiest*

Rhyming words – words that sound similar (elf – self, shelf, myself)

Prepositions – decorations *on* the tree; presents *under* the tree; Santa *in* the grotto; shoes *in* the window display; star *on top of* the tree; candy cane *over* the door; red candle *between* the two white candles; elves *outside* the grotto; reindeer *in front of* the sleigh

Synonyms – e.g. *gift/present; happy – jolly/glad/delighted/cheerful/thrilled*

Compound words – *snowman, snowball, snowflake, snowfall, workshop, reindeer, gingerbread, peppermint, starlight, fruitcake, fireplace, pinecone*

**Digital poster: Spot the difference *LO 2, 13***

Go to the Activity mode of the poster and display the two images. Ask the children to work in pairs to identify differences. Encourage the children to identify and explain the differences to the class.

**Remember:** It is important to encourage the children to use language rather than pointing, e.g. ‘The mum is wearing a red hat in one picture and a yellow hat in the other picture OR in the picture on the left/the picture on the right.’

**Odd one out *LO 10, 13***

Tell the children they are going to play the game ‘Which is the odd one out?’ Name four items (e.g. snow, frost, icicles, sunshine*)* and ask children to find and explain the odd one out.

Lesson 4

**Digital poster *LO 6, 7***

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

**Digital poster: *A Shy Santa* *LO 12***

Go to the Poem mode of the poster and play the poem:

**A Shy Santa**

Isn’t it the strangest thing,

That Santa is so shy?

We can never, never catch him,

No matter how we try.

It isn’t any use to watch,

Because my parents said,

Santa Claus will only come

When children are in bed!'

**Describe Santa *LO 13***

Tell the children that they are going to have fun describing Santa. Say ‘Isn’t it the strangest thing that Santa is so … fat; old; big; jolly; hairy, etc. Have children take turns finishing the line. Then ask them to draw a shy; jolly; big, etc. Santa.