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| **Class** | Senior Infants | | **Theme** | The world around us |
| **Unit** | 4 | | **Subtheme** | Gardening |
| **Genre** | Rhyming Narrative text | | | |
| **Shared text title** | *Kate’s Garden* | | | |
| **Vocabulary** | Tier 1 examples: grow, shed, garden, bed, sow, seeds, hole, green, leaves, orange, scare, spade, wellies, pumpkins, grow, snow, winter, autumn, spring, summer, peas, flowers, night  Tier 2 examples: little, behind, chill, springtime, shoots, sprout, buzzing, careful, plot, stretch, bulging, giant, bumpy, spooky, Halloween, sunflower, sweetpea, sunflowers, almost, turning, falling, ground, something, frosty | | | |
| **Lesson resources** | Interactive text and/or printed big book; multimedia links; e-prompts | | | |
| **ELL focus** | Identifying words that do not rhyme, e.g. light, **day,** night’ | | | |
| **Cross curricular links** | **Science and Maths**: Have a follow-up planting session. Children can set bulbs in individual pots, e.g. tulips, daffodils etc. and keep a plant observation record in a copy.  **Art**: Have children recreate Van Gogh’s *Sunflowers* using a wide variety of art materials | | | |
| **Aistear** | Engage in whole-class garden yoga during P.E. or play-based time. Shapes can be based on the garden theme, e.g. Pretend to be a tree, a frog, a butterfly, flower, a seed, etc. | | | |
| **Related picture books** | *Camille and the Sunflowers* by Laurence Anholt  *The Tiny Seed* by Eric Carl | | | |
| **Home school links** | Send home a note to parents, encouraging them to go through the steps of how to plant bulbs at home with their child. | | | |
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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 text ‘Kate’s Garden’. | | |
| **Understanding** | LO 3 | Identify exclamation marks, listen to and begin to use intonation on the stressed syllable when reading sentences which end with an exclamation mark. Identify the purpose of quotation marks, listen to and begin to use appropriate intonation for direct speech. | | |
| LO 4 | Identify rhyming words in the text. Identify orally and pronounce words from the text that have the sound /o/ at the beginning and middle of words. Listen to and join in the bulb song. | | |
| LO 5 | Recognise words that contain the sound ‘o’ at the beginning and in the middle. | | |
| LO 6 | Identify, understand and read a range of Tier 1 and Tier 2 words**.** Read, understand and use compound words. Recognise differences between words with multiple meanings. | | |
| **Exploring and using** | LO 7 | Identify features of a rhyming, narrative text in the present tense. | | |
| LO 8, 9 | Predict the narrative content. Answer questions based on the text. Make connections and inferences. | | |
| LO 10 | Listen to fluent reading by the teacher, join in and self-correct, where possible. Begin to use rising intonation on the stressed syllable when reading sentences which end with an exclamation mark and vary intonation for direct speech in quotation marks. | | |

# Fortnightly plan

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| **Lesson 1: Text read aloud** | *Introduction:* Introduction and discussion; think, pair, share  *Development:* Modelled reading; tier 1 vocabulary instruction.  *Conclusion:* Label the parts of a sunflower | **Lesson 3:**  **Practice reading** | *Introduction:* Read/say/clap on the rhyming word  *Development*: Participation and reading practice  *Conclusion:*Compound word reading and matching activity |
| **Lesson 2: Shared reading** | *Introduction:* Completeplanting plan  *Development:* Shared reading, engagement and participation  *Conclusion:* ‘I’m a Little Flower Bulb’ song | **Lesson 4: Consolidation and follow-up** | *Introduction:* ‘I’m a little flower bulb’ song  *Development**:*Van Gogh’s *Sunflowers* art display *Conclusion:* Guess the word*Follow-up activities:* Share the picture book; garden yoga |

# Lesson 1: Text read aloud

**Introduction**

**Introduction and discussion *LO 1, 2, 3, 7***

Read and discuss the title of the book. Using the e-prompts, discuss the title of this story. Ask the children:

* What type of book is this? (*A story*). How do you know?
* What do you think it will be about? (Prediction)
* Describe the sunflowers on the cover. (Encourage children to use colour, size, texture and position of the butterflies in their descriptions).

**Think, pair, share**

Have you ever grown something at school or at home? (Making connections)

**Development**

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

Using either the interactive or print big book to read through the procedure. Point to each word as it is being read either using 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 –slow the pace just a little for children to join in.

Pause from time to time to allow children to make predictions about what will happen next, e.g. What do you think might be growing from the ground? Focus on what’s happening in the pictures to aid comprehension and concentration.

With the e-text, use the spotlight tool to draw attention to Tier 1 vocabulary without breaking the flow of reading, e.g. grow, shed, garden, bed, sow, seeds, hole, green, leaves, wellies, pumpkins, grow, snow, spring, winter, flowers, night.

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

**Conclusion**

**Label the parts of a sunflower *LO 6***

Put a picture of a sunflower on the whiteboard. Ask the children to identify the parts of a sunflower (stem; leaves; roots; flower; seeds) Children can then sketch their own sunflower adding in the correct labels.

# Lesson 2: Shared reading

**Introduction**

**Complete planting plan *LO 6***

Based on having planted bulbs from the previous lesson, ask children to write the steps they followed when planting using pictures/sentences/language of time (First, then, next, finally)

**Development**

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

Model intonation and fluency when reading either the interactive or print big book, particularly focusing on fluency of reading, demonstrating intonation for exclamation marks and quotation marks.

Revisit the text for different purposes, e.g. listen and find the tier 2 words in the text as the teacher reads aloud, and raise the corresponding flashcard, e.g. little, behind, chill, springtime, shoots, careful, plot, stretch, Halloween, sunflower, sunflowers, almost, turning, falling, etc.

Encourage children to copy/join in the second time round using appropriate intonation. Join in the rhyming words at first, then entire sentences. Engage in see-saw reading.

Use the stop and think strategy to develop comprehension skills e.g. Questioning. Ask the children:

* Which three plants is Kate growing in her garden?
* Can you think of any other plants you might grow in a garden?

To make connections, ask:

* Why have the plants grown so much bigger now?
* What things do plants need to grow?

For inferring, ask:

* What is the competition that Kate has won?
* What could you do with the seeds from the sunflowers?
* Look at Kate’s sunflowers. How have they changed?
* Why do you think this change has happened?
* Why are Kate’s flowers no longer growing?
* What could you do with the seeds from the sunflowers?

Use the zoom tool to focus on the tricky word ‘she’. Use the reveal tool to identify individual words beginning with /o/. Can you think of other words that *begin* with /o/? Can you think of words with the sound /o/ in the *middle* of the word?

**Conclusion**

**‘I’m a Little Flower Bulb’ song *LO 4***

Teach the children the song ‘I'm a Little Flower Bulb’ to the tune of ‘I'm a Little Teapot’ Encourage them to repeat the words after you and eventually to sing it together.

I'm a little flower bulb, small and brown,  
Buried in the cool, dark ground.  
As the days grow warmer, watch and see,  
I'll sprout through the earth – Yippee!

Growing, growing, growing every day,  
Sprouting leaves that gently sway,  
Next comes a bud and then a flower,  
A face to shine 'neath sun and showers.

# Lesson 3: Practice reading

**Introduction**

**Read/say/clap on the rhyming word *(Phonological Awareness) LO 1, 2, 3, 6, 10***

Read parts of the e-book/printed big book. Encourage children to listen carefully for the rhyming words. Have volunteers clap on/underline or highlight the rhyming words on each page e.g. sprout/out; hot/plot; high/sky etc. Then encourage children to re-read all the highlighted/underlined words aloud.

**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 exclamation marks and quotation marks.

Vary the reading, using see echo reading, saw reading, group reading or shared reading.

Focus on the specific aspects of the text using the pen/conceal / spotlight tools to further highlight/circle, hide or focus on:

* Compound words, e.g. sunflower, sweetpea; springtime; snowdrop
* Words with multiple meanings/homonyms e.g. ‘bed’ (can be a flower bed or where you sleep). Another word with multiplemeanings from the text is the word ‘shoot’.

**Conclusion**

**Compound word reading and matching activity *LO 1, 2, 6***

Draw a variety of words on the whiteboard that can be used to make compound words from the text. Organise the children in pairs and ask them to match the words to make compound words, e.g. sun + flower = sunflower, snow + drop = snowdrop, etc.

# Lesson 4: Consolidation and follow-up

**Introduction**

**‘I’m a Little Flower Bulb’ song *LO 4***

Continue teaching the song ‘I’m a little flower bulb’. Start by singing the song together. Eventually you can encourage the class to sing independently.

**Development**

**Van Gogh’s *Sunflowers* art display *LO 6***

Create a display of Van Gogh’s *Sunflowers* painting.Ask children to write a range of tier 1 and 2 words on flashcards to place around the sunflower pictures. Choose art materials, e.g. crepe paper/oil pastels/poster paints on paper plates/oil paints/ use sunflower seeds for the core. Add the text from page 8 to the display: ‘’See how the sunflowers reach so high! They stretch and stretch up to the sky.’

**Conclusion**

**Guess the word** ***LO 1, 2, 6***

Display tier 1 and tier 2 words for the class, reading them out loud. Organise children in groups. One child in each group describes a word while the others try to guess which word it is, e.g. This is big, orange and juicy (*pumpkin*), etc.

# Follow-up activities

# Share the picture book; garden yoga *LO 1, 2, 3, 6*

Organise further shared reading of related picture books e.g. *Camille and the Sunflowers* by Laurence Anholt and *The Tiny Seed* by Eric Carle.

Organise the whole class to do garden yoga during P.E. or play-based time, e.g. pretend to be a seed/flower.

**Interactive big book prompts**

|  |  |  |
| --- | --- | --- |
| Cover | Conventions of print – book title  Comprehension strategy – Predicting | What is the title of this story? What do you think it will be about? |
| Page 2 | Vocabulary development | Sometimes words can have more than one meaning. The word ‘bed’ usually refers to the place where you sleep. However, in this case it means something different. Here, ‘bed’, means a piece of ground in the garden where plants and flowers are grown. |
| Page 3 | Vocabulary development; sight words | What do you think ‘winter chill’ means? |
| Page 4 | Vocabulary development | ‘It’s springtime and it’s time to sow.’ Do you know what it means to ‘sow’ seeds? Can you find a word on this page that rhymes with the word ‘sow’. |
| Page 5 | Comprehension strategy – questioning | Which three plants is Kate growing in her garden? [pause] Can you think of any other plants you might grow in a garden? |
| Page 6 | Conventions of print – quotation marks | These marks are called ‘quotation marks’. They are used to show that someone is talking. Who is talking in these sentences? |
| Page 7 | Comprehension – questioning; making connections | Why have the plants grown so much bigger now? What things do plants need to grow? |
| Page 8 | Phonological awareness – rhyming words | What are the two rhyming words in these sentences? Can you think of any other words that rhyme with these words? |
| Page 9 | Comprehension strategy - inferring | What is the competition that Kate has won? |
| Page 10 | Comprehension strategy – questioning/inferring | Look at Kate’s sunflowers. How have they changed? Why do you think this change has happened? |
| Page 11 | Comprehension strategy – predicting | What do you think might be growing from the ground? |
| Page 12 | Phonics /o/ | Can you point to the word on this page that starts with the /o/ sound? [pause] There is another word on this page that has the /o/ sound in the middle. Do you know what it is? |
| Page 13 | Vocabulary development | What does the word ‘spooky’ mean? Can you think of another word that means the same thing as spooky? |
| Page 14 | Comprehension – inferring; making connections | Why are Kate’s flowers no longer growing? |
| Page 15 | Comprehension – making connections | Have you ever grown something at school or at home? |

# Tier 1 vocabulary

|  |
| --- |
| shed |
| garden |
| bed |
| sow |
| seeds |
| hole |

**Tier 1 vocabulary**

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| --- |
| green |
| pumpkin |
| leaves |
| scare |
| frosty |

# Tier 2 vocabulary

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| --- |
| chill |
| springtime |
| shoots |
| sprout |
| buzzing |
| stretch |