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| **Class** | Senior Infants | **Theme** | The world around us |
| **Unit** | 4 | **Subtheme** | Gardening |
| **Vocabulary** | Tier 1 examples: leaves, grass, shed, flowers, trees, apple,  blackberry, turnip, carrots, pumpkin, broccoli, spade, peas  Tier 2 examples: greenhouse, wheelbarrow, rake, hose, wellies, watering can, hose, plant food, soil, cabbage, butterfly  Tier 3 examples: domestic animals; peer; vibrant | | |
| **Lesson resources** | ‘How to grow a pumpkin’ printable, multimedia links | | |
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| **Element** | **Learning outcome** | **The child should be able to …** | |
| **Communicating** | LO 1 | Listen with interest to a story. | |
| LO 3 | Turn-taking, e.g. *Can you find me?* | |
| **Understanding** | LO 4 | Express and understand complex sentence structures, including sequencing terms. | |
| LO 5, 6 | Use a wide range of vocabulary and language to explore the poster scene, including plurals making a **‘z’** sound; idioms, e.g. *catch my eye* andsynonyms, e.g. *looking/staring/peering.* | |
| **Exploring and using** | LO 8, 9 | Ask and answer a variety of open and closed questions. | |
| LO 10 | Use categorical terms and sort things into those categories, e.g. *wild/domestic animals.* | |
| LO 12 | Use language playfully and creatively in response to finger rhymes and poetry. | |
| LO 13 | Use language to explain something to others. | |

# Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  *Five Little Pumpkins* (finger rhyme); What am I? | **Lesson 3** | Digital poster (Explore mode): Talk and discussion  Storytime: *The Sunflower that went Flop!*  Action rhyme: *The Tale of Peter Rabbit*  Digital poster (Activity mode): Spot the difference |
| **Lesson 2** | Digital poster – Recap  Digital poster (Question mode)  Turn and tell; Can you find me? | **Lesson 4** | Digital poster (Label mode)  Digital poster (Poem mode): *A Garden*  Catch my eye! |

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

Recite the rhyme *Mary, Mary, Quite Contrary* for the class, omitting the word ‘garden’.

*Mary, Mary, quite contrary  
How does your \_\_\_\_\_\_\_\_ grow?  
With silver bells,  
And cockle shells,  
And pretty maids all in a row.*

Ask the class, what word is missing from the rhyme?

Go to the Explore mode of the poster. Use the spotlight tool to highlight different categorical terms during the discussion. Ask children the following questions:

* What tools/equipment can you see in the poster? *Watering tools (watering can, hose); Digging tools (shovel, spade, trowel); Raking tools (rake, hoe); Clothes we wear when we are working in the garden*
* Can you see any fruits/vegetables/plants in the poster?
* What animals can we see? *Wild animals (snail, hedgehog, squirrel, spider); domestic animals (dog, rabbit, bird*)
* Let’s describe what we can see, e.g. *I see a friendly snail lying on a bright green leaf; I see a luscious apple growing on a tall tree; I see a muddy mat at the entrance/door into the shed*. Encourage the children to use complex sentences with a range of adjectives.

Focus on the following vocabulary during this discussion:

* Adjectives – friendly; nutritious; fresh; juicy; succulent; plump; prickly; bushy
* Verbs – gardening; planting; raking; rooting; digging; growing; tending; watering
* Adverbs – swiftly; deftly; slowly; quickly; carefully; neatly; cautiously; lovingly
* Plurals – leaf/lea**v**es; berry/berr**ies**; snail**s**/hedgehog**s**/squirrel**s** (all plurals which make a **‘z’** sound)
* Suffixes – derived words; verbs formed from a noun root (rooting; planting; gardening; watering)
* Rhyming words – words that sound similar (long ‘ee’ sound: weed; seed; feed)
* Multiple meaning words – row; fly; bulb; pot
* Prepositions – pumpkins grow *on* a vine; apples grow *on* the tree; berries grow *on* a hedge; turnips grow *in* the ground; roots grow *under* the earth; apples hang *from* the branches; sunflowers grow *towards* the sun
* Opposites – e.g. growing up/falling down
* Compound words – e.g. sunflower; hedgehog; wheelbarrow; ladybird; sunshine; rainfall
* Alliteration – e.g. pumpkin pie

**Finger rhyme (sequencing) *LO 7, 12***

Teach the class the fingerplay, *Five Little Pumpkins.* Have them recite it and perform the actions.

**Five** Little pumpkins sitting on a gate *(show five fingers)*

The **First** one said, ‘Oh my ... it's getting late!’ *(Hands on cheeks, shocked expression)*

The **Second** one said, ‘There are witches in the air!’ *(Look scared)*

The **Third** one said, ‘I don't care!’ *(Hands out, palms up)*

The **Fourth** one said, ‘Let's run and run and run!’ *(Stomp feet to feign running)*

The **Fifth** one said, ‘It's only Halloween fun!’ *(shake pointer finger)*

Then whooooooo went the wind ... *(sway arms back and forth)*

And out *(clap hands)* went the lights

And the **Five** little pumpkins *(show five fingers)* rolled out of sight! *(roll arms)*

Visit the link below for more pumpkin-themed ideas that you can incorporate into the lesson:

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/pumpkins-primary-classroom-curricular-unit/>

**What am I? *LO 5, 6, 7, 8, 9***

Organise children in pairs. Have children take turns secretly picking something in the poster and giving their partner clues about what that thing is, e.g:

Partner A: *I’m thinking of something that is round and red and sometimes green. It is a fruit*.

Partner B: *Is it* *an apple?*

Once the object has been guessed correctly, children swap roles and repeat.

# Lesson 2

**Digital poster (Story mode): 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 (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 is the family? |
| Q2. | What is Mum doing? |
| Q3. | What is Jack using to gather the leaves? |
| Q4. | What is Kate growing in her garden patch? |
| Q5. | Does Kate like gardening? How can you tell? |
| Q6. | What will Mum do with the vegetables in her basket? |
| Q7. | Do you think Rocky likes squirrels? Why do you think that? |
| Q8. | Can you think of other vegetables that could be grown in the garden? |
| Q9. | What do you think Kate will do if she sees the rabbit? |
| Q10. | Why do you think people spend time gardening? |

**Turn and tell – explain how a pumpkin grows LO 5, 6, 7, 13**

Organise the children in pairs. Give each pair a set of images showing the sequence of a pumpkin growing (see Lesson resource 1). The images are mixed up. The pairs have to sort the images into the correct order. Encourage the children to use sequencing words, e.g. *first, next, then, after that, finally*, etc.

Have each pair turn and explain to another pair how a pumpkin grows, using the pictures to scaffold the sequence.

**Can you find me? *LO 3, 8, 9***

Organise children in pairs and have them ask each questions and answers about the locations of different objects, animals or people in the poster, e.g.:

Partner A: *Can you find the wheelbarrow in the picture?*

Partner B: *The wheelbarrow is in front of the shed.*

Once the children have asked and answered a question, have them switch roles and repeat, e.g.:

Partner B: *Can you find the tomatoes in the picture?*

Partner A: *The tomatoes are in the glasshouse.*

Encourage children to use positional language when identifying the locations.

# Lesson 3

**Digital poster (Explore mode): Talk and discussion *LO 4, 5, 6***

Go to the Explore mode with students again. Zoom in on the sunflowers on the poster. Ask the class the following questions:

* What do we call these flowers?
* Why do you think they are called sunflowers?
* Can you hear any small word(s) in the word *sunflower*?
* What words rhyme with ‘sun’? e.g. *run, bun, fun, spun, stun*, etc.
* What words can you think of that remind you of the sun? e.g. *warm, bright, yellow, shining, hot, sweltering*
* What words could we use to describe a sunflower? e.g. *tall, straight, colourful, beautiful, radiant*
* How are sunflowers the same as/different from other flowers? e.g. *a sunflower is the same as other flowers because it has a stem, leaves and petals; a sunflower is different from other flowers because the stem is very tall/long and the flower is very large and vibrant*

**Storytime: *The Tale of Peter Rabbit* *LO 1, 5, 6, 12***

# Read children *The Tale of Peter Rabbit*: <http://etc.usf.edu/lit2go/148/peter-rabbit-and-other-stories/4923/the-tale-of-peter-rabbit/> or watch a read-aloud version: <https://www.youtube.com/watch?v=0OwQxGwMIgM&t=1s>

# Now ask children the following questions:

# Do you think that Peter is clever? Do you think that Mr. McGregor is clever? Why?

# What foods does Peter eat in Mr. McGregor’s garden? Where does he hide? What sounds do we hear in the story?

# If you were Peter/Mr. McGregor, what would you have done?

# Have children role play the conversation between Peter and his mother when he gets back to his burrow, missing his coat and shoes and feeling sick. You could also have them draw a picture of Mr. McGregor’s garden, including the foods (radishes, lettuces, French beans, parsley, cabbages) and animals (dormouse, cat, goldfish) mentioned in the story.

**Action rhyme: *I’m a Little Sunflower* *LO 12***

# Teach the class the action rhyme *I’m a Little Sunflower*, sung to the tune of *I’m a Little Teapot*.

# Children start standing upright (body is the stem, head is flower) with their arms outstretched (arms are the leaves).

# I’m a little sunflower

# Look and see!

# Here is my stem *(move the body)*

# And here are my leaves *(raise arms up and down)* When the sun comes up I turn my head *(turn head)*

# When the sun goes down I go to bed! *(bow head)*

**Digital poster (Activity mode): Spot the difference *LO 3, 5, 6, 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. ‘Jack is holding a sweeping brush in one picture and a rake in the other picture OR in the picture on the left/the picture on the right.’

# Lesson 4

**Digital poster (Label mode)** ***LO 5, 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 (Poem mode): *A Garden*** ***LO 12***

Go to the Poem mode of the poster and play the poem *A Garden* by Leila Berg:

***A Garden***

by Leila Berg

If I should have a garden

I know how it would be,

There’d be daisies and buttercups

and an apple tree.

A dog would chase a ball there,

A bird would sit and sing,

And a little cat would play with

A little piece of string.

And in the very middle

I’d only have to stand

For ladybirds and butterflies

To settle on my hand.

Ask children the following questions about the poem:

* It sounds like the garden is a *hive of activity*! (a very busy place) What can you say is happening in that garden?
* Can you remember all the things happening in the garden in the poster?
* The blackbird in the poster has a *bird’s eye view* of everything happening in the garden. What interesting thing do you think would *catch his eye*?

**Catch my eye! *LO 4, 5, 6, 7, 12***

Look at the poster with the whole class first. Play a game of *Eye Spy* (I Spy, focusing on the eyes in the poster!)

e.g. I spy with my little eye something/someone with [*insert adjective here*] eyes.

e.g. looking, staring, peering, glancing, noticing, round, oval, blue, brown, black, bulging, piercing, bright, shining, hazel, wide, etc.

You can expand the game to include *eyebrows, eyelashes, eyelids, eyeballs,* etc.

Now ask children to name something interesting they notice in the poster, something that ***catches your eye***. Explain the meaning of the phrase further if necessary, e.g.:

* *Something I notice that* ***catches my eye*** *is the rabbit peering around the corner of the shed.*
* *Something I notice that* ***catches my eye*** *is the wellingtons stored neatly outside the door of the shed*
* *Something I notice that* ***catches my eye*** *is the spider’s web on the back of the door of the shed*)

Encourage each child to contribute. Encourage children to produce the most complex syntax they can using a wide range of vocabulary.

# Lesson resource 1

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