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| **Class** | Senior Infants | **Theme** | School |
| **Unit** | 10 | **Subtheme** | The School Concert |
| **Vocabulary** | Tier 1 examples: hall, clap, show, stage, curtains, microphone  Tier 2 examples: concert, backstage, excited, beam  Tier 3 examples: performance, script, character, prompt | | |
| **Lesson resources** | The story of *Jack and the Beanstalk*, crossword, multimedia links | | |
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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.  Intentionally communicate meaning. | |
| LO 2 | Develop intonation to convey mood.  Use eye contact, demonstrate awareness of listener’s needs and alter language style in the formal context of performing. | |
| Understanding | LO 4 | Express ideas using embedded clause structures (*someone who/something which*), express preference and use descriptive words. | |
| LO 5, 6 | Use a wide range of nouns and adjectives to explore a scene.  Use more complex synonyms to express ideas. Use new vocabulary. | |
| LO 7 | Use language to express an opinion, agree/disagree, and justify. Give and follow commands. | |
| Exploring and using | LO 8, 9 | Ask and answer a variety of open and closed questions. | |
| LO 10 | Use language to categorise items. | |
| LO 12,13, 14 | Explore the aesthetic use of language through a poem.  Recount an experience. | |

# Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode)  Digital poster (Explore mode) – Talk and discussion  Complete the crossword | **Lesson 3** | Digital poster (Explore mode) – Talk and discussion  Digital poster (Activity mode) – Multiple-choice questions  Let’s Say It! – Rhyme and Mime |
| **Lesson 2** | Digital poster – recap  Digital poster (Question mode)  Design and Draw; Who Said It? | **Lesson 4** | Digital poster (Label mode)  Digital poster (Poem mode) – *Giant Thunderclogs*  Have your Say! |

# 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 4, 5, 6, 7, 14***

Go to the Explore mode of the poster. Before displaying the poster for the children, use the conceal tool to hide everything but the audience at the bottom of the image. Show the children the poster, and then ask them the following questions:

* Where do you think the people are? (*School hall; theatre*)
* Why do you think that? (*They are sitting in a row.*)
* Who do you think these people are? (*Parents, grandparents, brothers, sisters and friends*)
* What are they doing with their hands? (*Clapping/applauding*) Why? (*They are* *enjoying* the *concert/show/performance.)*
* How else do we know that they are enjoying the performance? (*They are smiling and laughing.*)

Next, reveal the title of the show at the top of the screen. Ask the children what they think the show is about (*Jack and the Beanstalk; a fairy tale; a boy called Jack, etc.*).

Read the story of *Jack and the Beanstalk* to the children ([see](https://folens-my.sharepoint.com/personal/kerri_ward_folens_ie/Documents/Desktop/WIP/Starlight/Lesson%20Plans/Oral%20Language/Unedited%20lesson%20plans/see) Lesson Resource 1) or watch ittogether(<https://www.youtube.com/watch?v=_VCpAYajmvo>) to recap on the story.Discuss the story with the class, making particular reference to key vocabulary from the story (e.g. *giant, poor, sell, magic beans, trading, happiness, exchanging, useless, beanstalk, climbed, castle, golden, harp, chicken, egg, chopped, axe, etc.*)

Next, reveal the whole picture. Ask the children the following questions:

* Where are the children? (*On the* *stage; next to the curtain*)
* Do they look the same as they do in school every day? Why not? (*They are wearing* *costumes.*)
* What do we call people when they are on the stage pretending to be someone else? *Actors*)
* What **characters** are the children playing in the story? (*Jack; Giant; Giant’s wife; Mother; Cow*). How do you know? (Describe the costumes and how they signify each character.); Who is **playing the part of** Jack/Wife/Giant/Mother/Cow?
* Who is at the side of the stage/**backstage**? (*Teacher*). What does the teacher have in her hand? (*A clipboard with the* ***script***/*the* *words of the play*, to ***prompt***/*tell the actors what to say if they forget their words*)
* Which of the characters do you like best? (*I like … because …)* If you were an actor playing the part of one of the characters, who would you like to be? (*e.g. I would like to play the part of Jack because he is a hero/he climbs the beanstalk; I would like to play the part of the Giant because he is a scary character*, etc.)
* Review a trailer for a popular children’s movie (e.g. *Beauty and the Beast* – <https://www.youtube.com/watch?v=e3Nl_TCQXuw>) to reinforce the technical terminology introduced: Who are the **characters** in the story? What **costumes** are they wearing? What do we call the **words**they are speaking?
* Describe the characters/costumes of your favourite TV programme/movie.
* Recount: Retell a personal story of an experience of going to a play/show/concert (recount in the correct sequence – who went, where was it, when was it, what was the event about/like, what were your feelings about the experience?)

**Complete the crossword *LO 4***

Display the *Jack and the Beanstalk* crossword (Lesson Resource 2) for the class. Scaffold the children to use the picture clues to generate the words, e.g. *this picture* ***clue*** *shows us* ***someone who is*** *a character from the story;* ***something which is*** *a tall plant in the story; a musical instrument; an animal, etc.)* Fill in the words in the crossword as the children suggest them, introducing the terms ***crossword, clue, across, down.***

**Pair talking task**: **Look and Say *LO 4, 7***

Organise the children into pairs. Display the *Jack and the Beanstalk* crossword on the screen or give each pair a printed copy. The children then complete the crossword in pairs orally, taking turns to give clues for their partner to guess.   
e.g. Child 1: *This picture clue shows us someone who/something which…*

Child 2: *I think the word is …*

# Lesson 2

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

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

**Digital poster (Question mode) *LO 7, 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. | What part of the school are the children in? |
| Q2. | What play are the children performing? |
| Q3. | Who is playing the role of Jack? |
| Q4. | What two items can you see on the table? |
| Q5. | How do you know the audience are enjoying the play? |
| Q6. | Do you think Tom is a good actor? Why? |
| Q7. | Which fairy tale would you like to do a school play about? |
| Q8. | Why is there a microphone hanging above the stage? |
| Q9. | Do you think it’s a good idea to put on a school play? Why? |
| Q10. | Why do you think Miss Kelly is watching from backstage instead of from the audience? |

**Design and Draw *LO 7, 11***

Organise the children into pairs. Ask each pair to design a backdrop for a performance of *Jack and the Beanstalk*.Each pair draws ONE picture ofthe giant’s kingdom at the top of the beanstalk as a backdrop for the show. Ask the children to take turns to give directions/draw. The children should decide *where the giant lives, what he is called, who he is living with, what the castle looks like, the kind of furniture in the castle, the clothes he is wearing, what the special magic items he owns* *look like,* etc*.* Ask the pairs show their pictures to the class and describe them.

**Who Said It? *LO 4, 6, 7, 12, 2, 3***

Model this game for the class first. Speak the words of one of the characters in the story and encourage the children to guess which character is speaking, e.g. *I can’t believe you were so silly!; Quick, quick, bring me an axe!; I promise you will not regret making this trade,* etc.

This game can then be played in pairs, with each child taking a turn to speak in role/identify the character.

If children need extra support, put up familiar images of each character on a PowerPoint slide.

# Lesson 3

**Digital poster (Explore mode): Talk and discussion *LO 4, 5, 6, 7, 10***

Go to the Explore mode of the poster again. Use the spotlight tool to focus on different **categories** associated with putting on a concert/performance. Use the pen tool to categorise the various items after they have been named, e.g. circle all the equipment, props, cast members, parts of the set, etc.

Nouns: ***equipment*** – *microphone; lights; spotlight*; **props** – *golden eggs; golden harp; bag of gold; hen; bottle of wine; bean stalk; trapdoor*; ***cast*** – characters – *Jack; Mother; Giant; Wife; Cow*; **set** – *backdrop; castle; kitchen*

Adjectives: *colourful; enormous; angry/furious; frightened*

Verbs: *beam; shine; exchange*; *prompt; speak; whisper; entertain*

Compound words: *beanstalk; backstage; trapdoor*

Feeling words: *excited; nervous; anxious; proud; relieved*

Opposites: *big/small; loud/quiet; bright/dull*

Prepositions: *in the show; on stage; at the back*

Synonyms: *big/enormous/huge/massive/immense; bright/shiny/glistening; said/shouted/whispered/cried*

**Let’s Say It! *LO 2, 6***

Use the spotlight tool to highlight each of the characters in turn. Speak one line for the class in character, using appropriate intonation for each ‘said’ synonym, e.g. *Fee-fi-fo-fum*, ***shouted*** the Giant (hands cupping mouth).

* Draw the children’s attention to the intonation and the word (*shouted*) which tells us how the line is

spoken. Ask the children to repeat the word after you using appropriate intonation.

* Develop this so that the children fill in the correct synonym for ‘said’ using intonation and gesture to support their understanding, e.g. Teacher: *Fee-fi-fo-fum*, Children: ***shouted*** the Giant (spoken loudly with hands cupping mouth).

Introduce as few or as many synonyms for ‘*said*’ as appropriate:

*‘Where are you taking me*?’ ***whispered*** the hen (finger to the mouth)   
*‘Climb down the beanstalk fast*,’ ***warned*** the Wife (finger pointing)  
*‘I’m going to get very rich with this hen*,’ ***laughed*** Jack (laughing out loud)  
*‘Please take me with you too*,’ ***begged*** the harp (hands in a pleading gesture)  
*‘Hmm! It looks like Jack will save this family after all*,’ ***thought*** the Mother (stroking her chin)  
*‘Yippee! Now I will have a hen to keep me company*,’ ***cried*** the Cow (using intonation to convey excitement)

Encourage individual children to come to the top of the room and perform a line. The rest of the class completes the line using the appropriate synonym for ‘said’.

**Digital poster: (Activity Mode) Multiple-choice questions *LO 2, 7, 13***

Go to the Activity mode of the poster. Play each multiple-choice question for the children and see if they can correctly identify each fairy tale. Click the right answer to progress to the next question.

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| Q1. | Click on the **indoor toy**  (Options: bike; **teddy bear**; frisbee; ball) |
| Q2. | Click on the **indoor toy**.  (Options: trampoline; skateboard; **board game**; pogo stick) |
| Q3. | Click on the **outdoor toy**  (Options: paint; doll’s house; play dough; **rollerblades**) |
| Q4. | Click on the **outdoor toy.**  (Options: jigsaw; toy train; **basketball**; Lego) |

**Rhyme and Mime *LO 5, 6***Explain to the class that the giant in the story gave *commands* (telling someone to do something) to the hen and the harp. Speak this rhyme aloud for the class, encouraging the children to identify which word in each line is this command.

**Lay** an egg

**Play** a tune

**Stay** still in your seat

**Bay** at the moon

**Say** a poem

**Pay** for your sweets

**Spray** weeds in the grass

**Pray** for a treat!

Encourage the children to speak the rhyme, emphasising the command words with accompanying actions.

# Lesson 4

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

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

**Digital poster: *Giant Thunderclogs*** ***LO 12***

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

***Giant Thunderclogs***

By Jean Kenward

Here comes Giant

Thunderclogs!

What a noise

he makes!

How he rattles, rants

and roars,

how he shouts

and shakes!

Blundering

Across the hills

and stamping

through the sky …

what a tantrum

he is in

as he passes

by!

Giant Thunderclogs

is huge …

his mouth

is like a pit

and all the echoes

of the earth

come rushing out

of it:

Not fifty thousand

elephants

could trumpet

such a din.

If you hear him

at your gate …

Don’t let him in!

Discuss with the class what giants look like.Focus on **size**: big, huge, gigantic, large and massive. Compare the size of giants with the size of the animals, people, trees, houses and other buildings. Discuss **opposites**: big, small; tall, short; gigantic, tiny; heavy, light. Talk about the **sounds** giants make: *rattle, rant, roar, shout*; the **noises** giants make when **eating** and **sleeping**: slurps, chomps, guzzles, gobbles, snores, snorts, grunts, screams, shrieks, bellows and moans. Ask questions such as: why does the giant make so much noise? (He is big, huge, clumsy, selfish, rude) How does he **move**? (he blunders, stamps and shakes). How do giants make us **feel**? Do you think that giants are frightening/mean/cross/fierce?

Ask the children to speak the poem with actions and intonation to show the movements and volume of the Giant.

**Have your Say! Pair/Group talking task *LO 13***

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| Present the children with a scenario, or several scenarios, related to the story of *Jack and the Beanstalk*.  Encourage the children to discuss the scenario, expressing opinions/agreement/disagreement, justifying their stance, e.g.:  Should Jack have traded the cow for a handful of beans when his family needed money for food?  *In my opinion …*  *I agree/disagree …*  Ask the children also to consider alternate endings to the story, e.g.:  How might the story have ended if the Giant had caught Jack and wouldn’t let him go?  *I think that … because …* |

# Lesson Resource 1

***Jack and the Beanstalk***

Jack and his mother lived in a cottage in the woods. They were very poor. All they had was an old cow. One day, Jack’s mother said, ‘Go and sell our cow and bring the money back to me.’

Jack took the cow away to sell. On the way he met a strange, old man who wanted to buy the cow.

‘I have no money,’ said the man. ‘But I will give you five magic beans for your cow. These beans are very special. They will make you and your mother very happy.’

‘All right,’ said Jack, and he gave the man his cow and took the magic beans. Jack took the beans back to his mother, but she was not happy at all. She was very angry.

‘You foolish boy! We can’t buy food with these useless beans,’ she said. And she threw the beans out of the window.

The next day when Jack woke up, he saw that a giant beanstalk had grown outside his window. He wondered where it went. Jack started to climb the beanstalk. ‘No, Jack, it’s too dangerous!’ cried Jack’s mother. But Jack ignored her. He climbed up and up and up to the very top of the beanstalk, where he found an enormous castle with a huge door. Jack went inside, where he saw a giant woman. The woman was very surprised to see Jack.

‘Look out!’ she said. ‘My husband will be home soon, and he loves to eat little boys. If he sees you, he’ll eat you right up!’

They heard loud footsteps. ‘Fee-fi-fo-fum, watch out everyone, HERE I COME!’ roared the giant.

‘You must hide,’ said the woman. And she hid Jack in a cupboard.

The giant came in and sat down at the table. He had with him some giant bags of gold coins. He ate his breakfast, and then started to count his money. Soon, the giant fell asleep.

Jack came out of the cupboard and took one of the bags of gold coins. He climbed down the beanstalk and gave the money to his mother. She was very happy. For a while, Jack and his mother lived very well. But Jack was curious about what else he might find in the castle.

The next day, Jack climbed the beanstalk again. When he reached the castle, Jack saw the giant woman again.

‘Look out!’ she said. ‘My husband will be home soon, and he is very angry because his money has been stolen.’

They heard loud footsteps. ‘Fee-fi-fo-fum, watch out everyone, HERE I COME!’ roared the giant.

‘You must hide in the cupboard,’ said the woman.

The giant came in and sat down at the table. He had with him a magic hen. The giant ate his breakfast, then watched his magic hen lay three golden eggs. Soon, the giant fell asleep.

Jack came out of the cupboard and took the hen. Then he climbed down the beanstalk and gave the hen to his mother. She was very happy. But Jack was curious about what else he might find in the castle.

The next day, Jack climbed the beanstalk again. When he reached the castle, Jack saw the giant woman again.

‘Look out!’ said the woman. ‘My husband will be home soon, and he is angry because his hen and his money have been stolen.’

‘Fee-fi-fo-fum, watch out everyone, HERE I COME!’ roared the giant.

‘You must hide in the cupboard again,’ said the woman.

The giant came in and sat down at the table. He had with him a magic harp. He ate his breakfast, and then listened as the harp started to play beautiful music all by itself. Soon, the giant fell asleep.

Jack came out of the cupboard and took the harp. Then he started to climb down the beanstalk. But the harp started playing all by itself, very loudly, and woke the giant up.

‘Run away!’ said the woman. ‘The giant is behind you!’

Jack climbed down the beanstalk as fast as he could. His mother was waiting at the bottom of the beanstalk. When Jack reached the bottom, his mother took an axe and cut down the beanstalk. CRASH! The beanstalk came tumbling down. The giant fell to earth with a huge THUD! Nobody ever saw the giant again.

Now Jack and his mother were no longer poor. They had a bag of gold coins, a magic hen that laid golden eggs and a magic harp that played beautiful music. They lived happily ever after.