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| **Class** | Senior Infants | **Theme** | Animals |
| **Unit** | 11 | **Subtheme** | Sea creatures |
| **Unit genre** | Report | | |
| **Vocabulary** | Tier 1 examples: sea creatures, ocean, underwater, deep, turtle,  starfish, jellyfish, octopus, lobster, stingray, shark, whale, dolphin,  sea lion, flippers, fin  Tier 2 examples: anemone, tentacles, camouflage, coral reef, antenna  Tier 3 examples: pincer, habitat, species, endangered, pollution, extinct, ocean floor | | |
| **Lesson resources** | Multimedia links | | |
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| **Element** | **Learning outcome** | **The child should be able to …** | |
| Communicating | LO 1 | Participate in and enjoy talking tasks.  Enjoy listening to a story. | |
| LO 2, 3 | Give and take turns, collaborating during pair/group talking tasks. | |
| Understanding | LO 4 | Produce complex sentences. | |
| LO 5, 6 | Use a wide range of nouns and adjectives to explore the poster scene; articulate sound clusters, e.g. in a tongue twister; use prepositions, e.g. *underneath/beneath;* identify rhyming words; use superlatives | |
| Exploring and using | LO 7 | Demonstrate understanding by expressing an opinion | |
| LO 8, 9 | Ask and answer a variety of ‘wh’ questions | |
| LO 10 | Understand and use categorical terms, e.g. *colour, shape, features, movements.* | |
| LO 11 | Give an oral report to the class about their favourite sea creature | |
| LO 12 | Demonstrate creative language use, e.g. by naming creatures. | |
| LO 14 | Use language to describe. | |

# Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Pair talking tasks: Can you find …?  Storytime: *Hooray for Fish!*  Rhyme Time: ‘What’s that Bobbing on the Sea?’  ‘A Sailor Went to Sea, Sea, Sea’ | **Lesson 3** | Digital poster (Explore mode): Talk and discussion  Question circle  Digital poster (Activity mode): Who am I?  Ocean tongue twisters |
| **Lesson 2** | Digital poster (Story mode): Recap  Digital poster (Question mode)  Storytime: *Commotion in the Ocean*  Rhyming words: Let’s make a poem!  Pair talking task: I like … | **Lesson 4** | Digital poster (Label mode)  Digital poster (Poem mode): ‘Ocean Travel’  Dance drama: ‘Under the Sea’ |

# 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***

Focus on the story line: *Lots of amazing sea creatures live in the sea.* Ask children the following questions:

* Do you know another word for the ‘sea’? (*Ocean*)
* What is an ocean? (*A very large body of salty water*)
* Do we live in an ocean? What lives in an ocean? (*Lots of sea creatures*) We call the ocean their **habitat.** A habitat is a place where an animal or plant lives.

Go to the Explore mode of the poster. Use the spotlight tool to focus on different items as they are named. Ask the children the following questions:

* Can you name the creatures we can see on the poster? (*Sea turtle, jellyfish, octopus, starfish, stingray, shark, dolphin, whale, sealion, lobster*)
* We call these animals **sea creatures**. The ocean is a *home* to many creatures and plants. What does their ocean habitat look like? (*Wet, dark, deep, wavy, rippling, crystal clear, deep blue, noisy, murky*)
* How is their ocean habitat decorated? (*Coral, rocks, plants, seaweed, sand*)

Zoom in on each of the fish in turn and brainstorm information about each one.

Ask the class, what do you know about…

* Name, physical description – colour, shape, features, eating habits, movements, e.g. *sparkling, shimmering, glistening, dazzling, gleaming, spotted, striped, pattern, flat, rough, bumpy, fin, tail, gills, scales, hard, bony shell, tentacles, sting*

Next, zoom in on the large image of the scuba diver. Ask the class:

* Is this a human or a fish? How do you know?
* Where is he?
* What is he wearing on his… feet? (Flippers) body? (Wet suit) head? (Helmet) in his mouth? (Breathing tube) on his back? (Oxygen tank). Why is he wearing these things?

Spotlight the dolphin. Ask the class, what do we call this sea creature? Are there any dolphins in Ireland?

Have the whole class watch these videos about Fungi the dolphin:   
[**https://www.youtube.com/watch?v=-w8HRSoVTI4**](https://www.youtube.com/watch?v=-w8HRSoVTI4)

<https://www.youtube.com/watch?v=eK-LeeGslMA>

Explain to the class that this dolphin is called Fungi. Ask children to look at the creatures on the poster and give each one of them a name, e.g*.* Ollie Octopus; Stanley Starfish; Tina Turtle; Seán Shark. Children from other countries could think of names in their language for the creatures, e.g. Safia Sealion; Lidia Lobster. Other options include naming the creature with an appropriate adjective, e.g. Jolly Jellyfish, Lucky Lobster, Whopping Whale, Slippery Sea Lion, Stunning Stingray.

**Pair talking task: Can you find …? *LO 4, 7, 8, 9***

Ask children to find different sea creatures on the poster, encouraging them to use prepositions to locate them, e.g.

Teacher: Can you find the (shark/lobster/jellyfish) on the poster?

Child: The shark/lobster/jellyfish is *on the bottom/in the middle/above/below, beside/between/underneath/beneath …*

Model this with the whole class. If appropriate, encourage children to locate the different sea creatures in pairs, using only language.

**Storytime: *Hooray for Fish!* *LO 4, 5, 6, 7, 14***

Play the story *Hooray for Fish!* By Lucy Cousins for the class: <https://vimeo.com/52877670>

Ask the class, what describing words can you hear? e.g*. little, big, fat, thin, red, blue, yellow, spotty, stripy, happy, grumpy, hairy, scary, curly, twirly, twisty*, *etc*.

Organise children in pairs and have them carry out a talking task, identifying the sea creatures in the poster with describing terms, e.g.:

Partner A: I’m looking at a fish that is/has …

Partner B: I think the fish you are looking at is … (location) and is called (name) and is/has (description)

Children swap roles and repeat.

**Rhyme time: ‘What’s That Bobbing in the Sea?’ LO 5, 6, 12**  
Read the rhyme What’s That Bobbing in the Sea? aloud to the class.

**What’s That Bobbing in the Sea?**

By Ann Bryant

Sitting on the sand, happy as can be,

What’s that bobbing, bobbing in the sea?

It’s a lobster, lobster, bobbing in the sea

Lobster, lobster, bobbing in the sea.

Lobster, lobster, bobbing in the sea,

And the waves brought the lobster bobbing up to me!

Repeat the rhyme, replacing the word ‘lobster’ with other sea creatures – *dolphin, turtle, whale, shark, etc.* and replacing the word ‘bobbing’ with other words, such as – *swimming, diving, darting, jumping, leaping, gliding, surfing, floating, plunging, wriggling…*

**‘A Sailor went to Sea, Sea, Sea’ *LO 5, 6***

Sing this version of the song ‘A Sailor Went to Sea, Sea, Sea’ to revise the names of the sea creatures:

<https://www.youtube.com/watch?v=DX2Er--LYmQ>

# 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 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 is the man in the first photo doing? |
| Q2. | Which sea creature looks like a star? |
| Q3. | How many arms does an octopus have? |
| Q4. | Which of these sea creatures has a strong shell? |
| Q5. | Which sea creature has an umbrella-shaped body? |
| Q6. | Which part of a jellyfish can give a nasty sting? |
| Q7. | What does an octopus do to blend in with its surroundings? |
| Q8. | Do you know any other name for a starfish? |
| Q9. | How are a dolphin and a shark the same? How are they different? |
| Q10. | How do you think scuba divers breathe under water? |

**Storytime: *Commotion in the Ocean LO 1, 4, 5, 6, 7, 8, 9***

Play the story *Commotion in the Ocean* by Giles Andreae for the class: <https://www.youtube.com/watch?v=1n9KGqlwX_8> (up to the 3.48 mark).

* What creatures do we meet in the story?
* What did you learn about the crab, turtle, dolphin, etc.?
* How do dolphins speak? (*Click, whistle, squeak*)
* Turn to your partner and say something in dolphin language! What do you think your partner was saying?
* How does the jellyfish move? (***jiggles*)**
* Where does the stingray live? (*Bottom of the ocean*)
* What does he use to sting? (*Tail*)
* What sounds does a lobster make? (***clippety clap; snippety snap***)

**Rhyming words: Let’s make a poem! *LO 12***

Speak the poem below aloud for the class, leaving gaps for the children to fill in, e.g.

Clippety-Clap, Clippety-Clap

If you see a [red] lobster

You’d better stand [back]

With a [hard] crusty [shell]

And a [sharp] pincer [claw]

He’s a [strong] sturdy chap

Who goes Snippety-Snap!

**Pair talking task: I like *… LO 4, 5, 6, 7***

Organise children in pairs for this talking task discussing their favourite sea creatures/sea creatures they like.

*Child A: The sea creature I like is … because …*

*Child B: The sea creature I like is … because …*

Encourage each child to justify his/her preference with a few reasons. Each child then orally **reports** to the rest of the class which sea creature his/her partner likes and why.

# Lesson 3

**Digital poster (Explore mode): Talk and discussion *LO 5, 6*** *,****7, 8, 9***

Show the class a video about ocean habitats: [**https://www.youtube.com/watch?v=\_YtofuJ-TL4**](https://www.youtube.com/watch?v=_YtofuJ-TL4)

Focus on the following during the exploratory discussion:

Top, bottom, deep; crabs **in** the ocean/**on** land, sharks – smooth skin, sharp teeth; octopus – soft body, long arms; **ocean floor**; fish – under the water; sea turtles – in/out of the water; **pollution**, **endangered**, species, **extinct**; whales – **largest**, blowholes, smart, sing songs; dolphins – **smartest**, friendly, playful, dolphin language

Go to the Explore mode with the children again. Ask the following questions:

* Can you see a creature that is endangered?
* Can you see a creature that is not a fish? Why is it not a fish?
* Can you see a creature that can live in the ocean and on land?
* Can you see a creature that is the largest animal in the world?
* Can you see a creature that is the smartest animal?
* Can you see a creature that is friendly?
* Can you see a creature that lives deep in the ocean?
* What is the difference between a fish and a sea creature that is not a fish? (*gills/no gills, blowhole; move tail from side-to-side to swim/move tail up and down to swim*)

General vocabulary to focus on:

Nouns: Use 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 … names of sea creatures, characteristic features, fin, tail, gills, scales, hard, bony shell, tentacles, sting, etc.

Verbs: e.g. bobbing; swimming; diving; darting; jumping; leaping; gliding; surfing; floating; plunging; wriggling

Adjectives: e.g. sparkling; shimmering; glistening; dazzling; gleaming; vibrant; spotted; striped; pattern; flat; rough; bumpy

Prepositions: e.g.on the bottom; in the middle; above; below; beside; between; underneath/beneath

Categorical terms: e.g. colour; shape; features; movements

**Question circle *LO 8, 9***

When the children are familiar with the topic, organise a circle time with a question chair. Each child gets a chance to sit on the question chair and ask the others a question, using the poster as a scaffold.

**Digital poster (Activity mode): Who am I? *LO 2, 13***

Go to the Activity mode of the poster. Click the buttons to play the audio clips for the class. Discuss whether or not each creature in the poster fits the description briefly before moving on.

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| **Who am I?** | |
| I have a very strong shell and it protects me. | turtle |
| Some people think I look strange because I have eight long arms. | octopus |
| Don't step on my tentacles or you might get a nasty sting! | jellyfish |
| Even though the word 'fish' is in my name, I'm not really a fish. | starfish |
| I use special equipment to help me breathe and see underwater. | scuba diver |

**Ocean tongue twisters *LO 5, 6***

Have children chant these ocean-themed tongue twisters:

* Round and round the rugged rocks the ragged rascal ran!
* She sells seashells on the seashore,  
  The shells she sells are surely seashells.
* Toy boat. Toy boat. Toy boat.

Ask some follow-up questions to generate discussion:

* Why do you think the ragged rascal was running around the rugged rocks?
* Why was the rascal ragged?
* Why was the rock rugged?
* Can you think of any other words to describe rocks on the seashore? (*Hard, sharp, smooth, jagged, rough, spiky, uneven, cold, etc.*)
* Have you ever run around rocks on the seashore? When? Tell us about it!
* Why do you think that she was selling se-shells on the seashore?
* Have you ever seen anyone selling anything on the seashore? Tell us about it!

General vocabulary to focus on:

Nouns:Use 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 … (fish; animals that can’t breathe under water; animals that live on land and on the sea)

Opposites: e.g. top/bottom; deep/shallow; hard/soft; scary/friendly; bright/dark

Superlatives*:* e.g. largest; smartest;

# Lesson 4

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

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

**Digital poster (Poem mode):** **‘Ocean Travel’ *LO 12***

Go to the Poem mode of the poster and play the poem ‘Ocean Travel’ by Jennifer Tweedie:

**Ocean Travel**

By Jennifer Tweedie

If I could travel

the oceans blue,

these are the things

that I would do:

Fly with puffins

under the sea.

Dive with seagulls.

Fish for my tea.

Cling to the tail

of a rolling whale.

Leap with dolphins

in a buffeting gale.

Soar with an eagle.

Hunt with a shark.

Frolic with seals.

Fly home before dark.

Have children speak the poem with appropriate pace, intonation and expression.

Draw the children’s attention to the movement words in the poem (*fly; dive; cling; leap; soar; hunt; frolic*)

Encourage the children to perform appropriate actions while speaking the poem.

**Dance drama: ‘Under the Sea’ *LO 12***

Playing the song ‘Under the Sea’ (from Disney’s *The* *Little Mermaid*) for the class <https://www.youtube.com/watch?v=GC_mV1IpjWA>

Think about the movements sea creatures make, e.g*.* crab crawls sideways; dolphin leaps and twirls; large fish glide; little fish dart; long fish wriggle; tails move from side to side/up and down, etc.

Have the whole class create a Mermaid Dance School and encourage the children to move in the way that lots of different kinds of sea creatures move underwater – prance; crawl; dart; float; dive; swim; flip; plunge; sway; rise to the surface; jump; glide gracefully; comb your hair like a mermaid on a rock, etc.