**Starlight 1st Class: Sample Fortnightly Plan**

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| **September: Weeks 1 & 2**  **Unit: 1**  **Theme: myself – My favourite activities** | | | | |
| **STRAND: Oral Language** | **STRAND: Reading** | | | **STRAND: Writing** |
| **Elements**  Communicating: LO1, LO2, LO3  Understanding: LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO10, LO11, LO12 | **Elements**  Communicating: LO1  Understanding: LO3, LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO9, LO10 | | | **Elements**  Communicating: LO1  Understanding: LO3, LO4, LO5,  Exploring and Using: LO7 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | | | **Writing: Key Learning Experiences** |
| The child should be able to…  Use open and closed questions and elaborate on answers.  Use ‘wh’ questions and answer them appropriately. **(LO7)**  Listen and respond to a poem, exploring the creative aspects of language.  Create and collaboratively perform an acrostic poem. **(L10)** | The child should be able to…  Recognise a range of high-frequency words (e.g. all, was, one, day)  Recognise and sound the digraphs ‘ar’ and ‘er’  Use phonic knowledge and a range of word identification strategies with confidence while reading **(LO5)**  Read and identify the features of a recount **(LO7)** | | | The child should be able to…  Enjoy modelled and shared recount writing on the topics of a trip to the park and a trip to the beach with help from basic genre structures **(LO1)**  Use a series of images as a stimulus to create a recount jointly with the  Teacher **(LO7)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | | **Writing genre** |
| ‘Seasons’ by Kerri Ward | Recount | Core: Green  Foundation: Blue | | Recount |
| **Oral Vocabulary** | **Vocabulary strategy** | **Focus Words** | | **Grammar** |
| Tier 1 examples: park, pond, tennis court, tennis racket, football pitch, soccer, bicycle, cycling, skating/roller blading, guitar, music, gymnastics  Tier 2 examples: hobby, couple, strolling, chatting | Text 1a: Suffix/inflected ending – -ed  Text 1b: Synonyms and use of context clues | Text 1a: crowded, catch, behind, soaking, laughed, uncomfortable, clothes, home, lovely  Text 1b: bicycle, small, gleaming, notice, helmet, protected, knees, ached, time | | Text 1a: Sentences  Text 1b: Capital letters at the start of a sentence |
| **Phonics Focus** | **Comprehension Strategies** | |
| Text 1a: R-controlled vowels /ar/  Text 1b: R-controlled vowels /er/ | Making connections, Predicting, Inferring, Comparing, Synthesising, Determining importance (Teacher guide prompts), Sequencing, Cause and effect (Skills Book p. 10) | |
| **Content** | **Content** | | | **Content** |
| Oral language poster  My favourite activities  Week 1  *Lesson 1*  Digital poster (Explore mode): Talk and discussion  Categorisation: Whole-class activity  Data chart  *Lesson 2*  Digital poster (Story mode): Recap  Digital poster (Question mode)  Don’t say yes or no!  Week 2  *Lesson 3*  Digital poster (Explore mode): Talk and discussion  Digital poster (Activity mode): Guess the activity  Pair interview task  *Lesson 4*  Digital poster (Label mode)  Digital poster (Poem mode): *Seasons*  Acrostic poem | Core / Foundation Reader  Unit 1a - A Day in the Park; Unit 1b - My New Bicycle (p. 4 - 11)    1st Class Skills Book  Comprehension Activities (p.6)  Vocabulary Activities (p.7)  Digital  Digital: Unit 1a Grammar activity: Sentences; Unit 1b Grammar activity: Capital letters at the start of a sentence  Digital: Unit 1b Digital writing display (printable)  Phonics printable worksheet – 01. My favourite activities  Below-level printable worksheet – 1a A Day in the Park  Above-level printable worksheet – 1a A Day in the Park  Below-level printable worksheet – 1b My New Bicycle  Above-level printable worksheet – 1b My New Bicycle | | | 1st Class Skills Book  Grammar Activities (p.8, 12)  Recount Writing (p.9, 13) |
| **Interactive Readers** | | |
| Unit 1: Genre video (Recount)  Unit 1: Comprehension strategy displays  Unit 1a: Vocabulary flashcards  Unit 1b: Vocabulary flashcards  Interactive Reader: Core Reader 1a – A Day in the Park  Interactive Reader: Core Reader 1b – My New Bicycle | | |
| **Differentiation** | **Differentiation** | | | **Differentiation** |
| Starter and flyer stories in the digital posters  Below-, on- and above level questions in the digital poster | Teachers can differentiate by using either the Foundation or the Core reader.  Please see page 222 of the Teacher’s Guide for a list of levelled readers from a variety of publishers organised by theme and genre. | | | All children carry out the same writing task (Skills Book pp. 9 and 13). Writing is differentiated by outcome. |
| **Assessment** | **Assessment** | | | **Assessment** |
| Oral language assessment checklist | Reading and writing assessment checklist  Teacher designed tests and tasks: Teachers could create a running record for the Unit 1 texts  Questioning: Use the Interactive Reader prompts  Conferencing  Teacher observation | | | Reading and writing assessment checklist  Think, Pair, Share: Children discuss the important features of recount writing |
| **Integration** | | | **Games/Activities** | |
| **Gaeilge** – Mé féin  **SPHE** – Myself – Safety and protection; Myself and others – Myself and my family  **PE** – Outdoor and adventure – Understanding and appreciation of outdoor adventure activities  **SESE** – Science – Living things – Plants and animals: Identify a variety of living things found in the pond habitat | | | Bingo activity: Children choose five focus words each and write them down. Teacher pulls the words out at random. First to get all five wins.  Play a game of ‘I went to the park and I…’, with each child building on the sentence of the previous child.  Ask the children to draw a picture of their favourite activity in the park and write words or phrases around it, e.g. football, goal, scored, etc. | |

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| **September: Weeks 1 & 2**  **Unit: 2**  **Theme: myself – My favourite activities** | | | | |
| **STRAND: Oral Language** | **STRAND: Reading** | | | **STRAND: Writing** |
| **Elements**  Communicating: LO1, LO2, LO3  Understanding: LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO10, LO11, LO12 | **Elements**  Communicating: LO1  Understanding: LO3, LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO9, LO10 | | | **Elements**  Communicating: LO1, LO2  Understanding: LO4, LO5  Exploring and Using: LO6, LO7 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | | | **Writing: Key Learning Experiences** |
| The child should be able to…  Initiate and take turns in conversations on the theme of myself and new friends.  Work in pairs and groups using gestures, expressions and signs where appropriate.  Use language to work collaboratively with others.  Communicate effectively with others to elicit information. **(LO 3)**  Use tenses correctly in more complex sentences.  Use vocabulary and appropriate time connectives when constructing a timeline.  Expand on simple sentence structures to elaborate appropriately.  Use appropriate connectives and conjunctions when adding more information to a simple sentence structure. **(LO 4)** | The child should be able to…  Enjoy engaging with a recount about new friends **(LO1)**  Make connections with a recount on new friends  Generate and respond to questions on a recount, inferring meaning where the relevant information is not explicitly given  Use language from the recounts to describe characters  Synthesise information in order to explain changes to how characters feel **(LO 9)** | | | The child should be able to…  Choose the content and topic for a recount to be shared with others **(LO2)**  Use new vocabulary removed from their personal experience when writing a recount  Explore the creative and imaginative dimensions of language in their writing **(LO 5)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | | **Writing genre** |
| ‘My Brilliant Friend’ by Roger McGough | Recount | Core: Green  Foundation: Blue | | Recount |
| **Oral Vocabulary** | **Vocabulary strategy** | **Focus Words** | | **Grammar** |
| Tier 1 examples: truck, house, boxes, bicycle, lonely, curious, neighbours, teacher, nervous, friendly, uniform  Tier 2 examples: semi-detached, neighbourhood, commotion, classmates | Text 2a: Antonyms  Text 2b: Use of context clues | Text 2a: diary, moved, enormous, strange, nervous, glanced, grinning, calm, friend  Text 2b: huge, family, pale, curious, large, brought, joining, guessed, beside, delighted | | Text 2a: Capital letters and full stops  Text 2b: Capital letter for ‘I’ |
| **Phonics Focus** | **Comprehension Strategies** | |
| Vowel digraphs: ‘ou’ and ‘oo’ (long) | Self-questioning, Making connections, Synthesising, Inferring, Determining importance (prompts), Sequencing events (Skills Book p. 14),  Understanding characters (Skills Book p. 18) | |
| **Content** | **Content** | | | **Content** |
| Oral language poster  New Friends  Week 1  *Lesson 1*  Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Group work: What questions?  Giving important information  *Lesson 2*  Digital poster: Recap  Digital poster (Question mode)  Who are you? Group and pair work  Week 2  *Lesson 3*  Digital poster (Explore mode): Talk and discussion  Digital poster (Activity mode): Multiple choice questions  Timeline  *Lesson 4*  Digital poster (Label mode)  Digital poster (Poem mode): My Brilliant Friend  Descriptive words | Core / Foundation Reader  Text 2a - Moving House; Text 2b - Shane’s News (p. 12-19)  1st Class Skills Book  Comprehension Activities (p.14)  Vocabulary Activities (p.15)  Digital  Unit 2a Grammar activity: Capital letters and full stops; Unit 2b Grammar activity: A capital letter for ‘I’  Phonics printable worksheet – 02. New friends  Below-level printable worksheet – 2a Moving House  Above-level printable worksheet – 2a Moving House  Below-level printable worksheet – 2b Shane’s News  Above-level printable worksheet – 2b Shane’s News | | | 1st Class Skills Book  Grammar Activities (p.16, 20)  Recount Writing (p.17, 21) |
| **Interactive Readers** | | |
| Unit 2: Genre video (Recount)  Unit 2: Comprehension strategy displays  Unit 2a: Vocabulary flashcards  Unit 2b: Vocabulary flashcards  Unit 2a: Interactive Reader  Unit 2b: Interactive Reader | | |
| **Differentiation** | **Differentiation** | | | **Differentiation** |
| Starter and flyer stories in the digital posters  Below-, on- and above level questions in the digital poster | Teachers can differentiate by using either the Foundation or the Core reader.  Please see page 222 of the Teacher’s Guide for a list of levelled readers from a variety of publishers organised by theme and genre. | | | All children carry out the same writing task (Skills Book pp. 17 and 21). Writing is differentiated by outcome. |
| **Assessment** | **Assessment** | | | **Assessment** |
| Oral language assessment checklist | Reading and writing assessment checklist  Teacher designed tests and tasks: Teachers could create a running record for the Unit 2 texts  Questioning: Use the Interactive Reader prompts  Conferencing  Teacher observation | | | Reading and writing assessment checklist  Think, Pair, Share: Children discuss the important features of recount writing |
| **Integration** | | | **Games/Activities** | |
| **SPHE** – Myself and others – My friends and other people  **Geography** – Human environments – Living in the local community  **History** – Myself and my family – My family  **Drama** – Drama to explore feelings, knowledge and ideas | | | Create a class timeline of significant events that have occurred in the children’s lives.  Use a drama activity such as a conscience alley or freeze-frame to explore Fionn’s and Shane’s feelings in the stories.  Make a class poster with examples of being a good friend.  Get the children to ‘Move House’ within the classroom, i.e. pack up their books, bags, etc. and move to a new seat. Discuss what challenges they face, what worries they might have, etc.  Draw a map of the route that Shane might take from his old house to his new house. | |