**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, LO6Exploring and Using: LO7, LO8, LO10, LO11, LO12 | **Elements**Communicating: LO1Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1Understanding: 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 theTeacher **(LO7)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | **Writing genre** |
|  ‘Seasons’ by Kerri Ward | Recount | Core: GreenFoundation: 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, gymnasticsTier 2 examples: hobby, couple, strolling, chatting | Text 1a: Suffix/inflected ending – -edText 1b: Synonyms and use of context clues | Text 1a: crowded, catch, behind, soaking, laughed, uncomfortable, clothes, home, lovelyText 1b: bicycle, small, gleaming, notice, helmet, protected, knees, ached, time | Text 1a: SentencesText 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 posterMy favourite activitiesWeek 1*Lesson 1*Digital poster (Explore mode): Talk and discussion Categorisation: Whole-class activityData chart*Lesson 2*Digital poster (Story mode): RecapDigital 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 activityPair interview task*Lesson 4*Digital poster (Label mode) Digital poster (Poem mode): *Seasons*Acrostic poem | Core / Foundation ReaderUnit 1a - A Day in the Park; Unit 1b - My New Bicycle (p. 4 - 11) 1st Class Skills BookComprehension Activities (p.6)Vocabulary Activities (p.7)DigitalDigital: 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 BookGrammar Activities (p.8, 12)Recount Writing (p.9, 13) |
| **Interactive Readers** |
| Unit 1: Genre video (Recount)Unit 1: Comprehension strategy displays Unit 1a: Vocabulary flashcardsUnit 1b: Vocabulary flashcardsInteractive Reader: Core Reader 1a – A Day in the ParkInteractive Reader: Core Reader 1b – My New Bicycle |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starter and flyer stories in the digital postersBelow-, 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 checklistTeacher designed tests and tasks: Teachers could create a running record for the Unit 1 textsQuestioning: Use the Interactive Reader prompts ConferencingTeacher observation | Reading and writing assessment checklistThink, 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, LO6Exploring and Using: LO7, LO8, LO10, LO11, LO12 | **Elements**Communicating: LO1Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO4, LO5Exploring 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 friendsGenerate and respond to questions on a recount, inferring meaning where the relevant information is not explicitly givenUse language from the recounts to describe charactersSynthesise 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 recountExplore 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: GreenFoundation: Blue | Recount |
| **Oral Vocabulary** | **Vocabulary strategy** | **Focus Words**  | **Grammar** |
| Tier 1 examples: truck, house, boxes, bicycle, lonely, curious, neighbours, teacher, nervous, friendly, uniformTier 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, friendText 2b: huge, family, pale, curious, large, brought, joining, guessed, beside, delighted | Text 2a: Capital letters and full stopsText 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 posterNew FriendsWeek 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: RecapDigital 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 questionsTimeline *Lesson 4*Digital poster (Label mode) Digital poster (Poem mode): My Brilliant FriendDescriptive words | Core / Foundation ReaderText 2a - Moving House; Text 2b - Shane’s News (p. 12-19)1st Class Skills BookComprehension Activities (p.14)Vocabulary Activities (p.15)DigitalUnit 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 NewsAbove-level printable worksheet – 2b Shane’s News | 1st Class Skills BookGrammar Activities (p.16, 20)Recount Writing (p.17, 21) |
| **Interactive Readers** |
| Unit 2: Genre video (Recount)Unit 2: Comprehension strategy displaysUnit 2a: Vocabulary flashcardsUnit 2b: Vocabulary flashcardsUnit 2a: Interactive ReaderUnit 2b: Interactive Reader |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starter and flyer stories in the digital postersBelow-, 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 checklistTeacher designed tests and tasks: Teachers could create a running record for the Unit 2 textsQuestioning: Use the Interactive Reader prompts ConferencingTeacher observation | Reading and writing assessment checklistThink, 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. |