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| **Class** | Junior Infants | **Theme** | Animals |
| **Unit** | 12 | **Subtheme** | The duck pond |
| **Unit genre** | Narrative | | |
| **Vocabulary** | Tier 1 examples: duck, swan, pond, bank, barking, wings,  angry, frog, mouse, fish  Tier 2 examples: splash, waddle, flap  Tier 3 examples: antennae, bulging, graceful, spines, slithering, darting | | |
| **Lesson resources** | Multimedia links | | |
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| **Element** | **Learning outcome** | **The child should be able to …** | |
| Communicating | LO 1 | Listen with interest to the story *I Don’t Want to be a Frog.* | |
| LO 2 | Develop vocal and facial expression, pace and intonation when speaking, e.g. *Group speaking of poem*; use eye contact, demonstrate awareness of listener’s needs during pair talking tasks, e.g. *Busy bee talking tasks.* | |
| Understanding | LO 4 | Express ideas using, e.g. embedded clause structures (*something which*); ‘*different from’*; pronouns, ‘*both’*; conjunction *‘because’*; introduce the adverb *‘alike’.* | |
| LO 5, 6 | Understand multiple meaning words, e.g. *bank;* synonyms, e.g. *beak/bill;* adverbs, e.g. *gracefully, lightly*, *busily.*  Use a wide range of nouns and adjectives to explore the poster scene. | |
| LO 7 | Demonstrate understanding, e.g. Rhyme and mime. | |
| Exploring and using | LO 8, 9 | Ask and answer a variety of open and closed questions. | |
| LO 10 | Use language to categorise, e.g. *creature, animal, insect, bird, fish.* | |
| LO 12 | Use idiomatic language, e.g. *As soft as a feather.*  Explore the aesthetic use of language through the poem *Ten Little Tadpoles*. | |
| LO 14 | Use language to explain/describe, e.g. *How are they alike/different?* | |

# Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  ‘I spy’ – part 1  Rhyme and mime | **Lesson 3** | Digital poster (Explore mode): Talk and discussion  Categorising: Bird watch/identify the insect  Digital poster (Activity mode): Who am I?  Pair talking tasks: Busy bees (I Spy – part 2; How are they alike? How are they Different? – Part 2) |
| **Lesson 2** | Digital poster (Story mode): Recap  Digital poster (Question mode)  Story: *I don’t want to be a Frog*  How are they different? – Part 1 | **Lesson 4** | Digital poster (Label mode)  Digital poster (Poem mode) – ‘Ten Little Tadpoles’;Group speaking  Pair/group talking task: Tadpole treats |

# 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, 10, 14***

Go to the Explore mode of the poster. Ask the children the following questions:

* How many **creatures** can you name **on** the water/**under** the water/**over** the pond/on the **bank** of the pond/**around** the pond?
* Can you describe how the animals are moving?
* What words would you use to describe the creatures?
* What sounds do they make? (e.g. *croak; chirp; quack; squeak*)
* Can you name some interesting feature about each animal(*e.g. ladybird – spots; frog – bulging eyes; hedgehog – prickly spines; swan – long neck; duck – yellow beak/bill; mouse – whiskers*)
* What baby animals can you see? What are their names? (*e.g. ducklings, hoglets, tadpoles, cygnets, pinkies, chicks)*

Nouns *–* e.g. swan; ducks; ducklings; frogs; fish; birds; hedgehog; worm; mouse; ladybird; butterfly; reeds; lily pads

Synonyms *–* e.g. beak/bill

Adjectives *–* e.g. green; graceful; beautiful; pretty; colourful; soft; furry; prickly; wriggly; slimy; bulging; slithery; pretty; colourful; delicate; fragile; fluffy

Verbs *–* e.g. swan gliding; duck swimming/waddling/diving/paddling; wings flapping; fish darting/splashing; frogs leaping; birds flying; hedgehog burrowing/rooting/curling up; worm wriggling/slithering; mouse creeping; ladybird crawling; butterfly fluttering; water rippling; reeds growing; lily pads floating

Adverbs – e.g. gracefully; lightly; smoothly; quietly; carefully; busily

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… (**on** the water; **under** the water; **over** the pond; **on** the bank; **around** the pond)

‘I spy’ – part 1 ***LO 4, 5, 6***

Play a game of ‘I spy’ with the class, focusing on colour, features, movement, sound and location.

e.g. *I spy with my little eye something that is green/has spots/waddles/tweets/lives under the water,* etc.

Encourage correct naming and expanded descriptions, using the most interesting and varied vocabulary possible.

**Rhyme and mime *LO 12***

Speak the rhyme below for the class, encouraging children to join in and perform appropriate movements.

*Ducks waddle*

*Frogs leap*

*Hedgehogs burrow*

*Mice creep*

*Fish dart*

*Swans glide*

*Worms wriggle*

*I hide*

Ask children to speak the rhyme again, this time adding a descriptive word to each line – first an adjective (e.g. *Brown ducks waddle; fat frogs leap; graceful swans glide)* then an adverb(*e.g. fish dart quickly; hedgehogs burrow busily; worms wriggle quietly*).

# Lesson 2

**Digital poster (Story mode): Recap *LO 1***

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 4, 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 do these animals live? |
| Q2. | What is the swan doing? |
| Q3. | Where is the worm? |
| Q4. | There are baby ducks beside the pond. What is a baby duck called? |
| Q5. | The frogs are sitting on floating leaves. What are these leaves called? |
| Q6. | How are the swan and the ducks alike? How are they different? |
| Q7. | Do you think the hedgehog is afraid? How can you tell? |
| Q8. | Do you think swans are graceful? Why? |
| Q9. | What do you think the pond might look like in winter? |
| Q10. | Which of the animals at the pond is your favourite? Which is your least favourite? Why? |

**Story: *I don’t want to be a Frog*** ***LO 1, 7, 14***

Play the story *I Don’t Want to be a Frog* by Dev Petty for the class. (<https://www.youtube.com/watch?v=mqLB9pbJprU>) Ask children the following questions:

* What does Frog want to be?
* Why does he not want to be a frog? (*frogs are too wet, too slimy, eat bugs)*
* Do you think he is right? Why?
* What animal would you like to be? Why?

How are they different? Part 1

Discuss how the animals in the story are **different****from** one another. Have children complete sentences contrasting different animals in the poster, e.g:

A frog is **different from** a rabbit because … (*a frog doesn’t have long ears*)

A frog is **different from** a pig because … (*a frog doesn’t have a curly tail or eat garbage*)

A frog is **different from** an owl because … (*a frog doesn’t have wings; doesn’t look wise; can’t turn its head all the way around*)

# Lesson 3

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

Go to the Explore mode of the poster again. Focus on categorising the creatures in the poster – birds, insects, fish, amphibians, animals that hibernate, animals that don’t hibernate, etc.

**Categorising: Bird watch/identify the insect**

Ask children the following questions to identify **birds** in the poster.

* Which of the creatures on the poster are birds? (*Swan, ducks, birds in the air*)
* How do we know this? (*Feathers, wings, beaks, eggs*)
* Birds have feathers. We might say that something is as \_\_\_\_\_\_\_ as a feather. *(light, soft)*

Ask children the following questions to identify **insects** in the poster.

* Which creatures are insects? (*butterfly, ladybird*)
* How do we know? (***hard*** *shell; wings;* ***antennae****; three pairs of legs*)

**Digital poster (Activity mode): Who am I? *LO 2, 7, 13***

Go to the Activity mode of the poster. Play each question and ask the children to guess which animal is speaking.

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| Q. 1 | I have soft white feathers. My beak is orange. People say I’m graceful! Who am I? | A. | *Swan* |
| Q. 2 | I have prickly spines. I curl up into a ball when I’m afraid. Who am I? | A. | *Hedgehog* |
| Q. 3 | I have green skin. I love to leap around on my webbed feet! Who am I? | A. | *Frog* |
| Q. 4 | I am orange. I like to swim under the water. Who am I? | A. | *Fish* |
| Q. 5 | I am very small. I like to flutter my colourful wings. Who am I? | A. | *Butterfly* |
| Q. 6 | I am brown. I wriggle around on the ground. Who am I? | A. | *Worm* |

Use the spotlight tool to focus on different animals as they are named. Use the pen tool to categorise the various items after they have been named, e.g. circle all the… (animals; birds; fish; insects; plants)

**Pair talking tasks: Busy bees *LO 4, 5, 6, 10***

Model each of the games below for the whole class. When the children are familiar with the game, encourage them to play in pairs.

‘I spy’ – part 2

As before, play a game of ‘I spy’ with the class, but increase the difficulty with the following sentence starter – *I spy with my little eye an* ***animal/bird/fish/insect which is/has/can…***

*e.g. I spy with my little eye an insect which has a hard shell, two antennae, pretty black spots and can crawl along a leaf.*

How are they alike?

Discuss how the animals in the story are **the same as** one another. Have children complete sentences comparing creatures in the poster, e.g:

**A** duck **is like a** swan **because they both** … (*have* *wings/feathers/beaks, lay eggs*)

A ladybird is like a butterfly because they both … (*have* *antennae/three pairs of legs/hard bony shells*)

A frog is like a fish because they both … (*can* *swim*)

A worm is like a hedgehog because they both … (*live on land*)

How are they different? – part 2

Discuss how the animals in the story are **different****from** one another. Have children complete sentences contrasting creatures in the poster, e.g.

**A** fish **is different from a** frog **because** … *a fish has no legs*

A frog is different from a hedgehog because … *a frog is green*

A swan is different from a duck because … *a swan has a long neck*

A mouse is different from a bird because … *a mouse can’t fly*

Categories, e.g. creatures; animals; birds; fish; insects; plants

Opposites, e.g. soft/hard; furry/prickly

Similes, e.g. as soft as a feather; as busy as a bee; as snug as a bug in a rug

# 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):** **‘Ten Little Tadpoles’ *LO 12***

Go to the Poem mode of the poster and play the poem ‘Ten Little Tadpoles’ by Rose Fyleman:

**Ten Little Tadpoles**

By Rose Fyleman

Ten little tadpoles playing in a pool,

‘Come,’ said the water-rat, ‘Come along to school.

Come and say your tables, sitting in a row,’

And all the little tadpoles said, ‘No, no, no!’

Ten little tadpoles swimming in and out,

Racing and diving and turning round about,

‘Come,’ said their mother: ‘Dinner time I guess.’

And all the little tadpoles cried ‘Yes, yes, yes!’

Ask the children the following questions about the poem:

* Where did the tadpoles live?
* What words can you hear in the poem that tell us this poem is set in water (*pool; water; swimming; diving*)
* What games do you think the tadpoles were playing? (*e.g*. *swimming chase; who can dive deepest*)
* Why did the tadpoles not want to go to school?
* Who was the teacher?
* What kind of teacher do you think the water-rat was? (*strict*)
* What do you think the tadpole mother is called? (*frog*)
* What will the tadpoles eat for dinner? (*e.g. greens; lettuce; spinach; egg yolk; algae*)

Group speaking

Organise the children in four groups and have them speak the poem aloud – Group 1 speaks as the narrator; Group 2 speaks as the water-rat; Group 3 speaks as the mother; Group 4 speaks as the tadpoles. Repeat, alternating groups.

Encourage appropriate *vocal and facial* *expression, pace, and intonation* while speaking the poem.

**Pair/group talking task: Tadpole treats *LO 12***

Organise the children into pairs. Show the class this video of wild tadpoles eating: <https://www.youtube.com/watch?time_continue=15&v=TtgdPiccdMs>

Explain to the class that wild tadpoles eat algae, plant stems and leaves. When kept as pets, tadpoles eat special tadpole food which is made from vegetables such as spinach or lettuce.

Ask each pair to name the ten tadpoles in the poem, and to create a menu for their dinner which includes lots of delicious tadpole treats.