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| **Class** | Junior Infants | | **Theme** | Holidays |
| **Unit** | 16 | | **Subtheme** | The airport |
| **Genre** | Narrative | | | |
| **Shared text title** | *Kate’s Airport Adventure* | | | |
| **Vocabulary** | Tier 1 words: airport, suitcase, passport, packing, trolley, wheel, luggage, captain, desk, air hostess, bag, case, room, clothes, teddies, family, help, myself, bring  Tier 2 words: adventure, queue, suspiciously, muttered, wailed, check-in, weigh, around, helped, wondered, load, weighs, ton, burst open  Tier 3 vocabulary: departures | | | |
| **Lesson resources** | Interactive text and/or printed big book; e-prompts, multimedia links; recommended picture books | | | |
| **ELL focus** | Encouraging ELLs to re-tell sentences using a possessive noun e.g. Kate is having an adventure = It is Kate’s adventure; The teddies belonging to Kate fell out of her suitcase = Kate’s teddies fell out of her suitcase, etc. | | | |
| **Cross curricular links** | **Geography:** Survey the class to find out who has taken a trip on an airplane, and what countries they travelled to by plane. Record and display the information on the world map used in Unit 15.  **P.E:** Play a game of ‘fly or can’t fly’. Children pretend to ‘fly’ around the room. Name things that can fly and things that can’t fly (e.g. planes, birds, boats, helicopters, butterflies, houses, cows, etc.) Whenever children hear the name of something that can’t fly, they stop flying and lie on the ground. | | | |
| **Aistear** | Socio-dramatic play: Children practise being passengers and airline staff, saying and reading flashcards of places they are going on holidays, checking in with their passports, checking in luggage, etc. | | | |
| **Related picture books** | *Airport* by Byron Barton  *Amazing Airplanes* by Tony Mitton and Ant Parker | | | |
| **Home school links** | Have children bring in something special from their holidays for class show and tell. | | | |
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| **Element** | **Learning outcome** | **The child should be able to ...** | | |
| **Communicating** | LO 1, 2 | Take part in, talk about and enjoy listening to the teacher read aloud a narrative text | | |
| **Understanding** | LO 3 | Identify the title, author and illustrator of the book. Identify question marks throughout the text and use rising intonation for sentences ending in a yes/no question and falling intonation for sentences ending with a ‘wh’ question. Use rising intonation on words and sentences which end with an exclamation mark. | | |
| LO 4 | Recognise and pronounce words beginning with the consonant digraph /ch/, e.g. check, chair, chain. Listen to and join in with finger rhymes. | | |
| LO 5 | Recognise and read words beginning with the consonant digraph /ch/. Identify tricky words ‘there’ and ‘one’. | | |
| LO 6 | Identify, understand and read tier 1 words. Identify, understand and read tier 2 words and tier 3 vocabulary. Identify synonyms for tier 2 words in the text, e.g. wailing/crying; suspicious/doubtful; adventure/exciting trip; muttered/whispered; wondered/thought | | |
| **Exploring and using** | LO 7 | Demonstrate an understanding of the features of narrative texts. | | |
| LO 8, 9 | Predictthe story content, e.g. What do you think might happen in this story?Make connections between the text and their own life, e.g. Have you ever been to the airport? Have you ever packed a suitcase? Determine the importance of story content. Make inferencesbased on the story content, e.g. Why do think Kate’s case burst open? | | |
| LO 10 | Listen to fluent reading by the teacher, join in and self-correct, where possible.  Use rising intonation for sentences ending in a yes/no question and falling intonation for sentences ending with a ‘wh’ question. | | |

**Fortnightly plan**

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| **Lesson 1: Text read aloud** | *Introduction:* Introduction and discussion;  Pair work  *Development:* Modelled reading; tier 1 vocabulary instruction  *Conclusion:* Finger rhyme: *Five Little Airplanes in a Row* | **Lesson 3:**  **Practice reading** | *Introduction:* Guess that word  *Development:* Participation and practice reading  *Conclusion:* Let’s sing along! |
| **Lesson 2: Shared reading** | *Introduction:* Show and tell  *Development:* Shared reading, engagement and participation; tier 2 & 3 vocabulary instruction  *Conclusion:* My airport adventure | **Lesson 4: Consolidation and follow-up** | *Introduction:* Airport play stations    *Development:* Reader’s theatre  *Conclusion:* Wooden airplane pictures  *Follow-up lesson:*Make a passport |

**Lesson 1: Text read aloud**

**Introduction**

**Introduction and discussion *LO 1, 2, 3, 7, 8, 9***

Before opening the text, re-read the class book or the display of shared descriptive writing from Unit 15 about holidays of children in the class.

Read and discuss the title of the big nook, ‘Kate’s Airport Adventure’. Ask children the following questions:

* Who is the author of this story? Who is the illustrator?
* Is this an information text or a story? How do you know? What other stories have we read?
* Use the pen tool to circle the word ‘adventure’. What is an adventure? Have you ever been on an adventure? Have you ever been on an airport adventure?

Ask children the following ‘wh’ questions:

* Where do you think Kate’s adventure took place?
* What do you think might happen in this story?
* What did she bring with her to the airport? (*Teddies*)
* What else do you think she brought with her?
* Where was she going? Who was with her?
* Have you ever been to the airport?
* What things do you think Kate will pack in her suitcase for going on holiday to Italy?

**Pair work**

Organise the children in pairs. Have each child tell their partner about an adventure they had (e.g. holiday, day trip, outing, etc.) then switch roles and repeat.

**Development**

**Modelled reading; tier 1 vocabulary instruction *LO 1, 2, 6, 8, 9, 10***

Use either the interactive or print big book to read through the procedure. Point to each word as it is being read either using the e-pointer or physical pointer and ask children to follow along with their eyes. Read the text as naturally as possible, phrased and fluent, though you may choose to slow the pace just a little for children to join in. Pause from time to time to allow children to make predictions about what will happen next. Focus on what’s happening in the pictures to aid comprehension and concentration.

With the e-text, use the spotlight tool to draw attention t tier 1 vocabularywithout breaking the flow of reading, e.g. airport, holiday (Unit 14 revision) and new words: suitcase, passport, packing, trolley, wheel, luggage, captain, desk, air hostess, bag, case, room, clothes, teddies, help, family.

**Remember:** The aim at this stage is to model reading for children and instil interest in the storyline.

**Conclusion**

**Finger rhyme: *Five Little Airplanes in a Row* *LO 1, 2, 4, 6***

Have children listen to, and join in with, the finger rhyme *Five Little Airplanes in a Row*.

Five little airplanes in a row (*hold five fingers up*)

Some go fast and some go slow (*move hand fast, then slowly*)

They fly up high and then zoom down (*fly hand up, then down*)

And slowly, slowly touch the ground. (*slowly bring hand down to the ground*)

**Lesson 2: Shared reading**

**Introduction**

**Show and tell *LO 1, 2, 6***

Organise children in groups. Have each child bring in an item from a holiday – a seashell, souvenir, train ticket, etc. and ‘show and tell’ within their groups.

**Development**

**Shared reading, engagement and participation; tier 2 & 3 vocabulary instruction *LO 1, 2, 3, 5, 6, 8, 9, 10***

Model intonation and fluency when reading either the interactive or print big book, particularly focusing on exclamation marks and question marks. Encourage children to copy/join in the reading the second time round. Identify question marks throughout the text and use rising intonation for sentences ending in a yes/no question, e.g. p. 3, 9, 13; and falling intonation for sentences ending with a ‘wh’ question, e.g. p.5, 7, 12.

Use rising intonation on words and sentences which end with an exclamation mark, e.g. p. 6, 8, 10.

Ask children the following comprehension questions:

* Who is going on holiday? Where are they going? What went wrong in the airport? (Determining importance)
* Why do you think Jack was suspicious about what Kate had in her suitcase? (p. 6) Do you think Kate really only brought ‘one or two teddies’? Why or why not? Why do think Kate’s case burst open?   
  (p. 11) (Inferring)
* Have you ever packed a suitcase or a bag? (pp. 4-5) Did you find it hard to fit everything in it? Why/why not? (Making connections)

Use the pen tool to circle and explicitly teach tier 2 words (including verbs, adjectives and connectives). Use the pen tool to identify and explicitly teach tier 3 vocabulary, e.g. departures. Use the zoom tool to focus on sight words that are tricky e.g. ‘there’ and ‘one’. Use the reveal tool to identify and read the consonant digraph /ch/, e.g. check-in, p. 8. Elicit orally other words beginning with ‘ch’, e.g. chain, chair, chocolate. Revise words ending in the consonant digraph /ch/ from Unit 14, e.g. reach.

**Conclusion**

**My airport adventure *LO 1, 2, 4, 5, 6, 10***Scaffold children to write about their own visits to the airport. Encourage each child to draw a picture showing their experience of the airport and label/caption with single words, phrases or whole sentences depending on their ability. Write words or sentences on the whiteboard that children can copy. Organise children in pairs and have each pair discuss what they have written. Encourage children to share their writing at home.

**Lesson 3: Practice reading**

**Introduction**

**Guess that word *LO 1, 2, 6***

Choose a tier 2 word and describe it or show an action that describes it. Invite children to guess what the word is, e.g. ‘suspiciously’: thinking that someone has done something they shouldn’t have done because of the way they are acting, demonstrate a ‘suspicious’ look for the class, etc.

Elicit as many synonyms as possible for the word.

**Development**

**Participation and practice reading *LO 1, 2, 4, 5, 6, 10***

Revisit the text using either the interactive or print big book. Move the focus from decoding words and sentences to reading with expression, particularly for exclamation marks and question marks. Vary the reading, using echo reading, see-saw reading, group reading or shared reading. Revisit text for different purposes and use the pen/reveal/zoom tools to further highlight/circle, hide or focus on words of interest, phrases or text features, e.g.: Use the zoom tool to identify the tricky words ‘then’, ‘weighs’ and ‘queue’. Elicit synonyms for tier 2 words in the text e.g. wailing/crying; suspicious/doubtful; adventure/exciting trip. ‘Before long it was their turn’. Do you think this means Kate and her family were waiting a long time or a short time in the queue? Introducing the concept of ‘character’ – A character is a person in a story or film. Who are the main characters in this story? (p. 13).

**Conclusion**

**Let’s sing along! *LO 1, 2, 4, 6, 7, 10***

Have children listen to ‘I’m a Little Airplane’, joining in and singing along when they are familiar. (YouTube, The Kiboomers, <https://www.youtube.com/watch?v=omTOqecTimU>)

**Lesson 4: Consolidation and follow-up**

**Introduction**

**Airport play stations *LO 1, 2, 4, 6***Set up four airport play stations with passports, stamps, suitcases, luggage scales, check-in desks, café area, etc. Have groups rotate through the different play stations. Encourage children to play in all the different airport roles, e.g. airport staff, pilot, air hostess, customer, food vendor, etc.

**Development**

**Reader’s theatre *LO 1, 2, 3, 6, 7, 10***

1. **Organise parts:** Divide the story into parts or characters. Have some children read the story, some children act it out, and some be audience members.
2. **Demonstrate** sentences/roles, as necessary.
3. **Practice:** Ask pairs to practise reading their scripts orally. Have other pairs practise acting out character parts. Pairs in the audience are given a task too, e.g. chat about their favourite part of the story.
4. **Performance:** Some children read their scripts orally to the rest of the class. Others act out characters. Audience relay discussions.
5. **Rotate:** You can rotate roles, so all children get an opportunity to read/act.

**Conclusion**

**Wooden airplane pictures *LO 1, 2, 6***

Have children paint wooden craft sticks and glue them together, one on top of the other, to make an airplane. Next, glue the wooden airplanes onto a sheet of heavy blue construction paper. Draw outlines of clouds, and fill these in with white cotton balls that can be glued on. Alternatively, these wooden airplanes can be tied with string and hung from the ceiling.

**Follow-up**

**Make a passport *LO 1, 2, 6***

Have children make their own passports with their names, birthdays and countries in which they were born, drawing a picture or sticking in a photo of themselves.

**Interactive big book prompts**

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| --- | --- | --- |
| Cover | Conventions of print: Book title/introduction to genre | The title of this book is ‘Kate’s Airport Adventure’. It is a story. Some stories are about real things that happened. Other stories are made up. What do you think this story will be about? |
| Page 2 | Comprehension strategy – predicting | What things do you think Kate will pack in her suitcase for going on holiday to Italy? |
| Page 3 | Sight words | This is the tricky word ‘what’. It is a tricky word because you can’t sound it out like other words. You have to recognise it by sight. Say it with me ... ‘what’. Can you think of a sentence with the word ‘what’? |
| Page 4 | Phonological awareness – rhyming words /substitution of initial sound | She ran to her room to pack. Can you think of any words that rhyme with ‘pack’? If you were to swap the letter ‘p’ with the letter ‘s’ what new word would you get? |
| Page 5 | Comprehension strategy – determining importance | Kate loves her teddies. She wanted to bring them on holiday. Do you think it is important to bring your toys on holiday with you? What things do you think it is important for your mum or dad to pack? |
| Page 6 | Vocabulary development | Do you know what the word ‘suspiciously’ means? Why do you think Jack was suspicious about what Kate had in her suitcase? |
| Page 7 | Comprehension strategy – inferring | Do you think Kate only brought one or two teddies? Why or why not? |
| Page 8 | Phonics /ch/ | The check-in desk was very busy. The word ‘check’ begins with the letters ‘ch’. The letters ‘c’ and ‘h’ together make the sound /ch/. Can you think of any other words that begin or end with the sound /ch/? |
| Page 9 | Conventions of print – question marks | Can you spot the question on this page? How do you know it is a question? |
| Page 10 | Vocabulary development | ‘Before long, it was their turn’. Do you think this means Kate and her family were waiting a long time or a short time in the queue? |
| Page 11 | Comprehension strategy – inferring/making connections | Why do think Kate’s case burst open? Have you ever packed a suitcase or a bag? Did you find it hard to fit everything in it? |
| Page 12 | Vocabulary development | Do you know what the word ‘wailed’ means? Do you think Kate said, ‘My teddies!’ in a loud voice or a quiet voice? |
| Page 13 | Exploring (the) genre: Narrative; comprehension strategy – determining importance | A character is a person in a story or film. Who are the main characters in this story? |

**Tier 1 vocabulary**

|  |
| --- |
| holiday |
| suitcase |
| packing |
| airport |
| trolley |
| wheel |

**Tier 1 vocabulary**

|  |
| --- |
| luggage |
| desk |
| captain |
| air hostess |
| bag |

**Tier 2 vocabulary**

|  |
| --- |
| queue |
| suspiciously |
| muttered |
| wailed |
| check-in |
| passports |