**Valerie King@muinteoirvalerie.com**

**Spring Lesson Unit.**

**Classes: junior infants- second class**

**Lessons:**

**English x 9**

**Maths x 5**

**Irish x 4**

**Religion**

**Science x 5**

**SPHE X 2**

**History**

**Music**

**Drama**

**Art**

**Geography**

**Total:; 32 Lesson Plans.**

**Subject: English**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand: Oral language, writing.**  **Strand Unit:** competence and confidence in using language, receptiveness to language. | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to take part in a discussion about the signs of Spring.  **2.** Most children will be enabled to take part in a bird trail around the school grounds.  **3.** Some children will be enabled to record the signs of spring. | |
| **Assessment:**    Teacher observation:  The teacher will observe the children as they take part in the discussion about the signs of spring. The teacher will then observe the children as they take part in the bird trail in the school grounds. The teacher will record findings in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  How do we know it is spring?  What are the signs of spring?  Are there signs of spring around our school?  Lower Order Questions:  Can you name a type of bird?  Where do birds nest? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: blue tit, birds, nest, habitat, migration, chirping, trees, record, discuss.  Literacy: the children will develop literacy skills as they record the signs of birdlife around the school.  Oral language: the children will develop oral language as they discuss the signs of spring during the oral language session of the lesson. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will begin the lesson using the strand of oral language.  The teacher will invite the children to form a circle for circle time.  The teacher will tell the children that we will be discussing signs of spring around us.  The teacher will listen and guide as the children make their contributions. The teacher will then remind the children of the birds we have been learning about today. the teacher will tell the children that bird life is a sign of spring.  Lesson Development:  The teacher will tell the children that we will be going on a bird trail to identify signs of bird life around our school.  The teacher will clearly outline the rules and structure of the bird trail. The teacher will ensure the children are aware of the safety procedures. The teacher will then form the groups and hand out the task cards.  Each group must record the signs of bird life they find in the school grounds, e .g, a feather, twigs for a nest etc. The children will photograph the evidence of birdlife they have identified.  The teacher will guide the children around the school as we look for signs of bird life.  Lesson Conclusion:  We will return to the classroom for the cognitive conclusion. The children will report in their groups, the signs of bird life they identified in the environment. The teacher will connect the photos to the IWB for the children to use in their presentations. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Cameras, task cards, magnifying glasses, clipboards, pencils. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies) | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: English**

**Date: 10-02-14  
Time: 12:00-12:30**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  Strand: reading, writing, oral language  Strand Unit: receptiveness to language, competence and confidence in using language, developing cognitive abilities through language. | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to listen to a story about a Spring Bird called ‘Davie’s Journey’.  **2.** Most children will be enabled to complete a piece of creative writing based on pictures of Spring Birds. ( 1st and 2nd class) Most children in junior and senior infants will be enabled to copy two sentences from the whiteboard and draw a picture of the bird.  **3.** Some children will be enabled to complete a a piece of creative writing based on ‘What Davie Did Next’ | |
| **Assessment:**  Thumbs up/down:  The teacher will use self assessment. The children will close their eyes and put their thumbs up, down or sideways, depending on how they felt about the task they completed. The teacher will record findings in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  What is happening in the first picture?  What do you think you will write about based on this picture?  Lower Order Questions:  Where was Davie going?  Was he happy? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: sequence, hatch, wren, journey, migration, Africa, Ireland.  Literacy: the children will develop literacy as they write a short paragraph based on each picture on the teacher designed task sheet.  Oral Language: the children will develop oral language as they talk about the story the teacher read. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will introduce the lesson by asking the children if they remember the bird we were talking about earlier in the day- the wren. * We will talk about what we learned about the wren. * The teacher will tell the children that we will be reading a story about a bird called Davy today.   Lesson Development:   * The teacher will read the children the big book ‘Davy’s Journey’. * The teacher will then encourage a talk and discussion session based on the story. * The teacher will ask the children to show her the signs of Spring they can spot in the pictures. * The teacher will then model the teacher designed task on the whiteboard. * There will be three pictures containing images of birds and signs of Spring. The children in 1st and 2nd class must write sentences based on each picture. E.g. ‘the bird is building a nest’. * The early finishers will complete a piece of creative writing based on the story the teacher read. * The teacher will work with junior and senior infants on a written task while 1st and 2nd work independently. The teacher will model writing two sentences about the story on the whiteboard and the children will write them into their copies.   Lesson Conclusion:   * The children in 1st and 2nd class will read their work to the rest of the class. * We will talk about the story we read and the signs of spring in the story. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  ‘Davy’s Journey’ book, task sheets, flashcards with new vocabulary. | |
| Inclusion and Diversity/ Differentiation: (May include adaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K and D will require the teacher to write sentences on the whiteboard for them to copy. | |
| **Linkage/Integration**  **Science- life cycle of the bird**  **Science- nature trail- signs of spring**  **English- acrostic poetry based on spring**  **English- acrostic poetry based on spring**  **English- creative writing- signs of spring**  **English- signs of spring- response to story ‘Davy’s Journey’**  **History: sequencing events from the story ‘Davy’s Journey’**  **Geography: homes- making bird feeders**  **Geography: homes- homes in spring**  **Drama- improvisation- animals awakening in spring**  **Art- construction- spring scene**  **Music- Vivaldi’s Four Seasons- listening and responding** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Ábhar: Gaeilge**

**Dáta:   
Am:**

**Rang: Naíonán- rang a dó**

**Fad an Cheachta: 30 nóiméad**

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| **Téama: Caitheamh Aimsire**  **Snáithe: Éisteacht, Labhairt, Scríbhneoireacht.**  **Snáithaonad: ag cothú spéise, ag tuiscint teanga, ag úsáid teanga.** | |
| **Spriocanna foghlama difreáilte:**  **Rang a haon agus rang a dó:**   1. Beidh ar chumas na bpáistí go léir na caitheamh aimsire a aithint agus a ainmniú agus a bheith ag féachaint ar an scéal digiteach ag bunaithe ar an caitheamh aimsire éagsula. 2. Beidh ar chumas ar fhórmhór na bpáistí ábaltá an ceisteanna ata bunaithe ar an scéal digiteach a freagairt agus a thuiscint.   **3.** Beidh ar chumas cuid de na páistí abaltá an tasc scríobh a dhéanamh faoin caitheamh aimsire.  **Naíonan:**  **1.** Beidh ar chumas na bpáistí go léir mím a dhéanamh ag bunaithe ar an caitheamh aimsire éagsula agus caitheamh aimsire a aithint.  **2.** Beidh ar chumas fhormhór na bpáistí na a canadh faoin caitheamh aimsire.  **3.** Beidh ar chumas cuid de na páistí ag féachaint ar an scéal digiteach ata bunaithe ar an caitheamh aimsire. | |
| **Measúnú:**  Úsáidfidh mé dírbhreathnú an mhúinteora. Éistfidh mé go géar leis na páistí le linn na tréimhse cumarsáide chun cumas labhartha na bpáistí a mheas.  Ceistiúchán an Mhúinteora: (Liostáil dhá cheist shamplach faoi gach ceannteideal)  Ceisteanna Ardoird:  Inis dom faoin Bart.  Cén sort caitheamh aimsire a mhaith leis?  Ceisteanna Ísealoird:  An mhaith le Bart a bheith ag snámh?  Cén sort caitheamh aimsire is fearr le Lisa?  An mhaith le Lisa a bheith ag léamh? | |
| **Deiseanna Teanga/ Litearthachta:** (Déan tagairt don fhorbairt teanga a dhéanfar agus do dheiseanna litearthachta an cheachta)  Focloir: snamh, bréagain, ag imirt peile, ag ciceáil, ag rothaiocht, ag súgradh, ag scipeáil, ag rith, ‘is maith liom a bheith ag..’, inné.  Litearthachta: Beidh na phaistí ag scriobh na ceisteanna ag bunaithe ar an carta phoist faoin caitheamh aimsire ata sa fiséain. | |
| **Ábhar an Cheachta:**  Réamhrá an Cheachta:  Úsáideann an múinteoir an cluiche ‘Deir Monty’. Tá an cluiche ag bunaithe ar na caitheamh aimsire, mar shampla, Deir Monty ‘bigí ag rith’.  Úsáideann an múinteoir an cluiche mím freisin. Píocann an múinteoir an páiste agus déanann an páisté an mím, mar shampla, ag snámh. Bionn na páistí eile ag thomais.  Forbairt an Cheachta:   * Úsáideann an múinteoir an fiséain ar an gclár bán. Tá an scéal digiteach ‘The Simpsons’ ag bunaithe ar na caitheamh aimsire. * Tá go leor páistí sa postaer ag dhéanamh na caitheamh aimsire éagsula. * Deir gach páiste na focail nua tar eis an múinteoir, mar shampla, rothaíocht, ag snamh, ag imirt cispheill. * Cuir an múinteoir an scéal digiteach ar an gclár bán. Cuireann an múinteoir ceisteanna do na páistí tar eis an scéal digiteach faoin na caitheamh aimsire. * Déanann naíonan an tasc dathaigh nuair ata na páistí i rang a haon agus a dhéanamh an leitheoireacht leis an múinteoir. * Déanann rang a dó an tasc scriobhthá, ag bunaithe ar an scéal digiteach ar an gclár bán. * Beidh mé ag éisteacht do na páistí i rang a haon ag léamh nuair ata rang a dó ag dhéanamh an tasc.   Conclúid an Cheachta:   * Déanann muid an cluiche mím ag bunaithe ar an caitheamh aimsire agus an Cluiche Kim. * Déanann an múinteoir an tasc éisteacht agus meatsáil ar an gclár bán leis na páistí fresin, faoin caitheamh aimsire. | **Modhanna Múinte/ Straitéisí Teagaisc**  An Modh díreach,  Modh na sraithe,  Modh na lánfhreagartha gníomhaí. |
| **Áiseanna:**  Fiséain ‘The Simpsons’, pupéid, clár bán**.** | |
| **Cuimsiú agus Ilchineálacht/ Difreálú:**  Tá an Gaeilge an deacair le haghaidh páiste F i Naíonán. Tugann an múinteoir go leor cabhair do pháiste sin leis an tasc.  Tugann an múinteoir cabhiar do phaistí D agus phaistí K i rang a haon leis an tasc. Leigh an múinteoir an sliocht leis rang a do. | |
| **Cuntas an Mheasúnaithe:** (Scríobh isteach an cuntas seo tar éis an ceacht a mhúineadh – Déan trácht ar aon bhreathnóireacht agus léirigh go mbeidh an t-eolas seo ina bhuntáiste duit agus tú ag pleanáil agus ag múineadh amach anseo.  **Plean Gnímh:** | |

**Subject: Maths**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 20 minutes**

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| **Theme: Spring**  **Strand: Measures**  **Strand Unit: Capacity** | |
| **Differentiated Learning Objectives:**  **Junior Infants:**  **1.** All children will be enabled to complete an interactive activity based on identifying ‘empty’ and ‘full’ containers.  **2.** Most children will be enabled to complete a poster activity in which they colour the beakers and fill them up to the top.  **3.** Some children will be enabled to guess how many plastic cups of water it will take to fill a bowl of water.  **Senior Infants:**   1. The child in senior infants will be enabled to estimate how many cups of water it will take to fill a milk carton. He will then fill the carton with water and assess his estimate. He will then complete a task in which he will colour the containers which contain the most/ least.   **1st class:**   1. All children will be enabled to estimate and measure the amount of cups it will take to fill a basin of water. 2. Most children will be enabled to identify the fact that liquid is measured in litres. 3. Some children will be enabled to estimate how many cups it will take to fill a litre container.   **2nd class:**   1. All children will be enabled to estimate and measure how many cups it will take to fill the basin with water. 2. Most children will be enabled to identify that liquid is measured in litres. Most children will be enabled to complete a true or false activity based on the litre. 3. Some children will be enabled to identify and solve practical problems based on the mililitre. | |
| **Assessment:**  **Teacher designed task:**  The children will complete the teacher designed task of estimating and measuring the capacity of containers. The children in 1st and 2nd class will begin working on identifying the litre. The teacher will record all findings in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  How many cups do you think it will take to fill this container?  Will it take more or less than 20?  Lower Order Questions:  What is your estimate?  How many plastic cups did it take to fill the bowl? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* capacity, litre, estimate, full, empty, millilitre, measure.  *Literacy:* the children will develop literacy skills as they complete the estimation table in their copy books.  *Oral Language:* the children will develop oral language as they discuss capacity at the beginning of the lesson during the brainstorming session of the lesson. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will play a maths warm up game with the children based on listening skills. She will drop cubes into a container. The children’s eyes will be closed. The teacher will ask the children how many cubes she dropped into the container. * The teacher will tell the children that we will be learning about ‘Capacity’ today. * We will talk about items we learned about last week which floated and sank. We will talk about containers we hold liquid in. * The teacher will show the children a video based on measuring capacity.   Lesson Development:   * The teacher will model estimating how many plastic cups it will take to fill a basin of water for the children. * The teacher will then distribute materials to the children. The children will work in pairs. The teacher will give the children objects for measuring the capacity of a basin. * The children will estimate first and then the teacher will allow the children to measure the capacity of the basin. * The teacher will show the children a sample of a litre container. The early finishers will estimate and measure the amount of cups it will take to fill the litre container. * The teacher will work with the junior and senior infants while 1st and 2nd class work independently.   Lesson Conclusion:   * Social conclusion: The teacher will ask the children to tidy the materials on their desks. * Cognitive conclusion: the teacher will ask the children to tell the rest of the class their estimates and then the correct amounts. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills Through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situations. |
| **Resources:**  Plastic cups, basins, litre container, power-point presentation, video on capacity, flashcards of new vocabulary. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child F will need lots of help and concrete materials for this task.  The teacher will work one on one with child K and D in 1st class. | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Religion**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 20 minutes**

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| **Theme: Spring**  **Strand:**  **Strand Unit:** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to listen to the parable of The Sower and the Seed.  **2.** Most children will be enabled to discuss the story and the main points in the story.  **3.** Some children will be enabled to complete a task based on the story of The Sower and the Seed. | |
| **Assessment:**  **Teacher designed task:**  The teacher will set the children a teacher designed task of completing a word search based on the story (1st and 2nd) and a colouring sheet for junior and senior infants. She will record findings in the assessment journal.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Why didn’t the seeds grow properly?  Why did the sower scatter the seeds on the stones?  Lower Order Questions:  Did the seeds grow in the end?  Why did they grow?  How did the sower feel? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary*: grow, listen, learn, plant, seeds, farmer, roots, sunlight.  *Literacy:* the children in 1st and 2nd class will develop literacy skills as they complete the teacher designed task of a word search based on the parable.  *Oral language:* the children will develop oral language as they discuss what they think the story was about after listening to the teacher read the story. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will introduce the lesson by asking the children about the signs of Spring we have spotted so far today. The teacher will tell the children that God sends us these signs to remind us that the seasons are changing.  The teacher will tell the children that we will be reading a parable called ‘The Sower and the Seed’.  Lesson Development:  The teacher will light the candle on the sacred space area. She will join the children in prayer.  The teacher will read the parable ‘The Sower and the Seed’ to the children.  The teacher will then prompt a talk and discussion session based on the story.  The teacher will listen as the children contribute their opinions of the story.  The teacher will then show the children a short video clip of the story.  The teacher will then assign the children their tasks. 1st and 2nd class will complete a word search based on the parable. Junior and senior infants will complete a colouring activity based on the parable.  Lesson Conclusion:  The teacher will join the children as we say a prayer and conclude the lesson. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. |
| **Resources:**  Video version of The Sower and the Seed, story version of The Sower and the Seed, task sheets. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies) | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Geography**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 40 minutes**

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| **Theme: Spring**  **Strand: Living things**  **Strand Unit: Plants and Animals** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to discuss animal homes in the environment.  **2.** Most children will be enabled to discuss the habitat of the bird. Most children will be enabled to create a bird house/ feeder.  **3.** Some children will be enabled to write a description of the bird’s nest. | |
| **Assessment:**  **Talk partners:**  The children will form pairs after creating the bird houses. The children will talk about the lesson and they will exchange information, how they made the bird house etc.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Can you identify types of animal homes around our school?  What does the bird use to make the nest?  Lower Order Questions:  Where does the bird make his home?  Which animal lives here? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* homes, habitat, nest, bird, wren.  *Literacy:* the children will develop literacy as they write a descriptive piece of writing about the bird’s home. ( 2nd class)  *Oral language:* the children will develop oral language throughout the lesson as they talk about animal homes and through the creation of the bird houses. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will introduce the lesson by reminding the children of the story we read earlier today, ‘Davy’s Journey’.  The teacher will tell the children that we will be learning all about the homes birds live in.  The teacher will inform the children that we will be making homes for birds today.  Lesson Development:  The teacher will show the children photos of various types of bird’s nests.  The teacher will ask the children what type of animal homes they know of.  We will talk about nests in the school. We will discuss what nests are built from and so on.  We will talk about why the bird needs the nest, for shelter, to lay eggs etc.  The teacher will then tell the children that we will make homes for the birds around our school.  The teacher will provide the children with the necessary materials- toilet roll, peanut butter, oats.  The children will them make the bird homes/ feeders in pairs.  We will hang the finished product outside the classroom window for the birds to find.  Lesson Conclusion:   * The teacher will recap on the lesson by showing the children an on-line interactive activity in which they must join the animal to the habitat. * The teacher will ask the children what materials the birds use for their nests and so on. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Toilet roll cylinders, peanut butter, oats, straws, twigs and other objects used for making nests, on-line images of nests. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies) | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Time:**

**Class: junior infants- second class**

**Duration of Lesson: 40 minutes**

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| **Theme: Spring**  **Strand: Living things**  **Strand Unit: Plants and Animals** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to watch and listen to an interactive story about the life cycle of a bird.  **2.** Most children will be enabled to correctly identify the steps in the life cycle of the bird.  **3.** Some children will be enabled to correctly label a diagram of a bird. | |
| **Assessment:**  *Learning Log:*  The children will complete a learning log entry based on the lesson. They will talk about the aspects they liked/ disliked, found difficult, easy etc.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Where does a bird lay the egg?  How long does it take to hatch?  Lower Order Questions:  What type of bird is this?  What does migration mean? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* life cycle, nest, migration, egg, hatch, Spring.  *Literacy:* the children will develop literacy as they complete and label the diagram of a bird. They will also write a short account of the bird’s life cycle. ( 2nd class)  *Oral Language:* the children will develop oral language as they talk about birds at the beginning of the lesson. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will introduce the lesson by showing the children a video of the life cycle of a bird. * We will have a talk and discussion session. We will talk about birds, the types of birds we know, what they eat and so on. The teacher will ascertain the children’s prior knowledge during this talk and discussion session.   Lesson Development:   * The teacher will show the children images of the life cycle of the bird which we must sequence in the correct order. * The children in 1st and 2nd class will have a circular diagram to complete based on the bird’s life cycle, * The infants will complete a sequencing activity on the life cycle of the bird. * The teacher will have an image of a bird on the interactive whiteboard. * The teacher will give the children the labels of the parts of the bird which they must stick on to their own copies in the correct places.   Lesson Conclusion:   * The teacher will recap on the learning which took place in the lesson. The teacher will have a teacher designed quiz based on the life cycle of the bird for the children in 1st and 2nd class to complete while she works with the infants. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Video on the life cycle of the bird, diagram to label, labels, activity cards, sequencing pictures. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K and D will need help with reading the labels to stick on the diagram of the bird. | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Jolly Phonics**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 20 minutes**

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| **Theme: Spring**  **Strand: reading**  **Strand Unit: receptiveness to language, developing cognitive abilities through language, competence and confidence in using language.** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to work on the blend ‘ie’. (teacher revises last five sounds learned every week before moving on)  **2.** Most children will be enabled to go on an ‘ie’ hunt in the classroom to find pictures of objects beginning with ‘ie’.  **3.** Some children will be enabled to write the blend ai on mini blackboards and to complete an on-line interactive activity based on the blend ‘ie’. | |
| **Assessment:**  **Teacher designed task:**  The teacher will assess the children’s ability to complete the teacher designed task of findings ‘ie’ pictures in the classroom, of sounding the ‘ie’ blend correctly and of completing the online activity based on the letter blend ie. She will record all findings in an assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  What sound do you think ‘ie’ makes?  Can you name three words with ‘ie’ in them?  Lower Order Questions:  What does this word say? ‘  Can you name three words with ‘ie’ in them? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* boat, coat,  *Literacy:* the children will develop literacy as they complete the ‘ie’ worksheet and ‘ie’ interactive activity.  *Oral language*: the children will develop oral language as they talk about words which make the ‘ie’ sounds and sing the ‘ie’ song. | |
| **Content of Lesson:**  Lesson Introduction:   * The children will revise the letter blend ‘ie’ they did yesterday. * The teacher will show them an ‘ie’ on the IWB and they must tell her the sound it makes. * The teacher will go through the jolly phonics work programme, circle the ‘ie’ words, listen to the ‘ie’ song, story etc.   Lesson Development:   * The teacher will tell the children that we are going on an ‘ie’ hunt. We will look around the classroom for pictures beginning with ‘ie’. * The children will find the pictures and return them to their desks. * The children will then sound out each picture. * The children will complete an ‘ie’ worksheet where they will draw ‘ie’s’ .   Lesson Conclusion:   * The children will complete an on-line interactive game based on the letter blend ie. * The teacher will ask each child for a word containing the ‘ie’ blend. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills Through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| Resources:  ‘ie’ pictures hidden around the classroom, ie worksheets, Jolly Phonics programme, Starfall website ABC ya website. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child A will complete his work on his ipad with the assistance of the SNA.  Child f will need extra help from the class teacher. (EAL**)** | |

**Subject: Spring**

**Date:   
Time:**

**Class: 1st and 2nd class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand: reading, writing, oral language.**  **Strand Unit: competence and confidence in using language, receptiveness to language, developing cognitive abilities through language.** | |
| **Differentiated Learning Objectives:**  **1st and 2nd class:**  **1.** All children will be enabled to recall the story ‘Davy’s Journey’ which we read yesterday. All children will be enabled to think of a title and a plot for our own story about a duck.  **2.** Most children will be enabled to work on the class project of writing our own big book. Most children will be enabled to follow the criteria set. E..g. write about Davy’s family, journey, friends and so on.  **3.** Some children will be enabled to begin the editing and publishing stage of the story. | |
| **Assessment:**  **Teacher designed task:**  The children will be working on a whole class project of writing our own big book. The teacher will assess the children’s ability to brainstorm, compromise, discuss and contribute to the discussion about our project. The teacher will assess the writing the children complete. The teacher will record findings in the assessment notebook.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  What shall we call our book?  What will the main plot be?  Lower Order Questions:  What will we call the main character?  What will happen on the journey? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: title, designer, illustrator, proof reader, plot, character, funny, sad, happy.  Literacy: the children will develop literacy skills as they each write their own part of the story. They will develop literacy as they join the stories together at the end to read them as a whole.  Oral language: the children will develop oral language skills throughout the lesson but particularly at the beginning of the lesson as we brainstorm to choose a title, a name for the character, a plot line and so on. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will introduce the lesson by reminding the children of the story we read yesterday, ‘Davy’s Scary Journey’. * The teacher will ask the children to tell her what the story was about. * The teacher will show the children a soft toy duck. We will think of a name for him. The teacher will also show the children a power-point of the duck going on a journey while looking for signs of spring. * This will stimulate the children’s imaginations ad will focus them on the task of thinking of a plot.   Lesson Development:   * The teacher will then tell the children that we are having a ‘writer’s meeting’.   The teacher will gather the children in a circle. We will brainstorm the following before we begin our book:  *Title*  *Characters*  *Name of characters*  *Beginning*  *Plot- a journey looking for signs of Spring*  *Ending*  The teacher will assign a task to each child. For example, John will write about the type of weather, Joe will write about the plot – what the character saw on his journey and so on.  Each child will work independently on their tasks once assigned.  The teacher will circle the room helping the children who are struggling.  Lesson Conclusion:   * The children will wrap up and show the teacher the work they have completed so far. They will continue with the task tomorrow afternoon. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Story book, soft toy, presentation | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  The teacher will assist child K and D with the written tasks. | |
| Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: English**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand: Reading, writing, oral language**  **Strand Unit:** receptiveness to language, competence and confidence in using language. | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to watch the teacher as she models writing an acrostic poem on the whiteboard.  **2.** Most children will be enabled to attempt a rough draft of their own acrostic poem based on the word Spring.  **3.** Some children will be enabled to edit and publish their acrostic poems.  ( junior and senior infants will write very simple versions of the acrostic poems with the help of the teacher) | |
| **Assessment:**  teacher designed task:  The teacher will assess the teacher designed task of writing an acrostic poem based on spring. The teacher will record her findings in the assessment journal.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Why do we need to use the letters in the word Spring?  Can you think of any words associated with spring?  Lower Order Questions:  What is the name of our acrostic poem?  Do you like this poem? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* acrostic, poetry, spring, life, leaves, animals, flowers, growth.  *Literacy*: the children will develop literacy skills as they watch the model writing the acrostic poem and as they write their own acrostic poems.  *Oral language:* the children will develop oral language as we brainstorm spring words before we begin writing the poem. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will introduce the children to the topic of acrostic poetry.  She will show them an example of an acrostic poem based on the word ‘spring’.  The teacher will then inform the children that we must think of ‘Spring’ words before we begin our own acrostic poem.  Lesson Development:  The teacher will model writing the acrostic poem on the whiteboard for the children.  She will ask the children to contribute ideas for each letter.  The teacher will then read the acrostic poem she wrote aloud for the children.  The teacher will tell the children that they will be writing their own acrostic poems based on the word ‘Spring’.  The children will complete a rough draft in their copies. They will then edit and publish the poem on a separate paper which will be displayed on the wall.  The teacher will work with junior and senior infants while 1st and 2nd class work independently on their acrostic poems.  The teacher will model writing a very simple acrostic poem based on the children’s names for junior and senior infants.  The teacher will ask the children what they like, favourite food, cartoons etc.  She will then model writing poems using their names which they will then transcribe into their copies.  Lesson Conclusion:  Social conclusion: the teacher will wrap up the lesson with an English language game.  Cognitive conclusion: The teacher will then invite the children up to the front of the room to read their acrostic poetry aloud. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Samples of acrostic poems, spring vocabulary displayed on IWB. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K and D may need extra assistance and tutorage with this task which will be provided through peer tutoring. | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Ábhar: Gaeilge**

**Dáta:   
Am:**

**Rang: Naíonán- rang a dó**

**Fad an Cheachta: 30 nóiméad**

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| **Téama: Caitheamh Aimsire**  **Snáithe: Éisteacht, Labhairt, Scríbhneoireacht.**  **Snáithaonad: ag cothú spéise, ag tuiscint teanga, ag úsáid teanga.** | |
| **Spriocanna foghlama difreáilte:**  **Rang a haon agus rang a dó:**   1. Beidh ar chumas na bpáistí go léir na caitheamh aimsire a aithint agus a ainmniú agus an Léitheoireacht a dhéanamh faoin caitheamh aimsire. 2. Beidh ar chumas ar fhórmhór na bpáistí ábaltá an ceisteanna ata bunaithe ar an scéal sa Sin É faoin caiteamh aimsire a freagairt agus a thuiscint.   **3.** Beidh ar chumas cuid de na páistí abaltá an tasc scríobh a dhéanamh faoin caitheamh aimsire as Sin É 2.  **Naíonan:**  **1.** Beidh ar chumas na bpáistí go léir mím a dhéanamh ag bunaithe ar an caitheamh aimsire éagsula agus caitheamh aimsire a aithint.  **2.** Beidh ar chumas fhormhór na bpáistí a tarraing na caitheamh aimsire a mhaith leo sa choipleabhar.  **3.** Beidh ar chumas cuid de na páistí ag scríobh ‘is maith liom – ‘ i gcoipleabhair faoin an caitheamh aimsire. | |
| **Measúnú:**  Úsáidfidh mé dírbhreathnú an mhúinteora. Éistfidh mé go géar leis na páistí le linn na tréimhse cumarsáide chun cumas labhartha na bpáistí a mheas.  Ceistiúchán an Mhúinteora: (Liostáil dhá cheist shamplach faoi gach ceannteideal)  Ceisteanna Ardoird:  Cén sort caitheamh aimsire a mhaith leis?  Cé mhéad daoine ata sa pictúir?  Ar mhaith leat sport?  Ceisteanna Ísealoird:  Cén sort caitheamh aimsire is fearr le Carragh?  Cén dáth carr ata ag Tao?  An mhaith le Thomas a bheith ag léamh? | |
| **Deiseanna Teanga/ Litearthachta:** (Déan tagairt don fhorbairt teanga a dhéanfar agus do dheiseanna litearthachta an cheachta)  Focloir: snamh, bréagain, ag imirt peile, ag ciceáil, ag rothaiocht, ag súgradh, ag scipeáil, ag rith, ‘is maith liom a bheith ag..’, inné, sa phairc, ríomhaire.  Litearthachta: Beidh na phaistí ag scriobh na ceisteanna ag bunaithe ar an scéal as Sin É faoin caitheamh aimsire. | |
| **Ábhar an Cheachta:**  Réamhrá an Cheachta:  Úsáideann an múinteoir an cluiche ‘Deir Monty’. Tá an cluiche ag bunaithe ar na caitheamh aimsire, mar shampla, Deir Monty ‘bigí ag rith’.  Úsáideann an múinteoir an cluiche mím freisin. Píocann an múinteoir an páiste agus déanann an páisté an mím, mar shampla, ag snámh. Bionn na páistí eile ag thomais.  Forbairt an Cheachta:   * Úsáideann an múinteoir an tasc meaitseáil ar an gclár bán. Tá na páistí ag meaitseáil na pictiúr leis na focail. Is tasc éisteacht é. * Úsáideann an múinteoir an postaer. Tá go leor páistí sa postaer ag dhéanamh na caitheamh aimsire éagsula. Tá an múinteoir ag caint faoin an postaer agus ag cuir ceisteanna faoin an bpostaer do na páistí. * Deir gach páiste na focail nua tar eis an múinteoir, mar shampla, rothaíocht, ag snamh, ag imirt cispheill. * Déanann naíonan an tasc dathaigh nuair ata na páistí i rang a haon agus a dhéanamh an leitheoireacht leis an múinteoir. * Déanann rang a dó an tasc scriobhthá, ag bunaithe ar an scéal as Sin É 2. * Beidh mé ag éisteacht do na páistí i rang a haon ag léamh nuair ata rang a dó ag dhéanamh an tasc.   Conclúid an Cheachta:   * Déanann muid an cluiche mím ag bunaithe ar an caitheamh aimsire agus an Cluiche Kim. * Déanann an múinteoir an tasc éisteacht agus meatsáil ar an gclár bán leis na páistí fresin, faoin caitheamh aimsire. | **Modhanna Múinte/ Straitéisí Teagaisc**  An Modh díreach,  Modh na sraithe,  Modh na lánfhreagartha gníomhaí. |
| **Áiseanna:**   * Postaer, pupéid, clár bán**,** liathroid,leabhar, brogaí damhsa,feadog stain. | |
| **Cuimsiú agus Ilchineálacht/ Difreálú:**  Tá an Gaeilge an deacair le haghaidh páiste F i Naíonán. Tugann an múinteoir go leor cabhair do pháiste sin leis an tasc.  Tugann an múinteoir cabhiar do phaistí D agus phaistí K i rang a haon leis an tasc. Leigh an múinteoir an sliocht leis rang a do. | |
| **Cuntas an Mheasúnaithe:** (Scríobh isteach an cuntas seo tar éis an ceacht a mhúineadh – Déan trácht ar aon bhreathnóireacht agus léirigh go mbeidh an t-eolas seo ina bhuntáiste duit agus tú ag pleanáil agus ag múineadh amach anseo.  **Plean Gnímh:** | |

**Subject: Maths**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand: Measures**  **Strand Unit: Capacity** | |
| **Differentiated Learning Objectives:**  **Junior Infants:**  **1.** All children will be enabled to develop an understanding of capacity through the exploration of concrete materials.  **2.** Most children will be enabled to compare containers according to capacity.  **3.** Some children will be enabled to estimate and measure the amount of cups it will take to fill a bowl with water.  **Senior Infants:**   1. The child in senior infants will be enabled to estimate how many cups of water it will take to fill a milk carton. He will then fill the carton with water and assess his estimate. He will then complete a task in which he will colour the containers which contain the most/ least. ( *He did not achieve this objective yesterday as he was in learning support)*   **1st class:**   1. All children will be enabled to estimate, compare and record capacity using non standard units. 2. Most children will be enabled to select the appropriate containers to use to measure capacity. 3. Some children will be enabled to estimate and record capacity using the litre.   **2nd class:**   1. All children will be enabled to estimate and record capacity using the litre. 2. Most children will be enabled to identify that liquid is measured in litres. Most children will be enabled to identify the litre, half litre and quarter litre. 3. Some children will be enabled to identify and solve practical problems based on the litre. | |
| **Assessment:**  **Traffic lights:**  The children will use the traffic lights system to identify how they feel about the lesson- i.e. did they find it easy, hard, or in the middle? The teacher will record their feedback and will write it in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Is this more or less than a litre?  How can we tell?  Lower Order Questions:  How many plastic cups did it take to fill the bowl?  Which cup contains more water?  Can you colour the container with the least amount of water blue? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* capacity, litre, estimate, full, empty, measure, nearly full, half, quarter, nearly empty, exactly, container.  *Literacy:* the children will develop literacy skills as they complete the exercise / worksheet on capacity.  *Oral Language:* the children will develop oral language as they discuss capacity/ the litre at the beginning of the lesson during the brainstorming session of the lesson. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will play a maths warm up game with the children based on listening skills. She will drop cubes into a container. The children’s eyes will be closed. The teacher will ask the children how many cubes she dropped into the container. * The teacher will tell the children that we will continue learning about ‘Capacity’ today. * We will talk about the exercise we did yesterday. We will talk about whose basin held the most/ least water, how many cups it took and so on.   Lesson Development:   * The teacher will show the children a variety of different sized materials. The teacher will ask the children which containers they would use to measure the capacity of the basin. * The teacher will set a task for junior and senior infants to complete. The teacher will give the children a variety of containers. They must estimate and measure how many cups it will take to fill the containers. The children will then start filling the containers to identify how many cups it will take to fill them. * The teacher will introduce the litre to 1st and 2nd class while junior and senior infants work on their estimating task. * The teacher will show the children a litre carton of milk. The teacher will explain that the litre always remains the same. * The teacher will have a variety of liquids. The teacher must identify is it a litre, more than a litre or less than a litre. * The teacher will then set 1st class a task based on the litre while she works with 2nd class. * The teacher will show 2nd class a half litre. She will introduce them to the concept of the half litre by asking them to measure half a litre into a container.     Lesson Conclusion:   * Social conclusion: The teacher will ask the children to tidy the materials and containers on their desks. * Cognitive conclusion: the teacher will ask the children to tell the rest of the class their estimates and then the correct amounts. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills Through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situations. |
| **Resources:**  Plastic cups, basins, litre container, power-point presentation, video on capacity, flashcards of new vocabulary. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child F will need lots of help and concrete materials for this task.  The teacher will work one on one with child K and D in 1st class. | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Science**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 25 minutes**

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| **Theme: Spring**  **Strand: Living things**  **Strand Unit: plants and animals.** | |
| **Differentiated Learning Objectives:**  **Junior Infants:**  **1.** All children will be enabled to listen to, retain facts and respond to a power-point presentation based on the life of the hedgehog.  **2.** Most children will be enabled to complete an animal report based on the hedgehog.  **3.** Some children will be enabled to correctly identify the habitat of the hedgehog. | |
| **Assessment:**  KWL chart:  The teacher will use a KWL chart as a form of assessment. She will record findings in the assessment notebokk after the lesson.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Why does the hedgehog sleep all winter?  Why does the hedgehog have bristles?  Lower Order Questions:  What does nocturnal mean?  Where does the hedgehog live? | |
| **Language / Literacy Opportunities:**  *Vocabulary:* hedgehog, nocturnal, habitat, diet, appearance, predators.  *Literacy*: the children will develop literacy in this lesson through the completion of the animal report.  *Oral language*: the children will develop oral language during the brainstorming session of the lesson as we talk about what we already know about the hedgehog, and what we would like to learn. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will begin the lesson by telling the children that we will be learning about the hedgehog today. * The teacher will show the children a short video clip of the hedgehog to stimulate their interest.   Lesson Development:   * The teacher will ask the children if they can recall the signs of spring we identified yesterday. The teacher will ask the children about animals being born in spring and so on. * The teacher will then tell the children that hedgehogs sleep all winter and wake up in spring. The teacher will tell the children that hedgehogs all over the country are waking up this week. * The teacher will show the children a power-point presentation about the hedgehog. * The children will then complete their animal reports based on what they learned about the hedgehog. * The teacher will work with junior and senior infants while 1st and 2nd complete their reports. * Junior and senior infants will complete a simple picture/ one sentence report.   Lesson Conclusion:   * The teacher will conclude the lesson by playing the ‘Hedgehog Fact’ game. Each child will contribute a fact based on the hedgehog. * The teacher will ask the children to read out an ‘interesting fact’ about the hedgehog. * The children will label and colour the diagram of the hedgehog. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Hedgehog power-point, hedgehog video, report templates, images of hedgehogs, twigs, leaves and other samples of a hedgehogs home. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  The teacher will write sentences on the whiteboard for child K and D to transcribe into their copies.  Child F will require one on one assistance from the class teacher.  Child A will require assistance from his SNA. | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject:** SPHE

**Date:**  **Time:**

**Class:** Junior infants, Senior Infants, 1st class, 2nd class

**Duration of Lesson:** 20 minutes

|  |  |
| --- | --- |
| **Theme:** Water  **Strand:** Myself  **Strand Unit:** Safety and Protection | |
| **Differentiated Learning Objectives:**  **1.** All children will give examples of the uses of water and its dangers.  **2.** Most children will display an understanding of the water safety rules and why it is important that we follow these rules.  **3.** Some children will give examples of what might happen if we didn’t follow the water safety rules. | |
| **Assessment:**  Teacher Questioning – Teacher will question the children to ensure that they understand water safety.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  What might happen if we didn’t follow water safety rules?  How can water be dangerous?  Lower Order Questions:  Where can we find water?  Where do we use water? | |
| **Language / Literacy Opportunities:**  The children will engage in discussions about water safety. The children will become familiar with vocabulary including lifeguard, drowning, life bouy. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will question the children about the uses of water. The teacher will ask them to name places where we use water (home, beach, swimming, pool, etc.). She will then ask what dangers are associated with water in these places. The children will be given an opportunity to discuss the dangers. The teacher will ask pupils to think of at least 5 dangers associated with these settings. I will take note of these suggestions on the whiteboard.  Lesson Development:  I will tell the children that today we are going to be learning about water safety. I will then show the class a power point presentation on water safety. I will then brainstorm with the class why they think these rules are important and what they think might happen if they didn’t obey these rules.  Lesson Conclusion:  Children will be given the task of creating a mini drama of what might happen if we don’t follow the water safety rules. The children will complete a poster based on water safety. | **Methodologies/ Teaching Strategies**  **Talk and Discussion**: listening, questioning, brainstorming  **Collaborative/Co-operative Learning**: group work.  **Active Learning:** hands on experience.  **Skills Through Content:** observing, predicting, analyzing, describing, categorizing, recording and communicating.  **Using Local Environment:** use of pupil environment and lived experience.  **Problem Solving:** apply logic and rationality to given situations |
| **Resources:**  Water safety power-point  Water safety poster (blank) | |
| **Inclusion and Diversity/ Differentiation:**   1. The teacher will ensure that the children are asked a variety of questions to suit all abilities 2. The teacher will vary the requirements of the water safety poster for each class 3. The teacher will provide assistance to child K and D in adding writing to their poster. | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: English**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand: reading, writing, oral language**  **Strand Unit: competence and confidence in using language, receptiveness to language.** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to brainstorm with the teacher to think of ‘spring words’.  **2.** Most children will be enabled to write a piece of creative writing using the spring words.  **3.** Some children will be enabled to write a more detailed piece of writing containing a plot, while using the spring words. | |
| **Assessment:**  Talk partners:  The children will work in pairs at the end of the lesson. They will swop stories and read each other’s work. They will talk about their stories together, what they liked, didn’t like, what they would change and so on. The teacher will observe their findings and she will write a note of the assessment method in the assessment journal.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Can you name a spring word?  Why do we associate this word with spring?  Lower Order Questions:  What will your story be about?  Who is the main character? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* spring, growth, new life, lambs, green, grass, shoots, daffodils, nest, change.  *Literacy:* the children will develop literacy skills through the completion of the creative writing exercise.  *Oral language*: the children will develop oral language as they brainstorm spring words at the beginning of the lesson. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will remind the children of what we have learned about spring this week.  The teacher will tell the children that we are thinking of spring words today.  The teacher will engage in a brain-storming session with the children. She will model writing spring words on the whiteboard.  The teacher will then put the children into groups. Each group must think of ten plus spring words.  The groups will present their spring words to the class.  Lesson Development:  The teacher will tell the children that we are going to make up our own spring stories using the spring words we have thought of.  The teacher will model writing a story on the whiteboard.  The teacher will encourage the children to include a beginning, middle, an end and a main character.  The teacher will work with junior and senior infants on a spring writing and tracing activity while 1st and 2nd class work independently on their stories.  Lesson Conclusion:  The teacher will gather the stories and will blue tack them to the whiteboard.  She will invite the children to come up and read their stories aloud.  The teacher will recap on the lesson by asking each child in the room to name a spring word. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Vocabulary cards, writing templates. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K and D will benefit from the model story the teacher writes on the whiteboard. They may copy this story and add on a sentence of their own.  Child F in junior infants will need considerable scaffolding with the task of reading, writing and tracing the spring words. | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Science**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 40 minutes**

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| **Theme: Spring**  **Strand: Forces**  **Strand Unit: Energy and forces.** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to watch the teacher as she models the dancing raisins experiment.  **2.** Most children will be enabled to understand the forces which make the raisins react in the way they do. Most children will be enabled to complete an investigation sheet based on the investigation.  **3.** Some children will be enabled to complete the investigation themselves in pairs. | |
| **Assessment:**  Learning Logs:  The children will be enabled to complete a learning log based on the lesson. They will state what they found difficult, easy, interesting, and why the raisins reacted in such a way.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Why did the raisins sink?  Why are the raisins dancing?  Lower Order Questions:  Why are the raisins heavier now?  How many raisins did we use? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* raisins, floating, sinking, forces, carbon dioxide, lighter, heavier.  *Literacy*: the children will develop literacy skills as they complete the investigation sheet based on the investigation taking place.  *Oral language*: the children will develop oral language skills at the beginning of the lesson as they predict what will happen when we drop the raisins into the 7up. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will tell the children that today we will be learning about energy and forces.  The teacher will show the children the materials we need.  The teacher will put the children into pairs for the investigation.  The teacher will use prediction strategies at the brainstorming session of the lesson.  Lesson Development:  The teacher will model the experiment before allowing the children to carry out their own investigations.  The teacher will show the children a glass of 7up and a glass of water.  She will ask the children what they think will happen when she drops a raisin into the water, and when she drops it into the 7up.  The teacher will carry out the investigation. She will explain to the children that the raisins are heavier than the drink so they sink to the bottom. At the bottom of the fizzy drink they collect bubbles of carbon dioxide and the raisins and bubbles are lighter than the drink so they will rise to the top.  When they reach the surface, the bubbles will burst, and the raisins will sink.  When the teacher is satisfied that the children understand the experiment, she will give the children their group roles and they will carry out the investigation themselves.  Lesson Conclusion:  The children will complete their task sheet explaining what happened in the investigation.  They will then take turns modelling the experiment for the class. Each group will explain what is happening as they model the experiment. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given |
| **Resources:**  Raisins, water, 7up, jars, investigation sheet. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  ( the groups will be made of mixed classes to provide for peer tutorage) | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: English**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand:** reading, writing, oral language  **Strand Unit:** receptiveness to language, competence and confidence in using language. | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to listen to the teacher read a story named ‘I Love You This Much’. All children will be enabled to complete a sequencing activity using a variety of sentences based on Valentine’s Day.  **2.** Most children will be enabled to watch the teacher model writing a letter. Most children will be enabled to write a letter to someone they love. ( 1st and 2nd)  **3.** Some children will be enabled to complete a simple template stating three things they love about their parents which they will decorate and give to their parents. | |
| **Assessment:**  Teacher designed task:  The children will complete a teacher designed task of sequencing the sentences and writing a short letter. The children in infants will complete a simple template containing three sentences which they must decorate.  The teacher will record findings in the assessment notebook. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Why did the rabbit run away?  How can we show people we love them?  Lower Order Questions:  What will you say in the letter to your mom?  Which sentence do you think goes first? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: Valentine’s Day, decorate, love, kind, presents, card, friend, February, heart, flowers, hug.  Literacy: the children will develop literacy through the completion of the two written tasks. They will sequence sentences into the correct order. They will write a short letter to their parents for Valentine’s Day. (1st and 2nd class) the children in infants will develop literacy through copying three sentences from the whiteboard onto their heart template which they will decorate it. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will introduce the lesson through telling the children that we will be writing letters to someone we love.  The teacher will play a literacy game with the children based on adjectives.  Lesson Development:  The teacher will model writing a letter on the whiteboard for the children. The teacher will ask the children if we can think of ten words associated with St Valentine’s Day. We will use this vocabulary in our letters.  The children in 1st and 2nd class will begin the first draft of their letters.  The teacher will then model writing on the whiteboard for junior and senior infants. She will write three simple sentences. ‘I love you’, ‘thank you for loving me’, ‘Happy Valentine’s Day’.  The teacher will then distribute the hearts which the children in infants will decorate the hearts and complete their writing.  The teacher will then distribute the jumbled sentences based on St Valentine’s day for the children in 1st and 2nd class. This is a sequencing activity. The children must sequence the sentences in the correct order.  Lesson Conclusion:  The children will wrap up the lesson by using a vocabulary challenge. The teacher will put the children into groups of three. The children must work together to think of ten words associated with St Valentine’s Day.  The teacher will ask the children to read out their words. We will then tidy up and sing the ‘Shake your Sillies Out’ song. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Sequencing sentences, letter template, heart template, vocabulary cards based on St Valentine’s Day. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K and D may require help with the sequencing activity. Child K and D sit beside children in 1st class who will help them with this task while I work with the infants. | |
| **Linkage/Integration**  13-02-14- history- the history of St Valentine’s Day. | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Ábhar: Gaeilge**

**Dáta:   
Am:**

**Rang: Naíonán- rang a dó**

**Fad an Cheachta: 30 nóiméad**

|  |  |
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| **Téama: Caitheamh Aimsire**  **Snáithe: Éisteacht, Labhairt, Scríbhneoireacht.**  **Snáithaonad: ag cothú spéise, ag tuiscint teanga, ag úsáid teanga.** | |
| **Spriocanna foghlama difreáilte:**  **Rang a haon agus rang a dó:**   1. Beidh ar chumas na bpáistí go léir bréagáin a aithint. 2. Beidh ar chumas ar fhórmhór na bpáistí mianta/roghna a leiriú.   **3.** Beidh ar chumas cuid de na páistí abaltá an tasc scríobh a dhéanamh faoin caitheamh aimsire.  **Naíonan:**  **1.** Beidh ar chumas na bpáistí go léir dathanna a aithint.  **2.** Beidh ar chumas fhormhór na bpáistí a tarraing na caitheamh aimsire a mhaith leo sa choipleabhar.  **3.** Beidh ar chumas cuid de na páistí ag scríobh ‘ní maith liom – ‘ i gcoipleabhair faoin an caitheamh aimsire. | |
| **Measúnú:**  Úsáidfidh mé dírbhreathnú an mhúinteora. Éistfidh mé go géar leis na páistí le linn na tréimhse cumarsáide chun cumas labhartha na bpáistí a mheas.  Ceistiúchán an Mhúinteora: (Liostáil dhá cheist shamplach faoi gach ceannteideal)  Ceisteanna Ardoird:  Cén sort caitheamh aimsire a mhaith leis?  Cé mhéad daoine ata sa pictúir?  Ar mhaith leat sport?  Ceisteanna Ísealoird:  Cén sort bréagáin ata sa pictúir?  Ar mhaith leat an bréagain sin?  An mhaith le Thomas a bheith ag léamh? | |
| **Deiseanna Teanga/ Litearthachta:** (Déan tagairt don fhorbairt teanga a dhéanfar agus do dheiseanna litearthachta an cheachta)  Focloir: eitleog, rothar, bád, buicéad, criáin, péint, leabhar, scátaí.  Litearthachta: Beidh na phaistí ag scriobh na ceisteanna ag bunaithe ar an scéal as Sin É faoin caitheamh aimsire. | |
| **Ábhar an Cheachta:**  Réamhrá an Cheachta:  Úsáideann an múinteoir an cluiche ‘Deir Monty’. Tá an cluiche ag bunaithe ar na caitheamh aimsire, mar shampla, Deir Monty ‘bigí ag rith’.  Úsáideann an múinteoir an cluiche mím freisin. Píocann an múinteoir an páiste agus déanann an páisté an mím, mar shampla, ag snámh. Bionn na páistí eile ag thomais.  Forbairt an Cheachta:   * Úsáideann an múinteoir an tasc meaitseáil ar an gclár bán. Tá na páistí ag meaitseáil na pictiúr leis na focail. Is tasc éisteacht é. * Úsáideann an múinteoir an postaer. Tá go leor páistí sa postaer ag sugradh le bréagain. Tá an múinteoir ag caint faoin an postaer agus ag cuir ceisteanna faoin an bpostaer do na páistí. * Ceisteanna: cad a fheiceann tú?cén dáth ata ar an? An maith? * Deir gach páiste na focail nua tar eis an múinteoir, mar shampla, train, babóg. * Déanann naíonan an tasc dathaigh nuair ata na páistí i rang a haon agus a dhéanamh an leitheoireacht leis an múinteoir. * Déanann rang a dó an tasc scriobhthá, ag bunaithe ar an scéal as Sin É 2. * Beidh mé ag éisteacht do na páistí i rang a haon ag léamh nuair ata rang a dó ag dhéanamh an tasc.   Conclúid an Cheachta:   * Déanann muid an cluiche mím ag bunaithe ar an caitheamh aimsire agus an Cluiche Kim. * Déanann an múinteoir an tasc éisteacht agus meatsáil ar an gclár bán leis na páistí fresin, faoin caitheamh aimsire. | **Modhanna Múinte/ Straitéisí Teagaisc**  An Modh díreach,  Modh na sraithe,  Modh na lánfhreagartha gníomhaí. |
| **Áiseanna:**   * Postaer, pupéid, clár bán**,** | |
| **Cuimsiú agus Ilchineálacht/ Difreálú:**  Tá an Gaeilge an deacair le haghaidh páiste F i Naíonán. Tugann an múinteoir go leor cabhair do pháiste sin leis an tasc.  Tugann an múinteoir cabhiar do phaistí D agus phaistí K i rang a haon leis an tasc. Leigh an múinteoir an sliocht leis rang a do. | |
| **Cuntas an Mheasúnaithe:** (Scríobh isteach an cuntas seo tar éis an ceacht a mhúineadh – Déan trácht ar aon bhreathnóireacht agus léirigh go mbeidh an t-eolas seo ina bhuntáiste duit agus tú ag pleanáil agus ag múineadh amach anseo.  **Plean Gnímh:** | |

**Daily Lesson Notes (TP 3)**

**Subject: SESE- History**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand: Story**  **Strand Unit: stories** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to listen to the story of the history of St Valentine.  **2.** Most children will be enabled to complete a recount piece of writing based on St Valentine. (Junior infants will complete a colouring sheet and one sentence based on the story. The child in senior infants will take down three sentences based on St Valentine from the whiteboard.  **3.** Some children will be enabled to recall and report the story back to the class teacher at the end of the lesson. | |
| **Assessment:**  Thumbs up thumbs down:  The teacher will use the assessment method of thumbs up/ thumbs down at the end of the lesson. The children will close their eyes and put their thumbs up/ down or sideways depending on how they felt about the lesson. The teacher will record findings in the assessment journal.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  What do we celebrate on St Valentine’s day?  Why is it important to show people we care about them?  Lower Order Questions:  Who was Claudius?  Why was marriage outlawed? | |
| **Language / Literacy Opportunities:**  Vocabulary: Valentine, love, kindness,  *Literacy:* the children will develop literacy as they complete the piece of recount writing based on the history of St Valentine.  *Oral language:* the children will develop oral language as they brainstorm at the beginning of the lesson about who St Valentine was. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will begin the lesson by telling the child tomorrow is a very important day, Valentine’s day. * The teacher will ask the children what Valentine’s Day is about and how and why we celebrate it. * The teacher will engage the children in a brainstorming session about St Valentine’s Day, where it originated from and so on. * The teacher will begin the KWL chart with the children.   Lesson Development:   * The teacher will show the children a power-point presentation about the history of St Valentine. * The teacher will tell the children what St Valentine did, where he lived, how long St Valentine’s Day has been celebrated for, and Valentine’s Day traditions. * The children must then go on a Valentine’s Day fact hunt. They will locate Valentine’s Day facts hidden around the classroom and surmise the information on the cards. * The children will then write a piece of recount writing about the history of St Valentine. * The children in infants will complete a colouring picture and one sentence. The child in senior infants will copy three sentences about St Valentine’s from the whiteboard.   Lesson Conclusion:   * The children will read out the facts they found on the fact hunt. They can eat the chocolate coin they found in the envelope. * The teacher will finish the KWL chart with the children. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Power-point on history of St Valentine, fact cards, coins, recount writing template. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K and D will copy sentences from the whiteboard for their recount writing. | |
| **Linkage/Integration** | |

**Subject: Maths**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 20 minutes**

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| **Theme: Spring**  **Strand: Measures**  **Strand Unit: Capacity** | |
| **Differentiated Learning Objectives:**  **Junior Infants:**  **1.** All children will be enabled to develop an understanding of capacity through the exploration of concrete materials.  **2.** Most children will be enabled to compare containers according to capacity.  **3.** Some children will be enabled to estimate and measure the amount of cups it will take to fill a bowl with water.  **Senior Infants:**   1. The child in senior infants will be enabled to estimate how many cups of water it will take to fill a milk carton. He will then fill the carton with water and assess his estimate. He will then complete a task in which he will colour the containers which contain the most/ least. ( *He did not achieve this objective yesterday as he was in learning support)*   **1st class:**   1. All children will be enabled to estimate, compare and record capacity using non standard units. 2. Most children will be enabled to select the appropriate containers to use to measure capacity. 3. Some children will be enabled to estimate and record capacity using the litre.   **2nd class:**   1. All children will be enabled to estimate and record capacity using the litre. 2. Most children will be enabled to identify that liquid is measured in litres. Most children will be enabled to identify the litre, half litre and quarter litre. 3. Some children will be enabled to identify and solve practical problems based on the litre. | |
| **Assessment:**  **Traffic lights:**  The children will use the traffic lights system to identify how they feel about the lesson- i.e. did they find it easy, hard, or in the middle? The teacher will record their feedback and will write it in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Is this more or less than a litre?  How can we tell?  Lower Order Questions:  How many plastic cups did it take to fill the bowl?  Which cup contains more water?  Can you colour the container with the least amount of water blue? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  *Vocabulary:* capacity, litre, estimate, full, empty, measure, nearly full, half, quarter, nearly empty, exactly, container.  *Literacy:* the children will develop literacy skills as they complete the exercise / worksheet on capacity.  *Oral Language:* the children will develop oral language as they discuss capacity/ the litre at the beginning of the lesson during the brainstorming session of the lesson. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will play a maths warm up game with the children based on listening skills. She will drop cubes into a container. The children’s eyes will be closed. The teacher will ask the children how many cubes she dropped into the container. * The teacher will tell the children that we will continue learning about ‘Capacity’ today. * We will talk about the exercise we did yesterday. We will talk about whose basin held the most/ least water, how many cups it took and so on.   Lesson Development:   * The teacher will show the children a variety of different sized materials. The teacher will ask the children which containers they would use to measure the capacity of the basin. * The teacher will set a task for junior and senior infants to complete. The teacher will give the children a variety of containers. They must estimate and measure how many cups it will take to fill the containers. The children will then start filling the containers to identify how many cups it will take to fill them. * The teacher will introduce the litre to 1st and 2nd class while junior and senior infants work on their estimating task. * The teacher will show the children a litre carton of milk. The teacher will explain that the litre always remains the same. * The teacher will have a variety of liquids. The teacher must identify is it a litre, more than a litre or less than a litre. * The teacher will then set 1st class a task based on the litre while she works with 2nd class. * The teacher will show 2nd class a half litre. She will introduce them to the concept of the half litre by asking them to measure half a litre into a container.     Lesson Conclusion:   * Social conclusion: The teacher will ask the children to tidy the materials and containers on their desks. * Cognitive conclusion: the teacher will ask the children to tell the rest of the class their estimates and then the correct amounts. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills Through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situations. |
| **Resources:**  Plastic cups, basins, litre container, power-point presentation, video on capacity, flashcards of new vocabulary. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child F will need lots of help and concrete materials for this task.  The teacher will work one on one with child K and D in 1st class. | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject:** Music

**Date:**   **Time:**

**Class:** 1st and 2nd class

**Duration of Lesson:** 30 minutes

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| **Theme:** Spring  **Strand:** Listening and Responding  **Strand Unit:** Listening and Responding to Music | |
| **Differentiated Learning Objectives:**  1. That **all** children will be enabled to respond to the music ‘Four Seasons’ by drawing their personal responses.  2. That **most** children will be enabled to recognize that the piece of music is a classical piece and will be able to identify the instrument in the music.  3. That **some** children will be enabled to describe musical concepts such as tempo, pulse, pitch, structure and dynamics in the musical piece. ( 2nd class) | |
| **Assessment:**  ***Teacher led Assessment –*** *Teacher Questioning****:***  The teacher will ask a variety of higher order and lower order questions to hear the children’s personal opinions and thoughts to the piece of music. Questions will also be asked on what their pictures represent and why they chose their title for the piece of music. The teacher will write up any interesting observations, concerns and general comments about the children’s answers in the Teacher Assessment Notebook at the end of the lesson.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:**  Lower Order Questions   * *Does the music remind you of anything?* * What instruments can you hear? * Are the instruments being played fast or slow? * Is the musical piece soft or loud? * What would you call the piece of music? Explain your answer.   Higher Order Questions   * What part of the music gave you inspiration for your drawing? * What images did you imagine while listening to the music? * How does the music make you feel? | |
| **Language / Literacy Opportunities:**  ***Oral Language Skills:*** The children will be asked questions during the lesson in relation to the musical piece. They will be discussing the dynamics, pitch, structure and tempo of the piece in a whole class discussion. After they have responded to the music the children will discuss their pictures and personal responses to the music.  **Vocabulary:** The children will use the musical concepts vocabulary when discussing the piece of music. For example, pitch, texture, structure, beat, pulse, dynamics and style. These words will be displayed on a poster for the children to see and use throughout the music lesson. ( 2nd class) | |
| **Content of Lesson:**  Lesson Introduction:   * ***Warm Up:*** The teacher will clap, tap or click a pattern and the children will repeat the pattern back. Children will be selected to make up a short pattern and the rest of the class will repeat the pattern back.   Lesson Development:   * A piece of music will be played for the children. ( Four Seasons) * After the children have listened to the piece once a brief discussion will take place. The children will share their feelings on the piece and what did the music remind them of? * The children will then listen to the piece of music again. This time they will be listening out for the style, tempo, structure and dynamics. *(Is it fast or slow / is it loud or soft / is it fast at the beginning or end)* * The teacher will invite the children to share their thoughts or feelings on the piece. They will be asked what sort of images they imagined when listening to the piece. * The children will draw their own personal responses to the music on A4 sheets of white paper with colouring pencils.   Lesson Conclusion:   * After the children have responded to the musical piece through drawing they will prepare for a discussion. * The children will be split into groups of four and will share their feelings and thoughts about the musical piece. They will discuss what part of the music influenced their picture and share their title for the piece of music. * The children will compare pictures with the rest of the children in their group and discuss if they had similar ideas or thoughts. | **Methodologies/ Teaching Strategies**  **Talk and Discussion**: listening and questioning,  **Collaborative/Co-operative Learning**: Group work.  **Active Learning:** hands on experience.  **Skills Through Content:**  Describing and categorizing. |
| **Resources:**   * ipod with traditional aboriginal music * ipod player * A4 sheets of white paper * Colouring pencils * Musical concepts poster | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)   * The teacher will ask a range of differentiated higher and lower order to questions to the class about the various musical concepts of the piece of music. Examples: * Higher order: *What part of the music gave you inspiration for your drawing?* * Lower order: *Are the instruments being played fast or slow?* * The Special Needs Assistant will assist *Pupil C* with his drawing, she will support him as he colours in his pictures. | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: SESE - Science**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 40 minutes**

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| **Theme: Spring**  **Strand: Materials**  **Strand Unit: Materials and Change** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to watch the teacher as she models creating a tornado in a bottle.  **2.** Most children will be enabled to understand the concept of science behind the tornado in the bottle. Most children will be enabled to complete their own tornados in bottles in groups.  **3.** Some children will be enabled to complete an investigation sheet outlining what happened in the experiment. | |
| **Assessment:**  Learning Log:  The children will complete a learning log based on the lesson. The teacher will record findings in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Why are the air bubbles travelling to the top of the bottle?  What else do you notice?  Lower Order Questions:  What is a tornado?  What kind of damage does a tornado cause? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: tornado, storm, swirling, air bubbles, circular, air.  Literacy: the children will develop literacy skills as they complete the investigation task sheet based on what happened in the investigation.  Oral language: the children will develop oral language as the beginning of the lesson as we discuss tornados. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will begin the lesson by giving the children information about tornados. We will talk about what tornados is the damage they cause, the countries they occur in.  The teacher will tell the children that we will be making a tornado in a bottle to see how the materials interact with each other to form a tornado.  Lesson Development:  The teacher will show the children a short presentation. The presentation will show photos of tornados and step by step instructions explaining how we will be making our tornados in a bottle.  The teacher will then show the children the materials we need.  The teacher will allow the children to come to the front of the room. She will model making a tornado in a bottle which the children will watch before beginning their own.  The teacher will model the tornado making step by step. She will stop at intervals to question the children as to what they think will happen next.  The teacher will put the children into groups of three.  The teacher will assign jobs to each child in the group.  The teacher will provide the children with the materials they need.  The children will begin their own tornados.  The children will complete the investigation sheet when they have finished the tornado.  Lesson Conclusion:  The teacher will invite each group to show the class their tornados. The teacher will ask each child to explain what happened and the steps they took to make their tornados. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given |
| **Resources:**  Bottles, water, food colouring, glitter, strong tape, investigation sheet | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  The infants will work with the teacher to create their tornado in a bottle. | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding  Science- 13-02-14- Spring Weather | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Drama**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 20 minutes**

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| **Theme: Spring**  **Strand:** Drama to explore feelings, knowledge and ideas, leading to understanding.  **Strand Unit:** Exploring and making drama | |
| **Differentiated Learning Objectives:**  That **all** children will be enabled to enter fully into the fictional world of drama using props as an aid.  2. That **most** children will be enabled to depict scenes from the story we will read.  3. That **some** children will be enabled to use the strategy of freeze framing to show scenes from the story. | |
| **Assessment:**  **Teacher Observation:**  I will assess the children’s ability to enter willingly into the fictional world of drama.  I will assess the children’s ability to be imaginative and creative when creating their freeze frames.  I will assess the children’s ability to work as groups to collaboratively plan their scenes.  I will record my findings in my observation notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  What was that group portraying?  Did they depict it well?  Did you like it?  Does anyone have any questions for that character?  Lower Order Questions:  Did you like the story? | |
| **Language / Literacy Opportunities:**  Vocabulary: journey, spring, explore, life, growth, change, and journey.  Oral language: the children will develop oral language throughout the course of the lesson as we use oral language to depict scenes from the story. | |
| **Content of Lesson:**  Lesson Introduction:   * I will introduce the lesson by explaining the rules of the game ‘Greetings your Majesty’. One child will sit in a chair with a blind fold on. The other children will take turns tapping the child on the back and saying ‘greetings your majesty’ in a different voice than their own. The child will have to try to guess who each child is. If he/she guesses correctly, then that child wears the blindfold. We will play this game for five- seven minutes.   Lesson Development:   * I will develop the lesson by discussing with the children how they would feel if they were the monster in the story. I will explain the strategy of ‘freeze-framing’. * I will then distribute cards where each group gets a scenario portraying a scene from the story which they will have to rehearse the scene depicted on the card and perform the scene in groups. * Each group will portray the scene given to them for the rest of the class. * We will discuss each freeze frame at the end of the lesson. E.g. were they accurate? Did you know what they were depicting? Did they fulfill the freeze frame criteria?   Lesson Conclusion:   * We will have a vote to decide which group portrayed their scene most accurately whilst fulfilling the criteria of freeze-framing. * We will play a warm down game of ‘Don’t wake the Indians’. | **Methodologies/ Teaching Strategies**   * **Talk and Discussion**: listening, questioning, brainstorming, think, pair, share. * **Collaborative/Co-operative Learning**: group work. * **Active Learning:** hands on experience. * **Skills Through Content:** observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. * **Using Local Environment:** use of pupil environment and lived experience. * **Problem Solving:** apply logic and rationality to given situations |
| **Resources:**  Props  Task cards | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K , D, F and D will need help with the freeze framing strategy in this lesson. The teacher will assist them in reading their prompt cards and acting it out in a freeze frame. | |
| **Linkage/Integration**  Science- life cycle of the bird  Science- nature trail- signs of spring  English- acrostic poetry based on spring  English- acrostic poetry based on spring  English- creative writing- signs of spring  English- signs of spring- response to story ‘Davy’s Journey’  History: sequencing events from the story ‘Davy’s Journey’  Geography: homes- making bird feeders  Geography: homes- homes in spring  Drama- improvisation- animals awakening in spring  Art- construction- spring scene  Music- Vivaldi’s Four Seasons- listening and responding | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Science**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 30 minutes**

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| **Theme: Spring**  **Strand: Materials**  **Strand Unit: Materials and Change** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to observe the change taking place in the materials through the process of baking.  **2.** Most children will be enabled to describe how the materials have changed, e.g. from whole to liquid form.  **3.** Some children will be enabled to describe the materials we are using to bake the cake, noting differences in shape, texture and form. | |
| **Assessment:**  Thumbs up / down:  The children will use the assessment method of thumbs up/ down to identify how they felt about the lesson. The teacher will record their opinions in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Can you describe this material?  What texture does it have?  Lower Order Questions:  What do we need to do to change the form of the material?  How will we do this? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: materials, change, texture, form, describe, force, heating, cooling.  Literacy: the children will develop literacy through the investigation by writing down the changes which took place in the materials through the process of baking.  Oral language: the children will develop oral language as they talk about and describe the materials at the beginning of the lesson. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will inform the children that we will be baking a rice crispy cake today. * The teacher will show the children the ingredients we will use for the cake. * The teacher will ask the children to describe each of the ingredients, noting its texture, use and so on.   Lesson Development:   * The teacher will then begin modelling the baking of the cake for the children. * She will invite the children to come up in turns to add the ingredients to the mixture. * The children will describe the ingredient they are using. * They will describe what happens as we add the ingredient to the mixture, e.g. how does the egg change when we mix it with the other ingredients? * The teacher will then invite the children to take turns mixing the ingredients. * We will talk about how through use of force, we are changing the appearance of the materials. * The children will then observe the finished product before spooning it on to the trays. * We will talk about how using heat will change the texture and appearance of the mixture. * The children will predict what changes will take place. * We will place the mixture in the oven.   Lesson Conclusion:   * The teacher will show the children the finished product. * The children will be asked to identify what changes have taken place, an how the heat of the oven has changed the mixture. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given |
| **Resources:**  Ingredients for rice crispy cake, investigation sheet, vocabulary flashcards. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  Child K and D will need help writing the changes which took place in the materials. The teacher will model this on the whiteboard for these children. | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: Visual Arts**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 55 minutes**

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| **Theme: Spring**  **Strand: Construction**  **Strand Unit: Creating constructions** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to brainstorm on how to create a space ship for Monty the puppet.  **2.** Most children will be enabled to work in groups to complete parts of the model rocket ship, e.g. the stairs, seat, steering wheel  **3.** Some children will be enabled to create a rough plan of the rocket ship we will make before we begin. ( child J and J in 2nd class) | |
| **Assessment:**  Teacher Observation:  The teacher will observe the children throughout the lesson. The teacher will assess the children’s ability to construct the rocket ship through using their imaginations and creativity. The teacher will record her findings in the assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  What do we need to include in the rocket ship?  Why do we need to use waterproof material on the outside?  Lower Order Questions:  What will we use for the steering wheel?  Where will we launch the rocket from? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: design, line, texture, shape, space, rocket ship, steering wheel, car seat, seat belt.  Oral Language: the children will develop oral language skills as we brainstorm how to make the rocket ship. | |
| **Content of Lesson:**  Lesson Introduction:   * The teacher will introduce the lesson by reminding the children of the rocket ship we must make for Monty the puppet. * The teacher will use the puppet as a stimulus. * The teacher will show the children a variety of pictures of rocket ships to stimulate the children’s imaginations.   Lesson Development:   * The teacher will divide the children into groups of three. Each group will have a job to do. * Group one: the children in group one will work on the body of the rocket ship. * Group two: the children in group two will work on the controls of the rocket ship. * Group three: the children in group three will design the wheels for the rocket ship and the stairs. * Group four: the children in group four will decorate the rocket ship. * The teacher will then ask the children to bring all the parts of the rocket ship together. We will then work together to form the rocket ship. * The children will use a variety of construction materials, fabric and fibre to create their rocket ship. * The children will assess the rocket ship to see if there is anything else we need to add to the rocket ship.   Lesson Conclusion:   * The teacher will have the rocket ship at the front of the table. * The teacher will ask the children to evaluate the rocket ship. We will discuss the durability of the rocket ship, the size, shape, texture, and use. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Toilet rolls, crepe paper, plastic, variety of cardboard boxes, glue, scissors, pipe cleaners, yogurt cartons. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies) | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: English**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 25 minutes**

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| **Theme: Spring**  **Strand: reading, writing, oral language.**  **Strand Unit: receptiveness to language, competence and confidence in using language,** Developing cognitive abilities through language  -Emotional and imaginative development through language | |
| That **all** children will be enabled to recall and briefly discuss at least two significant events from the story ‘The Big Ugly Monster.  2. That **most** children will be enabled to predict and discuss future outcomes and events throughout the story of ‘The Big Ugly Monster.  3. That **some** children will be enabled to explore and express different feelings by imagining what it would be like to be the monster or the rabbit at certain points in the story.  4. That student B will be enabled to experience the reading process being modeled by listening to the story of *‘The Lighthouse Keeper’s Lunch’* and drawing a picture of his favourite part of the story. | |
| **Assessment:**  {Ensure that you state what method(s) you will use, what you will be assessing and how you record your findings.}  Teacher Questioning: Teacher will question the children about the story whilst reading through the content and when the story has come to an end.  Teacher designed task: Each student will be given an opportunity at the end of the story to represent their favourite part of the story by drawing a picture.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  How do you think the monster felt at this point?  Why did he not have friends?  Lower Order Questions:  How did he make the rabbit?  How did this make him feel? How do we know?  What do you see in this picture?  What do you think the story is about? | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: monster, friendship, lonely, kind, gentle, appearance.  Oral language: the children will develop oral language during the predicting part of the lesson.  Literacy: the children will develop literacy as they write about how the monster felt at certain points in the story. | |
| **Content of Lesson:**  Lesson Introduction:  Organise the children to sit around the teacher/book in a circle on the floor. Create suspense and interest by telling the students that we have a very special story today. Show and shake the ‘surprise box’ with the book inside and then present to the children.  Show the front cover of *The Big Ugly Monster* to the children. Talk about the illustration and ask questions. Ask the children to locate and read the title of the story. Discuss what a ‘monster’ is and analyse the picture of the monster.  Point to the picture of the basket on the front cover. Ask the children to guess what might be inside. Probe further questions on what they think the monster might enjoy for his lunch.  Encourage the children to use the term author.  Development:  The teacher will read through the story with lots of expression and enthusiasm, using different tones for different characters in the book. Give the children time to enjoy the story and look at the illustrations. Through questioning in a timely manner, encourage the children to engage in discussion around the significant events in the story and make predictions about what will happen next at various intervals in the story.  Discuss what is happening in the illustrations.  Ask them to identify animals in the story and to name food in the basket.  See if they can recall the names of the characters that were introduced on previous pages (monster, rabbit) and recall why the monster felt sad.  After reading about the monster’s life, ask the children to get into their ‘think, pair, share’ groups and to come up with new ideas to help the monster solve the problem of not having friends. Ask each of the groups to share the ideas with the class. Continue reading the story to the end and use body language to build excitement and anticipation around the new idea from the monster before turning the page to reveal whether the idea had worked or not.  Lesson Conclusion:  To conclude the lesson, discuss the significant events and details that came up in the story using the ‘wh’ questions as a guide. Ask individual children what their favourite part of the story was.  Ask each of the children to draw a picture of their favourite part of the story and write a short piece of writing about how the monster felt in the story. | **Methodologies/ Teaching Strategies**   * **Talk and Discussion**: listening, questioning, brainstorming, think, pair, share. * **Collaborative/Co-operative Learning**: group work. * **Active Learning:** hands on experience. * **Skills Through Content:** observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. * **Using Local Environment:** use of pupil environment and lived experience.   **Problem Solving:** apply logic and rationality to given situations |
| **Resources:**  Book – The Big Ugly Monster  A4 paper and colours  Surprise Box | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  **Child K and D will** | |
| **Linkage/Integration**  **Child K and D will need help with spelling and sentence structure.** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject:** Geography

**Date:**  **Time:**

**Class:** Junior infants, Senior Infants, 1st class, 2nd class

**Duration of Lesson:**

|  |  |
| --- | --- |
| **Theme:** Water  **Strand:** Natural Environments  **Strand Unit:** Local Natural Environments | |
| **Differentiated Learning Objectives:**  1. That **all** children will actively listen and understand the importance of rivers.  2. That **most** children will learn about the otter and complete a picture of it.  3. That **some** children will retell information from the water-cycle and name some rivers. | |
| **Assessment:**  Teacher Questioning – The teacher will question the children on their understanding of the water cycle and the development of the river from stream to sea. This will be recorded in the observation notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  How do rivers develop?  What is the water cycle?  Lower Order Questions:  Can you name a river?  Can you name an animal that lives in/near the river? | |
| **Language / Literacy Opportunities:**  The children will learn new vocabulary including waterfall, lake, otter, kingfisher | |
| **Content of Lesson:**  Lesson Introduction:  I will ask the children what they can remember about the water cycle. Teacher will ask the children when the water that falls as precipitation goes when it reaches the ground.  Lesson Development:  The children will be asked if they can name any rivers in Ireland, Galway and specifically in the west area. The teacher will write the names of the rivers suggested by the children on the board. The teacher will display a map of Ireland on the whiteboard, showing the main rivers in Ireland. The children will be asked to find the rivers that they named already. The same will be done using a map of Galway  The teacher will show the children a power point based on the life of a river. The power point will show a river from stream to sea including some of the animals that might find a home in a river environment. The children will be questioned about the different stages of the journey of the river. The children will focus on one of the animals in power-point and learn some facts about this animal.  Lesson Conclusion:  The children will recap on all that they have learnt during this lesson. The children will colour a picture of the otter | **Methodologies/ Teaching Strategies**  **Talk and Discussion**: listening, questioning,  **Active Learning:** hands on experience.  **Skills Through Content:** observing, describing, recording and communicating.  **Using Local Environment:** use of pupil environment and lived experience.  **Problem Solving:** apply logic and rationality to given situations |
| **Resources:**  Colouring sheets  Power point | |
| **Inclusion and Diversity/ Differentiation:**   1. The teacher will use a power-point for visual learners | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |

**Subject: SESE Science**

**Date:   
Time:**

**Class: junior infants- second class**

**Duration of Lesson: 40 minutes**

|  |  |
| --- | --- |
| **Theme: Spring**  **Strand: Living things**  **Strand Unit: Plants and animals** | |
| **Differentiated Learning Objectives:**  **1.** All children will be enabled to watch a power-point presentation about mini beasts. All children will be enabled to take part in a mini beast hunt.  **2.** Most children will be enabled to choose a mini beast and write a report about it.  **3.** Some children will be enabled to draw a diagram of their mini beast. | |
| **Assessment:**  **Teacher designed task:**  The teacher will assign the children the task of writing a report about a mini beast which she will then correct. The teacher will record findings in the teacher assessment notebook.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher Questioning:** (List two indicative questions under each heading).  Higher Order Questions:  Why did you choose this insect?  Can you name one interesting fact about this insect?  Lower Order Questions:  How many legs does it have?  What do you call this part of the insect? ( point to a part of an insect on a diagram) | |
| **Language / Literacy Opportunities:**  (State what language development will take place and the literacy opportunities in the lesson)  Vocabulary: insect, bug, ant, dragon fly, caterpillar, butterfly, lady bird, wasp, diet, habitat, predators  Literacy: the children will develop literacy skills through the reading of the sample reports and by writing their own reports on the mini beasts.  Oral language: the children will develop oral language skills as we talk about the appearance of the various insects and what we already know about them. | |
| **Content of Lesson:**  Lesson Introduction:  The teacher will introduce the lesson by showing the children a video about mini beasts in our environment.  The teacher will then encourage a brainstorming session. We will talk about the bugs we know, what we know about them and so on.  The teacher will then draw up a KWL chart based on mini beasts. The children will state what they know and what they want to learn.  Lesson Development:  The teacher will show the children a power-point presentation about mini-beasts containing factual information about four types of mini beasts.  The teacher will then inform the children that we will be going on a mini beast hunt to find the insects we learned about.  The teacher will explain the rules and the layout of the trail. The teacher will put the children in groups of four  The teacher, SNA and class teacher will have a group each to work with.  The children will have clipboard, an identification sheet, and a task sheet to complete.  The children will identify the bugs in the environment.  We will then return to the classroom and the children will write up their reports about their chosen insects.  Lesson Conclusion:  We will talk recap on the trail. We will talk about what we discovered, how many insects we found, what they looked like and so on.  The children will read out their insect reports for the class. | **Methodologies/ Teaching Strategies**   1. Talk and Discussion: listening, questioning, brainstorming, think, pair, share. 2. Collaborative/Co-operative Learning: group work. 3. Active Learning: hands on experience. 4. Skills through Content: observing, predicting, investigating and experimenting, estimating and measuring, analyzing, synthesizing, describing, categorizing, recording and communicating. 5. Using Local Environment: use of pupil environment and lived experience.   Problem Solving: apply logic and rationality to given situation |
| **Resources:**  Mini beast posters, fact sheets, power-point, video, magnifying glasses, identification sheets, local environment. | |
| **Inclusion and Diversity/ Differentiation: (**May includeadaptations in any of the following areas; Content, Activities, Resources, Product, Environment, Teaching Strategies)  The teacher will assist K and D in1st class with spellings and the structure of the report.  The teacher will give child J, F and A a simplified report to complete.  Child A will need assistance from his SNA throughout the mini beast hunt. | |
| **Linkage/Integration** | |
| **Record of Assessment:** (To be written after lesson is taught – Report on observations & show how information gathered is interpreted and used to inform future planning and teaching)  **Action Plan:** | |