






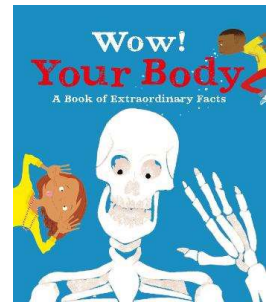


Date:			Class:	
Group: Year 1			Text: <i>Wow! Your Body!</i> p10-11	
Main Learning Objective (linked to reading skill and content domain): <i>To find information in a text by identifying key words. (RETRIEVE focus)</i>				
Enjoy 			Decode 	
Define 	Retrieve 	Sequence 	Infer 	Predict 
1a Draw on knowledge of vocabulary to understand texts	1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c Identify and explain the sequence of events in texts	1d Make inferences from the text	1e Predict what might happen on the basis of what has been read so far
Key Questions (linked to Learning Objective and Content Domains)				Assessment Notes and Next Steps for Learning
<p>Session 1: Pre-Read – Experiences and Background Knowledge</p> <p>Experiences and build background knowledge: Display images on the board as prompts for discussion. Ask children to think about the following:</p> <ul style="list-style-type: none"> • What have we learnt about the human body so far in our science topic? Which parts of this diagram would you be able to label? Which other books have we read about the human body? • What are muscles? What do we use them for? Which types of exercise have you tried? Which muscles do you think you used? What else does our body use muscles for? <p>Introduce the text.</p> <ul style="list-style-type: none"> • From the front cover and blurb: <ol style="list-style-type: none"> 1. What is the title? What do you think 'extraordinary' means? What is a fact? 2. Do you think it is fiction or non-fiction? Why? 3. What is missing from the front cover? (Name of author/Illustrator) Why do you think this is? 4. Read the blurb together. Discuss the three questions and how they are used to make the reader interested. Discuss any unfamiliar words/phrases, e.g, 'like no other'. 				

Session 2: Pre-Read – Vocabulary Focus

Teach key vocabulary:

1. support
2. skeleton
3. stretching
4. relaxing
5. otherwise

For early readers it is important that children are not only familiar with the meaning of new key vocabulary but they can apply their phonics knowledge to read the words. Support children to decode these words using phonics and the context. Show words on working wall.

Show an image for each word and give children a definition. Show the word within a sentence then ask children with their learning partners to think of their own sentence containing the particular word.

For example: **stretching** – *making something (soft) longer or wider without tearing or breaking*



The Olympic athlete was stretching his muscles before he ran.
The band was stretching as it was being pulled.

Now read the text together. As this is not a phonically decodable text, the teacher will focus on the decoding so children can focus on language comprehension.

Session 3: Guided Read (with teacher or as whole class)

Skill: Retrieval

Quick recap of the children's pre-reading, including the key vocabulary.

Introduce gem, the image of the gem and what 'retrieve' means.

Together, read the text again and discuss the content.

ACTIVITY:

Using the grid, model 'fastest finger first'. Explain that this helps us spot 'key words' to answer a retrieval question quickly. Give children an opportunity to find a few words in pairs.

Identify the things you are looking for: key concept or question words.	 Retrieve 1b Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.
Skim the text to find the part the concept relates to.	
Re-read that part of the text.	
Scan the text to find what you're looking for.	
Retrieve the information.	
Check using 'fastest finger first'.	

named	when	moving	because
fastest	practise	muscles	where
jump	moved	fast	shape

(Please find table at end of document)

Share the question:

How much of your body is made up of muscles? (more than half)

Teacher to model answering the question using the following:

Read the question to the class and discuss what they think the question is actually asking.

Model how you are thinking about the subject of the question and how you are trying to ignore your prior subject knowledge. Explain the importance of reference to the text in question.

Re-read the question, selecting potential 'key words' to consider. Explain what information you think is unnecessary to provide the answer.

Scan the text for these key words or concept and underline them. Use sub-headings or diagrams if necessary to guide you to the information quicker.

Read around the words to help understand their context.

Find the specific information needed within the section and underline it.

Check that the information answers your question.

Use the same approach to answer the following questions. Give children the opportunity to discuss with learning partners:

What does your brain do when you start to run? (sends a message to your bones and muscles to get going)

How many muscles do you use to stand? (300)

What is the name of the largest muscle in the body? (gluteus maximus)

Session 4: Single Skill Focus Activity (Reading Gem)

Read the text again with a fluency focus.

Recap the retrieval skill and discuss the questions we answered yesterday – do you remember any key facts?.

Explain to the children that we are going to play 'fastest finger first', to develop our scanning skills to help us answer retrieval questions. This will help us to find answers quickly when we want to answer a question, by finding a key word.

Ask children to find the following words within the text:

Jump
Fastest
Named
Smile
Practise
Remembering
Shape
Moving
Important

With learning partners, ask children to answer the following question using the approach we have practised:

What two things do your muscles do? (*They support your skeleton and keep your shape*)

Session 5: Single Skill Focus Task

Children to independently respond to the text using their reading skills. If working as a whole class, staff to work with identified children to support their comprehension.

- 1) What is the main job of your muscles? (*to get your body moving*)
- 2) What four things do your muscles help you to do? (*walk, jump, run and win races*)
- 3) Why does the dog think it is the fastest? (*it has four legs*)
- 4) What do your muscles work in pairs with? (*your bones*)
- 5) What happens the more you practise something? (*the better your muscles get at remembering*)

Discuss children's responses and provide feedback.

Reading for Pleasure Opportunities:

- Children could read other books which focus on how our bodies work, or non-fiction texts linked to other areas of science
- Children could have the opportunity to read other books in the Wow! series – Animals, Vehicles, Dinosaurs, Oceans...

named	when	moving	because
fastest	practise	muscles	where
jump	moved	fast	shape