

Year 5

When Reptiles Ruled 2 Retrieval 2b - Lesson Plan

Content domain:	2b. Retrieve and record information/identify key details from fiction and non-fiction
Lesson duration:	Approximately 45 mins

Suggested teaching sequence

(*This can be adapted to suit the nature of the session and duration available)

Starter

Skim and scan (SKILL 1) (2–5 mins)

- 1 Choose five (or more) words that children may be unfamiliar with/may find tricky to read/may be unsure of the meaning:

club
collar
current
ancient
dart

Children have a 1–2-minute time limit to find and circle them in the text.

Vocabulary check

Once the children have completed the task, discuss the meaning of the five words above.

Adaptations

Skim and scan task words can be adapted to suit different ability groups of children.

- E.g. 3-5 words ONLY in the first paragraph for LA/SEND
- 3-5 words where the paragraph they are located in is indicated for LA/SEND
- 5-7 words in the first two paragraphs for MA
- 5-10 words from the whole text for HA

Possible vocabulary check alternatives:

*Match-up - Using the words from the skim and scan task, prepare a slide with mixed-up definitions for the children to match.

*Multiple choice - Using the words from the skim and scan task, give the children three different meanings from which they have to choose the correct definition.

*Kim's game - Show the words from the skim and scan task plus the definitions. Allow children to memorise them within a set time limit. Verbally, ask children to recall the definitions they remember.

*True or false - *Word* means *definition*. Is this true or false?

Main Session

Read the text (5-10 mins)

- 2 Read the text with the children. Use reading windows or rulers to ensure children are tracking the text when they are not reading aloud.

Vary reading techniques throughout reading the text (see below). Choose 2-3 per session:

- Echo reading (my turn/your turn) - an effective way for the teacher to model intonation and prosody as well as supporting the reading of more difficult words.
- Choral reading (all together).
- Group reading.
- Paired reading – mixed ability.
- Silent reading.

Quick fire questions (verbal) (2-3 mins)

- 3 Test that the children have understood and accessed the text at the required level. The questions below are all based on the content domain of the lesson and do not appear in the independent task worksheet.

1. What are some meat-eaters as tall as? (Paragraph 1). **A house.**
2. Where specifically were the three horns on the three-horned dinosaur's head? **Above the nose and eyes.**
3. What was the purpose of the bone plate that fanned round this dinosaur's head? **Protection/it protected the dinosaur's neck.**

Adaptations

Whole-class reading/intervention is designed to be inclusive. SEND and LA pupils have access to a challenging text and will be exposed to specific age-related content domain questions through these sessions. Regular phonics practice and decoding skills practice to support their fluency should be taught at a separate time.

Use of echo reading and adult support (the adult reading with/for them and supporting text tracking) will help pupils access this text at an adapted level even when they may not have the skills to read every word themselves.

Adaptations

Targeted questions for ability groups.

- 1 = LA/SEND
- 2 = MA/HA
- 3 = MA/HA

Understanding the meaning of, and skill of, 'retrieval' (SKILL 2) (2 mins)

- 4 Tell the children that all of the questions they will answer in this session are retrieval questions.

Recap prior knowledge of retrieval:

- What is retrieval?
- What does it mean?

Finding a **specific piece of information** within the text and recording it. This information can be either **directly stated and 'retrieved' (lifted out) from the text** or **implied**, which requires a closer look. The answers are always in the text; they have to be found (**retrieved**) and **recorded** (written).

Identifying keywords in the question (SKILL 3) and modelling the independent task (5-10 mins)

- 5 Model the technique of circling keywords in the QUESTION. Ensure the pupils know that the circled words should only be words that support them in answering the questions and include the words they are likely to have to skim and scan for to find the answer.

Look at the first question. Model applying this knowledge to question 1 and circle the keywords that would help focus their thoughts to answer the question and retrieving the correct information.

1. What are the **meat-eater's teeth** like?

Adaptations

Adult support.

Mixed ability pairs.

The LA/SEND children could start their task here, if supported. This technique of identifying keywords in the question can be part of the guided session.

The adult can also identify the question type with them as they work through, which is the next part of the lesson (below).

Where in the text should we look? **Skim and scan from the start of the text to find the keywords 'meat-eater' and 'teeth' in paragraph 1.**

Which word(s) should we skim and scan for? **Meat-eater and teeth.**

What kind of answer are you looking for? **A word that describes the teeth.**

Repeat for question 2, if necessary.

Through the lesson, ensure children are applying this skill of identifying keywords when answering every question.

Identifying the question type (3-5 mins)

6 Look at each question and name them (MA/HA sheet).

- 1 = Retrieval – one or two words
- 2 = Retrieval – find two
- 3 = Fact box
- 4 = Retrieval – find two
- 5 = Circle the answer
- 6 = Retrieval – a sentence/phrase
- 7 = Put in order
- 8 = True or False

Independent task (15-20 mins)

7 Set the children off on their task.

There are two sets of question sheets:

- MA/HA task
- LA/SEND task

Adaptations

Tasks can be further adapted by assigning less questions to suit the children in the cohort.

Consider the children who can work independently, in pairs or mixed ability pairs.

Teacher/TA support.

Challenge for HA – write a question in the style of one they have answered for a partner/the whole class to answer in the plenary.

Plenary (5 mins)

8 Ask children the three skills they have been practising in this session. (Identifying keywords, skim and scan, and retrieval.)

Ask them to write or say the definition of retrieval. (Finding/retrieving information and lifting it off the page/recording it.)

Ask them to write down/say two types of questions they had to answer. (True or false, put in order, circle the answer, complete the table, etc.)

If time, answer a challenge question as a class as produced by a pupil.