



<p><u>Experience and Outcomes</u> By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p><u>Learning Outcome</u> We are learning to use suitable vocabulary to convey our ideas.</p>	<p><u>Resources</u> Story excerpt, highlighters. Laminated flashcards. Hoops. Pieces of cardboard (for sitting on, if the ground is wet). Exit passes.</p>
<p><u>Activity</u> Read a short excerpt of a story. In pairs, highlight words that are not known. (This part can be done inside before heading out, or outside in an appropriate area). Talk to shoulder partners- if we can't use a dictionary, how might we figure out what these words mean? Share learning intention. Explain word scavenger hunt. Laminated flashcards with known and unknown words from the excerpt have been scattered around marked area of school grounds. Class must find the words and place them inside hoops. The words should be grouped together. The pupils need to decide why a word is similar to another. Regroup and use questioning to elicit responses from pupils- why did they group certain words together? Highlight the importance of using context to figure out meaning of new words. Plenary- exit pass. Select two words that the class have grouped together, that you would like to learn more about and use in your writing.</p>	<p><u>Assessment</u> Questioning to elicit understanding of words and reasoning behind grouping them together. Observation of pupils' discussions. Exit pass to inform next steps.</p>

Following lessons will start to look at exact definitions of the words, using them in sentences.

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