



Title

Skill focus:

Retrieval

Can retrieve key details and quotations to demonstrate understanding of character, events, setting and information

Key words/terminology:

Gleaming, reflecting, lacy, fluttering, splendour, bleak, behold

- Set context of lesson/focus
- DERIC Starter
- Questioning prior knowledge



What is the girl doing? Why?

How does she feel about the snow?

Does she live somewhere where it snows often?

Why does snow sometimes settle and sometimes melt?

Why does it snow more in some countries than others?

2

EXPLORE

- Introduce/Recap on skill
- Model short example
- Discuss vocabulary



Skimming a text helps you to understand the main idea without having to read the whole thing. It helps to speed up reading.

Sometimes we don't need to read every word of a text. We can **SKIM** over the information, looking for key words. These will give us a clue as to what the **main theme** is. This is different to **SCANNING**, which we do to look for specific information.

Let's look at an example of skimming.



2

EXPLORE

- Introduce/Recap on skill
- Model short example
- Discuss vocabulary



We have lots of different types of trees in the UK. These trees can be sorted into two main groups – **deciduous** and **evergreen**.

Deciduous sounds like a complicated word, but it just means trees that shed their leaves in the autumn and grow new leaves in the spring. We often see beautifully coloured leaves before they shed them.

Evergreen is a name for trees that keep their leaves all year long. These trees, such as conifers or pine, are often used for hedges or to mark boundaries.

Skim over the text, reading a few sentences in each paragraph.

The key words which appear in each paragraph are '**trees**' and '**deciduous and evergreen**'.

So, the main theme of this text is the **deciduous and evergreen trees**.

2

EXPLORE

- Introduce/Recap on skill
- Model short example
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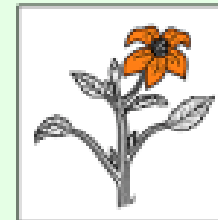


I do : skim over each text. Identify any key words. What is the main theme of each text?

Plants are made up of different parts, each of which performs a different and important function. Different plants form each of these parts in different ways and this is why they can look very different. For example, some plants have flowers. These are key to the process of reproduction and produce seeds from which new plants grow.

The key words which I have noticed are 'plants' and 'parts'.

The main theme of this text is **the parts of a plant.**



2

EXPLORE

- Introduce/Recap on skill
- Model short example
- Discuss vocabulary



You do: skim over each text. Identify any key words. What is the main theme of each text?

We have become accustomed to seeing beautiful butterflies during the spring and summer months in the UK. The swallowtail is thought to be the largest and most exotic butterfly to reside in Britain. It is called a Swallowtail because of the shape of its hind-wings. Sadly, this beautiful butterfly is extremely rare in Britain and we must therefore do all that we can to preserve it.

2

EXPLORE

- Introduce/Recap on skill
- Model short example
- Discuss vocabulary



How did you do?

We have become accustomed to seeing beautiful butterflies during the spring and summer months in the UK. The swallowtail is thought to be the largest and most exotic butterfly to reside in Britain. It is called a Swallowtail because of the shape of its hind-wings. Sadly, this beautiful butterfly is extremely rare in Britain and we must therefore do all that we can to preserve it.

The key words which I have noticed are 'butterflies' and 'Swallowtail'.

The main theme of this text is **Swallowtail butterflies.**



3

EXPLAIN

- Read text and explain the teachers thinking process
- Annotate where necessary and discuss key vocabulary
- Analyse text structure



Write a paragraph showing the main points of the text

Winter Wonderland



Crisp underfoot, my feet sink down deep,
As the white, fluffy snow caves in.
A crunch and a slip as I steady my grip,
Let the wintry fun begin!

Icicles hang from the buildings above,
Shining and gleaming like glass.
Watery chimes that are frozen in time,
Reflecting the sun as I pass.

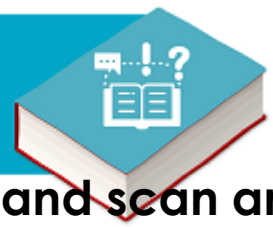
Bushes and plants with a powdery coat,
Shed puffs as a robin flies by.
A flurry of snow hits the garden below,
As the robin looks on from up high.



4

ELABORATE

- Model how to apply skill to text (1-2 questions)
- Independent learning and application of skills



Copy the questions in your books, underline the key words, skim and scan and find the answer.

Q1. What kind of **bird** appears in the **third verse**? **Copy one.**

a sparrow

a crow

an owl

A robin

Q2. In **verse three**, what is the '**powdery coat**' that the bushes and plants are wearing? **Copy one**

The bushes are covered in flour.

Someone has put winter coats on the bushes.

There is snow on the bushes.

The bushes are covered in cotton wool.

Q3. Fill in the missing word.

As snowballs _____ between friends.

4

ELABORATE

- Model how to apply skill to text (1-2 questions)
- Independent learning and application of skills



Copy the questions in your books, underline the key words, skim and scan and find the answer.

Q4.

Draw **three** lines to match each scene to the verse where it appears.

The snowflakes dance
together.

A bird watches the scene
below.

The poet slips.

Verse one

Verse three

Verse four

Q5, In verse six, what are the children doing while laughing and having fun? Copy two.

building a snowman

sledging

having a snowball fight

making snow angels

Q6. Who is Jack Frost in the poem? Copy one.

one of the children playing

the poet

a bird

the spirit of winter

- Summarise learning
- Combine new ideas
- Connect themes and vocabulary



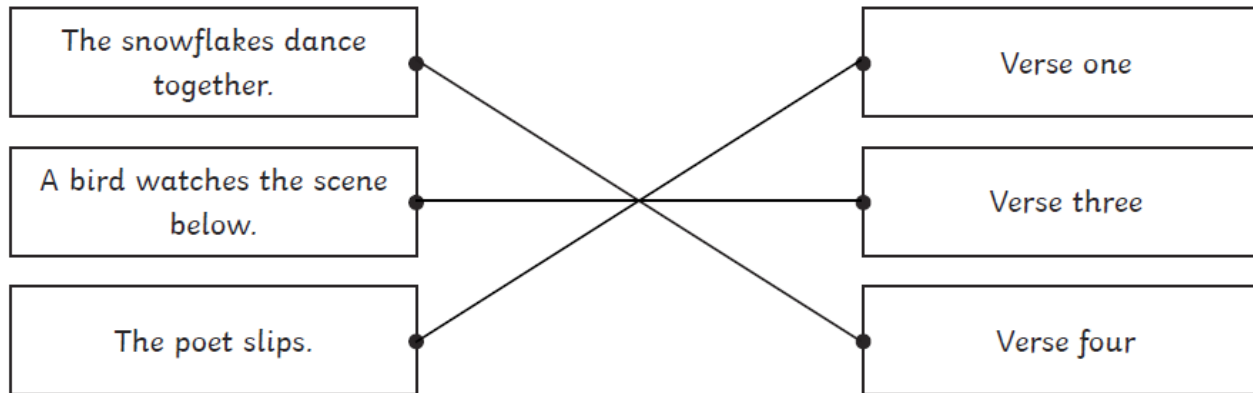
Answers

Q1. A robin

Q2. There is snow on the bushes

Q3. Exchange

Q4.



Q5. Building a snowman and having a snowball fight

Q6. The spirit of winter

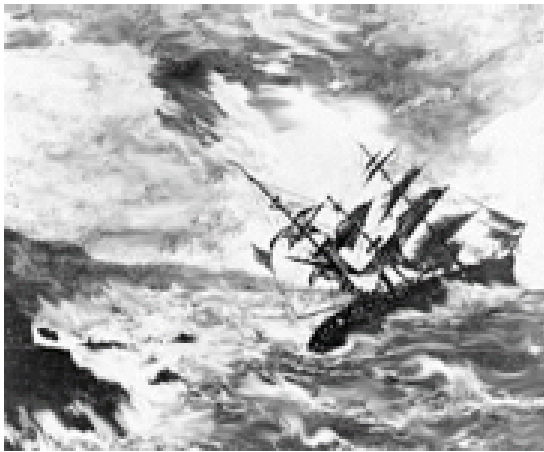
5 EVALUATE

- Summarise learning
- Combine new ideas
- Connect themes and vocabulary



How can we use the skills we learned today to help us answer the questions below?

THE FIRST WEATHER FORECAST



In 1859, Robert FitzRoy, an English officer in the Royal Navy, was disturbed by the loss of a ship called the *Royal Charter* in a terrible storm. As a result, he developed weather charts to help ship captains at sea. He was the first to call this **weather forecasting**. This was quite different from using old rhymes to make a **prophecy** about the weather.

1. What was the name of the ship that was lost in the storm in 1859?

2. How was **weather forecasting** different from **prophecy**?
