

Area of English: Reading

Skill: Meaning of words in context

YOU WILL NEED...

Resources:

There are downloadable resources available to accompany this lesson.

Equipment:

Sentence strips, white boards, pens, image of a cat chopped up into pieces like a puzzle (x8 pieces), answer sheet (for teacher).



Instructions:

1. Prior to the activity, cut up the strips (or you can reuse the sentence strips from the 'Smiles and Frowns' activity if these are available).
2. On one side of the hall place the sentence strips. At the far side, in a hoop, place eight pieces of a puzzle chopped up to make a cat.
3. Work in a large space. Split the children into groups. The sentence strips are ordered 1-8 and each group need all 8 sentences. If you have a small group, they could work independently, but will need a set of sentences and puzzle pieces each.
4. Ask each of the following questions in order (each one relates to the numbered sentences):
 - Find and copy the word that means 'fell or went quickly'
 - Find and copy the word that tells us Raffy was not smooth
 - Find and copy the word that shows us Raffy was made specially
 - Find and copy the word that shows us they went quickly to the bus stop
 - Find and copy the word that tell us how Jazz spoke to her dad
 - Find and copy the word that means the same as almost
 - Find and copy the word/s that describe the surface of the road
 - Find and copy the word/s that tells us Jazz is tired
5. Pupils must find the word, copy the word and then hold up their whiteboard to show that they have found the word.
6. When the teacher has given the thumbs up, pupils then take turns to run to their groups' hoop and



collect a piece of the puzzle to make a cat.

7. Pupils return to group with a piece of puzzle. There are 8 sentences and 8 pieces of the puzzle for pupils to make an image of a cat.

Teacher Tip:

This lesson uses the same sentence strips as the 'Smiles and Frowns' activity.

To support with reading, place pupils into mixed ability groups.

