

<b>Lesson Topic</b> : Understanding Vocabulary - Bringing Back the Birdsong	
<b>Year Group</b> : Year 5	
<b>Learning Outcome</b>	To work out the meaning of unknown words by using clues in the text.
<p><b>Links with the <a href="#">New Zealand Curriculum</a></b></p> 	<p><b>Processes and strategies:</b></p> <ul style="list-style-type: none"> <li>• Uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions.</li> <li>• Selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence.</li> </ul> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>• Uses their personal experience and world and literacy knowledge to make meaning from texts.</li> </ul> <p><b>Language Features:</b></p> <ul style="list-style-type: none"> <li>• Uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning.</li> <li>• Shows an increasing knowledge of the conventions of text.</li> </ul>
<p><b><a href="#">Key Competencies</a></b></p> 	<ul style="list-style-type: none"> <li>- <b>Thinking:</b> Students will need to think about what they already know about pests and predators in order to understand the text in greater detail. They will also need to think about what is written in the sentence to help with understanding the new vocabulary that they are coming across.</li> <li>- <b>Relating to others:</b> Students will need to be able to relate to others by thinking about what it would have been like before New Zealand was a populated county. Students will also need to relate to others when thinking about whether or not New Zealand will be pest and predator free by 2050.</li> <li>- <b>Participating and contributing:</b> Students will need to participate in a guided reading session with the class they will all need to contribute through reading aloud certain parts along with reading some of this independently. They will also need to work on reading new words they come across in a sentence to make meaning as well as answering questions related to the text. Students will also need to participate with each other and contribute ideas as they complete the follow up activity.</li> <li>- <b>Managing self:</b> Students need to be able to manage themselves in a group setting with others by making sure they are reading along with the text as they may be called upon at any time to read. They will also need to reread the text as a group in order to complete the follow up task. They will also need to complete the follow up task by the end of the week or before we read the next text. The follow up task also requires students to find words they are unsure of the meaning of and note these down as they are reading. They will also need to write down what they think the words mean using the clues from the text and checking these with the dictionary definition.</li> </ul>
<b>Prior knowledge</b>	Students will need to use what they already know about pests and predators in order to understand the text more critically. I will also discuss some of the key words we will come across before we read so that they are able to use this knowledge to help when reading these words into the sentence. Students will also need to use their knowledge of using clues from the text to understand new vocabulary that they come across.



### Activating Prior Knowledge

- Discuss the learning intention and key vocabulary from the text.
- Look at some of the keywords that we will come across before we read and talk about how to use clues to make meaning.
- What are pests and predators?
- Looking at pages 16 and 17 what do we think this text is going to be about?

### Lesson Sequence



### Session Outline

#### Introducing the text

Before we begin reading we will discuss what the students already know about pests and predators. We will also talk about how to find the meaning of new words by using clues from the text. I will explain to the students how to do this and clarify any questions that they might have. We will also look at the glossary before we begin reading so that the students are familiar with why the words are bolded and what each of these key words mean.

Key questions before we begin reading:

- Discuss the learning intention and key vocabulary from the text.
- Look at some of the keywords that we will come across before we read and talk about how to use clues to make meaning.
- What are pests and predators?
- Looking at pages 16 and 17 what do we think this text is going to be about

I will then have students use the contents page to find the story that we are reading so they are familiar with this and know how to use it.

#### Guided Reading

Students will be given the opportunity to read parts of the story aloud so that I am able to hear each of the students read for the week. I will do this by telling the students that they could be reading at any time so will need to make sure they are reading along with the text. There will also be parts where I ask the students to read parts of the text independently. I will ask the students questions throughout the story which have been outlined in detail in my [teacher notes](#). We will stop at parts of the article as we read that give vital clues to help understand the new words that we are coming across as we read.

After reading this as a group we will go over the task as a group. Students will need to go away and reread the text independently. Students will then need to complete the follow up task which involves them finding the meaning of new words they have come across as they read. I have also added an alphabetical part to the task where students will need to find words related to the story and then write these in alphabetical order. Finally the students will need to read through the whole text to find topic specific words for each letter of the alphabet. This allows a closer reading of the text and makes the students engage with the text in greater detail.

	<b>Student Activity</b>	<b>Teacher Activity</b>
	<p><b>Learn:</b></p> <ol style="list-style-type: none"> <li>1. Guided reading session focusing on finding clues within a sentence to help with the understanding of new vocabulary.</li> <li>2. Reading parts of the story aloud as well as reading independently.</li> <li>3. Looking at topical and unfamiliar vocabulary and making meaning of these words in the context of the story.</li> <li>4. Answer questions related to the text that they are reading.</li> </ol> <p><b>Create:</b></p> <ol style="list-style-type: none"> <li>1. Reread the text independently to make sure they understand what they have read.</li> <li>2. Complete the follow up task which looks at vocabulary in the text requiring dictionary definitions as well as own definitions.</li> </ol> <p><b>Share:</b></p> <ol style="list-style-type: none"> <li>1. Go through the task with the group and answer the questions together. Having discussions as they go.</li> <li>2. Share the completed task on their blog.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the story “Bring Back the Bird Song” and link to prior knowledge about pests and predators and Rotoroa Island.</li> <li>2. Have students read parts of the text aloud and independently as a group.</li> <li>3. Ask key questions related to the text as well as rereading parts of the text to find clues to help find the meaning of new and unfamiliar words.</li> <li>4. Continue steps 3 and 4 until we reach the end of the story.</li> <li>5. Introduce the vocabulary task and talk about expectations for the task.</li> <li>6. Oversee and facilitate when needed discussions with the small group when they are working on the task in their reading group.</li> </ol>
<b>Resources</b>	A copy of School Journal, Connected Level 2, 2017, Taking Action for each student <a href="#">Unknown Words Task Article</a> <a href="#">Four Facts Research Task</a>	
<b>Reflection and Analysis</b>		
	<p>I think that this lesson went pretty well considering we were getting close to the end of the term. There were lots of distractions in and around the classroom and I think this group worked really well. I had lots of students in and out for various reasons so I merged two groups at a similar level together for this lesson which I found worked really well as it allowed all of the students the chance to be able to share, especially those who don't usually have the chance. By linking this back to the Rotoroa Island trip the students were able to understand pests and predators in a lot more detail. I also noticed that when giving answers the students were able to use the words they came across in</p>	

the text to answer questions. There was a lot of teacher direction with this text and the learning intention as I wanted the students to be able to understand what they were learning about and how we can use the clues to help us understand new vocabulary in more detail. Overall I think it was a successful reading lesson.

I really liked linking the text and the activities for this week back to Rotoroa Island as this is an experience that has really stood out to this group of students. They really enjoyed this trip and learnt a lot from the experience so I really wanted to make sure that I capitalized on this and used this to teach new learning intentions to the students.

From watching the video back I can see that the students did understand what they needed to do and were willing to try and understand new words using the clues. I did oversee the students completing the follow up task and there were lots of really great discussions about how to find the meaning of new words and they were even using this vocabulary as they discussed the text as a group.

I did find this lesson quite challenging as the brain fog from covid did make it harder for me to focus on one aspect and I did lose my train of thought a few times which can be seen in the edits that I made. I was really thankful to have planned this lesson before having covid as it was a great guide to refer back to as we read. One big take away I made personally was having a great reading plan already set up definitely helps.

Overall I really enjoyed this lesson even with all the distractions going on in and around the classroom and I can see that the students really understood to learning intention and made progress with unfamiliar vocabulary and how to use clues from the text.