


Teacher notes

Year 4: Term 2 – Co-operation

Working Together by Dan Smith

The activities below suggest a possible teaching sequence to develop comprehension skills using the non-fiction text 'Working Together' by Dan Smith. The types of reading (e.g. model reading, choral read or jump in read) can be interchanged depending on the needs of the pupils.

This symbol  indicates that there is an opportunity for drama, discussion or visualisation to develop pupils' understanding where needed. These can be used according to the needs of the class or group and other opportunities may arise prompted by the pupils and their responses.

This pack includes

- 'Working Together' by Dan Smith (available as a PDF and PowerPoint)
- Teacher's annotated text with notes for close reading
- Vocabulary Focus PowerPoints for parts 1, 2 and 3
- Big Questions PowerPoints and worksheets for parts 1, 2 and 3
- Non-fiction image cards

Part 1 worksheets:

- Sketching the text worksheet

Part 2 worksheets:

- Animal information grid

Revising the whole text worksheets:

- Difficult Easy questions
- Personal response

Prior knowledge

- Food chains and the fact that many animals have to find ways to protect themselves against predators.
- Where Africa is and what a savannah looks like.
- What sea otters are and where they live; how sea otters differ from the otters found in the UK.
- That insects are metamorphic and their young do not look like the adults.
- What a habitat is and how important they are in influencing animal behaviour.
- How big 1,000,000 is.
- A sheet of **images** of some of the animals mentioned is included to help pupils visualise the text.

Exploring the text Part 1 - suggested activities

Layered Read

Discuss the children's favourite animals and why they like them. Ask them if any of the animals they like face dangers in the wild. Allow children to talk about what they already know about predators and food cycles.

Model read part 1.

Ask the children if there is any information in the passage that they already knew.

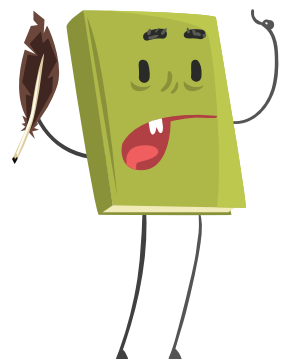
Q What has surprised them? What would they like to find out more about?

Pair read the text (alternating after each sentence or each paragraph).

Paired discussion to list further details noticed in this last read through. Ask the children to write down three facts from the text but they are most interested in. Ask the children which of the three animals interests them the most and why.

Close Read

Reread the text and discuss the points listed in the close read annotated text to develop pupils' understanding of the text. Not all points need to be discussed; choose ones that are appropriate for your pupils.





Vocabulary Focus

predator

Explore the word **predator** using the PowerPoint for Explicit Vocabulary Focus. **PPT slide 2** displays the word in the context of the text. **PPT slide 3** displays its meaning. Explore other words related to the word predator: prey, carnivore, herbivore. Explain to the children that not all animals catch and eat other animals to stay alive. Those that do are called predators; the animals that are caught and eaten are called the predator's prey. Explain the terms carnivore and herbivore and refer back to previous discussions on food chains.

PPT slide 4 names a range of animals. Ask the children to decide if the animals are predators, prey or both. They should discuss their choices sharing what they know about the 'eating habits' of all the different animals. If the class is unsure of any of the answers, they should use the internet or a reference book to find out information.

In the final task, pupils are asked to compose their own sentences using the words **predator** and **prey**.

Big Questions

After reading and once pupils have a good understanding of the text, use the **Big Questions worksheets and PPT** to explore the text further.

The activities below can be used at appropriate points when reading the text to develop pupils' understanding further and prompt discussion.

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Developing visualisation

In pairs ask the children to sketch one of the animals from part 1 and then label it with words and phrases from the text.

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Developing understanding

Using a range of non-fiction texts and websites allow children to find out more about the animals they have read about so far.

EXPLORING the text Part 2 - suggested activities

Recap and recall the previous section of the text.

Layered Read

Model read this second part of the text.

Have children respond (in pairs) to the following questions.

Q What is this part of the text about?

Q How is it different from part 1?

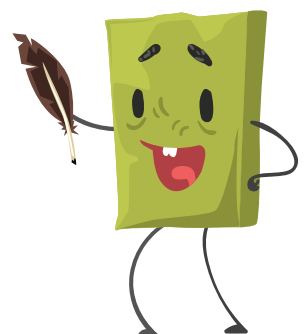
Q What facts interested you, and why?

Pair read the text

Paired discussion to generate questions they would like to ask about this section of the text.

Close Read

Reread the text and discuss the points listed in the close read annotated text to develop pupils' understanding of the text. Not all points need to be discussed; choose ones that are appropriate for your pupils.



Vocabulary Focus

nectar

Explore the word **nectar** using the PowerPoint for Explicit Vocabulary Focus. **PPT slide 2** displays the word in the context of the text. **PPT slide 3** displays its meanings. Explain that the nectar in a flower was named after the food eaten by the gods which was meant to make them immortal. Nectar in Greek literally means to overcome death. Discuss why the word nectar was chosen to describe the liquid found in flowers by discussing the link between the two definitions.

Ask the children to describe the foods that are ‘nectar’ to them. Ask the children to describe their favourite meal in detail, and compare it to the food favoured by others in the class. The question is displayed on **PPT slide 4**.

In the final task, pupils must compose their own sentences using the word **nectar**.

Big Questions

After reading and once pupils have a good understanding of the text, use the **Big Questions worksheet and PPT** to explore the text further.

The activities below can be used at appropriate points when reading the text to develop pupils’ understanding further and prompt discussion.



Developing understanding

Share the **information grid** for this text, available in the resource pack. In pairs ask the children to fill in each of the columns for the animals they have read about. They can use words and phrases from the text to complete this. The children can use the final column to add in additional information that interests them from the text, or from their own knowledge or research. Again, allow some children time to find out more about the new animals they have discovered in Part 2 .

Exploring the text Part 3 - suggested activities

Recap and recall the information from the first 2 parts of the text.

Layered Read

Dictogloss:

Model read part 3 of the text straight through without stopping, at a reasonably slow pace. While you are reading, ask the children to note down as much information as they can. They may choose to sketch, draw diagrams or number the information as they are making notes.

Model read part 3 again. Ask the children to add details they may have missed and make changes to their notes while you read. Once they have done this, ask the children to compare their notes with a partner, adding to and amending their notes in response.

Model read a third time. This time allow the children to ask questions about any vocabulary they are uncertain about. Use the text annotations to support this.

With their partner, ask the children to recreate the text using their notes. They don't have to get it correct word for word but they need to include as much information from the original text as possible. They may include diagrams and illustrations.

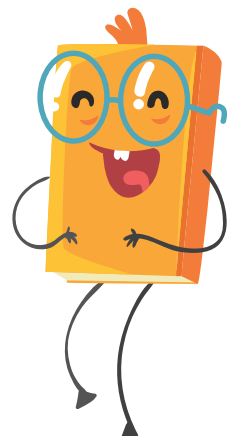
Display the final texts around the room so that the children can read and comment on each other's writing.

Pair read

Show the children part 3 of the original text and ask them to read it in pairs, comparing it to their reconstructed text.

Close Read

Reread the text and discuss the points listed in the close read annotated text to develop pupils' understanding of the text. Not all points need to be discussed; choose ones that are appropriate for your pupils.



Vocabulary Focus

colony

Explore the word **colony** using the PowerPoint for Explicit Vocabulary Focus. **PPT slide 2** shows the word in the context of the text. **PPT slide 3** displays its meaning. During this task the children will be exploring the differences between the words ‘colony’, ‘community’ and ‘population’. **PPT slide 4** displays the meaning for the words community and population.

Discuss the sentences on **PPT slide 5** and how these similar words have been chosen for a particular purpose. Refer back to the definitions on **PPT slide 4**.

Are any of the words in these sentences interchangeable? Talk to the children about the fact that synonyms have similar meanings but they are rarely interchangeable and are chosen for the specific impact their meaning has on the reader. You may wish to try this same activity with a different list of synonyms to demonstrate how they all have unique and specific meanings.

In the final task, the children are asked to create a sentence for the words **colony**, community and population.

Big Questions

After reading and once pupils have a good understanding of the text, use the **Big Questions worksheet and PPT** to explore the text further.

The activities below can be used at appropriate points when reading the text to develop pupils’ understanding further and prompt discussion.



Developing understanding

Return to the **information chart** that the children started after reading part two, and add to it with information from part three.

ReVisiting the whole text

Complete the activities below using the worksheets provided:

- **Difficult Easy questions** – in the summarising task, pupils are asked to summarise the text in just five sentences. In order to complete this task, they will need to identify the most relevant facts and pieces of information to sum up this topic.

Extend the summarising task by asking the children to write the best summary in the least amount of words. Once they've attempted to do this, ask the children to read the summaries, while the rest of the class judge whether all the information is included.

- **Personal Response**

