**Water Safety Lesson Plan 16 Float to Live – Comprehension**

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| **Y5 WATER SAFETY – Lesson 16 Float to Live – Comprehension** |  |
| **Walt: use comprehension strategies to extract information from text**  **Wilf:**   * **make connections with what you already know** * **ask questions to check understanding** * **look for clues** * **select information** * **make inferences** | **Teaching Points/ Resources**  **‘Float to Live’ Ravi’s story pp**  **Meet Ravi text and photos**  **Scarborough News article** |
| **Introduction – recap on different life saving techniques. Today’s lesson: finding out about how someone saved their own life.** |
| **Development activity - familiarisation** | |
| **Tell Ravi’s story using the pp with photos and the Meet Ravi text. Read the newspaper cutting. As a class retell Ravi’s story.** |  |
| **Main Activity** | |
| **Discuss how to find answers using a text – factual/inference/sequencing/true or false/use your own knowledge. As a class, answer the questions on the pp. Discuss and create different types of questions: factual, inference, sequencing (figuring out the order of events), true/false, cause and effect, open ended/closed. With a copy of the newspaper cutting in pairs, write some comprehension questions.** |  |
| **Observation task – What can I see?** | |
| **Have a look at another pairs’ questions using the newspaper report. Can you find the answers with your partner?** | **Ask the observer to look out for 2 things:**   1. **Compare the types of questions used** 2. **Imagine you have bought the newspaper and read the report. Do you have any further questions?**   **Share some observations.** |
| **Competition Time** | |
| **Use the questions created to test others.** |  |
| **Plenary** | |
| **Feedback on walt/wilf – thumbs for self-assessment. Next week: write a newspaper report as a journalist.** | **Recap main points of lesson** |