**Title:** Make your own dictionary

|  |
| --- |
| **SKILLS FOCUS***Understanding how a dictionary is compiled* |
| **LEARNING INTENTION**To put together some dictionary entries | **SUCCESS CRITERIA***Children will be able to:** Say what makes up a dictionary entry
* Understand the terminology used
* Demonstrate learning by creating own dictionary entries
 |
| **PREVIOUS LEARNING**Children will have an understanding of basic parts of speech (noun, verb, adjective). |
| **LESSON****Introduction** (10 mins)* Bring out a children’s dictionary and ask children to identify what it is. Without opening it, ask children what they would expect to find in it.
* Think-pair-share: 1 minute talking to shoulder partner. Take answers from around class.
* Open children’s dictionary and verify children’s answers by showing features: illustrations, definitions, alphabetical order, examples, etc.

**Development** (10-15 mins)* Revise parts of speech – what is noun/verb/adjective? Use activities to consolidate their understanding.
* Word charades: Bring individual children to front of class and show them a word (hidden to others). Ask the child to say the part of speech, then describe the word without using the word itself. Other children need to guess what the word is. Repeat with different words/parts of speech.
* Explain to children that they have been creating dictionary definitions – write one/two of the best pupil examples up on whiteboard, for example: **cow** *noun* a farm animal that eats grass and gives milk

**Follow-up** (20 mins)* Children work in mixed-ability pairs to create some dictionary entries – they can choose their own, but must include noun, adjective and verb. Encourage them to introduce other features from dictionaries (discussed earlier), for example, illustrations, plural forms, example sentences.

**Plenary** (5 mins)* Children to choose best entry and read out to class. If time, order entries alphabetically and create class dictionary.
 |
| **RESOURCES*** Children’s dictionary
* Individual whiteboard for writing word
 | * Dictionary entry templates (optional)
* Colouring pencils/pens
 |
| **CROSS-CURRICULAR LINKS*** Social studies: revise and introduce vocabulary linked to topic being studied
* Maths: create and illustrate a maths dictionary using current maths learning
 |