Summer 2 – Week 5 Day 2

Evaluating

No need to print – answer in your book or on paper.

The answers are provided so please check your learning to help you improve.

If you have any questions about your learning please email:

learning@wembleyprimary.brent.sch.uk

Remember to also do Bug Club everyday!

Author:

Zlata's Diary by Zlata Filipovic
This diary is written by Zlata in 1991, at a time when war is drawing closer to her home in Sarajevo.

Context / Knowledge

When she starts her diary, she tells of her normal, happy life with her family and friends. But soon they are fighting to survive. Zlata's personal account is a vivid portrait of an innocent child, aged 11, caught up in a terrible war.

Our reading strategy is Evaluating

What is evaluating?

*To: Comment on the **quality** of what you read*
*Say: **How** the **author/text** made **you think** or **feel***

Why do we evaluate?

- ✓ *To deepen our understanding of texts and what the author wants us to or feel.*
- ✓ *To help us to understand more*
- ✓ *Use these ideas in our writing*

What makes good evaluations?

- ✓ *Look for techniques the writer has used: layout, language, sentences structure*
- ✓ *Say why they may have done this*

Discuss and Explain
It could be but …
What evidence do you have to back up that point?

Our Learning Behaviours

Today we are focussing on…

Discuss and explain our ideas			1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that … because it says… This part suggests that …. because … My view is that … because in the book …. Two main reasons explain why I think that … Earlier we learnt that … therefore … On the one hand you could say … but on the other … is similar to ….. because ….. In my opinion …. because …. This character is ….. because ….. The main idea is that …. In summary / I conclude that … because …		
Building on other's answers	**Agreeing**	I agree with … because … Similarly … I'd like to build on / add to that point …. Adding to that point …	
	Disagreeing / challenging and offering alternative	In contrast … Alternatively …. It could be but……. I agree with some aspects of …'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we considered? Another point I wish to make is … On reflection I no longer think that …..	

Take responsibility for our own/group's learning		1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we …..e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because …. Our target next time should be to …	

Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	**Support**	Great reading, good thinking. I like the way you … when you read. You've really improved in… Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more…	

If possible, ask someone at home to be your learning partner:
Discuss and explain

Teacher's Think Aloud

Monday, June 29, 1992

I and thousands of other children in this town that is being destroyed, that is crying, weeping, seeking help, but getting none. God, will this ever stop, will I ever be a schoolgirl again, will I ever enjoy my childhood again?

Key Question:

What part has high impact?

Our Evaluating Stems:

Language:

- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation

- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

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Answer to Teacher's Think Aloud:

The part that has high impact is 'I and thousands of other children in this town that is being destroyed' because it makes me think of all the poor innocent children whose lives are being ruined from the war.

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Your Turn (with Talk Partner, if possible)

Monday, June 29, 1992

God, will this ever stop, will I ever be a schoolgirl again, will I ever enjoy my childhood again? I once heard that childhood is the most wonderful time of your life. And it is. I loved it, and now an ugly war is taking it all away from me.

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Example Answer:

The part 'I loved it, and now an ugly war is taking it all away from me' has a high impact because it makes me think about how Zlata's childhood is being ruined by the war. She will never have the opportunity to get her childhood back.

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How did we do?

I can do this!

I'm getting there.

I need help!

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