

## Summer 2 – Week 7 Day 1

### Prediction

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

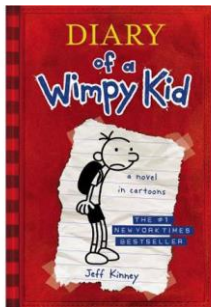
The answers are provided so please check your learning to help you improve.

If you have any questions about your learning please email:

[learning@wembleyprimary.brent.sch.uk](mailto:learning@wembleyprimary.brent.sch.uk)

Remember to also do Bug Club everyday!

## Author:



Diary of a Wimpy Kid author Jeff Kinney didn't grow up wanting to be a children's author. His dream was to become a newspaper cartoonist, but he wasn't able to get his comic strips syndicated.

Since initial publication of his book in 2007, the series has gone on to win many awards around the globe.

## Context / Knowledge

The main character, Greg, insists it is a journal he is writing and not a diary. Even though his Mum bought it for him to write down his feelings, he is doing it because he believes one day he will rich and famous. It is his first day of school and decides to write in his journal. He insists he won't be writing 'Dear Diary'.

## Our reading strategy Prediction

### What is prediction? What do we use?

Prediction is making a statement about what will happen in the future. It is based on:

- ✓ What you have read
- ✓ Clues the author gives you (inference).
- ✓ What you already know (Prior knowledge)

**It is not a guess.**

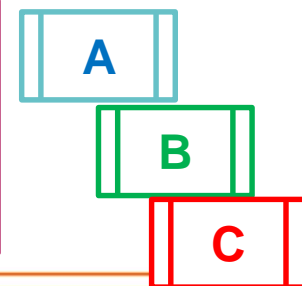
### What makes good prediction?

#### Example

- ✓ Evidence – because.
- ✓ Finding clues from what you have read or seen.
- ✓ Think about what might happen but also other features e.g. what language you might find, how it will be set out.

**Learning Behaviour - Discuss and Explain:**

- I'd like to build on that point .... / Similarly...
- In contrast / Alternatively ...



# Our Learning Behaviours



Today we are focussing on...

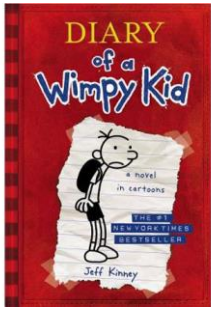
Discuss and explain our ideas		1 2 3 4
<b>Referring back to text and giving extended answers</b> (Point – Evidence – Explain)		
<b>Building on other's answers</b>	<b>Agreeing</b>	I agree with ... because ... Similarly ... I'd like to build on / add to that point ... Adding to that point ...
	<b>Disagreeing / challenging and offering alternative</b>	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?
	<b>New idea</b>	Have we considered? Another point I wish to make is ... On reflection I no longer think that ....

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	<b>Support</b>	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?
	<b>Active listening</b>	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...



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 ...	

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



## Teacher's Think Aloud

SEPTEMBER

Wednesday

This one kid named Abe Hall got the Cheese Touch in April, and nobody would even come near him for the rest of the year.

This summer Abe moved away to California and took the Cheese Touch with him.

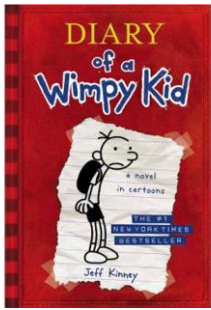
I just hope someone doesn't start the Cheese Touch up again, because I don't need that kind of stress in my life any more.

Key Question:

What do you predict will happen next? Why?

### Prediction Stems

- I wonder if
- I predict
- I think that **because**
- I bet that
- I imagine
- I think \* will happen
- I think I will learn
- I think it will be set out
- The next part will be about



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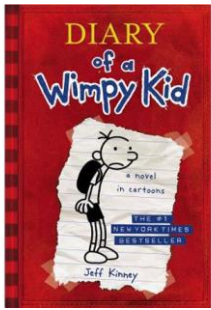
What do you predict will happen next? Why?

**Answer to Teacher's Think Aloud:**

I predict that no-one will start up the Cheese Touch again because I think the children would have got bored of that and moved on to something else.

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Your Turn  
(with Talk  
Partner, if  
possible)

Thursday

My summer did not exactly get off to a great start, thanks to my older brother Rodrick.

A couple of days into summer vacation, Rodrick woke me up in the middle of the night. He told me I slept through the whole summer, but that luckily I woke up just in time for the first day of school.

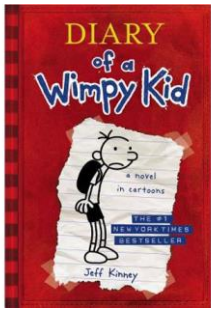
You might think I was pretty dumb for falling for that one, but Rodrick was dressed up in his school clothes and he'd set my alarm clock ahead to make it look like it was the morning. Plus, he closed my curtains so I couldn't see that it was still dark out.

Key Question:

What do you predict will happen next? Why?

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Key Question:

What do you predict will happen next? Why?

Example Answer:


I predict that Greg also got ready for school and then went downstairs for breakfast because Rodrick was dressed and the text says 'you might think I was pretty dumb for falling for that one'.



### Prediction Stems

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# Our Learning Behaviours

Today we are focussing...Discuss and explain our ideas

Discuss and explain our ideas		1 2 3 4
<b>Referring back to text and giving extended answers</b> (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 ...	
	<b>Building on other's answers</b>	
	<b>Agreeing</b> I agree with ... because ... Similarly ... I'd like to build on / add to that point .... Adding to that point ...	
	<b>Disagreeing / challenging and offering alternative</b> 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?	
	<b>New idea</b> Have we considered? Another point I wish to make is ... On reflection I no longer think that .....	

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...	

How did we do?



I can do this!



I'm getting there.



I need help!

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 ...	