

Summer 1 – Week 4 Day 1

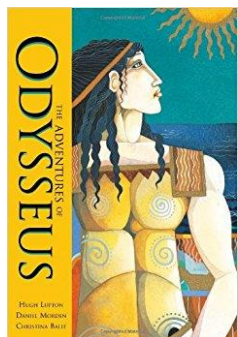
Evaluating

No need to print - answer any questions in your home learning book or on paper

Remember to also do Bug Club everyday!

If you have any questions about your learning please email:
learning@wembleyprimary.brent.sch.uk

Author:



Hugh Lupton and Daniel Morden are both leading storytellers. Together they have written many retellings of ancient Greek stories. In 2006, Daniel and Hugh received the Classical Associations' award for 'the most significant contribution to the public understanding of the classics.' The book is beautifully illustrated by Christina Balit.

Context / Knowledge

We travel back in time to Ancient Greece to experience one of the greatest epic stories of all time with 'The Adventures of Odysseus'. Once the Trojan war ended, Odysseus thought his journey home would begin. But what he assumed was the end of his adventure was truly only the beginning.



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

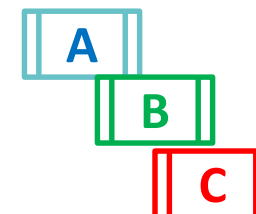
What makes good evaluations?

- ✓ 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

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...	

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 wee.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

Vocabulary

Word: tempest



Definition:
violent windy storm



Phrase:
Beached the
ship



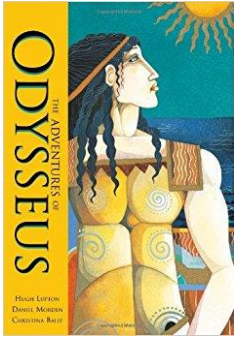
Ship hauled up on the
beach

Phrase: Storm
abated

Storm became less
intense

Other vocabulary:

Synonyms: funny / amusing
Homonyms: felt / felt
Homophones: Hear / here
Antonyms: worried / carefree



Teacher's Think Aloud

Chapter 4

Circe

As soon as we sighted land we made for it. We beached the ship and dragged it up out of the reach of even the fiercest wave. Once the ship was safe, the storm abated. It was plain that this tempest had been sent by Poseidon.

Key Question:

What works well? Why?

Our Evaluating Stems:

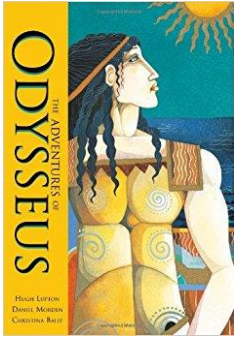


Language:

- 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



Teacher's Think Aloud

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Answer to Teacher's Think Aloud:

The phrase 'out of the reach of even the fiercest wave' works well because it tells me how strong the waves were and that they had to be extremely cautious.

Our Evaluating Stems:

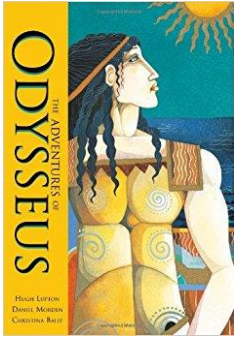


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My men sank into dark despair. They sat on the shore and wept but I was always craning my neck towards the horizon, yearning for the place where the sea met the sky. I decided I would explore this place that our bitter fate had brought us to.

Key Question:

What works well? Why?

Partner
Practice

Our Evaluating Stems:

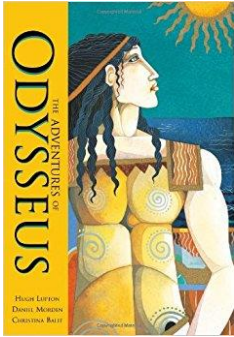


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Partner Practice

Key Question:

What works well? Why?

Example Answer: The phrase 'I was always craning my neck' works well because it tells me Odysseus is desperate to find something out to sea and he has hope as he keeps looking.

Our Evaluating Stems:



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How did we do?



I can do this!



I'm getting there.



I need help!

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