

Summer 1 – Week 4 Day 3

Evaluating

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

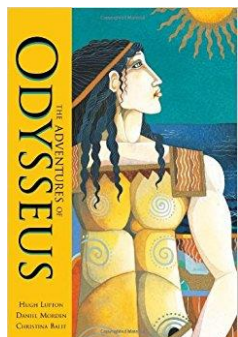
The answers are provided so please check your learning to help you improve.

If you have any questions about your learning please email:

learning@wembleyprimary.brent.sch.uk

Remember to also do Bug Club everyday!

Author:



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

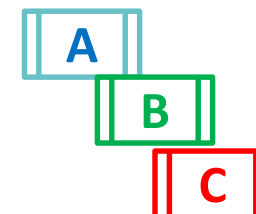
What makes good evaluations?

- ✓ 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: survey

clearing

inhabited



Definition:
look closely at or examine



open space

lived in or occupied

Other vocabulary:

Placate – make less angry

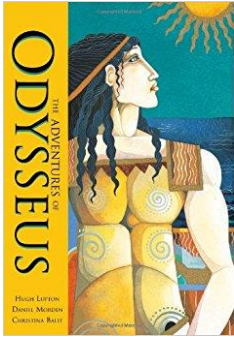
Outwit – deceive by being smarter

Synonyms: funny / amusing

Homonyms: felt / felt

Homophones: Hear / here

Antonyms: worried / carefree



Teacher's Think Aloud

Chapter 4

Circe

I ran back to the ship to tell my men what I had seen, but it was deserted. I found their footprints leading into the forest. I followed them into the clearing I had seen from the hill, but between the palace and me there was a pack of lions and wolves.

Key Question:

What has the author used that is clever?

Our Evaluating Stems:

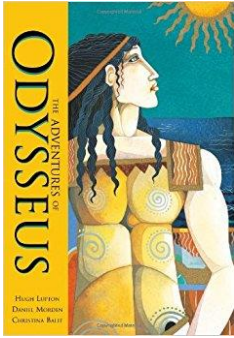


Language:

- 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: I think it is clever the way the author uses 'footprints' as it makes me think about how Odysseus is desperately looking for clues as to his men's whereabouts.

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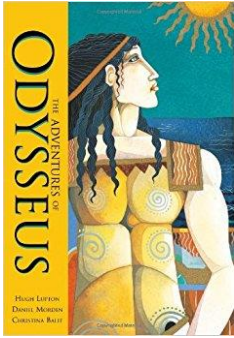


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Your Turn (with Talk Partner, if possible)

Chapter 4

Circe

I climbed a hill to survey the island. Not far from where we'd landed there was a forest. In the forest there was a clearing. I saw in the clearing a white palace of a strange design. This island was inhabited! Perhaps these people could provide us with some way to placate or outwit the Sea God.

Key Question:

Which words or phrases works well? Explain why you like them.

Our Evaluating Stems:

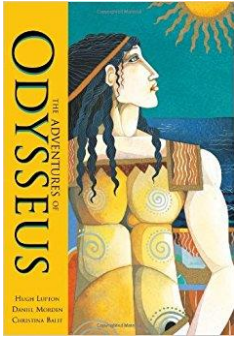


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Which words or phrases works well? Explain why you like them.

Example Answer: The phrases 'placate or outwit the Sea God' work well because they explain what Odysseus would like to do to resolve the problem with Poseidon.

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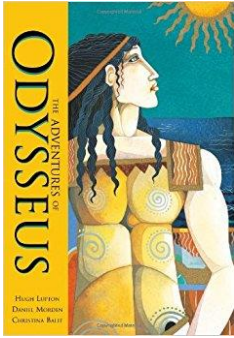


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Chapter 4

Circe

I drew my sword and crept towards the first of them. It was a lion. As I approached it, it closed its eyes, flattened its ears and purred! I could stroke the velvet fur between its eyes. It licked my hand. Next I approached a wolf. It rolled on to its back and showed me its belly to scratch. What kind of wild beasts were these?

Key Question:

What has the author used that is clever?

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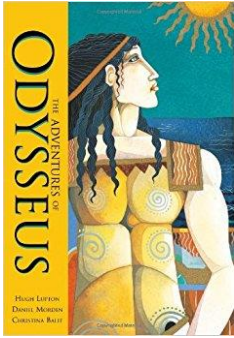


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Key Question:

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Example answer:

'It rolled on to its back and showed me its belly to scratch' is clever because this is clearly not the behaviour of a wild wolf and it hints that this place may be quite different (unusual).

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How did we do?



I can do this!



I'm getting there.



I need help!

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