Summer 2 – Week 4 Day 2

Inferring

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!

Inference

This week, we are focussing on **inference**. Inference is when you use clues from the text and prior knowledge to work out something the author doesn't tell you.

It is very important that you refer to the text and use '**because**'

Example:

The man hobbled across the dusty road.

What picture do you have in your mind? Why?

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 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:
Referring back to text and giving extended answers (P.E.E)

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.

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.

Teacher's Think aloud

Zlata's Diary

Monday, 23 September 1991

I don't know if I mentioned my workshop class (it's a new subject) which starts in fifth grade. Our teacher is Jasmina Turjlic and I LIKE HER. We learn about wood, what it is, how it's used, and it's pretty interesting. Soon we'll be moving on to practical work, which means making various things out of wood and other materials. It'll be interesting.

Key Question:

What does Zlata think of her teacher Jasmina Turjlic? How do you know?

Answer to Teacher's Think Aloud:

Zlata really likes her teacher. I know that because the text says 'I LIKE HER' and it is written in capital letters.

Our inference Stems:

- The word * tells me…
- The part * tells me…
- This makes me think that…
- I think this character…
- I think the setting is…
- I think the mood is…
- I think the writer's viewpoint is…
- I think the character's viewpoint is…

Your Turn (with Talk Partner, if possible)

Zlata's Diary

The teachers have already started testing us, there's history, geography, biology. I have to study!

Key Question:

What impression does the text give of Zlata?

Our inference Stems:

- The word * tells me…
- The part * tells me…
- This makes me think that…
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- I think the character's viewpoint is…

Your Turn (with Talk Partner, if possible)

Zlata's Diary

The teachers have already started testing us, there's history, geography, biology. I have to study!

Key Question:

What impression does the text give of Zlata?

Example Answer:

The text gives the impression that Zlata works hard to do well at school because she has tests and the text says 'I have to study!'

Our inference Stems:

- The word * tells me…
- The part * tells me…
- This makes me think that…
- I think this character…
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Our Learning Behaviours

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How did we do?

I can do this!

I'm getting there.

I need help!