

## Summer 1 – Week 5 Day 1

### Prediction

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

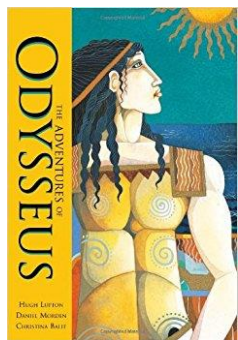
The answers are provided so please check your learning to help you improve.

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:**



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 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.**

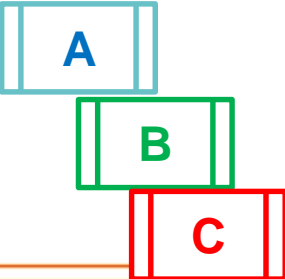
**What makes good prediction?**

**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...

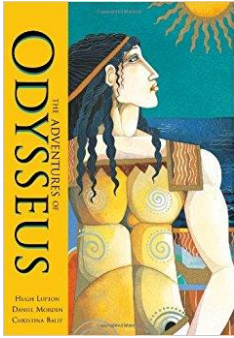
Discuss and explain our ideas		1 2 3 4
<b>Referring back to text and giving extended answers</b> (Point – Evidence – Explain)		
<b>Building on other's answers</b>	<b>Agreeing</b>	I agree with ... because ... Similarly ... I'd like to build on / add to that point ... Adding to that point ...
	<b>Disagreeing / 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

### Chapter 4

#### Circe

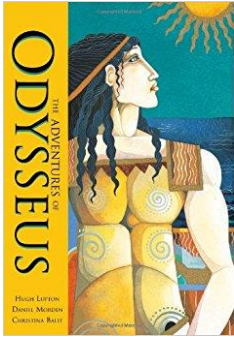
The lady clapped her hands, and the pigs flopped from their stools and followed her into the shadows.

Key Question:

What will you learn from this?

#### 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



## Teacher's Think Aloud

### Chapter 4

#### Circe

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Key Question:

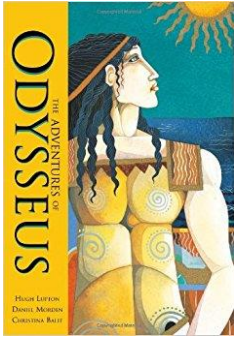
What will you learn from this?

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

I think I will learn that the other animals were actually human once too because the pigs were once human and now they obey her.

#### Prediction Stems

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- I predict
- I think that **because**
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- The next part will be about



Your Turn  
(with Talk  
Partner, if  
possible)

## Chapter 4

### Circe

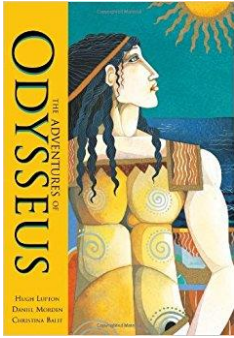
Now I understood, the lions and wolves had once been human.  
She had tested them and found them wanting.

Key Question:

What do you predict the next part to be about?

### Prediction Stems

- I wonder if
- I predict
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Your Turn  
(with Talk  
Partner, if  
possible)

## Chapter 4

### Circe

Now I understood, the lions and wolves had once been human.  
She had tested them and found them wanting.

Key Question:

What do you predict the next part to be about?

Example Answer:

I predict the next part to be about how Odysseus feels about this because I believe him understanding the lions and wolves were once human will make him feel outraged.


### Prediction Stems



- I wonder if
- I predict
- I think that **because**
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- I imagine
- I think \* will happen
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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 ...	