

## Summer 2 – Week 1 Day 3

### Clarifying

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!

# Clarifying



This week, we are focussing on **clarifying** because good readers clarify to understand what they are reading.

There are 2 steps:

- 1. Stopping when you are stuck on a word / idea / section of text.( a breakdown)*
- 2. Using tools to solve the problem.*



# What is our toolkit for the reading wall?

Look at pictures

Using dictionaries

Using our Treasure Books

Stop and re-read


Ask a friend, teacher or parent



Reading in context  
(around the word)




# 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)	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 ....	

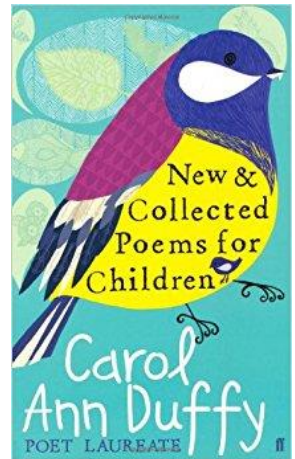
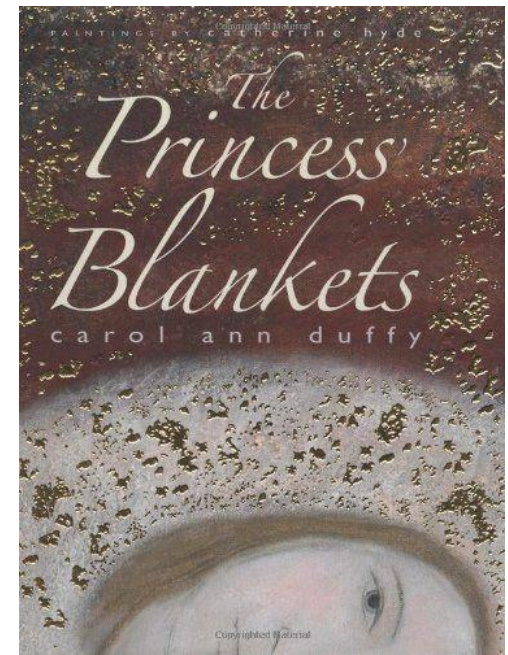
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... 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...	

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:  
Building on other's answers

## Carol Ann Duffy

One of today's most highly esteemed poets, playwrights and writers. She has won many prestigious awards and prizes. Awarded both an OBE and CBE and is a Fellow of the Royal Society of Literature. In 2009 she appointed Britain's poet laureate, the first woman to hold the position.



# Vocabulary

dusk

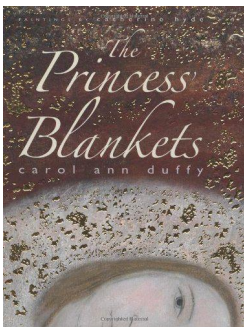


**Definition:**  
after sunset and just before night

**Other vocabulary:**

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





Teacher's  
Think  
Aloud

### The Princess' Blankets

It was nearing dusk one evening, when a stranger arrived at the palace demanding to see the King. The man was dressed in black clothes and did not bow when the King entered.

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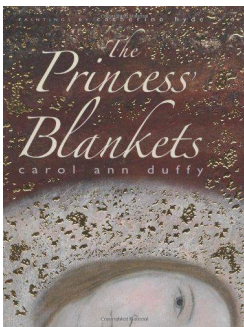
Key Question:

Which part do you need to clarify?

### Our Clarifying Stems:



- I think that means...
- I didn't get...so I ...
- I didn't understand the part where....
- This doesn't make sense.
- This is a tricky word because....



### Teacher's Think Aloud

#### The Princess' Blankets

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

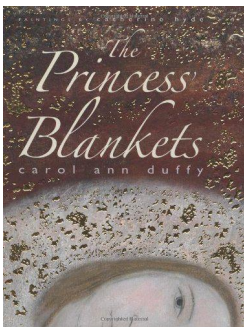
'Nearing dusk one evening' was tricky because I needed to know that dusk meant after sunset, but before night.

#### Our Clarifying Stems:



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Your Turn  
(with Talk  
Partner, if  
possible)

### The Princess' Blankets

He had hard, grey eyes like polished stones. He explained to the King that he knew magic and could stop the Princess suffering from the cold. If he was successful, as he was certain he would be, he planned to carry the Princess back to his own land to be his wife.

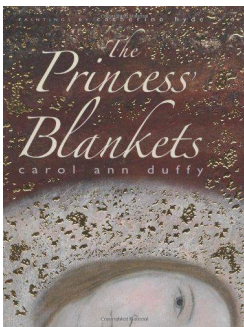
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## Your Turn (with Talk Partner, if possible)

### The Princess' Blankets

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Key Question:

Which part do you need to clarify?

**Example Answer:**

I needed to clarify 'hard, grey eyes' because it is an unusual way to describe eyes.

### Our Clarifying Stems:





- I think that means...
- I didn't get...so I ...
- I didn't understand the part where....
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- This is a tricky word because....

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How did we do?



I can do this!



I'm getting there.



I need help!

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