

Summer 2 – Week 2 Day 2

Making Connections

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!

Making Connections



This week our focus is on **making connections**.

Good readers use their background knowledge to connect with what they read. They make connections to:



- themselves
- other texts
- the world

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 | |

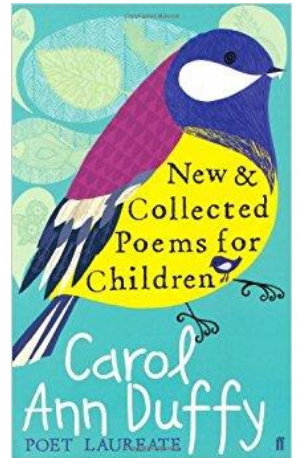
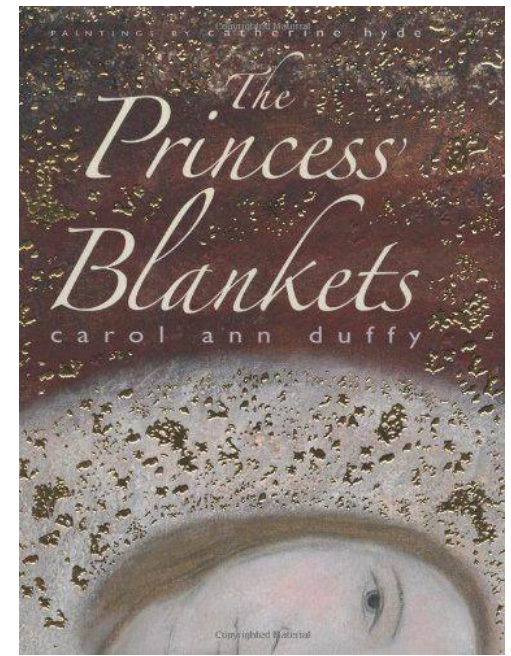
| Support and actively listen to others | | | 1 2 3 4 |
|---|------------------|--|---|
| Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said | Support | Great reading, good thinking. I like the way you ... 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:
Support and actively listen to others.

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

flung

Definition:
threw

swamped

overwhelm with an excessive amount of something

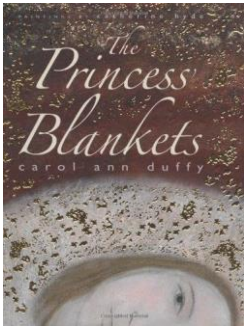
seaweed



Other vocabulary:

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





The Princess' Blankets

Teacher's
Think
Aloud

The stranger gave a small smile, and turned on his heel. He was gone for some time and, although the Princess was freezing, she was glad to think she had got rid of the proud man. But no sooner had she thought this than he appeared again in her room. He flung down a huge blanket onto her bed.

Key Question:

What does this remind you of?

Our Making Connections Stems:

Text to self:



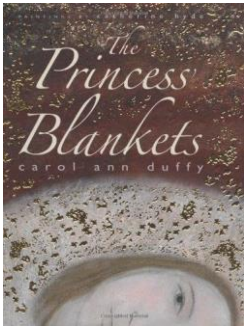
- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:

- I think this book is a * (genre) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:

- This links to
- This is because



The Princess' Blankets

The stranger gave a small smile, and turned on his heel. He was gone for some time and, although the Princess was freezing, she was glad to think she had got rid of the proud man. But no sooner had she thought this than he appeared again in her room. He flung down a huge blanket onto her bed.

Key Question:

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Answer to Teacher's Think Aloud:

This reminds me of when you feel happy to have got rid of someone you don't like, but then they reappear again.

Our Making Connections Stems:

Text to self:



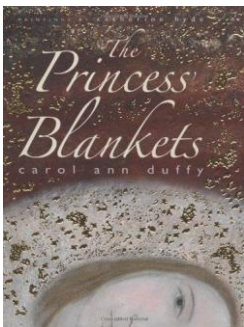
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The Princess' Blankets

Your Turn
(with Talk
Partner, if
possible)

The Princess gasped as the blanket swamped her. It was woven in blues and greens and greys, and it moved over her body in clumsy urgent waves. It smelled salty and seaweedy as she tossed her head on the pillow, and when she looked closer at the pattern on the blanket, she saw that many fish swam in it and that dolphins leaped in its borders. There were whales in the blanket and sad, sunken ships. There were octopuses and jellyfish. The blanket lapped at her, and she felt sick.

“THE OCEAN’S BLANKET,” he said.

Key Question:

What does this remind you of?

Our Making Connections Stems:

Text to self:



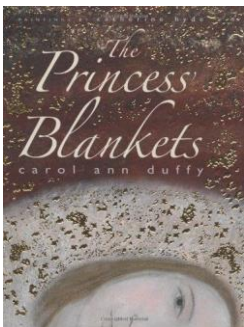
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Key Question:

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Example Answer:

This reminds me of when you have been to the seaside and you can smell salt and seaweed.

Our Making Connections Stems:

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How did we do?



I can do this!



I'm getting there.



I need help!

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