

Summer 2 – Week 2 Day 3

Making Connections

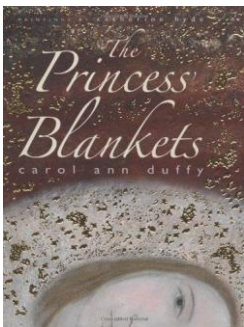
No need to print – answer in your book or on paper.

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!



The Princess' Blankets

Now use this link to enjoy the book, if you did not read it last week. Press pause when reading each page, if it goes onto the next page too fast.

When reading think about if you can make any connections.

<https://www.youtube.com/watch?v=f6vPRc8urfo>

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	

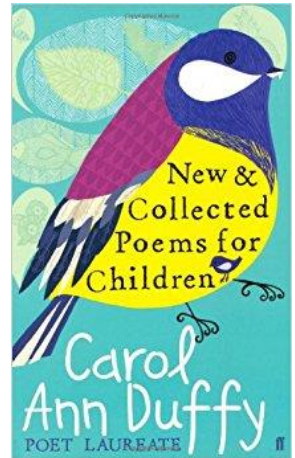
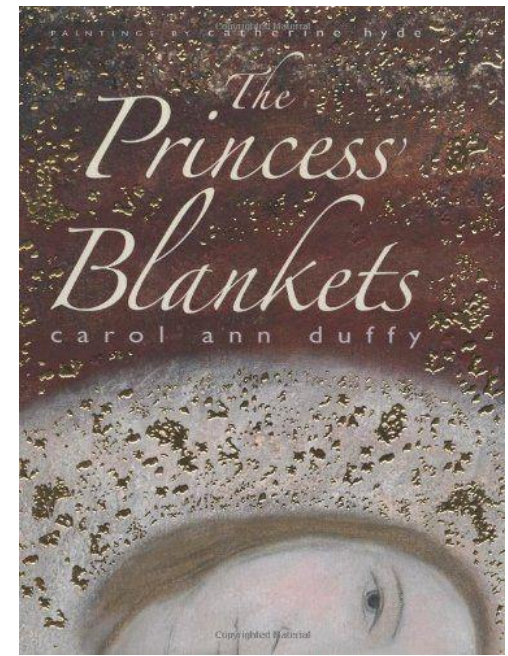
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in...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

trembled

Definition:

shake involuntarily, typically as a result of anxiety, excitement, or frailty.

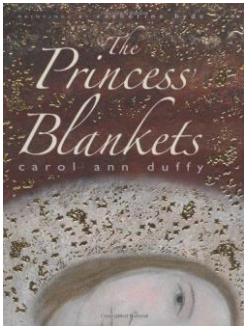


tossed

threw

Other vocabulary:

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



Teacher's
Think
Aloud

"Warmer now?" demanded the stranger.

But the Princess was even colder than before, and trembled in her bed.

I will not go with you, she thought. So she replied,

"No. I am as cold as the forest is."

Key Question:
What is this similar to?

Our Making Connections Stems:

Text to self:



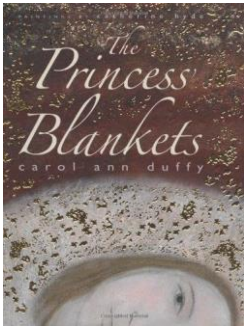
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- I've been to / seen
- I saw a programme about this
- I can identify with this character because

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



Teacher's Think Aloud

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Key Question:

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Answer to Teacher's Think Aloud:

This is similar to a story when a character does not want to go with a stranger because they do not trust them.

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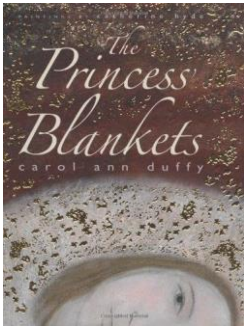
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Your Turn
(with Talk
Partner, if
possible)

The man nodded at her, and left the room. The Princess lay in her bed, hoping that she had seen the last of him, but soon enough she heard his footsteps at her door. He came into the bedchamber and tossed a huge blanket over her.

Key Question:
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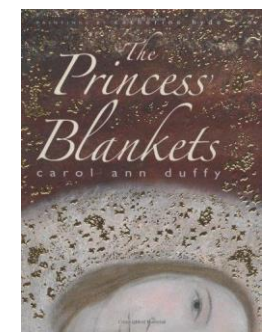
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Key Question:
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Example Answer:

This is similar to what we read yesterday. The Princess thinks the stranger has disappeared, but then he reappears and throws the blanket on her.

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How did we do?



I can do this!



I'm getting there.



I need help!

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