

## Summer 2 – Week 2 Day 4

### Making Connections

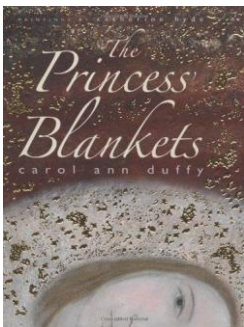
No need to print – answer in your book or on paper.

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](mailto: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
<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 .....	

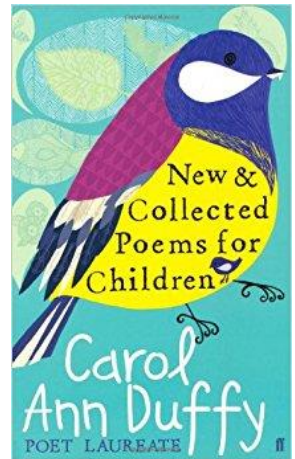
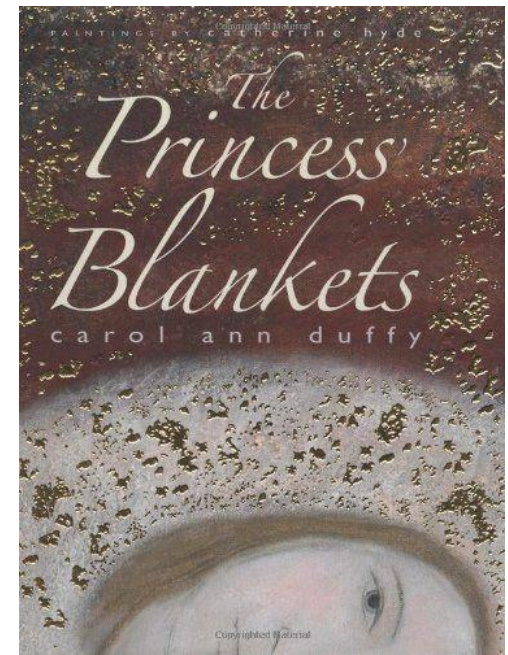
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in...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

coarse

**Definition:**  
rough or harsh in texture

woven

form (fabric or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them

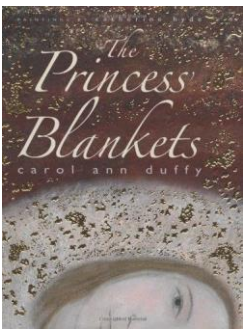
embroidered

decorated with patterns sewn on with thread

**Other vocabulary:**







## Teacher's Think Aloud

The blanket was coarse and spiky and, as the Princess tried to push it off, it scratched at her arms and hands, drawing blood. It was roughly woven in blacks and browns and dark greens. The blanket smelled mossy and damp, and the Princess saw that it was patterned with ancient trees and birds of prey, embroidered with dark undergrowth and small, wild creatures.

"THE FOREST'S BLANKET," he said.

Key Question:  
What connections can you make?

### Our Making Connections Stems:

#### Text to self:



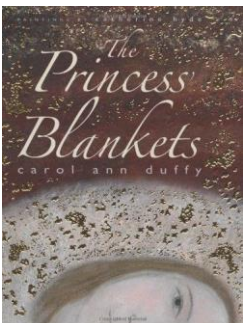
- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

#### 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



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Key Question:

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**Answer to Teacher's Think Aloud:** I can make connections to when I have smelt moss and damp in a forest.

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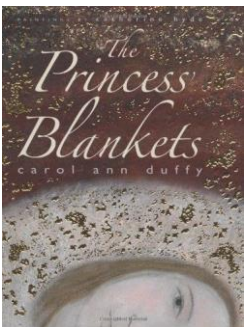
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Your Turn  
(with Talk  
Partner, if  
possible)

There was darkness in the blanket; there were frightening shadows. There were brambles and snakes.

The blanket clawed at her and she felt faint.

"Warmer now?" asked the stranger.

But she was colder than ever and her teeth were chattering.

You will not win me, thought the Princess. Then she replied,


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

Key Question:

What connections can you make?

## Our Making Connections Stems:

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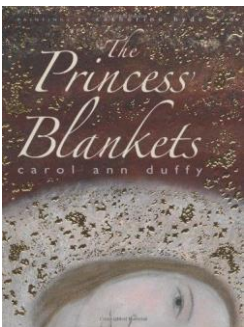
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Key Question:

What connections can you make?

Example Answer: I can identify with this character because even though she felt faint and really cold, she still did not want the stranger to defeat her.

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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 ...	

