

## UNDERSTANDING EVALUATION

*This lesson focuses on evaluating text, by first using personal experience to generate reasons why characters act, think or feel in a particular way, then referring back to the text to decide on the most sensible answer, based on evidence.*

### OBJECTIVES

To understand how to find the answer to an evaluation question and back it up with evidence in the text.

### WHAT YOU NEED

Photocopiable pages 19, 45, 46 and 47.



Find reasons for actions, thoughts or feelings using your experience and evidence in the text.

### DON'T PANIC!

- For a direct comparison between literal, inference and evaluation questions using a previous text, use the main activity from lesson 'Answering literal questions' (page 16).
- For a slightly easier text, or for more practise finding actions, thoughts and feelings, use photocopiable page 46.
- Use photocopiable page 47 to help the children identify emotions from words in the text.

### WHAT TO DO

- It would be helpful for the children to have completed the activities in the lesson 'Introducing evaluation' (page 42) before doing this lesson.
- Display an enlarged copy of photocopiable page 45 'The Scarecrow' by Walter de la Mare and read the text.
- Remind the children that evaluation is simply using your own experiences to explain characters' thoughts and feelings.
- Return to the text and ask the children to identify all of the actions, thoughts and feelings in the text. List them on the board under these three headings. For example: 'scan' (action), 'strange' (thought) and 'rapture' (feeling).
- Next, ask the children to suggest as many reasons as they can for each action, thought or feeling on the list. Start with the example, reasons to 'bow my head': to show respect, against snow or rain, to agree with someone, in sadness. The children could use their personal experiences to create a very long list!
- Refocus their attention on the text. They will soon realise that the only reason they can use to explain why this character is bowing his or her head is because of the bad weather. The children are likely to have been caught in rain, wind and snow themselves at some time and so will be able to explain in much greater detail why the character is doing this – perhaps to keep the rain and snow out of his eyes, or to huddle deeper into a hood or stay under an umbrella.
- Hand out copies of the poem to pairs of children, and ask them to work together to highlight words and phrases that describe personal feelings, thoughts and actions that they can recognise from their own experience. Encourage them to consider how it makes them feel. Can they identify with the character in this poem in any way? Have they experienced any of these feelings or done any of the things the character talks of?
- Ask them to list the actions, thoughts and feelings that they have identified in one column, and to write down reasons for each in another column, exploring each word or phrase as fully as possible. They should back up their reasons using evidence in the text, and write them out using full sentences. Remind them to draw their answers from their own experience, but to also reflect what the author might agree with.

### PLENARY

- Discuss the children's findings as a class. Ask them to share their reasons for the actions, thoughts and feelings of the characters in the text. Pay particular attention to how they used their own personal experiences to help them answer.