

The Interview That Worked

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Recover useful evidence from an interview
OBJECTIVE	Record what an interviewee actually says, separate those answers from the interviewer’s judgement, and identify information that later proves useful.
STUDENT EVIDENCE	A two-column interview record plus a note identifying which answer later becomes useful evidence and why.
ESSENTIAL QUESTION	How can an interview contain useful evidence even when the interviewer thinks it failed?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text. Book-specific targets: Use Beatrice’s interview with Sophie: record Sophie’s actual answers before judging whether the interview succeeded.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Record the questions Identify the interview’s purpose without judging success yet.
7 min	Record the answers Write what the interviewee actually says.
6 min	Separate answer from judgement Mark what is in the transcript versus what the interviewer thinks about it.
8 min	Find the useful evidence Identify the answer that later matters and connect it to the later problem.
5 min	Reassess the interview Explain why “felt unsuccessful” and “contained useful evidence” can both be true.

ELA SKILL LESSON · TEACHER SUPPORT

The Interview That Worked

Access routes

SOLO	Use the book independently to complete the evidence page. Require book-based support for the reasoning.
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SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record evidence before explaining.
LISTENING	Use narration and illustrations. Ask the same book-specific questions orally and accept pointing, choosing between evidence already visible in the book, drawing, or an oral explanation. Do not require teacher-invented answer choices.
EXTEND	Apply the same reasoning move to a second moment in the book or ask students to explain why a tempting alternative is weaker.

Teacher guidance

Do not turn this into character study. The distinctive move is rereading an apparently unsuccessful interview as a source of evidence.

Book-specific answer anchors

- One important answer from Sophie is that she will not be pinned down to one favourite colour for the party theme. That feels unhelpful to Beatrice, who wants one tidy plan.
- Later, the answer matters because Beatrice's decoration problem is solved by widening the plan instead of forcing one matching colour. The mixed decorations no longer have to count as failure.
- The interview therefore succeeds even though Beatrice thinks it failed: Sophie's preference supplies information about what kind of party Sophie will actually enjoy, and the ending confirms that Sophie values the celebration rather than Beatrice's standard of perfection.

Assessment

- Answers are separated from the interviewer's reaction.
- At least one answer is connected to a later use.
- The student can explain why usefulness may only become visible after rereading.

Short route · 15 minutes

3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

Saying the interview worked only because the plot later resolves, without naming the particular answer that becomes useful.

Source note

Extracted and audited as a standalone from the ELA unit Using the Evidence. No regional standards are attached to this standalone skill lesson.

STUDENT EVIDENCE · GRADES 2-3

Beatrice More and the Perfect Party

The Interview That Worked

Name _____ Date _____ A two-column interview record plus a note identifying which answer later becomes useful evidence and why.

QUESTION / PURPOSE

ANSWER 1

ANSWER 2

USEFUL EVIDENCE

WHY IT MATTERS LATER

EXIT CHECK

How can an interview contain useful evidence even when the interviewer thinks it failed?

TEACHER KEY · GRADES 2-3

Beatrice More and the Perfect Party

The Interview That Worked

Book-specific answer anchors

- One important answer from Sophie is that she will not be pinned down to one favourite colour for the party theme. That feels unhelpful to Beatrice, who wants one tidy plan.
- Later, the answer matters because Beatrice's decoration problem is solved by widening the plan instead of forcing one matching colour. The mixed decorations no longer have to count as failure.
- The interview therefore succeeds even though Beatrice thinks it failed: Sophie's preference supplies information about what kind of party Sophie will actually enjoy, and the ending confirms that Sophie values the celebration rather than Beatrice's standard of perfection.

Expected student evidence

- Answers are separated from the interviewer's reaction.
- At least one answer is connected to a later use.
- The student can explain why usefulness may only become visible after rereading.

Watch for

Saying the interview worked only because the plot later resolves, without naming the particular answer that becomes useful.

Independent success

The student completes the required evidence product, uses the named book-specific evidence above, and can explain the reasoning move without relying only on recall or a teacher-supplied answer.

Unit source

Using the Evidence · Beatrice More and the Perfect Party by Alison Hughes