

Y3: A Teaching Sequence for Marcy and the Riddle of the Sphinx by Joe Todd-Stanton

Purpose: to entertain my reader **Audience:** another Y3/4 class

Form: Narrative - mythical adventure

Class Reader: Secrets of a Sun King - Emma Carroll. See book family.

Reading:

- check that the text makes sense to them, discussing their understanding and explaining the meaning
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify themes in a wide range of books
- recognise some different forms of poetry

Writing composition

- plan their writing by discussing writing similar to that which they are planning to write
- rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures

- in narratives, create settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assess the effectiveness of their own and others' writing and suggest improvements; propose changes to grammar and vocabulary...

Specific Grammar objectives:

- express time, place using conjunctions, adverbs or prepositions
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- expand noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] (Y2)
- use and punctuate direct speech

Spelling objectives:

- revisit Y2 punctuation of contractions and apostrophes for singular possession: wouldn't, couldn't, you're, didn't and Marcy's, father's, family's, else's, author's...
- revisit regular past tense verbs and irregular verbs past tense: met, felt, took, froze, found, tried...
- use examples from text to begin work on Y3 prefixes - dis/ in disappointed, incredible...
- The following words are in the Y3,4 word list: believed, decided, enough, through, thought, straight, appeared, guided
- The /ɪ/ sound spelt y elsewhere than at the end of words - myth, gym, Egypt, pyramid, mystery
- The ending often spelt - ture - creatures, adventure, ventured, nature

Exploratory Talk

Presentational Talk

Parallel Writing

Process Writing

Product Writing

Day	Focus	Whole Class	Independent/Guided work	Plenary
1	Predict what might happen. Provide reasoned justifications for their views.	<p>Play Egyptian music, predict setting of the book. Hide and reveal. Slowly reveal the image of the girl and ask for predictions about the content of the book. Reveal the pyramids and ask again. Reveal hieroglyphics. Reveal the word Sphinx. Discuss. Back cover - reveal castle / tomb. Take blurb and provide a cloze procedure version of this</p> <p>e.g. When Marcy's adventurer father, Arthur, disappears in ____, she reluctantly ____. She soon finds herself _____ and must _____ before she can enter and _____. Ask children for their predictions prior to working on a predicted blurb independently.</p>	Children write the blurb for the back of the book.	<p>Review a few of the children's blurbs. Reveal the actual blurb.</p> <p>Discuss.</p> <p>The title remains covered.</p>
2	Identify themes in a wide range of books. Identify main ideas and summarise these.	Drama - Statues - Fear, Bravery, Hope, Determination... Singly and in pairs or small groups. View and discuss link to the themes in this text.	Marcy's journal - Day 1 In role , children write an entry detailing who her father is and how her parents met. Ch write in-role as Marcy.	Sharing diary entries.

Read pgs 6-9. What information does the reader now have about Marcy and her ancestors? Rehearse using the SWBST grid.

S	W	B	S	T
Somebody	Wanted	But	So	Then
Main character	What did they want?	What was the main problem?	How was it resolved?	How did the story end?
Cinderella	wanted to go to the ball,	but she had no clothes fit to wear.	So her fairy godmother cast a magic spell.	Cinderella went to the ball, met her Prince and married him!

3 Draw inferences and justify with evidence. Expand noun phrases for description and specification

Read up to pg 15. Discuss the purpose of the 'first adventure'. Why was it not successful? Use Drama strategy Rumours to explain Ms fears at the cave entrance. Why does Marcy think she must help her Father?
 Read pg 16-17.
 Discuss the mythical hero and how they are always given gifts to help them in times of trouble. Why is the gift of the feather important for Marcy? Why does she smile as she puts it on? Look closely at pg 16 and identify the artefacts using noun phrases e.g. the piles of papers, the

Marcy's journal - Day 2 Add to the journal how Marcy feels after the failed adventure and after she finds the note. Explain how she feels when she finds the feather.

		small black cat, the old armchair... Discuss how detailed descriptions bring the text alive for the reader.		
4	Express time and place using conjunctions, adverbs or prepositions Spelling	Every evening, One day, As the day wore on, Finally, On the walk home, The next day, A whole week went by, Just then Classify these openers into adverbials of time or place. This could provide a link to the teaching of adverbials. Continue to collect add to the list as the text is read. Read up to pg 23 and summarise Marcy's journey and arrival in Egypt. What is happening on pg 21? Note spelling of Egypt. Link to myth.	Marcy's journal - Day 3 - My arrival in Egypt	
5	Identify main ideas and summarise these. Use and punctuate direct speech	Read pgs 22 - 24. How do the words, "far too scared to enter the dark tomb..." echo the theme of the book? Return to the sentence Marcy...begged Thoth to release her father. In pairs improvise the dialogue between Thoth and Marcy. Thoth's part is written for the children. Allow time for children to work on this and then after reviewing some ask the following question. How would this be punctuated if it were written as a piece of dialogue? This might provide the opportunity to teach / practise speech punctuation and its purpose. Children write the dialogue between the two and review.		
6/7	Retrieve and record information from non-fiction. In non-narrative material, using simple	Pgs 26-27. What verbs would you use to describe Marcy's race to the sun boat? Rehearse a few sentences orally using the first person. Consider a word cline for	Children research these Egyptian gods and goddesses and produce a fact file to help Marcy on her quest find her father. They may choose to use the TFFFC grid.	Ch assess the effectiveness of their own and others' writing and

	<p>organisational devices [for example, headings and sub-headings]</p>	<p>verbs linked to moving quickly, e.g danted, dashed, sped, hastened, galloped, sprinted, danted, raced... Read on to pg 29.</p> <p><i>Summarise orally</i> using SWBST grid as a prompt. Refer to pg 28/29. Note Egyptian gods and goddesses - Ra, Anubis, Isis, Bast. (Refer to front and back inside covers for further details of Egyptian mythology and forward to page 34 for the name of another goddess, Nut)</p>	<table border="1"> <thead> <tr> <th>T</th> <th>F</th> <th>F</th> <th>F</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>Topic</td> <td>Main Fact 1</td> <td>Main Fact 2</td> <td>Main Fact 3</td> <td>Closing sentence</td> </tr> <tr> <td>What is the topic? - introduce it</td> <td>Write a fact from your text.</td> <td>Write a fact from your text.</td> <td>Write a fact from your text.</td> <td>Write an interesting sentence to sum up the text.</td> </tr> <tr> <td><i>The life cycle of frogs</i></td> <td><i>It takes about three weeks for the eggs to hatch into tadpoles!</i></td> <td><i>The young frog will grow for about 2-4 years to become an adult.</i></td> <td><i>When there is just a little bit of its tail left, the froglet hops right out of the water and onto dry land</i></td> <td><i>Adult frogs lay their eggs, more tadpoles hatch and the cycle begins again!</i></td> </tr> </tbody> </table>	T	F	F	F	C	Topic	Main Fact 1	Main Fact 2	Main Fact 3	Closing sentence	What is the topic? - introduce it	Write a fact from your text.	Write a fact from your text.	Write a fact from your text.	Write an interesting sentence to sum up the text.	<i>The life cycle of frogs</i>	<i>It takes about three weeks for the eggs to hatch into tadpoles!</i>	<i>The young frog will grow for about 2-4 years to become an adult.</i>	<i>When there is just a little bit of its tail left, the froglet hops right out of the water and onto dry land</i>	<i>Adult frogs lay their eggs, more tadpoles hatch and the cycle begins again!</i>	<p><i>suggest improvements.</i></p>
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8	<p>Spelling - the ending often spelt - <i>ture</i> Compose / rehearse sentences orally.</p>	<p>Examine the word <i>nature</i>. Teach this spelling pattern and ask for other words in this family. In the book you will find the following words: creatures, adventure, ventured, nature Read pg 30 and stop there. Do not allow the children to read on. <i>Ask the question, "Should Marcy get Ra's eye? What reasons are there for and against this?"</i> <i>Work through this using the drama strategy Drama -Conscience Corridor.</i></p>		<p><i>Marcy's journal</i> Day 4 The journey to Ra's eye - including Marcy's thoughts about whether she should or not take Ra's eye.</p>																				
9	<p>Identify themes in a wide range of books Recognise some different forms of poetry</p>	<p>Read to pg 38. <i>How is the book's theme continued with Nut, the goddess of the night sky? How is the theme reinforced on pg 36 and in the riddle? Can children answer the riddle?</i> Explain riddle. Reveal pg 39. Read other riddles.</p>	<p>Children to write their own riddles based on themes from the book.</p>	<p><i>Read and solve some riddles.</i></p>																				

		Model the writing of a riddle; draw content from another curriculum area, e.g. science.		
10	Identify main ideas and summarise these, justifying them with evidence. Draw inferences such as inferring characters' feelings.	Read pg 40-42. Look closely at the illustration of Marcy descending deeper into the Sphinx. As she goes down it grows darker and darker. <i>How does she feel as she descends in the Sphinx's belly?</i>	Use the picture on page 42-43 to gather vocabulary.	Add vocab to writers' tool kit.
11	Write a character, setting description for an image.	Use the OSIE grid from yesterday to model writing a character and setting description. Encourage the use of show not tell taught in previous term. Shared writing.	Children to write their own character and setting description .	Continue to read to end pg 51. Return to pg 10 and compare it with pg 51. <i>What has changed?]</i>
12	Identify main ideas and summarise these.	<i>What key events will Marcy choose in her retelling of her adventure?</i> Children work in pairs to discuss and decide the 6 key events they would choose. Ch may use Freeze Frame to support the structure of the recount here. The SWBST grid may be useful here. Orally rehearse Marcy's retelling prior to the journal writing.	Marcy's journal Day 7 - Home at last Children continue writing in role retelling in brief Marcy's great adventure.	Discuss and review

13	Identify themes in a wide range of books. In narratives, create settings, characters and plot.	<p>Read pg 52/53.</p> <p>What is the theme of this book? How is that shown on pg 53? Note how the story has come full circle with Marcy returning to see 'the incredible sight' she was too scared to see at the beginning. Discuss this as a form of narrative structure. Draft and write: Children plan a further adventure for Marcy. Refer to pg 20 map for ideas.</p> <p>Use the Boxed SC resource to support children as they plan.</p>
13-17	<p>Draft, Evaluate, Revise, Edit, Publish. Share with the rest of the class or with another class. Upload onto school website or class blogs.</p> <p>Discuss with reference to purpose and audience.</p>	