

## Y3 Tutankhamun Newspaper Report

*Purpose: To inform the reader Audience: People at home who aren't in Egypt Form: Recount – Newspaper*

### Spelling Objectives:

- The /ɪ/ sound spelt y elsewhere than at the end of words - myth, gym, Egypt, pyramid, mystery
- Revisit regular past tense verbs and irregular verbs past tense: met, felt, took, froze, found, tried...
- The suffix -ous: famous, dangerous, tremendous, enormous, courageous, serious
- Apostrophe for possession - Egypt's, Carter's, Tutankhamun's, the boy's, Carnarvon's

### Specific Grammar Objectives:

- Use and punctuate direct speech
- express time, place using conjunctions, adverbs or prepositions
- using the present perfect form of verbs in contrast to the past tense

### 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...

### Reading comprehension

- check that the text makes sense to them, discussing their understanding and explaining the meaning

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- 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

### Exploratory Talk

### Presentational Talk

### Parallel Writing

### Process Writing

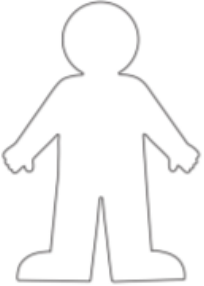
### Product Writing

Lesson	Focus and SC	Whole Class	Independent/Guided Work	Plenary
1	Focus: To make predictions.  SC: I can say what I think something is.	Play Egyptian music.  Have a couple of boxes set up with a torch inside. Have a small hole in the box to peer through.	Children to write about the box.  Inside the box, I could see _____ . (encourage them to use ExNP here)	Extended Plenary: <b>Reveal the book cover bit by bit. Show the characters. Who could they be? How do we know they weren't alive during Egyptian times?</b>

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	<p>I can explain why I think this.</p>	<p>What do the children think may be in the box? Why?</p> <p>Allow children to peer through the box. What could they see? How would they describe it? What do they think it could be? Who might it belong to?</p>	<p>I think these things belong to _____, I think this because _____.</p>	<p>How are they linked to the story?</p> <p>Show the title. What do we already know about Tut? Is it going to be fiction or non-fiction? Why?</p>																				
<p>2/3</p>	<p>Focus: To retrieve facts about Tutankhamun and create a fact file.</p> <p>I can read the information about Tutankhamun.</p> <p>I can pick out key information.</p> <p>I can create a fact file about Tutankhamun</p>	<p>Read pages 8-13 of the text.</p> <p>On page 8, how was his childhood life similar to yours? (playing games, owning balls and toys, pets, learnt how to read, write, maths, did sports).</p> <p>Do you think he had a normal childhood for that time? Why? Why not?</p> <p>Read page 9, why has the author used 'Meanwhile'? What does this suggest? What are finances? Rivals? Territory? What happened to Tutankhamun? How old was he?</p> <p><b>STOP TO DO DRAMA</b></p> <p>Read page 10. What is a guardian? Why would he need one? Read page 11. What does it mean to have a decision made on your behalf?</p> <p>Read page 12 &amp; 13. How old was he when he died? Why did he die?</p> <p>Then discuss why Tutankhamun is such an important figure in Ancient Egypt.</p>	<p>Hotseating - Have someone be Tutankhamun. What questions could we ask him as a child? How did you feel becoming King at such a young age? Were you happy being King or would you prefer to play?</p> <p>Create still frames of key moments in his life.</p> <p>TFFC grid about Tutankhamun using information from the text.</p> <table border="1" data-bbox="1256 914 1603 1182"> <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 sentences</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>The life cycle of frogs</td> <td>It takes about three weeks for the eggs to hatch into tadpoles!</td> <td>The young frog will grow for about 2-4 years to become an adult.</td> <td>When there is just a little bit of its tail left, the froglet hops right out of the water and onto dry land</td> <td>Adult frogs lay their eggs, more tadpoles hatch and the cycle begins again!</td> </tr> </tbody> </table>	T	F	F	F	C	Topic	Main Fact 1	Main Fact 2	Main Fact 3	Closing sentences	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.	The life cycle of frogs	It takes about three weeks for the eggs to hatch into tadpoles!	The young frog will grow for about 2-4 years to become an adult.	When there is just a little bit of its tail left, the froglet hops right out of the water and onto dry land	Adult frogs lay their eggs, more tadpoles hatch and the cycle begins again!	<p>Ch assess the effectiveness of their own and others' writing and suggest improvements.</p>
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<p>4</p>	<p>Focus: To make inferences about a character.</p> <p>I can read information about the character.</p> <p>I can infer information about a character from what is said.</p> <p>I can use conjunctions to explain my ideas.</p>	<p>Read pages 18-23. Pick out key words: determined, intelligence, grumpy, stubborn, talented,</p> <p>Discuss the opposite of sloppy. What do these words mean? Can you show what these words may look like through drama?</p> <p>Role on the wall: Discuss the character of Howard Carter. Collect adjectives to describe his personality- some of which can be found in the text e.g. stubborn, grumpy, determined, intelligent... Share common suffixes which can be added to the end of a root word to create an adjective: ous- adventurous, ambitious, meticulous able - knowledgeable, capable, disagreeable ent-diligent, intelligent ive- creative, competitive, un/cooperative</p> <p>Are there any words where the rule of adding a suffix doesn't apply? e.g. clever, mean.</p>	<p>Shared Writing: Model creating a character description for Howard Carter using words from the Role-on-the-Wall and using conjunctions to explain, e.g. Carter is artistic since he secured the job of a tracer, drawing details of tomb scenes, at the age of just 17. Children then go on to create their own descriptions using evidence from the text.</p> 	<p>Read to the end of the chapter (pg. 27). How might Carter have persuaded Lord Carnarvon not to cease funding the excavations? Explore conditional sentences: If... then...</p>
<p>5</p>	<p>Focus: To use the present perfect tense to create a diary entry</p> <p>I can use adverbs to describe how recently things happened</p> <p>I can use the verb 'to have' to create sentences</p> <p>I can identify irregular past participle verbs</p>	<p>Read pages 28-31. Look closely at Howard Carter's telegram to Lord Carnarvon. Explain that he is writing in the present perfect tense as opposed to the simple past tense. This tense is usually used for events that have just happened. Model examples comparing the two tenses. The adverbs just and already help to give additional information that the event is recent. I have just made a wonderful discovery. I made a wonderful discovery. I have already cleared the steps to the entrance. I cleared the steps to the entrance. Make reference to regular/irregular past participles and how verbs do not always follow the pattern of adding the suffix -ed.</p>	<p>Give children an element of choice They can write in role as Howard Carter and send a telegram to Lord Carnarvon about the discovery of the tomb. Alternatively, they can write in role as Lord Carnarvon and respond to Carter's telegram advising him that he is on his way to Egypt with his daughter.</p>	<p>Self-assessment: Using a coloured pencil, children highlight examples of the present perfect tense in their writing.</p>

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<p>5</p>	<p>Focus: To create an OSIE grid</p> <p>I can say what he saw</p> <p>I can say what he heard/smelt/felt</p> <p>I can use similes and metaphors.</p> <p>I can describe how he felt.</p>	<p>Start with an SWBST grid to summarise what has happened so far with Carter.</p> <p>Read pages 32-35. Noun search: Children use the text to list the objects that Carter discovered when he entered the tomb e.g. shrines, statues, caskets (Photographs taken by Howard Carter inside the tomb can be found online). Highlight the compound adjective used in the text 'gold-covered couches'. Model creating further examples of expanded noun phrases e.g. Goldplated, State-of-the-art, Hand-made, World-famous, Bright-coloured, One-of-a-kind. Adjectives can also be used to describe the object's impressiveness e.g. amazing, delicate, magnificent... Model using with to add detail: Hand-made vases with delicate inscriptions Magnificent chariots with gold encrusted wheels</p>	<p>Create a whole class OSIE grid to describe what he could see inside the tomb. Explain that this ideas from this can be used in the newspaper report.</p>	<p>Look at word clines:</p> <table border="1" data-bbox="1736 268 1971 544"> <tr><td>exhilarated</td></tr> <tr><td>enlivened</td></tr> <tr><td>thrilled</td></tr> <tr><td>enthusiastic</td></tr> <tr><td>excited</td></tr> </table> <p>How can we improve our vocabulary? Use of thesaurus. Explain how synonyms can vary in strength. Build on work from Marcy on word clines.</p>	exhilarated	enlivened	thrilled	enthusiastic	excited
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<p>6</p>	<p>Focus: To write a diary entry</p> <p>I write in first person.</p> <p>I write using the present perfect tense.</p> <p>I can discuss both sides of the dilemma.</p>	<p>SWBST grid - What has happened so far?</p> <p>Read page 36 to the line "another sealed door leading to a third chamber". Then take part in conscience corridor.</p> <p>Focus on the spelling of /I/ spelt y.</p>	<p>Conscience corridor - Should Carter open the seal to the door?</p> <p>Children to write a diary entry from the perspective of Carter. What has he achieved so far? What is his dilemma? What does he think he should do?</p>	<p>Children to underline examples of present perfect, first person.</p> <p>Read up to page 45 to discover what happened.</p>					
<p>7</p>	<p>Focus: I know the features of a newspaper</p> <p>SC: Children can spot examples of features in a newspaper</p>	<p>SWBST grid to summarise the story of Tutankhamun's tomb.</p> <p>Look at a newspaper report. What is a headline? What does this tell us? What do you notice about it?</p>	<p>Children to find the features in their newspaper example.</p>	<p>Why do we write newspaper reports? Who are they for? What is their purpose?</p>					

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		<p>What is a byline? Author of the article</p> <p>Opening paragraph - Who, what, when, where. Can they answer these questions?</p> <p>Facts - What is the difference between fact and opinion?</p> <p>Third person</p> <p>Past tense</p> <p>Images and caption</p>		<p>Maybe zoom discussion with Grantham Journal journalist??</p>
8	<p>Focus: To plan a newspaper report.</p> <p>To know audience, purpose, effect on the reader, success criteria and vocabulary you want to use.</p>	<p>Summarise the events that have happened so far using freeze frames.</p> <p>Create a boxed up SC with the class. Audience, purpose, features, effect on the reader, Vocabulary</p> <p>The newspaper will focus on the opening of the tomb.</p> <p>They should include fronted adverbials to indicate when, where and how the event happened. Children may want to include a description of what the tomb looked like using expanded noun phrases from the previous session.</p> <p>The newspaper could end with a quote from Howard Carter. Explore how to use direct speech. Can children remember the rules for inverted</p>	<p>Create boxed up SC together. Include details which will help children to write their newspaper report.</p>	<p>Children to recap things from boxed up SC.</p>

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		<p>commas? E.g. Howard Cater stood proudly in front of the entrance to the chamber and reported, "The day of days. The most wonderful day I have been through."</p>										
9	Focus: To draft and edit newspaper report	<p>Explain that we are going to be writing a newspaper article about the opening of the tomb of Tutankhamun. Discuss how it is important that we answer key questions.</p> <p><b>Model filling in the grid:</b></p> <table border="1"> <tr> <td>Who</td> <td>Howard Carter, Lord Carnarvon and 20 dignitaries</td> </tr> <tr> <td>What</td> <td>Formal opening of the tomb of Tutankhamun- Chambers and contents revealed.</td> </tr> <tr> <td>When</td> <td>Yesterday (November 1922)</td> </tr> <tr> <td>Where</td> <td>Valley of the Kings, Egypt</td> </tr> </table> <p>Model creating fronted adverbials using when, where, how...</p> <p><i>In the fading light of yesterday evening, Deep in the valley of the kings, With pride and excitement,</i></p>	Who	Howard Carter, Lord Carnarvon and 20 dignitaries	What	Formal opening of the tomb of Tutankhamun- Chambers and contents revealed.	When	Yesterday (November 1922)	Where	Valley of the Kings, Egypt	<p>Children to write headline, byline and opening paragraphs using WS grid.</p> <p>Encourage them to say it out loud before writing their sentence down.</p>	<p>Children to work with partner to read their opening paragraph. Have they included the 5W's?</p> <p>Have they used adverbials?</p> <p>Check spellings - Egypt, pyramid.</p>
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10	Focus: To draft and edit a newspaper report	<p>Teaching dependent on issues found in writing.</p> <p><b>Model writing the next part.</b></p>	<p>Children to continue drafting their newspaper report and edit as they go.</p>									
11/12/13/14	<p><b>Draft, Evaluate, Revise, Edit, Publish. Share with the rest of the class or with another class. Discuss with reference to purpose and audience.</b></p>											