

How to use this resource: You do not need to print this lesson out.

- Ask your child to read the words on the [Phonics](#) page. Ask them to sound them out and then practice writing the words. This part should only take about 10 minutes.
- Move to the next page and share the [Learning Objective](#) and how we will achieve this.
- Read the story of [Stone Girl, Bone Girl](#).
- Talk about the story and the pictures with your child and discuss what happens in the story.
- This story is about the life of Mary Anning so it is a [non-fiction](#) book even though it is written like a story. Explain to your child the difference between a [fiction](#) (a made-up story) and [non-fiction](#) (a book of facts).
- Record your answers and post them on Class Dojo.

# Phonics

## Phase 3 or sound

These words all have the **or** sound in them. Read them out loud.

horn

born

short

corn

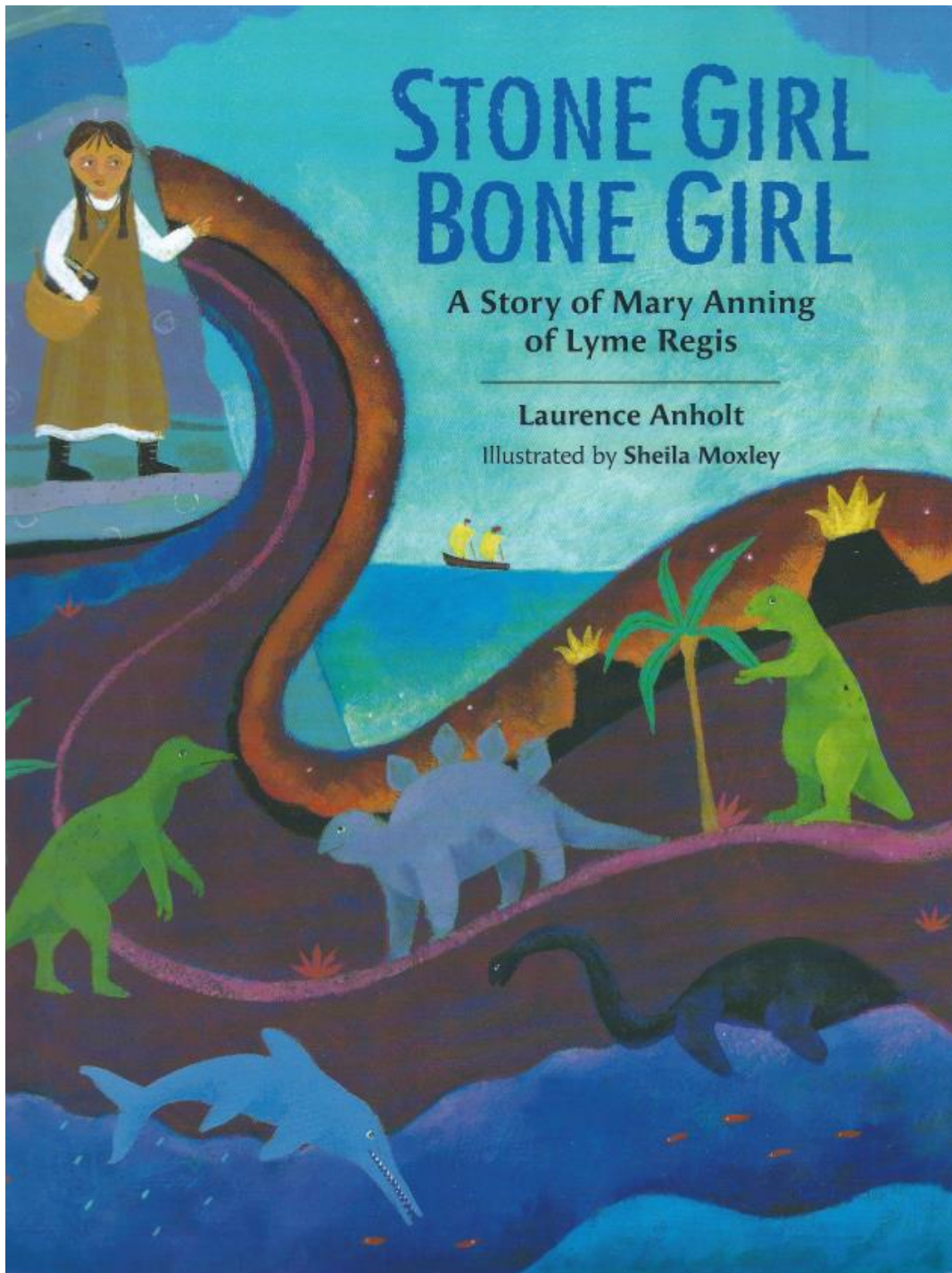
fork

storm

north

torn

Recall:



Who is the book about?

Is this book about a real person?

Is it a fiction or non-fiction book?



## PREDICTION:

What did we predict would happen next in the story?

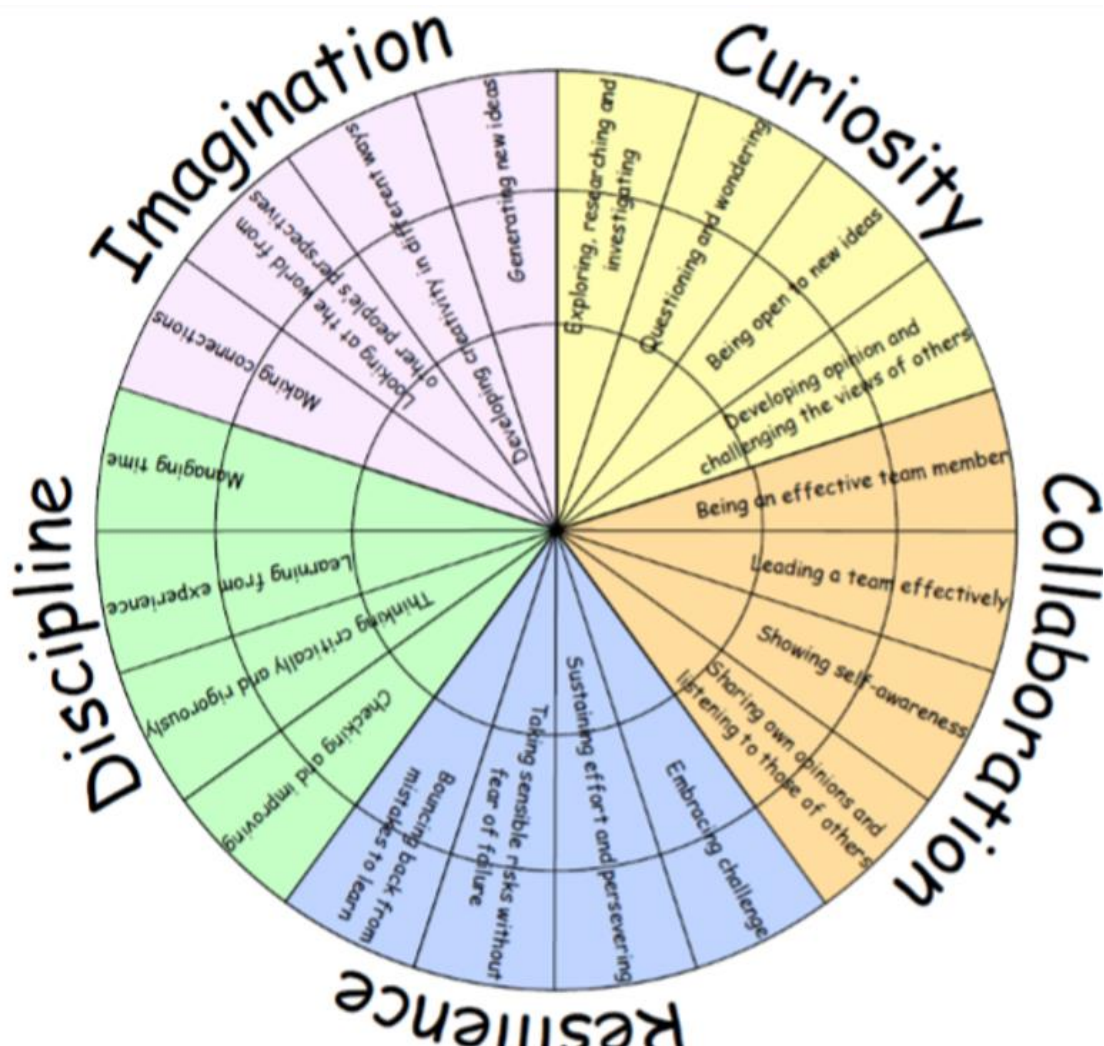
# TODAY'S LEARNING

What are we learning today?

- I can recognise the difference between fiction and non-fiction
- I can answer straight forward, text retrieval questions about a story
- I can identify the main events or key points in a text

## LEARNING HABITS:

Which learning habits do you think we will need to use today?



# Part 1

Read the first part of the story through once and then answer the questions:

From that day on, Mary spent every spare moment searching for the Curiosities. She had sharp eyes and found them everywhere, in every shape and size - tiny shiny ones, marble ones as big as millstones, others straight as stone fingers, or delicate like plants.

Pepper taught her their strange, magical names - "Thunderbolts, Fairy's Hearts, Crocodile's Teeth, Devil's Toenails". He let Mary have her own special drawer in the workshop for her collection.

But the other children laughed and teased when they saw Mary hunting near the cliffs. Someone made up a rhyme - "Stone Girl, Bone Girl. Out on your own Girl!" - until Mary ran crying to Pepper.

- What did Mary do after Pepper showed her the snakestone?
- What were the names of the curiosities that Mary found?
- Why was Mary so good at finding them?
- What did the other children think of Mary?

# Part 2



That winter was the wettest and stormiest the town had known. Great waves smashed the little houses and the cliffs became softer and more dangerous still. So Mary stayed away.

The cold, damp air made Pepper feel ill. He looked old and tired and sometimes he coughed so loudly that Mary felt afraid.

- What was special about the place that Mary lived in?
- What was the weather like that winter?
- Why did Mary stay away from the cliffs?
- How did the cold, damp air make Pepper feel?

# Part 3



One evening some rich ladies came to Pepper's workshop. Mary knew who they were - the Philpot sisters who lived together in a fine house high above the town. Scientists, people said.

The youngest of the ladies, Annie Philpot, wanted Pepper to build a glass-fronted cabinet. "To display Curiosities," she said.

Mary jumped up. She couldn't believe that someone else was interested in Curiosities.

"Excuse me," Mary said nervously, "would you like to see my collection?" And she pulled open the drawer.

"Oh!" gasped the ladies. "What wonderful fossils!"

Fossils? Mary had never heard the word. The Misses Philpot smiled. They could see that Mary didn't know much about her collection.

"I'll tell you what, Mary," said Annie Philpot, "when Pepper has finished my little cabinet, why don't you bring it to us? We could have some tea and then we will show you our collection."

- What was the name of the women who came to Pepper's workshop?
- What did the sisters want Pepper to make for them?
- What was the word that they used to call the curiosities?



# CHUNK AND QUERY 1:

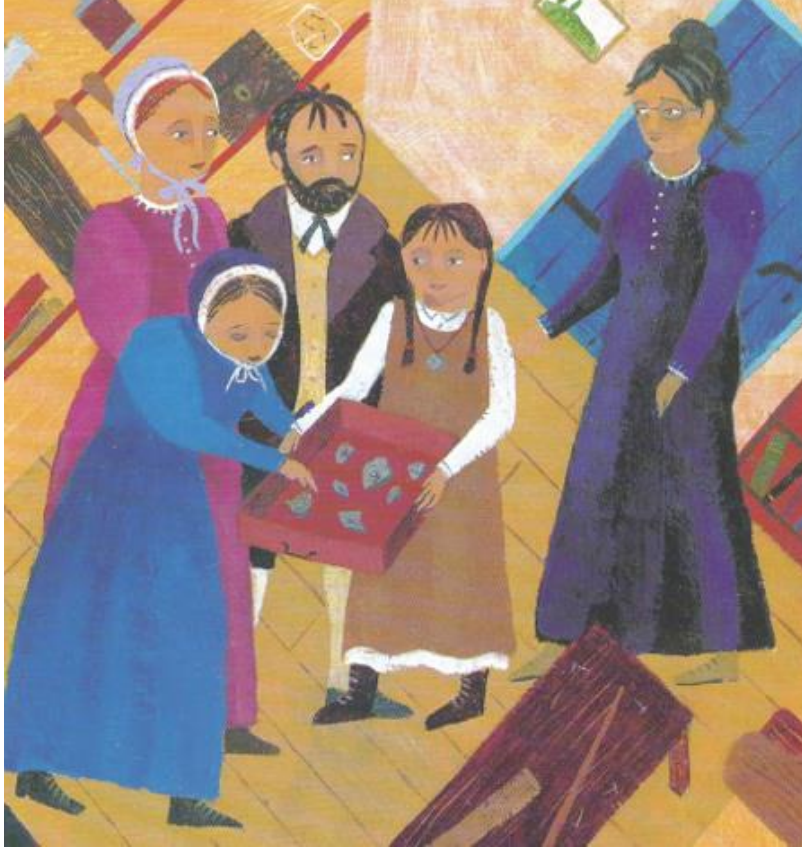
Which two characters in the story has the author chosen to tell us most about?

What does the author want us to know about Mary and Pepper?

# CHUNK AND QUERY 2:

Why does the author tell us so much about Pepper?

# PREDICTION:



What do you think will happen next?

Link your ideas to the story.