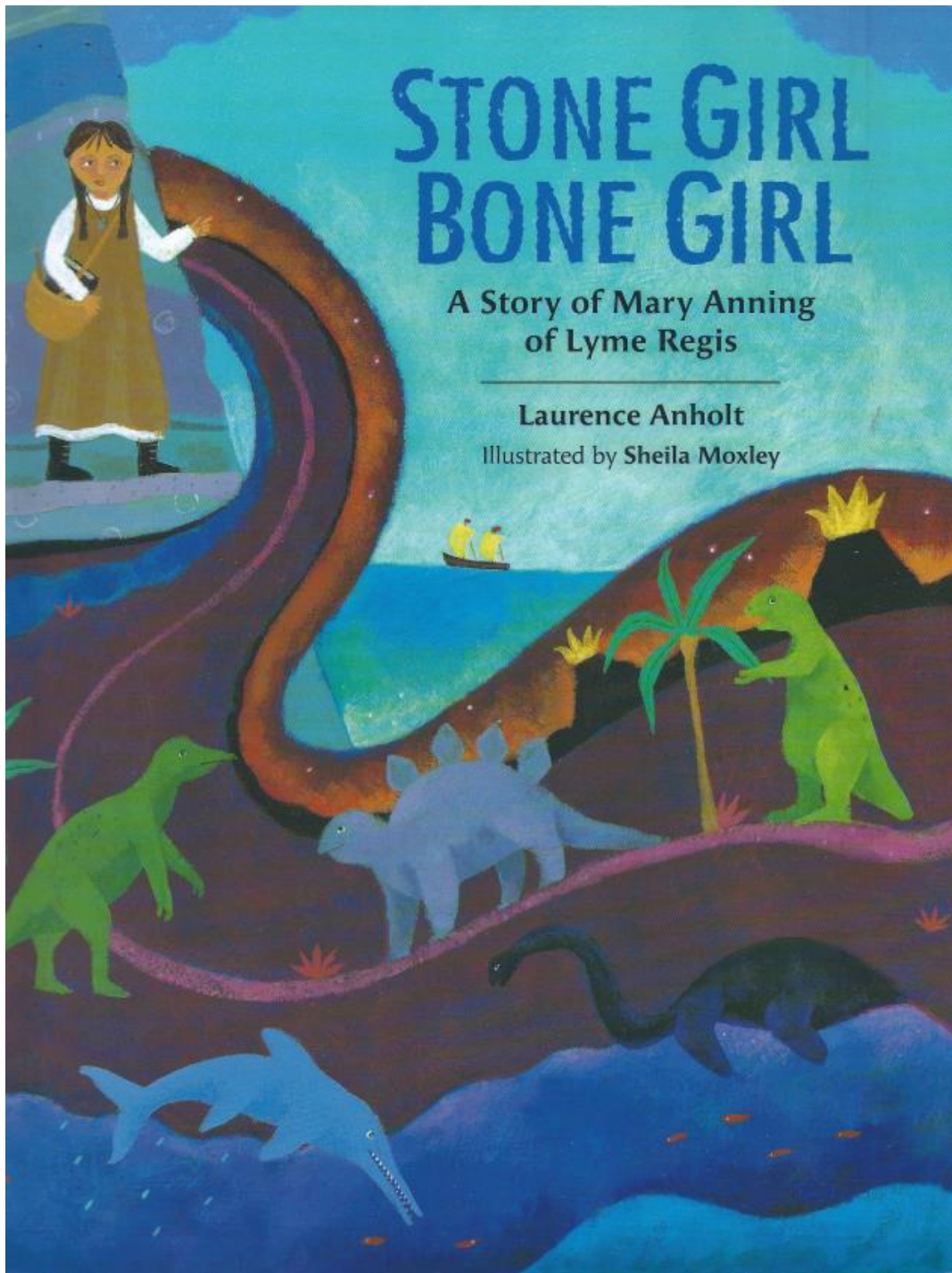


How to use this resource: You do not need to print this lesson out.

- 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).
- Use the Blueprint to write your sentences about Mary's life.
- Record your answers and post them on Class Dojo.

Recall:



Can you retell the story of Mary's life?

Can you sequence the events in the story?

Can you recall some key phrases?

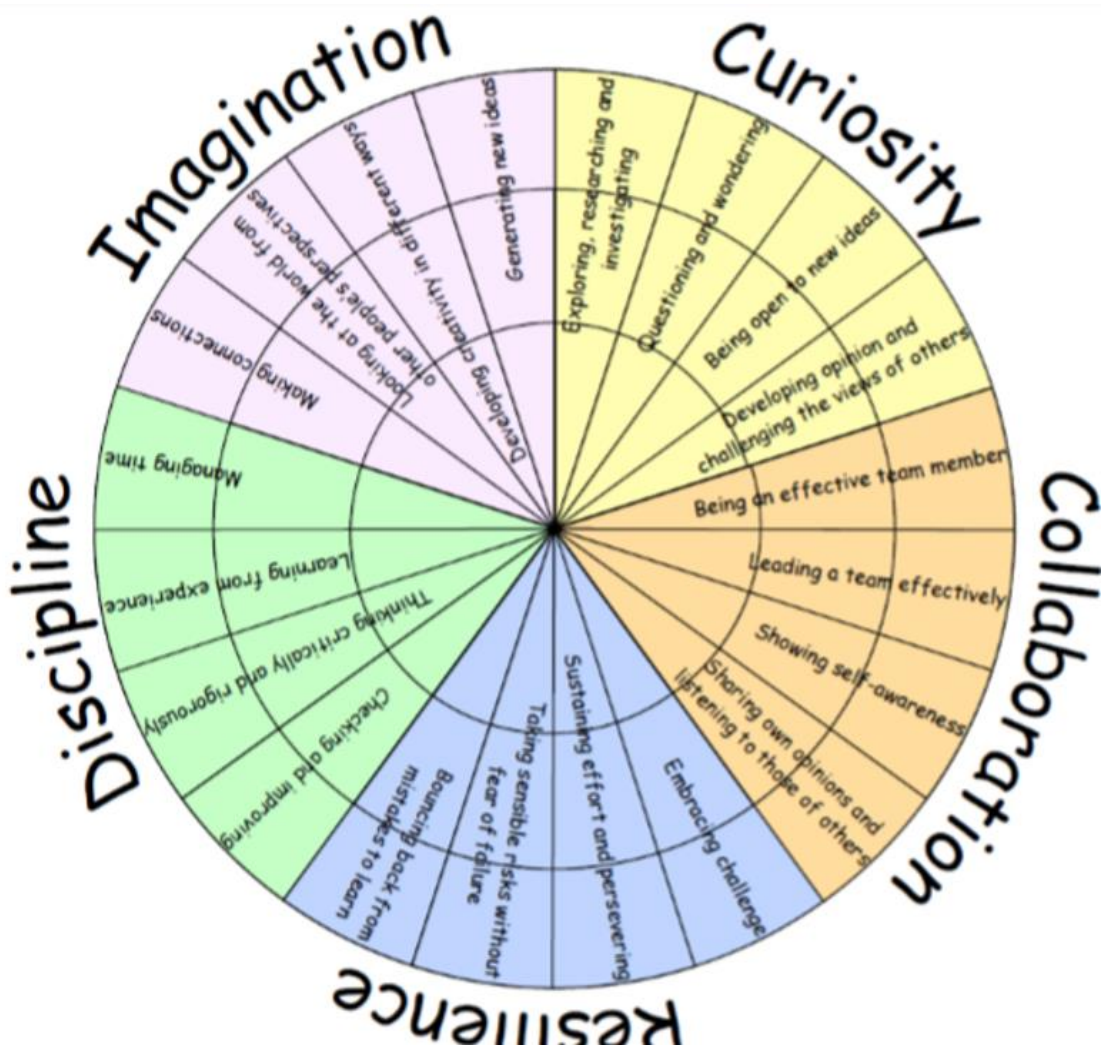
# TODAY'S LEARNING

What are we learning today?

We are going to use what we have learnt about Mary's life to write our own story about her

## LEARNING HABITS:

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



# Identify:

What key events from Mary's life can you remember?

- Who went to Pepper's workshop one day?
- What did the sisters want Pepper to make for them?
- Why did Mary go to their house?

# Examine:

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."

- Who went to Pepper's workshop one day?
- What did the sisters want Pepper to make for them?
- Why did Mary go to their house?



# Practise:

- Who went to Pepper's workshop one day?

The Philpot sisters

- What did the sisters want Pepper to make for them?

They wanted him to make a cabinet

- Why did Mary go to their house?

She went to deliver the cabinet

# Apply the feature:

How can we make these sentences better? Let's have a try:

- Who went to Pepper's workshop one day?

The Philpot sisters

One day some rich ladies called the Philpot sisters went to Pepper's workshop.

What did the sisters want Pepper to make for them?

They wanted him to make a cabinet

They wanted Pepper to make them a cabinet for their curiosities.

- Why did Mary go to their house?

She went to deliver the cabinet

The sisters asked Mary to bring the cabinet to their house when it was finished.

# Apply the feature:

Let's put our sentences into a Blueprint to help us plan our story of Mary's life:

This is the next part of our plan. It's about the middle part of Mary's life.

One day some rich ladies called the Philpot sisters went to Pepper's workshop.

They wanted Pepper to make them a cabinet for their curiosities.

The sisters asked Mary to bring the cabinet to their house when it was finished.

Middle		I can make some appropriate word choices I can use a simple structure in my writing I can write more than one sentence about an idea I can begin to punctuate sentences, using a capital letter and a full stop	
Who is the most important person in Mary's life when Pepper died?			

# Your turn:

Middle		I can make some appropriate word choices I can use a simple structure in my writing I can write more than one sentence about an idea I can begin to punctuate sentences, using a capital letter and a full stop	
Who is the most important person in Mary's life when Pepper died?			