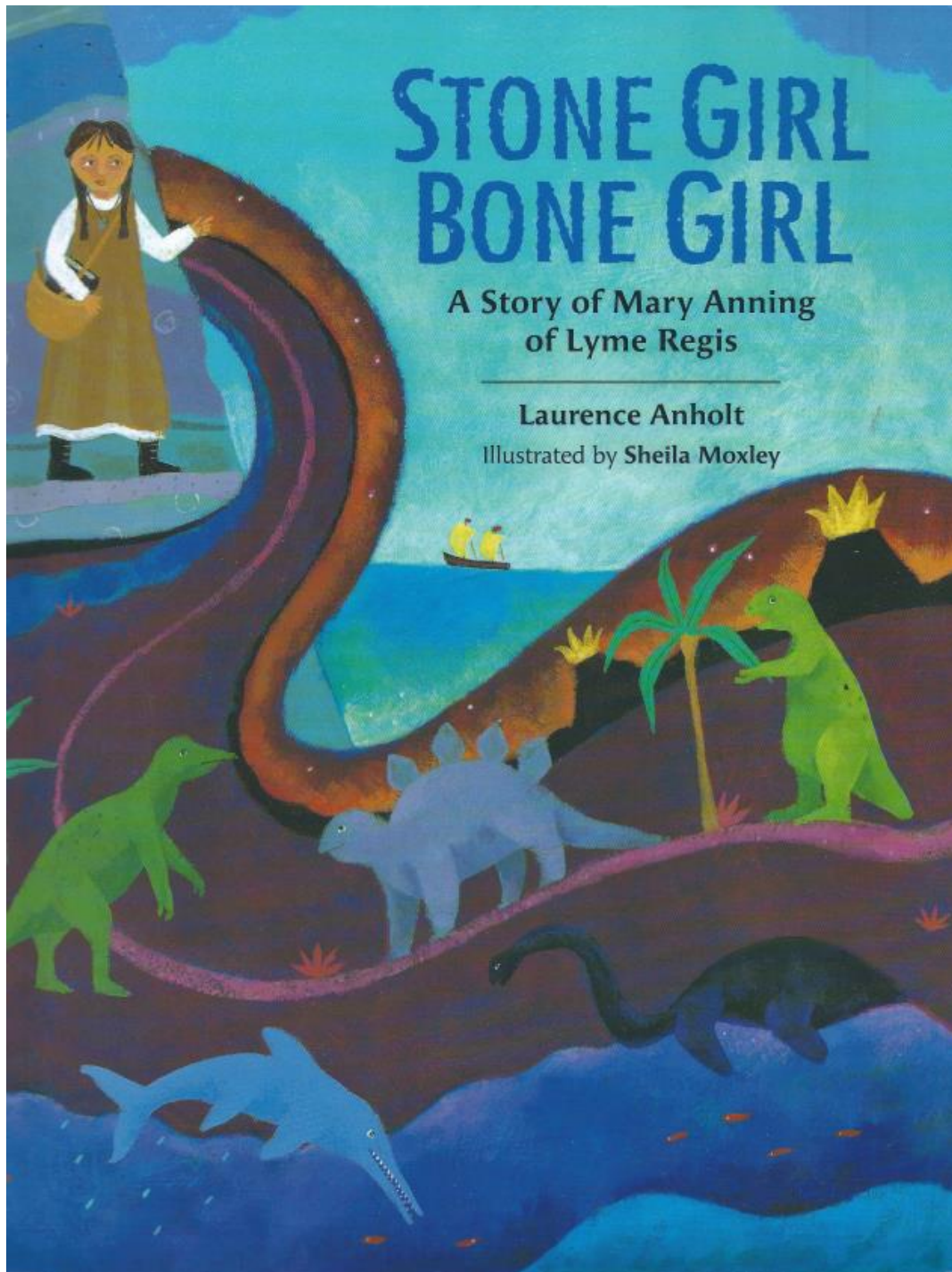


How to use this resource: You do not need to print this lesson out.

- 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?

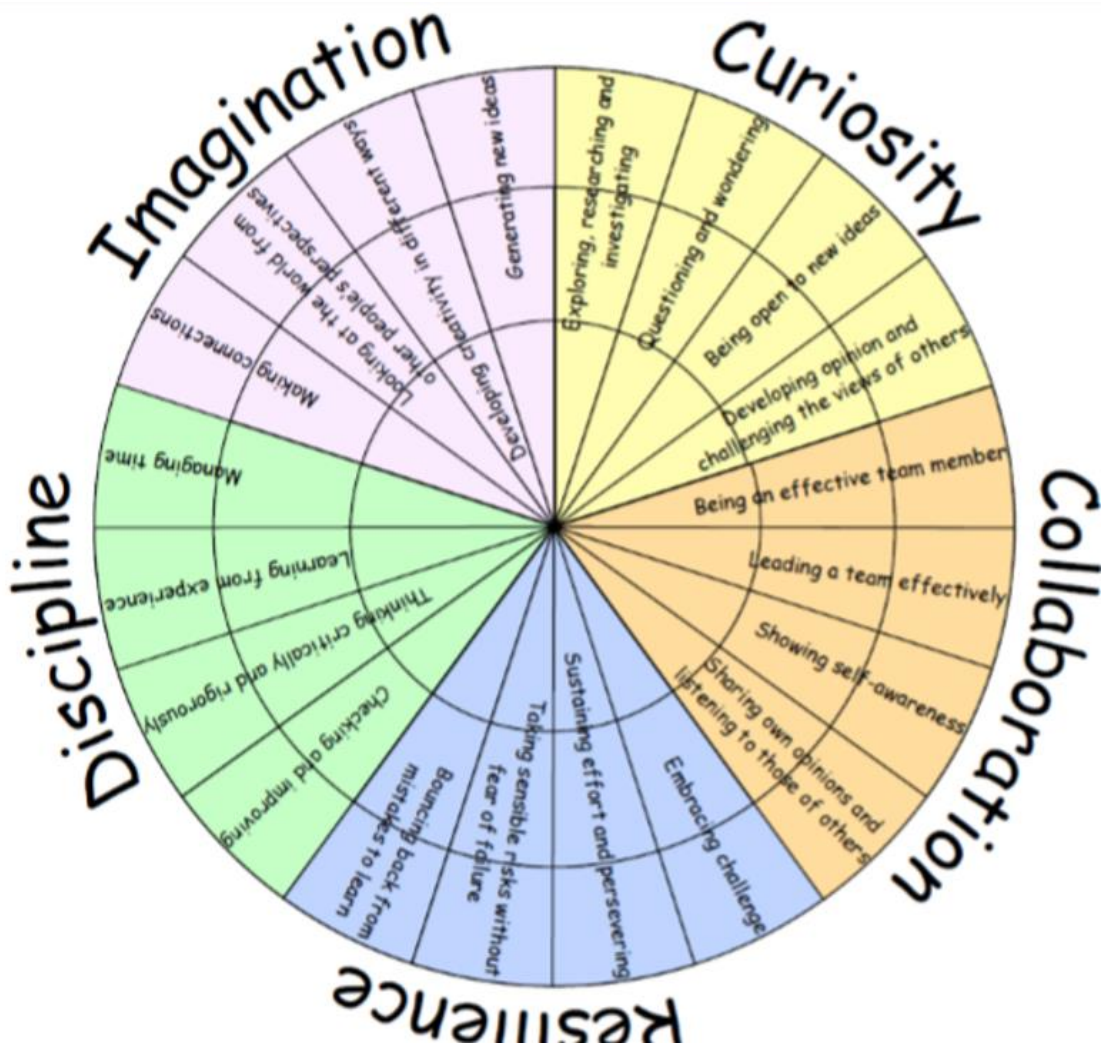
TODAY'S LEARNING

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?

- What did Mary do next?
- Why was Mary good at finding fossils?
- Why did the children tease Mary?

Examine:

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 next
- Why was Mary good at finding fossils?
- Why did the children tease Mary?

Practise:

- What did Mary do next?

She searched for fossils

- Why was Mary good at finding fossils?

She had sharp eyes

- Why did the children tease Mary?

They thought that Mary was a bit strange

Apply the feature:

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

- What did Mary do next?

She searched for fossils

From that day on Mary spent all her time searching for fossils.

- Why was Mary good at finding fossils?

She had sharp eyes

She had sharp eyes and found them everywhere.

- Why did the children tease Mary?

They thought that Mary was a bit strange

The other children thought that Mary was a bit odd and they teased her.

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.

From that day on Mary spent all her time searching for fossils.

She had sharp eyes and found them everywhere.

The other children thought that Mary was a bit odd and they teased her.

| | | | |
|--|--|--|--|
| 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 | |
| What is the thing that Mary is most interested in? | | | |

Your turn:

In your Blueprint, write your own sentences about Mary and how Pepper showed her how to find fossils.

| | | | |
|--|--|--|--|
| 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 | |
| What is the thing that Mary is most interested in? | | | |