

The Usborne Encyclopaedia of Ancient Egypt

Phase 2 Day 10

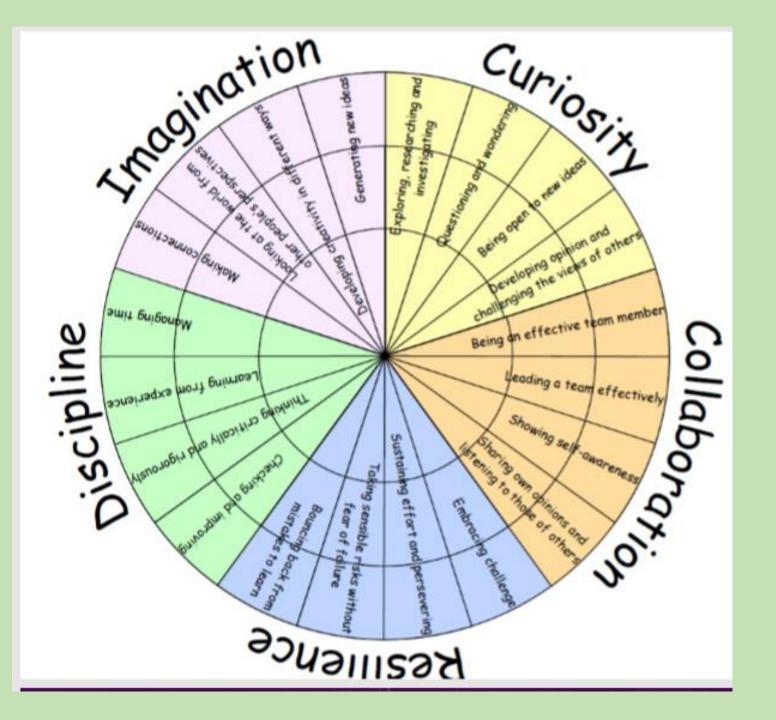
By Gill Harvey and Struan Reid

LEARNING LADDER AND SKILLS:

- Decoding I can use the context of the sentence to help me to read unfamiliar words.
- **Decoding** I can use knowledge of root words, suffixes and prefixes to read/understand new words.
- Decoding I can read out loud confidently, understanding how to use a range of punctuation.
- Responder I understand why a writer has written a text.
- Language Lover I can discuss/clarify the meanings of words, linking new meanings to known vocabulary.
- Comprehender I can identify the features of different text types.
- Comprehender I can use a range of organisational features to locate information, such as labels, diagrams and charts.

SKILLS:

- Decoding the text
- Understanding the content
- Collaborating
- Improving



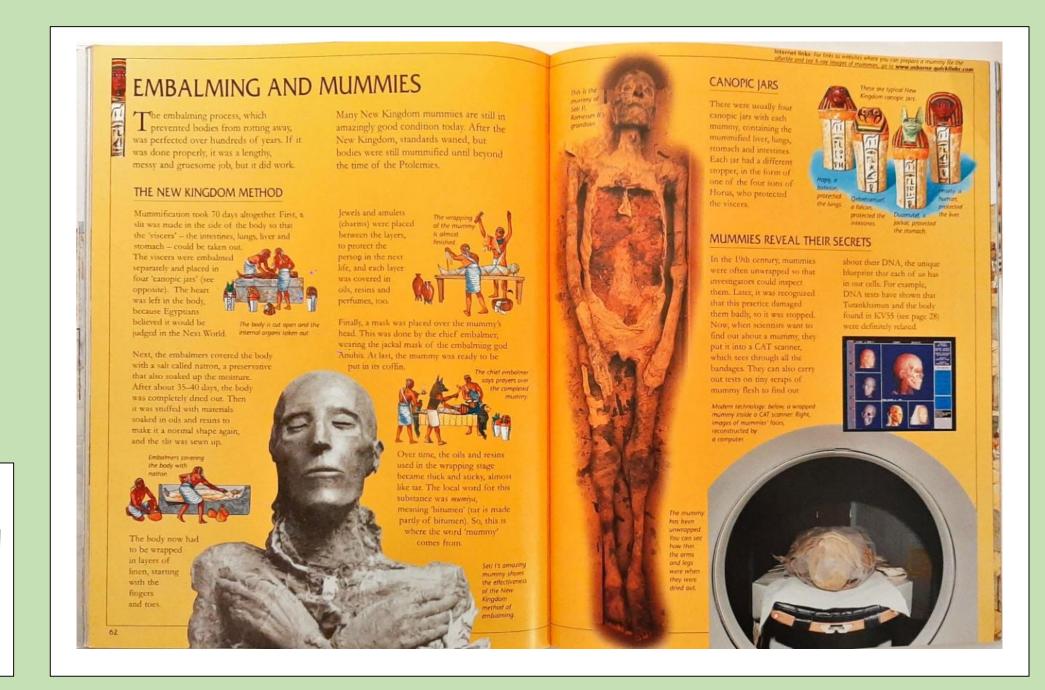
LEARNING HABITS:

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

RECALL:

Speed read for 1 minute. When doing this look t all the words in the text.

Are you getting quicker?



BLUEPRINT FOR THE NC REPORT:

| STEP | CONTENT | FEATURES |
|--------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | Think of a catchy title and three succinct subheadings | Large-sized, capital letters - title. Medium-sized, underlined, capital letters of subheadings. |
| Step 2 | Add factual information beneath each subheading. | Factual information Historical vocabulary (brackets) Subject-specific language Third person (Tutankhamun, he, the body, his mummy) Fronted adverbials for sequence |
| Step 3 | Present information in different ways | Detailed diagrams Short descriptive sentence for caption Words for labels Images (sketches, hieroglyphics, photographs) WOW fact box/ Did you know? |

Today, we will be looking at writing in the third person and how to use it in our report.

The term 'third person' refers to someone else - not the writer or a group including the writer.

Whenever we include a noun (object, place or name) in our writing, it is written in the third person.



Finally, a mask was placed over the mummy's head. This was done by the Chief Embalmer, wearing the jackal mask of the embalming god Anubis. At last, the mummy was ready to be put in its coffin.

Read this paragraph from the report.

- 1. What do you notice about how the author has introduced the mask?
- 2. Did they use long, detailed descriptions?
- 3. Did he explain how carefully it was placed over the mummy's head?
- 4. Does the text explain why the Chief Embalmer is wearing a jackal mask?
- 5. Why is the mask worn to mummify the body?

EXAMINE

- The mummy has been unwrapped.
- You can see how thin the arms and legs were when they were dried out.
- Mummification took 70 days altogether. First, a slit was made in the side of the body so that the internal organs can be removed.

Now look at this extract from the report.

What words have been used to show third person in the first example?

Yes. It was 'The mummy'.

Now, words have been used to show third person in the second and third example?

- 1. The mummy
- 2. _____
- 3. _____

Marvellous Mars

<u>Introduction</u>

Have you ever wanted to find out more about the Red Planet, Mars? If so, this is the report for you!



Mars from Space

Appearance

Mars is often called The Red Planet because of its colour. Interesting, it is a special mineral on the planet's surface that causes this colour. Mars' surface is covered in towering mountains and deep craters caused by crashing asteroids and meteorites.

<u>Size</u>

Mars is the second smallest planet in our solar system. It is half the size of the Earth. However, because Mars is a desert planet it has the same amount of dry land as the Earth.

Look at this non-chronological report all about Mars.

Read the text before writing down your answers.

Identify all the third person words or phases.

- 1. Mars is....
- 2.
- 3.
- 4.
- 5.
- 6.

PRACTISE

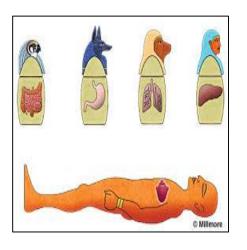
Writing in the third person helps to keep the report factual, to the point and interesting to reader.

Information is summarised, so that it's easy to read.

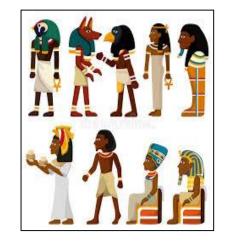
APPLY THE FEATURE

Look at the following objects. Describe what the object is or what is happening in the

diagram.







Third Person

he / his / him
Her / hers /
she
she it
him
it its/its

It is...

In the 19th century...

This was done by...

The body...

Each jar...

They...





