

Literacy Plan – The water boy's story

In 1922 Hussein Abdel-Rassoul was working as a water boy (bringing clay pots to the dig for the workers to drink). The pots had pointed bottoms so he had to dig a hole to stand it upright. When he did this he found the top step of Tutankhamun's tomb entrance – and the rest is history!

Aims of the topic:

Literacy: Writing – an imaginative account

Research and organise information to tell a story.

Use imaginative language to engage the audience.

Composition

- Plan their writing
 - Discussing & recording ideas
- draft and write by:
 - composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
- proofread for spelling and punctuation errors

| <u>Learning Objective & Success Criteria</u> | <u>Teaching Sequence</u> | <u>Vocab & Resources</u> |
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| <p>Lesson 1</p> <p><u>We are learning</u> to plan our writing.</p> <p><u>What I'm looking for</u></p> <ul style="list-style-type: none"> • I can discuss and record ideas • I can make notes using a wide variety of words | <p><u>Minds On:</u> Read Vlad and Tutankhamun's Tomb This describes creating and getting out of the tomb so it is useful for retracing the steps and what happened to find the tomb.</p> <p><u>Activities:</u> Look at the pictures of the ancient Egyptian landscape. This is largely similar both in climate and geography in 1922 when the discovery happens. Use the planning sheet to record vocabulary for the first row describing what the water boys sees etc as he works bringing the pots to the workers. What is the climate like? How will he feel as he carries heavy pots? Will the work happen at certain times of day? [ie early and later rather than heat of the day] What sounds will the workers be making as they dig and move sand and stone?</p> <p>Move onto what they have to do to get into the tomb. In Vlad's story they have to rush out as the steps going down to the entrance are filled with stones and rocks, so this will all need to be removed to get in.</p> <p><u>Consolidation:</u> Share ideas and vocabulary and allow children to write any new information on their sheets. Ensure everyone understands the vocabulary gathered.</p> | <p><u>Vocabulary:</u></p> <p>Climate Landscape</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Planning sheet |

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| <p>Lesson 2</p> <p><u>We are learning to</u> discuss and record ideas</p> <p><u>What I'm looking for</u></p> <ul style="list-style-type: none"> • I can ask questions • I can build sentences using shared ideas | <p><u>Minds On:</u> Look at the picture of the contents of the tomb, but reveal it bit by bit. Imagine what it was like to gradually see the amount of objects inside the tomb.</p> <p><u>Activities:</u> Children to add to their plan from yesterday. Look at specific artefacts and what words describe them based on the materials they are made from, their use and the craftsmanship. [delicate, gold footstool]</p> <p>Write some draft sentences describing the artefacts. Add some detail about the state they are found in. Are they arranged neatly? Is everything well organised? Is anything broken?</p> <p><u>Consolidation:</u> Hotseat teacher as the water boy. Children ask the teacher questions about what they saw and how they felt. Talk about the impact on his life, a financial reward, being famous for a short time, wearing Tutankhamun's jewels. Give children time to write notes about it to refer to in the next lesson.</p> | <p><u>Vocabulary:</u></p> <p>Artefacts</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Picture of artefacts |
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| <p>Lesson 3</p> <p><u>We are learning</u> to draft and write a range of sentences.</p> <p><u>What I'm looking for</u></p> <ul style="list-style-type: none"> • I can use my plan to compose sentences • I can rehearse my sentences orally • I can create the setting and character in my writing | <p><u>Minds On:</u> Review the planning sheet and notes made in previous lessons. Think about how you tell a story (first person). Think about verbs if telling the story afterwards (past tense).</p> <p><u>Activities:</u> Write at least one paragraph covering each section of the story:</p> <ul style="list-style-type: none"> - Setting the scene - Discovery - What is was like after the discovery <p><u>Consolidation:</u> Read through own work</p> | <p><u>Vocabulary:</u></p> <p>First person Past tense Paragraphs</p> <p><u>Resources:</u></p> |
| <p>Lesson 4</p> <p><u>We are leaning</u> to evaluate and edit writing</p> <p><u>What I'm looking for</u></p> <ul style="list-style-type: none"> • I can assess my writing and the work of others • I can suggest improvements in a constructive way | <p><u>Minds On:</u> Think about giving feedback: Starting with something positive before suggesting something that can be improved (eg 3 stars and a wish, or the format you usually use)</p> <p><u>Activity:</u> Encourage children to take turns to read their work aloud and give and receive feedback. Model if necessary to ensure a constructive process.</p> <p><u>Consolidation:</u> Think about how important eye witness accounts are when we study history.</p> | <p><u>Vocabulary:</u></p> <p>Feedback Constructive feedback</p> <p><u>Resources:</u></p> |

Water boy planning sheet

| What did it ... | Look like? | Sound like? | Smell like? | Feel like? |
|----------------------------|------------|-------------|-------------|------------|
| Carrying the pots of water | | | | |
| Discovering the step | | | | |
| Entering the tomb | | | | |
| After the discovery | | | | |