

Tales of Ancient Egypt

English

Biographies

Year 3

Lesson 2 of 4

Learning Objective		Resources
To organise facts into related paragraphs.		Slides Text Card 2A Worksheet 2A/2B/2C Information Slips 2A Text Card 2B (FSD? activity only)
Teaching Input		
<ul style="list-style-type: none"> Show the children an example biography without any paragraph breaks in it on Text Card 2A. What do they think of this piece of writing? Is it inviting to read? What would they suggest to improve it? Talk about the fact that the text is in one big section. It makes it uninviting to read and hard to keep your place when reading. Discuss using paragraphs. What do the children know already about using paragraphs? What are they used for? When do we start a new paragraph? Are they different in fiction and non-fiction? Explain that, in a non-fiction text like a biography, paragraphs can be used to group together information around a common theme. It makes it easier to think of the information being grouped under a subheading, which can be used in this genre of writing. When a new topic is started, a new paragraph is needed. Work as a class to separate out the text into paragraphs, either displaying Text Card 2A on the board or using a visualiser to edit the writing. This example doesn't use subheadings, but if we were to put some in, what subheadings would the children give each section? 		
Main Activity		
<u>Lower ability:</u>	<u>Middle ability:</u>	<u>Higher ability:</u>
Children match the paragraphs on Worksheet 2A to the most suitable subheading. They then think of their own subheading for the remaining paragraph.	Using the suggested subheadings on Worksheet 2B, children sort the Information Slips 2A into paragraphs. They then think of their own subheading for the remaining slips.	Children sort Information Slips 2A into paragraphs. They are challenged to think of a subheading for each paragraph on Worksheet 2C.
Fancy something different...?		
<ul style="list-style-type: none"> Children work as a group to separate the text on Text Card 2B into paragraphs. They can use // to mark where they think a new paragraph is needed. Once the groups have made their way through the majority of the text, bring the class back together to discuss where they think a new paragraph should be and why. Extend children by having them suggest subheadings for each of the paragraphs. 		
Plenary	Assessment Questions	
Ask the children to define what a paragraph is and when they are used without using the taboo words on the slides.	<ul style="list-style-type: none"> Can children define what a paragraph is and when they are used in a non-fiction context? Are children able to sort information into paragraphs? Can children suggest subheadings to summarise the contents of a paragraph? 	