

## 2 First steps

Read the text together and then encourage the children to discuss the following questions.

### 1 Is this text fiction or non-fiction?

*Non-fiction.* The children may need help to identify the genre of the text as it is narrative non-fiction. Discuss the fact that there are some long, descriptive sentences, which we would expect to find in a fiction text, and no subheadings. On the other hand, the text tells us lots of facts, including specific dates, which are given at regular intervals in the text.

### 2 What are the different animals mentioned in this text?

*Mammoths; fish; a rat; hippos; bison; sabre-tooth tigers.*

### 3 There are some people mentioned in the text. What activities are they doing?

*Fishing; hunting; building shelters; cooking meat; throwing pebbles.*

### 4 The text tells us that 'the glacier picks up and moves everything in its way'. What kind of things does it pick up?

*Boulders; rocks; pebbles; sand; gravel.*

## 3 Explore

- This is a non-fiction text but it is in an unusual format. The author takes the reader on a journey through time by following what happens to a pebble, stopping at certain dates to see where the pebble has got to. Discuss the style of writing used in this extract and what effect this has on the reader. You could discuss the descriptive language and repetition used – why do the children think the author has written the text in this way? Do they think the author's writing style makes it easier to understand and remember what happens at each point in history?
- Ask the children to sit in an open space, such as the school hall, and close their eyes. Instruct them to visualise their surroundings as you read the first three paragraphs of the text out loud, then ask them to walk around as though they are walking in the place they have just been hearing about. The children should think about how they would react to the conditions described. They might be trudging through snow; being pushed back by wind; hugging themselves to keep warm and shivering; or slipping and sliding.

## 4 Skills focus

See pages 32 to 33

Use the information from the **Skills guide** and the relevant **Skills graphic** to introduce the skill of summarising.

- Model the skill using the **Unit 1 Modelling slides** and the **Modelling summarising** guidance on page 32.
- The children can then attempt the **Summarising** questions on page 36.
- Finally, the **Mix it up!** questions on page 37 offer practice in a range of comprehension skills.

Answers and marking guidance for all questions are included on pages 32 to 33.

## 5 Where next?

- Speaking and listening task:** The extract tells us the 'life story' of a pebble. Gather a range of objects (e.g. a cola can; an antique; a pencil; a toy) and display them at the front of the classroom. Split the children into small groups. Ask each group to choose an object and then to research and write its 'life story' by using online resources and/or the school library. Each group could then present their finished story to the class.
- Writing task:** The children could each make an illustrated poster about a period of history (e.g. the Stone Age; ancient Rome/Greece/Egypt) using the same style of writing as the pebble text. The posters should be written with the intention of teaching another class in the school about the subject.

### Reading list

#### Fiction

- ▶ *Running on the Roof of the World* by Jess Butterworth

#### Class reads

- ▶ *The Ice Monster* by David Walliams

#### Non-fiction

- ▶ *Stone Circles* by Dawn Finch (Linked text: [Unit 2](#))
- ▶ *Timelines of Everything* by DK and the Smithsonian Institution

#### Poetry

- ▶ 'I Was Born in the Stone Age' by Michael Rosen

#### Films

- ▶ *Ice Age* (20th Century Fox, 2002)
- ▶ *Jurassic Park* (Universal Pictures, 1993)

#### Poster

- ▶ The British History Timeline poster can be ordered online from the Schofield & Sims website.