

TIME HUNTERS



TIME HUNTERS – Egyptian Curse

Chris Blake

Teacher's Notes

Task 1: I would like to know!

Focus: Tools for Reading: Questioning

- I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. (LIT2-13a)
- To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions on my own. (ENG 2-17a)

Task 2: Cartoon Story

Focus: Finding and Using Information

- I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new tests, using my own words as appropriate. (LIT 2-15a)

Task 3: Shape Poetry

Focus: Creating Texts

- Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. (ENG 2-31a)



Task 4: Set the Scene

Focus: Organising and using information

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)

Task 5: During Reading: Characterisation

Focus: Finding and using information

- Using what I know about the features of different types of texts I can find, select and sort information from a variety of sources and use this for different purposes. (LIT 2-14a)

Task 6a & 6b: After Reading: Build a Character

Focus: Finding and Using Information

- Using what I know about the features of different types of texts I can find, select and sort information from a variety of sources and use this for different purposes (LIT 2-14a)

Focus: Understanding, analysing and evaluating

- I can discuss structure, characterisation and/or setting (ENG 2-19a)