



Time to Time Travel

Book Band Purple A

RR Level 19

Text Type Historical Report

Length 24pp (472 words)

Letters and Sounds Phase 6

Year 2, term 2

Phonics Bug Up to Unit 30

Interest words printing press,
Sphinx, Egyptians, Colosseum,
hieroglyphics

Summary

This book is about twins who travel back in time. On their journey, they discover many interesting facts about the culture and everyday life of people who lived in ancient times.

Text Features

- contents page
- glossary
- captions
- speech bubbles
- headings
- map
- timeline
- quiz

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–11a (CfE) RS8 (W) RI1 (NI)	Reading Explain and discuss their understanding of books [...].	Y2 t2, Personal Response and Evaluation of Text With some support, explain and discuss their understanding of books [...] in simple terms.
Y2, RC, p.18 LIT 1–09a (CfE) OS12 (W) T&L 6 (NI)	Spoken Language Understand [...] books that they can already read [...] by: predicting what might happen on [...] what has been read so far.	Y2 t3, Prediction Make a sensible prediction of what might happen [...] justify [...] on [...] the story.
Y2, WC, p.21 LIT 1–26a (CfE) WS5 (W) W2 (NI)	Writing Develop positive attitudes [...] and stamina [...] by: writing for different purposes.	Y2, Grammar and Vocabulary for Impact Can include vocabulary specific to the topic in a longer piece of writing.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



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Session 1: Reading

Before Reading

Phonics for Reading

(Blend together the syllables of longer words to aid their reading.)

Rehearse some strategies for reading longer tricky words (such as *Colosseum* or *building*). Draw out that we can split a word into syllables and sound out each syllable in turn; we can also look for the tricky bits in a word and try to think of another word that is similar (e.g. linking the end of 'Colosseum' with the end of 'museum').

Walkthrough



Talk about the front cover and contents page, and discuss how the list of contents indicates what the book is about. Encourage predictions:

- Ask the children if they understand what 'time travel' means.
- Talk about how the theme of time travel is very popular, especially in television.

During Reading

While the children read, ask them to think about the main question.

Main question: **Which section of the book do you think is most interesting, and why? (Y2 t2, Personal Response and Evaluation of Text)**

Additional prompts to help you sample the children's reading:

Pages 2–3: What do you think the Stone Age might be like?

- Page 5: Do you like the Stone Age cave painting? What surprises you about it?
- Pages 12–15: What do you think is the most amazing thing the Ancient Chinese invented?
- Pages 16–19: Would you like to be able to visit Ancient Rome? Why, or why not?

After Reading

Share the children's ideas about which was the most interesting section. Do the children agree, or are there lots of different ideas? Encourage the children to give reasons for their views, for example 'I liked the section on the Stone Age, because I didn't know anything about the Stone Age before I read this,' or 'I liked the bit about Ancient China, because the Great Wall is amazing!'

Ask the children to find one interesting fact from their favourite section to share with the group.

Quick Finishers

Why do you think the Romans built straight roads?

Which of the times the twins visited do you think would be most scary to visit, and why?



Session 2: Spoken Language & Writing

Phonics for Writing

Ask the children to find the words *Roman/s* (pp. 15–19) and *Egyptian/s* (pp. 8–10) in the book. This could be a race to see who can say the right page numbers first. Write 'Roman' and 'Egyptian' on the board. Ask the children what these words mean (e.g. 'Roman' means coming from Rome; 'Egyptian' means coming from Egypt). Ask a volunteer to underline the bit at the end of both words that is the same ('-an'). Explain that '-an' is a suffix that can mean 'coming from'. Find some other words that work in a similar way (e.g. Mexican, Italian, Russian, etc). Practise spelling these words.

Spoken Language

Discuss how the images in the book tell the story as much as the text. Working in small groups, ask the children to think about how a person from the past might react if they came to the present. Encourage children to refer to the speech bubbles and simple dialogue used in the book. Different groups could think about people from different times (e.g. the Stone Age, Ancient Egypt).

(Y2 t3, Prediction)

Writing

Using the PCM, the children can imagine a person from another time is transported to our time. In the thought bubble, they should write what the person might think about how we live today. They should include vocabulary from the book.

(Y2, Grammar and Vocabulary for Impact)

Making Links

Working in groups and in role, ask the children to present each section of the book as a mini-presentation, with two children as narrators and the others forming a simple tableau.