

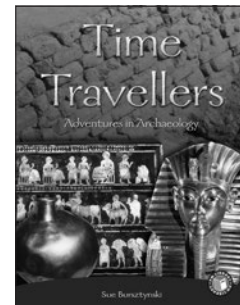
# Time Travellers

PM Level 29

Sapphire

**Text Type** Information report / Recount / Interview

**Running Words** 3318



## Preparing for Guided Reading

### Orientation to the text

- Even though archaeology isn't exactly like an *Indiana Jones* film, for some archaeologists, it *can* mean finding hidden treasure. But more specifically, archaeology is about learning how people lived in the past. From Otzi the Ice-man to the ruins of ancient cities to underwater ships such as *Titanic*, archaeology allows us to travel back through time and recognise the links between ourselves and cultures from the past – this is what makes it so exciting. One of the most famous archaeological discoveries of all time was the ancient Egyptian king, Tutankhamen. Just imagine all that is yet to be discovered!

### Prior knowledge

- Ask students to look carefully at the front cover. Where was the photo taken? What clues might this provide about the content of the book?
- Ask the students to come up with a definition for *archaeology* and then use a dictionary to clarify their understanding of this word.
- Discuss the students' knowledge of archaeological digs.

## Building the Balanced Reader

### Grammatical conventions

- Explain that this text includes a variety of text types, each presenting information about the main topic.
- Study the technical vocabulary used to provide accurate information in the text, e.g. *forensic*, *mummification*, *prospecting*.
- Study verbs that have an internal change to create the past tense form, e.g. *find* – *found*; *wear* – *wore*.
- Locate strong adjectives that provide vivid description of the nouns, e.g. *earthly*, *internal*, *linen*, *amateur*.

### Vocabulary

#### Key vocabulary

*amateur, archaeology, ceremonies, donated, excavation, forensic, inexperienced, medieval, mosaic, mummification, Pharaoh, prehistoric, preserved, procession, prospecting, reconstructed, relics, sacred, shrine, tomb.*

### Spelling

- Encourage students to locate words with prefixes *un* and *re*, used to make new words

### Visual Literacy

- Note use of visual text to enhance meaning – photographs, illustrations, simple maps and framed information about specific discoveries.
- Note some technical words are written in italics, for clarification.

### Focusing on the story – guided reading

- Read p. 4 of the book to the students and then make a chart of any topic-related vocabulary together, eg. *excavating*, *prehistoric*, *discovering*.
- Direct students to read silently to the end of p. 13, then ask:  
*Do archaeologists set out to find treasure?*  
*Is an ancient rubbish heap a disappointing find for an archaeologist?*  
*Are all archaeological discoveries carefully planned?*
- Use an atlas to locate Chichen Itza (Mexico) and Hissarlik (Turkey). Ask students if they know anything about these countries (modern day or historical).
- Explain that two discoverers in this book were inspired after having read and heard stories. Ask students if they've ever read about a place and then wanted to visit it.
- Ask students to silently read to the end of p. 21, then ask, *Were Thompson and Schliemann wrong to take the treasures that they found? What is an amateur archaeologist?*

### Comprehension

- What is archaeology the study of? (*Literal*)
- Why is it important for an archaeologist to have knowledge in different areas? (*Inferential*)
- How would archaeologists study civilisations that didn't build cities? (*Applied Knowledge*)

### Follow-up activities

- Ask students to list ways knowledge of languages, history and geology would be helpful to an archaeologist.
- Encourage students to write an exposition text about why people should study archaeology. Allow them to use information from the text to support their writing.

## Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.

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## Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up