

Digging Up the Past

PM Level 30

Sapphire

Text Type Information Report (Informative), Personal Recount (Informative)

Running Words 2402



Preparing for Guided Reading

Prior knowledge

- Discuss some of the work done by archaeologists, including work done in famous sites such as the Pyramids of Giza in Egypt.
- Ask students if they have ever seen an archaeological dig near to where they live. What sorts of ancient things do they think could be found there?

Orientation to the text

- In this book, written by a real archaeologist, the reader learns about the work of archaeologists, the types of places they do their work in, and the types of things they find. They also learn what led the author to take an interest in this field.

Building the Balanced Reader

Grammatical conventions

- Talk about the language used by the author in the recount from pp. 22–29. Observe that it is written in first-person voice, using both past and present tense, and that it includes questions that the author had in his mind in the past.

Vocabulary

Key vocabulary

ancestors, artefacts, cathedral, cemetery, civilisation, deciphering, disciplines, excavated, fragments, inscriptions, medieval, monk, mulch, organic, prehistoric, remnants, robust, rural, sequence, tablets, unkempt, urban, vessels

Spelling

- After reading the first paragraph on p. 2, talk about the word *archaeology*. Ask students if they are surprised that it has such a simple meaning: the study of ancient things.

Visual literacy

- Have students look at the map on p. 26 and identify the other countries closest to The Cave of the Bear.

Focusing on the book – guided reading

- Ask students to suggest the main reasons why work performed by archaeologists is so important. How do we benefit from learning about the lives of people who lived long ago?
- Have students explain why archaeologists have to be extremely careful when digging up a site.
- Discuss the fact that in cities, archaeologists are often called in to dig up historical areas before new buildings are constructed on these sites. Why is it so important that they are given the chance to do this before construction begins?
- Not all artefacts found beneath the sea are from shipwrecks. Have students offer thoughts as to why this might be the case, and how these artefacts may have ended up under the sea.
- Have students suggest reasons why so much engineering knowledge from the Roman Empire was lost for so many years. Would it be practical to reuse this knowledge for building today?
- After reading p. 14, ask students if they are surprised that the roof of this house has slowly and unspectacularly fallen in, rather than fallen with a sudden crash.
- After reading p. 22, ask students how they think they would feel if they found an ancient finger bone like Adam did.

Comprehension

- What is an artefact? (*Literal*)
- Why does Adam think he has the best job in the world? (*Inferential*)
- What sorts of places provide interesting opportunities for archaeologists? (*Applied Knowledge*)

Follow-up activities

- Ask students to imagine they are at an organised archaeological dig, and have found an important object. Have them describe how everyone at the site reacts, and what happens next.
- Have students rewrite pp. 22–25 of the text as an Information Report about Adam, the archaeologist.

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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.
- _____

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.
- _____

Guided Reading Notes

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