

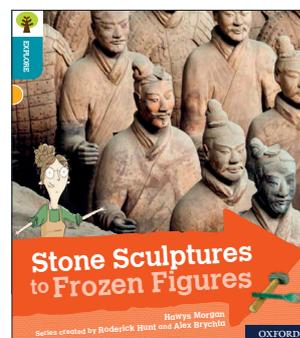
Stone Sculptures to Frozen Figures

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Text type: non-chronological report

Topic: sculptures of groups of people



Synopsis

This book looks at famous sculptures of groups of people, including the Terracotta Army in China, the giant head sculptures on Easter Island and a series of sculptures at the Underwater Museum of Art in Mexico. It explores how the different sculptures were made, why they were made, and the different materials they were made from. It looks at sculptures from the very small to the very tall!

There is a topic-linked fiction book to partner this title, which is called *Sculptures for the Emperor*.

Group/Guided reading

Introducing the book

- ➡ *(Predicting)* Look at the cover and read the title together. Ask: *What do you think the sculptures in the cover picture are made from?*
- ➡ *(Predicting)* Ask the children to suggest whether they think this will be a fiction book that tells a story or a non-fiction book that gives information.
- ➡ Read the blurb together and ask the children to share ideas for any other materials that can be used to make sculptures, e.g. clay, glass, metal etc.
- ➡ *(Predicting)* Turn to p3 and ask the children to read the contents list. Ask: *Have you heard of any of the sculptures in the list before? What do you think the frozen figures might be made from? What about the underwater village?*

Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *t-e-r-r-a-c-o-t-t-a*, *e-x-p-r-e-s-s-i-o-n-s*.
- ➡ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

sculptures areas moulds lacquer unique island buried

Reading the book

- ➡ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➡ After reading p6, ask: *How do you think the farmers felt when they realized they had discovered a life-sized clay warrior?*
- ➡ *(Predicting)* On p13, ask the children to describe how the sculptures in the picture are different from the Terracotta Army. Ask: *Who do you think might have made these sculptures?*
- ➡ On p16, point out the word 'unique'. Ask the children to suggest words or phrases that could have been used instead of 'unique'.
- ➡ *(Predicting)* On p17, ask: *Why do you think the sculptures in Minimum Monument only last two hours? What happens to them?*
- ➡ After reading p21, ask: *Why do you think the moai were made to look towards the people living on the island?* If necessary, prompt the children by saying: *I wonder if they were built to watch over the people.*
- ➡ *(Questioning)* On p24–25, ask the children to think of some questions they have about the Underwater Museum of Art. Prompt them by saying: *I wonder how the sculptures are lowered into the sea.*
- ➡ *(Summarizing)* On p28–29, ask the children to think of two words to describe each group of sculptures.

Returning to the book

- ➡ *(Clarifying)* Re-read p19 and ask: *Why might the frozen sculptures make people think about protecting the environment?* If necessary, explain that if we don't look after the environment, the weather will warm up and areas such as the Arctic will eventually melt away.
- ➡ Look back at p14–15 and say: *Why do you think that Antony Gormley asked school children and their families to make the figures for Field for the British Isles?*
- ➡ *(Summarizing)* Ask the children to share which group of sculptures is their favourite and explain why.
- ➡ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p30 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➡ *(Clarifying)* Draw the children's attention to the Index on p30. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *B-r-a-z-i-l-i-a-n*, *e-n-v-i-r-o-n-m-e-n-t*.
- ➔ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the topic. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into small groups and ask each group to choose one of the groups of sculptures from the book.
- ➔ Explain that you would like them to plan a short presentation about their chosen group of sculptures to share with the rest of the class.
- ➔ Tell them that their presentations should include information about how the sculptures were made, what they were made from and why they were made. They should also offer opinions about why they think the sculptures are so impressive.
- ➔ Ask groups to share their presentations with the rest of the class. Encourage the rest of the class to ask questions to find out more information.

Writing activities

- ➔ Ask the children to choose one of the groups of sculptures to write a description about.
- ➔ Encourage them to include information about size, colour, material, texture etc. Remind them that they should try to use some interesting adjectives in their descriptions.
- ➔ Ask the children to swap descriptions with a partner and read their partner's descriptions, suggesting where they could include more interesting words.

Cross-curricular activity

Geography

- ➔ Support the children to use an atlas or a globe to locate the places in the book where the different groups of sculptures can be found, i.e. China, Great Britain, Easter Island, Mexico.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D) (ORCS Standard 3, 9)
- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ) (ORCS Standard 3, 12)
- Can distinguish between fiction and non-fiction. (A) (ORCS Standard 3, 19)
- Having read a text, can find the answers to questions, both written and oral. (R) (ORCS Standard 3, 20)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9) select and use appropriate registers for effective communication. (SpokLang.12)	Check the children can share a presentation about one of the groups of sculptures from the book with the rest of the class, sharing information about how and why the sculptures were made.
Reading: Word reading	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2 ReadWord.1)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
Reading: Comprehension	making inferences on the basis of what is being said and done (Y2 ReadComp.2iii)	Check the children can offer suggestions about why the moai sculptures were made to look towards the island.
	being introduced to non-fiction books that are structured in different ways (Y2 ReadComp.1iv)	Check the children are able to use the Glossary to find the meanings of new words.
Writing: Composition	evaluating their writing with the teacher and other pupils (Y2 WritComp.3i)	Check the children comment on their partner's descriptions and make suggestions for where more interesting adjectives could be used.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Check the children can share a presentation about one of the groups of sculptures from the book with the rest of the class, sharing information about how and why the sculptures were made.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children can offer suggestions about why the moai sculptures were made to look towards the island.
	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1-13a)	Check the children are able to use the Glossary to find the meanings of new words.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1-26a)	Check the children use interesting adjectives in their descriptions.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5)	Check the children can share a presentation about one of the groups of sculptures from the book with the rest of the class, sharing information about how and why the sculptures were made.
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i) decode text with unfamiliar content or vocabulary sustaining comprehension throughout (Y2_ReadStrat.6)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)	Check the children can offer suggestions about why the moai sculptures were made to look towards the island.
	identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information (Y2_ReadStrat.9)	Check the children are able to use the Glossary to find the meanings of new words.
Writing	write for different purposes (Y2_WritMean.2) re-read and improve their writing to ensure that it makes sense (Y2_WritMean.5)	Check the children use interesting adjectives in their descriptions.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children can share a presentation about one of the groups of sculptures from the book with the rest of the class, sharing information about how and why the sculptures were made.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	express opinions and make predictions (L2_com_read.5ii)	Check the children can offer suggestions about why the moai sculptures were made to look towards the island.
	recognise some forms and features of texts (L2_com_read.4)	Check the children are able to use the Glossary to find the meanings of new words.
Writing	write using a given form (L2_com_write.3)	Check the children use interesting adjectives in their descriptions.
	make changes in relation to agreed criteria (L2_com_write.1ii)	Check the children comment on their partner's descriptions and make suggestions for where more interesting adjectives could be used.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Attempt to express ideas precisely, using a growing vocabulary. (2SL6) Articulate clearly so that others can hear. (2SL3)	Check the children can share a presentation about one of the groups of sculptures from the book with the rest of the class, sharing information about how and why the sculptures were made.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02) Read aloud with increased accuracy, fluency and expression. (2R06)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	Identify general features of known text types. (2Rv2) Find factual information from different formats, e.g. charts, labelled diagrams. (2Rx4)	Check the children are able to use the Glossary to find the meanings of new words.
Writing	Choose interesting words and phrases, e.g. in describing people and places. (2Wa2)	Check the children use interesting adjectives in their descriptions.
	Comment on some vocabulary choices, e.g. adjectives. (2Rw1)	Check the children comment on their partner's descriptions and make suggestions for where more interesting adjectives could be used.