

## Teacher notes

# Full teaching sequence: A Greek Myth

Model Text - Echo and Narcissus by Ross Montgomery

*In this two-week unit, pupils will read a delightful retelling of the Greek myth Echo and Narcissus, which tells the story of how echoes were created. Pupils will learn the difference between possessive and plural nouns and practise using an apostrophe to show singular and plural possession. They will also use punctuation for direct speech and investigate how the author has used dialogue to help describe characters. In the final writing task, pupils will write their own myth that explains a natural phenomenon. This unit could be used as part of a science topic on sound, exploring echoes, or the story could be used during a topic on Ancient Greece.*

Two fully resourced lessons are included for Year 3/4

English objectives:

- 1) To use the possessive apostrophe in words that are plurals
- 2) To punctuate direct speech

Teacher notes, teaching slides and activity sheets are included to deliver these in a fun and interesting way, linked to the model text where appropriate.

There are opportunities to revisit previous writing skills of using prepositions and apostrophes for contracted words and singular possession. There are also opportunities to teach other aspects of the year 4 curriculum, including fronted adverbials, modifying nouns, use of pronouns to avoid repetition and describing characters.

## Phase 1 – Familiarisation

Activity	Teaching points	Task
1) Hook	<ul style="list-style-type: none"> <li>➤ Display the word ECHO and ask pupils what this word means.</li> <li>➤ Use a dictionary to look up the definition of the word.</li> <li>➤ Can pupils give examples of when they have heard echoes?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils could explore how to create echoes in a science lesson.</li> </ul>
2) Read the model text	<ul style="list-style-type: none"> <li>➤ Read the <b>model text</b> together.</li> <li>➤ Explain that the story is an example of a Greek myth.</li> <li>➤ Do they know any other examples of myths?</li> <li>➤ Look at the <b>How to write a myth poster</b> and discuss which features Echo and Narcissus has.</li> <li>➤ Where is the story set?</li> <li>➤ Are there gods, goddesses or mythical creatures in the story? (Zeus, Hera, Nymphs)</li> <li>➤ Which natural event is explained?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils can write a summary of the story, explaining why it is a myth, using information from the poster to support their writing.</li> </ul>
3) Discuss new vocabulary	<ul style="list-style-type: none"> <li>➤ Use the <b>word cards</b> showing tier 2 vocabulary (distracted, instantly, nymph, wilt); tier 3 vocabulary (echo, fainter, pitch, vibration, volume) linked to science – sound; and statutory spelling words (answer, completely, continue, decide, different, enough, heart, sentence).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Find examples of these words in the model text and use clues in the sentences to infer their meanings.</li> <li>➤ Complete the vocabulary match activity included with the vocabulary cards.</li> </ul>

### Phase 1 – Familiarisation

Activity	Teaching points	Task
4) Describing characters and expanded noun phrases	<ul style="list-style-type: none"> <li>➤ Reread the story of Echo and Narcissus</li> <li>➤ What do we know about the characters?</li> <li>➤ Explore how the author has described the characters: Zeus, Hara, Nymphs, Echo and Narcissus.</li> <li>➤ Can pupils find words from the text that describe them?</li> <li>➤ Discuss expanded noun phrases and how they are created. Can pupils find examples in the model text?</li> </ul>	<ul style="list-style-type: none"> <li>➤ In groups, pupils could record words and phrases that are used to describe different characters in the myth.</li> <li>➤ Discuss which words and phrases they like and why.</li> </ul>
5) Writing opportunity	<ul style="list-style-type: none"> <li>➤ How might the pupils describe the characters in the story?</li> <li>➤ Model creating expanded noun phrases to describe different characters.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils should choose one of the characters from the story and write a character description, using the information from the story and also their own expanded noun phrases to add description.</li> </ul>

### Phase 2 – Teaching and rehearsing

Activity	Teaching points	Task
1) Vocabulary To use the possessive apostrophe in words that are plurals	<ul style="list-style-type: none"> <li>➤ See resource 1</li> </ul>	
2) Grammar To punctuate direct speech	<ul style="list-style-type: none"> <li>➤ See resource 2</li> </ul>	
3) Fronted adverbials	<ul style="list-style-type: none"> <li>➤ Identify where fronted adverbials are used to sequence events in the story and link ideas.</li> <li>➤ Create a class collection of adverbials that can be used to sequence and indicate time (After that, before long, Days later etc).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils could retell Echo and Narcissus, or another Greek myth (to build up to the final writing task) using adverbials to sequence and link ideas.</li> </ul>

## Phase 3 – Application

Activity	Teaching points	Task
1) Exploring other myths	<ul style="list-style-type: none"> <li>➤ Tell pupils that myths were used to try and explain natural phenomena like echoes. Explain what is meant by a natural phenomenon (something that exists and can be seen that occurs naturally in the world). Discuss how other myths exist about how day and night or the world were created.</li> <li>➤ Do pupils know any other examples of myths?</li> </ul> <p>Greek myths: Pandora’s Box, Theseus and the Minotaur, King Midas</p> <p>Roman myths: Romulus and Remus, Hercules</p> <p>Other myths: The creation story</p>	<ul style="list-style-type: none"> <li>➤ Pupils could read other examples of myths; or a variety of videos are available online.</li> <li>➤ Alternatively, the pupils could all explore the same myth, linked to the current topic or interests of the class.</li> <li>➤ They should think about what the myths are trying to explain.</li> </ul>
2) Discussing ideas	<ul style="list-style-type: none"> <li>➤ Explain the writing task to the pupils using the <b>writer’s craft instruction sheet</b>: to create their own myths to explain a natural phenomenon.</li> <li>➤ What phenomena could the children try to explain? Create a class list for pupils to choose from. (day and night, the creation of the earth, volcanoes, earthquakes, the weather etc)</li> <li>➤ Pupils who need more support with their writing may prefer to retell a myth that they know well.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using the <b>myth planning sheet</b>, pupils should record their characters, setting and the phenomena that they are trying to explain, making notes on how they will do this.</li> </ul>

### Phase 3 – Application

Activity	Teaching points	Task
3) Plan writing	<ul style="list-style-type: none"> <li>➤ Display the <b>myths margin planner</b> and discuss how this should be used to plan their own stories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils plan their writing using the margin planner.</li> <li>➤ They could then use the plan to rehearse their stories orally before writing them.</li> </ul>
3) Writing their own myth	<ul style="list-style-type: none"> <li>➤ Remind pupils what is needed for their writing, using the ‘How to...’ poster, and recapping writing skills where necessary.</li> <li>➤ Look at the <b>writing skills check</b> as a class and discuss how they could use these skills in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give pupils the opportunity to write their myth over several sessions.</li> <li>➤ Allow pupils time to proofread and edit their writing using the writing skills check at regular intervals.</li> <li>➤ Pupils should focus on spelling and punctuation errors when proofreading, paying particular attention to their punctuation of speech and use of apostrophes.</li> </ul>