

### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,911

#### Book Summary

*Pyramids* explains why, how, and by whom the Egyptian pyramids were built. It also explains how bodies were prepared for burial inside the pyramids. The book discusses the importance of studying the pyramids as a way of learning about ancient Egyptians and their culture. Pyramids built by other cultures, such as the Aztecs and the Mayans, are also discussed. Illustrations and photographs enhance the text.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Use the strategy of summarizing sections of a book while reading
- Compare and contrast important information in text
- Use the comparative and superlative adjective forms of *good* and *bad*
- Understand content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Pyramids* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, comparative and superlative adjectives *good* and *bad*, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: **embalmer** (n.), **hieroglyphics** (n.), **mastaba** (n.), **mummification** (n.), **pharaoh** (n.), **sarcophagus** (n.)

Enrichment: *Egypt* (n.), *endeavor* (n.), *lavish* (adj.), *limestone* (n.), *linen* (n.), *passageways* (n.), *preservatives* (n.), *priests* (n.), *priestesses* (n.), *pyramids* (n.), **quarry** (n.), **scribe** (n.)

### Before Reading

#### Build Background

- Draw a fact web on the board with the word *pyramids* in the center circle. Have students tell what they know about pyramids. Attach smaller circles that contain this information.

## Preview the Book

### Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is. Have them predict what they will learn about pyramids.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the book. Each section title provides an idea of what they will read about in the book. Have students discuss what they know about any of those topics.

### Introduce the Reading Strategy: **Summarize**

- Tell students that one way to understand and remember what they read is to summarize paragraphs, sections, or chapters of a book in their mind or on paper. Explain that a *summary* is a *brief overview of the most important information in the book, or section of the book*.
- After reviewing the table of contents, model how to summarize.  
*Think-aloud: To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them. If I am writing a summary, I put the information in my own words. Since I haven't read the book yet, it's difficult to decide what's important and what isn't. After looking at the section titles in the table of contents, I think all of the sections must contain some important information about pyramids, but I'll have to read the book to find out.*
- Have students preview the rest of the book, looking at the illustrations and map. Point out the boxes titled "Do You Know?" and explain that these contain additional information about pyramids.
- Show students the box titled "Try This!" on page 14 and explain that this page suggests an activity students can do when they have finished reading.
- Have students turn to the glossary on page 24. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each sentence in which the glossary word is found. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary



- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, point out a word in bold, such as the word *pharaoh* on page 5. Model how students can use context clues to figure out the meaning of the word. Read the sentence in which the word is found and ask students what the word *pharaoh* means (king). Then have students check the glossary to confirm the word's meaning.
- Remind students that they should check whether words make sense by rereading the sentence.

### Set the Purpose

- Have students pause at the end of each section to summarize the important information about pyramids. Reinforce that putting the summary into their own words, rather than trying to memorize the author's words, will help them understand and remember what they read.

## During Reading

### Student Reading

-  **Guide the reading:** Have students read to the end of page 14. Tell them to think about the topic of each section and to underline the most important information as they read. Tell students to go back and reread the sections if they finish before everyone else.
- When they have finished reading, ask students to tell what the section titled “Ancient Egypt” is about (how ancient Egyptians lived and their beliefs). Ask students to tell what important information they underlined. Make a list on the board.
- Model summarizing the important details in this section using the information students provide. **Think-aloud:** *Since I think the main idea of this section is the culture of ancient Egyptians, I underlined the words, phrases, and sentences I thought were most important. (Add any information that was not generated by students to the list on the board. Review the list and explain which details are important and which are not, crossing out the unimportant details as you go.) After sorting through the information and deciding what is important and what isn’t, I put the information in my own words to make a summary. (Sample summary: Ancient Egyptians, about 3200 BC, were dependent on the Nile River for food, water, and transportation. They believed in life after death, which made burials very important for everyone, especially for pharaohs. Pyramids were built to protect each pharaoh’s tomb.)*
- Tell students to read the remainder of the book, looking for the most important information in each section.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy


- Reinforce how mentally summarizing the important information in each section helps keep them actively engaged as they are reading and helps them understand and remember what they have read.
- Discuss burial in today’s world. (This may vary depending upon the diversity in your classroom.) Compare and contrast burials of today and in ancient Egypt. Write student responses on the board, comparing how they are alike and how they are different (Examples: alike-to honor the dead, bodies usually are preserved; different-monuments, even to our presidents, do not rival the size of the pyramids).

### Teach the Comprehension Skill: Compare and contrast

- **Discussion:** Review or explain that one way an author helps a reader understand a book or story is to tell how some of the details in the book are alike and how some are different. Show students two objects, such as two books or two chairs. Tell students how one set of objects is alike (both are books). Explain how the objects are different (one has a red cover; one has a blue cover—whatever is appropriate). Have students tell how the other set of objects is alike and how it is different.
- **Introduce and model:** Direct students to pages 4 through 7. Ask students to describe the civilization of ancient Egypt. Using the worksheet as a guide, write *Ancient Egyptian Civilization* and *Modern Civilization* as headings on the board. Have students compare and contrast Ancient Egyptian Civilization to modern civilization in the United States. For example, ask: *How was ancient Egyptian civilization similar to modern civilization?* (they built amazing monuments to honor people; they used river water to irrigate their crops, travel, and transport goods) *And how was*

*it different?* (they lived as tribes, their monuments contained the bones and possessions of the people they were built for, they were united under a king). Explain that determining how things are alike and different helps readers understand and remember what the book is about.

- **Check for understanding:** Have students read pages 19 through 21. Ask them to tell one detail that is alike and one that is different about ancient Egyptian pyramids and pyramids in the Americas. (They both were built of stone. They were used for different purposes.)
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). Discuss their responses after students finish.

 **Extend the discussion:** Instruct students to use the inside back cover of their book to write a short paragraph telling why or why not they would like to have been a pharaoh or queen. If time allows, have students share with the group.

### Build Skills

#### Grammar and Mechanics: **Comparative and superlative adjectives—good and bad**

- Review or explain that *good* and *bad* are irregular adjectives (their comparative and superlative forms cannot be formed by adding -er or -est). Write *good, better, best* and *bad, worse, worst* on the board.
- Write the following sentences on the board and have students come up and insert the correct form of *good* to complete the sentence:  
*It was a \_\_\_\_\_ site for a pyramid. (good)*  
*The site on hard ground was \_\_\_\_\_ than the site on sand. (better)*  
*The site on rock was the \_\_\_\_\_ option of all. (best)*
- Have several students give examples of sentences that use *bad, worse, and worst* correctly. (It was a *bad* idea to build the pyramid on sand. The first pyramid was *worse* than the second. The third pyramid was the *worst* of all.)
- **Check for understanding:** Introduce, explain, and have students complete the [comparative-and-superlative-adjectives-good-and-bad worksheet](#). If time allows, discuss student responses.

#### Word Work: **Content vocabulary**

- Tell students that many of the words in the book are used to tell about pyramids and mummies. Write difficult words, such as *hieroglyphics, mastabas, mummification, and sarcophagus* on the board.
- **Check for understanding:** Provide opportunities for students to say the new vocabulary words and to use the words in sentences.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#).

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing and Art Connection

Provide print and Internet resources for students to research a famous pharaoh or queen entombed in a pyramid. Have them draw the mummy in his or her sarcophagus and the items that were buried along with him or her. Have students label the items and write short paragraphs under each one explaining why the item was buried with the body. Display the pictures in the classroom.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

### Social Studies Connection

Have students look at the map on page 19. Explain the map key. Provide resources for students to research pyramids in all parts of the world. Have them draw a large world map, as a mural. Label the locations with actual drawings or pictures printed or photocopied from the sources, and include interesting facts. Display the mural with the sugar cube pyramids made from the “Try This!” portion of the book.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- determine important information in text and use it to create an oral or written summary
- compare and contrast important information in nonfiction text and record it on a graphic organizer
- use the correct comparative and superlative forms of the adjectives *good* and *bad* to complete a worksheet
- understand and use content vocabulary in a worksheet

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**