

Key Question

How does art reflect and shape culture?

Vocabulary

Academic vocabulary: *create (v.), inspire (v.), period (n.), process (n.), tradition (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

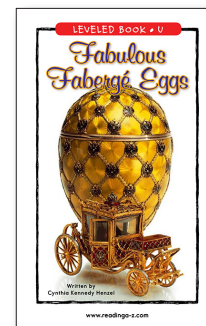
Story words

- *craftsmanship (n.), czar (n.), exquisite (adj.), imperial (adj.), miniature (n.), Russia (n.)*

Enrichment words

- *appraise (v.), coronation (n.), czarina (n.), portraits (n.), revolution (n.), tradition (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Fabulous Fabergé Eggs*.



Ask and answer questions

Before reading, model a think aloud while taking a picture walk through the book. Pose questions, ideas, or wonderings in the margin of the book. While reading, have the students annotate the text by writing questions. After reading, have students discuss their annotations with a partner.

Text features: Analyze photographs and captions

While reading, have students locate the photograph on page 6. Have students read the accompanying caption below the picture. Ask students to explain how the caption helps support the information in the photograph. Ask students to describe what other details are provided in the caption that deepen their understanding of the photograph.

Graphic organizer: Author's purpose

Review or explain purposes authors have for writing texts: to entertain, to inform, or to explain. Discuss examples of familiar texts that illustrate each example. Then use the lesson [graphic organizer](#) to have students practice identifying various purposes. Discuss students' answers as a group. As students read, have them think about the author's purpose for writing this book. After reading, discuss the author's purpose and ask students to support their answers with evidence from the text.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.




- *Why were Faberge eggs created?* (level 1)
- *What was the Romanov family tradition?* (level 2)
- *What are fifty Faberge eggs famous for?* (level 3)
- *Why were so few eggs created?* (level 3)
- *Describe the enameling process.* (level 2)
- *What makes the Coronation Egg so special?* (level 2)
- *Where are the Faberge eggs today?* (level 3)
- *How many eggs may be in the United States?* (level 3)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: As you read, think about the author's purpose for writing *Fabulous Fabergé Eggs* and then check the appropriate box(es). Write examples from the text to support your thinking in the *Evidence* column. Finally, circle the purpose that is the author's main purpose for this book.

 To Entertain	Evidence:
 To Inform	Evidence:
 To Persuade	Evidence: