



About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 482

Book Summary

Ancient Egypt describes the fascinating lives and customs of Egyptians long ago. Readers learn about the ancient Egyptians' strong beliefs regarding death and the afterlife. The book also provides readers with an introduction to the famous Egyptian pyramids. The text is enhanced with photographs, diagrams, and illustrations.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand the text
- Identify the main idea and supporting details
- Identify silent letters
- Understand and use possessive nouns
- Identify position words

Materials

Green text indicates resources available on the website

- Book—*Ancient Egypt* (copy for each student)
- Chalkboard or dry erase board
- [Main idea and details, possessive nouns, position words worksheets](#)
- Maps of ancient Egypt, ancient Africa, and modern-day northeastern Africa
- [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](#).

Content words:

Story critical: **mummy** (n.), **pharaoh** (n.), **preserved** (adj.), **tomb** (n.)

Enrichment: *ancient* (adj.), *burial* (n.), *culture* (n.), *pyramid* (n.), *thieves* (n.), *worshipped* (v.)

Before Reading

Build Background

- Write the word *Egypt* on the board. Ask students to think about and share what they know about the location of Egypt. Explain that Egypt is located on the continent of Africa. Show Egypt on a map if available. Ask students what they know about the people of Egypt and the pyramids. Draw a KWL chart on the board. Write the headings, *Know*, *Want to Know*, and *Learned* on the board. Under the *Know* heading, write what students already know about Egypt. Under the *Want to Know* heading, write what they would like to know about Egypt. Explain that they will be adding to this chart after they read.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of the book. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a main idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students take another look at the book cover. Ask them to predict the main idea of the book.
- Explain to students that each section of the book gives supporting details that tell the reader more about the book's main topic (ancient Egypt).
- Model using the table of contents to identify supporting details in the text.
Think-aloud: When I look at the table of contents, I see that the word Pyramids is listed. I know that the pyramids were built by the ancient Egyptians, so information that I read about the pyramids supplies details about the main topic of ancient Egypt. In addition, I already know that a square-based pyramid is a three-dimensional shape, with four triangular faces and one square face. I see the photograph on the back of the book, and I know that these gigantic pyramids must have been very difficult to make. This may be an important supporting detail in the book. As I read, I will pause after a few pages to review in my mind the important details. This strategy will help me make sure I understand what I'm reading. I know that good readers do this when they read, so I am going to look for supporting details as I read this book.
- Have students turn to the table of contents and give another supporting detail about ancient Egypt (beliefs).

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to summarize paragraphs or sections mentally or on paper. Explain that a summary is a brief overview of the most important information in the text.
- Model summarizing.
Think-aloud: To summarize, I will decide what information is important from what I've read. Then, in my mind, I will organize the important information into a few words or sentences. For example, the text on page 4 includes information about Egypt, its location, and its people. In looking for the most important information, I will underline the words African country, Nile River, farmers, hunters, boat travel, and a king called a pharaoh. When I look at this important information, a summary of page 4 might be: Egypt is an African country with a river called the Nile. Its ancient people were farmers, hunters, and boaters. Their king was called a pharaoh.
- Invite students to practice summarizing the important information in a familiar story, such as one the whole class recently read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Cut out the photographs on pages 7, 10, and 13, and post them. Introduce the following words from the content vocabulary and write them on the board: *mummy*, *pharaoh*, *preserved*, and *tomb*. Ask students to connect each photograph to one of the words. Invite students to write the corresponding vocabulary word under each photograph. For example, the photograph from page 7 shows a mummy and demonstrates how the ancient Egyptians preserved a king's body.

- Give groups of three to four students several pieces of blank paper. Assign each group two or three of the content vocabulary words. For each word, have them discuss and then write or draw what they know about the word. Ask groups to share what they know and write a definition on the board for each word using students' prior knowledge.
- Guide students to the glossary at the back of the book. Review or explain that the glossary contains words and their definitions, along with page numbers on which each word can be found within the text.
- Model how students can use the glossary to find a word's meaning. Have students look up the word *mummy*. Invite a volunteer to read the definition for *mummy*. Have students compare the glossary definition with the class's definition based on students' prior knowledge of the word. Then have them follow along on page 7 as you read the sentence in which the word *mummy* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.
- Point out the photographs on pages 7 and 10 in the book and have students discuss what they see, using the three new vocabulary words to describe the intricate details of the mummy and the tomb.

Set the Purpose

- Have students read the book to find out more about ancient Egypt, stopping after every few pages to summarize in their mind the information they read. Encourage students to underline or record on a separate piece of paper the important details in each section.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
- Model summarizing important information in the book. Write the summary on the board.
Think-aloud: *I made sure to stop after the first few pages to summarize what I'd read so far. First, I decided which details were important. Then, in my mind, I organized the important details into a few sentences. A summary for the section called "Beliefs" might be: The ancient Egyptians believed that after a person died, he or she went to live in another world. People were buried with things they might need in their new life. When a king died, his body was preserved as a mummy to keep his spirit alive. Many riches were buried with him.*



- **Check for understanding:** Have students read page 8. Invite them to share the important information on the page. Ask students to underline the important details they might use to write a brief summary of the page (*pyramids, huge stone structure, shaped like the Sun's rays shining down, king would go to heaven on the rays*). Have them share what they underlined.
- Have students read the remainder of the book. Remind them to think about the important details in the book so they can summarize the information in their mind as they read.



- 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 Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Ask them to use the important details they identified to confirm or refine the main idea.
- Have students reread page 9 and look for supporting details about the main idea. Write these details on the board next to the other details from the section titled “Pyramids” (*pyramids took many years to build, the stones for the pyramids were huge, they were moved on boats and sleds, and so on*). Ask students how this information supports the main idea. (The facts are all important to understanding how ancient Egyptians worked on the famous pyramids.)
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their answers.

Reflect on the Reading Strategy

- Ask students to explain or show how the strategy of summarizing helped them understand the book.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I’m reading and helps me understand and remember what I’ve read. I know that I will remember more about Ancient Egypt because I summarized the important information as I read the book. For example, as I read about the pyramids, I summarized details in my mind about why they were built, how they were built, what was put into them, and how robbers were kept out.*
- **Independent practice:** Have students review the summary on the board from the section titled “Beliefs.” Have them review details for the section titled “Pyramids” on the board. Then have students write their own summary of this section. Have them share their summaries with a partner.
- **Enduring understanding:** In this book, you read about how thefts have affected the pyramids of ancient Egypt. Do you think it was wise for ancient Egyptians to bury their kings and queens with so many riches? Given the ancient Egyptians’ beliefs about the afterlife, do you have any ideas about other ways that kings and queens could have been buried? How and why may our knowledge of the ancient Egyptians have been altered by theft?

Build Skills

Phonics: Silent letters

- Write the word *tomb* on the board. Have students read the word aloud with you.
- Point to the letter *b* at the end of the word and say the /b/ sound aloud. Ask students if they hear the /b/ sound in the word *tomb*. Have them shake their head if they do not hear it or nod their head if they do.
- Explain to students that some consonants are silent; that is, they are not pronounced when reading a word. Look at the word *tomb* with students and ask them which consonant is silent.
- Explain to students that sometimes when they see the *mb* letter combination, the *b* is silent, as in *tomb*.
- Write the word *sign* on the board. Have students read the word aloud with you. Point to the letter *g* in the word and ask students if they hear the /g/ sound in the word *sign*. Have them shake their heads if they do not hear it or nod their head if they do.
- Explain to students that sometimes when they see the *gn* letter combination, the *g* is silent, as in *sign*.
- **Check for understanding:** Write the following examples on the board and have students read them along with you: *comb, gnat, lamb, assign*. Ask volunteers to come to the board and identify the silent consonant in each word.

Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *The pyramid was shaped to look like the Sun's rays shining on Earth.* Read the sentence aloud, pointing to the word *rays*. Ask a volunteer to explain whose rays the sentence is referring to (the Sun's). Explain that the word *Sun's* shows that the rays belong to the Sun.
- Review or explain to students that words like *Sun's* are called *possessive nouns*. A possessive noun is formed by adding an apostrophe and an *s* to the end of a word to show *ownership*, or *possession*.
- Direct students to page 10. Have them find a possessive word on the page (*king's*). Ask a volunteer to read aloud the sentence containing the possessive noun *king's*. Ask another volunteer to explain what belongs to the king (his body).
- Explain that when something belongs to more than one person, the apostrophe is placed after the *s*. Write some examples on the board: *The cat's tail is very long.* *The cats' tails are very long.* Discuss the differences between the two sentences. Explain that when the apostrophe is placed before the *s*, it is a singular noun, and when the apostrophe is placed after the *s*, it is a plural noun. Ask volunteers to give more examples.
- Remind students that a contraction using *'s* is not the same as a possessive. For example, *it's* is a contraction for *it is* and does not show ownership.



Check for understanding: Have students circle the possessive nouns in the book and underline the item that each one owns.

- **Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers.

Word Work: Position words

- Review or explain to students that *position words*, or *prepositions*, describe the location of a person or object. Write the following sentence on the board: *The mummy was placed inside the tomb.* Ask students which word describes the location of the mummy (*inside*).
- Write the following sentences on the board: *A group of people lived in the African country of Egypt.* *Egyptians lived on the banks of the Nile River.* *The pharaoh was buried inside the pyramid.* Have individual students come to the board and circle the position words in each sentence.



Check for understanding: Have students work in pairs to reread pages 9 and 10, and underline all the position words they find (*over, on, out of, inside, in, down*). Discuss their findings as a group, identifying the location indicated by each position word.



Independent practice: Introduce, explain, and have students complete the **position words 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. Have students practice identifying details and then summarizing with someone at home.

Extend the Reading

Informational Writing Connection

Create a class book about ancient Egypt. Assign each student a specific topic and have them write a page for the book about that subject only. Suggested topics include: Egypt's location, people's beliefs, kings and queens, mummies, pyramids, tombs, thieves, and the Sphinx. Remind students to look back in the book for details about their assigned topic. Provide print and Internet resources for students to research their topics further, and allow time for illustration. Have students display their finished product for others to read. Then bind their pages in a class book titled "Ancient Egypt."

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Elements of Nonfiction Connection

Provide maps for students to locate and study Egypt and the Nile River. Supply maps of ancient Egypt and Africa as well as modern maps of northeastern Africa. Have students compare and contrast ancient Egypt with its present-day location. Discuss the possible reasons for change.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently apply the strategy of summarizing to understand text
- correctly identify the main idea and supporting details during discussion and on a worksheet
- correctly identify silent letters during discussion
- accurately identify possessive nouns in text during discussion and on a worksheet
- correctly locate position words in text and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)