

## National Geographic Kids Readers: Ancient Egypt

### Notes for teachers: using this book in the classroom

**Reading objectives:** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; check that the text makes sense to them; retrieve and record information from non-fiction

**Spoken language objectives:** articulate and justify answers, arguments and opinions; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

**Curriculum links:** History: significant people and events; Art and Design: develop imagination; Geography: Human and physical geography: place knowledge

**Interest words:** archaeologist, canopic jars, chariot, civilization, Egyptologist, excavate, mummy, preserved, satellite images, sphinx, Tutankhamun, Ramses II, Hatshepsut, Khufu, Khafre, Osiris, Anubis, Ammut, Horus, Thoth, Bes, Peseshet, Karnak, Nefertiti

**Pronunciation guide:** Tutankhamun (Toot-an-car-moon), Ramses II (Ram-sees), Hatshepsut (Hat-shep-sut), Khufu (Koo-foo), Khafre (Kar-fraye), Osiris (Oh-sigh-ris), Anubis (A-new-bis), Peseshet (Pes-ee-shet), Nefertiti (Nef-er-tee-tee)

**Resources:** paper, pencils and pens

Children who are reading at White and Lime book bands will be able to read this book in a group, pair or independently over several sessions. They will have good reading stamina and will be able to tackle more challenging vocabulary and a range of varied sentence structures. Guided group work and independent challenges can be used to develop retrieval, interpretation and meaning making, as well as children's ability to express and explain ideas and concepts.

### Language

- Children will be able to use the full range of cues available to them and their word knowledge to decode most of the language in this book. Discussion in guided groups and after independent reading can be used to develop children's abilities to understand and interpret the more complex information and ideas that are presented. Children may need help with the following:
  - decoding and understanding some of the words contained in the *Tomb Talk* boxes: *archaeologist, canopic jars, chariot, civilization, Egyptologist, excavate, mummy, preserved, satellite images, sphinx.*
  - children may need to look at the glossary to use the visual support provided.
  - reading and pronouncing some words: *Tutankhamun, Ramses II, Hatshepsut, Khufu, Khafre, Osiris, Anubis, Ammut, Horus, Thoth, Bes, Peseshet, Karnak, Nefertiti.*
  - reading the topic language: *monuments, replica, mummification.*
- Children may need help to bring information together from the illustrations and text, to make rich meaning.

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- Children may need help to locate and record key information as they read.
- Children may need help to understand some of the extended explanations and more complex ideas, e.g. the process of mummification.
- Children will enjoy completing the quiz after their reading.

## Images

- Look at the image on the front cover and on p10, and ask children to describe how the Ancient Egyptians presented their kings and queens.
- Spend time looking closely at the image of the mummy on pp20–21 to help understand how it was made and the different layers used: bandages, mask.

## Activities

- Ask children to design a mask for a mummy (with sensitivity).
- Interview a child in role as an Egyptian who performs mummification to deepen understanding of the stages.

## Questions

- Who found Tutankhamun's tomb and why was this important to Egyptologists?
- Why did people originally settle along the river Nile?
- What was special about Hatshepsut?
- What is special about the Rosetta Stone, and how did it help us to understand the culture and languages of Ancient Egypt?
- How was life in Ancient Egypt similar to life today?