

National Geographic Kids Readers: Pyramids

Notes for teachers: using this book in the classroom

Reading objectives: read accurately words of two or more syllables; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss the sequence of events in books and how items of information are related discuss and clarify the meanings of words, linking new meanings to known vocabulary; answer and ask questions

Spoken language objectives: use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions

Curriculum links: History: Ancient civilisations; Geography: Human and physical geography; Mathematics: geometry; measurement

Interest words: pyramid, tomb, mummy, satellite, Giza, Maya, Saqqara, pharaohs, Luxor, Tutankhamun, Nefertiti

Resources: paper, pencils, crayons

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - the specialised vocabulary used to describe the pyramids and their contents
 - decoding the less familiar multi-syllable and compound words, e.g. *ancient, Egyptian, scientists, jewellery, treasures*
 - place names, e.g. *Giza, Maya, Saqqara, pharaohs, Luxor*
 - reading digits and written numbers to describe measurements
- Children may need help decoding and pronouncing the Egyptian names featured. They may need to say the names aloud several times: *Tutankhamun, Nefertiti*.
- Children may need help using the organisational devices, e.g. the contents list to find information or the picture glossary to learn the meaning of new words: *pyramid, tomb, mummy, satellite*.
- Children may need help to read the text in the labels to deepen their understanding of the information presented in the text.
- Children will enjoy reading the jokes and turning the pages for the answers. They may need help initially to understand the word play, e.g. page 15.

Images

- Look carefully at the pyramid on the front cover. Help children to describe it and notice how it is built.
- Look carefully at the diagram of the inside of the pyramid on pages 18–19. Children may need support to connect the label and text to the image to understand it.

Activities

- Challenge children to take on the role of a pyramid builder and answer questions about how the pyramids were built and used.
- Ask children to look carefully at the golden mask covering King Tutankhamun's mummy. Help them to design a mask for a mummy.
- Enjoy telling the jokes to each other.
- Play the 'What in the World?' quiz together.

Questions

- What shape is a pyramid, and how many sides does it have?
- What were the pyramids built for?
- When were the first pyramids built?
- How are new tombs being discovered now?