

# Ancient Egypt: Gods and Pharaohs

Written by Robert E. Slavin and Kate Conway  
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**Reading  
Wings** 4th  
Edition

T A R G E T E D

# Treasure Hunt

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

***Targeted Treasure Hunt:  
Ancient Egypt: Gods and Pharaohs***

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**Produced by the Reading Wings 4th Edition Team**

President:	Nancy Madden
Director of Development:	Kate Conway
Project Manager:	Wendy Fitchett
Developers:	Kathleen Collins, Victoria Crenson, Richard Gifford, Samantha Gussow, Angie Hale, Allison Hoge, Susan Magri, Terri Morrison, Kimberly Sargeant
Field Advisory Team:	Terri Faulkner, Cathy Pascone
Interactive Whiteboard Developers:	Sarah Eitel, Patricia Johnson, Austin Jones, Becca Slavin
Editors:	Marti Gastineau, Pam Gray, Jodie Littleton, Janet Wisner
Project Coordinator:	Marguerite Collins
Designers:	Devon Bouldin, Debra Branner, Barbra Colquitt, Michael Hummel, Susan Perkins
Illustrator:	James Bravo
Media Team:	Jeffrey Goddard, Tonia Hawkins, Russell Jozwiak, Jane Strausbaugh
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Proofreaders:	Meghan Fay, Michelle Zahler
Online Tools:	Terri Morrison (chair), Michael Knauer, Victor Matusak, Christian Strama, Mary Conway Vaughan
Rollout Team:	Kate Conway (chair), Marguerite Collins, Wendy Fitchett, Nancy Hutchison, Claire Krotiuk, Terri Morrison, Kenly Novotny, Mary Conway Vaughan

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*A Nonprofit Education Reform Organization*

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: [sfainfo@successforall.org](mailto:sfainfo@successforall.org)

WEBSITE: [www.successforall.org](http://www.successforall.org)

**INFORMATIONAL** (6 DAY)

# Ancient Egypt: Gods and Pharaohs

Written by Robert E. Slavin and Kate Conway

## Summary

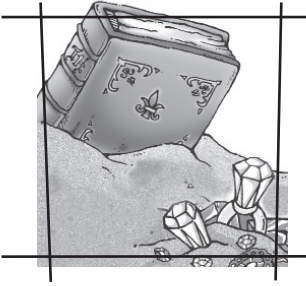
Egypt, a country in Africa, is one of the oldest civilizations in the world. Thousands of years ago, powerful pharaohs, considered gods by the people, ruled the land. The ancient Egyptians depended on the Nile for survival. This mighty river provided rich, fertile soil, water, food, and transportation. Egyptians believed that after death they would live a new life in another world. Elaborate preparations were made for the journey to this afterlife, including mummification for the rich and royal. The ancient Egyptians were master builders who left behind a rich legacy of pyramids, temples, and statues. They also invented the first form of paper and developed an advanced writing system called hieroglyphs. Today Egypt is a modern country with a population of more than 80 million people.

## Instructional Objectives

	Reading	Word Power	Writing
<b>CYCLE 1</b>	<b>Drawing conclusions (DC)</b>	<b>Dictionary skills</b>	<b>Write a glossary.</b>
	Students will use information that the author provides to draw conclusions about the text.	Students will determine the location of words in a dictionary.	Students will create a glossary that defines words that they identify as important to the text.

**Teacher's Note:** This book contains a glossary and an index. Point out that the bold words in the text can be found in the glossary.



**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

**Rate New Vocabulary Words**

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

**Success Review and Keeping Score **TP****

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

**Team Cooperation Goal**

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

- Introduce the text, author, and reading objective.

**This cycle we will read *Ancient Egypt: Gods and Pharaohs* by Robert E. Slavin and Kate Conway. As we read, we'll draw conclusions about the text. Good readers use clues or information from the author to better understand the text.**

- Point out the strategy target on the team score sheet.

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



**Let me think about the first step of TIGRRS. I know that the first step is to identify the topic of the book. I know that I can look at the cover of the book and the first few pages to find clues that will help me identify the topic of the text. I also know that the title is a good place to look for the topic. The title of the book is *Ancient Egypt: Gods and Pharaohs*. I can also use the pictures on the front of the book to tell me about the topic. I see pictures of pyramids, statues, and a camel on the front cover. The first few pages of the book also talk about and show pictures of things from ancient Egypt. By using the title and pictures on the first few pages, I can tell that the topic of this text is ancient Egypt.**



- Use the items below to build or activate background knowledge about the topic.
  - Locate, or have students locate, Egypt on a map. Collect several resources about Egypt, such as maps, travel brochures, pictures, and books. Take a quick picture walk with students.
  - Tell students that the Nile River flows through Egypt. Use **Think-Pair-Share** to have students discuss any prior knowledge they might have about Egypt or the Nile. Randomly select a few students to share.
  - Share a few important or interesting facts about Egypt. For example, the official language of Egypt is Arabic, but many Egyptians also understand English and French.



- Tell students that the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

**I have identified the topic of *Ancient Egypt: Gods and Pharaohs*, so let me think about the second step of TIGRRS. I know that the second step is to determine the authors' intent. I have to think about the topic of the text and figure out why the authors wrote the text. I should ask myself questions like, "Does the author want to entertain me?" or "Does the author want to inform me about something?" After asking myself these questions, I think the authors want to inform me about ancient Egypt. The text includes a lot of information about the way Egypt was long ago.**

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from

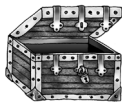
the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

**We will use a graphic organizer to record important ideas, and the next step of TIGRRS is to identify which organizer we will use. Let me take a look at the text. I see sections titled the Land, Pharaohs, and the People. I don't really see any signal words that tell me I will be looking for causes or effects or that I will be comparing anything. It looks like the authors are giving important ideas and a lot of details, so I think the best organizer to use is an idea tree. Display an idea tree. We'll write "Ancient Egypt," or the topic of the text, in the section called Topic. We'll write main ideas in the circles at the ends of the longer branches and supporting details next to the lines coming out of the circles.**

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

**Vocabulary TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 1  
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>ancient</b> page 6	chunk: an-cient	very old	The <i>ancient</i> castle was built from stone 400 years ago.
<b>zones</b> page 6	base word + ending: zone + s	areas	It's important to not speed through school <i>zones</i> because a lot of children walk to school.
<b>survival</b> page 7	chunk: sur-vi-val	ability to stay alive	Water is important for <i>survival</i> when traveling across the hot Sahara Desert.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>surface</b> page 7	chunk: sur-face	upper part	The <i>surface</i> of the pond froze when the temperature dropped.
<b>ideal</b> page 12	chunk: i-deal	excellent	Nate thought the hot, sunny weather was <i>ideal</i> for a picnic.
<b>structure</b> page 21	chunk: struc-ture	something built	The huge <i>structure</i> was built by the Incas out of stone.
<b>wealthy</b> page 22	base word + ending: wealth + y	rich	A <i>wealthy</i> family moved into a huge house up on the hill.
<b>several</b> page 24	chunk: sev-er-al	some, a few	Elka packed <i>several</i> pairs of shoes to take on vacation.

**Using the Targeted Skill (Introduction and Definition)**

- Introduce the skill and its importance in informational text.

**Our skill for this cycle is drawing conclusions. Drawing conclusions about a text can help us learn more about a topic. We can use details from the author and what we already know to figure out new information about the topic in the text.**

- Introduce and display a drawing-conclusions chart. Explain the different parts of the drawing-conclusions chart and what will be written in each part.

Blackline master provided.

What I Read/See	What I Know	What conclusion can I draw?

- Use a **Think Aloud** to model drawing conclusions about new neighbors while you fill out a drawing-conclusions chart.



**Imagine that I see a moving van parked in the driveway of the house next door that is for sale. I think I could draw a conclusion about this. I will add “moving van parked in driveway” to the “What I Read/See” column of my drawing-conclusions chart. I know people move their belongings to new houses in moving vans. I will add “People use moving vans to move belongings to new houses,” to the “What I Know” column of my drawing-conclusions chart. I can’t see any people, but I can draw conclusions based on what I know about moving vans. I can draw the conclusion that I’m about to have new neighbors. I will place my conclusion in the column labeled “What conclusion can I draw?” on my drawing-conclusions chart.**

- Tell students that they will draw conclusions as they read the text.

### **Listening Comprehension**

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display a blank drawing conclusions chart. Read pages 2 and 3 of Ancient Egypt aloud. Use a **Think Aloud** to model drawing the conclusion that the ancient Egyptians had a big impact on world history.

**Let me think about the information I read in the text. I read that Egyptians invented the first form of paper. I will add “Egyptians invented the first form of paper,” to the “What I Read/See” column of my drawing-conclusions chart. Let me think about information I know that I can relate to this text. I know that paper is extremely important. People all over the world and throughout history have used paper to record events, keep records, and communicate with one another. I will add “The invention of paper is very important,” to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about the ancient Egyptians. I can draw the conclusion that the ancient Egyptians had a big impact on world history. I’ll add this conclusion to the “What conclusion can I draw?” column of my chart.**

- Read page 4 aloud, stopping to ask questions, make points, or focus students’ attention as needed.
- Summarize the important ideas, and record them on your idea tree.

### **Preview Team Talk**

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.

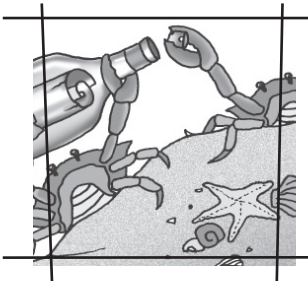
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

### Team Talk

1. What does the circular map on page 5 display? |TF|
2. Why was the area by the Nile called the Black Land? |CE • DC|
  - a. The Nile floods covered the area with dark soil.
  - b. There were many large black stones in the area.
  - c. The area was often covered by dark storm clouds.
  - d. Many bad things happened in this area.
3. What conclusion can you draw about the importance of shipping to ancient Egyptians? Use details from the text to support your answer. (Write-On) |DC|
4. What did the ancient Egyptians do when a pharaoh had been on the throne for thirty years? |CE|

- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 5–13 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

### Team Talk

1. What does the circular map on page 5 display? |TF|

**100 points** = *The circular map on page 5 displays the Nile Delta. It shows how the Nile splits up into many smaller rivers as it nears the Mediterranean Sea. It is also a close-up view of one section of the larger map of Africa on the page.* **90 points** = *The circular map on page 5 displays the Nile Delta. It shows how the Nile splits up into many smaller rivers as it nears the Mediterranean Sea.* **80 points** = *It displays the Nile Delta.*

2. Why was the area by the Nile called the Black Land? |CE • DC|

- a. *The Nile floods covered the area with dark soil.*
- b. *There were many large black stones in the area.*
- c. *The area was often covered by dark storm clouds.*
- d. *Many bad things happened in this area.*

3. What conclusion can you draw about the importance of shipping to ancient Egyptians? Use details from the text to support your answer. (Write-On) |DC|

**100 points** = *I can draw the conclusion that shipping was very important to ancient Egyptians. The text tells me that they built ships with sails and oars to travel on the Nile. The Egyptians used the ships to trade with people from other countries. They brought ideas and inventions back to Egypt.*

**90 points** = *I can draw the conclusion that shipping was very important to ancient Egyptians. The text tells me that they built ships with sails and oars to travel on the Nile. The Egyptians used the ships to trade with people from other countries.* **80 points** = *Shipping was very important to ancient Egyptians. They built ships to travel on the Nile.*

4. What did the ancient Egyptians do when a pharaoh had been on the throne for thirty years? |CE|

**100 points** = *When a pharaoh had been on the throne for thirty years, the ancient Egyptians held a ritual. This ritual transformed the pharaoh from a half-god into a full god.* **90 points** = *When a pharaoh had been on the throne for thirty years, the ancient Egyptians held a ritual that transformed the pharaoh into a god.* **80 points** = *They held a ritual.*

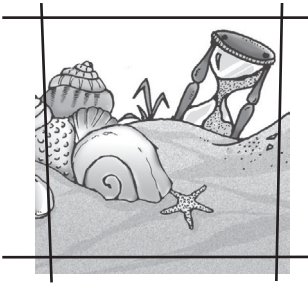
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

**Class Discussion TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>If paper had never been invented, what would the world be like?</p> <p>If there had been a drought and the Nile had run dry, how would this have affected ancient Egypt?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>If paper had never been invented, what would the world be like?</p> <p>If there had been a drought and the Nile had run dry, how would this have affected ancient Egypt?</p>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.</li> <li>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>	



# FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

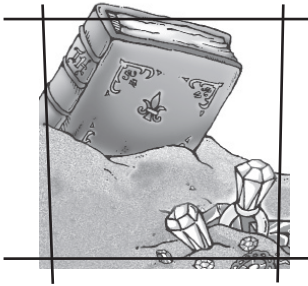
## Pages 10 and 11

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

### Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



## DAY 2

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

### Team Cooperation Goal

- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

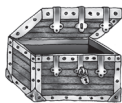
### Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

### Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

### Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What did the ancient Egyptians do when a pharaoh had been on the throne for thirty years?

### Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

**Yesterday we read about ancient Egyptians. We learned that they believed that their pharaohs were gods. We also learned that they invented the first form of paper and that they relied on the Nile for survival.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 14 of *Ancient Egypt: Gods and Pharaohs* aloud. Use a **Think Aloud** to model drawing the conclusion that jewelry was important to ancient Egyptians.



**Let me think about the information I read in the text. I read that jewelry was very popular in ancient Egypt, including good luck charms because the people were superstitious. I will add this to the “What I Read/See” column of my drawing-conclusions chart. Let me think about information I know that I can relate to this text. I know that if something is popular, it is important to a lot of people. I also know that people can take superstitions very seriously. I will add these facts to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about the ancient Egyptians. I can draw the conclusion that jewelry was very important to the ancient Egyptians. I will add this conclusion to the “What conclusion can I draw?” column of my chart.**

- Read pages 15–17 aloud.
- Summarize the important ideas, and record them on your idea tree.

### Preview Team Talk

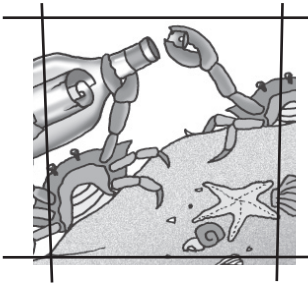
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

### Team Talk

1. What is the main idea of page 18? |MI|
  - a. Egyptian pharaohs and queens lived in pyramids.
  - b. Pyramids were huge tombs for Egyptian royalty.
  - c. Pyramids were huge stadiums where sports were played.
  - d. Ancient Egyptians built the pyramids quickly and easily.
2. What conclusion can you draw about the building materials available in ancient Egypt? Use details from the text to support your answer. (Write-On) |DC|
3. How was ancient Egyptian math different from the math we use today? |CC • DC|
4. How did a French scholar learn to read hieroglyphs? |CE|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 18–28 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.



## Team Talk

1. What is the main idea of page 18? |MI|
  - a. Egyptian pharaohs and queens lived in pyramids.
  - b. *Pyramids were huge tombs for Egyptian royalty.*
  - c. Pyramids were huge stadiums where sports were played.
  - d. Ancient Egyptians built the pyramids quickly and easily.
2. What conclusion can you draw about the building materials available in ancient Egypt? Use details from the text to support your answer. (Write-On) |DC|

**100 points** = *I can draw the conclusion that there was a lot of stone available in ancient Egypt. The text says that the Egyptians built huge pyramids, temples, and statues from stone. Some buildings took many years and thousands of workers to finish.* **90 points** = *I can draw the conclusion that there was a lot of stone available in ancient Egypt. The text says that the Egyptians built huge buildings and statues from stone.* **80 points** = *There was a lot of stone available.*

3. How was ancient Egyptian math different from the math we use today?  
|CC • DC|

**100 points** = *In ancient Egypt, they used symbols to count instead of the numbers we use today. The text also says there was not a symbol for each number. Symbols represented either one object or a group of objects. It would have taken longer to write a large number in Egyptian than it takes today.* **90 points** = *In ancient Egypt, they used symbols to count instead of the numbers we use today. There was not a symbol for each number.* **80 points** = *They used symbols instead of numbers.*

4. How did a French scholar learn to read hieroglyphs? |CE|

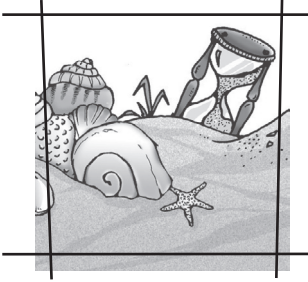
**100 points** = *A French scholar learned to read hieroglyphs by studying the Rosetta Stone. The Rosetta Stone had one message written in three languages, including hieroglyphs. The scholar used the other languages to figure out what the hieroglyphs meant.* **90 points** = *A French scholar learned to read hieroglyphs by studying the Rosetta Stone. The Rosetta Stone had one message written in three languages, including hieroglyphs.* **80 points** = *He studied the Rosetta Stone.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

**Class Discussion TP**



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>- Award team celebration points.</li> </ul>
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
<p>Team Talk Extenders</p>	<p>King Tut was the king of ancient Egypt when he was very young. What would it be like to be the ruler of a country at your age? Would you want that job? Why or why not?</p> <p>How was a child’s life in ancient Egypt different from your life today? Explain.</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> <li>- Award team celebration points.</li> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>



## FLUENCY IN FIVE **TP**

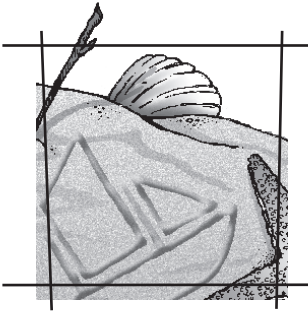
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

### Pages 18 and 19

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

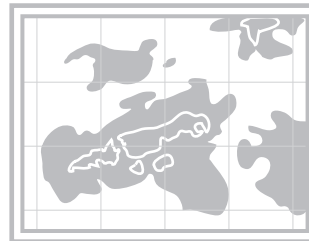


# WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill. Link the skill to the Word Treasure clue that Captain Read More uses for dictionary skills (a map).
- Display the dictionary map clue.

Blackline master provided.



- Use **Think-Pair-Share** to have students identify what the Word Treasure clue means, and randomly select a few students to share.
- Point out that a dictionary shows us how to understand words just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

## Word Treasure

The dictionary provides information about words.

If you're having trouble reading and understanding words, check the dictionary.

**Teacher's Note:** Students will refer to the sample dictionary pages for the Word Power activity.

- Display the sample dictionary pages.

Blackline master provided.

Student Edition, page 2

### jackrabbit | jar

**jangle**

*v.* to make a harsh sound.

**janitor**

*n.* a person who takes care of a building.

**January**

*n.* the first month in a year.

### class | clean

**clatter**

*n.* a rattling sound.

**clavicle**

*n.* collarbone.

**clay**

*n.* a type of soil.

- Explain that dictionaries provide a lot of information about words—correct spellings, meanings, word type, capitalization, and more. Point out that to get this information, you first have to be able to find the word in the dictionary.
- Tell students that words in the dictionary appear in alphabetical order and that the bigger words at the top of the page are guide words. Guide words tell you the first and last words that appear on that page.
- Use **Think-Pair-Share** to have students identify which page they would find information for the word *jam*, and randomly select a few students to share. *The page with the guide words jackrabbit and jar.*
- Use **Think-Pair-Share** to have students tell which word on these dictionary pages must be capitalized, and randomly select a few students to share. *The word January.*
- Remind students that *January* is capitalized because it is the name of a month, and all months begin with a capital letter.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,  
pages 2 and 3

**Skill Practice**

Use the sample dictionary pages. Write the guide words for the page where you will find each word.

1. claw *class, clean*
2. jail *jackrabbit, jar*

**Building Meaning**

ancient	zones	surfaces	survival
ideal	structure	wealthy	several

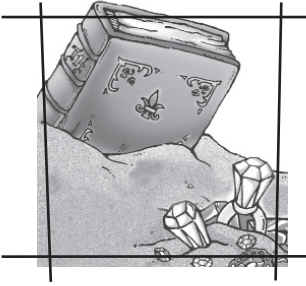
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Choose the word that best fits in the blank.  
 I like a cake with several layers because there is more to eat.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

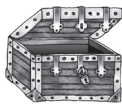
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



## Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What conclusion can you draw about the building materials available in ancient Egypt?

### Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

**Yesterday we read that jewelry was very popular in ancient Egypt. We also read that the Egyptians even wore good luck charms on their jewelry because they were superstitious. We were able to draw the conclusion that jewelry was important in ancient Egypt.**

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 2–4 of *Ancient Egypt: Gods and Pharaohs* aloud. Use a **Think Aloud** to model drawing the conclusion that many artifacts from ancient Egypt must have been well preserved.



**Let me think about the information I read in the text. I read that much of what scientists know about ancient Egypt comes from studying artifacts. I will add this to the “What I Read/See” column of my drawing-conclusions chart. Let me think about information I know that I can relate to this text. I know that artifacts have to be preserved for scientists to study them. If artifacts have fallen apart or been destroyed, it’s hard to study them. I will add “Artifacts have to be preserved for scientists to study them,” to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about Egyptian artifacts. I can draw the conclusion that many artifacts from ancient Egypt must have been well preserved. I will add this conclusion to the “What conclusion can I draw?” column of my chart.**

- Summarize the supporting details for the main ideas you listed, and record them on your idea tree.

### Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

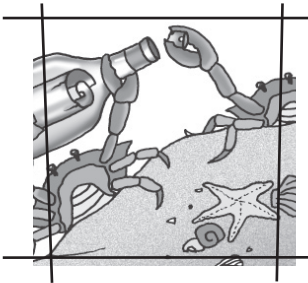


- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students’ reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. What conclusion can you draw about the importance of the Nile’s flooding every year in ancient Egypt? Use details from the text to support your answer. (Write-On) |DC|
2. What is the main idea of page 7? |MI|
  - a. The ancient Egyptians built boats with sails and oars.
  - b. The people of ancient Egypt bathed in the Nile.
  - c. The ancient Egyptians liked to sail boats on the Nile.
  - d. The Nile was very important to the people of ancient Egypt.
3. How did Queen Hatshepsut hold on to power as a pharaoh? |CE|
4. Look at the timeline on page 11. During what years did Cleopatra rule Egypt? |TF|
  - a. 1332–1323 BCE
  - b. 3000–3100 BCE
  - c. 1479–1458 BCE
  - d. 51–30 BCE



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 5–13 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What conclusion can you draw about the importance of the Nile’s flooding every year in ancient Egypt? Use details from the text to support your answer. (Write-On) |DC|
 

**100 points** = *I can draw the conclusion that the Nile’s flooding every year was very important in ancient Egypt. The text says that when the Nile flooded, it covered the fields with rich soil. This was great soil for growing crops.* **90 points** = *I can draw the conclusion that the Nile’s flooding every year was very important in ancient Egypt. When the Nile flooded, it covered the fields with rich soil.* **80 points** = *The flooding was important because it covered fields with good soil.*
2. What is the main idea of page 7? |MI|
  - a. The ancient Egyptians built boats with sails and oars.
  - b. The people of ancient Egypt bathed in the Nile.
  - c. The ancient Egyptians liked to sail boats on the Nile.
  - d. *The Nile was very important to the people of ancient Egypt.*
3. How did Queen Hatshepsut hold on to power as a pharaoh? |CE|
 

**100 points** = *Queen Hatshepsut held on to power as a pharaoh by making herself king and not allowing her stepson to rule. The text says that she dressed like the male pharaohs and wore a fake beard. She ruled like this for almost twenty-two years.* **90 points** = *Queen Hatshepsut held on to power as a pharaoh by making herself king and not allowing her stepson to rule. She dressed like the male pharaohs.* **80 points** = *She made herself king and dressed like a man.*
4. Look at the timeline on page 11. During what years did Cleopatra rule Egypt? |TF|
  - a. 1332–1323 BCE
  - b. 3000–3100 BCE
  - c. 1479–1458 BCE
  - d. *51–30 BCE*

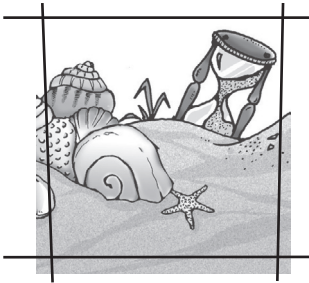
- If some teams finish ahead of others, have them work on their graphic organizers.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion TP**



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
<p>Team Talk Extenders</p>	<p>Who do you think was a more powerful ruler: King Tut or Queen Hatshepsut? Explain.</p> <p>In ancient Egypt, why did only boys from rich families go to school?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>



## FLUENCY IN FIVE **TP**

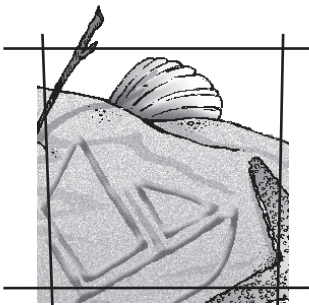
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

### Pages 18 and 19 or page 7

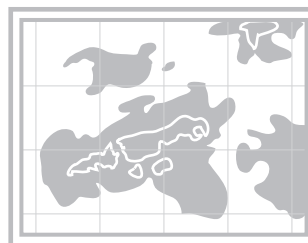
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



## WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (dictionary skills).
- Display the dictionary map clue.





- Use **Think-Pair-Share** to have students identify what the guide words at the top of a page in a dictionary mean, and randomly select a few students to share. *Guide words are the first and last words that appear on that page.*
- Display the sample dictionary pages.

**Teacher’s Note:** Students will refer to the sample dictionary pages for the Word Power activity.

Blackline master provided.

Student Edition, page 3

<b>street   strut</b>	<b>sure   surprise</b>
<p><b>structure</b> <i>n.</i> something built.</p> <p><b>struggle</b> <i>v.</i> to fight.</p> <p><b>strum</b> <i>v.</i> to brush strings on an instrument.</p>	<p><b>surf</b> <i>n.</i> waves.</p> <p><b>surface</b> <i>v.</i> <b>1</b> to come to the top.—<i>n.</i> <b>2</b> the upper part of something.</p> <p><b>surly</b> <i>adj.</i> unfriendly.</p>

- Point out that *surface* is a word from this cycle’s vocabulary list. Use **Think-Pair-Share** to have students identify on what page they would find the information for *surface*, and randomly select a few students to share. *The page with the guide words sure and surprise.*
- Point out that the word *surface* has two definitions; one is an action, and the other is the name of a thing. Tell students that some words have more than one meaning, and that the dictionary gives all the meanings for words.
- Repeat this activity with the word *structure*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,  
pages 3 and 4

**Skill Practice**

Use the sample dictionary pages. Write the guide words for the page where you will find each word.

1. surge *sure, surprise*
2. stress *street, strut*

**Building Meaning**

ancient	zones	surfaces	survival
ideal	structure	wealthy	several

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

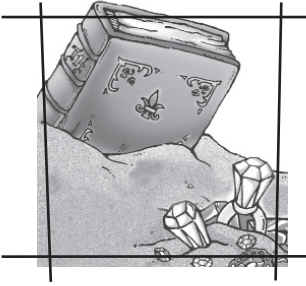
4. Richard found an ancient stone knife when he dug for worms next to the pond. *Ancient* means—

- very muddy.
- very old.*
- very wet.
- very new.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

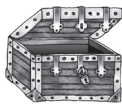
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



## Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How was the flooding of the Nile important to the ancient Egyptians?

### Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday’s reading.

**Yesterday we read that much of what scientists know about ancient Egypt comes from studying artifacts. We were able to draw the conclusion that many artifacts from ancient Egypt must have been well preserved because it is hard to study artifacts that have fallen apart.**

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information that you missed the first time you read.
- Reread pages 14–16 of *Ancient Egypt: Gods and Pharaohs* aloud. Use a **Think Aloud** to model drawing the conclusion that the ancient Egyptians thought that the afterlife was like life on earth.



**Let me think about the information I read in the text. I read that the people in ancient Egypt left food and drinks near buried bodies for their loved ones to use in the afterlife. I will add this to the “What I Read/See” column of my drawing-conclusions chart. Let me think about the information I know that I can relate to this text. I know that people living on earth need food and drinks. I will add this to the “What I Know” column of my drawing-conclusions chart. I can use the information that I read and the information I know to draw a conclusion about the ancient Egyptians’ view of the afterlife. I can draw the conclusion that ancient Egyptians believed the afterlife was like life on earth. I will add this conclusion to the “What conclusion can I draw?” column of my chart.**

- Reread page 17, stopping to ask questions, make points, or focus students’ attention as needed.
- Summarize the supporting details for the main ideas you listed, and record them on your idea tree.



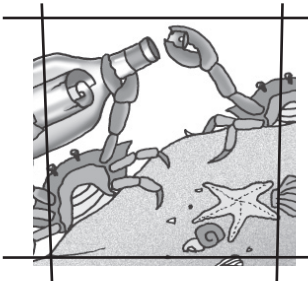
### Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page 4

### Team Talk

1. What conclusion can you draw about learning to read Egyptian hieroglyphs? Use details from the text to support your answer. (Write-On) |DC|
2. Why was it important for ancient Egyptians to have their names written down? |CE|
3. Look at the map on page 27. Which statement below is incorrect? |TF|
  - a. Marsa is on the Mediterranean coast.
  - b. Luxor is on the Nile between Qina and Idfu.
  - c. Al Arish is farther from Israel than Alexandria.
  - d. Siwah is not near a body of water.
4. Use your graphic organizer to summarize the information in the text. |SU|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 18–28 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

### Team Talk

1. What conclusion can you draw about learning to read Egyptian hieroglyphs?

Use details from the text to support your answer. (Write-On) |DC|

**100 points** = *I can draw the conclusion that it was hard to learn to read Egyptian hieroglyphs. The text says that there are more than 700 hieroglyph signs, and it took scribes many years to learn all of them.* **90 points** = *I can draw the conclusion that it was hard to learn to read Egyptian hieroglyphs. The text says that there are more than 700 hieroglyph signs.* **80 points** = *It was hard to learn to read hieroglyphs.*

2. Why was it important for ancient Egyptians to have their names written down? |CE|

**100 points** = *It was important for ancient Egyptians to have their names written down because they believed this would keep them from disappearing after dying. The text says the names were often written in hieroglyphs. The names of pharaohs and other important people were written inside of ovals called a cartouche.* **90 points** = *It was important for ancient Egyptians to have their names written down because they believed this would keep them from disappearing after they died. The names were often written in hieroglyphs.* **80 points** = *They believed this would keep them from disappearing after they died.*

3. Look at the map on page 27. Which statement below is incorrect? |TF|

- a. Marsa is on the Mediterranean coast.
- b. Luxor is on the Nile between Qina and Idfu.
- c. Al Arish is farther from Israel than Alexandria.
- d. Siwah is not near a body of water.

Team Talk *continued*

4. Use your graphic organizer to summarize the information in the text. [SU]

**100 points** = *Egypt is one of the oldest civilizations in the world. It was ruled by pharaohs thousands of years ago. Artifacts provide a lot of information about ancient Egypt. The Nile was very important to the ancient Egyptians. Pharaohs owned all the land and made all the laws. Most Egyptian men were farmers, and the women took care of the home. Egyptians believed that people lived again after death in another world. They built huge tombs for the dead called pyramids. Their system of writing was called hieroglyphs. Today Egypt is one of the biggest countries in the world.*

**90 points** = *Egypt is one of the oldest civilizations in the world. Artifacts provide a lot of information about ancient Egypt. Pharaohs owned all the land and made all the laws. Egyptians believed that people lived again after death in another world. They built huge tombs for the dead called pyramids. Today Egypt is one of the biggest countries in the world.*

**80 points** = *Egypt is one of the oldest civilizations in the world. Years ago, pharaohs owned all the land and made all the laws. They built huge tombs for the dead called pyramids. Today Egypt is one of the biggest countries in the world.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion** **TP**

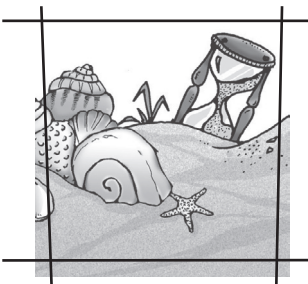


Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion		<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders	<p>Is the Nile as important to Egyptians today as it was to ancient Egyptians? Explain.</p> <p>Why do you think the ancient Egyptians recorded so much information with hieroglyphs?</p>
		<ul style="list-style-type: none"> <li>- Award team celebration points.</li> <li>- Allow students time to discuss their summaries.</li> <li>- Use <b>Random Reporter</b> to select students to share their summaries.</li> </ul>

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>
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## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

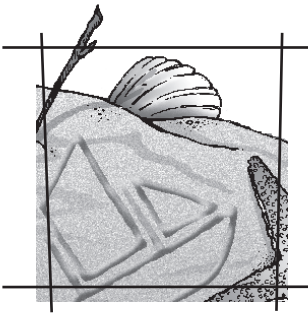
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

**Pages 18 and 19, page 7, or page 28**

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



## WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students explain what the guide words at the top of a page in a dictionary mean, and randomly select a few students to share. *Guide words are the first and last words that appear on that page.*

**Preparation:** Display the Word Power Challenge.

### Word Power Challenge

summer shovel stone

Blackline master provided.  
Student Edition, page 4

shop | show

a.

stock | stop

b.

such | super

c.

**Teacher's Note:** Students will refer to the sample dictionary pages for the Word Power activity.



- Direct students' attention to the Word Power Challenge. Have students write the words *summer*, *shovel*, and *stone* on their papers. Use **Team Huddle** to have students discuss where they would find each word. Tell students to write their answers on their papers.



- Use **Random Reporter** to have students share answers. *The word summer – c; the word shovel – a; the word stone – b.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

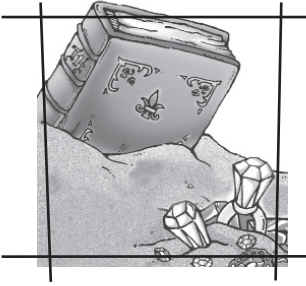
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

Skill Practice			
Use the sample dictionary pages. Write the guide words for the page where you will find each word.			
1. sun <i>such, super</i>			
2. shoulder <i>shop, show</i>			
Building Meaning			
ancient	zones	surfaces	survival
ideal	structure	wealthy	several
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. <b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i> <b>80 points</b> = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best fits in the blank. All the cars parked in the no-parking <u>zones</u> got tickets.			

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

**Team Cooperation Goal**

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

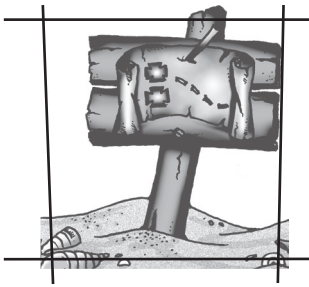
**Today you will read about gods and goddesses in two ancient lands.**

**Vocabulary TP**

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

**Prepare Students for the Test**

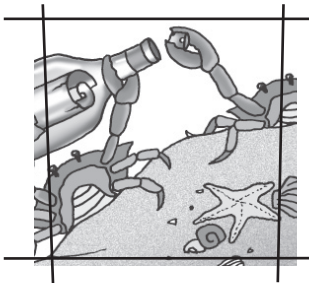
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about drawing conclusions.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



## TEST

Timing Goal: 35 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test and graphic organizers.



## TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

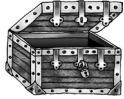
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.



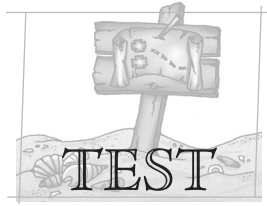


**Class Discussion TP**

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

### Ancient Gods and Goddesses

Long ago, Egypt and Greece were thought to be ruled by gods and goddesses. People in both countries built temples to honor them. These temples were homes for the gods and goddesses.

Gods and goddesses in Egypt looked like humans except for their heads. Often, they had the head of an animal. Ra was the most important god in Egypt. He was the god of the sun. People in Egypt believed that he created the world. Ra had the body of a man, but the head of a falcon.

The Greeks also had many gods and goddesses. These gods and goddesses looked like humans, but they had special powers. The most important Greek god was Zeus. Zeus was the ruler of all the gods. His symbol was a thunderbolt.

Sources: Egyptian Gods ([www.king-tut.org.uk/egyptian-gods/](http://www.king-tut.org.uk/egyptian-gods/))

Ancient Egypt Gods ([www.egypttourinfo.com/ancient-egypt-gods.html](http://www.egypttourinfo.com/ancient-egypt-gods.html))

Ancient Egyptian Gods ([www.woodlands-junior.kent.sch.uk/Homework/egypt/gods.htm](http://www.woodlands-junior.kent.sch.uk/Homework/egypt/gods.htm))

Ancient Greek Gods ([www.woodlands-junior.kent.sch.uk/Homework/greece/greekgods.htm](http://www.woodlands-junior.kent.sch.uk/Homework/greece/greekgods.htm))

The British Museum ([www.ancientegypt.co.uk/menu.html](http://www.ancientegypt.co.uk/menu.html))

## Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? [MI]

**20 points =** *The topic of this text is gods and goddesses in ancient Egypt and Greece. I know this is the topic because the text tells facts about the gods and goddesses in both of these countries. Also, the title is a good clue.*

**15 points =** *The topic of this text is gods and goddesses in ancient Egypt and Greece. I know this is the topic because of the title and the facts in the text.*

**10 points =** *Gods and goddesses in ancient Egypt and Greece. The title is a clue.*

30 points

2. What is the intent of the author? |AP|
- to tell where people built temples for gods and goddesses
  - to tell facts about gods and goddesses in Egypt and Greece today
  - to tell why the Egyptian gods are better than Greek gods
  - to tell about gods and goddesses in ancient civilizations

How do you know?

**20 points** = I know that this is the author's intent because the text tells facts about gods and goddesses in ancient Greece and ancient Egypt. The text does not talk about gods or goddesses in those places today, and it does not tell which gods are better. **15 points** = I know that this is the author's intent because the text tells facts about gods and goddesses in ancient Greece and ancient Egypt. It doesn't tell about gods today. **10 points** = It tells facts about gods and goddesses in ancient times.

20 points

3. What conclusion can you draw about the importance of gods and goddesses to the people of ancient Egypt and Greece? |DC|

(Answers may vary.) **20 points** = I can draw the conclusion that gods and goddesses were very important to the people of ancient Egypt and Greece. The text says that people in both countries built temples to honor their gods and goddesses. It also says that in Egypt, people believed that the god Ra created the world. The Greeks believed that twelve of their gods and goddesses were very important. **15 points** = I can draw the conclusion that gods and goddesses were very important to the people of ancient Egypt and Greece. The text says that people in both countries built temples to honor their gods and goddesses. **10 points** = Gods and goddesses were very important to the people of ancient Egypt and Greece. Temples were built to honor them.

20 points

4. Use information from your graphic organizer to summarize the text. |SU|

**20 points** = Gods and goddesses were very important in some ancient countries like Egypt and Greece. People built temples for them. In Egypt, gods and goddesses looked like humans but had animal heads. In Greece, gods and goddesses looked like humans. **15 points** = Gods and goddesses ruled some ancient countries like Egypt and Greece. People built temples for them. Some gods and goddesses looked like humans, and some did not. **10 points** = Gods and goddesses ruled some ancient countries. They had temples. Some looked like humans.

## Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

### Skill Questions

Use the sample dictionary pages below. Write the guide words for the page where you will find each word.

#### Dictionary Sample Pages

egg   either	every   example	motion   mountain	note   November
--------------	-----------------	-------------------	-----------------

- 5 points            1. eight *egg, either*
- 5 points            2. novel *note, November*
- 5 points            3. motto *motion, mountain*
- 5 points            4. ewe *every, example*

### Building Meaning

ancient	zones	surface	survival
ideal	structure	wealthy	several

- 10 points            5. Write a meaningful sentence for the word *several*.  
**10 points** = *Since I have several pillows, I gave one to my sister because hers was torn.* **5 points** = *Since I have several pillows, I gave one to my sister.*  
**1 point** = *I have several pillows.*
- 10 points            6. The windy day was *ideal* for flying kites.
- 10 points            7. The survival of the settlers depended on growing enough crops to last through the winter. *Survival* means—
  - a. staying cold.
  - b. staying alive.
  - c. staying warm.
  - d. staying hungry.

**10 points**

8. The ancient box contained hundreds of Roman coins that were more than a thousand years old. *Ancient* means—
- dusty.
  - buried.
  - very old.*
  - very heavy.

**10 points**

9. We can learn a lot about the lives of Egyptians from long ago by studying the hieroglyphs they carved into the surface of stone walls.

**10 points**

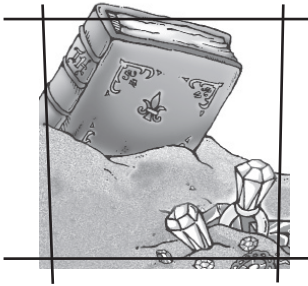
10. Mia's wealthy aunt bought her own airplane. *Wealthy* means—
- rich.*
  - old.
  - nice.
  - poor.

**10 points**

11. The farmer built a structure to protect his chickens from wild animals.

**10 points**

12. Only doctors and nurses are allowed into some zones of the hospital. *Zones* means—
- drugs.
  - operations.
  - chairs.
  - areas.*



## DAY 6

# ACTIVE INSTRUCTION

Timing Goal: 25 minutes

### Set the Stage

- Introduce the writing goal.

**Today you will use the book *Ancient Egypt: Gods and Pharaohs* to create your own glossary of terms for your classmates.**

### Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

### Build Background

- Review the differences between informational texts and literature.

**The main purpose of literature is to tell a story. There is usually a beginning, a middle, and an end to the story, and it is normally told by a main character or narrator. What is an example of literature? Wait for students' responses. Very good. The main purpose of an informational text is to inform or describe. Informational texts are factual and can be used as a reference for research. What is an example of an informational text? Wait for students' responses. Good job. The text we read this cycle, *Ancient Egypt: Gods and Pharaohs*, is an informational text. Remember that informational texts often have text features, such as maps and glossaries. We used these features when we read this cycle.**

- Introduce the activity, writing a glossary.
- Ask students what they use a glossary for. Wait for answers, and then confirm students' ideas.

**A glossary is used to define words that we don't know within a text. We can refer to a glossary to find the definition of a word we do not know as we read. There is a glossary in the back of our book, *Ancient Egypt: Gods and Pharaohs*. If you turn to page 29, you will see it.**

- Allow students time to locate the glossary and look at it.
- Explain to students that they will use this cycle's text to come up with their own glossary of words.

- Display this example of a glossary for circus-related words. Read the entries aloud.

Blackline master provided.

### Circus Glossary

**acrobats:** Artists who perform on the trapeze, trampoline, or tight rope doing different special tricks.

*My mother loves the acrobats because they do daring tricks on the trapeze.*

**kazoo:** A musical instrument often used by clowns that makes a buzzing sound.

*The clowns played their kazoos to the tune of the song.*

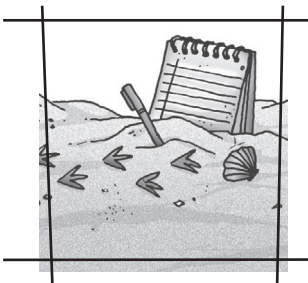
**menagerie:** A group of different animals on display; the place on the circus grounds where the animals are kept.

*The little boy wandered over to the menagerie to see if he could get a closer look at a tiger.*

**ringmaster:** The leader of the circus who announces all the acts.

*Everyone was watching the ringmaster as he spoke, and they didn't notice the lions that were now on stage.*

- Tell students that their glossaries will look similar to this one. Address any questions that arise.
- Tell students that they will now begin planning their glossaries.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.
  - Remember that today you will write a glossary of terms found in your book.**
- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

### Writing Prompt

Write a glossary of terms found in your book, *Ancient Egypt: Gods and Pharaohs*. Include four important terms that are not already in the glossary. The terms in your glossary should be in alphabetical order. Use the proper glossary format. Make sure that the definition matches the way the word is used in the text. Include an example sentence after the definition for each word.

### Scoring Guide

The glossary includes at least four important words that are not already in the book's glossary.	<b>10 points each (40 points maximum)</b>
The definitions of the words match the meanings of the words in the text. An example sentence follows the definition for each word.	<b>10 points each (40 points maximum)</b>
The glossary format is used for all words.	<b>10 points</b>
The words are in alphabetical order.	<b>10 points</b>

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

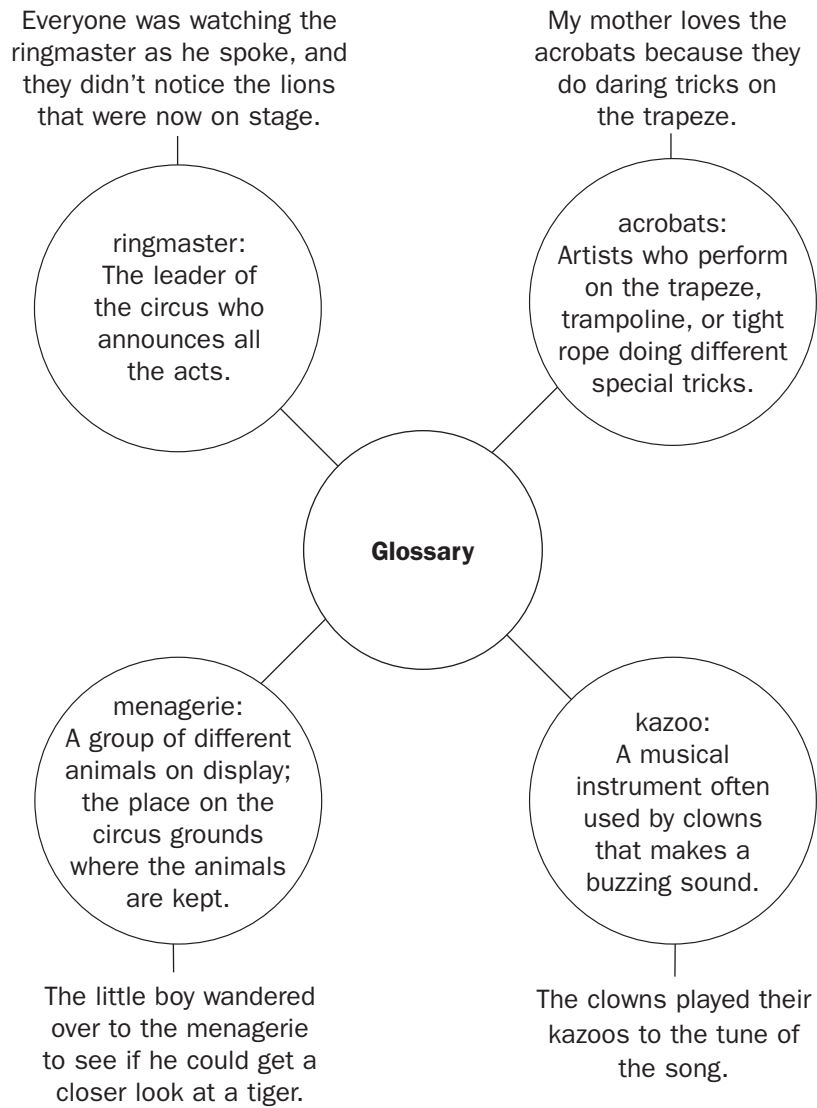
**Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web organizer. We will list our four words and define them in our webs. This will help us include all the information we need as we write our glossaries.**



- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Allow students time to look through their books and find four important words to define. Answer questions as they arise.
- Ask one or two students who have examples of good planning to share their ideas with the class.



**Sample Graphic Organizer**



**Teacher's Note:** It may be helpful to have dictionaries or Internet access available in the event that students need help defining their words.

**Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Describe the proper format for a glossary.

**Let's go over the proper format for your glossaries. You have chosen and defined your words. The first thing you should do is alphabetize them. Once that is done, write each word out, and then use a colon to show that whatever follows is the definition of word. Let's look at this example.**

- Display the circus glossary.

Blackline master provided.

### Circus Glossary

**acrobats:** Artists who perform on the trapeze, trampoline, or tight rope doing different special tricks.

*My mother loves the acrobats because they do daring tricks on the trapeze.*

**kazoo:** A musical instrument often used by clowns that makes a buzzing sound.

*The clowns played their kazoos to the tune of the song.*

**menagerie:** A group of different animals on display; the place on the circus grounds where the animals are kept.

*The little boy wandered over to the menagerie to see if he could get a closer look at a tiger.*

**ringmaster:** The leader of the circus who announces all the acts.

*Everyone was watching the ringmaster as he spoke, and they didn't notice the lions that were now on stage.*

- Point out the example sentence for the word *acrobats*. Tell students that they will write an example sentence to go with each of their words.
- Answer any related questions.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

### Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Use **Team Huddle** to have students discuss how they would respond to their partners' format if it looked like this.



Blackline master provided.

ringmaster the leader of the circus who announces all the acts  
kazoo musical instrument often used by clowns that makes a  
buzzing sound



- Use **Random Reporter** to select students to share their suggested revisions. *The words should be placed in alphabetical order; a colon should be placed after each word being defined, two more words need to be added, and there should be an example sentence added after each definition.*
- Review any of the applicable criteria of the writing prompt if necessary.
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

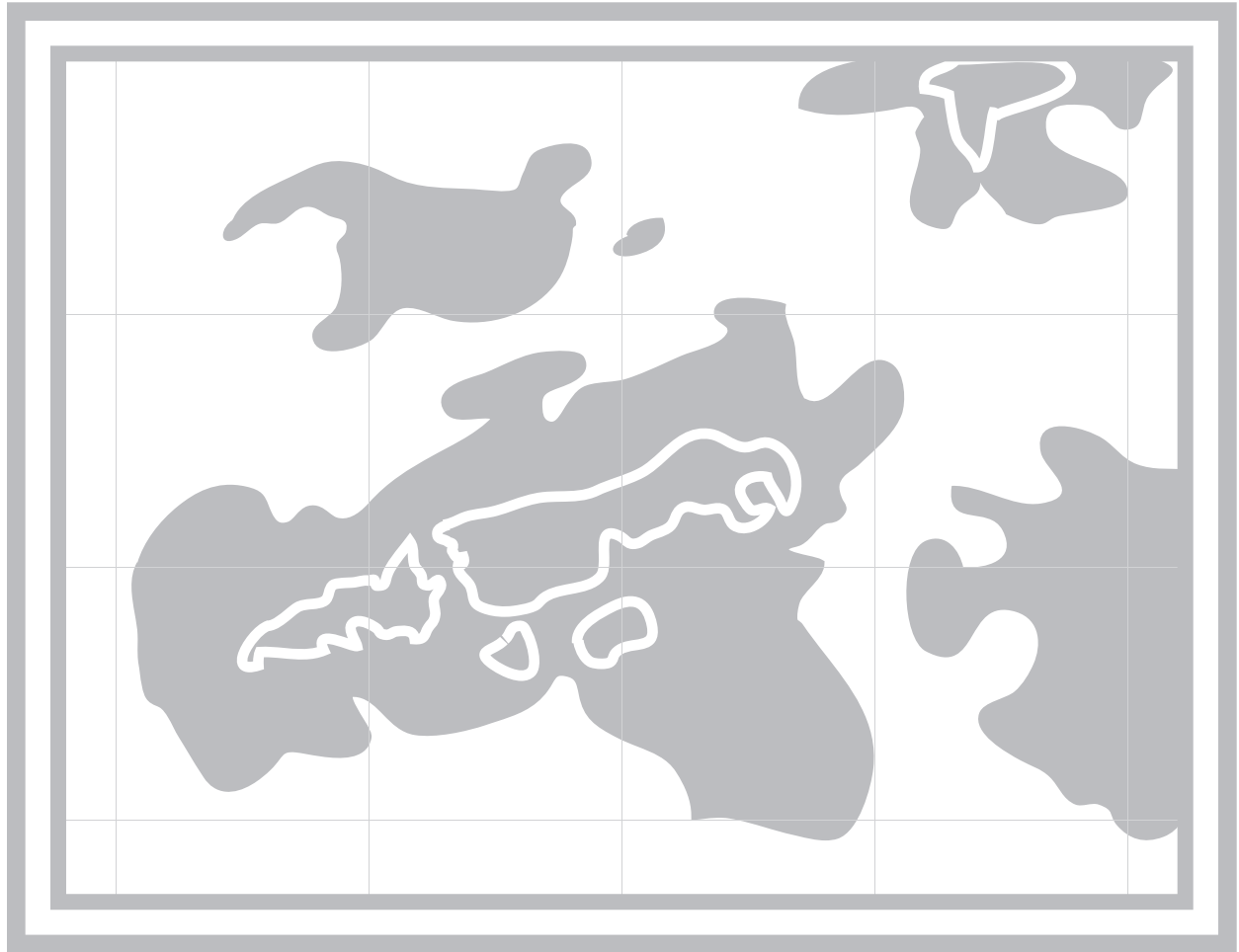
### Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

### Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> <li>- What is your team celebration score?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



What I Read/See	What I Know	What conclusion can I draw?

**jackrabbit | jar**

**jangle**

*v.* to make a harsh sound.

**janitor**

*n.* a person who takes care of a building.

**January**

*n.* the first month in a year.

**class | clean**

**clatter**

*n.* a rattling sound.

**clavicle**

*n.* collarbone.

**clay**

*n.* a type of soil.

**street | strut**

**structure**

*n.* something built.

**struggle**

*v.* to fight.

**strum**

*v.* to brush strings on  
an instrument.

**sure | surprise**

**surf**

*n.* waves.

**surface**

*v.* **1** to come to the top.

—*n.* **2** the upper part  
of something.

**surly**

*adj.* unfriendly.

**shop | show**

**a.**

**stock | stop**

**b.**

**such | super**

**c.**



## Circus Glossary

**acrobats:** Artists who perform on the trapeze, trampoline, or tight rope doing different special tricks.

*My mother loves the acrobats because they do daring tricks on the trapeze.*

**kazoo:** A musical instrument often used by clowns that makes a buzzing sound.

*The clowns played their kazoos to the tune of the song.*

**menagerie:** A group of different animals on display; the place on the circus grounds where the animals are kept.

*The little boy wandered over to the menagerie to see if he could get a closer look at a tiger.*

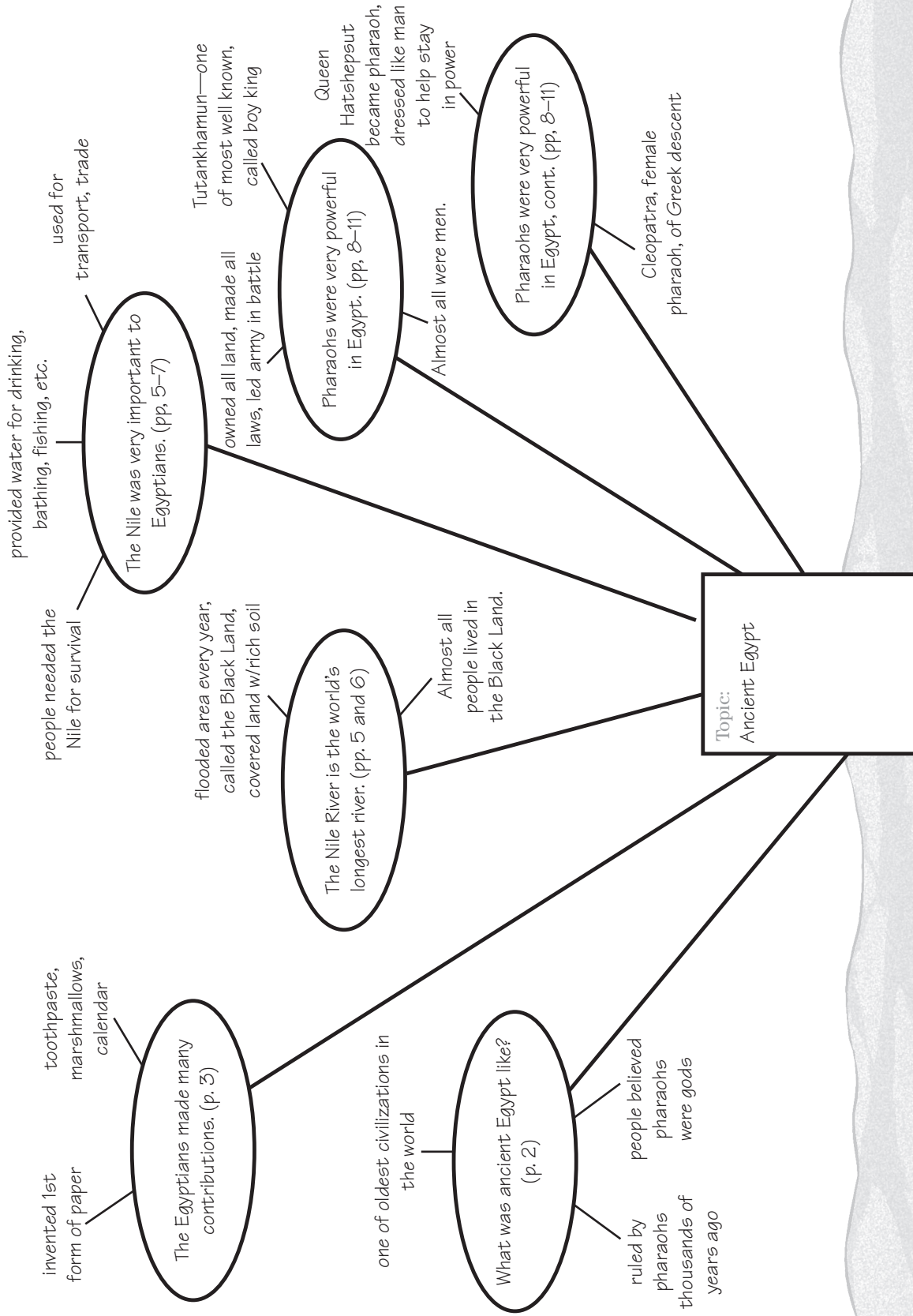
**ringmaster:** The leader of the circus who announces all the acts.

*Everyone was watching the ringmaster as he spoke, and they didn't notice the lions that were now on stage.*



**Title:** Ancient Egypt: Gods and Pharaohs

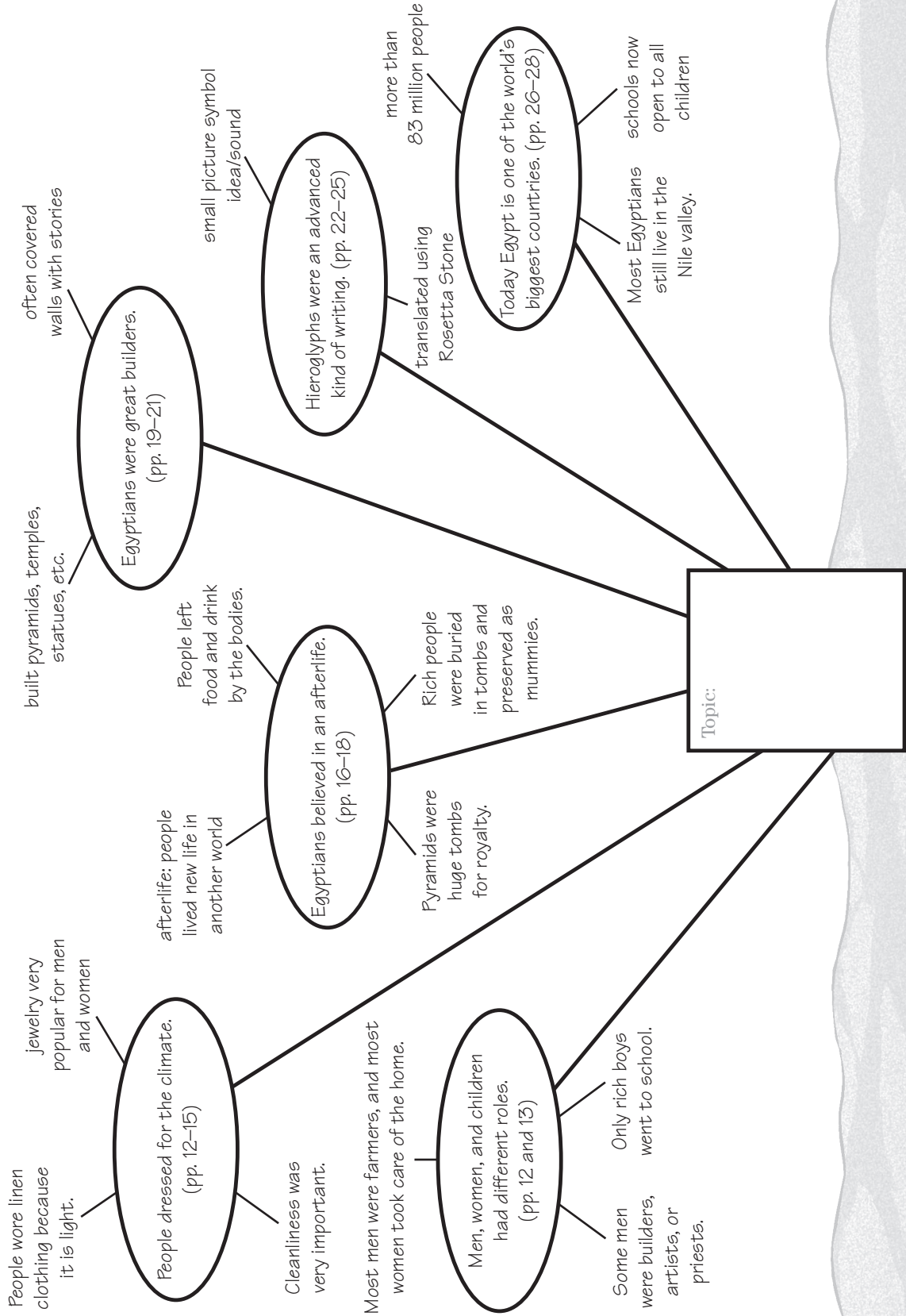
# Idea Tree





**Title:** Ancient Egypt: Gods and Pharaohs, cont.

# Idea Tree



## Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / <i>Ancient Egypt: Gods and Pharaohs</i>	
<b>English Language Arts Standards: <i>Reading: Informational Text</i></b>	
<b>Key Ideas and Details</b>	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
<b>English Language Arts Standards: <i>Language</i></b>	
<b>Vocabulary Acquisition and Use</b>	
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	