

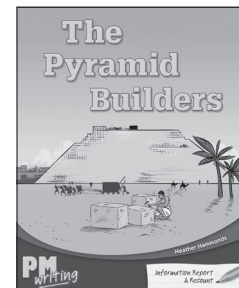
# The Pyramid Builders

PM Level 25

Emerald

**Text Type** Information Report/Recount

**Running Words** 277/259



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also have a basic knowledge of ancient Egypt and the pyramids.

### Orientation to the Text

- The Pyramids of Giza are one of the Seven Wonders of the Ancient World. This book features an information report about who built the Great Pyramid of Giza, together with a recount from the perspective of one of the temporary workers on the project writing home to his sister.

## Building the Balanced Reader

### Grammatical Conventions

- Discuss the use of connectives, such as *after*, *as* and *when*, throughout the text. Explain what complex sentences are and note how the connectives allow the author to add further detail to simple sentences. As you come across connectives, ask, *What is the simple sentence that forms the basis of this sentence?*

### Vocabulary

#### Key vocabulary

construction, Egypt, factories, pyramid, Supervisors, wages, workers

### Spelling

- Write the word *build* on the board and invite students to find words in the text that have this as a base word, such as *built* and *building*. Discuss how the meanings of these words are related and ask students to suggest other words that they know that belong in the same base-word family.

### Visual Literacy

- Discuss the difference between the images used in the information report section of the book and those used in the recount. Ask, *Why do you think the author chose to change the style of the images between the two text types? Do you think this was effective?*

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title of the book together. Ensure that students are aware of what the pyramids are and that they were built in Egypt a long time ago. Ask, *Who do you think built the pyramids?*

- Look at the text types on page 1 together. Ask, *What tense would you expect these texts to be in? Why?*
- Together, read the introduction on page 2. Ask, *What does this tell you about the main idea of the information report? What do you expect it will be about?*
- Continue to page 6. Point out the words *manufactured* and *provided*. Ask, *How do you know these are past-tense verbs? What other past-tense verbs are on this page?*
- Read to page 9. Discuss students' thoughts about the main idea from the introduction page. Ask, *What would you say the main idea is now?*
- Continue to page 10. Introduce the section as a recount. Ask, *What tense is this text in? Why?*
- Continue to page 12. Point out the word *permanent*. Ask students to look at the previous page to find the opposite of this word.
- Read page 13 together. Ask students to re-read the page in the present tense. Discuss the effect of this.
- Read to page 16. Ask students to summarise the main idea of the recount in a single sentence.

### Comprehension

- How long did it take to construct the Great Pyramid of Giza? (*Literal*)
- Why do you think the pyramids were built? (*Inferential*)
- Which of the two texts did you learn more from? Why? (*Inferential/Evaluative*)

### Follow-up Activities

- Show students a world map and see if they can locate Egypt. Discuss the climate and environment in Egypt, and ask students to suggest how this might have affected the building of the Great Pyramid of Giza.
- Together, write down the main idea of the information report and the recount. Ask students to find supporting details that are common to both texts. Then, have them look for supporting details that are unique to both texts.
- Organise students into groups of three and allocate them to the roles of supervisor, permanent worker and temporary worker, respectively. Ask students to engage in a dialogue about building the pyramids from the perspective of their characters, using the supporting details from the text. Students could perform their dialogues for each other.

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## Learning Intentions

- We are learning to describe the main idea of a text.
- We are learning to identify the tenses of verbs.

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## Success Criteria

- I can summarise the text into one sentence containing the important ideas.
- I can find past-tense verbs in the text.
- I can say the present-tense form of a past-tense verb.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up