

## Egyptian Adventure

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising</i></li> </ul>	<p><b>Tricky words</b></p> <p>amazing, another, bowing, climb, could, Egypt, Egyptians, first, knocked, laugh, pharaoh, pleased, pyramid, scene, special</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Clarifying**) Read the title and have a quick look through the pictures. Ask the children: *Who were the Egyptians? What were they famous for?*
- C** (**Prediction**) Ask: *What do you think will happen in this story?*
- W** Identify the words 'Ancient Egyptians' (page 1), 'pyramid' (page 3), 'sphinx' (page 4) and 'pharaoh' (page 20).

#### Strategy check

Remind the children to break longer words into syllables to work them out.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage fluent and expressive reading, and prompt as necessary.
- Encourage them to tackle unfamiliar words independently by using a variety of reading strategies.
- C** (**Summarising**) When they have finished reading, ask the children to describe what happened in the story to a partner using no more than six sentences.

**Assessment** Check that children:

- use comprehension skills to work out what is happening in the story
- read high frequency words fluently and automatically.

#### Returning to the text

- Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction.
- C** (**Clarifying**) On pages 10 and 11, ask: *What was Nadim and Chip's first impression of the scene?*
- C** (**Questioning**) On page 15, ask: *Why do you think the man gasped when he saw Floppy?*
- W** On page 25, ask children to find 'fierce' and point out the long 'ee' vowel sound.
- C** (**Questioning**) Ask: *Why do you think the pharaoh ordered his servants to look after Floppy?*
- C** (**Clarifying, Summarising**) At the end of the book, ask: *What did the children dislike about the adventure?*

## Group and independent reading activities

**Objective** Draw together ideas and information from across a whole text.  
Give some reasons why things happen or characters change.

**You will need** pairs of cards with the word 'fact' or 'fiction' written on each one.

**C (Clarifying)** Give a pair of cards to each pair of children then read the following sentences:

In Ancient Egypt a king was called a pharaoh.

The pharaoh took Floppy inside the palace.

At that moment the pharaoh came to see the carving.

A sphinx has the body of a lion.

- Ask the children to identify if the statement is a true statement (fact) or one that was imagined by the author for the story (fiction).
- Ask them to hold up the appropriate card.

**Assessment** Are the children able to locate the information in the storybook? Can they tell the difference between fact and fiction?

**Objective** Explore how particular words are used, including words and expressions with similar meanings.  
Compose sentences using tense consistently.

**You will need** to write the following sentences on the board with a choice of two words next to each one:

Biff... Floppy chase the cat. (sees/saw)

She... to the others. (calls/called)

They all... back to... Floppy, but he... stuck on the  
blocks of stone. (go/went; got/get; is/was)

He... get down. (couldn't/can't)

"Oh Floppy! You silly dog," ...Biff. (said/says)

**C** Ask the children to write the sentences in the past tense by choosing the correct word to write in the spaces.

**Assessment** Do the children reread each sentence to check they have used the correct tense?

**Objective** Know how to tackle unfamiliar words that are not completely decodable. Use syntax and context to build their store of vocabulary when reading for meaning.

**You will need** to write the following words on the board: 'pyramid', 'sphinx', 'pharaoh', 'slave'.

**W** Ask the children to find in the story the words on the board.

- Encourage them to write a definition of each word and draw a picture.
- Ask them to look up the words in a dictionary and read the definitions.

**Assessment** Do the children attempt to write their own definitions of the words or do they look in the storybook for a definition?

## Speaking, listening and drama activities

**Objective** Listen to others in class, ask relevant questions. Adopt appropriate roles in small or large groups.

- Ask the children to look at pages 10–11 of the storybook.
- Invite one child to be the pharaoh.
- Instruct the other children to prepare questions to ask the 'pharaoh' about what happened in the story and what it was like to be a pharaoh in Ancient Egypt.

- Invite another child to be a slave.
- Ask the other children to prepare questions to ask the slave about the events in the story and about what it might have been like to be a slave in Ancient Egypt.

## Writing activities

**Objective** Draw on knowledge and experience of texts in deciding and planning what to write.

**You will need** to explain what a riddle is (when the writer gives clues about a person or thing without saying what it is, leaving the reader to guess).

- Tell the children the Riddle of the Sphinx: *What creature has four legs in the morning, two legs in the afternoon, and three legs in the evening?* (Answer: People. They crawl on all fours when a baby, walk on two legs when grown up, and walk with the aid of a stick in old age.)
- Ask the children to work with a partner to write a riddle about a character or thing in the book, e.g. 'I have four sides. I am made of stone. I am...'
- Ask them to read their riddles to the rest of the class for them to guess the answer.

**Assessment** Do the children give clues without giving away the answer?

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