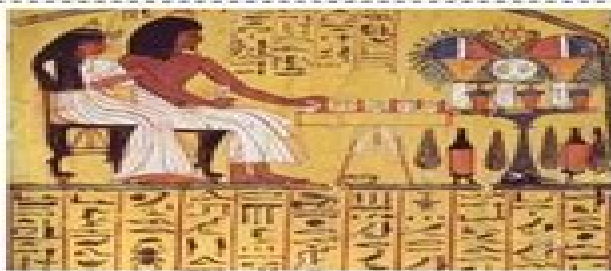
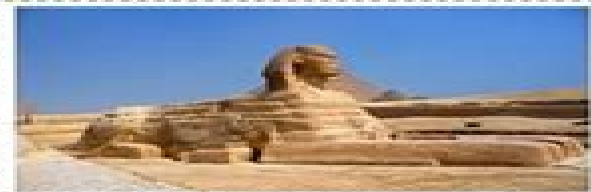


The Ancient Pyramids of Egypt

Why were the pyramids built?

The pyramids were built as a resting place and to protect the Kings and queens of Egypt and other important people. Around were 130 pyramids built, the biggest one was the Great Pyramid of Giza. This was the tallest building in the world for 3800 years until the Eiffel Tower was built. It was built for the Pharaoh Khufu and took 20 years to build it! They were built next to the River Nile, this was because it was easier for the builders to move the large stones by boat and then they were pulled to the building area. Scientists today are still not completely sure how the ancient Egyptians moved the massive stones. Once a pyramid was finished it was covered with white stone and gold was put on the top. In the bright Egyptian sunshine, the white and the gold would have gleamed brightly.



The ancient Egyptian engineers planned the pyramids so that there were many rooms and tunnels. It was thought that the pyramid rooms were for the pharaohs and all of their valuables. The engineers knew that thieves would try to steal the gold and jewels, so they made traps and false rooms. They put doors which opened onto a wall. But it didn't stop the thieves as many of the pyramids were robbed. Anyone who tried to steal from the pyramids was immediately put to death.

The Egyptians believed that people would move on to another life, so they filled the pyramids with many jewels, gold and even food. They thought that the pharaoh would need these things in their next life. The body was cleaned and wrapped in bandages to protect it and put into a stone case. They also have many of their things buried with them and people drew beautiful pictures on the walls which told the story of their lives. The ancient Egyptians used a language called 'Hieroglyphics' which was a mixture of drawings and signs. So we can discover how these kings and Queens lived.



Informational Text For 6th Grade Ancient Egypt

Kevin Flanigan, Latisha Hayes



Informational Text For 6th Grade Ancient Egypt:

40 Strategies for Guiding Readers through Informational Texts Barbara Moss, Virginia Loh-Hagan, 2016-04-05

Gaining the skills to critically read a wide variety of informational texts is more important than ever for today's K-12 students. This carefully crafted book offers 40 standards-based instructional activities that teachers can immediately put to use in the classroom. Clear rationales and step-by-step instructions are provided for implementing each strategy together with helpful classroom examples and suggested texts for different grade levels. In a large size format for easy photocopying, the book includes 44 reproducible worksheets. Purchasers get access to a Web page where they can download and print the reproducible materials. Prior edition title: 35 Strategies for Guiding Readers through Informational Texts. New to This Edition: Now features more strategies including 16 that are completely new. Explicit links throughout to the Common Core State Standards (CCSS) and other current standards. Two additional strands of activities: Reading Closely and Discussion. Numerous new and revised reproducible tools, all downloadable. *Language and Literacy Connections* Geraldine P. Wallach, Elaine Ocampo, 2025-06-02 *Language and Literacy Connections: Intervention for School Age Children and Adolescents* Second Edition takes readers on a path of knowledge steeped in principles and practical applications. Integrating language learning and disorders and literacy together in a coherent and cohesive narrative, it covers the challenges facing school-age students from early elementary levels through high school. Using past and current research and interventions from speech language pathology (SLP) and reading and literacy arenas, the authors present transcripts, cases, and detailed intervention sessions to provide a template for daily practice. The text raises questions relating to why am I doing this and provides some answers to this most complex yet basic question. The text has four major goals: 1. to encourage readers to evaluate past and current clinical and educational practices in language intervention at school-age levels; 2. to present intervention goals and activities that are theoretically sound but may require further research scrutiny; 3. to explore aspects of curriculum relevant language intervention for students with language learning disabilities; 4. to provide guidelines for school-based practitioners that clarify how professionals with diverse backgrounds and roles share responsibility in language literacy and academic programming. While taking a strong language disorders perspective, the text would be a useful resource for teachers and other specialists who share students with language learning disabilities (LLD) with their school-based speech language pathologists (SLPs). New to the Second Edition: A new chapter, Application Activities to Stretch Your Knowledge, includes problems with possible answers and rationales that review significant concepts in language and literacy with a focus on adolescents. A roadmap to scenarios and reports and key information at the beginning of the text. Application activities in Chapter 10 with icons that highlight easy access to key information and connections with understanding the Whys. Key Features: Questions at the beginning of each chapter that reflect concerns of SLPs and their teams. Projects and assignments that supplement and review the material. Examples of teaching modules with practical lesson plans that integrate the role of SLPs in

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of reflection and peer discussion in learning to expand their students literacies is emphasized Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes experiences that will serve well in learning to teach reading Your Turn boxes invite readers to think about their views of the material presented and to talk with colleagues and teachers about their best ways of learning this new information Did You Notice boxes engage readers in observation and analysis of methods and classroom situations discussed in the text Teachers stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised End of chapter questions and activities provide additional opportunities for reflection and discussion All of these pedagogical features help readers expand and refine their knowledge in the most positive ways Topics covered in Teaching Reading to Every Child Fourth Edition Getting to Know Your Students as Literacy Learners Looking Inside Classrooms Organizing Instruction Assessing Reading Achievement The Importance of Oral Language in Developing Literacy Word Identification Strategies Pathways to Comprehension Vocabulary Development Comprehension Instruction Strategies At Work Content Area Learning What the Teacher Needs to Know to Enable Students Text Comprehension Writing Teaching Students to Encode and Compose Discovering the World Through Literature Technology and Media in Reading Teaching Reading to Students Who Are Learning English All Students are Special Some Need Supplemental Supports and Services to Be Successful and Historical Perspectives on Reading and Reading Instruction New in the Fourth Edition A new chapter on technology with state of the art applications A new chapter with the most up to date information on how vocabulary is learned and on how it is best taught responding to the national renewed interest in vocabulary instruction A new section on Readers Writer s workshop with a focus on supporting student inquiry and exploration of multiple genres A more comprehensive chapter on literature instruction and the role of literature in the reading program with examples that support students multigenre responses A discussion of literary theories with examples for classroom implementation Broader coverage of the phases of reading development from the pre alphabetic stage to the full alphabetic stage A more inclusive chapter on writing instruction and A thoroughly revised chapter on teaching reading to students who are learning English including extensive information on assessment and evaluation

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