Oxford Reading Tree

Egyptian Adventure

Roderick Hunt
Alex Brychta

Literacy: Developing a school policy

Alicia Arribas García
Tamara Cisterne Vela
Vivienne Garro Guerrero

Exploiting a text and creating a story based project unit

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You can find the book here:

Video:

- https://www.youtube.com/watch?v=R1DtNi_Ekmk&t=22s

Book:

- https://www.dropbox.com/s/76c6f7rdi77jqa4/EGYPTIAN%20ADVENTURE.pdf?dl=0

Previous knowledge

These questions must be made to the students showing the cover and before reading the book:

• What is represented in the picture?

• Who are these people? What are they doing?

• Where is Egypt? What continent is it in?

• Do you think these children belong to this place? Why?

Segment 1 (page 1 to 9)

- Prediction (before reading)

  ➤ How do you think they got to Egypt?

  ➤ Do you think the dog is going there, too?

- Comprehension (while reading: remember/understand)

  ➤ Did they read the book? Why?

  ➤ What materials did they did they need to make the model?

Segment 1 (page 1 to 9)

- Response (after reading: apply/evaluate)

  ➢How would you feel if your pet or a classmate broke something yours? (apply)

  ➢Which model do you like the most? (evaluate)

Segment 2 (page 10 to 12)

- Prediction (before reading)

  ➢What do you think will happen next?

  ➢Do you think they will be happy there or not?

- Comprehension (while reading)

  ➢How many pyramids were there?

  ➢What were they made of?

Segment 2 (page 10 to 12)

- Response (after reading)

  ➢How do you think a pyramid was built?

  ➢Would you like to go inside a pyramid?

HOTS

ANALYSE

1. Compare the egyptian way of life to yours.

2. Classify the main characters of the story in a hierarchical order.

HOTS

CREATE

❖Create an Egyptian friend.

❖Insert your friend in the story, how does it change?

ACTIVITIES

GRAMMAR

❑Using IWB, the whole group will read again pages 1 to 4, looking for verbs in past simple.

❑In pairs, classify these verbs into two lists: regular and irregular. Then, compare the list with another pair.

❑Then, we give them a template of the jigsaw puzzle. They have to complete it writing the infinitive + past simple of the verbs from the list. When it is finished they cut it. And finally, they play to make the puzzle (see next slide for an example).
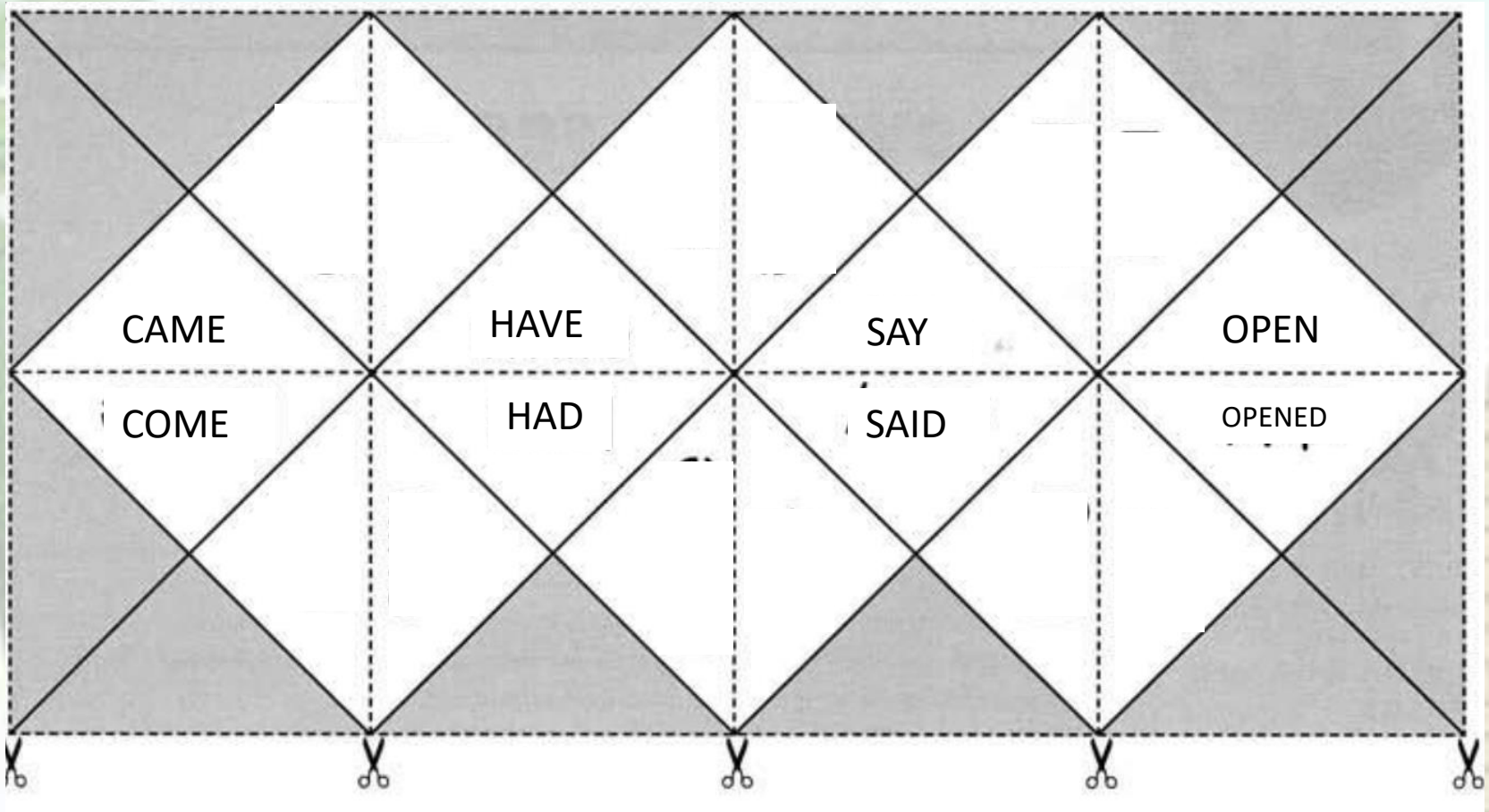
| CAME	HAVE	SAY	OPEN
COME	HAD	SAID	OPENED

ACTIVITIES

VOCABULARY

Revision of parts of the body. Build a body. Draw a sphinx.

o First, we ask what a sphinx is and what parts it has.

o We give them a template of the vocabulary of the parts of a sphinx.

o They play the game in groups of four (see next slide for an example) of the game)

o After drawing their own sphinx, they present it to the class.

- Instead of hand, legs, body… we are going to write: spider head, lion's legs, zebra's body….
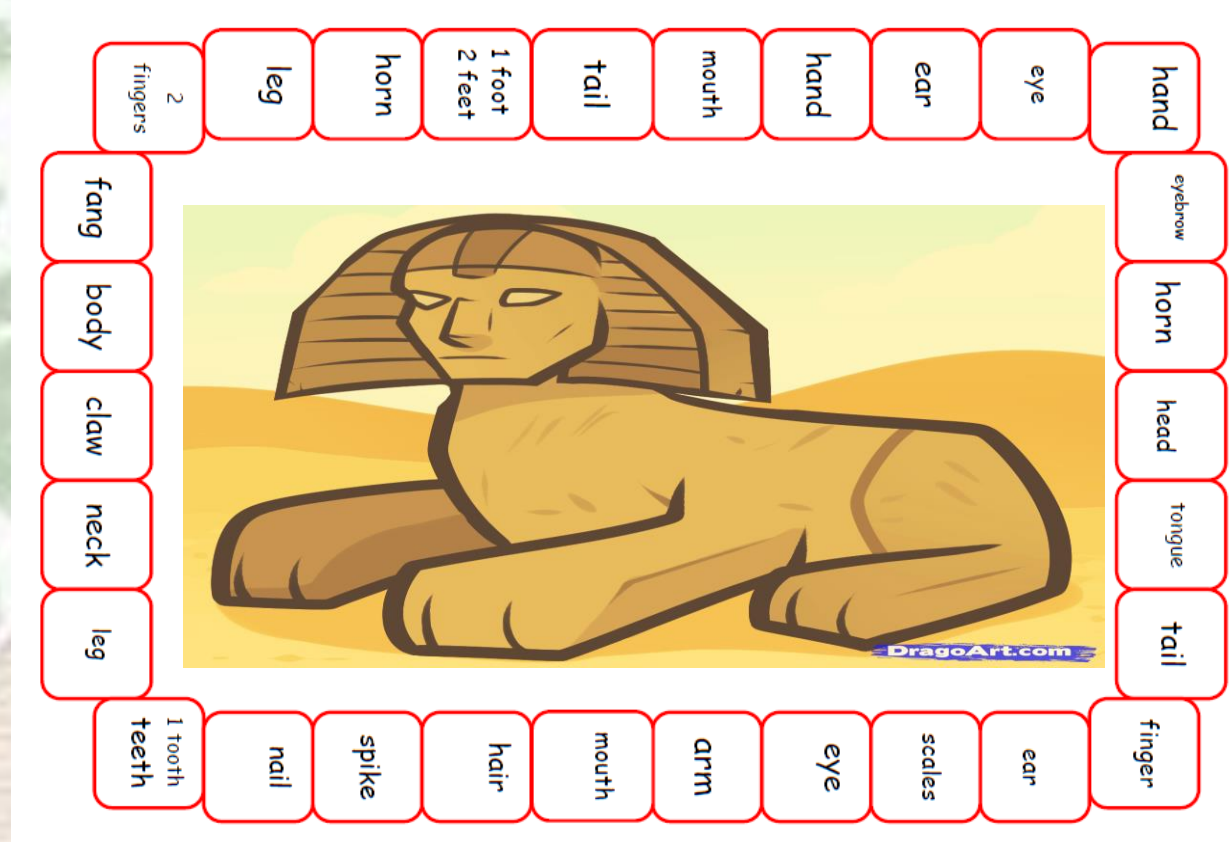
ACTIVITIES

VOCABULARY

Egyptian picture dictionary

• We give the students a list of specific words, (from the text), related to Egypt:

slaves, pharaoh, sphinx, place, pyramic, guard, block of stone, carving.

• Then we create the picture dictionary.

ACTIVITIES

Phonology

➢ From the verb list in the grammar activities, we are going to choose the regular verbs and classify them according to their ending sound (-ed).

➢ We choose *opened, pointed* and *asked* as a model example.

➢ We add other verbs in past tense in small papers so that they can classify them in three different list.

➢ Then they write sentences with verbs from the same list.

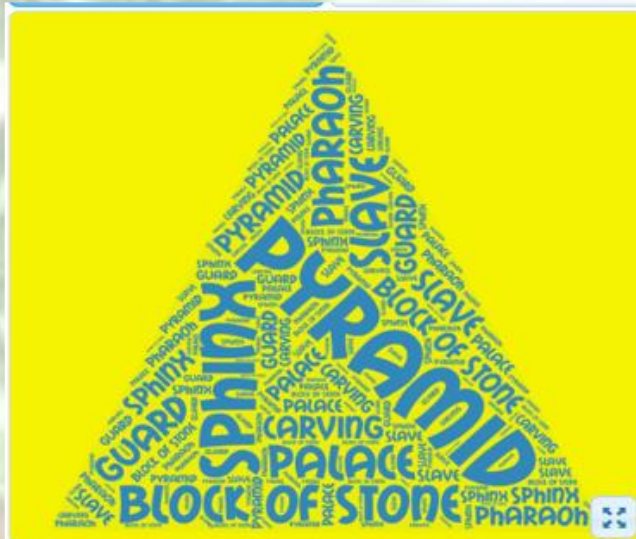➢ Then they choose three and they play odd one out.
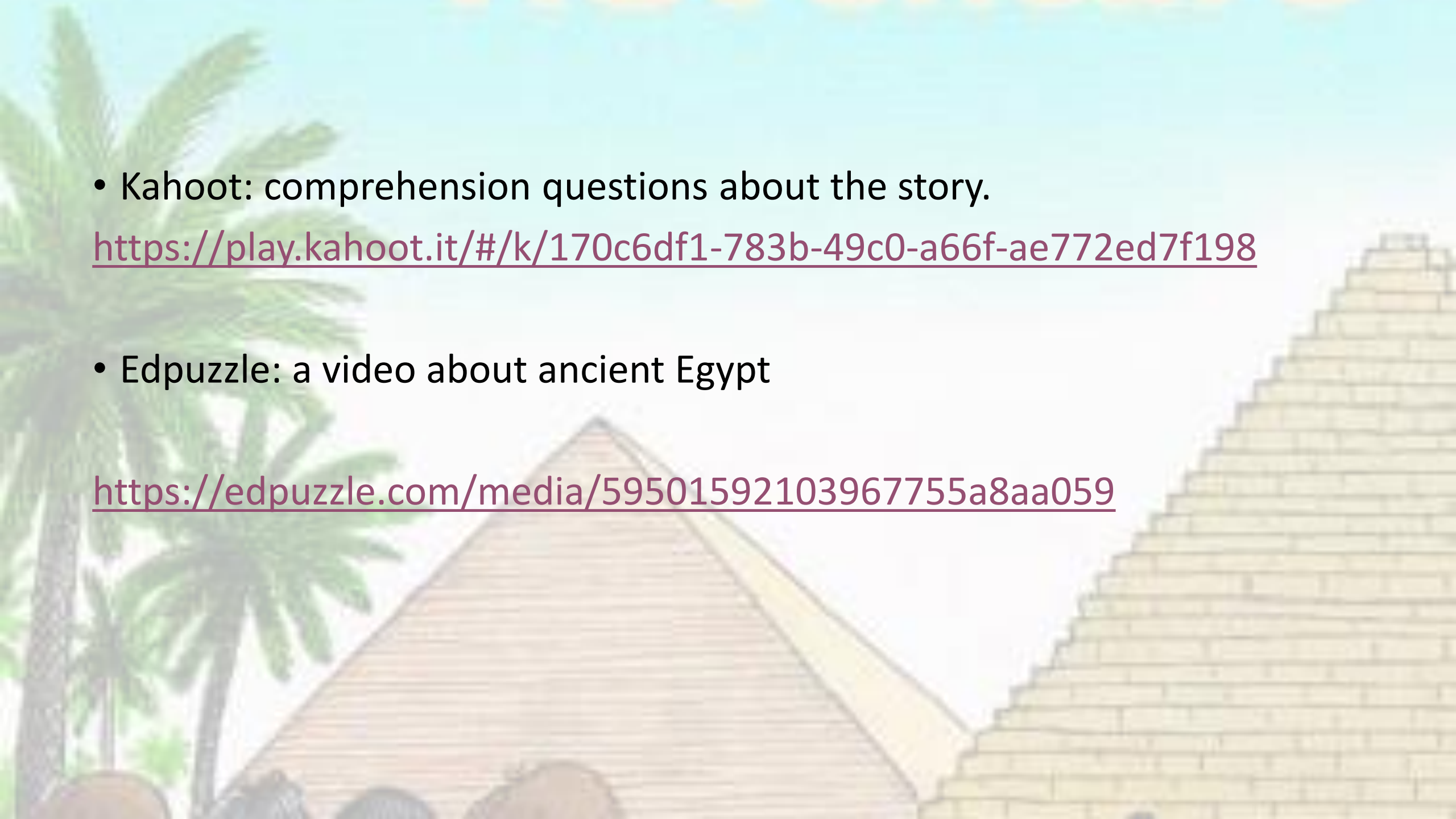
ONLINE RESOURCES

- Spelling City: to work on grammar. This list is made using some verbs from the story.

www.spellingcity.com/aliciaarribas/

- Wordart.com: to work on vocabulary. We created our cloud with words used in vocabulary activities (Picture dictionary)

www.wordart.com

- Kahoot: comprehension questions about the story.

https://play.kahoot.it/#/k/170c6df1-783b-49c0-a66f-ae772ed7f198

- Edpuzzle: a video about ancient Egypt

https://edpuzzle.com/media/595015921103967755a8aa059