

TEACHER READING GUIDE

**Leveled Math Reader:  
Pyramids, Temples, and Tombs**

written by Mary Atkinson

This book is from  
the **Leveled Math  
Reader** series.



**Essential Question:** How does explaining how relevant details support the central idea help the reader better understand the text?

**BOOK SNAPSHOT**

Selected from the New Worlds  
Reading Initiative Booklist

**Text Type:** Nonfiction

**Genre:** Informational

**Themes/Topics:** Math, Egypt

**Lexile:** 960L

**SKILLS ALIGNED WITH FLORIDA'S ELA  
B.E.S.T. STANDARDS**

**Word Work**

**ELA.5.F.1.3 (a)**

Apply knowledge of  
syllabication patterns.

**Vocabulary**

**ELA.5.V.1.1**

Use grade-level academic  
vocabulary. (Tier 2)

**Comprehension**

**ELA.5.R.2.2**

Explain how relevant details  
support the central idea.

**BUILDING BACKGROUND**

In *Leveled Math Reader: Pyramids, Temples, and Tombs*, the author claims that shapes are part of our daily lives. Use the following prompts to stimulate critical thinking about shapes:

- What everyday items usually have a specific shape?
  - Example: soda cans (cylinder)
- Why do you think those items are usually that shape?
  - Example: Cylinders fit well in the hand.

As you read, identify how ancient Egyptians used shapes in their everyday lives.

**STUDENT LEARNING TARGETS**

**Today I am:**  
identifying the central idea  
and its relevant details.

**So that I can:**  
explain how the relevant  
details support the  
central idea.

## WORD WORK – SYLLABICATION PATTERNS

Students will identify **syllable patterns** to decode multisyllabic words. **Syllable patterns** provide clues about vowel sounds. There are six common syllable patterns: closed, open, vowel-consonant-silent e, vowel team, *r*-controlled, and final stable.

- Write *particularly* (underline *par*) on the board or chart paper. Point to *par*. Say:
- "This syllable is an *r*-controlled syllable. It is pronounced /pə/."
- "The whole word is *particularly*."

For each of the following words from the book, ask students to identify the syllable pattern of the underlined syllable, decode the syllable, and read the whole word.

mathematical (p. 4) [final stable]	proportions (p. 14) [open]
temporary (p. 6) [closed]	symbolized (p. 18) [vowel-consonant-silent e]
remaining (p. 8) [vowel team]	rectangular (on multiple pages) [ <i>r</i> -controlled]

**ELA.5.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.**

**a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.**

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**boundary** (p. 2): A **boundary** describes an imaginary line that separates one area from another. Every year, the Nile's banks overflowed and would wash away **boundary** markers.



**ensure** (p. 14): If someone **ensures** something happens, they make certain that it happens. Engineers and mathematicians use grids to **ensure** that their graphs and diagrams are accurate.



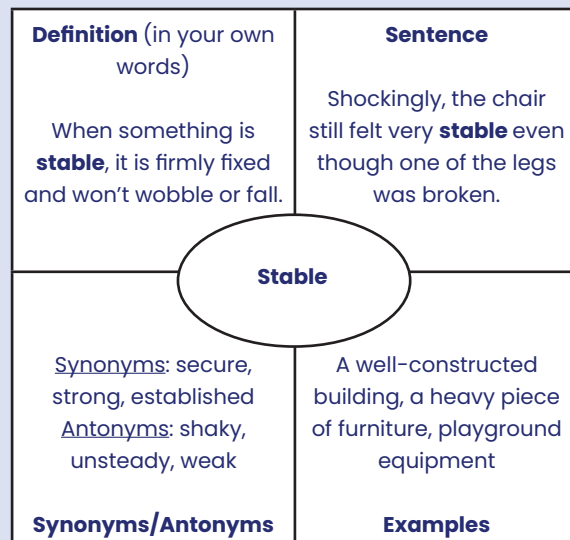
**adorned** (p. 22): **Adorn** describes adding decorations to a place or object to make it more beautiful. Colorful paintings and carvings **adorned** most surfaces of the temples and tombs.



**stable** (p. 23): Someone or something that is **stable** is not likely to move or fall. The Transamerica Building was built to be a pyramid so it would be **stable** enough to withstand some earthquakes.

### Try This!

The **Frayer Model** is a graphic organizer used to effectively teach targeted vocabulary. It focuses on studying one word at a time by relating the new word to students' prior knowledge. It helps students to build deep, meaningful connections to the previously unknown word.



**ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

### Vocabulary Extension Activity

Students will work in groups to complete Frayer Models to reinforce their understanding of the vocabulary words.

- **ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.**
- **ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.**

### Before:

Students will identify the **central idea** and **relevant details**, and explain how the relevant details support the central idea.

- Introduce **central idea**.
  - The **central idea** is the most important idea the author wants readers to know and understand.
  - Explain that each section of this text will have its own central idea. The central idea can be explicit (stated) or implicit (inferred).
- Provide a student-friendly definition of **relevant** and **irrelevant**.
  - **Relevant** describes something that is closely connected to a central idea.
  - **Irrelevant** describes something that can be related to the central idea but does not support the central idea.
- Discuss what a *relevant detail* is.
  - Write a central idea on the board.
    - For example, “Sharks are important in maintaining the balance and health of marine ecosystems.”
  - State details relating to the central idea. Ask students to stand if the detail supports the idea (relevant) or stay seated if it does not support the idea (irrelevant).
    - Relevant details may include:
      - Sharks are apex predators, meaning they prevent the overpopulation of prey species.
      - Some sharks help to protect the coral reefs.
    - Irrelevant details may include:
      - The average lifespan of sharks is less than the average lifespan of humans.
      - Sharks do not have bones; they are made of cartilaginous tissues.
  - Restate that relevant details support the central idea, while irrelevant details do not.

### Cross-Curricular Connection

*Leveled Math Reader: Pyramids, Temples, and Tombs* reinforces Florida’s Math B.E.S.T. benchmark **MA.5.GR.1.2**.

Teach Greek and Latin numeral affixes found in the book (*tri-*, *quad-*, *penta-*, etc.) to help students identify three-dimensional figures by their defining attributes.

## READ FOR MEANING – CENTRAL IDEA AND RELEVANT DETAILS



### During:

Recreate the table below on the board or chart paper. Record and discuss responses.

Heading	Central Idea	Relevant Details from the Text	How do these details support the central idea?
<b>One Great Pyramid</b> (Model)	Ancient Egyptians used their knowledge of math for different purposes.	Examples include, but are not limited to:  "This meant that, every year, farmers needed to remeasure their land." (p. 2)  "The ancient Egyptians used their knowledge of math to build amazing structures ..." (p. 2)	These details provide examples of how ancient Egyptians used their knowledge of math for different purposes, such as remeasuring their land and building amazing structures.
<b>Pyramids Galore</b> (Model)			

### Model (I do): One Great Pyramid – Pyramids Galore

- Read p. 2 – 3. Say:
  - "To identify the central idea, I think about what the author wants readers to know and understand. In the section "One Great Pyramid," the author wants us to understand that ancient Egyptians used their knowledge of math for different purposes. For example, paragraph one of "One Great Pyramid" talks about how ancient Egyptians used math to recreate their boundaries. In paragraph two, the author explains how ancient Egyptians used math to build structures."
  - "The first paragraph states, *This meant that, every year, farmers needed to remeasure their land.* This is a relevant detail because it provides an example of how ancient Egyptians used math to solve a problem they had with the Nile River washing away their boundary markers."
  - Continue to think aloud how to identify and explain relevant details in "One Great Pyramid."
- Read p. 4 – 5. Model how to identify the central idea and relevant details of "Pyramids Galore." Think aloud to explain how the relevant details support the central idea.

### Guided Practice (We do): The Multipurpose Triangle – Circles and Spheres

- Use the suggested prompts to guide students in completing the table:
  - What is the central idea of this section?
    - The author wrote this text mainly to \_\_\_\_\_.
  - What are the relevant details that support the central idea?
    - What sentence(s) best support the central idea?
    - How do these details support the central idea?

### Independent Practice (You do): A Forest of Columns – Magnificent Structures

- Students will recreate the table, independently identify the central idea and relevant details of each section, and explain how the relevant details support the central idea.



#### After:

- Students will review the table and identify patterns or themes.
  - For example, each of the relevant details discusses the purposes of a math concept.
- Use the following questions to guide students to determine the overall central idea of the text:
  - What is the most important information the author wants you to know?
  - What do each of the section's central ideas have in common?
- Discuss and write a sentence identifying the overall central idea of the book. (Identified central ideas may vary slightly based on class discussion).
  - Example: Various shapes serve distinct functions, whether in Egyptian times or the present day.
- Students will write a two-paragraph essay explaining how relevant details support the overall central idea in *Leveled Math Reader: Pyramids, Temples, and Tombs*.
- Expository writing guidelines:
  - a sentence stating the overall central idea;
  - relevant details (from multiple sections) supporting the central idea;
  - explanation of how each identified relevant detail supports the central idea; and a restatement of the overall central idea.