

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Target Language: Arabic	Grade Level: 2 and 3
Proficiency Level: Junior Novice Low – Junior Novice Mid	
Context and Storyline: Dave, a former student, has sent an email telling the teacher that their lessons on pyramids in Grade 3 have motivated him to explore them when he grew up. Now he is traveling around the world to visit pyramids. He has sent a picture of a pyramid to the teacher to show his appreciation. He invites the class to follow him in exploring different pyramids in the world and their influence on history, math, and today's life. Through communicating with Dave, they will see how ancient people's lifestyles and cultures are reflected in pyramids. They will also comprehend how pyramids are connected to math and how the pyramid concept can help us understand other relationships.	
Enduring Understanding: At the end of this module, students will understand: <ul style="list-style-type: none">• Ancient pyramids reflect both function and culture• Mathematics can help us create and understand pyramids• Pyramids have modern uses and functions	
Essential Questions: What can we learn from ancient pyramids? What makes a pyramid shape special? How do people use pyramids today?	
Module Duration and Lessons: Depending on the length and frequency of classes per week, we suggest the five lessons in this module could be taught during the period of three to five weeks. On the average, each lesson may be taught over a week, with 30 minutes classes three to five times per week. Lesson 1 – <i>What is a pyramid?</i> ما هو الهرم؟ (Engagement stage for introduction) Lesson 2 – <i>Pyramids in different countries.</i> الأهرامات في دول مختلفة. (Exploration stage for main events and practice) Lesson 3 – <i>Treasures Inside!</i> الثروات في الداخل! (Explanation stage for main events and practice) Lesson 4 – <i>Constructing our own pyramids.</i> بناء أهراماتنا الخاصة بنا. (Elaboration stage for summary and review) Lesson 5 – <i>Performance Assessment Task.</i> أعمال تقييم الأداء. (Evaluation stage for assessing student learning outcomes)	

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Standards Targeted	
5C – World Language Standards	5E – STEM Standards
<p>Communication</p> <ul style="list-style-type: none">• Ask and answer simple questions related to pyramids (1.1A)• Exchange personal preferences and opinions about treasures (1.1B)• Interpret basic oral or written information about pyramids (1.2A)• Present information about pyramids (1.3.A) <p>Cultures</p> <ul style="list-style-type: none">• Identify and name some famous pyramids in Egypt, Mexico, and other countries. (2.1.A)• Talk about why pyramids were built. (2.1A)• Identify the use of the pyramid shape in our daily life. <p>Connections</p> <ul style="list-style-type: none">• Use math-related vocabulary and expressions to talk about pyramids (3.1.A) <p>Comparisons</p> <ul style="list-style-type: none">• Identify similarities and differences among pyramids from different cultures. (4.2) <p>Communities</p> <ul style="list-style-type: none">• Share information or enjoy one’s own treasure. (5.1)• Present and introduce the pyramids constructed.(5.2)	<p>Technology</p> <p>1.D.1 Construct a pyramid</p> <p>Mathematics G3.Geometric measurement</p> <p>8. Solve real world and mathematical problems involving perimeters of polygons.</p> <p>Social Studies Grade 3</p> <p>Standard 3.0 Geography</p> <p>Students will use geographic concepts and processes to understand location and its relationship to human activities.</p> <p>1. Identify natural/physical and human made features of places and regions.</p>

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Knowledge: Students will know...	Skills: Students can...
<p>Vocabulary (both linguistic and content areas) What is a pyramid? / What math can you find in a pyramid?</p> <ul style="list-style-type: none"> • <i>Email</i> رسالة إلكترونية <ul style="list-style-type: none"> ○ <i>read</i> اقرأ ○ <i>write</i> أكتب ○ <i>receive from</i> إستلم من ○ <i>send to</i> أرسل إلى ○ <i>picture</i> صورة • <i>Pyramid</i> الهرم <ul style="list-style-type: none"> ○ <i>apex</i> القمة ○ <i>face</i> الوجه ○ <i>edge</i> الحافة ○ <i>vertex</i> الرأس ○ <i>base</i> القاعدة • <i>Shape</i> الشكل <ul style="list-style-type: none"> ○ <i>triangle</i> مثلث ○ <i>square</i> مربع ○ <i>rectangle</i> مستطيل ○ <i>polygon</i> مضلع • <i>time</i> الوقت <ul style="list-style-type: none"> ○ <i>ancient/old</i> قديم ○ <i>modern/new</i> حديث/ جديد <p>Where can we find them?</p> <ul style="list-style-type: none"> • <i>travel</i> السفر <ul style="list-style-type: none"> ○ <i>Place</i> المكان ○ <i>world</i> العالم ○ <i>Egypt</i> مصر ○ <i>Mexico</i> المكسيك ○ <i>Sudan</i> السودان ○ <i>Guatemala</i> جواتيمالا ○ <i>Mayan</i> المايا <p>Why were pyramids built?</p> <ul style="list-style-type: none"> • <i>Build</i> البناء <ul style="list-style-type: none"> ○ <i>Make</i> العمل • <i>Honor</i> تكريم <ul style="list-style-type: none"> ○ <i>Ruler</i> الحاكم ○ <i>Pharaoh/king</i> الفرعون/ الملك <p>What is inside a pyramid?</p> <ul style="list-style-type: none"> • <i>Treasure</i> ثروة 	<p>(Can do statement) Oral Language: <i>I can</i> أستطيع</p> <ul style="list-style-type: none"> • identify and label parts of a pyramid. • show and name where pyramids are found. • tell why pyramids were built. • Identify and label geometric shapes around me (pyramids, triangles, squares). • name and explain what my treasures are. • tell others what I can find inside a pyramid <p>Literacy: <i>I can</i> أستطيع</p> <ul style="list-style-type: none"> • read and understand pictures and stories that we have learned about pyramids. • read and write simple comparisons among different pyramids. • write about a pyramid using vocabulary and expressions that I have learned to. <p>STEM and Other Subject Areas (Including Cultures): <i>I can</i> أستطيع</p> <ul style="list-style-type: none"> • describe the shape of a pyramid. • talk about math concepts in a pyramid. • show the location of some pyramids using Google Earth. • ask and answer questions about a pyramid. • name some cultural objects in a pyramid and tell what they were used for. • tell how pyramids are the same or different from one another. • create a 3D pyramid

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<ul style="list-style-type: none">○ <i>Hide</i> يخبيء○ <i>Inside</i> داخل<ul style="list-style-type: none">▪ <i>mural</i> جدارية▪ <i>Jewelry</i> مجوهرات▪ <i>gold</i> الذهب▪ <i>value</i> القيمة <p>What does a pyramid look like:</p> <ul style="list-style-type: none">● <i>height/high/tall/short</i> إرتفاع/مرتفع/طويل/قصير● <i>big/small</i> كبير/صغير● <i>pretty/beautiful</i> جميل● <i>precious</i> ثمين● <i>important</i> مهم <p>Tools for making pyramid</p> <ul style="list-style-type: none">● <i>Stone</i> الحجر● <i>Dirt</i> التراب <p>Content compatible language :</p> <ul style="list-style-type: none">● have – eg. It has three faces.● I can ...● ... is treasure.● ...many years ago.● Build/was built● It's amazing/huge/tall● I went(traveled)...● Look/see● They both have ...● ... because ...● ... is made of ...● ..taller/shorter/smaller... than● the more...the more....● top/bottom	
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Performance Assessment

Interpretive Task: Find the Picture to match Dave's Email about Another Pyramid

Dave sends another email about a pyramid that he visited in different country, but he forgot to attach a picture. Teacher found some pictures of pyramids. Which one matches the description that Dave sent?

Interpersonal Task: Which Pyramid did You Make and What Treasures are Inside?

Once the pyramids are unveiled, students use their notes to identify which pyramid is built by a certain group of students. They will keep the worksheet on which they record their guesses about the pyramid and which group constructed each of them.

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This worksheet will be use to tally their accuracy of the guesses during the next task.

Presentational Task: This is our Pyramid!

Students will make an oral presentation about the pyramid that their group has built and the treasures inside. The class will compare how many pyramids have been identified correctly from the interviews above.

Presentational Task: An Email to Dave about My Experiences

Students write emails to Dave about their experiences while learning about pyramids.

Materials/Resources

Materials/Resources

- World map or globe, preferably in blue and green.
- Worksheets, resources, and PowerPoint as specified in each lesson
- Materials for building 3D pyramids as specified in Lesson 4.
- Equipment for recording students' performance assessment tasks
- **Power Point:** Pyramid

Lesson one:

- **Pyramid: Ppt. ss. 1-16**
- **Worksheet 1a** – Dave's email to the teacher (1)
- **Worksheet 1b** - Templates for pyramid # 1, #2
- **Worksheet 1c** – Telling about my Pyramid
- **Worksheet 1d** – Students write email to Dave (2)

Lesson two:

- Google earth (teacher will need to download from this site:
<http://www.google.com/earth/index.html>)
- **Pyramid: Ppt. ss. 17-26**
- **Worksheet 2a** – Dave's email from Egypt (3)
- **Worksheet 2b** – Pyramid Chant: Egypt and Mexico
- **Worksheet 2c** – Dave's email from Mexico (4)
- **Worksheet 2d** – Venn Diagram
- **Worksheet 2e** – Pyramid heights
- **Worksheet 2f** – Comparing Pyramids
- **Worksheet 2g** – Students write another email to Dave (5)

Lesson three:

- **Pyramid: Ppt. ss. 27-35**
- **Worksheet 3a** – Email from Dave, thanks for students' email and comments on their pyramids (6)
- **Worksheet 3b** – Email from Dave, I went to a museum (7)
- **Worksheet 3c** – A mural in a Pyramid
- **Worksheet 3d** – King Tut's and My Treasures'
- **Worksheet 3e** – My Treasures

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Lesson four:

- **Pyramid: Ppt. ss. 36 – 41**
- **Worksheet 4a** – What have we learned?
- **Worksheet 4b** – Describing our Pyramid
- **Worksheet 4c** – Our Pyramid

Lesson Five:

- **Pyramid: Ppt. ss. 42-43**
- **Worksheet 5a**- Email from Dave, Where was I? (8)
- **Worksheet 5b** – Which Picture shows the pyramids of Tikal?
- **Worksheet 5c** – Interview
- **Worksheet 5d** – Rubric for Oral Performance Task
- **Worksheet 5e** – An Email to Dave (9)

STEM Background for teachers: (identified and provided by a STEM teacher/resource person)

Mathematical Information:

In geometry, a pyramid is a polyhedron with a single base that is a polygon and with faces that are triangles. It is a solid, 3D shape. The base of a pyramid can be any polygon. The face of a pyramid is the flat surface that connects the apex and the base. The apex is the point of the pyramid where all the triangular faces meet. The height of the pyramid is a segment that goes from the vertex to the base, forming a right angle with the base. An edge of the pyramid is a segment where a face meets the base or another face while a vertex is a point where two triangular faces meet the base. The slant height of a pyramid is the height of a triangular face.

A tetrahedron is a pyramid with a triangular base. It has three faces. A square pyramid has an apex directly above the center of its base so the altitude meets the base at the center. It has four faces. A rectangular pyramid has a rectangular base and four faces. A hexagonal pyramid has a hexagon for its base and six faces. An octagonal pyramid has an octagon for its base and eight faces.

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Lesson 1-What is a Pyramid?

ما هو الهرم؟

Lesson 1 of 5 - What is a Pyramid? ما هو الهرم؟		Duration: 30 Minutes
Objectives الأهداف	I Can: أستطيع Oral language: <ul style="list-style-type: none">Identify and name the <i>apex</i> القمة , الوجه , شكل القاعدة , الهرم , الرأس . Literacy: <ul style="list-style-type: none">Label الهرم ضلع , الرأس , شكل القاعدة , الوجه <i>face</i> , القمة STEM and Other Subject Areas: <ul style="list-style-type: none">Use math words such <i>apex</i> القمة , الوجه , شكل القاعدة , الرأس , and <i>edges</i> الأضلاع to talk about a pyramid.	
Vocabulary and Expressions المفردات والتعابير	Previously learned: <i>Fold</i> يطوي , <i>flap</i> الجزء المطوي , <i>cut</i> يقص , <i>open</i> يفتح , <i>label</i> تعريف الأجزاء , <i>big</i> كبير , <i>bigger</i> أكبر Content obligatory language: <i>Pyramid</i> الهرم , <i>apex</i> القمة , <i>face</i> الوجه , <i>base</i> القاعدة , <i>edge</i> الضلع , <i>treasure</i> كنز <i>Egypt</i> مصر <i>Shape</i> شكل , <i>triangle</i> مثلث , <i>square</i> مربع , <i>rectangle</i> مستطيل <i>It has three faces.</i> له ثلاثة وجوه . <i>It has three edges.</i> له ثلاثة أضلاع . <i>It is a square.</i> هو مربع . <i>It is a triangle.</i> هو مثلث . <i>It is a rectangle.</i> هو مستطيل Content compatible language : <i>thank you, like</i> شكراً ، يحب <i>scissors</i> مقص , <i>tapes</i> شريط لاصق , <i>glue</i> صمغ , <i>math</i> حساب	
Materials/ Resources مواد مستعملة/ موارد	<ul style="list-style-type: none">Pyramid: Ppt. ss. 1-16Worksheet 1a – Dave’s email to the teacher (1)Worksheet 1b - Templates for pyramids # 1, #2Worksheet 1c – Telling about my PyramidWorksheet 1d – Students write email to Dave (2)	

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<p><i>Lesson Storyline and Core Text</i></p> <p>الدرس والقصة والنص الرئيسي</p>	<p>Lesson Storyline: The teacher shows a picture of Dave, Ppt ss.2-4, a former student –Standing in front of a pyramid in Egypt, Dave thought of the teacher who motivated him to explore the world’s pyramids, so he emailed his teacher to thank her. The class gets interested in pyramids too and decides to explore virtually with Dave in his journey. The first thing the class needs to do is to learn what a pyramid is.</p> <p>Core Text: (Worksheet 1c) <i>This is a picture and an email. وهذه رسالة إلكترونية. كان "داف" طالباً في الصف الثالث أرسلها لي. هل تستطيع أن تقول لي أين هو؟ ماذا يوجد وراءه؟ It is a pyramid. هو هرم. Here we have more pictures. هنا عندنا صور أخرى.</i> <i>Dear Mr. /Mrs. _____ I am Dave. أنا "داف" العزيزة السيد/السيدة _____ أنا كنت طالبك في الصف الثالث الآن أنا هنا في مصر I am standing in front of a pyramid. It is huge! هو ضخم! أرسل لك هذه الصورة لأشكرك. I will continue to visit other pyramids. سأستمر بزيارة أهرامات أخرى. I can send you more pictures when I visit them. أستطيع أن أرسل لك صور أخرى عندما أزور أهرامات أخرى.</i> <i>A pyramid has a single base. قاعدته شكلها مضلع Its base is a polygon. The base of a pyramid can be a triangle, square, or a rectangle. تستطيع أن تكون قاعدة الهرم مثلثة أو مربعة أو مستطيلة. This is the apex of a pyramid, let’s make a pyramid. هذه قمة الهرم. هيّا نعمل هرم. We will learn what are apex, edge, face, vertex and base. سنتعلم ما هي القمة، الوجه، الرأس والقاعدة.</i></p>
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<p>Key Elements</p>	<p>Lesson 1 Procedures -- <i>What is a Pyramid ؟ ما هو الهرم ؟</i> <i>What is special about أهمية</i></p>
<p><i>Engagement المشاركة</i> <ul style="list-style-type: none"> • <i>Object, event or</i> </p>	<p>An email from Dave Teacher brings students a picture of a pyramid in Egypt that a former</p>

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Key Elements	Lesson 1 Procedures -- <i>What is a Pyramid</i> ؟ ما هو الهرم ؟ <i>What is special about</i> ما أهميته
<p><i>question used to engage students</i></p> <p>إشراك الطلاب عن طريق حدث أو سؤال أو شيء معين يتعلق بالوضوع.</p> <p>● <i>Connections facilitated between what students know and can do</i></p> <p>الإتصالات التي تربط ما يعرفه الطلاب بما يستطيعون أن يفعلوه</p>	<p>student, Dave, had emailed him/her.</p> <p>T: (Showing picture of Dave in Pyramid ppt s.2) <i>Hi, everyone! Look what I have! This is a picture and an email that I received yesterday. Dave was in my third grade class, just like you are now. Dave sent it to me.</i></p> <p>مرحباً بكم جميعاً! أنظروا إلى ما معي! هذه صورة وهذه رسالة إلكترونية وصلتني أمس. كان "داف" طالب في الصف الثالث مثلكم الآن وهو أرسلها لي.</p> <p>T: (Pyramid: Ppt ss.3-4) <i>Can you tell where he was? He was in Egypt. What is behind him? Is that a pyramid or a house? Yes, it is a pyramid. Here are some more pictures.</i></p> <p>هل تستطيعون معرفة أين كان "داف"؟ هو كان في مصر. ماذا يوجد وراءه؟ هل هو هرم أو بيت؟ نعم، هو هرم. هنا صور أخرى.</p> <p>T: <i>Let me read you his email.</i> Worksheet 1a – Dave's email to teacher (1)</p> <p>T: (Reading the email)</p> <div data-bbox="605 1115 1357 1862" style="border: 1px solid black; padding: 10px;"><p>"داف" كتب رسالة لمعلمه في 3rd Grade teacher في الصف الثالث.</p><p>From: Dave "داف" من:</p><p>Subject: <i>Greeting from Egypt</i> الموضوع: تحيات من مصر</p><p>Dear Mr./Mrs. _____ (teacher's last name),</p><p>العزیز/ة السید/ة السیدة _____ (اسم عائلة المعلم)</p><p><i>How are you? Do you remember me? I am Dave. I was in your third grade class when we learned about pyramids in the world. We had so much fun then. I told you that I wanted to visit these pyramids when I grew up. Now here I am, in Egypt! I am standing in front of a pyramid. It is huge! I am sending you this picture to thank you. I will continue to visit other pyramids. If you want me to, I can send you more pictures when I visit them.</i></p><p>Your student,</p><p>Dave</p><p>كيف حالک؟ هل تتذكرني؟ أنا "داف" وكنت طالبك في الصف الثالث عندما تعلمنا عن الأهرامات في العالم وأستمتعنا بذلك كثيراً. لقد قلت لك أنني أريد أن</p></div>

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	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>أزور هذه الأهرامات عندما أكبر. والآن أنا في مصر وأقف أمام أهرام. هو ضخم! أرسل لك هذه الصورة لأشكرك. سأستمر بزيارة أهرامات أخرى وإذا أردت فسأستطيع أن أرسل لك صور أخرى عندما أزورها.</p> <p>طالبك</p> <p>"داف"</p> </div> <p>Distribute Dave's email to the class and allow students time to read in pairs or in small group.</p> <p>Teacher asks the students questions to check their comprehension.</p> <p>T: <i>Now, Class, do you want to receive more emails and pictures from Dave?</i></p> <p>الآن يا طلاب الصف، هل تريدون أن يصلكم رسائل إلكترونية أخرى من "داف"؟ The class responds.</p> <p>T: <i>Okay, our class can write to Dave and ask him to write to us about his journey and send us more pictures.</i></p> <p>نستطيع أن نكتب لداف ونطلب منه أن يرسل لنا مزيداً من الصور.</p> <p>T: <i>Before we write to him let's learn something about pyramids.</i></p> <p>قبل أن نكتب له، هيا نتعلم بعض الأشياء عن الأهرامات. Students respond.</p>
<p><i>Exploration</i> الإستكشاف</p> <ul style="list-style-type: none"> • <i>Objects and phenomena are explored.</i> الأجسام والظواهر • <i>Hands-on activities, with guidance.</i> النشاطات العملية مع التوجيه 	<p>What is a pyramid?</p> <p>Teacher shows the students pictures of pyramid and non-pyramid, Ppt ss. 5-7, and asks them to identify a pyramid. While explaining what a pyramid is, refer to a non-pyramid to test each criterion.</p> <p>T: (Lead students to find the differences between pyramids and non-pyramids. For example – Compare a pyramid with a roof that has a triangle shape. Have students repeat.) <i>Is this a pyramid or not a pyramid?</i> هل هذا هرم أم لا؟</p> <p>T: <i>Right, this is a pyramid because it is a 3D shape</i> هذا صحيح، هذا هرم لأن له شكل 3D (or whatever element you wish to point out). <i>Right, this is not a pyramid because</i> هذا صحيح، هذا ليس هرم لأن _____.</p> <p>T: <i>A pyramid has a single base.</i> قاعدته <i>Its base is a polygon.</i> المثلث والمربع والمستطيل كلها أمثلة لمضلعات مضلعة</p> <p>T: <i>See, triangle, square, and rectangle are all examples of a polygon.</i></p> <p>(Ppt ss. 8-13 shows examples of these</p>

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Key Elements	Lesson 1 Procedures -- <i>What is a Pyramid</i> ؟ ما هو الهرم ؟ <i>What is special about</i> ما أهميته
	<p><i>shapes and guides students to identify and practice.)</i></p> <p>T: <i>The base of a pyramid can be a triangle, square, or a rectangle.</i> قاعدة الهرم ممكن أن تكون مثلثة أو مربعة أو مستطيلة.</p> <p>T: (Ppt ss.14-15) <i>This is the apex of a pyramid. This is the face of a pyramid. The face of a pyramid is the surface that connects the apex and the base.</i> هذه قمة الهرم. هذا وجه الهرم. وجه الهرم هو المسطح الذي يربط القمة بالقاعدة.</p> <p>T: <i>What's the shape of a pyramid's face?</i> (Show different pyramids for students to observe.) ما هو شكل وجه الهرم؟</p> <p>Students respond.</p> <p>T: <i>The faces of a pyramid are triangles.</i> وجوه الهرم تتكون من مثلثات. T: <i>This is an edge.</i> وكل هرم له عدة <i>Every pyramid has several edges.</i> هذا ضلع. كل هرم <i>Every pyramid has several vertices.</i> هذا رأس الهرم. <i>This is a vertex.</i> كل هرم له عدة أضلاع</p> <p>Do a quick review of each part of a pyramid for closure.</p>
<p><i>Explanation</i> التفسير</p> <ul style="list-style-type: none"> • <i>Students explain their understanding of concepts and processes.</i> • <i>يشرح الطلاب المفهوم وطريقة العمل</i> • <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i> • <i>تقديم مفاهيم ومهارات جديدة بهدف توضيح المفاهيم</i> 	<p>Let's make a pyramid</p> <p>T: <i>You are going to make your own pyramids today, but first, let's learn to write some math words about a pyramid.</i> ستعملون هرم اليوم ولكن أولاً هيا نتعلم بعض الكلمات الحسابية التي تختص بالهرم</p> <p>Model how to write: <i>pyramid</i> الهرم, <i>face</i> الوجه, <i>base</i> القاعدة, <i>edge</i> الضلع, <i>triangle</i> المثلث, <i>and square</i> المربع.</p> <p>Allow students some time to practice.</p> <p>Distribute pattern sheets for a triangle-based pyramid or a square-based pyramid, Worksheet 1b. (Be sure to have extra sheets of both kinds for students who make a mistake during the cutting and folding.) Ask students: <i>Do you want a square base or a triangle base?</i> هل تريد قاعدة مربعة أو قاعدة مثلثة؟</p> <p>T: <i>Let's make pyramids.</i> هيا نعمل أهرامات <i>First let's find the base and label it.</i> (Another option would be to have them color it first, then label.) <i>Everyone please point to your base.</i> (Circulate to make sure all students are pointing to the base. This could be a problem for the triangle bases.) <i>Now find the faces for your pyramid.</i> الآن لنجد وجوه الهرم <i>What shapes are the faces?</i> (Students respond.) <i>Now label all the faces for your pyramid.</i> الآن سموا كل من الوجوه <i>How many faces do you have on a square based pyramid?</i> كم وجه وجدت للهرم ذو القاعدة المربعة؟ <i>How many faces do you have on a triangle based pyramid?</i> كم وجه وجدت للهرم ذو القاعدة المثلثة؟</p> <p>T: <i>Great! Let's cut out the shapes with your scissors, very carefully.</i></p>

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Pyramid Around the World

Key Elements	Lesson 1 Procedures -- <i>What is a Pyramid</i> ؟ ما هو الهرم ؟ <i>What is special about</i> أهميته ما
	<p>ممتاز! لنقص الأشكال بالمقص بجزر جداً. (Demonstrate and walk around to help, as needed.) <i>Next, fold up the flaps next to the triangles.</i> (Demonstrate and monitor.) ثم لنطوي الأطراف التي بجانب المثلثات. <i>Now fold each triangle up from the base.</i> (Demonstrate and monitor.) الآن إصق أجزاء الهرم ببعض. <i>You can glue the flaps on the inside or the outside of your pyramid, whichever you want.</i> تستطيع أن تلتصق الأطراف من الداخل أو من الخارج (Demonstrate and monitor.)</p> <p>When finished, ask the students to show and say the parts of their pyramids, as a group and individually:</p> <p>T: <i>Show me your base.</i> أرني القاعدة. Ss: (Show the base) <i>This is the base.</i> هذه القاعدة. T: <i>What shape is your base?</i> ما هو شكل القاعدة؟ Ss: The base is a <i>Square/Triangle</i> مثلث/مربع (depending on the pattern they have chosen) T: <i>Show me the faces.</i> أرني الوجوه. Ss: (pointing) <i>Here are the Faces.</i> هذه هي الوجوه. T: <i>How many faces does your pyramid have</i> ؟ كم وجه هناك لكل هرم؟ Ss: <i>It has Three/Four faces.</i> له ثلاثة/أربعة وجوه. (depending on the pattern they have chosen) T: <i>How many edges does your pyramid have?</i> كم ضلع لهرمك؟ Ss: <i>It has six/eight edges.</i> له ستة/ثمانية أضلاع. (depending on the pattern they have chosen) T: <i>How many vertices does your pyramid have?</i> كم رأساً لهرمك؟ Ss: <i>It has five/six vertices.</i> (depending on the pattern they have chosen) له خمسة/ستة رؤوس</p> <p>Teacher models how to write a description about a pyramid by following the sentences on Ppt s.16. Students follow orally with the teacher.</p> <p>Students work on Worksheet 1c (Telling about my Pyramid) to describe the pyramids they have made. Teacher collects Worksheet 1c for assessment.</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • <i>Activities allow students to apply concepts in contexts, and build</i> 	<p>Sing the pyramid song</p> <p>T: <i>Now we will learn a pyramid song!</i> الآن سنتعلم أغنية عن الهرم! (Teacher models entire song for students to the tune of "Old McDonald Had a Farm. Next, teacher sings line by line as students repeat the lines. Finally, students sing</p>

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Pyramid Around the World

Key Elements	Lesson 1 Procedures -- <i>What is a Pyramid</i> ؟ ما هو الهرم ؟ <i>What is special about</i> ما أهميته
<i>on or extend understanding and skill.</i>	<p>entire song together.)</p> <p>For the triangle-based:</p> <p><i>I have made a pyramid, it has a triangle base.</i> صنعت هرماً وله قاعدة مثلثة</p> <p><i>It has a face here, a face there</i> له وجه هنا ووجه هناك</p> <p><i>One, two, three faces</i> واحد، إثنان، ثلاثة وجوه</p> <p><i>I have made a pyramid with an apex on the top.</i> لقد صنعت هرم له قمة في أعلاه</p> <p><i>I have made a pyramid, it has a triangle base.</i> <i>It has vertex here, a vertex there,</i> له رأس هنا ورأس هناك</p> <p><i>One, two, three vertices,</i> واحد، إثنان، ثلاثة رؤوس</p> <p><i>A face here, a face there</i> وجه هنا ووجه هناك</p> <p><i>One, two, three faces</i> واحد، إثنان، ثلاثة وجوه</p> <p><i>I have made a pyramid with an apex on the top</i> لقد صنعت هرماً له قمة في أعلاه</p> <p><i>I have made a pyramid, it has a triangle base.</i> لقد صنعت هرماً له قاعدة مثلثة</p> <p><i>It has an edge here, an edge there,</i> له ضلع هنا وضلع هناك</p> <p><i>One, two, three, four, five, six edges;</i> واحد، إثنان، ثلاثة، أربعة أضلاع</p> <p><i>A vertex here, a vertex there,</i> رأس هنا ورأس هناك</p> <p><i>One, two, three vertices,</i> واحد، إثنان، ثلاثة رؤوس</p> <p><i>A face here, a face there</i> وجه هنا ووجه هناك</p> <p><i>One, two, three faces</i> واحد، إثنان، ثلاثة وجوه</p> <p><i>I have made a pyramid with an apex on the top</i> لقد صنعت هرماً له قمة في أعلاه</p>

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Pyramid Around the World

Key Elements	Lesson 1 Procedures -- <i>What is a Pyramid ؟ ما هو الهرم ؟</i> <i>What is special about أهمية</i>
	<p><i>للهرم ذو القاعدة المربعة:</i></p> <p><i>I have made a pyramid, it has square base.</i> لقد صنعت هرماً له قاعدة مربعة</p> <p><i>It has a face here, a face there,</i> له وجه هنا ووجه هناك</p> <p><i>One, two, three, four faces</i> واحد، إثنان، ثلاثة، أربعة وجوه</p> <p><i>I have made a pyramid with an apex on the top.</i> لقد صنعت هرماً له قمة في أعلاه</p> <p><i>I have made a pyramid, it has a square base.</i> لقد صنعت هرماً له قاعدة مربعة</p> <p><i>It has a vertex here, a vertex there,</i> له رأس هنا ورأس هناك</p> <p><i>One, two, three, four vertices,</i> واحد، إثنان، ثلاثة، أربعة رؤوس</p> <p><i>A face here, a face there,</i> وجه هنا ووجه هناك</p> <p><i>One, two, three, four faces</i> واحد، إثنان، ثلاثة، أربعة رؤوس</p> <p><i>I have made a pyramid with an apex on the top.</i> لقد صنعت هرماً له قمة في أعلاه</p> <p><i>I have made a pyramid, it has a square base.</i> لقد صنعت هرماً له قاعدة مربعة</p> <p><i>It has an edge here, an edge there,</i> له ضلع هنا وضلع هناك</p> <p><i>One, two, three, four, five, six, seven, eight;</i> واحد، إثنان، ثلاثة، أربعة، خمسة، ستة، سبعة، ثمانية</p> <p><i>A vertex here, a vertex there,</i> رأس هنا ورأس هناك</p> <p><i>One, two, three, four vertices,</i> واحد، إثنان، ثلاثة، أربعة رؤوس</p> <p><i>A face here, a face there,</i> وجه هنا ووجه هناك</p> <p><i>One, two, three, four faces</i> واحد، إثنان، ثلاثة، أربعة وجوه</p> <p><i>I have made a pyramid with an apex on the top.</i> لقد صنعت هرماً له قمة في أعلاه</p>

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Key Elements	Lesson 1 Procedures -- <i>What is a Pyramid</i> ؟ ما هو الهرم ؟ <i>What is special about</i> ما أهميته
	<p>Students may practice by shape. The class can join in chorus.</p> <p>Literacy practice: Remind students today they can write an email to Dave, Worksheet 1d.</p> <p>Use Language Experience Approach (LEA) to work with students in writing an email. In the email, students will introduce themselves (greeting, introduction), and tell Dave that they are in Mr. /Mrs. X's third grade class. Tell Dave that they would like to learn more about Pyramids. Ask Dave to send more emails and pictures to the class.</p> <p>Note: The Language Experience Approach (LEA) is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are guided by the teacher and created by students, then written down by the teacher and read together until the learner associates the written form of the word with the spoken.</p>
<i>Evaluation</i> ● <i>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</i>	Assessment: <ol style="list-style-type: none">1. Presentational: In pairs or small groups, students describe their pyramids.2. Presentational: In pairs or small groups, students sing the pyramid song.3. Students use Worksheet 1c to describe a pyramid in writing.4. Distribute Worksheet 1d for students to write their individual emails to Dave as part of assessment. Collect all the papers when finished.

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Pyramid Around the World

Teacher Reflection Lesson 1- <i>What is a Pyramid?</i> ما هو الهرم؟	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Lesson 2 – Pyramids in different countries

الأهرامات من دول مختلفة

Lesson 2 of 5 – <i>Pyramids in different countries</i> الأهرامات من دول مختلفة		Duration: 30 Minutes
Objectives	<p>I can: أستطيع</p> <p>Oral language:</p> <ul style="list-style-type: none"> Describe the pyramids in Egypt and in Mexico. Tell how the Pyramid of the Sun is similar to and different from the pyramids in Egypt. <p>Literacy:</p> <ul style="list-style-type: none"> Read and write short labels or short text related to pyramids. Read or write about how certain pyramids are the same as or different from each other. <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Show the location of some pyramids using Google Earth. 	
Vocabulary and Expressions	<p>Content obligatory vocabulary</p> <p><i>Mexico, Egypt, honor, ruler, pharaoh</i> المكسيك، مصر، شرف، حاكم، فرعون</p> <p><i>Height, Tall (high), short</i> الإرتفاع، طويل(عالي)، قصير</p> <p><i>Travel, sun, moon</i> السفر، الشمس، القمر</p> <p>Content compatible vocabulary</p> <p><i>I went to see..... ذهبت لأرى</i> <i>They both have كلاهما لهما</i> <i>... because ... لأن</i></p> <p>Comparative and/or superlative expressions: X is taller/shorter than Y; X the tallest/shortest...</p>	
Materials/ Resources	<ul style="list-style-type: none"> Map or Globe Google earth (teacher will need to download from this site): http://www.google.com/earth/index.html Pyramid: Ppt. ss. 17-26 Worksheet 2a – Dave’s email from Egypt (3) Worksheet 2b – Pyramid Chant: Egypt and Mexico Worksheet 2c – Dave’s email from Mexico (4) Worksheet 2d – Venn Diagram Worksheet 2e – Pyramid heights Worksheet 2f – Comparing Pyramids Worksheet 2g – Students write another email to Dave (5) 	


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Pyramid Around the World

<p><i>Lesson Storyline and Core Text</i></p>	<p>Lesson Storyline Students hear from Dave again. He is now at Giza, Egypt. He describes the Pyramid of Khufu and sends a picture of the pyramid. His next stop will be in Mexico, where he will visit the Pyramid of the Sun. In addition to learning some cultural information about these pyramids, students compare them.</p> <p>Core Text:</p> <p><i>I am glad that you decided to travel with me.</i> أنا سعيد لأنك قررت أن تسافر معي. <i>It was built more than four thousand years ago.</i> بُني منذ أكثر من أربعة آلاف سنة. <i>This is a picture and an email that I received yesterday.</i> هذه صورة وهذه رسالة إلكترونية إستلمتها أمس. <i>What have I found out about the pyramid in Egypt?</i> ماذا تعلمت عن الأهرامات في مصر؟ <i>I went to see a pyramid that honors a king/pharaoh.</i> ذهبت لأرى هرماً يكرّم ملك/فرعون.</p> <p><i>I went to see two pyramids in Mexico.</i> ذهبت لأرى هرمين في المكسيك. <i>The pyramid that honors the sun,</i> الهرم الذي يكرّم الشمس. <i>The pyramid that honors the moon.</i> الهرم الذي يكرّم القمر. <i>These pyramids also honor the king.</i> هذه الأهرامات تكرّم الملك أيضاً. <i>I found two pyramids that honor the sun, the moon, and the king!</i></p> <p><i>What kind of base does it have?</i> ما نوع قاعدة الهرم؟ <i>How many faces does it have?</i> كم وجه له؟ <i>How many edges does it have?</i> كم ضلعاً له؟ <i>What is this pyramid called?</i> ما إسم الهرم؟ <i>Where is it? Can you find Mexico?</i> أين هو؟ هل تستطيع أن تجد المكسيك؟</p>
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World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Key Elements	Lesson 2 Procedures– Pyramids in different countries
<i>Engagement</i> <ul style="list-style-type: none">• <i>Connections facilitated between what students know and can do</i>	Sing the Pyramid song <p>Students hold their pyramids and sing the Pyramid song together. Lead a review of the structure of a pyramid.</p>
<i>Exploration</i> <ul style="list-style-type: none">• <i>Objects and phenomena are explored.</i>• <i>Hands-on activities, with guidance.</i>	Another email from Dave <p>T: (Show students another email and pictures sent by Dave) <i>Look what I have.</i> داف أرسل رسالة <i>Dave sent another email and a picture.</i> أنظر إلى ما معي. Worksheet 2a – Dave’s email from Egypt (3).</p> <p>T: <i>Let’s read his email and look at the picture.</i> لنقرأ رسالته وننظر إلى الصورة.</p>  <p>Egypt: Pyramid of Khufu (with a square base)</p> <div data-bbox="602 1346 1357 1864" style="border: 1px solid black; padding: 10px;"><p><i>From: Dave</i> من: داف <i>Subject: Pyramid of Khufu, Egypt</i> الموضوع: هرم خوفو في مصر</p><p><i>Hello, Class.</i> مرحبا يا طلاب الصف.</p><p><i>I am so glad that you decided to travel with me to see pyramids around the world.</i></p><p><i>أنا سعيد لأنكم قررتم أن ترافقوني في رحلة لنرى اهرامات حول العالم.</i></p><p><i>Now I am at Giza/Cairo in Egypt. The picture is of the Great Pyramid. It is one of the Seven Wonders of the Ancient World. It has a square base. It is the tallest pyramid in the world. It was built more than four thousand years ago to honor Pharaoh Khufu.</i></p></div>

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Key Elements	Lesson 2 Procedures– Pyramids in different countries
	<p>الآن أنا في الجيزة في القاهرة في مصر. هذه صورة الهرم الأكبر وكان واحداً من عجائب الدنيا السبع وله قاعدة مربعة. هو أطول هرم في العالم وبني منذ أكثر من أربعة آلاف سنة لتكريم الفرعون خوفو.</p> <p><i>I hope you like the picture I sent you.</i></p> <p>أرجو أن تحبوا الصورة التي ارسلتها لكم.</p> <p><i>I am going to Mexico next. I hear there are many pyramids there! I can't wait to find out.</i></p> <p>سأذهب إلى المكسيك فيما بعد. لقد سمعت عن وجود أهرامات كثيرة هناك وأنا متشوق لأراها</p> <p><i>Your friend,</i></p> <p>صديقكم</p> <p><i>Dave</i></p> <p>داف</p> <p>Ask students to identify Egypt on the world map and locate where the Pyramid of Khufu is located. Use Map, Globe or Google earth & Ppt ss. 17-19 to help students locate the pyramid. Read the email and ask students if they understand the email.</p> <p>T: <i>It's fine if you don't understand everything. Now, let's find out more about what he wrote in his email.</i> الآن لنعرف المزيد عما كتب في رسالته الإلكترونية.</p> <p>Note to teacher: Read the email again; break it down into smaller chunks. Ask comprehension questions and make sure students understand the content of the email. For example:</p> <p>T: <i>Where was Dave?</i> أين كان داف؟ (Egypt, Giza or Caro, Pyramid)</p> <p>T: <i>What is the name of the pyramid?</i> ما اسم الهرم؟</p> <p>T: <i>Can you tell me something special about this pyramid?</i> هل تستطيع أن تقول لي شيئاً عن هذا الهرم؟ (Square-based; for Pharaoh Khufu; more than 4000 years ago; the tallest pyramid in the world).</p> <p>T: <i>Where will Dave go next? What will he see there?</i> إلى أين سيذهب داف بعد ذلك؟ وماذا سيرى؟</p> <p>Students respond.</p> <p>Show students video of Egyptian pyramids if time allows. http://bit.ly/TKcTLT</p> <p>T: <i>Now let's learn a Pyramid Chant.</i> الآن لنتعلم أنشودة الهرم. Worksheet 2b, Part I</p>

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Pyramid Around the World

Key Elements	Lesson 2 Procedures– Pyramids in different countries								
	<table border="1" data-bbox="558 369 1349 1121"> <tr> <td data-bbox="558 369 935 569"> <p><i>I went to see a <u>pyramid</u> in Egypt, in Egypt.</i></p> <p>ذهبت لأرى هرم في مصر، في مصر.</p> </td> <td data-bbox="935 369 1349 569"> <p><i>Holding up both hands to make a pyramid shape.</i></p> <p>أرفعوا ايديكم على شكل هرم؟</p> </td> </tr> <tr> <td data-bbox="558 569 935 730"> <p><i>I went to see a <u>pyramid</u> that honors a king.</i></p> <p>ذهبت لأرى هرم يكرّم ملك.</p> </td> <td data-bbox="935 569 1349 730"> <p><i>Put both hands over the head, making it the shape of a crown for a pharaoh.</i></p> <p>ضع يديك فوق رأسك على شكل تاج للفرعون.</p> </td> </tr> <tr> <td data-bbox="558 730 935 930"> <p><i>And what did I find? What did I find?</i></p> <p>وماذا وجدت؟ ماذا وجدت؟</p> </td> <td data-bbox="935 730 1349 930"> <p><i>Put one hand over the eyes as if looking for something, turning left and right.</i></p> <p>ضع يدك على عينك كأنك تبحث عن شيء والتفتت من اليسار إلى اليمين .</p> </td> </tr> <tr> <td data-bbox="558 930 935 1121"> <p><i>I found a <u>pyramid</u> that honors <u>Pharaoh Khufu</u>!</i></p> <p>وجدت هرم يكرّم الفرعون خوفو.</p> </td> <td data-bbox="935 930 1349 1121"> <p><i>Holding up both hands to make a pyramid shape.</i></p> <p>أرفعوا ايديكم على شكل هرم.</p> </td> </tr> </table> <p data-bbox="451 1184 1382 1251">Divide students into pairs or small groups to practice the chant. Ask volunteer pairs or groups to perform.</p> <p data-bbox="451 1268 1227 1304">Before students leave, lead students in singing the pyramid song.</p>	<p><i>I went to see a <u>pyramid</u> in Egypt, in Egypt.</i></p> <p>ذهبت لأرى هرم في مصر، في مصر.</p>	<p><i>Holding up both hands to make a pyramid shape.</i></p> <p>أرفعوا ايديكم على شكل هرم؟</p>	<p><i>I went to see a <u>pyramid</u> that honors a king.</i></p> <p>ذهبت لأرى هرم يكرّم ملك.</p>	<p><i>Put both hands over the head, making it the shape of a crown for a pharaoh.</i></p> <p>ضع يديك فوق رأسك على شكل تاج للفرعون.</p>	<p><i>And what did I find? What did I find?</i></p> <p>وماذا وجدت؟ ماذا وجدت؟</p>	<p><i>Put one hand over the eyes as if looking for something, turning left and right.</i></p> <p>ضع يدك على عينك كأنك تبحث عن شيء والتفتت من اليسار إلى اليمين .</p>	<p><i>I found a <u>pyramid</u> that honors <u>Pharaoh Khufu</u>!</i></p> <p>وجدت هرم يكرّم الفرعون خوفو.</p>	<p><i>Holding up both hands to make a pyramid shape.</i></p> <p>أرفعوا ايديكم على شكل هرم.</p>
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<p><i>Explanation</i></p> <ul style="list-style-type: none"> • <i>Students explain their understanding of concepts and processes.</i> • <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i> 	<p>Dave’s Journey in Mexico</p> <p>Note: Not much is known about the people who inhabited the central Mexican city of Teotihuacan in the first few centuries A.D., but they clearly had architectural skills. Their well-planned city covered more than seven square miles and included several pyramids, the most impressive of which is the Pyramid of the Sun. The sides of its square base are about 730 feet wide, and its five stepped layers once rose to a height of over 200 feet. It is situated beside the city’s central road, the Avenue of the Dead, which runs south from the Pyramid of the Moon to a large temple complex.</p> <p>Read more: http://bit.ly/11IBZEK and http://www.sacred-destinations.com/mexico/teotihuacan http://www.history.com/topics/pyramids-in-latin-america http://bit.ly/YB4Kya</p>								

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Key Elements	Lesson 2 Procedures– Pyramids in different countries
	<p>Lead students in the Pyramid song and the Pyramid Chant. Ask students where Dave was when he sent his last email and picture. Ask questions about the pyramid in Egypt.</p> <p>Show students another envelope with email, Worksheet 2c - Dave’s email from Mexico, and picture. Ask students if they can predict what the envelope has. Ask them where Dave might be now.</p> <p>Use a world map, locate Mexico.</p> <p>T: Read Dave’s email (3), Worksheet 2c, show pictures to students, Ppt ss. 22-26.</p> <div data-bbox="544 793 1349 1560" style="border: 1px solid black; padding: 10px;"> <p><i>Dear Class, أعزائي طلاب الصف</i></p> <p><i>Did you like the Pyramid of Khufu? Wasn’t it grand? Guess where I am now.</i></p> <p><i>هل أحببتم هرم خوفو؟ ألم يكن رائع؟ خمنوا أين أنا الآن؟</i></p> <p><i>Now I am in Mexico. In Mexico, there are several famous pyramids. These are pictures of two famous ones in Teotihuacan. One is the Pyramid of the Sun, and the other is the Pyramid of the Moon. They are very old. Their bases are square and very big.</i></p> <p><i>الآن أنا في المكسيك. في المكسيك هناك عدة أهرامات مشهورة. وهذه الصور لإثنين منها في تيوتيهواكان. الصورة الأولى هي أهرام الشمس والثانية أهرام القمر وهما قديمتين جداً وقاعدتهما مربعة وكبيرة جداً.</i></p> <p><i>I hope you like the pictures I sent you.</i></p> <p><i>أرجو أن تحبوا الصور التي أرسلتها لكم.</i></p> <p><i>Your friend,</i></p> <p><i>صديقكم،</i></p> <p><i>Dave</i></p> <p><i>داف</i></p> </div> <p>Distribute Dave’s email to the class and allow students time to read in pairs or in small groups. Repeat the process from yesterday for teaching the pyramid in Egypt. Sample questions may include the following:</p> <p>T: <i>What kind of base does it have?</i> ما نوع القاعدة؟ T: <i>How many faces does it have?</i> كم وجه له؟ T: <i>How many edges does it have?</i> كم ضلعاً له؟</p>

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Key Elements	Lesson 2 Procedures– Pyramids in different countries																								
	<p>T: <i>What is this pyramid called?</i> ما إسم الهرم؟ T: <i>Where is it? Can you find Mexico?</i> أين هو؟ هل تستطيع أن تجد المكسيك؟</p> <p>Have students sing the Pyramid Chant to apply what they have learned about the pyramids. Pyramid Chant, Worksheet 2b, Part II</p> <table border="1" data-bbox="509 716 1338 1640"> <tr> <td data-bbox="509 716 906 800"><i>I <u>went</u> to see some <u>pyramids</u> in <u>Mexico</u>, in <u>Mexico</u></i></td> <td data-bbox="906 716 1338 800">Hold up both hands to make a pyramid shape.</td> </tr> <tr> <td data-bbox="509 800 906 884">ذهبت لأرى بعض الأهرامات في المكسيك، في المكسيك.</td> <td data-bbox="906 800 1338 884"></td> </tr> <tr> <td data-bbox="509 884 906 968"><i>I <u>went</u> to see a <u>pyramid</u> that <u>honors</u> a <u>king</u>.</i></td> <td data-bbox="906 884 1338 968">Put bot hands over the head, making it the shape of a crown for a king.</td> </tr> <tr> <td data-bbox="509 968 906 1052">ذهبت لأرى هرم يكرم ملك.</td> <td data-bbox="906 968 1338 1052"></td> </tr> <tr> <td data-bbox="509 1052 906 1136"><i>And <u>what</u> did I <u>find</u>? <u>What</u> did I <u>find</u>?</i></td> <td data-bbox="906 1052 1338 1136">Put one hand over the eyes as if looking for something, turning left and right.</td> </tr> <tr> <td data-bbox="509 1136 906 1220">وماذا وجدت؟ ماذا وجدت؟</td> <td data-bbox="906 1136 1338 1220"></td> </tr> <tr> <td data-bbox="509 1220 906 1304"><i>I <u>found</u> a <u>pyramid</u> that <u>honors</u> the <u>sun</u>.</i></td> <td data-bbox="906 1220 1338 1304">Put both hands over the head, making the shape of the sun.</td> </tr> <tr> <td data-bbox="509 1304 906 1388">أنا وجدت هرم يكرم الشمس.</td> <td data-bbox="906 1304 1338 1388"></td> </tr> <tr> <td data-bbox="509 1388 906 1472"><i>I <u>found</u> a <u>pyramid</u> that <u>honors</u> the <u>moon</u>.</i></td> <td data-bbox="906 1388 1338 1472">Put both hands over the head, making the shape of the moon.</td> </tr> <tr> <td data-bbox="509 1472 906 1556">أنا وجدت هرم يكرم القمر.</td> <td data-bbox="906 1472 1338 1556"></td> </tr> <tr> <td data-bbox="509 1556 906 1640"><i>They <u>honor</u> the <u>sun</u>, and the <u>moon</u>, and the <u>king</u>!</i></td> <td data-bbox="906 1556 1338 1640">Put both hands over the head, making the shape of the sun, the moon, and a crown (as each word is chanted).</td> </tr> <tr> <td data-bbox="509 1640 906 1724">هي تكرم الشمس والقمر والملك.</td> <td data-bbox="906 1640 1338 1724"></td> </tr> </table>	<i>I <u>went</u> to see some <u>pyramids</u> in <u>Mexico</u>, in <u>Mexico</u></i>	Hold up both hands to make a pyramid shape.	ذهبت لأرى بعض الأهرامات في المكسيك، في المكسيك.		<i>I <u>went</u> to see a <u>pyramid</u> that <u>honors</u> a <u>king</u>.</i>	Put bot hands over the head, making it the shape of a crown for a king.	ذهبت لأرى هرم يكرم ملك.		<i>And <u>what</u> did I <u>find</u>? <u>What</u> did I <u>find</u>?</i>	Put one hand over the eyes as if looking for something, turning left and right.	وماذا وجدت؟ ماذا وجدت؟		<i>I <u>found</u> a <u>pyramid</u> that <u>honors</u> the <u>sun</u>.</i>	Put both hands over the head, making the shape of the sun.	أنا وجدت هرم يكرم الشمس.		<i>I <u>found</u> a <u>pyramid</u> that <u>honors</u> the <u>moon</u>.</i>	Put both hands over the head, making the shape of the moon.	أنا وجدت هرم يكرم القمر.		<i>They <u>honor</u> the <u>sun</u>, and the <u>moon</u>, and the <u>king</u>!</i>	Put both hands over the head, making the shape of the sun, the moon, and a crown (as each word is chanted).	هي تكرم الشمس والقمر والملك.	
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<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • <i>Activities allow students</i> 	<p>Literacy development</p> <p>1. Compare pyramids in Egypt and Mexico</p> <p>a. Distribute the Venn diagram, Worksheet 2d, and use Worksheet</p>																								

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Key Elements	Lesson 2 Procedures– Pyramids in different countries
<p><i>to apply concepts in contexts, and build on or extend understanding and skill.</i></p>	<p>2e as one of the resources. Divide students into pairs or small groups to compare and contrast the two sets of pyramids.</p> <p>Same (in the overlapped middle): square base have faces, edges, vertexes, apex. Honor rulers Different: locations; height (find info about the heights of each pyramid) ; shapes</p> <p>b. After comparison, students work on Worksheet 2f c. Gallery Walk: Each group posts their Venn diagram on the wall. Walk around to see what each group wrote and ensure accuracy.</p> <p>2. Writing an email to Dave</p> <p>T: <i>Now, Class. Dave has written to us. What would you like to write to him?</i> الآن يا طلاب كتب لنا داف. ماذا تحبون أن تكتبوا له؟</p> <p>Use Language Experience Approach: Invite students to express what they want to say/write to Dave. Guide students to focus on the topic of pyramids and the two countries he has visited. As students say something, recast in correct but simple language, if necessary, and write on the board for students to copy once the email is done. For example, Worksheet 2g</p> <div data-bbox="581 1245 1338 1890" style="border: 1px solid black; padding: 10px;"> <p>From: _____ (name) (الإسم) _____ من:</p> <p>To: Dave داف إلى:</p> <p>Date: _____ التاريخ:</p> <p>Subject: _____ (Thank you and Pyramids) الموضوع: _____ (شكراً والأهرامات)</p> <p>Dear Dave, العزيز داف،</p> <p>_____ (Thank you) so much for sending us _____ (emails) and _____ (pictures). We _____ (like) the _____ (Great Pyramid) in _____ (Egypt). It is very _____ (big; tall). It is also one of the _____ (Seven) Wonders of the Ancient World. It is to _____ (honor) _____ (King) Khufu.</p> <p>_____ (شكراً) جزيلاً لأنك أرسلت لنا _____ (رسائل إلكترونية) و _____ (صور). نحن _____ (نحب) _____ (الأهرام العظيم) في _____ (مصر). هو _____ (كبير، طويل). وهو أيضاً واحداً من عجايب الدنيا (السبع). وهو بُنيت لـ _____ (تكريم)</p> </div>

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Key Elements	Lesson 2 Procedures– Pyramids in different countries
	<div style="border: 1px solid black; padding: 10px;"> <p>_____ (الملك) خوفو.</p> <p>We also like the _____ (Pyramid of the Sun) and _____ (Pyramid of the Moon) in _____ (Mexico). They are also very _____ (big) and _____ (tall). They were to _____ (honor) the _____ (Sun), _____ (the Moon), and the _____ (kings).</p> <p>نحن أيضاً نحب _____ (أهرام الشمس) و _____ (أهرام القمر) في _____ (المكسيك). هي أيضاً _____ (كبيرة) و _____ (طويلة) جداً. وهي بُنيت لتكريم _____ (الشمس) و _____ (القمر) و _____ (الملوك).</p> <p>These pyramids have _____ (apex), _____, _____, and _____ (edges, faces, and vertexes). They all have _____ (square bases). _____ (Thank you) for sending us these wonderful _____ (pictures). Where will you go next time? Please write and send us pictures.</p> <p>هذه الأهرامات لها _____ (قمة) ، _____ ، _____ ، _____ و _____ (أضلاع، وجوه، ورؤوس). _____ (شكراً) لأنك أرسلت لنا هذه _____ (الصور) الرائعة. أين ستذهب المرة القادمة؟ الرجاء أن تكتب لنا وترسل لنا صور.</p> <p>Your friends, أصدقائك Mr./Mrs. _____ 's Class _____ صف السيد / ة</p> </div> <p>Sing the pyramid song or chant.</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Using their answers on Worksheet 2f, students make oral presentations about their findings. (Make sure to give them some time to prepare what they want to present.) 2. Distribute a blank Worksheet 2g for students to write their individual emails to Dave as part of assessment. Collect all the paper when finished.

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Teacher Reflections on Lesson 2 – <i>Pyramids Around the World</i> أهرامات حول العالم	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Lesson 3 – Treasure Inside!

الكنز في الداخل

Lesson 3 of 5 – <i>Treasure Inside</i> الكنز في الداخل Duration: 30 Minutes	
<i>Objectives</i>	<p>I Can: أستطيع</p> <p>Oral language:</p> <ul style="list-style-type: none"> ○ Identify and name treasures from a group of objects. ○ Tell what I can see on a mural inside of the pyramid. <p>Literacy:</p> <ul style="list-style-type: none"> ○ Read and write about a mural inside a pyramid. <p>STEM and Other Subject Areas (Including Cultures):</p> <ul style="list-style-type: none"> ○ Talk about what can be found in a pyramid, i.e. treasure, murals...etc.
<i>Vocabulary and Expressions</i>	<p>Content obligatory language</p> <p><i>Hide, treasure, honor people, inside, mural</i></p> <p>يخبيء، ثروة، تكريم الناس، داخل، جدارية</p> <p>Content compatible language</p> <p><i>I can see ... in في أستطيع أن أرى ...</i></p> <p><i>... is treasure. ... هي ثروة.</i></p> <p><i>They lived many years ago.. عاشوا منذ سنوات عديدة.</i></p> <p><i>It's amazing! إنها مذهشة!</i></p>
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> ○ Pyramid: Ppt. ss. 27-35 ○ Worksheet 3a – Email from Dave, thanks for students' email and comments on their pyramids (6) ○ Worksheet 3b – Email from Dave, I went to a museum (7) ○ Worksheet 3c – A mural in a Pyramid ○ Worksheet 3d – King Tut's and My Treasures' ○ Worksheet 3e – My Treasures
<i>Lesson Storyline and Core Text</i>	<p>Lesson Storyline:</p> <p>Dave sent another email and some pictures to the class. He had visited a museum while he was traveling. He saw the King Tut exhibit. From his email, students learn what kinds of treasures were stored inside a pyramid. By extension, students learn the meaning of treasure, that is, treasure may be different to different people because what they value may be different. Students will talk about what their own treasures are.</p> <p>Core Text: (Worksheet 3a)</p>

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

	<p>شكراً جزيلاً لرسائلكم. <i>Thank you very much for your emails and pictures.</i> والصور.</p> <p>أهراماتكم رائعة. <i>Your pyramids are awesome.</i> رسائلكم رائعة. <i>Your emails are wonderful.</i> سأذهب إلى متحف غداً. <i>I will go to a museum tomorrow.</i> رأيت ثروات كثيرة. <i>I saw a lot of treasures.</i></p> <p>الملك توت كان ملك مصري. <i>King Tut was an Egyptian king.</i> بنى المصريون هرمًا لتكريمه. <i>Egyptians built a pyramid to honor him.</i> هناك جداريات وذهب داخل الهرم. <i>Inside the pyramid, there were murals and gold.</i> هناك ثروات وهي مهمة. <i>They are treasures. They are important.</i></p> <p>هذه جدارية. <i>This is a mural.</i> هي داخل هرم. <i>It is inside a pyramid.</i> أستطيع أن أرى (ناس) في الجدارية. <i>I can see (people) in the mural.</i> عاشوا منذ سنوات عديدة. <i>They lived many years ago.</i> إنها مذهبة! الجدارية ثروة أيضاً. <i>It's amazing! The mural is treasure, too.</i> هل عندكم ثروة؟ <i>Do you have treasure?</i> هل ثروتكم مثل ثروتي؟ <i>Is your treasure the same as my treasure?</i></p>
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Key Elements	Lesson 3 Procedures — <i>Treasure Inside</i> الثروة في الداخل
<p><i>Engagement</i></p> <ul style="list-style-type: none"> • <i>Object, event or question used to engage students.</i> • <i>Connections facilitated between what students know and can do</i> 	<p>A trip to Museum</p> <p>Students review the pyramid song and chant. Post students' personal emails to Dave on the wall. The class does a gallery walk and asks questions of each other.</p> <p>For example,</p> <p>Student A:</p> <p>ما نوع قاعدة هذا الهرم؟ <i>What kind of base does this one have?</i> كم وجه له؟ <i>How many faces does it have?</i> كم ضلع له؟ <i>How many edges does it have?</i> ما إسم هذا الهرم؟ <i>What is this pyramid called?</i> أين هو؟ هل تستطيع أن تجد المكسيك؟ <i>Where is it? Can you find Mexico?</i></p> <p>Student B:</p> <p>Students ask each other's Venn diagram's results</p> <p>Worksheet 3a, Email from Dave (6) - Thanks students for their emails and comments on their pyramids.</p>

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Key Elements	Lesson 3 Procedures -- <i>Treasure Inside</i> الثروة في الداخل
	<div style="border: 1px solid black; padding: 10px;"> <p><i>From: Dave</i> من: داف</p> <p><i>Subject: I went to a museum</i> الموضوع: أنا ذهبت إلى متحف</p> <p><i>To: Mr. /Mrs. _____ class.</i> إلى: صف السيّد/ة _____</p> <p><i>Dear Class,</i> أعزائي طلاب الصف</p> <p><i>Thank you very much for your emails and pictures. Your pyramids are awesome. I love them! Your emails are wonderful. I love to read them. I can tell you are learning a lot.</i></p> <p>شكراً جزيلاً لرسائلكم الإلكترونية والصور. أهراماتكم رائعة وأحبها كثيراً. رسائلكم الإلكترونية رائعة وأحب أن أقرأها. لاحظت أنكم تعلمتم الكثير.</p> <p><i>I am going to a museum tomorrow. I will let you know what I can find out about pyramids while I am there. I'll write again later.</i></p> <p>سأذهب إلى متحف غداً. سأخبركم ما أستطيع معرفته عن الأهرامات خلال زيارتي هناك وسأكتب لكم مرة أخرى لاحقاً.</p> <p><i>Your Friend,</i></p> <p>صديقكم،</p> <p><i>Dave</i></p> <p>داف</p> </div> <p>Distribute Dave's email to the class and allow students time to read in pairs or in small groups. Ask comprehension questions about this email.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • <i>Objects and phenomena are explored.</i> • <i>Hands-on activities, with guidance.</i> 	<p>King Tut – The Golden King</p> <p>Tell the class that they have received another email and pictures from Dave. Read the email from Dave – I went to a museum (7), Worksheet 3b - Visited the Golden King</p> <div style="border: 1px solid black; padding: 10px;"> <p><i>From: Dave</i> من: داف</p> <p><i>Date: _____ (month/date/year, time)</i></p> <p>التاريخ: _____ (الشهر/اليوم/السنة/الوقت)</p> <p><i>Subject: I went to a museum</i> الموضوع: أنا ذهبت إلى متحف</p> <p><i>To: Mr. /Mrs. _____ 'class.</i> إلى: صف السيّد/ة _____</p> <p><i>Dear Class,</i> أعزائي طلاب الصف</p> <p><i>I hope you enjoy the pictures I sent you this time. I went to a museum today, where I saw a lot of treasures. They were</i></p> </div>

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	<div style="border: 1px solid black; padding: 10px;"> <p><i>treasures from King Tut's tomb.</i></p> <p>أرجو أن تكونوا قد إستمتعتم بالصور التي ارسلتها لكم هذه المرة. ذهبت إلى متحف اليوم حيث شاهدت ثروات كثيرة وهذه الكنوز كانت من قبر الملك توت.</p> <p><i>King Tut was an Egyptian pharaoh. Egyptians built a pyramid to honor him. People called him the Golden King. Inside the pyramid there were murals and gold. They are treasures. They are important.</i></p> <p>الملك توت كان فرعون مصري والمصريون بنوا هرمًا لتكريمه. سماه الناس الملك الذهبي. كان هناك جداريات وذهب داخل الهرم وهي ثروات ومهمه.</p> <p><i>Here are pictures of treasures from King Tut's pyramid. I hope you like them.</i></p> <p>هذه صور لثروات من هرم الملك توت وأرجو أن تحبوها.</p> <p><i>Your Friend,</i></p> <p>صديقكم،</p> <p><i>Dave</i></p> <p>داف</p> </div> <p>Show Ppt. ss. 28-30 and video or additional pictures from King Tut's tomb. Ask comprehension questions.</p> <p>http://www.kingtut.org/</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • <i>Students explain their understanding of concepts and processes.</i> • <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i> 	<p>What is a Mural?</p> <p>Further explain treasure by showing Ppt ss. 30-32 and also intermittently modeling realia examples of personal treasure.</p> <p>T: <i>Treasure is something very precious to someone.</i> الثروة هي شيء ثمين جداً لأحد ما.</p> <p>T: <i>For King Tut, gold was treasure. The murals were treasure.</i> Ppt. ss. 33-34</p> <p>للملك توت، ذهب وكنز. كانت الجداريات ثروة.</p> <p>T: <i>Are gold and murals from the pyramid treasure for us, too?</i></p> <p>هل الذهب والجداريات من الأهرامات ثروة لنا أيضاً؟</p> <p>Students respond.</p> <p>T: <i>Why are they treasure? Is it because they are expensive? Or because they were from long time ago?</i> لماذا هي ثروات؟ هل لأنها غالية الثمن؟ أو لأنها من قديم الزمان؟</p>

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	<p>T: (Show the mural inside a pyramid) <i>Look at the mural inside the pyramid. What can you see?</i> أنظروا إلى الجدارية داخل الهرم؟ ماذا تستطيعون أن تروا؟ S: <i>People. (What are they doing?), and.....etc.....الخ. والناس.</i> T: <i>Yes, these were Egyptians. They lived many years ago.</i> نعم، هؤلاء كانوا مصريين. T: <i>Long ago there were no cameras, so people drew murals. These murals are pictures that show the life of Egyptians a long time ago. Now these murals are treasures for the world.</i> لم يكن هناك كاميرات في قديم الزمان ولذلك رسم الناس جداريات. هذه الجداريات تدل على حياة المصريين في قديم الزمان. والآن هذه الجداريات ثروات للعالم.</p> <p>Talk about gold, jewelry, statues, and other artifacts in similar ways.</p> <p>If time allows, Also shows students Mayan murals and see the different drawing techniques. Ppt. s. 35 Students read and complete Worksheet 3c, the Pyramid Mural Sheet, with the teacher.</p> <p>T: <i>So, are pyramids treasures for the world? Why?</i> فهل الأهرامات ثروات للعالم؟ ولماذا؟ T: <i>What should we do for our treasures? Do we trash them or do we protect them? (Gesturing to express both concepts.)</i> ماذا يجب أن نفعل لثرواتنا؟ هل ندمرها أو نحميها؟ (الإشارة للتعبير عن المفهومين) <i>Students respond.</i> يجب الطلاب</p> <p>Cite more examples to illustrate these concepts and ensure students' comprehension. For example, talk about various pyramids students have learned. Also show non-examples of pyramids that have not been protected.</p> <div data-bbox="430 1465 867 1759" data-label="Image"> </div> <p>Meroe, Sudan: The Nubian Pyramids</p> <p>There are hundreds of pyramidal tombs in the region of central Sudan once</p>

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Key Elements	Lesson 3 Procedures -- <i>Treasure Inside</i> الثروة في الداخل
	<p>known as Nubia, built mostly out of reddish sandstone. About 40 of them are located in Meroe, a major city in the Kushite kingdom from about 300 B.C. to 300 A.D. The Nubian pyramids are smaller than the Egyptian pyramids, and more narrowly shaped. Although they have suffered from plunder and decay over the years---an Italian explorer smashed the tops off many of them in the 19th century, apparently seeking treasure---they remain a remarkable sight.</p> <p>Read more: http://www.smithsonianmag.com/history-archaeology/Ancient-Pyramids-Around-the-World.html#ixzz2DelyjQ7T Follow us: @SmithsonianMag on Twitter</p> <p>T: <i>Let's look at these pyramids. They are in Sudan, Africa.</i> (Locate Sudan in the world map.) أنظروا إلى هذه الأهرامات. هي في السودان في إفريقيا. (.) T: <i>What are these pyramids missing? (If necessary: These pyramids have no _____.)</i> ماذا ينقص هذه الأهرامات؟ (هذه الأهرامات ليس لها _____.) T: <i>The tops of these pyramids have been trashed. People were looking for treasure inside these pyramids, so they trashed/smashed the tops. What do we need to do with all pyramids? (Why is it important to protect them?)</i></p> <p>دُمِرت قمم هذه الأهرامات. كان الناس يبحثون عن ثروات داخل هذه الأهرامات فدمروا القمم. ماذا علينا أن نفعل لهذه الأهرامات؟</p> <p>Students respond. (<i>Protect, important, long time ago, trash.</i>) (يحمي، مهم، في قديم الزمان، دمر)</p> <p>Note: Lead students to talk about what is or is not a treasure. T: <i>We all have treasures. To me, the emails from Dave are treasures to me. Because Dave was my student from long time ago. He remembers me. So his emails are treasure for me.</i> (عندنا ثروات وبالنسبة لي رسائل داف الإلكترونية ثروة لي لأنه Continue with other personal treasures, such as a ring that belonged to a grandmother, a picture of a good friend or family, or other things that students can identify with. Name at least three or four additional things that show the range of treasures, and include drawings or pictures as mentioned below.)</p> <p>T: <i>What is your treasure? Is your treasure the same as my treasure?</i> Students respond. ما هي ثروتك؟ هل ثروتك مثل ثروتي؟ T: <i>Tonight go home and find your own treasures. You can draw them or find some pictures or bring some things to the school. You can also draw some imaginary treasures. Tomorrow, we will share and see what our treasures are!</i> إذهبوا إلى البيت الليلة وابحثوا عن ثرواتكم. تستطيعون أن ترسموها أو تجدوا بعض الصور وتحضروا</p>

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Key Elements	Lesson 3 Procedures -- <i>Treasure Inside</i> الثروة في الداخل
	<p>بعض الأشياء إلى المدرسة. بإمكانكم أيضاً أن ترسموا بعض الثروات الخيالية وغداً سوف نشارك ونرى ما هي ثرواتنا.</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • <i>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</i> 	<p>Show and Tell</p> <p>Students show and tell what their treasures are and why these things are treasures to them. Use Worksheet 3d – King Tut’s and My Treasure, as a guide to ask students questions as a way to prepare them for assessment the next day.</p> <p>Lead students in a Pyramid Treasure Chant: Worksheet 3e</p> <p><i>I went to see a pyramid in Egypt, in Egypt</i> ذهبت لأرى هرم في مصر، في مصر <i>I went to see a pyramid that honored a pharaoh.</i> ذهبت لأرى هرم يكرم فرعون. <i>And what did I find? What did I find?</i> وماذا وجدت؟ ماذا وجدت؟ <i>I found gold, murals, and other special things.</i> وجدت ذهباً، جداريات، وأشياء خاصة أخرى <i>These are treasures to King Tut and to us!</i> هي ثروات لنا وللملك توت</p> <p>Model first, then turn to students and have students do the Round-Robins until each student has shown his/her treasure.</p> <p><i>Whole class: الجميع</i></p> <p><i>I went to my house to look for treasures</i> ذهبت إلى بيتي لأبحث عن ثروات <i>I went to my house to look for treasures</i> ذهبت إلى بيتي لأبحث عن ثروات <i>And what did I find? What did I find?</i> وماذا وجدت؟ ماذا وجدت؟</p> <p><i>Student 1: I found الطالب الأول: وجدت</i></p> <p><i>I found..... (repeat with each treasure) (يُعاد مع كل ثروة)</i></p> <p><i>These are important treasures to me. Turns to next student</i> <i>What are your treasures? What are your treasures?</i> <i>Can you show them to me?</i> هذه ثروات مهمة لي. توجه الحديث للطالب التالي ما هي ثرواتك؟ ما هي ثرواتك؟ هل بإمكانك أن تريني أيهاها؟</p> <p>Using LEA approach and Worksheet 3c, model for students to complete the worksheet. Use peer editing and have students do self-correction. Collect the worksheets and return them to students the following day.</p>

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Key Elements	Lesson 3 Procedures -- <i>Treasure Inside</i> الثروة في الداخل
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • <i>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</i> 	<p>Start with the Pyramid Treasure Chant. Return students' worksheet and ask them to practice.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Distribute Worksheet 3d for students to complete. In pairs and small groups, students act as museum guides and make oral presentation to the audience about King Tut's treasures. (Allow some time for students to prepare.) 2. Use Worksheet 3e: My Treasure as assessment for students to write about their own treasure.

Teacher Reflections on Lesson 3 – <i>Treasure Inside</i> . ثروة في الداخل	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	

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Pyramid Around the World

Lesson 4 – Constructing Our Own Pyramids

بناء اهراماتنا

Lesson 4 of 5 – <i>Constructing Our Own Pyramids</i> بناء اهراماتنا		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can: أستطيع</p> <p>Oral language:</p> <ul style="list-style-type: none"> Ask and answer questions about how to construct a 3-D pyramid. <p>Literacy:</p> <ul style="list-style-type: none"> Write a brief description of my pyramid using new vocabulary words about pyramids. <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Identify the use of pyramids in modern buildings Create a large 3D pyramid 	
<i>Vocabulary and Expressions</i>	<p>Content obligatory vocabulary شريط لاصق، قديم، <i>tape, old/ancient,</i></p> <p>Content compatible vocabulary</p> <p>Decorate/decoration (eg. Color words) ... is made of ... It has... It was built to...</p>	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> Materials for building 3D pyramids (white poster boards, glue, markers, tape) Pyramid: Ppt. ss. 36 – 41 Worksheet 4a – What have we learned? Worksheet 4b – Describing our Pyramid Worksheet 4c – Our Pyramid 	
<i>Lesson Storyline and Core Text</i>	<p>Students review what they have learned about pyramids so far. They explore modern pyramids and see how these structures extend the shapes and functions of pyramids. Students decided to construct their own pyramids and hide treasures inside for people in the future to see, similar to the idea of a time capsule. In small groups, students make their unique pyramids and write descriptions about themselves and their pyramids and treasures for people in the future.</p> <p>Core Text</p> <p><i>People still build pyramids today.</i> ما يزال الناس يبنون أهرامات اليوم. <i>This is a food pyramid..</i> هذا هرم غذائي. <i>Do we eat more of the food in the base or those in the top?</i> هل نأكل طعاماً أكثر من القاعدة أم من القمة؟ <i>The higher it is, the less it is.</i> كلما ارتفع، قلّ.</p>	

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Key Elements	Lesson 4 Procedures– <i>Constructing Our Own Pyramids</i> بناء أهراماتنا
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● <i>Object, event or question used to engage students.</i> ● <i>Connections facilitated between what students know and can do</i> 	<p>What Have We Learned So Far?</p> <p>Divide students into small group.</p> <p>Using Worksheet 4a, each group works on the following topics:</p> <ol style="list-style-type: none"> <i>What is special about a Pyramid?</i> ما هي خواص الهرم المهمة؟ <i>What is a famous pyramid that I can talk about?</i> سمي هرم مشهور أستطيع التكلم عنه <i>What are treasures?</i> ما هي الثروات؟ <i>What are examples of treasures in a pyramid or in my life?</i> سمي أمثلة من ثروات هرم أو من حياتي <p>Allow students time to work independently on each topic first. Then direct each small group to discuss answers. Hold a class discussion for sharing and asking questions.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> ● <i>Objects and phenomena are explored.</i> ● <i>Hands-on activities, with guidance.</i> 	<p>Can we find modern pyramids in our lives?</p> <p>Note: The key point in this lesson is for students to observe the influence of pyramids in civilization. First, the shape of a pyramid is still prominent in architecture and in our daily lives. Second, the notion that the higher it goes, the less quantity is in a pyramid. This concept can be seen in a food or exercise pyramid.</p> <p>T: <i>Class, are pyramids old/ancient?</i> يا طلاب الصف، هل الأهرامات قديمة؟</p> <p>Ss: Yes. نعم</p> <p>T: <i>Did you know that people still build pyramids today?</i> هل تعلمون أنّ الناس ما زالوا يبنون أهرامات اليوم؟</p> <p>Students respond.</p> <p>T: <i>Let’s see some modern pyramids that people have built.</i> Ppt. ss. 37-38 لنرى بعض الأهرامات الحديثة التي بناها الناس.</p> <p>More resource websites: http://www.trendhunter.com/slideshow/modern-pyramid-architecture http://www.classbrain.com/artread/publish/article_31.shtml</p> <p>T: <i>Where else do we find pyramid shapes around us? Have you seen any pyramids?</i> أين نجد اشكال هرمية حولنا؟</p> <p>Students respond.</p> <p>Ppt. ss. 39-40</p> <p>T: (Show a picture of Food Pyramid.) <i>Have you seen this before?</i> هل رأيت هذا من قبل؟</p> <p>Students respond.</p>

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Key Elements	Lesson 4 Procedures– <i>Constructing Our Own Pyramids</i> بناء أهراماتنا
	<p>T: <i>This is about the food we eat each day. Can you guess what is this called?</i> هذا عن الطعام الذي نأكله كل يوم. هل تستطيع أن تخمن ما إسمه؟</p> <p>S: <i>A food pyramid.</i> هرم غذائي</p> <p>T: <i>What does the food pyramid tell us? Do we eat more of the foods in the base or those in the top?</i> على ماذا يدلنا الهرم الغذائي؟ هل نأكل طعاماً أكثر من القاعدة أم من القمة؟</p> <p>Students respond.</p> <p>T: <i>Right, the higher it is the less of it we should eat. The lower it is, the more of it we should eat. So a pyramid can also show us the concept of more or less related to its shape.</i> هذا صحيح، كلما أرتفعت في الهرم الغذائي كلما وجب تقليل أكلها. كلما تدنت في الهرم الغذائي، كلما وجب الزيادة من أكلها. لذلك يدلنا الهرم أيضاً على المفهوم المتعلقة بشكله.</p> <p>T: <i>How about the exercise pyramid? You can see we also use pyramid shapes in our daily life.</i> وماذا عن هرم الألعاب الرياضية؟ نلاحظ استعمال اشكال هرمية في حياتنا اليومية.</p> <p>Show ppt. s. 41 and facilitate students to discuss what kind of activities to do more or less daily.</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • <i>Students explain their understanding of concepts and processes.</i> • <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i> 	<p>Let's make our own pyramids</p> <ul style="list-style-type: none"> ○ Show students a piece of white poster board. Also show a decorated pyramid made out of the poster board, asking students if they would like to make their own pyramids like this. Lead students to brain storm what colors and pictures they are going to use to decorate. Write down the generated vocabulary on the board for students to use later. ○ Model how to enlarge and make a pyramid from Worksheets 1b.1 and 1b.2: <ul style="list-style-type: none"> ○ Make a copy of the Worksheet 1b.1 or 1b.2. Select only one pyramid for the purpose of modeling. ○ Post the Worksheet on the board so all students can see. Talk out loud so all students can follow the directions. ○ Use a long ruler to measure each edge of the pyramid on the Worksheet and write down the measurement on the edge being measured. ○ Double the measurement and write down the new measurements on all edges. Cross out original measurements. ○ Cut the pyramid from the Worksheet. ○ Post the poster on the wall or white board. Put the pyramid on the poster. Use the ruler to draw a new and larger pyramid by using the new measurements. Make sure also draw tabs for gluing the pyramid together. ○ Ask students if they need to have a door for their pyramid. (Facilitate a brief discussion of why a door is needed.) If so, draw

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Key Elements	Lesson 4 Procedures– <i>Constructing Our Own Pyramids</i> بناء أهراماتنا
	<p>a door.</p> <ul style="list-style-type: none"> ○ Take the poster down and cut the pyramid model out. Cut the door but leaving one side intact. ○ Fold and paste tabs together to make a 3-D pyramid model. <p>Note: Students will apply the multiplication concept to learn how to enlarge the diagram. Make sure they will save areas for gluing sides together.</p> <ul style="list-style-type: none"> ○ Procedures: <ul style="list-style-type: none"> ○ Divide students in small groups. Each group will make a pyramid together out of the poster board. (They will also discuss what they will store in the pyramid on the next day.) ○ Students discuss what pictures or colors to use to decorate their pyramids. ○ Supervise and help students cut the diagram out of the poster. ○ Decorate accordingly. ○ Fold and glue the 3-D pyramids together.
<p><i>Elaboration</i> <i>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</i></p>	<p>What treasures should we put in there? The class discusses what treasure can be stored in their pyramids. Each student contributes one treasure.</p> <p>T: <i>Now pyramids are built to hide treasure. What treasure would you like to hide in your pyramids? Discuss with your partners and then share with the class.</i> الآن تُبنى الأهرامات لحفظ الثروات. أي ثروة نحب أن نحفظها في هرمك؟ ناقش مع زميلك ثم شارك مع الصف.</p> <p>Students discuss with group members. Once the group decides, each person finds or draw a picture of his/her treasure.</p> <p>Literacy Activity:</p> <ul style="list-style-type: none"> ○ Use Worksheet 4b and lead students to talk about their pyramids and their experiences of making one. If necessary, model for the class to read and write on the worksheet. ○ Independently students write a description of their pyramids and the decorations on Worksheet 4b. ○ Do peer editing for accuracy. ○ Practice making oral presentations

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Key Elements	Lesson 4 Procedures– <i>Constructing Our Own Pyramids</i> بناء أهراماتنا
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • <i>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</i> 	<p>Our Own Pyramid</p> <p>Using Worksheet 4c, each group will write a description about themselves, their pyramids, and their treasures for classes in the future to see. The students put the fact sheets and treasures into their pyramids.</p> <p>Note: Secretly number the pyramids that students made, so students really must use their interviews in Lesson 5 (Interpersonal Communication Task) to determine which group created each pyramid.</p> <p>T: <i>Now we will wait for Future Class to discover our pyramids.</i></p> <p>الآن سرننتظر الصف المقبل ليستكشف أهراماتنا.</p> <p>The teacher and students ceremoniously cover pyramids with a cloth or newspaper.</p>

Teacher Reflections on Lesson 4 – <i>Construction site</i>	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	

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Pyramid Around the World

Lesson 5 – Performance Assessment Tasks

Lesson 5 of 5		Duration: 30 Minutes
<i>Objectives</i>	Can Do: <ul style="list-style-type: none"> • Get information about the shape and location of a pyramid by listening • Ask and answer questions about the shape and treasure of a pyramid • Present a pyramid my group and I built 	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> ○ Equipment to record students’ conversations (cell phone, computer, tape-recorder, etc.) ○ Pyramid: Ppt. ss. 42-43 ○ Worksheet 5a – Email from Dave, Where was I? (8) ○ Worksheet 5b – Which Picture shows the pyramids of Tikal? ○ Worksheet 5c – Interview ○ Worksheet 5d – Rubric for Oral Performance Task ○ Worksheet 5e – An Email to Dave (9) 	

Performance Assessment	
Interpretive Task	
<p>Interpretive Task: Find the Picture to match Dave’s Email about Another Pyramid</p> <p>Note: This is designed to be a listening task, but it can be easily converted to be a reading task. Use your discretion to make a decision about the skill area.</p> <p>Dave has sent an email about a pyramid that he visited in another country, but he forgot to attach a picture, Worksheet 5a. The teacher has found some pictures about pyramids. Which picture on Worksheet 5b is like the one Dave visited?</p>	
<p>Teacher reads the email from Dave (8)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><i>Dear Class, أعزائي طلاب الصف</i></p> <p><i>Guess where I am now? I am not in Egypt, and I am not in Mexico either. I am in Guatemala. Have you heard of Mayans? I visited the Pyramids of Tikal. There are many pyramids here! They were built by Mayans many years ago. Their shapes are different from other pyramids. They are in the rain forest, so people forgot about them for 800 hundred years. You should visit them someday.</i></p> </div>	

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

هل تستطيعون أن تخمنوا أين أنا الآن؟ أنا لست في مصر وأنا لست في المكسيك. أنا في جواتيمالا. هل سمعتم عن المايا؟ لقد زرت اهرامات تيكال ويوجد هنا أهرامات كثيرة بناها المايا منذ سنوات عديدة. أشكالها تختلف عن الأهرامات الأخرى. هي في الغابات الإستوائية ولذلك غابت عن ذاكرة الناس لثمان مئة سنة.

يجب أن تزورها يوماً من الأيام.

Your friend,

صديقكم،

Dave

داف

Which picture shows the Pyramids of Tikal?



World Language-STEM MODULE COVERSHEET

Pyramid Around the World



http://www.bugbog.com/images/galleries/guatemala_pictures/large-Guatemala-Pictures/Tikal-Guatemala.jpg

Cultural Note for Teachers: Peten, Guatemala- Mayan Pyramids of Tikal

Tikal was an important urban and ceremonial center for the Maya from about 300 to 900 A.D., and they built many monuments here, including five pyramidal temples. The tallest---Pyramid IV, topped by the Temple of the Two-Headed Serpent---is 213 feet high. After the Maya abandoned the site, these pyramids lay largely forgotten in the rainforest for nearly 800 years. European explorers re-discovered them with great excitement in the 1850s, leading to several major archaeological expeditions and digs. The area is now a UNESCO World Heritage site.

Interpersonal Task

Title: **Which Pyramid did You Make and What Treasures are Inside?**

Step 1: During the Pyramid Day and before the pyramids are unveiled, students walk around to ask each other questions about the pyramids they constructed and treasures they stored inside.

Use **Worksheet 5c** for interviews.

Step 2: Unveil the pyramids ceremoniously. Students use their notes to identify which pyramid is built by a certain group of students. They will keep the worksheet to use for the next task.

Worksheet 5d: Rubrics for assessment:

The teacher will assess students on oral interpersonal communication.

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Presentational Task

Title: **This is our pyramid!**

Based on the content of **Worksheet 4c**, students discuss how to make their presentations. Give them time to practice. For differentiation: Encourage students who are more advanced to present without using their notes. Students will make an oral presentation of the pyramid their groups have built and the treasures inside.

Give each group a letter or a name before they present their pyramid. After listening to each presentation and consulting the notes from their interviews, students use **Worksheet 5e** to record their identification of each pyramid. At the end they will compare how many pyramids that they have correctly identified. .

Note: If desired and feasible, videotape students' presentations. This can serve as evidence of student learning, and it can also make into a CD or an internet link for parents and friends to view. Students may also use the video to recall their experiences for the next presentational task.

Use **Worksheet 5d** - rubric for Oral Performance Task

Interpersonal/Presentational Task

Title: : **An email to Dave about my experiences (9)**

Using **Worksheet 5e**, students write an email to Dave telling about their experiences while learning about pyramids.

Directions: In your email make sure that you:

1. Tell Dave who you are.
2. Tell him what you learned from this module. For example, tell him about
 - a. Two different pyramids that you have learned about. (Where they are located and whether or not you like them.)
 - b. What treasures from pyramids you have seen.
3. Tell him what kinds of pyramid you have found in your daily life.
4. Tell him if you like learning about pyramids. Would you like to visit a pyramid when you grow up?

World Language-STEM MODULE COVERSHEET

Pyramid Around the World

Teacher Reflections on Lesson 5 – Assessment Task عمل التقييم	
<i>What worked well?</i>	
<i>What did not work well?</i>	
<i>What would I do differently?</i>	
<i>Other comments or notes</i>	