

World Language-STEM MODULE COVERSHEET

Las Pirámides Alrededor del Mundo

Target Language: Spanish	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>¿Qué es una pirámide?</i> (Engagement stage for introduction) Lesson 2 – <i>Las pirámides en distintos países.</i> (Exploration stage for main events and practice) Lesson 3 – <i>¡Hay tesoros adentro!</i> (Explanation stage for main events and practice) Lesson 4 – <i>Construyendo nuestra propia pirámide.</i> (Elaboration stage for summary and review) Lesson 5 – <i>Performance Assessment Tasks.</i> (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>El correo electrónico</i> <ul style="list-style-type: none"> ○ <i>leer</i> ○ <i>escribir</i> ○ <i>recibir de</i> ○ <i>enviar a</i> ○ <i>imagen</i> • <i>La pirámide</i> <ul style="list-style-type: none"> ○ <i>el ápice</i> ○ <i>la cara</i> ○ <i>el cateto</i> ○ <i>vértice</i> ○ <i>base</i> • <i>La figura/la forma</i> <ul style="list-style-type: none"> ○ <i>el triángulo</i> ○ <i>el cuadrado</i> ○ <i>el rectángulo</i> ○ <i>el polígono</i> • <i>El tiempo</i> <ul style="list-style-type: none"> ○ <i>antiguo/viejo</i> ○ <i>moderno/nuevo</i> <p>Where can we find them?</p> <ul style="list-style-type: none"> • <i>el viaje</i> <ul style="list-style-type: none"> ○ <i>el lugar</i> ○ <i>el mundo</i> ○ <i>Egipto</i> ○ <i>México</i> ○ <i>Sudán</i> ○ <i>Guatemala</i> ○ <i>Maya</i> <p>Why were pyramids built?</p> <ul style="list-style-type: none"> • <i>Construir</i> <ul style="list-style-type: none"> ○ <i>Hacer</i> • <i>Honrar</i> <ul style="list-style-type: none"> ○ <i>El gobernante</i> ○ <i>Faraón/Rey</i> <p>What is inside a pyramid?</p> <ul style="list-style-type: none"> • <i>Tesoro</i> <ul style="list-style-type: none"> ○ <i>Esconder</i> ○ <i>Adentro</i> 	<p>(Can do statement) Oral Language: <i>I can</i></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></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></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>El mural</i>▪ <i>Las joyas</i>▪ <i>El oro</i>▪ <i>El valor</i> <p>What does a pyramid look like:</p> <ul style="list-style-type: none">• <i>La altura/el alto/alto/bajo</i>• <i>Grande/pequeño</i>• <i>Bonito(a)/bello(a)</i>• <i>Precioso</i>• <i>Importante</i> <p>Tools for making pyramid</p> <ul style="list-style-type: none">• <i>La piedra</i>• <i>La tierra</i> <p>Content compatible language :</p> <ul style="list-style-type: none">• tiene – eg. It has three faces.• puedo ...• ... es un tesoro.• ...muchos años atrás.• Construir/se construyó• Es impresionante/enorme/alta• Fui(viajé)...• mirar/ver• Ambas tienen ...• ... porque ...• ... es de, está hecha de ...• ..más alta/más corta/más pequeña... que• mientras mas...más....• la parte de arriba/la parte de abajo	
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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.

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

Presentational Task: This is our Pyramid!

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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

Lesson four:

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

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- **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?

¿Qué es una pirámide?

Lesson 1 of 5 - <i>¿Qué es una pirámide?</i>		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Identify and name the <i>el ápice, la cara, la forma de la base, el vértice, y los bordes (catetos)</i> de la pirámide. <p>Literacy:</p> <ul style="list-style-type: none"> Label the <i>el ápice, la cara, la forma de la base, el vértice, y los bordes (catetos)</i> de la pirámide. STEM and Other Subject Areas: Use math words such as <i>el ápice, la cara, la forma de la base, el vértice, y los bordes (catetos)</i> to talk about a pyramid. 	
<i>Vocabulary and Expressions</i>	<p>Previously learned:</p> <p><i>Doblar , la solapa, cortar, abrir, label, grande, más grande</i></p> <p>Content obligatory language:</p> <p><i>La pirámide , el ápice, la cara, la forma de la base, el vértice, y los bordes (catetos), el tesoro</i></p> <p><i>Egipto</i></p> <p><i>La forma, el triángulo, el cuadrado, el rectángulo. Tiene tres caras. Tiene tres lados.</i></p> <p><i>Es un cuadrado. Es un triángulo. Es un rectángulo.</i></p> <p>Content compatible language :</p> <p><i>gracias, like</i></p> <p><i>las tijeras, la cinta adhesiva, el pegamento, las matemáticas</i></p>	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> ○ Pyramid: Ppt. ss. 1-16 ○ Worksheet 1a – Dave’s email to the teacher (1) ○ Worksheet 1b - Templates for pyramids # 1, #2 ○ Worksheet 1c – Telling about my Pyramid ○ Worksheet 1d – Students write email to Dave (2) 	

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<p><i>Lesson Storyline and Core Text</i></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>Esto es una imagen y un correo electrónico. David estaba en mi clase de tercer grado David me envió este correo electrónico. ¿Puedes decir dónde está David? ¿Qué está detrás de David? Es una pirámide. Aquí tenemos más pirámides.</i></p> <p style="text-align: center;"><i>Querido (a) Sr. (Sra.) _____ (apellido del maestro(a))</i></p> <p><i>Yo estaba en su clase de tercer grado. ¡Y ahora estoy en Egipto! Estoy aquí parado frente a una pirámide. Es enorme. Le estoy enviando esta imagen para darle las gracias. Voy a continuar visitando otras pirámides. Le puedo enviar más imágenes cuando las visite.</i></p> <p><i>Una pirámide tiene una base. Su base es un polígono.</i></p> <p><i>La base de una pirámide puede ser un triángulo, un cuadrado o un rectángulo. Esto es el ápice de la pirámide. Vamos a hacer una pirámide. Vamos a aprender qué son el ápice, el borde (cateto), la cara, el vértice y la base de la pirámide.</i></p>
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Key Elements	Lesson 1 Procedures -- <i>¿Qué es una pirámide?</i>
<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</i> 	<p>An email from Dave Teacher brings students a picture of a pyramid in Egypt that a former student, Dave, had emailed him/her.</p> <p>T: (Showing picture of Dave in Pyramid ppt s.2) <i>¡Hola chicos! ¡Miren lo que yo tengo! Esto es una imagen y un correo electrónico que recibí ayer. David estaba en mi clase de tercer grado, igual que ustedes ahora mismo. David me lo envió.</i></p> <p>T: (Pyramid: Ppt ss.3-4) <i>¿Puedes decir dónde está él? El estaba en Egipto. ¿Qué está detrás de él? ¿Es una pirámide o una casa? Sí, es una pirámide. Aquí hay</i></p>

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<i>and can do</i>	<p><i>más imágenes.</i></p> <p>T: <i>Voy a leerles su correo electrónico a ustedes. Worksheet 1a – Dave’s email to teacher (1)</i></p> <p>T: (Reading the email)</p> <div data-bbox="548 594 1300 1381" style="border: 1px solid black; padding: 10px;"><p><i>David escribió a su maestra(o)</i></p><p><i>De: David</i></p><p><i>Fecha: _____ (día/mes/año, hora)</i></p><p><i>Asunto: Saludos desde Egipto</i></p><p><i>Para: Sr./Sra. _____</i></p><p><i>Querido(a) Señor(a) _____ Apellido del (de la) maestro (a),</i></p><p><i>¿Cómo está usted? ¿Se acuerda de mí? Soy David. Yo estaba en su clase de tercer grado cuando aprendimos de la pirámides del mundo. Nos divertimos mucho. Yo le dije que yo quería visitar estas pirámides cuando yo creciera. ¡Y ahora aquí estoy, en Egipto!</i></p><p><i>Estoy aquí al frente de una pirámide. ¡Es enorme! Le envié esta foto para darle las gracias. Voy a continuar visitando otras pirámides. Si usted quiere, le puedo enviar más imágenes cuando las visite.</i></p><p><i>Su estudiante,</i></p><p><i>David</i></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>Ahora clase, ¿les gustaría a ustedes recibir más correos electrónicos e imágenes de David?</i></p> <p>The class responds.</p> <p>T: <i>Bien, nuestra clase puede escribirle a David pidiéndole que nos escriba sobre su viaje y que nos envíe más imágenes.</i></p> <p>T: <i>Antes de escribirle a David vamos a aprender un poco sobre las pirámides.</i></p> <p>Students respond.</p>

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Key Elements	Lesson 1 Procedures -- <i>¿Qué es una pirámide?</i>
<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>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>¿Es una pirámide o no es una pirámide?</i></p> <p>T: <i>Correcto, es una pirámide porque tiene forma tridimensional (3D)</i> (or whatever element you wish to point out). <i>Correcto, no es una pirámide porque _____.</i></p> <p>T: <i>Una pirámide tiene una base. Su base es un polígono.</i></p> <p>T: <i>Vean, el triángulo, el cuadrado, y el rectángulo son todos ejemplos de un polígono. (Ppt ss. 8-13 shows examples of these formas and guide students to identify and practice.)</i></p> <p>T: <i>La base de una pirámide puede ser un rectángulo, un cuadrado, o un triángulo.</i></p> <p>T: (Ppt ss.14-15) <i>Este es el ápice de la pirámide. Esta es la cara de la pirámide que conecta el ápice a la base.</i></p> <p>T: <i>¿Qué forma tiene la cara de la pirámide?</i> (Show different pyramids for students to observe.)</p> <p>Students respond.</p> <p>T: <i>Las caras de la pirámide son triángulos.</i></p> <p>T: <i>Este es el borde (cateto). Todas las pirámides tienen varios bordes (catetos). Este es un vértice. Cada pirámide tiene varios vertices.</i></p> <p>Do a quick review of each part of a pyramid for closure.</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 a pyramid</p> <p>T: <i>Ustedes van a construir su propia pirámide hoy, pero primero vamos a escribir varias palabras de matemáticas a cerca de su pirámide.</i></p> <p>Model how to write: <i>la pirámide, la cara, la base, el borde (cateto), el triángulo, el cuadrado.</i></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>¿Quieren una pirámide con una base cuadrada o con una base triangular (de triángulo)?</i></p> <p>T: <i>¡Vamos a hacer las pirámides! Primero, encuentren la base y escriban “la base” en ella.</i> (Another option would be to have them color it first, then label.) <i>Ahora todos, enséñenme la base.</i> (Circulate to make sure all students are</p>

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	<p>pointing to the base. This could be a problem for the triangle bases.) <i>Ahora encuentren las caras para sus pirámides. ¿Qué forma tienen las caras?</i> (Students respond.) <i>Ahora, escriban “la cara” en cada cara de la pirámide. ¿Cuántas caras tiene una pirámide de base cuadrada? ¿Cuántas caras tiene una pirámide de base triangular (de triángulo).</i></p> <p>T: <i>¡Fantástico! Vamos a cortar las formas (figuras) con las tijeras (con mucho cuidado).</i> (Demonstrate and walk around to help, as needed.) <i>Luego, doblen las solapas al lado de los triángulos.</i> (Demonstrate and monitor.) <i>Ahora doblen cada triángulo de la base hacia arriba.</i> (Demonstrate and monitor.) <i>Ahora peguen su pirámide. Peguen las solapas adentro o afuera de su pirámide, como prefieran.</i> (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>Enséñenme su base.</i> Ss: (Show the base) <i>Esta es la base.</i> T: <i>¿Qué forma tiene tu base?</i> Ss: La base es un <i>cuadrado/triángulo</i> (depending on the pattern they have chosen) T: <i>Enséñenme las caras.</i> Ss: (pointing) <i>Aquí están las caras.</i> T: <i>¿Cuántas caras tiene tu pirámide?</i> Ss: <i>Tiene tres/cuatro caras.</i> (depending on the pattern they have chosen) T: <i>¿Cuántos bordes (catetos) tiene tu pirámide?</i> Ss: <i>Tiene seis/ocho bordes (catetos).</i> (depending on the pattern they have chosen) T: <i>¿Cuántos vértices tiene tu pirámide?</i> Ss: <i>Tiene cinco/seis vértices.</i> (depending on the pattern they have chosen)</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 on or extend</i> 	<p>Sing the pyramid song</p> <p>T: <i>Ahora vamos a aprender la canción de la pirámide.</i> (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 entire song together.)</p> <p>For the triangle-based:</p>

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<i>understanding and skill.</i>	<p><i>Hice una pirámide, tiene una base triangular. Con una cara aquí, una cara allá Una, dos, tres caras Hice una pirámide con ápice arriba.</i></p> <p><i>Hice una pirámide, tiene base triangular Tiene vértice aquí y vértice allá Uno, dos, tres, vértices Una cara aquí y una cara allá Uno, dos, tres caras</i></p> <p><i>Hice una pirámide con ápice arriba</i></p> <p><i>Hice una pirámide, tiene base triangular Tiene un borde aquí, un borde allá Uno, dos, tres, cuatro, cinco, seis bordes Tiene vértice aquí y vértice allá Uno, dos, tres, vértices Una cara aquí y una cara allá</i></p> <p><i>Uno, dos, tres caras</i></p> <p><i>Hice una pirámide con un ápice arriba.</i></p> <p><i>For the square-based:</i></p> <p><i>Hice una pirámide, tiene base cuadrada. Tiene cara aquí, tiene cara allá, Una, dos, tres, cuatro caras Hice una pirámide con un ápice arriba.</i></p> <p><i>Hice una pirámide, tiene base cuadrada. Tiene vértice aquí, vértice acá Uno, dos, tres, cuatro vertices Tiene cara aquí, tiene cara allá, Una, dos, tres, cuatro caras Hice una pirámide con un ápice arriba.</i></p> <p><i>Hice una pirámide, tiene base cuadrada. Tiene un borde aquí, un borde allá Uno, dos, tres, cuatro, cinco, seis, siete, ocho Tiene vértice aquí, vértice acá Uno, dos, tres, cuatro vertices Tiene cara aquí, tiene cara allá, Una, dos, tres, cuatro caras</i></p>

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Key Elements	Lesson 1 Procedures -- <i>¿Qué es una pirámide?</i>
	<p style="text-align: center;"><i>Hice una pirámide con un ápice arriba.</i></p> <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>
<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>Assessment:</p> <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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Teacher Reflection Lesson 1- <i>¿Qué es una pirámide?</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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Lesson 2 – Pyramids in different countries Las pirámides en distintos países

Lesson 2 of 5 – <i>Las pirámides en distintos países</i>		Duration: 30 Minutes
<i>Objectives</i>	<p>I can:</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. 	
<i>Vocabulary and Expressions</i>	<p>Content obligatory vocabulary</p> <p><i>México, Egipto, honrar, gobernante, faraón</i></p> <p><i>Altura, alto (alto), bajo</i></p> <p><i>viaje, sol, luna</i></p> <p>Content compatible vocabulary</p> <p><i>Fui a ver...</i></p> <p><i>Ambas tienen ...</i></p> <p><i>... porque ...</i></p> <p>Comparative and/or superlative expressions:</p> <p>X is taller/shorter than Y; X the tallest/shortest...</p>	
<i>Materials/ Resources</i>	<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) 	
<i>Lesson Storyline and Core Text</i>	<p>Lesson Storyline</p> <p>Students hear from Dave again. He is now at Giza, Egypt. He describes the</p>	

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	<p>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>Me alegro que decidieron viajar conmigo. Fue construída hace más de cuatro mil años. Esta es una imagen y un correo electrónico que recibí ayer. ¿Que he aprendido de la pirámide de Egipto? Fui a ver una pirámide en honor a un rey/faraón.</i></p> <p><i>Fui a ver dos pirámides en México. La pirámide en honor al sol, La pirámide en honor a la luna. Estas pirámides también son en honor a un rey. ¡Encontré dos pirámides en honor al sol, la luna y un rey!</i></p> <p><i>¿Que clase de base tiene? ¿Cuántas caras tiene? ¿Cuántos bordes (catetos) tiene? ¿Cómo se llama la pirámide? ¿Dónde está? ¿Puedes encontrar México?</i></p>
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Key Elements	Lesson 2 Procedures– Las pirámides en distintos países
<p><i>Engagement</i></p> <ul style="list-style-type: none"> • <i>Connections facilitated between what students know and can do</i> 	<p>Sing the Pyramid song</p> <p>Students hold their pyramids and sing the Pyramid song together. Lead a review of the structure of a pyramid.</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>Another email from Dave</p> <p>T: (Show students another email and pictures sent by Dave) <i>Miren lo que yo tengo. David envió otro correo electrónico y otra imagen.</i></p> <p>Worksheet 2a –Dave’s email from Egypt (3).</p> <p>T: <i>Vamos a leer el correo electrónico y a mirar la imagen.</i></p>

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Key Elements	Lesson 2 Procedures– Las pirámides en distintos países
	<div data-bbox="456 352 927 667"></div> <div data-bbox="456 667 846 695"><p>Egypt: Pyramid of Khufu (with a square base)</p></div> <div data-bbox="602 737 1357 1451" style="border: 1px solid black; padding: 10px;"><p><i>De: Dave</i> <i>Asunto: La pirámide de Khufu, Egipto</i></p><p><i>¡Hola Clase!</i></p><p><i>Me alegro que decidieron viajar conmigo para ver las pirámides del mundo.</i></p><p><i>Estoy en Giza/Cairo en Egipto. La imagen es de la Gran Pirámide. Es una de las Siete Maravillas del Viejo Mundo. Tiene una base cuadrada. Es la pirámide más alta del mundo. Fue construida hace más de cuatro mil años en honor al Faraón Khufu</i></p><p><i>Espero que les guste la imagen que les envié.</i></p><p><i>Voy a México después. Creo que hay muchas pirámides en México. ¡Estoy loco por saber!</i></p><p><i>Su amigo,</i> <i>David</i></p></div> <p data-bbox="456 1493 1393 1629">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 data-bbox="456 1671 1349 1734"><i>T: Está bien si no lo comprendes todo. Ahora, vamos a aprender más de las cosas que él escribió en este correo electrónico.</i></p> <p data-bbox="456 1745 1393 1839">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 data-bbox="456 1850 1154 1881"><i>T: ¿Dónde estaba David? (Pirámide de Egipto, Giza o Cairo)</i></p> <p data-bbox="456 1892 829 1917"><i>T: ¿Cómo se llama la pirámide?</i></p>

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Key Elements	Lesson 2 Procedures– Las pirámides en distintos países								
	<p>T: <i>¿Me puedes decir algo especial de esta pirámide?</i> (Square-based; for Pharaoh Khufu; more than 4000 years ago; the tallest pyramid in the world).</p> <p>T: <i>¿Adónde va David después? ¿Qué va a ver allí?</i> Students respond.</p> <p>Show students video of Egyptian pyramids if time allows. http://bit.ly/TKcTLT</p> <p>T: <i>Vamos a aprender un canto de la pirámide: Worksheet 2b, Part I</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="padding: 5px;"><i>Fui a ver una pirámide en Egipto, en Egipto</i></td> <td style="padding: 5px;"><i>Pongan ambas manos encima de la cabeza para hacer la forma de la pirámide.</i></td> </tr> <tr> <td style="padding: 5px;"><i>Fui a ver una pirámide en honor a un rey</i></td> <td style="padding: 5px;"><i>Pongan ambas manos encima de la cabeza para hacer la forma de la corona del Faraón.</i></td> </tr> <tr> <td style="padding: 5px;"><i>¿Y qué encontré? ¿Y qué encontré?</i></td> <td style="padding: 5px;"><i>Pongan ambas manos sobre los ojos como buscando algo y mirando a ambos lados.</i></td> </tr> <tr> <td style="padding: 5px;"><i>Encontré la pirámide en honor al Faraón Khufu.</i></td> <td style="padding: 5px;"><i>Pongan ambas manos hacia arriba para hacer una pirámide.</i></td> </tr> </tbody> </table> <p>Divide students into pairs or small groups to practice the chant. Ask volunteer pairs or groups to perform.</p> <p>Before students leave, lead students in singing the pyramid song.</p>	<i>Fui a ver una pirámide en Egipto, en Egipto</i>	<i>Pongan ambas manos encima de la cabeza para hacer la forma de la pirámide.</i>	<i>Fui a ver una pirámide en honor a un rey</i>	<i>Pongan ambas manos encima de la cabeza para hacer la forma de la corona del Faraón.</i>	<i>¿Y qué encontré? ¿Y qué encontré?</i>	<i>Pongan ambas manos sobre los ojos como buscando algo y mirando a ambos lados.</i>	<i>Encontré la pirámide en honor al Faraón Khufu.</i>	<i>Pongan ambas manos hacia arriba para hacer una pirámide.</i>
<i>Fui a ver una pirámide en Egipto, en Egipto</i>	<i>Pongan ambas manos encima de la cabeza para hacer la forma de la pirámide.</i>								
<i>Fui a ver una pirámide en honor a un rey</i>	<i>Pongan ambas manos encima de la cabeza para hacer la forma de la corona del Faraón.</i>								
<i>¿Y qué encontré? ¿Y qué encontré?</i>	<i>Pongan ambas manos sobre los ojos como buscando algo y mirando a ambos lados.</i>								
<i>Encontré la pirámide en honor al Faraón Khufu.</i>	<i>Pongan ambas manos hacia arriba para hacer una pirámide.</i>								
<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/11BZEK and http://www.sacred-destinations.com/mexico/teotihuacan http://www.history.com/topics/pyramids-in-latin-america http://bit.ly/YB4Kya</p>								

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Key Elements	Lesson 2 Procedures– Las pirámides en distintos países
	<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="544 781 1349 1234" style="border: 1px solid black; padding: 10px;"><p><i>Querida clase,</i></p><p><i>¿Les gusto la pirámide de Khufu? ¿Verdad que fue grandiosa? Adivinen ónde estoy ahora.</i></p><p><i>Ahora estoy en México. En México, hay varias pirámides famosas. Estas son imágenes de dos pirámides famosas en Teotihuacan. Una es la pirámide del sol y la otra de la luna. Son muy viejas. Sus bases son cuadradas y muy grandes.</i></p><p><i>Espero que les gusten las pirámides que les envié.</i></p><p><i>Su amigo,</i></p><p><i>David</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>¿Qué clase de base tiene?</i> T: <i>¿Cuántas caras tiene?</i> T: <i>¿Cuántos bordes/catetos tiene?</i> T: <i>¿Cómo se llama esta pirámide?</i> T: <i>¿Dónde está? ¿Puedes encontrar México en el mapa?</i></p> <p>Have students sing the Pyramid Chant to apply what they have learned about the pyramids. Pyramid Chan, Worksheet 2b, Part II</p>

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Key Elements	Lesson 2 Procedures– Las pirámides en distintos países												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Fui a ver una pirámide en México, en México.</i></td> <td style="padding: 5px;">Hold up both hands to make a pyramid shape.</td> </tr> <tr> <td style="padding: 5px;"><i>Fui a ver una pirámide en honor a un rey.</i></td> <td style="padding: 5px;">Put both hands over the head, making it the shape of a crown for a king.</td> </tr> <tr> <td style="padding: 5px;"><i>¿Y qué encontré? ¿Y qué encontré?</i></td> <td style="padding: 5px;">Put one hand over the eyes as if looking for something, turning left and right.</td> </tr> <tr> <td style="padding: 5px;"><u><i>Encontré una pirámide en honor al sol.</i></u></td> <td style="padding: 5px;">Put both hands over the head, making the shape of the sun.</td> </tr> <tr> <td style="padding: 5px;"><u><i>Encontré una pirámide en honor a la luna</i></u></td> <td style="padding: 5px;">Put both hands over the head, making the shape of the moon.</td> </tr> <tr> <td style="padding: 5px;"><i>En honor al sol, en honor a la luna, en honor a un rey.</i></td> <td style="padding: 5px;">Put both hands over the head, making the shape of the sun, the moon, and a crown (as each word is chanted).</td> </tr> </table>	<i>Fui a ver una pirámide en México, en México.</i>	Hold up both hands to make a pyramid shape.	<i>Fui a ver una pirámide en honor a un rey.</i>	Put both hands over the head, making it the shape of a crown for a king.	<i>¿Y qué encontré? ¿Y qué encontré?</i>	Put one hand over the eyes as if looking for something, turning left and right.	<u><i>Encontré una pirámide en honor al sol.</i></u>	Put both hands over the head, making the shape of the sun.	<u><i>Encontré una pirámide en honor a la luna</i></u>	Put both hands over the head, making the shape of the moon.	<i>En honor al sol, en honor a la luna, en honor a un rey.</i>	Put both hands over the head, making the shape of the sun, the moon, and a crown (as each word is chanted).
<i>Fui a ver una pirámide en México, en México.</i>	Hold up both hands to make a pyramid shape.												
<i>Fui a ver una pirámide en honor a un rey.</i>	Put both hands over the head, making it the shape of a crown for a king.												
<i>¿Y qué encontré? ¿Y qué encontré?</i>	Put one hand over the eyes as if looking for something, turning left and right.												
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<i>En honor al sol, en honor a la luna, en honor a un rey.</i>	Put both hands over the head, making the shape of the sun, the moon, and a crown (as each word is chanted).												
<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>Literacy development</p> <p>1. Compare pyramids in Egypt and Mexico</p> <p>a. Distribute the Venn diagram, Worksheet 2d, and use Worksheet 2e as one of the resources. Divide students into pairs or small groups to compare and contrast the two sets of pyramids.</p> <p style="margin-left: 40px;">Same (in the overlapped middle): square base have faces, edges, vertexes, apex. Honor rulers</p> <p style="margin-left: 40px;">Different: locations; height (find info about the heights of each pyramid) ; shapes</p> <p>b. After comparison, students work on Worksheet 2f</p> <p>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>												

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Key Elements	Lesson 2 Procedures– Las pirámides en distintos países
	<p>T: <i>Ahora clase, David nos escribió, ¿Qué quieren escribirle a él?</i></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 style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>De: _____ (nombre) Para: David Fecha: _____ Asunto: _____ (Gracias y las pirámides)</p> <p>Querido David,</p> <p>Muchas _____ (gracias) por enviarnos los _____ (correos electrónicos) y las _____ (imágenes). Nos _____ (gusta) la _____ (Gran Pirámide) en _____ (Egipto). Es muy _____ (grande, alta). También es una de las _____ (Siete) Maravillas del Viejo Mundo. Es en _____ (honor) al _____ (Rey) Khufu.</p> <p>También nos gusta la _____ (Pirámide del sol) y la _____ (Pirámide de a luna) en _____ (México). También son _____ (grandes) y _____ (altas). Son en _____ (honor) al _____ (sol), y la _____ (luna), y los _____ (reyes).</p> <p>Estas pirámides tienen un _____ (ápice), un _____, una _____, y unos _____ (borde, caras, y vértices). Todas tienen _____ (bases cuadradas). _____ (Gracias) por enviarnos estas maravillosas _____ (ilustraciones). ¿Adónde vas la próxima vez? Por favor, escríbenos y envíanos imágenes.</p> <p>Tus amigos, La clase de la Sra. _____</p> </div> <p>Sing the pyramid song or chant.</p>

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Key Elements	Lesson 2 Procedures– Las pirámides en distintos países
<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>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.

Teacher Reflections on Lesson 2 – <i>Pirámides alrededor del mundo</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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Lesson 3 – Treasures Inside! ¡Hay tesoros adentro!

Lesson 3 of 5 – <i>Hay tesoros adentro</i> Duration: 30 Minutes	
<i>Objectives</i>	<p>I Can:</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 <i>Esconder, el Tesoro, en honor a las personas, adentro, el mural</i></p> <p>Content compatible language <i>Puedo ver ... en es un tesoro. Vivieron hace muchos años. ¡Es maravilloso!</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: 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) <i>Gracias por sus correos electronicos y sus imágenes. Sus pirámides son maravillosas. Sus correos electrónicos son maravillosos. Voy a ir a un museo mañana. Yo vi muchos tesoros.</i></p>

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	<p><i>El Rey Tut era un rey egipcio. Los egipcios construyeron pirámides en su honor. Dentro de la pirámide hay murales y oro. Son tesoros. Son importantes.</i></p> <p><i>Esto es un mural. Está dentro de una pirámide. Puedo ver (gente) en el mural. Vivieron hace mucho tiempo. ¡Es impresionante! Este mural es un tesoro también. ¿Tienes tú un tesoro? ¿Es tu tesoro igual a mi tesoro?</i></p>
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Key Elements	Lesson 3 Procedures – <i>Hay tesoros adentro</i>
<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><i>¿Qué clase de base tiene? ¿Cuántas caras tiene? ¿Cuántos bordes/catetos tiene? ¿Cómo se llama esta pirámide? ¿Dónde está? ¿Puedes encontrar México en el mapa?</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> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>From: David Asunto: Fui a un museo Para: La clase de Sr. /Sra. _____.</i></p> <p><i>Querida clase,</i></p> <p><i>Muchas gracias por sus correos electrónicos y sus imágenes. Sus pirámides son maravillosas. ¡Me encantan! Sus correos electrónicos son maravillosos. Me encanta leerlos. Veo que están aprendiendo mucho.</i></p> <p><i>Voy a ir a un museo mañana. Ya les dejaré saber lo que aprendo de las pirámides cuando esté allí. Les escribo pronto.</i></p> <p><i>Su amigo, David</i></p> </div>

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<i>Key Elements</i>	Lesson 3 Procedures – <i>Hay tesoros adentro</i>
	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><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; margin: 10px 0;"> <p><i>From: David</i> <i>Fecha: _____ (día/mes/año, hora)</i> <i>Asunto: Fui a un museo</i> <i>Para: La case de la Sra. _____</i></p> <p><i>Querida clase,</i></p> <p><i>Espero que disfruten las imágenes que les envié esta vez. Fui a un museo hoy, allí vi muchos tesoros. Eran tesoros de la tumba del Rey Tut.</i></p> <p><i>El Rey Tut era un faraón egipcio. Los egipcios construyeron pirámides en su honor. La gente lo llamaban el Rey Dorado. Dentro de la pirámide había muchos murales y oro. Son tesoros. Son muy importantes.</i></p> <p><i>Aquí hay imágenes de los tesoros de la la pirámide del Rey Tut.</i></p> <p><i>Su amigo,</i></p> <p><i>David</i></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</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>

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Key Elements	Lesson 3 Procedures – <i>Hay tesoros adentro</i>
<p>processes.</p> <ul style="list-style-type: none"> • <i>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</i> 	<p>T: <i>Un Tesoro es algo que es muypreciado para alguien.</i></p> <p>T: <i>Para el Rey Tut, oro era un tesoro. Los murales eran tesoros. Ppt. ss. 33-34</i></p> <p>T: <i>¿Son el oro y los murales tesoros para nosotros también?</i></p> <p>Students respond.</p> <p>T: <i>¿Por qué son tesoros? ¿Es porque son muy caros? ¿O porque son muy antiguos?</i></p> <p>T: (Show the mural inside a pyramid) <i>Miren el mural dentro de la pirámide. ¿Qué ves?</i></p> <p>S: <i>Gente.</i> (What are they doing?), <i>y....etc.</i></p> <p>T: <i>Sí, eran egipcios. Vivieron hace muchos años.</i></p> <p>T: <i>Hace mucho tiempo atrás no habían cámaras, así que la gente dibujaba murales. Estos murales tienen imagines que demuestran la vida de los egipcios hace mucho tiempo atrás. Ahora estos murales son tesoros para el mundo.</i></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</p> <p>Students read and complete Worksheet 3c, the Pyramid Mural Sheet, with the teacher.</p> <p>T: <i>Así pues, ¿Son las pirámides tesoros para el mundo? ¿Por qué?</i></p> <p>T: <i>¿Qué debemos hacer por nuestros tesoros? ¿Necesitamos descuidarlos o protegerlos?</i></p> <p>Students respond.</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 1543 868 1837" data-label="Image"> </div> <p>Meroe, Sudan: The Nubian Pyramids</p>

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Key Elements	Lesson 3 Procedures – <i>Hay tesoros adentro</i>
	<p>There are hundreds of pyramidal tombs in the region of central Sudan once 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>Miren estas pirámides. Están en Sudán, Africa.</i> (Locate Sudan in the world map.) T: <i>¿Qué les falta a estas pirámides?</i> (If necessary: <i>Estas pirámides no tienen _____.</i>) T: <i>La parte de arriba de estas pirámides han sido destrozadas. La gente estaba buscando tesoros adentro de estas pirámides y destrozaron/ rompieron la parte de arriba. ¿Qué necesitamos hacer con todas las pirámides?</i> (Why is it important to protect them?)</p> <p>Students respond. (<i>Proteger, importante, hace mucho tiempo, destrozaron.</i>)</p> <p>Note: Lead students to talk about what is or is not a treasure. T: <i>Todos tenemos tesoros. Para mí, los correos electrónicos de David son tesoros. Porque David fue mi estudiante de hace mucho tiempo. El se acuerda de mí. entonces sus correos son tesoros para mí.</i> (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>¿Por qué es un Tesoro? ¿Es tu tesoro igual a mi tesoro?</i> Students respond.</p> <p>T: <i>Esta noche, vayan a casa y encuentren sus propios tesoros. Pueden dibujarlos o traerlos a la escuela. También pueden dibujar algunos tesoros imaginarios. Mañana los compartiremos con la clase para ver todos nuestros tesoros.</i></p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> ● <i>Activities allow students</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</p>

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Key Elements	Lesson 3 Procedures – <i>Hay tesoros adentro</i>
<p><i>to apply concepts in contexts, and build on or extend understanding and skill.</i></p>	<p>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 style="text-align: center;"><i>Fui a ver una pirámide en Egipto, en Egipto Fui a ver una pirámide en honor a un faraón ¿Y qué encontré? ¿Y qué encontré? Encontré oro, metales, y otras cosas especiales. Estos son tesoros para nosotros del Rey Tut.</i></p> <p>Model first, then turn to students and have students do Round Robins until each student has shown his/her treasure.</p> <p><i>Whole class:</i> <i>Fui a mi casa a buscar tesoros Fui a mi casa a buscar tesoros ¿Y qué encontré? ¿Y qué encontré?</i></p> <p><i>Student 1: Encontré...</i></p> <p style="text-align: center;"><i>Encontré... (repeat with each treasure)</i></p> <p style="text-align: center;"><i>Estos son tesoros importantes para mí. Turns to next student ¿Cuáles son tus tesoros? ¿Cuáles son tus tesoros? ¿Me los puedes enseñar?</i></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>
<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</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.

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<i>Key Elements</i>	Lesson 3 Procedures – <i>Hay tesoros adentro</i>
<i>and lesson effectiveness.</i>	

Teacher Reflections on Lesson 3 – <i>Un tesoro adentro.</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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Lesson 4 – Constructing Our Own Pyramids

Construyendo nuestra propia pirámide

Lesson 4 of 5 – <i>Construyendo nuestra propia pirámide</i>		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</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</p> <p style="text-align: center;"><i>La cinta adhesiva, viejo/antiguo,</i></p> <p>Content compatible vocabulary</p> <p style="padding-left: 40px;">Decorate/decoration (e.g. Color words)</p> <p style="padding-left: 40px;">... is made of ...</p> <p style="padding-left: 40px;">It has...</p> <p style="padding-left: 40px;">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 style="text-align: center;"><i>La gente todavía construye pirámides hoy día. Esta es una pirámide de alimentos. ¿Comemos más la comida que está en la base o la que está en la parte de arriba? Mientras más arriba, menos es.</i></p>	

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Key Elements	Lesson 4 Procedures– <i>Construyendo nuestra propia pirámide</i>
<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"> a. <i>¿Qué tiene de especial una pirámide?</i> b. <i>¿Cuál es una pirámide famosa de la que podemos hablar?</i> c. <i>¿Qué son tesoros?</i> d. <i>¿Cuáles son ejemplos de tesoros en una pirámide o en tu vida?</i> <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>Clase, ¿las pirámides son viejas/antiguas?</i> Ss: <i>Sí.</i></p> <p>T: <i>¿Sabían ustedes que todavía hoy en día se contruyen pirámides?</i> Students respond.</p> <p>T: <i>Vamos a ver algunas pirámides modernas que la gente ha construído.</i> Ppt. ss. 37-38</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>¿Dónde más encontramos formas de pirámides a nuestro rededor? ¿Haz visto una pirámide?</i> Students respond.</p> <p>Ppt. ss. 39-40</p> <p>T: (Show a picture of Food Pyramid.) <i>¿Haz visto esto antes?</i> Students respond.</p> <p>T: <i>Esto es la comida que comemos todos los días. ¿Puedes adivinar cómo se llama?</i> S: <i>Una pirámide de alimentos.</i></p> <p>T: <i>¿Qué información nos da la pirámide de alimentos? ¿Comemos más de los</i></p>

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Key Elements	Lesson 4 Procedures– <i>Construyendo nuestra propia pirámide</i>
	<p><i>alimentos en la base o en la parte de arriba?</i> Students respond. <i>T: Correcto, mientras más arriba en la pirámide, menos debemos comer. Mientras más abajo en la pirámide, más debemos comer. Entonces, una pirámide nos enseña también el concepto de más o menos en relación a su forma.</i> <i>T: ¿Y la pirámide de ejercicios? Pueden ver que podemos usar las formas de pirámides en nuestra vida diaria.</i> 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 a door. ○ 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

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Key Elements	Lesson 4 Procedures– <i>Construyendo nuestra propia pirámide</i>
	<p>together out of the poster board. (They will also discuss what they will store in the pyramid on the next day.)</p> <ul style="list-style-type: none"> ○ 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> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</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><i>T: Ahora las pirámides se construyen para esconder tesoros. ¿Qué tesoros te gustaría esconder en tu pirámide? Discute con tus compañeros y comparte con la clase.</i></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
<p><i>Evaluation</i> ● Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</p>	<p>Our Own Pyramid Using Worksheet 4c, each group will writes 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><i>T: Ahora vamos a esperar que la Clase del Futuro descubra nuestra pirámide.</i></p> <p>The teacher and students ceremoniously cover pyramids with a cloth or newspaper.</p>

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Teacher Reflections on Lesson 4 – <i>Area de Construcción</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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Lesson 5 – Performance Assessment Tasks

Lesson 5 of 5	Duration: 30 Minutes
<i>Objectives</i>	<p>Can Do:</p> <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>Querida Clase,</i></p> <p><i>¿Adivinan dónde estoy ahora? No estoy en Egipto, no estoy en México tampoco. Estoy en Guatemala. ¿Haz oído hablar de los Mayas? Visité las pirámides de Tikal. Hay muchas pirámides allí. Las construyeron los Mayas hace muchos años atrás. Sus formas son diferentes a otras pirámides. Están en el bosque, así que la gente las olvidó por 800 años. Las debes visitar algún día.</i></p> <p><i>Tu amigo,</i></p> <p><i>David</i></p> </div>

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Which picture shows the Pyramids of Tikal?



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.

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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.

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:

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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?

Teacher Reflections on Lesson 5 – <i>Assessment Task</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>	