



# School-Home Connection

Your child is reading “Pyramids,” a magazine article that discusses how pyramids were built and what we have learned about the past by studying them. After discussing the selection, you and your child can develop his or her language skills by doing one or more of the following activities.

## Broadcast News

Have your child make up a news broadcast about archaeologist Howard Carter’s discover of the sealed entrance to King Tut’s tomb. For information on Howard Carter, you and your child might look in the library for a book *Into the Mummy’s Tomb: The Real-Life Discovery of Tutankhamun’s Treasures* by Nicholas Reeves. If you have a tape recorder, your child might record the broadcast and play it for family or friends.

## VOCABULARY

### Pyramid Words

The following words are new vocabulary your child has learned while reading “Pyramids”:

passageways  
preserved  
isolated

quarries  
ingenious  
archaeologist

Discuss with your child how these words are used in the magazine article. Together you might think of other ways these words are used; for example, *ingenious* inventions, *preserved* foods, *isolated* the cause of a disease.



### TIME TO READ

Encourage your child to read for at least 30 minutes outside of class each day.

## Plan a New Pyramid

With your child, read the section under the heading *Pyramids Around the World* on page 321 in the *Pupil Edition*. Then ask your child to plan a new pyramid. Discuss what purpose the pyramid will serve. Encourage your child to make a drawing with captions. Talk about where the pyramid might be located and what materials could be used to build it. Ask your child to show and explain the plan to other family members.

