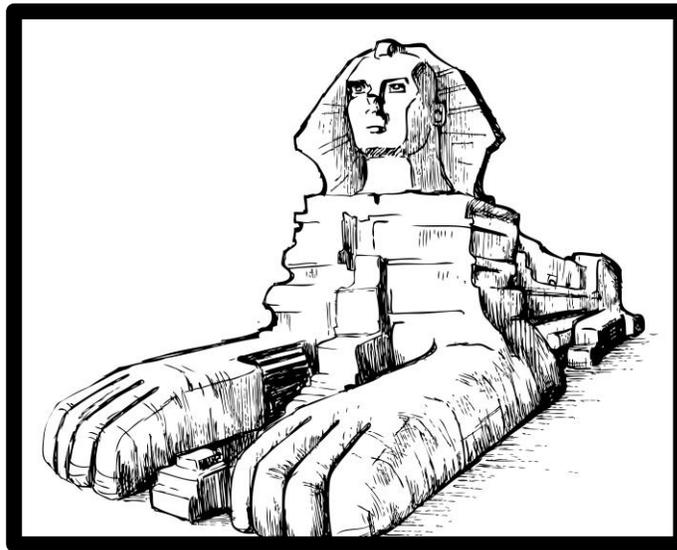




World History

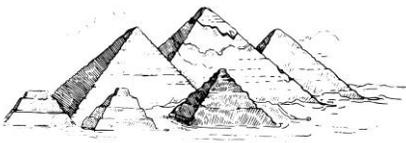
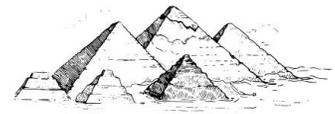
Egyptian Archaeology L1

Printable Worksheet Booklet



Name _____

Directions: Circle the 4 pictures of pyramids.



Name _____

Directions: Circle the picture of the correct answer.

1. Which is the Sphinx?



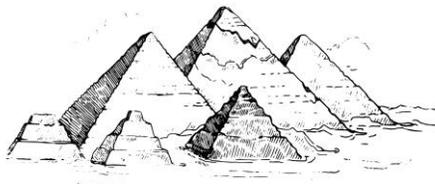
2. Which one is a pharaoh?



3. Which are pyramids?



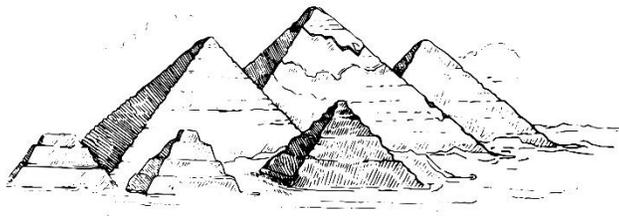
4. Which pyramids are bigger?



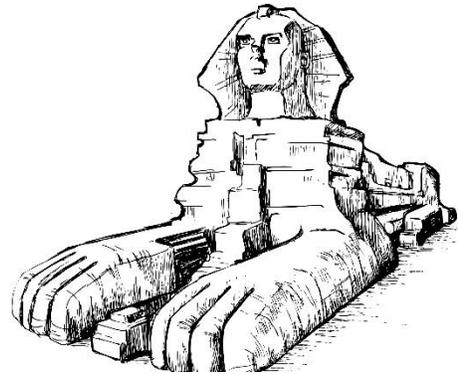
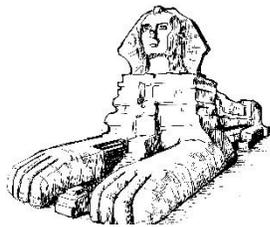
Name _____

Directions: Circle the Egyptian structure that is bigger.

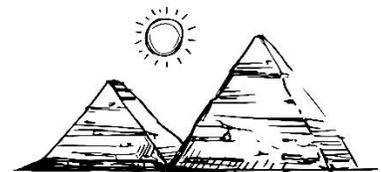
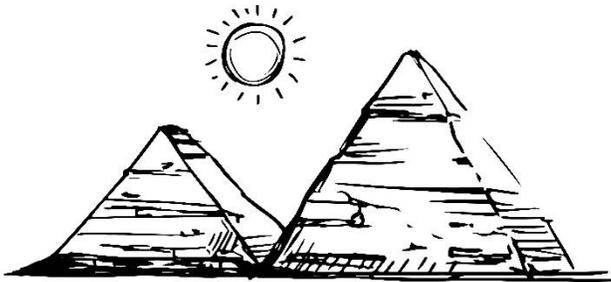
1.



2.



3.



Name _____

Fact: The pyramids are old and big. The Egyptians liked cats.

Directions:

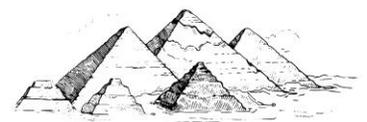
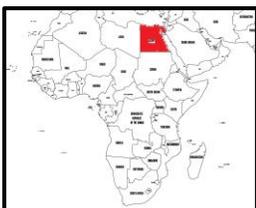
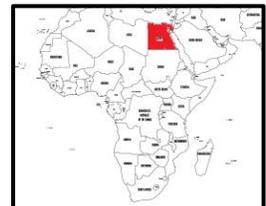
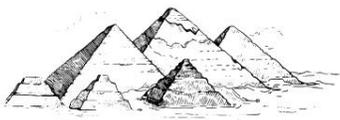
1. Are the pyramids **big**? Yes or No
2. Color the picture.
3. Write or trace “**big**” on the line below.



big _____

Name _____

Directions: Draw a line from each picture to its matching one.



Name _____

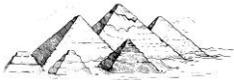
Directions: Circle Yes or No to the following questions.



Are the pyramids in Egypt?

Yes

No



Are pyramids in Egypt?

Yes

No



Is this a house?

Yes

No



Are the pyramids new?

Yes

No



Are the pyramids small?

Yes

No

Activity Ideas:

Reading Engagement Activity:

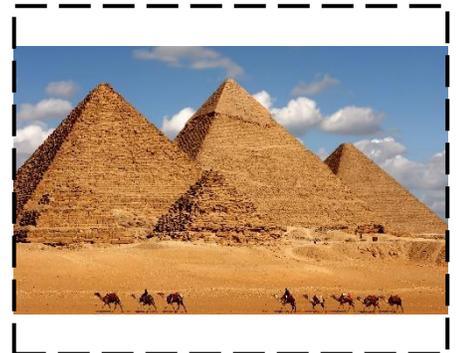
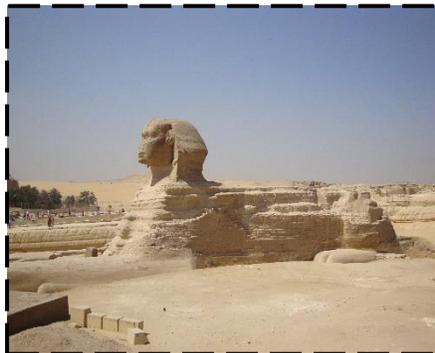
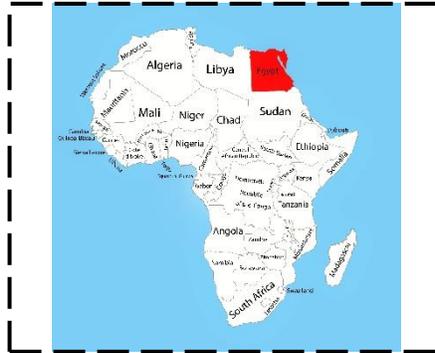
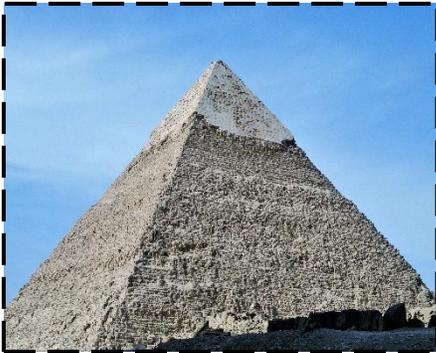
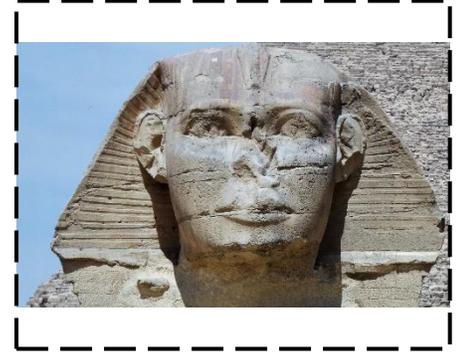
1. Print one set of cards for each student. Do not cut out the pictures. They are a gameboard.
2. Project the Teacher Ebook on the SmartBoard (only showing one page at a time).
3. Read and discuss each page of the Ebook.
4. Once you have discussed a page, ask students to put a game piece on the picture that matches the picture from the Ebook page.
5. **To study**, remove gamemarkers and call out images or show a picture of the image and have them find it on their gamecard to put the marker on. (like BINGO) “Put a penny on the pyramids.”, etc.

Other Games:

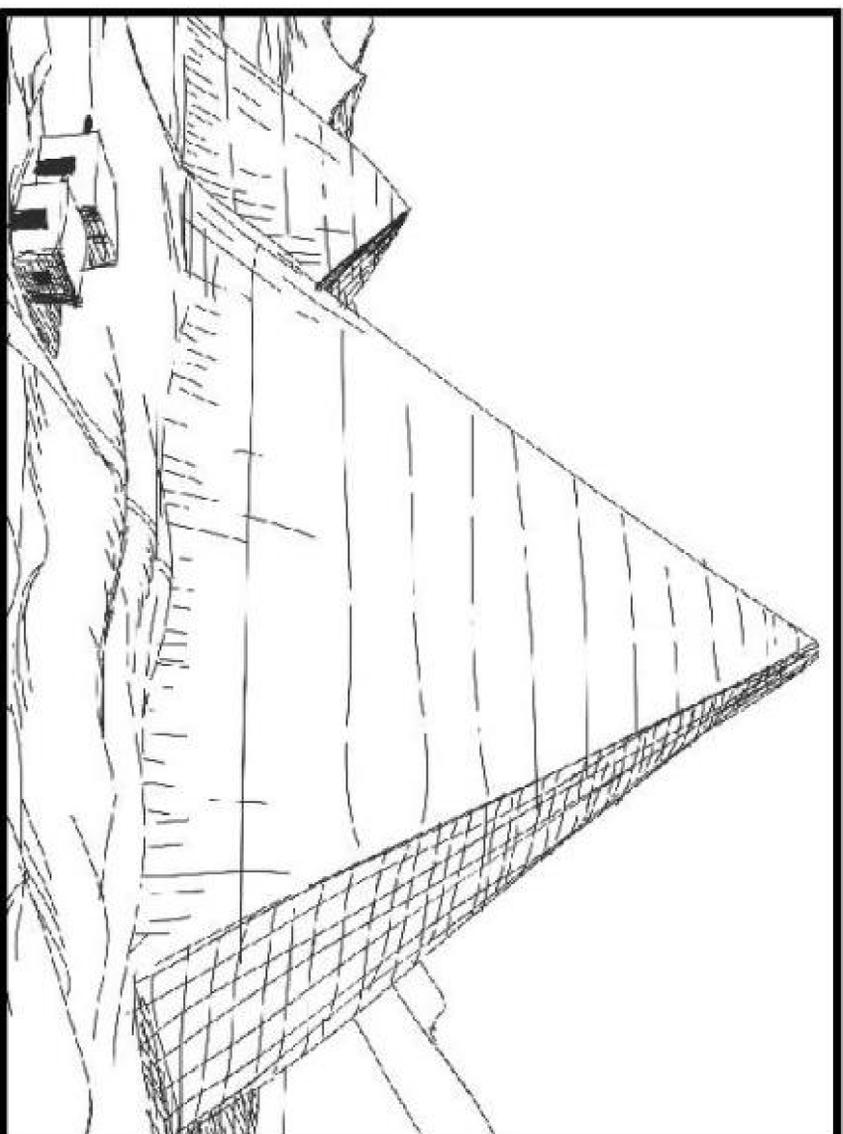
Print two sets of cards. Cut and then laminate (optional). Have students play a variety of card games.

- Go fish
- Spread out all cards face down. Have students flip cards over one at a time to find matching pairs. **To modify**, have one set already face up. The second deck is face down. Select a card from the face-down pile and match it to the face up card.

Use Activity Cards from two different books the students have covered. Create two piles; one for each book (use the cover of the book to establish the pile category). When the student draws a card, she puts it in the pile that goes with the book. For example, combine cards from mammals and reptiles to sort, or two completely unrelated books like Ancient Egypt and Arizona Symbols book. Make up a point system.



Name _____



p

y

r

a

m

i

d

-----Cut letters below and glue above from left to right-----

r

i

m

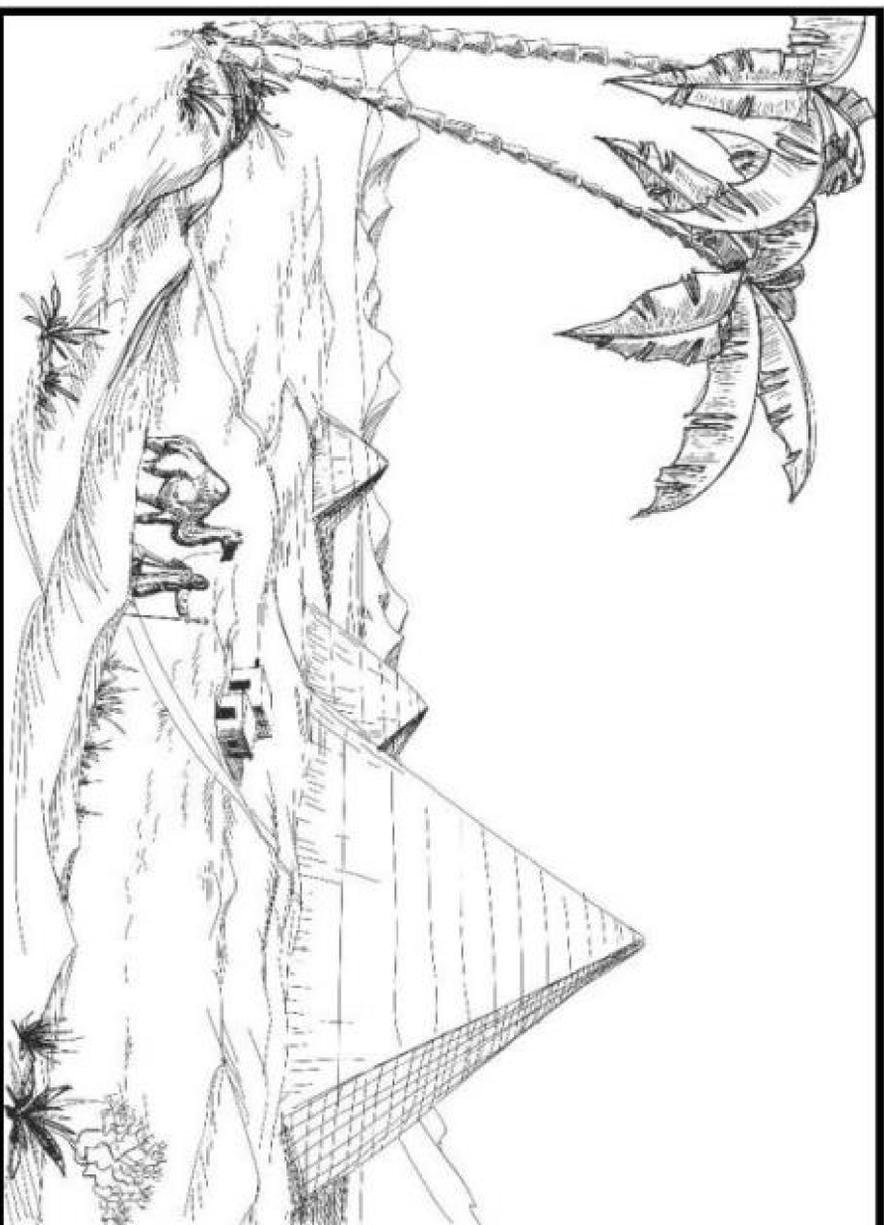
y

p

d

a

Name _____



E g y p t

-----Cut letters below and glue above from left to right-----

p

g

E

t

y

Each card represents the main idea for a page in the book. Use these to study content topics with the book. Match each word with a page in book. To engage, play games with the cards. Discuss the word as it relates to the info. on each page.

Egypt

pyramids

old

big

pyramids

Great Sphinx

old

pharaoh

lion