

# A Visit to Egypt

by Joy Allcock

## Early Level 11

Teacher guide by Joy Allcock

### Phonemic Awareness

#### 1. Manipulating sounds to make new words

What word would we make if we dropped the first sound in each of these words?

*Gemma* without the 'j' – *Emma*

*clean* without the 'k' – *lean*

*came* without the 'k' – *aim*

*appeared* without the 'u' – *peered*

*flying* without the 'f' – *lying*

*hedges* without the 'h' – *edges*

What word would we make if we dropped the last sound in each of these words?

*barge* without the 'j' – *bar*

*date* without the 't' – *day*

*zoom* without the 'm' – *zoo*

*next* without the 't' – *necks*

*wind* without the 'd' – *win*

*home* without the 'm' – *hoe*

#### 2. Extension

What word would we make if we swapped the vowel sound in the middle of each of these words?

The short 'a' in *lamp* for a short 'i' – *limp*

The long 'o' in *home* for a short 'i' – *him*

The short 'i' in *wish* for a short 'o' – *wash*

The short 'oo' in *looked* for a long 'i' – *liked*

The long 'a' in *came* for a long 'o' – *comb*

The short 'oo' in *could* for an 'ar' – *card*

## Phonics

### NOTE

The letter **j** is almost always pronounced 'j' and commonly occurs at the start of words (*job, jump, joke, just*) and, less frequently, inside words (*injury, unjust, injection*). It is not seen at the end of words.

The 'j' sound, on the other hand, occurs at the start of words, inside words and at the end of words. It can be written in a number of different ways. When it is the last sound in a word, it will always be written with a **ge** or a **dge** pattern (*urge, gorge, edge, bridge*).

The 'j' sound is written with a **j**, a **g** or a spelling pattern containing **g** (**ge, dge, dg**). The letter **g** can ONLY be pronounced 'j' if it is followed by an **e**, **i** or **y** (*gentle, ginger, gypsy*).

However, the letter **g** is NOT ALWAYS pronounced 'j' if it is followed an **e** or **i** (*get, girl, geese, give*).

If 'j' is the last sound in a word, it will be written **ge** (*gorge*) unless there is a short vowel sound directly before it, when it will be written **dge** (*badge, hedge, bridge, dodge, smudge*).

Sometimes the **e** after the **g** at the end of the word is there for another purpose as well. The presence of the final **e** still allows the **g** to be pronounced 'j', even if it does represent a sound of its own.

For example: In *huge*, -the final **e** is there as part of the long 'u' pattern (*huge*) but it also allows the **g** to be pronounced 'j'.

In *gorge*, the **ge** represents the 'j' sound but in *gorges*, the **e** sounds like a short 'i' in the plural ending 'iz' (*gorges*). Many other words follow this pattern (*orange/oranges, barge/barges*). This - also occurs - with the **dge** pattern - *hedge/hedges, smudge/smudges*.

In the word *change*, the **ge** represents the 'j' sound but in *changed*, the **e** is dropped and the **ed** suffix added, so only the **g** represents the 'j' sound (*change/changed*).

Young students do not need to know about these finer details but this information explains how the spelling patterns for the 'j' sound are colour-coded in *A Visit to Egypt*.

### 1. Introducing the 'j' sound

Practise making the 'j' sound. Ask students to repeat the words *giant, jumping* and *jellyfish* and to listen to the 'j' sound at the start of these words.

### 2. Brainstorming words that contain the 'j' sound

Brainstorm words that begin with a 'j' sound (*jam, jelly, jersey, Jack, joke, gentle*).

Brainstorm words that end with a 'j' sound (*edge, badge, cage, large, huge, fridge*).

Brainstorm words that have a 'j' sound inside the word. This is quite a difficult task so you might need to give clues such as the following:

This is something I might have to keep me healthy. It is medicine given with a needle. *Injection*.  
If I broke my arm, I could call this an ... *injury*.

A describing word is called an ... *adjective*.

### 3. Looking for the spelling patterns for the 'j' sound

Say the word *jet* and count the sounds. Draw three sound boxes on the board.

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Write the word *jet* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'j' sound.

<b>j</b>	e	t
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Say the word *jeep* and count the sounds. Draw three sound boxes on the board.

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Write the word *jeep* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'j' sound.

<b>j</b>	ee	p
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Say the word *agent* and count the sounds. Draw five sound boxes on the board.

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Write the word *agent* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'j' sound.

a	<b>g</b>	e	n	t
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Say the word *gorge* and count the sounds. Draw three sound boxes on the board.

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Write the word *gorge* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'j' sound.

g	or	<b>ge</b>
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Say the word *hedge* and count the sounds. Draw three sound boxes on the board.

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Write the word *hedge* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'j' sound.

h	e	<b>dge</b>
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Write the patterns you have found on the board.

**j                    g                    ge                    dge**

Write some of the words students brainstorm for the 'j' sound under these spelling patterns.

Explain to students that these are the most common spelling patterns for the 'j' sound, but they might find more!

#### **4. Finding the words that contain the 'j' sound in the story**

As students read *A Visit to Egypt*, ask them to listen for words that contain the 'j' sound.

After reading the book through once, go back and re-read it a page at a time. Ask students to identify the 'j' words on each page, and write them on the board under the correct spelling pattern. Ask students to colour-code the spelling patterns for the 'j' sound in the words on the board.

#### **5. Extension**

Write the 'j' words from the book and from students' suggestions onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word each spelling pattern occurs. The **j** spelling, for example, will only occur at the start of or inside words. The **g** pattern occurs anywhere in a word.

Students could then identify the words that end with a 'j' sound and sort them into their different spelling patterns. They will find two spelling patterns in this group: **ge** and **dge**.

If they can discriminate between short vowel sounds and other vowel sounds, ask them to decide what vowel sounds come before/next to the **dge** pattern. They will find that all the **dge** words have a short vowel sound before the 'j' but the **ge** words have other vowel sounds before the 'j'.

## **Vocabulary Development**

### **1. Word meanings**

Use the lists of important vocabulary in the story (nouns, verbs and adjectives) on the inside back cover of the book to generate discussion based on students' own experiences. Choose some to discuss further.

**For example:**

**Verbs** – *gasped, sighed, shouted*

These are three words that describe how Gemma and Josh expressed themselves.

What things would make you gasp? Why do you think Gemma gasped when the genie appeared?

When would you sigh? Gemma sighed when she said, "I wish I could visit Egypt." Why did she sigh?

Why do you think people shout? The genie shouted to Gemma and Josh during the sandstorm. Do you think he was angry? Why did he shout?

**Nouns** – *barge, gorge, desert, fields, hedges*

Describe these words – what are they? Where would you see them? What do they look like?

### **2. Synonyms**

Generate new words that could replace these ones that appear in the story:

*gala* – fair, fete  
*strange* – odd, peculiar, unusual, puzzling, unexpected  
*sparkled* – shone, twinkled, shimmered, glittered  
*disappeared* – gone, vanished

### 3. Antonyms

Generate words that mean the opposite of these ones that appear in the story:

*old* – new, young  
*grinned* – frowned, scowled  
*huge* – tiny, minute, little  
*beneath* – above, over, on top

Discuss whether each of these antonyms really means the opposite of the word as it is used in the story (e.g. *old–young* – would *young* apply to a lamp?).

## Comprehension

### 1. Story structure

On Activity Sheet 1 students draw or write about the key events in this story. They draw a red line around the box(es) that give the story the most action and excitement. They can then show their page to someone who hasn't read the story and tell them the story from their own sheet.

### 2. Answering questions

While reading the story, as well as when you have finished, develop comprehension with questions such as the following.

- When Gemma is showing Josh the lamp, she says "... it's going to take a lot of energy to clean it." What does she mean by this? (*She will have to work hard to clean the lamp.*)
- Why will the lamp take a lot of energy to clean? (*It is very old and dirty and probably hasn't been cleaned for years.*)
- What made the genie appear? (*Rubbing the lamp.*) How do you know this? (*Using knowledge of other stories where rubbing a lamp makes a genie appear. The only thing they did was rub the lamp to clean it.*)
- What did Gemma do that made the magic carpet appear? (*She made a wish.*) How do you know this? (*The genie said, "You made a wish ... so we are off to Egypt!" on page 9.*)
- What is a pyramid? What shape is a pyramid?
- Why are there camels walking in the desert?
- What do you think it would be like to ride on a camel? Would it be the same as riding a horse? Why or why not?
- Why did the camels stop? What could cause a sandstorm? Describe what it would feel like to be in a sandstorm.
- Where did the lamp go? What do you think will happen to the lamp now?
- If you were Gemma or Josh, what would you do next?

### 3. Generating questions and ideas

Guide students to generate their own questions about the story and to relate it to their own experience.

- Gemma bought the lamp at the school gala. Think of a question you could ask someone about the lamp. Put your question to the other students in your reading group. (*What was it used for? Who gave it to the school gala? Why did someone give it away? Where did it come from originally?*)
- On page 11 there is a picture of a barge piled high with fruit and there are crocodiles lying on the banks of the Nile. What would you like to know about these things? Ask the others in your reading group about it. If no one knows the answer, how will you find out?
- Pages 13–15 show a camel train. Think of what you could ask someone about camels.
- What do you want to know about sandstorms? Ask someone your question. Does anyone know the answer to your question?

Direct students to page 20 where they might find some of the answers to their questions.

## Fluency

### 1. Turning the story into a play

You could choose students in the roles of a narrator, a genie, Josh and Gemma and each person then reads their part as they act out the story. Alternatively, groups of students could read each part as a Reader's Theatre.

### 2. Reading further information

To find out more information about Egypt, camels, pyramids and/or the river Nile, read page 20. Once you have discussed this information, students could present it to the rest of the class by pretending to take the class on a magic carpet ride and acting out the story. When they reach the part where they fly over the River Nile, the pyramids and the camel train, students could take turns to explain what they are seeing.

**For example:**

- Student A:** Oh look, there's the River Nile! It's a really long river and it flows through nine countries. People farm along its banks.
- Student B:** There are some barges. They are carrying fruit that has been grown along the banks of the Nile. I can see lemons, figs, oranges and dates.
- Student C:** Crocodiles live along the banks of the Nile – look there are some over there, lying in the sun.
- Student D:** Now we're flying over the pyramids. They're huge! They look like triangles. They have the bodies of the Egyptian kings inside.
- Student E:** The Egyptian kings used to be called Pharaohs. Some of those pyramids are 4000 years old!

Other students can continue with descriptions of the camels and the sandstorm. By this means the students can share their new knowledge about Egypt with other students in a fun and memorable way.

### 3. Phonics focus words

Make up the phonics focus words into cards – either colour-code the 'j' spelling patterns or print them in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for the 'j' sound.

## ACTIVITY SHEET 1: Story structure

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Phonics focus words there is a line down the table on left

Josh	Gemma	edge
energy	smudges	huge
strange	orange	
jumped	genie	
magic	Egypt	
hedges	gorges	
barges	oranges	
jiggling	joggling	
changed		