

### Focus Question:

*How have mummies been preserved?*

### Book Summary

Text Type: Nonfiction/Informational

Mummies can be found all over the world. Where they have been found and how they are preserved has fascinated scientists and people for years. *Amazing Mummies* allows students to investigate the different ways that mummies have been preserved over the years. The book can also be used to help students compare and contrast information and understand the proper use of past-tense verbs.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Compare and contrast key points from text
- ☐ Describe and locate information found on a map
- ☐ Discriminate initial consonant *th*- digraphs
- ☐ Identify initial consonant *th*- digraphs
- ☐ Recognize and use past-tense verbs
- ☐ Identify and use the high-frequency word *have*

#### Materials

- ☐ Book: *Amazing Mummies* (copy for each student)
- ☐ Compare and contrast, initial consonant *th*-digraph, past-tense verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book

- **High-frequency words:** *have, some, these*
- **Words to Know**  
**Story critical:** *bogs (n.), caves (n.), desert (n.), discovered (v.), preserved (v.), soil (n.)*
- **Academic vocabulary:** *compare (v.)\*, contrast (v.)\**

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board photographs of various mummies. Ask students to work with a partner to identify what the photographs are and how each one was preserved.
- Discuss with students that mummies have been found all over the world and that they are preserved by both humans and nature. Ask students to discuss with a partner why humans would preserve mummies and what in nature would cause a mummy to be preserved. Discuss with students that humans preserved mummies as part of their burial rituals. Explain that nature also mummifies bodies.

##### Introduce the Book

- Give students their copy of *Amazing Mummies*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

#### Ask and answer questions

Explain to students that engaged readers think about what they are reading and ask questions while they are reading. Show students the cover of the book and ask them what they already know about *mummies*. Record responses on the board in the *K* section of a KWL chart. Have students look through the book at the photographs and think of questions they have about mummies. Record responses in the *W* section on the KWL chart on the board.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Compare and contrast

- Ask students to turn to page 5. Explain that the mummies on this page were preserved by people and in nature. Ask students to discuss with a partner how the mummies are similar and different. Explain to students that sometimes books give information that describes how things are alike and different. Readers can compare and contrast the information while reading.
- Draw a Venn diagram on the board. Explain that the place where the circles overlap is for recording the comparisons of two things. The circles on either side are for contrasting. Have students share ideas from the discussions they had about the mummies on page 5. Write their responses in the Venn diagram on the board.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

#### Set the Purpose

- Have students read to find out more about mummies preserved by both people and nature. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is a mummy?* (level 1) page 4
- *Where have mummies that were preserved by humans been found?* (level 1) pages 6–8
- *What materials in nature help make mummies?* (level 2) pages 9–11
- *How do mummies teach us about our past?* (level 2) page 12
- *How are mummies preserved in nature different from mummies preserved by humans?* (level 2) multiple pages

#### Text Features: Maps

Ask students to turn to page 6 and find the map. Explain to students that maps are used to help readers locate where in the world something happens. Ask students where the mummy on page 6 was found, and have students find Peru on a large map or a globe. Discuss with students where Peru is in relation to their location. Give students a copy of a world map. Model how to find Peru and color it a different color. Have students work together to find the other countries from the book and color them on their map.

#### Skill Review

- Review with students the KWL chart that the class created. Ask students to share an answer that they found for one of the recorded questions. Discuss with students how having questions while they were reading helped them to understand the text better.
- Model comparing and contrasting with students. *Think-aloud: The book explains how mummies are preserved in two different ways. One way is humans preserve the mummy; another is nature preserves the mummy. I can use the photographs and the text to compare and contrast how mummies are preserved. Something that is the same is that all the mummies are bodies that have been preserved. Something that is different is that mummies preserved in nature seem to have happened without planning.*
- Model how to complete the **compare-and-contrast worksheet**. Have students complete the Venn diagram. Then, have students discuss the details with a partner and share how the mummies are similar and how they are different.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Skill Review

##### Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students work in groups to create a group Venn diagram using information from all group members. Ask students to share their group Venn diagram and have the class discuss the details they all noticed.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include that mummies were preserved by humans in some countries and by nature in others.)

### Guiding the Reading (cont.)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

#### Phonological Awareness:

##### Initial consonant *th*- digraphs

- Say the word *they* aloud to students, emphasizing the initial /th/ sound. Have students say the word aloud and then say the /th/ sound. Have students practice saying the /th/ sound to a partner.
- Explain to students that the /th/ sound can be said two ways: one is like in *they*, and the other is like in the word *thank*. Have students say *thank* aloud and then say the /th/ sound. Have students practice saying the /th/ sound to a partner.
- Have students discuss the difference in the initial sounds of the words *they* and *thank*. Point out that when they create the /th/ sound in *thank*, a breath is expelled from their mouth and this makes it a breath sound. Have students hold their hand in front of their mouth and say *thank*. Have students repeat the process with *they*. Ask students to explain the difference between the two sounds. Point out that when they say *they* aloud, the sound is heard, which makes it a voiced sound.
- **Check for understanding:** Say the following words one at a time, and have students give a thumbs-up when they hear a word that begins with the breath sound of *thank* and a thumbs-down when they hear a word that begins with the voiced sound of *they*: *thump*, *then*, *thin*, *them*, *think*, *that*, *thing*, and *thankful*.

#### Phonics: Initial consonant *th*- digraphs

- Write the words *thank* and *they* on the board and read them aloud with students. Have students say the two sounds aloud. Then, run your finger under the letters in the words as students say each word aloud. Ask students to identify which letters represent the /th/ sound in both words. Discuss with students the two different sounds that *th*- makes.
- Write *thank* and *than* on the board. Say the words aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Reinforce with students the difference in sound between the two digraphs.
- **Check for understanding:** Give partners cards with the following words: *thumb*, *brother*, *weather*, and *think*. Ask partners to sort the cards into voiced /th/ sound words and breath /th/ sound words. Say each word, and have a volunteer come to the board and put the card under the word that shares the same sound on the board.

- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-th-digraph worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Past-tense verbs

- Explain to students that a *verb* is an *action word*, and ask students for examples of verbs. Write the following verbs on the board and read them aloud with students: *start*, *want*, *walk*, *jump*. Explain to students that the words on the board are present-tense verbs, so they occur in the present time.
- Write the sentence *I walk to school* on the board. Ask students when this sentence happens. Add *-ed* to the end of *walk* to make the sentence say *I walked to school*. Have students discuss what the sentence means with the *-ed* ending. Explain to students that *past-tense verbs* are *words that describe actions that have already happened and usually end in -ed*. Have students change each of the words on the board into past tense (*started*, *wanted*, *walked*, *jumped*).
- Point out to students that in some verbs, the *-ed* ending does not work. Write the sentence *We find mummies all over the world* on the board. Ask students to discuss with a partner whether adding *-ed* to the verb makes sense. Discuss with students that in the example, *found* is the correct way to say and write the past-tense of *find*.
- **Check for understanding:** Have students look through the book and locate past-tense verbs. Ask them to share the past-tense verbs they found with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word *have*

- Write the word *have* on the board and read it aloud with students. Explain to students that *have* often appears in books and knowing it helps readers read and understand books.
- Have students write the word with their finger on their desk as you spell it aloud.
- Ask students to find a sentence in the book that *have* appears in. Ask students to read aloud a sentence containing *have* with you. Discuss with students the meaning of the word *have*.
- Have students practice spelling *have* using unifix cubes on their desks.
- **Check for understanding:** Have students work with partners to create oral sentences using the word *have*. Call on students come to the board and write their sentence on the board. Have the class give a thumbs-up sign if they agree *have* is used correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.