

### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,667

#### Book Summary

*Mummies* tells the history of ancient Egyptian mummification and the importance of human and animal mummies in the spirit world. Readers learn the detailed steps used to preserve bodies. King Tutankhamen's tomb, one of the most elaborate ever discovered, is also discussed. Photographs add to this fascinating topic.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize important information to understand text
- Identify main idea and details
- Identify and use adjectives
- Understand and use multiple-meaning words

#### Materials

Green text indicates resources available on the website

- Book—*Mummies* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Main idea and details, adjectives, multiple-meaning words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Content words:

Story critical: *afterlife* (n.), *embalmers* (n.), *hieroglyphs* (n.), *immortality* (n.), *mummified* (n.), *sacred* (adj.)

Enrichment: *akh* (n.), *amulets* (n.), *arrested* (v.), *ba* (n.), *canopic jars* (n.), *cremated* (v.), *decomposing* (v.), *embalming hook* (n.), *incision* (n.), *ka* (n.), *natron* (n.), *papier-mâché* (n.), *resin* (n.), *shabtis* (n.), *shriveled* (v.), *talismans* (n.), *tempted* (v.)

### Before Reading

#### Build Background

- Draw a web on the board with the word *mummies* in the center circle. Have students tell what they know about mummies, tombs, pyramids, and ancient Egypt. Attach smaller circles filled with the information students already know.

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers. Have students discuss what they see on the covers and offer ideas as to what kind of book *Mummies* might be. Have them predict what they might learn about mummies.
- Show students the title page and read the title. Talk about the information on the page (title, author's name).

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way they can understand and remember what they read is to summarize paragraphs, sections, or chapters of a book in their mind or on paper.
- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section heading lists a topic that they will read about in the book.
- **Think-aloud:** *To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them. If I need to write a summary, I put the information in my own words. Since I haven't read the book yet, it's difficult to decide what's important and what isn't. I think all of the sections will probably contain important information about mummies, but I'll have to read the book to find out.*
- Have students preview the rest of the book, looking at photos, illustrations, and captions. Point out the boxes with information on pages 7, 11, 18, and 21. Show students the box on page 22 titled "Try This." Explain that this section provides information about how to make a mummy. Point out the glossary on pages 23 and 24. Explain that a glossary is an alphabetical list of words used in the book, along with their meanings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students locate the word *hieroglyphs* on page 15. Read this sentence aloud to students. Explain to students that sometimes the sentence with the unfamiliar word holds clues about its meaning. Ask students if the sentence containing the word *hieroglyphs* has any clues about its meaning. Explain to students that the sentence before or after the sentence containing the unfamiliar word can also offer information about the word's meaning. Ask a volunteer to read the sentences before and after the sentence containing *hieroglyphs*. Ask students if either of these sentences was helpful in understanding the meaning of the word. Say: *On the basis of the clues we found, I think the definition of the word hieroglyphs is an ancient form of picture writing. Let's reread the sentence to see if this definition makes sense.*
- Explain to students that throughout the book they will encounter words like *hieroglyphs* that are written in bold print. Remind students that all bold-faced words in the text can be found in the glossary. Have students locate the word *hieroglyphs* in the glossary to confirm the definition.

### Set the Purpose


- Have students pause at the end of each section to summarize what they have read about mummies. Students can summarize mentally or use a pencil and piece of scrap paper.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 11. Encourage them to identify the main idea in each section (what the section is about). Then invite students to find the most important information, or the supporting details, in each section. Have students go back and reread the sections if they finish before everyone else.

- Ask students to tell what the introduction and the section “What Are Mummies?” are about. (They are an overview, or summary, of the book.) Ask students what they underlined and make a list on the board.
- Model summarizing the important information in these sections.  
**Think-aloud:** *These sections explain that mummification existed all over the world. As I read, I underlined the words, phrases, and sentences I thought were most important. (Add any information that was not generated by students to the list on the board. Review the list and explain which details are important and which are not, crossing out the unimportant details as you go.) After sorting through the information and deciding what was important and what wasn't, I put the information in my own words to make a summary.* Mummification existed throughout the world. Sometimes it occurred naturally in dry or very cold areas where bacteria couldn't grow. Bacteria destroy body cells immediately after death. Bacteria can't grow in a mummy, so the body is preserved for thousands of years.
- Have students read the remainder of the book, looking for the most important information about mummies in each section.

 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 the discussion that follows.

## 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.

## Reflect on the Reading Strategy

- Reinforce that summarizing the important information in each section as they read keeps them involved in the reading and helps them understand and remember what they have read.


## Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Have students tell what the author's purpose was for writing the book (to provide information about mummies). Ask what they learned about mummies that they didn't already know.
- **Introduce and model:** Review or explain that many books are mainly about one thing, or topic. Show students the book and ask them what the topic of this book is (mummies). Remind students that in a book like this one, which has the topic as the title, it is easy to tell what it is about. In other books, it may be necessary to look at the table of contents or to read the book to identify the topic.
- Explain that main ideas are the most important points the writer wants the reader to know. Remind students that the headings of sections or chapters often give clues to the main ideas. Direct students to the table of contents on page 3. Explain that each section contains details about mummies. Have students find the section title “Mummification.” Explain that this section tells about how mummies are preserved. Each paragraph gives details about embalming, the drying process, wrapping the body in linen strips, and so on. Remind students that finding details will help them understand and remember what they read.
- **Check for understanding:** Have students look at page 14. Ask them to find one main idea and one detail about Egyptian afterlife. (*...they buried mummies with their favorite objects and tools. Wealthy nobles were buried with gold and gems.*)
- **Independent practice:** Introduce, explain and have students complete the **main-idea-and-details worksheet**. If time allows, discuss their answers.

## Build Skills

### Grammar and Mechanics: Adjectives

- Explain to students that this author used adjectives to make her writing more interesting. Review or explain that *adjectives* are describing words that provide details about nouns, and that they tell *what kind, how many, or which one*.
- Write the following sentences on the board: *People are fascinated by the affluent life and the mysterious death of the boy king, King Tut.* Ask students to identify the subject and verb in the sentence (*people, are fascinated*). Underline the words *affluent, mysterious, and boy*. Explain that these words are adjectives that modify the nouns (*life, death, king*).
- Write the following sentence on the board: *Recent studies show that King Tut may have died normally from natural causes.* Ask students to identify the subject and verb in the sentence (*studies, show*). Ask a student to tell which words are adjectives (*recent, natural*) and to underline them.

 **Check for understanding:** Have students turn to page 13 and locate the second sentence: *Along the way, the soul dodged monstrous snakes and crocodiles while crossing huge rivers of fire.* Ask students to circle the adjectives in the sentence (*monstrous, huge*). Have student students turn to page 18 and locate the fourth sentence: *Tut's beautiful burial mask was also made of pure gold.* Ask students to circle the adjectives in the sentence (*beautiful, pure*).

- **Independent practice:** Introduce, explain and have student complete the [adjectives worksheet](#). If time allows, discuss their responses.

### Word Work: Multiple-meaning words

- Review or explain that *multiple-meaning words* are words that have more than one meaning. Explain to students that the words are spelled the same way and are pronounced the same way, but they mean different things. Explain that the only way to know the meaning of the word is to determine how the word is used in the sentence.
- Write the word *pets* on the board. Pass out student dictionaries. Invite students to find the word *pet*.
- Review or explain that in addition to listing a word's meaning, a dictionary also tells the part of speech for each entry word. For example: n. (noun), pro. (pronoun), v. (verb), adj. (adjective), adv. (adverb), or prep. (preposition). Ask students what part of speech *pet* can be (noun, verb, or adjective).
- Review or explain that a dictionary lists the definitions of the entry word. Sometimes a definition is followed by a sentence using the entry word. Ask students to read the definitions and sentences for the entry word *pet* and decide which definition best explains how the word *pets* is used on page 4 (an animal kept for companionship).
- **Check for understanding:** Have students locate the word *places* in the last sentence on page 4 of the book. Ask students to work with a partner and look up the word *place* in the dictionary. Have students read the definitions of *place* aloud to each other and then decide which definition is appropriate for the use of *places* on page 4.
- **Independent practice:** Introduce, explain, and have students complete the [multiple-meaning-words worksheet](#). If time allows, discuss their responses.

## Build Fluency

### Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection

Write the word *Mummy* in vertical form on the board. Explain to students that when creating an acrostic poem, the beginning letter of each line is used to make a word about the topic. Work with students to make an acrostic, such as the following:

**M**ummification  
**U**sed salt and spices  
**M**any canopic jars  
**M**akeup on face  
**Y**ears ago

Brainstorm words students can use for their poems. Have them use their book and other books about mummies and ancient Egypt to find descriptive words or phrases. Have them illustrate their poems. Display student work on a bulletin board.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

#### Social Studies and Art Connection

Provide print and Internet resources for students to research Egyptian gods and goddesses. Have them select one god or goddess to write about and draw. Have students share what they learned with the group.

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- correctly summarize important information in text as they read
- consistently identify supporting details to complete a worksheet
- accurately identify and use adjectives in the text and on a worksheet
- consistently identify and use multiple-meaning words during discussion and on a worksheet

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)