

Key Question

What does the author of this story want readers to learn about what to do when faced with problems?

Vocabulary

Academic vocabulary

- *problem (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

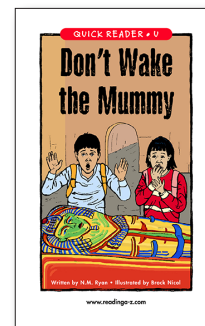
Story words

- *escapade (n.), hieroglyphics (n.), mummification (n.), ominously (adv.), sarcophagus (n.), undetected (adj.)*

Enrichment words

- *Anubis (n.), comprehension (n.), initiate (v.), obediently (adv.), queue (n.), revulsion (n.), shrill (adj.), triumphantly (adv.), vacating (v.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Don't Wake the Mummy*.



Ask and answer questions

Write the word *mummy* on the board. Invite students to share what they know about mummies. Invite students to share questions they have about the story on the basis of the title and front and back covers. As students read, have them make notations that support answers to their questions.

Graphic organizer: Make inferences / Draw conclusions

Explain to students that *inferencing* involves making predictions or drawing conclusions based on evidence or details from a text and the student's background knowledge. An inference can be made from a small section of text or from more than one place in the text. Introduce the lesson [graphic organizer](#) to students. Model for students how to complete the first row of the organizer together.

Story elements: Problem and solution

Review or discuss the meanings of the terms problem and solution. Invite students to share a problem they've had and how they solved it. *Discuss with students what they think is the main problem of the story. Have students explain why they consider that problem the main problem.*

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Why are the students not supposed to speak the name of the dead?* (level 1)
- *What character traits did Amy and Simon have that allowed them to solve their problems?* (level 2)
- *Why couldn't Simon find the answer to their problem in the book?* (level 1)
- *Simon is able to read the ancient Egyptian writing. How does this get him and Amy both into and out of trouble?* (level 2)
- *How do Simon and Amy work as a team to solve their problem?* (level 3)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: For each question, reread the chapter listed. In the *Clues* column write the clues or information given about the question. In the *Inference* column, use the clues to make an inference that answers the question.

Chapter	Question	Clues	Inference
Two	Is Simon a bright student?		
Three	Is this book nonfiction?		
Four	Do Amy and Simon know how to stop the mummy?		
Five	Did anyone else see the mummy awake?		
Six	What will Amy and Simon's next adventure be?		

Don't Wake the Mummy • Level U

Common Core Supplement