

### Focus Question:

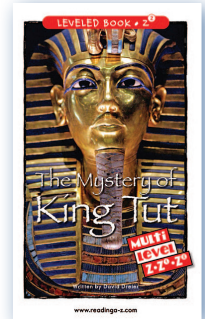
*Who was King Tut, and why was he important?*

### Book Summary

Text Type: Nonfiction/Informational

King Tut was just nine years old when he took the Egyptian throne in 1334 BC. Who was this young king? Why did he die suddenly at only nineteen? *The Mystery of King Tut* provides students a comprehensive look at Tut's homeland, his family, his friends and enemies, his tomb, and his mummified body. The book can also be used to teach students how to identify main ideas and details and complex sentences.

The books and lesson are available for levels Z and Z1.



### Lesson Essentials

#### Instructional Focus

- ☐ Identify main ideas and supporting details
- ☐ Summarize to better understand the text
- ☐ Describe information provided by the table of contents
- ☐ Identify and use complex sentences
- ☐ Place words in alphabetical order

#### Materials

- ☐ Book: *The Mystery of King Tut* (copy for each student)
- ☐ Main idea and details, complex sentences, alphabetical order 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).

##### Words to Know

**Story critical:** *archaeologist* (n.), *deities* (n.), *embalmed* (v.), *monotheist* (n.), *pharaoh* (n.), *sarcophagus* (n.)

**Enrichment:** *deterioration* (n.), *dynasties* (n.), *headdress* (n.), *hieroglyphics* (n.), *inscription* (n.), *papyrus* (n.), *postmortem* (adj.), *protruding* (adj.), *remnants* (n.), *terminated* (v.), *unrestricted* (adj.), *vast* (adj.)

- Academic vocabulary:** *area* (n.), *influence* (n.), *particular* (adj.), *period* (n.), *technique* (n.), *various* (adj.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the words *King Tut* on the board. Ask students to tell what they already know about the Egyptian pharaoh. Show students the cover of the book and ask them what they see. Discuss how royalty lived in Egypt during the time of Tut's reign and what their tombs were like.
- Show students a world map and ask a volunteer to point to Egypt. Have students work in groups to compare Egypt's location to where they live.

##### Introduce the Book

- Give students their copy of *The Mystery of King Tut*. 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 Comprehension Skill:

#### Main idea and details

- Explain to students that all books have a main idea, or a general topic that is the subject of a book. The extra information or descriptions that help explain the main idea are the details of the book. Explain that sometimes the amount of information about a topic is so large that it is grouped into sections and each section has its own main idea. Point out to students that the title of the book or section often provides clues about the main idea.
- Have students turn to page 14. Have them underline important details and discuss with a partner their predictions about the main idea of this section of

### Guiding the Reading (cont.)

the text. Invite students to share their predictions and the details that support their reasoning. Remind students to continually underline important details as they read.

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

- Explain to students that one way to understand and remember information in a book is to write a summary, or brief overview, of the most important information in a section or chapter. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read pages 7 and 8 aloud and model summarizing. Fill in the chart with information from your summary.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 23. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary 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. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about who King Tut was and why he was important. 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.

- *Why is solving King Tut’s mystery like putting together a jigsaw puzzle?* (level 3) page 4
- *How would you summarize religious beliefs in the New Kingdom?* (level 2) pages 5 and 6
- *What facts would you select to support the idea that Amenhotep IV was devoted to Aten?* (level 3) pages 7–11

- *What conclusions can you draw about the people around King Tut?* (level 3) pages 11 and 12, page 13
- *How would you describe the sequence of the end of the 18th Dynasty?* (level 3) pages 14 and 15, page 16
- *How would you describe the sequence of the discovery of King Tut’s tomb?* (level 1) page 17
- *Why is foul play a consideration in King Tut’s death?* (level 3) pages 18 and 19
- *How would you adapt genetics testing to solve the mystery of King Tut’s death?* (level 3) pages 21 and 22

### Text Features: **Table of contents**

Explain that a table of contents helps readers identify key topics in the text in the order they are presented. Have students read the table of contents on page 3. Ask students whether they can find information about King Tut’s homeland before or after the section about the body. Inform students that they can use the table of contents to identify sections to summarize.

### Skill Review

- Have students work in groups to periodically review the details they have underlined and discuss their connection to a main idea. Have groups discuss main ideas and details of the text each time they convene.
- **Check for understanding:** Invite students to share the important details they underlined on pages 5 through 7. Write these details on the board. Divide students into small groups. Have each group work together to identify the main idea from details and write this information on a separate piece of paper. (*Religious beliefs were important aspects of life in ancient Egypt.*) Discuss their responses as a class.
- **Model how to complete the first part of the [main-idea-and-details worksheet](#).** Have students identify details from the section “The Boy Pharaoh” and circle them. Then, have students discuss the details with a partner and determine the main idea for that section.
- **Model for students how you summarize as you read, and direct them to stop at several points during reading to answer the questions *who*, *what*, *when*, *where*, and *why*.**
- **Check for understanding:** Have students read pages 14 and 15 with a partner. Ask students to summarize what they read in groups. Invite volunteers to share their summaries with the rest of the class. Assign student pairs a section from the table of contents to summarize.
- **Model how to complete the second part of the main-idea-and-details worksheet.** Have students use the main idea and details they have identified to write a summary for the section “The Boy Pharaoh.”

### Guiding the Reading (cont.)

#### 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: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share their main idea, details, and summaries with the rest of the class. Discuss with students the justification for choosing these details and their main idea's connection to the book.

#### 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. Samples: *King Tut was a young pharaoh in the New Kingdom of ancient Egypt. His father, Akhenaten, worshipped Aten and believed he was a universal god. King Tut was born during the Amarna Revolution and lived a wealthy life in the new capital, Akhetaten. During King Tut's reign, he was influenced by his advisor to return to the original capital of Thebes and return Amun as the chief god. Although he died young, King Tut is important to ancient Egyptian life. The discovery of his tomb was an archaeological sensation that unearthed mysteries of this lost world.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: Complex sentences

- Have students find and point to the word *after* on page 15. Read the sentence aloud. Review or explain with students that a *conjunction* is a word that joins together the two parts of a complex sentence. When joining an independent (complete thought) and a dependent clause (incomplete thought) together (as in the example), a special type of conjunction called a *subordinating conjunction* must be used. Explain to students that the word *after* is the subordinating conjunction in the complex sentence. List the following examples of subordinating conjunctions on the board: *as, as if, before, after, though, even though, while, when, since, until, unless, where*.

- Write the following sentence on the board: *After reading the CT scans, some members of Hawass's group said the broken leg might have happened when King Tut was being embalmed.*
- Have students identify the conjunction (*after*), the dependent clause (*reading the CT scans*), and the independent clause (*some members of Hawass's group said the broken leg might have happened when King Tut was being embalmed*). Review or explain that when the dependent clause is at the beginning of the sentence, a comma often separates the clauses.
- **Check for understanding:** Have students highlight all of the complex sentences on page 7 in their book. Have volunteers write the sentences on the board and circle the conjunctions.
- **Independent practice:** Introduce, explain, and have students complete the [complex sentences worksheet](#). If time allows, discuss their answers.

#### Word Work: Alphabetical order

- Write the words *deteriorate* and *deterioration* on the board. Point out that the words begin with the same letter (*Dd*). Review the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the second letter instead. If the second letter of the two words is the same, they compare the third letter, and so on, until they find two letters that are different. Model how to list these words in alphabetical order.
- Write the words *unrestricted* and *unrestrictive* on the board. Have a volunteer explain which word would appear first in alphabetical order (*unrestricted*) and why. Point out that all of the letters in *unrestricted* and *unrestrictive* are the same until the eleventh letter. Point out that the *e* in *unrestricted* comes before the *i* in *unrestrictive*.
- **Check for understanding:** Write the words *terminated* and *termination* on the board. Have the students write the words in alphabetical order and explain their thinking on a separate piece of paper. Discuss their answers with the class.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

#### Connections

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