



IT'S A WRAP A MUMMY'S TALE

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TEXT TYPE: Info-fiction: Procedure—Explanation
GUIDED READING LEVEL: U/V

SUMMARY: Mummies are an important part of Egypt's history. In this info-fiction text Hotep, a mummy, explains the process of turning a body into a mummy. A friend of Hotep, Kheper, a scarab beetle, provides additional facts about mummies and life thousands of years ago in Egypt.

Note: You may want to focus only on a spread or a specific feature of the text rather than covering this info-fiction text in its entirety.

TEXT FEATURES

- headings
- hieroglyphics
- section on Egyptian gods

VISUAL LITERACY

- illustrations
- text boxes

TEXT SUPPORTS

- illustrations
- text boxes
- pronunciation instructions
- definitions provided in the text

POSSIBLE TEXT CHALLENGES

- punctuation
- explanation of belief system and customs
- complex sentence structures

FOCUS COMPREHENSION STRATEGY

- sequencing

FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to world, text to text
- synthesizing

ORAL LANGUAGE OPPORTUNITIES

- Think/Timed-Pair-Share strategy
- discussing with a partner
- discussing with a group
- radio advertisement (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: understands compound words
- word solving and building: using chunking and syllabication
- word solving and building: using knowledge of root words and prefixes to word solve
- language predictability: using textual definitions to work out word meanings
- language predictability: using context to work out word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- recognize the importance of ordered steps
- link information in an ordered way
- make connections to their own life when sequencing
- evaluate author's craft

ASSESSMENT TOOLS

Select from the following:

- Sequencing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–7)

Making Connections: Text to Self and Sequencing

Evaluating

Word Solving and Building

Sequencing

BEFORE READING

Activate and build prior knowledge

- Introduce this text’s main strategy focus to students. Say, *We have activities—in school, at home, and outside—where we have to do things in a specific order. If I’m using a recipe to prepare food I have to follow the directions in order to get the dish I want. Can you think of activities in your life where you have to do things in a certain order or sequence? Why is it important to do these activities in sequence? What would happen if the order was changed for some of these activities?*
- Display the cover of the book and read the title. Tell students that the book they are about to read is about the procedures for turning bodies into mummies. Explain that it was very important for ancient Egyptians to follow the steps in order when turning a body into a mummy, and burying the mummy.

Introduce supports and challenges

- Direct students to page 2, and as a group read the main text. Next, read the text box. Ask, *What does ‘point of view’ mean?* After discussing the meaning, note that this selection is told from two points of view; those of the mummy, Hotep, and Kheper, a scarab beetle. Ask, *Why do you think the author chose to write the book this way? How can having two points of view help our understanding of the topic?*
- Present students with the word ‘rebirths’ (last sentence in the second paragraph on page 3). Ask, *How can we think about the parts of this word—the root word and prefix—to help us understand its meaning?* Remind students to use their understanding of different parts of a word to help solve other words with a prefix from the text (e.g., ‘reunite,’ ‘dehydrate,’ ‘disfigure’).
- Turn to page 3 and read the third sentence in the third paragraph. Highlight the word ‘afterlife.’ Ask students, *What type of word is it (compound word)? How can we use the meaning of the two words in the compound word to figure out its meaning? What other information can help solve the meaning of the word?* Encourage students to think about the meaning of each word in compound words, as well as the context, when they encounter them in their reading (e.g., ‘underworld’ on page 5).

Set a purpose for reading

- Say, *In this session, we are going to be reading about the beginning of the mummy making, or ‘mummification,’ process. I want you to divide a piece of paper into three sections and write these headings: ‘People,’ ‘Places,’ and ‘Process.’ As you read, I’d like for you to identify the*

sequence in mummification. For example, under the 'People' heading, identify and write down the first person who deals with a body, then the second person, and so on. Do the same for the places a body goes and the things that happen to a body during the mummification process. Your written sequencing should cover the text to the end of page 7. (Have students keep the sequencing charts they create in each session for later reference use.)

Provide for early finishers

- Any students who finish early can compare their ordered charts/lists with other early finishers.

DURING READING

Monitor reading

- Assist students who are experiencing difficulty with locating and recording the steps in mummification as they read. Ask, *What is the first thing ancient Egyptians did with a body to be mummified? What happened next? Do the pictures give us information? Should we be following them in order?*

Observe

- Make observations on your assessment tools. (See the Sequencing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note students' abilities to strategically use general knowledge about root words, prefixes, suffixes, and compound words to word solve.

AFTER READING

Revisit the purpose for reading

- Ask students to share the information they compiled on their divided sheets. Did all students have the people, places, and process recorded in the same sequence? Students should check to see if any steps were missed.

Check on outstanding challenges

- Review and discuss any challenges students experienced related to the text. Ask students if they read all the information presented. How did the text boxes and headings help their understanding? Allow students to provide examples from their own reading.
- Ask, *Can someone share an example of how they figured out the meaning of a compound word or a word containing a prefix?*

Sequencing

Note successful strategy use

- Highlight a student who successfully utilized a reading strategy discussed in this session.

Optional Approach

Sequencing

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Ask students to identify, in order, the steps in making and burying a mummy. After they are done, ask them to review their work against the text. Are any steps missing?

Second Session (pages 8–13)

BEFORE READING

Synthesizing and Sequencing

Activate and build prior knowledge

- Ask students to share 3 things they learned about preparing a body to become a mummy in their first session of reading. Ask, *Why is it important for the steps to be followed in order?*

Making Connections: Text to World

Introduce supports and challenges

- Say, *In our first session we learned about some of the beliefs of the ancient Egyptians. What were some of their beliefs?* Allow students to discuss the beliefs. Tell students they will be reading about more practices and beliefs of the ancient Egyptians. Remind students that the beliefs of others, particularly ancient cultures, may seem quite different, but they played an important part in many people's lives. Say, *Developing an understanding of their beliefs will allow us to understand the way in which they treated those who died.*

Text Features

- Direct students' attention to the text box on page 8. Locate the word 'Kanopos.' Highlight the pronunciation provided in the parentheses following the word. Encourage students to use these guides when they are presented in the text.

Word Solving and Building and Self-monitoring

- Direct students' attention to the word 'inscription' in the text box on page 9. Ask, *How can chunking parts of this word help? How can we use the sounds of certain letters and parts of the word to help us solve it?* Emphasize to students that they can use more than one strategy to solve unfamiliar words.

Sequencing

Set a purpose for reading

- Explain to students that they are going to identify the next steps in preparing a body to become a mummy. Assist students in finding the next steps by explaining that the information under each heading contains an explanation of a step in the process of mummification. On chart paper write the numbers 1–5 (leaving enough space between each number to fill in with information later). Students will record a bit of what they have learned about each of these steps in the After Reading part of this session.

Provide for early finishers

- Students who finish early can pair up and identify the steps they found with a partner.

DURING READING

Monitor reading

- Allow individual students to read to you as the group reads independently. During their reading, provide them with appropriate comprehension prompts, e.g., *Did the information you read in the first session help you understand what you are reading now? What do you think will be the next step in preparing the mummy?*

ESL NOTE: Assign pronunciation monitors to help ESL students with difficult words.

Observe

- Make observations on your assessment tools. (See the Sequencing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

AFTER READING

Sequencing

Revisit the purpose for reading

- Ask students to share the steps they discovered about preparing mummies and write a bit about each of them under their appropriate point in the mummification process chart started in Before Reading.

Check on outstanding challenges

- Your observations will help identify any challenges students experienced during reading. Address these issues at this time, e.g., Did students have any difficulties understanding some of the beliefs of the ancient Egyptians? Did students have difficulties figuring out word meanings or pronunciation of challenging/new words?

Note successful strategy use

- Commend students who are successfully utilizing appropriate strategies, e.g., *Cora used the pronunciation provided in the parentheses to help her read the word 'Osiris.'* She also used the information at the end of the text to find out more about Osiris, god of the dead.

Third Session (pages 14–24)

BEFORE READING

Sequencing

Activate and build prior knowledge

- You may say, *I am going to ask you and a partner to take turns and recall the main steps we have discussed in the first two sessions on how the ancient Egyptians used to turn a body into a mummy.* Give students a few minutes to discuss the steps with a partner, using the sequencing charts they created in the previous sessions. Allow them to then discuss as a whole group.

TEACHING TIP:

Allowing students to discuss information with a partner prior to sharing with the whole group is a good way for students to solidify their understanding of the subject and build confidence before sharing with a larger group.

Language Predictability

Introduce supports and challenges

- Say, *While reading the text you have identified a lot of new words. In this next section you will come across more new words. What are some of the strategies you have been using to solve new words?* Provide students with an opportunity to discuss strategies. Refer students to the word 'sarcophagus' (first sentence in the second paragraph on page 16). Explain to students that the meaning of the word is provided in the text. Encourage students to look for the definitions of new words that might be placed within the main text or text boxes.

Sequencing

Set a purpose for reading

- Tell students they will be reading about the burial process of a mummy. Ask students to draw a horizontal line with two arrows at each end on a piece of paper. Explain that they are going to create a timeline for the burial process for a mummy. On the top of the timeline students will write 'Event 1,' 'Event 2,' and so on, with a minimum of five events and a maximum of nine (depending on how they want to organize the events). On the bottom of the timeline, under the appropriate event number, students will jot the page number and a brief summary for each event (or step) in the burial process.

Provide for early finishers

- Any students who finish early can write one paragraph on whether or not they are surprised by how much is involved with the mummification and burial processes. They should refer to some examples from the book when responding.

DURING READING

Monitor reading

- Ensure that students understand the sequence of events in the burial of a mummy. Be sure to provide supportive prompts. You might say, *You just finished one of the steps, now pay attention to the next one you are about to read. Are there any signal words or certain sentences that let us know another step is to come?*

Observe

- Commend students who are successfully utilizing strategies highlighted, or any other appropriate strategies.

AFTER READING

Revisit the purpose for reading

- Provide students with the opportunity to complete their timelines if they did not complete them during the reading. Use the Think/Timed-Pair-Share strategy (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) to help students compare their thoughts and ideas about the sequence of events in the burial process of the ancient Egyptians. Offer paired students prompts to initiate discussion (e.g., *Where do your timelines start? What step in the burial process comes next on your timelines?*).

Check on outstanding challenges

- Review the observations made during reading to determine any areas students had difficulties with. Discuss, as a group, other strategies readers could have used to figure out these words.

Note successful strategy use

- Highlight students who successfully read the text. For example, *I really thought Lee did a good job in reading the sentences in this section. When he was having trouble with longer sentences he would reread them. Lee also made good use of any definitions contained in the paragraphs to help his understanding.*

Sequencing

Optional After Reading

Making Connections: Text to Self and Sequencing

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Ask students to think of something they really enjoy doing (playing a sport, writing, drawing) and explain the steps involved with the activity.

Synthesizing

Say, *Ancient Egyptians had a lot of beliefs and ways of doing things that were different than we have today. Why do you think they had some of the customs they did?*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Sequencing

Written

- Ask students to write a ‘How-To’ instructional manual on how to prepare a body to become a mummy. Under each heading the appropriate information should be included for the major steps in preparing a mummy.

Analyzing

Artistic

- Direct students’ attention to the word ‘Hieroglyphics’ in the text, and have them look at the hieroglyphs themselves in greater detail. Ask students to describe how to prepare a mummy using hieroglyphics they create themselves.

Making Connections: Text to World and Text to Text

Oraldramatic

- Students write and record a radio advertisement, promoting mummification services to ancient Egyptians. Encourage students to make connections to radio ads they have heard previously and model their ad based on these conventions. Their radio ads can be humorous or more serious, and should touch on some of the important religious and procedural aspects of mummification and burial. The ad should be persuasive in nature. At the activity’s conclusion ask students to reflect on how their skills in listening, speaking, and writing helped them to produce their ads. What does each skill have to offer when creating a media piece like a radio ad? What strategies did they find helpful (making connections, and so on)?