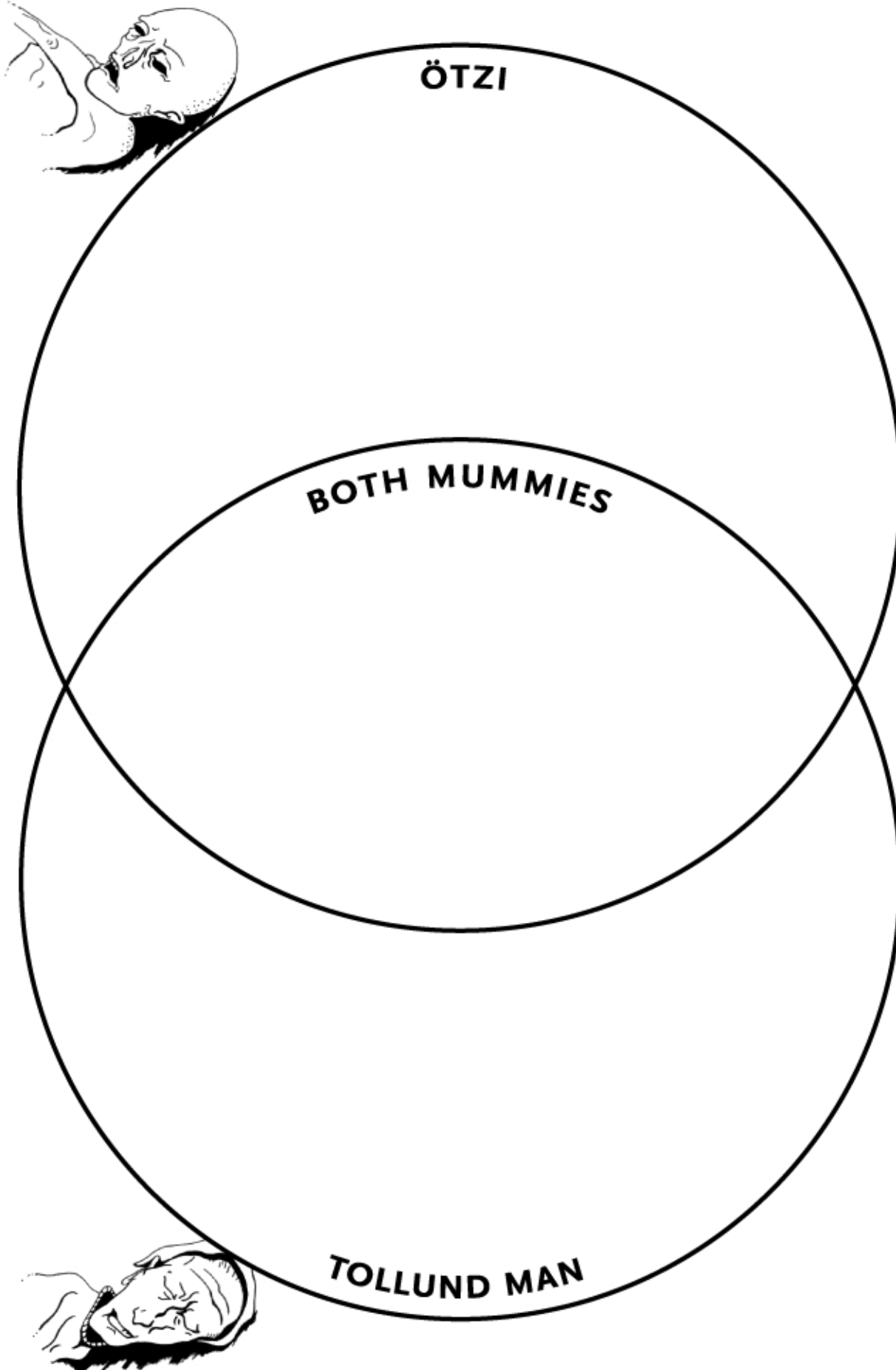# Mummies

Directions: Write the ways the two mummies are alike in the centre where the circles overlap. In the top and bottom circles write how the mummies are different.

ÖTZI

BOTH MUMMIES

TOLLUND MAN

JDE 7614128

Mummies

LEXILE™ 950

→ FOCUS STRATEGIES

→ Metacognitive Skill
Make, Revise, and Confirm Predictions

To be strategic readers, students must be actively involved with the text and be able to set comprehension goals for themselves. Making predictions prior to and during reading requires that students use clues to calculate possibilities about the text that they can support. They can also draw on their personal knowledge to help them make predictions. Predictions can focus students' reading, and provide a framework to revise or confirm predictions and create new ones as they read. Students need to be shown the cognitively active processes, such as making predictions, that good readers utilize as they interact with the text. As you preview the book with students, use a think-aloud to model how you use available information to make logical predictions about the text.

→ Comprehension Skill
Compare and Contrast

Compare and contrast is an important comprehension strategy that helps students create meaning from the text. Students can look for signal words to indicate similarities and differences such as *like, similar to, same as*, and *unlike, different*, and *from*. When comparing, students can use a graphic organiser such as a Venn diagram to help them record similarities and differences. If students have difficulty understanding what is involved in making comparisons, model making comparisons between two everyday objects such as a pen and a pencil before modelling how to make comparisons about text. Make sure that they understand that to compare they need to see how things are alike and to contrast they need to see how things are different. To compare and contrast helps students evaluate two or more different concepts.

→ Vocabulary Skill
Greek Roots

Learning common Greek roots helps students access a larger number of words. These roots can provide clues to word meanings and help students organise words that are related.

Focus Vocabulary Skill: Hydro

dehydrates   p 5

→ SUMMARY

The word *mummy* usually makes us think of a horror movie, but a mummy is really only a body that has had its soft tissue preserved. This preservation process can happen naturally, such as when death occurs in very cold conditions or when the body is covered by sand in a dry climate. This book explores several types of naturally preserved mummies as well as those preserved by ancient peoples like the Egyptians and the Incas.

→ OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make, revise, and confirm predictions about the text.
- Compare and contrast facts about different types of mummies.
- Learn to recognise Greek roots in words that can help them figure out the meanings of many words.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can compare and contrast information from the text. Note whether they can independently make comparisons as they read the rest of the book.
- Note whether students can use text information and personal knowledge to make predictions about the text. Note whether they revise and confirm predictions as they read.
- Note whether students can use a Greek root to create a word web of other words with similar meanings.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ **Preview** the Book

Build Background
- Pair students and have them write down books, movies, or TV programs they have seen or read that were about mummies.
- Have pairs share their lists. Select two or three examples from the list and have students retell the stories.
- Discuss whether the stories were real or make-believe. Ask students what they know about real mummies.

Apply Metacognitive Strategies
- Have students preview the cover of the book. Ask them what they think their build background discussion about mummies has to do with this book. Then have them preview the table of contents and make predictions about the book.
- Model making predictions.
  Think-Aloud: Looking at the cover and table of contents of a book helps me make logical predictions about what I read. I can predict that this book is going to discuss different types of mummies. I wonder what the secret of Tollund Man is. I predict that this might be a mummy that scientists still find a mystery. I predict that the bog bodies might be a similar kind of mystery for scientists.
- Preview the book with students, encouraging them to make predictions as they view the photos and artwork.
- Have students look at the index to see the topics covered in the book. Encourage them to make further predictions based on this page.

Preview Text Features
- Point out the column headed *Facts Unwrapped*, and tell students that this feature is called a sidebar. It provides additional facts about the topic.

→ Introduce the **Focus Vocabulary Skill:** *Greek Roots*

- Point out the word ***dehydrates*** on page 5. Show students how they could decode this word by looking at the root of the word and its prefix. Tell students that the root of the word comes from the Greek word ***hydro***, which refers to water. Point out the prefix ***de-*** means opposite of. Then read the sentence in which the word occurs and have students figure out the meaning based on context clues, and what you just told them about the root and prefix of the word.

→ Set the **Purpose**

Teacher Tip: This lesson pertains to **pages 2–17** of *Mummies.*

Compare and Contrast
- Tell students that they will be reading pages 2–17 silently to find out about the different types of mummies. Explain that they will discuss mummies' similarities and differences after reading.

Make, Revise, Confirm Predictions
- Remind students to be active readers by revising, confirming, and making new predictions as they read.

Word Skills
- Remind students to use context clues and what they know about words and their structures in order to make sense of unfamiliar vocabulary.

During Reading

→ **Focus** the Reading

- Have students make predictions every few pages and then read silently to confirm or revise their prediction. Briefly discuss their predictions and discoveries before having them continue reading.

  Pages 2–3: Ask students for their predictions about what a mummy is. Then have them read the pages to find out. Ask them where the name mummy comes from.

  Pages 4–5: Ask students what they think a natural mummy is and then have them read to check their predictions.

  Pages 6–11: Ask students to predict what the mummies discussed on these pages might have in common. Have them read to check their predictions. Model revising your prediction.
  Think-Aloud: I predicted that Tollund Man and bog bodies were different, but I see that Tollund Man is one of the bog bodies. Now I understand better what a bog body is and how the body is preserved. I also found out that scientists do know quite a lot about how he died.

  Pages 12–17: Ask students to make predictions about how human-made mummies might be similar to, or different from natural mummies. Then have them read to find out if their predictions were right.

- Have students reread pages 2–17, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students look for ways the mummies are alike and ways they are different.

After Reading

→ **Reflect** on Reading Strategies

- Discuss with students how making predictions directed their reading. Ask whether they think this helps them be more involved with the text and helps them understand it better.
- Ask students to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the **Focus Comprehension Skill:** *Compare and Contrast*

Model
- Make a large Venn diagram on the board and model by listing comparisons and contrasts on the diagram about the Iceman and Tollund Man.

  Think-Aloud: The section head tells me that this section is about natural mummies. I can assume that the mummies described here have something in common. Both the Iceman and Tollund Man were preserved by nature, and they are natural mummies. I can write that in the centre overlap. One was preserved in ice and the other in a bog. This is a difference. Both were killed, one by an arrow and another by being strangled. Scientists found remains of grain in their stomachs. Scientists think that Tollund Man may have been killed as a sacrifice, while the Iceman was probably killed while running away from an enemy. Making comparisons and contrasts between the two helps me focus on important information. Organising information on a chart will help me better remember what I read.

Guided Practice
- Give students a copy of the graphic organiser. Guide them to find one similarity between natural mummies and man made mummies.

→ Independent **Practice**

- Have students complete the graphic organiser independently. When they are finished, have them share and discuss their completed worksheets.

→ **Vocabulary Skill:** *Greek Roots*

- Write the word ***dehydrates*** on the board. Ask students what this word means and how it was used in the text.
- Write the word ***hydroplane*** on the board and have them use what they know about the Greek root *hydro* to tell what the word means.
- Pair students and have them create a web of words that stem from the Greek root ***hydro***. Have students share their webs, and then have them check a dictionary to see what other words they can add to the web. Encourage students to use a selection of the words in oral sentences.

→ **Apply** the Lesson

- Have students read the rest of the book independently. They can:
  - Use the graphic organiser to compare and contrast other mummies discussed in the book.
  - Use what they know about word structures to read unfamiliar words.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.