



Lesson Plan Summary

Magic Tree House #3: Mummies in the Morning

Focus Question:

Who were the ancient Egyptians and what was their lifestyle like?

<p style="text-align: center;">DURING THIS BOOK STUDY, EACH STUDENT WILL:</p> <ul style="list-style-type: none"> • Re-create hieroglyphics. • Create a sarcophagus to represent a historical individual. • Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide. • Comprehend new vocabulary. • Examine how authors use certain words and styles to involve readers in the plot. • Analyze informational texts for additional historical and biographical research. • Study words with silent “b” endings and research their word origins. • Write a summary about your favorite part of the book. • Write a letter to Queen Hutepti. • Take notes on research. • Present projects to class and explain how students connected to the text. • Organize and present an Egyptian funeral. • Discover the definition of a pyramid. • Identify similarities among 3D objects based on the 2D shapes on their faces. • Make your own paper to simulate Egyptian papyrus. • Identify where Egypt is on a map. • Analyze why the Egyptian people lived near the Nile River. • Compare and contrast Egyptian and modern funerals and burial traditions. • Learn about the famous Egypt pyramids. 	<p style="text-align: center;">COMMON CORE STANDARDS ADDRESSED:</p> <p>VISUAL ARTS:</p> <ul style="list-style-type: none"> • Creative responses to texts <p>READING:</p> <ul style="list-style-type: none"> • Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions. • Analyze relationships among characters, setting, and plot. • Identify figurative language devices. • Analyze the effect of author’s craft on literature. • Find patterns in similar words and understand the origin of these patterns. <p>WRITING:</p> <ul style="list-style-type: none"> • Text types and purposes <p>SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> • Comprehension and collaboration • Presentation skills • Respectful audience behavior <p>MATH:</p> <ul style="list-style-type: none"> • Identify basic 3-dimensional shapes. • Identify basic 2-dimensional shapes. • Find similarities between objects. <p>SCIENCE:</p> <ul style="list-style-type: none"> • Recycle Earth’s materials. <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • Map skills • Natural resources • Compare and contrast people in the present and past • Famous landmarks
--	--

3-1CS812



Cross-Curriculum Lesson Plan Magic Tree House #3: Mummies in the Morning

Lessons for Whole-Class Reading

Materials:

- Computer with a connection to a TV or interactive white board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)

Procedures:

1. Introduce Mummies in the Morning by giving students 1 minute to draw a detailed mummy on their own paper. Use this activity as a springboard for discussion. What are mummies? When and how were they made? Who made mummies? Do we still have mummies today? Pursue other topics based on student interest.
2. Suggested activities to use with certain chapters:
 - Chapter 1: Locate Egypt on a map. Identify the continent on which it is located (Africa).
 - Chapter 2: Compare and contrast Egyptian funerals with present-day funerals in your culture.
 - Chapter 3: Watch this National Geographic clip about the famous pyramids in Egypt: <http://video.nationalgeographic.com/video/places/countries-places/egypt/egypt-pyramids-dest/>.
 - Chapter 5: Locate the Nile River on the map. Why might rivers be important places? What natural resources do rivers provide?
 - Chapter 8: See the Accompanying Materials for some pictures of mummies and sarcophagi from the British Museum in London, England.
3. Choose a project from the Project Menu:
 - Write a three-sentence summary of your favorite part of the book. Then, translate it into hieroglyphics! Use the typewriter at <http://www.eyelid.co.uk/hieroglyphic-typewriter.html> to help you translate your sentence and then copy the hieroglyphics onto your paper by hand.
 - In this book, we meet Queen Hutepi, but we do not learn a lot about her life. What else do you want to know? Write a letter to Queen Hutepi to ask your questions. Remember all five parts of a letter!
 - Create your own model of a mummy and a sarcophagus. You may wish to check out a picture book about mummies from your library to see many examples of what a sarcophagus could look like, or you can search on the Internet. Use these ideas to design your own mummy and sarcophagus.
4. As an entire class, create an Egyptian-style funeral for a historical individual. Detailed instructions are included later in this document.

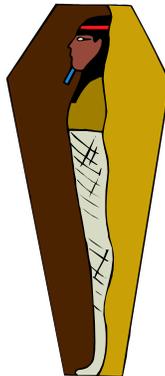
3-1CLP812

Created by: Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina

Copyright © 2012, Mary Pope Osborne, Classroom Adventures Program, all rights reserved.

5. Extensions:

- Math: Ancient Egyptians used pyramids to protect mummies of the most rich and famous deceased. Use the lesson “Pyramid Ingredients” in the “Extensions” portion of this packet to explore 3D objects, including pyramids.
- ELA: Some students might be curious as to why some words, such as “tomb,” have a silent b. Use the lesson “Silent B: Why Should it Be?” in the “Extensions” portion of this packet to investigate this phenomenon!
- Science: The ancient Egyptians wrote on papyrus, a paper-like material made from the papyrus plant. Make your own paper to use as papyrus in your classroom!
 - Materials:
 - Cheap toilet paper (the thinner, the better—usually school toilet paper works great!)
 - Empty plastic water bottles (16-20 oz.)
 - Sink (water source)
 - Mesh colanders/strainers (2)
 - Empty container to collect extra water
 - Cylinder block
 - Wax paper
 - Procedure:
 - Put 8 squares of cheap toilet paper into the water bottle. Add water so it is 2/3 full. Shake until the paper has dissolved into pulp.
 - Place the mesh colander over the empty container. Pour the contents of the water bottle into the colander. The water will go into the empty container, while the pulp will stay in the colander.
 - Take your extra colander and press it on top of the pulp-filled colander to squeeze out any extra water.
 - Take the pulp “pancake” out of the colander. Use the cylinder block as a rolling pin to try to even the surface.
 - Place the “pancake” on the wax paper and let it dry. Voila—paper! ☺
 - Allow students to paint and write on the papyrus as the ancient Egyptians did.
**Note: This procedure makes small 3”x3” squares of “papyrus.” You can use more toilet paper in the first step to make larger pieces of “papyrus.”*



Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “Mystery of the Tree House” cluster includes Dinosaurs Before Dark, The Knight at Dawn, Mummies in the Morning, and Pirates Past Noon. In these books, Jack and Annie are trying to discover what the mysterious “M” means on the items they find during their journeys.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



How to Create an Egyptian Funeral

For this whole-class project, students will pick a historical person they admire and design an Egyptian-style funeral for the individual. They will research both the culture of Egyptian funerals and the basic biographical facts of the individual they choose. Invite parents and other classes to view the “funeral procession” when it is finished!

Materials:

- Copies of the Mummies and Pyramids Fact Tracker for each student or small group
- Egyptian Funeral Planning sheet for each student
- Ball for fact review on Day 2
- Computer lab or research materials for student-selected historical individuals on Day 2
- Cardboard toilet paper rolls for each student’s sarcophagus on Day 3
- Paint, crayons, or colored pencils to decorate the sarcophagus on Day 3
- Materials for funeral procession creation (construction paper, bulletin board paper, aluminum foil, etc., as groups request) on Day 3

Procedures:

Day 1

1. Begin with a discussion of funerals. Have students ever been to a funeral before? What was it like? Try to use as many descriptive words as possible to describe feelings, sights, smells, sounds, etc.
2. Ancient Egyptians were very interested in burial traditions. Explain that our project will be to create an Egyptian-style funeral for a historical person of each student’s choosing. To do that, however, we have to first become experts in Egyptian burial traditions! Jigsaw read the Mummies and Pyramids Fact Tracker. Assign one small group to each chapter. As students read, they will fill out Part 1 of the Egyptian Funeral Planning Sheet (see Accompanying Materials).
3. After students have finished reading and discussing their chapters, reconvene as a large group. Each student will participate in a whole-class sharing of the cultural facts that they learned by reading their chapters. As students share, the teacher can take notes on chart paper (or an interactive white board) for students to reference in the future.

Day 2

1. Begin with a fact review. Have the class sit in a circle and allow students to gently toss the ball to each other. When you catch the ball, you must share a fact you learned from yesterday’s reading. (Have the cumulative chart available in case some students get stumped!) Everyone can catch the ball one time.
2. Explain that today, students will begin researching the historical individual of their choice. (*It is suggested that these individuals be from the past, but teachers may choose to allow students to study living individuals at their discretion.*) Review the expectations of good research—use your own words as you take notes, and make sure you are checking reliable sources!
3. Give students the remainder of the time to research their individual.
4. At the end of the session, allow students to share their findings with a partner.

Day 3

1. In a large circle, allow students to share their person's name and one thing that was important to them.
2. Now, we are ready to construct our Egyptian funerals. Students will design a detailed sarcophagus on a toilet paper roll. They will "Egyptian-ize" their individual's picture on the face of the sarcophagus and decorate the rest as they please. Their sarcophagus decorations need to include symbols representing the things that were important to the individual during his or her life. In addition to the sarcophagus, students may wish to include elements from the readings, such as hieroglyphics, gods/goddesses, mummies, pyramids, etc. (These are ideas—not things that must be in every project!)
3. Allow students to work for the remainder of the session. This may require an additional day of work time.
4. When students are done, invite parents and other classes to attend your "funeral procession"! Each student will explain the meaning behind the decorations on the sarcophagus and any other Egyptian elements they decided to add to the project.
5. A rubric for evaluation is included in the Accompanying Materials.



Extensions:

Pyramid Ingredients

Materials:

- 3D objects, one set for each small group (set should include a pyramid, cone, cube, and 3-4 miscellaneous other objects as available)
- Slips of paper for a “ticket out the door” assessment

Procedure:

1. Hold up a 3D pyramid. What shape is it? How do students know? (*They may say they know from the Egyptian pyramids in Africa.*) What makes a pyramid a pyramid?
2. Distribute a pyramid, a cone, and a cube to each small group. Give students 5 minutes to find some things about the objects that make them similar and different.
3. After exploration time is up, regroup as a class and discuss. Revisit the pre-exploration question: what makes a pyramid a pyramid? Scaffold students to realize that the pyramid has a square base and 4 triangular faces.
4. Review the difference between 2D and 3D objects. Can 2D shapes be found on 3D objects? (*Absolutely!*) But, can 3D objects be found on 2D shapes? (*No.*) Why not?
5. Finally, provide additional 3D objects for students to explore, such as a cylinder, rectangular prism, triangular prism, etc. (These objects can be math manipulatives or everyday items, such as cereal boxes). Challenge students to identify the 2D shapes on each surface of the 3D objects. Their 2D shapes can be triangles, quadrilaterals, and maybe even pentagons and hexagons.
6. To summarize the lesson, ask each student to complete a ticket out the door. Distribute slips of paper and ask students to record their own answer to the question, “What makes a pyramid a pyramid?” Once students have completed their tickets, you may literally allow them to leave the room for a sip of water or a bathroom break, or you can transition to the next activity.



Silent B: Why Should it Be?

Materials:

- Graph paper (optional extension to step 1A)
- Paper for writing secret telephone phrase
- Word origin cards for each small group (following page)

Procedure:

1. To begin the lesson, display these words on the board: *tomb, bomb, climb, crumb, comb, doubt, dumb, lamb, limb, numb, plumber, thumb*. What are some similarities and differences amongst the words? (*They all end in a "b," but we don't say it!*)
 - a. Note: Another interesting pattern is that all of these words have an "m" before the silent "b." If students have trouble seeing this pattern, have them copy the words onto graph paper so that the letter "b" is always in the same column. It will look something like this:

	t	o	m	b
	b	o	m	b
c	l	i	m	b
c	r	u	m	b

2. Why don't we say the b's? Play a game of telephone. As the teacher, you will start. (Make it a little tricky to make sure it gets messed up!) Without letting any students see, write down your secret phrase before the game begins. After the phrase has been whispered around the circle, have the last student repeat the phrase they heard aloud. Ask the first student to tell the class what the phrase actually was. What happened? Why does the class think the phrase changed as it was passed around the circle? Now, show students the paper with the phrase written on it. Did it change? Why or why not?
3. Use the game of telephone to explain to students that over time, spoken language changes, but written language stays the same. Therefore, there are some words that we used to say one way, and we spelled them as we said them. Over time, however, the spelling stayed the same while the pronunciation changed.
4. Distribute word origin cards (on the following page) to small groups and challenge them to match each origin with the appropriate word. Circulate as students work to discuss their thinking.
5. After students are done matching words with origins, ask them to find similarities among the word origins. If they need hints, ask them to focus on the time period the word first emerged and the language of origin. (You'll find many of the words originated before 1000 and came from Middle English.)
6. Tie their discoveries back to the game of telephone. Many words from Middle English have fallen victim to this discrepancy between spelling and pronunciation. That's why these words are written with a "b," but we no longer say it!



Word Origin Cards

Note: Answers are beside each bold word, so cut them apart and scramble them before distributing to small groups!

tomb	1225-75; Middle English <i>tumbe</i> < Anglo-French; Old French <i>tombe</i> < Late Latin <i>tumba</i> < Greek <i>týmbos</i> burial mound; akin to Latin <i>tumēre</i> to swell. See <u>tumor</u> , <u>tumulus</u>
bomb	1580-90; 1960-65 for def. 20; earlier <i>bom</i> (<i>b</i>) <i>e</i> < Spanish <i>bomba</i> (<i>de fuego</i>) 'ball (of fire)', akin to <i>bombo</i> 'drum' < Latin <i>bombus</i> 'a booming sound' < Greek <i>bómbos</i>
climb	before 1000; Middle English <i>climben</i> , Old English <i>climban</i> ; cognate with Dutch, German <i>klimmen</i> ; akin to <u>clamber</u>
crumb	before 1000; Middle English <i>crome</i> , <i>crume</i> , Old English <i>cruma</i> ; akin to Dutch <i>kruim</i> , German <i>Krume</i> crumb, Latin <i>grūmus</i> heap of earth
comb	before 900; Middle English; Old English <i>comb</i> , <i>camb</i> ; cognate with Old High German <i>kamb</i> (German <i>Kamm</i>), Old Norse <i>kamb</i> , Greek <i>gómphos</i> pin, peg, <i>gomphíos</i> molar tooth; see <u>cam</u>
doubt	1175-1225; (v.) Middle English <i>douten</i> < Anglo-French, Old French <i>douter</i> < Latin <i>dubitāre</i> to waver, hesitate, be uncertain (frequentative of OL <i>dubāre</i>), equivalent to <i>dub-</i> doubt + <i>-it-</i> frequentative suffix + <i>-āre</i> infinitive suffix; (noun) Middle English <i>doute</i> < Anglo-French, Old French, derivative of the v.
dumb	before 1000; Old English; cognate with Old Norse <i>dumbr</i> , Gothic <i>dumbs</i> , Old Saxon <i>dumb</i> , Old High German <i>tump</i> , German <i>dumm</i>
lamb	before 900; Middle English, Old English; cognate with Dutch <i>lam</i> , German <i>Lamm</i> , Old Norse, Gothic <i>lamb</i> ; akin to Greek <i>élaphos</i> deer. See <u>elk</u>
limb	before 900; Middle English, Old English <i>lim</i> ; akin to Old Norse <i>lim</i> foliage, <i>limr</i> limb, <i>līmi</i> rod, Latin <i>līmus</i> aslant, <i>līmen</i> threshold
numb	1400-50; late Middle English <i>nome</i> literally, taken, seized, variant of <i>nomen</i> , <i>numen</i> , Old English <i>numen</i> , past participle of <i>niman</i> to take, <u>nim</u> ¹
plumber	1375-1425; 1965-70 for def. 2; late Middle English, spelling variant of Middle English <i>plowber</i> « Late Latin <i>plumbārius</i> leadworker; replacing Middle English <i>plummer</i> < Anglo-French; Old French <i>plummier</i> < Latin, as above. See <u>plumb</u> , <u>-er</u> ²
thumb	before 900; Middle English; Old English <i>thūma</i> ; cognate with Dutch <i>duim</i> , Old Saxon, Old High German <i>dūmo</i> (German <i>Daumen</i>), Old Norse <i>thumall</i> ; akin to Latin <i>tumēre</i> to swell (<u>tumor</u>)

Word origins come from www.dictionary.com.

Mummies in the Morning Unit: Accompanying Materials

Chapter 8 Extension: Mummies



Photo credits: Melissa Summer

These two pictures show the Sarcophagus of Merymose, on display in the British Museum in London, England. It dates back to about 1380 BC. While he was alive, Merymose controlled southern Egypt and today's northern Sudan.

A sarcophagus is a stone coffin. Only people of high rank, like royalty, were buried in sarcophagi. Inside the stone sarcophagus, the mummy might be inside one or two more wooden coffins. A sarcophagus could be mummy-shaped, like the one above, or rectangular.



Photo credits: Melissa Summer

More mummy artifacts on display at the British Museum in London, England



Photo credits: Melissa Summer

The mummy of Cleopatra on display at the British Museum in London, England



Photo credits: Melissa Summer

This painted wooden mummy-board belongs to an unidentified woman and dates back to about 900 BC and is displayed at the British Museum in London, England.



Photo credits: Melissa Summer

An ornately-decorated wooden mummy box on display at the British Museum in London, England



Photo credits: Melissa Summer



Photo credits: Melissa Summer

This mummy of a young man dates back to sometime around 305 BC, making it younger than some of the other mummy pictures above. He probably died when he was under 21 years old. The embalmer wrapped and painted the mummy to make it look lifelike. The top of the head was not wrapped so that the person's original hair would still be visible.

Name: _____ Date: _____

Mummies in the Morning Reading Guide

Chapter 1: Meow!

Words to Know

- mysterious
- pyramid

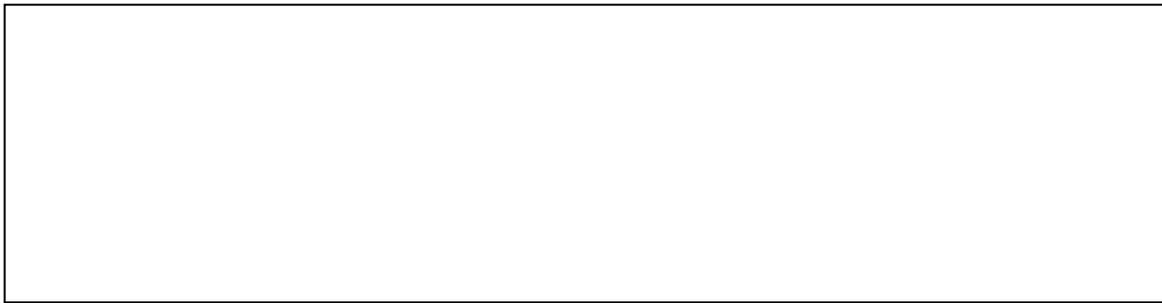
Words in Parts

- tiptoed
- Egyptians

Vocabulary Words

- medallion
- sleek

1. **Predict:** Why do you think the title of this chapter is "Meow"? _____
2. What does Jack think he hears? (p. 1) _____
3. Why does Jack think the M person might be close by? (p. 2-3) _____
4. **Predict:** What do you think the mysterious M stands for? _____
5. What is unusual about the castle book? (p. 4) _____
6. Draw the illustration in the book described on page 5.



7. Why does Jack like pyramids better than dinosaurs? (p. 6) _____
8. Explain the title of the chapter. (p. 7-8) _____

Chapter 2: Oh, Man. Mummies!

Words to Know

- funeral
- coffin

Words in Parts

- mourners

Vocabulary Words

- perched
- sarcophagus
- mirage

1. What kind of land does the tree house land in? (p. 9) _____
2. Where does the cat go after leaving Jack and Annie? (p. 10) _____
3. Why is there a parade? (p. 12) _____
4. What is a sarcophagus? (p. 12) _____
5. What does Annie think is in the box? (p. 13) _____
6. Where does the funeral procession go? (p. 14) _____
7. How does Jack explain what happened to the parade? (p. 15) _____
8. How does Annie explain what happened to the parade? (p. 15) _____

Chapter 3: It's Alive!

Words to Know

- chamber

Words in Parts

- swooshed

Vocabulary Words

- musty

1. List 2 facts that Jack learns about pyramids from his book. (p. 17) _____
2. According to the book, where is the burial chamber? (p. 19) _____
3. **Predict:** Why do you think that location was chosen for the burial chamber? _____
4. What happens when the floor stopped slanting? (p. 19) _____
5. What literary device is "Eee-eee!?" (p. 19) _____
6. What came out of the shadows? (p. 20) _____

Chapter 4: Back from the Dead

Words to Know

- scepter

Words in Parts

- passages

Vocabulary Words

- tomb
- pleats

1. What did the mummy drop? (p. 21) _____
2. **Predict:** Why do you think the mummy had the stick? _____
3. What is a scepter? (p. 22) _____
4. Who does Jack think the person in white was? (p. 23) _____
5. How did people try to stop the tomb robbers? (p. 23) _____
6. **Predict:** What kinds of things would a tomb robber steal? _____
7. Why could Jack not give the scepter to the Egyptian lady? (p. 25) _____

Chapter 5: The Ghost-Queen

Words to Know

- poisonous

Words in Parts

- Underworld

Vocabulary Words

- hieroglyphs

1. Who is the beautiful lady? (p. 26) _____
2. What does she need and why? (p. 27) _____
3. How will Hutepi get to the Underworld? (p. 27) _____
4. Where is the Book of the Dead? (p. 27) _____
5. Why can't Hutepi find the book? (p. 28-29) _____
6. **Text-to-World:** Why does Jack have glasses and Hutepi does not? _____
7. Why can't Hutepi wear Jack's glasses? (p. 30) _____
8. How do they solve Hutepi's problem? (p. 30) _____
9. What are hieroglyphs? (p. 30) _____

Chapter 6: The Writing on the Wall

1. Copy the 4 pictures on page 31 below. Then, write the meaning of each as Hutepi decodes them.

Picture				
Meaning				

2. **Predict:** What message do you think the hieroglyphs send? _____

Chapter 7: The Scroll

<u>Words to Know</u> • goblets

<u>Words in Parts</u> • drafty

<u>Vocabulary Words</u> • scroll

1. What is the first thing Jack and Annie see as they follow the ghost-queen into the pyramid? (p. 37) _____

2. What is the second thing Jack and Annie see as they follow the ghost-queen into the large room? (p. 38)

3. According to Annie, why is the second object in the room? (p. 38) _____
4. Where is the jug? (p. 39) _____
5. Where is the folded cloth? (p. 39) _____
6. What was inside the folded cloth? (p. 39) _____
7. Where does Jack want to leave the scroll and why? (p. 43) _____

8. Where does Annie want to leave the scroll and why? (p. 43) _____

9. **Predict:** What do you think is inside the gold, glowing box? _____

Chapter 8: The Mummy

<u>Words to Know</u> • relief

<u>Words in Parts</u> • fainter

<u>Vocabulary Words</u> • withered

1. Who was in the gold box? (p. 44) _____
2. How does she look different? (p. 44) _____
3. Why did the ancient Egyptians make mummies? (p. 45) _____

4. List the steps to create a mummy.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
5. What is unusual about the second door in the boat room where Annie is? (p. 49) _____

6. **Predict:** Why do you think there would be identical halls in a tomb? _____

7. What new problem do Jack and Annie face as they get ready to return to the boat room? (p. 50) _____

Chapter 9: Follow the Leader

Words to Know

- budge

Words in Parts

- impossible

Vocabulary Words

- pitch
- bounding (motion)

1. **Text-to-World:** The first sentence of the chapter says, "It was pitch dark." Look up the word "pitch" in the dictionary. What do you think this expression means? _____

2. What happens when Jack and Annie try to open the wooden door? (p. 52) _____
3. What is the next idea Jack has to escape? (p. 52) _____

4. What surprising sound do Jack and Annie hear in the dark? (p. 53) _____
5. How does the cat help them? (p. 56) _____
6. What do Jack and Annie hear and see as they climb into the tree house? (p. 57-58) _____

7. **Text-to-Self:** Do you think the boat is a mirage or is it the ghost-queen? Why? _____

Chapter 10: Another Clue

1. Write the example of personification in the first chapter on page 60. _____

2. Why does Annie want to straighten up the tree house? (p. 61) _____

3. What unusual clue do Jack and Annie find as they straighten up the tree house? (p. 62) _____

4. What do Jack and Annie decide to do tomorrow? (p. 64) _____
5. **Predict:** Who do you think M is, and will Jack and Annie find M? Why or why not? _____

Name: _____ Date: _____

Mummies in the Morning Reading Guide (KEY)

Chapter 1: Meow!

Words to Know

- mysterious
- pyramid

Words in Parts

- tiptoed
- Egyptians

Vocabulary Words

- medallion
- sleek

1. **Predict:** Why do you think the title of this chapter is "Meow"? _____
2. What does Jack think he hears? (p. 1) He thinks he hears someone coughing.
3. Why does Jack think the M person might be close by? (p. 2-3) They might want the gold medallion or the leather bookmark back.
4. **Predict:** What do you think the mysterious M stands for? _____
5. What is unusual about the castle book? (p. 4) It had gotten wet the day before, but now it was fine.
6. Draw the illustration in the book described on page 5.

7. Why does Jack like pyramids better than dinosaurs? (p. 6) You can't get eaten by a pyramid.
8. Explain the title of the chapter. (p. 7-8) The title is "Meow!" because the Egyptian cat greets them at the end of the chapter.

Chapter 2: Oh, Man. Mummies!

Words to Know

- funeral
- coffin

Words in Parts

- mourners

Vocabulary Words

- perched
- sarcophagus
- mirage

1. What kind of land does the tree house land in? (p. 9) The tree house landed in the desert.
2. Where does the cat go after leaving Jack and Annie? (p. 10) The cat walks toward the pyramid and the parade.
3. Why is there a parade? (p. 12) It's an Egyptian funeral.
4. What is a sarcophagus? (p. 12) It's an Egyptian coffin that 4 oxen pulled on a sled.
5. What does Annie think is in the box? (p. 13) She thinks there is a mummy in the box.
6. Where does the funeral procession go? (p. 14) It disappears!
7. How does Jack explain what happened to the parade? (p. 15) He says it was a mirage, when it looks like something is there but it actually is just sunlight reflecting through heat in the desert.
8. How does Annie explain what happened to the parade? (p. 15) She thinks it was a parade of ghosts.

Chapter 3: It's Alive!

Words to Know

- chamber

Words in Parts

- swooshed

Vocabulary Words

- musty

1. List 2 facts that Jack learns about pyramids from his book. (p. 17) Pyramids could be called Houses of the Dead. They were made of stone. They had burial chambers inside.
2. According to the book, where is the burial chamber? (p. 19) The burial chamber is in the middle of the pyramid.
3. **Predict:** Why do you think that location was chosen for the burial chamber? _____
4. What happens when the floor stopped slanting? (p. 19) It became flat and the air was stale.
5. What literary device is "Eee-eee!"? (p. 19) onomatopoeia
6. What came out of the shadows? (p. 20) A white figure—Annie thinks it is a mummy!

Chapter 4: Back from the Dead

Words to Know

- scepter

Words in Parts

- passages

Vocabulary Words

- tomb
- pleats

1. What did the mummy drop? (p. 21) It dropped a gold stick with a dog's head carved on one end.
2. **Predict:** Why do you think the mummy had the stick? _____
3. What is a scepter? (p. 22) It is the thing that kings and queens carry to show their power.
4. Who does Jack think the person in white was? (p. 23) He thinks it was a tomb robber.
5. How did people try to stop the tomb robbers? (p. 23) They built false passages in the pyramids that did not lead to the pyramids.
6. **Predict:** What kinds of things would a tomb robber steal? _____
7. Why could Jack not give the scepter to the Egyptian lady? (p. 25) It went right through her because she was made of air.

Chapter 5: The Ghost-Queen

Words to Know

- poisonous

Words in Parts

- Underworld

Vocabulary Words

- hieroglyphs

1. Who is the beautiful lady? (p. 26) She is Hutepi, Queen of the Nile.
2. What does she need and why? (p. 27) She needs her Book of the Dead so she can go on to the Next Life.
3. How will Hutepi get to the Underworld? (p. 27) She must pass through horrors.
4. Where is the Book of the Dead? (p. 27) Hutepi's brother hid it so tomb robbers couldn't steal it.
5. Why can't Hutepi find the book? (p. 28-29) Her brother wrote her a message to find the book, but she can't read things that are close to her.
6. **Text-to-World:** Why does Jack have glasses and Hutepi does not? Glasses weren't invented during the time of the Egyptians.
7. Why can't Hutepi wear Jack's glasses? (p. 30) She is made of air.
8. How do they solve Hutepi's problem? (p. 30) Jack and Annie describe the pictures to Hutepi.
9. What are hieroglyphs? (p. 30) They are pictures that formed the Egyptian way of writing.

Chapter 6: The Writing on the Wall

1. Copy the 4 pictures on page 31 below. Then, write the meaning of each as Hutepi decodes them.

Picture				
Meaning	Stairs	Boat	Jug	Folded cloth

2. **Predict:** What message do you think the hieroglyphs send? _____

Chapter 7: The Scroll

<u>Words to Know</u> <ul style="list-style-type: none">goblets	<u>Words in Parts</u> <ul style="list-style-type: none">drafty	<u>Vocabulary Words</u> <ul style="list-style-type: none">scroll
--	--	--

1. What is the first thing Jack and Annie see as they follow the ghost-queen into the pyramid? (p. 37) They see stairs.
2. What is the second thing Jack and Annie see as they follow the ghost-queen into the large room? (p. 38) They see the boat.
3. According to Annie, why is the second object in the room? (p. 38) It might carry her to the Next Life.
4. Where is the jug? (p. 39) It is inside the boat.
5. Where is the folded cloth? (p. 39) It is inside the jug.
6. What was inside the folded cloth? (p. 39) A scroll, which was the Book of the Dead.
7. Where does Jack want to leave the scroll and why? (p. 43) He wants to leave it on the floor because he is unsure about the gold box.
8. Where does Annie want to leave the scroll and why? (p. 43) She wants to put it in the gold box to give it directly to Queen Hutepi.
9. **Predict:** What do you think is inside the gold, glowing box? _____

Chapter 8: The Mummy

<u>Words to Know</u> <ul style="list-style-type: none">relief	<u>Words in Parts</u> <ul style="list-style-type: none">fainter	<u>Vocabulary Words</u> <ul style="list-style-type: none">withered
---	---	--

1. Who was in the gold box? (p. 44) It is Queen Hutepi.
2. How does she look different? (p. 44) She is mostly wrapped up in a mummy form.
3. Why did the ancient Egyptians make mummies? (p. 45) They wanted to protect the body so it could last forever.
4. List the steps to create a mummy.
 - a. First, dry it out with salt.
 - b. Next, cover it with oil.
 - c. Then, wrap it tightly in bandages.
 - d. Next, remove the brain.
5. What is unusual about the second door in the boat room where Annie is? (p. 49) It has stairs and a hallway just like the other one.
6. **Predict:** Why do you think there would be identical halls in a tomb? _____

7. What new problem do Jack and Annie face as they get ready to return to the boat room? (p. 50) The door shuts and all the torches went out.

Chapter 9: Follow the Leader

Words to Know

- budge

Words in Parts

- impossible

Vocabulary Words

- pitch
- bounding (motion)

1. **Text-to-World:** The first sentence of the chapter says, "It was pitch dark." Look up the word "pitch" in the dictionary. What do you think this expression means? Pitch is a dark tar, so when you say something is "pitch black," it means that it is so dark that it is black.
2. What happens when Jack and Annie try to open the wooden door? (p. 52) It won't open.
3. What is the next idea Jack has to escape? (p. 52) He suggests that they walk down the hall to see if they find an exit.
4. What surprising sound do Jack and Annie hear in the dark? (p. 53) They hear a cat's meow.
5. How does the cat help them? (p. 56) He leads them out of the pyramid.
6. What do Jack and Annie hear and see as they climb into the tree house? (p. 57-58) They hear a rumbling sound and see a boat on the sand.
7. **Text-to-Self:** Do you think the boat is a mirage or is it the ghost-queen? Why? _____

Chapter 10: Another Clue

1. Write the example of personification in the first chapter on page 60. "Shadows danced on the walls and ceiling."
2. Why does Annie want to straighten up the tree house? (p. 61) She thinks it should be clean in case M comes back.
3. What unusual clue do Jack and Annie find as they straighten up the tree house? (p. 62) They see the letter M on the floor of the tree house.
4. What do Jack and Annie decide to do tomorrow? (p. 64) They decide to look for M tomorrow.
5. **Predict:** Who do you think M is, and will Jack and Annie find M? Why or why not? _____

Name: _____ Date: _____

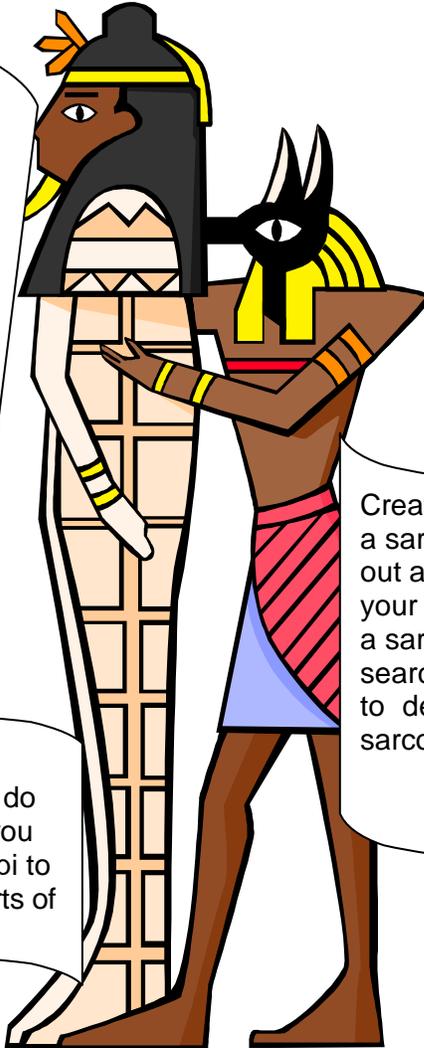
PICK A PROJECT!

Now that you've finished reading Mummies in the Morning, pick a project to share with the class. Here are your options:

Write a three-sentence summary of your favorite part of the book. Then, translate it into hieroglyphics! Use the typewriter at <http://www.eyelid.co.uk/hieroglyphic-typewriter.html> to help you translate your sentence and then copy the hieroglyphics onto your paper by hand.

In this book, we meet Queen Hutepi, but we do not learn a lot about her life. What else do you want to know? Write a letter to Queen Hutepi to ask your questions. Remember all five parts of a letter!

Create your own model of a mummy and a sarcophagus. You may wish to check out a picture book about mummies from your library to see many examples of what a sarcophagus could look like, or you can search on the Internet. Use these ideas to design your own mummy and sarcophagus.



RUBRIC:

	3	2	1
Directions	Student followed all directions.	Student followed some directions.	Student followed few directions.
Detail	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
Creativity	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
Time	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

TOTAL: _____ /12= _____

COMMENTS:

Name: _____ Date: _____

Egyptian Funeral Planning Sheet



Part 1: Meet the Egyptians

- Name of chapter(s) read: _____
- List five facts you learned about Egyptian culture from your reading that will be helpful to your classmates as they begin planning their historical person's Egyptian funeral.
 1. _____

 2. _____

 3. _____

 4. _____

 5. _____

- What questions do you have about Egyptian funerals after reading this chapter?

Part 2: Meet _____

- Why did you pick this person? _____
- What were some things that were important to this person?
 1. _____
 2. _____
 3. _____
- How will you represent these things in your Egyptian funeral for this person?

- Draw a picture of this person on the back of this paper.

**Student Grading Rubrics for Egyptian Funeral: Use these to send grade reports home.
Multiple are on a page to save paper!**

Egyptian Funeral Rubric			
Name: _____		Person Studied: _____	
	3	2	1
Egyptian Funeral Research	Student focuses on detailed research and fills out entire Part 1 of research sheet.	Student completes some research and fills out most of Part 1 of the research sheet.	Student does not complete research or fill out Part 1 of the research sheet.
Egyptian Funeral Research Presentation	Student contributes one helpful fact to group discussion and listens to other peers present.	Student contributes one helpful fact to group discussion. Sometimes is distracted during others' presentations.	Student does not contribute to group discussion. Disrespectful during others' presentations.
Historical Individual Research	Student focuses on detailed research and fills out entire Part 2 of research sheet.	Student completes some research and fills out most of Part 2 of the research sheet.	Student does not complete research or fill out Part 2 of the research sheet.
Sarcophagus Model	Detailed, creative model resembles historical individual and contains symbols representing the person's contributions to society.	Model somewhat resembles historical individual and contains 1 symbol representing the person's contributions to society.	Model does not resemble historical individual and lacks symbols representing the person's contributions to society.
Funeral Presentation	Student displays neat work and can explain its meaning and relevant facts.	Student displays work and can explain some of its meaning and relevant facts.	Student does not display work and cannot explain relevant facts.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____/18=_____		Comments: _____	

Egyptian Funeral Rubric			
Name: _____		Person Studied: _____	
	3	2	1
Egyptian Funeral Research	Student focuses on detailed research and fills out entire Part 1 of research sheet.	Student completes some research and fills out most of Part 1 of the research sheet.	Student does not complete research or fill out Part 1 of the research sheet.
Egyptian Funeral Research Presentation	Student contributes one helpful fact to group discussion and listens to other peers present.	Student contributes one helpful fact to group discussion. Sometimes is distracted during others' presentations.	Student does not contribute to group discussion. Disrespectful during others' presentations.
Historical Individual Research	Student focuses on detailed research and fills out entire Part 2 of research sheet.	Student completes some research and fills out most of Part 2 of the research sheet.	Student does not complete research or fill out Part 2 of the research sheet.
Sarcophagus Model	Detailed, creative model resembles historical individual and contains symbols representing the person's contributions to society.	Model somewhat resembles historical individual and contains 1 symbol representing the person's contributions to society.	Model does not resemble historical individual and lacks symbols representing the person's contributions to society.
Funeral Presentation	Student displays neat work and can explain its meaning and relevant facts.	Student displays work and can explain some of its meaning and relevant facts.	Student does not display work and cannot explain relevant facts.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____/18=_____		Comments: _____	

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____ Book Title: Mummies in the Morning

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____ Book Title: Mummies in the Morning

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____ Book Title: Mummies in the Morning

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____ Book Title: Mummies in the Morning

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

Book Title: Mummies in the Morning

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1