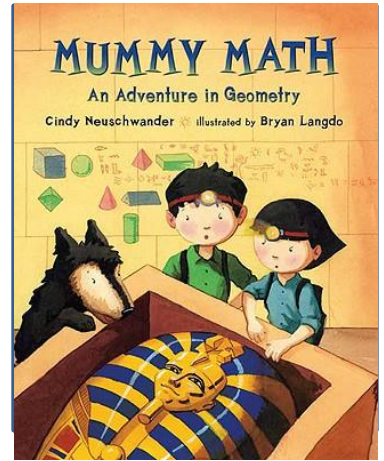


# Mummy Math: An Adventure in Geometry

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Two kids join their scientist parents in Egypt as they search for the mummy of an ancient pharaoh. Along the way, they learn about geometric solids and their attributes as they use clues that take them closer to their goal. Will they be able to achieve their mission?



**Suggestion:** Use this book after the students have done some work with geometric solids and their attributes.

## Possible strategies for instruction:

### *Comprehension:*

- **Use prior knowledge to connect with text:**
  - Before starting the book, ask the students “What do you know about Egypt?” As students make suggestions, ask what they know about those things. (Students may suggest things like: pyramids, hieroglyphics, mummies, pharaohs. It will depend on the group’s background knowledge.)
  - Share the cover and title with the students. Then ask:
    - “What do you notice?”
    - “What do you think might happen in this story?”
    - “How do you think geometry might be used in this story?”
- **Predict what will happen; use text to confirm:**
  - Students tell what they think will happen next and then use their background knowledge, what’s already happened, and pictures as support for their prediction.
  - After reading page 23, ask “What’s making the sound?” Text and pictures should provide clues.
  - After reading page 24, ask “What do you think are in the coffins?”

### *Accuracy:*

- **Blend sounds; stretch and reread:**
  - Choose some words that can be decoded by sounding them out, then model it for the students as you read. Possible words to use include: *hieroglyphics*, *Egypt*, *magnificent*, *complicated*, and *steep*.
- **Flip the sound:**
  - Review with the students how many letters and/or letter combinations have different sounds they can make. Have them provide some examples. Remind students to keep “flipping the sound” (and use the flipping hand) until they hear a

word they recognize and that makes sense. Then as you read the story, model this strategy. Possible words to use include: *tomb*, *Egypt*, and *ancient*.

### *Fluency:*

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
  - This text uses a lot of punctuation, especially exclamation marks. Model how to read fluently with the exclamation marks. The teacher may also try reading some of these sentences without using an excited voice and have students describe the difference.
- **Adjust and apply reading rates to match text:**
  - There is a lot of excitement and suspense built into this story. Model how you might slow down during the suspenseful parts, raise your voice for the exciting parts and change the inflection in your voice when asking questions. Ask students to describe the change in your voice and why it's appropriate.
  - Some specific examples include:
    - Telling of the joke (pg. 20) → use different inflection in your voice and be sure to pause before reading the punch line
    - "She yanked her brother back." (pg. 22) → emphasize the word "yanked"
    - "What's that?" whispered Bibi. (pg. 23) → use a quiet voice

### *Expand Vocabulary:*

- **Tune into interesting words:**
  - There are many fascinating words presented in this text that either relate specifically to Egypt or geometry. When students notice some of the interesting words, have them repeat the word and use it in a sentence (turn to their elbow buddy to do this). Have the students select some words to add to the class word collector. These words should be revisited on other days to provide the necessary repetition to increase comprehension and have these words become part of the students' vocabulary. Possible words to focus on include: *hieroglyphics*, *pharaoh*, *ancient*, *archaeologist*, *tetrahedron*, *snuffled*, *steep*, *corridor*, *mason*, *scaled*, and *antechamber*.
- **Use pictures, illustrations and diagrams:**
  - The illustrations in this book provide many clues to the meaning of some of the words. As you read the story, model how to talk about what you see in the picture as well as cross checking. (Does the picture match what I think the word means? Does it make sense?)
  - Possible words to use: pharaoh (pg. 1); all of the geometric solid names (pg. 7); mason (pg. 12); limestone (pg. 12); papyrus (pg. 16)

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*