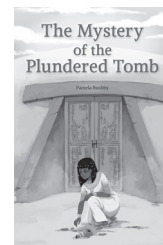


The Mystery of the Plundered Tomb

PM Post–Level 30

Text Type Narrative

Running Words 8699



Preparing for Reading

Prior Knowledge

- Ask students to explain what they know about Egypt and the tombs of the pharaohs. Who were the tombs built for? Why were they made? What was inside them?
- Discuss the skills required to solve crimes. What personal attributes would a good investigator have? Why are these skills important?

Orientation to the Text

- Meryet accompanies her father on a trip to Thebes, so he can inspect the tomb he is having built for his afterlife. But a mystery emerges and it takes some keen eyesight and logical thinking to solve it.

Building the Balanced Reader

Comprehension

- Why did Meryet's father finally agree she could visit his tomb next time he went there? (*Literal*)
- How are the characters of Harere and Meryet different? (*Inferential*)
- How does Meryet's sighting of the crocodile play a significant role in the story? (*Applied Knowledge*)

Analysis and Critique of the Text

- How would you describe the language used in this narrative? Is it descriptive, emotive or persuasive? What are some examples from the text?
- There is a great variety of adverbs used in this narrative. Locate some, and re-read the sentences that contain the adverbs. How do they add meaning to the story? Why has the author chosen these particular examples?
- Who do you think are the three main characters in this story? Why? What is the role of each character?
- Did you find the end of the book satisfying? Why?
- Have you read any other mystery stories that interested you? What was similar to and different from this mystery story?
- How did the author encourage the reader to keep reading to find out how the mystery was solved?

- Why do you think the author included a lot of detail about how bodies are prepared before they are placed in the tomb?
- At which point in the story were you able to work out who was responsible for the crime? What information did the author provide to assist the reader to solve the mystery?
- What was your favourite part of this story and why?

Vocabulary

- Assist students to understand or locate the meaning of these words from the story:
amulet, apprentice, bartered, bewildered, canopy, conjure, consternation, dazzled, desecrate, desolate, drifts, embalmer's, envious, eternal, exaggerations, imploringly, labourers, mummification, peddling, perilous, priestess, regretfully, reluctant, respectfully, sarcophagus, solemn, suspiciously
- Research the origin of the word *amulet* (Latin: *amuletum* = an object that protects a person from trouble). Why is the amulet significant in this narrative?
- Research the word *sarcophagus* and discuss its meaning and relevance.

Spelling

- Locate the word *solemn* in the text. Discuss which letter in the word is silent. Ask students to suggest other words they know that have a silent 'n'. Examine the list and discuss the location of the silent letter, noting it occurs at the end of the final syllable.

Figurative Language

- Locate examples of alliteration (e.g. *slippery as serpents*), simile (e.g. *clustering like ants around crumbs at the door*) and personification (e.g. *the street was humming with life*). Discuss how these language effects build imagery in the narrative.

Follow-up Activities

- Imagine you have been working on the construction site. Write about or retell the events that occurred on a typical day.
- Make a list of technical, emotive and descriptive words used in the text.

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Learning Intentions

- We are learning to understand that paying attention to small details can be very important.
- We are learning to recognise and use specific adverbs that add meaning to verbs and adjectives.

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Success Criteria

- I can identify sections of the text where Meryet’s eye for detail is significant to the outcome of the story.
- I can understand and use a range of adverbs to add meaning to the verbs and adjectives in my writing.

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Observation of Reading Behaviours

Student’s name	Reading focus	Observations/notes	For follow-up