

# THE CASE OF THE MUMMY MYSTERY

## The Case of the Mummy Mystery

by James Preller

Ages 5-7

Running Time: 50 mins.

Lexile® Level: 400 Guided Reading Level: N

### Summary

It's almost Halloween and Jigsaw Jones and his friends are abuzz with excitement. Not only will there be the big costume parade, but Joey Pignattano has agreed to eat a worm for a dollar. But, when the worm goes missing right before the big event, Jigsaw and his partner Mila are on the case. A witness claims to have seen a mummy with the bag of worms. Could it be the town mummy that eats cats and pushes kids in the graveyard? The two detectives put the clues together to unwrap this slippery mystery.

### Learning Objectives

- Students will practice the reading strategy of analyzing characters.
- Students will develop their vocabulary through listening, reading, writing, drawing, and identifying synonyms.

### Before Listening/Viewing Activities

1. Preview these important vocabulary words. Provide a word list for students. Have the students read each word aloud, assisting with pronunciation. Then, as the students listen to the story, have them highlight the word when they hear it. Students will revisit this word list after listening to the story for further vocabulary development.

mummy  
prowl  
protest(ed)  
legend  
embalmer  
selection  
nudge(d)  
chaos  
gruesome  
witness

2. Introduce or review the reading strategy of analyzing characters to the students. Explain to students that good readers can learn about characters by what they do, what they say, and what others say about them. Create a table with each one of these categories across the top and the names of characters from the program along the side. Leave one character space blank at the bottom for students to include a different character of their choice. Example:

- What he/she does...
- What he/she says...
- What others say about him/her...
- Jigsaw
- Joey

Tell students to listen/watch for details about each character to include in each category. As an alternative, the teacher can assign groups of students to focus on one character. Groups can share out their observations after listening to/watching the production.

### After Listening/Viewing Activities

1. Revisit the **Before Listening/Viewing Activity** of analyzing characters. First, have students or groups share out observations that they made for each category about each character. Use an overhead projector and a transparency of the chart (or write on poster paper) to record students' answers. Students should follow along and add details to their personal charts as well. Next, give students a "Character Line-Up," that looks like a police line-up with a blank box for each character. Students should draw pictures of each character that they analyzed in each box. Below the box, have students fill out basic information about the character. Examples: name, age, favorite activity, connection to the case. Display these character line-ups in the classroom.
2. Return to the vocabulary list. Give each student seven 3x5 index cards, one for each word. Have the students write the words in large letters on one side of the card. On the other side of the card, have students draw an X to divide the card into four equal sections.

In the top section, students should write the definition of the word (provided by the teacher or from the dictionary). In the right section, students should write 2 or more synonyms for the word (provided by the teacher or from a thesaurus). In the bottom section, students should draw a picture that represents the word's meaning. In the left section, students should write a sentence that contains the word. All of the students' vocabulary cards can be hole punched and kept on a "vocabulary ring" (a metal binder ring) or kept in a plastic bag.

3. Ask students the following comprehension questions: (can be administered as an assessment)
  - Why did Joey want Jigsaw's help?
  - What did Jigsaw do to make sure that Bobby Solofsky was being fair about the bet?
  - What type of contest did Mrs. Gleason want to win?
  - What did Mila dress up as for Halloween?
  - Why were the students in the class scared and hiding in the closet?
  - Where was the box of worms?

4. Have students use the internet to learn more about Egyptian mummies. Direct students to one or all of these informative, kid-friendly websites:  
[http://www.nationalgeographic.com/ngkids/9906/mummies/mummy\\_making.html](http://www.nationalgeographic.com/ngkids/9906/mummies/mummy_making.html) This is a National Geographic website that uses images to show students the steps of mummy-making in ancient Egypt. It also contains a quiz and links to other Egyptian mummy sites.  
<http://library.thinkquest.org/1003409/egypt.htm> This website contains pictures and facts about different Egyptian mummies and their final burial places. It also provides information about the rituals that surrounded mummifying bodies in ancient Egypt.  
<http://www.kingtutone.com/kids/> This website contains on-line games and puzzles focused on ancient Egypt. Students can complete mazes, crossword puzzles, and quizzes. The site also has links to other pages with in-depth information about some of Egypt's most well-known ancient rulers. If they discover other great websites about mummies, encourage them to share them with the class!

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