

# Fluent Guided Reading Lesson Plan for *Abacadabra Tut* by Page McBrier

*For students reading at Guided Reading levels Q-Z Rigby #26-30, Reading A-Z levels U-Z*

## Chapter 1: Coffin Envy

### **Before Reading:** (5-8 minutes)

✓ **Text Introduction:** Read the plot summary.

When Fletcher Perry, an amateur stage magician, mysteriously wins a mummy's coffin at a tag sale, he and his new assistant, Arielle Torres, find themselves mysteriously transported to ancient Egypt. Fletcher's knowledge of modern-day magic tricks attracts the attention of King Tut who appoints Fletcher his Chief Protector.

*Ask the students to predict what they think will happen in this story.*

✓ **Read and Respond** (*model focus strategy*):

As you read today, what character traits would you use to describe Fletcher? What actions or details within this chapter "show us" his personality?

✓ **Vocabulary words** (*discuss unfamiliar words*):

- **auction** - a publicly held sale at which property or goods are sold to the highest bidder
- **prop** - an object used as part of a theatrical presentation
- **ephemera** - items such as tickets and signs that are meant for short-term use
- **straitjacket** - a jacket made of strong material that severely confines a person's arms to prevent the wearer from doing harm
- **effect** - any object such as a silk scarf or a piece of rope used by a magician in order to create a trick
- **hieroglyphs** - ancient Egyptian picture symbols for words or letters

✓ **During Reading:** (10-12 minutes)

Students read text silently and independently for 10-12 minutes and write short responses that match the comprehension focus modeled above.

*Identify any new vocabulary words. Jot down words to explore.*

✓ **After Reading:** Discussion and teaching points (6-10 minutes)

Invite students to share and discuss the notes they took during reading. Use the questions below to prompt a group discussion. Ask students to refer to the text to support their thinking.

1. Describe the woman Fletcher calls Mrs. Crazy Hair.
2. How does Fletcher feel about Jared? How do you know this?
3. Why do you think Fletcher ended up with the coffin?

## Chapter 2: Ramses and Cleopatra

- ✓ **Before Reading:** (4-6 minutes) Briefly review the portion of the text that students read on the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to learn Fletcher's plans for the coffin.
- ✓ **Read and respond** (focus strategy):  
How does Fletcher's personality cause the plot to move forward? In other words, "If he wasn't (personality trait), he wouldn't have (an action or outcome)." Try to find as many examples as you can.
- ✓ **Vocabulary words:**
  - **guillotine** – a device used during the 1787-99 French Revolution to behead people
  - **silks** – silk scarves used by magicians in their magic tricks
  - **wand** – a short black cane with a white tip
  - **tunic** – a loose-fitting cloth top
  - **turban** – a hat made with a piece of wrapped fabric
- ✓ **During Reading:** (12-14 minutes) Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading:** Discussion and teaching points (6-10 minutes)
  1. What do you think motivated Isis (I'-sis) to buy Fletcher the coffin? How does each member of his family react to this news, including Fletcher?
  2. Will Arielle make a good assistant? Why or why not?
  3. How does Fletcher try to explain his odd experience inside the coffin?

## Chapter 3: Showtime

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read how things go during Fletcher and Arielle's magic act.
- ✓ **Read and respond (focus strategy):**  
What techniques does the author use to effectively build tension in this chapter? In other words, where does the author "build worry" in each part of this chapter?
- ✓ **Vocabulary words:**
  - **oath** - promise
  - **wings** – the inside curtains on each side of a stage that are not seen by the audience
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading:** Discussion and teaching points (6-10 minutes)
  1. Why does Isis make an appearance backstage?
  2. A cascade of disasters occurs in this chapter. Summarize how things move from bad to worse as the chapter progresses.

## Chapter 4: We're Where?

- ✓ **Before Reading:** (4-6 minutes) Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce the students to today's focus strategy.
- ✓ **Preview:**  
Today you will find out what happens after the coffin stops.
- ✓ **Read and respond:**  
How does Fletcher's thinking change as this chapter progresses?
- ✓ **Vocabulary words:**
  - **prosperity** – riches and success
  - **procession** – a group of people moving together slowly as part of a ceremony
  - **cymbals** – round metal disks that produce noise when clapped together
  - **pelts** – animal skins
  - **incense** – a woody substance used in religious ceremonies that produces a strong, pleasant smell
- ✓ **During Reading:** (12-14 minutes) Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading:** Discussion and teaching points (6-10 minutes)
  1. How do Arielle and Fletcher's reactions to their situation move the plot forward?
  2. Describe King Tut and his procession.

## Chapter 5: Now What?

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read on Day 1 and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will learn what Fletcher and Arielle decide to do once they realize their predicament.
- ✓ **Read and respond:**  
As you read today, see if you can use the author's "context clues" to figure out and jot down the meaning of these unfamiliar words: intact p. 49, flanked p. 51, warren p.55, seep p.57, barter p. 60, flotillas p. 62.
- ✓ **Vocabulary words:**
  - **papyrus** – a tall grass-like plant that grows beside water
  - **pendant** – a hanging ornament suspended from a necklace
  - **abstract** – a piece of art that expresses a general idea of something, rather than a realistic picture
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. Describe the city of Thebes (Th-**eee**'-bs) and its surroundings.
  2. What object do Fletcher and Arielle discover inside the temple? What do you think it means?
  3. Arielle proves to be a resourceful partner. What character traits allow her to be successful? Do you agree or disagree with her tactics? Why?

## Chapter 6: The King

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to learn how Fletcher and Arielle meet the king.
- ✓ **Read and respond:**  
As you read silently, watch for places where one action leads to an unintended consequence (cause and effect). For example, because Arielle and Fletcher decide to head away from the palace and along the riverbank, they meet the King. Can you find other examples in this chapter?
- ✓ **Vocabulary words:**
  - **chariot** – a light, two wheeled vehicle for one person, usually drawn by two horses and driven from a standing position
  - **chief advisor** – someone whose job is to give advice
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. Why do you think Arielle introduces Fletcher as her little brother?
  2. Fletcher gets a little carried away once he meets Tut. What are some of the things he tells Tut that aren't exactly true? What factors motivate him?
  3. What do we find out about Tut in this chapter? What sort of person is he?

## Chapter 7: Bull Hunting

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to find out whether or not the King succeeds at bull hunting.
- ✓ **Read and respond:**  
When Tut and Fletcher head out to hunt the bull, look for places where the author builds tension with a series of close calls. Can you identify them?
- ✓ **Vocabulary words:**
  - **courtiers** – the King's attendants
  - **amulet** – a small object worn to keep away evil, harm or sickness
  - **vizier** – a high official
  - **Grand Vizier** – in King Tut's time, this was the second person in charge, after the King
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading:** Discussion and teaching points (6-10 minutes)
  1. What causes Fletcher to start to regret his offer to ride in Tut's chariot? How do things go from bad to worse?
  2. Who is Ankhesenamun (**Onk'**-ess-eh-**nah'**-men)? What does she reveal about Isis and the pendant?
  3. Describe Tut's relationship with Aye (**Aye** – like a pirate!).

## Chapter 8: A Royal Feast

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that the students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read how Ankhesenamen has other plans for Fletcher and Arielle.
- ✓ **Read and respond:**  
This chapter provides a major turning point in the story. Where in this chapter does Fletcher realize the danger they're in? How does he wrestle with that idea throughout the chapter?
- ✓ **Vocabulary words:**
  - **patter** – *the talk a magician or performer uses to accompany his routine*
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. Describe Arielle's adjustment to Palace life.
  2. Fletcher says a blessing for Ankhesenamen. Do you think he goes too far? Why or why not?
  3. Should Fletcher and Arielle have returned to the temple? Why or why not?

## Chapter 9: The Mortuary Temple

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce the students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to find out more about the coffin, Isis and the amulet.
- ✓ **Read and respond:**  
Which parts of this chapter do you consider important, and which parts are interesting?
- ✓ **Vocabulary words:**
  - **headrest** –A stone object used by ancient Egyptians instead of a pillow. A headrest had a half moon upper section that cupped the back of the head just above the ears while resting on a tall column.
  - **scroll** – a rolled up piece of papyrus, used to write on
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. Who do you think left the clay statue for Fletcher? Why?
  2. As this chapter progresses, Fletcher has to rely on his quick thinking. Name some of the ways he gets himself out of trouble.
  3. What do we learn about Isis in this chapter?

## Chapter 10: Slayer

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to find out how Fletcher continues to improve his reputation.
- ✓ **Read and respond:**  
During this chapter, how does Fletcher's thinking shift? What causes that change?
- ✓ **Vocabulary words:**
  - **senet** – an ancient Egyptian board game, similar to backgammon
  - **audience chamber** – the large room where Tut received his subjects and listened to their requests
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.  
  
*Identify any new vocabulary words. Jot down words to explore.*
- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. What does Fletcher do when he first sees the lion?
  2. What factors lead to his decision to use the lion in a magic trick? Do you think he made the right choice?

## Chapter 11: Drafted

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to find out how a visit from General Horemheb (**Hor'**-m-heb) adds a new problem for Fletcher.
- ✓ **Read and respond:**  
How does one action lead to the next in this chapter? Use the 5-finger method to summarize the main points.
- ✓ **Vocabulary words:**
  - **invincible** – incapable of being harmed
  - **CT scan** – painless X-ray test in which a computer creates cross-section views of a patient's body to identify normal and abnormal structures
  - **embalm** – to preserve a body from decay
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading:** Discussion and teaching points (6-10 minutes)
  1. What sort of man is Horemheb? What physical actions or words expose his personality?
  2. What does Arielle reveal about Tut?
  3. Do you believe Tut and Fletcher will go to battle? Why or why not?

## Chapter 12: Target Practice

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to find out Fletcher's plan to save Tut.
- ✓ **Read and respond:**  
Fletcher has good reason to worry in this chapter. As you read, identify the plot twists that might throw Fletcher some challenges.
- ✓ **Vocabulary words:**
  - **Hittites** – a people who once lived in what is modern Turkey and northern Syria (Can you find it on a map?)
  - **throwing stick** – a carved wooden stick, shaped like a boomerang, that was used to hunt ducks and birds
  - **Delta** – a large marshy area fed by the Nile north of Thebes, filled with an abundance of wildlife
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. Fletcher is worried about going to battle. What plan does he come up with to avoid that? Do you think it will work? What could go wrong?
  2. What action causes Tut to suggest duck hunting? And then how does Fletcher's response cause Tut to suggest hippo hunting?
  3. Who do we discover is behind the clay figures? Did this surprise you? Why or why not?

## Chapter 13: Hippo Hunting

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to find out how things go on the hippo hunt.
- ✓ **Read and respond:**  
As you read, identify the surprises that Fletcher encounters in this chapter. What sort of emotions does he experience each time?
- ✓ **Vocabulary words:**
  - *harpoons* – long spears used for hunting
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. Describe how the traffic and scenery on the Nile changes as the King's barge moves downriver. Identify the action verbs from the middle of pg. 160-161. How do the verbs strengthen the picture being painted?
  2. How do Tut's decisions affect Fletcher?

## Chapter 14: Deserted

- ✓ **Before Reading:** (4-6 minutes) Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Remind students of the focus strategy.
- ✓ **Preview:**  
Today you will read to find out the consequences of the hippo hunt.
- ✓ **Read and respond:**  
Things continue to grow worse for Fletcher, and in this chapter he truly hits bottom. Can you identify that moment? Why do you think that?
- ✓ **Vocabulary words:**
  - **scorpion** - desert creature with lobsterlike pincers and a poisonous sting at the end of its jointed tail, which it can hold curved over its back.
- ✓ **During Reading:** (12-14 minutes) Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.  
  
*Identify any new vocabulary words. Jot down words to explore.*
- ✓ **After Reading:** Discussion and teaching points (6-10 minutes)
  1. Describe Fletcher's experience wandering in the desert.
  2. Who finally rescues him?

## Chapter 15: News

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce the students to the focus strategy.
- ✓ **Preview:**  
Today you will hear the news from Thebes since Fletcher's banishment.
- ✓ **Read and respond:**  
As you read, identify the sections of the story that are important and those that are interesting. What might be some of the reasons the author shifts back and forth between the two?
- ✓ **Vocabulary words:**
  - **oasis** – a watering hole in the desert
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. What sort of regrets does Fletcher express as he waits out his days in the desert and then later when he finds himself back at the Palace?
  2. What news does Fletcher learn from Maya and then from Ankhesenamen? Do you believe he should take some of the blame?

## Chapter 16: Temple of Dendera

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read on previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce today's focus strategy.
- ✓ **Preview:**  
Today you will learn Arielle's fate.
- ✓ **Read and respond:**  
As you reach the end of each section of this chapter, stop and take notes that summarize the events of that section.
- ✓ **Vocabulary words:**
  - **ka** – a part of a person's soul that ancient Egyptians believed survived after the person's death
  - **oarsmen** – the men who rowed the boat
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. How does Fletcher deal with the news about Tut?
  2. What does Fletcher decide to do after he learns from Maya the latest update on the floodwaters? Do you think he'll be successful? What can go wrong?
  3. How has Arielle been spending her time? What new information does she share about Isis?
  4. Do you agree with Fletcher and Arielle's decision at the end of Chapter 16? What sort of chances do they take?

## Chapter 17: Rescue

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Remind students of the focus strategy.
- ✓ **Preview:**  
Today you will read to find out how Fletcher and Arielle rescue the Queen. What do you predict they'll do?
- ✓ **Read and respond:**  
As you finish each section of this chapter, take a moment to write down what each character might be thinking. For example, in the first section as Fletcher and Arielle sit on the boat and discuss their plans, what sorts of things are going through each of their minds?
- ✓ **Vocabulary words:**
  - **sarcophagus** – a large stone coffin
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. What surprised you in this chapter? What do you wonder about?
  2. Does anything go wrong? What do you think will happen next?

## Chapter 18: Escape

- ✓ **Before Reading:** (4-6 minutes) Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Introduce students to today's focus strategy.
- ✓ **Preview:**  
Today you will read to learn whether or not Fletcher and Arielle make it to Dendera in time.
- ✓ **Read and respond:**  
This chapter alternates between descriptive passages and actions that move the story (plot) forward. As you read, try to identify which is which. How does the writing change when it shifts from description to action?
- ✓ **Vocabulary words:**
  - **villas** – large homes with courtyards and servants
  - **widow** – a woman who has lost her husband
- ✓ **During Reading:** (12-14 minutes) Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading:** Discussion and teaching points (6-10 minutes)
  1. The escape contains some close calls. What are the challenges the characters encounter?
  2. Describe the emotions you see displayed in each character as they make their escape. What events lead to each?
  3. What does Fletcher discover about Maya and Pashed in this chapter?

## Chapter 19: Home

- ✓ **Before Reading: (4-6 minutes)** Briefly review the portion of the text that students read the previous day and then read the preview of today's text. Introduce any new vocabulary students will encounter on the next section of the text. Remind students of the focus strategy.
- ✓ **Preview:**  
Today you will read to find out where the coffin lands and how Fletcher and Arielle must do some quick thinking.
- ✓ **Read and respond:**  
Summarize the events in this chapter as each scene concludes. (A scene is a division in the action. The first scene in this chapter starts with the coffin landing and ends when they push the coffin lid open.)
- ✓ **Vocabulary words:**
  - **zombie ball** – a metal ball covered with a cloth that seems to lift into the air and move about on its own
  - **floating glass** – a glass of water appears float in the air
- ✓ **During Reading: (12-14 minutes)** Students continue reading from where they left off the previous day, taking notes as they read, while you confer with and prompt individual students according to your observations and focus strategy.

*Identify any new vocabulary words. Jot down words to explore.*

- ✓ **After Reading: Discussion and teaching points (6-10 minutes)**
  1. Was Arielle and Fletcher's return what you expected? How has their relationship changed?
  2. What do we learn from Isis in this chapter?
  3. What lessons has Fletcher learned since the beginning of this book?