


TOMB RAIDERS

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The candle flickered wildly. Air from inside the tomb streamed out, rushing through the hole Carter had made, like a last gasp that had been held in tightly for thousands of years.

The explorers' lungs filled with the stinking, particle-filled air that had been **entombed** inside for so many centuries. They coughed **hoarsely**. Carnarvon doubled over as he tried to catch his breath.

Carter held the candle to the hole to test for poisonous gases. More than once in the past, **archaeologists** and adventurers had been overcome by the foulness of ancient tomb air. If the candle went out, it meant that the air in the tomb was no good.

"I think it's safe," he whispered finally.

"Look inside, m'boy," said Carnarvon. "Can you see if the room is very large?"

Carter moved up close to the hole he had made in the wall. Hot air was still flowing from inside. It brushed

against his face. The hole was a ragged, black shape. What was beyond it ...?

Carter took the candle. **Deftly**, slowly, so as not to **extinguish** the flame, he pushed it through the hole. Grit and plaster **fragments** edged inside his sleeve as he slid his arm forward.

In the space of a few moments, he was holding a candle up inside the chamber, straining to see into the darkness.

At first, he could see nothing. The glow from the candle was faint and shifting. Then, as his eyes grew **accustomed** to the gloom, shapes began to emerge.

Animals. Statues. Furniture.

All were reflecting in the candlelight with the warm, glowing shine of gold. It was **incredible**.



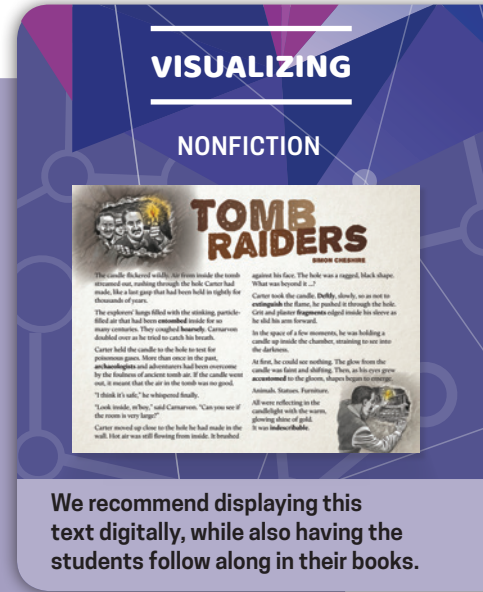
Tomb Raiders

LESSON FOCUS

In this lesson, students will learn how to create mental pictures (visualize) to enhance their comprehension of a text.

PREPARATION

- Read through the text on page 33 of your *Modeled Reading Texts for Teachers* book.
- Prepare language support (support on page 19).
- Group students together for this lesson.
- Display digital text (support on page 24).
- Have students turn to page 60 of their *Modeled Reading Texts and Writing Activities for Students* book.



We recommend displaying this text digitally, while also having the students follow along in their books.

BEFORE READING

- Spend 5–10 minutes focusing on the language support you have identified for any ELL students in your class.
- Discuss the lesson focus with the students.
- Read the title aloud. Ask students to make predictions by visualizing from the title. Discuss their predictions, and model your own: “A ‘tomb raider’ is someone who finds tombs where people were buried centuries ago, to look for treasure inside. I predict it will be about someone finding a tomb. There could be traps, spiders, and treasure!”

DURING READING

- Read the first three paragraphs of the text aloud.
- Discuss how to visualize a text to bring it to life. Model: “I can picture a candle flickering. If they’re using candles I think it must be set long ago, so I imagine Carter and Carnarvon wearing old-fashioned clothes. I wonder what a tomb smells like – is it dry and stale, or wet and rotten?”
- Have students think, pair, share about their visualizations from the first three paragraphs. Encourage them to use all their senses – what they see, hear, smell, touch, and taste. Select a few students to share their descriptions.
- Read the remaining text aloud.
- Discuss the easiest parts to visualize. What did the students imagine using their senses? Why were these the easiest to visualize?

- Discuss the parts students found hardest to visualize. Why were they harder? Model how to visualize the scene despite having difficulties with the text: “I’m not sure what ‘deftly’ means, but the rest of the sentence makes sense, so I can still visualize Carter slowly reaching through the hole with the candle in his hand.”

AFTER READING

- Have students think, pair, share about whether “tomb raiding” is okay. The story is from the perspective of the “raiders,” which makes it like an adventure in a movie – now, encourage them to imagine it as someone whose ancestors are in the tomb. What do they think now? Why?
- Discuss how making connections to movies can make it easier to visualize a story – and how it can also make it harder! Model: “I’ve seen a movie about people breaking into tombs so that helped me to visualize, but it was hard not to picture the movie characters instead!”

WRITING ACTIVITIES

Have students complete the writing task on page 61 of their *Modeled Reading Texts and Writing Activities for Students* book. See page 23 for writing support.