

A Guide for Using

The Egypt Game

in the Classroom

*Based on the novel written
by Zilpha Keatley Snyder*

This guide written by Kelli Plaxco



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Introduction

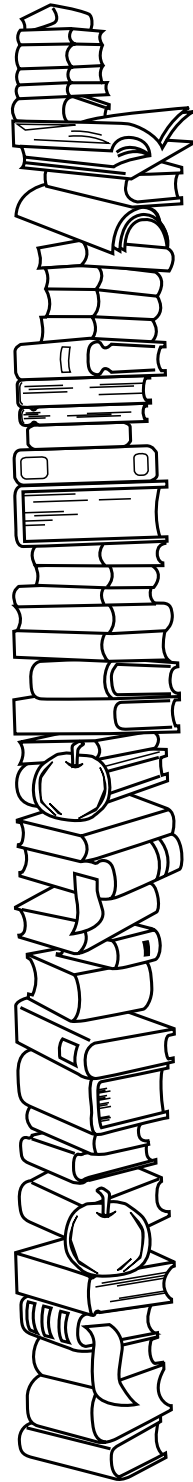
A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It also gives us a cherished story to hold in our hearts forever.

In *Literature Units*, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- Biographical Sketch and Picture of the Author
- Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study, with sections including the following:
 - a quiz
 - a hands-on project
 - a cooperative learning activity
 - a cross-curriculum connection
 - an extension into the reader's own life
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- Culminating Activities
- Three Options for Unit Tests
- Bibliography of Related Reading
- Answer Key

We are confident that this unit will be a valuable addition to your planning, and we hope that as you use our ideas, your students will increase the circle of friends they have in books.



Vocabulary Activities

You can help your students learn and retain the vocabulary in *The Egypt Game* by providing them with interesting vocabulary activities. Here are a few ideas to try.

- ❑ As the students read each section, encourage them to use the vocabulary words from those chapters to play **Vocabulary Concentration**. The goal of this game is to match vocabulary words with their definitions. To play the game, divide the class into pairs. Have students make two sets of cards that are the same size, but two different colors. On one colored set, they will write the vocabulary words (one word per card). On the second set, they will write the definitions (one definition per card). All of the cards are mixed together and then laid in rows face down on a table. A player picks two cards, one of each color and then reads the word and definition. If they are a match, the player keeps the two cards. If they are not a match, the player turns them back over and his or her turn is over. The game continues until all matches have been made.
- ❑ Challenge students to a **Vocabulary Bee**. This is similar to a Spelling Bee, but in addition to spelling the word correctly, the game participants must define the words, as well. This could be done with the teacher or a designated student as the moderator.
- ❑ Ask students to write **Creative Paragraphs**, using the vocabulary words for each section. The only rule is that their paragraph must be a story that has Egypt as its setting. This is a chance for the students' creative juices to flow as they re-create Egypt as they imagine it.
- ❑ Challenge students to use a specific vocabulary word from the section at least **Ten Times in One Day**. They must keep a record of when, how, and why the word was used. At the end of the day, have the students trade record sheets with each other and see if the partners agree with how the students used the vocabulary word.
- ❑ Play **Twenty Questions** with the entire class. In this game, one student selects a vocabulary word and gives clues about the word, such as the part of speech the word is, the number of syllables it has, etc. The clues should be given one by one until someone in the class guesses the word. The only thing is that whoever guesses the word has to define it!
- ❑ **Vocabulary Comics** are a fun way to reinforce the words. Have students select 8–9 words from each section. Ask them to create a comic strip with an Egyptian theme that uses the words in the dialogue. Provide copies of your local newspaper's comic section to give them a variety of pattern choices.
- ❑ Have students practice their alphabetizing skills in **ABC Drill** by dividing the class into groups of three or four. Each group writes one vocabulary word per card from the first group of words. On a given signal, tell students to alphabetize the word cards. When the group has completed the task, they quickly and quietly stand up. The first group to finish is declared the winner. Each sectional group of words can be added as the book is read.
- ❑ In **Scrambled Vocabulary**, students write a sentence using each vocabulary word. The letters in the vocabulary word are mixed up when written in the sentence. Students then exchange papers and unscramble their partner's vocabulary words using the context clues from the sentence.

Quiz Time

1. On the back of this paper, list three main events from this section. Then write one sentence to describe what you predict will happen in the next section.
2. Describe how you see the relationship between April and her grandmother.

3. What made the girls start thinking about Egypt?

4. Why did people think of the Professor as “dangerous”?

5. When April met Melanie, she was wearing a fur stole, fake eyelashes, and her hair was in a sweep. Why to you think she dressed this way?

6. In what month did the girls start “The Egypt Game”?

7. In the chapter, “Enter Melanie and Marshall,” April and Melanie talk about playing “imagining games” like the paper doll families. Name two “imagining” games that you know of.

8. Where did April and her grandmother live?

9. How did Melanie and April convince Marshall to play the game with them?

10. How old was the item that April found in the A-Z Antique and Curio Shop?
