Teacher Guide

Grades 5–6

The Egypt Game Zilpha Keatley Snyder



NEW WAYS TO TEACH READING, WRITING, & CRITICAL THINKING



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THE EGYPT GAME

by Zilpha Keatley Snyder

Teacher Guide

Written by Phyllis A. Green

Note

The Dell Yearling paperback edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

ISBN 978-1-60878-229-1

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Publisher Information For a complete catalog, contact— Novel Units, Inc. P.O. Box 97 Bulverde, TX 78163-0097

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Skills and Strategies

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Research, visualization, predicting, sorting, synthesis

Comprehension

Inference, comparison/ contrast

Writing

Pattern writing, description, analysis, letter writing, questions

Vocabulary

Associative thinking, semantic feature analysis

Listening/Speaking

Discussion, dramatizing, improvisation, Reader's Theater

Literary Elements

Characterization, story elements, foreshadowing

"The Evil God and the Secret Spy"—Pages 42-49 Vocabulary:

corrugated 43 brimstone 48

Discussion Questions and Activities:

- 1. Why was the thought that t. Professor on the synthesis watching more scary than his actually entering the yord. 'An vessory—unknown aspect of the spying, someone watching the imagination game.)
- 2. Explain the illueation ages 46 and 47. (April has dan to the game the idea of the generation of the

3. /ho_was Set in the game? 'th _____f ___ and black magic)

- 4. How did the girls convil et inshall to continue playing? (the zing his part as an Egyptic king)
- 5. Explain the 'encode in the chapter. *The row of as watching the Egypt out of a watching the reader interest*. *The row of a watching the Egypt out of a watching the Egypt*. *The row of a watching the Egypt out of a watching the Egypt*. *The row of a watching the Egypt*. *Egypt*. *The row of a watching the Egypt*. *The row of a watching*

6. Lat was the function of Coru the story? (Answers vary)

Supplementary Activities:

- 1. Fill in a sun manzing the story. (Sec. 2a 18 thu guide.)
- 2. Pattern riting Marshall is a(n)

ch....cter because ____. He reminds me of

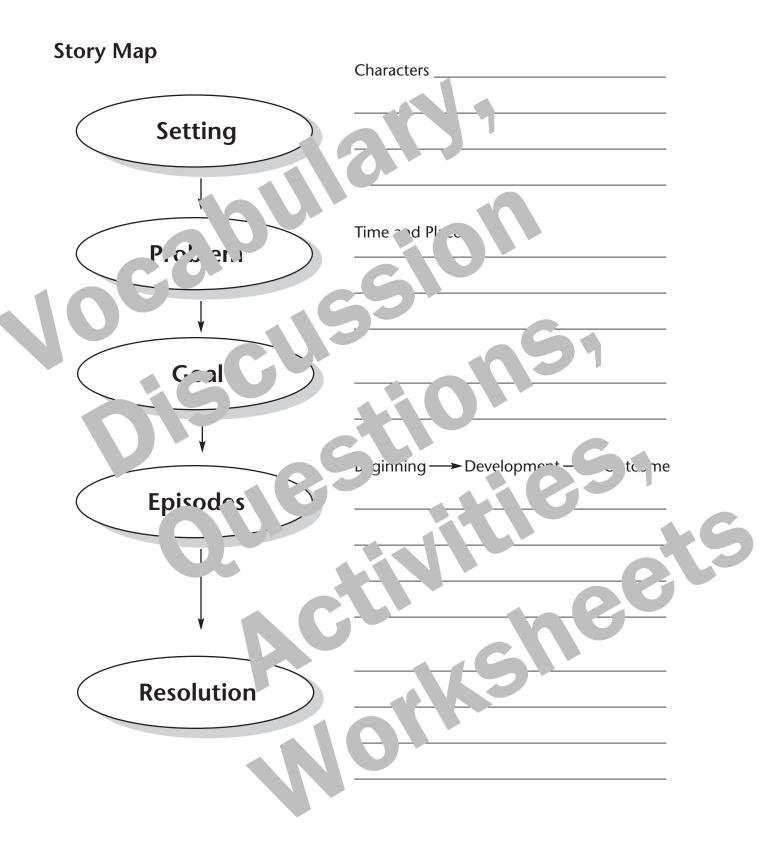
__ because

"Eyelashes and Ceren. ny Pages 50-58

Vocabulary:

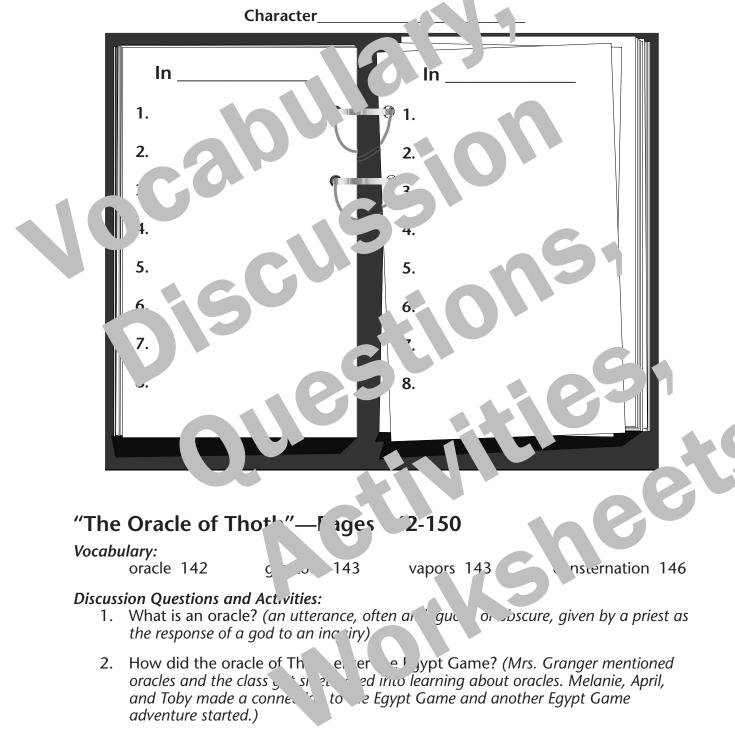
treacherous 51 leer 54 prostrations 54 papyrus 55

incon. c opy 5 mystic 54 crinoline 55



	Name	Style in 3 Words	Reaction of Children	Have you met anyone similar?	
Mrs. R	OSS				
Mr. Ro	Vir. Ross				
Dorothea					
Nick					
C Oh					
Mrs. C	hung			51	
Toby's father Image: Comparison of the state of the s					
 4. Why did April's mode in the at Egypt? (Toby was really in test) and intriguer by the gene in was respectful about the cole ting. Later discussing it, the gene was ple a about the future of the Egent Comp. The boys didn't appear to be a not to hinder further plane). 					
Supplementary Activities: 1. Compose a letter offering a vice to mout these characters: Doro e, Caroline, April.					
2.	2. Add to the character in the webs. Choose three a nectives o summarize each character.				
"Hieroglyphics"—Pages 123-131					
Vocabu	l ary: tarantula 123	3 v rily , s	.oes 129 fluer	it 131	

2. Choose one of the characters to explore his/her various persona, or manners of acting, in at least two settings; e.g., school, home, in "Egypt." Record your ideas on a small chart.



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