

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
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Teacher Guide

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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.

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Table of Contents

Summary3

Initiating Activities.....3

Vocabulary Activities.....6

Twenty-Three Chapters13

Chapters contain: Vocabulary Words,
Discussion Questions and Activities,
Predictions, Supplementary Activities

Culminating Activities.....37

Assessment.....40

Skills and Strategies

Thinking

Research, visualization,
predicting, sorting, synthesis

Vocabulary

Associative thinking,
semantic feature analysis

Comprehension

Inference, comparison/
contrast

Listening/Speaking

Discussion, dramatizing,
improvisation, Reader’s
Theater

Writing

Pattern writing, description,
analysis, letter writing,
questions

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 the Professor might be watching more scary than his actually entering the yard? (Answers vary—unknown aspect of the spying, someone watching their imagination game.)
2. Explain the illustration on pages 46 and 47. (April had added to the game the idea of the girls' devil high priestesses offering the young pharaoh—Marshall—as a human sacrifice on the crocodile altar. Marshall, holding his stuffed octopus, Security, smiled.)
3. Who was Set in the game? (the god of evil and black magic)
4. How did the girls convince Marshall to continue playing? (by having him play his part as an Egyptian king)
5. Explain the last sentence in the chapter. (The professor was watching the Egypt game.) How do authors use last sentences? (to provide emphasis, to keep the plot moving, to keep the reader interested) Add to your predictions for the book.
6. What was the function of Security in the story? (Answers vary.)

Supplementary Activities:

1. Fill in a story map summarizing the story. (See page 18 of this guide.)
2. Pattern writing: Marshall is a(n) _____ character because _____ . He reminds me of _____ because _____ .

"Eyelashes and Ceremony"—Pages 50-58

Vocabulary:

treacherous 51 leer 54 inconceivable 54 mystic 54
prostrations 54 papyrus 55 copy 55 crinoline 55

Story Map

Characters _____

Setting

Problem

Goal

Episodes

Resolution

Time and Place _____

Beginning → Development → Outcome

Name	Style in 3 Words	Reaction of Children	Have you met anyone similar?
Mrs. Ross			
Mr. Ross			
Dorothea			
Nick			
Caroline			
Mrs. Chung			
Toby's father			

3. What was the crux of April's mood in this chapter? (*a self-centered letter from Dorothea*)
4. Why did April's mood improve at Egypt? (*Toby was really interested and intrigued by the game. Ben was respectful about the people living. Later discussing it, the girls were able to talk about the future of the Egypt game. The boys didn't appear to be afraid to hinder further play.*)

Supplementary Activities:

1. Compose a letter offering advice to one of these characters: Dorothea, Caroline, April.
2. Add to the character profile webs. Choose three adjectives to summarize each character.

"Hieroglyphics"—Pages 123-131

Vocabulary:

tarantula 123 verily 125 robes 129 fluent 131

- 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.

Character _____

"The Oracle of Thoth"—Pages 142-150

Vocabulary:

oracle 142 goddess 143 vapors 143 consternation 146

Discussion Questions and Activities:

- What is an oracle? (*an utterance, often ambiguous or obscure, given by a priest as the response of a god to an inquiry*)
- How did the oracle of Thoth enter the Egypt Game? (*Mrs. Granger mentioned oracles and the class got started into learning about oracles. Melanie, April, and Toby made a connection to the Egypt Game and another Egypt Game adventure started.*)