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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Egypt Game

based on the book by
Zilpha Keatley Snyder

Written by
Catherine Caldwell

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A FEW NOTES ABOUT THE AUTHOR
Zilpha Keatley Snyder

“When I look back to the beginning, at least as far back as memory will take me, I see most vividly animals and games and books.”

-Zilpha Keatley Snyder

Zilpha Keatley Snyder was born during the Depression of the 1930s and spent her childhood in rural California. Her father, who had spent his own youth on a cattle ranch, established the family in the country where they could have a garden and animals. Though she can remember the hardships that characterized the Depression, including the ever-present threat of unemployment, she recalls more vividly the life she spent with books and her own powerful imagination. She brought the stories she read in literature and the bible to her own room, her own yard, her own world-- re-enacting them in glorious detail. By age four, Snyder was an accomplished reader, devouring anything in print--from children's books to newspapers. Her mother, too, filled the home with stories, most of them true, and Snyder claims to have discovered her future occupation before reaching high school.

Always a strong student, Snyder enrolled at Whittier College, a small liberal arts school in Southern California, after completing high school. It was at Whittier that she met her husband, Larry Snyder, whom she married on June 18, 1950. The couple moved around a great deal during the years of World War II, and they had three children. Although Snyder knew that she wanted to become a writer, she became a teacher of young adults first until she could find the time to devote to writing. During her work with young people, Snyder realized that she was drawn to the wonder of childhood. While she acknowledges that many authors do not consider the age of their audience as they are composing their works, Snyder consciously writes most of her books for children. By writing for young people, she claims, she is able to share the optimism, curiosity, and boundless possibility that characterizes youth.

Her first novel, *Season of Ponies*, was published in 1964, and she has not stopped writing since. The *Egypt Game* was her fourth novel, published in 1967 by Atheneum books. It received a Newbery Honor, as did *The Headless Cupid* (1971) and *The Witches of Worm*(1972). Mrs. Snyder is the author of over 40 books, and she has received countless awards since she began her career. She has spent much of her time over the past two decades writing novels and traveling the globe with her husband. She looks forward to continuing both for a long time.

INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Egypt Game*. It includes 23 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the process of group collaboration and compromise as students are asked to work with their group members to develop rules for a game that has no established rules. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Students also are given the materials they will be using during the unit. The class will also have an opportunity to draw conclusions about the novel based on a cursory examination of the cover and table of contents.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 10 to 12 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 10 to 12 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on each word's usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete their reading of the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group theme project** in this unit. Students will divide into groups of 5 or 6 students in order to simulate the size of the fictional group of Egyptians in *The Egypt Game*. Each group will research a particular aspect of ancient Egypt presented in the novel. Each group will then develop an original product based on their research. A presentation day is scheduled in the unit so that students may benefit from one another's work, in addition to practicing their public speaking skills.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first writing assignment asks students to compose a diary entry based on a character's conflict in the novel. The second writing assignment asks the students to write a newspaper article recounting an episode that occurs towards the end of novel. The third writing assignment requires students to choose an aspect about their school they would like to change and formulate a plan for effecting such change.

There is a **nonfiction reading assignment**. Students must read nonfiction articles, books, etc. to gather information about themes in our world today. They will then complete a worksheet pertaining to material they have read.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice and short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

UNIT OBJECTIVES - *The Egypt Game*

1. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
2. Students will gain a better understanding of ancient Egypt and its influence on the present day.
3. Students will examine some of the various family relationships and dynamics that exist in America.
4. Students will gain a better understanding of internal and external conflicts in *The Egypt Game*.
5. Students will gain experience researching a given topic using a variety of media.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Egypt Game* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language
10. Students will examine the author's use of diction and imagery in the novel.

READING ASSIGNMENT SHEET - *The Egypt Game*

Date Assigned	Chapters Assigned	Completion Date
	Chapters 1-2	
	Chapters 3-4	
	Chapters 5-6	
	Chapters 7-9	
	Chapters 10-12	
	Chapters 13-15	
	Chapters 16-19	
	Chapters 20-23	

UNIT OUTLINE - *The Egypt Game*

1	2	3	4	5
Introduction	PV 1-2 Read Ch 1-2	PV 3-4 Read Ch 3-4 HW: SGQ	PV Ch 5-6 Read Ch 5-6 HW:SGQ	PV Ch 7-9 Read Ch 7-9 HW: SGQ
6	7	8	9	10
Quiz Ch 1-9 PV Ch 10-12 Read Ch 10-12 HW: SGQ	Group: SGQ: Ch 10-12 PV 13-15 HW: Read Ch 13-15	Group: SGQ:Ch 13-15 PV 16-19 HW: Read 16-19	PV 20-23 Read 20-23	Group assignments
11	12	13	14	15
Writing Assignment 1	Vocabulary	Library Day and Writing conferences	Extra Discussion Questions	Nonfiction: Reports
16	17	18	19	20
Journalism Study	Writing Assignment 2	Creating a Mood	Writing Assignment 3	Egypt Group Presentations
21	22	23	24	25
Playing our Egypt Game: What was it like?	Review	Test		

Key: P = Preview Study Questions V = Vocabulary Work R= Read
SGQ = Study Guide Questions

LESSON ONE

Objectives

1. To introduce the process of rule-making and compromise
2. To distribute the books and other materials necessary for the unit
3. To preview the novel by drawing conclusions from the cover and table of contents

Activity #1

Before students come into the classroom, arrange the desks into groups of 5 or 6. Allow students to sit where they like, as long as they do not disturb the pre-arranged groupings. After all students are seated, give each group a game board and a set of 20 playing pieces-10 each of two different styles (these might be 10 pennies and 10 dimes, different colors of checkers, etc). You may also choose to give students one die per group. *A copy of the game board is included at the end of this lesson. Make as many copies as necessary for your class. You may choose to laminate the game boards to provide extra durability.* Without any further instructions, give your class ten or fifteen minutes to “play the game.” Be sure to walk around the classroom to maintain order, but do not answer any questions about how the game itself should be played. Ask each group to record any rules or order for play as they develop.

(Note to teacher: If time permits, or if you would like to continue with this activity, you may have groups trade their instructions with one another. Ask the students to play according to the new set of rules. Afterwards, ask groups whether the instructions from the other group were clear enough to play the game from beginning to end. What improvements or changes would the second group make? The class may even decide to develop a master set of rules for the game, refining the ideas from the entire class. Another class could then swap rules for play.)

This game is actually based on the ancient Egyptian game of Senet, which you may or may not want to share with your class. Students may research the game further throughout this unit if time permits. If you choose to research the game, you will discover a great deal of ambiguity regarding the details of how it was played.

Activity #2

After each group has recorded its rules, ask one member of each group to read the rules aloud to the class. You may ask another student to record the collective rules on the board or overhead projector, noting any similarities and highlighting differences.

Following the group reports, discuss the process with the class. The following questions may serve as a guide:

How did you feel when I first told you to “use the game boards and tokens to play any way that you like?” Were you intimidated? Excited? Disinterested?

Did the game become more challenging or less challenging without an established set of rules to guide you?

Was your group able to come to an agreement regarding the way the game would be played? If so, how did you resolve differences of opinion to reach the common goal? If not, what were the biggest obstacles?

Were you able to clearly define the rules of play in your group?

WRITING ASSIGNMENT #1 - *The Egypt Game*

PROMPT

Throughout the novel, the characters struggle with internal and external conflicts. Choose one of the characters from the novel and write a diary entry in which you, as the character, describe an external conflict (a struggle with a person or force outside himself or herself) or internal conflict (a struggle within one's self, such as a battle with one's conscience) evident in the novel.

PREWRITING

Brainstorm conflicts that occur in the novel. You may choose to make two lists: Internal and External. From those lists, determine whether one character appeals to you more than others. Did you feel a connection with one of the characters? Could you relate to a conflict evident in the novel? Would you like to write from the point of view of a character with whom you did *not* feel a connection (this might help you understand that character a little better). You may even choose to write from the point of view of a minor character in the novel.

DRAFTING

Since this is a diary entry, the style may be less formal than a speech or essay. The entry is a personal record of the character's thoughts, so you may adopt a more conversational tone. You will also want to capture the style of the character you are portraying. Certainly the writing and language in the Professor's entry would differ greatly from Marshall's composition.

You should still have an opening paragraph that identifies the conflict and states whether it is a struggle with someone else or strictly within yourself.

Two or three paragraphs should follow the introduction that describe how the conflict arose, the effects the conflict is having on you and those around you, possible resolutions to the conflict, and any obstacles to that resolution.

In a concluding paragraph, outline how you intend to resolve the conflict, or if you foresee a resolution at all.

PROMPT

When you finish the rough draft of your composition, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.