

Novel·Ties

The  
Egypt Game

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A Study Guide

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## For the Teacher

This reproducible study guide to use in conjunction with a specific novel consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

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**THE EGYPT GIRLS, THE EVIL GOD AND THE SECRET SPY**

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |              |  |
|--------------|--|
| 1. authority | a. hunted around to find something       |
| 2. drastic   | b. extreme or severe                     |
| 3. elaborate | c. dedicated to religious purpose        |
| 4. relieved  | d. accepted source of expert information |
| 5. sacred    | e. freed from fear or anxiety            |
| 6. scouted   | f. worked out with great care            |

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1. We made \_\_\_\_\_ plans so that nothing would go wrong the night of the party.
2. The advertising agency chose a leading \_\_\_\_\_ on tooth decay to recommend the toothpaste.
3. After worrying all night, I am \_\_\_\_\_ to hear that you arrived safely.
4. Some ancient peoples built \_\_\_\_\_ fires to worship their gods.
5. She \_\_\_\_\_ around for her keys for hours, but still could not find them.
6. When the prisoners would not listen to reason, the police took \_\_\_\_\_ measures to end the riot.

Read to find out whether April makes a good first impression at her new school.

**Questions:**

1. What do April and Melanie both worry about at the beginning of school? How are Melanie's worries different from April's?
2. Why does finding the bust of Nefertiti seem like a magical omen to April and Melanie?
3. How does the character of Set start? What makes him seem to be more than a character in a game?
4. Who is the secret spy referred to in the chapter title "The Evil God and the Secret Spy"?

## The Egypt Girls, The Evil God and the Secret Spy (cont.)

### Questions for Discussion:

1. How would you describe April's attitude and behavior toward her grandmother? Why do you think April feels and acts the way she does? Do you think April is being fair?
2. Why do you think April plans to wear her false eyelashes to school?
3. April remarks that Marshall is "pretty sharp for a four-year-old." What do you think?
4. Why do you think the children are being spied upon?

### Literary Device: Foreshadowing

Foreshadowing refers to the hints or clues an author provides to suggest what will happen later in a story. What might the last sentence in the final paragraph in the chapter called "The Evil God and the Secret Spy" foreshadow?

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What feeling or mood does the sentence help create?

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### Art Connection:

Reread the description of the "Temple" at the beginning of "The Evil God and the Secret Spy." Draw a picture of the setting for the Egypt Game, or put together a cut-paper collage of pictures of ancient Egypt that you find in magazines or sketches from books.

### Writing Activity:

How would you stop April from wearing false eyelashes to school? Pretend you are Melanie and write a brief diary entry in which you reveal your own "drastic plan."

**EYELASHES AND CEREMONY, NEFERBETH, PRISONERS OF FEAR**

**Vocabulary:** Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u>       | <u>B</u>       |
|----------------|----------------|
| 1. exasperated | a. ceremonies  |
| 2. maintained  | b. lasting     |
| 3. persistent  | c. compartment |
| 4. resemblance | d. annoyed     |
| 5. rites       | e. claimed     |
| 6. vault       | f. likeness    |

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1. The man with a square jaw bears a certain \_\_\_\_\_ to his pet boxer.
2. The woman \_\_\_\_\_ that she was innocent despite the evidence of her guilt.
3. Every culture has its own burial \_\_\_\_\_, or procedures for putting the dead to rest.
4. The teacher was \_\_\_\_\_ by the student's frequent tardiness.
5. I have a(n) \_\_\_\_\_ cough and snuffle for all the weeks that ragweed is in bloom.
6. The hollow in the tree makes a perfect \_\_\_\_\_ for hidden treasures.

Read to find out why the children stop playing the Egypt Game for a while.

**Questions:**

1. How does Melanie solve the problem of April wearing false eyelashes to school?
2. Why doesn't Melanie worry when April is nicknamed "February" by her classmates?
3. Why do April and Melanie keep sacred records in "Egypt"?
4. Why does April have mixed feelings about becoming Elizabeth's friend?
5. How does Elizabeth come to be known as Neferbeth?
6. What neighborhood event turns the residents into "prisoners of fear"? What is the effect of this event on the Egypt Game?
7. Why does suspicion fall on the Professor? Why don't the three girls believe the professor is guilty?