



## Lesson Plan Aid for Book Punch™ - The Egypt Game

Grade level 4  
Lexile Framework for Reading Measure 1010L

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### Introduction to Book Punch™

Book Punch guides students through the steps of thinking and writing about well-known upper-elementary core literature. Students write paragraphs responding to interactive writing prompts. The program tutors students to develop ideas and organize their thinking about what they have read.

Each program in the Merit Book Punch collection focuses on one book title. Each contains 7 writing prompts, 600 supporting questions and 600 helpful tips to guide students through each step in the writing process. The program for each book title comprises three online interactive units as follows:

- Unit 1- Reading Check: Students write about important facts and/or events from the book to ensure that they have read it.
- Unit 2- Text-to-Self: Based on themes from the book, students write about their own experiences.
- Unit 3- Evidence and Inference: Students connect details with ideas in the book to infer a deeper meaning from what they have read.

Together, these units develop students' reading comprehension in complementary ways.

### Printables

Each Book Punch title includes 11 printable worksheets, a lesson plan aid, and the Book Punch™ Series Manual with detailed instructions for implementation. To view and print included documents, self-learners and teachers click the course name in My Learning Center; tutors and parents click the Programs link in My Learning Center and then click the Book Punch title.

**Reading Check – unit 1**

The Reading Check unit evaluates students' paragraphs using a key point check to determine if the student has read the book. See the Reading Check writing prompt below and the list of questions that accompany it, the answers to which should be included in a satisfactory paragraph.

**Reading Check Topic**

In the story, the Professor is an important character. Write a paragraph describing the Professor and his role in the story. Remember to be specific and to include examples from the text in your paragraph.

1. At the beginning of the story, April visits the Professor's store. Describe the Professor's physical appearance.
2. When a crime is committed, what is it about how the Professor behaves that makes the people of the town suspect him?
3. Why is the Professor able to save April on the night she is attacked?
4. At the end of the story, the children discover the cause of the Professor's lack of interest in other people. What is it?

**Text-to-Self – unit 2**

Text-to-Self writing prompts help to enrich students' reading experience. Students write paragraphs that help them relate their own experiences to what they have read in the book. See the topics listed below.

**Text-to-Self Topic 1**

In the story, Melanie and April create ancient Egypt in the backyard of the A to Z shop. They become ancient Egyptian characters and create a temple and rituals. What time and place would you use to create a game?

*(This topic is recommended for students who have read through "The Egypt Girls.")*

**Text-to-Self Topic 2**

In the story, after the murder, the parents of the children in the neighborhood will not allow them to play outside. The Egypt game is on hold because of this new rule. The children are not happy about the rule. Think about a rule you have to abide by. Write about a rule that you are required to obey.

*(This topic is recommended for students who have read through "Prisoners of Fear.")*

**Text-to-Self Topic 3**

In the story, the children include an oracle in their game after a class assignment mentions an oracle. The children all take turns asking the oracle questions. Think about the question you would ask if you were to consult an oracle. Write about the question you would ask an oracle.

*(This topic is recommended for students who have read through "The Oracle Speaks.")*

**Evidence and Inference – unit 3**

See the writing prompts below and the accompanying list of questions, the answers to which should be included in a satisfactory paragraph. Help students determine whether they have recognized (inferred) the ideas in the book from the details (evidence) given.

**Evidence and Inference Topic 1**

Beware! A simple game may turn into something more serious than expected and invite strange happenings. In the story, the girls, April and Melanie, create the Egypt Game. Write a paragraph describing the creation of the Egypt Game.

*(This topic is recommended for students who have read through "The Egypt Girls.")*

1. What prompted the start of the Egypt Game?
2. Think about the next thing April and Melanie do that gets them more involved in Egypt. What do the girls create so they can communicate?
3. What do April, Melanie and Marshall find just before school starts? How do they find it?
4. What object do the children see in the place they discover that April takes as an omen?

**Evidence and Inference Topic 2**

At any time, something unexpected may ripple the smooth flow of our lives, our families, our traditions--even our games. In the story, something terrible happens that affects the Egypt Game as well as the entire community. Write a paragraph about this event and its effect on the children and the community.

*(This topic is recommended for students who have read through "Prisoners of Fear.")*

1. How do the children know there is something wrong when Melanie's mother calls them home?
2. What is the terrible event that has occurred?
3. What do the police suspect about the person responsible for the terrible acts that have taken place in the town?
4. What impact does the terrible event have on the community and the Egypt Game?

**Evidence and Inference Topic 3**

An apparently harmless choice may hold more danger than anyone could imagine. In the story, April's decision to go to "Egypt" the evening she is babysitting for Marshall almost costs her her life. Write a paragraph describing the events of that night.

*(This topic is recommended for students who have read through "Fear Strikes.")*

1. Why does April head out for Egypt at night?
2. Why does Marshall insist on going with April to Egypt that night?
3. What happens as April is backing out of Egypt?
4. What is April thinking as she looks at Marshall?

## Curriculum Integration

See the Book Punch™ Series Manual. The Reading Comprehension and Vocabulary section and the Beyond the Program section provide detailed instructions for implementing vocabulary, character and pre-writing lessons. The Book Punch™ Series Manual includes printable worksheets for these lessons.

## Vocabulary

See the Vocabulary Exploration worksheet in the Book Punch™ Series Manual. Thematic words from The Egypt Game that can be explored include:

VOCABULARY	DEFINITION
abandonment	Being left, completely and finally
friendship	The state of being with someone whom you like
unconditional love	Loving someone no matter what happens
unconditional friendship	Being a friend no matter what happens

Vocabulary particular to the time and setting of The Egypt Game include:

VOCABULARY	DEFINITION
ancestors	The people from whom you are descended
ceremony	Acts performed in a consistent way for an occasion
cultivate	To prepare land for the raising of crops
deadpan	Displaying no emotion
oracle	One who can predict the future
prostrate	Spread out on the ground
reluctantly	Unwillingly
ritual	Established event; tradition
righteous	Doing what is right
spectator	Someone who watches something
straggle	Wander off a straight course
vague	Not clear

The Word Search Puzzle and Crossword Puzzle worksheets that are included contain many of the words above. They can be used to reinforce the vocabulary in the book.

## Character Exploration

See the Character Exploration worksheet and the Compare and Contrast worksheet in the Book Punch™ Series Manual. Here are suggested character exploration prompts for classroom discussion:

Imagine that April is your friend in real life. Write words and phrases that would help you describe her to someone who doesn't know her. (What does April look like? What kind of personality does she have? What does she like to do?) Why did you choose this character?

Compare and contrast April with Melanie or another character in the book.

### *Group Work and Discussion - Pre-writing*

See the Brainstorming worksheet in the Book Punch™ Series Manual. Here is a suggested topic for classroom discussion:

In the story, when Melanie meets April for the first time, she doesn't know what to make of her. April shows up wearing false eyelashes, a fur stole, and her hair in a sophisticated upsweep. But, as they talk, Melanie uncovers the real April, and they become friendly. Write about someone who turned out to be different from your first impression.

*(This topic is recommended for students who have read through "Enter Melanie Marshall.")*

### *Additional Writing Prompts*

See the Independent Follow-up worksheet in the Book Punch™ Series Manual. Using the context of The Egypt Game, and the Independent Follow-up worksheet, students may continue the writing process after publishing their paragraphs from Book Punch. Here are two additional topics students can write about:

In the story, when Marshall loses his stuffed octopus, "Security," he is distraught. He has carried it with him everywhere for comfort. Think about an object that gives or gave you comfort. Write about this comforting object.

*(This topic is recommended for students who have read through "Where is Security?")*

In the story, when April goes out at night to get her math book from "Egypt," she is scared. However, she doesn't want to change her mind because she's afraid, so she decides to go through with her plan to retrieve the book. Think about a time you were afraid to do something, but you went through with it in spite of your fears. Write about a time you overcame your fears to do something.

*(This topic is recommended for students who have read through "Fear Strikes.")*

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See the Book Punch™ Series Manual for printable worksheets.