

# Take the STRESS out of planning your Novel Study!

**Vocabulary:** Use a dictionary to complete the table below.

WORD	DEFINITION	ILLUSTRATION
dingy		
ornate		
vantage		

Use the vocabulary words above to fill in the blanks below.

- The spy tried to find a good and hidden \_\_\_\_\_ point so that he could secretly watch what was happening.
- The ancient house smelled musty and looked \_\_\_\_\_ in appearance.
- The beautiful wedding dress was very \_\_\_\_\_.

**Beyond:** Complete the chart about ancient Egypt below.

WHAT I KNOW ABOUT Ancient Egypt	WHAT I WANT TO KNOW ABOUT Ancient Egypt

**Chapter 1: THE DISCOVERY OF EGYPT**  
**Chapter 2: ENTER APRIL**

❖ **Quickwrite:** Are you interested in history? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

❖ **Multiple Choice:** Choose the best answers.

- How do the neighborhood children feel about the Professor?
  - They admire him.
  - They fear him.
  - They think he is funny.
  - They like him.
- What sort of business does the Professor own?
  - A restaurant
  - An antique shop
  - A pet store
  - A private school

**True or False:** Write T for True and F for False.

April has been sent to live with her aunt. \_\_\_\_\_

The Professor also teaches at the local high school. \_\_\_\_\_

The Professor watches the children play behind his shop. \_\_\_\_\_

April is very respectful towards her grandmother. \_\_\_\_\_

April likes to wear false eyelashes. \_\_\_\_\_

**Figurative Language:** Identify the type of figurative language of the following quote. Explain how you know.

"The Professor's beard straggled up his cheeks like dry moss on gray rocks."

**languishing**  
(verb) suffering hardship and distress

**vantage**  
(noun) a viewing position

**thrilled**  
(adjective or verb) excited; pleased

❖ **Written Response:** Answer the questions in complete sentences.

- Choose two adjectives to describe the Professor. Use textual evidence to justify your choices.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- What do you know so far about April? Do you like or dislike her? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- In the first chapter, the Professor watches the children play behind his store. What are some things that he observes them doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Features Vocabulary & Comprehension for every 2 chapters!

Consistent format allows for predictability and student confidence.

❖ **Written Response:** Answer the questions in complete sentences.

1. Choose two adjectives to describe Melanie. Use textual evidence to justify your choices.

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2. Do you think that April's mother is a good mother? Why or why not?

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3. What is Melanie nervous about as the first day of school approaches? Explain.

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Quickwrite prompts relate the text to the student.

Vocabulary words chosen for you.

Chapter 3: ENTER MELANIE--AND MARSHALL  
Chapter 4: THE EGYPT GIRLS

❖ **Quickwrite:** How do you feel before the first day of school? Why?

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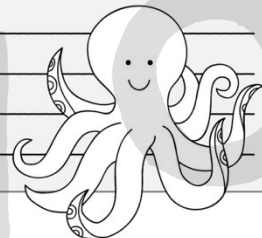
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❖ **Multiple Choice:** Choose the best answers.

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1. What is Dorothea's occupation? | 2. What is Marshall's age? |
| a. She is a singer/actress.       | a. 3 years old             |
| b. She is a movie director.       | b. 4 years old             |
| c. She is an actress/model.       | c. 5 years old             |
| d. She is a social worker.        | d. 2 years old             |

❖ **True or False:** Write T for True and F for False.

- Melanie thinks that April's eyelashes are stylish. \_\_\_\_
- April and Melanie love to pretend. \_\_\_\_
- Melanie and April find a statue of Nefertiti. \_\_\_\_
- Marshall's octopus is named Mr. Ock. \_\_\_\_
- The first time Melanie sees April, she is surprised. \_\_\_\_

❖ **Character Analysis:** Find a quote from the book that supports the following statement. Write the quote on the lines below.

*April struggles to get along with most people.*

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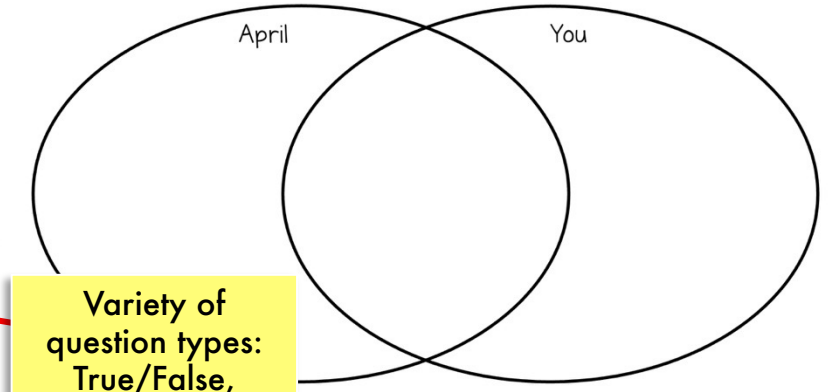
❖ **Vocabulary:** Use a dictionary to complete the table below.

WORD	DEFINITION	ILLUSTRATION
warily		
haughty		
omen		

Use the vocabulary words above to fill in the blanks below.

- Some people consider a black cat a bad \_\_\_\_\_.
- The unkind student regarded the new student with a \_\_\_\_\_ expression on her face.
- The puppy looked at me \_\_\_\_\_ but then approached me when I offered him a treat.

❖ **Beyond:** Compare and contrast yourself with April in the graphic organizer below.



Variety of question types: True/False, Sequencing, Fill-in-the-Blank, and Written Response.

Answer keys included

# Includes 22 Activities to deepen student understanding.

Focuses include: Plot, Theme, Character Analysis, Setting, Figurative Language, and more!

Name \_\_\_\_\_

### ASK OR ANSWER!

Write either the answer or the question to what is given below.

**Ask** **Answer!**

**Who** chooses the nickname Horemheb? \_\_\_\_\_

**What** \_\_\_\_\_  
\_\_\_\_\_

**Where** do the Egyptians put Thoth (Toby's stuffed owl)? \_\_\_\_\_

**When** \_\_\_\_\_  
\_\_\_\_\_

**Why** do the Egyptians offer to let Ken and Toby play the game with them? \_\_\_\_\_

**How** does April feel when she receives Dorothea's letters? \_\_\_\_\_

Chapters 10-11 RL, 31RL, 111RL, 511RL, 61

Name \_\_\_\_\_

### Theme Thoughts

What are two morals or lessons that can be learned from the story? Write the lessons in the arrow signs below. Then, write a paragraph explaining why one of the lessons can be learned from the story. Next, write how one of the lessons can be applied to your own life. Finally, in the box below, illustrate one of the lessons that you wrote about.

LESSON 1: \_\_\_\_\_

LESSON 2: \_\_\_\_\_




\_\_\_\_\_

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Name \_\_\_\_\_

### LESSONS LEARNED

Different characters learn different lessons in this story. Think about each of the characters listed below. Write what lesson(s) you think they may or should have learned through the story.

Characters	Lesson(s) Learned
April 	
Melanie 	
Marshall 	

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Name \_\_\_\_\_

### MAIN Events

In the sequencing boxes below, write what happens in Chapters \_\_\_\_ and \_\_\_\_\_. Then, rename each chapter with a suitable name. Finally, in the blank spaces in the bottom boxes, illustrate the chapters.

**NAME OF CHAPTER \_\_\_\_:** \_\_\_\_\_

First, \_\_\_\_\_

Next, \_\_\_\_\_

**NAME OF CHAPTER \_\_\_\_:** \_\_\_\_\_

First, \_\_\_\_\_

Next, \_\_\_\_\_

Last, \_\_\_\_\_

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Name \_\_\_\_\_

### Mummifying Prince Pete-ho-tep

In the chapter titled "The Ceremony for the Dead," the Egyptians mummify Prince Pete-ho-tep. Below, list the steps they use to complete the process. Then, illustrate each step.

First, \_\_\_\_\_

Then, \_\_\_\_\_

Next, \_\_\_\_\_

Afterwards, \_\_\_\_\_

Finally, \_\_\_\_\_

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Name \_\_\_\_\_

### Setting: The Five Senses

Choose an interesting setting from the story. Using the graphic organizer below, describe the feel, taste, smell, sound, and sight.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

### ONE EVENT: Three Points of View


Read the story event listed below. Then, use the following graphic organizer to write about the points of view of Toby, Marshall, and the other Egyptians. Provide textual evidence for each point of view.

**CHARACTERS' POINTS OF VIEWS**

Toby's Point of View	Textual Evidence
Marshall's Point of View	Textual Evidence
The other Egyptians' Points of View	Textual Evidence

**STORY EVENT**

Marshall decides to ask the Oracle the question, "Where is Security?"



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# Vocabulary Focus

3 words chosen for every 2 chapters.

2 Vocabulary Reviews

Black-and-white Flashcards

Word: dingy  
dark, dull, and shabby

Word: ornate  
elaborate, showy, fancy

Word: vantage  
a viewing position

Word: warily  
cautiously

Word: haughty  
scornful; snobbish

Definition: dark, dull, and shabby

Definition: elaborate, showy, fancy


Definition: a viewing position

Definition: cautiously


Definition: scornful, snobbish

Full-color Word Wall cards


**dingy**  
(adjective)  
dark, dull, and shabby




**ornate**  
(adjective)  
elaborate; showy; fancy




**vantage**  
(noun)  
a viewing position




**warily**  
(adverb)  
cautiously




**haughty**  
(adjective)  
scornful; snobbish




**omen**  
(noun) a sign



**defiantly**  
(adverb)  
rebelliously



**triumphant**  
(adjective)  
victorious



Vocabulary Words and Definitions: THE EGYPT

WORDS	PG #	WORD	DEFINITION
	5	dingy	dark, dull, and shabby
	8	ornate	elaborate, showy, fancy
	9	vantage	a viewing position

Vocabulary List comes with and without definitions

**The EGYPT Game**  
Vocabulary Review #1: Chapters 1-12

dingy ornate vantage warily haughty omen  
defiantly triumphant leer exasperated languishing clamored  
summoned unwieldy astonishment fiendish cringed console

1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Part of Speech	Illustration
ornate			
vantage			
languishing			
unwieldy			

2. Complete the graphic organizers for the two words below.

**haughty**

Synonyms:	Antonyms:

Illustration:

**exasperated**

Synonyms:	Antonyms:

Illustration:

3. Write a sentence containing the word defiantly below. Then, illustrate your sentence.

\_\_\_\_\_

\_\_\_\_\_

4. Choose the best synonym for fiendish below.

- kind
- cruel
- mysterious
- weary

5. Choose the best antonym for ornate below.

- fancy
- noisy
- painful

\_\_\_\_\_ completes the following sentence.

Our teacher repeatedly asked us to quiet down.

\_\_\_\_\_ you have felt triumphant.

\_\_\_\_\_ you might cringe.

\_\_\_\_\_ ce with a reasonable answer.

\_\_\_\_\_ lary words in one single sentence below. Use more if you can!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Extra Goodies!

Student Packet Covers provided for each section of the novel study.

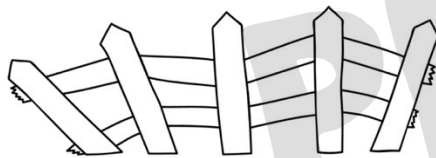
Student Reference Bookmarks highlight essential book info.

End-of-the-book Project Choices!

STUDENT CHAPTER PACKET

# The EGYPT Game

By Zilpha Keatley Snyder



Name \_\_\_\_\_

<p><b>The EGYPT Game</b> by Zilpha Keatley Snyder <i>Reference Bookmark</i></p> <p><b>Plot</b> A group of friends play a seemingly innocent game, when strange things begin to happen to the players.</p> <p><b>Setting</b> The story takes place in a diverse and relatively safe community.</p> <p><b>Characters</b></p> <ul style="list-style-type: none"> <li>• April—an imaginative and troubled girl.</li> <li>• Melanie—April's sensible and friendly neighbor.</li> <li>• Marshall—Melanie's four year old brother.</li> <li>• Elizabeth—a quiet but brave friend.</li> <li>• Toby—the class clown.</li> <li>• Ken—an athletic and friendly guy.</li> <li>• The Professor—a mysterious and spooky man.</li> </ul> <p><small>©2016, 2019 Nothing but Class</small></p>	<p><b>The EGYPT Game</b> by Zilpha Keatley Snyder <i>Reference Bookmark</i></p> <p><b>Plot</b> A group of friends play a seemingly innocent game, when strange things begin to happen to the players.</p> <p><b>Setting</b> The story takes place in a diverse and relatively safe community.</p> <p><b>Characters</b></p> <ul style="list-style-type: none"> <li>• April—an imaginative and troubled girl.</li> <li>• Melanie—April's sensible and friendly neighbor.</li> <li>• Marshall—Melanie's four year old brother.</li> <li>• Elizabeth—a quiet but brave friend.</li> <li>• Toby—the class clown.</li> <li>• Ken—an athletic and friendly guy.</li> <li>• The Professor—a mysterious and spooky man.</li> </ul> <p><small>©2016, 2019 Nothing but Class</small></p>	<p><b>The EGYPT Game</b> by Zilpha Keatley Snyder <i>Reference Bookmark</i></p> <p><b>Plot</b> A group of friends play a seemingly innocent game, when strange things begin to happen to the players.</p> <p><b>Setting</b> The story takes place in a diverse and relatively safe community.</p> <p><b>Characters</b></p> <ul style="list-style-type: none"> <li>• April—an imaginative and troubled girl.</li> <li>• Melanie—April's sensible and friendly neighbor.</li> <li>• Marshall—Melanie's four year old brother.</li> <li>• Elizabeth—a quiet but brave friend.</li> <li>• Toby—the class clown.</li> <li>• Ken—an athletic and friendly guy.</li> <li>• The Professor—a mysterious and spooky man.</li> </ul> <p><small>©2016, 2019 Nothing but Class</small></p>	<p><b>The EGYPT Game</b> by Zilpha Keatley Snyder <i>Reference Bookmark</i></p> <p><b>Plot</b> A group of friends play a seemingly innocent game, when strange things begin to happen to the players.</p> <p><b>Setting</b> The story takes place in a diverse and relatively safe community.</p> <p><b>Characters</b></p> <ul style="list-style-type: none"> <li>• April—an imaginative and troubled girl.</li> <li>• Melanie—April's sensible and friendly neighbor.</li> <li>• Marshall—Melanie's four year old brother.</li> <li>• Elizabeth—a quiet but brave friend.</li> <li>• Toby—the class clown.</li> <li>• Ken—an athletic and friendly guy.</li> <li>• The Professor—a mysterious and spooky man.</li> </ul> <p><small>©2016, 2019 Nothing but Class</small></p>
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Name \_\_\_\_\_

## Culminating PROJECT CHOICES

that you have completed the book, choose one of the final projects to do below!

**SEQUEL:** Write a sequel to *The Egypt Game*. What happens to the Egyptians next?

**WHO'S THE AUTHOR?:** Use the Internet to do research about the author, Zilpha Keatley Snyder. Write a biography about her. Make sure to include a Works Cited page.

**DIARY:** Choose a character in the book. Write about the events in the book from his or her point of view, in the form of several diary entries.

**NEWSPAPER:** Create a newspaper that is themed around the events in the book. You might include articles, advertisements, comic strips, and an advice column.

**PLAYWRIGHT:** Choose your favorite scene(s) from *The Egypt Game*. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!

**BOARD GAME:** Create a board game which is themed around *The Egypt Game*. Be creative!

**PODCAST INTERVIEW:** Imagine you are a journalist that is interviewing one of the characters from *The Egypt Game*. Write a script for it. With a partner, either record to show to the class, or perform it in front of the class!

**ANCIENT EGYPT:** Do some more research about ancient Egypt. Present your findings in a creative way. You might create a Power Point presentation, make a poster, or write an essay. It's your choice.

9. **MUMMIFICATION:** Do some more research about mummification. Create an instruction manual, complete with steps and drawings, that shows how to properly mummify, according to the ancient Egyptians.

10. **CHARACTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything you can think of!

My Choice: \_\_\_\_\_

My Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

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# Detailed Teacher Instructions & Plans.

Everything is laid out for you!

Big picture snapshot!

Standards are named for you!

## THE EGYPT GAME: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (To be used with specific chapters)	Other Reading Response Activities
1: The Discovery of Egypt 2: Enter April	• dingy • ornate • vantage	Vocabulary Review #1: Chapters 1-12	Vocabulary Assessment #1: Chapters 1-12	To use with Chapters 1-8 Cause and Effect	
3: Enter Melanie—and Marshall 4: The Egypt Girls	• warily • haughty • omen			To use with Chapters 1-10 Figurative Language	
5: The Evil God and the Secret Spy 6: Eyelashes and Ceremony	• defiantly • triumphant • leer			To use with Chapters 10-14 Ask or Answer!	
7: Neferbeth 8: Prisoners of Fear	• exasperated • languishing • clamored			To use with Chapters 10-18 Figurative Language: Idioms	
9: Summoned by the Mighty Ones 10: The Return to Egypt	• summoned • unwieldy • astonishment	Vocabulary Review #2: Chapters 13-23	Comprehension Assessment #2: Chapters 13-23	To use with Chapters 11-23 Figurative Language: Similes	To use before, during, and after reading the novel: • Reading Strategy: KWL Chart
11: Egypt Invaded 12: Elizabethan Diplomacy	• fiendish • cringed • console			To use with any chapter: • Main Events • Tree Map: Characters • You vs. Character • Setting: The Five Senses • Setting: Using Imagery • Figurative Language Anchor Posters • Dear Diary...	
13: Moods and Maybes 14: Hieroglyphics	• reluctant • thrilled • balefully			To use before Chapters 14-15: Ancient Egypt Hieroglyphics and Mummification Informational Passage with Comprehension Questions	
15: The Ceremony for the Dead 16: The Oracle of Thoth	• rendezvous • gingerly • trance	Vocabulary Review #2: Chapters 13-23	Comprehension Assessment #2: Chapters 13-23	To use with Chapter 15: Mummifying Prince Pete-ho-tep	
17: The Oracle Speaks 18: Where is Security?	• procession • swiftly • pestering			To use with Chapter 18: One Event: Three Points of View	
19: Confession and Confusion 20: Fear Strikes	• sobered • indignantly • incredulous				
21: The Hero 22: Gains and Losses	• seclusion • mourn • grave	Vocabulary Review #2: Chapters 13-23	Comprehension Assessment #2: Chapters 13-23		
23: The Christmas Keys	• intriguing • speculated • intent				
					To use after finishing the novel: • Theme Thoughts • Lessons Learned • Character Changes • Characters and Quotes • Character Traits • My Book Cover • Solve the Riddle • My Book Review • Culminating Project Options

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## Table of Contents: READING RESPONSE ACTIVITIES

FOCUS	COMMON CORE	PAGES	RESOURCE	USE WITH CHAPTER(S)
		94	Activity Packet Cover page	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	95	Ask or Answer! • Answer key on pg. 128	10-14
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	96	Theme Thoughts • Answer key on pg. 129	Use after finishing the novel.
		97	Lessons Learned • Answer key on pg. 130	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	98	Main Events	any
		99	Mummifying Prince Pete-ho-tep • Answer key on pg. 131	15
		100-101	Cause and Effect (in b/w & color versions) • Answer key on pg. 132	1-8
		102	Tree Map: Characters	any
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	103	You vs. Character	any
		104	Character Changes • Answer key on pg. 133	Use after finishing the novel.
		105	Characters and Quotes • Answer key on pg. 134	Use after finishing the novel.
		106-107	Character Traits • Answer key on pg. 135-136	Use after finishing the novel.
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	108	Setting: The Five Senses	any
		109	Setting: Using Imagery	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	110-111	Figurative Language Anchor posters (in color and b/w versions)	any
		112-113	Figurative Language • Answer key on pg. 137-138	1-10
		114-115	Figurative Language: Similes • Answer key on pg. 139-140	11-23
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	116-117	Figurative Language: Idioms • Answer key on pg. 141-142	10-18
		118	Dear Diary...	any
Connecting Text with Illustrations	RL 3.7/RL 4.7/RL 5.7/RL 6.7	119	One Event: Three Points of View • Answer key on pg. 143	18
Reading Comprehension: Literature	RL 3.10/RL 4.10/RL 5.10/RL 6.10	120	My Book Cover	Use after finishing the novel.
		121	Reading Strategy: KWL Chart	Use before, during, and after reading the novel.
Reading Comprehension: Informational Text	RI 3.10/RI 4.10/RI 5.10/RI 6.10	122-123	Solve the Riddle • Answer key on pg. 144	Use after finishing the novel.
		124-125	Ancient Egypt: Hieroglyphics and Mummification Informational Passage with Comprehension Questions • Answer key on pg. 145	Use before reading Chapters 14-15.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	126	My Book Review	Use after finishing the novel.
		127	Culminating Project Options	Use after finishing the novel.
		128-145	Answer Keys For: • Ask or Answer! • Theme Thoughts • Lessons Learned • Mummifying Prince Pete-ho-tep • Cause and Effect • Character Changes • Characters and Quotes • Character Traits • Figurative Language • Figurative Language: Similes • Figurative Language: Idioms • One Event: Three Points of View • Solve the Riddle • Ancient Egypt Hieroglyphics and Mummification Informational Passage with Comprehension Questions	

# Four Assessments included.

## Comprehension Assessment #1: Chapters 1-12 | Comprehension Assessment #2: Chapters 13-23 Vocabulary Assessment #1: Chapters 1-12 | Vocabulary Assessment #2: Chapters 13-23

Name \_\_\_\_\_ Date \_\_\_\_\_

### THE EGYPT GAME

COMPREHENSION ASSESSMENT #1: CHAPTERS 1-12

#### ❖ Part 1: Comprehension Multiple Choice

Choose the best answer for each question below.

- Choose the words that best describe Melanie.
  - Friendly and caring
  - Lonely and difficult
  - Shy and quiet
  - Awkward and unimaginative
- What is April's nickname at school?
  - February
  - Nefertiti
  - Eyelashes
  - Ross
- What omen do the Egyptians see on Halloween night?
  - A full moon
  - A broken window
  - A black cat
  - A shooting star
- In the game, from where does Set get his mysterious power?
  - The Crocodile Stone
  - The Dark Altar
  - The Dying Fountain
  - The Wilted Lotus
- Which of the following is not one of April's problems in these chapters?
  - A neighborhood girl is killed
  - Her mother sent her away
  - She is the new kid at school
  - She and Melanie get into an argument

#### ❖ Part 2: Comprehension & Analysis Short Answer

Answer the following questions in complete sentences.

- Choose one of the characters in the story. Describe him or her with at least two adjectives. Support your choices with evidence from the story.

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- Describe what the children do when they play the Egypt Game.

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- What is one problem that happens in the story? Is the problem solved? If so, how? If not, why not?

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Name \_\_\_\_\_ Date \_\_\_\_\_

### THE EGYPT GAME

VOCABULARY ASSESSMENT #1: CHAPTERS 1-12

#### ❖ Part 1: Matching

Draw lines that match the words on the left with their proper definitions on the right.

- |                 |                             |
|-----------------|-----------------------------|
| 1. dingy        | A. elaborate; showy; fancy  |
| 2. haughty      | B. dark, dull, and shabby   |
| 3. ornate       | C. a malicious look         |
| 4. leer         | D. wonder or great surprise |
| 5. astonishment | E. scornful; snobbish       |

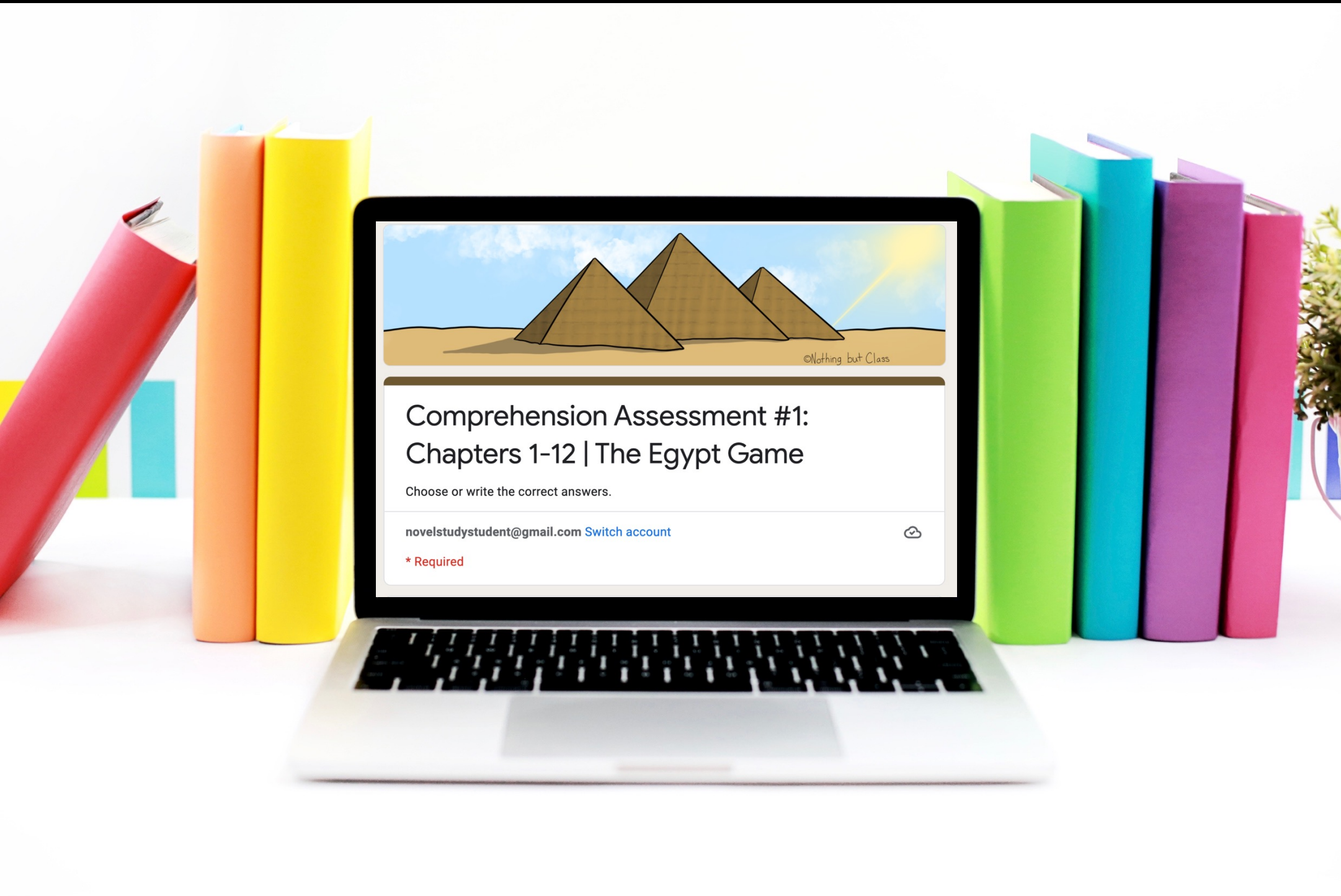
#### ❖ Part 2: Multiple Choice

Choose the words that belong in the sentences below. Circle the word; then write it in the blank.

- My mom \_\_\_\_\_ me to the kitchen table when dinner was ready.
  - exasperated
  - summoned
  - vantage
  - cringed
- My best friend tried her best to \_\_\_\_\_ me as I wept in sorrow.
  - cringed
  - leer
  - console
  - unwieldy



# Google Forms versions of Tests *included.*



## How it works...

Step 1: Send your students a link.

Step 2: Students complete the test on computers or tablets.

Step 3: Self-grading—so fast, so easy, and **INSTANT** data!

**\*NOTE\*** You will need to manually grade the written responses only.

For testing, *choose* from 3 versions:

1. Google Forms version-  
Self grading for instant data!
2. Google Slides version-  
Students type directly on the tests!
3. Black and white  
Printable version



# Google Slides Version of the entire novel study *included.*



- Full-color, interactive adaptations of all resources.
- Text boxes placed everywhere students must type.
- Students can access the digital version from home OR school.
- Teachers and students can easily send this back and forth using Google Drive or Google Classroom!
- Easy instructions included.

Your purchase includes *both* the printable & the Google versions of this resource.