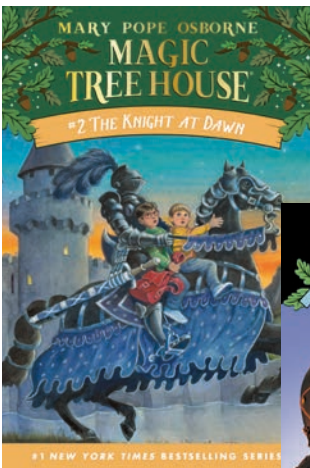




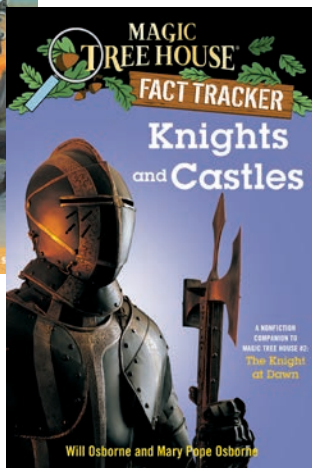
The Knight at Dawn* and *Knights and Castles: *A Nonfiction Companion to The Knight at Dawn*



PB: 978-0-679-82412-1
EL: 978-0-375-89419-0
Grades: 1-4
F&P: M • Lexile: 310L

ABOUT *The Knight at Dawn*

Jack and Annie travel back in time to medieval England for an adventure inside a storybook castle, from feasting hall to dreadful dungeon.



PB: 978-0-375-80297-3
EL: 978-0-307-97509-6
Grades: 2-5
F&P: S • Lexile: 690L

ABOUT *Knights and Castles:*

A Nonfiction Companion to The Knight at Dawn

What was it like to wear armor? What was the food like in castles? Find the answers in this Fact Tracker as Jack and Annie explain what life was really like in medieval times.

ACTIVITIES FOR *The Knight at Dawn*

Make a knight's helmet by cutting off the top of a gallon-sized milk jug. Cut and shape the remaining piece and cover with foil cut into strips or scallop shapes. Decorate with scraps of paper or other materials.

Construct a model of a Medieval Castle using cardboard, poster board, paper towel tubes, Legos or other available materials.

ACTIVITIES FOR *Knights and Castles: A Nonfiction Companion to The Knight at Dawn*

Please Pass the Salt!

Discuss the main food groups of today and compare them with the food eaten during medieval times. Also compare place settings and utensils. Then design a menu illustrating the similarities and differences between a modern and a medieval feast.

Dressed to Kill!

The system of coats of arms is called heraldry. List the characteristics that best describe yourself and choose symbols or pictures that represent those traits, such as a lion to show bravery. Then create your own coats of arms.

Teaching ideas provided by Jamay Johnson, second grade teacher; Melinda Murphy, media specialist, Reed Elementary School, Cypress Fairbanks Independent School District, Houston, Texas; and Rosemary B. Stimola, Ph.D., former professor of children's literature at City University of New York.





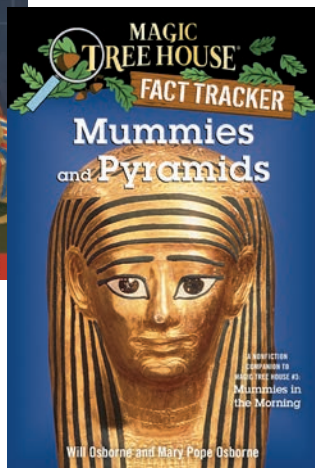
Mummies in the Morning* and *Mummies and Pyramids: A Nonfiction Companion to *Mummies in the Morning*



PB: 978-0-679-82424-4
EL: 978-0-375-89420-6
Grades: 1–4
F&P: M • Lexile: 230L

ABOUT *Mummies in the Morning*

Jack and Annie find themselves whisked away to ancient Egypt, where they come face to face with a dead queen—and her 1,000-year-old mummy!



PB: 978-0-375-80298-0
EL: 978-0-307-97515-7
Grades: 2–5
F&P: S • Lexile: 650L

ABOUT *Mummies and Pyramids:* *A Nonfiction Companion to Mummies in the Morning*

How were pyramids built? Why did people make mummies? What magic charms were buried with mummies? Who discovered King Tut's tomb? Unwrap the answers to these questions and more in Jack and Annie's very own guide to the secrets of ancient Egypt. Includes information on how mummies were made, Egyptian gods and goddesses, and more!

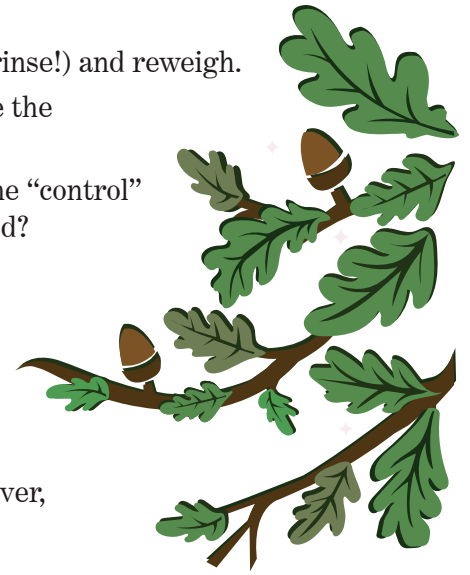
ACTIVITIES FOR *Mummies in the Morning*

Mummified Fruits

Even though Annie is grossed out, Jack is not alone in his fascination with mummies and the process of mummification. Explore the role of a natural salt, natron, in the desiccation of mummies by conducting the following experiment:

- Divide a fruit such as an apple, a pear, or a peach into quarters.
- Weigh each quarter; place each into a plastic cup labeled with its weight.
- Pour $\frac{1}{2}$ cup baking soda into the first cup; $\frac{1}{2}$ cup Epsom salts into the second; and $\frac{1}{2}$ cup table salt into the third, making sure each fruit wedge is completely covered; leave the fourth cup as is for a “control.”
- Put the uncovered cups in a location out of direct sunlight for a week.

- Remove each from its cup, brush off as much salt as possible (do not rinse!) and reweigh.
- Compare starting weights with those recorded a week later. Calculate the percentage of weight lost in each case.
- Which salt compound seemed to work best? What information does the “control” fruit provide? How might results change if salt compounds were mixed?



ACTIVITIES FOR *Mummies and Pyramids:* ***A Nonfiction Companion to Mummies in the Morning***

On the Nile!

On a map locate Africa, Egypt, the Nile River, the Sahara Desert, and the Mediterranean Sea. Brainstorm activities that would take place along the river, such as boating, hunting, fishing, washing clothes, etc.

Who Let the Gods Out?

Egyptians worshipped gods and goddesses that were half human and half animal. These animal-like qualities signified the duties that they performed. Create your own gods/goddesses by drawing the head or cutting out pictures of animal heads and attaching them to drawn pictures or actual photographs of yourself. Then name your god/goddess and write a poem or description of the characteristics and duties performed by your newly created god/goddess.

The Farmer on the Nile

The Egyptians were great farmers and relied very heavily on the flood cycle of the Nile. Consider the importance of flooding, planting and harvest. Address the question on page 18, “Why was the Black Land so good for farming?” Research what items the Egyptians would have planted and harvested, and then illustrate the cycle of their farm year. Consider what type of plant to grow in your climate and then begin your very own harvest. Keep a science journal to track the growth of your plant.

Teaching ideas provided by Jamay Johnson, second grade teacher, Reed Elementary School, Cypress Fairbanks Independent School District, Houston, Texas; and Rosemary B. Stimola, Ph.D., former professor of children’s literature at City University of New York.