



Lesson Extensions and Activities for
The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs

Age Range: 7 - 10 years

Reading Is Fundamental

Google Voyager Folktales Unit

Book Description

A sailor finds himself shipwrecked on a magic island his way to the King's gold mines. A serpent soon appears and reveals to the sailor that he another lone survivor. Will their shared experience unite them or will their differences make them enemies?

Folktale Background

This tale is based on one found on a papyrus scroll of hieroglyphs in Egypt. It likely dates back to the nineteenth century BC, during the Middle Kingdom, the classical period of Egyptian literature.

Vocabulary

Lieutenant – A deputy or substitute acting for a superior.

Commander – A person in authority, especially one who rules over a body of troops or a military operation.

Cubits – An ancient measure of length, approximately equal to the length of a forearm.

Mast – A tall, upright post, spar or other structure on a ship or boat.

Splinter – To break into small sharp fragments.

Tremble – To shake involuntarily.

Lapis lazuli – A bright blue metamorphic rock.

Grieve – To suffer great sorrow.

Hail – To call out to (someone) to attract attention.

Prior to Reading

- Ask students if they have heard of Egypt. On chart paper, create a Venn diagram and have students share what's similar about the U.S. and Egypt and what's unique to each of the countries. Note students' answers even if they're incorrect as you will go back and discuss the answers after learning more about the country.
- Walk students through the Egypt [Google Voyager Experience](#). Students will learn about the country where the story is set. Add additional notes to the Venn diagram as you walk through the experience.
- Share with students this is an Egyptian tale. Ask if they've heard any other stories set in Egypt and call on volunteers to share.

While Reading

- Pause after you've read a page that has hieroglyphs and have students recreate the symbols that are highlighted on the page.

Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
 - Where is the sailor headed when he becomes shipwrecked?
 - What would you do if you were in the sailor's place?
 - What do the sailor and the serpent have in common? What differences do they have?
 - What gifts does the serpent give the sailor?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs* on RIF's Literacy Central (<https://www.rif.org/literacy-central>).

Lesson Extensions and Activities

Here are some ways to further explore the story:

- **Math** – Have students complete word problems using paper cutouts of items mentioned in the book.
 - Example word problem: The sailor finds 20 ripe figs, 19 grapes, 6 vegetables and 5 cups of grains. He eats 15 ripe figs, 10 grapes, 4 vegetables and 2 cups of grains. Then, the serpent brings him 5 more ripe figs, 10 more grapes, 6 more vegetables and 5 cups of grains. How many of each does the sailor have now?

Objective: Students will be able to use representations to solve addition and subtraction problems.

Standards: CCSS.MATH.CONTENT.1.OA.A.1 (Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.)

Materials:

- Printouts with word problems related to *The Shipwrecked Sailor: A Tale with Hieroglyphs*
- Paper representations of items mentioned in the book
- Pencils

- **Arts** – The book features paintings inspired by ancient Egyptian art, specifically New Kingdom temple and tomb decorations. Using the hieroglyphs in the book as inspiration, have students create their own graphic alphabet.

Objective: Students will design and create artistic works.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Markers
- Colored pencils
- Construction paper

- Pencils
 - Magazines that can be cut
 - Scissors
- **Writing** – The book tells the sailor’s story in detail since it’s told from his perspective, but the serpent also has an interesting experience to share. Have students tell the serpent’s story based on what they read in the book.

Objective: Students will practice creative writing.

Standards: CCSS.ELA-LITERACY.W.2.8 (Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.)

Materials:

- Journals
- Pens