

KING TUT

CUBE CODE

...asty did Tut and his
...y to return Egypt
...s old ways?

A. New
B. Middle
C. Old
D. None of the above

Karnak was an ancient temple
area located on what bank of
the Nile River?

A. North
B. East
C. South
D. West

Where is the Valley of the
Kings?

A. Thebes
B. Cairo
C. Ismailia
D. Sūhāj

What was found inside King
Tut's tomb?

A. Weapons
B. Beads
C. Masks
D. All of the above

The SECOND number of the lock is the
number of years King Tut ruled for
MINUS 9.

The FIRST number of the lock is
the number of wooden shrines King Tut
was buried with MINUS 4.

The THIRD number of the lock is the
number of main wealthy periods
Ancient Egypt went through MINUS 2.

4	ten	7	16th
5	18th	8	Amun
6	20th	9	Horus

During the
advisors tried
restored old
the sun god
the capital
changed
living im
temple
dedic
are

...dynasty, Tutankhamun and his
...Egypt back to its old ways. He
...force the worship of just
...s. He also returned
...khamun even
...at "the

STATION 3:
Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds to the value. If the statement is false, cross out that coin value. After you are finished add the TOTAL of ALL TRUE coin values. The code has been provided for you. If the total is 625, a 6 in the first box, the 2 in the second box and so on.

- (A) 75 A. A man by the name of Howard Carter discovered King Tut's tomb in 1944.
- (B) 25 B. Thebes was an area in Egypt where the most powerful pharaohs were buried.
- (C) 50 C. When Akhenaten was pharaoh, he made changes to Egypt that many did not like.
- (D) 100 D. People who prepared the dead bodies for the afterlife were called scribes.
- (E) 75 E. King Tut's sarcophagus (stone coffin) is the most famous one today.

STATION 2:
First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an EVEN numbered paragraph, leaving only ODD numbers as your final code (in the order of questions). Paragraph numbers MAY be used more than one time or not at all.

- (A) His vizier was named Ay, and the general was named Horemheb.
 - (B) He was nicknamed "The Boy King" because he became pharaoh when he was just nine years old.
 - (C) Tutankhamun Akhenaten
 - (D) The civilization was distinct
 - (E) People were "after"
 - (F) Some
- ELIMINAT

KING TUT

Ancient Egypt, a great civilization that lasted 3,000 years in Africa, had many pharaohs. Pharaohs were the kings or leaders and were viewed as gods. The civilization, which is a group of people with their own way of life, went through three distinct periods where they were united and prosperous. These periods were called the Old Kingdom, the Middle Kingdom, and the New Kingdom.

One very well-known pharaoh was Tutankhamun who was a king of Egypt during the New Kingdom. He was nicknamed "The Boy King" because he became pharaoh when he was just nine years old. Today, he is also known by the name King Tut, for short.

A few decades, King Tut's tomb was blocked by stone and debris. It was placed a 24-pound gold mask and shoulders. The tomb was raided and stolen hundreds of times over the years.



CUBE CODE

4 DIGIT CODE

A	75
B	25
C	50
D	100
E	100
F	75
G	50
H	25

9

STATION 1:

Use your reading passage or deductive reasoning skills to determine the missing words in the paragraph below. Each missing word has a corresponding NUMBER. The 4-digit code will be the NUMBER of each missing word in the same order in which they appear in the paragraph.

STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an ODD numbered paragraph, leaving only EVEN numbers as your final code (in the order of questions). Paragraph numbers MAY be used more than one time or not at all.

STATION 3:

Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds with that question. If the statement is false, cross out that coin value. When you are finished add the TOTAL of ALL TRUE coin values. One digit of the code has been provided for you. If the total is 625, a 6 would go in the first box, the 2 in the second box and so on.

STATION 4:

Use your reading passage to determine the combination to the 4-digit lock. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order.

STATION 5:

Answer each multiple choice question below. Then, count the number of times you used each letter answer (ABCD) to reveal your 4 digit code. Answer options may be used more than once or not at all. If a letter option is not used, simply put a zero in the box.

STATION 6:

Reread the passage and write the main idea in your own words. Then, add TWO supporting details that back up your main idea or topic sentence.

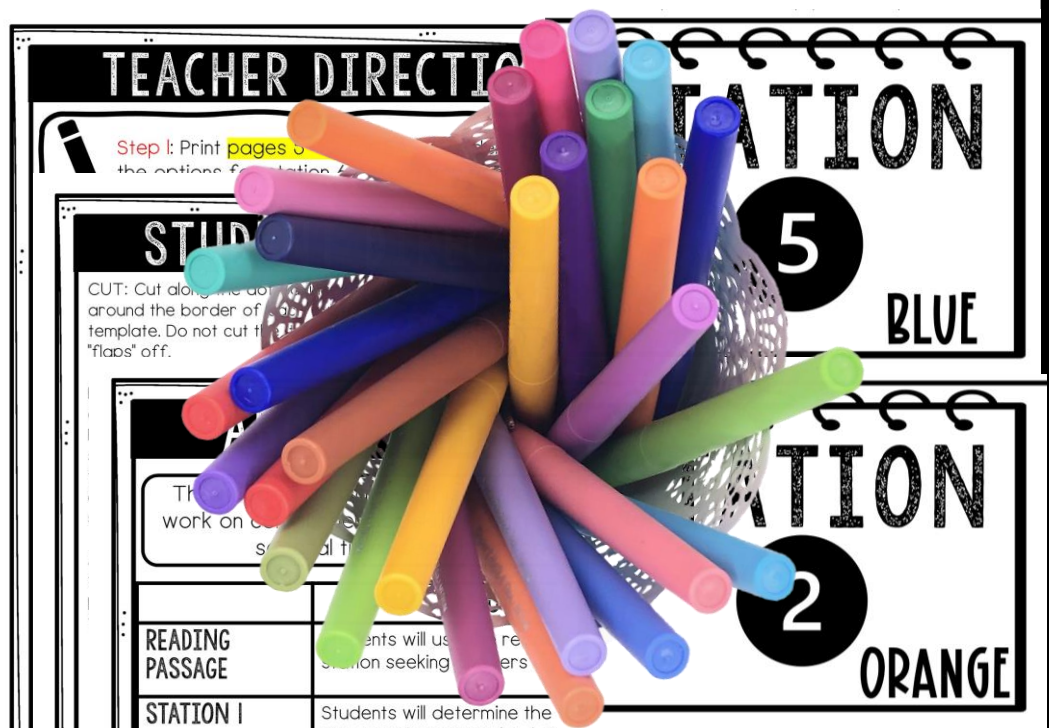
STATION

1

RED

WHAT'S INCLUDED?

- READING PASSAGE
- 6 STATIONS
- TEACHER GUIDE
- STATION CARDS
- ANSWER KEY
- STUDENT DIRECTIONS
- TEXT MARKING OPTION
- ALTERNATE STATION
- ASSEMBLY TIPS



6 STATIONS

STATION 1:

Use your reading passage or deductive reasoning to determine the missing words in the paragraph below. The missing word has a corresponding NUMBER. The 4-digit code will be the NUMBER of each missing word in the same order in which they appear in the paragraph.

STATION

1

RED

STATION 6:

Reread the passage and write the main idea in your own words. Then, add TWO supporting details that back up your main idea or topic sentence.

STATION

6

SUPPORTING DETAIL #1

STATION 4:

Use your reading passage to determine the combination to the 4-digit lock. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order.

The LAST number of the lock is the weight in pounds of the gold mask

STATION

4

GREEN

STATION 5:

Answer each multiple choice question below. Then, count the number of times you used each letter answer (ABCD) to reveal your 4 digit code. Answer options may be used more than once or not at all. If a letter option is not used, put a zero in the box.

STATION

5

BLUE

STATION 3:

Read each statement below and determine if it is true or false. Write the number of true statements in the box. Then, add the number of false statements to the number of true statements to reveal your 4 digit code.

STATION

3

YELLOW

STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the number of paragraphs is not equal to the number of paragraphs in the passage.

STATION

2

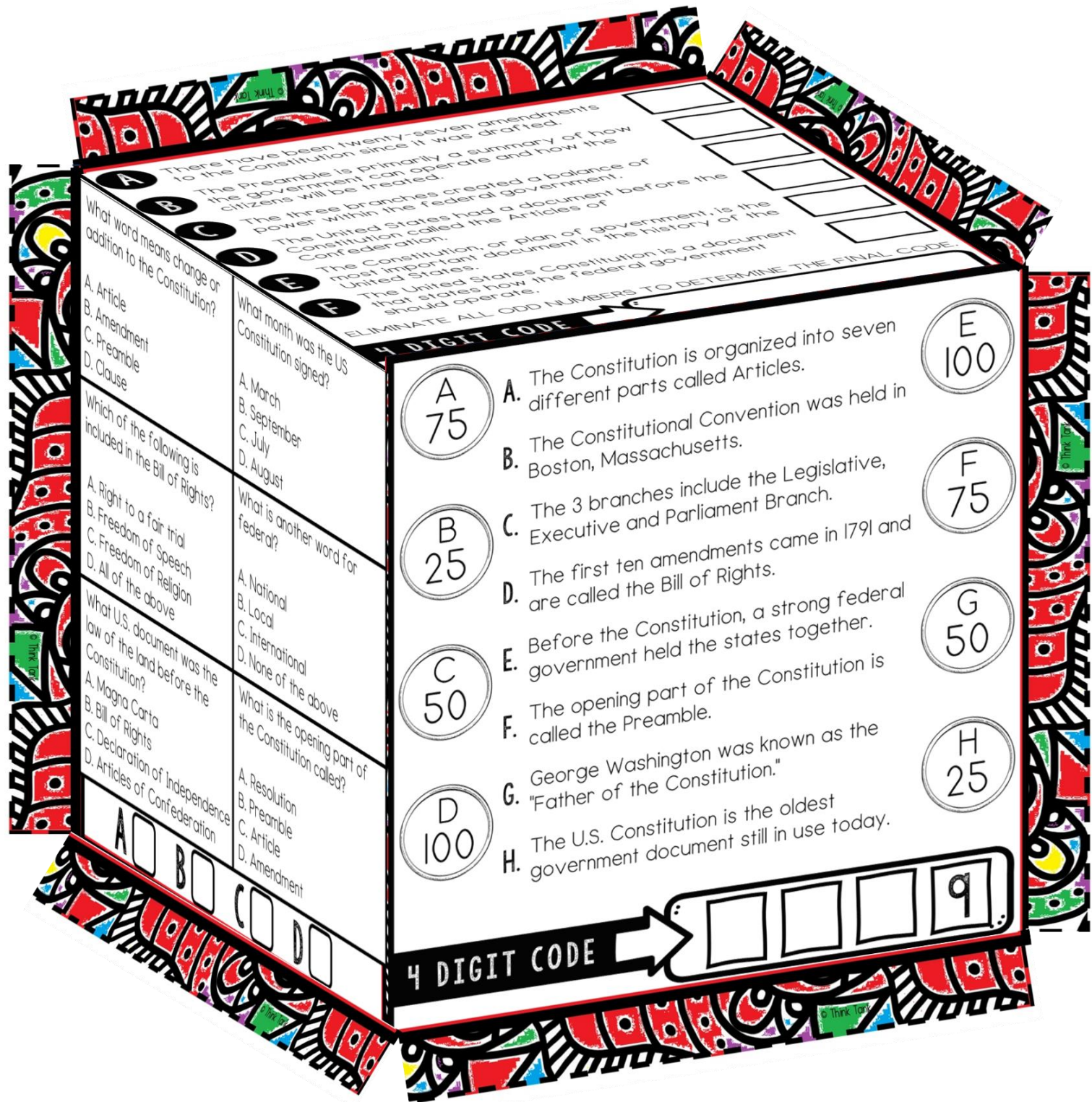
ORANGE

A B C D

4 DIGIT CODE

4 DIGIT CODE

SAMPLE CUBE




STATIONS

STATION 1	Students will determine the missing words in the paragraph to reveal a 4 digit code.
STATION 2	Students will number the paragraphs and browse the passage to determine where the answers can be found (paragraph number). After eliminating EVEN numbers, a 4 digit code will be revealed.
STATION 3	Students will read each statement and determine if it is true or false. They will then ADD all TRUE values to find the 4 digit code.
STATION 4	Students will do some basic math here, read the passage to find the answers and then determine the 4 digit code.
STATION 5	Students will answer 6 multiple choice questions which lead them to a 4 digit code based on the number of times they used each "answer".
STATION 6	Option 1: Main idea writing activity Option 2: Color and add topic
TEXT MARKING	OPTIONAL: A color code chart is included in case you want students to mark the text citing evidence of where they found their answers.

**STUDENTS WILL
USE THE SAME
READING
PASSAGE AT
EACH STATION
SEEKING
ANSWERS AND
TEXT EVIDENCE.**

HOW IT WORKS



ENGAGING READING COMPREHENSION PRACTICE!

1

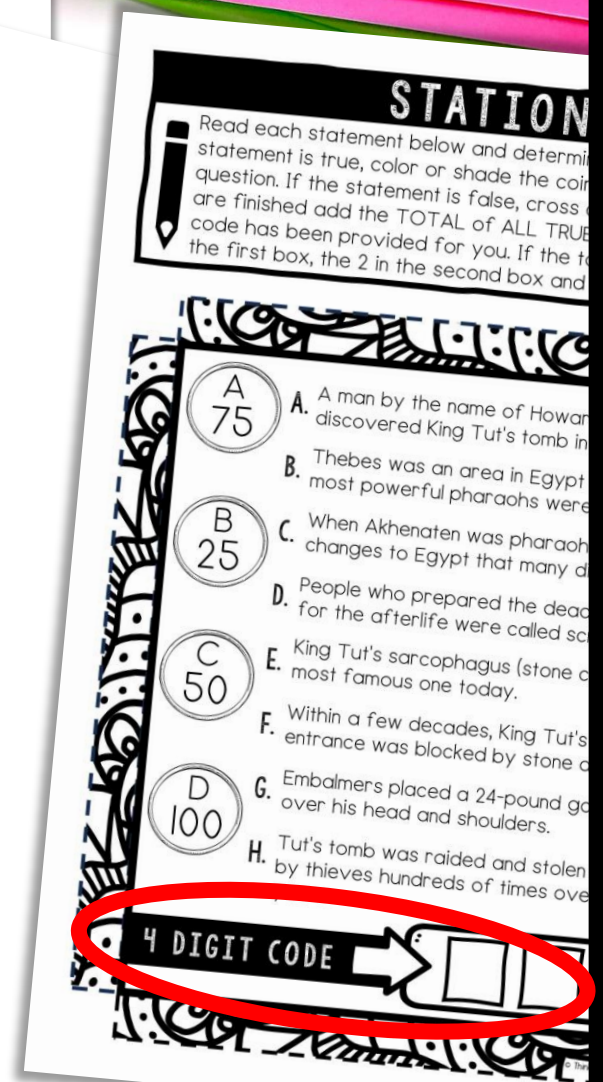
Students work individually (or in pairs) and visit 6 stations, grabbing one side of their cube at each station.

2

Students will answer the questions (found directly in the passage) on their cube sheet before assembly. Students will revisit their reading passage at EACH station!

3

Students will reveal 4-digit codes to move on to the next station. When they finish all stations, they can color and assemble their cube.



STATION

Read each statement below and determine if the statement is true, color or shade the corresponding question. If the statement is false, cross it out. When you are finished add the TOTAL of ALL TRUE answers. A code has been provided for you. If the total is 75, the code is 75. If the total is 100, the code is 100.

A
75

B
25

C
50

D
100

A. A man by the name of Howard Carter discovered King Tut's tomb in Egypt.

B. Thebes was an area in Egypt where the most powerful pharaohs were buried.

C. When Akhenaten was pharaoh, he made changes to Egypt that many of his successors reversed.

D. People who prepared the dead for the afterlife were called scribes.

E. King Tut's sarcophagus (stone coffin) is the most famous one today.

F. Within a few decades, King Tut's tomb entrance was blocked by stone.

G. Embalmers placed a 24-pound gold mask over his head and shoulders.

H. Tut's tomb was raided and stolen by thieves hundreds of times over the centuries.

4 DIGIT CODE →

COMBINATION



Each Cube Code is a winning combination of:



- stations and movement
- close reading
- comprehension skills
- coloring and stress relief
- secret codes
- cut and paste
- citing evidence
- critical thinking

Everything a teacher dreams of wrapped up into one FUN and engaging activity!

BENEFITS



THINK OUTSIDE THE BOX!

-  ANTICIPATORY SETS
-  UNIT REVIEW
-  EARLY FINISHERS
-  STATIONS
-  SUB PLANS
-  PARTNER WORK
-  ENRICHMENT

-  HANDS-ON
-  CROSS-CURRICULAR
-  HIGHLY ENGAGING

