TEACHER NOTES

Welcome to Escape the Curse of the Multiplication Mummy! This is a culminating activity for fourth grade multiplication standards. This is an activity where students must work together using multiplication to escape from a pyramid in which they are lost. To escape, students must unlock a series of clues to discover a map that will allow them to escape from the pyramid.

I have included multiple versions of this activity to meet your classroom needs. One version is for a physical set-up of the activity, and the second version is for a hybrid digital version of the activity. In both versions, break students into small groups, approximately four per group.

Physical Version Materials:
- 3-digit lock
- 4 digit lock
- 5-letter lock
- 5-color lock
- multi-lock
- sandwich baggies
- large envelope (on
- large escape box
- small escape box

- 5-letter lock-A G
- 4-digit lock-1 2 3 6
- 3-digit lock-246
- 5-color lock-25328

- Clue 1-Either print
  envelope.
- Clue 2-Either print
  envelope.
- Clue 3-You may eit
  large envelope.
- Clue 4-Either print
  envelope. If you ar
- In this version, rat
  Form. This will allow
  https://do

PHYSICAL VERSION DIRECTIONS

- Use one large manila envelope for each group. You may print the cover page and glue that page to the envelope. I like to laminate my envelopes for additional durability. I cut a slit in the opening after laminating.
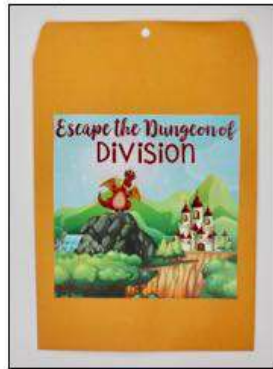
- Clue 1-Either print 1 copy for each student or 1 copy for each group. Store these in the large envelope. Use a UV pen to write a secret code on Clue 1 (anywhere on the paper). With the pen, write down where you have hidden that group's key. I may tape one to the bottom of a small group table, one underneath a chair-places that are easy to access and where the key won't be easily found. I also place each group's key in a different place to keep students from copying what other groups are doing.
- Clue 2-You may either print 1 copy for each student or 1 copy for each group. Store these in the large envelope. Use the 3-number lock.
- Clue 3-Laminate and cut out the cards. Store the cards in a sandwich baggie and place the baggie in the large envelope.
- Clue 4-Laminate and cut out the cards. Store the cards in a sandwich baggie and place the baggie in the large envelope.

- Place a You Escaped card in the small box.
- Lock the small box with the 5-color lock.
- Place the small box in the large box.
- Place the multi-lock on the large box.
- Place the other three locks on the multi lock.

Escape the Dungeon of Division

Oh no! You've been trapped in the dungeon of a medieval castle that is guarded by a fire breathing dragon. You and your team are trapped in the division dungeon with no way out! Fortunately, your group is full of amazing mathematicians, and if you apply what you have learned about division, you will be able to escape from the dungeon inside the castle. You must solve a series of clues that will allow you to f____ ____ w____ ____ the obstacles ____ ____ ____ follow ____ directions ____ low to g____ sta____ ____.

☐ ____ Solve ____ of the ____ ision p____ ____ After y____ ____ ____ and ____ ____ent on the bottom of the recording sheet. Place the letter on the problem on top ____ ____ corr____ ponding ____ quot____ ____. When y____ find ____ ____ mea____ ____ make su____ you ____eep it a se____et—ot____ wise ____ e other g____ ____ ____ ____ ____ ____ wa____ you ____ ____!

☐ Clu____ ____. The ____ ____ber ____ n th____ ____ bble ____ are ____ ____ ____sed as div____ ends ____ divi____ ____ pro____s. C____lor in a____ ____ ____ber ____ that w____ ____ ____ tai____ ____ ____ ha____ ____ a r____ aind____—no matter what the divisor for the problem is. Don't try to solve every possible division problem. Instead, think about divisibility rules and use the process of ____ ____ ____on ____ probl____ wh____ y____ ____ e co____ ____ red in ____ Does ____ div____ ____ ____

☐ ____ue ____ ____. Solve ea____ ____ of the d____ ision prob____ ____ns ____ ____ ____ ere ____ ree a____ wer choi____ ____s ____ t____ bottom o____ each c____rd. ____ele____ the be____ choic____ ____ and writ____ ____ low____ the ____ ____ ____rr____ sponding lett____ ____. ____nscramb____ the lett____ ____ to f____ your ____ ext clu____.

☐ Clue 4—Solve each of the problems on the Clue 4 cards. After you determine the five answers, place the cards in order from the smallest answer to the greatest answer. This is the order of the letters for the 5-letter lock.
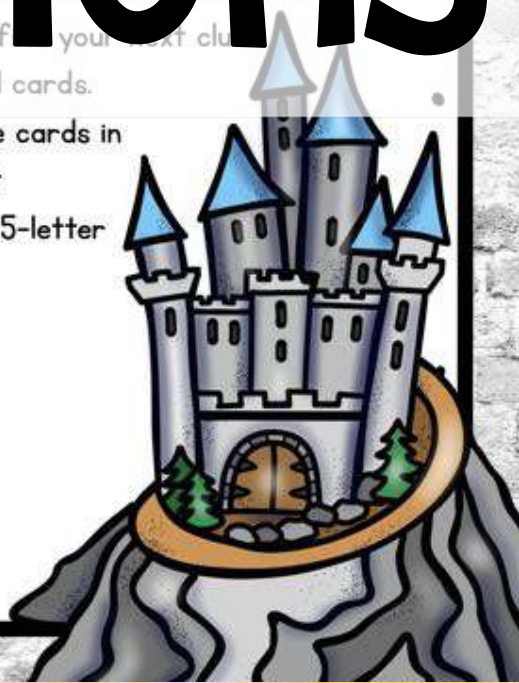
CLUE 1

Your first step is to unlock the door to the dungeon, but you must first find the key. A previous division master left you a hidden message in the dungeon, and you will have to use division to decipher the hidden message to discover the location of the key. Make sure you don't let your competitors see what you discover or HOW to discover the clue.

$4,342 \div 2 =$	$1,056 \div 3 =$	$944 \div 4 =$
L	S	E
$378 \div$?	$252 \div 7 =$	$944 \div$?
$5,706 \div 9 =$	$2,688 \div 4 =$	$2,064 \div 8 =$
S	U	H
$1,7$??	$861 \div 7$	$1,672 \div$?
E	T	L
$344 \div 8 =$	$3,204 \div 9 =$	$2,934 \div 6 =$
V	A	H
$2,422 \div 7 =$	$1,160 \div 5 =$	$5,148 \div 9 =$
G	H	F

42	352	355		2,438	344	236		672	43	

572	2,171	356	634	232	234	36	346	489	123

Four sets of clues
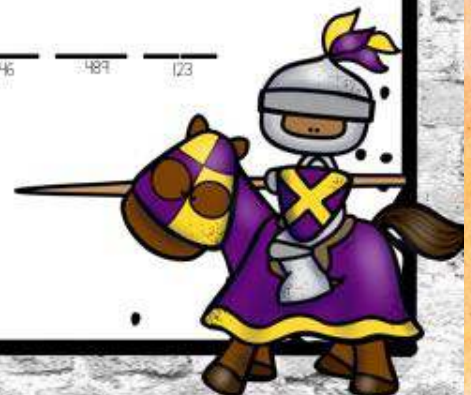
CLUE 2

Now that you have your key, you're ready to climb the stair case. The numbers below are being used as a code to show which steps are safe to step on. Color in all numbers that when used as dividends will be certain to have a remainder. The numbers that will have a remainder are a trap, so you must avoid those steps.

430	543	63	4,320	11,350	8,763	3,450
5,214	241	91	2,301	3,000	753	5,384
3,756	257					765
2,478	6,505	99		5,000	483	8,986
		117		7,		

6,874	307	153	5,005	500	609	2,382
56	6,330	4,654	2,308	10,000	375	504
3,878	40	139	101	83	73	7,875
500	7,	6,605	11,340	200	531	9,876

CLUE 3

The new restaurant ordered booths that could seat six people. If there were 139 people eating at the new restaurant, how many booths would the restaurant need for everyone to have a seat?

A	Z	S
23	1	24

The construction worker was building windows for a new house. He needed four nails for each window. If he has 129 nails, how many windows could he build?

I	Y	B
32	1	33

Brandon is placing strawberries into boxes. He has 342 strawberries and he placed five strawberries in each box. How many strawberries does Brandon have left over?

C	D	D
68	2	69

The Girl Scouts are going camping. Four girls can sleep in a tent. If there are 105 girls on the camping trip, how many tents will they need?

W	T
26	1	27

The Honda go-cart company was building go-carts. They needed four tires for each go-cart. If they had 783 tires, how many go-carts could they build?

E	V	G
195	3	196

Eve was planting a garden. She had 139 flowers to plant in the garden. She planted the flowers in five equal rows. How many flowers did she have left over?

H	E	U
27	4	28

The cafeteria ordered boxes of raisins for the students at school. The boxes of raisins came in packs of eight. If there were 847 students in the school, how many boxes of raisins should the cafeteria order?

R	J	N
105		106

CLUE 4

What is the missing number in the area model?

A

6 | 6
1,920 | 1,800 / 20

What is the missing number in the area model?

T

5 | 5
765 | 500 / 200

What is the divider of this division problem?

H

70
70
70
7

What is the missing number?

O

4,843 ÷ 8 =
(4,000 ÷ ___) + (___ ÷ ___) + (6 ÷ ___)

What division problem does the model represent?

B

8
500 | 4,000
30 | 240
6 | 48