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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS.....

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# Lewis Carroll

**C**harles Lutwidge Dodgson was born in January 1832 in Daresbury, Cheshire, England. He became famous for his writing under the pen name Lewis Carroll. Carroll was the oldest boy of 11 children. His father was a clergyman who raised his family in the rectory.



Carroll was taught at home. Early in his life, he proved to be very good in mathematics. He received several prizes for his studies. He also had a knack for writing and creating games. He often entertained his siblings this way. When he was 20, Carroll received a scholarship to Christ Church College, Oxford where he would spend most of the rest of his life.

Carroll had a bad stammer. Even so, he was made a lecturer in mathematics at Christ Church. In 1855, Henry George Liddell became the dean at Christ Church. Carroll soon became a close friend of the family, particularly Liddell's three young daughters: Lorina, Edith and Alice. Carroll became close with Alice and spent many hours with her, creating whimsical stories of fantastic worlds. One afternoon, Carroll and the Liddell sisters went on a picnic. Carroll told one story that would soon become *Alice's Adventures in Wonderland*. Alice Liddell encouraged Carroll to write the story down for her.

The book was released in 1865 and became an instant classic. Carroll then wrote a sequel, *Through the Looking-Glass and What Alice Found There* in 1871. In 1876, Carroll published another of his noted works—a nonsense poem called *The Hunting of the Shark*. Almost a full 30 years after *Wonderland*, Carroll wrote a two-volume tale of sibling fairies called *Sylvie and Bruno*. Throughout his life, Carroll was also a photographer, an inventor, and an academic writer. He died in 1898 at age 65 in Guildford, Surrey, England. By that time *Alice's Adventures in Wonderland* had become one of the most popular children's books in England.

Carroll did just that and sent the story to novelist Henry Kingsley. He suggested Carroll publish it.

• Carroll made up a lot of the words that are in the poem *Jabberwocky*.

### Did You Know?

• When he was a child, Carroll suffered a fever, leaving him deaf in one ear.

• Carroll invented a gridded tablet with 16 square holes called a nycograph. It assisted with note-taking in the dark. It used a form of shorthand writing with dots and/or strokes.



# Chapter Six

Answer the questions in complete sentences.

1. At the end of Chapter Five, Alice is left walking toward an egg she bought at a shop. Do you believe she'll reach the egg in the upcoming chapter? Explain why or why not.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In Chapter Five, Alice says the looking-glass world is lonely. Do you believe her feelings will change in the next chapter? Explain why.

\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

chattering	narrow	relented	pursed	provoking
dismay	ignorant	shudder	generally	hastily

- "It's very \_\_\_\_\_," Humpty Dumpty said.
- "Don't stand \_\_\_\_\_ to yourself like that," Humpty Dumpty said.
- "That wall is so very \_\_\_\_\_," Alice said.
- "Oh, it needn't come to that!" Alice \_\_\_\_\_ said.
- "The face is what one goes by, \_\_\_\_\_," Alice remarked.
- Humpty Dumpty \_\_\_\_\_ up his lips, and looked so solemn and grand that Alice could hardly help laughing.
- "I should have said—no, a belt, I mean—I beg your pardon!" Alice added in \_\_\_\_\_.
- "I know it's very \_\_\_\_\_ of me," Alice said after mistaking Humpty Dumpty's cravat for a belt.
- Alice apologized in so humble a tone that Humpty Dumpty \_\_\_\_\_.
- "I wouldn't have been a messenger for anything!" Alice thought with a \_\_\_\_\_.



# Chapter Six

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Alice says Humpty Dumpty has no more sense than a baby.
- T F b) Humpty Dumpty got his cravat as a birthday present from the King.
- T F c) Alice thinks Humpty Dumpty was unpleasant.
- T F d) Humpty Dumpty thinks Alice is a stupid name.
- T F e) Alice often asks advice about growing.
- T F f) Slithy means lithe and slimy.

2. Number the events from 1 to 6 in the order they occurred in the Chapter.

- a) Alice asks Humpty Dumpty to explain the poem, *Jabberwocky*.
- b) Alice sees the egg has a nose and a mouth.
- c) Alice says the wall is very narrow.
- d) Alice tells the *Humpty Dumpty* nursery rhyme.
- e) Humpty Dumpty tells Alice about unbirthdays.
- f) Humpty Dumpty says he would remember Alice if her eyes were on the same side of her nose.



# Chapter Six

Answer each question with a complete sentence.

- Humpty Dumpty describes a 'portmanteau'. What is it?  
\_\_\_\_\_
- What does Humpty Dumpty say he can do "as well as other folk, if it comes to that"?
- What is a 'borogove'?
- According to Humpty Dumpty, which type of words are the proudest?
- What has the King promised Humpty Dumpty if he falls?
- Alice asks why Humpty Dumpty sits there all alone. What does Humpty Dumpty say?



### Journaling Prompt

In Chapter Six, Humpty Dumpty describes 'portmanteau' words. Alice says "you seem very clever at explaining words, sir," and "would you kindly tell me the meaning of the poem 'Jabberwocky.'" Turn back to Chapter One to reread the poem. Then, rewrite the poem using Humpty Dumpty's explanation of the words. Replace the words in the poem with Humpty Dumpty's explanations.





## Chapters 2 to 9

### Mirror Meals

In Chapter Two, the Red Queen gives Alice a biscuit when Alice says she's thirsty. After Alice eats the biscuit, the Red Queen says, "Thirst quenched, I hope?" In Chapter Nine, a great feast is described. Using these pieces of information, describe a typical day of meals in the looking-glass world. This should include three meals—breakfast, lunch and dinner.

Be sure to answer the following questions:

- What time would meals start?
- Would there be a dessert?
- What manners would be expected?
- What would be served at each meal?
- What would you eat and drink?

Include as much detail as possible in your summary.



## Chapter 12

### Alternate Ending

At the end of the novel, Alice has woken from her dream and found the Red Queen to have been a kitten all along. After talking to the kitten about what happened in the looking-glass, Alice says, "Now, kitty, let's consider who it was that dreamed it all" and "It must have been me or the Red King."

Think about Alice's comment and what it means. Now, imagine a different ending where it is revealed that the dream really was the Red King's. What would happen to Alice? What would happen to the Red King? Would it mean the looking-glass world is real and not a dream?

After thinking about all of these questions, write your own new ending where the Red King was dreaming the events all along. Try to answer all of the questions above as best you can in your ending. The length of the ending should be at least three paragraphs and include dialog between two or more characters. Be sure to make the characters behave and speak the way they do in the book.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

armour	lass	ought	soldiers
contrariwise	manners	pale	stiffly
corkscrew	merry	provoking	whisper
elephant	nohow	quarrel	wicked
entirely	notion	snore	wriggling

w	s	s	a	l	a	y	l	e	i	t	n	e	
i	e	y	q	d	u	o	p	c	t	e	r	p	l
c	o	n	t	r	a	r	w	i	s	e	x	e	
k	x	s	r	e	i	d	l	o	s	p	s	h	p
e	n	w	g	p	m	r	m	f	o	l	u	f	h
d	q	q	o	c	a	q	t	g	r	w	f	e	a
c	u	h	y	d	n	o	h	o	w	v	d	k	n
i	a	n	g	f	n	o	t	i	o	n	g	r	t
g	r	e	n	b	e	j	a	a	w	w	e	u	k
n	r	x	i	w	r	i	o	e	h	p	b	j	a
i	e	r	k	j	s	d	r	r	s	u	z	z	y
l	l	m	o	k	v	c	b	i	u	c	s	n	r
g	j	b	v	d	s	a	h	v	t	o	z	q	r
g	s	j	o	k	n	w	u	k	l	h	m	y	e
i	n	x	r	b	o	p	a	l	e	i	g	r	m
r	s	o	p	g	r	i	z	l	t	v	m	u	a
w	c	y	m	w	e	s	t	i	f	f	l	y	o



## Comprehension Quiz

Answer each question in a complete sentence.

1. What is the title of the poem Alice reads in the first chapter? What is it about?

\_\_\_\_\_

\_\_\_\_\_

2. In Chapter Two, Alice tries to walk to the hill along the path. Why isn't she able to?

\_\_\_\_\_

\_\_\_\_\_

3. Describe how the countryside looked from the top of the hill.

\_\_\_\_\_

\_\_\_\_\_

4. Name two insects created by the author that appear in Chapter Three when Alice speaks with the gnat.

\_\_\_\_\_

\_\_\_\_\_

5. What are the names of the two short, fat men Alice meets in Chapter Four?

\_\_\_\_\_

\_\_\_\_\_

6. What chess piece does Alice begin her adventure as? What does she say she wants to be?

\_\_\_\_\_

\_\_\_\_\_

7. What poem involving oysters is recited to Alice in the fourth chapter?

\_\_\_\_\_

\_\_\_\_\_

SUBTOTAL: /15

## Character Chess Pieces

Match each of the characters of *Through the Looking-Glass* to a chess piece. Fill in each chess piece—queen, king, pawn, rook, bishop, and knight—with the names of characters you believe fit that role. Decide which pieces are the most important and match them with the appropriate characters.



NAME: \_\_\_\_\_

After You Read 



# Chapter Three

Answer each question with a complete sentence.

- How much is language worth according to the guard?  
\_\_\_\_\_
- Describe a snap-dragon-fly using details from the book.  
\_\_\_\_\_
- What does Alice wonder about insects after seeing the snap-dragon-fly?  
\_\_\_\_\_
- On the train there was a gentleman sitting across from Alice. What was he wearing?  
\_\_\_\_\_
- What three things does the guard examine Alice through?  
\_\_\_\_\_
- Name two things Alice tries to find when she attempts to survey the country's geography.  
\_\_\_\_\_

# EASY MARKING



**Journaling Prompt**

At the end of the Chapter, Alice mentions signs with the names Tweedledum and Tweedledee. These are characters from a nursery rhyme. Read through the nursery rhyme. Using the content of the rhyme, guess whether similar events might take place in the upcoming chapter. What part could Alice play in those events? Report your findings to the class.

**1.**  
The guard says language is worth a thousand pounds a word.

**2.**  
Its body is made of plum-pudding, it's wings of holly leaves and its head is a raisin burning in brandy.

**3.**  
Alice wonders if insects are fond of flying into candles because they want to turn into snap-dragon-flies.

**4.**  
\_\_\_\_\_ was dressed in white paper.

**5.**  
The guard looks at Alice through a telescope, a microscope, and then an opera glass.

**6.**  
Alice tries to find the country's principal rivers, principal mountains, and principal towns.

**Vocabulary**

**Across**

- selfish
- solemn
- startled
- collar
- briskly
- nohow
- waxworks

**Down**

- embroidered
- fuss
- puffing
- unpleasant
- tassel
- contrariwise
- ditto
- shawl
- awkward

**1.**  
a) hands

**b) awkward**

**c) conversation**

**d) dancing**

**e) beyond**

**f) tired**

**g) nohow**

**h) obliged**

**i) poetry**

**j) poetry**

**k) doubtfully**

**l) road**

**m) wood**

**n) solemn**

**o) walrus**

**p) affectionate**

**q) ventured**

**r) interrupt**



**1.**  
Say "How d'ye do?" and shake hands.

**2.**  
As well as Alice could make out, the music was made by the tree branches rubbing together like fiddles and fiddlesticks.

**3.**  
Tweedledum said four times around is enough for a dance.

**4.**  
In the poem it says the carpenter ate as many oysters as he could get.

**5.**  
Tweedledum and Tweedledee make Alice cry by telling her she isn't real and is just a part of the dream the Red King is having. Answers will vary.

**6.**  
Alice says Tweedledum called it a helmet, but it looked much more like a saucepan.

# ANSWER KEY



## Through the Looking-Glass

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.