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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

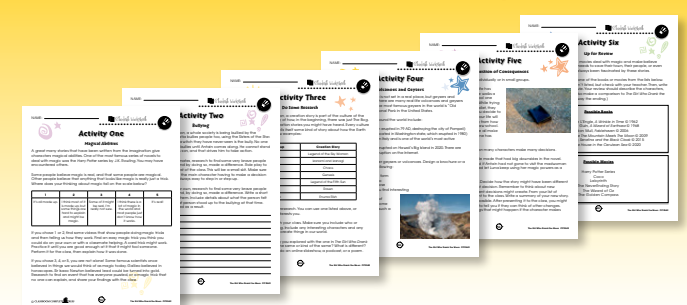
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## Kelly Barnhill

**K**elly Barnhill graduated from St. Catherine University in St. Paul, Minnesota. She had many jobs before devoting herself to writing full-time. These included work as a janitor, a park ranger, and a bartender.

Barnhill once said that she "finds the strange in the normal, and the normal in the strange". That way of perceiving the world ends up working its way into her stories. She believes that in getting to the truth of something, we often have to accept that we're going to feel a little uncomfortable. Sharing thoughts about justice and power, about who has what, and why, are important to her.

*The Girl Who Drank the Moon* was awarded the 2017 Newbery Medal. She has also written several other novels and non-fiction works for children. Along with short stories, essays, and poetry for adults. She's also an arts education teacher through Community Programs in the Arts in Minnesota.

Barnhill enjoys canoeing, running, gardening,



and making pies. She really likes long hikes in the wilderness. She lives with her architect husband and three children in Minneapolis, Minnesota.

### Did You Know?

- Barnhill trained as a volunteer firefighter.
- Many of her books have been named "best book of the year". These include *Kirkus*, *Library Journal*, the *New York Public Library and Entertainment Weekly*, among others.
- Barnhill had 300 Skype requests after winning the Newbery Medal for *The Girl Who Drank the Moon*!
- Once, out in the Pacific northwest wilderness, Barnhill faced down a mountain lion.
- Barnhill was a guest speaker at Nerd Camp, and loved it.



## Chapters Seven to Eleven

Answer the questions in complete sentences.

- The Elders say Antain "will have to be dealt with". What do you think might happen to him?  
\_\_\_\_\_  
\_\_\_\_\_
- The people in Antain's Protectorate, including Antain, think the baby Luna died in the forest. What might happen if they find out that she didn't die?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	inert	brilliant, changing colors	A
2	undulation	all used up	B
3	rank	pouring off	C
4	iridescent	a state of inactivity	D
5	depleted	move together at the same time	E
6	stasis	amount shared out	F
7	bereft	lacking the ability to move	G
8	synchronize	having a foul or offensive smell	H
9	siphoning	not having something	I
10	allotment	moving smoothly up and down	J



## Chapters Fifteen to Nineteen

1. Put a checkmark (✓) next to the answer that is most correct.

- What craft did Antain pursue after he was no longer with the Council of Elders?
  - A Paper-making.
  - B Dentistry.
  - C Carpentry.
  - D Farming.
- Ethyne suggests to Antain that he re-think what?
  - A Being at the service of Sister Ignatia.
  - B Falling in love with Ethyne.
  - C Picking up paper birds from the ground.
  - D His obsession with Luna's birth mother.
- The madwoman in the tower replaces her sorrow with what emotion?
  - A Hatred.
  - B Hope.
  - C Fear.
  - D None of the above.
- What is Luna starting to remember?
  - A That she has magic inside of her.
  - B That she had another family before Xan, Glerk and Fyrian.
  - C That she used to like books about marine biology.
  - D Both A and B.
- What kind of paper bird does the madwoman send after Xan?
  - A An eagle.
  - B A sparrow.
  - C A falcon.
  - D A swallow.



## Chapters Twenty to Twenty-four

Answer each question with a complete sentence.

- Who is telling the story in Chapter 20?  
\_\_\_\_\_
- Why is Fyrian upset with Luna in Chapter 23?  
\_\_\_\_\_
- Describe the purpose of the Seven League Boots. (You might want to look up what "league" means.)  
\_\_\_\_\_
- What is Luna's map showing her?  
\_\_\_\_\_
- How does Antain convince his uncle to let him speak to the council?  
\_\_\_\_\_
- What is Antain's reason for taking action now instead of earlier?  
\_\_\_\_\_

### Journaling Prompt

In Chapter 24, Antain thinks to himself, "This is how I change the world." Have you heard stories about how the actions of one person have made a big difference? Your teacher might be able to give examples. What seems unfair or unjust to you? How could you imagine taking steps to change it?





# Chapters 15 - 24

## A Comic Strip

Students who love art or comic books might enjoy this activity! Make a comic strip to show some of the main events in *The Girl Who Drank the Moon*.

First, decide on the length of your comic strip. Six to twelve frames might work. Next, decide what events to include. You may wish to draw a brief incident or show the highlights of a chapter. You can also show events from multiple chapters. You may even want to provide an alternate ending to your scene!

A quick sketch of the comic strip can be done in a storyboard format. Then, make a final, good copy. The strip should include a title, dialog, and color. It should be neat and imaginative.



# Chapters 30 - 32

## Drawing the Scene

Luna's journey to find Xan is described, as well as the magic map she is using.

In Chapter 30:

- Rocks creaked under her feet.
- Luna lost her footing in the dark and tumbled into a muddy ravine.
- The path was tricky here, hairpin curves and needle-like rock formations.

In Chapter 32, Luna consults her map:

- Her home was marked. Streams and knolls and rocky slopes were marked. Old towns that were now in ruins. Cliffs, Vents, Waterfalls, Geysers. Places where she could not cross.
- The mushrooms on her map were next to a creek.
- There was an entire seam of rock, glowing like a river of embers.

Draw the map Luna is following, and indicate on it some the dangers she has to avoid. Use other details from the chapters if you like.



# Word Search Puzzle

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

abate	expands	mortal	sated
allotment	figment	murmurations	scuttled
artisan	geyser	novitiate	stasis
chastened	haughty	physiology	vented
delusions	infuse	proliferation	waxing

A	R	T	I	S	A	N	R	K	Q	U	P	S	P
L	O	M	S	U	P	V	L	D	E	L	H	N	R
L	O	T	U	H	A	U	G	H	T	Y	Y	O	O
O	R	F	N	F	A	D	T	F	A	D	S	I	L
T	S	Y	V	E	I	H	N	S	B	P	I	S	I
M	U	D	B	O	M	O	R	T	A	L	O	U	F
E	R	E	S	Y	U	G	H	L	Y	R	L	L	E
N	I	T	O	S	E	R	I	U	Q	V	O	E	R
T	W	N	E	O	E	S	U	F	N	I	G	D	A
R	C	E	T	R	G	N	I	X	A	W	Y	M	T
N	O	V	E	T	I	A	T	E	E	W	P	S	I
S	C	U	V	T	L	E	D	L	K	U	A	T	O
T	K	U	A	D	E	N	E	T	S	A	H	C	N
A	L	O	E	X	P	A	N	D	S	N	E	P	L
S	R	T	L	W	D	B	I	R	V	E	B	M	M
I	A	G	U	P	Y	T	R	S	M	O	F	L	W
S	N	O	I	T	A	R	U	M	R	U	M	U	V



# Comprehension Quiz

Answer each question in a complete sentence.

1. What upset Antain so much that he could not forget it as he grew older?  
\_\_\_\_\_
2. Name two things that were part of the training of the Sisters of the Star.  
\_\_\_\_\_
3. Describe some of the things Luna did by accident as an enmagicked small child.  
\_\_\_\_\_
4. Name two things the Sisters of the Star told the madwoman to deceive her.  
\_\_\_\_\_
5. How old did Xan expect Luna to be when the spell that hid her magic wore off?  
\_\_\_\_\_
6. How had Xan herself become a witch?  
\_\_\_\_\_
7. Who were the "Star Children"?  
\_\_\_\_\_



SUBTOTAL: /13

# Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Setting of the Story

List of Main Characters

Descriptions of Main Characters

Main Conflict

Conflict Resolution

What did you like about the book?

Favorite Quote:

Explanation of Favorite Quote:

Theme

Book Recommendation. Why or Why Not?

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

After You Read 



## Chapters One to Six

Answer each question with a complete sentence or short paragraph.

1. Some of the chapters are *italicized* (written in slanted writing). There seems to be a conversation happening, but we only read one side of it. Who do you think is talking in those chapters? Who is that person talking to?

\_\_\_\_\_

\_\_\_\_\_

2. Why is a baby left in the forest each year?

\_\_\_\_\_

\_\_\_\_\_

3. What reasons does Gherland give, in his thoughts, for continuing to let the people believe that there is a witch?

\_\_\_\_\_

\_\_\_\_\_

4. Describe the Bog monster, Glerk.

\_\_\_\_\_

\_\_\_\_\_

5. Why are Xan and Glerk worrying about Luna?

\_\_\_\_\_

\_\_\_\_\_

6. What is it that Antain cannot forgive himself for in chapter six?

\_\_\_\_\_

\_\_\_\_\_

### Journaling Prompt

To "sacrifice" means to give up something that we value. You might know someone who gave up something to help a charity. What would you be willing to sacrifice to help someone else?

1.

Answers will vary, but may include: A mother in the Protectorate talking to her child, or a particular character's mother talking to the character as a child.

2.

The people believe a Witch will do awful things if they don't.

3.

It made for subdued, obedient people whom the Elders could control easily.

4.

Answers will vary, but may include: He has six arms, a prehensile tail, protruding eyes, warts and slimy lumps on a flat face, a massive forehead, a big belly, and he likes poetry.

5.

They are worrying because Luna was accidentally given moonlight to drink, which might have enmagicked her, and magic children can be dangerous.

6.

Antain cannot forgive himself for participating in the taking of the baby (Luna) from her mother.

13

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. D

2. J

3. H

4. A

5. B

6. G

7. I

8. E

9. C

10. F

14

1.

a) T

b) F

c) T

d) F

e) T

f) T

2.

a) 5

b) 3

c) 2

d) 6

e) 1

f) 4

15

1.

Some answers include: Luna made one of Fyrian's wings disappear while he was in flight. She turned her skin so hot that anyone touching her got a blister.

2.

Answers will vary.

3.

Xan wants to buy time, to make sure Luna understands how to use her magic before she has so much of it.

4.

When she goes to the castle ruins, Xan finds rubble and a stone with a simple message on it and eventually a dim, stone corridor.

5.

Luna is drawing the magic out of Xan as she grows older and stronger.

6.

Zosimos tells Xan to be careful of her sorrow.

16





## The Girl Who Drank the Moon – Gr. 5-6

- **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.



# Chapters Seven to Eleven



Answer the questions in complete sentences.

1. The Elders say Antain “will have to be dealt with”. What do you think might happen to him?

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2. The people in Antain’s Protectorate, including Antain, think the baby Luna died in the forest. What might happen if they find out that she didn’t die?

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- 8 synchronize
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## Chapters 15 - 24



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## Chapters 30 - 32



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Draw the map Luna is following, and indicate on it some the dangers she has to avoid. Use other details from the chapters if you like.



# Book Review



**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Setting of the Story**

**List of Main Characters**

**Descriptions of Main Characters**

**Main Conflict**

**Conflict Resolution**

**What did you like about the book?**

**Favorite Quote:**

**Explanation of Favorite Quote:**

**Theme**

**Book Recommendation. Why or Why Not?**