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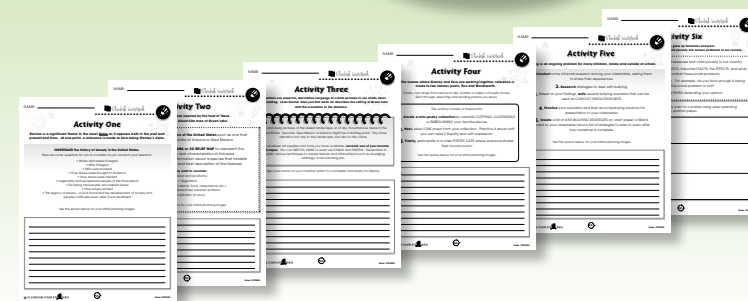
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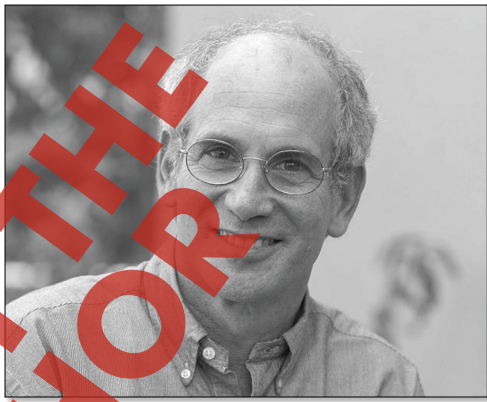




# Louis Sachar

Louis Sachar is an award-winning author of over twenty-one books for children. For such a successful author, it is surprising to learn that he did not start out his career as a writer!

**M**r. Sachar was born in the state of New York and moved to California when he was in elementary school. Walking through the orange groves there and having orange fights with the neighborhood children still remains a clear memory for him.



In high school, Mr. Sachar became an avid reader and was first inspired by J.D. Salinger and Kurt Vonnegut. While attending the University of California at Berkeley, he decided to become a teacher's aide. The time he spent in this school was important, as the young characters in Mr. Sachar's first novel, *Sideways Stories from Wayside School*, were based on the students he had met there.

After graduating from law school in 1980, Mr. Sachar did part time legal work while writing children's books until he could afford to write full time.

Mr. Sachar considers *Holes* the best and most challenging novel he has written. It has won many awards, including the prestigious National Book Award and the Newbery Medal. Louis Sachar enjoys writing about "underdogs" and such characters can be found in many of his books. He also likes to write about funny or

silly things. His favorite thing about writing is the feeling of accomplishment after putting all the parts of the story together. His advice to young people who would like to write is to write about the topics that interest you – topics you like to read about. Rewriting numerous times is also something that all writers do. Mr. Sachar admits that his first drafts are usually awful!

Louis Sachar likes to make reading a fun and enjoyable experience. He has certainly achieved this goal as his books are well-loved by young people of different ages.

### Did You Know?

- A book's title is usually the last thing Louis Sachar thinks of when writing.
- He never tells anyone about a book he is in the process of writing... not even his family!
- *Holes* was first inspired by the heat of summers in Texas.
- It took a year and a half and five rewrites to complete *Holes*.



# Chapters Six to Nine

In the first few chapters of the novel, you learned that Stanley was on his way to Camp Green Lake for being convicted of a crime.

1. What crime do you think Stanley committed? \_\_\_\_\_
2. Based on what you have read so far, what do you think Stanley can expect camp to be like? Comment on the surroundings, his fellow campers, the adults who work at Camp Green Lake and what his days might be like.  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Use the context clues to determine which list word completes each sentence. (Hint: The sentences may also provide clues as to what may happen as you read further into the story!)

defective lukewarm aimlessly vinyl upholstery radiating scarcity eternity

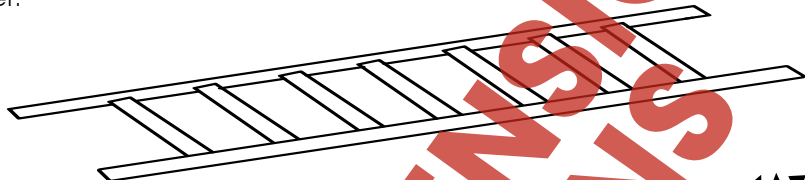
1. When Stanley starts to dig, he wonders if his shovel is \_\_\_\_\_ because it does not seem to be working very well.
2. It is so hot at Camp Green Lake, that it feels like the ground is \_\_\_\_\_ heat like a furnace!
3. In this section of chapters, we learn about a curse that was to last forever, or, in other words, for \_\_\_\_\_!
4. We learn of a character from the past who was heartsick with love, and wandered \_\_\_\_\_, without any purpose, around town.
5. Unfortunately, Stanley also finds the food at camp unpleasant, as the cereal was served \_\_\_\_\_.
6. In the "Wreck Room", where the boys relax at the end of their day, everything is ruined, even the \_\_\_\_\_ that covered the chairs was torn.
7. Stanley quickly learned that he would be thirsty for a long time as there was a \_\_\_\_\_ of water at camp.



# Chapters Six to Nine

### Part A

1. Below is a diagram of a ladder. Record the **social order** of the boys in Stanley's group. In other words, the "leader" of the group would be written at the top of the ladder.



2. **Circle** the word TRUE if the statement is true. **Circle** the word FALSE if it is false.

- |      |       |  |
|------|-------|--|
| TRUE | FALSE | a) Stanley was sent to prison for stealing the sneakers of a famous baseball player.   |
| TRUE | FALSE | b) Stanley was found with the sneakers in his backpack.  |
| TRUE | FALSE | c) When the story flashes to the past, we learn that Elya needs to carry Madame Zeroni up the mountain or his family would be cursed for eternity. |
| TRUE | FALSE | d) When the boys finish digging each hole, they do a cheer.  |
| TRUE | FALSE | e) The boys go to the "Break Room" to relax at the end of the day. It is a very pleasant place to be.  |

3. **Visualizing**, or making pictures in your mind while you are reading is what good readers do. Reread the description of the yellow spotted lizard in Chapter Eight.
  - a) Sketch and label an illustration of what you think the lizard looks like.
  - b) Around your illustration, jot down important additional facts that you have gathered about this creature (such as behavior, habitat, food, etc.).



# Chapters Six to Nine

### Part B

Answer the questions in complete sentences.

1. Why was Stanley devastated by Clyde Livingston's speech in court?  
\_\_\_\_\_
2. The author uses **flashbacks** to give us details about the subplot, which takes place in the past. Why do you think the author uses this technique? Do you think this is an effective writing technique? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
3. We are given a lot of clues about X-Ray in this group of chapters.
  - a) List two facts that tell the reader that X-Ray is probably the leader of the group.  
\_\_\_\_\_  
\_\_\_\_\_
  - b) Do you think X-Ray will be a positive or negative leader? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
4. How do you think Stanley felt when he finally finished digging his first hole? What did he do when he finished? Why do you think he chose to walk back to camp instead of taking the ride he was offered?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why would the author devote a whole chapter to describing the yellow spotted lizard? What might this tell us about the role this creature might play later on in the story?  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

Asking questions in your mind about the story as you are reading is a good reading strategy to improve your understanding. List some of the questions you now have about the story. At the end of the novel, return to this list and answer any questions that have been answered.



## Chapters 5, 6, 9, 11, 16 and 30

Unfortunately, **bullying** is a part of the lives of many children, as it was a part of Stanley's before and during his time at Camp Green Lake. **Create a handbook** that you could give to Stanley to help him deal with bullying. Include the following sections of information:

- Examples of bullying or, what bullying "looks like" and "sounds like"
  - Why people bully
  - How it makes the victim feel
- Strategies to combat bullying (for example, what to say and do)

**You could draw upon Stanley's many experiences with bullying as you write your handbook. If you need any additional information, ask your classmates to share their experiences and do some additional research.**

**Be sure your handbook looks authentic, or real. You may want to include:**

- Illustrations
- Bold lettering and headings
- Graphics
- Testimonials or quotes by individuals



## All Chapters

Complete a brief, but accurate **Retell, Relate, Reflect** after you have completed the novel. Use the instructions and prompts below to assist you.

### 1. RETELL – Briefly retell the story in your own words.

- Include only the most important events, characters, etc.
- Touch on the beginning, middle, and end.

### 2. RELATE – Talk about how the story relates to your life.

- How does it connect to your life and experiences?
- Does it remind you of something else you have read?
- How does it connect to the greater world around us?

### 3. REFLECT – Drawing conclusions and sharing your understanding of the story.

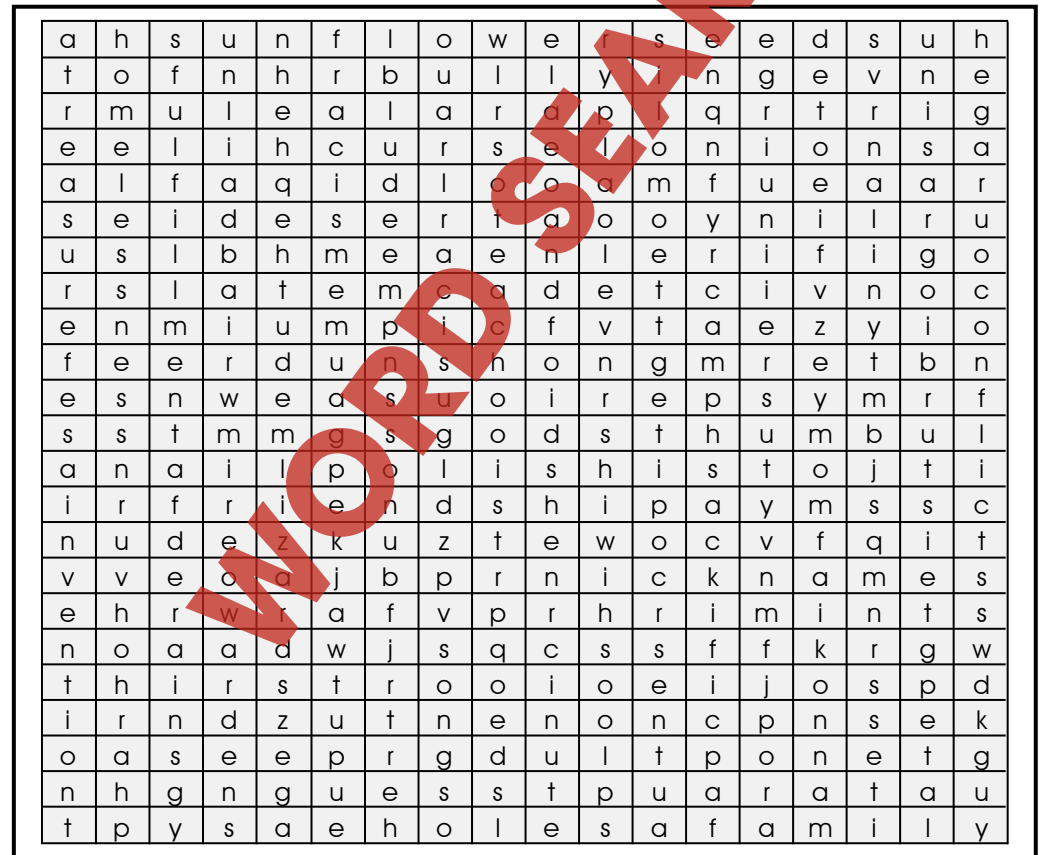
- What is the author's message?
- What can we learn?



## Word Search

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

desert	family	treasure	God's Thumb
convicted	nicknames	homelessness	nail polish
holes	bullying	courage	onions
curse	conflicts	sunflower seeds	fulfillment
camp	friendship	teach	rain
thirst	support	splashes	invention
lizards	warden	racism	songs



## Comprehension Quiz

Answer each question in a complete sentence or short paragraph.

### Part A: Setting

1. Compare and contrast the setting of Green Lake today, to the Green Lake of 100 years ago. Be sure to comment on the time, place, climate, etc.

---



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### Part B: Plot

2. Summarize the key conflicts that occurred in the part of the story set in present time.

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3. What was the climax of Sam and Katherine's story? How did this event shape the rest of the story?

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### Part C: Characters

4. Why was the experience at Camp Green Lake life-changing for Stanley?

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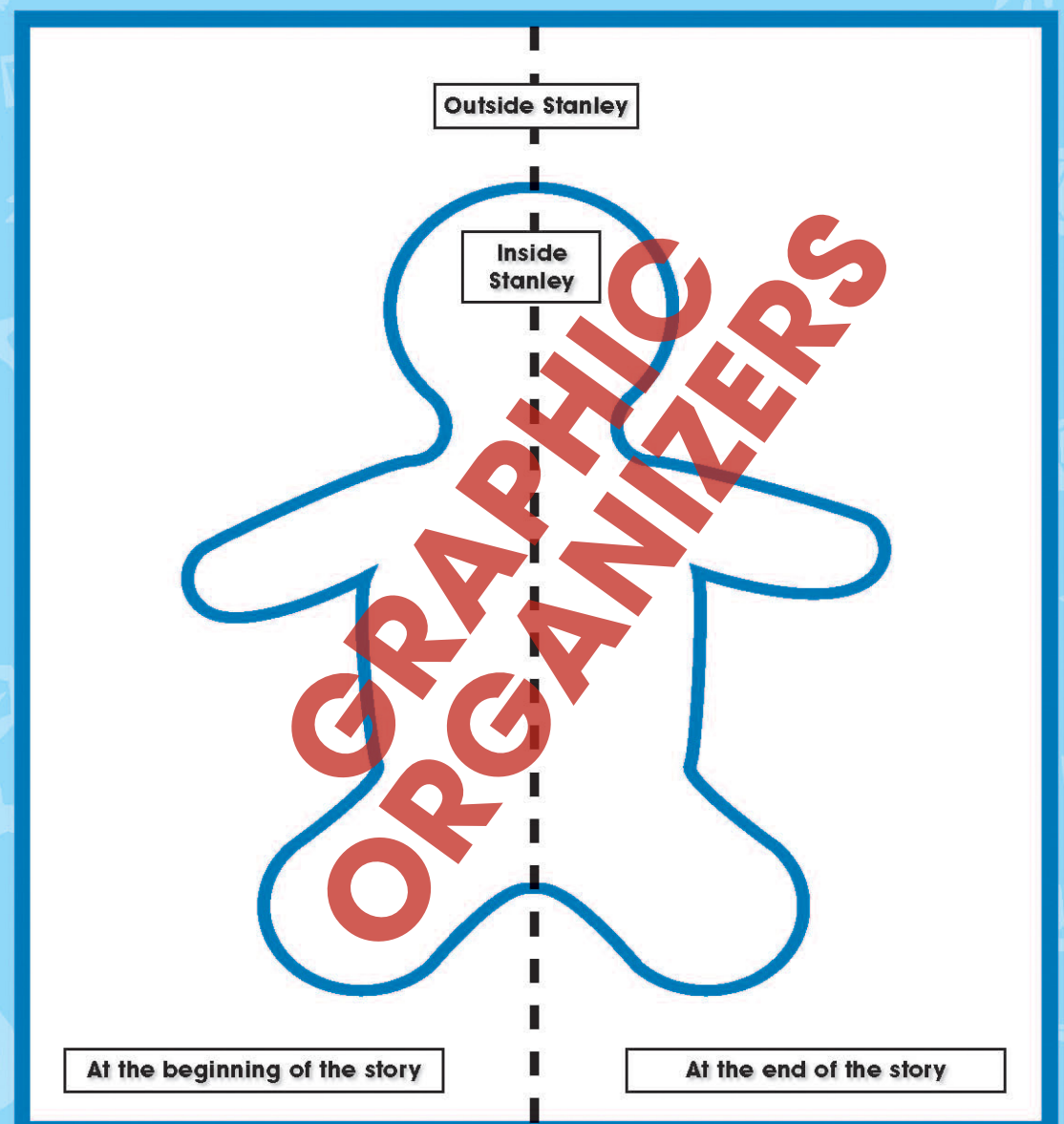
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SUBTOTAL: /18

## Inside - Outside Stanley



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

After You Read 



# Chapters Ten to Fifteen

## Part B

Answer the questions in complete sentences.

- List the details that communicate Stanley's exhaustion to the reader.  
\_\_\_\_\_
- When Stanley finds the fossil, he hides it in his pocket so he can think about what to do. Why does he need time to make a decision? What does this tell us about how he feels about his fellow campers?  
\_\_\_\_\_
- Stanley finally decides to offer the container he found to X-Ray. Why does Stanley question his own decision? Judge whether or not this was a good choice for Stanley to make. Explain why or why not.  
\_\_\_\_\_

- When the Warden arrives, we get a good picture of what she looks like. We also get an idea of what she is like as a person by the way she treats Mr. Pendanski. Create and complete a T-chart like the one below to describe her physical and character traits.

Physical Description	What she is like as a person

### Journal Activity

Mr. Pendanski takes the time to talk to the boys about their lives and goals for the future. Skim through Chapter Twelve and select one piece of advice that he gives the campers. Copy down the quote and comment on whether or not this is good advice. Include any additional thoughts you have about what Mr. Pendanski says to the boys.

1.

Aching muscles, can't lift spoon, blistered fingers, sunburn

2.

Scared others will take it, trust still an issue

3.

Answers will vary

4.

Physical: tall, red hair, black cowboy hat and boots studded with turquoise stones, sleeves rolled up, arms covered in freckles as was her face  
 Personality: powerful, authoritative, condescending

19

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

20

1.

C

2.

B

3.

C

4.

B

5.

C

6.

A

21

1.

X-Ray energetic, ZZ trying to watch broken T.V.

2.

More accepted, "toughening up"; Treated better, "give him space"

3.

Uncaring, unsympathetic

4.

Answers will vary

5.

Feels more accepted but sees volatility of tent mates and knows they are dangerous. Also aren't loyal as they did not support him when he took the blame.

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# EASY MARKING ANSWER KEY

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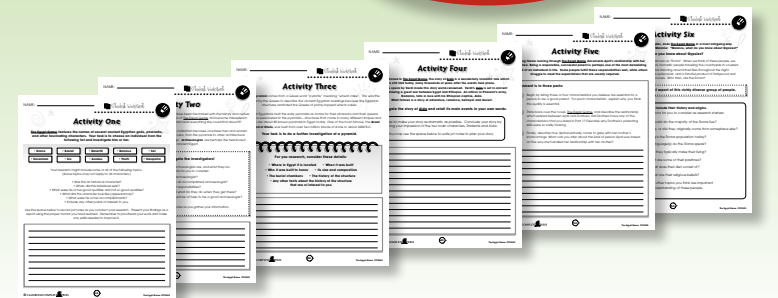
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## Zilpha Keatley Snyder

With the examples of her parents to guide her, Zilpha became an imaginative storyteller at a young age.

**B**orn in 1927, Zilpha Keatley Snyder was raised in rural California. Raised without television, her childhood was filled with pets of all shapes and sizes. With the examples of her parents to guide her, she became an imaginative storyteller at a young age.



When she entered seventh grade, Zilpha began to feel that she was a terrible misfit, and retreated into the world of books and imagination. This retreat would eventually stand her in good stead a few years later, when she began to spin some of the most creative characters and plotlines in young people's literature.

Zilpha attended Whittier College in southern California where she met her future husband, Larry Snyder. Married in 1950, she and her husband had three children. After finishing school, Zilpha taught school for nine years and it wasn't until her children were all in school that she finally began to entertain the idea of writing.

Zilpha has written for both adults and children, but she is happiest writing novels for young people. It is in crafting these stories that her own character, namely her boundless optimism, natural curiosity, and freewheeling imagination, shines through.

### Did You Know?

- Zilpha's first novel, *Season of Ponies*, was based on a dream and was published in 1964.
- Zilpha is a three-time Newbery Honor winner!
  - \* *The Egypt Game*
  - \* *The Headless Cupid*
  - \* *The Witches of Worm*
- Zilpha has written over 40 books, including novels, poems and picture books.



## Chapters One and Two

Answer the questions in complete sentences.

1. Describe the most interesting store you have ever been in. What features of the store made it so fascinating?  
\_\_\_\_\_  
\_\_\_\_\_
2. Describe the most interesting person you have ever met. You may choose an individual who was interesting-looking, or had a fascinating personality.  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

innovation improvise vantage exotic deadpan dingy taut

1. My grandfather lived in a dark, \_\_\_\_\_ apartment that was located above an antique shop.
2. We all pulled on the rope until it was very \_\_\_\_\_.
3. A simple \_\_\_\_\_ to the scientist's experiment ended up being worth millions of dollars.
4. When the actress forgot her lines, she was forced to \_\_\_\_\_.
5. The owner of the antique shop gave April and Melanie a blank, \_\_\_\_\_ expression that the girls found impossible to read.
6. There's no doubt that my friend's pet parrot was the most \_\_\_\_\_ - looking animal at the school pet show.
7. The guard was forced to leave his \_\_\_\_\_ place by the window when it began to rain.



## Chapters One and Two

### Part A

Put a check mark next to the answer that is most correct.

1. Which words best describe the personality of the Professor?
  - A quiet and mysterious
  - B talkative and outgoing
  - C nasty and violent
  - D sarcastic and hurtful
2. What was the setting of the very beginning of *The Egypt Game*?
  - A April's back yard
  - B the laundry room of April's apartment building
  - C the storage yard of an antique shop
  - D an empty lot beside Melanie's apartment building
3. What is the sacred flower of Egypt?
  - A the lotus blossom
  - B the lilac blossom
  - C the yellow rose
  - D the pink carnation
4. April believed that in an earlier reincarnation she was a:
  - A servant girl
  - B sorceress
  - C princess
  - D high priestess
5. What did April plan on becoming when she grew up?
  - A an actress
  - B a museum curator
  - C an archaeologist
  - D a theologian



## Chapters One and Two

### Part B

Answer the questions in complete sentences.

1. a) Why do you think it was so appropriate that the Professor owned an antique store?  
\_\_\_\_\_  
\_\_\_\_\_
   
b) Choose three adjectives that aptly describe the Professor's appearance or personality.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Describe the personality of the following characters using one sentence for each description: April, Caroline, Marshall, Melanie, Dorothea.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. The first two chapters feature at least two examples of foreshadowing (a hint of something coming up in the story). In Chapter One the author writes, "The Professor happened to be the only witness to the very beginning of the Egypt Game". This statement arouses our interest in the Egypt Game and what the game might be all about. Another example of foreshadowing is found in Chapter Two: "It was almost as if the old man's deadly silence was a dangerous dark hole . . ." How is this statement an example of foreshadowing?  
\_\_\_\_\_  
\_\_\_\_\_
4. A simile is a comparison of two objects using the words like or as. Find an example of a simile in the description of the Professor in Chapter One, or the description of him in Chapter Two.  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

Now that you have finished the first two chapters of the novel, tell how you think the Egypt Game will come about. How do you think it will come into being, and what will the game be like? Give as many details as possible.



## Chapters 1 to 4

The Egypt Gang had a lot of fun writing messages in Egyptian hieroglyphics. Learning the alphabet of another people's written language can be a very exciting activity, especially hieroglyphics, which is like writing a picture puzzle.

**Your assignment is to write a message at least two sentences in length to another student in your class.**

The catch? The message must be either written in **Egyptian hieroglyphics** or in the letters of your own **unique alphabet**. In either case you are to put the letters of the alphabet on the back of your message so it can be deciphered.

Examples: = arm and hand = loaf of bread



## Chapters 5 to 8

In Chapter Seven the author makes the statement, "It occurred to her (April) that Caroline ought to know that you don't pick your friends just because they were handy or even lonely. You picked them because you thought alike and were interested in the same things, the way she and Melanie were."

**First, explain why you either agree or disagree with this statement. Then tell about a time when you met someone who was to become a very good friend.**

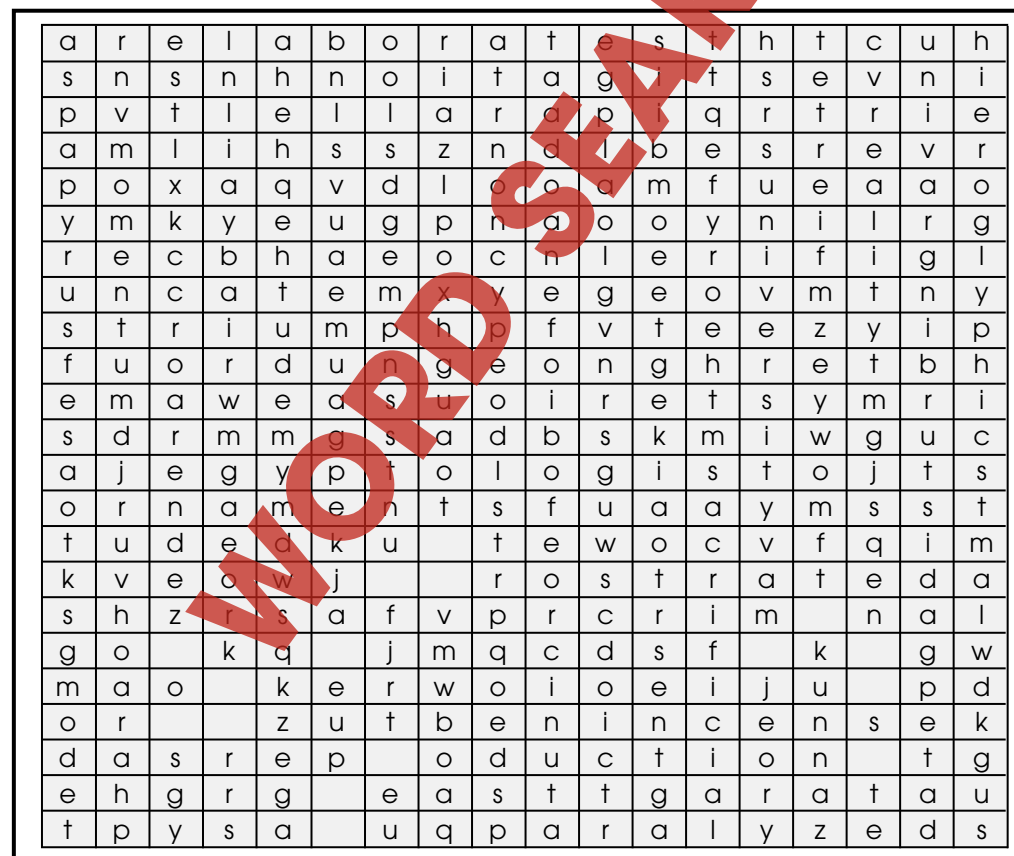
Describe how you felt meeting this person and what it was like getting to know him or her. Was it at all similar to the author's description in this passage?



## Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

ceremony	theory	momentum	incense
mysterious	triumph	tunic	ornaments
antique	monolith	prostrated	queasy
paralyzed	pharaoh	investigation	parallel
sacrificial	egyptologist	papyrus	disturbing
elaborate	university	rendezvous	reality
reproduction	hieroglyphics	dungeon	criminal



## Comprehension Quiz

Answer the questions in complete sentences.

- What was there about the Professor that appealed to April at the beginning of the story? 23  
\_\_\_\_\_
- What career was April's mother pursuing and whom did she leave April to live with? 2  
\_\_\_\_\_
- Name one thing about April that made it difficult for other children to like her right away. 2  
\_\_\_\_\_
- What did Marshall keep with him at all times as a type of "security blanket"? 1  
\_\_\_\_\_
- Why did the girls decide to let Elizabeth join the Egypt Game even though she was only in grade four? 1  
\_\_\_\_\_
- What tragedy in the neighborhood stopped the gang from playing the Egypt Game for awhile? 1  
\_\_\_\_\_
- Who fell under suspicion as a result of the tragedy? 2  
\_\_\_\_\_

SUBTOTAL: /10

## Five W's Chart

Major event from the novel:

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

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

After You Read 



# Chapters Ten to Twelve

## Part B

Answer the questions in complete sentences.

1. What do you think is meant by the statement, “Ken Kamata and Toby Alvillar were just about the most disgusting boys in the sixth grade, in a fascinating sort of way”?

\_\_\_\_\_

2. In Chapter Ten the author uses a **simile** (a comparison of two things using the words like or as) to compare Toby’s eyes to “a pair of TV screens turned on full blast”. Use this literary device to describe the following items:

a) April’s hair \_\_\_\_\_

b) The Professor’s shop \_\_\_\_\_

3. What do you think Marshall meant in Chapter Eleven when he said, “somebody already heard us”?

\_\_\_\_\_

4. Put the following statement in your own words: “Kamata and Alvillar were two guys who weren’t easy to confuse”.

\_\_\_\_\_

5. Describe both Ken and Toby’s reaction to Elizabeth’s invitation to join the game.

\_\_\_\_\_



1.

The girls were beginning to be interested in boys

1.

Answers will vary

1.

a)  T

b)  T

c)  F

d)  F

e)  T

f)  T

1.

Answers will vary

2.

Answers will vary (i.e. not being invited to the wedding, no time when April could move home)

3.

Answers will vary

2.

a) Answers will vary

b) Answers will vary

2.

Answers will vary

3.

was aware that there was an eavesdropper to the Egypt Game

### Vocabulary

4.

Answers will vary

2.

Answers will vary

5.

Toby was interested; Ken went along reluctantly because of Toby’s interest

1. aggravated

2. plain

3. hesitant

4. tragic

5. decipher

6. exchanged

7. inquiry

a) 5

b) 6

c) 3

d) 1

e) 2

f) 4

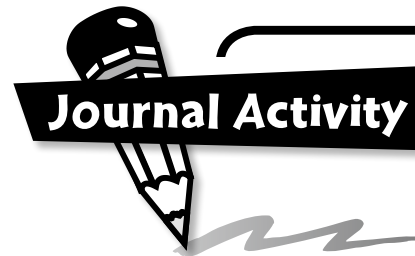
4.

Answers will vary

5.

Rubber spiders, snakes, bugs, a skull, tarantula, etc.

# EASY MARKING ANSWER KEY



### Journal Activity

Imagine you are either Ken or Toby. Write a journal entry describing how you feel about joining the Egypt Game.





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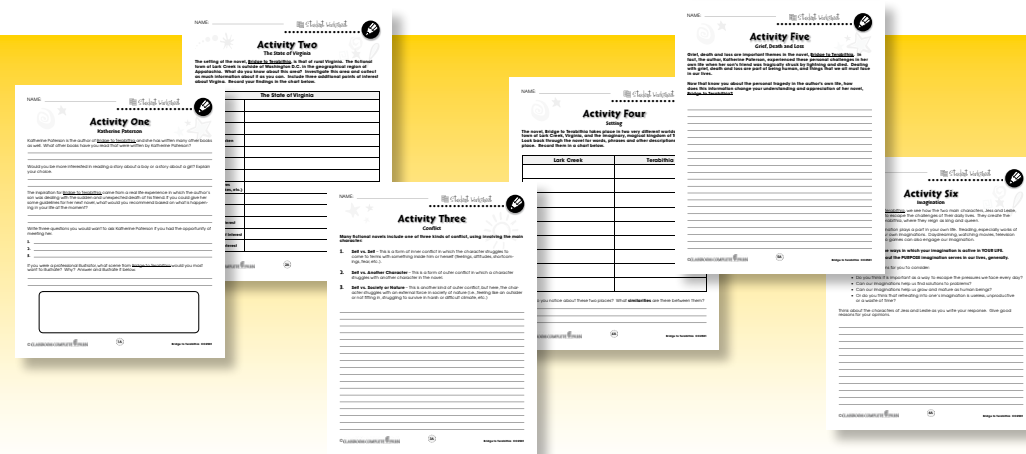
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# Katherine Paterson

**K**atherine Womeldorf Paterson was born in Qing Jiang, Jiangsu, China in 1932. Her parents were American missionaries working in China. There she learned the Chinese language, how to accept differences and respect cultures that were different from her own. By the time she was fifteen years old, she had moved fifteen times. She felt terribly lonely and found refuge inside books.



Back in the United States, she graduated from King College in Bristol, Tennessee with an English degree. She worked in a small rural school in Virginia for a year before doing her Master's in Richmond, Virginia. Her plan was to work as a missionary in China but in the late 1950's China was not allowing any Americans into their country. She decided to go to Japan instead.

In 1962, she married her husband, John. They had two of their own children and adopted two more.

Katherine took an adult creative writing class and nine years later, in 1973, *Sign of the Chrysanthemum* was published.

Katherine always had the love of reading fiction books. She decided not to write nonfiction because she felt it was important for children to read fiction and connect with the real world.

Her readers can experience what happens to others as a way to prepare themselves for their own future experiences. She was inspired to write *Bridge to Terabithia* when she was helping her son deal with the death of his best friend who was struck by lightning.

Looking back, Katherine believes her experiences in China and Japan, and her strong Biblical heritage influenced the tone and themes within her books. Katherine and her husband now live in Barre, Vermont.

- Katherine Paterson has won awards for thirteen of her books.
- *Bridge to Terabithia* won eight different awards including Newberry Medal.
- Because she has moved so much, Katherine says she is a lot like Leslie Burke.

### Did You Know?



# Chapter Three

Answer the questions in complete sentences.

1. What type of relationship do you predict Jess and Leslie will have? Will they completely avoid each other? Will they become friends? Will they fall in love?  
\_\_\_\_\_
2. Have you ever wanted something so much that you had to compete for it? What was it? Did you get what you wanted? Thinking back on it now, was there anything you could have done better to get what you wanted?  
\_\_\_\_\_

### Vocabulary

Use a dictionary to find the definitions of the words below. Write each word in a sentence that shows the meaning of the word.

1. **repulsive** sentence: \_\_\_\_\_
2. **conceited** sentence: \_\_\_\_\_
3. **conscious** sentence: \_\_\_\_\_
4. **conspicuous** sentence: \_\_\_\_\_
5. **grudgingly** sentence: \_\_\_\_\_
6. **sarcasm** sentence: \_\_\_\_\_
7. **temptation** sentence: \_\_\_\_\_



# Chapter Three

## Part A

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

- T F a) Leslie wore new blue jeans and a faded blue t-shirt on the first day of school.
- T F b) Mrs. Myers was upset that she had 31 students in her class.
- T F c) Gary Fulcher asked Jess if he was going to run.
- T F d) Wayne Pettis was also in the fifth grade.
- T F e) Jess had to stay in at recess to copy the dictionary.
- T F f) Jess wondered how he was going to last the next eight months.
- T F g) The boys had no choice but to allow Leslie to run.
- T F h) The children ate lunch in their classroom.
- T F i) Jimmy Deal and Clyde Mitchell broke out into a fight at the finishing line.
- T F j) Jess won the race.
- T F k) Jess really loves Leslie.

2. Do you agree or disagree with each of the following statements? Write your answer in the space provided. Be ready to justify your opinions.

- \_\_\_\_\_ a) Girls can be just as good athletes as boys.
- \_\_\_\_\_ b) Thirty-one students in one class is too many.
- \_\_\_\_\_ c) You should not let others push you around.
- \_\_\_\_\_ d) It's good for the soul to move (change residence) at least once in a young person's life.



# Chapter Three

## Part B

Answer the questions in complete sentences.

1. What emotions did you feel for Jess when it was time to run? Did you expect him to win? Do you think he would have been the fastest boy? Why or why not?  
\_\_\_\_\_
2. Why do you think Mrs. Myers was only seen smiling on the first and the last days of school? Why do you think Jess questioned himself about having to last another eight years?  
\_\_\_\_\_
3. What do you think about girls and boys competing with each other in sports activities?  
\_\_\_\_\_
4. When Jess was running, who did he wish could see him? Explain.  
\_\_\_\_\_
5. What made Jess stand up for Leslie? Would you have responded differently? Do you think this has anything to do with him feeling sorry for her?  
\_\_\_\_\_
6. The author uses a variety of interesting and effective similes in Chapter Three. (Remember: a simile is a comparison of two different things, often using the words like or as.) Try to find three similes from the chapter.  
\_\_\_\_\_

### Journaling Prompt

Reread the part of Chapter Three in which Jess and the others are running. Think of a sport you have participated in. Write a play-by-play account of one of the captivating moments of the sport. Write your account so that the reader will feel the build-up of energy and excitement of the sport.



## Chapters One and Two

In many cities across North America you can find an organization called the **Welcome Wagon**. They offer a package to new residents arriving to their town. The package holds information on how to get in touch with different members of the community, services offered in that city, and maybe a map. Some hold potluck picnics for new residents to meet members of the community both young and old.

Imagine that a new student, from another town, will be joining your class in a few weeks. **Prepare your own version of a Welcome Wagon for him or her.** Include information for extra curricular activities, health information, etc. Include information about religious activities in your area if you like.

Be creative with your new student package. If you do get a new student during the year, you'll be ready!



## Chapters Three and Four

Terabithia is a lovely kingdom that Jess and Leslie created in their **imaginings** and of which they were rulers. It is a magical place just like Narnia. The kingdom was accessible only by going over the creek using the rope attached to the tree. Jess and Leslie dragged pieces of wood to build themselves a castle stronghold.

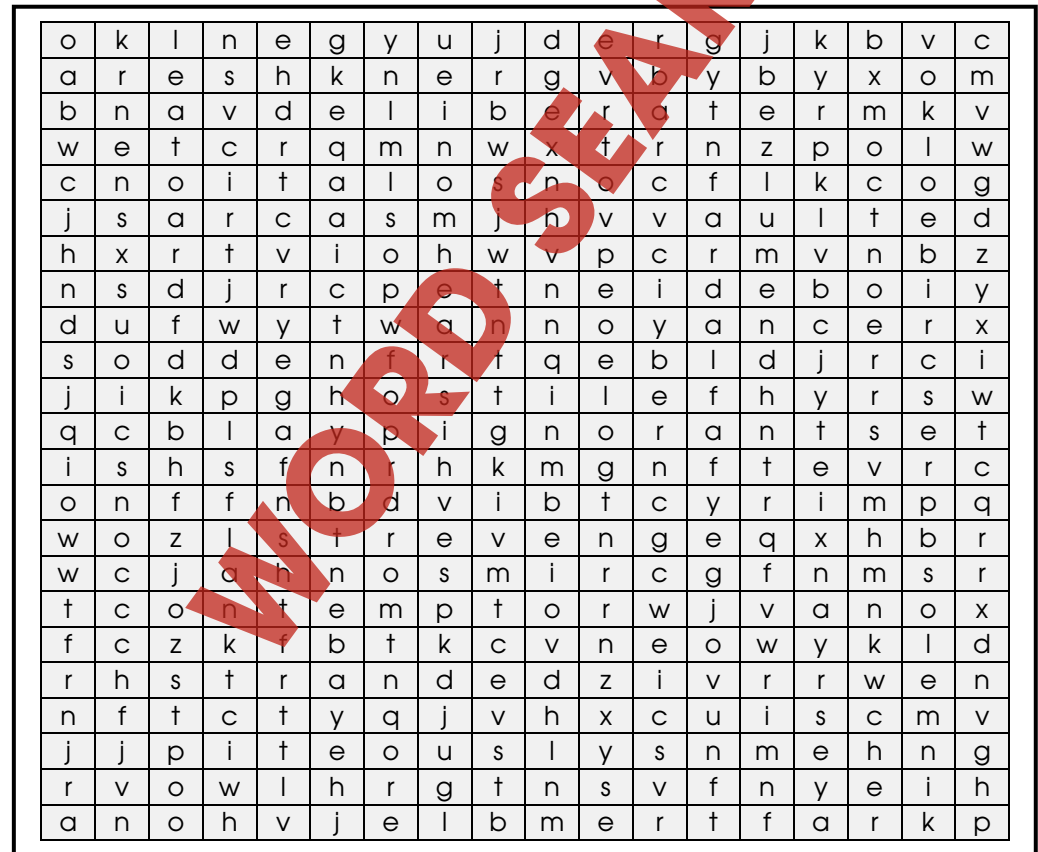
**Think of a place you can turn into your own "Terabithia".** Where would it be? How could you get access to it? Who would you allow to go? What magical experiences would you encounter there? Elaborate on your very own Terabithia.



## Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

Annoyance	Sarcasm	Pandemonium	Deliberate
Brood	Anticipation	Sodden	Piteously
Conscious	Cease	Stranded	Revenge
Crimson	Consolation	Vaulted	Solemn
Hostile	Decent	Anxiety	Temptation
Obedient	Flank	Complacent	Worship
Prescribe	Ignorant	Contempt	Tremble



## Comprehension Quiz

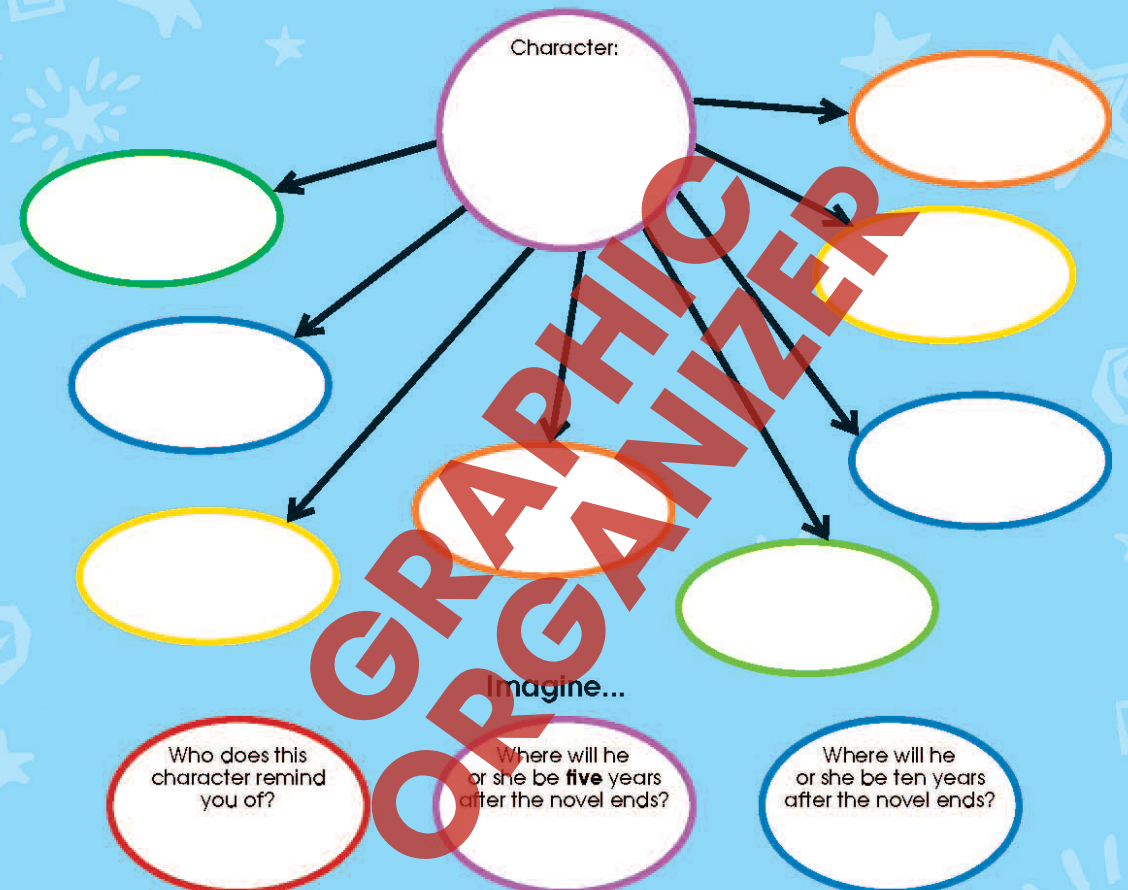
Answer the questions in complete sentences.

- Name all the members of the Aarons family. Who are the members of the Burkes family?  
\_\_\_\_\_
- Who is moving into the old Perkins place? How long will they stay there?  
\_\_\_\_\_
- Who is Miss Bessie? Who is PT.?  
\_\_\_\_\_
- Who is Jess and Leslie's teacher? What grade are they in? What school do they attend?  
\_\_\_\_\_
- Who discovered Terabithia? What was Terabithia's reason for being?  
\_\_\_\_\_
- Where did Jess spend his "perfect day"? Who was he with?  
\_\_\_\_\_
- Who cried in Jess' arms? Why did this person cry?  
\_\_\_\_\_
- Why was Janice Avery so upset? Who gave her advice?  
\_\_\_\_\_

SUBTOTAL: /16

## Character Description

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Birthday: \_\_\_\_\_  
Residence: \_\_\_\_\_ Siblings: \_\_\_\_\_ Gender: \_\_\_\_\_  
School: \_\_\_\_\_ Hobbies: \_\_\_\_\_



Could this character be your friend? Why or why not?

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

After You Read 



# Chapter One

## Part B

Answer the questions in complete sentences.

- Why was it so important to Jess to run early every morning? What else could he have done to improve his workout?  
\_\_\_\_\_
- Have you ever wanted something so much that you would make sacrifices like Jess did? What was your goal? What sacrifices did you make? Did you attain your goal?  
\_\_\_\_\_
- Imagine that you are May Belle, and write about why Jess is so important to you and why you worship him.  
\_\_\_\_\_
- Jess' mom relies on Jess for many chores in and around the house. List the ways in which your parents depend on you. Was Jess really lazy as his mom believed? Why or why not?  
\_\_\_\_\_
- Authors often use literary devices to make their writing interesting. A **simile** is a literary device that makes a comparison between two different things using the words like or as. For example, in Chapter One, Jess fears that *momma would be mad as flies in a fruit jar*. The author, Katherine Paterson, uses a simile to compare Momma's anger to flies buzzing around in a jar. Try to find **three** more similes in the chapter and write them below.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Imagine that a new family is moving in next door to you. Write about these people. Who are they? Where are they from? How many members are in the family? Why are they moving in? How long do they intend to stay?

1.

Jess wants to be the fastest runner in the fifth grade. Answers will vary.

2.

Answers will vary.

3.

Answers will vary.

4.

Answers will vary. Jess wasn't lazy; his mom didn't acknowledge what he actually did.

5.

Possible answers:

1) They would follow him around like a country music star.

2) Sweating like a knock-kneed mule.

3) The water ... pricked like ice.

13

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

### Vocabulary

1) pandemonium

2) nauseated

3) squished

4) fidgety

5) scalding

6) endure

7) proverbial

8) anticipation

9) cagey

10) allotted

11) trembled

12) hypocritical

14

1.

a)  B    b)  A

2.

c)  C    d)  C

3.

e)  C

2.

a)  B    b)  C

15

1.

Answers will vary.

2.

Answers will vary. He used Wayne Pettis as motivation.

3.

Answers will vary.

4.

He really wants his parents to be proud of him.

5.

Answers will vary.

6.

Answers will vary.

7.

Answers will vary.

16



## Adventure Stories Lit Kit Set – 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.