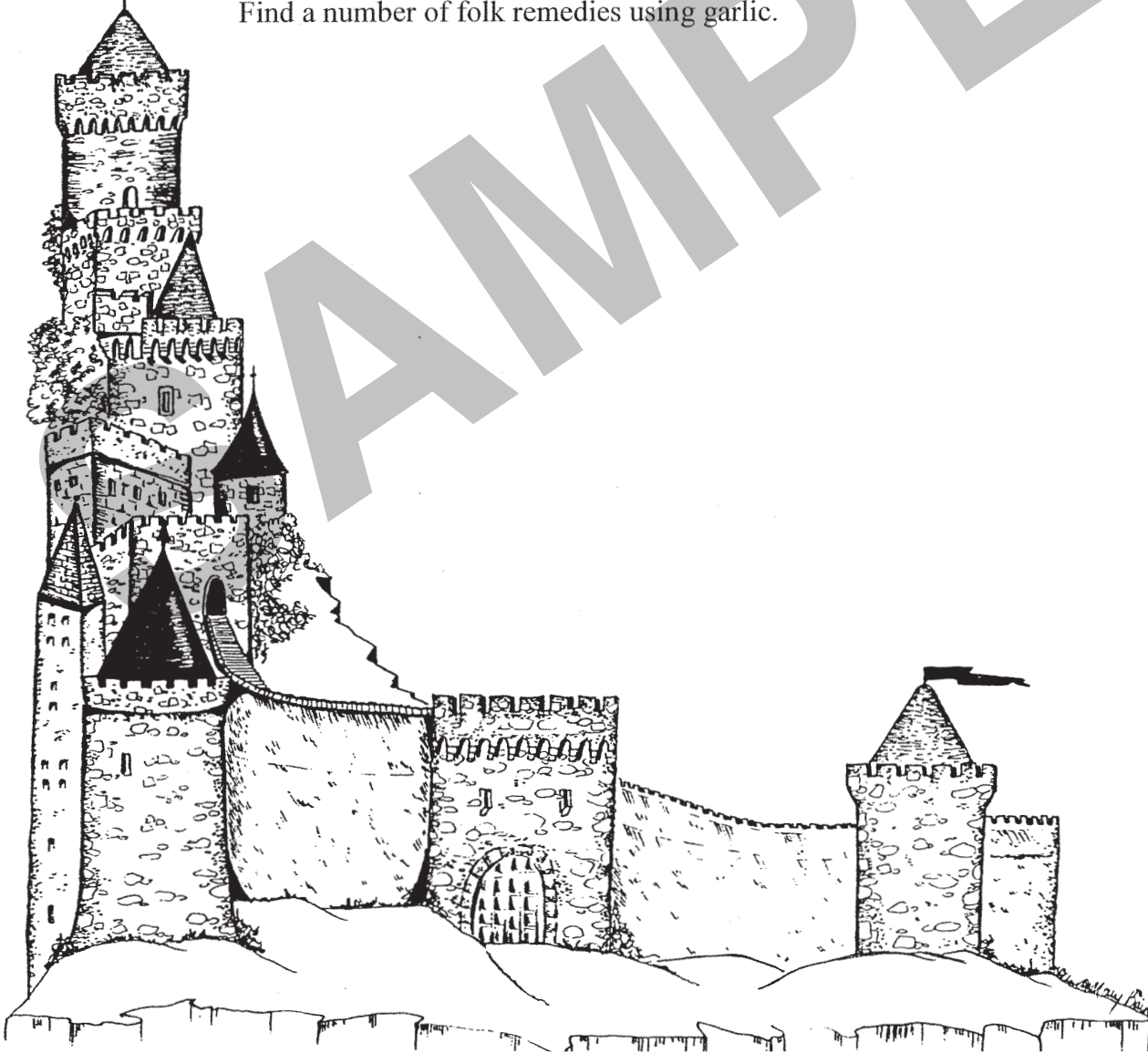


Name \_\_\_\_\_

## *The Whipping Boy*

### *Follow-up Ideas*

1. Have your class write to Sid Fleischman and ask if he can tell them more about "whipping boys" and where you might find research material.
2. Write 2 journals of the same incident -- the boy's capture, Jemmy's escape, the fair -- one from Jemmy's point of view and one from the Prince's. (You might also try the same thing using Cutwater and Billy.)
3. Divide your class into groups and have each group dramatize part of the story. Make sure they use the author's wonderfully abusive language!
4. Write an outline for another adventure that Horace and Jemmy might have now that they are friends.
5. Research garlic.  
Find a number of folk remedies using garlic.



***The Whipping Boy***

*Testing... Testing*

A. Choose the word that best fits the meaning of the sentence and put it in the blank.

1. Jemmy refused to cry, and the prince became \_\_\_\_\_ .  
**exhilarated      exasperated      ecstatic**
2. The roof of the outlaws' hut was \_\_\_\_\_ .  
**thatched      wooden      shingled**
3. Jemmy began to plan and \_\_\_\_\_ as soon as the outlaws caught them.  
**escape      schism      scheme      cry**
4. Jemmy \_\_\_\_\_ the outlaws when he made them believe he was the prince.  
**scragged      aggravated      flummoxed**
5. The boys ran into the woods and hid in the \_\_\_\_\_ .  
**foliage      mudlark      barnacle**
6. The cow woman's fingers were \_\_\_\_\_ and twisted.  
**derelict      manacled      gnarled**
7. The ship was tied up at the \_\_\_\_\_ .  
**anchor      barnacle      wharf**
8. When Jemmy's parents died he became \_\_\_\_\_ .  
**a mudlark      an orphan      a rat catcher**

B. Find the best word in Column 2 to go with the words in Column 1.

**Column 1**

- cobbled \_\_\_\_\_
- garlic \_\_\_\_\_
- thatched \_\_\_\_\_
- clever \_\_\_\_\_
- witless \_\_\_\_\_
- bloodthirsty \_\_\_\_\_
- hairy \_\_\_\_\_
- running \_\_\_\_\_
- dancing \_\_\_\_\_

**Column 2**

- bear
- scheme
- roof
- streets
- breath
- face
- fool
- patterer
- outlaw

Name \_\_\_\_\_

## *The Whipping Boy*

*Testing... testing*

# Who...

...owned a dancing bear? \_\_\_\_\_

... was illiterate? \_\_\_\_\_

... had salt and pepper in his pockets? \_\_\_\_\_

... liked garlic? \_\_\_\_\_

... recognized Jemmy at the fair? \_\_\_\_\_

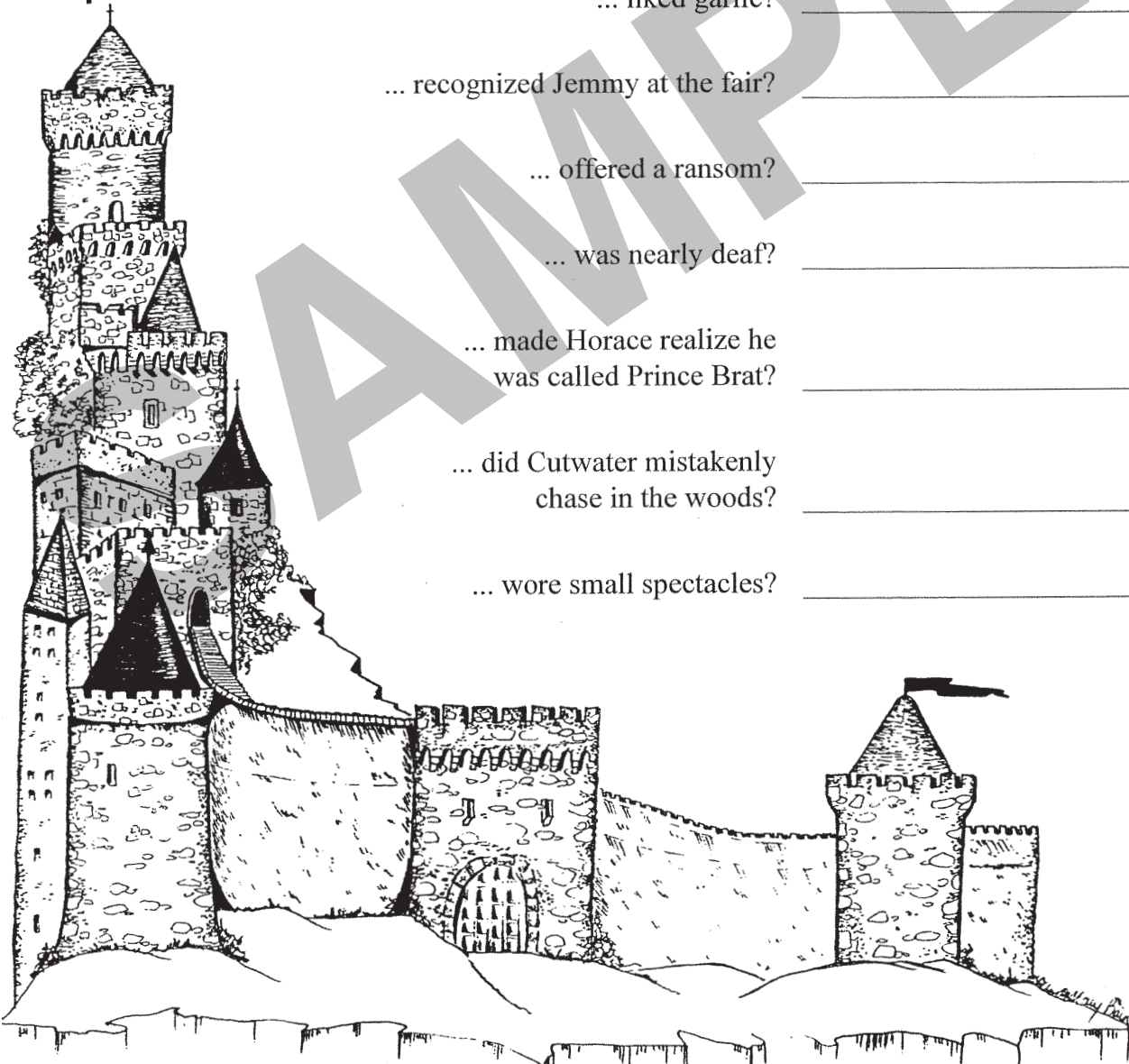
... offered a ransom? \_\_\_\_\_

... was nearly deaf? \_\_\_\_\_

... made Horace realize he  
was called Prince Brat? \_\_\_\_\_

... did Cutwater mistakenly  
chase in the woods? \_\_\_\_\_

... wore small spectacles? \_\_\_\_\_



# THE WHIPPING BOY

Have your students keep a **response journal** for *The Whipping Boy*.

Students should indicate chapter number or title each time they write.

1. Students can retell the main idea of each chapter.

Assign a minimum number of sentences and increase the number of sentences as you progress through the novel.

Ask students to retell the story in correct sequence.

Illustrations can be added to response journals.

After reading each chapter brainstorm, and make a chart of words and phrases to assist the students when they write their responses.

Before reading the next chapter, have the students write 2 or 3 sentences to predict what will happen.

I think \_\_\_\_\_ will happen next because \_\_\_\_\_.

I predict \_\_\_\_\_.

Share predictions, discussing the reasons for their predictions.

2. When students are successful with retelling the main events, encourage them to personalize their responses by giving opinions and sharing their experiences.

These starters will help the students extend their thinking skills:

- This chapter reminded me of \_\_\_\_\_
- When \_\_\_\_\_ happened, I thought about the time when \_\_\_\_\_
- That place reminded me of \_\_\_\_\_
- When \_\_\_\_\_ did that, it reminded me of the time when \_\_\_\_\_

