Welcome to Book Units Teacher ~ I love teaching! I especially love interactive notebooks, anchor charts, hands-on activities, great books, and making learning fun. Here is the place for me to share some of the things I love.

~ Gay Miller
Thank you for downloading this sample of Mrs. Frisby and the Rats of NIMH Book Unit. Other book units may be found at [http://www.teacherspayteachers.com/Store/Gay-Miller](http://www.teacherspayteachers.com/Store/Gay-Miller)

Gay Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

This packet also includes links for the digital components for this unit. **Boom Learning** is used for the multiple choice, short answer, and fill in the blank questions. Activities that require more open ended responses may be found in **Google Slides**. This includes all the writing prompts with organizers for students to plan responses.

Mrs. Frisby and the Rats of NIMH

by Robert C. O’Brian

Genre ~ Adventure, Science Fiction, and Fantasy

Interest Level ~ Grades 3 – 5

Grade level Equivalent: 5.8

Lexile Measure®: 790L
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Comparing the Book to the Movie
Vocabulary List

Chapter 1 ~ The Sickness of Timothy Frisby

furrow (adjective) - a long narrow ditch made in the ground for planting seeds

synonyms: trough, channel, groove, rut, gully

Mrs. Frisby set off over the gently furrowed earth, and when she reached the fence, she turned right, skirting the border of the forest, searching with her bright round eyes for a bit of carrot, a frozen parsnip, or something green.

Chapter 2 ~ Mr. Ages

drone (verb) – a monotonous low tone

multiple meaning word . . . Other Meanings
- the male of the honeybee and other bees, stingless and making no honey
- an unmanned aircraft or ship that can navigate autonomously, without human control

synonyms: buzz, hum, whine, murmur, whirr

There were harsher plants as well — spiny thistles and poisonous nightshade, and bees droning everywhere.

Chapter 3 ~ The Crow and the Cat

dubious (adjective) - having or showing doubt; skeptical
dubiously (adverb)

synonyms: doubtful, uncertain, unsure, undecided, hesitant, suspicious

‘Come down here,' she said. 'I'll get the string off.'
‘How?' said the crow dubiously.
‘Don't argue, I have only a few minutes.' She said this in a voice so authoritative that the crow fluttered immediately.
Chapters 1-2 [furrow and drone]

1. Circle six words in the box that are synonyms of furrow.

<table>
<thead>
<tr>
<th>trough</th>
<th>ditch</th>
<th>seedling</th>
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<tr>
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<td>channel</td>
<td>point</td>
<td>gully</td>
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<tr>
<td>crest</td>
<td>rut</td>
<td>harvest</td>
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Read the definitions of drone. Write a, b, or c to show which definition is used in each sentence.

a) a monotonous low tone
b) the male of the honeybee and other bees, stingless and making no honey
c) an unmanned aircraft or ship that can navigate autonomously, without human control

2. _____ Drones were first used by the U.S. Air Force because a concern for losing pilots over hostile territory.
3. _____ The helicopter made a droning sound as it lowered into the Grand Canyon.
4. _____ Drones make up only a small population of all the bees in the hive.
5. _____ Drones to not do the typical work of the worker bees such as nectar and pollen gathering or hive construction.
6. My mother dioned on and on about all the chores I need to do.
7. _____ The drone was used to police the stadium.
Vocabulary Review
Write a synonym from your vocabulary list for each word listed:

1. exterminate
   _______________________
2. inkling
   _______________________
3. dispatch
   _______________________
4. don
   _______________________
5. engross
   _______________________
6. cyanide
   _______________________
7. writhe
   _______________________
8. incinerator
   _______________________
9. commence
   _______________________
10. denounce
    _______________________
11. cursory
    _______________________
12. cryptic
    _______________________
13. dictate
    _______________________
14. cynical
    _______________________

Chapters 1-2 [furrow and drone]

1. Circle six words in the box that are synonyms of furrow.

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Read the definitions of drone. Write a, b, or c to show which definition is used in each sentence.

   a) a monotonous low tone
   b) the male of the honeybee and other bees, stingless and making no honey
   c) an unmanned aircraft or ship that can navigate autonomously, without human control

2. _______ Drones were first used by the U.S. Air Force due to a concern for losing pilots over hostile territory.
3. _______ The helicopter made a droning sound as it lowered into the Grand Canyon.
4. _______ Drones make up only a small population of all the bees in the hive.
5. _______ Drones do not do the typical work of the worker bees such as nectar and pollen gathering or hive construction.
6. _______ My mother droned on and on about all the chores I need to do.
7. _______ The drone was used to police the stadium.
Vocabulary Review
Write a synonym from your vocabulary list for each word listed:

1. exterminate  eliminate
2. inkling  suspicion
3. dispatch  transmit
4. don  throw on
5. engross  mesmerize
6. cyanide  poisonous gas
7. writhe  twist and turn
8. incinerator  furnace for burning trash
9. commence  begin
10. denounce  accuse
11. cursory  done quickly
12. cryptic  hidden meaning
13. dictate  read aloud for someone to write down
14. cynical  skeptical

Chapters 1-2 [furrow and drone]

1. Circle six words in the box that are synonyms of furrow.

   trough  ditch  seedling
groove  plough  plant
groove  plough  plant
crest  rut  harvest

2. _c_ Drones were first used by the U.S. Air Force due to a concern for losing pilots over hostile territory.

3. _a_ The helicopter made a _droning_ sound as it lowered into the Grand Canyon.

4. _b_ Drones make up only a small population of all the bees in the hive.

5. _b_ Drones do not do the typical work of the worker bees such as nectar and pollen gathering or hive construction.

6. _a_ My mother _droned_ on and on about all the chores I need to do.

7. _c_ The _drone_ was used to police the stadium.
Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains Constructed responses exercises. The Constructed response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

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<td>different forms of the same story</td>
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<td>compare and contrast</td>
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Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students fill in the organizers only.
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| Figurative Language | | | | | | | | * | *
| Full Book ~ Theme | | | | | | | | * | *
| Character’s Actions | | | | | | | | * | *
| Full Book ~ Plot Development Chart | | | | | | | | * | *
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<td>Chapters 15-16 ~ Cause and Effect</td>
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<td>Point of View</td>
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<td>Chapters 19-20 ~ Acrostic [Summarizing]</td>
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<tr>
<td>Figurative Language</td>
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<td>Full Book – Theme</td>
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<td>Character’s Actions</td>
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<td>Full Book – Plot Development Chart</td>
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<td>Full Book ~ Comparing the Book to the Movie</td>
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</tbody>
</table>

~ Page 14 © Gay Miller ~
1. A good title for Chapters 1-2 could be ---.
   a. Pneumonia
   b. Corn
   c. A Mother’s Work is Never Done
   d. Four Children

2. Chapters 1-2 are told from which point of view?
   a. 1st through Mama
   b. 1st through Timothy
   c. 3rd through Mama
   d. 3rd through Mr. Ages

3. What can be inferred about Mr. Ages?
   a. Mr. Ages is a busy mouse.
   b. Mrs. Frisby went to Mr. Ages because he had been a friend of her husband’s.
   c. Mr. Ages was old and feeble.
   d. Mr. Ages was a good doctor.

4. The setting is important to the story because---.
   a. Mrs. Frisby had to travel a long way across the farm to reach help.
   b. Pipsissewa and Chimaphila umbellate grew there.
   c. It was hard to find food.
   d. The dampness in the region was making Timothy sick.

5. Underline the alliteration in this passage.
   In the summer it was a wild and beautiful place, bright with blooms and full of the smell of blackberry blossoms and purple clover.

6. Which word best describes how Mama feels about her children?
   a. playful
   b. loving
   c. teaching
   d. serious

7. Which genre is Mrs. Frisby and the Rats of NIMH?
   a. drama
   b. historical fiction
   c. adventure
   d. fantasy

   Explain why you selected this answer.

8. Read this line from the end of Chapter 1.
   When her eyes got used to the dark, she saw that she had found a treasure: a winter’s supply of food, carefully stored and then, for some reason, forgotten or abandoned.

   Which type of figurative language does this line contain?
   a. personification
   b. metaphor
   c. repetition
   d. simile

   Explain why you selected this answer.
1. A good title for Chapters 1-2 could be ---.
   a. Pneumonia
   b. Corn
   c. A Mother’s Work is Never Done
   d. Four Children

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   a. Mrs. Frisby had to travel a long way across the farm to reach help.
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   d. serious

7. Which genre is Mrs. Frisby and the Rats of NIMH?
   a. drama
   b. historical fiction
   c. adventure
   d. fantasy

   Explain why you selected this answer.
   Mice are taking on the characteristics of people.

8. Read this line from the end of Chapter 1.
   When her eyes got used to the dark, she saw that she had found a treasure: a winter’s supply of food, carefully stored and then, for some reason, forgotten or abandoned.

   Which type of figurative language does this line contain?
   a. personification
   b. metaphor
   c. repetition
   d. simile

   Explain why you selected this answer.
   Food is compared to treasure without the use of like or as.
### Constructed Response – Character Traits

Describe each character.

**Frisby Family**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan</td>
<td></td>
</tr>
<tr>
<td>Mrs. Frisby</td>
<td></td>
</tr>
<tr>
<td>Teresa</td>
<td></td>
</tr>
<tr>
<td>Martin</td>
<td></td>
</tr>
<tr>
<td>Timothy</td>
<td></td>
</tr>
<tr>
<td>Cynthia</td>
<td></td>
</tr>
</tbody>
</table>
Describe each character.

**Frisby Family**

**Jonathan**
- dark-haired and handsome
- died mysteriously last winter
- good friend to Mr. Ages

**Mrs. Frisby**
- mother of four
- caring
- goes out early in search of food for her family

**Teresa**
- oldest
- worried about her younger brother

**Martin**
- the biggest
- a strong, quick mouse
- dark-haired and handsome like his poor father

**Timothy**
- thinnest of her children
- dark complexion like his father and brother
- narrow of face
- eyes were unusually large and bright
- smartest and most thoughtful of her children
- frailest ~ the first to catch colds and the slowest to recover
- hypochondriac

**Cynthia**
- youngest
- slim
- pretty girl-mouse
- light-haired
- a little lightheaded
- overly-fond of dancing

---

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-Literacy.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
# Prefixes, Suffixes, & Root Words

## Common Core Alignment

<table>
<thead>
<tr>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</td>
<td>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</td>
</tr>
</tbody>
</table>

| Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |

All prefix, suffix, and root words have been verified using the word origin feature at Dictionary.com. Some prefixes and suffixes are added to root words, not base words.
Prefix List from Mrs. Frisby and the Rats of NIMH

<table>
<thead>
<tr>
<th>fore-</th>
<th>pro-</th>
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</thead>
<tbody>
<tr>
<td>foreleg</td>
<td>provided</td>
</tr>
<tr>
<td>forepaws</td>
<td>protruded</td>
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<tr>
<td>forehead</td>
<td>protested</td>
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<tr>
<td>foreground</td>
<td>protected</td>
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<tr>
<td>foresee</td>
<td>progress</td>
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<tr>
<td>forewarned</td>
<td>project</td>
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<td>promise</td>
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<td>produce</td>
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<td>process</td>
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<td>pronounced</td>
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<td></td>
<td>products</td>
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<td></td>
<td>procession</td>
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<td></td>
<td>propose</td>
</tr>
</tbody>
</table>

- tion/-ion/-ation

| infection       | partitions                |
| perspiration    | injection                 |
| direction       | mutation                  |
| mention         | combination               |

- ity/-ty

| captivity       | dignity                   |
| perspiration    | intensity                 |
| mention         | intensity                 |
| attention       | electricity               |

This unit practices with the prefixes: fore- and pro and the suffixes: -tion/-ion/-ation and -ity/-ty.

| attention       | fraction                 |
| destination     | interruption             |
| exception       | section                  |
| addition        | instructions             |
| connection      | solution                 |
| section         | action                   |
| information     | invention                |
| station         | civilization             |
Prefix and Suffix Graphic Organizers

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces including:
  - Students should select four words that contain the prefix or suffix and write these words on the four flaps along with a short definition of the word and an illustration.
  - On the lines, have students use the words in sentences.
- Trim around the four edges on the lines indicated.
- Fold the page on the dotted lines.
- Your organizer should open with four flaps.

Sample Instructions Page

![Sample Instructions Page Image]
Prefix and Suffix Practice

**Preparation for Repeated Use:**

1) Print the puzzle pieces on the next two pages and the pages with sentences onto heavy weight paper or cardstock. Construction paper works well if your copier will accept it.
2) Laminate for durability.
3) Cut out the puzzle pieces and store in a Ziploc bag.

**Preparation for Single Use:**

This exercise may be used as interactive worksheets. Simply make copies of the pages using regular duplicating.

**Using the Puzzles:**

Students match up two puzzle pieces to form words. Students then read the sentences. They select the best word that will fit into the blank space of the sentence from the words that were made by joining together the puzzle pieces.

A “Student Response Sheet” has also been provided for students to write answers if you would like to use the repeated use version in a learning center, for morning review, or for differentiated instruction.

This set practices with the prefixes and suffixes listed on the chart above. Different books in this series will focus on different prefixes and suffixes.
Prefix and suffix puzzles are provided. This activity not only teaches affixes but context clues as well.
| protruded | 1) In the stump there was a hole, and out of the hole ___ something that looked a little like a leaf, but was not. |
| reputation | 2) Mrs. Frisby met her often and had grown to like her, though shrews are generally unpopular, having a __________ reputation. |
| protrusion | Teresa, ‘What if it stays cold?’ |
| foreleg | 4) A tunnel to the surface-earth of the garden, dug so that it was slightly larger than a mouse and slightly smaller than a cat’s ____, provided access, air, and even a fair amount of light to the living room. |
| solution | 5) It meant, Mrs. Frisby realized, that she, too, could see no ___ to the problem. |
| ability | 6) I’m sure Dr. Schultz had plans for testing our reading ____. |
Option #2 Root Word Organizers

You can have students glue just the top cover page directly into interactive notebooks and have students write definitions and/or sentences containing the words on the pages in the interactive notebooks. Another option is to run off both the top cover page and bottom page of the organizer and glue them together. This option provides the students with boxes containing lines to write definitions and/or sentences.

The organizers have been left blank so that any word may be used.

Instructions for Making the Organizer:

1) Simply copy the first page of the organizer onto colored paper.
2) Optional ~ Copy the next page onto white copier paper.
3) Trim the outer edges so the organizer will fit into interactive notebooks.
4) The first colored page should be cut on the lines between the three flaps up to the dotted fold line, so that it will open one flap at a time.
5) Students will complete the organizer by filling in the missing information.
6) Glue the top page to the bottom page in the area indicated, so the organizer will open. OR Glue the top page directly onto a page in your interactive notebook.
Game Rules

Setting Up the Game for Play

Print the “Root Word List from Mrs. Frisby and the Rats of NIMH” and the game board. I like to place the game in page protectors to keep them looking clean and for easy storage.

Rules for Playing

This game may be played with two to four players.

1. The game starts with each player placing a colored marker in their start.
2. After the order of play is determined through the rolling of the die, each player rolls a single die on each turn to determine the number of spaces to move.
3. Players move around the track then back to their colored track that leads to the center of the game board.
4. Each time a player lands on a box on the track, s/he must read the definition and correctly name the matching word. [The words all contain one of the following root words: rupt, form, ject, or spect/spec from the “Root Word List from Mrs. Frisby and the Rats of NIMH”]. If incorrect, the player must move back to the spot before the play.
5. The winner is the first player who reaches the “Winner” box by exact count.
Root Word List from Mrs. Frisby and the Rats of NIMH

rupt
[break, burst]
form
[to shape]
ject
[to throw]
spec/spect
[to see]

Words from Mrs. Frisby
- abruptly
- interrupt
- formally
- platform
- projecting
- object
- especially
- prospect

More Words
- bankrupt
- rupture
- erupt
- corrupt
- disrupt
- injection
- aspect
- formula
- subject
- inspect
- uniform
- species
- suspected
- respectful

This unit practices with four root words.

- conjecture
- project
- specimen
- speculate

~ Page 27 © Gay Miller ~
## Point of View
### Common Core Alignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>CCSS.ELA-LITERACY.RL.4.6  <strong>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</strong></td>
</tr>
<tr>
<td>5th</td>
<td>CCSS.ELA-LITERACY.RL.5.6  <strong>Describe how a narrator’s or speaker’s point of view influences how events are described.</strong></td>
</tr>
<tr>
<td>6th</td>
<td>CCSS.ELA-LITERACY.RL.6.6  <strong>Explain how an author develops the point of view of the narrator or speaker in a text.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>CCSS.ELA-LITERACY.RI.4.6  <strong>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</strong></td>
</tr>
<tr>
<td>5th</td>
<td>CCSS.ELA-LITERACY.RI.5.6  <strong>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</strong></td>
</tr>
<tr>
<td>6th</td>
<td>CCSS.ELA-LITERACY.RI.6.6  <strong>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</strong></td>
</tr>
</tbody>
</table>
Point of View Organizer

Three versions of the organizer are provided:

- The first has lines where students write definitions and examples.
- In the second, the definitions are provided with key words missing for students to write in. Students also write examples.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold on the dotted lines. Cut on the lines indicated up to the dotted fold line so that the organizer opens with three flaps.
- Label the flaps.
Activity - Point of View

Essential Question
How do authors use point of view to tell a story?

Lesson Vocabulary
first-person  second-person  third-person objective
third-person limited third-person omniscient

Activity - The Tortoise and the Hare (Told from Different Points of View)

Preparation: Make four to five copies [depending on the number of students in your class] of each version of The Tortoise and the Hare fable. (Students will work with a partner.) Cardstock would make the stories more durable. Make one copy of the 'The Tortoise and the Hare Student Response Sheet' for each pair of students.

Instructions to Students:
You are going to work with a partner to evaluate six different versions of The Tortoise and the Hare fable. For each version you need to answer the questions on the student response sheet.

Discussion Question Following the Activity
❖ Which version of the story did you like the best and why?
❖ Which version did you feel a closer connection to the characters?
❖ Which version did you not feel a close connection to the characters?

Answer Key
Version #1 ~ Third Person Limited Point of View from Hare’s Point of View
Version #2 ~ First Person Point of View from Tortoise’s Point of View
Version #3 ~ Third Person Objective Point of View (told without a character’s point of view)
Version #4 ~ Third Person Omniscient (told from both characters’ points of view)
Version #5 ~ First Person Point of View from Hare’s Point of View
Version #6 ~ Third Person Limited Point of View from Tortoise’s Point of View
Writing Activities - Point of View

Activity 1

Have students rewrite fables from different perspectives and/or different points of view. Included are printables for the following fables:

- The Boy who Cried Wolf
- The Ants and the Grasshopper
- The Lion and the Mouse

These print front-to-back the same as the vocabulary workbook.

[pages 1 and 4 on the front and pages 3 and 4 on the back]

Fold the page in half to form a book.

Sample Instructions Page
Activity 2

Students are given a firsthand account. They are to rewrite the event from a different point of view and/or perspective.

Included are printables for the following:

- Babe Ruth breaks his homerun record in 1927.
- Ruby Bridges attends William Frantz Elementary.
- Ulysses S. Grant and Lincoln discuss military plans.

Included are three pages for each.

- The first page contains four boxes. One with a clipart images. The next provides a brief history of the event. The third box contains a first-hand account. The final box is devoted to writing. Since this will not be enough space for students to write, a matching page is included for additional writing space.

- Also included is a four-box graphic with a photo in the center. You may have students select a small paragraph from their longer more detailed writing and rewrite it in from different points of view.

Sample Instructions Page
### Figurative Language Common Core Alignment

<table>
<thead>
<tr>
<th>Figurative Language</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Similes</strong></td>
<td>CCSS.ELA-LITERACY.L.3.5.A</td>
<td>CCSS.ELA-LITERACY.L.4.5</td>
<td>CCSS.ELA-Literacy.RL.5.4</td>
<td>CCSS.ELA-LITERACY.L.6.5</td>
</tr>
<tr>
<td><strong>Metaphors</strong></td>
<td>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <em>take steps</em>).</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Explain the meaning of simple similes and metaphors (e.g., <em>as pretty as a picture</em>) in context.</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td><strong>Personification</strong></td>
<td>CCSS.ELA-LITERACY.L.4.5.A</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td></td>
</tr>
<tr>
<td><strong>Hyperbole</strong></td>
<td>CCSS.ELA-LITERACY.L.4.5.B</td>
<td>Interpret figures of speech (e.g., personification) in context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adages, Idioms, and Proverbs</strong></td>
<td></td>
<td>CCSS.ELA-Literacy.L.5.5a</td>
<td></td>
<td>CCSS.ELA-Literacy.L.5.5.b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpret figurative language, including similes and metaphors, in context.</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td></td>
</tr>
</tbody>
</table>
Figurative Language Organizers

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.
These mini-books may also be used for character traits.
## Context Clues Common Core Alignment

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.L.3.4.A</strong>&lt;br&gt;Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td><strong>CCSS.ELA-LITERACY.L.4.4.A</strong>&lt;br&gt;Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td><strong>CCSS.ELA-Literacy.L.5.4.a</strong>&lt;br&gt;Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td><strong>CCSS.ELA-Literacy.L.6.4.a</strong>&lt;br&gt;Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.L.5.5.c</strong>&lt;br&gt;Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td></td>
<td></td>
<td><strong>CCSS.ELA-Literacy.L.6.4.d</strong>&lt;br&gt;Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
</tbody>
</table>
Context Clues Organizers

Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form six flaps.
4) After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.
Context Clues

Instructions for Making the Cards

1. Print the question cards onto heavy weight paper or cardstock.
2. Laminate for repeated use.
3. Cut the cards apart.

Answer Key

1.  d) rotten
2.  c) complainer
3.  a) running
4.  d) little
5.  b) booming
6.  c) claws
7.  b) possible
8.  c) watchman
9.  a) trunk
10. c) surprised
11. b) stopped
12. d) distinguish
13. c) perplexing
14. b) created
15. d) struck
16. c) caught
17. c) accurately
18. b) discuss
19. a) doubter
20. c) privacy
21. b) strainer
22. c) unstoppable
23. d) cure
24. c) worry
December lasted until March, and by February the beans and peas had been picked over (with help from the birds), the asparagus roots were frozen into stone, and the potatoes had been thawed and refrozen so many times they had acquired a slimy structure and a **rancid** taste.

What does **rancid** mean?  
- a) fresh  
- b) juicy  
- c) salty  
- d) rotten

He was also — perhaps as a result — something of a **hypochondriac**. But there was no doubt he was really sick this time. His head felt as if he had a high fever, and his pulse was very fast.

What does **hypochondriac** mean?  
- a) helpful  
- b) optimistic  
- c) complainer  
- d) certain

Mr. Fitzgibbon had backed the tractor out of the big, cluttered shed where he kept it. Leaving the motor **idling**, he climbed down from the seat and called to the house.

What does **idling** mean?  
- a) running  
- b) participate  
- c) broken  
- d) postponed

'We're soaring. There's usually one over this stretch of woods in the evening.' A current of warm air, rising from the woods, was carrying them along. So smooth was the motion that they seemed to stand still, and Mrs. Frisby ventured to open her eyes and lift her head just a **trifle**.

What does **trifle** mean?  
- a) droopy  
- b) descent  
- c) watery  
- d) little