

The Indian in the Cupboard

Reading Guide

by BJ Lloyd

For the book by Lynne Reid Banks



LOGOS PRESS
Elementary Literature Series

***The Indian in the Cupboard* – A Reading Guide**

for the book by Lynne Reid Banks

INCLUDED IN THIS READING GUIDE

Teacher Resource Section: Additional information is provided for the teacher, as well as questions that may be used to provide thoughtful dialog about each chapter.

Chapter Worksheets: Included in this reading comprehension booklet are chapter worksheets, with two questions for every chapter of the book. The questions on each sheet are designed to highlight key concepts or events that take place in that particular chapter. It is not necessary that a student complete each chapter worksheet in this booklet. A teacher *may* want to assign every worksheet as the student reads through the book, or just pick and assign a couple of worksheets in order to assess the student's comprehension. In the later case, the teacher may use the other worksheets as an aid for oral discussions. A recommended Grading Guide is provided on the next page.

Memory Quiz: A quiz over one chapter is provided to assess the student's memory and ability to express the answer in a complete sentence. The quiz consists of 6 questions for the teacher to orally give the student. The student should be given advance notice that the memory quiz will be given over a particular chapter, and he should read it several times in order to know it thoroughly. This test is to be graded using the same criteria as the chapter worksheets, but spelling should not count against the student, as he does not have access to the book.

Open Book Test: There is a comprehension test to administer after finishing the book. The student has the ability to look up answers in this open book test. This test is comprised of 3 parts and should be graded as follows:

1. **Matching Section-** each item is worth ONE point.
2. **Fill in the Blank-** each blank is worth ONE point.

3. **Short Answer**- each answer is worth SIX points. It should be graded using the same criteria as the worksheets for the individual chapters. (See the Grading Guide on the next page.)

student should be given a Spelling Grade, because the book and a Word Bank are available to use for help with spelling.

Answer Keys: An answer key is provided for the worksheets, Memory Quiz, and the Open Book Test. These answers contain the main element needed in order to answer the question correctly.

GENERAL TEACHING INSTRUCTIONS

Restating the Question in the Answer

The student should be taught to restate the question in the answer. Here is an example of restating:

“What is the title of this book?”

The answer should be:

“The title of this book is *Babe: The Gallant Pig*.”

Unacceptable answers would be: “*Babe: The Gallant Pig*” or “It is *Babe: The Gallant Pig*”.

The student should also be taught it is never proper to answer a question with a Subject Pronoun.

Grading Guide for Reading Comprehension and Spelling on the Worksheets

In order to provide high standards for quality work and integration of skills:

- Reading Grade:

Each comprehension question on a worksheet is worth **six points**.

1 point for beginning the answer with a capital letter.

1 point for ending the answer with an end mark.

1 point for restating the question (using words from the question) and making sense.

3 points available for the correct answer. 3 points-correct with effort. 2 or 1-partially correct. 0-wrong answer. This allows for the teacher to give partial credit for an answer that is not completely correct.

The student’s answer must begin with a capital letter, have an end mark, be restated and make sense, and, of course, be correct.

- Spelling Grade:

The students have the reading book and the reading worksheet from which to glean the answers. Therefore, they should spell the words in their answer correctly.

Starting from 100%, deduct 2 points for each misspelled word.

Misspelled also means dotted i's, j's, crossed t's, x's, capitals on proper names, apostrophes on contractions and possessives, AND mistakes in formation of letters.

***The Indian in the Cupboard* - Teacher Resource**

Before starting the book:

1. Find the title page. What is the title of this book? Who is the author? Who is the illustrator?
2. Find the page with the list of other books by Lynne Reid Banks. Have you ever read any other books by this author?
3. Look at the Contents page. How many chapters are in this book?
4. Is there a dedication page? For whom is this book dedicated?
5. Is this book an autobiography, biography, nonfiction or a work of fiction?

Chapter 1: Birthday Presents

- The setting for *The Indian in the Cupboard* is in England. We will encounter many British words. Before starting this book, the author tells us that *biscuits* are cookies, a *lorry* is a truck or van, the game *football* is the same as the American game of soccer, and *Toffo* is a brand name of candy.
- Here is another British word: *dustbin*. A dustbin is the same thing as a trashcan.
- Notice the difference in the attitudes of Omri and Patrick. When Omri received his present from Patrick, he was disappointed, but he tried not to show it so he would not hurt Patrick's feelings. Patrick, on the other hand, gave Omri an old toy of his that he didn't part with. Whose attitude was less selfish?
- This story is a work of *fiction*—an imaginary story. This type of fiction is called *fantasy*, because it could not really happen in real life. Name some other fantasy books you have read.

Chapter 2: The Door is Shut

- Dine *row* (rhymes with “cow”). A *row* is a fight or argument.
- When Omri first saw that the Indian was alive, he was excited that he owned a real, live Indian, and he couldn't wait to pick him up and hold him. Later he finally got his chance. Notice how Omri could see and *feel* that the Indian was truly alive. Omri began to respect him for his courage.

The Indian in the Cupboard Reading _____ (24) Name _____
Chapters 1 and 2 Spelling _____ (x2) Date _____

Short Answer: Answer each question. Remember to restate the question in the answer. Spelling counts, so use your book!

Chapter 1: Birthday Presents

1. List the four presents Omri received for his birthday. (Do not use sentences.)

- 1) _____ 3) _____
2) _____ 4) _____

2. What did Omri see when he opened the cupboard in the morning?

Chapter 2: The Door is Shut

3. What was the awful thought that came to Omri at school?

4. How did Omri know that he had not imagined everything? (Look carefully for the answer.)

The Indian in the Cupboard Reading _____ (24) **Answer Key**
Chapters 1 and 2 Spelling _____ (x2)

Short Answer: Answer each question. Remember to restate the question in the answer. Spelling counts, so use your book!

Chapter 1: Birthday Presents

1. List the four presents Omri received for his birthday. (Do not use sentences.)

- 1) _____ plastic toy Indian _____ 3) _____ skateboard _____
2) _____ helmet _____ 4) _____ white metal cupboard _____

2. What did Omri see when he opened the cupboard in the morning?

_____ Omri saw a live Indian crouching in the dark _____
_____ cupboard when he opened it in the morning. _____

Chapter 2: The Door is Shut

3. What was the awful thought that came to Omri at school?

_____ The awful thought that came to Omri at _____
_____ school was that the Indian had no food and not _____
_____ much air and that he might be dead. _____

4. How did Omri know that he had not imagined everything? (Look carefully for the answer.)

_____ Omri knew that he had not imagined _____
_____ everything because the Indian was _____
_____ in a completely different position. _____