

Chapters 1-3

❖ **Quickwrite:** Write about a time that you wanted something that somebody else had. What was it? Did you try to get it for yourself? How?

❖ **Vocabulary:** Fill in the blanks.

- I watched with fascination as the ants _____ in a straight line back to their anthill.
- After my run, I _____ breathlessly and waited for my heart to stop racing.
- Smirking, the sneaky boy _____ silently into the room and hid behind the sofa, hoping to frighten his sister.
- The student _____ an indistinct answer, and the teacher kindly asked her to speak up.
- We _____ the ancient coin, and wondered if it was worth a lot of money.
- The kids _____ home after school, eager to play their new game.
- Choose one of the vocabulary words and write an original sentence for it here.



inspect
mumbled
marched
peered
dashed
crept

❖ **True or False:** Mark T for True and F for False.

- Andrew and Sharon are very close friends. ____
- Andrew wants freckles because he thinks they will bring him luck. ____
- Andrew pays Sharon \$1.00 for the freckle juice recipe. ____
- The freckle juice recipe calls for grasshopper legs. ____
- Andrew manages to drink all of the freckle juice. ____
- Choose one of the _____

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

- What does Nicky Lane have that Andrew wants? Why does Andrew want it? What is your opinion about Andrew's wish?

- Why is Andrew under the tree in Chapter 2? What decision does Andrew make the following morning?

Why does Andrew decide that Miss Kelly isn't bad? Use textual evidence to support your answer.



- What ingredients are in freckle juice? How does Andrew feel after he drinks it?

❖ **Beyond:** Below, illustrate and write about the BEST thing you've ever tasted, and the WORST thing you've ever tasted.

Illustration:	Illustration:

_____ thing was _____

Features student work for every 3 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 6 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Four Comprehension & Analysis Written Response Questions.
- Beyond-Creative activities.

Word:
inspected

Definition:
examined

Word:
mumbled

Definition:
muttered; spoke in an unclear way

inspected
(verb)
examined



mumbled
(verb) muttered;
spoke in an unclear way



marched
(verb) walked



panted
(verb)
breathed heavily



dashed
(verb)
raced



crept
(verb) crawled or moved very slowly



absolutely
(adverb)
completely



- Choose the best **synonym** for inspected below.
 - ignored
 - examined
 - whispered
 - reversed
- Choose the best **antonym** for sensible below.
 - hopeful
 - unreasonable
 - cheerful
 - unforgiving

6. Choose the word that best completes the following sentence.

I had a very difficult time _____ the marker stains from the sofa.

- dashed
- absolutely
- removed
- alongside

law, write about a _____ sensible advice that you have been given in the past.

Name _____

Crackle Juice
VOCABULARY REVIEW

inspected mumbled marched panted dashed crept absolutely
mumbled sensible chattering removing alongside

Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
mumbled		
dashed		
moaned		
alongside		

2. Complete the graphic organizer below for the word in the middle.

Synonyms	Antonyms
chattering	

Vocabulary Focus:

- 6 challenge words chosen for every 3 chapters
- A total of 12 challenge words
- Complete Vocabulary List comes with and without definitions
- Final Vocabulary Review included
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

TABLE OF CONTENTS

Resource	Pages
Student Reference Bookmarks	3-4
Vocabulary List with definitions	5
Vocabulary List with definitions (NO page numbers)	6
Vocabulary List without definitions	
Vocabulary List without definitions (NO page numbers)	
Table of Contents: Student Chapter Packet	
Student Chapter Packet with answer key	
Table of Contents: Vocabulary Packet	
Vocabulary Packet with answer key	
Terms of Use and Artist Credit	

ABOUT THE STUDENT CHAPTER PACKET

The student work for every 3 chapters of reading contains both comprehension and vocabulary. Each part includes the following sections:

- Quickwrite**-A great idea is to have the students free-write here before reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
- Vocabulary**-The students practice context clue skills with six new words that are chosen for you from every 3 chapters.
- True/False or Sequencing**-One set of these types of questions are included for each section.
- Comprehension and Analysis**-Four short answer questions are provided per section. You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just some for your students to complete.
- Beyond**-The Beyond activities are a mix of fun activities, including art, graphic organizers, and text-to-self connections. They require the students to use their imaginations, and some upper-level thinking. You might even choose to use these as an option for early finishers.

COME BACK for

www.teacherspayteachers.com

www.nothingbutclass.com

COME BACK for MORE resources like this

www.teacherspayteachers.com/Store/Nothing-but-Class

www.nothingbutclassresources.com

STUDENT CHAPTER PACKET

FRECKLE JUICE

By Judy Blume



Freckle Juice

By Judy Blume
REFERENCE BOOKMARK

PLOT

A boy is given a recipe that is supposed to give him freckles.

SETTING

The story mostly takes place in a second grade classroom and at home.

CHARACTERS

- Andrew-a boy who longs for freckles.
- Sharon-Andrew's classmate.
- Nicky-a boy with freckles.
- Mrs. Marcus-Andrew's mother.
- Miss Kelly-Andrew's teacher.

Freckle Juice

By Judy Blume
REFERENCE BOOKMARK

PLOT

A boy is given a recipe that is supposed to give him freckles.

SETTING

The story mostly takes place in a second grade classroom and at home.

CHARACTERS

- Andrew-a boy who longs for freckles.
- Sharon-Andrew's classmate.
- Nicky-a boy with freckles.
- Mrs. Marcus-Andrew's mother.
- Miss Kelly-Andrew's teacher.

Freckle Juice

By Judy Blume
REFERENCE BOOKMARK

PLOT

A boy is given a recipe that is supposed to give him freckles.

SETTING

The story mostly takes place in a second grade classroom and at home.

CHARACTERS

- Andrew-a boy who longs for freckles.
- Sharon-Andrew's classmate.
- Nicky-a boy with freckles.
- Mrs. Marcus-Andrew's mother.
- Miss Kelly-Andrew's teacher.

Freckle Juice

By Judy Blume
REFERENCE BOOKMARK

PLOT

A boy is given a recipe that is supposed to give him freckles.

SETTING

The story mostly takes place in a second grade classroom and at home.

CHARACTERS

- Andrew-a boy who longs for freckles.
- Sharon-Andrew's classmate.
- Nicky-a boy with freckles.
- Mrs. Marcus-Andrew's mother.
- Miss Kelly-Andrew's teacher.

Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages for each section
- Student reference bookmarks
- All answer keys



Instructions

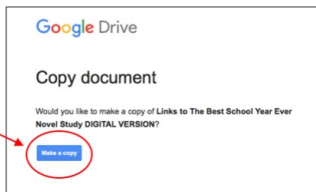
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

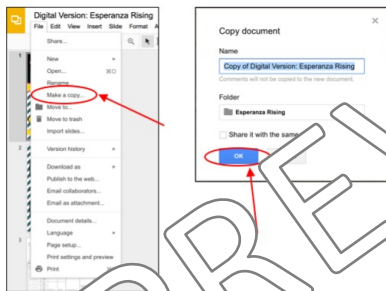
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

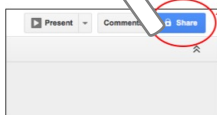


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

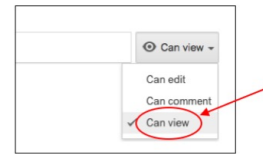


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

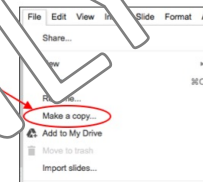


Note: Sharing with students can also be done through Google™ Classroom.

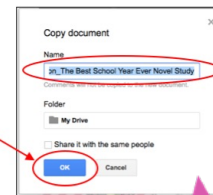
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, adjust bold, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress.

10. Don't forget that you do have the option to print the documents in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers like to have both versions so that they end up using both versions.

11. There are places where students are able to use their documents on iPads or tablets, this is easy to do. However, if you are using a computer, you can use the "Insert" dropdown menu in Google™ Docs to add images, tables, and more.

Your purchase includes both the **PAPER** version and the **GOOGLE™** version of this resource.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

Digital Version: The Magician's Nephew Comprehension and Vocabulary

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was yesterday at 9:43 PM

Background... Layout Theme... Transitions...

12

13

14

15

Comprehension and Analysis Answer the questions in complete sentences.

1. What is your opinion of Digory so far? Explain your thoughts, and use textual evidence to support your opinion.

Text here

2. Use three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.


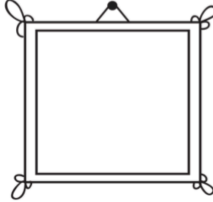
Text here

3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?

Text here

Beyond: Below, write about a time that you have done something adventurous, like Polly and Digory do. Illustrate your writing.

Text here



NOTHING BUT CLASS

2

©2020 Nothing but Class

MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Chapters 1-3

❖ **Quickwrite:** Write about a time that you wanted something that somebody else had. What was it? Did you try to get it for yourself? How?

❖ **Vocabulary:** Fill in the blanks.

1. I watched with fascination as the ants _____ in a straight line back to the anthill.
2. After my run, I _____ breathlessly and waited for my heart to stop racing.
3. Smirking, the sneaky boy _____ silently into the room and hid behind the sofa, hoping to frighten his sister.
4. The student _____ an indistinct answer, and the teacher kindly asked her to speak up.
5. We _____ the ancient coin, and wondered if it was worth a lot of money.
6. The boys _____ home after school, eager to play their new game.
7. Choose one of the vocabulary words and write an original sentence for it here:



inspected
mumbled
marched
panted
dashed
crept

❖ **True or False:** Mark T for True and F for False.

1. Andrew and Sharon are very close friends. ____
2. Andrew wants freckles because he thinks they will bring him luck. ____
3. Andrew pays Sharon \$1.00 for the freckle juice recipe. ____
4. The freckle juice recipe calls for grasshopper legs. ____
5. Andrew manages to drink all of the freckle juice. ____
6. Choose one of the false statements above and rewrite it as a true statement:

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. What does Nicky Lane have that Andrew wants? Why does Andrew want it? What is your opinion about Andrew's wish?

2. Why is Andrew unable to sleep in Chapter 2? What decision does Andrew make the following morning?

3. Why does Andrew decide that Miss Kelly isn't mad? Use textual evidence to support your answer.



4. What ingredients are inreckle juice? How does Andrew feel after he drinks it?

❖ **Beyond:** Below, illustrate and write about the BEST thing you've ever tasted, and the WORST thing you've ever tasted.

Illustration: 	Illustration:
The best thing was _____ _____	The worst thing was _____ _____