

# Section 1

❖ **QUICKWRITE:** If you could have any superpower, or magical ability, what would it be? Explain your reasoning.

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❖ **VOCABULARY:** Fill in the blanks.

1. The \_\_\_\_\_ clap of thunder made us all jump in surprise.
2. The distressed baby \_\_\_\_\_ hysterically when her mom left the room.
3. After a night of no sleep, and waking up hungry, the young girl came downstairs in a very \_\_\_\_\_ mood.
4. Use one of the vocabulary words to write your own sentence here: \_\_\_\_\_

❖ **TRUE OR FALSE:** Mark T for True and F for False.

1. The narrator turns Mrs. Winter to a dog with her magic finger. \_\_\_\_\_
2. There are six people in the Gregg family. \_\_\_\_\_
3. The Greggs are the narrator's neighbors. \_\_\_\_\_
4. The narrator uses the magic finger on the Greggs. \_\_\_\_\_
5. The narrator loves to hunt with the Greggs. \_\_\_\_\_
6. Choose one of the false statements from above. Turn it into a true statement and write it here: \_\_\_\_\_

❖ **OPINION WRITING:** Do you agree or disagree with the narrator's opinion about hunting? Defend your opinion.

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❖ **COMPREHENSION AND ANALYSIS:** Answer the questions in complete sentences.

1. List all of the characters you have met in the story so far. Write what you know about each of them.

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2. Do you think it's a good thing or a bad thing to have the power of the magic finger? Explain your opinion.

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3. What unusual events occur when Mr. Gregg goes hunting with his two sons?

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4. In detail, explain why the Greggs are shocked when they awaken the next morning. How do they react? Use textual evidence to support your answer.

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❖ **BEYOND:** Below, illustrate and write about the most interesting part of these chapters. Can you relate to it? Explain.



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*Features student work for every chunk of reading.*

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Four Short Answer Questions.
- Beyond-Creative activities.

❖ For each of the words below, circle the picture that best illustrates the word. On the line under the pictures, justify why you chose your answer.

11. cross

a.	b.
c.	d.

I chose this answer because \_\_\_\_\_

12. sobbed

4. Choose the best synonym for **enormous** below.

- tiny
- giant
- embarrassed
- wistful

5. Choose the best antonym for **cross** below.

- pleased
- annoyed
- willful
- forgiving

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

I felt myself \_\_\_\_\_ in anticipation and excitement before my big birthday party.

- tingling
- sobbed
- cross
- beastly

7. Below, write a \_\_\_\_\_

8. Below, list three \_\_\_\_\_

9. Complete the f \_\_\_\_\_

The **beastly** child \_\_\_\_\_

10. Use at least tw \_\_\_\_\_

I chose this answer because \_\_\_\_\_

13. For the following word, draw an illustration that illustrates the antonym of each of your illustrations.

Illustration of the word \_\_\_\_\_

Justification: \_\_\_\_\_

Name \_\_\_\_\_

## THE Magic FINGER

cross      sobbed      enormous

beastly      mince      tingling

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

Word	Definition	Illustration
cross		
enormous		
beastly		
mince		

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

Synonyms	Antonyms

Part of Speech \_\_\_\_\_

3. Write a sentence containing the word **tingling**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

### Vocabulary Words and Definitions: THE MAGIC FINGER

SECTION/PAGES	PAGE #	WORD	DEFINITION
Section 1: Pages 1-32	10	cross	angry and annoyed
	25	sobbed	cried hysterically
	31	enormous	very large
Section 2: Pages 33-64	40	beastly	nasty, horrible
	43	mince	grind, chop up very small
	64	tingling	prickling

**cross** (adjective) angry and annoyed

**sobbed** (verb) cried hysterically

**enormous** (adjective) very large

**beastly** (adjective) nasty; horrible

Word	Definition
<b>cross</b>	angry and annoyed
Word	Definition
<b>sobbed</b>	cried hysterically
Word	Definition

### Vocabulary Focus:

- Three challenge words chosen for each half of the book
- Complete Vocabulary List comes with and without definitions
- Vocabulary Review pages
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

VOCABULARY PACKET

**THE MAGIC FINGER**

By Roald Dahl



Name \_\_\_\_\_

COMPREHENSION PACKET

**THE MAGIC FINGER**

By Roald Dahl



Name \_\_\_\_\_

ABOUT THE COMPREHENSION PACKET

The student work for every section 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 section. This gets their minds warmed up and thinking in the direction that the reading will take them. This also helps them to connect the concepts in the story to themselves.
- Vocabulary**-The students practice with three new words that are chosen for you from every section. Synonyms, antonyms, and context clues are among the skills included.
- True/False, Multiple Choice, or Sequencing**-One set of these types of questions is included for each section.
- Standards Focus**-One question or activity is included. These focus on Reading Literature standards like main idea, character analysis, and inferring.
- 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. 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.



**TABLE OF CONTENTS:**  
Vocabulary Packet

Resource	Pages
Vocabulary Packet Cover	20
Vocabulary Review	21-23
Vocabulary Review Answer Key	24-26
Vocabulary Word Wall Cards	27
Vocabulary Flashcards	28-29



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COMPREHENSION PACKET ANSWER KEY

**Section 1**  
(page 9)  
**Quickwrite:** Answers will vary.  
**Vocabulary:**  
1. enormous  
2. sobbed  
3. cross  
4. Answers will vary.  
**True or False:**  
1. F  
2. F  
3. T  
4. T  
5. F  
6. Answers may vary.  
**Sentence for #1:** The narrator turns Mrs. Wirtz into a dog with her magic finger.  
**Sentence for #2:** There are four people in the Gregg family.  
**Sentence for #3:** The narrator hates that the Greggs hunt.  
**Opinion Writing:** I agree that people shouldn't hunt just for fun or sport. If people kill animals, it should be for a purpose, like for food or shelter, not just for enjoyment. I think if it is only for enjoyment, then that's not good for the environment, and it's cruel.

(page 2)  
**Comprehension and Analysis:**  
1. Mr. Gregg loves to hunt. His two sons, Philip and William, are eight and ten years old, and they often go hunting with their dad. Mrs. Gregg is the mom of the family. The narrator of the book is a girl who is eight years old but she is unnamed in the story. She has something called "the magic finger," which acts up whenever she gets really mad. She once turned her teacher into a cat, and in this story, she uses the magic finger on the Greggs and turns them into birds.  
2. I think it is more a bad thing than a good thing to have the power of the magic finger, because it seems like the girl can't really control when she uses it. I think she deserves to be a cat forever control. (Answers will vary).  
3. When Mr. Gregg goes hunting with them, he tries to kill four more birds. Four ducks won't leave them alone, so he never around his house into the night.  
4. When they wake up the next morning, then, they notice that they have duck feet. As they're flying around in the sky, they're horrified when they see the sobbed Mrs. Gregg. "This is wretched the room, flapping their wings."

**THE MAGIC FINGER**  
By Roald Dahl  
Reference Bookmark

**PLOT**  
A family that loves hunting learns a hard lesson when they're struck with the magic finger.

**SETTINGS**  
The story takes place at the Greggs' house and in their yard.

**CHARACTERS**  
• the Narrator an eight year old girl who is unnamed in the book  
• Mr. Gregg a dad who loves hunting for fun  
• Philip Gregg an eight year old boy  
• William Gregg a ten year old boy  
• Mrs. Gregg the mom of the family



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**A Note about the Vocabulary TO THE TEACHER**

The *Magic Finger* is a unique book in that it does not contain chapters, and in some of the editions, it even has page numbers. Therefore, I've done my best with the organization of vocabulary words, dividing the book up into chapter chunks as I usually do. I've divided it up equally in half. The first edition, which is the 1953 version published by Bantam Books, the book totals 64 pages. Section 1 covers pages 1-32, while Section 2's vocabulary covers pages 33-64.  
In the case that you have a different edition of this book, I will write a brief summary of the events in each of the sections below, so that it's easy for you to distinguish where the sections stop and even if the page numbers differ.  
**Section 1**  
The narrator introduces herself and also introduces the family. She lives next door to the girl puts the magic finger on them because she disagrees with their hunting. This turns the Greggs into birds. When they're flying around, they notice giant ducks going into their house. Mrs. Gregg is wretched.  
**Section 2**  
As Mrs. Gregg and the children banter, Mr. Gregg decides they will build a house since the ducks have taken over their home. They successfully build a house in a tree house. They find approval from the Greggs. They wake up to discover the duck family occupying their house. An argument ensues. The Greggs turn back into humans.  
You will find Vocabulary lists in the following pages. I included page numbers and don't include page numbers, as well as lists of definitions and don't include page numbers.

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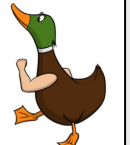


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Comprehension Packet

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About the Comprehension Packet	11
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Easy Planning & Low Prep:

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



# TABLE OF CONTENTS

<i>Resource</i>	<i>Pages</i>
Student Reference Bookmarks (two-sided)	3-4
A Note about the Vocabulary: To the Teacher	5
Vocabulary List with definitions († page numbers)	6
Vocabulary List with definitions († NO page numbers) <small>*This version is provided for you in case you have a different edition than the one used to write this novel study.</small>	7
Vocabulary List without definitions († page numbers)	8
Vocabulary List without definitions († NO page numbers) <small>*This version is provided for you in case you have a different edition than the one used to write this novel study.</small>	9
<b><i>Table of Contents: Comprehension Packet</i></b>	10
Comprehension Packet with answer key	18
<b><i>Table of Contents: Vocabulary Packet</i></b>	19
Vocabulary Packet with answer key	20-29
Terms of Use, You May Like... † Artist Credit	30-32

PREVIEW ONLY

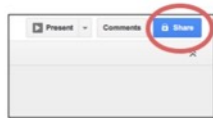


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6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that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

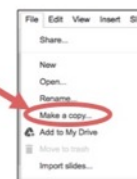


*\*Note: Sharing with students could also be done through Google™ Classroom.\**

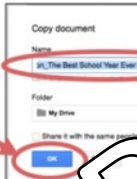
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies since they can't into their own Google™ Drives. In order to make their own copies, which will open whatever document you shared with them in "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name, so that it is not confusing when they share their documents. It will be saved into their own Google™ Drives.



9. Students will be able to access the content of the text files they make to their files will be automatically saved.  
10. Students may share their works in progress, completed assignments.  
11. Don't forget that you do have the option to print whatever you want. This is definitely most handy if they are printed. However, for the digital version (in this PDF).

12. Other Notes and Suggestions:

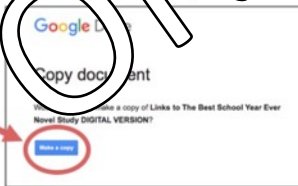
- The following resources are MOST handy when printed out. As mentioned previously, you have the option to print from Google Drive in full color, or from this PDF in mostly b/w.
  - ✓ Student Bookmarks (pages 4-5)
  - ✓ Vocabulary Word Wall Cards (pages 58-62)
  - ✓ Vocabulary Flash Cards (pages 63-71)
  - ✓ Questions and Answers: Writing Sheet and Gluing Sheet (pages 74-75)
- Try having the students complete the writing portion of the Character Cards (pages 82-85) on Google Drive. Then, you can print the cards when all of the writing is complete.

# Instructions for Digital Version/Google™ Drive File

- You will need Internet access and a Google™ account (which is free).
- Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Ramona Quimby, Age 8." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look like the one.)

[Digital Version: Ramona Quimby, Age 8](#)

Click here first!

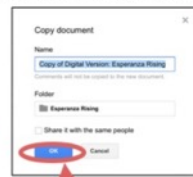
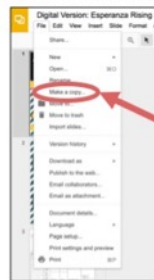


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

- If you completed Step 2, you will have a document called "Digital Version: Ramona Quimby, Age 8," just transferred to your Google account. It will contain the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, and everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

Now, to make a copy of this document "Digital Version: Ramona Quimby, Age 8," by going to File>Make a copy. A window will pop up that will allow you to rename the document. Rename it as you wish, and then click OK.

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



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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!

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- ✓ No wasting ink
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- ✓ Improve student writing
- ✓ High student engagement
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PREVIEW ONLY

Digital Version The City of Ember Complete

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was made 11 minutes ago by je...

Comprehension and Analysis: Answer questions in complete sentences.

1. Summarize Doon's first day of work. How is it different from Lina's first day of work?  
[Text Here](#)
2. Describe and explain Doon's reaction to the generator. Support your answer with textual evidence.  
[Text Here](#)
3. What do you learn about Doon's family in this chapter?  
[Text Here](#)

**Beyond:** Doon is very fascinated by bugs, and even writes down his observations of them. Below, draw and write about something that fascinates you.

[Text Here](#)

6

## MORE about the GOOGLE™ version...

- Resource 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 onto 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.

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❖ **COMPREHENSION AND ANALYSIS:** Answer the questions in complete sentences.

1. List all of the characters you have met in the story so far. Write what you know about each of them.

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2. Do you think it is a good thing or a bad thing to have the power of the magic finger? Explain your opinion.

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4. In detail, explain why the Greents are shocked when they awaken the next morning. How do they react? Use textual evidence to support your answer.

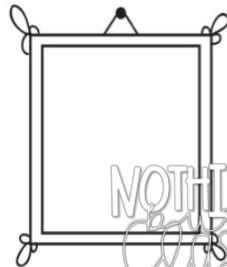
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❖ **BEYOND:** Below, illustrate and write about the most interesting part of these chapters. Can you relate to it? Explain.



NOTHING  
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**cross**

(adjective)  
angry and  
annoyed



**sobbed**

(verb)  
cried  
hysterically



**enormous**

(adjective)  
very large



**beastly**

(adjective)  
nauseous; horrible



**mince**

(verb)  
grind; chop  
very small



**tingling**

(verb)  
prickling

PREVIEW

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