

# 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?

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❖ **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.

<p><b>Illustration:</b></p>	<p><b>Illustration:</b></p>
<p>_____ thing was _____</p>	

## Features student work for every 4 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.

Name \_\_\_\_\_

# HOW TO Get Freckles

Write and illustrate the steps that Andrew must follow in order to get freckles. Write in complete, clear sentences.

First...

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Next...

Last...

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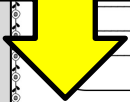
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Common Core codes are listed on the bottom of each activity.



## Character Traits

Choose two characters from the story. Sketch portraits. Label the characters. Name one trait for each character. Then, list evidence for your chosen traits.

Portrait

Character: \_\_\_\_\_  
Trait: \_\_\_\_\_

Portrait

Character: \_\_\_\_\_  
Trait: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

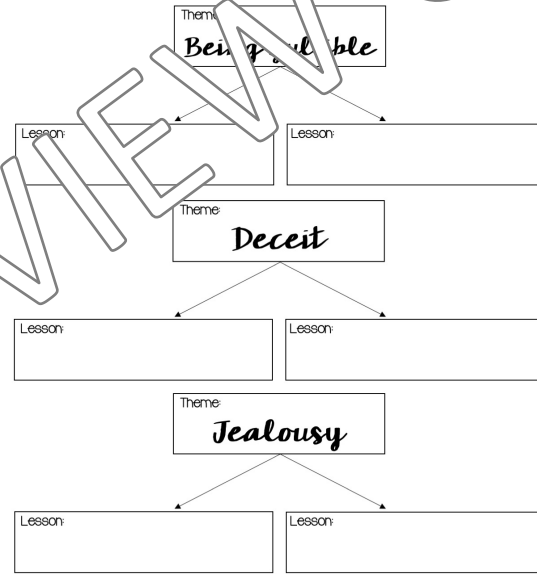
## Instagram Feed

Name \_\_\_\_\_

Choose one of the characters from the story. Write two Instagram posts from that character's point of view, detailing important events from the story. Include at least 3 hash tags per post, along with a "photograph" (illustration) of each event.

## Themes & Lessons

Think about the major themes written in the boxes below. Write related lessons that can be learned from the story, in each of the connecting boxes.



### 10 Reading Response Activities:

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

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 4 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

STUDENT CHAPTER PACKET

FRECKLE JUICE

By Judy Blume



Name \_\_\_\_\_

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	27-28
Vocabulary Flashcards	29-31

will vary.

and Sharon are not friends.  
Andrew wants freckles because he thinks that with them, his mother won't make him  
Andrew pays Sharon 50 cents for the freckle juice recipe.  
The freckle juice recipe calls for hot mustard.

**Analysis:**  
Andrew wants freckles because he thinks that if he had them, then his mother would know if his neck was dirty, and then he wouldn't have to wash. My opinion is that Andrew is right, because his mother would still be able to see if his neck is dirty. (Answers will vary.)  
Andrew is nervous about getting freckles because he is afraid of his mother's reaction. He is also nervous about sleeping because he keeps thinking about freckle juice. He wonders if no one in his class has freckles just because they haven't heard of freckle juice. Then, he struggles with not wanting to pay Sharon so much money. But then in the morning, he decides the freckles would be worth the money he has to pay Sharon.

Freckle Juice

By Judy Blume  
REFERENCE BOOKMARK

**PLOT**

Andrew 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.

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[www.nfb.org](http://www.nfb.org)

Freckle Juice

By Judy Blume  
REFERENCE BOOKMARK

**PLOT**

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

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Easy Planning & Low Prep:

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

# TABLE OF CONTENTS:

## Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		33	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	34	Partner Up: Questions and Answers	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	35	Themes + Lessons <i>*Answer key provided on page 46</i>	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	36	Comic Strip	any
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	37	Character Traits <i>*Answer key provided on page 47</i>	any
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	38	Instagram Feed	any
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	39	Solve the Riddle <i>*Answer key provided on page 48</i>	Use after finishing the novel.
		40	Reading Strategy: Preview Walk	Use before starting the novel.
		41	Freckle Juice Ad	1-2
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	42	My Book Review: Freckle Juice	Use after finishing the novel.
Writing with Purpose	L 3.4/L 4.4/L 5.4/L 6.4	43	How to Get Freckles <i>*Answer key provided on page 49</i>	3
		44-45	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
		46-49	Answer Keys for: <ul style="list-style-type: none"> <li>• Themes + Lessons</li> <li>• Character Traits</li> <li>• Solve the Riddle</li> <li>• How to Get Freckles</li> </ul>	

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# TABLE OF CONTENTS

Resource	Pages
Unit Map	3
Student Reference Bookmarks (two-sided)	4-5
Vocabulary List with definitions	6
Vocabulary List with definitions (NO page numbers)	7
Vocabulary List without definitions	8
Vocabulary List without definitions (NO page numbers)	9
Table of Contents: Student Chapter Packet	10
Student Chapter Packet with answer keys	11-18
Table of Contents: Vocabulary Packet	19
Vocabulary Packet with answer key	20-31
Table of Contents: Reading Response Activities	32
Reading Response Activities with answer keys	33-49
Table of Contents: Assessment Packet	50
Assessment with answer key	51-55
Terms of Use and Artist Credit	56-57



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## A Closer Look:

- Detailed Table of Contents
- Standards and focus standards listed for all activities

# FRECKLE JUICE: UNIT MAP

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities
					To use before starting the novel: Reading Strategies Review Walk
1-3	<ul style="list-style-type: none"> <li>• inspected</li> <li>• mumbled</li> <li>• marched</li> <li>• parfed</li> <li>• dashed</li> <li>• crept</li> </ul>	Vocabulary Review (covers all words)	Comprehension + Vocabulary Assessment (covers entire book)	Use with Chapter 2: • Freckle Juice #1 To use with Chapter 3: • How to Get Freckles	To use with any chapter: • Partner Up: Questions and Answers • Comic Strip • Character Traits • Instagram Feed
4-6	<ul style="list-style-type: none"> <li>• absolutely</li> <li>• moaned</li> <li>• sensible</li> <li>• chattering</li> <li>• removing</li> <li>• alongside</li> </ul>				
					To use after finishing the novel: • Themes + Lessons • Solve the Riddle • My Book Review: Freckle Juice • Culminating Project Choices with Grading Sheet







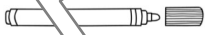
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# Culminating Project Choices

Name \_\_\_\_\_

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least \_\_\_\_\_ stars. Color in the stars of the project(s) you choose.

<p><b>Write to the Author</b> ☆</p> <p>Write a letter to Judy Blume, the author of <i>Freckle Juice</i>. In the letter, tell her three things you like about the book. Then, ask her three questions. These can be either personal questions, or questions about the book.</p> 	<p><b>Playwright</b> ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p> 	<p><b>Humorous Books</b> ☆☆☆</p> <p>Read another chapter book known for its humor such as: <i>There's a Boy in the Girls' Bathroom</i>, <i>Sideways Stories from Wayside School</i>, or <i>Tales of a Fourth Grade Nothing</i>. Write a summary and a review about the book. Then, draw an illustration of the book.</p>
<p><b>Game On</b> ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p><b>Alternate Ending</b> ☆</p> <p>Do you wish <i>Freckle Juice</i> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p> 	<p><b>Newspaper</b> ☆☆☆</p> <p>Create a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p> 
<p><b>3D Characters</b> ☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p><b>Paper Bag Book</b> ☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p> 	<p><b>Puppet Show</b> ☆</p> <p>Create puppets that depict characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.</p>

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# Culminating Project Choices: Grading Sheet

Name \_\_\_\_\_

<p><b>Project Choice #1</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #2</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #3</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Project Choice #4</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #5</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #6</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Project Choice #7</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #8</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #9</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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**Additional Resources:**

- Culminating Project Options for students to complete after the novel

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❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Which of the following does not occur in the story? Circle all that apply.
  - a. Sharon gives Andrew a recipe for freckle juice.
  - b. Nicky brags about his freckles.
  - c. Miss Kelly sends Andrew to the principal's office.
  - d. Mrs. Marcus sends Andrew to bed when he is sick.
12. Choose the best words to describe Miss Kelly.
  - a. Harsh and unreasonable
  - b. Calm and understanding
  - c. Loud and embarrassing
  - d. Sly and untrustworthy
13. Why does Andrew have trouble sleeping in Chapter 1?
  - a. He can't stop wondering if he should buy Sharon's freckle juice recipe.
  - b. He is itchy.
  - c. His new dog is disturbing him.
  - d. He is nervous about a test in school the next day.
14. Choose the best words to describe Sharon.
  - a. Bold and sneaky
  - b. Honest and innocent
  - c. Kind and humorous
  - d. Messy and obnoxious
15. What is the biggest problem in this story?
  - a. Andrew and Sharon are enemies.
  - b. Andrew's mother forces him to go to school every day.
  - c. Andrew wants freckles.
  - d. Nicky hates his freckles.
16. What are some effects of Andrew drinking freckle juice?
  - a. Andrew grows freckles that look just like Nicky's.
  - b. Andrew's classmates laugh at him.
  - c. Miss Kelly gives Andrew a freckle remover.
  - d. Andrew gets a terrible stomach ache.

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❖ **Part 5: Comprehension & Analysis Written Response**

Answer the following questions in complete sentences.

17. Describe one of the characters using at least two adjectives. Explain each of your choices.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**FRECKLE JUICE**  
Final Assessment

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letters on the lines.

- |                     |  |
|---------------------|--|
| 1. mumbled _____    | A. walk                                      |
| 2. marched _____    | B. chattering talking                        |
| 3. alongside _____  | C. exasperated                               |
| 4. removing _____   | D. mumbled, uttered, spoke in an unclear way |
| 5. chattering _____ | E. getting rid of                            |
| 6. inspected _____  | F. next to                                   |



❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

1. The disappointed students \_\_\_\_\_ when their teacher announced that their field trip had been cancelled.
  - a. dashed
  - b. moaned
  - c. inspected
  - d. inspected
2. Through the window, we could hear the younger kids \_\_\_\_\_ as they played on the playground.
  - a. removing
  - b. crept
  - c. chattering
  - d. sensible

❖ **Part 3: Vocabulary**

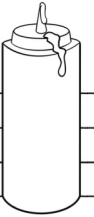
Write two sentences below, each using a different word.

inspected    panted    crept

9. \_\_\_\_\_

10. \_\_\_\_\_

g even from the story. Write about at least two characters in the story. How do you think Andrew would feel if he didn't have the freckle juice recipe? How do you think Nicky would feel if he didn't have freckles all over his face.



Write about at least two characters from the story. Name at least three emotions they have in the story. Explain why he or she has each emotion.

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What lesson did you learn from this story? How can you apply this lesson to your life?

**ASSESSMENT included:**

- Final Comprehension and Vocabulary Test
- Covers entire book
- Mix of question types



# Instructions

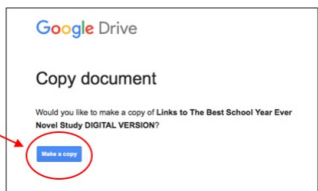
for Digital Version/Google™ Drive Document

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.

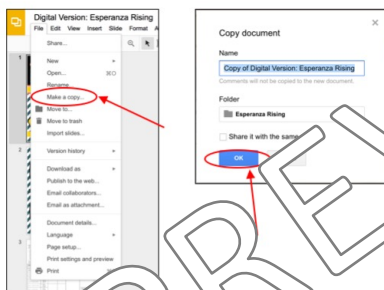
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

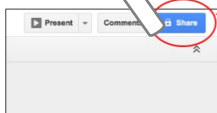


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

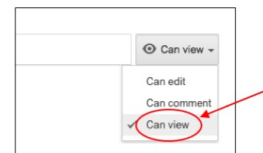


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

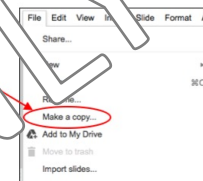


\*Note: Sharing with students can also be done through Google™ Classroom.\*

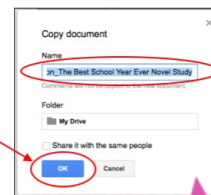
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 digital version 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 the digital version 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 insert images, tables, etc.

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

12

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14

#	CONFLICTS <small>Write about each of the problems that Harry encounters below.</small>	RESOLUTIONS <small>Write about how the conflict gets resolved. If it doesn't get resolved, explain why.</small>
1	Text here _____ _____	Text here _____ _____
2	Text here _____ _____	Text here _____ _____
3	Text here _____ _____	Text here _____ _____
4	Text here _____ _____	Text here _____ _____

**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?

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❖ **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?

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

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

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

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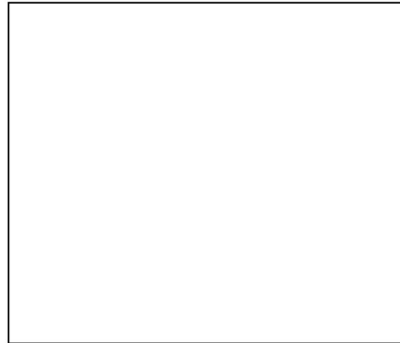
❖ **Beyond:** Below, illustrate and write about the BEST thing you've ever tasted, and the WORST thing you've ever tasted.

<b>Illustration:</b>  	<b>Illustration:</b>  
The best thing was _____ _____	The worst thing was _____ _____

Name \_\_\_\_\_

# HOW TO Get Freckles

Write and illustrate the steps that Andrew must follow in order to get freckles.  
Write in complete, clear sentences.



*First...*

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*Next...*

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*Last...*

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PREVIEW ONLY