

❖ **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 10?
 - 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.

❖ **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.

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. muttered, 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

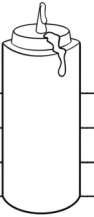
❖ **Part 3: Vocabulary**

Write two sentences below, each using a different word.

inspected panted crept

9. _____
10. _____

gave _____ from the story. Write about at least two characters in the story. Describe how each character's actions affect the story. Use the freckle juice recipe. How does the freckle juice affect Nicky's freckles all over his face.



Describe the characters from the story. Name at least three emotions they experience in the story. Explain why he or she has each emotion.

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

ASSESSMENT included:

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

TABLE OF CONTENTS: Assessment Packet

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Vocabulary List without definitions (NO page numbers)	
Assessment Packet Cover	
Final Comprehension + Vocabulary Assessment	
Assessment Answer Key	
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ASSESSMENT PACKET

ASSESSMENT ANSWER KEY

Final Assessment

(page 1)

Part 1: Vocabulary Matching

- D
- A
- F
- E
- B
- C

Part 2: Vocabulary Fill-in-the-Blank

- c
- c

Part 3: Vocabulary Sentences

- Answers will vary.
- Answers will vary.

(page 2)

Part 4: Comprehension Multiple Choice

- b, c
- b
- a
- a
- c
- b

(page 3)

Part 5: Comprehension + Analysis Written Response

- Miss is kind and understanding. She is kind because she does not scold Andrew, but instead tries to help him even when he has blue freckles all over him. She is understanding because even though Andrew is being ridiculous and distracted, she helps him through his issue rather than ridiculing him or putting him in trouble. (Answers will vary.)
18. Here is an example answer for *Event a*. Sharon offers Andrew a freckle juice recipe. One effect is that Andrew has trouble sleeping that night because he struggles with whether or not to accept her offer. Another effect is that Andrew does end up paying Sharon for her recipe, but he gets in trouble when they're caught passing the recipe in class. (Answers will vary.)
19. Andrew feels jealous, regretful, and stubborn. He is jealous when he sees Nicky's freckles and longs for them. He feels regretful when he has a terrible stomachache after drinking the freckle juice. He feels stubborn when he doesn't sprout freckles, so in order to not admit defeat, he draws blue freckles all over himself. (Answers will vary.)
20. One less
Andrew

FRECKLE JUICE

by Blume



Low Prep & EASY Organization:

- Complete Vocabulary List comes with and without definitions
 - Students are tested on these words
- Assessment Packet Cover Page
- All Answer Keys included

Instructions

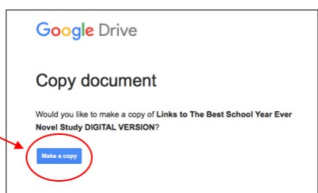
for Digital Version/Google™ Drive Document

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.

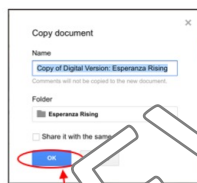
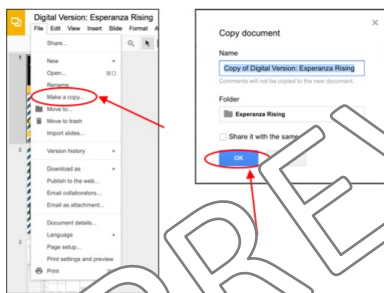
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

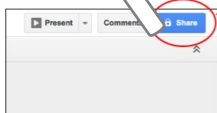


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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



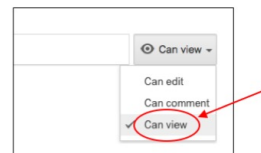
5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



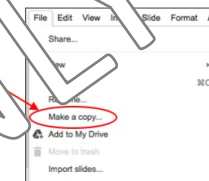
Note: Sharing with students can also be done through Google™ Classroom.

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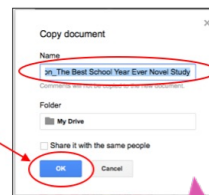
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 documents are printed in color. Many teachers find 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.

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

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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
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PREVIEW ONLY

Digital Version: The Tiger Rising Assessments

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 5 hours ago

Background... Layout Theme... Transition...

11 THE TIGER RISING Assessment Packet

12 Part 5: Comprehension & Analysis Short Answer

13 Assessment Packet Answer Key

14 Assessment Packet Answer Key

Part 5: Comprehension & Analysis Short Answer

Answer the following questions in complete sentences.

17. Describe three strong emotions that Rob feels in these chapters. Explain in detail why he has each of these emotions.

[Text Here](#)

18. In what ways does Rob change throughout this story? Explain at least two changes that he experiences. Be sure to write about why he has these changes.

[Text Here](#)

19. Do you think that the title *The Tiger Rising* is appropriate for the story? Why or why not? If you could give it another name, what would it be? Explain your choice.

[Text Here](#)

20. Do you believe that the tiger had to be killed at the end of the story? Why or why not?

[Text Here](#)

3

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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.