

❖ **Comprehension & Analysis:** Answer in complete sentences.

1. Who does Jessie call to talk to about her problems? What advice does this person give to her?

**All answer keys included!**

3. Summarize what happens when Evan goes to Scott's home.

4. What does Scott give to Evan at the end of Chapter 16? Evan's reaction? Does this surprise you? Why or why not?

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## Chapter 15: Balance Chapter 16: Amends

❖ **Quickwrite:** Write about a time that you have regretted something.

❖ **Multiple Choice:** Choose the best answers.

- Who does Jessie call?
  - Her dad.
  - Her grandmother.
  - Her mom.
  - Her aunt.
- What does Jessie make for Evan?
  - Cake.
  - Hot dogs.
  - Cookies.
  - Pizza.

❖ **True/False:** Write T for True and F for False.

- Evan goes to Scott's house to yell at him. \_\_\_\_\_
- Scott's mom scolds Scott in front of Evan. \_\_\_\_\_
- Scott accidentally breaks the new TV. \_\_\_\_\_
- Scott gives Evan his money back. \_\_\_\_\_
- Megan apologizes to Jessie. \_\_\_\_\_



❖ **Figurative Language:** Find an example of figurative language from the chapters. Write it on the lines below. Then, identify its type, and explain what it means.

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❖ **Vocabulary:** Use a dictionary to complete the table below.

Definition	Illustration

Use the vocabulary words above to fill in the blanks below.

\_\_\_\_\_ spent a \_\_\_\_\_ summer afternoon swimming, playing, drinking lemonade.

\_\_\_\_\_ seemed that the grumpy boy had frown lines etched into his face from \_\_\_\_\_ so much.

\_\_\_\_\_ yelling at my sister, so I apologized to her.

Think about how Evan changes throughout the story. In the boxes, write about how he was in the beginning, middle, and end of the story. In the bottom boxes, illustrate how he was in the beginning, middle, and end.

Beginning	Middle	End

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## COMPREHENSION WORK for every two chapters, each containing:

- Quickwrite—Students freewrite and relate text to themselves.
- Multiple Choice, True/False, and Sequencing—Basic comprehension skills.
- Standards Focus activity—Practice with literary skills like main idea and character analysis.
- 4 Short and Long answer questions—A mix of comprehension and deeper analysis.
- Vocabulary—Focus on 3 new words and practice with synonyms, antonyms, and context clues.
- Beyond—Creative activity.

Word: **deceiving**

Definition: cheating; betraying; tricking

Word: **hefted**

Word: **tense**

Word: **vigorous**

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

- uninterested
- distracted
- fixated
- hesitated

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

- confused
- clear
- diligent
- shrunk

6. Choose the word that best fits the context.

When I \_\_\_\_\_, I felt nervous.

- hefted
- muttered
- pivoted
- obsessed



**The Lemonade Crime** Chapters 1-8 Vocabulary Review

Name: \_\_\_\_\_

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

Word	Definition
tense	
vigorous	
dismay	
pivoted	

2. Complete the graphic organizer below for the word **deceiving**.

Synonyms	Antonyms

3. Write a sentence containing the word **ricocheted** below. Then, illustrate your sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Vocabulary Words and Definitions

Chapters	Page #	Word	Definition
1: Fraud	1	deceiving	cheating, betraying, tricking
2: Revenge	3	hefted	lifted
	15	tense	stressed, nervous
3: Eyewitness	25	vigorous	dynamic, lively
4: Hearsay	29	muttered	mumbled
	33	stumped	baffled, confused
	38	loping	jogging
5: A Promise	39	rummaging	digging
6: Impatience	44	dismay	disappointment
	54	obsessed	fixated, engrossed
Due Diligence	72	pivoted	swiveled
Defense	74	ricocheted	bounced back
	80	sneering	scoffing
		stumbling over words	
		actual, authentic	
		promise	
		self-righteous, conceited	
		gloomily, sadly	
		in a challenging or rebellious way	
		poisonous	
		animosity, hostility, hatred	
		joyful	
		felt upset over a past action	
		grimacing, making an unpleasant face	

**deceiving** (verb or adjective) cheating; betraying; tricking

**hefted** (verb) lifted

**tense** (adjective) stressed; nervous

**vigorous** (adjective) dynamic; lively

**muttered** (verb) mumbled

**stumped** (adjective or verb) baffled; confused

**loping** (verb) jogging

**rummaging** (verb) digging

## VOCABULARY FOCUS:

- Complete Vocabulary Lists provided, with and without definitions
- Two Vocabulary Reviews contain practice with synonyms, antonyms, context clues, and more
- Vocabulary Flash Cards for direct instruction, practice, and games

# VOCABULARY PACKET

The

## STUDENT CHAPTER PACKET

The

### About the Student Chapter Packet

The student work for every 2 chapters contains both comprehension and vocabulary. Each part includes the following sections:

1. **Quickwrite**—Have the students free-write here BEFORE reading the chapters. This gets their mind 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.
2. **True/False**—Multiple Choice Questions—This section contains 10 questions that focus on the main events of the story.
3. **Standard Focus**—This section contains 10 questions that focus on the characters and the setting of the story.
4. **Comprehension**—This section contains 10 questions that focus on the main events of the story.
5. **Vocabulary**—This section contains 10 questions that focus on the vocabulary words used in the story.
6. **Beyond the Chapter**—This section contains 10 questions that focus on the main events of the story.

### Table of Contents

Resource	Page
Student Reference Bookmarks (front & back)	3-4
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"You can't believe everything you hear. That's what my parents always say."

-Megan, page 35

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"Once upon a time, about a million years ago, Scott and Evan had been friends. Sort of."

-The Lemonade Crime, page 14

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"And Jessie had a lot of thinking to do. Not just about rules and recess. But about how unfair it was that Scott always escaped punishment—and what she could do to change that."

-The Lemonade Crime, page 29

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ed with the crime of an Treski's shorts on year."

page 41

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#### The Lemonade Crime

by Jacqueline Davies  
Reference Bookmark

A suspect is put on trial by his peers for a crime he claims he did not commit.

The story mostly takes place on the playground at school.

- Evan—the boy who suspects that a former friend stole his money.
- Scott—the accused.
- Jessie—Evan's little sister and the seeker of justice.
- Megan—Jessie's best friend and a voice of reason.



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### LOW PREP and EXTRAS:

- Student reference bookmarks
- Teacher instructions and Table of Contents
- Student cover pages for easy organization

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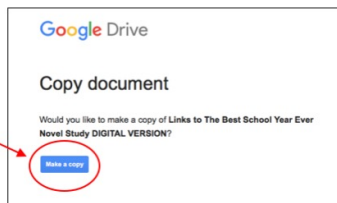
# Instructions

for Digital Version/Google™ Drive Document

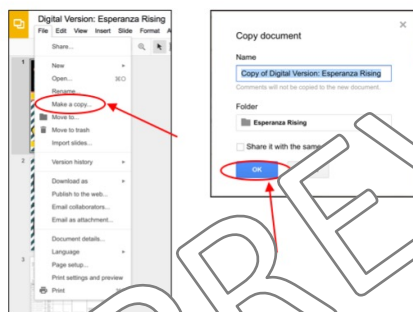
1. In the Google Folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.
2. You will notice that the digital version contains the resource in its entirety. This includes Tables 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.

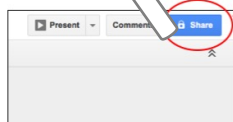
You will customize this additional copy in whatever ways you want, according to your students' needs.



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.

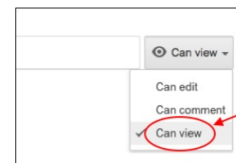


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

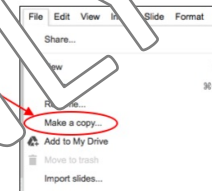


\*Note: Sharing with students can also be done through Google™ Classroom.\*

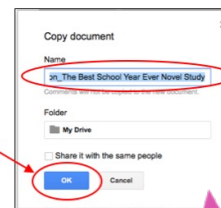
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. *"Can Edit" will likely be the default selection, so you may need to change it.*



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, and click on text boxes, 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. This is handy if they are printed. Many teachers like to have both versions to end up using both versions.
11. There are places where students are not allowed to use iPads or tablets, this is easy to do. However, if you are in a place where they are allowed, you can go to the "Insert" dropdown menu in Google™ Drive.

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

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- Within this product are easy instructions for how to get started right away!

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Digital Version: The Magician's Nephew Comprehension and Vocabulary

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Background... Layout Theme... Transl...

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Chapter 2: The Hidden World

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Chapter 3: The Hidden World

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Chapter 4: The Hidden World

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Chapter 5: The Hidden World

❖ **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](#)

2

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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.