

Chapters 17-18

* AWAY * WHERE THE RIVER GOES *

❖ **Quickwrite:** Have you ever done something risky, like ride a rollercoaster, go white water rafting, or ride a motorcycle? What was this experience like? How did it make you feel?

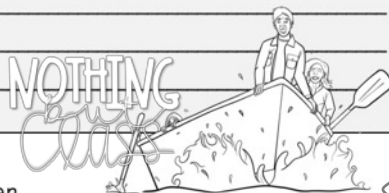
❖ **Vocabulary:** Fill in the blanks.

1. It was obvious that the old house had been _____ for a very long time; it was very filthy and broken down.
2. I was _____ when I realized that I had accidentally spilled the big secret.
3. After falling off my bike, I _____ home to nurse my wounds.
4. I _____ in horror and shrank away, when I saw _____ the giant, hairy tarantula.

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

1. Lina decides to bring both Poppy and Mr. Murphy with her down the river. _____
2. Riding on the river is a very calm and slow experience. _____
3. Doon leaves his father a note. _____
4. Lina realizes that she forgot to deliver the note to Clary. _____
5. Poppy discovers a very old book near the river. _____

❖ **Setting Analysis:** Describe the river. Write at least two quotes from the text that help you to picture the river.



deserted
sagged
saddled
sticker

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

1. Summarize what happens in these chapters.

2. Explain why Lina decides to bring Poppy with them on their journey down the river. Use textual evidence to support your answer.

3. What terrible mistake does Lina discover she made at the end of Chapter 18? What consequences do you think this mistake will have?

❖ **Beyond:** Re-read the description of Poppy's discovery. Write about it below. Include a guess of what it might be or mean. Illustrate it.

Features student work for every 1-2 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Short Answer Questions.
- Beyond-Creative activities.

QUESTIONS and ANSWERS

Name _____

Read each of the answers below. Think of two sensible questions for each answer. Write the questions on the lines above the answer.

1. _____

2. _____

ANSWER: Lina

1. _____

2. _____

ANSWER: Doon

1. _____

2. _____

ANSWER: The Pipeworks

1. _____

2. _____

ANSWER: The Mayor

PARTNER UP: QUESTIONS AND ANSWERS

Name _____

Choose a different question stem for each question below. Circle your choice in the box. With your partner, write questions about the story, and then write their answers.

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Main Events

Name _____

What are the main events of the chapter(s) you have just read? Draw a picture for each, and write a short, simple sentence describing the event. At the bottom, give the chapter(s) a title.

First, _____

Next, _____

Last, _____

Chapter Title: _____

The City of Ember: Themes

Name _____

Underneath the three story themes below, you will find a list of related questions. Choose and circle one question in each category to answer. Be sure to thoroughly explain your answer. In the very bottom boxes, illustrate your answers in creative ways.

THEME 1: Greed

1. Think about a time that you have felt greedy. Why did you feel greedy? Did you feel regretful about it? Why or why not?
2. Choose three characters from the story and explain how they each displayed greed.
3. Do you think that humans are naturally greedy creatures?
4. Who is the least greedy person in the book? Explain. Who is the least greedy person you know? Explain.

THEME 2: Nature

1. Do you think that people can be happy without nature (like the sky, and animals)? Explain.
2. How do Doon and Lina react when they leave nature for the first time departing Ember? How would you react if you were in their shoes? How do you feel if nature is a part of your life? How do you feel if it isn't? How do you feel if you are away from you?
3. What "nature" thing do you think the people of Ember are familiar with?

THEME 3: Family

1. Write about how families in Ember are similar to and different from families in your own society.
2. Think about the families you met in the story. Which family is your family most like?
3. Who do you think is the loneliest character in the book? Can you relate to this character?
4. Think about the saying, "Blood is thicker than water." What do you think this means? Do you agree or disagree? Explain.

FIGURATIVE LANGUAGE

Name _____

DIRECTIONS: Read each quote in the dashed boxes at the bottom of the page. Think about what type of figurative language it is. Cut out the quotes and glue them into the appropriate box on this page. Justify each of your placements with a sentence.

SP simile	SP simile	SP simile
Place quote here	Place quote here	Place quote here
Justification:	Justification:	Justification:
SP simile	SP simile	ID idiom
Place quote here	Place quote here	Place quote here
Justification:	Justification:	Justification:
ID idiom	HY hyperbole	HY hyperbole
Place quote here	Place quote here	Place quote here
Justification:	Justification:	Justification:

Example quotes and justifications:

- "The job of messenger just happened to be perfect for Lina. She loved to run. She could run forever." (page 38) - SP simile
- "The mayor did his trick again, and his tiny master talked like a snake." (page 9-10) - ID idiom
- "The darkness seemed to fill not just the city, but the world. It felt like the back of her head as well." (page 94) - HY hyperbole
- "Doon doesn't care. That's not his job. I'm sorry." (page 36) - SP simile
- "Because of her orange hair, Lina looked like a bright spark next to him." (page 6) - SP simile
- "The captain flew off up. I know what she meant. She just came to me of her own accord. It could lift your heart." (page 9) - ID idiom
- "Gronny woke up like a fish in the dark at." (page 23) - HY hyperbole
- "It was as if all the lights in the city had been turned off. The only light was the memory of the day of her father's death, when he seemed to glow on the living hour, and the sound of his breathing was the only light through a single crack." (page 23) - HY hyperbole

CHARACTER FLIP BOOK: Instructions

Name _____

STEP 1: Choose between the color version or the b/w version. Print out the pages. Confirm that they printed out properly (the labeled names should be staggered).

STEP 2: Stack your flipbook. Lina's page belongs on the bottom of the stack, and the cover page belongs on the top. Staple three times along the top.

STEP 3: Starting with the cover page, and then working your way down, cut along each of the dotted guide lines.

Tips:

- You can pre-make these before distributing to students, or you can simply have the students make their own!
- Also, you can either have each student complete their own, or you can make this activity collaborative effort. For example, divide your class into 8 groups of 4. Have each of the groups complete ONE of the pages. Then complete each group's work to make one flipbook.
- One great option is to make the flipbooks before you start reading, and have the students work on them gradually, as you work your way through the book. Do a little here and a little there.

CHARACTER FLIP BOOK: The City of Ember

Created by _____

POOPY

MRS. MURPHY

CLARY

GRANNY

LIZZIE

MAYOR

DOON

LINA

CAUSES and EFFECTS

Name _____

Write the story event in the left-hand column below, write at least one effect for each cause.

CAUSES	EFFECTS
1. Doon randomly selects a messenger. (Chapter 1)	
2. Doon goes into the generator room. (Chapter 3)	
3. Granny becomes increasingly muddled and acts strangely, saying she has lost something. (Chapters 4-5)	
4. Lina loses Pippy while she is looking at colored pencils in a shop. (Chapter 5)	
5. A seven-minute long blackout occurred, which is more than twice as long as any other blackout before. (Chapter 6)	
6. Lina tells Doon about the paper from the safe box. (Chapter 7)	
7. Gronny passes away in her sleep. (Chapters 10-11)	
8. Doon discovers the "E" stone that is referred to in the letter from the safe box. (Chapter 14)	

COMIC STRIP

Name _____

Design a comic strip below that shows what happened in the reading.

Title: _____

Panel 1: _____

Panel 2: _____

Panel 3: _____

Panel 4: _____

Panel 5: _____

Panel 6: _____

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

23 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.


Name _____

Vocabulary Words and Definitions: THE CITY OF EMBER


CHAPTER(S)	PAGE #	WORD	DEFINITION
	1	weary	worn out and exhausted
Prologue: The Instructions 1. Assignment Day	11	labyrinth	maze or web
	13	prosper	flourish, thrive
	13	disgraceful	shameful and dishonorable
	20	fuming	seething, furious
2. A Message to the Mayor	27	reverberating	echoing and vibrating
	35	serene	peaceful
	38	antics	pranks and foolery
	40	anticipation	excitement and suspense
3. Under Ember	42	turbulent	stormy and chaotic
	44	immense	huge
	48		
	59		
4. Something Lost, Nothing Found	60		
	66		
	66		
5. On Night Street	77		
	79		
6. The Box in the Closet	87		
	96		
7. A Message Full of Holes	100		
	104		
	117		
8. Explorations	129		
	130		
	131		
	132		
9. The Door in the Roped-Off Tunnel	145		
	151		
10. Blue Sky and Goodbye	152		
	159		
	159		
11. Lizzie's Groceries	151		
	152		
12. A Dreadful Discovery	159		
	159		

Word:	Definition:
muddled	confused and jumbled up
Word:	Definition:
defiant	feisty and


anticipation
(noun)
excitement and suspense




turbulent
(adjective)
stormy and chaotic




immense
(adjective)
huge




wry
(adjective)
ironic and mocking




pungent
(adjective)
sharp, biting, and aromatic



gruff
(adjective)



singed
(adjective or verb)
scorched



Name _____

NOTHING BUT CLASS

- Choose the best synonym for staggered below.
 - raced
 - made
 - stumbled
 - climbed
- Choose the best antonym for stricken below.
 - peaceful
 - troubled
 - eased
 - whisked
- Choose the word that best completes the following sentence.

The singer's _____ hurt my ears and gave me a terrible headache.

 - as
 - am
 - lurk





Name _____

The City of Ember

VOCABULARY REVIEW #2: CHAPTERS 9-20



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. gleamed

a. 	b. 
c. 	d. 

answer because _____

12. rickety

a. 	b. 
--	--

answer because _____

Use more if you can!

Name _____

The City of Ember

VOCABULARY REVIEW #2: CHAPTERS 9-20

astonished	glumly	ambled	lurking	misfortunes	gleamed	delectable
shrill	rickety	deciphering	plunder	convoluted	plunged	feeble
uproar	impudence	deserted	staggered	shuddered	stricken	relentlessly
spacious	billowed	catastrophes				

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

Word	Definition	Illustration
ambled		
plunder		
delectable		
catastrophes		

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

Synonyms	Antonyms

picture that lines below

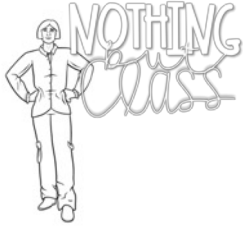
opposite:

Vocabulary Focus:

- Four challenge words chosen for every 1-2 chapters
- Complete Vocabulary List comes with and without definitions
- Two Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

ASSESSMENT PACKET
THE CITY OF EMBER

By Jeanne DuPrau



Name _____

STUDENT CHAPTER PACKET
THE CITY OF EMBER

By Jeanne DuPrau



Name _____

TABLE OF CONTENTS:
Vocabulary Packet

Resource	Pages
Vocabulary Packet Cover	54
Vocabulary Review #1: Prologue + Chapters 1-8	55-57
Vocabulary Review #2: Chapters 9-20	58-60
Vocabulary Review Answer Key	61-66
Vocabulary Word Wall Cards	67-72
Vocabulary Flashcards	73-84

Follow Me FOR MORE RESOURCES LIKE THIS!
Don't forget to leave a review for TpT credits!
<https://www.teacherspayteachers.com/store/Nothing-but-Class>

ABOUT THE STUDENT CHAPTER PACKET

The student work for every chapter 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 chapter. 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 with four new words that are chosen for you from every chapter. Synonyms, antonyms, and context clues are among the skills included.
- True/False, Multiple Choice, or Sequencing:** One set of these types of questions are included for each section.
- Standards Focus:** One question or activity is included. These focus on Reading Literature standards like main idea, character analysis, and figurative language.
- Comprehension and Analysis:** Three short answer questions are provided per section. You will find that these questions are of 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.



ACTIVITY PACKET
THE CITY OF EMBER

By Jeanne DuPrau



THE CITY OF EMBER

By Jeanne DuPrau
Reference Bookmark

PILOT
Two twelve-year-olds must decipher an old message, for the future of their whole world just may depend on it.

SETTING
The story takes place in a dark, old, and failing city called Ember.

CHARACTERS
Lino-an optimistic, creative 12 year old girl who loves to run.
Doon-a serious, thoughtful 12 year old boy.
Peggy-Lino's hobbler sister.
Granny-Lino and Poppy's forgetful and aging grandmother.
Luzza-Lino's best friend.
The Mayor-the leader of the City of Ember.
Clary-Lino's oldest and most trusted friend.



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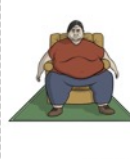
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VOCABULARY PACKET
THE CITY OF EMBER

By Jeanne DuPrau



STUDENT CHAPTER PACKET ANSWER KEY

Prologue and Chapter 1
THE INSTRUCTIONS • ASSIGNMENT DAY •

(page 3)
Quickwrite: Answers will vary.

Vocabulary:

- disagreeable
- labyrinth
- weary
- prosper

True or False:

- F
- T
- F
- F
- T

Character Analysis: Lino is 12 years old and has just graduated from school into a job. She is optimistic. She has long, dark hair. She loves her grandma and her little sister. Her best friend is named Luzza. She is excited to trade jobs with Doon to be a messenger because she loves running.

(page 2)

Comprehension and Analysis:

- The City of Ember is always dark. Everything there is very old and worn, and supplies are getting shorter and shorter. In Ember, students from my city because we have the same often, and we also usually go to school every day.
- Students in the City of Ember go to school on Assignment Day. On that day, they are assigned to be a messenger. I disagree with anybody's gifts or talents, because I think everyone should be able to do anything.
- Doon asks Lino to trade jobs with him because Lino is a messenger. Lino is happy to trade jobs with Doon because she loves to run. She could run forever.

Beyond: Answers will vary.

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Chapter 5: On Night Street	27-28
Chapter 6: The Box in the Closet	29-30
Chapter 7: A Message Full of Holes	31-32
Chapter 8: Explorations	33-34
Chapter 9: The Door in the Roped-off Tunnel	35-36
Chapter 10: Blue Sky and Goodbye	37-38
Chapter 11: Luzza's Discoveries	39-40
Chapter 12: A Drowsy Discovery	41-42
Chapter 13: Deciphering the Message	43-44
Chapter 14: The Way Out	45-46
Chapter 15: A Desperate Run	47-48
Chapter 16: The Singing	49-50
Chapter 17: Away	51-52
Chapter 18: Where the River Goes	53-54
Chapter 19: A World of Light	55-56
Chapter 20: The Last Message	57-58
Student Chapter Packet Answer Key	41-52



Easy Planning & Low Prep

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

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		86	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	87-88	Questions and Answers	Use after finishing the novel.
		89	Partner Up: Questions and Answers	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	90-91	Themes and Lessons	Use after finishing the novel.
		92	The City of Ember: Themes	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	93	Comic Strip	any
		94	Main Events	any
		95-96	Causes and Effects	1-14
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	97-116	Character Flip Book: The City of Ember	Use throughout the novel.
		117	Character Changes	Use after finishing the novel.
		118	You vs. Character	any
		119-120	Characters and Quotes	Use throughout the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	121-122	The City of Ember: Setting Notes	1, 2, 3, 4, 8, 11, and 48
		123-124	The City of Ember: Focus on Setting	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	125-126	Figurative Language Version 1	1-12
		127	Figurative Language Version 2	any
		128-129	Figurative Language Version 3	any
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	130	A Different Point of View	any
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	131	My Book Cover	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	132	Reading Strategy: Preview Words	Use before reading the novel.
		133	Reading Strategy: Preview Words	Use throughout the novel.
Vocabulary: Unknown Words	L 3.4/L 4.4/L 5.4/L 6.4	134	Word Predictions	Use throughout the novel.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	135	City of Ember Journal: Freewriting Choose a quote or have the students choose quote to journal about.	any
Informational Writing	RL 3.10/RL 4.10/RL 5.10/RL 6.10	136-139	The City of Ember Informational Brochure	Use after finishing the novel.
		140-141	Culminating Project Choices with Grading Sheet	Use after finishing the novel.

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Vocabulary List without definitions	10-11
Vocabulary List without definitions (NO page numbers)	12-13
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A Closer Look:

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

THE CITY OF EMBER: 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.







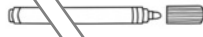
This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities <i>(To be used with specific ch.)</i>	Other Reading Response Activities
Prologue: The Instructions 1: Assignment Day	<ul style="list-style-type: none"> weary labyrinth prosper disgraceful 	Vocabulary Review #1 Chapters 1-8	Assessment Chapters 1-8	<p>ONLY</p> <p>To use with Chapters 1-12: <ul style="list-style-type: none"> Figurative Language Version 1 </p> <p>To use with Chapters 1-18: <ul style="list-style-type: none"> Causes and Effects </p> <p>To use with Chapters 1, 2, 3, 4, 8, 11 & 18: <ul style="list-style-type: none"> The City of Ember: Setting Notes </p>	<p>To use with any chapter:</p> <ul style="list-style-type: none"> Partner Up: Questions and Answers Comic Strip Main Events You vs. Character The City of Ember: Focus on Setting Figurative Language Version 2 Figurative Language Version 3 A Different Point of View The City of Ember Journal: Freewriting <p>To use throughout the novel:</p> <ul style="list-style-type: none"> Character Flip Book: The City of Ember Characters and Quotes Reading Strategy: Predictions Word Predictions
2: A Message to the Mayor	<ul style="list-style-type: none"> fuming reverberating serene antics 				
3: Under Ember	<ul style="list-style-type: none"> anticipation turbulent immense wry 				
4: Something Lost, Nothing Found	<ul style="list-style-type: none"> pungent gruff singed enterprise 				
5: On Night Street 6: The Box in the Closet	<ul style="list-style-type: none"> muddled defiant summon incomplete 				
7: A Message Full of Holes 8: Explorations	<ul style="list-style-type: none"> pointedly disorderly beckoned gnarled 	Vocabulary Review #2: Chapters 9-20	Vocabulary Review #2: Chapters 9-20	<p>To use after finishing the novel:</p> <ul style="list-style-type: none"> Questions and Answers Themes and Lessons The City of Ember: Themes Character Changes My Book Cover The City of Ember Informational Brochure Culminating Project Choices with Grading Sheet 	
9: The Door in the Roped-Off Tunnel 10: Blue Sky and Goodbye	<ul style="list-style-type: none"> vanish ambush lurking 				
11: Lizzie's Secret 12: A Dream (Discov)	<ul style="list-style-type: none"> misfortunes wheamed delectable shrill 				
13: Delivering a Message 14: The City Out	<ul style="list-style-type: none"> rickety deciphering plunder convoluted 				
15: Desperate Run 16: The Singing	<ul style="list-style-type: none"> plunged feeble uproar impudence 				
17: Away 18: Where the River Goes	<ul style="list-style-type: none"> deserted staggered shuddered stricken 	Vocabulary Review #2: Chapters 9-20	Vocabulary Review #2: Chapters 9-20		
19: A World of Light 20: The Last Message	<ul style="list-style-type: none"> relentlessly spacious blowed catastrophes 				

Name _____

Culminating Project Choices

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>Author Research ☆☆</p> <p>Use the Internet to do research about the author, Jeanne DuPrau. Write a biography about her. Be sure to include a Works Cited page.</p> 	<p>Playwright ☆☆</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>City of Ember Series ☆☆☆</p> <p>Did you know that there are three more books in this series? Read the next book in the series (called <i>The People of Sparks</i>). Write a two-page summary of what happens in the sequel. Include at least two illustrations.</p> 
<p>Game On ☆☆☆</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>Dystopian Books ☆</p> <p>Read another dystopian book (such as <i>The Giver</i>). Compare and contrast that book with <i>The City of Ember</i>. Write a report about the stories' similarities and differences. Include one illustration for each book.</p> 	<p>Newspaper ☆☆☆</p> <p>Write 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>3D Characters ☆☆☆</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>Paper Bag Book ☆☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present to each of the class and explain why each item is important. Describe the outside of the bag (include the book's title, author, and a picture).</p> 	<p>Puppet Show ☆☆☆</p> <p>Create puppets that depict the 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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Name _____

Culminating Project Choices Grading Sheet

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

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Engaging Projects:

- Culminating Project Options for students to complete after the novel

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Which of the following does not occur in the story?
 - a. Lina gets a job working for the mayor.
 - b. Lina and Clary talk to Sadge, while Sadge is panicking.
 - c. Lina finds a mysterious paper that was in a locked safe.
 - d. Lina gets scolded by a grandfather's office.
12. Choose the best word to describe Doon after the fire.
 - a. Worried
 - b. Insecure
 - c. Content
 - d. Timid
13. Choose the best words to describe Lina.
 - a. Loving and loyal.
 - b. Talkative and trusting.
 - c. Foolish and thoughtless.
 - d. Over-confident and stiff.
14. How does Doon react upon seeing the grandfather?
 - a. He is encouraged.
 - b. He is horrified.
 - c. He understands it immediately.
 - d. He is happy.
15. How does Mrs. Murdo help Lina and her father?
 - a. She brings them dinner each night.
 - b. She gives them a lot of money.
 - c. She works at Granny's shop.
 - d. She keeps an eye on Granny when Lina is away.
16. What are some effects of the longest blizzard?

all that apply.

 - a. People start talking about moving to other cities.
 - b. People question the mayor at the town meeting.
 - c. The mayor calls a town meeting.
 - d. The streets become quieter.

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❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

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

Name _____ Date _____

THE CITY OF EMBER
Assessment #1: Chapters 1-8

❖ **Part 1: Vocabulary Matching**

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

- | | |
|--------------------|---|
| 1. prosper _____ | A. sharp, biting, and aromatic |
| 2. pungent _____ | B. gesturing, making a movement to signal something |
| 3. summon _____ | C. flourish, thrive |
| 4. beckoning _____ | D. maze, labyrinth |
| 5. antics _____ | E. peeks and fancies |
| 6. labyrinth _____ | F. kindle, awaken |



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

Choose the word that best completes each sentence below.

7. The old man looked _____ but he was actually our kindest neighbor.
 - a. wry
 - b. disgraceful
 - c. gruff
 - d. seared
8. The ancient tree's branches were _____ and rough, but we loved looking at its uniqueness.
 - a. beckoning
 - b. muddled
 - c. defiant
 - d. gnarled

❖ **Part 3: Vocabulary**

Write two sentences below.

weary belligerent

9. _____

10. _____

_____ from the story. Write about at least two

_____ and more muddled.

_____ paper from a safe in the closet.



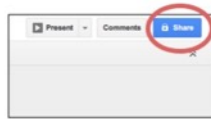
_____ How do you feel a strong emotion? (The emotion could be sympathy, etc.) Explain what emotion it was, and

_____ a quality or trait that you believe Doon has. Explain your

ASSESSMENTS included:

- 2 Comprehension and Vocabulary Tests
 - Test #1: Chapters 1-8
 - Test #2: Chapters 9-20
- Mix of question types

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."

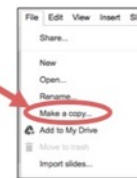


Note: Sharing with students could also be done through Google™ Classroom.

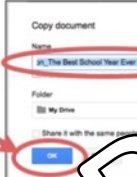
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



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. Any changes students 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 correctly, 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 name 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 novel study.

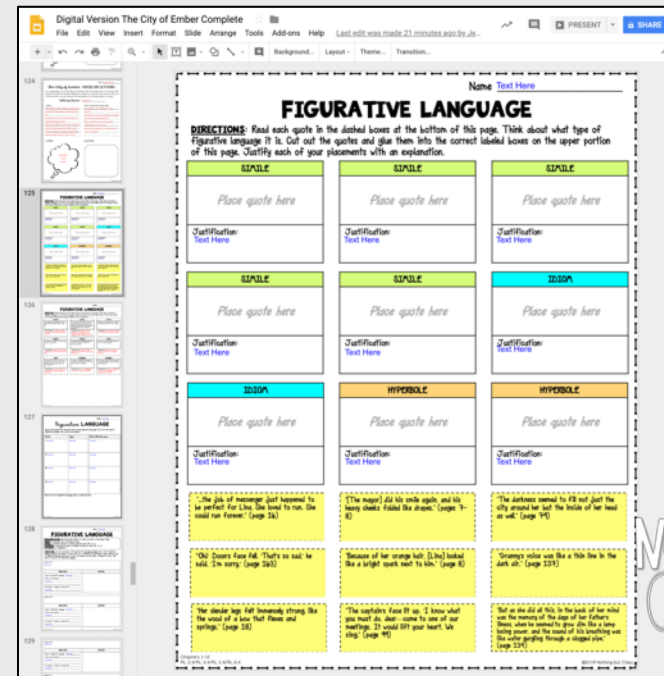
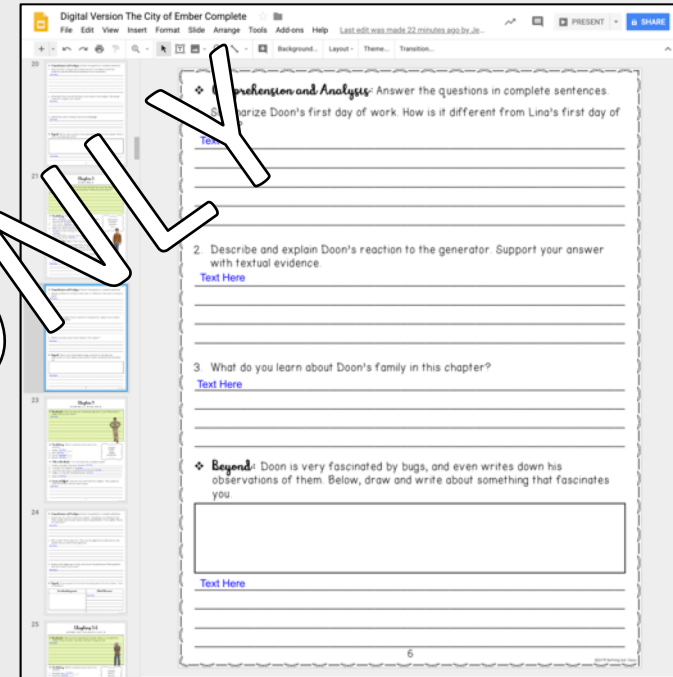
BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Upon purchasing, you will receive 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

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MORE about the GOOGLE™ version...

- Novel study pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the novel study itself is not editable. This version simply offers students the opportunity to access the unit 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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TABLE OF CONTENTS

Resource	Pages
Unit Map	3
Student Reference Bookmarks (two-sided)	4-5
Vocabulary List with definitions	6-7
Vocabulary List with definitions (NO page numbers)	8-9
Vocabulary List without definitions	10-11
Vocabulary List without definitions (NO page numbers)	12-13
<i>Table of Contents: Student Chapter Packet</i>	
Student Chapter Packet with answer key	15-141
<i>Table of Contents: Vocabulary Packet</i>	
Vocabulary Packet with answer key	142-184
<i>Table of Contents: Reading Response Activities</i>	
Reading Response Activities with answer key	85-141
<i>Table of Contents: Assessment Packet</i>	
Assessments with answer key	143-155
Instructions for Digital File (Google Drive) Version	156-158
Terms of Use (You Only Liked + Artist Credit)	159-161



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Prologue & Chapter 1

* THE INSTRUCTIONS * ASSIGNMENT DAY *

❖ **Quickwrite:** If you could have any job in the world when you grow up, what job would it be? Explain why.

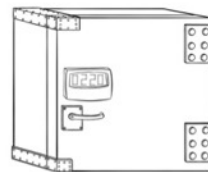
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❖ **Vocabulary:** Fill in the blanks.

1. In a very disappointed voice, _____ the teacher told _____ that the way we had behaved for _____ the substitute teacher was _____.
2. The old house was full of dark, _____ passageways and doors that led to nowhere, and we _____ very much like a _____ in _____ people unfamiliar with it.
3. It had been a long day of _____ travel for our family, and we were _____ as we finally climbed into bed.
4. My _____ parents _____ told me that I would not _____ in life unless I worked harder in school.

weary
labyrinth
prosper
disgraceful



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

1. Lina is sixteen years old. _____
2. The secret box with a timed lock becomes lost and forgotten. _____
3. In the City of Ember, the sky is always bright. _____
4. Doon wishes to be a Supply Depot clerk. _____
5. Doon and Lina trade their jobs. _____

❖ **Character Analysis:** What do you know about Lina so far?

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

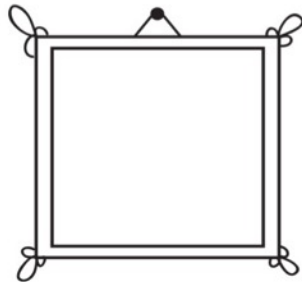
1. What do you know so far about the City of Ember? How is it different from your city?

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2. How do students in the City of Ember get their jobs? Do you like or dislike this method? Explain.

3. What does Doon ask Lina at the end of Chapter 1? How does Lina react? Use textual evidence to support your answer.

beyond What do you think the secret locked box contains? Illustrate and write about your guess below.



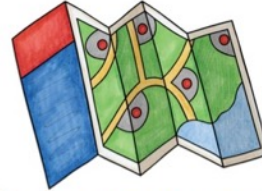


weary

(adjective)
worn out and exhausted

labyrinth

(noun) maze or web



prosper

(verb) flourish, thrive



disgraceful

(adjective)
shameful and dishonorable



fuming

(adjective or verb)
seething furious



reverberating

(verb or adjective)
echoing and vibrating



serene

(adjective) peaceful



antics

(noun)
pranks and foolery



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CHARACTER FLIP BOOK: *Instructions*

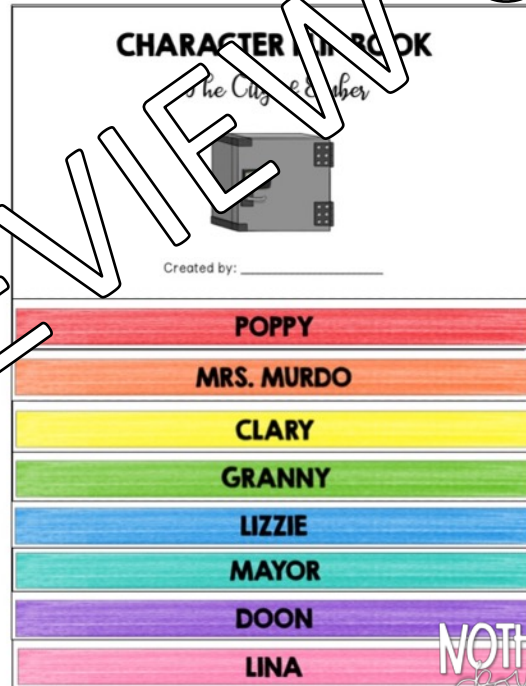
Step 1: Choose between the color version or the b/w version. Print out the pages. Confirm that they printed out properly (the labeled names should be staggered).

Step 2: Stack your flipbook. Lina's page belongs on the bottom of the stack, and the cover page belongs on the top. Staple three times along the top.

Step 3: Starting with the cover page, and then working your way down, cut along each of the dotted guide lines.

Tips:

- You can pre-make these before distributing to students, or you can simply have the students make their own!
- Also, you can either have each student complete their own, or you can make this activity a collaborative effort. For example, divide your class into 8 groups of 4. Have each of the groups complete ONE of the pages. Then compile each group's work to make one book.
- One great option is to make the flipbooks before you start reading. Have the students work on them gradually, as you work your way through the book. Do a little here and a little there.



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