

## ASK OR ANSWER!

Name \_\_\_\_\_



Write either the answer or the question to what is given below.

ANSWER!

**WHO** raised Tao after his mother died?

\_\_\_\_\_

\_\_\_\_\_

**WHAT**

Tao wishes to be a cave painter.

**WHERE** do Tao and Ram hunt?

\_\_\_\_\_

## CAUSE AND EFFECT

Name \_\_\_\_\_

**WHEN**

Match the story events (causes) with their effects by writing the correct letters of the events on the story event lines.

**Story Events**

**Effects**

**WHY** do the other cave dwellers look down on Tao?

1. Tao washes egg white over his painted pictures. \_\_\_\_\_

A. Tao swims across the river to rescue Ram.

**HOW** do Tao and Ram save the cave dwellers?

2. Graybeard walks very slowly and carries a long spear. \_\_\_\_\_

B. Mother gets stuck with the job of running the Christmas pageant.

3. Tao throws himself between Ram and Volt's spear. \_\_\_\_\_

C. Tao has no choice but to see Ram swimming across the river.

4. The hunters chase Tao and Ram. \_\_\_\_\_

D. The painted pictures come alive with bright, new colors.

5. Tao hears Ram whining and crying across the river. \_\_\_\_\_

E. Volt and the other hunters are furious and get mad at Tao.

F. Tao agrees to take Graybeard across the river to the Valley People.

G. Tao is completely lost in the pitch black darkness.

H. Volt discovers that Tao hunts with Ram and becomes angry.

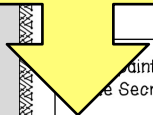
I. Tao feels very worried about the health of his dear friend.

J. Tao's mind is filled with fear and doubt.

Chapters 1-8 RL.3.3/RL.4.3/RL.5.3/RL.6.3

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



Name \_\_\_\_\_

Find words and phrases in the text that help you picture being in the Slough. Write them on the lines below. Then, write about how they make you feel. Finally, illustrate the setting.

**Setting:**  
**In the Slough**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Mystery Thoughts

Name \_\_\_\_\_

Read each thought bubble from the list of characters, determine whose point of view each thought represents. Write your answers on the lines inside each bubble. Some may have more than one correct answer, and some answers may be used more than once.

Tao	Ram	Vedra
Kala	Volt	Graybeard

## 17 Reading Response Activities:

- Focuses include
  - ✓ Theme
  - ✓ Plot
  - ✓ Character analysis
  - ✓ Figurative language
  - ✓ Point of View
  - ✓ Reading comprehension strategies
  - ✓ Information reading practice
  - ✓ and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

RL.3.A/RL.4.A/RL.5.A/RL.6.A

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# Table of Contents: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4	Ask or Answer! <i>Answer Key on pg. 27</i>	1-5
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	5	Theme Thoughts <i>Answer Key on pg. 28</i>	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	6	Scene Snapshot	any
		7	Obstacles <i>Answer Key on pg. 29</i>	Use after finishing the novel.
		8	Prehistoric Painting <i>Answer Key on pg. 30</i>	12
		9	Main Events	any
		10	Cause and Effect <i>Answer Key on pg. 31</i>	12-16
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	11	Character Traits Version 1 <i>Answer Key on pg. 32</i>	Use throughout the novel.
		12	Character Traits Version 2	any
		13	Round or Flat? <i>Answer Key on pg. 33</i>	Use after finishing the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	14	Setting: In the Slough <i>Answer Key on pg. 34</i>	
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	15-16	Figurative Language Anchor Posters (in color and black and white)	any
		17-18	Figurative Language <i>Answer Key on pg. 35-36</i>	1-8
		19	Figurative Language Find	any
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.7	20-21	Mystery Thoughts <i>Answer Key on pg. 37</i>	Use after finishing the novel.
Connecting Text with Illustrations	RL 3.7/RL 4.7/RL 5.7/RL 6.7	22	My Book Cover	Use after finishing the novel.
Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	23	Reading Strategies: Predictions	any
Comprehension: Informational Text	RI 3.10/RI 4.10/RI 5.10/RI 6.10	24-25	Save Pages: Informational Article with Comprehension Questions <i>Answer Key on pg. 38</i>	any
		26	Culminating Project Options	Use after finishing the novel.
		27-38	Answer Keys provided for: • Ask or Answer! • Theme Thoughts • Obstacles • Prehistoric Painting • Cause and Effect • Character Traits Version 1	

Name \_\_\_\_\_

## ROUND or Flat?

### Round characters:

- ✓ Are major
- ✓ Play main roles
- ✓ Encounter conflict
- ✓ Change and learn
- ✓ Are fully developed
- ✓ Are described in detail

### Flat characters:

- ✓ Are minor
- ✓ Play supporting roles
- ✓ Do not change much



CHARACTER	ROUND OR FLAT?	JUSTIFY YOUR ANSWER!
_____	Round	He is the main character. He learns how to be his own person despite what other people say, throughout the story.

PREVIEW ONLY

# Activity Packet

## Boy of the Painted Cave

By Justin Denzel

He is the main character. He learns how to be his own person despite what other people say, throughout the story.

He is wise throughout the story.

He is the end of the beliefs.

He plays a role throughout the story.

He is the son of his parents.

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### Easy Planning & Low Prep:

- Detailed Table of Contents lays out focus standards and tells you when to use what
- Student Cover Page for easy packets
- All answer keys included

# CAVE PAINTINGS

## Reading Comprehension Questions

1. Write two new facts that you learned about cave paintings.

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2. What are some theories about why prehistoric people made cave paintings?

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3. Who discovered Lascaux?

4. Describe Lascaux Cave.

5. What is Lascaux II?

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Name \_\_\_\_\_

## CAVE PAINTINGS

### An Informational Article

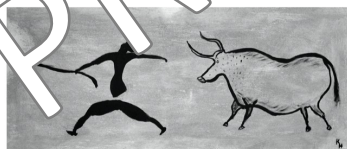
#### A Background about Cave Paintings

Cave paintings have been found all over the world. Archaeologists estimate that these paintings are as old as tens of thousands of years old. No one is exactly sure why prehistoric people painted. One theory is that prehistoric people painted to bring hunting magic, or success. Another theory is that shamans or spiritual leaders painted the visions that they would see when they entered trances. A different theory is that the paintings were used to communicate with other people.

Most cave paintings were detailed pictures of animals, like bison, aurochs, and deer. There are also many cave paintings that show outlines of hands. These were made by placing the hand on the wall and blowing pigment at it.

#### Lascaux Cave

In 1940, in France, an 18 year old named Marcel Ravidat discovered a hidden entrance to a cave. A few days later, he returned with three of his friends to explore it. Upon entering, the four friends discovered many walls covered with cave art. Nearly 2,000 pictures are depicted on the walls, including images of animals, humans, and abstract shapes. The cave was opened to the public in 1948. Since then, a lot of damage has occurred, so a cave closer to the public in 1963, Lascaux II, a replica, was opened up nearby, so that people can view depictions of the cave paintings.



Lascaux Cave Paintings  
Image used with permission by [Diana Lissman](#) from [Dabble](#).



# Figurative Language

**KEY IDEA:** Determine the meanings and types of figurative language to help you better visualize the text.

- **SIMILE:** comparison between two things using the words "like" or "as."
- **METAPHOR:** comparison between two things without using the words "like" or "as."

## Culminating Project Choices

Name \_\_\_\_\_

After you have finished the book, choose one of the final projects to do below!

1. **SEQUEL:** Write a sequel to *Boy of the Painted Cave*. What happens to Tao next?
2. **WHO'S THE AUTHOR?:** Use the Internet to do research about the author, Justin Denzel. Write a biography about him. Make sure to include a Works Cited page.
3. **DEAR DIARY:** Choose a character in the book. Write about the events in the book from his or her point of view, in the form of several diary entries.
4. **NEWSPAPER:** Create a newspaper that is themed around the events in the book. You might include articles, advertisements, comic strips, and an advice column.
5. **PLAYWRIGHT:** Choose your favorite scene(s) from *Boy of the Painted Cave*. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
6. **BOARD GAME:** Create a board game which is themed around *Boy of the Painted Cave*. Be creative!
7. **NEWS INTERVIEW:** Imagine you are a journalist that is interviewing one of the characters from *Boy of the Painted Cave*. Write a script for it. With a partner, either record it to show to the class, or perform it in front of the class!
8. **CAVE PAINTINGS:** Do some more research about cave paintings. Present your findings in a creative way. You might create a Power Point presentation, make a poster, or write an essay. It's your choice.
9. **MOVIE POSTER:** Design a movie poster advertising a movie based on *Boy of the Painted Cave*.
10. **CHARACTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything you can think of!

My Choice: \_\_\_\_\_

My Grade: \_\_\_\_\_

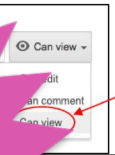
like an.  
at put a



### Additional Resources:

- Culminating Project Options for students to complete after the novel
- Decorative Figurative Language Anchor Poster that complements included activities
- "Cave Paintings" Informational Article to build students' background knowledge

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 dropdown menu on the right-hand side where you type the e-mail addresses. "Can Edit" will likely be the default selection. Change it to "Can View."



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

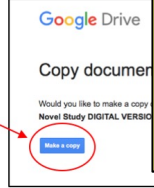
8. Students can click on the link to access the digital version of this resource.

You will need Internet access and a Google™ account (which is free).

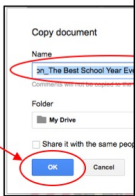
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screens only. The text may differ, but it will look otherwise the same.)

[Digital Version: Charlotte's Web Activities](#)

Click here first!



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

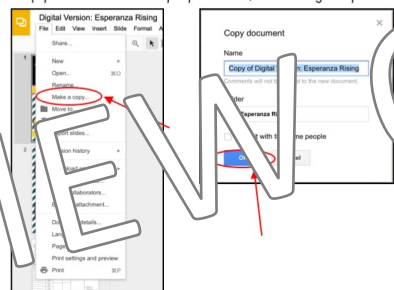


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain 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.



- 9. Students will be able to access the content, type in text boxes, and students make to their files will be automatically saved.
- 10. Students may share with you their works in progress and/or finished work.
- 11. Don't forget that you do have the option to print any of the printer-friendly, while the Google™ Drive version has a lot more handy if they are printed. Many teachers love that I offer both versions so you can end up using both versions.
- 12. There are places where students are required to draw or illustrate. If you are using tablets, this is easy to do. However, if they are working on a computer, you can use the "Insert" dropdown menu in Google™ Drive to draw pictures.

4. Decide 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.

5. 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.

6. Once you're ready, share the document with your students. Open the document and click on the "Share" button.

- ✓ Eye-catching **digital version** contains full-color, interactive adaptations of all resources.
- ✓ Works for **distance learning**. Students can access the digital version from **home OR school**. Teachers and students can easily send this back and forth using Google™ Drive or Google™ Classroom! *(You may also contact me for help using this resource on many other digital learning platforms.)*
- ✓ Excellent for **school OR homeschool**. No-prep and *so easy* for teachers, parents, and students to follow!

PREVIEW ONLY

**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

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme Trans

13 Comic Strip

14 HARRY'S CONFLICTS

15 HARRY'S CONFLICTS

16 CAUSE and EFFECT

Name Text here

## HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

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

RL.3.3/RI.3.3/RI.3.3/RI.3.3/RI.3.3 ©2017 Nothing but Class

## 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.

Name \_\_\_\_\_

# Character Traits

First, write at least one trait of each character listed below. Next, provide textual evidence for your chosen character traits. Finally, draw a picture of each character in the box below his or her name.

<i>Name</i>	<i>Trait(s)</i>	<i>Textual Evidence</i>
Tao		
Ram		
Volt		
Rayb...		
Kala		

PREVIEW ONLY

Name \_\_\_\_\_

# OBSTACLES

Think about the characters in the story that are listed below. First, write what their goals or wishes are. Then, write what obstacles get in the way of their goals or wishes. Finally, write about whether or not they reached their goals or wishes, and explain how. Remember that some characters may have multiple goals, and that their goals may have changed throughout the story.

CHARACTER	GOALS OR WISHES	OBSTACLES	Did they reach their goals? Explain.
TAO			
KALA			
VOLT			
GRABER			
KAM			
VEDRA			