

Name _____

MY BOOK REVIEW

Would you recommend this book? Write about the book, and explain why you like or dislike it. Include a title, picture, and text.

Name _____

SETTINGS and EMOTIONS

Different settings evoke different emotions. Imagine yourself in each of the settings from the book below. Draw a picture of them below their names. Write quotes or phrases from the book that you think capture the settings. Then, write about how the settings make you feel.

Settings (Time & Place)	Quotes or Phrases	How the setting makes me feel
Chapters 3-4: The Journey from the farm to Ezra's hut	1. _____ 2. _____ 3. _____	→

Name _____

Figurative Language

Below, read the quotes from the book which contain figurative language. In the first column, underline the part of the sentence that contains figurative language. In the second column, identify the type of figurative language, and explain how you know. You will find examples of similes, idioms, and personification. In the third column, illustrate the quote.

Quote	Figurative Language	Illustration
1. For a moment I felt surprised that the river was still flowing along unaware of my predicament and uncaring (page 64)	This is an example of _____ I know this because _____	
2. We walked through the softly falling snow without speaking. The forest wrapped itself quietly in a blanket of whiteness as we headed home. (page 74)	This is an example of _____ I know this because _____	

Name _____

Points of View

Think about the different points of view or perspectives regarding the issues from the story listed below. In the boxes on the left, write about different characters' points of view. In the boxes on the right, write about whether you agree or disagree with each of them. Explain your answers.

1. About Ezra... (Chapter 10)

What is Weasel's point of view regarding Ezra?	Do you agree or disagree? Why?

Name _____

MAIN EVENTS

What are the main events in the chapter you have just read? Draw a picture for each, and write accompanying text.

FIRST

NEXT

Name _____

Theme Thoughts

What are two morals or lessons that can be learned from the story? Write the lessons in the arrow signs below. Then, write a paragraph explaining why one of the lessons can be learned from the story. Next, write how one of the lessons can be applied to your own life. Finally, in the box below, illustrate one of the lessons that you wrote about.

LESSON 1

LESSON 2

Explanation

Name _____

?? WHAT SHOULD I DO?

Think of times when in the story that you read with what a character did. Write the character's name and what they did. Then, in the boxes below, write what you would have done instead.

THE CHARACTER DID	WHAT I WOULD HAVE DONE

Name _____

Points of View

Do you agree or disagree? Why?

12-15

Do you agree or disagree? Why?

Name _____

CAUSE and EFFECT

Cut out each box below. On another piece of paper, glue each event next to its matching effect.

Causes	Effects
Cause: Ezra shows Nathan and Molly their mother's locket	Effect: Ezra draws a map for Nathan so that he can find his way back to the farm alone
Cause: Ezra signifies to Nathan and Molly that Weasel was just nearby, in the woods	Effect: Nathan throws Ezra's club-like stick at Weasel
Cause: Molly brings Mama's medicine bag to Ezra's hut and recalls Mama's medicine lessons	Effect: Nathan hides behind a rock and readies his stick
Cause: Nathan suddenly remembers that he must go back to the farm and tend to the animals	Effect: Molly and Ezra make medicine and bathe Papa's leg wound
Cause: Ezra seems nervous about Nathan making the long journey back to the farm by himself	Effect: Nathan feels his hatred for Weasel inside of him
Cause: Nathan discovers that all of the animals at the farm are either dead or missing, and he knows that Weasel is responsible	Effect: Nathan and Molly know that Ezra knows where their father is
Cause: On his way back to Ezra's hut, Nathan senses that he is being followed	Effect: Ezra gives Nathan a club-shaped piece of wood that can be used as a weapon
Cause: Weasel begins to approach Nathan as he hides behind a rock	Effect: Nathan and Molly feel surprised and frightened

Name _____

Character Traits

Character: _____

Portrait

Evidence:

- _____
- _____
- _____

Name _____

Obstacles

Think about characters in the story and the goals that they had. Then, think about obstacles that got in the way of their goals. Write the characters' names in the boxes, their obstacles in the clouds, and their goals in the suns.

Name _____

Character Changes

Nathan

Portrait

Conflicts he Faced

How did these conflicts change him?

16 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 _____

Culminating Project Choices Grading Sheet

Project Choice #1 Project Name: _____ Grade: _____ Comments: _____ _____ _____	Project Choice #2 Project Name: _____ Grade: _____ Comments: _____ _____ _____	Project Choice #3 Project Name: _____ Grade: _____ Comments: _____ _____ _____
Project Choice #4 Project Name: _____ Grade: _____ Comments: _____ _____ _____	Project Choice #5 Project Name: _____ Grade: _____ Comments: _____ _____ _____	Project Choice #6 Project Name: _____ Grade: _____ Comments: _____ _____ _____
Project Choice #1 Project Name: _____ Grade: _____ Comments: _____ _____ _____	Project Choice #2 Project Name: _____ Grade: _____ Comments: _____ _____ _____	Project Choice #3 Project Name: _____ Grade: _____ Comments: _____ _____ _____

Table of Contents: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapters!
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4-5	Questions and Answers	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6-7	Theme Thoughts	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	8	Main Events	any
		9-11	Cause and Effect (comes in b/w & color)	i-9
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	12	Character Traits	any
		13-14	Obstacles	Use after finishing the novel.
		15-16	Character Changes	Use after finishing the novel.
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	17	What would I Do?	any
		18	Setting Snapshot	any
		19-20	Settings and Emotions	3-18
Signature Language			Poster	any
			Version 1	i-11
			Version 2	12-19
				any
				10-15
				Use after finishing the novel.
				Use after finishing the novel.
			Journal with 4	8, 13, 19
			or after you read the chapters programs for the freeburting	
			Options	Use after finishing the novel.
			Credit	

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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.

Shawnee Research ☆ Use the Internet to do research about the Shawnees. Write an informational report about them. Be sure to include a Works Cited page.	Playwright ☆☆☆ 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 have some classmates play supporting parts.	Sequencing ☆☆☆ What do you think happened to Nathaniel? In his final scene, write a scene to the story. Include illustrations with supporting details.
Game On ☆☆☆ Create a board game that is themed around the book. Your game must include a board, game pieces, and a set of question cards. List any materials needed to play the game. You will play the game to the class.	Alternate Ending ☆ Do you wish Weasel had a different ending? Write an alternate ending to the story.	Newspaper ☆☆☆ 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!
3D Characters ☆☆☆ 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.	Paper Bag Book ☆☆☆ Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each is important.	Puppet Show ☆☆☆ 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.

Activity Packet

Weasel

by Cynthia DeFelice



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Easy Organization and planning:

- Table of Contents
- Student Cover Page
- Culminating Project Choices with grading sheet

Instructions

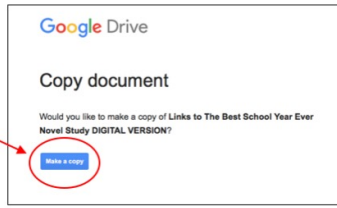
for Digital Version/Google™ Drive Document

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.

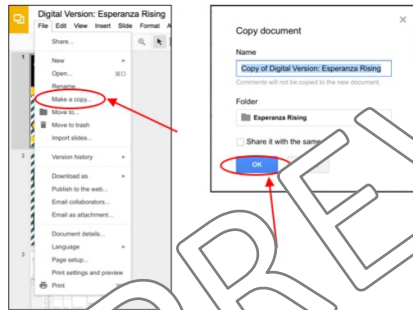
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

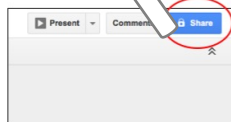


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

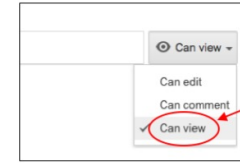


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



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

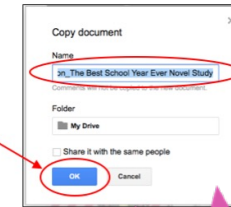
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 text boxes, draw figures, 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. Both versions are most handy if they are printed. Many teachers use 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 school where iPads or tablets are under the "Insert" dropdown menu in Google™ Classroom.

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

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.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

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	Text here	Text here
2	Text here	Text here
3	Text here	Text here
4	Text here	Text here

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