

# Chapters 1-3

❖ **Quickwrite:** Write about a time that you were worried about someone. Why were you worried? What did you do as a result?

---

---

---

---

---

---

---

---



❖ **Vocabulary:** Fill in the blanks.

1. I \_\_\_\_\_ through the peephole to see who was knocking at the door.
2. To my \_\_\_\_\_ I realized that I had won an academic award for the first time.
3. My friend \_\_\_\_\_ for me to come closer, so that she could whisper a secret in my ear.

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

1. Nathan and Molly's father went missing after he went hunting one day. \_\_\_\_\_
2. Molly is older than Nathan. \_\_\_\_\_
3. A man shows up at Nathan and Molly's door with their mom's locket. \_\_\_\_\_
4. Nathan and Molly share their food with the strange man. \_\_\_\_\_
5. The strange man talks nonstop. \_\_\_\_\_

❖ **Point of View:** From whose point of view is this story written? How do you know? What do you know about the narrator so far?

---

---

---

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

1. In detail, describe the strange man that appears at Nathan and Molly's home. Do you think he can be trusted? Why or why not?

---

---

---

---

---

2. Why are Nathan and Molly worried? Support your answer with textual evidence.

---

---

---

---

---

3. How do Nathan and Molly react when the man mentions Weasel? What does this tell you about Weasel?

---

---

---

---

---

❖ **Beyond:** Below, draw a picture of how you imagine Nathan and Molly's strange companion. Then, write what you know about him so far.



---

---

---

---

---

---



---

---

## Features student work for every 2-3 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, or Multiple Choice questions.
- Standards Focus Question.
- 3 Short Answer Questions.
- Beyond-Creative activities.

Word: <b>peered</b>	Definition: looked carefully
Word: <b>beckoned</b>	Definition: motioned to
Word: <b>astonishment</b>	
Word: <b>pity</b>	

<b>peered</b> (verb) looked carefully 	<b>beckoned</b> (verb) motioned to encourage someone to come nearer 
<b>astonishment</b> (noun) surprise 	<b>pity</b> (verb) feel sorry for 
<b>wary</b> (adjective) cautious 	
<b>sheepish</b> (adjective) with some embarrassment 	

**VOGABULARY REVIEW #1**  
Chapter 1-11

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

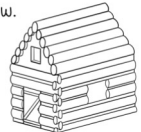
Review your vocabulary words by completing the questions below. Use a dictionary and/or thesaurus if needed.

- Which of the following is an antonym for wary?  
 a. careless  
 b. exhausted  
 c. folded  
 d. careful
- Which of the following is a synonym for loathing?  
 a. adoration  
 b. affection  
 c. contempt  
 d. admiration

\_\_\_\_\_ best completes the following sentence.  
 \_\_\_\_\_ but was caught anyway.

\_\_\_\_\_ ment in a complete sentence below.


\_\_\_\_\_ the word astonishment below.



©2017 Nothing but Class

6. Below, list three times that you have felt astonishment.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. What might happen next in the following situation? Write your answer on the lines below.  
 The older kid spoke to me with mockery in his voice.  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_ with a reasonable answer.  
 \_\_\_\_\_ you shudder.  
 \_\_\_\_\_  
 \_\_\_\_\_  \_\_\_\_\_  
 \_\_\_\_\_ sheepish about something.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ vocabulary words in a sentence. Write  
 \_\_\_\_\_  
 \_\_\_\_\_ wary \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

©2017 Nothing but Class

**Vocabulary Words and Definitions**

Chapter	Page	Word	Definition
1-3	2	peered	looked carefully
		beckoned	motioned to encourage someone to come nearer
		astonishment	surprise
	17	pity	feel sorry for
	26	wary	cautious
	29	shuddered	trembled
	35	sheepishly	with some embarrassment
	35	vividly	with clarity or intensity
	46	stealthy	secretive or sneaking
	52	mockery	contempt and ridicule
10-12	53	loathing	hatred
	64	predicament	problem
	76	peculiar	strange
13-14	78	outraged	angry and offended
	84	weathered	creased and wrinkled
	91	brooding	thinking deeply
15-16	92	courage	bravery
	98	solemn	serious

**Vocabulary Focus:**

- Complete Vocabulary List comes with and without definitions
- Vocabulary Reviews
- Vocabulary Word Wall Cards
- Vocabulary Flash Cards

# Vocabulary Packet

## Weasel

by Cynthia DeFelice



Name \_\_\_\_\_

# Student Chapter Packet

## Weasel

by Cynthia DeFelice



Name \_\_\_\_\_

### WEASEL

by Cynthia DeFelice  
Reference Bookmark

**PLOT**  
An eleven year old boy encounters a mute man and a cold-blooded killer, and he finds he must make decisions regarding life, death, and revenge.

**SETTING**  
The story takes place in the frontier wilderness in the 1800s.

**CHARACTERS**  
• Nathan-an eleven year old boy.  
• Molly-Nathan's younger sister.  
• Pa-Nathan and Molly's father.  
• Ezra-a strange man who cannot speak.  
• Weasel-a cruel killer.



©2017 Nothing but Class

### WEASEL

by Cynthia DeFelice  
Reference Bookmark

**PLOT**  
An eleven year old boy encounters a mute man and a cold-blooded killer, and he finds he must make decisions regarding life, death, and revenge.

**SETTING**  
The story takes place in the frontier wilderness in the 1800s.

**CHARACTERS**  
• Nathan-an eleven year old boy.  
• Molly-Nathan's younger sister.  
• Pa-Nathan and Molly's father.  
• Ezra-a strange man who cannot speak.  
• Weasel-a cruel killer.



©2017 Nothing but Class

### WEASEL

by Cynthia DeFelice  
Reference Bookmark

**PLOT**  
An eleven year old boy encounters a mute man and a cold-blooded killer, and he finds he must make decisions regarding life, death, and revenge.

**SETTING**  
The story takes place in the frontier wilderness in the 1800s.

**CHARACTERS**  
• Nathan-an eleven year old boy.  
• Molly-Nathan's younger sister.  
• Pa-Nathan and Molly's father.  
• Ezra-a strange man who cannot speak.  
• Weasel-a cruel killer.



©2017 Nothing but Class

### WEASEL

by Cynthia DeFelice  
Reference Bookmark

**PLOT**  
An eleven year old boy encounters a mute man and a cold-blooded killer, and he finds he must make decisions regarding life, death, and revenge.

**SETTING**  
The story takes place in the frontier wilderness in the 1800s.

**CHARACTERS**  
• Nathan-an eleven year old boy.  
• Molly-Nathan's younger sister.  
• Pa-Nathan and Molly's father.  
• Ezra-a strange man who cannot speak.  
• Weasel-a cruel killer.



©2017 Nothing but Class

## Table of Contents: Student Chapter Packet

Resource	Pages
Student Chapter Packet Cover	9
Chapters 1-3	10-11
Chapters 4-6	12-13
Chapters 7-9	14-15
Chapters 10-12	16-17
Chapters 13-14	18-19
Chapters 15-16	20-21
Chapters 17-19	22-23
Student Chapter Packet Answer Key	29

## About the Student Chapter Packet

- Quickwrite:** Have the students free-write here BEFORE reading the chapters. 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:** Three vocabulary words are chosen for you and can be found in the provided Vocabulary List. One activity is provided in each section. The students will practice with context clues, synonyms, and antonyms. You may choose to do the activity before or after the reading. I prefer to very quickly do this with the students beforehand, and then tell them to keep an eye out for the new words we have learned as we read.
- True/False, Fill-in-the-Blank, or Multiple Choice:** Each section contains a set of one of these.
- Standards Focus:** An activity with a focus in Reading Literature or Writing is provided here.
- Comprehension and Analysis:** 3 questions are provided in each section. You will find that these are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just a couple for your students to complete.
- Beyond:** The Beyond activities at the end of each section are a mixture of art, writing, creative thinking, and brainstorming.



more resources like this!  
TPT credits, to be used for future purchases.  
<https://www.teacherspayteachers.com/store/nothing-but-class>

## Table of Contents

Resource	Pages
Student Reference Bookmarks (front & back)	3-4
Vocabulary List with definitions	5
Vocabulary List without definitions	6
About the Student Chapter Packet	7
Table of Contents: Student Chapter Packet	8
Student Chapter Packet Cover	9
Student Chapter Packet	10-23
Student Packet Answer Key	24-30
Table of Contents: Vocabulary Packet	31
Vocabulary Packet Cover	32
Vocabulary Packet	33-36
Vocabulary Packet Answer Key	37-40
Vocabulary Word wall Cards	41-43
Vocabulary Flash Cards	44-48
Terms of Use and Artist Credit	49-50



**FOLLOW ME** for more resources like this!

Don't forget to [leave a review](#) for TPT credits, to be used for future purchases.  
[www.teacherspayteachers.com/store/nothing-but-class](https://www.teacherspayteachers.com/store/nothing-but-class)

## Easy Planning & Low Prep:

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

### Chapters 4-6

**Quickwrite:** Answers will vary.

#### Vocabulary:

1. pily
2. shuddered
3. wary

#### True or False:

1. T
2. T
3. F
4. F
5. T

**Inferencing:** "Ezra nodded and smiled at us. I smiled back. It felt good after all this of worry and fear." (page 25)

#### Comprehension and Analysis:

1. They learn that Ezra has no tongue and that in fact, Weasel had cut his tongue out. To see where he lives, which makes them wonder, because it is like a Native American dwelling even though Ezra is a white man.
2. Pa seems to have shrunken and he is burning up with fever. They see that his leg has been badly injured and seems to be infected. They try to help him by using some herbs and medicines from their mom's old medicine bag.
3. The overall mood or feeling is one of fear, sadness, and worry. On page 27, the text reads, "I woke several times more, drenched with sweat and breathing hard."

**Beyond:** Nathan and Molly have been very worried. Ezra comes to get them so he can show them their father. Nathan and Molly see Weasel on their journey to their dad. (Answers may vary.)

# Instructions

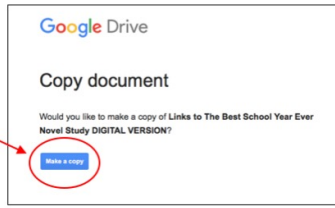
for Digital Version/Google™ Drive Document

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.

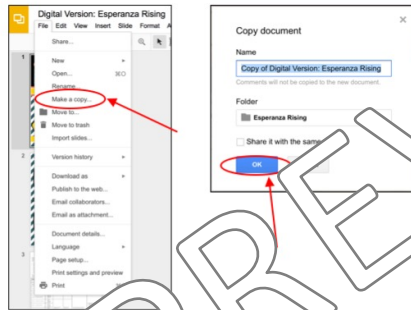
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

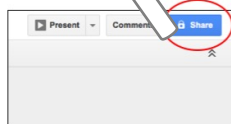


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want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

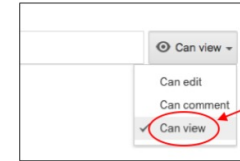


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

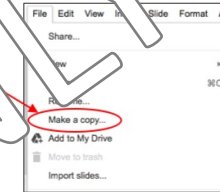


\*Note: Sharing with students can also be done through Google™ Classroom.\*

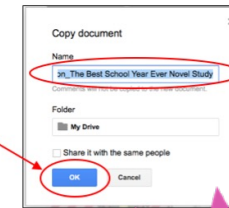
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



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 pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress and finished documents.

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 using iPads or tablets, this is easy to do. However, if you are using a computer, you can use the "Insert" dropdown menu in Google™ Drive to insert images, videos, and links.

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 ONLY

Digital Version: The Magician's Nephew Comprehension and Vocabulary

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was yesterday at 9:43 PM

Background... Layout Theme... Transitions

12

13

14

15

**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

©2019 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.