

The Tale of Despereaux Printable Book Unit



Created by Gay Miller

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This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, comprehension, Constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread

Genre: Fairy Tale and Fantasy

Interest Level ~ Grades 3 – 5

Grade level Equivalent: 4.8

Lexile Measure[®]: 670L

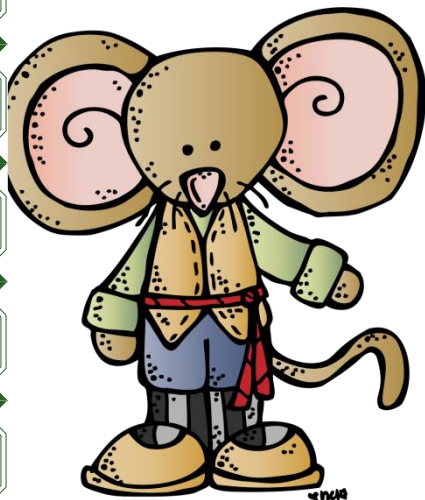


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Lesson Plans at a Glance

Read	Vocabulary	Comprehension	Constructed Response Question	Skill Practice
Chapters 1-3	speculation relishing	Page 1	Chapters 1-3	Setting Character - Despereaux Prefix/Suffix Cards
Chapters 4-6	adhere council	Page 2	Chapters 4-6	Point of View Summarizing Prefix/Suffix Practice Root Word Organizer
Chapters 7-9	indisputable renounce	Page 3	Chapters 7-9	Cause and Effect Course of Action Prefix/Suffix BINGO
Chapters 10-12	repent ominous	Page 4	Chapters 10-12	Character – Antoinette Mood Figurative Language Response Cards/ Figurative Language Organizer
Chapters 13-15	abyss implications	Page 5	Chapters 13-15	Responding to Text Symbolism Rat and Mice Sayings Memory and Bulletin Board
Chapters 16-19	obsession torment	Page 6	Chapters 16-19	Comparing Characters Problem and Solution Chain Context Clues Organizer
Chapters 20-23	banquet dire	Page 7	Chapters 20-23	Figurative Language Cause and Effect Context Clues Task Cards
Chapters 24-28	inquire innumerable	Page 8	Chapters 24-28	Character ~ Miggery Sow Comparing Characters 2 Quotation Organizers
Chapters 29-33	reputation aspirations	Page 9	Chapters 29-33	Outline of Book 3 Symbolism Quotation Task Cards
Chapters 34-37	covert defiant	Page 10	Chapters 34-37	Summarizing Text to Self – Text to Text – Text to World 2 Sentence Organizers
Chapters 38-41	dappled cascading	Page 11	Chapters 38-41	Figurative Language Characters Sentence Task Cards
Chapters 42-45	quest anxiously	Pages 12-13	Chapters 42-45	Character Interactions Symbolism ~ The Color Red Dictionary Entry Organizer
Chapters 46-48	accustomed negotiated	Page 14	Chapters 46-48	Theme Plot Development Dictionary Entry Task Cards
Chapters 49-52	anticipated access	Page 15	Chapters 49-52	Character Change Comparing the Book to the Movie Homophone Organizer
	Vocabulary Test			Homophone Activity

Vocabulary List

Chapter 1

speculation (noun) – the act or process of thinking, wondering, or guessing about something; conjecture, assumption, theory, guesswork, thought, supposing, opinion

Despereaux Tilling lived. But his existence was cause for much **speculation** in the mouse community.



Chapter 3

relish (verb) – to take great pleasure in; enjoy; adore, love, rejoice in, delight, elation, appreciation

“ ‘Once upon a time,’ ” he said aloud, **relishing** the sound. And then, tracing each word with his paw, he read the story of a beautiful princess and the brave knight who serves and honors her.



Chapter 4

adhere (verb) – to stick or cling firmly (usually followed by "to"); follow, obey, observe, keep to, stand by, abide by

Now, while Despereaux did not indulge in many of the normal behaviors of mice, he did **adhere** to one of the most basic and elemental of all mice rules: Do not ever, under any circumstances, reveal yourself to humans.

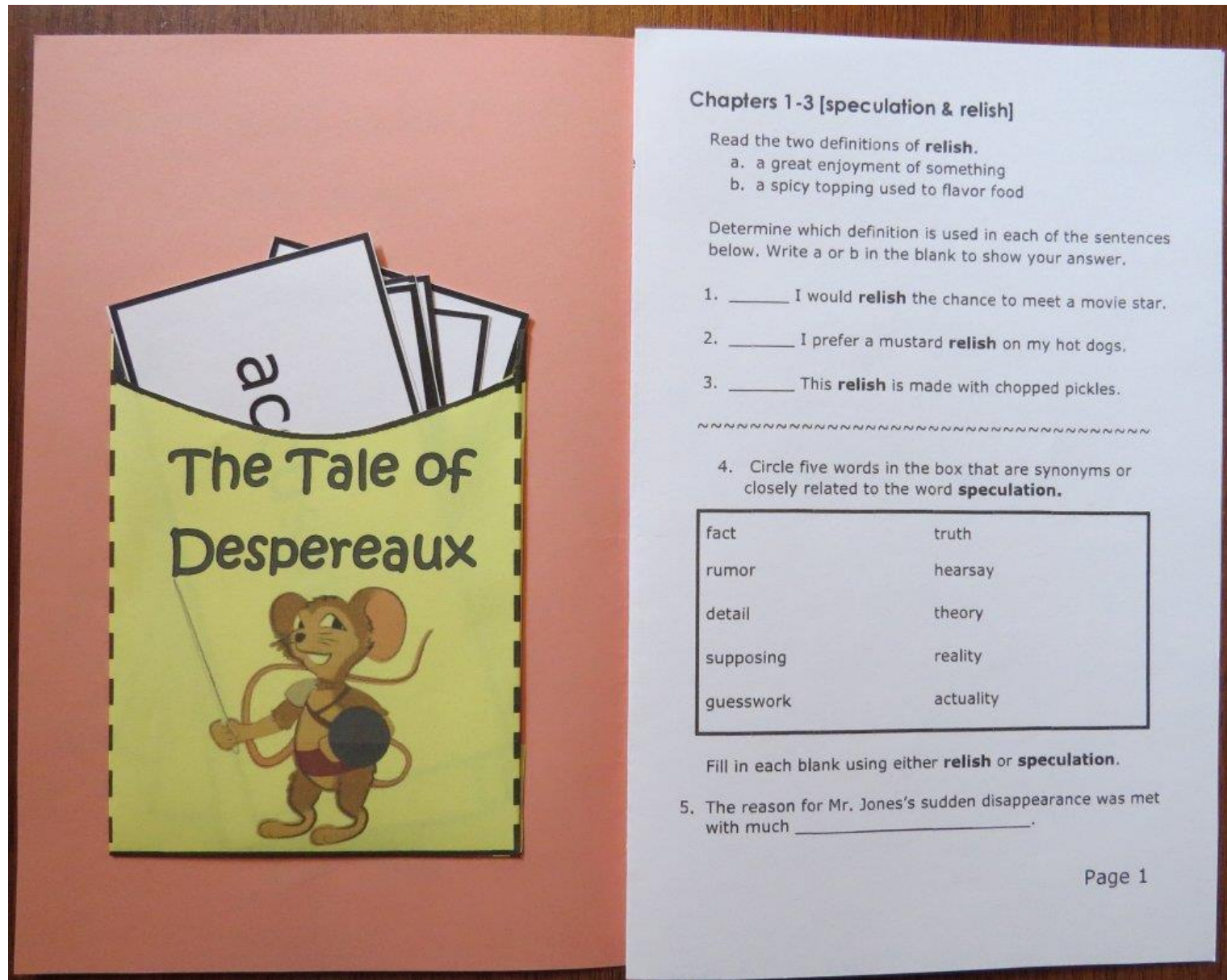


Chapter 6

council (noun) – a group of persons gathered together to discuss or make decisions about public matters; assembly, board, ruling body
Homophone Note: counsel (advice or an attorney)

I will call a special meeting of the Mouse **Council**. Together, we will decide what must be done.”

Vocabulary Work Book



Chapters 1-3 [speculation & relish]

Read the two definitions of **relish**.

- a. a great enjoyment of something
- b. a spicy topping used to flavor food

Determine which definition is used in each of the sentences below. Write a or b in the blank to show your answer.

- 1. _____ I would **relish** the chance to meet a movie star.
- 2. _____ I prefer a mustard **relish** on my hot dogs.
- 3. _____ This **relish** is made with chopped pickles.

~~~~~

- 4. Circle five words in the box that are synonyms or closely related to the word **speculation**.

|           |           |
|-----------|-----------|
| fact      | truth     |
| rumor     | hearsay   |
| detail    | theory    |
| supposing | reality   |
| guesswork | actuality |

Fill in each blank using either **relish** or **speculation**.

- 5. The reason for Mr. Jones's sudden disappearance was met with much \_\_\_\_\_.

## Vocabulary Review

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

- |                               |                 |
|-------------------------------|-----------------|
| 1. _____ suggestions          | a. relishing    |
| 2. _____ unquestionable       | b. adhere       |
| 3. _____ secret, hidden       | c. indisputable |
| 4. _____ enjoying             | d. repent       |
| 5. _____ admission, entree    | e. implications |
| 6. _____ threatening, warning | f. covert       |
| 7. _____ follow, stick to     | g. anxiously    |
| 8. _____ eagerly, excitedly   | h. access       |
| 9. _____ apologize            | i. ominous      |

## Chapters 1-3 [speculation & relish]

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- a great enjoyment of something
- a spicy topping used to flavor food

Determine which definition is used in each of the sentences below. Write a or b in the blank to show your answer.

- \_\_\_\_\_ I would **relish** the chance to meet a movie star.
- \_\_\_\_\_ I prefer a mustard **relish** on my hot dogs.
- \_\_\_\_\_ This **relish** is made with chopped pickles.

~~~~~

- Circle five words in the box that are synonyms or closely related to the word **speculation**.

fact	truth
rumor	hearsay
detail	theory
supposing	reality
guesswork	actuality

Fill in the blank using either **relish** or **speculation**.

- The reason for Mr. Jones's sudden disappearance was met with much _____.

Vocabulary Review

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

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|--|-----------------|
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- Circle five words in the box that are synonyms or closely related to the word **speculation**.

|                  |                |
|------------------|----------------|
| fact             | truth          |
| <b>rumor</b>     | <b>hearsay</b> |
| detail           | <b>theory</b>  |
| <b>supposing</b> | reality        |
| <b>guesswork</b> | actuality      |

~~~~~

Fill in each blank using either **relish** or **speculation**.

- The reason for Mr. Jones's sudden disappearance was met with much _____ **speculation** _____.

How to Use this Resource for Writing

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Constructive Response – Character Interactions

Complete the T-Chart by listing three interactions that Despereaux had with another character in *The Tale of Despereaux* that had a negative impact and three interactions that had a positive impact on Despereaux.

NEGATIVE INTERACTIONS	POSITIVE INTERACTIONS
#1 ~ Family Members	#1 ~ Princess Pea said he was cute.
#2 ~ King Phillip called him a rodent.	#2 ~ Gregory rescued Despereaux.
#3 ~ Cook laughed at him.	#3 ~ The threadmaster was supportive.

Select one interaction from your chart to write about in more detail. How did this interaction change Despereaux or influence Despereaux's actions?

CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 CCSS.ELA-LITERACY.RL.3.2 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 CCSS.ELA-LITERACY.RL.3.3 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

~ Page 110 © Gay Miller ~


Despereaux has both negative and positive interactions with the other characters.

Some negative interactions took place with his family, King Phillip, and Cook. When Despereaux was sentenced to the dungeon, none of his family members stood up for him. King Phillip called Despereaux a rodent and tried to kill him by stomping on him. Cook laughed at Despereaux when he told her he was going to the dungeon to rescue the princess.

Despereaux has also had some positive interactions with some of the characters. Princess Pea picked up Despereaux and rubbed his ears saying he was cute. Gregory rescued Despereaux when he first went to the dungeon. He told him his stories were light in a dark place. Gregory helped Despereaux escape. The threadmaster whispered to Despereaux to be brave for the princess. Later the threadmaster encouraged Despereaux as he was about to go on his quest. He chewed off the red thread of shame from around Despereaux's neck. He even gave him a needle to use as a sword.


Constructive Response – Characters

Categorize each of the following characters as mostly light or mostly dark characters. Explain why you choose this category using evidence from the text.




Despereaux ~ ~ Dark or **Light**

Despereaux is the hero of the story. At this point he is heading down into the dungeon to rescue the princess.




Rosco ~ ~ Dark or Light

Rosco is the villain of the story. He is full of darkness. It was his plan to kidnap the princess just because she called him a rat.




Miggery Sow ~ ~ Dark or Light

Mig is extremely selfish. Her only thought is to become a princess. She is willing to do anything it takes to do so including to help in kidnapping the princess.



Princess Pea ~ ~ Dark or **Light**

Chapter 38 explains the few dark spots in Princess Pea's heart, but she is full of much more light than darkness including feelings of empathy for Mig when she was leading her down to the dungeon.



Lester Tilling ~ ~ Dark or **Light**

Lester, like the other characters, is both dark and light. At the beginning of the novel, he was more dark. He sent his son to the dungeon just because he was different. His aging appearance proves he regrets his actions.

~ Page 106 © Gay Miller ~

Option 2

Students complete the organizer by writing complete sentences.

Sample for Chapters 1-3



The Tale of Despereaux ~ Chapters 1-3

1. Which word best describes the setting?

- a. fairy tale
- b. mythical garden
- c. futuristic civilization
- d. realistic everyday location

3. Read the end of Chapter 1.

But, reader, he did live. This is his story.
This lets the reader know ---.

- a. The story is told in 1st person point of view from the perspective of Despereaux.
- b. A narrator is telling the story.
- c. The story is told in 3rd person point of view from the perspective of Despereaux.
- d. The story is going to be told from different perspectives.

5. Read this line from the end of Chapter 2.

He did not think constantly of food. He was not **intent** on tracking down every crumb. While his larger, older siblings ate, Despereaux stood with his head cocked to one side, holding very still.

The word **intent** most likely means ---.

- a. angry
- b. hungry
- c. uncertain
- d. focused

7. Write a "someone wanted but so" statement to summarize a main event in Chapters 1-3.

2. Which word best describes Despereaux?

- a. self-centered
- b. different
- c. unimaginative
- d. glum

4. Which best describes the tone of the story?

- a. friendly ~ The author tells the story as if it were a bedtime story.
- b. humorous ~ The author makes the story funny with jokes.
- c. unconcerned ~ The author tells the story without any emotional feelings.
- d. angry ~ The author tells the story with rage.

6. Read this line from the end of Chapter 2.

Get your head out of the clouds and hunt for crumbs.

Which type of figurative language does this line contain?

- a. simile
- b. idiom
- c. repetition
- d. alliteration

Explain the meaning of this figurative phrase.

8. Read this passage from the end of Chapter 3.

Despereaux's siblings tried to educate him in the ways of being a mouse. His brother Furlough took him on a tour of the castle to demonstrate the art of scurrying... "Move! You're a mouse, not a man."

This passage is proof of which of the following theme topics. Check all that apply.

- | | |
|-------------------|------------------|
| _____ forgiveness | _____ family |
| _____ lies | _____ courage |
| _____ blame | _____ uniqueness |
| _____ amazement | _____ revenge |

The Tale of Despereaux ~ Chapters 1-3

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The word **intent** most likely means ---.

- a. angry
- b. hungry
- c. uncertain
- d. focused

7. Write a "someone wanted but so" statement to summarize a main event in Chapters 1-3.

Merlot wants Despereaux to eat the book, **but** he discovers he understands the words, **so** he reads the story about the brave knight and the beautiful princess.

2. Which word best describes Despereaux?

- a. self-centered
- b. different
- c. unimaginative
- d. glum

4. Which best describes the tone of the story?

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Which type of figurative language does this line contain?

- a. simile
- b. idiom
- c. repetition
- d. alliteration

Explain the meaning of this figurative phrase.

"Head in the clouds" means the person is not paying much attention to what is happening around them and has their attention on their own thoughts, or their **head** is filled with unrealistic ideas.

8. Read this passage from the end of Chapter 3.

Despereaux's siblings tried to educate him in the ways of being a mouse. His brother Furlough took him on a tour of the castle to demonstrate the art of scurrying... "Move! You're a mouse, not a man."

This passage is proof of which of the following theme topics. Check all that apply.

- | | | | |
|--------------------------|-------------|-------------------------------------|------------|
| <input type="checkbox"/> | forgiveness | <input checked="" type="checkbox"/> | family |
| <input type="checkbox"/> | lies | <input type="checkbox"/> | courage |
| <input type="checkbox"/> | blame | <input checked="" type="checkbox"/> | uniqueness |
| <input type="checkbox"/> | amazement | <input type="checkbox"/> | revenge |

Chapters 1-3 ~ Constructed Response - Setting

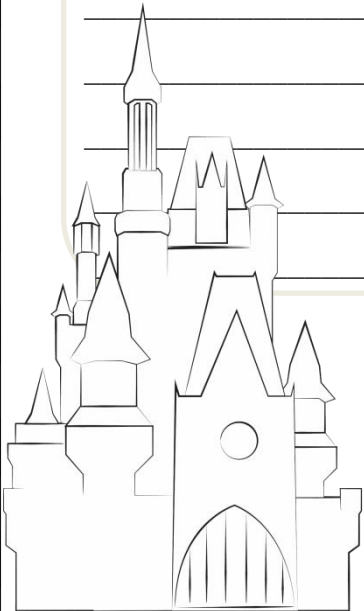
Location Where the Story Takes Place

Time the Story Takes Place

Setting

Importance of the Setting

Mood - Atmosphere of the Setting



[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Chapters 1-3 ~ Constructed Response - Setting

Location Where the Story Takes Place

The story takes place in a medieval castle. The castle is described as having stained-glass windows and a library.

Time the Story Takes Place

The story takes place in medieval times when kings and queens ruled.

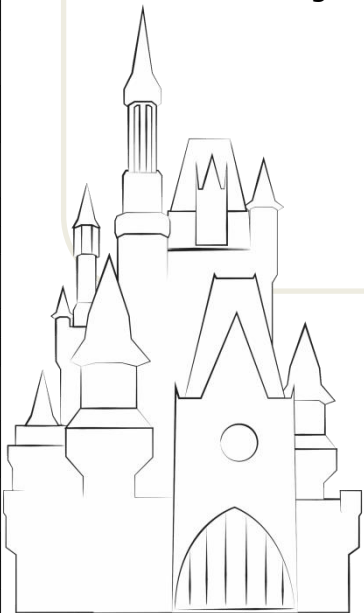
Setting

Importance of the Setting

The setting sets the story up to be a fairy tale.

Mood - Atmosphere of the Setting

moody, medieval tone



[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

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[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Chapters 1-3 ~ Constructed Response – Character Despereaux

Describe Despereaux. What are the reader's first impressions of this character?

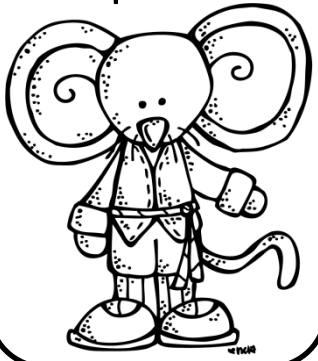
Diagram for character analysis of Despereaux. The central box contains the name "Despereaux" and a drawing of a mouse character wearing a bathrobe and slippers. Four surrounding boxes are provided for notes.

Top-left box: _____

Top-right box: _____

Bottom-left box: _____

Bottom-right box: _____

Central box: **Despereaux**


[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

What foreshadowing takes place at the end of Chapter 3?

Chapters 1-3 ~ Constructed Response – Character Despereaux

Describe Despereaux. What are the reader's first impressions of this character?

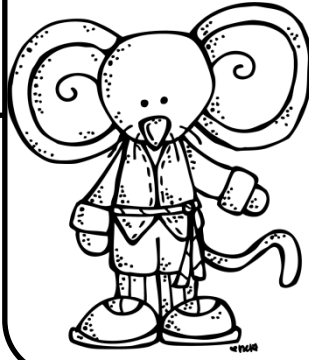
Despereaux is the only mouse to live from his litter. He is a disappointment to his mother.

Despereaux is born with his eyes open. This is a cause of concern for his family members.

Despereaux remains scrawny. He is not interested in scrounging for every crumb he can find.

Despereaux is born very small with very large ears.

Despereaux



Despereaux is different from his brothers and sisters who try to help him act the way they think he should.

[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

What foreshadowing takes place at the end of Chapter 3?

Despereaux is able to read. This is a rare trait for mice because they normally see books as food. The book from the library that Despereaux stumbles upon begins with Once upon a time. This makes the reader feel that a fairy tale is about to take place. . . . Then Chapter 3 ends with, "Reader, you must know that an interesting fate (sometimes involving rats, sometimes not) awaits almost everyone, mouse or man, who does not conform." It appears Despereaux's odd behavior is going to create an interesting tale, probably involving a rat.

Skill Practice [Language Skills]

In this **Book Unit Interactive Notebook Series** [Note: This series is set up differently from my products that simply say Book Units.] each unit will have seven sets of skill practice. Each practice will include one or more graphic organizers and an activity. The activities will not be worksheets as most of us have plenty of those, but will instead be a hands-on type of activity. Here is how it works:

- 1) Each unit will focus on **two prefixes, two suffixes, and one Greek or Latin root word**. Both graphic organizers and a practice activity will be provided. The affixes selected will repeat once in another book unit. Root words will appear only once in the series. A total of 9 prefixes, 9 suffixes, and 9 roots will be covered.
- 2) Each unit will practice with one or more of the following: **figurative language, idioms, proverbs, and/or adages**. Each unit will include a set of response cards, graphic organizers going over definitions, and a practice activity. Activities will be based on the writing style of the book's author.
- 3) Each unit from this series will contain practice using **context clues**. An organizer explaining six types of context clues -- definition, synonym, antonym, example, cause/effect, comparison, lists/series and description – plus task cards will be provided.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

- 4) Each unit will contain an organizer going over **capitalization and/or punctuation rules**.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

- 5) Each unit will contain an organizer going over rules and a practice activity with a **grammar** practice.
- 6) Each unit will contain an organizer going over rules and a practice activity practicing **spelling rules**.
- 7) Each unit will contain an organizer going over rules and a game-like practice with **synonyms, antonyms, confusing set of words, and/or homophones/homographs**.

Common Core State Standards Reading: Language

3rd
Grade

	CCSS.ELA-Literacy.L.3.1	CCSS.ELA-Literacy.L.3.1.a	CCSS.ELA-Literacy.L.3.1.b	CCSS.ELA-Literacy.L.3.1.c	CCSS.ELA-Literacy.L.3.1.d	CCSS.ELA-Literacy.L.3.1.e	CCSS.ELA-Literacy.L.3.1.f	CCSS.ELA-Literacy.L.3.1.g	CCSS.ELA-Literacy.L.3.1.h	CCSS.ELA-Literacy.L.3.1.i	CCSS.ELA-Literacy.L.3.2	CCSS.ELA-Literacy.L.3.2.a	CCSS.ELA-Literacy.L.3.2.b	CCSS.ELA-Literacy.L.3.2.c	CCSS.ELA-Literacy.L.3.2.d	CCSS.ELA-Literacy.L.3.2.e	CCSS.ELA-Literacy.L.3.2.f	CCSS.ELA-Literacy.L.3.2.g	CCSS.ELA-Literacy.L.3.3	CCSS.ELA-Literacy.L.3.3.a	CCSS.ELA-Literacy.L.3.3.b	CCSS.ELA-Literacy.L.3.4	CCSS.ELA-Literacy.L.3.4.a	CCSS.ELA-Literacy.L.3.4.b	CCSS.ELA-Literacy.L.3.4.c	CCSS.ELA-Literacy.L.3.4.d	CCSS.ELA-Literacy.L.3.5	CCSS.ELA-Literacy.L.3.5.a	CCSS.ELA-Literacy.L.3.5.b	CCSS.ELA-Literacy.L.3.5.c	CCSS.ELA-Literacy.L.3.6		
Prefixes																						*		*									
Suffixes																						*		*									
Root Word																						*			*								
Figurative Language																											*	*					
Context Clues																						*	*										
Capitalization											*																						
Relative Pronouns	*	*																															
Spelling Rules			*												*	*																	
Synonyms/Antonyms																												*					

Common Core State Standards Reading: Language

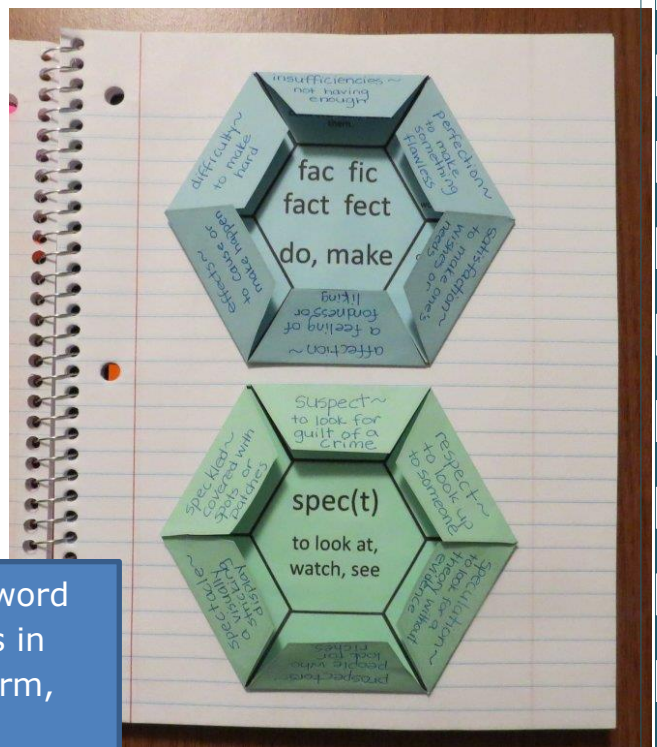
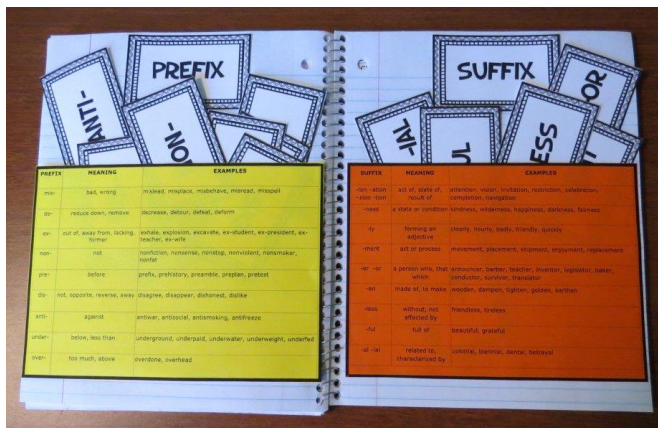
4 th Grade	CCSS.ELA-Literacy.L.4.1	CCSS.ELA-Literacy.L.4.1.a	CCSS.ELA-Literacy.L.4.1.a	CCSS.ELA-Literacy.L.4.1.c	CCSS.ELA-Literacy.L.4.1.d	CCSS.ELA-Literacy.L.4.1.e	CCSS.ELA-Literacy.L.4.1.f	CCSS.ELA-Literacy.L.4.1.g	CCSS.ELA-Literacy.L.4.2	CCSS.ELA-Literacy.L.4.2.a	CCSS.ELA-Literacy.L.4.2.b	CCSS.ELA-Literacy.L.4.2.c	CCSS.ELA-Literacy.L.4.2.d	CCSS.ELA-Literacy.L.4.3	CCSS.ELA-Literacy.L.4.3.a	CCSS.ELA-Literacy.L.4.3.b	CCSS.ELA-Literacy.L.4.3.c	CCSS.ELA-Literacy.L.4.4	CCSS.ELA-Literacy.L.4.4.a	CCSS.ELA-Literacy.L.4.4.b	CCSS.ELA-Literacy.L.4.4.c	CCSS.ELA-Literacy.L.4.5	CCSS.ELA-Literacy.L.4.5.a	CCSS.ELA-Literacy.L.4.5.b	CCSS.ELA-Literacy.L.4.5.c	CCSS.ELA-Literacy.L.4.6
Prefixes																		*		*						
Suffixes																			*		*					
Root Word																			*		*	*				
Figurative Language																						*	*			
Context Clues																		*	*							
Capitalization									*	*																
Relative Pronouns	*	*																								
Spelling Rules								*					*													
Synonyms/Antonyms																		*			*	*			*	

Common Core State Standards Reading: Language

5th
Grade

	CCSS.ELA-Literacy.L.5.1	CCSS.ELA-Literacy.L.5.1.a	CCSS.ELA-Literacy.L.5.1.b	CCSS.ELA-Literacy.L.5.1.c	CCSS.ELA-Literacy.L.5.1.d	CCSS.ELA-Literacy.L.5.1.e	CCSS.ELA-Literacy.L.5.2	CCSS.ELA-Literacy.L.5.2.a	CCSS.ELA-Literacy.L.5.2.b	CCSS.ELA-Literacy.L.5.2.c	CCSS.ELA-Literacy.L.5.2.d	CCSS.ELA-Literacy.L.5.2.e	CCSS.ELA-Literacy.L.5.3	CCSS.ELA-Literacy.L.5.3.a	CCSS.ELA-Literacy.L.5.3.b	CCSS.ELA-Literacy.L.5.4	CCSS.ELA-Literacy.L.5.4.a	CCSS.ELA-Literacy.L.5.4.b	CCSS.ELA-Literacy.L.5.4.c	CCSS.ELA-Literacy.L.5.5	CCSS.ELA-Literacy.L.5.5.a	CCSS.ELA-Literacy.L.5.5.b	CCSS.ELA-Literacy.L.5.5.c	CCSS.ELA-Literacy.L.5.6
Prefixes																*		*						
Suffixes																*		*						
Root Word																*		*	*					
Figurative Language																				*	*			
Context Clues																*	*							
Capitalization							*																	
Relative Pronouns																								
Spelling Rules						*						*												
Synonyms/Antonyms																			*				*	

Prefix, Suffix, and Root Words



This unit contains a root word organizer for ~form~ as in conform, inform, transform, formula, etc.

This set practices with the prefixes **over-** and **ex-** and the suffixes **-ly** and **al/ial**. Different books in this series will focus on different prefixes and suffixes.

prompt	ly	1) Crate your pig, please, Mr. Zuckerman, and report to the judges' booth _____!
brut	al	2) Charlotte is fierce, _____, scheming, _____, bloodthirsty everything I don't like. How can I learn to like her, even though she is pretty and, of course, clever?"
over	eating	3) As a result of _____, Templeton grew bigger and fatter than any rat you ever saw.
ex	pression	4) She was staring at Fern with a worried _____ on her face.
furious	ly	5) The fly was beating its wings _____, trying to break loose and free itself.
over	hearing	6) Wilbur heard several people make favorable remarks about Uncle's great size. He couldn't help _____ these remarks, and he couldn't help worrying.

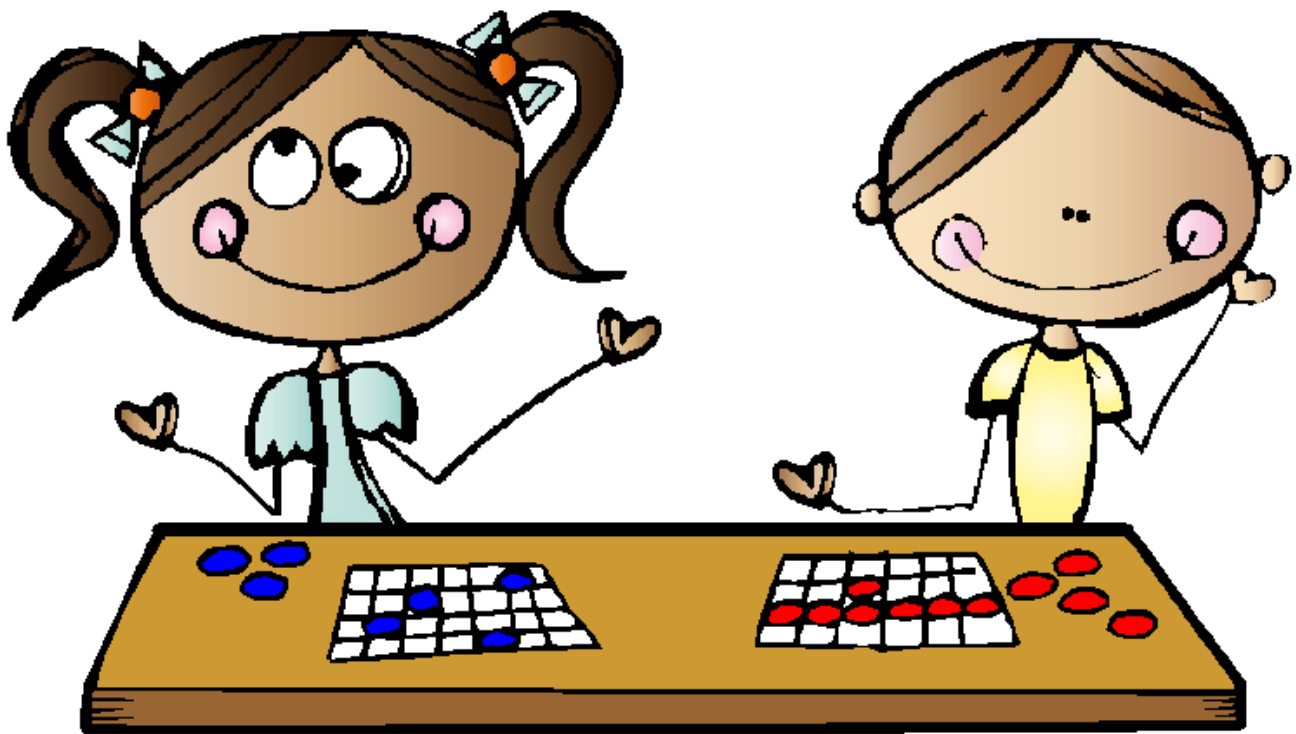
Prefix/Suffix/Root Game – BINGO

On the next five pages you will find definitions and the answers in bold for words beginning with the prefixes over- and under- and the suffixes -tion/-sion/-ion, ful, and less. Print these cards on heavyweight paper or cardstock. Laminate for repeated use. Cut the cards apart.

These cards are shuffled and made into a draw pile. While playing BINGO, the caller will turn over the top card and read the definition only. Students will cover up the matching word on their BINGO cards.

I have included a page with blank BINGO cards to allow you the option of practicing with fewer words. For example, you may wish to just practice the prefixes under- and over-. Students will need to fill in these cards with the words before playing. On the next page, I have included a list of all the words on the game cards for this purpose.

Following the blank page, I have included BINGO cards that practice on all 5 of the prefixes and suffixes in this unit.



something used to decorate or to make something else more beautiful ~
decoration

friendly feeling of liking someone or something ~
affection

the act or work of learning or training ~
education

the act or an instance of inspecting ~
inspection

way of acting or behaving ~
action

a pause or delay ~
hesitation

the act or an instance of talking or writing about something ~
discussion

an event or the time at which it happens ~
occasion

the words that describe a picture in a magazine, book, or newspaper ~
caption

a part or very small part of a whole ~
fraction

the act or particular way of changing place ~
motion

an ending, result, or outcome ~
conclusion

a period of rest from school, work, or other activities ~
vacation

the act of telling or showing thoughts or feelings ~
expression

the act of separating or condition of being separated ~
separation

the taking away of a part of something ~
subtraction

the act or result of making up one's mind ~
decision

the act of suggesting or state of being suggested ~
suggestion

a sentence that asks for a reply ~
question

information on which way to go or how to do something ~
direction

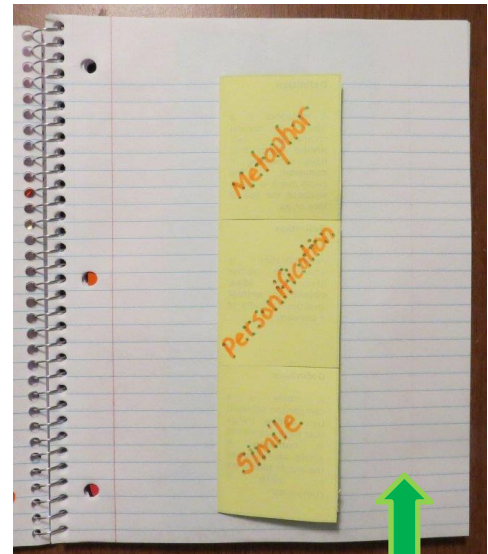
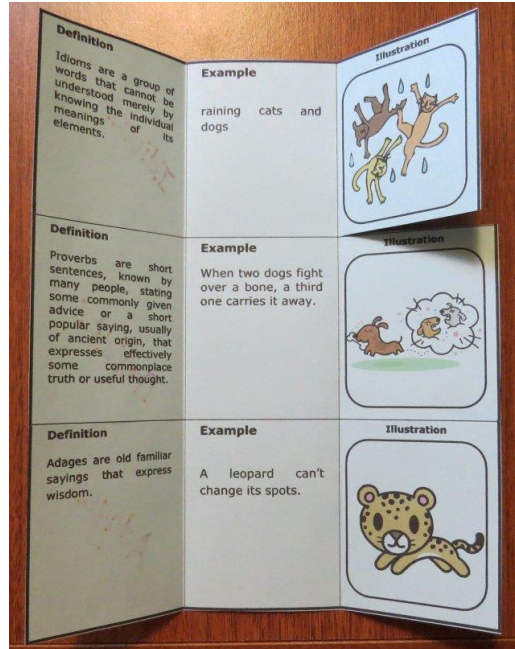
sample

helpless	homeless	underprivileged	caption	FREE BINGO SPACE!
doubtful	breathless	underwear	overrun	overachiever
overpower	decision	weightful	sleepless	useful
decoration	vacation	beautiful	underestimate	overdo
undergarment	beardless	action	overhead	bountiful

Figurative Language Organizer

Three Door Flip

Graphic organizers may vary from photo pictured.



Although this page looks empty now, it will fill up if you decide to use additional units in this series as further organizers will be provided to include all those pictured.

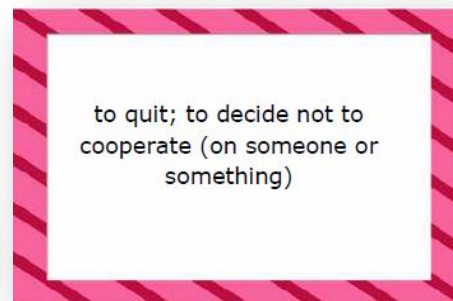
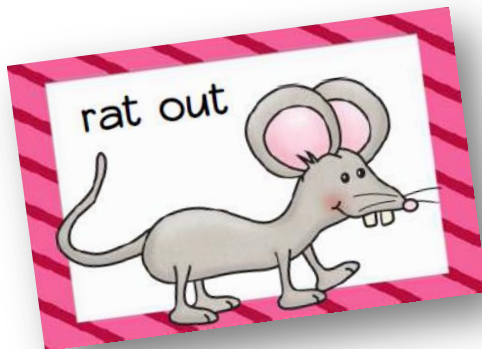


Rat & Mice Sayings Memory / Bulletin Board Idea

Activity #1

Instructions

- Shuffle the cards.
- Lay out the cards face down in rows forming a rectangle on the table.
- Decide which player will go first.
- The first player chooses a card and turns it over. The player then selects a second card and turns it over. If the two cards are a matching pair then the



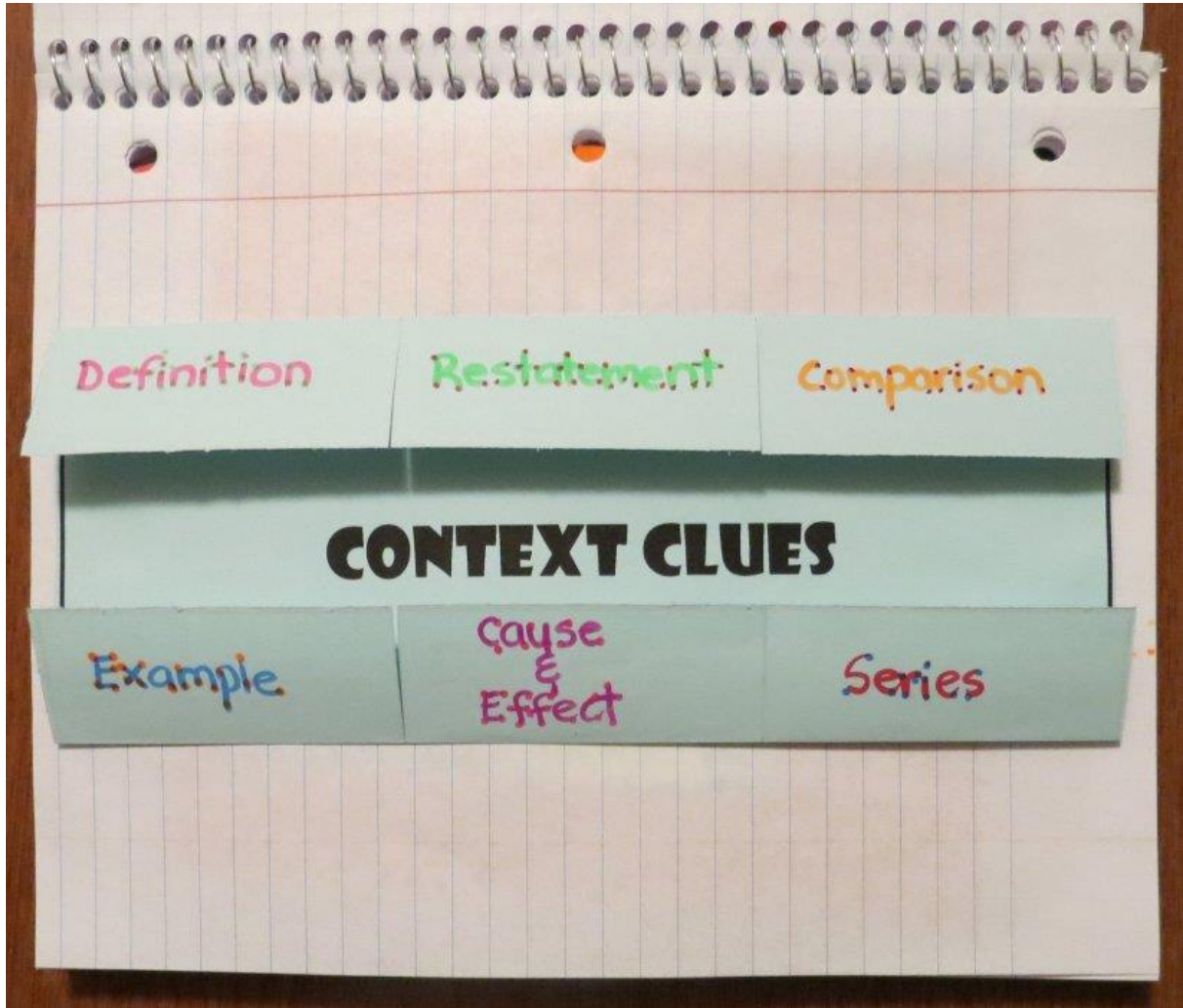
player takes the two cards. The player then is awarded another turn for making a match.

- If the cards are not a match they are turned back over and it is now the next player's turn.
- The next player repeats the process.
- Once all the cards have been played, the player with the most matching pairs is the winner.

Activity #2

Following the cards, you will find two printables; one with mice and one with rats. You may use these for students to write the idiom or proverb on one figure and its meaning on the other. The rats or mice may be cut out and matched as a small group activity. They also make a cute bulletin board.

Context Clues Organizer



A mouse who **consorts** with humans, a mouse who would sit right at the foot of a man, a mouse who would allow a human to touch him"— and here, the entire Mouse Council indulged in a collective shiver of disgust —“ cannot be trusted. That is the way of the world, our world.

Consorts most likely means

- a) fights
- b) argues
- c) to keep company
- d) avoids

#1

Despereaux's **siblings** tried to educate him in the ways of being a mouse. His brother Furlough took him on a tour of the castle to demonstrate the art of scurrying.

Siblings are most likely

- a) enemies
- b) brothers and sisters
- c) guards
- d) guides

#2

The princess smiled at Despereaux again, and this time, Despereaux smiled back. And then, something **incredible** happened: The mouse fell in love.

Incredible most likely means

- a) amazing
- b) common
- c) giant
- d) small

#3

Boom. Tat-tat. Boom. Tat-tat. Boom. Tat-tat. The **rhythm** of the drum was a signal for the members of the Mouse Council.

Rhythm most likely means

- a) decay
- b) hogwash
- c) jumble
- d) beat

#4

First, we will give you a chance to defend yourself against these rumors of your **egregious** acts. Did you or did you not sit at the foot of the human king?"

Egregious most likely means

- a) pleasant
- b) remarkably bad
- c) kind
- d) wonderful

#5

You are talking to Gregory the jailer, who has been buried here, keeping watch over this dungeon for decades, for centuries, for eons. For **eternities**.

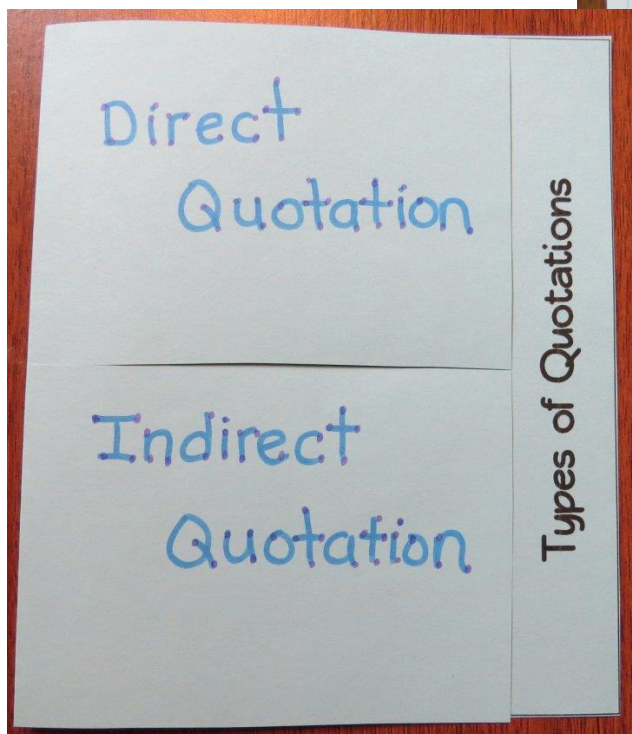
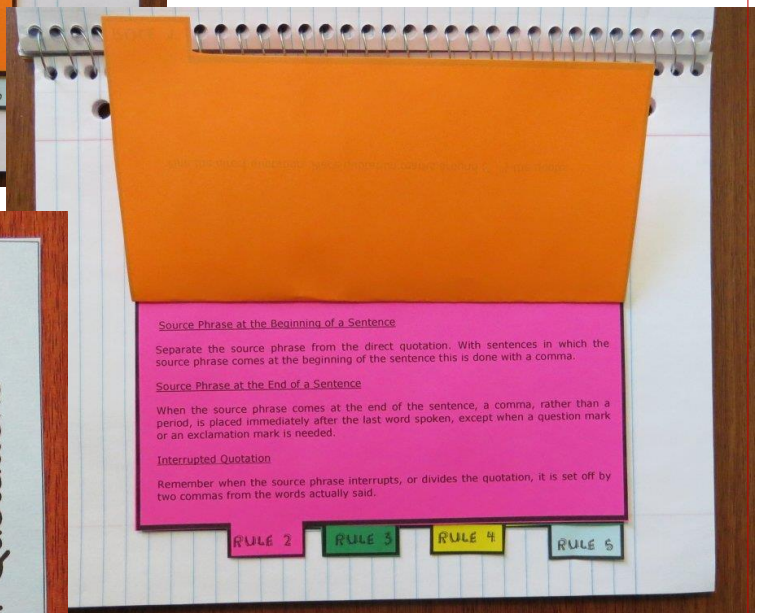
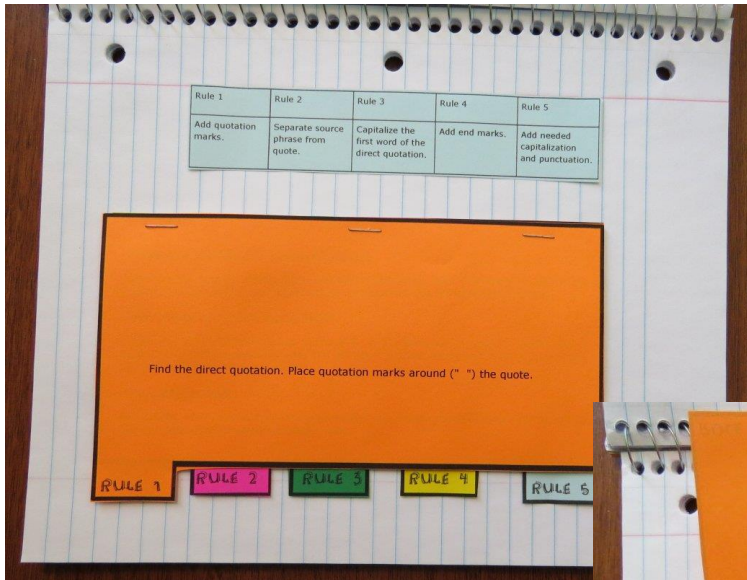
Eternities most likely means

- a) 10 years
- b) speedy
- c) slow
- d) time without end

#6

Quotation Organizers

Three versions of the organizer rule cards are offered: one with blanks for students to write the rule and example sentences; one with the rule provided but with blank spaces for students to write in key words; and one with the answers provided. The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have cards already completed.



WILL YOU NAME HIM
REPEATED THE
FATHER

#1

I WILL NAME THIS
MOUSE DESPEREAUX
THE MOUSE MOTHER
SAID

#2

ANTOINETTE ASKED
FOR HER MAKEUP BAG

#3

MERLOT COMMENTED
THAT HIS EARS WERE
TOO BIG

#4

LOOK SAID A
BROTHER NAMED
FURLOUGH HIS EYES
ARE OPEN

#5

ANTOINETTE
PROCLAIMED THAT
THIS WAS THE LAST
MOUSE BABY SHE
WOULD HAVE

#6

**"Will you name him?"
repeated the father.**

#1

**"I will name this
mouse Despereaux,"
the mouse mother
said.**

#2

**Antoinette asked for
her makeup bag.**

#3

**Merlot commented
that his ears were too
big.**

#4

**"Look," said a brother
named Furlough, "his
eyes are open."**

#5

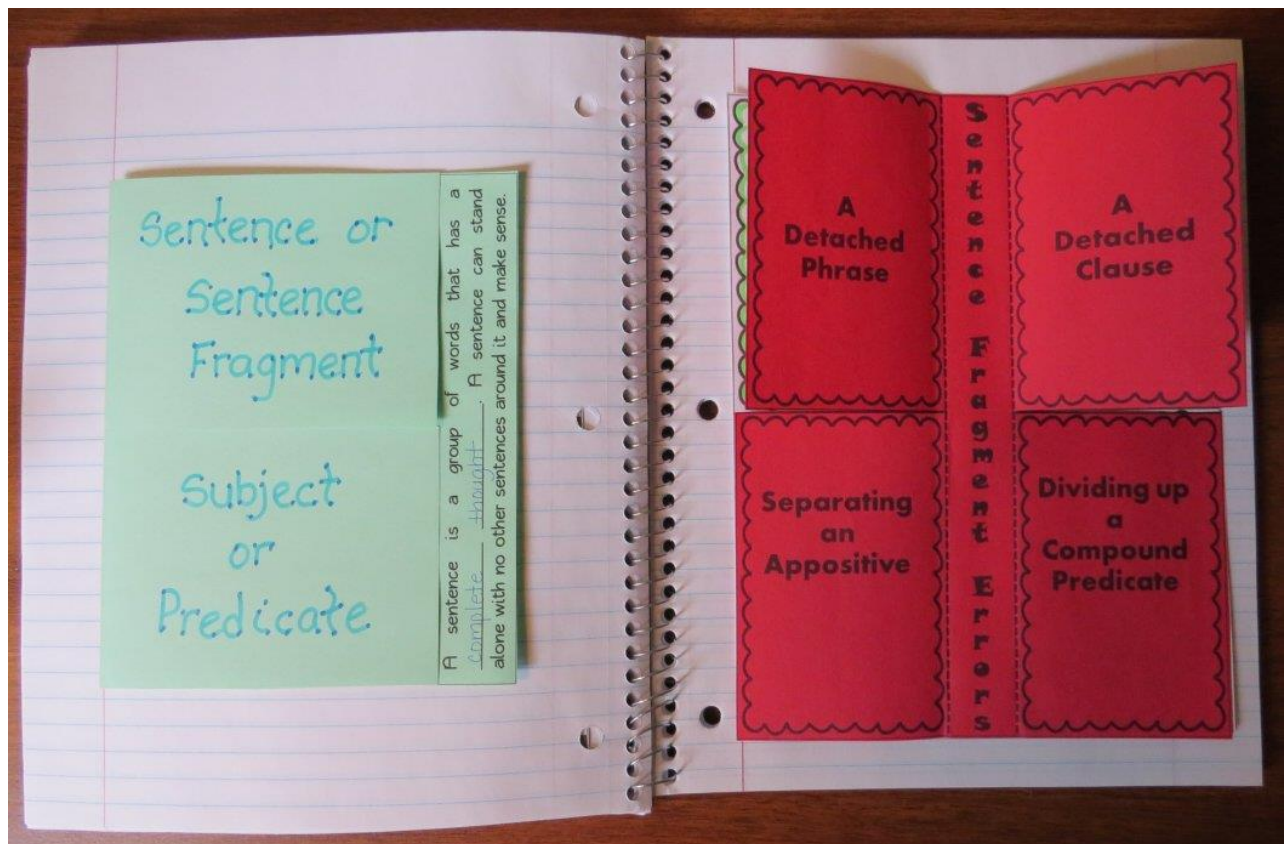
**Antoinette proclaimed
that this was the last
mouse baby she would
have.**

#6

Sentence Organizers

Three versions of this organizer are provided depending on the needs of your students.

- ❖ Students will write the complete sentences.
- ❖ Students will fill in key words in the sentences.
- ❖ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.



This organizer will fit into a notebook.

Sentence Fragment Task Cards

On the following pages, you will find cards with complete sentences and sentence fragments. Students must do two things:

#1 ~ Determine if the words form a complete sentence or are a sentence fragment.

#2 ~ Correct the sentence fragments by adding words to make them complete sentences.

Optional ~ Tell why the sentence is a sentence fragment.

Examples:

- missing a subject
- missing a predicate
- a detached phrase or clause
- a separated appositive

Following each page a printable student response page for students to write their answers.

Ways to Use the Cards

- These cards will work well for playing Scoot.
- You may use the cards for individuals who need extra practice. I like to assign cards such as these for morning review practice.
- These cards also work well for as a center activity.

Don't stop for anything.

#1



In the ways of being a mouse.

#2



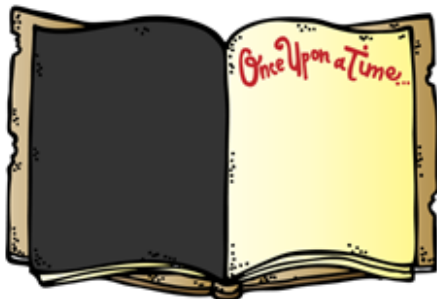
Despereaux fell in love with Princess Pea.

#3

First to the right and then to the left.

#4

Once upon a time.



#5

First a bite of some of the glue and then follow it with a crunch of the paper.

#6

Dictionary Entry Organizer

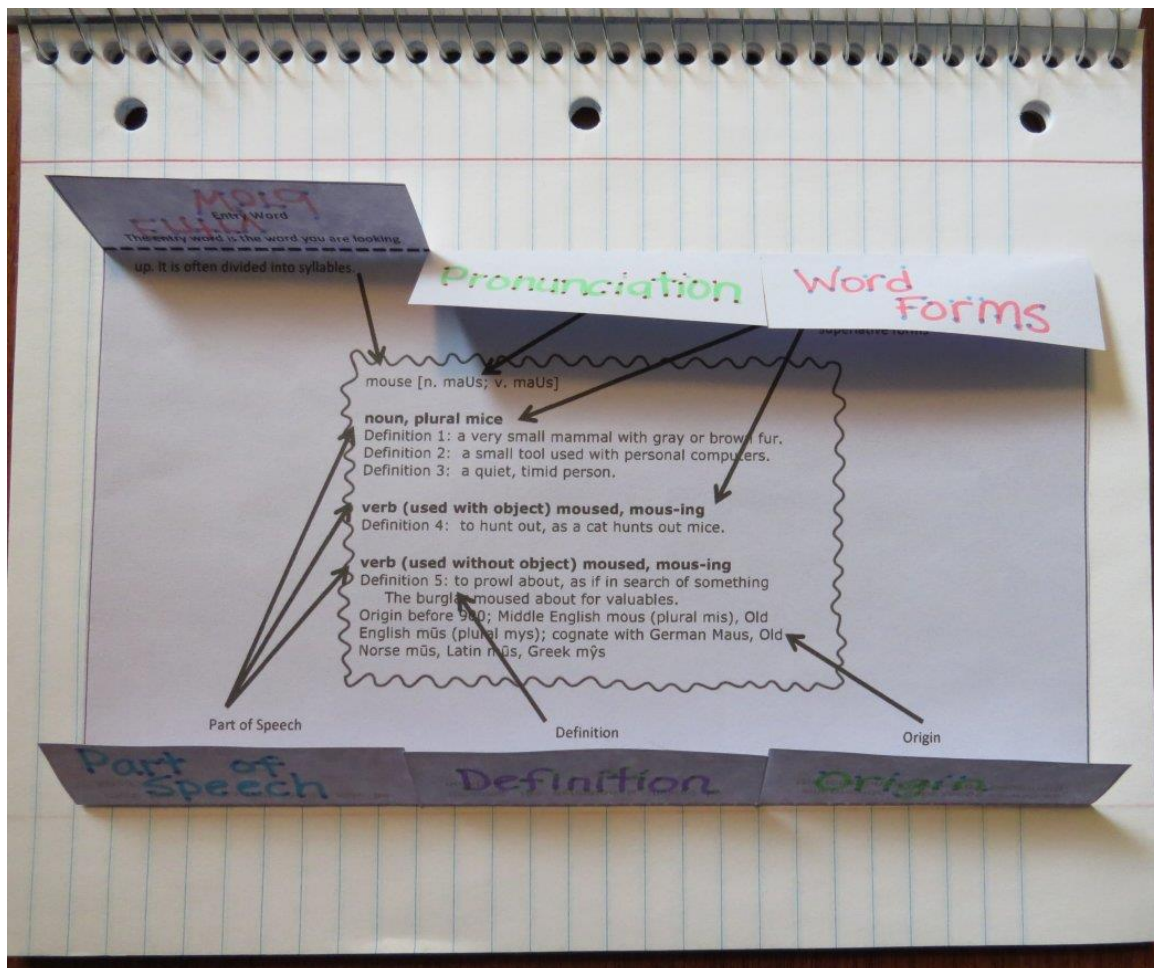
This graphic organizer and activity cover the following Common Core Standard:

[CCSS.ELA-Literacy.L.4.4.c](#)

Spell grade-appropriate words correctly, consulting references as needed.

Three versions of this organizer are provided depending on the needs of your students.

- ❖ Students will write definitions and draw a line to the example.
- ❖ Students write key words in the definitions and draw a line to the example.
- ❖ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already complete.



This organizer will fit into a notebook.

Will the dictionary tell you how to write the plural of rodent?



#1

Look up the word rodent. How many definitions does it have?



#2

Will the dictionary tell you how to pronounce the word rodent?



#3

Will the dictionary tell you if rodents are born with their eyes open?



#4

Will the dictionary tell you if rodents hibernate?



#5

Will the dictionary tell you where rodents live?



#6

Will the dictionary tell you which spelling is correct: rodent or rodant?



#7

Will the dictionary tell you how many syllables are in the word rodent?



#8

Homophones Organizer

Two versions of this organizer are provided depending on the needs of your students.

- ❖ Students will write definitions of homophone.
- ❖ The second copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.



This organizer
will fit into a
notebook.

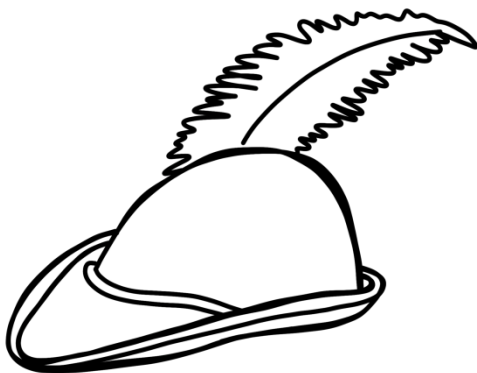
"**88) Know No**, I will not," answered the scarlet-clad stranger, and then the sheriff looked at him so spitefully that he **89) knew new** it was well to get away. As he walked toward **90) Sherwoud Sherwood** Forest, the sheriff's words rankled.

"I cannot bear **91) two too to** have even my enemy think that I am a coward," he said to Little John. "I wish **92) they're their there** was a way to tell the sheriff that it was Robin Hood that **93) one won** his golden arrow."

And they found a way. That evening the sheriff sat at supper, and though the supper was a fine **94) one won**, his face was gloomy.

"I thought I could catch that rascal Robin Hood by means of this archery contest," he said to his wife, "but he was **95) two too to** much of a coward **96) two too to** show his face here."

Just then something came **97) through threw** the window and fell rattling **98) between among** the dishes on the table. It was a blunted gray goose quill with a bit of writing tied to it. The sheriff unfolded the writing. It told that it was Robin Hood who had **99) one won** the golden arrow. When the sheriff read it, even his wife thought best to slip away, **100) for four** he was the crossdest man in Nottingham.



WINNING THE SHERIFF'S GOLDEN ARROW

It was very pleasant in **1) Sherwoud Sherwood** Forest to those who did not fear hardship, and Robin Hood and his men came to love every tree that grew and every bird that sang **2) they're their there**. They did not mind that they had no houses to live in. They made themselves shelters of bark and logs **3) two too to** keep the rain off, and mostly they stayed in the open. They did not sigh **4) for four** soft beds or fine tables and furnishings. They put down rushes and spread deer skins over them to lie on, and slept under the stars.

They cooked over a **5) grate great** fire built beside a big fire, and they sat and ate on the ground.

More than a hundred men were in Robin Hood's band; everyone was devoted to him and obeyed his slightest word. They were the best archers, the best wrestlers, the best runners and the best wielders of cudgel and quarter-staff in all the country, and they grew better continually, **6) for four** they practiced these things every day.



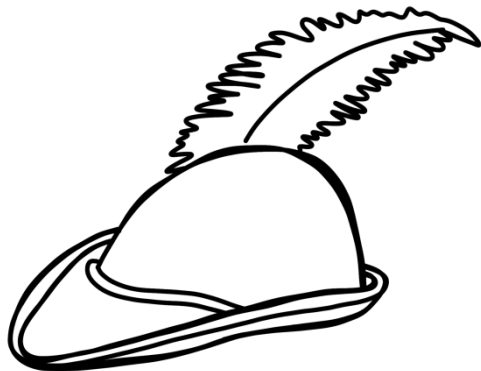
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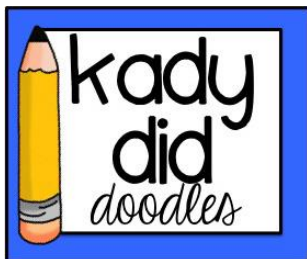
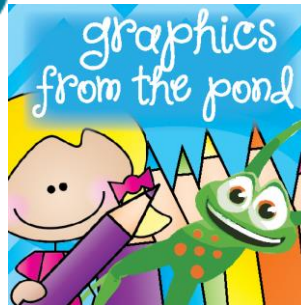
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Office
Clipart
Gallery



MyCuteGraphics



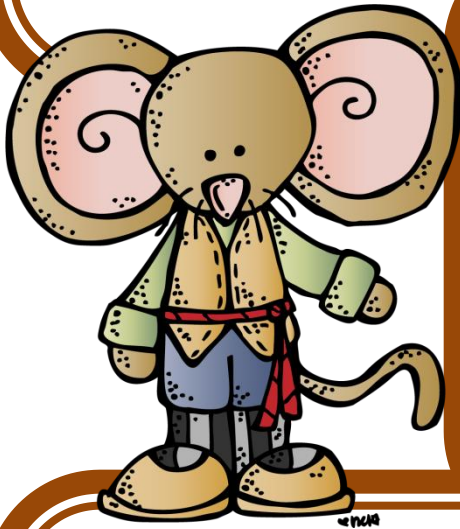
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