



Reference # 893

ISBN 1-897157-25-8

Grades 4 - 7

WHITTINGTON

by Alan Armstrong



Novel Study by Margaret Brewer

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INTRODUCTION

This novel study is to accompany the novel *Whittington* by Alan Armstrong. The plot has three strands and the first tells the story of Dick Whittington who rose from poverty to become Lord Mayor of London in the Fourteenth Century. The second uses personification to tell about the lives of animals in a barnyard and the third is about a young boy who suffers from dyslexia and how he overcomes this. The novel was a Newbery honor book in 2006.

The novel study was designed for Grades 5 to 7, but could be used for other grades with some modification.

The unit includes work sheets for vocabulary and comprehension, plus a series of activity card for vocabulary, grammar, punctuation, creative writing, elements of the novel, integrated activities, and art and drama. Suggestions for teaching the unit, a rubric for evaluation, tracking and recording sheets for students and the teacher are also included.

The novel study can be used for group work or as an independent study although some art and drama activities are designed for a small group or a partner.

Suggestions for Using the Unit

The unit can be used with a whole class, a group of students or as independent work.

You may want to read the fairy tale version of Dick Whittington and his Cat to the class as part of the introduction. The class can then compare the facts with the myth surrounding this historical figure.

Read the unit and select the activities most suitable for the ability and interests of your class.

Work sheets can be photocopied as needed. Make two or three copies of the activity cards to ensure that you have enough. These should be laminated if possible.

Students should read the vocabulary lists and make sure they understand the meaning of the words before reading the assigned sections. These words can also be used as spelling lists or other vocabulary activities: word searches, crossword puzzles, etc.

Students should complete the comprehension activities as they read the various sections. However, some students may prefer to read the whole novel, then go back, re-read the chapters and complete the written work.

The comprehension activities are divided into three sections. *Understanding the Novel* requires students to answer questions concerning the plot and characters. Answers are provided for these questions. *Thinking About the Novel* asks the student to give and justify his/her own opinion. Since these will vary, no answers are given, but it is important that the students explain the reasons for their answer. *True or False* sheets require the student to focus on details in the various chapters.

Some activity cards can be done as the students read the novel, but you may prefer to have the students complete the novel before beginning the activity cards.



This symbol indicates a spelling, grammar or punctuation rule that should be noted and remembered by the student.

Students should use the record sheets to keep track of the work they have completed. These should be kept current to make it easier for the teacher to check a student's progress.

Written work and assignment sheets should be kept in a binder.

Students may read the novel independently, with a partner or in a group. If the novel is being read by students with special needs, extra assistance with the reading and written work can be given by a peer tutor, teacher aide or parent volunteer.

Allow students time to discuss the novel. This gives them an opportunity to express opinions about events and characters, which will improve their written work. This novel introduces important topics, such as bullying, sportsmanship, fairness, winning and losing and friendship.

Encourage the students to use their public library as a source of research material. Most librarians will prove very helpful. You might want to take the students to the library to familiarize them with the resources that are available there.

Suggestions for Evaluation

Written work should be evaluated regularly. This will enable the teacher to keep track of those students that require additional help.

Various methods of evaluating the work of the students can be done. A rubric to assist with evaluation has been provided. The written work can be evaluated for understanding, creativity, language skills (spelling, grammar and punctuation), research skills and making good use of time.

An evaluation sheet has been provided, which you can use or adapt to meet the needs of your students. Also included is a peer evaluation sheet, to be used for group activities, and a self evaluation sheet.

OBJECTIVES AND SKILLS

<p>Reading:</p> <ul style="list-style-type: none"> - reading for pleasure - reading for comprehension - reading to gather information 	<p>Creative Writing:</p> <ul style="list-style-type: none"> - stating and justifying opinions - writing a poem - writing a critical review - writing an essay - writing dialogue and scripts - writing a journal - writing a fictional story
<p>Vocabulary Development:</p> <p>identifying and using:</p> <ul style="list-style-type: none"> - synonyms & antonyms - suffixes & prefixes - homophones - singular & plural nouns <p>identifying correct & incorrect spelling</p> <p>syllabication</p> <p>creating a word search</p> <p>silent letters in words</p>	<p>Language and Grammar:</p> <ul style="list-style-type: none"> - writing in complete sentences. - identifying and using: <ul style="list-style-type: none"> - common & proper nouns - verbs - adjectives - adverbs - personal, possessive and indefinite pronouns - verb tenses - punctuation: <ul style="list-style-type: none"> - use of quotation marks - use of the apostrophe
<p>Elements of the Novel:</p> <ul style="list-style-type: none"> - writing character studies - creating plot diagrams - recognizing various literary devices - recognizing various types of conflict - recognizing author's point of view 	<p>Research Skills:</p> <ul style="list-style-type: none"> - using a variety of sources to gather information - organizing and presenting information
<p>Art & Drama:</p> <ul style="list-style-type: none"> - illustrating events from the novel based on the information given. - creating a cartoon strip to tell story - dramatizing events from the novel. - character interviews 	<p>Miscellaneous Skills:</p> <ul style="list-style-type: none"> - creating a game for the book - creating a book jacket

STUDENT TRACKING SHEET
for
READING & COMPREHENSION

Name: _____

Put one checkmark (✓) in the appropriate box when you begin an activity, and another when you have completed the activity.

Chapters	Vocabulary	Reading	Comprehension		
			<i>Understanding</i>	<i>Thinking</i>	<i>True or False?</i>
1 to 4					
5 - 8					
9 - 11					
12 - 13					
14 - 17					
18 - 20					
21 - 23					
24 - 27					
28 - 31					
32 - 35					
36 - 40					
41 - 45					

Student Tracking Sheet for Activity Cards

Name - _____

Put one checkmark (✓) in the appropriate box when you begin an activity, and another when you have completed the activity.

Thinking About Words

1	2	3	4	5	6	7	8

Grammar and Punctuation

1	2	3	4	5	6	7	8

Creative Writing

1	2	3	4	5	6	7	8

Elements of the Novel

1	2	3	4	5	6	7	8

Research

1	2	3	4	5	6	7	8

Integrated Activities

1	2	3	4	5	6	7	8

RUBRIC FOR EVALUATION

	1 - Needs Improvement	2 - Developing	3 - Average	4 - Above Average
Mechanics of Reading	Student requires frequent assistance in using phonics and contextual clues to decode new words.	Student requires some assistance in using phonics and contextual clues to decode new words.	Student reads well and rarely requires assistance in using phonics and contextual clues to decode new words.	Student reads fluently and independently, using phonics and contextual clues to decode new words.
Reading and Understanding	Student's oral and written work show a limited understanding of the novel.	Student's oral and written work show some understanding of the novel.	Student's oral and written work demonstrate a clear understanding of the novel.	Student's oral and written work show a discriminating understanding of the novel.
Reading and Reflecting	Student requires frequent assistance in reflecting on the text and stating and justifying opinions.	Student requires some assistance in reflecting on the text and stating and justifying opinions.	Student makes relevant reflections on the text and is able to state and justify opinions with little assistance.	Student makes strong and relevant reflections on the text and is able to state and justify opinions independently.
Research	The content contains many inaccuracies and uses only one or two resources.	The content contains some inaccuracies and uses a limited number of resources.	Most of the content is accurate and uses a variety of resources.	The content is accurate and uses a wide variety of resources.
Creativity	Student is only able to produce work that shows creativity and imagination with frequent assistance.	Student requires some assistance to produce work that shows creativity and imagination.	Student is able to produce work that shows creativity and imagination with a minimum of assistance.	Student is able to produce work that shows creativity and imagination independently.
Mechanics	Student work shows many spelling and grammatical errors.	Work shows more than five, but less than ten spelling or grammatical errors.	Student's work shows less than five spelling or grammatical errors.	Student's work shows no spelling or grammatical errors.

PEER EVALUATION SHEET

Name - _____

Assignment - _____

Did this student:

Join in the activity with enthusiasm?	Yes	No	Occasionally
Contribute relevant suggestions?	Yes	No	Occasionally
Stay on task?	Yes	No	Occasionally
Do their part of the assignment?	Yes	No	Occasionally
Complete work on time?	Yes	No	Occasionally
Bring required materials to class?	Yes	No	Occasionally
Take part in the class presentation?	Yes	No	Occasionally
Support the group?	Yes	No	Occasionally

What did _____ do well? _____

What should _____ improve? _____

Rating: 0 1 2 3 4 5

Group Signatures - _____

Self Evaluation Sheet

Name - _____

1. The section I found most interesting was _____
because _____

2. The section I found least interesting was _____
because _____

3. I would like to know more about _____
because _____

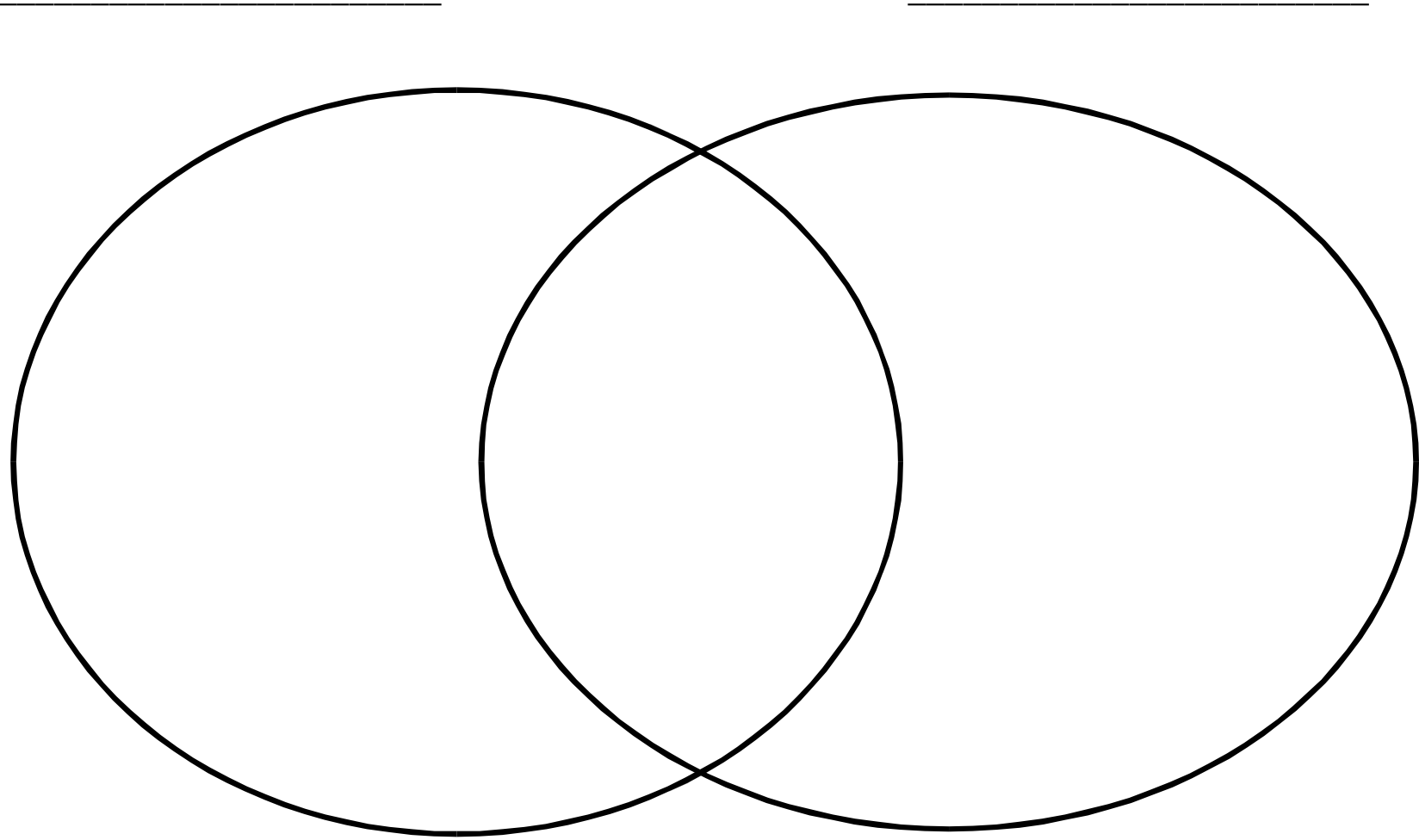
4. I was pleased with my work on the assignment about _____
because _____

5. I could have done better on the assignment about _____
if I had _____

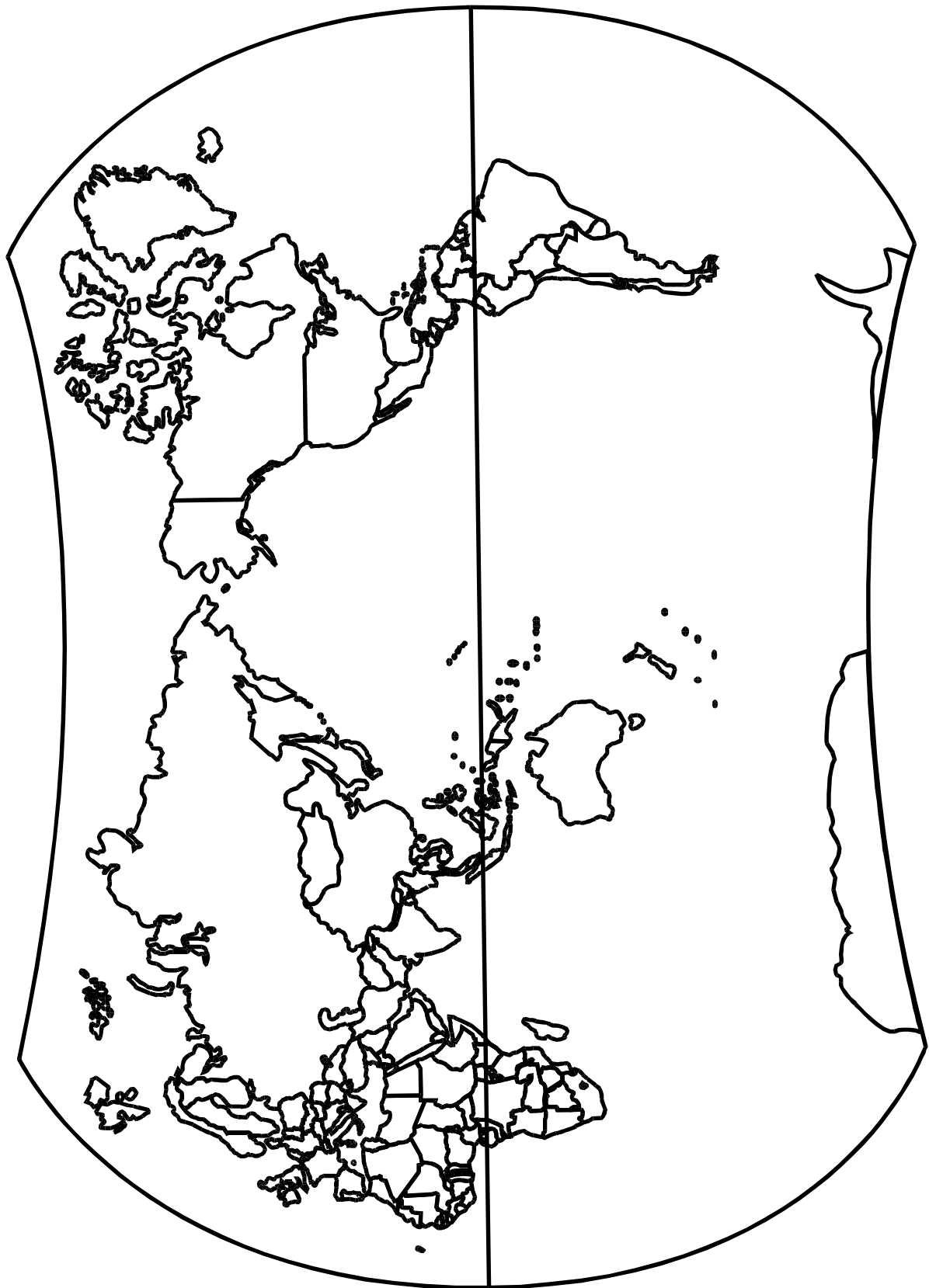
6. Three things that I learned from this unit are:
 - a) _____
 - b) _____
 - c) _____
7. Give this unit a number ranking and justify it in a paragraph on the back of this paper.

I would rate this unit 0 1 2 3 4 5 6 7 8 9 10

VENN DIAGRAM



THE WORLD



Whittington by Alan Armstrong

Setting: **Time:** current time; various times in the 14th Century.
Place: a small town in the United States of America; London England; various Mediterranean countries.

Principal Characters:

Humans: **Abby and Ben** - two orphans who live with their grandparents.

Bernie and Marion - Abby and Ben's grandparents.

Dr. Parker - principal at the children's school.

Miss O'Brian - teacher in the Reading Recovery class.

Historical Characters of the 14th Century: **Dick Whittington** - boy who rose from poverty to wealth.

Master Fitzwarren - Dick's employer; a trader and businessman.

Sir Louis Green - a businessman who gives Dick good advice.

Mary Green - Sir Louis' granddaughter.

Will Price - employed by Sir Louis and a friend of Dick's.

The Cat - bought by Dick Whittington.

Animals in the Barn: **The Lady** - a duck who appears to be in charge of the animals.

Whittington - a stray cat who comes to live in the barn.

Coraggio - a rooster.

Havey - a guard dog.

The Old One - the oldest rat in the barn.

Synopsis of the Novel:

The story has three story lines. The first tells about the lives of some animals who live in the barn. They are told the story of Dick Whittington by a descendant of the cat he is reputed to have owned. This second story line tells of Dick's rise from poverty to become a traveler and trader while working in London. A wise businessman he becomes rich and rises to the position of Lord Mayor of London.

A third story line tells about Abby and Ben, the grandchildren of the owner of the barnyard. Ben is dyslexic and is having great difficulty with reading. His teacher thinks he needs special help but Ben is loathe to accept this because he knows his classmates will tease him. Thanks to encouragement from the animals in the barn he decides to go to the special class, where he is surprised to find another boy having similar problems. Ben works through the summer and is promoted with the rest of his class.

The book provides valuable lessons regarding bullying, disabilities, learning problems and working hard to achieve success as well as giving useful information about life in the Fourteenth Century.

Activity Sheets for Vocabulary and Comprehension

I. Chapters 1 to 4

A. Vocabulary

*Make sure you know what these words before you begin to read.
Check with a dictionary if necessary.*

splotches obsidian shudder stench bales ancient
motionless farrier balked stanchions solemn

B. Read Chapters 1 to 4.

C. Understanding the Novel

Answer the questions in complete sentences. Remember to check spelling and punctuation.

1. Why had Whittington left his old home?
2. Explain why Whittington asked for permission to enter the barn.
3. The Lady was in charge of the barn. Why was this?
4. Why were Aramis and Li'l Spooker for sale so cheaply?
5. The arrival of the horses changed how Abby and Ben began their day. Why?

D. Thinking About the Novel

These questions ask for your ideas and opinions, therefore there are no right or wrong answer, however you must make sure you give reasons for your answers.

1. Into which genre or category would you put this novel after reading the first four chapters? Why?
2. What kind of a person is Bernie?
How do you know this?

II. Chapters 5 to 8

A. Vocabulary

Check with a dictionary if you do not know what these words mean.

predators remnants pungent ruckus strategy
plague fertile unperturbed

B. Read Chapters 5 to 8.

C. Understanding the Novel

Answer these questions in complete sentences. Use the novel to help you.

1. How did the other animals feel about Whittington moving into the barn?
2. How did the Lady come to live at the barn?
3. Explain why Li'l Spooker always ate and drank before Aramis?
4. How did Whittington stop Havey from chasing the Lady?
5. How did all the animals take baths in the fall?

D. Thinking About the Novel

These questions ask for your ideas. Make sure you give reasons for your answers.

1. Do you think all the animals will make Whittington welcome in the barn? Why or why not?
2. Which animals have the most to gain and which have the most to lose when Whittington becomes part of the family?
3. You have read the first eight chapters of *Whittington*. What do you think of it? Do you like it? Why or why not?

III. Chapters 9 to 11

A. Vocabulary

(What do these words mean? Look them up if you are unsure of their meanings.)

snickered pageant almshouse inaudible recipes loitering
resumed prophecy flexing

B. Read Chapters 9 to 11.

C. Understanding the Novel

(Use the novel to answer these questions in complete sentences.)

1. Why was Whittington asked to tell his story?

2. Dick Whittington was a merchant. What did a merchant do?
3. Why were rats considered a problem at the time of Dick Whittington?
4. Explain why Dick Whittington decided to go to London.
5. Ben has difficulty with reading and arithmetic, but refuses to go to Special Ed for extra help. Why does he do this?

D. Thinking About the Novel

(Give reasons for your answers to these questions.)

1. Do you think Ben is justified in refusing to go to Special Ed?
Why or why not?
What would you do if you were Ben?
How would you cope with the teasing?
2. Do you consider the teasing of the students who go to Special Ed bullying?
Give reasons for your answer.
Does this happen in your school?
How is this problem dealt with in your class and / or school?

IV. Chapters 12 and 13.

A. Vocabulary

brawny filched kin wizened rare halibut fable
 merchant parley audacity

B. Read Chapters 12 and 13.

C. Understanding the Novel

1. What was the land agent's job?
2. How did Dick and Will persuade the land agent to take Dick to London?
3. The roads during the fourteenth century were very dangerous.
How do we know that?
4. When he fainted, Dick was treated differently by the cook and the merchant.
Explain these differences.

5. What agreement did the barn animals and the rats come to during the parley?

D. Thinking About the Novel

1. The Lady and the barn animals held a parley with the rats.
What is a parley? Is it a good idea?
What problems in your class or school could be solved by holding a parley?
What world problems might be solved by holding a parley?
Is this sometimes done now?
2. What is a fable?
Make a list of three other fables that you know.
You might want to check this out in the library.

V. Chapters 14 to 17

A. Vocabulary

akimbo concocted livery guild flaunt consignment
decaying psalm reversing dyslexia dubious revived

B. Read Chapters 14 to 17.

C. Understanding the Novel

1. What orders did Hugh Fitzwarren give his cook regarding Dick?
2. Hugh Fitzwarren loved his garden. Explain why the garden was unusual.
3. How was Dick paid for his work on the docks?
4. Why did Ben have difficulty with reading and arithmetic?
5. Who was Blackie and why did she come to live in the barn?

D. Thinking About the Novel

1. Dick worked very hard for Hugh Fitzwarren although he was only nine years old.
Use the Venn diagram to compare how Dick spent his days with the way you spend your days.

2. Abby is going to help Ben with his reading.
Do you think she will be successful?
What would you do to help him?

VI. Chapters 18 to 20

A. Vocabulary

wincing gnawed transparent passion aromatics compute
affliction wherry stumbled nocturnal investigated colic

B. Read Chapters 18 to 20.

C. Understanding the Novel

1. What made Dick decide to buy the cat?
2. At first the cook said Dick could not keep the cat. What changed her mind?
3. What instructions did Dick receive from Master Fitzwarren when he sailed on the *Unicorn* for the Barbary coast?
4. Why did everyone run away when the owl arrived after Ben whistled?
5. Explain why it is important to keep a horse's teeth filed.

D. Thinking About the Novel

1. Dick and his cat were to sail to the Barbary coast with the ship's captain.
Why do you think Master Fitzwarren and the captain came to this decision?
Do you think Dick should have been consulted about this?
2. If you keep animals, whether for pets or to work, it is important to care for them properly.
Make a list of things you have to do if you have horses.
You may use any resources available to you to assist with answering this question.

VII. Chapters 21 to 23

A. Vocabulary

infuriating excavated concentrate scurvy vulnerable ballast
hodgepodge vengeance shrewdness registered
classified inability

B. Read Chapters 21 to 23.

C. Understanding the Novel

1. Make a list of signs that showed that spring was coming.
2. Why did sailors in the fourteenth century suffer from scurvy?
3. The king was determined to buy Dick Whittington's cat. Why was this?
4. When he heard the king's offer, Dick remained silent. Why? What happened next?
5. What was the registered letter about?
6. Why was Ben so upset at the idea of being tested?

D. Thinking About the Novel

1. Which season of the year is your favorite? Why?
2. Would you have sold the cat if you had been Dick Whittington? Why or why not? How do you think Dick felt about leaving the cat at the palace? Do you think the cat was upset at being left?

VIII. Chapters 24 to 27

A. Vocabulary

adjusting comparing lips pressure instinct session postpone
convulsed squished salve fidgeted listless premium
ritual patiently tethered

B. Read Chapters 24 to 27.

C. Understanding the Novel

1. The school principal said he would make a trade with Ben. What was the trade?
2. What happened to Aramis in the spring?

3. The dried *Amapacherie* had no effect on kidney stones. Why did some people think that it didn't help?
4. Why did Dick go and visit Sir Louis Green?
5. What did Dick ask Sir Louis to do for him?
6. Who brought the two new arrivals to the barn? Who were the new arrivals?

D. Thinking About the Novel

1. What is the purpose of the Reading recovery program?
Do you think the school principal's idea of a trade for Ben is a good one?
Do you think Ben should go to Reading Recovery?
Would you go, even if other students teased you?
2. Sir Louis gives Dick some advice. He tells him:

*“Give them books to learn from, comfort for the sick and old,
and bring them water. Clean water, lad.”*

What do you think he meant? Who was he talking about?
Do you think Dick will be able to do this?

IX. Chapters 28 to 31

A. Vocabulary

adventure summoning glimpsed discipline enmity cowering
magnetic routine troubadour surgeon guardians

B. Read Chapters 28 to 31.

C. Understanding the Novel

1. Sir Louis advised Dick that he should never go into an equal partnership with anyone. What reasons did he give for this?
2. How did the cat hurt his leg?
3. Explain how the other animals cared for the Lady after she had been attacked by the hawk.
4. What did Ben discover when he observed Miss O'Brian's lesson in Reading Recovery?

I. Chapters 1 to 4 - True or False?

Read each statement, then decide whether it is True or False.

1. The Lady was in charge of the barn and all the other animals. _____
2. The cat used to be called Bent Ear, but now called himself Whittington. _____
3. The cat had been thrown out of his old home for fighting. _____
4. All the other animals made the rats welcome in the barn. _____
5. Coraggio, the rooster, liked to fly round the barnyard. _____
6. Bernie was a kind man who loved animals. _____
7. Bernie had always wanted to keep cows. _____
8. The three horses cost one hundred dollars. _____
9. The horses were old but in good health. _____
10. The horses names were Aramis and Li'l Spooker. _____
11. Ted agreed to transport the horses in exchange for free gas. _____
12. Abby and Ben lived with Bernie and his wife, Marion. _____
13. Ben and Marion were the children's grandparents. _____
14. Abby and Ben were not interested in taking care of the horses. _____
15. Every morning the children helped to groom the horses with brushes and curry combs. _____
16. It was difficult for Ben and Abby to get up in the morning and help Bernie with the horses. _____

II. Chapters 5 to 8 - True or False?

Read each statement, then decide whether it is True or False.

1. At first the bantams were dubious about a cat living in the barn. _____
2. The rooster and bantams had been bought for one dollar, then left at the barn. _____
3. Every winter Bernie talked about selling up. _____
4. The Lady's brothers and sisters also lived in the barn. _____
5. Aramis had won money in races. _____
6. Li'l Spooker went first in everything. _____
7. Rats carried fleas that had caused the Black Death in Europe. _____
8. Havey, the guard dog, liked to chase the Lady. _____
9. Whittington thought of a plan to stop Havey chasing the Lady. _____
10. Whittington jumped on Havey's back and attacked her. _____
11. Fighting Havey had made Whittington's back worse. _____
12. The Lady was very grateful to Whittington. _____
13. Ducks can take a bath by flapping their wings in dust puddles. _____
14. The Lady flew in the air to join the migrating ducks. _____
15. The Lady and Whittington enjoyed dozing under the branches of the blackberry bushes. _____

III. Chapters 9 to 11 - True or False?

Are these statements True or False?

1. The animals were bored because they were shut in the barn. _____
2. Whittington did not want to tell his story. _____
3. Dick Whittington was a merchant who traded in fabrics. _____
4. Dick Whittington's cat was called Ratter. _____
5. Abby and Ben fed all the animals in the barn each morning. _____
6. Whittington liked the taste of the canned tuna. _____
7. Dick Whittington came from a poor family and could not read. _____
8. In Dick Whittington's time most medicines were made from plants. _____
9. Dick thought the streets of London were paved with gold. _____
10. Dick did not want to work at the tannery turning animal hides into leather. _____
11. Abby told the animals Ben had problems with reading. _____
12. Abby's mother had helped her with her reading. _____
13. Ben thought he would like going to Special Ed for extra help. _____
14. The Lady thought Abby could help Ben with his reading. _____
15. The Lady encouraged Ben by telling him he would get over his reading problem. _____

IV. Chapters 12 and 13 - True or False?

1. It was the land agent's job was to inspect the properties and collect the rents. _____
2. Will Price said the land agent would take Dick to London. _____
3. Dick tangled himself in the luggage straps at the back of the carriage. _____
4. Will price beat Dick with his whip to get him away from the carriage. _____
5. Dick was very helpful on the journey to London. _____
6. As a reward for saving them from the robbers the land agent paid for Dick's food. _____
7. Will's mother had once saved him from choking on a fish bone. _____
8. Dick and Will became good friends on the journey to London. _____
9. Will said he thought Dick might become the King of London one day. _____
10. The streets of London were not paved with gold and Dick nearly starved. _____
11. Dick was so hungry he fainted. _____
12. The cook in the house hit him with a stick. _____
13. The cook at the house carried Dick inside. _____
14. Whittington interrupted his story to chase a rat. _____
15. The Lady called a meeting of all the animals in the barn. _____
16. The rats agreed to leave the eggs and chicks alone. _____
17. Whittington said he could not stop chasing and killing the rats. _____
18. The Lady told the animals a fable about a lion and a mouse. _____

V. Chapters 14 to 17 - True or False?

1. Abby and Ben liked sledding down the snow-covered hill. _____
2. Ben had to read before Whittington continued with his story. _____
3. Master Fitzwarren told the cook if Dick did something wrong she could scold him, but she was not to beat him. _____
4. Hugh Fitzwarren was a member of the Mercer's Guild. _____
5. Many strange plants grew in Master Fitzwarren's garden. _____
6. Dick decided he did not want to work for Master Fitzwarren. _____
7. Dick worked hard and was an honest trader. _____
8. When he heard a certain bell ring, Dick felt homesick. _____
9. Ben's first reading lesson with Abby was easy and went well. _____
10. Ben said silent letters in words were confusing and difficult. _____
11. Abby found reading difficult because she had dyslexia. _____
12. Reading was hard for Ben because some letters seemed to be reversed when he looked at them. _____
13. The man left the hen with the broken wing and two cigars at the Texaco station. _____
14. The man knew Bernie would keep the black hen. _____
15. Bernie put the hen in an old rabbit hutch. _____
16. Coraggio and the black hen became good friends. _____

VI. Chapters 18 to 20

1. Reading words containing silent letters was difficult for Ben. _____
2. Ben was patient while learning the word list Abby gave him. _____
3. Dick knew he had to have the cat when he saw it looking at him. _____
4. The cat belonged to an old man wearing a deep blue velvet coat. _____
5. The man told Dick the cat cost one penny. _____
6. At first the cook did not want the cat in the house. _____
7. The cook changed her mind when the cat caught a rat that had been
spoiling the food. _____
8. It was rumored that *amapacherie* would dissolve kidney stones. _____
9. Dick volunteered to sail to the Barbary Coast with the captain. _____
10. Master Fitzwarren arranged for Dick to sail with the captain. _____
11. Whittington took the Lady, Ben and Abby to the pond to whistle
for owls. _____
12. Everyone ran away when the owl dropped his kill. _____
13. Li'l Spooker was sick and had pneumonia. _____
14. The vet said Li'l Spooker had colic. _____
15. Bernie had forgotten to keep the horses' teeth filed so they
would be sharp. _____
16. After a few days Li'l Spooker was feeling better. _____

VII. Chapters 21 to 23

1. Everywhere there were signs of spring. _____
2. Ben found reading Dick Whittington's maxims easier to read. _____
3. Abby thought just memorizing words would not help Dick with his school work. _____
4. Sailors on long voyages suffered from colic because of the lack of fresh fruit and vegetables. _____
5. Dick was very seasick at the beginning of the voyage. _____
6. The trip to the Barbary Coast would take a month. _____
7. In Lisbon they traded for peppercorns, wine, oil and olives. _____
8. The sailors were glad the cat was getting rid of the rats. _____
9. The captain and Dick visited the king when they landed in Tripoli. _____
10. The king's palace was light and airy. _____
11. The palace was infested with rats. _____
12. The king was impressed with the cat's prowess at rat catching and was determined to have her, no matter what the cost. _____
13. Dick was unsure about whether or not to sell the cat. _____
14. Dick exchanged the cat for the cargo already selected, some jewels and sacks of herbs and seeds. _____
15. Dick was happy about the trade and did not mind selling his cat. _____
16. The captain said Dick could always get another cat. _____
17. The registered letter from the school said Ben needed to be tested. _____
18. Ben was not worried or upset about being tested. _____

VIII. Chapters 24 to 27

1. Every year Bernie inspected the school principal's car. _____
2. Bernie told the principal Abby was helping Ben with his reading. _____
3. Bernie told Doctor Parker Ben was worried about being teased. _____
4. Doctor Parker said Ben had to go to Reading Recovery. _____
5. The principal made a trade with Ben about Reading Recovery. _____
6. Doctor Parker thought Ben should observe the Reading recovery class and then make a decision. _____
7. Marion knew Ben was not happy about going to Reading Recovery. _____
8. The spring rain caused Aramis to develop hoof rot. _____
9. Ben was able to read the words to one of Whittington's songs. _____
10. Dick missed his cat and felt sad when the ship began its homeward journey. _____
11. Master Fitzwarren paid Dick for the cargo he had traded for his cat. _____
12. The *amapacherie* grew and when eaten dissolved kidney stones. _____
13. Sir Louis Green had been expecting Dick to visit him. _____
14. Dick asked Sir Louis to invest his fortune. _____
15. Al had always wanted to keep goats. _____
16. At the auction Al bought a pair of goats and a rooster. _____
17. Al took his new purchases to the barn. _____
18. Ben and Abby named the goat William and the rooster was named Brahms. _____

IX. Chapters 28 to 31

1. Sir Louis advised Dick to buy a share in Master Fitzwarren's business. _____
2. Sir Louis advised Dick to buy a half share in Master Fitzwarren's business. _____
3. Master Fitzwarren said Dick would inherit everything when he died. _____
4. The cat returned to London on the ship, *The Unicorn*. _____
5. The cat had fought with the Great Rat in the King's palace. _____
6. The King bathed the cat's wounds. _____
7. The King wanted the cat to stay in the palace although she could no longer catch rats. _____
8. The red-tailed hawk attacked the Lady. _____
9. The attack terrified the Lady. _____
10. The Lady thanked the animals for protecting her. _____
11. The reading coach was called Miss O'Brian. _____
12. Ben was surprised to see that another boy had the same problems with reading that he had. _____
13. Ben did not want to read to Miss O'Brian. _____
14. Miss O'Brian said she did not know how to help Ben. _____
15. Abby liked field hockey and Ben liked football. _____
16. Dick looked for someone to operate on his cat's leg. _____
17. The operation helped although the leg was never completely right. _____
18. Whittington said the sacred cats of Egypt had dark purple paws. _____

X. Chapters 32 to 35

1. Dick was surprised to learn that Will Price worked for Sir Louis Green. _____
2. Sir Louis sent Dick a book about the travels of Marco Polo. _____
3. Marco Polo had traveled from Italy to Spain and Brazil many years before Dick was born. _____
4. Dick found the book dull and boring. _____
5. Salt was very expensive in Dick Whittington's time. _____
6. Bernie thought Al was giving William, the goat, too much food. _____
7. Everyone was surprised when Theo, the baby goat, was born. _____
8. Havey and the Lady helped to care for the kid, Theo. _____
9. When a boy in his class teased him, Ben chased him. _____
10. Ben was enthusiastic about going to Reading Recovery classes during the summer holidays. _____
11. The Lady and the Old One thought Ben should continue with Reading Recovery. _____
12. Dick carried the cat to Sir Louis' house because she still limped. _____
13. Dick thought Sir Louis' granddaughter was beautiful. _____
14. Sir Louis wanted Dick to retrace part of Marco Polo's journey east. _____
15. Dick was to establish trading agencies in Constantinople and Tabriz. _____
16. Marker slipped his leash and tore into the barn. _____
17. Marker seized Coraggio and killed him. _____
18. Havey helped Coraggio recover from the attack. _____

XI. Chapters 36 to 40

1. Sir Louis had arranged a marriage for Mary. _____
2. Dick was unsure about taking the voyage to Persia. _____
3. Master Fitzwarren, always wanting new plants, wanted Dick to look for rhubarb and lupins on his travels. _____
4. Dick was determined to see Mary Green again. _____
5. Dick thought the bells were telling him to return to London. _____
6. Ben's teacher said she thought he should repeat the year. _____
7. Ben said he would not go to Reading Recovery in the summer. _____
8. The Lady said that Ben's decision was a wise one. _____
9. Dick learned to speak Italian and Arabic. _____
10. Will came down with plague and wanted to return to England to die. _____
11. Dick sent many valuable and interesting things back to England in the cargo hold of the ship. _____
12. Spices were the most valuable part of the cargo. _____
13. Dick had painting done on a shell and sent it back to Mary. _____
14. Gent was a brown and tan duck who had been separated from the rest of his flock. _____
15. With Gent's arrival, Whittington had a new best friend. _____
16. Whittington watched and trained the two kittens. _____
17. Coach O found that running laps helped Ben stay calm during his reading lessons. _____
18. The Old One gnawed through the cord and saved the kitten. _____

XII. Chapters 41 to 45

1. Dick's cat was lost at sea during a fierce storm. _____
2. Dick fed the two newborn kittens with milk from the goats on the ship. _____
3. Dick was afraid to walk round the city of Constantinople. _____
4. Constantinople was the grandest city Dick had ever seen. _____
5. Dick did not have enough money to charter a ship to continue his journey to Persia. _____
6. Dick arrived back in England on his twenty-first birthday. _____
7. Sir Louis had died while Dick was away. _____
8. Mary Green wrote to Dick asking him to visit her. _____
9. Dick and Mary Green were married and had one daughter. _____
10. Dick Whittington became Lord Mayor of London as Will Price had predicted when he first met him. _____
11. Dick Whittington financed the laying of pipes to bring clean water to the poor people in London. _____
12. Ben finished reading twenty books in the summer. _____
13. Ben was going on to the next class in the fall. _____
14. The Lady said because everyone had helped Ben, it meant that they had all passed. _____
15. The Lady was depressed when Gent migrated in the fall. _____
16. The animals tried, in vain, to make the Lady feel better. _____
17. Whittington wanted to take Mary Green to the little boy who lived in his old home before the snow came. _____
18. Ben compared learning to read with being born. _____

Thinking About Words Activity Card 1

Some words in each line are spelled incorrectly.
Find the errors and rewrite them correctly.

1. ancient balked solemm shuder farrier
2. predater pungent fertile plague remnents
3. flexing pagent loitering recepes flexing
4. merchant faible audacity dubious dyslexia
5. transparant passion gnawed investigated nocturnel
6. inability scurvey ballast vulnerable shrewdness
7. concentrate comparing sesion tethered fidgetted
8. disipline magnetic enmity glimsed surgeon

Thinking About Words Activity Card 2

Ben had difficulty is a word contained any silent letters.
Circle the silent letters in the following words.

1. psalm 2. rhubarb 3. solemn 4. plague
5. pageant 6. mighty 7. consignment 8. dubious
9. gnaw 10. knife 11. discipline 12. pneumonia
13. light 14. knot 15. guild 16. knock

Thinking About Words Activity Card 3



Synonyms are words that have the *same or a similar meaning*.
Antonyms are words that are *opposite in meaning*.

Complete the following chart by adding two synonyms and antonyms to the list words.
 The first one has been done for you.

		Synonyms	Antonyms
	<i>large</i>	<i>huge, enormous</i>	<i>small, minute</i>
1	enemy		
2	unkempt		
3	lucid		
4	ancient		
5	motionless		
6	solemn		
7	unperturbed		
8	inaudible		
9	resumed		
10	wizened		
11	audacious		
12	nocturnal		
13	shrewd		
14	listless		
15	patiently		
16	unique		
17	cajole		
18	fragrant		

Thinking About Words

Activity Card 4



A *prefix* is a letter or group of letters that *come before a root or base word*.
A *suffix* is a letter or group of letters that *come after a root or base word*.

Examples: *prefixes:* *happy - **un**happy* *possible - **im**possible*
 suffixes: *happy - happiness* *reach - **ing**ing*



Sometimes there is a change in spelling when a suffix is added.
Prefixes and suffixes sometimes change the meaning of a word.

A. Add a prefix to each of these words.

like pleasant fold pay plant willing angle complete
light welcome write cycle believe circle honest visible

B. Add a suffix to each of these words.


sad care safe peace angry leave gallop old
motion cry easy sleep fear obey laugh visit

C. Add a prefix and a suffix to these words.
(*Be careful! These are tricky!*)

happy pleasant probable like possible dependent
manage help search interest repair easy

Thinking About Words Activity Card 5

Words are broken down into parts called *syllables*.
Each syllable must contain a vowel.



Remember that 'y' sometimes counts as a vowel.

Review the rules for dividing words into syllables.
Complete the following chart. The first word has been done for you.

	Word	Syllables	Division into Syllables
	<i>forbidden</i>	<i>3</i>	<i>for / bid / den</i>
1	shudder		
2	predators		
3	pungent		
4	almshouse		
5	merchant		
6	fable		
7	dubious		
8	dyslexia		
9	nocturnal		
10	investigate		
11	concentrate		
12	infuriating		
13	patiently		
14	comparing		
15	magnetic		
16	universal		

Thinking About Words

Activity Card 6

Some words sound the same, but are spelled differently and have different meanings. This can sometimes be confusing. Consult a dictionary if you are not sure you are using the correct word.

Choose the right word from the pair in parenthesis

1. Dick Whittington became the Lord (Mare, Mayor) of London.
2. Ben could not (accept, except) that Reading Recovery would help him.
3. Bernie (through, threw) fresh hay down for the two horses.
4. "You should sit up (their, there) where we can all (see, sea) you," said the Lady.
5. The hawk flew from the (blue, blew) sky and grabbed the Lady's (tale, tail) feathers.
6. "(It's, Its) muddy in the barnyard when it (reins, rains)," said Abby.
7. The Lady asked Abby if she (would, wood) help Ben with his reading.
8. All the animals were welcome in the barn (accept, except) the rats.
9. Sir Louis gave Dick good (advice, advise) about investing his gold.
10. What would you (advice, advise) Ben to do to improve his reading skills?
11. Dick could not make his mind (whether, weather) to go to Mary or return to London.
12. The boy teased Ben when he was reading (allowed, aloud) so Ben hit him.
13. The animals (discussed, disgust) what to do about the rats taking the eggs.
14. The Lady (ate, eight) the corn that was left by the horses.
15. The cat had lost a (grate, great) deal of its (fur, fir) in the fight with the rat.
16. Master Fitzwarren was a member of the merchants (gild, guild).
17. Dick's good fortune (allowed, aloud) him to make a handsome (prophet, profit).
18. Gent migrated with his friends in the fall, but the Lady (staid, stayed) in the barn.
19. Old Rat chewed (threw, through) the (chord, cord) and saved the kitten.
20. Everyone liked listening to Whittington's (storey, story) because they became very (board, bored) during the winter.

Thinking About Words
Activity Card 7

Review the rules for writing nouns in their plural form.

A. Write these nouns in their plural form.

barn rat brush box pony knife mouse boy
deer ship man fabric stench enemy tooth thief

B. Write these nouns in their singular form.

recipes prophecies merchants children trout feet
surgeons commodities journeys wives toys women

Thinking About Words
Activity Card 8

Create a word puzzle using some of the words from the vocabulary lists.

Your puzzle can be a word search, a crossword puzzle or any other type of puzzle.

Remember to make an answer sheet to go with your puzzle.

Trade puzzles with a classmate.

When your classmate has completed the puzzle use the answer sheet to correct it.

Grammar and Punctuation Activity Card 1



- I. Nouns are words that name people, places and things.

Examples: barnyard Bernie rats school

Nouns that name people and places and specific things are called *proper nouns*, nouns that name things are called *common nouns*.

Common nouns: cat girl teacher

Proper nouns: Whittington Abby Miss O'Brian

- A. Make a list of ten common nouns and ten proper nouns from the novel.



- II. Adjectives are words that modify or describe nouns.

Examples: a tabby cat the ugliest duck a cold day

some fresh, clean hay his greatest fear

When more than one adjective is used, separate the adjectives with a comma.

- B.. Make a list of two adjectives to describe each of the common nouns you have listed in question #1.
- C. Create five interesting sentences using the nouns and adjectives from question B
- D. Underline the nouns and circle the adjectives in the following sentences.
1. The weary cat crept into the barn to shelter from the driving rain.
 2. The Lady had black wings with white splotches on them and orange feet.
 3. Dick looked at the cat with the unusual eyes and decided to buy it.
 4. The huge waves rocked the little ship and made Dick seasick.
 5. Sir Louis wore a green robe with a fur collar although it was very warm.
 6. Silent letters gave Ben the most difficulty when he was reading.
 7. Whittington told interesting stories during the long, dull days of winter.
 8. Ben read nineteen books and was allowed to go on with his class.
 9. Whittington took his daughter back to visit the little boy in his old house.
 10. The Lady and Ben went into the old barn to shelter from the chilly wind.

Grammar and Punctuation

Activity Card 2



I. Words that describe actions are called verbs.

Examples: crept carried talked sailed worked

Sometimes an action word is used with one or more auxiliary or helping verbs.

Examples: had carried was working will sail would have talked

A. Make a list of ten action verbs and ten verbs that also use auxiliary verbs with the action verb.



II. Adverbs are words that modify or describe verbs. They tell how, where or when the action is taking place.

Examples: waddled clumsily crept inside often laughed

B. Make a list of two adverbs that could be used to describe each of the action verbs in question A.

C. Create five sentences using some of the verbs and adverbs from Question C.

D. Circle the verbs and underline the adverbs in the following sentences. Tell whether the adverbs tell where, when or how the action happens.

1. The duck approached cautiously as the cat walked towards her.
2. Whittington slowly opened his eyes and then began his story.
3. Ben stumbled over the words, yelled and then ran away.
4. The Lady quietly asked Abby if she would help Ben with his reading.
5. "Today Whittington will tell us what happened when Dick reached London.
6. The cook furiously hit Dick with the broom and knocked him over.
7. Aramis and Li'l Spooker ran outside when they heard Bernie coming.
8. Dick was continually sick for the first few days at sea.
9. The rats ran everywhere in the King's palace to his dismay.
10. The cameo had been beautifully carved and looked just like Mary.

Grammar and Punctuation

Activity Card 3



Pronouns are used instead of or to take the place of nouns in sentences.

There are different types of pronouns:

1. **personal pronouns:** I, he, she, us, him, they.
2. **indefinite pronouns:** someone, everybody, few, both, several, someone
3. **possessive pronouns:** hers, mine, theirs, ours.

- A. Find examples of each kind of pronoun in the novel.
Write the sentence containing the pronoun and identify it.
- B. Create and write the following sentences:
1. Three sentences containing personal pronouns.
 2. Three sentences containing possessive pronouns.
 3. Three sentences containing indefinite pronouns.
- C. Replace the underlined nouns with appropriate pronouns in these sentences.
1. The cat said the cat was looking for somewhere to live.
 2. The animals said the animals liked listening to stories in the winter.
 3. Will said Will would lose Will's job if Will helped Dick get to London.
 4. Ben hated reading because the whole class laughed at Ben.
 5. Aramis and Li'l Spooker said Aramis and Li'l Spooker were racers.
 6. Dick asked Sir Louis to invest Dick's gold for Dick.
 7. All the animals were worried when the Lady was so depressed.
 8. "Ben will go to Reading Recovery," said Ben.
- D. A verb has to agree with a noun that precedes it and this same rule applies to verbs and pronouns.
- Rewrite the following sentences, choosing the correct verb.
1. "I (am, is) looking for somewhere to live," said the cat with the bent ear.
 2. "A cat (is, are) a predator and we(is, are) afraid," said the bantams.
 3. Dick Whittington said he (was, were) determined to go to London.
 4. "I (wants, want) to buy your cat," Dick told Sir Louis Green.
 5. Ben said he (want, wants) to read but the letters (get, gets) mixed up.
 6. The Lady (was, were) terrified when the hawk attacked her.
 7. Dick worked hard and he and Master Fitzwarren (became, become) rich.
 8. The Lady (made, make) Whittington sit up high so everyone can (see, sees) him while he to (tell, tells) the story of Dick Whittington.

Grammar and Punctuation Activity Card 4



Adjective and adverb phrases often begin with a preposition and end with a noun.

An adjective phrase, like an adjective, modifies a noun.

Example: The cat, with the bent ear, spoke politely to the Lady.



An adverb phrase, like an adverb, modifies a verb.

It tells where, when, how and why.

Examples: Whittington sat on the wooden beam. (tells where)

Abby and Ben came to the barn in the morning. (tells when)

Dick walked back to London with a heavy heart. (tells how)

- A. Make a list of fifteen prepositions.
- B. Find six sentences in the novel that contain adjective phrases.
Rewrite the sentences, underlining the adjective phrases.
- C. Find eight sentences in the novel that contain adverb phrases.
Rewrite the sentences, underlining the adverb phrases.
Does the phrase tell why, when, where or how about the verb it modifies.
- D. Using some of the prepositions from your list write five sentences containing adjective phrases. Underline the adjective phrases.
- E. Using some of the prepositions from your list write six sentences containing adverb phrases.
Make sure you use a variety of adverb phrases. They should not all be phrases that tell the same thing: how, when, why or how.
Underline the phrases and indicate whether they tell how why, when or where about the verb.
- F. Write three sentences containing both adjective and adverb phrases.
Underline the phrases and indicate whether they are adverb or adjective phrases.

Grammar and Punctuation

Activity Card 5



The *tense of a verb* tells the reader *when* an action took place.

The *present tense* tells when something is happening *now*.

The cat jumps up on the railing.

The cat is jumping up on the railing.

The *past tense* tells when something happened *earlier*.

The cat jumped up on the railing.

The cat was jumping up on the railing.

The *future tense* tells when something will happen *later*.

The cat will jump up on the railing.

- A. Write two sentences that are examples of each tense.



Usually the letters *-ed* are added to the present form to create the past tense of a verb, but sometimes the final consonant is doubled.

Examples: help - helped work - worked slip - slipped

However, some verbs use a different form in the past tense.

Examples: fight - fought run - ran drink - drank

- B. Write the past tense of the following verbs.

1. eat 2. write 3. speak 4. do 5. come
6. give 7. bring 8. go 9. drink 10. begin

- C. Rewrite these sentences in the indicated tense.

Some other words will have to be changed so that the sentence makes sense.

1. The cat walks into the barnyard and approaches the Lady. (*Past*)
2. Ben was dyslexic and had difficulty with reading. (*Present*)
3. Dick Whittington worked hard and became Lord Mayor of London. (*Future*)
4. Li'l Spooker thought highly of herself because she had won races. (*Present*)
5. Ben did not want to go to Special Ed because he thought people would laugh at him and call him names. (*Present*)
6. Dick works hard so Master Fitzwarren gives him more responsibility. (*Future*)
7. The Lady holds a parley and all the animals come to an agreement. (*Past*)
8. Ben will read all the books Miss O'Brian gives him and will go on to the next grade with his class. (*Past*)

Grammar & Punctuation

Activity 6

Apostrophes have two uses: they indicate contractions and show possession.



I. Contractions occur when two words are combined.

The apostrophe shows where letters have been omitted.

Examples: would not - wouldn't I will - I'll

- A. 1. List ten examples of contractions from the novel.
2. Write the contraction in its long form.



II. An apostrophe is also used to show possession.

*Examples: Whittington's story - the story told by Whittington
the King's jewels - the jewels belonging to the King
the horse's food - the food belonging to the horse
the horses' food - the food belonging to the horses
Ben and Abby's grandmother - the grandmother of Ben and Abby*



* Note the different position of the apostrophe when used with plural nouns.

** Note that when something is owned by two people the apostrophe is placed in the second of these.

- B. 1. List ten examples from the novel of an apostrophe being used to show possession.
2. Explain what is possessed and who owns it.

*Example: - Ben's embarrassment - the embarrassment suffered by Ben
- Master Fitzwarren's kindness - the kindness shown by Master Fitzwarren
- the animals' home - the home belonging to the animals*

Grammar & Punctuation

Activity 7

Quotation marks are used to indicate when a character is speaking.

Examples: "My name is Whittington," said the cat.
"What do you want?" asked the Lady.
"No predators!" yelled the bantams and Coraggio.
"I hate it!" shouted Ben. "Everyone laughs at me!"
"I think," answered Abby, "we should try again."



Notice the position of the punctuation, commas, periods, question marks and exclamation marks in relation to the quotation marks.

Check the use of capital letters, too.

A. Rewrite the following sentences with the correct punctuation.
You will have to insert some capital letters when you do this.

1. I will tell you a story said the cat quietly.
2. what is the story about asked the Lady.
3. We are not sure clucked the bantams that we would feel safe
4. Ben is upset answered Abby because he is behind in his reading
5. Help yelled the Lady the kitten is choking
6. Sir Louis looked at Ben and then spoke I will invest the gold for you
7. But why demanded Dick can't I see Mary
8. I can know what the problem is said Miss O'Brian and I think I can help
9. I will read all the books promised Ben I'll work all summer long
10. Before the snow comes said Whittington I want to take Mary Green back to my old home

B. Write a conversation that might take place between two or three characters as they discuss an event from the novel.

Make sure that you have punctuated the conversation correctly.

Remember to use synonyms for *said* to make your conversation more interesting.

Grammar & Punctuation

Activity 8



Review the rules for punctuating sentences and the use of capital letters before working on this activity.

Use a search engine to find helpful sites on the computer if necessary.

Rewrite the following sentences with the correct punctuation and capitalization.

1. The cat with a bent ear told the lady his name was whittington
2. abby and ben lived with their grandparents because they had no parents
3. dick whittington became lord mayor of london and married mary green
4. coraggio was not sure if letting whittington live in the barn was a good idea
5. ben had difficulty with reading but did not want to go to reading recovery
6. master fitzwarren asked dick to go to italy and spain to look for new plants
7. I would like to buy your cat dick said to sir louis green
8. it was very wet during april and the animals stayed inside
9. The ice on the pond is melting and it will soon be spring crowed brahms
10. where asked abby are all the bantam chicks
11. ben and abby spent every saturday and sunday at the barn
12. never have a business partner sir louis advised dick it always creates problems
13. dick sold his cat to the king in tripoli but it returned to london after many years
14. the lady held a parley with all the animals and the rats agreed not to steal the bantam eggs if whittington would stop hunting them
15. The school principal, doctor donald parker, met bernie at the texaco station
16. I will go to observe reading recovery ben replied and then decide what to do
17. What a surprise exclaimed abby now she has a baby we will have to change willy's name to wilhelmina
18. Dick set sail on thursday and visited constnatinople and palermo
19. I will read all through the vacation said ben in a determined voice.
20. whittington chatted to the lady and told her he was going on a journey in the fall

**Creative Writing
Activity Card 1**

Dick Whittington must have had many adventures in addition to the ones we have read about in the novel.

Write a story about another adventure that Dick might have had.

Your story can take place in London while he is working for Master Fitzwarren, on one of his sailing trips to different countries or later when he became Lord Mayor of London.

You may have to do some research to ensure that your story is historically accurate.

**Creative Writing
Activity Card 2**

Choose of the events that you particularly enjoyed from the novel.

Rewrite it in the form of a script for a play.

Remember to include stage directions telling the characters when they will enter and exit the stage, where they should move and how to deliver or speak their lines
(*softly, angrily, etc.*)

If you are using a computer to print your script, stage directions are printed in *italics* and placed in parentheses.

If you are not using a computer you will need to devise a method to distinguish the dialogue from the stage directions.

**Creative Writing
Activity Card 3**

Choose one of the events in the novel and retell it in the form of a narrative poem.

Narrative poems are written in four line stanzas using one of the following rhyme patterns: A A B B or A B A B or A B C B.

You must maintain the same rhyme pattern throughout the poem.

Your poem should have at least eight stanzas.

You may illustrate your poem if you wish.

**Creative Writing
Activity Card 4**

When a new book is published it is reviewed by critics.

The critics give their opinion and tell what they liked and disliked about the book, and comment on such things as writing style, plot and characterization.

They also suggest the type of reader who would enjoy the book.

Pretend you are a critic and write a review of *Whittington*.

Remember to justify your opinions by giving your reasons for your comments.

**Creative Writing
Activity Card 5**

Ben did not want to go to Special Ed or Reading Recovery because he was afraid that other students would tease him and call him names.

Do you think Ben should go to Reading Recovery?

How could he deal with any teasing from his classmates?

Write a letter to Ben giving him advice on why he should or should not go to Reading Recovery and some ideas on handling teasing and name calling.

**Creative Writing
Activity Card 6**

It would be very interesting to read a journal kept by Dick Whittington as he made his journeys searching for cargo for Master Fitzwarren.

Pretend you are Dick and make four or five entries in a journal that he might have kept at this time.

Your entries should give information about what he saw and did and how he felt about these things.

The entries do not have to be for consecutive days, but should be written in a chronological order.

**Creative Writing
Activity Card 7**

Master Fitzwarren was a kind man. We know this because he cared for Dick and gave him employment when Dick first arrived in London.

Why do you think he did this?

How did he feel about Dick and did his feelings change as Dick grew up?

Many of his fellow members might have thought his behavior somewhat odd, as most of them would probably have ignored Dick's plight.

Write a speech for Master Fitzwarren to be given at a banquet for all guild members explaining his actions. Your speech can give details of the benefits that Dick brought to his business and life. It could also encourage other members to employ boys who are poor and destitute.

**Creative Writing
Activity Card 8**

Choose three characters from the novel and write a poem about each one.

Use a different poetic form for each character.

The web site <http://www.chantaclair.com/Poeticforms.htm#Terms> will explain and give examples of the various poetic forms.

Write or print your poems on a piece of plain paper and decorate it appropriately

Elements of the Novel
Activity Card 1

The Title

What is the purpose of the title of a novel?

What did you think this novel would be about when you read the title?

Why do you think the author chose this title?

Do you think it is a good title for the novel?

Make a list of three other titles that you would have chosen for this novel.

Elements of the Novel
Activity Card 2

The Setting

The setting tells about the time and location of the novel.

What did you learn about the life in the fourteenth century from reading this novel?

Make a list of ten things that you learned.

Would you have liked to have lived at this time?

Why or why not?

Elements of the Novel
Activity Card 3

The Characters

There are three groups of characters in this novel: the humans, the animals in the barnyard and the historical characters.

Create a chart to show the three groups of animals.

Choose one character from each group and write a description of that character. Include details of their physical, emotional and behavioral characteristics.

Elements of the Novel
Activity Card 4

The Characters

There are many characters in this novel. Some are human and some are animal.

The author uses *personification* to give the animals human characteristics.

Why do you think he does this?

Create a chart to show the animals in the novel, together with the characteristics that make them appear human.

Elements of the Novel
Activity Card 5

The Plot

The plot of this novel is complicated because there is more than one story line.

Complete the following chart.

Title and Author			
Storylines			
Introduction			
Events in the Novel			
Climax			
Conclusion			

Elements of the Novel

Activity Card 6

Point of View

Authors frequently express their own point of view on a topic within the plot of a novel that they write. They want their readers to learn and understand something about which they feel strongly.

What do you think Alan Armstrong's purpose was when writing this novel?
Do you think he succeeds?
Justify your answer.

What is his point of view on the various topics in the novel?

Elements of the Novel

Activity Card 7

Literal and Figurative Language

Literal language is when the author writes in a straightforward manner.
Figurative language is when the author uses similes and metaphors to the writing.

Examples: *Literal language: The hawk dived quickly towards the Lady.*
Figurative language: The hawk dropped like a stone towards the Lady.

Find five examples of each type of language in the novel.

Why might did author use figurative language?
What does the use of figurative language in your examples add to the writing style?

Elements of the Novel
Activity Card 8

Literary Devices

Authors use many different *literary devices* to make their stories interesting and exciting.

Think about each of the following literary devices and consider if any of them are used in the novel.

List the literary device and give an example of its use in the novel.

Conflict - a struggle between two groups or characters.

Foreshadowing - events that take place are suggested *before* they happen.

Hyperbole - a description or statement that is an exaggeration.

Suspense - writing that makes you want to know what will happen next.

Tone - the attitude or state of the narrative voice, as shown in the writing.

Theme - an idea or several ideas the author wants the reader to consider.

**Research
Activity Card 1**

This novel is a work of fiction but Dick Whittington was an historical character who lived in the fourteenth century.

Use the resources available to you to research this character.

Write a biography of Dick Whittington.

Do you think the author's story about Dick Whittington's early life is realistic?
Why or why not?

**Research
Activity Card 2**

Ben had difficulty with any kind of written work because he suffered from *dyslexia*.

What is dyslexia?

How can people who suffer from dyslexia overcome their difficulties with reading?

Ben was afraid that people would think him stupid if they found out he was going to special Reading Recovery classes.

Do you think this a common fear among students receiving special help?
How can it be avoided?

**Research
Activity Card 3**

The novel mentions that plague was very common in countries in earlier times.

The Black Death which swept Europe in the middle of the Fourteenth Century took a devastating toll of human life.

What was the Black Death? What caused it? What were its symptoms?

Was there a cure? What was the result of the Black Death? Is it still a problem today?

Using any resources available to you, find the answers to these questions and present your findings in the form of a magazine article.

**Research
Activity Card 4**

In Chapter 13 of the novel the Lady tells the animals a fable about a lion and a mouse.

What is a fable?

Many fables are credited to a man called Aesop who lived in ancient Greece.

Go to the library or use any other resource to read some fables told by Aesop.

Create a chart to show the titles of at four or five fables, a sentence to tell the story and the lesson that Aesop wanted the listeners to learn.

**Research
Activity Card 5**

In the novel *Dick Whittington* was visiting other countries at a time when such travels were considered very dangerous.

Marco Polo was an explorer who lived at this time and traveled to other countries in search of trade.

Use the resources available to you and research the life and travels of Marco Polo.

Present your report in the form of an essay. Include a map showing the places visited by Marco Polo.

**Research
Activity Card 6**

Will, Dick's companion on the voyage to Palermo, suffered from *malaria*.

What is malaria? What are its symptoms? How is it spread?
Can it be prevented and cured? Is it still a problem today?

Research the topic of this disease using a variety of resources including the internet.

Present your findings in the form of an entry that might be found in an encyclopedia.

Research
Activity Card 7

Master Fitzwarren wanted Dick Whittington to find plants and herbs that could be used to make medicines to cure various diseases.

Use the available resources to make a list of plants that were used in medicine at that time.

Your list should name the plants, the illnesses they treated and whether or not they were effective.

Are medicines still made from some plants today?

Research
Activity Card 8

Ben found reading Whittington's maxims very helpful when trying to improve his reading.

Another word for a maxim is a proverb.

What is a proverb? Write a definition for a proverb.

Make a list of eight proverbs.

Tell what each means.

Integrated Activities
Activity Card 1

You wrote a script of an event from the novel in Creative Writing, Activity 2.

Work with a group of classmates to present your script.

When you have practiced your performance and are satisfied with it, present to the class.

You may use simple props and costumes to add interest to the performance.

Integrated Activities
Activity Card 2

On sheets of 12" by 18" paper draw portraits of four characters, human or animal, you consider to be the most important from the novel.

Use the descriptions given by Alan Armstrong and what you learned about the characters as you read, to make the portraits accurate.

You may have to do some research to ensure the accuracy of the clothes worn if you choose to draw portraits of historical characters.

You may use charcoal, colored pencils, paint or pastel for your portraits.

Make separate labels for the portraits and ask your classmates if they can identify the characters.

Integrated Activities
Activity Card 3

Make a six section cartoon strip to tell one event from the novel.

1	2	3
4	5	6

This can be done in pencil or colored pencil.

Add conversation balloons to tell what is happening.

Integrated Activities
Activity Card 4

The book jacket of a novel should make people want to read the book and provide information about the plot and the author.

Design a book jacket for the novel, *Whittington*, using the following diagram.

Flap	Back	Spine	Front	Flap
Brief biography of author	List of other novels by this author	Title & author	Title and Author with an Illustration	Something about the plot to make the reader interested

Integrated Activities
Activity Card 5

Work with a partner for this activity.

Dick Whittington is going to be interviewed for a television news show.

Create a series of questions to be asked. They can relate to any aspect of the life and times of Dick Whittington.

The questions must be answered as you think Dick Whittington would have replied.

Decide who is going to be the interviewer and who is going to be Dick Whittington. Practice your interview.

Present your interview to other members of the class.

Integrated Activities
Activity Card 6

Create a time line showing the important events in the novel.

The time line can show either the events that take place in the barnyard or the events in the life of Dick Whittington.

Begin by making a list of the events you consider most important, and write them in chronological order.

Use this list to create the time line.

You may wish to add small illustrations to make the time line more interesting.

Integrated Activities
Activity Card 7

Work with one or two partners for this activity.

Create a game based on this novel.

It can be a board game, a card game or one that uses a board and cards.

The game can be based on the events that take place in the barnyard or the life of Dick Whittington.

- Consider:
- a) the objective of the game.
 - b) the rules of the game.
 - c) the number of players.
 - d) how to play the game.

When the game is finished, play it two or three times to determine if any changes need to be made.

Teach your game to other members of the class, then ask them to evaluate the game.

Integrated Activities
Activity Card 8

On a map of the world locate and label the countries and cities mentioned in the novel.

Locate and label the country and city where you live.

Choose five places mentioned in the novel and, using the resources available to you, write five facts about each place.

Which place would you have liked to visit? Why?

Which place would you not have liked to visit? Why not?

ANSWER KEY

Reading and Comprehension

I. Chapters 1 to 4

1. The boy who owned him had been sent away, and when he fought the cat next door the boy's parents wouldn't let Whittington into the house.
2. Whittington wanted to be part of the group of animals in the barn. He didn't want anyone to be afraid of him.
3. She never rushed, took responsibility and had a good opinion of herself.
4. Their owner had sold his own farm and had to get rid of them.
5. They started to get up early, without being asked, to help feed the horses.

II. Chapters 5 to 8

1. The horses didn't care, but the bantams and Corragio was against it because cats eat birds. The rats would not like it, but they didn't get a vote.
2. The stranger dropped a crate of ducklings at Bernie's gas station. The Lady was the only survivor.
3. Li'l Spooker had won races, but Aramis had not.
4. Whittington jumped on Havey and bit her, then fought her successfully.
5. They lay down and rolled in the dry dust.

III. Chapters 9 to 11

1. In the winter the animals were shut in the barn all the time and they were bored.
2. He traded woolen fabric from England for fabrics from other parts of the world.
3. Rats carried fleas that caused plague like the Black Death. This killed many people.
4. Dick had heard that the streets of London were paved with gold and everyone was plump and healthy.
5. Ben is afraid he will be teased and called a retard by other students in his class.

IV. Chapters 12 and 13

1. The land agent had to inspect the properties and collect the rents.
2. Dick tangled himself in the luggage straps at the back of the carriage. Will then said Dick was a distant cousin and he was taking him to relatives in London.
3. Dick armed himself and had to fight robbers and thieves as they traveled to London.
4. The cook hit him with a broom and tried to push him into the gutter. The merchant carried Dick into the house, gave him clean clothes and fed him.
5. The agreement was that the rats would not steal chicks and eggs, the other animals would share some of their food and Whittington would stop killing the rats.

V. Chapters 14 to 17

1. The cook was allowed to scold him, but was not to beat him.
2. *Answers may vary.* The garden contained strange plants and shrubs. The plants were scattered anywhere, mixed up and the garden had no planned layout.
3. Dick was clothed, given a room and food.

4. Ben had dyslexia, which meant he saw letters backwards: he was confused between b and d, p and q. He also had difficulty with silent letters.
5. Blackie was a hen. Her feet had become frozen and she couldn't walk. Her owner left her at Bernie's gas station, with two cigars, because he knew Bernie would look after her.

VI. Chapters 18 to 20

1. The cat looked at him in a knowing way and nodded. It made eye contact with Dick, a thing that animals rarely do.
2. The cat caught and killed a rat that had been spoiling the potatoes.
3. Dick was to buy cargo and look for interesting and unusual plants to bring back to London.
4. The owl dropped the kill it had been taking to its mate and it fell on Ben, startling everyone.
5. A horse's teeth have to be filed to keep the edges sharp so that it can chew its food properly. If this is not done the horse may get colic.

VII. Chapters 21 to 23

1. *Answers may vary.* Birds return; celandines and skunk cabbage grow; winter rye grow; finches change color; water pump thawed; Coraggio and the bantams find worms outside; the Lady finds green shoots and grubs to eat and the bantams begin to lay eggs again.
2. Scurvy is caused by a lack of vitamin C found in fresh fruit and vegetables. Sailors in earlier times ate only dried and stored food and their diet had no fresh fruit and vegetables.
3. The king's palace and kingdom was infested with rats.
4. Dick did not want to part with the cat. The king then offered jewels and sacks of dried *amapacherie* and its seeds in exchange for the cat.
5. Ben was having trouble in school with his reading and a bad temper. He needed to be tested.
6. He didn't want to go to Special Ed fearing he would be teased.

VIII. Chapters 24 to 27

1. If Ben would observe a Reading Recovery lesson the test would be postponed.
2. Aramis developed rain rot on his back. He had to have a salve on it and stay in the barn.
3. They thought that it was possible that something had to be mixed with the *amapacherie* or a special ritual observed to make it effective.
4. Dick felt he owed Sir Louis share of his fortune because Sir Louis had sold him the cat.
5. He asked Sir Louis to invest his jewels and gold.
6. Al, who worked for Bernie at the gas station, brought a goat and a rooster. The goat was named William and the rooster was Brahms.

IX. Chapters 28 to 31

1. He would probably lose both the friend and his money.
2. The Great Rat attacked her and severed a tendon in her leg.
3. *Answers may vary.* The crows scared the hawk away; the horses gave her some of their molasses grain; the cat guarded her when she went outside; the horses, goats and rats stood nearby giving her support.
4. He realized that someone else had the same difficulty with reading that he had. Miss O'Brian said she knew what the problem was and could help him.

5. The cat was able to use her leg again, but the fur didn't grow back and it always looked odd, like someone else's leg.
6. The Egyptian sacred cats had dark purple, almost black, rear paws.

X. Chapters 32 to 35

1. The book was about Marco Polo's travels to Persia, India and China.
2. The goat was female and had gave birth to a female kid in the spring.
3. Someone had teased ben when he was reading, so Ben had hit him.
4. Sir Louis wanted Dick to sail with a cargo of woolens and salt and establish trading stations in Constantinople and Tabriz.
5. Marker grabbed Coraggio by the neck and everyone thought he was dead. Havey kept licking Coraggio and he regained consciousness. Bernie thought he the rooster had just had the breath knocked out of him.

XI. Chapters 36 to 40

1. Sir Louis arranged for his daughter to marry someone else, and also proposed a long voyage for Dick.
2. Ben will begin Reading Recovery in May and continue to work on it throughout the summer vacation.
3. Will developed marsh fever (malaria), realized he was not going to recover and wanted to die at home in England.
4. Dick had a portrait of Mary carved onto a shell.
5. A tabby cat brought her two kittens to the barn to save them from being taken to the pound. Whittington cared for and trained them.
6. The kitten was entangled in some cord and was choking. Old Rat bit into the cord and saved the kitten. This is similar to the fable of the lion and the mouse - see Chapter 13.

XII. Chapters 41 to 45

1. The cat would have returned to her kittens if she had still been alive.
2. Mary's husband had been killed and he had left everything to the church. He father had looked after her. Dick visited her, they talked and later were married.
3. He have a library, a hospital and an almshouse for the poor. He had pipe laid to bring clean water into the slums and houses of the poor.
4. The Lady was depressed for two days: she hardly moved and didn't eat or talk. She recovered her spirits when she heard the other animals and Ben discussing what she had done for them and how much they needed her.
5. Whittington wanted to take his daughter, Mary Green, to the boy from his previous home.

True or False Sheets

I. Chapters 1 to 4

- | | | | | | |
|-----------|------------|-----------|------------|-----------|-----------|
| 1 - True | 2 - True | 3 - True | 4 - False | 5 - False | 6 - True |
| 7 - False | 8 - False | 9 - True | 10 - True | 11 - True | 12 - True |
| 13 - True | 14 - False | 15 - True | 16 - False | | |

II. Chapters 5 to 8

1 - True 2 - True 3 - True 4 - False 5 - False 6 - True
7 - True 8 - True 9 - True 10 - True 11 - False 12 - True
13 - True 14 - False 15 - True

III. Chapters 9 to 11

1 - True 2 - False 3 - True 4 - False 5 - True 6 - True
7 - False 8 - True 9 - True 10 - True 11 - True 12 - False
13 - False 14 - True 15 - True

IV. Chapters 12 and 13

1 - True 2 - False 3 - True 4 - False 5 - True 6 - True
7 - True 8 - True 9 - False 10 - True 11 - True 12 - False
13 - False 14 - True 15 - True 16 - True 17 - False 18 - True

V. Chapters 14 to 17

1 - True 2 - False 3 - True 4 - True 5 - True 6 - False
7 - True 8 - True 9 - False 10 - True 11 - False 12 - True
13 - False 14 - True 15 - True 16 - True

VI. Chapters 18 to 20

1 - True 2 - False 3 - True 4 - False 5 - False 6 - True
7 - True 8 - True 9 - False 10 - True 11 - true 12 - True
13 - False 14 - true 15 - True 16 - True

VII. Chapters 21 to 23

1 - True 2 - True 3 - False 4 - False 5 - True 6 - False
7 - True 8 - True 9 - True 10 - False 11 - True 12 - True
13 - True 14 - True 15 - False 16 - True 17 - True 18 - False

VIII. Chapters 24 to 27

1 - True 2 - True 3 - True 4 - False 5 - True 6 - True
7 - True 8 - False 9 - True 10 - True 11 - True 12 - False
13 - True 14 - True 16 - False 17 - True 17 - True

IX. Chapters 28 to 31

1 - True 2 - False 3 - True 4 - True 5 - True 6 - True
7 - False 8 - True 9 - True 10 - True 11 - True 12 - True
13 - False 14 - False 15 - False 16 - True 17 - True 18 - tTue

X. Chapters 32 to 35

1 - True 2 - True 3 - False 4 - False 5 - True 6 - True
7 - True 8 - True 9 - False 10 - False 11 - True 12 - False
13 - True 14 - True 15 - True 16 - True 17 - False 18 - True

XI. Chapters 36 to 40

- | | | | | | |
|------------|-----------|------------|------------|-----------|-----------|
| 1 - True | 2 - True | 3 - False | 4 - True | 5 - True | 6 - True |
| 7 - False | 8 - True | 9 - True | 10 - False | 11 - True | 12 - True |
| 13 - False | 14 - True | 15 - False | 16 - True | 17 - True | 18 - True |

XII. Chapters 41 to 45

- | | | | | | |
|-----------|-----------|-----------|------------|-----------|------------|
| 1 - True | 2 - True | 3 - False | 4 - True | 5 - True | 6 - False |
| 7 - True | 8 - False | 9 - True | 10 - True | 11 - True | 12 - False |
| 13 - True | 14 - True | 15 - True | 16 - False | 17 - True | 18 - True |

Activity Cards

Thinking About Words

Activity Card 1 - *corrected words are italicized.*

- | | | | | |
|-----------------------|----------------|----------------|-------------------|------------------|
| 1. ancient | balked | <i>solemn</i> | <i>shudder</i> | farrier |
| 2. <i>predator</i> | pungent | fertile | plague | <i>remnants</i> |
| 3. flexing | <i>pageant</i> | loitering | <i>recipes</i> | flexing |
| 4. merchant | <i>fable</i> | audacity | <i>dubious</i> | dyslexia |
| 5. <i>transparent</i> | passion | gnawed | investigated | <i>nocturnal</i> |
| 6. inability | <i>scurvy</i> | ballast | <i>vulnerable</i> | shrewdness |
| 7. concentrate | comparing | <i>session</i> | tethered | <i>fidged</i> |
| 8. <i>discipline</i> | magnetic | enmity | <i>glimpsed</i> | surgeon |

Activity Card 2 - *silent letter in bold italics*

- | | | | |
|-------------------|-------------------|-----------------------|----------------------|
| 1. <i>psalm</i> | 2. <i>rhubarb</i> | 3. <i>solemn</i> | 4. <i>plague</i> |
| 5. <i>pageant</i> | 6. <i>mighty</i> | 7. <i>consignment</i> | 8. <i>dubious</i> |
| 9. <i>gnaw</i> | 10. <i>knife</i> | 11. <i>discipline</i> | 12. <i>pneumonia</i> |
| 13. <i>light</i> | 14. <i>knot</i> | 15. <i>guild</i> | 16. <i>knock</i> |

Activity Card 3 - *answers may vary, these are suggested answers.*

		Synonyms	Antonyms
1	enemy	opponent, adversary, antagonist	friend, ally
2	unkempt	wild, tousled, slovenly	tidy, orderly, clean
3	lucid	comprehensible, clear	incomprehensible, unclear
4	ancient	old, antique	new, modern, current
5	motionless	still, static, inactive	active, lively, moving
6	solemn	grave, sedate	frivolous, skittish

7	unperturbed	unworried, calm, composed	flustered, agitated,
8	inaudible	indistinct, unclear	distinct, clear, plain
9	resumed	restarted, continue	stop, cease
10	wizened	shriveled, wrinkled	fresh, smooth
11	audacious	fearless, intrepid	fearful, cowardly
12	nocturnal	nightly	diurnal,
13	shrewd	wise, crafty, expedient	naive, unsophisticated, guileless
14	listless	languid, sluggish	energetic, active
15	patiently	forbearing, uncomplaining	impatient, agitated
16	unique	rare, singular, unequalled	common, ordinary, customary
17	cajole	persuade, coax	force, coerce
18	fragrant	perfumed, aromatic	malodorous, fetid, smelly

Activity Card 4 *answers may vary, these are suggestions.*

- A. dislike unpleasant unfold repay replant unwilling triangle incomplete
relight unwelcome rewrite bicycle disbelieve semicircle dishonest invisible
- B. sadness careful safely peaceful angrily leaving galloping older
motionless crying easily sleepy fearless obeying laughter visitor
- C. unhappily unpleasantly improbably unlikely impossibility independence
unmanageable unhelpful researching disinterested irreparably uneasily

Activity Card 5

- | | |
|---|---|
| 1. shudder - 2 - shud / der | 2. predators - 3 - pred / a / tors |
| 3. pungent - 3 - pun / gent | 4. almshouse - 2 - alms / house |
| 5. merchant - 2 - mer / chant | 6. fable - 2 - fa / ble |
| 7. dubious - 3 - du / bi / ous | 8. dyslexia - 4 - dys / lex / i / a |
| 9. nocturnal - 3 - noc / tur / nal | 10. investigate - 4 - in / ves / ti / gate |
| 11. concentrate - 3 - con / cen / trate | 12. infuriating - 5 - in / fur / i / at / ing |
| 13. patiently - 3 - pa / tient / ly | 14. comparing - 3 - com / par / ing |
| 15. magnetic - 3 - mag / net / ic | 16. universal - 4 - u / ni / ver / sal |

Activity Card 6

- | | | | | | |
|---------------|-------------------|------------------|---------------|---------------------|----------------|
| 1. Mayor | 2. accept | 3. threw | 4. there, see | 5. blue, tail | 6. It's, rains |
| 7. would | 8. except | 9. advice | 10. advise | 11. whether | 12. aloud |
| 13. discussed | 14. ate | 15. great, fur | 16. guild | 17. allowed, profit | |
| 18. stayed | 19. through, cord | 20. story, bored | | | |

Activity Card 7

- A. barns rats brushes boxes ponies knives mice boys
deer ships men fabrics stenches enemies teeth thieves
- B. recipe prophecy merchant child trout foot surgeon commodity
journey wife toy

Activity Card 8 *Answers will vary.*

Grammar and Punctuation

Activity Card 1

A, B, C *Answers will vary.*

D. Vowels are underlined, *adjectives italicized*.

1. The *weary* cat crept into the barn to shelter from the *driving* rain.
2. The Lady* had *black* wings with *white* plotches on them and *orange* feet.
3. Dick looked at the cat with the *unusual* eyes and decided to buy it.
4. The *huge* waves rocked the *little* ship and made Dick seasick.
5. Sir Louis wore a *green* robe with a *fur* collar although it was very warm.
6. *Silent* letters gave Ben the *most* difficulty when he was reading.
7. Whittington told *interesting* stories during the *long, dull* days of winter.
8. Ben read *nineteen* books and was allowed to go on with his class.
9. Whittington took his daughter back to visit the *little* boy in his *old* house.
10. The Lady* and Ben went into the *old* barn to shelter from the *chilly* wind.

** I marked The Lady as a complete title, like Sir Louis but you may prefer to have just Lady underlined. Either may be acceptable.*

Activity Card 2

A, B, C *Answers will vary.*

D. Verbs are underlined and the *adverbs italicized*.

1. The duck approached *cautiously* as the cat walked *towards* her. (*how, where*)
2. Whittington *slowly* opened his eyes and *then* began his story. (*how, when*)
3. Ben stumbled over the words, yelled and then ran away. (*where*)
4. The Lady *quietly* asked Abby if she would help Ben with his reading. (*how*)
5. “*Today* Whittington will tell us what happened when Dick reached London. (*when*)
6. The cook *furiously* hit Dick with the broom and knocked him over. (*how, where*)
7. Aramis and Li'l Spooker ran *outside* when they heard Bernie coming. (*where*)
8. Dick was *continually* sick for the first few days at sea. (*when*)
9. The rats ran *everywhere* in the King's palace to his dismay. (*where*)
10. The cameo had been *beautifully* carved and looked just like Mary. (*how*)

Activity Card 3

A, B *Answers will vary.*

- C.
1. The cat said he was looking for somewhere to live.
 2. The animals said they liked listening to stories in the winter.
 3. Will said he would lose his job if he helped him get to London.
 4. Ben hated reading because they laughed at Ben.
 5. Aramis and Li'l Spooker said they were racers.
 6. Dick asked Sir Louis to invest his gold for him.
 7. They / Everyone were / was worried when the Lady was so depressed.
 8. "I will go to Reading Recovery," said Ben.
- D.
1. "I (am) looking for somewhere to live," said the cat with the bent ear.
 2. "A cat (is) a predator and we(are) afraid," said the bantams.
 3. Dick Whittington said he (was) determined to go to London.
 4. "I (want) to buy your cat," Dick told Sir Louis Green.
 5. Ben said he (wants) to read but the letters (get) mixed up.
 6. The Lady (was) terrified when the hawk attacked her.
 7. Dick worked hard and he and Master Fitzwarren (became) rich.
 8. The Lady (made) Whittington sit up high so everyone can (see) him while he to (tells) the story of Dick Whittington.

Activity Card 4 *Answers will vary.*

Activity Card 5

A. *Answers will vary.*

- B.
- | | | | | | |
|------------|----------|----------|-----------|---------|---------|
| 1. ate | 2. wrote | 3. spoke | 4. did | 5. came | 6. gave |
| 7. brought | 8. went | 9. drank | 10. began | | |

C. *Answers may vary slightly.*

1. The cat walked into the barnyard and approached the Lady. *(Past)*
2. Ben is dyslexic and has difficulty with reading. *(Present)*
3. Dick Whittington will work hard and become Lord Mayor of London. *(Future)*
4. Li'l Spooker thinks highly of herself because she has won races. *(Present)*
5. Ben does not want to go to Special Ed because he thinks people will laugh at him and call him names. *(Present)*
6. Dick will work hard so Master Fitzwarren will give him more responsibility. *(Future)*
7. The Lady held a parley and all the animals came to an agreement. *(Past)*
8. Ben read all the books Miss O'Brian gave him and went on to the next grade with his class. *(Past)*

Activity Card 6 *Answers will vary.*

Activity Card 7

- A.
1. "I will tell you a story," said the cat quietly.
 2. "What is the story about?" asked the Lady.

3. "We are not sure," clucked the bantams, "that we would feel safe."
4. "Ben is upset," answered Abby, "because he is behind in his reading."
5. "Help!" yelled the Lady. "The kitten is choking!"
6. Sir Louis looked at Ben and then spoke, "I will invest the gold for you."
7. "But why," demanded Dick, "can't I see Mary?"
8. "I can know what the problem is," said Miss O'Brian, "and I think I can help."
9. "I will read all the books," promised Ben. "I'll work all summer long."
10. "Before the snow comes," said Whittington, "I want to take Mary Green back to my old home."

B. *Answers will vary.*

Activity Card 8

1. The cat with a bent ear told the Lady his name was Whittington.
2. Abby and Ben lived with their grandparents because they had no parents.
3. Dick Whittington became Lord Mayor of London and married Mary Green.
4. Coraggio was not sure if letting Whittington live in the barn was a good idea.
5. Ben had difficulty with reading but did not want to go to Reading Recovery
6. Master Fitzwarren asked Dick to go to Italy and Spain to look for new plants.
7. "I would like to buy your cat," Dick said to Sir Louis Green.
8. It was very wet during April and the animals stayed inside.
9. "The ice on the pond is melting and it will soon be spring," crowed Brahms.
10. "Where," asked Abby, "are all the bantam chicks?"
11. Ben and Abby spent every Saturday and Sunday at the barn.
12. "Never have a business partner," Sir Louis advised Dick. "It always creates problems."
13. Dick sold his cat to the King in Tripoli, but it returned to London after many years.
14. The Lady held a parley with all the animals and the rats agreed not to steal the bantam eggs if Whittington would stop hunting them.
15. The school principal, Doctor Donald Parker, met Bernie at the Texaco station.
16. "I will go to observe Reading Recovery," Ben replied, "and then decide what to do."
17. "What a surprise!" exclaimed Abby. "Now she has a baby we will have to change Willy's name to Wilhelmina
18. Dick set sail on Thursday and visited constantinople and Palermo
19. "I will read all through the vacation," said Ben in a determined voice.
20. Whittington chatted to the Lady and told her he was going on a journey in the fall.