



CHRIS VAN ALLSBURG UNIT

CONTENT AREA: Language Arts

Grade Level: Elementary

This unit was developed for teachers to be able to use some of the most popular Chris Van Allsburg units in their classrooms with Deaf and Hard of Hearing students. The unit was designed with videos created in American Sign Language as well as worksheets and activities for teachers, students and parents to access and support the text from the book.

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JUMANJI

Judy and Peter Shepherd find a jungle adventure game called Jumanji, which someone has abandoned in the park. After taking Jumanji home, they find a warning: "Do not begin unless you intend to finish." When they begin to play, they discover that anything that happens in the game also happens in real life!

This unit has been developed with activities and worksheets that are aligned with the Texas Essential Skills and Knowledge for easy curriculum integration. There is a video where the story is told in American Sign Language by Russell Harvard to help Deaf and Hard of Hearing students make better connections with the story and text to increase their literacy skills.



<https://youtu.be/8b7-wqga5gl>

JUMANJI ACTIVITIES

About the Author

Name: _____ Date: _____

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P.O. Box 10000, Little Rock, AR 72203

CHRIS VAN ALLSBURG


Directions: Chris Van Allsburg is the author of many books, including Jumanji. Use the Internet to learn more about Chris Van Allsburg and answer the questions below.

1. When was Chris Van Allsburg born?

2. Where did Chris Van Allsburg grow up?

3. What are some other books he wrote?

4. Has Chris Van Allsburg won any awards for his books?



Length of Activity: 20 minutes

Directions: Chris Van Allsburg is the author of many books, including Jumanji. Use the internet to learn more about him and answer the questions.

Character Changes

Name: _____ Date: _____

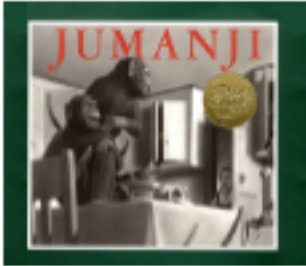
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JUMANJI

Directions: Select two character traits that describe each Judy and Peter. For each trait, find evidence to support your selection using the book Jumanji. Please use the page number and write in complete sentences.

Examples of Character Traits (Do not limit yourself to this list):

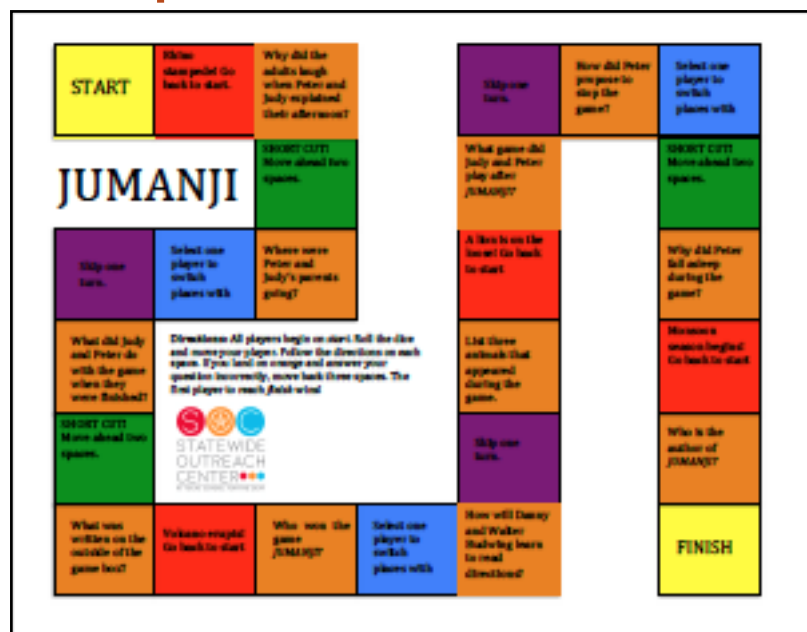
Adventurous	Friendly	Selfish
Brave	Frustrated	Curious
Busy	Funny	Neglectful
Dependable	Clever	Smart
Determined	Honest	Polite
Encouraging	Confused	Messy
Feelable	Confident	Shy
Careful	Happy	Imaginative
Calm	Sad	Poisonous
Careless	Angry	Cooperative
Crazy	Grouchy	Friendly



Length of Activity: 25 minutes

Directions: Select two character traits that describe each Judy and Peter. Find evidence to support your selection using the book. Use the page number and write in complete sentences.

Comprehension Game



Length of Activity: 30 minutes

Directions: Play the game Jumanji. The first player to reach FINISH wins.

Context Clues


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Name: _____

Date: _____

JUMANJI





Directions: Read Chris Van Allsburg's sentences below from *JUMANJI*. Use the context clues from the sentences to write a definition for each of the underlined words.

1. Mother peered into the hall mirror and carefully pinned her hat in place, then kneelt and kissed both children good-bye.

Peered: _____

2. They took all of their toys out of their toy chest and made a terrible mess. But their laughter slowly turned to silence till finally Peter slouched into a chair. "You know what?" he said. "I'm really bored."


Slouched: _____

Length of Activity: 15 minutes

Directions: Use context clues from the sentences to write a definition for each of the underlined words.

Continue The Story

Name: _____
Date: _____



JUMANJI

Directions: At the end of the story Jumanji, Daniel and Walter picked up the game Jumanji in the park. Daniel and Walter's mother, Mrs. Hubert mentioned that her sons do not read game instructions. Imagine you are Chris Van Allsburg and continue writing Jumanji to include Daniel and Walter's experience playing the game. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

CHECKLIST

(1) All sentences start with a capital letter

(2) All sentences end with punctuation (. ! ?)

(3) Commas (,) were used for lists, and with transitional phrases when needed
A list, a seat, shoes, and a bag.
For example, playing in the snow.

(4) 3 transitional phrases

To	Because	In conclusion	In fact
Therefore	For example	But	Next
In addition	First	Too	

(5) If a person is speaking use quotation marks
Michelle was frightened. She yelled out "Please, help me!"

(6) Do not forget your main work agreement!

Present	Past	Future
I am	I was	I will
They are	They were	They will
She is	She was	She will
We are	We were	We will
It is	It was	It will
The dog is	The dog was	The dog will
The dogs are	The dogs were	The dogs will


TEKS: 4.13D

Length of Activity: 20 minutes

Directions: At the end of the story Jumanki, Daniel and Walter picked up the game Jumanji in the park. Daniel and Walter's mother mentioned that her sons do not read game instructions. Imagine you are Chris Van Allsburg and continue writing Jumanji to include Daniel and Walter's experience.

Diary Entry

Name: _____ Date: _____



JUMANJI

Directions: Imagine you are Judy or Peter, and you just finished playing the game Jumanji. Write a diary entry sharing your experiences. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

CHECKLIST

(1) All sentences start with a capital letter

(2) All sentences end with punctuation (. ! ?)

(3) Commas (,) were used for lists, and with transitional phrases when needed
A hat, a seat, shoes, and a bag.
For example, playing in the snow.

(4) 3 transitional phrases

To	Because	In conclusion	In fact
Therefore	For example	But	Next
In addition	First	Too	

(5) If a person is speaking use quotation marks
Michelle was frightened. She yelled out "Please, help me!"

(6) Do not forget your main work agreement!

Present	Past	Future
I am	I was	I will
They are	They were	They will
She is	She was	She will
We are	We were	We will
It is	It was	It will
The dog is	The dog was	The dog will
The dogs are	The dogs were	The dogs will

TEKS: 4.13D


Length of Activity: 25 minutes

Directions: Imagine that you are Judy or Peter, and you just finished playing the game Jumanji. Write a diary entry sharing your experiences. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

Dictionary

Name: _____ Date: _____

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JUMANJI

Directions: After reading the story [JUMANJI], go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word in the book. Lastly, write a sentence of your own using the word.

Vocabulary Word	Definition	Sentence
1.		
2.		
3.		
4.		
5.		

TEKS: 4.2.6


Length of Activity: 30 minutes

Directions: After reading the story, go through the book and select five words you are unfamiliar with. Write them in the spaces provided. Use a dictionary to find the definition that you feel best fits the word and write a sentence of your own using the word.

Figurative Language

Name: _____ Date: _____

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JUMANJI

Directions: Chris Van Allsburg uses figurative language in [JUMANJI] to help paint pictures in our minds as we read the story. Read the sentences below from the story and explain what they mean by drawing a picture and using words.

"The rain began to fall in buckets as Judy took the dish."

"Peter ran up on his feet, running through the house with the lion's whisker's length behind."


"The children could see their breath like steam."

TEKS: 4.2.9

Length of Activity: 20 minutes

Directions: Read the sentences from the story and explain what they mean by drawing a picture and using words.

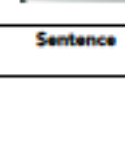
Inferences



Name: _____ Date: _____

JUMANJI

Directions: After reading the story /JUMANJI/ go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word in the book. Lastly, write a sentence of your own using the word.



Vocabulary Word	Definition	Sentence
1.		
2.		
3.		
4.		
5.		

TXS: 4.28

Length of Activity: 20 minutes

Directions: Make four inferences while reading the book Jumanji.

Predictions


[illegible]

Length of Activity: 30 minutes

Directions: After reading, or the teacher reading, the first 2 pages of Jumanji, write how you predict the remainder of the story will unfold. Be specific and use details.

Spelling Edits


Name: _____ Date: _____



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JUMANJI

Directions: Lucy loves Chris Van Allsburg. She wrote down 10 of her favorite sentences from the book *Jumanji*. In each sentence, she accidentally spelled a word wrong. Underline the word that is incorrectly spelled, and write the correct spelling on the line provided. You can use a dictionary if needed.



- When the front door closed, Judy and Peter glided with delight. glided
- Then he sat flimsy in his chair and said, "Let's play."
- He couldn't believe his eyes.
- The lion roared so loud it knocked Peter right off his chair.
- From the kitchen came the sounds of hanging pots and falling jars.
- The rats began to fall in hacks as Judy took the dice.
- Suddenly a herd of rhinos charged through the living room and into the dining room, crashing all the furniture in their path.
- The snake was criggling his way to the floor.
- Molten lava poured from the fireplace opening.
- They belted out the door, ran across the street to the park, and dropped the game under a tree.


TEXES 4.19D

Length of Activity: 15 minutes

Directions: Each sentence has a word that is spelled incorrectly. Underline the word that is incorrectly spelled and write the correct spelling on the line provided.

Timeline

Name: _____ Date: _____



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JUMANJI

Directions: Write the events of the book *Jumanji* on the timeline below in chronological order. Your timeline should have a minimum of 8 events. The first event is written for you. Please write in complete sentences with capitalization and punctuation.

1. Peter and Judy's parents left them home alone to go to the Opera. Peter and Judy got bored in the house and decided to go play outside.

TEXES 4.19E



Length of Activity: 25 minutes

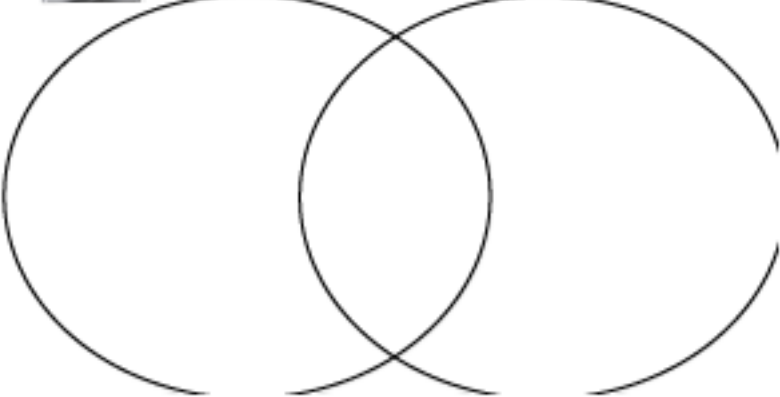
Directions: Write the events of the book *Jumanji* on the timeline in chronological order. Your timeline should have a minimum of 8 events.

Venn Diagram

Name: _____ Date: _____

JUMANJI

Book  Movie 



Length of Activity: 15 minutes


Directions: Use the Venn Diagram to compare the book Jumanji and the movie Jumanji to one another.

Verb Tense


Name: _____ Date: _____

JUMANJI

Directions: Verbs can be written in the past, present, or future tense. It is important to be consistent with your tense. Thomas merely read the book, Jumanji, and wrote a creative story of his own. Thomas wants his story to be in the past tense, but needs help. Find the verbs written in present or future tenses, draw one line through them, and write the correct tense above it.



It was Sunday morning at home. My sister was watching cartoons, my dad was cooking us breakfast, and my mom ~~is~~ out at the store. I was bored. Suddenly I remember all of the old games in the basement closet from when I was younger. After rummaging through many boxes, I find one I had never seen before. The game has no directions, just dice, pawns, and a game board. Each square on the board had a different animal. I was puzzled. What is the point of this? I placed my pawn on start and rolled. One, two, three, four, five, I land on a penguin square. With one blink, I feel strange. I stood up and started to walk, but instead, begin to wobble...



TESS-4-013

Length of Activity: 15 minutes

Directions: Correct the verbs in the story.

JUST A DREAM

Just a Dream is a picture book about a boy named Walter who has a dream that takes him on an unforgettable adventure. The dream shows Walter what will happen to Earth if people don't start taking better care of it.

This unit has been developed with activities and worksheets that are aligned with the Texas Essential Skills and Knowledge for easy curriculum integration. There is video where the story is told in American Sign Language by Russell Harvard to help Deaf and Hard of Hearing students make better connections with the story and text to increase their literacy skills.



<https://youtu.be/BqGgD9AHwFg>

JUST A DREAM ACTIVITIES

Just A Dream - Articles Worksheet

Name: _____

Date: _____

SOCC

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Just a Dream

Directions: Edit the sentences below to add the articles (a, an, the).

1. As usual, Walter stopped at bakery on his way home from school.

2. At home Walter saw Rose, little girl next door, watering tree that had just been planted.

3. He couldn't wait to have his own tiny place, robot to take out the trash, and machine that could make jelly doughnuts by the thousand.


4. Men on boat were laughing and dancing.

5. Man pushed old motorless lawn mower.

6. "I like it here," he told man, then drifted off to sleep in shade of two giant trees – trees he and rose had planted so many years ago.

7. Horse stood right over his bed, staring directly at him.

8. Every driver had car phone in one hand and big cup of coffee in other.



TEKS: 4.15d

Length of Activity: 25 minutes

Directions: Edit the sentences to add the articles (a, an, the) to make the sentences correct.

Character Change



Name: _____

Date: _____

SOCC

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AT TEXAS SCHOOLS, FOR THE BEST

Just a Dream

Directions: Use the organizer below to show how Walter changed through the story *Just a Dream*.

What two words would you use to describe Walter at the beginning of the story? Use evidence from the text to support your answers.

What three events from the story do you think helped change Walter?

What two words would you use to describe Walter at the end of the story? Use evidence from the text to support your answers.

TEKS: 4.6b

Length of Activity: 20 minutes

Directions: Use the organizer to show how Walter changed through the story, *Just a Dream*.

Dictionary

Name: _____Date: _____

S

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20 YEARS SERVING YOUR FUTURE

Just a Dream

Directions: After reading the story *Just a Dream*, go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word in the book. Lastly, write a sentence of your own using the word.

Vocabulary Word	Definition	Sentence
1.		
2.		
3.		
4.		
5.		

TEKS: 4.2E

Length of Activity: 25 minutes

Directions: After reading the story Just a Dream, go through the book and select five words you are unfamiliar with. Write those five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word. Then, write a sentence using your own words.

Pre-reading Questions

Name: _____Date: _____

S

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20 YEARS SERVING YOUR FUTURE

Just a Dream

Directions: Before reading *Just a Dream*, can you answer the questions below?



- Why do we recycle?
- Why do we have laws about releasing small fish back into the water if we catch them?
- Why should we work to preserve trees?
- What are some harmful effects of smokestacks?
- Why do we have land protected by the government?

Length of Activity: 15 minutes

Directions: Before reading Just a Dream, answer the questions on the worksheet.

Predictions

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27 YEARS SERVING FOSTER CARE YOUTH

Name: _____

Date: _____

Just a Dream

Directions: The title of the book you are about to read is *Just a Dream*. Consider the title and the words and phrases below from the story to help you make three predictions

This is the mighty Grand Canyon.... With all this smog nobody's gotten a good look at it for years."


"Dumb plant"

"You aren't going to cut down this tree, are you?"

"The future"

"Dumped everything into one can"

"Smokestack"



1. _____

2. _____

3. _____

TEKS: 4.19

Length of Activity: 15 minutes

Directions: The title of the book is Just a Dream. Consider the title and the words and phrases below from the story and make 3 predictions.

Questions

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27 YEARS SERVING FOSTER CARE YOUTH

Name: _____

Date: _____

Just a Dream

1. How did Walter's feelings change about getting a tree as a gift in the beginning of the story and the end of the story?

2. At the beginning of the story, Walter dumped all of his trash into the same bin. After his dream, what did Walter go and do?

3. How did Walter envision the future before his dream?

4. List three places Walter saw in his dream and how they are different from the present:

• _____

• _____

• _____

TEKS: 4.6

Length of Activity: 20 minutes

Directions: Answer the questions using information and thoughts from the story.

Sensory

Name: _____
Date: _____

S

O

C

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OF TEXAS SCHOOLS FOR THE DEAF

Just a Dream

Directions: What are sensory images? In the chart below, draw five pictures to represent the five senses. During or after reading *Just a Dream*, categorize Chris Van Allsburg's sensory details.

Pick one of the five senses and write a sentence of your own that provides the reader with sensory images.

TEKS: 4.8

Length of Activity: 25 minutes

Directions: Use the chart to represent the 5 senses. During or after reading Just a Dream, categorize Chris Van Allsburg's sensory details.

Subject-Verb Agreement

Name: _____
Date: _____

S

O

C

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Just a Dream

Directions: Edit the sentences below for correct subject/verb agreement. If the sentence is correct, make a check mark. If the sentence is incorrect, make an X and edit it!

1. _____ Walter were not respectful of the environment at the beginning of the story.

2. _____ Rose are Walter's neighbor.

3. _____ The future was not what Walter expected.


4. _____ Almost all of the trees was cut down.

5. _____ There was a hotel build at the top of Mount Everest!

6. _____ Walter was unable to see the Grand Canyon because of the fog.

7. _____ The ducks was looking for a pond.

8. _____ How we treat the environment now are important!



TEKS: 4.20c

Length of Activity: 15 minutes

Directions: Edit the sentences below for correct subject/verb agreement. If the sentence is correct, make a check mark. If it is incorrect, make an X and edit the sentence.

Summary

Name: _____Date: _____

S

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Just a Dream

Directions: Summarize the story *Just a Dream*. Your summary must include the title and author, setting, important characters, problem, solution, and all important events from the story. The graphic organizer is an optional way to organize your thoughts.

Title and Author	Setting	Characters	Problem	Solution
First	Second	Then	Next	In the End

TEKS: 4.6A

Length of Activity: 20 minutes

Directions: Summarize the story *Just a Dream*. Your summary must include title and author, setting, important characters, problem, solution and all important events from the story.

Synonyms

Name: _____Date: _____

S

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Just a Dream

Directions: Can you match the words in the box with their synonyms below? Use the sentences from the story *Just a Dream* to help determine the meaning of the words.

Drifting

Crumpled

Dumped

Gazed

Waddled

Flapped

Belched

Haze

1. Looked : _____

2. Waved : _____

3. Crush : _____

4. Moving : _____

5. Fog : _____

6. Blow : _____

7. Sway : _____

8. Threw : _____


TEKS: 4.2B

Length of Activity: 15 minutes

Directions: Match the words in the box with their synonyms. Use the sentences from the story *Just a Dream* to help determine the meaning of words.

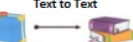
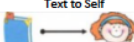

Text Connections

Name: _____Date: _____

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Just a Dream

Directions: Make a minimum of one text to text, text to self, and text to world connection from *The Polar Express*. When finished, share your connections with a partner. Do you have any of the same connections?

Text to Text	Text to Self	Text to World
 How does <i>Just a Dream</i> remind you of another book?	 How does <i>Just a Dream</i> remind you of an experience you've had?	 How does <i>Just a Dream</i> remind you of an event of the past, present, or future?


TEKS: 4.19

Length of Activity: 15 minutes

Directions: Make a minimum of one text to text, text to self, and text to world connection from *Just a Dream*. When finished share your connections with a partner.

Theme and Purpose


Name: _____Date: _____

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Just a Dream

1. What is the Chris Van Allsburg's purpose for writing *Just a Dream*?

A. To Persuade
B. To Inform
C. To entertain



2. How do you know? (Support your answer with two or more pieces of evidence).

3. What is the theme of Chris Van Allsburg's *Just a Dream*? Remember, theme is the lesson or message from the story. Explain your answer with detail.

TEKS: 4.3/4.19A

Length of Activity: 15 minutes

Directions: Answer the questions on the worksheet related to the theme and purpose of the story, *Just a Dream*.

Transition Words

Name: _____ Date: _____

S

O

C

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AT TEXAS SCHOOLS FOR THE 21ST CENTURY

Just a Dream

Directions: Look at the list of transition words below. Can you add four of your own transition words to the list? When you are done, read the passage below and edit it to include a minimum of five transition words.

First	Later	So	Next	Finally	Then	Too
And	While		However	Though		But

Walter threw his jelly-filled doughnut bag on the grass. He scolded Rose, his neighbor, for getting a tree as a birthday gift. Walter threw all of his trash in one bin, instead of sorting it.

When Walter fell asleep, he awoke in the future. In the future there were ginormous piles of garbage. All of the trees were cut down. There were smokestacks that fogged up the air and made him cough. People could not see the Grand Canyon. Mount Everest had a hotel build on top. Fish were becoming extinct. People were keeping the small fish. Birds were having trouble finding water.

Walter was surprised about the future. It was not as he had imagined. After he work up, he went to the trash cans to sort his garbage, picked up the bag he had thrown on the grass, and asked for a tree to plant for his birthday. The next night in his dream, he traveled to the future again. This time, it was much more green.

4.15B

Length of Activity: 15 minutes

Directions: Using the list of transition words, add four of your own transition words to the list. When you are done,

Writing

Name: _____ Date: _____

S

O

C

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AT TEXAS SCHOOLS FOR THE 21ST CENTURY

Just a Dream

Directions: In the story *Just a Dream*, Walter had a dream that changed his perspective on the importance of taking care of our Earth. Write a creative story about a dream you had that encouraged you to change the world for the better. Use the graphic organizer to help you brainstorm your ideas. When you are done, edit your work using the checklist and write your final copy.

CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
A hat, a scarf, shoes, and a bag.
For example, playing in the snow.
- ☐ 3 transitional phrases
So Because In conclusion In fact
Therefore For example But Next
In addition First Too
- ☐ If a person is speaking use quotation marks!
Michelle was frightened. She yelled out, "Please, help me!"
- ☐ Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs are	The dogs will

TEXS: 4.15D

Length of Activity: 25 minutes

Directions: In the story Just a Dream, Walter had a dream that changed his perspective on the importance of taking care of our Earth. Write a creative story about a dream you had that encouraged you to change the world for the better.

THE POLAR EXPRESS

A wonderful train full of children who want to believe in Santa winds its way to the North Pole and a meeting with the big man himself. As a tradition, every year Santa chooses one child to be the first to receive a present before he takes to his sled to deliver gifts to all the good boys and girls of the world. Instead of asking for a big gift, Chris asks for one of the sleigh's bells, so that he can hold on to his belief in Santa.

This tale of belief and the wonderment of the holidays words well with children of all ages.

This unit has been developed with activities and worksheets that are aligned with the Texas Essential Skills and Knowledge for easy curriculum integration. There is video where the story is told in American Sign Language by Russell Harvard to help Deaf and Hard of Hearing students make better connections with the story and text to increase their literacy skills.



<https://youtu.be/jBXRUYLaJXw>

POLAR EXPRESS ACTIVITIES

Believer - Writing Assignments

Name: _____
Date: _____

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THE POLAR EXPRESS

Directions: In the story *The Polar Express*, the boy's sister Sarah eventually stopped hearing the bell ring. Write a story about the events that lead to Sarah not believing. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

CHECKLIST

- All sentences start with a capital letter
- All sentences end with punctuation (. ! ?)
- Commas (,) were used for lists, and with transitional phrases when needed
A hat, a scarf, shoes, and a bag.
For example, playing in the snow.
- 3 transitional phrases
So Because In conclusion In fact
Therefore For example But Next
In addition First Too
- If a person is speaking use quotation marks!
Michelle was frightened. She yelled out, "Please, help me!"
- Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs are	The dogs will

TEKS: 4.15D

Length of Activity: 30 minutes

Directions: In the story *The Polar Express*, the boy's sister Sarah eventually stopped hearing the bell ring. Write a story about the events that lead to Sarah not believing. Use the graphic organizer first, then edit your work using the checklist and write your final copy.



Cause and Effect

Name: _____ Date: _____

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THE POLAR EXPRESS

Directions: Write two different cause and effect relationships based from the book *The Polar Express*. Write in complete sentences.

Cause	Effect
Santa shouted the reindeer's names and cracked his whip. 	The reindeer leaped forward and began to fly. 

TEKS: 4.6A


Length of Activity: 20 minutes

Directions: Write two different cause and effect relationships based from the book *The Polar Express*. Write in complete sentences.

Character Analysis

Name: _____ Date: _____

THE POLAR EXPRESS
CHARACTER ANALYSIS



Sarah at the time the story was written Sarah years later

→

Why do you think Sarah changed?

TEKS: 4.6B

Length of Activity: 20 minutes

Activity: This activity allows students to look at the characters in the story and look at them and their character traits more closely.

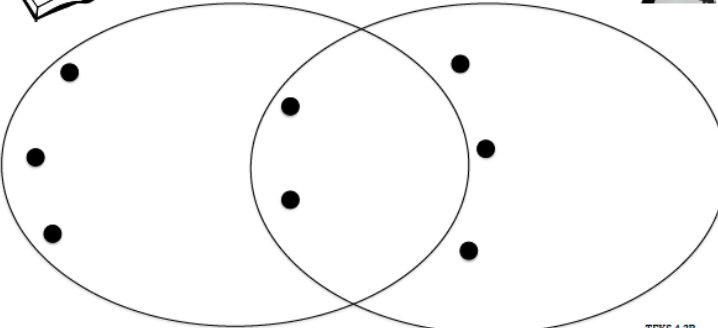
Compare and Contrast

Name: _____ Date: _____

THE POLAR EXPRESS

Directions: After reading the book and watching the movie *The Polar Express*, use the Venn Diagram below to organize similarities and differences between the two.

Book Movie



TEKS: 4.6B

Length of Activity: 25 minutes

Directions: After reading the book and watching the movie *The Polar Express*, use the Venn Diagram below to organize similarities and differences between the two.

Compound Sentences

Name: _____

Date: _____

STATEWIDE
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CENTER

AT TEXAS SCHOOLS FOR THE 21ST CENTURY

THE POLAR EXPRESS

Directions: After reading the simple sentence pair, edit the sentences by rewriting them and selecting the best coordinating conjunction to join them. Do not forget your comma!

Coordinating Conjunctions: For, And, Nor, But, Or, Yet, So

Example:

Simple Sentences: Tonight is Christmas Eve. I will go to bed at 8:00.


Compound Sentence: Tonight is Christmas Eve, **and** I will go to bed at 8:00.

1. The conductor was driving the train to the North Pole. The train is called the Polar Express.

2. On the Polar Express, children ate candies. They also drank hot chocolate.

3. The Polar Express climbed mountains. As high as it climbed, it never slowed down.

TEKS: 4.15C



Length of Activity: 20 minutes

Directions: After reading the simple sentence pair, edit the sentences by rewriting them and selecting the best coordinating conjunction to join them. Do not forget your comma!

Descriptive Language Activity

Name: _____

Date: _____

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CENTER

AT TEXAS SCHOOLS FOR THE 21ST CENTURY

THE POLAR EXPRESS

Directions: Chris Van Allsburg uses a lot of descriptive language to provide the reader with vivid images. Below are three examples. First, draw pictures to match the sentences below. Then, re-write the three sentences to add descriptive language.

We drank hot chocolate as thick and rich as melted chocolate bars.	They pranced and paced, ringing the silver sleigh bells that hung from their harnesses. (The reindeer)	Faster and faster we ran along, rolling over peaks and through valleys like a car on a roller coaster.
<div>_____</div> <div>_____</div>	<div>_____</div> <div>_____</div>	<div>_____</div> <div>_____</div>

1. I saw a train outside my window.

2. There was a hole in my pocket.

3. Sarah found a box under the tree.

Length of Activity: 20 minutes

Directions: Chris Van Allsburg uses a lot of descriptive language to provide the reader with vivid images. Below are three examples. First, draw pictures to match the sentences below. Then, re-write the three sentences to add descriptive language.

Fill In The Blank Activity

Name: _____

Date: _____

SOCC

STATEWIDE
OUTREACH
CENTER

20 YEARS SERVING THE TULSA AREA

THE POLAR EXPRESS

Directions: Use the vocabulary in the box below to fill in the blanks.

StillConductorPrancingWhipVest

CrawlRustleHarnessMidnightLurched

1. Santa used his _____ to get the reindeer moving.

2. When the boy realized his bell was gone, the train _____ or moved forward suddenly, and left the North Pole.

3. When the Polar Express arrived at the North Pole, it slowed down to a _____.

4. The reindeer were so excited that they were _____ around the room.

5. The silver bell given to the boy was taken from a reindeer's _____.

6. The _____ drove the train to the North Pole.


7. At _____, Santa got his sleigh ready to deliver gifts.

8. On Christmas Eve, the boy did not _____ his sheets because he was listening carefully for the bells of the Polar Express train.

9. The Polar Express stood _____ as it waited for the boy to get on.

10. The conductor kept his watch in his _____ pocket.

TEKS: 4th Grade ELAR 4.2.8



Length of Activity: 15 minutes

Activity: Students will use the words provided to fill in the blanks.

The First Gift of Christmas Activity

Name: _____

Date: _____

SOCC

STATEWIDE
OUTREACH
CENTER

20 YEARS SERVING THE TULSA AREA

THE POLAR EXPRESS

Directions: In the story *The Polar Express*, the boy chose a bell for the first gift of Christmas. Imagine you were in his shoes, what would you pick for the first gift of Christmas? Why? Use the brainstorm web first, then edit your work using the checklist and write your final copy.

CHECKLIST

☐ All sentences start with a capital letter

☐ All sentences end with punctuation (. ! ?)

☐ Commas (,) were used for lists, and with transitional phrases when needed
A hat, a scarf, shoes, and a bag.
For example, playing in the snow.


☐ 3 transitional phrases
So Because In conclusion In fact
Therefore For example But Next
In addition First Too

☐ If a person is speaking use quotation marks!
Michelle was frightened. She yelled out, "Please, help me!"

☐ Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs are	The dogs will


TEKS: 4.15D




Length of Activity: 25 minutes

Directions: In the story *The Polar Express*, the boy chose a bell for the first gift of Christmas. Imagine you were in his shoes, what would you pick for the first gift of Christmas? Why? Use the brainstorm web first, then edit your work using the checklist and write your final copy.

Inferences Worksheet





STATEWIDE
OUTREACH
CENTER

2015-2016 SCHOOL YEAR

Name: _____

Date: _____

THE POLAR EXPRESS

Inferences

Directions: For each question, use the information provided (sentences from *The Polar Express*) to make an inference. Your inferences should be supported with a "because" and written in complete sentences.

Example:

Book Clue: I did not rustle the sheets. I breathed slowly and silently.

My Inference: The boy is listening for something because he is trying not to make any noise.

1. Book Clue: A conductor stood at the open door of one of the cars. He took a large pocket watch from his vest, then looked up at my window. I put on my slippers and robe. I tiptoed downstairs and out the door. "All aboard," the conductor cried out.

My Inference:

2. Book Clue: Soon there were no more lights to be seen. We traveled through cold, dark forests, where lean wolves roamed and white tailed rabbits hid from our train as it thundered through the quiet wilderness. We climbed mountains so high it seemed as if we would scrape the moon. But the Polar Express never slowed down.

My Inference:

3. Book Clue: I shook the bell. It made the most beautiful sound my sister and I had ever heard. But my mother said, "Oh that's too bad." "Yes," said my father, "it's broken." When I'd shaken the bell, my parents had not heard a sound.


My Inference:


TEKS: 4.3

Length of Activity: 20 minutes

Activity: In this worksheet, students will use the information provided (sentences from *The Polar Express*) to make an inference. The inferences should be supported with a "because" and written in complete sentences.

Point of View Activity





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CENTER

2015-2016 SCHOOL YEAR

Name: _____

Date: _____

THE POLAR EXPRESS

Point of View

Directions: Draw a line to connect the correct perspective to the Christmas tree. When you are done, determine if the story *The Polar Express* was written in first person, second person, or third person point of view. When you are done, provide three examples from the text to justify your answer.

First Person:
A character is telling the story

You
Yours
Your

Second Person:
Told from the "you" perspective

She
He
They
Them
Names of people

Third Person:
A narrator tells the story

I
We
Me
My
Our

The Polar Express is written in the _____.

I know this because:

TEKS: 4.6C

Length of Activity: 15 minutes

Activity: In this activity, point of view is considered. Students will look at first, second and third person and identify how they know.

Using Precise Words Activity

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CENTER

AT TEXAS SCHOOLS FOR THE 21ST CENTURY

Name: _____ Date: _____

THE POLAR EXPRESS

Directions: Draw lines to select which precise word you would use to replace the basic words in bold. When you are done, write two sentences using two precise words from the list.

Basic Words		Precise Word
The reindeer jumped around with excitement when it was time to deliver gifts.		Pranced
The boy did not move his sheets in bed because he wanted it to be silent.		Crawled
The train driver stopped at the boy's house before leaving for the North Pole.		Rustle
The train moved slowly as it approached the North Pole.		Roamed
The wolves walked around woods with no place to go.		Conductor

1. _____

2. _____

TEKS: 4th Grade ELAR 4.3.5C

Length of Activity: 25 minutes

Activity: In this activity, students will identify which words more precisely explain what is taking place in the text.

Purpose and Theme Activity

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AT TEXAS SCHOOLS FOR THE 21ST CENTURY


Name: _____ Date: _____

THE POLAR EXPRESS

Directions: Identify the theme and purpose of the book *The Polar Express*.

1. What is the Chris Van Allsburg's purpose for writing *The Polar Express*?

A. To Persuade
B. To Inform
C. To entertain



2. How do you know? (Support your answer with two or more pieces of evidence).


3. What is the theme of Chris Van Allsburg's *The Polar Express*? Remember, theme is the lesson or message from the story. Explain your answer with detail.

TEKS: 4.3/4.19A


Length of Activity: 30 minutes

Activity: This worksheet will have students identify the theme and purpose of the text.

Quotation Marks Worksheet




Name: _____Date: _____



THE POLAR EXPRESS

Quotation Marks

Directions: Read the sentences from the book *The Polar Express*. Add quotation marks where necessary. Remember, quotation marks indicate that someone is speaking.



Example:
There is no Santa, my friend had insisted, but I knew he was wrong.

- All aboard, the conductor cried out. I ran up to him. Well, he said, are you coming?
- There, said the conductor, is the North Pole.
- At first we saw no elves. They are gathered at the center of the city, the conductor told us.
- Who received the first gift? we all asked.
- Look, shouted one of the children, the elves.
- I sat on Santa's knee and he asked, Now what would you like for Christmas?
- He stood, holding the bell high above him and called out, The first gift of Christmas!
- I had lost the silver bell from Santa's sleigh. Let's hurry outside and look for it, one of the children said.
- He cupped his hands around his mouth. Merry Christmas, he shouted.
- I shook the bell. It made the most beautiful sound my sister and I had ever heard. But my mother said, Oh that's too bad. Yes, said my father, it's broken.


TEKS: 4.15D

Length of Activity: 20 minutes

Activity: Students will use direct text from the Polar Express to practice using Quotation Marks appropriately.

Retelling Activity

Name: _____Date: _____



THE POLAR EXPRESS

Directions: Summarize the story *The Polar Express*. Your summary must include the title and author, setting, important characters, problem, solution, and all important events from the story. The graphic organizer is an optional way to organize your thoughts.

Title and Author	Setting	Characters	Problem	Solution
First	Second	Then	Next	In the End

TEKS: 4.6A

Length of Activity: 25 minutes

Activity: In this activity, students will Summarize the story The Polar Express. The summary must include the title and author, setting, important characters, problem, solution, and all-important events from the story. The graphic organizer provided is an optional way to organize thoughts.

Setting Worksheet

Name: _____

Date: _____

S

O

C


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21 TEXAS SKILLS FOR THE 21ST CENTURY

THE POLAR EXPRESS

1. The setting of *The Polar Express* is _____.

2. Draw an arrow to the setting of the story on the map below.



TEKS: 4.4

Length of Activity: 20 minutes

Activity: This worksheet will help students identify locations on a map that relate to the setting of the story. It will also help them look at "mean" in terms of annual temperature in various regions of the earth.

Subject/Verb Agreement Activity

Name: _____

Date: _____

S

O

C

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21 TEXAS SKILLS FOR THE 21ST CENTURY

THE POLAR EXPRESS

Directions: Underline the subject in each sentence and highlight the verb. Then, write p for plural or s for singular in the box. Write your own sentence for number 6.

The subject (who/what) must agree with the verb (the action).

Subject	Verb (present tense)
I	Am
He, She, It	Is
They, we, those, these	Are
Santa (singular)	Is
The reindeer (plural)	Are

Subject	Verb (past tense)
I	was
He, She, It	was
They, we, those, these	were
Santa (singular)	was
The reindeer (plural)	were

1. The boy was given the first gift of Christmas.

S

2. *The Polar Express* is a book written by Chris Van Allsburg.

3. Crowds of people were hoping to see Santa's sleigh.

4. When the clock struck twelve, the reindeer were ready to fly.

5. When the boy climbed back on the train, he was sad that he lost his bell.

6. _____


TEKS: 4.20A

Length of Activity: 15 minutes

Activity: Use this worksheet to help students identify present and past tense verbs in the text.

Making Connections

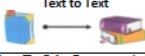

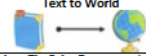
Name: _____Date: _____



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THE POLAR EXPRESS

Directions: Make a minimum of one text to text, text to self, and text to world connection from *The Polar Express*. When finished, share your connections with a partner. Do you have any of the same connections?

<div>Text to Text</div> <div></div>	<div>Text to Self</div> <div></div>	<div>Text to World</div> <div></div>
<div>How does <i>The Polar Express</i> remind you of another book?</div> <div></div>	<div>How does <i>The Polar Express</i> remind you of an experience you've had?</div> <div></div>	<div>How does <i>The Polar Express</i> remind you of an event of the past, present, or future?</div> <div></div>

TEKS: 4.19

Length of Activity: 30 minutes

Activity: Use this to help students make connections between text to text, text to self and text to the world.

THE STRANGER

One day in early fall, while Farmer Bailey is driving his truck, he hears a thump! He thinks he may have run over a deer, but when he gets out to check, he discovers that he has actually run over a man! Farmer Bailey takes him home, where he and his wife, Mrs. Bailey, discover that the stranger's memory is gone. The stranger stays on at the farm and helps with the crop.

Even though time goes by, the Bailey farm does not experience fall like the rest of the world—instead, it seems to be summer all the time. One day, after seeing geese flying south, the stranger realizes that he must leave. Soon, the leaves on the trees on the Bailey farm start to change color and the air becomes cool. Ever since then, summer lasts a week longer at the Bailey farm than anywhere else.




<https://youtu.be/ZqfkRBafr0o>

THE STRANGER ACTIVITIES

Apostrophe

Name: _____Date: _____

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THE STRANGER

Directions: Read Chris Van Allsburg's sentences below. Each sentence is missing a minimum of one apostrophe. Edit the sentences by adding the necessary apostrophe(s).

1. A cool breeze blew across his face through the trucks open window. Then it happened. There was a loud "thump." Mr.Bailey jammed on his brakes. "Oh no!" he thought. "I've hit a deer."

2. But it wasnt a deer the farmer found lying in the road, it was a man.

3. "In a few days," the doctor said, "he should remember who he is and where hes from."


4. Mrs. Bailey shivered. "Brr," she said. "Theres a draft in here tonight."

5. When Katys father went into the fields that day, the stranger shyly tagged along.

6. The stranger could not take his eyes off the birds. He stared at them like a man whod beed hypnotized.

7. The leaves on the trees were as green as theyd been three weeks before.

8. The trees in the distance were bright red and orange. But the trees to the south, like those round the Baileys, were nothing but shades of green.




TEKS: 4.15C

Length of Activity: 20 minutes

Directions: Read the sentences. Each sentence is missing at least one apostrophe. Edit the sentences by adding the necessary apostrophe(s).

Autumn Changes


Name: _____Date: _____

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THE STRANGER

Directions: In the book *The Stranger*, by Chris Van Allsburg, the stranger has an impact on the change of seasons from summer to fall. Using books, internet, and other resources, answer the questions below:

WHAT CAUSES THE CHANGE OF SEASONS?



HOW DO LEAVES CHANGE COLOR?



TEKS: 2.24

Length of Activity: 15 minutes

Directions: In the book *The Stranger*, by Chris Van Allsburg, the stranger has an impact on the change of the seasons from summer to fall.

Cause and Effect

Name: _____ Date: _____

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AT TEXAS SCHOOLS FOR THE DEAF

THE STRANGER

Directions: Can you identify any cause and effect relationships from the book *The Stranger*? Use the boxes below to share two cause and effect relationships from the story. The first is done for you.

CAUSE	EFFECT
The stranger's body temperature was very cold.	When the doctor took his temperature, he thought his thermometer was broken because the mercury was at the very bottom of the thermometer.

TEXS-4.21.2 (CC)

Length of Activity: 20 minutes


Directions: Can you identify any cause and effect relationships from the book *The Stranger*? Use the boxes below to share two cause and effect relationships from the story.

Character Study

Name: _____ Date: _____

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AT TEXAS SCHOOLS FOR THE DEAF

THE STRANGER



Character's Actions	Character's Appearance

Character at the beginning Character at the end

1 inch x 6 inch

Length of Activity: 15 minutes

Directions: Write about the stranger's actions, appearance, who he was at the beginning, and who he was at the end of the story.

Comprehension Questions

Name: _____Date: _____

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AT TEXAS A&M UNIVERSITY



THE STRANGER

When the doctor came to check on the stranger, he took his temperature. When the doctor left, he did not take his thermometer because he said, "It's broken, the mercury is stuck at the bottom."

1. What does it mean when mercury is stuck at the bottom of a thermometer?

2. What does this indicate about the stranger's temperature?

3. Do you think the thermometer was actually broken?



TEKS: 4.19

Length of Activity: 20 minutes

Directions: When the doctor came to check on the stranger, he took his temperature. When he left, he did not take his thermometer because he said "It's broken, the mercury is stuck at the bottom." Answer the following questions.

Dictionary Worksheet


Name: _____Date: _____

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THE STRANGER

Directions: After reading the story *The Stranger*, go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word in the book. Lastly, write a sentence of your own using the word.



Vocabulary Word	Definition	Sentence
1.		
2.		
3.		
4.		
5.		

TEKS: 4.2E

Length of Activity: 30 minutes

Directions: After reading the story *The Stranger*, go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. Write the definitions and also write a sentence of your own using the selected word.

Incomplete Sentences


Name: _____ Date: _____

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BY TEKS: 4.15C

THE STRANGER

Directions: Uh oh! Some of the sentences below are incomplete. Remember that a complete sentence has both a subject and a verb. Read the sentences below. If they are complete, write C. If they are incomplete, write I and correct the sentence.



1. Kneelt down beside the stranger.

2. The man on the sofa.

3. He decided the man had lost his memory.

4. The warm days made grow larger than ever.

5. They worked hard.

6. Ran to a tree and pulled off a leaf.

7. High above them a flock of geese.

8. Occasionally, Mr. Bailey would have to stop and rest.

TEKS: 4.15C

Length of Activity: 15 minutes

Directions: Read the sentences and if they are complete, write a C. If they are incomplete, write I and correct the sentence.

Inferences


Name: _____ Date: _____

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BY TEKS: 4.19D

THE STRANGER

I think the stranger is ... _____



Clues from the story that helped me make my decision include:

- _____
- _____
- _____
- _____
- _____

TEKS: 4.19D

Length of Activity: 15 minutes


Directions: Make an inference regarding who or what you think the stranger is. Use information from the story that gives you clues to this information.

Point of View

Name: _____ Date: _____

THE STRANGER

Directions: In each pair of glasses, explain/define/or show examples of that point of view. When you are done, identify what point of view *The Stranger* is written in. Provide an example from the text to support your answer.



The Stranger is written in _____.

I know this because _____

TEKS: 4.6C

Length of Activity: 20 minutes


Directions: In each pair of glasses, explain/define/or show examples of a point of view. When you are done, identify what point of view *The Stranger* is written in.

Pre-reading Activity

Name: _____ Date: _____

THE STRANGER

Directions: Before reading the book, *The Stranger*, observe the cover, title, and the pictures (without reading the text).



What are four words you expect to see in the book when you read it?

Why?

Who do you suspect is the main character?

Why?

What is one question you have about the text?

What is one prediction you have for this book?

TEKS: 4.19D

Length of Activity: 20 minutes

Directions: Before reading the book, *The Stranger*, observe the cover, title and the pictures and answer the following questions.

Simile

Name: _____


Date: _____

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AT YOUR SCHOOL FOR THE BEST

THE STRANGER

Directions: Similes are used in writing to help enhance imagery. Read the sentences below and write a simile of your own based on Chris Van Allsburg's story, *The Stranger*.



1. There was a loud "thump." Mr. Bailey jammed on his brakes. "Oh no! he thought. "I've hit a deer."

Mr. Bailey hit his brakes as hard as Derek Jeter hit a ball with a bat.

2. The steam that rose from the hot food fascinated him. He watched Katy take a spoonful of soup and blow gently across it.

3. Occasionally Mr. Bailey would have to stop and rest. But the stranger never tired. He didn't even sweat.

4. The warm days make the pumpkins grow larger. The leaves on the trees were as green as they'd been three weeks before.

5. He ran to a tree and pulled off a leaf. He held it in a trembling hand and, without thinking, blew on it with all his might.

TEKS: 4.8A

Length of Activity: 25 minutes

Directions: Read the sentences and write a simile of your own based on the story, *The Stranger*.

Story Moral

Name: _____

Date: _____

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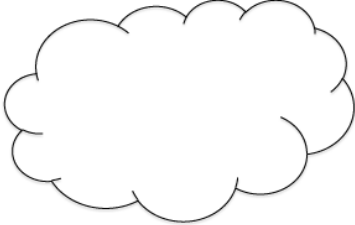
THE STRANGER

MORAL OF THE STORY

What is a moral of a story? _____

The moral of the story *The Stranger* is...





I know this because... (Use specific evidence from the text)

TEKS: 4.3A

Length of Activity: 15 minutes

Directions: Define the moral of a story. Then, write the moral of this story


Summary

[illegible]

Length of Activity: 30 minutes

Directions: Write a summary of the story. Be sure to include the title, author, setting, main characters, main events, problem and solution.

Word Bank



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CENTER
BY TRAILS, THROUGH, FOR THE FUTURE

Name: _____ Date: _____

THE STRANGER

Directions: Each sentence below is missing a word. Select the correct word from the word bank to complete the sentences.

Draft	Hypnotized	Trembling	Thump
Figure	Stroke	Puzzled	Hemit

1. The stranger climbed to the top of the Bailey's farm and was confused, or _____ when he noticed all the trees in the distance had changed colors.
2. The sound of the stranger hitting into Mr. Bailey's truck was a _____.
3. The stranger's hands were shaking, or _____ when he grabbed a leaf to blow on it.
4. A cool breeze from outside came into the Bailey house the first night the stranger stayed. Where do you think this _____ came from?
5. The stranger was fascinated, or _____ when he saw the geese flying south for the winter.
6. Katy watched as the stranger pet or _____ the bunny's ears.


Directions: Two words were not used in the sentences above. Select one word and write a sentence of your own.

Length of Activity: 15 minutes

Directions: Each sentence is missing a word. Select the correct word from the word bank to complete the sentences.

Words in Words

Name: _____Date: _____

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THE STRANGER

Directions: Look at the words you are given below. If you rearrange the letters, how many different words can you create? You do not have to use all of the letters in the word, but you cannot add any letters.


stranger <ul style="list-style-type: none">• Rag• Anger• Get• Ran• Great• Tang	Hypnotized
Autumn Leaves	Thermometer

Length of Activity: 15 minutes

Directions: Look at the words you have been given. If you rearrange the letters, how many different words can you create? You do not have to use all of the letters in the word, but you cannot add any letters.

Your Stranger

Name: _____Date: _____

STATEWIDE
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THE STRANGER

Directions: In the story *The Stranger* by Chris Van Allsburg, Farmer Bailey hit a stranger with his car, and then brought him back to his house. Imagine your family returned home with a stranger. Write a story about the events that unfold while the stranger is living with you.

1. Use the graphic organizer to develop your stranger
2. Use the graphic organizer to develop your story
3. Write our your story
4. Edit your story using the checklist
5. Prepare your final copy!

CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
A hat, a scarf, shoes, and a bag.
For example, playing in the snow.
- ☐ 3 transitional phrases
So Because In conclusion In fact
Therefore For example But Next
In addition First Too
- ☐ If a person is speaking use quotation marks!
Michelle was frightened. She yelled out, "Please, help me!"
- ☐ Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs are	The dogs will

Length of Activity: 35 minutes

Directions: In the story *The Stranger* by Chris Van Allsburg, Farmer Bailey hit a stranger with his car, and then brought him back to his house. Imagine your family returned home with a stranger. Write a story about the events that unfold while the stranger is living with you

THE WIDOW'S BROOM

One evening a witch is flying on her broom when it loses the ability to fly. The witch falls and lands in the garden near Mina Shaw's house. Mina Shaw, who is a widow, takes the witch in until she recovers. When she is well, the witch calls a friend to take her home and leaves the broom at Minna Shaw's house. Minna Shaw finds out that even though the broom might not be able to fly, it can still do wondrous things!

This unit has been developed with activities and worksheets that are aligned with the Texas Essential Skills and Knowledge for easy curriculum integration. There is a video where the story is told in American Sign Language by Russell Harvard to help Deaf and Hard of Hearing students make better connections with the story and text to increase their literacy skills.



<https://youtu.be/Ch6WeVzNw9Q>

THE WIDOW'S BROOM

ACTIVITIES

Analogies

Name: _____ Date: _____

STATEWIDE OUTREACH CENTER
AT TEXAS SCHOOLS FOR THE 21ST CENTURY

The Widow's Broom

Directions: Fill in the blank for the analogies below.

Minna Shaw : _____ :: Mr. Spivey : Gullible

Broom : Bristles :: The piano : _____

Minna Shaw : Teacher :: _____ : Student

Broom : Sweep :: Wood : _____

Young Broom : _____ :: Old Broom : Powerless

The Spivey Family : Fearful :: Minna Shaw : _____

Write your own Analogy!

_____ :: _____ :: _____

TEKS: 5.2C

Length of Activity: 15 minutes

Directions: Fill in the blanks with the correct analogy.


Character Analysis

Name: _____ Date: _____

STATEWIDE OUTREACH CENTER
AT TEXAS SCHOOLS FOR THE 21ST CENTURY

The Widow's Broom

Directions: Compare the relationship between Minna Shaw and the broom, and Mr. Spivey and the broom. Write specific examples that include: What they say, what they do, how they feel, etc.

Minna Shaw	Mr. Spivey
	

TEKS: 5.6B

Length of Activity: 20 minutes


Directions: Compare the relationship between Minna Shaw and the broom, and Mr. Spivey and the broom.

Write specific examples.

Comprehension Questions

Name: _____ Date: _____

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CENTER
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The Widow's Broom Quiz

1. How can you tell the difference between a young and an old broom?

2. How does Minna Shaw feel about witches?

3. How did the flying witch find the witch at Minna Shaw's house?

4. List four chores the broom could do:

_____	_____
_____	_____

Length of Activity: 10 minutes

Directions: Answer the questions in complete sentences.

Context Clues

Name: _____ Date: _____

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The Widow's Broom

Directions: Read Chris Van Allsburg's sentences below from *The Widow's Broom*. Use the context clues from the sentences to write a definition for each of the underlined words.

1. Out of a moonlit sky a dark cloaked figure came spinning to the ground. The witch, along with her tired broom, landed beside a small farmhouse...

Cloaked: _____

2. Minna Shaw was asleep in a chair by the fireplace, where embers of a dying fire glowed on the hearth. The witch knelt and took one of the red hot coals in her hand.

Embers: _____

3. Soon the broom could chop wood and fetch water, feed the chickens, and bring the cows in from the pasture.

Pasture: _____


TEKS: 5.2B

Length of Activity: 15 minutes

Directions: Read Chris Van Allsburg's sentences below from *The Widow's Broom*. Use the context clues from the sentences to write a definition for each of the underlined words.

Inferences

Name: _____Date: _____

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20 YEARS OF GROWING, FOR THE BEST

The Widow's Broom

Directions: Make four inferences while reading *The Widow's Broom*. The first is done for you.

Information from the book + What you already know = Inference

What the book says:	What I already know:	My Inference:
Witches brooms don't last forever.	Witches use brooms to fly.	The witches broom will become too old to fly anymore.


TEKS: 5.19D

Length of Activity: 25 minutes

Directions: Make four inferences while reading The Widow's Broom.

Moral


Name: _____Date: _____

STATEWIDE
OUTREACH
CENTER
20 YEARS OF GROWING, FOR THE BEST

The Widow's Broom

What is the moral of the story?

How do you know?



TEKS: 5.3

Length of Activity: 20 minutes

Directions: Write the moral of the story. Give details to explain how you came to this conclusion.

Point of View

Name: _____ Date: _____

STATEWIDE OUTREACH CENTER
OF TEXAS SCHOOLS FOR THE 21ST CENTURY

The Widow's Broom

Directions: In each pair of glasses, explain/define/or show examples of that point of view. When you are done, identify what point of view *The Widow's Broom* is written in. Provide an example from the text to support your answer.

1st Person 2nd Person

3rd Person

3rd Person Limited 3rd Person Omniscient

The Widow's Broom is written in _____.

I know this because _____

TEKS: 5.6C

Length of Activity: 15 minutes

Directions: In each pair of glasses, explain/define/or show examples of that point of view.

When you are done, identify what point of view *The Widow's Broom* is written in.

Provide examples.




Predictions

Name: _____ Date: _____

STATEWIDE OUTREACH CENTER
OF TEXAS SCHOOLS FOR THE 21ST CENTURY

The Widow's Broom

Directions: View the first five pages of *The Widow's Broom* and study the illustrations (do not read the text). When you are done, make four predictions you have for the story.

1. _____

2. _____

3. _____

4. _____

TEKS: 5.19D


Length of Activity: 20 minutes

Directions: View the first five pages of *The Widow's Broom* and study the illustrations (do not read the text). When you are done, make four predictions you have for the story.

Punctuation

Name: _____

Date: _____



The Widow's Broom

Directions: Read the passage below from Chris Van Allsburg's *The Widow's Broom*. Determine where punctuation (including commas, apostrophes, periods, etc.) should be, and add them. Be sure to make necessary edits to capitalization where necessary.

Not a week passed before the widows neighbors the Spiveys found out about the broom their farm was just down the road the only other place around it was one of the eight Spivey children who saw the broom first when the boy told his father Mr Spivey ran straight across the road to the widows house is it true he demanded did she really have such a broom

Oh yes Minna Shaw answered its wonderful she told her neighbor all about the broom and the witch whod left it behind then she took him around to the back of the house where the broom was hard at work splitting wood

Mr Spivey was horrified this is a wicked wicked thing he said this is the devil the broom stopped working and still clutching the ace hopped toward the widow and her neighbor Mr Spivey red-faced with anger turned quickly and hurried home

TEKS: 5.15D


Length of Activity: 25 minutes

Directions: Read the passage below from Chris Van Allsburg's *The Widow's Broom*. Determine where punctuation (including commas, apostrophes, periods, etc) should be, and add them. Be sure to make necessary edits to capitalization where necessary.

Sensory Images

Name: _____

Date: _____



The Widow's Broom

Directions: What are sensory images? In the chart below, draw five pictures to represent the five senses. During or after reading *The Widow's Broom*, categorize Chris Van Allsburg's sensory details.

Pick one of the five senses and write a sentence of your own that provides the reader with sensory images.

TEKS: 5.8

Length of Activity: 20 minutes

Directions: What are sensory images? In the chart below, draw five pictures to represent the five senses. During or after reading *The Widow's Broom*, categorize Chris Van Allsburg's sensory details.


Summary

[illegible]

Length of Activity: 20 minutes

Directions: Write a summary of the story The Widow's Broom.

Writing



Name: _____ Date: _____


The Widow's Broom

Directions: In the story *The Widow's Broom*, the broom left at the widow's house has special powers. Write a story about a broom left at your house by a witch. Explain all of its magical powers and what happens when your neighbors and friends find out about it. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
 A hat, a scarf, shoes, and a bag
 For example, playing in the snow.
- ☐ 3 transitional phrases

So	Because	In conclusion
Therefore	For example	But
In addition	First	Too
- ☐ If a person is speaking use quotation marks!
 Michelle was frightened. She yelled out, "Please, help me!"
- ☐ Do not forget your noun verb agreement!



Past	Present	Future
I was	I am	I will
They were	They are	They will
He/she was	He/she is	He/she will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs are	The dogs will

TEKS: 5.1.5

Length of Activity: 1 hour

Directions: Write a story about a broom left at your house by a witch. Explain all of it's magical powers and what happens when your neighbors and friends find out about it.

SUPPORTING MATERIAL

Although all supporting materials are linked from this document, we are providing them here for your convenience.

Name: _____ Date: _____

CHRIS VAN ALLSBURG

Directions: Chris Van Allsburg is the author of many books, including *Jumanji*. Use the internet to learn more about Chris Van Allsburg and answer the questions below.

1. When was Chris Van Allsburg born?

2. Where did Chris Van Allsburg grow up?

3. What are some other books he wrote?

4. Has Chris Van Allsburg won any awards for his books?



5. Who illustrates Chris Van Allsburg's books?

6. What was Chris Van Allsburg's occupation before writing children's books?

7. What are three interesting facts you learned about Chris Van Allsburg?

Name: _____

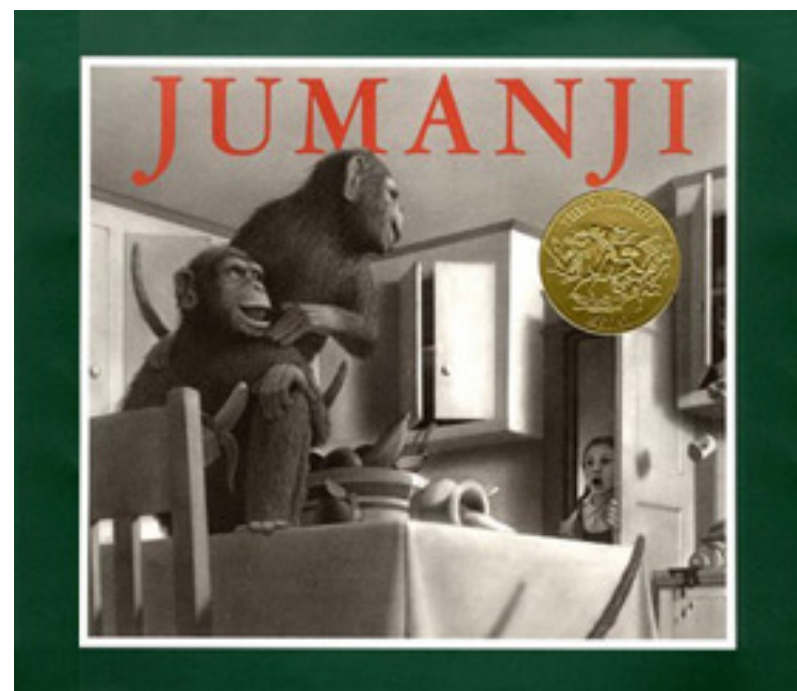
Date: _____

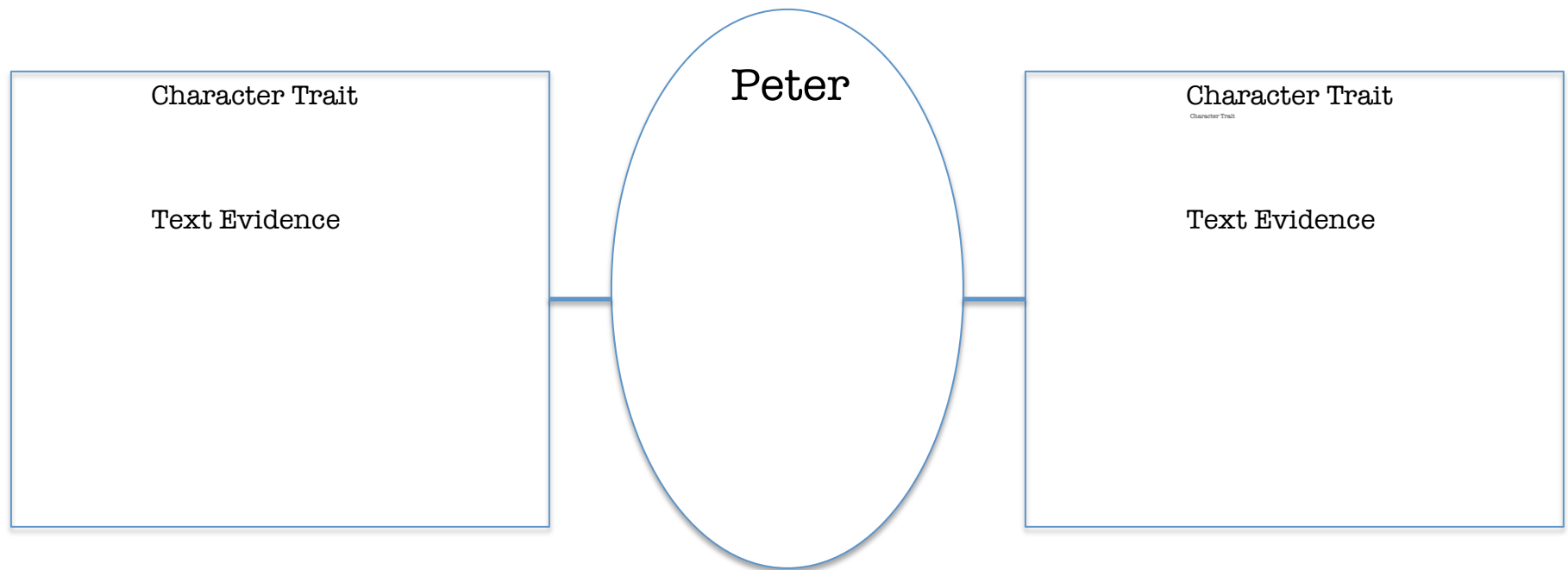
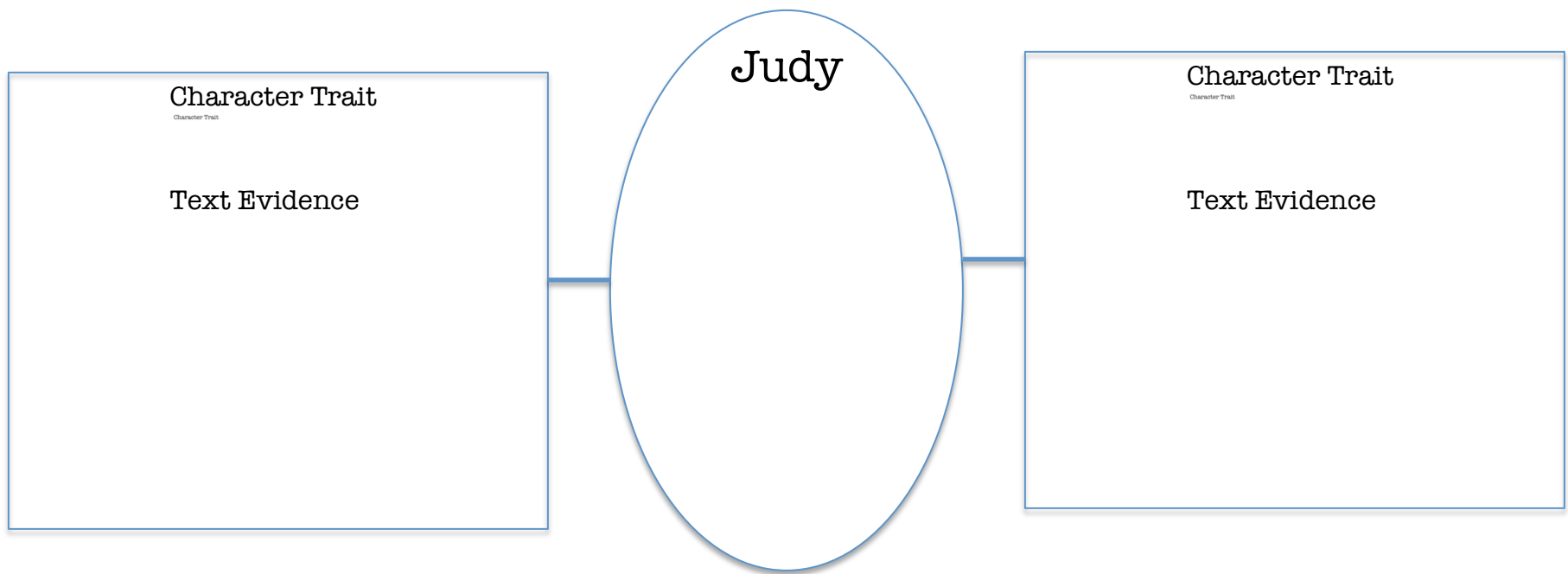
JUMANJI

Directions: Select two character traits that describe each Judy and Peter. For each trait, find evidence to support your selection using the book *Jumanji*. Please use the page number and write in complete sentences.

Examples of Character Traits (Do not limit yourself to this list):

Adventurous	Friendly	Selfish
Brave	Frustrated	Curious
Bossy	Funny	Hopeless
Dependable	Clever	Smart
Determined	Honest	Polite
Encouraging	Confused	Messy
Foolish	Confident	Stubborn
Careful	Happy	Imaginative
Cautious	Scared	Positive
Careless	Angry	Cooperative
Clumsy	Grouchy	Frantic





START

Rhino stampede! Go back to start.

Why did the adults laugh when Peter and Judy explained their afternoon?

JUMANJI

SHORT CUT!
Move ahead two spaces.

Skip one turn.

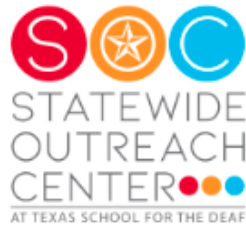
Select one player to switch places with

Where were Peter and Judy's parents going?

What did Judy and Peter do with the game when they were finished?

Directions: All players begin on *start*. Roll the dice and move your player. Follow the directions on each space. If you land on orange and answer your question incorrectly, move back three spaces. The first player to reach *finish* wins!

SHORT CUT!
Move ahead two spaces.



What was written on the outside of the game box?

Volcano erupts! Go back to start

Who won the game *JUMANJI*?

Select one player to switch places with

How will Danny and Walter Budwing learn to read directions?

Skip one turn.

How did Peter propose to stop the game?

Select one player to switch places with

What game did Judy and Peter play after *JUMANJI*?

SHORT CUT!
Move ahead two spaces.

A lion is on the loose! Go back to start

Why did Peter fall asleep during the game?

List three animals that appeared during the game.

Monsoon season begins! Go back to start

Skip one turn.

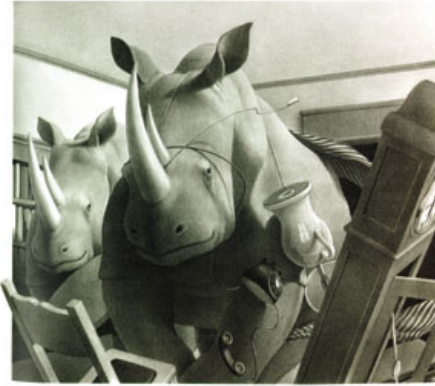
Who is the author of *JUMANJI*?

FINISH

Name: _____

Date: _____

JUMANJI



Directions: Read Chris Van Allsburg's sentences below from *JUMANJI*. Use the context clues from the sentences to write a definition for each of the underlined words.

1. Mother peered into the hall mirror and carefully pinned her hat in place, then knelt and kissed both children good-bye.

Peered: _____

2. They took all of their toys out of their toy chest and made a terrible mess. But their laughter slowly turned to silence till finally Peter slouched into a chair. "You know what?" he said. "I'm really bored."

Slouched: _____

3. He rolled again. “Monsoon season begins, lose one turn.” Little raindrops begin to fall in the living room. Then a roll of thunder shook the walls and scared the monkeys out of the kitchen.

Monsoon:_____

4.” . . . four, five six,” he counted. “Bitten by a tsetse fly, contract sleeping sickness, lose one turn.” Judy heard a faint buzzing noise and watched a small insect land on Peter’s nose.

Faint:_____

5. “Rhinoceros stampede, go back two spaces.” As fast as he had fallen asleep, Peter awoke. Together they listened to a rumble in the hallway. It grew louder and louder. Suddenly a heard of rhinos charged through the living room and into the dining room, crushing all the furniture in their path.

Stampede:_____

6. Everything was just as it had been before the game. No monkeys, no guide, no water, no broken furniture, no snake, no lion roaring upstairs, no rhinos. Without saying a word to each other, Peter and Judy threw the game into its box. They bolted out the door, ran across the street to the park, and dropped the game under a tree.

Bolted:_____

Name: _____

Date: _____

JUMANJI

Directions: At the end of the story *Jumanji*, Daniel and Walter picked up the game *Jumanji* in the park. Daniel and Walter's mother, Mrs. Budwing mentioned that her sons do not read game instructions. Imagine you are Chris Van Allsburg and continue writing *Jumanji* to include Daniel and Walter's experience playing the game. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

CHECKLIST

☐ All sentences start with a capital letter

☐ All sentences end with punctuation (. ! ?)

☐ Commas (,) were used for lists, and with transitional phrases when needed

A hat, a scarf, shoes, and a bag.

For example, playing in the snow.

☐ 3 transitional phrases

So

Because

In conclusion

In fact

Therefore

For example

But

Next

In addition

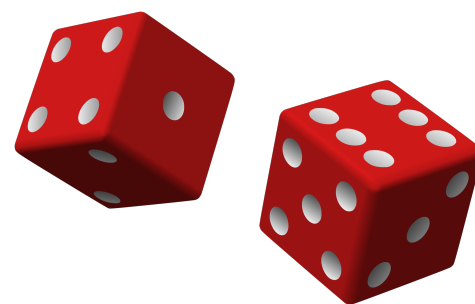
First

Too

☐ If a person is speaking use quotation marks!

Michelle was frightened. She yelled out, "Please, help me!"

☐ Do not forget your noun verb agreement!



Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs were	The dogs will

Graphic Organizer

1. First

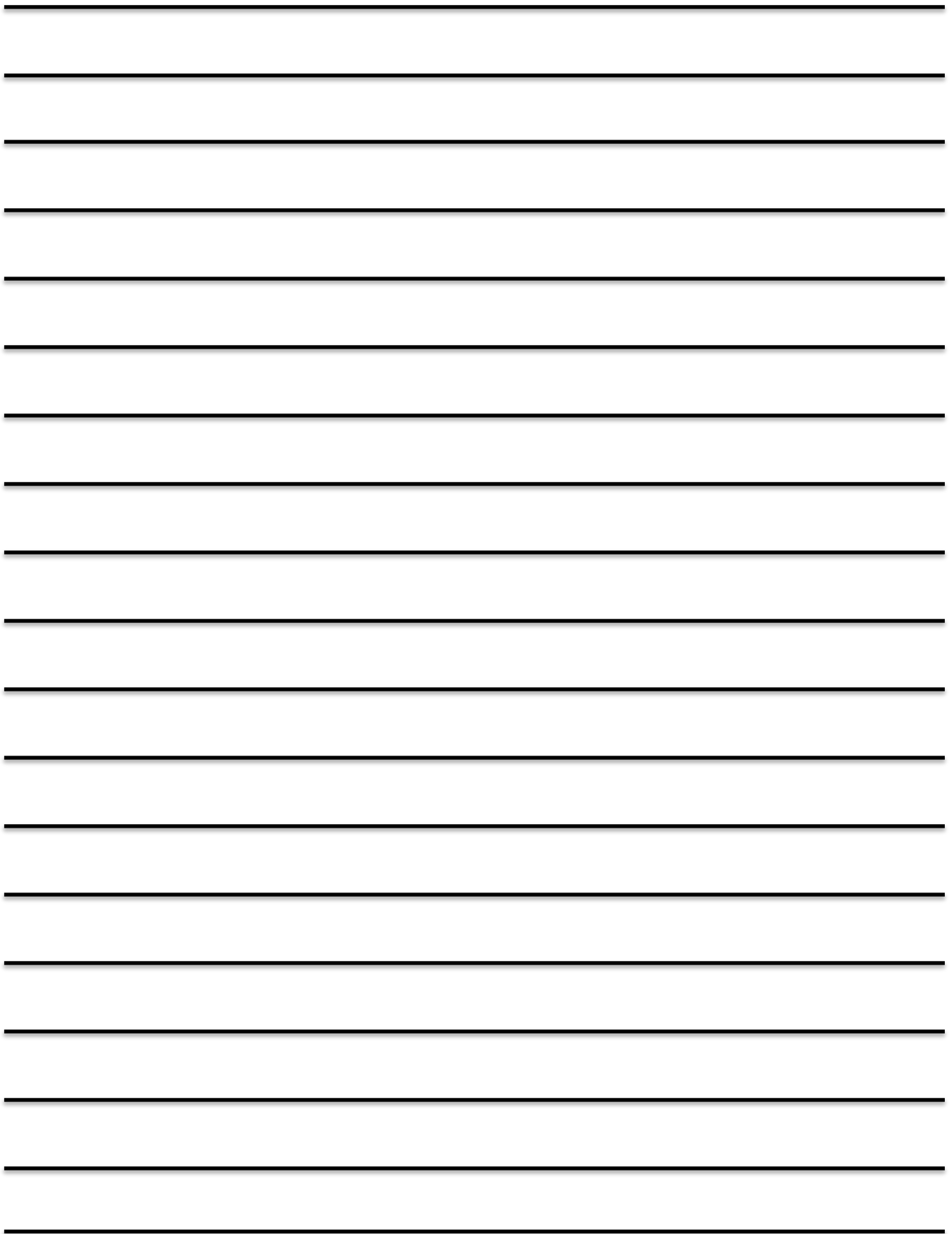
2. Second

3. Then

4. Next

5. After

6. Finally



Name: _____

Date: _____

JUMANJI

Directions: Imagine you are Judy or Peter, and you just finished playing the game Jumanji. Write a diary entry sharing your experiences. Use the graphic organizer first, then edit your work using the checklist and write your final copy.



CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
 - A hat, a scarf, shoes, and a bag.
 - For example, playing in the snow.
- ☐ 3 transitional phrases

So	Because	In conclusion	In fact
Therefore	For example	But	Next
In addition	First	Too	
- ☐ If a person is speaking use quotation marks!
 - Michelle was frightened. She yelled out, "Please, help me!"
- ☐ Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs were	The dogs will

Dear Diary,

Today _____

_____.

First _____.

Second _____.

Then _____.

Next _____.

Finally _____.

Playing the game Jumanji was _____.

I was (worried, excited, scared, etc). because _____

_____.

I (would or would not) recommend this game to my friends because _____

_____.

Sincerely,

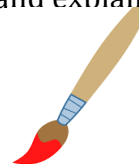
(Jane or Peter)

Name: _____

Date: _____

JUMANJI

Directions: Chris Van Allsburg uses figurative language in *JUMANJI* to help paint pictures in our minds as we read the story. Read the sentences below from the story and explain what they mean by drawing a picture and using words.



"The rain began to fall in buckets as Judy took the dice. "

"Peter was up on his feet, running through the house with the lion a whisker's length behind."

"The children could see their breath like steam."

Name: _____

Date: _____

JUMANJI

Directions: After reading the story *JUMANJI*, go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word in the book. Lastly, write a sentence of your own using the word.



Vocabulary Word	Definition	Sentence
1.		
2.		
3.		
4.		
5.		

Name: _____

Date: _____

JUMANJI

Directions: Make four inferences while reading the book *Jumanji*. The first is done for you.

Information from the book + What you already know = Inference

What the book says:	What I already know:	My Inference:
Mother and father were going to the opera. Judy and Peter giggled when they left.	Kids love to be home alone because parents are not there to enforce rules.	Judy and Peter will get into trouble.

[illegible]

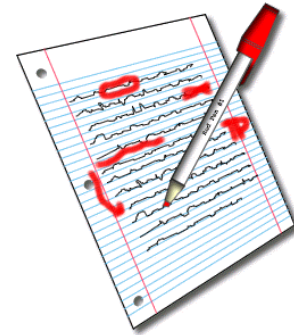
[illegible]

Name: _____

Date: _____

JUMANJI

Directions: Lucy loves Chris Van Allsburg. She wrote down 10 of her favorite sentences from the book *Jumanji*. In each sentence, she accidentally spelled a word wrong. Underline the word that is incorrectly spelled, and write the correct spelling on the line provided. You can use a dictionary if needed.



1. When the front door closed, Judy and Peter gigled with delight. giggled
2. Then he sat firmy in his chair and said, "Let's play."
3. He couldn't beleive his eyes.
4. The lion roared so loud it knobced Peter right off his chair.
5. From the kittchen came the sounds of banging pots and falling jars.
6. The rain began to fall in buckts as Judy took the dice.
7. Suddenly a herd of rhinos chaggged through the living room and into the dining room, crushing all the furniture in their path.
8. The snkae was wriggling his way to the floor.
9. Molten lava poured from the fireplace openning.
10. They bolted out the door, ran across the street to the park, and droped the game under a tree.

Name: _____

Date: _____

JUMANJI

Directions: Write the events of the book *Jumanji* on the timeline below in chronological order. Your timeline should have a minimum of 8 events. The first event is written for you. Please write in complete sentences with capitalization and punctuation.

1. Peter and Judy's parents left them home alone to go to the Opera. Peter and Judy got bored in the house and decided to go play outside.

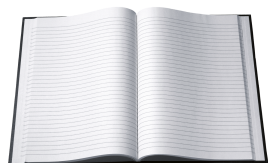


A horizontal timeline line with a black semi-circle at the left end and a black semi-circle at the right end. A vertical blue line extends upwards from the left end of the timeline, passing through the text box above it.

Name: _____

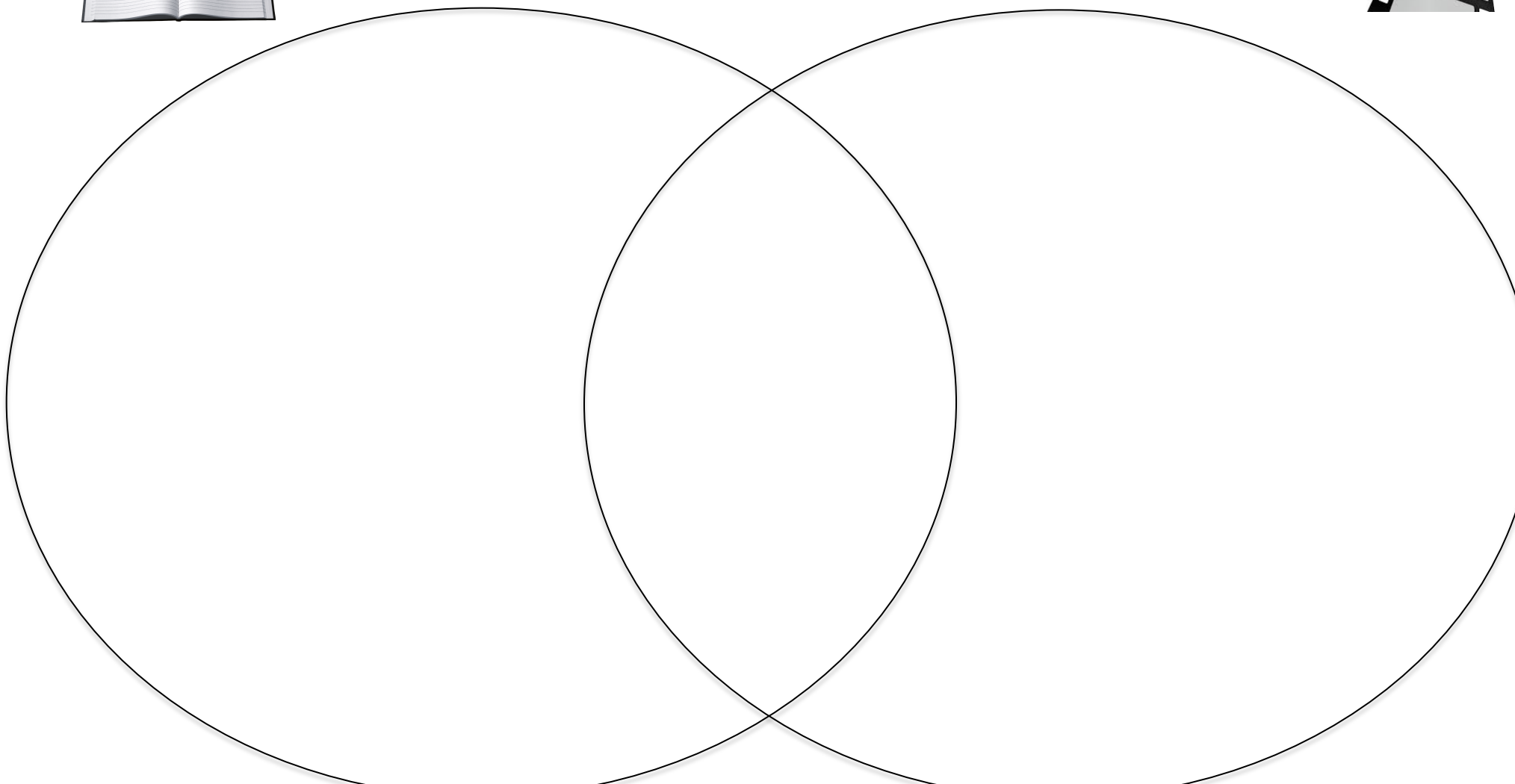
Date: _____

JUMANJI



Book

Movie

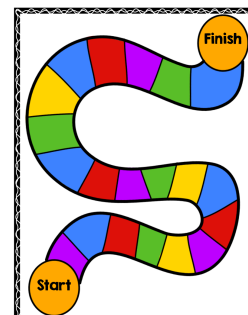


Name: _____

Date: _____

JUMANJI

Directions: Sentences can be written in the past, present, or future tense. It is important to be consistent with your tense. Thomas recently read the book *Jumanji* and wrote a creative story of his own. Thomas wants his story to be in the past tense, but needs help. Find the verbs written in present or future tenses, draw one line through them, and write the correct tense above it.



It was Sunday morning at home. My sister was watching cartoons, my dad was cooking us breakfast, and my mom ~~is~~ ^{was} out at the store. I was bored. Suddenly I remember all of the old games in the basement closet from when I was younger. After rummaging through many boxes, I find one I had never seen before. The game has no directions, just dice, pawns, and a game board. Each square on the board had a different animal. I was puzzled. What is the point of this? I placed my pawn on start and rolled. One, two, three, four, five, I land on a penguin square. With one blink, I feel strange. I stood up and started to walk, but instead, begin to wobble...



Name: _____

Date: _____

Just a Dream

Directions: Edit the sentences below to add the articles (a, an, the).

1. As usual, Walter stopped at bakery on his way home from school.

2. At home Walter saw Rose, little girl next door, watering tree that had just been planted.

3. He couldn't wait to have his own tiny place, robot to take out the trash, and machine that could make jelly doughnuts by the thousand.

4. Men on boat were laughing and dancing.

5. Man pushed old motorless lawn mower.

6. "I like it here," he told man, then drifted off to sleep in shade of two giant trees – trees he and rose had planted so many years ago.

7. Horse stood right over his bed, staring directly at him.

8. Every driver had car phone in one hand and big cup of coffee in other.





Name: _____ Date: _____

Just a Dream

Directions: Use the organizer below to show how Walter changed through the story *Just a Dream*.

What two words would you use to describe Walter at the beginning of the story? Use evidence from the text to support your answers.

What three events from the story do you think helped change Walter?

What two words would you use to describe Walter at the end of the story? Use evidence from the text to support your answers.

Name: _____

Date: _____

Just a Dream

Directions: After reading the story *Just a Dream*, go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word in the book. Lastly, write a sentence of your own using the word.

Vocabulary Word	Definition	Sentence
1.		
2.		
3.		
4.		
5.		

Name: _____ Date: _____

Just a Dream

Directions: The title of the book you are about to read is *Just a Dream*. Consider the title and the words and phrases below from the story to help you make three predictions

“This is the mighty Grand Canyon.... With all this smog nobody’s gotten a good look at it for years.”

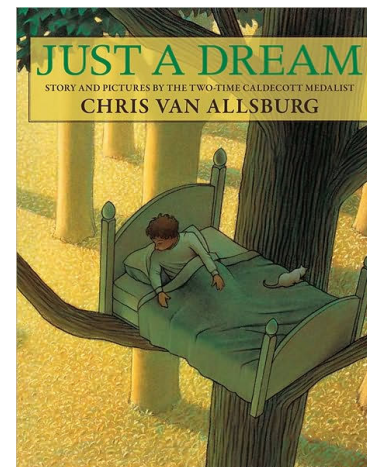
“Dumb plant”

“Dumped everything into one can”

“You aren’t going to cut down this tree, are you?”

“The future”

“Smokestack”



1. _____

2.. _____




3.. _____

Name: _____

Date: _____

Just a Dream

Directions: Make a minimum of one text to text, text to self, and text to world connection from *The Polar Express*. When finished, share your connections with a partner. Do you have any of the same connections?

 <p>Text to Text</p>	 <p>Text to Self</p>	 <p>Text to World</p>
<p>How does <i>Just a Dream</i> remind you of another book?</p>	<p>How does <i>Just a Dream</i> remind you of an experience you've had?</p>	<p>How does <i>Just a Dream</i> remind you of an event of the past, present, or future?</p>

Name: _____

Date: _____

Just a Dream

Directions: Before reading *Just a Dream*, can you answer the questions below?



1. Why do we recycle?

2. Why do we have laws about releasing small fish back into the water if we catch them?

3. Why should we work to preserve trees?

4. What are some harmful effects of smokestacks?

5. Why do we have land protected by the government?

Name: _____

Date: _____

Just a Dream

1. How did Walter's feelings change about getting a tree as a gift in the beginning of the story and the end of the story?

2. At the beginning of the story, Walter dumped all of his trash into the same bin. After his dream, what did Walter go and do?

3. How did Walter envision the future before his dream?

4. List three places Walter saw in his dream and how they are different from the present:

- _____

- _____

- _____

Name: _____

Date: _____

Just a Dream

Directions: What are sensory images? In the chart below, draw five pictures to represent the five senses. During or after reading *Just a Dream*, categorize Chris Van Allsburg's sensory details.



Pick one of the five senses and write a sentence of your own that provides the reader with sensory images.

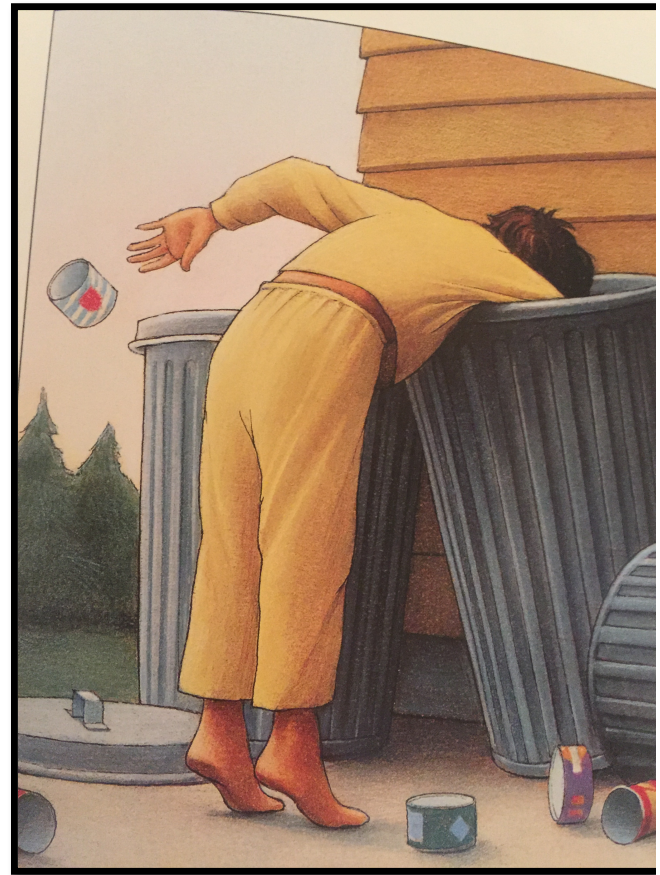
Name: _____

Date: _____

Just a Dream

Directions: Edit the sentences below for correct subject/verb agreement. If the sentence is correct, make a check mark. If the sentence is incorrect, make an X and edit it!

1. _____ Walter were not respectful of the environment at the beginning of the story.
2. _____ Rose are Walter's neighbor.
3. _____ The future was not what Walter expected.
4. _____ Almost all of the trees was cut down.
5. _____ There was a hotel build at the top of Mount Everest!
6. _____ Walter was unable to see the Grand Canyon because of the fog.
7. _____ The ducks was looking for a pond.
8. _____ How we treat the environment now are important!



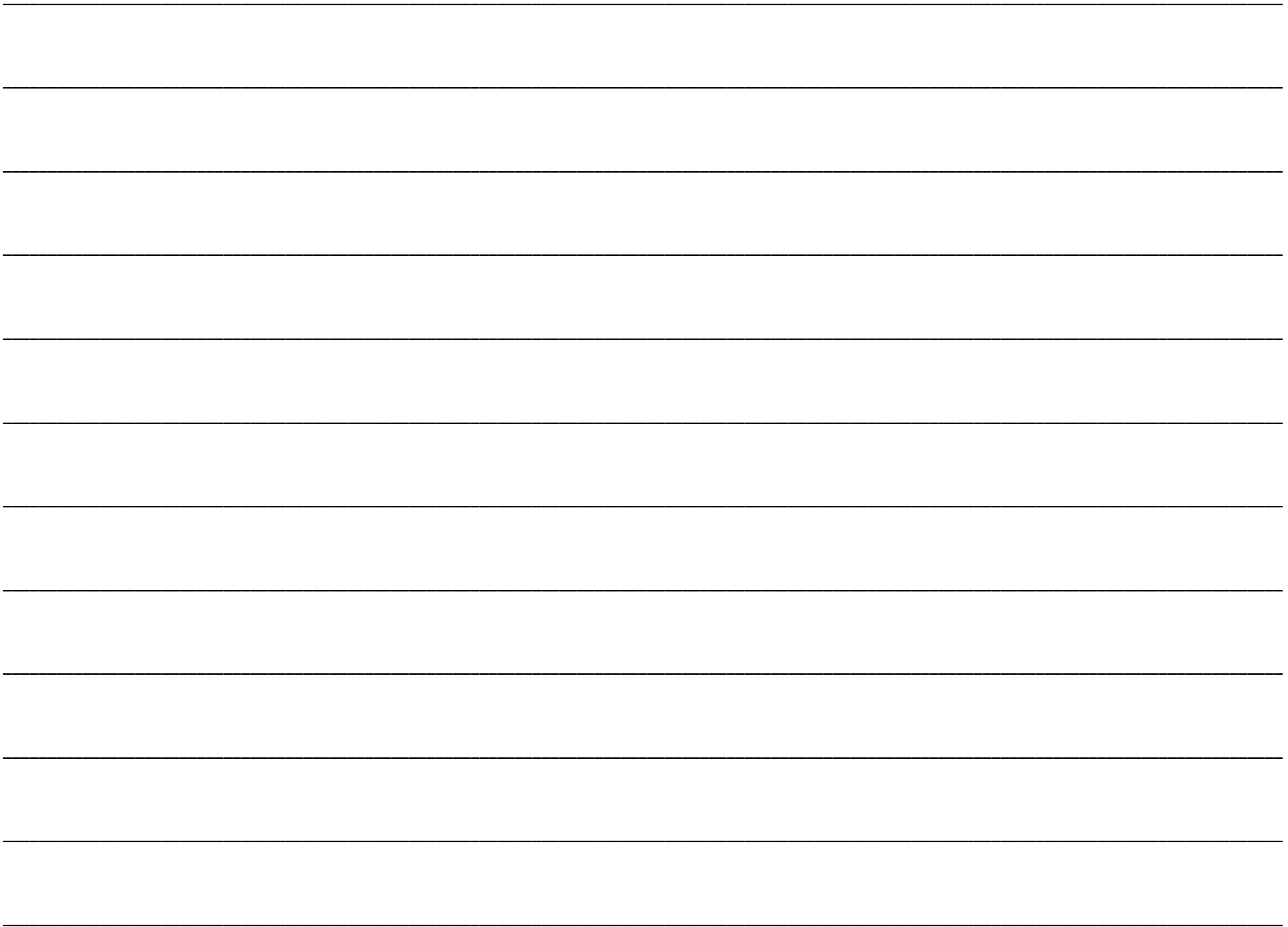
Name: _____

Date: _____

Just a Dream

Directions: Summarize the story *Just a Dream*. Your summary must include the title and author, setting, important characters, problem, solution, and all important events from the story. The graphic organizer is an optional way to organize your thoughts.

Title and Author	Setting	Characters	Problem	Solution
First	Second	Then	Next	In the End



Name: _____ Date: _____

Just a Dream

Directions: Can you match the words in the box with their synonyms below? Use the sentences from the story *Just a Dream* to help determine the meaning of the words.

Drifting	Crumpled	Dumped	Gazed
Waddled	Flapped	Belched	Haze

1. Looked : _____

2. Waved : _____

3. Crush : _____

4. Moving : _____

5. Fog : _____

6. Blow : _____

7. Sway : _____

8. Threw : _____



Name: _____

Date: _____

Just a Dream

1. What is the Chris Van Allsburg's purpose for writing *Just a Dream*?

- A. To Persuade
- B. To Inform
- C. To entertain



2. How do you know? (Support your answer with two or more pieces of evidence).

3. What is the theme of Chris Van Allsburg's *Just a Dream*? Remember, theme is the lesson or message from the story. Explain your answer with detail.

Name: _____ Date: _____

Just a Dream

Directions: Look at the list of transition words below. Can you add four of your own transition words to the list? When you are done, read the passage below and edit it to include a minimum of five transition words.

First	Later	So	Next	Finally	Then	Too
And	While		However	Though	But	

Walter threw his jelly-filled doughnut bag on the grass. He scolded Rose, his neighbor, for getting a tree as a birthday gift. Walter threw all of his trash in one bin, instead of sorting it.

When Walter fell asleep, he awoke in the future. In the future there were ginormous piles of garbage. All of the trees were cut down. There were smokestacks that fogged up the air and made him cough. People could not see the Grand Canyon. Mount Everest had a hotel build on top. Fish were becoming extinct. People were keeping the small fish. Birds were having trouble finding water.

Walter was surprised about the future. It was not as he had imagined. After he work up, he went to the trash cans to sort his garbage, picked up the bag he had thrown on the grass, and asked for a tree to plant for his birthday. The next night in his dream, he traveled to the future again. This time, it was much more green.

Name: _____

Date: _____

Just a Dream

Directions: In the story *Just a Dream*, Walter had a dream that changed his perspective on the importance of taking care of our Earth. Write a creative story about a dream you had that encouraged you to change the world for the better. Use the graphic organizer to help you brainstorm your ideas. When you are done, edit your work using the checklist and write your final copy.

CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
A hat, a scarf, shoes, and a bag.
For example, playing in the snow.

- ☐ 3 transitional phrases

So	Because	In conclusion	In fact
Therefore	For example	But	Next
In addition	First	Too	

- ☐ If a person is speaking use quotation marks!
Michelle was frightened. She yelled out, "Please, help me!"
- ☐ Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs were	The dogs will

Graphic Organizer

1. First

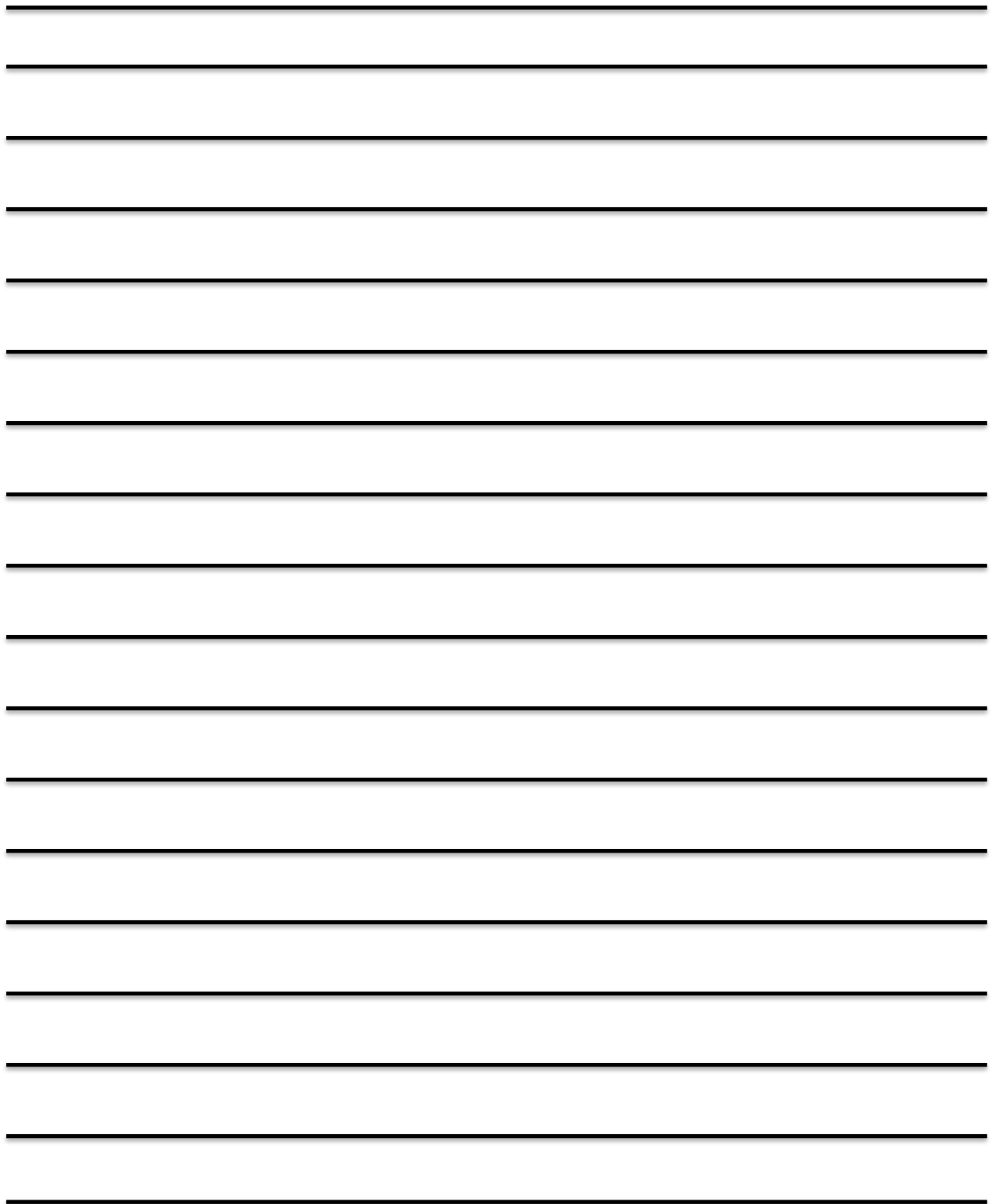
2. Second

3. Then

4. Next

5. After

6. Finally



Name: _____

Date: _____

THE POLAR EXPRESS

Directions: In the story *The Polar Express*, the boy's sister Sarah eventually stopped hearing the bell ring. Write a story about the events that lead to Sarah not believing. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
 - A hat, a scarf, shoes, and a bag.
 - For example, playing in the snow.
- ☐ 3 transitional phrases

So	Because	In conclusion	In fact
Therefore	For example	But	Next
In addition	First	Too	
- ☐ If a person is speaking use quotation marks!
 - Michelle was frightened. She yelled out, "Please, help me!"
- ☐ Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs were	The dogs will

Graphic Organizer

1. First

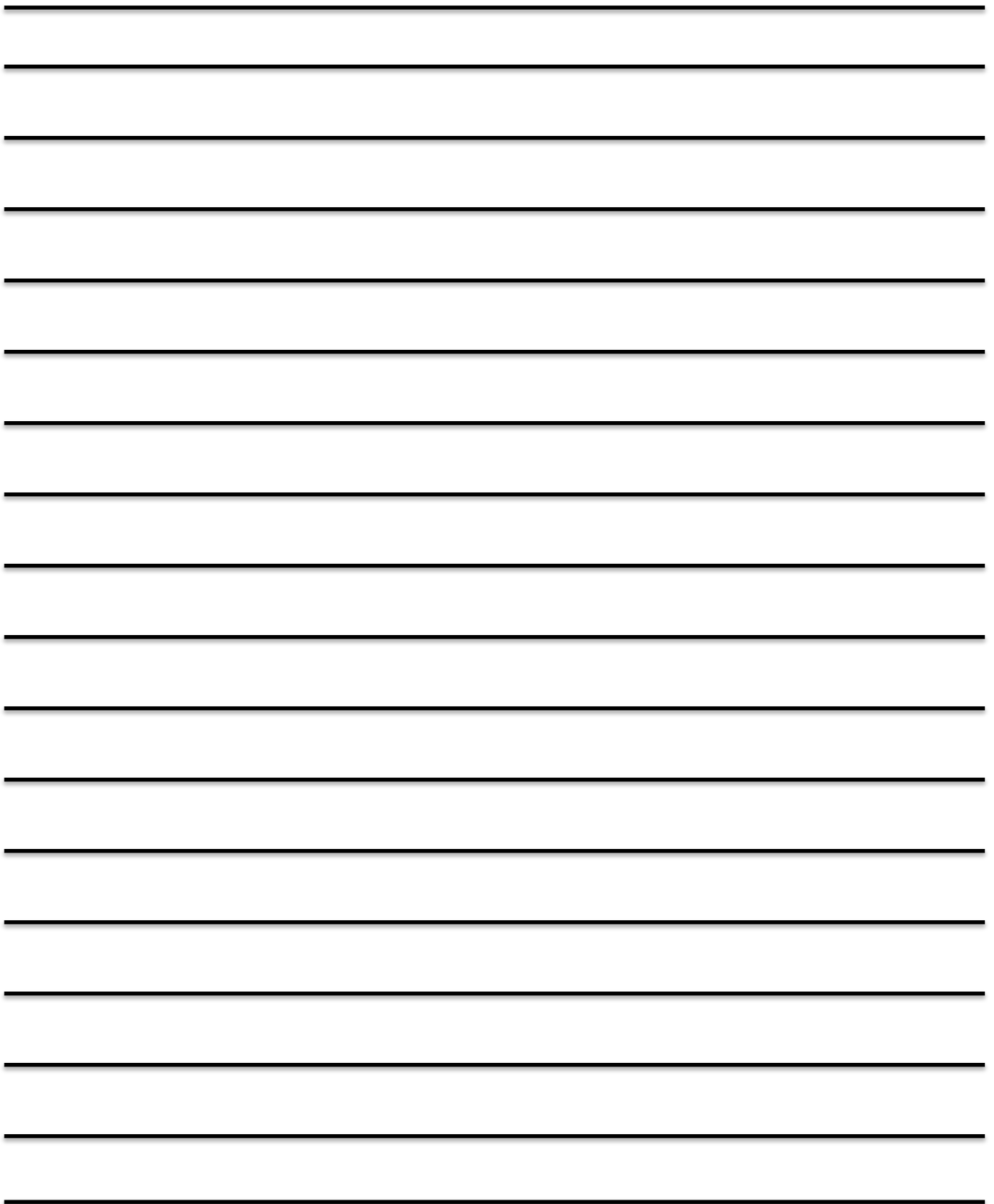
2. Second

3. Then

4. Next

5. After

6. Finally



Name: _____

Date: _____

THE POLAR EXPRESS

Directions: Write two different cause and effect relationships based from the book *The Polar Express*. Write in complete sentences.

Cause

Santa shouted the reindeer's names and cracked his whip.

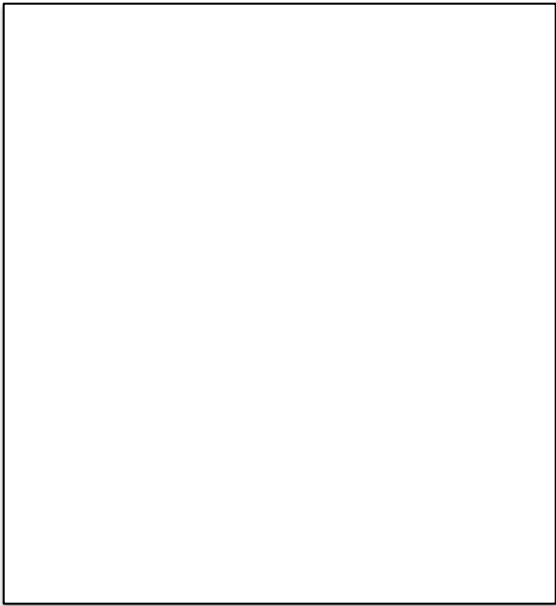


Effect

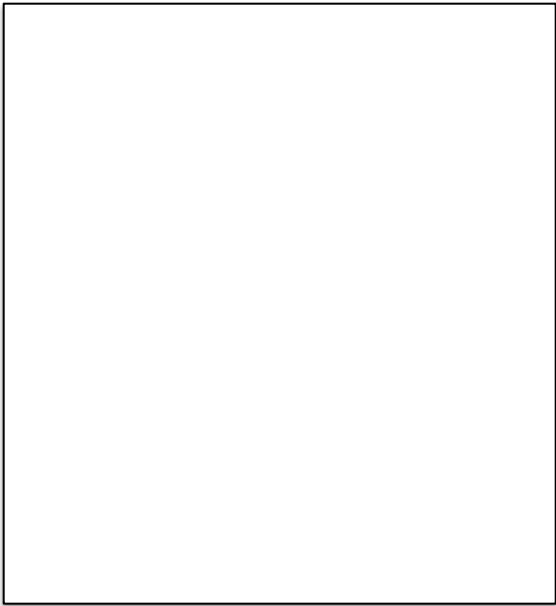
The reindeer leaped forward and began to fly.



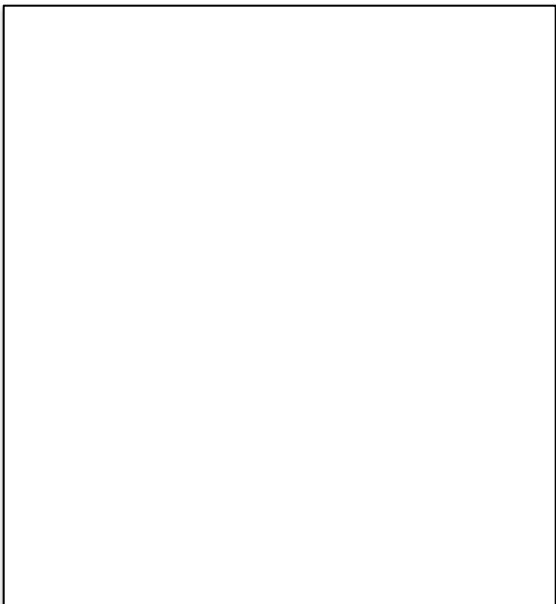
Cause

A large, empty rectangular box with a thin black border, intended for writing the cause of an event.

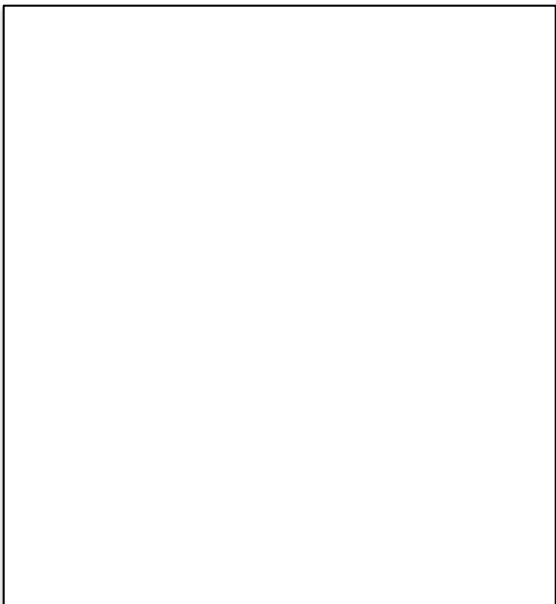
Effect

A large, empty rectangular box with a thin black border, intended for writing the effect of an event.

Cause

A large, empty rectangular box with a thin black border, intended for writing the cause of an event.

Effect

A large, empty rectangular box with a thin black border, intended for writing the effect of an event.

Name: _____

Date: _____

THE POLAR EXPRESS

CHARACTER ANALYSIS



Sarah at the time the story was written

Sarah years later



Why do you think Sarah changed?

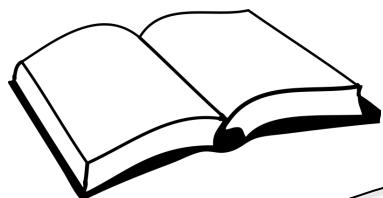
[illegible]

Name: _____

Date: _____

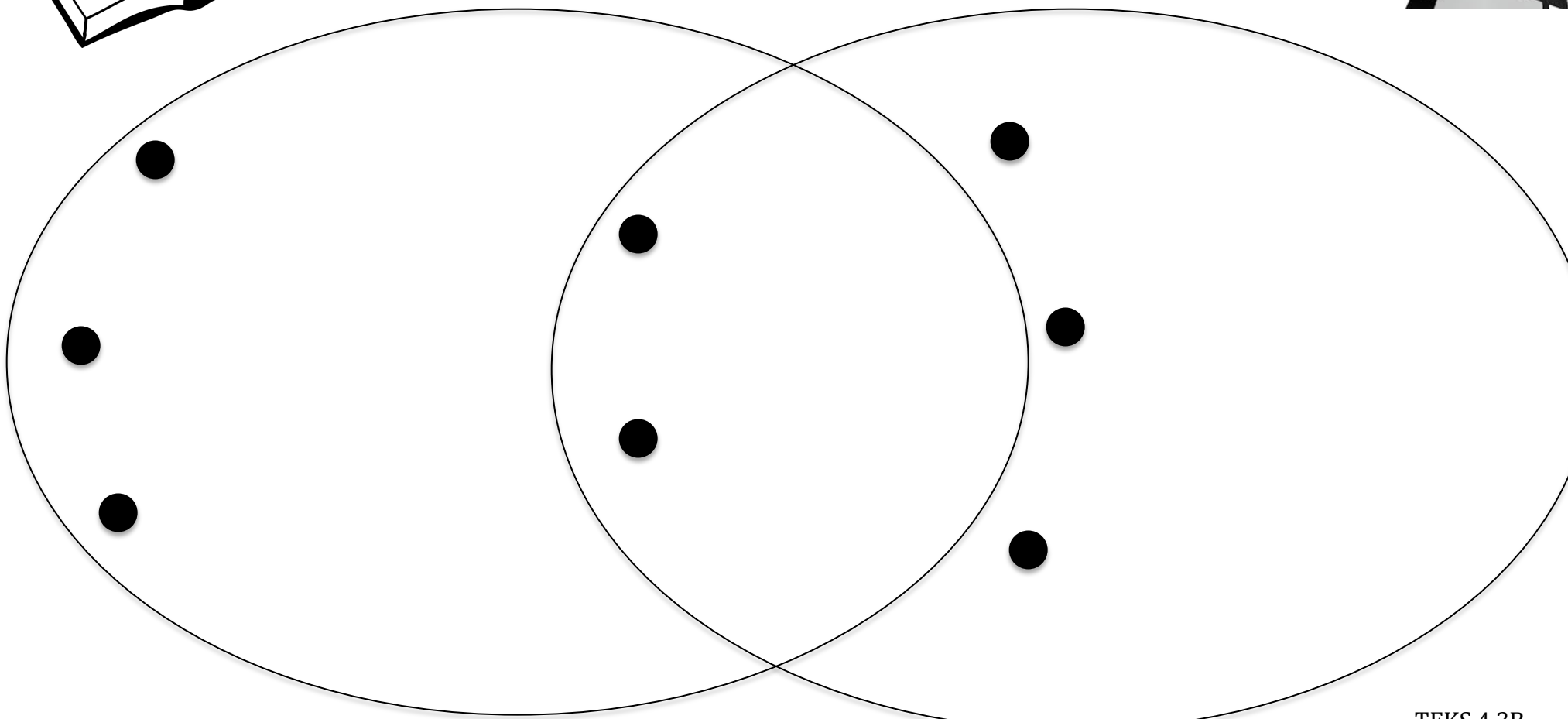
THE POLAR EXPRESS

Directions: After reading the book and watching the movie *The Polar Express*, use the Venn Diagram below to organize similarities and differences between the two.



Book

Movie



Name: _____

Date: _____

THE POLAR EXPRESS

Directions: After reading the simple sentence pair, edit the sentences by rewriting them and selecting the best coordinating conjunction to join them. Do not forget your comma!

Coordinating Conjunctions: For, And, Nor, But, Or, Yet, So

Example:

Simple Sentences: Tonight is Christmas Eve. I will go to bed at 8:00.

Compound Sentence: Tonight is Christmas Eve **and** I will go to bed at 8:00.



1. The conductor was driving the train to the North Pole. The train is called the Polar Express.

2. On the Polar Express, children at candies. They also drank hot chocolate.

3. The Polar Express climbed mountains. As high as it climbed, it never slowed down.

4. Toys for children all over the world are made at the North Pole. Many elves are needed to help make them.

5. The boy was so sad that he lost the bell. The next morning, it was under his Christmas tree.

6. Sarah heard the bell ring on Christmas morning. Years later, Sarah could no longer hear the bell.

7. The boy's mother could not hear the bell. The boy's father could not hear the bell.

8. The boy experienced the North Pole and Santa first hand. He believed in the spirit of Christmas forever.

Name: _____

Date: _____

THE STRANGER

When the doctor came to check on the stranger, he took his temperature. When the doctor left, he did not take his thermometer because he said, "It's broken, the mercury is stuck at the bottom."

1. What does it mean when mercury is stuck at the bottom of a thermometer?

2. What does this indicate about the stranger's temperature?

3. Do you think the thermometer was actually broken?



Name: _____

Date: _____

THE POLAR EXPRESS

Directions: Use the vocabulary in the box below to fill in the blanks.

Still	Conductor	Prancing	Whip	Vest
Crawl	Rustle	Harness	Midnight	Lurched

1. Santa used his _____ to get the reindeer moving.
2. When the boy realized his bell was gone, the train _____, or moved forward suddenly, and left the North Pole.
3. When the Polar Express arrived at the North Pole, it slowed down to a _____.
4. The reindeer were so excited that they were _____ around the room.
5. The silver bell given to the boy was taken from a reindeer's _____.
6. The _____ drove the train to the North Pole.
7. At _____, Santa got his sleigh ready to deliver gifts.
8. On Christmas Eve, the boy did not _____ his sheets because he was listening carefully for the bells of the Polar Express train.
9. The Polar Express stood _____ as it waited for the boy to get on.
10. The conductor kept his watch in his _____ pocket.



Name: _____

Date: _____

THE POLAR EXPRESS

Directions: In the story *The Polar Express*, the boy chose a bell for the first gift of Christmas. Imagine you were in his shoes, what would you pick for the first gift of Christmas? Why? Use the brainstorm web first, then edit your work using the checklist and write your final copy.

CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
 - A hat, a scarf, shoes, and a bag.
 - For example, playing in the snow.



- ☐ 3 transitional phrases

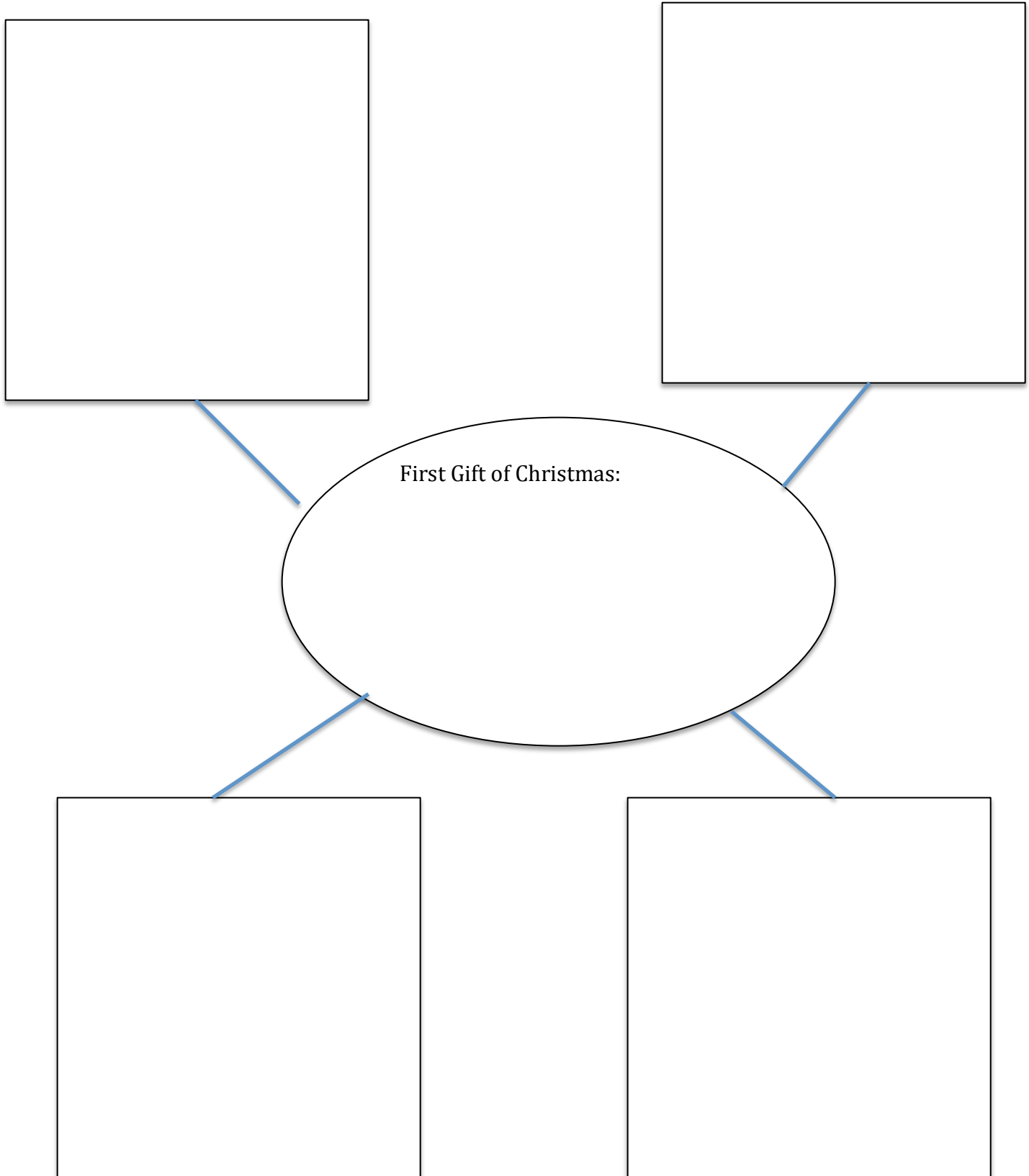
So	Because	In conclusion	In fact
Therefore	For example	But	Next
In addition	First	Too	

- ☐ If a person is speaking use quotation marks!
 - Michelle was frightened. She yelled out, "Please, help me!"

- ☐ Do not forget your noun verb agreement!

Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs were	The dogs will

Brainstorm Web





Name: _____

Date: _____

THE POLAR EXPRESS

Inferences

Directions: For each question, use the information provided (sentences from *The Polar Express*) to make an inference. Your inferences should be supported with a “because” and written in complete sentences.

Example:

Book Clue: I did not rustle the sheets. I breathed slowly and silently.

My Inference: The boy is listening for something *because* he is trying not to make any noise.

1. Book Clue: A conductor stood at the open door of one of the cars. He took a large pocket watch from his vest, then looked up at my window. I put on my slippers and robe. I tiptoed downstairs and out the door. “All aboard,” the conductor cried out.

My Inference:

2. Book Clue: Soon there were no more lights to be seen. We traveled through cold, dark forests, where lean wolves roamed and white tailed rabbits hid from our train as it thundered through the quiet wilderness. We climbed mountains so high it seemed as if we would scrape the moon. But the Polar Express never slowed down.

My Inference:

3. Book Clue: I shook the bell. It made the most beautiful sound my sister and I had ever heard. But my mother said, “Oh that’s too bad.” “Yes,” said my father, “it’s broken.” When I’d shaken the bell, my parents had not heard a sound.

My Inference:

Name: _____

Date: _____

THE POLAR EXPRESS

Point of View

Directions: Draw a line to connect the correct perspective to the Christmas tree. When you are done, determine if the story *The Polar Express* was written in first person, second person, or third person point of view. When you are done, provide three examples from the text to justify your answer.

First Person:

A character is telling the story



Second Person:

Told from the "you" perspective



Third Person:

A narrator tells the story



The Polar Express is written in the _____.

I know this because:

-
-
-

Name: _____

Date: _____

THE POLAR EXPRESS

Directions: Draw lines to select which precise word you would use to replace the basic words in bold. When you are done, write two sentences using two precise words from the list.

Basic Words		Precise Word
The reindeer jumped around with excitement when it was time to deliver gifts.		Pranced
The boy did not move his sheets in bed because he wanted it to be silent.		Crawled
The train driver stopped at the boy's house before leaving for the North Pole.		Rustle
The train moved slowly as it approached the North Pole.		Roamed
The wolves walked around woods with no place to go.		Conductor

1. _____

2. _____

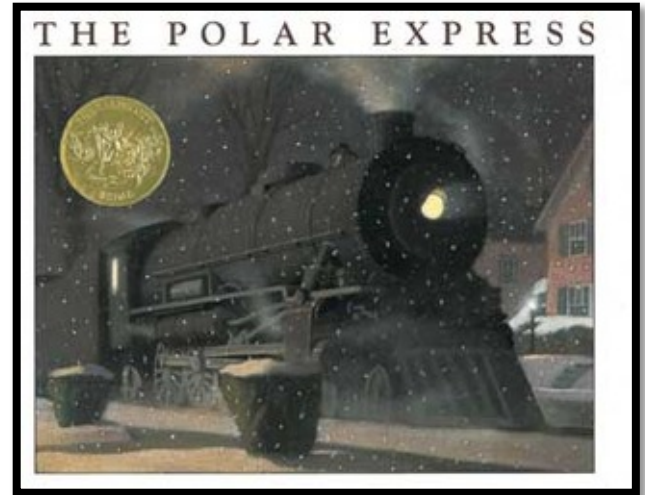
Name: _____

Date: _____

THE POLAR EXPRESS

Predictions

Directions: Look at the cover of *The Polar Express*, and the first few pages of the book (pictures only). What do you think will happen in this book? Write three predictions in complete sentences.



1. _____

2. _____

3. _____



Name: _____

Date: _____

THE POLAR EXPRESS

Directions: Identify the theme and purpose of the book *The Polar Express*.

1. What is the Chris Van Allsburg's purpose for writing *The Polar Express*?

- A. To Persuade
- B. To Inform
- C. To entertain



2. How do you know? (Support your answer with two or more pieces of evidence).

3. What is the theme of Chris Van Allsburg's *The Polar Express*? Remember, theme is the lesson or message from the story. Explain your answer with detail.





Name: _____

Date: _____

THE POLAR EXPRESS

Quotation Marks

Directions: Read the sentences from the book *The Polar Express*. Add quotation marks where necessary. Remember, quotation marks indicate that someone is speaking.



Example:

“There is no Santa,” my friend had insisted, but I knew he was wrong.

1. All aboard, the conductor cried out. I ran up to him. Well, he said, are you coming?
2. There, said the conductor, is the North Pole.
3. At first we saw no elves. They are gathered at the center of the city, the conductor told us.
4. Who received the first gift? we all asked.
5. Look, shouted one of the children, the elves.
6. I sat on Santa’s knee and he asked, Now what would you like for Christmas?
7. He stood, holding the bell high above him and called out, The first gift of Christmas!
8. I had lost the silver bell from Santa’s sleigh. Let’s hurry outside and look for it, one of the children said.
9. He cupped his hands around his mouth. Merry Christmas, he shouted.
10. I shook the bell. It made the most beautiful sound my sister and I had ever heard. But my mother said, Oh that’s too bad. Yes, said my father, it’s broken.

Name: _____

Date: _____

THE POLAR EXPRESS

Directions: Summarize the story *The Polar Express*. Your summary must include the title and author, setting, important characters, problem, solution, and all important events from the story. The graphic organizer is an optional way to organize your thoughts.

Title and Author	Setting	Characters	Problem	Solution
First	Second	Then	Next	In the End



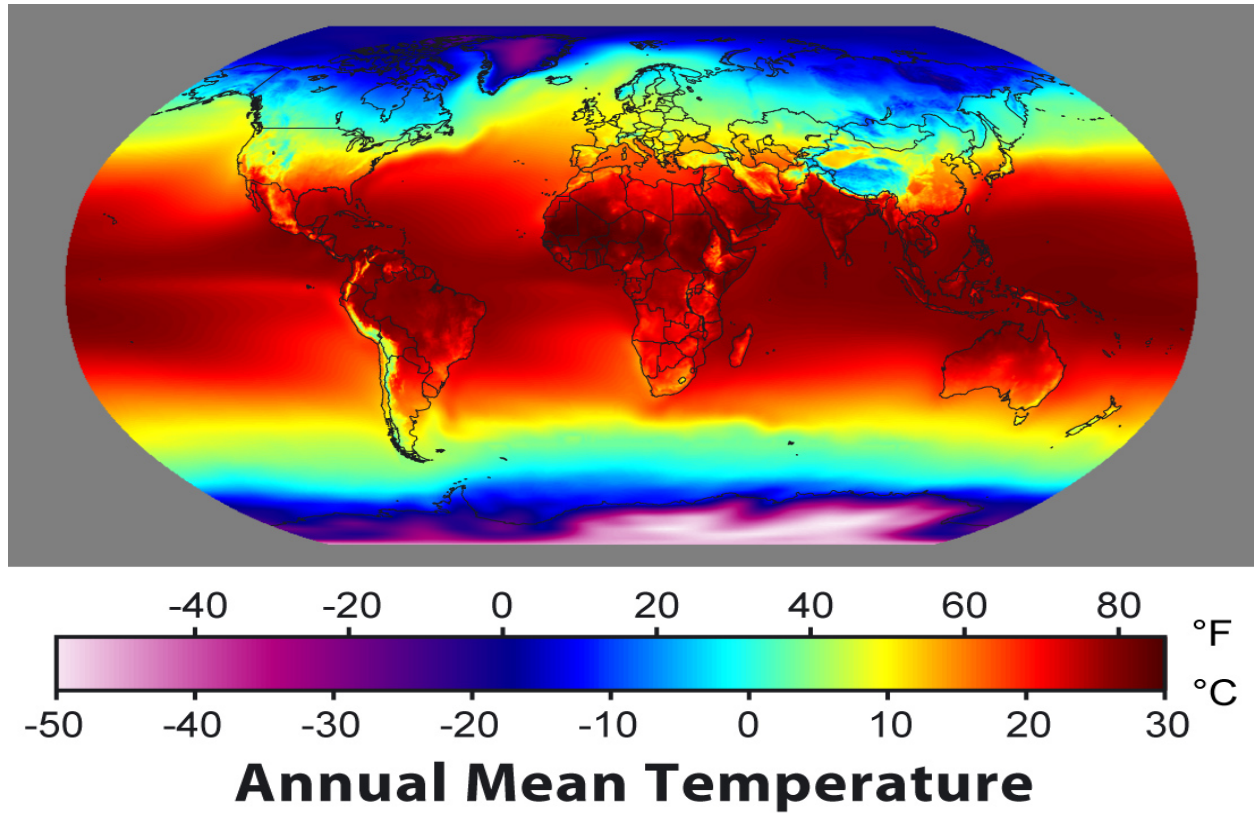
Name: _____

Date: _____

THE POLAR EXPRESS

1. The setting of *The Polar Express* is _____.
2. Draw an arrow to the setting of the story on the map below.





3. Looking at the map above, what is one pattern you notice about annual mean temperature on Earth?

4. What is the annual mean temperature of the North Pole in Fahrenheit? _____

5. What can you infer about the weather in the North Pole and in the story?

Name: _____

Date: _____

THE POLAR EXPRESS

Directions: Underline the subject in each sentence and highlight the verb. Then, write p for plural or s for singular in the box. . Write your own sentence for number 6.

The subject (who/what) must agree with the **verb** (the action).

Subject	Verb (present tense)
I	Am
He, She, It	Is
They, we, those, these	Are
Santa (singular)	Is
The reindeer (plural)	Are

Subject	Verb (past tense)
I	was
He, She, It	was
They, we, those, these	were
Santa (singular)	was
The reindeer (plural)	were

1. The boy **was** given the first gift of Christmas.

2. *The Polar Express* is a book written by Chris Van Allsburg.

3. Crowds of people were hoping to see Santa's sleigh.

4. When the clock struck twelve, the reindeer were ready to fly.

5. When the boy climbed back on the train, he was sad that he lost his bell.

6.

Directions: Read the short passage below. Correct the subject verb agreement errors.




On one Christmas Eve, a boy were laying in his bed awaiting the sound of a train. The train were loud, making squeaking sounds. The conductor told the boy that they was heading to The North Pole! On the train, the children drank hot chocolate and ate candies. Lights was strung on the factories that made toys. When it were time for Santa to give the first gift of Christmas, he chose the boy. The boy got a bell that were taken from a reindeer's harness. Although the boy lost his bell, Santa put it under his Christmas tree that night.

Name: _____

Date: _____

THE POLAR EXPRESS

Directions: Make a minimum of one text to text, text to self, and text to world connection from *The Polar Express*. When finished, share your connections with a partner. Do you have any of the same connections?

<p>Text to Text</p> 	<p>Text to Self</p> 	<p>Text to World</p> 
<p>How does <i>The Polar Express</i> remind you of another book?</p>	<p>How does <i>The Polar Express</i> remind you of an experience you've had?</p>	<p>How does <i>The Polar Express</i> remind you of an event of the past, present, or future?</p>

Name: _____

Date: _____

THE STRANGER

Directions: Read Chris Van Allsburg's sentences below. Each sentence is missing a minimum of one apostrophe. Edit the sentences by adding the necessary apostrophe(s).

1. A cool breeze blew across his face through the truck's open window. Then it happened. There was a loud "thump." Mr. Bailey jammed on his brakes. "Oh no!" he thought. "I've hit a deer."

2. But it wasn't a deer the farmer found lying in the road, it was a man.

3. "In a few days," the doctor said, "he should remember who he is and where he's from."

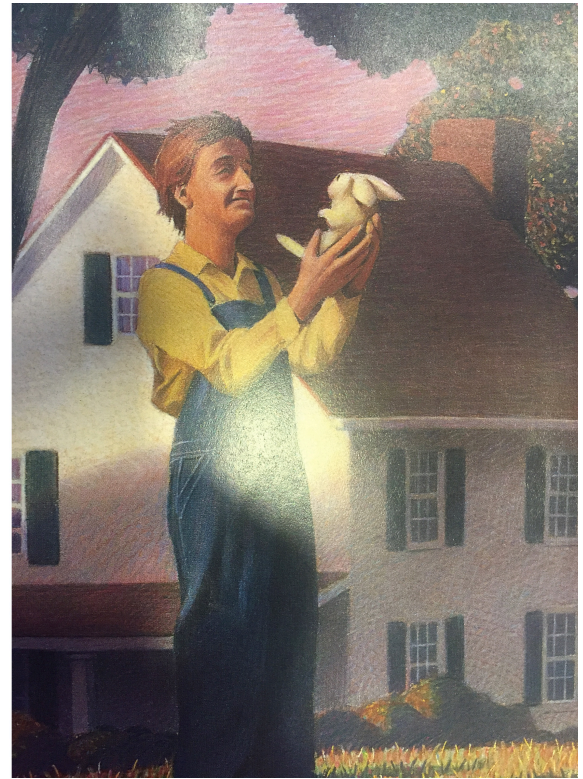
4. Mrs. Bailey shivered. "Brrr," she said. "There's a draft in here tonight."

5. When Katy's father went into the fields that day, the stranger shyly tagged along.

6. The stranger could not take his eyes off the birds. He stared at them like a man who'd been hypnotized.

7. The leaves on the trees were as green as they'd been three weeks before.

8. The trees in the distance were bright red and orange. But the trees to the south, like those round the Baileys, were nothing but shades of green.



Name: _____

Date: _____

THE STRANGER

Directions: In the book *The Stranger*, by Chris Van Allsburg, the stranger has an impact on the change of seasons from summer to fall. Using books, internet, and other resources, answer the questions below:

WHAT CAUSES THE CHANGE OF SEASONS?



HOW DO LEAVES CHANGE COLOR?



Name: _____

Date: _____

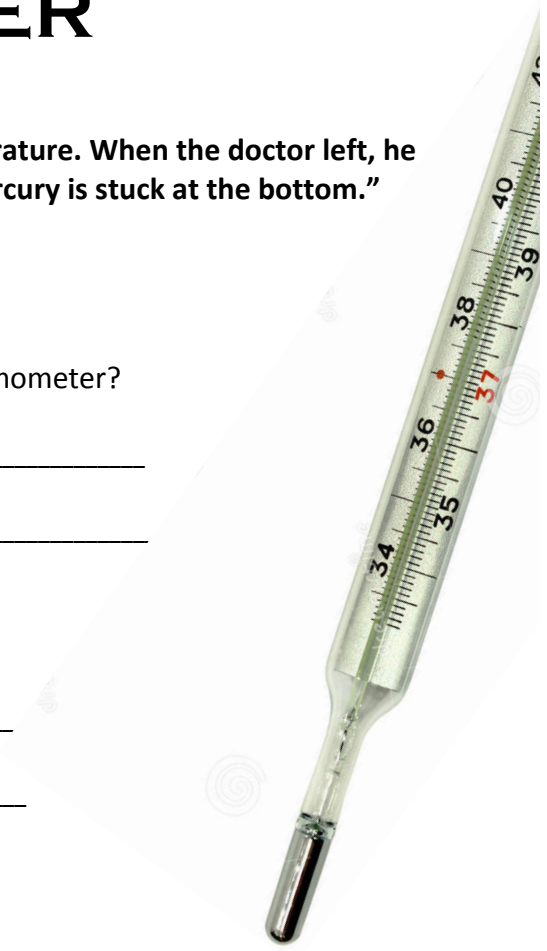
THE STRANGER

When the doctor came to check on the stranger, he took his temperature. When the doctor left, he did not take his thermometer because he said, "It's broken, the mercury is stuck at the bottom."

1. What does it mean when mercury is stuck at the bottom of a thermometer?

2. What does this indicate about the stranger's temperature?

3. Do you think the thermometer was actually broken?



Name: _____

Date: _____

THE STRANGER

Directions: Uh oh! Some of the sentences below are incomplete. Remember that a complete sentence has both a subject and a verb. Read the sentences below. If they are complete, write C. If they are incomplete, write I and correct the sentence.



1. Knelt down beside the stranger.

2. The man on the sofa.

3. He decided the man had lost his memory.

4. The warm days made grow larger than ever.

5. They worked hard.

6. Ran to a tree and pulled off a leaf.

7. High above them a flock of geese.

8. Occasionally, Mr. Bailey would have to stop and rest.

Name: _____

Date: _____

THE STRANGER

I think the stranger is ... _____



Clues from the story that helped me make my decision include:

- _____
- _____
- _____
- _____
- _____

Name: _____

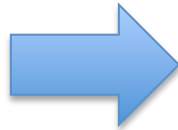
Date: _____

THE STRANGER

Directions: Can you identify any cause and effect relationships from the book *The Stranger*? Use the boxes below to share two cause and effect relationships from the story. The first is done for you.

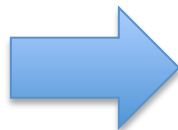
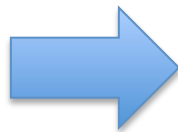
CAUSE

The stranger's
body temperature
was very cold.



EFFECT

When the doctor took his
temperature, he thought
his thermometer was
broken because the
mercury was at the very
bottom of the
thermometer.



Name: _____

Date: _____

THE STRANGER



Character's Actions

Character's Appearance

Character at the beginning

Character at the end

Name: _____

Date: _____

THE STRANGER

Directions: After reading the story *The Stranger*, go through the book and select five words you are unfamiliar with. Write the five words in the spaces below. When you are done, use a dictionary to find the definition you feel best fits the word in the book. Lastly, write a sentence of your own using the word.

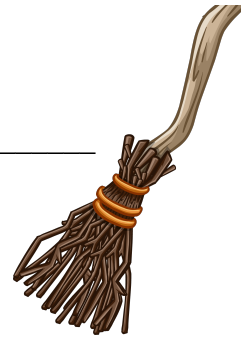


Vocabulary Word	Definition	Sentence
1.		
2.		
3.		
4.		
5.		

Name: _____

Date: _____

The Widow's Broom



Directions: Fill in the blank for the analogies below.

Minna Shaw : _____ :: Mr. Spivey : Gullible

Broom : Bristles :: The piano: _____

Minna Shaw : Teacher :: _____ : Student

Broom: Sweep :: Wood : _____

Young Broom : _____ :: Old Broom : Powerless

The Spivey Family : Fearful :: Minna Shaw _____

Write your own Analogy!

_____ : _____ :: _____ : _____

Name: _____

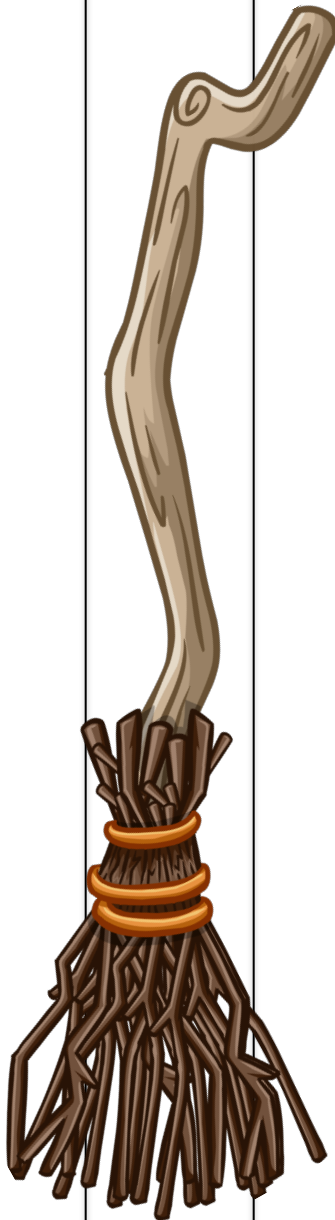
Date: _____

The Widow's Broom

Directions: Compare the relationship between Minna Shaw and the broom, and Mr. Spivey and the broom. Write specific examples that include: What they say, what they do, how they feel, etc.

Minna Shaw

Mr. Spivey



Name: _____

Date: _____



The Widow's Broom

Directions: On the lines below, write words that can be used to turn two simple sentences into a compound sentence. Then, read the sets of sentences below and change them to compound sentences.

1. Chris Van Allsburg is the author of *The Widow's Broom*. He is the author of *Jumanji* and *The Polar Express* too!

2. Most brooms lose power slowly. Sometimes brooms lose power suddenly.

3. Minna Shaw thought the broom left by the witch had lost its power. She began using it around the house.

4. Minna Shaw put the broom in her closet to get some peace. The broom knocked on the door until she let it out.

5. Mr. Spivey saw the magic broom. He said, "This is the devil."

6. The broom did not put up with the Spivey boys. It did not put up with the Spivey's dog.

7. Did Mr. Spivey burn the magic broom? Did Minna Shaw trick him into taking an ordinary broom?
8. The broom came back to haunt the Spiveys. They wanted to destroy it.
9. The Spivey's thought the broom came back as a ghost. Minna Shaw painted it white.
10. The broom did not spook Minna Shaw. She enjoyed its company.

Name: _____

Date: _____

The Widow's Broom Quiz



1. How can you tell the difference between a young and an old broom?

2. How does Minna Shaw feel about witches?

3. How did the flying witch find the witch at Minna Shaw's house?

4. List four chores the broom could do:

5. What would the broom do when all the chores were finished around Minna's house?

6. Complete the cause and effect relationship below:



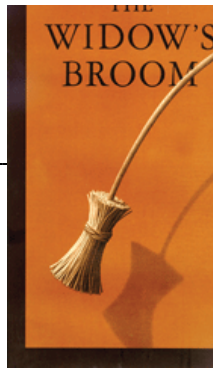
The broom knocked the Spivey boys to the ground.

7. How did Minna Shaw trick the neighbors?

8. Why did the Spivey family leave town?

Name: _____

Date: _____



The Widow's Broom

Directions: Make four inferences while reading *The Widow's Broom*. The first is done for you.

Information from the book + What you already know = Inference

What the book says:	What I already know:	My Inference:
Witches brooms don't last forever.	Witches use brooms to fly.	The witches broom will become too old to fly anymore.

Name: _____

Date: _____

The Widow's Broom

Directions: In each pair of glasses, explain/define/or show examples of that point of view. When you are done, identify what point of view *The Widow's Broom* is written in. Provide an example from the text to support your answer.



The Widow's Broom is written in _____.

I know this because _____

Name: _____

Date: _____

The Widow's Broom

Directions: View the first five pages of *The Widow's Broom* and study the illustrations (do not read the text). When you are done, make four predictions you have for the story.



1. _____

2. _____

3. _____

4. _____

Date: _____

A sepia-toned illustration of a witch flying on a broomstick through a sky filled with large, billowing clouds. The witch is wearing a pointed hat and a cape, and is holding a broom. Three birds are flying in the background.

☐ Title ☐ Author ☐ Setting ☐ Main characters
☐ Main events ☐ Problem ☐ Solution

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

Date: _____

The Widow's Broom

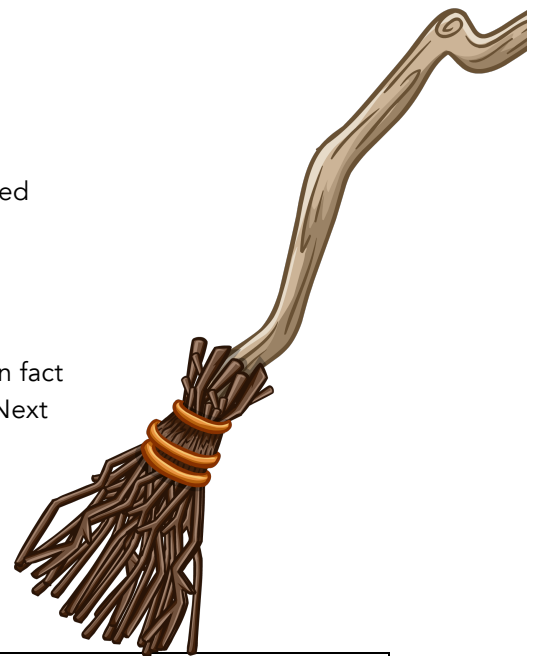
Directions: In the story *The Widow's Broom*, the broom left at the widow's house has special powers. Write a story about a broom left at your house by a witch. Explain all of its magical powers and what happens when your neighbors and friends find out about it. Use the graphic organizer first, then edit your work using the checklist and write your final copy.

CHECKLIST

- ☐ All sentences start with a capital letter
- ☐ All sentences end with punctuation (. ! ?)
- ☐ Commas (,) were used for lists, and with transitional phrases when needed
A hat, a scarf, shoes, and a bag.
For example, playing in the snow.
- ☐ 3 transitional phrases
So Because In conclusion In fact
Therefore For example But Next
In addition First Too

- ☐ If a person is speaking use quotation marks!
Michelle was frightened. She yelled out, "Please, help me!"

- ☐ Do not forget your noun verb agreement!



Past	Present	Future
I was	I am	I will
They were	They are	They will
He/She was	He/She is	He/She will
We were	We are	We will
It was	It is	It will
The dog was	The dog is	The dog will
The dogs were	The dogs were	The dogs will

Graphic Organizer

1. First

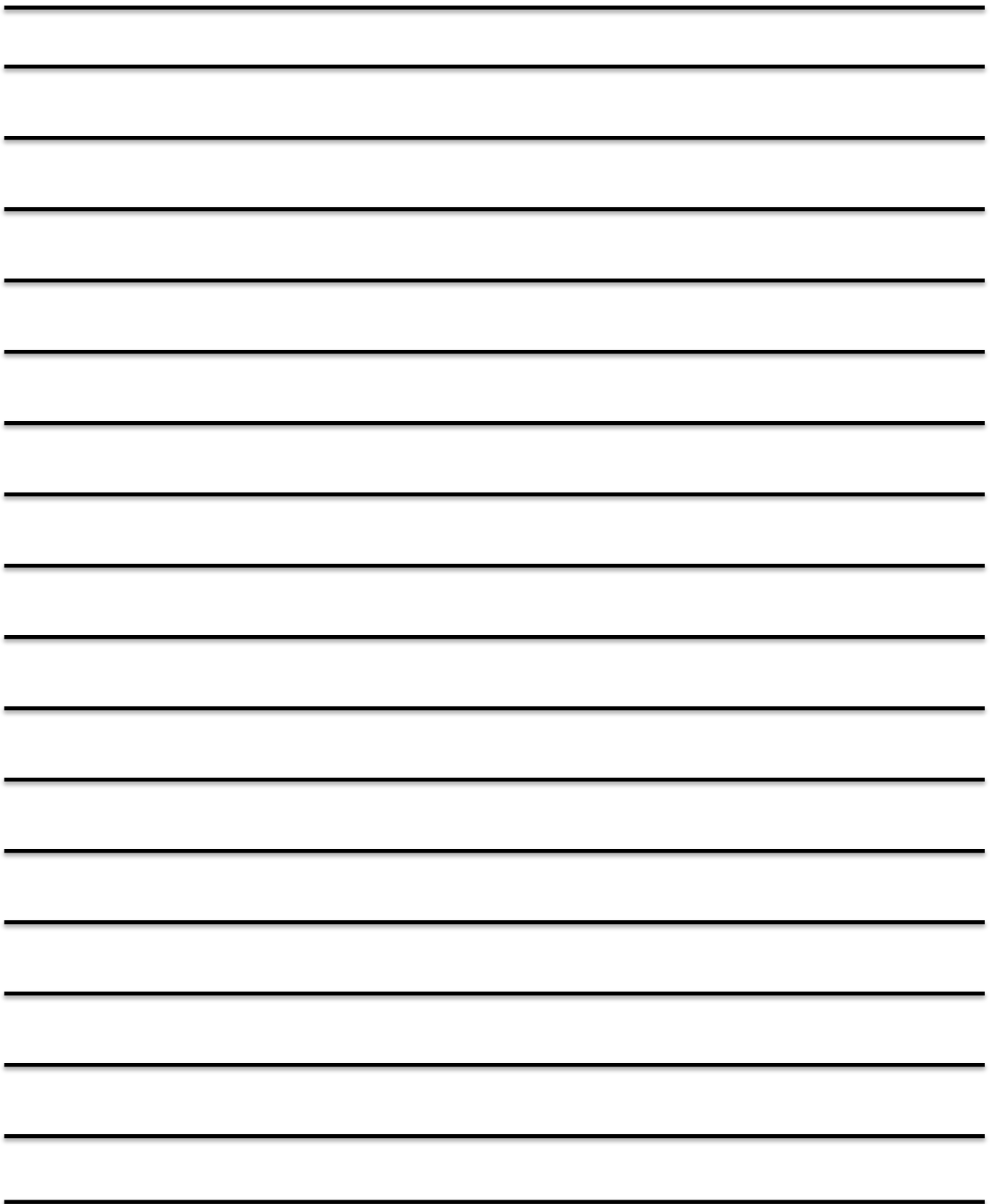
2. Second

3. Then

4. Next

5. After

6. Finally



Name: _____

Date: _____



The Widow's Broom

Directions: Read Chris Van Allsburg's sentences below from *The Widow's Broom*. Use the context clues from the sentences to write a definition for each of the underlined words.

1. Out of a moonlit sky a dark cloaked figure came spinning to the ground. The witch, along with her tired broom, landed beside a small farmhouse...

Cloaked: _____

2. Minna Shaw was asleep in a chair by the fireplace, where embers of a dying fire glowed on the hearth. The witch knelt and took one of the red hot coals in her hand.

Embers: _____

3. Soon the broom could chop wood and fetch water, feed the chickens, and bring the cows in from the pasture.

Pasture: _____

4. Occasionally, when there was nothing left to do around the widow's house, it would hop down to the road that separated Minna Shaw;s and the Spiveys' farm. The road was dirt, of course, and the broom could amuse itself there for hours.

Amuse:_____

5. The broom hopped off, but the Spivey dog ran after it, yapping and biting at its bristles.

Bristles:_____

6. "It sleeps in here," she whispered pointing to the closet. "If you move it carefully, it will not wake up." The men knew how strong the broom was and hoped the widow was right. They opened the closet door, revealing the slumbering broom.

Slumbering:_____

Name: _____

Date: _____



The Widow's Broom

Directions: Read the passage below from Chris Van Allsburg's *The Widow's Broom*. Determine where punctuation (including commas, apostrophes, periods, etc.) should be, and add them. Be sure to make necessary edits to capitalization where necessary.

Not a week passed before the widows neighbors the Spiveys found out about the broom their farm was just down the road the only other place around it was one of the eight Spivey children who saw the broom first when the boy told his father Mr Spivey ran straight across the road to the widows house is it true he demanded did she really have such a broom

Oh yes Minna Shaw answered its wonderful she told her neighbor all about the broom and the witch whod left it behind then she took him around to the back of the house where the broom was hard at work splitting wood

Mr Spivey was horrified this is a wicked wicked thing he said this is the devil the broom stopped working and still clutching the ace hopped toward the widow and her neighbor Mr Spivey red-faced with anger turned quickly and hurried home

Name: _____

Date: _____



The Widow's Broom

Directions: What are sensory images? In the chart below, draw five pictures to represent the five senses. During or after reading *The Widow's Broom*, categorize Chris Van Allsburg's sensory details.

Pick one of the five senses and write a sentence of your own that provides the reader with sensory images.
