

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

## READING EXERCISE: THE WITCHES CODE

When authors write rhyming phrases, it takes a lot of time to get it just right! We have to think about the number of syllables in each sentence and where to put the rhyme.

**Directions:** **Count** the number of syllables in each line and write it next to the line. How many are the same number? **Underline** the words that rhyme and **connect** them. Put a **star** next to your favorite verse.

My witch's heart is made of stone

\_\_\_\_\_

Cold as winter, I cut to the bone

\_\_\_\_\_

My witch's soul is black as tar

\_\_\_\_\_

Forged in darkness to leave a scar

\_\_\_\_\_

My witch's blood, it burns with power

\_\_\_\_\_

Cross me not or you will cower

\_\_\_\_\_

My witch's hands will conjure evil

\_\_\_\_\_

I plot and plan, I'm quite deceitful

\_\_\_\_\_

My witch's tongue will speak a curse

\_\_\_\_\_

To bring you misery and so much worse

\_\_\_\_\_

**Extra credit:** Finish the new verse!

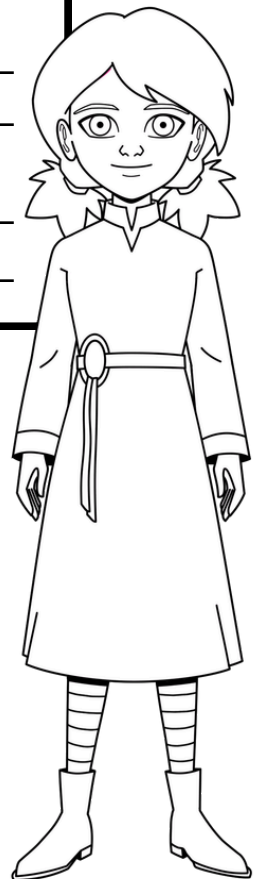
My witch's teeth are sharp as \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

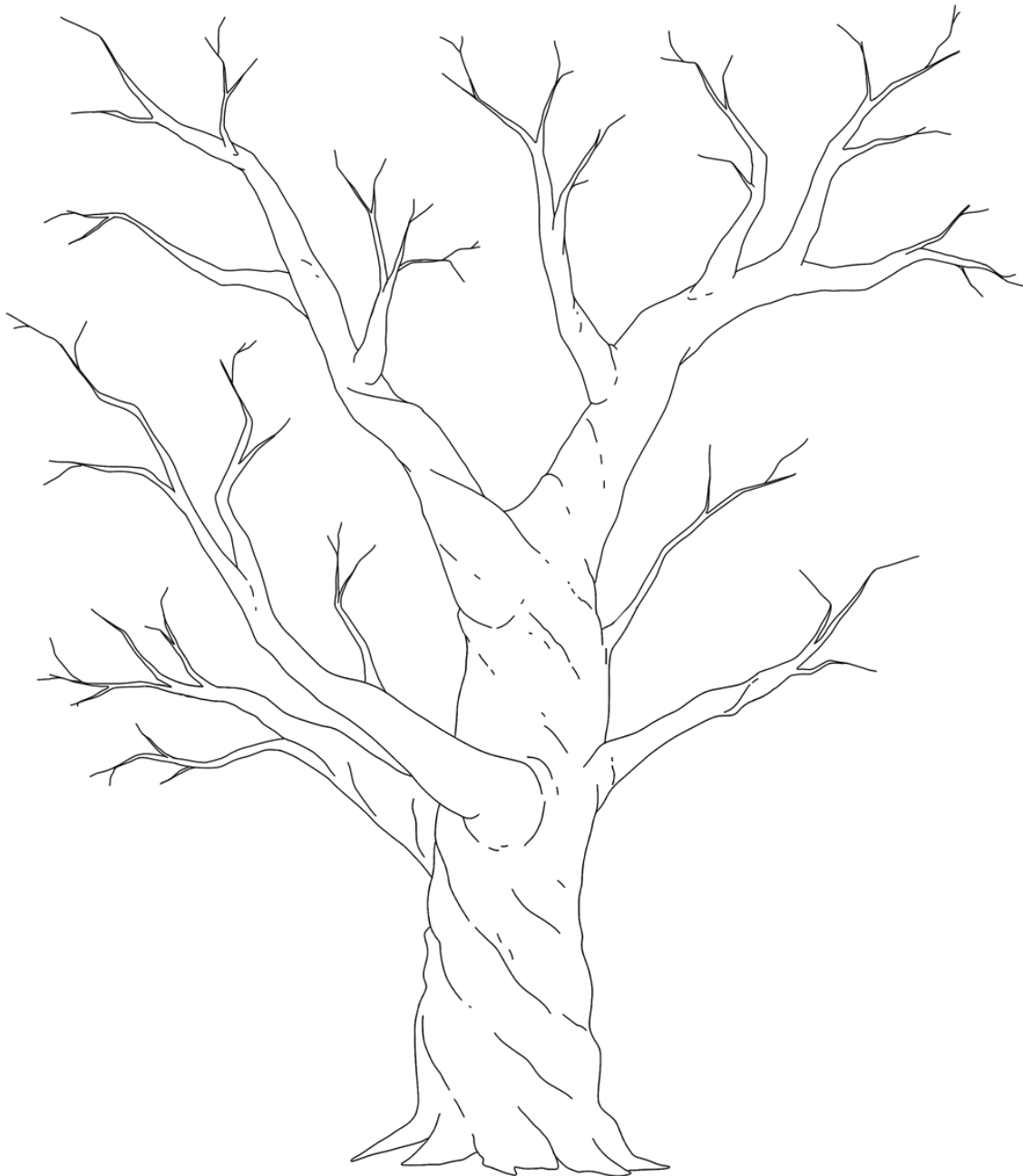


Color Me!

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

## READING EXERCISE: CHARACTER TREE

One of the hardest parts of being an author is remembering all the names of your characters! Use this character tree as you read along to keep track by **adding a leaf** with the name of every character you meet. Color in the branches and the trunk and outline the leaves in green.



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

# READING COMPREHENSION

**Directions:** Answer the following questions using complete sentences and evidence from the story.

1. Who is Odin and what does he do in the prologue?

---

---

---

2. Why does Odin save this baby instead of leaving her? What makes her special? Use evidence from the story.

Hint: *Listen/Look for words like 'prophecy,' 'vision,' and 'spark'*

---

---

---

3. Why do you think the author started with this prologue instead of just beginning with Chapter 1? What does it make you wonder?

---

---

---

---

4. At the end of the Prologue, what does Odin mean when he says "The prophecy has begun"?

---

---

---

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

# STORY DETECTIVE: THE PROLOGUE

The Prologue is full of important clues about what might happen later in the story. Good readers pay attention to these details! Use what you heard or read in the Prologue to complete the activities below.

## Part 1: Character Clues About the Baby

The Prologue gives us several clues about the baby. Fill in the spaces below with details from the story:

Hair color: \_\_\_\_\_

Eye color: \_\_\_\_\_

Special features in her eyes: \_\_\_\_\_

Who is watching over her: \_\_\_\_\_



## Part 2: Making Predictions

Odin mentions a "prophecy" and a "vision" about this baby. A prophecy is a prediction about the future. Based on what Odin says, what do you think the prophecy might be about? Write your prediction:

---

---

---

Do you think this baby is one of the main characters we will meet later in the story? Who do you think it might be? Explain your thinking.

---

---

---

---

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

## READING EXERCISE: THE PROLOGUE

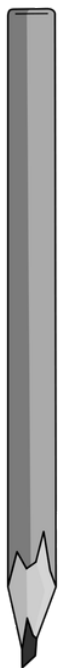
Sometimes authors start the story before the actual story begins--we call that a prologue! A prologue is used to share something important that happened in the past--before the main story begins.

**THINK** about the Prologue and decide **which** of these facts are **important** to the story. **Cross out** the ones that aren't important and **circle** the ones that are.

1. Odin's horse Sleipnir has eight legs.
2. The baby is the child Vor saw in her vision.
3. No one likes witches.
4. The baby might be the one to change the witches.
5. Fetch has long green floppy ears.
6. Old Nan has a soft spot in her heart.
7. The prophecy has begun.



**Extra credit:** Draw a picture of a horse with eight legs!



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

# READING COMPREHENSION

**Directions:** Answer the following questions using complete sentences and evidence from the story.

1. What is Abigail's main problem as she arrives at the academy? Why is this a serious problem for a witch?

---

---

---

2. Compare Endera and Abigail. What is one way they are similar? What is one way they are different? Use the following sentence frames to help you.

Similar: Both Abigail and Endera \_\_\_\_\_

---

Different: While Abigail \_\_\_\_\_, Endera \_\_\_\_\_

---

3. How does Abigail feel about not having a mother? What does the story say she does on days when mothers visit? What does this tell you?

---

---

---

4. What room does Abigail get in the dormitory? How is her room different from the other witchlings' rooms?

---

---

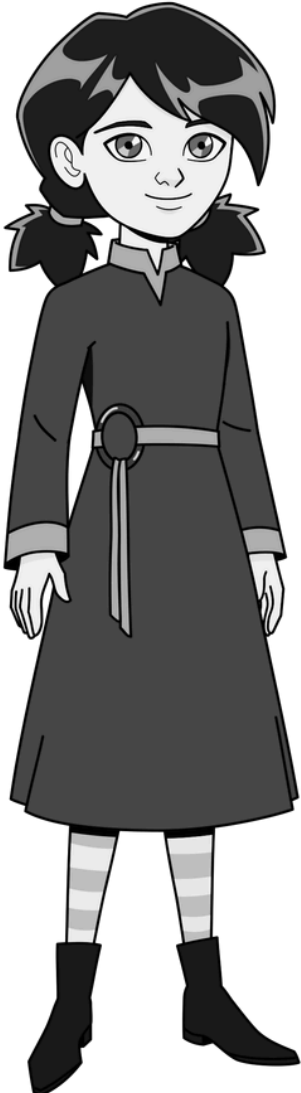
---

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

## WHO IS ABIGAIL?

**Directions:** Use details from Chapter 1 to analyze Abigail's character. Choose character traits that describe her, provide evidence from the story, identify her challenges, and make a prediction about what will happen next.

**Character Trait Ideas:** lonely, brave, determined, nervous, hopeful, isolated, resilient, self-conscious, worried, curious, kind

|                                                                                              |                                                                                    |                                                                                              |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p><b>Trait #1:</b></p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> |  | <p><b>Trait #2:</b></p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p><b>Problem #1</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                 |                                                                                    | <p><b>Problem #2</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                 |

Based on what you have learned about Abigail in Chapter 1, what do you predict will happen to her next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

## READING EXERCISE: BUILDING CHARACTERS

One of the most important jobs of an author is to connect the reader to the main character. Why? Because in order to get you to want to turn the pages and keep reading, it's the author's job to make you care about the character. Let's look at our protagonist, Abigail Tarkana and list a fact you learned and how it made you feel. Follow the example.

**FACT:** Abigail doesn't have a mother.

**FEEL:** I feel sorry for her

**FACT:** \_\_\_\_\_

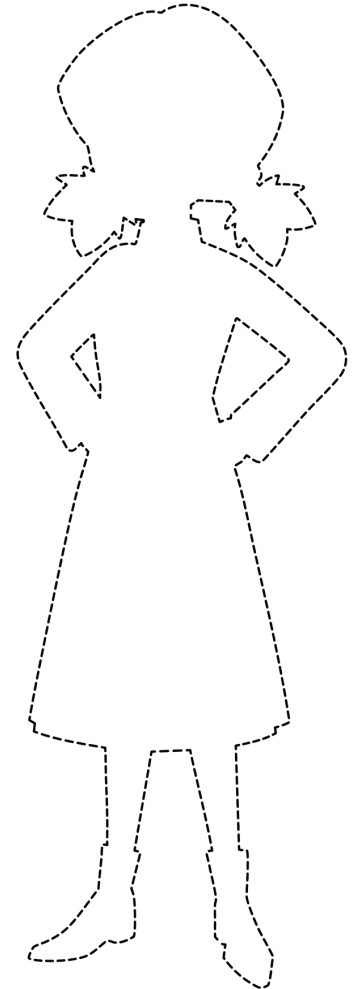
**FEEL:** \_\_\_\_\_

**FACT:** \_\_\_\_\_

**FEEL:** \_\_\_\_\_

**FACT:** \_\_\_\_\_

**FEEL:** \_\_\_\_\_



Color Me In!

**Extra credit:** Write a short paragraph on how you felt on your first day of school!

---

---

---

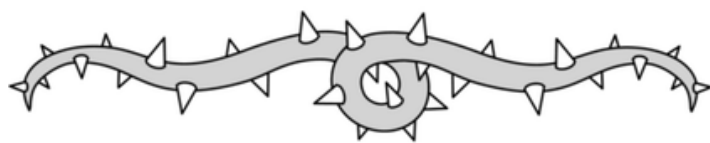


Name: \_\_\_\_\_

## READING EXERCISE: CREATING TENSION

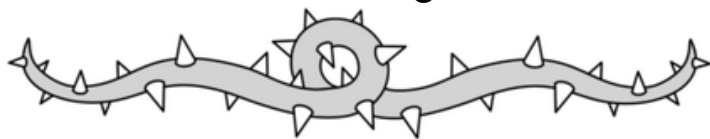
Did you know that tension is one of the most important parts of a book? What does it mean?

**Tension** is that nervous feeling you get when you're not sure what is going to happen next. If you KNOW and it's OKAY then nothing to worry about--no tension. If you KNOW and it's BAD then it's more like DREAD. But if you DON'T KNOW and it could be GOOD or BAD or TERRIBLE--that's tension. And it makes us want to know **WHAT IS GOING TO HAPPEN! NEXT!**



A mysterious creature is lurking  
in the bushes outside the gate  
to the Tarkana Fortress!

Pretend you go into the bushes.  
Write a paragraph on what you  
discover--describe the beast--  
does it have fangs? Claws?



---

---

---

---

---

---

---

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

# ABIGAIL VS ENDERA

**Directions:** Think about how these two characters are different. What makes them act the way they do? Write your responses on the provided space below.

| ABIGAIL                                                                                                                                           | ENDERA                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How she treats others:</p> <p>(Think about what she says and does to other characters)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>How she treats others:</p> <p>(Think about what she says and does to other characters)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>What she wants:</p> <p>(What is her goal or dream?)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                       | <p>What she wants:</p> <p>(What is her goal or dream?)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                       |

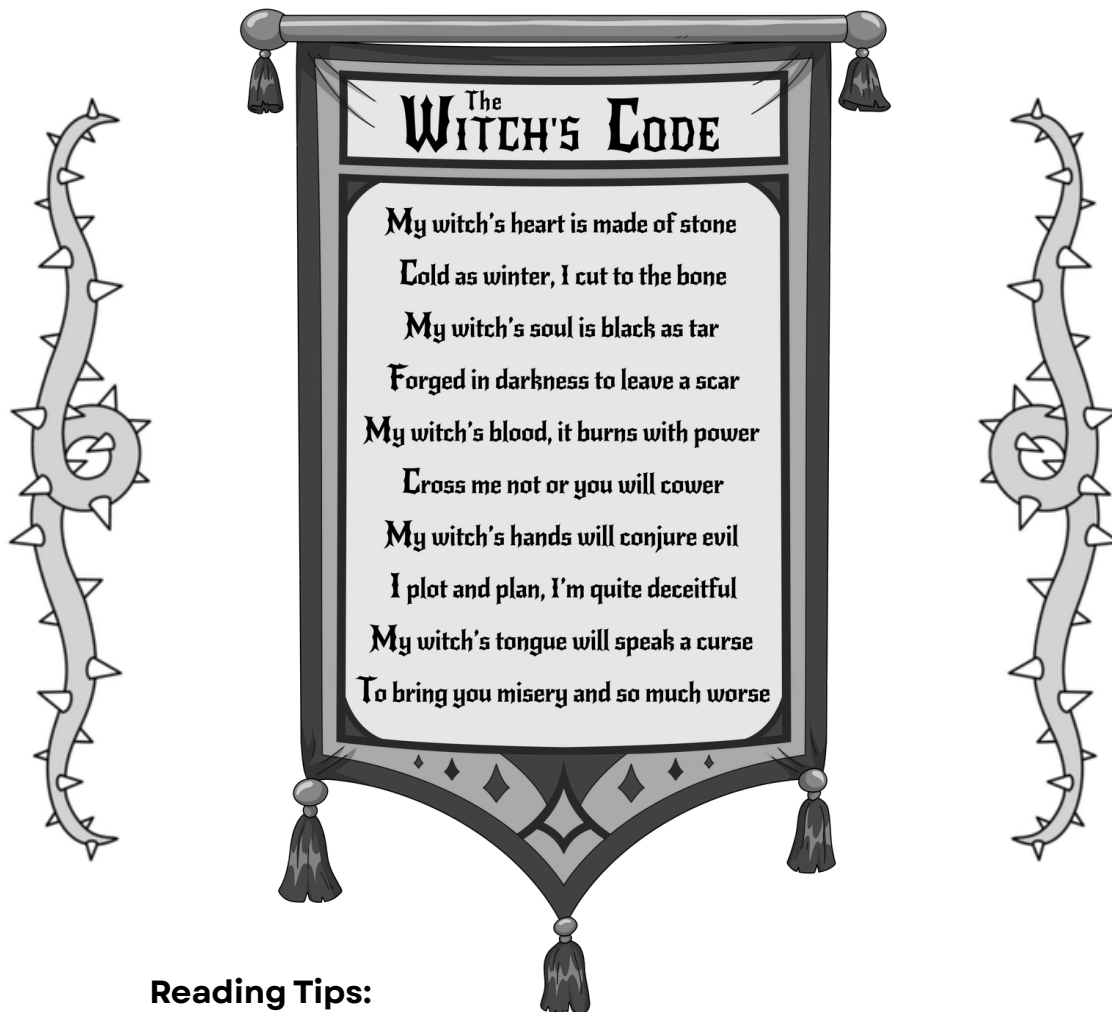
Name: \_\_\_\_\_

# FLUENCY PRACTICE

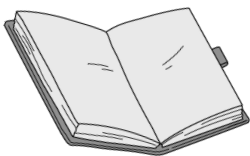
**Directions:** Read through the witches chant with a partner. Follow the partner fluency protocol for reading.

## Partner Fluency Practice

1. Partner A reads while Partner B follows along
2. Partner B gives positive feedback (What went well?)
3. Partner B reads while Partner A follows along
4. Partner A gives positive feedback
5. Both read together (choral reading)



## Reading Tips:



- Use a dark, mysterious voice
- Emphasize powerful words: stone, darkness, burns, power
- Pause briefly at the end of each line
- Practice 3-4 times to build fluency!

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

## READING COMPREHENSION

**Directions:** Answer the following questions using complete sentences and evidence from the story.

1. Why does Endera bully Abigail? What does Endera say was the reason they used to be friends?

---

---

---

2. What causes Abigail to dump milk on Endera's head? What is the effect of this action?



CAUSE (What made Abigail do it?): \_\_\_\_\_

\_\_\_\_\_

EFFECT (What happened as a result?): \_\_\_\_\_

\_\_\_\_\_

3. Who is Hugo, and how does he appear in the story? What does he do that surprises everyone?

---

---

---

4. At the end of Chapter 2, where are Abigail and Hugo? What rule did Abigail break, and what danger might they face?

---

---

---

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

# CAUSE AND EFFECT

## What is Cause and Effect?

**CAUSE** = Why something happens (the reason)

**EFFECT** = What happens (the result)



In Chapter 2, many events happen because of other events. One action leads to another, creating a chain reaction! Let's trace the cause and effect chain from the Dining Hall scene. Complete the cause and effect chain.

**Event #1 Cause:** Endera tells Abigail to move from "her" seat

**Effect:** What does Abigail do?

---

---

**Event #2 Cause:** Endera sticks her foot out and trips Abigail

**Effect:** What happens to Abigail? How does she feel?

---

---

**Event #3 Cause:** Abigail feels angry after being tripped

**Effect:** What does Abigail do to Endera?

---

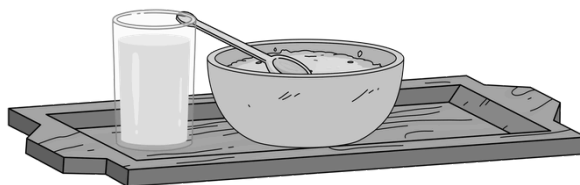
---

**Event #4 Cause:** Abigail dumps milk on Endera's head

**Effect:** What does Endera threaten to do? What does Abigail do next?

---

---



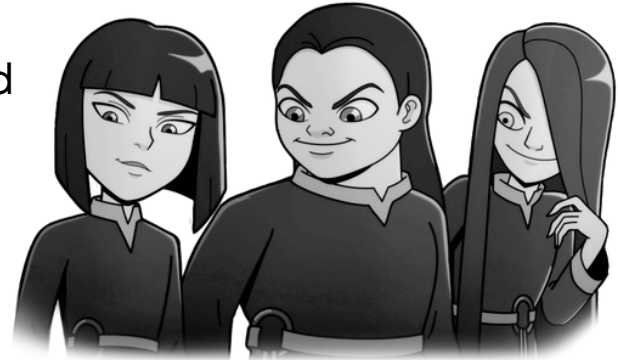
Name: \_\_\_\_\_

## READING EXERCISE: MAKING FRIENDS

Abigail has been at the Tarkana Academy two weeks and she still hasn't made any friends. Have you ever had a hard time making friends? How did that feel? What did you do to fix that? Use your experiences or imagination to come up with a job ad for a new friend position. Think of all the traits a friend should have.



### Help Wanted: New Friend



Must be \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### HINT:

Try some of these words:

LOYAL  
KIND  
NICE  
TRUSTWORTHY  
LISTENER

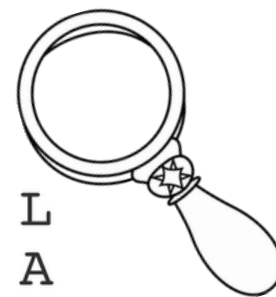
and think of your own!





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

# FUN FRIENDSHIP WORD SEARCH



P E L K H O T C H S K G W N L  
Y L G F Q O A H E L P F U L A  
N B I O L R N V Q N X C A S U  
N A K P I Z I E U N H A N E G  
U D E N U G G E S N W X I O H  
F N G L R Y J K P T I J R Y S  
W E I O A W E V A R B C G L G  
H P F P R Y A X N W M O E R L  
H E X J D W O Y H A C T S U R  
X D V Y Z C D L P L G T Z Q F  
V C H L P D O Z I L K F A K R  
Y Q S X U E D O E Y W R K S L  
S F T B E G Q T U Z B S E X F  
Z R Y S W F D C Z Y T C R C X  
Y L C K I N D G E B S D M P X

ALLY

BRAVE

BUDDY

CARING

DEPENDABLE

FORGIVES

FUNNY

HELPFUL

HONEST

KIND

LAUGHS

LOYAL

NICE



## Extra credit:

Are you missing your best friend right now? Here's some things you can do. Write them a letter and include a drawing of the two of you. Ask them to write you back. You'll look forward to checking the mail!

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

# READING COMPREHENSION

**Directions:** Answer the following questions using complete sentences and evidence from the story.

1. Describe Hugo using two character traits. For each trait, give evidence from the story.

Trait 1: \_\_\_\_\_ Evidence: \_\_\_\_\_

Trait 2: \_\_\_\_\_ Evidence: \_\_\_\_\_

2. How does Hugo discover that Abigail doesn't have magic? Explain.

---

---

---

3. What is a "glitch-witch"? Why is Abigail worried she might be one?

---

---

4. When facing the sneevils, how does Abigail finally get her magic to work?  
What does Hugo do to help her?

---

---

---

5. What is strange about Abigail's witchfire? Why is this a problem for Abigail?

---

---

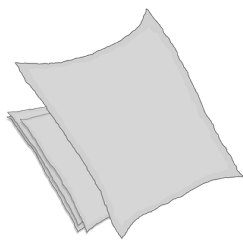
---



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

## READING EXERCISE: SCIENTIFIC OBSERVATIONS

Hugo is quite the scientist--he even has a journal he writes everything down in. Think back on everything you learned in this chapter and jot down notes of the facts- then write down a question you have about what you read.



**See How Many Facts  
You Can Come Up With!**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



 **Question?**

---

---

---

---

---

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

# MAKE AN INFERENCE

**Directions:** Authors don't tell us everything. We use clues from the story plus what we already know to figure things out. Use clues from the story to make inferences.

**Example:**

- Story says: Abigail sat on her bed, waiting quietly while other girls were fawned over by proud mothers.
- I can figure out: Abigail feels lonely and left out because she doesn't have a mother like the other girls.

**Now you try! Use story clues to make inferences.**

1. The baby has "a spark, like a shining star" in her eyes, and Odin thinks "Perhaps she'll be the one to change the witches."

What does this tell you about the baby? \_\_\_\_\_

\_\_\_\_\_

2. Hugo carries a journal, writes observations, and calls himself "a scientist" who "can't help being honest."

What kind of person is Hugo? \_\_\_\_\_

\_\_\_\_\_

3. Old Nan is described as someone who took care of Abigail at the Creche, and Abigail carries a valise that Old Nan packed for her.

What does this tell you about Old Nan's relationship with Abigail? \_\_\_\_\_

\_\_\_\_\_

4. When Endera corners Abigail in the garden, Abigail runs away.

Why do you think Abigail chooses to run? What does this tell you about her situation?

\_\_\_\_\_

\_\_\_\_\_

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

**FUN**

# **DRAW A BETTER A SNEEVIL THAN ALANE**



Calling all the artists out there! I tried to draw a picture of a sneevil and this is what I came up with. I'm challenging you to outdo me!

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

# WRITTEN RESPONSE: R.A.C.E STRATEGY

## What is the RACE Strategy?

RACE is a tool that helps you write complete, evidence-based answers.

**R: RESTATE** the question in your answer

**A: ANSWER** the question completely

**C: CITE** evidence from the story (use quotation marks "like this")

**E: EXPLAIN** how your evidence supports your answer

**If you're not sure how to start, try using one of these sentence frames:**

### **R - Restate:**

The question asks ...

This question is about ...

We need to figure out ...

### **A - Answer:**

The answer is ...

I believe that ...

### **C - Cite Evidence:**

The story says, "..."

According to the story, "..."

For example, in Chapter 3, "..."

### **E - Explain:**

This shows that ...

This evidence proves ...

This is important because ...



# WRITTEN RESPONSE: R.A.C.E STRATEGY

**Prompt:** Why doesn't Abigail have magic yet? Use evidence from the story to support your answer.

## STEP 1: Plan Your Response

**R** - Restate the question: \_\_\_\_\_

\_\_\_\_\_

**A** - Answer completely: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C** - Cite Evidence (include chapter):

Quote 1: \_\_\_\_\_

\_\_\_\_\_

(chapter \_\_\_\_\_ )

Quote 2: \_\_\_\_\_

\_\_\_\_\_

(chapter \_\_\_\_\_ )

**E** - Explain. How does this evidence support your answer?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WRITTEN RESPONSE: R.A.C.E STRATEGY

## STEP 2: Write Your Final Paragraph

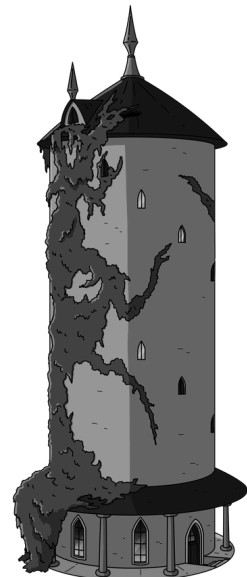
Put it all together into one smooth paragraph. Your paragraph should be 5-7 sentences long and flow smoothly from one idea to the next. Check your work before turning it in.

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

## STEP 3: Edit Your Work

### Self Editing Checklist:

- I restated the question in my first sentence.
- I answered the question completely.
- I included at least one quote with quotation marks.
- I explained how my evidence supports my answer.
- I started sentences with capital letters.
- I ended sentences with correct punctuation.
- I checked my spelling.



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

# WOULD YOU RATHER: WITCH EDITION

**Directions:** Answer the following questions. Explain why.

1. Would you rather have green fire or blue fire? Why? \_\_\_\_\_

\_\_\_\_\_

2. Would you rather be Abigail's friend or Endera's friend? Why? \_\_\_\_\_

\_\_\_\_\_



3. Would you rather live at the Creche or the Academy? Why? \_\_\_\_\_

\_\_\_\_\_

4. Would you rather fight sneevils or face Madame Vex? Why? \_\_\_\_\_

\_\_\_\_\_

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

# READING COMPREHENSION CONNECTION

**Directions:** Answer the following questions using complete sentences and evidence from the story.

*These questions ask you to think about all the chapters you have read so far together.*

1. One theme in these chapters is belonging. How does Abigail struggle to belong at the academy? Use evidence from the story.

---

---

---

2. Do you think Abigail is the baby from the Prologue? List three clues that support your answer.

Clue #1: \_\_\_\_\_

Clue #2: \_\_\_\_\_

Clue #3: \_\_\_\_\_

3. At the end of Chapter 3, Abigail and Hugo are about to face sneevils. What do you think will happen next? Explain your prediction.

Use this frame if needed: I predict \_\_\_\_\_ will happen because \_\_\_\_\_.

---

---

---

**TURN AND TALK:** Share your prediction with a partner. How is their prediction similar to your prediction? How is it different?



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

## VOCABULARY (Prologue - Chapter 3)

| Word       | Definition                                                 | Related Words                |
|------------|------------------------------------------------------------|------------------------------|
| sanctuary  | a safe place where someone or something is protected       | refuge, shelter, haven       |
| banish     | to send someone away from a place as punishment            | exile, expel, cast out       |
| prophecy   | a prediction about what will happen in the future          | prediction, forecast, vision |
| vengeance  | punishment or harm done in return for an injury or wrong   | revenge, retaliation         |
| malice     | the desire to hurt or harm someone                         | meanness, cruelty, spite     |
| fascinated | extremely interested in or attracted to something          | captivated, intrigued        |
| steed      | a horse, especially one that is ridden                     | horse, mount, charger        |
| witchling  | a young witch; a witch who is still a child or in training | young witch, small witch     |
| valise     | a small suitcase or travel bag                             | suitcase, bag, luggage       |
| coddled    | treated with excessive care, gentleness, or protection     | pampered, babied, doted on   |

# VOCABULARY WORD FAMILIES

**Learning Target:** I can learn new words by understanding their parts (prefixes, suffixes, roots) and by using them in my speaking and writing.

## ACTIVITY 1: WORD PARTS & WORD FAMILIES

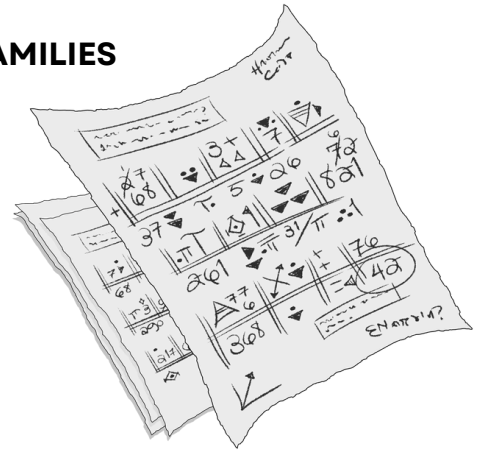
Understanding word parts helps you learn new words.

### A. Break these words into parts:

fascinated = \_\_\_\_\_ + ed

coddled = \_\_\_\_\_ + ed

What does adding the suffix -ed to a word do? \_\_\_\_\_



### B. Use the word 'banish' in its different forms below to complete the following sentences. (banish, banished, banishing, banishment)

1. The king will \_\_\_\_\_ the traitor.

2. The witch was \_\_\_\_\_ from the land.

3. Madame Vex had the power of \_\_\_\_\_ students back to the Creche if they failed.

4. Her \_\_\_\_\_ lasted ten years.

### C. Create words using -ling (young/small) and write their meaning:

witchling = young witch

duckling = \_\_\_\_\_

gosling = \_\_\_\_\_

seedling = \_\_\_\_\_

Try making your own: \_\_\_\_\_ling = \_\_\_\_\_

# VOCABULARY DETECTIVE

## ACTIVITY 2: VOCABULARY DETECTIVE

**A. Hunt for these vocabulary words in Prologue - Chapter 3. Write the chapter where you hear/find each word and write how it is used in the sentence.**

| Word      | Chapter | Sentence |
|-----------|---------|----------|
| sanctuary |         |          |
| prophecy  |         |          |
| vengeance |         |          |
| malice    |         |          |
| steed     |         |          |
| valise    |         |          |

**B. Now choose three of the words from above and write your own sentences using those vocabulary words.**

---

---

---

---

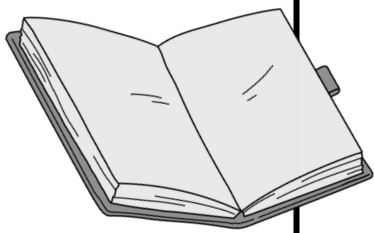
---

# VOCABULARY SYNONYMS & ANTONYMS

## ACTIVITY 3: SYNONYM & ANTONYM MATCH

**Synonym** = similar meaning | **Antonym** = opposite meaning

**A. Draw lines to match each vocabulary word with its SYNONYM:**



|            |            |
|------------|------------|
| malice     | revenge    |
| sanctuary  | captivated |
| fascinated | safe place |
| vengeance  | pampered   |
| coddled    | meanness   |



**B. Write the antonym (opposite) for each word:**

1. sanctuary (safe place) ↔ \_\_\_\_\_

2. banish (send away) ↔ \_\_\_\_\_

3. malice (meanness) ↔ \_\_\_\_\_

4. coddled (pampered) ↔ \_\_\_\_\_

**C. Choose the correct word to complete each sentence:**

1. The bully treated her with \_\_\_\_\_. (malice / sanctuary)

2. The baby was \_\_\_\_\_ by her grandmother, who never let her play outside or get dirty.. (coddled / banished )

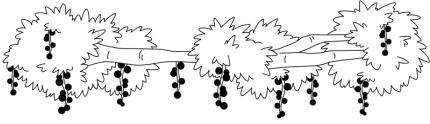
3. She was \_\_\_\_\_ by the magic trick. (fascinated / banished)

4. The knight rode his \_\_\_\_\_ into battle. (valise / steed)

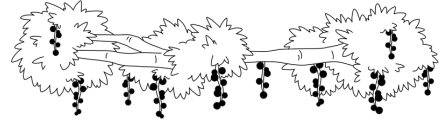
5. As a \_\_\_\_\_, Abigail struggled to fit in with the other young witches who already had their powers. (vengeance / witchling)

# VOCABULARY CONNECTIONS

## ACTIVITY 4: WORD CONNECTIONS



### Part 1: Word Meaning



**Directions:** Write the vocabulary word next to the situation it describes. Explain why the word you chose works for each situation.

**Word Bank:** coddled, vengeance, sanctuary, banish, fascinated

| Situation                                 | Word | Why? |
|-------------------------------------------|------|------|
| Getting revenge on someone who hurt you   |      |      |
| A place where you feel safe from danger   |      |      |
| Being sent away and not allowed to return |      |      |

### Part 2: Which one doesn't belong?

**Directions:** Look at each set of words below. Then circle the word in each set that doesn't belong with the others. Explain why.

**Set 1 Words:** sanctuary, refuge, safe place, vengeance

Why doesn't it belong? \_\_\_\_\_

**Set 2 Words:** malice, kindness, meanness, cruelty

Why doesn't it belong? \_\_\_\_\_

**Set 3 Words:** fascinated, interested, bored, captivated

Why doesn't it belong? \_\_\_\_\_

# PRECISE VOCABULARY

## ACTIVITY 5: WORD UPGRADE

**Directions:** Read each original sentence. Then complete each sentence with the correct vocabulary word from the word bank.

### Word Bank

sanctuary, banished, prophecy, vengeance, malice,  
fascinated, steed, witchling, valise, coddled

1. The girl was mean to Abigail.

**Stronger Sentence:** The girl treated Abigail with \_\_\_\_\_.

2. Abigail needed a safe place to hide.

**Stronger Sentence:** Abigail sought \_\_\_\_\_ from the bullies.

3. The king forced the traitor to leave forever.

**Stronger Sentence:** The king \_\_\_\_\_ the traitor from the kingdom.

4. The baby was treated very gently by her parents.

**Stronger Sentence:** The baby was \_\_\_\_\_ by her loving parents.

5. She was very interested in learning about magic.

**Stronger Sentence:** She was \_\_\_\_\_ by the study of magic.

6. The old woman told them what would happen in the future.

**Stronger Sentence:** The old woman shared a \_\_\_\_\_ about their destiny.

7. The knight rode his horse into battle.

**Stronger Sentence:** The knight rode his \_\_\_\_\_ into battle.

8. She packed her small bag for the journey.

**Stronger Sentence:** She packed her \_\_\_\_\_ for the journey.

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

# EXTENSION ACTIVITIES CHOICE BOARD

Choose one activity to complete. These activities help you think more deeply about the story, characters, and vocabulary. Be creative and have fun!

|                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Create a Prequel Scene</b><br><br>Choose one of the options below and write a scene (at least one paragraph) that happens before the story begins. <ul style="list-style-type: none"><li>• Abigail's first day at the Creche (when she arrived as a baby)</li><li>• A time when Endera and Abigail were friends - what happened?</li><li>• Hugo's first time seeing real magic - how did he react?</li></ul> | <b>Character Portrait</b><br><br>Create a detailed character portrait of Abigail or Endera. Include: <ul style="list-style-type: none"><li>• Accurate drawing based on story descriptions</li><li>• Clothing/uniform from the story</li><li>• 5 labeled character traits with evidence from story</li><li>• One important quote from Chapters 1-3</li></ul>                                                                                                                        |
| <b>Design Your Academy</b><br><br>If you could create a magical school, what would it be like? Create: <ul style="list-style-type: none"><li>• Map or Drawing - Show the layout of your academy</li><li>• Class Schedule - List 5-7 magical classes offered</li><li>• School Rules - Write 5 fair rules for students</li><li>• Anti-Bullying Plan - Explain how your school would prevent bullying</li></ul>    | <b>Character Mapping</b><br><br>Create a visual map showing how characters are connected. Include: <ul style="list-style-type: none"><li>• Center: Put Abigail in the middle</li><li>• Connections: Draw lines to Hugo, Endera, Madame Vex, Old Nan</li><li>• Labels: On each line, describe the relationship<ul style="list-style-type: none"><li>◦ Example: "bullies" "helps" "friends"</li></ul></li><li>• Details: For each character, list 2-3 key facts about them</li></ul> |
| <b>Advice Column</b><br><br>Abigail writes to an advice columnist about her problems. Write: <ul style="list-style-type: none"><li>• Letter (1 paragraph) - Abigail explains her struggles</li><li>• Response (1 paragraph) - Give helpful, realistic advice</li><li>• Connection (3-4 sentences) - How could this advice help someone in real life?</li></ul>                                                  | <b>Theme Tracker</b><br><br>Track one theme throughout Chapters 1-3.<br><br>Examples: COURAGE or FRIENDSHIP<br><br>Create a chart with at least three examples of the theme. Write the chapter, quote from the story, and explain how each example shows the theme.                                                                                                                                                                                                                |