

Chapter 16-20



Student Activity
Pages

Name: _____

READING COMPREHENSION

Directions: Answer in complete sentences. Use evidence from the story.

1. What is the hierarchy (ranking) of creatures that Madame Barbosa teaches about? List them from lowest to highest.

2. When Abigail asks about vikens, how does Madame Barbosa react? What does she reveal about them?

3. What goes wrong when Endera tries to charm the shreek? What does Endera do on purpose?

4. Explain the rules of the creature competition that Madame Vex announces. What will the winner get? What will happen to anyone who fails?

5. At the end of the chapter, what internal conflict does Abigail face about warning Madame Barbosa? What does she decide to do?

Name: _____

READING EXERCISE: CHARMING VOCABULARY



To keep stories lively and interesting, authors use different words to describe the same thing. For example, the season Fall can also be described as Autumn. Both say the same thing but Autumn is a bit more formal which can convey tone in the story.

TEST YOUR VOCABULARY SKILLS

The following list of words from CH 16 all have alternate words to describe them. Do your best to fill in the blanks.

1. Academy _____
2. Whiskers _____
3. Glare _____
4. Hierarchy _____
5. Ancestor _____
6. Vicious _____
7. Conquer _____
9. Rodent _____
10. Careened _____
11. Competition _____
12. Popular _____
13. Flounced _____



Name: _____

CREATURE HIERARCHY

CREATURE HIERARCHY: UNDERSTANDING POWER LEVELS

Learning Target: I can organize information from the text and analyze relationships between creatures.



In Chapter 16, Madame Barbosa teaches about the hierarchy of Tarkana creatures. A hierarchy is a ranking system from lowest to highest.

PART 1: BUILD THE HIERARCHY PYRAMID

Directions: Fill in the pyramid with the creatures Madame Barbosa mentions. Put the weakest at the bottom and the strongest at the top.

MOST POWERFUL		
LEAST POWERFUL		



CREATURE HIERARCHY

CREATURE FACTS



For each creature, write one fact from the story:

RATHOS: _____

SHREEKS: _____

SHUN KARA: _____

OMERA: _____

VIKENS: _____

PART 3: ANALYSIS

1. Which creature would YOU want to try to tame? Why? _____

2. Why do you think Madame Barbosa reacted so strongly when Abigail asked about vikens?

3. If you were a Tarkana witch, which creature would be most useful? Explain.

Name: _____

THE COMPETITION RULES

STAKES AND CONSEQUENCES

Learning Target: I can identify and analyze the rules of a challenge and predict outcomes.

Madame Vex announces a competition that will change everything for the firstlings!



PART 1: THE RULES

Fill in the competition rules:

GOAL: Capture and tame a _____

TIME LIMIT: _____

WHERE: _____

PRIZE FOR WINNER: _____

CONSEQUENCE FOR FAILURE: _____

PART 2: RISK ASSESSMENT

Rate the risk level of this competition:

Low Risk |--|--|--|--| Extremely Dangerous
1 2 3 4 5



I rated it _____ because: _____

THE COMPETITION RULES

PART 3: WHO HAS THE ADVANTAGE?

Based on what you know from Chapters 1-16, which firstling has the best chance of winning? Rank your top 3:

1st place: _____ Reason: _____

2nd place: _____ Reason: _____

3rd place: _____ Reason: _____

PART 4: YOUR STRATEGY

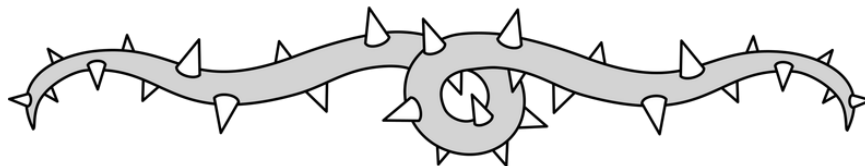
If YOU were in this competition, what would your strategy be?

My creature choice: _____

Why this creature: _____

How I would capture it: _____

How I would tame it: _____



Name: _____

FORESHADOWING - THE VIKEN WARNING

CLUES ABOUT WHAT'S COMING

Learning Target: I can identify foreshadowing and predict how it will affect the story. Foreshadowing is when an author gives hints about what will happen later. In Chapter 16, the author plants an important clue about vikens.

PART 1: THE VIKEN MOMENT

What does Abigail ask? _____

Madame Barbosa's reaction: _____

What Madame Barbosa reveals about vikens:

1. _____

2. _____

3. _____

PART 2: ABIGAIL'S DILEMMA

At the end of the chapter, what does Abigail think about doing?

What stops her from doing it?

Do you think she should have warned someone? ☐ YES ☐ NO

Explain: _____

FORESHADOWING - THE VIKEN WARNING

PART 3: PREDICT THE CONSEQUENCES

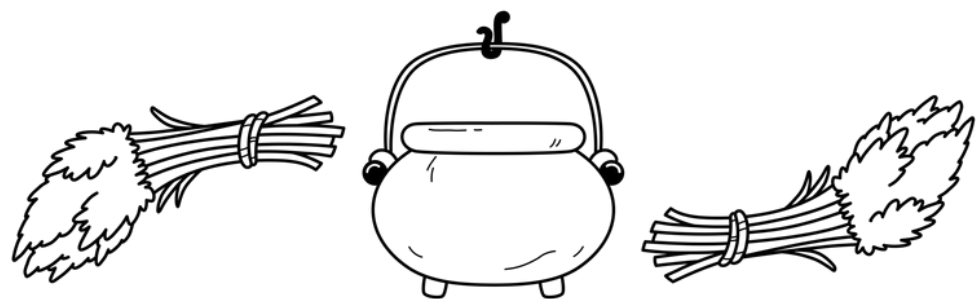
What do you think will happen because Abigail didn't warn anyone?

My prediction: _____

Evidence from the story that supports my prediction: _____

PART 4: AUTHOR'S PURPOSE

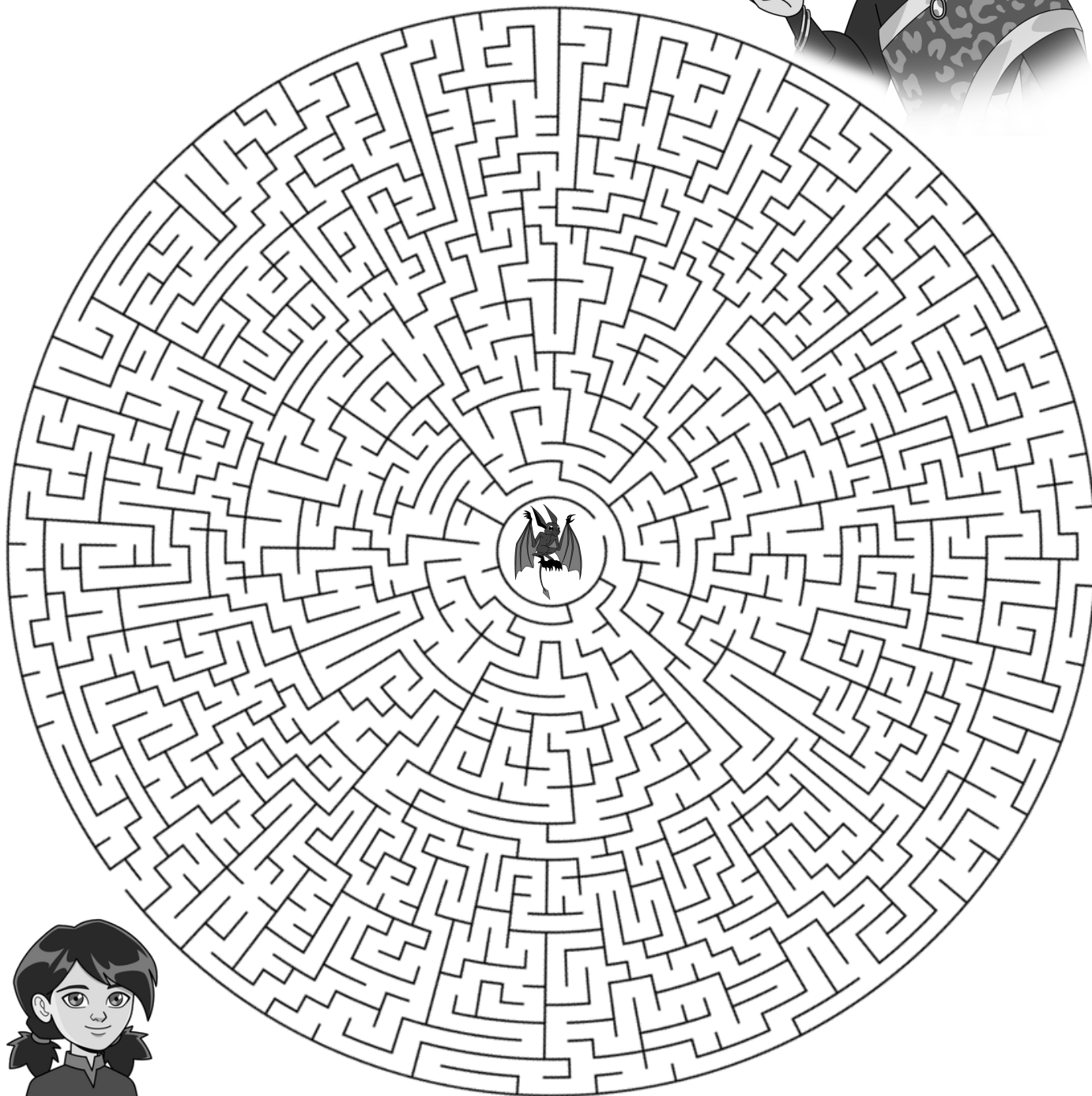
Why do you think the author included the viken discussion in this chapter?



Name: _____

FUN CREATURE CAPTURE!

Help Abigail go into the swamps to
capture a shreek!





TRY

This image shows a blank 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: _____

READING COMPREHENSION

Directions: Answer in complete sentences. Use evidence from the story.

1. Why does Abigail tell the other witchlings that Hugo is "not my friend at all"?
What is happening in this scene?

2. What does Endera want if she wins the bet? What does Abigail want if she wins?

3. Who changes the bet to make it even more serious? What does this person add to the wager?

4. Why is Abigail's plan to catch shreeks not going to be good enough? What does Calla reveal about Endera?

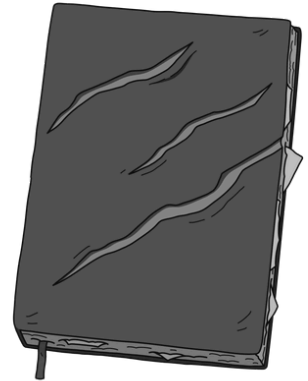
5. Describe what happens when Abigail is alone in the swamp. What two dangerous creatures does she encounter?

Name: _____

READING EXERCISE: COMPARE AND CONTRAST



Endera has her spellbook and
Abigail has her sea emerald.
Reflect on how they're alike
and different.



How are they alike?



How are they different?



Name: _____

WORDS VS. FEELINGS

WHAT CHARACTERS REALLY MEAN



Learning Target: I can analyze when characters say one thing but feel something different.

In Chapter 17, Abigail says something about Hugo that hurts his feelings. But does she really mean it?

PART 1: WHAT ABIGAIL SAYS

Abigail's exact words about Hugo: " _____
_____ "

Who is she talking to? _____

Why is she saying this? (What's happening in the scene?) _____

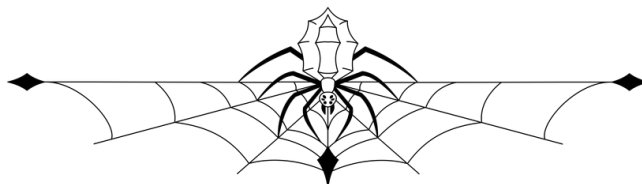
PART 2: WHAT ABIGAIL REALLY FEELS

Do you think Abigail means what she says? ☐ YES ☐ NO ☐ PARTIALLY

Evidence that shows her TRUE feelings about Hugo:

From earlier chapters: _____

From her actions: _____



WORDS VS. FEELINGS

PART 3: WHY PEOPLE SAY THINGS THEY DON'T MEAN

Check the reasons that might explain why Abigail said this:

- ☐ She wants to fit in with the other witchlings
- ☐ She's embarrassed to have a Balfin friend
- ☐ She's trying to protect Hugo from the other witches
- ☐ She's angry at Hugo about something
- ☐ She's scared of what the others think
- ☐ Other: _____



Choose the MAIN reason and explain:

PART 4: PREDICTIONS & PERSONAL CONNECTION

What do you think will happen when Abigail and Hugo see each other again?

Have you ever said something you didn't really mean? Why did you say it?

How did you fix it?

Name: _____

THE BET - ANALYZING STAKES

WHAT'S REALLY AT STAKE?

Learning Target: I can analyze character motivations and understand what characters risk in conflicts.

In Chapter 17, Abigail and Endera make a serious bet. Let's analyze what each girl is really risking.

PART 1: THE WAGER

IF ENDERA WINS:

What she gets: _____

Why this matters to Endera: _____

What Abigail loses: _____

Why this matters to Abigail: _____

IF ABIGAIL WINS:

What she gets: _____

Why this matters to Abigail: _____

What Endera loses: _____

Why this matters to Endera: _____

THE BET - ANALYZING STAKES

PART 2: WHO CHANGED THE BET?

Who made the bet more serious? _____

What did this person add to the bet? _____

Why do you think this character did this? _____

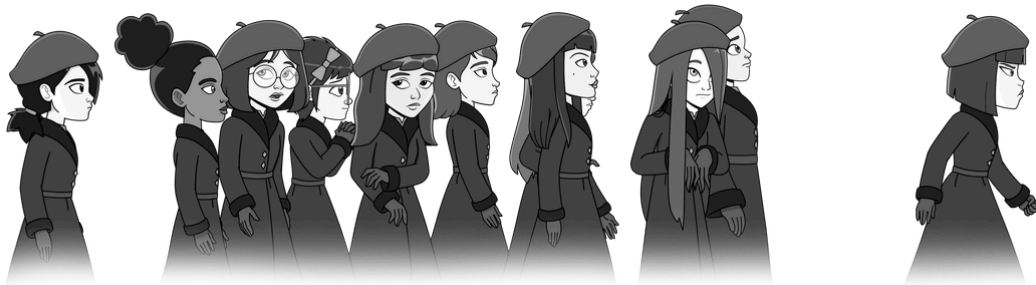
PART 3: PREDICTIONS

Who do you think will win the competition?

☐ Abigail ☐ Endera ☐ Someone else: _____

Explain your prediction: _____

What do you think will happen with the sea emerald? _____



THE BET - ANALYZING STAKES

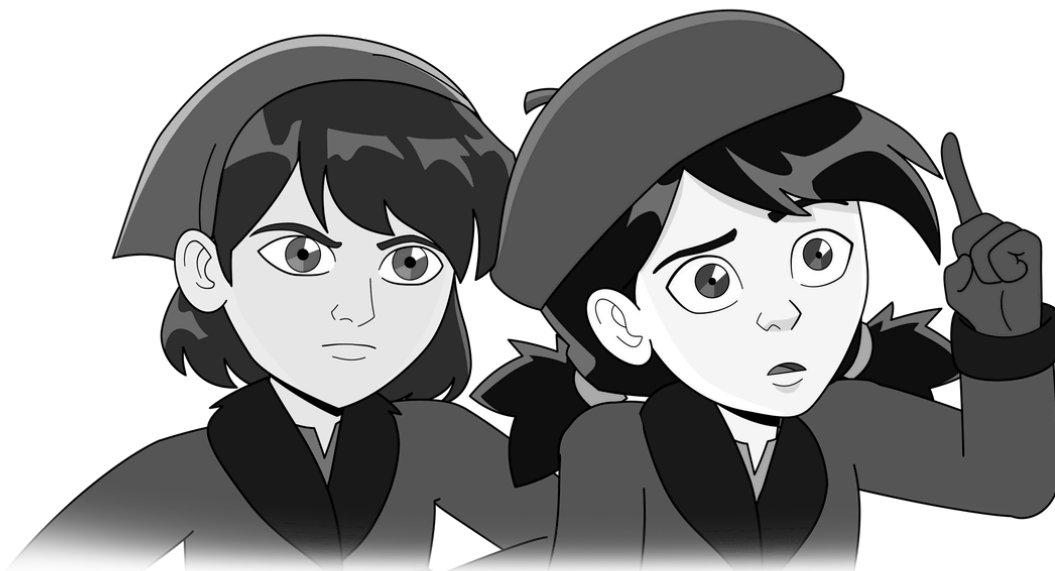
PART 4: PERSONAL CONNECTION

Have you ever made a bet or taken a risk where you could lose something important?

What was at stake?

What happened? _____

What did you learn? _____



Name: _____

THE VIKEN ATTACK

TRACKING TENSION



Learning Target: I can analyze how authors build suspense through pacing and sensory details.

The viken attack scene is one of the scariest moments so far! Let's analyze how the author makes it so suspenseful.

PART 1: BEFORE THE ATTACK - BUILDING SUSPENSE

What clues tell Abigail danger is near? List three:

1. _____
2. _____
3. _____

PART 2: THE VIKEN APPEARS

Describe the viken using details from the story:

What it looks like: _____

What it sounds like: _____

What it smells like: _____

How it moves: _____



THE VIKEN ATTACK

PART 3: ABIGAIL'S DEFENSE



What does Abigail try FIRST to stop the viken?

Does it work? ☐ YES ☐ NO

What does Abigail do NEXT?

Why does her witchfire start to fail?

PART 4: THE RESCUE

What creature saves Abigail? _____

How does this creature save her? _____

Why is this surprising? _____

What new danger does this create? _____

Name: _____

READING COMPREHENSION

Directions: Answer in complete sentences. Use evidence from the story.

1. What words did Abigail say about Hugo that hurt his feelings? How does Hugo feel when he hears this?

2. Why does Hugo follow Abigail into the swamps even though it's dangerous?

3. What does Hugo find in the mud that tells him something happened to Abigail?

4. Who appears to help Hugo search for Abigail? Name both characters.

5. Jasper warns Hugo about what they'll face: "treacherous swamps, quicksand bogs, and wild sneevils." What choice does Hugo make? What does this reveal about his character?

Name: _____

READING EXERCISE:

HURT FEELINGS

Have you ever overheard someone talking about you when they didn't know you were listening? Hugo overhears something mean Abigail says to Endera.

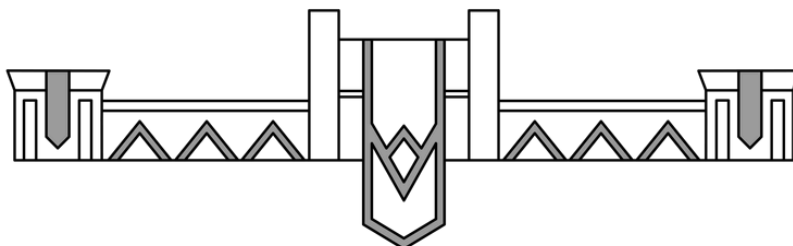
"He's not my friend at all, just an annoying Balfin boy who wants to steal my magic."

How would you feel if you were Hugo?

Why do you think Abigail said it?

If you were Hugo, would you still try to help her?

How would you deal with a friend who said something mean?



Name: _____

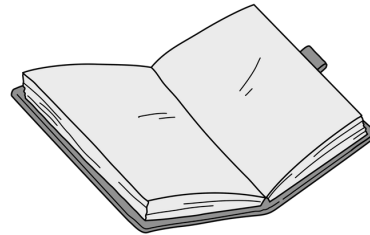
HUGO'S DIFFICULT CHOICE

ANALYZING CHARACTER DECISIONS

Learning Target: I can analyze a character's decision and understand what it reveals about them.

In Chapter 18, Hugo must make a very difficult choice about whether to help rescue Abigail.

PART 1: WHAT HUGO HEARD



The words Hugo heard Abigail say:

" _____ "

How these words made Hugo feel:

PART 2: THE CHOICE JASPER OFFERS



What does Jasper warn Hugo about?

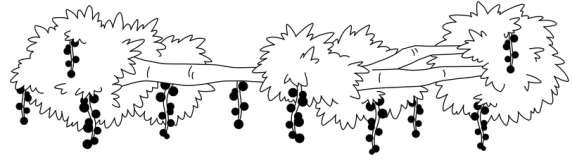
Dangers Hugo will face:

1. _____
2. _____
3. _____

What does Jasper say Hugo can do? _____

HUGO'S DIFFICULT CHOICE

PART 3: WHAT HUGO COULD CHOOSE



OPTION 1: GO HOME

Pros (good things): _____

Cons (bad things): _____

OPTION 2: GO WITH JASPER TO RESCUE ABIGAIL

Pros (good things):

Cons (bad things):

PART 4: HUGO'S DECISION

What does Hugo choose? _____

Why does he make this choice? _____

What does this choice tell us about Hugo's character? _____

HUGO'S DIFFICULT CHOICE

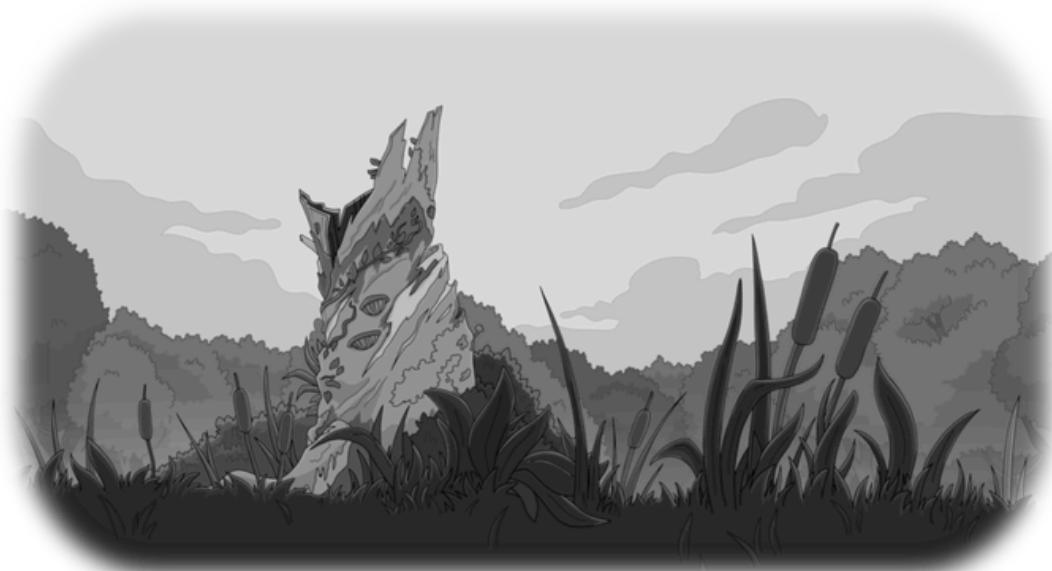
PART 5: REFLECTION

Would you have made the same choice Hugo did?

☐ YES ☐ NO



Explain why or why not: _____



Name: _____

FUN EMOTIONAL IQ TEST!

Test your Emotional IQ. Fill in the matching emotion under each of these emojis.



















JOYFUL	DISAPPOINTED	AFRAID	WORRIED	
DEPRESSED	HAPPY	ANGRY	CONFUSED	SAD

Name: _____

TRUE FRIENDSHIP

ACTIONS SPEAK LOUDER THAN WORDS

Learning Target: I can analyze what makes a true friend through character actions.

Chapter 18 shows us what TRUE friendship looks like, even when it's hard.

PART 1: HUGO'S ACTIONS VS. ABIGAIL'S WORDS

What ABIGAIL SAID about Hugo (Chapter 17):

What HUGO DOES in Chapter 18:

What does this show about Hugo's friendship?



PART 2: COMPARE TWO TYPES OF FRIENDS

Fill in the chart:

| A FAKE FRIEND | A TRUE FRIEND (LIKE HUGO) |

_____	Leaves when things get hard
_____	Only cares when you're useful
_____	Risks danger to help you
_____	Forgives hurtful words



TRUE FRIENDSHIP



PART 3: FINDING EVIDENCE

Find the moment in Chapter 18 that BEST shows Hugo is a true friend:

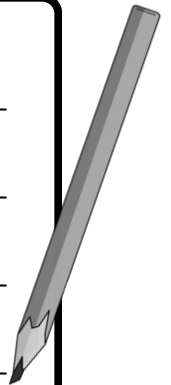
What happens: _____

Why this shows true friendship: _____

PART 4: THEME EXPLORATION

The author is teaching us something about friendship. What is the message?

The message about friendship is:



How does Hugo's choice show this message?

TRUE FRIENDSHIP

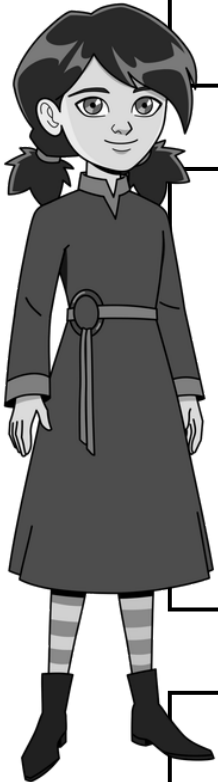
PART 5: PERSONAL CONNECTION

Think about a time when you or someone you know showed true friendship by doing something difficult or risky.

What happened?

What did it cost the person?

Why was it worth it?



Name: _____

READING COMPREHENSION

Directions: Answer in complete sentences. Use evidence from the story.

1. Where does the Omera take Abigail? Describe what Abigail sees when she arrives.

2. What is wrong with one of the Omera's eggs? How does Abigail discover this?

3. What does the mama Omera want Abigail to do? How does Abigail figure this out?

4. What happens when one of the baby Omeras tries to bite Abigail? What does this teach the mama Omera about Abigail's magic?

5. At the end of the chapter, what choice does Abigail face? What will happen if she refuses to help?

Name: _____

READING EXERCISE: DESCRIBE THIS

Authors use descriptive language to help readers visualize the setting, characters, and action in the story. Write a poem describing the Omera based on how you imagine it to be.



O is for _____

M is for _____

E is for _____

R is for _____

A is for _____

Name: _____

THE OMERA'S PROBLEM

UNDERSTANDING WITHOUT WORDS

Learning Target: I can analyze how characters communicate and solve problems without using words.

The mama Omera can't speak, but she needs Abigail's help. How do they figure out how to communicate?

PART 1: THE OMERA'S NEST



What does Abigail see in the nest? Draw or describe:

What is the problem with one of the eggs? _____



THE OMERA'S PROBLEM

PART 2: HOW THE OMERA COMMUNICATES

The mama Omera can't talk, so how does she show Abigail what she needs?

• **ACTION 1:** _____

☑ What this means: _____

• **ACTION 2:** _____

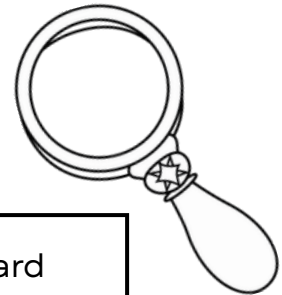
☑ What this means: _____

• **ACTION 3:** _____

☑ What this means: _____

PART 3: ABIGAIL FIGURES IT OUT

Put these events in order (number 1-5):



—	The mama Omera nudges the egg toward Abigail
—	Abigail puts her ear to the egg and hears a heartbeat
—	A baby Omera tries to bite Abigail
—	Abigail accidentally zaps the baby with blue witchfire
—	The mama understands that Abigail's magic might help



THE OMERA'S PROBLEM

PART 4: THE DILEMMA

What does the mama Omera want Abigail to do? _____

Why is Abigail afraid to do this? _____

What will happen if Abigail refuses to help? _____

PART 5: PREDICTIONS

Do you think Abigail will be able to hatch the egg? ☐ YES ☐ NO

Explain your prediction: _____

What do you think will happen with Abigail's blue witchfire? _____



Name: _____



CHARACTER COMPARISON: TWO MOTHERS



THE OMERAS AND LISSANDRA

Learning Target: I can make connections between different parts of the story and find themes.

Think about the mama Omera in Chapter 19. She loves her babies and will do anything to protect them. This reminds us of someone else in the story...

PART 1: THE MAMA OMERAS



What does the mama Omera do to protect her babies?

1. _____

2. _____

What does this show about her? _____

PART 2: LISSANDRA (ABIGAIL'S MOTHER)

From what we learned in earlier chapters, what did Lissandra do to protect Abigail?

1. _____

2. _____

What did this cost her? _____

CHARACTER COMPARISON: TWO MOTHERS

PART 4: ABIGAIL'S REALIZATION



Do you think Abigail notices this connection?

☐ YES	☐ NO	☐ MAYBE
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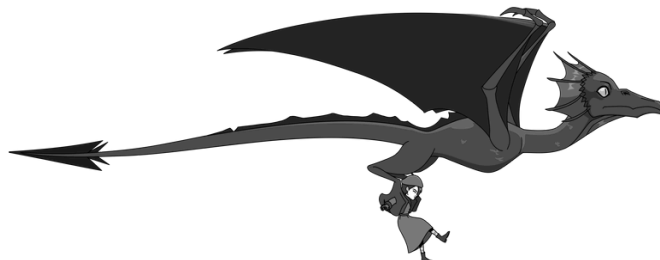
What might this make Abigail think about her own mother?

PART 5: THEME - A MOTHER'S LOVE

What is the author teaching us about mothers and protecting children?

The message is: _____

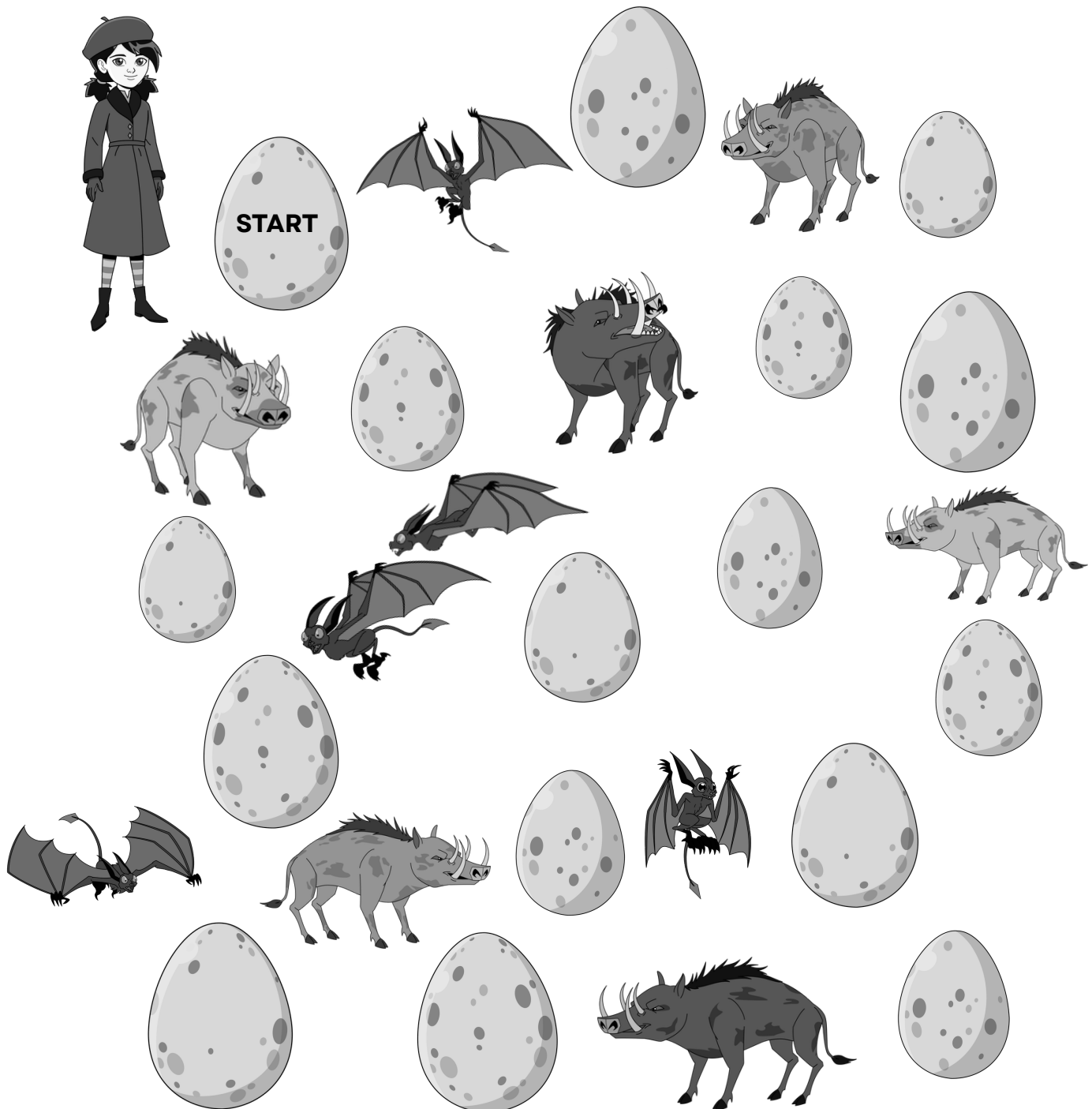
How might this affect Abigail's decision to help the Omera? _____



Name: _____

FUN EGG HUNT!

Help Abigail pick up all the eggs by drawing a straight line from Abigail to the first egg, then the next, until all the eggs have been collected. You cannot hop over a sneevil or shreek and the line must not curve or double back.



Name: _____

READING COMPREHENSION

Directions: Answer in complete sentences. Use evidence from the story.

1. Describe three difficulties Hugo faces as he travels through the swamp with Jasper and Fetch. _____

2. What happens when Hugo gets separated from Jasper and Fetch? _____

3. How does Hugo use his scientific thinking to defeat the viken? Describe his plan step by step.

4. What is a quicksand bog, and how does Hugo use it to save himself? _____

5. What does Jasper say at the very end of the chapter? What does this mean for Abigail?

Name: _____

HUGO VS. THE VIKEN

PROBLEM-SOLVING UNDER PRESSURE

Learning Target: I can analyze how a character uses logical thinking to solve a dangerous problem.

Hugo doesn't have magic, but he DOES have his brain. Let's analyze how he uses scientific thinking to save himself!



PART 1: THE PROBLEM

Hugo is separated from Jasper and Fetch. What danger appears?

Describe the danger Hugo faces:

PART 2: HUGO'S SCIENTIFIC METHOD

Hugo thinks like a scientist. Fill in his problem-solving process:

PROBLEM: _____ _____ _____	WHAT HUGO DOESN'T HAVE (What he can't use): _____ _____ _____
SOLUTION: _____ _____ _____	WHAT HUGO DOES HAVE (What he CAN use): _____ _____ _____

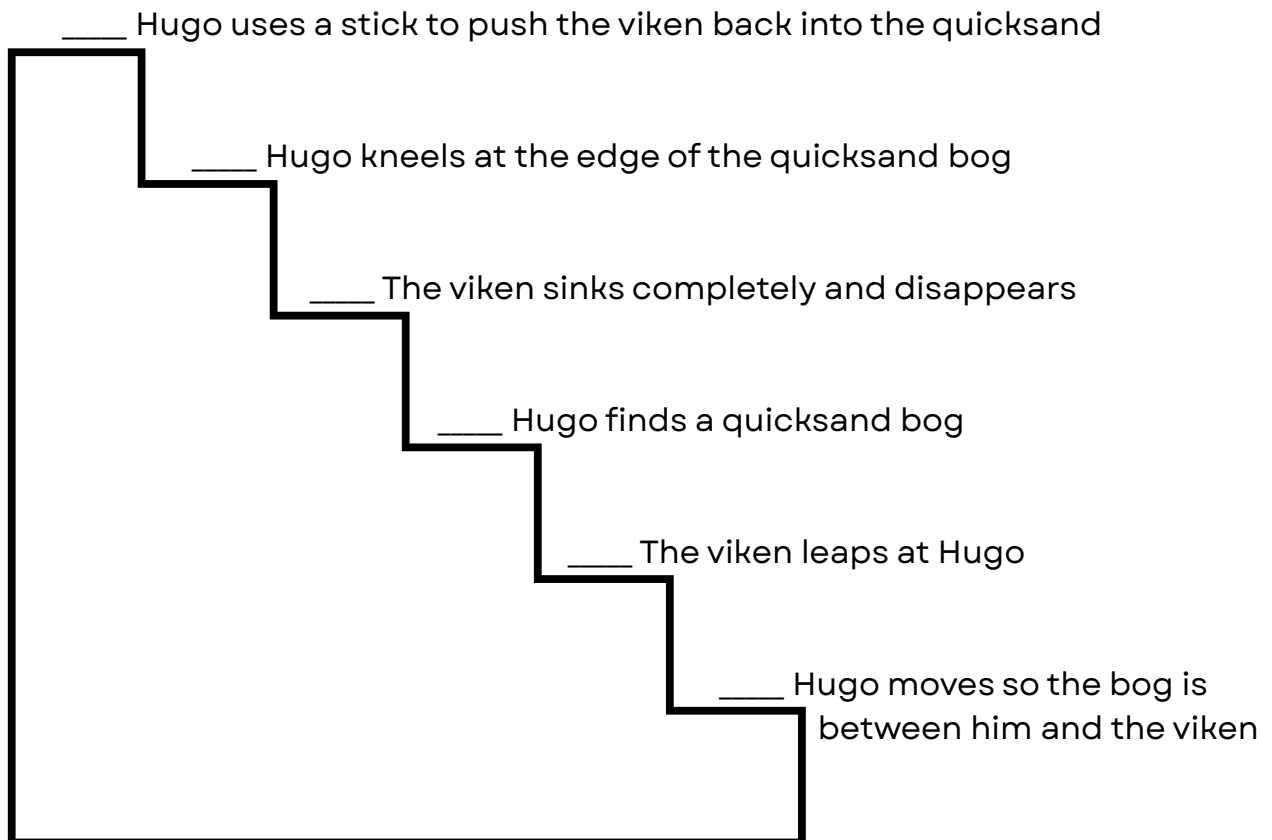


HUGO VS. THE VIKEN



PART 3: THE PLAN STEP-BY-STEP

Put Hugo's plan in order. Number these steps 1-6:



PART 4: WHY THE PLAN WORKED

What did Hugo remember that Jasper warned him about? _____

How did Hugo use this knowledge to defeat the viken? _____

Why was the viken fooled by Hugo's trick? _____

HUGO VS. THE VIKEN

PART 5: CHARACTER ANALYSIS

What does this scene show about Hugo? Check all that apply:

- ☐ Hugo is brave even when he's scared
- ☐ Hugo thinks clearly under pressure
- ☐ Hugo uses his intelligence instead of magic
- ☐ Hugo learns from what others teach him
- ☐ Hugo is clever and quick-thinking



Choose **ONE** trait and explain how the scene shows it:



Name: _____

TWO KINDS OF COURAGE

TWO KINDS OF COURAGE: ABIGAIL AND HUGO



Learning Target: I can compare and contrast how different characters show bravery.

Both Abigail (Chapter 19) and Hugo (Chapter 20) face terrifying dangers.
Let's compare their courage!

PART 1: ABIGAIL'S COURAGE (CHAPTER 19)	PART 2: HUGO'S COURAGE (CHAPTER 20)
The danger Abigail faces: _____ _____ _____	The danger Hugo faces: _____ _____ _____
What Abigail must do: _____ _____ _____	What Hugo must do: _____ _____ _____
Why this requires courage: _____ _____ _____	Why this requires courage: _____ _____ _____

TWO KINDS OF COURAGE



PART 3: COMPARING THEIR COURAGE

Fill in the chart:

ASPECT	ABIGAIL		HUGO
What they have to help them			
What they DON'T have			
How they solve the problem			
What they risk			

PART 4: DIFFERENT TYPES OF BRAVERY

ABIGAIL'S courage is: _____
(Example: magical, careful, protective)

HUGO'S courage is: _____
(Example: intelligent, loyal, determined)

Which type of courage do you think is harder? Why? _____

TWO KINDS OF COURAGE

PART 5: PERSONAL REFLECTION

Think about a time you showed courage. What kind of courage was it?

- ☐ Physical courage (facing something dangerous)
- ☐ Intellectual courage (solving a hard problem)
- ☐ Emotional courage (doing something scary even though you're afraid)
- ☐ Social courage (standing up for something you believe)

Describe what happened:



What helped you be brave?

Name: _____

FUN

QUICKSAND EXPERIMENT!

Quicksand is made up of sand (a granular material), clay and water. The sand is so saturated with water that the friction between sand particles is reduced. Which means that it can no longer support weight, like, for example, a person walking over it, which is why you get "sucked" into it. But if you don't move, meaning don't apply pressure to the substance, the quicksand will behave like a liquid and you will float up to the top. The best way to understand quicksand is to make some yourself!

MATERIALS:

- 1 cup water
- 2 cups cornstarch (cornstarch mimics the granular consistency of sand)
- bowl
- spoon
- a place that can get messy

PROCEDURE:

1. Slowly add the cornstarch to the water in the bowl and stir.
2. Notice how the slower the motion the more fluid the substance.
3. Quickly stir the cornstarch and water mixture.
4. Notice how the faster motion creates a more solid substance. It might feel like you're "breaking" the cornstarch and water mixture.

Play with your quicksand!

Yep, it's as easy as that. Maybe not as death defying as in the movies, but definitely pretty interesting!



Name: _____

CLIFFHANGER PREDICTIONS

WHAT HAPPENS NEXT?



Learning Target: I can use evidence from the story to make logical predictions about future events.

Chapter 20 ends with Jasper saying, "We found the blue witch." Now what?!

PART 1: WHERE WE LEFT THE CHARACTERS

ABIGAIL'S SITUATION:

Where she is: _____

Her problem: _____

Her choice: _____

HUGO'S SITUATION:

Where he is: _____

What just happened: _____

What he's about to do: _____

PART 2: IMMEDIATE PREDICTIONS

What will happen in the VERY NEXT chapter?

My prediction: _____

Evidence that supports this:

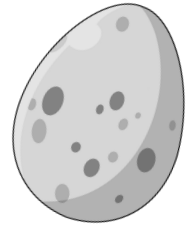
1. _____

2. _____

CLIFFHANGER PREDICTIONS



PART 3: THE OMERA EGG



Will Abigail hatch the egg? ☐ YES ☐ NO ☐ YES, BUT...

If yes, what will happen?

If no, what will happen?

PART 4: THE RESCUE

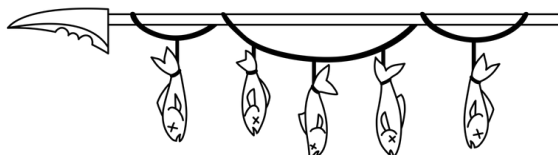
How will Hugo and Jasper rescue Abigail?

The biggest obstacle: _____

How they might overcome it: _____

Will they reach Abigail in time? ☐ YES ☐ NO ☐ BARELY

Explain: _____



CLIFFHANGER PREDICTIONS

PART 5: THE COMPETITION

Remember: Abigail is supposed to present a creature at the academy!

Will Abigail make it back in time? ☐ YES ☐ NO ☐ MAYBE

If she returns, what creature will she present? _____

What will happen with the bet between Abigail and Endera? _____

PART 6: WILD PREDICTION!

Make one BOLD prediction about something surprising that might happen:



Name: _____

CONNECTING CHAPTERS

1. Compare Abigail and Hugo's acts of courage in these chapters. How does each character show bravery, and how are their types of courage different?

2. At the beginning of chapter 16, Abigail is focused on winning the Head Witchling competition. By the end of chapter 20, what has become more important to her? Explain what causes this change in her priorities.



Name: _____

DISCOVERING AUTHOR'S CRAFT

ACTIVITY 1: SENSORY DETAILS & ATMOSPHERE

Directions: Alane Adams uses vivid sensory language to make the swamp setting feel real and dangerous. Find examples of each type of sensory detail. Record a quote from the story, where you find it, and how this adds to the atmosphere Alane is creating for this scene.

Sense	Quote	Where in the story?	How this adds to the atmosphere?
Sight (What you see) 			
Sound (What you hear) 			
Smell (What you smell) 			
Touch/Physical Sensation 			

REFLECTION:

How does the author use sensory details to create suspense and make you feel the danger of the swamps?

DISCOVERING AUTHOR'S CRAFT

ACTIVITY 2: CHARACTER DEVELOPMENT THROUGH ACTIONS



Directions: Authors show us who characters are through their actions, not just their words. Choose Abigail or Hugo. Track how the author reveals their character growth through specific actions in chapters 16-20.

Character: _____

Chapter	What the character does (action)	What this action reveals about who they are
16		
17		
18		
19		
20		

ANALYSIS:

How has this character changed from the beginning of these chapters to the end?
What caused the change?

DISCOVERING AUTHOR'S CRAFT

ACTIVITY 3: WHAT CHARACTERS SAY VS. WHAT THEY MEAN

Directions: Sometimes characters say one thing but mean something different. Find three examples from chapters 16-20 where a character's words don't match their true feelings.



Example 1:



Character: _____

What the character says: _____

What they really mean or feel: _____



Example 2:



Character: _____

What the character says: _____

What they really mean or feel: _____



Example 3:



Character: _____

What the character says: _____

What they really mean or feel: _____

DISCOVERING AUTHOR'S CRAFT

ACTIVITY 4: FORESHADOWING & SUSPENSE

Directions: Authors plant clues about what will happen later. This is called foreshadowing. Find examples of how author Alane Adams builds suspense and hints at danger through foreshadowing.

1. In Chapter 16, when Madame Barbosa mentions vikens, how does the author hint that this is important? What specific language does the author use?

2. Find a moment in chapter 17 - 19 where the author slows down the action to build suspense. Quote the passage and explain how the pacing creates tension.

“Quote: _____

_____”



How it builds suspense: _____

3. How does the author end chapters to make you want to keep reading? Give an example.

Name: _____

THEME EXPLORATION

Directions: Themes are big ideas or messages that run through a story. Identify and analyze themes in chapters 16-20.

THEME 1: TRUE FRIENDSHIP

Evidence from text:



Find three moments that show what true friendship means in these chapters:

THEME 2: COURAGE

Evidence from story:



Both Abigail and Hugo show courage, but in different ways:

Abigail's courage: _____

Hugo's courage: _____

How do these two themes (friendship and courage) connect to each other in the story?

Directions: Write a scene that happens “off-page” in the story. Choose one:

- 

(2-3 PARAGRAPHS, CONTINUE ON BACK IF MORE SPACE IS NEEDED):

[illegible]

Name: _____

COMPARE AND CONTRAST

Directions: In these chapters, both Abigail and Endera are competing to become Head Witchling, but they approach the competition differently. Compare and contrast their methods and attitudes.

Aspect	Abigail	Endera
What creature they pursue		
How they prepare for the competition		
Their attitude toward other students		
How they treat their friends		
Risks they're willing to take		
Their motivation for winning		

Question:

Who do you think will win? Why? _____

Name: _____

PREDICTION & INFERENCE

Directions: Use evidence from chapters 16-20 to make logical predictions.

1. Do you think Abigail will be able to hatch the Omera egg? Why or why not?

My prediction: _____

Evidence that supports my prediction: _____

2. What do you think will happen when Abigail returns to the academy?

My prediction: _____

Evidence that supports my prediction: _____

3. What do you think will happen with Hugo?

My prediction: _____

Evidence that supports my prediction: _____



Name: _____

VOCABULARY (Chapters 16-20)

Word	Definition	Related Words
hierarchy	a system where things are arranged by importance or power, from lowest to highest	ranking, social scale, pecking order
tamed	made a wild animal gentle and obedient; brought under control	crushed, defeated, calmed down
vicious	deliberately cruel or violent; savage	cruel, dangerous, vile, ferocious
peered	To look carefully, as in an effort to discern clearly.	Emerge, peep out, become visible
fetid	having an extremely unpleasant smell; stinking	smelly, stinky, putrid
treacherous	dangerous and unpredictable; full of hidden dangers	tricky, unreliable, slippery
budge	make or cause to make the slightest movement	Bend, move
pleas	urgent, emotional request for something.	petition, appeal
prowled	moved quietly and carefully, like a hunting animal looking for prey	lurked, roamed, strolled

COMPLETE THE SENTENCE

Directions: Complete each sentence with a vocabulary word from chapters 16-20. Then write the meaning of the word in your own words.

WORD BANK

fetid, tamed, throng, prowled, treacherous,
budge, vicious, hierarchy, peered, please

1. Sentence: "There is a _____ of creatures the Tarkanas have created."

Meaning: _____

2. Sentence: "The mighty Omera cannot be _____ by any but the strongest of witches."

Meaning: _____

3. Sentence: "But it was deemed too _____ for even a Volgrim witch to handle, and the beast was put down."

Meaning: _____

4. Sentence: "She followed a _____ of girls into their Animals, Beasts, and Creatures class."

Meaning: _____

5. Sentence: "It kept flapping its wings, ignoring her _____."

Meaning: _____



COMPLETE THE SENTENCE

6. Sentence: “Taking a step up onto the twisted branches she _____ over the top.”

Meaning: _____

7. Sentence: “He tried lifting his boot, only this time it wouldn’t _____.”

Meaning: _____

8. Sentence: “_____ breath washed over her as it stalked closer.”

Meaning: _____

9. Sentence: “There’s only _____ swamps, quicksand bogs, and wild sneevils.”

Meaning: _____

10. Sentence: “The viken _____ closer, eyes locked on Hugo.”

Meaning: _____



Name: _____

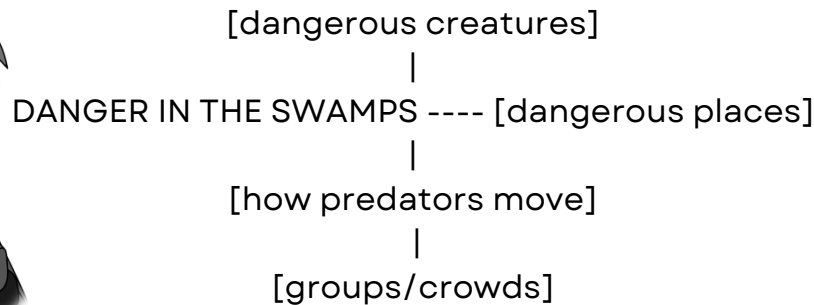
SEMANTIC MAPPING

Directions: Several vocabulary words describe dangerous things or situations. Create a semantic map connecting these words and showing how they're related.

WORD BANK

vicious, treacherous, fetid, prowled, throng

HERE IS AN EXAMPLE:



In the center: Write "**DANGER IN THE SWAMPS**" Around it, create branches for:

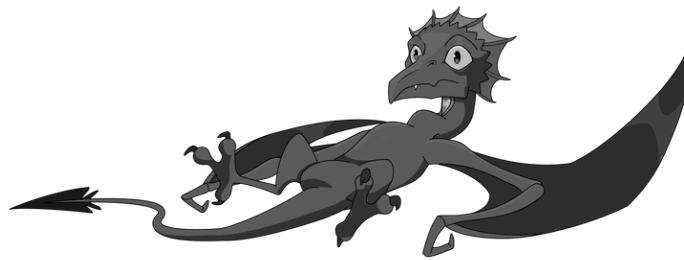
- Words that describe dangerous creatures (what they're like)
- Words that describe dangerous places (what they're like)
- Words that describe how predators move (how they hunt)
- Words that describe groups or crowds (how many there are)

Large empty box for creating a semantic map.

SEMANTIC MAPPING

Answer the following:

1. How do these words work together to create suspense and fear in chapters 16-20?



2. Find one more word from chapters 16-20 that could fit in your danger map. Write the word, the sentence it's from, and which branch it belongs on.

Word: _____

Sentence: _____

Branch: _____



WORD RELATIONSHIPS

PART A: SYNONYM SCALES

Directions: Understanding how words relate to each other deepens vocabulary knowledge. Place the words on a scale from weakest to strongest.

Example:

For scary creatures: (vicious, monstrous, threatening, intimidating)

threatening → intimidating → vicious → monstrous

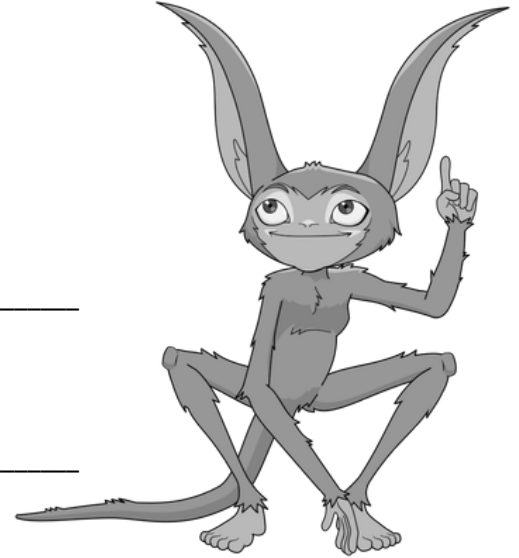
Now create your own scale using the following words:

For movement: (walk, crept, prowled, strolled)

_____ → _____ → _____ → _____

For groups/crowds: (throng, group, few, multitude)

_____ → _____ → _____ → _____



PART B: ANTONYM PAIRS

Directions: Write the opposite of each vocabulary word below.

Vocabulary Word	Antonym (Opposite)
vicious	
treacherous	
budge	
tamed	
throng	

WORD RELATIONSHIPS

PART C: PRECISION IN WORD CHOICE

Directions: Why did the author choose these specific words? Explain why the vocabulary word is more precise than the simpler alternative.

Example:

"Fetid breath washed over her" vs. "Bad-smelling breath washed over her"

Why "fetid" is better: The word "fetid" is more specific and stronger. It tells us the smell isn't just bad—it's disgustingly rotting and foul. It makes the viken seem even more monstrous and dangerous.

Your turn:

1. "The viken prowled closer" vs. "The viken walked closer"

Why "prowled" is better: _____

2. "A throng of students gathered" vs. "A group of students gathered"

Why "throng" is better: _____

3. "She peered over the top" vs. "She looked over the top"

Why "peered" is better: _____



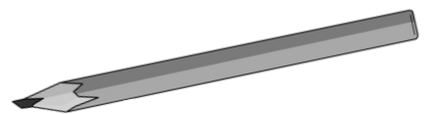
Vocabulary in Context

Directions: Write a paragraph (5-7 sentences) describing a dangerous moment in chapters 16-20. Use at least five vocabulary words from this chapter's list. Underline each vocabulary word you use.

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 is no handwriting or other markings on the paper.

Self-Check:

- Did you use 5 or more vocabulary words? _____
 - Did you underline them? _____
 - Do your sentences show you understand what each word means? _____
- 



Name: _____

EXTENSION ACTIVITIES CHOICE BOARD

Choose at least one activity to complete. These activities help you think deeply about the story and make creative connections!

Swamp Survival

Create a comprehensive “Survival Guide for the Balfour Island Swamps” as if you’re a Tarkana student preparing others for the competition.

Your guide must include:

- a labeled map showing dangerous areas
- Creature profiles for at least 4 creatures with danger ratings
- survival tips
- emergency protocols (what to do if attacked, lost, or injured)
- recommended supplies with explanations

Character Interview

Conduct an in-depth interview with Abigail or Hugo about the events of chapters 16-20. Your interview must include: 10 thoughtful questions that go beyond the basic plot. Detailed answers that match the character’s voice and personality. At least 3 questions that explore the character’s emotions and motivations. At least 2 questions that connect to themes or the character’s growth.

Author’s Craft Analysis

Write a 2-3 paragraph literary analysis examining how Alane Adams uses setting to create suspense and develop the plot.

Your essay must include:

- An introduction with a clear thesis statement
- Body paragraph(s) with at least 4 specific examples from the story
- Analysis of how each example supports your thesis
- Discussion of author’s techniques (imagery, foreshadowing, pacing)
- A conclusion that connects to larger themes

Theme Exploration

Create a visual poster that explores one major theme from chapters 16-20 (friendship, courage, identity, or belonging).

Your poster must include:

- Theme statement clearly displayed
- At least 5 quotes from chapters 16-20 that illustrate the theme
- Visual elements (drawings, symbols, colors) that represent the theme
- Personal connection: How does this theme relate to your life?
- Modern-day examples of this theme

EXTENSION ACTIVITIES CHOICE BOARD

✓ Creature Hierarchy Poster

Create a visual poster showing the complete hierarchy of Tarkana creatures that Madame Barbosa teaches about.

Your poster must include:

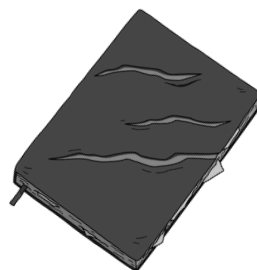
- All creatures ranked from lowest to highest
- Illustrations or detailed descriptions of each creature
- Difficulty rating for taming each one
- Special abilities or characteristics
- Why some are ranked higher than others
- Which students captured which creatures
- Your own rating system (danger level, usefulness, etc.)

✓ Endera's Diary

Write 3-4 diary entries from Endera's point of view during chapters 16-20.

Your entries must include:

- Her feelings about the competition
- Her thoughts about Abigail
- Her plan to win the competition
- Her reaction to making the bet
- Her personality coming through (mean, competitive, confident)
- Interactions with other characters



Self-Check Before Turning In:

☐	I completed all parts of my chosen activity
☐	I used specific details from the story
☐	I showed creativity and original thinking
☐	My work is neat and easy to read
☐	I checked spelling and punctuation
☐	I put my best effort into this work

Great job thinking deeply about this story!