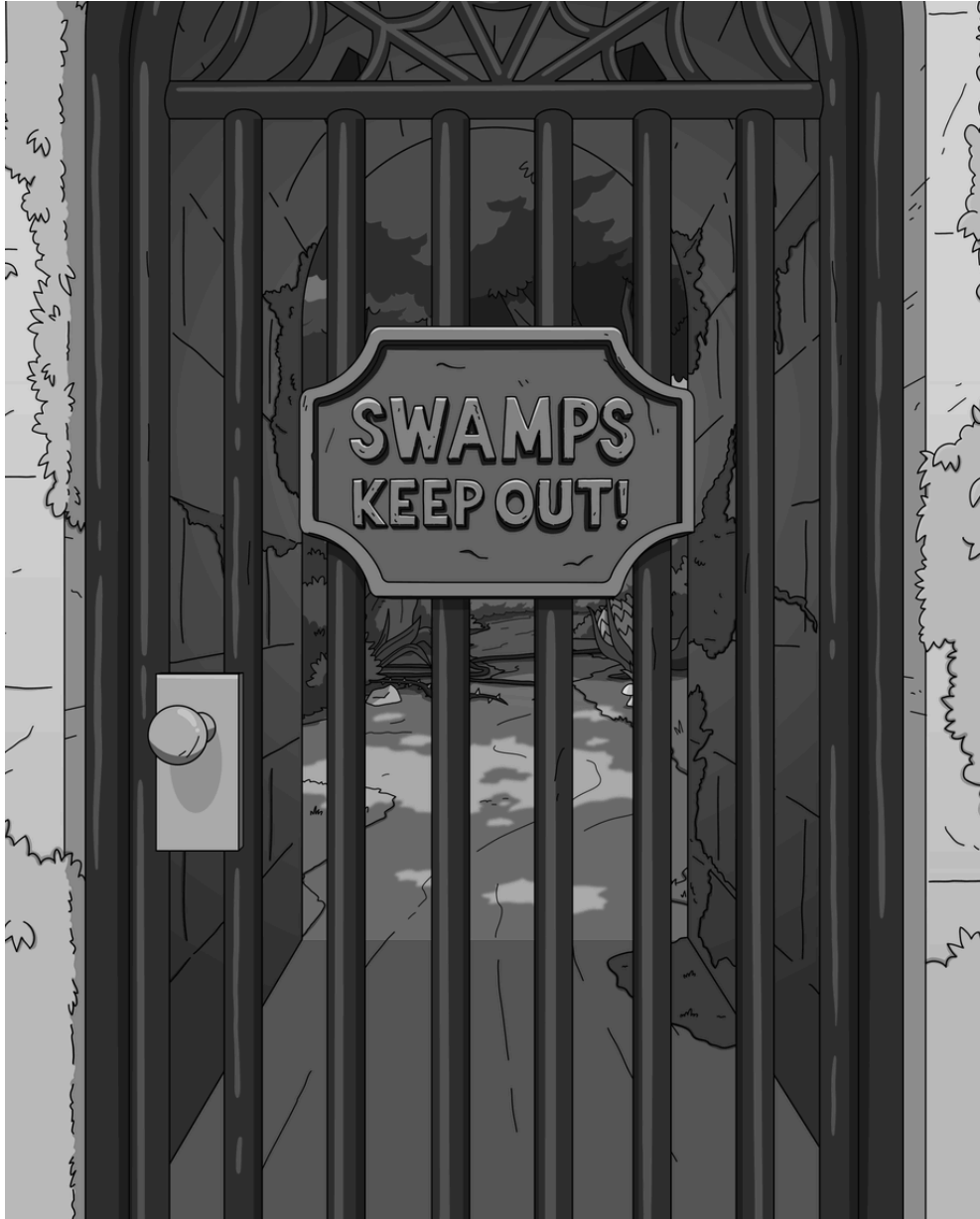


# Chapter 4-6



Student Activity  
Pages

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

# READING COMPREHENSION

**Directions:** Answer in complete sentences with evidence from the story.

1. What creatures attack Abigail and Hugo in the swamps? Describe their appearance.

---

---

---

2. How does Hugo show courage even though he's scared? Give an example.

---

---

---

3. What is unusual about Abigail's magic? Why is this important to the story?

---

---

---

4. How does Abigail save them from the beast? What strategy does she use?

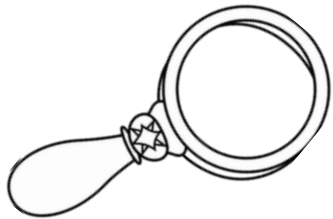
---

---

---



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



## CHALLENGE LEVEL READING EXERCISE: PROBLEMS AHEAD



### EXERCISE #1:



Mikey's dad is invisible--what kind of problem could that create for Mikey? Is he scared he'll become invisible? Never see his dad again? What will people think when they're driving to school!

---

---

---

---

---

---

---

### EXERCISE #2:



Abigail's witchfire is blue instead of green. What kind of problem could that create for her?

---

---

---

---

---

---

---

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

## READING EXERCISE: SOUNDS SO SIMILAR

Let's learn all about **alliteration**! Alliteration is a repeat of similar sounds in a sentence. It's used by authors to create rhythm and cadence in a sentence.

### For example:

The clever cat carefully crept up the stairs.



### Try underlining the words with alliteration:

1. Positively Potent Potions was proving pretty problematic.
2. Wily witches wish they could cast caustic spells.
3. Abigail absolutely abhors History of Witchery.
4. Cheddar cheese chunks taste tantalizingly terrific!
5. The swamps are dark, dreary, and dangerous.

### Try writing your own:

---

---

---

---

---

---

---

---

---

---

---

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

# BLUE WITCHFIRE MYSTERY

**Directions:** Use clues from the story to make inferences about Abigail's witchfire.

## Gathering Clues

1. What color is normal witchfire? \_\_\_\_\_

2. What color is Abigail's witchfire? \_\_\_\_\_

3. What else is unusual about Abigail? \_\_\_\_\_

---

---

## Making Connections

Do you think Abigail is the baby from the Prologue?

---

Why? Give one pieces of evidence:

---

---

---



## Your Theory

Why is Abigail's witchfire blue? What makes her special? \_\_\_\_\_

---

---

**TURN AND TALK:** Share your theory with a partner. What evidence did you each find?

---

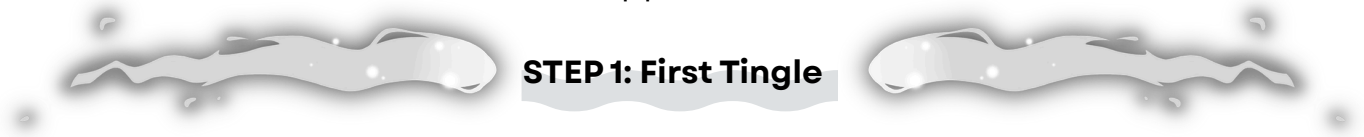
Name: \_\_\_\_\_

# ABIGAIL'S MAGIC

**Learning Target:** I can trace cause and effect relationships and analyze how emotions drive the plot forward.

In Chapter 4, we discover something very important about Abigail's magic: it's connected to her emotions, especially her anger. Let's track exactly what happened!

Complete the chain below showing how Abigail's anger builds until her magic appears:



What does Hugo say that makes Abigail start to feel angry?

---

---

What does Abigail feel in her body?

---

## STEP 2: Getting Angrier

What does Hugo say about Endera being better? How does this make Abigail feel?

---

---

---

What happens to her magic now?

---



# ABIGAIL'S MAGIC



## STEP 3: "That Did It!"

What does Hugo say about Abigail serving Endera tea?

Why does this finally push Abigail over the edge? (Why is this the worst thing Hugo could say?)

## STEP 4: Magic Appears!

Describe what Abigail's witchfire looks like and what it does:

What color is her witchfire? \_\_\_\_\_

### Thinking About Emotions and Power

Why do you think Abigail's magic is triggered by anger instead of happiness or excitement?

What problems might Abigail face if she can only use magic when she's angry?

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

## FIVE SENSES

**Directions:** Read this passage from Chapter 4 (pages 37-38). The author uses multiple senses to help us experience Abigail's magic. Find words and phrases for each sense and write them below.

"A tiny spark leapt from her fingertips. She moved her hands faster and faster, feeling a charge build up inside her, and then thrust her palms forward. A sizzling jolt of energy shot up her arm as a trickle of arctic-blue witchfire zinged out of her palms straight for the closest sneevil."

| Sense                                                                                                                                    | Examples from passage |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <br><b>SIGHT</b><br>(what you see)                      |                       |
| <br><b>SOUND</b><br>(what you hear)                   |                       |
| <br><b>TOUCH</b><br>(what character physically feels) |                       |
| <br><b>EMOTION</b><br>(how this moment feels)         |                       |

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

# FLUENCY PRACTICE

**Directions:** Practice reading this passage four times. Check off each time you read it and note your improvements

- ☐ Read #1 - Focus: Accuracy (reading all words correctly)
- ☐ Read #2 - Focus: Pacing (appropriate speed)
- ☐ Read #3 - Focus: Expression (showing emotion and meaning)
- ☐ Read #4 - Putting it all together!

As you read pay attention to :

- **Pace:** Start slowly during the description. Speed up slightly during the dialogue to show urgency.
- **Expression:** Use a mysterious, slightly scary voice for the creature description. Make Hugo sound worried and Abigail sound determined.
- **Emphasis:** Stress powerful words: menacing, massive, lethal-looking, razor-sharp
- **Punctuation:** Pause at commas and periods. Use question marks to raise your voice



A branch snapped, as if something heavy had stepped on it. A menacing growl brought them to their feet as a beast stepped from the trees into the far side of the clearing.

It was taller than them, a massive wolf-like creature with hulking shoulders and a shaggy mane. Pointed ears stood at attention. Black eyes held a yellow slit in their center and slanted upward. Its paws were the size of dinner plates, tipped with lethal-looking claws that curled into the soil. It opened its jaws, revealing a row of razor-sharp teeth.

After practicing, what did you improve? What's still challenging?

---

---

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

# READING COMPREHENSION

**Directions:** Answer in complete sentences with evidence from the story.

1. Who tells Madame Vex that Abigail went into the swamps? Why do you think they do this?

---

---

---

2. What punishment does Madame Hestera give Abigail? Do you think it's fair? Explain.

---

---

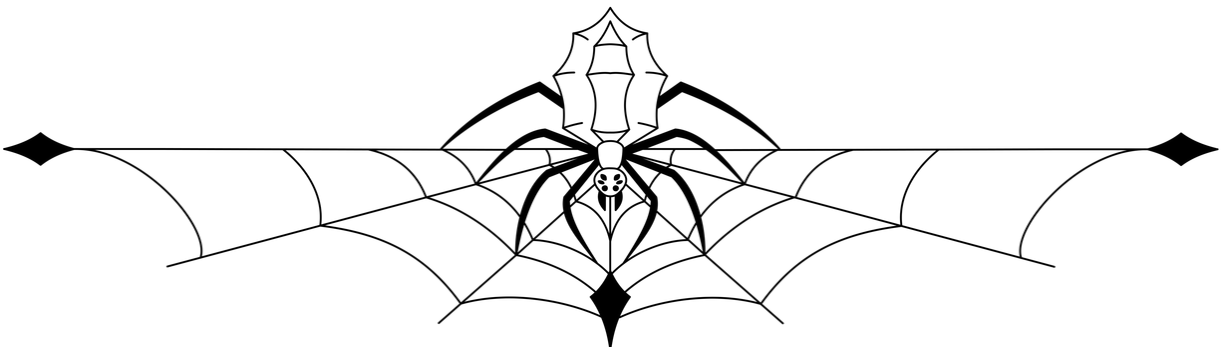
---

3. Describe the Great Mother spider. Why is she important to the Tarkana witches?

---

---

---



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

## READING EXERCISE: SHOW DON'T TELL!

One of the challenges of writing stories is to learn how to **SHOW** what's happening (active) without **TELLING** it to the reader (passive). Instead of writing, *He was nervous*, we can write, *His fingers tapped on the table*. We **SHOW** he is nervous by the tapping of fingers. Actions speaks louder than words.

Read the following sentences and circle the one that is **TELLING**.

### EXAMPLE:

Abigail was scared. Abigail's pulse raced.

Abigail's heart sank. Abigail was disappointed.

Hugo was sad. Hugo's face fell.

Glorian was hungry. Glorian's stomach rumbled.

Cobwebs hung from Abigail's ceiling. Abigail's attic room was dusty.

The spider looked hungry. The spider clacked its jaws hungrily.

**Extra Credit:** Write a sentence to fix this from **TELL** to **SHOW**:

**TELL:** Abigail was late to class.

**SHOW:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

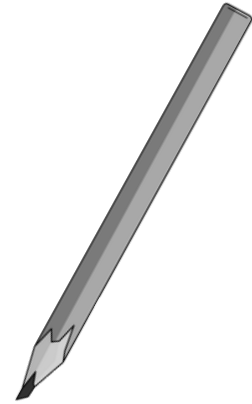
Name: \_\_\_\_\_

# FUN

## UNSCRAMBLE WITCHY WORDS

**Directions:** Unscramble the letters to find the witchy word!

1. LODANN      \_\_\_\_\_
2. FHRIWTCIE      \_\_\_\_\_
3. AMCAGHSILAMT      \_\_\_\_\_
4. ETNTIDENO      \_\_\_\_\_
5. PLEDELXDE      \_\_\_\_\_
6. RGOMAEHTRET      \_\_\_\_\_
7. DPSIRE      \_\_\_\_\_
8. RAKATNA      \_\_\_\_\_
9. EVMEAXAMD      \_\_\_\_\_
10. SATEREH      \_\_\_\_\_
11. SMERALIT      \_\_\_\_\_
12. GWNIHCLIT      \_\_\_\_\_



### CLUES:

Tarkana  
Magical Maths  
Great Mother  
Melistra

Spider  
Expelled  
Witchfire  
Hestera

Witchling  
Madame Vex  
Detention  
Old Nan

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

# CHOICES AND CONSEQUENCES

In Chapter 5, Abigail faces serious consequences for going into the swamps. But let's think deeper about what happened and whether everyone acted fairly.

## Part 1: Analyzing the Situation

A. What rule did Abigail break? \_\_\_\_\_

\_\_\_\_\_

B. Why did she go into the swamps? Was it on purpose, or did she have a reason?

\_\_\_\_\_

\_\_\_\_\_

C. List the lies that Endera, Glorian, and Nelly tell about Abigail:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. How do these lies make Abigail's punishment worse? \_\_\_\_\_

\_\_\_\_\_

## Part 2: Power and Fear

The Great Mother spider is used to scaring students into obeying. Let's think about this:

A. How does Madame Hestera use the Great Mother spider to control Abigail?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# CHOICES AND CONSEQUENCES

B. Do you think using fear is a good way to teach students? Why or why not?

---

---

C. Who do you think has the most power in this chapter?  
Rank them from most powerful (1) to least powerful (5):

- \_\_\_ Madame Hestera
- \_\_\_ Melistra (Endera's mother)
- \_\_\_ Madame Vex
- \_\_\_ Endera
- \_\_\_ Abigail



Explain your ranking: \_\_\_\_\_

---

## Part 3: Different Choices, Different Outcomes

A. If Endera, Glorian, and Nelly had NOT told on Abigail, what might have happened?

---

---

B. If Abigail had told the whole truth about why she was in the swamps (running from Endera, saving Hugo), do you think her punishment would have been different? Why or why not?

---

---

C. What do you think Abigail learned from this experience? How might it change her behavior in the future?

---

---

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

# READING COMPREHENSION

**Directions:** Answer in complete sentences with evidence from the story.

1. What happens to Hugo when he returns Emenor's medallion? Why is Emenor so upset?

---

---

---

2. What is the Rubicus Prophecy? What does Professor Oakes teach about it?

---

---

---

3. How do the Balfins view magic differently from the witches?

---

---

---

4. How is Abigail's experience at Tarkana different from Hugo's experience at the Balfin School for Boys? Explain.

---

---

---

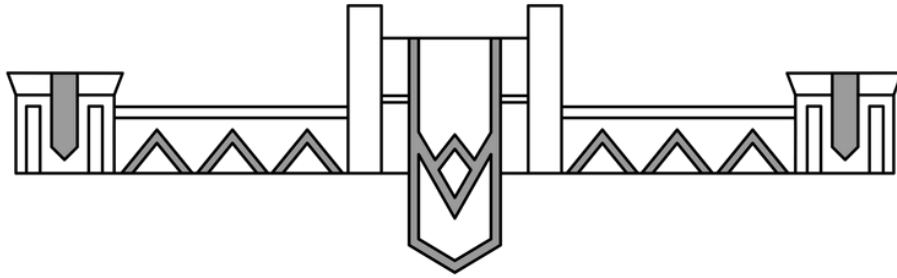
Name: \_\_\_\_\_

## READING EXERCISE: ORDER MATTERS!

Stories are told in a certain order of events. It's important for the reader to understand the sequence of events or it can get quite confusing. For example read these sentences:

Tommy woke up. His dad drove him to school.  
Then he brushed his teeth and ate breakfast.

Hmm...that sequence doesn't make sense does it? He probably brushed his teeth and ate breakfast before his dad drove him to school. See if you can put these sentences of Hugo's day at the Balfin School for Boys in order! Number them 1-7.



- \_\_\_\_\_ Emenor was waiting in the basement and demanded his medallion back.
- \_\_\_\_\_ After class, Oakes wanted to know how Hugo knew about vikens.
- \_\_\_\_\_ Professor Oakes was lecturing about the Rubicus Prophecy.
- \_\_\_\_\_ His brother threw the medallion on the ground and smashed it.
- \_\_\_\_\_ Hugo doodled a picture of the creature they'd seen.
- \_\_\_\_\_ After leaving Abigail, Hugo took the path in the woods to school.
- \_\_\_\_\_ Hugo left the basement and hurried into his Ancient History class.

**NEW  
WORD: VIKEN**

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

# TWO WORLDS, TWO PERSPECTIVES

In Chapter 6, we get to see Hugo's world at the Balfin School for Boys. This helps us understand how the Balfins and witches view each other differently.

Fill in the comparison chart below using details from the story:

|                                          | Tarkana Witch Academy | Balfin School for Boys |
|------------------------------------------|-----------------------|------------------------|
| What do students learn?                  |                       |                        |
| What do students do after they graduate? |                       |                        |
| What is the atmosphere like?             |                       |                        |

Professor Oakes uses a metaphor (comparison) to explain the relationship between Balfins and witches:

*"Think of the witches as a stallion—an animal powerful enough to stomp the life out of a small boy like you. Yet a trained stallion is easily controlled with just a touch of the reins."*

What do you think Professor Oakes mean by this metaphor? Explain.

---

---

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

# DESCRIPTIVE WRITING

## ANALYZING THE AUTHOR'S CRAFT

Alane Adams uses powerful descriptive writing to help readers visualize the dangerous creatures. Let's take a closer look at her techniques.

Example 1: The Sneevil (Page 36)

"Its ugly pig eyes glared out of slits over curved tusks that jutted from its lower jaw. Bristly hair covered mottled gray skin."

**Specific details:** eyes, tusks, jaw, hair, skin (not just "it was ugly")

**Strong adjectives:** ugly, curved, bristly, mottled

**Action verbs:** glared, jutted, covered

**Comparison:** pig eyes (comparing to something readers know)



Example 2: The Viken (Page 39)

"It was taller than them, a massive wolf-like creature with hulking shoulders and a shaggy mane. Pointed ears stood at attention. Black eyes held a yellow slit in their center and slanted upward. Its paws were the size of dinner plates, tipped with lethal-looking claws that curled into the soil."

Find the author's techniques in this passage. Complete the chart:

| Technique         | Examples From Excerpt |
|-------------------|-----------------------|
| Specific Details  |                       |
| Strong Adjectives |                       |
| Action Verbs      |                       |
| Comparison        |                       |

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:** How does Abigail's friendship with Hugo help her face dangerous situations in these chapters? Use at least TWO pieces of 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 run 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: \_\_\_\_\_

# **FUN**

## **DRAW A MAGIC MEDALLION**

This is Professor Oakes' magical medallion. In the space below, draw your own medallion and list all the magical powers it grants you! Be sure to color it!

**DRAW HERE**



**MAGICAL POWERS**



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

# READING COMPREHENSION

**Directions:** Answer the questions based on what you heard/read in chapters 4 - 6.

1. In these three chapters, Abigail breaks rules, faces consequences, and learns something new. What do you think she learned that will help her in the rest of the story?

---

---

---

2. Compare how Abigail felt at the beginning of Chapter 4 to how she feels at the end of Chapter 6. What has changed for her?

---

---

---

3. Based on what you've learned about Abigail's magic and emotions, make predictions about what might happen next.

---

---

---



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

# CHARACTER ANALYSIS

**Directions:** Choose four traits that describe Hugo. For each trait, provide evidence from Chapters 4-6.

**Trait 1:** \_\_\_\_\_

Evidence: \_\_\_\_\_

---

---

---

---



**Trait 3:** \_\_\_\_\_

Evidence: \_\_\_\_\_

---

---

---

---

**Trait 2:** \_\_\_\_\_

Evidence: \_\_\_\_\_

---

---

---

---

**Trait 4:** \_\_\_\_\_

Evidence: \_\_\_\_\_

---

---

---

---

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

## VOCABULARY GUIDE CH 4-6

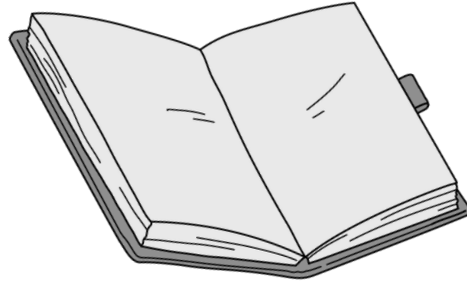
| Word        | Definition                                                      | Related Words                 |
|-------------|-----------------------------------------------------------------|-------------------------------|
| expelled    | forced to leave a school or organization as punishment          | kicked out, removed, banished |
| detention   | punishment requiring a student to stay at school for extra time | confinement, punishment       |
| frantically | in a hurried, anxious, or desperate way                         | desperately, urgently, wildly |
| infraction  | breaking a rule or law; a violation                             | violation, offense, breach    |
| entangled   | twisted together or caught in something; trapped                | tangled, trapped, snarled     |
| menacing    | threatening or dangerous in appearance                          | threatening, sinister         |
| corridor    | a long passageway or hallway                                    | hallway, passage              |
| medallion   | a decorative metal disk worn as jewelry or badge                | pendant, charm, amulet        |
| logical     | using reason and good sense                                     | sensible, reasonable          |
| contagious  | able to be spread from one person to another                    | infectious, transmissible     |

# VOCABULARY ROOT WORDS

**Directions:** The words below all come from the Latin root *pellere*, which means "to push" or "to drive." Each word adds a different prefix that changes the meaning. Read each word and its example sentence. Then answer the questions to discover how the root and prefix work together.

## Explore the Prefixes:

- ex- = out
- pro- = forward
- re- = back/away
- com- = together/forcefully



## Answer these questions:

How does the prefix change the meaning? What does the word mean?

1. ex = out + pel = push

expel = \_\_\_\_\_

2. pro = forward + pel = push

propel = \_\_\_\_\_

3. re = back + pel = push

repel = \_\_\_\_\_

## Circle the word that best completes each sentence:

4. The rocket engines \_\_\_\_\_ the spacecraft toward Mars.

(expelled / propelled / repelled)

5. The raincoat's fabric \_\_\_\_\_ water so you stay dry.

(expels / propels / repels)

6. The student was \_\_\_\_\_ from school for breaking safety rules.

(expelled / propelled / repelled)

## Use your root knowledge:

7. If dis- means "apart" or "away," what do you think dispel means?

My prediction: \_\_\_\_\_

8. If im- means "in" or "into," what do you think impel means?

My prediction: \_\_\_\_\_

Create your own sentence using ONE of the *pellere* words in a way that shows you understand its meaning:

---

---

# VOCABULARY WORD FAMILIES

**Directions:** Words from the same family share roots. Read each word meaning. Then write a sentence using the form of the word provided.

**menace (noun) = a threat or danger**



menacing (adjective)

Sentence: \_\_\_\_\_

\_\_\_\_\_

**entangled (adjective) = caught or twisted**

entangle (verb)

Sentence: \_\_\_\_\_

\_\_\_\_\_

**frantic (adjective) = wild with fear or anxiety**

frantically (adverb)

Sentence: \_\_\_\_\_

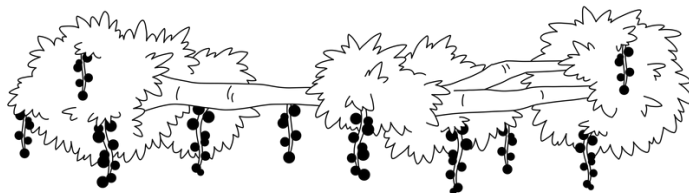
\_\_\_\_\_

**logic (noun) = reasoning or good sense**

logical (adjective)

Sentence: \_\_\_\_\_

\_\_\_\_\_



# VOCABULARY CONNECT

**Directions:** Draw lines to connect vocabulary words that relate to each other. You can connect words in creative ways! Then explain why you connected the words.

frantically ●

logical ●

expelled ●

menacing ●

entangled ●

● infraction

● detention

● contagious

● corridor

● medallion



## Example Connection:

expelled ● ————— ● infraction

Explanation: These words connect because if a student commits a serious infraction (breaking an important rule), they might be expelled from school.

## Now you try! Make at least 3 connections:

### Connection 1:

Words connected: \_\_\_\_\_ and \_\_\_\_\_

Explanation: \_\_\_\_\_

### Connection 2:

Words connected: \_\_\_\_\_ and \_\_\_\_\_

Explanation: \_\_\_\_\_

### Connection 3:

Words connected: \_\_\_\_\_ and \_\_\_\_\_

Explanation: \_\_\_\_\_

# VOCABULARY DEEP DIVE

**Directions:** Complete each box below for the shown vocabulary word.

|                      |                      |
|----------------------|----------------------|
| write the definition | use it in a sentence |
| <b>corridor</b>      |                      |
| write a synonym      | draw a picture       |

|                      |                      |
|----------------------|----------------------|
| write the definition | use it in a sentence |
| <b>contagious</b>    |                      |
| write a synonym      | draw a picture       |

|                      |                      |
|----------------------|----------------------|
| write the definition | use it in a sentence |
| <b>medallion</b>     |                      |
| write a synonym      | draw a picture       |

|                      |                      |
|----------------------|----------------------|
| write the definition | use it in a sentence |
| <b>infraction</b>    |                      |
| write a synonym      | draw a picture       |

# VOCABULARY SCENARIOS

**Directions:** Read each scenario. Choose the vocabulary word that best fits the situation. Explain why you chose that word.

## Word Bank

expelled, detention, frantically, contagious, logical, infraction,  
entangled, menacing, corridor, medallion

1. The teacher notices a student breaking a small classroom rule for the first time.

Best word: \_\_\_\_\_

Why this word fits: \_\_\_\_\_

2. A dog is growling and showing its teeth at strangers approaching the house.

Best word: \_\_\_\_\_

Why this word fits: \_\_\_\_\_

3. A student can't find their homework that's due in 5 minutes and is throwing everything out of their backpack.

Best word: \_\_\_\_\_

Why this word fits: \_\_\_\_\_

4. You follow a series of clues and evidence to solve a mystery.

Best word: \_\_\_\_\_

Why this word fits: \_\_\_\_\_

5. A student receives a consequence for arriving late to class three times.

Best word: \_\_\_\_\_

Why this word fits: \_\_\_\_\_



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

# EXTENSION ACTIVITIES CHOICE BOARD

Choose one activity to complete. Be creative and have fun!

## **Creature Field Guide**

Create a detailed field guide page for one dangerous creature from these chapters: *sneevil* or *viken*.

Include:

- labeled drawing showing key features
- physical description
- habitat
- danger level
- behavioral patterns
- safety tips.

## **Friendship Analysis**

Write a 3-paragraph essay analyzing how Abigail and Hugo's friendship develops in Chapters 4-6.

- Paragraph 1: How did their friendship begin? What brought them together?
- Paragraph 2: How do they help each other? Give specific examples.
- Paragraph 3: What makes their friendship strong? What do they give each other?

## **The Rubicus Prophecy**

Create a poster explaining the Rubicus Prophecy and why it matters to the story. Include:

- What the Rubicus Prophecy predicts
- Why it's important to the story
- How it might connect to Abigail
- Visual elements (illustrations, symbols, dramatic presentation)
- Predictions about what might happen next

## **Letter from Madame Vex**

Write an official letter from Madame Vex to all students warning them about the dangers in the swamps after Abigail's adventure.

Include:

- Formal letter format (heading, greeting, body, closing)
- Specific dangers students might face
- Rules and consequences
- Madame Vex's authoritative voice/tone

## **Map of Tarkana Swamps**

Create a detailed map of the swamps around Tarkana Academy. Include:

- Tarkana Academy fortress and gardens gate
- Where Hugo's foot got stuck
- Where the sneevils appeared
- Where the viken attacked
- Danger zones marked clearly
- A compass rose and map key

## **Interview with Hugo**

Imagine you're interviewing Hugo. Write the interview. Include at least 5 questions and answers. Include questions about the adventure, his feelings, his friendship with Abigail, what he learned. Answers that match Hugo's personality and voice. Details from the story to make it authentic.