

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizer	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Roald Dahl	10
• Chapter Questions	
<i>Chapter 1</i>	11
<i>Chapter 2</i>	14
<i>Chapters 3-4</i>	17
<i>Chapters 5-6</i>	20
<i>Chapters 7-8</i>	23
<i>Chapters 9-10</i>	26
<i>Chapters 11-12</i>	29
<i>Chapters 13-14</i>	32
<i>Chapters 15-16</i>	35
<i>Chapters 17-18</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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Roald Dahl

Roald Dahl wrote many children's books. He once was asked why he wrote children's books, and he said: "I never get any protests from children. All you get are giggles of mirth and squirms of delight. I know what children like."

Roald Dahl led an extraordinary life. He was born in Landaff Wales on September 13, 1916, of Norwegian parents. Roald's father and sister died when Roald was 4 years old. His mother had to raise 6 children on her own. He loved his mother very much and based the grandmother in the story *The Witches* on his mother's personality.



Roald Dahl's life was full of much excitement, but also many tragedies. Roald Dahl's attitude when faced with life's problems was to roll up his sleeves and work on a solution. The father in the book *Fantastic Mr Fox*, has the same attitude. Roald Dahl's first wife suffered strokes during her first pregnancy. In response, Roald Dahl developed an exercise plan and speech therapy program for her to help her recover. When his son was 4 years old, he was hit by a car and suffered a brain injury. Roald Dahl worked with doctors to develop a shunt to remove extra liquid from the brain. Roald Dahl also had a rare blood disorder. He set up a fund to research cures and treatments for blood disorders. Roald Dahl uses exaggeration, irony, sarcasm and pathos in his children's stories.

What Roald Dahl didn't like was boarding school. He didn't like living away from home. He also didn't like the brutal discipline system used at the boarding schools. When he graduated, he applied to work with Shell Oil Company because he wanted to work and travel to exotic locations. He was able to live an exciting life working for Shell in East Africa. When World War II started, Roald Dahl volunteered as a fighter pilot in North Africa for the Royal Air Force. In 1942, he was injured and sent to work at the British Embassy in Washington, D.C. It was while he was in Washington, that he started to write short stories.

Did You Know?

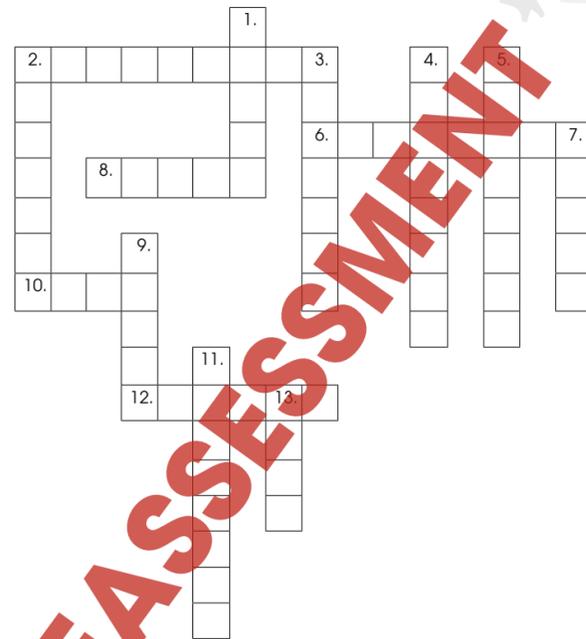
- His first published story was *Shot Down Over Libya*. It told of his experiences during World War II and was published on August 1, 1942.
- He wrote the screenplays for the movies *Chitty Chitty Bang Bang* and *You Only Live Twice*.
- Many of his stories have been turned into their own movies, like *James and the Giant Peach*, *Charlie and the Chocolate Factory*, and even *Fantastic Mr Fox*.



Chapters Three to Four

Word List

cocky
crouched
doze
glint
murky
pew
poisonous
pricked
reeks
rustling
scrape
scrunch
tattered
twitched



Across

2. Toxic.
6. Noise of movement in trees.
8. Dark and hard to see.
10. A light sleep.
12. To take off a top layer.

Down

1. Over confident.
2. Mr Fox tuned his ears in.
3. Squished.
4. Ragged.
5. A small quick movement.
7. A little light reflected off metal.
9. Smells really badly.
11. Stooped down.
13. A sound of relief.



Chapters Three to Four

1. Fill in each blank with the correct words from the chapters.

- a) "I can smell those goons a mile away. I can even smell one from the other. Boggis gives off a filthy stink of rotten _____, Bunce reeks of _____, and as for Bean, the fumes of _____ hang around him like poisonous gases."
- b) "One of them _____ a flashlight on the hole, and there on the ground, in the circle of light, half in and half out of the hole, lay the poor _____ bloodstained remains of... a fox's tail."
- c) "There was no food for the foxes that night, and soon the children _____ off. Then Mrs Fox dozed off. But Mr Fox couldn't sleep because of the pain in the _____ of his tail."
- d) "Suddenly there was an especially loud _____ above their heads and the sharp end of the shovel came right through the _____. The sight of this _____ thing seemed to have an _____ effect upon Mr Fox."

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- a) Mr Fox was shot in the tail.
- b) A shovel broke through the roof of the fox den.
- c) The farmers hid in the woods outside the fox den.
- d) The farmers started to dig into the hill.
- e) The whole fox family started to dig deeper into the hill.
- f) The little fox children fell asleep hungry.



Chapters Three to Four

Answer each question with a full sentence.

1. An author often hints about something that is going to happen. This is called 'foreshadowing'. Find a quote that hints to Mr Fox going to face danger on his hunt.
- _____
- _____
2. Why would Mr Fox be "especially careful coming out of his den?"
- _____
- _____
3. What 3 senses does Mr Fox use when going out to hunt?
- _____
- _____
4. How does Mr Fox react when he loses his tail?
- _____
- _____
5. What causes Mrs Fox to tell her children: "Your father is a fantastic fox?"
- _____
- _____
6. What 4 ways is the Fox family a strong family?
- _____
- _____

Journaling Prompt

Every family faces emergencies in the home. Describe the plan you have with your family to safely leave your home in case of an emergency: like a fire. If your family does not already have a plan, make one up for them.



Chapter 17

Rhymes

In Chapter 17 (and Chapter 1), the characters sing a little rhyme about what is happening in the story. These little rhymes are 5 lines long and follow a pattern. The first line, second line and last line (fifth line) all rhyme with each other. Lines 3 and 4 don't rhyme with lines 1, 2 and 5, but they do rhyme with each other. Now it is your turn: write a rhyme about one event or person in the story. Use the same pattern. (Writing hint: think of the topic and write one line. Then, brainstorm as many words that you can think of that rhymes with the last word in your topic sentence. This can make it easier to write a rhyme).



Chapter 18

Memoir

Imagine it is many years after the story is over. One of the little Foxes is all grown up. He decides to write a memoir. (A memoir is a story about the important moments in your life.) The little Fox writes about the time in his life when his father earned the nickname "Fantastic Mr Fox." What would he remember? What would he think would be important to write about? Write little Fox's memoir. Be sure to write at least 4 things his father did that was fantastic.



Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

cellar	desperate	jeered	obstinate	solemn
crater	famished	lousy	prancing	spluttered
creep	fantastic	maniac	ravenous	staring
dash	furious	mean	refuse	starving
decent	impudent	oath	shrieked	undefeated

f	n	u	i	t	n	e	d	u	p	m	i	y	x	r
f	a	m	i	s	h	e	d	a	c	d	f	t	a	a
s	q	n	s	v	d	q	t	y	b	d	g	r	v	t
o	b	s	t	i	n	a	t	e	e	e	h	j	e	l
l	l	x	a	a	i	y	s	a	c	r	e	e	p	z
e	s	m	r	a	s	l	t	h	q	e	t	u	r	p
m	u	t	v	e	n	t	o	e	n	e	n	i	a	u
n	o	o	i	v	d	b	i	u	e	j	e	t	n	b
f	i	p	n	q	v	h	d	c	s	h	c	d	c	c
x	r	r	g	o	y	e	a	e	u	y	e	o	i	g
l	u	e	a	p	k	i	o	l	f	f	d	i	n	a
s	f	t	z	e	n	g	n	l	e	z	t	y	g	v
f	h	a	i	a	j	s	t	a	r	i	n	g	w	c
r	x	r	m	e	a	n	t	r	n	s	a	r	t	u
a	h	c	r	a	v	e	n	o	u	s	g	h	b	c
s	r	t	v	l	d	e	s	p	e	r	a	t	e	w
d	e	r	e	t	t	u	l	p	s	m	p	q	a	x



Comprehension Quiz

Answer each question with a full sentence.

- How are the farmers the same and how are they different?

- Why did Bean make all the plans for the farmers?

- List 3 of Bean's plans to kill the fox.

- Why did Bean's plans all fail? Give 2 reasons.

- Why does the author use exaggeration to describe the farmers? Give 2 reasons.

- Mr Fox is a careful hunter. Name 3 useful hunting skills he used to outsmart the farmers at the beginning of the story.

- Why are the little foxes present in the story? Use a fact from the story to explain your answer.

SUBTOTAL: /17

Character Sketch

What does Mr Fox think about? What does he hear? What does he see? What are his weaknesses?... Using the drawing of a fox below, find facts from the book that tell you about Mr Fox.

He thinks about...

He sees...

He hears...

He says...

His strengths...

He has...

He wants...

He eats...

His weaknesses...

He loves...

What he had done...

NAME: _____

After You Read 



Chapters Three to Four

Answer each question with a full sentence.

1. An author often hints about something that is going to happen. This is called 'foreshadowing'. Find a quote that hints to Mr Fox going to face danger on his hunt.

2. Why would Mr Fox be "especially careful coming out of his den?"

3. What 3 senses does Mr Fox use when going out to hunt?

4. How does Mr Fox react when he loses his tail?

5. What causes Mrs Fox to tell her children: "Your father is a fantastic fox."

6. What 4 ways is the Fox family a strong family?

Journaling Prompt

Every family faces emergencies in the home. Describe the plan you have with your family to safely leave your home in case of an emergency: like a fire. If your family does not already have a plan, make one up for them.

1.

"Yes, but just don't get careless," said Mrs Fox. "You know they'll be waiting for you, all three of them."

2.

Answers will vary, but may include: Mr Fox doesn't want anyone to find their home. He wanted to keep it secret to protect his family.

3.

Mr Fox used his ears, his eyes and his nose.

4.

He is very 'glum' or saddened by the loss of his tail.

5.

She loves him, he heard the noise and warned them and he thought of a way to keep them alive.

6.

Mrs Fox wanted to protect her children and hugged them tight when they were scared. They all dug together. They praised and encouraged each other.

19

1.

Mrs. Fox thought he was fantastic because he didn't panic, and he had thought of a plan to save the family.

2.

Answers will vary.

3.

Answers will vary.

Vocabulary

1. a

2. b

3. b

4. c

20

1.

a) T

b) F

c) T

d) F

e) F

f) F

g) F

h) T

i) F

2.

a) B

3.

b) C

21



1.

Because they dug all day and all night.

2.

He said it was a rotten idea.

3.

Answers will vary, but may include: They can't think of their own ideas.

4.

They have destroyed the wood and the hill.

5.

Answers will vary, but may include: It is a race for survival for the foxes to out-dig the mechanical diggers. It is a race to get the fox for the farmers.

22

EASY MARKING

ANSWER

KEY

Fantastic Mr Fox

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.