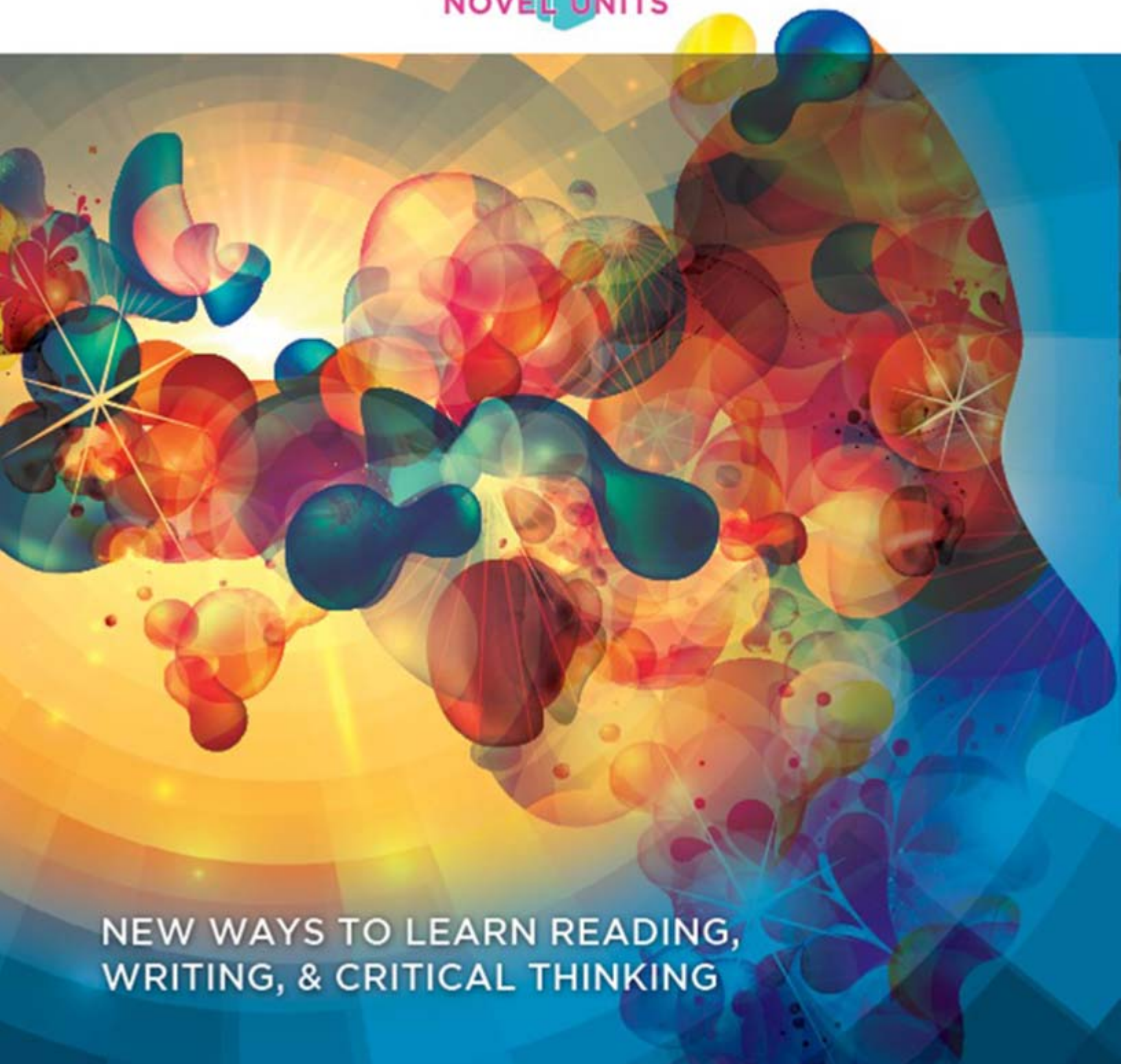


Student Packet

Grades 3–4

Chocolate Fever

Robert Kimmel Smith



**NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING**



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CHOCOLATE FEVER

by
Robert Kimmel Smith

Student Packet

Written by
Jean Jamieson

- Contains masters for:**
- 1 Prereading Activity
 - 6 Vocabulary Activities
 - 3 Poetry Writing Activities
 - 1 Matching Activity
 - 8 Writing Activities
 - 1 Chocolate Frosting Dough Activity
 - 7 Math Activities
 - 1 Spelling Activity
 - 2 Illustration/Art Activities
 - 1 Research Activity
 - 1 Conclusion Activity
 - 1 Teacher Suggestions for Assessment
 - 1 Comprehension Quiz
- PLUS**
- Detailed Answer Key

Note

The text used to prepare this guide was the Dell Yearling softcover, ©1972 by Robert Kimmel Smith. The page references may differ in other editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Name _____

Activity: To write an original cheer; to teach the cheer to others

Surrounded!

"In less time than it takes to tell about it, Henry was surrounded." (page 49)

Change how the boys react to Henry. Imagine that they want to make Henry feel better about himself.

Make up a cheer for the boys to say to Henry. When finished, teach your cheer to a few of the group members. Say the cheer for others. If you know of someone in need of the cheer, change the name and say it to that person.

My Cheer For Henry

Henry! Henry!
Don't feel blue.

Henry! Henry!
We care about you.

YOUR CHEER FOR HENRY

Name _____

Activity: To use antonyms to bring about change

UGLY!

"One of the tallest boys, who looked a good deal older than Henry, spoke up. 'Boy, are you ugly!' he said." (page 49)

Henry is described by some of the boys in the group surrounding him as:

Descriptive Words Used:

One Antonym: (opposite)

UGLY

HORRIBLE

DISGUSTING

REVOLTING

NAUSEATING

"The more the boys called him names, the worse Henry felt. He opened his mouth to say something, but nothing came out." (page 50)

Write an antonym for each word next to it. Do not repeat a word used as an antonym.

How do you think Henry would feel if the boys substituted the antonyms of the descriptive words?

Write about Henry's reaction to the antonyms.