

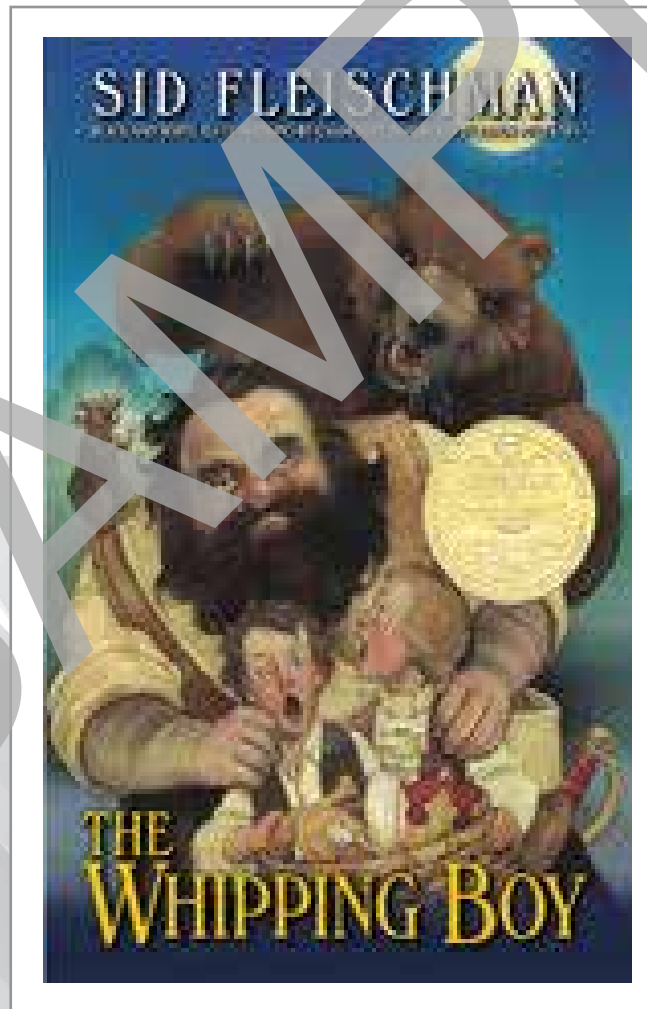


STUDENT PACKET

GRADES 3-5

The Whipping Boy

Sid Fleischman



READ, WRITE, THINK, DISCUSS AND CONNECT

The Whipping Boy

Sid Fleischman

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

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Name _____

Activity: To attribute thoughts to Jemmy

Gaw!

“Gaw!” thought Jemmy. ‘He’s going back on his word!’ And so it went for more than a year. The prince learned nothing. The whipping boy learned to read, write, and do sums.” (page 6)

What do you imagine Jemmy is thinking during this time, as he learns and the prince does not?

Make an illustration that shows Jemmy with the prince in a specific situation, such as when they are with the tutor, with the king, in court, eating, and so forth. Is the prince able to get along satisfactorily? Might something happen because he does not know how to read, write, or to do sums? Place Jemmy’s thoughts in a thought balloon.



Activity: To make a creepy thing; to follow written directions

Hopelessly Lost

"A thick fog had swirled in, they'd strayed from the road, and trees had closed in on them. 'Forests is creepy things,' said Jemmy." (page 9)

Make A Creepy Thing of the Forest

Materials:
colored construction paper
tempera paint
drinking straws, cut in half
newspaper

Process:

- Cover the work area with newspaper.
- Place materials needed on the newspaper.
- Place a blob of paint on a piece of construction paper.
- Hold the end of a drinking straw almost into the paint.
- Blow briskly (paint will spread in jagged lines in all directions).
- Move the straw to another area where the paint has collected.
- Blow again.
- Repeat the process until pleased with the design.
- Place finished painting in an area to dry.
- Clean up work area.
- When paint is dry, crayon and/or chalk details may be added to the design, to transform it into a creepy thing, if you wish.

Name _____

Activity: To use personification

The Fog

*"A plan had been tumbling about in his head. Here's your chance, Jemmy, he told himself."
(page 9)*

When a writer attributes human characteristics to those things which are clearly not human, the technique is called personification.

When YOU write about objects, things, ideas and animals as if they were human, YOU are using personification.

Here are some of Sid Fleischman's examples on pages 9 & 11:

"A low branch almost swept them off the saddle."

"A plan had been tumbling about in his head."

Write a paragraph in which you use personification. Make "it" come alive! Illustrate your work.

Handwriting practice area consisting of ten horizontal lines. A decorative rectangular box is located in the bottom right corner of the writing area.

Name _____

Activity: To use negative statements to list universal truths

Crows

"'But I can't write!' blurted out Prince Brat. 'And crows can't fly!' erupted the big outlaw with a blast of garlicky breath." (page 20)

Billy replies in disbelief to the "can't" statement of the prince with a "can't" statement of his own that he knows to be untrue.

A "can't" statement is effective if it is understood to be untrue by all who hear it.

Write down some "can't" or "isn't" or "don't" statements that could be used to replace "and crows can't fly."

For example:

and rain isn't wet

and a polar bear isn't white

Use one of your statements in a sentence.

Illustrate a different one of your statements. Write the statement below the picture. Use the back of your paper for the picture and statement.