I Survived the Children’s Blizzard, 1888
Digital + Printable Book Unit

Created by Gay Miller
Thank you for downloading this preview of *I Survived the Children’s Blizzard, 1888 Book Unit*. Other products in this series may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

Gay Miller
This packet contains graphic organizers for an interactive notebook covering vocabulary, comprehension questions, constructive response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

For teachers who wish paperless activities, this unit contains a username and password for **Booming Learning Decks** as well as **Google Digital** resources. Look at the pages following the “Table of Contents” for links and password information.

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**I Survived the Children’s Blizzard, 1888**

Genre ~ Historical Fiction

Interest Level ~ Grades 3 – 5

Grade level Equivalent: Scholastic Level S

Lexile Measure®: 630L
## I Survived Series

**Book Units by Gay Miller**

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Additional Google Digital Resources

Constructive Response Questions

Context Clues Organizer (4 Types of Context Clues)

Context Clues Organizer (6 Types of Context Clues)

Firsthand and Secondhand Accounts

Sentence Fragments and Run-ons (Two Versions)
Examples of Boom Learning

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Vocabulary Test
Vocabulary

Twenty-one focus words, one for each chapter have been selected. The unit contains a 12 page practice booklet for these words. Check out a sample page and answer key on the next page.

Following the vocabulary sample, you will find Chapters 1-2 comprehension questions and constructive writing response samples.
Chapter 21 [bulging]

1. Fill in the word web with synonyms of bulging.

2. Is bulging used correctly in these sentences? True or False
   - The muscles expanded and then became smaller by bulging.
   - Her bulging wallet spoke of loads of cash.
   - Many older people have a bulging waistline.
   - Ice bulges as it melts.

Complete the analogies using a vocabulary word.

3. divide : divvy :: get courage : ______________
4. release : pounce :: gentle : ______________
5. cruel : brutal :: balloon : ______________
6. a dead body : corpse :: sticking out : __________
7. gentle : ferocious :: increase : ______________

Chapters 1-2 [plunge and rickety]

Read these definitions of plunge.

a) to fall or jump suddenly from a high place
b) to fall or drop suddenly in amount, value, etc.
c) to have a steep slope or drop downward

Determine which definition is used in each of the sentences below. Write a, b, or c in the blanks to show your answer.

1. ______ The road plunges down the mountain.
2. ______ The car plunged off the bridge.
3. ______ The stock market took a plunge today.
4. ______ The girl plunged off the cliff into the lake below.
5. ______ The President’s approval rating plunged after he made the announcement.

6. Circle five words in the box that are synonyms or closely related to the word rickety.

   wobbly  stable
   firm     strong
   safe     shaky
   rocky    unsteady
   unsound  fixed

7. Which of the following items would NOT describe plunge?

   a. temperatures dropping
   b. climbing Kilimanjaro
   c. a species becoming endangered
   d. a parachute failing to open
Chapter 21 [bulging]

1. Fill in the word web with synonyms of **bulging**.

![Word Web Diagram]

- puffing out
- protruding
- bulging
- extending
- swelling

2. Is **bulging** used correctly in these sentences?
   - True or False
   - F  The muscles expanded and then became smaller by **bulging**.
   - T  Her **bulging** wallet spoke of loads of cash.
   - T  Many older people have a **bulging** waistline.
   - F  Ice bulges as it melts.

Complete the analogies using a vocabulary word.

3. divide : divvy :: get courage : **muster**
4. release : pounce :: gentle : **ferocious**
5. cruel : brutal :: balloon : **billow**
6. a dead body : corpse :: sticking out : **bulging**
7. gentle : ferocious :: increase : **dip**

---

Chapters 1-2 [plunge and rickety]

Read these definitions of **plunge**.

- a) to fall or jump suddenly from a high place
- b) to fall or drop suddenly in amount, value, etc.
- c) to have a steep slope or drop downward

Determine which definition is used in each of the sentences below. Write a, b, or c in the blanks to show your answer.

1. c  The road **plunges** down the mountain.
2. a  The car **plunged** off the bridge.
3. b  The stock market took a **plunge** today.
4. a  The girl **plunged** off the cliff into the lake below.
5. b  The President’s approval rating **plunged** after he made the announcement.

6. Circle five words in the box that are synonyms or closely related to the word **rickety**.

| wobbly | stable |
| firm   | strong |
| safe   | shaky  |
| rocky  | unsteady |
| unsound | fixed |

7. Which of the following items would NOT describe **plunge**?

   - a. temperatures dropping
   - b. climbing Kilimanjaro
   - c. a species becoming endangered
   - d. a parachute failing to open
1. The main idea of Chapter 1 is ---.
   a. The weather turned snowy.
   b. John is a city kid who doesn’t like the prairie.
   c. John is caught in a blizzard and is endangered.
   d. The storm is like a monster.

2. How does the reader know *I Survived the Children’s Blizzard* is told in 3rd person point of view?
   a. The narrator uses pronouns like I, me, and my.
   b. Only John’s thoughts are told.
   c. The narrator uses pronouns like he, she, it, and they.
   d. The narrator tells the story to another character using the word 'you.'

3. Which literary device is used to tell the story?
   a. flashback
   b. foreshadowing
   c. flash forward
   d. chronological order

   How does the reader know this?
   __________________________________________
   __________________________________________
   __________________________________________

4. Read this quote from Chapter 2.
   But wait. What if Franny wasn’t playing a game? She could have wandered too far into the grass and gotten lost.

   This quote shows ---.
   a. a description of the setting
   b. the effects of over-reaction
   c. the emotion of fear
   d. figurative language

5. Which event happened first?
   a. Ma spent her days scrubbing, cooking, and sweeping.
   b. Pa built cabinets.
   c. A little boy from town got lost.
   d. Franny carried buckets of water from the well.

6. Which character is Miss Ruell most like?
   a. The Little Mermaid
   b. The Grinch
   c. The Lion from *The Lion and the Mouse* Fable
   d. The Seven Dwarfs

   Explain why you selected this character.
   __________________________________________
   __________________________________________
   __________________________________________

7. List two character traits of John and his sister Franny.

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<th>John</th>
<th>Franny</th>
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<td>______________________</td>
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<tr>
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1. The main idea of Chapter 1 is ---.
   a. The weather turned snowy.
   b. John is a city kid who doesn’t like the prairie.
   c. John is caught in a blizzard and is endangered.
   d. The storm is like a monster.

2. How does the reader know *I Survived the Children’s Blizzard* is told in 3rd person point of view?
   a. The narrator uses pronouns like I, me, and my.
   b. Only John’s thoughts are told.
   c. The narrator uses pronouns like he, she, it, and they.
   d. The narrator tells the story to another character using the word 'you.'

3. Which literary device is used to tell the story?
   a. flashback
   b. foreshadowing
   c. flash forward
   d. chronological order

   How does the reader know this?
   By the dates listed at the beginning of the chapters. Chapter 2 takes place four months before Chapter 1.

4. Read this quote from Chapter 2.
   But wait. What if Franny wasn’t playing a game? She could have wandered too far into the grass and gotten lost.

   This quote shows ---.
   a. a description of the setting
   b. the effects of over-reaction
   c. the emotion of fear
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5. Which event happened first?
   a. Ma spent her days scrubbing, cooking, and sweeping.
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6. Which character is Miss Ruell most like?
   a. The Little Mermaid
   b. The Grinch
   c. The Lion from *The Lion and the Mouse* Fable
   d. The Seven Dwarfs

   Explain why you selected this character.
   Just like the Grinch stole the fun out of Christmas, Miss Ruell seems to be stealing all the fun out of school.

7. List two character traits of John and his sister Franny.

<table>
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<th>John</th>
<th>Franny</th>
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<td>11 year old boy</td>
<td>5 year old girl</td>
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<td>lonely living in on the prairie away from the city</td>
<td>blond braids</td>
</tr>
<tr>
<td>likes baseball – favorite player – Shadow Pile of the Chicago White Stockings</td>
<td>favorite game - hide-and-seek</td>
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</table>
Describe Miss Ruell. in the center box, draw a picture of Miss Ruell based on the descriptions given in the text.

**Appearance**

________________________________________

________________________________________

________________________________________

________________________________________

What can the reader infer is going to happen when John reaches school?

________________________________________

________________________________________

________________________________________

________________________________________

CCSS.ELA-Literacy.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.ELA-Literacy.RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Describe Miss Ruell. in the center box, draw a picture of Miss Ruell based on the descriptions given in the text.

**Appearance**
- wore hair in a bun
- young
- little round glasses
- five feet tall
- never smiled

**Miss Ruell**

**Mean** - She made students stay inside during recess and memorize poetry if they were late for school.

**Even though she was small, she ruled the class like a Civil War general.**

What can the reader infer is going to happen when John reaches school?

John is most likely going to get in trouble for being late for school because he can’t find Franny. The normal punishment for this is memorizing a poem during recess.

**CCSS.ELA-Literacy.RL.3.3**
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-Literacy.RL.4.3**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3**
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
# Common Core Standards for Figurative Language

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<td><strong>CCSS.ELA-Literacy.RL.4.4</strong> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
<td></td>
<td><strong>CCSS.ELA-Literacy.RL.6.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
</tr>
<tr>
<td><strong>Metaphors and Similes</strong></td>
<td><strong>CCSS.ELA-Literacy.L.3.5a</strong> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
<td><strong>CCSS.ELA-Literacy.L.4.5a</strong> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
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<tr>
<td><strong>Idioms, Adages, and Proverbs</strong></td>
<td><strong>CCSS.ELA-Literacy.L.4.5b</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td><strong>CCSS.ELA-Literacy.L.5.5b</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td></td>
<td><strong>CCSS.ELA-Literacy.L.6.5a</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
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<tr>
<td><strong>Personification</strong></td>
<td></td>
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<td><strong>CCSS.ELA-Literacy.L.6.5a</strong> Interpret figures of speech (e.g., personification) in context.</td>
</tr>
</tbody>
</table>
# Context Clues Common Core Alignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>CCSS.ELA-LITERACY.L.3.4.A</th>
<th>CCSS.ELA-LITERACY.L.4.4.A</th>
<th>CCSS.ELA-LITERACY.L.5.4.a</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>4th</td>
<td></td>
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<tr>
<td>5th</td>
<td></td>
<td></td>
<td>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
</tr>
</tbody>
</table>

## Context Clues Activities

**Definition**

- context clues
- context
- clues
- meanings
- words
- phrases
- sentences
- levels
- examples
- restatements
- relationships
- synonyms
- antonyms
- homographs
- understanding

**Restatement**

- rephrase
- restate
- explanation
- clarification
- interpretation
- understanding

**Comparison**

- compare
- contrast
- similarities
- differences
- relationships
- understanding

**Example**

- example
- illustration
- demonstration
- explanation
- understanding

**Cause & Effect**

- cause
- effect
- relationship
- understanding

**Series**

- sequence
- order
- steps
- process
- understanding

**Context Clues For Chapters 1-6**

Instructions:
As you play the game, complete the chart by filling in the correct words next to their definitions.

1. To move or carry (something) with effort
2. To remove (something) from a surface by using skill
3. Poison that is produced by an animal and kill another animal usually through biting or sting
4. To lift each hoof high when moving
5. To argue in a way that is annoying about that are not important
6. Almost or entirely
7. So unpleasant to see, smell, taste, or feel that you feel strongly
8. To flow or pass slowly through small open spaces
9. To shave (a person or animal) in a place in order of having
10. To use offensive words when you speak
11. To cut (something) off in a rough and slow way
12. To come together to talk about something
13. To cause (someone) to be extremely afraid
14. To say something to (someone) in a way that makes that person angry
15. A long, narrow cut or low area in a soft material
16. To fall in a flat, uneven, or finishes way

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# Common Core Skills

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<tr>
<td><strong>CCSS.ELA-LITERACY.RI.3.7</strong> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
<td><strong>CCSS.ELA-LITERACY.RI.4.6</strong> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td><strong>CCSS.ELA-LITERACY.RI.5.6</strong> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.RI.4.7</strong> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td><strong>CCSS.ELA-LITERACY.RI.3.9</strong> Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td><strong>CCSS.ELA-LITERACY.RI.4.8</strong> Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<td><strong>CCSS.ELA-LITERACY.RI.4.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td><strong>CCSS.ELA-LITERACY.RI.4.7</strong> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td><strong>CCSS.ELA-LITERACY.RI.5.7</strong> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
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<td><strong>CCSS.ELA-LITERACY.RI.4.8</strong> Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td><strong>CCSS.ELA-LITERACY.RI.3.9</strong> Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td><strong>CCSS.ELA-LITERACY.RI.5.8</strong> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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<td><strong>CCSS.ELA-LITERACY.RI.4.9</strong> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td><strong>CCSS.ELA-LITERACY.RI.5.7</strong> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
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**Sentence Fragments and Run-on Sentences Organizer**

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<tbody>
<tr>
<td>CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
<td>CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
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</table>

**Version 2 of the Organizer**

All sentences begin with _______ letters and end with _______ marks - period, question mark, or exclamation point. If you have a group of words that does not contain a _______ or is missing the _______ or both, then you have a sentence fragment.

A run-on sentence is when _______ or _______ sentences are combined without _______ or _______.

**Example**

**Fragment**
Struck Montana in the early hours of January 12.

**Complete Sentence**

**Example**
Run-on
The storm swept through the Dakota Territory in around midday it reached Lincoln, Nebraska at 3 PM.

**Complete Sentence**

A sentence is a group of words that has a complete thought. A sentence can stand alone with no other sentences around it and make sense.

**Printable Practice**

Recognizing and Correcting Sentence Fragments and Run-on Sentences

Instructions
On the blanks before each sentence, tell if it is complete, a fragment, or run-on. On the lower portion of the page, write the sentence fragments and run-on sentences making them correct.

1. _______ On January 12, the day started out warm.
2. _______ Dark clouds moved in from the west.
3. _______ A cold wind carrying snow.
4. _______ By noon the wind and snow were so fierce, you could not see.
5. _______ Weathermen said the temperatures dropped 180 degrees in 24 hours.
6. _______ Gusted up to 80 miles per hour.
7. _______ Roofs blew off homes.
8. _______ Giant snow drifts.
9. _______ Fifty inches of snow.
10. _______ Some teachers sent students home early others kept their students at school all night long.
11. _______ Minnie Freeman was a schoolteacher in Nebraska during the storm her school was badly damaged windows were blown in and finally the roof blew off.
12. _______ Mr. Freeman used a rope to be the students together.
13. _______ Walled the children as safety.
14. _______ She saved the lives of her thirteen students.

**Corrected Sentences**
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