

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.



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



Publication Date	Number in Series	Title (Click on the links to visit my TPT store.)
Available	Book 7	I Survived the Battle of Gettysburg, 1863
4/1/18	Book 11	I Survived the Great Chicago Fire, 1871
5/1/18	Book 12	I Survived the Joplin Tornado, 2011
6/1/18	Book 13	I Survived the Hindenburg Disaster, 1937
7/1/18	Book 14	I Survived the Eruption of Mount St. Helens, 1980
Available	Book 15	I Survived the American Revolution, 1776
Available	Book 16	I Survived the Children's Blizzard, 1888
10/18	Book 17	I Survived the Attack of the Grizzlies, 1967
TBA	Book 18	TBA
TBA	Book 19	TBA
TBA	Book 20	TBA



Growing Bundle

[Rules](#)

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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)

A stack of worksheets for Constructive Response. The top sheet is titled "Constructive Response - Responding to Text" and lists various topics: "Constructive Response - Figurative Language", "Constructive Response - Point of View", "Chapters 4-10 - Constructive Response - Summarizing", "Chapter 1 - Constructive Response - Cause and Effect", "Chapter 12 - Constructive Response - Cause and Effect", "Chapter 4 - Constructive Response - Mood", "Chapters 15-16 - Constructive Response - Problem and Solution Chain", "Constructive Response - Acrostic", "Map (Setting)", "Constructive Response - Theme", "Constructive Response - Plot Development", and "Constructive Response - Setting". The bottom sheet is a "Constructive Response - Setting" worksheet with a central image of a landscape and four quadrants for notes: "Location Where the Story Takes Place", "Time the Story Takes Place", "Importance of the Setting", and "Mood - Atmosphere of the Setting".

A worksheet for identifying sentence fragments and run-ons. It features a cartoon girl character. The top section is titled "Define sentence." and "Define sentence." with a blank space for a definition. Below are two pairs of boxes: "Fill in the blanks to define sentence fragment." and "Correct this sentence fragment."; and "Fill in the blanks to define run-on sentence." and "Correct this run-on sentence." The bottom right corner has the copyright notice "© Gay Miller".

A stack of worksheets for Firsthand and Secondhand Accounts. The top sheet is titled "Comparing and Contrasting Accounts" and includes a "Define firsthand account." box and a cartoon girl character. Below are two columns of text: "What are some clue words that a writing is a firsthand account?" and "What may authors include in firsthand accounts?". The bottom sheet is titled "Firsthand Account (Primary Source)" and includes a "List some examples of firsthand accounts." box and a cartoon boy character. The bottom right corner has the copyright notice "© Gay Miller".

Examples of Boom Learning --- Digital Task Cards

I Survived the Children's Blizzard, 1888

Chapters 1-2	Chapters 3-4
Chapters 5-6	Chapters 7-8
Chapters 9-10	Chapters 11-12
Chapters 13-14	Chapters 15-16
Chapters 17-18	Chapters 19-20

Chapter 21

End Quizzes

The main idea of Chapter 1 is ---

John is a city kid who doesn't like the prairie.

The weather turned snowy.

The storm is like a monster.

John is caught in a blizzard and is endangered.

Table of Contents

Back Next

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 description of the setting

Figurative language

the emotion of fear

the effects of over-reaction

Table of Contents

Back Next

List two character traits of John and his sister Franny.

John

Franny

Table of Contents

Back Next

Drag the synonyms of **rickety** to the synonym box and the antonyms of **rickety** to the antonym box.

Synonym	Antonyms

wobbly

rocky

strong

stable

shaky

firm

Which character is Miss Ruell most like?

The Grinch

The Little Mermaid

The Seven Dwarfs

The Lion from The Lion and the Mouse Fable

Explain why you selected this character:

Back

STOP - This is the end of Chapters 1-2 questions. Click this button to go to the Table of Contents or click the stop sign to end the test.

STOP

Read the definitions of **plunge**. Type a, b, or c to show which definition is used in each sentence.

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

The road **plunges** down the mountain.

The car **plunged** off the bridge.

The stock market took a **plunge** today.


On January 12, the day started out warm.

Which type of sentence is this?

Sentence Fragment

Run-on Sentence

Correct Sentence



Match the correct meaning to the proverb.

Chinese Proverb Unjustly obtained wealth is as snow sprinkled with hot water.	Riches obtained through unfair dealings will be quickly lost.
Persian Proverb The larger a man's roof, the more snow it collects.	The more property a person owns, the more time and expense it requires to look after it.


A cold wind carrying snow.

Which type of sentence is this?

Sentence Fragment

Run-on Sentence

Correct Sentence



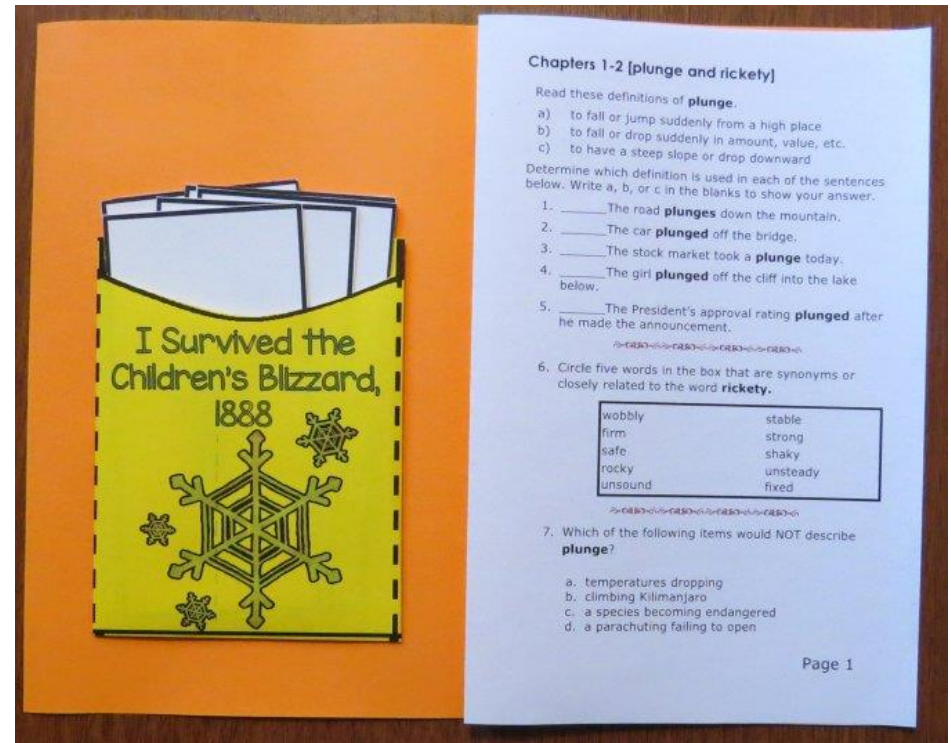
Lesson Plans at a Glance

Read	Vocabulary List & Vocabulary Booklet		Comprehension Quiz	Constructive Response Question	Skill Practice
Chapters 1-2	plunge rickety	Page 1	Chapters 1-2	Character Traits - Ruell	Figurative Language Printable
Chapters 3-4	mill remedy	Page 2	Chapters 3-4	Setting Responding to Text	Figurative Language [Idiom Organizer]
Chapters 5-6	grudge steely	Page 3	Chapters 5-6	Figurative Language	Figurative Language [Proverb Activity]
Chapters 7-8	devour scramble	Page 4	Chapters 7-8	Point of View	Context Clues Organizer
Chapters 9-10	looming fret	Page 5	Chapters 9-10	Summarizing	Context Clues Game and Printable #1
Chapters 11-12	divvy solid	Page 6 Page 7 Review	Chapters 11-12	Cause and Effect (2)	Firsthand and Secondhand Accounts Organizer
Chapters 13-14	billow railing	Page 8	Chapters 13-14	Mood	Firsthand and Secondhand Account Articles
Chapters 15-16	muster brutal	Page 9	Chapters 15-16	Problem and Solution Chain	Sentence Fragments and Run-ons
Chapters 17-18	corpse ferocious	Page 10	Chapters 17-18	Acrostic	Context Clues Game and Printable #2
Chapters 19-20	dip pounce	Page 11	Chapters 19-20	Map Theme	
Chapter 21	bulging	Page 12	Chapter 21	Plot Development	
	Vocabulary Test				

Vocabulary

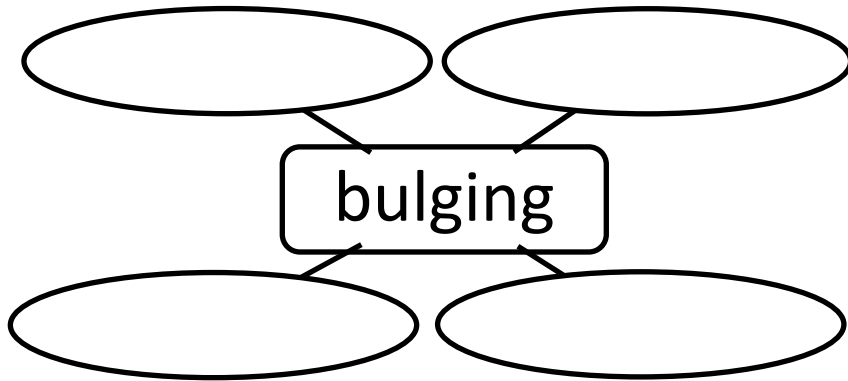
Twenty-one focus words, one for each chapter have been selected. The unit contains a 12 page practice booklet for these words. Check out a sample page and answer key on the next page.

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

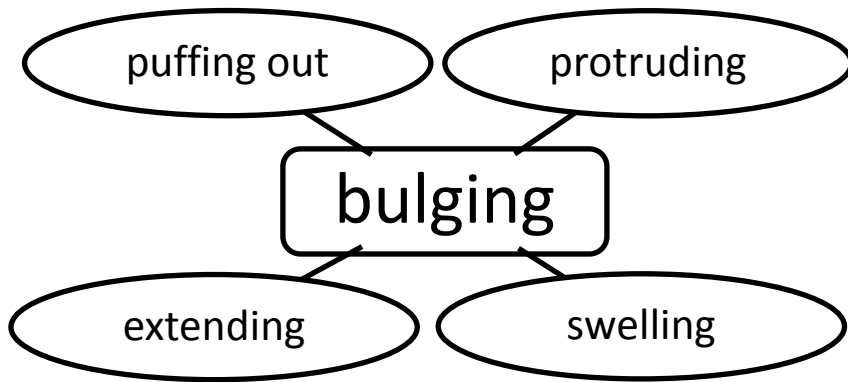


7. Which of the following items would NOT describe **plunge**?

- 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**.



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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**.

- to fall or jump suddenly from a high place
- to fall or drop suddenly in amount, value, etc.
- 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.

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



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

wobbly	stable
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- Which of the following items would NOT describe **plunge**?

- temperatures dropping
- climbing Kilimanjaro
- a species becoming endangered
- a parachute failing to open

I Survived the Children's Blizzard, 1888 ~ Chapters 1-2

1. The main idea of Chapter 1 is ---.
- The weather turned snowy.
 - John is a city kid who doesn't like the prairie.
 - John is caught in a blizzard and is endangered.
 - 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?
- The narrator uses pronouns like I, me, and my.
 - Only John's thoughts are told.
 - The narrator uses pronouns like he, she, it, and they.
 - The narrator tells the story to another character using the word 'you.'

3. Which literary device is used to tell the story?
- flashback
 - foreshadowing
 - flash forward
 - chronological order

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 description of the setting
- the effects of over-reaction
- the emotion of fear
- figurative language

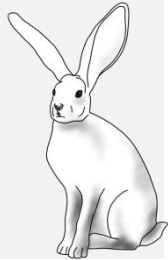
How does the reader know this?

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

6. Which character is Miss Ruell most like?

- The Little Mermaid
- The Grinch
- The Lion from *The Lion and the Mouse Fable*
- The Seven Dwarfs

Explain why you selected this character.



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

John	Franny
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

I Survived the Children's Blizzard, 1888 ~ Chapters 1-2

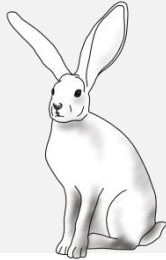
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 - The storm is like a monster.

3. Which literary device is used to tell the story?
- flashback
 - foreshadowing
 - flash forward
 - 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.

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



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

John	Franny
11 year old boy	5 year old girl
lonely living in on the prairie away from the city	blond braids
likes baseball – favorite player – Shadow Pile of the Chicago White Stockings	favorite game - hide-and-seek

2. How does the reader know *I Survived the Children's Blizzard* is told in 3rd person point of view?
- The narrator uses pronouns like I, me, and my.
 - Only John's thoughts are told.
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- a description of the setting
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- figurative language

6. Which character is Miss Ruell most like?

- The Little Mermaid
- The Grinch
- The Lion from *The Lion and the Mouse Fable*
- 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.

Chapter 2 ~ Constructive Response - Character - Miss Ruell

Describe Miss Ruell. In the center box, draw a picture of Miss Ruell based on the descriptions given in the text.

Appearance

Miss Ruell

[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).

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

Chapter 2 ~ Constructive Response - Character - Miss Ruell

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.

[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).

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.

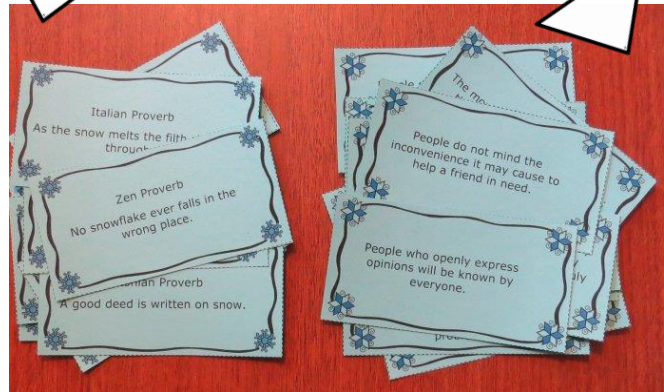
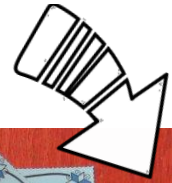
Common Core Standards for Figurative Language

Skill	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Figurative Language Meaning	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	CCSS.ELA-Literacy.RL.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 (e.g., Herculean).		CCSS.ELA-Literacy.RL.6.4 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
Metaphors and Similes	CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.	
Idioms, Adages, and Proverbs		CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	CCSS.ELA-Literacy.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	
Personification				CCSS.ELA-Literacy.L.6.5a Interpret figures of speech (e.g., personification) in context.



Proverbs

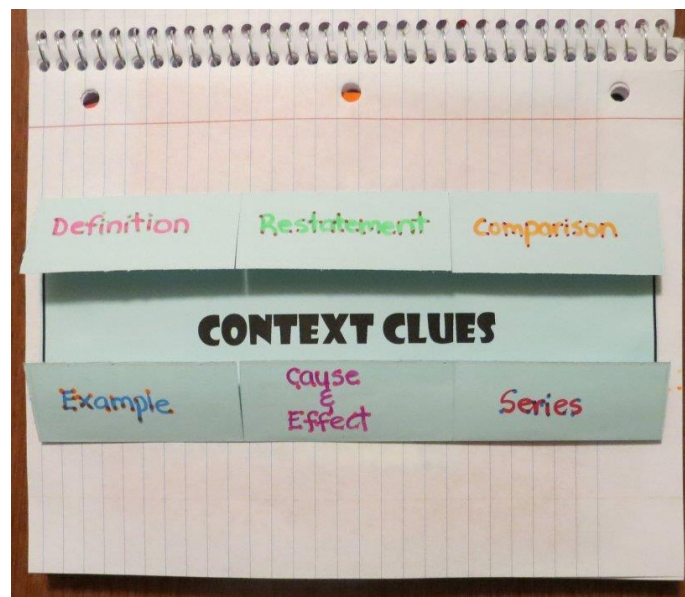
Meanings








Context Clues Common Core Alignment

<p>3rd Grade</p> <p>CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>4th Grade</p> <p>CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>5th Grade</p> <p>CCSS.ELA-Literacy.L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
		<p>CCSS.ELA-Literacy.L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

Context Clues Activities



to flow or pass slowly through small openings in something	to leave (a person or animal) in a place without a way of leaving	to say insulting things to (someone) in order to make that person angry	to cut (something) off in a rough and violent way	to come together to talk about something privately	to cause (someone) to be extremely afraid		to say insulting things to (someone) in order to make that person angry
	curse	prance	terrortize	Jabber	a long, narrow cut or low area in a surface		
so unpleasant to see, smell, taste, consider, etc., that you feel slightly sick	disgust	seep	haul	taunt			
almost or nearly	hack	bicker	huddle	groove	to talk in a fast, unclear, or foolish way		
to argue in a way that is annoying about things that are not important	to lift each hoof up high when moving	poison that is produced by an animal and used to kill another animal usually through biting or stinging		to remove (a liquid) from a surface by using soft paper, bread, etc.		to move or carry (something) with effort	Start

Chapters 1-6 Page | 136 Unit Created by Gay Miller

Context Clues For Chapters 1-6
Name _____

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 (a liquid) from a surface by using soft paper, bread, etc.	
3) poison that is produced by an animal and kill another animal usually through biting stinging	
4) to lift each hoof up high when moving	
5) to argue in a way that is annoying about that are not important	
6) almost or nearly	
7) so unpleasant to see, smell, taste, consid that you feel slightly sick	
8) to flow or pass slowly through small open something	
9) to leave (a person or animal) in a place w way of leaving	
10) to use offensive words when you speak	
11) to cut (something) off in a rough and vio	
12) to come together to talk about something privately	
13) to cause (someone) to be extremely afrai	
14) to say insulting things to (someone) in or make that person angry	
15) a long, narrow cut or low area in a surfar	
16) to talk in a fast, unclear, or foolish way	

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Context Clues For Chapters 1-6
Name _____

Instructions
Fill in the blank spaces using word from the word box.

cursing	prancing	terrorizing	jabbering
disgusting	seeping	hauling	taunting
hacked	locked	huddling	groove
venom	stranded	practically	sopped

- His body's warmth was _____ out of him, like blood leaking from an open wound.
- He was a city kid, not a tough pioneer. And now the maniac wind was hissing in his ears, _____ him.
- A unicorn could be _____ by, and John wouldn't notice.
- But Ma and Pa were fed up with their dark little apartment, their _____ neighbors, and the noise and stink that rose up from the street.
- Ma and Pa sold _____ everything they owned.
- Fanny's scrawny little arms had sprouted muscles from _____ buckets of water from the well.
- John didn't belong here. He felt _____ in the middle of nowhere.
- He was the biggest and most vicious snake there was, a killer that had been _____ people for years.
- "Good stov," Pa said as he _____ up the sauce with a hunk of fresh bread.
- It was what the _____ did to your body — how it poisoned your blood and rotted your flesh and then finally stopped your heart.
- If he wasn't careful, Ma was going to make him gulp down one of her _____ medicines.
- There was a long, wide _____ in the dirt, like a track left by a fat wagon wheel.
- All week at recess they'd worked out their plan, _____ together like spies while the girls jumped rope and the younger kids played Red Rover.
- He wondered what it would do when its head was _____ off. Was it like a chicken, whose body kept moving, even without a head?
- They were quiet for a while, but Peter couldn't keep his jaw shut for long. Rex kept shushing him, but it was no use. Soon enough, they were all _____ again.
- They _____ about which candy at the general store was the best, and decided it was a tie between licorice and peppermint sticks.

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Sentence Fragments and Run-on Sentences Organizer

3rd	4th	5th
<u>CCSS.ELA-LITERACY.L.3.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<u>CCSS.ELA-LITERACY.L.4.1.F</u> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<u>CCSS.ELA-LITERACY.L.5.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Version 2 of the Organizer

<p>All sentences begin with _____ letters and end with _____ marks - period, question mark, or exclamation point.</p> <p>If you have a group of words that does not contain a _____ or is missing the _____, or both then you have a sentence fragment.</p>	<p>A run-on sentence is when _____ sentences are combined without _____ or _____.</p>
<p>Example Fragment Struck Montana in the early hours of January 12.</p> <p>Complete Sentence _____</p>	<p>Example Run-on The storm swept through the Dakota Territory in around midday it reached Lincoln, Nebraska at 3 PM.</p> <p>Complete Sentence _____</p>
<p>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.</p>	

Printable Practice

Recognizing and Correcting Sentence Fragments and Run-on Sentences

Instructions Name _____

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.

- _____ On January 12, the day started out warm.
- _____ Dark clouds moved in from the west.
- _____ A cold wind carrying snow.
- _____ By noon the wind and snow were so fierce, you could not see.
- _____ Weathermen said the temperatures dropped 100 degrees in 24 hours.
- _____ Gusts up to 80 miles per hour.
- _____ Roofs blew off homes.
- _____ Giant snow drifts.
- _____ Fifty inches of snow.
- _____ Some teachers sent students home early others kept their students at the school all night long.
- _____ 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.
- _____ Ms. Freeman used a rope to tie the students together.
- _____ Walked the children to safety.
- _____ She saved the lives of her thirteen students.

Corrected Sentences

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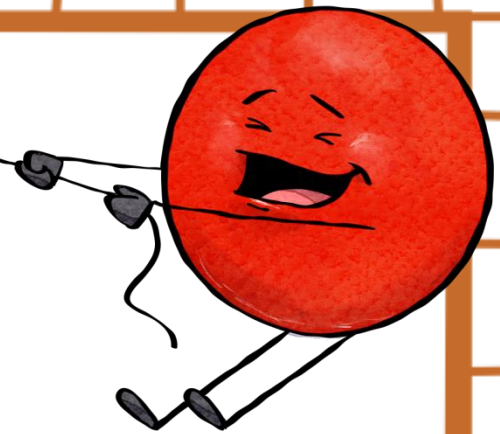


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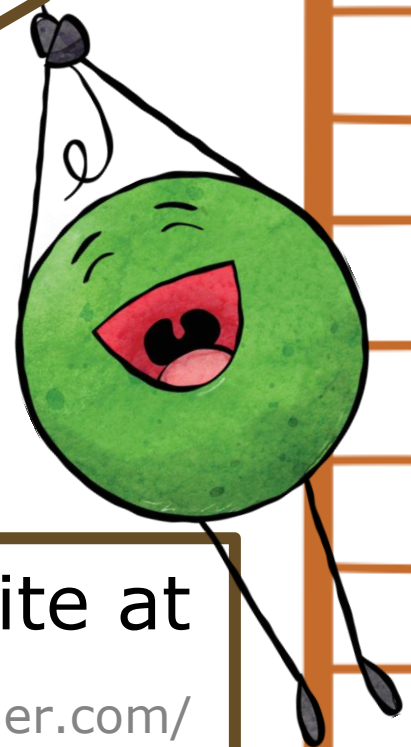
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