



# Challenge Novels

## Grade 4



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# The Wonderful Flight to the Mushroom Planet

## Background Information

The following facts might help you better understand this book:

- *The Wonderful Flight of the Mushroom Planet* is an example of science fiction, or fiction based on imagined future scientific advances. This book was written in 1954, at a time when people were still only dreaming of space travel. Engineers had recently achieved supersonic flight, in which an airplane flies faster than the speed of sound. In 1961, Yuri Gagarin, a citizen of the Soviet Union (Russia) became the first person in space when he orbited Earth. It wasn't until 1969 that humans walked on the moon.
- The imaginary aliens in this book have life cycles like that of fungi. Fungi begin life as tiny things called spores, which are sent out with great force. When a spore finds the right environment, it sends out thin tubes that must connect to another spore. The only parts of fungi people usually see are the fruiting bodies, such as mushrooms or toadstools.

## WEEK 1 Think about It

People have long wondered whether other planets might have life forms. In this book, the author imagines alien creatures living on a small world circling Earth. Before reading *The Wonderful Flight to the Mushroom Planet*, think about the following questions:

- Why might it be exciting to meet creatures from another planet?
- What are some challenges you might face in such a meeting?
- How do you think new inventions might change space travel in the future?

Answer these questions on a separate sheet of paper, or discuss your thoughts with others during Workshop.

## Read about It

**VOCABULARY** Below are some vocabulary words and definitions from Chapters 1–4 of *The Wonderful Flight to the Mushroom Planet*.

**cogitating** (kə' jə tāt' ing) *v.* a form of **cogitate**: to think or meditate deeply (Chapter 1)

**velocity** (və lə' sə tē) *n.* the speed of something in a certain direction (Chapter 1)

**ledger** (le' jûr) *n.* a record of accounts that often includes numbers (Chapter 2)

**infinitesimal** (in fi' nə te' sə məl) *adj.* very small (Chapter 2)

**yarn** (yarn) *v.* to tell long, fantastic tales (Chapter 3)

**laths** (laths) *n.* plural form of **lath**: a thin strip of wood used to build fences or wall and roof foundations (Chapter 3)

**splicing** (splis' ing) *v.* a form of **splice**: to join rope by interweaving strands (Chapter 4)

**rouse** (rouz) *v.* to stir up or awaken (Chapter 4)

Read and respond to each sentence below.

1. Circle each project for which someone might use laths.
  - a. building the wall of a house
  - b. digging a well
  - c. making a fence
2. Circle each possible use for a ledger.
  - a. cleaning ledges of a building
  - b. listing amounts of money
  - c. building fences
3. Circle each example of something infinitesimal.
  - a. a single human cell
  - b. an elephant
  - c. a planet
4. Circle each example of something with a measurable velocity.
  - a. an ongoing conversation
  - b. a speeding race car
  - c. a rocket ship taking off
5. Circle each example of someone who is cogitating.
  - a. a man thinking deeply about a problem
  - b. a woman mindlessly humming
  - c. a dog chewing on a bone
6. Circle each example of what you could do to rouse someone.
  - a. tiptoe past that person
  - b. tap that person's arm
  - c. call that person's name

7. Circle examples that show how someone might yarn.
  - a. by quietly knitting
  - b. by giggling
  - c. by telling a lengthy tall tale
8. Circle each example of splicing.
  - a. weaving together two rope ends
  - b. cutting rope into sections
  - c. measuring rope

**COMPREHENSION** Read Chapters 1–4 of *The Wonderful Flight to the Mushroom Planet*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

9. Based on their actions in the first chapter, make an inference about David’s mother and father’s feelings about Mr. Bass’s newspaper notice.

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10. Based on the text, describe in depth Mr. Bass.

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11. What is the conflict between David and Chuck when David first tells him about the notice, and how is it resolved?

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12. After Dr. Topman goes to find Thallo Street, he is “strangely quiet” at dinner. Make an inference about the reason for his silence.

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## Wrap It Up

At the end of the week, discuss any questions you still have. Clarify any vocabulary words or ideas that are still confusing. Write any of your thoughts about the first four chapters.

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## WEEK 2 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from Chapters 5–8 of *The Wonderful Flight to the Mushroom Planet*.

**gawked** (gôkt) *v.* a form of **gawk**: to stare awkwardly and openly (Chapter 5)

**wizened** (wí zənd) *adj.* shriveled with age (Chapter 5)

**orb** (orb) *n.* something shaped like a sphere or globe (Chapter 6)

**periodically** (pēr' ē ä' di klē) *adv.* happening every so often at regular times (Chapter 6)

**manipulating** (mə ni' pyə lāt' ing) *v.* a form of **manipulate**: to control in a skilled way (Chapter 7)

**dryly** (drī' lē) *adv.* in an ironic or humorous way (Chapter 7)

**mascot** (mas' kät) *n.* a person, animal, or thing that is supposed to bring good luck to a group or activity (Chapter 8)

Read each sentence beginning. Use what you know about the vocabulary word to complete the sentence.

1. Our team's mascot is important to us because \_\_\_\_\_  
\_\_\_\_\_.
2. An example of an orb is \_\_\_\_\_.
3. I did not want to eat the wizened apple because \_\_\_\_\_  
\_\_\_\_\_.
4. The man gawked at the people swimming outside in winter because \_\_\_\_\_  
\_\_\_\_\_.
5. I could tell the woman manipulating the puppet was skillful because \_\_\_\_\_  
\_\_\_\_\_.
6. Because that magazine comes out periodically, you can expect to receive it  
\_\_\_\_\_.
7. The woman laughed dryly when \_\_\_\_\_  
\_\_\_\_\_.

**COMPREHENSION** Read Chapters 5–8 of *The Wonderful Flight to the Mushroom Planet*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

8. What unusual thing about the finished spaceship causes some confusion for both David and Chuck?

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9. What is Basidium-X, and why haven't scientists discovered it?

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10. Why did Mr. Bass put his notice in the paper?

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11. Describe Mr Bass's four inventions and how they will help the boys safely fly to Basidium-X.

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## Wrap It Up

Make a prediction about what will happen next to David and Chuck.

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## WEEK 3 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from Chapters 9–12 of *The Wonderful Flight to the Mushroom Planet*.

**plaintive** (plān' tiv) *adj.* sorrowful and unhappy (Chapter 9)

**serenely** (sə rēn' lē) *adv.* in a calm way (Chapter 9)

**firmament** (fūr' mē ment) *n.* the arch of the sky (Chapter 10)

**uncanny** (un' kan' ē) *adj.* eerie or mysterious (Chapter 10)

**poised** (poizd) *v.* a form of **poise**: to be ready to do something (Chapter 11)

**personage** (pûrs' nij) *n.* a significant person (Chapter 12)

Complete each sentence below with the correct vocabulary word.

1. The peaceful girl walked \_\_\_\_\_ through the garden.
2. We stood when the mayor, an important \_\_\_\_\_ in our town, entered the room.
3. The creepy movie gave everyone a(n) \_\_\_\_\_ feeling.
4. My dog let out a \_\_\_\_\_ whimper when I nearly forgot his dinner.
5. Many bright stars shone down from the \_\_\_\_\_.
6. The runner crouched, \_\_\_\_\_ to begin the race.

**COMPREHENSION** Read Chapters 9–12 of *The Wonderful Flight to the Mushroom Planet*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. What two things do David and Chuck nearly forget, and what do they do about it?

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8. What funny thing puzzles both David and Chuck? Based on previous events in this book, make an inference about why David and Chuck are puzzled.

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9. Use details from the text to describe in depth the surface of Basidium-X.

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10. What problem do the Mushroom People face?

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## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Write a question you have about these four chapters.

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## WEEK 4 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from Chapters 13–16 of *The Wonderful Flight to the Mushroom Planet*.

**scuttled** (sku' tald) *v.* a form of **scuttle**: to run with quick footsteps (Chapter 13)

**porous** (por' əs) *adj.* having small holes through which air or liquid can pass (Chapter 13)

**potent** (pō' tənt) *adj.* full of a certain element; powerful (Chapter 13)

**imperious** (im pēr' ē əs) *adj.* possessing arrogant authority (Chapter 14)

**trice** (trīs) *n.* a quick moment (Chapter 14)

**sinewy** (sin' ū wē) *adj.* muscular; strong (Chapter 16)

Read each sentence below. Write the vocabulary word that means the opposite of the underlined word.

1. The soup did not leak from the airtight container. \_\_\_\_\_
2. That movie seemed to last for an eternity. \_\_\_\_\_
3. My muscles look puny compared to that athlete's. \_\_\_\_\_
4. The beetle plodded across the floor. \_\_\_\_\_
5. The boy gave a meek glance at his mother's stern face. \_\_\_\_\_
6. That tea tasted very weak. \_\_\_\_\_

**COMPREHENSION** Read Chapters 13–16 of *The Wonderful Flight to the Mushroom Planet*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. What problem-solving method have the Mushroom People always used, and what new idea do the boys explain to the Great Ta?

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8. Using details from the text, describe how Chuck and David solve the Mushroom People's problem.

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9. On the way home, Chuck and David consider the idea of taking scientists to Basidium-X. Explain why they change their minds.

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10. Describe in depth the last few minutes of the boys' journey home.

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## Wrap It Up

Make a prediction about what might happen after the boys are reunited with Mr. Bass.

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## WEEK 5 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from Chapters 17–20 of *The Wonderful Flight to the Mushroom Planet*.

**onslaught** (än´ slôt) *n.* a powerful attack (Chapter 17)

**ominous** (ä´ mə nə s) *adj.* threatening; foreboding (Chapter 17)

**disconsolately** (dis kän´ sə lət lē) *adv.* in a glum or sorrowful way (Chapter 18)

**bereaved** (bi rēvd) *adj.* deprived of a loved one because of a death (Chapter 18)

**biding** (bīd´ ing) *v.* a form of **bide**: to stay and wait for (Chapter 19)

**aforementioned** (a for´ men´ shənd) *adj.* previously talked about (Chapter 20)

**viridian** (vûr i´ dē ən) *adj.* bluish-green (Chapter 20)

**windward** (win´ wûrd) *n.* the side from which the wind blows (Chapter 20)

Read each item, and then answer each question. Write your answers on the lines.

1. The little boy cried disconsolately. By his foot lay a broken bike.

Question: Why did the boy cry disconsolately?

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2. The bereaved bird cooed pitifully for her mate. Anna could do nothing for it.

Question: Why couldn't Anna help the bird?

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3. "Please add this to the document," the director said to her assistant. "I will leave all my books in the care of the aforementioned person."

Question: How could you find out to whom the director left her books?

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4. The woman glanced down the street. No bus. She took out a book, hoping it would be a good way of biding her time.

Question: Why did the woman choose to bide her time?

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5. “I asked you for viridian paint, but this is scarlet,” the woman said in irritation.

Question: Why was the woman irritated?

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6. “If you want the boat to move, you need to turn the sail windward,” the sailor remarked.

Question: Why would moving the sail windward help the boat move?

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7. The ominous music made Antonio’s skin prickle with fear.

Question: Why did the music make Antonio’s skin prickle?

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8. At the sight of the onslaught of rain, Uma knew what to grab before leaving her house.

Question: What might Uma have decided to grab and why?

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**COMPREHENSION** Read Chapters 17–20 of *The Wonderful Flight to the Mushroom Planet*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

9. What realization does David make back on Earth about Chuck and his speech on Basidium-X?

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10. Besides talking to Mr. Bass, what ideas does David have for proving the reality of his trip to his mother, and what does he find out that thwarts his plan?

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11. According to Mr. Bass's neighbor, what happened to him, and why?

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12. David says, "Mr. Bass never did what anyone expected him to." Provide details from the last chapter to support this phrase.

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## Wrap It Up

During Workshop at the end of the week, discuss any words or concepts that still confuse you. Write one prediction you have about what might happen after the novel's end.

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## WEEK 6 Talk about It

**COMPREHENSION** Think about *The Wonderful Flight to the Mushroom Planet*. Work with a partner during Workshop to answer these questions.

1. Chuck and David explain part of the scientific method to the Mushroom People. Explain one way the boys act as scientists while on Basidium-X.

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2. Compare and contrast life on Basidium-X with life as Chuck and David know it in California.

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3. Based on details from the text, why couldn't the boys have reproduced the spaceship and flown again to Basidium-X? Why do you think the author ends the book this way?

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## Write about It

You are going to plan and write an original science fiction story.

**PREWRITING** The author of *The Wonderful Flight to the Mushroom Planet* imagined a second invisible moon of Earth and the life it might support. People have long wondered what life might be like on other planets, and many science fiction stories tell about such life forms. Science fiction can also include inventions that do not yet exist, such as the powerful fuel and special rocket-ship coating Mr. Bass created to help the boys in this book travel through space. Choose a planet, real or imaginary, and think about the creatures that might live there. How might a future human travel to that planet and meet those creatures? What would be the result of this interaction?

Use the WWW-H2-W2 questions to help you plan your science fiction story:

- **Who** are the characters in the story?
- **When** does the story take place?
- **Where** does the story take place?
- **How** do the characters react at different points in the story?
- **How** does the story end?
- **What** does the main character want to do?
- **What** happens in the story?

**DRAFTING** Using your prewriting plan, write a draft of your science fiction story.

**REVISING** After you have finished your draft, read it aloud to a partner during Workshop. Have your partner ask questions about anything unclear in your story. Make any changes that will help clarify those details.

**EDITING** Read through your revised draft. Mark any mistakes you made in spelling, punctuation, and capitalization. Fix those errors as you write a new copy of your science fiction story.

**PUBLISHING** Write or type a final, clean copy of your story. Include an illustration if possible.

## Wrap It Up

During Workshop, read aloud your science fiction story to a group of classmates. Have your classmates discuss your imaginary inventions and creatures. Compare your story with other science fiction stories you and your classmates have read.

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## Background Information

The following facts might help you better understand this book:

- In *Wonderstruck*, author Brian Selznick uses an unusual format. He tells two stories at the same time, one through words and one through illustrations. To understand the illustrated story, the reader must play detective, using visuals as clues to the names of characters and the story's time period.
- The American Museum of Natural History (AMNH) aims to research and teach about the natural world and human cultures. A man named Albert Smith Bickmore suggested the idea for this New York City-based museum in the 1860s. Carl Akeley, a naturalist and explorer, found a way of creating lifelike animal displays for this and other similar museums. By the 1920s, AMNH was famous for its realistic dioramas.

## WEEK 1 Think about It

Storytelling drawings like those in *Wonderstruck* and creative museum displays like those in the American Museum of Natural History are both types of art. Before reading this novel, think about the following questions:

- What can artwork communicate about its creator?
- Which museums have you visited? Did any display affect you in a special way?
- Compare and contrast what it's like to experience text-based literature, graphic novels, and movies.

Answer these questions on a separate sheet of paper, or discuss your thoughts with your classmates during Workshop.

## Read about It

**VOCABULARY** Below are some vocabulary words and definitions from page 1 (image shows a running wolf) through page 157 (beginning sentence: "In the distance, he saw the blue telephone.").

**engraving** (in grā'ving) *n.* a carved design on a hard surface (p. 20)

**ejecta** (i jek'tə) *n.* material thrown out by an explosion or impact of a meteor (p. 21)

**beckoned** (be'kənd) *v.* a form of the verb **beckon**: to invite (p. 68)

**buckle** (bu'kəl) *v.* to give way or bend (p. 84)

**inscription** (in skrip'shən) *n.* a written dedication in a book (p. 96)

**curated** (kyûr' ā təd) *v.* a form of the verb **curate**: to choose, organize, and care for items in a collection (p. 97)

**cascade** (kas kād') *v.* to pour quickly and in large amounts (p. 98)

**ornately** (or nāt' lē) *adv.* in an intricate way (p. 108)

Read the following sentences below. Write the vocabulary word that means the same thing or nearly the same thing as each underlined word or group of words.

1. We admired the etching on the castle walls. \_\_\_\_\_
2. Beads elaborately adorned the queen's gown. \_\_\_\_\_
3. When I heard the shocking news, I felt my knees bend beneath me.  
\_\_\_\_\_
4. The majestic mountains pulled us to our hike. \_\_\_\_\_
5. With the sudden flood, water began to gush over the footbridge.  
\_\_\_\_\_
6. The erupting volcano's thrown rock traveled a great distance.  
\_\_\_\_\_
7. That man chose and organized many of the museum's most famous exhibits. \_\_\_\_\_
8. My grandmother wrote a lovely dedication in the front of that book.  
\_\_\_\_\_

**COMPREHENSION** Read from page 1 (image shows a running wolf) through page 157 (beginning sentence: "In the distance, he saw the blue telephone."). As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. Based on what you know about Ben, make an inference about the following quote from the text: "He had believed his mother when she told him he'd never be lost as long as he could find the North Star. But now that she was gone, he realized it wasn't true."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Based on the items in her room, what two things seem important to Rose? Explain your answer.

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11. Explain the significance of the book Ben finds in his mother's things.

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12. What change is coming to the movie theater Rose visits? Based on Rose's body language, how do you think she feels about it?

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## Wrap It Up

At the end of the week, discuss any questions you still have. Clarify any vocabulary words or ideas that are still confusing. Share any thoughts you have about the first section of text.

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## WEEK 2 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from page 158 (image shows silhouette of Rose running) through page 297 (beginning sentence: “Trying to look in every direction at once made Ben dizzy.”)

**fragments** (frag' məntz) *n.* plural form of **fragment**: a small part broken off something (p. 194)

**indentation** (in' den tā' shən) *n.* a deep recess on something's surface (p. 194)

**dingy** (din' jē) *adj.* dull and drab (p. 242)

**bombarded** (bām' bar' dəd) *v.* a form of the verb **bombard**: to attack or flood with something (p. 264)

**numerical** (nōō mâr' i kəl) *adj.* relating to numbers (p. 296)

**rattled** (ra' tald) *adj.* disturbed and upset (p. 296)

Read each item below, and then answer each question.

1. Jasmine saw an indentation on the left end of the couch. Jasmine figured her great aunt must prefer that spot, and so she sat on the right end of the couch instead.

Question: How did Jasmine infer that her great aunt usually sat on the left end of the couch?

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2. Although he disliked heights, Stan had agreed to try riding the Ferris wheel. However, as his seat neared the top of the wheel, the ride jerked to a halt. Rattled, Stan closed his eyes.

Question: Why did Stan close his eyes?

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3. Izaiah and Sophie must solve the riddle. However, all the clues are numerical. “You see whether you can figure this out,” Izaiah says to Sophie. “I don’t have a head for numbers.”

Question: Why doesn’t Izaiah want to solve the riddle himself?

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4. Most of the objects at the family’s garage sale were dingy. Many shoppers at the sale thought the family should have done a better job of preparing their wares.

Question: What could the family have done better when preparing for the garage sale?

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5. Every time there was a concert at the nearby amphitheater, sound bombarded Jane’s apartment. It occurred to her that she might sleep better if she bought earplugs.

Question: Why would earplugs help Jane sleep?

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6. A search through the soil revealed many pottery fragments. “Too bad,” the excavator said. “I was hoping to find at least one intact pot.”

Question: Why were the excavator’s findings disappointing?

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**COMPREHENSION** Read from page 158 (image shows silhouette of Rose running) through page 297 (beginning sentence: “Trying to look in every direction at once made Ben dizzy.”) As you read, answer the following questions to check your understanding. Write your answers on the lines below.

7. What happens to Ben during that phone call?

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8. Explain the meaning of Father’s note to Rose. Based on her actions so far in the book, make an inference about how Rose feels about her tutor’s help.

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9. What does the reader learn about Rose’s relationship to Lillian Mayhew? Explain how you know.

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10. Using details from the text, make an inference as to why Ben travels to New York City.

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## **Wrap It Up**

Make a prediction about what will happen next to Ben or Rose.

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## WEEK 3 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from page 298 (image shows Rose in her mother’s dressing room) through page 429 (beginning sentence: “I have to go home, Jamie.”)

**disintegrated** (dis in’ tə grā’ təd) *v.* a form of the verb **disintegrate**: to decay into small parts (p. 308)

**remnants** (rem’ nənts) *n.* plural form of **remnant**: a remaining part of something (p. 320)

**inhaled** (in hāld’) *v.* a form of the verb **inhale**: to eat very quickly (p. 329)

**dioramas** (dī’ ə ra’ məz) *n.* plural form of **diorama**: a model showing a scene with three-dimensional figures (p. 329)

**undulating** (un’ jōō lā’ ting) *adj.* curving and wavelike (p. 344)

**lopsided** (ləp’ sī’ dəd) *adj.* with one side lower than the other (p. 366)

**portages** (por’ ti jəz) *n.* plural form of **portage**: the carrying of a boat from one body of water to another to continue travel (p. 393)

**acquisition** (a’ kwə zi’ shən) *n.* something bought or received (p. 409)

Answer each vocabulary question below.

1. Why might it be difficult to learn to ride a bike on an undulating path?

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2. Why couldn’t you assemble a fossilized skeleton that had disintegrated?

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3. What might it mean if you inhaled your dinner?

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4. What could affect your need for portages on a boat journey?

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5. What might you infer if a toddler always leaves remnants of crust from lunch sandwiches?

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6. What could cause a table to be lopsided?

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7. What might be interesting about dioramas that show ancient human ways of life?

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8. What could be a challenge for museum workers trying to acquire a famous painting?

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**COMPREHENSION** Read from page 298 (image shows Rose in her mother’s dressing room) through page 429 (beginning sentence: “I have to go home, Jamie.”) As you read, answer the following questions to check your understanding. Write your answers on the lines below.

9. Based on the illustrations, make an inference about why Rose goes to the American Museum of Natural History.

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10. Why does Ben return to the American Museum of Natural History?

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11. Explain the significance of a piece of paper on top of the Ahnighito Meteorite in both Rose's and Ben's storylines.

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12. Which diorama greatly startles Ben, and why?

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## Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Write a question you have about these pages.

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## WEEK 4 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from page 430 (image shows a hand gripping Rose’s arm) through page 523 (beginning sentence: “*Are you ready?*”)

**undertake** (un’ dûr tāk’) *v.* to take on (p. 451)

**colleagues** (kă’ lēgz) *n.* plural form of **colleague**: a fellow worker in a profession or business (p. 451)

**correspondences** (kor’ ə spän’ dəns əz) *n.* plural form of **correspondence**: communication through letters or e-mail (p. 462)

**incomprehensible** (in kăm’ pri hen’ sə bəl) *adj.* not understandable (p. 485)

**nausea** (nô’ zē ə) *n.* a feeling of being sick to one’s stomach (p. 491)

**momentarily** (mō’ mən târ’ ə lē) *adv.* for a very brief time (p. 508)

Read each sentence. Write an answer using one of the vocabulary words.

1. Describe an amusement park ride that might make you feel a little sick.

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2. How might you prepare for a long hiking trip?

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3. From whom do you most enjoy receiving letters, cards, or e-mails, and why?

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4. Why might a doctor like to meet with other doctors who help similar types of patients?

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5. Describe a time that a friend of yours did something you didn’t understand.

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6. Describe a time you promised to do a task “in a minute” and then forgot to do it.

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**COMPREHENSION** Read from page 430 (image shows a hand gripping Rose’s arm) through page 523 (beginning sentence: “*Are you ready?*”). As you read, answer the following questions to check your understanding. Write your answers on the lines below.

7. Why has Jamie been lying to Ben?

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8. Using details from the illustrations, explain the identity of the New York City man who helps Rose.

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9. What two realizations does Ben suddenly make about the storage room in which he’s been hiding? Explain.

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10. What important change involving the illustrations happens in Part 3? Explain its significance, based on the text.

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# Wrap It Up

Make a prediction about what might happen next now that Ben and Rose have met.

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## WEEK 5 Read about It

**VOCABULARY** Below are some vocabulary words and definitions from page 524 (image shows Ben and Rose leaving the bookstore) through page 629 (image shows “The End”).

**ecstatic** (ek sta´ tik) *adj.* full of joy and excitement (p. 545)

**coping** (kō´ ping) *v.* a form of the verb **cope**: to manage something difficult (p. 547)

**aspect** (as´ pekt) *n.* a certain way in which something may be considered (p. 548)

**boroughs** (bûr´ ôz) *n.* plural form of **borough**: one of five political divisions of New York City (p. 550)

**submerged** (sub mûrjd´) *v.* a form of the verb **submerge**: to completely cover (p. 588)

**arched** (archit) *v.* a form of the verb **arch**: to curve up in an arch shape (p. 590)

Read each sentence below. Decide whether the underlined word makes sense. If it does, write *correct* on the line. If it does not, write the vocabulary word that should replace it.

1. When the boy arched the sponge in the water, it softened. \_\_\_\_\_
2. The ecstatic team members celebrated their victory. \_\_\_\_\_
3. Coping with a lack of sleep can be difficult. \_\_\_\_\_
4. Once finished, the new bridge submerged across the rushing river.  
\_\_\_\_\_
5. Have you thought about every aspect of that question? \_\_\_\_\_
6. Brooklyn is one of the boroughs of New York City. \_\_\_\_\_

**COMPREHENSION** Read from page 524 (image shows Ben and Rose leaving the bookstore) through page 629 (image shows “The End”). As you read, answer the following questions to check your understanding. Write your answers on the lines below.

7. Where does Rose take Ben, and why?

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8. What secret about the Panorama does Rose reveal to Ben? Explain her reasons for creating this secret.

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9. Explain how Rose knew about Ben.

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10. What aspects of Part 3 would have been different if the story had been told from Jamie's point of view?

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## Wrap It Up

At the end of the week, discuss any words or concepts that still confuse you. Write one or two questions you have about what might happen after the novel's end.

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## WEEK 6 Talk about It

**COMPREHENSION** Think about *Wonderstruck*. Read each item below, and write your response on the lines.

1. In many places throughout Parts 1 and 2 of the book, there are unusual connections between Ben and Rose's stories. Describe one such connection.

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2. In Part 3, Rose describes running away to the American Museum of Natural History and being rescued by Walter; the author previously illustrated this event in Part 2. Compare and contrast the event's visual and text-based descriptions. What different details did you learn from each?

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3. Contrast the Part 1 and Part 3 blackouts and their effects on Ben.

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## Write about It

You are going to plan and write a story that includes maps or diagrams.

**PREWRITING** In *Wonderstruck*, Rose creates a three-dimensional artwork that both maps New York City and tells a story about her son Danny's life. Maps can be both visual aids and a form of art. Some books include maps that show important places within a story. Consider other books you've read that include maps or diagrams of story locations.



Your story should tell about one or more important events in a person's life. He or she could be imaginary or based on your own experiences. Plan to include at least two maps or diagrams within your story, and think about how the maps or diagrams can connect with the narrative.

Use the WWW-H2-W2 questions to help you plan:

- **Who** are the characters in the story?
- **When** does the story take place?
- **Where** does the story take place?
- **How** do the characters react at different points in the story?
- **How** does the story end?
- **What** does the main character want to do?
- **What** happens in the story?

**DRAFTING** Using your prewriting plan, write a short story. Draw two maps or story-location diagrams, and decide where in the story they should appear.

**REVISING** After you have finished your draft, have a partner read your story during Workshop. Have the partner ask questions about anything unclear. Make any changes that will help clarify those details.

**EDITING** Read through your revised draft. Mark any mistakes you made in spelling, punctuation, and capitalization. Fix any errors as you create a new copy of your story and its visuals.

**PUBLISHING** Write or type a final, clean copy of your story. Include final versions of your visuals.

## Wrap It Up

During Workshop, read aloud your story, and show your visuals to a group of classmates. Discuss how your maps or diagrams relate to the narrative. What would be lacking if you had not created these visuals?

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