

THE GREAT **CT** CAPER

Get ready for your
NEXT ADVENTURE

Chapter 11 Curriculum Guide



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Activity #1 Language to Describe Lady Hallow

Common Core Connection: RL.4.3 Describe in depth a character... in a story of drama, drawing on specific details in the text.

L.3.1.A Explain the function of... verbs and adjectives in general and their function in particular sentences

Many of the vocabulary words for this week are words that helped to describe Lady Hallow. Have students write a description of Lady Hallow, choosing from the following vocabulary words as well as some adjectives that were also provided. Review the meanings of each word first, and then go over the difference between adjectives and verbs. Finally, challenge students to use at least three words to write their own paragraph to describe Lady Hallow based on her interactions with Thomas and Li-Ming.

Verbs

Cackle

Chide

Gnarl

Shriek

Adjectives

Sly

Devious

Greedy

Corrupt

Based off of students' written descriptions, have them draw a picture to compliment the paragraph they wrote.

Activity #2 Final Prediction

Common Core Connection: CCRA.R.1 Read closely to determine what the text says explicitly and make logical inferences from it

Norm and Thomas were turned into cats, Lady Hallow was turned into a ceramic frog, the Fundamental Orders exploded into pieces, and Li-Ming is alone in the castle with the Magic Feather.

There's only one chapter left, what is going to happen?

Have students write one final predication about what they think is going to happen at the end of The Great Connecticut Caper!

Activity #3 Making Metaphors

Common Core Connection: L.4.5.A Explain the meaning of simple similes and metaphors in context.

When Thomas tries to react to Lady Hallow, his words get “stuck in his throat.” This is an example of a metaphor. **Begin this lesson by teaching students about metaphors then challenge them to write some metaphors of their own.**

A metaphor is a comparison that doesn't use the words *like* or *as*.

Writers use metaphors to make their writing more interesting, but these metaphors should not be taken literally.

1. Begin the lesson by showing students a picture of an old car and a dinosaur, along with the metaphor: My car is older than a dinosaur.
 - Have students discuss the similarities between the two pictures. Ask, why compare a car to a dinosaur? What do you think of when you hear this metaphor?
 - Relate this back to Thomas' words getting stuck in his throat. Ask, can words really get stuck in someone's throat? What does this metaphor really mean?
2. After students learn about metaphors as a whole class, have each student work independently using this [worksheet](#) to practice working with metaphors even more.
3. Have students share their metaphors with the class by writing them on the board and discussing their literal and figurative meanings.
 - Be sure to correct students who write similes and distinguish the difference.

Activity #4 Art Detectives

Common Core Connection: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Have students analyze the illustration for Chapter 11 and answer the following questions.

These can be done in independently or in small groups.

1. Based off of Li-Ming's facial expression, what are some emotions that she may be feeling? Why is she feeling this way?
2. Based off of Lady Hallow's facial expression as she is turned into a frog, what can be inferred about how she is feeling? How does this compare to how Li-Ming is feeling?
3. How many cats are present in the picture? Who or what do these cats represent?
4. What simile used in the story is also portrayed in this picture? (Hint: the Fundamental Orders exploding)
 - This is a good window to review what a simile is!
5. What particular details do you find interesting about this picture showing Gillette's castle?

Discussion Questions

- 1.** When Lady Hallow exclaims that she is going to make their classmates into minions, Thomas' words get "stuck in his throat." What does this mean and why does it occur?
- 2.** Why did Thomas and Li-Ming want to find Lady Hallow again after they just got away from her?
- 3.** How does Li-Ming protect herself after Lady Hallow turned Thomas into a cat?

Vocabulary

Clatter

Outstretched

Cackle

Chide

Gnarl

Frustration

Shriek

Flutter

Brandish

Ceramic

CONTEST!

What is your favorite part of Chapter 11?

Pick your favorite scene of this chapter and draw an illustration of it!

Some options may include:

- When Li-Ming broke out of the trance and stole the Magic Feather back from Lady Hallow.
- When Lady Hallow turns Thomas into a cat.
- When Li-Ming turned Lady Hallow into a ceramic frog.

Use details from the story to set the scene of your illustration.