



## Ender's Game: Week 4

Name: \_\_\_\_\_

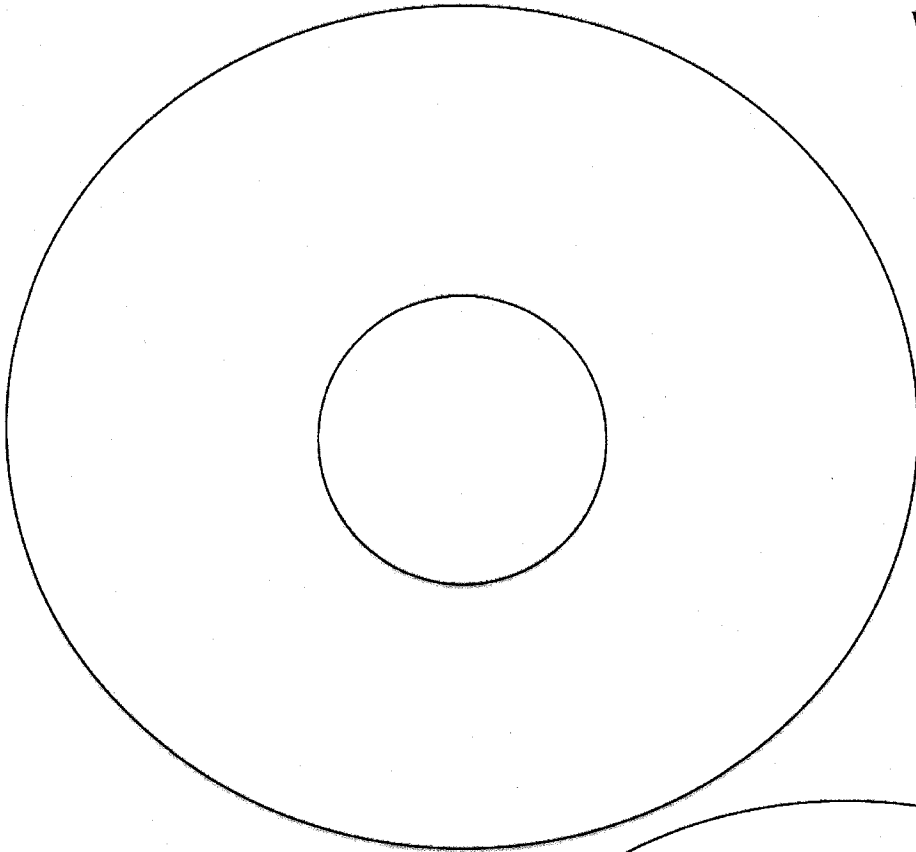
Period: 1/2 or 5/6

Date: February 9- February 13

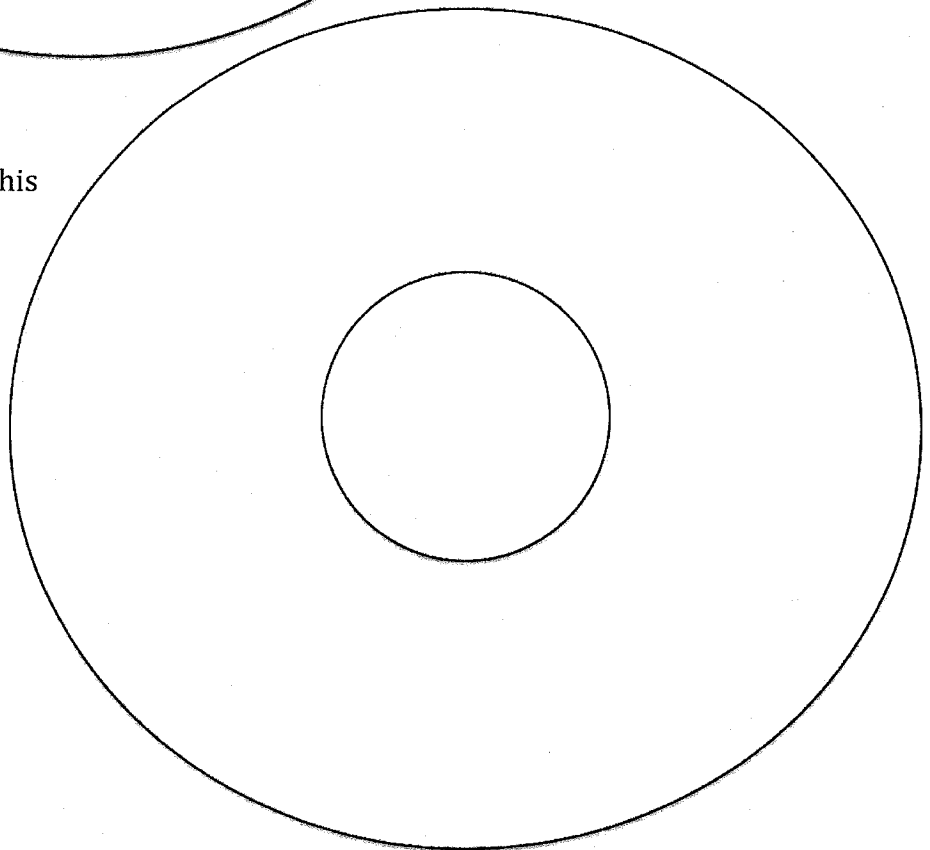
# TOON VOCAB CHALLENGE

STATION 1: Circle Maps (5 Words in each circle minimum)

What helped me figure this out?



What helped me figure this out?



**STATION 2: Charades**

*For each word, come up with a charade that will allow the class to guess which word you are acting out. After you practice your charade, write a 3-sentence description of what you will be acting out:*

*Word 1:* \_\_\_\_\_

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*Word 2:* \_\_\_\_\_

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### **STATION 3: Pictures**

*For each word, draw a picture that would allow someone to guess which word you are drawing. You can be as creative as you want but you are NOT allowed to use any letters or numbers in your drawing. You can come up with your ideas as a group but everyone needs to draw it on their own paper.*

*Word 1:* \_\_\_\_\_

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*Word 2:* \_\_\_\_\_

## STATION 4: Excellent Vocab Sentences

*For each word, write an excellent vocab sentence that would allow someone who does not know what the word means to accurately guess the definition.*

*Each sentence must:*

- *Use the word in the sentence*
- *Have clues that would allow a student to guess the meaning*
- *Be grammatically correct*

*2 Examples:*

**Word:** Infuriating

**Definition:** Making someone extremely angry

**Excellent Sentence:** The test was **infuriating** because the teacher expected us to know all the answers even though he never taught us any of the information!

**Word:** Elite

**Definition:** The best or most skilled part of a group

**Excellent Sentence:** We only send the most **elite** soldiers on covert operations because those are the hardest assignments and the ones that we need most to succeed.

*Word 1:* \_\_\_\_\_

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*Word 2:* \_\_\_\_\_

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## STATION 5: Synonyms and Antonyms

*For each word, write 5 words that have a similar meaning to the vocab word and 5 words that have an opposite meaning to the word. Then, circle one word from each group that you think is the BEST synonym and antonym for each word.*

Word 1: \_\_\_\_\_

Synonym:

1.

2.

3.

4.

5.

Antonym:

1.

2.

3.

4.

5.

Word 2: \_\_\_\_\_

Synonym:

1.

2.

3.

4.

5.

Antonym:

1.

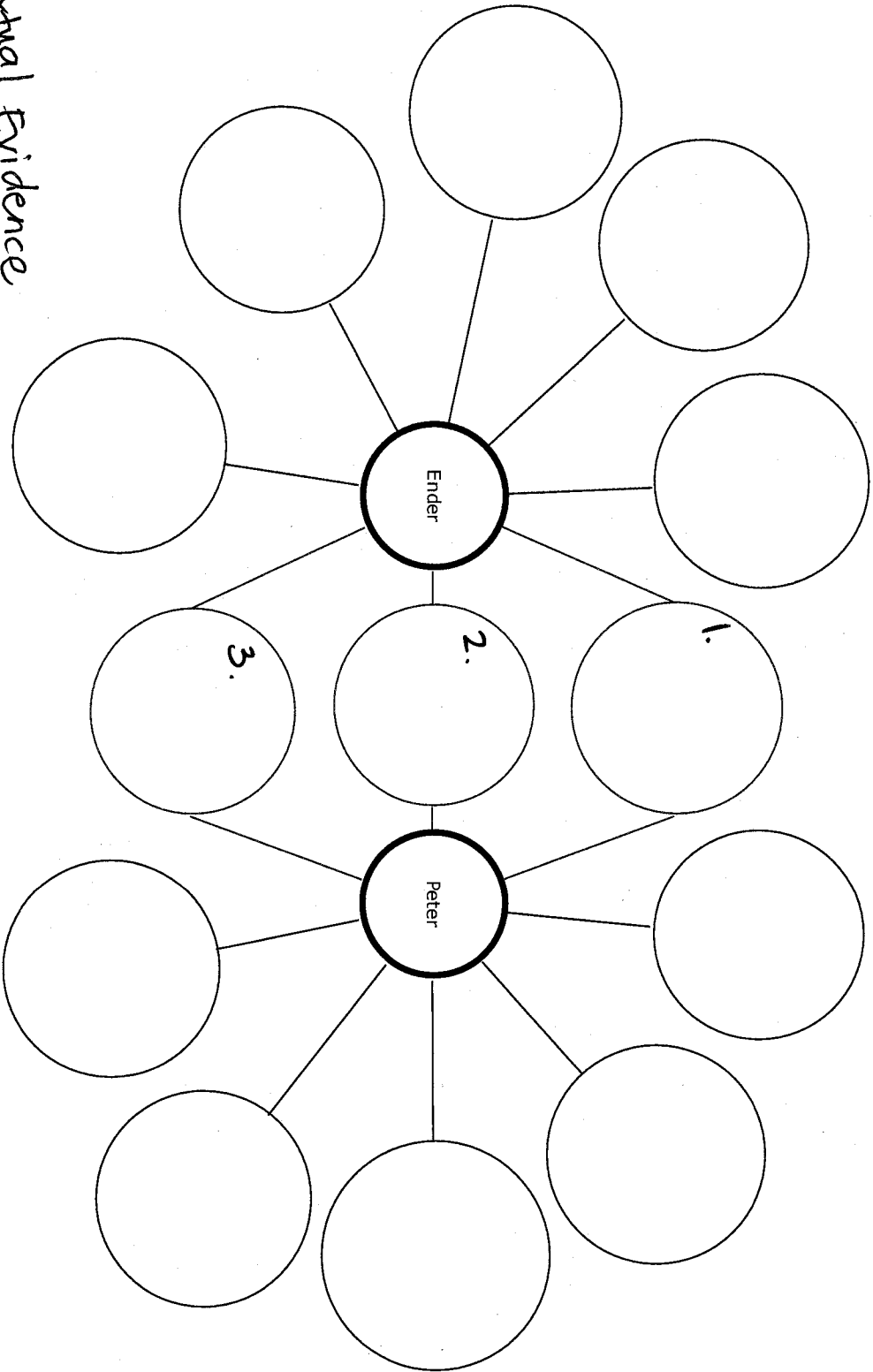
2.

3.

4.

5.

Compare and contrast Ender and Peter. Use textual evidence to back up the 3 adjectives they have in common.



Textual Evidence

- 1.
- 2.
- 3.

## CHAPTER 9 (Pg 86-89 and 99-106) QUESTIONS

Questions	Answers (in complete sentences)
1. Why is it important for Major Imbu that Ender makes it to the "end of the world" in the fantasy game?	
2. What does Valentine do to remember Ender?	
3. List 2 things that Valentine notices about Peter that worry her.	
4. Based on what we read about Peter, how do you think the author feels about him (tone)?	
5. How do you feel about Peter as a character (mood)?	
6. What does the following quote mean, "And [the launchies] apologized again. Back to respect. And Ender realized that in their laughter,   their friendship, it has not occurred to them that he could have been included" (pg 100). Explain why he feels this way.	
7. What does Graff ask Valentine for?	
8. How does Valentine react to the task Graff gives her?	



### **CHAPTER 9 (Pg 106-109) QUESTIONS**

<b>Questions</b>	<b>Answers (in complete sentences)</b>
1. Why does Valentine have to write her note to Ender in "code"?	
2. Why do YOU think Valentine decides to write the letter at all?	
3. Summarize what happens when Ender returns to the fantasy game after reading Valentine's note.	
4. Why do you think Ender kisses the snake? What does it mean?	



## Warsaw Pact Questions

1. What is the Warsaw Pact?

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2. What is a treaty?

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3. When was the Warsaw Pact established?

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4. How is the Warsaw pact mentioned in *Ender's Game*?

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5. How is war like Battle School?

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6. In the book, Peter says, "We can go back to that again. Or worse. We could find ourselves locked into the Warsaw Pact. Now, there's a cheerful thought." What could he mean by "locked into the Warsaw Pact?"

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7. Valentine says, "I thought the idea was to unify the world. If I write this like you say I should, Peter, I'm pretty much calling for war to break up the Warsaw Pact." How could war break up the Warsaw Pact?

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8. **Discussion:** Where do you think Ender would stand on the Warsaw Pact? Use textual evidence to support your answer. (3-5 sentences)

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9. **Discussion:** Is Ender generally a peaceful person, or a violent person? Use textual evidence to support your answer. (3-5 sentences)

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10. **Discussion:** Do you think it would be possible for Earth to form a treaty with the buggers? Would that be a good thing or a bad thing? (3-5 sentences)

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Ender's Game Tri-Fold Project

**Directions:** Create a tri-fold on the various characters in the novel Ender's Game. Your goal is to show the relationships between the characters and think about how each character impacts Ender.

Choose 4 Characters from the following list. Circle the 4 you want to focus on for your tri-fold.

- Ender
- Valentine
- Peter
- Bonzo
- Dink Meeker
- Petra
- Alai
- Bernard
- Lieutenant Graff
- Ender's Parents

Each character will go on a separate panel of your tri-fold. Here are the things that need to appear on each panel:

- Portrait or symbol for the character
- 4 adjectives to describe this character
- 1 quote from the book that represents this character
- 2 ways this character has influenced Ender (does not need to be quotes)

For each panel I am looking for

- Portrait/symbol: \_\_\_\_/4
- 4 adjectives: \_\_\_\_/4
- 2 Influence: \_\_\_\_/4
- |                              |
|------------------------------|
| Sub-total per panel: ____/12 |
|------------------------------|

 x 4 panels in the entire project = 48 points

**I will be adding points for NEATNESS, COMPLETE SENTENCES, and CREATIVITY!**

# The Legend of Sleepy Hollow

by Washington Irving

## Finding the Main Idea

Washington Irving wrote “The Legend of Sleepy Hollow” in 1820. It is a haunting tale about a thin and timid teacher named Ichabod Crane, who has a terrifying encounter with the legendary Headless Horseman. In this passage, Ichabod is leaving for a party on an old, borrowed horse.

Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers'; he carried his whip perpendicularly in his hand, like a sceptre, and as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings. A small wool hat rested on the top of his nose, for so his scanty strip of forehead might be called, and the skirts of his black coat fluttered out almost to the horses tail. Such was the appearance of Ichabod and his steed as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight.



1. What is a simile? \_\_\_\_\_
2. Underline at 2 similes used in this passage.
3. What is a metaphor? \_\_\_\_\_
4. Underline 1 metaphor used in the passage.
5. Choose 5 adjectives to describe Ichabod Crane.  
A.                          B.                          C.                          D.                          E.
6. Based on the words you chose to describe Ichabod, how do you think the author feels about this character (tone)? Explain your answer.

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# The Legend of Sleepy Hollow

7. Based on the words you chose to describe Ichabod, how do you feel about him (mood)? Explain your answer.

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8. Use 5 vocabulary words from this week to write 5 sentences describing Ichabod Crane, the Headless Horseman, or the town of Sleepy Hollow (be creative!).

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# OLIVER TWIST

By Charles Dickens

*Oliver Twist, published in 1837, is one of Charles Dickens' most famous works. It tells the tale of an orphan boy, Oliver Twist, who grows up in poverty in England. In this passage from Chapter II, Oliver is 9 years old and living in a government workhouse. The officials of the workhouse choose to feed the residents very little.*

**B**oys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbors nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arm; and shrieked aloud for the beadle.



*Illustration of Oliver asking for more food, from the first publication of Oliver Twist.*

1. Write a 3-4 sentence summary of the passage.

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2.. Choose 5 adjectives to describe Oliver.

A.

B.

C.

D.

E.

3. How do you feel about Oliver as a character (mood)?

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4. Write one SIMILE to describe Oliver as a character.

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5. Write one METAPHOR to describe Oliver as a character.

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6. Choose 5 adjectives to describe the Master.

A.

B.

C.

D.

E.

7. How do you feel about the Master as a character (mood)?

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8. Write one SIMILE to describe the Master as a character.

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9. Use 2 vocabulary words from this week to write 2 sentences describing Oliver Twist, the Master, or the orphanage.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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