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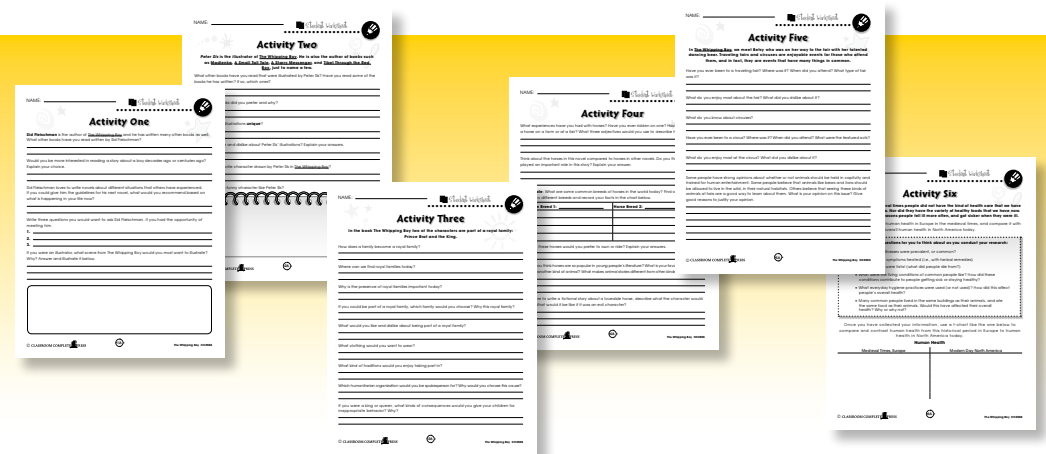
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Sid Fleischman

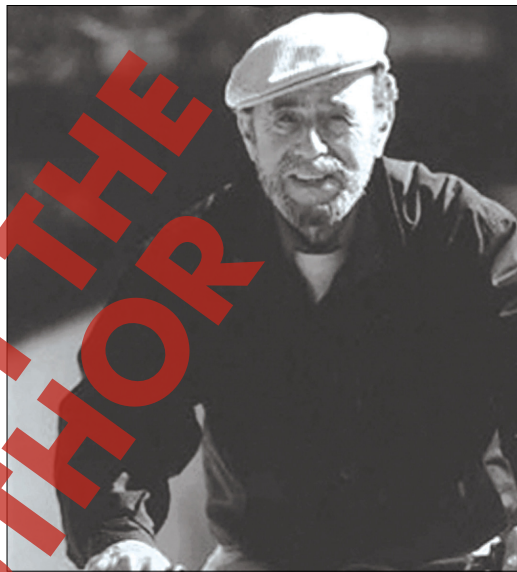
Sid Fleischman was born in Brooklyn, New York. His parents moved to San Diego, California where Sid grew up.

His childhood was during the Great Depression and when he was a child, he dreamt of becoming a magician. When he finished high school, he played vaudeville (a theatre much like a modern day variety show).

Sid spent some time with the U.S. Naval Reserve and after the war he went to college. After college, he worked as a reporter for the *San Diego Daily Journal*.

Sid got married and had children. He wrote a book for his children and that is how Sid Fleischman became a children's writer. More than 60 books later, he is writing more children's books - all funny and witty.

One of his children, Paul Fleischman, is also a children's writer. He wrote *Joyful Noise*. Both father and son are the only father/son team to have both received the Newbery Medal.



Today Sid lives in Santa Monica, California. You can write to him by sending your letter to his publisher.

Sid Fleischman and illustrator, Peter Sis, have collaborated on other books:

- *The Ghost In The Noonday Sun* (1965)
- *The Scarebird* (1987)
- *The Midnight Horse* (1990)
- *The 13th Floor: A Ghost Story* (1995)

Did You Know?



Chapters Eleven and Twelve

Answer the questions in complete sentences.

- How will Jemmy react to the latest news that Prince Brat doesn't want to deliver the letter?

- Do you believe that Prince Brat has another plan, or he is frightened to go alone without Jemmy? Explain your answer.

Vocabulary

1. Write each word from the list beside its definition. You may use a dictionary to help you.

confounded dunce errand imposter

parley ruffian truss

- _____ A person who is slow witted
- _____ To put to shame
- _____ A metal band around beams used for additional support
- _____ A short trip taken to attend to business
- _____ A bully; a cruel and mean person
- _____ To discuss terms with an enemy
- _____ Someone who takes the identity of another person to be deceiving

2. Choose two words from the list above that are the least familiar to you. Write each word in a sentence that shows the meaning of the word.



Chapters Eleven and Twelve

Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T** **F** a) Prince Brat took off very quickly after saying he was only farcing.
- T** **F** b) The outlaws thought Prince Brat was being greedy.
- T** **F** c) Jemmy wanted to talk to Prince Brat alone so that he could talk some sense into him.
- T** **F** d) Jemmy was ready to return to the castle and he wanted Prince Brat to go back.
- T** **F** e) Prince Brat wasn't ready to go back to the castle; he was the one who wanted to run away.
- T** **F** f) Jemmy disappeared under the straw.
- T** **F** g) Jemmy is afraid what will happen if the King finds out he wrote the note.
- T** **F** h) The boys were planning to move to another city.

2. Who said the following statements?

Cutwater Hold-Your-Nose Billy Jemmy Prince Brat

- _____ a) "It would please me to shake the teeth out of your confounded face!"
- _____ b) "I'll whip the mulishness out of him!"
- _____ c) "I'll do what I choose. And I choose not to run your errands."
- _____ d) "Prince Blockhead! You should wear your crown to fend off woodpeckers."



Chapters Eleven and Twelve

Part B

Answer the questions in complete sentences.

- How much time do you think has passed from the beginning of Chapter One to the end of Twelve?

- How do you predict the kidnapping will end?

- Why would Billy and Cutwater think Prince Brat wanted a share of the loot?

- What would your plan be if you were one of the characters? Explain your answer.

- Do you think things will get better or worse for Prince Brat? Will they get better or worse for Jemmy? Explain your answers.

- Do you think Hold-Your-Nose-Billy and Cutwater will hurt the boys? How old do you think the boys are?



Journal Activity

The prince gobbled down an apple tart from the wicker basket. What is your favorite recipe using apples? Write it down, including the list of ingredients, the steps to make it, how long to bake or cook it (if it needs to be cooked), and how many servings the recipe is for. Exchange recipes with your classmates and have an apple day where different recipes can be tried out.



Chapter 17 to 18

Prince Brat, Jemmy, Betsy, Petunia and Captain Nips arrive in the city. The boys fetch some water in the cast-iron pot so that they can build a fire and boil a feast of potatoes. Captain Nips also gives money to the boys so they can get fresh, right-out-of-the-cow, warm milk.

Rewrite this passage as if the five characters were coming into a **modern day city**.

- What changes would there be?
- How would technology change the story?
 - What would be different?
 - What aspects would stay the same?



Chapters 19 to 20

At the end of the book, the King tells the boys that if they ever want to run away again, they should let him know so he can join them.

Write the **story outline** that the author, Sid Fleischman, could use to write another adventure about Prince Horace and Jemmy.

Think about:

- What kinds of dangers will they face?
- Will the two outlaws, Cutwater and Hold-Your-Nose Billy, still be a part of the story?
- Will you introduce new characters such as Grab-Your-Arm Willy or Kick-Off-Your-Shoe Fred?
- What do you foresee for Betsy and Petunia? Will they have gone off to join the circus?



Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

arrogant	fiercest	notorious	spectacles
astonishment	gallows	obedient	thimbleful
cleaver	generosity	parley	thunderclap
contemplated	hubbub	resentment	derelict
convict	merest	ruffian	dreadful
cutthroat	mischief	flummox	errands
defiantly	mulishness	seize	exasperation

d	f	t	d	c	a	s	t	o	n	s	h	m	e	n	t	d	
r	e	b	h	o	p	e	t	h	m	p	m	o	e	l	z	h	r
e	x	f	r	u	a	m	p	e	e	a	i	r	a	m	i	e	
s	a	t	i	g	n	r	v	e	r	b	o	e	t	u	m	a	
e	s	h	i	a	t	d	r	n	g	l	c	e	s	i	l	b	d
n	p	i	j	l	n	a	e	o	a	e	o	l	t	o	i	l	f
t	e	l	k	l	k	t	u	r	g	y	e	q	a	n	s	e	u
m	r	o	p	o	r	c	l	y	c	a	e	t	a	b	h	f	l
e	a	w	e	w	g	h	t	y	u	l	n	r	i	f	n	u	c
n	t	m	i	s	c	h	i	e	f	c	a	t	s	l	e	l	o
t	i	n	e	z	o	l	j	u	l	m	p	e	u	s	u	n	
s	o	a	v	e	g	y	l	t	n	e	o	e	i	m	s	b	t
p	n	w	a	g	g	t	g	m	a	m	i	z	m	n	c	e	
e	b	d	o	t	w	n	z	x	n	v	b	g	e	o	o	d	m
c	s	m	n	a	r	i	z	a	a	e	l	h	u	x	t	e	p
t	m	q	b	o	b	m	a	s	i	r	y	b	e	e	o	t	l
a	s	j	a	n	g	l	e	a	f	c	d	o	s	d	r	c	a
c	t	t	s	e	c	r	e	i	f	g	t	r	g	m	i	i	t
l	r	u	s	t	w	o	r	t	u	y	o	h	g	m	o	v	e
e	i	j	l	e	f	k	e	r	r	a	n	d	s	t	u	n	d
s	m	l	m	y	t	i	s	o	r	e	n	e	g	h	s	o	c
r	o	m	c	d	d	e	r	e	l	i	c	t	a	f	n	c	a
h	u	b	b	u	b	e	r	i	n	o	b	e	d	i	e	n	t



Comprehension Quiz

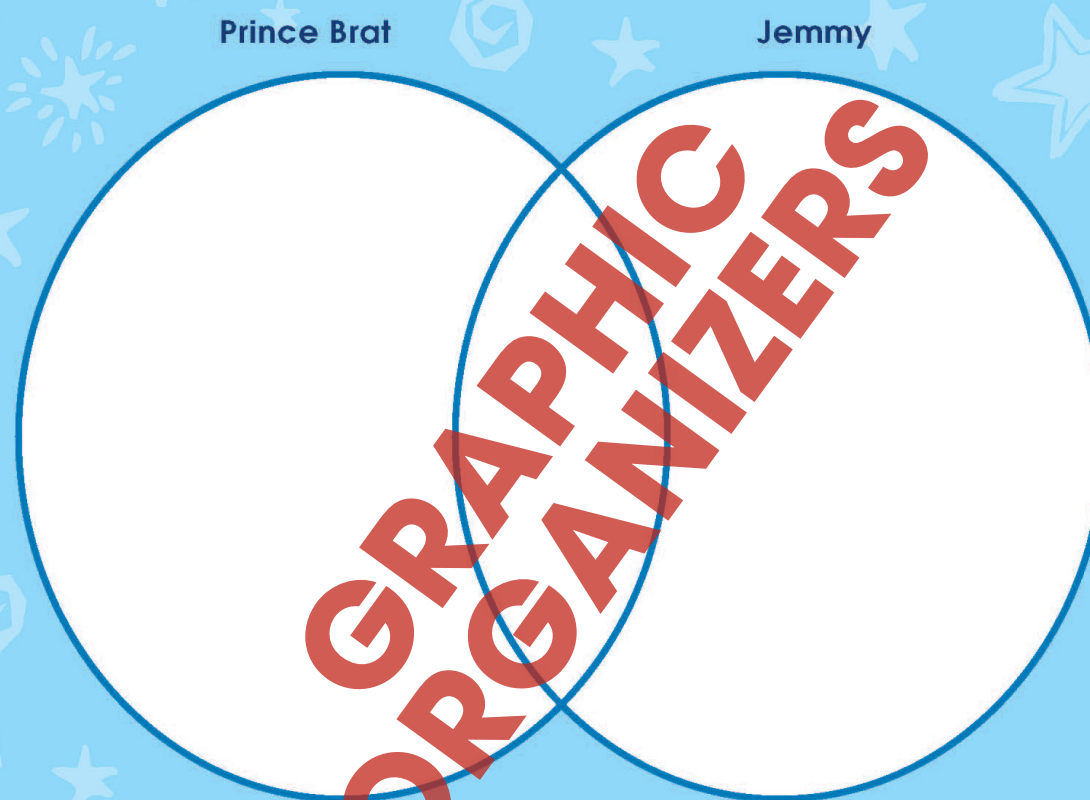
Answer the questions in complete sentences.

- Name all the major characters in the novel. Name the minor characters. 36
- Why does Prince Brat decide to run away from the castle? Who goes with him? 2
- Why is the character, Smudge, important in the story? 2
- What role does Betsy play in the book? Who is her partner? 2
- Why is Prince Brat so detestable? What happens when he gets punished? 2
- What happens to the boys as soon as they get out of the city? Who are they? 2
- Who wrote the ransom note? Why did the boys switch identities? 2
- Why is Captain Harry Nips' cart so useful? What is he carrying? 2
- Who is Petunia? What does Petunia do for the boys? 2

SUBTOTAL: /18

Comparing Characters

Use the Venn diagram to record the character traits that are unique to Prince Brat and Jemmy. Where the ovals overlap, write down the traits that they have in common.



Which character would you prefer to have as a friend – the Prince or Jemmy? Give three reasons for your answer.

NAME: _____

After You Read 



Chapters One and Two

Part B

Answer the questions in complete sentences.

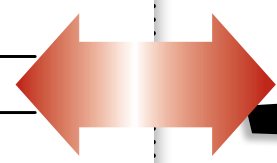
1. Describe the character of **Prince Brat**. What kind of person is he? Give evidence from the chapters to support your answer.

2. Describe the character of **Jemmy**. What kind of person is he? Give evidence from the chapters to support your answer.

3. Jemmy seems to accept his role of whipping boy without complaining. Why do you think this is so? Does he have any other options?

4. Is Prince Brat fearful that he too will get a whacking? Give reasons for your answer.

5. This novel is set during the Middle Ages. How important do you think it was for young people to learn to read, write and do sums in those times?



1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

4.

No - forbidden to whip a prince

5.

Answers will vary

1.

Answers will vary

2.

Answers will vary

Vocabulary

1.

bolted

2.

dreadful

3.

strayed

4.

halter

5.

mischief

6.

fierce

7.

insolent

8.

astonishment

1.

a) A

b) B

c) A

d) B

e) A

2.

a) C

b) C

1.

His plan got others into trouble.
Answers will vary

2.

He gets everything he asks for; there's no challenge for him

3.

Answers will vary

4.

Answers will vary

5.

Answers will vary

6.

Possibilities include:
The King's command traveled like an echo (Ch 1)

The royal tutor was quick as a flyswatter (Ch 2)

The moon gazed down like an evil eye (Ch 3)

The night moon had lit their way like a lantern (Ch 4)

EASY MARKING

ANSWER KEY



Journal Activity

Using the information from the first two chapters, write about the role of the whipping boy. Who decides who will be a whipping boy? How is a whipping boy found? Why were royal children not punished for their own misbehavior? What would it be like to be someone's whipping boy? How would it feel to be a whipping boy? Do you think the whipping boy was a real role in historical times, or is it just something the author made up to create an interesting story?



The Whipping Boy

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.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.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.