

Name: _____

Date: _____

Read *The Cookie Caper*, then answer the questions that follow. As you read, underline or highlight the words in the story that help you make a picture in your mind.

The Cookie Caper

“Run!” I yelled to my brother as we leaped from behind my grandfather’s chair and shot out the back door to hide behind the shed. Some spies we were. We didn’t even make it past Nana and Paps snoring the afternoon away in their recliners. I felt the swat of my grandfather’s newspaper on my leg as we made our escape and heard him chuckle as the back door slammed.

“You always get us caught,” said my brother as we made a new plan to sneak into the house. “Me?” I asked. “If you hadn’t bumped your head on the table or tripped over the lamp cord, we might have made it.” “Hmph,” he said. “Anyway, now they’ve figured it out, and Nana will be getting up soon to make dinner, so we’ve got to act fast.”

We hatched a new plan. Our mission centered around a plate of chocolate chip cookies cooling on the small table against the wall in the kitchen. There were only two ways in and out of the kitchen, and one of those was locked. On hands and knees we crawled between the hedge and the house toward the back door. I could smell crushed leaves and could feel small sticks biting into my palms. I could hear my brother behind me slapping the buzz of mosquitoes away from his ears. Finally, I could see the screen door with its wrought-iron dolphin motif.

My brother caught up as I grasped the bottom of the dolphin’s tail and pulled it toward me. The door caught for a moment but then swung freely outward with only a sigh. “Whew,” I whispered. “He must have oiled it recently.” My brother held the bottom corner of the door as I crawled onto the crushed brown carpet directly behind the recliners. I could hear the whistle-snore of my grandfather and the soft breathy snort of my grandmother. My brother wriggled through the screen door and held it as it closed quietly behind him. I winked at him and snaked behind the chairs toward the shiny linoleum floor of the kitchen. Even from my low vantage point, I could see the edge of the white plate on the oak table.

We belly-crawled across the linoleum toward the table. Once there, we rested on the floor with our backs against the wall near the table. We could still hear the snores of Nana and Paps. I couldn’t risk standing up, so I reached above my head to grab a cookie from the plate. I couldn’t see the cookies from my vantage point, but I knew they were there. I reached into the middle of the plate, but the only thing I felt was a folded piece of paper. “What is this?” I thought. I grabbed the paper and showed it to my brother; then I quietly unfolded it and saw the words “Gotcha! It is almost dinner time!” From the den, I could hear Nana and Paps howling with laughter. My brother just rolled his eyes, and I started to laugh.

1) What was the main idea in this story? Circle the letter of the best answer.

- a) The children were trying to play a trick on their grandparents.
- b) The children were trying to sneak past their grandparents to get some cookies.
- c) The children were playing a game of hide-and-seek.
- d) The children were going into the kitchen to make cookies for their grandparents.

2) When you read the story, what pictures were in your mind? Write two 7up sentences to explain your pictures.

3) How can making pictures in your mind help you to understand and remember what you read? Write one 7up sentence.

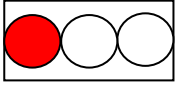
4) Summarize the story in three or four 7up sentences.

The next few questions are not related to the story you read, but will be in a novel we read soon.

Tell me what you know about these words. Color the traffic light:

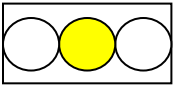
RED- if you have no idea what this word means or how to use it in a sentence.

explain



YELLOW- if you think you *might* know this word, but are not sure how to use it in a sentence. Write other words that you think are synonyms on the line.

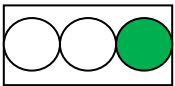
explain



tell , describe

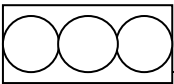
GREEN- if you know this word and can use it in a sentence. Use this word in a sentence of your choice.

explain

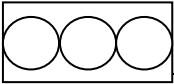


I had to explain to my teacher why my desk was so messy.

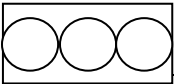
trustworthy



judge



sorrow



What is a friend? List the words that would describe a good friend.

We will soon be reading the novel *Because of Winn-Dixie* by Kate DiCamillo. Have you read this book?

Yes No I read it, but don't remember much.

Activity for after pre-assessment.
Anticipatory set for novel unit- Word Splash.

Next week we are going to start reading the novel, Because of Winn-Dixie by Kate DiCamillo. The main character in this novel has just moved to a new town. I know not everyone here has moved to a new town before, but even if you haven't, try to imagine what it would be like.

You are each getting two different sticky notes.

--On the (color1) note, write 1-2 words that describe how you would feel. Place these notes on the board around the sticky in the middle.

--On the (color2) note, write something that would help a person who just moved to a new town. Place this sticky around the outside of the last stickies.

(go to board and read some- ask for reasons why some of the responses could be up there)

When we begin reading this novel, let's see if any of our ideas match the challenges that the main character in the book faces. If what happens in the book matches our ideas, we can circle them on the board as we go along.

Descriptive Words

- 4 = Student highlights several words that would help create mind images.
- 2 = Student highlights some words; some are descriptive, some not.
- 0 = Student does not highlight descriptive words in the story.

Main Idea (Question 1)

- 2 = Student answers question correctly.
- 0 = Student does not answer question, or answers incorrectly.

Visualizing (Questions 2-3)

- 4 = Student answers questions thoughtfully, with 7up sentences. Student conveys understanding of visualization and the importance of the strategy.
- 2 = Student attempts to answer questions. Student shows some understanding of visualization and the importance of this strategy.
- 0 = Student does not participate or shows no understanding of visualization.

Summarizing (Question 4)

- 4 = Student accurately and thoughtfully summarizes short story in 7up sentences.
- 2 = Student attempts to summarize short story, but lacks one or more important details.
- 0 = Student does not attempt to summarize the story, or shows no understanding of summarizing.

Vocabulary (Questions 5-7)

- 4 = Student clearly demonstrates understanding of all words and usage.
- 2 = Student demonstrates some understanding of some or all words.
- 0 = Students demonstrates no understanding of words, or does not attempt to participate.

Theme of Unit (Question 8)

- 2 = Student lists three or more descriptive words to describe a good friend.
- 1 = Student lists 1-3 words to describe a good friend
- 0 = Student does not attempt to list descriptive words, or words are unrelated.

