THE CASTLE IN THE ATTIC

Elizabeth Winthrop

Reproducible Activity Book
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The *Portals to Reading* series accompanies time-tested literature that should be an important part of every school's reading program. The activities will reinforce a wide variety of language and reading skills which are generally part of the curriculum at the reading level of the novel. However, the *Portals* pick-and-choose format gives you the final decision about which activities will enhance your students' personal learning.

The activities in this book are based on sentences and paragraphs especially written to support the teaching objective of each lesson. Clearly, such literary matters as style and flavor may be experienced only by reading the book itself. Thus, the words of the author have been left where they belong—in their pure form in the pages of the novel.
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Author! Author!

ELIZABETH WINTHROP

Elizabeth Winthrop was born September 14, 1948, in Washington, D.C. She spent her early years in a Catholic convent school, and then in a boarding school in Connecticut. She later obtained a bachelor’s degree in writing from Sarah Lawrence College.

Ms. Winthrop feels that writing is in her blood. Her father, uncle, aunt, grandmother, great-grandmother, and her grandmother’s uncle were all writers. Her family also had a great love of reading. Consequently, she was encouraged by her relatives and began writing at an early age.

While in college, Ms. Winthrop wrote 250 short stories. She has since published picture books, chapter books, and young adult novels. Many of the books that she has written over the past 20 years have been closely related to experiences that she had as a child or a mother.

Ms. Winthrop has received numerous awards for her writings, including six awards for The Castle in the Attic. Due to the overwhelming popularity of that book, she wrote a sequel called The Battle for the Castle.

Ms. Winthrop currently lives and works in New York. Her hobbies include swimming, tennis, and hiking. Ms. Winthrop wants to be remembered as a storyteller, someone who told a good story.
The Story in Brief

Ten-year-old William is devastated. His nanny, Mrs. Phillips, is leaving and moving back to her home in England. Until the time she leaves, William searches for a way to make Mrs. Phillips stay.

While playing with his new castle, William picks up a small silver knight. When he does, the tiny man comes to life. The knight, Sir Simon, explains to William that a wizard has put a spell on him to make him small. The wizard did this in order to take over and rule the knight’s kingdom. Sir Simon shows William a tiny token that he took from the wizard, and together they test its magical powers. An excited William decides to use the powers to make Mrs. Phillips stay with him forever.

When Mrs. Phillips leaves to board the bus, William uses the token to make her small. Then he puts her in the castle with the knight. Sir Simon is delighted to have company, but Mrs. Phillips is very unhappy with the situation. William starts to feel bad and decides to help Mrs. Phillips. He makes himself small and offers to go back in time with Sir Simon. Together they will try to conquer the evil wizard and retrieve the other half of the token which returns things to normal size.

After many days of preparation, William becomes a squire, and the two are ready for their dangerous journey. As Sir Simon and William are traveling through an evil forest, Sir Simon strays from the path and disappears.

As William continues alone, he hears tales of the wizard Alastor’s evil powers. Alastor has ruled the kingdom harshly. He casts spells on the land and the people. When people displease him, he turns them into lead. William is frightened, but he travels on.

When William arrives at the castle, he applies for a job as a court fool. Alastor accepts his offer and orders William to perform constantly. During a tour of the castle, William discovers that Sir Simon had been caught and turned to lead. William then uses his inner strength, courage, and gymnastic ability to defeat the wizard and obtain the magical token. When Alastor himself is turned to lead, all of his spells are broken. The land and the people return to normal, and William is considered a hero by all.

Although William is asked to stay, he knows that he must return to Mrs. Phillips. He leaves his friend Sir Simon and journeys back to his own castle. Mrs. Phillips is waiting, and she’s thrilled to see William. After spending a day in their castle, William and Mrs. Phillips use the token to reenter their own world. After a warm good-bye, Mrs. Phillips leaves once more for England. This time William allows her to go. He knows that although he will miss her greatly, he can continue to grow up without her.
Making Compounds

Two words combined form a compound. Each word in Box A forms the first part of a compound. Each word in Box B forms the second part. In the blank in each sentence below, write the compound that best completes the sentence. Use a word from each box to make your compounds.

**Box A**
- week
- tip
- rain
- door
- hand
- shoe

**Box B**
- home
- after
- good
- home
- fore
- drops
- box
- toed
- sick
- springs

**Example:** Mrs. Phillips was _______homesick_______ for England and her family.

1. _______________ landed on the tip of William’s nose.

2. Practicing _______________ made William’s legs feel like jelly.

3. William had gymnastics practice on Monday _______________.

4. On _________________, Mrs. Phillips went home to her own apartment.

5. William hid Mrs. Phillips’ treasures in a _________________.

(continued)
6. William’s father asked him if he had finished his ________________.

7. He ________________ into Mrs. Phillips’ room to replace her picture and pin.

8. Mrs. Phillips watched William from the ________________.

9. Mrs. Phillips pushed the hair off of William’s ________________.

10. William was excited about his ________________ present.
Adding Endings

Read each sentence. Then look at the word shown in parentheses at the end of the sentence. Add an ending such as -ed, -ing, -s, or -er to the word to make it fit in the sentence. Remember, you may need to change the word when you add the ending. Write the new word in the blank.

Example: Mrs. Phillips said that she would be _______ leaving _______ soon. (leave)

1. Mrs. Phillips’ voice seemed to get _______________ as she talked. (small)

2. William didn’t know what Mrs. Phillips _______________ when she said he had a gentle soul. (mean)

3. Together, they inspected the _______________ of the enormous castle. (defense)

4. William thought that the castle was a _______________ surprise. (wonder)

5. Mrs. Phillips made the _______________ house feel warm and cozy. (creak)

6. Mrs. Phillips came from a place with a long, _______________ name. (fun)

7. William had trouble _______________ to Mrs. Phillips’ story. (listen)

8. William’s mother closed the front door _______________ when she came home. (gentle)

9. The Silver Knight _______________ a shield and a dagger. (carry)

10. To William’s _______________, the knight felt soft and warm. (amaze)
Using Short Vowels

Read the words in the word box. Each word contains a short vowel sound. Say the words to yourself and listen for the short vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

Example: William yelled and _______dropped______ the knight on the floor.

1. Mrs. Phillips acted strange when she picked William up from _________________.

2. Mrs. Phillips pulled a linen handkerchief from her _________________.

3. William and Mrs. Phillips _________________ the castle drawbridge.

4. He thought that he only _________________ that the knight was alive.

5. The startled man rolled over and _________________ himself up to a sitting position.

6. The knight pulled out his _________________ and pointed it at William.

7. William _________________ his finger and tried to help the tiny man stand up.

8. He leaned against the wall to _________________ his stiff legs.

9. William had never thought of _________________ as a giant before.

10. Sir Simon was worried about where his _________________ token was.
Finding Base Words

Each word below has been made by adding an ending such as -ly, -ed, or -ing to a base word. On the blank beside each word, write the base word.

Example: stirred ________ stir

1. architecture ________________ 11. frantically ________________

2. exciting ________________ 12. comfortable ________________

3. certainly ________________ 13. powerful ________________

4. careful ________________ 14. weaken ________________

5. expecting ________________ 15. worried ________________

6. shortest ________________ 16. employment ________________

7. usually ________________ 17. beginning ________________

8. lucky ________________ 18. harmless ________________

9. promised ________________ 19. straighten ________________

10. digging ________________ 20. peacefully ________________
Using Long Vowels

Read the words in the word box. Each word contains a long vowel sound. Say the words to yourself and listen for the long vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

Example: One token restored things to normal ______ size_______.

1. The knight didn’t pay much attention to the __________________ of the stories Alastor told.

2. Around his neck, Alastor wore ___________________ ribbons with tokens dangling from them.

3. Long ago, Alastor __________________ his necklace and tokens to Sir Simon.

4. According to Simon, William’s _____________ had not been neglected.

5. Alastor told some of his _________________ to the knight.

6. On one side of the medal were two staffs, and on the other side were two ________________.

7. Jason went with William to gymnastics instead of practicing his ________________ lesson.

8. Alastor was _________________ a genius when Sir Simon’s father seemed to recover from his illness.

9. The knight disappeared behind the _________________ door when Jason ran up the stairs.

10. As he listened to the story, William’s legs started to _________________.

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<tr>
<th>hailed</th>
<th>education</th>
<th>stable</th>
</tr>
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<tbody>
<tr>
<td>woven</td>
<td>ache</td>
<td>secrets</td>
</tr>
<tr>
<td>keys</td>
<td>size</td>
<td>details</td>
</tr>
<tr>
<td>piano</td>
<td>showed</td>
<td></td>
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</tbody>
</table>
Listening for Syllables

Say each of the words below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank line after each word.

Example: reluctantly 4

1. various ______ 16. thoughtfully ______
2. councillors ______ 17. tomorrow ______
3. through ______ 18. scooped ______
4. convinced ______ 19. squirming ______
5. arguments ______ 20. practiced ______
6. covered ______ 21. somebody ______
7. funeral ______ 22. enthusiastically ______
8. signed ______ 23. gymnastics ______
10. snatched ______ 25. wearily ______
11. already ______ 26. glanced ______
12. remembering ______ 27. banged ______
13. asked ______ 28. understand ______
14. drawstrings ______ 29. rummaged ______
15. pincushion ______ 30. gardening ______
Classifying Words

In each group of words below, one word does not belong with the others. Draw a line through the word that does not belong. Then decide what the other three words have in common. Write your answer on the blank line after the words.

Example: bugs flashlight token magnifying glass

They are all _____________.

1. candle trees moon lamp

They are all _____________________________.

2. dried fruits granola plate cracker crumbs

They are all _____________________________.

3. house courtyard drawbridge armory

They are all _____________________________.

4. kitchen lunch breakfast dinner

They are all _____________________________.

5. night morning circle afternoon

They are all _____________________________.

(continued)
Classifying Words
Chapters 6–7

6. years weeks castle days
   They are all__________________________________________________.

7. table bag bureau bed
   They are all__________________________________________________.

8. soldiers swordsmen knights exercises
   They are all__________________________________________________.

9. round-off whip-back applause dive roll
   They are all__________________________________________________.

10. bishops silver queens pawns
    They are all__________________________________________________.
Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

**Example:** Trying not to make a sound, William crept up the stairs.

leaped moved slowly ran

1. Sir Simon asked William to move the table to the courtyard because he fancied eating outdoors.

liked decorated disliked

2. The sow bugs weren’t used to moving in the small box, so they were very sluggish when William released them.

green slow hungry

3. Sir Simon was practicing with his sword in case he would need to battle an adversary.

relative friend enemy

4. William’s father was enthusiastic when he began projects, but then he lost interest quickly.

excited nervous dull

(continued)
Discovering Meaning
Through Context
Chapters 6-7

5. The *image* on the token was of Janus and two staffs.

   saying  picture  number

6. The *quantity* of wood was just enough to build a small fire.

   smell  color  amount

7. Robert cleared the way so Mrs. Phillips’ view wasn’t *obstructed*.

   crooked  blocked  changed

8. Sir Simon was anxious to battle a real person since all his foes so far were *imaginary*.

   make-believe  forceful  cowardly

9. Sir Simon was lonely and needed *companionship*.

   work  light  friendship

10. Everyone was trying not to be emotional as they said good-bye to Mrs. Phillips. Even William’s father spoke in a deep, *brusque* voice.

    curt  cheerful  high
Making Inferences

Read each of the questions below. Then read the three possible answers. Think about what happened in Chapters 6–7 of The Castle in the Attic. Use what you know to choose the best answer for each question. Circle the number next to the answer you choose.

a. Why did William creep when he went upstairs to the attic late that evening?

1. He didn’t want to bother Sir Simon.
2. He was in a grumpy mood.
3. He didn’t want his parents to know he was up there.

b. Why did William raise his voice when his father began to examine the stable?

1. His father was allergic to horses.
2. He wanted to warn Sir Simon.
3. The stable was very messy.

C. Why did William want to leave the light on in the attic?

1. William didn’t want to leave Sir Simon in the dark.
2. William was afraid of the dark.
3. William wanted to create a fire hazard.
Making Inferences
Chapters 6–7

d. Why did William tell Sir Simon to prepare the mouse for roasting while he was gone?

1. William didn’t want Sir Simon to waste his time.
2. He didn’t want Sir Simon to see where he got the matches.
3. He didn’t want to watch Sir Simon skin and prepare the mouse.

e. Why didn’t William want to tell Mrs. Phillips about his plan to shrink her?

1. He was afraid that she would tell him not to do it.
2. He wanted it to be a big surprise.
3. He was afraid that Mrs. Phillips would laugh at him.
Using Cloze Reading

Read the paragraphs below. Use the words in the word box to fill in the blanks. The first example is done for you.

William and his father cooked their (1) ______ favorite ______ meal. Then they sat at the (2) __________________ table and ate their waffles and omelets. When his father asked about Mrs. Phillips, William (3) __________________ that her departure didn’t bother him. He (4) __________________ on pouring his maple syrup and tried to change the subject.

William’s father promised to get home (5) __________________ on the nights that his wife worked late. He wanted to make sure that William had someone to eat with. William suggested that they could also cook pot roast and (6) __________________ jelly or chicken soup with (7) __________________ bits. William’s father said that he wanted to try (8) __________________ food. He handed William a (9) __________________ that he had hidden. It contained a wok, a cookbook, and some (10) __________________.

William (11) __________________ when he opened the unusual gift.
Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

**Example:** _imprisoned_ William didn’t want to be _trapped_ in a small body forever.

1. Mrs. Phillips always wore _practical_ brown shoes.
2. Sir Simon helped his new _companion_ settle into the castle.
3. Mrs. Phillips refused to speak to William until she was _restored_ to normal height.
4. Mrs. Phillips was _resigned_ to the fact that she was small but would return to normal soon.
5. Sir Simon was convinced that William had been _hasty_ in his decision to change Mrs. Phillips.
6. In the _cellar_, William’s father was building a moat for the castle.
7. William tried to _lure_ his father away from the castle.
8. Sir Simon had been afraid that the entire castle would be turned into _kindling_.
9. The Silver Knight met William at their _customary_ meeting spot.
10. Sir Simon looked _weary_ because he was worried about Mrs. Phillips.
Matching Antonyms

An antonym is a word that means the opposite or nearly the opposite of another word. Read each sentence. Choose an antonym from the word box to replace the italicized word.

Example: ____ retreated ____ At last, the tiny woman emerged slowly from William’s belt pack.

__________________________ 1. Sir Simon helped Mrs. Phillips onto William’s steady hand.
__________________________ 2. Mrs. Phillips listened intently as Sir Simon led her through the castle.
__________________________ 3. Mrs. Phillips thought that her situation was only temporary.
__________________________ 4. The smell of lavender soap lingered in the air.
__________________________ 5. William’s father got distracted very easily.
__________________________ 6. William began to dread his visits to Sir Simon.
__________________________ 7. Sir Simon thought that William’s father was acting very peculiar.
__________________________ 8. William’s father sheepishly admitted that he never finished the bookshelves.
__________________________ 9. William found it hard to concentrate on his studies.
__________________________ 10. William admired the intricate designs on the front of the castle.

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<tr>
<th>casually</th>
<th>proudly</th>
<th>enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>normal</td>
<td>shaky</td>
<td>vanished</td>
</tr>
<tr>
<td>permanent</td>
<td>ignore</td>
<td><strong>retreated</strong></td>
</tr>
<tr>
<td>focused</td>
<td>plain</td>
<td></td>
</tr>
</tbody>
</table>

Remembering Details

The following questions are about the main character and some of the events in the book. Write the answers on the lines after the questions. Be sure to use complete sentences.

1. Why did Sir Simon sleep in the kitchen instead of in a bedroom? ___________________________

2. What supplies did William bring Mrs. Phillips? ___________________________

3. What was Sir Simon whispering as he dressed William in squire’s clothing? ____________

4. What rule did Sir Simon leave out? ___________________________

5. Why did Robert want Mrs. Phillips to come back? ___________________________

6. Why did Mrs. Phillips want to change William’s gymnastics routine? ________________

7. Why was Sir Simon called the Silver Knight? ___________________________

Name ___________________________

Chapters 10–11
THE CASTLE IN THE ATTIC
Determining Feelings

A person does not always express feelings directly in words. Sometimes feelings are shown through other clues as well. Each of the sentences below provides clues to the feelings of a character in *The Castle in the Attic*. The name of that character is italicized. First study the clues. Then choose the word from the box that best describes the character's feelings. Write that word on the blank in front of the sentence.

<table>
<thead>
<tr>
<th>scared</th>
<th>nervous</th>
<th>serious</th>
<th>confident</th>
<th>proud</th>
<th>happy</th>
<th>sad</th>
<th>curious</th>
<th>peaceful</th>
<th>embarrassed</th>
</tr>
</thead>
</table>

1. *Sir Simon* hugged William and told him that he was being very courageous.

2. *William* wanted to see the banquet hall because he had never seen it before.

3. *William* paced back and forth in front of the door before he turned the knob and entered.

4. *Mrs. Phillips* smiled when she received her presents from William.

5. *Robert* pulled William aside and gave him some important advice.


7. *Sir Simon* seemed very quiet after his evening of prayer and fasting.

8. *Sir Simon* couldn't bear to talk about his long lost horse, Moonlight.

9. *William* cried out to Sir Simon when he was left alone in the forest.

10. *William* boldly asked the young boy for directions to the castle.
Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you where, when, or how. Underline the correct choice.

**Example:** William walked *slowly* across the drawbridge.

1. Sir Simon wanted to raise the drawbridge *later.*
2. William looked *into the huge fireplace.*
3. *For a long moment,* William just stood and listened to the footsteps in the hallway.
4. The frightened boy heard his heart beating *in his chest.*
5. William heard Mrs. Phillips humming a tune that *sounded vaguely familiar.*
6. William looked *past the tower walls,* trying to see the attic ceiling.
7. Mrs. Phillips said the words *with a smile.*
8. *The next morning,* William started his training.
9. According to the saying, William needed to cross the bridge *as a squire.*
10. A knight’s strength increased until *midday.* Then it tapered off.

(continued)
11. Sir Simon sat quietly in one corner watching William practice.  
   where when how

12. Robert’s face was all serious when he talked to William.  
   where when how

13. William executed his routine perfectly.  
   where when how

14. Sir Simon spent the night in the chapel.  
   where when how

15. At dawn, the knight and the squire left the castle.  
   where when how

16. For a long time, the companions walked in silence.  
   where when how

17. Sir Simon and William ate lunch by the side of the river.  
   where when how

18. Sir Simon and his horse Moonlight moved as if they were one.  
   where when how

19. The branches left scratches on William’s face.  
   where when how

20. William tried not to look too closely at the blue sky.  
   where when how
To determine a cause, ask “What is the reason?” To determine an effect, ask “What is the result?” Match the causes and effects below. Write the number of the cause in front of its effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tbody>
<tr>
<td>1. William brought some gifts for Mrs. Phillips.</td>
<td>______ Sir Simon started training William.</td>
</tr>
<tr>
<td>2. William needed to become a squire.</td>
<td>______ Mrs. Phillips spotted William until he could do the somersault correctly.</td>
</tr>
<tr>
<td>3. Robert was concerned about William.</td>
<td>______ Mrs. Phillips smiled.</td>
</tr>
<tr>
<td>4. William was having a difficult time doing a front somersault.</td>
<td>______ William noticed that his bag seemed heavier.</td>
</tr>
<tr>
<td>5. Mrs. Phillips packed a recorder and some binoculars in William’s bag.</td>
<td>______ Robert pulled William aside and gave him some advice.</td>
</tr>
<tr>
<td>1. There was no priest living in the castle.</td>
<td>______ William was left alone in the forest.</td>
</tr>
<tr>
<td>2. The Silver Knight asked for a keepsake.</td>
<td>______ Sir Simon told William to close his eyes and stand up.</td>
</tr>
<tr>
<td>3. William stooped to take a drink from the imaginary stream.</td>
<td>______ Mrs. Phillips gave Sir Simon her scarf.</td>
</tr>
<tr>
<td>4. Sir Simon was tempted off of the path.</td>
<td>______ The wild beasts grew quiet.</td>
</tr>
<tr>
<td>5. William played songs on his recorder.</td>
<td>______ Mrs. Phillips blessed Sir Simon’s sword.</td>
</tr>
</tbody>
</table>
Getting the Main Idea

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

a. As William traveled down the road, he looked everywhere for a sign of water. He asked a young man where the nearest water source was and followed his directions to the nearest stream. The water was stagnant, and William drank just enough to wet his mouth.

1. William liked to travel.
2. William was hot and tired.
3. William was very thirsty.

b. As William was climbing the tree to pick an apple, he stopped to look at the countryside. It was cool and breezy near the top of the tree, and it was nice to escape the heat.

1. William was enjoying his climb.
2. William was afraid of heights.
3. William was glad to help the old man.
4. The apple tree was very tall.
C. The young man was full of joy when William broke Alastor’s spell on him. He was so happy that he couldn’t stop clapping William on the back. When he discovered that William was hungry, he laid out a huge picnic of food for him.

1. The young man was hungry.
2. The young man didn’t want William to go hungry.
3. The young man was hurting William’s back.
4. The young man was grateful to William.

d. When William saw the dragon, he lost his appetite. His palms started sweating and he couldn’t stop pacing back and forth. As he approached the dragon, he tried to talk to Mrs. Phillips. Unfortunately, he didn’t hear any comforting words from her to make him braver.

1. William wasn’t hungry.
2. William was afraid to face the dragon.
4. William had a lot of energy.
Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter F if that sentence is a statement of fact. Write O if that sentence is a statement of opinion.

Example: ______F____ The old man by the apple tree asked for William’s help.

_____ 1. It is better to be hungry than thirsty.

_____ 2. A cloud of black smoke covered the horizon.

_____ 3. Climbing trees is a fun activity.

_____ 4. A dragon guarded the gates to the castle.

_____ 5. Alastor was looking for a fool to amuse him.

_____ 6. Recorders make wonderful music.

_____ 7. William was afraid to approach the dragon.

_____ 8. William shouldn’t have trusted the soldiers to keep his secret.

_____ 9. William should have tried to sneak in the back door of the castle.

_____ 10. The dragon was really a cat trapped in a dragon’s body.
Remembering Details

The following questions are about the main character and some of the events in the book. Write the answers on the lines after the questions. Be sure to use complete sentences.

1. Why did William decide to help the old man? __________________________________________

2. How did William break Alastor’s spell on the old man? ______________________________

3. How did the man know the secret to defeating the dragon? ____________________________

4. Why didn’t the soldiers have any weapons to protect the castle? ______________________

5. What song did William play on his recorder when he approached the dragon? _______

6. Why was it hard for the dragon to stand up? _________________________________________

7. Why did William put his finger to his lips when the soldiers were watching him? _______
Sequencing Events

The two sets of events listed below are arranged in incorrect sequence. Number each set of events in order from 1 to 5 by writing a 1 in the blank before the event that happened first, a 2 before the event that happened next, and so on.

Set 1

______ The old man asked William to climb the tree and bring him an apple.

______ After a bite of the apple, the old man turned into a young man.

______ William climbed the tree and retrieved the apple.

______ William noticed that an old man was sitting under a tree.

______ The young man spread out a picnic for William to enjoy.

Set 2

______ William told the dragon to pretend that nothing happened.

______ Terrible scenes appeared in the dragon’s eyes as William came nearer.

______ William played “The Battle Hymn of the Republic” on his recorder as he approached the dragon.

______ William plunged the dagger into the dragon’s right thigh.

______ William started to approach the dragon.
Evaluating What You Read

Read each of the story situations below. Decide whether you agree or disagree with what the character said, did, or thought about the situation. Then explain why you feel as you do.

1. Alastor had control over the entire land. He made the people suffer great hardships, such as having them go without food and water. He cast spells on people and turned them into lead. William thought that the people should band together to defeat Alastor. Do you agree or disagree with William that the people should try to fight Alastor?

I__________________________ with William because____________________________________

___________________________________________________________________________

___________________________________________________________________________

2. Alastor had turned the mirror on William, and William was frightened. He closed his eyes and thought of Mrs. Phillips. She was the one person who believed in him. He remembered her saying that he had the heart and soul of a knight. Do you agree or disagree with Mrs. Phillips that William had the heart and soul of a knight?

I__________________________ with Mrs. Phillips because________________________________

___________________________________________________________________________

___________________________________________________________________________

3. William was defeating Alastor and the wizard’s strength was leaving him. Calendar was watching with great hatred and revenge in her heart. She grabbed the necklace from William and turned Alastor into lead. William tried to stop her. He said that they could take care of Alastor another way. Do you agree or disagree with William that Calendar shouldn’t have turned the wizard into lead?

I__________________________ with William because____________________________________

___________________________________________________________________________

___________________________________________________________________________
Using Guide Words

At the top of each dictionary page are guide words. These words are the first and last words on a dictionary page. The other words on the page fall in alphabetical order between the guide words.

Put the words in the word box in alphabetical order under the correct guide words. The first one has been done for you.

<table>
<thead>
<tr>
<th>distance</th>
<th>knocked</th>
<th>emptied</th>
</tr>
</thead>
<tbody>
<tr>
<td>handsprings</td>
<td>medal</td>
<td>forward</td>
</tr>
<tr>
<td>secrets</td>
<td>afternoon</td>
<td>kingdom</td>
</tr>
<tr>
<td>falling</td>
<td>muscles</td>
<td>relish</td>
</tr>
<tr>
<td>gyrations</td>
<td>fingered</td>
<td>amusement</td>
</tr>
<tr>
<td>protest</td>
<td>everything</td>
<td>moment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>act—fin</th>
<th>final—march</th>
<th>mare—tongue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>afternoon</strong></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

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Using a Pronunciation Key

Use the key at the bottom of the page to help pronounce the respelled words. Write the word correctly spelled on the line beside the Respelled Word. Use the Word List to help figure out the Respelled Word.

<table>
<thead>
<tr>
<th>Respelled Word</th>
<th>Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: (di’ zē)</td>
<td>dizzy</td>
</tr>
<tr>
<td>1. (rū tēn’)</td>
<td></td>
</tr>
<tr>
<td>2. (ə rā’ bē ən)</td>
<td></td>
</tr>
<tr>
<td>3. (kwes’ chən)</td>
<td></td>
</tr>
<tr>
<td>4. (ə kāzh’ nə lē)</td>
<td></td>
</tr>
<tr>
<td>5. (ga’ lə rē)</td>
<td></td>
</tr>
<tr>
<td>6. (ir’ ē)</td>
<td></td>
</tr>
<tr>
<td>7. (di strak’ shən)</td>
<td></td>
</tr>
<tr>
<td>8. (ik spre’ shən)</td>
<td></td>
</tr>
<tr>
<td>9. (ə brəpt’ lē)</td>
<td></td>
</tr>
<tr>
<td>10. (bə no’ kyo’ lerz)</td>
<td></td>
</tr>
<tr>
<td>11. (ver’ ē əs)</td>
<td></td>
</tr>
<tr>
<td>12. (e jə kā’ shən)</td>
<td></td>
</tr>
<tr>
<td>13. (pə[r] for’ men[t]s)</td>
<td></td>
</tr>
<tr>
<td>14. (ter’ ə fīd)</td>
<td></td>
</tr>
</tbody>
</table>

pat/ cäke/ cär/ pet/ mē/ it/ nīce/ pot/ cōld/ nōrth/
boo’k/ foil/ boil/ out/ cup/ məl/ burn/ sing/ thin/
this/ hw in white/ zh in pleasure/ ə in about

The ’ mark indicates an accented syllable.
**Determining Alphabetical Order**

Words are listed in a dictionary in alphabetical order. Number the six words in each list below to show the order in which they would appear in the dictionary. Write a 1 in the blank before the word that comes first alphabetically, and so on.

**Example:**

<table>
<thead>
<tr>
<th>4</th>
<th>windlass</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>whispers</td>
</tr>
<tr>
<td>5</td>
<td>withering</td>
</tr>
<tr>
<td>1</td>
<td>wearily</td>
</tr>
<tr>
<td>6</td>
<td>wounded</td>
</tr>
<tr>
<td>2</td>
<td>whirling</td>
</tr>
</tbody>
</table>

**A.**

<table>
<thead>
<tr>
<th></th>
<th>portcullis</th>
<th>perform</th>
<th>precious</th>
<th>particularly</th>
<th>prisoner</th>
<th>performance</th>
</tr>
</thead>
</table>

**B.**

<table>
<thead>
<tr>
<th></th>
<th>echoing</th>
<th>entrance</th>
<th>expression</th>
<th>exercises</th>
<th>emptied</th>
<th>escapes</th>
</tr>
</thead>
</table>

**C.**

<table>
<thead>
<tr>
<th></th>
<th>columns</th>
<th>courtyard</th>
<th>constantly</th>
<th>curious</th>
<th>captured</th>
<th>churlish</th>
</tr>
</thead>
</table>

**D.**

<table>
<thead>
<tr>
<th></th>
<th>immediately</th>
<th>impatient</th>
<th>interesting</th>
<th>inspected</th>
<th>imprisoned</th>
<th>intention</th>
</tr>
</thead>
</table>

**E.**

<table>
<thead>
<tr>
<th></th>
<th>rhythm</th>
<th>ruined</th>
<th>recent</th>
<th>rewarded</th>
<th>remember</th>
<th>routine</th>
</tr>
</thead>
</table>

**F.**

<table>
<thead>
<tr>
<th></th>
<th>displayed</th>
<th>defeated</th>
<th>decided</th>
<th>demonstration</th>
<th>destroyer</th>
<th>dangled</th>
</tr>
</thead>
</table>

**G.**

<table>
<thead>
<tr>
<th></th>
<th>succeed</th>
<th>summoned</th>
<th>scoundrel</th>
<th>subjects</th>
<th>suddenly</th>
<th>swiveled</th>
</tr>
</thead>
</table>

**H.**

<table>
<thead>
<tr>
<th></th>
<th>agonies</th>
<th>acquainted</th>
<th>approaching</th>
<th>abruptly</th>
<th>assembled</th>
<th>audience</th>
</tr>
</thead>
</table>
Choosing Correct Meanings

The italicized word in each of the sentences below has several meanings. Some of the meanings are listed in the Glossary. Decide which meaning the word has in the sentence. Then write the number of your choice on the blank.

Glossary

back 1. part of the human body  2. opposite of front  3. in the past  4. to move backward  5. support  6. a place from which a person came

close 1. to shut  2. the end  3. near in time or space  4. decided by a narrow margin  5. careful  6. to stop operating

hand 1. end of the arm used to grasp  2. a style of writing  3. assistance or aid  4. a part  5. a skilled person  6. to give

face 1. to confront or deal with  2. to stand with the face toward  3. front part of the head  4. exposed surface

look 1. to examine  2. to search  3. to appear or seem  4. appearance

Example: ____2____ At the close of the story, Mrs. Phillips boarded the bus.

_______ 1. When Alastor held up the mirror, William closed his eyes.

_______ 2. William faced the mirror and opened his eyes.

_______ 3. The wizard tried to back away from the mirror.

_______ 4. The wizard was frozen with a look of horror on his face.

_______ 5. The knight studied William’s face very closely.

_______ 6. Sir Simon was sorry that he wasn’t able to give William a hand.

(continued)
7. In the back of the room, Calendar crouched in the corner.

8. William touched Tolliver’s hands and he became flesh again.

9. Tolliver and Calendar looked very happy as they hugged.

10. Mrs. Phillips knew that it was time for William to come back.

11. Mrs. Phillips held William close and gave him a big hug.

12. William didn’t want to have to face the wizard again.

13. Mrs. Phillips and William looked at the castle for a long time.


15. The face of the token was smooth and shiny.
Using Descriptive Words

List four words that can be used to describe each of the italicized words below. Write your words on the blanks. Be creative.

Example: ghost
1. pale
2. spooky
3. mischievous
4. floating

A. castle
1. 
2. 
3. 
4. 

B. forest
1. 
2. 
3. 
4. 

C. wizard
1. 
2. 
3. 
4. 

D. token
1. 
2. 
3. 
4. 

E. kitchen
1. 
2. 
3. 
4. 

F. tapestry
1. 
2. 
3. 
4.
Writing a Journal Sample

Imagine that you are Mrs. Phillips. In the sample journal below, write about what you are thinking and feeling as you leave on the bus.

<table>
<thead>
<tr>
<th>Name _____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters 16–17</td>
</tr>
<tr>
<td>THE CASTLE IN THE ATTIC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing a Journal Sample</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine that you are Mrs.</td>
<td></td>
</tr>
<tr>
<td>Phillips. In the sample</td>
<td></td>
</tr>
<tr>
<td>journal below, write</td>
<td></td>
</tr>
<tr>
<td>about what you are</td>
<td></td>
</tr>
<tr>
<td>thinking and feeling</td>
<td></td>
</tr>
<tr>
<td>as you leave on the bus.</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Picture

Draw one of the scenes the author describes in Chapters 16–17 of The Castle in the Attic. Then write your own description of what you have drawn.

Name _____________________________
Chapters 16–17
THE CASTLE IN THE ATTIC
Recalling a Character

Think about a character from this book. Imagine that you are describing this character to someone who has not read the book. Write your description of the character. Try to include information about the character’s appearance, personality, likes and dislikes, behavior, friends, family relationships, and so forth.

Character: ______________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Creating a Character

Imagine that you are William. You have just defeated Alastor. On your way back to your castle, a scribe from a nearby town stops you for an interview. Write your answers to the scribe's questions on the lines provided.

Scribe: How did you feel about leaving Sir Simon?
Your Answer: ____________________________________________
_____________________________________________________

Scribe: What will you tell your friends when you return to your normal size?
Your Answer: ____________________________________________
_____________________________________________________

Scribe: Will you still play with the castle? Explain your answer.
Your Answer: ____________________________________________
_____________________________________________________

Scribe: Would you like to come back to this time and place? Why or why not?
Your Answer: ____________________________________________
_____________________________________________________

Scribe: What have you learned about yourself?
Your Answer: ____________________________________________
_____________________________________________________
Writing a Book Recommendation

Do you think other students would enjoy reading The Castle in the Attic? On the lines below, explain why you would recommend reading the book. Mention specific things you liked about the story. For example, did you think the characters were realistic? Did the descriptions of the settings seem accurate? If you didn’t like the book, tell why you would not recommend it.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Explaining Feelings

The questions below ask you to describe the feelings you had as you read the book. Read each question carefully. Write your response on the lines provided. Explain why you felt the way you did. Be sure to use complete sentences.

1. How did you feel when Sir Simon came alive in William’s hands?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. How did you feel when William used the token to shrink Mrs. Phillips?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. How did you feel when William decided to make himself small to help Mrs. Phillips?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

(continued)
4. How did you feel when William stopped to help the old man?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5. How did you feel when William became Alastor’s fool?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

6. How did you feel when Alastor turned the mirror on William?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

7. How did you feel when Mrs. Phillips left on the bus?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Optional Spelling and Vocabulary Lists

Here are eight word lists from the book. The words can be used as spelling or vocabulary words.

<table>
<thead>
<tr>
<th>Chapters 1–3</th>
<th>Chapters 4–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>formal</td>
<td>science</td>
</tr>
<tr>
<td>bureau</td>
<td>secretive</td>
</tr>
<tr>
<td>gymnastics</td>
<td>microscopes</td>
</tr>
<tr>
<td>handkerchief</td>
<td>topography</td>
</tr>
<tr>
<td>enormous</td>
<td>chapel</td>
</tr>
<tr>
<td>England</td>
<td>flagstone</td>
</tr>
<tr>
<td>chivalry</td>
<td>annuals</td>
</tr>
<tr>
<td>drawbridge</td>
<td>indignant</td>
</tr>
<tr>
<td>gatehouse</td>
<td>servants</td>
</tr>
<tr>
<td>portcullis</td>
<td>potions</td>
</tr>
<tr>
<td>Marmite</td>
<td>staffs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapters 6–7</th>
<th>Chapters 8–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>preparations</td>
<td>arrangement</td>
</tr>
<tr>
<td>electricity</td>
<td>quest</td>
</tr>
<tr>
<td>magnifying</td>
<td>wearily</td>
</tr>
<tr>
<td>critical</td>
<td>accommodations</td>
</tr>
<tr>
<td>venison</td>
<td>separation</td>
</tr>
<tr>
<td>adequate</td>
<td>revelations</td>
</tr>
<tr>
<td>imaginary</td>
<td>omelet</td>
</tr>
<tr>
<td>agile</td>
<td>repertoire</td>
</tr>
<tr>
<td>hazard</td>
<td>Chinese</td>
</tr>
<tr>
<td>defenses</td>
<td>elaborate</td>
</tr>
<tr>
<td></td>
<td>postage</td>
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</tbody>
</table>

(continued)
### Optional Spelling and Vocabulary Lists

#### Chapters 10–11

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
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</thead>
<tbody>
<tr>
<td>courageous</td>
<td>mercy</td>
</tr>
<tr>
<td>passageway</td>
<td>backgammon</td>
</tr>
<tr>
<td>buttery</td>
<td>exterior</td>
</tr>
<tr>
<td>intricately</td>
<td>neighborhood</td>
</tr>
<tr>
<td>eventually</td>
<td>tournaments</td>
</tr>
<tr>
<td>squire</td>
<td>apparition</td>
</tr>
<tr>
<td>tunic</td>
<td>recorder</td>
</tr>
<tr>
<td>scabbard</td>
<td>cartwheels</td>
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<tr>
<td>compassionate</td>
<td>congratulate</td>
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<tr>
<td>squander</td>
<td>disguise</td>
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#### Chapters 12–13

<table>
<thead>
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<th>Word</th>
<th>Word</th>
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<tbody>
<tr>
<td>brackish</td>
<td>haggard</td>
</tr>
<tr>
<td>quaking</td>
<td>illusions</td>
</tr>
<tr>
<td>exhausted</td>
<td>destroyed</td>
</tr>
<tr>
<td>pastures</td>
<td>vicinity</td>
</tr>
<tr>
<td>delicate</td>
<td>parched</td>
</tr>
<tr>
<td>stagnant</td>
<td>tapestry</td>
</tr>
<tr>
<td>transformed</td>
<td>opponent</td>
</tr>
<tr>
<td>produced</td>
<td>reflection</td>
</tr>
</tbody>
</table>
| imprisoned   | dea
ing    |
| accursed     | grotesque     |

#### Chapters 14–15

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
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<tbody>
<tr>
<td>lance</td>
<td>memorial</td>
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<tr>
<td>spiral</td>
<td>tension</td>
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<tr>
<td>mechanically</td>
<td>gauged</td>
</tr>
<tr>
<td>audience</td>
<td>somersault</td>
</tr>
<tr>
<td>crones</td>
<td>billowing</td>
</tr>
<tr>
<td>taskmaster</td>
<td>cowardice</td>
</tr>
<tr>
<td>raspy</td>
<td>unbearable</td>
</tr>
<tr>
<td>despair</td>
<td>locust</td>
</tr>
<tr>
<td>motionless</td>
<td>revenge</td>
</tr>
<tr>
<td>performance</td>
<td>slivers</td>
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</table>

#### Chapters 16–17

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
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<tbody>
<tr>
<td>agonies</td>
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</tr>
<tr>
<td>familiar</td>
<td>conquer</td>
</tr>
<tr>
<td>tyranny</td>
<td>examine</td>
</tr>
<tr>
<td>medallions</td>
<td>angushed</td>
</tr>
<tr>
<td>identical</td>
<td>awe</td>
</tr>
<tr>
<td>expression</td>
<td>sheepishly</td>
</tr>
<tr>
<td>alchemists</td>
<td>eerie</td>
</tr>
<tr>
<td>celebration</td>
<td>sensation</td>
</tr>
<tr>
<td>tumult</td>
<td>refrigerator</td>
</tr>
<tr>
<td>basin</td>
<td>applause</td>
</tr>
</tbody>
</table>
Supplementary Activities

Below is a list of ideas that could be used as supplementary or culminating activities.

I. Oral reading
   A. To the entire class
   B. To each other
   C. To the teacher
   D. To a tape recorder

II. Group discussions
   A. Author's writing style
   B. Ideas gained from the book
   C. Parts of the book
      1. Most important
      2. Most humorous
      3. Most saddening
      4. Most exciting
      5. Most liked
   D. Characters
      1. Did the characters seem real?
      2. What did you like best about each character?
      3. What did you dislike most about each character?
      4. Which character was your favorite? Why?
      5. List questions to ask each character.

(continued)
Supplementary Activities

III. Spelling bee using words from the book

IV. Role-play situations from the book

V. Artistic creations
   A. Murals
   B. Dioramas
   C. Book jackets
   D. Posters
   E. Puppets
   F. Poetry
   G. Costumes
   H. Portraits
   I. Mobiles
   J. Songs
   K. Newspaper headlines, articles, and drawings

VI. Research
   A. King Arthur
   B. The Medieval Era
   C. Castles
   D. Model building
   E. Gymnastics
   F. Nannies

VII. Read other books by the same author
THE CASTLE IN THE ATTIC

Response Key

WORD ATTACK SKILLS

Making Compounds (page 9)
1. Raindrops; 2. handsprings; 3. afternoon; 4. weekends; 5. shoebox; 6. homework;
7. tiptoed; 8. doorway; 9. forehead; 10. good-bye

Adding Endings (page 11)
1. smaller; 2. meant; 3. defenses; 4. wonderful; 5. creaky; 6. funny; 7. listening; 8. gently;
9. carried; 10. amazement

Using Short Vowels (page 12)
1. practice; 2. pocket; 3. inspected; 4. imagined; 5. pushed; 6. dagger; 7. extended;
8. unbend; 9. himself; 10. magic

Finding Base Words (page 13)
1. architect; 2. excite; 3. certain; 4. care; 5. expect; 6. short; 7. usual; 8. luck; 9. promise;
10. dig; 11. frantic; 12. comfort; 13. power; 14. weak; 15. worry; 16. employ; 17. begin;
18. harm; 19. straight; 20. peace

Using Long Vowels (page 14)
1. details; 2. woven; 3. showed; 4. education; 5. secrets; 6. keys; 7. piano; 8. hailed;
9. stable; 10. ache

Listening for Syllables (page 15)
1. 3; 2. 3; 3. 1; 4. 2; 5. 3; 6. 2; 7. 3; 8. 1; 9. 3; 10. 1; 11. 3; 12. 4; 13. 1; 14. 2; 15. 3; 16. 3;
17. 3; 18. 1; 19. 2; 20. 2; 21. 3; 22. 7; 23. 3; 24. 4; 25. 3; 26. 1; 27. 1; 28. 3; 29. 2; 30. 3

COMPREHENSION SKILLS

Classifying Words (page 16)
1. trees/things that give off light; 2. plate/food that William brought to Sir Simon;
3. house/parts of the castle; 4. kitchen/meals; 5. circle/times of day;
6. castle/measurements of time; 7. bag/furniture; 8. exercises/people who fight in battles;
9. applause/gymnastic moves; 10. silver/pieces in a chess game

Discovering Meaning Through Context (page 18)
1. liked; 2. slow; 3. enemy; 4. excited; 5. picture; 6. amount; 7. blocked; 8. make-believe;
9. friendship; 10. curt
Making Inferences (page 20)
a. 3;  b. 2;  c. 1;  d. 3;  e. 1

Using Cloze Reading (page 22)
1. favorite;  2. kitchen;  3. pretended;  4. concentrated;  5. earlier;  6. currant;  7. bacon;  

Matching Synonyms (page 23)
1. sensible;  2. friend;  3. returned;  4. accepting;  5. quick;  6. basement;  7. attract; 
8. firewood;  9. usual;  10. tired

Matching Antonyms (page 24)
1. shaky;  2. casually;  3. permanent;  4. vanished;  5. focused;  6. enjoy;  7. normal; 
8. proudly;  9. ignore;  10. plain

Remembering Details (page 25)
1. Sir Simon wanted to guard the fire during the night.  2. He brought her Marmite, bread, 
and tea bags.  3. He was whispering the rules of conduct.  4. He left out to be ever loyal in 
love.  5. He wanted her to come back so William would perform his routine better.  6. She 
wanted him to be able to return to his feet faster if he used gymnastics to battle the wizard. 
7. He had a silver stallion named Moonlight, and together they looked like one.

Determining Feelings (page 26)
1. proud;  2. curious;  3. nervous;  4. happy;  5. serious;  6. embarrassed;  7. peaceful;  8. sad; 
9. scared;  10. confident

Classifying Word Groups (page 27)
1. when;  2. where;  3. when;  4. where;  5. how;  6. where;  7. how;  8. when;  9. how; 
10. when;  11. where;  12. how;  13. how;  14. where;  15. when;  16. when;  17. where; 
18. how;  19. where;  20. how

Determining Cause and Effect (page 29)
Set 1:  2;  4;  1;  5;  3 
Set 2:  4;  3;  2;  5;  1 

Getting the Main Idea (page 30)
a. William was very thirsty.  b. William was enjoying his climb.  c. The young man was 
grateful to William.  d. William was afraid to face the dragon.

Determining Fact and Opinion (page 32)
**Remembering Details** (page 33)

1. He remembered the part of Sir Simon’s code that said to be compassionate to the needy.
2. William climbed the tree and brought the apple to the old man. 3. His wife’s mother was Calendar, and she had told him the secret. 4. They didn’t need any weapons because the dragon guarded the gate to the castle. 5. He played “The Battle Hymn of the Republic.” 6. His front legs were shorter than his back legs, so he had trouble keeping his balance. 7. He didn’t want them to tell Alastor that the dragon was defeated.

**Sequencing Events** (page 34)

Set 1: 2; 4; 3; 1; 5  
Set 2: 5; 3; 2; 4; 1

**Evaluating What You Read** (page 35)

Responses will vary.

**STUDY SKILLS**

**Using Guide Words** (page 36)

<table>
<thead>
<tr>
<th>act—fin</th>
<th>final—march</th>
<th>mare—tongue</th>
</tr>
</thead>
<tbody>
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<td>1. afternoon</td>
<td>1. fingered</td>
<td>1. medal</td>
</tr>
<tr>
<td>2. amusement</td>
<td>2. forward</td>
<td>2. moment</td>
</tr>
<tr>
<td>3. distance</td>
<td>3. gyrations</td>
<td>3. muscles</td>
</tr>
<tr>
<td>4. emptied</td>
<td>4. handsprings</td>
<td>4. protest</td>
</tr>
<tr>
<td>5. everything</td>
<td>5. kingdom</td>
<td>5. relish</td>
</tr>
<tr>
<td>6. falling</td>
<td>6. knocked</td>
<td>6. secrets</td>
</tr>
</tbody>
</table>

**Using a Pronunciation Key** (page 37)


**Determining Alphabetical Order** (page 38)

A. 4; 2; 5; 1; 6; 3  
B. 1; 3; 6; 5; 2; 4  
C. 3; 5; 4; 6; 1; 2  
D. 1; 2; 6; 4; 3; 5  
E. 4; 6; 1; 3; 2; 5  
F. 6; 3; 2; 4; 5; 1  
G. 3; 5; 1; 2; 4; 6  
H. 3; 2; 4; 1; 5; 6
Choosing Correct Meanings (page 39)
1. 1;  2. 2;  3. 4;  4. 4;  5. 3;  6. 3;  7. 2;  8. 1;  9. 3;  10. 6;  11. 3;  12. 1;  13. 1;  14. 6;  15. 4

CREATIVE SKILLS

Using Descriptive Words (page 41)
Responses will vary.

Writing a Journal Sample (page 42)
Responses will vary.

Creating a Picture (page 43)
Responses will vary.

Recalling a Character (page 44)
Responses will vary.

Creating a Character (page 45)
Responses will vary.

Writing a Book Recommendation (page 46)
Responses will vary.

Explaining Feelings (page 47)
Responses will vary.
THE CASTLE IN THE ATTIC

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Finding Base Words
Using Long Vowels
Listening for Syllables

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Perfection Learning® Corporation
1000 North Second Avenue, P.O. Box 500,
Logan, Iowa 51546-0500
perfectionlearning.com
Printed in the U.S.A.