

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Kate DiCamillo	10
• Chapter Questions	
<i>Chapters 1 – 5</i>	11
<i>Chapters 6 – 10</i>	14
<i>Chapters 11 – 15</i>	17
<i>Chapters 16 – 19</i>	20
<i>Chapters 20 – 23</i>	23
<i>Chapters 24 – 29</i>	26
<i>Chapters 30 – 33</i>	29
<i>Chapters 34 – 40</i>	32
<i>Chapters 41 – 46</i>	35
<i>Chapter 47 – Coda</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY	47
---------------------------------------	----

GRAPHIC ORGANIZERS	53
---------------------------------	----

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

FREE!

- Go to our website: www.classroomcompletepress.com/bonus
- Enter item CC2302 or The Tale of Despereaux
- Enter pass code CC2302D for Activity Pages





Kate DiCamillo

Just like in her books, Kate DiCamillo has traveled too. She was born on March 25 in Philadelphia, Pennsylvania. When she was five years old, along with her mother and her older brother, she moved to Clermont, Florida. Her health was fragile and the warm air would be better for her.



She attended College in Florida and even had a job at Walt Disney World in Florida. She moved more to the north to Minneapolis, Minnesota where she worked on the third floor of a second-hand bookstore.

She has always had a fascination with words and stories. She considers herself extremely lucky to be able to be a storyteller and write stories for a living.

Since the year 2000 she has been very busy. She has been honored and rewarded for her work. Her novel *Because of Winn-Dixie* won a Newbery Honor. Then, her following

book, *The Tiger Rising* was nominated for the National Book Award. Two years later *The Tale of Despereaux* received the Newbery Medal. Then, in 2005, *Because of Winn-Dixie* came out as a movie! Today she continues to write, tells stories, speaks to students and fellow writers.

Did You Know?

- Kate lives and writes in Minneapolis, Minnesota.
- *The Tale of Despereaux* won the 2003 Newbery Award.
- Kate has no children of her own but she is an aunt to Luke, Roxanne and Max.



Chapters Thirty-four to Forty

1. What do you think the fate of Roscuro, Despereaux, Mig, Furlough, the Princess and the King will be?

2. Dreams and nightmares are experienced when we are in a deep sleep. Do you often dream? What meanings, if any do they have? What was your favorite dream?

Vocabulary

You be the teacher! A student has matched the words to their definitions. Use a dictionary to look up the meaning of the word. Then, put a check mark next to the word if it is matched to the correct definition. If it is not, use a straight line to match the word to its definition.

1	Cover	Ability to feel what others feel	A
2	Defiant	Secret or hidden	B
3	Empathy	Waste material or garbage	C
4	Ignorant	To resist boldly	D
5	Rubbish	Thankfulness	E
6	Gratitude	Not knowing, or lack of education	F



Chapters Thirty-four to Forty

Part A

1. Answer each question with one of the characters from the list.

Cook Despereaux	Louise Princess Pea	Mig Head Mouse	Gregory Lester	Roscuro Mouse Council
--------------------	------------------------	-------------------	-------------------	--------------------------

- a) Who died?
- b) Who cut off Despereaux's tail?
- c) Who wore the lovely gown?
- d) Who took a comfortable spot in Mig's apron pocket?
- e) Who didn't care about Mig's fate?
- f) Who ordered Despereaux's death?
- g) Who asked for forgiveness?
- h) Who mistook Despereaux for a ghost?
- i) Who was ignored?
- j) Who lost his tail?

2. Do you agree or disagree with each of the statements below? Circle your answers, and be ready to justify your opinions.

- | | | |
|-------|----------|--|
| Agree | Disagree | a) Mig is slow-witted. |
| Agree | Disagree | b) The cook's philosophy with mice is a good one: "If they're alive, kill them. If they're dead, kill them". |
| Agree | Disagree | c) Soup is the best comfort food. |



Chapters Thirty-four to Forty

Part B

Answer each question with a complete sentence.

1. What do you think motivated Gregory to help Despereaux hide in the napkin?

2. Who was the knight that Despereaux dreamt of? What conclusion did this discovery lead him to make?

3. Why was Mig so angry with the Princess? Did that give her the right to be so mean? Explain your answers.

4. Why was the plan that Roscuro presented to Mig so ridiculous? Why did she believe it anyway?

5. Describe, in your own words, how the Princess was empathetic toward Mig.



Journal Activity

Many of the characters in this novel have strong personalities; some are kind and open-hearted, while others are cruel. Think about a character that brings out strong feelings for you such as dislike, annoyance, anger, etc. You may choose Despereaux, Roscuro, Mig or another character. Write down at least five different points telling how you feel about him or her.



Chapter 34 to Coda

Imagine that you are in the middle of a natural disaster such as a fire, an earthquake or a flood. All of the characters in *The Tale of Despereaux* are caught in the disaster with you. Fortunately, you realize that you can save yourself and **one other creature** (human or animal). You decide to rescue one of the characters from the story! Which one will you choose?

Your task is to write about this scene.

Describe the natural disaster and the destruction it makes. Then, tell about which character's life you will save, and why you chose him or her in particular. You will also need to describe how you went about saving this character's life.



Chapter 34 to Coda

Imagine that you are a librarian, and it is your job to recommend a novel for *The Book of Month*. You have chosen Kate DiCamillo's *The Tale of Despereaux*.

Your task is to create a poster to promote this novel.

Your poster should have a catchy title, and be colorful so that others will want to read the book.

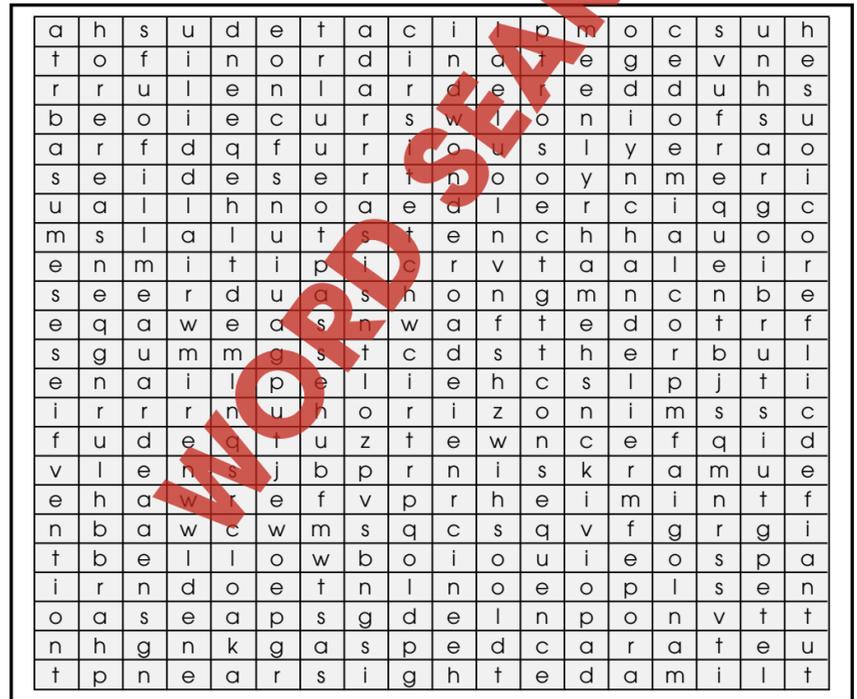
To help get students excited about reading the novel, you will need to include a summary of the story **without revealing the ending!** Your summary should be one paragraph in length, and be sure to make it interesting. An excellent book should have an excellent summary! Be neat and creative!



Word Search

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

brilliance	outrage	chandelier	defiant
dungeon	shuddered	consequence	complicated
maiden	flawless	resemble	waffled
velvet	inordinate	frequent	nearsighted
rodent	gasped	horizon	squint
furiously	cloak	ferocious	proclaim
wonder	banquet	stench	bellow



Comprehension Quiz

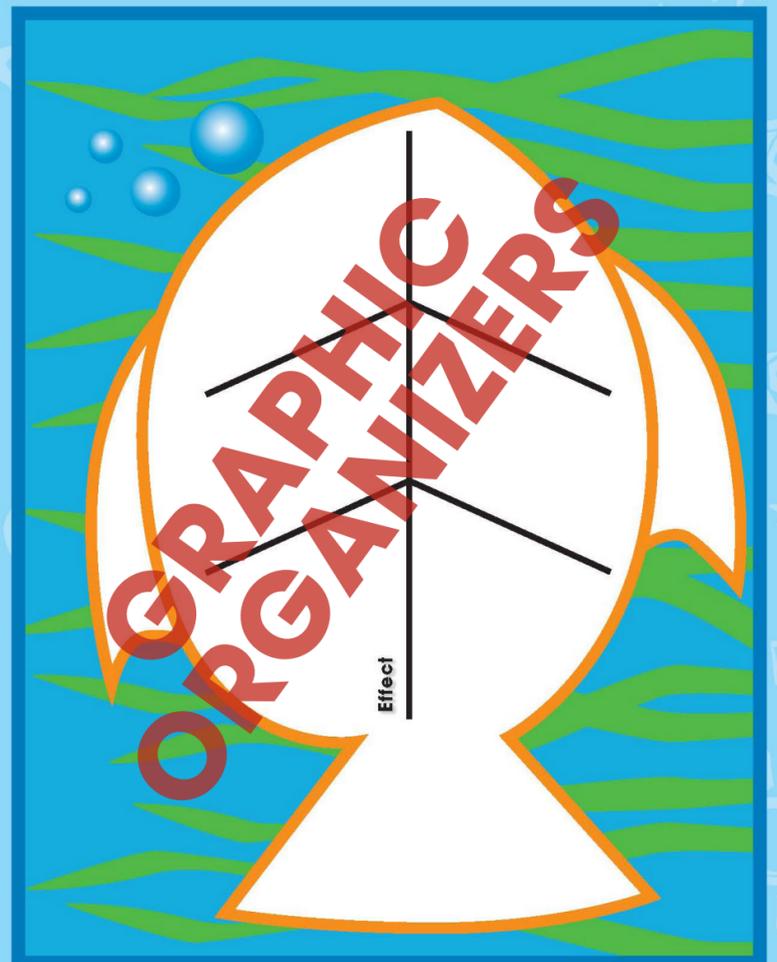
Answer each question in a complete sentence or short paragraph.

- Who were the members of the Tilling family? The Royal family? What other characters form a family in the novel? 40
- What was so special about Despereaux when he was born? List three things. Could he change any of these things if he wanted to? 4
- What did Despereaux's brother and sister try to teach him? 4
- What gift did Despereaux have? How did this make him different from the other mice? How else was he not like the others? List two ways. 2
- How did Despereaux get himself in trouble? What two things did he do that were against the Council rules? 2
- Who saw Despereaux and reported it? What did the Council want Despereaux to do? 2
- What happened to Despereaux? Who is Roscuro? 2
- When was Roscuro first attracted to light? Who is Roscuro's friend? 2
- Who was the new prisoner? What crimes did he commit? 2

SUBTOTAL: /22

Causes and Effect

Choose **one** important event that happened in the story. Write the **effect** on the backbone of the fish. Write the four most important **causes** on the fish bones. (If there are more than four important causes, add more bones to the fish!) In the fish's tail, record the names of the **characters** who were touched by these causes and effect.



NAME: _____

After You Read 



Chapters Eleven to Fifteen

Part B

Answer each question with a complete sentence.

1. Do you believe that there is such a thing as **Happily Ever After**? Give good reasons for your answer.

2. How would you feel if you were in Despereaux's situation? Try to list five words that describe how you would feel.

3. What do you think about Despereaux's fate? Is it reasonable or unreasonable? Explain your answer.

4. If you were on the Mouse Council, what would your verdict be? Why?

5. In what ways does the setting of the story (time and place) make it interesting?



Journal Activity

We have read what Furlough, Lester, Antoinette and Despereaux think. We don't know what the Most Very Honored Head Mouse thinks. Rewrite Despereaux's trial from the point of view of the Head Mouse. Include new details and evidence that only the Head Mouse would know. Will your verdict be the same? Why or why not?

1.

Answers will vary

2.

Answers will vary

3.

Unreasonable - Despereaux isn't a criminal and he didn't harm anyone

4.

Answers will vary

5.

Answers will vary

1.

Answers will vary

2.

Answers will vary

Vocabulary

1 E

2 D

3 F

4 B

5 A

6 C

20

1.

- a) rope
- b) Botticelli Remorso
- c) red tablecloth
- d) Roscuro
- e) prisoner

2.

a) 1

b) 5

c) 2

d) 4

e) 3

21



1.

Answers will vary

2.

Trading his daughter for a red tablecloth, a hen and a handful of cigarettes; Answers will vary

3.

Answers will vary

4.

Answers will vary

5.

Possible answer: Some people might appreciate the direct note from the author and others might find it distracting.

22

EASY MARKING ANSWER KEY



Tale of Despereaux

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** 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.
- **RSFS.4.3** 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.4.4** 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.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** 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 related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases 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.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.