



CC2320

GRADES  
**3-4**

Literature Kit™

# The Chocolate TOUCH

By Patrick Skene Catling

Aligned to  
your  
State  
Standards

Literary  
Classic

Based on  
Bloom's  
Taxonomy



 Reproducible

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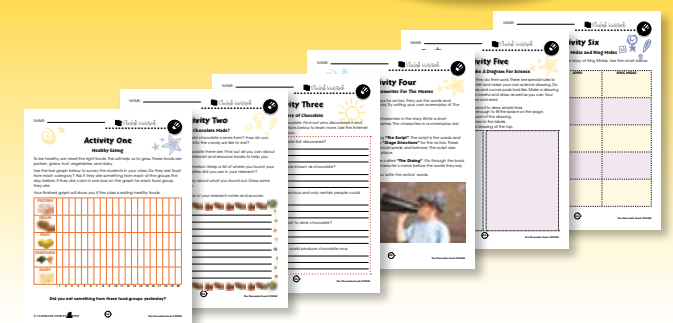
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## GRAPHIC ORGANIZERS .....

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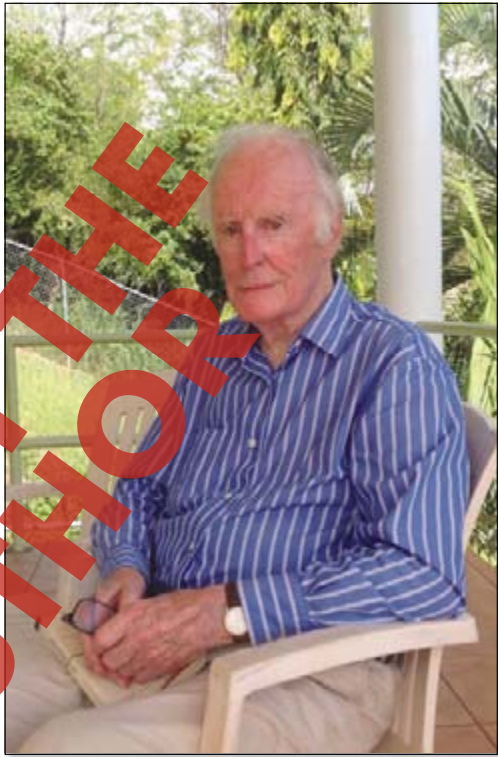


**FREE!**



# Patrick Skene Catling

**P**atrick Skene Catling was born in England in 1925. He lived in London when he was a boy. This was where he began his school days as a young child. He went to college in the United States. Later he joined the RCAF as a navigator. He went on to become a British author. He wrote nine books for children as well as many books for adults. His John Midas books were read in many countries.



Catling had two daughters with his wife Susan. Sadly, his marriage did not last. He wrote for many U.S. and U.K. newspapers. He traveled to different places as a reporter. He covered wars and other events around the world. He went to Greenland and Australia. He met and wrote about famous people. The trumpet player Louis Armstrong was one of them.

*The Chocolate Touch* was published in 1952. It was the very first book that Patrick Skene Catling wrote. Children loved the story of John Midas when it was first released. They were charmed by the amusing story. It is still a well-loved children's story today. Catling went on to write more books about John Midas. Catling also wrote a memoir about his own life. It is called *Better Than Working*.

### Did You Know?

- He was born on Valentine's Day.
- His most famous book is *The Chocolate Touch*.
- There is a whole series of books about John Midas.



# Chapters Two to Three

Answer the questions in complete sentences.

1. Research the story of King Midas. Who was he?  
\_\_\_\_\_
2. Why do you think the author gave John the same last name as King Midas?  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	absentmindedly	in a friendly way	A
2	beckoning	saying no to a request	B
3	heartily	you take this to make you feel better	C
4	declined	making a signal to get someone to see you	D
5	tonic	to get someone to do what you want	E
6	coaxing	wrapping for food	F
7	cellophane	not thinking about what you are doing	G
8	ambled	to walk in a calm and slow way	H



# Chapter Five

1. Finish the paragraph by filling in each blank with the word from these Chapters.

\_\_\_\_\_ hard, John took the end of his \_\_\_\_\_ between his teeth and began to \_\_\_\_\_ it. It immediately \_\_\_\_\_ to chocolate. Then he \_\_\_\_\_ an even more disturbing \_\_\_\_\_. Although he had taken the pencil out of his \_\_\_\_\_ as soon as the first piece of chocolate had \_\_\_\_\_ off, the pencil was continuing to change to chocolate. The chocolate was slowly but steadily moving down the pencil, \_\_\_\_\_ the wood and the lead inside, changing it into a chocolate pencil before John's very eyes. The magic - for John now knew that his \_\_\_\_\_ must be magic - was apparently getting stronger.

2. Choose the best answer for each of the following:

- a) What did Miss Plimsale test the students on?
- A Chemistry
  - B Geography
  - C Spelling
  - D Arithmetic
- b) What problem was John working on when his pencil turned to chocolate?
- A Third
  - B Fourth
  - C Second
  - D First



# Chapter Eight

Answer each question with a complete sentence.

1. The new words described John's condition. How did his condition make him feel?  
\_\_\_\_\_
2. What did John's trumpet and carrying case look like?  
\_\_\_\_\_
3. How much practicing did John do on his trumpet?  
\_\_\_\_\_
4. Why did the orchestra laugh when John played his trumpet?  
\_\_\_\_\_
5. John wanted to play well at rehearsal. Why is the magic still causing things to go wrong for him?  
\_\_\_\_\_
6. John ran from rehearsal. Where did he go?  
\_\_\_\_\_

### Journaling Prompt

John is losing his friends. Children at school are laughing at him and his parents and teachers think he is making up stories. He doesn't even want to eat any more chocolate. What advice would you give to John at this point in the story?



## Chapters 6 to 7

## Make-Belief

The author uses magic as a way to tell his story. This is called "suspension of belief". It means that the story is fantasy. Readers accept it so they can get the message from the story. The first chapters tell us about the main character. We learn that he is greedy about candy. In the story, John is going to learn a hard lesson.

Why did the author use magic to teach John his lesson? How did the magic help the author to tell the story? Do you think John could have learned his lesson without the magic? Write about how you think magic helps the author tell this story.



## Chapters 8 to 9

## Make A Comic Strip

A comic strip is a different way to tell a story. It uses lots of pictures but only a few words. Each picture is an event from the story. The pictures are in boxes and put in the order of events. The words are in "balloons" above the pictures.

In Chapters 8 and 9, many things happen to John. Draw 6 to 8 boxes on your page to make it look like a comic strip. Think of the main events and make a picture of each one. Add details from the story to your comic strip. Check that the pictures are in the order they happened. Include some dialog. Be sure to add a good title to your finished comic strip.



## Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

buttercup	elixir	magic	tonic
candy	glove	marvelous	touch
chocolate	greedy	quaver	trumpet
cranium	honesty	storekeeper	unselfish

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



## Comprehension Quiz

- How did Susan react when John bit her silver dollar? 5
- Describe how John felt when the magic started to get stronger. 3
- Why did John offer to skip with Susan and her friends? 1
- Why didn't people believe John when he told them the truth? 2
- In Chapter 10, John tells the doctor how he is feeling. Describe his symptoms. 3
- Why did the storekeeper make John mad? 2
- What were the two important things that John learned in this story? 2

SUBTOTAL: /18

## Write a Book Report

Fill out the chart below to write your book report. Finish your report with some of your own thoughts about the book.

Title:	Author:	Date Published:	Setting:
<b>Characters:</b>			
<b>Challenge or Problem:</b>			
<b>Plot:</b>			
<b>Resolution (Ending):</b>			
<b>Conclusion:</b>			

NAME: \_\_\_\_\_

After You Read 



## Chapter Four

Answer each question with a complete sentence.

- John would chew holes in his glove when he was thinking hard. What happened to his glove now?  
\_\_\_\_\_
- What was the first bad thing that happened when John got to school that day?  
\_\_\_\_\_
- John was starting to feel like he had enough chocolate for a while. Why was he starting to get thirsty?  
\_\_\_\_\_
- What was Spider's reaction when he tasted the glove? What did it taste like to him?  
\_\_\_\_\_
- Why was John reluctant to bite the silver dollar?  
\_\_\_\_\_

### Journaling Prompt

People are starting to get angry with John. His sister, Spider and Susan are all upset with him now. Imagine you are one of John's friends. How would you react to his new magic?

1.

When he chewed on his glove, it tasted like chocolate instead of leathery.

2.

The first bad thing that happened at school was that he bit right through the silver dollar coin that Susan got for her birthday.

3.

He was getting thirsty because he had too much chocolate.

4.

Spider's reaction was "disgusting". He thought it tasted worse than leather, like mud pies, snowballs & old dogs.

5.

Answers will vary, but may include: John thought the silver dollar would turn to chocolate in his mouth.

### Vocabulary

#### Across

- concentrating
- scuffling
- dismay
- chorused

#### Down

- cautioned
- treadle
- nozzle
- surveyed
- smear
- restored

1.

- Concentrating
- pencil
- nibble
- turned
- noticed
- change
- mouth
- crumbled
- replacing

4.

power

2.

a)  D

b)  C

21



1.

When Miss Plimsole walked in, the students' chattering and scuffling stopped and they all sat straight in their chairs and looked ahead.

2.

The children groaned and complained because they were going to have a test.

3.

John asked to leave class for a drink of water because his mouth was full of the taste of chocolate.

4.

John was worried about the water from the fountain turning into chocolate water.

5.

John's power was getting stronger because when he put the pencil in his mouth, instead of just the tip turning into chocolate, the entire pencil turned.

6.

Answers will vary, but may include: Miss Plimsole told John to hush because he was disturbing the other students while they finished the test.

22

19

20

## The Chocolate Touch

---

- **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.

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