



Open Court  
Reading

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**WEEK 1** Think about It


Before reading *Riding Freedom*, think about the following questions:

- How do you show respect to others?
- How do you show respect to animals?
- Is respect something that is earned or given? Why?
- Who are people you respect? Why?

Discuss your thoughts with others during Workshop. As you discuss *Riding Freedom*, think about these ideas as you read. Post any new ideas or questions about Respect on the .

## Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 1–2 of *Riding Freedom*.

 (or' f nij) n. a place where children without parents live together until they are adopted or grow up (Chapter 1)

 (n ' chûr) n. the way a person usually acts or thinks; a person's character (Chapter 1)



Write an ending to each sentence.

1. The couple went to the orphanage to...

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2. My nature is...

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3. I pestered my teacher about...

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4. In the pasture, I saw...

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5. Inside each stall was...

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6. I would name a filly \_\_\_\_\_ because...

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**COMPREHENSION** Read Chapters 1–2 of *Riding Freedom*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. In the first chapter, Vern tells Charlotte, “That boy is full of no respect for horses.” What story details support this statement? (Chapter 1)

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8. Give examples from the story of how Charlotte shows compassion. Explain how Charlotte's actions lead to her decision to leave. (Chapters 1, 2)

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9. How does the illustration of Charlotte and Hayward help you understand where they are or how they are feeling? (Chapter 1)

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## Wrap It Up

At the end of the week, review the vocabulary and questions that have been posted on the  . Write a prediction about what will happen to Charlotte.

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6. The Smith family considered many destinations for spring break. What destinations would you suggest?

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**COMPREHENSION** Read Chapters 3–4 of *Riding Freedom*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. What does Charlotte do to change her appearance? What story details support your answer? (Chapter 3)

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8. What does Charlotte do to let Vern know she makes it to Concord? Do her actions show appreciation and respect? Why or why not?

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9. How do you think Vern knows she makes it to Concord? Do her actions show appreciation and respect? Why or why not?



8. How is Ebenezer generous to Charlotte? (Chapter 5)

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9. What does Charlotte do when Mr. Millshark is a passenger? How does she feel? Why? (Chapter 6)

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## Wrap It Up



## WEEK 4 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapters 7–8 of *Riding Freedom*.

**e** (en th ' z a' z m) n. a feeling of great energy and excitement (Chapter 7)

**d** (di' f t d) adj. to look beaten or on the losing side (Chapter 7)

**p** (pros' pekt) n. the possibility of something good happening (Chapter 7)

**n** (tem' p râr' ) adj. lasting only a short time; not permanent (Chapter 7)

**s** (kon f ' zh n) n. a scene in which things are going every direction (Chapter 7)

**h** (r ' luk' t nt l ) adv. in a way that is unsure or not willing, but then gives in (Chapter 8)

Write an ending to each sentence.

1. I have enthusiasm for...

\_\_\_\_\_

2. She looked defeated when...

\_\_\_\_\_

3. I am happy about the prospect that...

\_\_\_\_\_

4. This job is temporary because...

\_\_\_\_\_

5. In the confusion, I lost...

\_\_\_\_\_

6. My mom reluctantly let me...

\_\_\_\_\_

**COMPREHENSION** Read Chapters 7–8 of *Riding Freedom*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. Why does Charlotte decide to go to California? Which reason is most important to her? (Chapter 7)

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8. Why does Ebenezer show such devotion to Charlotte? (Chapter 7)

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9. What big event happens to Charlotte soon after she arrives in California? What does she do next? (Chapter 8)

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## Wrap It Up

At the end of the week, review the vocabulary and any additional questions you have about the story. Write a prediction about what will happen next to Charlotte. Give details from the story to support your prediction.

## WEEK 5 Read about It

**VOCABULARY** Review the following vocabulary words and definitions from Chapter 9 to the end of *Riding Freedom*.

**s** (sûr' v d) v. form of the verb **s** to look all over carefully  
(Chapter 9)

**s** (sub' stan sh l) adj. having a large amount of something  
(Chapter 9)

**s** (k n ten' t d) adj. happy and not wanting of anything (Chapter 9)

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**COMPREHENSION** Read Chapter 9 to the end of *Riding Freedom*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. Why does Charlotte buy the small parcel of land west of her property? What does that action tell us about Charlotte? (Chapter 9)

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8. Why does Charlotte want to vote? Use story details to support your answer. (Chapter 10)

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9. Do you think men in the voting line will respect Charlotte's opinion if they know she is a woman? Why or why not? Find details in the story to support your ideas. (Chapter 10)

## WEEK 6 Talk about It

**COMPREHENSION** Answer the following questions to check your understanding. Write your answers on the lines.

1. How does Charlotte earn the respect of others?

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2. Do you think Charlotte has integrity? Why or why not?

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3. When Charlotte talks to the woman about the right to vote in chapter 7, Charlotte tells her "You are much braver than me." Do you think this is true? Why or why not?

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## Write about It

Choose a written response to *Riding Freedom* from the following list.

- Create a poster or flier selling seats on a stage coach driven by Charley. It could be for the east coast line or west coast line. Be sure to tell why Charley is the most qualified driver!
- Write a letter from Charlotte to Hayward or Ebenezer telling about the ranch she buys.

Use the following steps to write:

**PREWRITING** Write your ideas for writing in note form. Think about the audience of the writing—whether it is a person from the 1800s wanting a stage driver or the person to whom Charlotte is writing. Think about the purpose of the writing—to sell stage coach rides or to tell news to a friend. Put ideas that are alike together and cross out ideas that do not belong or are repeats.

**DRAFTING** Write a draft poster or letter. Be sure to include all the details from your notes. Get all your ideas written into sentences. If you are unsure of spelling or grammar, just circle or underline each instance and keep writing.

**REVISING** Reread your draft. Does it make sense? Should some details be rearranged? Would additional details add something to your writing? If you are making a poster or flier, consider adding a large heading to get people's attention. If you are writing a letter, make sure you have all the parts of a friendly letter, such as date, greeting, and signature.

**EDITING** Read through your revised draft. Look for spelling errors, missing punctuation, or grammatical mistakes.

**PUBLISHING** Make a clean copy of your edited draft. Add a picture or color to make it more interesting, if you wish.

## Wrap It Up

At the end of the week, share and discuss your writing with others. Discuss any final questions you have about the story or the theme of respect. List any new ideas or questions about Respect you learned from



# Challenge Novels

Grade 3



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**WEEK 1** Think about It



# Read about It

VOCABULARY Review the following vocabulary words and definitions from Chapters 1–3 of *The Mouse and the Motorcycle*.

perplexed (pûr' plekst) adj. confused and not sure of the truth (Chapter 1)

eagerly ('gûr l) adv. in a way that is excited or interested (Chapter 2)

reckless (rek' les) adj. without thinking about dangers; causing safety problems (Chapter 2)

craved (kr vd) v. form of the verb crave: to have a strong desire for (Chapter 2)

remorseful (r mors' f l) adj. sorry; feeling bad for something done (Chapter 3)

hearty

COMPREHENSION Read Chapters 1–3 of *The Mouse and the Motorcycle*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. Why does Mrs. Gridley think there are mice in the hotel? (Chapter 1)

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8. Why does Ralph prefer more children to stay in the room? (Chapter 2)

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9. How does Ralph feel stuck inside the wastebasket? How does he try to get out? (Chapter 3)

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## Wrap It Up

At the end of the week, review the vocabulary and questions that have been posted on the

## WEEK 2 Read about It

VOCABULARY Review the following vocabulary words and definitions from Chapters 4–5 of

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COMPREHENSION Read Chapters 4–5 of *The Mouse and the Motorcycle*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. How does Ralph get out of the wastebasket? (Chapter 4)

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8. How does Ralph feel about riding the motorcycle? How does Keith feelang (en-U

VOCABULARY

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COMPREHENSION Read Chapters 6–8 of *The Mouse and the Motorcycle*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. Why does Ralph’s mother choose the hotel for a habitat instead of the woods? (Chapter 6)

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8. What happens to Ralph when the maid comes in the room to clean? (Chapter 7)

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9. What is a possible danger when the mice in the hotel have a family reunion? What would happen if they are discovered by humans? Why? (Chapter 8)

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## Wrap It Up

At the end of the week, review the vocabulary and any additional questions you have about the story. Think about what Keith says to Ralph at the end of Chapter 8. Write a prediction about what Ralph will do next to make up for losing Keith’s motorcycle.

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COMPREHENSION Read Chapters 9–10 of *The Mouse and the Motorcycle*.  
As you read, answer the following questions to check your understanding.  
Write your answers on the lines.

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COMPREHENSION Read Chapters 11–13 of *The Mouse and the Motorcycle*. As you read, answer the following questions to check your understanding. Write your answers on the lines.

7. How does Ralph feel when the girls find him? Why do you think they are not scared? (Chapter 11)

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8. How does Ralph get the aspirin from the first floor to Keith on the second floor? (Chapter 12)

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9. How does Ralph's retelling of the night's events differ from what really happened? Why are they different? (Chapter 13)

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## Wrap It Up

At the end of the week, review the vocabulary and any final questions you have about the story. Write about the indigenous animals of the woods in *The Mouse and the Motorcycle*. Think about how the mice fit into the woods habitat. Find details in the story to support your answer.

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## WEEK 6 Talk about It

COMPREHENSION Answer the following questions to check your understanding. Write your answers on the lines.

1. In Chapter 2, we learn that “Ralph’s mother was a great worrier.” Do you think she would be more worried or less worried living in the woods habitat? Why?

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2. How did the human characters interact with the mice? How would you react to finding a mouse in your hotel room? Why?

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3. In Chapter 8, we learn how different rooms in the hotel have different offerings. How does the food differ? If you were in Ralph’s family, where would you want to live in the hotel? Why?

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## Write about It

Choose a written response to *The Mouse and the Motorcycle* from the following list .

- Rewrite your favorite scene from the book as a play. Think about the setting and the characters. Picture how to tell the story through dialogue, props, and movements.
- Create a travel brochure for the Mountain View Inn where Keith and his family stay. Be sure to describe all the beauty of the woods that surround the hotel, as well as the hotel building.

Use the following steps to write:

**PREWRITING** Review examples of plays and travel brochures to plan formatting and layout. If you are writing a play, reread your favorite scene. Write notes about important actions and words. If you are making a travel brochure, visualize the hotel in the mountains and write what you see, hear, taste, smell, and feel. Put ideas that are alike together and organize notes in a sequence that makes sense.

**DRAFTING** Write the scene as a play or write descriptions for the travel brochure. Be sure to include the details from your notes. Get all your ideas written into sentences or into the correct form or layout. If you are unsure of spelling or grammar, just circle or underline each instance and keep writing.

**REVISING** Reread your draft. Does it make sense? Would additional details add something to your writing? Should some details be rearranged? If you are writing a scene in a play, consider adding stage directions and descriptions of the setting. If you are writing a travel brochure, make sure it follows the correct layout and add headings to highlight the important features.

**EDITING** Read through your revised draft. Look for spelling errors, missing punctuation, or grammatical mistakes.

**PUBLISHING** Make a clean copy of your edited draft. Read or act out your play with others. Add pictures or use a computer to type sections