



VOLUME 1

MIDDLE SCHOOL TEACHER'S GUIDE

Must-Do/May-Do List for *Anne of Green Gables*

Sarah Collinge



Read Side by Side
9514 180th St. SE
Snohomish, WA 98296
425-412-3724
www.readsidebyside.com

Anne of Green Gables

Must-Do List

To be used as seat work on book club meeting days or as an entry task.

1. Important Quotes

_____ Rewrite each of the quotes from quadrant 1 in your own words by paraphrasing.

_____ Rewrite each of the quotes from quadrants 2 and 3 in your own words by paraphrasing.

2. Vocabulary Practice

_____ Complete the vocabulary assignment for quadrant 1.

_____ Complete the vocabulary assignment for quadrants 2 and 3.

May-Do List

To be used when the above MUST-DO tasks are complete.

3. Fluency Practice

_____ Practice reading a selected passage from quadrant 1 aloud with appropriate phrasing, expression, and pacing.

_____ Practice reading a selected passage from quadrants 2 and 3 aloud with appropriate phrasing, expression, and pacing.

4. Outside Text

_____ Read an outside text that is related to the book you are reading. Complete any assignments your teacher has given to go with the article.

_____ Visit the school or classroom library and select a book or magazine to read independently.

5. Write

_____ Writers get ideas from reading. Spend time writing your own story, report, or persuasive letter and then find someone to share your writing with!

_____ Other:

Important Quotes

Anne of Green Gables, Quadrant 1

Quote 1

Put the quote in your own words by paraphrasing.

“The whitewashed walls were so painfully bare and staring that she thought they must ache over their own bareness ... The whole apartment was of a rigidity not to be described in words, but which sent a shiver to the very marrow of Anne’s bones” (p. 36–37).

In your own words/paraphrase:

Quote 2

Put the quote in your own words by paraphrasing.

“Pity was suddenly stirring in her heart for the child. What a starved, unloved life [Anne] had had—a life of drudgery and poverty and neglect” (p. 52).

In your own words/paraphrase:

Quote 3

Put the quote in your own words by paraphrasing.

“Matthew took a fancy to her. And I must say I like her myself—although I admit she has her faults. The house seems a different place already. She’s a real bright little thing” (p. 74).

In your own words/paraphrase:

Quote 4: Choose an important quote from quadrant 1.

Quote:

In your own words/paraphrase:

Important Quotes

Anne of Green Gables, Quadrants 2 and 3

Quote 5

Put the quote in your own words by paraphrasing.

“Kindred spirits are not so scares as I used to think. It’s splendid to think there are so many of them in the world” (p. 175).

In your own words/paraphrase:

Quote 6

Put the quote in your own words by paraphrasing.

“in the sudden stab of fear that pierced to [Marilla’s] very heart she realized what Anne had come to mean to her ... now she knew as she hurried wildly down the slope that Anne was dearer to her than anything on earth” (p. 202).

In your own words/paraphrase:

Quote 7

Put the quote in your own words by paraphrasing.

“It makes you feel very virtuous when you forgive people ... I mean to devote all my energies to being good after this ...” (p. 236).

In your own words/paraphrase:

Quote 8: Choose an important quote from quadrants 2 and 3.

Quote:

In your own words/paraphrase:

Vocabulary Practice

Anne of Green Gables, Quadrant 1

Choose 2 adjectives from the list.

Use the adjective definition stem: _____ means _____ such as _____.

- Meek (pp. 10, 35, 84)
- Contented (p. 11)
- Reluctant (p. 33)
- Providential (pp. 55, 73)
- Enchanted (pp. 70, 84)

Choose 1 verb from the list.

Use the verb definition stem: *To* _____ means to _____ as when _____.

- Reconcile (p. 34)
- Indulge (p. 52)
- Disgraced (p. 78)

Choose 1 adverb from the list.

Use the adverb definition stem: _____ means _____ such as _____.

- Stormily (p. 33)
- Reproachfully (pp. 34, 37)
- Resolutely (p. 39)
- Vehemently (p. 76)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A* _____ is a _____ that _____ such as _____.

Verb: *To* _____ means to _____.

Adjective: _____ means _____ such as _____.

Adverb: _____ means _____ such as _____.

Vocabulary Practice

Anne of Green Gables, Quadrants 2 and 3

Choose 2 verbs from the list.

Use the verb definition stem: *To _____ means to _____.*

- Confide (p. 106)
- Meddle (p. 108)
- Resent (pp. 126, 124)
- Amuse (p. 174)
- Transfigure (p. 217)
- Cultivate (p. 227)
- Romance (p. 246)

Choose 2 nouns from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Vanity (p. 89)
- Revelation (pp. 94, 202)
- Falsehood (pp. 109, 110, 117)
- Remorse (p. 114)
- Rigmarole (p. 115)
- Misgivings (p. 120)
- Tableau (p. 125)
- Scapegoat (p. 128)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

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|--------------------|--|--|--|-----------------|
| Word: 1. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

| | | | | |
|--------------------|--|--|--|-----------------|
| Word: 2. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 3. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 4. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 5. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 6. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 7. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 8. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 9. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|---------------------|--|--|--|-----------------|
| Word: 10. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

Fluency Practice

Anne of Green Gables, Quadrant 1

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make the reading more interesting and easier to comprehend.

Excerpt from pages 30–31:

She opened her eyes / and looked around her. // They were on the crest of a hill. // The sun had set some time since, / but the landscape was still clear / in the mellow afterlight. // To the west / a dark church spire / rose up against a marigold sky. // Below / was a little valley / and beyond / a long, / gently-rising slope / with snug farmsteads scattered along it. // From one to another / the child's eyes darted, / eager / and wistful. // At last / they lingered on one away to the left, / far back from the road, / dimly white with blossoming trees / in the twilight of surrounding woods. // Over it, / in the stainless southwest sky, / a great crystal-white star was shining / like a lamp of guidance / and promise ... //

... With a sigh of rapture she relapsed into silence. // Matthew stirred uneasily. // He felt glad that it would be Marilla / and not he / who would have to tell this waif of the world / that the home she longed for / was not to be hers at all. // They drove over Lynde's Hollow, / where it was already quite dark, / but not so dark / that Mrs. Rachel could not see them / from her window vantage, / and up the hill / and into the long lane of Green Gables. // By the time they arrived at the house / Matthew was shrinking from the approaching revelation / with an energy he did not understand. // It was not of Marilla / or himself he was thinking / or of the trouble this mistake was probably going to make for them, / but of the child's disappointment. // When he thought of the rapt light / being quenched in her eyes / he had an uncomfortable feeling / that he was going to assist at murdering something—/ much the same feeling / that came over him when / he had to kill a lamb / or calf / or any other innocent little creature. //

The yard was quite dark / as they turned into it / and the poplar leaves were rustling / silkily all round it. //

"Listen to the trees talking in their sleep," / she whispered, / as he lifted her to the ground. // "What nice dreams they must have!" //

Then, / holding tightly to the carpetbag / which contained / "all her worldly goods," / she followed him into the house. //

Fluency Practice

Anne of Green Gables, Quadrants 2 and 3

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make the reading more interesting and easier to comprehend.

Excerpt from page 151:

[Anne] flung herself into her studies heart / and soul, / determined not to be outdone in class by Gilbert Blythe. // The rivalry between them was soon apparent; / it was entirely good-natured / on Gilbert's side; / but / it is much to be feared that the same thing could be said of Anne, / who had certainly / an unpraiseworthy tenacity / for holding grudges. // She was as intense in her hatreds as in her loves. // She would not stoop to admit / that she meant to rival Gilbert in school work, / because that would have been to acknowledge his existence / which Anne persistently ignored; / but / the rivalry was there / and honors fluctuated between them. // Now / Gilbert was head of the spelling class; / now / Anne, / with a toss of her long red braids, / spelled him down. // One morning / Gilbert had all his sums done correctly / and had his name written on the blackboard / on the roll of honor; / the next morning / Anne, / having wrestled wildly with decimals the entire evening before, / would be first. // One awful day / they were ties / and their names were written up together. // It was almost as bad as a "take-notice" / and Anne's mortification / was as evident as Gilbert's satisfaction. // When the written examinations / at the end of each month / were held / the suspense was terrible. // The first month / Gilbert came out three marks ahead. // The second / Anne beat him by five. // But / her triumph was marred by the fact / that Gilbert congratulated her heartily / before the whole school. // It would have been ever so much sweeter / to her / if he had felt the sting of his defeat. //

Outside Text

Anne of Green Gables

Learn about Lucy Maud Montgomery's inspiration for the Anne of Green Gables series:

- <https://www.anneofgreengables.com/blog-posts/ellen-the-orphan-that-inspired-anne-of-green-gables>

Then, go on to learn about British “home children”:

- <https://www.thecanadianencyclopedia.ca/en/article/children-lost-and-found-feature>

Notes:

Important Quotes

| | Points |
|--------|--------|
| 1 | /2 |
| 2 | /2 |
| 3 | /2 |
| 4 | /2 |
| 5 | /2 |
| 6 | /2 |
| 7 | /2 |
| 8 | /2 |
| Total: | /16 |

0 = no attempt
1 = incomplete
2 = complete

Vocabulary

| | Points |
|--------|--------|
| 1 | /2 |
| 2 | /2 |
| 3 | /2 |
| 4 | /2 |
| 5 | /2 |
| 6 | /2 |
| 7 | /2 |
| 8 | /2 |
| 9 | /2 |
| 10 | /2 |
| Total: | /20 |

0 = no attempt
1 = incomplete
2 = complete

Quadrant 1 Book Club Meeting

| | Points |
|--|--------|
| I came prepared with my things. | /2 |
| I completed all my assignments on time. | /2 |
| I came prepared with a question to present to the group. | /2 |
| I participated by listening to my peers. | /2 |
| I was polite and respectful. | /2 |
| I shared my thinking with the group at least two times. | /2 |
| I demonstrated deep thinking. | /2 |
| Total: | /14 |

Quadrant 2 and 3 Book Club Meeting

| | Points |
|--|--------|
| I came prepared with my things. | /2 |
| I completed all my assignments on time. | /2 |
| I came prepared with a question to present to the group. | /2 |
| I participated by listening to my peers. | /2 |
| I was polite and respectful. | /2 |
| I shared my thinking with the group at least two times. | /2 |
| I demonstrated deep thinking. | /2 |
| Total: | /14 |

Quadrant 4 Book Club Meeting

| | Points |
|--|--------|
| I came prepared with my things. | /2 |
| I completed all my assignments on time. | /2 |
| I came prepared with a question to present to the group. | /2 |
| I participated by listening to my peers. | /2 |
| I was polite and respectful. | /2 |
| I shared my thinking with the group at least two times. | /2 |
| I demonstrated deep thinking. | /2 |
| Total: | /14 |

0 = no attempt

1 = incomplete

2 = complete