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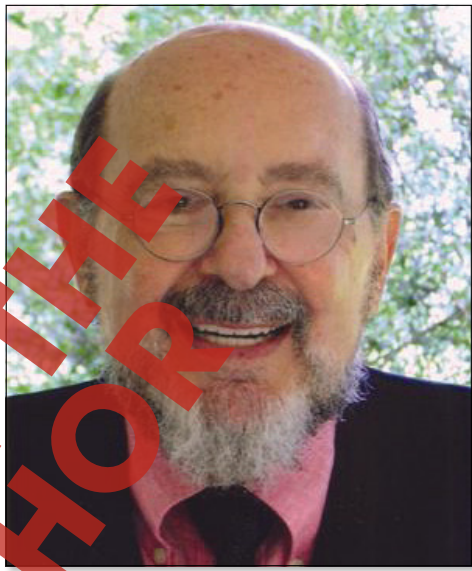
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## Robert Kimmel Smith

**R**obert Kimmel Smith was born on July 31, 1930. He lives in Manhattan, New York. He has been a writer for fifty years. *Chocolate Fever* was his first children's book. It sold a lot of copies. He wrote other stories too. One book is called *The War With Grandpa*. Another book he wrote is called *Mostly Michael*. He also wrote *Squeaky Wheel*.



Smith gets ideas from things around him. Ideas come from his childhood. Ideas also come from his family. Ideas also come from children at schools. Smith likes to talk to children at schools. He wants them to love writing as well. He uses funny facts, love, and family in his stories. He likes to hide lessons in his stories. He wants kids to be good towards others. He wants them to enjoy life!

### Did You Know?

- Smith went to Brooklyn College in 1947. He was in the U.S. Army from 1951 to 1953.
- He won many awards. The Dorothy Canfield Fisher Children's Book Award. The South Carolina Children's Book Award. The Young Hoosier Book Award. The Nene Award.
- Smith's love of writing happened by accident. He was reading a bedtime story with his daughter.



## Chapter Three

Answer the questions in full sentences.

1. Imagine your friends were laughing in class, but you were not. How do you think this would make you feel?  
\_\_\_\_\_  
\_\_\_\_\_
2. What would you do if you felt sick on a school day?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

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

1	Riot	Squint or look at something.	A
2	Chortled	Easy to break.	B
3	Appreciate	To laugh.	C
4	Peered	Respect or think well of.	D
5	Delicate	To be serious.	E
6	Phenomenon	A rare event.	F
7	Glanced	A loud group.	G
8	Earnestly	Look with a thoughtful eye.	H



## Chapter Five

1. Finish the paragraphs by filling in each blank with the right word from this Chapter.

Dr. Fargo took Henry to the \_\_\_\_\_ table and switched on the big lamp. For a full five minutes he said nothing but "hmmmm" and "hah" as he poked and \_\_\_\_\_ Henry. He looked at every big brown spot and at all the \_\_\_\_\_ spots in between the brown spots. He looked with a \_\_\_\_\_ glass and without a magnifying glass. In Henry's eyes and ears and nose and even under his \_\_\_\_\_. Finally he said, "I don't know any more than when I started. They look just like your \_\_\_\_\_ big brown spots... except, of course, in the whole history of the \_\_\_\_\_ world there has never been a case of big brown spots before."

"I'm \_\_\_\_\_," said Henry.

"I'm Dr. Fargo," said the doctor, "that much I know."



## Chapter Eight

Answer each question with a full sentence.

1. Where does the story start in Chapter 8?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why is Henry willing to leave Mac?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do you think Henry didn't want to eat the chocolate cake?  
\_\_\_\_\_  
\_\_\_\_\_
4. How would you describe Mac's personality?  
\_\_\_\_\_  
\_\_\_\_\_
5. How do you think Henry's parents would feel about him running away?  
\_\_\_\_\_  
\_\_\_\_\_
6. Why did Mac urge Henry to call home?  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

Mac and Henry talk about being looked at. Henry does not like it because of his brown spots. Mac says it makes him feel happy. Tell what is important about the life lesson that Mac shares with Henry.



## Chapters 1 to 2

### Cover Art

Look at the picture on the book cover. It is used to catch the eye of the reader. It also shows something important about the story. This can be the main character. It can be the setting. Or it can be the story topic.

Draw your own picture for the story *Chocolate Fever*. Use important things from the story. This should make the reader want to read your book.

Be sure to put the title and author on your cover as well.



## Chapters 3 to 4

### Foreshadowing

When an author hints it is called foreshadowing. Mr. Pangalos smelled chocolate milk. Nurse Molly smelled cocoa.

How are these hints of foreshadowing?

What does the author want you to think? Keep an eye on the next few chapters!

Did you see that the author used these clues? Was it a surprise? Explain.



## Word Search Puzzle

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

barking	doctor	nurse	schoolyard
chocolate	fever	phenomenon	spots
cinnamon	hijacked	respect	vanilla
diesel	hospital	running	

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



## Comprehension Quiz

Answer each question with a full sentence.

- Name three ways that Henry liked to eat chocolate. 30  
\_\_\_\_\_
- Tell how Henry was feeling when he went to school. 3  
\_\_\_\_\_
- What did Mr. Pangalos think that Henry had? 4  
\_\_\_\_\_
- What sound happened when Henry visited Nurse Farthing? 1  
\_\_\_\_\_
- What did Doctor Fargo send to the laboratory to be tested? 1  
\_\_\_\_\_
- Describe how Henry felt when the Doctors heard of his new disease. 1  
\_\_\_\_\_
- Where is the one place Henry didn't want to go back to when he ran away? 2  
\_\_\_\_\_

SUBTOTAL: /13

## Reading Detective

What did you think was special in the story?

- Characters Actions • Characters Words • Character Relationships
- Setting • Events • Problems • Solutions

Pick clues you like from the story. Tell what you think about them.



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

After You Read 



## Chapter Four

Answer each question with a full sentence.

1. Why did Nurse Farthing make Henry and his teacher wipe their feet?

\_\_\_\_\_  
\_\_\_\_\_

2. Why did Nurse Farthing ask if Henry had the measles or chickenpox before?

\_\_\_\_\_  
\_\_\_\_\_

3. What made Henry feel a little better when in the infirmary?

\_\_\_\_\_  
\_\_\_\_\_

4. What are the different ways the author uses the word 'pop'?

\_\_\_\_\_  
\_\_\_\_\_

5. What started to happen to Henry's brown spots?

\_\_\_\_\_  
\_\_\_\_\_

6. Nurse Farthing asked questions and looked closely at Henry's spots. What do you think she will do now?

\_\_\_\_\_  
\_\_\_\_\_



**Journaling Prompt**

**Pretend you are Henry's Nurse. Write about Henry's visit. What happened? What did you find? Use proof from the Chapter.**

1.

Nurse Farthing made Henry and his teacher wipe their feet because she liked to keep her infirmary clean and free of germs.

2.

Nurse Farthing asked Henry if he had the measles or chickenpox before so that she could try and figure out what the brown spots were from.

3.

Henry felt a little better in the infirmary when Nurse Farthing ran her fingers through his hair and patted the back of his neck.

4.

The author uses the word 'pop' in many ways including little pops, bigger pops, poppity-pop-pops, and popping.

5.

Henry's brown spots began to grow bigger and bigger. As they grew they made a popping sound. The brown spots turned into brown lumps from his head to his toes.

6.

Answers will vary.

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### Vocabulary

#### Across

- 1. confused
- 5. Hospital
- 6. prodded
- 8. twitched
- 9. cantaloupe

#### Down

- 1. calmly
- 2. frightened
- 3. mustache
- 4. impossible
- 7. ouch

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1.

a) examining

b) prodded

c) bare

d) magnifying

e) tongue

f) typical

g) civilized

h) frightened

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1.

The author called Nurse Molly 'cool as a cantaloupe' because she remained calm.

2.

Mrs. Kimmelfarber stood still with her mouth open staring at Henry because she was in shock that Henry's brown spots began to pop and grow all over his body.

3.

Henry felt better when he held Nurse Molly's hand because it gave him comfort. It is something a parent might do.

4.

Overall, Dr. Fargo presents himself as a confused, sarcastic and funny man. Dr. Fargo came into the examining room acting a bit confused. Additionally, he forgot his own name and at one point during the exam answered Henry's comment of "I'm frightened" with "I'm Dr. Fargo."

5.

Dr. Fargo couldn't believe that the results of Henry's test were that of pure chocolate. He sank into his chair and put the telephone down with a shocked look on his face.

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## Chocolate Fever

- **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.