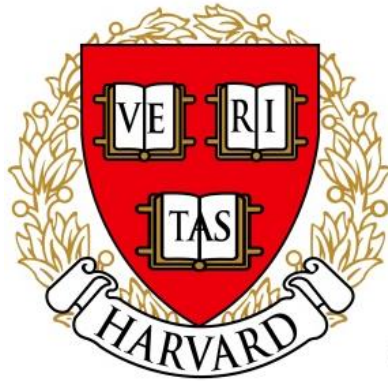




Name \_\_\_\_\_

# 3<sup>rd</sup> Grade ELA Remote Learning Packet

## Week 36



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

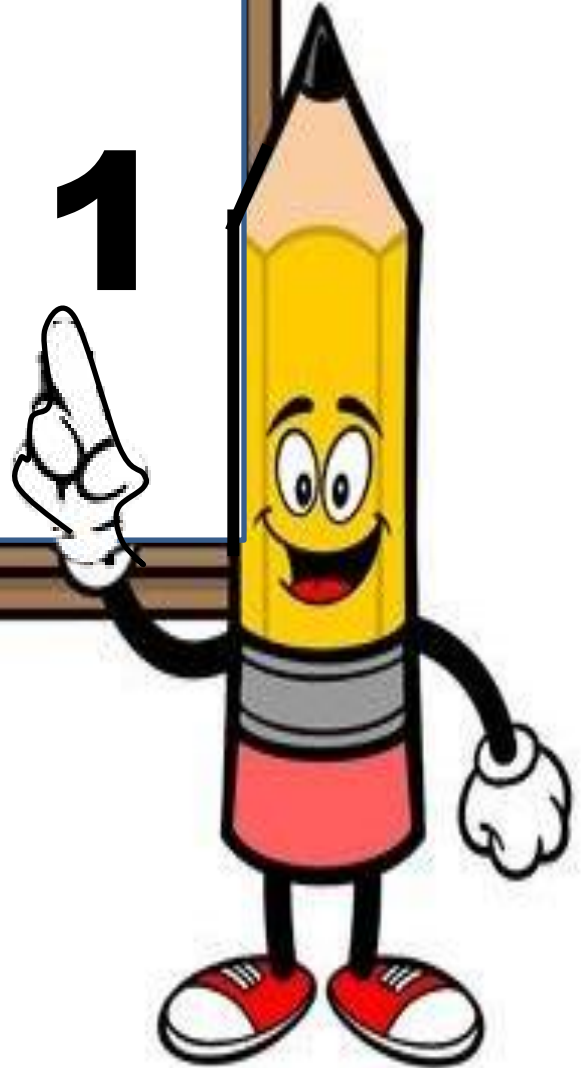
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



## Glossary of Vocabulary Words

Vocabulary Word	Definition
naughty	behaving badly or mischievously
nervous	worried
pride	feeling proud, confident
shrill	high-pitched voice
sinister	mean, evil
sly	clever, smart, or tricky
soothingly	in a kind way
sternly	angrily
stubborn	not willing to give in
thundered	yelled
tidy	clean, neat
uncooperative	not working together, not agreeing to do something
urging	talking someone into doing something

## Glossary of Vocabulary Words

Vocabulary Word	Definition
annoyed	to be upset or irritated
arrogant	overly confident, thinking you are better than someone
bragged	to boast
cockiness	confident, arrogant
compromised	to come to an agreement
dazed	surprised, confused
distracted	not paying attention
enraged	very angry, furious
flattered	to feel pleased or gratified by something or someone
frantically	desperate, wild with excitement
huffed	exhaling, irritated, or angry
jealous	wanting what other people have
madly	really fast, crazy
maternal	motherly
mischievous	causing trouble, sneaky
moped	pout, sulk
muttered	grumbled, complained, mumbled

©BirchTreeLiteracy2020

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

### Our Learning for today:

**LEQ: How can answering questions about the text help me understand the characters and events that occur in the story?**

**Objective: I can answer questions as they relate to a chapter to demonstrate my knowledge of characters and events as they occur in the story.**

#### RL.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

#### RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

#### RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Literary Terms

I can identify the meaning of literary vocabulary. RL3.5

Literary Term	Definition	Picture to help me remember the word
chapter		
dialogue		
characters		
setting		

©BirchTreeLiteracy2020

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard      Yale      Princeton

## Chapter I Character Descriptions

As you read through Chapter I, write a short description of the characters that you meet.

Wendy	
Mrs. Darling	
Mr. Darling	
Mana	
John	
Michael	

©BirchTreeLiteracy2020

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Comprehension Questions for Chapter 1

Answer these questions using the short version of R.A.C.E.

1. What is Neverland?

---

---

---

---

---

---

---

---

---

---

2. Does Mrs. Darling know Peter?

---

---

---

---

---

---

---

---

---

---



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard      Yale      Princeton

# Exit Ticket

<b>Where does this chapter take place?</b>	
<b>Who are the most important characters in this chapter?</b>	

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Homework

Our Toolkit for the day



### RL.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

### RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

### RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Dear Ms. Maisenbacher, My signature is proof that I have reviewed my scholar's ELA homework

---

Parent Signature ☺

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Your Turn

The story of Peter Pan begins as follows:

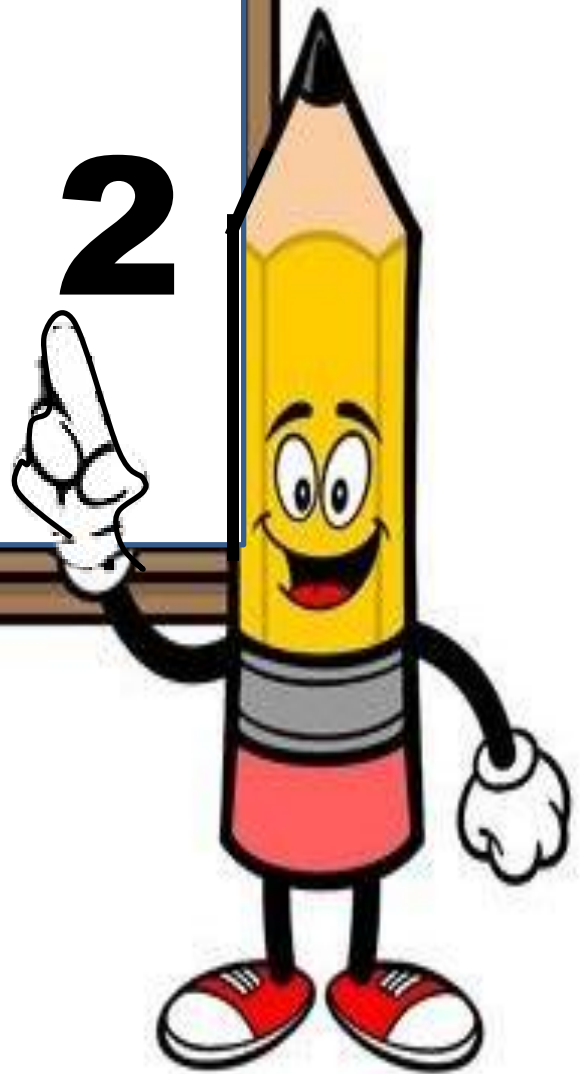
All children grow up. Except one. Wendy learned this when she was playing in the garden one day at the age of 2. She brought her mother a flower, and Mrs. Darling hugged her and said, "Oh, why can't you stay like this forever and ever?" Before that day Wendy didn't realize she wouldn't stay the same

**In this story there is a sense of sadness involved with getting older. What are the benefits (pros) of staying a kid forever and what are the negatives (cons) of staying a kid forever?**

Pros	Cons



# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

### Our Learning for today:

**LEQ: How can answering questions about the text help me understand the characters and events that occur in the story?**

**Objective: I can answer questions as they relate to a chapter to demonstrate my knowledge of characters and events as they occur in the story.**

#### RL.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

#### RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

#### RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 2: Now, Peter! Now!



**Learning Target:** I can describe the setting, characters, and events of Chapter 2 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Comprehension Questions for Chapter 2

Answer these questions using the short version of R.A.C.E.

1. What did Mrs. Darling find on the floor that caused her to discuss Peter with Wendy?

---

---

---

---

---

---

---

---

2. Why do the Darlings go to the dinner party even though Mrs. Darling was afraid that Peter would return?

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton





Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

### Our Learning for today:

**LEQ: How can answering questions about the text help me understand the characters and events that occur in the story?**

**Objective: I can answer questions as they relate to a chapter to demonstrate my knowledge of characters and events as they occur in the story.**

#### RL.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

#### RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

#### RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 3:

## Acorn Kisses and Jealous Fairies



**Learning Target:** I can describe the setting, characters, and events of Chapter 3 in *Peter Pan*.

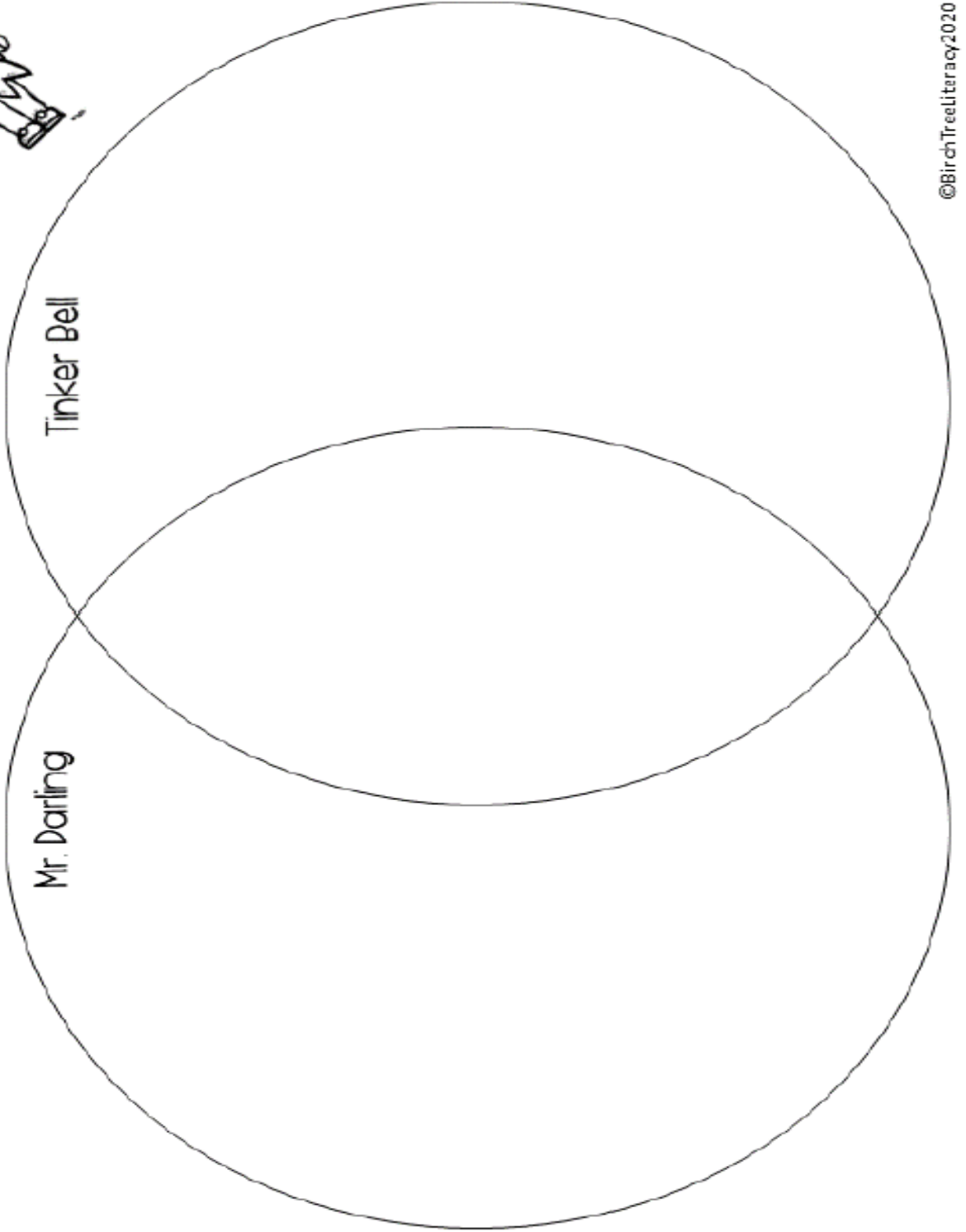
<b>WHERE</b> does this chapter take place?	<b>WHO</b> are the important characters in this chapter?	<b>WHAT</b> are the most important events in this chapter?

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton



Chapter 3 Compare Mr. Darling and Tinker Bell based on what you know from the story so far.



©BirchTreeLiteracy2020

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Comprehension Questions for Chapter 3

1. What is Tink looking for? \_\_\_\_\_

2. Why can't the Darling's understand Tink? \_\_\_\_\_  
\_\_\_\_\_

3. Why was Peter crying? \_\_\_\_\_

4. Why does Wendy *think* Peter was crying? \_\_\_\_\_  
\_\_\_\_\_

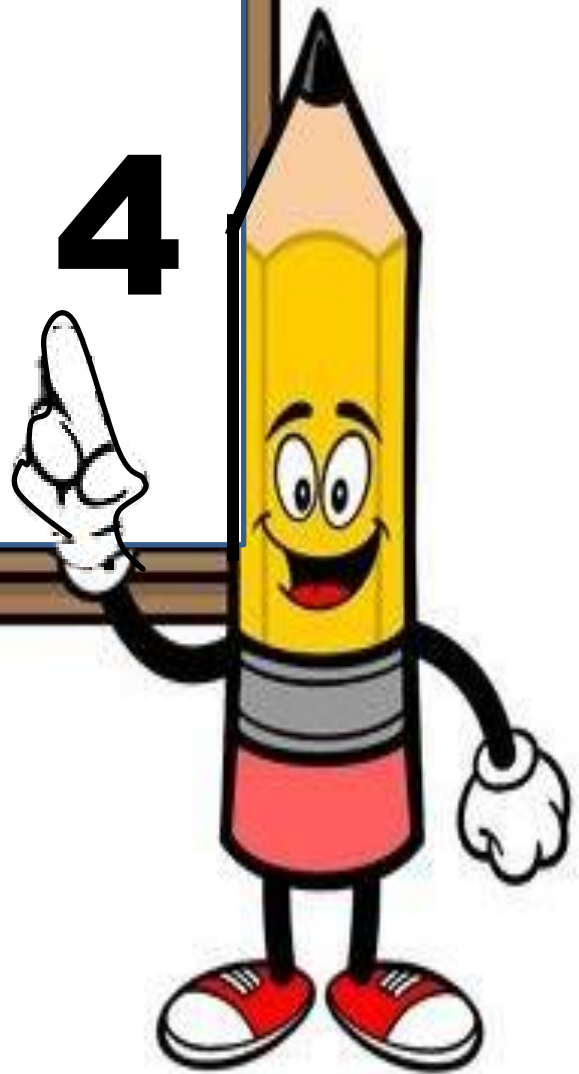
5. How does Peter get his shadow back on? \_\_\_\_\_  
\_\_\_\_\_

6. Where did fairies come from? \_\_\_\_\_  
\_\_\_\_\_

7. How does Tink feel about Wendy? (Use R.A.C.E.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Day # 4**



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

### Our Learning for today:

**LEQ: How can answering questions about the text help me understand the characters and events that occur in the story?**

**Objective: I can answer questions as they relate to a chapter to demonstrate my knowledge of characters and events as they occur in the story.**

#### RL.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

#### RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

#### RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 4: The Birds Leave the Nest




**Learning Target:** I can describe the setting, characters, and events of Chapter 4 in *Peter Pan*.

<b>WHERE</b> does this chapter take place?	<b>WHO</b> are the important characters in this chapter?	<b>WHAT</b> are the most important events in this chapter?

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 5: The Long Flight

 **Learning Target:** I can describe the setting, characters, and events of Chapter 5 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?



Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Comprehension Questions for Chapter 5

1. What are the directions to Neverland? \_\_\_\_\_  
\_\_\_\_\_

2. How did Peter feed the children while flying? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

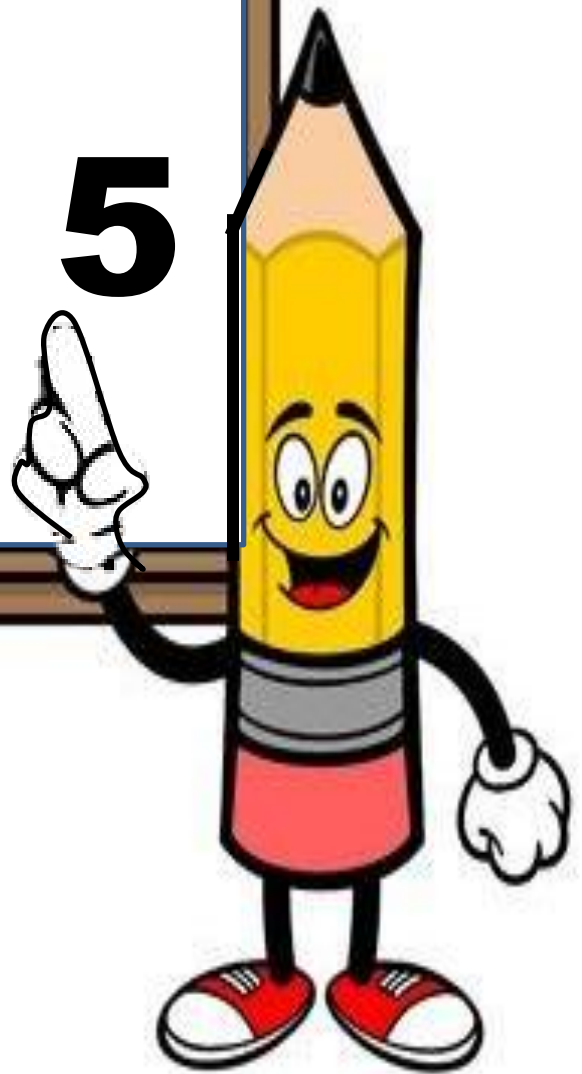
3. How did Peter behave during the journey? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How did the children already know so much about Neverland? (Hint: Find text evidence in Chapter I.) (Use R.A.C.E.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

© BirchTreeLiteracy2020



**Day # 5**

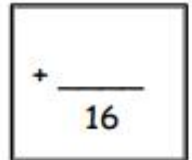


Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

Name: \_\_\_\_\_  
*Peter Pan* Vocabulary Quiz (Chapters 1-5)

Date: \_\_\_\_\_



**DIRECTIONS:** Match each literary vocabulary word to its correct definition.

- |                     |  |
|---------------------|--|
| _____ 1. chapter    | a. a person in a book                                  |
| _____ 2. character  | b. where a story takes place                           |
| _____ 3. event      | c. a quality or characteristic of a person             |
| _____ 4. evidence   | d. a small part of a book                              |
| _____ 5. motivation | e. facts or information                                |
| _____ 6. setting    | f. an important thing that happens                     |
| _____ 7. trait      | g. a reason for acting or behaving in a particular way |

**DIRECTIONS:** Read each sentence from the text. Use context clues, as well as what you've learned during class to help you determine the correct definition. Circle your choice.

8. "Tink," Peter said. "Stand still for a second, would you? Wendy wants to see you, and for you to be her fairy."  
Tinker Bell clinked something angry in reply.  
"She says you are a huge ugly girl, and she can't be your fairy because she is my fairy."  
"Well," Wendy huffed. "She is not very polite."  
Peter had to agree.  
Since Tinker Bell wasn't **cooperating**, Wendy turned her attention back to Peter.

The word *cooperating* means...

- a. to do what you are asked to do
- b. to ignore what you are asked to do
- c. to refuse to do what you are asked to do

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

9. "Let go of me!" Wendy cried. She was very **flattered** to be asked, of course, but she couldn't leave her poor mother.

The word *flattered* means...

- a. to feel angry about something or someone
- b. to feel annoyed by something or someone
- c. to be pleased by something or someone

10. "I don't see what's so funny about it," Peter **huffed**, embarrassed.

The word *huffed* means...

- a. to get excited
- b. to be proud
- c. to get upset

11. And poor Mr. Darling, too. He was frustrated and **jealous**—about other people doing better in the stock market, and about the children loving Nana so very much—possibly more than him.

The word *jealous* means...

- a. not wanting what other people have
- b. taking what other people have
- c. wanting what other people have

12. "You could be a sort of mother to them. You could even tuck them in. None of them has ever been tucked in before."

This was too much for Wendy to resist. She did have very strong **maternal** feelings.

The word *maternal* means...

- a. having to do with being a father
- b. having to do with being a mother
- c. having to do with being a sister

13. Suddenly Wendy screamed. It felt as if someone had pulled her hair!

"That must be Tink," Peter explained. "She certainly is being **naughty** today!"

Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy.

The word *naughty* means...

- a. to behave
- b. to ignore
- c. to misbehave

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

14. Wendy frowned. It suddenly all seemed a bit too real, and risky, now that her brothers were involved. But the **sly** Peter knew how to make her come along. "Did I tell you about the mermaids?" he said.

The word *sly* means...

- a. clever
- b. kind
- c. lazy

15. This was something Mrs. Darling had told the children in the past, so she couldn't very well take it back now. "That's right," she said **soothingly**. "Night lights are the eyes a mother leaves behind at night to watch over her babies."

The word *soothingly* means...

- a. in a kind way
- b. in a mean way
- c. in a rude way

16. "He really is quite messy," said Wendy, who was a very **tidy** child.

The word *tidy* means...

- a. dirty
- b. messy
- c. neat



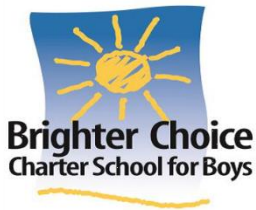
Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

Write the name of the character next to their description. Use each character only once.

Peter	Wendy	Mr. Darling	Michael	Tinker Bell
John	Mrs. Darling	Nana	Hook	

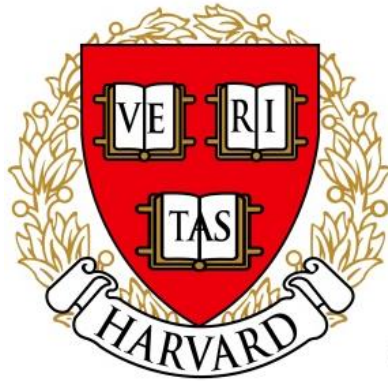
11. The youngest boy who always copied his older brother: \_\_\_\_\_
12. The nanny: \_\_\_\_\_
13. A very jealous fairy: \_\_\_\_\_
14. He felt so guilty when the children left that he stayed in the dog kennel:  
\_\_\_\_\_
15. She fell in love with Peter but could not stay in Neverland: \_\_\_\_\_
16. A man who often worried about "good form": \_\_\_\_\_
17. The main character of the story: \_\_\_\_\_
18. He had always secretly wanted to be a pirate named Red-Handed Jack:  
\_\_\_\_\_
19. The mother of Wendy, John, and Michael: \_\_\_\_\_



Name \_\_\_\_\_

# 3<sup>rd</sup> Grade ELA Remote Learning Packet

## Week 37



---

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

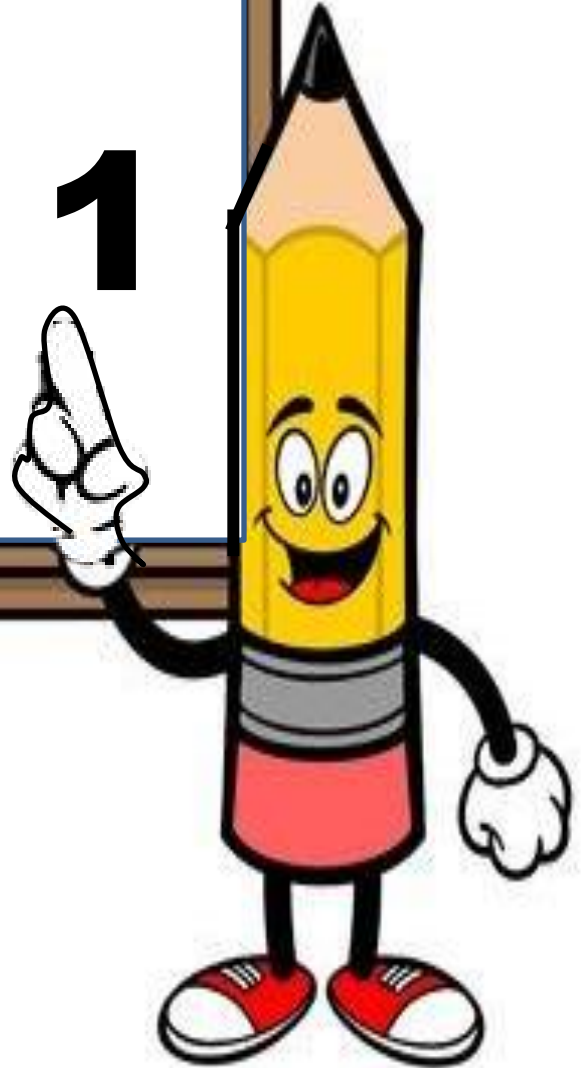
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**





Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## ELA Packet

### Our Learning for today:

**LEQ: How can answering questions about the text help me understand the characters and events that occur in the story?**

**Objective: I can answer questions as they relate to a chapter to demonstrate my knowledge of characters and events as they occur in the story.**

#### RL.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

#### RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events


#### RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 6: Island Come True

 **Learning Target:** I can describe the setting, characters, and events of Chapter 6 in *Peter Pan*.

<b>WHERE</b> does this chapter take place?	<b>WHO</b> are the important characters in this chapter?	<b>WHAT</b> are the most important events in this chapter?

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Comprehension Questions for Chapter 6

1. How does the author use personification at the beginning of the chapter? \_\_\_\_\_  
\_\_\_\_\_

2. How do the Lost Boys get into their cave? \_\_\_\_\_  
\_\_\_\_\_

3. How did Hook accidentally discover the Lost Boys cave?  
\_\_\_\_\_  
\_\_\_\_\_

4. What plan does Hook have to capture the Lost Boys? (Use R.A.C.E.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

Lost Boys

Pirates

Describe the groups  
who live in

**Neverland**

Chapter 6

Indians

Beasts

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Character Analysis

I can describe the characters in a story (traits, motivations, feelings). RL.3.3

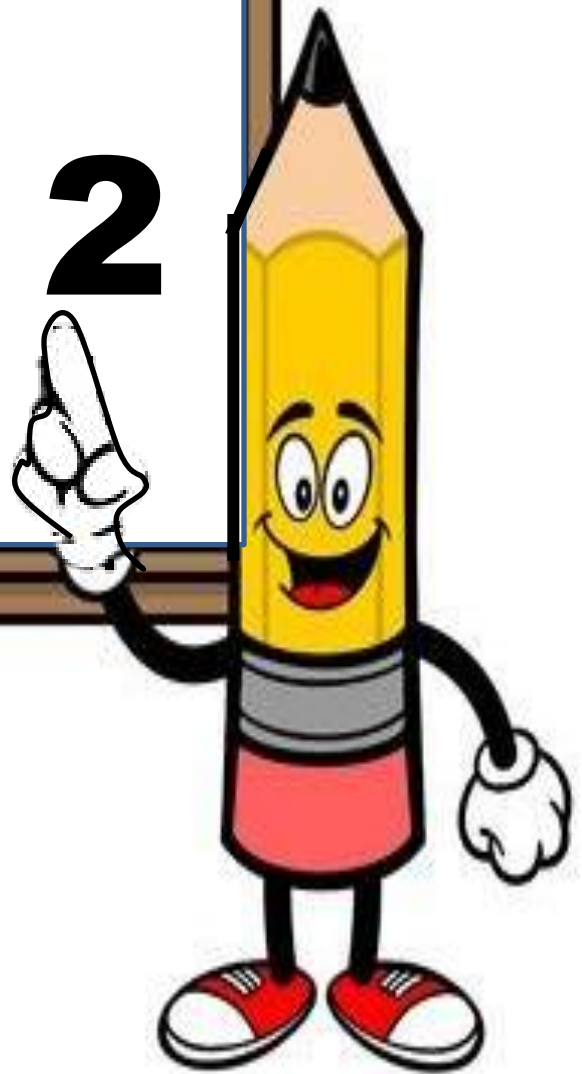
Character: \_\_\_\_\_

Character Trait	Evidence from the text
Character Motivation	Evidence from the text
Character Actions	Evidence from the text

©BirchTreeLiteracy2020



# Day # 2



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 7: The Wendy Bird



**Learning Target:** I can describe the setting, characters, and events of Chapter 7 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

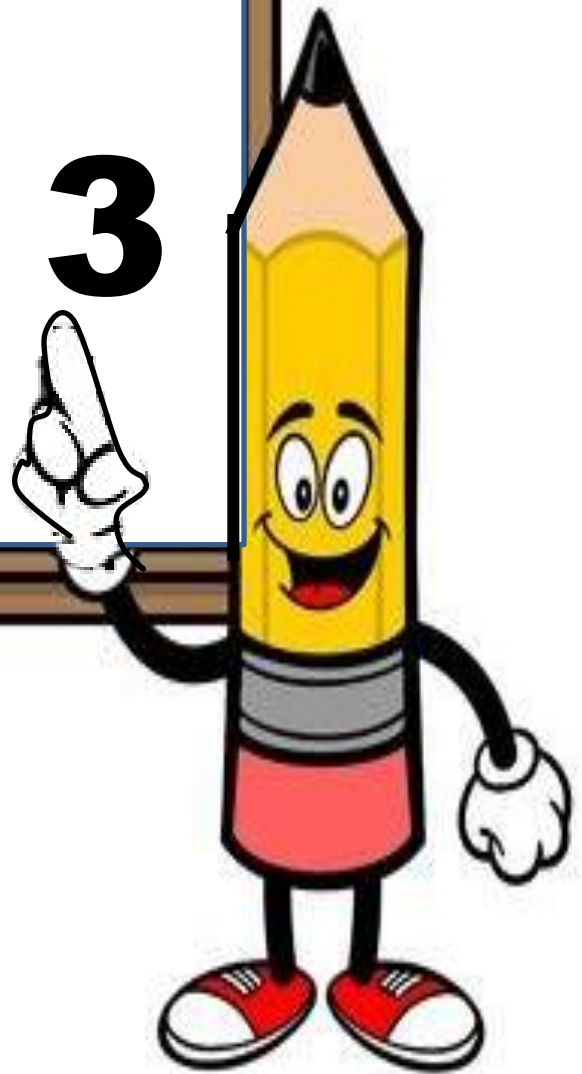
## Comprehension Questions for Chapter 7

1. Why does Tootles shoot Wendy with his arrow? \_\_\_\_\_  
\_\_\_\_\_
2. What was Tink's motivation for lying? \_\_\_\_\_  
\_\_\_\_\_
3. How did Wendy survive the shot from Tootles arrow?  
\_\_\_\_\_
4. Why didn't Peter know that Slightly was only pretending to be a doctor? \_\_\_\_\_  
\_\_\_\_\_
5. What does Peter do when he finds out what Tink did?  
\_\_\_\_\_
6. Why were the boys treating Wendy so nicely?  
\_\_\_\_\_





**Day # 3**



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 3 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 8:

## Something Worse than the Night



**Learning Target:** I can describe the setting, characters, and events of Chapter 8 in *Peter Pan*.

<b>WHERE</b> does this chapter take place?	<b>WHO</b> are the important characters in this chapter?	<b>WHAT</b> are the most important events in this chapter?

Name: \_\_\_\_\_

Week 37 Day 3 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

## Comprehension Questions for Chapter 8

1. Why does Wendy start to feel like a grown-up? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Where does Tinker Bell live? \_\_\_\_\_

\_\_\_\_\_

3. What concerned Wendy about John and Michael? What did she do about it? (Use R.A.C.E.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

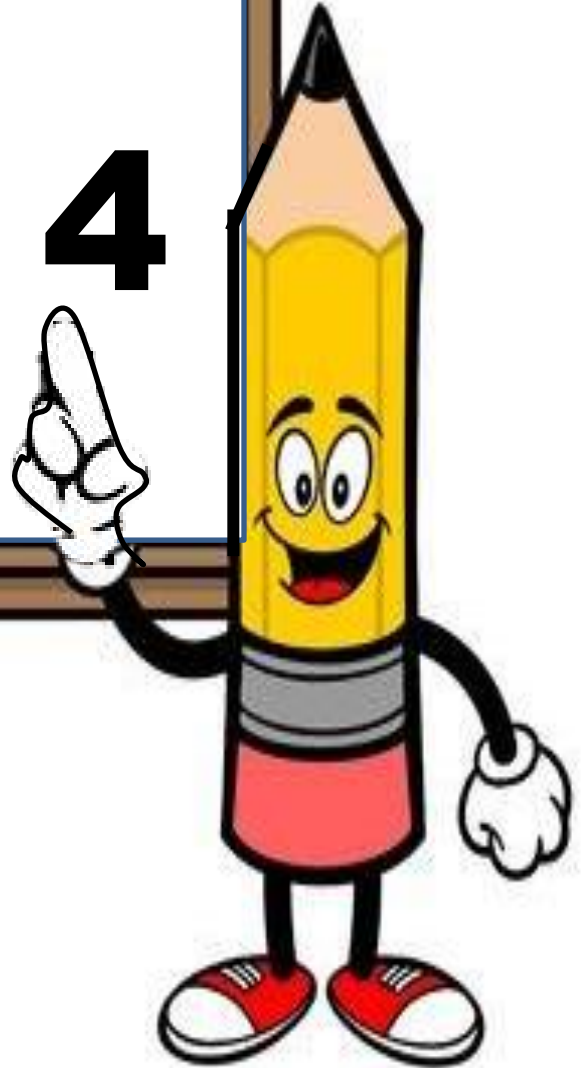
\_\_\_\_\_

\_\_\_\_\_

©BirchTreeLiteracy2020



**Day # 4**



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 9: The Mermaid Lagoon



**Learning Target:** I can describe the setting, characters, and events of Chapter 9 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Comprehension Questions for Chapter 9

1. Who did Smee and Starkey have as a captive? \_\_\_\_\_

\_\_\_\_\_

2. What was her crime? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why does Wendy think that Tiger Lily is brave?

\_\_\_\_\_

\_\_\_\_\_

4. What reason did Peter have for rescuing Tiger Lily?

\_\_\_\_\_

\_\_\_\_\_

5. How does Peter trick the pirates?

\_\_\_\_\_

\_\_\_\_\_

6. During the fight what pains Peter the most?

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

## Written Response - Opinion

I can state an opinion and support it with reasons. W.3.1

Would you have made the same decision as Peter to give Hook a helping hand?

Opinion:

Reason:

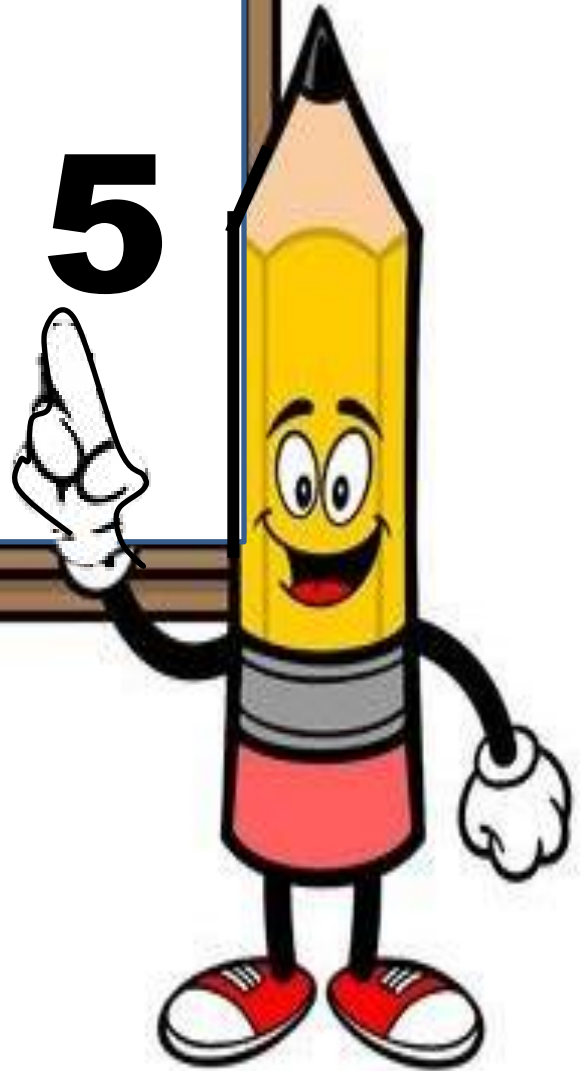
Reason:

Reason:

Conclusion:



**Day # 5**





Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

# Chapter 10: The Never Bird



**Learning Target:** I can describe the setting, characters, and events of Chapter 10 in *Peter Pan*.

WHERE does this chapter take place?	WHO are the important characters in this chapter?	WHAT are the most important events in this chapter?

Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 5 Date: \_\_\_\_\_  
Harvard      Yale      Princeton

## Comprehension Questions for Chapter 10

1. What are Peter and Wendy's thoughts and feelings before the Never bird comes along? \_\_\_\_\_  
\_\_\_\_\_
2. How does Wendy get off the rock? \_\_\_\_\_  
\_\_\_\_\_
3. What are **two** reasons that the Never bird rescued Peter from the rock? (Use R.A.C.E.)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---