Greetings, Teachers!

You are sure to have a lot of fun teaching the Treasure Chest series in your classroom. This action-filled and suspenseful set of books will appeal to all your readers, even those who are hard to capture. Your students will find themselves on the edge of their seats wanting to unravel the mysteries that twins Felix and Maisie find themselves involved in. The intended audience is advanced third-grade and all fourth-grade readers. Children who love adventure, mystery, or historical fiction will be particularly drawn to these books, in which the main characters are transported to another time in history!

Many language arts/reading teachers have chosen to use the books for guided reading, grouping students by interest in a particular genre, or by ability, and then assigning a number of chapters at a time. ( Chapters range from 12–18 pages and are very readable.) You will find easy-to-use activities for your students in the Student Activity Guide for each book. These include vocabulary and comprehension activities that align with Common Core State Standards. The guides also provide you with a key for easy checking.

Your students are asked to define keywords using their dictionary skills and to use some words in complete sentences. Additionally, the Activity Guides offer comprehension questions that align with state standards and will help your students demonstrate their mastery of the text.

Teachers can teach the text in the way that works best for them. Groups may read aloud together for five minutes or more to immerse themselves in the book each time you meet with them. This offers an opportunity to introduce any new vocabulary, review the reading assignment you are giving, and have students preread the comprehension questions together so that all know what information they are reading to understand. Most teachers like to assign the book at a pace of 2–3 chapters at a time (per week, usually). This helps students become engaged with the novel, makes the follow-up work manageable, and allows for completion of a book within a 5–7 week time frame.

In book one, meet Clara Barton, a pioneer in the field of nursing and the founder of the American Red Cross. Book two introduces them to Alexander Hamilton, one of the founding fathers of the United States. These books help students become familiar with historical fiction, and could easily lead to other assignments in social studies or language arts, like researching historical figure and creating their own biography or timeline of important dates, or an oral report.

Enjoy introducing your students to two typical fourth-graders who end up having some absolutely atypical adventures when their curiosity leads them on some amazing journeys to another place and time.

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Chapter 1

**Vocabulary** — Have your students look up and define each of the vocabulary words below. Page numbers where words can be found are indicated. Then have them use two words of their choice in two different complete sentences.

- glowered, 2
- monstrosity, 2
- unruly, 2
- gilded, 4
- tycoons, 5
- lavish, 5
- cowlick, 6
- smudges, 15

**Comprehension Questions** — Students should answer all comprehension questions in complete sentences on paper, or aloud as part of a book discussion. Have them provide evidence from the text to justify their answers.

1. **How do Maisie and Felix come to live at Elm Medona?**
   
   KEY: Their parents announced their divorce, and the day before, their great-aunt Maisie had a stroke and had to move into assisted living, leaving the servants’ quarters available. (*Answers will vary.*)
   
   [Standard: RL 4.5, Bloom’s taxonomy level: remembering “R”]

2. **Reread the first paragraph on page 4. What “feeling words” might you use to describe how Maisie appears?**
   
   KEY: Maisie seems to be feeling resentful, blaming, and/or angry as shown by her thought:

   “Grown-ups should be able to deal with all this stuff . . . especially the grown-ups who made it all happen.”
   
   [Standard: RL 4.1, Bloom’s taxonomy level: understanding “U”]

3. **On page 10, Maisie persuades Felix to go explore more of the mansion. Find evidence to show whether Felix is on board with his sister’s idea.**
   
   KEY: Felix comments, “I don’t think we’re supposed to do that.”
   
   [Standard: RL 4.1, Bloom’s taxonomy level: application “AP”]
Chapter 2

Vocabulary
- consensus, 23
- replica, 25
- nymphs, 25
- reverberate, 26
- shards, 28

Comprehension Question
1. On page 26, the twins are told by the Woman in Pink that "people say strange things go on here." List at least 4 details from the chapter that support her claim.
   KEY: There was a large crash coming from upstairs which resulted in a broken vase when nobody was upstairs; the Woman in Pink told the children that there have been claims of ghost sightings; the shards of the broken vase seemed to be in a pattern, and the pieces were smooth and uniformly broken; etc. (Answers will vary.)

[Standard: RL 4.1, Bloom’s taxonomy level: knowledge “K”]

Chapter 3

Vocabulary
- droned, 32
- lattice, 36
- infirmed, 37
- piqued, 39

Comprehension Questions
1. Which of these main ideas was emphasized on the tour given by the Woman in Pink?
   a) The children will surely enjoy living at Elm Medona.
   b) Phinneas Pickworth was a strange man and “before his time.”
   c) Elm Medona was one of the most unique homes of its time and no expense was spared.

2. What details support this idea? (Give at least two.)
   KEY: The chapter emphasized the magnificence and expense of Elm Medona’s construction. The main idea is reflected in choice c. (Answers about supporting details will vary.)

[Standard: RL 4.2, Bloom’s taxonomy level: comprehension “C”]

Chapter 4–5

Vocabulary
- opaque, 47
- monstrosity, 50
- nostalgia, 54
- parchment, 60
- rickety, 64

Comprehension Questions
1. On page 50, one of the children states, “Our relatives built this monstrosity, right? It’s technically ours, isn’t it?” Who says this, and what effect does this statement have on the events in this chapter?

1. In chapter five, Maisie and Felix find themselves levitating, their feet no longer touching the ground. Can you find details that suggest how this happens?
   KEY: When the twins grab the paper at the same time, their hands seem to be “superglued” to it, and the room fills with strange smells and sounds. It’s at this moment that they “were each aware of being lifted ever so slightly” off the ground (page 61).

[Standard: RL 4.1, Bloom’s taxonomy level: comprehension “C”]
Chapter 6

Vocabulary
crepe, 72 tactics, 78 ornate, 80 incantation, 82

Comprehension Question
1. After reading chapter six, what do you see as the major problem that needs to be resolved? What possible solutions do you predict?
   KEY: Maisie and Felix attempt to “fly” once more after sneaking downstairs, but can’t. Possible solutions include figuring out an incantation or some perfect pattern of actions that may lead to something magical. They might also communicate with Great-Aunt Maisie to see if she can reveal the secret.
   [Standard: RL 4.5, Bloom’s taxonomy level: comprehension “C”/application “AP”]

Chapter 7–9

Vocabulary
sulfur, 90 loathsome, 103 leech, 103 poultice, 104 infiltrate, 106

Comprehension Question
1. Sometimes authors or movie makers mistakenly (or intentionally) have something that doesn’t belong show up in a story. This is called an anachronism. An example of this is in the cartoon The Flintstones, where both families own cars. (No cars in prehistoric days!) What examples of anachronisms can you find in these chapters (things that Maisie and Felix talk about that confuse Clara Barton)?
   KEY: Maisie and Felix refer to telephones, X-rays, pajamas, baseball, Tylenol, and Motrin, all things that are anachronisms in Clara’s time.
   [Standard: RL 4.1, Bloom’s taxonomy level: application “AP”]

Chapter 10

Vocabulary
glum, 128 trepidation, 134 rouse, 134 gamey, 138

Comprehension Question
1. Maisie thinks to herself, “Nothing is the same anymore at all.” What is she referring to?
   KEY: Maisie and her brother feel that they have lost their father, moved from their home, and left their school and friends to travel to a new home. They are presently trapped in 1836 and unsure how to get back home. All of these are reasons for feeling that “nothing is the same.”
   [Standard: RL 4.4, Bloom’s taxonomy level: analysis “AN”]
Chapter 11-13

Vocabulary
hewn, 146
daunting, 160
quizzical, 164
portico, 168
obscured, 168
stout, 172
resilient, 173

Comprehension Question
1. Maisie makes two comments in this section that show that traveling to 1836 changed her in some way: (p. 168) “Sitting with Clara at lunch, I promised myself not to complain so much at home . . .” and (p. 171) “Could we go visit Great-Aunt Maisie after school?”
Choose one of the quotes and tell what Maisie may have experienced that makes her think this way.
KEY: Quote #1: Maisie may have decided to complain less because she appreciates her life more, seeing how slow things were in 1836. She might appreciate the conveniences of cell phones, cars, medicine, and things like baseball that were not invented. Quote #2: Maisie may wish to see her great-aunt because Clara helped her see that elderly people have wisdom and can be influential. Clara also encouraged Maisie to be kinder to her great-aunt. She might want to visit her aunt to tell her about their adventures and ask questions about Elm Medona. (Answers will vary.)
[Standard: RL 4.8, Bloom’s taxonomy level: analysis “AN”]

Chapter 14

Comprehension Questions
1. Maisie and Felix visit Great-Aunt Maisie, and it seems she is not surprised by their adventure. What evidence of this can you find?

2. How has Felix changed as a result of their adventure?
KEY: 1—Great-Aunt Maisie gets excited when she finds out the children snuck back in downstairs, her eyes “widen” when she hears that something “strange” happened, and Great-Aunt Maisie tells the children “Just tell me who you met.”
2 – Felix says he wants to go back again (time travel), when, as Maisie notes, he used to be afraid of the dark.
[Standard: RL 4.5, Bloom’s taxonomy level: comprehension “C”]
Chapter 1

Vocabulary – Have your students look up and define each of the vocabulary words below. Page numbers where words can be found are indicated. Then have them use two words of their choice in two different complete sentences.

idyllic, 5
mantra, 9

Comprehension Question – Students should answer all comprehension questions in complete sentences on paper, or aloud as part of a book discussion. Have them provide evidence from the text to justify their answers.

1. Why does author Ann Hood name chapter one “The Holland Tunnel”?
KEY: Maisie finds blueprints with drawings for the Hudson River Vehicular Tunnel (which does not exist in her time). She notices the architect is Clifford Millburn Holland, and the children wonder if that tunnel became the Holland Tunnel, the one they took with their family on beach vacations.
[Standard: RL 4.2, Bloom’s taxonomy level: comprehension “C”]

Chapter 2

Vocabulary
fluke, 20
turnstile, 22
chintz, 23

Comprehension Question
1. At the bottom of page 25 it says, referring to Great-Aunt Maisie’s nurse, “The nurse took a deep breath. Her cheeks burned bright red.” What is the nurse reacting to?
KEY: Great-Aunt Maisie is very used to being waited on by “servants,” and she is treating her nurse as if she is her superior.
[Standard: RL 4.2, Bloom’s taxonomy level: comprehension “C”]
Comprehension Question

1. One of the important details of this chapter is the "metaphoric kiwis" that Great-Aunt Maisie refers to (also known as an anagram). Give a definition of anagram using the explanation in the story or a dictionary. 

**KEY:** An anagram is the rearrangement of a word or phrase to create a new word or phrase (where all of the original letters are used).

Now, have a little fun with anagrams: Did you know that ALIEN FORMS can be changed into LIFE ON MARS? Or how about "EVIL is _ _ _ _ _ _ spelled backwards" (KEY: LIVE). The cool thing is that these new words relate to the original word(s) in some way. Your turn.

1. Turn the word LISTEN into another word that requires no sound: _ _ _ _ _ _ (KEY: SILENT).
2. Here’s a harder one. Turn the phrase THE EYES into another two-word phrase that tells what eyes are for: _ _ _ _ _ _ (KEY: THEY SEE).

[Standard: RL 4.2, Bloom’s taxonomy level: comprehension “C”]

Comprehension Questions

1. List three or four facts you learn about young Alexander Hamilton in these chapters.

**KEY:** His friend Neddy went to King’s College in New York; he lived in Christiansted, the capital of Saint Croix; he worked in importing and exporting, he published poetry and an essay, “Rules for the Statesman,” and his father lived in Saint Kitts. (Answers will vary.)

[Standard: RL 4.1, Bloom’s taxonomy level: knowledge ”K”]

2. The children are shocked to stumble on a live slave auction. Use the following statements and quotes from the chapter to distinguish which are facts (actually happened, evidence-based, observable) and which are opinions (conclusions you or someone might have come to). Label F for fact and O for opinion.

1) “It’s already so crowded” (referring to the auction).
2) More than two hundred black men huddled there.
3) Some men had dried blood on their backs or cheeks.
4) “Prime slaves, they are.”
5) “A good mule costs more than one of these.”
6) “You can’t have slaves . . . It’s immoral!”

**KEY:** 1 – O, 2 – F, 3 – F, 4 – O, 5 – F, 6 – O

[Standard: RL 4.4, Bloom’s taxonomy level: analysis ”AN”]
Chapter 7

Vocabulary
queasy, 94  adamant, 95  vile, 97  revel, 98  affluence, 98

Comprehension Question
1. Despite the adventure the twins are having, Felix says "I want to go back to Newport. I want it to be the twenty-first century." Can you imagine how Felix is feeling? Would you feel the same if you were him? Why or why not?
   KEY: (Answers will vary.)
   [Standard: RL 4.1, Bloom’s taxonomy level: application "AP"]

Chapter 8–10

Vocabulary
breaching, 112  pitch, 124  reek, 128  brigade, 133  disperse, 133

Comprehension Question
1. Maisie finds some common ground with Alexander Hamilton. What does she find herself relating with him about?
   KEY: Alexander finds out that the children’s father does not live with them and relates that it is difficult to not have parents around. Alexander shares that he writes to his father every week and that he misses him a great deal, as well as fearing for his life. Maisie also finds herself having possible feelings for Alexander.
   [Standard: RL 4.1, Bloom’s taxonomy level: comprehension "C"]

Chapter 11

Vocabulary
lulled, 141  hoist, 144  faltered, 148

Comprehension Question
1. Maisie ends up shouting, “I hate Alexander Hamilton I hate him!” What brings her to such emotion?
   KEY: Alexander tells the two that they are “on their own.” It seems that the children are also worried at this point in the story because they haven’t given the coin to anyone and have no idea how they are going to get home.
   [Standard: RL 4.1, Bloom’s taxonomy level: comprehension "C"]
Comprehension Question
1. What seems to be the thing that "had to happen" in order for Felix and Maisie to leave colonial New York?
   KEY: It seems that Maisie went back not only to give Alexander the coin but also to learn a lesson. In this case, it was when Alexander shared with her that she was choosing to allow her parents’ divorce to affect her in a negative way. It was at this moment that they were lifted up and taken back.
   [Standard: RL 4.1, Bloom’s taxonomy level: knowledge "K"]

Comprehension Question
1. The author implies something in this section when Great-Aunt Maisie tells the children that they "must go back." (Implies means it is suggested without actually being directly said or written.) What is it that you think Great-Aunt Maisie is implying?
   KEY: It appears that Great-Aunt Maisie might be getting better physically as a direct result of the twins’ adventures.
   [Standard: RL 4.1, Bloom’s taxonomy level: knowledge "K"]
Chapter 1

Vocabulary — Have your students look up and define each of the vocabulary words below. Page numbers where words can be found are indicated. Then have them use two words of their choice in two different complete sentences.

Gauche, 6    Boughs, 7    Enthusiastically, 12    Heft, 19

Comprehension Question — Students should answer all comprehension questions in complete sentences on paper, or aloud as part of a book discussion. Have them provide evidence from the text to justify their answers.

1. Why do you think Felix is upset about his mother going back to work? Why is Maisie not upset?
   
   KEY: Felix does not want his mother to go back to work that night because he does not want to time travel with Maisie again. Felix has a bad feeling about time traveling and would rather avoid it. Maisie likes time traveling and cannot wait to do it again.

   [Standard: RL 4.1, Bloom’s taxonomy level: understanding “U”]

Chapter 2

Vocabulary

Preservation, 21    Contorted, 22    Brocade, 23    Elegant, 32

Comprehension Question

1. At the beginning of the chapter Maisie and Felix get caught breaking into the first floor of Elm Medona. The adults start talking about having the family kicked out due to their actions. Why would Maisie and Felix’s family get kicked out of a house their grandfather built? How would you feel if something you did had such a big impact on people you love?

   KEY: Having to leave may be a natural consequence of the children’s choice. The preservation society is breaking the rules by letting them live there because Great-Aunt Maisie is supposed to be living on the third floor as well. (Answers will vary.)

   [Standard: RL 4.3, Bloom’s taxonomy level: understanding “U”]
Chapter 3

Vocabulary
schemed, 33  postapocalyptic, 35  perplexed, 38  emerge, 40

Comprehension Question
1. At the beginning of the chapter Maisie is jealous of Felix’s friend Jim for spending time with Felix. Later Maisie is very upset with Felix for taking Lily to The Treasure Chest. Why is Maisie so upset? Would you be upset with Felix if you were Maisie? Why or why not?
   KEY: Maisie is jealous because she does not have any other friends besides Felix. Maisie is upset that Felix took Lily to The Treasure Chest because that was Felix and Maisie’s special secret.
   [Standard: RL 4.5, Bloom’s taxonomy level: remembering “R”]

Chapter 4

Vocabulary
deposited, 52  gnarly, 53  dazzled, 56  heathens, 59

Comprehension Question
1. When we meet Zhenzhu for the first time, the author makes you think Zhenzhu is a boy. It is revealed that Zhenzhu is actually a girl named Pearl. Why do you think Zhenzhu wanted to be a boy when she was out on the street?
   KEY: Pearl has probably learned that if she dresses and refers to herself as a boy while in the town, she can blend in better.
   [Standard: RL 4.2, Bloom’s taxonomy level: comprehension “C”]

Chapter 5

Vocabulary
exotic, 71  dreadful, 72  mysterious, 73  enchanted, 80

Comprehension Question
1. Both Felix and Maisie are mesmerized by Wang Amah’s bound feet. When Wang Amah unbinds her feet, Maisie is fascinated and Felix is uncomfortable with it. What kind of characteristics do Maisie and Felix demonstrate?
   KEY: Maisie seems to have a more curious nature, and Felix is uncomfortable with strange practices and things out of his comfort zone.
   [Standard: RL 4.3, Bloom’s taxonomy level: application “AP”]
Chapter 6

Vocabulary
fretted, 83    hypochondriac, 85    withered, 86    fortuitous, 92

Comprehension Question
I. Why does Felix feel like it might be time to leave China and return home?
   KEY: Felix is afraid that Maisie is getting too attached to China and will never want to return home, after
   she suggests on page 89 that they could stay there for years before returning home.
   [Standard: RL 4.1, Bloom’s taxonomy level: understanding “U”]

Chapter 7

Vocabulary
dispose, 99    righteous, 100    edict, 103    squirmed, 110

Comprehension Question
I. What evidence can you find to suggest that Maisie is upset with Felix for giving Pearl the jade box alone?
   KEY: Maisie dislikes that Felix is becoming more independent and does not feel like he needs her with
   him in order to accomplish things.
   [Standard: RL 4.5, Bloom’s taxonomy level: remembering “R”]

Chapter 8

Vocabulary
imposing, 122    elaborate, 123    ornate, 124    menagerie, 127

Comprehension Question
I. What makes Felix feel urgency to get home? Provide examples from the text.
   KEY: Being at the zoo reminds Felix of a time that he and his dad spent together at the zoo. Felix then
   recalls that in the present, there are only fifteen days until their dad comes for a visit.
   [Standard: RL 4.8, Bloom’s taxonomy level: knowledge, “K”]
Chapter 9

Vocabulary
hawking, 133  relentlessly, 136  reluctantly, 138  appreciate, 145

Comprehension Question
I. Based on the information provided in the chapter about how Felix and Maisie traveled back home the last two times they have time traveled, how do you think the return trip works?
   KEY: Felix and Maisie have to get the person for whom the object is intended to talk about something important to them, which helps Felix and Maisie realize something about themselves or their own relationships. [Standard: RL 4.1, Bloom’s taxonomy level: comprehension “C”]

Chapter 10

Vocabulary
unconvinced, 148  calligraphy, 150  feisty, 152  precious, 158

Comprehension Question
I. What is making Great-Aunt Maisie feel better? How would you feel if you could do the same for a loved one?
   KEY: Felix and Maisie’s time traveling makes Great-Aunt Maisie healthier. (Answers vary for second question.) [Standard: RL 4.3, Bloom’s taxonomy level: remembering “R”]

Chapter 11

Vocabulary
spunk, 160  jauntily, 163  obnoxious, 164  distributed, 167

Comprehension Question
I. How do Maisie and Felix know that their father is in their house?
   KEY: Maisie and Felix smell the familiar smells of breakfast that are only present when their dad is there. [Standard: RL 4.1, Bloom’s taxonomy level: remembering “R”]
Chapter 1

**Vocabulary** — Have your students look up and define each of the vocabulary words below. Page numbers where words can be found are indicated. Then have them use two words of their choice in two different complete sentences.

vibrant, 2  vaguely, 7  gleaming, 9  humiliation, 13

**Comprehension Question** — Students should answer all comprehension questions in complete sentences on paper, or aloud as part of a book discussion. Have them provide evidence from the text to justify their answers.

1. Why is Felix so upset that Great-Uncle Thorne hired staff for the mansion and that Felix and Maisie have personal maids?

   KEY: Felix says that he does not like it because the maids are nineteen and should be in college instead of “working for two twelve-year-olds” (p. 11).

   [Standard: RL 4.1, Bloom’s taxonomy level: remembering "R"]

Chapter 2

**Vocabulary**

nonsense, 16  averted, 17  dolt, 19  dutifully, 21

**Comprehension Question**

1. On page 21, Great-Uncle Thorne starts showing Felix a card trick. Is Felix amused by Great-Uncle Thorne doing this card trick or not? Find evidence to support your answer.

   KEY: At first, Felix rolls his eyes and interrupts Great-Uncle Thorne (p. 21–22). By the end of the trick Felix is amazed. This suggests that Felix was exasperated at first, not amused.

   [Standard: RL 4.3, Bloom’s taxonomy level: application "AP"
Chapter 3

Vocabulary
optimist, 28                  parquet, 31                  overjoyed, 33                  rhetorical, 37

Comprehension Question
1. Why do you suppose Great-Aunt Maisie is in a rush to get Felix to time travel with her behind Great-Uncle Thorne’s back?

   [Standard: RL 4.2, Bloom’s taxonomy level: comprehension “C”]

Chapter 4

Vocabulary
telepathy, 39                 chauffeured, 40                ensconced, 45               fringed, 52

Comprehension Question
1. What evidence is there that Maisie is the only one who likes living in Elm Medona with Great-Uncle Thorne and Great-Aunt Maisie?
   KEY: Felix and their mother poke fun at some of the strange décor in their rooms and the fact that they each have their own maids.

   [Standard: RL 4.3, Bloom’s taxonomy level: application “AP”]

Chapter 5

Vocabulary
unflinching, 55               determination, 56              exasperated, 58              rhythmically, 63

Comprehension Question
1. Do Felix and Maisie realize that the handcuffs are from The Treasure Chest before they time travel?
   KEY: The fact that Felix was using the handcuffs in the talent show leads the reader to believe that Great-Aunt Maisie gave the children no hint that they came from The Treasure Chest.

   [Standard: RL 4.1, Bloom’s taxonomy level: remembering “R”]

Chapter 6

Vocabulary
quivering, 74                 excruciatingly, 77              illuminating, 84

Comprehension Question
1. Why do the twins keep from mentioning the fact that they were separated from Great-Aunt Maisie and Great-Uncle Thorne? Find evidence within the chapter.
   KEY: Maisie does not want to tell Felix because she thinks that he will start worrying, and it will ruin their perfect day at the amusement park. Felix doesn’t want to mention it to Maisie for the same reasons.

   [Standard: RL 4.1, Bloom’s taxonomy level: application “AP”]
Chapter 7

Vocabulary
flummoxed, 95  reluctantly, 99  stammered, 100  perception, 103

Comprehension Question
1. Maisie is usually the one eager to time travel for longer periods of time. Now Felix is the one who wants to stay. Why is Maisie concerned about getting back home?
   KEY: Maisie is concerned about getting home this time because everything about their trip is strange compared to previous trips.
   [Standard: RL 4.9, Bloom’s taxonomy level: comprehension “C”]

Chapter 8

Vocabulary
ossified, 107  camaraderie, 111  palindrome, 113  gawk, 117

Comprehension Question
1. Why does Maisie feel so outraged by how the “freaks” get treated by the audience? How would you feel if your friends were getting made fun of?
   KEY: Maisie is upset because after she gets over her initial reaction to their odd appearance, she realizes that the “freaks” are people just like her and deserve to be treated equally.
   [Standard: RL 4.7, Bloom’s taxonomy level: comprehension “C”]

Chapter 9

Vocabulary
enunciation, 126  sequestered, 128  screeching, 134

Comprehension Question
1. What “feeling words” would you use to describe Maisie and Felix after they go back to their old home?
   KEY: nostalgic, sad, happy, homesick, etc.
   [Standard: RL 4.1, Bloom’s taxonomy level: understanding “U”]
Chapter 10

Vocabulary
wispy, 136 carcasses, 137 rapscallion, 143 dawdle, 148

Comprehension Question
1. Why do Great-Uncle Thorne, Maisie, and Felix need to get the handcuffs away from Harry Houdini? What happens if they do not succeed?
KEY: They need to get the handcuffs from Harry Houdini so that they don’t get sent back home without Great-Aunt Maisie. If they do not succeed and Great-Aunt Maisie gets left in the past, they fear that her “present self” will die.
[Standard: RL 4.5, Bloom’s taxonomy level: remembering “R”]

Chapter 11

Vocabulary
calisthenics, 149 marveling, 151 haughtiest, 156 prevaricator, 157

Comprehension Question
1. Why does Great-Aunt Maisie choose to stay in the past with Harry Houdini, even though she knows the consequences and effects it will have on the future?
KEY: Great-Aunt Maisie is in love with Harry Houdini and chooses to stay in the past to be with him.
[Standard: RL 4.2, Bloom’s taxonomy level: remembering “R”]

Chapter 12

Vocabulary
etched, 165 labyrinth, 167 triumphant, 171 intensity, 174

Comprehension Question
1. Why is Harry so upset when he walks in to find Great-Uncle Thorne, Felix, and Maisie taking all of his handcuffs?
KEY: Harry needs the handcuffs to perform his magic show that night. He is upset because he only gave Felix permission to find the handcuffs Felix gave him.
[Standard: RL 4.1, Bloom’s taxonomy level: comprehension “C”]
Coming Soon!

The Treasure Chest #5: 
Brave Warrior

The Treasure Chest #6: 
Royal Prisoner

Ann Hood is the author of many books including the adult best sellers The Knitting Circle, Comfort, and The Red Thread. She has also penned the middle-grade title How I Saved My Father’s Life (and Ruined Everything Else).

She also knits, wanders around museums, has cool glasses, loves the color pink (although she never wears it), and spends a lot of her time wishing she could time travel and meet famous people. Her work has appeared in The Paris Review, Tin House, O, The Oprah Magazine, and elsewhere.

PRAISE FOR ANN HOOD

“Brilliant . . .”
—The New York Times Book Review

“Memorably stirring and authentic.”
—The Los Angeles Times Book Review

This curriculum guide was developed and created by Jeff Waxman, M.Ed. Jeff has over twelve years of teaching in both public and private schools and has taught grades 1–6 in both Montessori and traditional classrooms. Jeff has also worked as a school counselor, and most recently as principal for a brand-new Montessori school that went from toddler (twelve months) through grade 6. Jeff loves dogs and cats and kids and reading!