

## ***The Castle in the Attic* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of labels and directions for labeling and highlighting the teacher's copy of *The Castle in the Attic*. Some teachers may find these highlights and labels helpful when conducting lessons. Begin by putting the labels in the book, then highlight.

To print the labels, use clear full-sheet labels, such as Avery #18655. Cut the labels once they have been printed. Then, follow the directions given below to insert labels into your book.

I suggest using gel highlighters for highlighting, because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

## THE CASTLE IN THE ATTIC HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Pink = Teacher Modeling	Yellow = Turn & Talk	Orange = Vocabulary
Color	Book starts on p. 3 (Yearling)	Word or sentence
Pink	4	He ran out of the room before she could say anything else.
Yellow	5	He knew Mrs. Phillips would never leave without them.
Yellow	6	"I think she'd even leave her picture behind if she had to."
Yellow	7	"And I'm not going to say one more word about it."
Orange	9	chivalry
Pink	10	The metal grille disappeared into the wall above.
Yellow	11	Up above, William could just see the minstrels' gallery, where troubadours and jesters sang to entertain the lords and ladies dining below.
Yellow	12	"I knew you'd like it."
Line	12	next to "Are there any knights?"
Orange	13	tradition
Pink	13	"The castle's really wonderful," he said again.
Yellow	15	"But the whole time I played with the castle, he was stiff and cold as lead."
Yellow	16	He went upstairs to do his homework.
Pink	18	The smell of her perfume hung in the air after she'd left.
Orange	21	friend
Orange	21	foe
Yellow	21	He was being threatened by a seated miniature man waving a pin-sized knife!

Yellow	25	William fell asleep with his thumb rubbing the small pinprick the dagger had made in his palm.
Pink	27	William slid a piece of toast and half a slice of bacon into his napkin and tucked them up his shirt-sleeve.
Yellow	28	Nobody else in their class ever got to school early.
Yellow	30	Everything about her made him feel safe and happy.
Pink	30 & 31	He was so distracted by these thoughts that he almost tripped over the castle.
Line	31	next to “Young man, hold up, hold up...”
Pink	32	“...they took their time considering the matter of the disease and conferring with one another.”
Yellow	33	“...but I sensed even then his desperate need to control people, to have power.”
Yellow	34	“...but I never learned much more about it because after a while he grew secretive around me.”
Yellow	35	“Alastor was poisoning his mind and his body at the same time.”
Yellow	36	Sir Simon stopped speaking and covered his face for a moment.
Yellow	38	“I am not small in my own country, young man, only in yours.”
Line	38	near “The Silver Knight patted the pouch...”
Pink	40	“I’ll catch a bug tomorrow,” William added as he went down the stairs.
Yellow	42	“It’s more fun than practicing the piano.”
Yellow	45	“Banging the wall seems to help,” he said as he flipped the switch.
Yellow	46	I wouldn’t feel this way if she hadn’t decided to leave.

***THE CASTLE IN THE ATTIC* HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)**

Pink = Teacher Modeling	Yellow = Turn & Talk	Orange = Vocabulary
<b>Color</b>	<b>Book starts on p. 3 (Yearling)</b>	<b>Word or sentence</b>
Orange	48	legend
Yellow	48	They said no more about the Silver Knight.
Pink	53	He seemed so sure of himself that William was reluctant to tell him it was impossible.
Yellow	53	“Until then, I shall prepare myself.”
Yellow	56	“I was just kidding.”
Pink	59	But now you’re going away, he thought, and that makes everything different.
Orange	60	approval
Yellow	61	“I don’t think you’ll believe that until I leave.”
Yellow	62	Of course, he could. With the token.
Line	62	next to “All that day, and the next...”
Pink	63	He would worry about that later.
Parentheses	63	Put parentheses around (“As Alastor once told me...I will protect her from harm.”)
Orange	63	willingly
Orange	63	unwillingly
Yellow	64	He must not let anything change that.
Yellow	66	“Then don’t blame me for what happens,” he said as he left.
Yellow	68	“Now give me a big hug and go back in the house.”
Yellow	70	“I want you both back up to the attic before anything else happens.”

Pink	72	...he could see she was disappointed by the curve of her shoulders.
Yellow	73	It made him feel oddly lonely.
Yellow	75	"It's too dark and creepy up here."
Orange	77	disapproval
Yellow	77	...pushed comfortingly against the lump in his stomach.
Pink	80	"Every day she spends here, she loses time in her own world."
Yellow	83	"...I must have decided to go," he said to the empty room.
Yellow	87	They stood there a moment longer without speaking.
Line	87	next to "When William sneaked up later..."
Pink	88	But he knew it was a promise nobody could make to him.
Orange	88	Peace offering
Yellow	90	...his bike leaned against his hip, staring after him.
Yellow	92	"Enter, young William," was all he said.
Pink	96	"The half that sets us free."
Orange	96	free
Yellow	97	"Tomorrow, my boy, your training begins in earnest."
Orange	98	mercy
Yellow	98	"As you wish, my lady."
Yellow	101	"Another weapon. You get back on your feet a little faster that way."
Line	102	next to "At the end of the week..."

***THE CASTLE IN THE ATTIC* HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)**

Pink = Teacher Modeling	Yellow = Turn & Talk	Orange = Vocabulary
<b>Color</b>	<b>Book starts on p. 3 (Yearling)</b>	<b>Word or sentence</b>
Pink	103	"There are rules in the world of magic just as there are in our world."
Yellow	104	What would he meet?
Orange	104	knight
Yellow	107	When he glanced back the second time, the drawbridge had been raised.
Pink	109	"It can be," was all the knight replied.
Yellow	110	...birds were passing word of their progress along to someone ahead.
Orange	110	apparitions
Orange	111	tempt
Yellow	111	He was pleased that his voice sounded stronger than he felt.
Line	111	next to "They set off again..."
Pink	112	...darkness had closed down around them again.
Yellow	113	...he sank to the ground and cried until he fell asleep.
Orange	116	tempted
Yellow	116	...the road led him out into the middle of a large field.
Line	116	next to "William slipped his recorder into his pouch..."
Pink	118	"They say everybody is Alastor's spy."
Yellow	120	...a few ears of corn and some stunted grain grew in the dry brown fields.
Yellow	121	The water tasted brackish, and he took only enough to wet his mouth.

Line	121	next to “He knew by the position of the sun...”
Orange	122	compassionate
Pink	122	“How can I help you?”
Yellow	124	Don’t stray off the path.
Yellow	126	“I have been imprisoned inside that old man’s shape for years.”
Orange	126	imprisoned
Orange	128	foolish
Orange	128	fool
Yellow	128	“Perhaps that will help get me into the castle.”
Line	128	next to “In some ways, you are quite the fool...”
Orange	128	fool
Pink	128	“But I will tell you what I know.”
Yellow	129	“He told me that his grandmother was the Silver Knight’s nurse.”
Yellow	130	And he stood there waving until William turned the corner.
Pink	132	... right out of his mind and left it sitting there on the side of the road.
Yellow	133	Once he started walking toward the dragon, there would be no turning back.
Yellow	137	William sank to his knees in the dirt and let the recorder drop from his mouth.
Orange	138	imprisoned
Yellow	139	...across the drawbridge right up to the door and knocked loudly three times.
Pink	144	“No, sir,” William ventured warily.
Yellow	146	How was he ever going to do that?
Yellow	148	...using it for a pillow, he went to sleep.

***THE CASTLE IN THE ATTIC* LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK**

Item	Book starts on p. 1 (Yearling)	Near sentence in book
Day 3	3	Top of chapter 1
Deceitful	5	Near "On Saturday morning, William took them..."
Deceitful	6	Near "No, said William."
Day 4	8	Top of chapter 2
Day 6	12	Near "Are there any knights?"
Day 7	17	Top of chapter 3
Day 8	26	Top of chapter 4
Day 9	31	Near "Young man, hold up, hold up..."
Tyranny	36	Near "Alastor had put some sort of spell on the forest..."
Day 11	38	Near "The Silver Knight patted the pouch that hung..."
Day 12	49	Top of chapter 6
Freedom	53	Near "I shall be going back to reclaim my kingdom..."
Day 13	57	Top of chapter 7
Disapproval	58	Near "My father would be furious if he knew..."
Day 14	62	Near "All that day and the next..."
Day 14	63	Near "As Alastor once told me..."
Day 16	71	Top of chapter 8
Day 17	78	Top of chapter 9
Day 19	87	Near "When William sneaked up later to see..."
Day 21	93	Top of chapter 10
Regret	96	Near "Because I know I made a mistake..."



Day 22	102	Near “At the end of the week, Sir Simon declared...”
Day 23	108	Top of chapter 11
Day 24	111	Near “They set off again, more slowly this time.”
Day 25	116	Near “William slipped his recorder into his pouch...”
Day 26	121	Near “He knew by the position of the sun...”
Steadfast	121	Near “He wanted to reach the castle that day if possible...”
Day 27	128	Near “In some ways, you are quite the fool...”
Day 28	131	Top of chapter 13
Courage	135	side of page
Steadfast	137	Near “He put the recorder back to his lips...”
Day 30	140	Top of chapter 14
Day 31	149	Top of chapter 15

Day 3—Good readers use comprehension strategies to identify important characters and infer character traits.

Day 4—Good readers pay attention to the setting of the story.

Day 6—Good readers recognize foreshadowing and stop to make predictions.

Day 7—Good readers use comprehension strategies to identify important characters and infer character traits.

Day 8—Good readers think about the main character's actions, words, and feelings in order to infer character traits.

Day 9—Good readers think about what events are important, as they read.

Day 11—Good readers consider the issues or conflicts within the story and think about how they are important.

Day 12—Good readers notice important information and use that important information to make predictions.

Day 13—Good readers continue to think about the problem in the story and consider how a character plans to solve the problem.

Day 14—Good readers compare characters when reading, and think about how those characters are similar or different.

Day 14—Good readers pay attention to the function of time when reading fantasy.

Day 16—Good readers infer the characters' feelings while reading.

Day 17—Good readers infer the main character's feelings and think about what motivates him or her to do things.

Day 19—Good readers make predictions based on what they know about the genre.

Day 21—Good readers continue to collect evidence to support a line of thinking while reading.

Day 22—Good readers notice how the author uses more than one plot to tell the story.

Day 23—Good readers sketch a map of the setting as they read to help them visualize where and when the story takes place.

Day 24—Good readers continue to collect evidence to support a line of thinking while reading.

Day 25—Good readers use the setting map to think about cause and effect.

Day 26—Good readers continue to collect evidence to support a line of thinking while reading.

Day 27—Good readers keep track of important characters in the second plot in order to monitor their comprehension while reading.

Day 28—Good readers, as they approach the end of the third quadrant of the book, look for the turning point in the story.

Day 30—Good readers make predictions about how the book will end based on the turning point.

Day 31(Read-In)—Good readers, once they reach the turning point, read without interruption to the end, in order to finish the book with enjoyment.

deceitful      tyranny      disapproval

deceitful      freedom      regret

steadfast      steadfast      courage