



VOLUME 1

MIDDLE SCHOOL TEACHER'S GUIDE

Must-Do/May-Do List for

Oliver Twist

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Oliver Twist

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

Oliver Twist, Quadrant 1

Quote 1

Put the quote in your own words by paraphrasing.

“Wretched as were the little companions in misery he was leaving behind, they were the only friends [Oliver] had ever known; and a sense of loneliness in the great world sank into the child’s heart for the first time” (p. 12).

In your own words/paraphrase:

Quote 2

Put the quote in your own words by paraphrasing.

“Child as he was, [Oliver] was desperate with hunger, and reckless with misery. He rose from the table, and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity: ‘Please, sir, I want some more’” (p. 17).

In your own words/paraphrase:

Quote 3

Put the quote in your own words by paraphrasing.

“They walked on, for some time, through the most crowded and densely inhabited part of town; and then, [struck] down a narrow street more dirty and miserable than any they had yet passed through” (p. 32).

In your own words/paraphrase:

Quote 4: Choose an important quote from quadrant 1.

Quote:

In your own words/paraphrase:

Important Quotes

Oliver Twist, Quadrants 2 and 3

Quote 5

Put the quote in your own words by paraphrasing.

“I have been deceived before ... but I feel strongly disposed to trust you, nevertheless; and I am more interested in your behalf than I can well account for, even to myself” (p. 105).

In your own words/paraphrase:

Quote 6

Put the quote in your own words by paraphrasing.

“Little Oliver’s blood ran cold, as he listened to [Fagin’s] words, and imperfectly comprehended the dark threats conveyed in them. That it was possible for justice itself to confound the innocent with the guilty when they were in accidental companionship ...” (p. 140).

In your own words/paraphrase:

Quote 7

Put the quote in your own words by paraphrasing.

“Crime, like death, is not confined to the old and withered alone. The youngest and fairest are too often its chosen victims” (p. 209).

In your own words/paraphrase:

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

Quote:

In your own words/paraphrase:

Vocabulary Practice

Oliver Twist, Quadrant 1

Choose 2 adjectives from the list.

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

- Desperate (p. 17)
- Impudent (p. 39)
- Sanguinary (p. 44)
- Audacious (p. 45)
- Benevolent (p. 54)
- Rueful (p. 75)
- Humane (pp. 81, 88)

Choose 2 nouns from the list.

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

- Burden (p. 2)
- Consolation (p. 11)
- Misery (p. 17, 33)
- Melancholy (p. 31)
- Benefactor (pp. 58, 88)
- Scoundrel (p. 79)

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

Oliver Twist, Quadrants 2 and 3

Choose 1 verb from the list.

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

- Complied (p. 105)
- Redeemed (p. 268)
- Debased (p. 282)
- Degraded (p. 282)

Choose 1 noun from the list.

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

- Mercy (p. 105)
- Labyrinth (p. 117)
- Penitence (p. 288)
- Stratagem (p. 300)

Choose 2 adjectives from the list.

Use the noun definition stem: *_____ means _____ such as _____.*

- Lamentable (pp. 99, 115)
- Piteous (p. 100)
- Malicious (pp. 108, 110)
- Loathsome (p. 143)
- Menacing (p. 157)

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 _____.*

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:				

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

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

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

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

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

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

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

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

Fluency Practice

Oliver Twist, 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 15–17

The members of the board were very sage, / deep, / philosophical men ... //

... They contracted with the water-works / to lay on an unlimited supply of water; / and with a corn-factor / to supply periodically small quantities of oatmeal; / and issued three meals of thin gruel a day, / with an onion twice a week, / and a half a roll on Sundays. // They made a great many other wise / and humane regulations, / which is not necessary to repeat. //

For the first six months after *Oliver Twist* was removed, / the system was in full operation. // It was rather expensive at first, / in consequence of the increase in the undertaker's bill, / and the necessity of taking in the clothes / of all the paupers, / which fluttered loosely on their wasted, / shrunken forms, / after a week or two's gruel. // But / the number of workhouse inmates / got thin as well as the paupers; / and the board were in ecstasies. //

The room in which the boys were fed / was a large stone hall, / with a copper at one end, / out of which the master, / dressed in an apron for the purpose, / and assisted by one or two women, / ladled the gruel at meal-times; / of which composition / each boy had one porringer, / and no more — / except on festive occasions, / and then he had two ounces / and a quarter of bread besides. // The bowls never wanted washing. // The boys polished them with their spoons / till they shone again; // and when they had performed this operation / (which never took very long, / the spoons being nearly as large as the bowls), / they would sit staring at the copper / with such eager eyes / as if they could have devoured the very bricks / of which it was composed; // employing themselves, / meanwhile, / in sucking their fingers most assiduously, / with the view of catching up / any stray splashes of gruel / that might have been cast thereon. // Boys have generally excellent appetites. // *Oliver Twist* / and his companions / suffered the tortures of slow starvation / for three months: / at last they got so voracious / and wild with hunger, / that one boy, / who was tall for his age, / and hadn't been used to that sort of thing / (for his father had kept a small cookshop), / hinted darkly / to his companions, / that unless he had another basin of gruel / *per diem*, / he was afraid he might / some night / happen to eat the boy who slept next to him ... //

Fluency Practice

Oliver Twist, 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 pages 219–20:

... Mr. Brownlow had sold off his goods, / and gone to the West Indies, / six weeks before. // Oliver clasped his hands, / and sank feebly backwards ... //

This bitter disappointment caused Oliver much sorrow / and grief. // even in the midst of his happiness; / for he had pleased himself, / many times during his illness, / with thinking of all that Mr. Brownlow / and Mrs. Bedwin / would say to him, / and what delight it would be / to tell them how many long days / and nights / he had passed in reflecting on what they had done for him, / and in bewailing / his cruel separation from them. // The hope of eventually clearing himself with them, / too, / and explaining how he had been forced away, / had buoyed him up, / and sustained him, / under many of his recent trials; / and now, / the idea that they should have gone far, / and carried with them the belief that he was an imposter / and a robber—/ a belief which might remain uncontradicted / to his dying day—/ was almost more than he could bear. //

This circumstance / occasioned no alteration, / however, / in the behavior of his benefactors. // After another fortnight, / when the fine warm weather had fairly begun, / and every tree / and every flower / was putting forth its young leaves / and rich blossoms, / they made preparations for quitting the house at Chertsey, / for some months. // sending the plate, / which had so excited Fagin's cupidity, / to the banker's; / and leaving Giles / and another servant in care of the house, / they departed to a cottage / at some distance in the country, / and took Oliver with them. //

Who can describe the pleasure / and delight, / the peace of mind / and soft tranquility, / the sickly boy felt in the balmy air, / and among the green hills / and rich woods, / of an inland village! // It was a lovely spot to which they repaired. // Oliver, / whose days had been spent among squalid crowds, / and in the midst of noise / and brawling, / seemed to enter a new existence there. //

Outside Text

Oliver Twist

Read about the Foundling Hospital that inspired the first scene in the book *Oliver Twist*.

- <https://www.nationalarchives.gov.uk/education/resources/foundling-hospital/>

Look specifically at the following primary documents:

- **Source 1:** Extract from a handbook for staff of the Foundlings hospital, 1817–1850, catalog reference: CHAR 2/384
- **Source 2:** Extract from guidelines for how children were to be cared for while at the hospital, between the ages of five and fifteen, 1817–1850, catalog reference: CHAR 2/384

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