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EASY MARKING™ ANSWER KEY

47

GRAPHIC ORGANIZERS

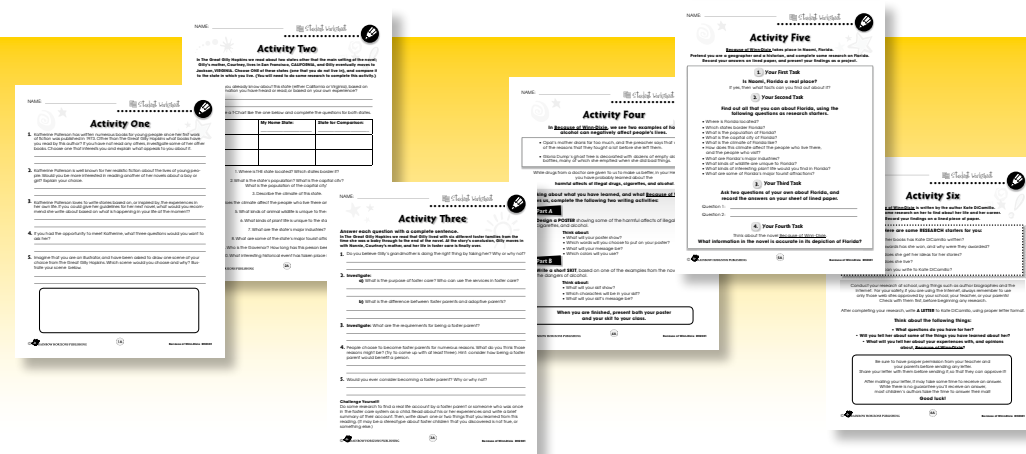
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Katherine Paterson

Katherine Paterson was born in Qing Jiang, Jiangsu, China in 1932. Her parents were American missionaries working China. As she was growing up she learned the Chinese language, and how to respect differences between people. By the time she was eighteen years old, she had moved eighteen times. She felt terribly lonely and found refuge in books.



Back in the United States, Katherine graduated from King College in Bristol, Tennessee with an English degree. She worked in a small rural school in Virginia for a year before returning to school in Richmond, Virginia. Like her parents, she had wanted to become a missionary in China, but in the late 1950's China was not allowing any Americans into their country. She decided to go to Japan instead where she lived for four years.

By 1962, Katherine had returned to the United States, and her life as a writer began. She began writing nonfiction books, and in the process, realized that what she really wanted to write was fiction. Then, after taking a creative writing class for adults she wrote and published her first work of fiction, *The Sign of the Cross* in 1973.

Katherine has always loved reading fiction. She believed it was important for children to read fiction and connect with the real world through stories. Katherine creates realistic characters

that young people can relate to. Her characters have real life experiences, and by reading about them, young people can learn important lessons about life and the world in which they live. It was Katherine's experiences of being a foster mother herself that inspired her to write *The Great Gilly Hopkins*. She didn't think that she was a good foster parent and decided to write something from the point of view of a foster child. Looking back, Katherine feels that her experiences in China and Japan, and her strong Biblical heritage all contributed to the tone, ideas and themes in her books.

Did You Know?

- When she was growing up Katherine wanted to be a movie star.
- Katherine's hobbies include playing the piano and tennis.
- *The Great Gilly Hopkins* won the Newberry Honor Award and 5 other awards



Chapter Three

Answer the questions in complete sentences.

1. Chapter Three is entitled, *More Unpleasant Surprises*. What do you think the unpleasant surprises will be?

2. Do you think Mr. Randolph has much of a chance of getting to know Gilly? What good could a blind man bring to an eleven-year-old girl?

Vocabulary

Complete each sentence with a word from the list.

- clamor vicious favoritism fracas imbecile
obscene snarled sassy palsy

1. The angry dog _____ and looked _____.
2. He looked like such a fool; he looked like an _____.
3. The audience cheered so loudly they caused quite a _____.
4. Grandma loves all her grandchildren equally; she never shows any _____.
5. A person with _____ has muscle paralysis in some or all of their body.
6. I know they were arguing because of the _____.
7. A lot of _____ words came out of Gilly's mouth.
8. Gilly was very disrespectful and _____ toward Trotter.



Chapter Three

Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) William Ernest wiped Trotter's nose.
T F b) Miss Ellis showed favoritism toward William Ernest over Gilly.
T F c) Mr. Evans, the principal, greeted Gilly.
T F d) Mr. Evans believes that Gilly should be in a challenging class.
T F e) Gilly was placed in a regular grade six class.
T F f) Gilly compared school to a prison.

2. Read the following statements. Put an X on the line to indicate how much you AGREE or DISAGREE with each. Justify your decisions in the space provided. Compare and discuss your opinions with a partner.

a) It is okay for a student who is new at school to do whatever it takes to get respect.

Agree _____ Disagree _____

Justification:

b) All students who fight should be suspended.

Agree _____ Disagree _____

Justification:



Chapter Three

Part B

Answer the questions in complete sentences.

1. Gilly and W.E. are both foster children, yet Gilly is very mean to W.E.. Why do you think she is so mean to him?

2. Have you ever changed schools? How did you feel? How do you think you would react?

- 3 a) What went wrong at recess with Gilly and the boys? Do you think she got into a fight with six boys on purpose?

- b) In your opinion, what should the consequences be for her actions?

4. A metaphor is a comparison of two things in which one thing is described as being something completely unrelated. For example, in Chapter Three, the author writes, "From the doorway Gilly could hear Old Mother Goose honking over her gosling". Find one more example of a metaphor in this chapter.

Journal Prompt

Reread the section of Chapter Three in which Miss Harris is introduced to Gilly. Then, write an alternative scenario describing how things could have happened differently. Perhaps Miss Harris and Gilly know each from another school. Maybe they argue when they first meet. Be creative!



Chapters 1 and 2

Gilly Hopkins gets quite a surprise when she goes next door to get Mr. Randolph for supper. Not only is Mr. Randolph a person of color, he is also blind. Gilly isn't sure how to act when she meets him for the first time because he is so different from her.

Think of all the physical senses you have (the sense of touch, taste, smell, hearing and/or sight). Now, choose one of these senses and imagine what your daily life would be like if you no longer had this sense available to you. For example, if you have good vision, how would things be different if you could not see at all?

Using good paragraph format, write a one-page description of your daily life without this sense. Describe how you would go about your daily activities, and how you would want people to respond to you.



Chapters 3 and 4

When was the last time you looked through an encyclopedia, either on the Internet or as a hard copy book, just to discover something new? Brainstorm three topics that interest you and about which you would like to learn more. Then, find an encyclopedia at the library or online, and read what is written about those three topics.

For this writing task, choose ONE of the three topics you read about. Think about what information was new for you. What did you learn? Write a summary paragraph explaining what you have just discovered.

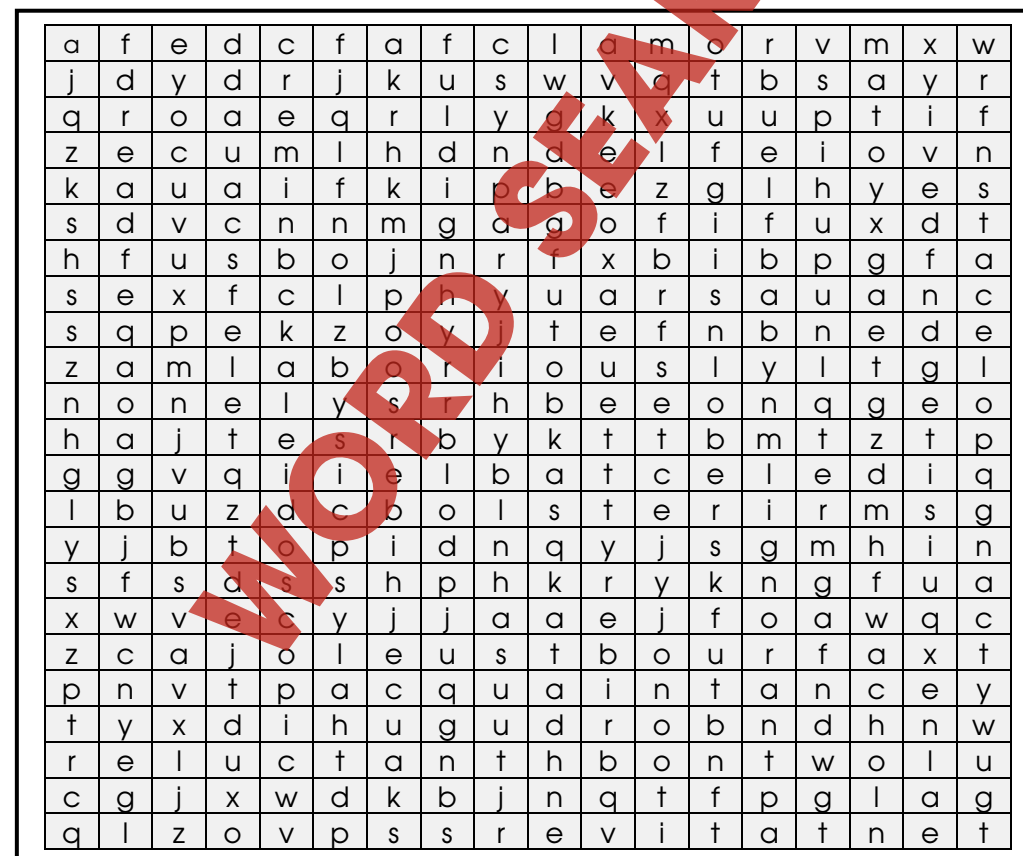
Trade your summary paragraph with a friend. What did he or she learn?



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

bolster	irritability	kaleidoscopic	gruesome
canopy	agony	reluctant	ignorant
acquaintance	bribery	anticipation	laboriously
curlicues	defiant	cajole	tentative
dread	engulf	clamor	polecat
exquisite	fracas	delectable	vain
gutsy	homecoming	expansive	swat



Comprehension Quiz



- What reading level was W.E. at? What did he really like to do?

- What did Agnes do for Gilly? What did Gilly do for Agnes?

- What did Gilly do at school that was so memorable? What is her real name?

- Name two foster families with whom Gilly previously lived. Can you name two more?

- What was the name of the book where Gilly found the money? What was the title of Mr. Randolph's favorite book?

- What did Gilly master at school? What did she try to teach W.E.?

- Who is Chadwell? What happened to him?

- Where does Gilly end up living? Who would be proud of her?

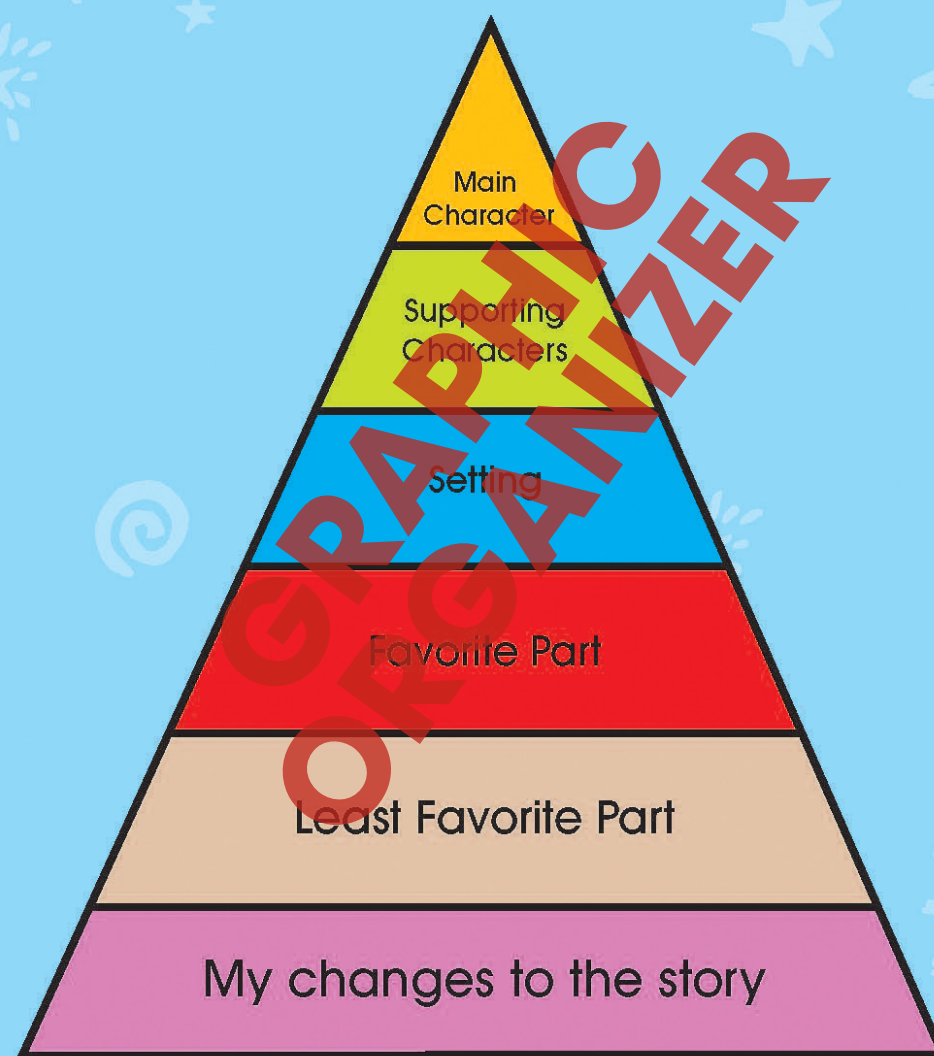
- What is a simile? Give two examples from the story.

- What is a metaphor? Give two examples from the story.

SUBTOTAL: /20

Book Report Pyramid

Title: _____
Author: _____



NAME: _____

After You Read 



Chapters Twelve and Thirteen

Part B

Answer each question with a complete sentence.

1. Do you believe Gilly's grandmother is doing the right thing by taking her? Why or why not?

2. How did Chadwell die?

3. Why do you think Gilly felt more comfortable in a dead man's room rather than her own mother's?

4. If you were Gilly, what things would you share with your 'new' grandmother?

5. In Chapter Twelve, the author uses the metaphor, "to be herself, to be a swan...". (Remember: a metaphor is a comparison of two different things in which one thing is described as being something completely unrelated.) In this sentence, Gilly is described as being a swan. Find at least one more metaphor in Chapters Twelve and Thirteen. Write down the chapter in which it appears.



Journal Prompt

Write two character descriptions, one of Gilly's grandfather and the second of her uncle Chadwell. Then draw and label Gilly's family tree, now that she actually has a family. Add more members to her family tree if you like.

1.

Answers will vary

2.

He died in the war

3.

Answers will vary

4.

Answers will vary

5.

Possible answer:
Chapter 12: *To stop being a "foster child", the quotation marks dragging the phrase down, almost drowning it*

37

1.

Answers will vary

2.

Answers will vary

Vocabulary

1) reckon

2) anxiety

3) chatter

4) willow

5) permanent

6) gutsy

7) agony

8) sneer

38

1.

- busy with horses
- worn out
- shoveling manure
- half-million-dollar prize
- have three maids
- school is terrible
- nobody knows anything
- won one race
- will skip to ninth grade

2.

- a) 4
- b) 2
- c) 5
- d) 1
- e) 3
- f) 7
- g) 6

39

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

4.

Answers will vary (i.e. Both could be quiet and uneasy; Trotter's - more emotional and sad, Nonnie's - once the ice was broken, could be very revealing and informative)

5.

Answers will vary

40



The Great Gilly Hopkins

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** 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.5.4** 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.5.1** 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 ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses 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.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.