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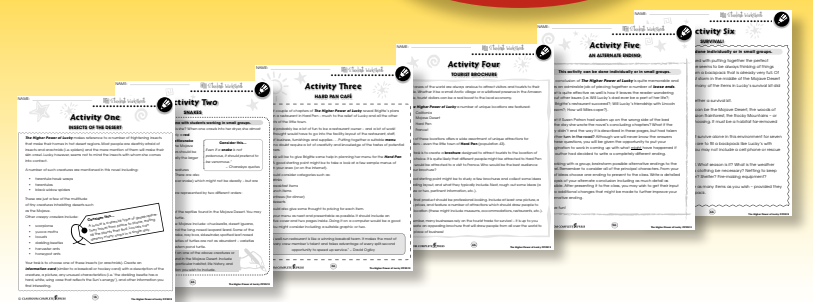
## EASY MARKING ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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## Susan Patron

Susan Patron was born in 1948 in Los Angeles, California - not far from the setting of *The Higher Power of Lucky*.

She was a librarian for the Los Angeles Public Library until her retirement in 2007, and likes to tell people that she has spent most of her life - both as a child and as an adult - in the library. She lives with her husband, Rene (a rare book restorer), in Los Angeles and in a small cabin in the high desert of the Eastern Sierras.



Susan's first book, *Burgoo Stew*, was published in 1990. This was followed by three more picture books, and then the novel *Maybe Yes, Maybe No, Maybe Maybe*, which won the 1993 Parent's Choice Award. In 2007, she won the Newbery Award for *The Higher Power of Lucky*. She is presently working on a sequel to *The Higher Power of Lucky* called *Lucky Breaks*.

Although Susan considers herself to be a slow reader she loves to read and particularly enjoys the books of Nancy Farmer. Susan reviews children's literature, has taught and lectured on the subject, and has served on boards and committees in the field.

### Did You Know..?

- Susan is married to a rare book restorer. His name is René.
- Susan lives with her husband in a small cabin in the high desert of the Eastern Sierras.
- When not at work, Susan writes, reads, and makes flaming desserts.



## Chapters Eleven - Thirteen

1. Lucky talks a lot about finding her "higher power" in this novel. What do you think she means by this?  
\_\_\_\_\_  
\_\_\_\_\_

2. Why do you think it is important for Lucky to find her higher power?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Choose a word from the list to complete each definition.

frustrated	abandoned	mournful	administration	mucus
essential	horrifying	dignified	tradition	churn

1. Something which is really scary is \_\_\_\_\_.
2. A \_\_\_\_\_ can be handed down from generation to generation.
3. When your stomach is upset it will often \_\_\_\_\_.
4. An item that is absolutely necessary is \_\_\_\_\_.
5. If you are filled with disappointment you are probably feeling \_\_\_\_\_.
6. Something of someone who has been left behind has been \_\_\_\_\_.
7. \_\_\_\_\_ is another word for *sad* or *grief*.
8. \_\_\_\_\_ is a moisture produced by the glands of one's nasal passages.
9. \_\_\_\_\_ is the management of an office or place of business.
10. A person who acts in a \_\_\_\_\_ manner is said to be noble or proper.



## Chapters Eleven - Thirteen

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

- T F a)** Lucky got the day off on Saturday.
- T F b)** As Lucky eavesdropped on the reading from *Twelve Steps* and *Twelve Traditions*, she listened for information on how to find your higher power.
- T F c)** The two people Lucky listened to at the Smokers Anonymous meeting were Short Sammy and Dot.
- T F d)** Brigitte didn't particularly think parsley was essential at meals, but Lucky insisted that she sprinkle it on just about everything they ate.
- T F e)** Finding Brigitte's passport made Lucky realize that Brigitte was returning to France.
- T F f)** Lucky also realized that her survival kit couldn't protect her from all the bad things in the world.

2. Number the events from **1** to **6** in the order they occurred in the chapters.

- a) Brigitte works on her lesson and doesn't want Lucky to interrupt her.
- b) Brigitte goes to Dot's to borrow her pliers.
- c) Lucky eavesdrops at the Smokers Anonymous meeting.
- d) Lucky goes to bed and pretends she is asleep when Brigitte comes in to say good night.
- e) Lucky breaks the parsley grinder.
- f) Lucky snoops in Brigitte's suitcase and finds her passport.



## Chapters Eleven - Thirteen

Answer each question with a complete sentence.

1. What startling piece of information did Lucky learn when she eavesdropped at the Smokers Anonymous meeting?  
\_\_\_\_\_  
\_\_\_\_\_
2. After discovering Brigitte's passport in her suitcase Lucky finally realized when people found their Higher Power. According to Lucky, when did this usually happen?  
\_\_\_\_\_  
\_\_\_\_\_
3. What idea did Lucky come up with at the end of Chapter 12 so that she might take control of her life?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why do you think Brigitte doesn't want Lucky to see what she is studying on the computer?  
\_\_\_\_\_  
\_\_\_\_\_
5. What course is Brigitte studying online?  
\_\_\_\_\_  
\_\_\_\_\_
6. Why did Lucky pretend she was asleep when Brigitte finally came in to say good night?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Lucky is very discouraged about her situation at the end of this section. How might her journal entry have looked at the end of this day?



## Chapters 1 - 4

### Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **SEND** can also form the word **ENDS**. Follow these directions to form the anagrams: a) read the clue in the right-hand column. b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. Each of the words in the left-hand column are found in the first four chapters of **The Higher Power of Lucky**

Word	Anagram	Clue
STEP		Someone who bugs other people.
HEAT		To really dislike someone.
ARMS		A planet.
SWEAT		Something thrown in the garbage.
DEAL		To guide someone somewhere.
KITCHEN		To become denser.



## Chapters 5 - 8

### AN ACROSTIC POEM

In an Acrostic poem, the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem.

An example is:  
**L**onely girl.  
**U**nloved by her father  
**C**alled "Lucky" by her friends  
**K**nows a lot about bugs  
**Y**ells at Miles sometimes.

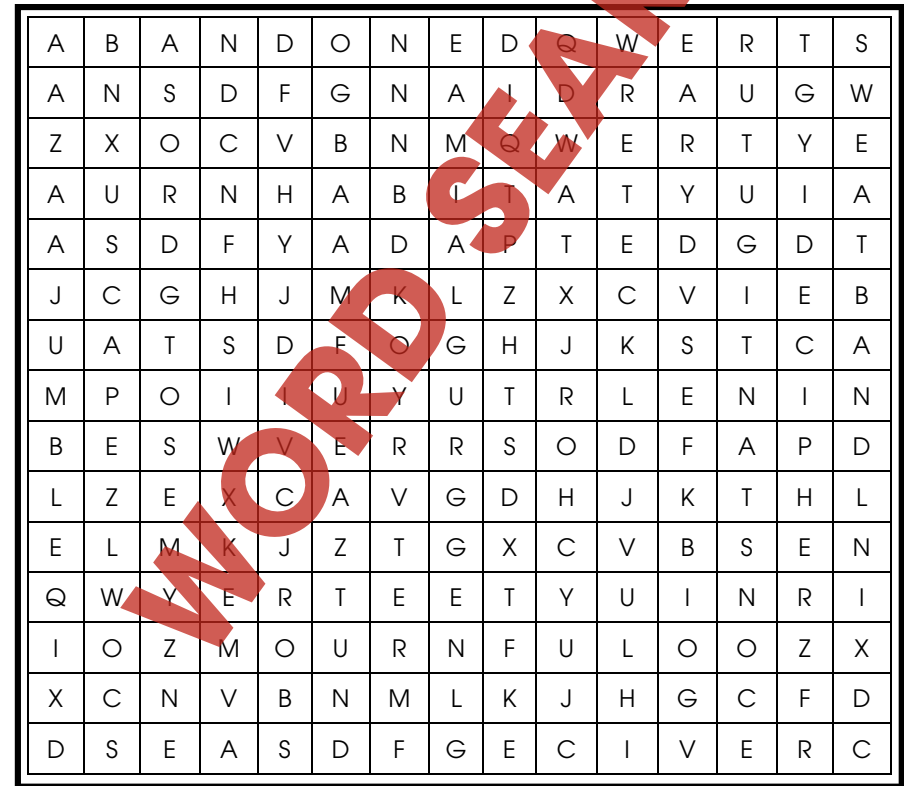
Now try your hand at writing an acrostic poem using the events of Chapters 5-8 for inspiration. Some suggestions for topics: **Miles, Brigitte, Fig Newton, France, tarantula, wasp, museum.**



## Word Search Puzzle

Find the 15 words from the Word Box in the Word Search Puzzle. The words are in a straight line, but can be forwards, backwards, or even diagonal.

ABANDONED	ANONYMOUS	DECIPHER	GUARDIAN	MOURNFUL
ACTIVATE	CONSTANT	DISLODGE	HABITAT	SWEATBAND
ADAPTED	CREVICE	ENZYMES	JUMBLE	URN



## Comprehension Quiz

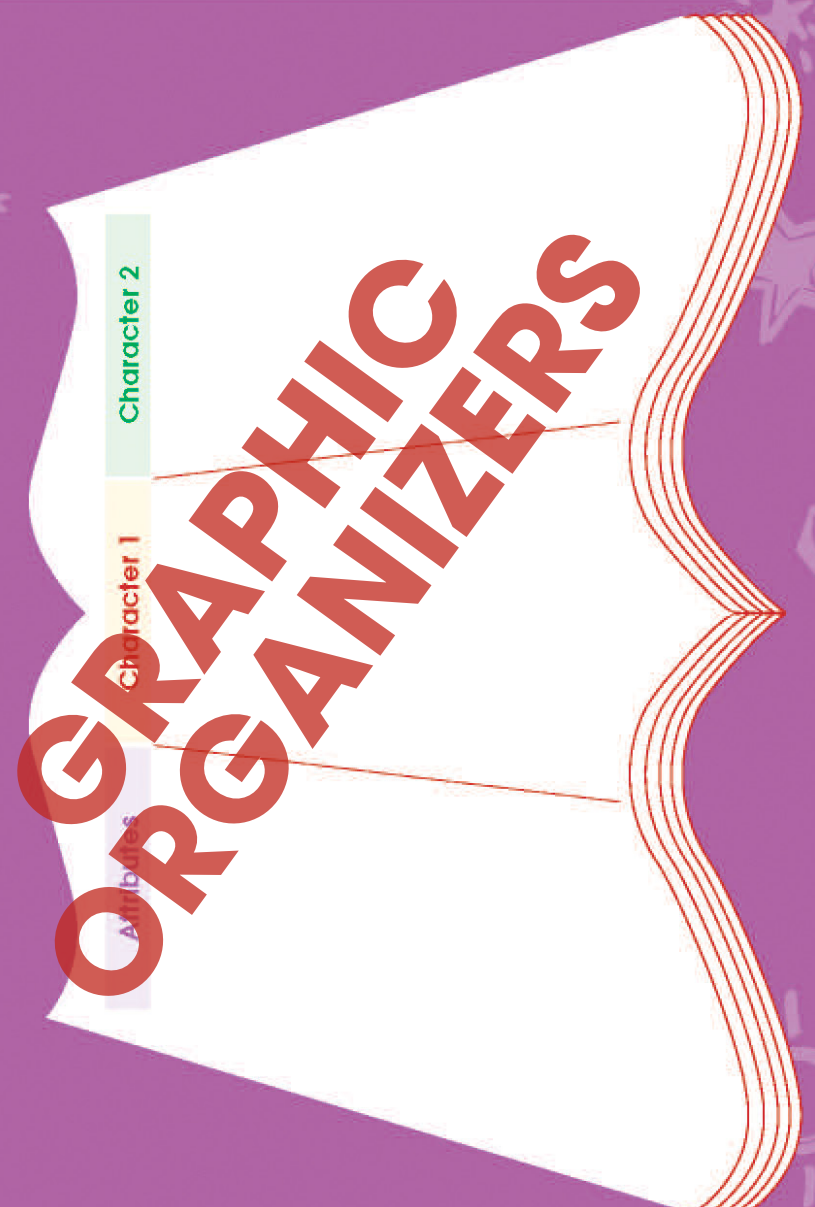
Answer each question in a complete sentence.

- What was the main reason for Lucky eavesdropping on the meetings held at the museum?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Describe what happened to Lucky's mother.  
 \_\_\_\_\_  
 \_\_\_\_\_
- How did Brigitte come into Lucky's life?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What change did Lincoln make to the warning sign?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What was Lincoln's obsession?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Describe the following homes: a) Lucky's b) Short Sammy's.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Describe how Lucky got rid of the snake in the dryer.  
 \_\_\_\_\_  
 \_\_\_\_\_

SUBTOTAL: /14

## Compare/Contrast Chart

Comparison/Contrast are used to show similarities and differences. In this instance we will be using this comparison framework to compare two characters from the novel. Consider the following questions: What criteria are being compared? How are they similar? How are they different? Choose any two characters from the novel. Compare four attributes (physical features or personality traits) of these characters (either similarities or differences).



NAME: \_\_\_\_\_

After You Read 



# Chapters One - Two

Answer each question with a complete sentence or short paragraph.

1. According to Short Sammy, what was the *final straw* on his road to recovery?

\_\_\_\_\_  
\_\_\_\_\_

2. What paying job did Lucky have?

\_\_\_\_\_  
\_\_\_\_\_

3. Describe Lucky's home.

\_\_\_\_\_  
\_\_\_\_\_

4. Describe the circumstances of how Brigitte ended up as Lucky's guardian.

\_\_\_\_\_  
\_\_\_\_\_

5. Lucky thought that Brigitte's mother was working on a sinister plan. What was the goal of this plan?

\_\_\_\_\_  
\_\_\_\_\_

6. What made Brigitte cry?

\_\_\_\_\_  
\_\_\_\_\_



Imagine you are Lucky living in a small desert town. Make an entry in your journal describing how you feel about living in the desert with Brigitte as your guardian.

1. When his wife left him because of his drinking, and took his dog.

2. She cleaned up around the outside of the museum.

3. It was three trailers soldered together to form a half circle.

4. Lucky's mother had been electrocuted. Her father then sent for Brigitte, his first wife, who lived in France, to look after Lucky for awhile.

5. To get Brigitte back to France.

6. Little packages that Brigitte's mother sent from France.



1. Answers will vary.

2. Answers will vary.

### Vocabulary

- to picture
- fully aware
- protector
- a liquid which preserves wood
- an herb
- an expression of praise
- to furnish or provide
- tiny blood vessel
- in small pieces
- a knotting tool
- proteins
- to give

1.

a) T

b) T

c) F

d) T

e) F

f) F

2.

a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

1.

A jumpy language full of sounds that you have to gargle in the back of your throat.

2.

Answers will vary. He seems inconsiderate and flaky.

3.

He placed a colon after the word "slow". Answers will vary.

4.

He was obsessed with knots.

5.

Answers will vary. She liked him. (Quotes from last paragraph in chapter.)

6.

He was older and retired. His hobby was collecting pieces of barbed wire.



## The Higher Power of Lucky

- **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.