

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Richard Peck	10
• Chapter Questions	
<i>Part 1</i>	11
<i>Part 2</i>	14
<i>Part 3</i>	17
<i>Part 4</i>	20
<i>Review 1</i>	23
<i>Part 5-A</i>	26
<i>Part 5-B</i>	29
<i>Part 6</i>	32
<i>Part 7</i>	35
<i>Review 2</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



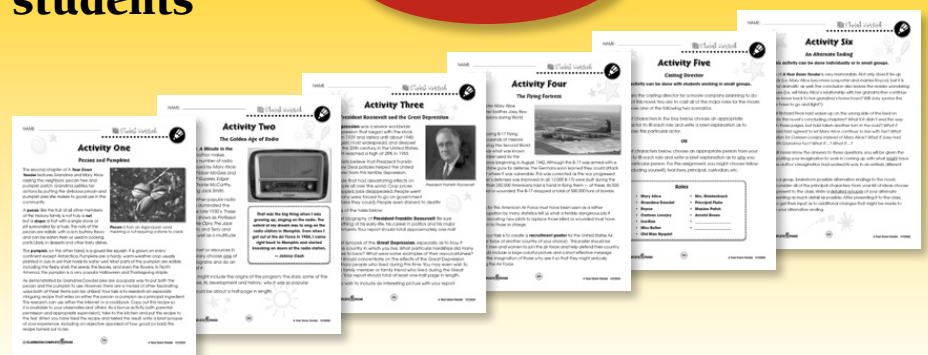
EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

- Go to our website: www.classroomcompletepress.com/bonus
- Enter item CC2526
- Enter pass code CC2526D for Activity Pages

FREE!

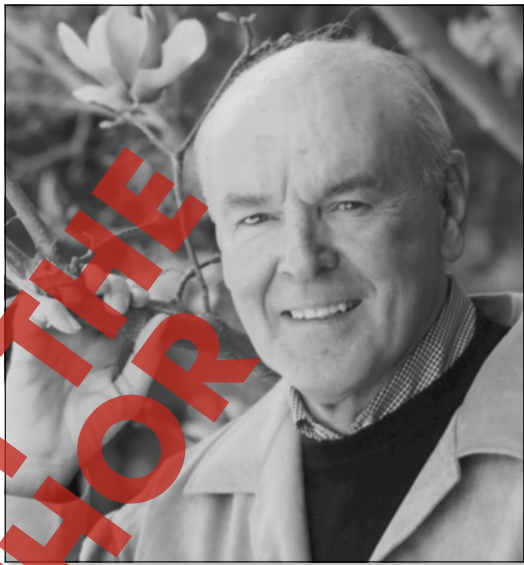




Richard Peck

Ironically, it was my students who taught me to be a writer, though I had been hired to teach them. They taught me that a novel must entertain first before it can be anything else. I learned that there is no such thing as a 'grade reading level'; a young person's 'reading level' and attention span will rise and fall according to his degree of interest. I learned that if you do not have a happy ending for the young, you had better do some fast talking."

— Richard Peck



Richard Peck was born in 1934 in Decatur, Illinois, where he also attended elementary and high school. His father owned a service station in the city.

Richard began his career as a high school teacher, and as mentioned in the above quote, it was his students who inspired him to become a writer. Peck studied at DePauw University, where he earned a bachelor's degree in English in 1956. After college, he was drafted into the U.S. Army as a Chaplain's Assistant and spent two years serving in Stuttgart, Germany.

Following his military service, Richard completed a master's degree at Southern Illinois University, after which he again taught junior high and high school English. He left teaching in 1971 to write his first novel, *Don't Look and It Won't Hurt*. He has written a book each year since then, totaling 39 books in 39 years.

Did You Know?

- Peck believes each book should be a question, not an answer.
- Peck has won the prestigious Margaret A. Edwards Award for lifetime achievement in young adult literature.
- His book, *A Year Down Yonder* won the prestigious John Newbery Honor Medal. It was the sequel to *A Long Way from Chicago*.



Part Five-A: Hearts and Flour

(To the paragraph beginning: "Mrs. Weidenbach crumbled.")

Answer the questions in complete sentences.

1. To this point in the story, how would you describe Mary Alice's character? What do you think are her best qualities?

2. Every story needs a good **antagonist** (bad guy or girl). Who do you think is this novel's antagonist? Defend your response.

Vocabulary

Complete each sentence with a word from the list.

lurch	sacred	aware	revolution	capitulate
descend	optimistic	benediction	aristocracy	commitment

1. From her haughty attitude, you would think she descended from _____.
2. Everyone in the church regarded the artifacts found at the graveside to be most _____.
3. "Were you _____ that there was only five minutes remaining in the game?" she asked.
4. No one expected the fortress to _____ after so short a siege.
5. All the party-goers saw Susan _____ across the dance floor after injuring her toe.
6. The minister will pronounce a _____ as soon as the choir finishes singing.
7. The people held a _____ against their corrupt government.
8. It is difficult to remain _____ when she has been missing for so long.
9. It seems that no one holds a _____ as being very important any more.
10. I'm sure that when the crowd least expects it, the princess will _____ the staircase in her lovely evening gown.



Part Five-A: Hearts and Flour

(To the paragraph beginning: "Mrs. Weidenbach crumbled.")

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

- T F a) Mrs. Weidenbach claimed never to gossip.
- T F b) Mrs. Vottsmeier's claim to fame was her raspberry tarts.
- T F c) D.A.R. stands for The Daughters of the American Republic.
- T F d) Carleen Lovejoy was the one who initiated the Valentine card exchange.
- T F e) Mr. Fluke was excited to have Royce join their school because he would have a center for the school's football team.
- T F f) Royce McNabb's presence caused the back of Carleen's head to vibrate.

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

- a) Royce McNabb joins Mary Alice's class.
- b) Mrs. Weidenbach asks Grandma to bake tarts for Washington's Birthday tea.
- c) Mrs. L.J. Weidenbach pays a call on Saturday morning.
- d) Mrs. Weidenbach pays Grandma a visit after school one day.
- e) Grandma and Mary Alice learn of Mrs. Vottsmeier experiencing *The Change*.
- f) "Newsy Notes..." announces an exchange of Valentine cards at the high school.



Part Five-A: Hearts and Flour

(To the paragraph beginning: "Mrs. Weidenbach crumbled.")

Answer each question with a complete sentence.

1. How would you describe the personality of Mrs. Weidenbach?

2. Put the following expressions from this chapter into your own words:
a) *And so we are up a gum stump.*

b) *The town's filling up with people you wouldn't know from Adam's off ox.*

c) *... there is poetry in her pastry.*

3. After Mrs. Weidenbach is finished bragging about her ancestry, Grandma says "Ah, that explains it." Check out their dialogue and explain how Grandma was poking fun at Mrs. Weidenbach by saying this.

4. What do you think Grandma meant by: "There's them who'll invite you to join their brunch. Then there's them who'll pay you for your work. Then there's Wilhelmina Weidenbach?"

5. What do you think caused Grandma to agree to bake the tarts for the D.A.R.?

6. What surprising condition did Grandma make when she agreed to bake the tarts for the tea?

Journaling Prompt

For your journal entry, interview another student to elicit their impression of Grandma to this point in the story. Is he or she impressed with Grandma? Repulsed? Puzzled? Record your classmate's comments and then explain whether or not you agree with him or her — and why you feel this way.



Part 4

A Comic Strip

This activity is designed especially for students with an artistic flair or who love comic books! It can be done for events included in PART 4, or from PARTS 1 to 4. The first step is to decide on the length of your comic strip (6 to 12 frames is suggested); next, consider what events you will include. You may wish to highlight a brief incident (i.e. a real baby is discovered in the manger at the concert).

A quick sketch of the comic strip can first be accomplished in a storyboard format before a final, good copy is attempted. The strip should include a title, dialogue, and color. It should be neat and imaginative.



Part 5

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 **FROM** can also form the word **FORM**. 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 PART 5 of **A Year Down Yonder**.

Word	Anagram	Clue
shape		Piles; stacks.
point		Type of horse.
best		Activities at a race track.
still		Songs or tunes.
serve		A poem or song segment.
satin		Person of great holiness.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

allegiance	confident	frankincense	meander	symphony
auxiliary	crochet	galoshes	sateen	trigonometry
celluloid	demolish	hornpipe	spectacles	variegated

Q	W	E	D	I	O	L	U	L	L	E	C	F	E	R
A	U	X	I	L	I	A	R	Y	S	D	R	D	W	E
M	H	N	B	V	C	C	X	D	F	A	G	Y	D	E
M	L	S	K	J	H	O	G	F	N	R	R	D	S	E
P	E	O	I	I	U	Y	N	K	T	T	V	W	E	S
L	K	A	J	L	H	G	I	F	E	D	A	E	S	E
A	S	D	N	F	O	N	G	M	I	H	R	P	E	C
Y	M	N	B	D	C	M	O	D	G	D	I	I	N	N
N	F	G	V	E	E	N	E	C	A	F	E	P	E	A
O	L	K	N	J	O	R	X	D	L	C	G	N	E	I
H	O	S	I	G	U	Y	Y	H	O	G	A	R	T	G
P	E	R	I	E	W	R	T	Y	S	F	T	O	A	E
M	L	R	K	J	H	G	F	G	H	V	E	H	S	L
Y	T	J	H	C	R	O	C	H	E	T	D	F	X	L
S	P	E	C	T	A	C	L	E	S	V	C	X	Z	A



Comprehension Quiz

Answer each question in a complete sentence.

- How would you best describe Mary Alice's mother's feelings toward Grandma Dowdel?

- State the following: Mary Alice's teacher was Miss _____; the principal's name was Mr. _____.
- Describe how Grandma got the pecans and pumpkins to make pies for Halloween.

- Describe what happened to Augie Fluke when he tried to prank Grandma on Halloween?

- Why did the community raise money for Mrs. Abernathy?

- Describe how money was raised for the Abernathys.

- Describe the prank that Ina-Rae and Mary Alice played on Carleen Lovejoy on Valentine's Day.

26

2

2

2

2

2

2

1

2

SUBTOTAL: /13

The Five W's

Choose an important event from the novel and using the facts from this event, complete the chart below.

EVENT: _____

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

NAME: _____

After You Read 



Review One: from Prologue to Away in a Manger

Answer each question with a complete sentence.

1. What was the main reason why Mary Alice wasn't accepted by many of the girls in her class?

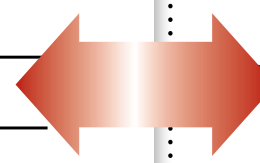
2. To whom did the money raised at the Armistice Day turkey shoot go?

3. Describe why Grandma was so effective in collecting money for the burgoo.

4. What was Grandma's purpose in going out late one winter's evening with a basket of walnut hulls? Why do you think she took Mary Alice with her?

5. Describe what disrupted the Nativity scene at the Christmas concert. How did Grandma take matters in hand?

6. Describe your favorite scene in the novel thus far and explain why you enjoyed it.



EASY MARKING

ANSWER KEY



Journaling Prompt

In the opening pages of the novel, it seems that Mary Alice's mother had a fairly low opinion of her mother-in-law. As your journal entry, imagine you are Mary Alice and write your mother a short letter, describing an example or two as to how you think she had misjudged Grandma Dowdel. In your letter, point out a couple of the older lady's more positive attributes.

25

1.

Answers will vary (i.e. they thought she was rich).

2.

The Abernathys.

3.

She didn't give change and insisted that the well-off give more.

4.

check her fox traps. Answers will vary (i.e. to learn).

5.

A real baby replaced the doll. She determined it was a Burdick baby who had been abandoned there.

6.

Answers will vary.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. aristocracy

2. sacred

3. aware

4. capitulate

5. lurch

6. benediction

7. revolution

8. optimistic

9. commitment

10. descend

25

26

1.

a) T

b) F

c) T

d) F

e) F

f) T

2.

a) 5

b) 3

c) 1

d) 6

e) 2

f) 4

27

1.

Answers will vary.

2.

Answers will vary.

3.

Mrs. Weidenbach said that her mother was a Crow, meaning her surname, but Grandma probably was referring to the bird.

4.

Answers will vary (i.e. she selfishly took advantage of people).

5.

Answers will vary.

6.

She would have the tea in her own house.

28



A Year Down Yonder

- **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.