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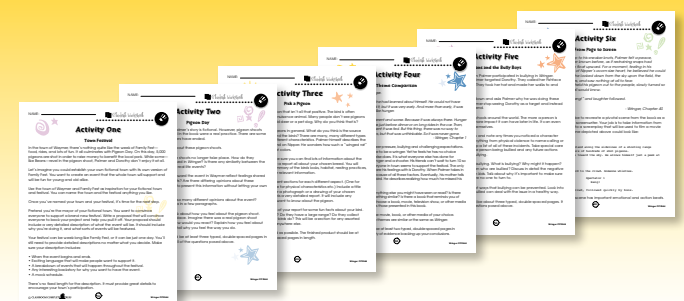
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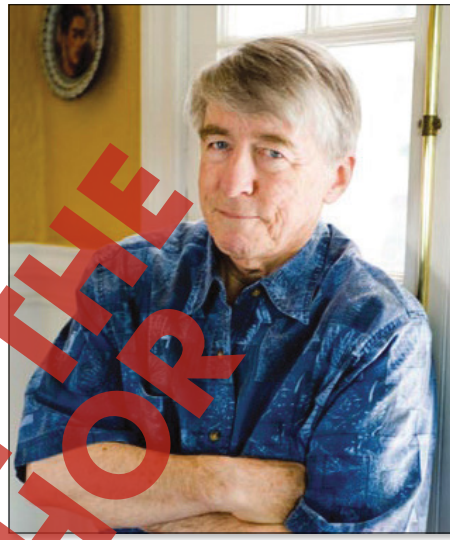
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Jerry Spinelli

Born on February 1, 1941, author Jerry Spinelli spent his early years in Norristown, Pennsylvania. As a child, Spinelli had an active imagination. On one occasion he went to school dressed in a brimmed hat and spurs on his boots. One day, his teacher asked if he'd like to do something for the class. He stood and performed "I Have Spurs that Jingle Jangle Jingle", a song by Gene Autry. He wanted to be a cowboy. That early goal gave way to new dreams as he grew up. Through his high school days, Spinelli wanted to become a professional baseball player. Sports would prove to be a key to his emergence as a writer.



When Spinelli was 16 years old, his football team faced a challenge and came out on top. Spinelli recognized his team's achievement. He decided to write a poem about the experience. The next day, the poem was published in his hometown newspaper. From then on Spinelli shifted his focus to writing. After high school, Spinelli attended Gettysburg College. He wrote short stories and was editor of the college literary magazine. The next year he attended seminars on writing at Johns Hopkins University. A short time later he got a job as an editor for a department store magazine. He began to work on a novel.

Spinelli continued to write during his lunch hours to improve his craft. While his early writing was aimed at an adult audience and he completed several novels, none were published. It took 15 years of hard work for Spinelli to publish his first book, *Space Station Seventh Grade*, in 1982. It was clear he had a gift for capturing young imaginations. Two years later he published *Who Put that Hair in My Toothbrush?*, taking elements from his own life and children. He continued to have success, publishing his acclaimed novel, *Maniac Magee* in 1990 and *Winger* in 1997. He now has 30 published works.

Spinelli met his wife Eileen during this time. The couple married and eventually had six children.

Did You Know?

- As a youth, author Jerry Spinelli dreamed of becoming a major league baseball player.
- Spinelli has six children and 21 grandchildren.
- *Winger* received a Newbery Honor citation in 1997.



Chapters Five to Eight

Answer the questions in complete sentences.

1. Predict what reaction Beans, Mutto and Henry will have to Palmer's unease at the soccer field.

2. Guess what Palmer will do now that he's away from the soccer field.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	legendary	Jump or dive quickly.	A
2	befuddled	Trembling. Shaking with slight, rapid motion.	B
3	plunge	Sometimes annoying, but one-of-a-kind.	C
4	dreaded	Having behavior that is not foreseeable.	D
5	unpredictable	Very famous or well-known.	E
6	daintily	Thought about with great fear or nervousness.	F
7	pride	A feeling of pleasure or confidence in your own achievements.	G
8	pip	Untidy or messy.	H
9	quivering	Move in a soft or delicate way.	I
10	mussed	Made someone unable to think clearly.	J



Chapters Nine to Twelve

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

- T F a) Palmer attends his second Pigeon Day with his father.
- T F b) Palmer watched his third Pigeon Day with Dorothy.
- T F c) Beans' real name is Arthur Dadds.
- T F d) Mutto's real name is Bobby Natota.
- T F e) Palmer thinks Family Fest was almost better than Christmas.

2. Complete each sentence with a word from the list.

wobbled yanked intended yelp obedient

- a) He loved the _____ and splash when a ball hit the mark at the Dunk-A-Kid booth.
- b) He _____ and swirled and tilted and whirled and plunged and soared.
- c) Palmer knew that Beans _____ to stay all day...
- d) Next thing he knew he was _____ out of bed and onto his feet.
- e) He had always been an _____ kid.

Chapters Eighteen to Twenty-two

Answer each question with a complete sentence.

1. How does Palmer attempt to direct attention away from his house in order to keep his secret?

2. Why was Palmer surprised when Beans said okay to his suggestion to go to Beans' house?

3. What reaction does Palmer have when Mrs. Gruzik finds the muskrat and begins to scream? What might this suggest?

4. What wish could Palmer not bring himself to make?

5. What makes Palmer stop seeing Dorothy as a target?

6. Why do you think Palmer needs to share his secret? Why would he confide in Dorothy?

Journaling Prompt

When Dorothy asks Palmer, "Why are you doing this to me?" he realizes she had been hurting all along and he had hurt her the most. Put yourself in Dorothy's position. Would you forgive Palmer for what he did? Now that Palmer realizes he really hurt Dorothy, do you think he'll change? Explain your answers in a few paragraphs.



Chapters 1 to 6

Palmer's State of Mind

Palmer LaRue lives in fear of birthdays. Ever since he saw his first Pigeon Day event, he's been counting down the years until his tenth birthday with a sense of dread. That's because he'll be expected to become a wringer—a longstanding tradition in his hometown of Waymer.

There are a lot of emotions Palmer goes through as he approaches his tenth birthday. He finds himself wanting to fit in. However, he ultimately does the one thing that will make him an outcast.

Imagine yourself in Palmer's shoes. How would you feel? What would you do? In a few paragraphs, detail the emotions Palmer has to deal with throughout these chapters. Compare that to how you think you would feel if you were put in a similar situation.

Your finished product should be at least one typed, double-spaced page in length. Be sure to explain all of your answers and comments.



Chapters 7 to 12

Past Impacts

Throughout the beginning of the book, Palmer describes how his experience at his first Family Fest Pigeon Day had a big impact on him. This impacted his thoughts and feelings toward the event as he grew older. Palmer knows he doesn't want to be a wringer. He dreads the day when he'll turn 10 and be expected to become one. It's something he has nightmares about.

Use this as a jumping off point to begin to think about past events. Think of events that might influence how you behave today. What sorts of events can have that impact? What can you do to try to combat those feelings? How have these thoughts influenced how you react to similar situations today?

Write a report on how past events can influence someone's behavior in the future. To back up your own thoughts, you can do some research online about how negative memories impact people. Your finished product should be at least one typed, double-spaced page in length.



Word Search Puzzle

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

bored	lax	punctured	topple
doozie	meek	raucous	traitor
fury	mugger	stubborn	wimp
gobs	pip	suspicious	wringer
impish	plunge	taunted	yelp

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



Comprehension Quiz

Answer each question in a complete sentence.

- Why does Palmer dread birthdays?

- What are the names of the three boys Palmer becomes friends with?

- What is considered the "ultimate honor" a kid can receive on his birthday?

- Why does Palmer feel he has to become a wringer despite hating the Pigeon Day event?

- Why does Palmer stop hanging out with Dorothy once he becomes friends with Beans, Mutto and Henry?

- What causes Palmer to start to feel isolated from his friends and family?

- What does Palmer name the pigeon?

SUBTOTAL: /17

The Golden Pigeon

Palmer LaRue decides to feed and take in a pigeon. He realizes it means he will have to keep it secret from everyone he knows. Discuss what factors are at play in Palmer's decision to keep his pet a secret. Discuss why he feels obligated to hide what he has done.



NAME: _____

After You Read 



Chapters Nine to Twelve

Answer each question with a complete sentence.

- How do we know that, even at six years old, Palmer didn't like Pigeon Day?

- After his experience at his second Pigeon Day, what did Palmer do during the celebration the next year? What did he know since that day?

- What does Palmer think of pigeons when his family visits the city?

- How did Palmer's view of his life change after realizing his father was a shooter?

- How did Palmer plan to avoid meeting the guys at the cannon?

- Describe how Palmer feels as he runs away from Beans and Mutto at the Pigeon crates?

Journaling Prompt

As Beans and Mutto drag Palmer out of bed and into the streets at night. Palmer feels a sense of thrill and honor, despite knowing that he's breaking the rules. How have Beans and Mutto influenced Palmer's character? What does this say about them that they would drum on the pigeon cages to taunt the birds before Pigeon Day? Answer these questions and explain your reasoning.

1.

When Palmer describes the event to Dorothy he describes the bad taste in his mouth. "They shoot them," he repeated, and the words were bitter on his tongue."

2.

He no longer cared to watch, so he spent Pigeon Day at the playground with Dorothy. He did not want to be a wringer.

3.

He thinks they seem like "a most agreeable bird."

4.

He says it was then that he felt a tilt to his life. Time became a slide with his tenth birthday at the bottom.

5.

He decided he would pretend to be sick and say his mother wouldn't let him go.

6.

As he ran away, Palmer felt chased every step by the uproar of the crates and ten thousand orange eyes.

Vocabulary

Across

- hateful
- barrage
- volleys
- jealous
- restraint
- fury
- ambled
- crimson

Down

- waddled
- lobbed
- patience
- doozie
- fussy
- coaxed
- twitchy
- ambush

1.

- food
- hungry

c) town

- bedroom
- window

f) answer

- persuader
- stray

i) cat

j) pigeon

- invitation
- disaster

m) tossing

n) crusted

o) gleaming

p) beak

q) blackboard

r) glossings



1.

Palmer thinks there wasn't room in his life for both Dorothy and the guys. "Like peanut butter and pickles, they didn't mix."

2.

He kept thinking of the pigeon.

3.

FrankenPuffs cereal.

4.

Palmer feels jealous when he thinks about someone else feeding the pigeon. This made him nervous because he realized he had begun to think of it as his pigeon. That was a dangerous thought in a town that kills 5,000 pigeons each year.

5.

He fears the pigeon will fly away and never come back.

6.

Answers will vary.

19

20

21

22

Wringer – Gr. 5-6

- **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.



Chapters Five to Eight



Answer the questions in complete sentences.

1. Predict what reaction Beans, Mutto and Henry will have to Palmer's unease at the soccer field.

2. Guess what Palmer will do now that he's away from the soccer field.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

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2 befuddled

3 plunge

4 dreaded

5 unpredictable

6 daintily

7 pride

8 pip

9 quivering

10 mused

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C Sometimes annoying, but one-of-a-kind.

D Having behavior that is not foreseeable.

E Very famous or well-known.

F Thought about with great fear or nervousness.

G A feeling of pleasure or confidence in your own achievements.

H Untidy or messy.

I Move in a soft or delicate way.

J Made someone unable to think clearly.

A

B

C

D

E

F

G

H

I

J



Chapters 1 to 6



Palmer's State of Mind

Palmer LaRue lives in fear of birthdays. Ever since he saw his first Pigeon Day event, he's been counting down the years until his tenth birthday with a sense of dread. That's because he'll be expected to become a wringer—a longstanding tradition in his hometown of Waymer.

There are a lot of emotions Palmer goes through as he approaches his tenth birthday. He finds himself wanting to fit in. However, he ultimately does the one thing that will make him an outcast.

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The Golden Pigeon



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