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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

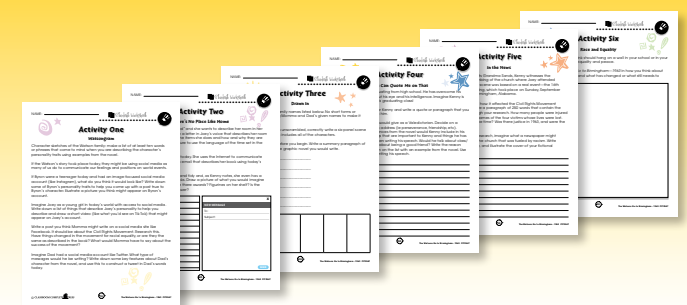
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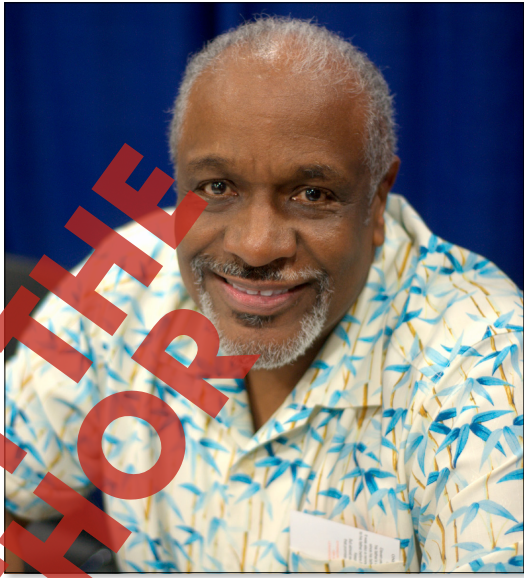
FREE!





Christopher Paul Curtis

C Christopher Paul Curtis was born in 1953. He grew up in Flint, Michigan, which is the setting of many of his books. As a child, he attended Dewey Elementary School, Clark Elementary School and Pierce Elementary School. He attended McKinley Junior High School and, in 1973, graduated from Flint Southwestern High school.



His father practiced podiatry, but took a job in an automobile factory for its wage and benefits. Curtis followed in his father's footsteps, securing employment in a General Motors factory, all the while, writing, sketching and reading between work.

In 1993, autoworker Christopher Paul Curtis decided to take a year off of work from his job at GM after thirteen years to write his first novel, *The Watsons Go to Birmingham - 1963*. He wrote the entire manuscript by hand, and with help of his son—Steven—he got it onto the computer.

In 1996, this novel won a Newbery Honor award, which is awarded to the authors of a selection of notable children's books each year. The rest, as they say, is history. Curtis has had eight more books published and has won numerous awards. This includes the Newbery Medal, which is awarded each year

to an author deemed to have written "the most distinguished contribution to American literature for children". He also won the Coretta Scott King Book Award, which recognizes "outstanding African American authors and illustrators of books for children and young adults that demonstrate an appreciation of African American culture and universal human values".

Did You Know?

- Christopher Paul Curtis now resides in Windsor, Ontario, Canada with his family.
- *The Watsons Go to Birmingham - 1963* was adapted and made into a movie by the Hallmark Channel.
- Mark Twain is one of Christopher Paul Curtis' favorite writers.



Chapter Four

Answer the questions in complete sentences.

1. In Chapter Three, Kenny apologizes to Rufus and Rufus accepts his apology. Do you think their friendship will be the same?

2. In Chapter Three, Kenny is called "Poindexter" in class and he is asked about his "lazy" eye. Will Kenny accept his differences? Will his intelligence help him in the novel or just be a source of further bullying?

Vocabulary

Complete each sentence with a word from the list.

completely invented	crammed nervous	directions noticed	drowsy threw
------------------------	--------------------	-----------------------	-----------------

1. The band had rehearsed for many weeks and was _____ prepared for the school concert.
2. Alexander Graham Bell _____ the telephone.
3. The bus driver had driven the route so many times she didn't need a GPS for _____ anymore.
4. The students stayed up late studying for a test and felt _____ the following day.
5. I get _____ before reading my speech to the class.
6. Janet didn't want to carry her books in her arms so she _____ them all into her backpack.
7. The teacher _____ a note on his desk saying a student would be absent that afternoon for an appointment.
8. Justin accidentally _____ the ball onto the school roof.



Chapter Five

1. Complete the paragraph by filling in each blank with the correct word from this Chapter.

Momma's eyes got _____ with the eyeballs shooting around from side to side. It was almost too scary to watch but I kept looking since I knew there was going to be some real big _____ this time! Joey grabbed hold of my arm and said, "What's going on, what'd he do?" She was starting to get _____ because she'd never seen Momma so mad either.

Momma was carrying a piece of paper towel, a jar of _____ and a _____ in one hand and a fresh, dry book of matches in the other.

She wasn't even going to take him to the _____! She was going to set him on _____, then patch him up right at home!

It was hard to do, but I kind of felt sorry for Byron, though not too sorry because I knew he deserved whatever happened, first because he had a chance to _____ and didn't take it and second because he was being a bad _____ on me. If Momma just gave Byron some stupid _____, then maybe it would be worth it for me to _____ some _____ down the drain myself. But if you got set on fire for doing it the _____ wasn't worth making.



Chapter Six

Answer each question with a complete sentence.

1. What is it that would worry Kenny about being poor?

2. Why does Byron want Kenny to stand in line at the shop without him?

3. How does Kenny find out that his family isn't on a "welfare list"?

4. Why can't Kenny tell his parents about Byron signing for things at the grocery store?

5. What causes Byron to get sick and "throw up" in the alley behind the store?

6. Why does Kenny think it is strange or "ironic" that Byron is so upset about killing a bird?



Journaling Prompt

Kenny and Byron both worry that they are on "welfare" when they are sent to the store to sign for food. Kenny suggests they will be teased for not having money. This is not the case for the Watsons. However, it is for many people around the country. How can we help end the embarrassment people feel when they need help feeding themselves and their family?



Chapters 1 to 2

Comic Hero

Kenny jokes with Joey that he is going to write a comic based on Byron about a criminal who has an accident and becomes a superhero. Write and illustrate what this comic might look like OR create a comic about Kenny reading to Mr. Alums's class. Your comic should be six panels below.



Chapter 3

Sorry! The Letter

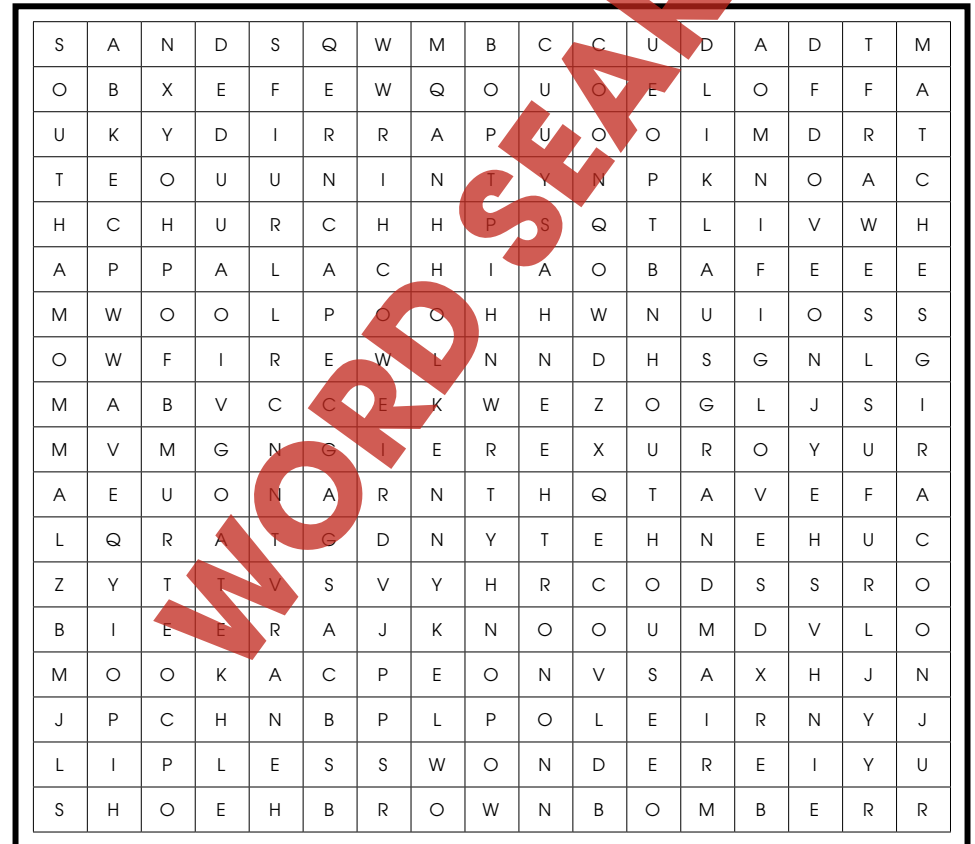
Kenny hurts his friend Rufus's feelings when he laughs at him on the school bus. Momma tells Kenny to wait a little while and then to try apologizing to Rufus again for hurting his feelings. Write an apology email to Rufus from Kenny that you think might help to repair their friendship.



Word Search Puzzle

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

angel	cookies	gloves	matches	raccoon	Watsons
Appalachia	dad	grandma	momma	Rufus	wave
brown bomber	dove	Joetta	mountains	Sands	weird
Byron	eyes	Kenny	North	shoe	wool pooh
church	fire	lipless wonder	outhouse	South	



Comprehension Quiz

Answer each question in a complete sentence.

- Which sibling does Kenny refer to as a "juvenile delinquent"? Could it be either sibling?

- What city and state does the Watson family live in?

- Who is referred to as "the king of kindergarten", and why?

- Who is the author of the book Kenny reads from for Mr. Alums's class?

- Why does Byron make up the "fake" garbage truck story for Joey?

- Who is sometimes referred to as "Poindexter" in the novel? Why?

- What are the winter gloves Momma buys for the Watson kids made of?

SUBTOTAL: /12

What Goes Into a Story?

Identify elements of literature from the novel.



NAME: _____

After You Read 



Chapter Four

Answer each question with a complete sentence.

1. Why does Byron tell Joey the story about people freezing to death outside?

2. How does Kenny end up losing his gloves to Larry Dunn?

3. Why did Kenny end up wishing he had not told Byron about his missing gloves?

4. What was Larry Dunn wearing on the cold day?

5. How many pairs of gloves were the Watson children given each year?

6. Where did Momma grow up?

Journaling Prompt

Kenny feels bad for a bully when he sees him being beaten up. Can we use understanding and empathy to understand bullies? Will this help them to change?

1.
Byron tells Joey the story because Kenny said he wanted Joey to stop complaining while he got her winter clothing on and off for school.

2.
Kenny gives his first pair of gloves to Rufus. Larry then steals Kenny's second pair of gloves from the school closet.

3.
Kenny wishes he hadn't told Byron about Larry Dunn stealing the gloves because he feels bad when a crowd gathers to watch Byron bully and hate Larry Dunn in the schoolyard.

4.
Larry Dunn was wearing only a T-shirt underneath his windbreaker, and his tennis shoes had holes in them, which he tried to cover up with cardboard.

5.
The Watson children were given two good pairs of gloves per year.

6.
Momma grew up in the south, Birmingham, Alabama.

Vocabulary

Across

- 2. humorous
- 3. scrunched
- 5. sobby
- 9. orbiting
- 10. burial
- 12. influence
- 13. disgusting
- 14. squirmed

Down

- 1. forecast
- 4. disappointed
- 6. unlimited
- 7. drowsy
- 8. salute
- 11. impressed

1.

a) slitty

b) action

c) jumpy

d) Vaseline

e) Band-Aid

f) hospital

g) fire

h) escape

i) influence

j) punishment

k) flush

l) Nazis

m) movie

1.



Momma's "Smokey the Bear" story is the story about her house burning down when she was a child.

2.

Byron plays a game of Nazis with toilet paper parachutes that he lights on fire and drops into the toilet bowl.

3.

Momma swore the next time she caught Byron playing with matches and fire she would burn him.

4.

Joey is scared when Momma carries Vaseline into the room.

5.

Momma's clothes smelled like smoke for two years after her house burned down.

6.

Joey blew out each match Momma lit.

The Watsons Go to Birmingham – 1963 – 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.



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