

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 Victoria Jamieson | 10 |
| • Chapter Questions | |
| <i>Chapters 1-2</i> | 11 |
| <i>Chapters 3-4</i> | 14 |
| <i>Chapter 5</i> | 17 |
| <i>Chapters 6-7</i> | 20 |
| <i>Chapter 8</i> | 23 |
| <i>Chapters 9-10</i> | 26 |
| <i>Chapters 11-12</i> | 29 |
| <i>Chapters 13-14</i> | 32 |
| <i>Chapters 15</i> | 35 |
| <i>Chapters 16</i> | 38 |
| • Writing Tasks | 41 |
| • Word Search | 44 |
| • Comprehension Quiz | 45 |



EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

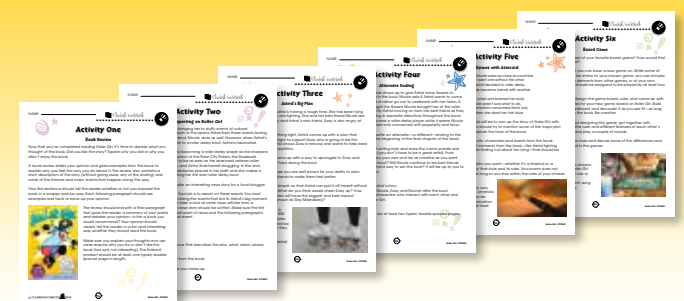
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Victoria Jamieson

Victoria Jamieson grew up in Havertown, Pennsylvania. Jamieson described herself as an artistic child. Her mother was an art teacher and there was a steady supply of crayons, paints, and fabrics around with which to craft artistic creations. When she was in third grade, Jamieson wrote and illustrated a book called *Super Cow!* While the creation entertained her parents and teacher, it wasn't until later that Jamieson really decided she wanted to be an artist. At the age of 12, Jamieson learned that her family would be moving to Florida. In an effort to get the family excited about the move, Jamieson's parents purchased season passes to Disney World. Jamieson was especially interested in the animators, who she saw working away on cartoons during the theme park's backstage tour. It was then she decided she wanted to work for Disney when she grew up.



received two job offers and decided rather than take an internship at the Metropolitan Museum of Art, she would take a job at HarperCollins as a designer of children's books.

Jamieson later attended an international magnet school with a baccalaureate program. Most of her friends were attending Ivy League institutions. However, after a conversation with her mother, Jamieson began to consider attending art school. She decided to attend the Rhode Island School of Design, still thinking she would want to work for Disney as an animator. While at school, the reality of that career path began to sink in. As an illustrator working on a large project, she wouldn't necessarily have an opportunity to tell her own stories. After graduating, she traveled to Australia where she got a degree in museum studies at the University of Sydney. She moved to New York following graduation and took on several positions that ultimately weren't right for her. One day she

During this time, Jamieson worked on her own projects at night. Her first children's book, *Olympig!*, was published in 2012 and she followed up with *Pest in Show* in 2013. Her most widely recognized work, which was also her first graphic novel—*Roller Girl*—was published in 2015. The story was based on Jamieson's own experience playing roller derby with the Rose City Rollers in Portland, Oregon. Jamieson followed up with *The Great Pet Escape* in 2016, *The Great Art Caper* in 2017, and her second graphic novel *All's Faire in Middle School*, also in 2017. Her latest work with Omar Mohamed and Iman Geday, *When Stars are Scattered*, was published in 2020.

Did You Know?

- *Roller Girl* won a Newbery Honor Award in 2016 for its contribution to children's literature.
- Jamieson herself played roller derby under the alias *Winnie the Pow*.



Chapters Three to Four

Answer the questions in complete sentences.

1. Do you believe Astrid will be successful in crossing things off of her to-do list?

2. Do you think Nicole will want to learn roller derby like Astrid?

Vocabulary

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

- Barely
- Practicing
- Exceptions
- Talented
- Destiny
- Psychic
- Uneventful
- Carpooling
- Cooped

- Learning or training to get better.
- Very good or exceptional at something.
- People or things that are not included or don't follow a rule.
- A person who claims to be able to see the future.
- Only just; hardly.
- Events that will happen to a person or thing in the future.
- Arranging with people to travel using one vehicle.
- Confined in a small space.
- Not involving any interesting or exciting events.



Chapters Six to Seven

1. Put a checkmark (✓) next to the answer that is most correct.

a) What sound does it make when Astrid falls?

- A Bang
 B Tweet
 C Thunk
 D Crash

b) How does Heidi say Astrid can get more practice?

- A Stay late after practice.
 B Take her skates home.
 C Virtual roller derby.
 D None of the above.

c) What was Heidi's "evil plan"?

- A To have a hard practice.
 B To make Astrid cry.
 C Bag skate.
 D Outdoor skating.

d) What does Heidi thank Astrid for?

- A Her daily heart attack.
 B Bringing her some water.
 C Having a good practice.
 D None of the above.

e) What "crazy idea" did Astrid have?

- A Calling Rachel bossy.
 B Writing Rainbow Bite a letter.
 C Taking her skates home to practice.
 D None of the above.



Chapters Thirteen to Fourteen

Answer each question with a complete sentence.

1. What is Nicole's reasoning for hanging out with Rachel, even though Rachel and Astrid don't get along?

2. What does Astrid's reaction to Nicole saying "we always did what you wanted to do" tell you?

3. How does Astrid feel now that she has spoken to Nicole about what has been going on?

4. What advice does Rainbow Bite give Astrid, even though Astrid hadn't written her in weeks?

5. What does Astrid say is the reason her mother works at the university library?

6. What do you think giving tickets to Rachel and Nicole says about Astrid's character?



Journaling Prompt

Nicole told Astrid that whenever they hang out, they always do what Astrid wants to do. Have you ever felt like Nicole? Have you ever had a friend tell you that you always get your way? What sort of feelings did these situations make you feel? Why might it be difficult for Nicole to tell Astrid this? Why might Astrid not notice this had been happening? Explain your answers in a few paragraphs.



Chapters 8 to 10

Making New Friends

So far in the story, Astrid has been distanced from her best friend Nicole. Astrid feels miserable and like her entire life has changed. A little later she meets and becomes friends with fellow Rosebud Zoey and the two begin spending more time with one another. That changes when Zoey is picked to be a jammer—the position Astrid wanted.

This has been an emotional summer for Astrid. Does Astrid's situation make you think about your own friends? Have you ever thought about why you are friends? What qualities make a good friend? Is there anything you can think of that most of your friends have in common?

Consider these questions. In a few paragraphs, write about what you like about your friends. What makes them fun to be around? Why are they important to you? What character traits do they have that appeal to you? How would you feel if one of your best friends suddenly distanced themselves from you?



Chapters 11 to 12

Self-Reflection

Who are you? When Astrid's mother exclaims that she doesn't know who Astrid is anymore, Astrid says maybe she doesn't know either. Have you ever felt this way? What traits make up your personality? What do you think are the things that make you, you?

Talk about this idea with a parent or family member. Come up with a list of character traits that you feel describe you as a person. What do these traits mean to you and for the relationships you build with friends and family? How do they affect how you react in certain situations?

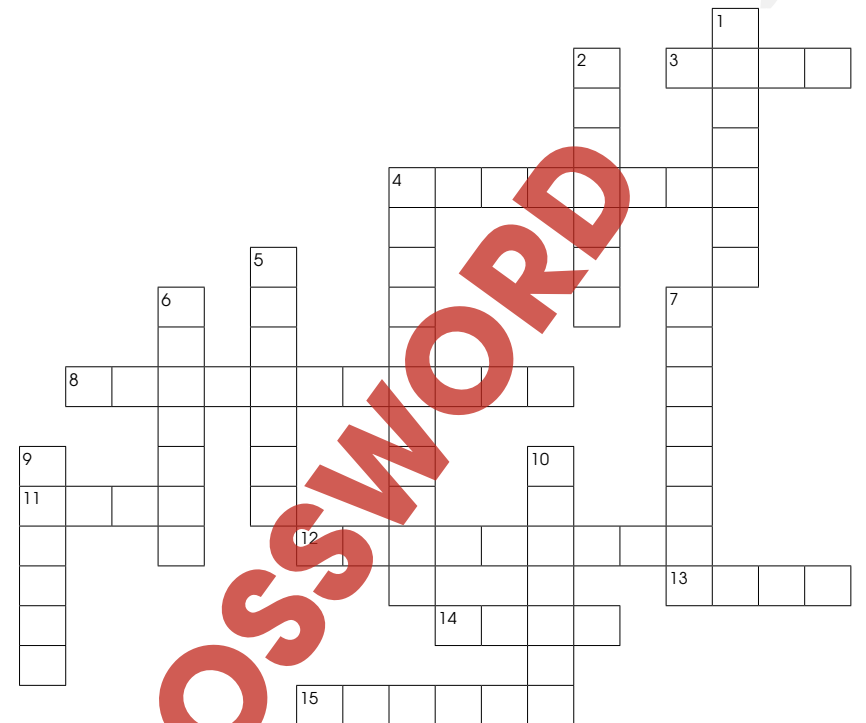
List the traits that make up your personality based on how much you think they contribute to who you are as a person. Try to answer the questions posed above and write a paragraph for each trait of about 100 words describing what it is and how it contributes to your identity.



Chapters Six to Seven

Vocabulary

- blazing
- breeze
- campaign
- chores
- complaining
- drag
- faraway
- licence
- neither
- nervous
- plow
- practically
- rite
- ruin
- sunstroke
- survived



Across

- A religious or other solemn ceremony or act.
- An organized course of action to achieve a goal.
- Virtually; almost.
- The destruction of something.
- A serious condition that happens when someone has been in the sun too long.
- Something that is a bummer or makes life less enjoyable.
- Turn up the earth or move in an uncontrolled way.
- Routine tasks, especially household tasks.

Down

- A permit giving permission to own or use something.
- Distant; seeming remote from the surroundings.
- Expressing dissatisfaction.
- Used before alternatives to indicate they are both not true or do not happen.
- Burning fiercely or brightly.
- Continue to live or exist.
- A thing that is easy to accomplish.
- Easily agitated or alarmed.



Comprehension Quiz

Answer each question in a complete sentence.

- Name four main characters from the book. 4
- Name two important themes from the book. 2
- How did Astrid and Nicole become best friends? 3
- What gave Astrid a horrible feeling at Nicole's ballet practice? 2
- How does Astrid feel about having to attend roller derby camp without Nicole? 2
- How does Astrid feel at her second day of camp? Who tries to make her feel better? 3
- What exciting news is revealed to the Rosebuds after Astrid receives a letter from Rainbow Bite? 2

SUBTOTAL: /18

Uphill Battle

Throughout the book there are moments where Astrid faces challenges. Whether it's Nicole and Rachel speaking about Astrid behind her back or Zoey getting angry at Astrid, there are plenty of events that have an impact on the plot and ending of the story. Use this organizer to describe and compare some of the points of rising action throughout the book and how they contributed to the ending.

The graphic organizer consists of a central mountain image. Five roller skates are placed around the mountain, each with a label: 'Rising Action #1' (top left), 'Rising Action #2' (top center), 'Rising Action #3' (top right), 'Story Plot' (bottom left), and 'Story Ending' (bottom right). Below each skate is a rectangular box for writing.

NAME: _____

After You Read 



Chapters One to Two

Answer each question with a complete sentence or short paragraph.

1. What are ECEs?

2. What is a jammer?

3. How do we know Astrid and Nicole have different feelings about roller derby?

4. How did Nicole and Astrid become best friends?

5. What is the name of the girl who bullies Astrid?

6. What does Astrid fear will happen to her after touching the dead squirrel?

Journaling Prompt

Astrid seems to immediately enjoy the sport of roller derby. Use the Internet to research some of the rules of the sport and write a description of how it is played. What might the enjoyment of this sport say about Astrid's character? Why? Explain your answers in a paragraph or two.

1.
ECEs are Evenings of Cultural Enlightenment.

2.
Jammers are roller derby players with stars on their helmets that try to pass blockers to earn points.

3.
Astrid is very excited while Nicole looks frightened by the sport as she covers her eyes. Astrid calls her a baby for thinking it's scary.

4.
Rachel tells Astrid she has rabies from touching a dead squirrel. Astrid begins to worry but Nicole tells her she is fine. Nicole said she knows about those things because her aunt is a doctor.

5.
Rachel.

6.
Rachel says everyone has to stay away from Astrid or they might catch rabies. She says Astrid will foam at the mouth, go crazy, then die.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. E

2. A

3. C

4. B

5. F

6. D

7. I

8. G

9. H

14

1.

a) **F**

b) **F**

c) **T**

d) **F**

e) **F**

f) **T**

2.

a) 4

b) 1

c) 5

d) 2

e) 6

f) 3

15

1.
She learns roller skating isn't easy for her.

2.
Astrid realizes Rachel and Nicole are friends and will go to dance camp together in the summer, which means Astrid's summer likely won't go the way she planned.

3.
Nicole spent all the money her mother gave her for snacks at the roller rink.

4.
A black helmet.

5.
Answers will vary, but may include: Deep down Astrid seems to know Nicole won't be attending roller derby camp, so she's avoiding hearing it for certain from Nicole.

6.
She describes it as getting hit right in the guts by a kickball.

16



EASY MARKING ANSWER KEY



14

15

16

Roller Girl – 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 Three to Four

Answer the questions in complete sentences.

1. Do you believe Astrid will be successful in crossing things off of her to do list?

2. Do you think Nicole will want to learn roller derby like Astrid?

Vocabulary

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

1

Barely

Learning or training to get better.

A

2

Practicing

Very good or exceptional at something.

B

3

Exceptions

People or things that are not included or don't follow a rule.

C

4

Talented

A person who claims to be able to see the future.

D

5

Destiny

Only just; hardly.

E

6

Psychic

Events that will happen to a person or thing in the future.

F

7

Uneventful

Arranging with people to travel using one vehicle.

G

8

Carpooling

Confined in a small space.

H

9

Cooped

Not involving any interesting or exciting events.

I



Chapters 8 to 10

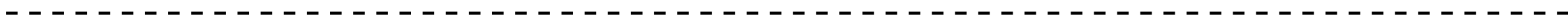


Making New Friends

So far in the story, Astrid has been distanced from her best friend Nicole. Astrid feels miserable and like her entire life has changed. A little later she meets and becomes friends with fellow Rosebud Zoey and the two begin spending more time with one another. That changes when Zoey is picked to be a jammer—the position Astrid wanted.

This has been an emotional summer for Astrid. Does Astrid’s situation make you think about your own friends? Have you ever thought about why you are friends? What qualities make a good friend? Is there anything you can think of that most of your friends have in common?

Consider these questions. In a few paragraphs, write about what you like about your friends. What makes them fun to be around? Why are they important to you? What character traits do they have that appeal to you? How would you feel if one of your best friends suddenly distanced themselves from you?



Chapters 11 to 12



Self-Reflection

Who are you? When Astrid’s mother exclaims that she doesn’t know who Astrid is anymore, Astrid says maybe she doesn’t know either. Have you ever felt this way? What traits make up your personality? What do you think are the things that make you, you?

Talk about this idea with a parent or family member. Come up with a list of character traits that you feel describe you as a person. What do these traits mean to you and for the relationships you build with friends and family? How do they affect how you react in certain situations?

List the traits that make up your personality based on how much you think they contribute to who you are as a person. Try to answer the questions posed above and write a paragraph for each trait of about 100 words describing what it is and how it contributes to your identity.

Uphill Battle



Throughout the book there are moments where Astrid faces challenges. Whether it's Nicole and Rachel speaking about Astrid behind her back or Zoey getting angry at Astrid, there are plenty of events that have an impact on the plot and ending of the story. Use this organizer to describe and compare some of the points of rising action throughout the book and how they contributed to the ending.

