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Alicia D. Williams

Alicia D. Williams is a lover of the arts. Not only is she a gifted author, she also acts too! She graduated from the American Musical and Dramatic Academy in New York. After school, she acted in many things. These included commercials, Broadway shows, and even some comedy! Williams also performed in children's theater.



Her love of drama and performing led her to some artist residencies. She is proud to inspire students to create their own stories. Williams believes all students should learn in a safe and creative space.

Williams has written both novels and picture books. *Genesis Begins Again* won many awards. Some of her picture books are biographies. They tell about important Black historical figures. In an interview, Williams once said she writes stories "to empower kids." She has taught in public schools as well as artist residencies. Williams takes pride in helping her readers overcome tough things and learning from them.

Did You Know?

- Alicia was in disbelief when she was told *Genesis* won an award.
- Alicia found a list of things girls didn't like about her when she was in junior high.
- Alicia has also taught many grades and loves to add performing to all subject areas.



Chapters Seven to Nine

Answer the questions in complete sentences.

1. What are some differences with this new school building?

2. Do you predict Sophia and Genesis will grow a friendship?

Vocabulary

Complete each sentence with a word from the list.

scramble	anonymous	divine	ignorant
recalling	authentic	existence	solitude

1. I was very _____ about dining rules overseas.
2. My mother really wanted an _____ gold necklace for her birthday.
3. After the end of the workday, my mom really liked _____.
4. This dessert tastes _____!
5. He was _____ his latest trip over dinner.
6. The mean kids put an _____ note in my locker.
7. I'll only eat the eggs if you _____ them.
8. The very _____ of giant squids worries me.



Chapters Seventeen to Nineteen

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

- T F a) After the incident with the lemons, Genesis is done with "beauty" treatments.
- T F b) The talent show is more important than sports for many people.
- T F c) Mama auditioned for her school's talent show.
- T F d) Dad stayed sober like he promised.
- T F e) Genesis' mom looked for the missing liquor.
- T F f) Mrs. Hill loans Genesis a hip-hop CD.

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

- a) Grandma and Mama talk things over.
- b) Dad catches Genesis performing in her bedroom.
- c) Genesis ignores Dad making shrimp as an apology.
- d) Mom and Genesis leave for Grandma's.
- e) Genesis puts bleach in her bath water.
- f) Genesis passes her math test.



Chapters Twenty-Four to Twenty-Seven

Answer each question with a complete sentence.

1. What connection does Genesis make to the book read in class?

2. Why does Genesis agree to sing with Jason?

3. Troy catches Genesis researching something on the computer. What is she trying to do?

4. Is Emory willing to come clean about his job? How do you know?

5. Why does Genesis accept Yvette's offer to perform with them?

6. What does Genesis hope to gain from the beauty cream?

Journaling Prompt

Sometimes, the people we want to be friends with don't act nicely. To be a good friend, you must be kind to others. It can be easy to ignore people treating us badly when we want to be their friend! It is important to stick up for yourself. What things do you look for in a friend? Make a list of the qualities of a good friend.



Chapters 13 to 16

Your Favorite Teacher

Genesis meets a lot of teachers every time she moves. Some, like Mrs. Hill, she likes more than others. A great teacher can make you love a subject! They can make you feel important. Who is your favorite teacher? Choose someone from any year of school. What was it that made them special? What did you appreciate about them? Write all of their good qualities and why they made a difference for you.



Chapters 17 to 19

Internet Safety

The Internet can be a great place. We can find lots of information with the click of a button. We can chat with friends, plan a trip, and order things from all over the world! People have never been more connected. The web can be not-so-great as well. It can give us the wrong ideas, show scary pictures, or steal our information. Imagine Genesis is convinced to buy bleaching cream from the ads she sees online. How do you know when something is true online? What can kids do to stay safe online?



Word Search Puzzle

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

dangle	frenzy	mellows	smirking
dread	frilly	settle	sorrow
elegant	gush	sheen	testimonials
exhales	informs	singes	
foul	kinky	smearing	

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



Comprehension Quiz

- How does Mrs. Hill feel about Genesis' performance? 1
- How does Troy "help" the other boys in class? 1
- Nia wears her hair proudly. What style does she typically have? 1
- What reference does Sophia make to Genesis' old school? 1
- What was different about Genesis' act? 1
- What did Genesis convince Troy to change about his music? 1
- Why did Mama marry Emory? 2

SUBTOTAL: /8

A List of Love

There were huge differences between Genesis' old and new school. She wasn't expecting to like Farmington Oaks Middle as much as she did. She made assumptions about a place she knew nothing about! Genesis expected students to act in a certain way. Her assumptions went away!

Students spend the majority of their time at school. What is there to like about it? What do you enjoy about your time in the building? In a small group or with your class, brainstorm what makes your school great! There is a "Top Ten" template below. Highlight the great things happening around you!

#1	
#2	
#3	
#4	
#5	
#6	
#7	
#8	
#9	
#10	

NAME: _____

After You Read 



Chapters One to Three

Answer each question with a complete sentence or short paragraph.

- Was Genesis surprised when she arrived at her house after school?

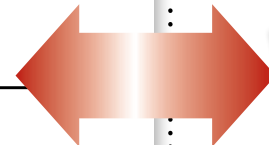
- Were Regina and the gang true friends? Why or why not?

- What is "the List"?

- As readers, how do we know that the list had an impact on Genesis?

- How does Genesis feel about her appearance?

- Genesis' father is not liked by her grandma. Why?



EASY MARKING

ANSWER KEY



Journaling Prompt

Genesis thought Regina and the other girls were her friends. They had plans to hang out after school and were having fun walking home. When the girls see all of the furniture on the lawn, they start to make fun of Genesis. Genesis is angry that the girls quickly turn on her. Have you ever had friends treat you badly? Write about what happened. How did you solve the problem? When is it best to part from a friend?

1.

No, she wasn't surprised and had experience with that before.

2.

No, because they dumped her when she was being evicted.

3.

It's a list of negative things about Genesis that started with two girls in fifth grade.

4.

She has kept it and has added to it.

5.

She is dissatisfied and wants to have lighter skin.

6.

Grandma doesn't feel like he can support the family.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. H

2. J

3. G

4. A

5. I

6. E

7. C

8. D

9. F

10. B

1.

They are in disbelief that the house is theirs.

a) F

b) F

c) T

d) T

e) F

f) T

2.

a) 4

b) 6

c) 1

d) 5

e) 3

f) 2

1.

They are in disbelief that the house is theirs.

2.

Her dad has taken the money and gambled with it. He was able to buy groceries and Chinese food.

3.

Mom suggests Dad go to Alcoholics Anonymous.

4.

They are rude and a girl insults her clothing.

5.

She does terribly on the test and Troy will be her tutor.

6.

Sophia is teased as well.



Genesis Begins Again – 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.

NAME: _____



Chapters Seven to Nine

Answer the questions in complete sentences.

1. What are some differences with this new school building?

2. Do you predict Sophia and Genesis will grow a friendship?

Vocabulary

Complete each sentence with a word from the list.

scramble
recalling

anonymous
authentic

divine
existence

ignorant
solitude

1. I was very _____ about dining rules overseas.

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Chapters 13 to 16



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Students spend the majority of their time at school. What is there to like about it? What do you enjoy about your time in the building? In a small group or with your class, brainstorm what makes your school great! There is a "Top Ten" template below. Highlight the great things happening around you!

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#10	