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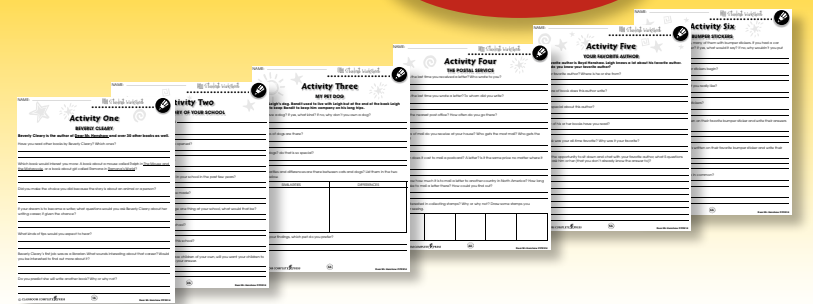
EASY MARKING ANSWER KEY

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Beverly Cleary

Beverly Cleary is an author you are likely to hear and read a lot about.

She was born Beverly Bunn on April 12, 1916 in McMinnville, located in Yamhill County, Oregon. Even though she lived in a small town that didn't have a library, and had trouble reading, she still came to love reading as a young child.

Her family later moved to Portland, where she attended elementary and high school. She then moved to California to get her college degree as a librarian.

In 1940, she married Clarence Cleary. Her first book *Henry Huggins* was published in 1950.

In 1955, she gave birth to twins - a girl and a boy, named Marrienne Elizabeth and Malcolm James. Her twins were ten years old when Beverly wrote the story of Ralph in *The Mouse and the Motorcycle* and they were twenty-six years old when she wrote the story of *Ramona Quimby, Age 8*.

Beverly has written over 30 books, now published in over twenty countries and in fifteen different languages. In 1984, she received the Newbery award for her book *Dear Mr. Henshaw*. Some of her famous characters are Henry Huggins, Ralph Mouse, Ramona Quimby and Leigh Botts.

If you enjoy Leigh Botts in *Dear Mr. Henshaw*, you will also enjoy him in the book *Strider*, where his adventure continues. Clarence died in 2004 and Beverly now lives in Carmel, California.



Did You Know?

- Beverly Cleary is an only child.
- Beverly Cleary has also written books for adult readers.
- Beverly Cleary's latest book, *Ramona's World* was published in 1999.

Section Five

1. What type of story do you think Leigh will write? What type of story would you write?

2. Do you think the lunch thief will strike again? How?

Vocabulary

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

1	scowling	an open sore caused by stress	a
2	wrath	bird of prey	b
3	civilization	strong vengeful anger	c
4	ulcers	a face made to show displeasure	d
5	hawk	a place to wash and dry clothes	e
6	Laundromat	a high level of cultural and technological development within a society	f



Section Five

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

a) What did Leigh's dad really love?

- A The excitement of his job.
- B The truck stop food.
- C The comfort of the bunk in his truck.

b) What type of friends did mom have over?

- A Her trucker friends.
- B Her women friends and their babies.
- C Her sisters and other relatives.

c) When did Leigh's dad finally call?

- A Before getting pizza with his new girlfriend and her son.
- B Right after church before lunchtime.
- C Leigh couldn't wait anymore so he called his dad himself.

d) In the snowstorm, what did dad lose?

- A He lost his chains.
- B He lost Bandit.
- C He lost Bandit's bandanna.

2. Read the statements below. Do you AGREE or DISAGREE with each? Circle your choice and write a one sentence statement explaining why you feel the way you do in the space provided.

Agree	Disagree	a) Parents' lives must change when they have children.	_____
Agree	Disagree	b) If you tell your child that you will call you'd better call.	_____
Agree	Disagree	c) You can't be a trucker without a Citizens' Band radio.	_____
Agree	Disagree	d) Truckers must respect weight and speed limits.	_____

Section Five

Answer each question with a complete sentence.

1. If you were given the tasks of fixing a meal, babysitting some babies and doing your homework, which would you do first? Second? Third? Why would you do the chores in that order? Explain your answer.

2. What are other ways Leigh could have contacted his dad?

3. Do you believe Leigh's father, who said he was going to call him in the evening? Why or why not?

4. Do you think adding the words *Dear Mr. Pretend Henshaw* at the top of the letter would be helpful to you when writing in your diary? Why or why not?

Journaling Prompt

Leigh is getting more and more comfortable writing in his diary. His relationship with Mr. Henshaw is also growing more established as letters and postcards exchange hands between them regularly. Pretending that you are Leigh, write a new set of questions to Mr. Henshaw. Don't include any of the questions you asked during the first stages of the relationship.

Now write ten new questions from Mr. Henshaw to Leigh. Again don't include questions he would ask Leigh at the beginning of their relationship.

Compare your questions with a partner. Are the questions heading in the same direction? What are the differences?



Section Four: Catering Company

Imagine that you are going to open your very own catering company. You will need to develop a menu, filled with canapés, quiches, deviled eggs and other finger foods people like to munch on at parties.

Find yourself a creative company name. Create a menu and write your recipes. Work out how you would make people in your area aware of your catering business. How would you handle issues such as food allergies and differing cultures' diverse food preferences?



Sections Five and Six: Postcard for Leigh

Leigh is getting many postcards. Some are from Mr. Henshaw and others are from his dad. Pretend that you are going to send Leigh a postcard.

Design an original postcard to send to Leigh based on everything that you know about him. Color it and fill in the back with a special message to Leigh.



Word Search Puzzle

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- AMUSE
- AUTHOR
- BANDANNA
- BATTERIES
- BROCCOLI
- CATERING
- DEMONSTRATION
- DESCRIPTION
- DUPLICATED
- EXPERIMENTING
- FOIL
- LICENSE
- LOAD
- MONARCH
- NUISANCE
- POSTAGE
- POSTCARD
- POTLUCK
- PRINTED
- PROSE
- REEFER
- REFINERY
- REJECTED
- RIG
- SINCERELY
- TALENTED
- THIEF
- TYPEWRITER
- URGENT
- WRITER

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

Comprehension Quiz

Answer each question in a complete sentence.

- How did Leigh feel about *Ways to Amuse a Dog*? Who wrote the book?

- How did Leigh get stuck answering ten questions? What wouldn't he get if he didn't answer the questions?

- Where is Leigh's dad? What does he do for a living? What does Leigh's mom do for a living?

- What type of pet does Leigh have? What is its name?

- What was getting Leigh super angry? Why was he so lonesome?

- How was he going to solve his biggest problem at school? Who would help him?

- Who does Leigh share his problems with? How did he get started?

SUBTOTAL: /15

Leigh's Journey

Look at the map of the Western part of the United States. Identify and locate the cities Mr. Henshaw wrote to Leigh from. Where did Leigh's parents live before and where do they live now? What journey does his father take to deliver his goods? Be prepared to discuss which states, rivers, and lakes were crossed. Roughly how many miles did his father travel?



NAME: _____

After You Read 



Section Eight

Answer each question with a complete sentence.

1. How do you get inspired when your teacher gives you a writing assignment to do? Do you try and try again like Leigh? Explain.

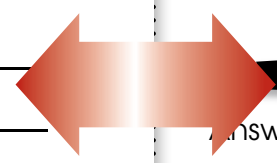
2. Can you recall how Leigh felt when Mrs. Badger called him an author and remembered his piece of writing?

3. What do think about Mrs. Badger?

4. If you were the winner of this contest, which author would you like to meet? Why?

5. Did you know there's a real author called Angela Badger? What kind of information can you find on her? Is the character in the book based on the real Angela Badger?

EASY MARKING



Journaling Prompt

Go back and read the advice that Mrs. Badger gives Leigh. Create a to-do list for writing based on what she has suggested, also including the advice Mr. Henshaw has given.

Design a 'writing tips' poster which you can hang up either in the classroom, library or where you do your homework at home.

1. Answers will vary

2. He turned red and was modest about his work. He couldn't believe that she remembered his piece.

3. Answers will vary

4. Answers will vary

5. Answers will vary

1. Answers will vary

2. Answers will vary

Vocabulary - Crossword

Across

- 2. bandanna
- 4. winery
- 5. bunk
- 7. sailboats
- 8. grove
- 9. grin

Down

- 1. tavern
- 3. weighscale
- 5. broccoli
- 6. rig

1. a) 5

b) 3

c) 1

d) 7

e) 6

f) 4

g) 2

2. Answers will vary

1. Answers will vary

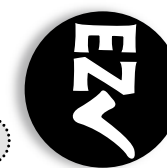
2. Answers will vary

3. Answers will vary

4. Answers will vary

5. Answers will vary

6. Answers will vary



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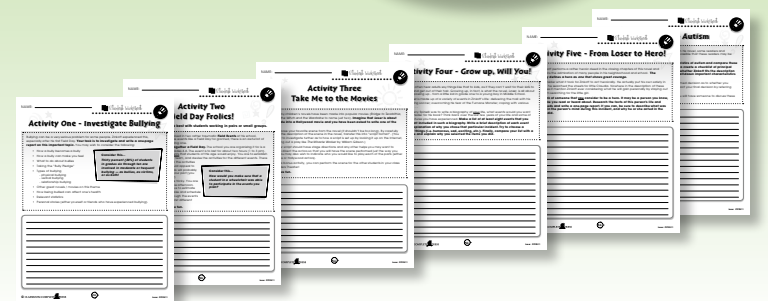
GRAPHIC ORGANIZERS

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Jerry Spinelli

Jerry Spinelli was born in Norristown, Pennsylvania. He attended Gettysburg College and John Hopkins University.

In 1991 he won the Newbery Award for his novel, *Maniac McGee* and in 1998 *Wrinker* was named a Newbery Honor Book.

He and his wife, Eileen have six children and several grandchildren. Eileen Spinelli is Jerry's favorite author.

Jerry Spinelli's novels reflect the power of childhood memories and powerfully affect his work: "Isn't it a magical, wonderful thing that our childhoods are not irretrievably lost to us, like the juice squeezed forever from an orange, and that without moving so much as an eyelash we can call back Buddy Brathwaite's bare, rat-proof feet, or Ginny Sukoloski's dungaree nipping duck, or Joey Lapella's green teeth?"



Did You Know?

- The first 4 books that Jerry had written were never published.
- Jerry always has chick peas in his pocket, in case he wants a snack.
- Jerry's first book for children was published when he was 41 years old.



Chapters Twelve to Fourteen

Part A

Answer the questions in complete sentences.

1. Being a mailman is an interesting job. If you have the opportunity, ask a mail carrier what they find most interesting about their occupation. Think of two things about this occupation that would make it rewarding.

2. What would there be about delivering mail that might prove challenging?

Vocabulary

Choose a word from the list to complete each definition.

convalescing	descending	contrary	critical	distinct
solitary	reassures	urgent	immense	coarse

1. A person who is alone is _____.
2. A voice which is very plain and clear is _____.
3. A surface that is rough to the touch is _____.
4. Something that is important is _____.
5. Someone going down is said to be _____.
6. A person recovering from an illness is said to be _____.
7. Something that is very large is said to be _____.
8. A person who is disagreeable is said to be _____.
9. A teacher who is constantly finding fault is _____.
10. A person who gives confidence to someone _____ that person.



Chapters Twelve to Fourteen

Part A

Put a check mark (✓) next to the answer that is most correct.

1. Zinkoff's dad said that delivering mail in a storm was:
 - A a piece of cake
 - B easy as pie
 - C great fun
 - D quite a chore
2. The Waiting Man was waiting for:
 - A his mail
 - B his brother
 - C a parcel
 - D the doctor
3. Zinkoff delivered:
 - A 25 letters
 - B 50 letters
 - C 75 letters
 - D 100 letters
4. Zinkoff hates this more than anything else:
 - A school
 - B broccoli
 - C waiting
 - D Polly
5. Zinkoff's strategy in conquering the Furnace Monster was:
 - A a three day plan
 - B a complete failure
 - C a week-long plan
 - D spoiled by Polly



Chapters Twelve to Fourteen

Part B

Answer the questions in complete sentences.

1. What things does Zinkoff's father suggest they do on their lunch break?

2. Besides bad weather, list two other things Mr. Zinkoff suggested a mailman had to worry about?

3. What was unusual about *The Waiting Man*?

4. Why was the start of Third Grade the worst period of Zinkoff's life?

5. Why did Uncle Stanley call Zinkoff "The Sleepless Wonder"?

Journal Activity

Write a TRIANGLE POEM about being a mail carrier. A triangle poem has five lines and gets its name from the shape of the poem. This is the pattern: Line 1 - title
Line 2 - two "smell" words
Line 3 - three "touch" words
Line 4 - four "sight" words
Line 5 - five "sound" words.
(Lines 2-5 all refer to the title.)



Chapters 1 to 4

Clever Ways of Saying Things

Jerry Spinelli is a very good writer who sometimes says things in unusual ways. Often the reader has to stop and think about what Spinelli has written.

Choose three of the following phrases and put them in your own words:

- *this brick and hoagie town* (p. 3)
- *the let-loose sidewalk pups* (p. 5)
- *tries to outstare the sun* (p.3)
- *the never-blinking sun* (p. 4)
- *as surely as noses drip downward* (p. 5)
- *the usually hated students* (p.9)

Now think of three additional sayings that are unusual yet imaginative. They may be sayings you have heard or read - or ones that you just made up. Be sure to put the meanings to these sayings beside each one.



Chapters 5 to 9

Expressing One's Mind

Zinkoff learns a lot about the uniqueness and power of words in these chapters. Several of the words he meets are "made-up words or phrases".

- "Timingulation." Is it a real word? If so what does it mean?
- "He knocks over his desk with a *nerve-slapping racket*" (p.17) Nerves can't really be "slapped", can they? Yet why is this still a catchy expression?
- What did Zinkoff's teacher mean by the expression, "hitched a ride on a pencil point" (p.18)?
 - When does Mrs. Meeks use the word "Jabip"?

Now think of three additional sayings that are unusual yet imaginative. They may be sayings you have heard or read - or ones that you just made up. Be sure to put the meanings to these sayings beside each one.



Word Search

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

- | | | | |
|------------|-----------|--------------|----------------|
| absolutely | etiquette | medal | random |
| announces | haphazard | miraculously | serious |
| acquires | impressed | misinformed | Snickerdoodles |
| atwitter | intends | pacifier | soccer |
| Biswell | jabip | Polly | Vietnam |
| blizzard | mailman | quilted | Zinkoff |

z	x	v	m	z	s	e	r	i	u	a	c	a	b	i	a
m	d	m	a	i	l	m	a	n	c	v	t	m	d	m	t
i	f	h	n	n	r	a	n	a	o	m	i	e	r	p	w
r	g	a	t	k	r	a	f	g	h	s	s	d	a	r	i
a	h	p	e	o	t	f	n	e	i	g	d	a	z	e	t
c	j	h	i	f	y	g	g	n	s	f	n	l	z	s	t
u	k	a	v	f	u	h	f	e	o	k	e	e	i	s	e
l	s	z	w	s	l	o	e	r	t	u	t	r	l	e	r
o	u	a	q	d	p	o	l	l	y	n	t	b	d	l	
u	o	r	a	m	j	a	b	i	p	v	i	c	i	o	l
s	i	d	e	t	l	i	u	q	s	o	c	c	e	r	e
l	r	d	s	r	e	i	f	i	c	a	p	u	i	s	w
y	e	a	b	s	o	l	u	t	e	l	y	c	v	b	s
a	s	e	l	d	o	o	d	r	e	k	c	i	n	s	i
e	t	i	q	u	e	t	t	e	z	x	c	v	b	n	b



Comprehension Quiz

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Answer each question in a complete sentence.

1. What was Zinkoff's teacher's name in grade one, and what did she call the students of her class?

2. Describe the hat that Zinkoff wore on the first day of school.

3. During the summer between grades one and two, two new people enter Zinkoff's life. Who were they?

4. What was the name of Zinkoff's favorite cookie?

5. What was Zinkoff's favorite sport when he was in grade two?

6. Describe what happened to Mrs. Biswell's beloved greenboard eraser.

SUBTOTAL: /12

Story Map

Complete each section with information from the novel, *The Loser*.

SETTING

CHARACTERS

Major:

Minor:

PROBLEMS OR CHALLENGE

MAIN EVENTS

RESOLUTION



Chapters Fifteen to Seventeen

Part A

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

- T** **F** a) The author refers to little-kid eyes as scoopers and big-kid eyes as *picky*.
- T** **F** b) Field Day for the little kids (grades 1 – 3) was all about races.
- T** **F** c) Mr. Yalowitz referred to the other grade four class and their teacher as measles.
- T** **F** d) The coach had Zinkoff run anchor in the final race
- T** **F** e) Thanks to his efforts during Field Day, Zinkoff's reputation was greatly enhanced in the eyes of his classmates.

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

- _____ a) Zinkoff gets a bike which he calls Clunker One
- _____ b) Zinkoff's dad takes him for a ride in Clunker Six.
- _____ c) Zinkoff is placed in seat number one at the front of the classroom by Mr. Yalowitz.
- _____ d) Zinkoff meets Claudia, the little girl on a leash.
- _____ e) At the Field Day, Zinkoff ends up on the Purples.
- _____ f) Zinkoff begins grade five and is renamed.

1.

- a) TRUE
- b) FALSE
- c) TRUE
- d) TRUE
- e) FALSE

1.

Chapter 16 introduces Zinkoff and the reader to the concept of Zinkoff being a "loser".

2.

Answers will vary. Perhaps to increase Zinkoff's self-esteem.

3.

Zinkoff – disappointed he let his team down; Hoben - devastated his team lost; dad - aims to cheer his son up..

4.

His dad will love him no matter what.

2.

- a) 5
- b) 3
- c) 1
- d) 6
- e) 2
- f) 4

5.

Grade 5 was the last grade in the school, so the grade five students had the most status.

6.

He was renamed, "Loser".

1.

Answers will vary

2.

Answers will vary

Vocabulary

- 1. b
- 2. a

1.

a) Hector

b) Nobody

c) candle

d) geography

e) bubble-gum

f) Willow

2.

a) Zinc

b) Yellow

c) Hobin

d) earwax

e) licorice



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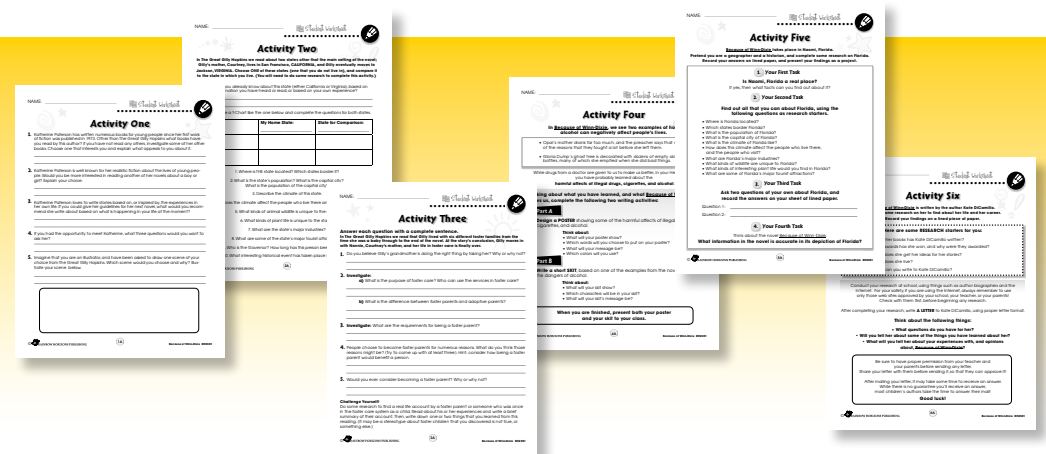
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Katherine Paterson

Katherine Paterson was born in Qing Jiang, Jiangsu, China in 1932. Her parents were American missionaries working China. As she was growing up she learned the Chinese language, and how to respect differences between people. By the time she was eighteen years old, she had moved eighteen times. She felt terribly lonely and found refuge in books.



Back in the United States, Katherine graduated from King College in Bristol, Tennessee with an English degree. She worked in a small rural school in Virginia for a year before returning to school in Richmond, Virginia. Like her parents, she had wanted to become a missionary in China, but in the late 1950's China was not allowing any Americans into their country. She decided to go to Japan instead where she lived for four years.

that young people can relate to. Her characters have real life experiences, and by reading about them, young people can learn important lessons about life and the world in which they live. It was Katherine's experiences of being a foster mother herself that inspired her to write *The Great Gilly Hopkins*. She didn't think that she was a good foster parent and decided to write something from the point of view of a foster child. Looking back, Katherine feels that her experiences in China and Japan, and her strong Biblical heritage all contributed to the tone, ideas and themes in her books.

By 1962, Katherine had returned to the United States, and her life as a writer began. She began writing nonfiction books, and in the process, realized that what she really wanted to write was fiction. Then, after taking a creative writing class for adults she wrote and published her first work of fiction, *The Sign of the Cross* in 1973.

Katherine has always loved reading fiction. She believed it was important for children to read fiction and connect with the real world through stories. Katherine creates realistic characters

Did You Know?

- When she was growing up Katherine wanted to be a movie star.
- Katherine's hobbies include playing the piano and tennis.
- *The Great Gilly Hopkins* won the Newberry Honor Award and 5 other awards



Chapter Three

Answer the questions in complete sentences.

1. Chapter Three is entitled, *More Unpleasant Surprises*. What do you think the unpleasant surprises will be?

2. Do you think Mr. Randolph has much of a chance of getting to know Gilly? What good could a blind man bring to an eleven-year-old girl?

Vocabulary

Complete each sentence with a word from the list.

- clamor vicious favoritism fracas imbecile
obscene snarled sassy palsy

1. The angry dog _____ and looked _____.
2. He looked like such a fool; he looked like an _____.
3. The audience cheered so loudly they caused quite a _____.
4. Grandma loves all her grandchildren equally; she never shows any _____.
5. A person with _____ has muscle paralysis in some or all of their body.
6. I know they were arguing because of the _____.
7. A lot of _____ words came out of Gilly's mouth.
8. Gilly was very disrespectful and _____ toward Trotter.



Chapter Three

Part A

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

- T F a) William Ernest wiped Trotter's nose.
T F b) Miss Ellis showed favoritism toward William Ernest over Gilly.
T F c) Mr. Evans, the principal, greeted Gilly.
T F d) Mr. Evans believes that Gilly should be in a challenging class.
T F e) Gilly was placed in a regular grade six class.
T F f) Gilly compared school to a prison.

2. Read the following statements. Put an X on the line to indicate how much you AGREE or DISAGREE with each. Justify your decisions in the space provided. Compare and discuss your opinions with a partner.

a) It is okay for a student who is new at school to do whatever it takes to get respect.

Agree ----- Disagree

Justification:

b) All students who fight should be suspended.

Agree ----- Disagree

Justification:



Chapter Three

Part B

Answer the questions in complete sentences.

1. Gilly and W.E. are both foster children, yet Gilly is very mean to W.E.. Why do you think she is so mean to him?

2. Have you ever changed schools? How did you feel? How do you think you would react?

- 3 a) What went wrong at recess with Gilly and the boys? Do you think she got into a fight with six boys on purpose?

- b) In your opinion, what should the consequences be for her actions?

4. A metaphor is a comparison of two things in which one thing is described as being something completely unrelated. For example, in Chapter Three, the author writes, "From the doorway (Gilly) could hear Old Mother Goose honking over her gosling". Find one more example of a metaphor in this chapter.

Journal Prompt

Reread the section of Chapter Three in which Miss Harris is introduced to Gilly. Then, write an alternative scenario describing how things could have happened differently. Perhaps Miss Harris and Gilly know each from another school. Maybe they argue when they first meet. Be creative!



Chapters 1 and 2

Gilly Hopkins gets quite a surprise when she goes next door to get Mr. Randolph for supper. Not only is Mr. Randolph a person of color, he is also blind. Gilly isn't sure how to act when she meets him for the first time because he is so different from her.

Think of all the physical senses you have (the sense of touch, taste, smell, hearing and/or sight). Now, choose one of these senses and imagine what your daily life would be like if you no longer had this sense available to you. For example, if you have good vision, how would things be different if you could not see at all?

Using good paragraph format, write a one-page description of your daily life without this sense. Describe how you would go about your daily activities, and how you would want people to respond to you.



Chapters 3 and 4

When was the last time you looked through an encyclopedia, either on the Internet or as a hard copy book, just to discover something new? Brainstorm three topics that interest you and about which you would like to learn more. Then, find an encyclopedia at the library or online, and read what is written about those three topics.

For this writing task, choose ONE of the three topics you read about. Think about what information was new for you. What did you learn? Write a summary paragraph explaining what you have just discovered.

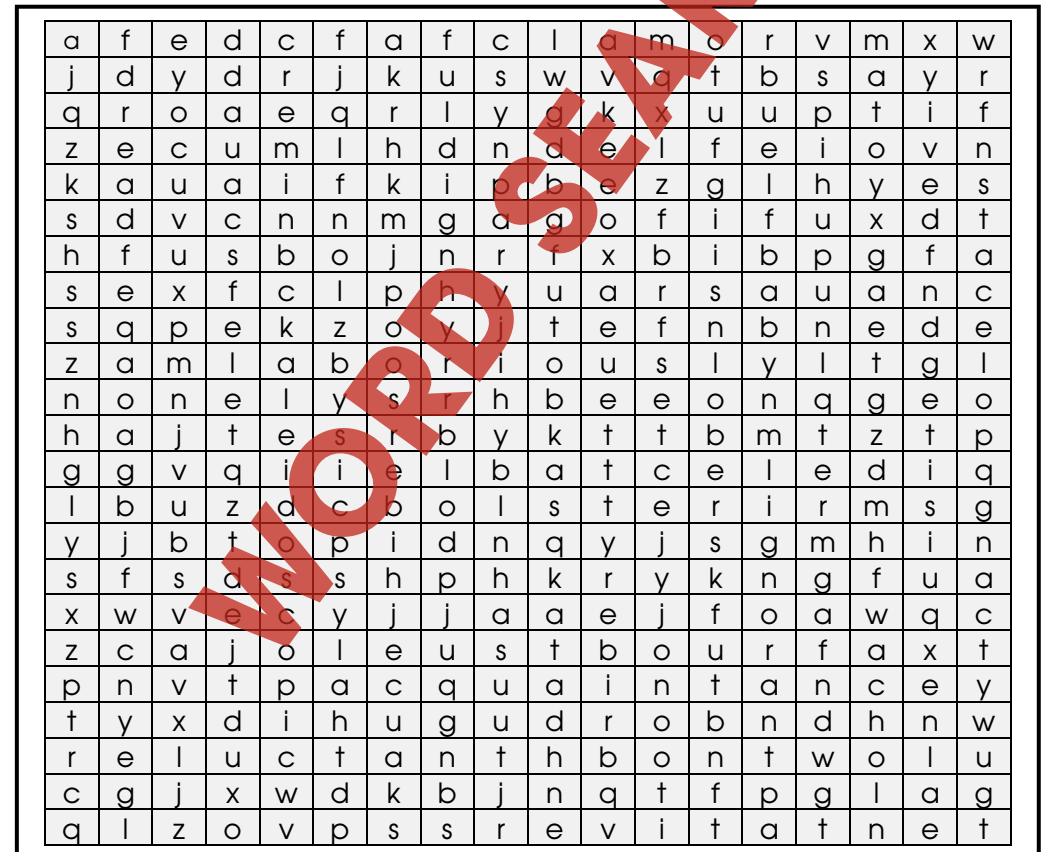
Trade your summary paragraph with a friend. What did he or she learn?



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

bolster	irritability	kaleidoscopic	gruesome
canopy	agony	reluctant	ignorant
acquaintance	bribery	anticipation	laboriously
curlicues	defiant	cajole	tentative
dread	engulf	clamor	polecat
exquisite	fracas	delectable	vain
gutsy	homecoming	expanse	swat



Comprehension Quiz

40

- What reading level was W.E. at? What did he really like to do?

- What did Agnes do for Gilly? What did Gilly do for Agnes?

- What did Gilly do at school that was so memorable? What is her real name?

- Name two foster families with whom Gilly previously lived. Can you name two more?

- What was the name of the book where Gilly found the money? What was the title of Mr. Randolph's favorite book?

- What did Gilly master at school? What did she try to teach W.E.?

- Who is Chadwell? What happened to him?

- Where does Gilly end up living? Who would be proud of her?

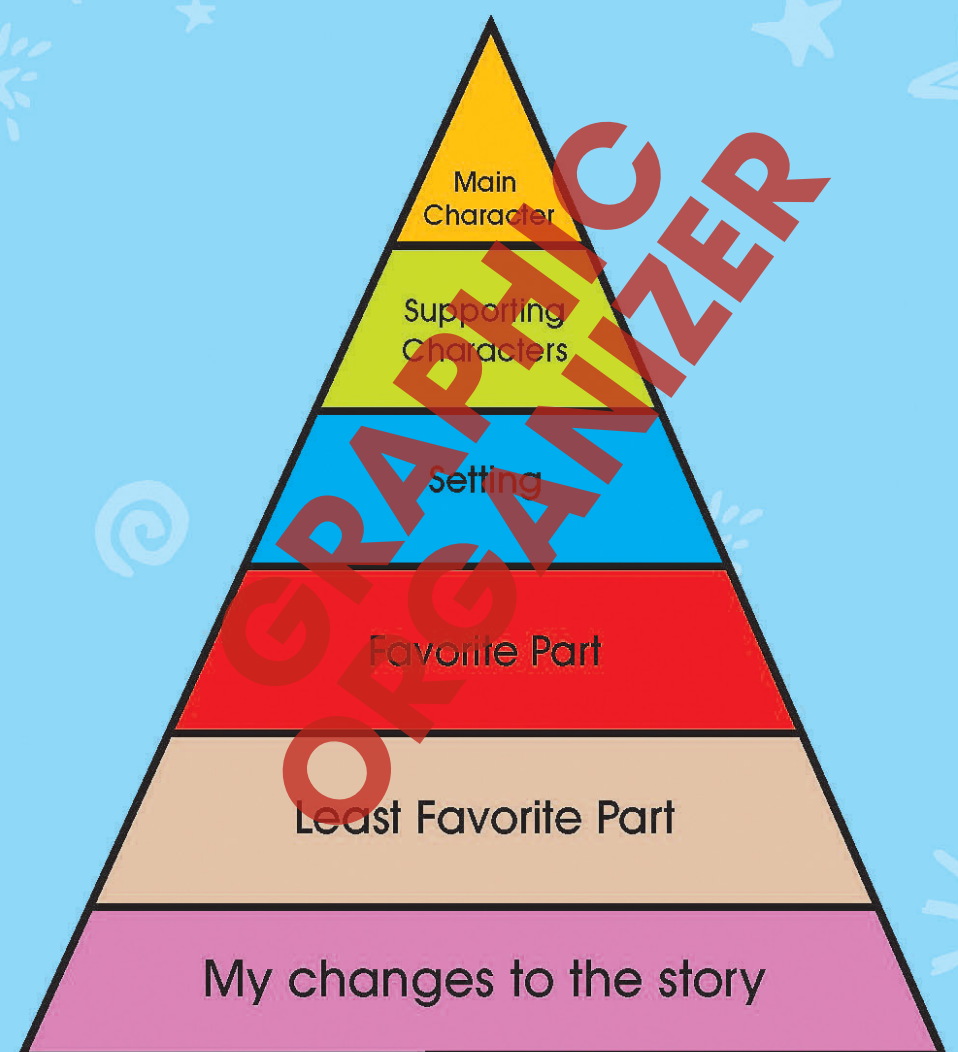
- What is a simile? Give two examples from the story.

- What is a metaphor? Give two examples from the story.

SUBTOTAL: /20

Book Report Pyramid

Title: _____
Author: _____



NAME: _____

After You Read 



Chapters Twelve and Thirteen

Part B

Answer each question with a complete sentence.

1. Do you believe Gilly's grandmother is doing the right thing by taking her? Why or why not?

2. How did Chadwell die?

3. Why do you think Gilly felt more comfortable in a dead man's room rather than her own mother's?

4. If you were Gilly, what things would you share with your 'new' grandmother?

5. In Chapter Twelve, the author uses the metaphor, "to be herself, to be a swan...". (Remember: a metaphor is a comparison of two different things in which one thing is described as being something completely unrelated.) In this sentence, Gilly is described as being a swan. Find at least one more metaphor in Chapters Twelve and Thirteen. Write down the chapter in which it appears.



Journal Prompt

Write two character descriptions, one of Gilly's grandfather and the second of her uncle Chadwell. Then draw and label Gilly's family tree, now that she actually has a family. Add more members to her family tree if you like.

1.

Answers will vary

2.

He died in the war

3.

Answers will vary

4.

Answers will vary

5.

Possible answer:
Chapter 12: *To stop being a "foster child", the quotation marks dragging the phrase down, almost drowning it*

37

1.

Answers will vary

2.

Answers will vary

Vocabulary

1) reckon

2) anxiety

3) chatter

4) willow

5) permanent

6) gutsy

7) agony

8) sneer

38

1.

- busy with horses
- worn out
- shoveling manure
- half-million-dollar prize
- have three maids
- school is terrible
- nobody knows anything
- won one race
- will skip to ninth grade

2.

a) 4

b) 2

c) 5

d) 1

e) 3

f) 7

g) 6

39

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

4.

Answers will vary (i.e. Both could be quiet and uneasy; Trotter's - more emotional and sad, Nonnie's - once the ice was broken, could be very revealing and informative)

5.

Answers will vary

40



Coming-of-Age Stories Lit Kit Set – 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.