

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 Jerry Spinelli.....	10
• Chapter Questions	
<i>Chapters 1-5</i>	11
<i>Chapters 6-10</i>	14
<i>Chapters 11-14</i>	17
<i>Chapters 15-21</i>	20
<i>Chapters 22-25</i>	23
<i>Chapters 26-32</i>	26
<i>Chapters 33-35</i>	29
<i>Chapters 36-39</i>	32
<i>Chapters 40-43</i>	35
<i>Chapters 44-46</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS.....

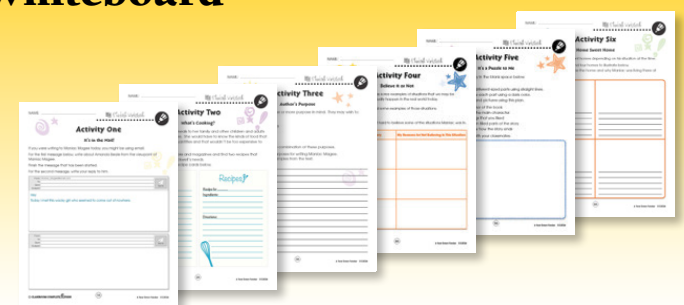
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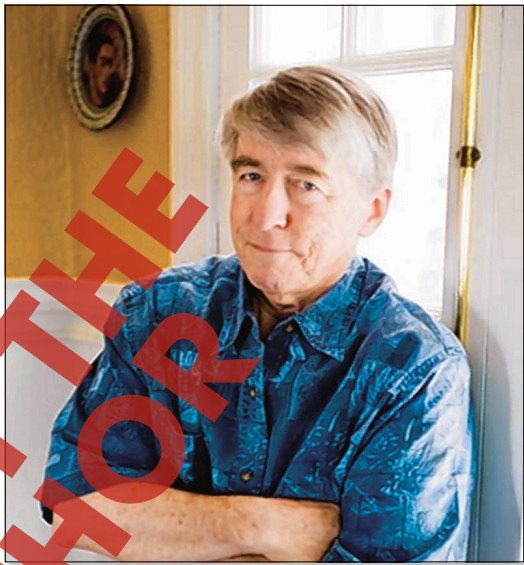
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Jerry Spinelli

Born February 1st, 1941 in Norristown, Pennsylvania, Jerry Spinelli did not plan to be an author as his future career. His first love was to be a major league football player. At age sixteen, he wrote a poem about a football victory. His father thought it was so well done that—unknown to Jerry—he sent it to a local newspaper and it was published. When Jerry realized that he was not going to make it in football to the major leagues, he decided to become a writer instead.



Spinelli graduated from Gettysburg College, Pennsylvania in 1963. While a student there, he wrote short stories and was the editor of the college magazine. After he graduated, he became a writer and editor for a department store magazine. During the next twenty years, Jerry worked at ordinary jobs during the day so he would have the energy to write fiction in his spare time. Like many writers, he also wrote during his lunch breaks, at night and on weekends.

His career as a children's author began in 1982 with the publication of *Space Station Seventh Grade*. He became a very productive writer and has a long list of titles to his credit. His stories contain a sense of humor and vocabulary easily understood by teens and young adults.

Spinelli's books for children have won recognition and awards: *Maniac Magee* won the Newbery Award in 1991 and *Wringer* won the Newbery Honor in 1998. All of his stories reflect his understanding of young people and their relationships with others.

• Jerry Spinelli's first four novels were written for adults, and all four were rejected by publishers.

Did You Know?

• His fifth novel was intended for adults, but the publisher wanted it to be marketed as a young adult book. This novel, *Space Station Seventh Grade*, was published in 1982.

• Jerry Spinelli's wife, Eileen Mesi, is also an author of children's books.



Chapters Fifteen to Twenty-One

Answer the questions in complete sentences.

- In this section, Maniac's fame spread all over the East End. Think about what it would be like to be famous. List three pros and three cons of being a famous person.

	Pros	Cons
1.		
2.		
3.		

- Also in this section, Maniac is confronted with **discrimination**. What are some ways that people discriminate against other people?

Vocabulary Match each meaning with a word from the list!

gawked	coot	hibernating	incubating	eons
pickpocket	testimony	opponent	distraction	confetti

- A slang term meaning "an old fool".
- Very long periods of time.
- Stared with one's mouth open.
- Small bits of colored paper.
- A person who is on the other side.
- A statement used for proof.
- Sitting on eggs to hatch them.
- A person who steals from your pocket.
- Taking away one's attention.
- Spending the winter sleeping.



Chapters Fifteen to Twenty-One

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

- T F a) Mrs. Beal sent Maniac to his room for talking trash to her.
- T F b) Maniac didn't see any difference between the whites and the people of color.
- T F c) Maniac was the target of discrimination when someone wrote on the brick wall.
- T F d) Cobble's Knot is a contest for fancy knot tying.
- T F e) Cobble's Knot had defeated many challengers.
- T F f) Everyone held a celebration party to mark Maniac's success.

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

- a) Amanda's beloved "A" book was torn to shreds.
- b) An old man told Maniac to return to his own kind.
- c) Untangling Cobble's Knot turned Maniac into a neighborhood hero.
- d) The Cobras and a group of East Enders escorted Maniac out of town.
- e) Maniac learned not to talk trash to Mrs. Beale.
- f) Amanda tried to talk Maniac out of leaving town.



Chapters Fifteen to Twenty-One

Answer each question with a complete sentence.

- Maniac is thrilled to be living with the Beale family and they treated him like one of their own children. But trouble is growing in the neighborhood. In your own words explain these sentences: "Maniac loved almost everything about his new life. But everything did not love him back."
- Reread the section where the old man confronts Maniac and tells him to leave and go back home to his own kind.
 - Why do you think the old man is behaving this way?
 - How does Maniac react to the old man's words?
- Irony** occurs in a story when one action results in another unexpected and opposite event. What is the irony of the prize that Maniac receives for untangling the Knot?
- "Maniac Magee walked -- not ran -- right out of town." What do you predict Maniac will do next?

Journaling Prompt

In your journal entry, write a detailed account of your amazing feat of untangling Cobble's Knot. Begin with Amanda's idea for you to attempt it. Describe the Knot and your first impressions as to whether you could untangle it. Include the part where you take a nap and the crowd's reaction to your doing so. Finally describe the scene that followed your success in conquering the Knot.



Chapters 40 to 46

Stereotyping

A stereotype is a fixed idea or a prejudice held by a number of people, or by a specific group of people. Sometimes people believe that any different group of people is inferior. Stereotypes can be based on people's gender, race, weight, economic status, how they dress or look, what language they speak or physical disability.

Construct a chart like this one on a separate sheet of paper.

Add four more features of your own. Then complete the chart with ideas of stereotypes.

Common Stereotypes

If people are	They must be
black	
white	
rich	
poor	



Chapters 1 to 46

Maniac's Time Capsule

A time capsule is a collection of items that are stored and left for a future person to open. Some things that are chosen to be placed into a time capsule might include:

- An item that is important to the person,
- A fad of the time,
- Something essential for living, and
- Personal photos, books, videos, notes, toys, newspapers.

Describe the items that you think Maniac Magee would place into a time capsule. State the reason for each of your choices.

Then, create a time capsule using the items you described in your story.

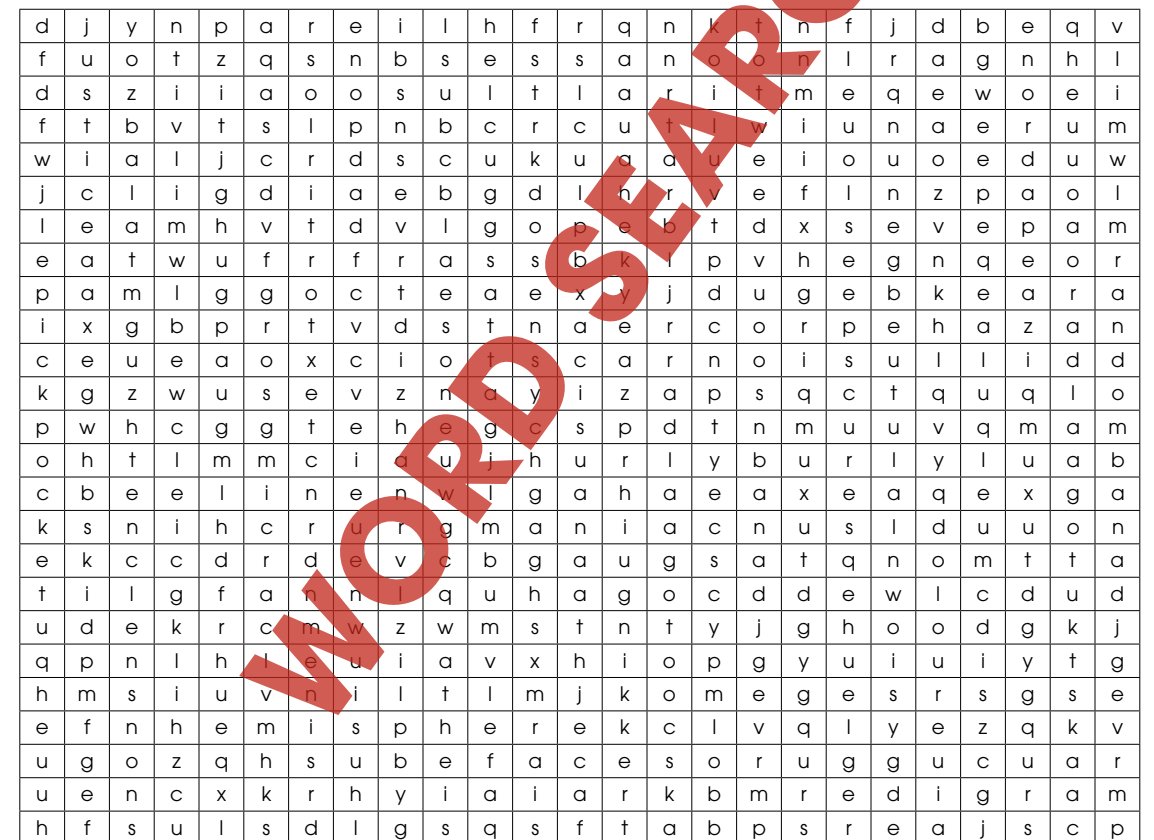
HINT: A box or plastic container makes a good "capsule".



Word Search Puzzle

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

asphalt	freedom	knack	pickpocket	urchins
beeline	geezer	lambasting	quietly	varsity
coot	hemisphere	maniac	random	wrenching
desolation	illusion	notion	stoic	young
extort	justice	opponent	trekking	zep



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Jeffrey run away from his aunt and uncle? What was his plan for survival?

- How do you know that Mrs. Pickwell is a generous person?

- How did Jeffrey come to be called Maniac Magee?

- How did staying with the Beale family change Maniac's life?

- Why was Maniac so surprised by the old man's rant to tell him to go away?

- What was the irony for Maniac in the prize he won for untangling Cobble's Knot?

- What impact did becoming friends with Grayson have on Maniac's life?

SUBTOTAL: /17

Biography of Maniac Magee

Write a biography of Maniac Magee's life as it is told in this novel. Use the information in the sections to help you write your sentences. Try to highlight the most important events in Maniac's life.

Section 1 (CH. 1-5)	
Section 2 (CH. 6-10)	
Section 3 (CH. 11-14)	
Section 4 (CH. 15-21)	
Section 5 (CH. 22-25)	
Section 6 (CH. 26-32)	
Section 7 (CH. 33-35)	
Section 8 (CH. 36-39)	
Section 9 (CH. 40-43)	
Section 10 (CH. 44-46)	

NAME: _____

After You Read 



Chapters Eleven to Fourteen

Answer each question with a complete sentence.

1. How do you think Jeffrey felt when Amanda showed up and confronted Mars Bar? Give reasons for your answer.

2. How did Mr. Beale react when he realized that Jeffrey had no home?

3. List eight chores Jeffrey did while at the Beale's house.

4. Describe Jeffrey's experience of going to church.

5. When everyone started calling him Maniac, why was Jeffrey afraid of losing his real name?

Journaling Prompt

In your journal entry today, tell how you feel about moving into the Beale household. Include your time with the little ones and your feelings toward the other family members. Tell what it feels like to "have an address", a family who cares about you, about going to church and the Fourth of July block party. Then tell how you will react when the time comes that you can no longer stay there.

1.

He was relieved he wasn't going to get beaten up; amused that Mars Bar was afraid of her.

2.

He made a U-turn in the street and took Jeffrey back to the Beale house.

3.

Played with the little ones; took Bow Wow out for a walk; did the dishes; carried out the trash; mowed grass; turned on lights; flushed toilet; cleaned his room.

4.

He loved the noises of the church: singing, thumping and saying "Amen."

5.

It was the only thing he had left from his parents.

1.

Answers will vary, but may include: Pros: have lots of money; can buy anything for yourself and others; people like you; Cons: no privacy; spend a lot of time away from family and friends.

2.

Answers will vary, but may include: Spread rumors; damage property or belongings; undermine their success.

Vocabulary

1. coot

2. eons

3. gawked

4. confetti

5. opponent

6. testimony

7. incubating

8. pickpocket

9. distraction

10. hibernating

19

20

1.

a) F

b) T

c) T

d) F

e) T

f) F

2.

a) 5

b) 2

c) 6

d) 3

e) 1

f) 4

21



1.

Maniac has a happy life and does not seem to be aware of the racial issues or the trouble he may be causing.

2.

a) He doesn't like white people; doesn't want a white boy living in the neighborhood.
b) He kept repeating his address.

3.

The prize is pizza for one year and Maniac is allergic to pizza.

4.

Answers will vary.

22

EASY MARKING

ANSWER KEY

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 Christopher Paul Curtis	10
• Chapter Questions	
<i>Chapters 1 – 2</i>	11
<i>Chapters 3 – 4</i>	14
<i>Chapters 5 – 6</i>	17
<i>Chapters 7 – 8</i>	20
<i>Chapter 9 - 10</i>	23
<i>Chapters 11 – 12</i>	26
<i>Chapters 13 – 14</i>	29
<i>Chapters 15 – 16</i>	32
<i>Chapters 17 – 18</i>	35
<i>Chapters 19 - Afterword</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY	47
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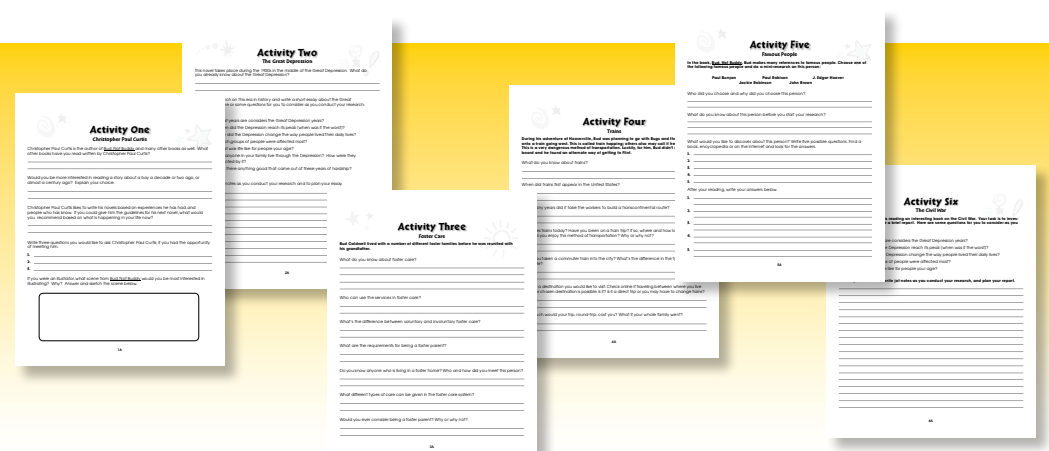
GRAPHIC ORGANIZERS	53
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Christopher Paul Curtis

C Christopher Paul Curtis was born in Flint, Michigan, the city he used in *Bud, Not Buddy*. He lived there throughout his childhood and attended school there. After high school, he worked for thirteen years as an assembly worker on a automobile assembly line at the Fisher Body Flint Plant No.1. He fixed 80-pound doors.



He worked at the Plant during the day, and at the night, he attended the University of Michigan, Flint campus.

Eventually, he decided to take a year long break from working at the Plant, and he used his time off to write *The Watsons Go to Birmingham - 1963*. He wrote the entire manuscript by hand, and with the help of his son, Steven, he got it onto the computer.

He is married to a special woman named Kay-sandra. Together they have two children, Steven and Cydney. They all live in Windsor, Ontario, Canada.

Christopher Paul Curtis no longer works at the

Fisher Body Flint Plant. Now he is a full-time writer! Not surprisingly, he also loves to read. He found reading difficult as a child because the books were never about him. All of the books that he write are about children.

When he is not writing, he likes to play basketball, spend time with his children, and collect old music records.

- Christopher won eight awards for *Bud, Not Buddy*
- *Bud, Not Buddy* was influenced by his two grandfathers
- Christopher Paul Curtis regrets not listening to his grandparents more.

Did You Know?

Chapters Nine and Ten

Answer the questions in complete sentences.

1. What does it mean to **persevere**? Why is perseverance an important quality for a person to have?

2. Has there ever been a time in your life when you had to persevere? Describe the situation and how you persevered. Or, imagine a situation when perseverance would be necessary.

Vocabulary

Write each word beside its **ANTONYM**. (Remember: antonyms are words that have opposite meanings.) Then, for each pair of antonyms, write a sentence that includes both words within the same sentence.

- blasted definite gory ignorant tease

1. _____ educated
2. _____ nebulous
3. _____ soothe
4. _____ blessed
5. _____ bloodless



Chapters Nine and Ten

Part A

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

- 1) What book did the librarian save for Bud?
 - A The War Between the States Pictorial Review
 - B The Pictorial History of the War Between the States
 - C The Gory History Picture Book
- 2) What was the name of the biggest bully at the Home?
 - A Billy Buns
 - B Billy Bruins
 - C Billy Burns
- 3) What did Bud do when cars came along his way?
 - A He would duck behind the bushes.
 - B He would start running.
 - C He would ignore them and continue walking.
- 4) Where did the man stop to talk to Bud?
 - A Just outside Flint
 - B Just outside Owosso, Michigan
 - C Just before the outskirts of Ovid
- 5) What did the man feed Bud?
 - A A spare baloney and mayo sandwich with a red tomato and orange pop
 - B A spare baloney and ketchup sandwich with an orange and red pop
 - C A spare baloney and mustard sandwich with an apple and red pop
- 6) What was inside the box located on the seat in the car?
 - A Vampire blood
 - B Human blood
 - C Human and vampire body parts
- 7) What did Bud do in the car as the man went around to get back into the car?
 - A He locked the doors and fell asleep.
 - B He quickly got out of the car and ran as fast as he could.
 - C He pressed on the gas pedal and took off.

Chapters Nine and Ten

Part B

Answer the questions in complete sentences.

1. Why was Bud so upset by the box on the car seat?

2. Why did Bud accept the ride and the meal from the stranger?

3. If you had been in Bud's situation, would you have stolen the car, just like he did?

4. Do you think the violence we have read about in the novel so far is similar to or different from violence that exists in the world today? Justify your answer.

5. This novel is told from Bud's **point of view**. As Bud tells the story, we learn about his character - how he thinks, his strengths, weaknesses, etc. How would the story be different if the author had written it in the third-person (from the point of view of a narrator)? Rewrite a passage from Chapter Nine or Ten from another point-of-view.

Journaling Prompt

Reread the end of Chapter Ten. Beginning with the last sentence of the chapter, continue the story. What happens next? Decide whether your continuation will be funny, tragic or mysterious.



Chapters 12 to 13

Lefty Lewis tells Bud, that he should not be traveling by himself, especially not across the state of Michigan because he might be seen by a Ku Kluxer. A Ku Kluxer is a member of the Ku Klux Klan also known as the "KKK". What do you know about the KKK? Do some research at the library to find out who this group was in the 1930's and what their ideas were. Be sure to have an adult help you find good sources for your information.

Write a short essay explaining what you have learned. Describe your reaction to how the KKK thought of black African Americans in the 1930s.



Chapters 14 to 18

At the end of Chapter Eighteen, Bud, Mr. Calloway, Miss Thomas and the other band members discover that Mr. Calloway is NOT Bud's father. They learn that he IS Angela Janer's father and Bud's grandfather. This news was shocking because no one knew about Bud, and no one knew that Angela had died.

Write a list of all your family members (living or deceased) including your brothers, sisters, parents, grandparents, cousins and aunts and uncles. On a separate sheet of paper create a family tree with all the names of your family members included.

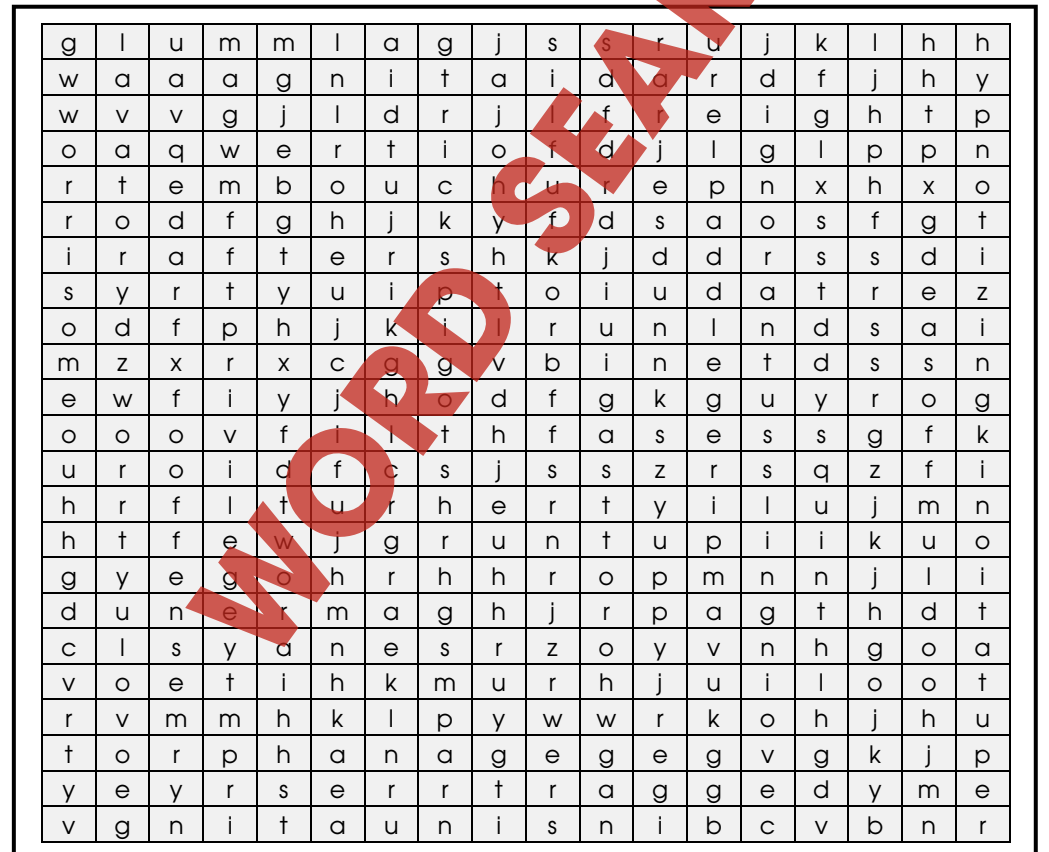
If possible, have a parent or grandparent tell you stories about when they were young.



Word Search

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

loot	insinuating	spigots	vermin
embouchure	kin	squint	worrisome
filth	lavatory	strike	hoodlum
freight	radiating	offense	hypnotizing
glum	ratters	orphanage	ignorant
gory	raggedy	tussling	paddle
grunt	reputation	vampire	privilege



Comprehension Quiz

Answer the questions in complete sentences.

- At the beginning of the story, Bud leaves the orphanage to go to a new foster home. Whose home is it? How long does he stay? What makes him finally leave?

- Who is Bugs? Where does he end up at the end of the story?

- What influential women does Bud have in his life? What roles do they play?

- Why is Bud convinced that his father is Herman E. Calloway? What proof does he have?

- Where did Bud meet his pretend family? How did they help him?

- Who cried that not even Bud could comfort? What news had just been learned?

- What do the rocks signify?

28

2

2

2

2

2

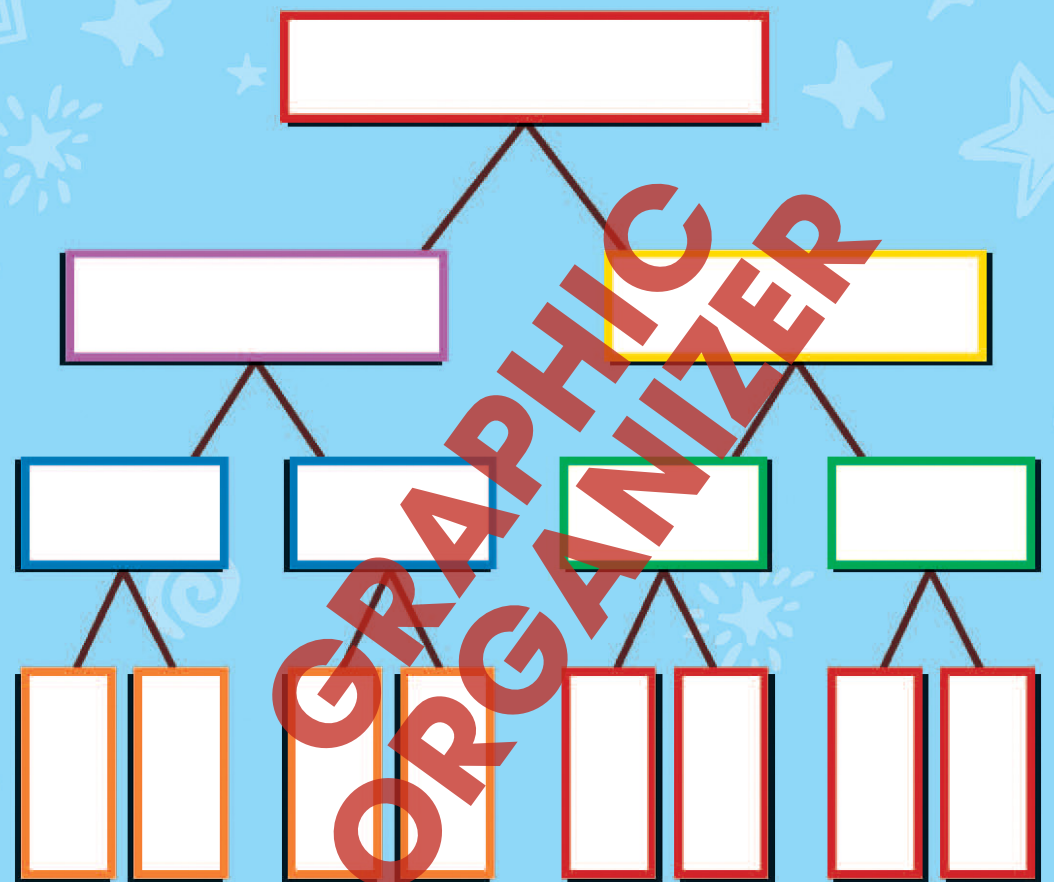
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2

SUBTOTAL: /14

Family Tree

Complete the first organizer with the names of your family members. Complete the second organizer with the names of Bud's family members. Compare both families.



How is your family similar to Bud's family? How are they different? Do you have a connection with Bud?

NAME: _____

After You Read 



Chapters Thirteen and Fourteen

Part B

Answer the questions in complete sentences.

- Who are the men in the Circle of Men?

- What important lesson did Bud learn?

- Why was Herman E. Calloway not interested in listening to Bud's story?

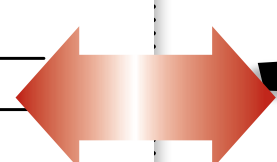
- Think about what it might be like to earn a living as a musician. How easy or difficult is it to do well? How important is talent compared to training and practice?

- How did Bud hurt Herman's feelings?

- Do you think Bud and Herman are blood relatives? How did you come up with your conclusion?

- Why was everyone, except Herman, nice to Bud?

EASY MARKING



Journaling Prompt

List your six favorite restaurants. Which one do you enjoy the most? Write a restaurant review commenting on the food (including the nutritional value!), the service and the atmosphere at that restaurant.

1.

The men from the band.

2.

To be patient, to allow people to warm up

3.

Afraid of the truth

4.

Answers will vary

5.

Accused him of being his father when Herman was positive that he isn't

6.

Answers will vary

7.

Answers will vary

31

1.

Answers will vary

Vocabulary

Answers will vary

- a) scamp: a rascal
- b) contaminate: to soil, strain or corrupt
- c) severe - of a great degree
- d) carburetor: where the air and fuel mix inside the car's engine
- e) embouchure: musical instrument's mouthpiece
- f) kin: family
- g) suspicious: questionable, untrustful

32

1.

- a) Miss Thomas
- b) Bud
- c) Herman
- d) Momma
- e) Steady Eddie
- f) Jimmy
- g) Dirty Deed
- h) Doo-Doo Bug

2.

a) 5

b) 4

c) 1

d) 2

e) 3

33

1.

Answers will vary

2.

Answers will vary

3.

Possible answer: Maybe he felt something the others did not

4.

Answers will vary. Time, patience, motivation, desire and talent.

5.

Sleepy - Bud almost slept until noon
La - French for "the"
Bone - Bud had very skinny legs

6.

Possible answer: He is maturing

34



Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is This 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 Katherine Paterson	10
• Chapter Questions	
<i>Chapters 1</i>	11
<i>Chapters 2</i>	14
<i>Chapters 3</i>	17
<i>Chapters 4</i>	20
<i>Chapter 5</i>	23
<i>Chapters 6 – 7</i>	26
<i>Chapters 8 – 9</i>	29
<i>Chapters 10 – 11</i>	32
<i>Chapters 12 – 13</i>	35
<i>Chapters 14 – 15</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY

47

GRAPHIC ORGANIZERS

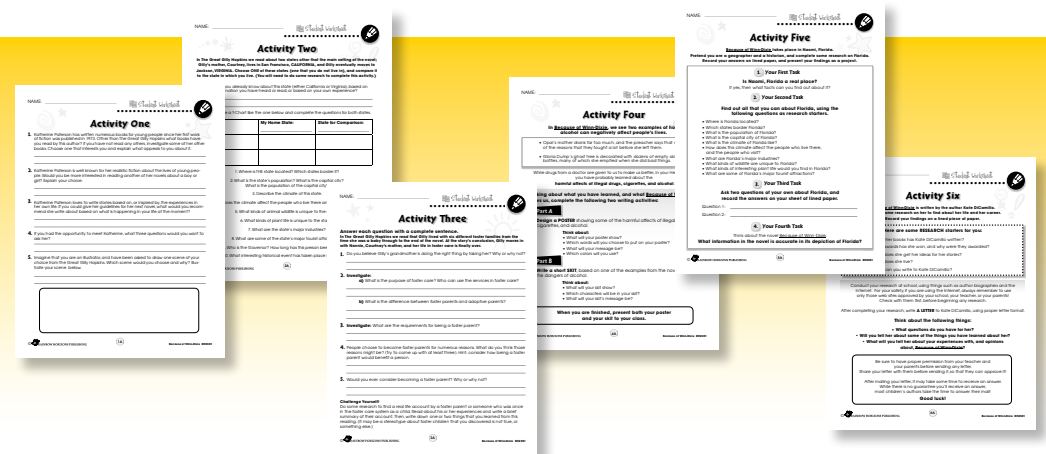
53

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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.

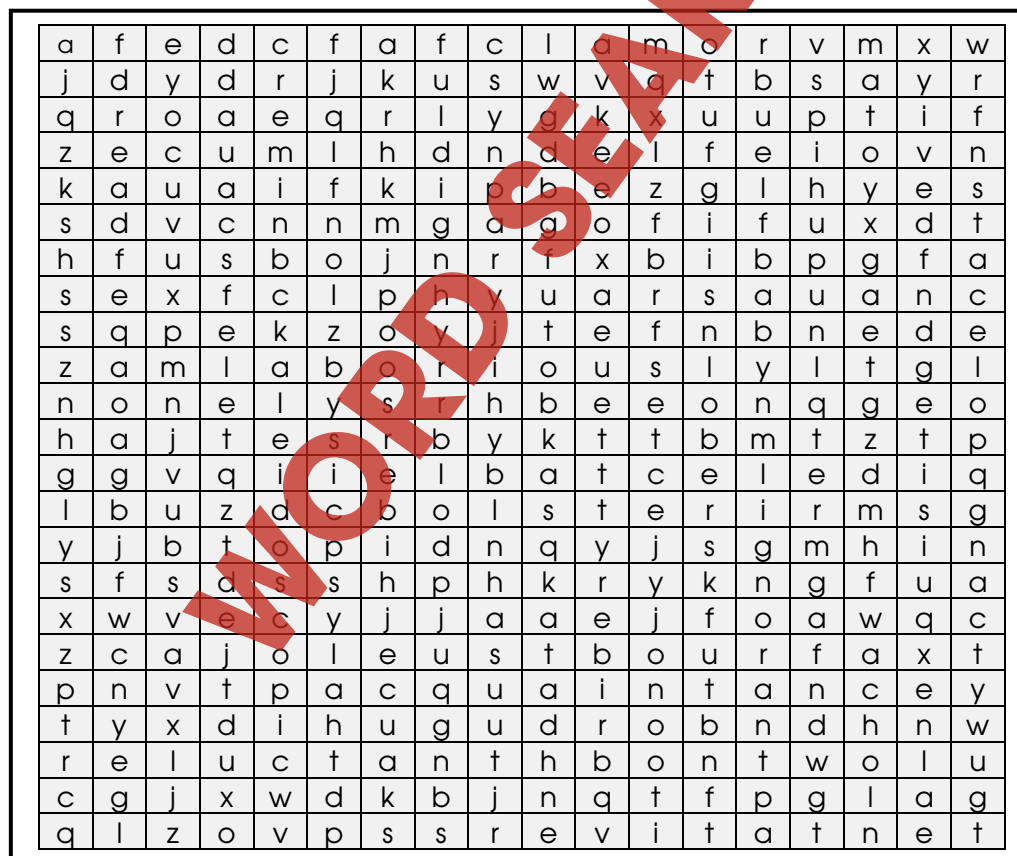
Trade your summary paragraph with a friend. What did he or she learn?



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



- 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?

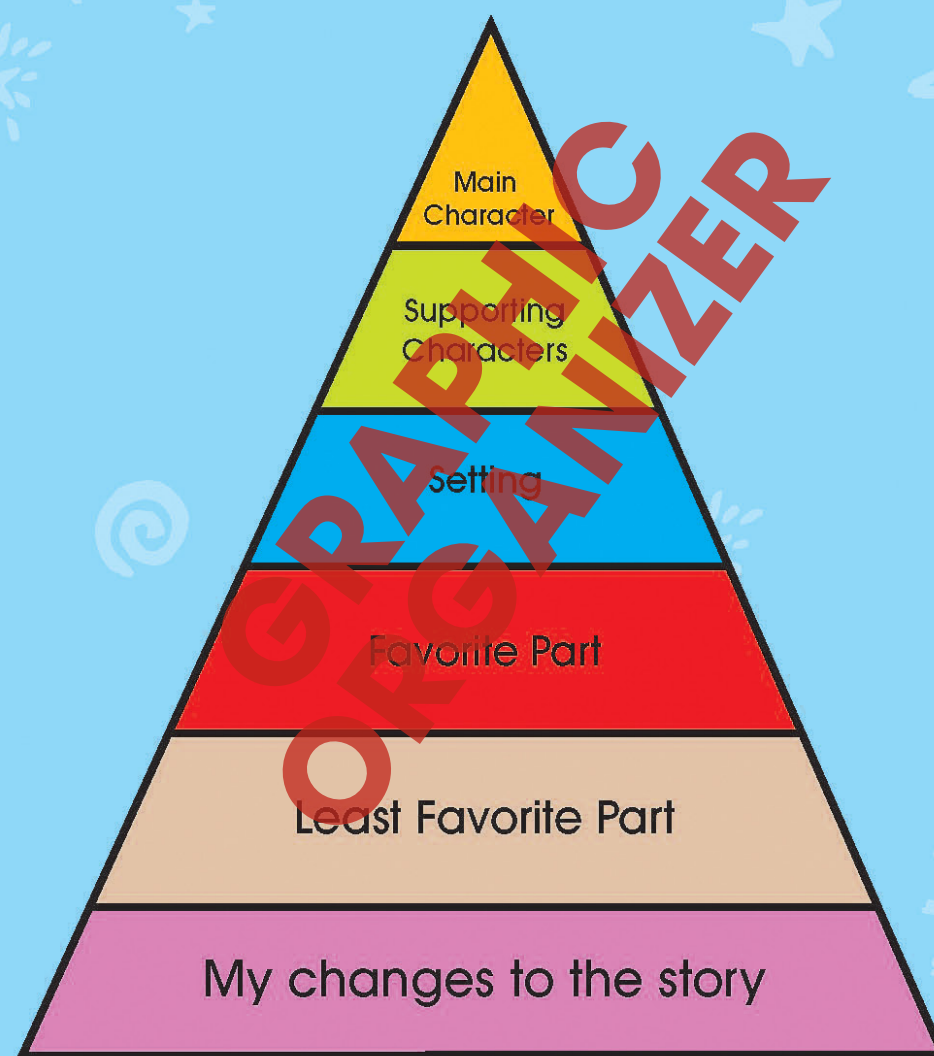
- What is a simile? Give two examples from the story.

- 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



Running Away 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.