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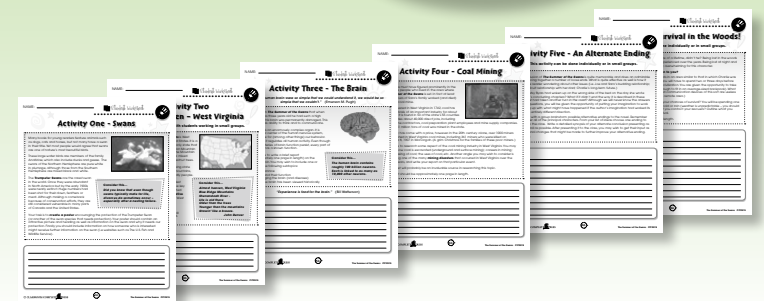
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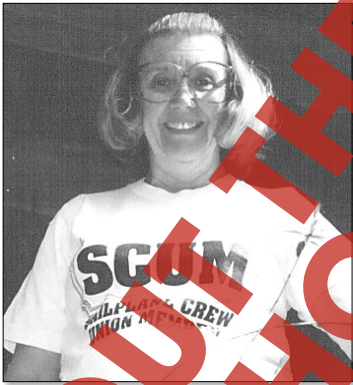




Betsy Byars

Betsy Byars likes to say that she was born the same year as Mickey Mouse – 1928. She was raised in Charlotte, North Carolina, and attended public schools there before graduating from Queens College with a degree in English.

Her parents were avid readers and always encouraged their children to read. As a child, though, Betsy Byars did not spend much time writing. In fact, she thought writing sounded like a boring way to make a living. Her father wanted her to be a mathematician. In fact Betsy has a sister who became a mathematician.



by getting several short magazine articles published. As she began to read to her children, her interest in writing for young people began. Her first novel was published back in 1962.

Betsy has received a lot of recognition and honors for her novels. **The Summer of the Swans**

is probably her most well-known work, winning the Newbery Medal in 1971. She has also received a National Book Award, for **The Night Swimmers** (1980), and an Edgar Award, for **Wanted... Mud Blossom** (1991). In 1987 she received the Regina Medal, for lifetime achievement from the Catholic Library Association.

It takes Betsy about a year to write a novel - six months to get the rough draft down on paper and another six months to make it better. She loves getting the first copy of one of her books from the publisher. That is something which is always exciting.

Betsy is married and has four grown children. Two of her daughters, **Betsy Duffey** and **Laurie Myers**, write children's books of their own. Betsy and her husband are both licensed pilots and lived for many years on an airstrip in South Carolina.

Betsy has written over sixty books. She began her writing career five years after her graduation from Queens College



Chapters Seven to Eight

Answer the questions in complete sentences.

- In Chapter 7 Sara complains that she is filled with discontent. What factors do you think would cause a person of Sara's age to be so discontented?

- Why is it sometimes difficult not to feel bad about how tremendously popular some students are? Do you think being popular with a lot of other students is very important? Other than popularity, what other things are important in your life?

Vocabulary

Complete each sentence with a word from the list.

irritating	squint	tuff	discontented
incredible	elegance	abruptly	rhythmic

- The beautiful princess was the picture of refinement and _____.
- Not having a piece of that chocolate cake took _____ willpower.
- The grandfather clock stopped _____ at eight o'clock, the same time the old man died.
- "Stop making that _____ noise!" his mother shouted.
- I didn't realize that she was _____ with her gift.
- The only way you will be able to see the tiny insect is if you _____ really hard.
- The orchestra had a _____ evenness to their presentation of all their music.
- Sara was of the opinion that some of the girls in her school wore clothes that were so _____.



Chapters Seven to Eight

Part A

1. Fill in each blank with the correct word from the chapters.

- There were _____ swans out on the lake.
- Wanda told Sara to tell Aunt Willie that she was going over to Frank's _____.
- Sara was expecting _____ to come over and help her dye her shoes.
- At the lake Sara and Charlie fed the swans _____.
- Sara said that when the swans flew over they looked like _____ with their necks stretched out.

2. Use the words in the box to answer each question.

annoying	yoga	abruptly	evenness	university
----------	------	----------	----------	------------

- Sara told Charlie that the swans lived at the _____ most of the time.
- Sara's decision to return home from the lake was made _____.
- At the lake Sara sat down and crossed her legs _____ style.
- When Charlie didn't want to return home right away from feeding the swans, Sara thought he was _____.
- The first fourteen years of Sara's life had flown by with rhythmic _____.



Chapters Seven to Eight

Part B

Answer the questions in complete sentences.

- Sara tells Charlie, "The swans are exactly alike. Exactly. No one can tell them apart". How true do you think this statement is? Explain your answer.

- Why do you think Charlie didn't want to leave the lake?

- Describe how Sara saw her life as suddenly changing.

- What bothered Sara about Frank?

- Describe how the Hollywood stereotype of **beauty** had affected Sara. Do you think she has a legitimate point? Explain your answer.

- What had happened to Charlie when he was three years old?

Journal Activity

Chapter 8 reveals some real issues that Sara has regarding some of the girls in her school. Perhaps you have had similar thoughts about some of the boys and/or girls in your school. Write a journal entry describing your feelings about students that you just can't seem to identify with - for one reason or another.



Chapters 9 to 12

A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for events included in Chapter 9 - 12, or from Chapter 1 to 12. The first step is to decide on the length of your comic strip (6 to 12 frames is suggested); next consider what events you will include. You may wish to highlight a brief incident (i.e. Charlie wandering away from home at night) or encompass the highlights of the novel to this point. You may even want to provide an alternate ending to your scene!

A quick sketch of the comic strip can first be accomplished in a storyboard format before a final, good copy is attempted. The strip should include a title, dialog, and color. It should be neat and imaginative.



Chapters 13 to 16

Dear Ann Landers

Poor Joe Melby must have been very confused by the way Sara had been treating him for the past several months. Why was she always rude to him? Why did she put the "FINK" sign on his back at school?

Imagine you are Joe. In your desperation you write a letter to the advice columnist, Ann Landers, seeking her wisdom. In your letter describe the situation which has come about with Sara - a girl whom you secretly like, yet are really puzzled by her rude behavior. Ask Ann what she suggests you should do.

Now put on your best thinking cap. Write a return letter to Joe from Ann. In it suggest a possible reason why Sara is behaving this way (remember Ann would have no idea about the real circumstances) and suggest a course of action for Joe to take to restore relations with Sara.



Word Search

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

brier	frenzy	ravine	silhouette
clamor	hesitate	revenge	splendor
dialog	incredible	routine	tragedy
emphatic	ransom	sensible	watermelon

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



Comprehension Quiz

Answer each question in a complete sentence.

- What were the names of Sara's sister and brother?

- Sara had a problem with self-image. What does that mean in Sara's case?

- What did Frank convince Aunt Willie to do?

- What had happened to Charlie when he was three years old and what was the result?

- Why did Sara take Charlie for a walk down to the lake?

- What white object did Charlie see outside his bedroom window? What did he think it was?

- When Charlie first entered the woods, what noise scared him and added to his problems?

28

2

2

2

2

2

2

2

SUBTOTAL: /14

Problem-Solution Chart

Sara, the main character in *The Summer of the Swans*, is going through a lot of doubts about herself as the story opens. She is concerned about her appearance - she is not as pretty as her older sister, Wanda, nor does she fit the Hollywood stereotype of "beauty"; her handicapped brother, Charlie, is sometimes more of a responsibility than she can bear; her aunt can be a pain; her father seems remote and uncaring; and Joe Melby is someone she just can't stand. In the chart below, list as many problems from the novel as you can, and beside each describe how the problem was (or might be) solved.

Note: Some of the problems in the novel are not solved. If this is the case, please suggest a possible solution.

POSSIBLE PROBLEM	POSSIBLE SOLUTION

NAME: _____

After You Read 



Chapters One to Three

Part B

Answer each question with a complete sentence or short paragraph.

- Why do you think Wanda mentioned that Sara's feet were the same size as Jackie Kennedy Onassis?

- Investigate:** Sara mentions that a classmate, Bull Durham, tried her sneakers on and they fit him perfectly. Bull Durham is quite a renowned name. It is the name of a famous tobacco, casino, blues festival, and movie. What are the names of the two major stars of the movie, **Bull Durham**?

- Why didn't Sara's dog react to her efforts to get his attention?

- What is there about Charlie that makes him seem younger than he really is?

- Why do you think Charlie liked to be in his "tent"?

- How did Wanda think Arnold Hampton might be able to help Charlie? What is your opinion of his offer?

Journal Activity

Imagine you are Sara. Make an entry in your journal expressing your feelings and concerns with regard to your brother, Charlie, and his future.

1.

To help her see that her feet were quite normal in size.

2.

Kevin Costner and Susan Sarandon.

3.

He was old and probably a bit deaf.

4.

Answers will vary. He likes to do activities usually associated with younger children. His communication skills are those of a much younger boy.

5.

Answers will vary. Perhaps it gave him a sense of security.

6.

He might be able to get Charlie into a camp next summer. Answers will vary.

13

1.

Answers will vary

2.

Answers will vary

Vocabulary

- 1 F
- 2 G
- 3 J
- 4 D
- 5 K
- 6 I
- 7 A
- 8 L
- 9 E
- 10 B
- 11 H
- 12 C

14

1.

- a) T
- b) F
- c) F
- d) T
- e) T
- f) F

2.

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

15

1.

To prove it was not dangerous he offered to take Aunt Willie for a ride.

2.

Sara suggested that Aunt Willie was too old to ride the scooter.

3.

Aunt Willie screams when riding the scooter.

4.

Answers will vary. She compared her to her own sister, Frances, whom she considered to be beautiful.

5.

Answers will vary.

6.

He understands what people say, but he can't talk.

16



EASY MARKING ANSWER KEY

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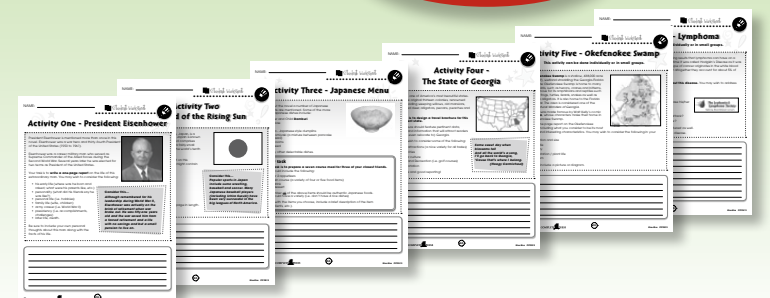
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Cynthia Kadohata

Cynthia was born in Chicago in 1956. She and her family (including a brother and sister) moved to Georgia, where her father found a job as a chicken sexer. After a year or two her father found a chicken-sexing job in Arkansas, where the family lived until Cynthia was almost nine. Her sister lived in Asia for twenty years but now lives in Boston and her brother lives nearby in the Los Angeles area.

Cynthia attended the University of Southern California where she graduated with a BA in journalism.

The first story Cynthia ever wrote was one about a planet that was inhabited entirely by ducks that had just one leg apiece. It was called **The One-Legged Ducks**.

Cynthia lived in Georgia and Arkansas for several years and spoke with such a heavy Southern accent that when she moved up north people found it very difficult to understand her because of her thick southern accent.

Cynthia describes herself as a *road hawg* and loves to travel around the United States. Traveling and seeing the



country is one of the things from which she derives her "writing energy."

Cynthia published her first novel, **The Floating World**, in 1989. Since that time she has become viewed as one of the most compelling novelists in the

United States. Although she is flattered to be seen as a Japanese-American writer, she feels her books have a more universal appeal. She draws many of her novels (such as *Kira-Kira*) from her own childhood experiences. Another reason her stories are so compelling is that they are all coming-of-age stories that explore common themes such as feeling different and struggling to find an identity.



Chapters Ten to Eleven

Answer the questions in complete sentences.

1. Katie exhibits real courage in this section. What do you feel defines **courage**?

2. Think of a really good example of an act of courage. It can be from your own life, something you have read, or even from your imagination.

Vocabulary Choose a word from the list to complete each definition.

vague	radiant	furtive	obstinate	gurney
	disdainful	mesmerized	magnolia	veered

- When she makes up her mind, Katie can be very _____.
- The teacher's answer to my question was so _____ I couldn't figure out what he was talking about.
- Merlin the Magician had the children _____ after only a few minutes.
- My bedroom window faced the big _____ in the next yard.
- Descending from the winner's podium, her face was absolutely _____.
- The cat burglar's every move was _____.
- Sammy was placed on the _____ and wheeled in the Emergency Room.
- I knew he hated me because the look he gave me was most _____.
- The Rolls Royce _____ off the road and tumbled into the canyon.



Chapters Ten to Eleven

Part A

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

- T F** a) The doctors thought Lynn would recover from anemia by eating lots of liver.
- T F** b) Katie thought it was very foolish to keep money hidden at home and not in a bank vault.
- T F** c) Katie let Lynn have her desk on the side of the room facing the magnolia.
- T F** d) Hank Garvin was probably not much older than Lynn.
- T F** e) At the hospital, smells emanated from Katie's mother.

2. Number the events from **1** to **5** in the order they occurred in the chapters.

- _____ a) Sammy gets his foot caught in a trap.
- _____ b) The girls choose the position of their desks in their new home.
- _____ c) Amber drops Lynn as a friend.
- _____ d) Hank Garvin drives Sammy to the hospital.
- _____ e) The kids give their parents the \$100 they had saved.
- _____ f) Lynn, Katie and Sammy start off on their picnic.



Chapters Ten to Eleven

Part B

Answer the questions in complete sentences.

- When Lynn tells Katie that Amber dropped her as a friend she says, "I don't really care. She was a phony." Why do you think Lynn said this?

- Despite being teased by the other children for wearing a polka-dot dress, Katie says, "As usual, I thought I was quite a fashion plate!" What does this incident tell the reader about her personality?

- When the family visited the loans officer at the bank, how did Katie know that the interview was going well by her parents' body language?

- What does Katie mean when she says "So Lynn got first choice even if she didn't want it."

- Describe Katie's impression of Hank Garvin.

Journal Activity

Katie, Lynn and especially Sammy, go through a rather harrowing adventure in these chapters. Choose one of these three characters and write a journal entry at the end of the day describing your innermost feelings following your ordeal.



Chapters 12 to 13

Biographical Poem

Write a poem about Katie Takeshima using this form or another poetry form.

- Line 1:** ___ Katie's name
- Line 2:** ___ 3 personal characteristics or physical traits
- Line 3:** Brother and sister of Katie
- Line 4:** 3 people who love Katie
- Line 5:** One emotion that Katie feels when moving to Georgia
- Line 6:** Three things Katie needs
- Line 7:** Three things Katie shared in the story
- Line 8:** Two of Katie's fears
- Line 9:** One place she'd like to see
- Line 10:** One thing Katie dreams of



Chapters 14 to 16

Casting

Kira-Kira features a cast of fascinating characters, doesn't it?

Imagine now that you are a casting director of a major motion picture studio about to make a feature length film of this book.

Your task is to cast each of the following characters using only people (students, teachers, etc.) from your school. For each character, write down who you have chosen to play the role and briefly explain why you selected that individual.

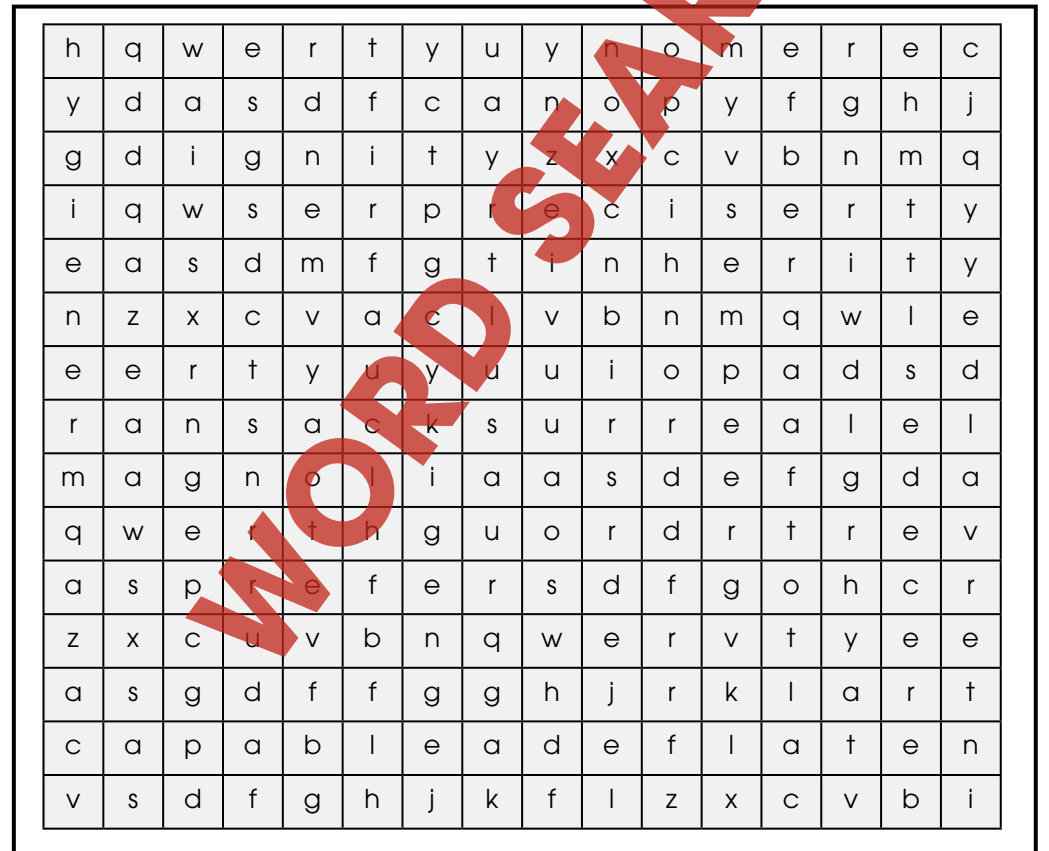
- Katie
- Lynn
- Sammy
- Katie's dad
- Katie's mom
- Mr. Lyndon
- Amber
- Silly
- Uncle Katsuhisa



Word Search

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

- | | | | | |
|----------|---------|----------|----------|---------|
| canopy | deflate | fervor | Magnolia | recede |
| capable | dignity | hygiene | precise | sultry |
| ceremony | dismay | inherit | prefer | surreal |
| deadly | drought | interval | ransack | vague |



Comprehension Quiz

Answer each question in a complete sentence.

1. What American state did the Takeshima family move from, and what state did they move to?

2. How had Katie's parents made a living before their move?

3. Where did her mother get a job after their move?

4. With whom did Lynn make friends?

5. What kind of a student was Lynn? Katie?

6. What board game did Uncle enjoy playing with Lynn?

7. Describe what happened to Sammy when Katie, Lynn and he were out picnicking.

SUBTOTAL: /14

Word Web

Choose a topic that is important to this novel (i.e. Japan, poultry industry, lymphoma, Georgia, camping out, 1950's). Write the name of the topic in the center circle and then add details about this topic in the smaller circles.



NAME: _____

After You Read 



Chapters Fourteen to Fifteen

Part B

Answer the questions in complete sentences.

1. Immediately following her sister's death, what realization caused Katie the most hurt?

2. Why did Lynn's mother think it was so important to collect so many of Lynn's things after she died?

3. Why did Katie make such an effort to see the sun set the day that Lynn died?

4. Why do you think Katie's dad returned for the trap that had hurt Sammy, and then went and smashed Mr. Lyndon's car window?

5. How was Uncle Katsuhisa able to comfort Katie? Do you think that what he said was effective? Why or why not?

6. What did Katie consider to be the main theme of her sister's life?

Journal Activity

Imagine that you are a classmate of Katie's who listened to Katie's essay about her sister. Write a journal entry describing your feeling after hearing Katie's words.

1. She wasn't there when Lynn died.

2. To remember what was going on in the world when Lynn passed.

3. It was the last time ever the sun would set on a day her sister had lived.

4. Answers will vary (i.e. frustration / grief.)

5. He lost a child. Answers will vary.

6. She was going to be the best in the world and bring her family with her.

1. Answers will vary

2. Answers will vary

Vocabulary

1. repertoire

2. regret

3. exquisite

4. drought

5. gestured

6. hesitated

7. intimidate

8. dignity

1.

a) F

b) T

c) F

d) T

e) F

f) T

1.

Answers will vary.

2.

Answers will vary.

3.

Her mother was so distraught and exhausted she knew she had to help out.

4.

Her promise to Lynn.

5.

Ray Charles; The Shirelles; Sam Cooke.



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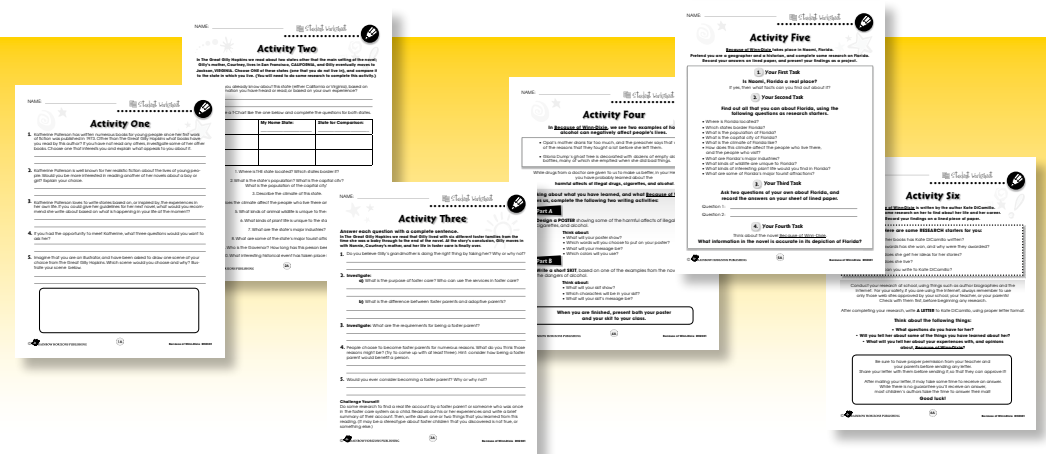
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Katherine Paterson

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.

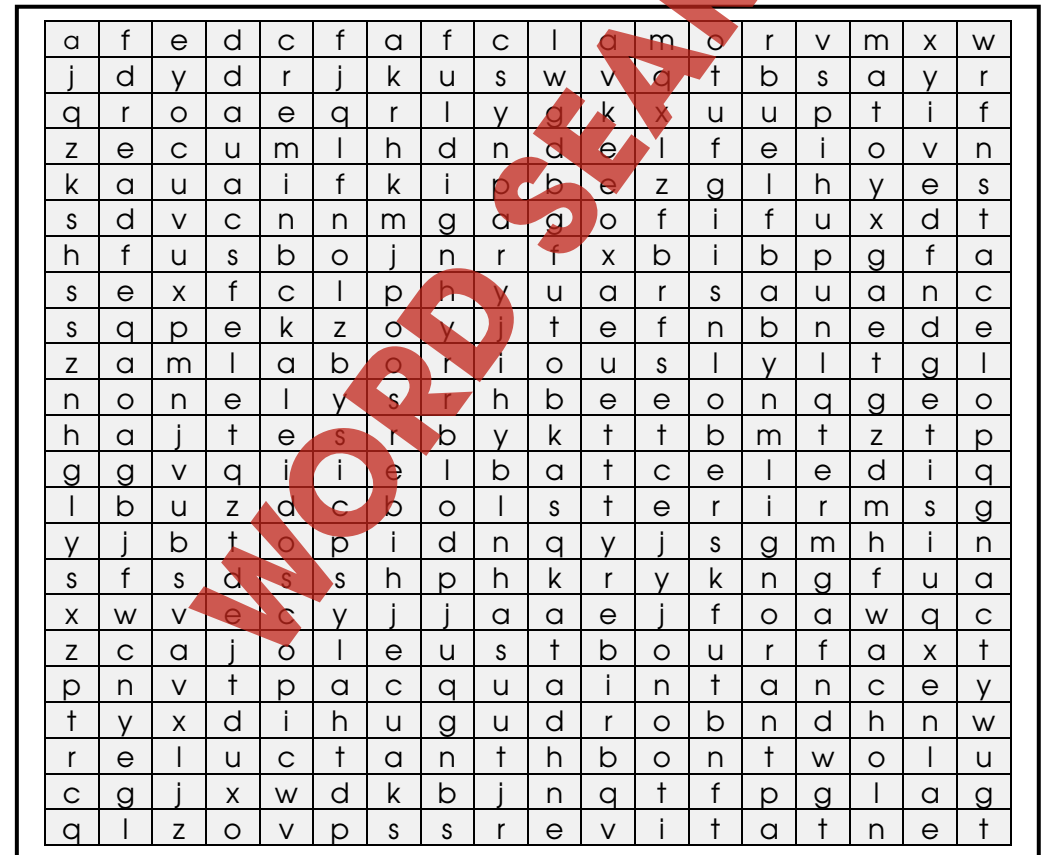
Trade your summary paragraph with a friend. What did he or she learn?



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



- 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?

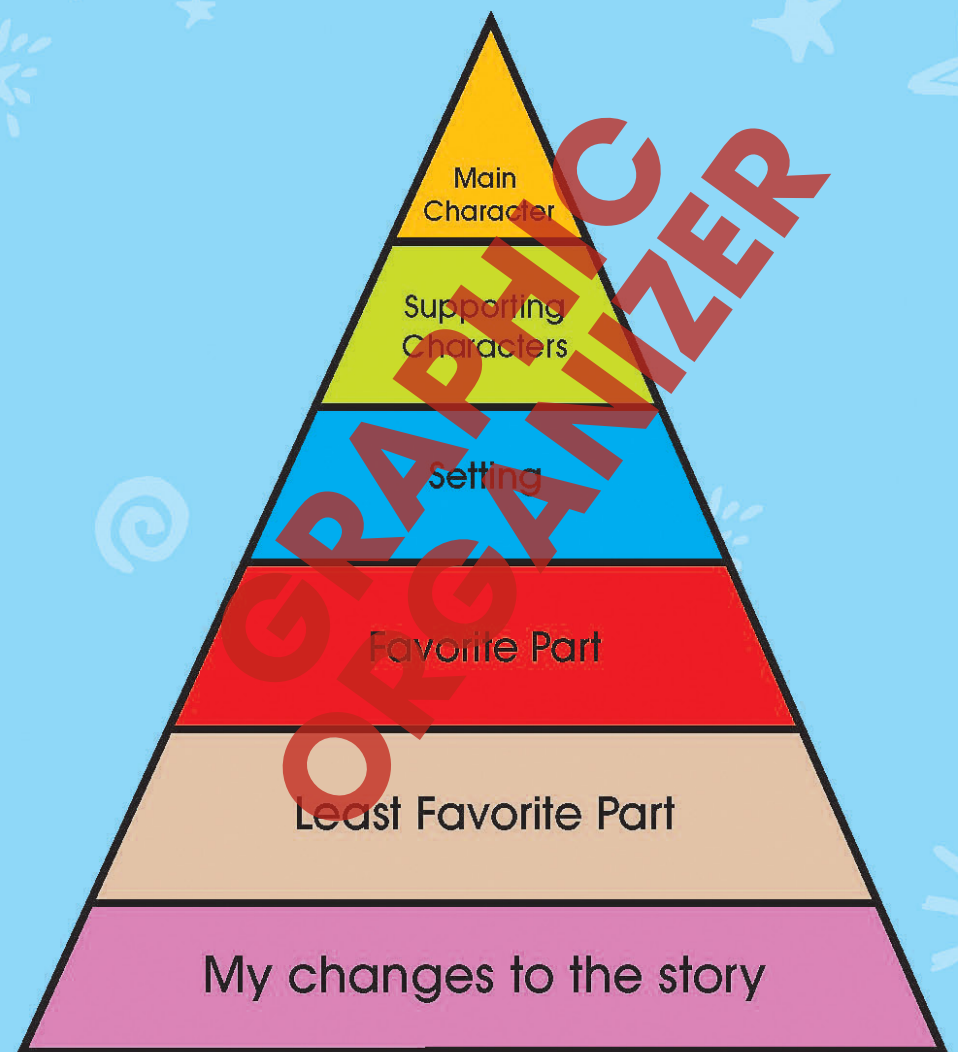
- What is a simile? Give two examples from the story.

- 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.

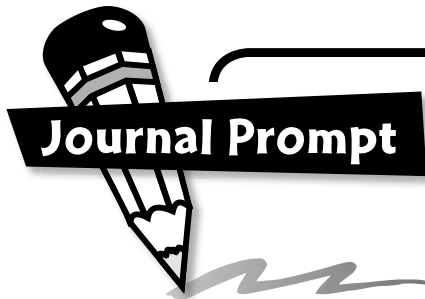
1. Do you believe Gilly's grandmother is doing the right thing by taking her? Why or why not?

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*



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



Family 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.