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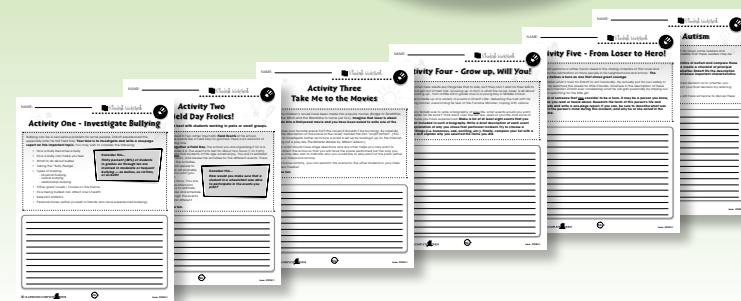
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Jerry Spinelli

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

- 3. d
- 4. c
- 5. a

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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS.....

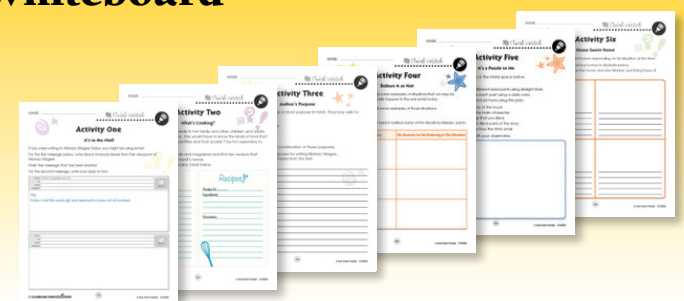
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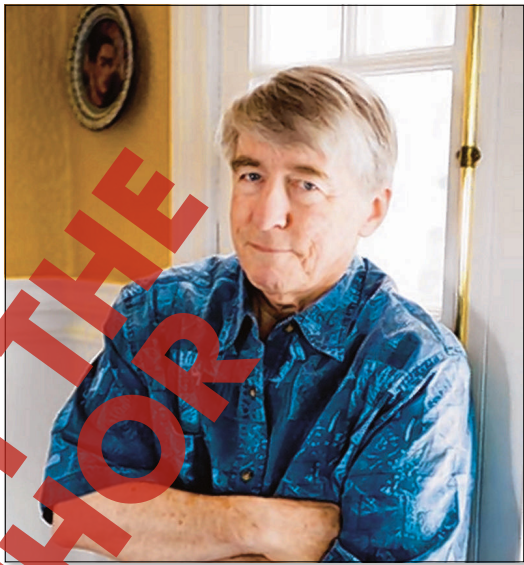
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Jerry Spinelli

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.

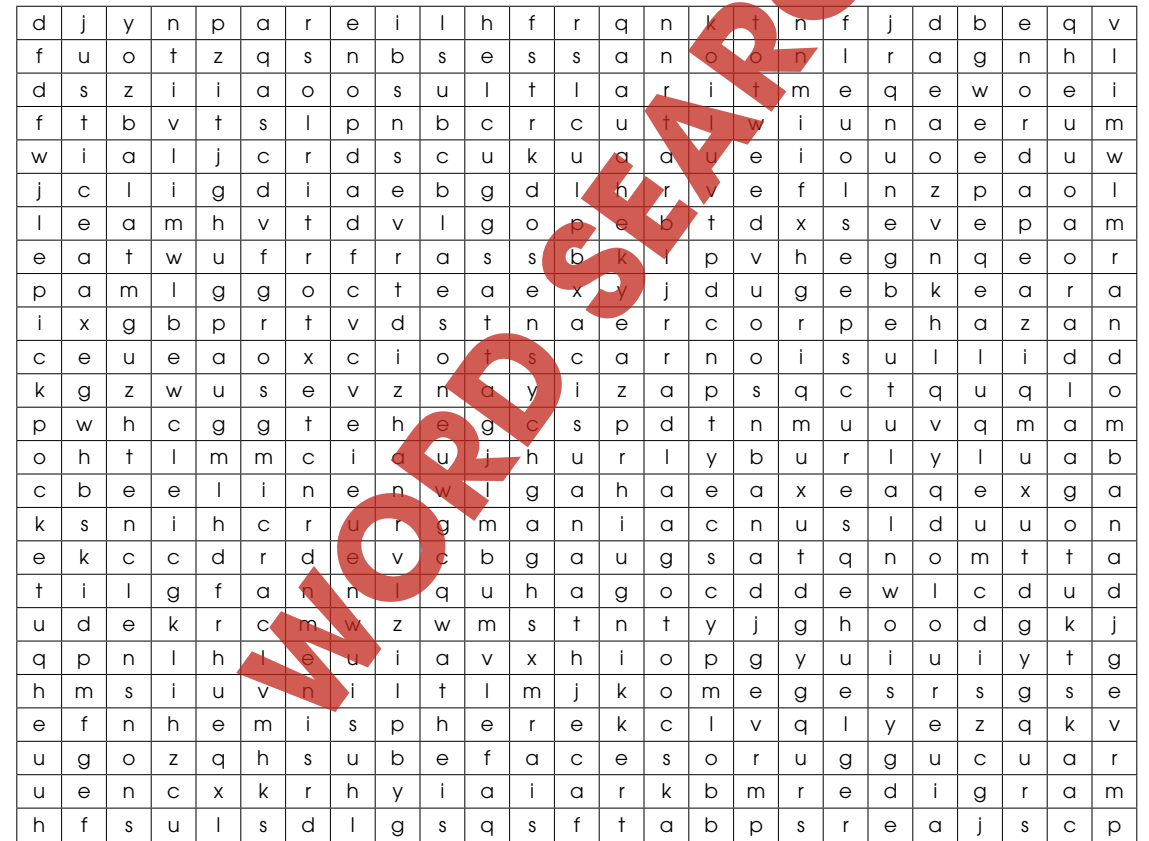
HINT: A box or plastic container makes a good "capsule".



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

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



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.

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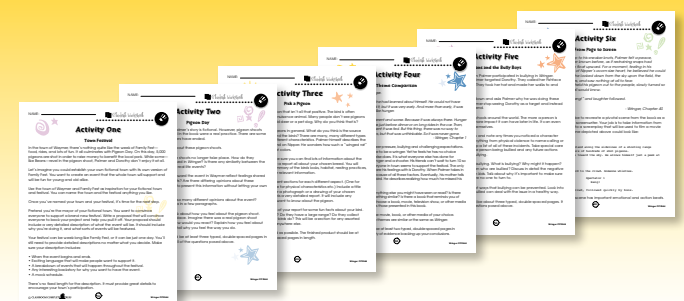
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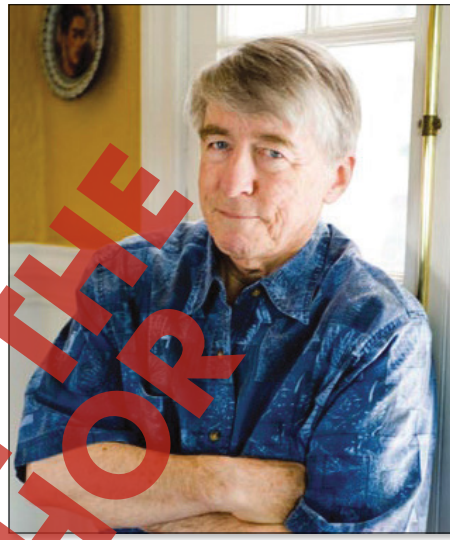
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Jerry Spinelli

Born on February 1, 1941, author Jerry Spinelli spent his early years in Norristown, Pennsylvania. As a child, Spinelli had an active imagination. On one occasion he went to school dressed in a brimmed hat and spurs on his boots. One day, his teacher asked if he'd like to do something for the class. He stood and performed "I Have Spurs that Jingle Jangle Jingle", a song by Gene Autry. He wanted to be a cowboy. That early goal gave way to new dreams as he grew up. Through his high school days, Spinelli wanted to become a professional baseball player. Sports would prove to be a key to his emergence as a writer.



When Spinelli was 16 years old, his football team faced a challenge and came out on top. Spinelli recognized his team's achievement. He decided to write a poem about the experience. The next day, the poem was published in his hometown newspaper. From then on Spinelli shifted his focus to writing. After high school, Spinelli attended Gettysburg College. He wrote short stories and was editor of the college literary magazine. The next year he attended seminars on writing at Johns Hopkins University. A short time later he got a job as an editor for a department store magazine. He began to work on a novel.

Spinelli continued to write during his lunch hours to improve his craft. While his early writing was aimed at an adult audience and he completed several novels, none were published. It took 15 years of hard work for Spinelli to publish his first book, *Space Station Seventh Grade*, in 1982. It was clear he had a gift for capturing young imaginations. Two years later he published *Who Put that Hair in My Toothbrush?*, taking elements from his own life and children. He continued to have success, publishing his acclaimed novel, *Maniac Magee* in 1990 and *Winger* in 1997. He now has 30 published works.

Spinelli met his wife Eileen during this time. The couple married and eventually had six children.

Did You Know?

- As a youth, author Jerry Spinelli dreamed of becoming a major league baseball player.
- Spinelli has six children and 21 grandchildren.
- *Winger* received a Newbery Honor citation in 1997.



Chapters Five to Eight

Answer the questions in complete sentences.

1. Predict what reaction Beans, Mutto and Henry will have to Palmer's unease at the soccer field.

2. Guess what Palmer will do now that he's away from the soccer field.

Vocabulary

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

1	legendary	Jump or dive quickly.	A
2	befuddled	Trembling. Shaking with slight, rapid motion.	B
3	plunge	Sometimes annoying, but one-of-a-kind.	C
4	dreaded	Having behavior that is not foreseeable.	D
5	unpredictable	Very famous or well-known.	E
6	daintily	Thought about with great fear or nervousness.	F
7	pride	A feeling of pleasure or confidence in your own achievements.	G
8	pip	Untidy or messy.	H
9	quivering	Move in a soft or delicate way.	I
10	mussed	Made someone unable to think clearly.	J



Chapters Nine to Twelve

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

- T F a) Palmer attends his second Pigeon Day with his father.
- T F b) Palmer watched his third Pigeon Day with Dorothy.
- T F c) Beans' real name is Arthur Dadds.
- T F d) Mutto's real name is Bobby Natota.
- T F e) Palmer thinks Family Fest was almost better than Christmas.

2. Complete each sentence with a word from the list.

wobbled yanked intended yelp obedient

- a) He loved the _____ and splash when a ball hit the mark at the Dunk-A-Kid booth.
- b) He _____ and swirled and tilted and whirled and plunged and soared.
- c) Palmer knew that Beans _____ to stay all day...
- d) Next thing he knew he was _____ out of bed and onto his feet.
- e) He had always been an _____ kid.

Chapters Eighteen to Twenty-two

Answer each question with a complete sentence.

1. How does Palmer attempt to direct attention away from his house in order to keep his secret?

2. Why was Palmer surprised when Beans said okay to his suggestion to go to Beans' house?

3. What reaction does Palmer have when Mrs. Gruzik finds the muskrat and begins to scream? What might this suggest?

4. What wish could Palmer not bring himself to make?

5. What makes Palmer stop seeing Dorothy as a target?

6. Why do you think Palmer needs to share his secret? Why would he confide in Dorothy?

Journaling Prompt

When Dorothy asks Palmer, "Why are you doing this to me?" he realizes she had been hurting all along and he had hurt her the most. Put yourself in Dorothy's position. Would you forgive Palmer for what he did? Now that Palmer realizes he really hurt Dorothy, do you think he'll change? Explain your answers in a few paragraphs.



Chapters 1 to 6

Palmer's State of Mind

Palmer LaRue lives in fear of birthdays. Ever since he saw his first Pigeon Day event, he's been counting down the years until his tenth birthday with a sense of dread. That's because he'll be expected to become a wringer—a longstanding tradition in his hometown of Waymer.

There are a lot of emotions Palmer goes through as he approaches his tenth birthday. He finds himself wanting to fit in. However, he ultimately does the one thing that will make him an outcast.

Imagine yourself in Palmer's shoes. How would you feel? What would you do? In a few paragraphs, detail the emotions Palmer has to deal with throughout these chapters. Compare that to how you think you would feel if you were put in a similar situation.

Your finished product should be at least one typed, double-spaced page in length. Be sure to explain all of your answers and comments.



Chapters 7 to 12

Past Impacts

Throughout the beginning of the book, Palmer describes how his experience at his first Family Fest Pigeon Day had a big impact on him. This impacted his thoughts and feelings toward the event as he grew older. Palmer knows he doesn't want to be a wringer. He dreads the day when he'll turn 10 and be expected to become one. It's something he has nightmares about.

Use this as a jumping off point to begin to think about past events. Think of events that might influence how you behave today. What sorts of events can have that impact? What can you do to try to combat those feelings? How have these thoughts influenced how you react to similar situations today?

Write a report on how past events can influence someone's behavior in the future. To back up your own thoughts, you can do some research online about how negative memories impact people. Your finished product should be at least one typed, double-spaced page in length.



Word Search Puzzle

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

bored	lax	punctured	topple
doozie	meeek	raucous	traitor
fury	mugger	stubborn	wimp
gobs	pip	suspicious	wringer
impish	plunge	taunted	yelp

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



Comprehension Quiz

Answer each question in a complete sentence.

- Why does Palmer dread birthdays?

- What are the names of the three boys Palmer becomes friends with?

- What is considered the "ultimate honor" a kid can receive on his birthday?

- Why does Palmer feel he has to become a wringer despite hating the Pigeon Day event?

- Why does Palmer stop hanging out with Dorothy once he becomes friends with Beans, Mutto and Henry?

- What causes Palmer to start to feel isolated from his friends and family?

- What does Palmer name the pigeon?

SUBTOTAL: /17

The Golden Pigeon

Palmer LaRue decides to feed and take in a pigeon. He realizes it means he will have to keep it secret from everyone he knows. Discuss what factors are at play in Palmer's decision to keep his pet a secret. Discuss why he feels obligated to hide what he has done.



NAME: _____

After You Read 



Chapters Nine to Twelve

Answer each question with a complete sentence.

- How do we know that, even at six years old, Palmer didn't like Pigeon Day?

- After his experience at his second Pigeon Day, what did Palmer do during the celebration the next year? What did he know since that day?

- What does Palmer think of pigeons when his family visits the city?

- How did Palmer's view of his life change after realizing his father was a shooter?

- How did Palmer plan to avoid meeting the guys at the cannon?

- Describe how Palmer feels as he runs away from Beans and Mutto at the Pigeon crates?

Journaling Prompt

As Beans and Mutto drag Palmer out of bed and into the streets at night. Palmer feels a sense of thrill and honor, despite knowing that he's breaking the rules. How have Beans and Mutto influenced Palmer's character? What does this say about them that they would drum on the pigeon cages to taunt the birds before Pigeon Day? Answer these questions and explain your reasoning.

1.

When Palmer describes the event to Dorothy he describes the bad taste in his mouth. "They shoot them," he repeated, and the words were bitter on his tongue."

2.

He no longer cared to watch, so he spent Pigeon Day at the playground with Dorothy. He did not want to be a wringer.

3.

He thinks they seem like "a most agreeable bird."

4.

He says it was then that he felt a tilt to his life. Time became a slide with his tenth birthday at the bottom.

5.

He decided he would pretend to be sick and say his mother wouldn't let him go.

6.

As he ran away, Palmer felt chased every step by the uproar of the crates and ten thousand orange eyes.

Vocabulary

Across

- hateful
- barrage
- volleys
- jealous
- restraint
- fury
- ambled
- crimson

Down

- waddled
- lobbed
- patience
- doozie
- fussy
- coaxed
- twitchy
- ambush

1.

- a) food
- b) hungry

c) town

- d) bedroom
- e) window

f) answer

- g) persuader
- h) stray

- i) cat
- j) pigeon

- k) invitation
- l) disaster

m) tossing

- n) crusted
- o) gleaming

p) beak

q) blackboard

r) glossings



1.

Palmer thinks there wasn't room in his life for both Dorothy and the guys. "Like peanut butter and pickles, they didn't mix."

2.

He kept thinking of the pigeon.

3.

FrankenPuffs cereal.

4.

Palmer feels jealous when he thinks about someone else feeding the pigeon. This made him nervous because he realized he had begun to think of it as his pigeon. That was a dangerous thought in a town that kills 5,000 pigeons each year.

5.

He fears the pigeon will fly away and never come back.

6.

Answers will vary.

19

20

21

22



Chapters Five to Eight



Answer the questions in complete sentences.

1. Predict what reaction Beans, Mutto and Henry will have to Palmer's unease at the soccer field.

2. Guess what Palmer will do now that he's away from the soccer field.

Vocabulary

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

1 legendary

2 befuddled

3 plunge

4 dreaded

5 unpredictable

6 daintily

7 pride

8 pip

9 quivering

10 mused

Jump or dive quickly.

Trembling. Shaking with slight, rapid motion.

Sometimes annoying, but one-of-a-kind.

Having behavior that is not foreseeable.

Very famous or well-known.

Thought about with great fear or nervousness.

A feeling of pleasure or confidence in your own achievements.

Untidy or messy.

Move in a soft or delicate way.

Made someone unable to think clearly.

A

B

C

D

E

F

G

H

I

J



Chapters 1 to 6



Palmer's State of Mind

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There are a lot of emotions Palmer goes through as he approaches his tenth birthday. He finds himself wanting to fit in. However, he ultimately does the one thing that will make him an outcast.

Imagine yourself in Palmer's shoes. How would you feel? What would you do? In a few paragraphs, detail the emotions Palmer has to deal with throughout these chapters. Compare that to how you think you would feel if you were put in a similar situation.

Your finished product should be at least one typed, double-spaced page in length. Be sure to explain all of your answers and comments.



Chapters 7 to 12

Past Impacts

Throughout the beginning of the book, Palmer describes how his experience at his first Family Fest Pigeon Day had a big impact on him. This impacted his thoughts and feelings toward the event as he grew older. Palmer knows he doesn't want to be a wringer. He dreads the day when he'll turn 10 and be expected to become one. It's something he has nightmares about.

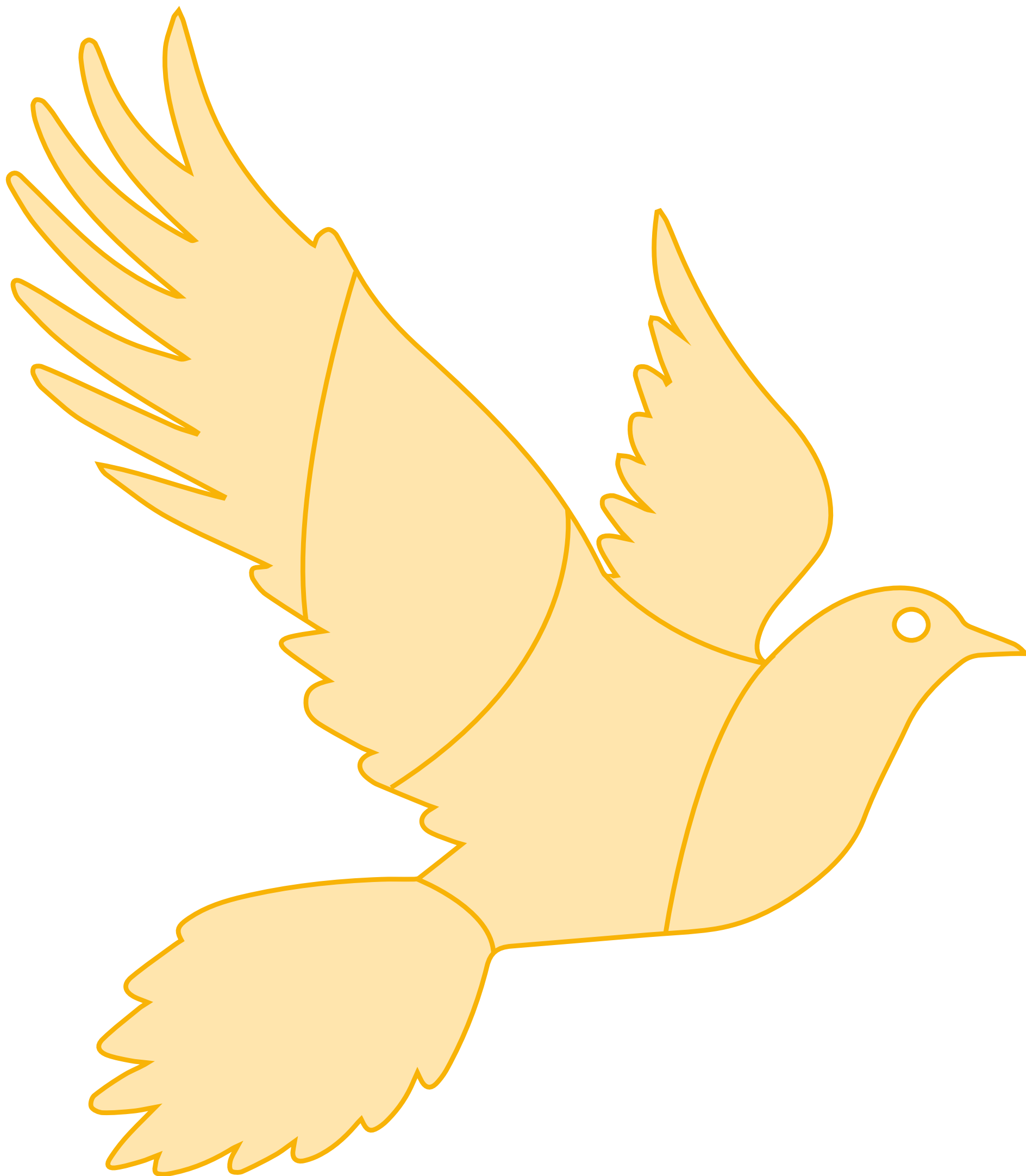
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Write a report on how past events can influence someone's behavior in the future. To back up your own thoughts, you can do some research online about how negative memories impact people. Your finished product should be at least one typed, double-spaced page in length.

The Golden Pigeon



Palmer LaRue decides to feed and take in a pigeon. He realizes it means he will have to keep it secret from everyone he knows. Discuss what factors are at play in Palmer's decision to keep his pet a secret. Discuss why he feels obligated to hide what he has done.



- **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.