

# Story Squares #3 for Grades 5-6

## Multiple Learning Styles for Reading Comprehension

Author: Denise Cunningham

Author: Nicole Sullivan

Editor: Jonathan Gross

Book Design: Patti Jeffers

**ELE90/106408**

978-0-7877-2044-5

Release Date 2015

Copyright © 2011 Lorenz Educational Press, a Lorenz company.

P. O. Box 802

Dayton, OH 45401-0802

[www.LorenzEducationalPress.com](http://www.LorenzEducationalPress.com)

All rights reserved.

The pages in this packet were originally published in  
Story Squares, (ELE90/1064).

Permission to print or photocopy the student activities in this book is hereby granted to one teacher as part of the purchase price. This permission may only be used to provide copies for this teacher's specific classroom setting. This permission may not be transferred, sold, or given to any additional or subsequent user of this product. Thank you for respecting copyright laws.



Lorenz Educational Press  
Milliken Publishing Company  
Teaching and Learning Company  
Show What You Know® Publishing  
LEP interactive

# Grades Five/Six

## **Lizzie Bright and the Buckminster Boy**

by Gary Schmidt

In the early 1900s, there was little tolerance in upper class neighborhoods for former slaves and other “unacceptable” people. In this story, a new reverend and his family move to Phippsburg, Maine, where they are expected to fall in line with the rest of the townspeople in this belief. Unfortunately for young Turner, the reverend’s son, acceptance by the young people of Phippsburg is hard to win. He therefore reaches out to Lizzie Bright and the other “unacceptable” people who live on nearby Malaga Island.

Throughout the story, Turner and Lizzie’s friendship grows, as do his questions about society. Turner must deal with unjust, unfair situations, and multiple losses of those he loves, all while not changing his belief in what is right in the world.

Overall, this book is geared toward more advanced readers at fifth- or sixth-grade levels. There are many biblical references throughout the book, as well as a few incidents of foul language.

## **Out of the Dust**

by Karen Hesse

*Out of the Dust* takes place during the Depression and Dust Bowl Era in Oklahoma. A young girl, Billie Jo, must deal not only with all the hardships of the time, but also with the loss of her mother and a sibling, a difficult father, and low self-esteem.

The story is written in a seasonal journal telling about a few years in Billie Jo’s life. The story is quite sad throughout, but it offers a glimpse into life during the Great Depression. Much of this tale tells what daily life was like and how so many people lost hope in the future.

This book is recommended for advanced fifth- and sixth-grade students. Both boys and girls would be able to relate to the story, even though girls may relate better to the main character.

## **Fever 1793**

by Laurie Halse Anderson

In 1793, Philadelphia, then the capital of the United States, was a booming city. Mattie Cook, her mother, and her grandfather live a comfortable life above their family coffeehouse. When the yellow fever epidemic hits, the city becomes a place of death and desertion. Citizens escape to the safe country air, including Mattie and her grandfather, at her sickly mother’s request. After her grandfather’s death, Mattie is alone and unable to find out if her mother has survived the fever. As she struggles to survive, she becomes a responsible and resilient young woman who learns to not only fend for herself, but to care for those around her.

This historical fiction novel is for fifth- and sixth-graders with high reading levels.

# Lizzie Bright and the Buckminster Boy

by Gary Schmidt

Choose \_\_\_\_\_ from each square.

**1**

- 1 Create a crossword puzzle using the following words: boughs, buoy, dory, sloughed, rebellious, mottled, begat, eloquent, squalor, vile, impertinent, conniving, behemoths. The clues should be definitions. Include an answer key.
- 2 List ten adjectives that describe Turner and ten more that describe Reverend Buckminster.
- 3 Keep a record of every mention of the whales and what they mean at each point during the story.
- 4 Turner is learning Latin, which is sometimes known as a dead language. List five ways Latin is still useful today.
- 5 Find information about the real Malaga Island. Summarize it.

**2**

- 1 Turner immediately knew he wasn't welcome in Phippsburg. When have you felt unwanted and how were you treated? Write two to three paragraphs about it.
- 2 Read the first two paragraphs of chapter two. How do you think Turner felt? How does that make you feel about Deacon Hurd and Sheriff Elwell?
- 3 When Lizzie fell and hit her head, Turner knew he had to get her back to Malaga Island. Write a journal entry about that day from Turner's point of view.
- 4 Write about a time when someone else stood up for something you believed in.
- 5 Think about priorities. List, in order of importance, ten things that are important to Reverend Buckminster.

**3**

- 1 What do you think Mrs. Hurd meant when she asked Turner if "looking at the number at the end of his name was like looking through prison bars?"
- 2 Write a persuasive argument for or against the idea of a tourist hotel on Malaga Island.
- 3 Why do you think Turner and Mrs. Hurd hit it off? Use details from the story to support your answer.
- 4 It seems like Turner is often punished for unimportant things. Pick one of those instances and argue why he should not have been punished.
- 5 Explain why the whales were so significant throughout the story.

**4**

- 1 Using the text to guide you, draw a map of Malaga Island. Include as many places as possible from the story.
- 2 Turner loses so much during his short time in Phippsburg. Write a new, happier ending where Lizzie leaves Pownal with Turner.
- 3 Write about an adventure Willis and Turner have after they have lived together for a while.
- 4 The people of Phippsburg thought that tourism was the way to save their town. What are some other things the people could have done to create new jobs?
- 5 Design a new cover for the book illustrating important characters and events.

# Out of the Dust

by Karen Hesse

Choose \_\_\_\_\_ from each square.

1

- 1 Define and use each of the following words in a sentence: plunger, rhythms, spindled, gripe, chafed, paralysis, tumbleweeds, amateur, descended, migrants.
- 2 In your own words, write how the accidental death of Billie Jo's mother happened.
- 3 Make a list of seven or more Oklahoma cities mentioned in the story.
- 4 Keep a log of the important events that happened in Billie Jo's life.
- 5 In your own words, describe one of the dust storms in the story. Be sure to give the dates or pages you are discussing.

2

- 1 What are six advantages and six disadvantages of living in Oklahoma during the 1930s?
- 2 If you were given the choice of living in Oklahoma or California during the 1930s, which would you choose and why?
- 3 Write a *freestyle poem* about life during the 1930s in Oklahoma. The subject should relate to the story.
- 4 If you were Billie Jo's father, you would have a lot on your mind. List, in complete sentences, the top five priorities in his life.
- 5 Keep a journal of your feelings about Billie Jo's life as you read the story. At least seven entries are required.

3

- 1 Compare and contrast your life and Billie Jo's life. Write your comparisons in several paragraphs.
- 2 Research what a dust storm is, and write an expository essay about it.
- 3 Explain why Billie Jo's mother was so protective of the piano.
- 4 If the fire never happened, do you think Billie Jo's father would have built the pond? Explain.
- 5 Billie Jo met a man on the train when she was going "out of the dust." How or why did this meeting change her mind about leaving home?

4

- 1 Create a new, appropriate title for each seasonal section.
- 2 Imagine you are Billie Jo when she is ten years older. Tell how your life has changed. Remember, the year would be 1945. Write a two-page essay describing your life.
- 3 Draw the scene that was most exciting to you. It must have a caption.
- 4 Design a travel brochure for Oklahoma today. It should include museums, local sites of interest, etc.
- 5 Build a *diorama* of any setting from the story. Be sure you add a paragraph describing your diorama.

# Fever 1793

by Laurie Halse Anderson

Choose \_\_\_\_\_ from each square.

1

- 1 Define the following words: musket, stench, petticoat, strongbox, stay (noun), mutton, scabbard, miasma, alms.
- 2 On page 58, there is a list of the mayor's orders. Rewrite the 11 orders using modern-day words.
- 3 List the jobs and responsibilities Mattie took on in the story.
- 4 Using reference tools, find three other important events that took place in 1793.
- 5 Make a list of ten proper nouns and 20 common nouns found in the story. Give the pages on which they are located.

2

- 1 Write a ten-line *triangle poem* about Mattie, Eliza, or Grandfather.
- 2 Mattie does not have much free time. Describe what a perfect day would be in Mattie's eyes.
- 3 Even though they don't say it, Mattie and her mother love each other. How do we know this? Give examples.
- 4 Mattie made some very adult decisions at the end of the book. What were they? Do you think her choices were good ones? Explain your reasons.
- 5 Besides Mattie, who was your favorite character? Why?

3

- 1 The story begins in August and ends in December. Create a timeline noting important events in Mattie's life. Be sure to keep your intervals consistent.
- 2 No one was sure what caused yellow fever in 1793. However, there are many clues in the story. Locate two clues and explain their importance.
- 3 Compare and contrast the Cooks and the Ogilvies using a *Venn diagram*.
- 4 How can you tell Grandpa was proud of being a soldier? Cite specific examples.
- 5 Make up ten questions you would ask Mattie if you had the chance.

4

- 1 What do you think the Cook Coffeehouse looked like? Draw and color the front room, kitchen, or upstairs bed chambers.
- 2 Write a sequel chapter that takes place in 1797. Use clues from the last chapter for help.
- 3 What are ten modern day items that Mattie would have found very useful in the coffeehouse? Explain.
- 4 Today, there are epidemics similar to the yellow fever outbreak in 1793. How are epidemics treated today? What are two modern-day epidemics?
- 5 Draw and color at least three characters you feel are important in the story.