~ A Novel Study ~

The Library Card

By Jerry Spinelli

A Novel Study
By Nat Reed
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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on three or four chapters of The Library Card and is comprised of five of the following different activities:

• Before You Read
• Vocabulary Building
• Comprehension Questions
• Language Activities
• Extension Activities

Links with the Common Core Standards (U.S.)
Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the Reading Standards for Literature, Grade 5, makes reference to
a) determining the meaning of words and phrases. . . including figurative language;
b) explaining how a series of chapters fits together to provide the overall structure;
c) compare and contrast two characters;
d) determine how characters … respond to challenges;
e) drawing inferences from the text;
f) determining a theme of a story . . . and many others.

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A portfolio cover is included (p.7) so that students may organize their work and keep it all in one place. A Student Checklist is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include peer pressure, books/knowledge can change lives, the importance friends and friendship, identity and creativity, perseverance when facing difficult circumstances.

Additional icons provided by http://www.iconka.com
The Library Card
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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating alliteration
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify foreshadowing.
7. Identify personification
8. Identify anagrams
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create similes

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a time line of events
2. Identify conflict in the story
3. Complete Five W’s Chart
4. Identify cliffhangers
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Chart
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip
Brenda, Sonseray, and April have nothing in common . . . until a mysterious blue card appears as if by magic and begins to change each of their lives. None of them guesses it at first, but that strange blue card will be their ticket to the past – and to a future they never imagined.

In stories that range from humorous to heartbreaking, Newbery Medal winner, Jerry Spinelli reveals the amazing possibilities lurking behind library doors. (The publisher)

A complete synopsis and other helpful reviews can be found online at such sites as the following: http://thenovelworld.com/2010/02/12/the-library-card-review/

Jerry Spinelli published his first book, Space Station Seventh Grade, in 1982, when he was forty-one years old. Since then he has written more than 20 novels, including Maniac McGee and Wringer (Newbery Medal, 1991). Before he became a full-time writer Jerry worked as a menswear editor for a department store magazine and served in the United States Naval Reserve. He wrote during his lunch breaks, after dinner, and on weekends. Publishers rejected his first novels, but Jerry kept writing. Fifteen years later, his first book was accepted and published. Jerry still calls that book, Space Station Seventh Grade, his favorite of all his novels.

Jerry lives in Phoenixville, Pennsylvania – just ten miles from the town where he grew up – with his wife and fellow author, Eileen Spinelli. Together they have six children and sixteen grandchildren. You can read more about Jerry on his website www.jerryspinelli.com

(Summary adapted from the publisher)
The Library Card  
*By Jerry Spinelli*

**Student Checklist**

![Library Card Image]

Student Name:  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade/Level</th>
<th>Comments</th>
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The Library Card

By Jerry Spinelli

Name: ___________________________
Before you read the chapter:

The protagonist in most novels features the main character or “good guy”. The protagonist of Part I of *The Library Card* is Mongoose, a rather troubled twelve-year-old boy who as the story opens, is busy shoplifting at the local Mini-Mart with his pal, Weasel. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting protagonist?

---

Vocabulary:

Choose a word from the list to complete each sentence.

<table>
<thead>
<tr>
<th>section</th>
<th>detention</th>
<th>careened</th>
<th>convertible</th>
<th>simmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>mangled</td>
<td>substitute</td>
<td>erupted</td>
<td>imaginary</td>
<td>definitely</td>
</tr>
</tbody>
</table>

1. The crowd watched in horror as the race car ____________ into the grandstand.

2. I think it is cute that little Nicholas has an ____________ friend.
3. John Simmons is ____________ in the running to become our next mayor.

4. Trisha picked the ____________ piece of paper up from the floor and then smoothed it out on her desk.

5. The 1966 hardtop ____________ Mustang is a rare find indeed.

6. Grandma Gertie let the pot ____________ on the stove for about twenty minutes.

7. The prisoner was kept in secure ____________ for the night while the police checked out his story.

8. We had a ____________ teacher for the entire week.

9. Which ____________ of the stadium are your seats in?

10. Mount Vesuvius ____________ in 79 AD, burying the city of Pompeii.

Questions

1. What is the setting at the beginning of Chapter One?

2. Why do you think Mongoose decided to steal the candy from the Mini-Mart?

3. Describe what Weasel did when he was suspended from school for two days. Do you think this was a fair punishment? Why or why not?
4. What unusual item did Mongoose find in his pocket? What happened to it in Chapter Two?

5. Weasel dreamed of getting a convertible ___________ car after leaving school, while Mongoose dreamed of getting a _____________.

**Good to Know**

Weasel and Mongoose have expensive taste in automobiles. Purchased brand new, Mongoose’s choice is priced at between $53,000 and $100,000. Weasel’s choice was manufactured between 1967 and 2002. A convertible in mint condition goes for about $10,000.

6. If you were going to nickname yourself after the name of an animal, which animal would you choose? Why?

7. How does Chapter Three end on a rather mysterious note?

---

**Language Activity**

A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here’s one such example: from Chapter Two “... cupcakes, coffee cakes...”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

| A gasp of surprise | The sound of two bicycles colliding. |
B. A simile is a comparison using the words “like” or “as”. An example from Chapter One is “And lo and behold here was Weasel . . . straight as a drill sergeant…”

What two things are being compared in this example?

Invent your own similes comparing the following items with something from your own imagination:

a) a frog jumping onto a lily pad

b) a little girl tossing a horse shoe

C. What is Your First Impression?

Mongoose and Weasel certainly aren’t your typical, everyday heroes. The novel opens with the boys shoplifting in a local store, and the section ends with them planning an act of vandalism with spray paint cans. What is your impression of the two boys thus far in the story? Predict what you think will happen to them as the novel continues.
Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the storyboard below illustrating the events described in the first 3 chapters of *The Library Card*. You may wish to practice your drawings on a separate piece of paper.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
The Library Card
By Jerry Spinelli
Part One
Chapters 4-6

Before you read the chapter:

Mongoose and Weasel are getting their thrills from acts of vandalism in these first few chapters. If one of your friends was committing such acts, what might you say to this person to try to persuade him/her to stop doing this?

Vocabulary:

Many of the words in this Crossword Puzzle are from Chapters 1 to 6. Use the words in the box to complete the puzzle.
<table>
<thead>
<tr>
<th><strong>Down</strong></th>
<th><strong>Across</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goes quietly and secretly.</td>
<td>5. The novel’s protagonist.</td>
</tr>
<tr>
<td>2. Mongoose’s teacher.</td>
<td>6. Mongoose found one on a tree.</td>
</tr>
<tr>
<td>5. Weasel’s surname.</td>
<td>12. An article in a list.</td>
</tr>
<tr>
<td>10. Short for regarding.</td>
<td>17. Boys.</td>
</tr>
<tr>
<td>17. Where books can be borrowed.</td>
<td>20. Not out.</td>
</tr>
<tr>
<td>25. Weasel’s dream car.</td>
<td>28. Mongoose’s dream car.</td>
</tr>
<tr>
<td>28. ___ Hill.</td>
<td>31. A hot or cold beverage.</td>
</tr>
<tr>
<td>34. Weasel’s given name.</td>
<td>36. Member of the deer family.</td>
</tr>
<tr>
<td>38. Often found on the end of a pencil.</td>
<td>37. Example.</td>
</tr>
<tr>
<td>40. _____ Dogs.</td>
<td>39. Worse.</td>
</tr>
<tr>
<td>44. Pester.</td>
<td>41. Complete failure.</td>
</tr>
<tr>
<td>45. Rip; tear.</td>
<td>42. Mongoose’s surname.</td>
</tr>
<tr>
<td>46. Bashful.</td>
<td>43. Upset; irate.</td>
</tr>
<tr>
<td>47. Tiny, industrious insect.</td>
<td>47. Yes!</td>
</tr>
<tr>
<td>48. Finish.</td>
<td>49. A credit card.</td>
</tr>
<tr>
<td>53. Don’t stop.</td>
<td>52. Popular drink at Christmas.</td>
</tr>
<tr>
<td></td>
<td>54. Small child.</td>
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</tbody>
</table>

### Grid

```
FIREBIRD  HILL  WONDER  IN  STAND  JAGUAR
BADDER    DEVIL CASES  NH  VISA  TEA
ERASER    RE     REMEDY  AND MORGAN EGGNOG
LADS      NAG    ELK     HIDDEN EMR SNEAKS
HUMMING   LIBRARY MEGA    CICADA IMAM END
ACME      DUD    MONGOOSE JAMIE CEILING LANDS
TODDLER   CLOCK  AYE     DO  ANT  IE
OASIS     SHY    ANGRY   POCOPSON ON ITEM
SALES     BRIAR  WEASEL  KEEP RHINO EEL
VANDALS   BOBBY  REND    GO  COBRA
```
1. Why weren’t the boys worried about being identified when they committed their act of vandalism?

2. Describe Mongoose’s reaction when he spray-painted over the insect.

3. Describe how Mrs. Pocopson felt about the act of vandalism.

4. What did Mongoose find so fascinating about the cicada insect?

5. Research: Mongoose researches a number of fascinating facts about living creatures. Do your own research in your school library or on the Internet to find one fascinating fact about a creature of your choice.

<table>
<thead>
<tr>
<th>Creature</th>
<th>Fact</th>
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</table>

6. How did the following two people respond to Mongoose’s enthusiasm over what he had read in the book, *I Wonder*?

<p>| | |</p>
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<th></th>
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<tbody>
<tr>
<td>Weasel</td>
<td></td>
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<tr>
<td>Mrs. Pocopson</td>
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</tbody>
</table>
Language Activities

A. Chapter 6 contained an important literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter 6? Why do you think the author ended the chapter this way?


B. Choose ten words from these chapters with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example**: some / time.


C. Collector’s Cards

Sports Cards have been a very popular collector’s item for nearly a hundred of years. A Willie Mays 1952 Topps rookie card is worth nearly $3000.00 today.

Wouldn’t it be great if a series of Collectors Cards were issued celebrating some of the world’s most interesting insects? Mongoose tells us about the amazing cicada and cockroach, but there are many other fascinating insects worth investigating. These include tiger moths, the ironclad beetle, termites, crickets, bees, and many others. With your teacher’s permission you can choose an insect not on the above list.

Design a card for a specific insect. The front card should feature a colored picture of your insect of choice, and the back should include at least four fascinating facts about it, i.e. characteristics, size, etc.

D. Place the following words from these chapters in alphabetical order.

<table>
<thead>
<tr>
<th>smiled</th>
<th>stretch</th>
<th>spinning</th>
<th>right</th>
<th>safe</th>
<th>ticket</th>
<th>showing</th>
<th>silly</th>
<th>she</th>
<th>sworn</th>
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The Library Card
By Jerry Spinelli

Part One
Chapters 7-9

Before you read the chapter:

The character of Mongoose begins to change in the coming chapters. W. Somerset Maugham once wrote, “When you choose your friends, don’t be short-changed by choosing personality over character”. What do you think he meant by this?

Vocabulary:

In each of the following sets of words found in these chapters, underline the one word in each set that does not belong. Then write a sentence explaining why it does not fit.

1. meander  wander  shenanigan  rove

2. canyon  canvass  valley  gulch

3. figure  proffer  suggest  offer
Weasel woke Mongoose up late at night, bringing with him a gallon of ________ paint. Weasel took Mongoose over to the dark East ____________, to a long, brick ____________. Whereas Weasel’s name took up almost a whole ____________, Mongoose’s covered a single ____________. Weasel thought Mongoose might be making ____________ of him. Weasel didn’t know that Mongoose had signed a fourth brick with the word ____________ – a brick that he had covered with ____________.

Weasel wanted to hit the ____________ again because they were out of ____________. Mongoose didn’t want to go with Weasel so he said he had to go to
the __________ to get some __________ for his mom. Instead he went to the __________. There he tried returning the book, *I Wonder*, but the librarian kept asking him if he was __________ with it yet. When he left the library, the librarian said, “Good-bye, ______________.”

Weasel met Mongoose when he came out of the library and accused his friend of __________ to him. Weasel felt badly __________. After knocking off the Mini-Mart by himself he went home to bed where he cried and bit a hole in his __________. When Weasel saw Mongoose the next day he was attempting to measure the length of a blue __________. Then the next day he found Mongoose trying to find out how long it took him to take 250 breaths (which only took a __________ one minute).

Language Activities

A. What Do You Think?

In these chapters we begin to notice changes in Mongoose’s attitude. How do you think he is changing, and what do you think has made him begin to change?

Why are the librarian’s final words at the end of Chapter 8 rather mysterious?

Why do you think Weasel’s chair seemed kind of wobbly at the end of Chapter 9?
B. Anagrams

An anagram is a word that is formed by changing the order of the letters of another word. For example, the letters in the word WAS can also form the word SAW. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters.

<table>
<thead>
<tr>
<th>Word</th>
<th>Anagram</th>
<th>Clue</th>
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</thead>
<tbody>
<tr>
<td>snowed</td>
<td></td>
<td>Gives (usually income or property)</td>
</tr>
<tr>
<td>strange</td>
<td></td>
<td>Gemstones</td>
</tr>
<tr>
<td>deli</td>
<td></td>
<td>Inactive; not working</td>
</tr>
<tr>
<td>years</td>
<td></td>
<td>State again</td>
</tr>
<tr>
<td>read</td>
<td></td>
<td>Precious to someone</td>
</tr>
<tr>
<td>life</td>
<td></td>
<td>Used for storing information</td>
</tr>
<tr>
<td>liar</td>
<td></td>
<td>A form of transport</td>
</tr>
</tbody>
</table>

C. The word “fire” can be used as a noun or a verb, depending on the sentence. Use your imagination and write sentences to illustrate how this word can be used as both a noun and a verb.

**FIRE**

<p>| | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>Noun</td>
<td></td>
</tr>
<tr>
<td>Verb</td>
<td></td>
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</tbody>
</table>
Before you read the chapters:

Describe the one scene or event in the novel which you have enjoyed the most thus far.

<table>
<thead>
<tr>
<th>Scene/Event</th>
<th>Description</th>
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</table>

Vocabulary:

Draw a straight line to connect the vocabulary word to its synonym or definition. Remember to use a straight edge (like a ruler).

1. massive a. the shape or outline of something.
2. hover b. signature.
3. hypnotize c. A group of stars.
4. silhouette d. device; gadget.
5. embolden e. colossal.
6. constellation f. pretend.
7. exception g. to fill with courage.
8. contraption h. to float in air or stay very close to someone.
9. imaginary i. a case where a rule does not apply
10. autograph j. to hold someone’s attention in a powerful way.
Questions

Indicate whether the following statements are True or False.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>True or False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Although Weasel realizes that he is in a battle against an enemy he does now know, he still feels he is winning the battle.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>When Weasel knocked on the library window, the librarian shooed him away.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Weasel told Mongoose that he had changed his mind and would not wait until he was sixteen to quit school, but was going to do it right away.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Weasel thought the man’s telescope was a rocket launcher.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A <em>light year</em> is the distance light travels in one year.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>In Chapter Eleven the boys decided to spray paint their own elementary school.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mongoose thought that Weasel’s mother would not let him quit school.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Weasel saw that in the middle of the football field Mongoose had drawn a huge picture of a whale in blue paint.</td>
<td></td>
</tr>
</tbody>
</table>

Your Thoughts

1. Why do you think Weasel hated the man with the telescope in Chapter Ten – especially when the man was so nice to him?

   [Blank space for response]

2. What do you think the following passage means: *But somehow things had changed, and it wasn’t enough anymore, just the name. Something else had to be said, and Weasel did not know what it could be . . .* What do you think *has to be said*?

   [Blank space for response]
**A. KWS Chart**

Choose a topic which is featured in *The Library Card* (i.e. constellations, astronomers, Orion’s belt, The Great Orion Nebula, whales, unusual insects and other strange creatures, Firebirds and Jaguars, etc.). In each of the columns below add helpful details which would assist someone who is researching your chosen topic.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want To Learn</th>
<th>Possible Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B.** Rewrite the following sentences putting in the correct capitalization and punctuation.

weasel and mongoose decided to attend a hockey game at madison square garden

Can you come with me marilyn janie asked

wyatt virgil and morgan earp were famous gunfighters from tombstone arizona
C. **Personification** is giving human qualities to something that is not human. Here's an example from Chapter Ten: *A breeze whispered down the street.*

Why do you think personification is a popular literary device used by many authors?

Create your own example of personification.


D. **Homonyms**

Homonyms are words which sound the same but have different meanings. An example is *scene* and *seen*. These chapters feature words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

**Example 1**

<table>
<thead>
<tr>
<th>Homonyms</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. heard</td>
<td></td>
</tr>
<tr>
<td>2. herd</td>
<td></td>
</tr>
</tbody>
</table>

**Example 2**

<table>
<thead>
<tr>
<th>Homonyms</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. right</td>
<td></td>
</tr>
<tr>
<td>2. write</td>
<td></td>
</tr>
</tbody>
</table>
Before you read the chapters:

Good chapter titles can really help to make a story more interesting. Many readers might consider the chapter titles of this novel to be quite boring. After reading the first three chapters of this section come back to this question and create much more creative chapter titles for Day 1, Day 2 and Day 3. Be careful that your titles reflect the content of each chapter.

<table>
<thead>
<tr>
<th>Old Titles</th>
<th>New Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day One</td>
<td></td>
</tr>
<tr>
<td>Day Two</td>
<td></td>
</tr>
<tr>
<td>Day Three</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary:

Choose a word from the list that means the same or nearly the same as the underlined word(s).

<table>
<thead>
<tr>
<th>devour</th>
<th>concentrate</th>
<th>hilarious</th>
<th>sensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>magnification</td>
<td>appalled</td>
<td>atmosphere</td>
<td>confirm</td>
</tr>
</tbody>
</table>

1. A roaring blaze in the fireplace tends to create a pleasant aura in one’s living room.
2. “Please focus on the problem at hand, Timothy,” Miss Cranston urged.
3. Touching the gold nugget gave the prospector a strange feeling.
4. The St. Bernard puppies were quick to eat everything in their food bowls.
5. I thought the comedian was tremendously funny.
6. Jenny was dismayed to hear the porch steps creak under her aunt’s weight.
7. They are about to ratify the President’s latest appointment to the Supreme Court.
8. His clever elaboration of the facts led to everyone believing it was done on purpose.
1. Using a dictionary, define *obsession*.

2. Part Two of the novel introduces us to a new protagonist, Brenda. With what is Brenda obsessed? What event has caused her a great deal of stress?

3. If you were a school counsellor, how might you help Brenda to get over this obsession?

4. What proved to be very shocking for Brenda when she tried to watch television through the Hurley’s bedroom window?

5. Cite one example from these chapters to show that Brenda had quite an imagination.

6. Describe the crises that Brenda was involved in at school (including how it was resolved).
A. Obsession can be a very disturbing and dangerous thing. Think of one or two things other than watching television with which that a person might become obsessed.

B. Copy out any three sentences from these chapters and underline the verbs.

C. Beside each of the following words write its root word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>devoured</td>
<td>merciful</td>
</tr>
<tr>
<td>speaking</td>
<td>passed</td>
</tr>
<tr>
<td>interchangeable</td>
<td>naturally</td>
</tr>
<tr>
<td>suddenly</td>
<td>hummed</td>
</tr>
</tbody>
</table>
A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for any event up to this point in the story. The first step is to decide on the length of your comic strip (6 to 9 frames is suggested); next consider what events you will include. You may wish to highlight a brief incident, or include the highlights of the novel to this point. 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, dialogue, and color. It should be neat and imaginative.
The Library Card

By Jerry Spinelli

Part Two

Days 4 - 7

Before you read the chapters:

In the coming chapters Brenda decides to make her life more interesting. What is the most interesting thing which you have ever done (or would like to do)?

Vocabulary:

Solve the following word search puzzle using the words from the Word Box. Remember – the words can be horizontal, vertical or diagonal. They may be forward or even backward!

Word Box:

<table>
<thead>
<tr>
<th>RECTANGULAR</th>
<th>REASSURE</th>
<th>CUSTODIAN</th>
<th>ORDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOUTIQUE</td>
<td>PRECISE</td>
<td>ENCORE</td>
<td>BEMUSED</td>
</tr>
<tr>
<td>NEWFOUND</td>
<td>INSURANCE</td>
<td>TURMOIL</td>
<td>AVALANCHE</td>
</tr>
</tbody>
</table>

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

1. What do you think the student meant by the remark, “Hey, who needs TV when we have Brenda?”

2. What was Brenda’s mother’s strategy to help Brenda through the “ordeal”?

3. Other than her mother, what helped to keep Brenda from feeling alone? Why do you think this was the case?

4. What was there about the book called *Brenda* that upset Brenda so much?

5. Describe what Brenda’s day was like after reading the book and explain why she made this decision.

6. Do you think Brenda has made a permanent change in her life? Why or why not?
A. Talk Show

With two or three other students prepare to participate in a television or radio talk show featuring characters from this novel. Choose an interesting character from the book. Prepare about a half-dozen questions to ask and possible answers for each question.
B. Observation Chart

*The Library Card* is a novel filled with strange sights and sounds. Look back over the novel and get as many examples of the five senses, listing them in the chart below with a brief description about where each was found. You may wish to choose your examples from one particular scene, or include a number of different scenes.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Touch</th>
<th>Taste</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Before you read the chapters:

In the next section of this novel we meet a character who is not nearly as likeable as Mongoose and Brenda. Do you think it is possible to have an unlikeable character as the protagonist of a novel? Be sure to defend your answer.

Vocabulary:

Write a sentence using the following words taken from these chapters. Make sure that the meaning of the word is clear in your sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>abandon</td>
<td></td>
</tr>
<tr>
<td>luxurious</td>
<td></td>
</tr>
<tr>
<td>impertinence</td>
<td></td>
</tr>
<tr>
<td>challenge</td>
<td></td>
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<tr>
<td>churned</td>
<td></td>
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<tr>
<td>----------</td>
<td>---</td>
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<tr>
<td>trench</td>
<td></td>
</tr>
<tr>
<td>supervise</td>
<td></td>
</tr>
<tr>
<td>adamant</td>
<td></td>
</tr>
<tr>
<td>demolish</td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td></td>
</tr>
</tbody>
</table>

**Questions**

1. What literary device is the following an example of: *Side panels shuddered like turkey wattles*....?

   **BONUS**: What is a turkey *wattle*?

2. After reading Chapter One, what was your personal impression of the boy?

3. What clue do we have from Chapter Two that Sonseray once had a life much better than the one he now lived?
4. Describe how the two small children ended up with Sonseray’s *Baby Ruth*.

5. How did the car window get broken – and why?

6. After reading Chapter Four, describe your impression of Sonseray. Be sure to give examples of why he made this impression on you. Would you want him for a friend? Why or why not?

7. Why do you think Sonseray *hungered to be hollered at*?
**Language Activities**

**A.** Find three examples of the following parts of speech from these chapters.

<table>
<thead>
<tr>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**B.** **Interview** at least two other friends or students for their views of this novel. (Try to get both positive and negative comments.) Write a brief **report** putting these views together.

<p>| |</p>
<table>
<thead>
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<tbody>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
C. Try to reassemble the word parts below into ten compound words found in these three chapters of *The Library Card*.

<table>
<thead>
<tr>
<th>shield</th>
<th>road</th>
<th>where</th>
<th>dash</th>
<th>pipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>body</td>
<td>over</td>
<td>balls</td>
<td>cakes</td>
<td>some</td>
</tr>
<tr>
<td>every</td>
<td>right</td>
<td>tail</td>
<td>wind</td>
<td>pan</td>
</tr>
<tr>
<td>soot</td>
<td>board</td>
<td>dose</td>
<td>up</td>
<td>rail</td>
</tr>
</tbody>
</table>

D. **Foreshadowing** is a literary device used by authors to provide clues for the reader so that they are able to predict what might occur *later* in the story. The author provides an example of foreshadowing toward the end of Chapter Three when he says, *The kid would get in trouble, and off they went to the next town.* How might this statement be considered an example of this literary device:
Extension Activity

A Book Cover

Create a book cover for *The Library Card*. Be sure to include the title, author, and a picture that will make other students want to read the novel.
The Library Card

By Jerry Spinelli

Part Three

Chapters 5 - 7

Before you read the chapters:

Think of three real disadvantages to living in a car. Compare your responses with a couple of classmates and rate the best three

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

Vocabulary:

**Synonyms** are words with similar meanings. Using the context of the sentences below, choose the best synonym for the underlined words in each sentence.

1. Jack received little *satisfaction* for all he had done for Sonseray.
   - A. payment
   - B. livelihood
   - C. gratification
   - D. sanctification

2. Only a few fit together so far, giving teasing, *disjointed* glimpses.
   - A. unconnected
   - B. severe
   - C. unplanned
   - D. crippled

3. Jeff did not wish to be *distracted* when he was baiting the hook.
   - A. fined
   - B. inattentive
   - C. scolded
   - D. teased

4. She says you’re a *lunatic*.
   - A. bumbler
   - B. murderer
   - C. scrooge
   - D. maniac

5. She giggled as he captured the sample *delicately* between his front teeth.
   - A. enthusiastically
   - B. roughly
   - C. gracefully
   - D. steadily
6. In front of the dollar store Sonseray saw a child and his mother and a moment of smug contention.

A. disagreement  B. pride  C. contentment  D. resentment

7. When he arrived in the classroom an overpowering impulse suddenly filled Candice.

A. giddiness  B. anger  C. depression  D. compulsion

Questions

Indicate whether the following statements are True or False.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Despite the hard time that Sonseray constantly gave him, Jack really enjoyed looking after his nephew.</td>
<td>True or False</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Although Sonseray’s mother actually did roller skate, Jack told him that she hadn’t.</td>
<td>True or False</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>About the only power that Jack felt he had over the boy was holding back on stories he could tell him and delaying the answers to his questions.</td>
<td>True or False</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sonseray hated the kids he saw shopping with their mothers in the mall.</td>
<td>True or False</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>When Sonseray began the day in Chapter 7 he was pleased to see that the two small children began to treat him with much more respect and friendliness.</td>
<td>True or False</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The lady with the bratwurst samples called security after Sonseray took all of her samples then stuck his finger in the mustard.</td>
<td>True or False</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Nothing irritated Sonseray more than seeing an ungrateful kid giving his parent a hard time.</td>
<td>True or False</td>
<td></td>
</tr>
</tbody>
</table>

What Do You Think?

Why do think Sonseray behaves so badly?
A. Conflict

We have already read about a number of important conflicts in *The Library Card*. Conflict is an important element in a novel. There are generally two types of conflict: person against person; person against self; and person against nature. Find at least two examples of conflict in *The Library Card*, and describe which type of conflict each example is.

<table>
<thead>
<tr>
<th>Type of Conflict:</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Conflict:</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Copy out any three sentences from these chapters and underline the nouns.

---

---
Extension Activities

Collage

Make a collage from magazine pictures illustrating a scene from the novel, or events and characters from the entire novel.
Before you read the chapters:

In the coming chapters Sonseray has the wonderful opportunity of listening to a number of children’s picture books being read. There are many wonderful picture books for younger readers which you probably enjoyed when you were younger (i.e. *Where the Wild Things Are*, *Curious George*, *Clifford the Big Red Dog*...) Travel back in your memories to when you were much younger and see if you can select your favorite three picture books.

1. 
2. 
3. 

Vocabulary:

Choose a word from the list that means the same as the underlined word(s).

<table>
<thead>
<tr>
<th>mayhem</th>
<th>intention</th>
<th>identical</th>
<th>disrupt</th>
<th>assume</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrogant</td>
<td>obscure</td>
<td>delinquent</td>
<td>insistent</td>
<td>despair</td>
</tr>
</tbody>
</table>

1. The captain’s motive for piloting the ship so close to shore was **unclear**.
2. Charlie was very **determined** in his efforts to get the teacher’s attention.
3. What do you think she might **infer** by such a bold statement?
4. Charlene is the most **conceited** girl in the school.
5. Don’t **be disheartened** if you don’t succeed the first time when attempting a difficult task...
No one suspected that the principal was quite **uncontrollable** when she was a teenager.

What do you think Kevin’s **plan** is to get back his stolen skate board?

I sure didn’t mean to **interrupt** the church service by sneezing like an old donkey.

Jamie and Patrice got the **same** grade on their math test.

The runway pig caused a great deal of **confusion** at the county fair.

**Questions**

1. Describe the strange way that Sonseray got his library card.

2. What was rather odd about the activity that Sonseray decided to join in the library?

3. Think of three appropriate **adjectives** to describe Miss Storytime’s feelings when she first saw Sonseray join her session.

4. The novel that Sonseray brought for Miss Storytime to read was called

5. Describe why this was such an important story to Sonseray.
Extension Activities

A. What a Character.

So far in our novel you have been introduced to three very different characters at extremely different places in their lives. The characters share a number of similarities and many more differences.

Your task is to choose two of the three characters to compare (Mongoose, Brenda and Sonseray). In the Venn Diagram below please record characteristics which mark your two choices – consider both physical and personality traits. Similar traits should be placed in the intersecting part of the circles. Be sure to record the names of the two characters in the boxes.
B. What Do You Think?

Sonseray goes through a rather strange and memorable experience – but is it life-changing? Do you think it will make him a more likeable boy, one who will get along better with people and won’t be such a problem for his poor uncle? Will it make him less angry with his lot in life?

In the text box below describe the changes you think this experience will have on Sonseray – and whether or not his experience in the library will be life-changing – and explain why. (You may wish to discuss your ideas with a colleague before beginning.)
Before you read the chapter:
Which event in the novel did you enjoy the most (so far)? Why?

Vocabulary:
Circle the correct word(s) that best matches the meaning of the underlined word.

1. Sometimes I think they’re in **cahoots** with the moon.
   - a) ramifications  b) messaging  c) conspiring  d) postulation

2. Jessica **cringed** when her name was announced over the school’s loud speaker.
   - a) ransacked  b) shuddered  c) smirked  d) recoiled

3. In an instant Princess Anne was completely **transformed**.
   - a) broken  b) spoiled  c) annoyed  d) changed
4. “That was not the reaction I expected,” Mrs. Doubtfire said with a smile.
   a) response b) incident c) gesture d) company

5. I was standing on the road waving my arms like a banshee.
   a) baby orangutan b) female spirit c) leprechaun d) spoiled child

6. I thought I must be having some kind of hallucination.
   a) seizure b) catastrophe c) apparition d) celebration

7. I get the willies.
   a) jitters b) idea c) joke d) bill

7. Get this fiend off me!
   a) imbecile b) popsicle c) animal d) devil

Questions

1. What did April hate the most about living on a mushroom farm?

2. What was the one memento April kept to remind her of her life in the city?

3. Why do you think April hitched a ride on the Bookmobile, even though she didn’t even know where it was going?
4. Why did the driver refer to Nanette as a hijacker?

5. Think of three appropriate **adjectives** which would describe Nanette.

6. Predict why you think Nanette is going to Dorcas Road?

---

**Language Activities**

A. Copy out any three sentences from these chapters and underline the **adjectives**.

---
B. The Story Pyramid.

The story pyramid gives the creator an opportunity to summarize points in a story using only a certain number of words. By limiting your options in this way, it will give you the opportunity to stretch your thinking because of the small number of words required at each level of the pyramid. It is also a great opportunity to gather the most important information when writing a summary.

- Write a story pyramid following these instructions.

  Line 1: **One** word, stating the name of the main character (**April**)
  Line 2: **Two** words, describing the main character
  Line 3: **Three** words, describing the setting
  Line 4: **Four** words, stating the problem faced in chapters 1 - 3
  Line 5: **Five** words, describing one event from chapters 1 - 3
  Line 6: **Six** words, describing a second event from chapters 1 - 3
  Line 7: **Seven** words, describing a third event from chapters 1 - 3
  Line 8: **Eight** words, describing **Nanette**
The Library Card
By Jerry Spinelli

Part Four
Chapters 4 – 8

Before you read the chapter:
Briefly predict how you think the novel will end.

____________________
____________________
____________________
____________________

Vocabulary:
Draw a straight line to connect the vocabulary word to its synonym or definition. Remember to use a straight edge (like a ruler).

1. ceremony a. repulsed
2. pronounce b. imagined
3. sarcastic c. disappeared
4. disgusted d. rite; ritual
5. vanished e. menace
6. surrounded f. frown; glare
7. threaten g. express discontent
8. complain h. recite
9. pretended i. encircled
10. scowl j. smart-mouthed
1. The climax of a story usually occurs at the most exciting or important point of the plot. Where do you think the climax of the last part (April Mendez) of The Library Card occurs?

2. Were you satisfied with the conclusion of this section of the novel? Why or why not?

3. How were April and Nanette good for each other?

4. Suggest two alternate appropriate titles to this novel.

5. Using your imagination, briefly describe an alternate ending to this last section.

6. Which character in The Library Card was your favorite, and why?
A. The Five W’s Chart

Choose a major event from the last section (*April Mendez*) and then complete the following chart with the important details.

<table>
<thead>
<tr>
<th>What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who was there?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did it happen?</th>
</tr>
</thead>
<tbody>
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<thead>
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<th>When did it happen?</th>
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<table>
<thead>
<tr>
<th>Where did it happen?</th>
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</table>
B. A News Report

Imagine you are a newspaper reporter at the time and place of April's adventures. You are asked by your editor to write a short summary of her adventures for your interested readers.
C. A Book Review

Now is your chance to share the novel with others. Write a review of *The Library Card*, describing in no more than one paragraph an outline of the plot, and then in another paragraph how you enjoyed the novel (or didn’t) and why. (Please don’t give away the ending!) This review can be posted to a website like www.amazon.com for others to enjoy.
D. Sequence Chart

List the main events of *The Library Card* in the order which they occurred.

<table>
<thead>
<tr>
<th>The Library Card</th>
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</thead>
<tbody>
<tr>
<td>First</td>
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<tr>
<td>Next</td>
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<td>Next</td>
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<tr>
<td>Last</td>
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</tbody>
</table>
**Answer Key**

**Part I - Chapters 1-3**

**Vocabulary:**

1. careened  2. imaginary  3. definitely  4. mangled  5. convertible  
6. simmer  7. detention  8. substitute  9. section  10. erupted

**Questions:**

1. The candy section of the Mini-Mart.  
2. *Answers will vary* (i.e. peer-pressure; the excitement).  
3. When asked a question by the teacher he responded, “I don’t know. And I never did, and I prob’ly never will.” *Answers will vary.*  
4. A library card. Weasel tossed it off the roof.  
5. Firebird - Jag (or Jaguar).  
6. *Answers will vary.*  
7. *Answers will vary* (i.e. Mongoose notices the library card again.)

**Part I - Chapters 4-6**

**Vocabulary:**

<table>
<thead>
<tr>
<th>S</th>
<th>P</th>
<th>W</th>
<th>V</th>
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<tbody>
<tr>
<td>M O N G O O S E</td>
<td>C I C A D A A</td>
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<tr>
<td>O E C A A E C N</td>
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<td>B R I A R O A S I S I T E M D</td>
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<tr>
<td>G K E E P E E E L M E G A</td>
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<tr>
<td>L A D S S A L E S I R L</td>
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<tr>
<td>I N C O N N H S</td>
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</tr>
<tr>
<td>B F L A N D S J A G U A R</td>
<td></td>
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</tr>
<tr>
<td>R H I N O T E A M E W</td>
<td></td>
<td></td>
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<tr>
<td>A R C O B R A M I M A M O</td>
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<tr>
<td>R E L K O N I E I E N</td>
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<td>Y B B A D D E R N D U D</td>
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<td>H I L L B E A N G R Y E</td>
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<td>S R A Y E V I S A E R</td>
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<td>H I D D E N N I E G G N O G</td>
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<tr>
<td>Y O T O D D L E R D O</td>
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</tbody>
</table>
Questions:

1. They did not spray paint their real names.
2. Answers will vary (i.e. he was quite upset).
3. She was disgusted.
4. It buries itself in the earth for seventeen years and when it comes out it sheds its skin – eyes and all.
5. Answers will vary.

Activities

D. right – safe – she – showing - silly – smiled – spinning – stretch – sworn - ticket

Part I - Chapters 7-9

Vocabulary:
1 – shenanigan - 2 – canvass - 3 – figure - 4 -languish – 5 – profound – 6 – ingenious – 7 - haberdashery

Questions:

Weasel woke Mongoose up late at night, bringing with him a gallon of semigloss paint. Weasel took Mongoose over to the dark East Side, to a long, brick warehouse. Whereas Weasel’s name took up almost a whole wall, Mongoose’s covered a single brick. Weasel thought Mongoose might be making fun of him. Weasel didn’t know that Mongoose had signed a fourth brick with the word cicada – a brick that he had covered with dirt. Weasel wanted to hit the Mini-Mart again because they were out of paint. Mongoose didn’t want to go with Weasel so he said he had to go to the deli to get some potato salad for his mom. Instead he went to the library. There he tried returning the book, I Wonder, but the librarian kept asking him if he was finished with it yet. When he left the library, the librarian said, “Good-bye, Mongoose.”

Weasel met Mongoose when he came out of the library and accused his friend of lying to him. Weasel felt badly hurt. After knocking off the Mini-Mart by himself he went home to bed where he cried and bit a hole in his pillow. When Weasel saw Mongoose the next day he was attempting to measure the length of a blue whale. Then the next day he found Mongoose trying to find out how long it took him to take 250 breaths (which only took a hummingbird one minute).

Language Activities

B. endows, garnets, idle, resay, dear, file, rail
**Part I - Chapters 10-12**

**Vocabulary:**

1. e  
2. h  
3. j  
4. a  
5. g  
6. c  
7. i  
8. d  
9. f  
10. b

**Questions:**

1 – False  
2 – False  
3 – True  
4 – True  
5 – True  
6 – False  
7 – True  
8 – True

**Language Activity**

B. 1) Weasel and Mongoose decided to attend a hockey game at Madison Square Garden.  
II) “Can you come with me, Marilyn?” Janie asked.  
III) Wyatt, Virgil, and Morgan Earp were famous gunfighters from Tombstone, Arizona.

**Part II - Days 1-3**

**Vocabulary:**

1. atmosphere  
2. concentrate  
3. sensation  
4. devour  
5. hilarious  
6. appalled  
7. confirm  
8. magnification

**Questions:**

1. A state in which someone thinks about someone or something constantly or frequently, especially in a way that is not normal.  
3. *Answers will vary.*  
4. They were watching *Bowling for Dollars.*  
5. *Answers will vary* (i.e. she put the rabbit ears on her head so that the television signal might go right to her brain).  
6. She did not show up for class and the school called Brenda’s mother. Brenda was found in a maintenance closet where there was an old broken-down television.

**Activities**

Part II - Days 4-7

Vocabulary:

Questions:

1. Brenda’s antics made things more interesting than watching TV.
2. To keep her so busy she wouldn’t have time to miss watching TV.
3. The blue card. *Answers will vary.*
4. It was totally blank after the entry “One day Brenda turned on the television”.
5. She made herself as busy as possible doing interesting things. She wanted to add to the Brenda book.
6. *Answers will vary.*

Part III - Chapters 1-4

Questions:

1. A simile.
   The flap of skin under the turkey’s chin.
2. *Answers will vary.*
3. *Answers will vary* (i.e. his dream reveals a life in which he seems to have lived in a regular home with his mother).
4. They snatched it from his hand and ran away, then when he caught up to them they began tossing it back and forth between them until it fell onto the ground. The little boy picked it up and ate it.
5. Sonseray broke it to get even with the children for stealing his *Baby Ruth.*
6. *Answers will vary.*
7. *Answers will vary* (i.e. it would show him that someone actually cared for him enough to yell at him).
Language Activities


Part III - Chapters 5-7

Vocabulary:

1. gratification
2. unconnected
3. inattentive
4. maniac
5. gracefully
6. disagreement
7. compulsion

Questions:

1 – False
2 – True
3 – True
4 – True
5 – False
6 – False
7 – True

Part III - Chapters 8-11

Vocabulary:

1. obscure       2. insistent       3. assume       4. arrogant       5. despair
6. delinquent   7. intention       8. disrupt       9. identical      10. mayhem

Questions:

1 – The librarian took the bag that Sonseray had stolen from the little boy and found the library card among a bunch of baseball cards.
2 – It was a story time session designed for very small children.
3 – Answers will vary (i.e. nervous, anxious, apprehensive).
4 – Love, Call Me by My First Name.
5 – This was the only story that his mother used to read to him.
Part IV - Chapters 1-3

Vocabulary:


Questions:

1 – The smell (of horse manure).
2 – Her library card.
3 – *Answers will vary* (The driver wouldn’t put her back on the road in the middle of nowhere).
4 – Nanette “hijacked” the bus with her hatchet and demanded to be taken to Dorcas Road.
5 – *Answers will vary.*
6 – *Answers will vary.*

Part IV - Chapters 4-8

Vocabulary:

1 – d 2 – h 3 – j 4 – a 5 – c 6 – i 7 – e 8 – g 9 – b 10 – f

Questions:

1 – *Answers will vary*  
2 – *Answers will vary*  
3 – *Answers will vary* (i.e. expressing their feelings in their letters was a healing process)  
4 – *Answers will vary*  
5 – *Answers will vary*  
6 – *Answers will vary.*