



CC2511

GRADES
5-6

Literature Kit™

LOSER

By Jerry Spinelli

Aligned to
your
State
Standards

Literary
Classic

Based on
Bloom's
Taxonomy



 Reproducible

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EASY MARKING™ ANSWER KEY

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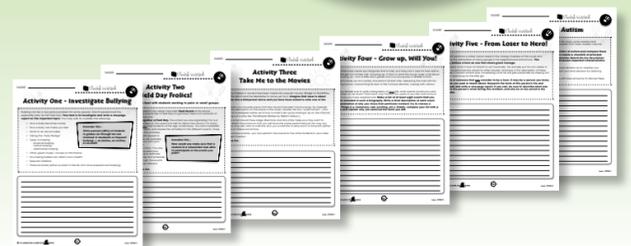
GRAPHIC ORGANIZERS

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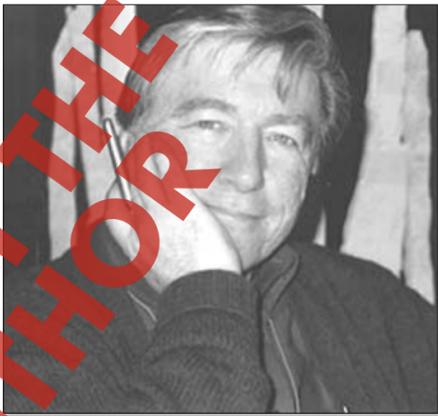
Jerry Spinelli

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 *Wringer* 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



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

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30

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EASY MARKING ANSWER KEY

Loser

- **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.

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