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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS.....

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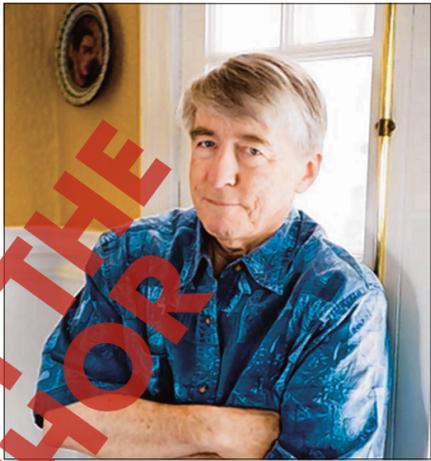
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Jerry Spinelli

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

1. A slang term meaning "an old fool".
2. Very long periods of time.
3. Stared with one's mouth open.
4. Small bits of colored paper.
5. A person who is on the other side.
6. A statement used for proof.
7. Sitting on eggs to hatch them.
8. A person who steals from your pocket.
9. Taking away one's attention.
10. 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

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



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

19

20

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

21



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.

22

EASY MARKING ANSWER KEY

Maniac Magee

- **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.