

Joey Pigza

Swallowed the Key

Lit Link

Grades 4-6

Written by Nat Reed

Illustrated by S&S Learning Materials

About the author:

Nat Reed has been a member of the teaching profession for over 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program.

ISBN: 978-1-55495-009-6

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Published in the U.S.A by:	Published in Canada by:
On The Mark Press	S&S Learning Materials
3909 Witmer Road PMB 175	15 Dairy Avenue
Niagara Falls, New York	Napanee, Ontario
14305	K7R 1M4
www.onthemarkpress.com	www.sslearning.com

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THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL

WIRED GLAD...



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Overall Expectations

The students will:

- develop their skills in reading, writing, listening, and oral communication.
- use good literature as a vehicle for developing skills required by curriculum expectations: reasoning and critical thinking, knowledge of language structure, vocabulary building, and use of conventions.
- become meaningfully engaged in the drama of literature through a variety of types of questions and activities.
- identify and describe elements of stories (i.e., plot, main idea, characters, setting).
- learn and review many skills in order to develop good reading habits.
- provide clear answers to questions and well-constructed explanations.
- organize and classify information to clarify thinking.
- learn about: character development/growth, self-acceptance; living and coping with a disability and the shortcomings of one's self and others (i.e., one's parents); family relationships; the dangers of alcohol addiction.
- relate events and the feelings of characters found in the novel to their own lives and experiences.
- learn from a first person perspective the challenges of being an individual with special needs (ADHD - Attention-Deficit, Hyperactive Disorder).
- appreciate that the growth of one's character is often the result of trials that come into one's life.
- learn the importance of dealing with adversity and developing perseverance in the face of difficult experiences.
- state their own interpretation of a written work, using evidence from the novel and from their own knowledge and experience.



BEFORE YOU READ THE CHAPTER:

Chapter 1

Joey Pigza's hyperactivity is making his life quite difficult. Describe how it might be difficult for a student who is hyperactive when he/she is in the classroom.

VOCABULARY:

Part A:

Choose a word from the list to complete each sentence.

holler	blurt	rejoin	depend
racket	hesitate	behavior	separate

1. My little sister didn't even _____ before climbing up on the parallel bars.
2. "When you have settled down, you may _____ the group," his teacher said angrily.
3. I doubt if little Timmy Maxwell will ever be able to control his _____.
4. Please sort the red crayons into a _____ pile from the rest.
5. As soon as the little girl's mother left the room, she began to _____.
6. Joey tends to _____ out whatever comes into his mind.
7. I doubt if the police will be able to hear your calls for help above all the _____.
8. No one can _____ on Julie to be where she says she will be.



Part B:

The words “principal” and “principle” are regarded as homonyms (words that sound alike but whose meanings are different).

Use either principal or principle to complete each of the sentences below (you may need to check the meanings in a dictionary).

1. The _____ of our school retires at the ends of the year.
2. Honesty was the guiding _____ of her life.

Part C:

The word “clamp” can be used as both a noun and a verb.

Use this word in two different sentences showing its use as both a noun and a verb.

CLAMP

Noun: _____

Verb: _____

QUESTIONS:

1. a) The author uses a number of expressions to describe Joey’s hyperactive nature. One can be found in the title of Chapter 1. Find another such expression in the chapter’s first paragraph.

- b) Think of another expression that describes someone who is hyperactive.



2. Why was Joey's behavior a particular problem *after* lunch?

3. Describe the setting of Chapter One.

4. An amusing scene from this chapter is when Joey tries to imitate the *Tasmanian Devil*. Did you know that this animal is only found in the wild in the Australian state of Tasmania? Investigate this fascinating creature further, and record three interesting facts about it.

LANGUAGE ACTIVITIES:

1. The author uses a number of interesting expressions in this chapter. Put the following expressions in more understandable words. You might wish to check the context before answering.

a) *the class cracked up* _____

b) *... you glue yourself to the floor* _____

c) *... spin yourself down to the principal's office* _____

2. **Simile:**

A **simile** is used to compare two things, usually with the words "like" or "as." An example from this chapter is: *I was bumping on the glass walls around the principal's office like a dizzy fish.*

In this simile what two things are being compared? _____