



**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Anastasia Krupnik

Lois Lowry



**READ, WRITE, THINK, DISCUSS AND CONNECT**

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Lois Lowry

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Comprehension

Predicting, comparison/contrast

### Vocabulary

Comparison/contrast

### Writing

Poetry, journaling, chapter titles, letters

### Thinking

Brainstorming, research

### Listening/Speaking

Discussion

### Literary Elements

Characterization, story elements, humor, point of view

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## Summary

Anastasia finds being ten years old a confusing time. Her teacher does not understand why she doesn't capitalize or punctuate correctly. Boys are interesting in a way that they were not last year. Her parents face some changes in their lives and this has an effect on Anastasia. The possibility of a new baby brother and an aged grandmother add to the problems of Anastasia's world. Students will identify with Anastasia and her confusion.

## Introductory Information and Activities

### Initiating Activities

1. Look at the cover of this novel. What is unusual about the illustration? Can you find any clues about the story? Can you find any clues about the characters?
2. There are several types of stories—realistic, biographical, historical, and fantasy. Do you know what each of these types is? Can you name books that might fit in these categories?
3. What type of story do you think this will be?
4. How important is a name? Do you like your name? Why did your parents give you your name? Could your name or any person's name have an influence on a life?
5. If you were to pick out a new name, what would it be? Why would you want this name?
6. Imagine a new student who is named Anastasia Krupnik. What would you predict about her? What questions would you want her to answer about herself? Brainstorm answers, recording the answer on two large charts to display while reading the novel. As the story unfolds, revise your lists.
7. Many stories have the same parts: a setting, a problem, a goal, and a series of events that lead up to an ending, or conclusion. These story elements can be placed on a story map. Just as a road map leads a driver from one place to another, so a story map leads a reader from one point to another. Let's begin a story map with just the facts we find on the back cover of the novel. We may have to revise this map as we read because we may find other characters and problems. (See page 8 of this guide.)

### Recommended Procedure for Reading this Book

This book will be read one section at a time, using the DRTA (Directed Reading Thinking Activity) method. This technique involves reading a section and then predicting what will happen next (making good guesses) based on what has already occurred in the story. The students continue to read and everyone verifies the predictions. (See pages 4-5 of this guide.)

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## Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

The diagram is an attribute web. It features a central circle with a horizontal line inside. Four lines radiate from the circle to four rectangular boxes: 'Acts' (top-left), 'Feels' (top-right), 'Looks' (bottom-left), and 'Says' (bottom-right). Each box is connected to the central circle by a line. Below each box are four numbered lines (1., 2., 3., 4.) for taking notes. A large, light gray watermark 'SAMPLE' is oriented diagonally across the entire page.

**Acts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Feels**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Looks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Says**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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## Chapter 1, Pages 1-18

### Vocabulary

admiration 2	astigmatism 2	awed 4	unique 4
mutant 5	minuends 6	subtrahends 6	nauseating 7
crimson 10	complicated 16	fabulous 17	

### Vocabulary Activity

Each student, cooperative pair, or group will make a poster, banner, or sign to advertise their word or words. The ad must show what the word means and how to pronounce it. The words will be displayed and should be signed by the artists.

### Discussion Questions

1. Why was Creativity Week unpleasant for Anastasia? (*Page 13, She received an F for her poem.*)
2. Anastasia did not like Mrs. Westvessel even before she received the grade for her poem. What do we know about the teacher? Do you think she is a good teacher? What makes a good teacher? Make an attribute web for Mrs. Westvessel. (See pages 6-7 of this guide.)
3. Compare Mrs. Westvessel with your favorite teacher using a T-chart.

Mrs. Westvessel	My Favorite Teacher
Dress:	
Speech:	
Actions:	

4. Anastasia got ready to write. What did she do to get in the mood for work? How do you get ready to be creative? (*Pages 8-9, Anastasia found a private place, hung a Do Not Disturb sign on her door, got herself a glass of orange juice with ice to sip on, and put on her Red Sox cap.*)
5. What is good about Anastasia's poem? Why do you think the teacher did not appreciate how hard she worked? Do all poems have to rhyme?
6. What do you think of Anastasia's lists? Do you write lists? What kind?
7. **Prediction:** Why do you think Anastasia knows why her parents laughed? What do you think she will add to her list of things she hates?

### Supplementary Activities

1. **Writing:** Write a poem to share with a partner. The poem does not have to rhyme, but it may. Illustrate your poem.
2. **Writing:** How should a poem be evaluated? Make a list of criteria to evaluate poetry.