



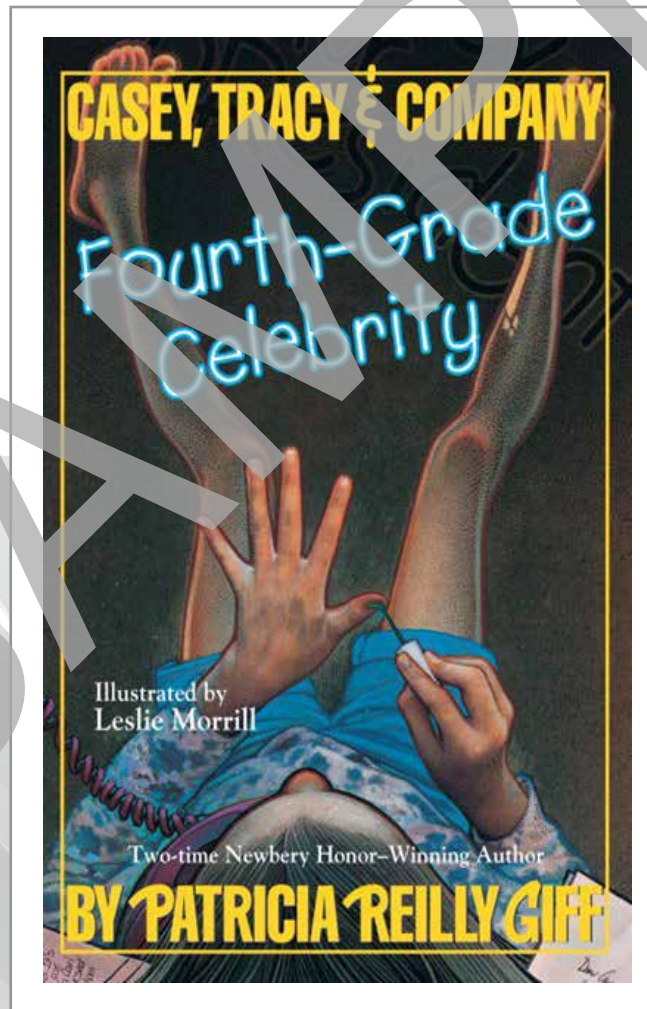
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Fourth-Grade Celebrity

Patricia Reilly Giff



READ, WRITE, THINK, DISCUSS AND CONNECT

Fourth-Grade Celebrity

Patricia Reilly Giff

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!

ISBN 978-1-50203-796-1

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author.....	3
Introductory Information and Activities	3
Twenty-Three Chapters	8
Chapters contain: Vocabulary Words and Activities, Discussion Questions and Activities, Postreading Activities, Predictions	
Supplementary Activities.....	25
Teacher Information	34
Bibliographies and Resource Information.....	37

Skills and Strategies

Thinking

Classifying

Vocabulary

Word mapping, synonyms,
analogies

Listening/Speaking

Discussion, interviewing,
dramatizing

Comprehension

Predicting, comparison/
contrast

Writing

Expository, letter-writing,
newspaper

Literary Elements

Story elements

Summary of the Story

Feeling as if she is always living in the shadow of a perfect older sister, Cassandra Eleanor Valentine, a fourth grader at Ogden School, decides to become a celebrity. Casey's adventures, as the local celebrity emerges, are fun, appealing, and poignant. They also reveal a great deal about families, friends, and growing up. Walter Moles and Gunther Reed wonderfully represent the fourth grade boys in Casey's class, and Vanessa is the familiar perfect older sister.

About the Author

Patricia Reilly Giff was born April 26, 1935, in Brooklyn, New York. She married James A. Giff, a detective, January 31, 1959. She has three children, James, William, and Alice.

Giff attended Marymount College, New York, and received a B.A. in 1956. She also attended St. John's University, Jamaica, New York, and received an M.A., 1958; Hofstra University, professional diploma in reading, 1975. She was a public school teacher in New York, NY, 1956-60; Elmont Public Schools, Elmont, NY, elementary teacher, 1964-71, reading consultant, 1971; author of children's books beginning in 1979.

She has said, "It was with my husband's encouragement that I decided to say something to all of the children with the hard lives and unhappy faces. I began to write. It wasn't easy. Slowly and painfully, I began to form the words, the sentences. And then suddenly, writing became one of the most important parts of my life, a part that now I couldn't do without. I write about my childhood, the things that have given worry, or joy and laughter, and sometimes I write about the things that have happened to my own children. I hope to say to all the children I've loved that they are special...that all of us are special...important just because we are ourselves."

Introductory Information and Activities

Note:

Please be selective when choosing the activities that you will do with this unit. It is not intended that everything be done, but that discretionary choices made are most appropriate for your use and group of children. A wide range has been provided, so that individuals as well as groups may benefit from these selections.

Initiating Activities:

1. **Newspapers:** Collect many different newspapers before starting this project, those that might be used by the families/home groups of the children in the group. Roll some of them up, and have them hanging in the room. Display others on tables and shelves in accessible areas. Make banners, captions on newspaper, and have them hanging in the room also. (Captions taken from the headlines and by-lines of the actual papers in use.)

When in a group, direct the children's attention to the bulletin board, and ask if any of the newspapers displayed in the room are used at home. Add additional suggestions to the graph on the bulletin board. (See Bulletin Board Ideas/Newspapers.) Fill in the grid. Discuss the results of the survey pictured on the graph. Write some concluding statements on or near the grid.

2. **Local Celebrities:** With children in cooperative groups, give each group a copy of the local newspaper. Ask that each group find an article pertaining to the activities of a local celebrity. Make each group aware of the person chosen by each, so that there is no duplication.

Each group of children reports back to the group as a whole, someone reading the article aloud. Children try to determine what it is that makes this person a "celebrity."

Suggestions made by the children for each individual are recorded. Lists are compared after all groups have reported. Are there any similarities? May some conclusions be drawn? Save this list, and compare the fourth grade celebrity in the book to it.

Bulletin Board Ideas:

1. **Newspapers:** Cover the bulletin board with some black and white sections of the newspaper. When it is in place, use a black marker to make grid lines. Information gathered from the children will be placed on the grid. (See sample grid on the bottom of the next page.)
2. **Local Celebrities:** Cover the bulletin board with plain background paper. Look through copies of the local and/or national newspapers, and cut out articles about people who are "celebrities," and well-known locally. (Example: state representative or senator) Staple these on to the bulletin board. Make a caption for the bulletin board, such as: "Celebrities of Our Time." (Children may add pictures from magazines and newspapers, as well as an explanation of the identity of each person, and an explanation as to why that person is a celebrity.)

Chapters 10-13—Pages 50-68

Vocabulary:

furiously 53

hysterically 65

obituaries 53

nonchalantly 67

swiveled 63

Vocabulary Activity:

Make synonym trains for the words *furiously*, *hysterically*, *nonchalantly*. For example:

Furiously—violently—passionately—fiercely—angrily—

Hysterically—excitedly—vehemently—turbulently—frantically—uncontrollably—

Nonchalantly—casually—unconcernedly—indifferently—coolly—

Discussion Questions and Activities:

1. What does Casey suggest that the newspaper committee do in order to get ideas for the class newspaper? (Page 51, Casey suggests that they look at a real newspaper, so that they can write down a list of things to be included in the class newspaper.)

Do you think that Casey made a good suggestion? Why? Why not? (See Postreading Activity #1.)

2. What does the committee decide to name the newspaper? (page 52, *The Ogden School Observer*) Do you have a school/classroom newspaper? Do you know the name of any school/classroom newspaper? What would you suggest as a name for your classroom newspaper?
3. The Ogden School has a ditto machine that the children are going to use to make copies of their newspaper. Find out what kind of copy machine is available for use at your school, and learn as much as you can about it. How many copies does it make in a minute? How much did it cost? What special features does it have? etc.

Spirit Duplicator: Spirit duplicators are simple, inexpensive machines that make from 30 to 300 copies of an original. Many schools and small firms use them. The material to be copied is typed or written on a paper master that is backed by another sheet of paper. The second sheet contains a waxy, dye-impregnated substance. The master is placed face down on a drum on the duplicator. Blank sheets of paper are moistened in an alcohol-based solution and pressed against the master. The solution dissolves a portion of the dye in the image and transfers it to the copy paper in the form of the original typing. This duplicator got its name from the alcohol in the solution.

(Information Source: *World Book Encyclopedia*, 1991)

-
4. What are some of the newspaper jobs that the children decide to take on? (*Pages 54-55, Gunther will be a reporter, Darlene will write the society column, and Casey will be the editor and run the whole thing.*) (See Postreading Activities #2 and #3.)
 5. Dramatize the first meeting of the newspaper committee. (Chapter 10, pages 50-55)
 6. What does Casey decide to give Darlene as a birthday present? (*Page 58, Casey takes a necklace of wooden beads that belongs to Van, and uses that as the birthday present.*) What is your opinion of Casey's choice of a gift?

Why do you think that Casey rejects the gift, STANDOUT: A GAME FOR ALL AGES, that her mother purchased? (*Opinion—answers will vary.*) (See Supplementary Activities, The Doorbell Rings.)

7. After she opens the gift from Casey, what does Darlene notice about the necklace? (*Page 63, Darlene notices that the necklace is handmade. She assumes that Casey made the necklace for her.*)
How do you think that Casey is feeling when she is asked to teach the others how to make the necklace? (*Opinion—answers will vary.*) (See Postreading Activity #4.)
8. What does Casey learn about the necklace from Van? (*Page 66, Van tells Casey that Darlene's sister, Susan, made the necklace for her as a Christmas gift.*) What is Casey's dilemma? (*Dilemma: A predicament that seemingly defies a satisfactory solution.*)
9. What does Casey do to try to put off facing the necklace situation? (*Page 68, She borrows back the necklace from Darlene, telling her that the man in the store needs to see the beads so that he may order them.*) What would you suggest that Casey do, to get out of her dilemma?

Postreading Activities:

1. Ask the children to bring in newspapers. Compare the different newspapers that are brought in. What do they have in common? How are they different? Do some newspapers have a different purpose than others, (such as *The Wall Street Journal*)?
How are the different "specials" reported, such as sports, business, etc.? What is your favorite part of the paper? Do you have a favorite columnist? If so, who is it, and why is this person a favorite of yours?
2. Invite some people into the classroom who work for a newspaper publisher. Have the children prepare questions for an interview. Find out about different jobs, the skills required, and the training/education necessary to accomplish the task.

Attribute Web

The attribute web below is designed to help you gather clues the author provides about what a character is like. 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.

