



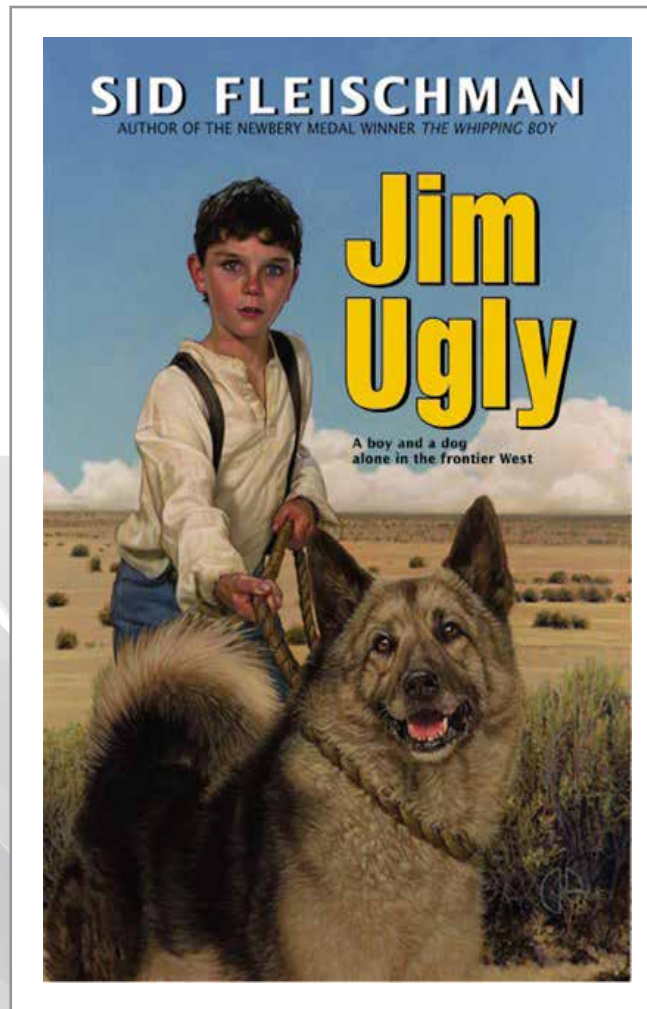
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Jim Ugly

Sid Fleischman



READ, WRITE, THINK, DISCUSS AND CONNECT

Jim Ugly

Sid Fleischman

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

Listening/Speaking

Discussion, dialogue,
interviewing, dramatizing,
verbal and non verbal clues,
role play

Vocabulary

Antonyms/Synonyms,
rhymes

Thinking

Research, visualization,
brainstorming, evaluation

Comprehension

Prediction, comparison/
contrast

Writing

Creative prose, poetry, short
story, play

Literary Elements

Characterization, story
elements

Summary

Jake Bannock does not believe that the body of his father was buried in the rough, hammered-together coffin in Blowfly, Nevada, in 1894. With the help of the nose of Jim Ugly, the wolf-dog pet of Sam Bannock, Jake sets out to find his father. At the same time, Jake hopes to uncover the truth about a fortune in missing diamonds. Somewhere along the way, Jake and Jim Ugly come to an understanding, becoming real friends as well as a team. How can a combination like this miss?

About the Author

Sid Fleischman was born March 16, 1920, in Brooklyn, New York. He grew up in San Diego and attended San Diego State College, B.A., 1949. Fleischman married Betty Taylor in 1942, and they became the parents of three children.

After graduating from high school, Fleischman traveled with vaudeville and night club acts, perfecting his sleight of hand tricks. Paul Fleischman has described his father's writing as a style of magic, similar to those sleight of hand tricks. "My father is a master of misdirection, stealthily slipping in a clue, unnoticed by the reader, that will reappear in the book's climax."

Sid Fleischman has said of his own writing, "Language is a wondrous toy and I have great literary fun with it." Fleischman won the Newbery Medal for *The Whipping Boy* in 1987.

An accomplished screenwriter and author of adult fiction, Fleischman published his first juvenile book in 1962. "I had always wanted to write a book for children, but only after many years of professional writing did I find the courage." He feels that children are discerning readers and deserve the best that an author has to give.

Initiating Activities and Information

1. KWL: Much of this story is based on the ability of the dog/wolf, Jim Ugly, to follow the scent of Sam Bannock. Do some activities that use the sense of smell. You may want to start out with a KWL about the sense of smell, to determine how much the group members know about this important sense. Do research to fill in the L section.

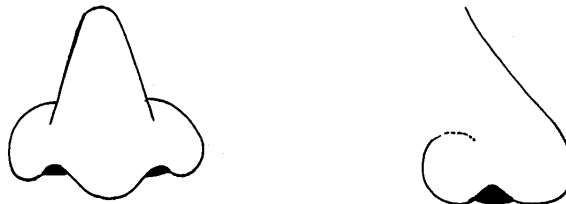
What They Know	What They Would Like To Know	What They Learned

Fill in the K section at this time. Any incorrect information may be crossed out as more is learned.

How is your sense of smell? Collect several things to smell that have distinctive odors, such as pickles, garlic powder, an orange, vanilla, etc. Place in containers that are not named. Take a sniff of each and try to identify. (When a person sniffs something, the air carrying the odor takes it to the top of the inside of the nose. It is here that there is a small patch of special nerve cells that send signals along the olfactory nerve to the brain. The brain identifies the odor and transmits the message to the person.)

Do you like each of the odors? There are certain smells that most people like, and there are others that most people find revolting. Smell means different things to different people. What is your favorite smell? Make a record of student responses. Ask students to make an illustration of what it is that produces the favorite smell, and add this to the bulletin board.

2. Bulletin Board Idea: Cover the bulletin board with plain background paper. Make a large sketch of a human nose to place on the bulletin board. Make a caption for the board, such as: THE NOSE KNOWS.



3. Predictions: It is recommended that the book be read a chapter at a time, and that predictions be made as to what may happen next. These predictions are, in reality, good guesses based upon what has already happened in the story and on the clues given by the author. Predictions may be reviewed as the story continues.
4. Vocabulary: For the vocabulary words, you may wish to have the students, either individually or as a group, show knowledge of the words. This may be done by writing simple definitions that may be checked through context as the story is read. If unclear, a dictionary may be used. The vocabulary activity with each section will also help to clarify meanings as they are used in the setting of the story.
5. Previewing The Book: Look at the cover of the book. What do you think the illustrator has chosen to tell about the story? Do you know something about the relationship between the boy and the animal by the way they are pictured? Where do you think the story takes place? Is the clothing of the boy up-to-date, or is it the kind that you think may have been worn a long time ago? What do you think the title of the book means? Does it refer to the boy or the animal pictured? Make a prediction about the story.

Chapter 1: "The Pine Box"—Pages 1–13

Vocabulary

grieved (2)
bounty (4)
baffled (7)

mongrel (2)
shied (6)
trifling (8)

infernal (3)
pesky (6)
ambled (9)

homesteading (3)
brooding (7)

Vocabulary Activity

Complete each of the following comparisons by using one of the vocabulary words. (Is it a synonym or an antonym?)

Sample: GOOD is to BAD as HOT is to COLD.

1. MARVELOUS is to WONDERFUL as _____ is to MOURNED. (*GRIEVED*)
2. BETTER is to WORSE as _____ is to PEDIGREED. (*MONGREL*)
3. FORLORN is to HAPPY as _____ is to RAN. (*AMBLER*)
4. PITIFUL is to PATHETIC as _____ is to INSIGNIFICANT. (*TRIFLING*)
5. SOOTHING is to AGGRAVATING as _____ is to ENLIGHTENED. (*BAFFLED*)
6. PLAINTIVE is to MOURNFUL as _____ is to TROUBLESOME. (*PESKY*)

Discussion Questions

1. How does the dog, Jim Ugly, get his name? (*Mr. Bannock calls the dog Amigo, or Jim Amigo. Jake calls the dog Jim Ugly. p. 2*) Why does Jake give Jim Ugly that name? (*Jake calls the dog Jim Ugly out of spite. As the story begins, Jake does not like the dog. p. 2*) Why do you think Jake does not like the dog? Discuss.
2. Why is the "yellowleg" tracking Mr. Bannock? (*Mr. Bannock is suspected of having knowledge of some missing diamonds, and there is a twenty-five hundred-dollar bounty "on his head." p. 4*) What is the effect of the bounty on the lives of Jake and his father? Discuss.
3. As the story begins, where are Jake and Jim Ugly? (*Jake and Jim Ugly are staying in Blowfly, Nevada, with Jake's cousin Aurora and her husband, Axie. pp. 1 & 5*) How do you think Aurora feels about having the boy and his dog staying in Blowfly?

How do you feel about Aurora? What takes place in the remaining pages of the chapter to make you feel as you do about Aurora? Discuss.

Supplementary Activities

1. What is a bounty? Do some research. Find out more about the use of the bounty. Make a poster to illustrate some of the information that you have learned. (*Bounty: A reward or premium granted by law as an inducement to the performance of a service regarded as beneficial to the public. Bounty Hunter: One who tracks down and captures outlaws for whom a reward is offered.*)

-
2. Start attribute webs for Jake, Aurora, Axie, and Jim Ugly.
 3. Start a story map.
 4. Was an empty coffin buried? Will Jake and Jim Ugly find Jake's dad? Make a prediction as to what will happen next.

Chapter 2: "I Run Away"—Pages 14–23

Vocabulary

parlor (14)	extravaganzas (15)	impertinent (17)	bequest (17)
baubles (17)	cagey (17)	wary (18)	qualification (19)
phantom (20)	pestilential (22)		

Vocabulary Activity

Match the definition with the vocabulary word.

<i>Definition</i>	<i>Vocabulary Word</i>
deadly	_____ (<i>pestilential</i>)
requisite	_____ (<i>qualification</i>)
spectacular shows	_____ (<i>extravaganzas</i>)
shrewd	_____ (<i>cagey</i>)
living room	_____ (<i>parlor</i>)
trinkets	_____ (<i>baubles</i>)
imaginary	_____ (<i>phantom</i>)
cautious	_____ (<i>wary</i>)
rude	_____ (<i>impertinent</i>)
inheritance	_____ (<i>bequest</i>)

Discussion Questions

1. Who are the two visitors to Blowfly? Why do you think they have come? (*The visitors are C. W. Cornelius of San Francisco and the actress Wilhelmina Marlybone-Jenkins. p. 15*) Discuss opinions as to the purpose of the visit.
2. Why does Sam Bannock quit the newspaper trade? (*Sam Bannock blames his profession for the death of his wife in the cholera epidemic. p. 22*) What is cholera? How do you think a profession can be blamed for a death? Give examples and discuss. (*construction workers,*