

Student Packet

Grades 5–6

# A Long Way from Chicago

Richard Peck

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



## **Novel Units® Single-Classroom User Agreement**

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use or duplicate these materials for a single classroom (or home) only.

**Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.**

Reproduction of any part of the Teacher Guide is strictly prohibited. Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Materials may be transmitted or projected via digital device within a single classroom setting only; any other electronic transmission or projection of materials is strictly prohibited. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact [customercare@ecslearningsystems.com](mailto:customercare@ecslearningsystems.com).

**[ecslearningsystems.com](http://ecslearningsystems.com)**

---

# A LONG WAY FROM CHICAGO

by  
Richard Peck

## Student Packet

Written by  
Elizabeth Klar

**Contains masters for:**

- 2 Prereading Activities
- 1 Study Guide
- 14 Vocabulary Activities
- 2 Writing Activities
- 4 Literary Analysis Activities
- 1 Art Activity
- 1 Creative Thinking Activity
- 2 Comprehension Quizzes
- 1 Novel Test

**Plus**

- Detailed Answer Key

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The Dial Books for Young Readers (A member of Penguin Putnam, Inc.) hardcover version of the book ©1998 by Richard Peck was used to prepare this guide. The page references may differ in other editions.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

---

ISBN 978-1-60878-261-1

**Copyright infringement is a violation of Federal Law.**

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of this publication is limited to the terms of the Single-Classroom User License for a maximum of 30 copies. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared 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 multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Reproduction of any part of the Teacher Guide is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

**Publisher Information**

For a complete catalog, contact—

Novel Units, Inc.  
P.O. Box 97  
Bulverde, TX 78163-0097

Web site: [novelunits.com](http://novelunits.com)

For more digital resources, visit:  
[ecslarningsystems.com](http://ecslarningsystems.com)

## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

8. How does Grandma get Mr. Weidenbach to give Effie Wilcox back her house, free and clear?
9. Where does Joey get the two dollars for his driving lessons?
10. How does Grandma react when Ray turns on the radio?

### Centennial Summer—1935

1. What is the Centennial Celebration supposed to celebrate?
2. Why does Grandma send the kids to the attic to look through the old trunks?
3. To whom did the old clothes that Joey and Mary Alice found belong?
4. What does Mrs. Weidenbach want Grandma to do at the Centennial Celebration?
5. What excuse does Grandma give Mrs. Weidenbach for not being able to help at the celebration?
6. What happened to the old tomcat?
7. What war did Uncle Grady Griswold fight in?
8. Who does Mary Alice dance with at the talent show?
9. Who wins first place at the talent show?
10. Who is the oldest settler in town?
11. What does Grandma leave the kids in the picnic basket?

### The Troop Train—1942

1. What does Joey want to learn to be in the army?
2. Why does Grandma send Grandma a telegram?
3. What is Grandma doing as the troop train passes by her house?



Name \_\_\_\_\_

Use each of the following sets of words in an original sentence. Your sentences should show that you know the meanings of the vocabulary words as they are used in the story.

**Sentence 1:** words 1 and 7: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 2:** words 5 and 9: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 3:** words 6 and 8: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 4:** words 3 and 10: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 5:** words 11 and 4: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 6:** words 5 and 12: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 7:** words 1 and 3: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 8:** words 2 and 12: \_\_\_\_\_  
\_\_\_\_\_

**Sentence 9:** words 13 and 10: \_\_\_\_\_  
\_\_\_\_\_

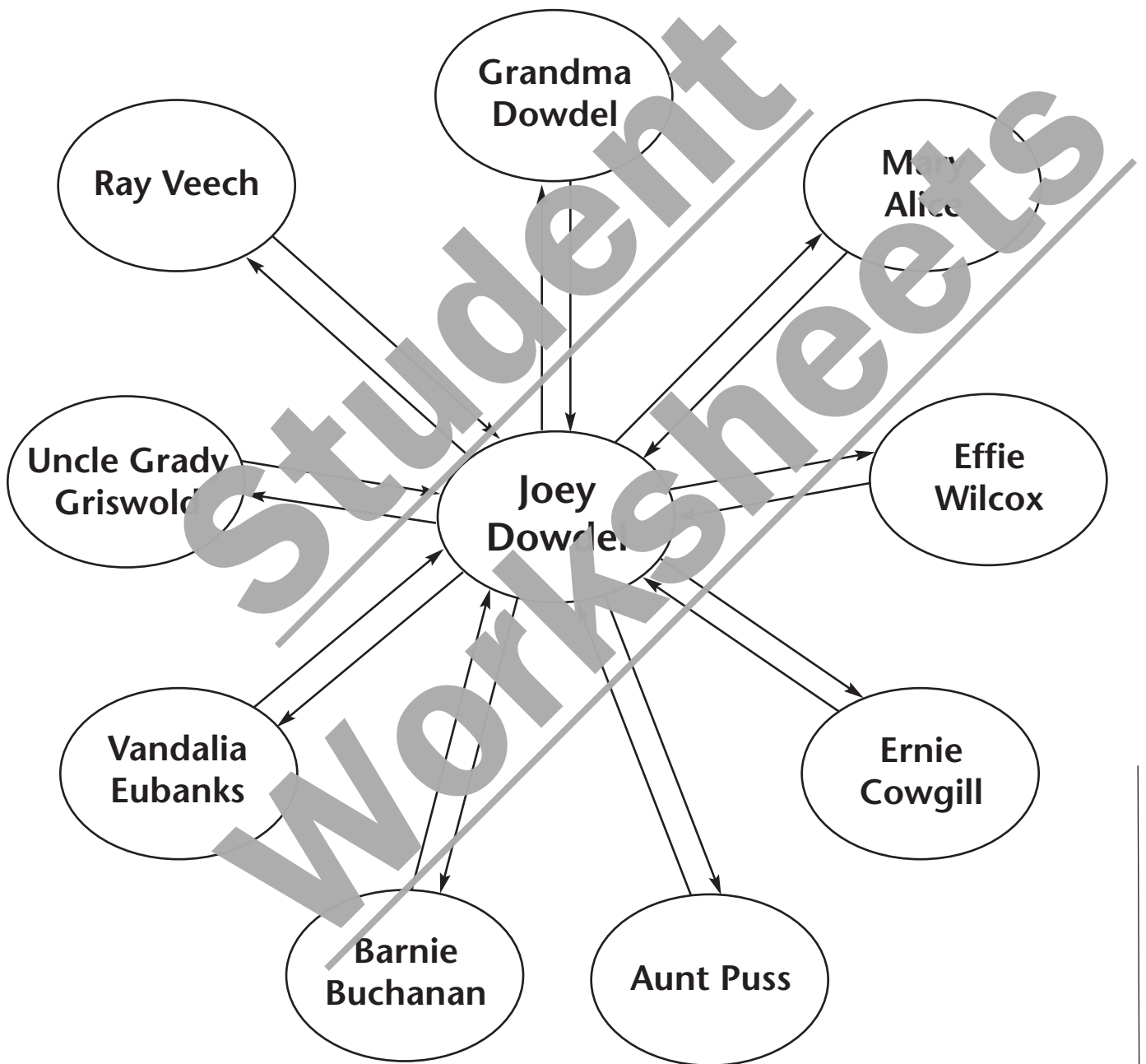
**Sentence 10:** words 4 and 10: \_\_\_\_\_  
\_\_\_\_\_

Student Worksheets

Name \_\_\_\_\_

## Sociogram

**Directions:** A sociogram shows the relationship between characters in a story. Think about Joey Dowdel and his relationships with the characters listed on the sociogram. Complete the sociogram by writing a word to describe the relationship between Joey and each character. Remember, relationships go both ways, so each line requires a descriptive word.



Name \_\_\_\_\_

## High-Flying Ideas

**Directions:** Look through some craft books to find patterns for paper airplanes. You may want to experiment with cutting and folding paper to find the best design for an airplane. On the other hand, you may want to look in reference books to discover various types of aircraft in order to get ideas for your own special design. After you have decided on a design, draw and color your plane on a sheet of art paper. Display your plane in the room.

Student  
Worksheets

