

Student Packet

Grades 5–6

Maniac Magee

Jerry Spinelli

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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MANIAC MAGEE

by
Jerry Spinelli

Student Packet

Written by
Monica L. Odle

Contains masters for:

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 3 Literary Analysis Activities
- 4 Character Analysis Activities
- 2 Critical Thinking Activities
- 3 Comprehension Activities
- 1 Writing Activity
- 3 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
- and Scoring Rubric

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 1999 Little, Brown and Company paperback edition of the novel, © 1990 by Jerry Spinelli, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-316-80906-1

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

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Note to the Teacher

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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 _____

Vocabulary Card Game

sprinkled	monument	trestle	accurate
strict	chorus	bellowing	obvious
volume	varsity	commotion	hoisted
paralyzed	cinders		

Teacher Directions:

- Photocopy and cut out the following vocabulary cards.
- If necessary, divide the class into groups.
- Give one card to each student in the class group.
- The student who has the starred card begins by reading his/her question.
- The student who has the card with the correct vocabulary word responds and then reads his/her question.
- Play continues in this manner until all cards have been read.

☆ **sprinkled**

Who has a word that means something that remains as a reminder of someone?

accurate

Who has a word that means very disciplined or firm?

monument

Who has a word that means a framework or track for a vehicle?

strict

Who has a word that means people who sing together during a performance?

volume

Who has a word that means correct or exact?

chorus

Who has a word that means shouting or hollering?

Name _____

Chapters 33–38

1. Where did Maniac sleep as he wandered around during January?
2. What does Maniac nickname the two boys in the cabin next to his? What are the boys' real names?
3. What fib does Maniac tell the boys regarding their brother?
4. Why does Maniac find the McNab house so amazing?
5. Whom do the McNabs believe will attempt to invade their home?
6. Why do the younger McNab boys begin to feel important?
7. What do the younger McNabs vow to do if Maniac knocks on Easterwald's front door?
8. Why does Maniac return to the East End?
9. What is unique about the way Maniac wins the race against Mars Bar?
10. Who is Maniac happy to see just after the race?

Chapters 39–46

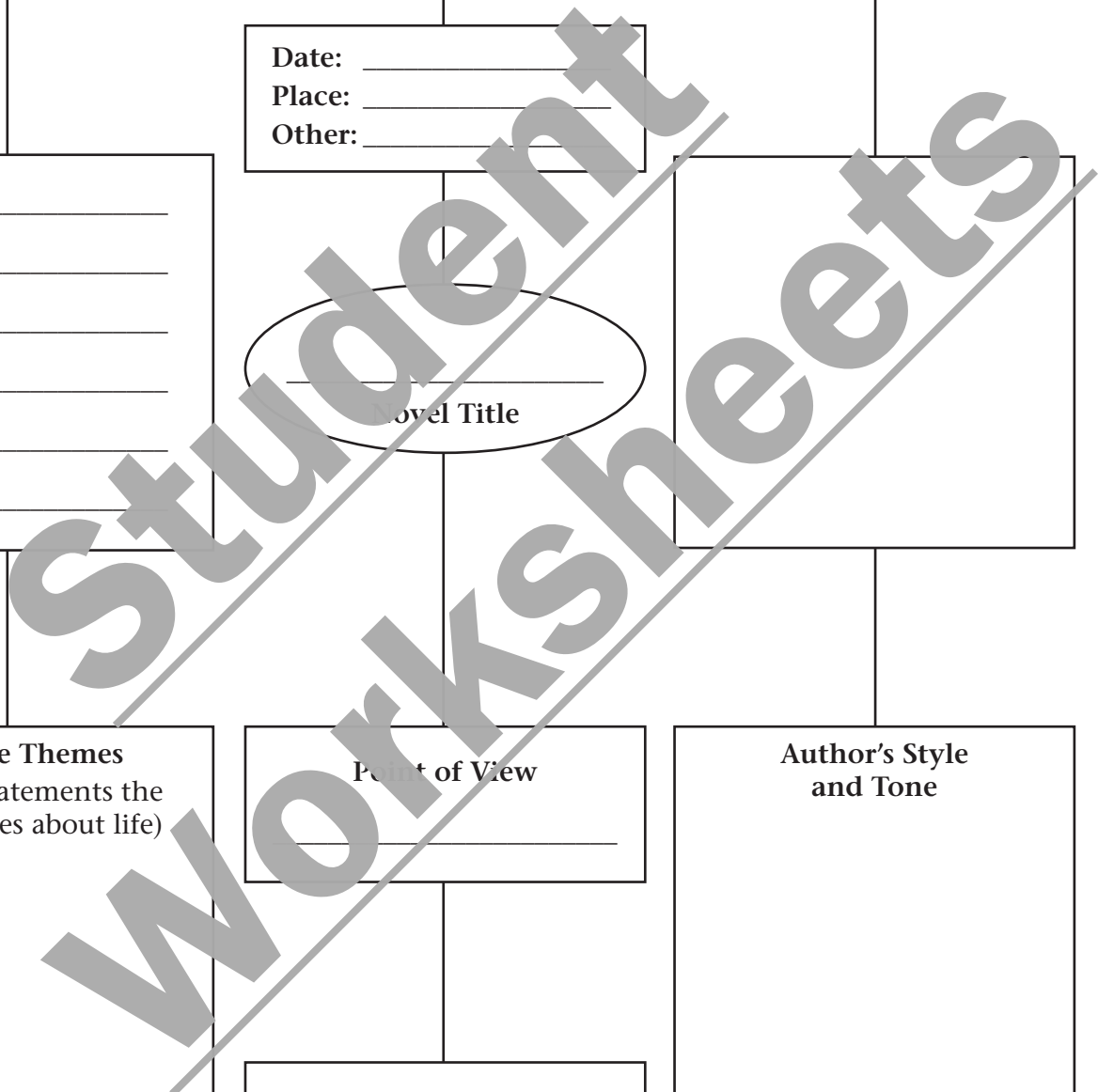
1. What makes Maniac happy about Russell and Piper's reaction to his return from the East End?
2. Where does Maniac eat dinner in preparation for returning to the McNabs'?
3. What does Maniac make Russell and Piper return to the grocery store?
4. Which of Maniac's possessions do the boys play with that engages Maniac?
5. Why do the boys order Maniac out of their house?
6. Whom does Maniac bring to Piper's birthday party?
7. Where does Maniac take his party guests before going to the McNabs'?
8. What does Maniac get Piper for his birthday?
9. At what time of day does Maniac believe there is no division in the town?
10. Who becomes Maniac's unlikely running partner?
11. Why can't Maniac get Russell on or the trolley trestle?
12. How do the McNab boys respond to the Thompson home?
13. What invitation does Maniac reject?
14. Whom does Maniac mistake for an attacking buffalo?
15. At the end of the novel, where does Maniac go?

Name _____

Story Map

Directions: Complete the story map below.

Characters	Setting	Conflict(s)
	Date: _____ Place: _____ Other: _____	
main _____ main _____ main _____ minor _____ minor _____ minor _____	Novel Title _____	
Possible Themes (general statements the novel makes about life)	Point of View _____	Author's Style and Tone
	Genre _____	



Name _____

(Main Idea and Details)

A. True/False: Mark each with a *T* for true or an *F* for false.

- ___ 1. Maniac successfully untangles Cobble's Knot.
- ___ 2. Maniac leaves town just after Amanda's encyclopedia A is destroyed.
- ___ 3. Grayson finds Maniac lying unconscious near the band shell.
- ___ 4. Maniac's favorite food is zeps.
- ___ 5. Grayson played baseball for the Major Leagues.
- ___ 6. Grayson's best pitch, which he always announced from the mound, was the stopball.
- ___ 7. Grayson teaches Maniac how to read.
- ___ 8. Maniac and Grayson visit the baby buffalo on Christmas morning.
- ___ 9. The first complete book Grayson reads is *Mike Mulligan's Steam Shovel*.
- ___ 10. Grayson dies five days after Christmas.

(Compare/Contrast)

B. Graphic Organizer: Using the Venn diagram below, compare and contrast Maniac's time spent with the Beales to his time spent with Grayson.

