

Teacher Guide

Grades 5–6

Pictures of Hollis Woods

Patricia Reilly Giff

NOVEL UNITS[®]



NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

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 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 this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. 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.

PICTURES OF HOLLIS WOODS

by
Patricia Reilly Giff

Teacher Guide

Written by
Debbie Triska Keiser

Edited by
Lyn M. Pfordresher

Note

The Wendy Lamb Books hardback edition of the book, published by Random House Children's Books, ©2002 was used to prepare this guide. Page numbers 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 them.

ISBN 978-1-60878-477-6

Copyright infringement is a violation of Federal Law.

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. 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.

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

For more digital resources, visit:
ecslarningsystems.com

Table of Contents

Summary	3
About the Author	3
Characters	4
Initiating Activities.....	4
Vocabulary Activities.....	5
Five Sections	17
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	25
Post-reading Extension Activities.....	26
Assessment.....	27

Skills and Strategies

Thinking

Research, problem solving, creative thinking, critical thinking, compare/contrast, decision making, multiple perspectives, attributes, brainstorming

Comprehension

Predicting, sequencing, foreshadowing, cause/effect, drawing conclusions, inference, summarizing

Listening/Speaking

Interviewing, discussion, charades, presentations

Vocabulary

Pictionary, word maps, synonyms, antonyms, parts of speech, defining

Writing

Personal writing, creative writing, poetry, reports, essays, plays, poetry

Literary Elements

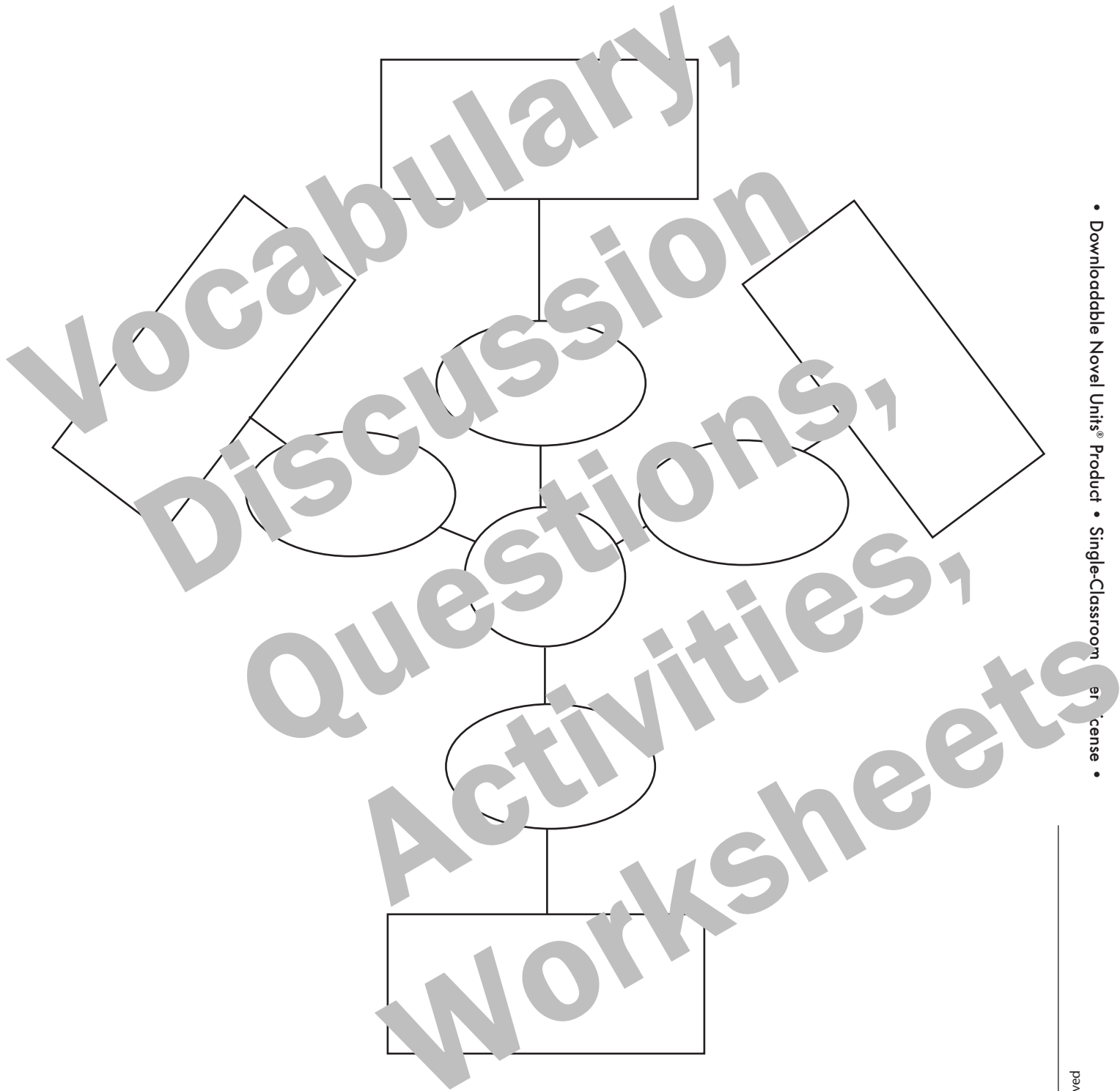
Literary analysis, story mapping, plot development, setting, character analysis, similes, metaphors

Across the Curriculum

Social Studies—geography, developing maps, research, charting a course, interpreting maps, famous explorers; Science—botany, weather, astronomy, physics; Math—measurement; Language—poetry, debate, newspaper writing, outlines, research; Music—composing lyrics; Art—designing maps, illustrations, collages, experiment with different media, dramatization; Health—diet; Technology—Internet research

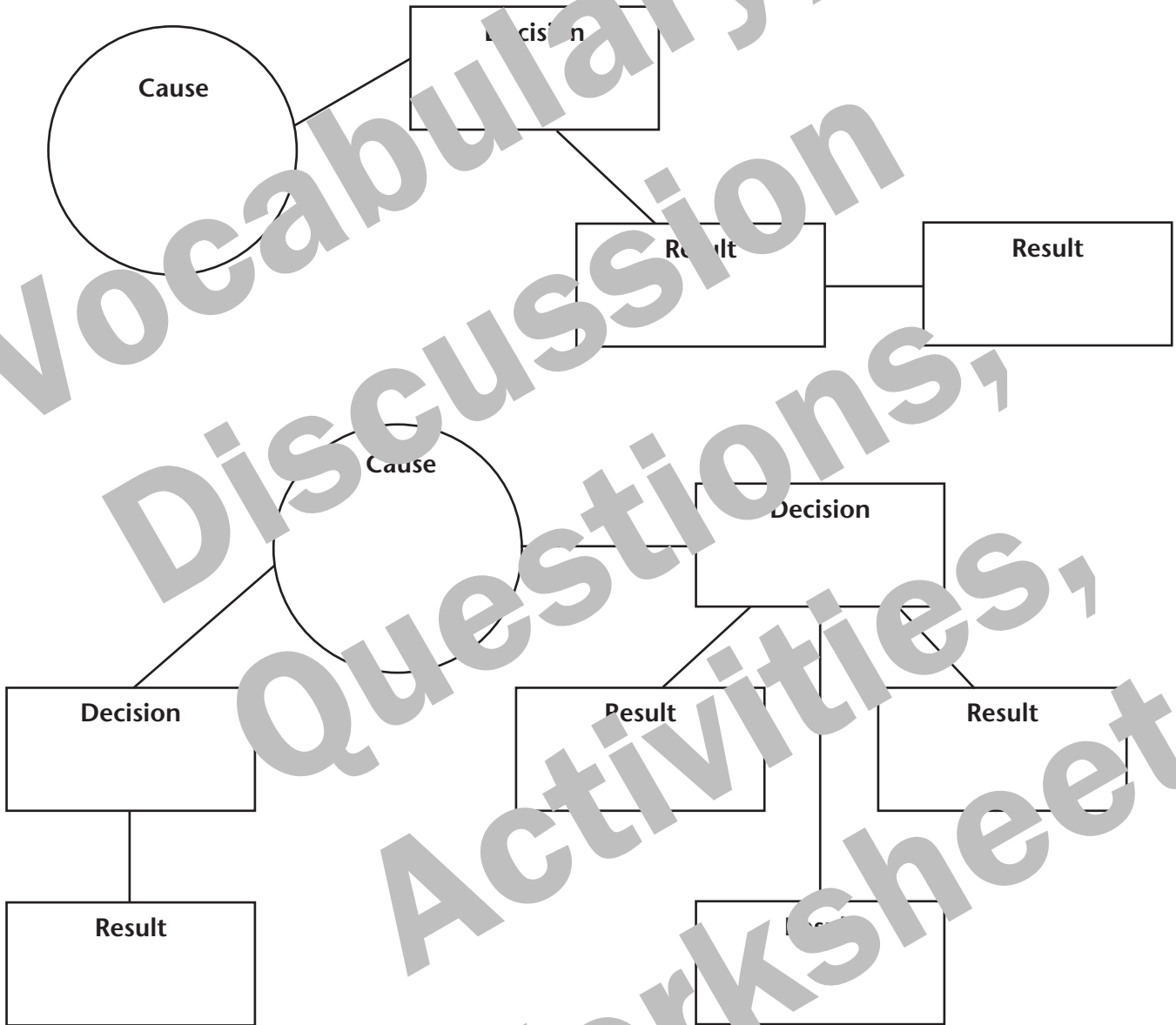
Characterization

Directions: Place a main character's name in the center circle. Write words that describe him/her in the ovals around the name. List details from the story that demonstrate each quality in the rectangles.



Cause/Effect Chart

Directions: Make a flow chart to show decisions a character made, the decisions s/he could have made, and the result(s) of each. (Use your imagination to speculate on the results of decisions the character could have made.)



Supplementary Activities

1. Literary Devices: **Simile**—“...chocolate as soft as that sticky Hershey bar” (p. 40); **Metaphors**—a fringe: bangs (p. 38); charcoal smudges: trees (p. 62); **Personification**—fingers of fog (p. 64)
2. Social Studies: Have students examine a United States map. Using the map key, have them plot a course from Long Island to New Mexico, where Beatrice is going to paint. Ask students to determine the approximate number of miles and how many days they think it would take to drive there.
3. Interview: Hollis invents reasons for her absences at school. Invite the school principal or assistant principal to class to answer questions about school policies on students’ absences and whether s/he can tell when an absence note is not real. Students should prepare questions ahead of time.
4. Art: Gather art supplies for your classroom and invite the art teacher at your school to give a demonstration on shading using pencil and charcoal. Students may draw one of the pictures Hollis made on page 43.

Search Picture—Chapter 10, pp. 68–70

Hollis reveals more of her experience with the Regans and what seems like a reason why she ran away. As the story unfolds, Hollis learns that she will have to move to another foster home because Josie is too formal. Hollis is determined to stay with Josie, so she takes matters into her own hands. With Josie’s help, she “run away” to the Regans’ summer home in March.

Vocabulary	
radiate (75)	
frenzied (77)	
scurried (82)	
rummage (85)	
twitching (88)	
saguaro (89)	
nudged (89)	
evergreens (91)	

Discussion Questions

1. Why do you think Hollis worries about the Old Man and Steven arguing? (*Hollis is afraid that she is the cause of all their fighting.* pp. 69–70)
2. When Hollis asks Izzy if Steven and the Old Man fight because of her, why is Hollis not comforted by her response? (*Izzy says they’re “worse this time,” which makes Hollis think that Steven and the Old Man fight because of her.* p. 69)
3. Do you think Steven also eavesdrops with Hollis when Izzy and the Old Man discuss making Hollis a part of the family? (*Answers will vary.* pp. 70–71)
4. Do you think Hollis cares that she will be in the same school when she moves from Josie’s? Explain your answer. (*Hollis doesn’t have any friends, and she skips school a lot, so she doesn’t care about changing schools.* pp. 72–73)
5. Hollis is faced with a dilemma as the agency proposes to move her to another foster home. Do you think Hollis should run and take Josie with her, or go along with the agency and hope that Josie will be all right on her own? (*Answers will vary.* pp. 72–75)
6. How does Hollis compare herself to a puzzle piece? (*She feels like she is a piece of a puzzle that, no matter how hard you try, will never fit into a puzzle, i.e., family.* pp. 78–79)

7. Why does Hollis choose to go to the attic to get Josie's ornaments before they run away? (*She knows Christmas is coming and wants Josie to feel at home in the house at Branches. p. 81*)
8. Why is Hollis quick to find the map as their adventure begins? (*Josie is a bad enough driver with two hands on the wheel. She doesn't need to rummage through a glove compartment, too. p. 84*)
9. Why is Hollis more nervous about running away this time? (*She knows she is responsible for someone other than herself this time. p. 86*)
10. What conclusions do you think Beatrice will draw when she realizes Josie is no longer answering her phone? (*Answers will vary. p. 92*)
11. What else could Hollis have prepared for before leaving for Branches? (*Answers will vary. p. 93*)

Supplementary Activities

1. Literary Devices: **Metaphor**: an orange ball: Henry (p. 73); the wrong puzzle piece: Hollis (p. 79); **Personification**: mountains: friendly (p. 9)
2. Literary Devices: Have students fill out the Cause/Effect chart on page 13.
3. Comprehension: Have students complete the Cause/Effect chart on page 15.
4. Science: Hollis and Janice encounter a significant amount of snow in Branches. Invite students to research the atmospheric conditions that help create snow, sleet, and freezing rain. Have students create visuals of the conditions and the type of precipitation they produce.
5. Social Studies: Have students locate the Delaware River on a map of New York. Then have them locate Branches, Maryland, locate Long Island, where Joe lives. Ask students to imagine driving with a 'forgetful' person all the way to Long Island, New York. What would be their responsibilities? Have students create a list of things they could do to help reach their destination.
6. Science: Based on Beatrice's trip, have students research the saguaro cactus and other desert foliage native to New Mexico. Encourage each student to research one plant and to give presentations with pictures of the plant they researched.