



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Wish Giver

Bill Brittain



READ, WRITE, THINK, DISCUSS AND CONNECT

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Bill Brittain

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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

Thinking

Brainstorming, evaluation,
visualizing, research

Comprehension

Predicting,
comparison/contrast

Writing

Descriptive, explanatory

Vocabulary

Synonyms, word mapping

Listening/Speaking

Dramatizing, interviewing

Literary Elements

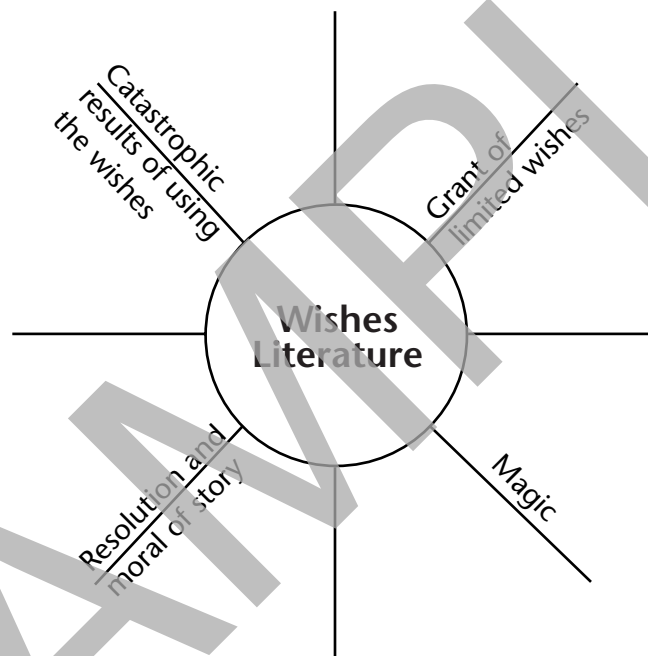
Colloquial expressions, story
elements, characterization,
idioms, onomatopoeia

Synopsis of the Story

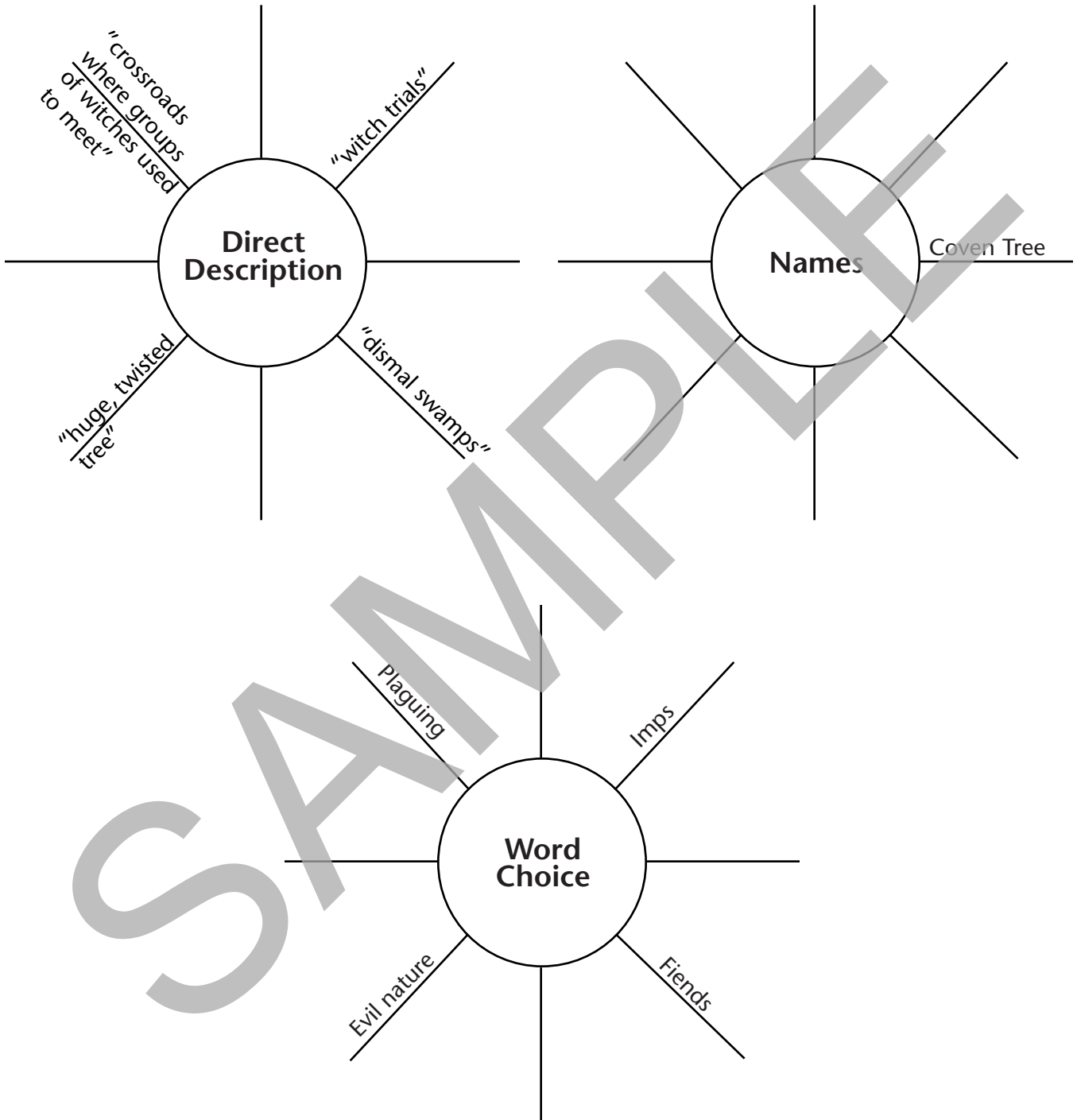
In classic wish fiction fashion, four people from Coven Tree buy a wish card from a stranger at the annual church social. The three younger wish card holders make wishes which come true in unexpected and unpleasant ways. The fourth wish card holder erases their wishes and they grow wiser from the experience.

Initiating Activities

1. Read aloud a selected wishes book or poem. Discuss the essential elements and list them on a chart or web.



Look for evidence of the same elements in this story.



Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:

Using Character Webs in the Novel Unit Approach

Attribute webs are simply a visual representation of a character from the novel. They provide a systematic way for students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character, or completed gradually as information unfolds. They may be completed individually or as a group project.

One type of character attribute web uses these divisions:

- How a character acts and feels. (How does the character act? How do you think the character feels? How would you feel if this happened to you?)
- How a character looks. (Close your eyes and picture the character. Describe him/her to me.)
- Where a character lives. (Where and when does the character live?)
- How others feel about the character. (How does another specific character feel about our character?)

In group discussion about the characters described in student attribute webs, the teacher can ask for backup proof from the novel. Inferential thinking can be included in the discussion.

Attribute webs need not be confined to characters. They may also be used to organize information about a concept, object, or place.

-
3. How did the folks of Coven Tree react to the Fiske plight? (*offering help, food, lodging*)
 4. Why didn't Pa accept lodging from his neighbors? (*Answers vary—pride, need for solitude, desire to see the farm.*)
 5. How did Pa react when Adam told him about the wish card? (*calmly and compassionately*)
How would you react if you were Pa? (*Answers vary.*)
 6. Where was Adam going at the end of the chapter?

Supplementary Activities

1. Consider different words for the people living near you. Brainstorm a list of terms (e.g., folks, neighbors, occupants, friends). Then find a way to differentiate between the terms.
2. Compare Pa, Ma, and Adam in their reactions to bad times. Write a short paragraph explaining why your reactions most resemble one of these characters.

Epilogue: "At Stew Meat's Store" (Pages 171-181)

Plot Summary

Polly, Rowena, and Adam converged on Stew Meat's store, asking him to use his wish card to erase their three unwise wishes. It was done, and in a strange way, each of the three was improved. Polly spoke more kindly, Rowena took up with Sam Waxman, and Adam found his calling as a dowser.

Vocabulary

pelting 172
bellowed 174

ledgers 172
lout 175

skedaddle 172
skinflint 178

tarnation 173
dander 179

Discussion Questions

1. How did Stew Meat react when Polly, Rowena, and Adam arrived at his store Thursday night? (*irritated, wanting to close up and go home*)
2. How did Stew Meat use his wish card to solve all the wish problems? (*page 176, wishing that the three wishes be cancelled and no misery come from his wish*)
3. How and why was this a "happily ever after story"? (*Answers vary, pages 179 and 180.*)

Culminating Activities

1. Prepare a Coven Tree newspaper, front page only, for the week described in the book.
2. Complete a story pyramid to summarize the story. (See page 29 of this guide.)
3. What are the dangers of wishing unwisely? Answer using examples from this book or other books as evidence and support.