



STUDENT PACKET

GRADES 6-8

Yolanda's Genius

Carol Fenner

READ, WRITE, THINK, DISCUSS AND CONNECT

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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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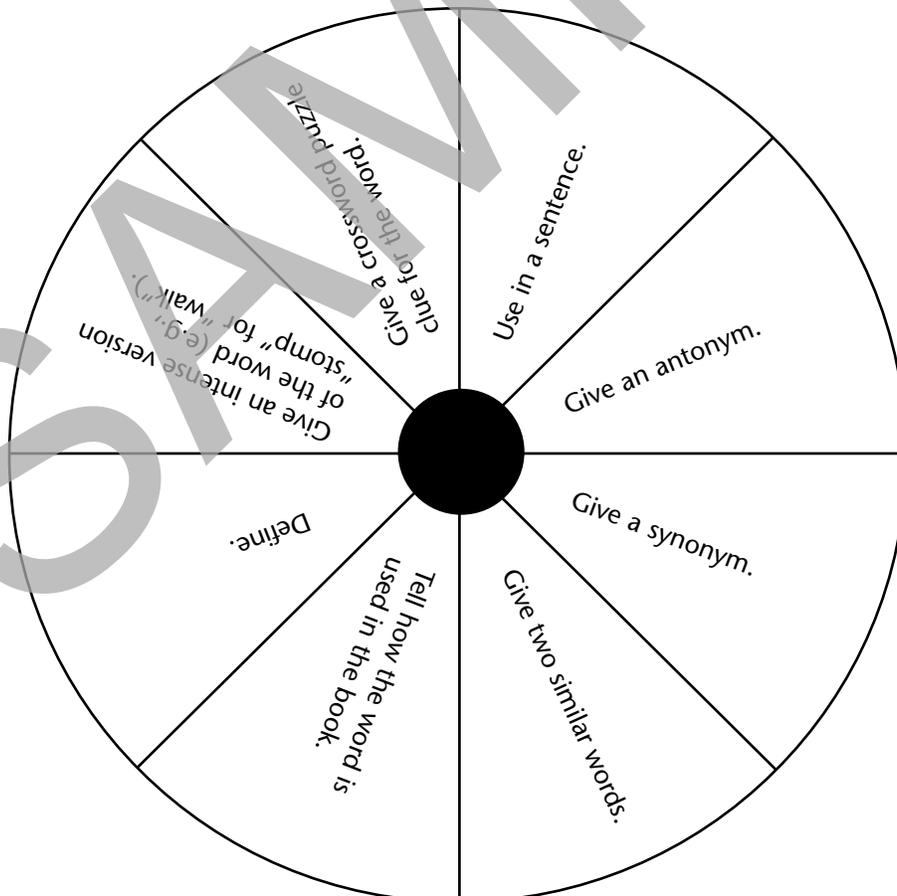
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Name _____

whirling (42)	amid (43)	muttered (45)	reverie (47)
eager (49)	astonishing (52)	excessive (58)	oblong (59)
chortled (64)	preoccupied (66)	intense (67)	dawdle (68)
reverberate (74)	gaze (75)	fragile (85)	dwindled (91)

Vocabulary Wheel

Directions: Write each vocabulary word on a piece of paper (one word per piece). Make a spinner using the circle below. Now play the following game with a classmate. (It is a good idea to have a dictionary and thesaurus handy.) Place the papers in a small container. The first player draws a word from the container. The player then spins the spinner and follows the direction where the pointer lands. For example, if the player draws the word “reverie” and lands on “define,” the player must define the word reverie. If the player’s partner accepts the answer as correct, the first player scores one point and play passes to the second player. If the player’s partner challenges the answer, the first player uses a dictionary or thesaurus to prove the answer is correct. If the player can prove the answer is correct, the player earns two points. If the player cannot prove the answer is correct, the opposing player earns two points. Play continues until all the words have been used. The player with the most points wins.



Name _____

5. Why does Yolonda dislike Grand River?
6. What does Yolonda miss most about Chicago?
7. What would Mrs. Blue like Yolonda to be someday?
8. What would Yolonda like to be when she grows up?
9. Why does Yolonda think she would make a good police officer?
10. Who does Yolonda think should attend private school? Why?

Chapters Fourteen–Eighteen, pp. 155–208

1. What does the author mean by, “Yolonda worried that, later on, she wouldn’t be able to capture the same easy mood that seemed to waken Andrew’s gift” (p. 156)?
2. What does Aunt Tiny ask Yolonda to do during her first morning in Chicago?
3. What does Yolonda do when she sees a group of policemen?
4. Why does Yolonda think that famous musicians will want to hear Andrew play his harmonica?
5. How does Aunt Tiny bring food and drinks into Grant Park?
6. How does Yolonda plan for Andrew to meet a famous musician?
7. When does Yolonda want the famous performers to meet Andrew?
8. About how many people are present the night Andrew performs at Grant Park?
9. What does Yolonda think her skills are?
10. What will Yolonda do when she returns to Grand River?

Name _____

Effects of Reading

Directions: When reading, each part of a book may affect you in a different way. Think about how parts of the novel affected you in different ways. Did some parts make you laugh? cry? want to do something to help someone? Below, list one part of the book that touched each of the following parts of the body: your head (made you think), your heart (made you feel), your funny bone (made you laugh), or your feet (spurred you to action).

Your head

Your heart

Your funny bone

Your feet