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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Great Gilly Hopkins

based on the book by
Katherine Paterson

Written by
Janine H. Sherman

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A FEW NOTES ABOUT THE AUTHOR

Katherine Paterson

PATERSON, Katherine (1932-). Three time Newbery award winning author Katherine Paterson calls herself a gypsy. She has lived in three countries and many states. She doesn't feel she has a home in that sense, so to her, she doesn't have a place out of which stories naturally come.

These sentiments come from an author whose writing in every aspect, not only setting, seems to come very naturally. Characters in Paterson's Newbery Honor book, *The Great Gilly Hopkins* and Newbery Medal novels, *Bridge to Terabithia* and *Jacob Have I Loved* totally belong where they are. And where they are is where she has spent a good part of her life, in the mid-Atlantic region of the United States. These are her recent works, though. Earlier novels: *The Sign of the Chrysanthemum*, *Of Nightingales That Weep*, and *The Master Puppeteer* are set in Japan, where she attended and taught school in the 1950's.

She doesn't think you have to fight dragons to write books, but to live deeply the life you've been given. Her deeply -lived life has taken her all over the world. She spent her early childhood in China, where her father was a missionary. During World War II, she was evacuated with her family. They came to live in various parts of Virginia, North Carolina, and West Virginia, where Katherine's odd clothes and British accent made her an outcast. As a result, she became an avid reader with a vivid imagination.

Katherine feels a book always grows out of who you are. You may wish it to be different, you might even pretend it to be different, but she insists the book will betray you. What you are will always come out in the book, she testifies. When asked what qualifies her to be a writer for children, she responds with the fact she was once a weird little kid. She thinks that gives her a head start.

Katherine has written a total of twelve books including these most recent: *Lyddie* (1991), *The King's Equal* (1992), and *Flip-Flop Girl* (1994). She and her Presbyterian minister husband, John Paterson, have four children who have provided her with much of the subject matter for her keenly observant stories of family life. She presently lives in Barre, Vermont.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Great Gilly Hopkins* by Katherine Paterson. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the topic (foster care) of the novel by Katherine Paterson. Following the introductory activity, students are given the materials they will use during the unit.

The **reading assignments** are approximately twenty-five pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of Pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and studying 10 vocabulary words the students will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. We suggest that you use the short answer version of the questions as study guides for students (since answers will be more complete), and use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys to use on the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments/activities**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through individual

work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion/ activity** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit. The first assignment is to inform: students will research racial prejudice and create a poem that depicts ways this intolerance can be combated. The second assignment gives students the opportunity to express their personal ideas: students will design and compose a "missing poster" in which an appeal is made for Gilly's return. The third assignment is to give students a chance to persuade: students pretend to be Maime Trotter trying to convince Gilly to stay with her grandmother.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Great Gilly Hopkins*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

Another feature of this unit is the **speaker day**. This provides an extension of the theme of foster care. A professional in this field will be asked to share insight, law, and experiences on this topic.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit and vocabulary resource sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary games and worksheets. There is a list of **bulletin board ideas** for the teacher to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his or her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES-*The Great Gilly Hopkins*

1. Through reading Katherine Paterson's *The Great Gilly Hopkins*, students will gain an appreciation for our basic need to belong.
2. Students will determine characters' status as static or dynamic.
3. Students will examine their own and the main character's racial prejudices.
4. Students will be exposed to components and aspects of foster care.
5. Students will gain appreciation for and demonstrate proficiency in identifying and using figurative language.
6. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
7. Students will be given the opportunity to practice both reading aloud and reading silently to improve their skills in each area.
8. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Great Gilly Hopkins* as they relate to the author's theme development.
9. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
10. The writing assignments in this unit are geared to several purposes:
 - a. to have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking

READING ASSIGNMENT SHEET - *The Great Gilly Hopkins*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	Set 1 Welcome to Thompson Park The Man Who Comes to Supper	
	Set 2 More Unpleasant Surprises Sarsaparilla to Sorcery	
	Set 3 William Earnest and Other Mean Flowers Harassing Miss Harris Dust and Desperation	
	Set 4 The One-Way Ticket <i>Pow</i>	
	Set 5 The Visitor Never and Other Canceled Promises The Going	
	Set 6 Jackson, Virginia She'll Be Riding Six White Horses (When She Comes) Homecoming	

UNIT OUTLINE - *The Great Gilly Hopkins*

1	2	3	4	5
Introduction Materials PVR Set 1	Study? Set 1 PVR Set 2	Study? Set 2 PVR Set 3	Study? Set 3 Letter writing	Nonfiction Rdg Writing Assignment #1
6	7	8	9	10
PVR Set 4 Oral Rdg Evaluation	Study ? Set 4 Writing Assignment #2 PVR Set 5	Figurative Language	Study ? Set 5 PVR Set 6	Study ? Set 6 Theme & Characterization
11	12	13	14	15
Writing Assignment #3	Nonfiction Discussion Share Writing Assignments	Extra Discussion Questions Writing Conference	Extra Discussion Questions/ Activities	Speaker
16	17	18		
Vocabulary Review	Review	Test		

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce *The Great Gilly Hopkins* unit
2. To give students some background information on *The Great Gilly Hopkins*
3. To distribute books and other related materials: study guides, reading assignments
4. To model effective oral reading skills by reading aloud
5. To have students identify point of view

Activity #1

Ask students what they know about foster care and/or foster homes. Examine reasons a child would be placed in foster care. Do they see this type of placement as positive or negative. Have them explain their answers. Ask them if anyone they know has experienced this kind of situation and what were the results? Do they see foster care as a temporary situation or a permanent one? Why? Tell students that in the book they'll be reading, a young girl close to their age, is placed in a foster home for reasons completely out of her control.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides

Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary

Prior to reading an assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet

You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can make copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

WRITING ASSIGNMENT #1 - *The Great Gilly Hopkins*

PROMPT

You are reading a story in which the main character, a young girl named Gilly, has limited experiences with anyone of a different race. She expresses her biases and judgments through her thoughts, feelings, and actions. At one point, she actually harasses her black sixth grade teacher. Her behaviors are not rational, but based upon fear and suspicion of the unknown and unfamiliar.

Your assignment is to do research on racial prejudice and discrimination. Discover what this bigotry is and how it can be ended. After you have adequate information about this topic, compose a poem that expresses a positive outlook on ending this intolerance.

PREWRITING

You will go to the library. When you get there, use the library's resources to find information about your topic. Look for books, encyclopedias, articles in magazines; anything that will give you the information you require. After you have gathered information and become well-read on the subject, make an outline, and arrange your facts in some order. Make another list of words that express what feelings or reactions the information evoked in you.

DRAFTING

Draw from your list and/or web, combining words, phrases, thoughts, or ideas to write a poem about this subject with a possible resolution of this intolerance. You may use any form of poetry ranging from an acrostic to couplets. Review your English book for some other forms.

PROMPT

When you finish the rough draft of your poem, ask a student who sits near you to read it. After reading your rough draft, he or she should tell you what he or she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your poem considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your poem double-checking your grammar, spelling, organization, and the clarity of your ideas.