

Joey Pigza

Swallowed the Key

Lit Link

Grades 4-6

Written by Nat Reed

Illustrated by S&S Learning Materials

About the author:

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At A Glance

Learning Expectations	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapter 15
Reading Comprehension															
• Identify and describe story elements	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Summarize events/details	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reasoning & Critical Thinking Skills															
• Character traits, comparisons	•	•			•	•		•	•		•	•		•	
• Use context clues	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Make inferences (why events occurred, characters' thoughts and feelings)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Identify setting	•														
• Understand abstract concepts – conscience, revenge, fear, perseverance, self-respect, exaggeration, conflict, etc.	•	•		•	•			•	•	•		•			•
• Develop opinions and personal interpretations	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Write a letter						•									
• Conduct an interview							•			•			•		
• Identify/create a <i>simile</i>	•														
• Identify a <i>cliffhanger</i>									•						
• Identify <i>foreshadowing</i>				•											
• Identify/create an <i>alliteration</i>					•										
• Identify/create an <i>idiom</i>		•													
• Identify/create <i>exaggeration</i>									•						
• Identify <i>conflict</i>										•					
• Identify the <i>climax</i> of a story															•
• Develop a collage								•							
• Create a book cover														•	
• Create an <i>analogy</i>											•				
• Interpret an <i>expression of speech</i>	•			•	•			•							
• Create a Storyboard												•			
• Create an Observation Chart									•						
• Practise research skills	•		•			•						•			
• Create a synopsis				•			•								
• Predict an outcome	•						•	•					•	•	•
Vocabulary Development, Grammar, & Word Usage															
• Identify synonyms, antonyms, and homonyms	•	•	•	•	•				•	•		•		•	
• Identify syllables			•												
• Identify parts of speech	•			•				•	•	•					
• Dictionary and thesaurus skills	•	•	•	•	•			•	•	•		•	•	•	•
• Use words correctly in sentences	•		•				•	•		•		•	•		•
• Place words in alphabetical order					•										
• Identify compound words							•								
• Identify root words				•				•							
• Using capitals, correct punctuation						•									

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL

WIRED GLAD...

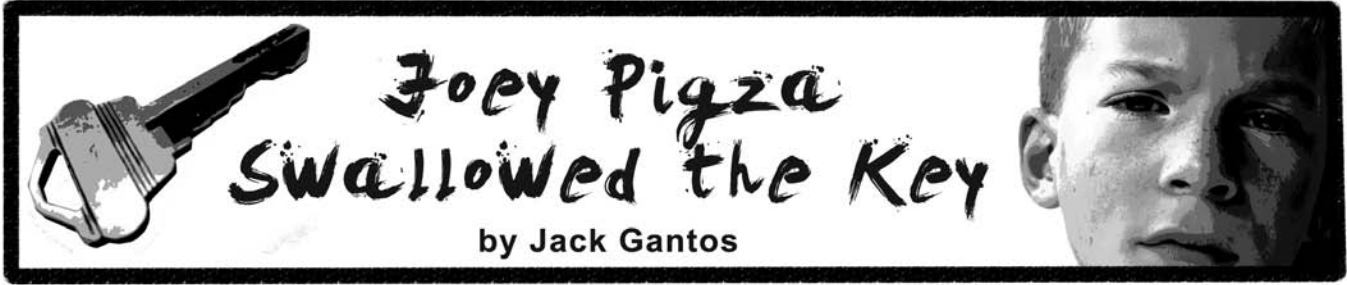


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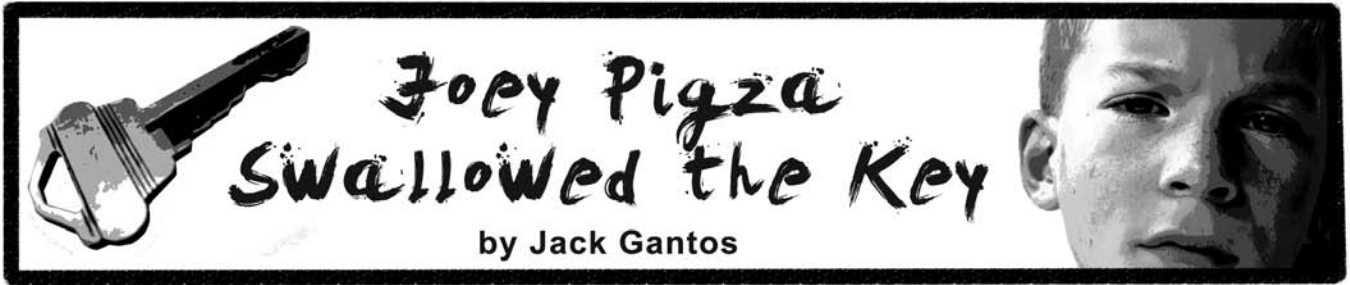
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Overall Expectations

The students will:

- develop their skills in reading, writing, listening, and oral communication.
- use good literature as a vehicle for developing skills required by curriculum expectations: reasoning and critical thinking, knowledge of language structure, vocabulary building, and use of conventions.
- become meaningfully engaged in the drama of literature through a variety of types of questions and activities.
- identify and describe elements of stories (i.e., plot, main idea, characters, setting).
- learn and review many skills in order to develop good reading habits.
- provide clear answers to questions and well-constructed explanations.
- organize and classify information to clarify thinking.
- learn about: character development/growth, self-acceptance; living and coping with a disability and the shortcomings of one's self and others (i.e., one's parents); family relationships; the dangers of alcohol addiction.
- relate events and the feelings of characters found in the novel to their own lives and experiences.
- learn from a first person perspective the challenges of being an individual with special needs (ADHD - Attention-Deficit, Hyperactive Disorder).
- appreciate that the growth of one's character is often the result of trials that come into one's life.
- learn the importance of dealing with adversity and developing perseverance in the face of difficult experiences.
- state their own interpretation of a written work, using evidence from the novel and from their own knowledge and experience.



List of Skills

Vocabulary Development:

1. Using content clues
2. Locating descriptive words/phrases
3. Listing synonyms, antonyms, homonyms
4. Use of capitals and punctuation
5. Identifying syllables
6. Determining alphabetical order
7. Identify *exaggeration*
8. Developing dictionary skills
9. Identifying parts of speech
10. Identifying *alliteration*
11. Identify a *simile*

Setting Activities:

1. Identify the details of a setting

Plot Activities:

1. Identify *conflict* in the story
2. Determine the role of others in one's personal growth
3. Develop a Storyboard
4. Identify the *climax* of a novel
5. Create a *synopsis*
6. Identify a *cliffhanger*

Character Activities:

1. Determine character traits
2. Compare two characters using a Venn Diagram
3. Relating personal experiences

Creative and Critical Thinking:

1. Research
2. Complete Observation Chart
3. Write a letter
4. Conduct an interview
5. Conduct a Talk Show
6. Write a description of personal feelings

Art Activities:

1. Design a collage
2. Design a cover for the novel
3. Develop a Storyboard

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

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WIRED GLAD...

Teacher Suggestions

This resource can be used in a variety of ways:

1. The student booklet focuses on one chapter of the novel at a time. Each of these sections contains the following activities:
 - a) **Before you read the chapters** (reasoning and critical thinking skills)
 - b) **Vocabulary building** (dictionary and thesaurus skills)
 - c) **Questions on the chapter** (reading comprehension skills)
 - d) **Language activities** (grammar, punctuation, word structure, and extension activities)
2. Students may read the novel at their own speed and then select, or be assigned, a variety of questions and activities.
3. **Bulletin Board and Interest Center Ideas:** Themes might include locks and keys, bumper stickers, small breeds of dogs, Pittsburgh or people with special needs.
4. **Pre-Reading Activities.** *Joey Pigza Swallowed the Key* may also be used in conjunction with themes of children with special needs; self-esteem; the importance/influence of parents; friendship; facing adversity; developing personal responsibility.
5. **Independent Reading Approach:** Students who are able to work independently may attempt to complete the assignments in a self-directed manner. Initially these students should participate in the pre-reading activities with the rest of the class. Students should familiarize themselves with the reproducible student booklet. Completed worksheets should be submitted so that the teacher can note how quickly and accurately the students are working. Students may be brought together periodically to discuss issues in specific sections of the novel.
6. **Fine Art Activities:** Students may integrate such topics as art bumper stickers, sports (i.e., Pittsburgh Penguins); breeds of dogs; collages; a Storyboard or book covers.
7. Encourage the students to keep a reading log in which they record their readings each day and their thoughts about the passage.
8. Students should keep all their work together in one place. A portfolio cover is provided for this reason.
9. Students should not be expected to complete all activities. Teachers should allow choice and in some cases, match the activity to the student's ability.
10. Students should keep track (in their portfolio) of the activities they complete.

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WIRED GLAD...

Synopsis

Joey Pigza is a young boy with a turbulent and troubled past. Raised by his dysfunctional grandmother for the first few years of his life, Joey's mother finally stepped back into his life and has now taken over his upbringing. Despite having a gentle and caring disposition, Joey suffers from Attention Deficit – Hyperactive Disorder, and cannot seem to control his behavior, despite medication and best intentions. Joey is constantly getting into trouble at school for his behavior and being sent to the principal's office. One day his troubling behavior comes to a shattering climax when he accidentally cuts off the tip of a fellow student's nose. As a result, Joey is not only suspended from school for several weeks, but is sent to a Special Education facility to receive counseling. There he meets "Special Ed," his new teacher, and it is there that Joey is sent to Pittsburgh with his mother to receive further medical tests to find out if his meds are doing all they should be.

The medical people in Pittsburgh put Joey on a "patch" which they feel will release the medication into Joey's body at a more regulated rate and last for longer than the oral medication he has been taking – medications which usually wear off by lunchtime. Joey immediately begins to feel the difference that these meds make in his behavior.

As a reward for his improved behavior, Joey's mother buys him a little pet dog, which Joey names, *Pablo*.

After spending several weeks with Special Ed, Joey returns to his regular school to try once more to fit in with his fellow students and lead a more trouble-free life.

Author Biography

Jack Gantos

Jack Gantos was born in Mount Pleasant, Pennsylvania. When he was seven years old, his family moved to Barbados in the West Indies, where he attended British schools. His family then moved to Florida where Jack continued his schooling and developed a love of reading. Jack's writing "career" began in sixth grade when he started a journal in which he collected stories and anecdotes. By high school he knew he wanted to be a writer. While in college, he began working on picture books with an illustrator friend, Nicole Rubel, and in 1976 had their first book, *Rotten Ralph*, published. Since this successful beginning, Jack has had more picture books published, as well as books for young adults and adult novels. As well as writing, Jack is also a conference speaker, university lecturer and in-service provider.

His follow-up novel to *Joey Pigza Swallowed the Key* is *Joey Pigza Loses Control*.

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL



WIRED GLAD...

by Jack Gantos

Student Checklist

Student Name: _____ Date: _____

ASSIGNMENT	GRADE/LEVEL	COMMENTS

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

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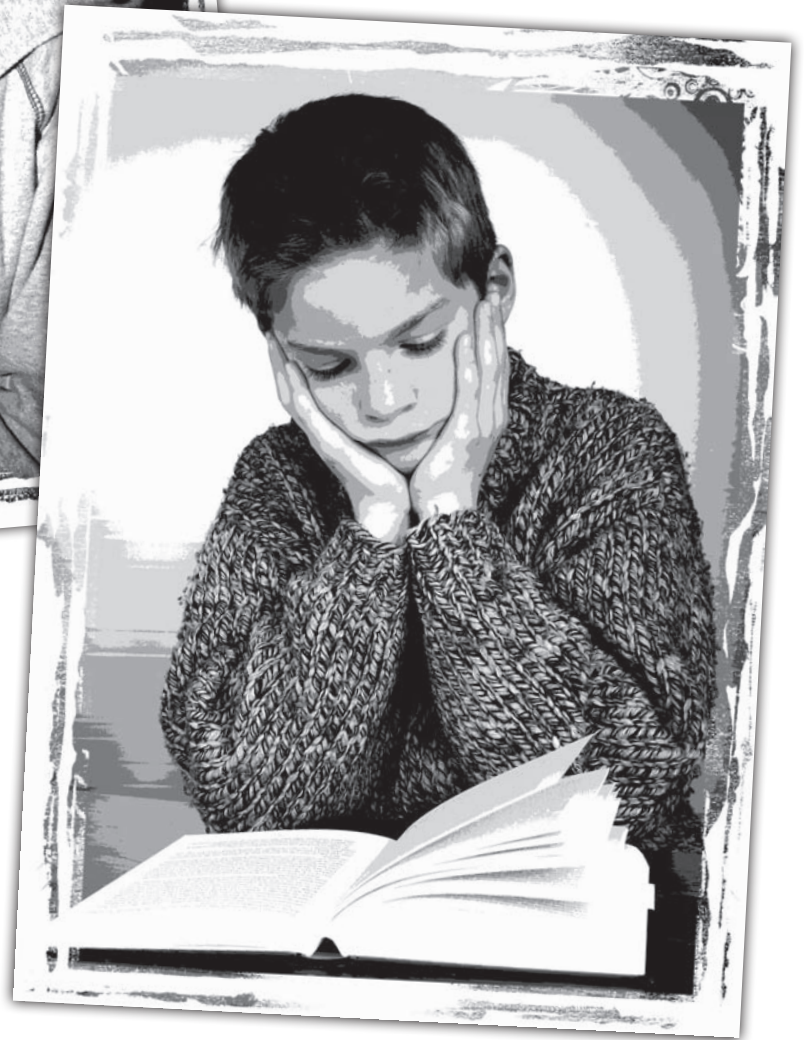


Joey Pigza Swallowed the Key

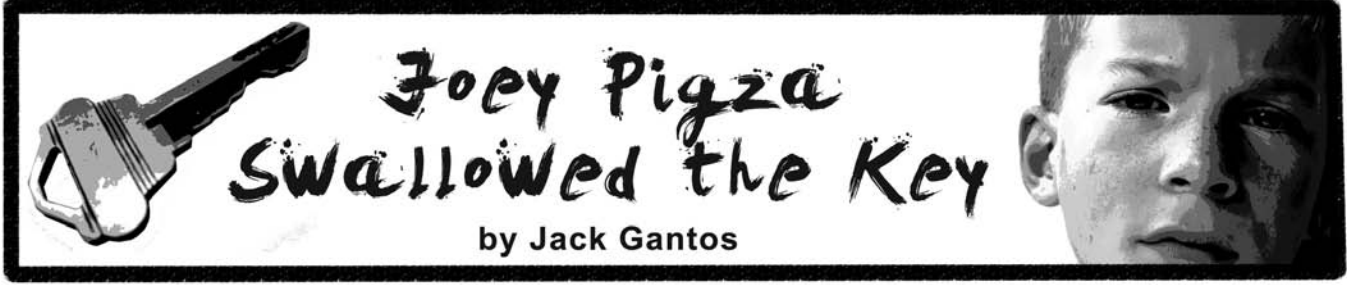
by Jack Gantos



WIRED GLAD...



Name: _____



BEFORE YOU READ THE CHAPTER:

Chapter 1

Joey Pigza's hyperactivity is making his life quite difficult. Describe how it might be difficult for a student who is hyperactive when he/she is in the classroom.

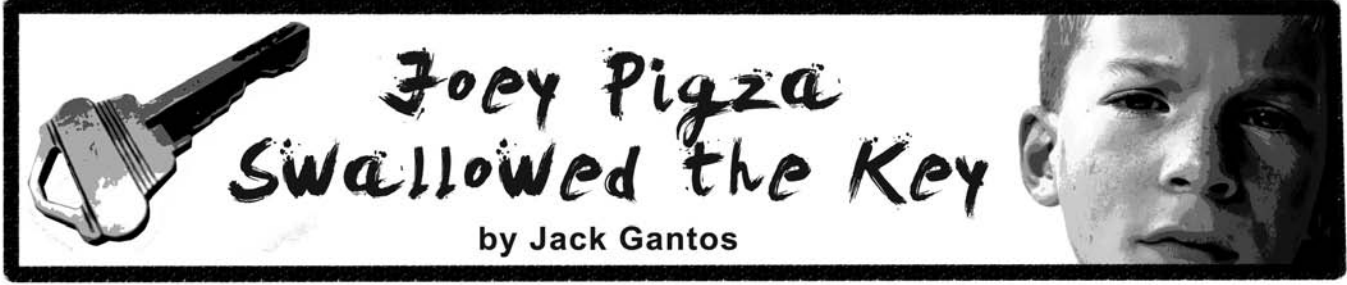
VOCABULARY:

Part A:

Choose a word from the list to complete each sentence.

- | | | | |
|---------------|-----------------|-----------------|-----------------|
| holler | blurt | rejoin | depend |
| racket | hesitate | behavior | separate |

1. My little sister didn't even _____ before climbing up on the parallel bars.
2. "When you have settled down, you may _____ the group," his teacher said angrily.
3. I doubt if little Timmy Maxwell will ever be able to control his _____.
4. Please sort the red crayons into a _____ pile from the rest.
5. As soon as the little girl's mother left the room, she began to _____.
6. Joey tends to _____ out whatever comes into his mind.
7. I doubt if the police will be able to hear your calls for help above all the _____.
8. No one can _____ on Julie to be where she says she will be.



Part B:

The words “principal” and “principle” are regarded as homonyms (words that sound alike but whose meanings are different).

Use either principal or principle to complete each of the sentences below (you may need to check the meanings in a dictionary).

1. The _____ of our school retires at the ends of the year.
2. Honesty was the guiding _____ of her life.

Part C:

The word “clamp” can be used as both a noun and a verb.

Use this word in two different sentences showing its use as both a noun and a verb.

CLAMP

Noun: _____

Verb: _____

QUESTIONS:

1. a) The author uses a number of expressions to describe Joey’s hyperactive nature. One can be found in the title of Chapter 1. Find another such expression in the chapter’s first paragraph.

- b) Think of another expression that describes someone who is hyperactive.



2. Why was Joey's behavior a particular problem *after* lunch?

3. Describe the setting of Chapter One.

4. An amusing scene from this chapter is when Joey tries to imitate the *Tasmanian Devil*. Did you know that this animal is only found in the wild in the Australian state of Tasmania? Investigate this fascinating creature further, and record three interesting facts about it.

LANGUAGE ACTIVITIES:

1. The author uses a number of interesting expressions in this chapter. Put the following expressions in more understandable words. You might wish to check the context before answering.

a) *the class cracked up* _____

b) *... you glue yourself to the floor* _____

c) *... spin yourself down to the principal's office* _____

2. **Simile:**

A **simile** is used to compare two things, usually with the words "like" or "as." An example from this chapter is: *I was bumping on the glass walls around the principal's office like a dizzy fish.*

In this simile what two things are being compared? _____



BEFORE YOU READ THE CHAPTER:

Chapter 2

Why might it be difficult for Joey to accept his mother back into the family after she had been gone for so long?

VOCABULARY: Using words from this chapter, complete the following crossword puzzle.

Pigza	groans	entry	squirm	rang
apology	yesterday	warning	tepid	capsize
elbows	stand	sewers	old	clinic
				normal
				kind
				pry
				rooster
				Joey
				anyone
				Pittsburgh
				trend
				lousy
				Ireland
				cabin
				needles
				aced
				any
				flung
				throat
				pouts
				splinters
				ore
				rages
				do
				fun



DOWN

ACROSS

- 1. To express sorrow or regret for an action
- 2. Tip over
- 3. A small house or cottage
- 5. Moans and _____
- 6. To look closely into someone's business
- 7. The front of the neck below the chin
- 9. Style or prevailing tendency
- 12. One or more
- 13. No good
- 15. The act of entering
- 16. Lukewarm
- 17. She _____ the doorbell.
- 18. Did well on a test
- 20. Sharp, slender pieces
- 21. Underground conduits
- 22. Not young
- 25. Usual
- 27. First name of the book's star
- 28. Don't sit, _____
- 29. A metal-bearing mineral or rock
- 30. Tossed
- 31. Nice

- 2. A building housing doctors' offices
- 4. Joey's surname
- 8. Home of the Penguins
- 10. Bends in the arms
- 11. Home of the leprechauns
- 14. The day before today
- 19. Sullen looks
- 23. Instruments used for sewing
- 24. To caution or alert someone to danger
- 26. To perform an act
- 30. Good time
- 32. A male fowl
- 33. Move about uncomfortably
- 34. Does _____ know the answer?
- 35. Fits of anger

QUESTIONS:

1. When Joey met his mother again after they had been apart for so long, he told her that he wasn't sure that she was his mother because he didn't remember her. How did Joey know that his comment had hurt his mother's feelings?

2. Why did Joey think it was unfair when people blamed his grandmother for his behavior?



3. How did Joey's mother's return affect his grandmother's behavior? Why do you think this affected Grandma's behavior in this way?

4. Give your impression of Grandma's wish to place Joey inside the refrigerator.

5. How might meds have helped Grandma? Why do you think she never asked for them?

6. What was Joey's mother's number one rule for her son?

LANGUAGE ACTIVITIES:

An **idiom** is a literary device that says one thing, but means another (i.e., "you hit the nail on the head".) An example from Chapter 2 is "bouncing off the walls." Think of another example of an **idiom** and record it below.



BEFORE YOU READ THE CHAPTER:

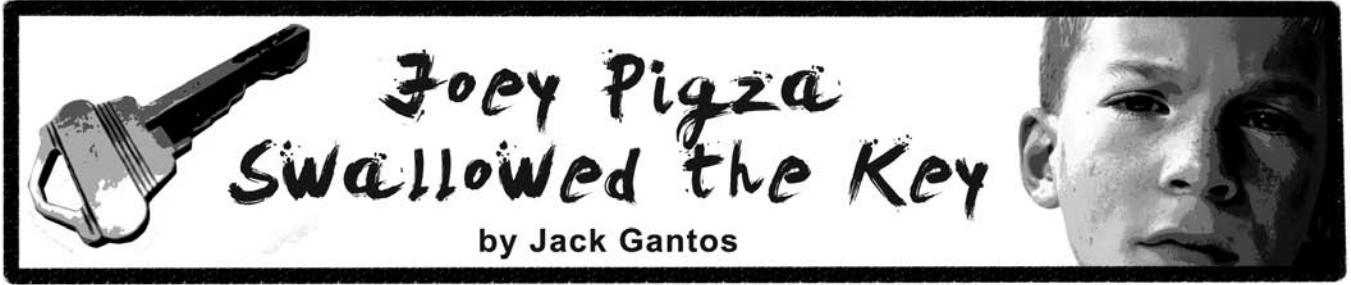
Chapter 3

From what you have read so far about Joey's behavior, how might you have dealt with him if you had been Joey's teacher?

VOCABULARY:

In each of the following sets of words, underline the one word that does not belong. Then write a sentence explaining why it does not fit.

- | | | | |
|--------------|-----------|------------|------------|
| 1. cafeteria | lunchroom | restaurant | commode |
| <hr/> | | | |
| 2. grovel | complain | grumble | carp |
| <hr/> | | | |
| 3. launch | catapult | dropkick | discharge |
| <hr/> | | | |
| 4. jealous | confident | emulous | protective |
| <hr/> | | | |
| 5. antsy | nervous | agitated | unafraid |
| <hr/> | | | |



6. exception exclusion admittance omission
-
7. intentional unintentional calculated willful
-
8. unperturbed concerned anxious distressed
-
9. direct candid explicit wily
-
10. shriek peep howl squeal
-

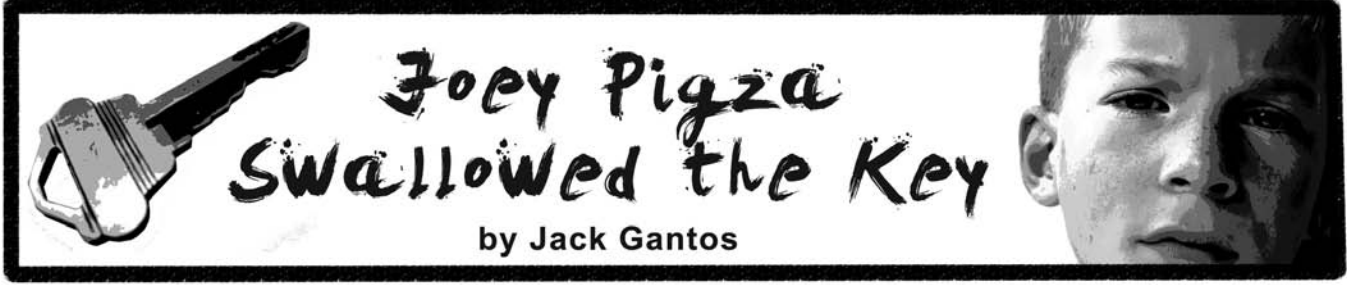
CLOZE CALL

Complete the following exercise filling in the correct words from the **Word Box**.

lunchtime	rules	Maria	antsy	help	Mrs. Maxy
popsicle	summer	years	behavior	vampire	pencils
fairy	polish	special ed	doctor	circus	sharpen

Over the _____ there was a big meeting about Joey at school. His file indicated that he should have been kept behind and given extra _____ but no teacher wanted to get him two _____ in a row. The school also told his mother they wanted her to take Joey to the _____ to get fixed up. Joey's new teacher was called _____.

Joey's meds were supposed to last all day, but by _____ they had given out. At the end of the day his new teacher told Joey about her _____. While she was explaining all this to Joey he was busy looking at her red nail _____.



The next day, Joey was called up to his teacher's desk and he confessed to her that he was a little _____. She then gave him a box of used _____ to _____.

Joey then tried to sharpen a _____ stick, but got it jammed in the sharpener.

_____ was the class president and it was her job to make sure everyone had good _____. Joey then thought it would be a good idea to sharpen his nails down to sharp points so he would look like a _____. Joey wondered if he put his fingernail under his pillow whether the fingernail _____ would come and leave him a dollar.

After class when his teacher spoke to him about hurting himself and others, it sounded to Joey like he was listening to _____ music. She told him if he didn't live by the class rules he would be sent to the _____ class for extra help.

LANGUAGE ACTIVITIES:

Syllables: Choose ten words from these chapters with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** *Grand/ma*

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- i) _____
- j) _____

EXTENSION ACTIVITY:

Investigate: Joey's mother relaxes by drinking amaretto mixed with Mountain Dew. Research amaretto and record two interesting facts about this drink below.



BEFORE YOU READ THE CHAPTER:

Chapter 4

Joey has been warned about the possibility of being sent to the special ed class. How do you think Joey will feel if he is sent to this class? Why might he feel this way?

VOCABULARY:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

1. actual	a. dangerous
2. forbidden	b. compliance
3. desperate	c. bizarre
4. directly	d. rowdy
5. obedience	e. authentic
6. heave	f. absorption
7. freak	g. chuckle
8. disruptive	h. banned
9. concentration	i. fling
10. snicker	j. precisely



QUESTIONS:

1. While Joey waited for his mom to get home from work he had a number of rules to follow when in the house alone. Complete the following statements indicating what the rules were:
 - a) He wasn't to light the _____.
 - b) He wasn't to take a _____.
 - c) He wasn't to make _____ phone calls to strangers.
 - d) He wasn't to throw the _____ at walls.
 - e) He wasn't to open the door to _____.

2. From which character's perspective is Chapter 4 written?

3. Sometimes Joey's grammar isn't the greatest. At one point he says, "Now I don't open the door for no one." What is a more correct way of saying this?

4. Why did Joey's mother give him the photograph of himself?

5. Write a brief synopsis describing how Joey ended up swallowing the key.



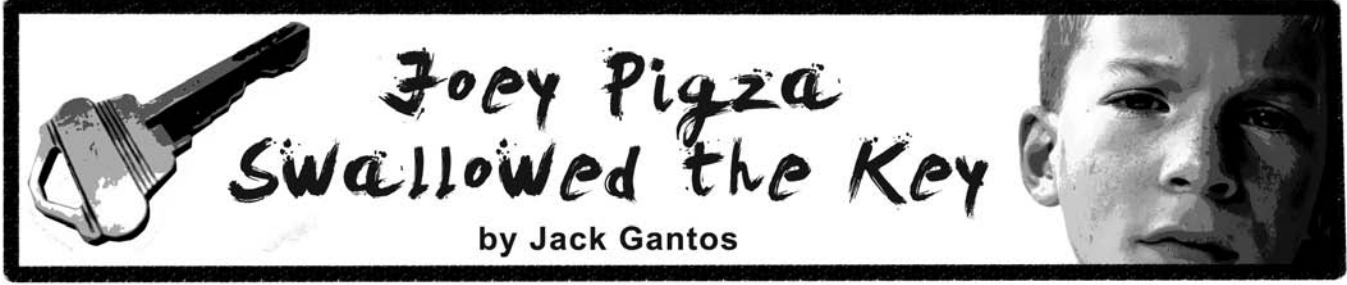
6. When Joey didn't throw up the key, what did the nurse say were the two ways the key might be retrieved?

7. What extra help was Joey going to receive in special ed?

LANGUAGE ACTIVITIES:

1. **Plurals:** Write the plural of the following nouns from this chapter. Careful – you may wish to consult a dictionary for some of these words.

SINGULAR NOUN	PLURAL NOUN
a) fish	_____
b) lunch	_____
c) photograph	_____
d) janitor	_____
e) dish	_____
f) woman	_____
g) class	_____
h) child	_____
i) slipper	_____
j) mailman	_____



2. **Root Words:**

A prefix is defined as a syllable or syllables put at the beginning of another word to change its meaning. An example would be **dislike**, where the prefix **dis** is added to the word **like** to radically alter the original meaning.

In the left hand column below are five words with prefixes found in the first four chapters. Beside each word write the root word from which it is derived, then choose one of the words and use it in a sentence that demonstrates its correct meaning.

CHAPTER WORD	ROOT WORD
a) upstairs	_____
b) nonsense	_____
c) unwrapped	_____
d) rejoin	_____
e) unrolled	_____
f) sentence	_____

3. **Foreshadowing:**

Foreshadowing is a literary device in which an author drops subtle hints about what will happen later in the story. This chapter ends with a phone call to Joey's mom from Mrs. Jarzab about Joey attending the special ed class. How do you think Joey's mom will react to Mrs. Jarzab's phone call. Defend your answer.



BEFORE YOU READ THE CHAPTER:

Chapter 5

Describe what it might be like for a parent who had a child who was always getting into trouble at school.

VOCABULARY:

Choose a word(s) from the list that means the same (synonym) or nearly the same as the underlined word. Record it on the line at the end of the sentence.

focus	bleach	stress	permanent	organize
shreds	ricocheted	porcelain	operates	session

- The bathroom fixture was made from some type of ceramic. _____
- Will you please arrange your office files properly? _____
- The center of attention shifted to my sister. _____
- The assembly met for over four hours. _____
- “Let me emphasize this point, to make sure you understand,” she said. _____
- The angry servant tore his master’s letter to pieces. _____
- She dipped her blouse into a whitening agent. _____
- Who would have thought that his monument would be so enduring? _____
- Sidney Crosby’s slapshot caromed off the arena boards. _____
- The chef performs at a tremendously high speed. _____



QUESTIONS:

1. Describe how Joey managed to gross out his classmates.

2. Why wouldn't Joey let the nurse give him his meds?

3. What does the following statement tell you about Joey's self image: "I knew they would like me once they got to know me?"

4. Complete the following chart comparing the reaction of Mrs. Howard and the adults with Harold when Joey blew out his birthday candles.

MRS. HOWARD & THE ADULTS	HAROLD

5. Describe the conversation that Joey had with his mother that caused her to get so upset in chapter 5.

6. What does Joey mean when he says about his mother "it was just the everyday sadness of her life with me?"



LANGUAGE ACTIVITIES:

1. **Alphabetical Order:** Place the following words from this chapter in *alphabetical order*.

bowl	1. _____
bring	2. _____
because	3. _____
birthday	4. _____
backward	5. _____
brought	6. _____
bubbles	7. _____
answer	8. _____
butt	9. _____
bedroom	10. _____

1. **Alliteration:**

Alliteration is the repetition of the first consonant sound in a phrase. An example is: She sells seahells by the seahore. Examples from Chapter Five: World Wrestling Champion and She was sick of saying.

Create your own **alliterations** using the following ideas:

a) The howl of a wolf in the wilderness.

b) The pounding of the ocean surf on the shore.

c) Invent your own idea here!



BEFORE YOU READ THE CHAPTER:

Chapter 6

In this chapter Joey and his class visit an Amish farm. The Amish people believe in living simple lives and do not have electricity in their homes. What would be three disadvantages to not having electricity in one's home?

VOCABULARY:

Solve the following word search puzzle using the words from the **Word Box**. Remember – the words can be horizontal, vertical or diagonal. They may be forward or even backward!

Word Box: (15)

- | | | |
|-------------|--------------|-----------|
| SHOOFLY | RESEARCH | STATIC |
| AMISH | TRADITION | RAFTER |
| MOLASSES | STALKS | QUILT |
| ZOMBIE | SURGE | LANCASTER |
| NEEDLEPOINT | OVERWHELMING | CULTURES |

O	Q	W	E	T	N	I	O	P	E	L	D	E	E	N
M	V	E	R	T	Y	R	E	S	E	A	R	C	H	O
O	S	E	R	U	T	L	U	C	Y	N	U	Z	I	I
L	A	S	R	A	F	T	E	R	S	C	D	O	F	T
A	Z	X	C	W	V	B	N	N	M	A	Q	M	W	I
S	W	Q	E	R	H	S	I	M	A	S	T	B	Y	D
S	A	S	U	D	C	E	F	G	H	T	J	I	K	A
E	P	O	I	I	U	Y	L	T	R	E	E	E	W	R
S	M	N	T	B	L	V	C	M	X	R	G	Z	A	T
D	F	A	G	H	J	T	K	L	I	P	O	R	S	D
D	T	F	Y	L	F	O	O	H	S	N	I	U	U	Y
S	T	A	L	K	S	G	H	J	K	L	G	Z	X	S



QUESTIONS:

1. In Chapter 6, Joey and his class visit an Amish farm. Research three interesting facts about the Amish people of Pennsylvania.

2. What made Mrs. Deebs so imposing?

3. a) What was the specialty of the Amish cooks?

b) What did Joey think were the ingredients of this specialty?

4. a) Why wasn't Joey allowed to have a piece of pie?

b) Describe the results when he did eat the pie.

5. Describe how Joey injured his ankle.

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL

WIRED GLAD...



LANGUAGE ACTIVITIES:

Capitalization and Punctuation:

Rewrite the following sentences putting in the *correct capitalization* and *punctuation*.

1. we arrived from detroit on a greyhound bus during a november snowstorm

2. did sally tell you that she doesn't enjoy playing with sarah anymore

3. alexander dumas was a famous french novelist

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL



WIRED GLAD...

EXTENSION ACTIVITY:

Imagine that after Joey returned home from his adventures on the Amish farm his mother suggested to him that he write a letter of apology to the people who owned the farm. Put yourself in Joey's shoes and write a brief letter of apology to this family for the disruptions you caused during your class visit.



BEFORE YOU READ THE CHAPTER:

Chapter 7

In this chapter, Joey attends a special presentation made to the school's "gifted" students. Do you think that Joey would qualify as a "gifted" student? Give a reason for your answer.

VOCABULARY:

Write a **sentence** using the following words. Make sure that the meaning of the word is clear in your sentence.

announce: _____

presentation: _____

intense: _____

exceptional: _____

roundabout: _____



accomplish: _____

devote: _____

consequence: _____

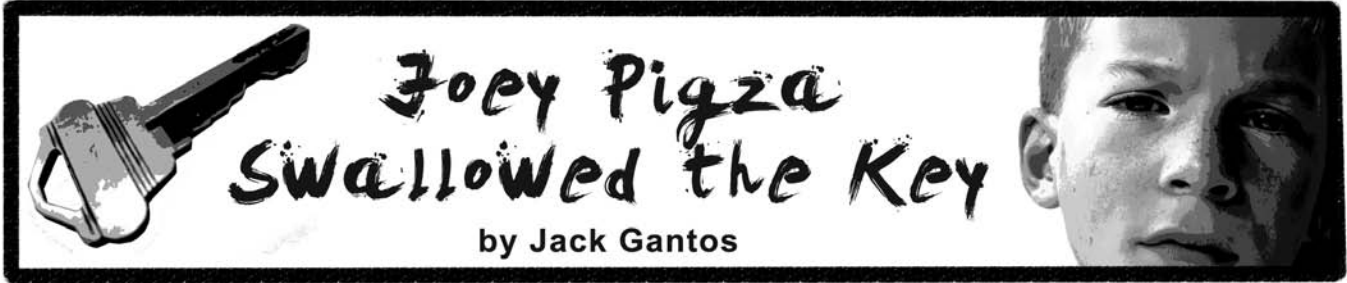
QUESTIONS:

1. Describe the circumstances at the beginning of this chapter in which Joey left the classroom.

2. Write a brief synopsis of Mrs. Cole's presentation to the students.

3. Describe Joey's great idea.

4. Describe how Maria was injured.



5. Why do you think Joey ripped the ears off his rabbit slipper and stuffed them in his pocket after the accident?

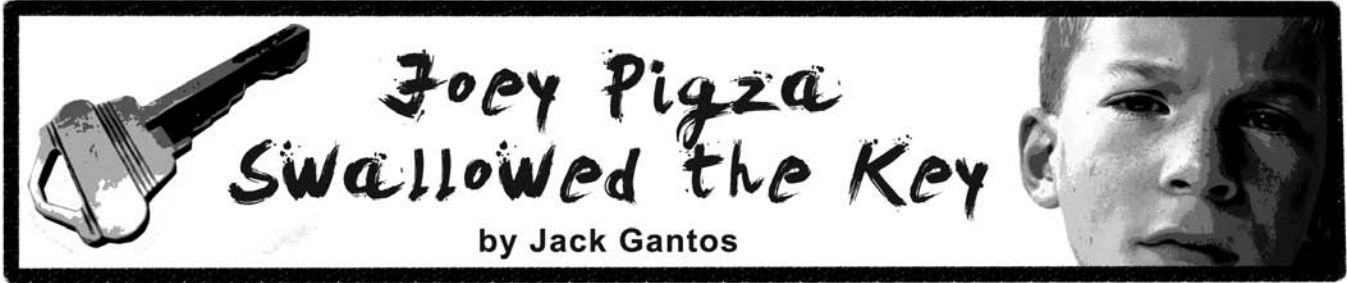
6. What consequence(s) do you think Joey should face for injuring Maria in this way? Defend your answer.

LANGUAGE ACTIVITIES:

Try to reassemble the word parts listed below into ten compound words found in this chapter.

- | | | | | | | | | | |
|------|-------|-------|-------|-------|------|--------|-------|------|-------|
| play | one | day | thing | my | band | leader | some | room | self |
| ship | thing | agree | age | class | to | ground | every | able | every |

a) _____	f) _____
b) _____	g) _____
c) _____	h) _____
d) _____	i) _____
e) _____	j) _____



Interview: With another student do an imaginary interview with one of the characters you have met so far in the novel. Together create at least six interesting questions to ask your subject, and then put together possible answers to each of the questions. You may also wish to enact the interview in front of the class.

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Question 3: _____

Answer 3: _____

Question 4: _____

Answer 4: _____

Question 5: _____

Answer 5: _____

Question 6: _____

Answer 6: _____



BEFORE YOU READ THE CHAPTER:

Chapter 8

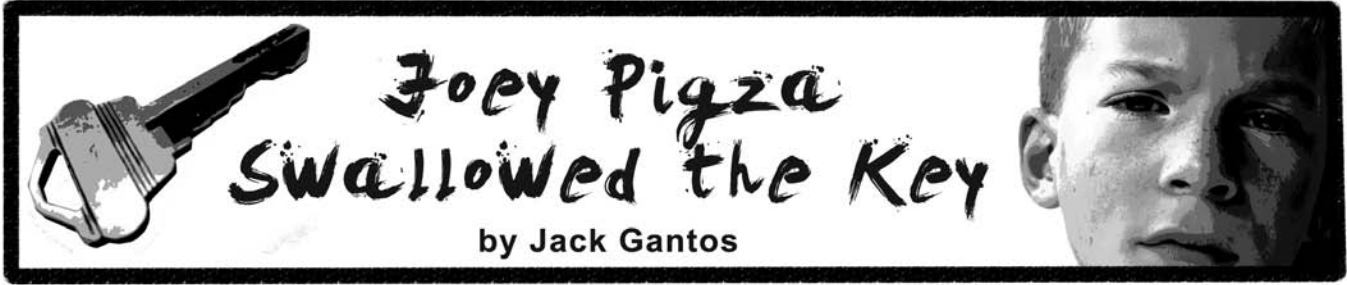
Someone once said, "When we judge and criticize others we are actually giving a description of ourselves." One of the things that Joey has to put up with from the other kids is being called hurtful names. What does the above quote suggest about the kids that are calling Joey names like "retard" or "brain-damaged?"

VOCABULARY:

Choose a word from the list to complete each definition.

disagree	desperate	embroider	considers	circumstances
mandatory	furious	parlor	disguise	cite

- To _____ is to decorate with ornamental needlework.
- A _____ is a reception room in an inn or club where visitors can be received.
- Someone's _____ are the existing conditions or state of affairs of that person.
- To _____ is to quote.
- To _____ is to differ in opinion.
- Someone who is _____ may be reckless or dangerous.
- If one _____ something, that person thinks about it carefully.



8. A _____ can be a mask or costume.
9. Something which is _____ does not leave a person with a choice.
10. Someone who is _____ is very angry.

QUESTIONS:

1. What do you think the title of Chapter 8 indicates about Joey's immediate future?

2. Why do you think Joey's mother was so defensive in her meeting with the principal?

3. Why did Mrs. Jarzab suggest Joey be sent to the special ed center downtown?

4. According to school policy, what two consequences resulted when a student injured another student?

5. Put the following statement in your own words: "It was as if my heart was as uncontrollable as my legs."



LANGUAGE ACTIVITIES:

- Vocabulary:** Beside each of the following words from the novel, write its **root word**.

a) wearing _____	d) tripped _____
b) patted _____	e) snapped _____
c) staring _____	f) rubbed _____

- The word “**cry**” can be used as a **noun** or a **verb**, depending on the sentence. Use your imagination and write sentences to illustrate how this word can be used as both a noun and a verb.

a) **Noun:** _____

b) **Verb:** _____

EXTENSION ACTIVITY:

Collage: Make a collage from magazine pictures illustrating a scene from the novel or events and characters from the entire novel.



BEFORE YOU READ THE CHAPTER:

Chapter 9

Have you ever had to apologize to someone for something you did or said? Describe how it feels to go through such an experience.

VOCABULARY:

Synonyms are words with similar meanings. Using the context of the sentences below, choose the *best* synonym for the underlined words in each sentence.

- The custodian suggested that Ella apologize for breaking the vase.
a) catapult b) atone c) explain d) justify
- He looked at me with a nasty face.
a) regretful b) contorted c) pleasant d) disagreeable
- Those ladies get pretty fussy about getting their hair done on time.
a) finicky b) protective c) loud d) lovely
- The lawyer seldom went to his colleagues for advice.
a) loans b) counsel c) theories d) anything
- Jeremy had an appointment with his coach.
a) discussion b) argument c) date d) understanding



6. It was a real thrill for the boy to meet his grandfather.
 - a) sensation
 - b) downer
 - c) deportment
 - d) catastrophe
7. When her name was mentioned she began to squirm.
 - a) mutter
 - b) sweat
 - c) smile
 - d) squiggle
8. Our neighbor is a mechanic.
 - a) grouch
 - b) machinist
 - c) salesman
 - d) hermit

QUESTIONS:

1. What do you think the title of this Chapter means?

2. Why did Joey go to Maria's house?

3. Describe the result?

4. a) What do you think Maria's dad meant when he told Joey, "Your mom had everything to do with this?"

- b) Do you agree with him? Defend your answer.



5. What two pieces of advice did Joey's mom give him on their walk?

6. What did his mom promise him – and what were the conditions?

LANGUAGE ACTIVITIES:

1. Copy out any three sentences from this chapter and underline the verbs.

2. A **literary device** the author enjoys using is **exaggeration**. **Exaggeration** means *to make something seem more important than it really is*. An example of this in Chapter 9 is when Joey says, "There were a million dogs to choose from."

Think of your own example of exaggeration and write it below.



EXTENSION ACTIVITY:

1. **Observation Chart:** (The observation chart can be done individually or in small groups) How careful an observer are you? *Joey Pigza Swallowed the Key* is a novel rich with sights, sounds and smells. Review the chapters you have read thus far and collect as many examples of the five senses as you can find. These examples should be listed in the chart below. An example of **sight** and **sound** is found in Chapter 9: “*I’ve been thinking about you too, I said, looking up at her...*”. See if you can get at least one example for each sense.

Sight
Sound
Touch
Taste
Smell

2. **Cliffhanger:** A cliffhanger is a literary device in which a novel contains an abrupt ending, often leaving the main characters in a precarious, difficult or exciting situation at the end of a chapter. How might it be said that Chapter Nine ends in a cliffhanger? Why do you suppose an author uses this device?



BEFORE YOU READ THE CHAPTER:

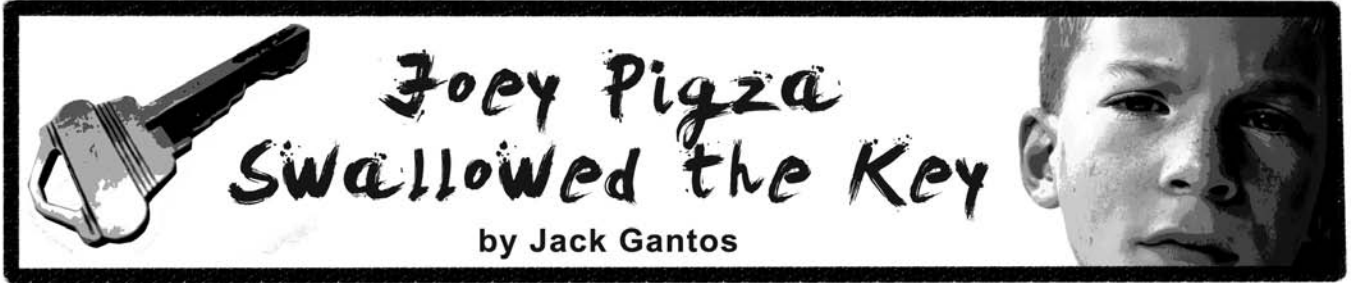
Chapter 10

Chapter Ten describes Joey’s first day at his new school. What do you think would be difficult for Joey attending this school for the first time? After you have read Chapter Ten come back and check your answer to see if it matches what you found out about his actual day in this chapter.

VOCABULARY:

Antonyms are words with opposite meanings. Draw a line from each word in column A to its antonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

COLUMN A	COLUMN B
1. rigid	still
2. messy	inaccessible
3. streamlined	unblemished
4. miniature	limp
5. vibrate	unusual
6. punishment	reward
7. definite	giant
8. available	indistinct
9. deformed	neat
10. ordinary	resistant

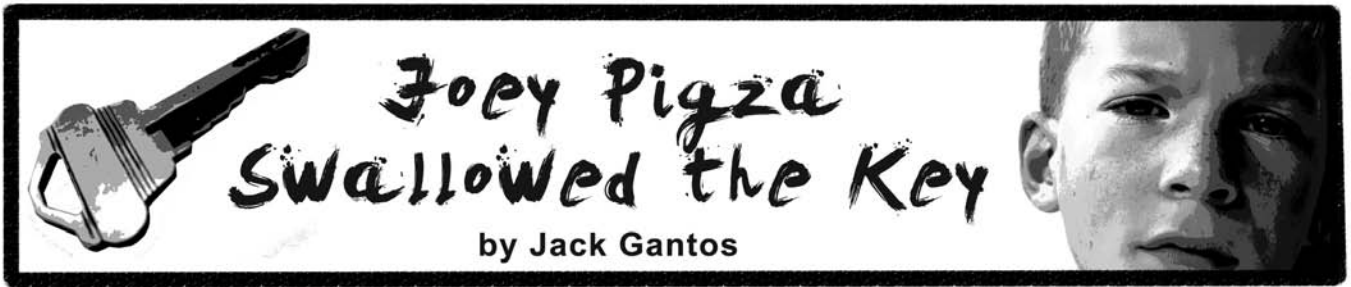


1. When the roller coaster reached 100 miles per hour, it began to _____.
2. Halloween is no _____ evening in our little town.
3. One of the newly hatched chicks had a _____ wing that was smaller than the other.
4. The rules established by Joey's new teacher were very _____ and applied to everyone equally.
5. Uncle John made a _____ dollhouse for Cousin Sarah.
6. As his _____, Joey was suspended from school.
7. Eating a sloppy joe can be a very _____ business.
8. He took the first _____ bus to New Orleans.
9. Johnny Cash was a man of very _____ ideas.
10. My sister's dirt bike was _____ and had a state-of-the-art design.

QUESTIONS:

Indicate whether the following statements are **True** or **False**.

1. The driver of Joey's school bus thought he was a foster kid. _____
2. There were sixteen children already on the bus when Joey was picked up. _____
3. Charlie had arms that reminded Joey of Brussels sprouts. _____
4. May and June wrote everything upside down. _____
5. Everybody called Mr. Vanness, Special Ed. _____
6. Joey confessed to Mr. Vanness that he hadn't taken his meds that morning. _____
7. Mr. Vanness was concerned about Joey's habit of making bad decisions. _____



8. When Joey called his mother, Tiffany told him that his mother couldn't come to the phone because she was busy. _____
9. Joey told Mr. Vanness that his grandmother had fallen down a sewer and had been washed away. _____
10. Mr. Vanness discouraged Joey from getting a dog, telling him that he wasn't responsible enough to have one. _____

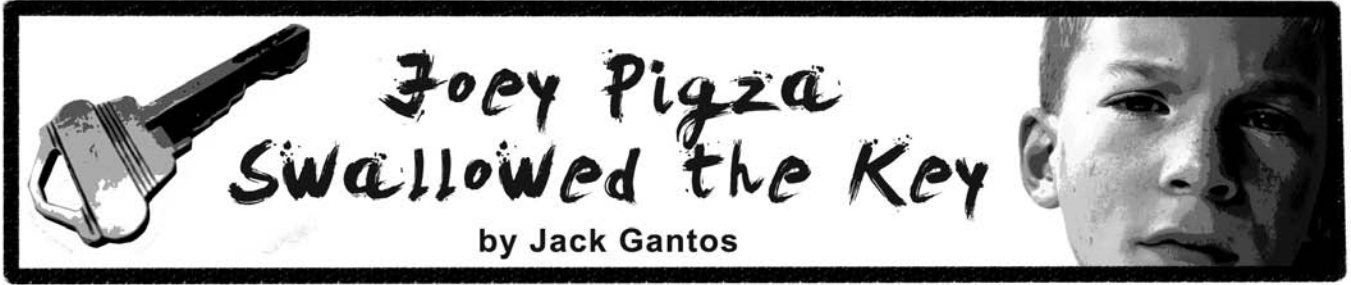
LANGUAGE ACTIVITIES:

Find three examples of the following parts of speech from this chapter.

Nouns	Verbs	Adjectives
_____	_____	_____
_____	_____	_____
_____	_____	_____

EXTENSION ACTIVITY:

Interview at least three other students for their views of this novel so far. (Try to get both positive and negative comments.) Write a brief **report** putting these views together.



Conflict Dissection

Joey Pigza Swallowed the Key is a novel featuring a number of conflicts – some verbal (like the discussion between Joey and Mr. Vanness in this chapter).

Choose one of the conflicts described thus far and complete the **Conflict Dissection Chart** below with as much detail as possible.

<p>Characters Involved</p>	<p>Setting (<i>Time, Place</i>)</p>
<p>Problem (<i>Details of the Conflict</i>)</p>	<p>Solution/Resolution</p>



BEFORE YOU READ THE CHAPTER:

Chapter 11

Why might it not be a good idea to tell a stranger everything that goes on in your home?

VOCABULARY:

Analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example, **stop** is to **go** as **fast** is to **slow**. In this example, both pairs of words are opposites. Choose the best word from the word box to complete each of the analogies below.

embarrass	progress	available	intense	inform
imp	regulate	abandon	concerned	pretend

1. Attainable is to _____ as sharp is to keen.
2. Imagine is to _____ as apathetic is to lazy.
3. Keep is to _____ as modern is to outdated.
4. Comfort is to _____ as friend is to stranger.
5. Advance is to _____ as condole is to sympathize.
6. Anxious is to _____ as near is to close.
7. Tragedy is to comedy as angel is to _____.
8. Accuracy is to truth as administer is to _____.
9. Miserable is to comfortable as calm is to _____.
10. Shape is to mold as acquaint is to _____.



QUESTIONS:

1. At the beginning of the chapter, why did Joey "tear the house apart?"

2. Why did Maria switch schools?

3. Why did Mrs. Maxy visit Joey?

4. What "test" did Special Ed give Joey when he was in the doctor's waiting room? What was the result?

5. What did the doctor think when he saw the bandages on Joey's stomach?

6. Why do you think Special Ed let Joey call his mom at the end of the chapter?

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

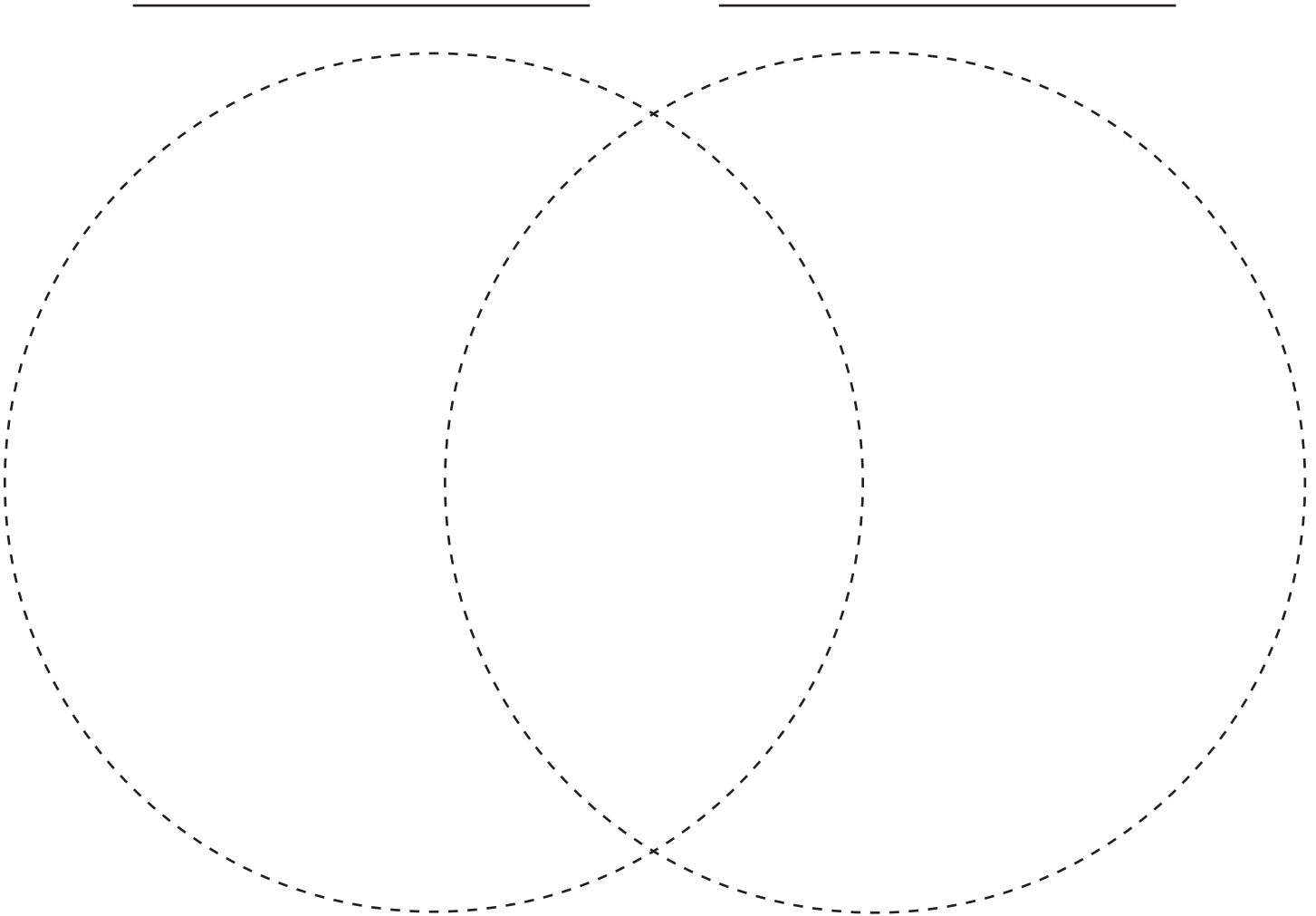
AT SCHOOL

WIRED GLAD...



Character Study

Using the *Venn Diagram* below, compare two of the characters you have met thus far in the novel. Be sure to consider not only physical traits, but that of personality and character as well. Remember, any traits that these two characters share should go in the middle of the diagram.





BEFORE YOU READ THE CHAPTER:

Chapter 12

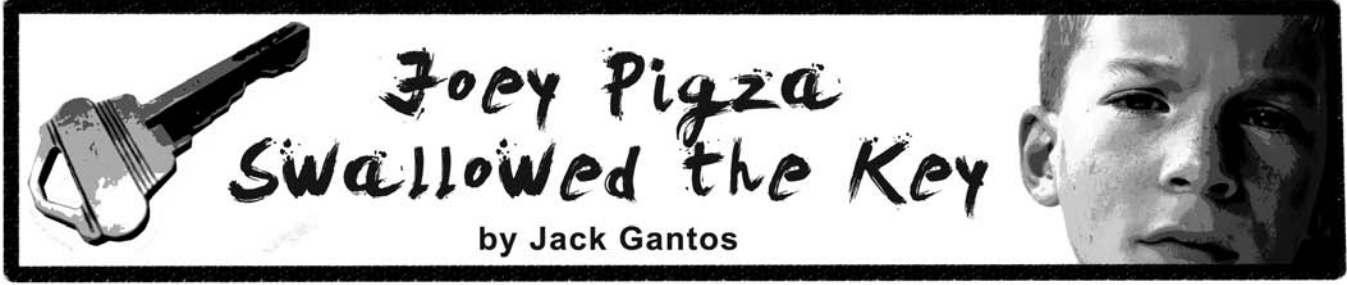
Why do you think it is often a scary experience to go to the doctor's? If possible, refer to your own experiences.

VOCABULARY:

Choose a word from the list to complete each definition:

confession	celebration	fidget	pretend	sarcastic
doomed	scotch	suspect	examine	command

- To inspect something with great care is to _____ it.
- To have some hint or foreknowledge is to _____.
- A _____ is an order.
- Someone with a good imagination usually likes to _____.
- To _____ is to move about restlessly.
- A _____ often involves a party or some sort of festivities.
- A _____ individual usually has a tragic fate.
- Someone who is _____ will often say things that are cutting and hurtful.
- _____ may involve the admission or disclosure of a sin.
- If you _____ over in your seat, you are probably sliding over to make room for someone else.



QUESTIONS:

1. **Investigate:** The names of three different breeds of dogs are mentioned in this chapter. Choose one of the following three breeds and research three interesting facts about it: greyhound, Chihuahua, or Chinese crested.

2. How did Joey's mom come to know so much about buses?

3. Why do you think that Joey needed to keep telling the story of his grandmother over and over?

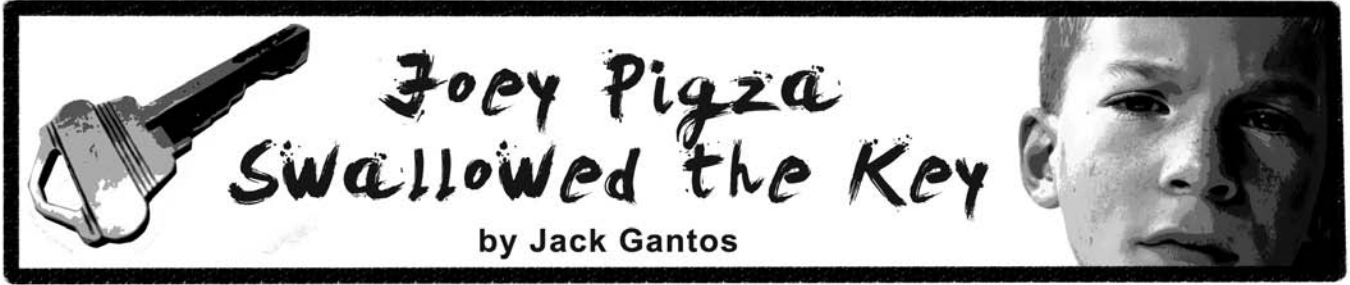
4. How did it make you feel when you read the part where Joey's grandmother lied to him about his mother not showing up because of Joey's behavior?

5. How did Joey get his bald spot(s)?

6. What explanation did Joey's mom give at the end of the chapter for not returning for Joey sooner?

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL



WIRED GLAD...

LANGUAGE ACTIVITIES:

Antonyms, Synonyms or Homonyms:

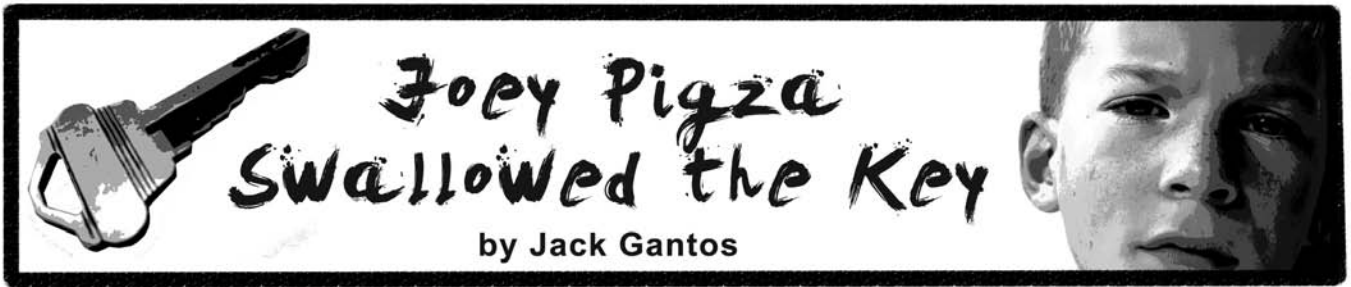
Beside each pair of words write **A** (antonym) or **S** (synonym) or **H** (homonym).

1. night - knight _____
2. morning - mourning _____
3. first - last _____
4. bald - hairless _____
5. wait - weight _____
6. clean - filthy _____
7. slump - sag _____
8. one - won _____
9. meaner - kinder _____
10. rut - ridge _____

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL

WIRED GLAD...

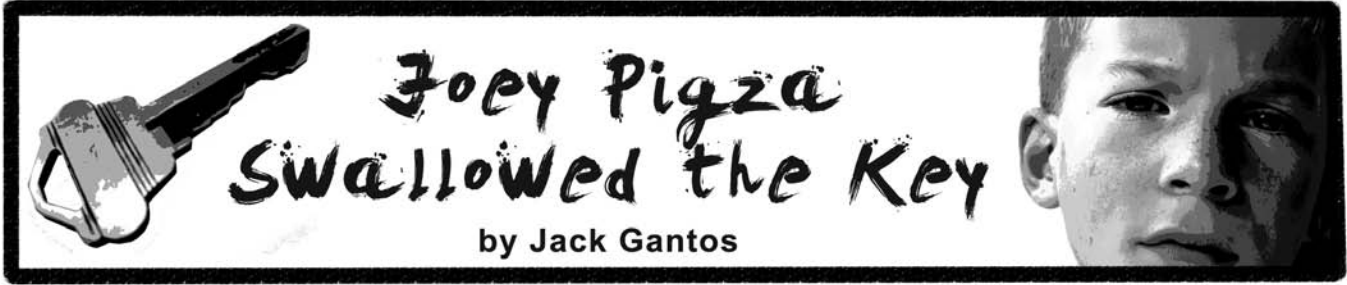


EXTENSION ACTIVITY:

Storyboard: A storyboard is a series of pictures that tell the main events of a story. A storyboard may tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating your favorite scene from *Joey Pigza Swallowed the Key*. You may wish to practise your drawings on a separate piece of paper.

1	2
3	4
5	6



BEFORE YOU READ THE CHAPTER:

Chapter 13

From the chapter title, "Moon Man," predict what you think this chapter will be about. When you finish reading the chapter come back to this question and check your answer.

VOCABULARY:

Choose a word from the list to complete each sentence.

- | | | | | |
|-------------|------------|--------|-------------|-----------|
| burglar | Radiology | sober | examination | souvenirs |
| sightseeing | reasonable | afford | revolves | confuse |

- The doctor's _____ of the soldier's condition took more than an hour.
- The used car salesman made my mother a _____ offer for her old Buick.
- "I can't _____ to keep a dog right now," his mother said.
- Sally Sue seems to think that the world _____ around her.
- It doesn't take much to _____ me when it comes to math.
- My uncle had a _____ look on his face just before he gave us the bad news.
- We spent the afternoon _____ in downtown Pittsburgh.
- I doubt if any self-respecting _____ would steal anything in our apartment.
- She picked up several _____ to remind herself of her trip to London.
- Joey's mother dropped him off at the _____ Department in the hospital.



QUESTIONS:

1. Why didn't Joey want to change into the thin white robe when he was in the examination room?

2. Describe what Joey's brain felt like when he was examined by the machine that takes pictures.

3. Describe how Joey misbehaved in the hospital gift shop.

4. Why did Joey want to visit the Igloo while they were in Pittsburgh?

5. a) Who did Joey want to visit when they were in Pittsburgh?

b) Why did his mother discourage this?



EXTENSION ACTIVITY:

Talk Show: With two or three other students prepare to participate in a television talk show featuring characters from this novel. Choose an interesting character from the book (possibly Joey or his mother or Special Ed). Prepare about a half-dozen questions to ask and possible answers.

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Question 3: _____

Answer 3: _____

Question 4: _____

Answer 4: _____

Question 5: _____

Answer 5: _____

Question 6: _____

Answer 6: _____



BEFORE YOU READ THE CHAPTER:

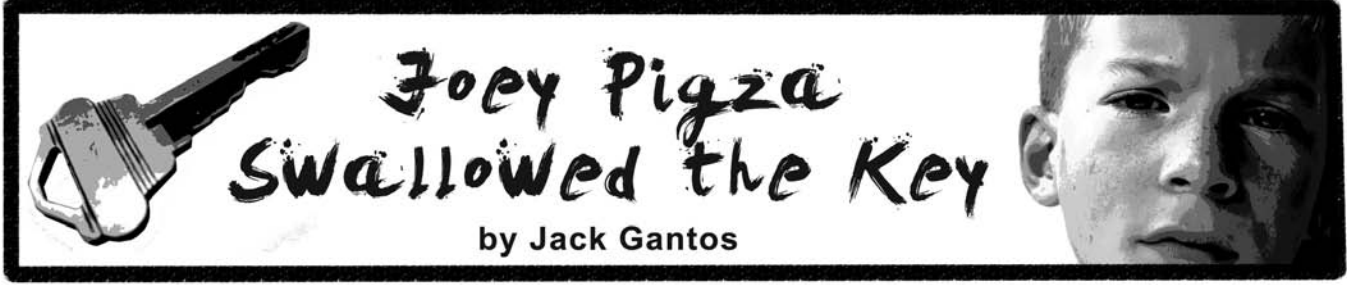
Chapter 14

Do you think it is a good idea for Joey to get a dog? Defend your answer.

VOCABULARY:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

1. puckered	a) treatment
2. severe	b) contemplate
3. significant	c) disposition
4. therapy	d) withstand
5. attitude	e) pursed
6. consider	f) important
7. resist	g) harsh



QUESTIONS:

1. What suggestion did the doctor make at the beginning of this chapter regarding Joey's treatment?

2. Why did this idea appeal to Joey?

3. What two other factors did the doctor believe would help to make a significant difference in Joey's behavior and maintain a normal attention span?

4. Why do you think Joey's mom "hadn't looked nice at a man ever?"

5. Special Ed suggested to Joey that all of his problems were not because Joey was hyper. What else did he suggest was a contributing factor?

6. What kind of a dog did Joey get?

7. What did they name him?

THEY SAY I'M WIRED BAD, OR WIRED MAD, OR WIRED SAD, OR

AT SCHOOL

WIRED GLAD...



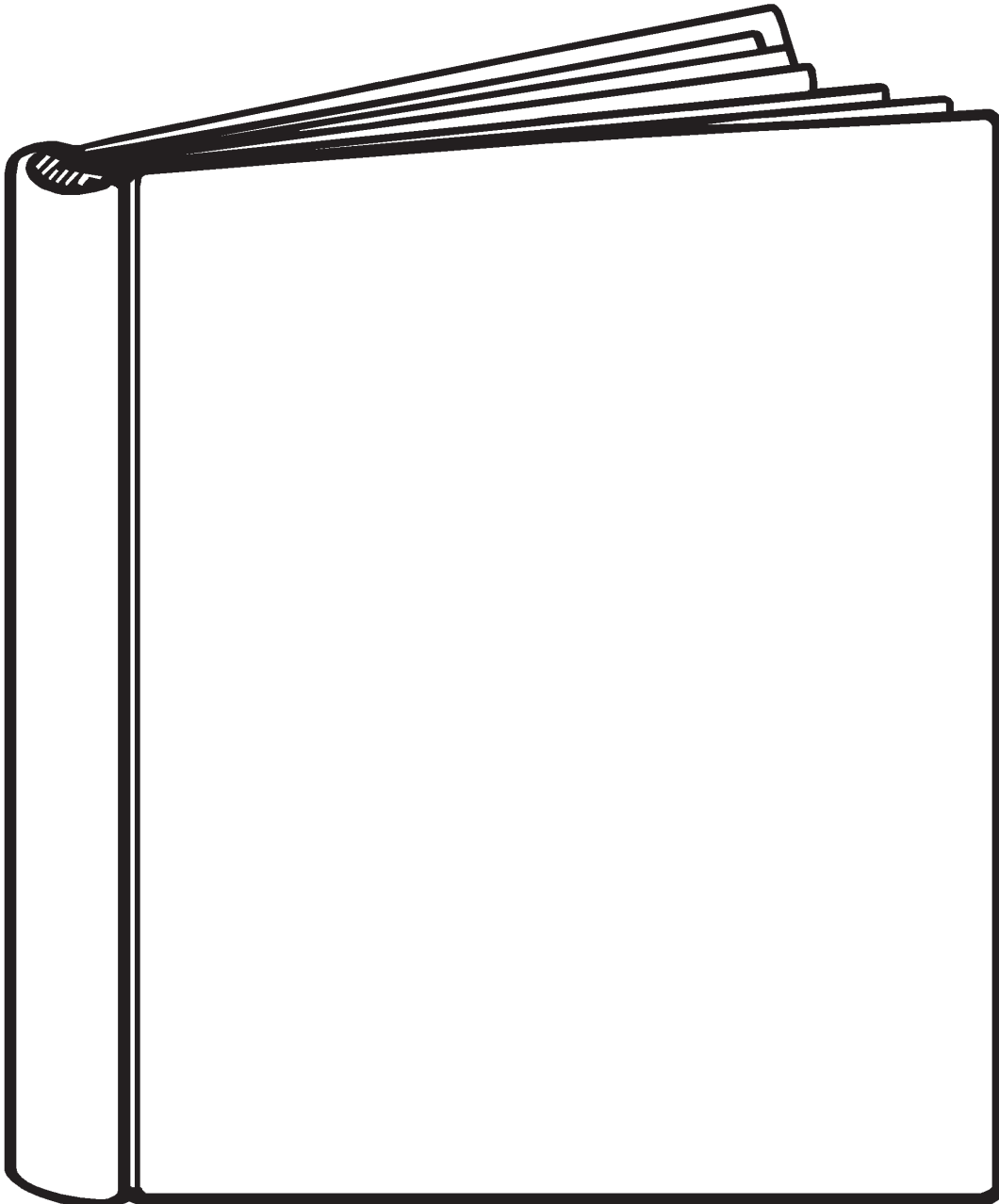
Joey Pigza Swallowed the Key

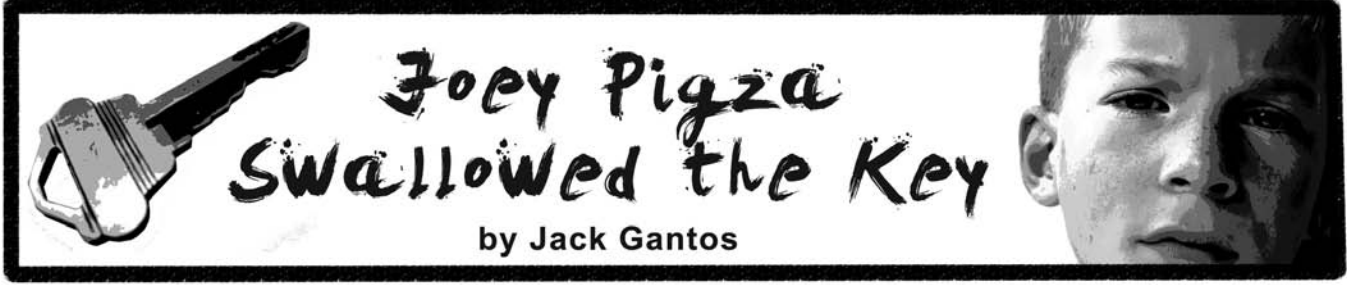
by Jack Gantos



EXTENSION ACTIVITY:

Create a **book cover** for *Joey Pigza Swallowed the Key*. Be sure to include the title, author, and a picture that will make other students want to read the novel.





BEFORE YOU READ THE CHAPTER:

Chapter 15

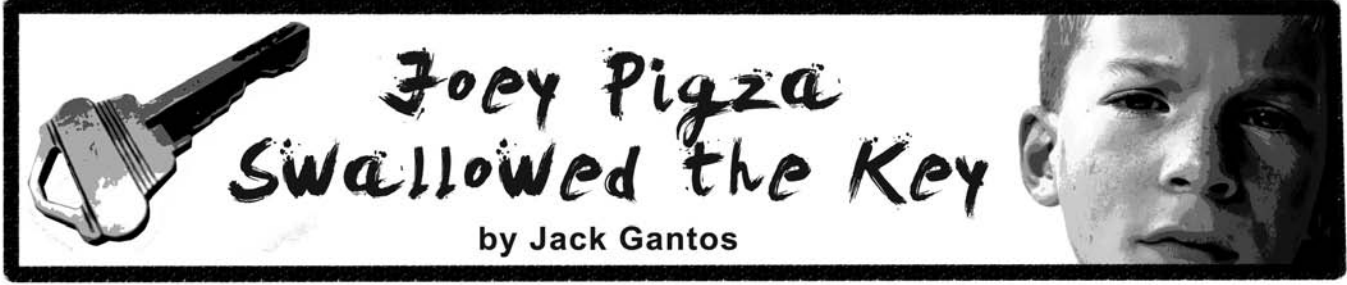
The last chapter ends on a hopeful note, with Joey assuring his mother that he feels much better now. Predict what you think will happen in the last chapter.

VOCABULARY:

Choose a word from the list to complete each sentence.

goon	flicked	pledge	allegiance
tardy	naturally	squinty	awesome

- Meeting the president was an _____ experience.
- Before he was hired for the position, he was required to _____ his loyalty to the company.
- A traitor has no sense of _____ to anyone or anything but himself.
- “You had better hurry or you will be _____ for school,” her mother warned.
- Without her glasses, Mrs. Carol always seems to have a _____ look.
- Sonja _____ the spider from her arm.
- The other students in Marcel’s class always figured that he was just a big _____.
- Jennifer’s athletic talents just seemed to come _____ to her.



QUESTIONS:

1. What did the effect of the meds on Joey remind him of?

2. What alteration had they made to Charlie's hand?

3. a) What did Joey tell Mrs. Jarbaz he wanted to do when he arrived back at school?

b) Why do you think it was important for Joey to be able to do this?

4. The climax of a story occurs when the main problem of the story is solved. When does the climax of this novel occur?

5. Describe your feelings about this novel. What was one thing you really enjoyed, and one thing you think that the author might have improved upon?



6. What had been Joey's birthday wish for Harold?

7. a) What compliment did Harold's mom pay Joey?

b) Why do you think this compliment meant so much to Joey?

Answer Key

Chapter 1 (Page 10)

Vocabulary:

Part A:

1. hesitate 2. rejoin 3. behavior 4. separate 5. holler 6. blurt 7. racket 8. depend

Part B:

1. principal 2. principle

Part C:

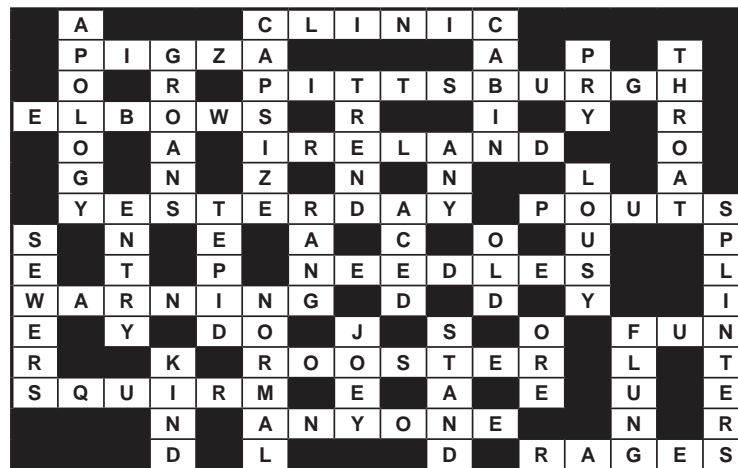
Answers will vary.

Questions:

1. a) wired b) Answers will vary.
2. His meds were wearing off.
3. In Joey Pigza's classroom at his school.
4. Answers will vary.

Chapter 2 (Page 13)

Vocabulary:



Questions:

1. She got a pained look on her face.
2. He knew that he was at least partially responsible for his behavior.
3. She got meaner. Probably because she resented Joey's mother bringing order and discipline into the household.
4. Answers will vary. (i.e., It was an extremely dangerous thing to do because Joey might have suffocated.)
5. It might have calmed her behavior. She was probably too proud to consider them.
6. Slow down and think about what you're doing.

Chapter 3 (Page 16)

Vocabulary:

1. commode 2. grovel 3. dropkick 4. confident 5. unafraid
6. admittance 7. unintentional 8. unperturbed 9. wily 10. peep

Questions:

Over the **summer** there was a big meeting about Joey at school. His file indicated that he should have been kept behind and given extra **help** but no teacher wanted to get him two **years** in a row. The school also told his mother they wanted her to take Joey to the **doctor** to get fixed up. Joey's new teacher was called **Mrs. Maxy**. Joey's meds were supposed to last all day, but by **lunchtime** they had given out. At the end of the day his new teacher told Joey about her **rules**. While she was explaining all this to Joey he was busy looking at her red nail **polish**.

The next day, Joey was called up to his teacher's desk and he confessed to her that he was a little **antsy**. She then gave him a box of used **pencils** to **sharpen**. Joey then tried to sharpen a **popstick** stick, but got it jammed in the sharpener.

Maria was the class president and it was her job to make sure everyone had good **behavior**. Joey then thought it would be a good idea to sharpen his nails down to sharp points so he would look like a **vampire**. Joey wondered if he put his fingernail under his pillow whether the fingernail **fairy** would come and leave him a dollar.

After class when his teacher spoke to him about hurting himself and others, it sounded to Joey like he was listening to **circus** music. She told him if he didn't live by the class rules he would be sent to the **special ed** class for extra help.

Chapter 4 (Page 19)

Vocabulary:

- | | | | | |
|-----------------|---------------|-----------------|------------------|------------------|
| 1. e) authentic | 2. h) banned | 3. a) dangerous | 4. j) precisely | 5. b) compliance |
| 6. i) fling | 7. c) bizarre | 8. d) rowdy | 9. f) absorption | 10. g) chuckle |

Questions:

1. a) gas stove b) bath c) joke d) baseball e) strangers
2. Joey's.
3. Answers will vary. (i.e., Now I don't open the door for anyone.)
4. For proof that Joey could stand still.
5. Answers will vary.
6. Cut him open or let nature take its course.
7. Sitting still and staying on task.

Language Activities:

- | | | | | |
|----------|------------|----------------|-------------|-------------|
| 1. fish | 2. lunches | 3. photographs | 4. janitors | 5. dishes |
| 6. women | 7. classes | 8. children | 9. slippers | 10. mailmen |

Prefixes:

- | | | | | | |
|----------|----------|---------|---------|---------|---------|
| a) stair | b) sense | c) wrap | d) join | e) roll | f) sent |
|----------|----------|---------|---------|---------|---------|

Chapter 5 (Page 23)

Vocabulary:

- | | | | | |
|--------------|-------------|--------------|---------------|--------------|
| 1. porcelain | 2. organize | 3. focus | 4. session | 5. stress |
| 6. shreds | 7. bleach | 8. permanent | 9. ricocheted | 10. operates |

Questions:

1. He swallowed a key that he had recently pooped out.
2. His mother had told Joey that she was the only person who was to give him his meds.
3. He had a good self-image despite his problems.
4. Mrs. Howard and the adults were shocked and looked at Joey as if he had just stabbed Harold. Harold smiled and looked happy.
5. Answers will vary.
6. Answers will vary. (i.e., Joey realized that he had caused his mother a lot of sadness.)

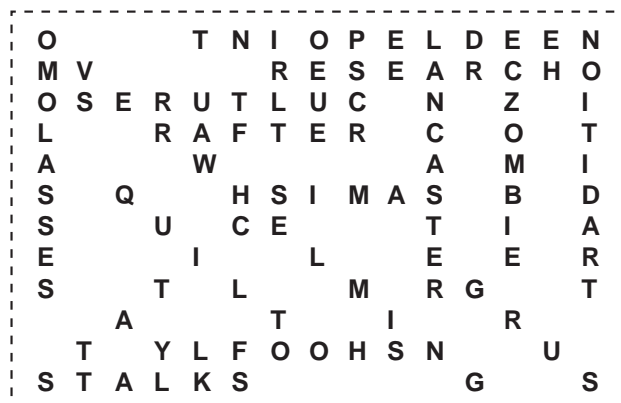
Language Activities:

Alphabetical Order:

- | | | | | |
|-----------|-------------|------------|------------|-------------|
| 1. answer | 2. backward | 3. because | 4. bedroom | 5. birthday |
| 6. bowl | 7. bring | 8. brought | 9. bubbles | 10. butt |

Chapter 6 (Page 26)

Vocabulary:



Questions:

1. Answers will vary.
2. She had extra-short hair and a big head on a really wide body.
3. a) Molasses shoofly pie. b) Shoes, flies and molasses.
4. a) The sugar would make him more hyper. b) Answers will vary. (i.e., He became a lot more hyper.)
5. Joey jumped from a rafter in the barn into a pile of hay and twisted his ankle.

Language Activities:

1. We arrived from Detroit on a Greyhound bus during a November snowstorm.
2. Did Sally tell you that she doesn't enjoy playing with Sarah anymore?
3. Alexander Dumas was a famous French novelist.

Chapter 7 (Page 30)**Vocabulary:**

Answers will vary.

Questions:

1. A substitute teacher was in Joey's classroom, so when an announcement came on the PA asking all the students in the gifted and talented program to go to the auditorium, Joey simply got up and left.
2. Answers will vary.
3. He wanted to make a million bumper stickers which said, "Hate is Not a Family Value"
4. Joey tripped when carrying the teacher's sharp scissors and snipped the end of Maria's nose off.
5. Because he had tripped on the floppy ears.
6. Answers will vary.

Language Activities:

Compound Words: leadership, everything, something, bandage, classroom, today, playground, everyone, agreeable, myself

Chapter 8 (Page 34)**Vocabulary:**

- | | | | | |
|--------------|--------------|------------------|--------------|-------------|
| 1. embroider | 2. parlor | 3. circumstances | 4. cite | 5. disagree |
| 6. desperate | 7. considers | 8. disguise | 9. mandatory | 10. furious |

Questions:

1. Answers will vary. (i.e., Joey will probably be suspended from school.)
2. Answers will vary. (i.e., She probably felt guilty and responsible for Joey's behavior.)
3. There he would receive the attention he needed (special counseling).
4. He had to be suspended for six weeks and receive mandatory counseling.
5. Answers will vary. (i.e., He was nervous.)

Chapter 9 (Page 37)**Vocabulary:**

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. b) | 2. d) | 3. a) | 4. b) | 5. c) | 6. a) | 7. d) | 8. b) |
|-------|-------|-------|-------|-------|-------|-------|-------|

Questions:

1. Answers will vary. (i.e., A "bad seed" is someone in the family who is bad from birth.)
2. To apologize.
3. Her father met Joey at the door and angrily sent him away.
4. a) Joey's mother was responsible for Joey's behavior. b) Answers will vary.
5. Whenever you think of something bad, you have to think quickly of something good. You can never think of three things bad in a row.
6. If he did really well in special ed, he could get a dog.

Chapter 10 (Page 41)**Vocabulary:**

1. rigid – limp
2. messy – neat
3. streamlined – resistant
4. miniature – giant
5. vibrate – still
6. punishment – reward
7. definite – indistinct
8. available – inaccessible
9. deformed – unblemished
10. ordinary – unusual.

- | | | | | |
|---------------|-------------|--------------|-------------|-----------------|
| 1. vibrate | 2. ordinary | 3. deformed | 4. rigid | 5. miniature |
| 6. punishment | 7. messy | 8. available | 9. definite | 10. streamlined |

Questions:

- | | | | | |
|----------|----------|---------|----------|-----------|
| 1. True | 2. False | 3. True | 4. False | 5. True |
| 6. False | 7. True | 8. True | 9. True | 10. False |

Chapter 11 (Page 45)**Vocabulary:**

- | | | | | |
|--------------|------------|-------------|--------------|-------------|
| 1. available | 2. pretend | 3. abandon | 4. embarrass | 5. progress |
| 6. concerned | 7. imp | 8. regulate | 9. intense | 10. inform |

Questions:

1. He was looking for his meds.
2. They put her in a Catholic school because they were concerned for her safety.
3. To give him the work he missed so he wouldn't get behind.
4. He told Joey he couldn't take any of the Band-Aids, and left the room to see if Joey would obey him. Joey helped himself.
5. That Joey was being abused.
6. Answers will vary. (i.e., He knew Joey was upset and needed to talk to his mother.)

Chapter 12 (Page 48)**Vocabulary:**

- | | | | | |
|----------------|------------|--------------|---------------|------------|
| 1. examine | 2. suspect | 3. command | 4. pretend | 5. fidget |
| 6. celebration | 7. doomed | 8. sarcastic | 9. confession | 10. scotch |

Questions:

1. Answers will vary.
2. She and Joey's dad took a lot of buses because they were always on the move.
3. Answers will vary. (i.e., It was really upsetting and it was Joey's way of coming to terms with these events.)
4. Answers will vary.
5. By pulling out his hair – a few strands at a time.
6. She had been drinking and wasn't in shape to return.

Language Activities:

1. H 2. H 3. A 4. S 5. H 6. A 7. S 8. H 9. A 10. S

Chapter 13 (Page 52)**Vocabulary:**

- | | | | | |
|----------------|----------------|------------|--------------|---------------|
| 1. examination | 2. reasonable | 3. afford | 4. revolves | 5. confuse |
| 6. sober | 7. sightseeing | 8. burglar | 9. souvenirs | 10. Radiology |

Questions:

1. He had worn a new outfit that day.
2. As if it were a honeycomb full of bees.
3. He spun the card rack around causing a number of the cards to fly onto the floor.
4. To watch the Penguins play a hockey game.
5. a) His dad. b) She didn't think Joey would like him.

Chapter 14 (Page 55)**Vocabulary:**

1. e) 2. g) 3. f) 4. a) 5. c) 6. b) 7. d)

Questions:

1. He wanted to try a transdermal patch.
2. Joey was fascinated with Band-Aids.
3. Other behavior therapies and positive family conditions.
4. Answers will vary. (i.e., She had had a bad experience with Joey's dad.)
5. His attitude.
6. One that was half Chihuahua and half dachshund.
7. Pablo.

Chapter 15 (Page 58)**Vocabulary:**

- | | | | |
|------------|------------|---------------|--------------|
| 1. awesome | 2. pledge | 3. allegiance | 4. tardy |
| 5. squinty | 6. flicked | 7. goon | 8. naturally |

Questions:

1. Like he was on a swing that was slowly stopping.
2. They had attached a plastic arm over it.
3. a) Say the Pledge of Allegiance over the loudspeaker. b) Answers will vary.
4. Answers will vary. (i.e., When he says the Pledge of Allegiance on the loudspeaker.)
5. Answers will vary.
6. That Harold would be out of his wheelchair and neck brace and could play football with Joey.
7. a) That he was a good kid and had a good heart. b) Answers will vary. (i.e., An adult believed in him and confirmed his feelings about himself.)