The Wednesday Wars
by Gary D. Schmidt
Study Guide by Lisa Hicks

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# The Wednesday Wars by Gary D. Schmidt

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INTRODUCTION

This unit was written to accompany the novel *The Wednesday Wars* by Gary D. Schmidt. The novel study was written for Grades 7 to 9, but could be used for other grades with some modification.

The novel, a Newbery Honor Book for 2008, is narrated by Holling Hoodhood and tells of his year in the Seventh Grade in 1967 to 1968. The novel is witty and thought provoking as it weaves historical events such as the Vietnam War, the fight for civil rights and the assassinations of Martin Luther King and Robert Kennedy in to the growing maturity of Holling as he deals with the problems faced by adolescents. Added to the this is Mrs. Baker, Holling’s classroom teacher, who insists he begin to read the plays of William Shakespeare, a task he is not enthusiastic about.

The unit includes activities on vocabulary, reading and comprehension, grammar, punctuation, creative writing, elements of the novel and integrated activities. Record and evaluation sheets for students and the teacher are also included.

The novel study can be used for group work or as an independent study.

Suggestions for Using the Unit

The unit can be used with a whole class, a group of students or as independent work.

Students should read the vocabulary lists and make sure they understand the meaning of the words before reading the assigned sections. These words can also be used as spelling lists or other vocabulary activities: word searches, crossword puzzles, etc.

Students should complete the comprehension activities as they read the various sections. However, some students may prefer to read the whole novel, then go back, re-read the chapters and complete the written work.

The comprehension activities are divided into two sections. *Understanding the Novel* requires students to answer questions concerning the plot and characters. Answers are provided for these questions. *Thinking About the Novel* asks the student to give and justify his/her own opinion. Since these will vary, no answers are given, but it is important that the students explain the reasons for their answer.
Some activity cards can be done as the students read the novel, but you may prefer to have the students complete the novel before beginning the activity cards.

This symbol on an activity card denotes some important information is provided and should be studied carefully and understood.

Students should use the record sheets to keep track of the work they have completed. These should be kept current to make it easier for the teacher to check a student’s progress.

Written work and assignment sheets should be kept in a binder.

Students may read the novel independently, with a partner or in a group. If the novel is being read by students with special needs, extra assistance with the reading and written work can be given by a peer tutor, teacher’s aide or parent volunteer.

Allow students time to discuss the novel. This gives them an opportunity to express opinions about events and characters, which will improve their written work.

Encourage the students to use their public library as a source of research material. Most librarians will prove very helpful. You might want to take the students to the library to familiarize them with the resources that are available there.

**Using the Plays of Shakespeare with The Wednesday Wars**

The plays of Shakespeare play an important part in the novel and the students should become familiar with the plots of those mentioned in *The Wednesday Wars*.

There are many books that provide a narrative account of the play and a partial list has been included on page 5. There are also adaptations of the plays for younger readers if you wish to introduce your students to the works of Shakespeare. Some are abridged versions of the plays that retain the original dialogue, others use the original plot but use a more modern form for the dialogue.

I would recommend that you use the comedies and tragedies for this purpose, rather than the historic ones.

Also available are recordings of the plays on CDs and video tape that can be used in the classroom to provide students with the opportunity to see a Shakespearean production. Of course, if you are able to take your students to see a live performance of any of the plays, do not miss it.
Suggestions for Evaluation

Written work should be evaluated regularly. This will enable the teacher to keep track of those students that require additional help.

The written work can be evaluated for understanding, creativity, language skills (spelling, grammar and punctuation), research skills and making good use of time. A rubric and evaluation sheet has been provided, which you can use or adapt to meet the needs of your students.

Give the students the time to discuss what they have read. Having to present thoughts and ideas, then justify them as part of a discussion is an invaluable exercise. It also enables the students to listen to a different point of view from their own.

I found that this worked better when students were divided into groups, rather than as a whole class activity. Groups can be formed according to ability or with students of mixed ability. You can give each group a specific topic to discuss or allow them the freedom to discuss any topic relating to the novel. It is helpful to appointing a moderator to keep the group on topic and someone to take notes, which can then be shared with other students.

Also included is a peer evaluation sheet, to be used for group activities, and a self evaluation sheet.
Resources

Stories of the Plays

- Shakespeare’s Romeo and Juliet
  - Rosen, Michael
- William Shakespeare’s Midsummer Night’s Dream
  - Colville, Bruce
- William Shakespeare’s Macbeth
  - Colville, Bruce
- William Shakespeare’s Hamlet
  - Colville, Bruce
- Much Ado About Nothing For Kids
  - Burdett, Lois
- Hamlet For Kids
  - Burdett, Lois
- The Tempest For Kids
  - Burdett, Lois
- Romeo and Juliet For Kids
  - Burdett, Lois
- Macbeth For Kids
  - Burdett, Lois
- Twelfth Night For Kids
  - Burdett, Lois
- Tales From Shakespeare
  - Williams, Marcia
- More Tales From Shakespeare
  - Williams, Marcia
- Hear, Hear Mr. Shakespeare
  - Koscielniak, Bruce
- Shakespeare’s Stories (comedies)
  - Birch, Beverly
- Shakespeare’s Stories (tragedies)
  - Birch, Beverly
- Shakespeare’s Stories (histories)
  - Birch, Beverly
- The Children’s Shakespeare
  - Nesbit, Edith
- Irresistible Shakespeare
  - Miller, Carol Rawlings
- The Most Excellent & Lamentable Tragedy of Romeo & Juliet
  - Early, Margaret

Folders and Activities

- Unlocking Shakespeare - Hamlet
  - Sanderson, Jeanette
- Unlocking Shakespeare - Julius Caesar
  - Sanderson, Jeanette
- Unlocking Shakespeare - Romeo and Juliet
  - Sanderson, Jeanette
- Unlocking Shakespeare - Macbeth
  - Sanderson, Jeanette
- Unlocking Shakespeare - The Tempest
  - Sanderson, Jeanette

The Plays (in script format)

- Shakespeare on the Double
  - Snodgrass, Mary Ellen
  - Romeo & Juliet  Julius Caesar  Hamlet  Macbeth

Signet Classics Series

- The Complete Signet Classic Shakespeare
- Signet Classics
- Four Great Tragedies (Hamlet, Othello, King Lear, Macbeth)
- The Winter’s Tale  Othello  Twelfth Night  Romeo and Juliet
- The Tempest  Hamlet  A Midsummer Night’s Dream
- Julius Caesar  The Taming of the Shrew

The Young People’s Shakespeare Series

- A Midsummer Night’s Dream  The Tempest  The Winter’s Tale

DVD and Video - Many recording are available, but most are aimed at an adult audience. Preview carefully, and consider showing only part of the pay.

Study Unit - Simply Shakespeare by Margaret Brewer - available from Teacher TimeSavers
## OBJECTIVES AND SKILLS

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Creative Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- reading for pleasure</td>
<td>- stating and justifying opinions</td>
</tr>
<tr>
<td>- reading for comprehension</td>
<td>- writing journal entries</td>
</tr>
<tr>
<td>- reading to gather information</td>
<td>- writing poems</td>
</tr>
<tr>
<td></td>
<td>- writing a magazine article</td>
</tr>
<tr>
<td></td>
<td>- writing dialogue and scripts</td>
</tr>
<tr>
<td></td>
<td>- writing a synopsis of a plot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Language and Grammar:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- use of periods, question marks and exclamation marks</td>
<td>- writing in complete sentences.</td>
</tr>
<tr>
<td>- use of comma in a list, to separate appositives phrases, interrupters</td>
<td>- identifying and using:</td>
</tr>
<tr>
<td>- use of apostrophe in contractions and possessive nouns</td>
<td>- common, proper &amp; collective nouns</td>
</tr>
<tr>
<td>- capitalization</td>
<td>- finite &amp; infinite verbs &amp; their tenses</td>
</tr>
<tr>
<td>- writing dates and addresses</td>
<td>- adjectives &amp; adverbs</td>
</tr>
<tr>
<td>- use of quotation marks</td>
<td>- personal, possessive, indefinite demonstrative, reflexive &amp; interrogative pronouns</td>
</tr>
<tr>
<td></td>
<td>- adjective &amp; adverb phrases</td>
</tr>
<tr>
<td></td>
<td>- compound &amp; simple subject &amp; predicates</td>
</tr>
<tr>
<td></td>
<td>- direct &amp; indirect objects</td>
</tr>
<tr>
<td></td>
<td>- dependent &amp; independent clauses</td>
</tr>
<tr>
<td></td>
<td>- comparative &amp; superlative adjective forms</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements of the Novel:</th>
<th>Research Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- writing character studies</td>
<td>- using a variety of sources to gather information</td>
</tr>
<tr>
<td>- recognizing various literary devices</td>
<td>- organizing and presenting information</td>
</tr>
<tr>
<td>- recognizing various types of conflict</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art:</th>
<th>Drama:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- creating a book jacket</td>
<td>- writing &amp; presenting a scene from the novel</td>
</tr>
<tr>
<td>- retelling an event in a cartoon strip</td>
<td></td>
</tr>
</tbody>
</table>
# STUDENT TRACKING SHEET

for

READING & COMPREHENSION

Name: _____________________________________________

Put one checkmark (✓) in the appropriate box when you begin an activity, and another when you have completed the activity.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Vocabulary</th>
<th>Read</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understanding</td>
</tr>
<tr>
<td>I - September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II - October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III - November</td>
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<td></td>
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<tr>
<td>IV - December</td>
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<tr>
<td>V - January</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>VI - February</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>VII - March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII - April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX - May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X - June</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Tracking Sheet for Activity Cards

Name - _____________________________________________________

Put one checkmark (✓) in the appropriate box when you begin an activity, and another when you have completed the activity.

**Grammar Activities**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

**Punctuation Activities**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

**Creative Writing**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

**Elements of the Novel**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

**Integrated Activities**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - Needs Improvement</td>
<td>2 - Developing</td>
<td>3 - Average</td>
<td>4 - Above Average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics of Reading</strong></td>
<td>Student requires frequent assistance in using phonics and contextual clues to decode new words.</td>
<td>Student requires some assistance in using phonics and contextual clues to decode new words.</td>
<td>Student reads well and rarely requires assistance in using phonics and contextual clues to decode new words.</td>
<td>Student reads fluently and independently, using phonics and contextual clues to decode new words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Understanding</strong></td>
<td>Student’s oral and written work show a limited understanding of the novel.</td>
<td>Student’s oral and written work show some understanding of the novel.</td>
<td>Student’s oral and written work demonstrate a clear understanding of the novel.</td>
<td>Student’s oral and written work show a discriminating understanding of the novel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Reflecting</strong></td>
<td>Student requires frequent assistance in reflecting on the text and stating and justifying opinions.</td>
<td>Student requires some assistance in reflecting on the text and stating and justifying opinions.</td>
<td>Student makes relevant reflections on the text and is able to state and justify opinions with little assistance.</td>
<td>Student makes strong and relevant reflections on the text and is able to state and justify opinions independently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>The content contains many inaccuracies and uses only one or two resources.</td>
<td>The content contains some inaccuracies and uses a limited number of resources.</td>
<td>Most of the content is accurate and uses a variety of resources.</td>
<td>The content is accurate and uses a wide variety of resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Student is only able to produce work that shows creativity and imagination with frequent assistance.</td>
<td>Student requires some assistance to produce work that shows creativity and imagination.</td>
<td>Student is able to produce work that shows creativity and imagination with a minimum of assistance.</td>
<td>Student is able to produce work that shows creativity and imagination independently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Student work shows many spelling and grammatical errors.</td>
<td>Work shows more than five, but less than ten spelling or grammatical errors.</td>
<td>Student’s work shows less than five spelling or grammatical errors.</td>
<td>Student’s work shows no spelling or grammatical errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EVALUATION

Name - ___________________________________________________________
Date - ____________________________________________________________

Marks:

- Reading Assignments - / 25
- Written Assignments - / 25
  (creativity)
- Writing Skills - / 20
  (grammar, punctuation, mechanics, etc.)
- Neatness and Organization - / 10
- Time Management - / 10
- Bonus Marks - / 10

TOTAL - / 100

Things that were done well:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Things that need to be improved:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Teacher’s Signature: ______________________________________________________

Student’s Comment: _______________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Parent / Guardian’s Signature: _____________________________________________
PEER EVALUATION SHEET

Name - __________________________________________________________

Assignment - _____________________________________________________

Did this student:

Join in the activity with enthusiasm?  Yes  No  Occasionally
Contribute relevant suggestions?  Yes  No  Occasionally
Stay on task?  Yes  No  Occasionally
Do their part of the assignment?  Yes  No  Occasionally
Complete work on time?  Yes  No  Occasionally
Bring required materials to class?  Yes  No  Occasionally
Take part in the class presentation?  Yes  No  Occasionally
Support the group?  Yes  No  Occasionally

What did ______________________ do well? ____________________________________
___________________________________________________________________________
___________________________________________________________________________

What should ______________________ improve? _________________________________
___________________________________________________________________________
___________________________________________________________________________

Rating:  0  1  2  3  4  5

Group Signatures -___________________________________________________________
__________________________________________________________________________
Self Evaluation Sheet

Name - ____________________________________________

1. The section I found most interesting was ________________________________
   because ______________________________________________________________________
   ______________________________________________________________________

2. The section I found least interesting was ________________________________
   because ______________________________________________________________________
   ______________________________________________________________________

3. I would like to know more about ________________________________
   because ______________________________________________________________________
   ______________________________________________________________________

4. I was pleased with my work on the assignment about _______________________
   because ______________________________________________________________________
   ______________________________________________________________________

5. I could have done better on the assignment about _______________________
   if I had ______________________________________________________________________
   ______________________________________________________________________

6. Three things that I learned from this unit are:
   a) ______________________________________________________________________
   b) ______________________________________________________________________
   c) ______________________________________________________________________

7. Give this unit a number ranking and justify it in a paragraph on the back of this
   paper.

   I would rate this unit    0   1   2   3   4   5   6   7   8   9   10
**The Wednesday Wars by Gary D. Schmidt**

**Theme:** growing up in the 1960s; effect of Vietnam War and the fight for Civil Rights

**Setting:**
- **Time:** 1967 - 1968
- **Place:** New York City

**Principal Characters:**
- **Holling Hoodhood**
  - the seventh grade narrator of the novel
- **Heather Hoodhood**
  - Holling’s older sister
- **Mr. Hoodhood**
  - Holling’s father, head of an architectural firm
- **Mrs. Hoodhood**
  - Holling’s mother, always agrees with Mr. Hoodhood
- **Mrs. Baker**
  - Holling’s classroom teacher
- **Meryl Lee Kowalski**
  - one of Holling’s classmates
- **Danny Hupfer**
  - one of Holling’s classmates
- **Doug Swieteck**
  - one of Holling’s classmates
- **Mai Thi**
  - one of Holling’s classmates, a Vietnamese refugee
- **Mr. Goldberg**
  - a baker who persuades Holling to participate in a play
- **Mrs. Bigio**
  - in charge of the school cafeteria

**Synopsis of the Plot:**

Every Wednesday afternoon Holling Hoodhood’s classmates go to the Catholic Church or the Beth-el Synagogue for religious education. Holling is convinced that his teacher, Mrs. Baker, hates him but has to spend Wednesday afternoons with her. At first she finds chores for him to do, but after escapades with chalk dust, cream puffs and escaping pet rats she decides to introduce him to the plays of William Shakespeare. Holling expects to find this activity boring, but finds that he enjoys reading and studying the plays.

As part of a deal to purchase cream puffs for the class Holling agrees to play the part of Ariel in a local performance of *The Tempest*, but is embarrassed by his costume of yellow tights and white feathers, especially when photographs are placed all over the school. When he is delayed in getting to a sports store where Mickey Mantle is to sign baseballs, Mrs. Baker, whose family owns the store, arranges for other Yankee players to come to the school to meet Holling and his friends.

Tragedy strikes when the Mrs. Bigio’s husband is killed in Vietnam and in her despair she berates Mai Thi, a Vietnamese refugee. She gradually comes to see that Mai Thi is also a victim of the war. Later Mrs. Baker’s husband is declared to be missing in Vietnam.
Mr. Hoodhood and Heather disagree when she wants to work for Robert Kennedy’s presidential campaign, and he forbids this insisting she work for him instead. This escalates when he tells her she cannot attend college and she leaves home.

Holling successfully tries out for the cross country team and coached by Mrs. Baker, wins the interschool competition. When Mrs. Baker is recognized as a member of the 1956 Olympic team while at a Yankees baseball game, the boys are given a tour of the stadium.

Heather calls home to say she is stranded in Chicago, so Holling, knowing his father will not help and his mother is too scared to help, withdraws money from his saving account and sends it to her so she can return home. Later, Mrs. Hoodhood is scared to go against her husband and take the car to meet Heather at the bus station, so Holling meets her.

The annual class camping trip has problems when Holling loses the knives, forks and can opener on the walk to the site. Later Mrs. Bigio arrives, with the missing knives and forks and the news that Mai Thi is to live with her.

Holling and his friends help Danny Hupfer learn the words for his presentation at his bar mitzvah, which Holling finds very moving.

The whole class are at the airport when Lieutenant Baker, who survived crashing into the jungle returns home.
Word Study Activities

You may wish to use the words from the vocabulary lists in the following ways:

1. Create a word search.
2. Write the list in alphabetical order.
3. Count the number of syllables in each word.
4. Divide the list words into syllables.
5. Use the words in a sentence: use one word in each sentence.
   use two words in a single sentence,
   use three words in a single sentence.
6. Write a definition for each word - a dictionary may be used.
7. Write a synonym for each word.
8. Write an antonym for each word.
9. Write the root or base word for any words that have prefixes or suffixes.
10. Add prefixes and / or suffixes to words to create new words.
11. Make a list of all the nouns, then write them in their plural form.
12. Make a list of words that can be used as adjectives, then use them in a sentence.
13. Make a list of all the words that can be used as verbs, then use them in a sentence.
14. Make a list of all the words that can be used as adverbs, then use them in a sentence.
15. Make a scrambled letter sheet, then trade this with a classmate. Solve, then correct each other’s sheets.
16. Play word games, such as Hangman, using the list words.
Reading and Comprehension

I. Chapter 1 - September

A. Vocabulary
   *Make sure you understand the meaning of these words before you read.*

   detention  reassignment  mutilation  artificial  gene
   casualty  architect  bankruptcy  recruited  perimeter
   propulsion  asphalt  technique  legitimate

B. Read Chapter 1 - September.

C. Understanding What You Have Read
   *Answer the questions in complete sentences. Make sure you include all relevant information.*

   1. Explain why Holling has to spend Wednesday afternoons alone with Mrs. Baker.
   2. Describe the Hoodhood home. Why does Holling call it the Perfect House?
   3. Mr. Hoodhood is unsympathetic to Holling’s feelings that Mrs. Baker hates him. Why us this?
   4. What happened in the soccer game at recess?
   5. Why did the Principal want to see Holling? What was the result of Holling’s visit to the Principal’s Office?

D. Thinking About What You Have Read.
   *These questions ask for your ideas and opinions, therefore there are no right or wrong answers. However, you must give reasons for your answers.*

   1. What are your first impressions of the following characters?
      Holling  Hoodhood  Mrs. Baker  Mr. Hoodhood  Mr. Guareschi
   2. Mrs. Baker recommended that Holling repeat Grade Six math while his classmates are at Hebrew and Catechism classes. Why do you think she did this?
   3. The novel follows Holling’s activities through a school year and the first chapter is set in September. How do you feel at the beginning of a new school year? What do you look forward to? Is there anything you dread? Give reasons for your answers.
II. Chapters 2 - October

A. Vocabulary

Use a dictionary to check the meaning of these words if necessary.

liverwurst persecution paranoid assassin extravagant ominous
gravity strategy dialogue campaign nefarious tragedy

B. Read Chapter 2 - October.

C. Understanding What You Have Read

Refer to the novel to answer the following questions.

1. What tasks did Holling have to do on Wednesday afternoons?

2. Holling felt that Mrs. Baker picked on him, but he did not complain. Why Not?

3. What happened while the trays of cream puffs were beside the classroom window on Wednesday afternoon?

4. What do his friends say when they discover Holling was given a cream puff by Mrs. Baker?

5. How do we know that Holling, Mrs. Baker and Mr. Vendleri did not like rats?

6. How did Holling feel when Mrs. Baker told him they were going to read Shakespeare on Wednesday afternoons? Were his fears realised? Why or why not?

D. Thinking About What You Have Read

Remember to justify your responses to these questions.

1. At first Holling spent Wednesday afternoons doing chores for Mrs. Baker. What is your opinion of this activity? Was it a good way to spend the afternoon? What would have been a better idea?

2. Many classes keep animals as pets. What is the purpose of this? What pets have been kept in classrooms that you have been in? Is it a good idea?

3. Holling expects to be bored when he hears he will be reading the plays of Shakespeare. Have you read or seen any of Shakespeare’s plays? If so, what did you think of them? Have you ever been surprised by a lesson, activity or book that you expected to dislike, but found enjoyable instead?
III. Chapter 3 - November

A. Vocabulary

nefarious  devious  patriotically  woe  pressuring
rhetorical  gorge  reconnaissance

B. Read Chapter 3 - November

C. Understanding What You Have Read

1. Explain why Holling enjoyed reading *The Tempest*.
2. How did Holling use his knowledge of the curses he learned from *The Tempest*?
3. Why was Holling able to buy twenty-four cream puffs for a mere two dollars and forty-two cents?
4. Everyone was looking forward to eating the cream puffs, but it was not to be. What happened?
5. His friends insisted that Holling still had to buy cream puffs for everyone. Why was this a problem and how was it solved?
6. Why did Mrs. Bigio come to Mrs. Baker’s classroom? What effect did this have on Holling?

D. Thinking About What You Have Read

1. Holling’s friends insisted he replace the cream puffs eaten by the rats. Was this fair of them? Why do you think Mrs. Baker replaced the cream puffs?
2. Caliban is a monster in *The Tempest*. Holling says that monsters must always be defeated if there is to be a happy ending. Do you agree with him? Why or why not? Does this always happen in real life? Give examples.
3. Following the funeral of Mrs. Bigio’s husband, the home of the Catholic Relief Agency where Mai Thi lived was vandalized. Comment on this action.
4. When Holling tells his friends that Ariel is a warrior, Mai Thi says, “No good to be a warrior.” What do you think she meant, and why would she say this?
IV. Chapter 4 - December

A. Vocabulary

repetition menorah vocation eminent obliterate millennium
usurped interpretation insubstantial careened

B. Read Chapter 4 - December

C. Understanding What You Have Read

1. Explain why Holling tells Mr. Goldman he no longer wishes to play the part of Ariel.

2. How did Holling and his friends feel about the visit of Mickey Mantle to the Baker Sports Emporium? What did they plan to do?

3. How does Holling describe the character and costume of Ariel to his friends? Why does he do this?

4. How did Mrs. Baker help Holling with his part in the play? What was the result of this assistance in his performance?

5. Holling’s visit to the Baker Sports Emporium did not go as planned. Why not?

6. Holling was really disappointed when Mickey Mantle refused to sign his baseball. What even more than compensated for this disappointment.

D. Thinking About What You Have Read.

1. Comment on the way the following characters behaved in this chapter. Why do you think they behaved in this way? How do you feel about it?
   a) Mr. Hoodhood forgetting to drive Holling to the store.
   b) Danny Hupfer returning the signed baseball.
   c) Mrs. Bigio’s remarks to Mai Thi.
   d) Mrs. Baker arranging for the three boys to meet Joe Pepitone and Horace Clark.

2. Mickey Mantle refused to sign Holling’s baseball. Do you think sports celebrities have an obligation to meet their fans? Why or why not? Have you ever met anyone who could be classified as a celebrity? What was their attitude towards you?

3. Holling’s parents did not go to watch his performance, preferring to watch a TV special instead. Did this surprise you? Why or why not?
V. Chapter 5 - January

A. Vocabulary

accomplishments inspiration intercepted migrated fortifying malice penitentiary vengeance component momentum

B. Read Chapter 4 - December.

C. Understanding What You Have Read

1. What did Holland see at school when he returned after New Year? How did he feel about it?
2. Why did Mrs. Baker give Mai Thi her cup of hot chocolate on the day there was no heat on the school?
3. Explain why the severe snowstorm and power cut upset everyone in the Hoodhood family.
4. When he was walking to school, Holling saw an opportunity to seek revenge on Doug’s brother for putting all the photos around the school. What did Holling do?
5. Why was Holling so uncomfortable while writing the Achievement Tests?
6. Why did Holling feel quite differently when his photograph appeared on the newspaper the second time?

D. Thinking About What You Have Read

1. Holling and his sister seem to argue constantly. Do you think this is normal behaviour between siblings? How do we know that in spite of the arguments she really cares about Holling?
2. Holland was embarrassed when Doug Swietek’s brother put photos of him wearing yellow tights all over the school. Would you have been embarrassed? How would you have handled the situation?
3. The chapter begins and ends with Holling walking down the hallway and everyone smiling at him. How are the two situations the same? How are they different?
VI. Chapter 6 - February

A. Vocabulary
nominee  thriving  restitution  potion  starcrossed  cheapskate  aroma
symmetrical  foresight  wafting  clarify  begrudge  innovative

B. Read Chapter 6 - February.

C. Understanding What You Have Read

1. Explain why Holling thought Romeo and Juliet were stupid.

2. Holling asked Meryl Lee out for Valentine’s Day, but encountered a problem with this. What was the problem?

3. How did Mrs. Bigio solve this problem for Holling?

4. Mr. Hoodhood had a terrible shock when he went to the school board meeting to present his company’s design for the new high school. Explain what happened at the meeting.

5. How had this happened and why did Holling feel responsible for it? How did he feel about Meryl Lee’s behaviour?

6. What did the telegram mean?

D. Thinking About What You Have Read

1. Mr. Hoodhood wanted Holling to attend the school board meeting to learn about the business because he says it will be Holling’s business one day. How do you think Holling feels about this? Do you think he will join his father’s business? Many sons and daughters do join family businesses. What is your opinion of this? What are the advantages and disadvantages?

2. What is your opinion of Mr. Kowalski’s actions regarding the architectural design for the new school? Why do you think he later withdrew the design? Was this the right thing to do?

3. Holling comes to the conclusion that *Romeo and Juliet* is a play about divided loyalties. What is meant by the term *divided loyalty*? How does this relate to events in his life? Give two other examples of divided loyalties. They do not have to be from the novel.
VII. Chapter 7 - March

A. Vocabulary

prophecy soothsayer discrimination stance unscathed
abundance plummeted vanquished traumatized

B. Read Chapter 7 - March.

C. Understanding What You Have Read

1. What happened when Mr. Vandleri replaced the bulging ceiling tiles?

2. Holling has two experiences of foretelling the future in March. What were these?

3. Explain why Heather, Holling’s sister, did not want to work for her father. What did Mr. Hoodhood think of these reasons?

4. How did Holling learn that Mrs. Baker’s advice on running was knowledgeable and valuable?

5. The inspection of Mrs. Baker’s class by the school board was disturbed by an unexpected event. What was this event? How did everyone in the room react?

6. Holling made the varsity cross country team. What reasons did he give for his success?

D. Thinking About What You Have Read

1. Why do you think Mrs. Baker gave Holling extra coaching with his running?

2. Was Danny Hupfer right to punch the student from the Eighth Grade who teased Mai Thi? Should he have been suspended? Should his parents have rewarded him by taking him on a trip? Why do you think his parents did this?

3. We know that Mrs. Bigio’s attitude towards Mai Thi changed after she had been teased by other students. Why do you think this was?
VIII. Chapter 8 - April

A. Vocabulary

humiliated intentionally surveying exceptions smirked
berserk levitate skittered erupted

B. Read Chapter 8 - April.

C. Understanding What You Have Read

1. Holling was careful not to run faster and overtake any of the eighth grade students on the cross country team. Why?

2. Meryl Lee said she might be moving away. Why was this?

3. Explain how Mrs. Baker’s presence at the baseball game enabled the boys to have a tour of Yankee Stadium and be treated as special guests.

4. Holling’s father and sister were both upset at the death of Martin Luther King and it appeared that they both agreed about something. However, a fresh arguments broke out between them a few days later. What was it about?

5. Danny Hupfer was running really well in the race, but finished almost last. What did Holling think had happened to him?

6. How did Holling avoid the same treatment as Danny when he was passing the eighth grade students?

D. Thinking About What You Have Read

1. Mr. Hoodhood said Heather was not going to college. What were his reasons for this? Was he right or wrong? The novel takes place in 1967 - 1968. Would such an attitude be considered fairly normal then? How is it different today?

2. Do you think that everyone, students, coaches, teachers and parents, knew how the older students treated those from the seventh grade on the cross country team? What should have been done about it? Was it possible to stop this kind of bullying? All the boys were from the same school. Comment on the sense of sportsmanship displayed by the older students.
IX. Chapter 9 - May

A. Vocabulary

procedure particles incinerated slogans insight extremity arsonist bar mitzvah immigrate meandered melancholy accumulated

B. Read Chapter 9 - May.

C. Understanding What you Have Read

1. What was the reaction of the eighth graders on the cross country team to Holling’s winning the Salisbury Park race. Why would they behave in this way?

2. What happened when Mr. Hoodhood told Heather that she would not be going to Columbia University?

3. Why was Danny Hupfer nervous about his bar mitzvah? How did his friend help him?

4. May was Atomic Bomb Awareness Month and the whole school had safety drills. What happened on one Wednesday afternoon when Holling was the only person present in the classroom for the drill?

5. While Heather was away, Holling realized he did love his sister and was very concerned about her. How did he show this?

6. Mrs. Sidman brought a telegram to the classroom and gave it to Mrs. Baker who was unable to open it. Why? What did the telegram say?

D. Thinking About What You Have Read

1. What was the procedure for the class to follow for Atomic Bomb Awareness drills? How effective would this be in the event of an atomic bomb attack?

2. Why do you think Mrs. Baker took Holling to see the various buildings in the town? Do you have any buildings, statues or other structures that can be considered interesting where you live?

3. Holling had to meet Heather by himself because his mother would not go with him. What do you think of this? How do you suppose her parents reacted when Heather came home? How do you think Heather reacted?
X. Chapter 10 - June

A. Vocabulary
miraculous    repetition    taunted    ominous    hefting
squelched    alliance    yarmulka

B. Read Chapter 10 - June

C. Understanding What You Have Read

1. Mrs. Baker said she hated camping so why did she decide to take her class on a camping trip?

2. Why were Holling and Heather very upset when Robert Kennedy was assassinated?

3. Holling inadvertently made cooking and eating very difficult on the camping trip. How did this happen?

4. Explain how the absence of forks and a can opener resulted in Mrs. Sidman injuring her fingers.

5. Mrs. Bigio’s arrival at the campsite was welcomed by everyone, especially Mai Thi. Why was everyone so happy to see her?

6. Explain why Holling was very impressed with Danny’s bar mitzvah, but his father disagreed.

D. Thinking About What You Have Read

1. Holling thought that some of Shakespeare’s plays showed the world too optimistically. He said that in real life bad things happened and the plays were unrealistic.
Do you think most plays and novels are unrealistic? Is The Wednesday Wars unrealistic? Give reasons for your answer.
Think about the other novels you have read recently. Name three that you feel are realistic and give reasons for your choice.

2. Have you ever been camping?
Does Holling’s account of the class camping trip make you want to go camping?

3. What did you think about The Wednesday Wars?
Did you enjoy it? Why or why not?
Were the characters believable?
Which character did you like best? Which one did you like least?
Would you recommend this novel to a friend?
Grammar Activities - #1

**Nouns** are words that name people, places and things.

*Examples: family New York house Wednesday*

Nouns that name people and places and specific things are called *proper nouns,*

nouns that name things are called *common nouns.*

<table>
<thead>
<tr>
<th>Common nouns: friend teacher month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper nouns: Danny Mrs. Baker Wednesday</td>
</tr>
</tbody>
</table>

A. Make a list of ten common nouns and ten proper nouns from the novel.

**Adjectives** are words that modify or describe nouns.

*Examples: the dusty erasers a red rose*

*a hard, icy snowball a winding, muddy trail*

When more than one adjective is used, separate the adjectives with a comma.

B. Make a list of two adjectives to describe each of the common nouns you have listed in question #1.

C. Create five interesting sentences using the nouns and adjectives from question B.

D. Underline the nouns and circle the adjectives in the following sentences.
1. Holling felt he was picked on by his classroom teacher, Mrs. Baker.
2. Every Wednesday Holling cleaned the blackboards and dusty erasers.
3. The two rats ate the delicious cream puffs Holling had bought.
4. Ariel had to wear yellow tights and white feathers which was embarrassing.
5. The boys enjoyed their private tour of Yankee Stadium, thanks to Mrs. Baker.
6. The plays of William Shakespeare contain interesting plots and characters.
7. Mr. Hoodhood’s bullying tactics alienated his daughter, who ran away.
8. The whole class was at the airport when Lieutenant Baker returned.

**Collective nouns** name groups of things. They are often specific for each noun.

*Example: a flock of doves a herd of cows*

E. What is the collective term for these

<table>
<thead>
<tr>
<th>1. bees 2. baboons 3. lions 4. crows 5. partridge 6. owls</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. ants 8. whales 9. sheep 10. kangaroos 11. elephants</td>
</tr>
<tr>
<td>12. badgers 13. gorillas 14. geese on the ground 15. geese flying</td>
</tr>
</tbody>
</table>
Grammar Activities - #2

Words that describe actions are called **verbs**.

*Examples*: glared  leaped  escaped  bought

Sometimes an action word is used with one or two **auxiliary** or helping **verbs**.

*Examples*: had  finished  is  listening  will  help

B. Find five examples of infinite verbs in the novel.

Write five sentences containing finite and infinite verbs.

Circle the finite verbs and underline the infinite verbs.

A. Make a list of ten action verbs and ten verbs that also use auxiliary verbs with the action verb.

Verbs can be **finite** or **infinite**. Finite verbs are sometimes called main verbs. Infinite verbs have no subject or tense.

*Examples*: Holling cleaned the blackboard.

( finite verb - has subject and tense)

Mr. Hoodhood wanted to design the new sports store.

(infinite verb - wanted is finite verb)

Meryl Lee asked to leave the classroom.

(infinite verb - asked is finite verb)

**Adverbs** are words that modify or describe verbs.

They tell how, where or when the action is taking place.

*Examples*: thought carefully  went inside  finished yesterday

C. Make a list of two adverbs that could be used to describe each of the action verbs in question A.

D. Create five sentences using some of the verbs and adverbs from Question C.

E. Circle the verbs and underline the adverbs in the following sentences.

Tell whether the adverbs tell where, when or how the action happens.

1. Holling went outside and cleaned the erasers thoroughly.
2. He felt embarrassed when he saw the costume designed for Ariel.
3. Mrs. Baker looked at Holling thoughtfully as he crouched under the desk.
4. Mrs. Bigio treated Mai Thi badly because she was feeling distraught herself.
5. Holling did not notice that the knives and forks fell out of the backpack.
Grammar Activities - #3

**Pronouns** are used instead of or to take the place of nouns in sentences. This helps the sentences to make sense.

*Example:* Holling felt that Mrs. Baker was always picking on **Holling**.
Holling felt that Mrs. Baker was always picking on **him**.

There are different types of pronouns:

1. **Personal pronouns**:
   - Subject pronouns: I, you, he, she, it, we, they.
   - Object pronouns: me, you, him, her, it, us, them
2. **Indefinite pronouns**: someone, everyone, few, both, several.
3. **Possessive pronouns**: his, our, hers, mine, theirs, my, ours.
4. **Reflexive pronouns**: myself, themselves, himself, yourself.
5. **Demonstrative pronouns**: this, that, those, these.
6. **Interrogative pronouns**: who, what, which.

A. Underline the pronouns in these sentences. Identify the type of pronoun.

1. “She is always picking on me,” said Holling.
2. Everyone was angry with them when the rats ate the cream puffs.
3. “I am not sure I will like this,” muttered Holling to himself.
5. Our living room was perfect because no one ever went in it.
6. When Holling saw the rats he ran fast because they were chasing him.
7. Holling thought the plays might be dull, but changed his mind after he had read several.
8. “Who has the knives and forks?” asked Mrs. Baker

B. Find examples of each kind of pronoun in the novel. Write the sentence containing the pronoun and identify it.

C. Create and write the following sentences:
   1. Three sentences containing personal pronouns.
   2. Three sentences containing possessive pronouns.
   3. Three sentences containing indefinite pronouns.
   4. Two sentences containing reflexive pronouns.
   5. Two sentences containing interrogative pronouns.
   6. Two sentences containing demonstrative pronouns.
   7. Three sentences containing at least two different types of pronouns.
Every complete sentence contains two parts: a **subject** and a **predicate**.

The **subject** tells whom or what the sentence is about.  
The subject can be a noun, a pronoun or a group of nouns or pronouns.  
*Examples:*  
Holling *stayed in class on Wednesday afternoons.*  
Meryl Lee and Mai Thi *were good friends.*

The **predicate** tells what the subject is doing or being.  
The predicate is the remainder of the sentence.  It begins with the verb or group of verbs that tell about the subject.  
*Examples:*  
Holling *cleaned the backboards thoroughly.*  
The boy *rolled and fell in the snow.*

A. Circle the subjects and underline the predicates in these sentences.  
Some sentences have two subjects and two predicates.  
1. The Hoodhood family lived in the Perfect House.  
2. The cream puffs were placed on the classroom windowsill.  
3. Holling felt desperate when he asked for the cream puffs.  
4. He was embarrassed when his classmates saw him in the play.  
5. Heather and Holling went to the church and lit a candle for Robert Kennedy.

If a sentence has just one subject it is a simple subject.  If the sentence has more than one subject it is a compound subject.  Similarly a sentence with one verb is a simple predicate and if it has more than one verb it is a compound predicate.

*Examples:*  
Holling *gave Meryl Lee a red rose.*  (simple subject)  
Heather and Mr. Hoodhood *argued frequently.*  (compound subject)  
Mrs. Baker *took the book from her desk.*  (simple predicate)  
Everyone *yelled and screamed at the sight of the rats.*  (compound predicate)

B. Identify the subjects and predicates in these sentences.  
Are they simple or compound subjects and predicates?  
1. Holling washed the blackboards.  
2. The rats wriggled and pushed their way out of the cage.  
3. Mrs. Baker and Holling worked on his part in the play.  
4. Mrs. Bigio was angry and mean to Mai Thi.  
5. The whole class went on the camping trip.

C. Create five sentences using simple and compound subjects and predicates.  
Identify the subjects and predicates.
Grammar Activities - #5

The object of a sentence can be of two types: direct and indirect.

The direct object in a sentence is the person or thing affected by the action described in the verb or verbs.

*Examples:* Holling looked *ast the rats.* (direct object)  
Mrs. Baker smiled *at Meryl Lee.* (direct object)

An indirect object refers to the person or thing that is the direct object.

*Examples:* Holling put the *cream puffs on the window sill.*  
(direct object, indirect object)

Mr. Hoodhood took Holling to the *meeting.*  
(direct object, indirect object)

The indirect object can be placed before the direct object.

*Examples:* Holling gave Meryl Lee *a red rose.*  
(indirect object, direct object)

A. Identify the direct and indirect objects in these sentences.

1. Holling remained in school every Wednesday.
2. Holling fetched the *cream puffs from the kitchen.*
3. The *cream puffs were covered in chalk dust from the blackboard erasers.*
4. Mickey Mantle was at the store *signing baseballs.*
5. Mr. Goldman gave twenty-four *cream puffs to Holling.*
6. Mrs. Baker worked *with Holling on his lines.*
7. The yellow *tights were a great embarrassment for Holling.*
8. Holling gave an *excellent performance as Ariel.*
9. Mrs. Baker won a silver medal at the *Olympic Games.*
10. At his bar mitzvah, Danny Hupfer became a man.

B. Write five sentences indicating the subject, predicate and object.  
Tell whether the subjects and predicates are simple or compound and if the objects are direct or indirect.
Grammar Activities - # 6

Adjective and adverb phrases usually begin with a preposition and end with a noun.

An adjective phrase, like an adjective, modifies a noun.

Examples: The book with the red cover was by William Shakespeare
The ceiling tiles over his desk bulged alarmingly.
The camp site near the river was the best one in the area.

A. Make a list of fifteen prepositions.

B. Find six sentences in the novel that contain adjective phrases.
Rewrite the sentences, underlining the adjective phrases.

An adverb phrase, like an adverb, modifies a verb.
It tells where, when, how and why.

Examples: Holling placed the cream puffs on the window sill. (tells where)
He opened the door of the rat cage with great care. (tells how)
After school Holling ran up the hill. (tells where and when)

C. Find eight sentences in the novel that contain adverb phrases.
Rewrite the sentences, underlining the adverb phrases.
Does the phrase tell why, when, where or how about the verb it modifies.

D. Using some of the prepositions from your list write five sentences containing adjective phrases. Underline the adjective phrases.

E. Using some of the prepositions from your list write six sentences containing adverb phrases.
Make sure you use a variety of adverb phrases. They should not all be phrases that tell the same thing: how, when, why or how.
Underline the phrases and indicate whether they tell how why, when or where about the verb.

F. Write three sentences containing both adjective and adverb phrases.
Underline the phrases and indicate whether they are adverb or adjective phrases.
Grammar Activities - # 7

There are two types of clauses: independent or main clauses and dependent or subordinate clauses.

An independent clause contains a subject and a verb and is a complete sentence.

Examples: Holling listened to Mrs. Baker.

A dependent clause contains a subject and a verb, but does not express a complete thought.

Examples: Because he was embarrassed Holling lied about his part in the play.

Danny did not win the race although he was the best runner.

Dependent clauses are often preceded by words such as: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

A. Are these independent or dependent clauses?
   1. Unless he raised the money
   2. Holling enjoyed reading the plays
   3. Mrs. Baker was a strict teacher
   4. Whenever he thought about the rats
   5. Mr. Goldman had a great solution
   6. Because she had won a medal
   7. While the photos of Holling wearing yellow tights
   8. Mr. Hoodhood and Heather argued constantly

B. Create complete sentences using the dependent clauses from Section A.

Independent clauses can be joined by using conjunctions such as and, but, for, or, nor, so, yet

Examples: Everyone panicked and screamed but Mrs. Sidman hung on to the rats.

It rained hard but everyone enjoyed the camping trip.

C. Create five sentences using conjunctions to join two dependent clauses.
   Use five different conjunctions.

D. Underline the main clauses and circle subordinate clauses in these sentences
   1. Because he was the only student on Wednesdays Holling had to do chores.
   2. Holling began to read the play although he expected it to be boring.
   3. Holling was enthusiastic about playing Ariel until he saw the costume.
   4. Whenever Heather mentioned college Mr. Hoodhood became very angry.
   5. Holling ran through the wood in order to pass the older runners.
   6. Until she ran away Holling had not realized how much he cared about Heather.
Grammar Activities - # 8

The **tense of a verb** tells the reader *when* an action took place.

The **present tense** tells when something is happening *now*.

Holling *cleans* the blackboards and *tidies* the book cases.

Holling *is cleaning* the backboards and *tidying* the bookcases.

The **past tense** tells when something happened earlier.

Holling *cleaned* the blackboards and *tidied* the book cases.

Holling *was cleaning* the backboards and *tidying* the bookcases.

The **future tense** tells when something will happen *later*.

Holling *will clean* the backboards and *tidy* the bookcases.

A. Write two sentences that are examples of each tense.

Usually the letters *-ed* are added to the present form to create the past tense of a verb. Sometimes the final consonant is doubled.

*Examples:* walk - walked play - played hop - hopped

However, some verbs use a different form in the past tense.

*Examples:* take - took run - ran drink - drank

B. Write the past tense of the following verbs.

hate bring fall trip cry spend swing think wear chase

teach hold look sleep win guess meet hide nod know

Be careful not to confuse the past participle with the past tense of a verb. The past participle is used after the auxiliary verbs *has, have* or *had.*

The past participle is formed by adding *-ed, -d or -en* to the base word.

*Examples:* stay - stayed close - closed eat - eaten

Some past participles are irregular and need to be memorized.

*Examples:* saw - seen did - done swim - swum

C. Write the past participle of the following verbs.

(had) swim (have) understand (had) fall (have) begin

(have) give (had) forget (have) see (had) do
A sentence begins with a capital letter and ends with a period, a question mark or an exclamation mark.

A **period** is used to end a sentence that makes a statement.

*Examples:*
- Mrs. Baker was Holling’s teacher.
- Heather was Holling’s older sister.

An **exclamation mark** is used to end a sentence that has a sense of urgency or excitement.

*Examples:*
- “I can’t wear those tights!” yelled Holling.
- “Stop that at once!” she said.

A **question mark** is used to end a sentence that asks a direct question.

*Examples:*
- “Why does she hate me so much?” wondered Holling.
- “How much for twenty-four cream puffs?” Holling asked.

A. Find five examples of a statement.
Find five examples of an exclamation.
Find five examples of a question.
Make sure you have punctuated them correctly.

B. Punctuate these sentences correctly
1. Holling did not want to work with the students in the sixth grade____
2. “Stop them____” yelled Mrs. Baker. “Don’t let them escape___”
4. Doug Swieteck’s brother enjoyed his time off school____
5. “Help____” shouted Danny. “Will someone please help me___”

A **question mark** is only used at the end of a **direct question**.

*Examples:*
- What is the time?
- I wondered if we would be late.

C. Punctuate these sentences correctly.
1. Is this a good way to spend Wednesday afternoons_____ 
2. Holling wondered why Mrs. Baker hated him_____ 
3. Do you think Mrs. Baker hated Holling ____
4. Holling inquired about the cost of twenty-four cream puffs____
5. He questioned how Romeo and Juliet would behave in today’s world____

D. Find three examples of direct questions in the novel.
Find three examples of indirect questions in the novel.
Punctuation Activities - #2

The comma (,) is the punctuation mark that is used most often.

The **comma is used to separate two or more adjectives** used to modify a noun or two or more adverbs that modify a verb.

*Examples:*  
Holling was a helpful, friendly student.  
Mr. Hoodhood yelled, argued and voiced his opinions loudly.

The **comma is used to separate a series of items in a list.**

*Examples:*  
The house had white paint, pink shutters, and a neat driveway.  
Holling lost the knives, forks, spoons, and the can opener.

The **comma is used to separate a series of verbs in a list.**

*Examples:*  
Doug’s brother tripped, fell, and slid into the goal post.  
The students frowned, muttered, and grumbled as they worked.

The **comma is used to separate a series of phrases or clauses in a sentence.**

*Examples:*  
Heather packed a bag, walked downstairs, and left the house.  
Mr. Hoodhood put down his fork, glared at Holling, took a deep breath, and began to speak.

A. Punctuate these sentences correctly.

1. The room contained grey carpet plastic covered furniture and a grand piano.
2. He wished the tights were red green purple or blue, but not yellow.
3. The rats sat in the cage, hissing loudly and clacking their long yellow teeth.
4. The delicious warm buttery scent of the cream puffs drifted through the school.
5. The chalk dust covered the windowsill the bookshelves and the cream puffs.
6. Holling leapt onto the stage faced the audience and delivered his lines perfectly.
7. Mrs. Hoodhood sat quietly said nothing then left the room.
8. The sky was streaked with clouds the grass was green the wind blew gently and everyone was in a good mood as the school bus, filled with excited happy students left the city.

B. Write two sentences to illustrate each of the four uses of the comma on this activity card.
The **comma** is the punctuation mark that is used most often.

The comma is used to **separate names** when someone is being **directly addressed**.

*Examples: Mr. Hoodhood, have you finished reading the play.*

“Holling, please help me,” said Heather.

The comma is used to **separate interrupters**, words that do not affect the sentences’s meaning.

*Examples: Mr. Hoodhood, however, would not listen to Holing’s concerns.*

*By the way, have you finished your homework?*

The comma is used to **separate appositives**. An appositive is a word, phrase or clause that additional information about a noun. It usually follows the noun, but sometimes precedes it.

*Examples: The tights, adorned with white feathers, horrified Holling.*

*Never used, the grand piano stood in a corner of the room.*

*Mai Thi, a refugee from Vietnam, was Meryl Lee’s friend.*

A. Rewrite these sentences with the correct punctuation.

1. Lieutenant Baker Mrs. Baker’s husband was in Vietnam.
2. The two rats no longer cute and cuddly were ignored by the class.
3. Holling not surprisingly was horrified by his costume for the play.
4. Holling read *The Merchant of Venice* a play by Shakespeare enthusiastically.
5. “Heather I have told you are not going to college,” said Mr. Hoodhood.
6. The two rats Caliban and Sycorax had escaped from their cage.
7. The cream puffs intended for the whole class were eaten by the rats.
8. Holling to be perfectly honest did not expect the snowball to hit him.
9. “Please Sir would you sign this baseball?” asked Holling.
10. “Hey lady are you the runner who anchored the team in the 1956 Olympics?”

B. Create three sentences to illustrate each of the uses of the comma on this activity card.
Punctuation Activities - #4

Review the following rules for using capital letters.

1. Proper nouns such as the names of specific people, places and things are capitalized.
2. The names of the days of the week and months of the year are capitalized. The names of the seasons are not capitalized.
3. The names of clubs and groups are capitalized.
4. The names of nationalities and languages are capitalized.
5. The names of specific ships, airplanes and cars are capitalized.
6. The first and most important words in the title of a book, movie or play are capitalized.
7. The names of stars and planets are capitalized, but not earth, sun, and moon.
8. The words north south, east and west are capitalized when they form part of a name, but not when naming directions.

A. Rewrite these sentences correctly.

1. every Wednesday holling was the only student in mrs. Baker’s classroom.
2. the jewish students went to temple beth-el and the catholic students went to saint adelbert’s, but holling was presbyterian and stayed at school.
3. he thought that reading the merchant of venice by william shakespeare would be dull.
4. mr. hoodhood watched the news, read by walter kronkite, every evening.
5. heather was working on robert kennedy’s campaign for the election in November.
6. mr. hoodhood bought a red ford mustang and drove it every day.
7. this novel takes place in new york city.
8. some students find math and science easy, but have difficulty with english and french.
9. canada, mexico and the united states make up the continent of north america.
10. heather had driven west from new york and stopped in chicago.
11. holling, playing the part of ariel in the tempest was a great success.
12. holling would rather go to the moon, mars or venus than be seen in yellow tights.
Punctuation Activities - 5

An apostrophe is used to form a contraction. It indicates where letters have been omitted when two words are joined together.

*Examples:* I will - I’ll  would not - wouldn’t  he is - he’s

A. Write contractions for the following:
- she would
- I am
- cannot
- they are
- did not
- will not
- you will
- we have
- there is
- that was

An apostrophe is used to **denote possession**.

To make a singular noun possessive, add an apostrophe followed by an *s*.

*Example:* Holling’s book - the book belonging to Holling

To make a plural noun that ends in *s* possessive, the apostrophe is added after the *s*.

*Example:* The girls’ project - the project done by the girls.

To make a plural noun that does not end in *s* possessive, add an apostrophe followed by an *s*.

*Example:* the children’s game - the game played by the children

When something is owned by two or more people, only the final noun is made possessive.

*Example:* Mrs. Baker and Holling’s work - work done by Mrs. Baker and Holling.

B. Write three more examples to illustrate each rule, telling who is the owner.

C. Rewrite these phrases using an apostrophe to show ownership.

1. The book belonging to Holling
2. The books from the library
3. The dusters used by the teachers
4. The cream puffs bought by Holling
5. The plays written by Shakespeare
6. Friends of Holling and Danny

D. Who is the owner and what is owned in these examples?

1. Mr. Hoodhood’s car
2. The rat’s cage
3. The rats’ cage
4. The boys’ race
5. Heather and Danny’s parents
6. The army wives’ husbands
A **semicolon** is used to separate two clauses when the second part of the sentence makes a comment about the first part. If the two clauses are not connected a period should be used.

*Example:*  
*Holling felt Mrs. Baker hated him; she kept glaring at him.*

*It was a bright, sunny day. Holling walked towards the school.*

If the second clause begins with an interrupter, it must be separated with a comma.

*Example:*  
*Holling wanted to speak to his father; however, his father did not want to listen.*

---

A. Rewrite each pair of clauses using the correct punctuation.

1. It was a new school year  
   Holling did not look forward to it

2. His teacher was Mrs. Baker  
   he thought she hated him

3. Mrs. Baker sent Holling to the principal  
   She thought he needed extra math

4. Mr. Guareschi spoke to Holling  
   Holling had passed math

5. Mrs. Sidman walked into the room  
   she held a telegram in her hand

6. Holling cleaned the erasers  
   He banged them against the wall

7. It was Valentine’s Day  
   Corrie had asked Meryl Lee out

8. Holling played Ariel  
   He bought cream puffs for everyone

9. Holling was horrified when he saw his costume for the play  
   It consisted of yellow tights with white feathers on the butt

10. Everyone had to try out for the cross country team  
    Mrs. Baker had won a silver medal at the 1956 Olympic Games

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B.  
1. Find three examples of the correct use of a semicolon in the novel you are reading.

2. Write three sentences showing the correct use of the semicolon.
Punctuation Activities - # 7

When an address is part of a sentence, use commas to separate the street from the city, the city from the state, and the state, province or county from the rest of the sentence. No punctuation is needed between the state, province or county from the zip or postal code.

Examples: I live at 350 Kennedy Road, Toronto, Ontario.
Heather returned home from Chicago, Illinois.
The letter was sent to 29 London Road, Miami, FL 32789

A. Answer each question in a complete sentence. Check the punctuation carefully.
1. Where do you live?
2. What is your best friend’s address?
3. What city would you like to visit on your next vacation? Include the city and country in your answer.
4. What is the best place you have ever visited?

When writing the date in a sentence separate the day from the month and the numeral from the year with a comma, and the year from the rest of the sentence. No punctuation is needed if you use just the month and the year.

Examples: I am moving on Tuesday, June 30, 2001, to British Columbia.
What was the average rainfall for April 1998?
Mothers Day falls on Sunday, May 16, this year.

B. Answer each question in a complete sentence. Check the punctuation carefully.
1. What is your date of birth? Include the date, month and year.
2. When is your best friend’s birthday? Give the day and month.
3. What will the date be one week from today?

When punctuating abbreviations periods are used. The placement of these varies.

C. Use a dictionary, if necessary, to write and punctuate the abbreviations for the following.
1. Street 2. Doctor 3. for example (Latin) 4. Avenue
9. versus 10. et cetera 11. published 12. post meridiem
13. September 14. Professor 15. doctor of philosophy
Punctuation Activities - # 8

**Quotation marks** are used to indicate when a character is speaking. They are only used in **direct speech**.

*Examples:*  
Holling said, “Mrs. Baker hates me!” (direct speech)  
Holling thought Mrs. Baker hated him. (indirect speech)

Notice the position of the punctuation, commas, periods, question marks and exclamation marks in relation to the quotation marks in the examples. Check the use of capital letters, too.

*Examples:*  
“I don’t know why she hates me,” remarked Holling.  
“Where are the cream puffs?” asked Danny.  
“Listen,” said Meryl Lee, “I have an idea.”  
“No!” yelled Mr. Hoodhood. You are not going to college.”

A. Rewrite the following sentences with the correct punctuation. You will have to insert some capital letters when you do this.

1. You will be nice to Mrs. Baker ordered Mr. Hoodhood  
2. Take the erasers outside said Mrs Baker and clean them thoroughly  
3. Where did I put those books Heather asked Holling  
4. I think said Danny that you should buy cream puffs for everyone  
5. You are wrong replied Holling I have read some of Shakespeare’s plays  
6. Oh no yelled Danny I can’t wear those tights  
7. Have they found him asked Mrs. Baker as Mrs. Bigio sobbed  
8. Heather responded angrily I will go to college. You won’t stop me  
9. Holling smiled Heather I don’t know what I’d have done without you  
10. Did you find yourself Mr. Hoodhood asked Heather  

   Heather replied I am still looking, but I will as she smiled at her father

B. Write a conversation that might take place between two or three characters as they discuss an event from the novel. Make sure that you have punctuated the conversation correctly. Remember to use synonyms for *said* to make your conversation more interesting.
Creative Writing - #1

Choose one event from the novel and retell it in the form of a script for a play.

Remember to use stage directions to tell your characters how to deliver their lines and also to tell them where and how to move.

You can include directions for sound effects to add realism to your script.

Stage directions should be written in italics if you are using a computer, but you will have to devise another method to indicate stage directions if you are writing the script by hand.

Creative Writing - #2

Choose three characters from the novel and write a poem about each one.

Use a different poetic form for each character.

The web site http://www.chantaclair.com/Poeticforms.htm#Terms will explain and give examples of the various poetic forms.

Write or print your poems on a piece of plain paper and decorate it appropriately.
Creative Writing - #3

From the selection of the stories of the plays by Shakespeare choose one and read it.

1. Retell it in your own words.

2. Was it a tragedy or a comedy? How do you know this?

3. Holling thought that the characters in Shakespeare’s plays often reacted in an unrealistic way. Is this true or false regarding the characters in the story you chose to read?

4. Why did you choose this particular story?

Creative Writing - #4

Choose one of the plots for a play by Shakespeare and rewrite it as a short story with a modern setting.

For instance the setting for Romeo and Juliet could be changed from family rivalry to rivals between two gangs.

You may also change the location of your story, but you should retain the same characters.
Creative Writing # 5

Choose one event from the novel and retell it in the form of a narrative poem.

The rhyme scheme for a narrative poem can be A A B B, A B A B or A B C B.

You may use any of these rhyme schemes, but you must use the same one throughout your poem.

Narrative poems usually need a minimum of eight or ten stanzas to tell the story, although some have many more stanzas.

Creative Writing - # 6

The novel takes place throughout the school year of the seventh grade.

Based on what you have learned about the following characters from the novel, choose three of them and write three or four paragraphs for each, telling what you think will happen to them in the next five years.

Holling Hoodhood  Heather Hoodhood  Mrs. Baker
Meryl Lee  Danny Hupfer  Doug Swieteck
Mrs. Bigio  Doug Swieteck’s brother  Mai Thi
Creative Writing - # 7

When a new book is published it is reviewed by critics.

The critics give their opinion and tell what they liked and disliked about the book, and comment on such things as writing style, plot and characterization. They also suggest the type of reader who would enjoy the book.

Pretend you are a critic and write a review of The Wednesday Wars.

If you have read any other books by Gary D. Schmidt you might want to compare them with this one.

Remember to justify your opinions by giving your reasons for your comments.

Creative Writing - # 8

Work with a partner for this activity.

Choose two characters from the novel and make a list of ten questions you would like to ask each character about events that took place in the novel.

Exchange questions with your partner.

Answer your partner’s questions as you think the character would answer.

Discuss the answers with your partner.
Elements of the Novel - #1

The Title

What is the purpose of the title of a book?

Does the title of this book fulfill this function? Why or why not?

When you read the title of this book what did you think it was about?

How does the title relate to the plot and content of the novel?

Make a list of five other titles that could be given to this novel.

Elements of the Novel - #2

The Setting

The setting of a novel is when and where the novel takes place.

This novel takes place from September 1967 to June 1968 and is set in New York.

Does the author give a clear picture of the major events that were taking place in the United States of America at that time?

What did you learn about the way families lived then? Make a list of changes that you think might have to be made if the novel was to take place today.

Would you have liked to have lived then? Why or why not?
Elements of the Novel - # 3

The Plot

Use this chart to make an outline of the plot.

<table>
<thead>
<tr>
<th>Title &amp; Author</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Events in the Novel</td>
<td></td>
</tr>
<tr>
<td>Climax</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
**Elements of the Novel - #4**

**The Characters**

Throughout the novel the author develops the characters. When this is done well we get to know the characters and learn to like or dislike them.

Consider the principal characters in this novel.

What did we know about them when they first appeared in the novel?
What did you think of them then?

Did the characters change as the plot progressed? If so, how did they change?

Did your feelings about the characters change? If so, how did they change?

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**Elements of the Novel - #5**

**The Characters**

Make a list of the principal characters in the novel.

Beside each character list their characteristics. This should include their physical, emotional and behavioral characteristics.

Present your work in the form of a chart.

Which character would you like for a friend? Why?
Which character is most like you? Why?
Which character is least like you? Why?
Element of the Novel - #6

**Point of View**

Novels are written to entertain their readers, but an author of fiction often has a message for the reader contained within the plot.

Do you think this is true of *The Wednesday Wars*?

What do you think Gary D. Schmidt wants us to learn from this novel?

Do you think he achieves this objective?

List three other novels and their authors that also taught you something as you read them. What did you learn from these novels?

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Element of the Novel - #7

**Point of View**

*The Wednesday Wars* is narrated by Holling and reflects how he sees and interprets the events and feelings expressed in the novel.

Choose three different events from the novel and retell them from the point of view of another character involved in the event.

Tell what happened, why it happened and how the character felt about it.

Their interpretation and feelings might be quite different from those expressed by Holling.
Elements of the Novel - # 8

Literary Devices

Authors use many different literary devices to make their stories interesting and exciting.

Think about each of the following literary devices and consider if any of them are used in the novel.

List the literary device and give an example of its use in the novel.

Conflict - a struggle between two groups or characters.

Foreshadowing - events that take place are suggested before they happen.

Hyperbole - a description or statement that is an exaggeration.

Suspense - writing that makes you want to know what will happen next.

Tone - the attitude or state of the narrative voice, as shown in the writing.

Theme - an idea or several ideas the author wants the reader to consider.
Integrated Activities - #1

The novel takes place during a time of upheaval in the United States and some of the events are mentioned in the novel.

- The Vietnam War
- Flower Power
- The Civil Rights Demonstrations
- The Assassination of Martin Luther King
- The Assassination of Robert Kennedy

Choose one of these events and using the resources available to you, write an article that might have appeared in a newspaper at that time.

Newspaper articles have to include information on Who, Where, When, What and How about the event, and you might also write about the consequences of these events.

Integrated Activities - #2

Create a time line showing the important events in the novel.

The book is arranged in ten chapters, each one covers the period of one month.
You may choose more than one event for each month.

You may wish to add small illustrations to make the time line more interesting.
**Integrated Activities - # 3**

Pretend that you are going to interview one of the characters for a television program.

Work with a friend to write a script that contains questions you would want to ask this character.

Then add the answers you think the character would give to your questions.

Have someone make a video of your interview, then show it to the class.

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**Integrated Activities - # 4**

For Creative Writing # 1 you rewrote one event from the novel in the form of a script for a play.

Work with a group to act out the script.
You do not have to learn the words from the chapter, but you will need to practice so that you can read it well with interesting expression.
You can follow the stage directions that tell you what each character was doing while they talked.
You can add simple costumes and props if you wish.

Present your play to the class or video it and present your “movie” to the class.
**Integrated Activities - # 5**

Much to his surprise, Holling enjoyed reading the plays by William Shakespeare.

Use the resources available to you, including the internet, research this playwright making notes as you read.

Use these notes to write a biography of Shakespeare.

You may include illustrations if you wish.

**Integrated Activities - # 6**

Although a book jacket is designed to protect the cover of a book, it also gives the publisher an opportunity to bring a book to the purchase or reader's attention.

Design a book jacket for *Day of Tears*, using the following plan.

<table>
<thead>
<tr>
<th>Inside Flap</th>
<th>Back Cover</th>
<th>Spine</th>
<th>Front Cover</th>
<th>Inside Flap</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of other books by the Author</td>
<td>Information about the novel. <em>This should pique the reader’s interest, but not give anything away</em></td>
<td>Title and Author</td>
<td>Colored Illustration Title and Author</td>
<td>About the Author</td>
</tr>
</tbody>
</table>

Go to your library and look at other book jackets if you need ideas for this activity.
Integrated Activities - # 7

Choose one of the events from the novel and create a cartoon strip of six to eight pictures to retell the event.

You may use speech balloons to add dialogue to your pictures, or add text under the pictures to tell what is happening.

Your cartoon strip can be done using black or coloured pencils.

Integrated Activities - # 8

Make a flip book to illustrate one of the characters performing an action from the novel, such as Holling cleaning the backboard dusters or running in the cross country race.

Cut sheets of plain paper into 12 to 15 pieces measuring 3inch 8centimetre squares.

On the first square draw a picture showing the beginning of the action, then on the next square show what it would have looked like if a photograph had been taken a second later. Continue in this way until the action is completed.

Staple the pictures, in order, on the left side, to make a booklet.

The character will appear to move if the booklet is held in the left hand and the pages are quickly flipped from front to back with the right hand.
ANSWER KEY

Reading & Comprehension Sheets

Answers are given for Understanding the Novel. Sections called Thinking About the Novel ask students for their own ideas and opinions. Therefore there are no correct or incorrect answers. However, you should ensure that the student is able to state and justify their opinions clearly.

Understanding the Novel

Chapter 1 - September
1. Jewish students attended Hebrew school at Temple Beth-El and Catholic students attended catechism class. Holling was the only presbyterian in the class after two other students left.
2. Answers may vary, but should include some of the following.
   It was painted white with black shutters; was very neat; bushes watered and trimmed; living room furniture covered in plastic, and no one uses the room; there is a baby grand piano in the living room, but it is never played; neater than the surrounding houses; Holling calls it the Perfect House.
3. Mr. Hoodhood doesn’t want Holling to upset Mrs. Baker because he is hoping to be awarded the contract to design a new store for the Baker Sporting Emporium.
4. Holling tripped Doug Swieteck’s brother, who crashed into a goal post, hit his head and was probably concussed.
5. Mrs. Baker had suggested that Holling work with the Grade 6 students in math on Wednesday afternoons. Mr. Guareschi said that Holling didn’t have to do this as he had passed math, but his math progress would be checked.

Chapter 2 - October
1. Holling washed chalkboards, cleaned blackboard erasers and tidied bookshelves.
2. Holling felt he was being picked on, but didn’t complain because his father wanted the contract.
3. Chalk from the erasers drifted into the class room and covered the cream puffs.
4. His friends said he had to buy cream puffs for the whole class.
5. They jumped on desks when the rats escaped from the cage. For the rest of the afternoon Mrs. Baker and Holling sat with their feet off the floor as they read The Merchant of Venice.
6. Holling expected to find the play boring, but he found he enjoyed reading it.

Chapter 3 - November
1. Holling enjoyed The Tempest because it had a good plot and included a storm, attempted murders, witches, wizards, invisible spirits, revolutions and a monster. He also learned new cuss words from Caliban.
2. Holling practised the delivery of the cuss words, he said them at school sometimes when they would be heard and sometimes under his breath.
3. Holling agreed to play Ariel in the Long Island Company’s Holiday Extravaganza. When he discovered Ariel was a fairy he tried to renege on the agreement.
4. The two rats, Caliban and Sycorax, had found them and eaten them.
5. Holling didn’t have enough money to replace the cream puffs, so he bought just five, hoping
to share them, but was saved when Mrs. Baker bought twenty-four and said Holling was just
teasing his friends.
6. Mrs. Bigio’s husband had been killed in Vietnam. Holling said he would never forget the
sad sounds of her distress.

Chapter 4 - December
1. In the production Holling has to wear yellow tights with feathers on the back, and is afraid
that someone from the school will see him.
2. The boys are very excited and plan to take baseballs to the store for Mickey Mantle to sign.
3. Holling tells his friends that Ariel is a warrior and wears armour because he doesn’t want to
tell the truth.
4. Mrs. Baker helped with the interpretation of the part - how to say the words and what to do
to achieve the best performance.
   Holling played his part well and everyone applauded his performance.
5. Holling was locked out of the dressing room and couldn’t change out of the tights; his father
wasn’t there to meet him; he had no money for the bus; he forgot the baseball; Mickey
Mantle refused to sign the baseball.
6. Mrs. Baker’s brother arranged for two other players from the New York Yankees to come to
the school and work out with Holling, Doug and Danny. The players gave them baseball
gloves, and Holling was given a jacket.

Chapter 5 - January
1. Doug Swieteck’s brother had cut out and coloured the newspaper pictures of Holling as
Ariel, and put them all over the school. Holling felt very embarrassed.
2. Mrs. Bigio did not offer Mai Thi any hot chocolate and Mai Thi did not ask. Mrs. Bigio is
angry because her husband was killed in Vietnam, and Mai Thi is Vietnamese.
3. Answers may vary, but should include some of the following:
   - Mrs. Hoodhood kept turning the TV on and off; she opened the kitchen windows because
   she was smoking
   - Mr. Hoodhood was angry because his employees phoned to ask if the company was going
to be closed the next day.
   - Heather wouldn’t be able to see to put on her make-up; she was missing the Beatles
special.
   - Holling had to go to school the next day to take the State Achievement tests regardless of
the weather and the power cuts.
4. Holling hit him on the face with a hard, icy snowball.
5. Holling expected the room to be cold and had dressed very warmly. When the heat came
back on he felt very hot and sweaty.
6. When he was photographed saving his sister he was hailed as a hero.

Chapter 6 - February
1. Holling thought real people would not have behaved in the same way as Romeo and Juliet:
he felt real people would have ignored the family feud and gone away together.
2. Holling only had $3.78 to spend on the date. Heather suggested he buy a single rose and put a ribbon round it, but that Meryl Lee would probably still think him a cheapskate.
3. Mrs. Bigio gave him two tickets for *Romeo and Juliet* at the Festival Theatre because she couldn’t use them.
4. Mr. Kowalski’s design was very similar, incorporating all the best ideas, to Mr. Hoodhood’s design.
5. Holling had drawn a picture of the design on a table napkin while he and Meryl Lee were drinking cokes. Meryl Lee had shown this to her father. Holling felt that Meryl Lee had betrayed him.
6. Mrs. Baker’s husband had been shot down in Vietnam.

**Chapter 7 - March**
1. All manner of shredded paper, plus other chewed articles fell on Holling, who had expected the two rats, Caliban and Sycorax to come tumbling out.
2. Holling was sure that the school board members would visit on March 15 - the Ides of March, then he guessed that the try outs for the cross country team would be held on the same day.
3. Heather was working on the presidential election campaign of Robert Kennedy and would not have time to work for her father. Mr. Hoodhood said that was ridiculous and insisted she work for him.
4. Mrs. Baker had won a silver medal in relay at the 1956 Olympic Games in Melbourne, Australia, and his running style, speed and stamina were improving under her coaching.
5. The ceiling tiles broke and the two rats fell into Mrs. Sidman’s lap. Everyone panicked and screamed except Mrs. Sidman, who grabbed the rats and hung on to them until they could be put in a cage.
6. Holling ran fast because he was being pursued by Caliban and Sycorax who had escaped from their cage.

**Chapter 8 - April**
2. Meryl Lee’s father’s company was close to bankruptcy and if that happened the family would have to move.
3. Some of the players from the New York Yankees recognised Mrs. Baker as the anchor runner for the relay team in the Melbourne Olympics.
4. Mr. Hoodhood and Heather argued about whether or not she should go to college. She wanted to go, but he felt she should stay and work for his company.
5. The students from the Eighth Grade had pushed him over and he cut his knees.
6. Holling ran round them off the trail and this allowed him to overtake without being pushed.

**Chapter 9 - May**
1. The boys from Grade 8 bullied Holling even more after he won the race: put shaving cream in his locker, took laces out of his sneakers; tied knots in the laces of his sneakers. *Answers may vary.*
2. Heather ate her meals in her room. Then ran away to California.
3. Danny had to read in Hebrew in front of all his relatives and was afraid of making a mistake. His friends helped by listening to him recite and encouraging him.
4. Mrs. Baker engineered an accident, then told the office the room was uninhabitable. She then took Holling to survey the historical buildings in the town.
5. Holling sent the money for Heather to return home and went downtown to meet her when she came back.
6. Holling and Meryl Lee thought it might be bad news, but ity said that Mrs. Baker’s husband was safe and would be coming home.

Chapter 10 - June
1. Lieutenant Baker had always gone with them in the past, so she did it becuase that was what he would have done.
2. They thought if Robert Kennedy had been elected he would have stopped the fighting in Vietnam.
3. He had the knives, forks and can opener in his backpack and didn’t notice that they were failing out as he walked.
4. Mrs. Sidman cut some fingers on the jagged ends of the cans that had been opend with rocks, then burned them when cooking hamburgers and hot dogs.
5. Mrs. Bigio used spray to get rid of the mosquitos, cooked thit bo kho, a Vietnamese dish, and siad she had arranged for Mai Thi to live with her if she wished.
6. Danny didn’t make any mistakes and Holling felt that ceremony showed that Danny had become a man. Mr. Hoodhood said that becoming a man should be achieved by actions (work, providing for the family) not words.

ACTIVITY CARDS

Grammar - #1
A, B, C. Answers will vary.

D. Nouns are underlined and adjectives are italicized.
1. Holling felt he was picked on by his classroom teacher, Mrs. Baker.
2. Every Wednesday Holling cleaned the blackboards and dusty erasers.
3. The two rats ate the delicious cream puffs Holling had bought.
4. Ariel had to wear yellow tights and white feathers which was embarrassing.
5. The boys enjoyed their private tour of Yankee Stadium, thanks to Mrs. Baker.
6. The plays of William Shakespeare contain interesting plots and characters.
7. Mr. Hoodhood’s bullying tactics alienated his daughter, who ran away.
8. The whole class was at the airport when Lieutenant Baker returned.

E. 1. a swarm or hive of bees 2. a tribe, troop or congress of baboons
3. a pride of lions 4. a murder of crows
5. a covey of partridge 6. a parliament of owls
7. a colony, army or swarm of ants 8. a school or pod of whales
9. a flock or drove of sheep 10. a mob or troop of kangaroos
11. a herd or parade of elephants 12. a colony of badgers
13. a band of gorillas  
14. a gaggle of geese on the ground  
15. a skein of geese flying  

**Grammar - #2**  
A, B, C, D.  *Answers will vary.*  

E.  *Verbs are bold* and *adverbs italicized.*  
1. Holling *went* outside and *cleaned* the erasers *thoroughly.*  (where; how)  
2. He *felt* embarrassed when he *saw* the costume *designed* for Ariel.  (how)  
3. Mrs. Baker *looked* at Holling *thoughtfully* as he *crouched* under the desk.  (how; where)  
4. Mrs. Bigio *treated* Mai Thi *badly* because she *was feeling* distraught *herself.*  (how; how)  
5. Holling *did not notice* that the knives and forks *fell out* of the backpack.  (where)  

**Grammar - #3**  
A. *Pronouns in italics.*  
1. “She is always picking on *me,*” said Holling.  *(personal- subject;  personal -object)*  
2. *Everyone* was angry with *them* when the rats ate the cream puffs.  
   *(indefinite;  personal - object)*  
3. “*I* am not sure *I* will like this,” muttered Holling to himself.  
   *( personal - subject;  personal - subject;   reflexive)*  
4. “*What happened to those* cream puffs?” demanded Mrs. Bigio.  
   *(Interrogative;   demonstrative)*  
5. *Our* living room was perfect because *no one* ever went in *it.*  
   *(possessive;   indefinite;   personal - object)*  
6. When Holling saw the rats *he* ran fast because *they* were chasing *him.*  
   *(personal - subject;  personal - subject;  personal - object)*  
7. Holling thought the plays might be dull, but changed *his* mind after *he* had read *several.*  
   *(possessive; personal - subject;  indefinite)*  
8. “*Who* has the knives and forks?” asked Mrs. Baker.  *( interrogative )*  

B, C. *Answers will vary.*  

**Grammar - #4**  
A. *Subjects are underlined and predicates are italicized.*  
1. The Hoodhood family *lived in the Perfect House.*  
2. The cream puffs *were placed on the classroom windowsill.*  
3. Holling *felt desperate* when he *asked for the cream puffs.*  
4. He *was embarrassed* when his classmates *saw him in the play.*  
5. Heather and Holling *went to the church and lit a candle for Robert Kennedy.*  

B. *Subjects are underlined and predicates are italicized*  
1. Holling *washed* the blackboards.  
   *(simple subject; simple  predicate)*
2. The rats **wriggled** and **pushed** their way out of the cage.
   (simple subject; compound predicate)
3. Mrs. Baker and Holling **worked on his part in the play**.
   (compound subject; simple predicate)
4. Mrs. Bigio **was angry and yelled** at Mai Thi.
   (simple subject; compound predicate)
5. The whole class **went on the camping trip**.
   (simple subject; simple predicate)

C. Answers will vary.

Grammar - #5

A. The **direct object** is **bold**, **indirect object** is **underlined and italicized**.

1. Holling remained in **school** every **Wednesday**.
2. Holling fetched the **cream puffs** from the **kitchen**.
3. The cream puffs were covered in **chalk dust** from the **blackboard erasers**.
4. Mickey Mantle was at the **store** signing **baseballs**.
5. Mr. Goldman gave twenty-four **cream puffs** to **Holling**.
6. Mrs. Baker worked with **Holling** on his **lines**.
7. The yellow tights were a great **embarrassment** for **Holling**.
8. Holling gave an excellent **performance** as **Ariel**.
9. Mrs. Baker won a silver **medal** at the **Olympic Games**.
10. At his **bar mitzvah**, Danny Hupfer became a **man**.

B. Answers will vary.

Grammar - #6

A, B, C, D, E, F - All answers will vary.

Grammar - #7

A. 1. Unless he raised the money - **dependent clause**
2. Holling enjoyed reading the plays - **independent clause**
3. Mrs. Baker was a strict teacher - **independent clause**
4. Whenever he thought about the rats - **dependent clause**
5. Mr. Goldman had a great solution - **independent clause**
6. Because she had won a medal - **dependent clause**
7. While the photos of Holling wearing yellow tights - **dependant clause**
8. Mr. Hoodhood and Heather argued constantly - **independent clause**

B, C Answers will vary.

D. **Main clauses are in bold type** and **subordinate clauses are italicized**.

1. Because he was the only student on Wednesdays **Holling had to do chores**.
   or Because he was the only student on Wednesdays **Holling had to do chores**.
2. **Holling began to read the play** although he expected it to be boring.
3. Holling was enthusiastic about playing Ariel until he saw the costume.

4. Whenever Heather mentioned college Mr. Hoodhood became very angry.

5. Holling ran through the wood in order to pass the older runners.

6. Until she ran away Holling had not realised how much he cared about Heather.

Grammar - # 8
A. Answers will vary.

B. hate - hated bring - brought fall - fell trip - tripped cry - cried
   spend - spent swing - swung think - thought wear - wore chase - chased
   teach - taught hold - held Look - looked sleep - slept win - won
   guess - guessed meet - met hide - hid nod - nodded know - knew

C. (had) swim - had swum (have) understand - have understood
   (had) fall - had fallen (have) begin - have begun
   (have) give - have given (had) forget - had forgotten
   (have) see - have seen (had) do - had done

Punctuation - # 1
A. Answers will vary.

B. 1. Holling did not want to work with the students in the sixth grade._ . _
   4. Doug Swieteck’s brother enjoyed his time off school_ . _

C. 1. Is this a good way to spend Wednesday afternoons_ ? _
   2. Holling wondered why Mrs. Baker hated him_ . _
   3. Do you think Mrs. Baker hated Holling_ ? _
   4. Holling inquired about the cost of twenty-four cream puffs_ . _
   5. He questioned how Romeo and Juliet would behave in today’s world_ . _

D. Answers will vary.

Punctuation - # 2
A. 1. The room contained grey carpet, plastic covered furniture, and a grand piano.
   2. He wished the tights were red, green, purple or blue, but not yellow.
   3. The rats sat in the cage, hissing loudly and clacking their long, yellow teeth.
   4. The delicious, warm, buttery scent of the cream puffs drifted through the school.
   5. The chalk dust covered the windowsill, the bookshelves, and the cream puffs.
   6. Holling leapt onto the stage, faced the audience, and delivered his lines perfectly.
   7. Mrs. Hoodhood sat quietly, said nothing, then left the room.
8. The sky was streaked with clouds, the grass was green, the wind blew gently, and everyone was in a good mood as the school bus, filled with excited, happy students left the city.

B. *Answers will vary.*

**Punctuation - # 3**

A. 1. Lieutenant Baker, Mrs. Baker’s husband, was in Vietnam.
2. The two rats, no longer cute and cuddly, were ignored by the class.
3. Holling, not surprisingly, was horrified by his costume for the play.
4. Holling read *The Merchant of Venice*, a play by Shakespeare, enthusiastically.
5. “Heather, I have told you are not going to college,” said Mr. Hoodhood.
6. The two rats, Caliban and Sycorax, had escaped from their cage.
7. The cream puffs, intended for the whole class, were eaten by the rats.
8. Holling, to be perfectly honest, did not expect the snowball to hit him.
9. “Please Sir, would you sign this baseball?” asked Holling.
10. “Hey lady, are you the runner who anchored the team in the 1956 Olympics?”

B. *Answers will vary.*

**Punctuation - # 4**

A. 1. Every Wednesday Holling was the only student in Mrs. Baker’s classroom.
2. The Jewish students went to Temple Beth-El and the Catholic students went to Saint Adelbert’s, but Holling was Presbyterian and stayed at school.
3. He thought that reading *The Merchant of Venice* by William Shakespeare would be dull.
4. Mr. Hoodhood watched the news, read by Walter Kronkite, every evening.
5. Heather was working on Robert Kennedy’s campaign for the election in November.
6. Mr. Hoodhood bought a red Ford Mustang and drove it every day.
7. This novel takes place in New York City.
8. Some students find math and science easy, but have difficulty with English and French.
9. Canada, Mexico and the United States make up the continent of North America.
10. Heather had driven west from New York and stopped in Chicago.
11. Holling, playing the part of Ariel in *The Tempest* was a great success.
12. Holling would rather go to the moon, Mars or Venus than be seen in yellow tights.

**Punctuation - # 5**

A. she would - she’d  I am - I’m  cannot - can’t  they are - they’re
did not - didn’t  will not - won’t  you will - you’ll  we have - we’ve
there is - there’s  that was - that’s
B.  *Answers will vary.*

2. The books from the library - the library’s books  
3. The dusters used by the teachers - the teachers’ dusters  
4. The cream puffs bought by Holling - Holling’s cream puffs  
5. The plays written by Shakespeare - Shakespeare’s plays  
6. Friends of Holling and Danny - Holling and Danny’s friends

D.  1. Mr. Hoodhood’s car - the car owned by mr. Hoodhood  
2. The rat’s cage - the cage belonging to a rat  
3. The rats’ cage - the cage belonging to the rats  
4. The boys’ race - the race run by the boys  
5. Heather and Danny’s parents - the parents of Heather and Danny  
6. The army wives’ husbands - the husbands of the army wives

**Punctuation - # 6**

A.  1. It was a new school year; Holling did not look forward to it  
2. His teacher was Mrs. Baker; he thought she hated him.  
3. Mrs. Baker sent Holling to the principal; she thought he needed extra math.  
4. Mr. Guareschi spoke to Holling. Holling had passed math.  
5. Mrs. Sidman walked into the room. she held a telegram in her hand.  
6. Holling cleaned the erasers; he banged them against the wall.  
7. It was Valentine’s Day; Corrie had asked Meryl Lee out.  
8. Holling played Ariel. He bought cream puffs for everyone  
9. Holling was horrified when he saw his costume for the play;  
   It consisted of yellow tights with white feathers on the butt  
10. Everyone had to try out for the cross country team.  
    Mrs. Baker had won a silver medal at the 1956 Olympic Games

B.  *Answers will vary.*

**Punctuation - # 7**

A, B.  *Answers will vary.*

C.  1. Street - St.  2. Doctor - Dr.  3. for example (Latin) - e.g.  4. Avenue - Ave.  
15. doctor of philosophy - PhD.
Punctuation - # 8

A. **Answers may vary slightly, depending on how the sentence is read.**
   1. “You will be nice to Mrs. Baker,” ordered Mr. Hoodhood.
   2. “Take the erasers outside,” said Mrs Baker, “and clean them thoroughly.”
      or “Where did I put those books?” Heather asked Holling.
   4. “I think,” said Danny, “that you should buy cream puffs for everyone.”
   5. “You are wrong,” replied Holling. “I have read some of Shakespeare’s plays.”
   6. “Oh no!” yelled Danny. “I can’t wear those tights!”
   7. “Have they found him?” asked Mrs. Baker as Mrs. Bigio sobbed.
   8. Heather responded angrily, “I will go to college! You won’t stop me!”
   9. Holling smiled, “Heather, I don’t know what I’d have done without you.”
   10. “Did you find yourself?” Mr. Hoodhood asked Heather.
       Heather replied, “I am still looking, but I will,” as she smiled at her father.

All Other Activity Cards - **Answers will vary.**