The Junkyard Wonders
By Patricia Polacco

Inspired by a teacher who believes each of them is a genius, a class of special needs students invents something that could convince the whole school they are justifiably proud to be “Junkyard Wonders”. – Library of Congress Summary.

Reading Levels:
- Accelerated Reader 4.0
- Guided Reading P
- Lexile 660L
- DRA 34-38

The following activities can be used with lower primary as part of a read aloud or shared reading. They can be used in upper primary with independent and partner reading. I have left a space for you to fill in the appropriate standard numbers for your grade level. A list of possible standards are included in this document.

Note that the story actually begins before the title page.

Included in this pack-

Before Reading:
1. Anticipation Guide
2. Prediction Activity

During Reading:
1. Read to Find

After Reading:
1. Anticipation Guide revisited
2. Comprehension Questions
3. Writing Prompt
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Directions: Before reading place an X in the Yes box if you agree with the sentence. Put an X in the No box if you disagree with the sentence. After reading the story read each sentence again and place X’s in the After Reading boxes.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Anticipation Guide</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>1. Going to a new school is fun.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers are mean to new students.</td>
<td></td>
<td></td>
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<tr>
<td>3. People that act different don’t have friends.</td>
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<td></td>
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<tr>
<td>4. A junkyard only has trash.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It is alright to bully other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There are different ways to be smart.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Use some of the words in the box to make predictions about the story. Write one or more sentences for each story element below.

Predicting

Characters (who):

Setting (where/when):

Problem:

Solution:
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Follow the directions below as you read or listen to this story. Answer each question or statement with a complete sentence.

1. Read to find out why Trisha wanted to live with her dad and go to a new school.

_____________________________________________________
_____________________________________________________
How did Trisha feel about herself at her old school?
_____________________________________________________
_____________________________________________________

2. Read the next two pages. How did Trisha feel about her new teacher, Mrs. Peterson, when she first met her?

_____________________________________________________
_____________________________________________________
_____________________________________________________
Write at least two phrases that support your answer.
_____________________________________________________
_____________________________________________________
_____________________________________________________

3. Read the next two pages. Look at the picture on the second page. How does Trisha feel about her new class?

_____________________________________________________

Describe what elements of the picture support your answer.

__________________________________________________________________________________

__________________________________________________________________________________

4. Read the next page to find out how Mrs. Peterson divides the class into groups.

__________________________________________________________________________________

__________________________________________________________________________________

5. Continue reading to find out where the class goes to discover ‘wonderous possibilities’.

__________________________________________________________________________________

__________________________________________________________________________________

6. Keep reading until you discover what Ravanne’s first words were.

__________________________________________________________________________________

__________________________________________________________________________________

Where was Ravanne when she started talking?

__________________________________________________________________________________

__________________________________________________________________________________

7. Finish reading to find out what happened to the airplane they named The Junkyard Wonder.

__________________________________________________________________________________

__________________________________________________________________________________
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Comprehension Questions
Circle the correct answer.

1. Trisha wanted to move from her mom’s house to her dad’s in ________________.
   a. California
   b. Junkyard
   c. Michigan
   d. Maine

2. Everyone in Trisha’s new class seems__________________.
   a. angry
   b. really different
   c. sleepy
   d. sad

3. Mrs. Peterson thinks that all of the students in her class are__________________.
   a. genius
   b. lazy
   c. stupid
   d. pretty

4. The groups in Mrs. Peterson’s class are called ____________.
   a. reading buddies
   b. flavors
   c. grizzly bears
   d. tribes
5. Barton Poole was a_____________.
   a. bully  
   b. friend  
   c. teacher  
   d. bus driver

6. At the junkyard, Trisha’s tribe chose a ___________ for their project.
   a. pipe  
   b. airplane  
   c. wire  
   d. bed frame

7. The Vanilla Tribe needed a _____________ for their project.
   a. wheel  
   b. motor  
   c. wing  
   d. tail

8. To get this part the tribe had to______________.
   a. earn money  
   b. make the part  
   c. borrow the part  
   d. sell the plane

9. The class finally flew the plane ____________________.
   a. in the park  
   b. inside the classroom  
   c. in the parking lot  
   d. from the roof of the school

10. How did the class feel when the project was a success?
    a. sad  
    b. happy  
    c. tired  
    d. angry
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If there was a part of the story you would change what would it be and why? How would you change it.

_________________________
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_________________________

☐ I used complete sentences.
☐ I used capitals to start my sentences and in proper nouns.
☐ I used end marks to finish my sentences.
☐ I reread my writing to check for spelling and missing words.
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Think of a time when someone has made fun of you. What happened? How did it feel? How did you handle the situation? If it happened again would you do anything different?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

□ I used complete sentences.
□ I used capitals to start my sentences and in proper nouns.
□ I used end marks to finish my sentences.
□ I reread my writing to check for spelling and missing words.
Common Core Standards Grade 1-4

GRADE ONE: Reading Literature

Key Ideas and Details

- **CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **CCSS.ELA-Literacy.RL.1.3** Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

GRADE ONE: Writing

Text Types and Purposes

- **CCSS.ELA-Literacy.W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **CCSS.ELA-Literacy.W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Common Core Standards Grade 1-4

GRADE TWO: Reading Literature

Key Ideas and Details

- **CCSS.ELA-Literacy.RL.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **CCSS.ELA-Literacy.RL.2.3** Describe how characters in a story respond to major events and challenges.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE TWO: Writing

Text Types and Purposes

- **CCSS.ELA-Literacy.W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- **CCSS.ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
GRADE THREE: Reading Literature

Key Ideas and Details

- **CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

GRADE THREE: Writing

**CCSS.ELA-Literacy.W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

- **CCSS.ELA-Literacy.W.3.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **CCSS.ELA-Literacy.W.3.1b** Provide reasons that support the opinion.
- **CCSS.ELA-Literacy.W.3.1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- **CCSS.ELA-Literacy.W.3.1d** Provide a concluding statement or section.
Grade Four: Reading Literature

Key Ideas and Details

- **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade Four: Writing

Text Types and Purposes

- **CCSS.ELA-Literacy.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - **CCSS.ELA-Literacy.W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
  - **CCSS.ELA-Literacy.W.4.1b** Provide reasons that are supported by facts and details.
  - **CCSS.ELA-Literacy.W.4.1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - **CCSS.ELA-Literacy.W.4.1d** Provide a concluding statement or section related to the opinion presented.
- **CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - **CCSS.ELA-Literacy.W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
  - **CCSS.ELA-Literacy.W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - **CCSS.ELA-Literacy.W.4.3e** Provide a conclusion that follows from the narrated experiences or events.