

The Junkyard Wonders

By Patricia Polacco

Grades 1-4



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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**

Name: _____ Date: _____

CCSS: _____

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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.

Before Reading		Anticipation Guide	After Reading	
Yes	No		Yes	No
		1. Going to a new school is fun.		
		2. Teachers are mean to new students.		
		3. People that act different don't have friends.		
		4. A junkyard only has trash.		
		5. It is alright to bully other students.		
		6. There are different ways to be smart.		



Name: _____ Date: _____

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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

junkyard, Trisha, airplane, special, genius, school,
Mrs. Peterson, friends, Thom, sadness, Gibbie, bully, Jody

Characters (who):

Setting (where/ when)

Problem:

Solution:

Name: _____ Date: _____

CCSS: _____

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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.

Name: _____ Date: _____

CCSS: _____

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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



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.

Common Core Standards Grade 1-4

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.

Common Core Standards Grade 1-4

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.