In the Year of the Boar and Jackie Robinson

Bette Bao Lord

Perfection Learning®
PORTALS TO READING

Reading Skills Through Literature

IN THE YEAR OF THE BOAR AND JACKIE ROBINSON

Bette Bao Lord

Reproducible Activity Book
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The Portals to Reading series accompanies time-tested literature that should be an important part of every school's reading program. The activities will reinforce a wide variety of language and reading skills which are generally part of the curriculum at the reading level of the novel. However, the Portals pick-and-choose format gives you the final decision about which activities will enhance your students' personal learning.

The activities in this book are based on sentences and paragraphs especially written to support the teaching objective of each lesson. Clearly, such literary matters as style and flavor may be experienced only by reading the book itself. Thus, the words of the author have been left where they belong—in their pure form in the pages of the novel.
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Author! Author!

BETTE BAO LORD

Bette Bao Lord was born in 1938 in Shanghai, China, and moved to New York City at the age of eight. Her father was an official in the Chinese government. He had been assigned to the United States, and Bette, her mother, and her older sister came from China to join him.

Ms. Lord received her B.A. degree from Tufts University and her master's degree from the Fletcher School of Law and Diplomacy. She served as an adviser to the Fulbright Exchange program and as director of the East-West Cultural Exchange program at the University of Hawaii. In 1963, she married Winston Lord, a U.S. ambassador to China and president of the Council of Foreign Relations. They have two children.

Ms. Lord spent several years teaching and performing modern dance in the United States and Switzerland. She says she “stumbled into writing.” When her sister, who grew up in China, was reunited with the family after a 16-year separation, Ms. Lord wrote Eighth Moon, her sister’s story. Ms. Lord says, “[My sister] spoke only Chinese, and I knew of no writers who did. Ignorant of how difficult it was to get into print, I took up the task. When it was published, it did surprisingly well.”

Ms. Lord’s second book, her first novel, was Spring Moon. It was inspired by her visit to China—her first visit in 27 years. According to Ms. Lord, “Spring Moon was written out of my love for China. [In the Year of the Boar and Jackie Robinson] expresses my love for America.”

She wrote her first novel at home between midnight and 6 a.m. because, she explains, “I am by nature a night owl. It was also the only time when there was absolute quiet, without interruptions. I need total concentration to face the blank page.”

Talking about the success of her novel, Ms. Lord says, “I feel America has done this for me. I worked hard for it, but the opportunity was here. You get up to bat and you hit a home run.”

A fourth book, Legacies: A Chinese Mosaic, is a collection of stories about people Ms. Lord met while her husband was ambassador to China. The book, written after the confrontation between Chinese citizens and troops in Tiananmen Square in June 1989, is about how the Chinese government has affected people’s lives.

Ms. Lord and her husband live in New York City.

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The Story in Brief

Despite her cousins’ warning about the American diet of “warm puppies and raw meat,” Bandit Wong is excited about 1947, the Year of the Boar. In the Year of the Boar, Bandit and her mother leave China to join Bandit’s father in New York City. Bandit changes her name to Shirley Temple Wong and willingly faces cultural challenges such as roller-skating and chewing bubble gum, not to mention learning English. But the little girl soon grows discouraged. Once the glamour of being a new student fades, Shirley is practically ignored by her fifth-grade classmates.

The turnabout starts when Shirley receives two black eyes at the hands of Mabel, the tallest and strongest girl in all of fifth grade. Shirley refuses to tattle. The incident leads to Shirley’s friendship with Mabel, who introduces her to stickball. Her classmates nickname Shirley “Jackie Robinson” because she’s pigeon-toed and she steals home in her first game of stickball. Because of the comparison, Shirley develops a passion for the Brooklyn Dodgers and an identification with Robinson.

The highlight of Shirley’s year comes when she is chosen to present the key of her school to Jackie Robinson. For Shirley, the Year of the Boar is the year when dreams come true—the year of double happiness.
Using Short Vowels

Read the words in the word box. Each word contains a short vowel sound. Say the words to yourself and listen for the short vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence.

Example: Precious Coins _____plopped_____ down on the floor.

1. Bandit lived with her mother, grandparents, aunts, uncles, and ______________.
2. The stamp on the ______________ showed a picture of an ugly bird.
3. Bandit was worried when she was ______________ to her grandmother’s quarters.
4. Bandit thought she might get one hundred lashes as a ______________.
5. Slowly, Bandit ______________ toward Grandmother’s chair.
6. Once Bandit thought she heard the cook ______________ a murder.
7. In response to Bandit’s question, her cousin just ______________ her shoulders.
8. When the room got cold, the girls ______________ under the covers to keep warm.
9. It was very dark after the lanterns were ______________ out.
10. When the servant slipped, the water urn fell and ______________.
Finding Base Words

Each word below has been made by adding an ending such as -ly, -ed, or -ing to a base word. On the blank beside each word, write the base word.

**Example:** smallest  ___________

| 1. mouthful | 11. saddest |
| 2. dearest | 12. agreed |
| 3. swimming | 13. brimful |
| 4. cried | 14. happiness |
| 5. sleeves | 15. earlier |
| 6. skies | 16. envelopes |
| 7. wedding | 17. fanciful |
| 8. seriously | 18. washing |
| 9. obeyed | 19. loudest |
| 10. older | 20. movies |
Using Long Vowels

Read the words in the word box. Each word contains a long vowel sound. Say the words to yourself and listen for the long vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence.

Example: When they caught sight of each other, Mother and Father ________ glowed ________ with happiness.

1. Shirley and Mother had to hurry to the railroad _______________ so they wouldn’t miss their train.

2. Shirley and her mother walked down the narrow _______________ of the train.

3. Shirley couldn’t believe there were no _______________ and carts in the streets of New York City.

4. Mother would _______________ in fear if she saw a tiny cockroach.

5. Father had spent an entire week _______________ the walls with a scouring pad.

6. Shirley was afraid she would have to _______________ in the washing machine.

7. Shirley saw a strange three-wheeled _______________.

8. One wall had drawers going from the floor to the _______________.

9. Father and his friends were _______________ the streets in search of Shirley.

10. In her letter, Shirley _______________ about her many triumphs.
Listening for Syllables

Say each of the words below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank line after each word.

Example: lingered 2

1. appetite ______ 16. disappointment ______
2. unique ______ 17. daughter ______
3. tiniest ______ 18. whenever ______
4. bombs ______ 19. banquet ______
5. journey ______ 20. squat ______
6. immigration ______ 21. appreciate ______
7. torrential ______ 22. neighborhood ______
8. engineer ______ 23. pronounce ______
9. squeaked ______ 24. replica ______
10. nervously ______ 25. triumph ______
11. address ______ 26. congratulations ______
12. behavior ______ 27. shoulder ______
13. solemn ______ 28. victorious ______
14. approached ______ 29. unnecessarily ______
15. thousand ______ 30. tapped ______
Using Compound Words

The word box contains all compound words. Compounds are made by putting two smaller words together. Read each compound word. Then read the sentences below. In the blank in each sentence, write the compound that best completes the sentence.

Example: _____ Everyone _____ in Shirley’s new class waved at her.

1. The principal had pencil lines drawn where her ________________ should be.

2. None of the children in Shirley’s ________________ looked alike.

3. Some girls in Shirley’s class wore _________________.

4. At ________________, Shirley’s class headed for the cafeteria.

5. Instead of eating in the school cafeteria, Shirley bought her lunch at a ________________ store.

6. Shirley sat on the ________________ to eat her sandwich.

7. Instead of ________________, Shirley used a fork to eat her lunch.

8. Shirley listened for the sound of Mrs. Rappaport’s _________________.

9. Shirley ________________ her fear of the long pole when she realized it was used for opening windows.

10. Shirley wrote the correct answer on the _________________.

| near/by | lunch/time |
| black/board | side/walk |
| class/room | chop/sticks |
| every/one | ear/rings |
| over/came | eye/brows |
| foot/steps | |
Classifying Words

In each group of words below, one word does not belong with the others. Read all four words in each group. Decide which word doesn’t belong and cross it out.

**Example:** English arithmetic grade reading

1. principal owner students teacher

2. chocolate white black red

3. dresses shoes sweaters head

4. daughter horse monkey dog

5. three six age ten

6. windows door ceiling lunch

7. shoulders stomach rocks eyebrows

8. Shirley Father Mrs. Rappaport Mother

9. office ambassador classroom cafeteria

10. lollipops candy onions cookies
Remembering Details

The following questions are about some of the characters and events in the book. Write the answers on the lines below the questions. Be sure to use complete sentences.

1. Why did Shirley feel so lonely at school? _____________________________
   ___________________________________________________________________

2. Why didn’t anyone want to be on Shirley’s team? ______________________
   ___________________________________________________________________

3. Why did Shirley want to learn a poem? _______________________________
   ___________________________________________________________________

4. Why didn’t Shirley ask Father to explain the strange words in the poem?
   ___________________________________________________________________

5. Why did Shirley stop talking to people? ______________________________
   ___________________________________________________________________

6. Why did Mother take Shirley to see Señora Rodriguez? _________________
   ___________________________________________________________________

7. Why did Mother ask Shirley to give up her roller skates? ______________
   ___________________________________________________________________
Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you where, when, or how. Underline the correct choice.

Example: At first, Shirley’s classmates seemed friendly.

1. Shirley walked as if there were still snow on the ground.

2. The other children seemed to whisper whenever she passed.

3. Shirley watched as the ball was hit in the opposite direction.

4. Eagerly, Shirley joined Joseph and the other players.

5. The other team hit the ball to Shirley almost every time.

6. Shirley locked herself in the bathroom.

7. Shirley practiced her poem before the mirror.

8. At last, it was Shirley’s turn to recite a poem.
9. Shirley began to talk *faster and faster.* where when how

10. *One night,* Mother told Shirley that she was going to take piano lessons. where when how

11. Señora Rodriguez’ skin looked *like crinkled tissue paper.* where when how

12. Shirley sat *on the wooden bench.* where when how

13. *During Spring recess,* Shirley was bored. where when how

14. Shirley sat *on the stoop* and put on her skates. where when how

15. Shirley wanted to learn to skate *just like an American.* where when how
## Determining Cause and Effect

To determine a cause, ask “What is the reason?” To determine an effect, ask “What is the result?” Match the causes and effects below. Write the number of the cause in front of its effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shirley wanted to thank Mrs. Rappaport for helping her.</td>
<td>Mr. and Mrs. Wong took Shirley to the police station.</td>
</tr>
<tr>
<td>2. The teacher praised Shirley’s perfect spelling paper.</td>
<td>Shirley blushed in embarrassment.</td>
</tr>
<tr>
<td>3. Shirley wasn’t paying attention as she walked across the field.</td>
<td>Shirley did some chores around the classroom.</td>
</tr>
<tr>
<td>4. Mabel was angry at Shirley.</td>
<td>Shirley ran into someone.</td>
</tr>
<tr>
<td>5. Shirley wouldn’t tell her parents how she got two black eyes.</td>
<td>Mabel hit Shirley twice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shirley saw Mabel standing across the street.</td>
<td>Mabel told Shirley to walk to first base.</td>
</tr>
<tr>
<td>2. Mabel acted friendly.</td>
<td>Shirley started to run away.</td>
</tr>
<tr>
<td>3. The ball players groaned when they saw Shirley coming.</td>
<td>Shirley’s teammates called her <em>Jackie Robinson</em>.</td>
</tr>
<tr>
<td>4. Shirley closed her eyes as four balls whizzed by her.</td>
<td>Shirley shared her umbrella with Mabel.</td>
</tr>
<tr>
<td>5. Shirley stole home base.</td>
<td>Mabel made the other children let Shirley play.</td>
</tr>
</tbody>
</table>
Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

Example: ______ wild ______ Shirley remembered that Grandmother had said ball games were uncivilized.

1. Shirley found it hard to accept compliments from her teacher.

2. Mabel was so tall that Shirley felt puny when she stood next to her.

3. Mabel was stalking Shirley and her family as they walked to the police station.

4. Shirley could easily interpret the expression on Mabel's face.

5. The policeman tried to interrogate Shirley about what had happened at school.

6. Shirley hoisted her umbrella high over her head.

7. Shirley hesitated when Mabel invited her to play stickball.

8. When she was angry, Mabel was a scary and formidable sight.

9. Shirley was confident that she would play better the next time.

praise lifted question
following sure wild
paused awful tiny
understand
Using Cloze Reading

Read the paragraphs below. Use the words in the word box to fill in the blanks. The first example is done for you.

The children began the school day by placing their hands over their (1) ______ hearts ______ and reciting the Pledge of Allegiance. Then Mrs. Rappaport looked around to see if anyone was (2) ________________.

As usual, Mrs. Rappaport asked if there were any (3) _________________. Shirley (4) ________________ her hand and asked who Jackie Robinson was. Mrs. Rappaport told Shirley that Robinson was a well-known (5) ________________ player.

Shirley still didn’t (6) _________________ why everyone called her Jackie Robinson. Mabel told Mrs. Rappaport it was because Shirley was (7) ________________, and she stole (8) ________________ base. Mrs. Rappaport told Shirley that being called Jackie Robinson was a (9) _________________.

Mrs. Rappaport then asked the class why baseball was considered America’s favorite (10) _________________. Mabel said that baseball was a great game, and everyone listened to games on the (11) _________________.

The children began the school day by placing their hands over their hearts and reciting the Pledge of Allegiance. Then Mrs. Rappaport looked around to see if anyone was absent. As usual, Mrs. Rappaport asked if there were any questions. Shirley raised her hand and asked who Jackie Robinson was. Mrs. Rappaport told Shirley that Robinson was a well-known baseball player. Shirley still didn’t understand why everyone called her Jackie Robinson. Mabel told Mrs. Rappaport it was because Shirley was pigeon-toed, and she stole home base. Mrs. Rappaport told Shirley that being called Jackie Robinson was a compliment. Mrs. Rappaport then asked the class why baseball was considered America’s pastime. Mabel said that baseball was a great game, and everyone listened to games on the radio.
Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

Example: As she left the school yard, Shirley turned to get a *glimpse* of the school.

- stare
- laugh
- sight

1. Shirley missed her cousin and **vowed** to sit down and write a letter to her.

- promised
- hated
- asked

2. As Shirley learned English, writing Chinese characters began to seem like a *chore*.

- pleasure
- habit
- hard job

3. When an exciting game was on, nothing could **lure** Shirley away from the radio.

- force
- help
- attract

4. Shirley’s parents couldn’t stand the noise that **emanated** from the radio.

- gathered
- came
- showed

(continued)
5. One *sultry* summer afternoon, Shirley decided to take Toscanini for a walk.

- hot
- sunny
- cold

6. Getting out of the apartment improved Toscanini’s terrible *disposition*.

- feathers
- color
- mood

7. Shirley decided to *spruce* up Toscanini’s dirty cage.

- raise
- clean
- fir

8. Shirley couldn’t bear to *gaze* at the sadness on Señora Rodriguez’ face.

- look
- wave
- smile

9. Shirley reminded Señora Rodriguez that Mother and Father came from *illustrious* Chinese families.

- poor
- hated
- well-known

10. If her *scheme* worked, Shirley would be able to listen to the ball games instead of taking piano lessons.

- radio
- plan
- family
Matching Antonyms

An antonym is a word that means the opposite or nearly the opposite of another word. Read each sentence. Choose an antonym from the word box to replace the italicized word.

Example: ______ first ______ The last day of school had finally arrived.

________________ 1. Shirley knew she must never forget about her life in China.

________________ 2. With school over, Shirley looked forward to getting up late.

________________ 3. Shirley was pleased that she had passed fifth grade.

________________ 4. Mother was delighted when she saw Shirley's report card.

________________ 5. Shirley had come down with a severe case of baseball fever.

________________ 6. At first, it was difficult for Shirley to become friends with Toscanini.

________________ 7. Shirley blamed herself when Jackie Robinson's long hitting streak ended.

________________ 8. Shirley and Toscanini loved their walk around the neighborhood.

________________ 9. Toscanini was sociable and pleasant when people wished him a good day.
Remembering Details

The following questions are about some of the characters and events in the book. Write the answers on the lines below the questions. Be sure to use complete sentences.

1. What was different about Señora Rodriguez when she left for the airport?
   ___________________________________________________________________

2. What did Father buy with the money he saved on rent? _________________
   ___________________________________________________________________

3. What did Father do with all the junk he found in the basement?__________
   ___________________________________________________________________

4. What did Shirley do while her father painted the hallways in the apartment building?_________________________________________________________

5. How did Shirley help when the lights went out in the apartment building?
   ___________________________________________________________________

6. What happened when Shirley opened the basement door? ______________
   ___________________________________________________________________

7. Why did Shirley’s father scream when the lights came on? ______________
   ___________________________________________________________________
Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

Example: ______ shed _______ Father told Shirley that it was normal for birds to molt during the summer.

1. Shirley was certain Toscanini would be bald by the time Señora Rodriguez returned.
2. Shirley was afraid that mother’s brew of special herbs would make the bird grow straight black hair.
3. Shirley had a sudden urge to look in the mirror to see if she looked any different.
4. Mabel pretended that she was throwing an imaginary ball.
5. Emily poked Shirley’s finger with the pin she was brandishing in the air.
6. After struggling with the triplets, Shirley was weary.
7. Shirley found Sean, sanitized him, and returned him to his bed.
8. Shirley thought that the coins she earned were as shiny as medals of valor.
9. Father told Shirley to save her money because college was expensive.
Choosing Correct Meanings

Each of the words in the word box can have more than one meaning. Read the sentences below.

Complete each sentence by writing one of the words from the word box in the blank space. You will use each word twice.

Example: Shirley’s new school pencil had a sharp _______point_______.

1. Emily’s father didn’t wear a white doctor’s _________________.
2. Shirley remembered arriving at the train _________________.
3. Shirley looked at her ________________ in the mirror to see if she had changed.
4. Shirley saw a ________________ in the road, and she didn’t know which way to go.
5. Shirley asked Stephen to ________________ out which chair was his.
6. Emily used a long ________________ to prick Shirley’s finger.
7. When Mother’s ________________ was turned, Shirley emptied the cup into the sink.
8. Father put another ________________ of paint on the walls.
9. Shirley showed Emily where to ________________ up for lunch.

(continued)
Choosing
Correct Meanings

September

10. After she took the money from her bank, Shirley was afraid to
_______________ her parents.

11. Shirley learned to eat with a ________________ instead of with chopsticks.

12. Shirley tried to ________________ one of the triplets in his high chair.

13. Shirley hoped that Mrs. O’Reilly would come ________________ soon.

14. Shirley had to ________________ on Sean’s diaper.

15. Father pointed to the writing on the first ________________ of Shirley’s bankbook.
Determined
Alphabetical Order

Words are listed in a dictionary in alphabetical order. Number the five words in each list below to show the order in which they would appear in the dictionary. Write a 1 in the blank before the word that comes first alphabetically, and so on.

Example:

<table>
<thead>
<tr>
<th></th>
<th>berserk</th>
<th>amateurs</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>becoming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>bullpen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>bellowed</td>
<td></td>
<td></td>
</tr>
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<td>1</td>
<td>banished</td>
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<tr>
<th></th>
<th>around</th>
<th>again</th>
<th>score</th>
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<tr>
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<th></th>
<th>away</th>
<th>summer</th>
<th></th>
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<tbody>
<tr>
<td>4</td>
<td></td>
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<th>into</th>
<th>war</th>
<th>tough</th>
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</thead>
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<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>whale</th>
<th>walloping</th>
<th>thrown</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<table>
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<tr>
<th></th>
<th>walks</th>
<th>wonder</th>
<th>territory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<th></th>
<th>innings</th>
<th>today</th>
<th>throughout</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Using Guide Words

At the top of each dictionary page are guide words. These words are the first and last words on a dictionary page. The other words on the page fall in alphabetical order between the guide words.

Put the words in the word box in alphabetical order under the correct guide words. The first one has been done for you.

<table>
<thead>
<tr>
<th>kitchen</th>
<th>fitful</th>
<th>maple</th>
</tr>
</thead>
<tbody>
<tr>
<td>feeling</td>
<td>cakes</td>
<td>reason</td>
</tr>
<tr>
<td>excuse</td>
<td>toiling</td>
<td>mother</td>
</tr>
<tr>
<td>dining</td>
<td>honorable</td>
<td>post</td>
</tr>
<tr>
<td>bride</td>
<td>stranger</td>
<td>gowns</td>
</tr>
</tbody>
</table>

account

1. **bride**

2. __________________

3. __________________

4. __________________

5. __________________

final—march

1. __________________

2. __________________

3. __________________

4. __________________

5. __________________

mare—tongue

1. __________________

2. __________________

3. __________________

4. __________________

5. __________________
Writing a Journal Sample

Imagine that you are Shirley. In the sample journal below, tell how you feel about being selected to present Jackie Robinson with the key to your school.
Creating a Picture

Draw one of the scenes the author describes in “December” (pages 157–169). Then write your own description of what you have drawn.
Recalling a Character

Think about a character from this book. Imagine that you are describing this character to someone who has not read the book. Write your description of the character. Try to include information about the character’s appearance, likes and dislikes, behavior, friends, family, and so forth.

Character: ____________________________________

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Name ____________________________
Writing a Book Recommendation

Do you think other students would enjoy reading *In the Year of the Boar and Jackie Robinson*? On the lines below, explain why you would recommend reading the book. Mention specific things you liked about the story. For example, do you think the events in the story seem real? Do you think the story is interesting? Do you think Shirley Temple Wong would be a good friend? If you didn’t like the book, tell why you would not recommend it.

_______________________________________________________________________________
_______________________________________________________________________________
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_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Explaining Feelings

The questions below ask you to describe the feelings you had as you read the book. Read each question carefully. Write your response on the lines provided. Explain why you felt the way you did.

1. How did you feel when Bandit found out she had to go see her grandmother?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. How did you feel when Shirley and Mother saw Father at the train station?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. How did you feel when Shirley first walked into her new classroom?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Explaining Feelings

4. How did you feel when Mabel started yelling at Shirley?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5. How did you feel when Mabel invited Shirley to play ball?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. How did you feel when Shirley went alone to the dark basement to change the fuses?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

7. How did you feel when Emily said that Shirley should make the presentation to Jackie Robinson?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
## Optional Spelling and Vocabulary Lists

Below are four word lists from the book. The words can be used as spelling or vocabulary words.

### January-March
- fortune
- cleaver
- brazier
- shrimp
- apologize
- crockery
- dictums
- abacus
- ebony
- kaleidoscope
- generation
- customs
- journey
- rickshaws
- dragon
- skeptical
- obediently
- foreign
- bamboo
- ambassador

### April-June
- coward
- delicatessen
- recite
- stanza
- humiliated
- civilization
- fluently
- enthusiasm
- kowtows
- emperor
- ancestors
- enemy
- midget
- pitcher
- opponent
- galoshes
- citizen
- pauper
- sharecropper
- hostility

### July-September
- awkwardly
- infected
- broadcasting
- dentures
- ancient
- tyranny
- jaunty
- indigestion
- challenge
- ingenuity
- pennant
- barbarians
- molt
- concoction
- companion
- psychiatrist
- adventure
- precautions
- identical
- umpire

### October-December
- amateurs
- phenomenon
- exhaustion
- crescent
- commemorate
- embroidered
- pomegranates
- jasmine
- jade
- harvest
- temple
- sacrificed
- election
- juvenile
- campaign
- privilege
- friendship
- rehearsed
- applause
- eligible
Supplementary Activities

Below is a list of ideas that could be used as supplementary or culminating activities.

I. Oral reading
   A. To the entire class
   B. To each other
   C. To the teacher
   D. To a tape recorder

II. Group discussions
   A. Author’s writing style
   B. Ideas gained from the book
   C. Parts of the book
      1. Most important
      2. Most humorous
      3. Most saddening
      4. Most exciting
      5. Most liked
   D. Characters
      1. Did the characters seem real?
      2. What did you like best about each character?
      3. What did you dislike most about each character?
      4. Which character was the student’s favorite? Why?
      5. List questions to ask each character.

(continued)
Supplementary Activities

III. Spelling bee using words from the book

IV. Role play situations from the book

V. Artistic creations
   A. Murals
   B. Dioramas
   C. Book jackets
   D. Posters
   E. Puppets
   F. Poetry
   G. Costumes
   H. Portraits
   I. Mobiles
   J. Songs
   K. Newspaper headlines, articles, and drawings

VI. Research
   A. China
   B. Important events in 1947
   C. Immigration
   D. Baseball
   E. Jackie Robinson
   F. Brooklyn Dodgers

VII. Read other books by the same author
Response Key

WORD ATTACK SKILLS

Using Short Vowels (page 7)
1. cousins; 2. letter; 3. summoned; 4. punishment; 5. inched; 6. plotting; 7. shrugged;
8. scrambled; 9. snuffed; 10. shattered

Finding Base Words (page 8)
1. mouth; 2. dear; 3. swim; 4. cry; 5. sleeve; 6. sky; 7. wed; 8. serious; 9. obey; 10. old;
11. sad; 12. agree; 13. brim; 14. happy; 15. early; 16. envelope; 17. fancy; 18. wash;
19. loud; 20. movie

Using Long Vowels (page 9)
1. station; 2. aisle; 3. mules; 4. shriek; 5. cleaning; 6. bathe; 7. bicycle; 8. ceiling;
9. roaming; 10. boasted

Listening for Syllables (page 10)
1. 3; 2. 2; 3. 3; 4. 1; 5. 2; 6. 4; 7. 3; 8. 3; 9. 1; 10. 3; 11. 2; 12. 3; 13. 2; 14. 2; 15. 2; 16. 4;
17. 2; 18. 3; 19. 2; 20. 1; 21. 4; 22. 3; 23. 2; 24. 3; 25. 2; 26. 5; 27. 2; 28. 4; 29. 6; 30. 1

Using Compound Words (page 11)
1. eyebrows; 2. classroom; 3. earrings; 4. lunchtime; 5. nearby; 6. sidewalk; 7. chopsticks;
8. footsteps; 9. overcame; 10. blackboard

COMPREHENSION SKILLS

Classifying Words (page 12)
1. owner; 2. chocolate; 3. head; 4. daughter; 5. age; 6. lunch; 7. rocks; 8. Mrs. Rappaport;
9. ambassador; 10. onions

Remembering Details (page 13)
1. Shirley’s classmates were ignoring her. 2. Shirley couldn’t catch the ball.
3. Everyone else in Shirley’s class had to recite a poem and she wanted to recite one too.
4. Shirley wanted to surprise everyone by learning the poem herself. 5. Everyone made fun
of Shirley when she recited her poem. 6. Señora Rodriguez was going to give Shirley piano
lessons. 7. Mother thought roller-skating was dangerous.

Classifying Word Groups (page 14)
1. how; 2. when; 3. where; 4. how; 5. when; 6. where; 7. where; 8. when; 9. how;
10. when; 11. how; 12. where; 13. when; 14. where; 15. how
Determining Cause and Effect (page 16)
Set 1: 5; 2; 1; 3; 4
Set 2: 4; 1; 5; 2; 3

Matching Synonyms (page 17)
1. praise; 2. tiny; 3. following; 4. understand; 5. question; 6. lifted; 7. paused; 8. awful; 9. sure

Using Cloze Reading (page 18)
1. hearts; 2. absent; 3. questions; 4. raised; 5. baseball; 6. understand; 7. pigeon-toed; 8. home; 9. compliment; 10. pastime; 11. radio

Discovering Meaning Through Context (page 19)
1. promised; 2. hard job; 3. attract; 4. came; 5. hot; 6. mood; 7. clean; 8. look; 9. well-known; 10. plan

Matching Antonyms (page 21)
1. remember; 2. early; 3. failed; 4. unhappy; 5. mild; 6. easy; 7. began; 8. hated; 9. unfriendly

Remembering Details (page 22)
1. The Señora wasn’t dressed in her usual black clothes, and she had her false teeth in her mouth. 2. Father bought a new sofa that could turn into a bed. 3. Father repaired the items and gave them to the other tenants. 4. Shirley stayed in the apartment and listened to ball games on the radio. 5. Shirley turned on the stove, lit a candle, and went to the basement to change fuses. 6. A draft blew out the candle, and Shirley couldn’t find the fuse box. 7. Shirley had touched the wet paint in the basement and left handprints all over the walls.

Matching Synonyms (page 23)
1. hairless; 2. mixture; 3. desire; 4. make-believe; 5. waving; 6. tired; 7. cleaned; 8. bravery; 9. costly

STUDY SKILLS

Choosing Correct Meanings (page 24)
1. coat; 2. station; 3. face; 4. fork; 5. point; 6. pin; 7. back; 8. coat; 9. line; 10. face; 11. fork; 12. station; 13. back; 14. pin; 15. line

Determining Alphabetical Order (page 26)
A. 2; 3; 1; 4; 5
B. 3; 2; 4; 1; 5
C. 5; 2; 1; 4; 3
D. 3; 4; 2; 1; 5
E. 5; 3; 1; 4; 2
Using Guide Words (page 27)
act—fin     final—march     mare—tongue
1. bride     1. fitful     1. mother
2. cakes     2. gowns     2. post
3. dining    3. honorable 3. reason
4. excuse    4. kitchen   4. stranger
5. feeling   5. maple     5. toiling

CREATIVE SKILLS

Writing a Journal Sample (page 28)
Responses will vary.

Creating a Picture (page 29)
Responses will vary.

Recalling a Character (page 30)
Responses will vary.

Writing a Book Recommendation (page 31)
Responses will vary.

Explaining Feelings (page 32)
Responses will vary.
IN THE YEAR OF THE BOAR
AND JACKIE ROBINSON

WORD ATTACK SKILLS
Using Short Vowels
Finding Base Words
Using Long Vowels
Listening for Syllables
Using Compound Words

COMPREHENSION SKILLS
Classifying Words
Remembering Details
Classifying Word Groups
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   Through Context
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STUDY SKILLS
Choosing Correct Meanings
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CREATIVE SKILLS
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Supplementary Activities

SPELLING AND VOCABULARY
Optional Spelling and Vocabulary Lists