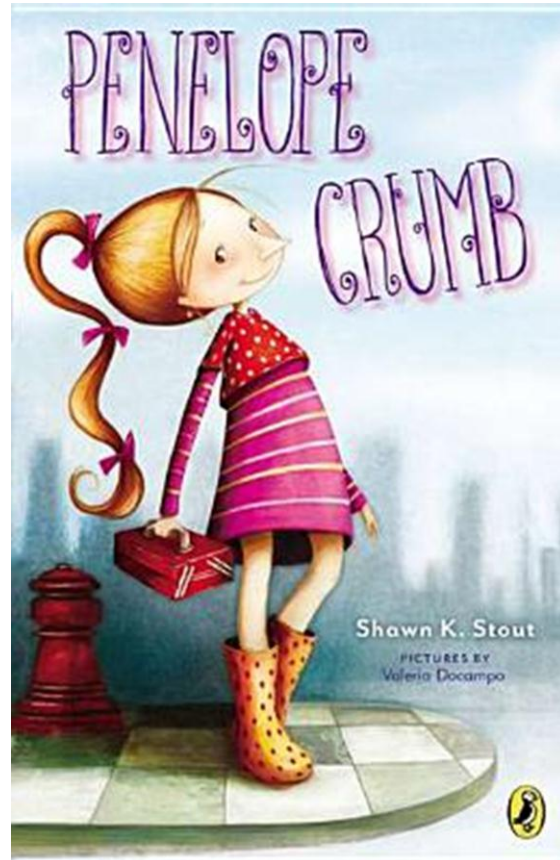


A CCSS Annotated Educational Activity Guide  
for

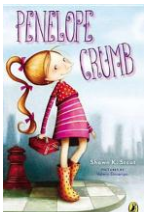


Written by Shawn Stout

Pictures by Valeria Docampo

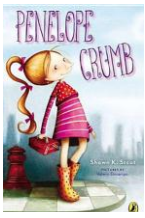
Published by Philomel Books

Guide by Debbie Gonzales



## Table of Contents

The Educational Activity Guide Format .....	3
Journaling.....	3
Reading Assignment Bookmarks.....	3
Bookmarks .....	4
Discussion Questions for Chapters 1 through 5.....	5
Create a Personal Coat of Arms .....	7
My Personal Coat of Arms .....	8
Discussion Questions for Chapters 6 through 10.....	9
Word Scramble .....	11
Word Scramble Answers.....	12
Discussion Questions for Chapters 11 through 15.....	13
Talk About Terrible: A Graphic Organizer .....	15
Talk About Terrible: A Graphic Organizer Worksheet .....	16
Discussion Questions for Chapters 16 through 19.....	17
Characterization Concept Mapping .....	19
Characterization Description List.....	20
Characterization Concept Map .....	21
Discussion Questions for Chapters 20 through 23.....	22
The Diamante.....	24
The <i>Penelope Crumb</i> Coat of Arms Diamante Lesson Procedure .....	25
Word Study Chart .....	26
A <i>Penelope Crumb</i> Coat of Arms Diamante .....	27
Journal Response and Comprehension Rubric .....	28
Curriculum State Standards Annotation .....	29
English Language Arts Standards: Reading Literature .....	29
English Language Arts Standards: Foundational Skills.....	30
English Language Arts Standards: Writing .....	30
English Language Arts Standards: Language.....	31
Acknowledgements.....	32



## The Educational Activity Guide Format

The format of this guide follows a 5 week course of study. *Penelope Crumb* has been divided into sections. Each section is comprised of discussion questions and follow-up activities for a designated group of sequentially listed chapters. The lessons in this guide are suitable for independent readers or group settings.

### Journaling

After engaging in group discussion, students are asked to respond to one of the questions posed in each course section by journaling. A Journal Response and Comprehension Rubric are available on page 28, which is helpful in assessing the child's understanding and personal connection to the discussion questions and the story.

Journals can be purchased or can be personalized by making them out of everyday materials. Instructions for making hand-made journals are presented in the two Ehow.com links below.

[http://www.ehow.com/how\\_5760860\\_make-journal-out-paper.html](http://www.ehow.com/how_5760860_make-journal-out-paper.html)

[http://www.ehow.com/video\\_4951964\\_make-paper-journal-school.html](http://www.ehow.com/video_4951964_make-paper-journal-school.html)

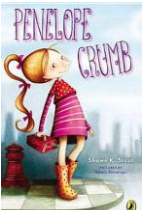
**Special Note:** Being that protagonist Penelope Crumb is an artist and that much of the plot revolves around the celebration of the creative spirit, creating hand-made journals to compliment the study of this book is highly recommended. Make them one-of-a-kind-unique. Have fun with it. Make something that would make Mr. Leonardo di Vinci proud!

### Reading Assignment Bookmarks

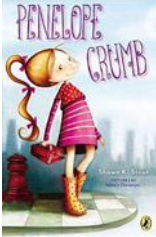
Personal bookmarks are printed on the following page. Listed on these bookmarks are the designated chapter groupings and a space allotted for a Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

#### Procedure:

- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
  - Write their name on it.
  - Copy Target Completion Dates in designated space below assigned chapters to be read.
  - Keep the bookmark in the book for reference through the course of the novel study.



### Bookmarks



Name

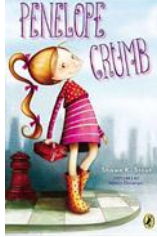
Chap. 1 through 5

Chap. 6 through 10

Chap. 11 through 15

Chap. 16 through 19

Chap. 20 through 23



Name

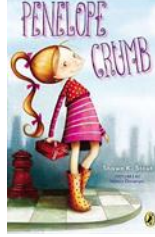
Chap. 1 through 5

Chap. 6 through 10

Chap. 11 through 15

Chap. 16 through 19

Chap. 20 through 23



Name

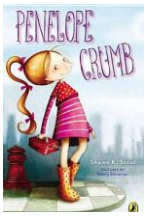
Chap. 1 through 5

Chap. 6 through 10

Chap. 11 through 15

Chap. 16 through 19

Chap. 20 through 23



## Discussion Questions for Chapters 1 through 5

*“Hmmm.” I squint my left eye and pucker my lips, which is what famous artists do when they are concentrating hard. I know that because I saw a cartoon about Leonardo da Vinci once, who was a very, very famous artist who lived a long time ago (he’s dead now, like all famous artists are), and that’s just what he did when he painted. I want to be a famous artist, too, but not a dead one (2).*

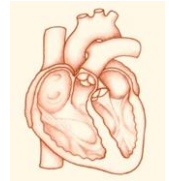
- From this passage, found at the beginning of the book, can you get a sense of Penelope Crumb’s character?
- Why is she interested in Leonardo di Vinci?
- What does Penelope want?
- Do you find it interesting that she makes reference to death twice in this passage?



**Mr. Leonardo di Vinci**  
*(He has a sizeable nose, too. Don’t you think?)*

*Mom doesn’t much like it when I talk about dead things. I think it’s on account of the fact that I have a dead father. Graveyard Dead. But for someone who draws people’s insides, you’d think dead things wouldn’t be such a big deal (13).*

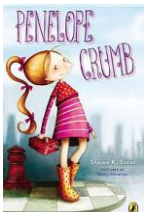
- Why do you think the words Graveyard Dead are capitalized?
- Penelope uses the word ‘dead’ four times in these three sentences. Why do think she does?
- Why do you think Penelope’s mother doesn’t like to talk about dead things?
- Why do you think Penelope isn’t bothered about talking about dead things?



**The human heart**

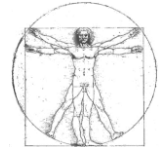
*“You said he was gone,” I say. “You said so. But he’s not dead and I have his nose and still I don’t know him (34).”*

- Is Penelope’s mother being truthful regarding the whereabouts of her grandfather?
- Why do you think Penelope wants to know about her Grandpa Felix?
- Do you think she might be interested in getting to know him for reasons other than the shape of her nose? If so, why?
- How would you feel if you were Penelope in this situation?
- Why do you think her mother has never mentioned Grandpa Felix? So you find this behavior to be strange?



*Nighttime is the best time to think about dead people, because in the dark and hush quiet, it's easy to imagine my Graveyard Dead dad patting my foot under the covers and saying, "Oh, little darling. Oh, my heart (30)."*

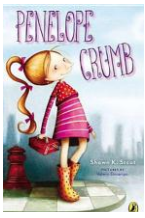
- Earlier, Penelope said that she wanted to be a famous artist. Do you think there may be something else that she wants, too? Something involving her father?
- How does Penelope feel about her father?
- Does she think about him often?
- Is there a connection between her mother's study of the human heart and the words Penelope imagines her father to say?
- Describe how you would feel at this moment, if you were Penelope. Go ahead. Put yourself in her place. What would be going on in your mind if you were her?



**Note:** Mr. Leonardo di Vinci is famous for his drawings of the anatomy of the human body, too.

*Then my brains really start to work. Because I think about how I didn't know I had a big nose that belongs to my not-dead Grandpa Felix. And if I didn't know that, there might be other things I don't know about (43).*

- What do you think about Penelope's concerns regarding her missing grandfather?
- Do you think there might be other things she doesn't know about in her life?
- If so, what do you think they could be?
- What do you think she should do?
- What would you do if you were her?



## Create a Personal Coat of Arms

*Then Miss Stunkel opens her eyes again. She explains that a coat of arms is not a coat made of arms or elbows at all. It's a picture, or a bunch of pictures, usually drawn on the shape of a shield, that shows things about a family. A family's history, for example, she says (42).*

**Objective:** A coat of arms is a shield with symbols and figures that represent a family, person, a group or other organization. In this lesson students will create their own personal coat of arms comprised of things that are important and special to them.

### Materials:

- Print My Personal Coat of Arms found on page 8
- Markers or crayons

### Procedure:

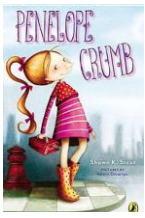
- Note the various sections on the Personal Coat of Arms printed on page 8.
- Consult the numeric guide below; draw a symbol of something that is dear to you in each specific section.
  - Section 1: Draw something that you are proud of.
  - Section 2: Draw a dream that you have for yourself.
  - Section 3: Draw your favorite aspect of nature, for example: a plant, favorite season, favorite animal, etc.
  - Section 4: Draw your favorite game or sport.
  - Section 5: Draw your favorite food.
  - Section 6: Draw something that you believe in strongly, something you will never change about yourself.
- In the ribbon banner at the bottom the coat of arms, write a 2 to 6 word personal motto or simply write your name in a cool, creative way.



### My Personal Coat of Arms

A large shield-shaped template for a personal coat of arms. The shield is divided into six numbered sections by a vertical line down the center and two horizontal lines. The sections are numbered 1 through 6, starting from the top left and moving right, then down the left side, then right in the bottom row. Below the shield is a decorative banner with a central rectangular box for text.





## Discussion Questions for Chapters 6 through 10

*"If Grandpa Felix's nose isn't on my face, then it's like Grandpa Felix doesn't even exist." I start to feel tingly in my fingers. "Like he's never been here." And if he's never been here, then Dad's never been here. But I keep that part to myself (51).*

- Do you think Grandpa Felix has had an impression on Penelope, even if she has never met him?
- Is he a part of her? Physically? Emotionally?
- Why do you think Penelope's fingers felt tingly after she said "...it's like Grandpa Felix doesn't even exist"?
- Why did she keep the part about "...Dad never been here" to herself?
- Do you think that Penelope has ever truly accepted that her father has died?
- Do you think her mother has accepted this fact, either?

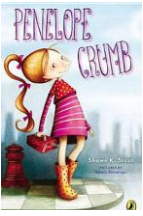
*"Fixing what kind of things?" asks Littie.*

*"Broken things. Things that aren't working like they should. (69)"*

- What sorts of broken things is Penelope referring to?
- What about the heart references throughout the story? Is there a connection of some sort here?
- Is there a part of Penelope that is broken? If so, what is it?

*"Do you think," I say slowly, "that the reason Grandpa Felix stopped coming around after my dad died, the reason he hasn't seen us in all these years, is because of my nose? (79)"*

- Do you really think that Grandpa Felix stopped coming around because of Penelope's nose?
- Do you think the reason he stopped coming around has to do with Penelope at all?
- What about the heart references?
- What about fixing broken things?
- Do you think there may be something broken in Grandpa Felix?
- What if Grandpa Felix doesn't want to meet Penelope? What would happen to her then?
- Why does she need to meet Grandpa Felix?
- Does he need to meet her?

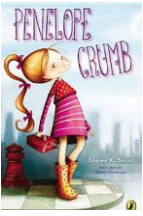


*“My grandpa, the one who’s a pilot, showed me.”*

*I don’t know why, but that makes me tighten my grip on the toolbox and say, “Well, Littie Maple, aren’t you the luckiest girl on the planet to have a grandpa to show you those kinds of things.”*

*Littie bites her thumbnail for at least two blocks after that (93).*

- Do you think Penelope’s comment to Littie was a little cruel?
- She was saying nice words, but did she mean them?
- How do you think Littie felt when Penelope called her *the luckiest girl* on the planet?
- Do you think she felt like the luckiest girl?
- Why do you think Penelope said what she did?
- Do you think that Penelope might be jealous of Littie?
- Have you ever said something mean to a friend?
  - How did you feel about it afterwards?
  - What did you do to make things right again?
- Has a friend ever said something mean to you when you didn’t deserve it? How did that make you feel?



## Word Scramble

There's a word in the note I don't know: defaced. It must have something to do with making a face look better (50).

**Directions:** Unscramble each of the clue words. Copy the letters in the numbered cells to other cells with the same number.

NOMTYAA


GIAGITCN


COLSOALS


ESRNTARBEASMM


GONAYLEGE


TARHE


CONLO


NEPELS


BALSELYE


TEISNNEITS


DEAFEDC

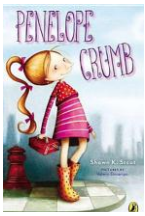

DETIETECV


1	2	3	4	5	6

7	8	9	10	11	12	13	14		

15	16

17	18	19	20	21



## Word Scramble Answers

NOMTYAA

a n a t o m y  
19 14 1

GIAGITCN

g i g a n t i c  
16 10

COLSOALS

c o l o s s a l  
3

ESRNTARBEASMM

e m b a r r a s s m e n t  
12 4

GONAYLEGE

g e n e o l o g y  
5 9

TARHE

h e a r t  
6

CONLO

c o l o n  
20 7

NEPELS

s p l e e n  
8

BALSELYE

e y e b a l l s  
11

TEISNNEITS

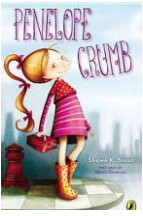
i n t e s t i n e s  
18 2

DEAFEDC

d e f a c e d  
13

DETIETECV

d e t e c t i v e  
15 21 17M i s t e r  
1 2 3 4 5 6L e o n a r d o  
7 8 9 10 11 12 13 14d i  
15 16V i n c i  
17 18 19 20 21



## Discussion Questions for Chapters 11 through 15

*“Calm down. First I told her that I didn’t know where you were. But then I might have said something about a school project or something. When she started to get worked up.” He finally looks away from me like he decided he wouldn’t kill me with laser beams. Which make me wonder if my real brother is somewhere in there after all (100).*

- It seems that, in this case, Terrance is coming to Penelope’s rescue. Why would he?
- Why do think he looked away from Penelope after telling her about Little’s mother’s reaction?
- Why would he resist “killing her with laser beams” when he had the chance to do so?
- What did Penelope mean when she wondered if her real brother was somewhere in there after all?
- Do you think that Terrance is all alien all of the time?
- Do think that Terrance may have a soft side?
- How do you think he feels about his sister, really?

*“Because he’s my grandpa,” I say.*

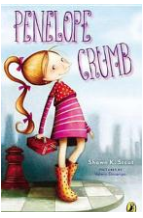
*The man scratches the pointy part of his sideburn. “How can you be sure that this grandpa of yours wants to be found? (133)”*

- Could it be possible that Grandpa Felix does not want to be found by Penelope?
- He has known about her, Mom, and Terrance for a long time. Why hasn’t he made efforts to be with them?

*Finally, I blurt out, “I went looking for Grandpa Felix.”*

*Not one single balloon or streamer falls from the ceiling. No confetti and no horns. Terrible goes all quiet and Mom’s face gets blotchy (116).*

- Why do you think Terrible went quiet after Penelope announced that she went looking for Grandpa Felix?
- Why did Mom’s face get blotchy?
- Why do you think the lack of party-like decorations is mentioned in this scene? Do Penelope’s words make Mom feel like celebrating?
- At the mention of Grandpa Felix’s name the mood sours. Why?



*...And when she starts to turn away and doesn't say, "I could never stay mad at you, Penelope Crumb," I grab her arm and tell her that she can come over after school and sing like she did at her audition so it will be just like I was there.*

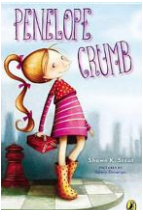
*Only, Patsy Cline says no and then nothing else (118).*

- What is Patsy feeling?
- Do you think Penelope understands that she has disappointed Patsy Cline? Or has hurt Patsy's feelings?
- Patsy is remaining quiet in this scene. If she were speaking to Penelope, what do you think she might say?
- Do you see a similarity between this scene and the one between Penelope and Little on page 93? The one in which Penelope mocks Little the things her grandfather has taught her to do?
- Do you think Penelope understands that, sometimes, her behavior affects the feelings of others?

*So I blurt out, without really thinking, "Do you have a dead son named Theodore Crumb because of you do, I am your granddaughter. I'm Penelope Rae..."*

*And before I can even say Crumb, that man, that Grandpa Felix, hangs up on me (131).*

- Once again, someone becomes silent after Penelope reacts. This time, however, she acknowledges something about her own behavior. What has she realized about her own actions?
- Do you find it interesting that Penelope wasn't able to say the name that they shared – Crumb – before Grandpa Felix hung up?
  - Do you think he did that on purpose?
  - If so, why?
- Why do you think Penelope referred to her grandfather as "that man"?
- Do you find Grandpa Felix's actions to be odd? How so?



## Talk About Terrible: A Graphic Organizer

*“What’s going on?” Says Terrible, from behind, making me jump.*

*Oh brother. “Nothing.” I squeeze my eyes shut and make a wish he would get on his spaceship already. Around the time he turned fourteen, my brother, Terrance, was snatched by aliens. When they brought him back, he was different. Alien different. Terrible (14-5).*

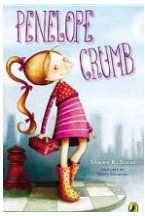
**Objective:** To use the graphic organizer below to consider various aspects of Terrance, Penelope’s older brother’s character.

### Materials:

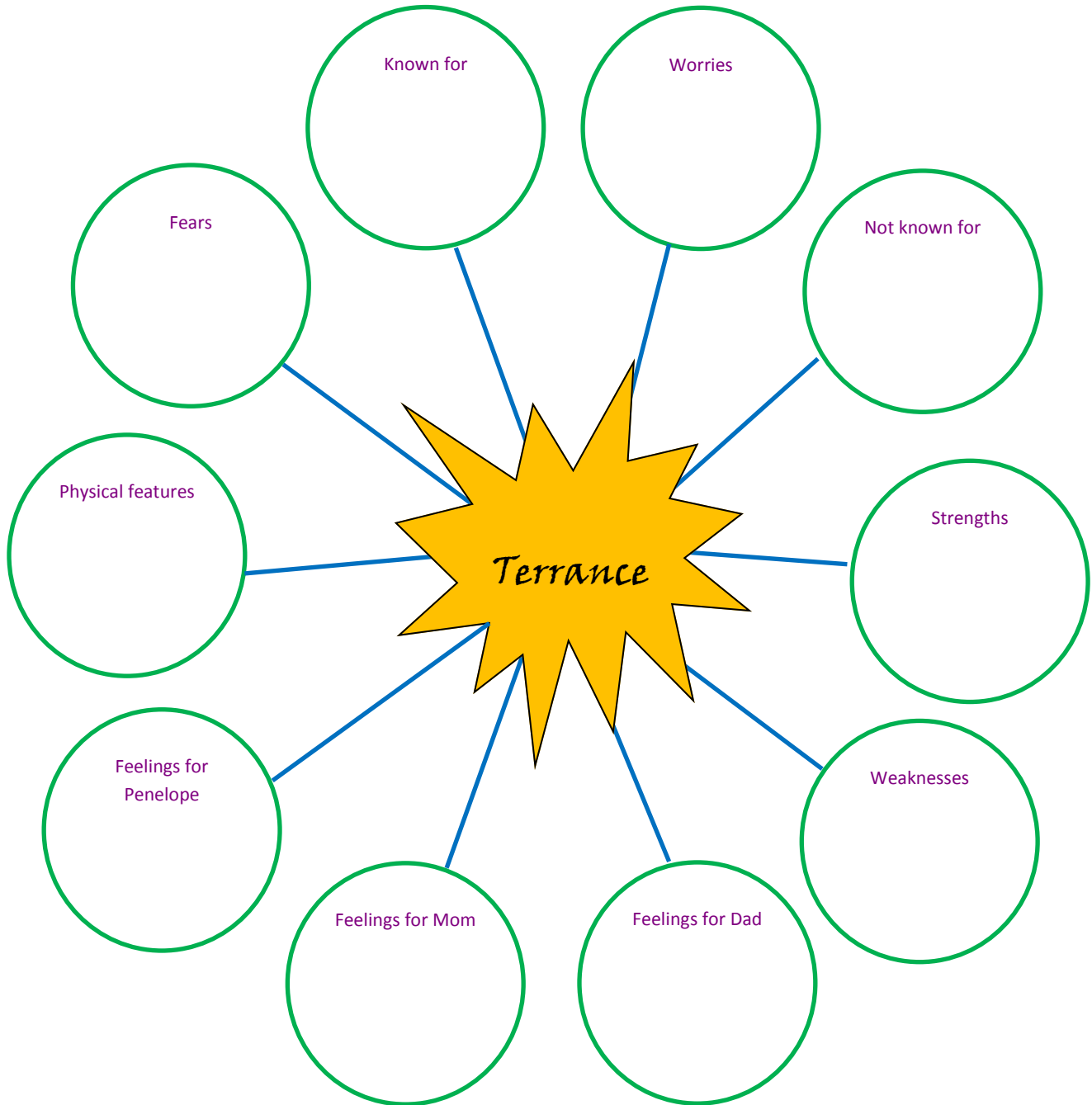
- *Penelope Crumb* – the novel
- Pencil
- Print-out of page 16: Talk About Terrible: A Graphic Organizer Worksheet

### Procedure:

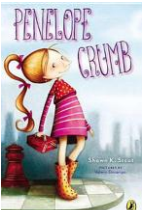
- Consider various aspects of Terrance’s character using the book as a reference and the graphic organizer found on page 16 as a guide.
- Some character traits are referenced in the book.
- Some character traits require the use of inference.
- Once your graphic organizer is complete, discuss your impressions with a group.
  - Were their impressions of Terrance’s character similar to yours?
  - Different?
  - Did you come to see Terrance in a new light?
  - As a multi-dimensional character?
  - As an alien?
  - As a boy with feelings, too?



### Talk About Terrible: A Graphic Organizer Worksheet







## Discussion Questions for Chapters 16 through 19

*Finally, I tell myself just to say something, “Do you know who I am?”*

*He looks at me then, right at the heart of me, and his eyes tremble a little. He nods (145).*

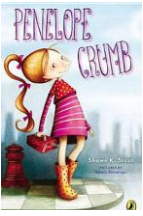
- Normally Penelope is not at a loss for words. In fact, she’s known for blurting out the first things that come to mind. Why do you think, in this case, she had to “tell” herself for say something?
- What is about the question she asked that made it hard for her to say?
- Could it be that, maybe, she was worried that he wouldn’t know who she was? Or care?
- Penelope says that Grandpa Felix looked “...right at the heart of me.” What does she mean by that statement?
- Can you think of other instances where the word *heart* has been referenced?
- Is there an emotional meaning behind the word *heart*? If so, what is it?

*“You should give your brother a break. It’s not easy being the man of the house when you’re fourteen years old (153).”*

- Grandpa Felix seems to know quite a bit about Penelope’s brother. Do you think that maybe Terrance/Terrible has been on Grandpa Felix’s mind for all these years?
- Do you think that maybe Grandpa Felix has been worried about Terrance?
- Do you think that maybe Grandpa Felix has been worried about Penelope’s mom?
- Do you think that maybe he’s been worried about Penelope?

*He clears his throat. “The Crumb nose has stood out in this family for a long time. My father, that would be your great-grandfather, was blessed with this beast (153).”*

- Could it be that the beast of a Crumb nose might prove to be something special? How so?
- Could it be that something that was once perceived to be a flaw is now being considered to be strength? How so?
- Isn’t it interesting that Penelope and Grandpa Felix are connecting through a discussion of fatherhood?
- How do you think Penelope is feeling at this moment?
- How do you think Grandpa Felix is feeling?
- How does this scene make you feel?



*“When he died,” I say, nodding,*

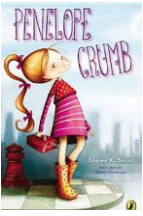
*He leans forward in his seat. “No, when he was born.” He rubs his head. “I wasn’t here when he got sick. I couldn’t help him (165).”*

- How do you think Grandpa Felix feels about not being able to help Penelope’s father when he was sick?
- Do you think Grandpa Felix is still sad about Penelope’s father’s death?
- How does Grandpa Felix feel about being gone for so many years? Explain your answer.

*“He is not gone!” I tell her, pulling away. I point to the chair. “His coat is right here!”*

*My voice cracks, and then I start to cry (171).*

- This is the only time in the story that Penelope cries.
  - Why now?
  - What is it about this moment that causes her to be so emotional?
- Grandpa Felix has absent from her life for as long as she can remember. Why should she be upset that he has left now?



## Characterization Concept Mapping

**Objective:** To connect personality traits with the various characters in *Penelope Crumb*.

### Materials:

- Characterization Concept Map found on page 21
- Characterization Description List found on page 20
- The book *Penelope Crumb*
- A dictionary or a thesaurus
- Pencils

### Procedure:

- Print out the Characterization Concept Map.
- Observe the Characterization Concept Map.
  - The names of various characters are found in the green circles.
  - The arrows connecting the green circles to empty yellow boxes.
- Consider one of the characters featured on one of the green circles.
  - What are they like?
  - Can you describe their character in some way?
- Review the words found on the Characterization Description List to discover words that might connect with the character's personality.
- Write words to describe a particular character inside the connecting yellow boxes.
- If you are unsure about the definition of a word or would prefer to find an even better descriptor of the character, refer to the dictionary or thesaurus.
- Follow the same procedure for all of the characters featured in the green circles.

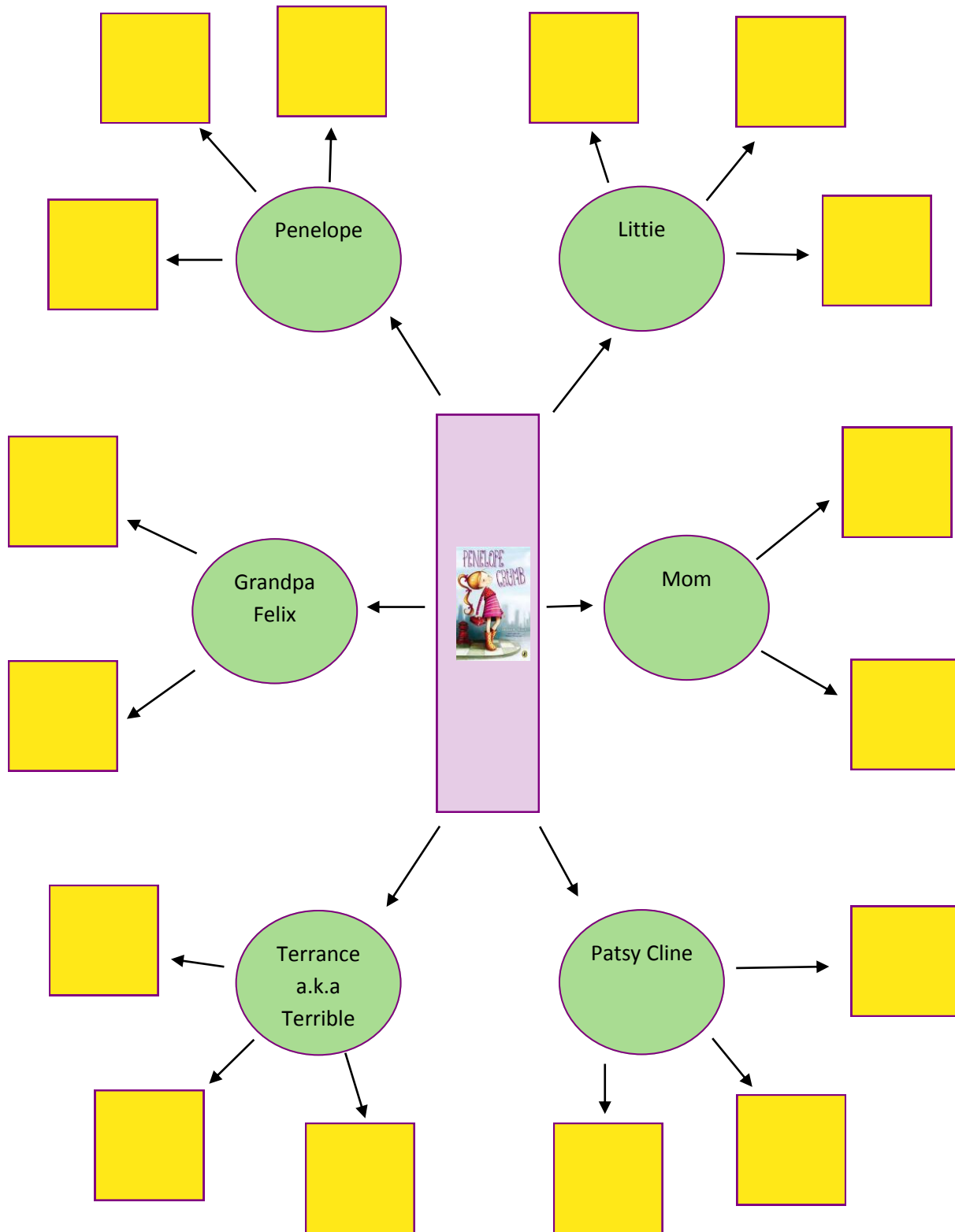


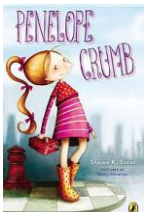
## Characterization Description List

Able	Fair	Lovable	Sad
Accepting	Faithful	Loving	Sarcastic
Adventurous	Fancy	Manipulative	Self-confident
Aggressive	Fighter	Materialistic	Self-conscious
Ambitious	Forgiving	Mature	Selfish
Annoying	Free	Melancholy	Sensible
Arrogant	Friendly	Merry	Sensitive
Articulate	Friendly	Messy	Serious
Athletic	Frustrated	Mischievous	Short
Awkward	Fun-loving	Naïve	Shy
Boastful	Funny	Neat	Silly
Bold	Generous	Nervous	Simple
Bossy	Gentle	Noisy	Simple-minded
Brave	Giving	Obnoxious	Smart
Bright	Gorgeous	Opinionated	Stable
Busy	Gracious	Organized	Strong
Calm	Grouchy	Outgoing	Stubborn
Careful	Handsome	Passive	Studious
Careless	Happy	Patient	Successful
Caring	Hard-working	Patriotic	Tall
Cautious	Helpful	Perfectionist	Tantalizing
Cheerful	Honest	Personable	Tender
Clever	Hopeful	Pitiful	Tense
Clumsy	Imaginative	Plain	Thoughtful
Compassionate	Impulsive	Pleasant	Thrilling
Complex	Independent	Pleasing	Timid
Conceited	Intelligent	Poor	Tireless
Confident	Inventive	Popular	Tolerant
Considerate	Jealous	Pretty	Tough
Cooperative	Joyful	Prim	Tricky
Courageous	Judgmental	Proper	Trusting
Creative	Keen	Proud	Ugly
Curious	Kind	Questioning	Understanding
Dainty	Knowledgeable	Quiet	Unhappy
Daring	Lazy	Radical	Unique
Dark	Leader	Realistic	Unlucky
Defiant	Light	Rebellious	Unselfish
Demanding	Light-hearted	Reflective	Vain
Determined	Likeable	Relaxed	Warm
Devout	Lively	Reliable	Wild
Disagreeable	Lovable	Religious	Willing
Disgruntled	Loving	Reserved	Wise
Dreamer	Lazy	Respectful	Witty
Eager	Leader	Responsible	
Efficient	Light	Reverent	
Embarrassed	Light-hearted	Rich	
Energetic	Likeable	Rigid	
Excited	Lively	Rude	
Expert	Loyal		



### Characterization Concept Map





## Discussion Questions for Chapters 20 through 23

*I tell her that I'll come if she's not mad at me, and she says she won't be mad if I come, so we're back to being best friends again, thank lucky stars. And then I say, "Wait a minute, did you say you want someone to take pictures of you? (176)"*

- Does it seem that friendship with Patsy Cline is somewhat conditional, meaning that things have to go her way or no way?
- Penelope thanks *lucky stars* that she is back to being best friends with Patsy. Is this because Patsy is a 'star' of sorts?
- Why do you think Penelope is interesting in someone taking photographs of Patsy?
- What is Penelope up to?

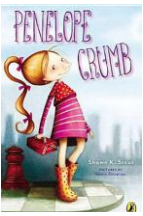
*"Oh," says Littie. "In that case, Momma says I should say I'm sorry." Then she adds, "Even though nothing bad happened to us."*

*Mom sticks her head back in the living room and says, "Thank you, Littie. That's nice of you to come over here and speak from the heart. (178)."*

- What does Mom mean when she says "...speak from the heart"?
- Which friend do you think is quicker to forgive and forget? Littie or Patsy Cline?
- Who do you think is a better friend to Penelope? Littie or Patsy Cline?
- Who do you like best? Littie or Patsy Cline?

*"Patsy Cline," I say, having a thought. "You know what? Maybe that's why you are such a good singer. Maybe you have big ears so that you can hear the notes better. (187)"*

- Do Patsy Cline's big ears have something in common with Penelope's big nose?
- Do you find it interesting that it was Patsy Cline who drew attention to Penelope's large nose in the first place? As being a flaw? A problem?
- Could a flaw be seen as a strength?
- Could a problem become a source of power?
- And, isn't it interesting that Penelope is the one assuring Patsy Cline that her big ears might actually be beneficial and helpful in the end?



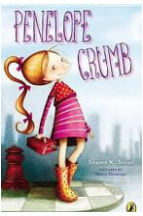
*Mom looks from my coat to Grandpa Felix and then back to me. Here are things she doesn't say about my coat and all of the pictures: Oh, little darling. Oh, my heart. You're really something.*

*And here is what she does say: "Where did you get that coat? (196)"*

- Penelope refers the arm coat has being hers. Could it be that the coat and everything about it is a part of who she is?
- Could it be that all of the family pictures and sketches attached to the coat make her feel like she belongs? That she is a part of a larger family?
- Could it be that, somewhere deep inside, Penelope feels closer to her father as a result of the arm coat?
- Is her mother pleased with the arm coat? How do you know?
- Once again, there is a reference of the heart, only this time Mom does not say the words. What does her silence say about Mom's impression of the arm coat?
- Do you find it interesting that Mom questioned where Penelope got the coat instead of saying something directly to Grandpa Felix?

*And then when I look at the nose on his face, all at once I know what my nose powers are. And they are almost as good as being a war hero. I found Grandpa Felix, all because of my big nose. That's why he's here. "I brought you back from being Graveyard Dead," I tell him (209).*

- In a way, to Penelope, looking at Grandpa's nose the same things as looking at her own, right? Is she seeing herself in him?
- Is that what families do, too? Can family members see themselves in each other?
- Penelope's Dad is Graveyard Dead, and that fact cannot be changed. What does Penelope mean when she says that she brought Grandpa Felix back from being Graveyard Dead?
- Penelope's nose had the power to change the lives of many characters. How did it, and she, affect the following characters? How did she bring about a change for the better in others?
  - In Terrance/Terrible? How was he affected by Penelope's nose powers?
  - In Mom?
  - In Grandpa Felix?
  - In Little?
  - In Patsy Cline?
  - In herself?
- What about in you?
  - How have you changed?
  - What did you learn about yourself and others as a result of Penelope's nose powers?



## The Diamante

A diamante poem is a seven line poem written in the shape of a diamond, each line using specific types of words. It serves as a fun way to focus on parts of speech, as well as effective word choice. It is easier to teach than it looks.

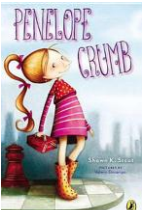
The Diamante is poem about contrasts, about two things that are completely different, total opposites such as: night/day, bird/fish, airplane/car, etc. There are specific rules to the structure, much like putting together a poem puzzle. One very important rule is that they may not repeat any words.

In this lesson, students are asked to choose two characters from the book *Penelope Crumb* and contrast them by writing a diamante. Below is an example of the structure of a diamante:

Pool  
 wet, wild  
 slipping, sliding, splashing  
 flippers, snorkels, umbrellas, sunbaths  
 drying, snacking, snoozing  
 quiet, restful  
 Sand

- The first line is one word, and it is the topic of the poem. It can be a singular or plural noun. The 7<sup>th</sup> line is also one word, and either a singular or plural noun. The 1<sup>st</sup> and 7<sup>th</sup> lines should be in contrast with one another.
- The second line is made up of two adjectives that describe the noun from the first line.
- The 3<sup>rd</sup> line is three –ing verbs, or active verbs, that tell actions associated with the noun on the first line.
- The 4<sup>th</sup> line is the longest line and the turning point of the poem. This line has four more nouns. The first two nouns are associated with the noun on the first line. The second pair of nouns is associated with the noun from the 7<sup>th</sup> line.
- The 5<sup>th</sup> line is three –ing verbs, or active verbs, that tell actions associated with the noun on the 7<sup>th</sup> line.
- The 6<sup>th</sup> line has two adjectives that describe the noun on the 7<sup>th</sup> line.
- The 7<sup>th</sup> line is a singular or plural noun that contrasts with the one from the last line.





## The *Penelope Crumb* Coat of Arms Diamante Lesson Procedure

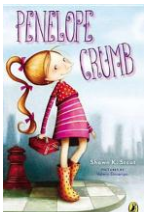
**Objective:** To use the poetic form of the Diamante to contrast aspects of characterization.

### Materials:

- The book *Penelope Crumb*
- Characterization Description List found on page 20
- Word Study Chart found on page 26
- The *Penelope Crumb* Coat of Arms Diamante worksheet found on page 27

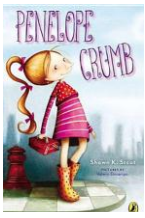
### Procedure:

- Choose two contrasting characters from the book.
- On the Word Study Chart, designate one character as purple and the other as green.
- Using the Work Study Chart, brainstorm different characteristics of your chosen characters. Use your imagination to infer different aspects of those characters.
  - In the noun category of the Word Study Chart, think of concrete things that connect with the characters. Try to come up with at least 10 good nouns.
  - In the verb category of the Word Study Chart, think of a number of active verbs that describe the characters. Try to come up with at least 10 good active verbs.
  - In the adjective category of the Word Study Chart, think of words that describe the characters. Try to come up with at least 10 good adjectives.
- Using color-coded The *Penelope Crumb* Coat of Arms Diamante worksheet, write the names of your chosen characters and your best descriptors in the proper places provided.



### Word Study Chart

Nouns	Verbs	Adjectives



### A Penelope Crumb Coat of Arms Diamante

---

Noun: Pick a character from the story

---

Adjective

Adjective

---

Active verb

Active verb

Active verb

---

Noun

Noun

Noun

Noun

---

Active verb

Active verb

Active verb

---

Adjective

Adjective

---

Noun: Pick a character from the story



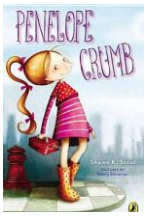
## Journal Response and Comprehension Rubric

Use this rubric to assess the students' abilities to complete journal activities. Share this assessment with students prior to completing the journal-writing lessons as that will understand how they are being assessed. You can also use the rubric as a basis for discussion and feedback with each student.

Student name \_\_\_\_\_ Date \_\_\_\_\_

1. The student writes journal responses in complete sentences. \_\_\_\_\_
2. The student writes three or more sentences to answer questions. \_\_\_\_\_
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. \_\_\_\_\_
4. The student's experiences and opinions are clear. \_\_\_\_\_
5. The student works with a peer to share journal responses and to develop a combined response when requested. \_\_\_\_\_

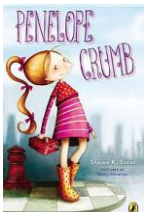
Excellent 4	Very Good 3	Fair 2	Poor 1
The student completes the task with no major errors	The student completes the task with only a few major errors and some minor errors.	The student completes the task with some major errors and many minor errors.	The student fails to complete the task.
The student demonstrates a full understanding of the concepts.	The student demonstrates a strong understanding of the concepts.	The student has difficulty understanding the concepts.	The student does not understand the concepts.



## Curriculum State Standards Annotation

### English Language Arts Standards: Reading Literature

		Discussion/Journaling	Personal Coat of Arms	Word Scramble	Talk about Terrible	Characterization Concept Mapping	The Diamante
R.L. 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓		✓	✓	✓
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	✓			✓	✓	✓
R.L.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	✓			✓	✓	✓
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.	✓	✓		✓	✓	✓
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).	✓			✓	✓	✓
R.L.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	✓			✓	✓	✓
R.L.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓				
R.L.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).					✓	✓

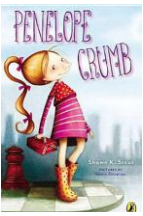


**English Language Arts Standards: Foundational Skills**

		Discussion/Journaling	Personal Coat of Arms	Word Scramble	Talk about Terrible	Characterization Concept Mapping	The Diamante
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓		✓	✓
RF.3.3c	Decode multisyllable words.			✓		✓	✓
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓			✓	✓	✓
RF.3.4a	Read grade-level text with purpose and understanding.	✓			✓	✓	✓
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓			
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	✓			✓	✓	✓
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	✓			✓	✓	✓

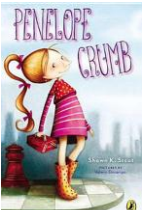
**English Language Arts Standards: Writing**

W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓					✓
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓					✓
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓					✓



### English Language Arts Standards: Language

		Discussion/Journaling	Personal Coat of Arms	Word Scramble	Talk about Terrible	Characterization Concept Mapping	The Diamante
L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						✓
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.						✓
L.3.1e	Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.						✓
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						✓
L.4.1b	Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i> ) verb tenses.						✓
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						✓



## Acknowledgements

Author

Shawn Stout

[www.shawnkstout.com](http://www.shawnkstout.com)

Illustrator

Valeria Docampo

[www.valeriadocampo.com](http://www.valeriadocampo.com)

Guide Creator

Debbie Gonzales

[www.debbiegonzales.com](http://www.debbiegonzales.com)

[www.readerkidz.com](http://www.readerkidz.com)

