

# Summer School!

## What Genius Thought That Up?

by Henry Winkler and Lin Oliver

### TABLE OF CONTENTS

**Teacher’s Resource Package:**

Introduction .....	2
Teaching Suggestions .....	2
Objectives and Skills .....	4
Suggestions for Evaluation .....	5
Peer Evaluation Sheet .....	7
Self Evaluation Sheet .....	8
Student Tracking Sheet .....	9
Story Synopsis .....	10
Biography of Henry Winkler .....	11

**Activity Sheets:**

Just the Facts .....	12
Chapters 1, 2 & 3 .....	13
Chapters 4, 5& 6 .....	18
Chapters 7, 8 & 9 .....	28
Chapters 10, 11& 12 .....	33
Chapters 13, 14, 15 & .....	42
Chapters 16, 17, 18 & 19 .....	49
Chapters 20, 21 & 22 .....	57
Chapters 23, 14 & 25 .....	63

<b>Answer Key .....</b>	<b>68</b>
-------------------------	-----------

## Objectives and Skills

The following skills will be covered in this novel unit.

<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- reading for pleasure</li> <li>- reading for comprehension</li> <li>- reading to gather information</li> </ul>	<p><b>Creative Writing:</b></p> <ul style="list-style-type: none"> <li>- making a personality profile</li> <li>- conducting an interview</li> <li>- completing a library card</li> <li>- creating rules for library members</li> <li>- writing a biography</li> <li>- writing an autobiography</li> </ul>
<p><b>Vocabulary Development:</b></p> <ul style="list-style-type: none"> <li>- solving a variety of word puzzles</li> <li>- prefixes</li> <li>- word usage</li> <li>- categorization</li> <li>- word meaning</li> <li>- collective nouns</li> <li>- creating and solving word searches</li> </ul>	<p><b>Language and Grammar:</b></p> <ul style="list-style-type: none"> <li>- writing in complete sentences</li> <li>- sentence patterns</li> <li>- identifying and using:             <ul style="list-style-type: none"> <li>- nouns</li> <li>- verbs (action &amp; being)</li> <li>- adjectives</li> <li>- adverbs</li> <li>- adjective phrases</li> <li>- adverb phrases</li> <li>- plurals of nouns</li> <li>- comparative forms</li> <li>- verb tenses</li> <li>- commas in a series</li> </ul> </li> </ul>
<p><b>Art Activities:</b></p> <ul style="list-style-type: none"> <li>- illustrating events from the novel</li> <li>- drawing characters from the novel based on information given</li> <li>- illustrating a Hawaiian shirt</li> <li>- illustrating a super sandwich</li> </ul>	<p><b>Research Skills:</b></p> <ul style="list-style-type: none"> <li>- using a variety of sources to gather information</li> <li>- organizing and presenting information</li> <li>- facts about Hawaii</li> <li>- inventions and discoveries</li> <li>- the solar system</li> <li>- reptiles</li> <li>- facts to use in a biography</li> </ul>

## Chapters 1, 2 and 3 - Reading and Comprehension



A. Read Chapters 1, 2 and 3.

B. Select the correct response or responses.

1. Katherine was standing

- |                                      |  |
|--------------------------------------|--|
| a) in the middle of the living room. | b) in her vivarium.                        |
| c) in the middle of the cereal bowl. | d) in the middle of the cream cheese bowl. |

2. Mom's party was called

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| a) Beat the Heat with a Cold Treat. | b) Beat the Heat with Deli Meat. |
| c) The Crunchy Pickle Party.        | d) Dance With Me Henry.          |

3. Some ingredients in Frankie's sandwich were

- |                         |                        |
|-------------------------|------------------------|
| a) a layer of soystrami | b) a layer of pickles. |
| c) soy turkey.          | d) a layer of pimento. |

4. Frankie's Dad loves to

- |                   |                     |
|-------------------|---------------------|
| a) make speeches. | b) make jokes.      |
| c) make toasts.   | d) make sandwiches. |

5. Frankie's Dad said

- |  |                          |
|--|--------------------------|
| a) "I'm outta here!"                   | b) "Have a nice summer!" |
| c) "Congratulations!" to the children. | d) "Thanks for dinner!"  |

6. The Junior Explorers were

- |             |            |
|-------------|------------|
| a) Hank.    | b) Nick.   |
| c) Frankie. | d) Ashley. |

## Chapters 10, 11 and 12 - Vocabulary and Language

A. Adjective phrases are a group of words that, like adjectives, describe nouns.

*Example - The boy in the red sweater ran up the hill.*

a) Underline the adjective phrases in these sentences.

1. Everyone in the apartment building stored their stuff in the attic of the school.
2. The only thing you could hear was the swish-swishing of the washing machine.
3. King Kahuna Huna appeared out of the smoke of a steaming volcano.
4. Frankie asked Hank if he could smell the perfume of the sweet tropical flowers.

b) Complete these sentences by adding adjective phrases of your own.

5. They were dancing to the magical sounds of \_\_\_\_\_

\_\_\_\_\_

6. Frankie asked Ashley to strum the ukulele to the rhythm \_\_\_\_\_

\_\_\_\_\_

7. Inside the box were two square pillows \_\_\_\_\_

\_\_\_\_\_

## Chapters 10, 11 and 12 - Vocabulary and Language

A. Adjective phrases are a group of words that, like adjectives, describe nouns.

*Example - The boy in the red sweater ran up the hill.*

a) Underline the adjective phrases in these sentences.

1. Everyone in the apartment building stored their stuff in the attic of the school.
2. The only thing you could hear was the swish-swishing of the washing machine.
3. King Kahuna Huna appeared out of the smoke of a steaming volcano.
4. Frankie asked Hank if he could smell the perfume of the sweet tropical flowers.

b) Complete these sentences by adding adjective phrases of your own.

5. They were dancing to the magical sounds of \_\_\_\_\_

\_\_\_\_\_

6. Frankie asked Ashley to strum the ukulele to the rhythm \_\_\_\_\_

\_\_\_\_\_

7. Inside the box were two square pillows \_\_\_\_\_

\_\_\_\_\_