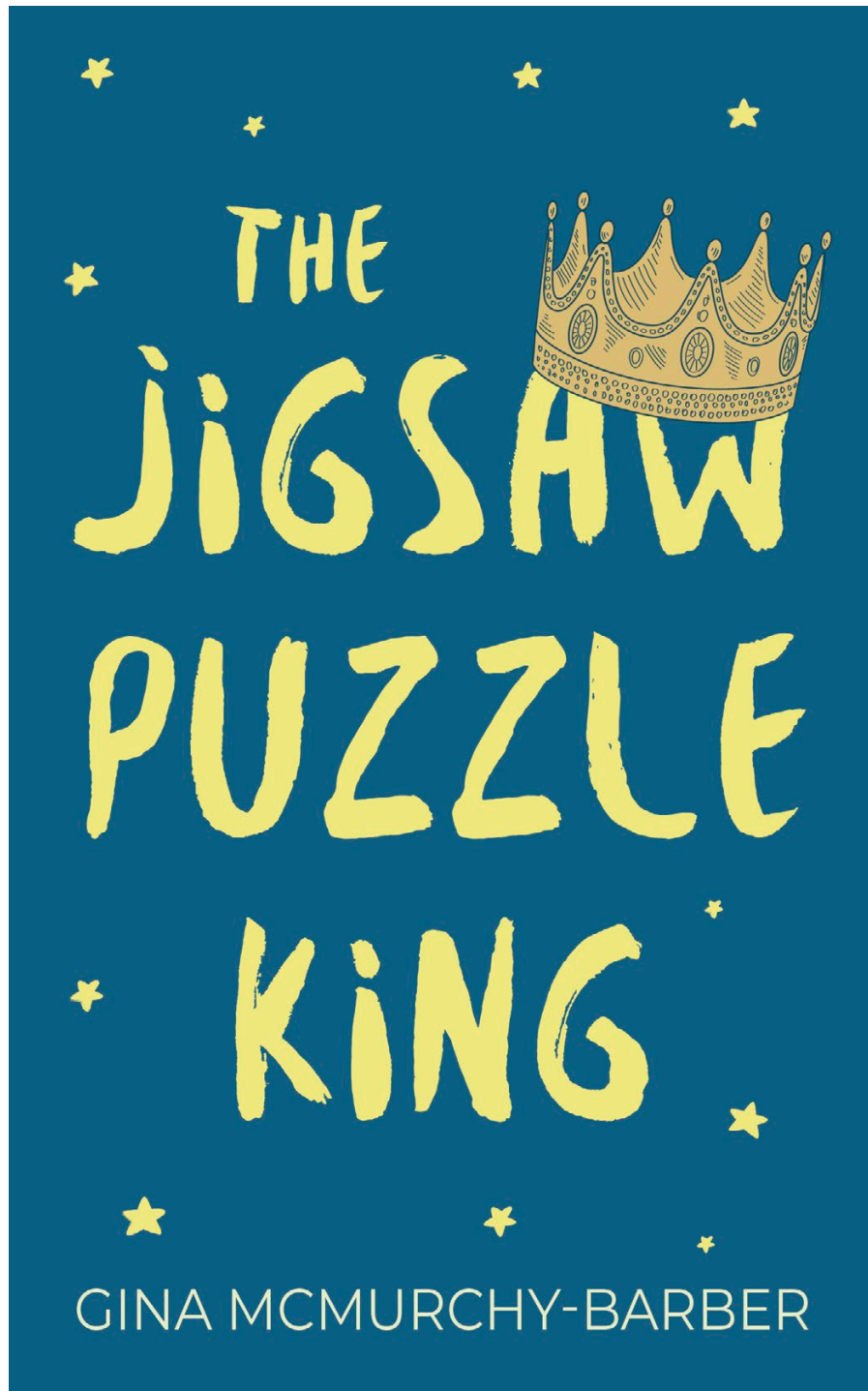


TEACHER'S GUIDE



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I SUMMARY

Eleven-year-old Warren has recently moved with his family to Vancouver. He has a twin brother named Bennie, who has Down syndrome. He plays a version of hide-and-seek with Bennie and some children in the neighbourhood. Bennie is the zombie looking for humans, and he makes moaning noises that the neighbourhood children find hysterical. Warren reacts physically and emotionally every time someone laughs at Bennie or makes a comment about his strange behaviour.

Warren is worried about how his first day of school will be, whether he will make any friends, and how Bennie will be received. On his first day of school, Warren encounters an entitled group of boys sitting on the front steps of the school, and one of the boys makes fun of Bennie, who is carrying a stuffed bear. Benny calls out to Warren, and Warren pretends he didn't hear him.

As the only new student, Warren introduces himself to his class and shares that he came from a town called Smiths Falls. One of the children he met when he was playing *The Walking Dead*, Maya, shares that his brother, Bennie, is in Miss Jones's class, which his classmates understand as the class for students with special needs.

As he leaves school, he walks past the group of boys sitting on the front steps again, and one of them gives him a warning to stop wearing his Maple Leafs jersey, since this is a Vancouver Canucks school. He ignores the comments. His classmate Maya engages with the group in an attempt to come to Warren's aid, which Warren doesn't appreciate. Maya ends up threatening the ringleader, Danny, that she will tell his parents about his bullying again. Maya offers to go home with Warren, but he ignores her and bikes home.

At home, Warren overhears his next-door neighbours and wonders if "Owen" is the missing student who was supposed to sit beside him in class. Bennie catches Warren spying through the fence and makes a commotion. Warren tells Bennie to bother someone else and storms off. Warren's father comes home from work in the evening, and the whole family goes out for dinner to have pizza. For the first time in a long time, Warren feels normal.

The cable person visits to fix the television signal, and Bennie reacts warmly and enthusiastically, which makes the cable person feel uncomfortable. Maya tells Warren that her dad said he would call Danny's parents if he bothered Warren again, and Warren brushes off her support, telling her he isn't scared of any of the boys.

At school, Danny challenges Warren to play goalie while the rest of the boys take shots. A crowd forms, and Bennie begins to chant Warren's nickname, "Wart," and others join in. Warren blocks nineteen out of twenty-one shots. Several students congratulate Warren. Danny invites Warren to play with the boys on Saturday, and Warren declines the invitation. Warren grabs Bennie by the shirt. Warren tells Maya not to bring Bennie over the next time she's playing with him. Warren reminds Bennie not to call him Wart in public.

Warren's dad has a talk with him about having a brother with special needs and how hard it must've been for him to move across the country. Warren's family goes swimming, and although Warren is still mad at Bennie, Bennie has let go of the earlier incident. When it's time to leave, Bennie stays in the pool. His dad orders him to leave, and when he does, he doesn't have his swimming trunks on. Warren's parents laugh about it, but Warren notices everyone laughing and even one person taking their phone out to record the scene. At home in bed, Warren replays the scene and reflects on how people usually stare at Bennie and feel sorry for him. Warren's mom comes in and gives him the advice to laugh *with* people so that it's hard for them to laugh *at* him. Warren thinks that it's easy for her to say that because she and his dad don't notice other people's reactions. Warren's been either trying to protect his brother or feeling embarrassed by what Bennie says and does his whole life.

In the morning, Maya visits and has pancakes with Warren's family. Warren focuses on how his family appears to Maya and feels embarrassed. Warren discovers that Maya's mom died when she was five years old. Warren reflects on the difficulty of not having a mother; he feels glad that she visited and had pancakes with his family.

Bennie demonstrates a special ability to quickly complete three jigsaw puzzles at once. Warren plays hockey with Danny and the rest of the boys in that group. Maya and Bennie go to Owen's house. Bennie returns with a hockey player trading card, a gift for Warren from Owen.

A few weeks pass and Warren hasn't visited Owen. The teacher announces that the school is looking for volunteers to work with Miss Jones's special needs class and that there will be a Halloween contest and talent show. Warren tells Maya that he will play "Jingle Bells" with his armpits and then changes his mind because he's worried about what other people will think. Maya suggests that Bennie complete a puzzle for the talent show, which Warren is strongly against, as he thinks everyone will make fun of Bennie and him.

On Thanksgiving day, Warren finds Bennie with messy hair and no shoes, panhandling in front of a convenience store. Maya's brother, Taylor, and his friend Luke bike away very quickly, and Warren assumes that they tricked Bennie into panhandling. Warren drops Bennie off at home and looks for Taylor at Maya's place, intent on beating him up, but doesn't find him. Warren stays out for hours and doesn't go home until his anger subsides.

Warren decides to be an only child so he doesn't have to feel angry when other students humiliate Bennie. Warren will also get to be responsible for himself and no one else. Warren decides not to go to the pet store with his dad and Bennie, even though they usually go together. Warren also signs up to volunteer for schoolyard garbage cleanup instead of helping out with the special needs class.

Warren decides to stay home alone for the first time instead of going shopping for new shoes with his mom and Bennie. He starts playing hockey with Danny and his friends, even though he doesn't find any of them particularly compelling as friends.

One day, Warren forgets to pick up Bennie from class after school for a dentist appointment, and his mom becomes angry. He lies that he had tutoring with Mrs. Chapman, but he was really playing hockey with his friends. Another time, when Bennie wets his pants and Mrs. Chapman takes Bennie to Warren for support, Warren chooses not to give Bennie his spare clothes or to offer comfort. Instead, Warren directs Bennie to call their mom at the office. Warren even declines an opportunity to see the Toronto Maple Leafs, his favourite hockey team, play the Vancouver Canucks live.

One night, Warren's family tells him they're going to see the original *Ghostbusters* at the cinema right before they leave. They don't invite him, even though *Ghostbusters* is one of his favourite films. As Warren is falling asleep, Bennie wakes up and asks to sleep with him. Warren tells Bennie to go back to his own bed and then takes him there when Bennie doesn't move. Warren finds out that someone at school told Bennie that he had no brains, which is why he can't read and do other things. Warren shakes with anger and is consumed with thoughts of what he would do to the student who said those things. Bennie asks Warren why he doesn't like him anymore, since Warren never hangs out with him. Warren says he does like Bennie, and Bennie hugs him, telling Warren that he's the best brother in the world.

Maya and Bennie create a routine for the talent show that consists of Bennie doing a new puzzle within a ten-minute time limit while Maya does magic tricks. On the Saturday before Halloween, Maya visits Bennie to practise their routine. Bennie, Maya, and Warren discuss their strengths and what they wish they could do better. Bennie compares the important people in his life to unique puzzle pieces that fit together to make a whole.

Warren reflects on how he is sometimes angry at or embarrassed by his brother, but that he also appreciates Bennie's gifts — his kindness, how he never cares what people think about him, and his happiness, even though life isn't easy for him. He compares the times that he and Bennie learned to walk and talk and when Bennie learned to make puzzles, and he remembers how people felt uncomfortable around Bennie. Warren decides that he needs to stop Bennie from performing in the talent show.

Warren asks Danny and the rest of the boys to help him concoct a plan. A few boys, including Jesse, get nervous and go home. On Monday morning, Danny hands each of the boys a piece of paper with an ingredient on it and tells the group that they will be making stink bombs. Warren's ingredient is a jar of peanut butter.

The boys meet at the edge of the woods behind the Greenway Park bathrooms to make the stink bombs. Each of the boys takes home a stink bomb to hide in a spot that has a high temperature. Warren discovers that Owen is planning to perform at the talent show by debuting a robot that can juggle. Warren feels conflicted about his need to stop the talent show from happening and his knowledge that he may be suspended and lose friends like Maya and Jesse.

Warren's mom talks to him about her experiences with people expressing their rejection of Bennie from the moment he was born. She decided early on to focus on how her children fulfilled her, instead of caring about other people's reactions to Bennie. She expresses hope that Warren will one day come to the same conclusion. Warren's dad asks where the jar of peanut butter is, and Warren pretends that he's sleepy. Warren is

tired of the cruel plan to ruin the talent show, the desire to be cool, being angry with people who mistreated Bennie, and wishing for a best friend.

Warren avoids his friends on Wednesday. On Thursday, he finds out that Jeff has backed out of the plan. Warren decides to back out as well. Danny calls Warren a coward, and Warren starts a fight with Danny. Danny threatens to spoil only Bennie's act and to tell Bennie that Warren wanted to keep Bennie from being in the talent show. He threatens to drag everyone down with him if Warren tells a school authority.

Warren arrives at school late. He tells the principal, Mrs. Daniels, that he fell off his bike. He is sent to see Miss Charles so she can look at his eye. He avoids Maya, Bennie, and his other classmates for the rest of the day. After school, he bikes home with Maya, who is starting to figure out that he had a fight with Danny. Warren distracts her by asking many questions.

At home, Warren's mom feels anxious when she sees his bruising and wants to take him to the doctor. Warren distracts his mom by focusing on her overprotectiveness. His mom disagrees and frowns. Warren works on a secret project for the rest of the afternoon and then carves a witch in his Halloween pumpkin. While everyone is watching a film, Warren sneaks into the kitchen and gathers more materials for the next day. Warren has trouble falling asleep because he's worried about whether his plan will make things better or worse.

Warren's mom gives him a pair of sunglasses to wear at the Halloween parade in case he feels nervous. The class is rowdy, so Mrs. Chapman gives up on teaching and allows the students to play bingo and thumbs-up until lunch. During the parade, Warren puts on the sunglasses when it's his class's turn.

The students head to the gym for the talent show. Warren sees Danny and Jesse and his parents. Warren finds most of the performances boring. He asks Mrs. Chapman to go to the washroom and instead heads backstage, where Bennie sees him and calls out to him loudly. Warren meets Owen and sees his robot.

Warren goes on stage for a surprise performance. He gives instructions on making a stink bomb. The students go wild with excitement while the parents seem displeased. Then he shares that Danny came up with the recipe and that students could sniff Danny's stink bomb. Danny glares at Warren and mouths that it isn't over. The teachers collect Danny's and Andy's stink bombs after Warren's performance. Warren notices that his parents seem amused. Warren knows that Benny's act won't be sabotaged, but he realizes that he will have to deal with Danny later. Bennie hugs Warren and showers him with compliments. Owen tells Warren that his performance was pretty funny and that it took guts to do that in front of everyone.

Warren watches Owen go on stage and thinks that Owen is the bravest person in the world. The audience is silent in reaction to Owen's presence. Warren notices that the students appear to be uneasy. Warren looks at Danny to see his reaction, but he isn't there. Owen introduces his robot and then makes his robot spin in circles, wave, and toss a wiffle ball back and forth between its hands. Students rush to the stage to get a closer look at the robot. Maya tells Warren that no one cares about Owen's foot. They will only remember the robot when they think of Owen being in the talent show.

The emcee introduces the last performance, Maya's magic tricks and Bennie's puzzle-making, and students chatter unhappily and impatiently, just as Warren feared they would. Mrs. Daniels stops the chatter with a stern look. The emcee announces that the judges will determine the winner at the end of the show.

Bennie discovers that his puzzle is missing. Warren suspects that Danny stole it, as Danny is now sitting with his class with a smirk. Warren asks Maya to stall the audience with her magic tricks while he searches for a picture to use as a puzzle. He finds Maya's poster and gets Owen's help in ripping it into pieces. Warren persuades Bennie to put the pieces together, but Benny says he needs to see the picture beforehand or else he can't complete the puzzle. Warren asks himself why he didn't show the picture to Bennie beforehand and mentions that he's ruined Maya's Halloween picture. Bennie says he's seen the picture many times in the hallway.

Maya introduces Bennie's part, and Bennie begins to build the different parts of the poster, his hands whizzing back and forth. Students begin to watch Bennie's puzzle-making instead of Maya's magic tricks. As Maya finishes her last trick, Bennie works on the words at the bottom of the poster, which Warren knows Bennie can't read. Mr. Carlton starts playing the piano, playing quicker as there are fewer and fewer pieces left to place. Students start cheering. Chloe begins a drum roll as the last few pieces are placed and crashes down on the cymbals as the last piece is placed. The students give a standing ovation. Bennie hardly notices and looks satisfied, like he usually does after he completes a puzzle. He asks Maya what the words say, and she says, "Sometimes life is scary, but never let fear hold you back."

The performers wait backstage for the judges to announce the winner as Mr. Carlton's choir performs. Owen and Warren talk about playing hockey and liking things that blow up. Owen invites Warren to watch his fireworks show after trick-or-treating. Warren asks if Owen is afraid of fireworks after his accident. Owen says that Maya and his parents helped him to get over his fears. He also shares that his dad has made a specialized Roman candle and that the fireworks are a Bradshaw family tradition, and he wouldn't want to let the neighbours down. Warren knows that he and Owen will be good friends. He sees Bennie and Maya giving each other high fives, and he realizes that Maya has been a good friend to both Bennie and himself.

The performers head onstage to hear the announcement of the winner. As Mr. Li speaks, a student yells about an awful smell. Everyone starts screeching about the smell, which is like a combination of garbage, dog poop, body odour, and rotten fish. Students run around the gym until the teachers open the windows and send them outside. Mrs. Daniels looks at Warren, and he says it wasn't him, and points out Maya, Owen, and Bennie as witnesses.

Warren sees Danny looking cheerful and talks to him, asking him where he got the stink bomb, before realizing that he had forgotten about Jeff's. Danny tells Warren that he's still getting him back and that Bennie is pretty cool.

Warren sees his parents. His mom shares how proud she was that he had the courage to go on stage and thanks him for taking care of Bennie.

Warren reflects that he used to try to be someone other people would think was cool. It made him forget who he was and who mattered to him. He realizes that Bennie doesn't care what other people think and has more friends than anyone else Warren knows. Warren agrees with Bennie's idea that every person is like a piece of the puzzle, unique and with their own specific place where only they can fit. Without every person, the picture wouldn't be complete.

II PRE-READING ACTIVITIES

I JUST MOVED TO A NEW SCHOOL!

Purpose: Students will explore the thoughts, feelings, and behaviours of a student having their first day at a new school by reflecting in a journal entry.

Tell students, “Imagine your family has recently moved, and you are starting your first day at your new school. Before you head to your school, you will reflect in your journal. Think about your hopes for the school year, what kind of student you want to be, what kind of friend you want to be, and what qualities you’re looking for in a new friend.”

Distribute the handout “I Just Moved to a New School!” and give students ten to fifteen minutes to write their journal entry.

Ask for a few volunteers to share their responses.

Ask, “Do you have to move to a new school to reinvent yourself? Could you reinvent yourself tomorrow, if you wanted to?”

To close this part of the lesson, have students think to themselves about what they could do differently to have a successful year academically and socially. Have students share one thing they would do differently on slips of paper that are placed into a basket. Read a few or all of the slips. Alternatively, have students write one thing they would do differently on a sticky note that is placed on the wall. Students can visit the wall and view everyone’s responses.

HANDOUT: I JUST MOVED TO A NEW SCHOOL!

Imagine that your family has recently moved, and you will be starting your first day at your new school.

No one knows what your experiences were like at your previous school. This year, you have an opportunity to reinvent yourself!

TASK

Write a journal entry that answers the following questions:

1. What are your hopes for the school year?
2. What went well at your previous school that you hope will continue to go well at your new school?
3. What would you do differently at your new school?
4. What kind of student will you be?
5. What will your relationships with your teachers be like?
6. What qualities do you want your classmates to see in you?
7. What qualities are you looking for in a new friend?

FIRST DAY PROBLEMS

Purpose: Students will explore the thoughts, words, actions, and overall resourcefulness of a student on their first day at a new school by reflecting on scenarios.

Tell students, “It’s your first day of school! You’re feeling worried, excited, and hopeful. You scarf down some breakfast and then head to school. Over the course of the day, you encounter the following scenarios.”

Distribute the handout “First Day Problems.”

Students can be placed into pairs or small groups to read, plan, and act out their responses to an assigned scenario, or students can individually reflect on each scenario and brainstorm solutions.

After students have shared their solutions and/or acted out their responses, ask students to pick the best solution for each scenario and share reasons for their choices. Depending on students’ responses, you may need to teach lessons on cyberbullying, dealing with bullies, and being assertive.

HANDOUT: FIRST DAY PROBLEMS

Imagine encountering the following scenarios on your first day at a new school. Read each scenario and brainstorm the best possible solution. Write your solution in the spaces below.

SCENARIO 1

You wear your favourite sneakers to school on your first day. Someone throws a crumpled paper at your head. It's the class bully, who snarls, "You better not wear those shoes tomorrow. Only I get to wear them." You look down at the bully's shoes and they're the same ones you're wearing. What will you do or say?

SCENARIO 2

Your brother is a few years younger than you. He is feeling nervous at lunchtime and ends up spilling juice all over his shirt and pants. Several students point and laugh at him. One student takes a picture with her phone. What will you do or say?

SCENARIO 3

Your brother looks up to you and is your biggest fan. He follows you everywhere and always asks to hang out with you and your friends. This school year, you want to be more independent. You don't want your brother clinging to you all the time. What will you do or say?

SHORT STORIES VERSUS NOVELS

Purpose: Students will compare the elements of short stories and novels in order to more clearly understand the purpose of each element of the novel.

Before beginning this novel unit, it would be ideal if your class has completed a short story unit.

Draw a Venn diagram on a display and label one circle “short stories” and the other circle “novels.”

Ask students, “What are the similarities and differences between the short story and the novel?”

Alternatively, you can begin by having students brainstorm the elements of a short story and then brainstorm the elements of a novel.

Students may include the following answers for the elements of a short story:

- Title
- Setting
- Plot
- A few characters
- One major conflict
- Several minor conflicts
- Climax
- One theme
- Narrator
- Dialogue
- Prose

You may need to teach a mini-lesson on the elements of a novel. If so, have students browse several novels from your class or school library and comment on common elements.

Students may include the following answers:

- Title
- Author’s name
- Image on front cover
- Book description on back cover
- Praise for novel
- Prologue
- Chapters
- Asterisks or symbols separating parts of a chapter
- Setting
- Plot
- Many characters
- One or more major conflicts
- Many minor conflicts
- Many themes
- Narrator
- Dialogue
- Epilogue
- Prose

Write elements common to both the short story and the novel in the middle section of the Venn diagram.

Discuss the purpose of each element and how each element helps the reader to understand the particular form. For example, an epilogue provides insight into the fates of the characters and a sense of closure.

MAKING PREDICTIONS

Purpose: Students will make predictions based on reading the title, the blurb on the book cover, information about the author, and the first page of chapter 1.

Distribute copies of *The Jigsaw Puzzle King* to students.

Provide some background information on the author. Here is her website: ginabooks.com.

Ask students to make predictions about the story based on the title of the novel.

Have students read the blurb on the back cover. Ask students to make predictions and ask questions about the story based on the blurb.

Read the first page of chapter 1 with the class. Ask students to list what they know about the setting and the characters. Ask students what they think the relationship between Warren and his brother is like. How do they know?

III DURING-READING ACTIVITIES

READING COMPREHENSION QUESTIONS

These reading comprehension questions for the first five chapters can be asked during reading. A list of literary devices, definitions, and examples from the text can be built as students encounter literary devices in the novel.

CHAPTER 1

1. Why does Warren think cats' lives are simple? (p. 1)
2. Why doesn't Warren want to play with his brother Bennie?
3. What can you infer about Warren and Bennie when Warren says to his mom, "You let [Bennie] out alone? You should've told me." (p. 2)
4. Warren has a "plan for a carefully crafted fresh start." What does that tell you about Warren? (p. 2)
5. Why is Warren about to let Bennie tag him? (p. 3)
6. List at least three physical reactions Warren has in response to things other children say or do. How do you think Warren feels each time he has a physical reaction? (p. 5)
7. Taylor blurts, "His face is weird and he acts different. Is he a retardo or something?" What could he have said or done differently for a more positive outcome? (p. 6)
8. **Literary Devices:** An allusion is a brief reference to a person, place, thing, or idea of historical, cultural, political, or literary importance. The author expects the reader to recognize the reference and understand its significance. In chapter 1, the author makes allusions to Plastic Man and *The Walking Dead*. In chapter 2, she references Count Dracula. If you recognize these references, share what you know. If these references are new to you, research the references and share what you learned.

CHAPTER 2

1. What does Warren stay up all night worrying about? (p. 8)
2. Why does Warren ask Bennie to use his napkin? What does Bennie's behaviour tell you about him? (p. 9)
3. Compare Warren's and Bennie's feelings about the first day of school. (p. 8–9)
4. What compliment does Bennie give Warren? What does this tell you about Bennie? (p. 9)
5. **Literary Devices:** Conflict occurs when there is a struggle between two opposing forces, usually a protagonist and an antagonist. Describe the conflict between Warren and his mother that occurs before he goes to school. (p. 10–12)
6. Describe the behaviour of the group of boys sitting on the front steps of the school. What can you infer about the group? (p. 12)

7. What does Warren do when Bennie calls out his nickname and asks him to wait? What does this tell you about Warren? (p. 13)
8. **Literary Devices:** A simile occurs when a comparison is made between two things using “like” or “as.” Find the simile on page 13. What two things are being compared? How does the simile effectively communicate how Warren is feeling?
9. Where does Maya end up sitting? How does Warren feel about her decision? (p. 13)
10. What does Maya share about Bennie’s class? (p. 13)
11. How does Warren respond to Maya’s attempts to have a conversation? Why do you think he behaves this way? Give one reason to support your opinion. (p. 13)
12. What information does Warren share with the class when he introduces himself? (p. 14)
13. **Literary Devices:** Find the simile on page 15. What two things are being compared? How does the simile effectively communicate Warren’s physical appearance?
14. When Maya shares with the class that Bennie is in Miss Jones’s class, and Warren notices that “everyone knew what that meant,” what does Warren mean?
15. **Literary Devices:** Parallel structure occurs when there are two or more clauses, phrases, or words of similar form and length. The pattern of words shows that two or more ideas are equal in significance. Find the parallel structure on page 15.
16. How does Warren respond to Danny’s taunts? How would you have responded? (p. 16)
17. **Literary Devices:** Find the simile on page 16. How does it effectively express Warren’s feelings toward Maya?
18. How does Maya respond to Danny’s warning? (p. 17)
19. How does Warren respond when Bennie asks why Warren didn’t say hi after Benny called out to him? (p. 17)
20. How did Warren used to feel about the first day of school? Why might he feel differently now? (p. 18)
21. Describe Bennie’s first day in Miss Jones’s class. (p. 19)
22. How does Warren respond to his mom’s suggestion that he volunteer in Miss Jones’s class? Why do you think his mom stopped smiling? (p. 19)
23. Who is Michael Jeffers? (p. 19–20)
24. What does Warren think is worse than moving? (p. 20)
25. What does Warren notice about his next-door neighbours? (p. 20)
26. **Literary Devices:** Slang is an informal form of speaking that indicates inclusion in a social group. What does Warren mean when he tells Bennie to “go bug someone else”? (p. 21)
27. What does Bennie do when Warren enters the car? How did you expect Bennie to behave? Why? (p. 22)
28. What does Bennie experience for the first time in a long time? (p. 22)

CHAPTER 3

1. Why doesn’t Bennie hear the cable person? (p. 24)
2. What does Bennie do when there’s a commercial break? How does the cable man respond to Bennie? (p. 24)
3. **Literary devices:** Find four similes on pages 24–25. Does each simile effectively communicate the characters’ behaviours?

4. What does Maya share with Warren about her dad? How does Warren respond? (p. 25)
5. What happened to Owen Bradshaw? (p. 28)
6. **Literary devices:** A metaphor is a comparison between two things without using “like” or “as.” Find the metaphor on page 32.
7. What does Warren’s dad say about having a brother with special needs? (p. 33)
8. When Warren’s family goes to the swimming pool, how does Warren feel about Bennie? How does Bennie feel about Warren? (p. 35)
9. What happens when Warren’s dad orders Bennie to leave the swimming pool? How does Warren react? How do Warren’s parents react? (p. 36)
10. What does Warren do when he is in bed? (p. 37)
11. What advice does Warren’s mom give him? How does he react to it? (p. 38)

CHAPTER 4

1. **Literary devices:** Situational irony occurs when circumstances turn out to be the opposite of what is expected. What is Bennie doing in the living room? What is ironic about it? (p. 39)
2. What does Warren do when Maya drops by and starts eating the pancakes? (p. 41)
3. What happened to Maya’s mom? (p. 41)
4. How does Warren feel about Maya visiting and having pancakes with his family? (p. 42)
5. Why does Bennie do three jigsaw puzzles at a time? (p. 43)
6. **Literary devices:** Find the allusion to a television show on page 43. Why might Warren find this television show to be boring?
7. **Literary devices:** What is ironic about Bennie pulling the puzzles apart and putting them back into the boxes? (p. 44)
8. Why does Maya think that Danny might need a good friend like Warren? (p. 46)
9. List three things Danny says or does while playing hockey. What does his behaviour tell you about him? (p. 46–48)
10. What does Jesse share about Owen? (p. 48)
11. What does Warren wonder about Danny? (p. 49)
12. What does Warren learn about Owen from Bennie? (p. 51–52)
13. What does Owen give Warren? (p. 53)
14. What does Maya share about what Owen might be going through? What does this tell you about Maya? (p. 54)

CHAPTER 5

1. Why doesn’t Warren visit Owen? (p. 55)
2. What announcements does Mrs. Chapman make? (p. 55–56)
3. Why does Warren change his mind about his idea for the talent show? What is Maya’s response? (p. 56–57)

4. What does Warren think of Maya's suggestion to have Bennie complete puzzles for the talent show? (p. 57)
5. What do Warren and his dad talk about? (p. 59)
6. Why does Maya get goosebumps? (p. 63)
7. What does the phrase "break a record" mean? What does Bennie think it means? (p. 64)
8. What does Warren mean by his intention to "stop this train from leaving the station"? (p. 65)
9. What did Warren's Gran and Granddad do during Thanksgiving in the past? (p. 66)
10. Why does Warren love having his Granddad to himself? (p. 66)
11. Where does Warren find Bennie? Describe Bennie's physical appearance. (p. 68)
12. What does the sign around Bennie's neck say? Make an inference about what happened. (p. 68)
13. What does Warren notice out of the corner of his eye? Make an inference about what Warren saw. (p. 68)
14. How does Bennie react to Warren's anger? (p. 69)
15. Why does Warren head to Maya's place after he drops Bennie off at home? (p. 70)
16. **Literary Devices:** Find two similes on page 70.
17. What emotion does Warren feel besides anger? Why does he feel this way? (p. 71)
18. Why do you think Warren avoids his family? (p. 71)

DURING-READING NOTES

Purpose: As students read the novel, they can take notes on the plot, setting, and characterization.

Model completing an organizer for one chapter. You may need to teach lessons on plot, setting, and characterization. Mention the following:

- **Summary of Plot:** The summary of the plot can be written in point-form notes or sentences. The focus should be on listing a sequence of events, not providing reactions or opinions. Any conflicts that arise should be noted.
- **Setting:** The setting consists of the time, place (geographical location and immediate surroundings), social environment, and weather.
- **Characterization:** Characterization includes personality traits; notable thoughts, beliefs, behaviours, and mannerisms; motivations; fears; relationship dynamics between characters (e.g., between father and son); foil.

HANDOUT: DURING-READING NOTES

CHAPTER ____

SUMMARY OF PLOT

(sequence of events)

CONFLICT(S)

SETTING

(time, place, social environment)

CHARACTERIZATION

(personality traits plus evidence; notable thoughts, beliefs, behaviours, and mannerisms; motivations; fears; relationship dynamics)

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to write their characterization of a character based on the instructions provided above.

SIGNIFICANT QUOTATIONS

As students read, they can note any significant quotations in the included organizer.

Tell students that quotations can be important for the following reasons:

- Provides insight into a character’s personality, thought patterns, beliefs, values, motivations, fears, and behaviours
- Provides insight into a relationship between two characters
- Furthers the plot
- Develops or resolves conflict
- Literary devices that help to express an idea
- Includes symbols, images, ideas, sounds, or words that represent something else and help us to understand an idea
- Includes motifs, recurring images, symbols, or ideas that explore a theme
- Details how setting may establish mood or atmosphere, develop plot, characterization (e.g., setting may develop the mood of characters), or theme
- Explores theme, the main idea or underlying meaning of the work

Model several examples with students. Here is one example:

Quotation, Speaker, and Page Number	Significance
“I wish I had a friend to play with.” — Warren, p. 1	This quotation reveals that Warren is feeling lonely. It also provides insight into Warren’s relationship with his brother, Bennie. Although Warren has a twin brother who is his age, there is something missing in their relationship because Warren does not see his brother as a friend. It’s surprising to hear Warren say this because it is assumed that twins are close since they have shared so many experiences together from the time they were born.

HANDOUT: SIGNIFICANT QUOTATIONS

As you read, you can note any significant quotations in the organizer below.

Quotations can be important for the following reasons:

- Provides insight into a character’s personality, thought patterns, beliefs, values, motivations, fears, and behaviours
- Provides insight into a relationship between two characters
- Furthers the plot
- Develops or resolves conflict
- Includes literary devices that help to express an idea
- Includes symbols, images, ideas, sounds, or words that represent something else and help us to understand an idea
- Includes motifs, recurring images, symbols, or ideas that explore a theme
- Details how setting may establish mood or atmosphere, develop plot, characterization (e.g., setting may develop the mood of characters), or theme
- Explores theme, the main idea or underlying meaning of the work

Example:

Quotation, Speaker, and Page Number	Significance
“I wish I had a friend to play with.” — Warren, p. 1	This quotation reveals that Warren is feeling lonely. It also provides insight into Warren’s relationship with his brother, Bennie. Although Warren has a twin brother who is his age, there is something missing in their relationship because Warren does not see his brother as a friend. It’s surprising to hear Warren say this because it is assumed that twins are close since they have shared so many experiences together from the time they were born.

Quotation, Speaker, and Page Number	Significance

IV AFTER-READING ACTIVITIES

LEARN ABOUT DOWN SYNDROME

Purpose: Students will research Down syndrome and gain insight into Bennie’s character.

Tell students that they will be researching Down syndrome in order to gain insight into Bennie’s character.

Questions to consider:

1. What is Down syndrome?
2. How are people with Down syndrome affected physically and mentally?
3. What causes Down syndrome?
4. What are the three types of Down syndrome?
5. What percentage of the population has Down syndrome?
6. What supports/treatments are available for individuals with Down syndrome?
7. What health problems are commonly found in those with Down syndrome?

Tell students that they must find the answers to the above questions in their research. Students may present their findings in a written report or a slide presentation.

Provide research links to get students started. You may need to assist students in finding good sources of information.

RESOURCES

Centers for Disease Control and Prevention, “Facts About Down Syndrome,” [cdc.gov/ncbddd/birthdefects/downsyndrome.html](https://www.cdc.gov/ncbddd/birthdefects/downsyndrome.html).

Global Down Syndrome Foundation, “Facts and FAQ About Down Syndrome,” globaldownsyndrome.org/about-down-syndrome/facts-about-down-syndrome.

Healthline, “Down Syndrome,” [healthline.com/health/down-syndrome](https://www.healthline.com/health/down-syndrome).

KidsHealth, “Down Syndrome,” kidshealth.org/en/kids/down-syndrome.html.

Mayo Clinic, “Down Syndrome,” [mayoclinic.org/diseases-conditions/down-syndrome/symptoms-causes/syc-20355977](https://www.mayoclinic.org/diseases-conditions/down-syndrome/symptoms-causes/syc-20355977).

Merck Manual, “Down Syndrome (Trisomy 21),” [merckmanuals.com/home/children-s-health-issues/chromosome-and-gene-abnormalities/down-syndrome-trisomy-21](https://www.merckmanuals.com/home/children-s-health-issues/chromosome-and-gene-abnormalities/down-syndrome-trisomy-21).

National Down Syndrome Society, “What is Down Syndrome?,” [ndss.org/about-down-syndrome/down-syndrome](https://www.ndss.org/about-down-syndrome/down-syndrome).

Stanford Children’s Health, “Down Syndrome (Trisomy 21) in Children,” [stanfordchildrens.org/en/topic/default?id=down-syndrome-trisomy-21-90-P02356](https://www.stanfordchildrens.org/en/topic/default?id=down-syndrome-trisomy-21-90-P02356).

DOES WHAT OTHERS THINK ABOUT ME MATTER?

Purpose: Students will consider whether external validation or self-validation is more important by determining which characters in the novel needed external validation and then deciding whether that need (or self-validation) helped the character or harmed them.

Tell students, “Many people care deeply about other people’s opinion of them. Other people don’t care what other people think about them and only value their own opinion of themselves.”

Ask students, “Which characters in *The Jigsaw Puzzle King* cared what other people thought of them? Which characters didn’t care what others thought of them?” Ask students to elaborate by providing examples. Ask, “Did caring what other people think make characters’ lives better or worse?” Ask, “Did not caring what other people think make characters’ lives better or worse?”

Distribute the handout “Caring About the Opinions of Others.” Tell students to pick four characters from the novel. For each character, students will decide whether or not the character cared what others thought about them. An example must be provided from the text as evidence. Students will then decide whether caring (or not caring) what others thought helped or harmed each character.

Ask volunteers to share their responses.

Ask, “What are the benefits of caring what other people think of you? What are the drawbacks?” Record responses on a display.

Ask, “What are the benefits of not caring what other people think of you? What are the drawbacks?” Record responses on a display.

Ask students, “What matters more: what others think about you or what you think about yourself? Why?”

HANDOUT: CARING ABOUT THE OPINIONS OF OTHERS

Choose four characters from the novel. For each character, you will decide whether or not the character cared what others thought about them. An example must be provided from the text as evidence. You will then decide whether caring (or not caring) what others thought helped each character or harmed them.

Character	Did they care what others thought of them?	Example from text and page number	Did caring (or not caring) what others thought help them or harm them? Explain.

FRIENDSHIP REPORT CARD

Purpose: Students will assess the words and actions of characters in the novel toward their friends and then give an overall grade based on a grading system determined as a class or individually.

Ask students, “What makes a good friend?” Record answers on a display. Ask, “What makes a bad friend?” Record answers on a display. Organize responses into relevant groups.

Responses may include:

Good Friend	Bad Friend
Kind to you Kind to others in your group	Mean to you Mean to others in your group
Listens to you Gives thoughtful or helpful response	Doesn't listen to you Listens to you but doesn't give a response or doesn't give a helpful response
Says things that make you smile, laugh, or feel good about yourself	Says or does things that make you sad, scared, or angry
They ask you to hang out You enjoy hanging out with them	They never ask you to hang out You don't enjoy hanging out with them
Doesn't blame you when you both get in trouble	Hurts you physically Blames you when you both get in trouble
Generous	Doesn't like sharing things with you
You talk just as much as they do in a conversation	They talk for most of the conversation
They ask you how you're doing	They never ask how you're doing

Distribute “Friendship Report Card” handout.

Tell students that they will explore the words and actions of three characters toward their friends in *The Jigsaw Puzzle King*. For each thing a character said or did, students will decide whether the behaviour was a red light (the friendship should stop because it's bad behaviour), yellow light (don't stop the friendship but be cautious), or green light (the friendship should keep going because it's good behaviour). Lastly, students will give an overall grade. You can discuss a common grading system with the students beforehand, or they can come up with their own.

After students complete the handout, have volunteers share their evaluations. Ask, “Who was a bad friend? Who was a good friend? Who was the best friend?”

If there’s time, have students journal about what makes them a good friend and what they can do to be a better friend.

HANDOUT: FRIENDSHIP REPORT CARD

You will explore the words and actions of three characters toward their friends in *The Jigsaw Puzzle King*. For each thing a character said or did, you will decide whether the behaviour was a **red light** (the friendship should stop because it's bad behaviour), **yellow light** (don't stop the friendship but be cautious), or **green light** (the friendship should continue because it's good behaviour). Lastly, you will give an overall grade.

Character	Things they said and did to their friends	Red, yellow, or green light?	Overall grade

HOW TO MAKE NEW FRIENDS

Purpose: Students will explore how characters in the novel made new friends and then make a how-to paragraph (or other product) with at least five steps.

Tell students, “You’ve moved to a new school and you want to make new friends. What can you do to make new friends?”

Brainstorm a few ideas as a class.

Ask, “What did the characters in *The Jigsaw Puzzle King* do to make new friends?”

Distribute handout “How Did Characters Make New Friends?” Complete the table as a class or have students complete the table individually.

Ask volunteers to share their answers.

Distribute the handout “Organizer — How to Make a New Friend.”

Tell students that they will create a how-to paragraph, slide presentation, or video that explains how to make new friends in a step-by-step manner. Students must include at least five steps. Have students complete the organizer and check with you before they create their how-to product.

HANDOUT: HOW DID CHARACTERS MAKE NEW FRIENDS?

Character	Who they wanted to be friends with	What they did to make a new friend
Maya	Warren	
Maya	Bennie	
Warren	Owen	
Warren	Danny	
Bennie	Owen	
Owen	Warren	

HANDOUT: ORGANIZER — HOW TO MAKE A NEW FRIEND

Complete the organizer and then check with your teacher to make sure you're on the right track.

Introduction	
Body	Step 1: Step 2: Step 3: Step 4: Step 5:
Conclusion	

STRENGTHS AND WEAKNESSES

Purpose: Students will explore the strengths and weaknesses of characters in the novel as well as their own strengths and weaknesses. Students will understand that no one is perfect and that weaknesses can be developed.

Ask students if they agree or disagree with the following statement: “No one is perfect.” Ask for explanations.

Tell students, “We all have strengths and weaknesses.” Share a few of your strengths and weaknesses. Discuss heroes and their strengths and weaknesses.

Tell students they will be listing the strengths and weaknesses of characters in *The Jigsaw Puzzle King*. Distribute the “Strengths and Weaknesses” handout. Have students complete the handout.

Ask volunteers to share their responses. Ask, “Did any of the characters actually work on or develop their weaknesses?”

Have students journal in response to the following questions:

- What are your strengths?
- What are your weaknesses?
- How can you use your strengths more?
- Are you interested in developing any of your weaknesses? If so, what can you do to develop your weakness?

HANDOUT: STRENGTHS AND WEAKNESSES

Character	Strengths	Weaknesses
Warren		
Bennie		
Maya		
Danny		
Owen		

PUZZLE PIECES IN MY LIFE

Purpose: Each student will make a puzzle that shows each of the important people in their lives as a puzzle piece.

Materials: Cardstock, scissors

Each student will make a puzzle that shows each of the important people in their lives as a puzzle piece.

Tell students to make a list of all the important people in their lives: family members, friends, classmates, teachers, tutors, coaches, teammates, etc. Besides each name, have students write down what that person does for them that is meaningful.

Next, students will draw a sketch of their puzzle, making sure that each person is represented as an interlocking puzzle piece that fits into the puzzle.

Encourage students to represent each person any of the following ways:

- Draw their face
- Use a symbol or colour to represent the person
- Write the person's name and what the person does for you or others that is meaningful to you
- Take a picture of the person

Finally, students will make their puzzle by drawing and colouring it in on cardstock, cutting and pasting pieces of paper on cardstock, or printing out a puzzle that was made using a computer program and pasting the puzzle on cardstock.

V ONTARIO CURRICULUM CONNECTIONS

SUBJECT: GRADES 5-6 ENGLISH

Expectations

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
3. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
4. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
5. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
6. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
7. Demonstrate an understanding of a variety of media texts.
8. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
9. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Applies to: all

SUBJECT: GRADE 6 ART

Expectations

1. Engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places.
2. Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

Applies to: First Day Problems; Puzzle Pieces in My Life