

Junkyard Wonders

Reading Response Activities

Follow the directions below as you read or listen to the story. Answer each question or statement with a complete sentence.

1.	<p>Read to find out why Trish wanted to live with her dad and go to a new school.</p> <hr/> <hr/> <p>How did Trisha feel about herself at her old school?</p> <hr/> <hr/>
2.	<p>Read the next two pages. How did Trisha feel about her new teacher, Mrs. Peterson, when she first met her?</p> <hr/> <hr/> <p>Write at least two phrases that support your answer.</p> <hr/> <hr/> <hr/>
3.	<p>Read the next two pages. Look at the picture on the second page. How does Trisha feel about her new class? Describe what elements of the picture support your answer.</p> <hr/> <hr/> <hr/>

4.	<p>Read the next page to find out how Mrs. Peterson divides the class into groups.</p> <hr/> <hr/> <hr/>
5.	<p>Continue reading to find out where the class goes to discover 'wonderous possibilities'.</p> <hr/> <hr/> <hr/>
6.	<p>Keep reading until you discover what Ravanne's first words were.</p> <hr/> <hr/> <p>Where was Ravanne when she started talking?</p> <hr/> <hr/>
7.	<p>Finish reading to find out what happened to the airplane they named The Junkyard Wonder.</p> <hr/> <hr/>



★ GENIUS IS ★

neither learned nor acquired.

It is **knowing** without experience.

It is **risking** without fear of failure.

It is **perception** without touch.

It is **understanding** without research.

It is **certainty** without proof.

It is **ability** without practice.

It is **invention** without limitations.

It is **imagination** without boundaries.

It is **creativity** without constraints.

It is **extraordinary intelligence!**



Patricia Polacco

Junkyard Wonders Quotes

For each of the quotes below, write what you think it means in your own words. Then write what you can infer about the characters who stated the quote.

“My heart sang as I walked to school with all of the kids on my gramma’s block on the first day of school.” - Trisha

My Own Words	Inference

“I just stood there not knowing where to go, and when I showed two strange girls my class card, they got funny looks on their faces.” - Trisha

My Own Words	Inference

“Oh, my dear, that’s where you are wrong,” she said wistfully. “Every one of you is my wonder!...Don’t you realise what a junkyard really is?” – Mrs Peterson

My Own Words	Inference

Character Traits

Choose **two** (2) character traits to describe Trisha. Then provide details from the story on how she shows these character traits.

Character's Traits:

Character's Thoughts:

Character's Feelings:

Character's Actions:

Character's Traits:

Character's Thoughts:

Character's Feelings:

Character's Actions:

Character Traits

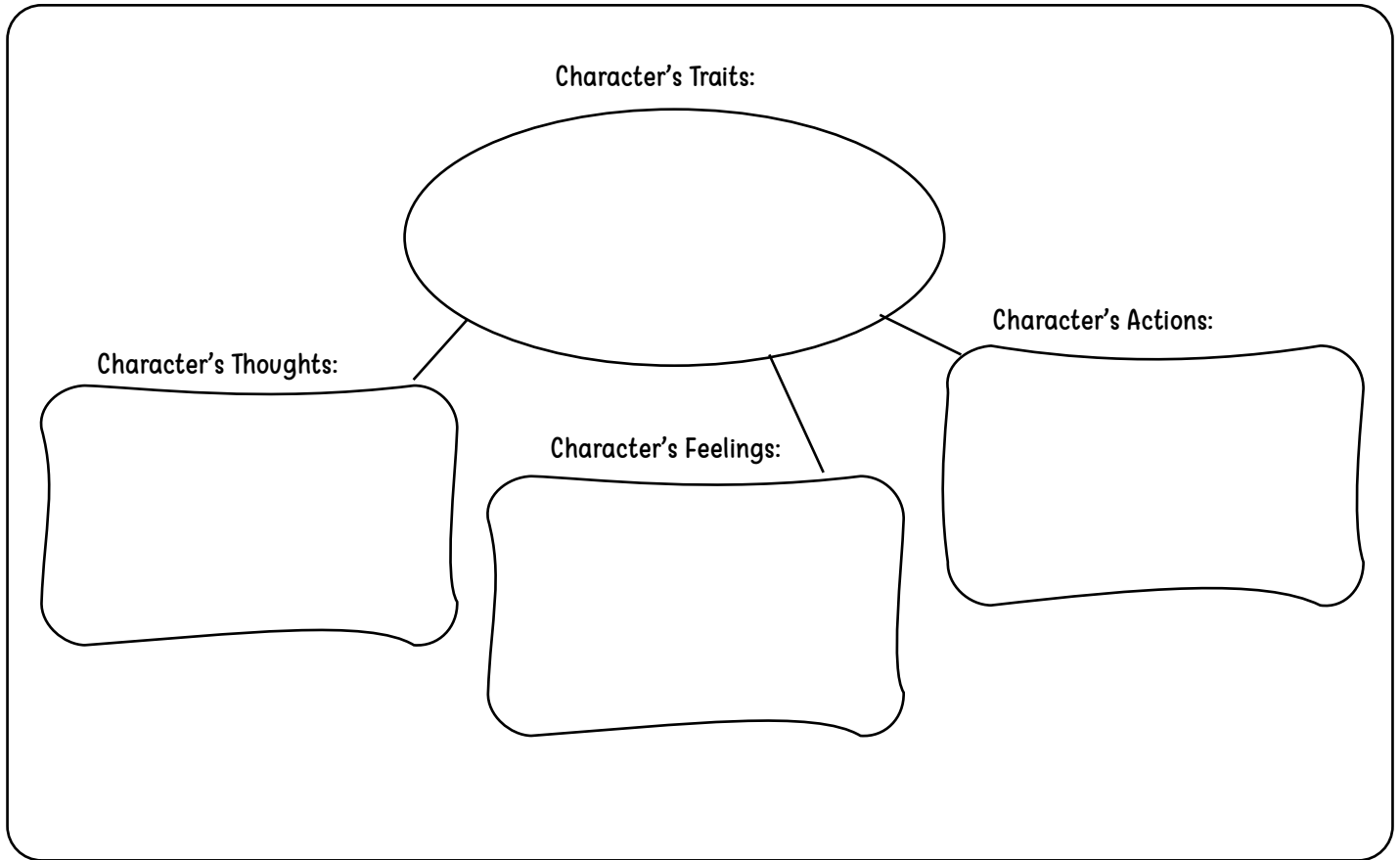
Choose **two** (2) character traits to describe Mrs Peterson. Then provide details from the story on how she shows these character traits.

Character's Traits:

Character's Thoughts:

Character's Feelings:

Character's Actions:

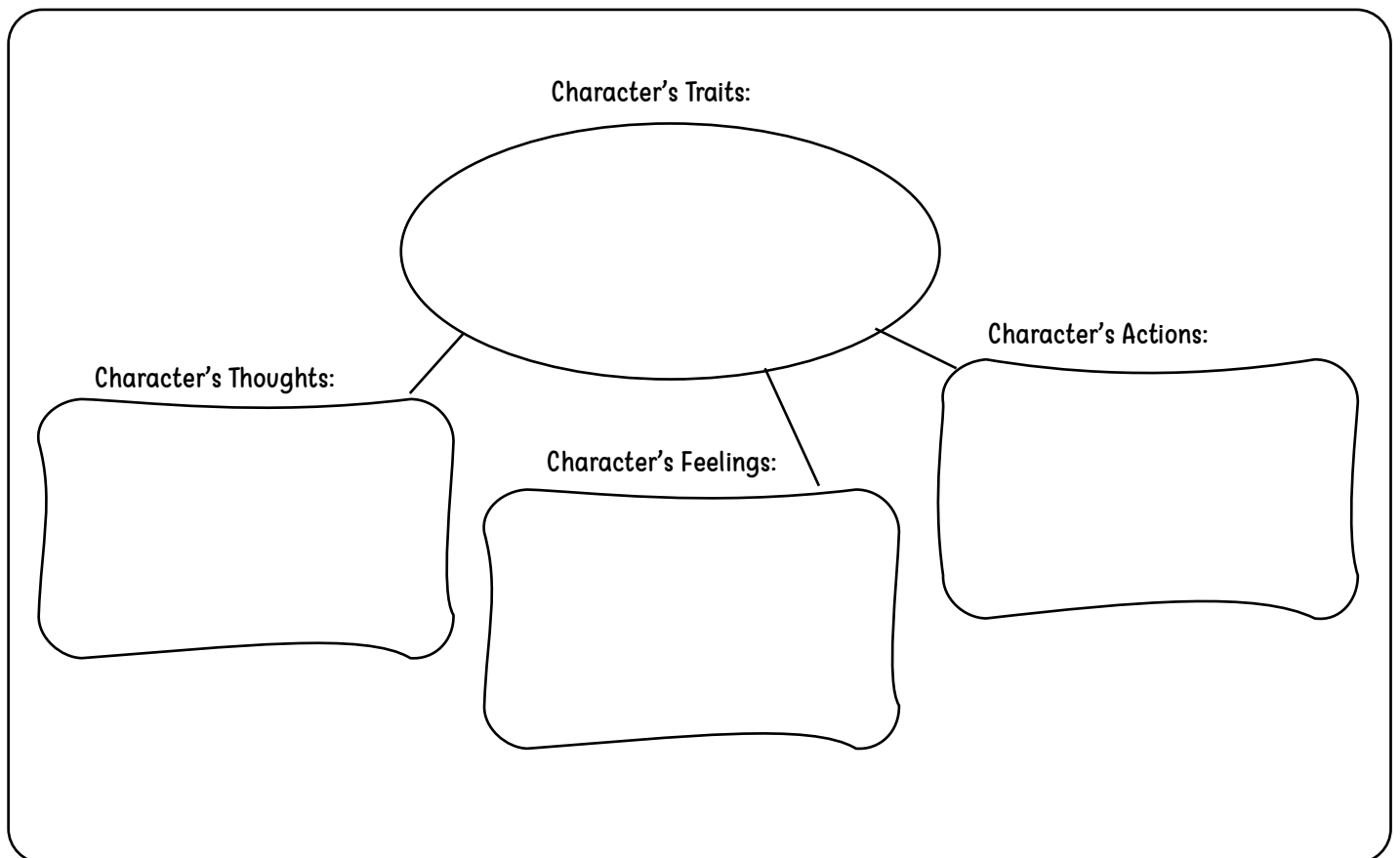


Character's Traits:

Character's Thoughts:

Character's Feelings:

Character's Actions:



Theme in Junkyard Wonders

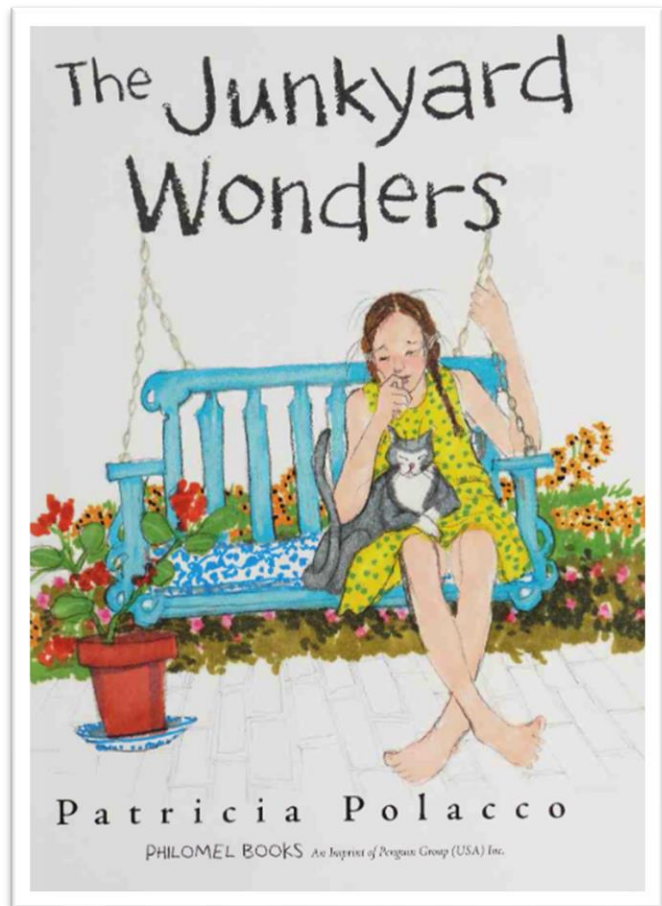
Think carefully about the story. What are the main themes in the story? Use the graphic organiser below to organise your ideas.

Theme 1:

Evidence from the story:

Theme 2:

Evidence from the story:



Theme 4:

Evidence from the story:

Theme 3:

Evidence from the story:

Setting in Junkyard Wonders

The author uses different settings in the story. Use the organiser below to list down all the settings described throughout the story. Provide description of each setting based on details in the text. Then give a reason why that setting is important to the story's plot.

Setting	Description	Why is it important?

Sequence of Events

Use this space to draw a story map of the story.

Think of the most important events and write them down in sequence.

A large, empty rounded rectangular box with a thin black border, intended for drawing a story map. The box is currently blank.

Trisha's Tribe

Create a character chart for the members of Trisha's tribe.




Character	Why were they at the Junkyard? What did others say about them?	What made them special and wonderful?	What did they eventually do as adults?
Ravanne			
Gibbie			
Jody			
Thom			
Trisha			

How did they overcome meanness? What helped them to never give up?

Visualising in Junkyard Wonders

Reread favourite parts from the story.

Draw what you visualise when you read them. Write a description of what you visualize.

My drawing:	My description:
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Creating a Junkyard Wonder

Imagine you had the opportunity to build your own 'Junkyard Wonder' out of old materials you can find around school or at your home. What would you build? What would it look like? What would be its purpose and how would it work?

The Title of my Wonder: _____

A drawing of my Junkyard Wonder	
Materials needed:	
How my Junkyard Wonder works:	

Writing Prompts

The following prompts may be used as Reading Response activities to help the learners deepen their understanding of the story.

1.	Write about why you think Mrs. Peterson refers to her class as the Junkyard Wonders. How does the term make them feel? What do they learn from being labelled a 'Junkyard Wonder'?
2.	Mrs. Peterson calls her classroom the 'Junkyard'. How is her classroom unique? How does she create a learning environment that inspires her students? What do you think it would be like to be in her class?
3.	Write from the point of view of the airplane they name The Junkyard Wonder. Summarise the major events in the story and consider how the airplane would have viewed the events.
4.	If there was a part of the story you would change, what would it be and why? How would you change it?
5.	Think of a time when someone has made fun of you. What happened? How did it feel? How did you handle the situation? If it happened again, would you do anything different?