

Teacher Key - Possible Answers by Chapters

Chapter 1

Citizenship: (possible answers)

1. No – Julio called the teacher “old Upchuck” instead of Mrs. Upchurch. (page 3)
2. Yes - Julio and friends are following school rules such as lining up and entering the school correctly and obeying the monitors. (page 4 –5)
3. No – Students in class laugh at the way Julio’s name is pronounced. (page 6)

Possible vocabulary:

1. interview (page 8)
2. arithmetic (page 9)
3. murmur (page 9)
4. good-naturedly (page 11)

Comparison: (possible answers)

1. Both safety patrols are kids
2. Both wear some kind of belt
3. Both have a pin

Contrast: (possible answers)

Safety patrol in story	Your school safety patrol
1. Blue sash	1. Orange belt
2. Sixth grader	2. Fifth grader
3. Off school grounds	3. Stays on the school grounds
4. Called monitors	4. Called patrols

Chapter 2

Citizenship: (possible answers)

1. Yes - Julio told Lucas that he would run for president and he is standing by his word. (page 19)
2. No – There is not a prevalent one.

Possible vocabulary:

1. commissioner (14)
2. campaign (14)
3. gestured (15)
4. confidence (19)
5. digesting (19)
6. campaigning (21)

Comparison: (possible answers)

1. Both women
2. Both are part of my family

Contrast: (possible answers)

Julio’s grandmother	Your grandmother
1. Lives at Julio’s house	1. Lives at her own house
2. Speaks Spanish	2. Speaks English
3. Has arthritis	3. Is well
4. Is a little deaf	4. Can hear fine

How did the comparison and contrast of Julio’s grandmother and your grandmother help you better understand Julio and his family? **Helps students understand that families are different and that Julio is used to being helpful.**

Chapter 3

Citizenship: (possible answers)

1. Yes - Mr. Flores tells the students to think about someone who is concerned about the whole class. (page 24)
2. Yes - Julio caring for Arthur's feelings. (page 28)
3. No – Cricket bragging at lunch about being a smart president. (page 25)
4. No – Kids in the class making fun of Arthur being upset over his glasses. (page 28)

Possible vocabulary:

- | | |
|-------------------------|------------------------|
| 1. chorused (page 23) | 5. candidate (page 24) |
| 2. qualities (page 23) | 6. haze (page 31) |
| 3. popularity (page 23) | 7. daze (page 32) |
| 4. potential (page 24) | |

Comparison: (possible answers)

1. Students involved

Contrast: (possible answers)

What the kids in the story do after lunch	What we do after lunch
1. Go out on the playground	1. Sit in the lunchroom
2. Play games with friends	2. Talk quietly to our neighbors

How did the comparison and contrast of what was done after lunch help you better understand the story? **Now students should understand how kids have time to play games and get into trouble.**

Chapter 4

Citizenship: (possible answers)

1. Yes - Julio is helping Arthur by going to talk to his mom. (page 34)
2. Yes - Arthur obeyed his mom by not chewing gum. (page 35)
3. Yes - Julio explains the broken glasses to Arthur's mom. (page 36)
4. No – There is not a prevalent one.

Possible vocabulary:

1. furious (page 34)
2. counterclockwise (page 40)

Comparison: (possible answers)

1. Has toilet, basin (sink), towels, toilet paper
2. Has a lot of white

Contrast: (possible answers)

Arthur's bathroom	Your bathroom
1. Blue and white tile	1. No tile or tile is all one color
2. Stripped towels	2. One color towel
3. Blue soap	3. Liquid soap
4. Patterned toilet paper	4. White toilet paper

How does the comparison and contrast of the bathrooms help you better understand the story?

Arthur's mom likes everything clean and neat, even the bathroom and Arthur.

Chapter 5

Citizenship: (possible answers)

1. Yes – Nelson helped Julio make the brownies. (pages 46 – 47)
2. No – Julio and Nelson were making so much noise cracking the nuts that they bothered their neighbor, Mr. Findlay. (page 47)
3. No – Cricket is bribing her classmates with candy. (page 45)

Possible vocabulary:

1. relief (page 42)
2. ingredients (page 42)
3. compartment (page 43)
4. eagerly (page 44)
5. cellophane (page 47)
6. investigate (page 47)
7. chided (page 47)
8. anxiously (page 51)

Comparison: (possible answers)

1. Use nuts with shells
2. Break shells

Contrast: (possible answers)

How Julio and Nelson cracked nuts	How you crack nuts
1. Used a kitchen pot	1. Use a nutcracker
2. Made a big mess	2. Make a little mess
3. Very noisy	3. Little noise
4. Broke the nuts and the shells	4. Only break the shells

How does the comparison and contrast of the nut cracking help you better understand the story? **Julio and Nelson were allowed to think for themselves and figure out what to do to solve the problem, even if it is a very different solution than what others may have.**

Chapter 6

Citizenship: (possible answers)

1. Yes - Julio was helpful taking the twins to the bathroom. (pages 59 – 63)
2. No - Twins would not follow the rules. (pages 59 – 63)

Possible vocabulary:

1. appreciation (page 54)
2. celebrity (page 56)
3. endorsement (page 56)
4. mischief (page 57)
5. exhausted (page 64)
6. charity (page 65)
7. extended (page 65)

Comparison: (possible answers)

1. Use people that other people will follow
2. Helps to sell the product

Contrast: (possible answers)

Celebrity endorsement of brownies	Celebrity endorsement of sneakers
1. Sells more brownies	1. Sells more sneakers
2. Teacher is not well known by everyone	2. Basketball player is well known by everyone
3. All the brownies sell	3. There are always more sneakers to sell

How does the comparison and contrast of the endorsements help you understand the story? **Lucas told a comparison to help us understand why the third graders bought brownies like their teacher.**

Chapter 7

Citizenship: (possible answers)

1. Yes - Julio spoke out and talked to the principal about the rules that the students didn't think were fair. (page 71)
2. No - Cricket gave the impression that she talked to the principal. (page 74)

Possible vocabulary:

1. election (page 66)
2. nomination (page 66)
3. appointment (page 68)
4. convince (page 68)
5. opportunity (page 70)
6. represent (page 70)
7. supervising (page 73)

Comparison: (possible answers)

1. Both made posters
2. Both have friends helping them
3. Both went with Julio to talk to the principal

Contrast: (possible answers)

What Lucas did to get votes	What Cricket did to get votes
1. Poster appeared the day after Cricket's	1. Poster was up first
2. Gave out nothing	2. Gave out chocolate bars
3. Did not talk about what happened with the soccer playing	3. Told the class that the problem with the soccer playing was taken care of

How does the comparison and contrast of what the candidates did help you understand the story? **This allowed us to understand how hard the candidates worked to get votes.**

Chapter 8

Citizenship: (possible answers)

1. Yes - Julio talking to the teacher about how the class's money will be spent. (page 76)
2. No – Not following Robert's Rules of Order while nominating Julio. (pages 77 – 83)

Possible vocabulary:

1. candidate (page 76)
2. parliamentary procedures (page 78)
3. beamed (page 85)

Comparison: (possible answers)

1. Both spoke
2. Both stood up

Contrast: (possible answers)

Julio's speech	Cricket's speech
1. Long speech	1. Short speech
2. Only said good things about others	2. Said mean things about Julio
3. Said everyone should have a vote in how the money was spent	3. Told how she thought the money should be spent

How does the comparison and contrast of the speeches help you better understand the story? **Cricket's speech told us she was thinking about herself. Julio's let us know he would work for everyone.**