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Literature

STUDENT ACTIVITY WORKBOOK

COMPANION TO

Pearl

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acknowledgments

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Name _____

Answer the following questions about *The Gold Coin* using complete sentences.

1. As we grow up, if we never see a smile, or if no one ever shares their delight in us, what happens to us?

2. How do you understand Juan’s thought that “all the woman’s gold must be his”?

3. Does Juan really want to help the people he helps on his journey? Think about how hard he works. Also, consider that Juan doesn’t know himself well, and probably couldn’t say how he feels about helping others.

4. Juan feels warmed by eating a meal with others and when someone shakes his hand. Why?

5. Why does everyone refuse to take the gold coin?

The Gold Coin

COMPREHENSION

Questions

6. Imagine that Doña Josefa gives Juan the coin at the beginning of the story. What would Juan have done? How would his reaction have been different from what it is at the end of *The Gold Coin*?



One Step Further

The Gold Coin takes place in the Cuban countryside. Find words and phrases that show us the setting.

The Gold Coin

CREATIVE WRITING

Blazing a Trail—A Sequential,
Eventful Trail

Version #1

“Juan chases Doña Josefa all through the town, looking for her money because he wanted to steal it, but then he learns from her good example and decides to stop stealing.”

O
R

Version #2

“Juan saw that Doña Josefa had a gold coin, and he decided that she must be rich. Since he couldn’t find any money in her house, he followed her to find out where she hid her money. She kept going to assist different people who needed help, and he kept chasing her but was always just a step behind. In order to keep on her trail, Juan had to do a good deed everywhere he went until slowly but surely, he started to like what he was doing. By the time Juan found out that Doña Josefa didn’t really have any money at all, he no longer wanted to steal from her anyway.”



Can you guess? This assignment is about detail and sequence! Which version of the story did you like best? The first? The second? Or was the original story in your textbook the best of all? We’re willing to bet that #1 isn’t #1 on your list...or anyone else’s. What’s the difference between the three versions?

Well, #2 is a very short plot summary of the story *The Gold Coin*. The main thing it’s missing is details—it mentions each of the major events in the story, but it doesn’t really say much about them.

For example: It explains that Juan couldn’t find any money in Doña Josefa’s house, but it doesn’t describe how he looked for it.

#1 is even shorter than #2—it’s missing more than details. It’s missing sequence too.

Sequence is the order of events that happen to make a story come out the way it does.

Name _____

CREATIVE WRITING

Blazing a Trail—A Sequential,
Eventful Trail

In the original story, both detail and sequence are provided to perfection! That's what makes *The Gold Coin* such an interesting story to read. Now back to today's assignment.

In the box below, you've been given a story in a very summarized form. In fact, it is so summarized that it is not even written in paragraphs.

Your challenge today is to turn this plot summary into a story you would want to read.

Remember, in addition to adding as much detail as you like, you can also invent events to make your story more interesting—to keep your readers reading on. Write your story on the next page.

- A poor puppy really wants the bone he sees in a butcher's window.
- The bone is bought by a clown.
- The puppy chases the clown to the circus.
- The clown puts the bone at the end of a racecourse in the middle circus ring.
- The puppy jumps onto the puppy-sized bicycle and pedals over to the bone.
- He gets a permanent job as "Pete, the Brown-Eared Cycling Pup."

Hints: A few questions you might want to ask yourself before you start writing are:

1. Why did the clown buy the bone?
2. What happened on the way to the circus?
3. Why was there a bicycle at the head of the racecourse?
4. Why did the puppy decide to pedal to the bone instead of just running to it?

Name _____

Two Halves are Greater Than One Whole

Timothy Witt pulled on one boot, then the other, and frowned at his reflection in the mirror. He'd show them!

The principal, the teacher, his parents, and his whole class would see that *nothing* could make Timothy share. They'd tried talking to him, offering him rewards, giving him time-outs, but to no avail. Six-year-old Timothy simply could not understand how anyone could possibly want to share.

"What's mine is *mine*," he told his mother, but Mommy just shook her head gently and said, "Timmy, when you share with someone, you get a lot more than you give."

Now Timothy looked at the special chocolates he'd received for his birthday, and quickly stuffed them into his jacket pocket. They were *his*, and he was going to enjoy them—alone.



"Have a wonderful day, Timmy," said his mother, smiling. "I just *know* that today is a Sharing Day. I can feel it in the air!" She gave him a quick kiss and a little squeeze. "Oh—here you go," Mommy added, winding a bright scarf around

Timothy's neck. "I'm sharing my scarf with you so you won't be cold on your way to school. Enjoy!" She waved gaily.

Timothy hopped down the porch steps and boarded the yellow school bus.

"Well, if it isn't Timothy Witt," said Mr. Beasley, the bus driver. "A fine young lad, if I've ever seen one. How would you like to sit in the front row this morning? I'd love to share your company!" Timothy felt his ears turn red, and a small smile peeked out from his lips. He sat down in the first seat and hummed a little tune. Imagine Mr. Beasley wanting to share his company!

"Hey, Timmy!" called David from across the aisle. "Wanna come sit next to me? There's a really cool bug crawling outside my window."

Timothy's eyes widened in surprise, but he picked up his knapsack and moved across the aisle. The two boys watched the bug crawl across the windowpane.

"What did you bring for Show and Tell?" David asked Timothy.

"Oh no!" Timothy groaned. "I forgot all about it!"

"That's all right," David reassured him. "I brought two cars; you can take one of them."

"Wow—really?" Timothy couldn't hold back the smile that spread across his face.

"Of course," said David. "I like sharing my toys. Sharing makes me feel better than keeping my things all for myself. *That's* no fun!"

Timothy wrinkled his forehead and thought for a long moment. Then he reached into the pocket of his jacket, took out one of his special birthday chocolates and broke it carefully in half.

"Uh—David," Timothy said slowly, "I'd really like to share this with you." He gave David a generous half.

"Thanks!" David smiled. The boys savored the sweet chocolate.

"You know," Timothy said finally, "For some reason, this is the best chocolate I've ever tasted in my *whole* life!"

The Gold Coin

MINI ORIGINAL

Questions

Answer the following questions about *Two Halves are Greater Than One Whole* using complete sentences.

1. What decision had Timothy made regarding his birthday treat? What was Timothy's logical reason for not wanting to share? What idea did Timothy's mother try (unsuccessfully!) to convey to him about sharing?

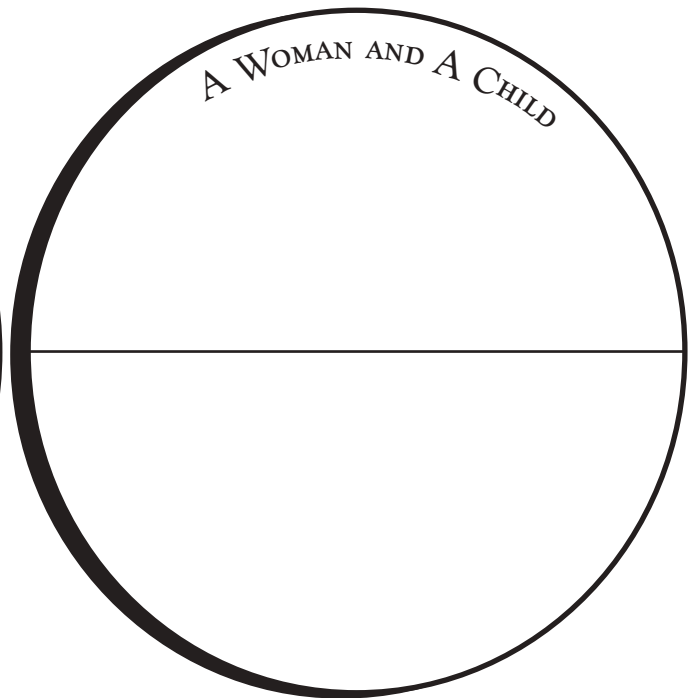
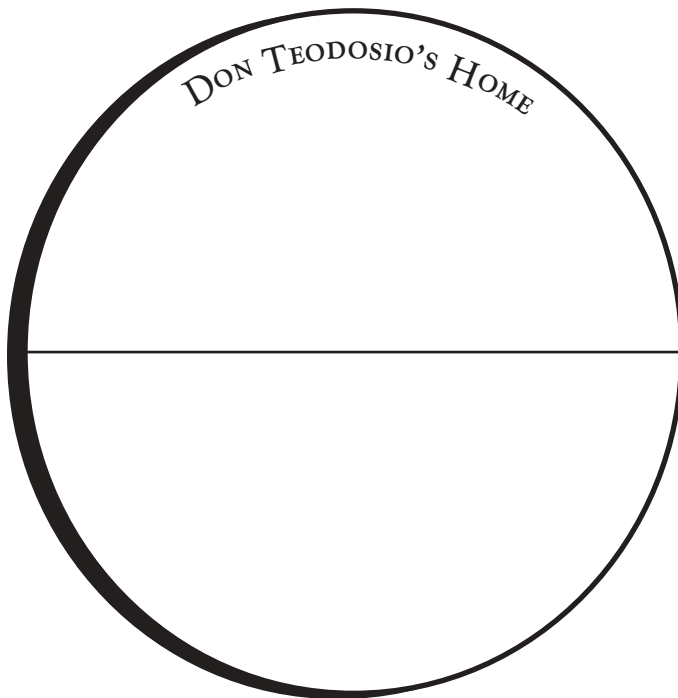
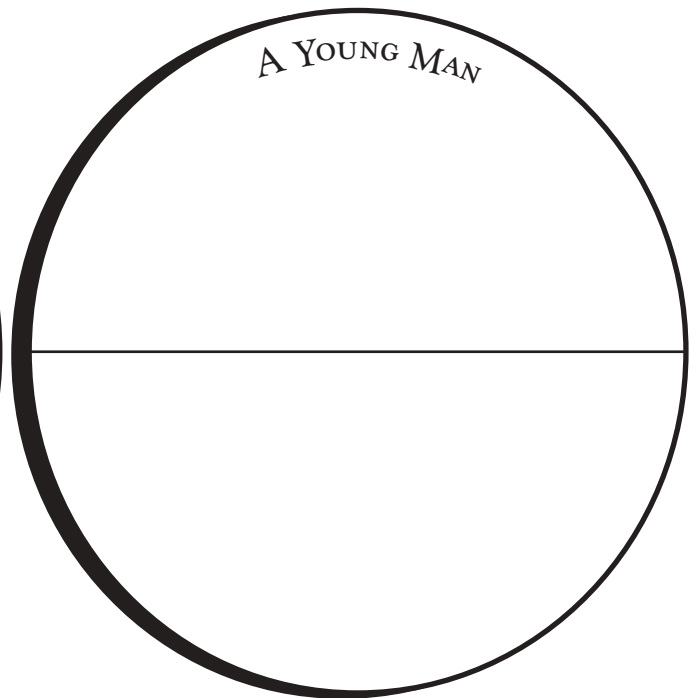
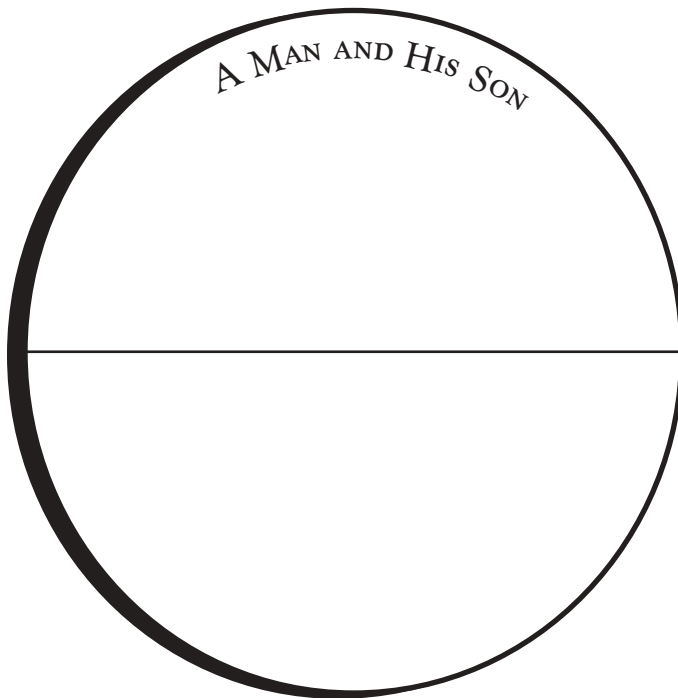
2. Compare the action in *Two Halves Are Greater Than One Whole* to the plot of *The Gold Coin*. In the chart below, fill in the answers to the following questions:

	<i>The Gold Coin</i>	<i>Two Halves Are Greater Than One Whole</i>
What is the hero's character flaw?		
How is the character treated by each person he encounters?		
What is the reaction of the hero to this treatment?		
At the end of the story, how has the hero changed?		

3. At the end of the story, Timmy finds that sharing actually gives him great pleasure. This contradicts his original logic ("What's mine is mine"). It is not always easy to *verbalize*, or put into words, something that you just know, instinctively, is true. On the lines below, try to explain why sharing is so enjoyable.

Name _____

In *The Gold Coin*, Juan is transformed by hard work and the kindness of others, from a thief into a good man. In the exercise below, each coin is divided into two sections. In the top half of the coin, write what job Juan worked at with the person named on the coin and, in the bottom half of the coin, write what act of kindness that person showed Juan.



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LESSON 1

anticipation *deciphered* *dubious* *steeped*
cherished *document* *eminent* *uncanny*
colleagues *dubbed* *queried*

1. After listening to Janet's chatter for an hour, not sure what she was trying to say, Francine finally _____ the meaning of her babbling.
2. They kept forgetting to tell Mark which legal _____ to bring, so he kept coming back with new papers.
3. Jessica had been waiting with great _____ to sit down alone with a full tub of Chocolate Swirl Pineapple Avocado Cherry ice cream.
4. When the scholar returned from his trip to the ancient Incan city, his colleagues _____ him about the ruins he had seen.
5. After working together on a very big project, the two _____, Herbert and Hubert, decided to publish a book about it.
6. After putting off applying for so many years, Marla finally sent in her papers, and to her delight she was _____ "The Procrastinator of the Year."
7. "We will win the game!" our team cheered. Our coach, all too familiar with our lack of talent, looked _____.
8. It was quite _____ and really unbelievable that Howard always seemed to know what his friends would say before they said it.
9. In a community so _____ in tradition, it is not often that any of their customs will change, no matter what the reason.

Name _____

VOCABULARY

Activity I

10. Samantha, like any normal six-year-old, _____ her sticker collection so much, that it was more important to her than almost anything.
11. The bright yellow sign read as follows: "The Dog Grooming Association of America will be having a lecture this Thursday featuring an _____ speaker, known the world over for being an expert on how to make even the most homely dog look beautiful."

LESSON 2

<i>acutely</i>	<i>cumulative</i>	<i>predominantly</i>	<i>staccato</i>
<i>cacophony</i>	<i>exotic</i>	<i>projected</i>	<i>widened</i>
<i>compulsion</i>	<i>hybrid</i>	<i>revered</i>	

- The _____ trip to the zoo had been talked about for weeks, and the third grade class was quite excited about it!
- Their guide would be the _____ and respected science teacher who loved to talk about animals.
- Their first stop was the birdhouse, which was full of many strange and _____ birds in a wide variety of brilliant colors.
- There were so many different bird songs, and such an echo in the building, that all they heard was a _____ of noise when they entered.
- Some birds had a beautiful, melodious call, and others had a short, _____ call that was much sharper-sounding.
- All the noise and confusion gave one of the students a desperate _____ to get back into the open air.