

The Pinballs

by Betsy Byars

Classroom Favorites

Teacher's Guide by Elanna Grover
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A Perma-Bound Production

Note to the Teacher: This guide is not intended to be followed exactly. Feel free to pick and choose among the suggested activities based on the needs and interests of your particular group. You are encouraged to make adaptations or to supplement the guide with activities of your own creation. Page references follow.

Objectives

1. Students will have opportunities to recall details, make interpretations, read critically, and respond creatively to the novel.
2. Students will expand their vocabulary through the use of context clues, class discussion, and word games and activities.
3. Students will have opportunities for a variety of writing experiences.
4. Students will learn to identify and understand the feelings of each of the characters through discussion and dramatization.
5. Students will gain an understanding of the part both parents and children must play to have a successful family.

Introductory Activities

1. Discuss foster homes, and determine what the class knows about foster care. Have a guest speaker from a local children's services agency talk to the class about the foster parents program in your area.
2. Discuss the game of pinballs and how it is played. Then ask the class how people could be like pinballs. Record their answers.

Chapters 1 & 2

Synopsis: Harvey, Thomas J., and Carlie are sent to stay with the Mason's, who are foster parents. Harvey, who is thirteen, has been put in a foster home until his father can control his drinking and provide a safe home. Harvey received two broken legs when his father accidentally ran over him after an argument. Thomas J. is eight and was left, when he was two, at the farmhouse of the identical twin sisters, the Bensons, who were eighty-two at the time and are now unable to care for him because of their broken hips. Fifteen-year-old Carlie is "hard to crack as a coconut" and never polite. She was sent to the foster home because she couldn't get along with her stepfather, who had given her a concussion when he struck her. Carlie, who has been suspicious of people since she was born, dislikes Mrs. Mason, dislikes the living room, and vows that her picture won't be added to the row of seventeen other foster children.

Carlie is disappointed to hear that the two foster boys who will be arriving are only eight and thirteen. Harvey arrives and lies when he tells Carlie he broke his legs playing football, which she doesn't believe.

Word Study: authorities p. 5; adoptive p. 5; resented p. 6; concussion p. 6; stabilizes p. 6; lunged p. 11; autographed p. 12; forge p. 12. Do Activity Sheet 1A.

Discussion Questions:

1. LITERAL/CRITICAL Carlie, Harvey, and Thomas J. have all come to live at the Mason's. Make a chart telling who they used to live with, what happened to bring them to the Mason's, and how you feel about them.
2. INTERPRETIVE What did Carlie criticize about Mrs. Mason and her home? Why do you think Carlie is so critical?
3. CRITICAL Compare Harvey's father, the Benson twins and Carlie's stepfather. Which would you choose to live with? Which would be your last choice?
4. INTERPRETIVE/CREATIVE How did Harvey lie to Carlie? Why do you think he lied? What was Carlie's reaction to this lie? Think of at least three other reasons why people tell lies.

Activities:

1. Dramatize the scene between Harvey and his father on p. 3-4 (props: tie for Harvey, steering wheel), and the scene between Carlie and Mrs. Mason on p. 10-11 (prop: apron).
2. Discuss and compare how Harvey really broke his legs and how he wished it had happened. Share a personal incident that might relate to this.
3. Start a chart of descriptive words about each of the characters. Add new words to these lists periodically as the story progresses.

Chapters 3 & 4

Synopsis: Thomas J. arrives, always talking very loudly since that was the only way the Benson twins could hear him all these years. Carlie complains that Andy Griffith on TV gives her a pain, as do the others with whom she is sharing the foster home. Thomas J. finds Carlie's lost earring and attempts to befriend her when returning it. Carlie accuses him of stealing it and rebuffs him. Mrs. Mason's attempts to comfort Carlie about being away from home are also not well received.

Chapters 7 & 8

Word Study: hobbling p. 14; admitted p. 14; twinge p. 15; insult p. 16; technique p. 17; nugget p. 18; scraggly p. 18; vaccine p. 20. Copy the sentence from *The Pinballs* which contains each of the vocabulary words. Draw an illustration of each sentence.

Discussion Questions:

1. INTERPRETIVE/CRITICAL Find as many examples as you can of ways that Carlie insults the people around her. Why do you think she acts this way?
2. INTERPRETIVE How were the Benson twins alike in ways other than their looks?
3. INTERPRETIVE Thomas J. found Carlie's lost earring. Compare Thomas J.'s and Carlie's feelings about this event.

Activities:

1. Do some research about your name. Ask your parents why you were given your name. Find out the meaning of your first and last name. (Books of names for babies are a good source of information about names.) Design a family crest which symbolizes your family in some way.
2. Dramatize the scene between Mrs. Mason, Thomas J. and Carlie on p. 13-14, and the scene between Carlie and Thomas J. on p. 18-19 (prop: earring).
3. Do Activity Sheet 1B-Wonder Vaccines.

Chapters 5 & 6

Synopsis: Thomas J. feels shy about saying his prayers before the boys go to sleep, so he prays silently in the upper bunk. Harvey reflects on his mother's leaving three years earlier to live in a commune. Carlie takes breakfast to Harvey in bed while complaining about doing it and trying to bait him to trade insults. She feels bad when he thanks her instead. Carlie refuses Mrs. Mason's request that she help Harvey to cope with his problems, saying that she and the boys are like pinballs which cannot determine their own direction.

Word Study: abruptly p. 23; commune p. 24; gnarled p. 25; identity p. 25; clenched p. 25; communicate 25; rave p. 30. Do Activity Sheet 2A.

Discussion Questions:

1. INTERPRETIVE Compare Harvey's mother and father. What are their reasons for acting the way they do?
2. INTERPRETIVE/CRITICAL What is Carlie's reaction when Mrs. Mason asks her to help Harvey? Why does Mrs. Mason think she can help? How do you think she could help Harvey?
3. INTERPRETIVE/CREATIVE How does Carlie compare herself, Thomas J., and Harvey to pinballs? How many ways can you think of that the three children and pinballs are alike? How does Carlie's idea compare to the ideas the class gave before reading the book (see Introductory Activities #2). Think of another simile that could be used to describe the three children.

Activities:

1. Add to the chart of descriptive words about the characters that was started in Chapters 1 & 2.
2. Dramatize the scene between Harvey and Carlie on p. 27-28 (props: tray, bowl of cereal), and the scene between Carlie and Mrs. Mason on p. 28-30 (prop: apron).

Synopsis: Carlie, Harvey, and Thomas J. start to write letters home and Carlie and Harvey reflect on the bad things that have happened to them in their short lives. Harvey's interest becomes making lists about himself, such as "Promises My Mother Broke." Carlie teases Harvey about her running away and life without her in it.

Word Study: temptatious p. 34; juvenile p. 36; appendectomy p. 36; incisions p. 37; puberty p. 40; summoned 41. Make up your own game or activity using the vocabulary words we have studied so far in *The Pinballs*.

Discussion Questions:

1. LITERAL/INTERPRETIVE How had Harvey's father behaved at the hospital and why?
2. LITERAL/CRITICAL How did Harvey think his mother might have solved her problems (p.38)? How do you think his mother could have solved her problems?
3. CRITICAL Carlie is considering running away as a solution to her problems. List several pros and cons of this solution.

Activities:

1. Have students make lists about themselves. Brainstorm together for headings.
2. Rewrite Carlie's note with correct punctuation. Pretend you are Carlie's mom and answer her note. Be negative.
3. Pretend that you give advice like "Dear Abby" in a local newspaper. You have received a letter from each child in *The Pinballs* explaining their problem and asking your advice. Write your response to each of their letters.

Chapters 9 & 10

Synopsis: Mr. Mason takes Thomas J. to the hospital to visit the Benson twins while Mrs. Mason helps Carlie learn to sew a new halter top. Thomas J. realizes, when visiting the twins, that this may be his last chance to learn something about who his parents were, but they can remember little.

Word Study: boutique p. 43; addicted p. 44; gathers p. 44; dart p. 46; dread p. 49; refueling p. 50; tottering p. 52. Play charades with these vocabulary words. The person who answers must read the sentence from the book which contains the word.

Discussion Questions:

1. LITERAL/INTERPRETIVE What does Carlie ask Mrs. Mason and why do you think she asks?
2. CRITICAL On p. 46B Mrs. Mason says, "Anyway, it's worked out, Carlie, not the way I thought when I was your age, not the way I planned but it has worked out." How could this statement influence Carlie?
3. CRITICAL Do you think the Benson twins have done a good job of raising Thomas J.? What, if anything have they done wrong?
4. CREATIVE Given what we know, what do you think the story behind Thomas J.'s arrival at the Benson's might be?

Activities:

1. Dramatize the scene between the three children and the Masons

on p. 43-45, the scene between Carlie and Mrs. Mason on p. 47 (prop: halter top), and the scene of Thomas J.'s hospital visit on p. 51-53.

2. Do Activity Sheet 2B — The Mason's Other Children.
3. Discuss puns, and the way Carlie used the word "nuts" (p. 50) as a pun. After reading the picture book, *The King Who Rained* by Fred Gwynne, illustrate each of the following sentences containing puns in two ways.

The little boy swung his bat at the ball.

I'll meet you at the big sale.

Be sure to drop me a line when you get there.

Chapters 11 & 12

Synopsis: Thomas J. is sad when he and Mr. Mason visit the Benson's house. He feels like this is the last time he will ever see the house. Carlie's put-downs of Harvey become less sharp. Harvey talks about his mom promising a puppy for his birthday, but leaving home a few days before, and then his father not ever permitting him to get one.

Word Study: shriveled p. 55; abandoned p. 56; mental p. 57; burden 58; principle p. 60. Find or draw a picture which illustrates two of the vocabulary words for this chapter. See if you can guess which words your classmates' illustrations represent.

Discussion Questions:

1. CRITICAL How have your feelings about Carlie changed from the beginning of the book?
2. INTERPRETIVE Harvey has started to return Carlie's insults (p. 58 & 62). What do you think caused this change in Harvey? How does Carlie react to the change?
3. INTERPRETIVE/CRITICAL Make a list of the disappointments each of the three children experienced or referred to in this chapter. Rate each disappointment as a major or a minor one by marking it with a *M* or a *m*. List three disappointments you have experienced and rate them in the same way.

Activities:

1. Bring in the classified section of the newspaper. Read the pet section in small groups. Mark those you would be interested in. Write ads to sell Harvey's electronic football game and snooker pool table.
2. Add to the chart of descriptive words about the characters that was started in Chapters 1 & 2.

Chapters 13 & 14

Synopsis: Harvey talks Carlie into pushing him in his wheelchair to the library where he looks through old *New York Times* magazines for a picture and article he had seen before of his mother and people at the commune. They make another list. This time it is of people who have done them in.

Word Study: persuaded p. 63; valuable p. 63; suspected p. 66; suitable p. 69; criticized p. 69; sulked p. 69. Give a personal example that relates to each word. (example: if my mother had never *persuaded* me to let my brother borrow my tape recorder, it wouldn't be broken now.)

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Discussion Questions:

1. INTERPRETIVE Harvey finally tells Carlie the truth about how he broke his legs. Why did Harvey change his mind about telling? What is Carlie's reaction to this confession? Is this how she would have reacted earlier?
2. CRITICAL/CREATIVE Carlie suggested to Harvey some of the things she would ask for in a father. Do you feel that what she mentioned were the most important things? Make a list of 6 things you think are important. Then make a list of what a father might want in a child.
3. INTERPRETIVE/CRITICAL How does Harvey plan to solve his problem? (p. 68) Tell why you think his solution will or will not work.
4. INTERPRETIVE/CREATIVE Compare the way Harvey read to the way Carlie read. How did their purposes for reading determine the way in which they read? List four or five different purposes for reading and describe the manner in which you would read for each purpose.

Activities:

1. Dramatize the scene between Carlie and Harvey on p. 64-66 (prop: chair).
2. Draw a picture of what Harvey visualized when he read the article about his mother (p. 69).

Chapters 15 & 16

Synopsis: Carlie talks about she and Harvey running away but he won't hear of it. Harvey's father visits and the two go out to eat. Harvey wants to think his mother wrote to him when at home with his dad and that his dad tore up the letters, but he assures Harvey that she never ever wrote. Harvey is depressed and tells Carlie he doesn't think he can make it, to which Carlie replies that he has to because the two of them and Thomas J. are a set. They learn of the death of one of the Benson twins.

Word Study: pitiful p. 76; crest p. 76; abruptly p. 78; construction p. 79; contract p. 80; features p. 83. Write a clue for each of the following words. See if your classmates can guess the words from your clues.

Discussion Questions:

1. LITERAL/CRITICAL What new suggestion does Carlie have as a solution to their problems? (p. 75) Do you think this would **really** solve their problems? Why or why not?
2. CRITICAL/CREATIVE Do you think there is any truth to Harvey's statement about 15 minutes of fame? How would you like your 15 minutes to be?
3. INTERPRETIVE Use the information we have been given about Harvey's father in these chapters to come up with at least three reasons why he acts the way he does.
4. INTERPRETIVE Discuss the meaning of optimist and pessimist. Discuss Harvey and Carlie in relation to these two terms. Give examples of how each showed optimism or pessimism. Are you an optimist or a pessimist? Give examples from your

personal life.

Activities:

1. Discuss word pairs — Thomas/Jefferson; pen/pencil; etc. Make a list of unusual word pairs for twins.
2. Dramatize the scene between Carlie and Harvey on p. 74-76, and the scene between Harvey and his father on p. 81-83 (props: 2 plates, knives, forks).

Chapters 17 & 18

Synopsis: Mr. Mason takes Thomas J. to see the remaining Benson twin in the hospital and then to the funeral of the other one. Thomas J. feels closer to Mr. Mason when he learns that Mr. Mason, like himself, came from a home where the word “love” was never mentioned. Carlie feels sorry for Harvey because he is depressed over his situation and Mrs. Mason tells her that she has helped him by making him smile with her humorous and no longer always cutting remarks.

Word Study: jarred p. 88; comfort p. 88; affection p. 89; appealed p. 90; feeble p. 94; mutely p. 95; comical p. 96. Make a word web using one of the vocabulary words from these chapters at the center of the web and branching out with related words or phrases.

Discussion Questions:

1. INTERPRETIVE Why didn't Thomas J. want to go to the hospital? How did Mr. Mason help Thomas J. in this situation? What difference would it have made to Thomas J. if Mrs. Mason or Carlie had been the one to take him to the hospital?
2. INTERPRETIVE How were the Benson twins and Mr. Mason's mother alike? How were Thomas J. and Mr. Mason alike?
3. INTERPRETIVE/CRITICAL Why did Thomas J. and Mr. Mason find it hard to express their feelings? Do you agree with Thomas J. when he says that mothers should start early to train their children to say, “I love you”?
4. INTERPRETIVE/CRITICAL How does Carlie's reaction to problems compare to Harvey's reaction? Which response do you feel is better? How do you usually react to problems?

Activities:

1. Write a letter to one of your parents telling them that you love them and why you feel that way.
2. Make a list of ways that parents and children show that they love each other without using words.
3. Add to the chart of descriptive words about the characters that was started in Chapters 1 & 2.

Chapter 19 & 20

Synopsis: Harvey's birthday is in a few days and his father brings a color TV as a present. Carlie discovers that Harvey's toes on the right foot are swollen and red and he has to be taken to the hospital. Mrs. Mason informs Carlie and Thomas J. that Harvey's leg is badly infected and that Harvey doesn't even care.

Word Study: lousy p. 99; original p. 100; bluff p. 100; agonized p. 101; infected p. 104; recalling p. 105. Using graph paper, make up your own crossword puzzle using these and other words from Chapters 19 & 20.

Discussion Questions:

1. INTERPRETIVE/CREATIVE What are some of the things Carlie does to try to cure Harvey's depression? In your opinion, what would it take to cheer Harvey up?
2. INTERPRETIVE Why do you think Harvey's father got him such an expensive birthday present? Why wasn't Harvey more enthused about his present?
3. CRITICAL What are some qualities of a good nurse? How well would Carlie qualify?
4. CRITICAL Carlie is very angry at Harvey's father. Do you feel she is justified in her feelings? Why or why not?

Activities:

1. Draw names as you would for a gift exchange. Think of the perfect gift for the person whose name you drew. Write three clues to help the person guess what gift you have selected for them. Trade papers and let everyone try to guess their gift.
2. Dramatize the scene between Carlie and Harvey on p. 100-102 (props: sheet, decals).
3. Carlie feels that a birthday in the hospital would be terrible. If you could plan a party in the hospital to try to cheer Harvey, what would you do? Include ideas for refreshments, gift, games, and decorations.

Chapters 21 & 22

Synopsis: When Carlie and Thomas J. visit Harvey in the hospital, they find that his spirits are low and that he is doing well physically. Carlie sees an ad in the paper for a free puppy and makes plans to obtain one and sneak him into the hospital as Harvey's birthday present.

Word Study: expression p. 107; protested p. 110; hypodermic p. 110; cahoots p. 114; responsibility p. 115; bound p. 115; bond p. 116. Use the context to help you determine the meaning of each of these words. Be ready to tell how the context helped you to figure out each word's meaning.

Discussion Questions:

1. INTERPRETIVE Why were the end of visiting hours so upsetting to Carlie?
2. CRITICAL Harvey doesn't seem to care about anything. How can this affect his physical recovery? Do you think his father's visit helped him or hurt him?
3. LITERAL/CRITICAL What two concerns does Thomas J. express about Carlie's plan for getting a puppy? What other problems do you think Carlie will run into when she tries to put this plan into action?
4. CRITICAL How do you think Mrs. Mason will react to the puppy?

Activities:

1. Dramatize the scene between Carlie and Thomas J. on p. 113-116 (props: newspaper, flashlight).
2. Discuss the description of Harvey having “no expression on his face” (p. 107).

Culminating Activities #2, play a game of charades using only facial expressions.

Chapters 23 & 24

Synopsis: When Carlie and Thomas J. give Harvey the puppy in the hospital, he is elated to the point of tears, which the puppy licks away. They are relieved that Mrs. Mason thinks getting the puppy was a lovely thing to do. It warms Thomas J.'s heart when Mrs. Mason hugs them both, and he wants to say something nice, but he can't yet.

Word Study: compliments p. 119; permanently p. 119; commotion p. 120; confident p. 125; blurt p. 125; perk up p. 127; professional p. 126; preview p. 124. Write the vocabulary words at the top of your paper. Then write a sentence for each word, only leave a blank instead of writing in the word. Make an answer key on the back of the paper. Trade papers and see if one of your classmates can fill in the blanks correctly.

Discussion Questions:

1. INTERPRETIVE Why do you think Harvey was concerned about his gift being permanent? What past experiences would have made him feel this way? Think of three more gifts that would be permanent and three that would be unpermanent.
2. INTERPRETIVE Why do you think the nurse pretended not to see the puppy?
3. INTERPRETIVE Carlie says that Harvey's crying wasn't "a bad sort of crying" (p. 126). Do you agree with her? Why do you think Harvey cried?
4. CREATIVE Thomas J. thinks he needs training in expressing his feelings. What kinds of things should the Masons do to help Thomas J.?

Activities:

1. Dramatize the scene at the hospital on p. 118 (props: sheet, stuffed dog), and the scene between Carlie, Thomas J., and Mrs. Mason p. 125 (props: stuffed dog, apron).
2. Discuss the meaning of the prefix **un**, and make a list of words using this prefix.

Chapters 25 & 26

Synopsis: Though Thomas J. is saddened to be going to the funeral of the other Benson twin, he enjoys an outing with Mr. Mason and hearing him talk about his childhood experiences. Harvey is recuperating in the hospital. Carlie takes Thomas J. to see his school and realizes that they aren't pinballs after all because pinballs can't help what happens to them. Carlie decides that she is really going to try in her new school.

Word Study: hacking p. 129; uncomplimentary p. 129; reflection p. 130; resembled p. 131; snobs p. 133; snubbed p. 134; stage p. 135. Discuss these words together as a class. Then review all of the vocabulary words for *The Pinballs* by putting the words into categories of your choosing. Be ready to justify why each word belongs in the category where you have placed it.

Discussion Questions:

1. INTERPRETIVE What do you think Mr. Mason meant when he said that the Benson twins thought they were doing Thomas J. a kindness when they took him in? (p. 130)

2. CRITICAL Do you think the Benson twins were wrong to keep Thomas J.? What other alternatives were there? How could these alternatives have been better for Thomas J.?
3. INTERPRETIVE/CRITICAL What does Carlie mean when she says it would be nice "if we could get to our brains with an eraser"? Do you agree with Carlie? If not, why not? If so, what part of your brain would you want to erase?
4. INTERPRETIVE/CREATIVE Why did Carlie change her mind about being a pinball? What simile can you think of that shows Carlie's new feeling about herself?

Activities:

1. Draw a comparison picture of the Benson twins giving Thomas J. a haircut vs. the barber giving him one.
2. Write an obituary for the Benson twins.

Culminating Activities

1. Make predictions about what each of the pinballs will be doing 10 years from now. Create a poster to display your predictions.
2. Write the following list of feeling words on a chart or the chalkboard.

angry	content	exhausted	hopeless	proud
ashamed	defeated	fearful	indifferent	rejected
appreciated	disappointed	frustrated	lonely	resentful
brave	discouraged	fulfilled	loved	satisfied
calm	embarrassed	grateful	needed	shy
competent	energetic	guilty	numb	unwanted
confident	excited	hopeful	overjoyed	wanted

Use these words to play a Pinballs Bingo game. Each student should choose 10 words from the list and write a situation from the novel that relates to each feeling. (example: angry — how Carlie felt when she thought about Harvey's father) Have all the students cut their situations apart, fold them, and place them in a shoe box. Then each student should make a bingo card by folding a sheet of ditto paper in fourths two ways to make 16 squares, and writing one of the feeling words in each square. The teacher will then draw out and read the situations from the shoebox. Students will place a marker on their bingo cards if they have a feeling which goes with the situation. There may be more than one right answer for many of the situations. As long as students can make a reasonable explanation they should get credit for their choice.

Activity Sheet 1A

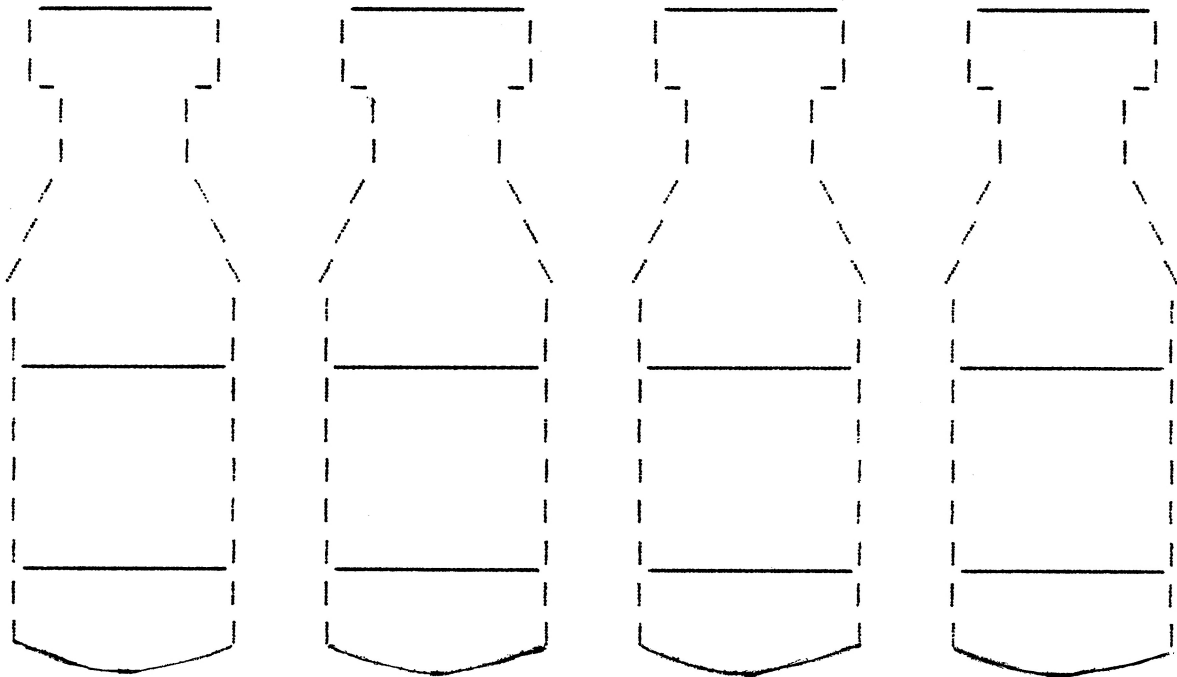
Directions: Replace each underlined word with a word or phrase that means about the same and makes sense in the sentence.

Thomas J. had stayed with the twins for six years. The twins had meant to take him into town and tell the authorities, but they had kept putting it off. When the twins broke their hips at age eighty-eight, Thomas J. was discovered for the first time by the authorities. He was sent to the foster home “until such time as his real identity can be established or permanent adoptive parents located.”

The girl was Carlie. She never said anything polite. Carlie had to go to the foster home because she could not get along with her stepfather. He resented everything she did. Once he had hit her so hard that she had gotten a concussion. “Nobody hits me without getting hit back,” she had said before she collapsed. Carlie was to stay at the foster home “until the home situation stabilizes.”

Activity Sheet 1B

Directions: Carlie wished there was a vaccine for homesickness. Have you ever wished there was some simple way to solve a problem like Carlie did? Label these bottles to show what each vaccine would cure.



PART V ESSAY QUESTIONS: Choose two of the questions to answer. Write one or two paragraphs for each question. (10 points each)

1. Tell which of the pinballs changed the most from the beginning of the story to the end. Explain your choice, and how that person changed.
2. How were Carlie, Harvey, and Thomas J. like pinballs? How were they **not** like pinballs?
3. Do you think Harvey's mother or Harvey's father is more to blame for his problems? Give reasons for your answer.
4. Each of the pinballs had one special person who helped them cope with their problems. Explain who helped each of the pinballs and what made that person especially qualified to help.

PART III MULTIPLE CHOICE: Choose the best ending for each sentence. Write the letter of the correct answer in the blank. (2 points each)

- _____ 1. At the beginning of the story, Carlie accuses Thomas J. of (a) stealing her floating opal (b) stealing her earring (c) making nasty remarks to her (d) none of the above.
- _____ 2. On Thomas J.'s first night in the foster home he felt uncomfortable (a) sleeping in a strange bed (b) bathing in front of Harvey (c) praying in front of Harvey (d) kissing Mrs. Mason good night.
- _____ 3. Thomas J. (a) talked very loudly (b) appreciated the Benson twins taking him in (c) was willing to share the blame for the present he and Carlie got Harvey (d) all of the above.
- _____ 4. Carlie threatened to (a) become a nun (b) not go to see Harvey at the hospital (c) never see again (d) run away.
- _____ 5. Harvey's mother had left home to (a) go to Hollywood (b) join a commune (c) join the circus (d) start a business.
- _____ 6. Carlie refuses Mrs. Mason's request that she (a) help Harvey to cope (b) take Harvey's breakfast to him (c) clean up the house (d) all of the above.
- _____ 7. Mrs. Mason helps Carlie learn how (a) to sew (b) to bake (c) to cut Thomas J.'s hair (d) all of the above.
- _____ 8. Though Thomas J. is sad to be going to the funeral of the Benson twin, he enjoys the outing with Mr. Mason because (a) he was given candy (b) Mr. Mason bought a puppy (c) Mr. Mason told of his childhood experiences (d) he liked getting out of the house.
- _____ 9. Carlie agreed to give Thomas J. (a) her jewelry (b) the house cleaning chores (c) her birthday (d) all of the above.
- _____ 10. Carlie says she is going to bring this to the hospital every morning when she becomes a nurse (a) a bottle of pills (b) a basket of puppies (c) a bouquet of flowers (d) a box of cookies.

PART IV VOCABULARY: Find the correct definition below for each underlined word. Write the letter of the correct definition in each blank. (2 points each)

- _____ 1. Carlie's stepfather resented everything she did.
- _____ 2. Carlie tried to insult everyone around her.
- _____ 3. Carlie wished there was a vaccine for homesickness.
- _____ 4. A pain shot through Harvey's leg when he moved abruptly.
- _____ 5. Harvey was addicted to Kentucky Fried Chicken.
- _____ 6. Thomas J. was abandoned when he was a baby.
- _____ 7. Carlie tried to cheer Harvey, but he just looked at her mutely.
- _____ 8. When Harvey guessed his present, Carlie tried to bluff.
- _____ 9. Thomas J. went into cahoots with Carlie to get a puppy.
- _____ 10. A nurse came into Harvey's room because she heard a commotion.

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| A. suddenly | F. say unkind things |
| B. left behind | G. make someone believe something untrue |
| C. silently | H. a medicine that prevents illness |
| D. noisy disturbance | I. not able to get along without |
| E. partnership | J. felt angry and offended |

The Pinballs Test

PART I TRUE OR FALSE: Mark each sentence with T if it is true and F if it is false. (2 points each)

- _____ 1. At first, none of the children were happy to be at the Mason's.
- _____ 2. Harvey's legs were broken playing football.
- _____ 3. Carlie made insulting remarks to Harvey and Thomas J.
- _____ 4. Thomas J. knew nothing about his parents.
- _____ 5. Mr. Mason could not tell his mother that he loved her.
- _____ 6. Harvey's mother wrote him many letters which his father hid.
- _____ 7. Mr. and Mrs. Mason were not very patient with the pinballs.
- _____ 8. Harvey cried after receiving his birthday present from Carlie.
- _____ 9. The nurse really did not see Harvey's birthday present.
- _____ 10. Thomas J. told Mrs. Mason that he loved her when she hugged him after learning about the puppy.

PART II MATCHING: Read each description in column I. Find the character who matches the description in column II. Write the letter of the character in front of the correct description. (2 points each)

Column I

- _____ 1. what Carlie wants to be when she grows up
- _____ 2. the Benson twins were named after one
- _____ 3. had a drinking problem
- _____ 4. was as hard to crack as a coconut
- _____ 5. he liked to make lists
- _____ 6. liked to garden and watch TV
- _____ 7. a present that Harvey guessed
- _____ 8. what Carlie wanted to use an eraser on
- _____ 9. gave one of the pinballs a concussion
- _____ 10. another name Carlie gave to the birthday present she got Harvey

Column II

- A. Harvey's father
- B. the Bensons
- C. a nurse
- D. a crying towel
- E. TV set
- F. a president
- G. the brain
- H. Harvey
- I. Carlie
- J. Carlie's stepfather

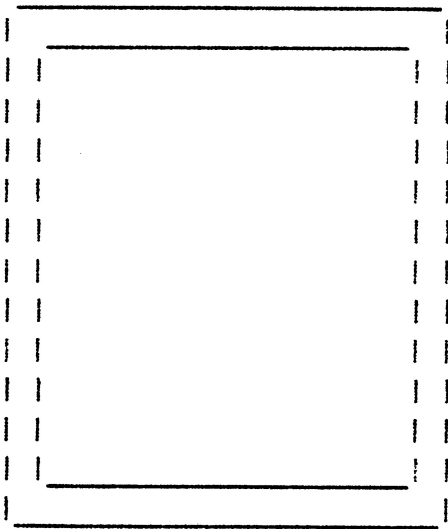
Activity Sheet 2A

Directions: Replace each underlined word with a word or phrase that means about the same and makes sense in the sentence.

Harvey had not seen his mother in three years. He could still remember the last terrible quarrel between his parents. "I know you cannot understand my having to leave," his mother had said. Harvey had crouched on the stairs, peering around the corner from time to time at the twisted angry faces. Their faces looked gnarled enough to put on a cathedral. "I have to find myself. It means I don't know who I am anymore. I have no identity." His mother was talking through clenched teeth now. "We cannot communicate. We never could."

Activity Sheet 2B

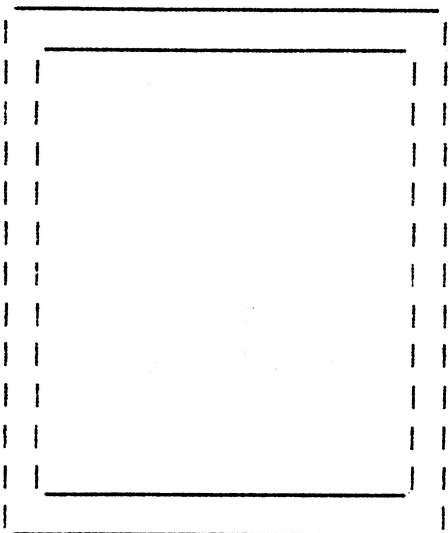
Directions: The Masons had had seventeen other foster children before the pinballs arrived. We do not learn too much about them in the story, but you can put your imagination to work by making pictures for several of them, giving them a name, explaining their problem, and telling what they are doing now.



Name:

Problem:

Today:



Name:

Problem:

Today:

Answer Key
The Pinballs Test

Part I	Part II	Part III	Part IV
1. T	1. C	1. B	1. J
2. F	2. F	2. C	2. F
3. T	3. A	3. D	3. H
4. T	4. I	4. D	4. A
5. T	5. H	5. B	5. I
6. F	6. B	6. A	6. B
7. F	7. E	7. A	7. C
8. T	8. G	8. C	8. G
9. F	9. J	9. C	9. E
10. F	10. D	10. B	10. D

Part V — Should be scored according to the teacher's judgment.



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