



Genuine Sweet

by Faith Harkey

Grade 3 – 7

Educator's Guide

Teachers • Librarians • Homeschool Parents

About the Book

Twelve-year-old Genuine Beauty Sweet feels like anything but her name. Living with her irresponsible father has made life hard, and Genuine is worried about her family having enough food and electricity to see them through the winter. So when it is revealed that Genuine possesses the family gift of wish fetching, it seems to her as if all their problems may be solved. However, there's a catch: Genuine may not fetch wishes for herself. With the help of a new friend, Jura, Genuine comes up with a plan to put her calling to unselfish use, and the resulting goodwill rebounds to her own benefit. But not everyone is in favor of her gift, and soon past grievances and old enemies surface to threaten what could be Genuine and her family's only chance of survival.

Use the following discussion material, which fully supports teaching to the Common Core State Standards for English Language Arts, to foster a deeper understanding of the novel (see last page for complementary standards).

About the Author

Faith Harkey fell in love with writing in the fourth grade, when her language arts class read a poem about a dragon. Her teacher suggested that Faith carry a notebook with her all the time so she could write whenever she felt inspired. Faith filled more than twenty notebooks before she graduated from high school, then went on to study creative writing at Eckerd College. *Sneak Thief* is her second novel. She lives in Tallahassee, Florida.

For more about Faith and her books, including an expanded Sass experience, visit FaithHarkey.com.

Discussions Questions

In what ways does Genuine have an extraordinary family?

Gram gives lots of advice about wish fetching, but she seldom tells Genuine exactly what to do. Do you think Gram agrees with all of Genuine's actions? Tell why or why not.

Which character took the role as a kind of mother to Genuine, and why did she do that?

Explain Genuine's relationship with her father. How did he influence her decisions?

Do names influence a life? How does Genuine's name affect her and the events in the book?

If you were a wish fetcher, how would you collect and distribute the starlight and how would you put it to use?

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Discussions Questions *(continued)*

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Friendship plays an important part in the book. Think about how Jura and Travis show their friendship, and write about specific examples of what they did to support their friend.

Describe Genuine and the characteristics that make her able to endure the problems she encounters along the way.

What is Genuine's relationship with Gram like? In what ways does Gram influence Genuine? Explain and support your answer with examples.

Discuss how Travis changes from the early chapters of the book until the end. Give examples from the book to support your statements.

In Chapter 25, Genuine makes her own wish. What does she want, and why does she wait so long to wish for it? Explain the problem with her wish and explain how it was resolved.

Imagine that everyone who wants to be a wish fetcher can become one. What are the advantages of having lots of wish fetchers? What are the problems? Explain your response.

Classroom Activities

Math

In Chapter 4, Genuine tries to figure out how much to charge for her wish biscuits. Determine a price that is fair for Genuine and for the wisher. Explain your reason for stating that price. Then calculate how many biscuits she must make each week to earn \$500.

The first night after starting the fight to end world hunger, seventy-four requests came in. How many biscuits would Genuine have to make in a week if seventy-four requests came in every day?

What would be the total amount of cider needed to provide everyone in the town one cup during their get-together if the cider they used was in 64-ounce containers? If the town's population is 523, determine how much cider they need.

Plan a class barter party! Ask each student to bring something they don't use from home. Set your rules and get permission from everyone's parents. Afterward, ask students to explain how the bartering worked, what they ended up owning, and their ideas about what they might do differently at the next barter party.

For help planning the party, you might want to use this Scholastic guide:

<http://www.scholastic.com/teachers/lesson-plan/bartering-early-form-interdependence>

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Classroom Activities *(continued)*

Science

Find the name of a particular star and look up information about it. Then identify the star's location and stage it is in. Diagram and label the life cycle of a star.

Read about floods and explain the reasons they might occur. Describe the kinds of storms that may cause flooding to occur.

Apples are the main ingredient of most ciders. Trace and diagram the life cycle of an apple. Include the reason why apple trees are pruned.

Cut an apple in half around its equator. Dip the halves in tempera paint to make prints.

Science Resources

Stars:

http://imagine.gsfc.nasa.gov/docs/teachers/lessons/xray_spectrum/background-lifecycles.html

<http://www.telescope.org/pparc/res8.html>

Apple Growing:

<http://www.wikihow.com/Grow-an-Apple-Tree-from-a-Seed>

<http://www.youtube.com/watch?v=dSlxzkaDOTA>

<http://www.ces.ncsu.edu/hil/hil-8301.html>

ohioline.osu.edu/hyg-fact/1000/1401.html

<http://www.teachertube.com/video/life-cycle-of-apples-134151>

Apple Prints:

<http://familycrafts.about.com/cs/applecrafts/a/blapprint.htm>

English Language Arts

Plan a *Genuine Sweet* class party! Have the students write out their ideas for this kind of party. Collect them and then let them vote on what they'd like to do. Activities might include role playing, making apple prints, designing a container that the students each design for catching their starlight, making wish biscuits (see recipe on p.3), decorating the room with a star theme, bringing in treats or snacks to share, or anything else the group may want to do that relates to the book.

What theme or themes were in the book? Support your answer with details that explain your theme choices.

From what point of view is this book written? Write a paragraph to discuss the point of view and how that character's voice contributed to the story. How might another point of view show a different version of the story?

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Classroom Activities *(continued)*

English Language Arts *(continued)*

Write a poem to describe one of the characters. Explain why you chose that person to describe.

On page 248, Travis states: "Write your own story with you as the hero. Give yourself a happy beginning, middle, and end." Discuss Genuine Sweet's story and then write your own story, one that shows your life from beginning to end.

Write an article for the Sass Settee announcing your party, a wish fetcher report, the flood and its effects on Sass, a profile of a character, or a story about Genuine Sweet herself. Make a class newspaper of the Sass Settee and ask each student to contribute a story.

Write a set of interview questions to learn more about Genuine's wish-fetching ability. Then interview a friend who plays the part of Genuine and record those answers.

Reread Chapter 23 from the book describing the Sass Thanksgiving tradition of gathering for cider as a community. What traditions do they have? Now think about traditions in your family. Write and explain some of your favorite traditions and tell why traditions are important, both to families and communities.

When you have many things to do, think about how you decide what to do first. This is called setting priorities, and it involves choosing what things are the most important and putting those first in your list of things to do. How did Genuine and Jura decide to fetch wishes for the many requests they had? Do you think the way they did it was a good idea? Tell why or why not.

Common Core Connections

Discussion Points

Writing:

Text Types and Purposes

Grade 3 - W.3.1a-d, 3
Grade 4 - W.4.1A-D, W.4.2b-e
Grade 5 - W.5.1A-D, W.5.2b-e
Grade 6 - W.6.1a-c, 6.3d-e
Grade 7 - W.7.1c,e,7.3a-e

Production and

Distribution of Writing

Grade 3 - W.3.4-6
Grade 4 - W.4.4-6
Grade 5 - W.5.4-6
Grade 6 - W.6.4-6
Grade 7 - W.7.4-6

Research to Build

and Present Knowledge

Grade 3 - W.3.7-8
Grade 4 - W.4.7-9a
Grade 5 - W.5.7-9a
Grade 6 - W.6.7-9a
Grade 7 - W.7.7-8

Range of Writing

Grade 3 - W.3.10
Grade 4 - W.4.10
Grade 5 - W.5.10
Grade 6 - W.6.10
Grade 7 - W.7.10

Reading Literature:

Key Ideas and Details

Grade 3 - RL.3.1, 3
Grade 4 - RL.4.1-3
Grade 5 - RL.5.1- 3
Grade 6 - RL.6.1-3
Grade 7 - RL.7.1-2

Craft and Structure

Grade 3 - RL.3.4, 6
Grade 4 - RL.4.4, 6
Grade 5 - RL.5.4, 6
Grade 6 - RL.6.4, 6
Grade 7 - RL.7.4, 6

Integration of

Knowledge and Ideas

Grade 3 - RL.3.9
Grade 4 - RL.4.9
Grade 5 - RL.5.9
Grade 6 - RL.6.9
Grade 7 - N/A

Range of Reading

Level of Text Complexity

Grade 3 - RL.3.10
Grade 4 - RL.4.10
Grade 5 - RL.5.10
Grade 6 - RL.6.10
Grade 7 - RL.7.10

Recipe

Wish Biscuits

This recipe makes soft, crumbly, rich biscuits.

Prep Time: 15 mins

Cook Time: 10 mins

Total Time: 25 mins

Recipe Author: Shirley Duke

Ingredients:

- 4 cups baking mix
- 8 ounces sour cream
- $\frac{3}{4}$ cup sparkling water/juice or club soda (liquid serves as "starlight")
- 1 stick butter

Instructions:

1. Preheat oven to 400 degrees.
2. Melt the butter in a 9 x 13 inch pan.
3. Mix baking mix, sour cream, and sparkling water. The dough will be thick and not too gooey. Pat into pan on top of the melted butter.
4. Score the top with a spatula for easier cutting after baking.
5. Bake about 10 minutes or until golden brown and cut into squares.
6. Recipe makes 9 large biscuits. Cut smaller sizes for more servings.

Speaking and Listening:

Comprehension

and Collaboration

Grade 3 - SL.3.1a-d, 2
Grade 4 - SL.4.1a-d
Grade 5 - SL.5.1a-c
Grade 6 - SL.6a-c
Grade 7 - SL.7.1a-d

Presentation of

Knowledge and Ideas

Grade 3 - SL.3.4
Grade 4 - SL.4.4
Grade 5 - SL.5.4
Grade 6 - SL.6.4
Grade 7 - SL.7.4

Credit:

Guide written by Shirley Duke