

Teaching Jinnie Wishmaker

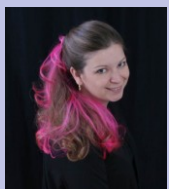


Jinnie's life is changed by the arrival of an unexpected magical power — to grant any living thing its one true wish. For mid to upper-level elementary school students, *Jinnie Wishmaker* provides a great discussion

opportunity about the things we wish we had. Ultimately the story tells us that a life lived with a balance between wonderful and challenging is the best goal of all.

ACTIVITIES will engage students with special vocabulary, cause and effect, and writing a story with a wish of their own.

About the Author



DD Roy grew up in Texas among mesquite trees that required pliers to pull off the thorns before you could climb. She built her own ramshackle clubhouse in the woods behind her house to read without being disturbed. Her favorite books were *A Little Princess*, *Charlie and the Chocolate Factory*, and *Summer of the Swans* — all stories about kids overcoming hardship.

She wrote her first story, *Blackie and the Garbage Dump Dogs*, when she was quite young. The kittens in her stories always beat insurmountable odds to save the day. When her own children were small, they watched *Meet the Robinsons*. DD decided she simply had to write a story with an ending as happy as that one. She started *Jinnie Wishmaker* the very next day.

Book Stats

Grade Level Equivalent: 4-6 **Ages:** 9-12
Genre: Fantasy & Magic **Pages:** 160
Themes: Disability, self-sufficiency, friendship

Common Core Standards	Reading and Literature	Writing	Speaking and Listening	Language
Grade 4	4.2, 4.3, 4.4	4.3, 4.4, 4.9	4.1, 4.2, 4.3	4.1, 4.2, 4.3, 4.4, 4.5c, 4.6
Grade 5	5.2, 5.3, 5.4	5.3, 5.4, 5.9	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.4, 5.5c, 5.6
Grade 6	6.2, 6.4, 6.5	6.3, 6.4, 6.9	6.1	6.1, 6.2, 6.3, 6.4, 6.5c, 6.6

Book Summary

Eleven-year-old Jinnie has just tried to run away from home — again. Her grandmother isn't well, and her parents are lost in the jungle. The only family to step up to take care of Jinnie and her younger brother Bryan are her rich aunt and uncle. Jinnie would rather live in a bathroom stall.

But her move to a new city and school apparently serves a greater purpose in a world she never could have imagined. Animals begin to follow her, seeking her assistance. When her friend Marcus wishes for ice cream and ends up very sick, Jinnie realizes she needs help. She can grant wishes, but she doesn't control the results.

Her school counselor Mr. Kent leads her to a group of magical students facing challenges like her learning disability. Jinnie discovers that she will be trained to be a keeper of the balance. Good will never totally defeat evil, and so magic exists to ensure the balance is never disrupted.

But the group has a lot to learn, and soon a powerful Loki, a magic thief, attacks Jinnie to steal a wish. It will take all her courage to get the wish back and ensure her power does not fall into the Loki's greedy hands.

Get Ready to Read

Make a Wish Tell students that the book they will be reading is about deciding what would be your one most important wish. Have them make a list of things they might wish for on a whiteboard or chart paper.

Discussion:

- What made them choose that wish over all the other possibilities?
- How would their lives change if they got their wish?
- What would happen if getting this wish meant they would lose something else important to them?

Critical Thinking:

What would you be willing to give up to balance out a wish you were granted?

Vocabulary

Loaded Words Explain to students that *Jinnie Wishmaker* contains many words that are loaded with extra meaning. These words work doubly hard to make a point, for example, saying “humungous” instead of just “big” or “giant.” These loaded words add extra punch to the ideas conveyed in the story, particularly the descriptions of people and their feelings.

Use Resource #1: Vocabulary Cards

elaborate (Ch. 1)	viciousness (Ch. 6)
resentment (Ch. 1)	mesmerize (Ch. 6)
glitzy (Ch. 2)	traipse (Ch. 7)
meager (Ch. 3)	glisten (Ch. 8)
scowl (Ch. 4)	maniac (Ch. 10)
frantically (Ch. 4)	cackle (Ch 10)

Reading the Book

Cause and Effect Chains In *Jinnie Wishmaker*, the wishes Jinnie grants don’t do what they are supposed to. Instead, they follow a wandering path between what the person asks for and their one true wish.

Tell the students that cause and effect is a relationship between two events. Have them brainstorm possible causes of these effects:

Effect: Being late for school
Caused by _____

Effect: Failing a test
Caused by _____

Then they can brainstorm the possible effects of these causes:

Cause: A dog runs through the classroom
Effect: _____

Cause: A bus gets stuck in the mud
Effect: _____

A cause and effect chain is a sequence of events where one event causes the next event in the chain.

Use Resource #2: Cause & Effect Chains

Review the cause and effect chain of the wish Marcus makes. On the blank chart, students will create their own cause and effect chain for a wish they brainstormed.

Marcus Wish Cause and Effect Chain

Cause: Marcus wishes for ice cream
Effect: An ice cream machine gets stuck, **causing**
Effect: Marcus receiving his ice cream, **causing**
Effect: Marcus getting sick, **causing**
Effect: Having to tell his mother he is sick, **causing**
Effect: A new diet to avoid lactose, **causing**
Effect: His symptoms of autism spectrum disorder becoming easier to manage, which was his one true wish — to be still.

Further Study on Cause and Effect Chains

You can use a picture book like Laura Numeroff's *If You Give a Mouse a Cookie* to extend your discussion of cause and effect chains. You can also go over the stanzas of the traditional song "There Was an Old Lady who Swallowed a Fly" for another cause and effect chain.

After You Read

Lead students in a discussion of these story elements.

1. One True Wish. What were some of Jinnie's wishes? (*To run away, to be able to read, for her parents to come home, for friends to help her stand up to Bruscilla.*)

What do you think was the most important one?

2. Cause and Effect. In the beginning of this story, Jinnie tries to run away from her family. How does she change by the end of the book? (*She accepts living with her aunt and uncle and encourages Bryan to feel the same.*)

What causes her to change her mind? (*She changes her mind because she realizes there is more in the world besides her own individual wants and needs. There is magic and balance and the realization that people can change for the better.*)

3. Loaded Words. When the children roll the feeling cube, they see their own emotions in the expressions. What loaded words can you think of to describe emotions? Are there better words for sad, happy, tired? (*Miserable, thrilled, exhausted*)

Extension Activity

Have each student write a story where he or she is granted a wish using the cause and effect chain they made on the chart.

Connections for Further Reading

DD Roy specifically modeled *Jinnie Wishmaker* after the book *Matilda* by Roald Dahl. Provide a copy of the book and tell students to notice details about the books that are similar, particularly in the bizarre behavior of the adults, as well as the practical and calm nature of the children.

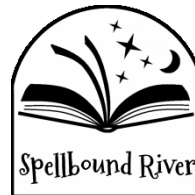
Connections for Multi-Media

Movies with magical elements that connect to *Jinnie Wishmaker*:

- *Matilda* (magic, self-sufficient children, special teachers, strange adults)
- *Meet the Robinsons* (finding family, brilliant use of technology, adoption)
- *Frozen* (hiding magic power, feeling like an outcast, adventure)

Bonus Materials

Reading Check Crossword Puzzle
Pattern to Make a Feeling Cube



Jinnie Wishmaker
is published by
Spellbound River Press.

Sign up for the Spellbound River Press e-mail list to receive periodic updates on Spellbound River books, authors, promotions, and special events: <http://spellboundriver.com/email-list/>

Resource #1: Vocabulary Cards

ELABORATE

VICIOUSNESS

RESENTMENT

MESMERIZE

GLITZY

TRAIPSE

MEAGER

GLISTEN

SCOWL

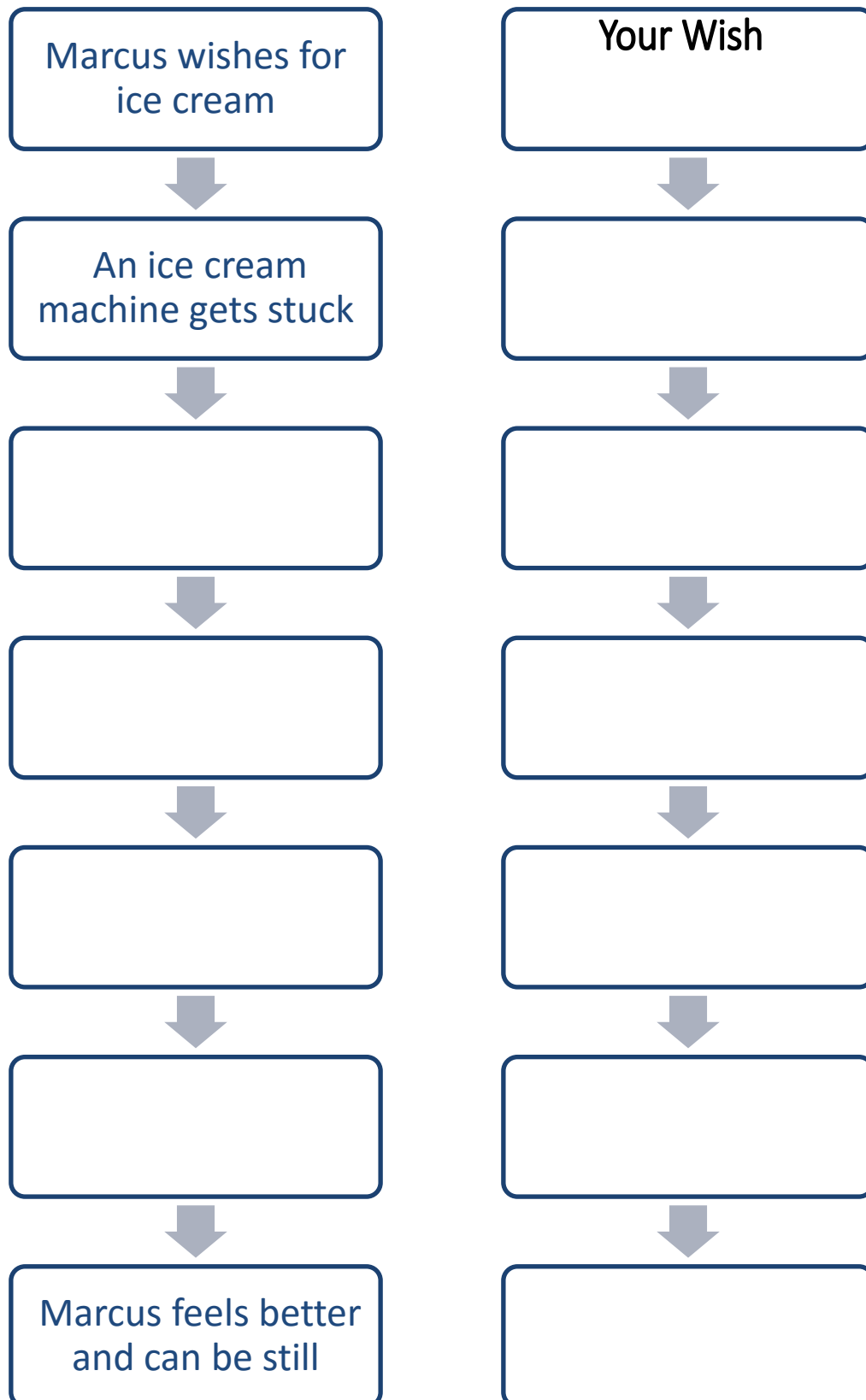
MANIAC

FRANTICALLY

CACKLE

Name: _____ Date: _____

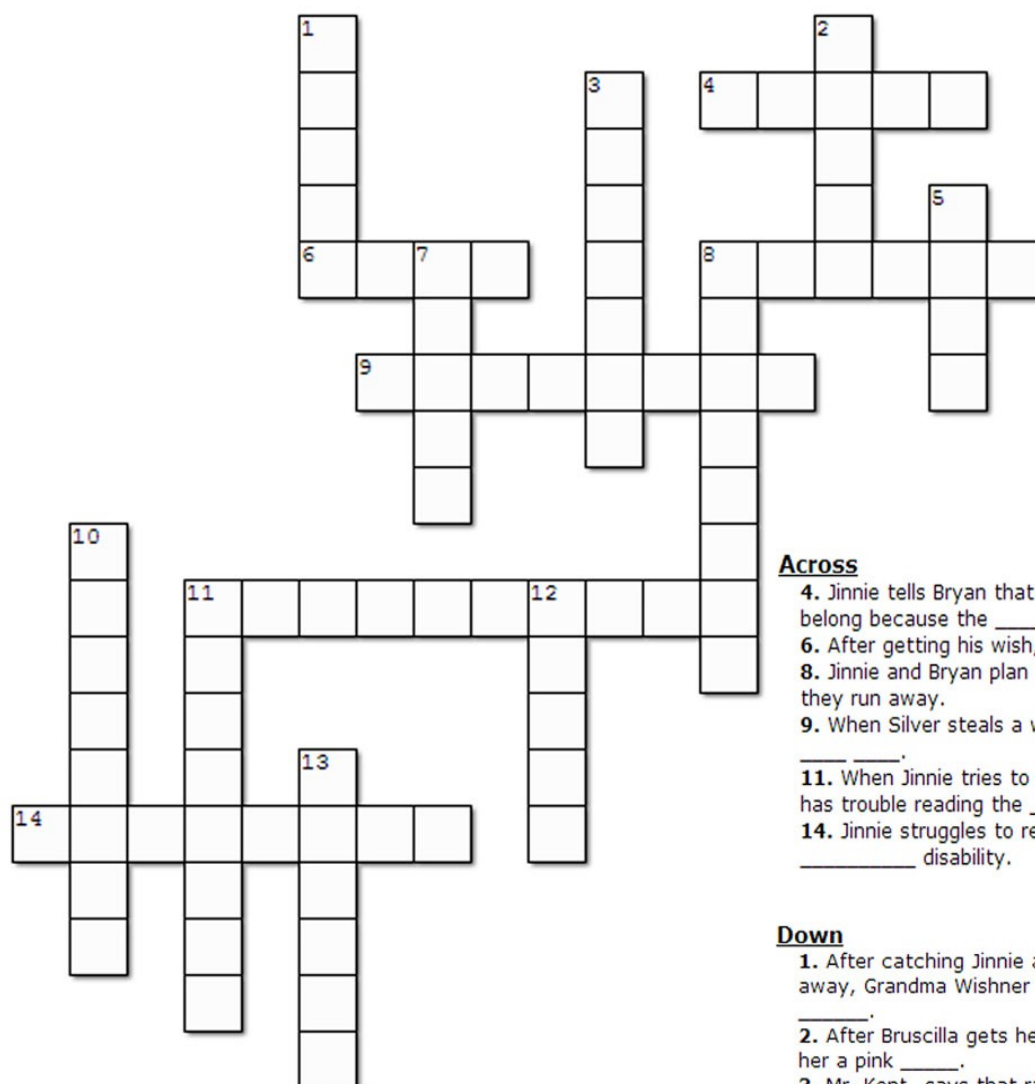
Resource #2: Cause and Effect Chains



Name: _____

Jinnie Wishmaker Crossword Puzzle

Show off your knowledge of the world of Magic Mayhem.



Across

4. Jinnie tells Bryan that they are where they belong because the ____ come visit them.
6. After getting his wish, Marcus feels ____.
8. Jinnie and Bryan plan to go to a ____ when they run away.
9. When Silver steals a wish, she puts it in a ____.
11. When Jinnie tries to find Silver's house, she has trouble reading the ____.
14. Jinnie struggles to read due to her ____ disability.

Down

1. After catching Jinnie and Bryan trying to run away, Grandma Wishner takes away their ____.
2. After Brusilla gets her wish her father buys her a pink ____.
3. Mr. Kent says that rather than always trying to win, they should try to keep good and evil in ____.
5. When Jinnie feels the magic, it is a ____ in her belly.
7. To save the baby birds, Jinnie and Bryan decide to ____ themselves to a tree.
8. At the first magic meeting, Mr. Kent has the children wear a ____.
10. Marcus decides to take the first wish. He asks for ____.
11. Bryan has to disable the ____ to help Jinnie escape the mansion.
12. To keep Brusilla away from the deer, Jinnie throws a ____.
13. Jinnie sees a chance to get in Silver's house by pulling her out the ____.



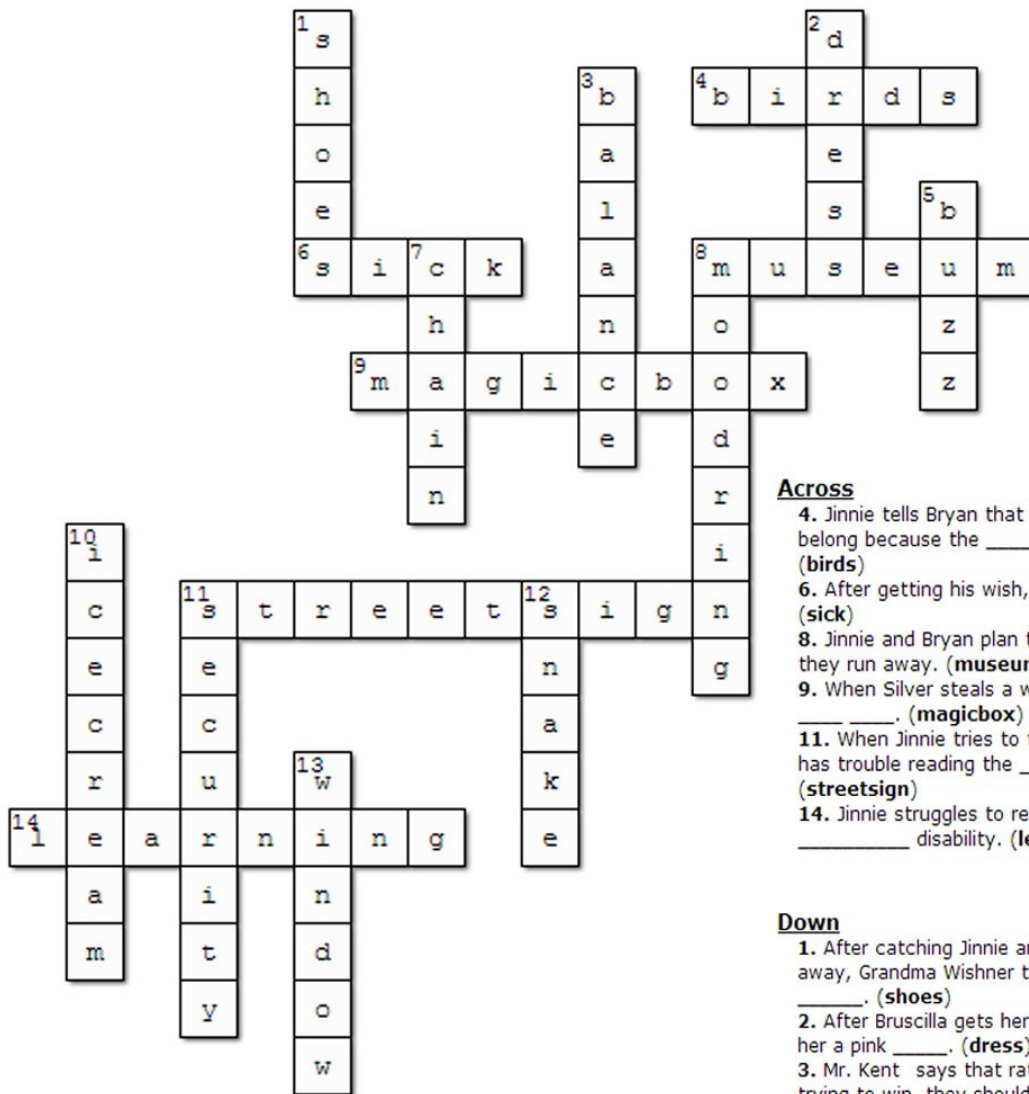
The Magic Mayhem Series by D.D. Roy



Name: **ANSWER KEY**

Jinnie Wishmaker Crossword Puzzle

Show off your knowledge of the world of Magic Mayhem.



Across

4. Jinnie tells Bryan that they are where they belong because the ____ come visit them. (**birds**)
6. After getting his wish, Marcus feels _____. (**sick**)
8. Jinnie and Bryan plan to go to a _____ when they run away. (**museum**)
9. When Silver steals a wish, she puts it in a _____. (**magicbox**)
11. When Jinnie tries to find Silver's house, she has trouble reading the _____. (**streetsign**)
14. Jinnie struggles to read due to her _____ disability. (**learning**)

Down

1. After catching Jinnie and Bryan trying to run away, Grandma Wishner takes away their _____. (**shoes**)
2. After Bruscilla gets her wish her father buys her a pink _____. (**dress**)
3. Mr. Kent says that rather than always trying to win, they should try to keep good and evil in _____. (**balance**)
5. When Jinnie feels the magic, it is a _____ in her belly. (**buzz**)
7. To save the baby birds, Jinnie and Bryan decide to _____ themselves to a tree. (**chain**)
8. At the first magic meeting, Mr. Kent has the children wear a _____. (**moodring**)
10. Marcus decides to take the first wish. He asks for _____. (**icecream**)
11. Bryan has to disable the _____ to help Jinnie escape the mansion. (**security**)
12. To keep Bruscilla away from the deer, Jinnie throws a _____. (**snake**)
13. Jinnie sees a chance to get in Silver's house by pulling her out the _____. (**window**)



The Magic Mayhem Series by D.D. Roy



Make a Feeling Cube

In *Jinnie Wishmaker*, Mr. Kent has the students roll the magic feeling cube, which reveals their own emotions to them.

In a small group, choose some feelings and draw a face on each square of the feeling cube to show the emotion.

Cut out the pattern. Fold on the dotted lines and glue the tabs down to make a cube.

Sit on the floor and roll the cube. Describe a time when you felt the emotion on the face that is on top.

