

# **Common Core Activities for *Duffy's Jacket***

**Bruce Coville**



**Suspenseful story  
Perfect for a Read  
Aloud!**

**Analyze Setting,  
Theme, and More!**



## **ELA Core Plans**

Teacher-Written Standards-Based Lesson Plans

Thank you for purchasing this teaching unit! We hope you enjoy it!



**DO NOT PHOTOCOPY**  
(Except for your own classroom)



**DO NOT POST ONLINE.**

*Common-Core-Based Activities For*

# *“Duffy’s Jacket”*

*Bruce Coville*

By Tammy D. Sutherland and Shannon B. Temple

ELA Core Plans

[www.elacoreplans.com](http://www.elacoreplans.com)

Copyright © 2013 S&T Publications, LLC

Limited reproduction permission: For each textbook purchased, S&T Publications grants permission for only one teacher to make as many copies as needed for his or her classes. Reproduction by/for other teachers, classes, or for commercial use is strictly prohibited.

Order number DJ111213

S&T Publications, LLC

S&T Publications, LLC © 2013

## Table of Contents

Title of Activity	Page	Common Core Standards
<p>Prereading activities:</p> <ul style="list-style-type: none"> <li>• Prediction guide</li> <li>• vocabulary preview</li> </ul>	5-6	<p>These activities will initiate a discussion on some of the issues and key concepts in the story.</p> <p>The vocabulary preview provides words in context so that students can determine meanings.</p>
Setting	7	<p>With this activity, students are required to look back at the text and analyze the setting. They must find details that describe the place, time, and environment. Then, they must explain how certain passages and words affect the characters in the story.</p> <p style="text-align: center;">CCSS7RL1,3</p>
Imagery	8	<p>This handout helps students analyze how the author creates imagery. With this activity, students will find a passage; then, using the information provided on the handout, they will explain how imagery has been created by the author. CCSS7RL1</p>
Suspense	9	<p>This handout requires students to examine the author's craft. They find sentences from the text that create suspense and then explain how these sentences create suspense.</p>
Theme	10	<p>The handout on theme can be used to teach what theme is and how a theme statement can be developed. Students are required to find the stated theme in this story, analyze how the theme affects the main character, and explain how this theme is true for life in general. CCSS7RL-1,2</p>

Defending your Answers With Passages And Practice Answering Constructive Response Questions	11-12	This handout explains step by step how students should return to text to support an analysis of what the text says explicitly as well as inferences drawn. It includes examples and non-examples to help the students. CCSS7RL-1
Duffy's Jacket Questions	13-15	This handout includes nine questions. Students are required to return to the text to draw conclusions and analyze various elements of the story. Many CCSS are addressed within these questions. Students determine central ideas, cite text, and analyze text. They must cite evidence to support their answers.
Duffy's Jacket Poetry	16	This activity provides a sample poem based on the story and requires students to write their own. CCSSW Anchor Standard 4
Tableau	17	This activity requires students to work in groups to develop a creative tableau and then perform it for the class. A rubric is provided. CCSSW Anchor Standard 4
Answer keys	-	

# Duffy's Jacket

## Prediction Guide

woods  
sentinel  
fear  
bloodhound  
jacket  
someone following us  
Friday night in October  
hunting lodge  
Duffy  
Andrew  
Marie  
home alone

These are important words from the story. Some of the words are characters. Some tell of the setting, and others tell of the conflict. After looking at these words, write a short statement predicting what you think will happen. Be prepared to share what you write with your class. No peeking at the story! 😊

My Prediction:

# Duffy's Jacket

## Do you know these words?

Before we read the story, see if you know some of the vocabulary words that we will encounter. Match the words in the box to the correct definitions below. Use the sentences to help you.

sabotage – The tornado sabotaged almost the whole town, leaving 250 injured.

scatterbrained – It's dangerous for a scatterbrained person to cook because he/she may forget to turn off the stove and catch the house on fire!

heebie-jeebies - Spiders give me the heebie-jeebies! I run when I see them.

sentinel - The old dog was a sentinel at the gate, waiting for his master to return.

frantically - I spent the first few minutes of class frantically looking for my homework so I wouldn't receive a zero.

turnip- Cook potato, turnip and carrots in boiling salted water for about ten minutes or until tender.

1. in a highly excited way \_\_\_\_\_
2. to ruin or harm \_\_\_\_\_
3. a vegetable \_\_\_\_\_
4. a person keeping watch, a guard \_\_\_\_\_
5. uncomfortable, nervous, or anxious feeling \_\_\_\_\_
6. unorganized, forgetful \_\_\_\_\_

# Duffy's Jacket

**Setting** is a combination of the time of day, the place where the scene occurs, the geographic location, and the period of history.

**Study the following chart to understand what setting may include.**

Place	Time	Environment
The physical location In the country, state, or city? In the mountains? Near a lake? In a forest? Beach? Under a bridge? Etc.	Calendar and clock times- What is the day, month, year? What is the season? Does it take place in the past, present, or future?	What are the details in the surroundings? What else is going on around the characters? Is it crowded? Isolated? Is the wind blowing? What is the weather like?

Think about the setting. In the box below, list details that relate to the setting. Then, tell whether the details relate to the place, the time, or the environment.

Detail	Place? Time? Environment?
dirt road late one Friday in October fall – leaves	place time time, environment

How does the setting affect the plot? Think about the main events in the story, and then determine how the setting affected each event.

Event	How the setting affected this event
Duffy, Andrew, Marie and their moms travel down a country road to an old house.	It is late and October which creates an eerie mood immediately in the story.
They find a message written on the wall that says "Beware of the sentinel".	
They go for a walk. Andrew feels someone was following them. Duffy leaves his jacket.	
The parents leave them alone at night, and they hear something scratching at the door.	
They escape out the back door to try and hide in the barn.	

# Duffy's Jacket

**Imagery** is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing. **This story is full of visual imagery – imagery that allows you to picture something. Let's examine how the author creates it.**

## Three ways to create visual imagery

- **Create imagery through descriptions and sensory language.**

- Authors pay attention to detail when they write. They use words that pertain to all of our senses, not just our sense of sight. **Read the following passage from the story.**

**Underline the details and sensory language that help you imagine the scene.**

*Leave it to Aunt Elise. This place didn't need airing out- it needed fumigating. I never saw so many spider webs in my life. From the sounds we heard coming from the walls, the mice seemed to have made it a population center.*

- **Create imagery with strong verbs!**

- Authors use action verbs when they want to create imagery. These words help you to imagine something happening. With a specific, strong verb, you can pinpoint exactly what is going on. Read the following passage from the story. **Underline or highlight the action verbs that help you picture the action.**

*We tiptoed up the stairs. Once we were in our bedroom, I thought we were safe. Crawling over the floor, I raised my head just enough to peek out the window.*

- **Create imagery with figurative language and adjectives.**

- Authors use literary devices such as similes, metaphors, and personification to help them create imagery. Figurative language allows you to picture something in your mind and then relate it to something else. Adjectives describe nouns so that you can "see" them. Read the following passage. **Underline the figurative language that helps you picture the scene.**

*Marie squeezed against my side, tighter than a tick in a dog's ear. The huge creature sniffed the air. It turned in our direction. Its eyes seemed to glow.*

**Find another passage in this story that contains visual imagery. Complete the following chart.**

Page #	Passage	How imagery is created...sensory language, strong verbs, figurative language, adjectives

# What Creates Suspense?

**Suspense** – We know what it is; it’s what makes us wonder what is going to happen next. It’s what keeps us on the edge of our seat, wanting to turn the page.

This story has suspense! In the chart below, make a list to analyze how the author creates this suspense from the moment the characters first leave for the cabin. Skim back through the story choosing the sentences that you think create the most suspense. The first one is done for you.

<b>Sentence from story</b>	<b>How does this create suspense?</b>
<i>...added up to the five of us bouncing along this horrible dirt road late one Friday in October</i>	It’s late at night, and they are on a secluded road. Also, October is probably considered the scariest month because of Halloween. This passage creates foreshadowing and suspense!

# Duffy's Jacket

*A theme is a story's central message; it is a lesson that you learn about life.*

Some things to remember about theme:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the story/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the story.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel or story.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the story.

*In this story, one of the themes is stated. Find this theme, and then explain how this theme is true for the characters in this story and how it is true in life in general.*

Stated Theme Page # \_\_\_\_\_

Write the stated theme below.

How is this theme true for the main characters in this story?

How is this theme true for life in general?

## Defending Your Answers with Passages

Often you will be required to return to the text to find a passage that “supports your answer”. When doing this, you must be careful in choosing the passage, and make sure it actually supports your answer.

**Sample Question:** How does the author use sound to establish the mood of the story? Use **two details** from the story to support your answer.

**Incorrect Student Response:** The author uses sound to create a spooky mood in this story. He uses onomatopoeia several times. These sounds make the reader anxious and contribute to the suspense in the story.

**What is wrong with this response?**

**Incorrect Student Response:** The author uses sound to create a foreboding mood in this story. When Andrew, Duffy, and Marie are left alone in the house, they hear someone scratching at the door. “Scratch. Scratch.” is repeated throughout the story. Each time this onomatopoeia is used, the threatening mood is intensified, leaving the reader in suspense of what will happen.

**What is wrong with this response?**

**Correct Student Response:** Throughout “Duffy’s Jacket,” the author uses sound effects to create a foreboding and suspenseful mood. When Andrew, Duffy, and Marie are left alone, they hear scratching at the door. Instead of the author simply telling the reader that something was scratching at the door, he actually writes the words “Scratch, Scratch”. These words are repeated until the characters plan to escape out of the back door. At the end of the story, the characters return to the house, and the author returns to using sound effects. Again, we read “Scratch. Scratch” and we are instantly aware that something is coming back into the house. When the sentinel climbs the stairs toward the terrifying children, we read, “Thump. Thump. Thump. “ and “Knock, knock” when the monster is outside the door. These onomatopoeic words enhance the suspense and certainly contribute to the foreboding mood in the story.

# Practice Answering Constructed Response Questions

## Constructive Response Question Tips:

1. Read through the question two times.
2. Underline all of the things the question is asking you to do.
3. When you begin your answer, reword the question.
4. As you write your answer, make sure that you answer every part of the question.
5. Support your answer by “pulling out” something from the text.
6. Provide a wrap-up sentence at the end to conclude your response.

## Let’s look at this process together and practice what we have learned:

**Passage:** One day Shan led her three friends on an escapade through the woods on a pretend treasure hunt. Exhausted from walking, the group decided to take a break. Pieces of bark began to fall to the ground as the four kids sat on an old log. Suddenly, Shan heard a humming sound. Before the group knew what was happening, armies of yellow jackets were swarming around them. Without hesitation, the kids threw their water canteens to the ground and took off running. Branches slapped their faces and briars scratched their arms and legs as they tore through the woods looking for escape. The bees dug their needle sharp stingers into their flesh over and over, making it even harder to run. They could hear the screams behind them and the buzz of the bees in their ears, but their legs kept pumping.

**Question:** Locate one example of descriptive language and one example of sensory language and explain how they were used.

**Student Response:** “Pieces of bark began to fall to the ground” is an example of descriptive language.  
“The bees dug their needle sharp stingers into their flesh” is an example of sensory language.

What is wrong with this response?

---

---

How should the response be written?

---

---

# Duffy's Jacket

Name \_\_\_\_\_

Date \_\_\_\_\_

Answer the following questions using the story to help you.

1. Describe the house that Duffy, Andrew, Marie and their mothers visit.

---

---

2. The author includes all of the following to create suspense except \_\_\_\_\_.

- a. short sentences
- b. onomatopoeia
- c. descriptions of the setting
- d. flashbacks

3. What was the purpose of the narrator including reminders to Duffy inside parenthesis?

---

---

4. List one word to describe the narrator of this story. Use two details from the story to support your answer.

---

---

---

---

5. Which of the following lines from the story best supports the story's central theme?
- a. Anyway, we get to this cabin, which is about eighteen million miles from nowhere, and to my surprise, it's not a cabin at all. It's a house.
  - b. In the room next to ours I found a message scrawled on the wall. "Beware of the Sentinel," it said in big black letters.
  - c. In the shaft of light I saw a huge figure. The Sentinel of the Woods!
  - d. Which is why, I suppose, no one has had to remind Duffy to remember his jacket, or his glasses, or his math book, for at least a year now.

6. When reading a story, good readers picture the action in their minds. Choose one portion of the story to illustrate. Go back and reread this portion to refresh your memory of the details. Draw your picture in the box below. Do your best work, even if it means using "stick people". Under your picture, write a **short caption** about this part of the story.



7. Using no more than fifty-five words write a summary of the story.

8. What can you conclude about the Sentinel by what happens at the end of the story? Explain your answer.

---

---

---

9. Which do you think affects the plot more – one of the character's actions or the setting? Support your answer with evidence from the text.

---

---

---

---

# Duffy's Jacket

**Cinquain:** a poem containing five lines

Write a cinquain using a character or object found in the story as the basis of your poem. The cinquain format and topic suggestions are listed.

## Cinquain Poem Format

Line 1: a noun

Line 2: two adjectives to describe the noun in line one

Line 3: three –ing verbs

Line 4: a phrase describing the noun in line one

Line 5: a synonym for the noun in line one

Possible Topics: Choose one of these, or come up with your own topic.

Duffy

Sentinel of the Woods

Scratch. Scratch.

Something is at the door.

Old hunting lodge

# Duffy's Jacket

A **tableau** is a living picture that captures a moment. You will create a group tableau. This means that you will create a frozen scene from this story. You will stand in a line in front of the class and one by one “come to life”, say a line from the story while showing emotion and/or actions that fit that line, and then freeze again. Then, the person beside you will “come to life”, say his/her line and then freeze again until the entire group is done.

## **Follow the directions below to prepare for your dramatic presentation:**

1. Choose some dialogue, a moment, or situation from the story for your group to portray. Make sure you choose a significant passage or line. If you wish, each person in the group may choose his/her own line(s), which do not have to be in the same passage. For example, person one in the group may choose the line, *“There’s something out there!”* he hissed. *“Something big!”* The second person in the group may choose the line, *We scooted out the back door. “What now?” I wondered, looking around frantically.* While these lines are not on the same page, they are still related.
2. Once each person in the group has chosen a line or two or three, decide how each person will “come to life” and portray this line. You will memorize the line and say it out loud, but as you do so, you should include facial expressions, and movements or gestures when possible. For example, for the line *There is something out there!* the speaker would have a look of fear. He/she would make his/her eyes wide open and say the line with a panicked expression on his/her face and widen his/her arms to show that the creature is big.
3. Once everyone in the group has decided on a line, facial expressions, and motions to accompany that line, practice performing the tableau. Everyone in the group should stand frozen. Put your heads down so you are not tempted to smile or laugh. The first person in line will begin by lifting his/her head, saying and acting out his/her line. Once this line has been brought to life, that person will freeze right where he/she is, and the next person will “come to life.”
4. Now, before you perform your tableau for the class, you must first write something for your teacher. 😊 Write a paragraph explaining the significance of your chosen piece to act out. Why did you choose it? What is significant about it? Why is it memorable?
5. Good Luck!

# ***“Duffy’s Jacket”***

## **Tableau Rubric**

**Name:** \_\_\_\_\_

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Participated effectively with group	20	
Voice was loud enough to be heard by the entire “audience”.	20	
Facial expressions and/or gestures were incorporated.	20	
Written analysis was completed with few (if any) errors in conventions.	20	
Written analysis included a thorough explanation of the chosen line.	20	
<b>TOTAL</b>	<b>100</b>	

# Duffy's Jacket

## Answer Key

# Duffy's Jacket

woods  
sentinel  
fear  
bloodhound  
jacket  
someone following us  
Friday night in October  
hunting lodge  
Duffy  
Andrew  
Marie  
home alone

These are important words from the story. Some of the words are characters. Some tell of the setting, and others tell of the conflict. After looking at these words, write a short statement predicting what you think will happen. Be prepared to share what you write with your class. 😊

My Prediction: **Accept reasonable answers. This activity should generate interest and prepare students to read the story.**

# Duffy's Jacket

## Do you know these words?

Before we read the story, see if you know some of the vocabulary words that we will encounter. Match the words in the box to the correct definitions below. Use the sentences to help you.

sabotage – The tornado sabotaged almost the whole town, leaving 250 injured.

scatterbrained – It's dangerous for a scatterbrained person to cook because he/she may forget to turn off the stove and catch the house on fire!

heebie-jeebies - Spiders give me the heebie-jeebies! I run when I see them.

sentinel - The old dog was a sentinel at the gate, waiting for his master to return.

frantically - I spent the first few minutes of class frantically looking for my homework so I wouldn't receive a zero.

turnip- Cook potato, turnip and carrots in boiling salted water for about ten minutes or until tender.

1. in a highly excited way frantically
2. to ruin or harm sabotage
3. a vegetable turnip
4. a person keeping watch, a guard sentinel
5. uncomfortable, nervous, or anxious feeling heebie-jeebies
6. unorganized, forgetful scatterbrained

# Duffy's Jacket

Detail	Place? Time? Environment?
dirt road	place
late one Friday in October	time
fall – leaves	environment
cabin	place
a million miles from nowhere	place
house that's almost 100 years old	place
needed fumigating	environment
spider webs everywhere	environment
mice in the walls	environment
2 working lights	environment
stream	place
message on the wall	environment
deep in the woods	environment

How does the setting affect the plot? Think about the main events in the story, then determine how the setting affected each event.

Event	How the setting affected this event
Duffy, Andrew, Marie and their moms travel down a country road to an old house.	It is late and October which creates an eerie mood immediately in the story.
They find a message written on the wall that says "Beware of the sentinel".	This message is written on a wall next to Andrew's. The house is large and foreboding, making the message on the wall even more threatening. This is the first time we hear of the sentinel, so the reader is preparing for something scary to happen.
They go for a walk and Andrew feels certain someone was following them.	They are alone "deep into the woods". This setting adds eeriness to the event. This setting provides the perfect place to be "followed".
The parents leave them alone at night, and they hear something scratching at the door.	Things are always scarier when you are alone. Something scratching on this old house door which is out in the middle of nowhere heightens the suspense. The reader knows that the adults are twenty miles away, and no one else is nearby to help.
They escape out the back door to try and hide in the barn.	The house is in a solitary place. The barn may seem like a refuge to the characters until it is found locked. With the wind blowing hard too, the setting again intensifies the frightening mood as the characters try to figure out where to hide.

# Duffy's Jacket

**Imagery** is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing. **This story is full of visual imagery – imagery that allows you to picture something. Let's examine how the author creates it.**

## Three ways to create visual imagery

- **Create imagery through descriptions and sensory language.**

- Authors pay attention to detail when they write. They use words that pertain to all of our senses, not just our sense of sight. **Read the following passage from the story.**

**Underline the details and sensory language that help you imagine the scene.**

*Leave it to Aunt Elise. This place didn't need airing out- it needed fumigating. I never saw so many spider webs in my life. From the sounds we heard coming from the walls, the mice seemed to have made it a population center.*

- **Create imagery with strong verbs!**

- Authors use action verbs when they want to create imagery. These words help you to imagine something happening. With a specific, strong verb, you can pinpoint exactly what is going on. Read the following passage from the story. **Underline or highlight the action verbs that help you picture the action.**

*We tiptoed up the stairs. Once we were in our bedroom, I thought we were safe. Crawling over the floor, I raised my head just enough to peek out the window.*

- **Create imagery with figurative language and adjectives.**

- Authors use literary devices such as similes, metaphors, and personification to help them create imagery. Figurative language allows you to picture something in your mind and then relate it to something else. Adjectives describe nouns so that you can "see" them. Read the following passage. **Underline the figurative language that helps you picture the scene.**

*Marie squeezed against my side, tighter than a tick in a dog's ear. The huge creature sniffed the air. It turned in our direction. Its eyes seemed to glow.*

**Find another passage in this story that contains visual imagery. Complete the following chart.**

Page #	Passage	How imagery is created...sensory language, strong verbs, figurative language, adjectives
Possible answer	<i>He got up and headed for the door. But he didn't open it. Instead he peeked through the window next to it. When he turned back, his eyes looked as big as the hard-boiled eggs we had eaten for supper.</i>	strong verb – peeked figurative language – eyes looked as big as hard boiled eggs

# What Creates Suspense?

**Suspense** – We know what it is; it’s what makes us wonder what is going to happen next. It’s what keeps us on the edge of our seat, wanting to turn the page.

This story has suspense! In the chart below, make a list to analyze how the author creates this suspense from the moment the characters first leave for the cabin. Skim back through the story choosing the sentences that you think create the most suspense. The first one is done for you.

Sentence from story	How does this create suspense?
<i>...added up to the five of us bouncing along this horrible dirt road late one Friday in October</i>	It’s late at night and they are on a secluded road. Also, October is probably considered the scariest month because of Halloween. This passage creates foreshadowing and suspense!
<i>Anyway, we get to this cabin, which is about eighteen million miles from nowhere, and to my surprise, it’s not a cabin at all. It’s a house. A big house.</i>	This house is secluded – eighteen million miles from nowhere. This creates suspense because the reader knows that if something bad happens, nothing or nobody is near to help.
<i>This place didn’t need airing out – it needed fumigating. I never saw so many spider webs in my life. From the sounds we heard coming from the walls, the mice seemed to have made it a population center...</i>	The description of this house provides suspense because it is typical of horror stories or scary stories – big house, spider webs, mice, dark, etc.
<i>And with that they were gone. It got dark. We played Monopoly. They didn’t come back.</i>	This series of short sentences creates a great deal of suspense. The author writes each one on a separate line. In this way, the reader should slow down when reading it. Just by reading it slower, suspense builds.

# Duffy's Jacket

*A theme is a story's central message; it is a lesson that you learn about life.*

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the story/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the story.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel or story.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the story.

*In this story, one of the themes is stated. Find this theme, and then explain how this theme is true for the characters in this story and how it is true in life in general.*

Stated Theme Page # \_\_\_\_\_ last page of the story

**When you leave your stuff lying around, you never can be sure just who might bring it back.**

How is this theme true for the main characters in this novel?

**Duffy constantly left his things lying around. He was known for being scatterbrained. This theme is true because the Sentinel of the Woods returned his jacket to him.**

How is this theme true for life in general?

**If a person were to leave say his/her keys or wallet lying around, some criminal may take advantage of this situation and rob the person. You should keep up with your things because otherwise you could have an unwanted person returning them to you.**

## Defending Your Answers with Passages

Often you will be required to return to the text to find a passage that “supports your answer”. When doing this, you must be careful in choosing the passage, and make sure it actually supports your answer.

**Sample Question:** How does the author use sound to establish the mood of the story? Use **two details** from the story to support your answer.

**Incorrect Student Response:** The author uses sound to create a spooky mood in this story. He uses onomatopoeia several times. These sounds make the reader anxious and contribute to the suspense in the story.

**What is wrong with this response?** **Two specific details are not provided.**

**Incorrect Student Response:** The author uses sound to create a foreboding mood in this story. When Andrew, Duffy, and Marie are left alone in the house, they hear someone scratching at the door. “Scratch. Scratch.” is repeated throughout the story. Each time this onomatopoeia is used, the threatening mood is intensified, leaving the reader in suspense of what will happen.

**What is wrong with this response?** **Only one detail is provided to support the answer.**

**Correct Student Response:** Throughout “Duffy’s Jacket,” the author uses sound effects to create a foreboding and suspenseful mood. When Andrew, Duffy, and Marie are left alone, they hear scratching at the door. Instead of the author simply telling the reader that something was scratching at the door, he actually writes the words “Scratch, Scratch”. These words are repeated until the characters plan to escape out of the back door. At the end of the story, the characters return to the house, and the author returns to using sound effects. Again, we read “Scratch. Scratch”, and we are instantly aware that something is coming back into the house. When the sentinel climbs the stairs toward the terrifying children, we read, “Thump. Thump. Thump. “and “Knock, knock” when the monster is outside the door. These onomatopoeic words enhance the suspense and certainly contribute to the foreboding mood in the story.

# Practice Answering Constructed Response Questions

## Constructive Response Question Tips:

1. Read through the question two times.
2. Underline all of the things the question is asking you to do.
3. When you begin your answer, reword the question.
4. As you write your answer, make sure that you answer every part of the question.
5. Support your answer by “pulling out” something from the text.
6. Provide a wrap-up sentence at the end to conclude your response.

## Let’s look at this process together and practice what we have learned:

**Passage:** One day Shan led her three friends on an escapade through the woods on a pretend treasure hunt. Exhausted from walking, the group decided to take a break. Pieces of bark began to fall to the ground as the four kids sat on an old log. Suddenly, Shan heard a humming sound. Before the group knew what was happening, armies of yellow jackets were swarming around them. Without hesitation, the kids threw their water canteens to the ground and took off running. Branches slapped their faces and briars scratched their arms and legs as they tore through the woods looking for escape. The bees dug their needle sharp stingers into their flesh over and over, making it even harder to run. They could hear the screams behind them and the buzz of the bees in their ears, but their legs kept pumping.

**Question:** Locate one example of descriptive language and one example of sensory language and explain how they were used.

**Student Response:** “Pieces of bark began to fall to the ground” is an example of descriptive language.  
“The bees dug their needle sharp stingers into their flesh” is an example of sensory language.

What is wrong with this response?

---

---

How should the response be written?

---

---

# Duffy's Jacket

Name \_\_\_\_\_

Date \_\_\_\_\_

Answer the following questions using the story to help you.

1. Describe the house that Duffy, Andrew, Marie and their mothers visit.

**The house is very big and isolated. It is one hundred years old and needs fumigating. It is also very dirty, has only two working lights, has been abandoned for some time, and is near a stream and some woods.**

2. The author includes all of the following to create suspense except \_\_\_\_\_.
- short sentences
  - onomatopoeia
  - descriptions of the setting
  - flashbacks**

3. What was the purpose of the narrator including reminders to Duffy inside parenthesis?

**Duffy's forgetfulness fuels the series of events in the plot. Thus, it is important for the reader to be reminded of his forgetfulness. The parenthesis allow the narrator to tell the story while letting the reader know that he was constantly having to help Duffy keep up with his things.**

4. List one word to describe the narrator of this story. Use two details from the story to support your answer.

Sample answer

**Andrew is sarcastic. We can tell this from the beginning of the story when he says, "Duffy makes a turnip look bright."**

5. Which of the following lines from the story best supports the story's central theme?
- Anyway, we get to this cabin, which is about eighteen million miles from nowhere, and to my surprise, it's not a cabin at all. It's a house.
  - In the room next to ours I found a message scrawled on the wall. "Beware of the Sentinel," it said in big black letters.
  - In the shaft of light I saw a huge figure. The Sentinel of the Woods!
  - Which is why, I suppose, no one has had to remind Duffy to remember his jacket, or his glasses, or his math book, for at least a year now.**

6. When reading a story, good readers picture the action in their minds. Choose one portion of the story to illustrate. Go back and reread this portion to refresh your memory of the details. Draw your picture in the box below. Do your best work, even if it means using “stick people”. Under your picture, write a **short caption** about this part of the story.

Make sure students write a caption below their pictures.

7. Using no more than fifty-five words, write a summary of the story.

**Three kids go camping with their moms. Duffy leaves his jacket in the woods while hiking. When the kids are alone that night, something scratches on the door. After a terrifying ordeal, the Sentinel of the Woods returns Duffy's jacket. Duffy never has to be reminded to get his belongings again.**

8. What can you conclude about the Sentinel by what happens at the end of the story? Explain your answer.

Sample answer:

**The sentinel is not as vicious and threatening as the kids thought it would be. While it does scold Duffy and call him “stupid”, it does not harm him.**

9. Which do you think affects the plot more – one of the character’s actions or the setting? Support your answer with evidence from the text.

**Students may argue that Duffy’s action of forgetting his jacket affects the plot the most because that is what sets off the series of events. If he had not left his jacket in the woods, the Sentinel of the woods would never have come to the house, and the scary ordeal would not have happened.**

**Other students may argue that the setting affects the plot the most. As Andrew stated, “Maybe it’s been waiting for years for someone to come back here.” Students may argue that the Sentinel of the Woods would have come to the house regardless of Duffy’s jacket, and if they had not been at the secluded house near the Sentinel of the Woods, none of the action would have ever happened.**

# Duffy's Jacket

**Cinquain:** a poem containing five lines

Write a cinquain using a character or object found in the novel as the basis of your poem. The cinquain format and topic suggestions are listed.

## Cinquain Poem Format

Line 1: a noun

Line 2: two adjectives to describe the noun in line one

Line 3: three –ing verbs

Line 4: a phrase describing the noun in line one

Line 5: a synonym for the noun in line one

Possible Topics: choose one of these, or come up with your own topic.

Duffy

Sentinel of the Woods

Scratch. Scratch

Something is at the door

Old hunting lodge

### **Sample**

**Sentinel  
monstrous, mysterious  
guarding, watching, threatening  
patiently stalking the three  
guardian**

**If you enjoyed this teaching unit, visit our website:**

**[www.elacoreplans.com](http://www.elacoreplans.com)**

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! 😊

ELA Core Plans

S&T Publications, LLC