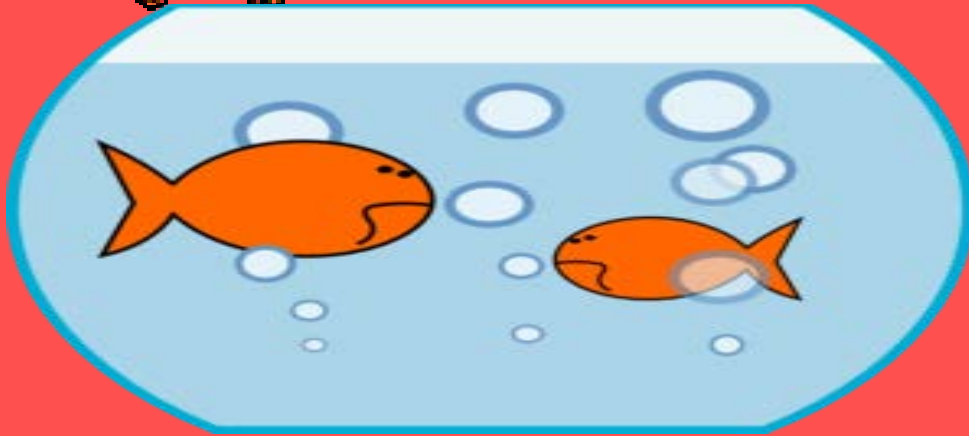


# A Teaching Unit for Rules

Cynthia Lord



## ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

# Teaching Unit

## *Rules*

### Cynthia Lord

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S&T Publications, LLC  
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# *Rules*

## Table of Contents

Pre-Reading Activity	4
Chapter 1 - Getting to Know the Characters	5
Chapter 2 - Imagery	6
Chapter 3 - Onomatopoeia	7
Chapter 4 - Discussion	8
Chapter 5 - Dash, Discussion	9
Chapter 6 - Readers' Theater	10
Chapter 7 - Making Inferences and Drawing Conclusions	14
Chapter 7 - Writing Opportunity	15
Chapter 8 - Similes	16
Chapter 9 - House Rules, Cinnamon and Nutmeg Comic Strip	17
Chapter 10 - Examine a Word	20
Chapter 11 - Figurative Language	21
Chapter 13 - Verbs, Adjectives	22
Chapter 14 - Author's Craft	23
Chapter 15 - Strong Verbs	24
Chapter 16 - Propaganda	25
Chapter 17 - Character Sketch & Setting Sketch	26
Chapter 18 - Tone	27
Chapter 19 - Theme	28
Chapter 20 - Wishes	29
Chapter 21 - Writing Opportunity	30
Chapter 22 - Post Reading Activity	31
Writing Prompts	32
Cinquain	33
Character Analysis	34
<i>I Am Poem</i>	35
Final Test	36
Answer Key	39

# *Rules*

## Pre-Reading Activity

Name\_\_\_\_\_

Date\_\_\_\_\_

### Anticipation Guide

Directions: Read each statement. Next, mark either agree or disagree for each statement. (Before reading) After reading the novel, reread the statements and again mark agree or disagree (After reading).

We will discuss the anticipation guide responses as a class.

Before Reading			After Reading	
Agree	Disagree		Agree	Disagree
		Rules are always necessary, even at home.		
		Leaving things out is not the same thing as lying.		
		It does not matter what other people think of you.		
		If you love someone they can never embarrass you.		
		Most of the lessons we learn in our lives come from the people in our lives.		

*Rules*  
Chapter 1

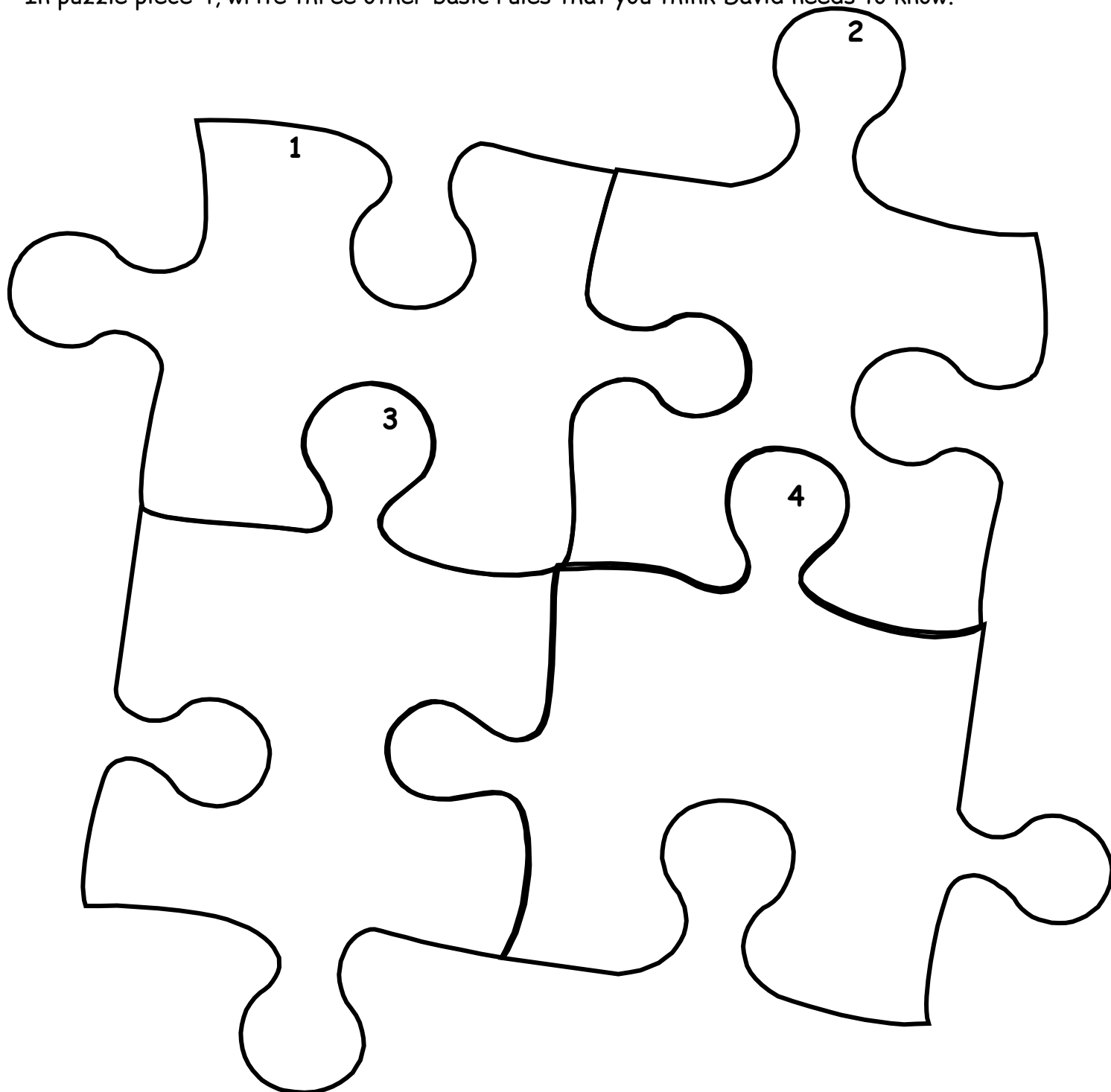
**Getting to Know the Characters ~ Piece it Together!**

In puzzle piece 1, write down things that you have learned about Catherine's family.

In puzzle piece 2, describe Catherine's personality.

In puzzle piece 3, write down what you know about David.

In puzzle piece 4, write three other basic rules that you think David needs to know.



## *Rules*

### Chapter 2

**Imagery - language that creates a sensory impression within the reader's mind**

Imagery consists of words and phrases that appeal to readers' senses. Writers use sensory details to help readers imagine how things look, feel, smell, sound, and taste. In these two chapters, Cynthia Lord uses a great deal of imagery.

**Complete the following chart as you analyze the imagery. The first one has been done for you.**

Imagery found in...	Words that create imagery	The sense or senses that the imagery appeals to
The ride to the clinic (ocean shoreline) Page 13-14	Waves sparkle, open car windows, tide smells mud-black and tangy, tide smells clean and salty	Sight and smells
Elliot's Antiques Page 15		
The waiting room Page 18		

### **Bringing People and Places to Life**

Cynthia Lord creates life-like characters and setting throughout this novel. Read the following passages. **Underline the words that make the places or characters seem real.**

*In a week or two, the gift shop window will have splashy beach towels and plastic sand buckets, the hotel will show off the "No" lit up with the "vacancy," and the parking lot will be full of seagulls strutting between the cars and perched on the streetlights, screeching for someone to drop a bite of sandwich or a French fry. (page 17)*

*Reddish brown waves of hair sweep over Jason's brow. A few wayward strands dangle near his eyes. (page 20)*

*Mom reads, the receptionist types at her computer, Mrs. Frost looks at a magazine, and the baby sleeps on Carol's lap, his little fingers still clutching a pink plastic block.*

# Rules

## Chapter 3

**Onomatopoeia** is the use of words whose sound suggests their meaning (bam, boom, pop, crash). Onomatopoeia can make writing come to life and add imagery. There are several examples of onomatopoeia in this chapter.

Complete the following chart to take a look at the onomatopoeia used in chapter three of *Rules*. The page numbers have been provided. Go back to each page listed and see if you can find the onomatopoeia word. Some pages have more than one. Then, analyze it and try to explain what it adds to the sentence or passage. The first one has been completed for you.

Page #	Onomatopoeia Word
29	squeaks
29	
29	
29	
33	
33	
33	

All onomatopoeia words are not used as onomatopoeia. Read the following sentences:

*I was in a time crunch to get a cake ready for a birthday party.*

*The chips crunched as I ate each delicious one.*

In the first sentence, the word *crunch* is not used as onomatopoeia because it does not suggest a sound. However, in the second sentence, the same word *crunch* is used as onomatopoeia.

Read the following sentences. Decide if onomatopoeia is used or not and explain why or why not.

*I try to hold my hope down, but it keeps popping up again.*

Onomatopoeia?    Yes    No    Why? \_\_\_\_\_

*"Catherine!" Mom snaps, the reflection from her glasses flashing in the rearview mirror.*

Onomatopoeia?    Yes    No    Why? \_\_\_\_\_

*A red sports car zooms by on the road, puddle-spraying our fence.*

Onomatopoeia?    Yes    No    Why? \_\_\_\_\_

## *Rules*

### Chapter 4

#### Discussion

*She takes a little card and a pen from her purse. Watching her, I wonder how that'd feel, to have to wait for someone to make a word before I could use it. And to have all my words lying out in the open, complete strangers able to walk by and see everything that mattered to me, without even knowing my name. (page 43)*

1. Respond to this passage. What do you think about Jason's cards?
2. What do you think of the therapist? Why?
3. What words would you create for Jason? List at least four words that you would create and explain why you would create each of them.

Word	Reason I would create this word card

4. The title of this chapter is *Sometimes you've gotta work with what you've got*. Explain what this means in regards to the characters in this book.
5. What is Catherine's inner conflict?



## Rules

### Chapter 5

**Dash** - a mark of separation - The dash can add "flavor" to your writing.

Some uses of a dash:

- To indicate an abrupt stop or a change in thought or tone
- To insert an extra thought
- To add emphasis or a pause
- To replace a colon or parentheses

Cynthia Lord uses the dash throughout this novel.

Let's take a look at how and when Lord uses the dash in chapter five.

**Complete the following chart by copying the sentences that have dashes and analyzing them.**

Page #	Sentence	Purpose for dash
50	<i>That's my dream - to be an artist and have people gasp when they see my paintings, like I do on the first day of each new month.</i>	To emphasize Catherine's dream
50		
52		
53		
58		

#### Discussion

*"Will power is trying hard not to do something that you really want to do." said Frog.*

Do you agree with Frog's definition of will power? Explain why or why not this is a good definition.

---

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## Readers' Theater

Students build fluency through reading out loud, and at the middle school level, what better way to allow this than with readers' theater! Chapter six of *Rules* is perfect for this activity!

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Tell them that when reading aloud, you should always read with expression. Next, read the section with expression, changing your voice to match each character.

**There are a couple of ways to do readers' theater.**

Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. You will have to have students read more than one part. **Before starting, allow the students to find the part that they will read and read it to themselves silently.** Tell them that there are a few hard words and that they should **raise their hands if they need help pronouncing one before you begin.** That way, you can discreetly go to a child's desk to help him/her with the word. Also, **this makes all students feel comfortable with reading out loud.**

Option two is to divide your class into groups. There are seven speaking parts, so groups of six or seven would be ideal. If you have to put six in a group, just have one person read two parts. After assigning parts in each group, **allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce.** Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

*Rules*  
Chapter 6

**Readers' Theater**

**Narrator 1:** On Saturday, Catherine finds her mom in the kitchen pressing raw hamburger into patties.

**Mom:** I was thinking we should invite the new neighbors to our barbeque. This could be a nice chance to introduce ourselves.

**Catherine:** Great!

**Narrator 2:** Catherine watches her mother's hands shape another hamburger and knows she'd better choose her next words carefully.

**Catherine:** What about David?

**Mom:** What about him?

**Catherine:** Sometimes he forgets the rule about chewing with his mouth closed or he drinks from someone else's soda. Or -

**Mom:** They live next door, Catherine.

**Narrator 1:** Her mom looks over the top of her glasses at Catherine.

**Mom:** You can't pretend he doesn't exist.

**Catherine:** I know but it's hard enough to make new friends without worrying he'll do something embarrassing. I just want it to be nice today, a fun cookout with nothing going wrong.

**Mom:** Dad and I'll watch him.

**Narrator 2:** Catherine knew that was actually the worst possible answer. It's only a teeny step from both parents watching to neither watching - each thinking the other's in charge.

**Catherine:** Maybe you could make a schedule? And take turns?

**Mom:** We'll both watch him. Why don't you run over and invite the neighbors now, so I'll know how much food to prepare?

**Catherine:** What time should I say?

**Mom:** Tell them lunch will be at one, though they're welcome to come early.

**Narrator 1:** She tears waxed paper from the roll and covers the layer of hamburgers. Heading for the hallway, Catherine remembers what she came into the kitchen to ask.

**Catherine:** Can we go to the mall later? I need some new colored pencils. My crimson and indigo are only about two inches long now, and I'd love more greens.

**Mom:** Maybe you could earn them by doing extra babysitting?

**Catherine:** (gritting her teeth to keep from snapping) If David wanted them, you'd buy them.

**Narrator 2:** But there is no point in saying this. Catherine already knows her mother's answer.

**Mom:** That's different.

**Catherine:** (to herself) She's right. It *is* different and here's how: Everyone expects a tiny bit from him and a huge lot from me.

**Narrator 1:** In the hallway, Catherine bounces between worrying things could go wrong (what if David spills something on his shorts and takes them off in front of everyone?) and hoping things go right (the girl next door might really like her). Before she opens the front door, she closes her eyes and makes a wish: Just this once, let it be easy.

**Narrator 2:** Outside, Catherine's dad is pitching a tennis ball to David on the front lawn.

**Dad:** Here it comes!

**Narrator 1:** David swings too late and the ball thumps against the side of the porch.

**David:** All done? Let's watch TV.

**Dad:** Like I said, you have to try ten times before you can watch TV.

**Narrator 2:** Catherine's dad picks another tennis ball from the pile on the grass at his feet.

**Dad:** We have five balls left. Catherine, tell him when to swing.

**Narrator 1:** David and Catherine sigh together. David lifts the plastic bat and moves his feet apart.

**Catherine:** (yells as the ball comes close) Swing!

**Narrator 2:** David misses anyway.

**Catherine:** (to her dad) You need a bigger ball. He'd have a better chance.

**Dad:** It'd help if we had a catcher. Want to play?

**Narrator 1:** Catherine looks across the fence pickets to the woman in her lawn chair, reading.

**Catherine:** No thanks. Mom said I could invite the family next door to our cookout, and she's waiting to hear if they're coming.

**Narrator 2:** Catherine's dad bends to grab the next ball from the pile.

**Catherine:** And you'll be in charge of David.

**Narrator 1:** Catherine knew that was only half of the truth, but if her dad thinks he's in charge, he won't wait for her mom to do something.

**Dad:** All right. Elbows up. Get ready to swing, David.

**Narrator 2:** Walking to the fence, Catherine notices that the woman is younger than her mom, with short, brown hair and sunglasses so dark she can't see her eyes.

**Catherine:** Excuse me?

**Narrator 1:** The woman sets her paperback facedown on her lap.

**Woman:** Hello.

**Catherine:** Hi. I live next door

**Narrator 2:** Catherine cringes at how stupid she sounds. Of course she lives next door! Why else would she be talking over their fence to her?

**Woman:** (smiles) My daughter, Kristi, will be excited to meet you. She's with her dad this weekend, but I'll send her over to introduce herself when she gets back.

**Narrator 1:** Catherine's heart drops because Kristi's not home.

**Catherine:** My mom was wondering -

**David:** (Shrieks) Ahhhhhhhhhhhh!

**Narrator 1:** Catherine turns to see the plastic bat flying through the air. David runs in a tight circle, flailing his arms, his mouth wide in another ear-piercing howl.

**Narrator 2:** As Catherine's mom dashes down the porch steps, her dad calls to her, "It's all right! It's just a bee."

**Narrator 1:** Catherine can see their new neighbor's eyes behind her sunglasses, but her lips aren't smiling. Catherine wants to sink behind the fence and hide, but it wouldn't do any good. She'd still see her between the slats.

**Catherine:** (Checking her watch) Oh, look at the time. Sorry, gotta' go.

**Woman:** Bye. I'll tell Kristi you stopped over.

**Narrator 2:** Hurrying for the house, Catherine passes her mom sitting cross-legged on the grass with David thrashing in her arms. David's so big he doesn't fit on her mom's lap anymore, and they look twisted, an awkward tangle of elbows and knees, arms and legs.

**Narrator 1:** Catherine's dad picks up the plastic bat.

**Dad:** (to his wife) Don't baby him. The bee didn't even land on him!

**Mom:** (lowering her eyebrows) He can't help being afraid! Why can't *you* comfort him? It shouldn't always have to be me.

**Dad:** You're the one who ran out of the house!

**Narrator 2:** Catherine glances to the fence, hoping the lady next door can't hear them. She's reading, her book held high to block the sun.

**Mom:** (soothing David) Shhh. It's all right. A bee won't hurt you unless you bother him.

**Catherine:** (to herself) "It's not that easy!" David can't even figure out what'll bother *me*.

**Narrator 1:** Catherine kicks a tennis ball out of her way and watches it skitter across the grass and bounce against the steps. Her dad bends to pick up the tennis ball. Catherine runs up the porch steps.

**Dad:** (wearily) Did you invite our new neighbors?

**Catherine:** (lies, closing the front door behind her) They're busy.

*Rules*  
Chapter 7

**Making Inferences and Drawing Conclusions**

Whenever we read something, we are constantly making inferences and drawing conclusions. When you infer something, you figure it out. We do this based on what we already know from our prior knowledge or what we learn from the text.

We can infer some things about Jason and how he is feeling in this chapter. Complete the following chart to record your inferences.

Passage	Inference Question	Your Inference (Answer question here)
<i>"If you hadn't insisted on changing your shirt, we wouldn't be late," Mrs. Morehouse says, pushing Jason's wheelchair into the waiting room. (Page 67)</i>	Why do you think that Jason insisted on changing his shirt?	
<i>No. I mean. Catherine. My. Friend. My lips feel dry... "Sure," I say, even if I think of us more as clinic friends than always friends. Seeing Jason's finger on the word, I wonder why he didn't already have it. (Page 70)</i>	Why do you think Jason did not already have a card that said friend?	

**One More Inference Question ☺**

*"And I thought you might like gross. This lady I drew is eating cereal. But do you see this white thing on the spoon? It's a maggot."*

*Jason curls his upper lip.*

*"It's even worse, because it's half a maggot!" I add the card to his book.*

**What inference can you make about the maggot?**

---

*Rules*  
Chapter 7

### Writing Opportunity

At the end of chapter seven, Catherine adds the following to her rule collection:

*Some people think they know who you are, when really they don't.*

Choose one of the following writing assignments in response to this rule.

- Write a narrative about a time when someone did something to you because they thought that they knew who you were but they really didn't. Or, you could tell about a time when you found out someone else was not really who you thought that person was. Tell about what happened and how you felt.
- Respond to Catherine's latest rule. Do you think this is true? Explain what this rule means, and include an example of when this has happened in your life.
- Write a letter to Jason from Catherine explaining how this rule is true in their situation.
- Write a poem about this rule. It does not have to rhyme, but it should explain what it means in a poetic way. Your poem should be at least ten lines long.

## Rules

### Chapter 8

A **simile** is a figure of speech that compares two things using the words *like* or *as*. We can use similes to make descriptions more vivid or to make descriptions stand out.

#### Vivid Original Similes

Any writer can use a common simile that everyone has heard before. A good writer, however, creates similes that are original and fresh to surprise the reader and make him/her think! Underline the similes in the following three sentences. Then, rate the following similes from one to three - one being the most original and three being the least original.

\_\_\_\_\_He already has "why," but "why not" is pushier - like "why" with a fist on its hip.

\_\_\_\_\_Jumping in front of the frozen TV picture, he waves the remote in circles, like it's a magic wand.

\_\_\_\_\_Arnold Lobel's deep voice joins the guinea pig squeals, and David's face lights up like Christmas morning, Halloween night, and his birthday, all rolled into one big grin. "You fixed it!"

Similes can also be used to make use of irony or sarcasm.

- The photograph was **as clear as mud**. (not clear at all)
- The lecture was about **as interesting as watching paint dry**. (boring)

"Ryan's nice," Kristi says. "Don't you think so?"  
Nice as a cockroach. (*not nice at all*)

Now, let's try creating similes! Complete the following sentences from this chapter making up your own similes. Keep them original, and make the last one sarcastic.

Jumping in front of the frozen TV picture, he waves the remote in circles, like

---

Arnold Lobel's deep voice joins the guinea pig squeals, and David's face lights up like

---

"Ryan's nice," Kristi says. "Don't you think so?"

Nice as a \_\_\_\_\_. (*not nice at all*)



## *Rules*

### Chapter 9

#### **House Rules**

This chapter is all about house rules. Think about some of the rules at your house. Write three of the most important rules at your house.

1.

2.

3.

Now, write three rules for your brother, sister, or pet. If you do not either a brother, sister or pet, think about what the rules would be if you did have one.

1.

2.

3.

#### **Cinnamon and Nutmeg Comic Strip**

Cinnamon and Nutmeg have a playful dialogue in chapters eight and nine. Choose one of their humorous chats below, and then continue it as a comic strip.

Page 84-85

*Nutmeg, I thought I'd never see you again! Say, what are you eating?*

*Towel, medium rare, with a hint of fabric softener. Care for a bite?*

*Don't mind if I do!*

Page 96

*Out of my way, fatso!*

*Who are you calling fat, hairball? That carrot is mine!*

Create a comic strip for Cinnamon and Nutmeg. Use this sheet to help you plan it. Choose either the dialogue from pages 84-85 or from page 96 to begin. Then, Draw pictures of the main events that you create, and use captions for the guinea pig's dialogue. You may not need all of the boxes on this page.


# Comic Strip Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Possible Points	Points Earned
<b>Scene selection:</b> Begins with dialogue from pages 84-85 or from page 96	15	
<b>Captions:</b> The captions are well written with few spelling, punctuation or grammar errors.	35	
<b>Characters:</b> Dialogue is provided for both Nutmeg and Cinnamon.	25	
<b>Background illustrations:</b> The illustrations are directly related to the dialogue.	25	
<b>TOTAL</b>	100	

## Rules Chapter 10

### Examine a Word

*Tuesday I bring something to the clinic I've never brought before. Something that means I need to leave the top of my backpack unzipped, and instead of swinging it to my shoulder, I carry it **gingerly** in my arms.* (page 98)

You can learn great new vocabulary words when reading a novel. In the passage above, let's take a closer look at the word gingerly, and in doing so, remember it forever! Complete the following word map. You can figure out the definition from the context of the passage above or use a dictionary.

Definition:

Gingerly

Sentence with word:

Synonyms:

Now, choose one of the following words from previous chapters to complete a word web. First, go find the word and read it in the context. Then, create a word web like the one above.

Egrets (page 13)   wayward (page 20)   grimace (page 33)   flailing (page 63)   envy (page 90)

## Rules Chapter 11

### Figurative Language

Writers use figurative language to make their writing more interesting and effective. By using a simile, metaphor, or personification, the writer is able to paint a picture with words.

**Simile** - a comparison of two things using the words *like, as, or than*

**Metaphor** - calls one thing another

**Personification**- gives a nonhuman object human traits

**Hyperbole** - an extreme exaggeration

**Idiom** - a commonly used expression that means something totally different than what it says

**Complete the following chart to examine the figurative language used in chapter eleven.**

Page #	Passage	Type of figurative language	What it means
105	<i>The tide is out, almost to the inner islands, and a lone man is digging clams. Far away he looks like a doll bent over his rake, a bucket at his feet.</i>		
109	<i>I study the hair on the top of his head. How can his outside look so normal and his inside be so broken? Like an apple, red and perfect on the outside, but mushy brown at the first bite.</i>		
6	<i>Those girls could get out of work faster than grasshoppers could slip through your fingers.</i>		
111		Personification	
112	<i>As it plays, I watch David's lips mouth the words, every pause, every word, perfectly in time with Arnold Lobel's voice. His fingers flicker, like blades of grass shivered by wind. Fluttering their own silent dance.</i>		

## Rules

### Chapter 13

Verbs are words that describe the action in a sentence. Some verbs are said to be stronger than others, and these are the ones that tend to make your writing more effective.

Adjectives describe nouns or pronouns. They help to create imagery and allow the reader to see, hear, feel, smell or taste something with his/her mind.

**In this chapter, Catherine is trying to come up with verbs and adjectives to describe the act of running.**

*Though my legs are tired, I run faster up my driveway, trying to put every feeling into words for Jason's cards. Fierce, hard - my sneakers slap the tar - swift, brisk. I take off across the lawn (squishy, springy), but as I round the far corner of the house, my feet slow to a walk.*

Use the following chart to find the verbs and the adjectives from the passage above. It has been started for you. You can put more than one word in each block.

Verbs	Adjectives
run	tired

**Put a star beside the verbs that you think are the strongest. Circle the adjectives that you think create the most imagery.**

Now, pretend that you are trying to think of verbs and adjectives to describe another activity to Jason. It could be a sport, like baseball, or it could be a game like hide and seek, or an activity like swimming. The important thing is to list strong verbs and effective adjectives to describe this sport or activity. List your verbs and adjectives in the chart below. Then, write your sentence using most, if not all, of the verbs and adjectives that you listed.

Activity \_\_\_\_\_

Verbs	Adjectives

Sentence \_\_\_\_\_

## Rules

### Chapter 14

#### Author's Craft

Authors use imagery to create life-like images in a reader's mind. Read the sentence below from page 133, paying attention to the way Cynthia Lord brings a summer day to life.

*Outside the air smells summery, of mown grass and warm tar, and from somewhere high in the trees I hear a woodpecker rapping.*

In this sentence, Lord uses the sense of familiar smells and of an outdoorsy sound to make the reader's brain sense summer. The craft of imagery is important in writing. Try creating your own sentence describing a summer, spring, fall, or winter day. Like Lord, pay attention to the senses.

**Step 1:** Decide on the time of year. Circle one: fall   winter   spring   summer

#### Step 2: Brainstorm

Complete the following chart listing as many words that you can think of to describe each sense on a day during that time of year.

Sights	Sounds	Smells	Feelings	Tastes

**Step 3:** Write your sentence using at least three things from the chart.

---

---

**Predict:** What do you think will happen? Do you think that Catherine will go to the dance?

**Write** a letter to Catherine from her friend Melissa giving her advice on this situation. Use a separate sheet of paper.

## Rules

### Chapter 15

**Strong verbs** are words that describe the action in a sentence. Some verbs are said to be stronger than others, and these are the ones that tend to make your writing more effective. Here's how it works: take a verb like *fall* and another verb with a similar meaning like *plunge*. Now, compare these two sentences: 1) I watched the rock fall into the water. 2) I watched the rock plunge into the water. In the first sentence, you learn that the rock fell, but in the second sentence you also learn how the rock fell. The word plunge means "to enter quickly and forcibly into something". So, with the word plunge, the reader gets all the meaning of the verb fall, plus the additional meaning that explains how the rock fell as well. That is what makes it stronger! Strong verbs SHOW, not just TELL!

In chapter fifteen, the author uses many different strong verbs. Circle each strong verb, and then complete the chart.

- A. His fingers circle the joystick, and the wheelchair whirrs past the front windows...
- B. "Wow!" I toss my sketchbook on the waiting room couch.
- C. ...and the chair surges - a foot forward, then back.
- D. Footsteps pound behind us, and two women jog by, one on each side of Jason and me.
- E. I peek, enough to see Kristi take the child's hand.
- F. Jason taps, and I tear my focus away from Kristi...

Strong Verb(s) Used	Explain why these are effective verb choices.
A.	
B.	
C.	
D.	
E.	
F.	



## *Rules*

### Chapter 16

Create a poster advertisement for the dance. First, read over the following propaganda techniques. You must include at least two of the following techniques in your advertisement.

**Propaganda**: An extreme form of persuasion for the purpose of getting people to do certain things or think a certain way. Propaganda appeals to emotions rather than to intellect, and many times, only one side of a situation is presented. Complete the chart by filling in the example column by thinking about commercials or ads that you have seen.

Propaganda Technique	Definition	Example
Bandwagon	An appeal for others to "join the crowd" in order to be on the "winning side"	
Testimonial	A famous person endorses a product, person, or idea.	
Card Stacking	Presenting only the positive information and leaving out anything that may be negative	
Glittering Generalities	Emotionally appealing words are used to describe a product or idea, but no evidence is given to support it.	
Name Calling	The use of words that have a negative connotation	
Plain Folks	Common, ordinary people are used to promote a product.	
Emotional Appeal	The use of fear, humor, something sad, etc. to get your attention and make you remember a product	

Your advertisement must include the following:

- Cover one page. You may use a piece of regular copy paper or construction paper. The page does not have to be white. You can use color.
- Include a picture. You can draw this picture, create it on the computer, or cut out something from a magazine.
- You must include at least two propaganda techniques from the chart.
- Your ad should be neat, colorful, and convincing. It should make someone want to go to the dance.
- You may use clip art, use cutouts from magazines, or draw pictures. You can include pictures of people or any other illustration that would enhance the ad.

## Rules

### Chapter 17

#### **Create a character sketch.**

A character sketch introduces the reader to someone. When authors include these, they want to make sure they create a memorable mental image of the person. A character sketch can include how the person looks, talks, walks, the person's mannerisms, personality and more. Character sketches are like snap shots of people. They are usually not very long.

*Elliot is thin and old and always stooped, like he got tired of having to duck his head, so he does it always now. (page 162-163)*

A setting sketch is similar to a character sketch. Setting sketches are like snap shots of a place. The purpose is to allow the reader to picture this place.

*I follow him through the maze of old chairs and tables covered with tools to the instruments. There's a saxophone in an open case, looking dull against the black velvet. An organ is pushed against the wall, and next to that are three snare drums stacked one on top of the other. Four guitars rest against the side of the drums. (page 163)*

Create your own character sketch. Create a character by first giving him/her a name. Complete the following chart, and then write your sketch. Next, try writing a setting sketch by describing your bedroom or your classroom.

Looks	Mannerisms	Personality	Voice

Character Sketch:

---

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Setting Sketch:

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*Rules*  
Chapter 18

**Tone** - the writer's or speaker's attitude toward a subject, character, or audience conveyed through the choice of words and details

*My pulse beats with my footsteps on the ramp, and as I get closer to Jason's front door, I hear a thumping bass line and muted laughter.*

*I stab the doorbell. Part of me wants to drop the guitar on the welcome mat and jump into the shrubs, but before I can move, the door opens. (page 168)*

**Which word best describes the tone in this passage?**

- a. sorrowful                      b. anxious                      c. fearful                      d. angry

Choose another passage from this chapter. Write the page number on which the passage begins, the word that begins the passage, and the word that ends it. Then, list at least one word that describes the tone of the passage.

Passage

Page # \_\_\_\_\_ Word that begins passage \_\_\_\_\_ Word that ends it \_\_\_\_\_

Tone of this passage: \_\_\_\_\_

Discussion

What would Catherine risk by taking Jason to the dance?

What do you think she should do?

*Rules*  
Chapter 19

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 novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel.
- 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 novel/passage.

In this chapter, one of the themes of the novel is stated. One of the characters speaks it. Find this theme, and then explain how this theme is true for the characters in this novel and how it is true in life in general.

Stated Theme Page #179 - 180

"Just because other people think something, that doesn't make it true."  
...I glance at David. "It doesn't make it easy, either."

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

How this theme is true for life in general

*Rules*  
Chapter 20

**Wishes**

Analyze Catherine's and David's wish. Write your answers inside the boxes.

**Catherine's wish: "I wish everyone had the same chances." (Page 190)**

Why Catherine most likely wishes this:

What this wish says about Catherine:

**David's wish: "Grape soda." (Page 190)**

Why David most likely wishes this:

What this wish says about David:

*Rules*  
Chapter 21

**Writing Opportunity**

In this chapter, Catherine writes the following four words on cards to give to Jason.

*Complicated*  
*Hidden*  
*Weak*  
*Guilty*

On a separate sheet of paper, write a poem or a song which includes these four words. In this poem/song, include Catherine's feelings about her struggles with Jason. Your poem does not have to rhyme. It should be at least six lines long.

After this chapter, what four words would Catherine write to describe how she felt after she danced? Write the words in the following squares.


## *Rules*

### Chapter 22

*If you need to borrow words, Arnold Lobel wrote some good ones.*

Read one of the Frog and Toad books to the class. After reading the story, discuss which character (Frog or Toad) is most like David and which one is most like Catherine. Have the students explain their opinions.

The following is a list of the Frog and Toad books by Arnold Lobel.

- *Frog and Toad are Friends* (1970) ([ISBN 0-06-444020-6](#))  
Stories: "Spring," "The Story," "A Lost Button," "A Swim," and "The Letter"
- *Frog and Toad Together* (1972) ([ISBN 0-06-444021-4](#))  
Stories: "A List," "The Garden," "Cookies," "Dragons And Giants," and "The Dream"
- *Frog and Toad All Year* (1976) ([ISBN 0-06-444059-1](#))  
Stories: "Down The Hill," "The Corner," "Ice Cream," "The Surprise," and "Christmas Eve"
- *Days with Frog and Toad* (1979) ([ISBN 0-06-444058-3](#))  
Stories: "Tomorrow," "The Kite," "Shivers," "The Hat," and "Alone"

## Writing Prompts that can be assigned after reading *Rules*

- Create a readers' theater script about Catherine reuniting with her friend Melissa. In this script, have Catherine tell Melissa all about her summer.
- Which character do you admire most in *Rules*? Explain your choice.
- Compare one of the characters in *Rules* to another character in another book.
- Compare and contrast yourself and one of the characters in *Rules*.
- An epilog is a short final chapter of a story that discusses what happens after the main action of the story is finished. Write an epilog for *Rules*. Tell what you would have happen to the main characters after the story ends.



*Rules*  
**Writing Opportunity**

**Cinquain:** a poem containing five lines

Write a cinquain poem 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:

Catherine

David

Jason

Toys in the fish tank

Communication

Fear

Friendship

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***Rules***  
**Character Analysis**

<b><i>Character</i></b>	<b><i>Traits</i></b>	<b><i>Round/flat</i></b>	<b><i>Static/dynamic</i></b>
<b><i>Catherine</i></b>			
<b><i>David</i></b>			
<b><i>Catherine's Mom</i></b>			
<b><i>Catherine's Dad</i></b>			
<b><i>Jason</i></b>			
<b><i>Kristi</i></b>			
<b><i>Ryan</i></b>			

## *Rules* "I Am" Poems

Directions: Follow the pattern of the "I Am" poem to write a poem about one of the characters from *Rules*.

### I Am

I am (choose a character from the novel...Catherine at the beginning or at the end, David., Jason, etc.)

I wonder (something you would be curious about if you were that person)

I hear (a sound (real or imaginary) you would hear if you were that person)

I see (a sight (real or imaginary) you would see if you were that person)

I want (an actual desire that you would want if you were that person)

I am (the first line of the poem restated)

I pretend (something you would actually pretend to do if you were this person)

I feel (a feeling you would have about something imaginary)

I touch (if you were this person, what is something you would imaginarily touch)

I worry (something that would really bother you)

I cry (something that would make you very sad)

I am (the first line of the poem repeated)

I understand (something you would know is true if you were this person)

I say (something you would believe in)

I dream (something you would actually dream about)

I try (something you would really make an effort about)

I hope (something you would actually hope for)

I am (the first line of the poem repeated)

*Rules*  
Final Test

1. Which of the following is David's favorite place?
  - a. the circus
  - b. the clinic
  - c. the video store
  - d. the beach
  
2. Which of the following best describes David's rules?
  - a. They are strict rules for how he is to behave in class.
  - b. They are a set of guidelines for everyday tasks and how the world works.
  - c. They are rules to help him make and keep friends.
  - d. They are a set of guidelines to help him get along with his sister.
  
3. Which of the following disorders does David have?
  - a. Autism
  - b. Down's syndrome
  - c. He is blind.
  - d. He is allergic to everything.
  
4. Catherine is really good at \_\_\_\_\_.
  - a. dancing
  - b. sewing
  - c. drawing
  - d. twirling a baton
  
5. What kind of book does Jason use daily?
  - a. his Bible
  - b. a communication book
  - c. a dictionary
  - d. a math book
  
6. Where does Catherine first meet Jason?
  - a. in the waiting room of David's occupational therapy office
  - b. in her front yard on the first day that he moves in next door
  - c. in the school library
  - d. in the lobby area of the hospital cafeteria

7. Which of the following is **not** true about David?
- He hears everything extra loud.
  - He likes people to be on time.
  - He likes to repeat words from books.
  - He wears the same shirt everyday.
8. What kind of pets does Catherine have?
- dogs
  - guinea pigs
  - snakes
  - cats
9. What does Catherine do to help Jason?
- She helps him with his homework.
  - She reads to him everyday at the clinic.
  - She makes word cards for him.
  - She creates rules for him to live by.
10. Catherine is happy when \_\_\_\_\_.
- a girl her age moves in next door
  - David reads her books
  - her cousin comes to visit
  - her mom makes apple pie
11. What point of view is used in this novel?
- first person
  - second person
  - third person limited
  - third person omniscient
12. Which of the following is one of David's favorite books?
- The Lion, The Witch, and the Wardrobe*
  - Dr. Seuss' *Green Eggs and Ham*
  - Old Yeller*
  - Arnold Lobel's *Frog and Toad Stories*
13. What does Catherine give Jason for his birthday?
- a fish tank
  - a guitar
  - a bumper sticker
  - colored pencils

14. What did Jason get upset about when Catherine first drew "together"?
- a. She drew him in a wheelchair.
  - b. She did not draw him in a wheelchair.
  - c. She drew him at the clinic.
  - d. She drew him by the ocean.
15. How does Catherine first react when Jason asks her to go to the dance with him?
- a. She says she'd love to and tells her mom.
  - b. She is unsure and tells him that she will have to think about it.
  - c. She tells him no because she can't dance.
  - d. She tells him she already has plans and can't go.
16. Who creates rules for David?
- a. his mom
  - b. his dad
  - c. his therapist
  - d. Catherine
17. Which of the following best describes Catherine's attitude toward her brother?
- a. protective
  - b. cruel
  - c. ungrateful
  - d. sorrowful
18. Which of the following is the **best** theme or life lesson from this book?
- a. You should accept people for who they are.
  - b. Autism affects many children.
  - c. Expect less from your parents.
  - d. Always follow the rules.
19. What is Catherine's opinion of Ryan?
- a. She thinks he is a great friend.
  - b. She thinks he is a jerk.
  - c. She thinks he is very helpful.
  - d. She thinks he is a coward.
20. Why doesn't Catherine tell Kristi all about Jason?
- a. She is afraid Kristi will want to go to the dance with Jason.
  - b. She is ashamed and worried about what Kristi will think of her.
  - c. She is worried that Kristi will tell Ryan about Jason.
  - d. She knows that Kristi will make fun of him because she makes fun of David.

*Rules*  
**Answer Key for Final Test**

Question #	Answer
1	c
2	b
3	a
4	c
5	b
6	a
7	d
8	b
9	c
10	a
11	a
12	d
13	b
14	b
15	c
16	d
17	a
18	a
19	b
20	b

# Rules

## Answer Keys

### Chapter 1

In puzzle piece 1, write down things that you have learned about Catherine's family. *She lives with her mother, father, brother. Brother has autism. Her father works and gets home around five.*

In puzzle piece 2, write down words to describe Catherine's personality. *She worries about what others think.*

In puzzle piece 3, write down what you know about David. *He is 8 years old. He likes the video store. He goes to a clinic. He has autism.*

In puzzle piece 4, write three other basic rules that you think David needs to know. *Accept reasonable answers (ARA)*

### Chapter 2

Imagery found in...	Words that create imagery
The ride to the clinic (ocean shoreline) Page 13-14	Waves sparkle, open car windows, tide smells mud-black and tangy, tide smells clean and salty
Elliot's Antiques Page 15	Musty-smelling staircase, ...full of stuff someone's grandparents once owned
The waiting room Page 18	Yellowed awards cluster the walls... ...books spill off the bookshelf...

#### Bringing People and Places to Life

*Accept reasonable answers - Sample answers below.*

*In a week or two, the gift shop window will have splashy beach towels and plastic sand buckets, the hotel will show off the "No" lit up with the "vacancy," and the parking lot will be full of seagulls strutting between the cars and perched on the streetlights, screeching for someone to drop a bite of sandwich or a French fry. (page 17)*

*Reddish brown waves of hair sweep over Jason's brow. A few wayward strands dangle near his eyes. (page 20)*

*Mom reads, the receptionist types at her computer, Mrs. Frost looks at a magazine, and the baby sleeps on Carol's lap, his little fingers still clutching a pink plastic block.*

### Chapter 3

29	Onomatopoeia Word
29	squeaks
29	clanging
29	squealing
29	whoosh
33	patter
33	gushing
33	splashing

*I try to hold my hope down, but it keeps **popping** up again.*

**Onomatopoeia?** Yes **No** Why? This is not onomatopoeia because popping is not used as a sound here.

*"Catherine!" Mom **snaps**, the reflection from her glasses flashing in the rearview mirror.*

**Onomatopoeia?** Yes **No** Why? This is not onomatopoeia because snaps is not used as a sound here.

*A red sports car **zooms** by on the road, puddle-spraying our fence.*

**Onomatopoeia?** **Yes** No Why? This is onomatopoeia because zoom is a sound that the car makes.



## Chapter 4

1. Respond to this passage. What do you think about Jason's cards?

Accept reasonable answers.

2. What is your conception of the therapist? Why?

Accept reasonable answers.

3. What words would you create for Jason? List at least four words that you would create and explain why you would create each of them.

Accept reasonable answers

4. The title of this chapter is *Sometimes you've gotta work with what you've got*. Explain what this means in regards to this book.

Accept reasonable answers.

5. What is Catherine's inner conflict? ARA Sample Answer - She wants to fit in and be "normal", yet her brother David complicates this. However, she loves him, and this creates a conflict in her emotions and actions.

## Chapter 5

Page #	Sentence	Purpose for dash
50	<i>That's my dream - to be an artist and have people gasp when they see my paintings, like I do on the first day of each new month.</i>	To emphasize Catherine's dream
50	<i>I have a tiny clothespin at the bottom of the calendar pages, so I don't cheat and peek ahead- I want each month's flower to be a surprise.</i>	To insert an extra thought
52	<i>...a colored-pencil cartoon from three years ago of my guinea pigs dancing- I still like it, even if it's old and I can do better now.</i>	To insert an extra thought
53	<i>I'm not going to show these to Mom - especially the last one.</i>	To emphasize the last one is the one she really wouldn't want her mom to see.
58	<i>I hope he isn't saying things about me - especially not how I yelled at him when he called David a retard on the bus.</i>	To emphasize that this would be the worst thing that could be said about her.

## Chapter 7

Passage	Inference Question	Your Inference (Answer question here.)
"If you hadn't insisted on changing your shirt, we wouldn't be late," Mrs. Morehouse says, pushing Jason's wheelchair into the waiting room. (Page 67)	Why do you think that Jason insisted on changing his shirt? He wanted to look nice for Catherine	He wanted to look nice for Catherine
No. I mean. Catherine. My. Friend. My lips feel dry... "Sure," I say, even if I think of us more as clinic friends than always friends. Seeing Jason's finger on the word, I wonder why he didn't already have it. (Page 70)	Why do you think Jason did not already have a card that said friend? He didn't have any or many friends.	He wanted to look nice for Catherine He didn't have any or many friends.

What inference can you make about the maggot? She ate the other half.

## Chapter 8

Accept reasonable answers ~ Sample answers below.

Jumping in front of the frozen TV picture, he waves the remote in circles, like a sparkler on the fourth of July.

Arnold Lobel's deep voice joins the guinea pig squeals, and David's face lights up like a giveaway at a toy store.

"Ryan's nice," Kristi says. "Don't you think so?"

Nice as a piranha. (not nice at all)

## Chapter 10

Definition: Doing something very cautiously

Sentence with word – She gingerly walked down the stairs to peak under the Christmas tree.

Synonym - carefully, cautiously, delicately

## Chapter 11

Accept reasonable answers for *What it Means* ~ Sample Answers Below

Page #	Passage	Type of figurative language	What it means
105	<i>The tide is out, almost to the inner islands, and a lone man is digging clams. Far away he looks like a doll bent over his rake, a bucket at his feet.</i>	Simile	From far away, the man doesn't look real.
109	I study the hair on the top of his head. How can his outside look so normal and his inside be so broken? Like an apple, red and perfect on the outside, but mushy brown at the first bite.	Simile	David looks fine on the outside, but on the inside, things are much different.
6	Those girls could get out of work faster than grasshoppers could slip through your fingers.	Simile	The girls are skilled at getting out of work.
111	Unfairness punches me in the stomach.	Personification	The unfairness of it hits her hard. It is very real.
112	As it plays, I watch David's lips mouth the words, every pause, every word, perfectly in time with Arnold Lobel's voice. His fingers flicker, like blades of grass shivered by wind. Fluttering their own silent dance.	Simile	This comes natural for David - like blades of grass shivering in the wind is natural.

## Chapter 13

*Though my legs are tired, I run faster up my driveway, trying to put every feeling into words for Jason's cards. Fierce, hard - my sneakers slap the tar - swift, brisk. I take off across the lawn (squishy, springy), but as I round the far corner of the house, my feet slow to a walk.*

Use the following chart to find the verbs and the adjectives from the passage above. It has been started for you. You can put more than one word in each block.

Verbs	Adjectives
run	tired
Slap *	Fierce, hard swift, brisk
Take off	Squishy, springy
Round, slow	

Sample Answer~ Activity jumping rope

Verbs	Adjectives
pound	energetic
dance	rhythmic
turn	ongoing
stung	

My feet are rhythmic, my heart pounds as I jump over and over the moving rainbow. My overly energetic legs turn and dance without getting stung by the ongoing rope.

## Chapter 15 Sample Answers for explanations

Strong Verb(s) Used	Explain why these are effective verb choices.
A. circle, whirrs	<i>Circles</i> implies that he is comfortable driving the wheelchair. <i>Whirrs</i> shows how smooth and easy the ride in the wheelchair is.
B. toss	<i>Toss</i> shows that Catherine is really into Jason's chair, and is not worried about anything else - including her sketchbook.
C. surges	<i>Surges</i> shows Jason's confidence and his control of the wheelchair.
D. pound	The word <i>pound</i> emphasizes Catherine's keen sense of other people around them.
E. peek	<i>Peek</i> shows that Catherine is being sneaky.
F. tear	The word <i>tear</i> implies that Catherine really doesn't want to stop looking at Kristi.

## Chapter 16

Type	Definition	Example
Bandwagon	an appeal for others to "join the crowd" in order to be on the "winning side"	Millions of people are using this soap! Shouldn't you buy some today?
Testimonial	a famous person <u>endorses</u> a product, person, or idea	Tiger Woods, a famous golfer, says that he eats a particular kind of cereal.
Card Stacking	presenting only the positive information and leaving out anything that may be negative	This detergent will get your clothes as clean as the day you purchased them. And, you never have to worry about fading!
Glittering Generalities	emotionally appealing words are used to describe a product or idea, but no evidence is given to support it	Our face lotion will give you younger, radiant skin instantly. Your friends will think you spent time with a plastic surgeon!
Name Calling	the use of words that have a negative connotation	My opponent is not supportive of public education. Furthermore, she refuses to realize that credit card reform is needed in this country.
Plain Folks	the use of common, ordinary people are used to promote a product	Busy moms everywhere serve their families our pasta!
Transfer	projecting the positive or negative qualities of a person, object, or value to another to make the second more acceptable or to discredit it	A used car salesman stands in front of a large American flag as he shows the newest car available on his lot.

## Chapter 18

Which word best describes the tone in this passage?

- a. sorrowful      **b. anxious**      c. fearful      d. angry

## Chapter 19

Stated Theme Page #179 - 180

"Just because other people think something, that doesn't make it true."

...I glance at David. "It doesn't make it easy, either"

How this theme is true for the main characters in this novel ~Sample Answer~

This is true for Catherine because just because other people may think unpleasant things about David or Jason, it doesn't make it true. Even though it doesn't matter what other people think, it is still hard for Catherine not to worry about those things.

How this theme is true for life in general ~Sample Answer~

This is true in life because if we are always afraid of what others think, we may not accomplish the things that we should. Though it's not easy, we should always remember that in life, just because other people may think something, that doesn't make it true.

## Chapter 20

Accept reasonable answers ~Sample Answers~

**Catherine's wish:** "I wish everyone had the same chances." (Page 190)

Why Catherine most likely wishes this:

Catherine wishes that David and Jason could have the same chances as she does in life.

What this wish says about Catherine:

This says that Catherine is very sensitive to the feelings of others and that she really cares for her brother and Jason. It also shows that she perceives how others treat people like David and Jason.

**David's wish:** "Grape soda." (Page 190)

Why David most likely wishes this:

David wishes this because it's what he wants at the moment.

What this wish says about David:

This wish shows that David lives in the moment. It shows that he enjoys simple pleasures. It also shows that he isn't worried about what others think or about people having the same chances.

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