

# BOOK CLUBS FOR 5<sup>TH</sup>-7<sup>TH</sup> GRADE



**A Print  
and Go  
Resource!**



## ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

*Middle School Book Clubs*  
Tammy D. Lewis and Shannon B. Temple

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

# ELA Core Plans

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

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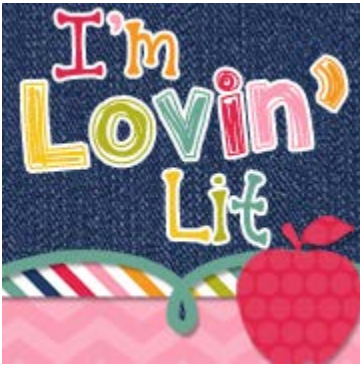


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Thanks to Whimsy Workshop Teaching for the adorable Kids With Signs Clipart!



Thanks to I'm Lovin' Lit for a few of the handouts including shapes.

# Book Club Meetings

## One per 9 weeks

### How we fit it into our schedule

At our school, the last period of the day is called AR time. AR stands for Accelerated Reader. This is a program in which students read books and take computerized tests to earn points and a grade. With locker breaks and afternoon announcements, we are left with approximately thirty-five minutes daily for this reading time. Students choose their own books to read and are encouraged to use their Lexile ranges for guidance. Once per nine weeks, we use AR time for our book clubs.

If you do not have a time set aside for reading at your school, you can provide class time or have students complete the reading assignment at home.

### **What books do we Use for our 7<sup>th</sup> graders?**

Over the years, we have written multiple novel units for a range of books. Because we have already developed standards-based lessons and tests for these novels, we use these for our book club choices. We are including everything you need to implement book clubs for twenty-four high interest novels that are appropriate for upper elementary and middle school students.

### **How Book Clubs Work for us**

Our students are grouped by ability at our school. Even so, within a class, we have students who read on different levels and of course have a range of reading interests.

- We create a list for each class that gives them a choice of at least five books. For classes with mixed abilities, lists may need to be individualized so that book choices match ability levels. It is, however, good to challenge students in book clubs, so if they read a book that is a little hard for them, it is okay.
- After a “book talk” (quick preview and introduction of titles) provided by the teacher, students are allowed to take a look at each book, read a page or two of it, and read the back cover.
- Next, on an index card, students write down their top three choices.

The teacher collects the cards and forms groups keeping in mind which students would work well together. Four to five students are placed in a group.

## How Book Clubs Work for Us Cont.

- Once groups are in place, a reading assignment schedule is given to the students. Because we do have the reading AR time in place in our school, we allow three weeks to complete the book club. The schedule tells them how many chapters must be read before each of the three meetings. Reading assignment schedules are included for each novel in this packet.
- On a calendar, students write down the dates of the meetings. At the last meeting, students must be done with the book.
- In groups, students will use their reading assignment schedules to make their reading plan. They decide how much should be read each day in order to reach the reading deadline before the meeting.
- While reading, students complete Book Club Preparation sheets (included in this packet). We do not assign roles. We feel that each student should contribute equally for each meeting.
- Prior to the meeting, we give students a five question comprehension check to make sure they have completed the reading assignment. This holds them accountable. For those who fail the quiz, we make a decision based on our knowledge of the kid and his/her ability as to whether or not allow the student to participate in the meeting. Often, we will have the child read the chapters instead of participating. Comprehension checks are included in this unit for each novel.
- On meeting days, we provide a small snack to students. This generates excitement. Students are allowed to eat the snack (even if it's just a Blow Pop) during the meeting.
- Our Book Club Discussion Guide (included) is printed on cardstock and laminated. This guide is present at each meeting so that students can follow the directions on how to lead the meeting. It allows plenty of student-generated discussion. After everything on the discussion guide is complete, students work on a quick group activity specifically for that section of that particular novel.
- For our struggling readers, we use guided reading during the book club times and assist these groups by guiding them in questions and understanding of their reading. We return to text, ask individuals in the group to read portions aloud, and work with fluency issues as well.
- At the last meeting, groups will create a book project to present to the class. The next day, they will be required to take a test on the novel on paper.
- We only do one novel for book clubs per nine weeks, so that is four total for the year.

# Book Clubs

## Step by Step

1. Give a list of book club novels to students. Depending on the ability levels in your class, you may need to make individualized lists.
2. Allow students to preview the books on the list. Let them read the back covers and first couple of pages.
3. Have students list their top 3 choices on an index card.
4. Place students in groups of 4 or 5. Keep in mind who will work well together.
5. Make copies of all pages that you will need for the meetings. Print enough Book Club Discussion Guides for each group. Print these on cardstock and laminate them. These will be used during the meetings.
6. Give each group the Reading Assignment Schedule that goes with the book that they are reading. Fill in the blanks on these schedules with the dates of the meetings.
7. In groups, students will use the reading assignment schedules to determine how much has to be read each day before the meeting.
8. Give students the Book Club Preparation sheets.
9. While reading or right after reading, students will complete the information on the preparation sheets to get ready for the meeting.
10. Sometime before the meeting but on the same day of the meeting, give each student the 5 question quick comprehension check. If you want to use these to make sure students have read the assignment, make sure they complete these individually. These are easy questions if they have read, so you may want to give a time limit. It is up to you how to use this assessment. An option is to keep a student out of the meeting if he/she fails the comprehension quiz. Instead of participating in the meeting, the student can read the assignment.
11. You may want to provide a small snack or candy for the meetings. This helps generate excitement. You may also want to provide comfy seating. Bag chairs work great and can be stored in a large trash can in your classroom.
12. Make sure students bring their books and Book Club Preparation Guide to the meeting.
13. Students will use the Book Club Discussion Guide as a format for the meetings. This sheet will walk them through what to do. This is the one you should print on cardstock and laminate so that you can use it for each meeting.
14. In addition to following the discussion guide, give the students the meeting activity that corresponds to the book. This activity should be completed by all of the group working together.
15. At the last meeting, or the day after the last meeting, assign a final project for the group to complete. There is a section in this teaching unit with several projects for you to choose from. The first project is a big one. The others are smaller.
16. Once the novel is finished and the final project is complete, give the test for the novel. You can allow students to complete the tests in the group, or individually. We give the tests to students individually.

# Ready, Set... Begin

What you will do to prepare for book clubs

- Using the 24 novel titles in this teaching unit, make choosing lists for students in your class based on their ability and interests.
- Organize books in baskets so that students can preview them.
- Print and organize all handouts needed.
- Print your Discussion Guides on Cardstock and laminate or place in page protectors (one per group)
- Buy candy or snacks if you will be providing them for the meetings.
- If possible, collect bag chairs for comfy seating. Store these in a large trash can in your classroom.

What students will use to prepare for meetings.

- Reading assignment schedule (will have dates of meetings, and how much needs to be read before the meeting)
- Book Club Preparation Guide
- Novel (of course 😊)

What you will use to make sure students have read the assignment

- Five-question Comprehension Check – specific to the book

What students will need during the meeting

- Novel
- Book Club Preparation Guide
- Book Club Discussion Guide ~ One per group on cardstock
- Group Activity Assignment Page – specific to the book

How often students will have meetings

- There are three meetings per novel. So ideally, students will meet once a week for three weeks.

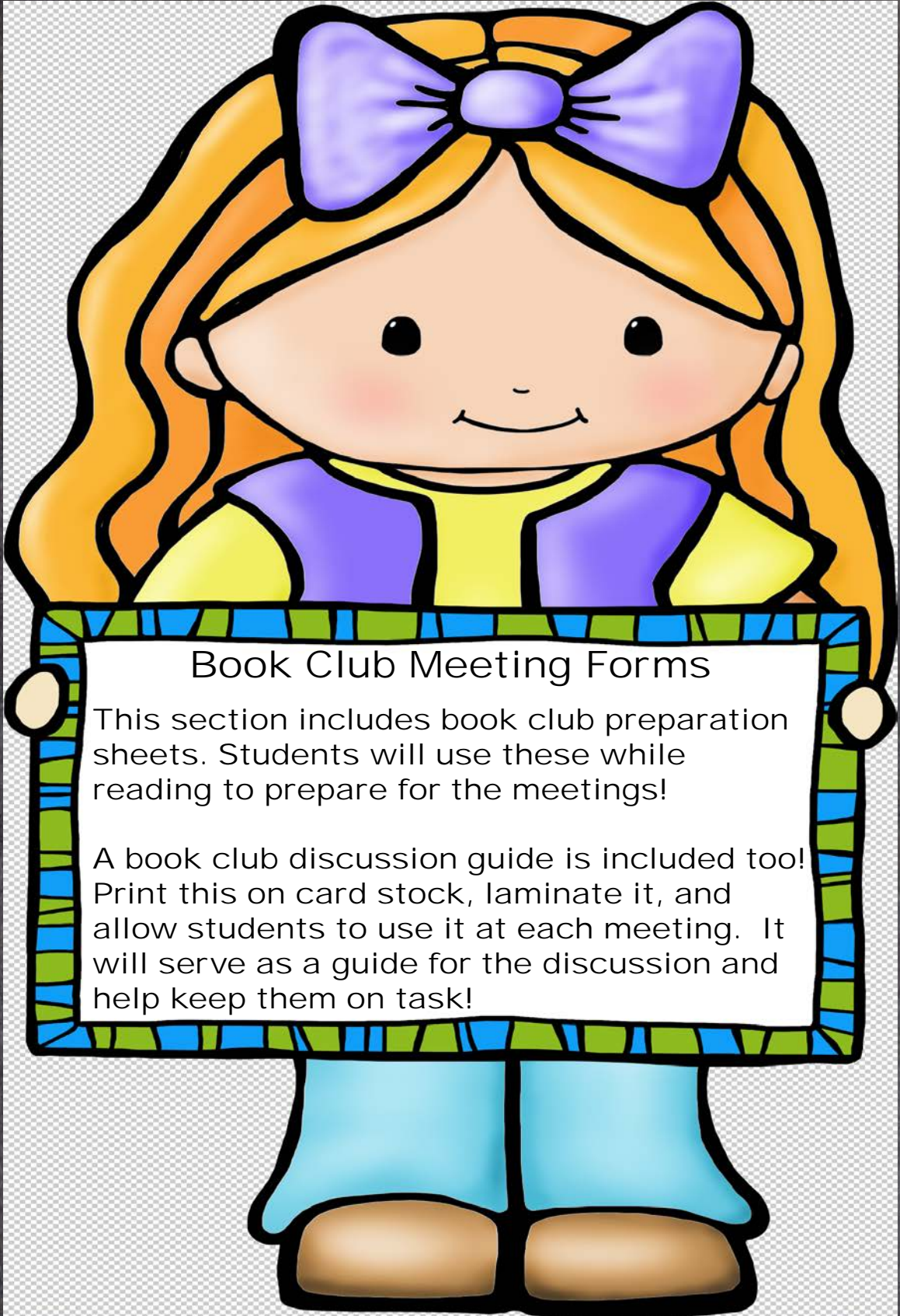
What students will do once the book is complete

- Complete a group project together – Choose from the ideas in this teaching unit
- Take the final test for the novel – One for each novel included in this unit

How many times can Book Clubs be held in a school year?

- We do one per nine weeks, so that is four novels total.
- It's up to you!





## Book Club Meeting Forms

This section includes book club preparation sheets. Students will use these while reading to prepare for the meetings!

A book club discussion guide is included too! Print this on card stock, laminate it, and allow students to use it at each meeting. It will serve as a guide for the discussion and help keep them on task!



# Book Club Preparation

## Discussion Starters

Complete one of the following about the portion of the book you have read so far.

I think...

I liked...

I felt...

I wonder...

Each person in the group should come prepared with at least one and no more than three thought provoking questions. These questions cannot be answered with a simple yes/no.

## My Discussion Questions

If you're stuck, look at these tips for writing questions:

Think about characters. Ask questions about their motives , how they relate to other characters, how the story would be different if the point of view were changed.

Think about confusing parts. Is there anything going on that is hard to understand? Can you ask questions about this part?

Think about the deeper meaning and ask questions about it.

Try a *what if* question.

Try a question starting with *why did*.

# Book Club Preparation

Choose one passage from this portion of reading that you like the most, find the most important or one you would just like to discuss with the group. Write the lines and page number in the box.

My favorite line(s)/quote:



Summarize the reading portion by writing a two word summary and a hashtag summary. For example:

#Delritahasisolatedherself ~ hashtag summary (Delrita has isolate herself.)

Totally isolated ~ 2 word summary

My Summary:



# Book Club Discussion Guide

## Short Summary

Begin with a short summary. One student should start a summary of the book. He or she should only talk for thirty seconds and then the next person picks up there. Each member of the group has thirty seconds to add to the summary. The last person to summarize may have to talk fast or slow to sum it all up! 😊 No one in the group should talk more than 30 seconds during this part of the meeting.

## Hashtag summaries and two word summaries

Next, take turns sharing these creative summaries. If one needs explanation, give it.

Share your discussion starters – the ones that begin with either *I think, I liked, I felt, I wonder...* If anyone has anything to add or explain, do so now. 😊

Take turns sharing questions that you prepared and discussing them. Make sure you don't just read questions.

You want to answer them, speaking one at a time.

Remember, the best questions create discussion, so pay attention to those questions that get you all talking so you can try that type of question in the next meeting!

Last, share your favorite lines or quotes. Add comments and questions if you have them as each person shares.

# Book Club Novel List Teacher Master

## For struggling Readers ~ List A

### Shorter books

Because of Winn-Dixie by Kate DiCamillo

Freckle Juice by Judy Blume \*

Sarah, Plain and Tall by Patricia MacLachlan

Tales of a fourth grade nothing by Judy Blume

On My Honor by Marion Dane Bauer

### Longer Books

Double Dutch by Sharon Draper

Holes by Louis Sachar

Small Steps by Louis Sachar

\* Guided Reading Activity included

## For middle level (on grade level) Readers ~ List B

The Great Gilly Hopkins by Katherine Paterson

Stargirl by Jerry Spinelli

Love, Stargirl (sequel to Stargirl) by Jerry Spinelli

Number the Stars by Lois Lowry

Maniac Magee by Jerry Spinelli

Bridge to Terabithia by Katherine Paterson

Hatchet by Gary Paulsen

Rules by Cynthia Lord

## For upper level readers ~ List C

Hoot by Carl Hiaasen

Flush by Carl Hiaasen

The Outsiders by S.E. Hinton

Tuck Everlasting by Natalie Babbitt

The Watsons Go to Birmingham by Christopher Paul Curtis

The Giver by Lois Lowry

Island of the Blue Dolphins by Scott O'Dell

The Boy in the Striped Pajamas by John Boyne

List A:

Shorter books

*Because of Winn-Dixie*

*Freckle Juice*

*Sarah, Plain and Tall*

*Tales of a fourth grade nothing*

*On My Honor*

Longer Books

*Double Dutch*

*Holes*

*Small Steps*

List B:

*The Great Gilly Hopkins*

*Stargirl*

*Love, Stargirl (sequel to Stargirl)*

*Number the Stars*

*Maniac Magee*

*Bridge to Terabithia*

*Hatchet*

*Rules*

List C:

*Hoot*

*Flush*

*The Outsiders*

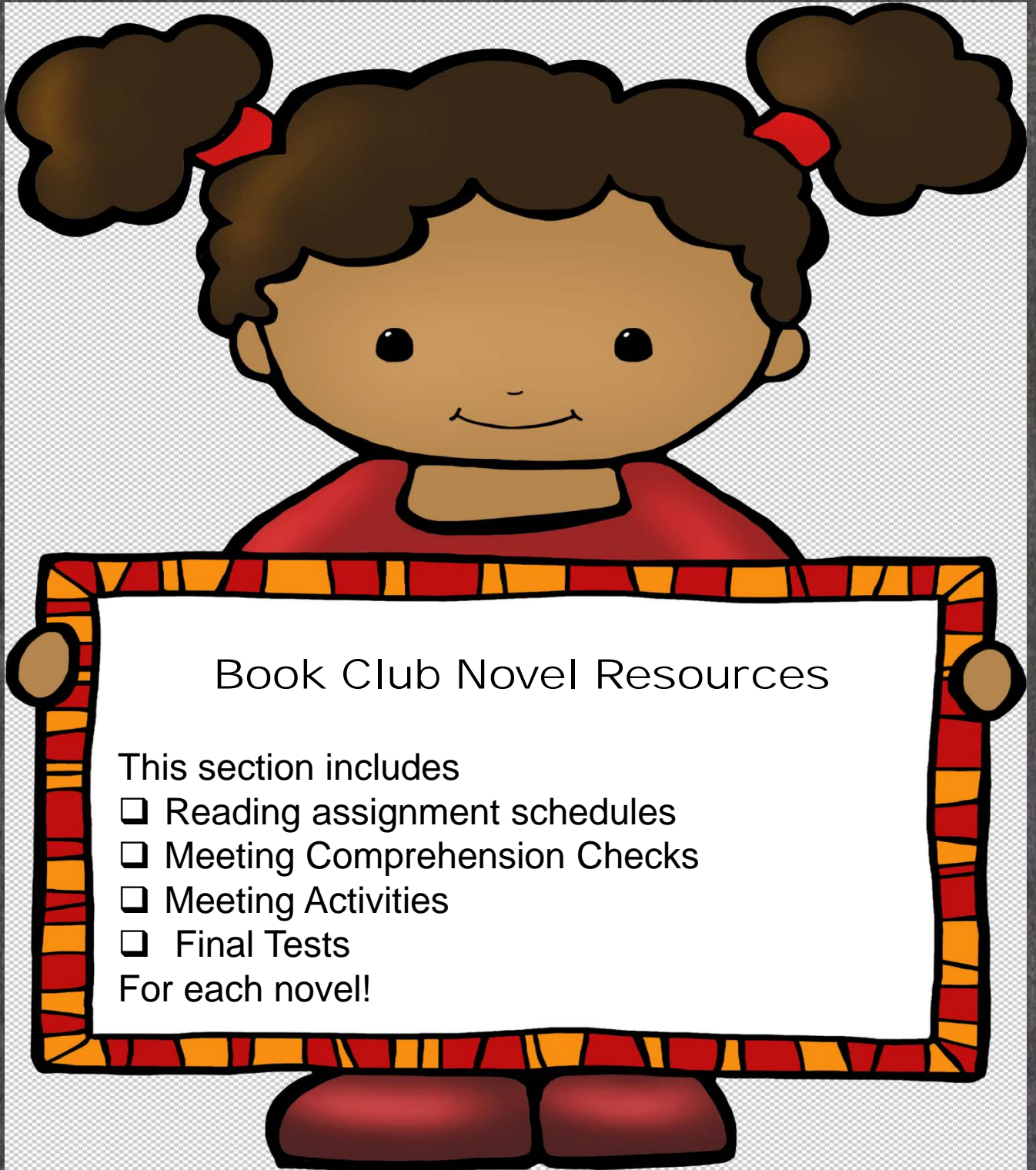
*Tuck Everlasting*

*The Watsons Go to Birmingham*

*The Giver*

*Island of the Blue Dolphins*

*The Boy in the Striped Pajamas*



## Book Club Novel Resources

This section includes

- Reading assignment schedules
- Meeting Comprehension Checks
- Meeting Activities
- Final Tests

For each novel!



## Reading Assignment Schedule for Because of Winn-Dixie

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-8 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 9-16 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 17-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | Chapters                 |                     |

## Reading Assignment Schedule for Because of Winn-Dixie

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

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|     |      | Chapters                 |                     |
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|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Because of Winn-Dixie

## Meeting One Quick Check

### Chapters 1-8

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following best describes Opal's relationship with her father?
  - a. They fight all of the time.
  - b. They get along well.
  - c. Opal is jealous of the attention that her father gets from Winn Dixie.
  - d. They are always competing with one another.
  
2. Which of the following human-like abilities does Winn-Dixie have?
  - a. He can say "I love you."
  - b. He can shake hands.
  - c. He can smile.
  - d. He can play hide-and-seek.
  
3. Why did Miss Franny think that Winn-Dixie was a bear when she saw him looking in the window?
  - a. She heard him growl, and it sounded like a bear.
  - b. She had once had a bear come into the library before.
  - c. She thought Winn-Dixie's paw was too big to be a dog's paw.
  - d. She was reading the story *The Three Bears* at the time.
  
4. Which of the following best describes Amanda Wilkinson?
  - a. snooty and rude
  - b. shy and quiet
  - c. outgoing and hyper
  - d. sweet and giving
  
5. Who is Gertrude?
  - a. a parrot
  - b. the woman who runs the store
  - c. a dog
  - d. the owner of the trailer park

# Because of Winn-Dixie

## Meeting One Quick Check

### Chapters 1-8

Name **Key**

Date \_\_\_\_\_

1. Which of the following best describes Opal's relationship with her father?
  - a. They fight all of the time.
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# Meeting One Group Activity

## Because of Winn-Dixie

### Chapters 1-8

To be completed after book club discussion  
All members of the group must work together.

#### Point of View

**Point of view is the relationship of the narrator (or storyteller) to the story.**

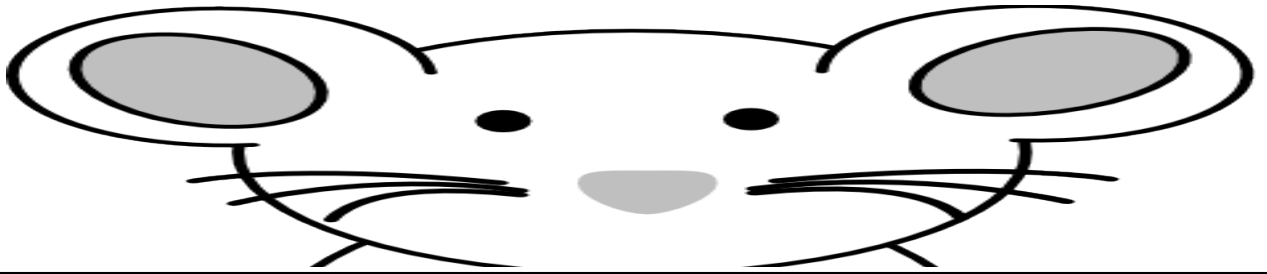
- In a story with first person point of view, the story is told by one of the characters, referred to as “I”.
- In a story with a limited third-person point of view, an unseen narrator is telling the story, and this narrator reveals the thoughts of only one character and refers to that character as “he” or “she”.
- In a story with an omniscient point of view, an unseen narrator is telling the story, and the narrator reveals the thoughts of several characters.

**Let’s examine the point of view in this novel. Complete the following questions.**

**Who is telling the story? Is the point of view...**

- First person (A character is telling the story.)**
- Third-person limited (An unseen narrator, not a character, is telling the story and this narrator reveals the thoughts and feelings of only one character.)**
- Third person omniscient (An unseen narrator- not a character- is telling the story and this narrator reveals the thoughts and feelings of several characters.)**

**Try something fun! Write the story about catching the mouse from Winn-Dixie’s point of view. Work together to write this story. Notice just how much point of view can change a story!**



Catching the mouse

~ From Winn-Dixie's  
Point of View





# Meeting One Group Activity Because of Winn-Dixie Chapters 1-8

## Key

Who is telling the story? Is the point of view...

- ✓ **First person (A character is telling the story.)**
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- Third person omniscient (An unseen narrator- not a character- is telling the story and this narrator reveals the thoughts and feelings of several characters.)**

# Because of Winn-Dixie

## Meeting Two Quick Check

### Chapters 9-16

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Stevie and Dunlap Dewberry warned that Gloria Dump was a \_\_\_\_\_.
  - a. vegetarian
  - b. witch
  - c. fortune teller
  - d. veterinarian
  
2. Gloria Dump always feeds Winn-Dixie a little \_\_\_\_\_.
  - a. salt
  - b. ham
  - c. peanut butter
  - d. ice-cream
  
3. What happened to Littmus' home while he was at war?
  - a. It was taken over by a group of orphans.
  - b. It was burned by the Yankees.
  - c. It was sold on the steps of the courthouse because of unpaid taxes.
  - d. It was destroyed by a tornado.
  
4. Which of the following does Otis do when he plays his guitar in the pet store?
  - a. open all of the windows so that people walking by will hear and come inside
  - b. let all of the animals out of their cages
  - c. let Gertrude mop the floor
  - d. walk around and feed all of the animals
  
5. What does Gloria have hanging on a tree in her backyard?
  - a. ghosts
  - b. bottles
  - c. money
  - d. birdhouses

# Because of Winn-Dixie

## Meeting Two Quick Check

### Chapters 9-16

Name Key

Date \_\_\_\_\_

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  - d. birdhouses

# Meeting Two Group Activity

## Because of Winn-Dixie

Chapters 9-12

To be completed after book club discussion  
All members of the group must work together.

**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 eleven, the author uses many different strong verbs to describe how Winn-Dixie is reacting to the storm. Read the following passages. Circle each strong verb, and then complete the chart.

- A. ...Winn Dixie flew through it like something big and ugly and mean was chasing him.
- b. But none of it lasted long, because Winn-Dixie came tearing back out of the preacher's room...
- C. ...Winn-Dixie came shooting back out of my room and went running right past me..
- D. ...and Winn-Dixie came barreling right toward him like he was a bowling ball...

| Strong Verb Used | Explain why this is an effective verb choice.                            |
|------------------|--|
| A.<br>flew       | This verb shows how fast Winn-Dixie was running. It highlights his fear! |
| B.               |  |
| C.               |  |
| D.               |  |

**Onomatopoeia is the use of words whose sound suggests their meaning (bam, boom, pop).**

Onomatopoeia can make writing come to life and add imagery. Find five examples of onomatopoeia from chapter 11. Write these words in the space below or on the back of this page.

# Meeting Two Group Activity

## Because of Winn-Dixie

Chapters 9-12

### Key

**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!

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- D. ...and Winn-Dixie came barreling right toward him like he was a bowling ball...

| Strong Verb Used    | Explain why this is an effective verb choice.   |
|---------------------|---|
| A. <b>flew</b>      | <b>Shows that he was moving very fast</b>   |
| B. <b>tearing</b>   | <b>This verb has a connotation that he is frantic and afraid.</b>                                       |
| C. <b>shooting</b>  | <b>This verb also portrays that Winn Dixie was moving fast- probably as fast as he could.</b>           |
| D. <b>barreling</b> | <b>This word makes you picture him running in a way that he doesn't care what or who is in his way.</b> |

**Onomatopoeia is the use of words whose sound suggests their meaning (bam, boom, pop).**

Onomatopoeia can make writing come to life and add imagery. Find five examples of onomatopoeia from chapter 11. Write these words in the space below or on the back of this page.

hissed sproi-i-ing wham crack rumble

# Because of Winn-Dixie

## Final Test

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

- Which of the following is the best overall tone of this novel?
  - factual
  - serious
  - lighthearted and touching
  - angry and stern
- What genre is this book?
  - science fiction
  - realistic fiction
  - historical fiction
  - nonfiction
- How does Opal's relationship with her father change by the end of the novel?
  - Opal and her father become like strangers by the end of the book.
  - Opal and her father become closer by the end of the book.
  - Opal is just like her father by the end of the book.
  - Opal and her father are enemies by the end of the book.
- Which of the following would **not** be a theme for this novel?
  - You can't hold on to anything. You can only love what you've got while you've got it.
  - You shouldn't judge people based on the things they've done in the past.
  - Everyone needs friends.
  - A dog helps Opal to deal with her problems in life.
- Littmus Lozenges tasted sweet and sad. Everyone who ate one felt \_\_\_\_\_.
  - happy
  - melancholy
  - embarrassed
  - afraid
- When Sweetie Pie ate a Littmus Lozenge, she said it tasted like not having a dog. Why did she say that?
  - She wanted a dog, but she did not have one.
  - She was afraid of dogs.
  - She liked dogs, but she really wanted a cat.
  - She had a dog, but it got killed.
- Gloria Dump has a tree in her backyard with bottles hanging from it. She says that the bottles are there to "keep the ghosts away." What are the "ghosts"?
  - all of her secrets
  - the things that she's proud of
  - the things that she's done wrong
  - her laundry



8. All of the following words describe Opal except \_\_\_\_\_.
- a. caring
  - b. curious
  - c. helpful
  - d. forgetful
9. Which of the following describes an internal conflict from the novel? (An internal conflict is a problem that a character struggles with in his/her mind.)
- a. Winn-Dixie is afraid of storms.
  - b. Opal argues with Dunlap Dewberry about Gloria Dump being a witch.
  - c. Otis goes to jail.
  - d. Opal has to deal with her mother being gone.

*But the preacher was still confused. He just stood there, and Winn-Dixie came barreling right toward him like he was a bowling ball and the preacher was the only pin left standing, and wham, they both fell to the ground.*

10. What two literary devices are used in this passage?
- a. simile and onomatopoeia
  - b. metaphor and onomatopoeia
  - c. simile and metaphor
  - d. idiom and metaphor
11. Which of the following best describes the relationship between Opal and Winn-Dixie?
- a. loving
  - b. quiet
  - c. unsupportive
  - d. one-sided
12. Why can Opal sympathize with Winn-Dixie when she first meets him?
- a. She knows what it's like to be a dog.
  - b. She knows what it's like to be hungry.
  - c. She knows what it's like to be in trouble.
  - d. She knows what it's like to be lonely.
13. When the librarian first saw Winn-Dixie, she thought he was a \_\_\_\_\_.
- a. wolf
  - b. bear
  - c. puppy
  - d. fox
14. When Opal first went into Gloria Dump's overgrown yard to find Winn-Dixie, this shows that she was all of the following **except** \_\_\_\_\_. (pages 61-62)
- a. brave
  - b. independent
  - c. selfish
  - d. caring

15. Gloria can't see well with her eyes. What does she use to "see" people?
- her heart
  - her ears
  - her glasses
  - her pride

16. What kind of tree did Gloria help Opal plant?
- a watch and grow tree
  - a dogwood tree
  - a wait and see tree
  - a ghost tree

17. Who was Littmus W. Block?
- Opal's grandfather
  - Gloria Dump's brother
  - Miss Franny Block's father
  - Sweetie Pie's father

*"It's time to head back," the preacher said.*

*"No," I told him. "You go ahead and go, but I'm going to keep on looking."*

*"Opal," the preacher said in a real soft voice, "it's time to give up."*

*"You always give up!" I shouted. "You're always pulling your head inside your stupid old turtle shell..." (Page 165)*

18. In this passage, what is most likely the real reason that Opal was so upset when her father said they needed to stop looking for Winn-Dixie?

- She felt like he was giving up on her mother too.
- She felt like he had never cared about Winn-Dixie.
- She felt like Winn-Dixie had been hurt.
- She felt like the preacher really wanted a pet turtle.

*"...I'll still think about you, I promise. But probably not as much as I did this summer."(page 178)*

19. Why does Opal say that she won't think of her mother as much anymore?
- because she is tired of thinking of her
  - because her heart is full and she doesn't feel empty anymore
  - because her mother is coming home
  - because she thinks of Gloria Dump as her mother

*And then I remembered my own tree...And when I found it, I was surprised at how much it had grown. It was still small. It still looked more like a plant than a tree. But the leaves and the branches felt real strong and good and right.*

20. How does this tree represent Opal at the end of the novel?
- Opal has grown taller just like the tree has grown taller.
  - Opal has grown as a person.
  - Opal needs water just like the tree needs water.
  - Opal has become independent.

# Because of Winn-Dixie Final Test Answer Key

| Question # | Answer |
|------------|--------|
| 1          | C      |
| 2          | B      |
| 3          | B      |
| 4          | D      |
| 5          | B      |
| 6          | A      |
| 7          | C      |
| 8          | D      |
| 9          | D      |
| 10         | A      |
| 11         | A      |
| 12         | D      |
| 13         | B      |
| 14         | C      |
| 15         | A      |
| 16         | C      |
| 17         | C      |
| 18         | A      |
| 19         | B      |
| 20         | B      |

## Reading Assignment Schedule for Freckle Juice

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-2 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 3- 4 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 5 and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
| 1   |      | Pages                 |                     |
| 2   |      | Pages                 |                     |
| 3   |      | Pages                 |                     |
| 4   |      | Pages                 |                     |
| 5   |      | Pages                 |                     |
| 6   |      | Pages                 |                     |
| 7   |      | Pages                 |                     |
| 8   |      | Pages                 |                     |

## Reading Assignment Schedule for Freckle Juice

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Pages                    |                     |
|     |      | Pages                    |                     |
|     |      | Pages                    |                     |
|     |      | Pages                    |                     |
|     |      | Pages                    |                     |
|     |      | Pages                    |                     |
|     |      | Pages                    |                     |
|     |      | <b>Pages</b>             |                     |

# Freckle Juice

## Meeting One Quick Check

### Chapters 1-2

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

1. Which of the following is Andrew's teacher?
  - a. Miss Kelly
  - b. Mrs. Marcus
  - c. Mrs. Burrows
  
2. Which of the following is a problem that Andrew is facing?
  - a. Andrew wants to get rid of his freckles.
  - b. Andrew wants freckles.
  - c. Andrew fights constantly with his brother.
  - d. Andrew has a hard time concentrating at school.
  
3. Who does Andrew buy the recipe from?
  - a. Sharon
  - b. his teacher
  - c. Nicky Lane
  - d. his neighbor
  
4. Which of the following best describes the relationship between Andrew and Sharon?
  - a. Andrew really likes and respects Sharon.
  - b. Andrew dislikes Sharon.
  - c. Andrew feels sorry for Sharon.
  - d. Andrew is jealous of Sharon.
  
5. How many weeks did it take Andrew to earn fifty cents in allowance?
  - a. two
  - b. twelve
  - c. sixteen
  - d. five



# Freckle Juice

## Meeting One Quick Check

Name Key

Date \_\_\_\_\_

1. Which of the following is Andrew's teacher?
  - a. Miss Kelly
  - b. Mrs. Marcus
  - c. Mrs. Burrows
  
2. Which of the following is a problem that Andrew is facing?
  - a. Andrew wants to get rid of his freckles.
  - b. Andrew wants freckles.
  - c. Andrew fights constantly with his brother.
  - d. Andrew has a hard time concentrating at school.
  
3. Who does Andrew buy the recipe from?
  - a. Sharon
  - b. his teacher
  - c. Nicky Lane
  - d. his neighbor
  
4. Which of the following best describes the relationship between Andrew and Sharon?
  - a. Andrew really likes and respects Sharon.
  - b. Andrew dislikes Sharon.
  - c. Andrew feels sorry for Sharon.
  - d. Andrew is jealous of Sharon.
  
5. How many weeks did it take Andrew to earn fifty cents in allowance?
  - a. two
  - b. twelve
  - c. sixteen
  - d. five

# Freckle Juice

## Meeting One Guided Reading

**Directions:** Sharon says that you can get freckles by drinking freckle juice. Read this Internet article and decide if she is correct. Then, answer the questions that follow.

### What Are Freckles?

Freckles are not harmful or the sign of a health problem. They're just pigment cells (cells that contain color) that are contained within the [skin](#) in small batches. Freckles are usually tan or light brown, flat, and very small (smaller than the head of a pin). Sometimes they overlap and run together so they may look larger.

### Freckles and the Sun

Being outside in the [sun](#) may help cause freckles or make them darker. Who is most likely to have freckles? People, especially kids, who have fair complexions (that means their skin and eyes are light in color).

People with light complexions have less **melanin** (meh-luh-nun) in their skin. Melanin is a chemical produced by certain skin cells (called melanocytes); it helps protect the skin from sun damage by reflecting and absorbing ultraviolet (UV) rays.

The more melanin you have in your skin, the tanner you look. People with fair skin have less melanin in their skin to begin with, but some of their melanocytes make more melanin when exposed to the sun. So instead of easily getting an even suntan, they sometimes get freckles.

### Freckles May Fade

Some people have freckles that fade away almost completely in the winter and return in the summer. Other people's freckles don't change much with or without the sun and can be seen year-round. Freckles also tend to fade as people get older. Whether you're freckled or not, be sure to wear sunscreen and follow other sun-safety guidelines.

### Freckles Are Cute

Many people think freckles are cute! Some say that each place you have a freckle is an angel kiss! So, if you are lucky enough to have freckles, be proud!

"What Are Freckles?." [Kid's Health](#). 1995. The Nemours Foundation. 18 Sept 2006 <<http://www.kidshealth.org/kid/talk/qa/freckles.html>>.

## Guided Reading Questions

1. What section would **most likely** include information about what causes freckles?
  - a. What Are Freckles?
  - b. Freckles and the Sun
  - c. Freckles May Fade
  - d. Freckles Are Cute
2. Which words would be the **best** to use when looking for more information on freckles?
  - a. sunbathing tips
  - b. best-selling freckle treatments
  - c. causes of freckles
  - d. pictures of freckles
3. Which section heading is an opinion?
  - a. What Are Freckles?
  - b. Freckles and the Sun
  - c. Freckles May Fade
  - d. Freckles Are Cute
4. Which reference source will tell you how to pronounce melanin?
  - a. a dictionary
  - b. an encyclopedia
  - c. an atlas
  - d. a thesaurus
5. What is the name of the chemical produced by skin cells that help protect the skin from sun damage?
  - a. ultraviolet
  - b. freckles
  - c. melanin
  - d. batches
6. Which of the following people are most likely to have freckles?
  - a. an adult with fair skin
  - b. a child with fair skin
  - c. an adult with dark skin
  - d. a child with dark skin
7. Sometimes freckles fade when a person ages.
  - a. true
  - b. false
8. Freckles are a sign of skin damage.
  - a. true
  - b. false
9. People with light complexions have less melanin in their skin.
  - a. true
  - b. false
10. Freckles mean you do not need sunscreen.
  - a. true
  - b. false

## Guided Reading Questions

1. What section would **most likely** include information about what causes freckles?
  - a. What Are Freckles?
  - b. **Freckles and the Sun**
  - c. Freckles May Fade
  - d. Freckles Are Cute
2. Which words would be the **best** to use when looking for more information on freckles?
  - a. sunbathing tips
  - b. best-selling freckle treatments
  - c. **causes of freckles**
  - d. pictures of freckles
3. Which section heading is an opinion?
  - a. What Are Freckles?
  - b. Freckles and the Sun
  - c. Freckles May Fade
  - d. **Freckles Are Cute**
4. Which reference source will tell you how to pronounce melanin?
  - a. **a dictionary**
  - b. an encyclopedia
  - c. an atlas
  - d. a thesaurus
5. What is the name of the chemical produced by skin cells that help protect the skin from sun damage?
  - a. ultraviolet
  - b. freckles
  - c. **melanin**
  - d. batches
6. Which of the following people are most likely to have freckles?
  - a. an adult with fair skin
  - b. **a child with fair skin**
  - c. an adult with dark skin
  - d. a child with dark skin
7. Sometimes freckles fade when a person ages.
  - a. **true**
  - b. false
8. Freckles are a sign of skin damage.
  - a. true
  - b. **false**
9. People with light complexions have less melanin in their skin.
  - a. true
  - b. **false**
10. Freckles mean you do not need sunscreen.
  - a. true
  - b. **false**

# Freckle Juice

## Meeting Two Quick Check

### Chapters 3-4

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

1. How does Andrew feel after drinking the freckle juice?
  - a. excited
  - b. nervous
  - c. sick
  - d. refreshed
  
2. What does Andrew's mother first think that Andrew has?
  - a. too many freckles
  - b. appendicitis
  - c. a winning lottery ticket
  - d. anxiety
  
3. Andrew dreams of \_\_\_\_\_.
  - a. being bullied by a big green monster
  - b. getting revenge on Sharon
  - c. going to school and surprising his classmates
  - d. growing wings along with getting freckles
  
4. Andrew stays home from school after drinking the freckle juice.
  - a. true
  - b. false
  
5. Who does Andrew mainly not want to see at school?
  - a. Miss Kelly
  - b. Nicky Lane
  - c. Sharon
  - d. Mrs. Burrows

# Freckle Juice

## Meeting Two Quick Check

Name Key

Date \_\_\_\_\_

1. How does Andrew feel after drinking the freckle juice?
  - a. excited
  - b. nervous
  - c. **sick**
  - d. refreshed
2. What does Andrew's mother first think that Andrew has?
  - a. too many freckles
  - b. **appendicitis**
  - c. a winning lottery ticket
  - d. anxiety
3. Andrew dreams of \_\_\_\_\_.
  - a. **being bullied by a big green monster**
  - b. getting revenge on Sharon
  - c. going to school and surprising his classmates
  - d. growing wings along with getting freckles
4. True or false. Andrew stays home from school after drinking the freckle juice.
  - a. **true**
  - b. false
5. Who does Andrew mainly not want to see at school?
  - a. Miss Kelly
  - b. Nicky Lane
  - c. **Sharon**
  - d. Mrs. Burrows

# Guided Reading Activity For Meeting Two Teacher Directions

## Readers' Theater

Students build fluency through reading out loud, and what better way to allow this than with readers' theater! Chapter four of *Freckle Juice* is perfect for this activity!

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

There are four speaking 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 group read through the script. Listen in on the group and help with fluency if needed. Once the group has read through the script, you can guide students in discussing the conflict or other aspects of the plot.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. Have fun!

## Readers' Theater

**Narrator 1:** Pretty soon something happened, all right. Andrew turned greenish and felt very sick.

**Narrator 2:** His stomach hurt.

**Narrator 3:** At four o'clock Mrs. Marcus came home.

**Mrs. Marcus:** (calling out) Yoo hoo.....Andrew. Where are you?

**Narrator 1:** Andrew heard her but he could not answer.

**Narrator 2:** He was too weak.

**Narrator 3:** He made a small noise.

**Mrs. Marcus:** Andrew Marcus! Is that you?

**Narrator 1:** His mother stood in the doorway of her bedroom.

**Mrs. Marcus:** What are you doing in here? I told you to play outside! And why didn't you change your clothes? Didn't I say to change your clothes?

**Narrator 2:** Andrew made another noise.

**Narrator 3:** Mrs. Marcus looked at his face.

**Mrs. Marcus:** Andrew, you're green. Absolutely green! Are you sick?

**Narrator 1:** Andrew nodded.

**Narrator 2:** He was afraid if he opened his mouth he'd lose the freckle juice.

**Mrs. Marcus:** (feeling Andrew's forehead) What hurts?

**Narrator 3:** Andrew moaned and held his stomach.

**Mrs. Marcus:** Oh my! Appendicitis! You must have appendicitis. I'm going to call the doctor. No, I'd better just drive straight to the hospital. No, I'll call the ambulance!

**Narrator 1:** Andrew shook his head but his mother didn't notice.



# Readers' Theater

**Mrs. Marcus:** Don't move. I'm going into the kitchen to phone. I'll be right back.

**Narrator 2:** Andrew rolled around, moaning.

**Narrator 3:** Mrs. Marcus came back to her bedroom in a hurry.

**Mrs. Marcus:** Andrew Marcus! I've just seen that mess in the kitchen. Did you or did you not make something and eat it?

**Narrator 1:** Oh-oh! He'd forgot to clean up.

**Narrator 2:** Now she knew. Well, he didn't care.

**Narrator 3:** His stomach was killing him.

**Mrs. Marcus:** Well, young man! I'm surprised at you. Surprised! Mrs. Burrows offered you milk and cookies and you refused. Then you came home and made yourself an ... an I-don't-know-what and scared me half to death thinking you had appendicitis. I always thought you were more sensible, Andrew! I just can't believe it.

**Narrator 1:** Andrew closed his eyes.

**Mrs. Marcus:** Now, young man . . . you are going to bed!

**Narrator 2:** Andrew thought that was the best idea he's heard in a long time.

**Narrator 3:** Mrs. Marcus gave him two spoonfuls of pink stuff that tasted like peppermint.

**Narrator 1:** Then she tucked him into bed.

**Narrator 2:** Maybe the freckles would come out while he was sleeping.

**Narrator 3:** Right now he didn't care much if they ever came out! He hated Sharon.

**Narrator 1:** She'd done it on purpose. Just to get his fifty cents.

**Narrator 2:** He'd show her. She'd be sorry some day.

**Narrator 3:** He drifted off to sleep. He had terrible dreams.

**Narrator 1:** A big green monster made him drink two quarts of freckle juice, three times a day.

**Narrator 2:** Every time he drank it, the monster got freckles but Andrew didn't.

**Narrator 3:** Andrew woke up sweaty. His stomach still felt funny.

**Narrator 1:** His mother gave him two more spoonfuls of that pink stuff and he fell asleep again.

**Narrator 2:** The next day Andrew stayed home from school.

**Narrator 3:** He only looked in the mirror once – no freckles! He wasn't surprised.

**Narrator 1:** At noon he drank some hot tea. He wasn't ever going back to school.

**Narrator 2:** Sharon wasn't going to see him without freckles.

**Narrator 3:** She thought she was so great.

**Narrator 1:** Well, she wasn't going to get the chance to laugh at him. No sir!

**Narrator 2:** But the following day his mother woke him up.

## Readers' Theater

**Mrs. Marcus:** (singing) Time for school. Rise and shine! Don't forget to wash your neck and behind your ears.

**Narrator 3:** She pulled the covers off him.

**Andrew:** I'm not going to school today. I am never going to school again.

**Narrator 1:** He hid his head under his pillow.

**Mrs. Marcus:** So! I've got a school dropout in second grade! We'll have to do something about that! Here are your clothes. I want to see you up and dressed before I count to fifteen or you're going to take three baths a day every day for the next ten years!

**Narrator 2:** Andrew got dressed. He ate a breakfast bun and drank some milk.

**Narrator 3:** But he couldn't let Sharon get away with it. He had to do something!

# Freckle Juice

## Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following characters is the **main character** in *Freckle Juice*?
  - a. Andrew Marcus
  - b. Nicky Lane
  - c. Miss Kelly
  - d. Sharon
2. Andrew likes Sharon as a friend.
  - a. true
  - b. false
3. Who sold Andrew a recipe for freckle juice?
  - a. Nicky Lane
  - b. Miss Kelly
  - c. Mrs. Burrows
  - d. Sharon
4. How much did Andrew pay for the freckle juice recipe?
  - a. 25 cents
  - b. 50 cents
  - c. 75 cents
  - d. one dollar
5. What type of fiction is this book?
  - a. science fiction
  - b. realistic fiction
  - c. historical fiction
  - d. nonfiction
6. Which of the following would **not** be a theme for this novel?
  - a. Be careful who you trust.
  - b. Don't try to change yourself.
  - c. Everyone wants freckles.
  - d. You should be happy with yourself just as you are.
7. What color were Andrew's new freckles?
  - a. red
  - b. brown
  - c. green
  - d. blue

8. Which of these was NOT an ingredient in the freckle juice?
- ketchup
  - cake batter
  - grape juice
  - vinegar
9. Which search words would be **best** to use when looking for information on treating an upset stomach?
- home treatment tips
  - the stomach
  - treating yourself at home
  - how to feel better with an upset stomach
10. Which sentence from the book is the **best** example of an opinion?
- Mrs. Marcus stepped away from Andrew.
  - But tomorrow, I'm looking again.
  - And, Andrew, zip up your pants.
  - Zippers were a pain!

Look at the following entry for the word pit.

pit: /pit/ noun

1 : a hole in the ground

2 : an area set off and lower than the areas around it

3 : the space an orchestra sits in

4 : the stone of a fruit

Now, read the following sentences from the novel.

*A seed dropped in by mistake. He picked it out with his spoon. He hated **pits** in his juice.*

11. Which is the best definition for the word pits as it is used in this sentence?

definition 1

- definition 2
- definition 3
- definition 4

12. Read the following sentences from the book. Which one has the **strongest action** verb?

- Andrew nodded.
- He was afraid if he opened his mouth he'd lose the freckle juice.
- Andrew moaned and held his stomach.
- Andrew shook his head but his mother didn't notice.

13. Why does Mrs. Marcus give Andrew pink medicine?

- He had a nightmare.
- He has an upset stomach.
- He did not mind her.
- He lied about school.

14. How many freckles did Andrew grow after drinking the freckle juice he made?

- 0
- 10
- 15
- 20

Read the following passage from the book. Then answer the cause and effect question that follows.

*Maybe the freckles would come out while he was sleeping. Right now he didn't care much if they ever came out! ...He'd show her. She'd be sorry one day. He drifted off to sleep. He had terrible dreams. A big green monster made him drink two quarts of freckle juice, three times a day. Every time he drank it, the monster got freckles, but Andrew didn't.*

*Andrew woke up sweaty. His stomach still felt funny. His mother gave him two more spoonfuls of that pink stuff and he fell asleep again.*

15. Andrew woke up sweaty because\_\_\_\_\_.
  - a. he had no freckles still
  - b. he did not want more of the pink medicine
  - c. the monster got freckles and he didn't
  - d. he was still sick
16. Who gave Andrew the secret formula for removing the new freckles?
  - a. Sharon
  - b. Nicky Lane
  - c. Miss Kelly
  - d. the school nurse
17. What is the **main setting** in the book?
  - a. Andrew's neighbor's house
  - b. Andrew's bedroom
  - c. Andrew's school
  - d. Andrew's yard
18. Which sentence below contains hyperbole?
  - a. Andrew's mom has told him a billion times to bathe every day.
  - b. Andrew's mom told him he would take three baths each day if he did not get dressed for school.
  - c. Andrew hates bathing very badly.
  - d. Andrew feels bathing is as bad as having to talk to a girl.
19. What point of view is used in the book *Freckle Juice*?
  - a. first person
  - b. second person
  - b. third person
  - d. none of these
20. Imagine that Andrew stopped Nicky Lane at the end of the book to talk to him about the freckle removing recipe he has just been told he can buy. What would Andrew tell him? Use details from the book to support your answer.

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# Freckle Juice

## Final Test Answer Key

| Question # | Answer                    |
|------------|---------------------------|
| 1          | A                         |
| 2          | B                         |
| 3          | D                         |
| 4          | B                         |
| 5          | B                         |
| 6          | C                         |
| 7          | D                         |
| 8          | B                         |
| 9          | D                         |
| 10         | D                         |
| 11         | D                         |
| 12         | C                         |
| 13         | B                         |
| 14         | A                         |
| 15         | D                         |
| 16         | C                         |
| 17         | C                         |
| 18         | A                         |
| 19         | C                         |
| 20         | Accept Reasonable Answers |

## Reading Assignment Schedule for Sarah, Plain and Tall

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-3 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 4-6 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 7-9 and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
| 1   |      | Pages                 |                     |
| 2   |      | Pages                 |                     |
| 3   |      | Pages                 |                     |
| 4   |      | Pages                 |                     |
| 5   |      | Pages                 |                     |
| 6   |      | Pages                 |                     |
| 7   |      | Pages                 |                     |
| 8   |      | Pages                 |                     |

## Reading Assignment Schedule for Sarah, Plain and Tall

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | <b>Pages</b>          |                     |



# Sarah, Plain and Tall

## Meeting One Quick Check

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Where is Anna and Caleb's mother?
  - a. She is in Maine.
  - b. She is staying with her aunt and uncle in town.
  - c. She is dead.
  - d. She is helping a sick neighbor.
  
2. Lottie and Nick are \_\_\_\_\_.
  - a. Anna and Caleb's aunt and uncle
  - b. the family's horses
  - c. the family's dogs
  - d. the family's neighbors
  
3. Papa would know who Sarah was at the train station because \_\_\_\_\_.
  - a. she would be singing a song
  - b. she would be the only one with a gray cat
  - c. she would have on a yellow bonnet
  - d. she would have a jar of shells in her hand
  
4. Sarah's cat is named \_\_\_\_\_.
  - a. William
  - b. Feisty
  - c. Nick
  - d. Seal
  
5. Sarah was going to stay with Anna's family at least \_\_\_\_\_.
  - a. a week
  - b. a month
  - c. a year
  - d. until William needed her back

# Sarah, Plain and Tall

## Meeting One Quick Check

Name **Key**

Date \_\_\_\_\_

1. Where is Anna and Caleb's mother?
  - a. She is in Maine.
  - b. She is staying with her aunt and uncle in town.
  - c. **She is dead.**
  - d. She is helping a sick neighbor.
  
2. Lottie and Nick are \_\_\_\_\_.
  - a. Anna and Caleb's aunt and uncle
  - b. the family's horses
  - c. **the family's dogs**
  - d. the family's neighbors
  
3. Papa would know who Sarah was at the train station because \_\_\_\_\_.
  - a. she would be singing a song
  - b. she would be the only one with a gray cat
  - c. **she would have on a yellow bonnet**
  - d. she would have a jar of shells in her hand
  
4. Sarah's cat is named \_\_\_\_\_.
  - a. William
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5. Sarah was going to stay with Anna's family at least \_\_\_\_\_.
  - a. a week
  - b. **a month**
  - c. a year
  - d. until William needed her back

# Meeting One Group Activity

## Sarah, Plain and Tall

### Chapters 1-3

To be completed after book club discussion  
All members of the group must work together.

Using Context Clues to Determine Word Meanings

\*\*The page numbers listed are based on those in Harper Trophy's Publication copyrighted in 1985. If you have a different publication, these page numbers may not be exact. All words are in chapters 1-3.

hearthstone – pages 3 and 4

Meaning based on context clues \_\_\_\_\_

homely – page 5

Meaning based on context clues \_\_\_\_\_

Who or what the word describes \_\_\_\_\_

wretched – page 5

Meaning based on context clues \_\_\_\_\_

Who or what the word describes \_\_\_\_\_

feisty – page 7

Meaning based on context clues \_\_\_\_\_

Who or what the word describes \_\_\_\_\_

windbreak – page 21

Meaning based on context clues \_\_\_\_\_

Who or what the word describes \_\_\_\_\_

flax – page 24

Meaning based on context clues \_\_\_\_\_

# Meeting One Group Activity

## Sarah, Plain and Tall

### Chapters 1-3

### Key

Using Context Clues to Determine Word Meanings

\*\*The page numbers listed are based on those in Harper Trophy's Publication copyrighted in 1985. If you have a different publication, these page numbers may not be exact. All words are in chapters 1-3. Use a dictionary after using context clues to check your definitions.

hearthstone – pages 3 and 4

Meaning based on context clues a flat stone forming a hearth

homely – page 5

Meaning based on context clues unattractive

Who or what the word describes Caleb

wretched – page 5

Meaning based on context clues awful

Who or what the word describes Caleb

feisty – page 7

Meaning based on context clues energetic

Who or what the word describes Jack – Papa's horse

windbreak – page 21

Meaning based on context clues something that shelters the plant from the wind  
– a line of trees or shrubs

Who or what the word describes what is around the Russian olive




flax – page 24

Meaning based on context clues a plant; flower

Meeting One Group Activity  
Sarah, Plain and Tall Chapters 1-3  
To be completed after book club discussion  
All members of the group must work together.

**Reread the letters that Sarah wrote to Anna and Caleb in chapter 2.**

**Notice that in this chapter, the letters that Caleb and Anna wrote to Sarah are not included. Only the response to these letters are given for us to read. Choose to write the original letter to Sarah from either Anna or Caleb. In your letter, be sure to ask the questions that are answered in the response.**

|   |             |
|---|-------------|
|    | Dear Sarah, |
|   |             |
|   |             |
|   |             |
|  |             |
|   |             |
|   |             |
|   |             |
|   |             |
|  |             |
|   |             |

# Sarah, Plain and Tall

## Meeting Two Quick Check

### Chapters 4-6

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Why does Sarah leave the hair she cuts from Caleb's head outside?
  - a. so the birds can use it to make nests
  - b. She does not feel like sweeping.
  - c. She knows Seal will enjoy playing with it.
  - d. She wants to see which of the children is neater and will clean it up first.
  
2. Anna and Caleb are amazed that Sarah has never touched \_\_\_\_\_.
  - a. birds
  - b. water
  - c. dough
  - d. sheep
  
3. What did Sarah send to William with her letter to him?
  - a. pieces of hay
  - b. drawings of Anna and her family
  - c. curls of Caleb's hair
  - d. wool from their sheep
  
4. Why did Sarah want to hang flowers from the ceiling?
  - a. so that they can have flowers to enjoy all winter
  - b. to make the house look less unattractive
  - c. so that Seal can play with them
  - d. so that Caleb can use them for batting practice
  
5. Sarah taught Anna and Caleb to \_\_\_\_\_.
  - a. swim
  - b. fix a roof
  - c. name chickens
  - d. cut hair

# Sarah, Plain and Tall

## Meeting Two Quick Check

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

1. Why does Sarah leave the hair she cuts from Caleb's head outside?
  - a. **so the birds can use it to make nests**
  - b. She does not feel like sweeping.
  - c. She knows Seal will enjoy playing with it.
  - d. She wants to see which of the children is neater and will clean it up first.
  
2. Anna and Caleb are amazed that Sarah has never touched \_\_\_\_\_.
  - a. birds
  - b. water
  - c. dough
  - d. **sheep**
  
3. What did Sarah send to William with her letter to him?
  - a. pieces of hay
  - b. **drawings of Anna and her family**
  - c. curls of Caleb's hair
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  - a. **so that they can have flowers to enjoy all winter**
  - b. to make the house look less unattractive
  - c. so that Seal can play with them
  - d. so that Caleb can use them for batting practice
  
5. Sarah taught Anna and Caleb to \_\_\_\_\_.
  - a. **swim**
  - b. fix a roof
  - c. name chickens
  - d. cut hair

Meeting Two Group Activity  
Sarah, Plain and Tall Chapters 4-6  
To be completed after book club discussion  
All members of the group must work together.

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. Discuss this with your group to decide on the rate.

1. \_\_\_\_\_ She tried to teach us how to float. I sank like a bucket filled with water and came up sputtering.

**What is being compared in the simile?** \_\_\_\_\_

2. \_\_\_\_\_ But Caleb lay on his back and learned how to blow streams of water high in the air like a whale.

**What is being compared in the simile?** \_\_\_\_\_

3. \_\_\_\_\_ “The sea is salt,” said Sarah. “It stretches out as far as you can see. It gleams like the sun on glass. There are waves.. .”

**What is being compared in the simile?** \_\_\_\_\_

**Now, let’s try creating similes!** Complete the following sentences from this chapter by working together to make up your own original similes.

She tried to teach us how to float. I sank *like*

\_\_\_\_\_

But Caleb lay on his back and learned how to blow streams of water high in the air *like*

\_\_\_\_\_

It gleams *like*

\_\_\_\_\_



Meeting Two Group Activity  
Sarah, Plain and Tall Chapters 4-6  
To be completed after book club discussion  
All members of the group must work together.

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.

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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. Discuss this with your group to decide on the rate.

1. \_\_\_\_\_ She tried to teach us how to float. I sank like a bucket filled with water and came up sputtering.

**What is being compared in the simile?** She(Anna) to a bucket filled with water

2. \_\_\_\_\_ But Caleb lay on his back and learned how to blow streams of water high in the air like a whale.

**What is being compared in the simile?** Caleb blowing bubbles to a whale's blowing

3. \_\_\_\_\_ "The sea is salt," said Sarah. "It stretches out as far as you can see. It gleams like the sun on glass. There are waves.. ."

**What is being compared in the simile?** The gleaming sea to sun gleaming on glass

**Now, let's try creating similes!** Complete the following sentences from this chapter by working together to make up your own original similes.

She tried to teach us how to float. I sank *like*

Accept reasonable answers

But Caleb lay on his back and learned how to blow streams of water high in the air *like*

Accept reasonable answers

It gleams *like*

Accept reasonable answers

# Sarah, Plain and Tall

## Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

**A. Matching:** Match the description of each character with his/her name.

- |                              |  |
|------------------------------|--|
| 1. Jacob Witting_____        | a. is stubborn and fun and loves the sea           |
| 2. Anna Witting_____         | b. went with Sarah to town and are horses          |
| 3. Caleb Witting_____        | c. placed an ad in the newspaper for a wife        |
| 4. Sarah Wheaton_____        | d. aunts and lambs                                 |
| 5. William Wheaton_____      | e. came to help plow a new field for corn planting |
| 6. Matthew & Maggie_____     | f. hooted and laughed and chased chickens and dogs |
| 7. Old Bess & Jack_____      | g. a fisherman with a boat called Kittiwake        |
| 8. Lottie & Nick_____        | h. loved Sarah first and are dogs                  |
| 9. Harriet, Mattie, Lou_____ | i. tells the story                                 |

### **B. Multiple choice**

10. Why did Papa place an ad in the newspaper?
- looking for a new horse
  - looking for a wife
  - looking for a housekeeper
  - looking for chickens
11. Sarah brought all of the following from Maine **except** \_\_\_\_\_.
- sea glass
  - a cat
  - a shell
  - sand
12. Which word best describes Caleb?
- calm
  - lively
  - messy
  - mean
13. Sarah taught Caleb and Anna to swim in \_\_\_\_\_.
- a large tub
  - the river
  - a creek
  - the cow pond

14. What is being compared in the following simile?

***The dandelions in the fields had gone by, their heads soft as feathers.***

- a. dandelions and a field
- b. a field to a head
- c. dandelion heads to feathers
- d. nothing is being compared

15. Who is Jacob?

- a. Sarah's brother
- b. Anna and Caleb's neighbor
- c. Anna and Caleb's teacher
- d. Anna and Caleb's father

*"A squall!" he yelled to us..."Get the horses inside....the barn is the safest."*

*The grasses flattened. There was a hiss of wind, a sudden pungent smell.*

16. Based on context clues in the above sentences, we know that a squall is \_\_\_\_\_.

- a. a scream
- b. a cry
- c. a sudden strong storm
- d. a short commotion

17. Which sentence has a simile in it?

- a. We stared out the window, watching ice marbles bounce on the ground.
- b. And when it was over we opened the barn door and walked out into the early morning light.
- c. The hail crunched and melted beneath our feet.
- d. It was white and gleaming for as far as we looked, like sun on glass.

18. Which character spends time drawing?

- a. Anna
- b. Caleb
- c. Papa
- d. Sarah

19. What type of fiction is this story?

- a. historical
- b. science
- c. a fable
- d. tall tale

20. The main setting in this book is \_\_\_\_\_.

- a. the seaside
- b. in a small town
- c. on a prairie
- d. at a train station

## Sarah, Plain and Tall Final Test Answer Key

| Question # | Answer |
|------------|--------|
| 1          | c      |
| 2          | i      |
| 3          | f      |
| 4          | a      |
| 5          | g      |
| 6          | e      |
| 7          | b      |
| 8          | h      |
| 9          | d      |
| 10         | b      |
| 11         | d      |
| 12         | b      |
| 13         | d      |
| 14         | c      |
| 15         | d      |
| 16         | c      |
| 17         | d      |
| 18         | d      |
| 19         | a      |
| 20         | c      |

## Reading Assignment Schedule for tales of a fourth grade nothing

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-3 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 4-7 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 8-10 and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
| 1   |      | Pages                 |                     |
| 2   |      | Pages                 |                     |
| 3   |      | Pages                 |                     |
| 4   |      | Pages                 |                     |
| 5   |      | Pages                 |                     |
| 6   |      | Pages                 |                     |
| 7   |      | Pages                 |                     |
| 8   |      | Pages                 |                     |

**Reading Assignment Schedule for tales of a fourth grade nothing**  
**Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | <b>Pages</b>          |                     |

# Tales of a fourth grade nothing

## Meeting One Quick Check

### Chapters 1-3

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What did Peter win at the birthday party?
  - a. a parrot
  - b. a goldfish
  - c. a turtle
  - d. Peter's best friend
  
2. What does Peter's dad do for a living?
  - a. He is a teacher.
  - b. He works for a construction company.
  - c. He is a lawyer.
  - d. He works for an advertising company.
  
3. What do Mr. and Mrs. Yarby think of Fudge when they leave Peter's house?
  - a. They think he is sweet and adorable.
  - b. They think Fudge is very disruptive and loud.
  - c. They think he is extremely smart.
  - d. They think Fudge acts exactly like his father.
  
4. What did Peter name his pet?
  - a. Spot
  - b. Feisty
  - c. Dribble
  - d. Buster
  
5. How did Fudge's mom finally get Fudge to start eating again?
  - a. She fed him only sweets and no vegetables.
  - b. She let him eat on the floor like he was a dog.
  - c. She let him eat under his bed while lying on his stomach.
  - d. She fed him candy for two days straight.

# Tales of a fourth grade nothing

## Meeting One Quick Check

Name **Key**

Date \_\_\_\_\_

1. What did Peter win at the birthday party?
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  - b. a goldfish
  - c. **a turtle**
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# Meeting One Group Activity

## tales of a fourth grade nothing

### Chapters 1-3

To be completed after book club discussion  
All members of the group must work together.

#### **Fudge!**

In chapter two, we learn more about Fudge and the things he likes and some mischief that he gets into. Let's take a closer look at him. Complete the following chart to begin analyzing him.

|   |  |
|---|--|
| <b>two interesting things that you have learned about Fudge</b>   |  |
| <b>two descriptive words that seem right for Fudge</b>  |  |
| <b>one or two quotes from the story that other characters say about Fudge<br/>Include page numbers.</b> |  |

# Meeting One Group Activity

## tales of a fourth grade nothing

### Chapters 1-3

## Key

### Fudge!

In chapter two, we learn more about Fudge and the things he likes and some mischief that he gets into. Let's take a closer look at him. Complete the following chart to begin analyzing him.

**Sample answers below**

|   |   |
|---|---|
| <p>two interesting things that you have learned about him</p>   | <p><b>He likes socks.<br/>His pastime is banging pots and pans together.</b></p>  |
| <p>two descriptive words that seem right for Fudge</p>  | <p><b>lively, mischievous</b></p>   |
| <p>one or two quotes from the story that other characters say about Fudge<br/>Include page numbers.</p> | <p><b>He likes anything that's noisy. (page 14)<br/>He thinks nobody can resist him when he makes himself so lovable. (page 19)</b></p> |

# Tales of a fourth grade nothing Meeting Two Quick Check Chapters 4-7

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Where does Peter enjoy playing?
  - a. at the gym
  - b. Central Park
  - c. in his tree house
  - d. Lake Green
  
2. What does Shelia like to chant about Peter?
  - a. "Peter's got the cooties."
  - b. "Peter is a loser."
  - c. "Peter is a cutie."
  - d. "Peter throws like a girl."
  
3. What name did Peter call Fudge after he lost his teeth?
  - a. Snaggletooth
  - b. Gap boy
  - c. Fang
  - d. Dribble
  
4. What does Jennie do at Fudge's birthday party?
  - a. She takes all of the feathers out of Fudge's pillow.
  - b. She tinkles on the floor.
  - c. She throws her cake on the turtle.
  - d. She bites Fudge.
  
5. How is Peter's committee poster ruined?
  - a. Shelia uses it to wipe up a spill.
  - b. Fudge smears food all over it.
  - c. The dog chews it up.
  - d. Fudge scribbles over it in markers.

# Tales of a fourth grade nothing Meeting Two Quick Check Chapters 4-7

Name Key

Date \_\_\_\_\_

1. Where does Peter enjoy playing?
  - a. at the gym
  - b. **Central Park**
  - c. in his tree house
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# Meeting Two Group Activity

## tales of a fourth grade nothing

### Chapters 4-7

To be completed after book club discussion  
All members of the group must work together.

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

A character sketch introduces the reader to a character in the story. 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. Read the following character sketches from chapter five.

*Ralph arrived first. He's really fat. And he isn't even four years old. He doesn't say much either. He grunts and grabs a lot, though. Usually his mouth is stuffed full of something.* (page 43)

**What do we learn about Ralph?**

*Jennie arrived next. She was wearing little white gloves and party shoes. She even carried a pocketbook. Besides that she had on dirty jeans and an old sweater. Her mother apologized for her clothes but said she couldn't do anything with Jennie lately- especially since she had taken to biting.* (page 43-44)

**What do we learn about Jennie?**

*Sam came last. He carried a big present for Fudge but he was crying. "It's just a stage he's going through," his mother explained. "Everything scares him. Especially birthday parties. But he'll be fine. Won't you, Sam?"* (page 44)

**What do we learn about Sam?**

**Create your own character sketch. Pretend one more kid comes to Fudge's birthday party. Work together with your group. First give him/her a name. Complete the following chart, and then write your sketch on a separate sheet of paper.**

| Looks | Mannerisms | Personality | Voice |
|-------|------------|-------------|-------|
|       |            |             |       |

# Meeting Two Group Activity

## tales of a fourth grade nothing

### Chapters 4-7

To be completed after book club discussion  
All members of the group must work together.

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*Ralph arrived first. He's really fat. And he isn't even four years old. He doesn't say much either. He grunts and grabs a lot, though. Usually his mouth is stuffed full of something.* (page 43)

#### **What do we learn about Ralph?**

He is fat. He is younger than four. He's quiet. He grunts and grabs things a lot.

*Jennie arrived next. She was wearing little white gloves and party shoes. She even carried a pocketbook. Besides that she had on dirty jeans and an old sweater. Her mother apologized for her clothes but said she couldn't do anything with Jennie lately- especially since she had taken to biting.* (page 43-44)

#### **What do we learn about Jennie? She likes to bite people.**

*Sam came last. He carried a big present for Fudge but he was crying. "It's just a stage he's going through," his mother explained. "Everything scares him. Especially birthday parties. But he'll be fine. Won't you, Sam?"* (page 44)

#### **What do we learn about Sam? He cries a lot because everything scares him.**

**Create your own character sketch. Pretend one more kid comes to Fudge's birthday party. Work together with your group. First give him/her a name. Complete the following chart, and then write your sketch on a separate sheet of paper.**

| Looks | Mannerisms | Personality | Voice |
|-------|------------|-------------|-------|
|       |            |             |       |

# tales of a fourth grade nothing Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following is the best overall tone of this novel?
  - a. profound and serious
  - b. lighthearted and touching
  - c. sarcastic and stern
  - d. resentful and angry
2. What genre is this novel?
  - a. historical fiction
  - b. realistic fiction
  - c. nonfiction
  - d. drama
3. Who is Shelia?
  - a. Peter's mom
  - b. Peter's teacher
  - c. Peter's doorman
  - d. Peter's neighbor
4. Fudge loves to play with \_\_\_\_\_.
  - a. socks
  - b. blocks
  - c. spoons
  - d. puzzles
5. Which of the following is something Fudge does that annoys Peter?
  - a. He marks all over his committee's poster.
  - b. He talks in his sleep.
  - c. He bothers his turtle.
  - d. all of the above

*...They looked like a bunch of football players huddled together talking about the next play.*

6. What is being compared in this simile?
  - a. the group people to a football
  - b. the group of people to football players in a huddle
  - c. talking and a play
  - d. a huddle and a play
7. Who is Dribble?
  - a. Peter's neighbor
  - b. Peter's best friend
  - c. Peter's pet
  - d. Peter's brother

8. What did Fudge smear on the walls of Hamburger Haven?
  - a. mud
  - b. peas
  - c. mashed potatoes
  - d. baby food
9. Who was chosen for the Toddle Bike commercial?
  - a. Peter
  - b. Fudge
  - c. Jimmy
  - d. Dribble
10. What happens to Fudge after he jumps off the jungle gym?
  - a. He swallows his two front teeth.
  - b. He gets his arm stuck inside his windbreaker
  - c. He breaks his nose.
  - d. He lands on his tip toes.
11. How did Fudge get to the hospital?
  - a. In a taxi
  - b. In an ambulance
  - c. In a truck
  - d. He hitchhiked a ride.
12. Which of the following is an internal conflict in the novel?
  - a. Fudge jumps off of the jungle gym and loses his teeth.
  - b. Sam cries because he is scared of birthday parties.
  - c. Jennie bites Grandma at the party.
  - d. Fudge scribbles on Peter's poster and ruins it.
13. Which character is the narrator of the story?
  - a. Peter
  - b. Fudge
  - c. Dribble
  - d. Sheila
14. What does Peter receive at the end of the novel?
  - a. another turtle
  - b. a bike
  - c. a dog
  - d. an invitation to be in a commercial
15. Which statement best expresses Peter's attitude toward his parents at the end?
  - a. He is unhappy and angry toward his parents.
  - b. He is thankful and positive toward his parents.
  - c. He is hurt and unforgiving toward his parents.
  - d. He is ashamed of his parents.



16. This novel deals with which of the following issues?
- hiding hurts
  - jealousy
  - outward beauty
  - race and religion
17. What does Peter learn about life in the end of the book?
- He learns that only the youngest in a family receives things they like.
  - He learns that surprises can be very nice.
  - He learns to take his time when dealing with Fudge.
  - He learns to be satisfied with not getting anything special.
18. At the end of the novel, the reader can conclude that Peter will\_\_\_\_\_.
- get another turtle immediately
  - never have any more trouble at all out of Fudge
  - enjoy his puppy and still have to make sure Fudge doesn't hurt it
  - get a job at a local pet store
19. Which sentence is capitalized correctly?
- Peter's mother cooks dinner.
  - Peter's mother called his Father.
  - Peter called mother for a ride.
  - Peter likes to help his Grandma.
20. Which of the following caused Peter's turtle's death?
- Fudge ate him.
  - He ate poisonous flowers.
  - Fudge put his hair on top of him.
  - Peter forgot to clean his cage.

tales of a fourth grade nothing  
Final Test Answer Key

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

## Reading Assignment Schedule for On My Honor

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-4 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 5-8 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 9-12 and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
| 1   |      | Pages                 |                     |
| 2   |      | Pages                 |                     |
| 3   |      | Pages                 |                     |
| 4   |      | Pages                 |                     |
| 5   |      | Pages                 |                     |
| 6   |      | Pages                 |                     |
| 7   |      | Pages                 |                     |
| 8   |      | Pages                 |                     |

## Reading Assignment Schedule for On My Honor

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | <b>Pages</b>          |                     |

# On My Honor

## Meeting One Quick Check

### Chapters 1-4

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

1. True or false? Joel asked his father if he could go to ride his bike to Starved Rock with Tony and hoped that his dad would say no.
  - a. true
  - b. false
  
2. What changed Joel's mind about leaving Tony's bike out in the open?
  - a. He wanted to play a trick on Tony.
  - b. He knew if it were stolen, Tony would never get another one.
  - c. He was afraid someone would see them there and tell on them.
  - d. He saw a car coming and realized the bike was too close to the road.
  
3. What dare does Joel give Tony?
  - a. He dares him to swing on an old rope.
  - b. He dares him to dive into the deepest part of the river.
  - c. He dares him to pick up a leech.
  - d. He dares him to swim to the sandbar.
  
4. Who reaches the sandbar first?
  - a. Tony
  - b. Joel
  
5. What does Joel realize that must have happened to Tony?
  - a. He couldn't swim well and went under.
  - b. He hit his head on a rock.
  - c. His shoe string got caught underneath something heavy..
  - d. Tony got on his bike and left without telling him.

# On My Honor

## Meeting One Quick Check

### Chapters 1-4

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

1. True or false? Joel asked his father if he could go to ride his bike to Starved Rock with Tony and hoped that his dad would say no.

- a. **true**
- b. false

2. What changed Joel's mind about leaving Tony's bike out in the open?

- a. He wanted to play a trick on Tony.
- b. **He knew if it were stolen, Tony would never get another one.**
- c. He was afraid someone would see them there and tell on them.
- d. He saw a car coming and realized the bike was too close to the road.

3. What dare does Joel give Tony?

- a. He dares him to swing on an old rope.
- b. He dares him to dive into the deepest part of the river.
- c. He dares him to pick up a leech.
- d. **He dares him to swim to the sandbar.**

4. Who reaches the sandbar first?

- a. Tony
- b. **Joel**

5. What does Joel realize that must have happened to Tony?

- a. **He couldn't swim well and went under.**
- b. He hit his head on a rock.
- c. His shoe string got caught underneath something heavy..
- d. Tony got on his bike and left without telling him.

# Meeting One Group Activity

## On My Honor

### Chapters 1-4

To be completed after book club discussion  
All members of the group must work together.

List three words to describe Tony. Beside each word that you list, copy a sentence or passage from the novel to support your description.

| <b>Words to describe Tony</b> | <b>Passage to support</b> |
|-------------------------------|---------------------------|
|                               |                           |
|                               |                           |
|                               |                           |

List three words to describe Joel. Beside each word that you list, copy a sentence or passage from the novel to support your description.

| <b>Words to describe Joel</b> | <b>Passage to support</b> |
|-------------------------------|---------------------------|
|                               |                           |
|                               |                           |
|                               |                           |

# Meeting One Group Activity

## On My Honor

### Chapters 1-4

To be completed after book club discussion  
All members of the group must work together.

List three words to describe Tony. Beside each word that you list, copy a sentence or passage from the novel to support your description.

| Words to describe Tony   | Passage to support   |
|--|--|
| <b>Carefree, daredevil</b>   | That patch of shiny green leaves halfway down that Tony was romping through was probably poison ivy.   |
| <b>careless</b>  | Tony hadn't even bothered to hide it in the weeds along the side of the road (17)  |
| <b>playful, teasing</b>  | "The current! It's got me. It's going to suck me under..." (19)  |
| Words to describe Joel   | Passage to support   |
| <b>responsible</b>   | Joel propped Tony's old bike against the railing and wheeled his won off the bridge, laying it gently in the weeds beneath the structure. (17) |
| <b>aware, cautious</b>   | "Watch out for the current," he called to Tony standing several feet upriver from him. (19)  |
| <b>easily pressured/swayed, afraid to stand up for what is right</b> | "Who's gawking?" Joel pushed one sneaker off with the toe of the other. "You're nothing to look at." (19)                                      |



# On My Honor

## Meeting Two Quick Check

### Chapters 5-8

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

1. What does Joel do when he realizes that Tony has gone under?
  - a. He starts laughing because he thinks it is a joke.
  - b. He dives underwater feeling for Tony.
  - c. He climbs a tree to get a better look in the river.
  - d. He searches the woods around the river.
  
2. Joel thinks that Tony's body was floating above him at one point, but then he realizes it was only a \_\_\_\_\_.
  - a. log
  - b. board
  - c. tire
  - d. life boat
  
3. Joel finds Tony's clothes \_\_\_\_\_.
  - a. in the river
  - b. behind a tree
  - c. folded beside his bike
  - d. where he had dropped them
  
4. What does the boy who was driving the car do first when Joel tells him about Tony?
  - a. He takes Joel to the police station.
  - b. He calls 911.
  - c. He dives in the river to try and find Tony.
  - d. He tells his girlfriend to go find help.
  
5. What does Joel say to his father when his father asks him where Tony is?
  - a. in the river
  - b. on the way to Starved Rock
  - c. that he doesn't know
  - d. fishing at a pond

# On My Honor

## Meeting Two Quick Check

### Chapters 5-8

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

1. What does Joel do when he realizes that Tony has gone under?
  - a. He starts laughing because he thinks it is a joke.
  - b. **He dives underwater feeling for Tony.**
  - c. He climbs a tree to get a better look in the river.
  - d. He searches the woods around the river.
  
2. Joel thinks that Tony's body was floating above him at one point, but then he realizes it was only a \_\_\_\_\_.
  - a. **log**
  - b. board
  - c. tire
  - d. life boat
  
3. Joel finds Tony's clothes \_\_\_\_\_.
  - a. in the river
  - b. behind a tree
  - c. folded beside his bike
  - d. **where he had dropped them**
  
4. What does the boy who was driving the car do first when Joel tells him about Tony?
  - a. He takes Joel to the police station.
  - b. He calls 911.
  - c. **He dives in the river to try and find Tony.**
  - d. He tells his girlfriend to go find help.
  
5. What does Joel say to his father when his father asks him where Tony is?
  - a. in the river
  - b. **on the way to Starved Rock**
  - c. that he doesn't know
  - d. fishing at a pond

# Meeting Two Group Activity

## On My Honor

### Chapters 5-8

To be completed after book club discussion  
All members of the group must work together.

#### **Words to Know**

Look through chapter six and find the words listed below. Use context clues to figure out what the words mean. When using context clues, you should read the sentence before the sentence containing the word and also the sentence after. Sometimes you will have to read more if you can't figure it out. Work together as a group. Then, check your own understanding by looking them up in a dictionary. (Page numbers based on 1986 Yearling edition.)

#### **crested (page 37)**

I think the word means

---

dictionary definition

---

#### **methodically (bottom of page 38)**

I think the word means

---

dictionary definition

---

#### **forlorn (bottom of page 40)**

I think the word means

---

dictionary definition

---

#### **reverberated (last paragraph on page 43)**

I think the word means

---

dictionary definition

---

#### **vigorously (page 44)**

I think the word means

---

dictionary definition

---

# Meeting Two Group Activity

## On My Honor

### Chapters 5-8

### Key

#### Words to Know

Look through chapter six and find the words listed below. Use context clues to figure out what the words mean. When using context clues, you should read the sentence before the sentence containing the word and also the sentence after. Sometimes you will have to read more if you can't figure it out. Work together as a group. Then, check your own understanding by looking them up in a dictionary. (Page numbers based on 1986 Yearling edition.)

#### **crested (page 37)**

I think the word means

---

dictionary definition

to reach the top

#### **methodically (bottom of page 38)**

I think the word means

---

dictionary definition

systematic or painstaking

#### **forlorn (bottom of page 40)**

I think the word means

---

dictionary definition

unhappy or miserable

#### **reverberated (last paragraph on page 43)**

I think the word means

---

dictionary definition

echoed

#### **vigorously (page 44)**

I think the word means

---

dictionary definition

strongly

# On My Honor

## Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

- Which of the following is the best overall tone of this novel?
  - factual and formal
  - profound and serious
  - lighthearted and humorous
  - adventurous and touching
- What genre is this novel?
  - science fiction
  - fiction
  - realistic fiction
  - nonfiction
- Which of the following would not be a theme for this novel?
  - To be a survivor, you can never give up.
  - It's not how a person looks, but what's on the inside that counts.
  - The early bird always gets the worm.
  - Hardships and struggles will come.
- The point of view used in this novel allows the reader to \_\_\_\_\_.
  - really see the thoughts and feelings of Tony because he is telling the story
  - really see the thoughts and feelings of Joel because he is telling the story
  - know the thoughts and feelings of both of the main characters because an omniscient point of view is used
  - really know the thoughts and feelings of Joel because it is limited to him
- Which of the following is most likely to happen next with Joel?
  - He will find another friend just like Tony.
  - He will teach swimming lessons so others won't drown in the river.
  - He will start playing baseball to get Tony off of his mind.
  - He will begin to move on and forgive himself and Tony.
- Joel's main conflict in this novel is an \_\_\_\_\_ one.
  - internal (struggle within his own mind)
  - external (struggle/problem with another character or something in nature)
- All of the following words describe Joel except \_\_\_\_\_.
  - caring
  - cautious
  - loyal
  - selfish
- After folding Tony's clothes neatly, Joel decides to mess them up again. Why did he do this?
  - because he was upset
  - because it was not like Tony to fold his clothes
  - because he wanted Tony to fold them
  - because he wanted to run over them with his bike

9. The reader can conclude that Tony most likely didn't want to swim at the pool because \_\_\_\_\_.
- a. he did not like chlorine.
  - b. he was not a good swimmer.
  - c. he didn't want others to see him swim.
  - d. Both b and c
10. The character Tony can best be described as \_\_\_\_\_,
- a. shy
  - b. mean
  - c. smart
  - d. daring
11. What can we conclude has happened to Tony?
- a. He was eaten by an alligator.
  - b. He drowned in the river.
  - c. He played a cruel trick on Joel.
  - d. He ran away to another town.
12. Why does Joel make up a story to tell his parents and others about Tony's disappearance?
- a. because he doesn't think what really happened will make sense
  - b. because he is afraid that he will be blamed
  - c. because he knows he will go to jail
  - d. because he is afraid of the two people who stopped to help him
13. The musky river smell that Joel continues to smell most likely can't be smelled by others because it
- a. is only on his clothes.
  - b. is not really there.
  - c. is a part of his guilt in his imagination.
  - d. both b and c
14. Who is Bobby?
- a. Joel's dad
  - b. Joel's brother
  - c. Tony's brother
  - d. Tony's friend
15. Which of the following feelings are the strongest in Joel's conflict?
- a. pride and understanding
  - b. guilt and blame
  - c. anger and sadness
  - d. shame and regret

# On My Honor Final Test Answer Key

| Question # | Answer |
|------------|--------|
| 1          | d      |
| 2          | c      |
| 3          | c      |
| 4          | d      |
| 5          | d      |
| 6          | a      |
| 7          | d      |
| 8          | b      |
| 9          | d      |
| 10         | d      |
| 11         | b      |
| 12         | b      |
| 13         | d      |
| 14         | b      |
| 15         | b      |

## Reading Assignment Schedule for Double Dutch

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-8 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 9-17 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 18-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
| 1   |      | Pages                 |                     |
| 2   |      | Pages                 |                     |
| 3   |      | Pages                 |                     |
| 4   |      | Pages                 |                     |
| 5   |      | Pages                 |                     |
| 6   |      | Pages                 |                     |
| 7   |      | Pages                 |                     |
| 8   |      | Pages                 |                     |



## Reading Assignment Schedule for Double Dutch

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | <b>Pages</b>          |                     |

# Double Dutch

## Meeting One Quick Check

### Chapters 1-8

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Delia cannot \_\_\_\_\_.
  - a. jump
  - b. read
  - c. write
  - d. see well
  
2. Delia is on the \_\_\_\_\_ team.
  - a. cheer
  - b. jump rope
  - c. basketball
  - d. volleyball
  
3. Delia is proud of her \_\_\_\_\_.
  - a. memory
  - b. reading ability
  - c. hair cut
  - d. sense of style
  
4. Delia's coach is \_\_\_\_\_.
  - a. Randy
  - b. Miss Benson
  - c. Misty
  - d. Bomani
  
5. To continue to be eligible for her team, Delia must \_\_\_\_\_.
  - a. pass the state proficiency test
  - b. learn to jump faster
  - c. pass her math test
  - d. earn all As

# Double Dutch

## Meeting One Quick Check

### Chapters 1-8

Name Key

Date \_\_\_\_\_

1. Delia cannot \_\_\_\_\_.
  - a. jump
  - b. read
  - c. write
  - d. see well
  
2. Delia is on the \_\_\_\_\_ team.
  - a. cheer
  - b. jump rope
  - c. basketball
  - d. volleyball
  
3. Delia is proud of her \_\_\_\_\_.
  - a. memory
  - b. reading ability
  - c. hair cut
  - d. sense of style
  
4. Delia's coach is \_\_\_\_\_.
  - a. Randy
  - b. Miss Benson
  - c. Misty
  - d. Bomani
  
5. To continue to be eligible for her team, Delia must \_\_\_\_\_.
  - a. pass the state proficiency test
  - b. learn to jump faster
  - c. pass her math test
  - d. earn all As

# Meeting One Group Activity

## Double Dutch Chapters 1-8

To be completed after book club discussion  
All members of the group must work together.

Meet the Characters.

Let's take a closer look at some of the characters. Complete the following chart for each of the following characters.

|  | <b>Delia</b> | <b>Yolanda</b> | <b>Miss Benson</b> | <b>Randy</b> |
|--|--------------|----------------|--------------------|--------------|
| <b>Two facts that you have learned about this person</b>                                   |              |                |                    |              |
| <b>Two descriptive words that seem right for this person</b>                               |              |                |                    |              |
| <b>One or two quotes from the story so far that help show this character's personality</b> |              |                |                    |              |

Try writing your own jump rope chant. The one in chapter four is about Delia and Randy. Write one about Yolanda and her lies and exaggerations. Use the same rhyme scheme as the one used in the chant in the book, and make sure the poem has a beat or rhythm. Make your chant at least six lines long.

# Meeting One Group Activity

## Double Dutch Chapters 1-8

### Key

Meet the Characters.

Let's take a closer look at some of the characters. Complete the following chart for each of the following characters. **Sample answers below. Answers will vary.**

|  | <b>Delia</b>   | <b>Yolanda</b>   | <b>Miss Benson</b>  | <b>Randy</b>  |
|--|--|--|---|---|
| <b>Two facts that you have learned about this person</b>                                   | She is in the 8 <sup>th</sup> grade.<br>She is in 8 <sup>th</sup> grade.<br>Her parents divorced when she was in the 4 <sup>th</sup> grade | On the double dutch team<br>Called Yo Yo   | first year teacher<br>Teaches English                       | His dad has been missing 6 weeks.<br>He is 14 and 6 ft. tall<br>His mother left him and his dad |
| <b>Two descriptive words that seem right for this person</b>                               | skillful<br>clever   | confident<br>Dramatic  | Positive<br>Nice  | funny<br>concerned<br>fun loving  |
| <b>One or two quotes from the story so far that help show this character's personality</b> | <i>Delia jumped out of the ropes with skill, barely out of breath. "I didn't need any help. I figured out how to beat the system."</i>     | <i>Yolanda, who liked to be called YoYo, specialized in not telling the truth.</i> | <i>Miss Benson was energetic and excited about teaching</i> | <i>Delia loved the way Randy always made class fun</i>  |

Try writing your own jump rope chant. The one in chapter four is about Delia and Randy. Write one about Yolanda and her lies and exaggerations. Use the same rhyme scheme as the one used in the chant in the book, and make sure the poem has a beat or rhythm. Make your chant at least six lines long.

Accept reasonable answers.

# Double Dutch

## Meeting Two Quick Check

### Chapters 9-17

Name \_\_\_\_\_

Date \_\_\_\_\_

1. **Randy is worried about \_\_\_\_\_.**
  - a. the cat's diet
  - b. his English grade
  - c. paying bills
  - d. Delia's test
  
2. **Randy's dad is a \_\_\_\_\_.**
  - a. teacher
  - b. bill collector
  - c. coach
  - d. truck driver
  
3. **In their project, Delia's group starts a "rumor" that \_\_\_\_\_ are invading the school.**
  - a. bugs
  - b. martians
  - c. birds
  - d. soldiers
  
4. **Who saved Yolanda from the building rubble?**
  - a. Randy
  - b. the Tollivers
  - c. the fireman
  - d. Miss Benson
  
5. **After the school has to be closed, Delia is excited that \_\_\_\_\_.**
  - a. she will not have to be around the Tollivers
  - b. she will be able to redo her video project
  - c. the state proficiency test has been postponed
  - d. she will get to spend more time with Randy and Yolanda

# Double Dutch

## Meeting Two Quick Check

### Chapters 9-17

Name Key

Date \_\_\_\_\_

1. Randy is worried about \_\_\_\_\_.
  - a. the cat's diet
  - b. his English grade
  - c. paying bills
  - d. Delia's test
2. Randy's dad is a \_\_\_\_\_.
  - a. teacher
  - b. bill collector
  - c. coach
  - d. truck driver
3. In their project, Delia's group starts a "rumor" that \_\_\_\_\_ are invading the school.
  - a. bugs
  - b. martians
  - c. birds
  - d. soldiers
4. Who saved Yolanda from the building rubble?
  - a. Randy
  - b. the Tollivers
  - c. the fireman
  - d. Miss Benson
5. After the school has to be closed, Delia is excited that \_\_\_\_\_.
  - a. she will not have to be around the Tollivers
  - b. she will be able to redo her video project
  - c. the state proficiency test has been postponed
  - d. she will get to spend more time with Randy and Yolanda

# Meeting Two Group Activity

## Double Dutch Chapters 9-17

To be completed after book club discussion

All members of the group must work together.

### **Creating Realistic Characters**

**Sharon Draper introduces many of the characters in this novel with short, precise descriptions. She not only describes the physical appearance, but she brings the characters to life by including little mannerisms or personality traits. Reread the following short descriptions that Draper writes:**

Page 2 – Find the passage that begins: *Titan and Tabu -tall and impressive-looking...*

**List some of the details included in the author’s description of Titan and Tabu that make them come to life.**

Page 4 – Find the passage that begins: *Miss Benson was very young – just out of college...*

**List some of the details that the author includes about Miss Benson that make her come to life.**

**In chapter eleven, we meet a new character, Mr. Clifford. Even though Mr. Clifford is a minor character, Sharon Draper does not let us down with his description.**

Page 89 - *Mr. Clifford, a skinny, wrinkled man with a cigar stuck in one corner of his mouth and glasses perched on the end of his nose, eyed Randy suspiciously.*

**Write your own character sketch. Create a character for this novel, one of Randy’s relatives, or a teacher or principal. Like Sharon Draper, try to include details and mannerisms so that the reader can picture this person. Write your character sketch on the back of this page or another sheet of paper.**



# Meeting Two Group Activity

## Double Dutch Chapters 9-17

### Key

#### Creating Realistic Characters

Sharon Draper introduces many of the characters in this novel with short, precise descriptions. She not only describes the physical appearance, but she brings the characters to life by including little mannerisms or personality traits. Reread the following short descriptions that Draper writes:

Page 2 – Find the passage that begins: *Titan and Tabu -tall and impressive-looking...*

List some of the details included in the author's description of Titan and Tabu that make them come to life.

**strode through the hall... as one unified force**

**Menacing frowns**

**Black boots stomped in unison**

Page 4 – Find the passage that begins: *Miss Benson was very young – just out of college...*

List some of the details that the author includes about Miss Benson that make her come to life.

**teenage acne on her face**

**Dressed more like a teenager than a teacher**

**She liked to play with her hair and giggled when she should have a stony face.**

In chapter eleven, we meet a new character, Mr. Clifford. Even though Mr. Clifford is a minor character, Sharon Draper does not let us down with his description.

Page 89 - *Mr. Clifford, a skinny, wrinkled man with a cigar stuck in one corner of his mouth and glasses perched on the end of his nose, eyed Randy suspiciously.*

Write your own character sketch. Create a character for this novel, one of Randy's relatives, or a teacher or principal. Like Sharon Draper, try to include details and mannerisms so that the reader can picture this person. Write your character sketch on the back of this page or another sheet of paper.

**Accept reasonable descriptions**

# Double Dutch

## Final Test

1. Which statement best expresses Delia's attitude toward the proficiency test?
  - a. There is no excuse for not passing the test.
  - b. Passing the grade should not be based on a proficiency test.
  - c. Instead of avoiding testing, people should learn from it.
  - d. If you cannot pass the proficiency test, you are too stupid to be on the Double Dutch team.
2. Which of the following **best** describes Randy's attitude toward his father throughout the book?
  - a. critical and hateful
  - b. obedient and submissive
  - c. admiring yet doubtful
  - d. disrespectful yet understanding
3. Randy is worried about \_\_\_\_\_.
  - a. the cat's diet
  - b. his English grade
  - c. paying bills
  - d. Delia's test
4. Randy's dad is a \_\_\_\_\_.
  - a. teacher
  - b. collector
  - c. coach
  - d. truck driver
5. After leaving school on the day of the tornado, Randy goes home with \_\_\_\_\_.
  - a. Bomani
  - b. Yolanda
  - c. The Tollivers
  - d. Delia
6. Many of the students are upset when they learn that the school will \_\_\_\_\_.
  - a. hire a school resource officer
  - b. send home parent letters
  - c. serve broccoli for lunch each day
  - d. install metal detectors
7. Yolanda and her friends are sure that the Tollivers will beat her when she \_\_\_\_\_.
  - a. giggles behind their backs
  - b. gets lipstick on one of the Tolliver twins' hand
  - c. asks them to call her
  - d. refuses to do their homework

8. Tabu and Titan both have a crush on \_\_\_\_\_.
- Misty
  - Charlene
  - Yolanda
  - Delia
9. Which of the following best describes Yolanda?
- athletic and determined
  - playful and energetic
  - smart and fun-loving
  - all of the above
10. Who saved Yolanda from the building rubble?
- Randy
  - the Tollivers
  - the fireman
  - Miss Benson
11. Why didn't Delia immediately tell Randy about the flyer she found with the picture of his father on it?
- She was not sure that it was Randy's father.
  - She thought the flyer was a scam.
  - She thought Randy's father was in trouble with the police, and she didn't want to upset Randy.
  - She wanted to play a trick on Randy.
12. After the school has to be closed, Delia is excited that\_\_\_\_\_.
- she will not have to be around the Tollivers
  - she will be able to redo her video project
  - the state proficiency test has been postponed
  - she will get to spend more time with Randy and Yolanda
13. How do Delia and Yolanda most likely view the Tolliver twins at the end of the novel?
- as two angry bullies
  - as two people who enjoy hurting others
  - as two people who just want to be accepted for who they are
  - as two of the best jump rope competitors around
14. At the end of the novel, the reader can conclude that Delia will\_\_\_\_\_.
- fail the proficiency test
  - win first place every year in the Double Dutch contest
  - teach the Tollivers how to jump rope
  - receive help with reading

15. The main reason Delia enjoys doing class projects is because \_\_\_\_\_.
- she enjoys writing so much.
  - she can make up for not doing well on tests
  - she likes working with her classmates
  - she is an excellent artist
16. You can conclude that Miss Benson is the kind of teacher who \_\_\_\_\_.
- cares very much about the well-being of her students
  - thinks it's fun to watch students pick on each other
  - picks favorites among her students
  - is very critical and mean
17. The final scene between Randy and Delia suggests that \_\_\_\_\_.
- Randy will continue to be mad at Delia
  - Randy has forgiven Delia, but he will never be her friend again
  - Randy and Delia will remain close friends
  - Randy will move away
18. This novel deals with all of the following issues except \_\_\_\_\_.
- hiding the truth
  - victories and defeats
  - importance of friendship
  - race and religion
19. Which of the following characters helped Randy the most when he needed money?
- Mr. Clifford
  - Miss Benson
  - Bomani
  - Yolanda
20. What happened to Randy's father?
- He was beaten to death.
  - He was arrested and had to spend four months in jail.
  - He was beat up and taken to a hospital.
  - He moved to another town to avoid Randy.

Double Dutch  
Final Test Answer Key

|           |          |
|-----------|----------|
| <b>1</b>  | <b>B</b> |
| <b>2</b>  | <b>C</b> |
| <b>3</b>  | <b>C</b> |
| <b>4</b>  | <b>D</b> |
| <b>5</b>  | <b>A</b> |
| <b>6</b>  | <b>D</b> |
| <b>7</b>  | <b>B</b> |
| <b>8</b>  | <b>C</b> |
| <b>9</b>  | <b>D</b> |
| <b>10</b> | <b>B</b> |
| <b>11</b> | <b>C</b> |
| <b>12</b> | <b>C</b> |
| <b>13</b> | <b>C</b> |
| <b>14</b> | <b>D</b> |
| <b>15</b> | <b>B</b> |
| <b>16</b> | <b>A</b> |
| <b>17</b> | <b>C</b> |
| <b>18</b> | <b>D</b> |
| <b>19</b> | <b>A</b> |
| <b>20</b> | <b>C</b> |

## Reading Assignment Schedule for Holes

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-20 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 21-41 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 42-50 and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | Chapters                 |                     |

## Reading Assignment Schedule for Holes

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Holes

## Meeting One Quick Check

### Chapters 1-20

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of these events happened first?
  - a. Stanley is on trial for stealing a pair of sneakers.
  - b. Stanley is given the nickname Caveman.
  - c. Stanley misses the bus after his notebook is put into a school toilet by a bully.
  - d. Stanley is on a bus riding to Camp Green Lake.
  
2. The conflict of Stanley's story begins when –
  - a. Stanley's dad begins to find a way to recycle old sneakers.
  - b. Stanley is accused of stealing a pair of sneakers.
  - c. Stanley is riding on the bus to Camp Green Lake.
  - d. Stanley's dad sings him a song about a wolf howling at the moon.
  
3. What does Elya promise Madame Zeroni he would do if she'd help the runt pig grow larger?
  - a. take her to America to see her son
  - b. carry her up the Mountain to drink from the spring
  - c. allow her to move in with him and Myra when they marry
  - d. repair her house for her
  
4. The warden is \_\_\_\_\_.
  - a. Mr. Sir's brother
  - b. a woman
  - c. a police officer
  - d. a teenager
  
5. Why was Stanley able to move up in the water line?
  - a. He helped Zero move some dirt.
  - b. He found something while digging and gave it to X-Ray.
  - c. He threatened to beat up Magnet.
  - d. He talks hateful to the Warden.



# Holes

## Meeting One Quick Check

### Chapters 1-20

Name **Key**

Date \_\_\_\_\_

1. Which of these events happened first?
  - a. Stanley is on trial for stealing a pair of sneakers.
  - b. Stanley is given the nickname Caveman.
  - c. **Stanley misses the bus after his notebook is put into a school toilet by a bully.**
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  - a. Mr. Sir's brother
  - b. a police officer
  - c. **a woman**
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  - b. **He found something while digging and gave it to X-Ray.**
  - c. He threatened to beat up Magnet.
  - d. He talks hateful to the Warden.

# Meeting One Group Activity

## Holes 1-20

To be completed after book club discussion  
All members of the group must work together.

### Indirect Characterization

Sometimes, the author indirectly reveals these characters' personalities through what they say, how they look, their behavior, and what other characters say about them and how they act around them. This is called indirect characterization. Complete the following chart to examine Mr. Sir and the Warden.

| <b>Mr. Sir</b>                             |
|--|
| His words and behavior tell you that he is |
| His looks tell you that he is              |
| Other characters tell you that he is       |

| <b>The Warden</b>                           |
|---|
| Her words and behavior tell you that she is |
| Her looks tell you that she is              |
| Other characters tell you that she is       |

# Meeting One Group Activity

## Holes 1-20

### Key Sample Answers Provided

#### Indirect Characterization

Sometimes, the author indirectly reveals these characters' personalities through what they say, how they look, their behavior, and what other characters say about them and how they act around them. This is called indirect characterization. Complete the following chart to examine Mr. Sir and the Warden.

| Mr. Sir   |  |
|---|--|
| His words and behavior tell you that he is <b>sarcastic, authoritative, mean, in charge</b>   |  |
| His looks tell you that he <b>Wants to look a certain way (cowboy hat and sunglasses) tough or wants to appear tough or scary (tattoo of rattlesnake)</b> |  |
| Other characters tell you that he <b>is in charge, not as tough as the Warden, inferior to the warden</b>   |  |
| The Warden  |  |
| Her words and behavior tell you that she is <b>controlling, intimidating, mean, vengeful, vicious, easily aggravated, spiteful, greedy, manipulative</b>  |  |
| Her looks tell you that she is <b>tough, wants to look intimidating</b>   |  |
| Other characters tell you that she is <b>in charge, hateful, intimidating</b>   |  |

# Holes

## Meeting Two Quick Check

### Chapters 21-41

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Stanley tries to teach Zero to \_\_\_\_\_.
  - a. count
  - b. read
  - c. speak clearly
  - d. watch Sesame Street
  
2. Stanley finally realizes that the gold tube he found is \_\_\_\_\_.
  - a. the top of a pen
  - b. the top of a lipstick container
  - c. the casing of a bullet
  - d. a pill case
  
3. How did Kate die?
  - a. Trout shot her.
  - b. Linda hit her with a shovel.
  - c. A lizard bit her.
  - d. She starved to death.
  
4. What happened to the water truck when Stanley jumped in to drive it?
  - a. He ran it into a hole.
  - b. It ran out of gas.
  - c. The brakes gave out.
  - d. It cut off.
  
5. Where did Stanley find Zero?
  - a. at the bottom of Big Thumb
  - b. at the top of Big Thumb
  - c. under a boat
  - d. inside a hole

# Holes

## Meeting Two Quick Check

### Chapters 21-41

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Stanley tries to teach Zero to \_\_\_\_\_.
  - a. count
  - b. **read**
  - c. speak clearly
  - d. watch Sesame Street
  
2. Stanley finally realizes that the gold tube he found is \_\_\_\_\_.
  - a. the top of a pen
  - b. **the top of a lipstick container**
  - c. the casing of a bullet
  - d. a pill case
  
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  - a. **He ran it into a hole.**
  - b. It ran out of gas.
  - c. The brakes gave out.
  - d. It cut off.
  
5. Where did Stanley find Zero?
  - a. at the bottom of Big Thumb
  - b. at the top of Big Thumb
  - c. **under a boat**
  - d. inside a hole

# Meeting Two Group Activity

## Holes 21-41

To be completed after book club discussion  
All members of the group must work together.

What do you think about Zero's "confession"? What could have happened?

---

---

Reread the song "If Only" at the end of chapter thirty-nine.

Who is the speaker in the first line of the song?

- a. the wolf
- b. the woodpecker
- c. Stanley
- d. the moon

This song has a \_\_\_\_\_ tone.

- a. unhappy
- b. witty
- c. cheerful
- d. amusing

If Stanley and Zero made up their own lyrics to this song to describe their current predicament, what might the lyrics be? Create a new version of this song involving Stanley and Zero. Begin your song with the same words: *If only, if only...*

"If only, if only \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"If only, if only."

# Meeting Two Group Activity

## Holes 21-41

### Key

What do you think about Zero's "confession"? What could have happened?

Accept reasonable answers.

Reread the song "If Only" at the end of chapter thirty-nine.

Who is the speaker in the first line of the song?

- a. the wolf
- b. the woodpecker
- c. Stanley
- d. the moon

This song has a \_\_\_\_\_ tone.

- a. unhappy
- b. witty
- c. cheerful
- d. amusing

If Stanley and Zero made up their own lyrics to this song to describe their current predicament, what might the lyrics be? Create a new version of this song involving Stanley and Zero. Begin your song with the same words: *If only, if only...*

Accept reasonable responses. Sample below.

"If only, if only" the two boys sigh  
"The water and onions would make us a little bit stronger."  
While the campers still dig in the sweltering heat  
They cry to the huge big thumb,  
"If only, if only."

# Holes

## Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

- Which of the following is the best overall tone of this novel?
  - factual and informative
  - serious and stern
  - lighthearted YET suspenseful
  - angry and critical
- How does Stanley's relationship with Zero change by the end of the novel?
  - Stanley and Zero become like strangers by the end of the book.
  - Stanley and Zero become close friends by the end of the book.
  - Stanley is just like Zero by the end of the book.
  - Stanley and Zero are enemies by the end of the book.
- Which of the following would be the best theme for this novel?
  - You can only love what you've got while you've got it.
  - Destiny sometimes plays a huge part in our lives.
  - Yellow spotted lizards are very dangerous.
  - Digging holes can make you a good person.
- All of the following words describe the Warden except \_\_\_\_\_.
  - caring
  - demanding
  - selfish
  - motivated
- Which of the following best describes Mr. Pendanski's attitude toward Zero?
  - loving
  - supportive
  - unsupportive
  - one-sided
- The fact that Stanley left the camp to find Zero shows that Stanley is \_\_\_\_\_.
  - brave
  - independent
  - caring
  - all of the above
- In the novel, the use of the third person point of view allows the author to –
  - share only Stanley's inner thoughts and feelings.
  - concentrate on creating unusual characters.
  - share what many of the characters are thinking and feeling.
  - describe the story's setting in vivid details.



8. Which of the following best describes Mr. Sir?
- kind and determined
  - playful and energetic
  - mean and sarcastic
  - all of the above
9. All of the following are things The Warden did EXCEPT \_\_\_\_\_.
- She slapped Mr. Sir with her venom red nail polish.
  - She let a net full of yellow spotted lizards go inside a hole with Zero.
  - She waited and watched as the yellow spotted lizards crawled over Stanley and Zero.
  - She told Mr. Pendanski to destroy all of Hector Zeroni's records.
10. The protagonist is the main character of a story. Who is the protagonist in this novel?
- Stanley
  - Zero
  - Kate Barlow
  - The Warden
11. True or False? By the end of the novel, Mr. Sir is dead.
- true
  - false
12. Madame Zeroni tells Elya Yelnats to carry a \_\_\_\_\_ up the mountain.
- sheep
  - potato
  - pig
  - child
13. Stanley and Zero survive by eating \_\_\_\_\_.
- lizards
  - berries
  - onions
  - bugs
14. Miss Katherine becomes an outlaw because \_\_\_\_\_.
- she is no longer able to teach
  - Sam was unjustly killed
  - Trout Walker put Sam in jail
  - the school house is burned down

15. All of the following characters lived in the Town of Green Lake over one hundred years ago except \_\_\_\_\_.
- Trout
  - Kate
  - Warden
  - Sam
16. Which of the following presents the largest obstacle for Stanley?
- Derrick Dune
  - the desert
  - Clyde Livingston
  - Mr. Sir
17. Which of the following is an effect of Magnet stealing Mr. Sir's sunflower seeds?
- Mr. Sir does not give Stanley any water.
  - The Warden makes the boys in Group D dig the dirt twice.
  - Zigzag hits Stanley in the head with his shovel.
  - The Warden hides microphones around the camp to listen to the boys.
18. Who shot the sheriff of Green Lake?
- Sam
  - Trout Walker
  - The Warden
  - Miss Katherine
19. Which of the following **best** describes Stanley's attitude toward The Warden?
- critical and hateful
  - obedient and submissive
  - admiring yet uncertain
  - disrespectful yet understanding
20. All of the following issues are included in *Holes* **except** \_\_\_\_\_.
- friendship
  - punishment
  - Perseverance
  - beauty

# Holes

## Final Test Answer Key

|           |          |
|-----------|----------|
| <b>1</b>  | <b>C</b> |
| <b>2</b>  | <b>B</b> |
| <b>3</b>  | <b>B</b> |
| <b>4</b>  | <b>A</b> |
| <b>5</b>  | <b>C</b> |
| <b>6</b>  | <b>D</b> |
| <b>7</b>  | <b>C</b> |
| <b>8</b>  | <b>C</b> |
| <b>9</b>  | <b>B</b> |
| <b>10</b> | <b>A</b> |
| <b>11</b> | <b>B</b> |
| <b>12</b> | <b>C</b> |
| <b>13</b> | <b>C</b> |
| <b>14</b> | <b>B</b> |
| <b>15</b> | <b>C</b> |
| <b>16</b> | <b>B</b> |
| <b>17</b> | <b>A</b> |
| <b>18</b> | <b>D</b> |
| <b>19</b> | <b>B</b> |
| <b>20</b> | <b>D</b> |

## Reading Assignment Schedule for Small Steps

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-12 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 13-24 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 25-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for Small Steps

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
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|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Small Steps

## Meeting One Quick Check

### Chapters 1-12

Name \_\_\_\_\_

Date \_\_\_\_\_

1. After leaving Camp Green Lake, which of the following does Armpit do first?
  - a. He buys a house and moves into it with some friends.
  - b. He calls the mayor of Austin to ask for a job.
  - c. He moves into a halfway house.
  - d. He finds X-Ray.
  
2. Which other Camp Green Lake resident comes to invite Armpit to participate in a business adventure?
  - a. Stanley
  - b. Magnet
  - c. Zero
  - d. X-Ray
  
3. Which of the following was the cause of Armpit being sent to Camp Green Lake?
  - a. popcorn
  - b. a cicada
  - c. a huge hole
  - d. shoes
  
4. What stuffed animal won the ruler of the world contest?
  - a. Coo
  - b. Joe the Armadillo
  - c. Milford the Monkey
  - d. Wilbur the Pig
  
5. What is Armpit's real name?
  - a. Adam
  - b. Barney
  - c. Stanley
  - d. Theodore

# Small Steps

## Meeting One Quick Check

### Chapters 1-12

Name Key

Date \_\_\_\_\_

1. After leaving Camp Green Lake, which of the following does Armpit do first?
  - a. He buys a house and moves into it with some friends.
  - b. He calls the mayor of Austin to ask for a job.
  - c. **He moves into a halfway house.**
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  - a. Stanley
  - b. Magnet
  - c. Zero
  - d. **X-Ray**
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  - a. **popcorn**
  - b. a cicada
  - c. a huge hole
  - d. shoes
4. What stuffed animal won the ruler of the world contest?
  - a. Coo
  - b. **Joe the Armadillo**
  - c. Milford the Monkey
  - d. Wilbur the Pig
5. What is Armpit's real name?
  - a. Adam
  - b. Barney
  - c. Stanley
  - d. **Theodore**

# Meeting One Group Activity

## Small Steps 1-12

To be completed after book club discussion  
All members of the group must work together.

In chapter six, Ginny introduces several of her stuffed animals to Theodore. Each stuffed animal has some sort of disability yet also some great strength. Complete the following chart about the stuffed animals. Look back at chapter six to help you. Roscoe is the only stuffed toy for which a strength is not mentioned. Make up a strength for him, and fill in your creative answer on the chart.

| Stuffed animal | Disability | Strength |
|----------------|------------|----------|
| Hooter         |            |          |
| Daisy          |            |          |
| Roscoe         |            |          |
| Coo            |            |          |

### Analyze Ginny

In the next chart, list Ginny's disability. Then, make a list of all of her strengths.

| Ginny's disability | Ginny's strengths |
|--------------------|-------------------|
|                    |                   |



# Meeting One Group Activity

## Small Steps 1-12 **find answers**

### **Key**

In chapter six, Ginny introduces several of her stuffed animals to Theodore. Each stuffed animal has some sort of disability yet also some great strength. Complete the following chart about the stuffed animals. Look back at chapter six to help you. Roscoe is the only stuffed toy for which a strength is not mentioned. Make up a strength for him, and fill in your creative answer on the chart.

| Stuffed animal | Disability       | Strength                |
|----------------|------------------|-------------------------|
| Hooter         | <b>blind</b>     | <b>hearing</b>          |
| Daisy          | <b>deaf</b>      | <b>smell</b>            |
| Roscoe         | <b>paralyzed</b> | <b>fuzzy - warm</b>     |
| Coo            | <b>leukemia</b>  | <b>strong and brave</b> |

### Analyze Ginny

In the next chart, list Ginny's disability. Then, make a list of all of her strengths.

| Ginny's disability    | Ginny's strengths   |
|-----------------------|---|
| <b>Cerebral palsy</b> | <b>good with numbers</b><br><b>funny</b><br><b>smart</b><br><b>strong</b><br><b>brave</b> |

# Small Steps

## Meeting Two Quick Check

### Chapters 13-24

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following is a direct effect of Tatiana telling Armpit that she could not go to the concert with him?
  - a. Ginny has a seizure.
  - b. Armpit borrows Ginny's mother's car.
  - c. Armpit asks Ginny to go to the concert with him.
  - d. Ginny teases Armpit about Tatiana not going.
  
2. What conflict did Armpit run into at the concert?
  - a. He spilled popcorn on a person seated next to him and got into a fight.
  - b. He was accused of having counterfeit tickets.
  - c. Ginny had a seizure before they could get to their seats.
  - d. Ginny was afraid to go inside because the concert was too loud.
  
3. When Kaira hears about Ginny, she allows Armpit and Ginny to \_\_\_\_\_.
  - a. receive her autograph
  - b. come backstage with her
  - c. sit on the very front row
  - d. sing a duet on stage
  
4. Who is Billy boy?
  - a. a serial killer who has been stalking Kaira
  - b. number one fan
  - c. Kaira's uncle
  - d. someone who has threatened Kaira
  
5. Which of the following is NOT in Armpit's description of Habib?
  - a. He has an Iranian accent.
  - b. He is tall and thin.
  - c. He has a mustache.
  - d. His was in his twenties.

# Small Steps

## Meeting Two Quick Check

### Chapters 13-24

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following is a direct effect of Tatiana telling Armpit that she could not go to the concert with him?
  - a. Ginny has a seizure.
  - b. Armpit borrows Ginny's mother's car.
  - c. **Armpit asks Ginny to go to the concert with him.**
  - d. Ginny teases Armpit about Tatiana not going.
2. What conflict did Armpit run into at the concert?
  - a. He spilled popcorn on a person seated next to him and got into a fight.
  - b. **He was accused of having counterfeit tickets.**
  - c. Ginny had a seizure before they could get to their seats.
  - d. Ginny was afraid to go inside because the concert was too loud.
3. When Kaira hears about Ginny, she allows Armpit and Ginny to \_\_\_\_\_.
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  - b. **come backstage with her**
  - c. sit on the very front row
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  - d. His was in his twenties.

# Meeting Two Group Activity

## Small Steps Chapters 13-24

To be completed after book club discussion  
All members of the group must work together.

Kaira recited the words. “These shoes, these jewels, this dress. A perfect picture of success. You would never guess...” She paused and said the next two words slowly and clearly. “I’m but a damsel in distress. Save me. I’m but a damsel in distress.”

What is a damsel? \_\_\_\_\_

What does *distress* mean? \_\_\_\_\_

How do these song lyrics relate to Kaira’s real life?

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Write your own lyrics for a song about one of the characters in the novel. First, create a refrain – the repeated part. Next, write the words to the rest of the song. Make sure your refrain is repeated.

The character my song will be about \_\_\_\_\_

My refrain

Song title \_\_\_\_\_

Now, on a separate sheet of paper, write your song.

# Meeting Two Group Activity

## Small Steps Chapters 13-24

### Key

Kaira recited the words. “These shoes, these jewels, this dress. A perfect picture of success. You would never guess...” She paused and said the next two words slowly and clearly. “I’m but a damsel in distress. Save me. I’m but a damsel in distress.”

What is a damsel? A damsel is an obsolete or literary word for a young girl or woman, unmarried, usually in the juvenile or teenaged bracket.

What does distress mean? It is a hard or painful trouble or struggle.

How do these song lyrics relate to Kaira’s real life?

Accept reasonable responses. Sample response: She is sad and lonely – she feels alone, and she is worried about her mother.

Write your own lyrics for a song about one of the characters in the novel. First, create a refrain – the repeated part. Next, write the words to the rest of the song. Make sure your refrain is repeated.

The character my song will be about \_\_\_\_\_

My refrain

accept reasonable responses

Song title \_\_\_\_\_

Now, on a separate sheet of paper, write your song.

# Small Steps

## Final Test

1. The title of this book can be related to which of the following literary elements?
  - a. flashback
  - b. onomatopoeia
  - c. theme
  - d. personification
2. Which of the following is part of the exposition (beginning) of the novel?
  - a. X-Ray buys an ad in the local newspaper to help sell the tickets.
  - b. Armpit takes Ginny to the concert.
  - c. X-Ray asks Armpit to help him sell concert tickets for a profit.
  - d. Armpit visits Kaira in San Francisco and ends up saving her life.
3. What is the genre of this novel?
  - a. historical fiction
  - b. realistic fiction
  - c. science fiction
  - d. nonfiction
4. Which of the following is most likely the climax (turning point) of *Small Steps*?
  - a. Felix beats up X-Ray and smashes his glasses.
  - b. Ginny has a seizure at the concert.
  - c. Armpit saves Kaira when Jerome tries to kill her.
  - d. Kaira writes a song that Armpit is pretty sure he inspired.
5. Which of the following best describes Kaira's attitude toward her stepfather, Jerome?
  - a. obedient yet disgusted
  - b. admiring yet doubtful
  - c. jealous
  - d. sympathetic
6. This novel deals with all of the following issues **except** \_\_\_\_\_.
  - a. race
  - b. friendship
  - c. religion
  - d. acceptance

7. All of the following describe Ginny **except** \_\_\_\_\_.
- selfish
  - supportive
  - friendly
  - sensitive
8. Who is Jack Dunlevy?
- Kaira's bodyguard
  - Armpit's boss
  - X-Ray's father
  - Kaira's stepfather
9. What two classes is Armpit taking in summer school?
- economics and speech
  - Spanish and history
  - math and mechanics
  - government and accounting
10. Which phrase best describes how Armpit's parents treat him?
- They involve him in their work.
  - They require him to help them all of the time.
  - They do not trust him.
  - They are extremely proud of him.
11. Which of the following is the best overall tone of this novel?
- formal and encouraging
  - profound and serious
  - humorous and amusing
  - sarcastic and stern
12. How would Armpit **most likely** behave if someone were to ask him again to make money by doing something like scalping tickets?
- He would hire someone to stand in line for him instead of wasting his own time.
  - He would consult his economics book first.
  - He would say no because he realizes that it can cause harm.
  - He would gladly do it again and try to make more money.

13. At the end of the novel, the reader can conclude that \_\_\_\_\_.
- Kaira and Armpit are in a serious relationship
  - Armpit begins his own singing career and begins to travel all over the country performing at concerts
  - Armpit graduates from high school and goes on to college
  - Armpit and X-Ray start a ticket scalping business together
14. Which of the following passages contains the best example of imagery?
- A used Band-Aid, crusted with blood, lay on the floor next to the wastebasket.*
  - She was talking to him, but he got the feeling that everything she said was for Fred's benefit.*
  - As the guard was looking them over, two uniformed police officers hurried quickly down the hall.*
  - She checked her small notebook, then knocked on Armpit's door.*
15. True or false? By the end of the novel, Armpit and Kaira are in a serious relationship.
- true
  - false
16. Which of the following events caused Kaira to become extremely mad at Armpit?
- He spilled coffee on the new sweatshirt she bought him.
  - He asked her to write another letter to him so he could sell it to Felix.
  - He was part of the reason that her drummer lost his job.
  - He refused to take Kaira home to meet his parents.
17. The protagonist is the main character of a story. Who is the protagonist in this novel?
- Armpit
  - X-Ray
  - Ginny
  - Kaira
18. Which of the following is the best theme for this novel?
- Mothers really do know best.
  - What goes around comes around.
  - Take life one step at a time and you will succeed.
  - Beauty is only skin deep.



19. \_\_\_\_\_ Theodore Thomas "Armpit" Johnson

20. \_\_\_\_\_ Rex Alvin "X-Ray" Washburn

21. \_\_\_\_\_ Kathy "Kaira DeLeon" Spears

22. \_\_\_\_\_ Ginny McDonald

23. \_\_\_\_\_ Billy Boy

24. \_\_\_\_\_ Cherry Lane

25. \_\_\_\_\_ Felix

26. \_\_\_\_\_ Moses

A. Armpit's disabled friend

B. A person created by "El Genius," who writes threatening letters to Kaira saying how much he loves her and how bad he wants to murder her

C. a teenage boy who has recently returned from [Camp Green Lake](#)

D. Felix's ticket selling partner

E. the mayor of Austin

F. a friend/business partner of Armpit's who convinces him to sell tickets

G. a dirty ticket scalper who does it for a living

H. a teenage pop idol

# Small Steps Final Test Answer Key

|    |   |
|----|---|
| 1  | C |
| 2  | C |
| 3  | B |
| 4  | C |
| 5  | A |
| 6  | C |
| 7  | A |
| 8  | B |
| 9  | A |
| 10 | C |
| 11 | C |
| 12 | C |
| 13 | C |
| 14 | A |
| 15 | B |
| 16 | B |
| 17 | A |
| 28 | C |
| 19 | C |
| 20 | F |
| 21 | H |
| 22 | A |
| 23 | B |
| 24 | E |
| 25 | G |
| 26 | D |

## Reading Assignment Schedule for The Great Gilly Hopkins

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-5 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 6-10 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 11-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for The Great Gilly Hopkins

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# The Great Gilly Hopkins Meeting One

## Quick Check

### Chapters 1-5

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Miss Ellis is a \_\_\_\_\_.
  - a. foster mother
  - b. social worker
  - c. choir director
  - d. secretary
  
2. Which of the following best describes Trotter's relationship with W.E.?
  - a. They have a loving mother/son relationship.
  - b. They fight all of the time.
  - c. W.E. respects Trotter, but they have a distant relationship.
  - d. They are always competing with one another.
  
3. Mr. Randolph is \_\_\_\_\_.
  - a. blind
  - b. deaf
  - c. in a wheelchair
  - d. bald
  
4. What did Gilly take from Mr. Randolph's house?
  - a. a coin from his coin collection
  - b. two five dollar bills
  - c. a map
  - d. a letter written to Trotter
  
5. Where is Gilly's mother?
  - a. in prison
  - b. living with her grandmother
  - c. in California
  - d. in another country

# The Great Gilly Hopkins Meeting One

## Quick Check

### Chapters 1-5

Name \_\_\_\_\_

Date \_\_\_\_\_

- Miss Ellis is a \_\_\_\_\_.
  - foster mother
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- Mr. Randolph is \_\_\_\_\_.
  - blind**
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- What did Gilly take from Mr. Randolph's house?
  - a coin from his coin collection
  - two five dollar bills**
  - a map
  - a letter written to Trotter
- Where is Gilly's mother?
  - in prison
  - living with her grandmother
  - in California**
  - in another country

# Meeting One Group Activity

## The Great Gilly Hopkins Chapters 1-5

To be completed after book club discussion  
All members of the group must work together.

### Point of View

If a character is telling the story, the **first person point of view** is used. If an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the **limited third person point of view** is used. If the narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the **third person omniscient point of view** is used.

Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!

- Is one of the characters telling this story? \_\_\_\_\_ (Go back and look to make sure!)

Answer these questions to decide if the point of view is third person limited:

- Is there an unseen narrator telling the story? \_\_\_\_\_
- Is the focus on one particular character all of the time? \_\_\_\_\_
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone? \_\_\_\_\_

Answer these questions to decide if the point of view is third person omniscient:

- Is there an unseen narrator telling the story? \_\_\_\_\_
- Does the reader have access to the thoughts (not actions) of more than one character? \_\_\_\_\_
- Does the focus go from one character to another character, and then another? \_\_\_\_\_

### What point of view is used in this novel? \_\_\_\_\_

The point of view used in this novel allows the reader to draw conclusions about the way Gilly really feels. In the following chart, read each of the passages and infer what each really says about Gilly. The first one has been completed for you.

| Passage  | Inference about Gilly   |
|--|---|
| The Nevinse's house had been square and white and dustless, just like every other square, white, dustless house...She had been the only thing in the neighborhood out of place...They'd got rid of her. No. She'd got rid of them – the whole stinking lot. (page 8) | When Gilly feels rejected by others, she tends to pretend that she was the one who rejected them. When it says, She'd got rid of them – the whole stinking lot, the reader can infer that Gilly wants to feel in control, so she pretends that she was the one who did the hurting when actually, she was the one who was hurt. |
| The word "mother" triggered something deep in her stomach. She knew the danger signal...This was not the time to start dissolving like hot Jell-O. (page 9)  |   |
| Gilly was hungry but thought it better not to seem to enjoy her supper too much. (page 14)   |   |

# Meeting One Group Activity

## The Great Gilly Hopkins 1-5

To be completed after book club discussion  
All members of the group must work together.

### Point of View

Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!

- Is one of the characters telling this story? **No** (Go back and look to make sure!)

Answer these questions to decide if the point of view is third person limited:

- Is there an unseen narrator telling the story? **Yes**
- Is the focus on one particular character all of the time? **Yes Gilly**
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone? **no**

Answer these questions to decide if the point of view is third person omniscient:

- Is there an unseen narrator telling the story? **yes**
- Does the reader have access to the thoughts (not actions) of more than one character? **no**
- Does the focus go from one character to another character, and then another? **no**

**What point of view is used in this novel? 3<sup>rd</sup> person limited point of view**

| Passage  | Inference about Gilly   |
|--|---|
| The Nevinse's house had been square and white and dustless, just like every other square, white, dustless house...She had been the only thing in the neighborhood out of place...They'd got rid of her. No. She'd got rid of them – the whole stinking lot. (page 8) | When Gilly feels rejected by others, she tends to pretend that she was the one who rejected them. When it says, She'd got rid of them – the whole stinking lot, the reader can infer that Gilly wants to feel in control, so she pretends that she was the one who did the hurting when actually, she was the one who was hurt. |
| The word "mother" triggered something deep in her stomach. She knew the danger signal...This was not the time to start dissolving like hot Jell-O. (page 9)  | <b>At times, when Gilly thinks about her mother, it can make her sad. She tries to suppress these thoughts at the time so she won't get upset. The word "mother" triggers hurt, loss, and pain for Gilly.</b>   |
| Gilly was hungry but thought it better not to seem to enjoy her supper too much. (page 14)   | <b>Gilly wants Trotter to think that she is just fine without anything. She does not want Trotter to think that she enjoys any part of her stay. This is part of her defense mechanisms in order to make sure she doesn't get hurt if she must leave Trotter's house later.</b>   |



# The Great Gilly Hopkins Meeting Two Quick Check Chapters 6-10

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How is Miss Harris different from most teachers that Gilly has had?
  - a. She chooses favorites among her students.
  - b. She is much easier.
  - c. She always gives her class candy and rewards all of the good students.
  - d. She keeps to herself and does not get too personal with students.
  
2. How does Gilly feel about Agnes?
  - a. Agnes annoys Gilly.
  - b. Gilly thinks Agnes would make a really great friend.
  - c. Gilly feels sorry for Agnes.
  - d. Gilly thinks Agnes is very funny.
  
3. Why does Gilly decide to be nice to William Earnest?
  - a. She realizes he is a fun and loving kid.
  - b. She thinks that she may be able to use him for her own advantage.
  - c. She wants him to spy on Trotter for her.
  - d. She thinks that if she is nice to W.E., she will be able to leave Trotter's house.
  
4. How much more money did Gilly find at Mr. Randolph's house?
  - a. \$20
  - b. \$100
  - c. \$500
  - d. None
  
5. Gilly writes a letter to her mother. In this letter, Gilly describes her situation as being \_\_\_\_\_.
  - a. horrible
  - b. wonderful
  - c. boring
  - d. scary

# The Great Gilly Hopkins Meeting Two Quick Check Chapters 6-10

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How is Miss Harris different from most teachers that Gilly has had?
  - a. She chooses favorites among her students.
  - b. She is much easier.
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  - c. She wants him to spy on Trotter for her.
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  - c. \$500
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5. Gilly writes a letter to her mother. In this letter, Gilly describes her situation as being \_\_\_\_\_.
  - a. **horrible**
  - b. wonderful
  - c. boring
  - d. scary

# Meeting Two Group Activity

## The Great Gilly Hopkins 6-10

To be completed after book club discussion  
All members of the group must work together.

**There has been a change in Gilly's attitude. Discuss and answer the following questions about these changes. Write your answers in the boxes.**

List some things that Trotter has done for Gilly to make Gilly see her in a new light.

How is Gilly changing?

If you could give Gilly some advice right now, what would you say to her?

What do you think about Gilly's grandmother?

Predict what you think will happen next.

# Meeting Two Group Activity

## The Great Gilly Hopkins 6-10

To be completed after book club discussion  
All members of the group must work together.

There has been a change in Gilly's attitude. Discuss and answer the following questions about these changes. Write your answers in the boxes.

List some things that Trotter has done for Gilly to make Gilly see her in a new light.

Trotter comes after her at the bus station.  
Trotter refuses to press charges against Gilly or have her locked up. She insists on taking Gilly home.  
Trotter has an argument with Miss Ellis and shows Gilly she cares for her because she says "I ain't giving her up. Never!"  
Trotter tells Gilly about her mother – "If she knowed you – if she just knowed what a girl she has – she'd be here in a minute." (page 96)  
Trotter allows Gilly to earn the money that was needed to pay back Mr. Randolph.  
Trotter kisses her on the forehead after Gilly gives W.E. a "boxing lesson."

How is Gilly changing?

Gilly is beginning to realize that Trotter does care for her. She is beginning to see W.E. as a person, and as a little brother. She wants to help him defend himself. This shows that she is changing because in the past, Gilly was only concerned about using people –not helping them. It is evident that she is beginning to care for Trotter and Mr. Randolph because she takes care of them when they are sick. For once, she puts others before herself.

If you could give Gilly some advice right now, what would you say to her?

Accept reasonable answers.

What do you think about Gilly's grandmother?

Accept reasonable answers.

Predict what you think will happen next.

Accept reasonable answers.

# The Great Gilly Hopkins

## Final Test

1. Which of the following is the best overall tone of this novel?
  - a. profound and serious
  - b. lighthearted and touching
  - c. sarcastic and stern
  - d. resentful and angry
2. In the novel, the use of the third person point of view allows the author to –
  - a. share only Gilly’s inner thoughts and feelings.
  - b. concentrate on creating unusual characters.
  - c. share what many of the characters are thinking and feeling.
  - d. describe the story’s setting in vivid details.
3. Which of the following sentences from the book gives clues as to when this story takes place?
  - a. *Gilly was coming out of the phone booth the next day when Agnes appeared demanding her money.*
  - b. *The stepladder was in the hall. Gilly put her schoolbooks down on the table and went right to it.*
  - c. *She had a nineteen-cent ball-point clutched tightly in her right hand.*
  - d. Both a and c
4. What genre is this novel?
  - a. historical fiction
  - b. realistic fiction
  - c. nonfiction
  - d. science fiction
5. Which of the following is part of the resolution of the novel?
  - a. Gilly writes a mean letter to her teacher.
  - b. Gilly realizes her mother isn’t going to ever rescue her.
  - c. Gilly steals money from Mr. Randolph.
  - d. Mr. Randolph dies from the flu.
6. With whom does Gilly live at the end of the novel?
  - a. her mother
  - b. Trotter
  - c. her grandmother
  - d. Mr. Randolph

7. What made Gilly's grandmother believe that Gilly's letter she wrote to her mother was true?
  - a. She visited when Trotter was away from the home and Gilly was home alone.
  - b. She visited when Trotter, W.E. and Mr. Randolph were sick, and Gilly was taking care of them.
  - c. She visited and saw how unfair Gilly was treated.
  - d. Gilly's grandmother simply believed her daughter when she said Gilly was in a bad situation.
8. Which statement best expresses Gilly's attitude toward Trotter at the end?
  - a. She resents ever meeting Trotter.
  - b. She realizes that life was good at Trotter's.
  - c. She loves Trotter.
  - d. Both b and c
9. At the end of the novel, the reader can conclude that Gilly will\_\_\_\_\_
  - a. continue to live with her grandmother
  - b. leave to find her mother again
  - c. tutor W.E. in reading
  - d. get a part time job after school
10. This novel deals with all of the following issues except \_\_\_\_\_.
  - a. hiding hurts
  - b. facing the truth
  - c. outward beauty
  - d. race and religion
11. Which of the following would be the best theme for this novel?
  - a. If at first you don't succeed, try again.
  - b. Beauty is only skin deep.
  - c. Sometimes who or what you really need is right in front of you.
  - d. It pays off to be mean.

12. How is Courtney different from what Gilly expected?

- a. She is much older than what Gilly expected.
- b. She is not as tall as Gilly expected.
- c. She is not as pretty as Gilly expected.
- d. Both b and c

13. Gilly writes to all of the following except \_\_\_\_\_.

- a. Trotter
- b. William Ernest
- c. Miss Harris
- d. Agnes Stokes

*"I'll come back and see you all the time."*

*Trotter stuck her big warm hand underneath Gilly's pajama top and began to rub her back, the way Gilly had often seen her rub W.E.'s. "No, Gilly, baby. It don't work that way. Like I tried to tell you at supper. Once the tugboat takes you out to the ocean liner, you got to get all the way on board. Can't straddle both decks."*

14. What does Trotter mean in this passage?

- a. that Gilly will have to let go of the past and move on into the future
- b. that Gilly will have to come back and visit Trotter every chance she gets
- c. that Gilly will have to take a cruise on an ocean liner
- d. that Gilly will never be able to speak to Trotter again

15. In the end, the reader finds out that Courtney came because \_\_\_\_\_.

- a. Nonnie paid her to
- b. she wanted to
- c. she missed Gilly so much
- d. she needed to find a new job

16. What does Gilly learn about life in the end of the book?

- a. Those who love you can stop loving you in an instant.
- b. Life is tough, but it is worth living.
- c. A foster parent can never love you like they need to.
- d. Being a big sister is extremely hard.

# The Great Gilly Hopkins

## Final Test Answer Key

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| <b>1</b>      | <b>b</b>      |
| <b>2</b>      | <b>a</b>      |
| <b>3</b>      | <b>d</b>      |
| <b>4</b>      | <b>b</b>      |
| <b>5</b>      | <b>b</b>      |
| <b>6</b>      | <b>c</b>      |
| <b>7</b>      | <b>b</b>      |
| <b>8</b>      | <b>d</b>      |
| <b>9</b>      | <b>a</b>      |
| <b>10</b>     | <b>c</b>      |
| <b>11</b>     | <b>c</b>      |
| <b>12</b>     | <b>d</b>      |
| <b>13</b>     | <b>d</b>      |
| <b>14</b>     | <b>a</b>      |
| <b>15</b>     | <b>a</b>      |
| <b>16</b>     | <b>b</b>      |



## Reading Assignment Schedule for Stargirl

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-11 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 12-22 and will take place on \_\_\_\_\_

Meeting 3 will cover chapter 23-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for Stargirl

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Stargirl Meeting One Quick Check

## Chapters 1-11

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following would Archie most likely have in his house?
  - a. a ladybug
  - b. a neck bone
  - c. a chemical equation
  - d. a drill bit
  
2. Stargirl has a pet \_\_\_\_\_ named \_\_\_\_\_.
  - a. cat, Clover
  - b. rat, Cinnamon
  - c. bird, Electron
  - d. snake, Saguaro
  
3. Who is Archie?
  - a. the principal at their school, MAHS
  - b. Kevin's father
  - c. a retired professor many of the local kids have befriended
  - d. Stargirl's grandfather and Leo's next door neighbor
  
4. Stargirl was home-schooled before coming to Mica High.
  - a. true
  - b. false
  - c. this is not included in the novel
  
5. All of the following changes were seen around Mica High as a result of Stargirl's "rebellion" **except** \_\_\_\_\_.
  - a. fights broke out among the girls
  - b. many students wrote "letters to the editor"
  - c. a shy girl painted her toenails Kelly green
  - d. over a hundred students tried out for the Spring Revue

# Stargirl Meeting One Quick Check

## Chapters 1-11

Name Key

Date \_\_\_\_\_

1. Which of the following would Archie most likely have in his house?
  - a. a ladybug
  - b. a neck bone
  - c. a chemical equation
  - d. a drill bit
2. Stargirl has a pet \_\_\_\_\_ named \_\_\_\_\_.
  - a. cat, Clover
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  - a. fights broke out among the girls
  - b. many students wrote "letters to the editor"
  - c. a shy girl painted her toenails Kelly green
  - d. over a hundred students tried out for the Spring Revue

# Meeting One Group Activity

## Stargirl 1-11

To be completed after book club discussion  
All members of the group must work together.

Stargirl is a unique and interesting character. Based on what you have read so far, complete the following chart about Stargirl.

|  |  |
|--|--|
| <b>Two facts that you have learned about Stargirl</b>                                |  |
| <b>Two descriptive words that seem right for Stargirl</b>                            |  |
| <b>One or two quotes from the story so far that help show Stargirl's personality</b> |  |

# Meeting One Group Activity

## Stargirl 1-11

### Key

Stargirl is a unique and interesting character. Based on what you have read so far, complete the following chart about Stargirl. **Answers will vary. Sample answers below.**

|  |  |
|--|--|
| <b>Two facts that you have learned about Stargirl</b>                                | <b>She carries around a ukulele</b><br><b>At the beginning of classes, Stargirl covers her desk with a ruffled curtain and places a daisy in a vase on top of it</b><br><b>She has a pet rat</b>   |
| <b>Two descriptive words that seem right for Stargirl</b>                            | <b>bizarre</b><br><b>Unusual, friendly, unique, giving</b>   |
| <b>One or two quotes from the story so far that help show Stargirl's personality</b> | <b><i>She had shinnied up a goalpost, tightrope-walked out to the middle of the crossbar, and was now standing there with her arms raised in a touchdown sign.</i></b><br><br><b><i>When Halloween arrived, everyone in her homeroom found a candy pumpkin on his or her desk. No one had to ask who did it.</i></b> |

# Stargirl Meeting Two Quick Check

## Chapters 12-22

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What was thrown at Stargirl while she cheered at a basketball game?
  - a. a tomato
  - b. banana
  - c. rotten potatoes
  - d. rose petals
  
2. Who gave Leo the porcupine tie at the start of the novel?
  - a. Kevin
  - b. Archie
  - c. Stargirl
  - d. Hillari
  
3. What is Leo's conflict at this point in the novel?
  - a. He wants Stargirl to stop cheering for the school.
  - b. He wants Kevin to like Stargirl more.
  - c. He wants Stargirl to blend in with the other students.
  - d. He wants Stargirl to leave him alone.
  
4. Which of the following **best** describes Leo's attitude toward Stargirl?
  - a. critical and hateful
  - b. obedient and submissive
  - c. admiring yet uncertain
  - d. disrespectful yet understanding
  
5. Before changing her name to Stargirl, her name was \_\_\_\_\_.
  - a. Pocket Mouse
  - b. Mudpie
  - c. Hullygully
  - d. All of the above

# Stargirl Meeting Two Quick Check Chapters 12-22

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What was thrown at Stargirl while she cheered at a basketball game?
  - a. **a tomato**
  - b. banana
  - c. rotten potatoes
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  - d. disrespectful yet understanding
  
5. Before changing her name to Stargirl, her name was \_\_\_\_\_.
  - a. Pocket Mouse
  - b. Mudpie
  - c. Hullygully
  - d. **All of the above**



# Meeting Two Group Activity

## Stargirl

To be completed after book club discussion  
All members of the group must work together.

### Author's Style ~ Reread the following passage

*I turned. I felt heavy, as if I were moving through water, as if I were confronting much more than a tenth-grade girl with an unusual name. I face the gaudy sunflower on her canvas bag — it looked hand-painted — and at last my eyes fell into hers. I said, “Thanks for the card.”*

*Her smile put the sunflower to shame. She walked off.*

*Kevin was grinning, wagging his head. “She’s in love.”*

*“Bull,” I said.*

*“She is mucho in love.”*

*“She’s goofy, that’s all.”*

*The bell rang. We gathered our stuff and left.*

*I wobbled through the rest of the day. A baseball bat could not have hit me harder than that smile did. I was sixteen years old. In that time, how many thousands of smiles had been aimed at me? So why did this one feel like the first?*

Spinelli uses a great deal of figurative language, questions, strong, descriptive verbs, and imagery throughout the novel. In the passage above, each of these elements are very evident. Examine the passage by completing each of the following.

- **Underline each example of figurative language.**
- **Circle the examples of imagery.**
- **Place a box around each strong, descriptive verb.**

**What effect do the questions have? What do they make you think about?**

---

**After reading the passage and analyzing the author’s craft, what do you think now about Leo and his feelings for Stargirl?**

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**How do you think Stargirl feels about Leo?**

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# Meeting Two Group Activity

## Stargirl 12-22

### Key

Author's Style ~ Reread the following passage

I turned. I felt heavy, as if I were moving through water, as if I were confronting much more than a tenth-grade girl with an unusual name. I face the gaudy sunflower on her canvas bag — it looked hand-painted — and at last my eyes fell into hers. I said, "Thanks for the card."

Her smile put the sunflower to shame. She walked off.

Kevin was grinning, wagging his head. "She's in love."

"Bull," I said.

"She is mucho in love."

"She's goofy, that's all."

The bell rang. We gathered our stuff and left.

I wobbled through the rest of the day. A baseball bat could not have hit me harder than that smile did. I was sixteen years old. In that time, how many thousands of smiles had been aimed at me? So why did this one feel like the first?

Spinelli uses a great deal of figurative language, questions, strong, descriptive verbs, and imagery throughout the novel. In the passage above, each of these elements are very evident. Examine the passage by completing each of the following.

- **Underline each example of figurative language.**
- **Circle the examples of imagery.**
- **Place a box around each strong, descriptive verb.**

**What effect do the questions have? What do they make you think about?**

The questions make the reader wonder the same thing. Accept reasonable answers.  
After reading the passage and analyzing the author's craft, what do you think now about Leo and his feelings for Stargirl?

Accept reasonable answers.

**How do you think Stargirl feels about Leo? Accept reasonable answers.**

# Stargirl

## Final Test

1. How many people were waiting on Susan when she arrived back from the contest in Phoenix?
  - a. hundreds of people
  - b. around fifty people
  - c. between ten and twenty people
  - d. less than ten people
2. All of the following are things Stargirl did EXCEPT
  - a. gave Leo a tie
  - b. slapped Hillari
  - c. left her hair around for birds to build nests
  - d. created her own office space
3. Which word BEST describes Hillari Kimble's attitude toward Stargirl in the novel?
  - a. caring
  - b. resentful
  - c. tolerant
  - d. nonchalant
4. Which of the following is the best overall tone of this novel?
  - a. eloquent (formal) and encouraging
  - b. profound and serious
  - c. thought provoking and touching
  - d. sarcastic and stern
5. Which of the following is the BEST theme for this novel?
  - a. Prejudice is based on ignorance.
  - b. Speed is the key to life.
  - c. People would be much better off if it weren't for judgments.
  - d. Everyone needs a place to call home.

A dynamic character is one who changes by the end of the story. A static character stays the same. A round character is fully developed with lots of traits, and a flat character is not fully developed and only has one or two traits.

6. The character of Stargirl would best be described as \_\_\_\_\_.
  - a. dynamic, flat
  - b. static, flat
  - c. static, round
  - d. dynamic, round
7. Which of the following words best describe Leo?
  - a. soft spoken and gentle
  - b. timid and a follower
  - c. stubborn and fierce tempered
  - d. outgoing and bubbly

8. In the novel, the use of the first-person point of view allows the author to \_\_\_\_
- share the inner thoughts and feelings of one character.
  - concentrate on creating unusual characters.
  - create imagery throughout the book.
  - describe the story's setting in vivid details
9. What caused Stargirl to transform into Susan?
- to gain Leo's approval
  - to make the cheerleading squad
  - to make Archie happy
  - to finally make friends with a group of girls
10. In the end, we find out that Stargirl \_\_\_\_\_.
- became sick and had to move away
  - had files on many people
  - was using Leo to get to Kevin
  - is really Archie's granddaughter
11. Which statement best expresses Archie's attitude toward Stargirl?
- He admires her because she is more real than most people.
  - He feels that she should have changed to fit in with the others.
  - Instead of avoiding leaving, she should have stayed and been herself.
  - He admires her sense of style.
12. Which of the following best describes the relationship between Leo and Stargirl?
- loving and private
  - turbulent and resentful
  - unsupportive and dangerous
  - one-sided and unsafe
13. Which of the following is most LIKELY the reason Stargirl "returns to normal"?
- Dori decided not to go with Stargirl to the oratorical contest.
  - She returns home after the oratorical contest and was shocked there was not a big crowd.
  - The sign Dori holds up at her return from the oratorical contest said "Nice job, Susan!"
  - She finds out Leo is not going to the Ocotillo Ball with her.

14. What was the name of Leo's TV show?
- The View
  - The Hot Seat
  - The Hot Debate
  - The Debate
15. Which of the following best describes Stargirl?
- kind and unique
  - playful and energetic
  - smart and fun-loving
  - all of the above
16. Which of the following describes an external conflict from the novel?
- Leo's shame of Stargirl's personality
  - Stargirl struggles to fit in as "Susan".
  - Hillari slaps Stargirl at the Ocotillo Ball.
  - none of these

# Stargirl

## Final Test Answer Key

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| <b>1</b>      | <b>d</b>      |
| <b>2</b>      | <b>b</b>      |
| <b>3</b>      | <b>b</b>      |
| <b>4</b>      | <b>c</b>      |
| <b>5</b>      | <b>c</b>      |
| <b>6</b>      | <b>d</b>      |
| <b>7</b>      | <b>b</b>      |
| <b>8</b>      | <b>a</b>      |
| <b>9</b>      | <b>a</b>      |
| <b>10</b>     | <b>b</b>      |
| <b>11</b>     | <b>a</b>      |
| <b>12</b>     | <b>a</b>      |
| <b>13</b>     | <b>b</b>      |
| <b>14</b>     | <b>b</b>      |
| <b>15</b>     | <b>d</b>      |
| <b>16</b>     | <b>c</b>      |

## Reading Assignment Schedule for Love, Stargirl

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover dates Jan. 1-July 18<sup>th</sup> and will take place on \_\_\_\_\_

Meeting 2 will cover dates July 19- Sept. 29<sup>th</sup> and will take place on \_\_\_\_\_

Meeting 3 will cover dates Oct. 5<sup>th</sup> – Jan. 2<sup>nd</sup> and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
| 1   |      | Pages                 |                     |
| 2   |      | Pages                 |                     |
| 3   |      | Pages                 |                     |
| 4   |      | Pages                 |                     |
| 5   |      | Pages                 |                     |
| 6   |      | Pages                 |                     |
| 7   |      | Pages                 |                     |
| 8   |      | Pages                 |                     |

## Reading Assignment Schedule for Love, Stargirl

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Pages to be completed | Check when complete |
|-----|------|-----------------------|---------------------|
|     |      | Pages                 |                     |
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|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |
|     |      | Pages                 |                     |



# Love, Stargirl Meeting One Quick Check Dates January 1- July 18

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What is Enchanted Hill?
  - a. the place where Stargirl meet Dootsie
  - b. the place Stargirl sees Charlie sitting with Grace
  - c. a place where Stargirl meditates
  - d. a place where Stargirl goes to talk to Perry
  
2. Who is Dootsie?
  - a. Stargirl's divorced neighbor
  - b. A little girl that delivers donuts
  - c. A little girl that lives near Stargirl
  - d. A lady from the stone piles
  
3. Which character has been in boot camp?
  - a. Alvina
  - b. Arnold
  - c. Perry
  - d. Thomas
  
4. Which character makes costumes to earn money?
  - a. Stargirl
  - b. Stargirl's mom
  - c. Stargirl's dad
  - d. Betty Lou
  
5. Whose fingernail was Thomas holding?
  - a. Stargirl's
  - b. Dootsie's
  - c. Betty Lou's
  - d. Alvina's

# Love, Stargirl Meeting One Quick Check

## Dates January 1- July 18

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What is Enchanted Hill?
  - a. the place where Stargirl meets Dootsie
  - b. the place Stargirl sees Charlie sitting with Grace
  - c. **a place where Stargirl meditates**
  - d. a place where Stargirl goes to talk to Perry
  
2. Who is Dootsie?
  - a. Stargirl's divorced neighbor
  - b. A little girl that delivers donuts
  - c. **A little girl that lives near Stargirl**
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3. Which character has been in boot camp?
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  - c. **Perry**
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  - a. Stargirl
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  - d. Betty Lou
  
5. Whose fingernail was Thomas holding?
  - a. Stargirl's
  - b. Dootsie's
  - c. Betty Lou's
  - d. **Alvina's**

## Meeting One Group Activity

Love, Stargirl Jan. 1 – July 18

To be completed after book club discussion

All members of the group must work together.

### **Create a Classified Ad for a Special Person**

Stargirl places a classified ad in the local paper for Dootsie.

Dootsie Pringle

Is the BEST April Fooler

In the world!

Now, you create an ad for someone in your group. Keep it positive (nothing negative) and short (15 words or less) and use no more than four lines. Use the space provided below for your ad.

|  |
|--|
|  |
|--|

### **Meet the Face From the Dumpster.**

In this section, we are introduced to *the face from the Dumpster*. Let's take a closer look at him. Complete the following chart to begin analyzing him.

|  |  |
|--|--|
| <b>Two facts that you have learned about him</b>   |  |
| <b>Two descriptive words that seem right for the face from the Dumpster</b>                |  |
| <b>One or two quotes from the story so far that help show this character's personality</b> |  |

# Meeting One Group Activity

## Love, Stargirl Jan. 1 – July 18

### Key

#### Create a Classified Ad for a Special Person

Stargirl places a classified ad in the local paper for Dootsie.

Dootsie Pringle

Is the BEST April Fooler

In the world!

Now, you create an ad for someone in your group. Keep it positive (nothing negative) and short (15 words or less) and use no more than four lines. Use the space provided below for your ad.

**Accept reasonable responses.**

#### Meet the Face From the Dumpster.

In this section, we are introduced to *the face from the Dumpster*. Let's take a closer look at him. Complete the following chart to begin analyzing him.

**Answers will vary. Sample answers below.**

|   |   |
|---|---|
| Two facts that you have learned about him   | Blue eyes, long, floppy black hair<br>Shoplifts to survive  |
| Two descriptive words that seem right for the face from the Dumpster                | Confident, friendly   |
| One or two quotes from the story so far that help show this character's personality | ...breezing along in his shades, more swaggering than walking...<br>...His hand went to the top of her head and missed her hair.<br>She laughed |

# Love, Stargirl Meeting Two Quick Check

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Perry's last name is \_\_\_\_\_.
  - a. Pringle
  - b. Klecko
  - c. Caraway
  - d. Delloplane
  
2. Charlie, the man that visits his wife's grave, is \_\_\_\_\_.
  - a. hard of hearing
  - b. blind
  - c. very hateful
  - d. thin and dying himself
  
3. What does O=(BY)1334Cranberry(F) mean?
  - a. Stargirl put a cranberry on a fence in her backyard.
  - b. Stargirl put a cranberry and a sliced orange in the back yard of 1334 First Street.
  - c. Stargirl put a sliced orange by the yard at 1334 Cranberry Street.
  - d. Stargirl put a sliced orange on a fence in the back yard of the house at 1334 Cranberry Street.
  
4. Which of the following **best** describes Stargirl's attitude toward Perry?
  - a. critical and hateful
  - b. obedient and submissive
  - c. admiring yet doubtful
  - d. disrespectful yet understanding
  
5. Why does Stargirl call Alvina her new little sister?
  - a. Alvina is her stepsister.
  - b. Alvina's become so close and open with Stargirl, they seem like sisters.
  - c. Alvina's mom has asked Stargirl to spend time with Alvina to help her behavior improve.
  - d. Thomas has a crush on Stargirl so he calls Stargirl Alvina's sister-in-law.

# Love, Stargirl Meeting Two Quick Check Start here!

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Perry's last name is \_\_\_\_\_.
  - a. Pringle
  - b. Klecko
  - c. Caraway
  - d. **Delloplane**
  
2. Charlie, the man that visits his wife's grave, is \_\_\_\_\_.
  - a. **hard of hearing**
  - b. blind
  - c. very hateful
  - d. thin and dying himself
  
3. What does O=(BY)1334Cranberry(F) mean?
  - a. Stargirl put a cranberry on a fence in her backyard.
  - b. Stargirl put a cranberry and a sliced orange in the back yard of 1334 First Street.
  - c. Stargirl put a sliced orange by the yard at 1334 Cranberry Street.
  - d. **Stargirl put a sliced orange on a fence in the back yard of the house at 1334 Cranberry Street.**
  
4. Which of the following **best** describes Stargirl's attitude toward Perry?
  - a. critical and hateful
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  - d. Thomas has a crush on Stargirl so he calls Stargirl Alvina's sister-in-law.

# Meeting Two Group Activity

## Love, Stargirl

To be completed after book club discussion

All members of the group must work together.

### Non-Fiction Passage Analysis

**Stargirl tells Alvina to “count coup”. Read the following article about “counting coup”. You can either all read silently, have one person from the group read it aloud, or take turns reading it. Then, answer the questions below it.**

Among Native North Americans of the Plains culture, during battle, an honor was awarded for striking an enemy in specific ways. These strikes, coups as they were called, were considered an extreme act of bravery. Generally, coups were awarded according to the degree of difficulty and danger involved. Any blow struck against the enemy counted as a coup, but the most prestigious acts included touching an enemy warrior, with the hand or with a coup stick, then escaping unharmed. Counting coup could also involve stealing from the enemy. Risk of injury or death was required to count coup. Coups were recorded by notches in a coup stick or by feathers in the headdress of a warrior. Headdresses were not as common as Hollywood has made them out to be; they were burdensome in battle, so they were primarily used in ceremonies. Native Americans who were rewarded with notches or feathers were known for bravery by their peers.

Counting coup was an important social function in Native American culture. The most extreme example of counting coup in Indian wars would be when a warrior would hit his enemy with a stick. This would change the enemy’s energy, by just letting him know that you are not frightened and if you had really wanted to hurt him you could have. This act of physically touching your enemy without seriously hurting him could **take away** the enemy’s anger. It created an opportunity for the enemy to think about and consider what he was doing and gave him a chance to “cool down”.

1. What genre is this passage? \_\_\_\_\_
2. What is the main idea of the first paragraph?
  - a. Feathers were given as a reward for counting coup.
  - b. Counting coup was an act of extreme bravery in Native American culture.
  - c. Touching an enemy with a coup stick is counting coup.
  - d. There was a risk of danger or death when counting coup.
3. Which of the following sentences is not related to the main idea of the first paragraph?
  - a. Counting coup could also involve stealing from the enemy.
  - b. Coups were recorded by notches in a coup stick or by feathers in the headdress of a warrior.
  - c. Headdresses were not as common as Hollywood has made them out to be; they were burdensome in battle, so they were primarily used in ceremonies.
  - d. Native Americans who were rewarded with notches or feathers were known for bravery by their peers.
4. Which of the following transition words would **best** enhance meaning if it were added to the last sentence in paragraph two?
  - a. However,
  - b. In addition,
  - c. Since,
  - d. Certainly,
5. Which of the following words could **best** be used in place of the underlined words in paragraph two?
  - a. disarm
  - b. remove
  - c. restart
  - d. create

# Meeting Two Group Activity

## Love, Stargirl

To be completed after book club discussion

All members of the group must work together.

### Non-Fiction Passage Analysis

**Stargirl tells Alvina to “count coup”. Read the following article about “counting coup”. You can either all read silently, have one person from the group read it aloud, or take turns reading it. Then, answer the questions below it.**

Among Native North Americans of the Plains culture, during battle, an honor was awarded for striking an enemy in specific ways. These strikes, coups as they were called, were considered an extreme act of bravery. Generally, coups were awarded according to the degree of difficulty and danger involved. Any blow struck against the enemy counted as a coup, but the most prestigious acts included touching an enemy warrior, with the hand or with a coup stick, then escaping unharmed. Counting coup could also involve stealing from the enemy. Risk of injury or death was required to count coup. Coups were recorded by notches in a coup stick or by feathers in the headdress of a warrior. Headdresses were not as common as Hollywood has made them out to be; they were burdensome in battle, so they were primarily used in ceremonies. Native Americans who were rewarded with notches or feathers were known for bravery by their peers.

Counting coup was an important social function in Native American culture. The most extreme example of counting coup in Indian wars would be when a warrior would hit his enemy with a stick. This would change the enemy’s energy, by just letting him know that you are not frightened and if you had really wanted to hurt him you could have. This act of physically touching your enemy without seriously hurting him could **take away** the enemy’s anger. It created an opportunity for the enemy to think about and consider what he was doing and gave him a chance to “cool down”.

1. What genre is this passage? **nonfiction**
2. What is the main idea of the first paragraph?
  - a. Feathers were given as a reward for counting coup.
  - b. **Counting coup was an act of extreme bravery in Native American culture.**
  - c. Touching an enemy with a coup stick is counting coup.
  - d. There was a risk of danger or death when counting coup.
3. Which of the following sentences is not related to the main idea of the first paragraph?
  - a. Counting coup could also involve stealing from the enemy.
  - b. Coups were recorded by notches in a coup stick or by feathers in the headdress of a warrior.
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  - d. Native Americans who were rewarded with notches or feathers were known for bravery by their peers.
4. Which of the following transition words would **best** enhance meaning if it were added to the last sentence in paragraph two?
  - a. However,
  - b. **In addition,**
  - c. Since,
  - d. Certainly,
5. Which of the following words could **best** be used in place of the underlined words in paragraph two?
  - a. **disarm**
  - b. remove
  - c. restart
  - d. create



# Love, Stargirl

## Final Test

1. The novel is set in the state of \_\_\_\_\_.
  - a. South Carolina
  - b. Florida
  - c. Pennsylvania
  - d. Arizona
2. Which of the following days of the week is "Calendar Hill Day"?
  - a. Monday
  - b. Tuesday
  - c. Wednesday
  - d. Thursday
3. Stargirl's pet is a(n) \_\_\_\_\_.
  - a. turtle
  - b. cat
  - c. rat
  - d. snake
4. Her pet's name is \_\_\_\_\_.
  - a. Cinnamon
  - b. Ponytail
  - c. Dandy
  - d. Thomas
5. When Stargirl decides to start a business to earn some money, she starts \_\_\_\_\_.
  - a. a babysitting service
  - b. a delivery service
  - c. a garden grooming service
  - d. a pet walking service

**6. A conversation with Perry Delloplane is about as straightforward as the path of a soccer ball.**

What does this sentence reveal about Perry?

- a. Perry likes to play soccer.
  - b. Perry is slow and has a difficult time moving out of the way of balls.
  - c. Perry is hard to keep up with when talking to him.
  - d. Perry is getting a soccer scholarship, and it has gone to his head.
7. What does Stargirl have to do after she goes on a field trip?
    - a. Provide her mother and father with a detailed list of the things she did and things she saw.
    - b. Write an ad for the newspaper.
    - c. Write a poem.
    - d. Sit with her mom, then Betty Lou, and explain the best parts of the trip.

8. Which character had to be hospitalized?
- Stargirl
  - Betty Lou
  - Margie
  - Dootsie
9. Which of the following words best describes the tone when Stargirl's father tells her that Cinnamon is missing?
- embarrassed
  - melancholic
  - enraged
  - nightmarish
10. ***It's a twenty-pebble day.*** What does this mean for Stargirl?
- She has been to the old cement factory collecting rock samples.
  - She is very happy.
  - She is very sad.
  - She is mad enough to spit rocks.
11. Who found Cinnamon after the fire?
- Dootsie
  - Rita Wishart
  - Perry
  - Arnold
12. What does Stargirl's mother call her when she is really upset?
- Miss Stargirl
  - Susan
  - Starbrat
  - Daughter
13. Stargirl and her family spend Thanksgiving eating turkey and cheese-and-garlic smashed potatoes with \_\_\_\_\_.
- Margie at the donut shop
  - Dootsie and her parents
  - Perry and Dootsie at their home
  - Betty Lou at her house

14. Which characters meet in a fish market?
  - a. Perry and Stargirl
  - b. Perry and Dootsie
  - c. Charlie and Stargirl
  - d. Charlie and Grace
15. Why did Stargirl place oranges around town?
  - a. Simply because she loves birds.
  - b. She knows that the oranges will bring mockingbirds to the town and make others happy.
  - c. So that the mockingbird will follow the trail of oranges to Betty Lou's house.
  - d. So that Dootsie can enjoy the birds the orange halves bring.
16. Neva is \_\_\_\_\_.
  - a. Perry's mother
  - b. Stargirl's neighbor
  - c. Dootsie's mother
  - d. Betty Lou's neighbor
17. Which of the following characters has a gambling problem?
  - a. Perry
  - b. Roy
  - c. Arnold
  - d. Charlie
18. Which of the following best describes Perry's relationship with his father?
  - a. They are very close and have a loving relationship.
  - b. Even though they live far apart, they stay in close contact.
  - c. Perry really loves his dad.
  - d. Perry hates his father.
19. How does Stargirl first discover that Archie has come to her house to visit?
  - a. She sees his truck in her driveway.
  - b. She sees his coat on the chair by the door.
  - c. She hears him talking to her mother in the kitchen.
  - d. She smells his cherry pipe tobacco.
20. Which of the following attended the Solstice celebration?
  - a. the Huffelmeyers
  - b. a reporter from the *Morning Lenape*
  - c. the honeybees
  - d. all of the above

# Love, Stargirl

## Final Test Answer Key

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

## Reading Assignment Schedule for Number the Stars

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-8 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 9-13 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 14-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

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|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Number the Stars

## Meeting One Quick Check

### Chapters 1-8

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Annemarie and Ellen are \_\_\_\_\_.
  - a. sisters
  - b. friends
  - c. neighbors
  - d. friends neighbors
  
2. This story is set in \_\_\_\_\_.
  - a. Copenhagen, Denmark
  - b. Paris, France
  - c. Germany
  - d. the United States
  
3. Ellen is Annemarie's sister.
  - a. true
  - b. false
  
4. What did Annemarie take from Ellen seconds before the soldiers came into her bedroom that night?
  - a. her journal
  - b. her necklace
  - c. a picture of her mother
  - d. her ring
  
5. Who is Henrick?
  - a. a German soldier
  - b. Annemarie's father
  - c. Annemarie's uncle
  - d. Ellen's father

# Number the Stars

## Meeting One Quick Check

### Chapters 1-8

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Annemarie and Ellen are \_\_\_\_\_.
  - a. sisters
  - b. friends
  - c. neighbors
  - d. **friends neighbors**
  
2. This story is set in \_\_\_\_\_.
  - a. **Copenhagen, Denmark**
  - b. Paris, France
  - c. Germany
  - d. the United States
  
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  - a. true
  - b. **false**
  
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  - a. her journal
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  - d. her ring
  
5. Who is Henrick?
  - a. a German soldier
  - b. Annemarie's father
  - c. **Annemarie's uncle**
  - d. Ellen's father



## Meeting One Group

### Number the Stars Chapters 1-8

To be completed after book club discussion

All members of the group must work together.

#### Predict

**Good readers make predictions as they read. They take clues that an author provides and try to figure out what will happen. Reread the passages below; then answer the questions to make predictions.**

*“Tomorrow will be a day for fishing,” Henrik said, his smile disappearing...*

*Mama looked at him. “The weather is right?” she asked.*

*Henrik nodded and looked at the sky. He smelled the air. “I will be going back to the boat tonight after supper. We will leave very early in the morning. I will stay on the boat all night.*

What do you think that Henrik and Mama are referring to when they talk about “a day for fishing”?

Do you think Henrik will actually be on a boat all night long?

What do you think that their plan may be?

*“Well, girls,” he said, “it is a sad event, but not too sad, really, because she was very, very old. There has been a death, and tonight your Great-aunt Birte will be resting in the living room, in her casket, before she is buried tomorrow...(page 72)*

*And Annemarie was quite, quite certain, though she said nothing. There was no Great-aunt Birte. She didn’t exist. (page 73)*

Do you think that there really is a Great-aunt Birte?

Why do you think that Henrick tells the girls that Great-aunt Birte will be in her casket in the living room?

What do you think is going to happen?

# Meeting One Group

## Number the Stars Chapters 1-8

### Key

#### Predict

**Good readers make predictions as they read. They take clues that an author provides and try to figure out what will happen. Reread the passages below; then answer the questions to make predictions.**

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*Mama looked at him. “The weather is right?” she asked.*

*Henrik nodded and looked at the sky. He smelled the air. “I will be going back to the boat tonight after supper. We will leave very early in the morning. I will stay on the boat all night.*

What do you think that Henrik and Mama are referring to when they talk about “a day for fishing”?

**Accept reasonable answers. Students may respond a day that is good to bring Jews to hide.**

Do you think Henrik will actually be on a boat all night long?

**Accept reasonable answers. Students may respond no because Henrik has been speaking in riddles about other things.**

What do you think that their plan may be?

**Accept reasonable answers.**

*“Well, girls,” he said, “it is a sad event, but not too sad, really, because she was very, very old. There has been a death, and tonight your Great-aunt Birte will be resting in the living room, in her casket, before she is buried tomorrow...(page 72)*

*And Annemarie was quite, quite certain, though she said nothing. There was no Great-aunt Birte. She didn’t exist. (page 73)*

Do you think that there really is a Great-aunt Birte?

**no**

Why do you think that Henrick tells the girls that Great-aunt Birte will be in her casket in the living room?

**Accept reasonable answers. Students may say that this is a distraction for the soldiers.**

What do you think is going to happen? **Accept reasonable answers.**

# Number the Stars

## Meeting Two Quick Check

### Chapters 9-13

Name \_\_\_\_\_

Date \_\_\_\_\_

1. The soldier asked \_\_\_\_\_ who died.
  - a. Annemarie
  - b. Henrik
  - c. Ellen
  - d. Kirsti
  
2. What did Mama tell the officer when he told her to open the casket?
  - a. that the casket would not open
  - b. that Aunt Birte had died of Typhus
  - c. that no one was in the casket
  - d. that she would cry if it were opened
  
3. What did the soldier do to Mama?
  - a. He arrested her.
  - b. He asked her to leave the house.
  - c. He slapped her face.
  - d. He gave her a gift.
  
4. What does Peter give to the baby before they all leave the house?
  - a. a hug
  - b. a bottle of warm milk
  - c. a letter
  - d. a dropper of medicine
  
5. What does Annemarie's mother tell her to tell a soldier if they stop her on her way to Henrik?
  - a. tell him that she is taking lunch to her uncle
  - b. tell him that she is visiting her uncle for the first time
  - c. ask him for directions and pretend that she is lost
  - d. ask him to show her the way to Henrik

# Number the Stars

## Meeting Two Quick Check

### Chapters 9-13

Name Key

Date \_\_\_\_\_

- The soldier asked \_\_\_\_\_ who died.
  - Annemarie
  - Henrik
  - Ellen
  - Kirsti
- What did Mama tell the officer when he told her to open the casket?
  - that the casket would not open
  - that Aunt Birte had died of Typhus
  - that no one was in the casket
  - that she would cry if it were opened
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  - ask him for directions and pretend that she is lost
  - ask him to show her the way to Henrik

Meeting Two Group  
Number the Stars Chapters 9-13  
To be completed after book club discussion  
All members of the group must work together.

**Read the following passages from chapter 11.**

*All of those things, those sources of pride – the candlesticks, the books, the daydreams of theater – had been left behind in Copenhagen...there was only the clothing of unknown people for warmth, the food from Henrik's farm for **survival**, and the dark path ahead through the woods to **freedom**...*

*But their shoulders were as straight as they had been in the past; in the classroom, on the stage, at the Sabbath table. So there were other sources, too, of **pride**, and they had not left everything behind. (pages 93-94)*

**The bolded words from these passages can all be related to themes in this novel. One has been written below for survival. Write a theme statement for freedom and for pride. What is the author trying to tell us about how these two words relate to life in this story?**

Survival: It takes courage, but sometimes you have to go to extreme measures for survival.

Freedom: \_\_\_\_\_

Pride: \_\_\_\_\_

**Symbolism**

A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is.

A literary symbol has literal meaning in a written work but stands for something else.

If something is symbolic, it will most likely

- be repeated in the book.
- be written in a memorable or vivid way.
- be emphasized.
- mean something else than what it is.

In the psalm that Peter reads, the last sentence reads:

*It is he who heals the broken in spirit and binds up their wounds, he who **numbers the stars** one by one...(page 86-87)*

*Number the Stars* is the title of this book, which emphasizes this phrase. It is written in a memorable way because it is read aloud at a tense time during the plot and is in a Psalm. And it can definitely mean something else than stars in the sky.

What might the stars symbolize? Explain your answer.

# Meeting Two Group

## Number the Stars Chapters 9-13

### Key

**Read the following passages from chapter 11.**

*All of those things, those sources of pride – the candlesticks, the books, the daydreams of theater – had been left behind in Copenhagen...there was only the clothing of unknown people for warmth, the food from Henrik's farm for **survival**, and the dark path ahead through the woods to **freedom**...*

*But their shoulders were as straight as they had been in the past; in the classroom, on the stage, at the Sabbath table. So there were other sources, too, of **pride**, and they had not left everything behind. (pages 93-94)*

**The bolded words from these passages can all be related to themes in this novel. One has been written below for survival. Write a theme statement for freedom and for pride. What is the author trying to tell us about how these two words relate to life in this story?**

Survival: It takes courage, but sometimes you have to go to extreme measures for survival.

Freedom: Accept reasonable answers

Pride: Accept reasonable answers

#### **Symbolism**

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What might the stars symbolize? Explain your answer.

Accept reasonable answers. Possible answer – The stars may symbolize people, or Jews.

# Number the Stars

## Final Test

1. What is the point of view of this novel?
  - a. first person
  - b. second person
  - c. third person omniscient
  - d. third person limited
2. What is the genre of *Number the Stars*?
  - a. science fiction
  - b. drama
  - c. historical fiction
  - d. nonfiction
3. The protagonist is the main character of a story. Who is the protagonist in this novel?
  - a. Annemarie
  - b. Ellen
  - c. Henrik
  - d. Peter
4. The setting of the novel is \_\_\_\_\_.
  - a. during the past, in Denmark
  - b. present day times, in various parts of Sweden
  - c. in the future, throughout Germany
  - d. during the distant past in the United States
5. All of the following words describe Annemarie except \_\_\_\_\_.
  - a. caring
  - b. protective
  - b. loyal
  - d. overactive
6. Which of the following describes the overall tone of this novel?
  - a. serious and profound
  - b. humorous and encouraging
  - c. offbeat and factual
  - d. stern and modest
7. Which of the following words best describe Kirsti?
  - a. soft spoken and gentle
  - b. shy and awkward
  - c. stubborn yet outgoing
  - d. selfish yet passionate
8. Which of the following best describes the relationship between Annemarie and Ellen?
  - a. loving
  - b. turbulent
  - c. unsupportive
  - d. one-sided

9. When Annemarie volunteered to take the basket to Henrik, this shows that she was all of the following **except**\_\_\_\_\_.
- brave
  - independent
  - selfish
  - caring
10. Which of the following is the best theme for this novel?
- The Holocaust was a horrible event.
  - Sometimes those who endure hardships are heroes.
  - Fishermen are very helpful.
  - Annemarie and her friend were brave.
11. True or False? By the end of the novel, Peter Neilsen is dead.
- true
  - false
12. What do we learn about the truth of Lise's death?
- She was part of the resistance along with Peter.
  - She secretly worked for the Nazis.
  - She was an undercover police officer.
  - She never died, but was secretly living in another town.
13. How was Lise killed?
- She was captured and executed.
  - She was hit by a car.
  - She was starved to death in a concentration camp.
  - She was drowned by a soldier.
14. Who is Blossom?
- the dog
  - the cow
  - Lise's aunt
  - a Nazi soldier's wife
15. What do the fishermen hide underneath their boats?
- secret papers
  - bread and water
  - people
  - ammunition



# Number the Stars

## Final Test Answer Key

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| 1             | a             |
| 2             | c             |
| 3             | a             |
| 4             | a             |
| 5             | d             |
| 6             | a             |
| 7             | c             |
| 8             | a             |
| 9             | c             |
| 10            | b             |
| 11            | a             |
| 12            | a             |
| 13            | b             |
| 14            | b             |
| 15            | c             |

## Reading Assignment Schedule for Maniac Magee

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover part one and will take place on \_\_\_\_\_

Meeting 2 will cover part two and will take place on \_\_\_\_\_

Meeting 3 will cover part 3 and the entire book and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for Maniac Magee

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Maniac Magee

## Meeting One Quick Check

### Part 1

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Why does Maniac Magee have to go and live with Aunt Dot and Uncle Dan?
  - a. His parents have given them temporary custody while they travel out of the country.
  - b. He is tired of living under his parents' strict rules.
  - c. His parents are killed in a trolley crash, and he is forced to go live with them.
  - d. His parents have moved and he lives with his aunt and uncle so he does not have to change schools.
  
2. Which of the following is **not** something that Maniac loves about living at the Beale's home?
  - a. going to the fourth of July block party
  - b. attending church
  - c. walking Bow Wow
  - d. sharing the *A* encyclopedia with Amanda
  
3. Which of these events happened first?
  - a. Maniac moves in with Amanda Beale.
  - b. The Cobras try to catch Maniac.
  - c. Maniac borrows a book from Amanda.
  - d. Maniac finds out he is allergic to pizza.
  
4. What is Maniac Magee's real name?
  - a. Jeffrey
  - b. Bob
  - c. John
  - d. Duke
  
5. Why does Maniac not want the Beales to call him Maniac?
  - a. He hates the name.
  - b. He does not want to lose the name his parents gave to him.
  - c. He is tired of the name.
  - d. He would rather them call him Miracle Magee.

# Maniac Magee

## Meeting One Quick Check

### Part 1

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Why does Maniac Magee have to go and live with Aunt Dot and Uncle Dan?
  - a. His parents have given them temporary custody while they travel out of the country.
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  - d. His parents have moved and he lives with his aunt and uncle so he does not have to change schools.
  
2. Which of the following is **not** something that Maniac loves about living at the Beale's home?
  - a. Going to the fourth of July block party
  - b. attending church
  - c. walking Bow Wow
  - d. **sharing the A encyclopedia with Amanda**
  
3. Which of these events happened first?
  - a. Maniac moves in with Amanda Beale.
  - b. The Cobras try to catch Maniac.
  - c. **Maniac borrows a book from Amanda.**
  - d. Maniac finds out he is allergic to pizza.
  
4. What is Maniac Magee's real name?
  - a. **Jeffrey**
  - b. Bob
  - c. John
  - d. Duke
  
5. Why does Maniac not want the Beales to call him Maniac?
  - a. He hates the name.
  - b. **He does not want to lose the name his parents gave to him.**
  - c. He is tired of the name.
  - d. He would rather them call him Miracle Magee.

# Meeting One Group

## Maniac Magee Part 1

To be completed after book club discussion  
All members of the group must work together.

### Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the limited third person point of view is used. If the narrator allows the reader to know thoughts and feelings of more than one character, the third person omniscient point of view is used.

What point of view is used in *Maniac Magee*? \_\_\_\_\_  
How do you know this point of view is used?

\_\_\_\_\_

If it were told from Maniac Magee's point of view, what are some things that we would not know about that we know about now?

### The Finsterwald's Backyard

Read the description of the Finsterwald's backyard on pages 16 – 17.  
Find the metaphor in the description.

\_\_\_\_\_

Jerry Spinelli's description of the Finsterwald's backyard is notable because of the metaphor used to describe it and the witty examples of those who dared not grace the place. Using this passage as a model, write a description of the Finsterwald's backyard, but describe it as if it were the nicest place in town, as if the Finsterwalds were the nicest people around.

# Meeting One Group

## Maniac Magee Part 1

To be completed after book club discussion  
All members of the group must work together.

### Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the limited third person point of view is used. If the narrator allows the reader to know thoughts and feelings of more than one character, the third person omniscient point of view is used.

What point of view is used in *Maniac Magee*? 3<sup>rd</sup> person omniscient  
How do you know this point of view is used?

Sample Answer: Unseen narrator – legend. Does not only focus on Maniac.

If it were told from Maniac Magee's point of view, what are some things that we would not know about that we know about now? We wouldn't know others' reactions to Maniac. For example, we wouldn't know Amanda's first impression of him (pg. 13) and little details like Amanda being late to school for the first time in her life. We wouldn't know the history behind the Finsterwald's backyard either.

### The Finsterwald's Backyard

Read the description of the Finsterwald's backyard on pages 16 – 17.

Find the metaphor in the description.

Finsterwald's backyard was a graveyard of tennis balls and baseballs and footballs and Frisbees and model airplanes and one way boomerangs.

Jerry Spinelli's description of the Finsterwald's backyard is notable because of the metaphor used to describe it and the witty examples of those who dared not grace the place. Using this passage as a model, write a description of the Finsterwald's backyard, but describe it as if it were the nicest place in town, as if the Finsterwalds were the nicest people around.

Accept reasonable answers.

# Maniac Magee

## Meeting Two Quick Check

### Part 2

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Who found Maniac after he climbed out of the buffalo pen?
  - a. Mars Bar
  - b. Amanda
  - c. Grayson
  - d. The park Superintendent
  
2. What did Grayson do before working at the park zoo?
  - a. He worked at the Blue Star Restaurant.
  - b. He managed the YMCA in Two Mills.
  - c. He taught school.
  - d. He played Minor League Baseball.
  
3. Which of the following best describes Grayson?
  - a. judgmental, dedicated
  - b. caring, generous
  - c. cold-hearted, selfish
  - d. forgiving, lazy
  
4. What did Maniac paint on the outside of his “apartment”?
  - a. a house number
  - b. a “beware of dog” sign
  - c. a “keep-out” sign
  - d. a decorative wreath
  
5. What happened to Grayson five days after Christmas?
  - a. He won the lottery.
  - b. He moved in with Maniac.
  - c. He died.
  - d. He was paralyzed.



# Maniac Magee

## Meeting Two Quick Check

### Part 2

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Who found Maniac after he climbed out of the buffalo pen?
  - a. Mars Bar
  - b. Amanda
  - c. **Grayson**
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  - c. He taught school.
  - d. **He played Minor League Baseball.**
3. Which of the following best describes Grayson?
  - a. judgmental, dedicated
  - b. **caring, generous**
  - c. cold-hearted, selfish
  - d. forgiving, lazy
4. What did Maniac paint on the outside of his “apartment”?
  - a. **a house number**
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  - d. a decorative wreath
5. What happened to Grayson five days after Christmas?
  - a. He won the lottery.
  - b. He moved in with Maniac.
  - c. **He died.**
  - d. He was paralyzed.

## Meeting Two Group Maniac Magee Part 2

To be completed after book club discussion  
All members of the group must work together.

### Point of View

In chapter twenty-two, Jerry Spinelli allows us to see through the eyes of a baby buffalo. This intriguing point of view allows Maniac's whereabouts to be revealed in a surprising and somewhat humorous way.

Reread the beginning of chapter 22. Then, try writing the passage from the mama buffalo's point of view.

*If you were the mama buffalo at the Elmwood Park Zoo, maybe it would have gone something like this:*



# Maniac Magee

## Final Test

- Which of the following does **not** describe Maniac's early life?
  - Maniac lived with his older sister and her husband.
  - When he was three, his parents were killed when the trolley they were on crashed into the river.
  - His relatives did not speak to each other. They had two of everything. Maniac spent part of his time with each one of them.
  - He lived with them for eight years.
- All of the following are a part of the legend of Maniac Magee EXCEPT
  - He could run fast.
  - He sat on the Finsterwald's steps.
  - He loosened Cobble's Knot.
  - He wrestled a buffalo in front of a crowd.
- Which word BEST describes Mars Bars' attitude toward Maniac in the first part of the novel?
  - caring
  - resentful
  - tolerant
  - nonchalant
- Maniac lived with all of the following EXCEPT
  - Amanda Beale
  - Grayson
  - Mars Bar
  - Russell and Piper
- Which of the following best describes Maniac's character?
  - lonely
  - joyful
  - courageous
  - selfish
- What does Maniac constantly have to trick Russell and Piper into doing?
  - brushing their teeth
  - going to school
  - taking a bath
  - eating nutritious meals
- Which of the following is **not** a theme for this novel?
  - Prejudice is based on ignorance.
  - Speed is the key to life.
  - People would be much better off if it weren't for their judgments.
  - Everyone needs a place to call home.

8. The genre of this novel is \_\_\_\_\_.
- science fiction
  - historical fiction
  - realistic fiction
  - Nonfiction

A round character is fully developed and has lots of traits. A flat character is not fully developed and can only be described with one or two traits. A dynamic character changes by the end of the story, and a static character stays the same.

9. The character of Mars Bar would best be described as \_\_\_\_\_.
- dynamic, flat
  - static, flat
  - static, round
  - dynamic, round
10. Which of the following words best describe Amanda Beale?
- soft spoken and gentle
  - timid and awkward
  - stubborn and fierce tempered
  - outgoing and bubbly
11. Which of the following best describes the relationship between Grayson and Maniac Magee?
- loving
  - turbulent
  - unsupportive
  - one-sided
12. Who are the Cobras?
- snakes that live in the park near Maniac's house
  - a minor league team that Grayson played for
  - a fictional group of characters in one of Amanda's books
  - a gang with a strong hatred and fear of blacks
13. How has Mars Bar changed by the end of the novel?
- He is more accepting of Maniac even though he is white.
  - He no longer thinks highly of himself.
  - He no longer likes Maniac.
  - He enjoys visiting Russell and Piper's house.

14. Who is John McNab?
- a. the park superintendent
  - b. Mars Bar's brother
  - c. Amanda Beale's next door neighbor
  - d. Russell and Piper's brother
15. In the end, we find out that all Maniac ever really wanted was\_\_\_\_\_.
- a. to be a friend
  - b. to be a legend
  - c. to have a home
  - d. to be able to eat pizza
16. Which of the following words best describes Maniac in the end of the book?
- a. scared
  - b. sad
  - c. content
  - d. jealous

# Maniac Magee Final Test Answer Key

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| 1             | a             |
| 2             | d             |
| 3             | b             |
| 4             | c             |
| 5             | c             |
| 6             | a             |
| 7             | b             |
| 8             | c             |
| 9             | d             |
| 10            | c             |
| 11            | a             |
| 12            | d             |
| 13            | a             |
| 14            | d             |
| 15            | c             |
| 16            | c             |

## Reading Assignment Schedule for Bridge to Terabithia

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-4 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 5-8 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 9- end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | Chapters                 |                     |

## Reading Assignment Schedule for Bridge to Terabithia

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |



# Bridge to Terabithia

## Meeting One Quick Check

### Chapters 1-4

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

1. Jess lives \_\_\_\_\_.
  - a. on a farm with his grandparents
  - b. on a farm with his parents
  - c. in town with his grandparents
  - d. in town with his parents
  
2. Who is Joyce Ann?
  - a. Jess' teacher
  - b. Jess' mom
  - c. Jess' neighbor
  - d. Jess' baby sister
  
3. What is Jess' hobby?
  - a. building things
  - b. gardening
  - c. drawing
  - d. cooking
  
4. How does Jess' dad feel about his hobby?
  - a. He thinks it is a ridiculous waste of time.
  - b. He supports him.
  - c. He feels that it will one day turn into his job.
  - d. He wants Jess to teach his sisters about his hobby.
  
5. Who is the school bully?
  - a. Jess
  - b. Leslie
  - c. May Belle
  - d. Janice

# Bridge to Terabithia

## Meeting One Quick Check

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

1. Jess lives \_\_\_\_\_.
  - a. on a farm with his grandparents
  - b. on a farm with his parents**
  - c. in town with his grandparents
  - d. in town with his parents
  
2. Who is Joyce Ann?
  - a. Jess' teacher
  - b. Jess' mom
  - c. Jess' neighbor
  - d. Jess' baby sister**
  
3. What is Jess' hobby?
  - a. building things
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  - c. drawing**
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  - a. He thinks it is a ridiculous waste of time.**
  - b. He supports him.
  - c. He feels that it will one day turn into his job.
  - d. He wants Jess to teach his sisters about his hobby.
  
5. Who is the school bully?
  - a. Jess
  - b. Leslie
  - c. May Belle
  - d. Janice**

# Meeting One Group Activity

## Bridge to Terabithia Chapters 1-4

To be completed after book club discussion  
All members of the group must work together.

### **Leslie Runs**

*She just took off running to the old Perkins place. He couldn't help turning to watch. She ran as though it was her nature. It reminded him of the flight of wild ducks in the autumn. So smooth. The word "beautiful" came to his mind, but he shook it away and hurried up to the house.*

What does this passage reveal about Jess' thoughts and feelings towards Leslie?

---

---

Why do you think Jess wanted to shake away the word *beautiful* to describe Leslie's running?

---

---

### **Predict**

Do you think that Jess and Leslie will form a friendship by the end of the book? Why or why not?

---

---

---

## Word Choice

Author's choices of words work to enhance style, tone, or clarity in writing. Katherine Paterson uses many strong verbs to paint a picture in the mind of the reader. Through the use of strong, vivid verbs, the reader is able to gain a better understanding of a character or a situation. Read the following sentences from chapter four and underline the strong verbs. Then on the line below the sentence, tell what the verb allows you to understand / see better.

Jess shoved his hair off his red forehead.

---

Now as he sat on the rug in the teachers' room the same warm feeling swept through him at the sound of her voice.

---

Even her ordinary speaking voice bubbled from inside her, rich and melodic.

---

She plunked herself down beside him on the bus and squeezed over closer to him to make room for May Belle on the same seat.

---

But she had wheeled around again, and was zooming down the hall.

---

Jess slunk out of the building.

---

**Find another sentence containing a strong verb in this chapter.**

Page number: \_\_\_\_\_

Sentence: \_\_\_\_\_

---

How does this verb make the sentence more vivid?

---

**Now, you try it. Rewrite the following sentence and choose a verb that adds more detail for the reader. Each group member should write his/her own sentence.**

She went down the sidewalk.

# Meeting One Group Activity

## Bridge to Terabithia Chapters 1-4

To be completed after book club discussion  
All members of the group must work together.

### Leslie Runs

*She just took off running to the old Perkins place. He couldn't help turning to watch. She ran as though it was her nature. It reminded him of the flight of wild ducks in the autumn. So smooth. The word "beautiful" came to his mind, but he shook it away and hurried up to the house.*

What does this passage reveal about Jess' thoughts and feelings towards Leslie? Accept reasonable responses – students may respond that Jess feels that Leslie is special and unique, etc.

Why do you think Jess wanted to shake away the word *beautiful* to describe Leslie's running? Accept reasonable responses – students may respond that Jess associates the word beautiful with someone who a person is romantically linked

### Predict

Do you think that Jess and Leslie will form a friendship by the end of the book? Why or why not? Accept reasonable predictions.

### Word Choice

shoved

swept

bubbled

plunked, squeezed

wheeled, zooming

slunk

# Bridge to Terabithia

## Meeting Two Quick Check

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

1. What does Janice take from May Belle?
  - a. her doll
  - b. her crayons
  - c. her Twinkies
  - d. her lunchbox
  
2. Who is P.T.?
  - a. Leslie's dad
  - b. Jess' sister
  - c. a boy in the fifth grade
  - d. Leslie's dog
  
3. Which of the following characters has a close relationship with his/her parents?
  - a. Jess
  - b. Leslie
  - c. Janice Avery
  - d. none of these
  
4. Which character reveals that he/she is beaten by his/her father?
  - a. Leslie
  - b. Janice Avery
  - c. Jess
  - d. Willard Hughes
  
5. What holiday does Jess' family spend by going to church?
  - a. Christmas
  - b. Thanksgiving
  - c. Easter
  - d. Mother's Day

# Bridge to Terabithia

## Meeting Two Quick Check

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

1. What does Janice take from may Belle?
  - a. her doll
  - b. her crayons
  - c. her Twinkies**
  - d. her lunchbox
  
2. Who is P.T.?
  - a. Leslie's dad
  - b. Jess' sister
  - c. a boy in the fifth grade
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  - a. Jess
  - b. Leslie**
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  - d. none of these
  
4. Which character revels that he/she is beaten by his/her father?
  - a. Leslie
  - b. Janice Avery**
  - c. Jess
  - d. Willard Hughes
  
5. What holiday does Jess' family spend by going to church?
  - a. Christmas
  - b. Thanksgiving
  - c. Easter**
  - d. Mother's Day

# Meeting One Group Activity

## Bridge to Terabithia Chapters 5-8

To be completed after book club discussion  
All members of the group must work together.

Use the following dictionary entry to answer questions 1-5.

**reg-i-cide** : \re-jə-sīd\  
Function: *noun*

Etymology: Latin *reg-*, *rex* king + English *-cide* —

Date: circa 1548

1 : a person who kills a king

2 : the killing of a king

— **reg-i-ci-dal** \re-jə-sī-dəl<sup>ə</sup> *adjective*

*“Regicide,” she said proudly.*

*“Regi-what?”*

(Leslie and Jess - page 54)

1. Based on the definition, when Leslie jokes about regicide, she jokes about killing \_\_\_\_\_.
  - a. Janice Avery
  - b. her mom
  - c. Jess
  - d. May Belle
2. What part of speech is the word Leslie uses?
  - a. noun
  - b. adjective
  - c. verb
  - d. adverb
3. The word regicide is made of which two roots?
  - a. re and cide
  - b. regi and cide
  - c. reg and icide
  - d. reg and cide
4. How many syllables are in the word?
  - a. one
  - b. two
  - c. three
  - d. four
5. The origin of the word is \_\_\_\_\_.
  - a. Latin
  - b. Rex
  - c. English
  - d. both a and c



# Meeting One Group Activity

## Island of the Bridge to Terabithia Chapters 5-8

To be completed after book club discussion  
All members of the group must work together.

Use the following dictionary entry to answer questions 1-5.

**reg-i-cide** : \re-jə-sīd\  
Function: *noun*

Etymology: Latin *reg-*, *rex* king + English *-cide* —

Date: circa 1548

**1** : a person who kills a king

**2** : the killing of a king

— **reg-i-ci-dal** \re-jə-sī-dəl\ *adjective*

*“Regicide,” she said proudly.*

*“Regi-what?”*

(Leslie and Jess - page 54)

- Based on the definition, when Leslie jokes about regicide, she jokes about killing\_\_\_\_.  
a. Janice Avery  
b. her mom  
c. **Jess**  
d. May Belle
- What part of speech is the word Leslie uses?  
a. **noun**  
b. adjective  
c. verb  
d. adverb
- The word regicide is made of which two roots?  
a. re and cide  
b. regi and cide  
c. reg and icide  
d. **reg and cide**
- How many syllables are in the word?  
a. one  
b. two  
c. **three**  
d. four
- The origin of the word is \_\_\_\_\_.  
a. **Latin**  
b. Rex  
c. English  
d. both a and c

## **Silent Passage Analysis**

**Directions:** Glue each of these passages in the center of a separate sheet of paper. Then, each group member will silently read each passage and make a comment about them individually. The comment may be an interpretation of the passage or what the passage personally means to the readers.

**He shook himself back to the source of his anger. He was angry, too, because it would soon be Christmas and he had nothing to give Leslie. It was not as if she would expect something expensive; it was that he needed to give her something as much as he needed to eat when he was hungry.**

**He had received a racing car set...the silly cars kept falling off at the curves until his father was cursing at them with impatience. Jess wanted it to be OK. He wanted so much for his dad to be proud of his present, the way he, Jess, had been proud of the puppy.**

**...She giggled happily. "Dumb dog," she said proudly. "Yeah." It felt like Christmas again.**

# Final Test

## Bridge to Terabithia

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

- Which of the following best describe Leslie?
  - kind and determined
  - playful and energetic
  - smart and fun-loving
  - all of the above
- All of the following are things Jess did EXCEPT \_\_\_\_\_.
  - give Leslie a puppy
  - trick Janice Avery
  - tear down the rope
  - make a wreath
- What genre is this novel?
  - historical fiction
  - realistic fiction
  - nonfiction
  - drama
- Who is Judy?
  - Jess' mom
  - one of Jess' older sisters
  - Leslie and Jess' favorite teacher
  - Leslie's mom
- What is the name of the town in which Jess and his family live?
  - Lark Creek
  - Washington
  - Terabithia
  - Terrien
- With whom did Jess go to Washington?
  - his parents
  - Brenda and May Belle
  - Miss Edmunds
  - Mrs. Myers
- How did Leslie die?
  - in a bike accident
  - heart failure
  - car wreck
  - drowned

8. Who does Jess make queen of Terabithia after Leslie dies?
- Brenda
  - Miss Edmunds
  - Joyce Ann
  - May Belle
9. After Leslie's death, which of the following is something that Leslie's dad did **NOT** give to Jess?
- lumber
  - books
  - P.T.
  - A paint set
10. Jess made a funeral \_\_\_\_\_ for Terabithia after Leslie dies.
- wreath
  - portrait
  - meal
  - parade
11. What does Jess do after Leslie dies?
- He runs away from home and takes Prince Terrien.
  - He burns the castle at Terabithia.
  - He throws the paint set Leslie gave him into the creek.
  - He beats up Gary Fulcher for being mean to Leslie at school.

**Matching – Match each quote with the person who said it.**

- Leslie**
- Jess**
- Janice Avery**
- May Belle**
- Brenda**

12. What are you giving your *girl* friend, Jess?
13. I love this room. Don't you feel the golden enchantment of it? It's worthy to be – in a palace.
14. But Leslie, what if you die? What's going to happen to you if you die?
15. You can't make a go of a farm nowadays....My dad has to go to Washington to work....

# Bridge to Terabithia

## Final Test Answer Key

| Number | Answer |
|--------|--------|
| 1      | d      |
| 2      | c      |
| 3      | b      |
| 4      | d      |
| 5      | a      |
| 6      | c      |
| 7      | d      |
| 8      | d      |
| 9      | c      |
| 10     | a      |
| 11     | c      |
| 12     | e      |
| 13     | a      |
| 14     | d      |
| 15     | b      |

## Reading Assignment Schedule for Hatchet

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-5 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 6-10 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 11-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for Hatchet

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Hatchet

## Meeting One Quick Check

### Chapters 1-5

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What happened to the pilot of the plane?
  - a. He fell asleep while piloting the plane.
  - b. He had a heart attack and died while flying the plane.
  - c. He went blind while flying the plane.
  - d. He got lost while flying the plane.
  
2. Where does the plane land?
  - a. near mountains
  - b. in a jungle
  - c. on an island Near a lake
  - d. in a lake
  
3. Which of the following best describes Brian's feelings toward his mom and the "secret" that he knows?
  - a. uncaring
  - b. suspicion and eagerness
  - c. anger and embarrassment
  - d. resentment and pride
  
4. Which of the following items does Brian have with him once he is on the island?
  - a. a stopwatch
  - b. a pair of flip flops
  - c. a woven bracelet
  - d. a thin leather belt
  
5. So far, Brian has faced or worried about all of the following except\_\_\_\_\_.
  - a. swarming mosquitoes
  - b. search planes coming to find him
  - c. large animals
  - d. a bad storm coming



# Hatchet

## Meeting One Quick Check

### Part 1

Name **Key**

Date \_\_\_\_\_

1. What happened to the pilot of the plane?
  - a. He fell asleep while piloting the plane.
  - b. **He had a heart attack and died while flying the plane.**
  - c. He went blind while flying the plane.
  - d. He got lost while flying the plane.
  
2. Where does the plane land?
  - a. near mountains
  - b. in a jungle
  - c. on an island Near a lake
  - d. **in a lake**
  
3. Which of the following best describes Brian's feelings toward his mom and the "secret" that he knows?
  - a. uncaring
  - b. suspicion and eagerness
  - c. **anger and embarrassment**
  - d. resentment and pride
  
4. Which of the following items does Brian have with him once he is on the island?
  - a. a stopwatch
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  - c. a woven bracelet
  - d. **a thin leather belt**
  
5. So far, Brian has faced or worried about all of the following except\_\_\_\_\_.
  - a. swarming mosquitoes
  - b. search planes coming to find him
  - c. large animals
  - d. **a bad storm coming**

# Meeting One Group

## Hatchet Chapters 1-5

To be completed after book club discussion  
All members of the group must work together.

**Look back at page 50. List the things that Brian has with him, and try to come up with a way that each thing might be helpful to Brian on the island.**

| Items that Brian has with him in his pocket | How these items could be used |
|---|-------------------------------|
|   |                               |
|   |                               |
|   |                               |
|   |                               |
|   |                               |
|   |                               |
|   |                               |
|   |                               |

# Meeting One Group

## Hatchet Chapters 1-5

To be completed after book club discussion  
All members of the group must work together.

**Look back at page 50. List the things that Brian has with him, and try to come up with a way that each thing might be helpful to Brian on the island.**

| Items that Brian has with him in his pocket | How these items could be used |
|---|-------------------------------|
| A quarter, 3 dimes, nickel, 2 pennies       | Accept reasonable answers.    |
| fingernail clipper                          | Accept reasonable answers.    |
| billfold                                    | Accept reasonable answers.    |
| \$20 bill                                   | Accept reasonable answers.    |
| belt  | Accept reasonable answers.    |
| hatchet                                     | Accept reasonable answers.    |
| Windbreaker, Tshirt, socks, jeans           | Accept reasonable answers.    |
| Digital watch                               | Accept reasonable answers.    |

# Hatchet

## Meeting Two Quick Check

### Chapters 6-10

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Brian feels \_\_\_\_\_ toward his mother.
  - a. sorrow
  - b. anger
  - c. support
  - d. hurt
  
2. Why did Brian get sick after eating the berries?
  - a. He was allergic to them.
  - b. They were poisonous.
  - c. He drank lake water with them.
  - d. He ate too many of them.
  
3. What did Brian see when he was picking raspberries?
  - a. a pack of wolves
  - b. a cave
  - c. a bear
  - d. an abandoned hut
  
4. What does Brian do with the twenty dollar bill that was in his pocket?
  - a. He puts it in a bottle along with a letter and throws it in the water.
  - b. He buries it so he will have it when he leaves the island.
  - c. He tears it up and tries to use it to build a fire.
  - d. He uses it as a device to catch dew to drink.
  
5. What new food does Brian discover?
  - a. turtle eggs
  - b. bananas
  - c. crabs
  - d. rabbit

# Hatchet

## Meeting Two Quick Check

### Chapters 6-10

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Brian feels \_\_\_\_\_ toward his mother.
  - a. sorrow
  - b. **anger**
  - c. support
  - d. Hurt
2. Why did Brian get sick after eating the berries?
  - a. He was allergic to them.
  - b. They were poisonous.
  - c. He drank lake water with them.
  - d. **He ate too many of them.**
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  - c. **a bear**
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  - c. **He tears it up and tries to use it to build a fire.**
  - d. He uses it as a device to catch dew to drink.
5. What new food does Brian discover?
  - a. **turtle eggs**
  - b. bananas
  - c. crabs
  - d. rabbit

## Meeting Two Group Hatchet Chapters 6-10

To be completed after book club discussion  
All members of the group must work together.

Write the definition for the word *personification*.

---

**Find examples of personification in chapter ten by completing the following chart.**

| Page # | What is being personified   | Sentence (Write the sentence that contains the personification.) |
|--------|-----------------------------|--|
| 94     | the fire                    |  |
| 96     | the fire                    |  |
| 99     | his hunger                  |  |
| 101    | his stomach, and his hunger |  |

What kind of words does Gary Paulsen use to set the mood at the beginning of chapter 10 when Brian is tending to the fire? How does the personification help set this mood?

| Words used to set the mood... | How personification helps set this mood... |
|-------------------------------|--|
|                               |  |

How does Gary Paulsen intensify the severity of his hunger by using personification?

---

# Meeting Two Group

## Hatchet Chapters 6-10

### Key

Write the definition for the word *personification*.

**giving a non-human object human traits**

**Find examples of personification in chapter ten by completing the following chart.**

| Page # | What is being personified   | Sentence (Write the sentence that contains the personification.)   |
|--------|-----------------------------|--|
| 94     | the fire                    | <b>... the happy crackle of the dry wood as it burned...<br/>...broke them in small pieces and fed the fire.</b>                     |
| 96     | the fire                    | <b>The fire cut the night coolness and settled him back to sleep...</b>  |
| 99     | his hunger                  | <b>The hunger, always there, had been somewhat controlled and dormant when there was nothing to eat...</b>                           |
| 101    | his stomach, and his hunger | <b>...his stomach took it, held it, and demanded more.<br/>...He could not now believe the hunger.<br/>The eggs had awakened it.</b> |

What kind of words does Gary Paulsen use to set the mood at the beginning of the chapter when Brian is tending to the fire? How does the personification help set this mood?

| Words used to set the mood...  | How personification helps set this mood...   |
|--|--|
| <p>Precious</p> <p>Happy crackle</p> <p>Could not leave it</p> <p>Fed the fire</p> | <p>The personification shows the importance of the fire. This helps develop the mood of seriousness and importance. It as if the fire is something that is alive and must be kept alive.</p> |

**Hunger demands him to do something. It propels him to survive.**

# Hatchet

## Final Test

1. Which of the following **best** describes Brian's attitude toward his mother?
  - a. critical and angry
  - b. obedient and submissive
  - c. admiring yet doubtful
  - d. disrespectful yet understanding
2. Which of the following is the best overall tone of this novel?
  - a. factual and formal
  - b. profound and serious
  - c. lighthearted and touching
  - d. suspenseful and adventurous
3. Which of the following would **not** be a theme for this novel?
  - a. Self-pity will get you nowhere.
  - b. If you try hard enough, you can achieve anything.
  - c. Everyone needs friends.
  - d. To be a survivor, you can never give up.
4. What happened when Brian tried out his first bow and arrow that he made?
  - a. He killed a bird on his first shot.
  - b. He got his arrow stuck in a tree.
  - c. The bow wood exploded in his hands.
  - d. The bow broke in half.
5. Which of the following best describes Brian?
  - a. brave and determined
  - b. playful and energetic
  - c. caring and shy
  - d. all of the above
6. Which of the following describes an internal conflict from the novel?
  - a. A tornado hits the island.
  - b. Brian struggles with what his mom has done.
  - c. Brian argues with the pilot.
  - d. None of these
7. At the end of the novel, the reader can conclude that Brian will\_\_\_\_\_.
  - a. remain on the island
  - b. go on the Survivor television show
  - c. go back home and tell others about his experiences
  - d. learn to fly a plane



8. This novel deals with all of the following issues except \_\_\_\_\_.
- hiding the truth
  - victories and defeats
  - importance of attitude and self motivation
  - race and religion
9. Which of the following helped Brian the most to survive?
- the hatchet
  - his shoestrings
  - his watch
  - his gun
10. Brian learns that \_\_\_\_\_ is everything.
- peace of mind
  - food
  - shelter
  - a good attitude
11. What eats Brian's turtle eggs?
- a skunk
  - a beaver
  - a bear
  - a snake
12. How does Brian end up storing fish?
- inside a cooler that he made
  - on a shelf that he built in a tree
  - in an enclosure that he made in the water
  - in a hole in the ground
13. How was Brian finally able to kill a foolbird?
- He snuck right up to it.
  - He learned that he had to shoot it in the chest.
  - He finally noticed the shape of the bird and could see them better.
  - He finally noticed how the birds slept and could sneak up on them better.
14. After the tornado, what hurts Brian?
- his legs
  - his head
  - his stomach
  - his ribs
15. How did Brian get inside the plane again?
- He swam through an open window.
  - He cut through the aluminum with his hatchet.
  - He tied a rope to the plane and used it to split it in half.
  - He pried open the door to the plane with his hatchet.

16. What does the hatchet symbolize?
  - a. survival and hope
  - b. food and water
  - c. Brian's pride and determination
  - d. his mother's love for him
17. What mistake does Brian make when he is trying to get inside the sunken plane?
  - a. He cuts his hand.
  - b. He drops his hatchet.
  - c. He swallows too much water.
  - d. He loses the survival bag.
18. Which of the following items were **not** found in the survival pack?
  - a. a sleeping bag
  - b. pots and pans
  - c. a cap
  - d. money
19. What changed Brian the minute he picked it up?
  - a. the rifle
  - b. the food from the pack
  - c. the emergency transmitter
  - d. the compass
20. This book falls under the genre of \_\_\_\_\_.
  - a. historical fiction
  - b. realistic fiction
  - c. fantasy
  - d. nonfiction

# Hatchet

## Final Test Answer Key

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| 1             | a             |
| 2             | d             |
| 3             | c             |
| 4             | c             |
| 5             | a             |
| 6             | b             |
| 7             | c             |
| 8             | d             |
| 9             | a             |
| 10            | d             |
| 11            | a             |
| 12            | c             |
| 13            | c             |
| 14            | d             |
| 15            | b             |
| 16            | a             |
| 17            | b             |
| 18            | d             |
| 19            | a             |
| 20            | b             |

## Reading Assignment Schedule for Rules

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-7 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 8-14 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 15-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

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Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

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|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
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|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Rules

## Meeting One Quick Check

### Chapters 1-7

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Who is David?
  - a. Catherine's brother
  - b. Catherine's neighbor
  - c. Catherine's dad
  - d. Catherine's friend
  
2. Catherine keeps David's rules in a \_\_\_\_\_.
  - a. cardboard box
  - b. sketchbook
  - c. purse
  - d. ipad
  
3. David goes to \_\_\_\_\_.
  - a. art school
  - b. a reading tutor
  - c. occupational therapy
  - d. summer camp
  
4. Who is Jason?
  - a. a patient in the waiting room
  - b. David's teacher
  - c. a leader at summer camp
  - d. Catherine's classmate
  
5. Catherine creates \_\_\_\_\_ for Jason.
  - a. wood carvings
  - b. songs
  - c. jokes
  - d. cards

# Rules

## Meeting One Quick Check

### Chapters 1-7

Name Key

Date \_\_\_\_\_

1. Who is David?
  - a. Catherine's brother
  - b. Catherine's neighbor
  - c. Catherine's dad
  - d. Catherine's friend
  
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  - a. wood carvings
  - b. songs
  - c. jokes
  - d. cards

# Meeting One Group

## Rules Chapters 1-7

To be completed after book club discussion  
All members of the group must work together.

### **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<br>(Answer question here) |
|---|--|--|
| <b>“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)</b>   | Why do you think that Jason insisted on changing his shirt?          |  |
| <b>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)</b> | 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?**



# Meeting One Group

## Rules Chapters 1-7

### Key

### 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<br>(Answer question here)                  |
|--|--|---|
| <p><b>“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)</b></p>   | <p><b>Why do you think that Jason insisted on changing his shirt?</b></p>          | <p><b><u>He wanted to look nice for Catherine</u></b></p> |
| <p><b>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)</b></p> | <p><b>Why do you think Jason did not already have a card that said friend?</b></p> | <p><b><u>He didn’t have any or many friends.</u></b></p>  |

### 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?**

**She ate the other half.**

# Rules

## Meeting Two Quick Check

### Chapters 8-14

Name \_\_\_\_\_

Date \_\_\_\_\_

- a. What is Catherine's first impression of Kristi when she comes over for the first time?
  - a. Catherine thinks that Kristi is too shy.
  - b. Catherine thinks that Kristi is cool.
  - c. Catherine thinks that Kristi is not nice.
  - d. Catherine thinks that Kristi is overly loud.
  
2. What gift does Jason send to Catherine on the day that Catherine doesn't go to OT?
  - a. a pair of earrings
  - b. a loaf of bread
  - c. a magazine
  - d. a bag of carrots
  
3. How does Catherine feel about Ryan?
  - a. She thinks he is a jerk.
  - b. She secretly likes him.
  - c. She thinks he is very smart.
  - d. She thinks he is a good friend.
  
4. What does Catherine take Jason to do one day while they are at OT?
  - a. buy a guitar
  - b. draw pictures
  - c. run by pushing his wheelchair
  - d. feed her guinea pigs at her house
  
5. Kristi wants Catherine to \_\_\_\_\_.
  - a. visit her dad's house with her
  - b. help her make posters for the town fair
  - c. go on a double date to the community dance
  - d. allow Ryan to tutor David

# Rules

## Meeting Two Quick Check

### Chapters 8-14

Name Key

Date \_\_\_\_\_

- a. What is Catherine's first impression of Kristi when she comes over for the first time?
  - a. Catherine thinks that Kristi is too shy.
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# Meeting Two Group

## Rules Chapters 8-14

To be completed after book clubs discussion  
All members of the group must work together.

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 chapter eight 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*)

# Meeting Two Group

## Rules Chapters 8-14

### Key

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.

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Nice as a cockroach. (*not nice at all*)

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

**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*)

# 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  
Final Test Answer Key

| <b>Question #</b> | <b>Answer</b> |
|-------------------|---------------|
| 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             |

## Reading Assignment Schedule for Hoot

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-7 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 8-12 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 13-end and the entire book and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for Hoot

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Hoot

## Meeting One Quick Check

### Chapters 1-7

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What made Miss Hennepin eventually believe Roy's story?
  - a. She talked with Roy's parents.
  - b. She saw a note that Dana had written to harass Roy.
  - c. She saw marks on Roy's neck.
  - d. She believed Roy's explanation of the fight.
  
2. How did the running boy get the name Mullet Fingers?
  - a. His fingers (and body) smell like a mullet.
  - b. He lost a finger in a fishing accident.
  - c. He tried to feed a mullet a finger.
  - d. He can catch a mullet with his hand.
  
3. Who is Beatrice Leep's step-brother?
  - a. Dana Matherson
  - b. David Delinko
  - c. Mullet Fingers
  - d. She does not have one.
  
4. How do Roy and his parents find out about the police cruiser windows getting painted?
  - a. the newspaper
  - b. Garrett told Roy
  - c. the Department of Justice
  - d. a middle school rumor
  
5. In the story, Beatrice bites \_\_\_\_\_.
  - a. Roy's cookie in half
  - b. Roy's rear bike tire
  - c. a barbeque sandwich
  - d. a pancake

# Hoot

## Meeting One Quick Check

### Chapters 1-7

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What made Miss Hennepin eventually believe Roy's story?
  - a. She talked with Roy's parents.
  - b. She saw a note that Dana had written to harass Roy.
  - c. **She saw marks on Roy's neck.**
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  - c. **Mullet Fingers**
  - d. She does not have one.
  
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  - d. a middle school rumor
  
5. In the story, Beatrice bites \_\_\_\_\_.
  - a. Roy's cookie in half
  - b. **Roy's rear bike tire**
  - c. a barbeque sandwich
  - d. a pancake

## Meeting One Group

### Rules Chapters 1-7

To be completed after book club discussion  
All members of the group must work together.

There are certainly vivid descriptions in this book, and Roy's encounter with the snakes is no exception to Carl Hiaasen's creative imagery. Reread the passage on page 51 that begins with *They had broad...* paying attention to the descriptive words.

Write a poem about snakes taking some of the descriptive language that Hiaasen used. Here is a list of words and phrases from the passage you may want to consider using:

*broad triangular heads*

*muck-colored*

*ominously plump.*

*highly poisonous.*

*no rattles*

*stubby tails*

*dipped in blue and silver sparkles*

*fat reptiles untangled themselves*

*tongues flicking*

*coiled sluggishly*

Your poem does not need to rhyme. Your poem can be about the snakes that Roy encounters or just about snakes in general. Write it on a separate sheet of paper.

Roy's encounter with these snakes causes him to have a flashback. Reread the episode when Roy has this flashback. Why does the author choose to tell us this story? What do we learn about Roy from the flashback?

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Make a list of any words or phrases used in the flashback that create imagery in the passage.

# Meeting One Group

## Rules Chapters 1-7

### Key

There are certainly vivid descriptions in this book, and Roy's encounter with the snakes is no exception to Carl Hiaasen's creative imagery. Reread the passage on page 51 that begins with *They had broad...* paying attention to the descriptive words.

Write a poem about snakes taking some of the descriptive language that Hiaasen used. **SAMPLE Poem:**

**Snakes**  
**Their ominous, broad,**  
**triangular heads**  
**Slowly appeared.**  
**Dozens of quick tongues**  
**flickered about**  
**in exploration.**  
**These highly poisonous**  
**Reptiles**  
**Had no rattles to**  
**Create noise.**  
**So, they silently and sluggishly**  
**Slithered to**  
**The dark crevices**  
**Of the basement.**

Roy's encounter with these snakes causes him to have a flashback. Reread the episode when Roy has this flashback. Why does the author choose to tell us this story? What do we learn about Roy from the flashback?

**The author shows that Roy knows how to handle himself in dealing with nature.**  
**We learn that Roy can be nervous on the inside yet remain calm and collected on the outside.**

Make a list of any words or phrases used in the flashback that create imagery in the passage.

**Possible responses: ...snorting, huffing, rising on their hind legs...  
...bear squinted and growled and sniffed...made a sharp coughing noise, and her cubs obediently dashed off into the woods...  
...barred her yellow teeth, and faked a lunge toward him.  
...Roy was quaking with terror but on the outside he remained calm and motionless...  
...lumbered off to collect her cubs**

# Hoot

## Meeting Two Quick Check

### Hoot Chapters 8-12

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How did Mullet Fingers get hurt?
  - a. He was run over by the bull dozer.
  - b. He was bitten by a dog.
  - c. He was sick from eating raw hamburger meat.
  - d. He was bitten by a snake.
  
2. Why did Curly shoot his gun inside the trailer?
  - a. He thought he saw a mouse.
  - b. He was angry because the toilet wasn't working.
  - c. He was shooting to scare Mullet Fingers away.
  - d. He heard something in the bathroom and shot before thinking.
  
3. When Officer Delinko rode by the construction site to try and look at the dogs, he found \_\_\_\_\_ hanging on the fence.
  - a. flowery material
  - b. fabric
  - c. snake skin
  - d. owl feathers
  
4. Who is the spokesperson for the Mother Paula Pancake house?
  - a. Beatrice Leep
  - b. Kimberly Lou Dixon
  - c. Chuck Muckle
  - d. Leroy Branitt
  
5. What name did Mullet Fingers use to get admitted to the hospital?
  - a. Garrett
  - b. Dana
  - c. Roy
  - d. None of the above



# Hoot

## Meeting Two Quick Check

### Chapters 8-12

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How did Mullet Fingers get hurt?
  - a. He was run over by the bull dozer.
  - b. **He was bitten by a dog.**
  - c. He was sick from eating raw hamburger meat.
  - d. He was bitten by a snake.
  
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  - d. owl feathers
  
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  - b. **Kimberly Lou Dixon**
  - c. Chuck Muckle
  - d. Leroy Branitt
  
5. What name did Mullet Fingers use to get admitted to the hospital?
  - a. Garrett
  - b. Dana
  - c. **Roy**
  - d. None of the above

## Meeting Two Group Hoot Chapters 8-12

To be completed after book club discussion  
All members of the group must work together.

When writing a narrative, it is important that your characters seem believable and realistic. One way to do this is through dialogue. The way a character speaks should match his/her personality. Carl Hiaasen does a stupendous job making his characters realistic, especially through how they speak and what they say.

In chapter eight, we are introduced to a new character, Kalo, and what fun it is to read his dialogue. Kalo speaks with a foreign accent, and Hiaasen writes it so that the reader is able to read it just like Kalo should sound.

**Take turns reading the following sentence out loud.**

***“I lock up za fence. I come back tomorrow early, to get za dogs.”***

By using “za” instead of “the” the reader now has a foreign accent! It is brilliant, and it is a technique you should remember if you ever want a character that you develop to speak with a foreign accent.

In addition, our funny bones are tickled as we read Dana’s words with a lisp.

**Read the following outloud: “*Did you jutht hit me?*”**

The “jutht” makes our tongues pronounce the word just like Dana would with a busted lip. It is hilarious!

**Discussion:**

How does Kalo’s dialogue make him a realistic/believable character?

---

How does Dana’s lisp affect the tone at this point of the story?

---

Write a dialogue between Dana and Kalo about a topic of your own choosing. Try to capture their voices and personalities based upon what you know of them so far. In your dialogue, continue to have Dana speak with a lisp. Use chapter eight to help you.

**Dana** \_\_\_\_\_

**Kalo** \_\_\_\_\_

**Dana** \_\_\_\_\_

**Kalo** \_\_\_\_\_

## Meeting Two Group Hoot Chapters 8-12

To be completed after book club discussion  
All members of the group must work together.

When writing a narrative, it is important that your characters seem believable and realistic. One way to do this is through dialogue. The way a character speaks should match his/her personality. Carl Hiassen does a stupendous job making his characters realistic, especially through how they speak and what they say.

In chapter eight, we are introduced to a new character, Kalo, and what fun it is to read his dialogue. Kalo speaks with a foreign accent, and Hiassen writes it so that the reader is able to read it just like Kalo should sound.

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***“I lock up za fence. I come back tomorrow early, to get za dogs.”***

By using “za” instead of “the” the reader now has a foreign accent! It is brilliant, and it is a technique you should remember if you ever want a character that you develop to speak with a foreign accent.

In addition, our funny bones are tickled as we read Dana’s words with a lisp.

**Read the following outloud: “Did you jutht hit me?”**

The “jutht” makes our tongues pronounce the word just like Dana would with a busted lip. It is hilarious!

**Discussion:**

How does Kalo’s dialogue make him a realistic/believable character?

**Using “za” as an article well as placing adjectives behind nouns show that English is not his first language**

How does Dana’s lisp affect the tone at this point of the story?

**It makes him more humorous and a bit less “nasty”.**

Write a dialogue between Dana and Kalo about a topic of your own choosing. Try to capture their voices and personalities based upon what you know of them so far. In your dialogue, continue to have Dana speak with a lisp. Use chapter eight to help you.

**Accept Reasonable Answers – A sample is provided.**

**Dana Mither, thorry about your dogth.**

**Kalo Maybe best you leave zem dogs alone. No touch za dogs.**

**Dana They won’t bite me. Mither.**

# Hoot

## Final Test

1. What was Mullet Fingers' real name?
  - a. Brian Leep
  - b. Andrew M. Paul
  - c. Eugene Morrow
  - d. Napoleon Bridger
2. What was Mullet Fingers' last act of vandalism at the construction site?
  - a. covering all of the owl burrows
  - b. removing the driver's seats of the earthmoving equipment
  - c. destroying the chain link fence
  - d. emptying crickets onto the site
3. What did Officer Delinko use to trick Dana and convince himself that Dana was not the Mother Paula's vandal?
  - a. cigarettes
  - b. toy alligator
  - c. port-a-potty
  - d. crayons
4. Who is Miss Hennipen?
  - a. the vice principal at Trace Middle School
  - b. the guidance counselor at Trace Middle School
  - c. Chuck Muckle's secretary
  - d. Roy's history teacher
5. What did Mullet Fingers do with his shirt when he left the hospital?
  - a. He left it in the X-ray department.
  - b. He left it on Officer Delinko's patrol car.
  - c. He left it with Roy.
  - d. He left it on his hospital bed.
6. Which of the following words best describe Leon Leep?
  - a. dedicated, self-motivated
  - b. diligent, bossy
  - c. impassive, lazy
  - d. intelligent, hateful

7. Which of the following is a theme of Hoot?
  - a. Police officers help our society.
  - b. Sometimes you must do unconventional things to accomplish a goal.
  - c. Bullies must be stopped.
  - d. Mullet Fingers is a hero because of his work to save the owls.
8. Which of these is the part of the exposition of the novel?
  - a. Mullet Fingers buries himself in an owl burrow.
  - b. Roy is bullied by Dana and sees “the running boy”.
  - c. Roy confronts Beatrice at lunch.
  - d. Roy gets hit in the head with a golf ball.
9. What does Roy find out that the burrowing owls eat?
  - a. hamburger meat
  - b. insects
  - c. leaves
  - d. soil
10. Why did Roy want to borrow his mom’s digital camera?
  - a. to take a picture of Mullet Fingers for his dad
  - b. to take a picture of the owls
  - c. to take a picture of Beatrice’s soccer team
  - d. to take a picture of the protest
11. What did Mullet Fingers have inside the bucket at the protest?
  - a. owl pellets
  - b. crickets
  - c. phony alligators
  - d. phony snakes
12. Which of the following best describes Roy?
  - a. brave and determined
  - b. helpful and levelheaded
  - c. compassionate and caring
  - d. all of the above
13. Which of the following characters is the protagonist or main character in this book?
  - a. Officer Delinko
  - b. Roy
  - c. Curly
  - d. Beatrice

14. Where did Curly find his gun the day after he caught Dana on his property?
- in an owl burrow
  - in his trailer
  - in some bushes
  - in the portable toilet
15. Which of the following would not be a theme of this novel?
- Sometimes you have to follow your heart.
  - You must fight for what you believe is right.
  - If at first you don't succeed, try again.
  - Beauty is only skin deep.
16. Carl Hiaasen uses the third person omniscient point of view. Which of the following is an advantage of this point of view?
- The reader is able to know the thoughts and feelings of more than one character.
  - The reader is able to follow the main character more closely than others.
  - The conflict is more easily revealed.
  - The theme is more easily revealed.
17. According to the epilogue, how did Mullet Fingers escape from the juvenile detention center the last time?
- He jumped out of a bathroom window.
  - He hid in a laundry basket.
  - Roy helped him escape.
  - He dressed as a janitor.
18. How did Beatrice break her tooth?
- She bit a piece of metal.
  - She bit a ring.
  - She bit a rock.
  - She hit it on her bed post.
19. What do Dana Matherson and Mullet Fingers have in common?
- a dislike of shoes
  - a concern for the environment
  - speed
  - unfit mothers
20. What genre is this novel?
- science fiction
  - realistic fiction
  - historical fiction
  - nonfiction

Hoot  
Final Test Answer Key

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

## Reading Assignment Schedule for Flush

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-7 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 8-14 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 15-end and the entire book and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |



## Reading Assignment Schedule for Flush

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# Flush

## Meeting One Quick Check

### Chapters 1-7

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Where is Noah's father at this point in the plot?
  - a. gone to war
  - b. on a casino boat
  - c. in jail
  - d. in a courtroom
  
2. What is the *Coral Queen*?
  - a. a cruise liner
  - b. a hotel
  - c. a gambling boat
  - d. a tree house
  
3. Which of the following best describes Noah's feelings toward his dad?
  - a. anger and resentment
  - b. pride and concern
  - c. embarrassment
  - d. uncaring
  
4. How did Bull get his nickname?
  - a. He is as big as a bull.
  - b. You can't believe a word that he says.
  - c. He has an earring in his nose.
  - d. He is extremely strong.
  
5. What did Abbey do to the guy who grabbed her by the neck?
  - a. She hit him.
  - b. She pulled his hair.
  - c. She bit him.
  - d. She stomped on his toe.

# Flush

## Meeting One Quick Check

### Chapters 1-7

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Where is Noah's father at this point in the plot?
  - a. gone to war
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  - d. She stomped on his toe.

# Meeting One Group

## Flush Chapters 1-7

To be completed after book club discussion  
All members of the group must work together.

### Developing Realistic Characters

When writing a narrative, it is important that your characters seem believable and realistic. One way to do this is through dialogue. Another way is through their mannerisms, and yet another way is through descriptions. Carl Hiaasen does a stupendous job making his characters realistic. Complete the following chart by looking back at these characters. Examine what these characters say, their mannerisms, and Carl Hiaasen's descriptions to complete this analysis. The first one has been done for you.

| <b>Character</b>    | <b>Author's words that make this character seem real</b>  | <b>Characterization created by...</b> |
|---------------------|---|---------------------------------------|
| <b>Mr. Shine</b>    | He looked mopey and gray, and his eyelids drooped. Abbey said he reminded her of Eeyore from Winnie-the-Pooh. | <b>Description, simile</b>            |
| <b>Bull</b>         |   |                                       |
| <b>Miles Umlatt</b> |   |                                       |

# Meeting One Group

## Flush Chapters 1-7

### Key

### Developing Realistic Characters **Find answers**

When writing a narrative, it is important that your characters seem believable and realistic. One way to do this is through dialogue. Another way is through their mannerisms, and yet another way is through descriptions. Carl Hiaasen does a stupendous job making his characters realistic. Complete the following chart by looking back through chapter four at these characters. Examine what these characters say, their mannerisms, and Carl Hiaasen’s descriptions to complete this analysis. The first one has been done for you.

| Character    | Author’s words that make this character seem real   | Characterization created by...                    |
|--------------|---|---|
| Mr. Shine    | <b>He looked mopey and gray, and his eyelids drooped. Abbey said he reminded her of Eeyore from Winnie-the Pooh.</b>  | <b>description, simile</b>                        |
| Bull         | <b><i>He is a hefty guy...<br/>...he told everyone at school he was dropping out to play double - A ball for the Baltimore Orioles</i></b>  | <b>example of how he is “full of bull”</b>        |
| Miles Umlatt | <b><i>He was thin and blotchy and his nose was scuffed up like an old shoe.<br/><br/>Then he shook my hand and <u>skittered</u> out the front door.<br/>We all knew that Bull couldn’t catch a pop fly if it landed in his lap...</i></b> | <b>simile<br/><br/>strong verb<br/><br/>humor</b> |

# Flush

## Meeting Two Quick Check

### Chapters 8-14

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What does Shelly think happened to Lice?
  - a. He ran away for good.
  - b. He joined Dusty Muleman and is helping him dump waste into the ocean.
  - c. He was murdered.
  - d. He went to Mexico with Noah's father's boat.
  
2. Which of the following is **not** a reason that Shelly believes that Lice Peeking disappeared?
  - a. He hasn't called begging to come home.
  - b. None of his local party pals have heard from him.
  - c. She found blood in the car.
  - d. He didn't show up to work.
  
3. What did Noah do to save the loggerhead turtle?
  - a. He jumped in a boat and went out to get it.
  - b. He threw out a net and caught it.
  - c. He jumped in the water and splashed around to scare it away.
  - d. He screamed from the shore and threw sand into the water.
  
4. Why did Noah wade out into the foul, muddy water when he and Abbey saw Shelly at Thunder Beach?
  - a. to rescue a hurting turtle
  - b. to see how deep the water was
  - c. to retrieve a can that was littering the water
  - d. to show Abbey and Shelly that he was not a bad swimmer
  
5. What did Abbey do to Bull when Jasper Jr. and Bull snatched them from their bikes and dragged them into a stand of Australian pines?
  - a. She socked him in the nose.
  - b. She made him cry.
  - c. She bit his ear.
  - d. She told him exactly what she thought of him.

# Flush

## Meeting Two Quick Check

### Chapters 8-14

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What does Shelly think happened to Lice?
  - a. He ran away for good.
  - b. He joined Dusty Muleman and is helping him dump waste into the ocean.
  - c. **He was murdered.**
  - d. He went to Mexico with Noah's father's boat.
  
2. Which of the following is **not** a reason that Shelly believes that Lice Peeking disappeared?
  - a. He hasn't called begging to come home.
  - b. None of his local party pals have heard from him.
  - c. She found blood in the car.
  - d. **He didn't show up to work.**
  
3. What did Noah do to save the loggerhead turtle?
  - a. He jumped in a boat and went out to get it.
  - b. He threw out a net and caught it.
  - c. **He jumped in the water and splashed around to scare it away.**
  - d. He screamed from the shore and threw sand into the water.
  
4. Why did Noah wade out into the foul, muddy water when he and Abbey saw Shelly at Thunder Beach?
  - a. to rescue a hurting turtle
  - b. to see how deep the water was
  - c. **to retrieve a can that was littering the water**
  - d. to show Abbey and Shelly that he was not a bad swimmer
  
5. What did Abbey do to Bull when Jasper Jr. and Bull snatched them from their bikes and dragged them into a stand of Australian pines?
  - a. She socked him in the nose.
  - b. She made him cry.
  - c. **She bit his ear.**
  - d. She told him exactly what she thought of him.

## Meeting Two Group Flush Chapters 8-14

To be completed after book club discussion  
All members of the group must work together.

In chapter 13, we meet a mysterious and interesting new character who says that he is “nobody”. Write a poem about this tough old pirate. Weave the descriptions of this man that Carl Hiaasen provides into your poem. You can write a narrative poem with rhyme and rhythm or make it a free verse poem. Use the following passage from page 153 to help you.

*The voice belonged to a lanky, long-armed man with wooly, silvery hair. A gleaming gold coin hung from a tarnished chain around his neck. His craggy face looked like a mahogany stump, and on one tanned cheek was a scar in the shape of an M.*

*Anybody could see that the guy was old – and tough. Shirtless and barefoot, he leaned casually against the trunk of a tall pine. His weather-beaten cutoffs had been bleached gray by the sun, and a dirty red bandanna was knotted around his right wrist. The curly hair on his bare chest was as shiny as the hair on his head.*

Write a draft of your poem in the box below.



## Flush Final Test

1. Which statement best expresses Paine Underwood's attitude toward pollution?
  - a. There is no excuse for polluting the environment.
  - b. Sometimes you have to overlook a little pollution.
  - c. Instead of avoiding pollution, people should learn from it.
  - d. Everyone should recycle.
2. In what way does Paine teach his children about standing up for what is right?
  - a. He serves as an example.
  - b. He guides them with love.
  - c. He shares stories about his childhood.
  - d. He gives them lots of advice.
3. Which of the following best describes Noah's attitude toward his father?
  - a. critical and confusing
  - b. obedient and submissive
  - c. appreciative and admirable
  - d. resentful and angry
4. Which of the following is the **best** theme for this novel?
  - a. There's always room for improvement.
  - b. It is best to be on the safe side.
  - c. People shouldn't dump sewage in the water.
  - d. What goes around comes around.
5. The old pirate in the novel was \_\_\_\_\_.
  - a. Paine's father
  - b. Paine's lawyer
  - c. Bull's father
  - d. Shelly's boss
6. The main conflict in this novel begins when...
  - a. Paine and his family move to Florida.
  - b. Paine goes to jail the first time.
  - c. Noah gets in a fight with Jasper Jr.
  - d. Paine sinks the *Coral Queen*.

7. In the novel, the use of the first-person point of view allows the author to –
- share Noah's inner thoughts and feelings.
  - concentrate on creating unusual characters.
  - focus more on Dusty Muleman.
  - describe the story's setting in vivid details.

8. How has Paine changed by the end of the story?
- He is learning how to take care of his children better.
  - He has learned to put things in perspective.
  - He has decided to sink one boat a week.
  - He realizes he was wrong and should never stand up for what is right.

*"Kids, lemme tell you somethin' about your daddy. He's a good man, but sometimes his brain takes a nap and lets his heart take the tiller."*

9. What does Grandpa Bobby mean by this statement?
- Paine has frequent headaches and trouble with his heart.
  - Paine is a good man, but his brain and heart tell him to do the wrong things.
  - Paine often follows his heart instead of reasoning with his brain.
  - Paine often falls asleep while driving the boat.
10. Why did the government send letters to Paine saying that Grandpa Bobby was dead when he really wasn't?
- Grandpa Bobby was an undercover agent, and the government did not want Paine to know he was alive.
  - A dead man was found with Grandpa Bobby's wallet, so the government actually thought he was dead.
  - Grandpa Bobby was a prisoner of war, and the government did not want Paine to know that he was still alive.
  - The government wanted Paine to send money to release his father's body.
11. Who was responsible for burning down the *Coral Queen*?
- Paine and his father
  - Bull and Jasper Jr.
  - Noah and Abbey
  - Dusty and his friend

12. What is Grandpa Bobby looking for?

- a. Amanda Rose
- b. His lost compass
- c. Treasure
- d. His wife

*When the flash of green came, it lasted for only a magical flick of time – so brief and brilliant and beautiful, I was afraid I'd imagined it.*

13. What does the green flash symbolize at this point in the novel for Paine and his family?

- a. happiness
- b. sadness
- c. loss
- d. resentment

14. What did Lice steal from Dusty?

- a. Shelly
- b. money
- c. a boat
- d. a car

15. Which of the following helped Noah expose the crime involved with the gambling boat?

- a. a red cloth
- b. pink dye
- c. silver coins
- d. a camera

## Reading Assignment Schedule for The Outsiders

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1- 6 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 7-9 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 10-end and the entire book and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for The Outsiders

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# The Outsiders

## Meeting One Quick Check

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What happened to Ponyboy's parents?
  - a. They abandoned Ponyboy and his brothers when they were young.
  - b. They were killed in an automobile wreck.
  - c. They were arrested and taken to prison.
  - d. They left to travel the world.
  
2. Which one of the Greasers is considered the gang's pet – the favorite?
  - a. Dally
  - b. Soda Pop
  - c. Two Bit
  - d. Johnny
  
3. Why do Ponyboy and Johnny cut their hair?
  - a. to blend in with the Socs
  - b. so that the girls will like them
  - c. to disguise themselves
  - d. The Socs make them.
  
4. What book does Ponyboy read to Johnny while they are in the church?
  - a. *Huckleberry Finn*
  - b. *Souder*
  - c. *To Kill a Mockingbird*
  - d. *Gone With the Wind*
  
5. After rescuing the children from the fire and seeing Darry crying in the hospital, Ponyboy realizes \_\_\_\_\_.
  - a. that Darry really does care about him
  - b. that Darry was the one who rescued him
  - c. that Darry thinks the fire is all his fault
  - d. that Darry is afraid that Ponyboy may die

# The Outsiders

## Meeting One Quick Check

Name **Key**

Date \_\_\_\_\_

1. What happened to Ponyboy's parents?
  - a. They abandoned Ponyboy and his brothers when they were young.
  - b. **They were killed in an automobile wreck.**
  - c. They were arrested and taken to prison.
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  - d. **Johnny**
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  - d. that Darry is afraid that Ponyboy may die

# Meeting One Group

## The Outsiders Chapters 1-6

To be completed after book club discussion  
All members of the group must work together.

**A character sketch** is a writer's way to describe characters in a way that makes them believable and realistic. It is a way to put characters on paper with words. In a character sketch, a person's physical characteristics are described and also other "telling" details that capture who the person really is. It may include his/her mannerisms, little things that they do, or what they believe. In the following chart, you will take a look at each of these characters.

| <b>Character</b>              | <b>Relation to Ponyboy</b> | <b>Physical description</b> | <b>Other things revealed about this character</b> |
|-------------------------------|----------------------------|-----------------------------|---|
| <b>Darry</b>                  |                            |                             |   |
| <b>Sodapop</b>                |                            |                             |   |
| <b>Steve Randle</b>           |                            |                             |   |
| <b>Two-Bit Mathews</b>        |                            |                             |   |
| <b>Dallas Winston - Dally</b> |                            |                             |   |
| <b>Johnny Cade</b>            |                            |                             |   |



# Meeting One Group

## The Outsiders Chapters 1-6

### Key

| <b>Character</b>              | <b>Relation to Ponyboy</b>       | <b>Physical description</b>   | <b>Other things revealed about this character</b>   |
|-------------------------------|----------------------------------|---|---|
| <b>Darry</b>                  | brother                          | 6'2, muscular, dark brown hair, blue eyes looks older   | Others are afraid of him.   |
| <b>Sodapop</b>                | brother                          | handsome, slim, dark golden hair, dark brown eyes   | never drinks, gets drunk on living, understand everybody, attracts girls, works at a gas station  |
| <b>Steve Randle</b>           | in the gang – Soda's best friend | tall, lean, thick greasy hair   | seventeen years old, cocky, smart, Soda's best buddy, knows a lot about cars, works at gas station with Soda, doesn't like Ponyboy  |
| <b>Two-Bit Mathews</b>        | in the gang                      | six feet tall, stocky, long rusty-colored sideburns, gray eyes, wide grin   | oldest of the gang, wisecracker, called Two Bit because he always had to get his two bits in, famous for shoplifting, real name is Keith, liked fights, blondes, and school |
| <b>Dallas Winston - Dally</b> | in the gang                      | elfish face, high cheekbones, a pointed chin, small, sharp animal teeth, ears like a lynx, blonde hair, blue eyes | spent three years on the wild side of NY, was arrested at age of 10, tougher than the rest, colder, meaner, smart   |
| <b>Johnny Cade</b>            | in the gang – the gang's "pet"   | smaller than the rest, slight build, big black eyes, a dark tanned face, jet-black hair                           | younger, the gang's "pet", his father beat him and his mother ignored him   |

# The Outsiders

## Meeting Two Quick Check

### Chapters 7-9

Name \_\_\_\_\_

Date \_\_\_\_\_

1. True or False? Johnny's injury is more severe than Dally's.
  - a. true
  - b. false
  
2. Which of the following is Ponyboy worried about?
  - a. He is worried that he will have to go to jail.
  - b. He is worried that Johnny won't be able to go back to school.
  - c. He is worried that he and Soda may end up in a boy's home.
  - d. He is worried that his house will burn.
  
3. What does Johnny do when his mother comes to the hospital?
  - a. He tells her to leave.
  - b. He apologizes to her.
  - c. He asks her to watch after his friends.
  - d. He acts like he does not know who she is.
  
4. What does Dally say when the policeman stops them for speeding?
  - a. that he is in a hurry to get to the hospital to see his friend
  - b. that he works at the hospital and is late
  - c. that he has to get Ponyboy to the hospital
  - d. that he has to hurry because his friend is about to die in the hospital
  
5. What happens to Johnny?
  - a. He loses his right arm.
  - b. He dies.
  - c. He recovers from his injuries.
  - d. He is paralyzed.

# The Outsiders

## Meeting Two Quick Check

### Chapters 7-9

Name \_\_\_\_\_

Date \_\_\_\_\_

1. True or False? Johnny's injury is more severe than Dally's.
  - a. **true**
  - b. false
  
2. Which of the following is Ponyboy worried about?
  - a. He is worried that he will have to go to jail.
  - b. He is worried that Johnny won't be able to go back to school.
  - c. **He is worried that he and Soda may end up in a boy's home.**
  - d. He is worried that his house will burn.
  
3. What does Johnny do when his mother comes to the hospital?
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# Meeting Two Group

## The Outsiders Chapters 7-9

To be completed after book club discussion  
All members of the group must work together.

**Theme:** The story's central message; a life lesson

Some things to remember about theme are as follows:

- Theme is what the author wants you to remember the 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.

Read the following passage from the end of chapter seven.

*Socs were just guys after all. Things were rough all over, but it was better that way. That way you could tell the other guy was human too.*

Based on the actions in the novel so far, this passage, and the entire compelling conversation in this chapter between Randy and Ponyboy, what do you think one of the main themes of this novel is?

---

Complete the following chart to show how this theme relates to several of the characters.

| Character | How this theme fits this character |
|-----------|------------------------------------|
| Johnny    |                                    |
| Dally     |                                    |
| Randy     |                                    |
| Darry     |                                    |
| Cherry    |                                    |

# Meeting Two Group

## The Outsiders Chapters 7-9

To be completed after book club discussion  
All members of the group must work together.

**Theme:** The story's central message; a life lesson

Based on the actions in the novel so far, this passage, and the entire compelling conversation in this chapter between Randy and Ponyboy, what do you think one of the main themes of this novel is?

**Sample Answer: Things are rough for everyone. We are all humans who face struggles.**

Complete the following chart to show how this theme relates to several of the characters.

| Character | How this theme fits this character   |
|-----------|--|
| Johnny    | Things are rough for Johnny at home. His parents are abusive.  |
| Dally     | Dally, like Johnny, has had a rough home life. He has become hardened as a person.   |
| Randy     | Randy loses one of his best friends to gang violence.  |
| Darry     | Darry has practically had to become a father to his two younger brothers. He holds a lot of responsibility after the death of his parents.   |
| Cherry    | Cherry is the one who helps Ponyboy see this theme – that things are hard for both Socs and Greasers.<br>Cherry is aware of the social “pressure” and stress. She loses Bob – her boyfriend. |

# The Outsiders

## Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following is the best overall tone of this novel?
  - a. profound and at times angry
  - b. lighthearted and touching
  - c. sarcastic and at times frightening
  - d. suspenseful and humorous
  
2. In the novel, the use of the first person point of view allows the author to \_\_\_\_\_.
  - a. share only Ponyboy's inner thoughts and feelings
  - b. concentrate on creating unusual characters
  - c. share what many of the characters are thinking and feeling
  - d. describe the story's setting in vivid details
  
3. Which of the following best describes Dally?
  - a. rebellious and independent
  - b. playful and energetic
  - c. quiet and mean
  - d. intelligent yet sneaky
  
4. Ponyboy has several internal conflicts throughout the novel. Which of the following is not a part of an internal conflict for him?
  - a. his relationship with his brothers
  - b. his identity
  - c. gang violence
  - d. his grades in school
  
5. The character Cherry is portrayed as a \_\_\_\_\_ character.
  - a. jealous
  - b. sympathetic
  - c. cruel
  - d. timid

6. Ponyboy and Johnny go into hiding after \_\_\_\_\_.
- killing a Soc
  - pulling a knife at the drive-in
  - making a bet with the Socs
  - stealing something from the store
7. Which of the following would be considered the “meekest” greaser?
- Ponyboy
  - Dally
  - Darry
  - Johnny
8. Which of the following best describes Johnny’s relationship with his father?
- solid
  - troubled
  - abusive
  - healthy
9. Which of the following characters had the motto, “Get tough like me and you won’t get hurt”?
- Ponyboy
  - Dally
  - Two-Bit
  - Johnny
10. All of the following are themes or issues in the book except \_\_\_\_\_.
- heroism
  - friendship
  - stereotypes
  - divorce
11. This book is set in \_\_\_\_\_.
- the 1950s and 1960s
  - the 1970s and 1980s
  - the 1980s and 1990s
  - present day

12. In the end, Ponyboy learns that \_\_\_\_\_.
- without money, nothing is possible
  - the Socs aren't that different from the Greasers
  - things are hard all over
  - both b and c
13. How does Johnny change after he is beaten up by the Socs?
- He becomes more angry and aggressive.
  - He becomes more nervous and afraid.
  - He becomes indifferent – not caring about anything.
  - He becomes sympathetic toward the Socs.
14. Why is hair so important to the Greasers?
- It causes the girls to like them.
  - It gives them the power to be physically stronger.
  - It is a matter of pride and identity for them.
  - It makes the Socs jealous.
15. When Ponyboy and Johnny are guilty of murder, and the man at the scene of the fire tells them they must be sent from heaven, this is \_\_\_\_\_.
- a flashback
  - ironic
  - symbolic
  - imagery
16. What happens to Dally?
- He is sentenced to life in prison.
  - He decides to go to college.
  - He moves in with Ponyboy and his brothers.
  - He is shot by a police officer.
17. At the end of the book, which of the following does Ponyboy learn?
- He learns that hair is what makes a person strong.
  - He learns that people are not defined by what group they belong to but by who they are as individuals.
  - He learns that no matter what, the Socs will always be the same.
  - He learns that being tough like Dally is the best way to live.



18. Johnny's vulnerability contrasts with Dally's \_\_\_\_\_.
- a. kindness
  - b. selfishness
  - c. ruggedness
  - d. shyness
19. The poem "Nothing Gold Can Stay" mirrors \_\_\_\_\_ life.
- a. Ponyboy's
  - b. Johnny's
  - c. Cherry's
  - d. Darry's
20. The first sentences of Ponyboy's essay \_\_\_\_\_.
- a. are very sad
  - b. are the same as the first sentences of the novel
  - c. are the very same words that Johnny spoke before he died
  - d. are an analysis of the poem "Nothing Gold Can Stay"

# The Outsiders

## Final Test Answer Key

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

## Reading Assignment Schedule for The Watsons Go to Birmingham

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1- 5 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 6-10 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 11-end and the entire book and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
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| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for The Watsons Go to Birmingham

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# The Watsons Go to Birmingham

## Meeting One Quick Check

### Chapters 1-5

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following best describes Daniel Watson?
  - a. quiet and reserved
  - b. prideful and arrogant
  - c. quirky and insightful
  - d. playful and humorous
  
2. What do the Watsons call their car?
  - a. The Green Hornet
  - b. The Watson's Wagon
  - c. The Brown Bomber
  - d. The Big Hooptie
  
3. What is a Super Maytag?
  - a. a washing machine that Byron puts Kenneth inside
  - b. a cruel way to put snow all over someone's face
  - c. a cruel way to play tag
  - d. a giant crossword puzzle
  
4. What does Byron do to Kenneth when he doesn't think that Kenneth hit Larry Dunn hard enough?
  - a. Byron punches Larry in the face.
  - b. Byron starts calling Kenneth a "sissy" in front of everyone.
  - c. Byron allows Larry to go home.
  - d. Byron punches Kenneth in the stomach.
  
5. How did Mrs. Watson plan to teach Byron a lesson for playing Nazi parachute in the bathroom?
  - a. She planned to ground him for a month.
  - b. She planned to burn his fingers.
  - c. She planned to run over his foot with the car.
  - d. She planned to put him in a tub of ice.

# The Watsons Go to Birmingham

## Meeting One Quick Check

### Chapters 1-5

Name \_\_\_\_\_

Date \_\_\_\_\_

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  - a. quiet and reserved
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  - d. She planned to put him in a tub of ice.

Meeting One Group  
 The Watsons Go to Birmingham Chapters 1-5  
 To be completed after book club discussion  
 All members of the group must work together.

Let's take a closer look at the Watson family. Complete the following chart for each of the following characters.

|  | Kenneth | Byron | Momma | Dad | Joetta |
|--|---------|-------|-------|-----|--------|
| <b>Two facts that you have learned about this character</b>                                |         |       |       |     |        |
| <b>Two descriptive words that seem right for this character</b>                            |         |       |       |     |        |
| <b>One or two quotes from the story so far that help show this character's personality</b> |         |       |       |     |        |

# Meeting One Group

## The Watsons Go to Birmingham Chapters 1-5

Key Answers will vary. Sample answers below.

|  | Kenneth  | Byron   | Momma   | Dad  | Joetta  |
|--|--|---|---|--|---|
| <b>Two facts that you have learned about this character</b>                                | The narrator<br>The younger brother                | Just turned 13<br>The narrator's older brother  | Not born in Flint<br><br>Did not want to move from Alabama<br><br>Her name is Wilona<br><br>Has a gap between her teeth | His name is Daniel<br><br>He likes to cut up   | Narrator's little sister<br><br>Goes by Joey  |
| <b>Two descriptive words that seem right for this character</b>                            | exaggerating<br>Well behaved                       | Conceited<br>Mean /rude   | Outspoken<br>caring   | Humorous,<br>playful   | Youngest child<br><br>Caring/sympathetic  |
| <b>One or two quotes from the story so far that help show this character's personality</b> | It was about a zillion degrees below zero.(page 1) | I peeked around the back of the car to see what By was up to. The only thing he'd scraped off was the outside mirror and he was bending down to look at himself in it. (page 7-8) | Momma didn't see anything funny. "Daniel Watson! What are we gonna do?" (page 14)                                       | "But the name stuck, didn't it? Hambone Henderson. Me and your granddaddy called him that because the boy had a head shaped just like a hambone, had more knots and bumps on his head than a dinosaur..." (page 4) | Joey told By, "Don't worry, we'll come right back." She stood on her tiptoes and gave By a kiss, then she and Momma ran inside. (page 15) |



# The Watsons Go to Birmingham

## Meeting Two Quick Check

### Chapters 6-10

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Byron knocked a bird out of the sky with a \_\_\_\_\_.
  - a. cookie
  - b. rock
  - c. peanut
  - d. shoe
  
2. What did Dad do to Byron when he saw Byron's hair?
  - a. He gave Byron \$20 for being responsible.
  - b. He took Byron to the neighbor's house to show him off.
  - c. He put Byron on restriction.
  - d. He shaved Byron's head.
  
3. Where is Byron going for the summer?
  - a. a boy's home
  - b. Grandma Sand's house
  - c. summer camp
  - d. on vacation with Buphead
  
4. What did Mrs. Davidson give Joey?
  - a. a book about Alabama
  - b. a new record
  - c. a little figurine of an angel
  - d. a bag of peppermints
  
5. What is Byron's plan to pay his parents back for making him go to spend the summer away from home?
  - a. He is going to eat everything out of the cooler without them knowing.
  - b. He isn't going to say a single word during the road trip.
  - c. He is going to sing as loud as he can to every song.
  - d. He is going to jump out of the car when they get halfway there.

# The Watsons Go to Birmingham

## Meeting Two Quick Check

### Chapters 6-10

Name **Key**

Date \_\_\_\_\_

1. Byron knocked a bird out of the sky with a \_\_\_\_\_.
  - a. **cookie**
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  - c. peanut
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Meeting Two Group  
The Watsons Go to Birmingham Chapters 6-10  
To be completed after book club discussion  
All members of the group must work together.

## Historical Context

What was going on down South according to the pictures that Kenneth mentions in chapter nine?

---

## Time Period

We know that this book takes place in 1963. It's part of the title! Let's take a look at the details that the author weaves into this story that relate to that time period. For example, a "conk" contributes to the time period because this was a hair style that was popular during this time. In the chart below, list other references to the time when the novel takes place.

| Songs mentioned that were popular during this era | Words that were used then and not now | Other things that are specific to this time period |
|---|---------------------------------------|--|
|   |                                       |  |

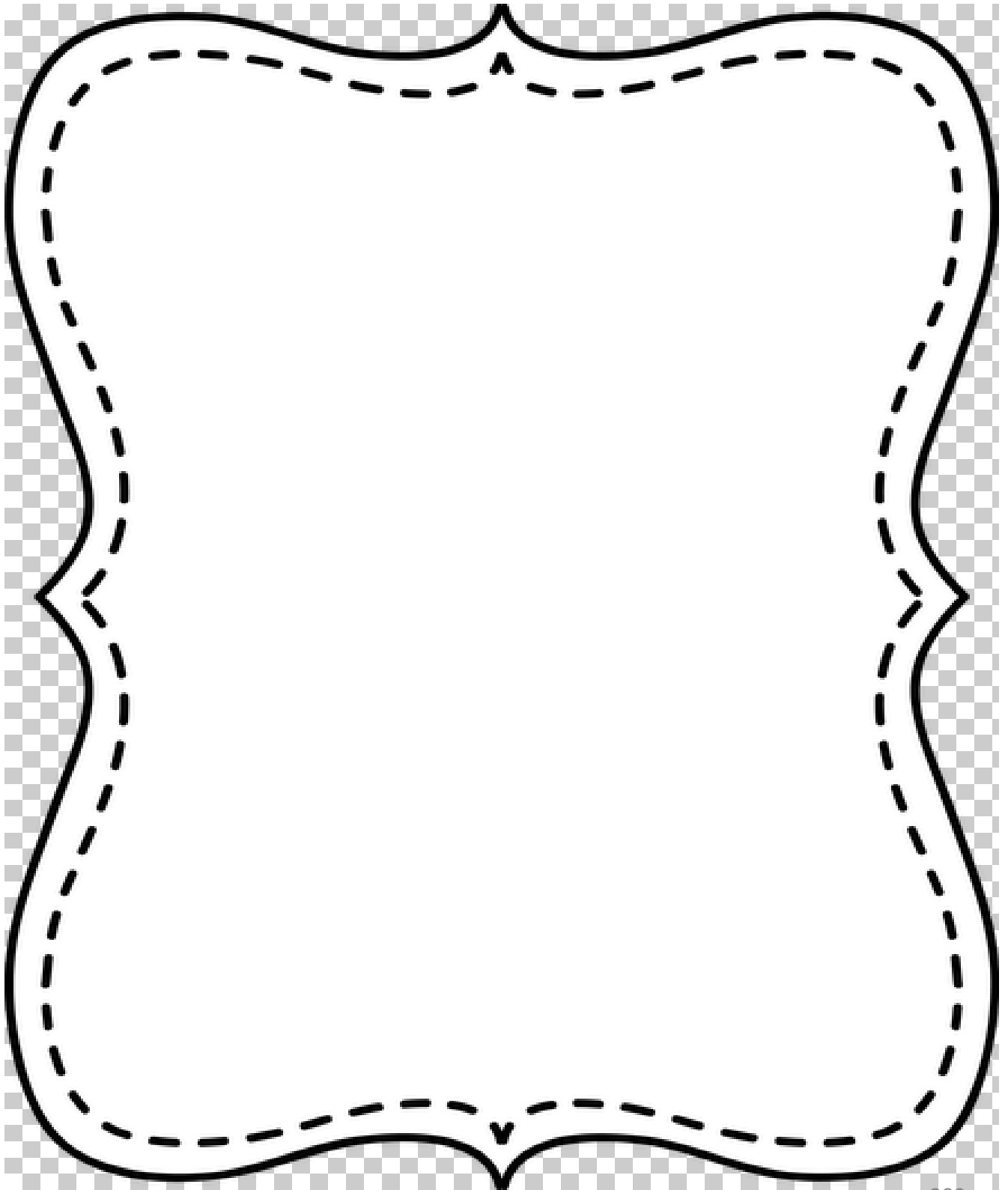
### Disc jockey

In the 1960s, disk jockeys, also known as DJs, played a great role in the wit, humor and fun of the radio broadcasts. Most radio announcers spoke in clear, correct English, but some disc jockeys broke all the rules of on-air behavior and invented outrageous personalities for themselves. It was not uncommon for a disc jockey to create a rather long rhyme all about himself and just how good he was at playing records. In this chapter, Mr. Watson cannot help himself as he imitates a disc jockey. (page 114)

### Create your own disc jockey rhyme.

Pretend that you are *the man with the plan who will make the records spin and people dance again...* Create a rhyme at least five lines long. Use Mr. Watson's disc jockey rhyme as an example.

# Disc Jockey Rhyme



Meeting Two Group  
The Watsons Go to Birmingham Chapters 6-10  
Key

**Historical Context**

What was going on down South according to the pictures that Kenneth mentions in chapter nine?

**inequality and racial violence**

| <b>Songs mentioned that were popular during this era</b> | <b>Words that were used then and not now</b> | <b>Other things that are specific to this time period</b> |
|--|--|---|
| "Under the Boardwalk"<br>"Yakety Yak"                    | square<br>conk<br>jive<br>hip                | Ultra-glide<br>Disc jockey                                |

# The Watsons Go to Birmingham

## Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What is the point of view of this novel?
  - a. first person
  - b. second person
  - c. third person omniscient
  - d. third person limited
2. What is the genre of *The Watsons Go to Birmingham*?
  - a. science fiction
  - b. drama
  - c. historical fiction
  - d. nonfiction
3. The protagonist is the main character of a story. Who is the protagonist in this novel?
  - a. Byron
  - b. Kenneth
  - c. Buphead
  - d. Grandma Sands
4. The setting of the novel is \_\_\_\_\_.
  - a. during the past, in Flint, Michigan and Birmingham, Alabama
  - b. present day times, in various parts of the South
  - c. in the future, throughout Alabama
  - d. during the distant past in Mississippi
5. All of the following words describe Kenneth except \_\_\_\_\_.
  - a. caring
  - b. soft-hearted
  - c. gullible
  - d. overactive
6. Which of the following describes the overall tone of this novel?
  - a. serious and profound
  - b. humorous and encouraging/moving
  - c. offbeat and factual
  - d. stern and modest
7. Which of the following words best describe Grandma Sands?
  - a. soft spoken and gentle
  - b. shy and awkward
  - c. stubborn yet outgoing
  - d. stern yet loving
8. Which of the following best describes the relationship between Kenneth and Byron?
  - a. loving yet turbulent at times
  - b. easy going and friendly
  - c. unsupportive in all ways
  - d. one-sided in that Byron does not love Kenneth

9. Which of the following describes an external conflict from the novel?
- Kenneth going to the World-Famous Watson Pet Hospital
  - Byron's embarrassment of getting his lips frozen to a car mirror
  - Byron convincing Kenneth that he played a part in Joey surviving the bombing
  - None of these
10. All of the following are things Byron did EXCEPT \_\_\_\_\_.
- save Kenneth at Collier's Landing
  - give a bird a funeral
  - tear down a tree house
  - check on Kenneth when he was hiding behind the couch
11. Which of the following is part of the resolution (ending) of the novel?
- The Watsons travel to Grandma Sands' house.
  - Byron helps Kenneth get over the trauma he has been through.
  - Grandma Sands convinces Byron to move in with her.
  - The Watson's pet dog dies.
12. When thinking about the writer's style, Christopher Paul Curtis used all of the following except \_\_\_\_\_.
- imagery – use of five senses to describe something
  - dialect – form of a language that is spoken in a particular part of a country or by a particular group of people
  - foreshadowing – hints or clues of what is to happen later
  - monologues – a long speech given by one actor in a play
13. All of the following are issues addressed in *The Watsons Go to Birmingham* except\_\_.
- family
  - racial inequality
  - dealing with grief
  - religion
14. Kenny is the \_\_\_\_\_ child.
- oldest
  - middle
  - youngest
  - adopted
15. Thinking over the course of the novel, Kenny views Byron with both \_\_\_\_\_ and \_\_\_\_\_.
- anger, jealousy
  - sadness, pity
  - determination, grief
  - fear, admiration
16. Why did the Watsons leave Alabama on the night of the bombing?
- Daniel Watson had to return to work.
  - Joey was too upset about the bombing to stay.
  - They did not want Joey to hear about the bombing.
  - Kenny needed to be home to deal with his feelings of guilt.

17. How does Byron change when the Watsons arrive in Alabama?
- He uses his manners.
  - He is more polite.
  - He seems more content.
  - All of the above
18. True or False? Flint, Michigan has a much colder climate than Birmingham, Alabama.
- true
  - false
19. When Joetta appears at Kenneth's bedroom door, he thinks that she is \_\_\_\_\_.
- helpless
  - a ghost
  - physically hurt
  - the wool pooh
20. Which of the following is **not** a theme statement for this novel?
- Life is not fair, but we must continue to live our lives.
  - Family support can help through hard times.
  - It is better to have loved and lost than never to have loved at all.
  - Though life has its challenges, with loved ones and friends, we can endure.



# The Watsons Go to Birmingham

## Final Test Answer Key

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| 1             | a             |
| 2             | c             |
| 3             | b             |
| 4             | a             |
| 5             | d             |
| 6             | b             |
| 7             | d             |
| 8             | a             |
| 9             | d             |
| 10            | c             |
| 11            | b             |
| 12            | d             |
| 13            | d             |
| 14            | b             |
| 15            | d             |
| 16            | c             |
| 17            | d             |
| 18            | a             |
| 19            | b             |
| 20            | c             |

## Reading Assignment Schedule for The Giver

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1- 7 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 8-14 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 15-end and the entire book and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | <b>Chapters</b>          |                     |

## Reading Assignment Schedule for The Giver

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

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|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | <b>Chapters</b>          |                     |

# The Giver

## Meeting One Quick Check

### Chapters 1-7

Name\_\_\_\_\_

Date\_\_\_\_\_

1. In chapter one, the reader is starting to learn about Jonas and the world in which he lives. Which of the following is **not** true about a release?
  - a. Children and adults in the community are not to make fun of a release or use the word lightly.
  - b. After breaking a rule twice there is no third chance, and a person is released.
  - c. Newchildren are frequently released.
  - d. When the elderly are released, it is considered a time of celebration.
  
2. Which of the following is a ritual each evening?
  - a. the discussion of using appropriate words
  - b. nurturing a newchild
  - c. the ceremony of Twelve
  - d. telling of feelings
  
3. What strange event happened to Jonas during recreation period when he had been playing with Asher?
  - a. He heard a voice that Asher did not hear.
  - b. The apple he was tossing changed in midair.
  - c. He pointed out what Jonas was doing wrong.
  - d. He fell down and hurt his knee.
  
4. What does Jonas have to do because of “the stirrings”?
  - a. stay in his room one hour per day
  - b. apologize publicly
  - c. write his feelings in a journal
  - d. take a pill
  
5. If someone does not “fit in” the community, that person has the option to\_\_\_.
  - a. put in an appeal to be placed elsewhere
  - b. stay in a home all alone
  - c. work in the house of old his/her entire life
  - d. change his/her personality

# The Giver

## Meeting One Quick Check

### Chapters 1-7

Name **Key**

Date \_\_\_\_\_

- In chapter one, the reader is starting to learn about Jonas and the world in which he lives. Which of the following is **not** true about a release?
  - Children and adults in the community are not to make fun of a release or use the word lightly.
  - After breaking a rule twice there is no third chance, and a person is released.
  - Newchildren are frequently released.**
  - When the elderly are released, it is considered a time of celebration.
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  - put in an appeal to be placed elsewhere**
  - stay in a home all alone
  - work in the house of old his/her entire life
  - change his/her personality

# Meeting One Group

## The Giver Chapters 1-7

To be completed after book club discussion  
All members of the group must work together.

### Setting

In chapter one, the setting is not clear at first. Lois Lowry weaves in the details of this “community” little by little. In the following chapters, Jonas’ world becomes a little more clear as the author tells us more about the rules and the way things are.

Answer the following questions about the unusual aspects of Jonas’ society.

How many children are born each year? \_\_\_\_\_

How are children in this society named? \_\_\_\_\_

\_\_\_\_\_

Can rules in this society be changed, and if so, how? \_\_\_\_\_

\_\_\_\_\_

How do people in the community decide on who they will marry?

\_\_\_\_\_

\_\_\_\_\_

How does Jonas seem to react to these unusual aspects of his society?

- a. He seems to accept these rules and does not seem to be upset by them.
- b. He revolts against these rules because he thinks they are wrong.

What is the author’s purpose in including the flashback about Asher saying “smack” instead of “snack”?

How does the setting affect Jonas so far in this novel? Remember, the rules of the society are part of the setting. Write your answer in the box below.

# Meeting One Group

## The Giver Chapters 1-7

### Key

#### Setting

In chapter one, the setting is not clear at first. Lois Lowry weaves in the details of this “community” little by little. In the following chapters, Jonas’ world becomes a little more clear as the author tells us more about the rules and the way things are.

Answer the following questions about the unusual aspects of Jonas’ society.

How many children are born each year? 50

How are children in this society named? They are named by a committee before being placed in a home.

Can rules in this society be changed, and if so, how? Yes, but it’s hard. It has to be studied to by the committee.

---

How do people in the community decide on who they will marry?

This is decided for them by the committee of elders. They are matched according to their disposition, energy level, interests, and intelligence.

How does Jonas seem to react to these unusual aspects of his society?

- He seems to accept these rules and does not seem to be upset by them.
- He revolts against these rules because he thinks they are wrong.

What is the author’s purpose in including the flashback about Asher saying “smack” instead of “snack”?

to show how important precision of language is in the community

How does the setting affect Jonas so far in this novel? Remember, the rules of the society are part of the setting. Write your answer in the box below.

Sample answer: Jonas seems to accept things as they are. The setting affects Jonas by the way he interacts with his family and friends and how he thinks about his future. With all of the rules in place, choices are taken out of Jonas’ hands. Who he marries, the job he is to do, and the children he will receive will all be planned and determined by the committee of elders.

# The Giver

## Meeting Two Quick Check

### Chapters 8-14

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Jonas is to become the next Receiver of Memory. This job \_\_\_\_\_.
  - a. is rare
  - b. is the most honored in the community
  - c. requires physical pain during training
  - d. all of the above
  
2. Which of the following is **not** a way in which the Receiver's accommodations are different from the other places in the community?
  - a. The doors lock.
  - b. The windows open.
  - c. The speaker can be turned off.
  - d. There are a lot of books.
  
3. Jonas learns that there was a time when \_\_\_\_\_.
  - a. people had different colored skin
  - b. people could see color
  - c. the sun shined
  - d. all of the above
  
4. How does the Giver use the memories?
  - a. He uses them to make decisions about vacations.
  - b. He uses them to create new rules and get rid of old ones.
  - c. He uses them to give advice to the committee of elders.
  - d. He uses them to advise the nurturers.
  
5. What very painful memory does the giver transmit to Jonas?
  - a. the memory of cancer
  - b. the memory of losing a loved one
  - c. the memory of war
  - d. the memory of drowning.



# The Giver

## Meeting Two Quick Check

### Chapters 8-14

Name Key

Date \_\_\_\_\_

- Jonas is to become the next Receiver of Memory. This job \_\_\_\_\_.
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  - The speaker can be turned off.
  - There are a lot of books.
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  - the memory of war**
  - the memory of drowning.

## Meeting Two Group

### The Giver Chapters 8-14

To be completed after book club discussion  
All members of the group must work together.

The author does an excellent job using imagery as Jonas first experiences new things like snow. Reread the following passage.

*Now he became aware of an entirely new sensation: pinpricks? No, because they were soft and without pain. Tiny, cold, featherlike feelings peppered his body and face. He put out his tongue again, and caught one of the dots of cold upon it. It disappeared from his awareness instantly; but he caught another and another. The sensation made him smile.*

Underline the portions of this passage that allow you to feel what is happening to Jonas.

Now, try your own. With your group, write a passage in which you are describing what it is like to be outside during a storm. Write this as if you have never heard thunder, seen lightning, or felt rain. Use imagery and vivid descriptions as you write. Brainstorm words associated with experiencing a storm in the first box before writing your passage in the second box below.

## The Giver

### Final Test

1. Why does Jonas take Gabriel with him?
  - a. to save Gabriel's life
  - b. to have a companion
  - c. to have someone to transmit memories to
  - d. to get revenge on his father
2. Why does Jonas transmit memories of snow to Gabriel when the search planes are overhead?
  - a. so that the snow would hide the two of them in a blanket of white
  - b. so that the planes' heat-seeking devices could not identify them
  - c. so that the snow would cause those in the plane vision problems
  - d. so that Gabriel would be happy and not cry
3. What do Jonas and Gabriel eat when they run out of the food that they brought along for the journey?
  - a. food from a garden that they find
  - b. a bird
  - c. mussels and crawfish that they find in a creek
  - d. fish
4. While on the journey, Jonas suffers all of the following except \_\_\_\_\_.
  - a. a hurt ankle
  - b. a terrible headache
  - c. hunger
  - d. fear
5. What was waiting on Jonas at the top of the hill?
  - a. the Giver
  - b. his father
  - c. a house
  - d. a sled
6. When Jonas and Gabriel finally reach "Elsewhere", Jonas has a feeling of \_\_\_\_\_.
  - a. peace, joy, and belonging
  - b. fear and anxiety
  - c. happiness yet regret
  - d. love and bravery

7. Which of the following is one of the **most** important themes throughout this novel?
- the importance of individual choice
  - the importance of family relationships
  - the importance of finding one's true self
  - the importance of giving to others
8. Jonas' father voted to kill Gabriel just because he cried too much. His wife agreed. What does this show about the community in which Jonas lived?
- Tolerance of little children is very low.
  - Crying is viewed as a weakness.
  - People accept all rules and customs without questioning them.
  - The community is at odds against nature.
9. At the end of the novel, Jonas finds himself in December and experiencing fear. The first line of the novel is as follows: *It was almost December, and Jonas was beginning to be frightened.* After finishing the book, the reader should be able to identify the clever literary technique that is at work in the first line of the novel. What is this technique?
- irony
  - a flashback
  - symbolism
  - foreshadowing
10. Which of the following words best describes how Jonas feels at the end of the novel?
- regret
  - optimism
  - fear
  - smart
11. The people of Jonas' community believed that by removing the power of \_\_\_\_\_, people would be \_\_\_\_\_.
- fear, secure
  - weather, unafraid
  - choice, safe
  - knowledge, different
12. How were the people of Jonas' community controlled and manipulated?
- through language and social conditioning
  - through memories
  - through hypnosis
  - through dreams

13. Because the characters in Jonas' community have routine and predictable lives, they do not change. This makes them one-dimensional \_\_\_\_\_ characters.
- round
  - interesting
  - static
  - dynamic
14. After Rosemary's release, the people of the community received her memories. Later, however, they returned to their way of life. What can the reader infer about this?
- The people in the community discuss the memories from time to time.
  - The people of the community gave the memories to the Giver so that he alone has them.
  - Nothing permanently changed within the people of the community.
  - Every memory that Rosemary left helped the people to become more individualized.
15. Jonas is a \_\_\_\_\_ character.
- flat, undeveloped character
  - dynamic character –one who changes
  - static character – one who stays the same
  - one-dimensional character
16. Which of the following is an internal conflict that Jonas experiences in the novel?
- He is afraid to fully trust the Giver.
  - He misses his innocence and his childhood.
  - He cannot learn to ride a bike like the other children.
  - He wants to work in the house of the old.
17. Which of the following literary devices does the author Lois Lowry use in her writing style when the Giver transmits memories to Jonas?
- imagery – language in descriptions that appeals to the five senses
  - irony -the use of words where the meaning is the opposite of their usual meaning or what is expected to happen
  - alliteration – the repetition of letters at the beginnings of closely connected words
  - pain

18. What does Jonas think he hears at the end of the novel?
- a. laughter
  - b. music
  - c. the Giver
  - d. bells
19. The word release is a \_\_\_\_\_.
- a. lie
  - b. eulogy
  - c. symbol
  - d. euphemism
20. The community that Lowry creates in *The Giver* stresses \_\_\_\_\_.
- a. the power of telling the truth
  - b. precision of language
  - c. the family unit
  - d. the power of love

# The Giver

## Final Test Answer Key

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| 1             | a             |
| 2             | b             |
| 3             | a             |
| 4             | b             |
| 5             | d             |
| 6             | a             |
| 7             | a             |
| 8             | c             |
| 9             | d             |
| 10            | b             |
| 11            | c             |
| 12            | a             |
| 13            | c             |
| 14            | c             |
| 15            | b             |
| 16            | b             |
| 17            | a             |
| 18            | b             |
| 19            | d             |
| 20            | b             |

## Reading Assignment Schedule for Island of the Blue Dolphins

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-10 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 11-20 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 21-end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | Chapters                 |                     |



## Reading Assignment Schedule for Island of the Blue Dolphins

Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.

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|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |

# Island of the Blue Dolphins

## Meeting One Quick Check

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

- 1. Why does Ramo call the Aleut ship a canoe when he first sees it?**
  - a. He has never before seen a ship.
  - b. He knows it is a canoe because he once helped to build one.
  - c. He calls all ships canoes.
  - d. He realizes it is the Aleuts.
  
- 2. According to the people of the Island of Galast, what will happen if people use one's secret name?**
  - a. A curse will fall upon the family of the person.
  - b. The name becomes worn out and loses its magic.
  - c. The name becomes too well known and respect for the person is lost.
  - d. The person will never be allowed to rule over the island.
  
- 3. Who is Kimki?**
  - a. Karana's best friend
  - b. Karana's brother
  - c. The Aleut's captain
  - d. The new chief of Ghalas-at
  
- 4. How did Ramo die?**
  - a. He fell from a cliff.
  - b. Dogs killed him.
  - c. He died of starvation.
  - d. He drowned in a fast tide.
  
- 5. What kept Karana from getting lost while at sea in the canoe?**
  - a. a map she made herself
  - b. the coastline
  - c. the mist and clouds
  - d. a green star

# Island of the Blue Dolphins

## Meeting One Quick Check

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

1. Why does Ramo call the Aleut ship a canoe when he first sees it?
  - a. He has never before seen a ship.
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5. What kept Karana from getting lost while at sea in the canoe?
  - a. a map she made herself
  - b. the coastline
  - c. the mist and clouds
  - d. a green star

# Meeting One Group Activity

## Island of the Blue Dolphins Chapters 1-10

To be completed after book club discussion  
All members of the group must work together.

The setting of a story includes both the time and place. Sometimes, we may not understand everything that is described about a setting. Read the following passages and answer the questions. You may have to use a dictionary or the Internet to help you research to find the answers.

*My brother and I had gone to the head of a canyon that winds down to a little harbor which is called Coral Cove. We had gone to gather roots that grow there in the spring.*

What is a canyon?

What is a harbor?

*By the time I filled the basket, the Aleut ship had sailed around the wide kelp bed that encloses our island and between the two rocks that guard Coral Cove. Word of its coming had already reached the village of Ghalas-at. Carrying their weapons, our men sped along the trail which winds down to the shore. Our women were gathering at the edge of the mesa.*

What is a kelp bed?

What is the name of the village?

What is a mesa?

*I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliffs. There I crouched on my hands and knees. Below me lay the cove.*

What is a ravine?

What is a cove?

As I crouched there in the toyon bushes, trying not to fall over the cliff, trying to keep myself hidden...

What are toyon bushes?

Using chapter two, answer the following questions.

What is the island shaped like?

What is the wind like on the island?

Where is the village of Ghalas-at?

**Using the descriptions from chapters one and two, draw a picture of the island. Each member will draw his or her own picture on a separate sheet of paper.**

## Meeting One – Answer Key

***My brother and I had gone to the head of a canyon that winds down to a little harbor which is called Coral Cove. We had gone to gather roots that grow there in the spring.***

What is a canyon? **A deep valley with high steep slopes and often with a stream flowing through it**

What is a harbor? **A protected part of a body of water deep enough to furnish anchorage**

***By the time I filled the basket, the Aleut ship had sailed around the wide kelp bed that encloses our island and between the two rocks that guard Coral Cove. Word of its coming had already reached the village of Ghalas-at. Carrying their weapons, our men sped along the trail which winds down to the shore. Our women were gathering at the edge of the mesa.***

What is a kelp bed? **Kelp is a large, edible, brown seaweed –so a kelp bed is where there is a lot of kelp**

What is the name of the village? **Ghalas-at**

What is a mesa? **a hill or mountain with steep sides and a flat top**

***I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliffs. There I crouched on my hands and knees. Below me lay the cove.***

What is a ravine? **A deep, narrow valley with steep sides**

What is a cove? **a small, sheltered inlet along a coast**

***As I crouched there in the toyon bushes, trying not to fall over the cliff, trying to keep myself hidden...***

What are toyon bushes? **An ornamental evergreen shrub of the rose family that has white flowers and bright red berries**

**Using chapter two, answer the following questions.**

What is the island shaped like? **a dolphin**

What is the wind like on the island? **It blows every day; sometimes from the northwest, sometimes from the east, and once in a long while from the south; all of the winds – other than the ones from the south – are very strong.**

Where is the village of Ghalas-at? **It lies east of the hills on a small mesa near a cove and a spring.**

**Drawings:**

**Accept reasonable drawings – they should include:**

**hills rising in the middle**

**looks like a dolphin on the side**

**sunrise side (east) looks like the dolphin's tail**

**sunset side (west) is the dolphin's nose**

**the dolphin "fin" form the reefs**

**rocky ledges along the shore**

**east of the hills is a spring**

**the hills are smooth**

# Island of the Blue Dolphins

## Meeting Two Quick Check

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

- 1. When Karana returns to the Island of the Blue Dolphins after being at sea, what is different?**
  - a. She realizes she dislikes it and will take the canoe back out in the next day or two.
  - b. She realizes she feels at home on the island and loves it there.
  - c. She finds that someone left a map, and she will be able to use to find a treasure.
  - d. She finds that she needs a friend and puts a message in a bottle.
  
- 2. For what did Karana use whale rib bones?**
  - a. to make fishing spears
  - b. to make a fence
  - c. to make a bird cage
  - d. to make a canoe paddle
  
- 3. Where did Karana build her new house?**
  - a. the headland
  - b. on the coast
  - c. in the ravine
  - d. under a cliff
  
- 4. Karana made lamps using \_\_\_\_\_.**
  - a. bones
  - b. fish
  - c. fox fur
  - d. shells
  
- 5. Which of the following does Karana gather by the canoe load?**
  - a. shark's teeth
  - b. bird eggs
  - c. abalones
  - d. starfish



# Island of the Blue Dolphins

## Meeting Two Quick Check

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

1. **When Karana returns to the Island of the Blue Dolphins after being at sea, what is different?**
  - a. She realizes she dislikes it and will take the canoe back out in the next day or two.
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  - c. fox fur
  - d. shells
5. **Which of the following does Karana gather by the canoe load?**
  - a. shark's teeth
  - b. bird eggs
  - c. abalones**
  - d. starfish

# Meeting Two Group Activity

Island of the Blue Dolphins Chapters 11-20

To be completed after book club discussion

All members of the group must work together.

**In chapter 12, we learn a little about the folklore of Karana's culture. The gods Tumaivowit and Mukat are mentioned. Read the following myth and then answer the questions.**

## **Arguments and Inevitable Endings**

From the time they first came into being, the twin creator gods quarreled about everything. They quarreled about how to make the people: whether they should have eyes in the back of their heads, whether they should have webbed fingers and toes, whether or not they would eat one another, and above all, whether they should die after a time or live forever.

Somehow, amidst all this bickering, the world got created. But Tumaiyowit never would accept the idea of death for his creations. Mukat insisted, saying the earth would become too small to hold everyone.

"We can spread it wider," Tumaiyowit replied.

"They'll run out of food," said Mukat.

"They can eat dirt," said Tumaiyowit.

"But then they'd gobble up the whole earth," objected Mukat.

And so on. Until the biggest argument of all, when Tumaiyowit declared he was going back into the depths of the earth and would drag down with him everything they'd created.

In the ensuing struggle, the surface of the earth (which until then had been flat as a tortilla) was heaved up into mountains and broken open into fissures and canyons.

Tumaiyowit sank down into the netherworld. Mukat stayed to carry on the work of creation. But to this day, the earth's surface remains jagged and torn with struggle, and for each child of creation, the trail of life has its ending.

Name one thing the twin gods quarreled about.

---

Why did Mukat believe that there should be death?

---

Myths try to explain why something is the way it is in the world. What does this myth try to explain?

---

---

Karana does many things to help her survive in this chapter. Answer the following questions.

Why was the fence built first?

---

### **The Fence**

Materials Used:

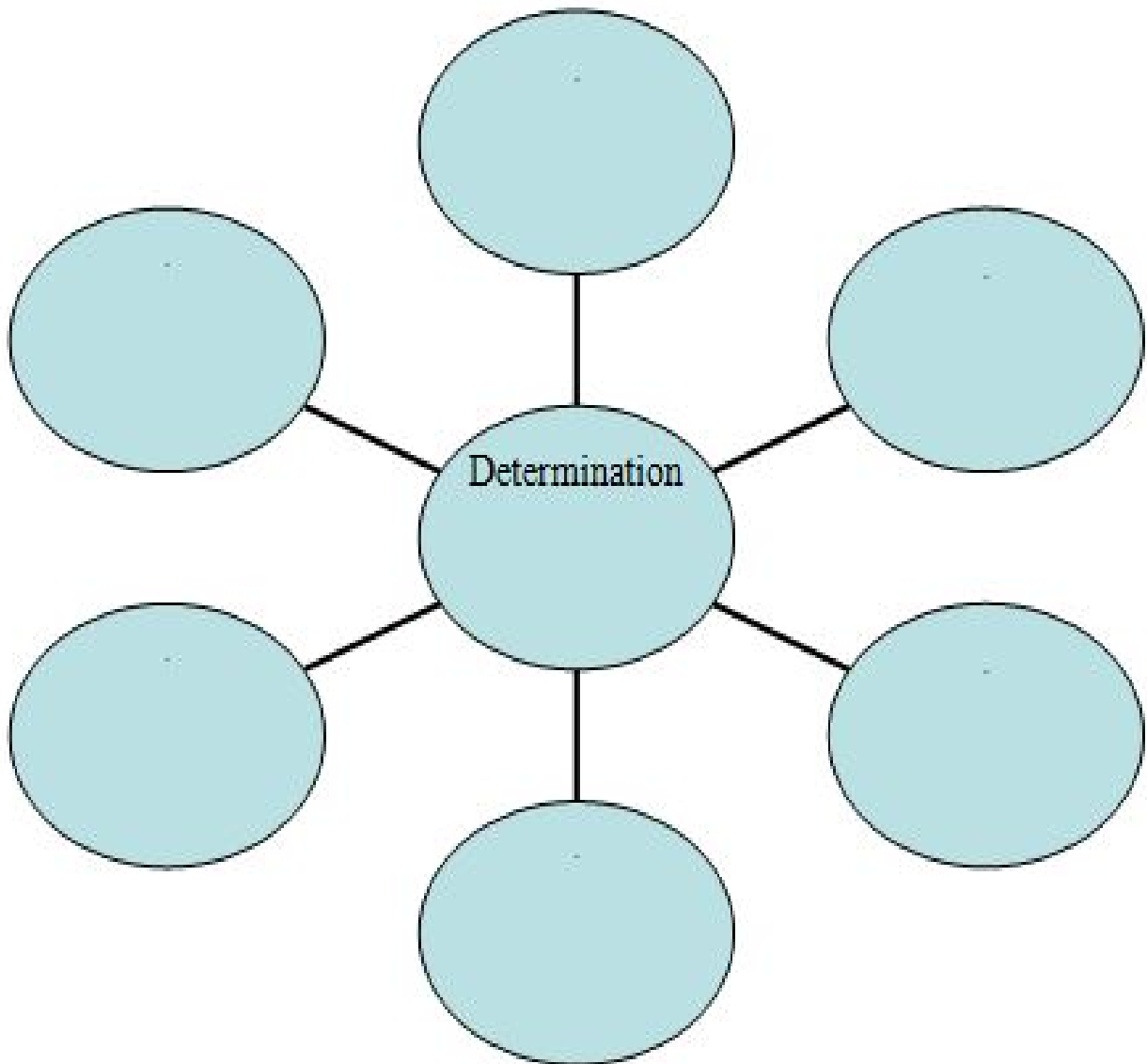
How was it made?

How big is the fence?

What did Karana do to protect her food from mice?

How did she make lamps to give off light?

Karana can be described as a very determined character. Complete the following circle map by filling in actions that show that Karana is determined.



## Meeting Two Answer Key

In chapter twelve, we learn a little about the folklore of Karana's culture. The gods Tumaivowit and Mukat are mentioned. Read the following myth and then answer the questions.

### Arguments and Inevitable Endings

Name one thing the twin gods quarreled about.

How to make people (All possible answers in first paragraph.)

Why did Mukat believe that there should be death?

The earth would be too small to hold everyone.

Myths try to explain why something is the way it is in the world. What does this myth try to explain?

The earth's varied terrain and human death

Karana does many things to help her survive in chapter twelve. Answer the following questions.

Why was the fence built first? Because it was too cold to sleep out on the rock and she didn't like to sleep in the shelter without protection from the dogs.

### The Fence

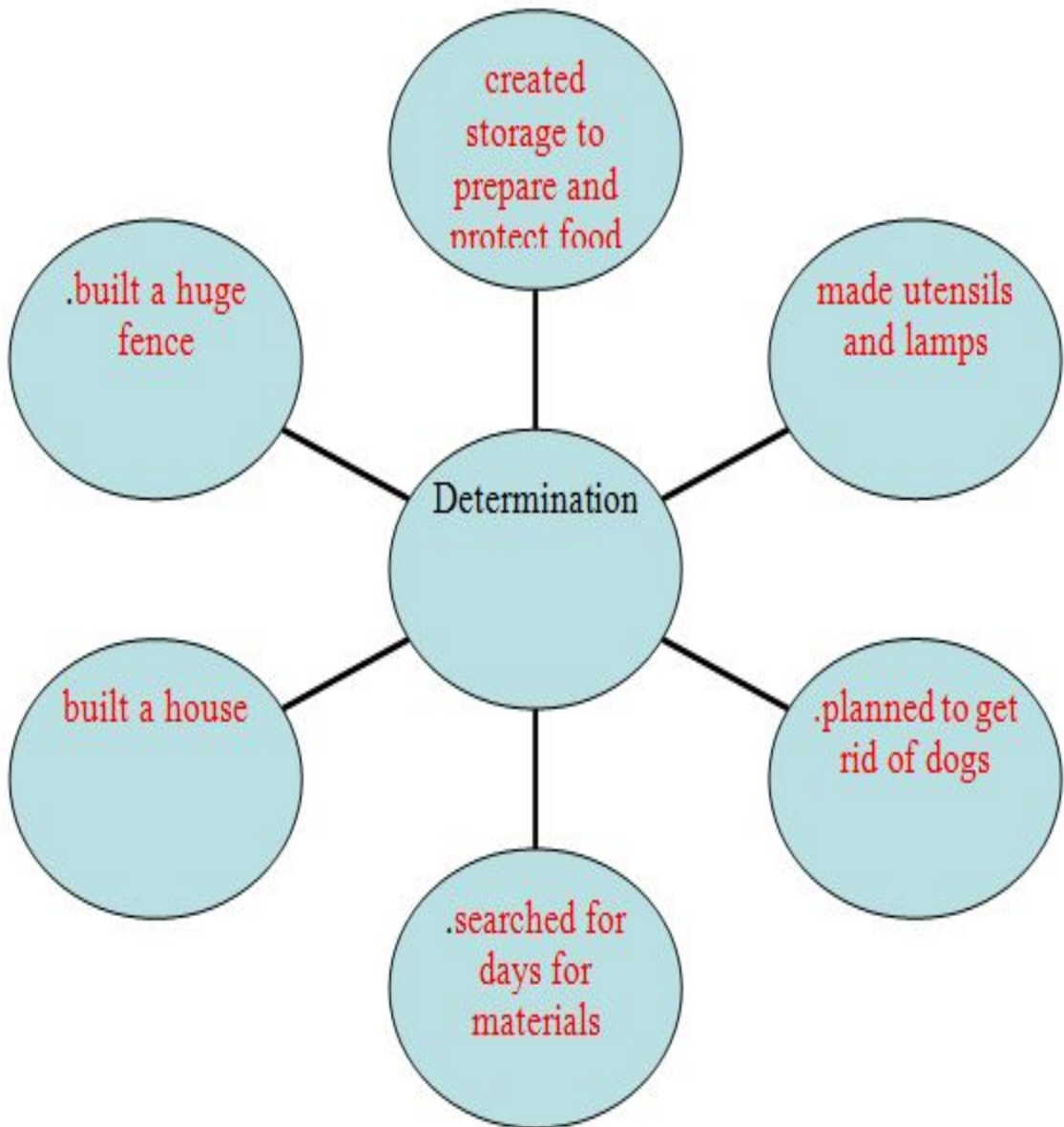
Materials Used: whale rib bones, strands of bull kelp

How was it made? ribs together, edges almost touching, curved outward

How big is the fence? It was taller than Karana and 8 steps wide.

What did Karana do to protect her food from mice? She went out and smoothed cracks in the rock wall to make shelves.

How did she make lamps to give off light? from sai-sai fish



# Island of the Blue Dolphins

## Final Test

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

**These terms may help you with some of the test questions.**

Conflict – a problem in the novel

    internal – a problem a character has within him/herself (emotional)

    external – a problem a character has with another person, environment, society, etc.

Symbolism – when an object stands for/represents something else

Idiom - to say one thing but mean another

Metaphor – a comparison when one thing is called another

Personification – when a non-human is given human traits

Simile – a comparison using the words like or as

1. Which of the following would **not** be a theme for this novel?
  - a. All life should be respected – human and animals.
  - b. Karana found that forgiveness for loved ones is important.
  - c. Everyone has a need for other people.
  - d. To be a survivor, you can never give up.
2. The genre of this novel is \_\_\_\_\_.
  - a. science fiction
  - b. historical fiction
  - c. realistic fiction
  - d. nonfiction
3. Which of the following best describes Karana?
  - a. brave and resourceful
  - b. playful and energetic
  - c. caring and shy
  - d. fearful and weak
4. Which of the following describes an internal conflict from the novel?
  - a. An earthquake occurs on the island.
  - b. Karana worries about the consequences of making weapons.
  - c. Karana has to fight off the wild dogs.
  - d. The sea otters are hunted by the Aleuts.
5. At the end of the novel, the reader can conclude that Karana will \_\_\_\_\_.
  - a. remain on the island
  - b. go on the Survivor television show
  - c. start a new life
  - d. become a pirate

6. What do the dolphins most likely symbolize?
- good fortune and hope
  - food and water
  - Karana's pride and determination
  - the sea
7. Which word BEST describes Karana's attitude toward the wild dogs in the first part of the novel?
- caring
  - fearful
  - tolerant
  - nonchalant
8. In the end, Karana has a strong desire to \_\_\_\_\_.
- find her otter
  - be where people lived
  - find the buried treasure on the island
  - become a wife

*The earth seemed to be holding its breath, as though it were waiting for something terrible to happen.*

9. What type of figurative language is used in this passage?
- idiom
  - metaphor
  - personification
  - simile
10. Who is Tutok?
- an Aleut girl who comes to the island
  - Karana's sister
  - a boy who has been hiding for years on the island
  - one of the wild dogs that Karana names
11. Why does Karana vow to never kill another bird or animal?
- She is tired of eating them.
  - She is afraid that they are bringing her bad luck.
  - Birds and animals have become like her family.
  - She feels guilty for killing so many already.



12. Which of the following is NOT a conflict that Karana faces on the island?

- a. She must fight off wild dogs.
- b. An earthquake occurs on the island.
- c. She must overcome her own fear.
- d. She is stung by a jellyfish that washed up on shore.

13. The reader learns about all of the following animals in this book except\_\_\_\_\_.

- a. devilfish
- b. sea elephants
- c. sea otters
- d. bats

*But the morning broke clear and in front of me lay the dim line of the island like a great fish sunning itself on the sea. (page 67)*

14. What type of figurative language is used in this passage?

- a. idiom
- b. metaphor
- c. personification
- d. simile

15. In the end, when Karana is finally rescued, what does she find out about her tribe?

- a. She discovers that they are all waiting on her return.
- b. She discovers that she is the only survivor of her tribe.
- c. She discovers that her sister has four children.
- d. She discovers that her tribe is moving back to the Island of the Blue Dolphins.

# Island of the Blue Dolphins

## Final Test Answer Key

| <b>Question #</b> | <b>Answer</b> |
|-------------------|---------------|
| <b>1</b>          | <b>b</b>      |
| <b>2</b>          | <b>c</b>      |
| <b>3</b>          | <b>a</b>      |
| <b>4</b>          | <b>b</b>      |
| <b>5</b>          | <b>c</b>      |
| <b>6</b>          | <b>a</b>      |
| <b>7</b>          | <b>b</b>      |
| <b>8</b>          | <b>b</b>      |
| <b>9</b>          | <b>c</b>      |
| <b>10</b>         | <b>a</b>      |
| <b>11</b>         | <b>c</b>      |
| <b>12</b>         | <b>d</b>      |
| <b>13</b>         | <b>d</b>      |
| <b>14</b>         | <b>d</b>      |
| <b>15</b>         | <b>b</b>      |

# Reading Assignment Schedule for The Boy in the Striped Pajamas

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-6 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 7-13 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 14- end and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
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**Reading Assignment Schedule for The Boy in the Striped Pajamas**  
**Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

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|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |

# The Boy in the Striped Pajamas

## Meeting One Quick Check

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

1. Bruno is \_\_\_\_\_.
  - a. a soldier
  - b. the father in the story
  - c. the boy in the story
  - d. the main character's best friend
  
2. Mother is happy about the move the family made.
  - a. true
  - b. false
  - c. neutral – neither happy nor sad
  
3. Who is Gretel?
  - a. Bruno's sister
  - b. Father's secretary
  - c. Bruno's babysitter
  - d. Father's mother
  
4. Who are Maria and Lars?
  - a. Bruno's best friends
  - b. Gretel's best friends
  - c. the family maid and butler
  - d. the family cousins
  
5. Why does the family have to move out of their home and away from Berlin?
  - a. They have been evicted from their house.
  - b. Gretel has been accepted at a very important school in another town.
  - c. Father's employer needs him to go somewhere else to perform a special job.
  - d. The family is moving to a larger home in a different neighborhood.

# The Boy in the Striped Pajamas

## Meeting One Quick Check

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

1. Bruno is \_\_\_\_\_
  - a. a soldier
  - b. the father in the story
  - c. **the boy in the story**
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# Meeting One Group Activity

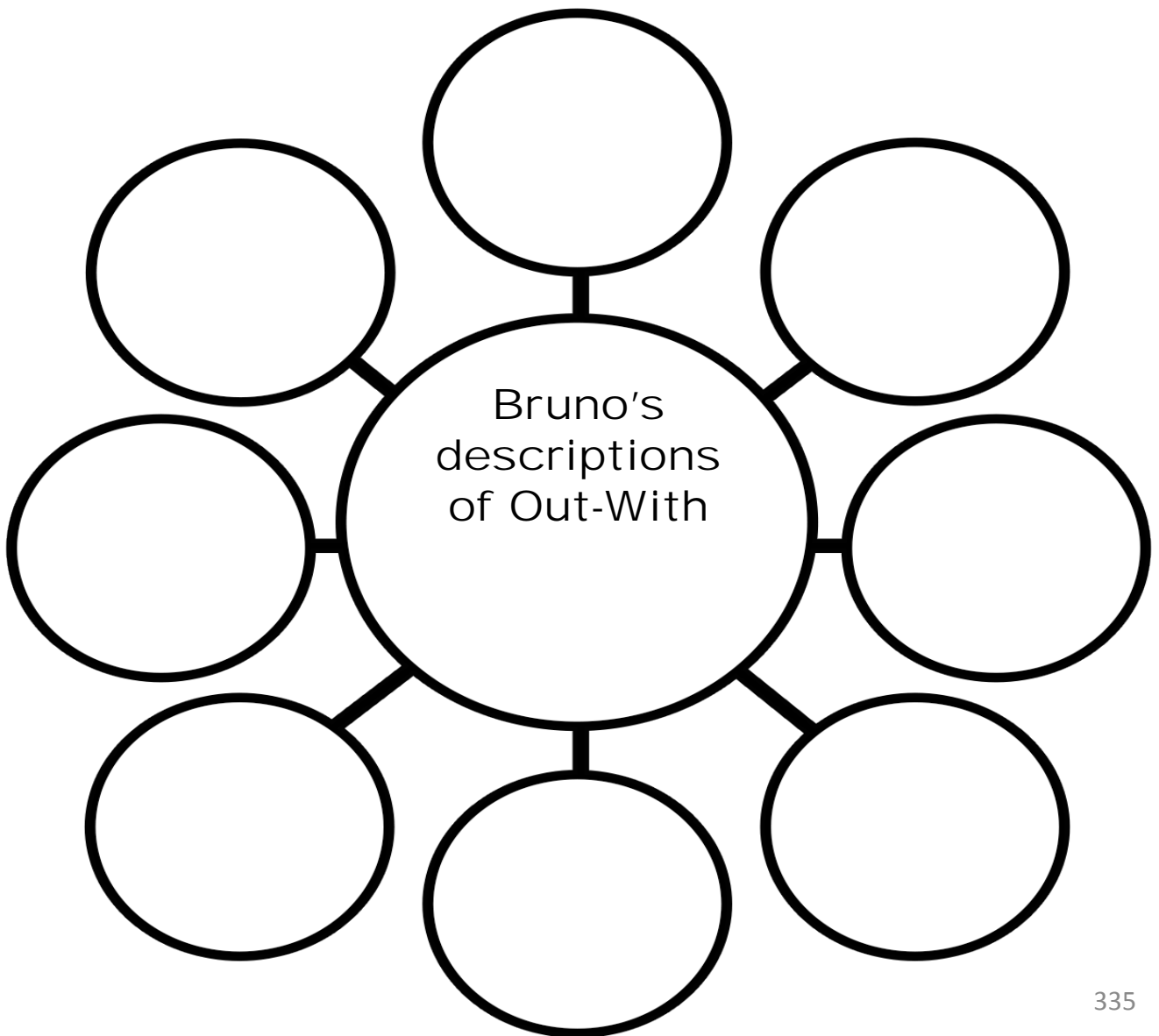
## The Boy in the Striped Pajamas Chapters 1-6

To be completed after book club discussion

All members of the group must work together.

Write a friendly letter as Bruno to one of his best friends (Karl, Daniel, or Martin) back in Berlin. Be sure to describe life at Out-With through Bruno's eyes. Tell how you feel about having to live at Out-With. You will be writing the letter from Bruno's perspective, so what point of view will you be using? \_\_\_\_\_

Use the following graphic organizer to organize Bruno's descriptions of Out-With. Make sure you follow the correct friendly letter format. **Plan as a group, but each member will write his/her own letter. Write the letter on notebook paper.**



# Friendly Letter Rubric

| Criteria   | Possible Points | Points Earned |
|--|-----------------|---------------|
| <ul style="list-style-type: none"> <li>The letter is written from Bruno's perspective.</li> </ul>  | 20              |               |
| <ul style="list-style-type: none"> <li>Information in the letter is based on Bruno's descriptions of Out-With from the novel.</li> </ul> | 25              |               |
| <ul style="list-style-type: none"> <li>Bruno's feelings are included in the letter.</li> </ul>   | 15              |               |
| <ul style="list-style-type: none"> <li>The point of view used is consistent.</li> </ul>  | 10              |               |
| <ul style="list-style-type: none"> <li>The letter is written in the correct friendly letter format.</li> </ul>                           | 10              |               |
| <ul style="list-style-type: none"> <li>The letter is written neatly.</li> </ul>  | 10              |               |
| <ul style="list-style-type: none"> <li>Grammatical and spelling errors, if any, do not interfere with the meaning.</li> </ul>            | 10              |               |
| <b>TOTAL</b>   | <b>100</b>      |               |



# The Boy in the Striped Pajamas

## Meeting Two Quick Check

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

1. Which character wrote plays for Bruno to perform?
  - a. Herr Listz
  - b. Mother
  - c. Franz Roller
  - d. Grandmother
2. The tutor Father hired is \_\_\_\_\_.
  - a. Amerigo Vespucci
  - b. Herr Liszt
  - c. Shmuel
  - d. Franz Roller
3. Who is Pavel?
  - a. Maria's husband
  - b. the family's doctor
  - c. the family's waiter
  - d. Bruno's grandfather
4. What did Bruno make a swing out of?
  - a. an old tire
  - b. a discarded 2x4
  - c. an old sleigh
  - d. an old skateboard
5. Who in Bruno's family owns a restaurant?
  - a. his mother
  - b. an aunt
  - c. his sister
  - d. his grandfather

# The Boy in the Striped Pajamas

## Meeting Two Quick Check

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

1. Which character wrote plays for Bruno to perform?
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  - c. an old sleigh
  - d. an old skateboard
5. Who in Bruno's family owns a restaurant?
  - a. his mother
  - b. an aunt
  - c. his sister
  - d. his grandfather**

# Meeting Two Group Activity

The Boy in the Striped Pajamas Chapters 7-11

To be completed after book club discussion

All members of the group must work together.

## Discussion

If you knew Lieutenant Kotler, how you would you feel about him?

---

---

Is he the type of person you would want to be friends with?

\_\_\_\_\_ Why? \_\_\_\_\_

---

---

---

What about the character of Pavel? What type of person do you think he is? \_\_\_\_\_

---

---

---

Is Pavel the type of person you would want to be friends with?

\_\_\_\_\_ Why? \_\_\_\_\_

---

---

---

---

## Answer key

### Discussion

If you knew Lieutenant Kotler, how would you feel about him?

accept reasonable responses

Is he the type of person you would want to be friends with?

\_\_\_\_\_ Why? \_\_\_\_\_

accept reasonable responses

What about the character of Pavel? What type of person do you think he is? \_\_\_\_\_

possible – kind, helpful, smart, polite

Is Pavel the type of person you would want to be friends with?

\_\_\_\_\_ Why? \_\_\_\_\_

accept reasonable responses

|                       |   |
|-----------------------|---|
| <input type="radio"/> | <p>What does the following passage reveal about Bruno's character?</p> <p style="text-align: center;"><i>....taking a deep breath and beginning his journey. The one thing Bruno tried not to think about was that he had been told on countless occasions by both Mother and Father that he was not allowed to walk in this direction, that he was not allowed anywhere near the fence or the camp, and most particularly that exploration was banned at Out-With.</i></p> |
|                       |   |
|                       |   |
| <input type="radio"/> |   |
|                       |   |
|                       |   |
|                       |   |
| <input type="radio"/> |   |
|                       |   |

### Historical Significance

In this chapter, we read where Bruno goes to the bench and reads the bronze plaque.

*Presented on the occasion of the opening of*  
 \_\_\_\_\_ *Camp*  
*June nineteen forty*

Bruno pronounces the name he “stumbles over” as Out-With Camp. We have had enough clues in the novel to know that he is most likely at a concentration camp. Read over this list of concentration camps. Circle the one that you think he is trying to pronounce. Then, write the name on the line above.

- |           |                 |                |
|-----------|-----------------|----------------|
| Auschwitz | Belzec          | Bergen-Belsen  |
| Chelmno   | Dachau          | Buchenwald     |
| Drancy    | Flossenburg     | Dora/Mittelbau |
| Janowska  | Kaiserwald/Riga | Gross-Rosen    |
| Treblinka | Vaivara         | Theresienstadt |
|           |                 | Westerbork     |

## answer key

|                       |  |
|-----------------------|--|
| <input type="radio"/> | What does the following passage reveal about Bruno's character?<br><i>....taking a deep breath and beginning his journey. The one thing Bruno tried not to think about was that he had been told on countless occasions by both Mother and Father that he was not allowed to walk in this direction, that he was not allowed anywhere near the fence or the camp, and most particularly that exploration was banned at Out-With.</i> |
| <input type="radio"/> | <b>Accept Reasonable Response – Possible responses –</b>   |
| <input type="radio"/> | <b>guilty, disobedient, not afraid of consequences when the reward could be high, does not like being in one place too long, allows curiosity to get the best of him, gullible, likes to explore and see new things.</b>   |

### Historical Significance

In this chapter, we read where Bruno goes to the bench and reads the bronze plaque.

*Presented on the occasion of the opening of  
**Auschwitz Camp**  
June nineteen forty*

Bruno pronounces the name he “stumbles over” as Out-With Camp. We have had enough clues in the novel to know that he is most likely at a concentration camp. Read over this list of concentration camps. Circle the one that you think he is trying to pronounce. Then, write the name on the line above.

#### Auschwitz

Chelmno  
Drancy  
Janowska  
Treblinka

Belzec  
Dachau  
Flossenburg  
Kaiserwald/Riga  
Vaivara

Bergen-Belsen  
Buchenwald  
Dora/Mittelbau  
Gross-Rosen  
Theresienstadt  
Westerbork

## The Armband

The boy Bruno sees has an armband on that looks like this:



What is this on his armband? \_\_\_\_\_

What does this let us know about Shmuel, the boy Bruno meets? \_\_\_\_\_

## What does your name sound like?

Bruno says that Shmuel's name sounds like the wind blowing. Shmuel says that Bruno's name sounds like someone who's rubbing their arms to keep warm.

Decide what each person's name in your group sounds like.

Make sure all names that you come up with are respectful. 😊

## The Dinner Guest

In chapter 11, we are told by Gretel that their dinner guest "runs the country". Thus, we infer that the Fury, as Bruno refers to him, is Hitler. Hitler was the Fuhrer (leader) of Germany during the Holocaust.

1. Is Bruno's pronunciation of "the Fuhrer" as "the Fury" also an appropriate description of Hitler? \_\_\_\_\_ Explain why you feel this way. \_\_\_\_\_

2. Explain the way Hitler treats Eva. \_\_\_\_\_

Does the way "the Fury" treats Eva surprise you? \_\_\_\_\_ Why or why not? \_\_\_\_\_

3. What descriptions does Bruno provide as to how Hitler looks? \_\_\_\_\_

## answer key

### The Armband

The boy Bruno sees has an armband on that looks like this:



What is this on his armband? **the Star of David**

What does this let us know about Shmuel, the boy Bruno meets?

**It lets us know he is a Jew.**

What does your name sound like?

Bruno says that Shmuel's name sounds like the wind blowing.

Shmuel says that Bruno's name sounds like someone who's rubbing their arms to keep warm.

Decide what each person's name in your group sounds like.

**responses will vary**

Make sure all names that you come up with are respectful. 😊

### The Dinner Guest

In chapter 11 we are told by Gretel that their dinner guest "runs the country". Thus, we infer that the Fury, as Bruno refers to him, is Hitler. Hitler was the Fuhrer (leader) of Germany during the Holocaust. **possible responses are provided...**

1. Is Bruno's pronunciation of "the Fuhrer" as "the Fury" also an appropriate description of Hitler? **Yes** Explain why you feel this way. **Hitler seems**

**angry/furious.; He is angry about the Jews causing problems in Germany.**

2. Explain the way Hitler treats Eva. **rudely, disrespectfully**

Does the way "the Fury" treats Eva surprise you? **no** Why or why not? **He**

**is a mean man and thinks he can do whatever he wants.**

3. What descriptions does Bruno provide as to how Hitler looks? **short,**

**tiny moustache, dark hair**



# Final Test

## The Boy in the Striped Pajamas

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

1. Who does Bruno refer to as a *Hopeless Case*?
  - a. his sister
  - b. his babysitter
  - c. Father's secretary
  - d. Father's mother
2. What is Bruno able to see from his bedroom window?
  - a. farm animals
  - b. a city, crowds
  - c. men, boys
  - d. a vegetable garden
3. Who is the oldest?
  - a. Bruno
  - b. Gretel
4. Who passed away in Berlin while the family is at "Out With"?
  - a. Lieutenant Kotler
  - b. Mother
  - c. Grandmother
  - d. Grandfather
5. Pavel, the waiter, was really a \_\_\_\_\_.
  - a. barber
  - b. soldier
  - c. teacher
  - d. doctor
6. Which of the following best describes Bruno's Mother's attitude about "Out-With"?
  - a. She loves living there.
  - b. She is unhappy there.
  - c. She is eager to remodel there.
  - d. She enjoys being a leader there.
7. What did Shmuel want Bruno to help him to do on their "Final Adventure"?
  - a. help him find some extra food
  - b. help him find his father
  - c. help him plan an escape
  - d. help him find clothes for the small children

8. How did Bruno cover up his accidentally telling Gretel about Shmuel?
- He told her that Shmuel was the name of a soldier he had met.
  - He told her that Shmuel was the name of his imaginary friend.
  - He told her that Shmuel was the name of his friend from Berlin.
  - He told her she heard him wrong and that he has mushrooms, not Shmuel.
9. Which of the following best describe Bruno's perception of the concentration camp at "Out-With"?
- He was oblivious and ignorant as to what was really happening.
  - He was horrified once he realized that people were being killed.
  - He was very sad and worried over the concentration camp.
  - He was angry with his father for being involved with the concentration camp.
10. At the end of the novel, the reader can infer that Bruno and Shmuel\_\_
- are killed in a gas chamber.
  - escape and run away.
  - march to the next town.
  - disappear into darkness.
11. Who was the commandant of the "Out-With" camp?
- Pavel
  - Lieutenant Kotler
  - Bruno's father
  - Shmuel's father
12. With whom does Bruno share a birthday?
- Shmuel
  - Gretel
  - Grandmother
  - Pavel
13. What genre is this novel?
- historical fiction
  - science fiction
  - nonfiction
  - drama
14. Which of the following is the best theme for this novel?
- The Holocaust was a horrible event.
  - Sometimes horrible events take place and those around them are unaware of them.
  - Swallows are birds who eat insects.
  - It is best to keep your friendships secret from you families.
15. Who is the protagonist (main character) in this novel?
- Herr Liszt
  - Father
  - Shmuel
  - Bruno

# The Boy in the Striped Pajamas

## Final Test Answer Key

| <b>Question #</b> | <b>Answer</b> |
|-------------------|---------------|
| <b>1</b>          | <b>a</b>      |
| <b>2</b>          | <b>c</b>      |
| <b>3</b>          | <b>b</b>      |
| <b>4</b>          | <b>c</b>      |
| <b>5</b>          | <b>d</b>      |
| <b>6</b>          | <b>b</b>      |
| <b>7</b>          | <b>b</b>      |
| <b>8</b>          | <b>b</b>      |
| <b>9</b>          | <b>a</b>      |
| <b>10</b>         | <b>a</b>      |
| <b>11</b>         | <b>c</b>      |
| <b>12</b>         | <b>a</b>      |
| <b>13</b>         | <b>a</b>      |
| <b>14</b>         | <b>b</b>      |
| <b>15</b>         | <b>d</b>      |

# Reading Assignment Schedule for Tuck Everlasting

You must have read the entire novel by \_\_\_\_\_.

You will take a test on the novel that day as well.

Meeting 1 will cover chapters 1-8 and will take place on \_\_\_\_\_

Meeting 2 will cover chapters 9-16 and will take place on \_\_\_\_\_

Meeting 3 will cover chapters 17-epilogue and will take place on \_\_\_\_\_

**Fill in the dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
| 1   |      | Chapters                 |                     |
| 2   |      | Chapters                 |                     |
| 3   |      | Chapters                 |                     |
| 4   |      | Chapters                 |                     |
| 5   |      | Chapters                 |                     |
| 6   |      | Chapters                 |                     |
| 7   |      | Chapters                 |                     |
| 8   |      | Chapters                 |                     |

**Reading Assignment Schedule for Tuck Everlasting**  
**Fill in the days and dates. With your group, decide on how much to read each day before your meeting. Put a star beside or highlight the day when you will meet.**

| Day | Date | Chapters to be completed | Check when complete |
|-----|------|--------------------------|---------------------|
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |
|     |      | Chapters                 |                     |

# Tuck Everlasting

## Meeting One Quick Check

### Chapters 1-8

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

1. Who owns the Treegap Wood?
  - a. Mae Tuck
  - b. the Fosters
  - c. the man in the suit
  - d. the constable
  
2. Who do Tuck and Mae meet with every ten years?
  - a. the stranger
  - b. their sons
  - c. the constable
  - d. the Fosters
  
3. Who does Winnie talk to about running away?
  - a. the stranger
  - b. a toad
  - c. Jesse
  - d. her grandmother
  
4. What animal did drink from the spring?
  - a. monkey
  - b. toad
  - c. cat
  - d. horse
  
5. What made the music that Winnie and Grandmother Foster heard in the wood?
  - a. elves
  - b. the man in the yellow suit playing a guitar
  - c. a music box
  - d. wind chimes left in a tree

# Tuck Everlasting

## Meeting One Quick Check

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

1. Who owns the Treegap Wood?
  - a. Mae Tuck
  - b. the Fosters**
  - c. the man in the suit
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2. Who do Tuck and Mae meet with every ten years?
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  - d. horse**
  
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  - a. elves
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  - c. a music box**
  - d. wind chimes left in a tree

# Meeting One Group Activity

## *Tuck Everlasting* Chapters 1-8

To be completed after book club discussion  
All members of the group must work together.

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 this chapter, Natalie Babbitt uses personification (giving human emotions and qualities to nonhuman objects) to help her create imagery. Read the following excerpts from chapters one and two and notice the imagery that is created by the underlined personification.

*...stood the first house, a square and solid house...surrounded by grass cut painfully to the quick and enclosed by a capable iron fence...which clearly said, "Move on – we don't want you here."*

1. What is being personified?

---

2. How does this help create imagery?

---

*The house was so proud of itself that you wanted to make a lot of noise as you passed...But the wood had a sleeping, otherworld appearance...*

3. What is being personified?

---

4. How does this help create imagery?

---



*...she pulled down over her ears a blue straw hat with a drooping, exhausted brim.*

5. What is being personified?

---

6. How does this help create imagery?

---

**Discussion** – Answer the question in the box below.

The man in the yellow suit has been mentioned several times.

The last time he is described as having his mouth turned ever so slightly toward a smile after he listens to the Tucks explain

themselves to Winnie. Why do you think he smiles? Do you think he will be a threat to the Tucks? Explain your answers.

*...stood the first house, a square and solid house...surrounded by grass cut painfully to the quick and enclosed by a capable iron fence...which clearly said, "Move on – we don't want you here."*

1. What is being personified? **the iron fence**
2. How does this help create imagery? **It not only lets the reader know what the Foster property is like but also reveals a bit of their stand-offish personalities.**

*The house was so proud of itself that you wanted to make a lot of noise as you passed...But the wood had a sleeping, other world appearance...*

3. What is being personified? **the Foster's house**
4. How does this help create imagery? **It reveals the fact the house is neat and very well taken care of.**

*...she pulled down over her ears a blue straw hat with a drooping, exhausted brim.*

5. What is being personified? **Mae's hat**
6. How does this help create imagery? **It lets the reader know that like Mae, all of her things are old and have been used for a very long time.**

# Tuck Everlasting

## Meeting Two Quick Check

### Chapters 9-16

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

1. Who took Winnie fishing and explained why she had to keep quiet about the spring?
  - a. Miles
  - b. Jesse
  - c. Mae
  - d. Tuck
  
2. What lived in a table drawer at the Tuck house?
  - a. a toad
  - b. a bird
  - c. a mouse
  - d. a spider
  
3. How do the Tuck's earn money?
  - a. selling fish
  - b. selling things they grow
  - c. selling things they make
  - d. selling things they find and repair
  
4. Who told the Fosters where Winnie was?
  - a. the constable
  - b. the man in the yellow suit
  - c. Miles
  - d. a neighbor
  
5. What is the name of the man in the yellow suit?
  - a. Foster
  - b. Miles
  - c. Angus
  - d. none of these

# Tuck Everlasting

## Meeting Two Quick Check

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

- Who took Winnie fishing and explained why she had to keep quiet about the spring?
  - Miles
  - Jesse
  - Mae
  - Tuck**
  
- What lived in a table drawer at the Tuck house?
  - a toad
  - a bird
  - a mouse**
  - a spider
  
- How do the Tuck's earn money?
  - selling fish
  - selling things they grow
  - selling things they make**
  - selling things they find and repair
  
- Who told the Fosters where Winnie was?
  - the constable
  - the man in the yellow suit**
  - Miles
  - a neighbor
  
- What is the name of the man in the yellow suit?
  - Foster
  - Miles
  - Angus
  - none of these**

Meeting Two Group Activity  
*Tuck Everlasting* Chapters 9-16

To be completed after book club discussion  
All members of the group must work together.

***The sky was a ragged blaze of red and pink and orange, and its double trembled on the surface of the pond like color spilled from a paintbox. The sun was dropping fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple.***

1. Underline the imagery in the above passage.
2. Circle the two metaphors (comparing two unlike things by calling one the other) in the passage.
3. Draw a box around the simile (comparing two unlike things using the words like or as).
4. What is meant by “its double trembled on the surface of the pond”?

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---

All of the imagery and figurative language in this passage really puts a picture in our minds! Let’s draw what we see in our mind’s eye. On a separate sheet of paper, each member will draw the scene described as Winnie and Tuck climb into the rowboat. Make sure you rely on the imagery to draw and color your picture just as Natalie Babbitt describes it.

Meeting Two Group Activity  
*Tuck Everlasting* Chapters 9-16

To be completed after book club discussion  
All members of the group must work together.

**The sky was a ragged blaze of red and pink and orange, and its double trembled on the surface of the pond like color spilled from a paintbox. The sun was dropping fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple.**

1. Underline the imagery in the above passage.
2. Circle the two metaphors (comparing two unlike things by calling one the other) in the passage.
3. Draw a box around the simile (comparing two unlike things using the words like or as).
4. What is meant by “its double trembled on the surface of the pond”? **The sunset is reflecting in the pond.**

All of the imagery and figurative language in this passage really puts a picture in our minds! Let’s draw what we see in our mind’s eye. On a separate sheet of paper, each member will draw the scene described as Winnie and Tuck climb into the rowboat. Make sure you rely on the imagery to draw and color your picture just as Natalie Babbitt describes it.

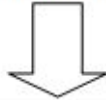
# Tuck Everlasting Final Test

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

Winnie sees Jesse in the woods at the spring.



Jesse, Mae, and Miles take Winnie to their home to explain their problem.



Tuck explains the natural order of life to Winnie.

1. Which of the following belongs in the empty box?
  - a. Mae hits the man in the yellow suit in the head with the gun.
  - b. Winnie sits in the cell in Mae's place.
  - c. Winnie spends the night on the Tucks' couch.
  - d. The man in the yellow suit steals the Tucks' horse.
2. Which of the following is the overall tone of this novel?
  - a. eloquent and encouraging
  - b. profound and serious
  - c. whimsical and touching
  - d. sarcastic and stern
3. What genre is this book?
  - a. a fairy tale
  - b. a myth
  - c. fiction
  - d. poetry
4. The protagonist is the main character of a story. Who is the protagonist in this novel?
  - a. the man in the yellow suit
  - b. the constable
  - c. Winnie
  - d. Angus Tuck

5. The setting of the novel is \_\_\_\_\_.
- a. a small town in the present
  - b. a small town in the future
  - c. a small town in the past
  - d. none of these
6. Which of the following is a theme (life lesson) of the novel?
- a. It is important to hide things from your parents.
  - b. Life is meant to have a beginning and an end.
  - c. Toads make excellent pets.
  - d. Never talk to strangers.
7. Which of the following words describe Winnie?
- a. caring
  - b. impulsive
  - c. hateful
  - d. overactive
8. Which of the following best describes the relationship between Jesse and Winnie?
- a. loving
  - b. turbulent
  - c. unsupportive
  - d. one-sided
9. Which of the following best describes the man in the yellow suit?
- a. patient and kind
  - b. timid and quiet
  - c. sneaky and selfish
  - d. angry and violent

*Once she had hidden Jesse's bottle in a bureau drawer, there was nothing to do but wait.*

10. What is in the bottle she puts in her bureau?
- a. oil for getting the nails out of the window
  - b. water from the pond
  - c. water from the spring
  - d. perfume that he gave her as a gift
11. How does Winnie feel about the Tucks?
- a. She is afraid of them.
  - b. She considers them her friends.
  - c. She considers them as thieves.
  - d. She feels they are now her family.



12. Which of the Tucks most enjoys the life that the water gave them?
- a. Jesse
  - b. Mae
  - c. Miles
  - d. Tuck
13. How did the man in the yellow suit come to know about the odd Tucks?
- a. He followed Mae from their house to the wood.
  - b. Winnie introduced them.
  - c. He read about them in a book.
  - d. He listened to stories that his grandmother told him.
14. How does Mae get out of the jailhouse cell?
- a. She runs out of the front door.
  - b. Miles distracts the constable long enough for her to leave the jailhouse.
  - c. She climbs out of the window in her cell.
  - d. Tuck bails her out.
15. Why does Winnie get into the jailhouse cell?
- a. to give the Tucks more time to get away
  - b. to keep Mae company
  - c. because Jesse asks her to do it
  - d. to bring Mae food
16. What does Winnie put on the toad?
- a. leaves
  - b. a bowl
  - c. a collar
  - d. water from the spring
17. What happened to the wood?
- a. It was sold and houses were built there.
  - b. It burned down and had to be bulldozed.
  - c. A hotel was built on top of it.
  - d. Winnie was buried there.

*In Loving Memory  
Winifred Foster Jackson  
Dear Wife  
Dear Mother  
1870-1948*

18. The inscription on Winnie's tombstone lets the reader know all of the following except that \_\_\_\_\_.
- a. she married and had children
  - b. she decided not to drink the spring water
  - c. she was seventy-eight when she died
  - d. she named her son Tuck

# Tuck Everlasting Final Test Answer Key

| <b>Question #</b> | <b>Answer</b> |
|-------------------|---------------|
| 1                 | d             |
| 2                 | c             |
| 3                 | c             |
| 4                 | c             |
| 5                 | c             |
| 6                 | b             |
| 7                 | a             |
| 8                 | a             |
| 9                 | c             |
| 10                | c             |
| 11                | b             |
| 12                | a             |
| 13                | d             |
| 14                | c             |
| 15                | a             |
| 16                | d             |
| 17                | b             |
| 18                | d             |

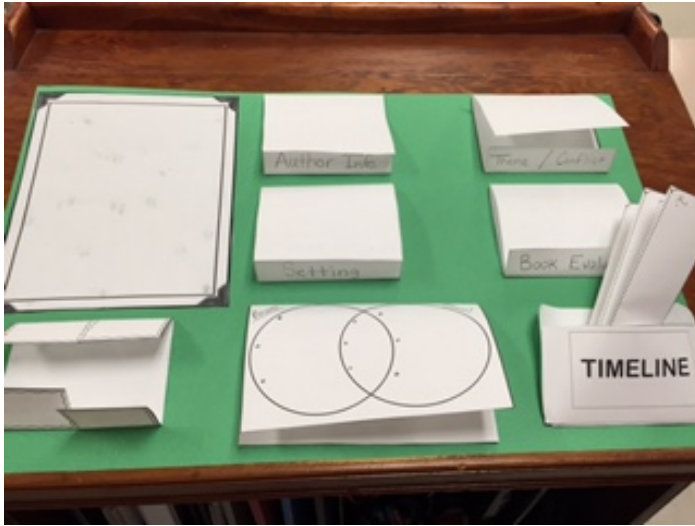


## Group Project Ideas

After finishing a novel, assign a group project for the students to complete. This section has several for you to choose from.

\*Note: The first project in this section is a big project. The others are smaller and not as time consuming.

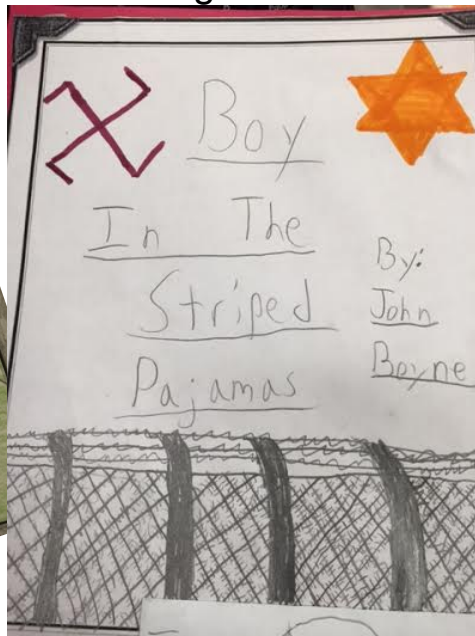
# All About the Novel File Folder 8 Part Group Project



The final product has 8 total parts. It can be presented on poster board, a file folder...really anything! The components are a cover page for the novel, a timeline of key events, a Venn diagram, 4 vocabulary words, setting, theme, conflict, a book evaluation, and author's information.

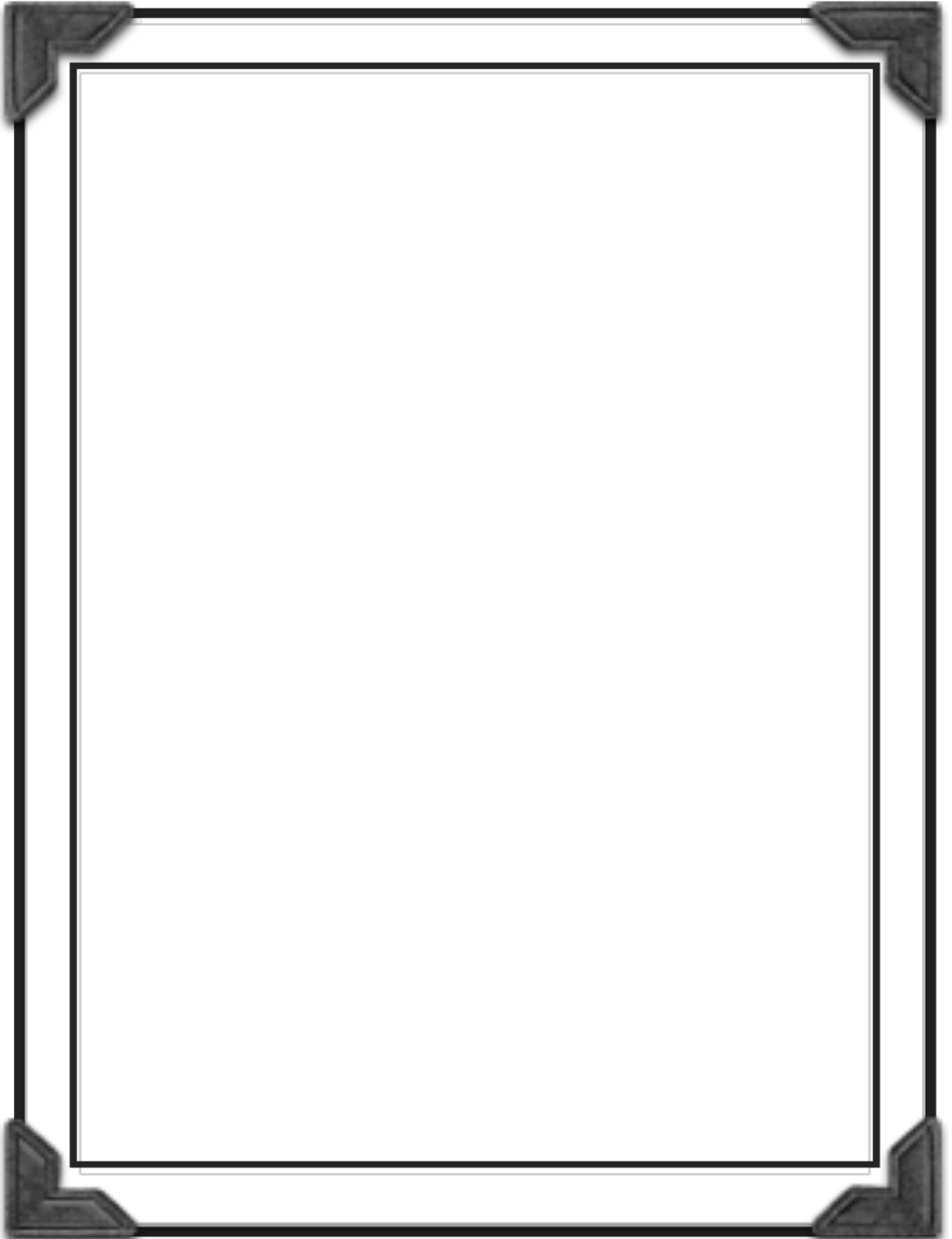
## Cover Page / Main Picture

On this page, your students will design a book cover. They need to include the author and title. The illustration they decide to use should be meaningful to the novel.



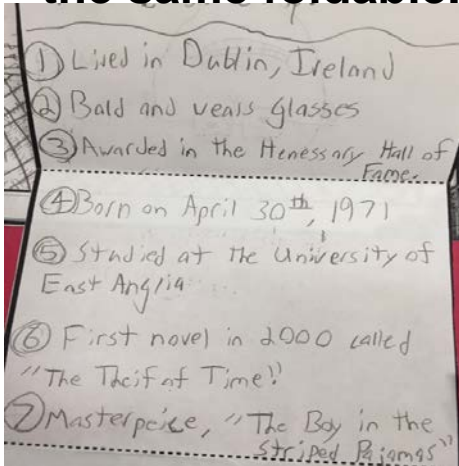
# Cover Page

Design a book cover in the frame below. Include the author and title. The illustration should be meaningful to the novel.





All four of these use the same foldable.

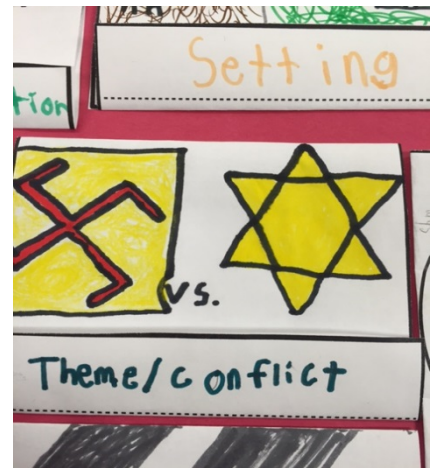


## Author Information

On this page, students will list ten facts about the book's author. Allow students to use the Internet and select around 10 interesting facts to list inside the foldable. On the outside, students can glue a picture of the author.

## Theme/Conflict

This foldable includes a theme statement as well as a description of the novel's main conflict(s). The outside needs to illustrate one or the other – theme or conflict.



## Book Evaluation

This is where students rate the book using a star system – 4 is excellent while 1 means do not bother! They explain their feelings inside the foldable.

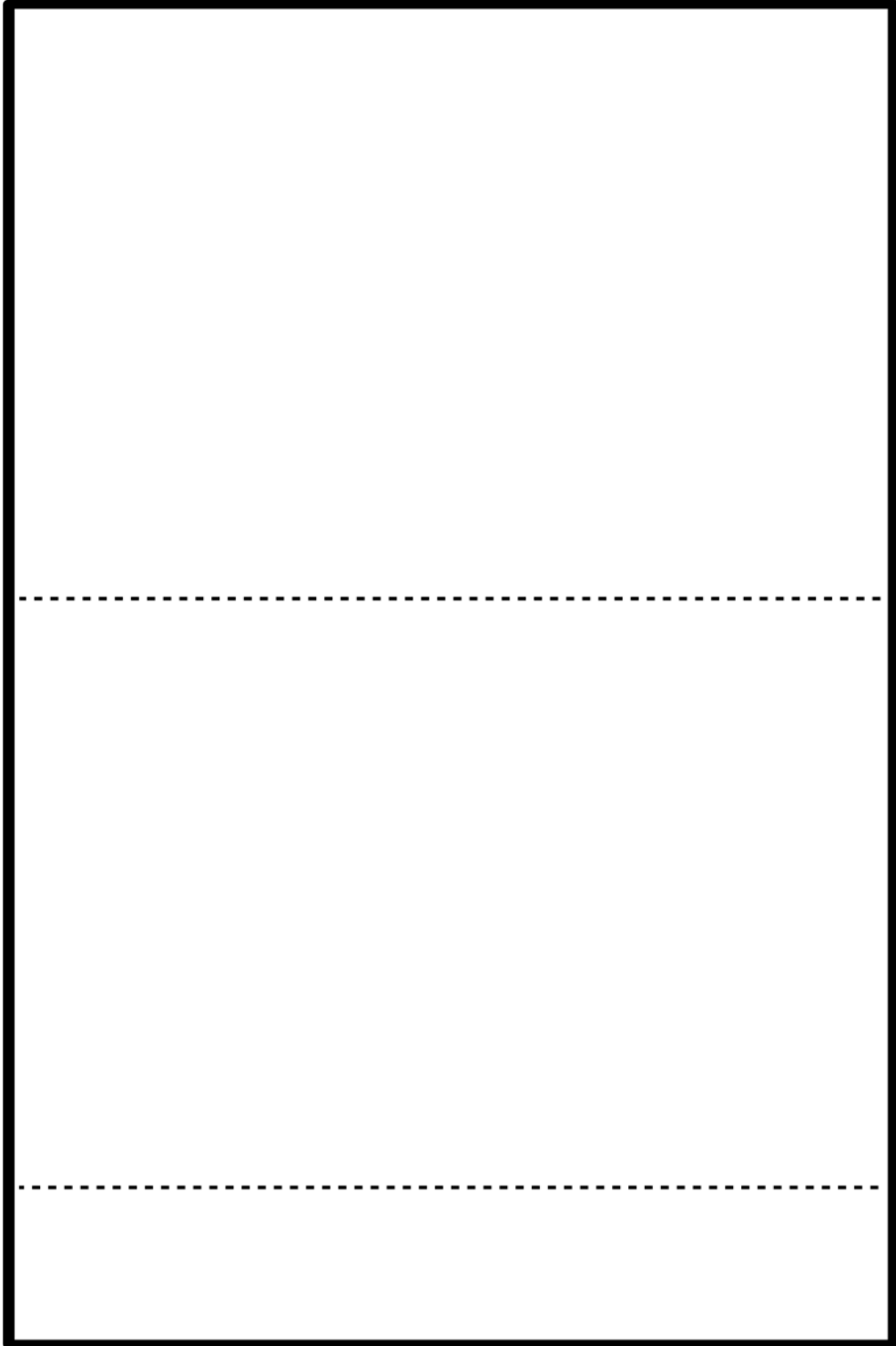
## Setting

On this page, the outside includes a drawing of a part of the main setting and the inside describes the setting.



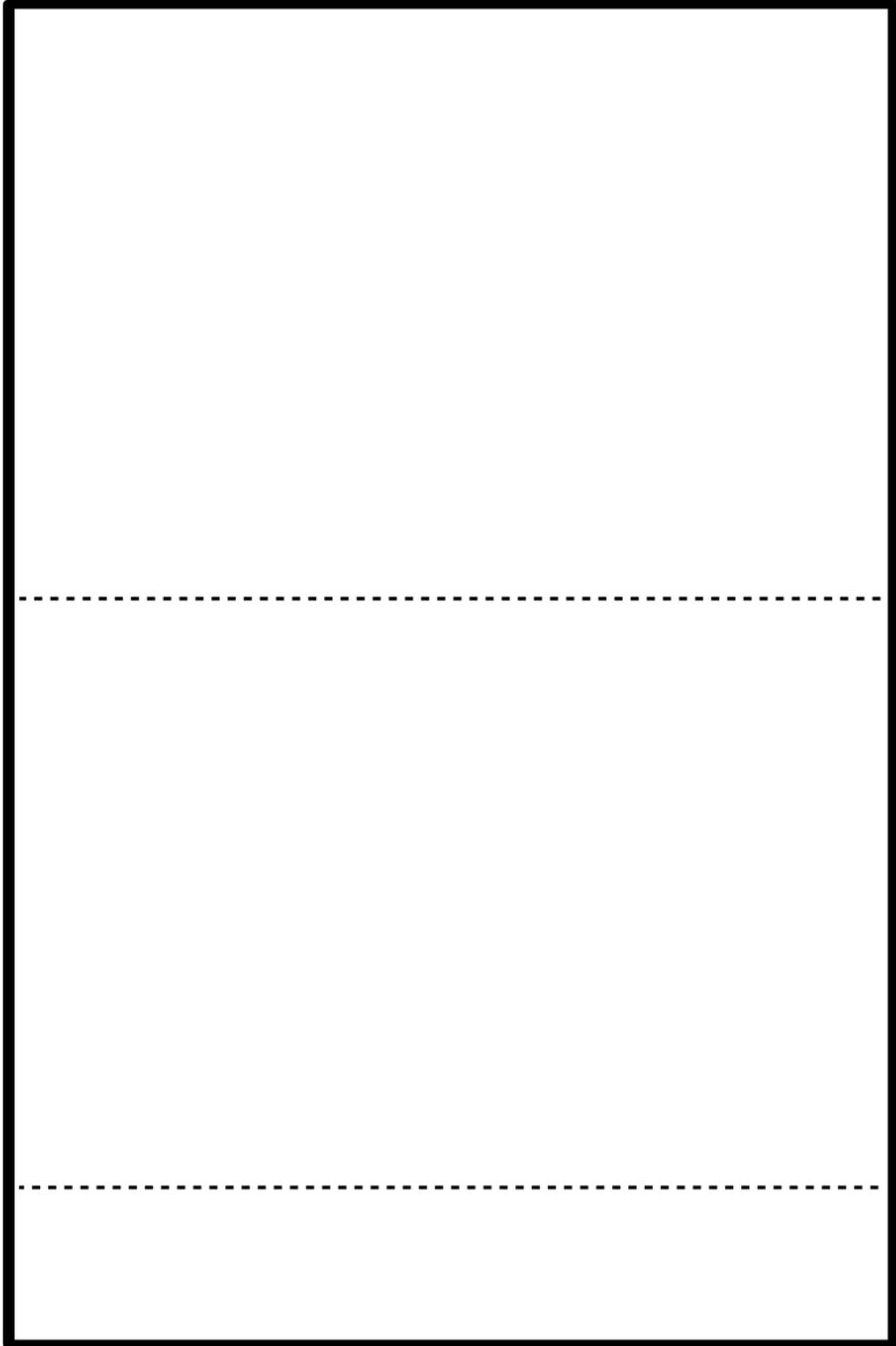
## Foldable for author information

Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the words Author Information. Above the flap on the outside of the foldable, glue a picture of the author or write the author's name. Open up the foldable and list ten facts about the book's author. Use the Internet and select around 10 interesting facts to list.



## Foldable for Theme/Conflict

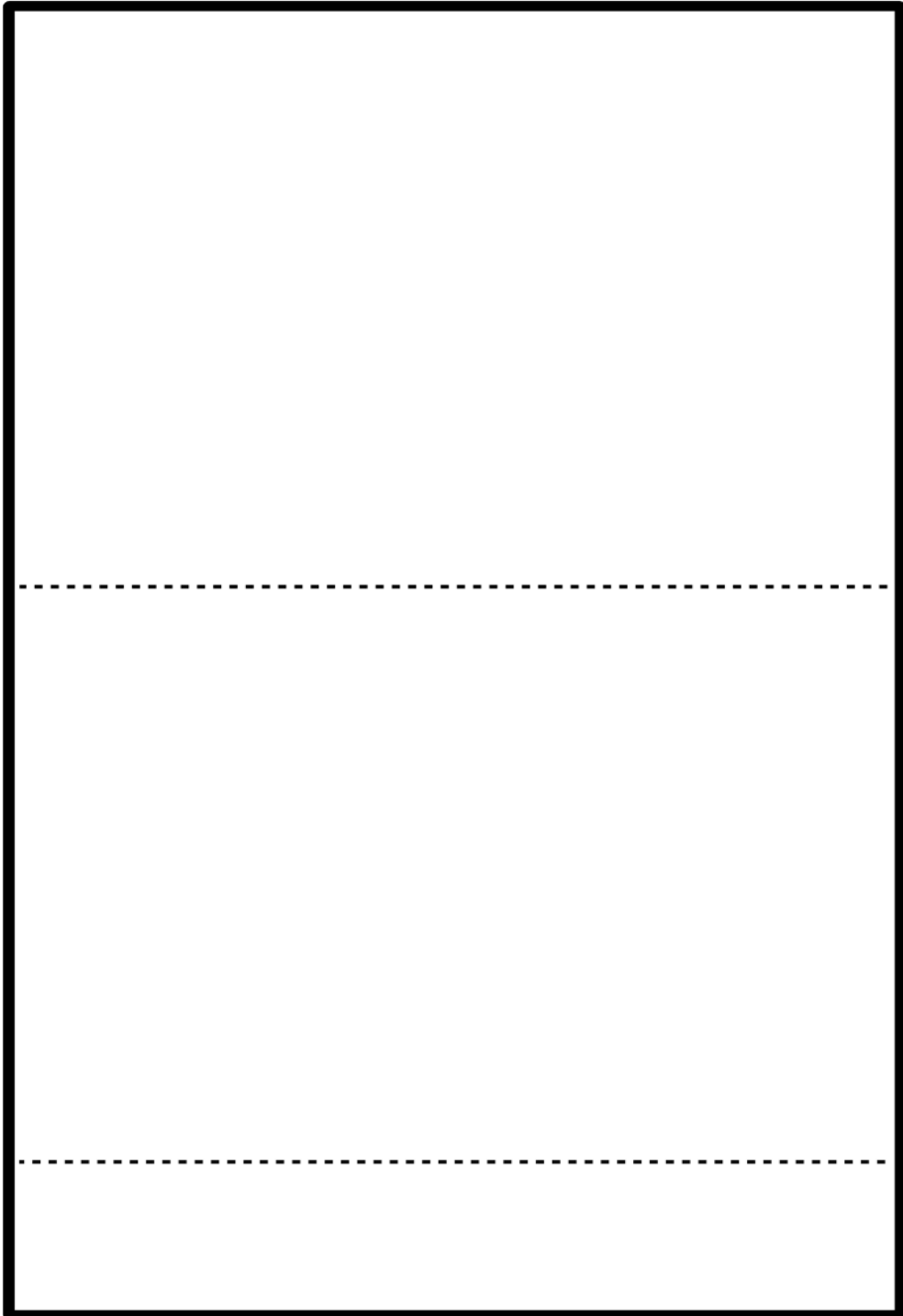
Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the words Theme/Conflict. Above the flap on the outside of the foldable, draw a picture to represent **either** the theme or the conflict. Open up the foldable and on the top half, write the theme statement. On the bottom half, explain the main conflict of the novel.





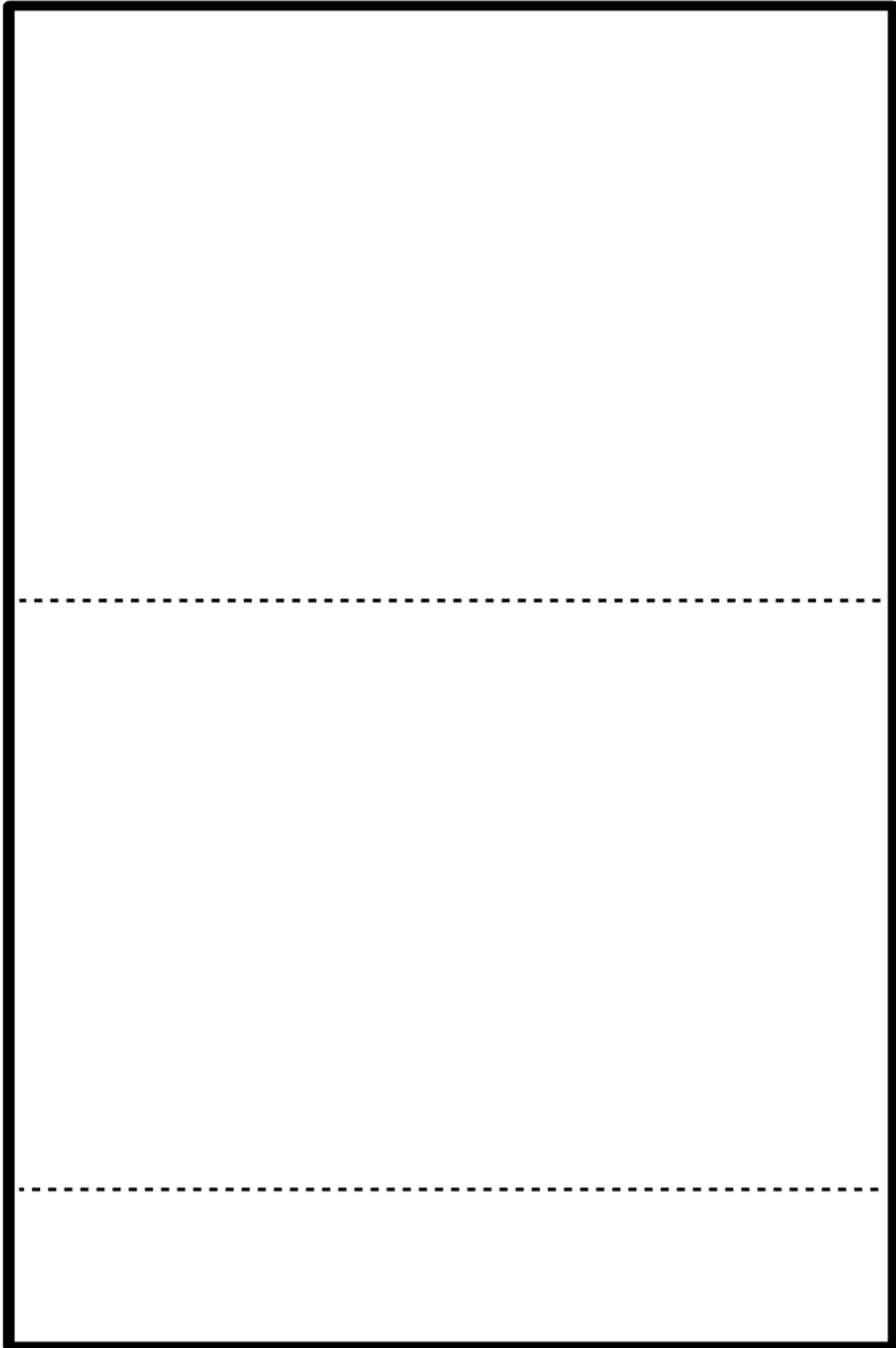
# Foldable for Book Evaluation

Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the words Book Evaluation. Above the flap on the outside of the foldable, draw a picture of a thumbs up thumbs down sign, or some other representation of an evaluation. Open up the foldable and on the top half, draw how many stars you would give the novel (4 being the best). On the bottom half, explain your rating.



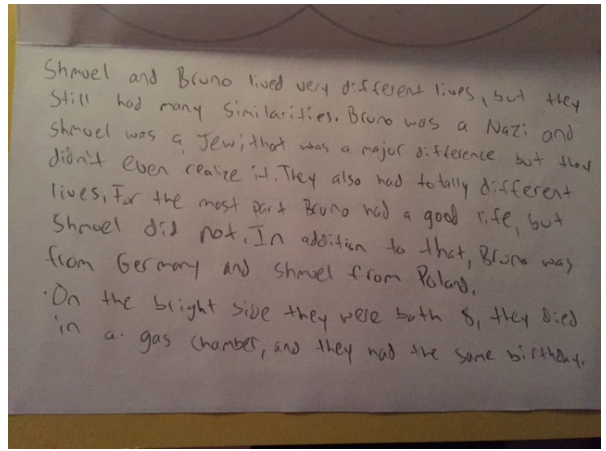
## Foldable for Setting

Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the word Setting. Above the flap on the outside of the foldable, draw a picture of the main setting. Inside of the foldable, in detail and using as much imagery as possible, describe the main setting of the novel.



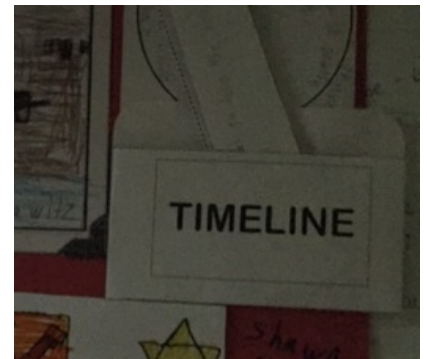
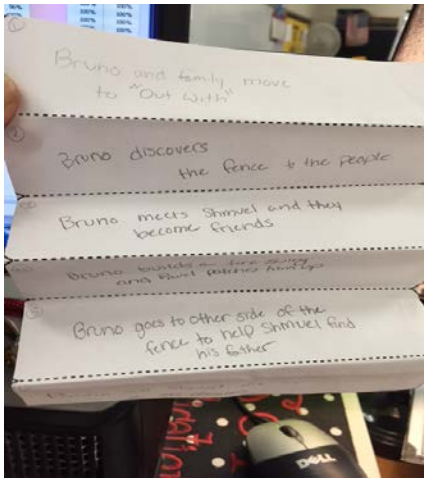
# Venn diagram

On the outside of this foldable, students label the diagram with who/what they are comparing and contrasting. Then, they fill out the diagram. On the inside, they use the information on the diagram to write a paragraph explaining similarities and differences.



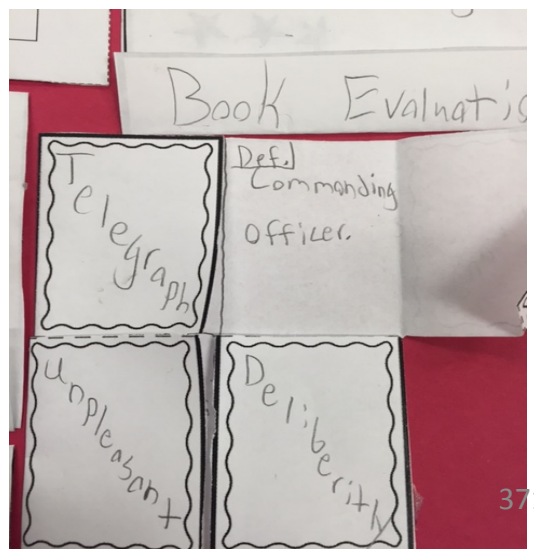
# Timeline

On the accordion shape, students list the main events of the novel's plot. More than one strip may be needed.



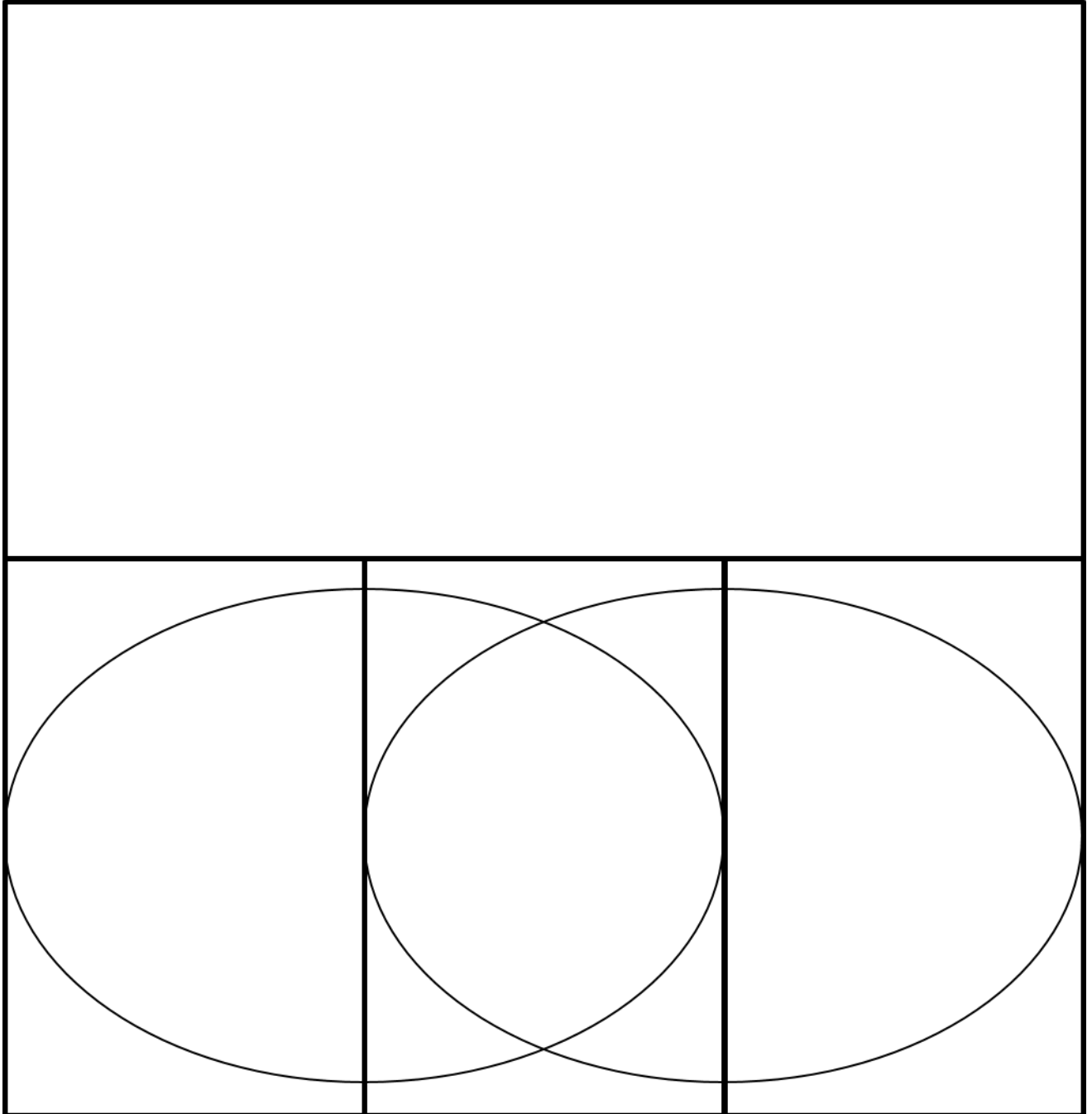
# Vocabulary

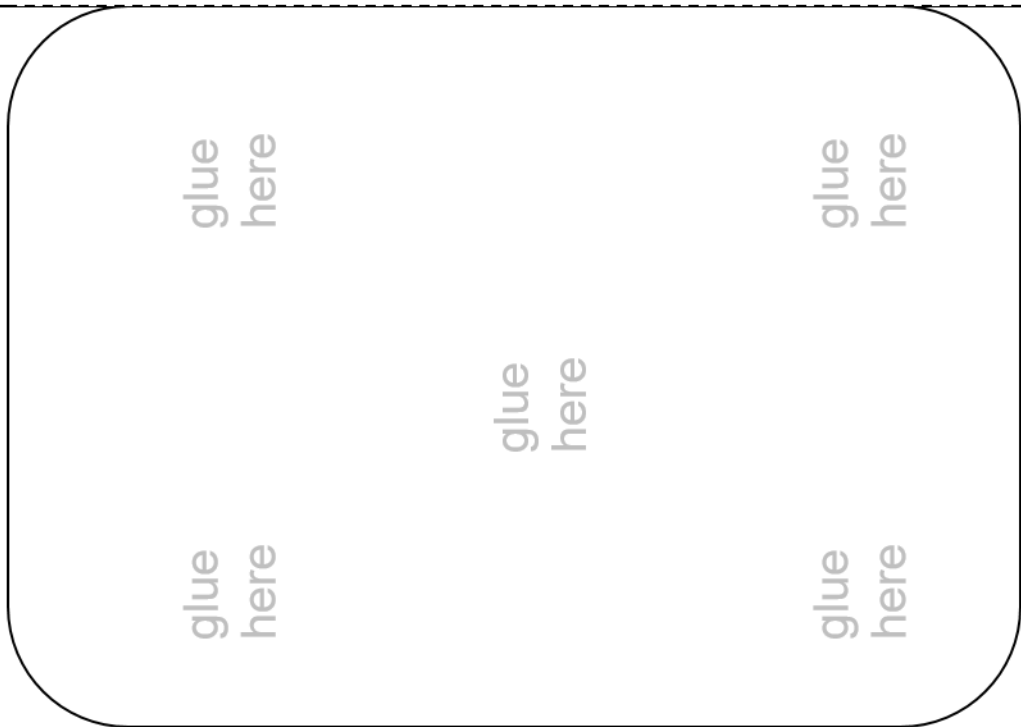
Students will identify four or six vocabulary words that they consider to be challenging or that will be useful in their own writing one day. On the outside of the flap, the word is recorded and under the flap, the word is defined.



# Foldable for Venn Diagram

Cut out the outer square. Do not cut the Venn diagram. Fold it in half so that the diagram is on the outside. On the outside of this foldable, label the diagram with who/what you are comparing and contrasting. Complete the diagram. On the inside, use the information on the diagram to write a paragraph explaining similarities and differences.





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Here you are making a pocket for your timeline to go in. You will write the timeline on the accordion foldable and then place it in this pocket when you are done.

Note: If you prefer, you may not use the timeline pocket, but glue the accordion shape directly on the project board using the tab at the top. When using the pocket, the tab is easily cut away.

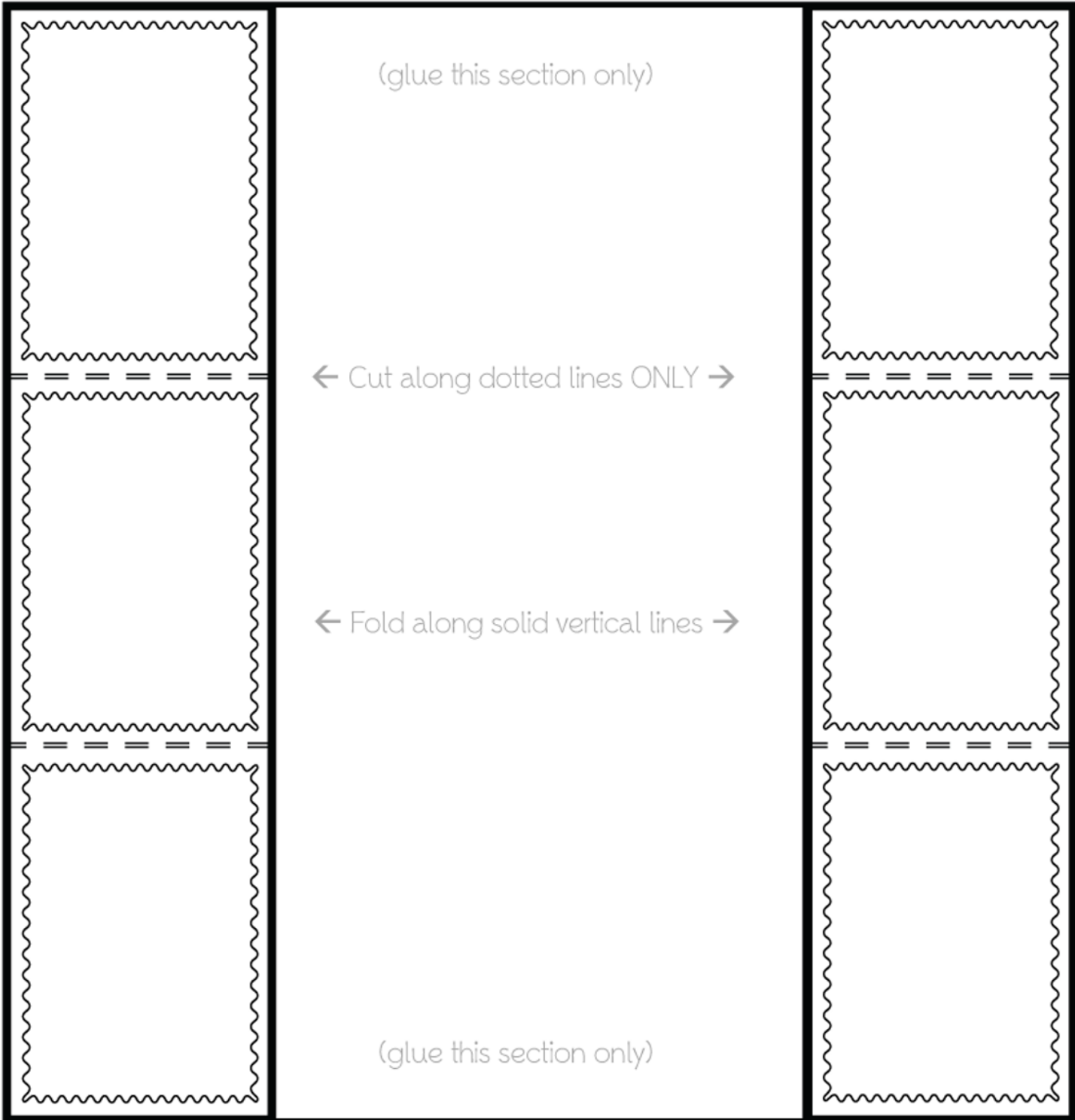
# Timeline Accordion

Cut out the outer shape. Fold it like an accordion (fan). On each strip, write one of the main events of the novels plot.

The form is a large rectangle with a solid black border. Inside, there is a dashed black border that follows the outer edge but is inset. This dashed border is divided into five horizontal sections by three horizontal dashed lines. The top section is a header area, and the four strips below are for writing. The dashed lines are spaced evenly to create four equal-width strips.

# Vocabulary Foldable

Cut out the outer shape. Follow the directions on the foldable for cutting and gluing. On the outside of each "window flap", write a word from the novel. On the inside, define the word. Choose words that you feel readers may not know before reading the book.



# Rubric ~ Foldable Novel Project

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

| Criteria   | Possible Points | Points Earned |
|--|-----------------|---------------|
| <p><b>All eight components are included.</b></p> <p>_____ Cover</p> <p>_____ Setting</p> <p>_____ Author Info.</p> <p>_____ Theme/Conflict</p> <p>_____ Book Evaluation</p> <p>_____ Vocabulary</p> <p>_____ Timeline</p> <p>_____ Venn diagram</p>          | 20              |               |
| <p><b>All eight components are accurate and neat.</b></p> <p>_____ Cover</p> <p>_____ Setting</p> <p>_____ Author Info.</p> <p>_____ Theme/Conflict</p> <p>_____ Book Evaluation</p> <p>_____ Vocabulary</p> <p>_____ Timeline</p> <p>_____ Venn diagram</p> | 80              |               |
| <b>TOTAL</b>   | 100             | 376           |



## Group Project

### Group Text Message Discussing Theme

Choose three characters from the novel. Work together to create a group message between these characters. Let your group message be about the theme of the novel. So first, discuss the theme. What lesson about life can you take away from this novel? Complete the following activity to help you write a theme statement. Once your theme statement is written, you will complete the group text message having three characters of your choice discuss this theme.

**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.



Directions: Cut out each box. You're going to stack each piece to make a flap booklet. Glue the largest box down on a sheet of paper first (#1) by putting glue under the tab only. Then, glue the next two boxes on top by putting glue on the tab only. The smallest box will be on top. You should be able to flip each box up to write the answers underneath.

What is the theme from this novel?

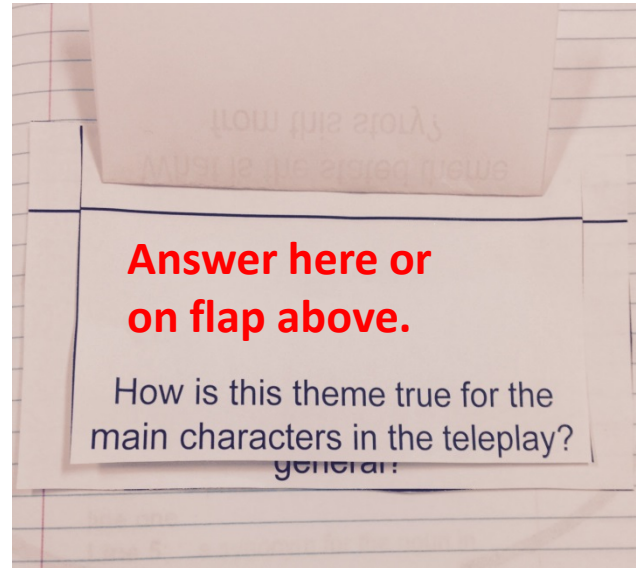
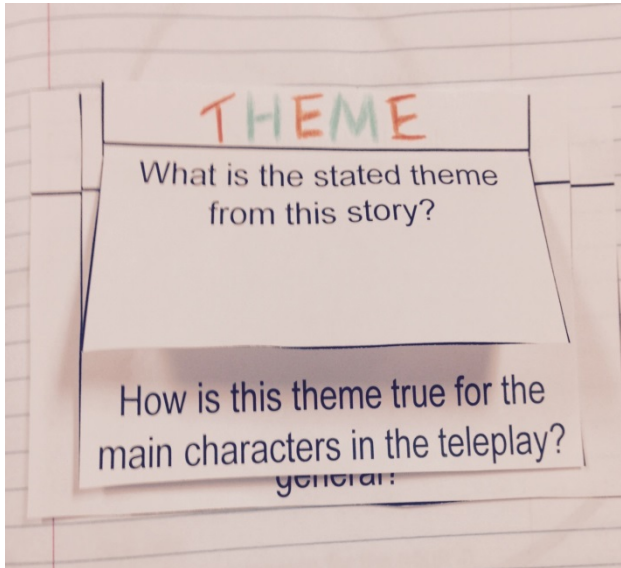
2. Glue under this tab.

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

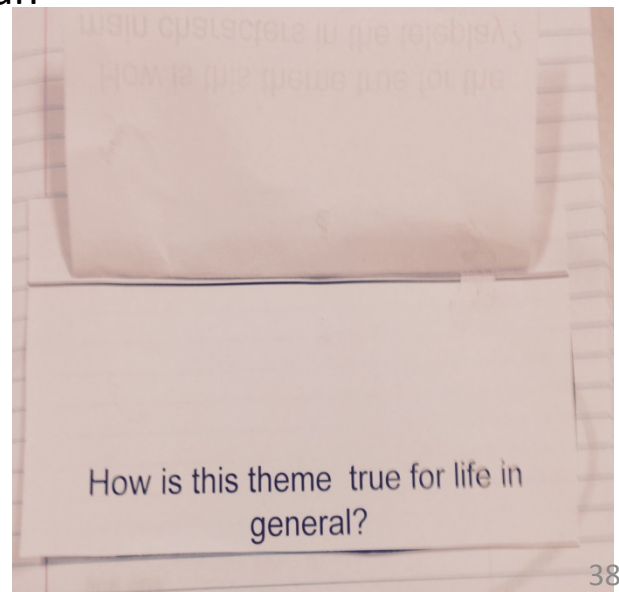
1. Glue under this tab.

How is this theme true for life in general?

# How To Make Flap Book



Glue largest box down first. Put glue under flap only. Next, glue flap of next biggest box. Smallest box is glued on top. Each flap should be able to be lifted so that answers can be written underneath.



Now that you have determined the theme of this novel, create a group text among three characters from the book. Have them discuss something about the theme, however do not use the word *theme* in the messages. Use different color pens or colored pencils to show different characters.



# Group Project

**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 is listed below.

## Cinquain Poem Format

Line 1: a noun

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

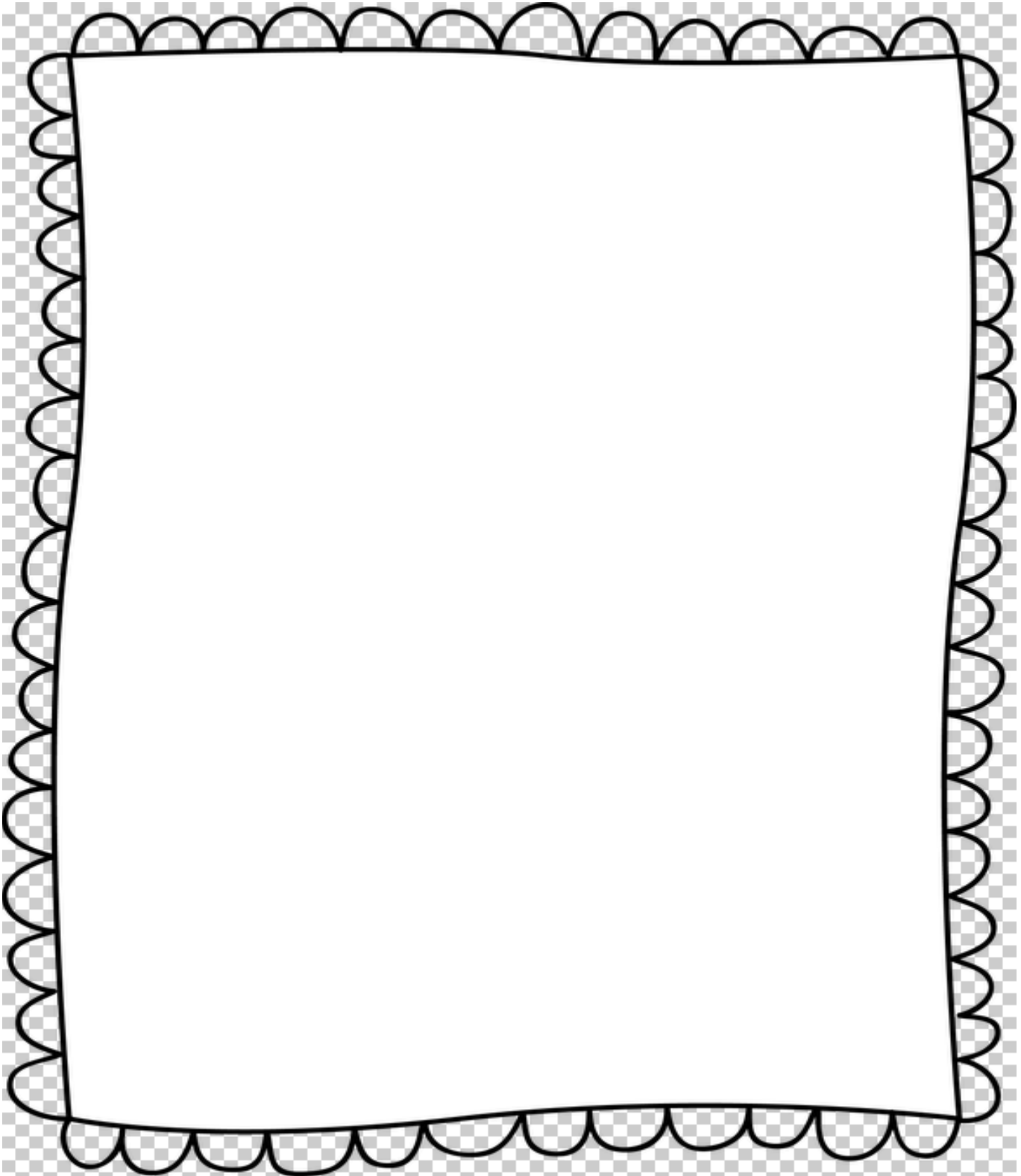
Line 3: three -ing verbs

Line 4: a phrase describing the noun in line one

Line 5: a synonym for the noun in line one

Write a draft in the box below.

# Cinquain



# Group Project

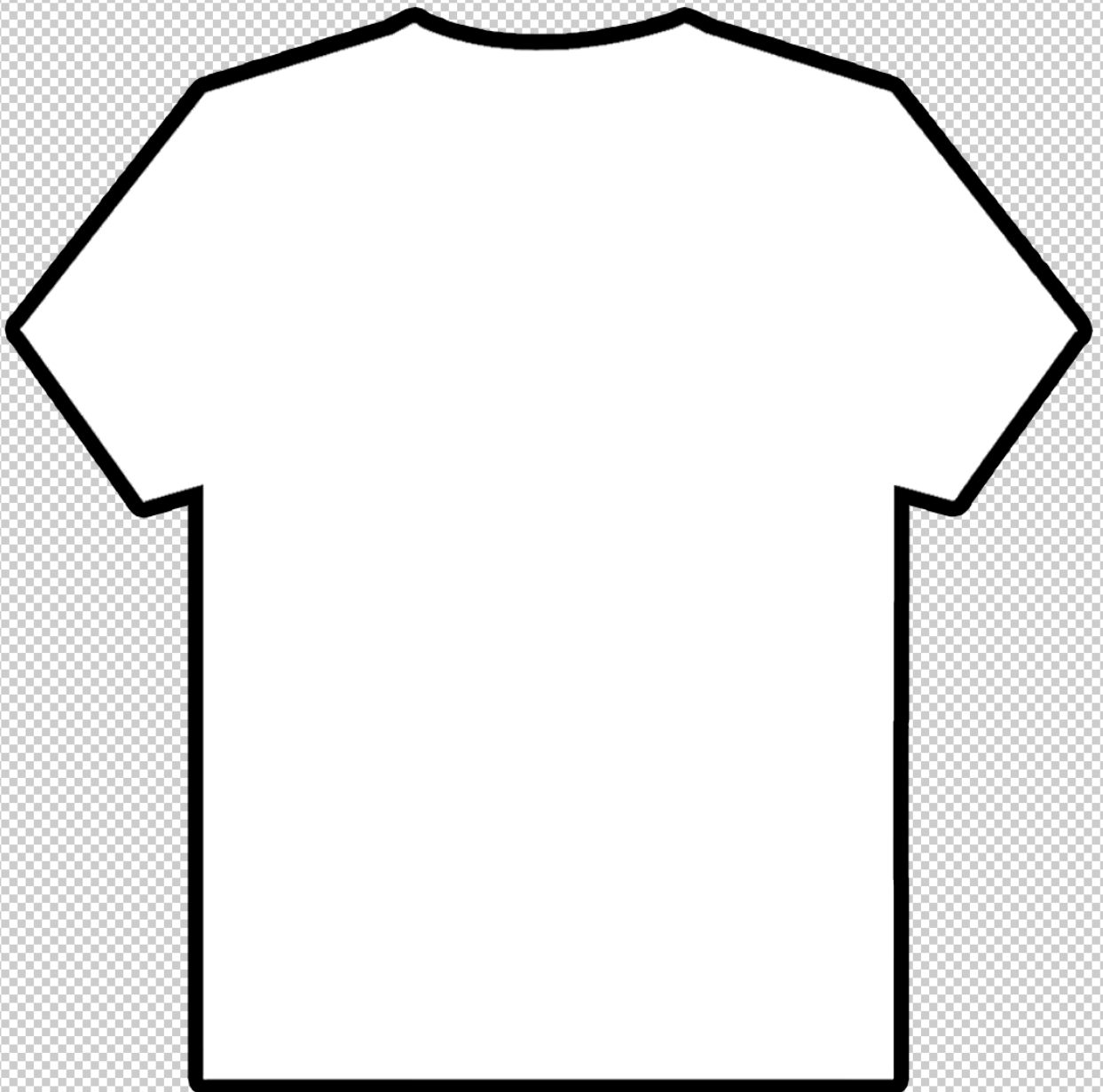
## **Mottos**

A motto is a word or saying that describes a principle or moral that someone lives by. Some examples are:

The apple doesn't fall far from the tree.

Never judge someone until you have walked a mile in his/her shoes!

Create a T-shirt for the main character from the novel. In the center of the shirt, write a motto that this character would live by.





## Group Project *ABCs of the Novel*

In each box below, write something from the novel that begins with that letter. For example, in the first box, write a word that begins with A, a word that begins with B, and a word that begins with C. Think of the characters, setting, plot, conflicts, and themes as you are thinking of words.

A B C

D E F

G H I

J K L

M N O

P Q R

S T U

V W X

Y Z

## Group Project

Directions: Follow the pattern of the “I Am” poem to write a poem about the novel. You can choose to write it as a character, object, or even as part of the setting of the novel.

### I Am

**I am** (a character, object, or place in the novel)

**I wonder**

**I hear**

**I see**

**I want**

**I am** (the first line of the poem restated)

**I pretend**

**I feel**

**I touch**

**I worry**

**I cry**

**I am** (the first line of the poem repeated)

**I understand**

**I say**

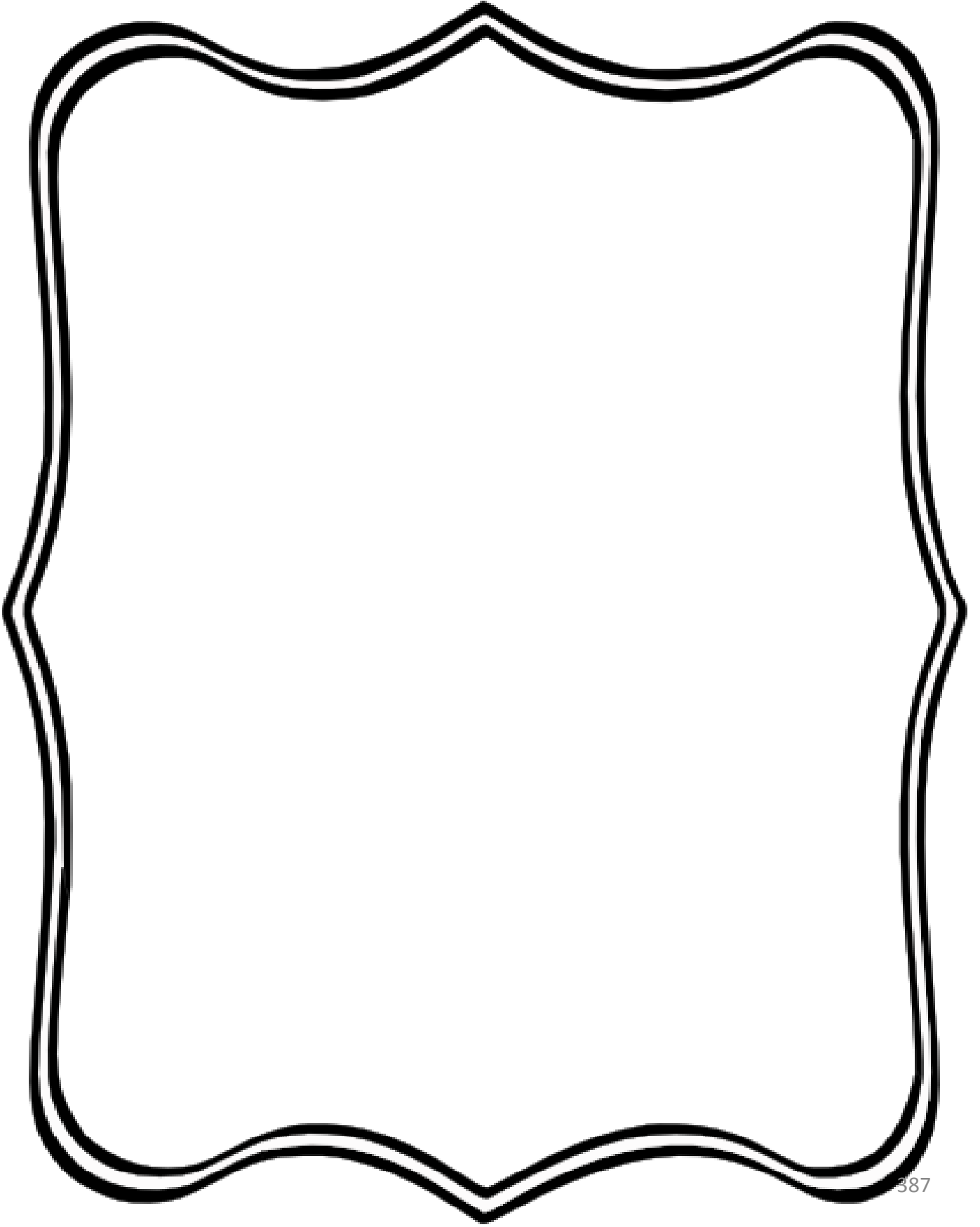
**I dream**

**I try**

**I hope**

**I am** (the first line of the poem repeated)

I Am



# Group Project

## Answer the following Questions

1. What part of the story was the most frightening/upsetting? Why?

2. What part of the story was the saddest? Why?

3. What part of the story was the most believable? Why?

4. What part of the story was the most meaningful to you? Why?

5. What do you think happened at the end of the story? Why?

## Group Project

How does the setting affect the characters?

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If this novel were set somewhere else, how might the story be different?

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# Group Project

Top 10 quotes from the novel \_\_\_\_\_

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

# Group Project Final Text Message

Choose a character from this novel or story. Then, create a final text message for this character. You can choose to have this character send his/her text to another character or to the readers. Put thought into your message. Do not just write something like “I hope you liked the book”. The character’s final text message should reflect the theme, a conflict he/she has struggled with, or something this character has learned.



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