

no- glamour literature

Mary Conger

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no- glamour literature[®]

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Introduction

“One day I will learn to read,” he said to himself. He would have a book with stories in it, then he wouldn’t be lonesome even if his mother didn’t sing.”

Souder, by William H. Armstrong

You are never alone if you have a good book. As teachers, we know it. As readers, we know it. Literature opens our hearts, feeds our minds, and enriches our souls.

My most rewarding moments in teaching came when I saw that love of literature start to burn in my students. It may have been a character they related to, a message that moved them, or the way the author crafted his story. There was something that hooked them. And from that point on, they were lifelong readers. These were the passions I felt when I taught literature. Through a variety of activities and teaching methods, I enjoyed helping my students:

- explore old ideas
- think about new ideas
- learn about the past
- take part in adventures and fantasy
- understand people and motivations
- build reading skills
- travel vicariously
- increase their vocabulary
- learn about our language
- develop writing skills
- be introduced to universal problems of humanity and learn how to deal with them
- think critically and creatively

Funds for individual literature guides were rarely available in the schools that I taught in. Thus, I made my own teaching materials for classics such as *Huckleberry Finn*, *Julius Caesar*, *Island of the Blue Dolphin*, *Animal Farm*, and *The Diary of Anne Frank as a Young Girl*. How many times did I burn the midnight oil writing materials for novels, plays, and short stories?

The more I wrote, the more I realized no matter what book or story the students were reading, the goals and lessons were essentially the same. Introduce the literary concept, relate it to the students’ lives, and then apply it to the book or story that they were reading. Certainly, a set of generic reproducible lessons was all that I needed.

Over the years, I acquired a variety of these activities—to be used with students of different abilities and learning styles. I developed a sense for what excited

students about literature. The more they enjoyed it, the more I enjoyed it, too.

No-Glamour Literature grew from these experiences in the classroom. It's a big book of activities and handouts that will help your students read closely and approach literature thoughtfully. Choose the pages that are most appropriate for each student. Use them again and again. The handouts and activities can be used with all books and short stories appropriate for students as young as fifth grade to students heading off to college.

Literature changes lives. I hope you find this book useful in fostering literacy development in your students.

Mary

A good author creates imaginary people who seem so real and so believable that the reader feels that she knows them. This is called *characterization*. Throughout a novel or story, we get to know a character so well that we feel we can predict her actions based on what we already know.

These are the ways the author tells us about his character:

- ✓ what she looks like
- ✓ what she says
- ✓ what she thinks and feels
- ✓ what others say about her
- ✓ what she does

A character in a story lives in a setting and moves through the events of a plot. As the plot unfolds, the character discovers what she is really like. As the reader, you find out things about the character at the same time she does.

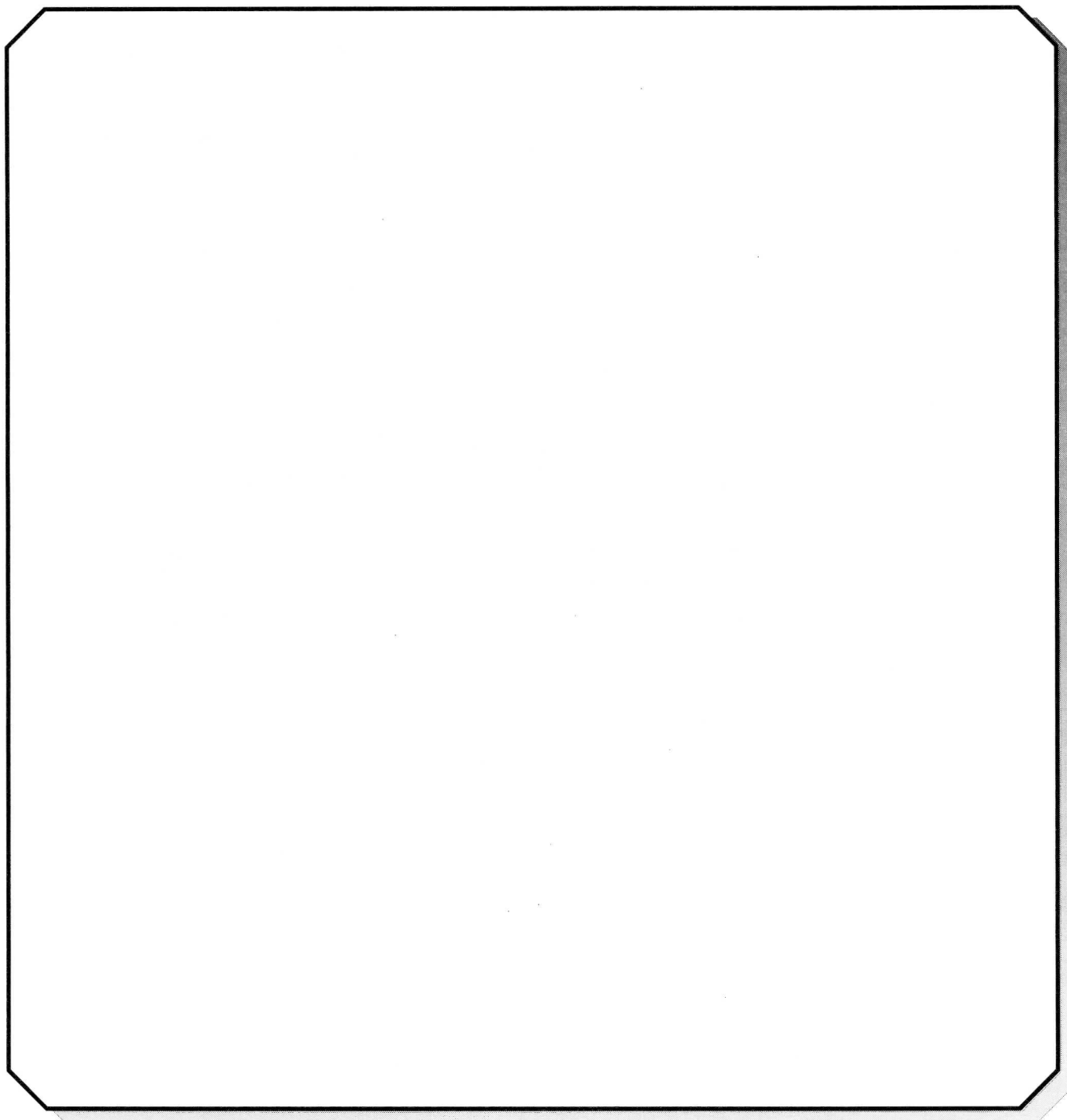
It's helpful to know the vocabulary of characters when you're talking about literature. Here are some terms you might hear when people talk about characters:

protagonist	the hero of the story; the main character
antagonist	the villain of the story
dynamic character	a character who matures and gains knowledge in the course of the story
static character	a character who stays the same throughout the story

No Two Are Alike

Goal: Identify words and pictures that describe you.

Each of us is unique. Just like characters in a novel, we have our own likes, dislikes, appearances, lifestyles, and personalities. Clip out pictures and words from magazines and newspapers that tell about you. Paste the pictures and words below in an interesting collage.



Goal: Use pictures and words to describe real people.

One way we get to know a character is by the words the author uses to describe him. Cut out pictures of real people from magazines or newspapers and paste one in each box. Then brainstorm describing words to suit each person's looks and personality. Write the words below each picture.

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Describing Words:

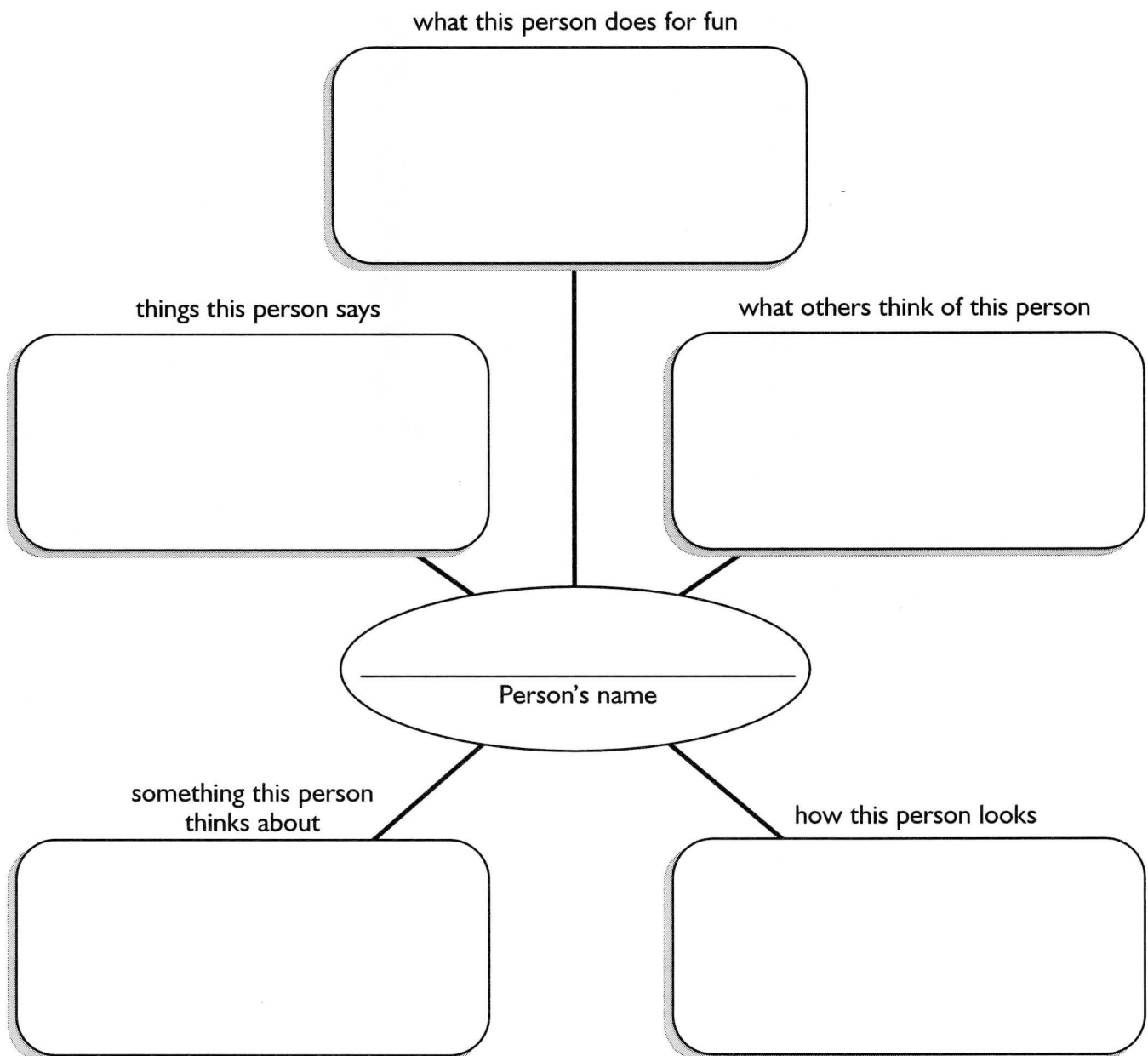
Describing Words:

Describing Words:

Someone You Know

Goal: Identify character traits.

An author helps us get to know a character by what that character says, what he does, what he thinks, how he looks, and how others respond to him. People you know are like characters in a novel. They say and do things that tell you what kinds of people they are. Choose someone you know, and write his name in the center below. Then complete the character web to describe the person.



She Has Personality

Goal: Make inferences about a character.

Personality traits usually stay the same, unless there is a life-changing event that changes someone. You can usually infer how a character in a novel or someone you know might act based on how they have acted in the past. Tell how a person you know would react in these situations.

Person's name _____

flunking a test

getting a shot

greeting a new
student in class

being lied to by a friend

losing a class election

being a passenger in a
car that hits a dog

Glad to Meet You!

Goal: Describe characters in a book.

Authors bring characters to life through vivid description. List all the characters who appear in the novel in the boxes below. Add to this chart as each new character is introduced. Fill in the boxes with describing words that the author uses to tell more about the characters.

Character	Describing Words
1. _____	_____ _____ _____
2. _____	_____ _____ _____
3. _____	_____ _____ _____
4. _____	_____ _____ _____
5. _____	_____ _____ _____

Bring Your Character to Life

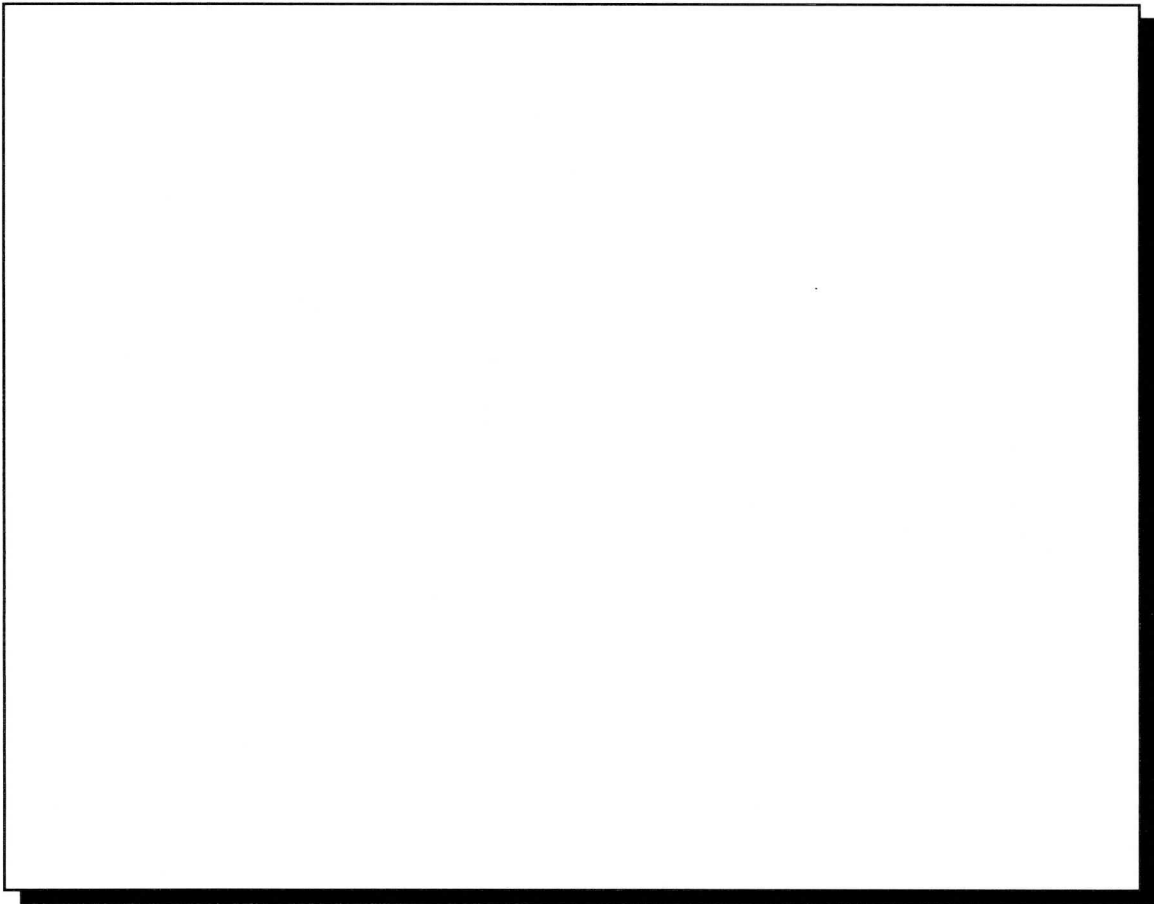
Goal: Use pictures and words to describe characters in a novel.

Find as many examples as you can of how the author describes what your character looks like and dresses like. Write them in the space provided. Then draw a picture to represent your character.

Character's name _____

Character's appearance

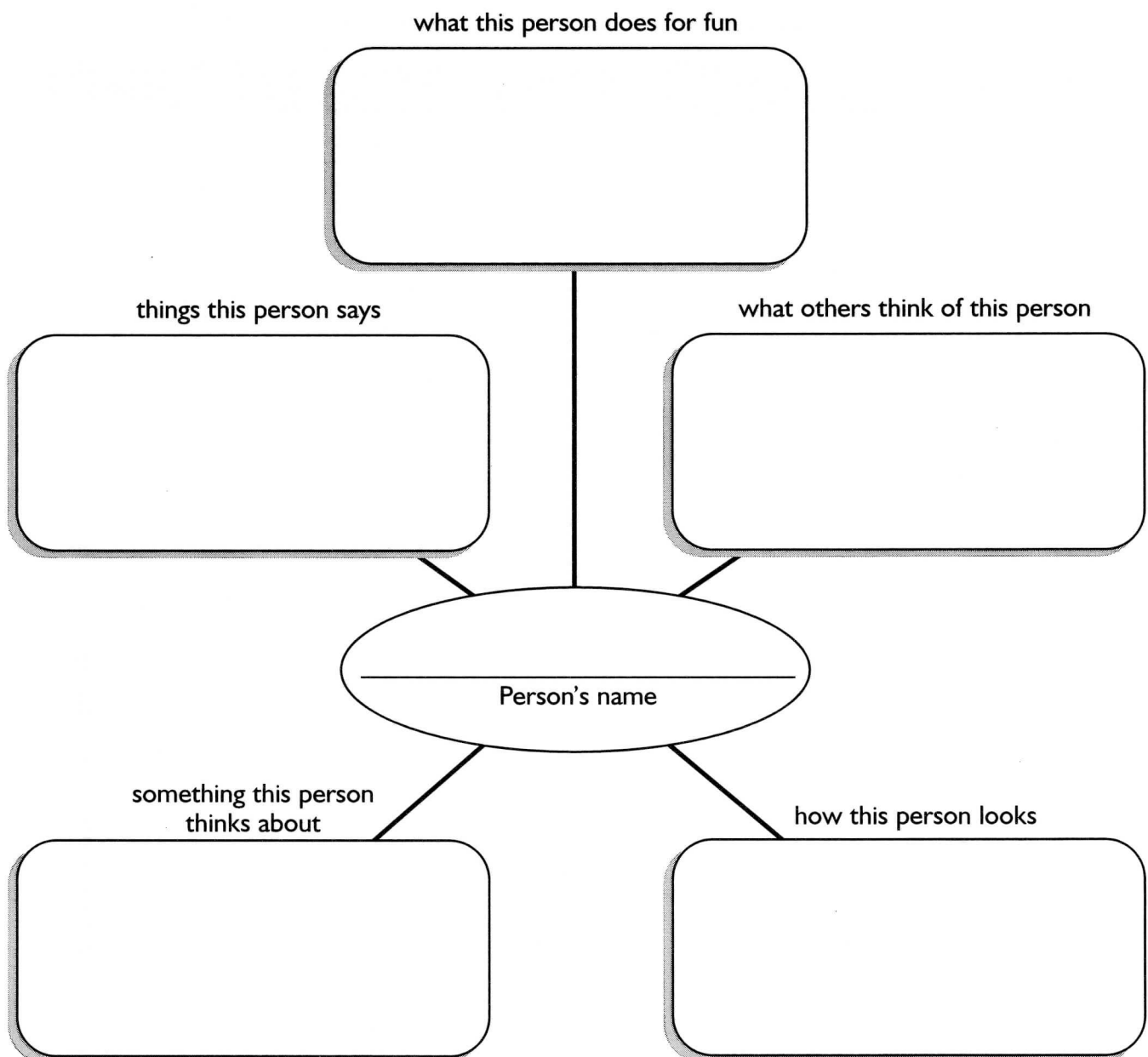
Character's clothes



Getting to Know You

Goal: Complete a character web.

An author helps us get to know a character by what that character says, what he does, what he thinks, how he looks, and how others respond to him. Fill in the character web with things you already know about a character. Now watch for new information as you read the novel. Add this information to the character web.



People Change

Goal: Identify how a character changes as a result of story events.

Characters grow and change throughout a novel, based upon how they respond to people and events. Show how your character changes by filling in the chart.

Name of character _____

Major event: _____

Character traits that show the change:

Before	After
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Think about an event in your own life that made you grow and change. Explain your changes in the chart.

Major event: _____

Character traits that show the change:

Before	After
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Say What?

Goal: Analyze dialogue to understand a character.

One way we can learn about a character is through what he says. Find a piece of dialogue between two characters and read it carefully. Answer the questions to find out how each character feels about what is being said.

Character #1: _____

What words tell you how this character feels? _____

What might this character be thinking about the other person? How can you tell?

What do the words say or reveal about the character? _____

Character #2: _____

What words tell you how this character feels? _____

What might this character be thinking about the other person? How can you tell?

What do the words say or reveal about the character? _____

A Character of Action

Goal: Understand a character by his actions.

We learn about a character by what he does. That is, how does he respond to people and situations around him? Answer the questions below.

Name of character _____

1. What major decision did your character make, or what important action did he take?

2. Why did the character do that?

3. What did the character say about his action?

4. What did he think about his action?

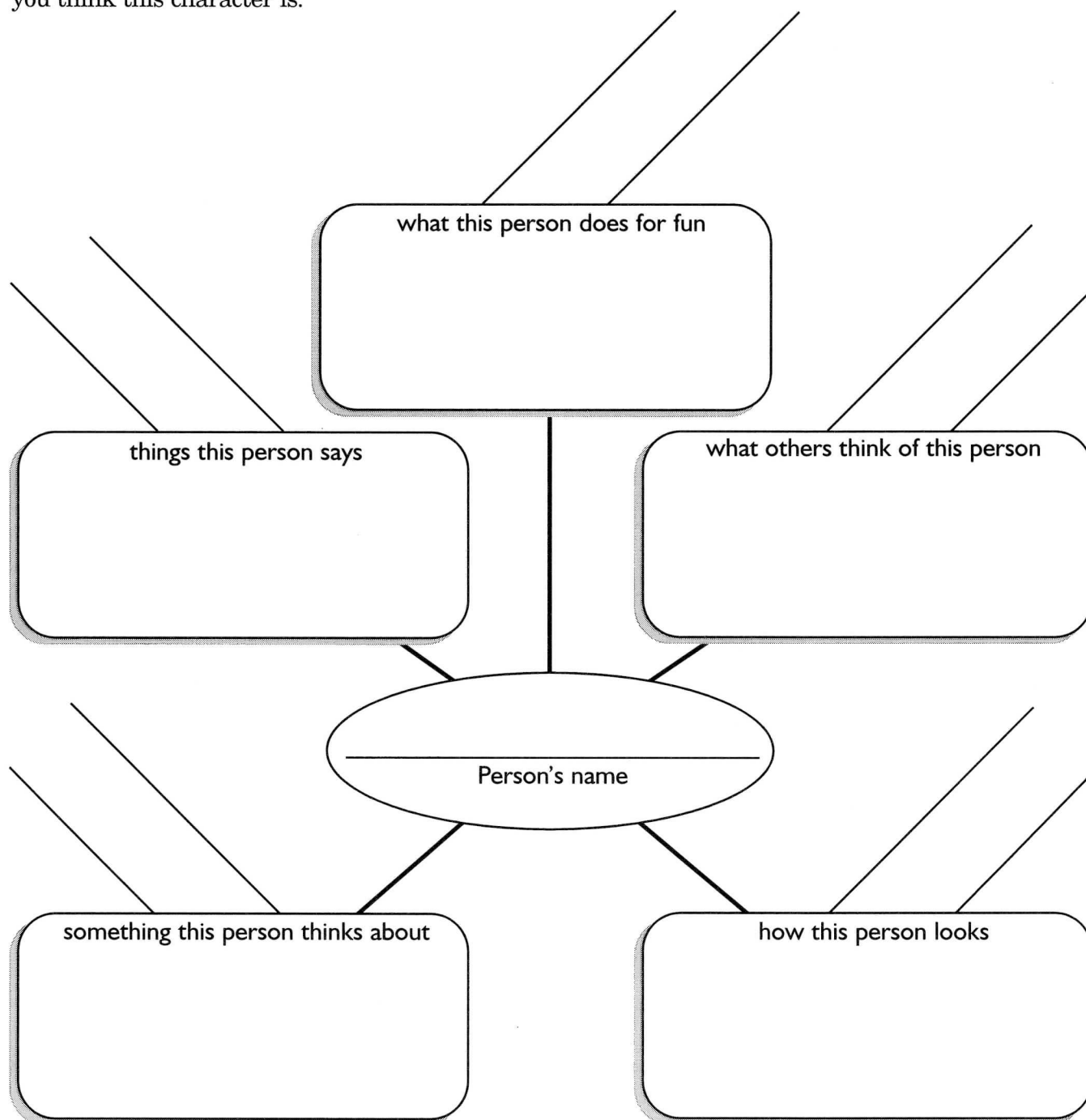
5. How did the other characters react?

6. What does the decision or action show about the character?

What a Character!

Goal: Make conclusions and generalizations about a character.

We can make conclusions and generalizations about a character based on what he says, does, thinks, and how others react to him. Complete this character web about your character. Fill in the boxes. On the lines extending from the boxes, explain how what you wrote reveals clues about your character's personality. On another sheet of paper, write a sentence describing what kind of person you think this character is.



Oh, What a Feeling

Goal: Understand emotions of characters.

Choose two characters from your book. In the boxes across from each feeling, describe an incident or time in the book when each character felt that way. Write N/A if the character didn't display that feeling in the book.

Feeling	Character 1: _____	Character 2: _____
excitement		
frustration		
anger		
fear		
humiliation		
nervousness		
disgust		
sadness		
pity		
hope		
worry		
happiness		

Goal: Write an obituary.

An *obituary* is a short biography in a newspaper, telling about someone who has just died. Write an obituary for a character in your novel, describing her life and accomplishments. Be sure to include information about her background—where she lived, how old she was, where she was born, any details you know about her childhood, what she did for a living, etc. Focus also on the kind of person she was. Draw the character's picture, or find one in a magazine or newspaper and include it.

"News of the World
and Beyond"

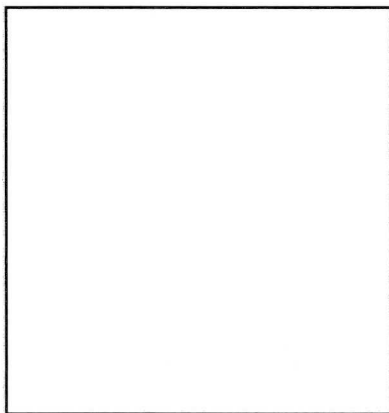
Town Crier



Vol. 4, No. 222

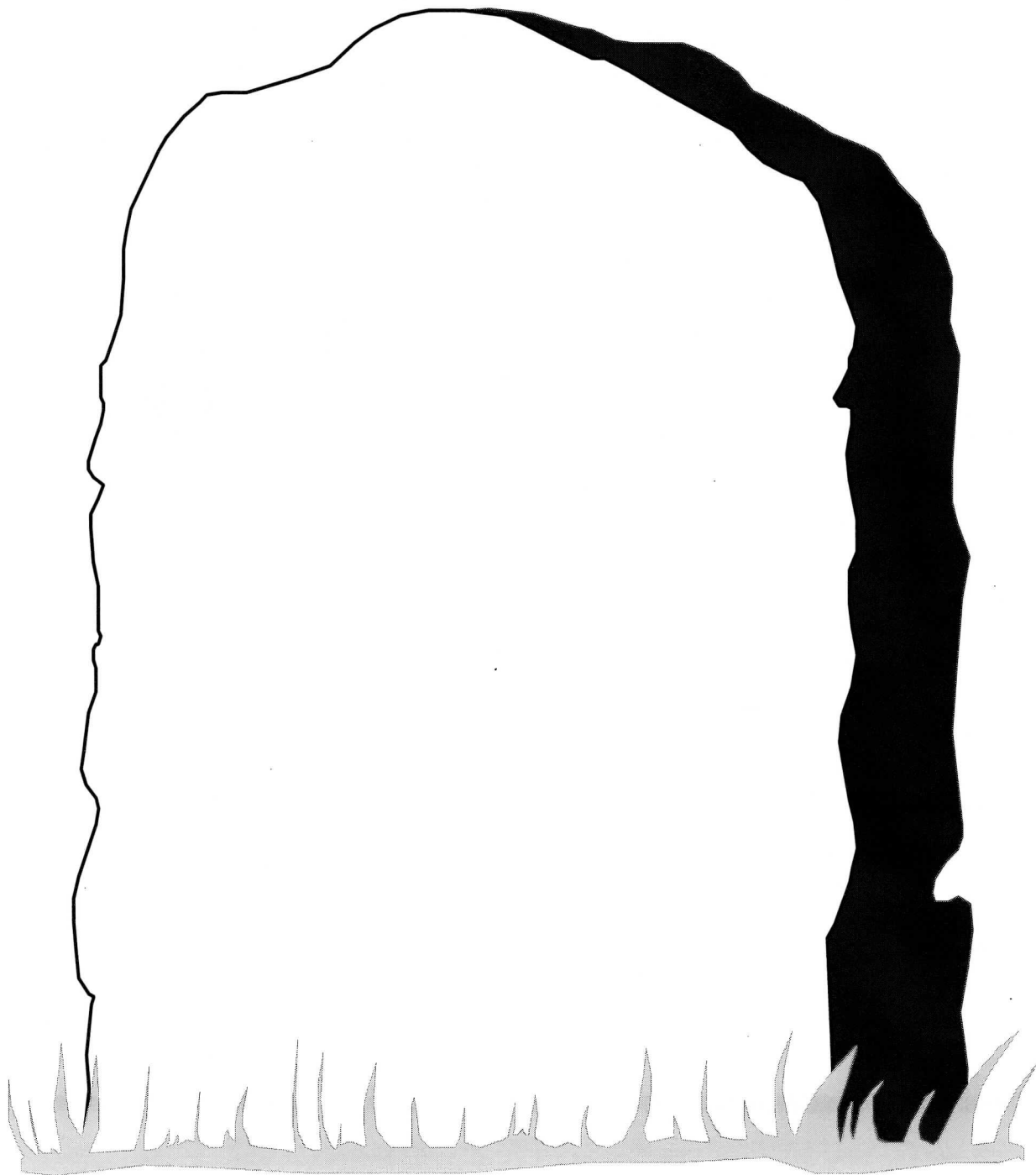
Sept. 30, 2001

Obituaries



Goal: Describe a character's life through words and pictures.

An *epitaph* is a special brief inscription on a monument or gravestone that describes the person or animal that died. It can be a poem, an original sentence, or a familiar saying. Write an epitaph on the monument summarizing your character's life and contributions. Add illustrations or designs if you like.



Poetry In Motion

Goal: Write a cinquain poem to describe a character.

One kind of a poem is a *cinquain* poem. Cinquain poems always have five lines.

Line 1: the topic

Line 2: two words that describe the topic

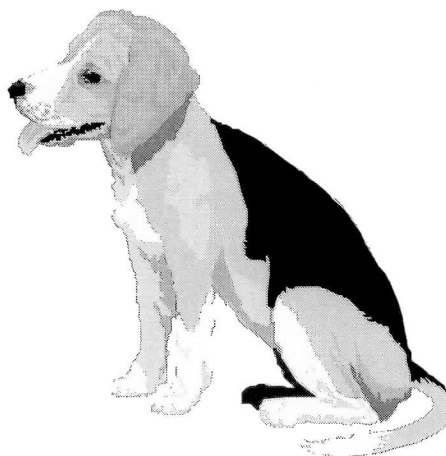
Line 3: three words that tell what the topic does

Line 4: four words that tell your feelings about the topic

Line 5: a synonym for the topic

Now write your own cinquain poem about a character in your novel. Here's an example of a cinquain written about a character in the novel *Sounder*.

Sounder
old, disfigured
hunts with father
loyal, loving, barking, dying
hound



Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

In Their Own Words

Goal: Use paragraphs and quotation marks in dialogue.

Choose any incident from your novel and write an imaginary dialogue between two characters. What might they say to each other? Remember to use quotation marks and to begin a new paragraph each time the conversation shifts between people.

“

Character Role Call

Goal: Identify character traits.



Imagine you're the casting director for a movie about your book. First make a list of all of the characters in your book. Then choose any living actor or actress to play the part of each character. Fill in the chart with the name of the actor or actress and explain why you made that choice.

[illegible]

Character Mirror Images

Goal: Compare and contrast people.

Which character in your novel are you most like? List all the ways you are like the character. Then list the ways that you are different. Think about your appearances, your personalities, your hobbies, the ways you react to situations, and the things you like to do.

I am most like _____

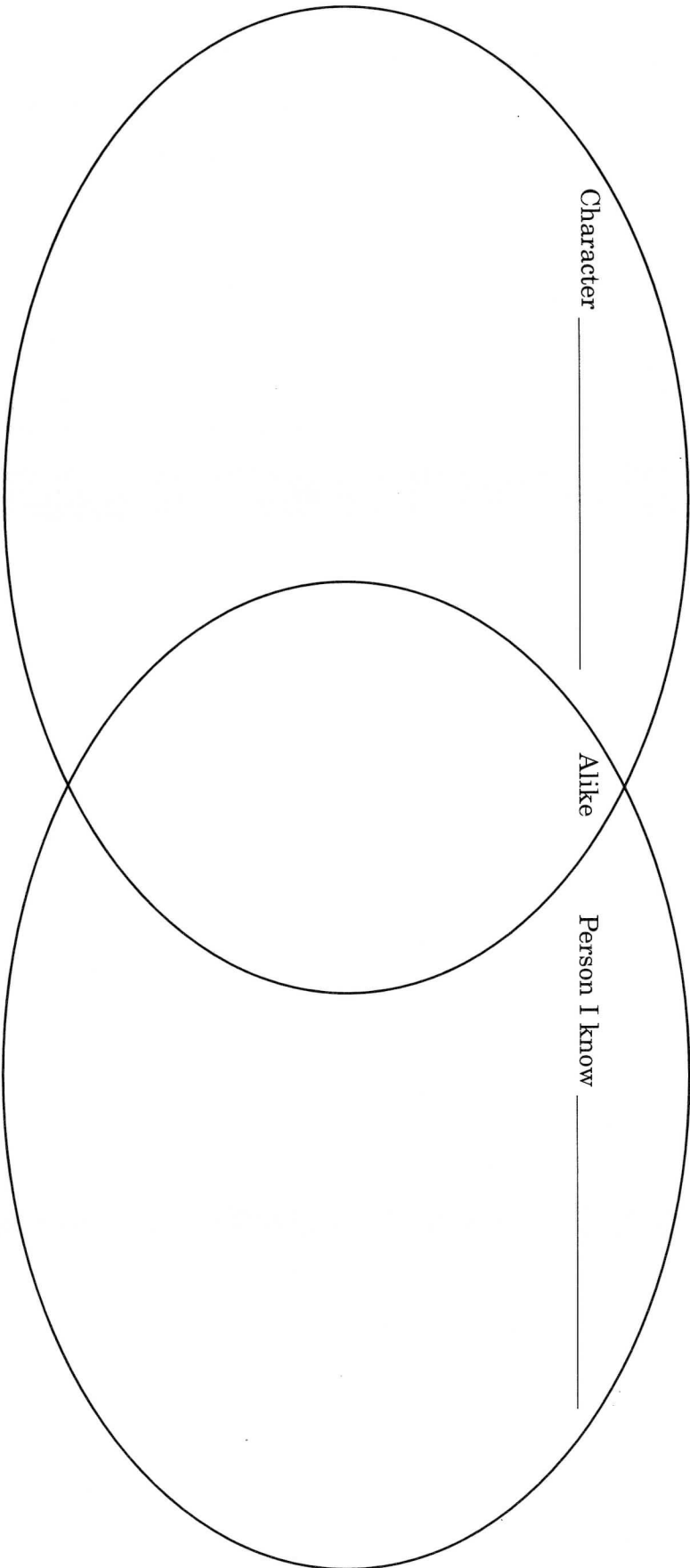
[illegible]

Are you and the character more alike or more different? Why? _____

Compare and Contrast

Goal: Compare and contrast people.

Choose a character from your novel and think of someone you know who is similar. Make a Venn diagram to compare and contrast the two people. Think about their appearances, their personalities, their hobbies, and the things they like to do. In the middle section, tell how they are alike. On the left, tell which traits make your character unique. On the right, tell which characteristics make your friend unique.

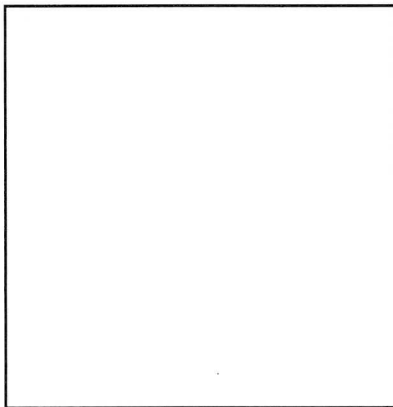


Are these two people more alike or different? Why? _____

Goal: Describe a character through words and pictures.

Make a WANTED poster for one of the characters in your novel. You may draw the character or find a picture in a magazine of someone who looks like him.

WANTED!



Name: _____

Age: _____

Wanted for: _____

Description: _____

Last seen: _____

Reward: _____

Character **Bon Voyage**

Goal: Make assumptions about a character's preferences.

Your character is going on a trip. He can only take seven things with him. First tell where your character is going. Then name seven things he would pack in his suitcase and explain why you selected each one. Remember . . . all seven items must fit in his suitcase.

Character _____

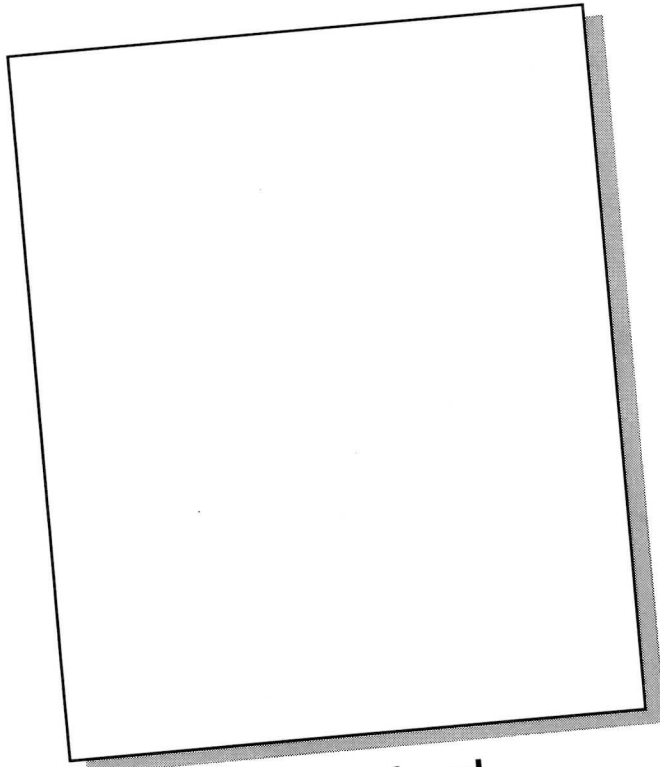
Destination _____

Item	Reason
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

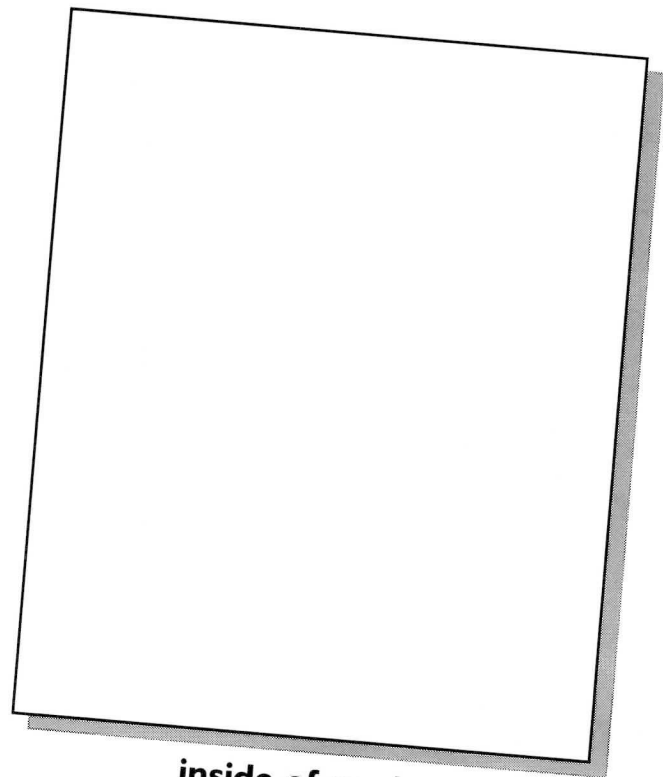
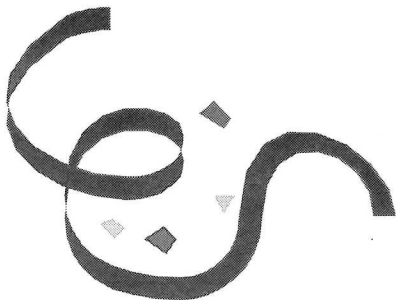
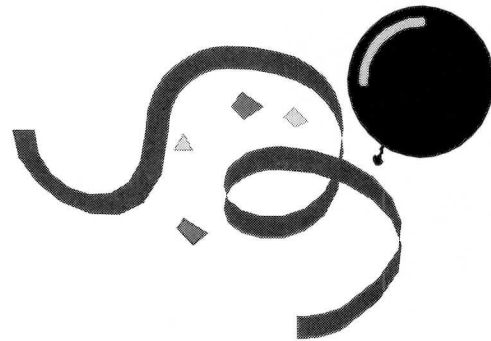
Congratulations!

Goal: Write creatively about a character in a novel.

Today is your character's special day (birthday, graduation day, special achievement day). Create an appropriate greeting card to send to your character in honor of this special day. Write a special verse to go inside.



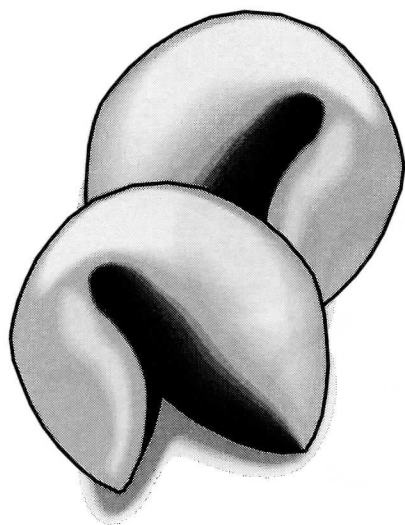
outside of card



inside of card

Goal: Think creatively about characters in a novel.

You and three characters from your novel have just eaten dinner together at a Chinese restaurant. You each had a very interesting fortune inside your fortune cookie. Write each fortune below.



Character: _____

A large, empty rectangular box with a thick black border. The top and bottom edges of the box are wavy, mimicking the shape of a fortune cookie's opening. It is intended for writing a fortune for the first character.

Character: _____

A second large, empty rectangular box with a thick black border and wavy top and bottom edges, identical in style to the first one. It is intended for writing a fortune for the second character.

Character: _____

A third large, empty rectangular box with a thick black border and wavy top and bottom edges, identical in style to the others. It is intended for writing a fortune for the third character.

Spin a Web

Goal: Use adjectives to describe a character.

Choose one character from your novel, and write his name in the oval in the middle of the page. Place an adjective that describes the character in each oval. Fill in each rectangle with a detail from the novel that illustrates that character trait.

detail

detail

detail

adjective

adjective

adjective

character

adjective

adjective

adjective

detail

detail

detail

Happy Birthday!

Goal: Think creatively about characters in a novel.

It's your character's birthday, and he is having a party. Make a list of five things he would like to have for birthday gifts. Explain why.

Birthday wish list for (character) _____

What character would like	Reason
1. _____	_____
_____	_____
2 _____	_____
_____	_____
3. _____	_____
_____	_____
4. _____	_____
_____	_____
5. _____	_____
_____	_____

Now write what two characters in the novel would actually give the character above for his or her birthday. Give a reason why each gift would be appropriate.

Character _____ Gift _____

Reason _____

Character _____ Gift _____

Reason _____

Three Wishes

Goal: Think creatively about characters in a novel.

Your character has been granted three wishes by a genie in a bottle. What three things would he wish for? Tell why.



Character: _____

Wishes	Reasons
1. _____	_____
2. _____	_____
3. _____	_____

If you were granted three wishes by a genie in a bottle, what would they be? Tell why.

Wishes	Reasons
1. _____	_____
2. _____	_____
3. _____	_____

The Millionaire

Goal: Think creatively about characters in a novel.

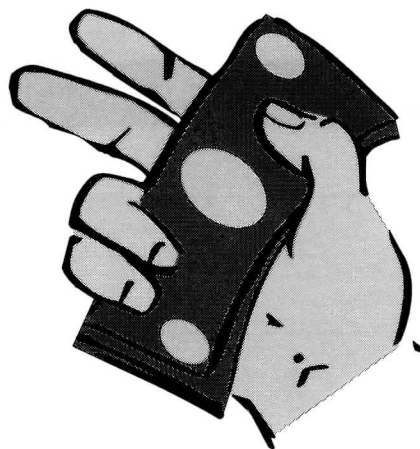
Your character has just won the lottery. A million dollars! Tell three ways she will spend the money and why she chooses to spend it that way.

Character _____

1. _____

2. _____

3. _____



\$ \$ \$ \$ \$ \$ \$ \$ \$ \$

Now tell three ways *you* would spend the money if you won a million dollars.

1. _____

2. _____

3. _____

Character Collage

Goal: Identify words and pictures that describe a character.

Clip out pictures and words from magazines and newspapers that describe or illustrate your character. Think about his likes, his dislikes, his appearance, his personality, what he does, and where he lives. Paste the pictures and words below in an interesting collage.

Character _____

Goal: Understand a character.

Company's coming! A character from your novel is coming to visit you. Plan what you will do with this character for a day.

Character _____

1. What restaurants will you go to? Why? _____

2. What will you serve for dinner? Why? _____

3. What movies will you see? Why? _____

4. What other forms of entertainment will you enjoy? (roller skating, concerts, sight-seeing, sporting events, etc.) Why? _____

5. What TV shows will you watch? Why? _____

6. Which friends will you introduce him to? Why? _____

7. What stores will you shop at? Why? _____

8. What things will you talk about? Why? _____

Choose Your Favorites

Goal: State opinions about characters.

Make a list of all the major characters in your book. Then answer the questions.

List of characters

_____	_____
_____	_____
_____	_____

1. Which character do you admire most? _____

Why? _____

2. Which character would you like for a friend? _____

Why? _____

3. Which character are you most like? _____

Why? _____

4. Which character do you like least? _____

Why? _____

5. Which character could you learn something from? _____

Why? _____

You Don't Say!

Goal: Identify characters through quotations.

Make two photocopies of this page—one for you, and one for a partner. Work independently to look through the book for quotes from characters. Write one quotation in each of the cards below. Cut the cards apart and place them facedown in front of your partner. Take turns turning over a card and identifying which character said the quote.

<p>“ _____ _____ _____ _____ _____ _____ _____ _____”</p>	<p>“ _____ _____ _____ _____ _____ _____ _____ _____”</p>	<p>“ _____ _____ _____ _____ _____ _____ _____ _____”</p>
<p>“ _____ _____ _____ _____ _____ _____ _____ _____”</p>	<p>“ _____ _____ _____ _____ _____ _____ _____ _____”</p>	<p>“ _____ _____ _____ _____ _____ _____ _____ _____”</p>

Invent a Character

Goal: Brainstorm attributes to create a character.

Create an original character for your novel and tell how the character would fit into the story. Think about what the character would look like; what he would say, do, and think; and how others would respond to him. Find a picture in a magazine of this new character, and place it in the space on the right.

what this person does for fun

things this person says

what others think of this person

Character's name

something this person thinks about

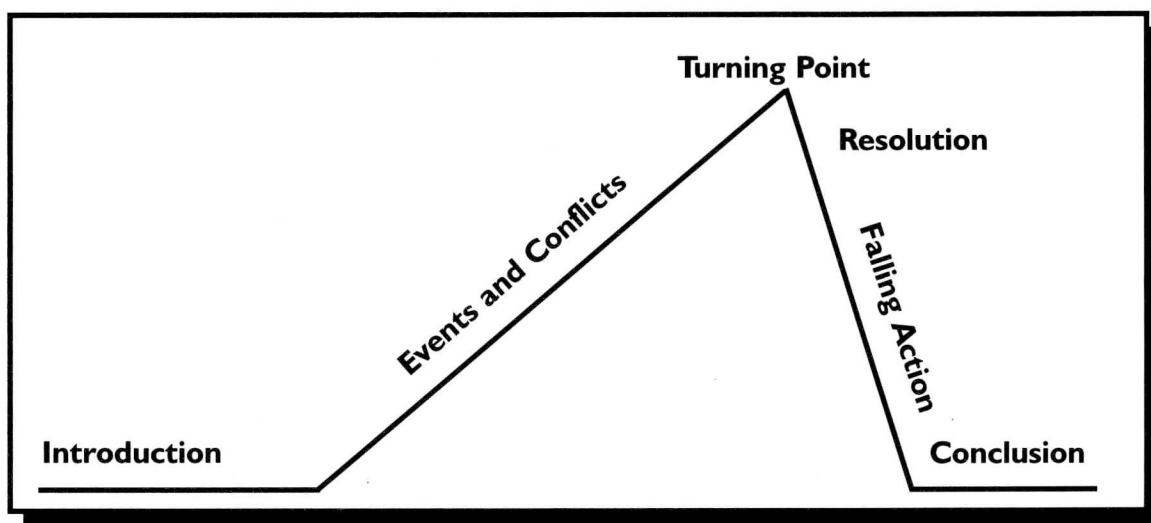
how this person looks

Plot

The *plot* of a book is what happens in a story. It is the series of events that happen. The plot usually includes the following parts:

Introduction	We meet the characters and learn about the setting, as well as what happened before the story begins.
Conflict	We learn about the problem or problems the characters must solve.
Events	Twists and turns in the plot that create tension and further conflict.
Turning point	This event leads to the solution of the conflict.
Resolution	This is how the conflict is solved.
Falling action	The conflicts are settled, and the story is ending.
Conclusion	The story ends.

Here's a diagram that shows how a story's plot develops:



There are four major conflicts that appear in literature.

Person against person	A character has a problem with one or more of the other characters.
Person against society	A character has a problem with society—the school, the law, tradition.
Person against himself	A character struggles with himself, trying to make a decision.
Person against nature	A character is in conflict with some element of nature—bitter cold, extreme heat, a tornado.

Two other conflicts appear in literature, although they are not as widely recognized as major conflicts.

Person against fate	A character struggles against the unknown and that which is beyond human comprehension: fate, magic, death, the supernatural.
Person versus machine	A character struggles for control and survival against a real or fictional machine or invention.

Changing Times

Goal: Make a time line.

If you were to write a book about your life, where would you begin? Would you start at your birth and then proceed chronologically? Or would your time line start when you entered school? Make a time line, showing the order of at least ten major events in your life.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Life's Problems

Goal: Understand the concepts of problem and solution.

Just as every story has a problem, your life is made up of problems, too. How the problem is solved is called the *solution*. Answer the questions below to discover how you can solve the problems in your life.

1. What is a problem in your life that you have had to solve or need to solve soon?

2. What are three ways that you might solve the problem?

①

②

③

3. Which solution do you think will work best? Why?

4. Who might help you solve this problem? In what way could this person help?

Goal: Understand the four types of conflict in fiction.

Four kinds of conflicts appear in literature:

- *Person against person*: A character has a problem with one or more of the other characters.
- *Person against society*: A character has a problem with society—the school, the law, tradition.
- *Person against himself or herself*: A character struggles with himself, trying to make a decision.
- *Person against nature*: A character is in conflict with some element of nature—bitter cold, extreme heat, a tornado.

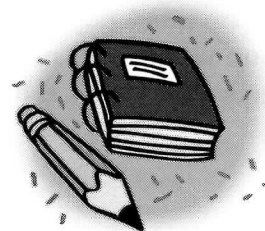
Think about how these conflicts apply to real life. Identify two real-life examples of each kind of conflict, and list them below.

Conflict	Example
Person against person	<p>① _____</p> <p>_____</p> <p>② _____</p> <p>_____</p>
Person against society	<p>① _____</p> <p>_____</p> <p>② _____</p> <p>_____</p>
Person against self	<p>① _____</p> <p>_____</p> <p>② _____</p> <p>_____</p>
Person against nature	<p>① _____</p> <p>_____</p> <p>② _____</p> <p>_____</p>

Author! Author!

Goal: Apply the concept of conflict to creative writing.

Imagine you are an author. You are writing novels about each of the major conflicts. First describe the conflict in your novel. Then tell how you would resolve each conflict.



Conflict	Resolution
Person against person <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Person against self <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Person against nature <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Person against society <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Goal: Practice problem-solving techniques.

One of the most popular conflicts in literature is person against nature. Imagine you are in a situation where you must survive against nature. You have nothing but your wits and a backpack filled with a few items. Tell how you would survive by completing the information below.

Where are you stranded?

____ a desert island

____ arctic mountaintop

____ the wilderness

____ (your choice) _____

What five things are in your backpack?

1. _____

4. _____

2. _____

5. _____

3. _____

How will you meet your survival needs?

Survival need	How you will get it?
food	
water	
shelter	
companionship	
recreation	
mental stimulation	
physical safety	
warmth	

Goal: Understand the literary struggle of a person against nature.

One of the most popular themes among young readers is a person against nature. What does a person need in order to survive the forces of nature? If your novel has the conflict of person against nature, think of ten survival needs your character has and how he fills these needs.

Survival need	How character fills this need
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

You vs. You

Goal: Understand the literary struggle of a person against himself.

A *conflict* is a struggle between two opposing forces. The struggle may be internal, such as a character trying to make a decision. A struggle might also be external, such as from another character or nature. Think of examples of internal and external conflict in your own life and write them in the chart. Then give some examples from the novel.

Conflicts in my life

Internal

1. _____

2. _____

3. _____

External

1. _____

2. _____

3. _____

Conflicts in the novel

Internal

1. _____

2. _____

3. _____

External

1. _____

2. _____

3. _____

Name That Conflict

Goal: Identify and label the type of conflicts in a novel.

Most novels contain more than one kind of conflict. Think about the novel you're reading now. What are the conflicts in it? Is there one conflict that seems more important than the others? This is called the *major conflict*. The other conflicts are *minor conflicts*. List all the conflicts in your novel or what conflicts you think might develop in the course of the novel.

Person against person

1. _____
2. _____

Person against self

1. _____
2. _____

Person against nature

1. _____
2. _____

Person against society

1. _____
2. _____

What is the most important, or the major, conflict? Tell why this conflict is more important than the others.

Problems and Solutions

Goal: Understand the concepts of story problem and solution.

Every story has a problem, no matter how big or small, and a way of solving the problem. How the problem is solved is called the *solution*.

What is the main problem in your story?

What are the ways that the character tries to solve the problem?

- ---

- ---

- ---

How is the problem finally solved?

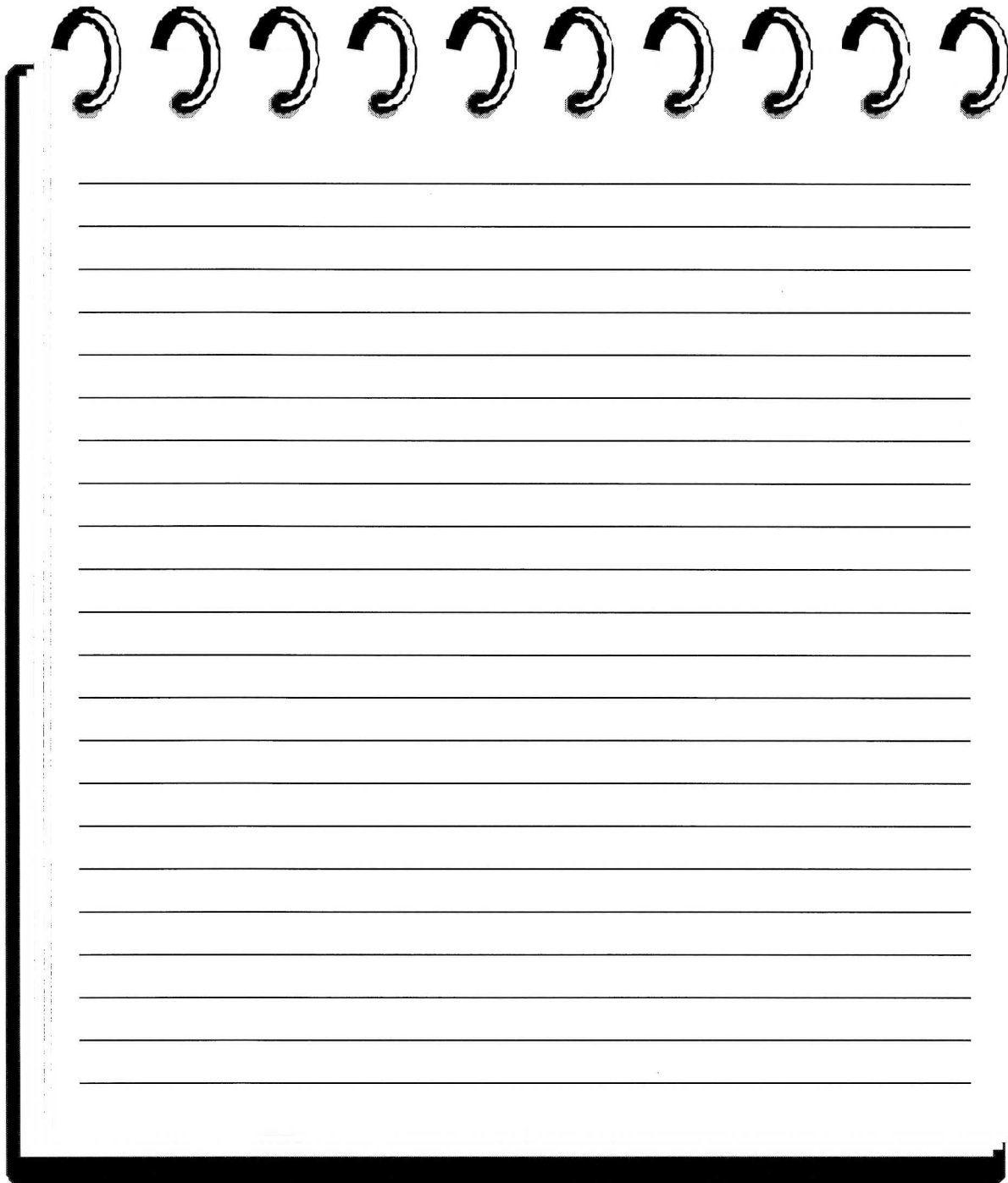
How else could the problem have been solved?

Plot

Dear Aunt Blabby

Goal: Write a letter asking for advice.

You are the main character in your novel. You need help solving your problem. Write a letter to a newspaper advice columnist asking for help solving your problem.

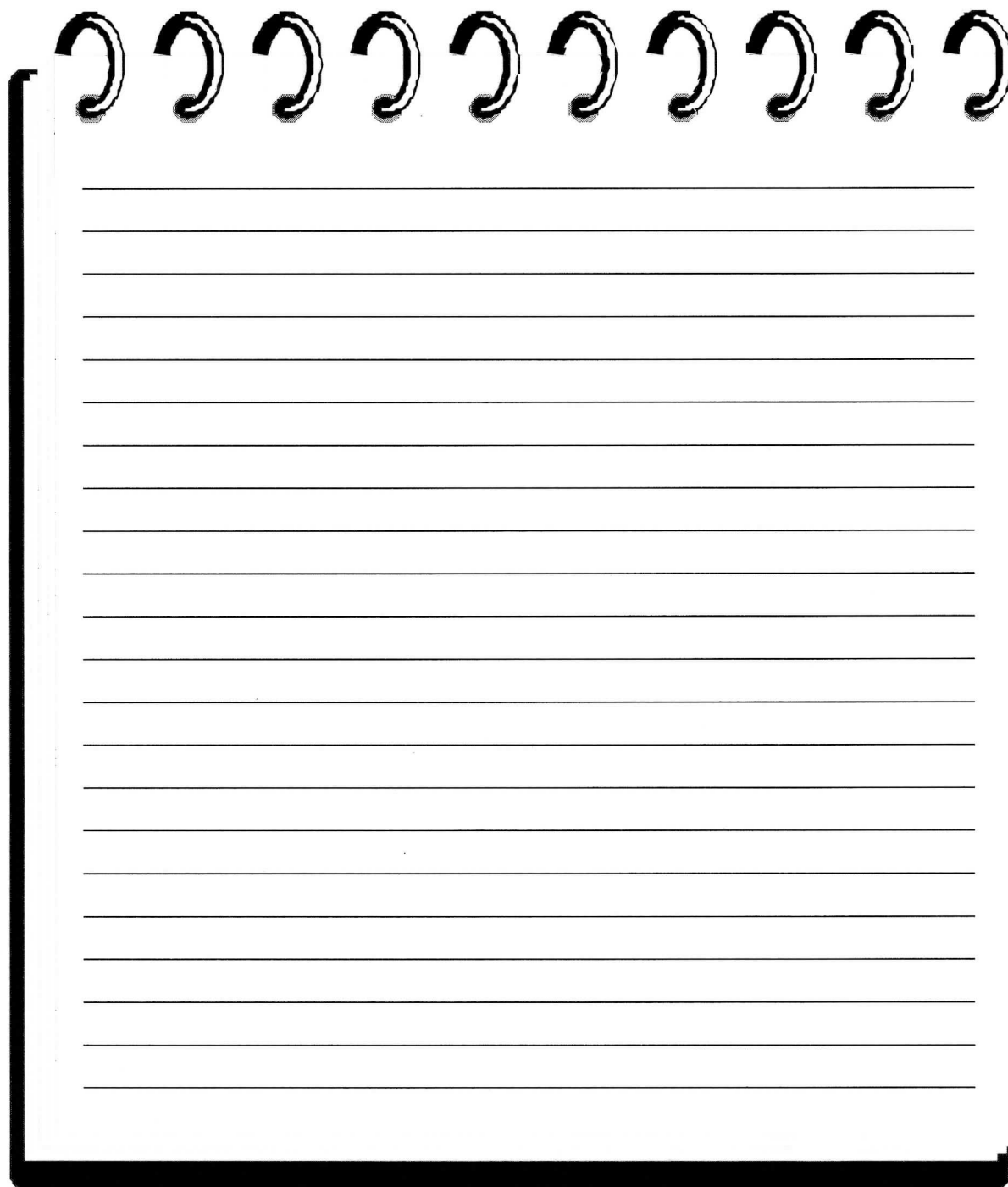


A spiral-bound notebook with ten rings at the top and many horizontal lines for writing.

Sincerely, Aunt Blabby

Goal: Write a letter to solve a problem and give advice.

Now you are the advice columnist. Read the letter you wrote as your story's character on page 51. Write a reply letter to give your character advice or help him solve his problem.



A spiral-bound notebook with ten rings at the top and many horizontal lines for writing.

In Summary

Goal: Summarize what happens in a novel.

As you read each chapter from the novel, write a few sentences that tell what happens in the chapter. When you're finished, you'll have a great summary of the book!

Chapter number or name	Summary
1. _____ _____	_____ _____ _____
2. _____ _____	_____ _____ _____
3. _____ _____	_____ _____ _____
4. _____ _____	_____ _____ _____
5. _____ _____	_____ _____ _____
6. _____ _____	_____ _____ _____

What Happens Next?

Goal: Predict what will happen next in a novel.

Read the first chapter of your novel. What do you think will happen in the next chapter? Look into your crystal ball and see if you can predict what will happen. Write your predictions below and explain your answers. Go back and check your predictions after you have read the chapter.



Here's what I think will happen next:

This is why I think it will happen:

This is what really happened:

Turning Point

Goal: Identify the turning point in a novel.

The *turning point* is the event that leads to the resolution, or the solution, of the conflict. First list the five most important events, from beginning to end, that happen in the novel. Then tell which event is the turning point.

Five most important events:

1. _____

2. _____

3. _____

4. _____

5. _____

Which event do you see as the turning point? Why?

Goal: Complete a plot line.

Most novels follow a typical plot line. The plot line usually includes these parts:

Introduction	We meet the characters and learn about the setting, as well as what happened before the story begins.
Conflict	We learn about the problem or problems the characters must solve.
Events	These happen to characters as they try to resolve the conflicts.
Turning point	This event leads to the solution of the conflict.
Resolution	This is how the conflict is solved.
Falling action	The conflicts are settled, and the story is ending.

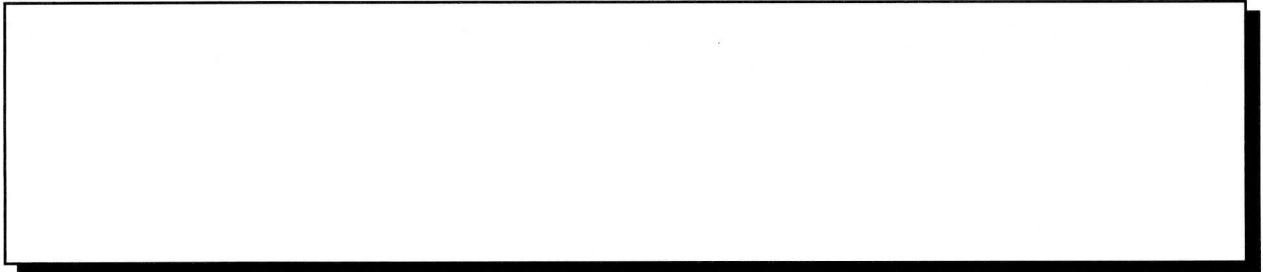
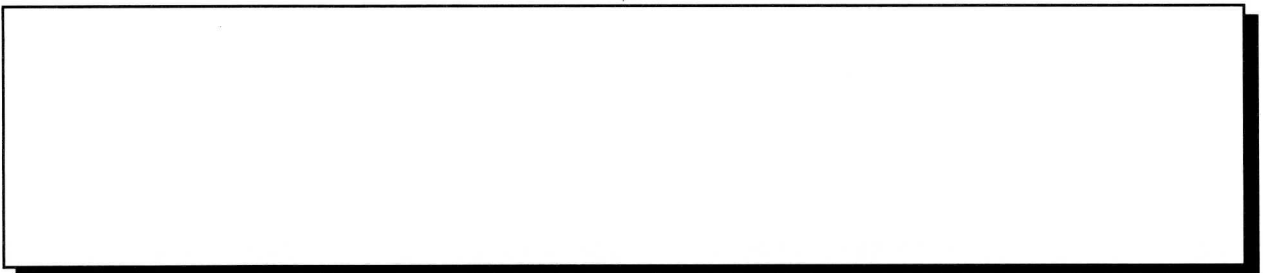
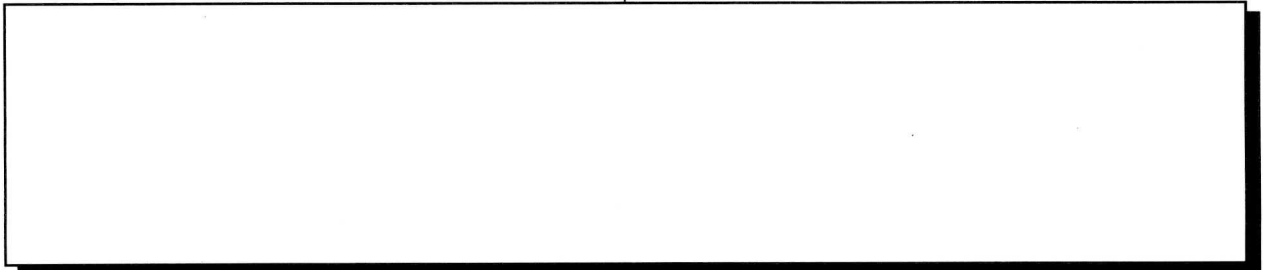
Summarize the plot of your novel in the chart below and on the next page.

Introduction

--

Conflict

--

Events**Turning Point****Resolution****Falling Action**

Wrap It Up

Goal: Complete a plot outline.

Wrap up what you know about the plot of your novel by completing the plot outline.

Conflict

What is the problem or conflict? _____

What do the characters want? _____

Events

What do the characters do? _____

What happens to the characters? _____

Turning Point

Which event leads to the solution of the problem? _____

What happens to make the characters' feelings change? _____

Resolution/Solution

Do the characters get what they want? _____

Is the problem solved? How? _____

How does the story end? _____

Sketch-a-Plot

Goal: Correctly sequence events in a story.

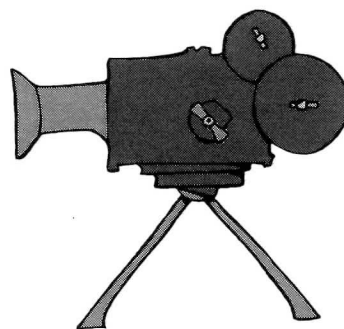
Use the six spaces below to sketch stick figures showing six events in chronological order from your book.

1	2	3
4	5	6

Coming Soon!

Goal: Identify what makes stories enjoyable.

A movie trailer is a promotional clip that advertises the movie. If this novel were made into a movie, which scenes would make people want to see the entire movie? List four good suggestions below. Tell why you would include each scene in your movie trailer.



Movie scene	Why include it?
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____

Name Game

Goal: Rename the chapters of a novel.

A chapter title can tell you a lot about what will follow. Look at the novel you're reading. Do the chapters have names or are they just numbered? Use this chart to give each chapter a name. If the chapters already have names, write a new name for each one.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Long and Winding Road

Goal: Make a chronological time line of events in the novel.

Imagine reading a novel is like taking a journey. Use this page to draw that journey. Draw a road that a reader must travel on as he moves chronologically through the events of your book. Draw story events or settings of the greatest importance. This road is a time line of events.

Start

End

Goal: Plan a new ending for the story.

Many readers look forward to the ending of a novel because they want to find out “what happens.” Some people like sad endings in movies, TV shows, and books. Some people like happy endings. Answer these questions about endings.

Do you like sad or happy endings? _____

Why? _____

Did you like the end of this novel? Why? _____

If you could rewrite this novel, how would you change the ending? _____

Plan a new ending for the story that is happy. Be specific. _____

Plan a new ending for the story that is sad. Be specific. _____

Plot

The Never-ending Story

Goal: Predict what will happen next.

An *epilogue* might be several paragraphs or pages at the end of a novel that tell what happens to the characters after the story ends. What do you think happens to the characters after the story you've read is over? Predict what each of the characters will be doing in five or ten years and complete the chart. Then write an epilogue on another sheet of paper.

Character	5-Year Prediction	10-Year Prediction

Setting

The *setting* tells the reader where and when the story takes place. It also creates the mood.

“It was a dark and stormy night.”

This opening line from *A Wrinkle in Time* tells the reader when the story happens. It also sets the *mood*. A mood is a feeling, or emotional tone, created through descriptive language used to describe the setting. The mood usually indicates something about the character or theme.

For example, everything was going wrong for Meg Murray at the start of *A Wrinkle in Time*. She was feeling very low about her performance in school and about how her schoolmates and teachers were treating her. When the reader first meets Meg, she is wrapped in an old quilt in her attic bedroom. The house is shaking from the stormy weather outside, and the trees are “tossing in the frenzied lashing of the wind.” The weather outside indicates what the character inside is feeling. The author’s use of descriptive language helps the reader imagine the setting and understand the character.

A setting does not have to stay the same in a novel. For example, imagine if Meg were to feel better about things; the setting might change to a happier, brighter place without storms. A character often moves from setting to setting, indicating changes in the story.

In creating a setting for a story, an author must consider the social, cultural, and physical environment where the action will take place. For example, think about what each of these things tells us about time and place. And think about how they would change if the time and place changed.

- What are the schools like?
- What do people do for fun?
- What kind of sporting activities do they have?
- What do the characters wear?
- What are the houses like?
- What do people eat?
- What is the structure of the family?
- Are there computers? TVs? VCRs?
- What is the mode of transportation (horse and buggy, spaceship, car)?
- What kind of government is there?
- What is the weather like?

Setting

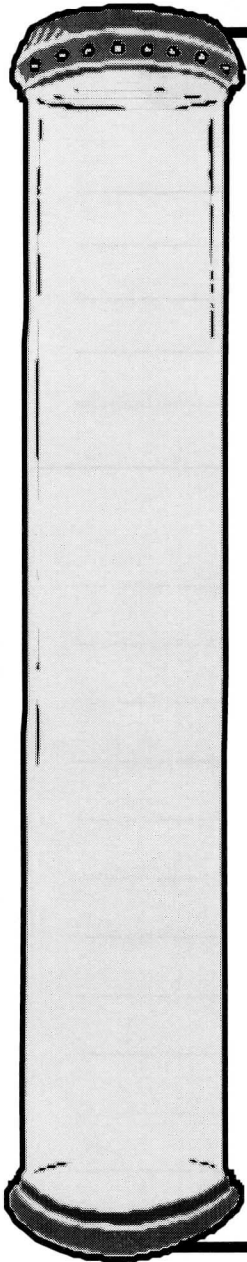
To understand the significance of the setting of a story, ask yourself these questions:

- What is the time and place where the story occurs?
- What is the social, cultural, and physical environment? How does that help identify the time and place of the story?
- What emotional tone or mood emerges from the setting?
- How does the author create this mood?
- What does the setting reveal about the character or theme?
- In how many places and time periods does the story occur?
- What do shifts in the setting indicate about the characters or theme?

Time Capsule

Goal: Identify details that tell about setting.

A time capsule is one way to tell future generations about the setting in which you live. Brainstorm items that would best tell about the time and place you live in. Think about lifestyle, technology, transportation, entertainment, education, clothing, customs, etc. Then choose six items and write them below. Write why you chose each item.



1. _____
Why? _____

2. _____
Why? _____

3. _____
Why? _____

4. _____
Why? _____

5. _____
Why? _____

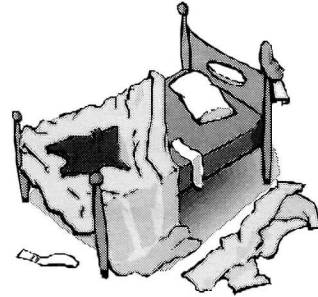
6. _____
Why? _____

Where would you place your time capsule so that someone in the future would find it?

In My Room

Goal: Write a paragraph that describes a setting.

A setting tells about time and place. Describe the setting of your room. What is shoved into drawers, hidden under your bed, and hung on the wall? What time of day is it? List describing details below. Then write a paragraph. Be sure to include a topic sentence.



Describing Details

Paragraph

Goal: Use details about setting to create the mood.

The *mood* is a feeling the reader gets from the choice of words the author uses to describe the setting. Think about places you go and how they make you feel. Write about them below.

Think about a place that makes you happy. Write five details about this place that make you happy.

1. _____
2. _____
3. _____
4. _____
5. _____

Now think about a place that makes you really nervous. Write five details about this place that make you nervous.

1. _____
2. _____
3. _____
4. _____
5. _____

Think about a place that makes you feel calm and relaxed. Write three details about this place.

1. _____
2. _____
3. _____

Setting the Mood

Goal: Understand how setting creates a mood.

The setting (time and place) of a story helps create the mood. Write what you think would be a good setting to create each of these moods.

Mood	Action	Time	Place
excitement	an archaeologist is in search of an ancient treasure		
suspense	a couple's car breaks down		
amusement	someone has the hiccups		
horror	a crazed scientist has cloned a human being		
sadness	a child has just lost his beloved pet		
joy	an athlete is celebrating victory		
worry	someone has not shown up for a scheduled appointment		
anger	someone is really mad at his parents		
happiness	a friend is having a birthday party		

Dark and Stormy Night

Goal: Understand how details about setting create a mood.

The words that the author uses to describe the setting help create the mood. Write words and phrases to help create the mood for each of the following. Hint: Think about the way things look, sound, feel, taste, and smell.

Setting	Mood	Describing Details
a dark forest	suspense	<hr/> <hr/> <hr/> <hr/>
a school at midnight	eerie	<hr/> <hr/> <hr/> <hr/>
a video arcade on a Saturday afternoon	excitement	<hr/> <hr/> <hr/> <hr/>
your classroom during a test or a quiz	tension	<hr/> <hr/> <hr/> <hr/>

Where In the World?

Goal: Identify where and when a novel takes place.

To identify the setting of a novel, you often need to look for clues about lifestyle (schools, transportation, technology, entertainment, clothing, etc.). Read the first three chapters of your book. What words and phrases tell you where the story takes place? Which ones tell you when? List them below.

**Words and phrases
that tell WHERE**

**Words and phrases
that tell WHEN**

The setting of the novel is _____

Goal: Keep track of changes in setting throughout a novel.

The setting of a story tells the reader where and when the story happens. Follow the main character as he moves from place to place within the book. Write the information you discover in the chart.

	Time	Place
Chapter 1	<hr/> <hr/>	<hr/> <hr/>
Chapter 2	<hr/> <hr/>	<hr/> <hr/>
Chapter 3	<hr/> <hr/>	<hr/> <hr/>
Chapter 4	<hr/> <hr/>	<hr/> <hr/>
Chapter 5	<hr/> <hr/>	<hr/> <hr/>
Chapter 6	<hr/> <hr/>	<hr/> <hr/>
Chapter 7	<hr/> <hr/>	<hr/> <hr/>
Chapter 8	<hr/> <hr/>	<hr/> <hr/>

Geographically Speaking

Goal: Use a map to identify the location of a novel.

Locate areas where key events of your novel take place. Then trace the route your character takes over the course of the book.



Goal: Summarize information from sources such as the Internet and encyclopedias and write a report.

Using resources in the library or on the Internet, write a factual report about the setting of your novel, including an historical background. Include information about customs, lifestyles, technology, beliefs, transportation, schools, clothing, etc.

References used

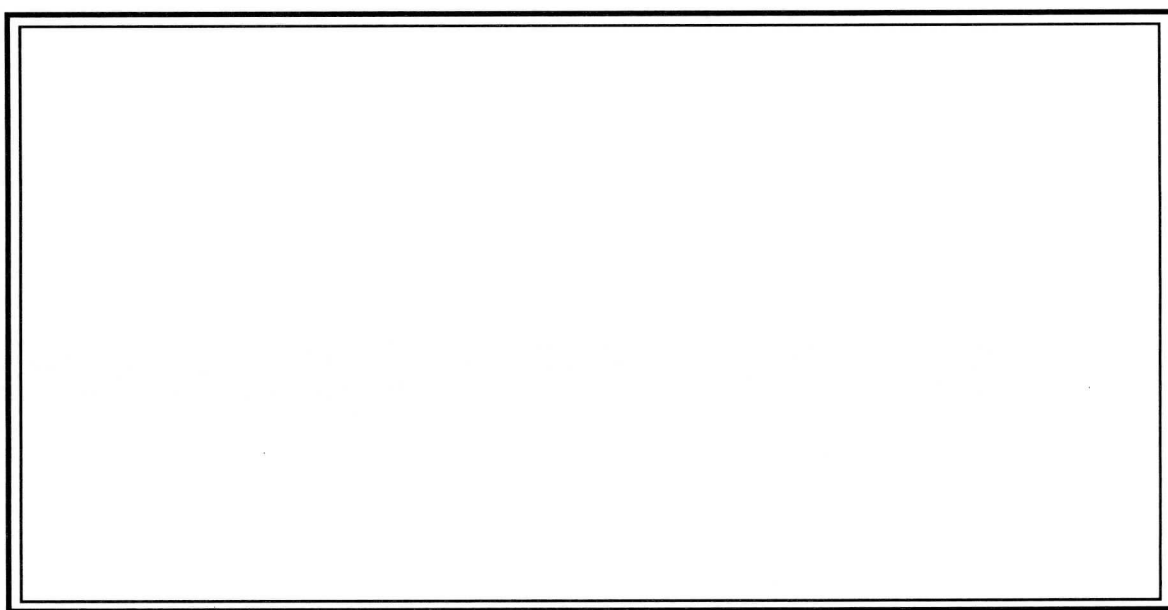
Report

Wish You Were Here

Goal: Write a postcard message.

Imagine that you take a trip to the place where your story takes place. Write a postcard to someone at home telling them what you see and do. Address the postcard to a friend. Remember to plan first because you don't have much room. Draw something for the front of the postcard, or write a description of what you want the picture to be. Then write your address and a brief message on the back.

Front



Back

	<div data-bbox="1161 1375 1286 1495" data-label="Text"><p>PLACE STAMP HERE</p></div> <div data-bbox="755 1390 1039 1495" data-label="Form"><hr/><hr/><hr/></div>
	<div data-bbox="771 1663 1286 1864" data-label="Form"><hr/><hr/><hr/></div>

Setting Faraway Places

Goal: Describe the setting of a novel through words and pictures.

Make a travel advertisement that will make someone want to visit the setting of the novel. First think about the words that the author uses to describe the setting and write them on the lines. Then look at newspapers and magazines to find other travel ads to get ideas about how yours might look. Finally, create your ad in the space below.

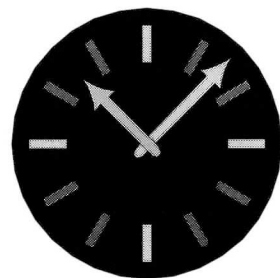
This image shows a completely blank white rectangular area, which appears to be a scanned document page. It is surrounded by a prominent, thick black border. There are no visible markings, text, or illustrations on the page itself.

Setting

Another Time, Another Place

Goal: Understand how the setting affects the plot and characters.

The setting of a story tells where and when a story takes place. It affects the people and plot of the story. Think about how the story would be different if the time and place changed. Write your ideas below.



This is how I would change the TIME. _____

This is how it would affect the people. _____

This is how it would affect the plot. _____

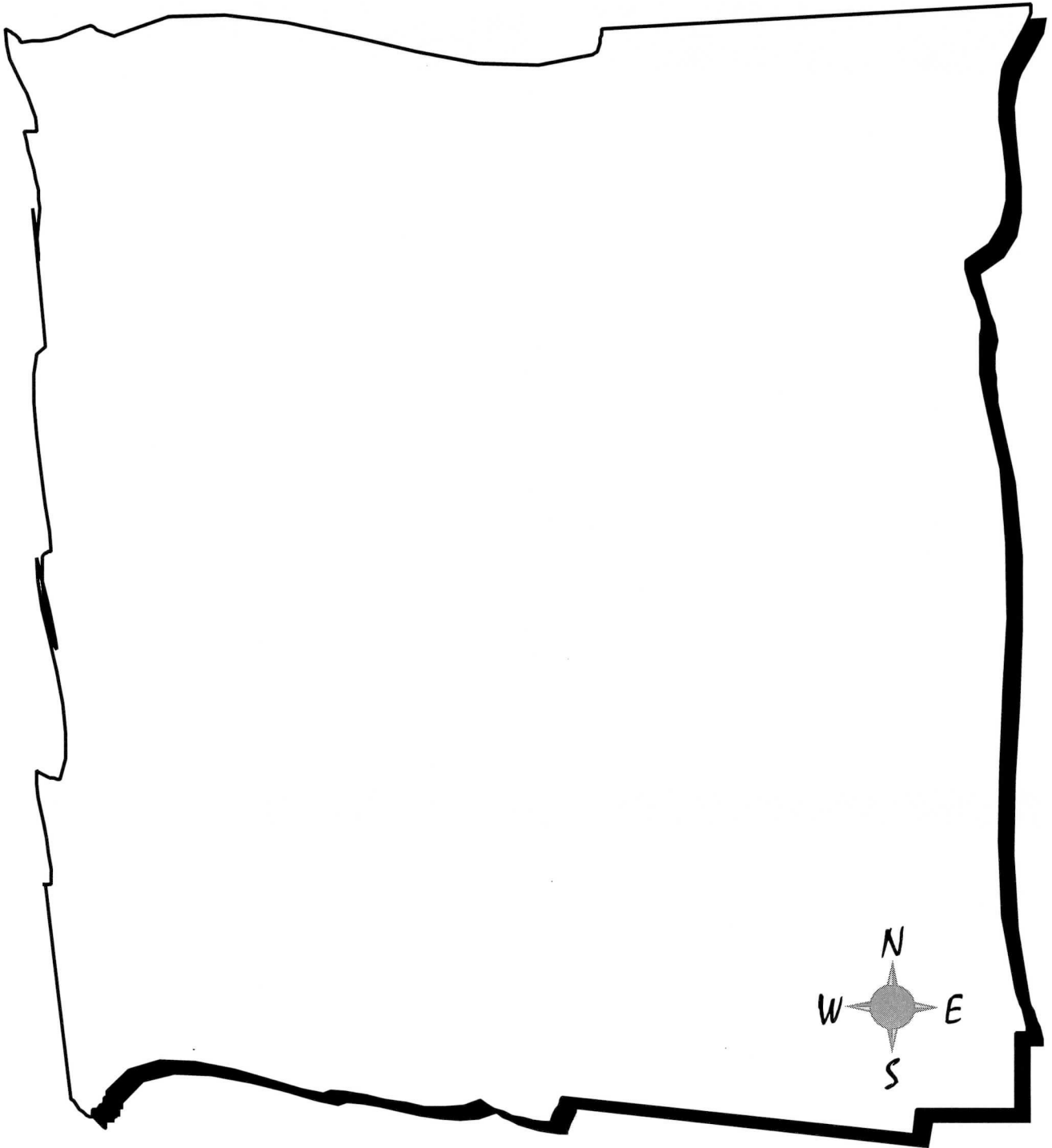
This is how I would change the PLACE. _____

This is how it would affect the people. _____

This is how it would affect the plot. _____

Goal: Draw a map of the setting.

Think about where the events occur in your story. On another sheet of paper, list all the locations mentioned in the book—houses, parks, museums, cities, etc. Then, in the space below, draw a map of the area and indicate where and when the important events took place.



My Utopia

Goal: Write your opinion about the most ideal setting in which to live.

Would you like to live in the time and place of your novel? How would you and your family react? Tell the good and the bad of living in that setting.

Good points

Bad points

If you could live anywhere, anytime, where and when would it be? Describe the ideal time and place in which you would like to live. Tell why.

Words that Make You Feel

Goal: Identify how an author creates a mood through his description of setting.

The author sets the mood by his description of the setting in the first chapter of the book. Read the first chapter of your novel. List each detail of the setting as you notice it.

Words and details that describe the setting

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How does the description of the setting in the first chapter make you feel? _____

What is the mood of this chapter? _____

What do you think is going to happen, based on the mood that is set? _____

Goal: Recognize how an author creates moods in a story.

A good author is able to make us feel what the character is feeling and thinking. When in the story did you feel these emotions? Tell how the author made you feel this way.

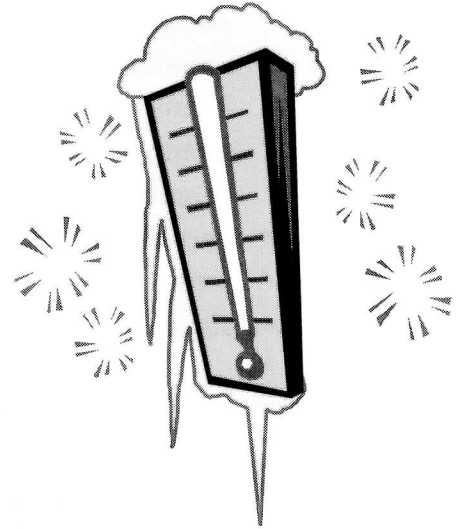
Feeling	When in the story I felt this way	How the author made me feel this way
sadness		
joy		
anger		
frustration		
hope		
worry		
suspense		
amusement		

Goal: Write a haiku about a novel's setting.

Haiku is a type of Japanese poetry about nature. It is three lines long. The first line is five syllables; the second, seven; and the third, five.

Here's an example of a haiku written about the setting of the novel *Julie of the Wolves*:

Winds scream wild high notes,	<i>five syllables</i>
Sun shines on frozen tundra,	<i>seven syllables</i>
Cold arctic winter.	<i>five syllables</i>



Now take a minute to brainstorm some details about the natural setting of your novel. Write describing words that come to mind as you think of the setting. Then write a haiku about the setting of your novel on the lines provided.

Describing Words

_____	_____
_____	_____
_____	_____
_____	_____

Now write your haiku below.

Book title	_____
Line 1	_____
Line 2	_____
Line 3	_____

Figurative Language

Figurative language is a tool that an author uses to help the reader visualize and experience what is happening in a story. Some authors are very artistic, painting word pictures in rich detail. Here are some common types of figurative language:

- ✓ alliteration
- ✓ hyperbole
- ✓ idioms
- ✓ metaphors
- ✓ onomatopoeia
- ✓ personification
- ✓ sensory language/imagery
- ✓ similes

Writers don't want their writing to be blah and boring; they want it to be colorful and exciting.

Like silent, hungry sharks that swim in the darkness of the sea, the German submarines arrived in the middle of the night.

This memorable opening sentence from *The Cay*, by Theodore Taylor, is abundant with figurative language; it sets the mood, it is pleasing to the ear, it paints a picture. The author accomplishes this through personification, alliteration, and imagery. Without this figurative language, the sentence would have been simply:

The German submarines arrived in the middle of the night.

Which is more memorable?

Figurative Language

Here are some definitions and examples of figurative language in literature:

Alliteration

Repeated consonant or vowel sounds at the beginning of words. Alliteration is used to create a mood or emphasize certain words.

“Fifty years ago I learned to read at a round table in the center of a large, sweet-smelling, steam-softened kitchen.” *Souder*, William H. Armstrong

“His super-slow dip-stride slumpshuffle . . .” *Maniac Magee*, Jerry Spinelli

Hyperbole

An exaggeration or overstatement used for effect. Such statements are not literally true, but people make them to sound impressive or to emphasize something.

“His smile was so wide he’d have to break it into sections to fit it through the doorway.” *Maniac Magee*, Jerry Spinelli

“It was cold and hard, but I was so tired I could have slept in a wind tunnel.” *My Side of the Mountain*, Jean Craighead George.

Idiom

An expression that, taken literally, means something other than it does figuratively. Example (idiom in italics):

“Then Mr. Popper told how Greta had arrived to keep Captain Cook from being lonely, and how the little penguins had grown, and how the clever little band had *saved the day* for the Poppers when things looked bad.” *Mr. Popper’s Penguins*, Richard and Florence Atwater.

Imagery

Descriptive language used to appeal to the five senses and to create vivid mental pictures.

“I remembered the summers with lightning bugs and honeysuckle smells; the cold winters when the field would all be brown and would crackle under my feet.” *The Cay*, Theodore Taylor

Figurative Language, continued

Metaphor

A metaphor is a comparison between two things. Unlike a simile (see explanation below), a metaphor does not use the word *like* or *as*; a metaphor implies the comparison by stating that one thing is another thing.

“Her nose was a round, soft blob.” *A Wrinkle in Time*, Madeleine L'Engle

“Amanda took the torn page from Maniac. To her, it was the broken wing of a bird, a pet out in the rain.” *Maniac Magee*, Jerry Spinelli

Onomatopoeia

A figurative language technique in which words resemble the real sound they refer to.

“There was a sloosh as the ham was lifted out of the pot, then a plop, just as it was dropped onto the table.” *Sounder*, William H. Armstrong

“He loved the sound of pancake butter hissing on the griddle.” *Maniac Magee*, Jerry Spinelli

Personification

Figurative language which gives animals and inanimate objects human characteristics and feelings.

“The furnace purred like a great, sleepy animal.” *A Wrinkle in Time*, Madeleine L'Engle

“The sheriff's rifle belched flame just before the whack of the exploding bullet.” *Sounder*, William H. Armstrong (Note: Sometimes an author uses more than one type of figurative language in a sentence, as in this one, where both personification and onomatopoeia are used.)

Simile

Figurative language that uses *like* or *as* to directly compare two unlike things.

“She had a voice like an uncoiled gate, but somehow not unpleasant.” *A Wrinkle in Time*, Madeleine L'Engle

“His nostrils flared; he was breathing like a picadored bull.” *Maniac Magee*, Jerry Spinelli

“The bus bounced along like an empty cracker box on wheels.” *From the Mixed-Up Files of Mrs. Frankweiler*, E.L. Kingsbury

Simile Workout

Goal: Write similes.

Authors use *similes* to add interest to their writing. A simile is a comparison which uses the word *like* or *as*.

Examples

Similes using *like*

chatters like a monkey
fits like a glove
moves like a snail

Similes using *as*

as dark as night
as dry as a bone
as clear as the nose on your face

Write a simile using *like* or *as* for each of the words below.

cloud

dishrag

dinosaur

pig

Titanic

cockroach

roller coaster

principal

Metaphorically Speaking

Goal: Write metaphors.

Authors use *metaphors* to add interest to their writing. A metaphor states that one thing is something else. It is a comparison that does not use *like* or *as*.

Examples

She is a walking encyclopedia.

His heart is an iceberg.

I'm a real chicken when it comes to getting shots.

Now write your own metaphors about the words below. Be sure you don't use the words *like* or *as*.

dog

fox

turtle

river

rain

teacher

money

chocolate

What a Couch Potato!

Goal: Identify similes and metaphors.

Metaphors and similes for food run all through our language. Complete the comparisons below with the correct food name from the box. Then use what you've learned to tell whether the comparison is a metaphor or simile. Write **S** for simile and **M** for metaphor.

apple	banana	beef	beet	honey
cherries	chocolates	cucumber	egg	molasses
fruitcake	lemon	pie	potato	pancake

- _____ He is as cool as a _____.
- _____ She dropped him like a hot _____.
- _____ She is the _____ of her father's eye.
- _____ That no good car is a real _____.
- _____ She is such a good sport . . . she is really a good _____.
- _____ You have a problem? Okay . . . what's your _____.
- _____ She's as nutty as a _____.
- _____ Life is like a bowl of _____.
- _____ Life is like a box of _____.
- _____ The test was as easy as _____.
- _____ He is as red as a _____.
- _____ He is top _____ where he works.
- _____ She rolled it as flat as a _____.
- _____ That runner is as slow as _____ in January.
- _____ Her grandmother is as sweet as _____.

Ho-hum, Boring

Goal: Write interesting comparisons.

An important thing to remember when writing comparisons is to avoid clichés, which are overused phrases that have lost their effectiveness. Instead of using clichés, you should strive for creative and exciting comparisons.

Examples

Cliché: She was as quick as a bunny.

Better: She was as quick as a kid out the door on the last day of school.

Cliché: He was as hungry as a bear.

Better: He was as hungry as Rip Van Winkle waking up from his long sleep.

Use your imagination to turn each of these tired, ho-hum comparisons into unique, descriptive ones.

1. He runs fast like the wind.

He runs fast like _____

2. Her eyes are round like saucers.

Her eyes are round like _____

3. This cookie is as hard as a rock!

This cookie is as hard as _____

4. She's as gentle as a lamb.

She's as gentle as _____

5. The town was lit up like a Christmas tree.

The town was lit up like _____

6. It was as dark as night.

It was as dark as _____

7. She is as free as a bird.

She is as free as _____

8. Your room is as messy as a pigpen!

Your room is as messy as _____

Figuratively Speaking

Goal: Understand the difference between figurative and literal meanings.

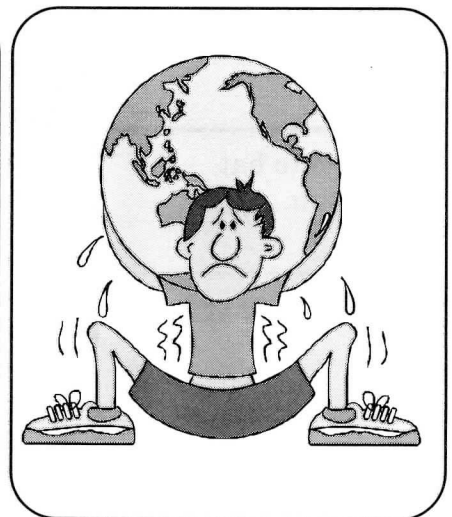
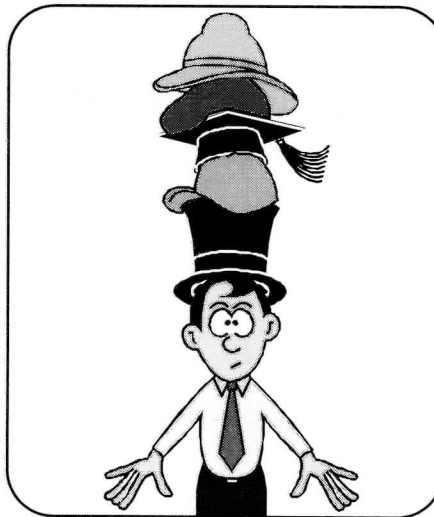
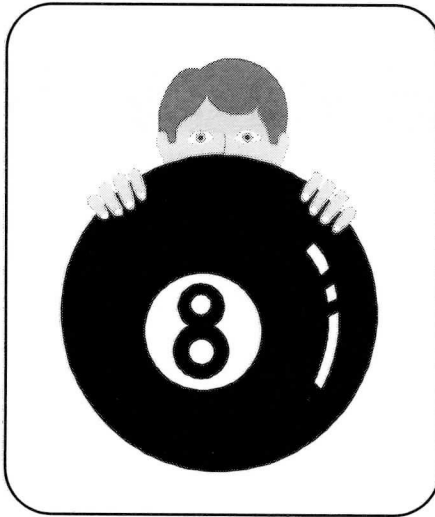
An *idiom* is an expression that, taken literally, means something other than it does figuratively. Read the idioms below. Tell what both their literal and their figurative meanings are.

	Literal	Figurative
1. I'll go to bat for you.		
2. He's a ball of fire.		
3. You are beating around the bush.		
4. Don't go off the deep end.		
5. That's the way the ball bounces.		
6. The ball is in your court.		
7. Keep it under your hat.		
8. Money burns a hole in his pocket.		
9. She has music in her blood.		

Hit the Nail On the Head

Goal: Recognize idioms.

The cartoons below illustrate literal meanings of common idioms. Write the idioms.

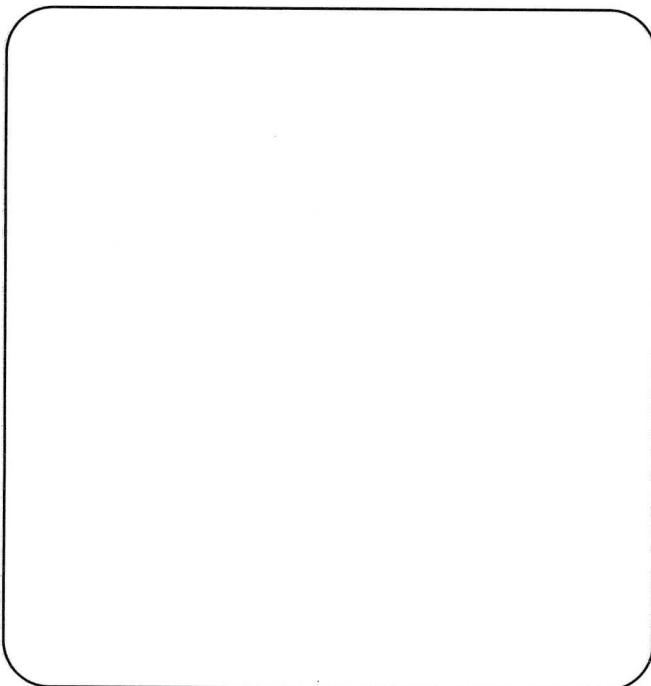


1. _____

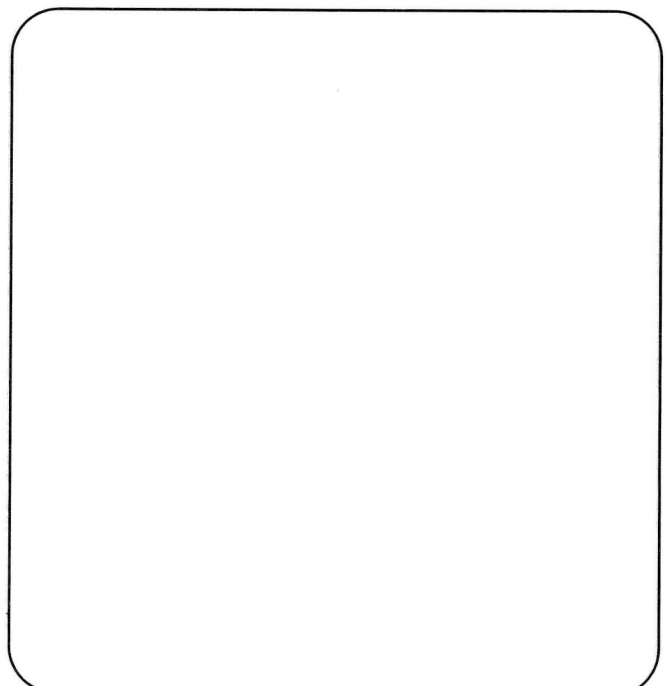
2. _____

3. _____

Illustrate each of the idioms below.



Put your nose to the grindstone.



Kick up your heels.

Eating Our Words

Goal: Understand idioms.

Below are some idioms that all have to do with food or cooking. Write the word that completes each idiom.

beans	broth	cake	chew	cookie	corny
eggs	grapevine	kettle	milk	nuts	pickle
	pot	salt	sandwich	apple	

1. An _____ a day keeps the doctor away.
2. You can't have your _____ and eat it too.
3. Don't put all your _____ in one basket.
4. Don't cry over spilled _____.
5. A watched _____ never boils.
6. That's the way the _____ crumbles.
7. I heard it through the _____.
8. I'm really in a _____ this time.
9. One more crack like that, and I'll serve you a knuckle _____.
10. He knows it all, from soup to _____.
11. That joke wasn't funny; it was just _____.
12. Too many cooks spoil the _____.
13. I want to keep this a secret, so don't spill the _____.
14. Don't bite off more than you can _____ this time.
15. A guy who can't keep his word just isn't worth his _____.
16. Ha! That sure is the pot calling the _____ black.

The Wind Called My Name

Goal: Use personification in writing.

Personification is figurative language that gives human qualities, feelings, actions, or characteristics to inanimate, non-living objects. It adds color and excitement to writing.

Examples

The walls of the old house moaned and shuddered in the hurricane.

The couch groaned under the weight of the heavy man.

The sun came out and chased the clouds away.

Complete these sentences using personification.

The rain _____

The window _____

The car engine _____

The alarm clock _____

The trees _____

The milk _____

The piano _____

The computer _____

Goal: Use personification in writing.

Use personification to write a paragraph about one of the following as if it were human. Remember that personification gives human qualities, feelings, actions, or characteristics to inanimate, non-living objects. It adds color and excitement to writing.

- ☐ a mirror
 - ☐ a garden
 - ☐ a computer game
 - ☐ a book
 - ☐ a TV
 - ☐ rotting food left in the refrigerator
 - ☐ a Beanie Baby®
 - ☐ a football
 - ☐ a candle
 - ☐ a shoe

This image shows a single page from a notebook or ledger. The page is white with horizontal ruling lines spaced evenly down its length. On the left side, there is a dark vertical strip representing the binding of the book. The corners of the page are rounded. There is no handwriting or printed text on the page.

Authors Always Alliterate

Goal: Write interesting sentences using alliteration.

Alliteration is figurative language using words that all start with the same sound. There should be at least two repetitions in a row. Alliteration is effective because it makes your writing sound interesting to the ear.

Examples

Good guppies gurgle.

Every elephant enjoys peanuts.

The snake slithered slowly across the slick cement.

Finish the following sentences using alliteration.

The big black bear _____

Which wicked witch _____

Twelve tiny _____

Nine nice _____

The fat frogs _____

The soda _____

The guitar _____

The movie _____

Twisted Tongues

Goal: Write a tongue twister.

We all know the famous tongue twisters "She sells seashells down by the seashore" and "Peter piper picked a peck of pickled peppers." Now write your own tongue twister using the framework below. Your answer must begin with the first sound in your first name.

Example

<i>your name</i>	Mary
<i>did what?</i>	met a mummy
<i>where?</i>	in a museum
<i>when?</i>	at midnight
<i>why or how?</i>	by mistake.

Tongue twister Mary met a mummy in a museum at midnight by mistake.

Now you try a couple:

<i>Your name</i>	_____
<i>What did you do?</i>	_____
<i>Where?</i>	_____
<i>When?</i>	_____
<i>Why?</i>	_____

Write your tongue twister: _____

<i>A friend's name</i>	_____
<i>What did your friend do?</i>	_____
<i>Where?</i>	_____
<i>When?</i>	_____
<i>Why?</i>	_____

Write your tongue twister: _____

Say your tongue twisters as fast as you can. Then trade papers with a friend and read each other's.

Onomatopoeia Brainstorm

Goal: Write sentences using onomatopoeia.

Onomatopoeia is the imitation of natural sounds in word form. Authors use onomatopoeia to make their writing more interesting and alive.

Examples

I listened to the *click, click* of the keys on the keyboard.

I tried to sleep, but all I heard was the *tapping* of something against the back door.

He dropped the crate at my feet with a *thud*, then walked away.

Brainstorm all the onomatopoeia words you can think of.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Choose five of the words you brainstormed and write a sentence for each.

1. _____

2. _____

3. _____

4. _____

5. _____

It Sounds Like . . .

Goal: Write sentences using onomatopoeia.

Authors use onomatopoeia to make events come alive in the mind of the reader. Make up new words or use existing words to make these events come alive. Close your eyes and think about a word or group of words that sound like the sound you would hear. Write the words below.

Example

a gallon of water being poured down the sink:
Glub, glub, glub, glub

1. a car being demolished by a steamroller:

2. a spoon getting caught in the dishwasher:

3. a watermelon being dropped from a rooftop:

4. a daredevil jumping into a pool of pudding:

5. a flash fire lit by a match and a gallon of gasoline:

6. a baseball connecting with Mark McGuire's bat:

7. a hot air balloon running into an electric wire:

8. the *Titanic* sinking into the sea:

Sounds of My Day

Goal: Write words that imitate sounds.

Write a journal entry recording all of the sounds you hear in a day. Underline the words that are onomatopoeia.

Examples

whir of Dad's electric razor

chirp of birds

honk of the school bus

pop of a toaster

Time of day	Sounds I hear
morning	<hr/> <hr/> <hr/> <hr/>
afternoon	<hr/> <hr/> <hr/> <hr/>
night	<hr/> <hr/> <hr/> <hr/>

Sounds of My Day

Goal: Write a paragraph using various types of figurative language.

Think about the funniest (or proudest or most exciting) moment of your life. Write a paragraph about it. Make your paragraph come alive by using at least one example of each of the following kinds of figurative language.

☐ simile

☐ metaphor

☐ personification

☐ onomatopoeia

☐ alliteration

Goal: Use hyperbole in writing.

Hyperbole is a type of figurative language that exaggerates the truth for emphasis. Writers use hyperbole to make something seem larger or funnier or smaller or sadder . . . or more or less of anything!

Examples

The mosquitoes were so big they needed a runway to land.

I was so hungry I could have eaten my math textbook.

Practice writing hyperbole by answering the questions below.

1. How loud was the rock concert?

It was so loud _____

2. How hard was the test?

It was so hard _____

3. How ridiculous did she look?

She looked so ridiculous _____

4. How boring was the teacher?

He was so boring _____

5. How bad did the socks smell?

They smelled so bad _____

6. How funny was the stand-up comic?

He was so funny that _____

7. How easy was the homework assignment?

It was so easy that _____

Goal: Write vivid imagery.

Writers use vivid description to create pictures in our minds. We call these pictures *imagery*. Imagery involves one or more of your five senses (hearing, taste, touch, smell, sight). Think of vivid describing words that create images about the following places.

1. A sandy beach:

Looks like _____
 Smells like _____
 Feels like _____
 Sounds like _____
 Tastes like _____

2. A burning building:

Looks like _____
 Smells like _____
 Feels like _____
 Sounds like _____
 Tastes like _____

3. A rocket ship launching:

Looks like _____
 Smells like _____
 Feels like _____
 Sounds like _____
 Tastes like _____

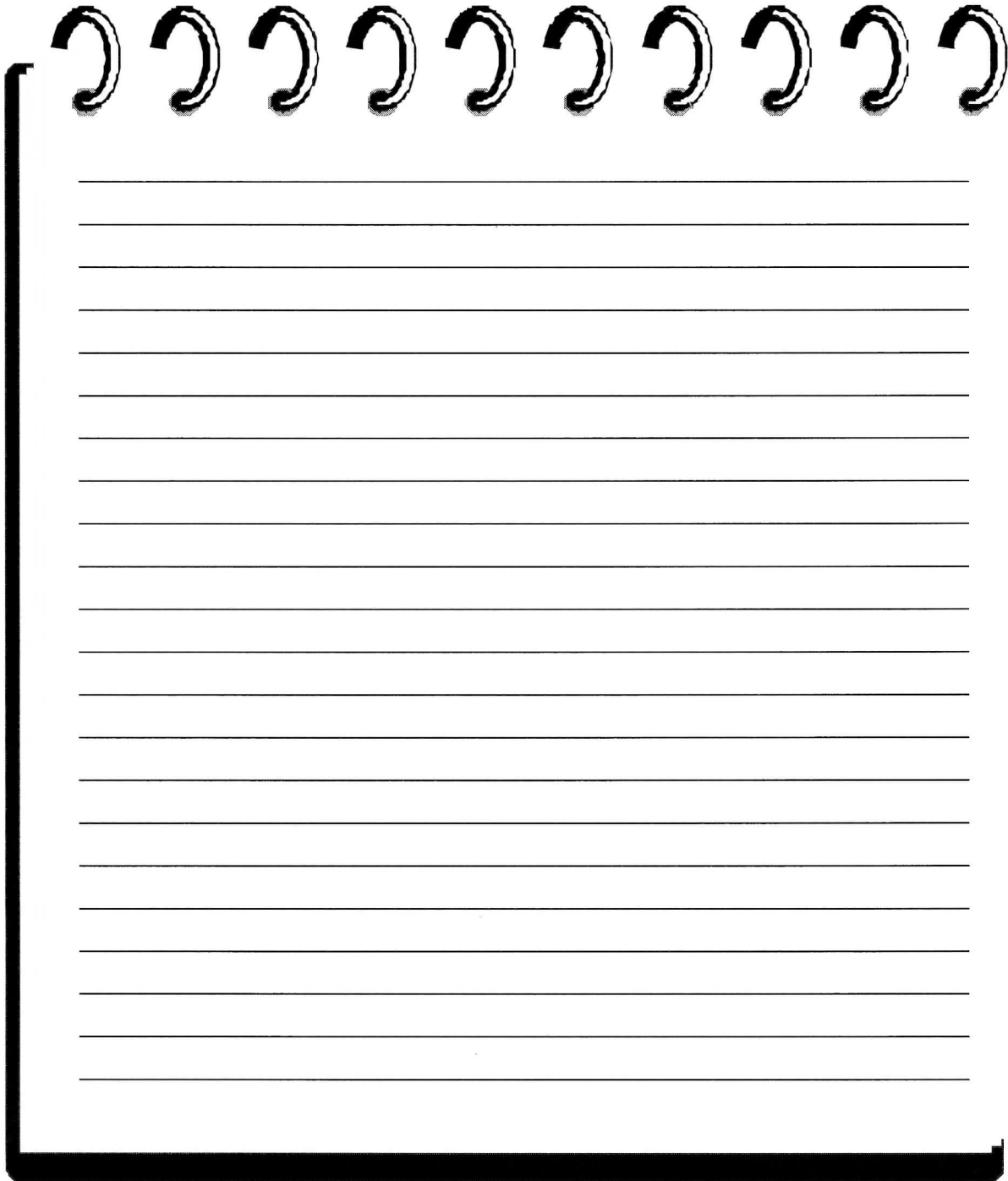
4. Raw hamburger meat:

Looks like _____
 Smells like _____
 Feels like _____
 Sounds like _____
 Tastes like _____

Feel It, Touch It, Taste It

Goal: Write a paragraph using imagery.

Close your eyes and dream about your favorite place in the world. Think about what you see, hear, feel, smell, and taste there. Write a journal entry about this experience. Use vivid sensory descriptions to create imagery.

A spiral-bound notebook with ten rings at the top and lined pages. The notebook is open, showing the spiral binding on the left side. The pages are white with horizontal lines. The spiral binding is made of ten black rings.

As Smart as a Whip

Goal: Recognize examples of similes in literature.

Authors use similes to add interest to their writing. A simile is a comparison that uses *like* or *as*. Find similes in your book that describe setting, character, and action. Be sure to copy the simile, and write the page number where you found it.

Book title _____

Simile	Page #
Similes that describe setting:	
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Similes that describe character:	
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Similes that describe action:	
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Books Are Doorways

Goal: Recognize examples of metaphors in literature.

Authors use metaphors to add interest to their writing. A metaphor states that one thing is something else. It is a comparison that does not use *like* or *as*. Find metaphors in your book to describe each of the following. Be sure to copy the metaphor, and include the page number.

Book title _____

Metaphor	Page #
Metaphors that describe setting:	
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Metaphors that describe character:	
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Metaphors that describe action:	
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Figurative Language Hit the Books

Goal: Find idiomatic expressions in literature.

An idiom is an expression that, taken literally, means something other than it does figuratively.

Find some examples of idioms in your book. Tell the literal and figurative meaning of each.

Book title _____

[illegible]

Now, on another sheet of paper, draw a cartoon showing the literal meaning of one of the idioms above.

Goal: Recognize examples of personification in literature.

Authors use personification to add color and excitement to what they write. Personification is figurative language that gives human qualities, feelings, actions, or characteristics to inanimate, non-living objects. Find some example of personification in your book. Write them below.

Book title _____

Examples of Personification	Page #
1. _____ _____	_____
2. _____ _____	_____
3. _____ _____	_____
4. _____ _____	_____
5. _____ _____	_____
6. _____ _____	_____

Choose one of your examples of personification. Draw a cartoon that illustrates this type of personification on another sheet of paper.

Same Starting Sounds

Goal: Recognize examples of alliteration in literature.

Alliteration is figurative language using words that all start with the same sound. There should be at least two repetitions in a row. Alliteration makes the reader take notice because the writing is interesting to the ear. Find examples of alliteration in your reading.

Book title _____

Examples of Alliteration	Page #
1. _____ _____	_____
2. _____ _____	_____
3. _____ _____	_____

Use alliteration to write an original sentence describing a character in your book.

Use alliteration to write an original sentence describing the setting in your book.

Use alliteration to write an original sentence describing the plot of your book.

Screech . . . Crash!

Goal: Recognize examples of onomatopoeia in literature.

Onomatopoeia is the imitation of natural sounds in word form. Authors use onomatopoeia to make their writing more interesting and alive. Find examples of onomatopoeia in your book.

Book title _____

Examples of Onomatopoeia	Page #
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Now you be the author. Choose any three sentences from your novel and rewrite them using onomatopoeia.

Example

I heard someone coming up through the dead leaves toward the back of the house, and I ducked inside the door.

Onomatopoeia: I heard the dead leaves *rustling* toward the back of the house, and I ducked inside the door.

1. _____

2. _____

3. _____

Can You See the Words?

Goal: Describe how imagery makes you feel.

Writers use vivid description to create pictures in our minds. We call these pictures *imagery*. Imagery involves one or more of your five senses (hearing, taste, touch, smell, sight). Find some examples of imagery in the first chapter of your book. Write them here and tell how the images made you feel.

Book title _____

Image	Appeals to which senses?	How does it make you feel?
1. _____ _____ _____	_____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____	_____ _____ _____
5. _____ _____ _____	_____ _____ _____	_____ _____ _____

Organize Your Image

Goal: Recognize examples of imagery in literature.

Imagery can be used to describe the setting or the character. Use the graphic organizer to list the words your author uses to create imagery in your book.

sounds like

tastes like

book title

looks like

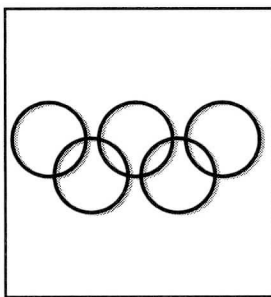
smells like

feels like

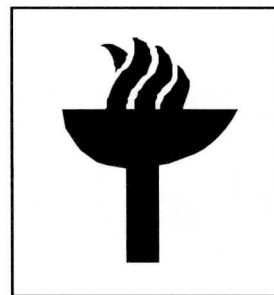
Symbolism

What is a *symbol*? A symbol is a visible sign for something that is invisible. It is something that stands for or suggests something else by reason of relationship or association. For example, a lion is a symbol for courage. We can't see the courage, but we can see the lion.

Symbols surround us. Think about it . . . flags, tattoos, signs, road signs, wedding rings, school mascots, brand names, colors, insignias for sports teams, etc. There are symbols for holidays, achievements, weddings, politics, professions, and religions. A symbol can be a word, picture, letter, design, object, sound, or color. Almost anything can be a symbol. The Olympic games has its own special set of symbols:



Olympic Rings Each of the five colored rings symbolizes one of the five continents. The interlocking of the five rings represents the ideal of peace and brotherhood of the whole planet.



Olympic Flame The flame represents the lasting unity of all mankind.

Sometimes a symbol is a color. In the early days of television and movies, the good guys in the cowboy shows wore white hats and rode white horses. The bad guys rode black horses and wore black hats.

Companies that sell products have symbols that we use to identify the company. These symbols are called *logos*. Two of the most famous company logos are the stylized letters for Coca-Cola® and the image of the Nike® swoosh.

In literature, symbols are used to create meaning. There is a connection between the symbols and something else that is happening in the story. Symbols say something about a quality of the character, the mood, or the theme.

To understand the author's use of symbolism in a novel, ask yourself these questions:

- What does this symbol represent?
- What is the connection between the symbol and something else that is happening in the story?
- What is the author communicating about the character, the mood, or the theme by the use of this symbol?

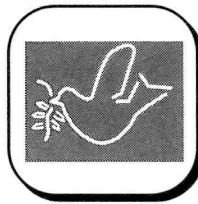
What Does It Mean?

Goal: Understand that one object can be used to represent another to convey a deeper meaning.

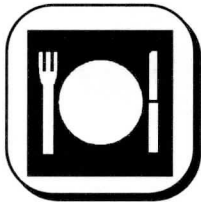
A *symbol* is something that is used to stand for itself but also to represent something else and convey a deeper meaning about it. What do each of these symbols usually mean? Write your answers.



1. _____



6. _____



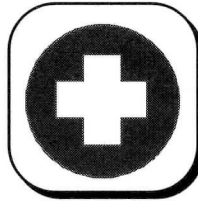
2. _____



7. _____



3. _____



8. _____



4. _____



9. _____



5. _____



10. _____

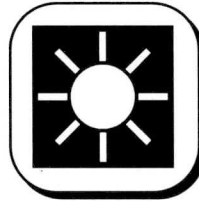
Symbolism Double Meanings

Goal: Interpret symbols.

A symbol can have more than one meaning. Write two things that each of these symbols commonly means.



1. _____



6. _____



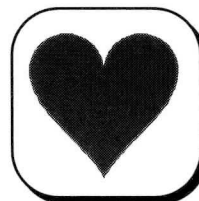
2. _____



7. _____



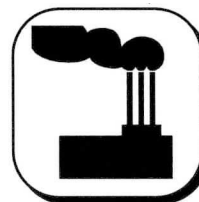
3. _____



8. _____



4. _____



9. _____



5. _____



10. _____

Fine Feathered Symbols

Goal: Interpret symbols.

Birds are commonly used as symbols. Think about what the feathered creatures below symbolize. Write your answers.



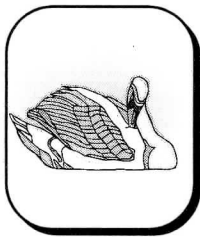
vulture

1. _____



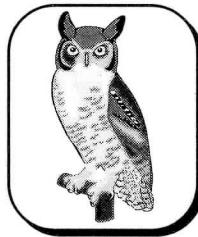
bald eagle

5. _____



swan

2. _____



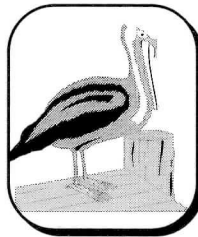
owl

6. _____



robin

3. _____



pelican

7. _____



stork

4. _____



penguin

8. _____

What is another bird that is commonly used as a symbol? Draw it on another sheet of paper and write what it symbolizes.

Symbolism Symbols Galore

Goal: Use symbols to represent concepts.

Draw a symbol that is commonly used to represent each of these events or concepts.

New Year

Courage

Time

Magic

Music

Love

Royalty

Education

Slow

Home

Double Meanings

Goal: Interpret symbols.

Surely we haven't covered ALL the symbols. Brainstorm some more, and draw them below.
Clue: Use the phone book yellow pages, signs, and advertisements for ideas.

Be True to Your School

Goal: Choose symbols to represent your school.

You are on the committee to make a flag for your school. What are the things that make your school unique, and how would you symbolize them? For example, you might want to include symbols that tell about the school's history, people in your school, projects, or sports.

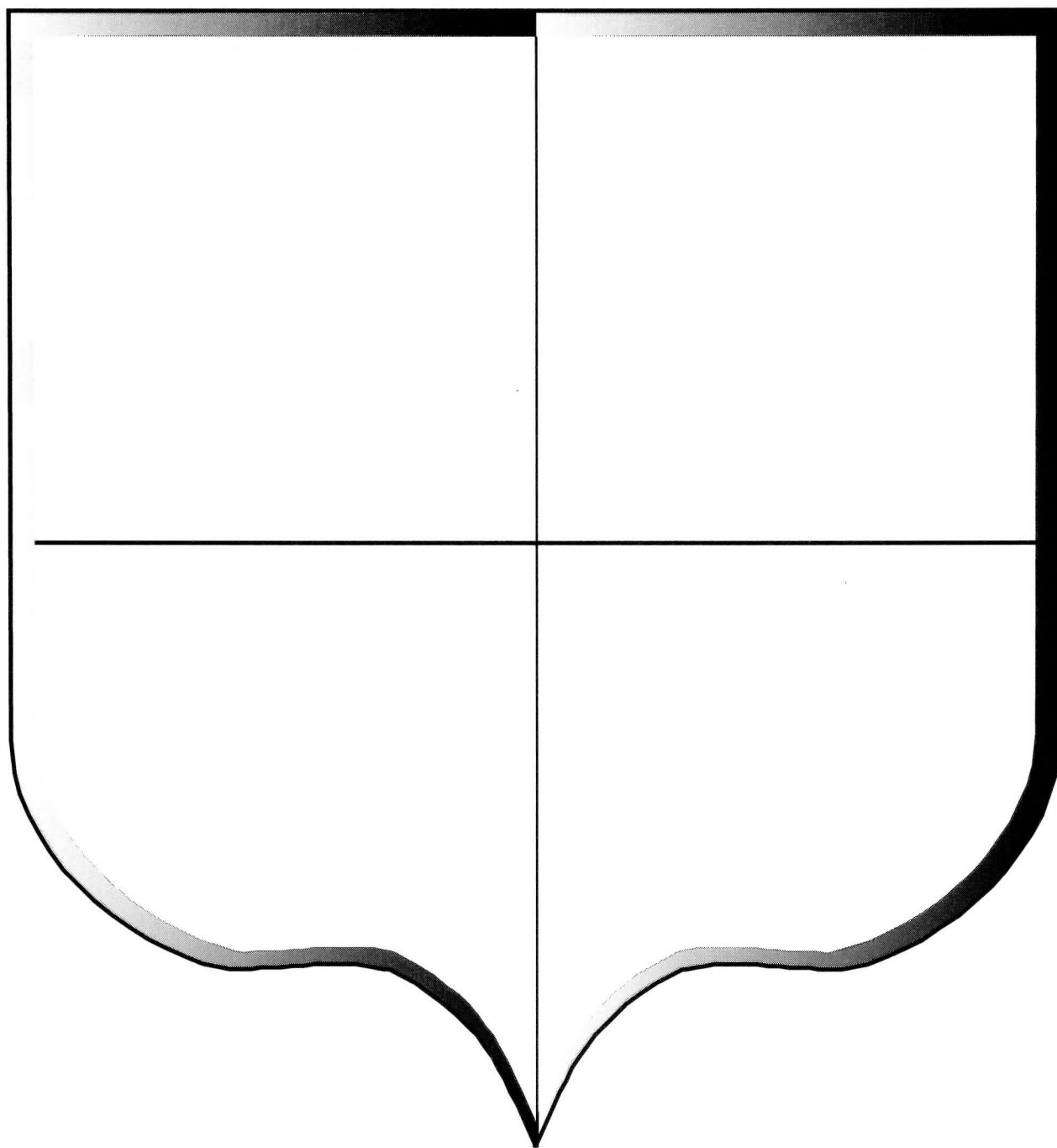
Symbols You'll Use	Explanation

Design Your Flag

Shield of Honor

Goal: Use symbols to tell about your life.

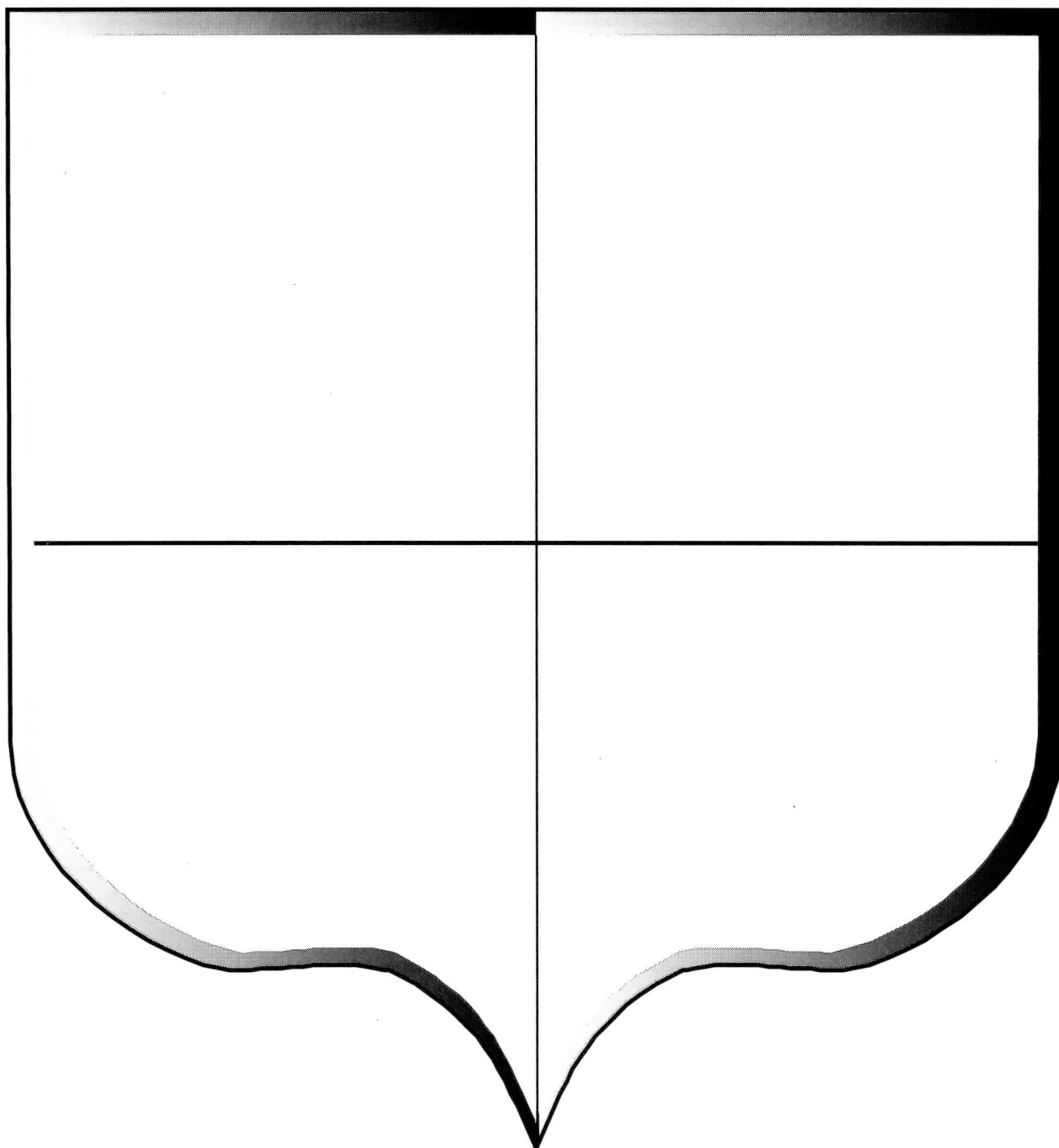
What would be good symbols to represent yourself? Look at the shield below. In each part, draw symbols that represent you. Think about things you like to do, your talents, what you have achieved, the things you value the most, important people in your life, and your goals.



Character Crest

Goal: Symbolize characters in a novel.

What would be good symbols to represent the major character in your novel? Look at the shield below. In each part, draw symbols that represent the character. Think about things he likes to do, his talents, his achievements, what he values most, major conflicts in his life, and his goals.



Symbolism Character Symbols

Goal: Symbolize characters in a novel.

Draw a symbol below to represent each minor character in your novel. Then tell why the symbol you chose fits the character.

Character	Symbol	Explanation
1. _____		<hr/> <hr/> <hr/> <hr/>
2. _____		<hr/> <hr/> <hr/> <hr/>
3. _____		<hr/> <hr/> <hr/> <hr/>
4. _____		<hr/> <hr/> <hr/> <hr/>

Find the Symbols

Goal: Interpret symbolism used in the story.

What symbols are used in your novel? How are they repeated throughout? Make a list of symbols used, chapter by chapter. Then decide which is the most important symbol in your book.

Chapter	Symbols	Chapter	Symbols
1	_____	8	_____
	_____		_____
2	_____	9	_____
	_____		_____
3	_____	10	_____
	_____		_____
4	_____	11	_____
	_____		_____
5	_____	12	_____
	_____		_____
6	_____	13	_____
	_____		_____
7	_____	14	_____
	_____		_____

Is one symbol used more than once in your novel? Explain. _____

What is the most important symbol in your novel? Explain. _____

Point of View

In life, the same event can be seen from different points of view. How you see something is not the same as everyone else sees it. You have your own point of view.

Likewise, in literature there are different points of view. The narrator's point of view determines how much information a reader will be given, as well as the angle from which this information will be presented. The two major points of view in literature are first person and third person.

First person point of view

Example: "I woke up this morning and went to school."

- The narrator is a major or minor character in the story.
- He reveals only his feelings, thoughts, or information that has been directly received from other characters.
- Knowledge is limited to what he hears and sees.
- Tone is personal and intimate.
- Letters, memoirs, and diaries are generally in the first person.
- Words used frequently are *I*, *me*, *my*, *we*, *our*, and *us*.

Third person point of view

Example: "Jenny stayed home from school this morning. She didn't feel well."

- The narrator is an outsider, not a character in the story.
- He uses words like *he*, *she*, *his*, *her*, and *they*.
- There are three types of third person point of view.
 1. omniscient—All knowing; knows the thoughts of all the characters.
 2. limited—The narrator enters the mind of only one major or minor character.
 3. objective, or factual—Knows only what is external to the characters.

Two Sides of the Fence

Goal: Identify different points of view.

Point of view means position, perspective, attitude, and opinion. The way you see something will not always agree with the way that someone else, a parent for example, sees it. On many issues, you are each on different sides of the fence.

Choose five issues from the box and write them in the chart. On one side, state your point of view. On the other side, write about the issue from a parent's point of view.

clothes you wear
household chores
alcohol
allowance

curfew
your choice of friends
dating
after-school job

music
owning and caring for a pet
homework
privacy

Issue	Your point of view	A parent's point of view
1. _____ _____	_____ _____ _____	_____ _____ _____
2. _____ _____	_____ _____ _____	_____ _____ _____
3. _____ _____	_____ _____ _____	_____ _____ _____
4. _____ _____	_____ _____ _____	_____ _____ _____
5. _____ _____	_____ _____ _____	_____ _____ _____

What Would You Do?

Goal: Identify different points of view.

You promised your little brother you would take him to a movie on Friday night. But today your friend tells you he was able to get tickets for that concert you both wanted to see on Friday night. He wants you to go with him, but you owe him \$25 for the ticket. The concert is the hottest band around, and it has been sold out for weeks. Write about this situation from the point of view of the people involved.

Your point of view

Your little brother's point of view

Your parent's point of view

Your friend's point of view

I'll Huff and I'll Puff

Goal: Tell how different points of view change a story.

Go to the library and find a copy of *The Three Little Pigs*. Read it and think about how the story would be different if told from the wolf's point of view. Rewrite the beginning of the tale, using the pronoun *I* for the wolf.



Now, on another sheet of paper, apply this same concept to the fairy tale *Cinderella*. How might the story be different if told from the viewpoint of the stepsisters? And how would it change if told from the viewpoint of the handsome prince? Which point of view is the most interesting? Why?

Whose Point of View?

Goal: Identify point of view in a novel.

An author must determine who will narrate a story and how much that narrator knows. The selection of a narrator determines the angle, or point of view, from which the story will be told, as well as the amount and kind of information the reader will be given. An author may choose between first person point of view or third person point of view.

Review the Student Handout on page 124, and answer the questions below about your novel.

Book title _____

1. Who is the narrator ? _____
2. How do you know this? _____

3. Is the narrator inside or outside the story? Is he a major or minor character?

4. What does the narrator know, and what doesn't the narrator know that affects the story?

5. Why do you think the author chose the point of view she did for this story?

He Loves Me, He Loves Me Not

Goal: Understand the narrator's point of view.

The narrator often gives his opinion about the characters in a novel. Who is the narrator in your novel, and what is his reaction to the characters? Make a list of characters, and tell about the narrator's attitude toward each character.

Book title _____

Who is the narrator? _____

Character's name	Narrator's attitude toward character	How do you know?
1. _____ _____	_____ _____ _____	_____ _____ _____
2. _____ _____	_____ _____ _____	_____ _____ _____
3. _____ _____	_____ _____ _____	_____ _____ _____
4. _____ _____	_____ _____ _____	_____ _____ _____
5. _____ _____	_____ _____ _____	_____ _____ _____

Does the narrator's attitude change toward any of these characters during the course of the story? Explain.

Here's How It REALLY Happened

Goal: Tell how a story would change if told from different points of view.

Think about how the story would change if someone else narrated it. A new narrator would see things differently and would have a different point of view about what happened in the story. Choose an incident from your novel. Write what each character in the novel would say about it.

Book title _____

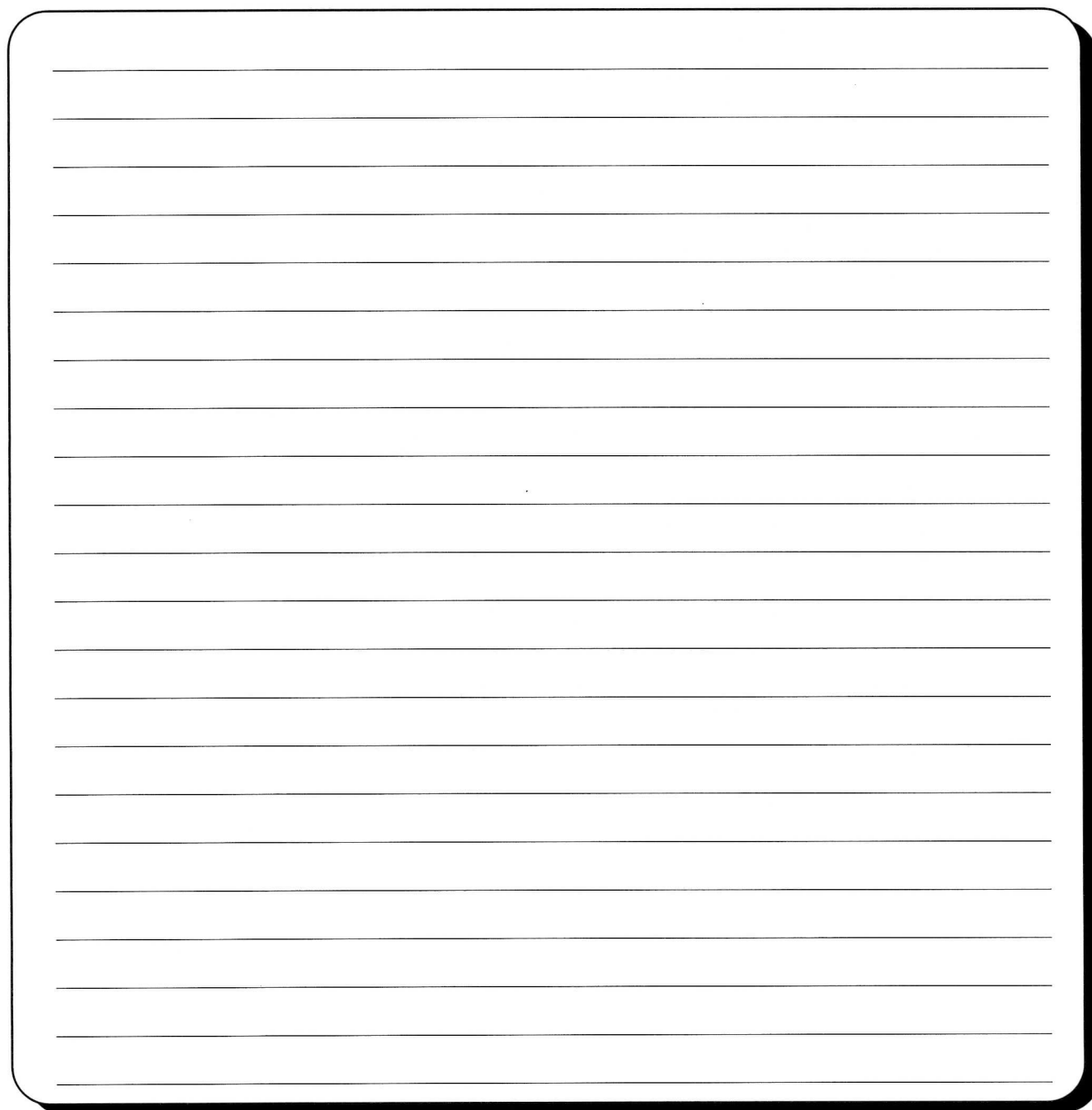
Incident _____

Character's name	What would he say?
1. _____	_____ _____ _____
2. _____	_____ _____ _____
3. _____	_____ _____ _____
4. _____	_____ _____ _____
5. _____	_____ _____ _____

The Way I Feel Today

Goal: Write from the point of view of a character in literature.

A journal is a book in which you write about what happens in your own life and how you feel about it. Imagine you are one of the characters in your novel. Write a journal entry about a day in your life, revealing what happens and how you feel about it. Write it from the first person point of view.



Theme

The *theme* of a novel is the message about a topic. It is a statement of universal truth—that is, something that the author has observed about life or the human condition. It is something that he thinks is important enough and interesting enough to write about

Example: Madeleine L'Engle, author of *A Wrinkle in Time*, has said that the theme (the message) of her books is:

"Be brave! Have courage! Don't fear! Do what you think you ought to do, even if it's nontraditional. Be open. Be ready to change."

Each author has a single style and a distinctive voice that helps us see her unique vision of the world. The author has something to say about a topic. Here are some topics authors commonly address:

- prejudice
- war
- family
- love
- friendship
- growing up

But the topic is not the theme. The topic is what the theme is about. A topic is one or two or three words, whereas a theme has a subject and a verb and expresses a complete thought.

The theme is expressed through all the elements of the novel (including the title, character, setting, symbolism, etc.). We are often fortunate enough to have the theme directly stated for us, in a complete sentence, right in the novel. Otherwise, the theme is simply implied, perhaps through conversation and incidents.

Example: *"Why b'feesh different color or flower b'different color? I true don' know, philleeep, but I true tink beneath d'skin is all d'same."*

Timothy in *The Cay*, by Theodore Taylor

The theme that is implied here, through conversation between Timothy and Phillip, is that everyone is the same beneath the color of their skin.

Often, the theme is the realization of truth that a character experiences. The conflict and resolution lead the character to grow and change and mature. As the character learns more about himself and the world, he sees things that are true for most people in the world. This truth is usually the theme of the novel. It is what the character learns—what was really there for the character to see all along. Such as in *The Outsiders*, by S.E. Hinton:

“Only the unwise think that what has changed is dead.’ He had asked the teacher what it meant and the teacher had said that if a flower blooms once, it goes on blooming somewhere forever. It blooms on for whoever has seen it blooming. It was not quite clear to the boy then, but it was now.”

Here, we are fortunate that the author not only tells us the theme, but also explains it. It is a revelation of truth that the character experiences.

To find the theme in a piece of literature, ask yourself these questions:

1. What is the topic, and what is the author’s attitude about the topic?
2. Is a message implied in the novel in the title? In the setting? Through conversation? Through symbolism?
3. Is the theme stated directly?
4. What is an educated guess about what the author is trying to tell us?

Once you understand the author’s message and you state it in a complete sentence, you have the theme of your novel.

Goal: State opinions about topics.

A *theme* is what the story means, or the message. It is the author's viewpoint or opinion about a certain topic, whether it be love, prejudice, or war. It is what he wants us to understand about life, nature, or the human condition.

What opinions do you have about the following topics?

Topic	Opinion
love	I think _____ _____
war	I think _____ _____
friendship	I think _____ _____
prejudice	I think _____ _____
family	I think _____ _____
environment	I think _____ _____
animals/ nature	I think _____ _____
growing up	I think _____ _____
space travel	I think _____ _____
individualism	I think _____ _____

Theme

Name the Place

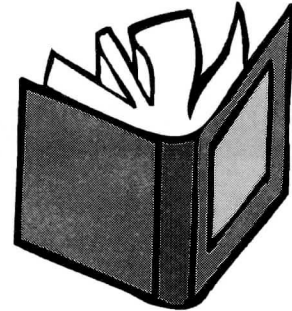
Goal: Identify settings for specific themes.

If you were an author, in which setting would you place the action of a novel that has a theme about war? Love? Friendship? Growing up? Write your answers below.

Topic	Time	Place
love		
war		
friendship		
prejudice		
family		
environment		
animals/ nature		
growing up		
space travel		
individualism		

Goal: Plan a novel based on theme and topic.

A theme is a message about the topic. It is a statement of universal truth about life, the human condition, or nature. It is the viewpoint of the author. If you were an author, what topic would you write a novel about? What would you want to say about it? Plan your book below.



This is my topic, or what I would want my book to say something about:

This is my theme, or what I want to say about the topic:

This is the setting:

This is a description of my main character:

This is what happens to the character:

Goal: Identify the theme of a novel.

A theme is a message that the author wants us to understand after we have read the book. Sometimes the theme is spelled out for you; other times you have to figure out the theme for yourself.

What is the topic of the book you have read?

What is the theme? State it in a complete sentence (be sure to use a subject and a verb).

Explain how an understanding of this theme will help you in your life.

Developing the Theme

Goal: Trace the development of the theme in a novel.

The author develops a theme through description of setting, mood, character, and events, and also through dialogue and thoughts of the characters. The theme often has to do with what the character learns . . . that is, a change the character goes through or new insight that he gains. With all of these things in mind, find places in your novel where the author develops the theme. Write them below.

Novel's theme _____

How the theme is developed:

Example 1:

Explanation:

Example 2:

Explanation:

Example 3:

Explanation:

Goal: State the theme of a novel.

Write a T-shirt slogan that expresses a message about the theme of your novel. A T-shirt slogan should have a small number of words and be catchy. It should express an opinion, a point of view, or an observation or truth about nature, life, or the human condition. It should be a brief, yet concise statement.

Examples:

Save the whales.

The truth is out there.

Make waves.

Make it so.

Why be normal?

Don't worry, be happy.

Trust no one.

You can't go home again.

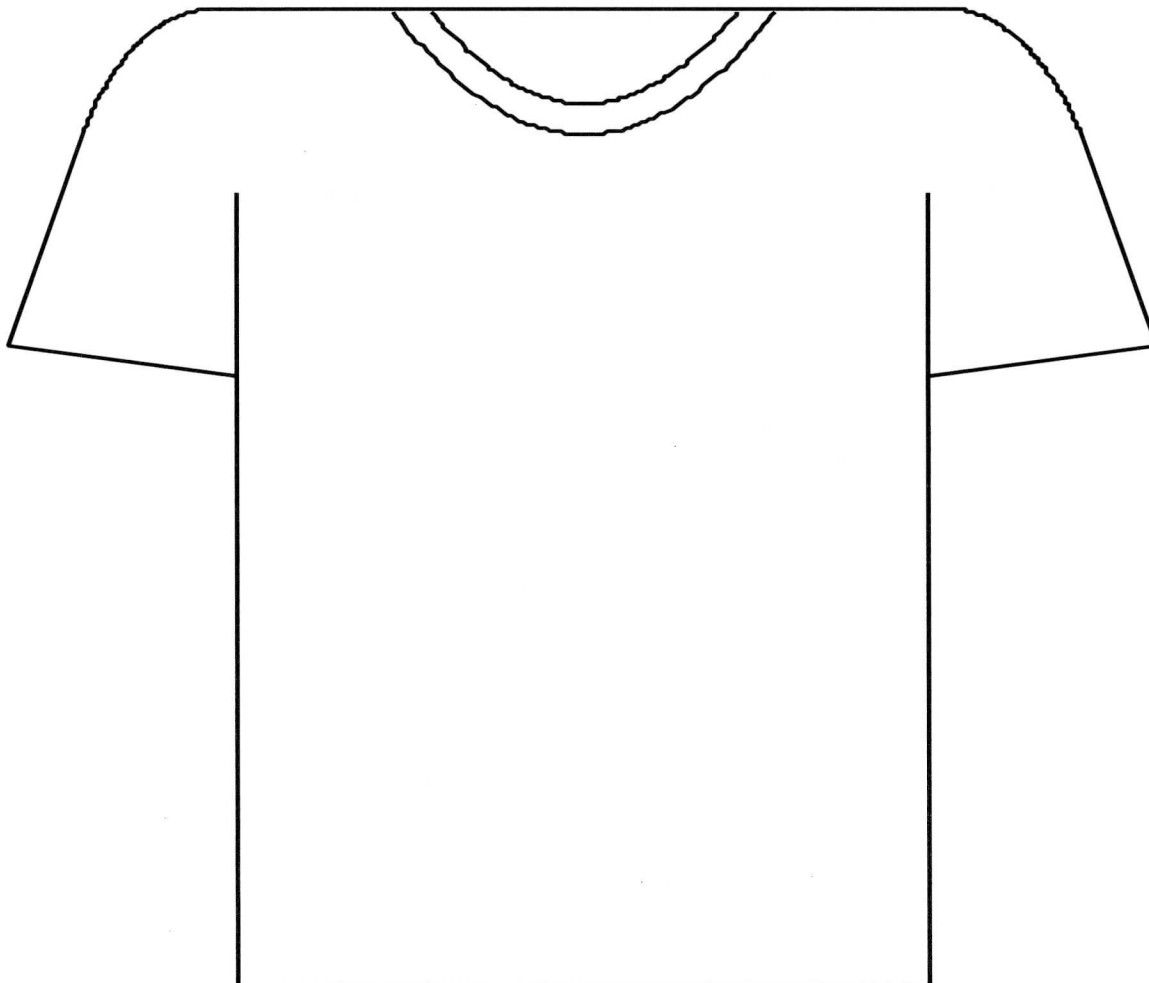
If you think education is expensive, try ignorance.

Believe in hope—live your dreams.

Practice random acts of kindness.

Know thyself.

Celebrate our differences.



Figuring out the meanings of words you don't know is easy if you know what clues to look for. Look for *context* clues as you read. Context clues are other words that tell you about the word you don't know. Knowing how to find context clues can help you understand almost any unfamiliar word.

Here's how to use context clues:

1. Look all around the word.
2. Check the sentence and the words that come before the unknown word.
 - Are there any definitions or synonyms or antonyms there?
 - Do any words provide clues to the unknown word's meaning?
 - Is there a description of the unfamiliar word?
 - Is there a classification the word might fit into?
 - Does a verb indicate how something acts or behaves?
 - Is there a metaphor or simile?
3. Check the sentence and the words that come AFTER the unknown word, and think about how they relate to the word.
4. Ask yourself, "What's the main idea of this sentence or sentences?"
5. Finally, make a thoughtful guess about the meaning of the word.

Example: John Deere's boyhood home in Grand Detour, IL, has many of the implements he used as a blacksmith in 1846. The tools are what he used to make the original, self-scouring steel plow.

What is the meaning of the word implement?

How do you know?

Goal: Use context clues to figure out the meanings of unfamiliar words.

It's easy to find the meanings of words if you know what clues to look for. Look for context clues as you read. Context clues are other words that tell you about the word you don't know. Use the context clues strategies from page 140 to determine the meanings of the words in *italics*.

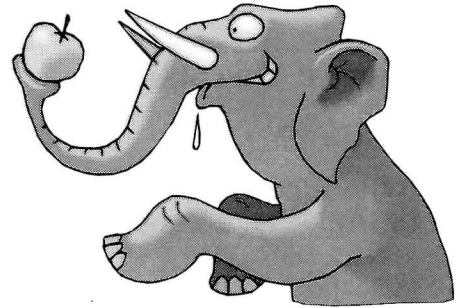
1. Anna was *jubilant* as she unwrapped the gift and found a new CD player. "It's exactly what I wanted," she said happily.
2. One thing I can't stand is *duplicity* of any sort. I expect honesty in all of my friends.
3. I looked in through the cage at the zoo, and the big hairy *anthropoid* stared back at me. Everything I did, he did. I waved my arm in the air, and he picked up his long arm and waved it, too.
4. Some animals are vegetarians, which means they eat no meat. Some are carnivores, which means they eat only meat. Other animals are *omnivores*. Be careful of both carnivores and omnivores in the wild, because they can be very dangerous.
5. The change that occurs in the life cycle of a butterfly is the most striking example of *metamorphosis*. The three stages of a butterfly's *metamorphosis* are the egg, the larva (also known as the caterpillar), the pupa, and finally, the adult butterfly.

My meaning		Dictionary definition
1. jubilant	_____	_____
	_____	_____
2. duplicity	_____	_____
	_____	_____
3. anthropoid	_____	_____
	_____	_____
4. omnivores	_____	_____
	_____	_____
5. metamorphosis	_____	_____
	_____	_____

New Words to Learn By

Goal: Use context clues to understand unfamiliar words.

Find any five words in the dictionary that are unfamiliar to you. Write them in the spaces on the left. Read the definitions and write one or more sentences that use context clues to help readers figure out the word. Circle the vocabulary word and underline the context clues.



Example

proboscis An elephant's *proboscis* can carry a 600-pound log or an object as small as a coin. Elephants also breathe and smell with their trunks.

1. _____

2. _____

3. _____

4. _____

5. _____

Goal: Use context clues to understand unfamiliar words.

Write a nonsense word in each space below. Then use each nonsense word in a sentence. Be sure to include context clues in your sentence to give a reader an idea of the nonsense words meaning. Then exchange papers with a friend and try to guess the meanings of each other's nonsense words.

Example

The *dipplydop* stood at the front of the room and handed out the papers. I hoped that she had marked my paper with an "A." (*dipplydop* = teacher)

1. _____

2. _____

3. _____

4. _____

5. _____

Vocabulary Word Detective

Goal: Guess the meanings of unfamiliar words based on context clues.

Read the first chapter of your book. Find words you don't know and write them in the chart. Then write all the context clues you can find. Use these clues to figure out the word meanings.

[illegible]

Take It to the (Word) Bank

Goal: Make a mini-dictionary of new words.

As you bump into unfamiliar words in your reading, add them to this list. Write the sentence the word appears in and underline it. Then define the word. Now you have a mini-dictionary.

Vocabulary Word/Sentence	Dictionary Definition
1. _____ _____	_____ _____
2. _____ _____	_____ _____
3. _____ _____	_____ _____
4. _____ _____	_____ _____
5. _____ _____	_____ _____
6. _____ _____	_____ _____
7. _____ _____	_____ _____
8. _____ _____	_____ _____

Vocabulary Word Mastery

Goal: Write sentences using new vocabulary words.

Look at the new words you found and wrote on page 145. Write a sentence using each new vocabulary word and underline it.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Vocabulary Double Up

Goal: Write sentences using multiple new vocabulary words.

Practice your new vocabulary by creating sentences and paragraphs in which multiple vocabulary words are used correctly. Use your vocabulary list from page 145. Underline the new words.

Write a sentence using two of your new vocabulary words.

Write a sentence using three new vocabulary words.

Write a paragraph using four or more new vocabulary words. Underline the words.

Vocabulary The Same Game

Goal: Write synonyms for vocabulary words.

List the eight new vocabulary words you wrote on page 145. Then find seven more in your book and write them below. Write at least one synonym for each word.

Vocabulary Word	Synonym
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____

Writing About Literature: Character

What do the thoughts, feelings, appearance, and actions of a character tell you about him? What do other characters' reactions to the character tell you about him? What kind of person is the character?

The answers to these questions can be expressed clearly and logically in a piece of writing called a *character description* (also known as a character sketch, a character essay, or a character analysis). The description of your character can be in the form of one simple paragraph, or it can be a multiple-paragraph composition.

How to write a one-paragraph character description

A one-paragraph character description has a topic sentence, supporting details, and a clincher sentence. In this paragraph you will discuss the character as he reveals himself through his thoughts, action, appearance, words, and/or what others say about him. What are the dominant qualities of the character and how does she change? You can address all of these things in a general way, or focus on one specific thing, such as the way a character looks. Use third person point of view (*he, she, it, they*).

1. Topic Sentence

What kind of a person is your character? The answer to that question is your topic sentence. It is the main idea of your paragraph. A topic sentence is your viewpoint of what the character is like; it is a statement you will prove. Include the name of the book (underlined if handwritten, italicized if typed on a computer) and author in your topic sentence.

2. Supporting details

You need to prove that what you said about your character is true by providing supporting details. Back up your topic sentence with examples, details, and evidence from the book. Sometimes you can put the examples, details, and evidence in your own words. Another approach is to quote directly from the book.

You won't be able to say everything you want to say in only one paragraph. That is, you will need to select only the most important details. Once you know what you want to say, you must work on how to say it. Choose the best order for your details. Put them together in a way that makes sense. Use transition words (*however, then, next, after that, etc.*) to make your ideas flow freely.

3. Clincher sentence

Finally, write a clincher sentence. A clincher sentence is your concluding statement. It wraps up or summarizes the main idea.

Writing About Literature: Character

How to write a multi-paragraph character essay

A multiple-paragraph character description has a topic sentence, supporting details, and a clincher sentence. You can address all of these things in a general way, or focus on one specific thing, such as the way a character looks.

Your multiple-paragraph character description has an introductory paragraph, a body of one or more structured paragraphs, and a concluding paragraph. Your description will discuss the character as he reveals himself through his thoughts, action, appearance, words, and what others say about him. What are the dominant qualities of the character and how does he change? Use third person point of view (*he, she, it, they*).

1. Opening paragraph

Your opening paragraph should identify the book, the author, the character, and state the *thesis*. Like a topic sentence, the thesis sentence states the main idea. It is your viewpoint, your angle, a statement you will prove about your character.

2. Supporting paragraphs

Use examples from the book to write one or more paragraphs to support the thesis statement. Keep in mind that your final product should be a fluid description of the character and not simply a list of details. Use transition words to help the paper flow naturally. Your body paragraphs should have a topic sentence with two or three supporting statements, each with an example or detail sentence. Include specific details that are quoted or paraphrased. A clincher sentence for each paragraph in the body is not always necessary.

3. Concluding paragraph

Sum up the essay with a concluding paragraph. You can give a response or an opinion in your conclusion, but do not bring in any new information.

Organize Those Thoughts

Goal: Prepare for writing a character sketch by completing a character map.

An author helps us get to know a character by what that character says, what he does, what he thinks, how he looks, and how others respond to him. In preparation for writing your character description, complete the information below. Quote passages from the book directly or paraphrase. Include page numbers.

Book title _____
 Author _____
 Character _____

What the character says:

1. _____
2. _____
3. _____

What the character does:

1. _____
2. _____
3. _____

What the character thinks (likes, dislikes, fears, attitudes):

1. _____
2. _____
3. _____

What the character looks like:

1. _____
2. _____
3. _____

How others respond to the character:

1. _____
2. _____
3. _____

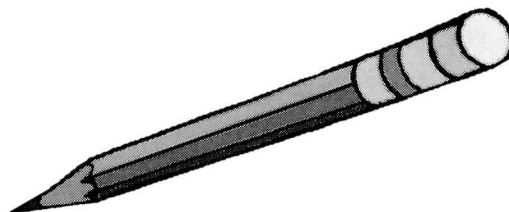
Warm-up Time

Goal: Identify key characteristics about your character.

To help you know what to write about your character, try this warm-up activity.

Book title _____

Character _____



List five adjectives that describe your character.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Choose the single most dominant quality of the character (or, if two qualities seem equally important, list both).

1. _____
2. _____

What opinions do you have about your character? Explain why you feel this way.

1. _____

2. _____

Write a topic sentence for a paragraph about your character.

Goal: Write a one-paragraph character description.

Now you are almost ready to write! Follow these steps to plan your paragraph.

Step 1

Write a topic sentence for your paragraph.

Step 2

Prove it! Give supporting details, evidence, or examples from the novel that support your topic sentence. You may use direct quotations from the book or paraphrase.

Supporting Detail: _____

Supporting Detail: _____

Supporting Detail: _____

Supporting Detail: _____

Step 3

Now go back and look at the ideas you have listed. Which ones do you think are the most important? Make a ✓ in front of the ones you chose. Finally, what is an order for the details that makes the most sense? Put a number in front indicating the order you think is best.

Congratulations! You are ready to write. You have prepared for writing by thinking about your content and organization. Now you must write your paragraph in a way so that the sentences flow naturally. On another sheet of paper, write your character description. When you are finished, use the **Revising Checklist** on pages 154-155.

Revising Checklist

When you finish writing, check your composition against the checklist and make any necessary changes. Write your revision on a separate sheet of paper.

Content and Organization

- ☐ Do I demonstrate a good understanding of the book?
- ☐ Do I have a topic sentence or a sentence that states the main idea for my writing?
- ☐ Did I put the name of the book and the author in the introduction?
- ☐ Do I have a concluding sentence or paragraph?
- ☐ Did I make all the important points about my subject?
- ☐ Did I include any details that don't support my main idea?
- ☐ Have I repeated myself?
- ☐ Are there ideas or sentences that are unclear or confusing?
- ☐ Does the order of the details make sense?
- ☐ Have I used enough details?
- ☐ Are the examples I chose the best ones?
- ☐ Is my writing easy to follow?

Style

- ☐ Did I show interest in the topic?
- ☐ Have I varied the length of my sentences?
- ☐ Have I varied my sentence beginnings?
- ☐ Did I use powerful verbs, specific nouns, and colorful modifiers?
- ☐ Did I use some direct quotes to back up my main idea, and did I paraphrase others?
- ☐ Did I use transition words to help the paper flow freely?

Continued on the next page.

Content and Organization

- ☐ Did I make sure all of my sentences are complete (no sentence fragments)?
- ☐ Are my sentences clear (no run-on or rambling sentences)?
- ☐ Is my writing free of careless spelling and punctuation errors?
- ☐ Did I end each sentence with the correct punctuation?
- ☐ Did I use commas in a series?
- ☐ Did I use apostrophes correctly for contractions and possessives?
- ☐ Did I place commas before connecting words (and, but, or) in compound sentences?
- ☐ Did I punctuate direct quotations correctly?
- ☐ Did I indent paragraphs?
- ☐ Did I use proper margins?
- ☐ Did I start all my sentences with a capital letter?
- ☐ Did I capitalize nouns that name specific people, places, and things?
- ☐ Did I capitalize each important word in the title of the book?
- ☐ Did I use the correct word (to, too, or two; your or you're; its or it's)?
- ☐ Did I underline the title of the book in the topic/thesis sentence?
- ☐ Do all pronouns agree with their antecedents?
- ☐ Did I use the third person (*he, she, it, they*) throughout, except in direct quotations?

The Name Game

Goal: Create a book title and cover.

A book title should tell the reader the main idea of the book and catch the reader's attention. Do you think the title for the book you are reading is a good one? Answer the questions below.

Your book title _____

Why do you think the author chose this name for the book? _____

Does it capture your attention?

Why? _____

What would you name the book if you were the author? Why?

What pictures would you put on the cover of your book? Use the space on the right to design a new cover for the book. Use your new title and original artwork designed by you.

Read This

Goal: Summarize the story.

The back cover of a book usually contains a short summary of the story designed to make someone want to read or buy the book. This summary is called a *book blurb*. Write a book blurb of 60 words or less that would interest someone in reading the book you read. Write the title of the book at the top. You might include an illustration or some brief, descriptive words in the box.

[illegible]

Story Map

Goal: Complete a story map.

A story map is a way to tell about the important parts of a story, like the characters, setting, and events. A story map includes these story elements:

Setting:	where and when the story took place
Characters:	who is in the story
Problem:	the main character's problem
Events:	things that happen while the problem is solved
Solution:	how the characters solved the problem

Complete this story map for the book that you read.

Setting	Characters
Problem	
Events	
Solution	

Story Map

Goal: Review story elements.

The setting, characters, and plot of a story are called *story elements*. Now that you have finished reading your book, review the story elements by answering the questions below.

Setting

Where does the story take place? _____

When does the story take place? _____

How does the setting affect the characters and the events in the story? _____

Characters

Who are the characters? _____

Describe the main character (both physical features and personality traits). _____

Plot

What is the problem or conflict? _____

What events happen as the main character tries to resolve the conflict? _____

How is the problem solved? _____

How does the story end? _____

Write a Book Report

Goal: Write a book report.

A book report tells about the book. Prepare to write a book report by filling in this form.

Title _____ Author _____

Introduction

(Begin with a catchy question or statement.)

Body

(Give a summary of the plot . . . tell who, where, when, and what, but don't give away the ending!)

Conclusion

(Give your opinion . . . tell why you liked or didn't like the book.)

Write a Book Review

Goal: Write a book review.

A book review tells a person's opinions about a book. Book reviews can be found in magazines and newspapers. Find some examples of book reviews, and read them. Then prepare to write a book review of your own by answering these questions.

Title _____ Author _____

What one word best describes this book? _____

What did you like about the book? Why? _____

What didn't you like about the book? Why? _____

Who did you think is the most interesting character in the book? Why? _____

List three things you learned from reading this book.

1. _____

2. _____

3. _____

Do you want to read other books by this author? Which ones? _____

Use this information to write a book review on another sheet of paper.

The Winner!

Goal: Learn about award-winning books.

Read the list of Newbery Medal winners on the Internet, or have your teacher give you a copy of the list from the back of this book. Think about what it takes for a book to be an award winner. Do you think your book deserves an award of its own? Answer these questions.

1. What is the one thing that really stands out in your mind about this book?

2. Is this book important? Why? _____

3. Would you encourage others to read this book? _____

Who would you encourage to read this book? _____

Why do you think this person would enjoy the book? _____

4. If you could give your book an award, what would it be? Design an award below to give to the author of this book. On the right, explain what your award is called and why you gave it to this author.

Name of the award:

Why you gave it to this author:

Sequel

Goal: Predict what will happen next.

Now that you've finished the book, what do you think happens next? You have been chosen to write a sequel for your book. Plan the sequel below.

Title of first book _____ Author _____

Title of sequel _____

Setting

Time _____ Place _____

Characters

Description of main character _____

Description of minor characters _____

Plot

What is the conflict in this book? _____

What are the events that happen? _____

How does the book end? _____

Goal: Plan a newspaper article.

Imagine you are a reporter assigned to write an article about the events in your book. Newspaper writers answer the questions *who*, *what*, *when*, *where*, *why*, and *how* when they write stories. Fill in the answers to the questions below to prepare your article.



Who?

What?

When?

Where?

Why?

How?

Now write a headline for your article. A headline tells what the story is about, attracts the reader's attention, and expresses a complete thought (that is, it has a subject and a verb).

Write descriptions for two photographs you'd like to have appear in your article.

1.

2.

Book vs. Movie

Goal: Compare and contrast a book and a movie.

Some books have been made into movies, available at most video rental stores. After reading the book, view the movie, if it is available. Compare and contrast the book and the movie.

Ways the book and the movie were alike:

Ways the book and the movie were different:

I liked the ☐ book ☐ movie better because _____

This Is Only a Test

Goal: Review what happens in the story.

Create some test questions for the book you read. Write questions for each type below.

True/False

- ☐ True ☐ False 1. _____

- ☐ True ☐ False 2. _____

- ☐ True ☐ False 3. _____

Multiple Choice

4. _____
 a. _____
 b. _____
 c. _____
5. _____
 a. _____
 b. _____
 c. _____

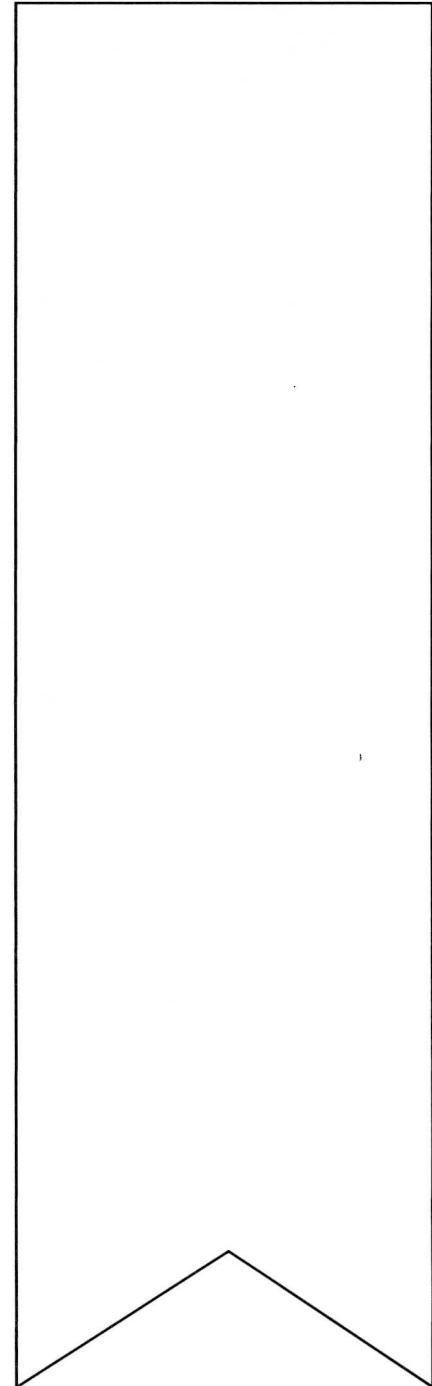
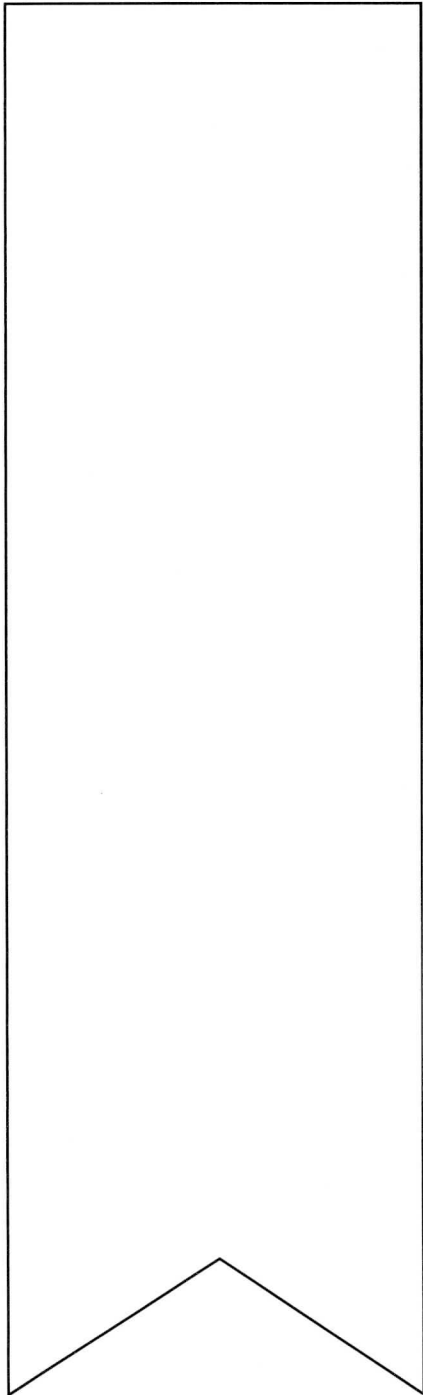
Matching

- | | |
|----------|----------|
| 6. _____ | a. _____ |
| 7. _____ | b. _____ |
| 8. _____ | c. _____ |

Make Your Mark

Goal: Use words and pictures to tell about a novel.

Here are some blank bookmarks. Design the one on the left to reflect the events and plot of your novel. Use the main character as your inspiration for the bookmark on the right. Be creative and include memorable parts of the story in your designs.



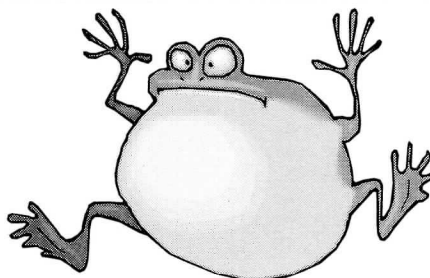
There Once Was a Kid . . .

Goal: Write a limerick.

A *limerick* is a funny verse in five lines. It often starts out *There once was a . . .* Lines one, two, and five rhyme, as do lines three and four. Lines one, two, and five have three stressed syllables; lines three and four have two. Write a limerick about your novel.

Example (written about the novel *Maniac Magee*)

There once was a kid named Magee.
A great frogball hitter was he.
They called him a runt
'Til he laid down that bunt.
And now he's a legend, you see.



Now it's your turn to write a limerick about the book you've just read or a character in the book.

Book Title _____

Line 1 There once was a _____

Line 2 _____

Line 3 _____

Line 4 _____

Line 5 _____

Using the Internet

"Your assignment for today is to write a report about an author, using information that you find on the Internet."

Gasp! But you have never used the Internet, and you don't know how to find information about an author! Well, relax. It's easy! But before you begin, there are a few terms you need to know.

Browser

A browser is a software program for getting information from the World Wide Web.

Click

To click on something is to position the pointer directly over it and then immediately press and release the mouse button. Click is what you do to make things happen. It is your "command" to the computer to take you somewhere or to do something.

Home page

A web page designated as home base is a home page. There are many web pages about authors; many are kept by fans and readers. The author's home page is the one he maintains himself.

Links

Links are used to help you maneuver from one web page to another page or from one part of a web page to another. Links can be words, a web address, or a picture. When words or phrases are used as links, they are usually underlined and are a different color (usually blue). When the pointer is moved over a link, the arrow symbol will change shape to a pointing hand. You can keep track of which links you have used because the text and underline color will usually change, signifying that you have already been there.

Pointer

A pointer is the little icon, or symbol, that moves on the screen when you move the mouse. Its most common shapes are the I-beam and the arrow.

Print button

The print button is a button on the toolbar that allows you to print the web page you are on. When you want to print a page, click the print button or click on File on your toolbar. When the menu drops down, click on Print.

Using the Internet

Scroll

To scroll is to move up and down a web page in order to see things not currently displayed in the window. It is normally done by using a scroll bar. You can use the up and down arrow keys or the “page up” and “page down” keys on your keyboard to scroll a web page.

Scroll bar

A scroll bar is the gray strip that appears on the right and/or bottom edges of a web page when there’s more information than is currently shown in the window. You can click on it or use the scroll arrows and scroll box in the bar to move up and down on the page.

Search engine

A search engine allows you to find a World Wide Web page that is about a certain topic. There are several different search engines to choose from: Yahoo, Infoseek, Excite, Lycos, AltaVista, and so on. Each search engine is a little different from the other in where it searches and which pages it finds that match your topic.

Technology can make your teaching life easier, richer, and more fun! There are many wonderful resources your computer lets you tap into. The sites below contain a plethora of book and resource lists, teaching ideas, discussion opportunities, and useful links. Please keep in mind that the Internet is constantly changing, and there's no guarantee that these sites will be permanent.

Children's Literature Web Guide

<http://www.acs.ucalgary.ca/~dkbrown/>

A popular and valuable site for teachers, these pages are rich with book and resource lists, teaching ideas, discussion opportunities, and links to other sites, all focusing on books for young people.

International Reading Association

<http://www.ira.org>

Find conference and convention news for reading teachers here, as well as research information and publications.

Kathy Schrock's Guide for Educators

<http://discoveryschool.com/schrockguide/>

Sponsored by Discovery Channel School, this dynamic site is updated daily with information about authors, books, teaching ideas, and links, links, links galore!

National Council of Teachers of English

<http://www.ncte.org>

Find teaching ideas, news, discussion, and publications.

Newbery Medal Home Page

<http://www.ala.org/alsc/newbery.html>

Sponsored by the American Library Association, this information-packed site contains a complete list of award winners, as well as background information about the award.

Project Gutenberg

<http://promo.net/pg>

This is the most complete source for classic books published electronically online.

Teen Hoopla

<http://www.ala.org/teenhoopla/>

Teens can read and submit book reviews, discuss books online, read about Teen Read Week, and find lists of best books for young people. This site is sponsored by the Young Adult Library Services Association.

TeenLit.com

<http://www.teenlit.com/>

Teens can read and submit book reviews, and teachers can exchange ideas at this highly interactive, popular site. Post feedback to teen writers and join lively discussions in the Teacher's Lounge.

Young Adult Library Services Association

<http://www.ala.org/yalsa>

Book lists, awards, and special projects for reading are found at this teacher's page for the Young Adult Library Services Association, a division of the American Library Services Association.

Author Search

Goal: Use the Internet to research an author.

The Internet has become a useful source of information about writers. Author websites include authors' personal home pages as well as sites maintained by fans and readers. Use the Internet to research the author of your novel. Complete the chart with the following information taken from at least three websites.

1. Website address

Example: <http://www.ipl.org/youth/AskAuthor/Lowry.html>

2. What new information did you learn?

Does the website give the names of books the author has written, historical information about the books, book reviews, or biographical facts about the author? Write what you learned.

3. Review of website

Is the website visually appealing and easy to navigate? Does it have useful links to other web pages, and does it provide valuable information? State your opinion.

Name of author researched _____

Website address	What new information did you learn?	Review of website
1.		
2.		
3.		

Free Books Online

Goal: Use the Internet to read classic books.

Many classic books are printed in text form on the Internet. Copyright laws forbid that any book be electronically published on the internet until at least 50 years after the author's death (this number changes from time to time, as Internet copyright laws change). A book that can be legally published on the Internet is said to be in the *public domain*.

Find a site that has books printed online (Project Gutenberg is the most complete site, at <http://promo.net/pg>). Browse through the page, and answer the questions below.

Which author's names do you recognize? Have you ever read anything by these authors?

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Name at least four book titles that you recognize.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Name three books that interest you. Tell why.

Name of book	Explanation
1. _____	_____ _____ _____
2. _____	_____ _____ _____
3. _____	_____ _____ _____

Goal: Write a report using information from the Internet.

What is something in your book you would like to know more about? Use the Internet to research the time period, an historical event, a custom, a place, a monument, or a person from your novel. Write a report.

Name of book _____

What I want to know more about _____

Website addresses where I found useful information

1. _____
2. _____
3. _____
4. _____

Write a short report about what you learned.

[illegible]

In My Humble Opinion

Goal: Submit a book review on the Internet.

Would you like to know the opinions of other readers about a novel? Book reviews can be found on the Internet. Find a website that has book reviews (example: Hoopla at <http://www.ala.org/teenhoopla/>, the teen page for the American Library Association). Find a book review for a book you would like to read, and answer the questions below.

Book reviewed _____

Author _____

Did the reviewer like the novel? Why or why not?

Would you like to read this book? Why or why not?

What book would you like to tell others about that you have either liked or disliked?

What would you like to tell others about it?

Write a book review and submit it to Hoopla or any other book review site on the Internet.

Anne Frank on the Web

Goal: Use the Internet to learn about literature.

One of the most popular books for adolescents is *Anne Frank: Diary of a Young Girl*. There is much information on the Internet about this beloved book. Practice using your Internet search skills by finding the answers to the questions below.

Using any search engine you choose, look up websites about this book.

1. Which search engine did you use? _____

2. How many websites are listed? _____

3. Scan the summaries of the websites. What did you learn that you didn't already know, just from reading the summaries?

4. Which website sounds most interesting to you? Why?

5. Which website seems like it would have the most information about the book?

6. Which website would you click on to learn about the Holocaust?

7. What things about your life might someone be interested in reading 50 years from now?

Sadako's Story

Goal: Use the Internet to learn about literature.

Sadako and the Thousand Paper Cranes is a famous book for young people. There is much information on the Internet about this popular book. Practice using your Internet search skills by finding information to these questions.

1. Which search engine did you use? _____
2. How many websites do you find about this book? _____
3. What is the topic of this book? _____
4. What historical event is this book about? _____

5. Is this a true story? How do you know? _____

6. What is a peace crane? _____

7. What is origami? _____

8. What is a web address that tells how to make a peace crane? _____

9. Would you like to read this book? Why? _____

Goal: Use the Internet to learn about literature.

The Internet is abundant with interesting information about books and authors. You just have to know how to find it. Practice your Internet search skills by going on a cyber hunt, looking for answers to these questions about books for young people.

1. Where was Lois Lowry, author of *The Giver* and *Number the Stars*, born? _____

2. Did Jerry Spinelli ever win an award for a book? Which book and which award?

3. Where can you write to Jerry Spinelli? _____

4. What is the name of the main character in *The Outsiders* by S.E. Hinton?

5. What book won the Newbery Medal in 1998? _____

6. In which historical period is *Catherine Called Birdy* set? _____

7. What two award-winning books did Karen Cushman write? _____

8. Would you like to read any of Jack Canfield's books? Which ones? _____

9. What did Katherine Paterson, author of *Jacob Have I Loved*, want to be when she grew up? _____
10. What was Katharine Paterson's inspiration for *Bridge to Terabithia*? _____

Backward Cyber Hunt

Goal: Navigate the Internet easily.

Make your own cyber hunt for a friend. Visit websites about authors and literature, and write questions you want your friend to find answers for.

1. Question: _____

- Answer: _____
2. Question: _____

- Answer: _____
3. Question: _____

- Answer: _____
4. Question: _____

- Answer: _____
5. Question: _____

- Answer: _____
6. Question: _____

- Answer: _____
7. Question: _____

- Answer: _____
8. Question: _____

- Answer: _____

What's All the Hoopla?

Goal: Plan activities that celebrate reading.

Teen Read Week is a national event sponsored jointly by the American Library Association and the National Council of Teachers of English, among other major educational organizations. The purpose is to promote reading for enjoyment across all ages.

Read about Teen Read Week at the Teen Hoopla page (<http://www.ala.org/teenhoopla/>). Now plan your own celebration and observance of Teen Read Week.

Make a slogan for Teen Read Week.

Example: Read for the fun of it.

Brainstorm activities to promote Teen Read Week. What are three events or activities you can plan to promote reading for enjoyment across all ages?

1. _____

2. _____

3. _____

On another sheet of paper, make a poster or an advertisement for radio, TV, newspaper, or a magazine.

Submit your ideas for Teen Read Week to the Hoopla website by clicking on "feedback."

My Top Ten

Goal: Make a list of ten books you have enjoyed the most and tell why.

Many lists of recommended books for young people appear on the Internet. Read the lists of top-selling books for young people at the Hoopla site (<http://www.ala.org/teenhoopla/>) or find your own lists at another website. Now think of all the books you have read in your life. Make your own list below of "My Top 10 Best Books." Tell why you chose each book.

Name of book	Why you like it
1. _____ _____	_____ _____
2. _____ _____	_____ _____
3. _____ _____	_____ _____
4. _____ _____	_____ _____
5. _____ _____	_____ _____
6. _____ _____	_____ _____
7. _____ _____	_____ _____
8. _____ _____	_____ _____
9. _____ _____	_____ _____
10. _____ _____	_____ _____

Newbery Award Winners

The Newbery Medal is presented to the author for the most distinguished contribution to American literature for children published in the preceding year. This listing begins in 1960. The first title listed is the award winner and the other books in the listing received the honor book award.

Newbery Award Criteria

- Interpretation of the theme
- Presentation of information including accuracy, clarity, and organization
- Development of plot
- Delineation of characters
- Delineation of setting
- Appropriateness of style

1960

Onion John, Joseph Krumgold

My Side of the Mountain, Jean George

America is Born, Gerald W. Johnson

The Gammage Cup, Carol Kendall

1961

Island of the Blue Dolphins, Scott O'Dell

America Moves Forward, Gerald W. Johnson

Cricket In Times Square, George Selden

Old Ramon, Jack Schaefer

1962

The Bronze Bow, Elizabeth Speare

Frontier Living, Edwin Tunis

The Golden Goblet, Eloise Jarvis McGray

Belling the Tiger, Mary Stolz

1963

A Wrinkle in Time, Madeleine L'Engle

Thistle and Thyme, Leclair Alger

Men of Athens, Olivia Coolidge

1964

It's Like This, Cat, Emily Neville

Rascal, Sterling North

The Loner, Ester Wier

1965

Shadow of a Bull, Maia Wojciechowska

Across Five Aprils, Irene Hunt

1966

I, Juan de Pareja, Elizabeth Trevino

The Animal Farm, Randall Jarrell

The Black Cauldron, Lloyd Alexander

The Noonday Friends, Mary Stolz

1967

Up a Road Slowly, Irene Hunt

The Jazz Man, Mary Hays Weik

Zlateh the Goat, Isaac B. Singer

1968

From the Mixed-Up Files of Mrs. Basil

E. Frankweiler, E.L. Konigsburg

Jennifer, Hecate, Macbeth, William McKinley, and

Me, Elizabeth; E.L. Konigsburg

The Black Pearl, Scott O'Dell

The Egypt Game, Zilpha K. Snyder

The Fearsome Inn, Isaac B. Singer

1969

The High King, Lloyd Alexander

To Be a Slave, Julius Lester

When Shlemiel Went to Warsaw, Isaac B. Singer

1970

Sounder, William Armstrong

Journey Outside, Mary Q. Steele

Our Eddie, Sulamith Ish-Kishor

The Many Ways of Seeing, Janet Gaylord Moore

1971

The Summer of the Swans, Betsy Byars

Enchantress from the Stars, Sylvia L. Engdahl

Kneeknock Rise, Natalie Babbitt

Sing Down the Moon, Scott O'Dell

1972

Mrs. Frisby and the Rats of Nihm,

Robert O'Brien

Annie and the Old One, Miska Miles

Incident at Hawk's Hill, Allen W. Eckert

The Headless Cupid, Zilpha K. Snyder

The Planet of Junior Brown, Virginia Hamilton

1973

Julie of the Wolves, Jean George

Frog and Toad Together, Arnold Lobel

The Upstairs Room, Johanna Reiss

The Witches of Worm, Zilpha K. Snyder

1974

The Slave Dancer, Paula Fox

The Dark is Rising, Susan Cooper

1975

M.C. Higgin, The Great, Virginia Hamilton

Figgs and Phantom, Ellen Raskin

My Brother Sam is Dead, James and Christopher Collier

Phillip Hall Like Me, I Reckon Maybe, Bette Greene

The Perilous Gard, Elizabeth M. Pope

1976

The Grey King, Susan Cooper

The Hundred Penny Box, Sharon B. Mathis

Dragonwings, Laurence Yep

1977

Roll of Thunder, Hear My Cry, Mildred Taylor

A String in the Harp, Nancy Bond

Abel's Island, William Steig

1978

Bridge to Terabithia, Katherine Paterson

Ramona and Her Father, Beverly Cleary

Anpao: An American Indian Odyssey, Jamake

Highwater

1979

The Westing Game, Ellen Raskin

The Great Gilly Hopkins, Katherine Paterson

1980

A Gathering of Days, Joan W. Blos

The Road from Home, David Kherdian

1981

Jacob Have I Loved, Katherine Paterson

The Fledgling, Jane Langton

A Ring of Endless Light, Madeleine L'Engle

1982

A Visit to William Blake's Inn, Nancy Willard

Ramona Quimby, Age 8, Beverly Cleary

Upon the Head of the Goat, Aranka Siegal

1983

Dicey's Song, Cynthia Voigt

Graven Images, Paul Fleischman

Homesick, My Own Story, Jean Fritz

Sweet Whispers, Brother Rush, Virginia Hamilton

The Blue Sword, Robin McKinley

Doctor DeSoto, William Steig

1984

Dear Mr. Henshaw, Beverly Cleary

The Wish Giver, Bill Brittain

Sugaring Time, Kathryn Lasky

The Sign of the Beaver, Elizabeth Speare

A Solitary Blue, Cynthia Voigt

1985

The Hero and the Crown, Robin McKinley

The Moves Make the Man, Bruce Brooks
One-Eyed Cat, Paula Fox
Like Jake and Me, Mavis Jukes

1986

Sarah, Plain and Tall, Patricia MacLachlan

Commodore Perry in the Land of Shogun, Rhonda Blumberg
Dogsong, Gary Paulsen

1987

The Whipping Boy, Sid Fleishman

A Fine White Dust, Cynthia Rylant
Volcano, Patricia Lauber
On My Honor, Marion Dane Bauer

1988

Lincoln: A Photo-Biography, Russell Freedman

After the Rain, Norma Fox Mazer
Hatchet, Gary Paulsen

1989

Joyful Noise: Poems for Two Voices, Paul Fleischman

In the Beginning: Creation Stories, Virginia Hamilton
Scorpions, Walter Dean

1990

Number the Stars, Lois Lowry

Afternoon of the Elves, Janey Liele
Winter Room, Gary Paulsen
Shabanu: Daughter of the Wind, Suzanne Staples

1991

Maniac Magee, Jerry Spinelli

The True Confessions of Charlotte Doyle, Avi

1992

Shiloh, Phyllis Reynolds Naylor

Nothing but the Truth: A Documentary Novel, Avi
The Wright Brothers: How They Invented the Airplane, Russell Freedman

1993

Missing May, Cynthia Rylant

What Hearts, Bruce Brooks
The Dark-thirty: Southern Tales of the Supernatural, Patricia C. McKissack
Somewhere in the Darkness, Walter Dean Myers

1994

The Giver, Lois Lowry

Crazy Lady! Jane Leslie Conly
Dragon's Gate, Laurene Yep
Eleanor Roosevelt: A Life of Discovery, Russell Freedman

1995

Walk Two Moons, Sharon Creech

Catherine, Called Birdy, Karen Cushman
The Ear, the Eye, and the Arm, Nancy Farmer

1996

The Midwife's Apprentice, Karen Cushman

What Jamie Saw, Carolyn Coman
The Watsons Go to Birmingham—1963, Christopher Paul Curtis
Yolanda's Genius, Carol Fenner
The Great Fire, Jim Murphy

1997

The View from Saturday, E.L. Konigsburg

A Girl Named Disaster, Nancy Farmer
The Moorchild Eloise, Jarvis McGraw
The Thief Megan, Whalen Turner
Belle Prater's Boy, Ruth White

1998

Out of the Dust, Karen Hesse

Ella Enchanted, Gail Carson Levine
Lily's Crossing, Patricia Reilly Giff
Wringer, Jerry Spinelli

Bloom's Taxonomy

In 1956 Benjamin Bloom headed a group of educational psychologists who developed a classification of intellectual behavior important in learning. Bloom identified six levels of cognitive behavior. These levels ranged from simple recall or recognition of facts through increasingly more complex and abstract levels to the highest order, which is classified as evaluation. These levels continue to provide a useful and user-friendly structure for developing curriculum.

By using these six progressive thinking and learning levels of the taxonomy, you can structure your teaching, questioning, and assessment for any novel you teach.

Knowledge: At this lowest level of learning and thinking, your student remembers or recalls previously learned information.

Comprehension: At this next behavior level, your student grasps (understands) the meaning of informational materials but cannot yet relate this understanding to other information.

Application: This level requires your student to use previously learned information in new and concrete situations to solve problems that have single or best answers.

Analysis: Here your student is able to take apart information to discover the relationships, structure, and meaning of the parts. He can identify motives or causes, make inferences, and find evidence to support generalizations.

Synthesis: At this higher level, your student can creatively apply prior knowledge and skills to put together the elements and pieces of information to produce a new or original whole.

Evaluation: Finally, at this highest level of thinking and learning, your student makes critical judgements about information, without real right or wrong answers, and gives criteria and reasons for these judgments.

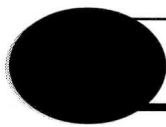
Many of the key words listed on the following pages have been used in the activities in *No-Glamour Literature*. Use these words to write activities of your own as well as for direct questioning about any novel you teach.

Knowledge	Comprehension	Application
Count	Cite	Apply
Define	Classify	Articulate
Duplicate	Convert	Change
Enumerate	Describe	Chart
Find	Explain	Choose
How many	Generalize	Compute
Label	Give examples	Demonstrate
List	Group	Determine
Match	Identify	Dramatize
Memorize	Illustrate	Draw
Name	In your own words	Establish
Quote	Indicate	Imitate
Read	Interpret	Implement
Recall	Locate	Include
Recite	Paraphrase	Inform
Remember	Rearrange	Instruct
Repeat	Reorder	Interview
Reproduce	Report	Model
Sequence	Restate	Name some other
State	Review	Order
What	Select	Paint
When	Summarize	Practice
Where	Tell	Prepare
Which	Understand	Relate
Who	What are the relationships	Schedule
Write		Select
		Sketch
		Show
		Solve
		Sort
		Teach
		Transfer
		Use
		What else

Analysis	Synthesis	Evaluation
Analyze	Adapt	Appraise
Arrange	Anticipate	Argue
Break down	Assemble	Assess
Categorize	Change	Conclude
Characterize	Collect	Criticize
Compare	Compile	Decide
Contrast	Compose	Defend
Correlate	Construct	Evaluate
Debate	Create	Give your opinion
Deduce	Design	How do you feel about
Diagram	Develop	Judge
Differentiate	Devise	Justify
Discriminate	Generate	Predict
Dissect	Imagine	Prioritize
Discuss	Incorporate	Prove
Distinguish	Integrate	Rank
Examine	Invent	Rate
Experiment	How else	Recommend
Focus	Improve	Translate
Give reasons	Makeup	Which do you prefer
How	Modify	
Investigate	Organize	
Outline	Originate	
Point out	Perform	
Question	Plan	
Recognize	Pretend	
Research	Produce	
Separate	Propose	
Subdivide	Reconstruct	
Take apart	Reinforce	
What are the causes and consequences	Reorganize	
Why	Revise	
	Rewrite	
	Structure	
	Suppose	
	Think of all the different ways	
	Validate	
	What if	

Glossary

action	everything that happens in a story
alliteration	repeated consonant or vowel sounds at the beginning of words. Alliteration creates a mood or emphasizes certain words. Example: <i>The snake slithered slowly across the slick cement.</i>
antagonist	a person who opposes or competes with the main character; the villain
character	a person or animal who has significance in a story
characterization	the way in which an author develops characters so that the reader will know them and understand them. Characters are developed by the author in five ways: what they say, what they do, what they look like, what they think, and how others react to the character.
cliché	a phrase or expression which has lost its effectiveness through overuse. Example: <i>It was as white as snow.</i> Instead of using clichés in your writing, strive for creative, exciting phrases and expressions.
conflict	the problem in the story that must be resolved; the basic struggle between central elements, whether it be one character against another, a character against himself, a character against society, a character against nature, or a character against fate.
context clues	words surrounding the unfamiliar word that help you figure out the meaning
chronological order	a sequencing of events in a story in which one incident follows the other as it actually happens in time
dialogue	discussion or conversation between and among characters



Glossary, *continued*

dynamic character	one who changes and matures and gains knowledge
events	these happen to characters as they try to resolve the conflict
falling action	The conflicts are settled, and the story is ending.
figurative language	language that goes beyond the literal to create a special image in our minds or a dramatic effect; similes, metaphors, idioms, personification, hyperbole, alliteration, and onomatopoeia are examples of figurative language.
first person point of view	the standpoint that a story is told from in which a character within the story presents the action, as it appears to him or her. The first person narrator cannot know the thoughts of the other characters. He only knows his own thoughts, and thus, that is the angle he tells the story from. Words used frequently by the narrator are <i>I, me, my, we, our, and us</i> .
hero/heroine	the opposite of villain; the protagonist; the principle character who rises above and conquers the problem and events in the story
hyperbole	an exaggeration or overstatement used for effect. Such statements are not literally true, but people make them to sound impressive or to emphasize something. Example: <i>I'm so hungry I could eat a horse.</i>
idiom	an expression that, taken literally, means something other than it does figuratively. Example: <i>Don't put all your eggs in one basket.</i>
imagery	descriptive language used to appeal to the five senses and to create vivid mental pictures
introduction	the opening of a novel; we meet the characters and learn about the setting as well as what happened before the story begins.

Glossary, *continued*

limited point of view	a type of third person point of view; the narrator enters the mind of only one major or minor character.
metaphor	a comparison between two things. Unlike a simile, a metaphor does not use the word <i>like</i> or <i>as</i> ; a metaphor implies the comparison by stating that one thing is another thing. Example: <i>This class is a three-ring circus.</i>
mood	the feeling a reader gets from a story; the mood is created by the choice of words the author uses as well as the time and place of the story.
narrator	the character or person or personified object who is telling the story
novel	a book-length fiction story
objective point of view	a type of third person point of view; the narrator knows only what is external to the characters.
onomatopoeia	a figurative language technique in which words resemble the real sound they refer to. Examples: <i>hiss, sizzle, kaboom.</i>
omniscient point of view	a type of third person point of view; all-knowing; when the reader knows the thoughts of all the characters
personification	figurative language that gives animals and inanimate objects human characteristics and feelings. Example: <i>The walls of the old house moaned and shuddered in the hurricane.</i>
plot	the action of the story; the sequence of events
point of view	the angle that the story is told from, depending on who is telling the story. The different points of view are first person, third person limited, and third person omniscient.

Glossary, *continued*

problem	the conflict in the story
protagonist	the opposite of villain; the principle character who rises above and conquers the problem and events in the story
resolution	After the turning point, the resolution ties up loose ends and brings the action to a conclusion. It is the solution to the problem or the resolution of the action.
setting	time and place of a story. It is usually described in the beginning of a story.
sequel	a similar piece of writing that follows the original, often with the same characters
simile	figurative language that uses <i>like</i> or <i>as</i> to directly compare two unlike things. Example: <i>The nurse is like an angel.</i>
solution	the answer to the problem, or conflict, in the story
static character	Unlike a dynamic character who changes, a static character remains the same.
symbolism	something that is used to stand for itself but also to represent something else and thus convey a deeper meaning. Examples: <i>dove for peace</i> and <i>robin for spring</i> .
style	a writer's choice of words, phrases, and sentences
supporting details	the details used to develop a subject or bring a story to life
theme	the main idea in a piece of literature; a statement of universal truth or a message about the human condition. The theme is often stated somewhere in a novel, although it might be only implied.



Glossary, *continued*

- third person point of view** the standpoint from which a story is told by someone outside the story using the words *he*, *she*, and *they*. The third person can know the thoughts of all the characters (omniscient), or only one (limited), or none (objective).
- topic** The subject on which the author has chosen to write. It is different from the theme because it doesn't express a complete idea; however, it is used as a way to convey the theme.
- topic sentence** the sentence that contains the main idea of a paragraph or a written composition.
- villain** the "bad guy" in a piece of writing; the antagonist; the one who opposes the protagonist

Answer Key

Answers will vary on pages not listed.

page 89

1. S cucumber
2. S potato
3. M apple
4. M lemon
5. M egg
6. M beef
7. S fruitcake
8. S cherries
9. S chocolates
10. S pie
11. S beet
12. M banana
13. S pancake
14. S molasses
15. S honey

page 91

Literal

1. will bat in your place in the lineup
2. actually on fire
3. hitting the ground with a club
4. falling into deep water
5. ball bouncing around
6. your turn to hit the tennis ball
7. hiding something under a hat
8. money catching on fire in your pocket
9. musical notes in her bloodstream

Figurative

will take care of a job for you
has a lot of energy
not saying directly what you mean
over-reacting to something
things happen a certain way
your turn to react to something
keeping a secret
can't wait to spend money
natural music ability

page 92

1. behind the eight ball
2. wearing many hats
3. carrying the weight of the world

page 93

1. apple
2. cake
3. eggs
4. milk
5. pot
6. cookie

Answer Key, continued

7. grapevine
8. pickle
9. sandwich
10. nuts
11. corny
12. broth
13. beans
14. chew
15. salt
16. kettle

page 114

1. fire, danger
2. meal, restaurant
3. recycling
4. sound, music
5. handicapped
6. dove, peace
7. danger, poison
8. first aid
9. balance, justice
10. graduation, success

page 115

1. inspiration, electricity, power
2. stability, sea, sailing, navy
3. success, banking, money
4. success, motivation, nighttime
5. family, generations, growth, spring, fall
6. warmth, knowledge, happiness, summer
7. opportunity, answer, admittance
8. friendship, caring, love, health
9. industry, pollution
10. stock market, hunter, wilderness, hibernation

page 116

1. death, scavenger, freeloader
2. beauty, gracefulness
3. spring, warmth, change of season
4. arrival of a baby, delivery
5. patriotism, America

6. knowledge, hunting
7. the sea, piers
8. cold, South Pole

page 141

Dictionary Definition

1. cheerful, excited
2. not revealing your true feelings
3. something that looks human-like
4. something that eats both meat and plants
5. a dramatic change in form

page 179

1. Hawaii
2. *Maniac Magee*, Newbery Medal
3. Harper Collins Children's Books; 10 East 53rd St., New York NY 10222-5299
4. Ponyboy
5. *Out of the Dust* by Karen Hesse
6. medieval
7. *Catherine Called Birdy*, The Midwife's Apprentice.
8. Answers will vary, but might include *Chicken Soup for the Teenage Soul*, *Chicken Soup for the Pet Lover's Soul*, *A Cup of Chicken Soup for the Soul*
9. a movie star
10. her son's best friend was killed by lightning.

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