

Schooled

By Gordon Korman

Sample Pages



A Novel Teaching Pack

by Margaret Whisnant

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Capricorn Anderson,
fourteen years old,
homeschooled,
happy with his life on the commune
his grandmother started back in 1967.

Then she falls out of a plum tree and everything changes.

The hospital,
weeks of rehab,
Mrs. Donnelly,
beautiful, angry Sophie Donnelly.

C Average Middle School,
1100 students. . .
Cap is finished with them on the first day. . .
their obsession with things, the physical violence,
Starbucks. . .

But Cap is stuck.
He must meditate, stay calm, be himself,
do his job as the elected eighth grade class president,
learn everyone's name,
plan the Halloween dance,
endure. . .

They have all come together
to be

Schooled

by a most unusual set of events
and the most unlikely of teachers.



Schooled by Gordon Korman
A Novel Teaching Pack
by Margaret Whisnant

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Gordon Korman, Author

By Margaret Whisnant

"Maybe the answer to all the world's problems is: keep on laughing!"
Gordon Korman

Gordon Korman wrote his first book when he was 12 years old, but not on purpose. He was simply completing an assignment given to him by Mr. Hamilton, his track and field coach.

All of this took place at German Mills Public Schools, near Toronto, Canada. Gordon's coach learned quite unexpectedly that he was also the school's new 7th grade English teacher. With no experience as a writing instructor, Mr. Hamilton gave his students a straight-forward assignment. "Work on whatever you want for the rest of the year." Young Gordon dutifully obliged by writing *This Can't Be Happening at MacDonald Hall*. At the time, he served as class Scholastic Arrow Book Club monitor, so he decided to mail his manuscript to the company. Almost two years later in 1978, Scholastic published his story, and Gordon dedicated his first book to Mr. Hamilton. By the time he graduated from high school, he had written and published five books.

Since then, he has penned approximately 70 books for children and young adults. Some are individual stories and some are parts of a series. *The Monday Night Football Club* series was adapted for TV and became *The Jersey*, which ran on the Disney Channel for four years from January 1999 to March 2004. Gordon's fans have bought 25 million copies of his books, making him a *New York Times* best-selling author.

Sometimes during one of his school speaking tours Mr. Korman will be asked how much money he makes. "I earn less than Shaquille O'Neal," he explains, "but more than the French-fry-box unfolder at the local Drive-Thru. I'm in that gray area." When a youngster brings up the topic of his most embarrassing moment, Gordon tells the story of the awards dinner he attended when he was 17. He had been named the most promising young writer in Canada. "I wasn't used to wearing ties back then. . ." he says. "I stood up when my name was called. Then I sat back down again—dipping my tie right into the gravy! But don't worry, there were only four hundred and fifty people watching."

Gordon was born October 23, 1963 in Montreal, Quebec in Canada, but he grew up in Thornhill, Ontario. Then he moved to New York City to attend New York University. He graduated in 1985 with a degree in Dramatic and Visual Writing and a minor in Motion Picture and Television. He still hasn't written a screenplay, although he admits that he would like to do that. In the meantime, his books have won numerous awards, including six from the American Library Association. They have been translated into French, Swedish, Norwegian, and Cantonese—a Chinese language. He now lives in Great Neck, Long Island, New York, with his wife and three children.

Mr. Korman's personal experiences have inspired some of his books. His nicknames are one example. His were ordinary, like "Gord-o" and "Gordie," until he hit sixth grade and he became the "G-Man." His cool FBI agent moniker was the reason he wrote *The Sixth Grade Nickname Game*. The main character of *Don't Care High* is largely based on his Canadian school days with a bit of New York mixed in. With the exception of *The Island*, a

Gordon Korman, Author

By Margaret Whisnant

Refer to the article about **Schooled** author Gordon Korman to answer the following questions. When a **letter** designates the correct answer, write it in the blank provided. When a short answer is required, use the space after the question to enter your response. Write in complete sentences.

_____ 1. What circumstances led Gordon Korman to write his first book at the age of 12?

_____ 2. What facts prove that self-discipline is one of the reasons that Gordon Korman is a successful author?

- (A) He has been writing books since he was in the seventh grade.
- (B) Many of his ideas for stories come from his personal experiences.
- (C) Mr. Korman works four to six months to write a book, and he has approximately 70 published works.
- (D) His sales have earned him a spot on the *New York Times* best-seller list.

_____ 3. What is it that Gordon Korman would like to do, but hasn't yet done?

_____ 4. Where is Cantonese spoken?

- (A) Spain
- (B) China
- (C) Sweden
- (D) Canada

_____ 5. Gordon Korman's sixth-grade nickname was "G-man," a slang term for

- (A) an FBI agent,
- (B) an astronaut,
- (C) an outlaw,
- (D) a spy.

_____ 6. A synonym for **moniker** (paragraph 5, sentence 4) is

- (A) connection,
- (B) disguise,
- (C) nickname,
- (D) reputation.

Word List with Definitions (Book Order)

in Book Order

Set One

Twenty-seven words

1 Name: **Capricorn Anderson**—6 Name: **Naomi Erlanger**
Pages 3-43

- goggled** Stared with bulging or wide-open eyes; gawked; glared. (p. 4)
- grimace** A facial expression that indicates pain or disapproval; frown; smirk; sneer. (p. 7)
- tremulous** Characterized by trembling, as from fear, nervousness, or weakness; shaking; quivering. (p. 7)
- vague** Not clear to the site or any other sense; indefinite or indistinct; dim. (p. 8)
- rile** Irritate; annoy; vex; provoke. (p. 16)
- brawny** Muscular; strong; powerful. (p. 19)
- combatants** Persons or groups engaged in a fight. (p. 19)
- furrowed** To make wrinkles in the face; made narrow grooves in the ground, especially with a plow; to have narrow grooves or trench-like impressions in any surface. (p. 20)
- grimly** Sternly; frightfully; horribly; having a harsh or forbidding air. (p. 21)
- precisely** Definitely stated or defined; being just that and no other; exactly; unmistakably. (p. 25)
- wanly** Said or done in a way that lacks forcefulness or suggests weakness or ill-health; weakly; faintly; feebly. (p. 29)
- projectile** An object thrown forwards, as a bullet from a gun, shell, rocket, grenade, arrow or spitball; a missile, especially one powered by a rocket or the rocket itself. (p. 30)
- cascading** Descending or falling; descriptive of anything resembling a waterfall, especially in seeming to fall or flow in abundance; pouring; spewing. (p. 30)
- autonomous** A community or country that is subject only to its own laws; possessing a large degree of self-government; free; self-determining. (p. 31)
- trajectory** The curved path taken by a propelled object; the path described by an object moving in air or space influenced by forces such as thrust, wind resistance, and gravity, especially the curved path of a projectile. (p. 34)
- chortled** Chuckled gleefully; giggled; snickered. (p. 35)
- heckled** Interrupted a public speaker, performer, etc. with rude or taunting questions or comments; taunted; badgered; pestered; ridiculed. (p. 36)
- constituents** People who authorize another to act on their behalf, such as the voters who elect a public official. (p. 36)
- exhilarated** Energized; invigorated; delighted; in a heightened state of cheerfulness or merriment; enlivened; (p. 36)
- convulsed** Shook violently with laughter, anger, pain, etc.; writhed. (p. 38)
- bogus** Not genuine; counterfeit; sham; fake; false; fictitious. (p. 39)
- bizarre** Unusual in appearance, style, or general character; outrageous; strange; odd; weird; freakish; grotesque. (p. 41)
- scrabbling** Scratching or scraping, as with the hands or claws; digging; ripping; scraping. (p. 41)
- shrouded** Wrapped in a cloth or sheet for burial; covered or concealed; hidden from view. (p. 42)
- solemnly** In a serious; sober, or mirthless manner; seriously; earnestly; quietly; in a dignified way; thoughtfully, intensely. (p. 42)
- facsimile** An exact copy, as of a book, painting, or manuscript; likeness; replica; reproduction; duplicate; *also called fax*: a method or device for transmitting documents, drawings, photographs, or the like, by means of radio or telephone for exact reproduction elsewhere.(p. 42)
- reverence** A feeling or attitude of deep respect; admiration; adoration; honor; veneration. (p. 42)

Dictionary Digs

Set One—Twenty-seven words

1 Name: **Capricorn Anderson**—6 Name: **Naomi Erlanger** Pages 3-43

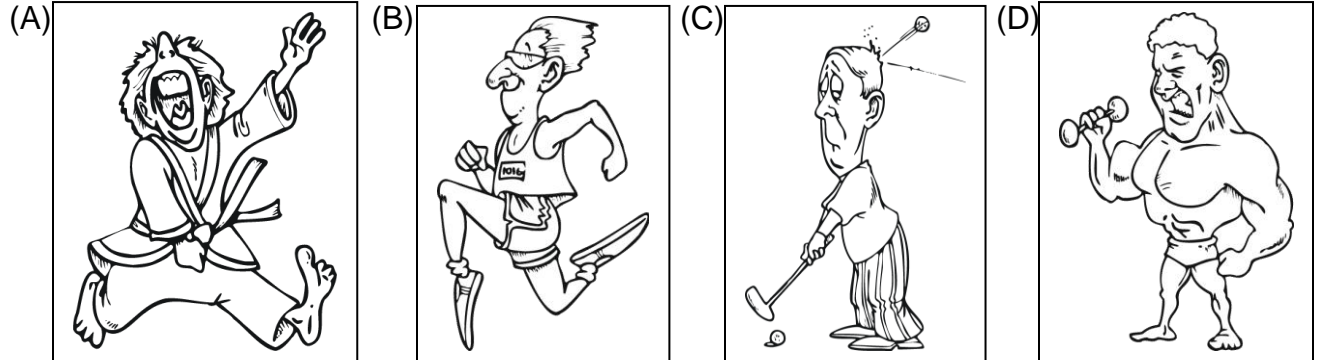
Dig into your favorite dictionary to find the correct answers to the following questions about some important words from Chapter 1 through Chapter 6. Write the **letter** of your choices in the blanks to the left.

_____ 1. Which word can be substituted for **convulsed** in the following sentence without changing its meaning?

The partygoers convulsed with laughter when several people fell into the pool.

(A) pealed, (B) shook, (C) consumed, (D) screeched

_____ 2. Which character illustrates the meaning of **brawny**?



Images © Graphics Factory.com

_____ 3. An **autonomous** group, such as a club, is one that (A) governs itself, (B) has no leader, (C) gives each member equal rights, (D) is ruled by a central committee.

_____ 4. Which of the following is **not** an example of a **projectile**?

(A) a bullet, (B) a missile, (C) a spitball, (D) a cannon.

_____ 5. The *most likely* reason for a facial expression to turn into a **grimace** is (A) fear, (B) pain, (C) surprise, (D) confusion.

_____ 6. If someone gives **bogus** advice, then the receiver has (A) the correct facts, (B) all the necessary data, (C) false information, (D) clear instructions.

_____ 7. A *synonym* for **precisely** is (A) exactly, (B) slightly, (C) randomly, (D) closely.

_____ 8. Which word can be substituted for **tremulous** in the following sentence so that it is changed to an opposite meaning?

*The witness answered the attorney's questions in a **tremulous** voice.*

(A) quivering, (B) hesitant, (C) confident, (D) timid

_____ 9. A person who is speaking **solemnly** is *not likely* to be (A) experiencing sadness, (B) very serious, (C) behaving in a dignified manner, (D) smiling.

_____ 10. An *antonym* of **grimly** is (A) forbiddingly, (B) joyfully, (C) respectfully, (D) easily.

_____ 11. An elected official's **constituents** are (A) the people who work in his/her office, (B) the people who live in the district that he/she represents, (C) the duties of the office he/she holds, (D) his/her elected colleagues.

_____ 12. The *most likely* reason for someone to give a **vague** reply is (A) a wish to hide something, (B) a lack of enthusiasm, (C) sadness, (D) desperation.

_____ 13. If Stephanie **furrowed** her brow, then she (A) smiled, (B) giggled, (C) looked surprised, (D) frowned.

Short Answer Questions

1 Name: **Capricorn Anderson**

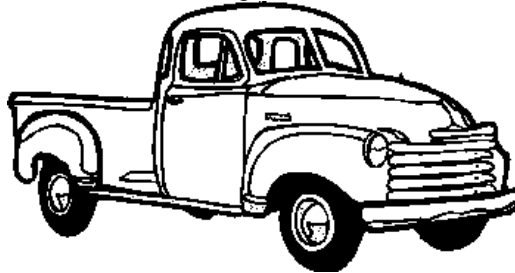
1. What happened the first time Cap saw a police officer up close?
2. Why did Rain and Cap continue to live on Garland Farm?
3. Explain why Cap was homeschooled.
4. Why wasn't Cap's science project entered in the county science fair as the education department tester had suggested?
5. What was Rain doing when she fell and broke her hip?
6. Why was Rain yelling at the doctor when the nurses finally let Cap in to see her?
7. Where were Cap's parents?
8. What did Cap and Rain do when they had a problem?
9. What was Rain's real name?
10. What plans did the doctor make for Cap?



1

NAME: **CAPRICORN ANDERSON**

Pages 3-9



Write the **letter** of the correct answer in the blank before each question.

- _____ 1. The first time he saw a police officer up close, Capricorn Anderson was (A) being arrested for driving without a license, (B) waiting by the road for the ambulance to arrive, (C) standing in the lobby of a large hospital.
- _____ 2. Capricorn Anderson was (A) twelve years old, (B) thirteen years old, (C) fourteen years old.
- _____ 3. Which word did the police officer use when Cap told him about Garland Farm? (A) organic, (B) commune, (C) hippies.
- _____ 4. Once Garland Farm had been populated by fourteen families, but now (A) Cap and his grandmother Rain were the only residents, (B) only Cap, his grandmother, and one other family lived there, (C) only four families remained.
- _____ 5. Cap and Rain continued to live on Garland Farm in order to (A) escape the money-hungry rat race of modern society, (B) make a stress-free living raising vegetables and herbs, (C) avoid being separated by a government agency.
- _____ 6. Cap was able to drive the pickup because Rain (A) had sat beside him and given him instructions, (B) had taught him to drive when he was eight, (C) had modified the interior to accommodate his size.
- _____ 7. Which of the following was **not** a reason Cap hadn't dialed 911 when Rain was injured? (A) He didn't know about 911. (B) There was no phone on Garland Farm. (C) Rain had insisted that driving to the hospital in the truck would be quicker and safer.
- _____ 8. Cap was homeschooled because he and Rain wanted to (A) avoid the low standards and cultural poison of a world that had lost its way, (B) avoid the cost of repairing the dirt road to the farm so a school bus could travel over it, (C) prove that she was a good teacher.
- _____ 9. Which of the following was **not** a reason Rain had turned down a request from the education department tester to enter Cap's science project in the county science fair? (A) It would have to be disassembled, moved, and reassembled. (B) She and Cap didn't believe in competition. (C) Rain thought it was a trick to get Cap into regular school.
- _____ 10. Examples of words that Rain sometimes added to Cap's eighth grade vocabulary list were (A) barometer and perpendicular, (B) decagon and pendulum, (C) non-violence and psychedelic.



2 NAME: MRS. DONNELLY

3 NAME: ZACH POWERS

Pages 10-17

Write either **True** or **False** in the blank before each statement.

- _____ 1. Mrs. Donnelly learned that Capricorn Anderson was from Garland Farm by questioning him.
- _____ 2. Thirty years earlier, Mrs. Donnelly had been a resident of Garland Farm for six years.
- _____ 3. Until her parents had decided they were too old to be hippies and rejoined the real world, Mrs. Donnelly hadn't realized how weird life on the farm had been.
- _____ 4. Remembering her own experience, Mrs. Donnelly saw Capricorn as a time traveler from the sixties about to step into a world much different from the one he had left.



- _____ 5. The Department of Child Services had assigned Capricorn to stay with Mrs. Donnelly.
- _____ 6. Capricorn protested that he could not go with Mrs. Donnelly as he had to get back to the community and make things ready for Rain's return.
- _____ 7. Mrs. Donnelly remembered that Rain—Rachel Ester Rosenblatt—was one of Garland's founders and the queen bee of the place.
- _____ 8. Mrs. Donnelly convinced a reluctant Capricorn that Rain would want him to be with someone who understood.
- _____ 9. Zach Powers was an eighth grader, football and soccer team captain, and Claverage Middle School's Big Man on Campus.
- _____ 10. When he saw that the *L* had been replaced in the school sign, Zach forced two other students to remove it so that it read *C Average Middle School*.

4 NAME: **CAPRICORN ANDERSON**

5 NAME: **HUGH WINKLEMAN**

Pages 18-32

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Before he witnessed the physical violence at school, had Cap seen numerous fights on television and several others at Garland?
- _____ 2. Did Cap's attempt to answer the teacher's questions about the fight between the two students result in his being sent to the principal's office?
- _____ 3. Did Mrs. Donnelly pick Cap up from school and take him to see Rain in the hospital?
- _____ 4. Although Rain's operation was a success, did the need for a long recovery and the fact that she and Cap were the only two residents at Garland prevent the doctors from granting an early release?
- _____ 5. Did Cap complain to Rain that he didn't like it in the outside world because people dressed funny, talked too fast, and had a strong interest in things?
- _____ 6. Did Rain admit that she had been fooling herself to think that Cap was too young to learn about the world outside Garland?
- _____ 7. Did Cap declare that, after being in a real school for only one day, he was finished with other teenagers?
- _____ 8. As Cap explained about all the shocking things he had seen and didn't understand at school, did Rain look amused and have to keep from laughing?
- _____ 9. Did Rain tell Cap not to be afraid and to focus on who he was and what his values meant to him?
- _____ 10. Was Mrs. Donnelly's house, where Cap would be living, very much like the buildings he was used to at Garland?
- _____ 11. Was Mrs. Donnelly's sixteen-year-old daughter, Sophie, happy that Cap had come to live with them temporarily?
- _____ 12. Did Sophie Donnelly's beauty make Cap feel nice just to be standing near her, even when she was yelling at him?
- _____ 13. Before Capricorn Anderson showed up, was Hugh Winkleman victim number one of the wedgie-receivers?
- _____ 14. Was Hugh Winkleman a computer geek and captain of the chess club?
- _____ 15. Did Hugh sit with Cap in the lunchroom because he knew that a guy like that was going to need all the friends he could get?



6 NAME: NAOMI ERLANGER
7 NAME: MRS. DONNELLY
Pages 33-49



her first driving lesson
eighth grade president
every student's name
bullfighting ring
Garland Farm

Naomi
space traveler
vegetarian diet
nonexistent room

Zach
sensitive
fake entries
Rain

shot the spitball
dead bird
perfumed love notes
Sophie

From the list above, choose the phrase, word, or name that correctly completes each of the following statements. Every answer will be used at least once. Several will be used more than once. Write your responses in the blanks to the left.

- _____ 1. Zach and his friends sent Cap to a _____ for a bogus press briefing for reporters from the school newspaper.
- _____ 2. Naomi Erlanger was the person who _____ that stuck in Cap's long hair when he was having lunch in the cafeteria.
- _____ 3. Sophie explained to her mother that holding the office of _____ was like being elected village idiot.
- _____ 4. Mrs. Donnelly realized how terrifying it must be for Cap to suddenly be without _____, the one person in his life who had never let him down.
- _____ 5. Naomi hoped that when Zach became her boyfriend, she could make him as _____ as Capricorn Anderson.
- _____ 6. Sophie had been devastated when her father hadn't come to pick her up as he had promised for _____.

1 NAME: **CAPRICORN ANDERSON**

Write the **letter** of the correct answer in the blank to the left.

- _____ 1. One definition of *hippie* is “a person, especially of the late sixties, who rejected established institutions and values.” Cap explained to the officer who arrested him for driving without a license that his grandmother, Rain, *used to be* a hippie. Which of the following is clear evidence that Rain is still a hippie?
- (A) She and Cap don’t have a telephone or a regular doctor.
 - (B) She continued to live at Garland, isolated from the rest of society, long after everyone else had left.
 - (C) She taught her grandson how to drive when he was eight and then allowed him to drive without a license.
 - (D) She argued with the doctors about her medical treatment.
- _____ 2. When the doctor called social services to see what arrangements could be made for him, Cap started to worry about what was going to happen to him. Which of the following facts is *most likely* to cause Cap problems in the future?
- (A) He has had no contact with people his age and knows very little about the outside world.
 - (B) He has been arrested for driving without a license.
 - (C) His parents died when he was very young, and he still misses them.
 - (D) His grandmother Rain is going to be in the hospital and rehab for eight weeks.
- _____ 3. The author wrote that Cap *pounded onto the scene* when Rain fell from the plum tree. Which of the following is the best interpretation of the italicized phrase?
- (A) Cap was angry with Rain for climbing the tree.
 - (B) Cap rushed quickly to where Rain lay.
 - (C) Cap was having difficulty moving through the orchard.
 - (D) Cap was not close by when Rain fell.
- _____ 4. Which set of words and phrases from the italicized passage are clues that help the reader visualize the meanings of *contorted* and *grimace*?
She tried to smile, but the pain contorted her expression into a grimace.
- (A) to smile, expression
 - (B) She tried, pain
 - (C) to smile, her expression
 - (D) tried to smile, pain
- _____ 5. Which of the following story events has had the most impact on changing Capricorn Anderson’s life?
- (A) Rail refused to allow Cap to enter his science project in the science fair.
 - (B) Rain fell out of a plum tree and broke her hip.
 - (C) Cap was arrested for driving without a license.
 - (D) The doctor called social services to make arrangements for Cap.

6. *Writing Challenge:*

List five important chronological events that could have occurred between the time the police officer spotting Cap driving the pickup to the point where Rain was being loaded onto a stretcher at the hospital. Use your list to write a narrative about the adventure from the officer’s point of view.

Think, Write, Create

Chapter-by-Chapter

All of the following items are aligned to at least one CCSS, especially RL. 6.1, 7.1, 8.1 and one or more writing standards.

Specifically aligned CCSS are listed after selected prompts. Others may apply according to interpretation.

1 Name: **Capricorn Anderson**

The officer who arrested Cap for driving without a license slapped handcuffs on his wrists. Then, after asking a few questions, the officer removed the handcuffs, and Cap was un-arrested.

During the questioning, the officer leaned that

Cap lived on a left-over hippie commune with his grandmother.

He had been driving since he was eight.

Cap had no concept of nine-one-one.

There was no phone at Garland Farm.

- What do you imagine the officer was thinking about Cap with each bit of information?
- Which fact probably led to the decision to un-arrest Cap?
- Create the police report the officer filed about Cap's arrest. Take care to write the report from the *officer's point of view*. Include such things as why the officer was at the hospital where he arrested Cap (did the hospital call him or did he see Cap driving in?), what Rain said and did before she was taken inside, the information he got from Cap, the reason(s) for his final decision about the incident. (See **Graphic Organizer #1**)

(CCSS: RL. 6.1, 7.1, 8.1 RL. 6.3, 7.3, 8.3 RL. 6.6, 7.6, 8.6)

Rain homeschooled Cap to *avoid the low standards and cultural poison of a world that had lost its way.*

- What *low standards and cultural poison* do you suppose Rain had in mind? Hint: What problems do students face that Capricorn didn't have to deal with as a member of a two-person community?
- What facts from the story prove that Rain was a good teacher? How do you know that Cap was a good student?
- If you could change places with Cap for a month, would you? Why or why not?

(CCSS: RL. 6.1, 7.1, 8.1 W. 6.2, 7.2, 8.2 W. 6.3, 7.3, 8.3)

One definition of the word *isolated* is *separated from other persons or things.*

- Make a list of facts from the first chapter to prove that Cap and Rain lived an *isolated existence.*
- How was the isolated life on Garland beneficial for Cap and Rain?
- Explain how Cap and Rain's life on Garland farm was also detrimental.

Rain had taught Cap that *anger upsets the balance inside a person. So when you yell at somebody, you're attacking yourself more than whoever it is you're yelling at.*

- Research the physiology of anger to learn how this emotion affects the body. Make notes and write a short report to prove that Rain was right.
- Just like any other emotion, anger has both a negative and a positive side. Do some more research to find the positive outcomes of anger. Compare what you found with the negative effects you have already identified. What would you say to Rain about what you learned?

(CCSS: W. 6.2, 7.2, 8.2 W. 6.7, 7.7, 8.7)

Whole Book Think, Write, Create

*All of the following items are aligned to at least one CCSS, especially RL. 6.1, 7.1, 8.1
and one or more writing standards.*

Specifically aligned CCSS are listed after selected prompts. Others may apply according to interpretation

Explain why Zach Powers was able to intimidate and manipulate other students but not Cap. What strongholds did he have on his classmates that had no effect on Cap? How was Cap's unique personality and background like a Zach Powers vaccine?

(CCSS: RL. 6.1, 7.1, 8.1 RL. 6.2, 7.2, 8.2 RL: 6.3, 7.3, 8.3)

Many of the turning points in Cap's transition from a solitary homeschooled scholar to the most popular student at C Average involved driving. Operating a vehicle was also a major factor in Cap's blossoming friendship with Sophie Donnelly. When all was said and done, Cap's new life literally drove up to greet him.

Explain how each of the following driving incidents (causes) brought about a change (effect) in Cap's life. Transform your notes into a composition about **Driving**.

- Cap drives Rain to the hospital in the community pickup.
- Cap takes Sophie out for a driving lesson.
- Cap drives the school bus to the hospital when the bus driver has a heart attack.
- Cap rides away from C Average in an ambulance.
- During her driving test, Sophie realizes that Cap has sent the engraved bracelet.
- Rain and Cap leave the memorial service in the pickup and return to Garland.
- Rain drives up in a Mercedes to pick up Cap at the police station.

(See **Graphic Organizer #9: Driving**)

(RL. 6.1, 7.1, 8.1 RL. 6.2, 7.2, 8.2 RL. 6.3, 7.3, 8.3 RL. 6.5)

Consider each of the following facts about Mr. Kasigi:

*He didn't try to find out what was going on when Cap asked about a bullfighting ring.
He told Mrs. Donnelly he had never met a student who knew so little about ordinary living.
He had heard rumors about the eighth grade president, and things hadn't gone smoothly
for the last few students who held the office.*

He handed Cap a checkbook with twelve signed checks.

- How is Mr. Kasigi like an ostrich with its head in the sand?
- Create a rating system and then use the above textual evidence to give Mr. Kasigi a letter grade as an assistant principal.


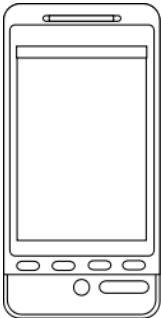
(CCSS: RL. 6.1, 7.1, 8.1)

From Garland to the Outside

Cap's Point of View

Cap was not prepared for the complicated world outside Garland. At C Average, he was confused by lockers and learning time chopped into periods. The school was crowded. His fellow students dressed funny, talked too fast, loved material possessions, and they engaged in physical violence. Mrs. Donnelly's house was nice, but it had an awful lot of stuff in it. He admitted to Rain that he was kind of scared.

Use the form below to make notes about the contrasts Cap encountered during his unexpected transition into the outside world. Search through the first four chapters for specific facts. Then write a composition about Cap's traumatic first steps *From Garland to the Outside*.

Garland Farm	The World Outside <i>(C Average Middle School--The Donnelly's)</i>
<i>Population. . .</i>	
<i>Buildings/Living Quarters. . .</i>	
<i>Rules for Living/Social Interaction/Drama. . .</i>	
	
<i>Education: Structure/Teachers</i>	
<i>Dress and Personal Appearance</i>	
<i>Technology</i>	
<i>Summarized thoughts about Cap's situation . .</i>	

About Your Novel Teaching Pack. . .

Goals

To . . .

- Offer a teaching guide with a full spectrum of learning experiences that flow from **basic knowledge to higher-level thinking skills** and align with **US Common Core State Standards** for English language arts as well as with Canadian, Australian, and other international standards.
 - Provide **classroom-ready** materials that **motivate and instruct**.
 - Create **novel-specific activities** that require careful reading, help develop comprehension skills, and challenge the thinking process.
 - Accommodate a wide variety of student **ability and interest**.
 - **Support teachers** by providing a practical teaching resource that save preparation time.
-

The Nine Components. . .

1. Before You Read

In this component, the focus is on sparking student interest. Each teaching pack includes open-ended questions that can be used as **independent activities, whole-group/small-group discussions, or research topics** and at least one **bulletin board idea**.

In some cases, activities in the **Think, Write, Create** component also involve the creation of a bulletin board or classroom display.

2. Informational Texts

This section provides a short author's biography along with one or more additional articles that provide background information designed to help students comprehend and enjoy the story. Each informational text is accompanied by a set of ten CCSS aligned questions and a writing challenge. **Specific CCSS alignments are listed in the answer keys.**

3. Vocabulary

Word Choices. . .

The words lifted from the novel for focused study are chosen based on one or more of the following criteria:

<i>their level of difficulty</i>	<i>their frequency of use in children's literature</i>
<i>their importance in comprehending the story</i>	<i>their value as useful composition vocabulary</i>
<i>the probability that they will be encountered across the curriculum</i>	<i>unique meanings, spellings, pronunciation, etc.</i>

Word Lists and Definitions. . .

For teacher convenience and reference, both a compiled alphabetized word list and story-order word lists with definitions are included. Page numbers for the selected vocabulary are given so that each word can be spotted easily and studied in context. For clarity, the definitions are paraphrased to match the word's tense, number, part of speech, etc. rather than cross referenced as in a standard dictionary. The major resource of this information is www.dictionary.com.

Dictionary Activities. . .

Long word lists are divided into chapter sets of workable numbers and presented as **Dictionary Digs**. Students are instructed to use a dictionary to answer a series of multiple choice questions about word meanings, usage, unique characteristics, etc. These pages are designed to be used before reading so that students will have a working knowledge of the words when they are encountered in reading. **CCSS skills alignments are listed in the answer keys.**

Using the Words. . .

Other activities, which pull terms from the lists in random order, lead students through a variety of word studies which include

<i>sentence usage</i>	<i>word types (acronyms, onomatopoeia, etc.)</i>
<i>word forms</i>	<i>scrambled sentences</i>
<i>synonyms and antonyms</i>	<i>analogies</i>
<i>anagrams</i>	<i>whole-class/group games</i>
<i>categories</i>	<i>etymologies</i>
<i>word-groups/connections</i>	<i>figurative language from the story</i>

Note: Some of these varieties, but not all, are found in each Teaching Pack. These pages may be introduced prior to reading or post-reading activities. ***Targeted CCSS skills alignments are included in the answer keys.***

4. Assessment—Short Answer Questions

Short answer questions for each chapter (or groups of chapters) are the first assessment tools. The items encourage and check for careful, *factual* reading. The questions are in *sequence* with the pages they cover,

The short answer questions can be used as

<i>student reading guides</i>	<i>discussion group guides</i>
<i>pop quizzes</i>	<i>conferencing with individual students</i>
<i>homework</i>	

Broad CCSS alignment is included in the answer keys.

5. Assessment—Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve comprehension skills* by *providing practice in understanding plot structure and recognizing important story elements*.

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequenced questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. These skills are covered in other components.

The Characters. . .

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying **implied meaning**. **Story clues** that foreshadow future events also appear as questions. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness of the facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of competency goals. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

Broad CCSS alignment is included in the answer keys.

6. Assessment—CCSS Skills—Quizzes and Writing

These pages are a series of chapter-by-chapter quizzes that focus specifically on a variety of *ELA CCSS* including literature, language, and writing. Individual chapters are covered by 5 questions presented in test format with a separate writing challenge. The whole book test has 20 questions with a full-book writing challenge. *Specific CCSS alignments for individual questions and writing challenges are included in the answer keys.*

7. Think, Write, Create

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers.

Rationale:

Guidelines. . .

Most of the items in this section focus on an *ELA CCSS skill*. All meet the criteria of the *Taxonomy of Educational Objectives (Bloom's Taxonomy)*. *Specific CCSS skills alignments are listed after each thinking/writing prompt.*

Organization. . .

Chapter-specific activities are grouped and presented according to their corresponding sets of **Short Answer Questions, Objective Test, and CCSS Skills**. Having led students through the basics for each chapter (or selected section), teachers may shop in this section for in-depth activities that optimize student understanding and interest and address specific **educational standards**.

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages are a teacher's smorgasbord of culminating possibilities. In some cases, the choices are outgrowths of concepts that students have dealt with in a previous activity. In others, students are encouraged to look at the novel from a new angle.

Levels of Difficulty. . .

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of **Think, Write, Create**. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Activities. . .

Every novel teaching pack includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing words to describe a character's personality or behavior. The following example is from *Charlotte's Web*.

Eight-year-old Fern cried and begged her father not to destroy the runt pig. She sealed the little animal's fate by asking her father if he would have killed her if she had been born very small.

- Which **two** of the following words do you think **best** describe the way Fern's father behaved during this episode? Explain your choice. Include the definitions of the words you selected in your answer.

practical *sensitive* *loving* *cruel* *considerate*
realistic *flexible* *callous* *compassionate* *logical*

- Choose **two** words from the list below that you believe **best** describe Fern's behavior. Explain why they are the appropriate words. Use the definitions of your choices as part of your explanation.

impulsive *compassionate* *assertive* *tender-hearted* *hysterical*
undisciplined *naive* *juvenile* *humane* *empathetic*

In each case students work with a given collection of terms, all of which can be correctly applied to the character(s) in question. However, the individual words have various strengths of meaning. It is the student's task to analyze both the character's behavior and the words, make choices, and then cite events from the story to support his/her selection.

Teachers may opt to narrow the choices to fewer words, choose words for individual students divide the class into groups and offer a specific set of words to each group, or use the assignment as it is written.

Other items in this component challenge students to . . .

*write for self-expression, for communication, and
for entertainment
form opinions and theories
cite textual evidence to support their
explanations and opinions
connect personal experience to story situations
become familiar with and identify literary elements
analyze story characters and events
make predictions based on given facts*

*think about social issues
create drawings, diagrams, photos, maps,
models, recordings, films, etc.
imagine
categorize
engage in research and data gathering
recognize and perceive story theme(s)
understand point of view*

Cross Curricula. . .

Think, Write, Create takes full advantage of opportunities to connect both major themes and the smallest story detail to other realms of the curriculum. In **Charlotte’s Web**, for example, students may apply their calculation skills to a page of “Spider Math.” In the **Holes** teaching pack students are challenged to create a game that utilizes a saved group of Camp Green Lake’s holes.

Options, options, and more options. . .

Think, Write, Create is purposely bulging at the seams to give teachers **pick-and-choose options** for

<i>individualizing assignments</i>	<i>homework</i>
<i>group work</i>	<i>short-term and long-term projects</i>
<i>whole class activities</i>	<i>differentiating assignments</i>
<i>capitalizing on student interest</i>	<i>implementing Common Core Standards</i>

8. Graphic Organizers

Ideas for the graphic organizers are pulled from the chapter or whole book activities and expanded into a writing assignment. **These pages are aligned to most CCSS skills for ELA writing and are not listed on the pages or in a separate section.**

Structure. . .

The organizers do not repeat a set pattern of circles, squares, lines, etc., prescribed for a particular type of writing. Each one is tailored to a **specific idea** pulled from the novel. **Structured directions** for organizing the topic support the student so that **writing** is the major focus.

Non-writing Organizers. . .

Sometimes, students are enticed to stretch their imaginations by filling out “forms” or writing “diary entries.” One graphic organizer from **Hatchet**, for example, allows students to assume the persona of the pilot who rescued Brian by writing three entries into his log—the day before the rescue, the day of the rescue, and the day after the rescue. In the **Holes** Novel Teaching Pack, students become detectives and conduct a “background check” on Mr. Sir, recording their findings on the provided “official form.” In these cases, composition skills take a back seat to **imagination, empathy, and pure enjoyment.**

9. Answer Keys

Keys for **all items that require a specific answer** are included. When appropriate, **suggested answers** for open-ended activities are also added. **CCSS alignments for all components except Think, Write, Create are included in this section.**

A final note from the author. . .

It is my personal wish that when the last page has been read, the last activity completed, and the last idea discussed, at least one of your students will ask, “What are we going to read next?”



Margaret Whisnant