# Al Capone Shines My Shoes Gennifer Choldenko





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# AL CAPONE SHINES MY SHOES

### by Gennifer Choldenko

# **Student Packet**

Written by Monica L. Odle

Contains masters for:

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 3 Literary Analysis Activities
- 3 Character Analysis Activities
- 2 Comprehension Activities
- 3 Quizzes
- 1 Novel Test

**PLUS** 

Detailed Answer Key and Scoring Rubric

### **Teacher Note**

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 2009 Dial Books for Young Readers hardcover edition, © 2009 by Gennifer Choldenko, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-8037-3460-9

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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### Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

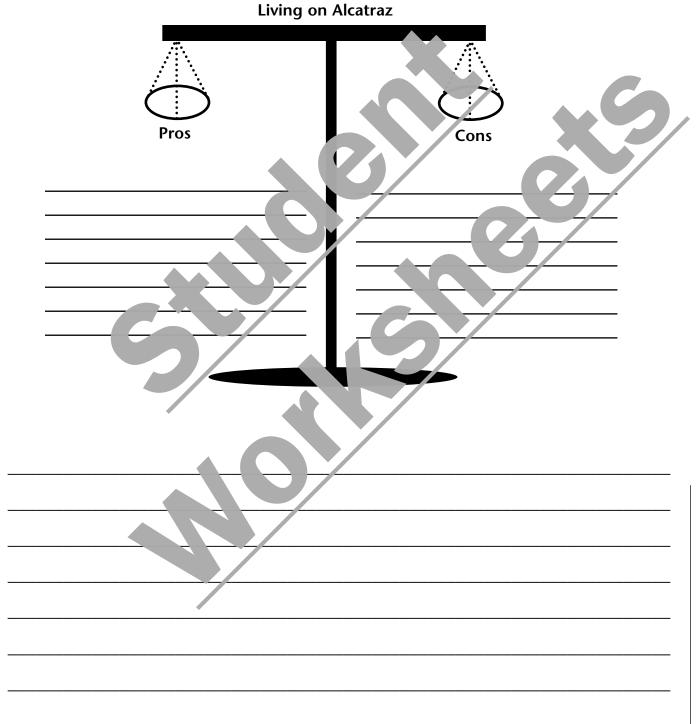
- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

# Pros and Cons

**Directions:** With a partner, brainstorm the pros and cons of being a civilian child on Alcatraz Island in the 1930s. Make predictions about conflicts that might emerge in the novel based on your brainstorm.



Name			_
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## **Anticipation Guide**

Directions: Rate each of the following statements before you read the novel, and discuss your ratings with a partner. After you have completed the novel, rate and discuss the statements again.

	1 — 2 — 3 — 4 — 5 — 6
	strongly agree strongly disagree
	Before After
1.	A person only knows his or her own strength ance is a tested.
2.	A person cannot be fearful and brave of the same time.
3.	It is best to only have friends who have interests.
4.	Criminals are incapable of many good decisions.
5.	People should trust everyon.
6.	Sometimes it is class to keep ecrets.
7.	People ware hance ped in some way can sull contribute.
8.	It is okay to tell onle the truth, even if the trut
9.	People should always forgive
10.	In the most successful friendships, to people involved always

try to get along.