

Student Packet

Grades 7–8

# Buried Onions

Gary Soto

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# BURIED ONIONS

by  
Gary Soto

## Student Packet

Written by  
Sharan Farmer

- Contains masters for:**
- 2 Prereading Activities
  - 6 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 2006 Harcourt paperback edition of the novel, © 1997, 1996 by Gary Soto, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-15-206265-3

**Please note:** This novel deals with sensitive, mature issues. Parts may contain profanity, sexual references, and/or descriptions of violence. 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

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**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)

Name \_\_\_\_\_

### Solving Problems

**Directions:** List six problems the characters in the novel face. Then complete the rest of the chart. For each problem, circle which solution you think is best—yours or the character’s.

Problem	Character’s Solution	Your Solution

Student Worksheets

Name \_\_\_\_\_

### Characters With or Without Character

**Character** is evaluated by one's actions, statements, and by the way one treats others.

**Directions:** For each of the attributes listed in the center of the page, write the name of one character from the novel who has this trait and the name of one character who does **not** have this trait. After each character's name, give an example of an action or statement that proves you have properly evaluated the character.

Yes	No
<p>Name: _____</p> <p>Proof: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name: _____</p> <p>Proof: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Name: _____</p> <p>Proof: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name: _____</p> <p>Proof: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Name: _____</p> <p>Proof: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name: _____</p> <p>Proof: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Is a good person

Sacrifices for others

Is kind and caring

Student Worksheets

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