

Student Packet

Grades 7–8

Don't You Dare Read This, Mrs. Dunphrey

Margaret Peterson Haddix

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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DON'T YOU DARE READ THIS, MRS. DUNPHREY

by
Margaret Peterson Haddix

Student Packet

Written by
Monica L. Odle

- Contains masters for:**
- 2 Prereading Activities
 - 3 Vocabulary Activities
 - 1 Study Guide
 - 2 Critical Thinking Activities
 - 4 Literary Analysis Activities
 - 1 Comprehension Activity
 - 4 Character Analysis Activities
 - 1 Writing Activity
 - 2 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 2004 Simon Pulse paperback edition of the book, ©1996 by Margaret Peterson Haddix, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-689-87102-3

Please note: Parts of this novel deal with sensitive, mature issues. 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)

Name _____

6. Why does Chastity ask Tish if she needs to go to the nurse?
7. Why does Tish keep writing in her journal even though she is risking Mrs. Dunphrey reading it?
8. What information does Matt share with Tish that gives her new hope?
9. Why can't Tish get her mother's paychecks?
10. Why does Tish have Matt get dressed up so they can go out to dinner?
11. How much is the water bill Tish needs to pay?
12. What are Tish's grandmother's last words to Tish?
13. What decision does Tish make about her journal that she later regrets?
14. What good news does Tish find out about her bill when she calls the electric company?
15. Whom does Tish hit during a fight?
16. Why doesn't Matt have any clean underwear?
17. What bad news does Tish find out about Mr. Seagrave?
18. Why is the property tax bill particularly worrisome to Tish?

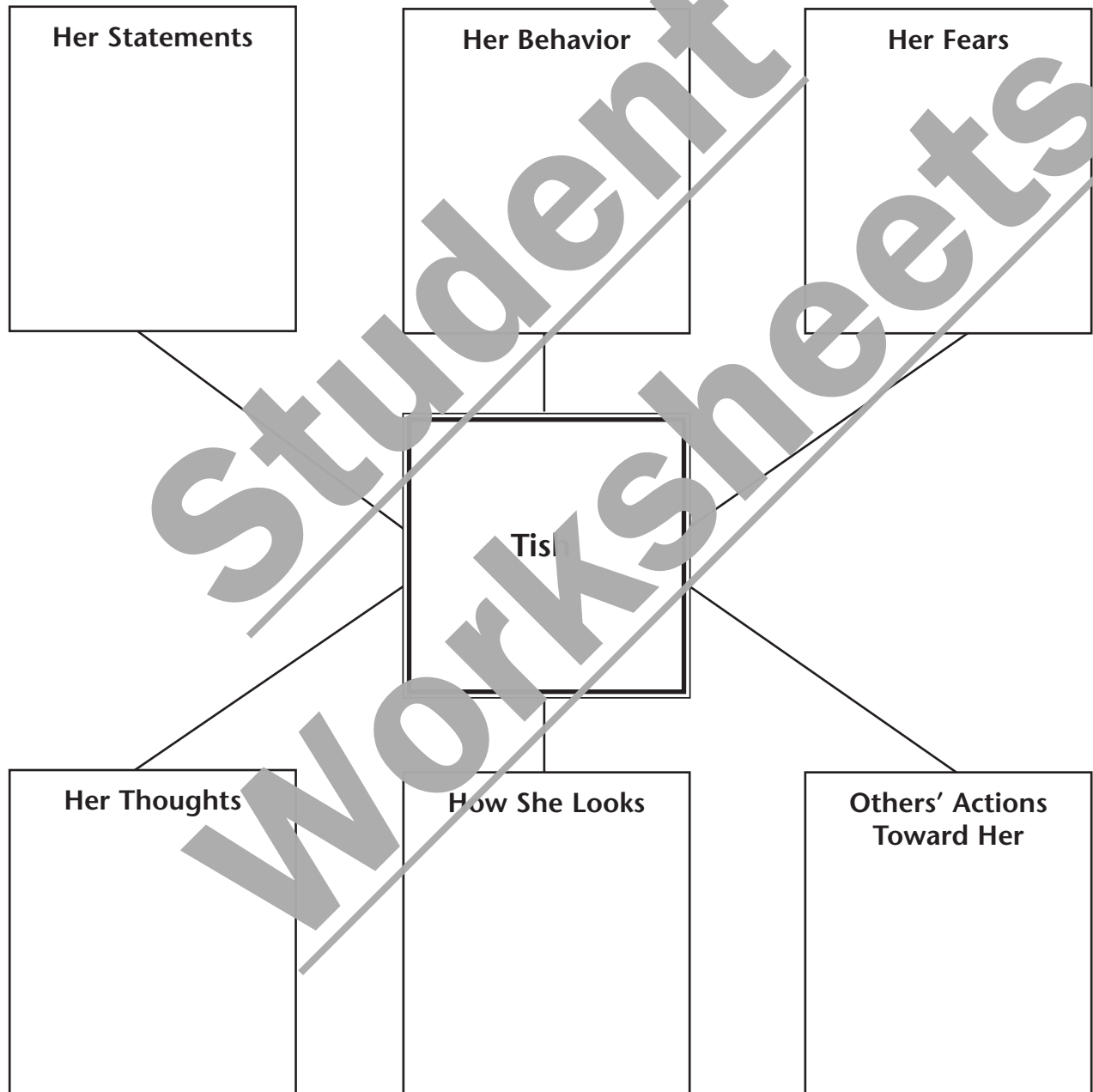
April 7–September 15

1. Why does Bud tell Tish he is being fired?
2. When she first shoplifts, what does Tish steal?
3. How many days has Tish been absent from school in the last four weeks?
4. Who is with Sandy when she gets caught shoplifting?
5. What happens at Tish's house that makes her crazy?
6. Why does Tish finally tell Mrs. Dunphrey she can read the journal?
7. To whom is Mrs. Dunphrey required to report Tish's situation?
8. With whom do Tish and Matt stay before they move to Florida to live with their grandparents?
9. When did Tish regret the quiet allowing his parents to have any part in his life?
10. Of what does Mr. Seagrave believe Tish's mother is a victim?
11. What did Tish's Granma used to say to Tish's mother that made her mother feel terrible?
12. Whom does Tish neglect to talk about in the first part of her letter to Mrs. Dunphrey?
13. What does Tish miss about the spring her mother was gone?
14. Why does Tish want to get a job?

Name _____

Character Web

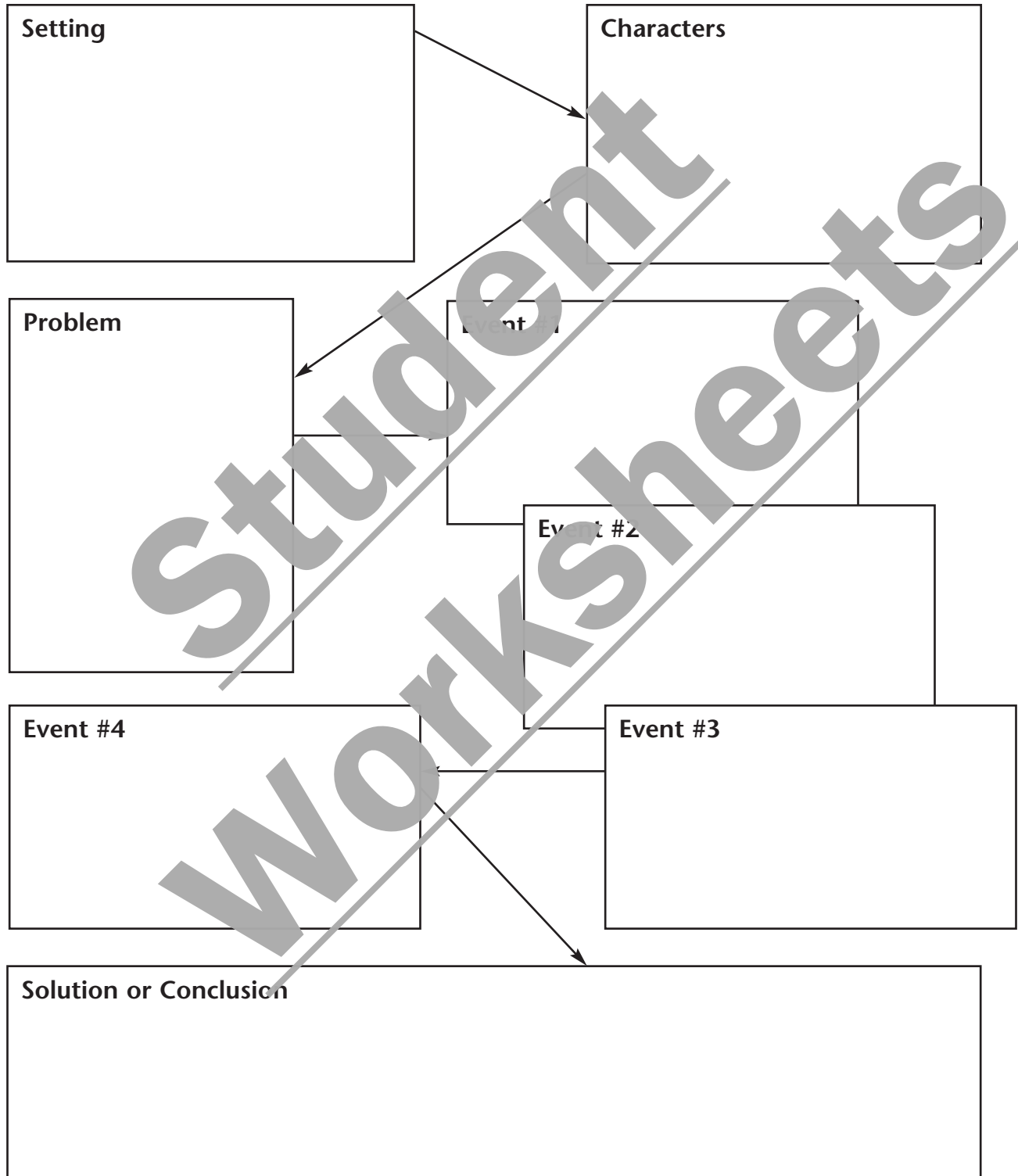
Directions: Complete the chart below for Tish. Cite evidence from the story as you fill in information.



Name _____

Story Map

Directions: Complete the story map below with information from the novel.



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