

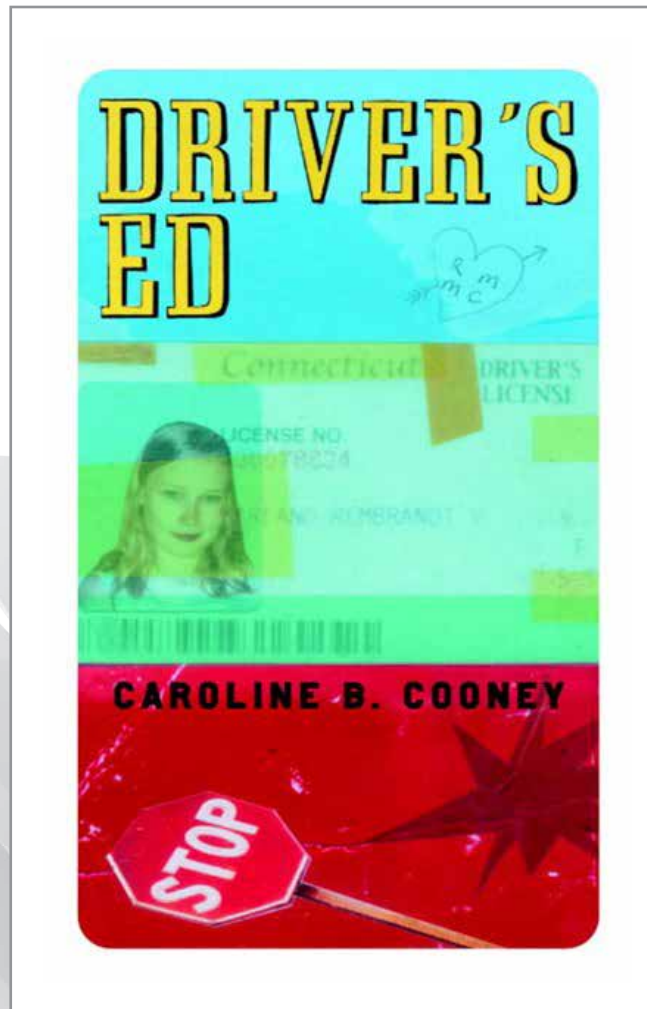


STUDENT PACKET

GRADES 6-8

Driver's Ed

Caroline B. Cooney



READ, WRITE, THINK, DISCUSS AND CONNECT

Driver's Ed

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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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 _____

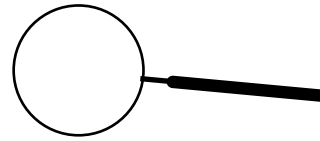
Be a Detective!

Directions: Check out the book by looking at the cover and thumbing through the pages. Then, ask yourself who, what, where, when, why, and how. Write your questions in the spaces below. Exchange papers with a partner and answer each other's questions.

Who?

What?

Where?



When?

Why?

How?

Name _____

Chapters 13–14

1. What is Remy's first impression of Mr. Thompson?
2. What was Mr. Thompson's first thought as punishment for the teens?
3. Why doesn't Mr. Thompson try to smear the teens' names?
4. How does Mr. Campbell advise his son to answer Mr. Thompson's questions?
5. What does Mr. Thompson say that people must do to survive the death of a loved one?
6. What does Remy offer to Bobby?
7. For which two people is the sign stealing a skeleton in the closet?
8. Where does Mr. Fielding take Morgan and Remy?
9. Why is Morgan grateful to Mr. Fielding?
10. Why does Mac say there should be a baby in the manger?
11. Who makes Remy's mother admit that she still loves Remy?
12. What does Mrs. Campbell say when Starr asks if she still loves Morgan?
13. Who gets Mrs. Campbell to admit her love to Morgan and give him peace?

Name _____

Using Dialogue

Directions: Choose some dialogue from the book. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving along the plot.

