

Student Packet

Grades 7–8

# Drums, Girls & Dangerous Pie

Jordan Sonnenblick

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# DRUMS, GIRLS & DANGEROUS PIE

by  
Jordan Sonnenblick

## Student Packet

Written by  
Monica L. Odle

**Contains masters for:**

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 4 Critical Thinking Activities
- 2 Literary Analysis Activities
- 1 Comprehension Activity
- 4 Character Analysis Activities
- 1 Creative Writing Activity
- 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 2008 Scholastic Press paperback edition of the novel, ©2004 by Jordan Sonnenblick, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-439-75520-7

**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

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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 \_\_\_\_\_

### Vocabulary Card Game

inquiries	arachnid	locale	relish	confirmation
aspiration	platelets	battery	devolved	serene
edible	projectiles	matted	brimming	rudiments

#### Teacher Directions:

- Photocopy and cut out the following pages.
- Give one card to each student in the class.
- The student who has the starred card begins by reading his/her question.
- The student who has the card with the correct vocabulary word responds and then reads his/her question.
- Play continues in this manner until all cards have been read.

★ **inquiries**

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Which word means a class of animals which includes spider?

**relish**

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Which word means affirmation or verification?

**arachnid**

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Which word means setting or environment?

**confirmation**

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Which word means removal of fluid or gas by suction?

**locale**

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Which word means delight in or savor?

**aspiration**

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Which word means microscopic round or oval disks in the blood used for blood clotting?

Name \_\_\_\_\_

## Rock Star–Epilogue

1. Why is Steven called to the office on the day of the concert?
2. Why does Steven want to ride the bus home?
3. Why is Jeffrey so excited about the concert?
4. What snack becomes Steven’s pre-concert sustenance?
5. What surprises does the band have for Jeffrey once the Alpers arrive at school?
6. Who unexpectedly shows up to the concert?
7. What happens during intermission?
8. Why doesn’t Steven stay to play his solo?
9. Whom does Jeffrey want to accompany him in the ambulance to Philadelphia?
10. How much money is raised from the band concert for the Alpers?
11. What upsets Steven once he gets to the hospital?
12. What does Samantha return to Steven?
13. Who is Steven’s girlfriend at the end of the novel?
14. What signifies Jeffrey’s physical improvement at the graduation?
15. What does Jeffrey say as Steven passes him at the end of the graduation ceremony?

Student  
Worksheets

Name \_\_\_\_\_

### Qualities of a Hero

**Directions:** Choose a character from the novel. For each quality listed in the left column, tell if the character has this quality. If you write “yes” in the second column, then you must list an event in the third column that proves that the character has the quality. If you write “no” in the second column, you may leave the third column blank.

Quality	Does the character have this quality? (Yes or No)	Event from the Story
honest		
fair		
brave		
kind		
calm		
smart		
good friend		

Look at the chart you filled in above. Based on this information, do you think the character is a hero? Explain your decision on the lines below.

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