



STUDENT PACKET

GRADES 6-8

Each Little Bird That Sings

Deborah Wiles

READ, WRITE, THINK, DISCUSS AND CONNECT

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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 _____

10. Why isn't Comfort allowed to join the search party?
11. What items does Tidings report to Comfort from the search?
12. What does Declaration want from Comfort?

Chapters 25–26

1. Why does Comfort remind herself of Peach while she is recovering?
2. What does Peach do while recovering?
3. What is Aunt Goldie thankful for?
4. Why does Comfort invite Peach to her room?
5. Whom does Comfort blame for the incident in the oak grove?
6. Why does Declaration want to visit Comfort?
7. What does Comfort find in a flower urn by Aunt Florentine's grave?
8. Who put this item in the urn? How did this person get the item?
9. What does Comfort's mother say about Dismay?
10. What does Comfort's mother call a miracle?
11. How does Comfort feel about Tidings?
12. Who gave Dismay his name?
13. Where does Comfort do her best thinking?

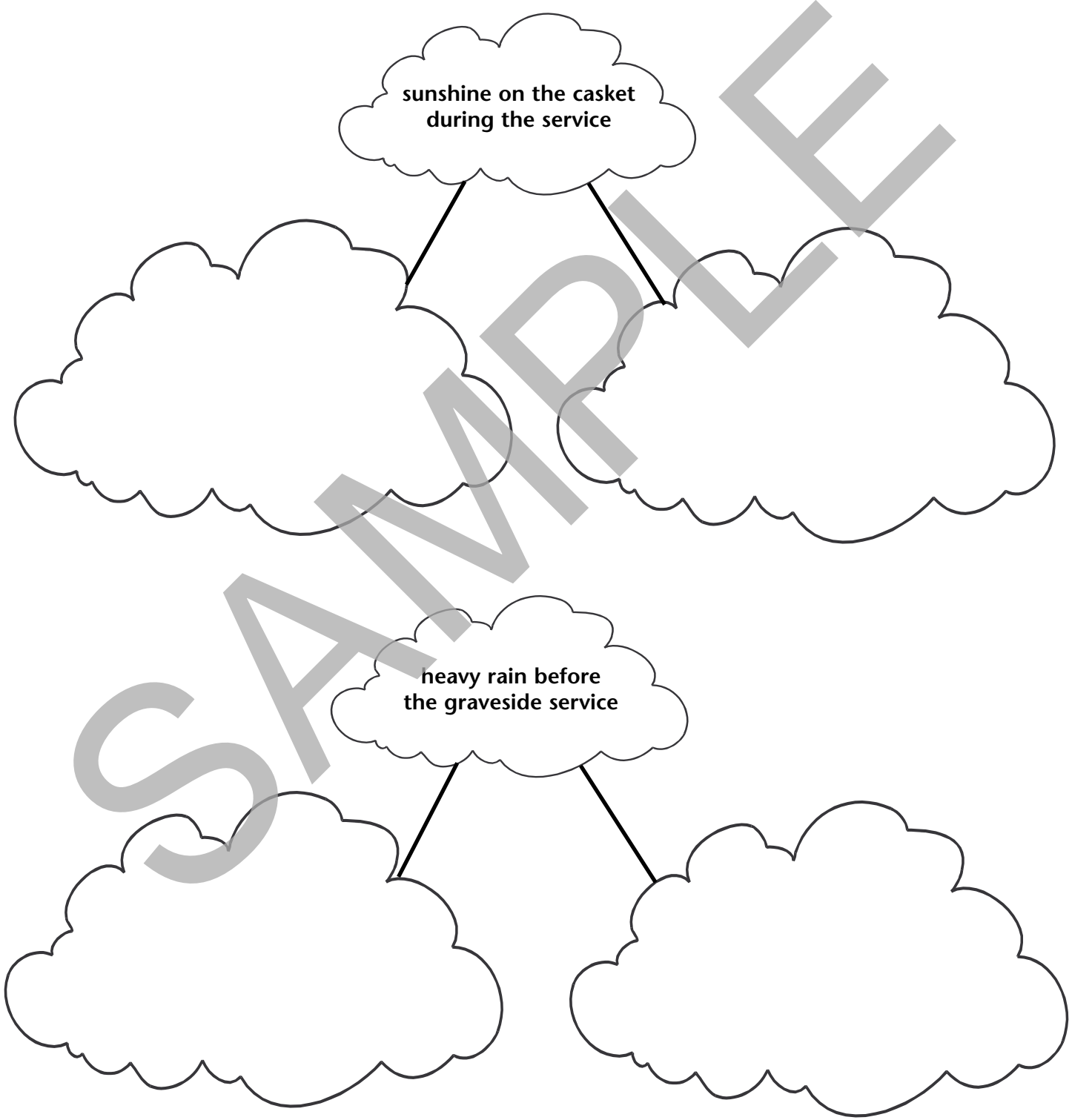
Chapters 27–30

1. How long is Comfort's written speech for Dismay's Life Service?
2. What does Comfort give to Peach before the Life Service?
3. What does Mrs. Powell play at the beginning of the Life Service?
4. How do everyone's stories make Comfort feel?
5. What is the last thing Declaration says during the Life Service?
6. For what holiday do Peach and Aunt Goldie return to Snowberger's?
7. Where do Peach and Comfort go before the meal?
8. Who joins Peach and Comfort?
9. Who taught Declaration to play marbles?
10. Why does Comfort walk briskly past Peach and Declaration?
11. Who cries out for Comfort? What is her response?

Name _____

Rainstorming

Directions: List the results of the weather on the day of Aunt Florentine’s funeral.



Name _____

Qualities of a Hero

Directions: Choose a character from the novel. For each quality listed in the first 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.

Chosen character’s name: _____

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.
