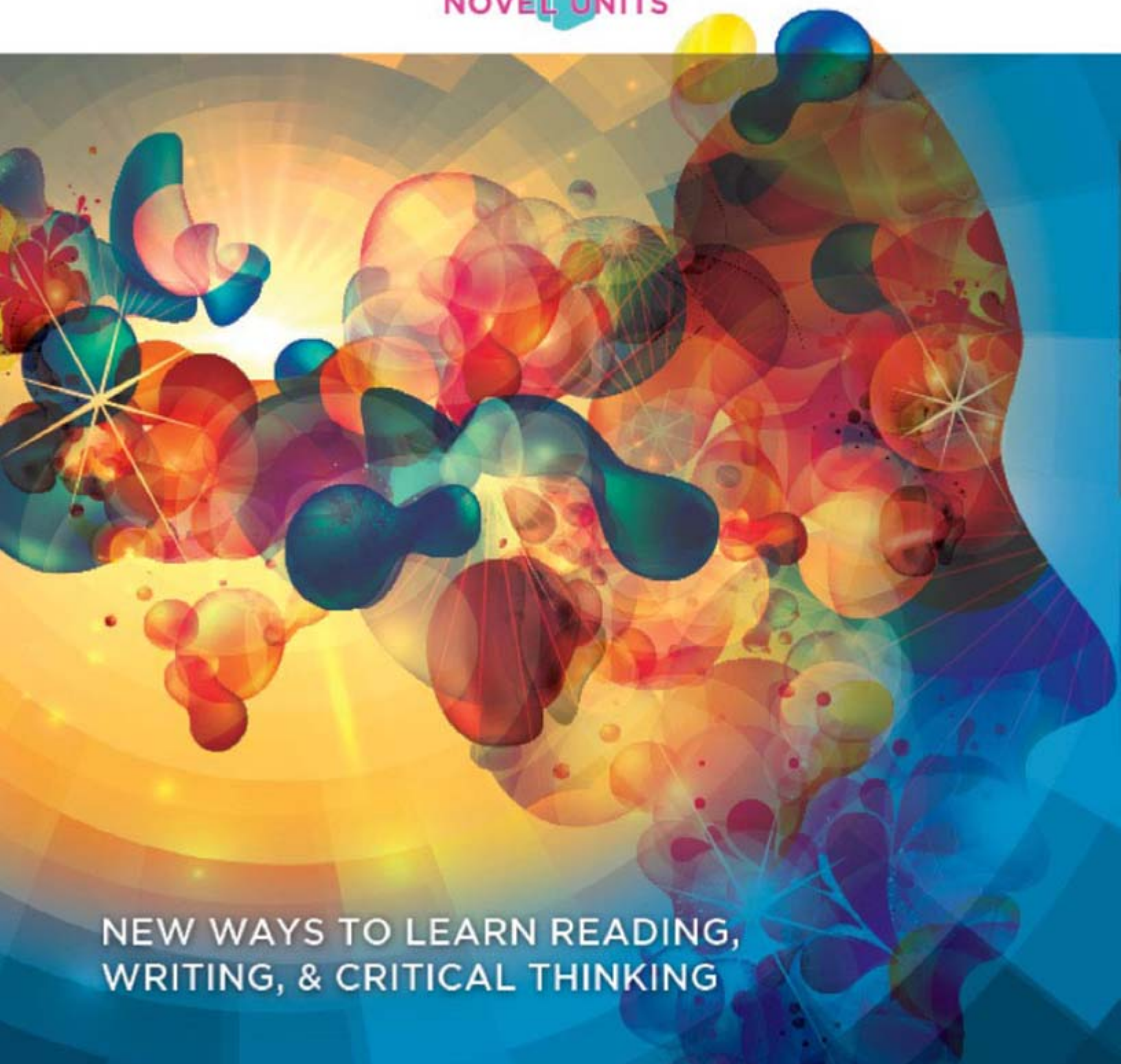


Student Packet

Grades 7–8

The Face on the Milk Carton

Caroline B. Cooney



**NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING**



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THE FACE ON THE MILK CARTON

by
Caroline B. Cooney

Student Packet

Written by
Mina Watts

Contains masters for:

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Study Guide
- 3 Character Analysis Activities
- 2 Comprehension Activities
- 5 Literary Analysis Activities
- 2 Critical Thinking 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 2012 Ember paperback edition of the novel, © 1990 by Caroline B. Cooney, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-385-74238-2

Please note: This novel deals with sensitive, mature issues. Please assess the appropriateness of this novel 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 _____

Chapters 16–18

1. Why is Janie startled when Sarah-Charlotte asks her about the milk carton?
2. Why does Janie begin writing in her silver notebook more and more?
3. Why does Sarah-Charlotte hang up on Janie?
4. How does Reeve attempt to force Janie into telling her parents everything?
5. What does Janie believe mattered to Reeve the most?
6. Why does Janie stumble into Reeve's chemistry class?
7. Why does Janie initially think Reeve stays with her after bringing her home?
8. Why is Janie amazed at Lizzie's explanation of the situation to the Johnsons?
9. What is Mrs. Johnson's response when her husband suggests they take no action?
10. Why does Mrs. Johnson go against Lizzie's plan and dial the Springs' phone number?

Name _____

The Face on the Milk Carton

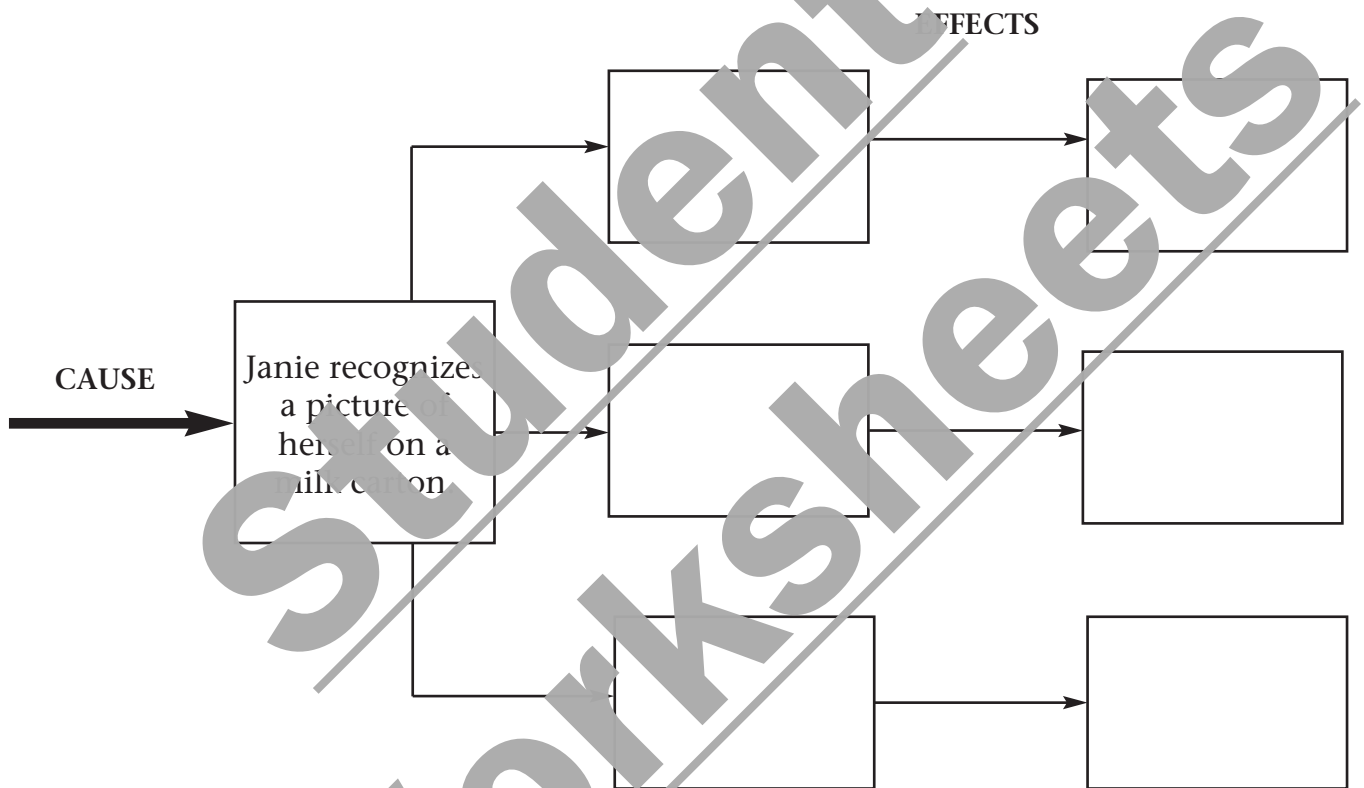
Activity #9 • Comprehension

Use During and After Reading

(Cause/Effect)

Cause/Effect Chart

Directions: Fill in the boxes below to show the effects of Janie discovering her picture on a milk carton.



Name _____

The Face on the Milk Carton

Activity #15 • Literary Analysis

Use During and After Reading

(Interpret Text)

Using Dialogue

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

Extra Credit—extra bits of dialogue I remember from my outside reading

Who is speaking?

How is the plot advanced with these words?

Dialogue on Pages

What is special about the dialogue?

What does the dialogue tell me about the characters speaking?