

Student Packet

Grades 5–6

Heat

Mike Lupica

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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HEAT

by
Mike Lupica

Student Packet

Written by
Monica L. Odle

Contains masters for:	2	Prereading Activities
	4	Vocabulary Activities
	1	Study Guide
	5	Critical Thinking Activities
	2	Literary Analysis Activities
	2	Character Analysis Activities
	1	Comprehension Activity
	1	Drama Activity
	1	Creative Writing Activity
	3	Quizzes
	1	Novel Test

PLUS

	Detailed Answer Key and Scoring Rubric
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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 2007 Puffin Books paperback edition of the novel, © 2006 by Mike Lupica, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-14-240757-8

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.

ISBN 978-1-60878-238-3

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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)

4. What does Mr. Minaya tell Michael about the coach for the other team?
5. What does Michael see outside Yankee Stadium after the Clippers beat the Robins?
6. What words are written on the side of the police van?
7. Who did Carlos call while he was with the police officers?
8. Where does Ramon go, and why?
9. What does Michael say is Manny's favorite way of communicating?
10. Whom does Michael want to see, and what does he want to tell this person?
11. How does Michael plan to get his message to Ellie?
12. What is El Grande's favorite musical group?
13. What does Michael yell that causes El Grande to stop?
14. What is El Grande's unexpected reaction to Michael calling out?

Chapters 26–28

1. Why did El Grande have to leave a game and return to New York?
2. Why does Manny love the movie?
3. Who throws a ball at the fence in front of Justin?
4. How many runs does Walt Jester score after six pitches from the Clippers?
5. What does Michael do when Manny is at bat?
6. What does Michael want Justin to do after Justin is called "out" at first base? Why?
7. Who accompanies El Grande to the Clippers baseball game?
8. What does El Grande bring Michael?
9. After Michael pitches, what does he see El Grande doing in the stands?
10. What kind of baseball rituals doesn't Michael like?
11. What does Mr. Minaya mean when he says, "Number nine hitter"? How does Michael feel about this statement?
12. After the Clippers make a few important plays, what plan does Manny tell Michael about on the mound?
13. Who is in the process of obtaining temporary custody of Carlos and Michael Arroyo?
14. Where does Mr. Gibbs want Carlos to intern?
15. Inside Yankee Stadium, which line do Michael and Manny follow?
16. Who is quoted above the entrance to the Yankee dugout?
17. Who throws the first pitch of the Little League game in Yankee Stadium?

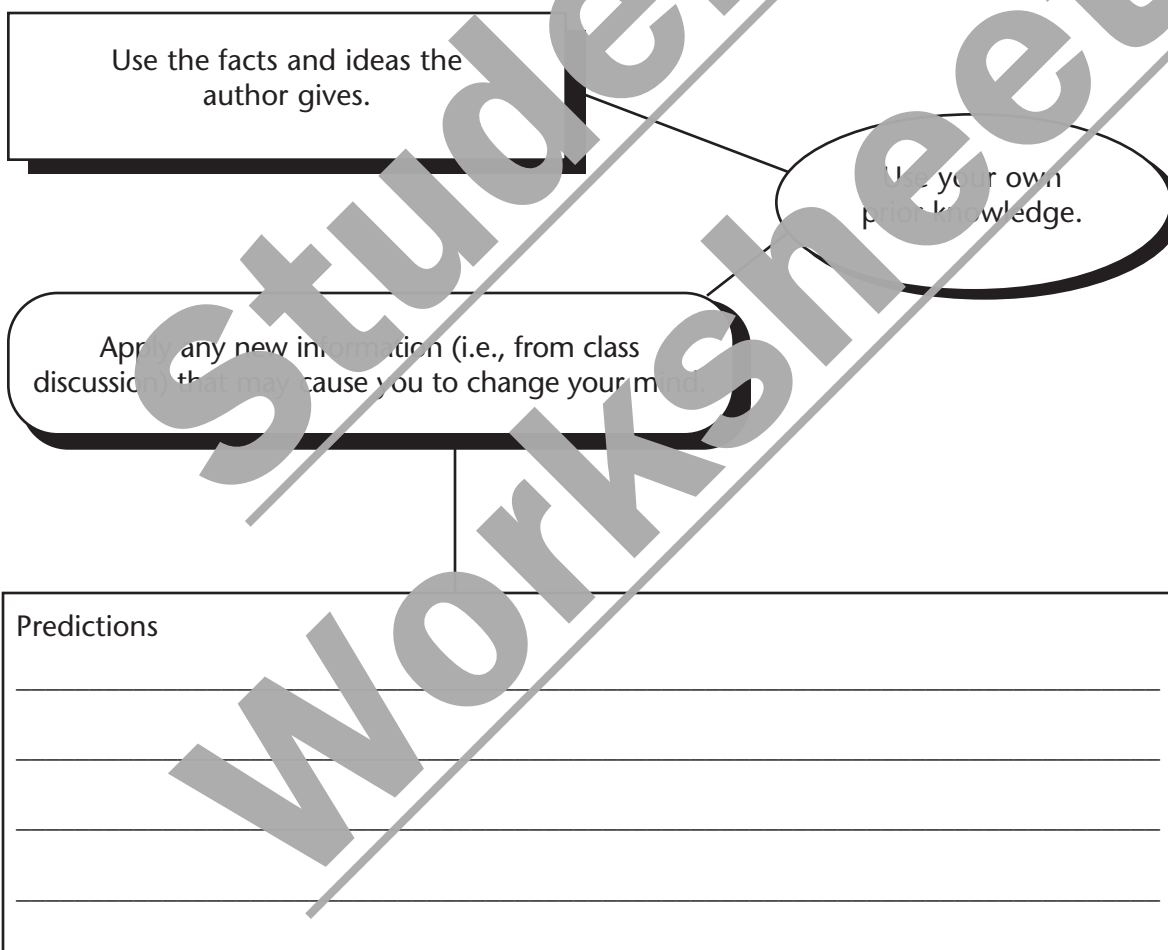
Name _____

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could either be an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.



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Name _____

Cause/Effect Chart

Directions: Make a flow chart to show decisions a character made, the decisions s/he could have made, and the result(s) of each. (Use your imagination to speculate on the results of decisions the character could have made.)

