

Student Packet

Grades 5–6

The Homework Machine

Dan Gutman

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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THE HOMEWORK MACHINE

by
Dan Gutman

Student Packet

Written by
Sammie Underwood

Contains masters for:

- 2 Prereading Activities
- 5 Vocabulary Activities
- 1 Study Guide
- 2 Literary Analysis Activities
- 3 Character Analysis Activities
- 2 Comprehension Activities
- 2 Critical Thinking Activities
- 1 Writing Activity
- 2 Quizzes
- 1 Final 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

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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

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 8–10

1. What is a “woodpusher”?
2. What was Sam’s opinion of Miss Rasmussen’s surprise test?
3. What happened to Sam’s father?
4. Who confessed to tipping off the police and the school paper about Belch?
5. What did Kelsey tell Judy about Brenton?
6. Where were Sam, Judy, Brenton, and Kelsey “invited”?
7. Why was Brenton proud of Belch?
8. What did Judy jokingly suggest the D Squad do with Belch?
9. What evidence of Belch’s existence ended up in the police chief’s possession?
10. What did Kelsey change about her appearance that summer? What did Brenton change?
11. What did the D Squad do together after school was out for the summer?
12. What did Sam ask Kelsey?

Student
Worksheets

Name _____

Realistic Fiction vs. Science Fiction

A. Directions: Six elements of realistic fiction are listed in the first column of the chart below. Decide if each element of realistic fiction applies to *The Homework Machine*. In the second column, write “Yes” or “No” to indicate your decision. In the third column, give an example from the book to support your decision.

Element of Realistic Fiction	Yes/No	Example from the Book
1. The characters resemble real people.		
2. The events could actually happen.		
3. The resolution is believable.		
4. The characters are not “all bad” or “all good.”		
5. The characters matter in the story.		
6. The lesson or message in the book can apply to my life or others’ lives.		

B. Directions: Write a brief response to the questions below.

What part of the book might be considered science fiction? Why?

Name _____

Character Chart

Directions: In the boxes across from each of the feelings, describe an incident or time in the book when each of the listed characters experienced that feeling. You may use “not applicable” if you cannot find an example.

	Sam	Judy	Brenton	Kelsey
Worry				
Anger				
Surprise				
Regret				
Relief				
Triumph				

Student Worksheets