



STUDENT PACKET

GRADES 6-8

Life As We Knew It

Susan Beth Pfeffer

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)

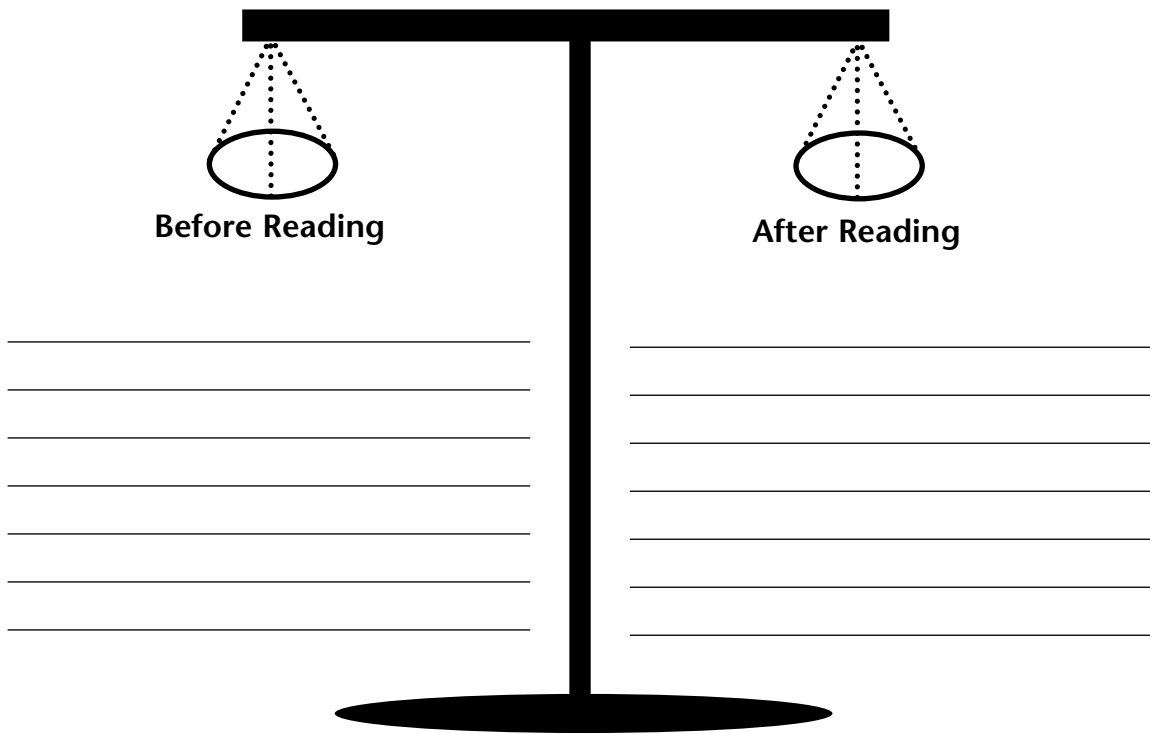
Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- 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 _____

Important Things

Directions: In the left column of the chart, tell what is important to you before reading the novel. After you've finished reading, complete the right column. On the lines below the graphic, explain how your perspective has changed as a result of reading the novel.



Name _____

Winter

Chapters Eighteen–Nineteen

1. What Christmas presents do Miranda and her family members receive?
2. How do Miranda and her family stay active?
3. What does Miranda do to brighten the sunroom?
4. What New Year’s resolution does Matt make?
5. What plan does Miranda propose regarding chores?
6. Why does Mr. Mortensen come to the Evanses’ house?
7. What happens to Mom, Jonny, and Matt?
8. Why doesn’t Peter come help the family while they are sick?
9. What causes smoke to fill the sunroom?
10. How does Miranda clear the smoke from the sunroom?

Chapters Twenty–Twenty-one

1. What strange item does Mom cook for lunch?
2. What does Miranda imagine when she goes to Miller’s Pond?
3. What is the first sign that things may be getting better?
4. What is the biggest problem Miranda’s family now faces?
5. What is Mom’s plan to conserve food?
6. What is the real reason Miranda wants to go into town?
7. Why does Miranda despair when she reaches the post office?
8. What message is on the yellow sheet of paper?
9. What does Miranda discover at City Hall?
10. What is Miranda most thankful for on her seventeenth birthday?

Name _____

Time Line

Directions: In the numbered boxes below, write four main events from the novel in the order they happened. In the larger boxes, describe the event or draw a picture representing the event.

1.		
2.		
3.		
4.		