

Student Packet

Grades 5–6

Lunch Money

Andrew Clements

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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LUNCH MONEY

by
Andrew Clements

Student Packet

Written by
Jill Campbell Reed

Contains masters for:

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Study Guide
- 3 Character Analysis Activities
- 1 Literary Analysis Activity
- 1 Comprehension Activity
- 1 Critical Thinking Activity
- 2 Writing 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 2007 Aladdin Paperbacks edition of the book, © 2005 by Andrew Clements, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-689-86685-2

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 978-1-60878-265-9

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Novel Units, Inc.
P.O. Box 97
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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 _____

Vocabulary Illustrations

contritely
complicated
proposal

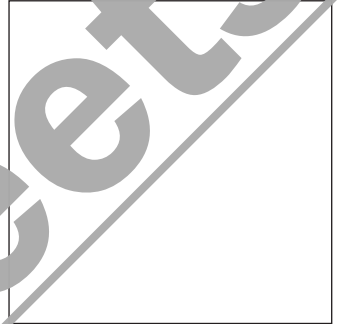
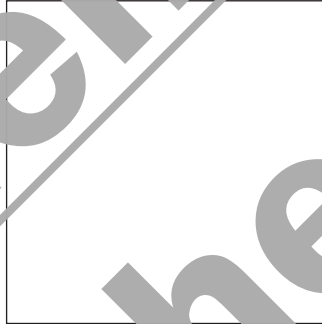
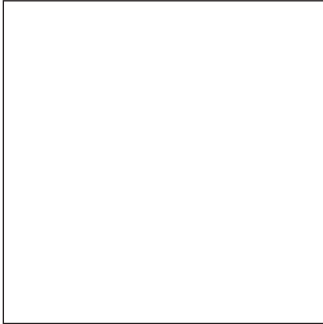
chortled
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disputes

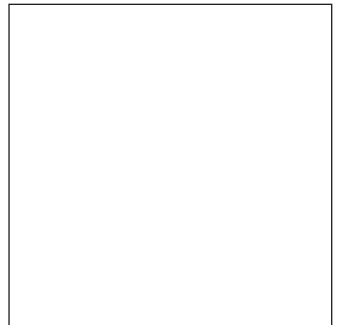
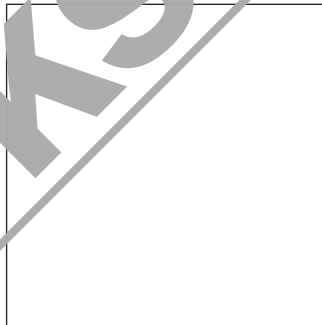
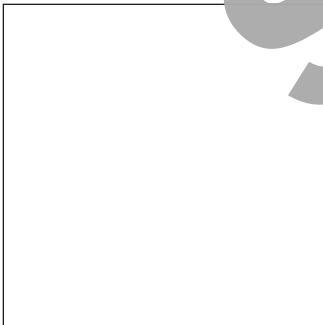
exceptional
controversy

Directions: On the lines below, write each vocabulary word. Look up each word in a dictionary, and then draw a picture in the box to represent the vocabulary word. On a separate sheet of paper, write a sentence that explains each illustration and use the vocabulary word.

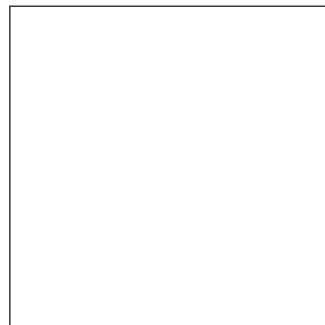
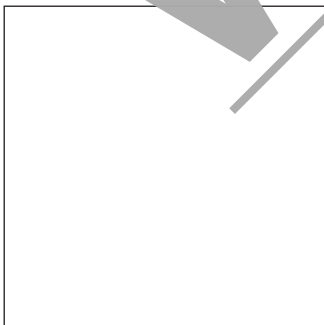
1. _____ 2. _____ 3. _____ 4. _____



5. _____ 6. _____ 7. _____ 8. _____



9. _____ 10. _____



Students
Worksheets

Name _____

13. What do Greg and Maura say they'll give to the school in exchange for being allowed to sell their books there?
14. What does Mr. Z try to avoid?
15. Why does Mrs. Davenport come to Mr. Z's classroom?
16. **Prediction:** Why do you think Mrs. Davenport chuckles all the way back to her office? What do you think she is planning?

Chapters 21–24

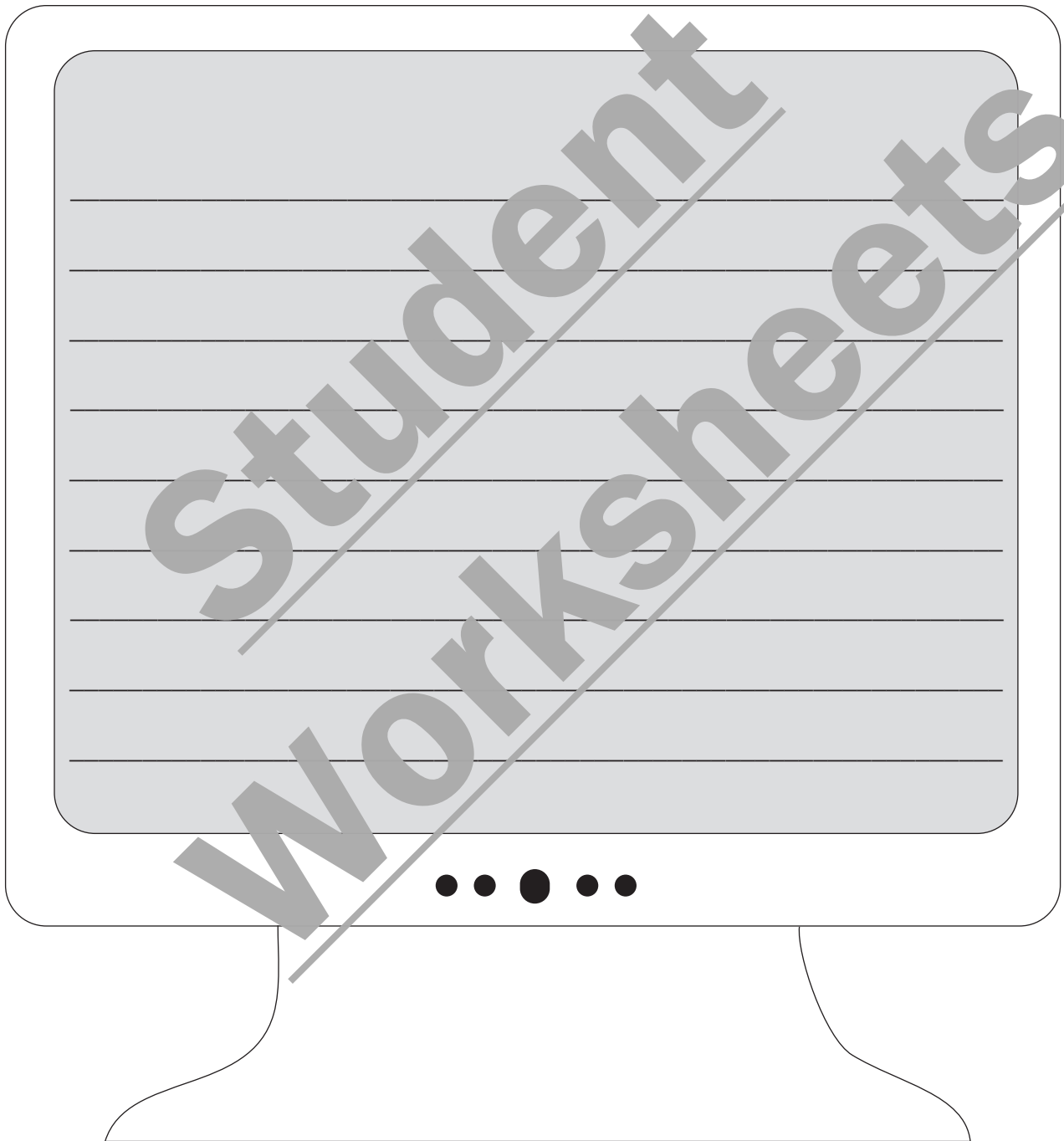
1. What has Greg been thinking about?
2. What does Greg wear to the School Committee meeting? What does Maura wear?
3. What types of issues does the School Committee discuss at their meeting?
4. Who will talk first at the meeting? Why?
5. What word would you use to describe Maura's presentation?
6. What does Mr. Z use in his presentation?
7. What does Greg notice about Mrs. Davenport?
8. How does Mrs. Davenport feel about comic books?
9. Does Mrs. Davenport want comic books sold at her school? Why or why not?
10. What is Greg's new idea?
11. What does Mrs. Davenport give Greg as he walks to his seat?
12. Who left the comic books at Mrs. Davenport's house?
13. What is the name of the girl detective in Maura's new comic book series?
14. How much money did Greg and Maura donate to the school from the profits of the school store? How much of this came directly from the Chunky Comics Group?
15. **Prediction:** Do you think Greg and Maura will continue the school store in the future? What kinds of changes could they make to improve the store?

Name _____

Lunch Money
Activity #9 • Writing
Use During and After Reading
(Making Connections)

Computer Blog

Directions: Pretend that you are Greg or Maura the night before the School Committee meeting. Write about what you are thinking and your hopes for the meeting.



Name _____

Qualities of a Good Business Partner

Directions: Choose either Greg or Maura, and for each quality listed in the left column, tell if the character has this quality. If you write “no” in the second column, you may leave the third column blank.

Quality	Does the character have this quality? (Yes or No)	Event from the Story
honest		
fair		
loyal		
kind		
trustworthy		
dependable		

Look at the chart you filled in above. Based on this information, do you think the character is a good business partner? Explain your decision on the lines below.

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