

Student Packet

Grades 5–6

Marley: A Dog Like No Other

John Grogan

NOVEL UNITS[®]

NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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MARLEY: A DOG LIKE NO OTHER

by
John Grogan

Student Packet

Written by
Mina Lopez

Contains masters for:	3	Prereading Activities
	5	Vocabulary Activities
	1	Study Guide
	4	Character Analysis Activities
	2	Comprehension Activities
	4	Literary Analysis Activities
	1	Critical Thinking Activity
	1	Writing Activity
	3	Quizzes
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	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 2008 Collins paperback edition of the book, © 2007 by John Grogan, was used to prepare this guide. The page references may differ in other editions. Book ISBN: 978-0-06-124035-5

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 _____

Beating the Odds–Lucky

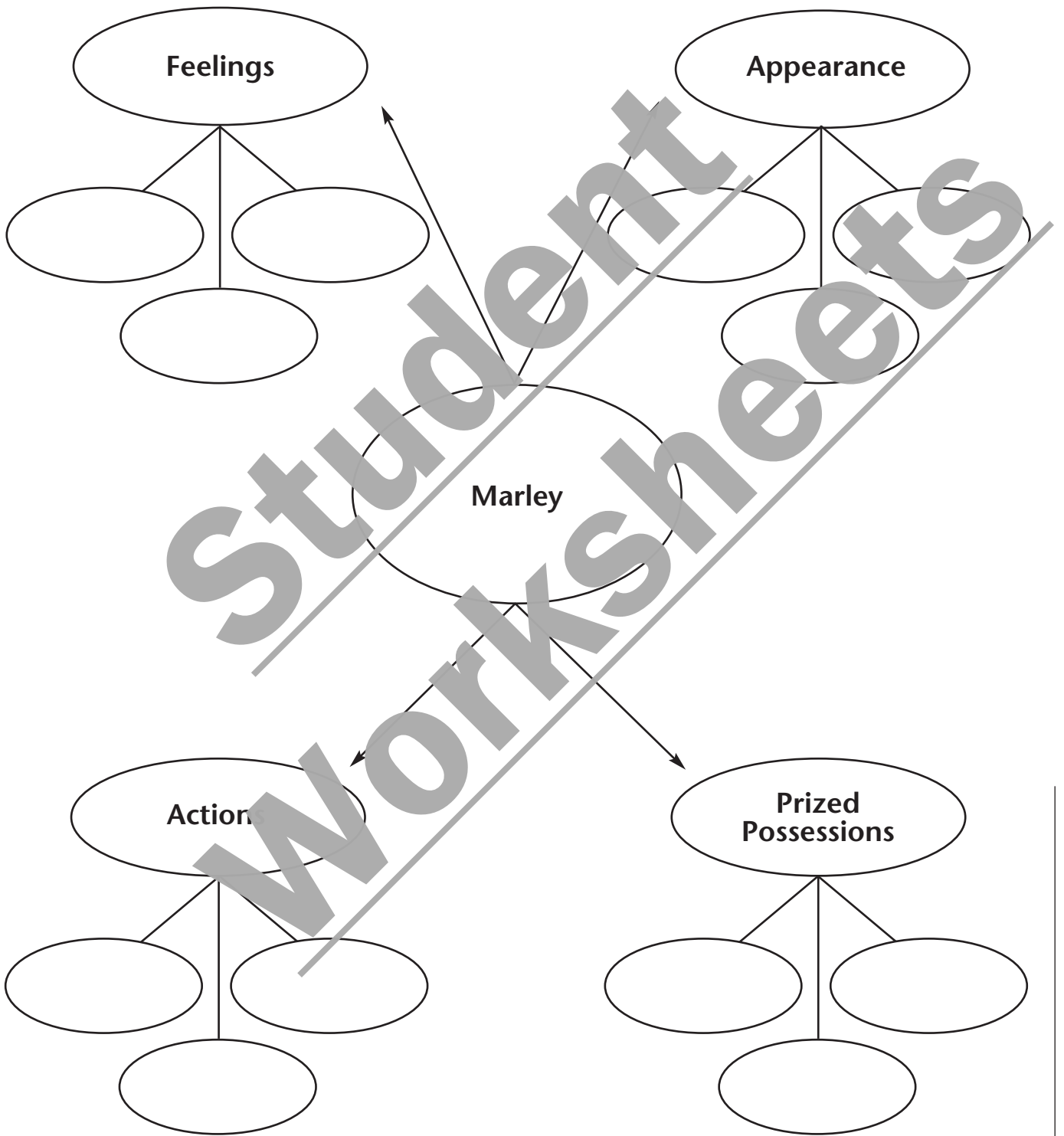
1. What happens to Marley while he is at the kennel?
2. What do John and Jenny decide to do if this event happens again, and why?
3. Why is John’s night spent alone with Marley special?
4. How does Marley show he misses John while he is out of town?
5. What happens to Marley after the Grogans return from Disney World?
6. Where does John bury Marley?
7. How do the Grogans imagine Marley is behaving in “dog heaven”?
8. What reminder of Marley does John find one morning?
9. What is the purpose of John’s column about Marley?
10. What is John and Jenny’s reaction to the newspaper ad about a dog named Lucky?

Student
Worksheets

Name _____

Character Web

Directions: Complete the web below for Marley.



Name _____

Similes and Metaphors

A. Directions: Read the quotes from the book below. Each uses a simile or metaphor to compare two things. In the blank boxes next to each quote, write what the simile or metaphor really means.

Quote	Rewrite
1. "I [John] slunk to the sidelines with my tail between my legs..." (p. 30).	
2. "At the last instant I stepped to the side like a bullfighter" (p. 67).	
3. "[Marley] moved like he carried bombs to start exploding at any moment" (p. 72).	

B. Directions: Now, read the quotes from the book. The quotes given DO NOT use similes or metaphors. This time, rewrite each quote so that it DOES use a simile or metaphor.

Quote	Rewrite
4. "But if [Marley] saw something he liked, he still wouldn't hesitate to lunge for it" (p. 22).	
5. "[Marley] would spot a rabbit munching the lettuce and barrel off down the hill in hot pursuit" (p. 123).	

