

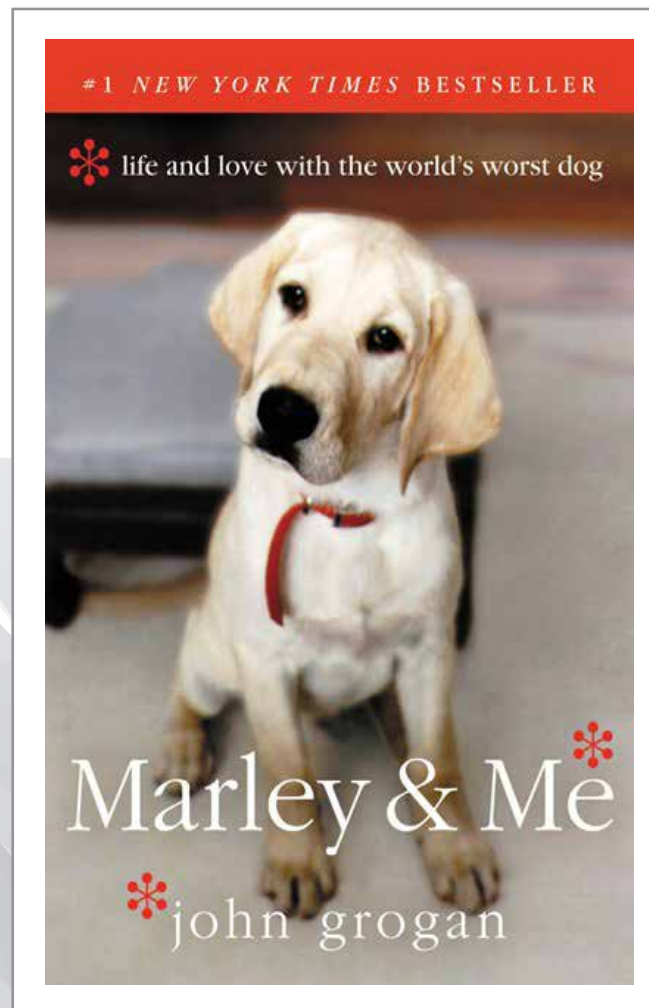


STUDENT PACKET

GRADES 9-12

Marley & Me: Life and Love with the World's Worst Dog

John Grogan



READ, WRITE, THINK, DISCUSS AND CONNECT

Marley & Me: Life and Love with the World's Worst Dog

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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 _____

Word Map

impervious	indigenous	cachet	incorrigible
hapless	asphyxia	joie de vivre	conciliatory
carnage	wanton	neurosis	aberration
compunctions	caromed	tenuous	

Directions: Choose seven of the vocabulary words above, and complete a word map for each.

<p style="text-align: center;">Synonyms</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Magazine cut-out, drawing, or symbol that shows what the word means</p>
<p style="text-align: center;">Word</p> <hr/>	
<p style="text-align: center;">Definition in your own words</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Word used in a sentence</p> <hr/> <hr/> <hr/> <hr/>

Name _____

12. How does witnessing Marley age lead John to another career change?
13. Why does Marley painfully venture through the snow after the storm?

Chapters 25–29

1. What, in simple terms, is gastric dilatation-volvulus?
2. What odds does the vet give for recurrence of Marley's ailment?
3. How will Marley's life change after he leaves the veterinary hospital?
4. Where does John's employer send him on September 11, 2003?
5. What does Marley do to show his devotion while John is away?
6. What accident befalls Marley a week after John's return from Shanksville?
7. What does John worry about as the next winter sets in?
8. What are John's last words to Marley?
9. What is the significance of the cherry trees under which the family buries Marley?
10. What goes into the grave with Marley?
11. What does John find in his shoes shortly after Marley's death?
12. How does John express some of his grief over losing Marley?
13. Besides their condolences, what other messages do John's readers share?
14. What attracts John and Jenny to the description of Lucky in the newspaper?

Name _____

Story Map

Directions: Complete the story map below.

Characters	Setting	Conflict(s)
main _____ main _____ main _____ minor _____ minor _____ minor _____	Date: _____ Place: _____ Other: _____	
Possible Themes (general statements the book makes about life)	Title	Author's Style and Tone
	Point of View _____	
	Genre _____	