

Student Packet

Grades 3–4

The Miraculous Journey of Edward Tulane

Kate DiCamillo

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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THE MIRACULOUS JOURNEY OF EDWARD TULANE

by
Kate DiCamillo

Student Packet

Written by
Linda Herman

Contains masters for:

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 3 Comprehension Activities
- 2 Character Analysis Activities
- 2 Literary Analysis Activities
- 2 Writing Activities
- 1 Critical Thinking Activity
- 2 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 Candlewick Press paperback edition of the novel, © 2006 by Kate DiCamillo, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-7636-4783-4

Please note: Parts of this novel deal with sensitive, mature issues. 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 _____

Directions: Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions. Use your answers in class discussions, for writing assignments, and to review for tests.

Chapters One–Two

1. What is Edward made of? How tall is he?
2. What does Abilene do each morning before she goes to school?
3. Why is winter Edward's favorite season?
4. Why doesn't Edward care for Abilene's parents?
5. Who is Pellegrina? How does she treat Edward?
- *6. Why won't Pellegrina tell Abilene a bedtime story?
7. Why is Edward always awake?
8. What is the "Rosie Affair"?
9. What happens when the maid vacuum's Edward?
10. Where does Abilene find Edward?

Chapters Three–Five

1. On what ship will the Tulanes sail? Where are they going?
- *2. Do you think someone can be too old "for such things as china rabbits" (p. 24)? Why or why not?
3. Why does the witch in Pellegrina's story turn the princess into a warthog?
4. Why doesn't Abilene like the ending of Pellegrina's story?
5. What does Pellegrina whisper to Edward?
6. How does Edward react to Pellegrina's story?
7. Why does Edward wish Abilene wouldn't hold him so tight?
8. How do the girls on the ship react to Edward?
9. Why doesn't Edward impress Martin and Amos?
10. What happens when Abilene tackles Amos?

Name _____

The Miraculous Journey of Edward Tulane

Activity #10 • Comprehension

Use After Reading

(Write to Inform)

Newspaper

Directions: Create a “lost and found” advertisement about Edward for a character from the novel. The character may be searching for Edward or trying to find Edward a new home. Include an illustration of what Edward looks like with this character.

Starburst graphic

Student Worksheets

Horizontal lines for writing

Name _____

The Miraculous Journey of Edward Tulane

Activity #17 • Literary Analysis

Use After Reading

(Literary Devices)

Similes and Metaphors

Directions: Read the quotes from the novel 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. "...[Edward] waited there, with the dolls twittering and giggling at him like a flock of demented and unfriendly birds..." (p. 18).	
2. "[The princess] shone as bright as the stars on a moonless night" (p. 22).	
3. "...the rabbit glimpsed, for a moment, the light of an angry and bruised sky..." (p. 55).	
4. "Sarah Ruth! Abilene! Their names went through Edward's head like the notes of a sad, sweet song" (p. 100).	
5. "[Edward] repeated the old doll's words over and over until they wore a smooth groove of hope in his brain..." (p. 195).	