



STUDENT PACKET

GRADES 6-8

The Misfits

James Howe

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!

ISBN 978-1-50204-799-1

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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 Word Map

meander irony furtive	entitled surmised	era discernible	pondering derivatives
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Directions: Complete the word map for four of the vocabulary words above. Then write five sentences, each using one of the remaining vocabulary words. Be sure to use the words in the context in which they are used in the novel.

Synonyms _____ _____ _____	Antonyms _____ _____ _____
WORD _____	
Definition in your own words _____ _____ _____	Used in a sentence _____ _____ _____

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

Name _____

Chapters 24–30

1. Since their talk, when does Mr. Kellerman call Bobby “Mr. Goodspeed”?
2. Whom does Addie think should give the speech for the No-Name Party instead of herself?
3. What does Bobby think are the two greatest moments of humiliation in his life that his father will be able to witness?
4. How does Bobby describe his outfit the day of the election assembly?
5. What does Bobby’s father say to reassure him about the speech?
6. What does Bobby say to break the ice before he gives his speech?
7. Why did Bobby eat Marshmallow Fluff sandwiches every day for lunch during the third grade?
8. What does Kelsey ask Bobby after he gives his speech?
9. Who wins the election?
10. Who was leaving notes in Joe’s locker?
11. Why does DuShawn say he originally agreed to run for president of the Freedom Party?
12. What name does Colin think Joe should go by?
13. What does Addie think she will be when she grows up?
14. Whom does Skeezie end up marrying?
15. What does Bobby become as an adult?

Name _____

Story Map

Directions: Complete the story map below for *The Misfits*.

